# A Student Introduction to the ICE Model: Described Video Transcript

[Animated video. Character typing on a laptop]

Have you ever found yourself spending weeks writing an essay

painstakingly including everything you know  [typing]

only to be disappointed by your grade?

What could have gone wrong?

[character scratches head, confused]

You wrote down everything that was talked about in class!

[character walks across a bridge made of the words “tests” and “assignments” that crumble, breaking the bridge]

Do you often feel like tests and assignments

don't greatly support or contribute to your learning?

Or that when exam time comes around

[circling dates on a calendar]

the learning that you did in class

seems secondary and you're just memorizing

information from a textbook?

[an animated brain eats paper from a textbook]

Well, you're not alone.

Studies have shown

that regardless of the mode of delivery and the teaching method used

[symbols of virtual and traditional learning methods are erased from a chalkboard]

students will base their decisions around learning

depending on how they're graded as opposed to how they're being taught

[weight scale shows pursuit of grades and pursuit of learning]

and this makes sense. Grades are important.

They're supposed to represent how well you grasped material

[character flies high cape flapping in the wind]

but real learning empowers you to apply what you've learned

and prepare you for new scenarios

rather than just reciting information on trivia night.

[three characters stand behind podiums during a trivia game]

At some universities and colleges instructors are using a method of teaching

that harmonizes learning and assessment

[learning and assessment bubbles pop]

so the grades you earn best represent

the skills you acquire through your courses.

Like critical thinking, collaboration, and leadership.

This style is known as ICE or I-C-E

which stands for Ideas, Connections, and Extensions.

[words Ideas, Connections, Extensions appear in gears that work together]

When your instructors make an assessment with ICE

they can target multiple frames of learning.

Ideas often represent the basic information

you'll be presented with in your courses.

For example, the year that women gain the right to vote in Canada

or the chemical structure of a certain molecule.

When a professor is testing this type of learning

[word cloud]

they'll use words like define, describe, or recall.

Being able to recall information, define and use terms accurately,

describes your familiarity with course information.

But it's key that you know how to use it as well.

This is where the second part of ICE comes in.

Connections may refer to either content level

or meaning-making level connections.

Content level connections are those

where you're able to relate certain pieces of information

to one another.

[several lightbulbs symbolize ideas and red lines connect those ideas to each other]

Like being able to describe how different parts of an engine

work together to make a car move. [engine revving]

Meaning-making level connections are more personal

and happen when you can relate your own knowledge and experience

to something new helping you to remember and understand

[heart and brain connect to a lightbulb]

this new information more deeply.

When an instructor is testing this type of learning

[word cloud]

they'll use words like relate, compare, or infer.

Lastly, extensions are where you can apply what you've learned

to new scenarios, make predictions, and come up with solutions

to interesting and challenging questions.

[padlock is unlocked]

Here your instructors may use language like analyze, critique, or project.

[word cloud]

Although ICE might at first glance seem like it only works in one direction

it's possible to have extensions without the knowledge of ideas and connections.

For example, you can create music with the guitar or piano

[guitar and piano music]

without necessarily knowing a bunch of music theory

or even how to read music.

As we've hinted at here, ICE can be used in any subject

be it quantitative or qualitative

[a mind map lists several course subjects with ICE as the central idea]

and is very useful for figuring out your strengths

and areas to improve as a learner.

[arm flexing bicep, character lifting weights]

ICE is portable in that you can use it no matter the context

and it's useful in planning your learning

even if your prof isn't explicitly using the model.

[student agenda with To Do list checkmarks]

It's straightforward to adopt in rubrics, lesson planning, and feedback

and is already being used in a number of courses

at different universities and colleges.

Ultimately, the goal of the ICE method is to bridge the gap

between how students learn and how they're tested.

[ICE in gears work together to create a bridge over a parge gap]

We're already seeing great positive feedback

[arrow moves from sad face to happy face on a scale]

and it's the hope of educational institutions

that the skills you'll gain by engaging with ideas,

finding connections, and making extensions

will help in both your academic and professional pursuits

for years to come.

[graduation cap and work bag wiggling]

Take care everyone and best of luck with your courses!

[The End]

[Credits: Video based on “Using ICE to improve student learning” from the proceedings of the Improving Student Learning Symposium (2005), by Sue Fostaty Young. Directed by Sue Fostaty Young, Ph.D., Director of the Centre for Teaching and Learning (CTL), Queen’s University and Selina Idlas, Educational Technology Innovation Specialist CTL, Queen’s University. Special thanks to Matthew Aslett, Master of Science., Teaching Assistant, Smith School of Business, Queen’s University. Script and Voiceover by Nolan Michael Breault, Student Educational Technology Assistant, CTL, Queen’s University. Animations and Editing by Janelle Lee, Student Educational Technology Assistant, CTL, Queen’s University. Video Description by Allison Fitzgibbon, Accessibility Advisor, CTL, Sheridan College. Sound Effects from <https://zapsplat.com>. Produced in 2021.]