**Rosalind Wynne, PhD, Electrical & Computer Engineering**  
**Revision of Blog Assignment in Graduate Course**

- Discuss why you focused on this element of the course
  - Blog tool allows students to communicate with each other and address topics which are both current and relevant to the course

- How did you redesign this element?
  - Pre-CRI, the assignment was summative – students had a date to complete the blog by, and they received a grade for it
  - Post-CRI, the assignment became formative and summative – students could submit a draft to the professor and receive feedback before they posted their final version

- What worked well in your implementation from your students’ and your own perspectives when you taught the revised course?
  - Students were more invested and clearly enjoyed the assignment and adding elements and commenting more on their classmates’ posts
  - Consistent work from all the students, which was a surprise considering it was such a small adjustment—gave minor feedback but students ran with it
  - “Engineers do not like to write, and this is a lot of writing for an engineering student.”
  - Even their homework performance was strikingly improved
  - Went on to add formative elements to the presentation as well and found students were super invested and excited about it
  - *It was a minor change—it didn’t change anyone’s workload significantly—and it made a huge difference*

- What didn’t work as anticipated?
  - Nothing unanticipated since it was only small adjustment

- What was the most meaningful takeaway from the CRI for you—something you know now about course design that you were not aware of or had not articulated before?
  - Clarity. When you’re clear about the objectives and the plan to get there, it makes a world of difference.
  - Also communication. There were some schedule changes during the semester, but they were clearly communicated to the students, and students reacted well to that.

Transcript of interview conducted with permission, April 2021.