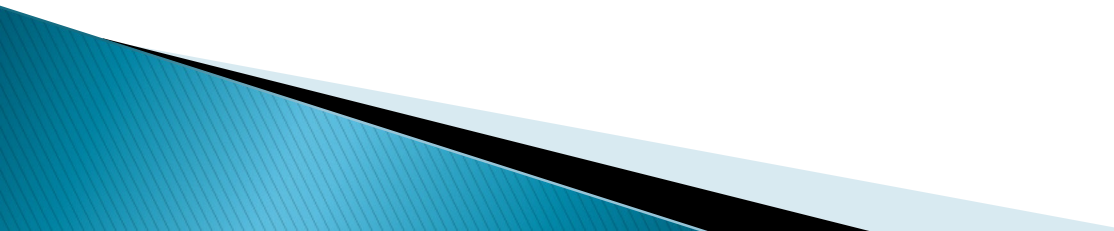


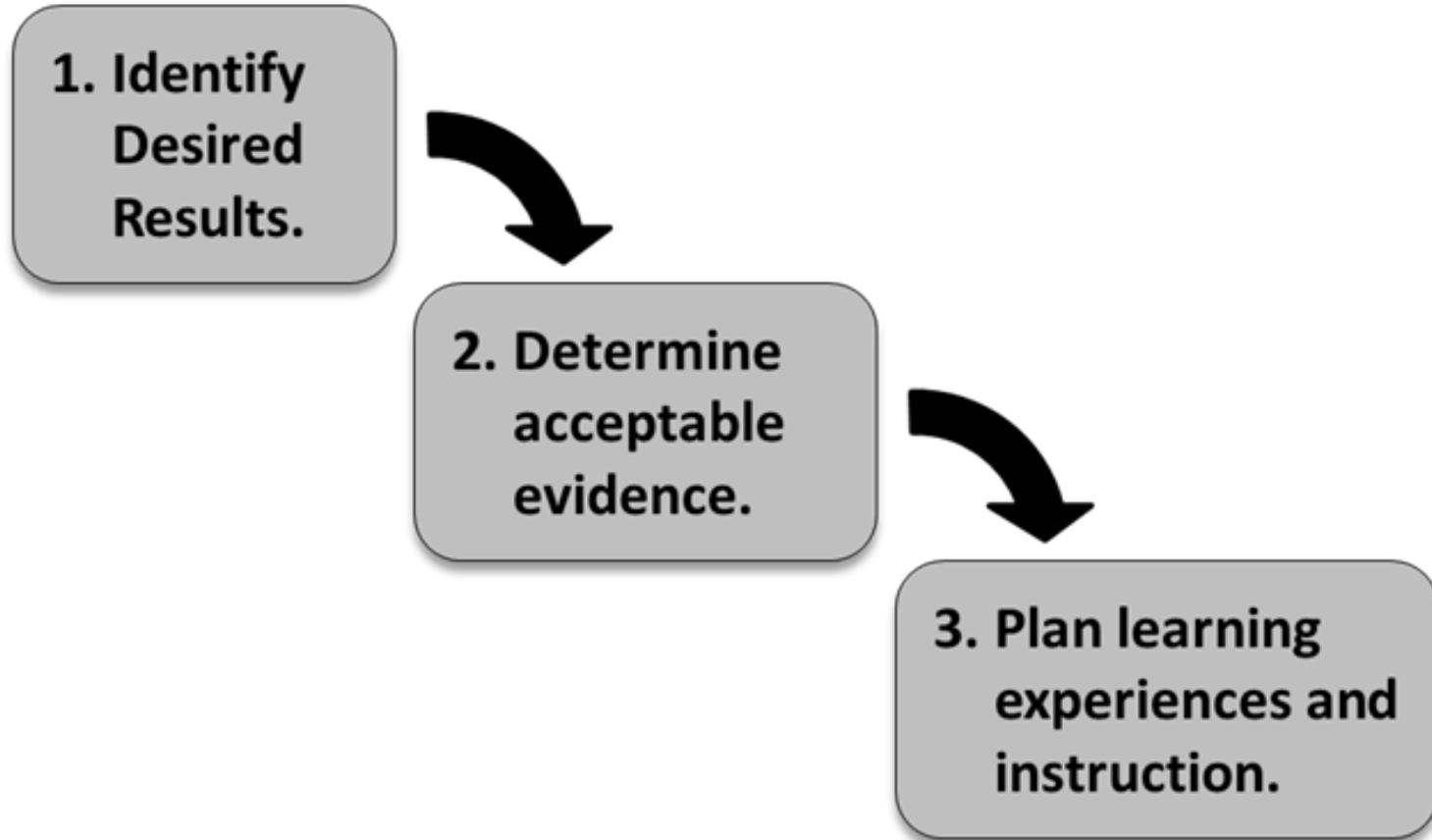
Designing Effective Assignments

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August 12, 2014

Agenda

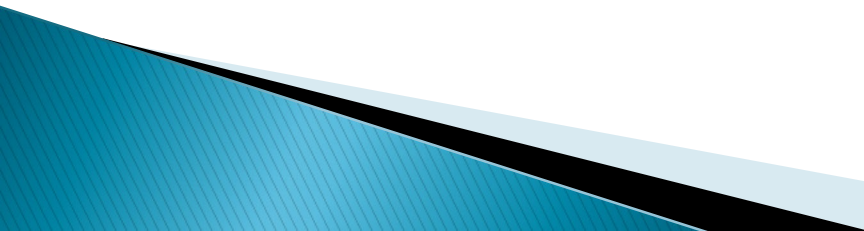
- ▶ Creating Assignments
 - Backward Design
 - Matching Learning Goals
 - Incorporating UDL
 - Variations in Assignment Design
 - ▶ Evaluating Assignments
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Backward Design Process

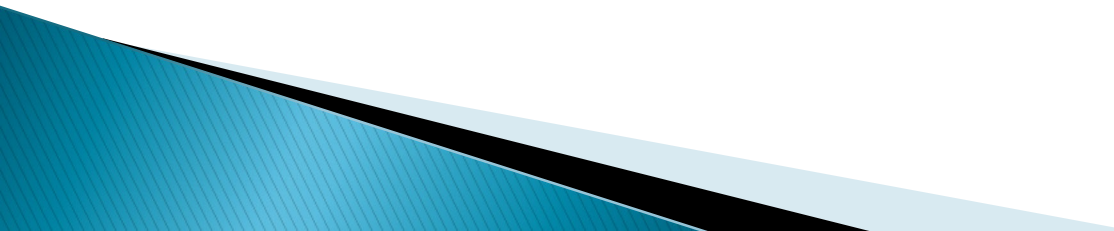


Matching Learning Goals

DePaul Teaching Commons Website gives examples of assignments for:

- ▶ Engage course material
 - ▶ Think critically
 - ▶ Reflect on learning and practice
 - ▶ Communicate effectively
 - ▶ Think creatively
 - ▶ Develop scholarly skills
 - ▶ Develop professional skills
 - ▶ Work together
 - ▶ Bridge academic and real world understanding
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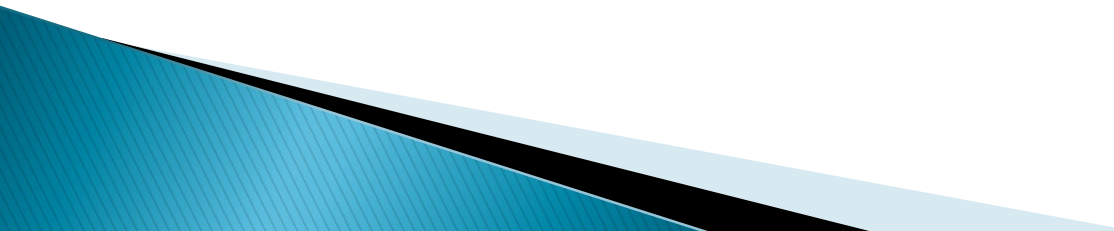
Incorporating Universal Design

- ▶ Design instructions with the user in mind
 - ▶ Reduce barriers to accessing the assignment
 - ▶ Establish and articulate an assignment's *goals* and *objectives* and *criteria for assessment* from the start
 - ▶ Provide examples
- 

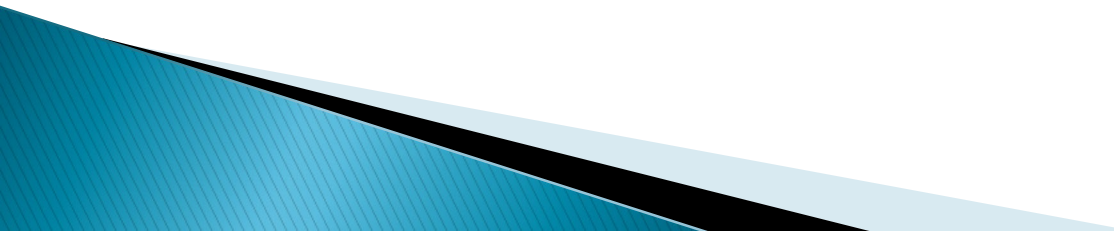
Variations in Assignment Design: An Activity



Discussion Questions

- ▶ What differences in thinking processes are apt to be encouraged by each option?
 - ▶ What are the advantages and disadvantages of each option?
 - ▶ Which assignment or sequence of assignments would you choose were you the nursing professor?
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Designing an Effective Handout

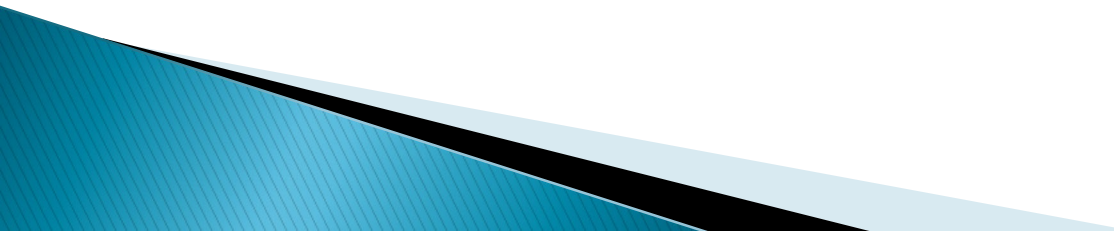
- ▶ Task
 - ▶ Role or Purpose
 - ▶ Audience
 - ▶ Format or Genre
 - ▶ Interactive Components
 - ▶ Evaluation Criteria
- 

Assignment Sheet Check List

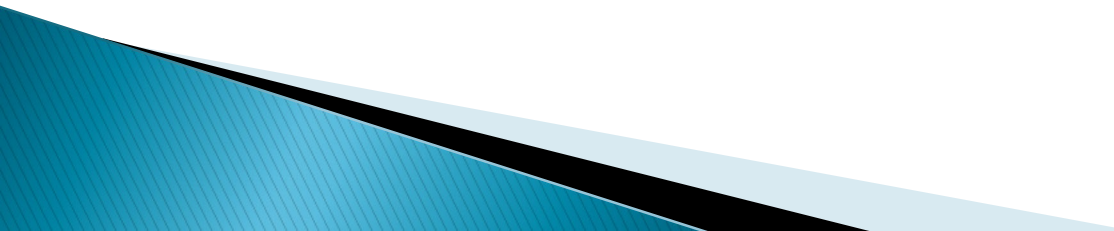


Evaluating Assignments

- ▶ Evaluations are learning opportunities for students
 - Summative vs. formative evaluation
 - Formative evaluations should occur throughout assignment

 - ▶ Did the assignment meet the objectives?
 - Rubrics (analytic assessment)
- 

Arguments Against Rubrics

- ▶ Notion of “universal reader”—where in fact different readers read in different ways
 - ▶ Oversimplification of what is valued
 - ▶ They look precise and they aren't (different readers react differently to different rubrics)
- 

Arguments for Rubrics

- ▶ Provides structure for students and instructor (serves as a checklist)
- ▶ Makes expectations clear

Criteria	Points	Comments
Identifies & addresses the main topic in depth (40 pts.)		
Incorporates course topics & material (25 pts.)		
Demonstrates critical thinking (25 pts.)		
Writing quality & clarity (including grammar & spelling) (5 pts.)		
Format (length, double-spaced, followed general guidelines outlined in the paper description) (5 pts.)		
Total Points	/100	

Providing Feedback

- ▶ Provide ongoing feedback and encourage multiple drafts
 - Instructor and peers
 - In-class discussion
 - Individual meetings

Two types of comments (Bean):

- ▶ Editing-oriented comments
 - Focus on surface features
- ▶ Revision-oriented comments
 - Focus on deeper, higher-order features
 - Preferred method