



# Formative Assessment as a Bridge Between Online and In-Person Learning

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# Connecting the Dots in the Law School Learning Experience

- The Traditional Approach
  - Read the text before class
    - Brief cases and maybe prepare some problems
    - But minimal, if any, interactivity before class
  - Show up in class—largely passive, unless called upon
  - After class, clarify notes, add to outline, and . . .
    - Start reading for the text for next class
  - A few obvious challenges . . .
    - Uneven preparation = unequal learning & engagement
    - Once behind, often no good means of catching up
    - And no early means of identifying student difficulties



# Flipping the Classroom to Connect More Dots More Effectively

- Before class . . .
  - Read the text
  - Watch video lectures
  - Apply what was learned (problems, quizzes, or . . . )
  - Engage in discussion boards (*becoming conversant*)
  - Show up in class (*unique common time and space*)
    - Better, and generally more evenly, prepared . . .
    - But one more step in making the most of the value of meeting in person in the same time and space




# Synchronous Interactive Engagement Within the Flipped Classroom

- Is **everyone** ready to dive into **deeper learning**?
  - Readiness Assurance Tests
    - Ideally both individual and team (classic TBL model)
    - Brings all learners closer to common starting ground
- Problems and other thoughtful engagement
  - Small group / TBL approach engages all simultaneously
  - Mini-whiteboards or instant response technology also useful
- Key is keeping all engaged throughout class
  - But engagement need not end there . . .




# Assessment and Remediation After the Flipped Classroom

- What did you learn? Can you apply it?
  - Post-class assessments provide instant feedback
    - Student feedback & also continues to learn in process
    - Teacher learns how well students are learning (or not)
- Remediation opportunities
  - Entire class (if class did not learn what was intended)
  - Individuals (if individual struggled or fell behind)
    - Individual remediation on individual time frame



# The Hybrid Approach as a Flipped Classroom on Steroids

- Begin with asynchronous online where it works best
  - Unidirectional information (reading & video lectures)
  - Initial formatively assessed efforts at application & discussion
    - Pre-class quizzes & problem submissions w/ early feedback
    - Pre-class discussion boards as opportunities for students to become conversant with new materials before class
  - All at INDIVIDUAL pacing with a common goal of making the most of the classroom experience
- *Online engagement serves as **bridge** to the in-person class meeting in a common time and space*



# The Hybrid Classroom—the Synchronous End of the First Bridge

- Readiness Assurance Tests
  - Meeting every learner where she is, and then moving each to a common learning space
- Interactive, team-based, in-person problem solving and other deep learning dives
  - Team-based approach helps to keep all students moving forward together
  - Also gives teacher (“coach-on-the-side”) much better sense of whether students are mastering material as intended
- And classroom experience leads to Second Bridge . . .



# After Class—the Asynchronous End of the Second Bridge

- Application of what students learned
  - Peer-reviewed writing exercises (e.g., IRAC analysis)
  - Quizzes requiring application & analysis (e.g., MBE style)
  - *Each facilitate student learning and provide feedback to both learner and teacher*
- Responsive remediation as needed
  - Adjusting & adapting course content for mass remediation
  - Providing individualized remediation for individual issues





# Continuous Formative Assessment Embedded in Basic Hybrid Model

- Pre-class (*self paced and unscored*)
  - Reading and Video lectures
  - Quizzes, problems & discussion boards
- In class (*make most of common time and space*)
  - Readiness Assessment Test (scored)
  - Team-Based Learning exercises (observed & facilitated)
- After class (*assess and remediate as needed*)
  - Quizzes & peer reviewed writing exercises (scored)
  - Remediation, as needed (individual & class wide)