

ASSIGNMENT DESIGN WORKSHOP

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Sustainable, Meaningful, and Manageable

This means creating a curriculum that builds in learning opportunities over time for students to apply and practice as well as integrate their knowledge and skills through assignments.

Assignment design

Curriculum design

Curriculum structure

Alignment

- Do you think if two faculty mapped the curriculum they would get the same map?
- How do you ensure alignment between your assignment and a given learning outcome?

Fitness of Method or Approach

- Part of alignment is fitness of method or approach – if asking students to explain something, multiple choice test might not be the best approach, but if asking students to identify – it might be very appropriate...

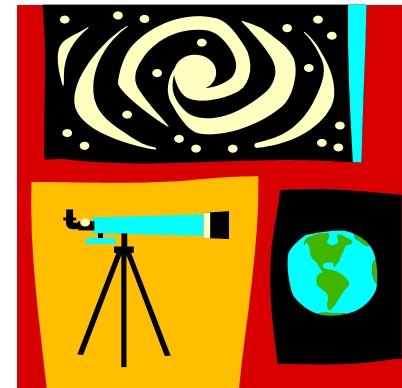


Verbs (and I don't mean Bloom's)

- Alignment and fitness of method occur in relation to the verbs identified in the learning outcome statement
- DQP is verb driven and assignment focused
- In your own assignment – what are you asking students to actually *do* or *demonstrate*?

Alignment asks...

- Where in educational experience does this learning happen and how capture that learning?
- (Doesn't have to just be a class...)



Time to share

- Which outcomes hope to assess?
- What types of assignments currently using? Any you would like to share? Any you are looking to design or create?

Assignment Design

- What makes a good assignment?
- What does a good assignment look like?
- Assignment as an integral part of the teaching and learning process – how students learn
- Not teaching to the assignment, but studying what you teach or the effectiveness of that – what are your students learning and how well?
- How prepare students for assignment? How provide opportunities for students to successfully complete assignment?
- Not about content or grades – but about outcomes

Elements to consider in design

- Can't take on too many outcomes in one assignment- what are the outcomes? What are the verbs?
- Build and scaffold over time – how are you preparing students to complete the assignment? How does it ask students to integrate and apply learning?
- Complete the assignment yourself – what does a 'good' response look like?
- Student feedback on assignment and involvement

Elements to consider cont.

Cognitive science

- Students do better when rubrics and assignment is clear and shared
- Corrective instructions and additional opportunities for students to engage in the tasks or demonstrate learning – not a one time opportunity
- Students learn to take responsibility for their own learning – involved practice – not something *do to* students but something *do with* students

Integration

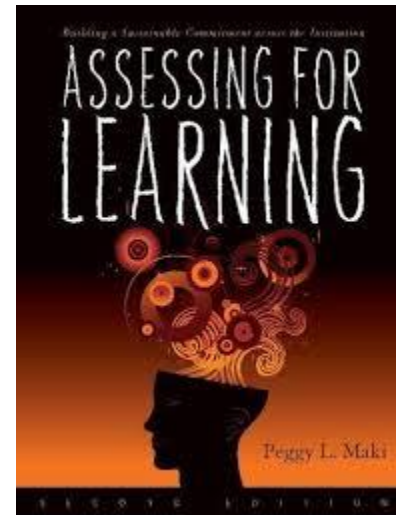
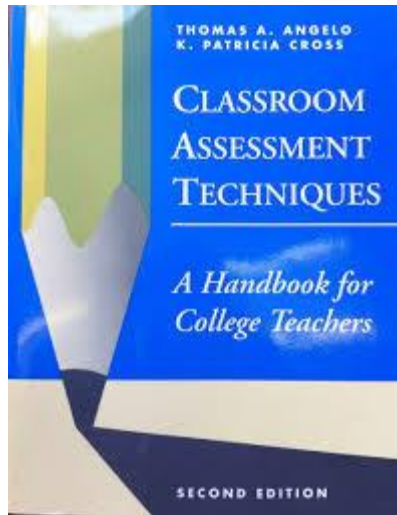
- Giving opportunities to practice (new understandings are not simply wallowed and stored in isolation, they have to be assimilated in relation to pre-existing ideas)
- How do you integrate and allow students to apply learning?
- Build towards a culminating, integrated assignment – capstone project requires integration
- Pair with another faculty member and course, or if sequence of courses, think about how builds over time

Assignments

- Turn and talk
 - One minute reflection
 - Student self-evaluation (Alverno College)
 - Capstone project
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- Assignment library and resources
 - <http://www.learningoutcomesassessment.org/assignmentlibrary.htm>

Additional Resources

- Angelo and Cross – classroom assessment
- Peggy Maki- assessment for learning



Rubric Design

- Relationship to assignment
- Clear criteria
- Normed through practice
- Shared with students
- Provide feedback to students in a timely fashion

AAC&U VALUE Rubrics

Valid Assessment of Learning in Undergraduate Education

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

Integrative and Applied Learning

- Integrative and applied learning

The image shows a thumbnail of the AAC&U VALUE Rubric document. It features a table with five columns: 'Rubric', 'Level 1', 'Level 2', 'Level 3', and 'Level 4'. The rows represent different VALUE categories such as 'Written Communication', 'Oral Communication', 'Reading', 'Quantitative Literacy', 'Information Literacy', 'Teamwork', 'Problem Solving', 'Civic Knowledge and Engagement', 'Intercultural Knowledge and Competence', 'Ethical Reasoning', 'Foundations and Skills for Lifelong Learning', and 'Global Learning'. Each cell in the table contains a brief description of the skill level for that category.

<http://www.aacu.org/VALUE/rubrics/>

Conclusion

- Consider fitness of assessment method – alignment!!
- Strive to create a coherent, integrated, educational experience for students which builds mastery over time

Questions to consider:

- What is the relationship between curriculum design and assessment?
- What is the best means within a course and across courses to assess student learning?
- What will be done with the evidence gathered from assignments?

Questions?

- Email: njankows2@illinois.edu
- Website: www.learningoutcomesassessment.org

