



## A Picture Is Worth 1,000 Words

### OBJECTIVES

The learner will display their ability to **identify** common vocabulary within a **generated** word cloud with at least 85% accuracy according to the rubric provided.



### Activity 1

- Use readings/videos throughout Module 1 (Activities A & B)
- Review additional reference materials through internet search



### Activity 2

- Students create Word Cloud via a web 2.0 tool
- Students post their word cloud to a discussion post
- Students score a pre-selected partner's word cloud
- Students are paired together, using a think-pair-share, to discuss rubric feedback and revise their word cloud accordingly.
- Final artifact is submitted for summative assessment along with peer reviewed rubric.



**Tool Selection Rationale:** Word clouds distill and summarize information through visual representation. As this is the final activity within this module, this tool and activity has been carefully selected. Learners will be provided the opportunity to identify key terminology related to concepts of collaboration and PLC's. As word clouds use weighting to prioritize and set hierarchy based upon the size of the word, this assessment tool will offer the learner opportunities to evaluate and prioritize which terminology is greatest to lesser importance. Careful considerations will be necessary to determine which terms are key terms/ideas and which are supporting terms/ideas. The awareness and understanding of key terminology and its meaning is necessary for the content presented within subsequent modules.



Shared drive



Document



Video

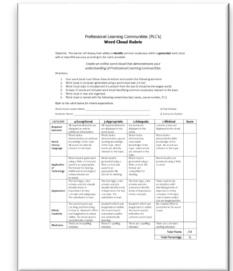


Website

### Assessment

#### Formative Feedback Assessment:

Each student will score (1) student's word cloud.



#### Summative Assessment:

Course instructor will score each student's word cloud.

*One standard rubric will be used for both the formative and summative assessment.*

### Assessment Tool



#### [Cool Word Cloud Generators](#)

#### [Amazing Word Cloud Generators](#)

*Though identifying key words within context is a lower level taxonomy within the knowledge dimension the word cloud activity includes a higher-level taxonomy in the cognitive process dimension by putting elements together using weighted text data to visually identify levels of importance and create a new structure.*

### Word clouds

“help students get to the crux of an issue, sorting through important ideas and concepts quickly in order to see what’s important”

Tumelty, S. (April 3, 2015)

### Plagiarism Considerations

Plagiarism may be difficult to detect with this activity, however there is limited concern. Plagiarism sites cannot be utilized because a word cloud only has single words and not phrases. Due to the creation of a visual graphic image with increased text complexity, including weighted text, it would be difficult to reproduce in its original form.

As the activity encourages learners to seek and identify key terminology, commonality of word choice among final submission will be expected; specific words such as Plan, Do, Act Evaluate, Improvement, etc. will and should be present.

To further reduce plagiarism, peer review is embedded into the activities to encourage stages of revisions based upon feedback.

### Benefits of Word Clouds

**Word clouds** are conducive for analyzing text and concepts to visually identify key terminology and include the following positive attributes:

- Fast
- Formative or summative
- Engaging-visual presentation generates interest
- Puts elements together to create a new pattern/structure
- Accessibility: a variety of free tools available for use
- Integrates multiple learning style preferences; visual-spatial, intrapersonal, linguistic
- Gain insight into students view of conceptual importance
- Flexible-can be expanded or modified based upon level of understanding
- Provide direct evidence of understanding

### Challenges of Word Clouds

- Length/Size/Color of word or font choice can make importance misleading
- Color palette choices are randomly assigned per program; considerations for students with color-blindness
- Not for deep interpretation of text data
- Learners may not have familiarity with technology use to create word cloud
- Exporting/saving completed map for submission; potential program limitations

Digital Image: Word Clouds by ABCYa!.com. Retrieved November 22, 2015 from <http://a5.mzstatic.com/us/r30/Purple3/v4/76/10/64/76106453-0264-4563-ba29-bef19971632d/icon175x175.jpeg>

Tumelty, S. (2015, April 3). 5 ways to use word clouds in the classroom. *Edudemic*. Retrieved November 17, 2015 from <http://www.edudemic.com/5-ways-use-word-cloud-generators-classroom/>