Curriculum Design Pattern

Global Learning by Design

Name of pattern	**Student-Led Glossary**
Quick look	Student-Led Glossary is an individual or group activity designed to engage students with new language concepts in a new course using social technologies. The products may be shared via Blackboard or other tools (forum, wiki, external virtual channels).
Rationale	Student-Led Glossary fosters engagement, socialisation and collaboration whilst students recall new language concepts through multiple channels.
Learners/Context	The Student-Led Glossary enables students to build a personal glossary of terms during lecturers and tutorials using online tools such as Wordsmyth or Quizlet. Students can share links to their online games and quizzes via a forum.
Related patterns	Concept Chat.
Related category	Student-Led Glossary enables students to acquire and understand new language concepts in a new course using social technologies.

Alignment

Crosswords can be very useful in first year courses or anywhere where students need to engage with and practice new vocabulary and concepts; especially where a course has many English as Additional Language (EAL) speakers.Crosswords Across Purposes give students the opportunity to facilitate critical thinking when acquiring important course concepts and new vocabulary.

Instructions/Process

Preparation

1. Set up links to your chosen tool, e.g. Quizlet

2. Select the concepts that require definitions. Post the list to Blackboard.

3. Post instructions in Blackboard on how to access and register to participate in personalising the new language concepts.

4. Add a forum for students to post links to their glossary.

5. If selecting a group approach, decide on how to set up groups and post the groups into Blackboard.

6. Notify students to register in the online tool.

Activity

7. In the lecture, ask students to open their glossary tool.

8. Tell students you will flag the concept; by saying "When I raise this flag, write down a definition of the concept".
   OR
   Have large (A3) flashcards behind the podium which you place around the lecture theatre as you go or hand to students at the front to parade around with (boxing arena style).

9. Ask students to share links to their definitions through the created forum.

10. Ask students to comment on the definitions.

EXTENSION

11. Use a wiki and ask students to add comments and compare definitions. This can be useful for revision and also multimedia can be added. You can also use this approach if there are restrictions on how students can access the internet.

12. With smaller numbers of learners (30 or less) it is possible to add a glossary into Blackboard. Have students contributing in pairs, one student allocates the concepts and the other student explains the definitions.

13. With larger numbers of learners, split students into groups, allocate a concept to each group – which may be the same for all groups or contain slight variations. Once the sets of definitions are created, groups can compare definitions between themselves.

14. Develop criteria or rubrics for a competitive element: introduce peer grading and rewards.

15. Formal gamification strategies such as the awards of points and/or badges could be adopted if this is used as a formative activity and to provide a further motivational element.

Conditions

Knowledge of live Web tools.

Resources/Technology

Wordsmyth has a 12 word limit (free edition):
http://www.wordsmyth.net/

Quizlet has a number of surprisingly engaging simple games students can play with their definitions – or set for other students to play. Quizlet also permits sounds and images to be added.
http://quizlet.com

Cram:
http://www.cram.com/

StudyBlue has games and activities based on the information entered and, if registered as a teacher, it will allow you to monitor class activity:
http://studyblue.com/

3 Best Free Flashcard Apps for Students:
http://www.edudemic.com/3-best-free-flashcard-apps-for-students/

Review of 10 web apps:
http://www.freetech4teachers.com/2009/07/10-places-to-make-and-find-flashcards.html