components and public product

In this project, students had freedom to choose their artwork for the final product and target skills. The Public Product was to include a variety of sources available to me about the work, and the Final products would be established for the final product and target skills.

The Public Product is to include materials that could be used as a public product including for making decisions about the work or in the event of an interview or presentation. At least one component of the student’s work was established for the final product and target skills.

For the components of the public product, students received feedback and guidance on their work with different perspectives (students, teacher, and peers) and were asked to write about their work in a reflection paper, which was assessed by their peers.

Reformulations

For this project, students were given an opportunity to participate in the evaluation process, which was conducted by the instructor. Students were also given feedback on their work, which was submitted to the National Foreign Language Resource Center for organizing the workshop and the university. The workshop was held in the University of Utah in Springville and aimed to improve the skills of participants.

Additional resources were provided to students, including access to online videos (with a related article) about the art movement and related information. Students were asked to complete a reflective essay on their own, which was then submitted to the instructor.