



COIL TASK IDEAS

Student-Generated Assessment

Students are challenged to choose the knowledge or skills that should be tested on a certain topic and to develop a valid assessment for learning.

Collaborative Debate

Together, students outline two or more positions on a topic. Students are then tasked with coming up with a consensus view that takes into account differing points of view.

Field Report

Students observe a similar situation or event in their home context, using smart phones and other methods to collect evidence. Have students analyze and summarize reasons for similarities and differences.

Ranking Alternatives

Both classes are given a situation and together are challenged to think up as many alternative courses of action or explanations of the situation as possible. Compile a list. Divide the class into small groups and then have each rank the alternatives by preference. Compare reasons for different preferences.

Skit

Students are asked to create a short informal performance intended to educate others about a particular topic or theme. The skit need not be realistic, and the students may choose to take on non-human roles (e.g., a molecule, a construct, or an idea).

Simulation

Students take part in the imitation of the operation of a real-world process or system using a model that represents the key characteristics, behaviors, and functions of the selected system or process. Students are asked to reflect upon their experience and lessons learned.

Creative Annotations

Students are provided with a text—e.g. a poem, short story, newspaper article, or excerpt from a textbook. Students are challenged to use other media, such as illustrations, .gifs, songs, photos, etc. to represent or explain words or concepts to diverse audiences.

Snowballing

Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group of 4 to share their findings. The groups of 4 then join together to make progressively larger groups, until there is a discussion of both classes—i.e. 2 > 4 > 8 > 16 > whole class.

Role Play

Students act out or perform the part of a person or character as a technique to develop understanding and compassion for others. Students may be asked to interpret how others might feel or act in particular situations.

Seeing Through New Eyes

In pairs, students are asked to write a first-person narrative from the perspective of a third person or character to gain a new perspective of their lived experience. The pairs of students should reflect on the process of seeing the world through the eyes of their partner and the third person.

Role-Based Group Project

Students are put into groups to accomplish a task. Each student is given a specific role to perform, and roles may rotate throughout the project. Roles might include: manager, recorder, spokesperson, cheerleader, questioner, checker, consensus-builder, Devil's advocate.

Scavenger Hunt

Students seek out and find examples of particular concept and/or principle covered in class. Have students share what they've found in different contexts and summarize reasons for similarities and differences.

Recurring Symbol

Students are asked throughout the semester to reflect on a reoccurring symbol, image, or question that embodies a central theme of the course. The final submission requires the student to review past reflections and discuss how their interests and perspectives have changed during the course.

Review or Critique

Students evaluate a publication, service, or artifact and provide detailed analysis of the work. Students must present evidence that supports their perspectives.

Developing Interview Questions

Students are assigned a topic or research question. In groups, students decide who they would interview to gather information and the wording of interview questions. Students may or may not actually conduct interviews.

Conduct an Audit

Students conduct research on an organization, policy, or situation. Together they identify strengths, weaknesses, opportunities, threats, hazards, benefits, and/or unintended negative consequences.

Comparative Personal Reflections

Students explore how their personal experiences and observations shape their thinking and forming of new ideas. Students are asked to compare and contrast their reflections and make connections between them, as well as different theories or readings in their course.

Peer Review

Students are asked to evaluate the work of other students. Instructors may provide rubric or criteria for judgement.

Pros and Cons Grid

Students are asked to make a list of pros and cons on a particular issue. They then share their insights with other students through a prepared presentation. The activity may be conducted in groups or individually.

Project Proposal

Students are asked to develop a proposal for an international collaborative project. Students are tasked with describing diverse contributions to the proposed project, the competences required, and a work plan to accomplish the tasks.

Jigsaw Puzzle

Students are divided into groups to study an overarching topic. Each student is assigned a concept to explore. The students then gather with members of other groups who have the same concept to explore. Once they've mastered the concept, they return to their home group to share their expertise.

Compare Processes

Students are challenged with observing the same process in different contexts. They exchange notes on where the process was applied, its intent, steps used, similarities, differences, benefits, weaknesses, interesting details, and results.

Graphic Representation

Each group prepares a graphic that represents a concept. This can be a flow chart, diagram, infographic, or any other visual representation of the information. Present the version to another group. Edit based on their comments.

Ways to Assist

Students are presented with a situation or dilemma. Have them analyze the nature of the dilemma in different situations and methods that can be applied to assist or link services to needs.

Unpacking Opinions

In small groups, have students present their opinions on a topic, including evidence, rationales, and examples. Have students identify new information and describe how this influences previous opinions. Summarize group opinion before and after the exercise.

Classify

Students are given a list of words, emotions, laws, objects, concepts, incidents, theories, or other object of analysis. Challenge groups to develop a framework or basis for classifying the list, organizing the material into groupings. Present the rationale for classification to other groups. Debrief how alternatives may change perspectives.

Virtual Exhibition

Give students a concept or historical event. Challenge students to create an online multi-perspective virtual museum exhibition about the topic.

Concept Map

Give students a main idea, topic, or problem. Have students brainstorm related concepts, subtopics, or evidence. Challenge them to construct a map displaying the relationships between their ideas.

Expert Panel Discussion

Challenge students to have and record a panel discussion. Each student takes on the perspective of a different expert, one student is the moderator. Have students in another group watch and ask questions. Switch.

Fish Bowl Discussion

Students are split into two groups. One group is inside the “fishbowl,” actively participating in a synchronous or asynchronous oral or written discussion. Students outside listen or read carefully to the ideas presented, taking notes on what was said and how it was said. Students switch roles and share observation notes.

Make a Policy

Have students research, observe, or analyze a challenging situation, dilemma or conflict from multiple perspectives. Ask them to develop a policy that will resolve the issue.

Fieldwork

Students engage in short-term research conducted in the field locally to gain knowledge through firsthand experience. Students report and analyze data, comparing their experiences and findings in different locales.

Survey

Students select a social issue of mutual interest and conduct a survey of knowledge, attitudes, and/or opinions. Students analyze and present results.

Concept Mapping

Students in groups create a storyboard for a film, scenario, process, advertisement, or story.

Podcast

Students develop a podcast episode to explore a topic. Challenge students to also make thumbnail artwork, show notes, and/or discussion guides.

Newscast or Documentary

Students develop a multi-perspective newscast or documentary about a current or historical event.

Annotated Bibliography

Students are asked to create a multi-perspective bibliography on a topic. Each citation is followed by a brief (~150 words) descriptive paragraph. Students are asked to describe the process they used to choose which resources to include.

Collaborative Inquiry

Student groups are assigned a unique research topic. Each group uses text and/or images to present their findings. They are then asked to review other groups' projects and to provide feedback. Based on the feedback of their peers, groups edit their projects.

3-Person Interview

Students participate in interviews in groups of three. During an interview a student acts as interviewee, another student acts as interviewer, and a third student observes the interaction and provides feedback. Students take turns in the various roles.

Case Study

The students are asked to examine a situation and its related contextual conditions in depth. Students are tasked with determining and evaluating key factors that contributed to the outcome or with predicting an outcome.