

Organizing Assignment Design Work On Your Campus

A Tool Kit of Resources and Materials

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

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Organizing Assignment Design Work On Your Campus

Introduction

In 2013, as part of our role in documenting campus experience with the Degree Qualifications Profile (DQP), the National Institute for Learning Outcomes Assessment (NILOA) began working with faculty to create an online “[Assignment Library](#)” of faculty-designed and peer-reviewed assignments linked to DQP proficiencies.

Our goal in this work has been to promote an embedded approach to assessment—through the assignments that faculty require of their students—that is integral to the teaching and learning process and therefore more likely to lead to improvement than “add-on,” compliance-driven approaches. Thoughtfully designed assignments can support learning-centered curricular and pedagogical reform and create clearer, more powerful pathways for students. And for faculty, working together on the design of assignments has turned out to be a powerful professional development experience.

Through the Assignment Library Initiative, NILOA has organized and sponsored a series of assignment-design “charrettes” (a term borrowed from architecture education denoting a collaborative design process) for faculty from around the country who have applied to participate.

But what has become increasingly clear is that campuses (and sometimes systems and states, and even disciplinary societies) are interested in organizing their own such events. That is the purpose of this toolkit: to provide tools, materials, and resources that can be borrowed and adapted to local circumstances. All the models and materials are available in this facilitators’ guide. If using digitally, links are active and go directly to the material indicated. We hope you find them useful...and we invite your feedback (<mailto:niloa@education.illinois.edu>) on how to add to and improve them.

To download the items collected here, please complete this brief log-in so we can learn about patterns of use and how to improve this collection.

Background

The 2015 NILOA report, [*Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative*](#), makes the case for the value of a focus on assignment design, and highlights features of powerful assignments. It describes the NILOA “charrette” model as well as adaptations and examples from campuses. In addition, [*Designing Effective Classroom Assignments: Intellectual Work Worth Sharing*](#), further explores the assignment design process for campuses.

A critical principle behind NILOA’s work on assignment design is the idea that powerful assignments advance (and assess) the learning outcomes the institution cares about. This means organizing work on assignments around shared frameworks for learning. These may be institutional or program outcomes developed by your campus and/or proficiency frameworks developed beyond the campus, including the following:

1. The [Degree Qualifications Profile](#): Ewell, P. (2013, January). [*The Lumina Degree Qualifications Profile \(DQP\): Implications for Assessment*](#). (Occasional Paper No. 16). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.
 2. The Association of American Colleges and Universities’ [Essential Learning Outcomes](#) is another possible framework—one that overlaps in many ways with the DQP.
 3. For a discussion of alignment between learning outcomes and the practices (including assignments) that advance them, see Hutchings, P. (2016, January). [*Aligning educational outcomes and practices*](#). (Occasional Paper No. 26). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
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The Quality Question

The NILOA Assignment Library Initiative did not begin with a sharp delineation of the features of effective or powerful assignments; we chose to turn to the field to answer that question in more organic ways.

You may be interested in the [list of features](#) identified by the first charrette group, and [*What Makes an Assignment Effective? Tentative Set of Features for Discussion*](#), a set of principles adapted from a NILOA/AACU webinar.

Campuses may want to take up this question locally, or even build it into the charrette process as an opening or closing point of discussion.

Central to the quality question is the relationship between the design (and use) of an

assignment and the quality of students' response. Here are reports from two research projects that speak to this issue—and reinforce the importance of effective design in facilitating the success of all students:

- Anderson, P., Anson, C. M., Gonyea, R. M. & Paine, C. (2015). [The contributions of writing to learning and development: Results from a large-scale multi-institutional study](#). *Research in the Teaching of English*, 50(2), 199-239.
 - [Transparency in Learning and Teaching in Higher Education](#) (TILT Higher Ed).
-

What Makes an Assignment Effective?

*Adapted from December 17, 2015 Faculty Collaboratives webinar
by Pat Hutchings, NILOA, and Susan Albertine, AAC&U*

There is no formula for what makes an assignment effective. They vary in all kinds of ways depending on the course context, student preparation, and the outcomes the assignment is designed to foster and elicit. For instance, a writing assignment for first-year students' needs more explicit directions and scaffolding than one at the senior level. That said, effective assignments are often characterized by at least some of the following features. You will think of others as well.

1. **Intentional:** An effective assignment has a clear sense of purpose. It is aligned with course, program and institutional goals for student learning.
2. **Clear to students:** Assignments and their purposes should be clear to students, who will benefit from understanding why they are being asked to undertake the task at hand and how that task (assignment) fits into a larger trajectory of their learning.
3. **Explicit about evaluation:** Additionally students should understand how their work will be evaluated. This might mean providing students with an evaluative rubric as part of the assignment, but other forms and formats for communicating expectations can be effective as well, including a statement of criteria for evaluation or examples of effective performance.
4. **Engaging:** Effective assignments present what composition scholar John Bean (2011) calls a "Task as Intriguing Problem" (TIP). That is, they engage and motivate students.
5. **Responsive to different ways of knowing and different assets that students bring to their work:** This might be accomplished by offering options in terms of format (student might write a paper, develop a website, or create and present a poster) or by drawing on student experiences in ways that reflect equity-mindedness and cultural awareness.
6. **Formative:** Effective assignments are designed and used in ways that provide students with useful feedback for improvement. This might mean working through multiple drafts, with feedback along the way. It might mean opportunities

to self-assess and reflect on the process, with students asking “How might I have done better on this assignment?” Or, “How can I build on what I’ve done here?”

7. **Linked to and aligned with other assignments:** An effective assignment is not an island. It is connected to other assignments the student encounters in the same course but also to assignments in courses that precede and follow. When assignments are linked to one another in ways that are made explicit to students, they create more coherent, connected pathways for learning.
8. ***What would you add to this list?***

See Appendix A for a handout on Features of Excellent Assignments.

Models and Materials from Campuses and Related Initiatives

The Disciplines

Disciplinary associations have.....

American Historical Association

- [AHA assignment charrette suggestions to AHA facilitators](#)
- [AHA suggestions for charrette staff, facilitators, and recorders Questions](#)
- [AHA assignment charrette feedback form](#)

National Communication Association

- Forthcoming

Campus Models

[Transparent Assignment Design, UNLV](#)

The Transparency in Learning and Teaching in Higher Education ([TILT Higher Ed](#)) project is housed at the University of Nevada, Las Vegas. Its goal is to help faculty to implement a transparent teaching framework that promotes college students' success equitably.

Assignment design plays a key role in the project.

For an overview of the *TILT* Higher Ed project, its methods, findings and publications, see: <http://www.unlv.edu/provost/teachingandlearning>

For research results and faculty reflections from the Transparency and Problem-Centered Learning Project, in partnership with the Association of American Colleges and Universities, see: <http://www.aacu.org/peerreview/2016/winter-spring>

Materials to support the development of transparent assignments:

- Transparent Assignment Templates: for [faculty](#), for [students](#)
- Examples of less transparent and more transparent assignments
 - [Example A](#)
 - [Example B](#)
 - [Example C](#)
 - [Example D](#)
- [Transparent Tuesdays invitation](#) (revise your assignments with colleagues online)
- [DRAFT Checklist for Transparent Assignment Design](#) (send your suggestions)

Washington State University

As part of an effort to advance and assess institutional learning outcomes, and to embed assessment in existing classroom work, WSU organized a two-day workshop focused on the design of assignments for senior-level, integrative learning in capstone courses. Faculty from 4 campuses, 9 colleges, and 22 departments participated; together, these 30 instructors brought assignments from a wide range of disciplines, including capstones in the major and in general education. Each instructor shared an assignment, participated in a charrette, and committed to revising the assignment based on feedback from colleagues.

Participants reported they traded ideas about teaching (96%) and came away with concrete ideas about how to strengthen their assignment and make those changes later (100%). Nearly all faculty said they revised their assignment based on capstone principles (96%) or integrative learning design (89%), for example, by being more explicit about the assignment's purpose, task and evaluation, or by improving the connection and extension of prior learning. Faculty expect the workshop and charrette experience to impact their teaching in other courses as well, including how they design assignments and how they grade student work.

WSU's Sample Materials (*see Appendices for all materials listed below*)

- [Details for faculty participants](#) (workshop description, preparation and expectations)
- [Faculty Pre-Workshop Survey Questions](#)
- [Faculty Post-Survey: Capstone Assignment Redesign](#)

University of Hawai'i Manoa (Example 1)

Submitted by Monica Stitt-Bergh, Assessment Office, University of Hawai'i at Mānoa
July 25, 2017

University of Hawai'i at Mānoa – Quantitative Reasoning Assignment Design Workshops

In 2015-16, the Assessment Office, in collaboration with other stakeholders on

campus, undertook a quantitative reasoning assessment project in order to set a performance baseline for quantitative reasoning competency at the undergraduate senior level. This project was part of the Multi-state Collaborative to Advance Learning Outcomes Assessment (MSC) and our campus [project's report is available](#). The student performance results indicated the need for discussion about learning opportunities and better alignment of course assignments with the rubric (AAC&U's [Quantitative Literacy VALUE rubric](#)). For example, the results suggested that the assignments did not ask students to address *assumptions*. Thus, in 2017, the Assessment Office invited faculty to assignment design workshops for quantitative reasoning. Sarah Post, a professor of mathematics, volunteered to be the workshop co-facilitator because quantitative reasoning expertise was needed. We offered two types of assignment design workshops.

In 2017, the Assessment Office collected student work related to quantitative reasoning—from faculty who participated in the workshops and faculty who were not able to attend. The results are forthcoming and the interpretation will include a comparison of the 2015-16 to the 2017 student performance results to determine if students were able to demonstrate quantitative reasoning competency in each of the rubric's dimensions.

(1) In these small, informal, one-hour workshops with 2-4 participants, the Assessment Office facilitator (Monica Stitt-Bergh) explained the performance assessment results, highlighting areas in which the most attention was needed. She also described the evaluation process in which faculty applied the Quantitative Literacy (QL) VALUE rubric. Sarah Post, the mathematics professor described her assignment and in-class activities (you can see her assignment in *Appendix G*). Attendees received a copy of the QL rubric and [2015-16 performance results](#). Faculty participants brought their assignment or assignment ideas to the workshop: the facilitators and other attendees provided feedback in terms of how well the assignment explicitly asked students to demonstrate characteristics described in the highest level of quality on the QL rubric.

(2) In this longer and larger workshop, the facilitators guided faculty through several activities. First, faculty applied the QL rubric to a piece of student work and then discussed how a well-crafted assignment could help students achieve the highest level of quality described on the rubric. Second, they critiqued a quantitative reasoning assignment in terms of its direct and explicit alignment with the rubric. Finally, the faculty turned to their own assignments. In this workshop, faculty received the [Quantitative Literacy VALUE rubric](#), the [2015-16 performance results](#), a sample piece of student work, and a sample assignment.

In 2017, the Assessment Office collected student work related to quantitative reasoning—from faculty who participated in the workshops and faculty who were not able to attend. The results are forthcoming and the interpretation will include a comparison of the 2015-16 to the 2017 student performance results to determine if students were able to demonstrate quantitative reasoning competency in each of the rubric's dimensions.

Agendas

One-hour workshops: *Quantitative Reasoning Faculty Share Sessions*

10:00-10:10 Welcome, purpose (“share ideas about assignments that can improve students’ quantitative reasoning skills”), presentation of results and how evaluation occurred by Monica Stitt-Bergh, facilitator from the Assessment Office.

10:10-10:15 Description of a sample quantitative reasoning assignment by Sarah Post, mathematics professor.

10:15-11:00 Open discussion with the 2-4 attendees on their (planned) assignments: concerns and issues, suggestions, in-class activities, clarity, explicit alignment to the learning outcome and rubric.

Two and a half hour workshop: *Quantitative Reasoning Assignments and Activities*

10:00-11:00 Backward design principles and assignment design activity by guest speaker, Stephen Carroll, and an introduction to the campus’s quantitative reasoning requirement by Mike Nassir, General Education Committee member and physics professor.

11:00-11:30 Faculty applied the rubric to a piece of student work (short, less than 3 pages) and Monica Stitt-Bergh facilitated a discussion on rubric effectiveness and how assignment design could improve student performance.

11:30-11:50 Faculty critiqued a quantitative reasoning assignment in terms of its direct and explicit assignment with the rubric (led by Monica Stitt-Bergh).

11:50-12:30 A working lunch in which faculty turned to their own assignments and enjoyed a meal with colleagues while talking about quantitative reasoning teaching and learning.

University of Hawai’i Manoa (Example 2)

Submitted by Yao Zhang Hill, Assessment Office, University of Hawai'i at Mānoa

- a. University of Hawai'i at Mānoa (UHM) – Assignment Design for Powerful Learning: A Workshop for Faculty in College of Tropical Agriculture and Human Resources (CTAHR)

Assignments are powerful learning tools. Well-designed assignments that align with learning outcomes and evaluation criteria also make assessment more effective. As part of the efforts to help faculty improve assignments and increase the quality of learning evidence for assessment, the Assessment Office at the University of Hawai’i at Mānoa led several collaborative workshops on assignment design. One of them is the **Assignment Design for Powerful Learning: A Workshop for CTAHR Faculty**. The 3-hour workshop was designed for faculty interested in

improving student learning in: written communication, critical thinking, and quantitative reasoning. Faculty members were asked to bring 4 copies of their assignments to share.

This workshop is a collaborative effort between the Assessment Office, the Center for Teaching Excellence (CTE), the CTAHR Dean's Office. The CTE and CTAHR's Dean's Office played a crucial role in advertising for the event and recruiting participants. The Assessment Office facilitated the workshop in March 2016. The intended outcomes of the workshop are for the participants to:

- Apply excellent assignment design strategies to empower learning;
- Provide and receive constructive feedback on assignment design with peer colleagues;
- Explore scholarship and funding opportunities related to assessment for learning improvement; and,
- Efficiently assess student learning using effective assignments.

The workshop's agenda is as follows:

11:30-12:00	Lunch (Sponsored by Multi-State Collaborative Campus Funding)
12:00-12:30	Welcome from the Dean's Office and past participants sharing their experience
12:30-1:00	Yao Hill from the Assessment Office introduces assignment design principles
1:00-1:10	Break
1:10-2:10	Assignments sharing and discussion
2:10-2:30	Share-out, scholarship and travel funds opportunities, and workshop evaluation

Ten faculty members participated, including the Associate Dean of CTAHR. One CTAHR faculty member shared her learning at the [January 2016 Assignment Charrette](#) (facilitated by Natasha Jankowski and David Marshall on campus). Yao Hill from the Assessment Office presented learning theories and their implications for assignment design and assessment. The participants then shared their assignments and received peer feedback.

Eight participants completed the workshop evaluation. 100% of them considered the workshop useful and effective. Peer-sharing and learning theories were most valued. 88% of the respondents planned to try out the assignment design strategies after the workshop. Frequently mentioned strategies are: using rubrics with specific evaluation criteria, engaging students in self- and peer assessment; and cultivating meta-cognitive skills; Three participants joined a follow-up support group meeting in May 2016 and shared their assignment implementation experiences.

Sample Materials:

- [Workshop flyer](#)
- [Workshop PowerPoint slides and handouts](#)
- Workshop evaluation form (see Appendix F)

b. University of Hawai'i at Mānoa (UHM) – Assignment Design for Powerful Learning in Oral Communication Workshop

The Assessment Office led the event in collaboration with the General Education Office, the Oral Communication Focus Board, and the Institutional Learning Objectives Implementation Committee. Yao Hill, Hoku Aikau, Jennifer Matayoshi, and Jenifer Winter represented each of the offices/groups. The workshop was designed for faculty interested in developing students' oral communication skills. The goal is for participants to apply assignment design strategies to improve students' oral communication skills in context awareness, content development, and skillful delivery. The learning outcomes are that the participants are able to use and reflect on strategies to:

- Develop student learning outcomes for oral communication tasks
- Scaffold learning for successful performance on the assignment
- Engage students in reflection and self-assessment
- Use rubric for both learning and assessment purposes

The workshop is one and a half hours. The format is a presentation of assignment strategies for half an hour followed by participants sharing their assignments and receiving peer feedback in small groups for one hour. The workshop was offered in two sessions in October 2016.

Nine faculty from different academic disciplines participated and eight completed the workshop evaluation. All respondents reported learning of assignment design strategies. Most frequently mentioned were: setting learning outcomes for context, content, and delivery; using rubrics; identifying audience; and giving more in-class practice time. 100% of the respondents considered the workshop useful or very useful. Participants considered the peer discussion on assignments and rubric examples as most valuable.

Sample Materials:

- [Flyer](#)
- [Workshop PowerPoint slides](#)
- Evaluation form (see Appendix G)

See Appendix G for assignments associated with the University of Hawai'i Manoa examples and other campus examples.

Presentations and Webinars

Also helpful as an overview of the assignment-design initiative are three webinars:

December 17, 2014: Pat Hutchings & Natasha Jankowski, NILOA

- [Assignment Design](#) (recording)
- [PowerPoint](#) slides (pdf)

December 17, 2015: Pat Hutchings, NILOA, and Susan Albertine, AAC&U

- [Catalyzing Collaborative Work on Assignment Design](#) (Webinar Recording)
- [Catalyzing Collaborative Work on Assignment Design Slides](#) (pdf)

October 10, 2016: Pat Hutchings, NILOA, Susan Albertine, AAC&U, and Mary Ann Winkelmes, UNLV, AAC&U and NILOA workshop on Transparent Assignment Design

- [Transparency And Equity Workshop](#) (Webinar Recording)

See also the list of features of an assignment charrette outlined in this NILOA [presentation](#), *Paralleling the Agenda: Assignment Design Charrette*.

Finally, here are the presentation materials to serve as a guide for unfacilitated assignment design charrettes:

- [Unfacilitated Assignment Design](#) (Webinar Recording)
 - [Unfacilitated Assignment Design Slides](#) (pdf)
-

Resources for Assignment Design Charrettes

Resources for Assignment Design Charrettes

A complete set of resources to assist in conducting an assignment charrette on your campus are included in this guide. Each of these resources are included in the following appendices.

1. Guidelines for Facilitators

Guidelines to assist facilitator(s) of assignment design charrettes are in Appendix C. Included in Appendix B is a list of additional questions for reflection and conversation. Reflection questions for facilitators from the American Historical Association are also available.

2. Planning a Charrette

Planning for your assignment charrette is time-consuming up front but worth it. Sample invitations are provided in Appendix D. Institutional examples of assignment charrette planning from start to finish are located in Appendices C, D, E, F, and G.

3. Agenda

Sample agendas for a design charrette are located in Appendix E.

4. Feedback/Evaluation Forms

Appendix F contain sample feedback sheets as well as an evaluation form. Washington State University's example also includes an evaluation for the charrette.

5. Campus Examples

Examples submitted by campuses are located in Appendix G. We will continue to update this appendix.



Features of Excellent Assignments Identified by NILOA Charrette Participants

Form:

- Simple and easily understood
- Focused, with minimum distractions from the main task
- Contains appropriate information needed to frame a good response
- Does not address too many DQP proficiencies
- Appropriate balance between DQP and course/discipline outcomes

Content:

- Engages student interest and supports learning
- Helps student see underlying structure of the problem
- Reflects the actual learning experiences that students have had
- Provides opportunities for small successes within the main task (e.g. for partial credit)
- Provides opportunities for correction after feedback
- Is unbiased with respect to student backgrounds and circumstances
- Allows originality in response

Level of Challenge:

- Is the assignment appropriately located on a developmental continuum
- Contains scaffolding appropriate to the level of challenge—more for beginning students, less for those at more advanced levels
- Might be a series of related assignments with ascending levels of challenge as the student progresses through them
- Can determine what level of performance signifies mastery of the proficiency

Appendix B. Assignment Design Questions for Reflection and Conversation



Assignment Design: Questions for Reflection and Conversation

As part of our role in documenting campus experience with the Degree Qualifications Profile (DQP), the National Institute for Learning Outcomes Assessment has begun to assemble an “assignment library,” a collection of high- quality assignments designed and used by faculty to assess DQP proficiencies which serve as examples to incite faculty to craft their own assignments. Toward this end, we have convened groups of faculty and invited them to share their assignments with one another and work together to refine and improve them. The questions that follow are intended to capture the kinds of issues raised by these faculty members as they talked with one another. We put them forward here in the hopes that they will be useful to others—either as prompts for individual faculty reflection or as “conversation starters” for colleagues working together on their own campuses to improve their assignments.

The list is meant to be suggestive, not comprehensive; it is a work in progress that will be refined and expanded based on suggestions from individuals and groups engaged in work on assignments.

The Degree Qualifications Profile specifies five broad areas of proficiency: specialized knowledge; broad, integrative knowledge; civic and global learning; applied and collaborative learning; and intellectual skills. To learn more visit: <http://degreeprofile.org>

For resources related to assignment design, see: <http://www.assignmentlibrary.org/resources>

Purpose and Alignment

What is the main purpose of the assignment?

How well does it provide a means for students to exhibit or demonstrate the proficiency you want them to have mastered?

How is the assignment related to course goals? Could that connection be made stronger or more explicit?

AMERICAN HISTORICAL ASSOCIATION

Suggestions for Assignments Charrette Staff: Facilitators and Recorders

Our goals for this workshop are to practice collaborative methods for refining great assignments, and to generate specific ideas for further faculty work on history teaching, especially in relation to student learning through assignments at the introductory collegiate level.

The presenters have all written 1-page memos about their assignments and will have five minutes to concisely summarize and provide additional context to frame discussion of their work with colleagues. By the end of the 5-minute introductory statement, each Charrette member should have a clear understanding of the following:

1. Course location within the curriculum
2. Student demographics (level, major/non-major), etc.
3. Student motivation for taking the course
4. Ways assignment fits into course content
5. Proficiencies being assessed
6. Experience with assignment
7. Particular challenges faced by students
8. Questions for colleagues

Suggestions for facilitators:

After the oral introduction, make sure the presenter has addressed the 8 points above in at least cursory form. Be prepared with a few questions or probes to use should conversation be slow to start. Be willing and ready to restate or summarize major points to help the presenter stay relaxed and keep the conversation in constructive territory. Keep the conversation moving when it drifts or seems overly redundant.

You and every other presenter should fill out a feedback form at the end of each presentation. The recorder/secretary may fill one out, but does not need to—it might be more productive to spend this time going over notes. Make sure that each presenter collects all of the feedback forms at the end of his or her allotted time.

Suggestions for facilitator questions to have ready if needed:

- What are specific qualities and characteristics that highlight the strengths or weaknesses of this assignment?
- What does this assignment look like from the student perspective?
- Do students have a clear understanding of what is expected and how they will be graded?
- How appropriate is this assignment based on the level of students in the class?

- How is this assignment part of a growth process for students?
- What are students expected to learn by doing the task? (Not just: What are they demonstrating by completing the assignment?)
- This assignment is worth X% of the grade. What else do students do in the course that will increase the likelihood that they will be successful?
- What opportunities do students have for practice, feedback, and refinement?
- Is this a 'high stakes' assignment? Are there examples for partial credit? Does the student's experience in the discipline make a difference?
- What would a response from a more advanced student completing this assignment look like?
- If the class has students at various levels and interests (beginning, mid-level and seniors/majors/non-majors) are all held to the same standard?
- What would a capstone paper look like, and how are these different from responses to a research paper or primary-source analysis in an introductory class?
- Is the language clear? Is the format easy to understand? Are there components that are either missing or extraneous, given what the instructor wants students to do?

Suggestions for recorders:

Keep time for the group. Oral intro by presenter - 5 minutes; Discussion -15 minutes; writing feedback – 5 minutes. (Jane Doe, John Doe, and Joe Doe only have 4 presenters, so you can take extra 3-4 minutes in discussion and 1 minute on the written feedback in those groups.)

Please take written notes on the discussion (do not make an audio or video recording). Pay attention not only to the concerns that arise in multiple discussions, but also to the broader themes and ideas that seem to be emerging across the group. Some keywords that I thought I saw while reading the assignments included: **imagination, narrative, past/present, meta-cognition, empathy, scaffolding analytical writing, identifying significant questions and generating research strategies, conflicting sources, and civic contexts for history education.**

The facilitator and every other presenter should fill out a feedback form at the end of each section. As the recorder, you may but do not need to fill out a feedback form—it might be more productive to spend this time adding to/going over your notes.

After the small group discussions, you will have 25 minutes to confer with other recorders and distill the lessons from each of the separate group discussions into a single presentation of 15 minutes. You may choose how to divide up the task of presenting your findings to the whole group, but please provide the audience with a synthesis, not a series of separate summaries. In addition to these summary lessons, you might want to share a handful of open questions or next steps for history instructors that emerge from your meeting. Your presentation should help us come away with an agenda for further action on history teaching and learning, especially at the introductory level in relation to assignments.

After your presentation, we should have some time for questions and a general discussion among all charrette attendees.

Some questions for recorders to consider during and after the workshop:

- What are the key teaching issues/challenges that faculty and students are facing in their courses?
- What are common observations about the role of assignments in history learning? What are some characteristics and qualities of good assignments? To what extent are these informed by history as a specific discipline?
- To what extent are desired learning outcomes in intro courses shared across disciplines?
- What work can instructors do to improve their assignments? What kinds of feedback did they ask for? How might a college/university or the AHA help to support work on assignments?

Appendix C. Guidelines for Assignment Design Charrette Facilitators

The charrettes sponsored by NILOA have employed trained facilitators, and this document draws on their experience. But for campus events with large numbers of participants, it may not be feasible to have facilitators (i.e., group members whose primary responsibility is to manage the discussion and the timing of the process).

If your event will not have designated facilitators, please see the guide on unfacilitated charrettes.

1. Recognize that participants are likely to be nervous about sharing assignments, which have traditionally been fairly private work. It may be helpful to begin by acknowledging this outright, using the occasion to set a tone of constructive review and sharing (“we’re all in this together”), a focus on improvement, and an understanding that every assignment is a work in progress, which requires adjustments and modifications over time.
2. Following on this first point, work with the group to establish some “rules of engagement.” These might include turn taking, the importance of active listening, a focus on being helpful rather than critical, and mutual respect.
3. Manage the time. NILOA’s charrette model allows 25 minutes per assignment, which includes a brief introductory context-setting by the assignment author, and 5 minutes for written feedback at the end, with discussion in between. You may want to revise this timing to suit the context, but whatever timing is agreed upon, the facilitator’s first and sometimes hardest job is to monitor the time and make sure that everyone in the group can contribute—and benefit.
4. Prepare for the session by reading all the assignments carefully and come with some questions and issues that seem important to raise if they do not emerge naturally within the discussion. It may be helpful to look at NILOA’s list of questions for reflection and conversation: http://www.assignmentlibrary.org/uploaded/files/Questions_to_Ask_About_an_Assignment.pdf. This document could also be shared with participants as a way to get started (*see Appendix B*).
5. At the end of each round, ask everyone in the group to write feedback to the person whose assignment has been discussed. NILOA’s feedback form is very simple—just 4 open-ended questions—but you could modify the form to focus it more on local goals. For instance, if your charrette focused on assignments designed to stimulate and assess integrative learning, one of the questions might ask about the assignment’s strengths vis-à-vis that outcome. Additionally, facilitators at NILOA charrettes have found it useful to hand out the feedback forms at the beginning of the discussion so participants can make notes on them all along the way rather than waiting for the final 5 minutes.
6. At the end of the charrette, after everyone’s assignment has been discussed, the facilitator can invite participants to reflect on the process: what have they learned, what themes seemed to emerge, how did it feel, what next steps (personally or for the program or institution) would be useful? This is also a chance to invite insights about the characteristics of powerful assignments.

Designing Senior-level Culminating Assignments that Help Students Integrate their Learning
Workshops with Dr. Pat Hutchings Washington State University, May 25-26, 2016
Details for Faculty Participants

WORKSHOP OVERVIEW

- **Day 1:** Wed, May 25th (9:30am - 3pm, with lunch provided, CUE 518)
- **Day 2:** Thursday, May 26th (9:30am - 3:30pm, with lunch provided, CUE 518)
- **Follow up:** assignment revision due by August 31

This two-part interactive workshop will focus on one of the most important challenges in undergraduate education today: providing students with opportunities to connect and integrate the various elements of their learning. This means making connections across courses, within the major and/or between general education and the major, connecting academic coursework and work, citizenship, and personal life. Such connections do not happen automatically; they require intentionally designed experiences—including assignments—that help students integrate their learning.

The workshop is especially intended for faculty who have taught a capstone course—or similar culminating experience course for seniors to integrate learning—and are interested in refining the assignment.

WORKSHOP GOALS:

- Share a capstone assignment you are working on with others who will ask good questions
- Stimulate ideas about how to strengthen your assignment
- Make revisions to your assignment

WORKSHOP DETAILED DESCRIPTION

Workshop Day 1: One of the most powerful contexts for integrative learning is the senior capstone. This first session will be an occasion to explore the varieties of capstone experiences at WSU and beyond: What are the different models, and what are their distinctive benefits, especially for integrative kinds of work? Within capstones, what kinds of assignments--papers, projects, community engagement experiences, and the like--both foster and provide evidence of students' ability to make connections? Day 1 will help set the stage for work on your own assignment the next day.

Sponsored by WSU's Office of Undergraduate Education and the Office of Assessment of Teaching and Learning (ATL)

Washington State University – Sample for DQP Toolkits on Assignment Design – 2016
Office of Assessment of Teaching and Learning: Information for Faculty Capstone Assignment Redesign Project

Workshop Day 2: Developing powerful assignments is one of the most consequential intellectual tasks that faculty undertake in their work as educators. Yet that work is often private and unavailable for collegial exchange and knowledge building. This session, modeled on the [NILOA Assignment Library Initiative](#), will be an opportunity to talk with other faculty who teach in capstone contexts about the design of an assignment you're working on. The session aims to 1) stimulate ideas about how to strengthen the assignment you bring to the session, 2) think together about how assignments might be linked to one another in ways that create more integrated, coherent pathways for students, and 3) open up a productive space for discussion about teaching and learning. Day 2 will set the stage for you to revise your assignment as a follow-up to the workshop.

Follow-up: Revise your Assignment: Revise your assignment by August 31 and complete a survey about the revision process. Optional: Faculty will be invited to participate in a follow-up activity in August or fall semester.

PREPARING FOR THE WORKSHOP

Assignment: Please come to the workshop ready to discuss an assignment designed to foster and assess integrative learning in a capstone course for an undergraduate degree or UCORE, and your related rubric or evaluation criteria. This might be a draft assignment you are working on and would like to share with colleagues, one that has worked well but may be in need of a "refresh," or one that has not worked as you hoped. If your course involves a sequence of scaffolded assignments, bring the culminating assignment or the one you have questions about.

Reflective Memo: To facilitate informed and constructive discussion, prepare a short reflective memo (approximately one page) to accompany the assignment, and a rubric or set of criteria you use to evaluate the students' work. The reflective memo should address the following questions:

- 1) What is the purpose of the assignment? What outcomes is it intended to foster and elicit?
- 2) In what context is it used?
- 3) What does *integrative learning* look like in your capstone course and assignment?
- 4) How would you evaluate the quality and character of students' work in response to the assignment? What do they do well? What is challenging?
- 5) What questions do you have about the assignment-- or what would you like feedback about?
- 6) Anything else that your colleagues need to know to be helpful

By 5/18/16: Please send your one-page reflective memo, assignment, and rubric to ATL by 5/18/16, so ATL can make copies for the small group discussions. Contact ATL if you have questions.

Washington State University – Sample for DQP Toolkits on Assignment Design – 2016
Office of Assessment of Teaching and Learning: Information for Faculty Capstone Assignment Redesign Project

Pre-workshop survey: Please complete the pre-workshop survey by 5/18/16, coming in Qualtrics.

FACULTY SUMMER STIPEND AND TRAVEL FUNDS

- Participating faculty can receive a \$500 summer stipend and a letter of recognition. Expectations include participation in the workshop both days, assignment revision by August 30th and completion of a brief survey.
- Matching funds are also available for travel reimbursement for faculty participants from other WSU campuses.

Expectations for Faculty: In advance

1. Review your assignment prompt, syllabus, and your program's curriculum map, if available; provide your assignment prompt and rubric/evaluation criteria for the workshop.
2. Write a one page reflective piece about the course/assignment that will be shared with other faculty along with your assignment prompt (see Reflective Memo questions on page 2).
3. Do a short pre-survey (survey will be sent to you in advance of workshop).

Two workshop days

1. Participate in workshop both days.
2. Provide your assignment prompt, rubric/evaluation criteria, and reflective memo for peer discussion.
3. Review your colleagues' assignments after day 1 and come prepared to discuss on day. You can expect to review assignments from about 5 colleagues.
4. Leave the day 2 workshop with notes about possible adjustments to your assignment.
5. Provide a one page "intent" summary of what you plan to change in your assignment.

Follow up

1. Revise assignment and submit to ATL by August 31
2. Do a post survey about revision process by August 31

Appendix D. Sample Assignment Design Charrette Invitation to Participants.

Example 1. NILOA Sample Invitation

Dear Colleague,

You are invited to be part of an interactive **assignment-design charrette** on [DATE, TIME, sponsored by...etc].

Assignments are powerful teaching tools, and their design is one of the most consequential intellectual tasks that faculty undertake in their work as educators. Yet that work is often private and unavailable for collegial exchange and knowledge building. The charrette—a term borrowed from architecture education, denoting a collaborative design process—will be an opportunity to talk with other faculty [and librarians, and student affairs staff, etc.] interested in trading ideas about the design and use of the various tasks, projects, papers, and performances we set for our students.

The charrette aims to 1) stimulate ideas about how to strengthen the assignment you bring to the session, 2) think together about how assignments can be intentionally linked to important course, program, and institutional learning outcomes in ways that create more coherent pathways for students, and 3) open up a productive “trading zone” for discussion about teaching and learning [and assessment].

Please come to the workshop [or: submit in advance so the assignments can be distributed and read before the charrette] with an assignment you would like to share. This might be a draft assignment you are working on and would like to share with colleagues, one that has worked well but may be in need of a “refresh,” or one that has not worked as you hoped.

To facilitate informed and constructive discussion, we ask that you also prepare a reflective memo to accompany the assignment, indicating:

- 1) The purpose of the assignment: What outcomes is it intended to foster and elicit?
- 2) The context in which it is used—in what course or courses, with what students, at what point in the curriculum?
- 3) Your experience of the assignment at this point? How have students responded? What do they do well? What do they find especially challenging?
- 4) Questions you have about the assignment: What kinds of feedback on the assignment are you hoping for from colleagues attending the charrette?
- 5) How do you assess student work in response to the assignment? Please include a rubric or evaluation criteria.

The charrette is modeled on a process developed by the National Institute for Learning Outcomes Assessment (NILOA) as part of its Assignment Library Initiative. The Library (see www.assignmentlibrary.org) is an online, searchable collection of assignments from faculty in a wide range of fields and institutional types, keyed to proficiencies identified in the Degree Qualifications Profile [or: keyed out outcomes in five broad areas of learning].

We look forward to seeing you, etc etc.

[If there is a stipend attached to this work, it might also be mentioned. Note whether there is an expectation/requirement that the assignment be revised and resubmitted or shared in some further way--including in an institutional repository, submitted to NILOA, shared at a campus conference....]

Example 2. American Historical Association (AHA) Invitation

AMERICAN HISTORICAL ASSOCIATION

Dear all,

I hope you are well as the holiday breaks begin. Thank you for agreeing to help staff the AHA's Assignment Charrette for this year's Undergraduate Teaching Workshop in Atlanta.

A few things. First, please read Pat Hutchings, Natasha A. Jankowski, & Peter T. Ewell, "Catalyzing Assignment Design Activity on Your Campus: Lessons from NILOA's [Assignment Library Initiative](#). You are all already familiar with the AHA's Tuning project; this **article** will fill you in on another important context for our assignment charrette, which we have adapted for historians from a process that the National Institute for Learning Outcomes Assessment (NILOA) has been implementing with interdisciplinary groups of faculty around the country. This reading will give you a sense of other work that is being done in the area of faculty work on assignments, and spells out some of the goals that we can hope to achieve with our workshop participants in a few weeks.

Second, I will be writing again in the next day to share the **full set of assignment materials** from all of the workshop participants. At that time, I will also let you know which pairs of facilitator and recorder will be working with which groups of 4–5 faculty presenters. Please plan to read the assignments and other documents from your group of presenters very carefully and take notes. In addition, I encourage you to read through as many of the other assignments as you can, with the understanding that you will not go into as much depth with them.

Third, please read the attached set of **suggested questions** for facilitators to ask during an assignment charrette. Note that because this document was produced specifically for the NILOA charrettes based on the [Degree Qualifications Profile](#), the introductory remarks are not perfectly aligned with our own, specific goals for a charrette of assignments used in introductory history courses. Nevertheless, I think that this is a very useful list. I will adapt a version of it to hand out to facilitators and staff at the workshop (and email to you before that).

Finally, we would like to schedule a **conference call** to help orient you all to your tasks. I will be sending out a **Doodle scheduling poll** for this by tomorrow; please reply as soon as possible. I expect that we might need to hold two such calls, because people's holiday schedules will be tricky. If we succeed in getting you all on a call, I might still have an **optional in-person meeting in Atlanta** on Thursday, January 7 for any last-minute questions or issues, but you don't need to plan your meeting schedule around it. I just want you all to feel confident that you know what you are supposed to do, and that we are all on the same page.

I'll be in touch again very soon. In the meantime, please let me know if you have any questions.

Thanks again for your help,
Julia

Julia Brookins
Special Projects Coordinator American Historical Association

Appendix E. Sample Charrette Agenda

Example 1. NILOA Sample Agenda

Assignment-Design Charrette Process:

In groups of 5, each person/team will have an opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we will use a timed carousel process. There will be five rounds. You will be a “presenter” for one round and a “participant” for the other four rounds.

Each round is 25 minutes.

Introduce assignment (5 min):

Presenters will introduce the assignment and provide background information such as: in what course the assignment is used, at what point in the course, pertinent information about the students in the course (majors vs. non-majors), what they find most challenging about the assignment, how it builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assignment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others.

Listeners: jot down thoughts and questions but please do not interrupt the presenter, let them have their full five minutes.

Discussion (15 min):

Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assignment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion. Discussion should address the four questions on the feedback sheet.

Presenters: listen carefully and respond to the inquiries. Think about alignment, but also think creatively about possible solutions.

Feedback (5 min):

Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assignment, based on what they just heard, along with outlining next steps for revision or additional feedback.

Example 2. Sample Annotated Agenda

Preliminary notes and suggestions:

This agenda assumes a half-day event—which is probably enough since most participants find the experience quite intense—but it could certainly be extended. A nice touch, and enticement to participate, is to begin with breakfast or lunch.

***Participants should bring copies of a draft assignment with them.** And it's even better if they can submit those assignments in advance so they can be distributed and read by others in the group before the actual event. As noted in the "invitation to participate" document in this toolkit, assignments (as given to students) should be accompanied by a reflective memo that explains the context in which the assignment is used, and a rubric or criteria for evaluating student work.*

***How should groups be organized?** Most faculty appear to be more comfortable sharing their pedagogical work with others who are not in their immediate department. Multi-disciplinary groups have the advantage, as well, of raising questions about more cross-cutting outcomes. On the other hand, some assignments focus on knowledge and abilities that are particular to the field and where at least some knowledge of the field is required in order to respond in a meaningful way. With this in mind, a middle ground is to create groups by families or field: for instance arts and humanities together, social sciences, and so forth. As noted in the next paragraph, another option is to invite faculty to participate in teams.*

***Who should participate?** Faculty members, of course, including adjuncts. But think about including others who interact with students and shape the educational experience: librarians, student life professionals, advisors. They may not have assignments to contribute but they can bring important insights. Additionally, think about inviting participants to attend and work together as teams with assignments that are, or could be, connected to one another in ways that create clearer, stronger pathways for students. For instance, a faculty member teaching a lower level course in the major might attend with one who teaches the capstone; their focus would be on linking those assignments in some way.*

See accompanying PP slides, which you are free to adapt.

Welcome and Introductions [10 minutes]

Depending on the size of the group, introductions could be at tables instead of around the full group. Keep in mind that there will be some nervousness about sharing work that is often seen as private; this is a chance to create a welcoming, improvement-oriented tone. See Guidelines for Facilitators elsewhere in this toolkit.

Context and Rationale [10 minutes]

It's important to begin with a clear sense of purpose: why focus on assignments? What are the goals for the day? What do you hope that people will take away from the occasion? See accompanying PowerPoint slides. Emphasize the value of the experience to faculty and to students.

This could also be a time to mention and briefly describe the NILOA Assignment Library, to give participants a sense that they are part of something bigger. There are several slides focused on the NILOA initiative.

Charrette Discussions [timing depends on the size of the groups]

In this segment, you'll work in small groups, with colleagues, to discuss your assignments. The goal here is to share what you're working on with others who will ask good questions, offer suggestions, prompt consequential reflection and also learn from what you're doing. Each group will have a facilitator.

Participants should be sitting in small groups with a facilitator (see Guidelines for Facilitators). NILOA has found that groups of 4-5 (not counting the facilitator) work well to give voice to diverse perspective. But depending on available time, groups can be smaller than this. Before beginning, distribute the assignments, if they have not been sent around in advance, so everyone has a copy of the assignment(s) under discussion. Also distribute the feedback sheet (see sample elsewhere in this toolkit).

The NILOA process is as follows for each participant in the group:

- *Assignment author sets up the discussion, briefly reviewing the focus and purpose of the assignment, and indicating what kind of feedback would be most useful—5 minutes*
- *Q&A, feedback, discussion—15 minutes*
- *Written feedback—5 minutes*
- *Brief break before the next person*

We have found that it's useful to include this set of bullets in the agenda; it is also on the PP slides and on a handout that can be provided to participants to guide them through the entire process.

Reflections [15 minutes]

This can be done within the charrette groups or (better probably) as a group of the whole. What have people learned? What themes have emerged? What was it like to participate in this work? How might others be involved? Are there aspects of the process that would be helpful with other groups on campus?

Adjourn

Appendix F. Sample Charrette Feedback Sheets

Example 1. NILOA Sample Feedback Sheet

Assignment-Design Charrette Feedback Sheet

Assignment _____

Comments From _____

1. What outcomes do you think students will be able to demonstrate with this assignment?
2. What are the main strengths of this assignment for assessing the identified outcomes?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?
4. Other suggestions and possibilities – especially in response to the author’s questions about improving the assignment?

AMERICAN HISTORICAL — ASSOCIATION —

2016 Assignments Charrette: Feedback Form

Assignment _____

Comments From (name) _____

1. What outcomes do you think students will be able to demonstrate with this assignment?
2. What are the main strengths of this assignment for assessing the identified outcomes?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?
4. Other suggestions and possibilities - especially in response to the author's questions about improving the assignment?
5. Recommendation for specific change(s) to the assignment:
6. What questions do you still have about the assignment?

Faculty Pre-Workshop Survey Questions

[Below is a copy of the questions from the Pre-Workshop Survey for Participants in the Capstone Assignment ReDesign Workshop. Please note that the survey was conducted online using Qualtrics; therefore, while questions may appear differently in the online format, and include skipping, the wording and order of questions are as follows.]

We are looking forward to your participation in the upcoming capstone assignment design workshop with Dr. Pat Hutchings. Please complete the following survey to help us plan the workshop for the WSU community.

*Thank you,
Kimberly Green, Director, Office of Assessment of Teaching and Learning*

General Questions

Q1. What has motivated you to attend this workshop and redesign your capstone assignment? (select all that apply)

- ☐ Opportunity to meet colleagues interested in talking about learning and teaching
- ☐ My chair/college or someone else urged me
- ☐ I have specific questions about my capstone
- ☐ I will be teaching this capstone for the first time
- ☐ Summer stipend
- ☐ Other (please specify) _____

Q2. Please indicate how important these aspects were to your motivation:

Q3. Comments:

The following questions are related to the assignment that you will be sharing and revising.

Q4. Please list the capstone or senior culminating experience course where this assignment is used (e.g., HIST 497).

Q5. How would you best characterize the capstone or culminating senior assignment that you will be redesigning? (select all that apply)

- ☐ Thesis
- ☐ Research project
- ☐ Artistic creation or performance
- ☐ Prototype development
- ☐ Real or simulated professional task
- ☐ Internship
- ☐ Presentation
- ☐ Portfolio
- ☐ Exam-licensure test
- ☐ Other (please specify) _____

Q6. Which of the following principles that connect to capstone design are highlighted in your assignment and course? (select all that apply)

- ☐ Integration and extension of prior learning
- ☐ Authentic and contextualized experiences
- ☐ Challenging and complex scenarios
- ☐ Student independence and agency
- ☐ A concern with critical inquiry and creativity
- ☐ Active dissemination and celebration
- ☐ Other (please specify) _____

Q7. Who takes your capstone course?

- ☐ Primarily majors in the discipline
- ☐ Mix of majors and non-majors
- ☐ Primarily non-majors
- ☐ Other (please specify) _____

Q8. Is your course designated as a UCORE [general education] capstone [CAPS]?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____

Q9. About how many times have you taught this course or a similar version of this assignment as a culminating assignment for seniors?

- ☐ I have not taught this course/assignment
- ☐ Once
- ☐ Twice
- ☐ More than two times Q10. Comments:

Q11. When do you expect to teach this course again? (select all that apply)

- ☐ Fall 2016
- ☐ Spring 2017
- ☐ Other (please specify) _____

Q12. What would you like to gain or take away from this workshop?

Q13. Do you have any questions or comments for Dr. Hutchings?

The following questions are related to other capstone or senior culminating experience courses that you may teach.

Q14. Please list any other capstone or senior culminating experience courses that you teach (e.g., HIST 497).

Course 1 _____

Course 2 _____

[Q15-18 are displayed as applicable if Q14 is answered]

Q15. Who takes your capstone course *[Course 1 Name]*?

- ☐ Primarily majors in the discipline
- ☐ Mix of majors and non-majors
- ☐ Primarily non-majors
- ☐ Other (please specify) _____

Q16. Is *[Course 1 Name]* designated as a UCORE capstone?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____

Q17. Who takes your capstone course *[Course 2 Name]*?

- ☐ Primarily majors in the discipline
- ☐ Mix of majors and non-majors
- ☐ Primarily non-majors
- ☐ Other (please specify) _____

Q18. Is *[Course 2 Name]* designated as a UCORE capstone?

- ☐ Yes
- ☐ No
- ☐ Other (please specify) _____

The following questions concern workshop logistics.

Q19. We will be providing lunch/refreshments during the workshop. Do you have any dietary restrictions? If yes, please briefly describe.

- ☐ No
- ☐ Yes _____

Q20. Do you have any other comments, questions, or information you'd like to provide?

Faculty Post-Survey: Capstone Assignment Redesign

[Below is a copy of the questions from WSU's Post-Survey for Participants. Please note that the survey was conducted online using Qualtrics; therefore, while questions may appear differently in the online format and include some skipping/branching, the wording and order of questions are as follows.]

Thank you for your participation in the 2016 summer redesign project for a Capstone or Senior Culminating Assignment. We would like participant feedback about the project as a whole, including the value of the two-day workshop with Dr. Hutchings, to assess the effectiveness of our efforts to support faculty and capstones at WSU, identify potential follow up, and inform future offerings.

Please complete this survey by August 31. Contact ATL at 335-1355 or atl@wsu.edu if you have questions or any difficulties completing this survey. Thank you in advance for your feedback and your commitment to effective undergraduate curriculum and student learning.

Kimberly Green, Director, Office of Assessment of Teaching and Learning, Washington State University, 2016

Section 1. Questions about the Two-day Workshop

Q1. Please rate the following aspects of the workshop in terms of how useful they were to you.

	Very useful	Useful	Somewhat useful	Not useful	Cannot rate
Pat Hutchings'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group discussion at my table during the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer feedback on my assignment during	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of other assignments during	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up resources provided/linked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Comments:

Q3. Please rate the workshop's effectiveness in increasing your understanding of the following.

	Very effective	Effective	Somewhat effective	Not effective	Cannot rate
Capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

Q5. Based on your experience, to what extent were the following workshop and charrette goals met?

	Strongly agree	Agree	Somewhat agree	Disagree	Cannot rate
I was able to share assignments with colleagues working in similar (culminating/capstone) contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to get concrete ideas about how to strengthen assignments and make those changes later	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to surface emergent connections among assignments that can contribute to more coherent, integrative experiences for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to trade ideas about teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to feel part of a larger conversation at WSU about capstones, integrative learning, and assignment design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to feel part of a larger conversation by becoming aware of NILOA's Assignment Library Initiative work on other campuses and through disciplinary associations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

Q7. After the two-day workshop, how prepared to revise your assignment did you feel?

- ☐ Well prepared
- ☐ Prepared
- ☐ Somewhat prepared
- ☐ Not prepared Q8. Comments:

Q9. What **three words** would you use to describe your experience in the charrette process (small group discussion about assignments)?

Q10. Please rate your satisfaction with the logistical aspects of the workshop.

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied	Cannot rate
Venue (CUE 518,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch and refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two day schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dates (end of May, prior to Memorial Day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds (for urban campuses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty stipends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Comments:

Q12. Please rate the overall usefulness of your workshop experience.

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat useful
- ☐ Not useful
- ☐ Cannot rate

Q13. Would you recommend a similar workshop to your colleagues?

- ☐ Yes
- ☐ No
- ☐ Unsure

Q14. Comments:

Section 2. Questions about Your Assignment Redesign

Q15. What aspects of effective integrative learning design did you decide you wanted to improve in your assignment? (Select all that apply)

- ☐ More explicit about purpose, task, and evaluation ("transparency")
- ☐ More engaging to students (task as intriguing problem)
- ☐ Respecting and reflecting different ways of knowing and levels of preparation
- ☐ Allowing more useful, formative feedback
- ☐ Linked to and aligned with prior and subsequent assignments
- ☐ Other: _____
- ☐ None of the above

Q16. What aspects of the following capstone principles did you decide you wanted to improve in your assignment? (Select all that apply)

- ☐ Integration and extension of prior learning
- ☐ Authentic and contextualized experiences
- ☐ Challenging and complex scenarios
- ☐ Student independence and agency
- ☐ A concern with critical inquiry and celebration
- ☐ Active dissemination and celebration
- ☐ Other: _____
- ☐ None of the above

Q17. Specifically, what changes did you make to your capstone assignment? (Select all that apply)

- ☐ Making the purposes and instructions for the assignment more transparent
- ☐ Explicitly communicating capstone expectations to students (why this is "not just another assignment")
- ☐ Explicitly designing in more integrative learning, to help students synthesize various aspects of the curriculum, adding intentional occasions or activities for integrative learning
- ☐ Encourage critical, complex, sophisticated inquiry or analysis
- ☐ Adding reflection
- ☐ Scaffolding or chunking pieces of a larger project in small segments
- ☐ Revising the timeline and identifying specific milestones
- ☐ Refining the rubric to provide clearer criteria and/or feedback
- ☐ Revised group work component
- ☐ Peer feedback
- ☐ Other: _____

Q18. Please comment on the key changes that you made:

Q19. After the workshop, did you do further research or reading on your own related to the workshop topics (assignment design, capstones, integrative learning, etc.)?

- ☐ Yes
- ☐ No

[Q20 is displayed if Q19 is answered "Yes"]

Q20. Please briefly describe what topics you researched and why, and what sorts of resources you used.

Q21. After the workshop, did you use any follow up resources provided by ATL (books, slides, pdfs, links)?

- ☐ Yes
- ☐ No

[Q22 is displayed if Q21 is answered "Yes"]

Q22. Please briefly mention any resources you found particularly useful.

Q23. Over the summer, did you share your revised assignment with others, such as members of your charrette?

Q24. What were the biggest challenges in the revision process?

Q25. What aspect of the workshop experience was most helpful in supporting your revision work?

Q26. Knowing that you have not had the opportunity to try your revised assignment with students, how satisfied are you with the assignment you revised now compared to previously?

	Very satisfied	Satisfied	Somewhat satisfied	Not satisfied
Previous to workshop and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After workshop and revision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27. Did participation in this experience (two-day workshop and following assignment revision) change any of the following aspects of your approach to teaching? (Select all that apply)

- ☐ How you will design assignments
- ☐ How you will teach students
- ☐ How you will grade student work for the capstone class or other classes
- ☐ Your views of capstones
- ☐ Your views of integrative learning
- ☐ Other: _____

Q28. To what extent did this experience increase your ability to revise other assignments in the future?

- ☐ I feel much more able to revise other assignments
- ☐ I feel more able to revise other assignments
- ☐ I feel somewhat more able to revise other assignments
- ☐ I do not feel more able to revise other assignments

Section 3. Questions about Follow-up Activities

Q29. Would you be interested in a one hour lunch gathering to share the redesign with your charrette group in the fall semester?

Q30. Are you willing to contribute your revised assignment to a WSU capstone bank?

- ☐ Yes
- ☐ Maybe
- ☐ No

Q31. Comments:

Q32. Have you or are you planning to submit your revised assignment to the NILOA Assignment Library?

- ☐ I have submitted my assignment
- ☐ I plan to submit my assignment
- ☐ I do not plan to submit my assignment
- ☐ Not sure

Q33. Comments:

Q34. Would you be willing to share your experience with assignment redesign with other faculty, such as participating on a faculty panel, contributing to a news article, or other?

- ☐ Yes
- ☐ Maybe
- ☐ No

Q35. Comments:

Q36. Would you be interested in joining regular follow-up discussions with a group of faculty about assignment design and teaching?

- ☐ Yes
- ☐ Maybe
- ☐ No

Q37. Comments:

[Q38 is displayed if Q36 is not answered "No"]

Q38. How often would you be willing to meet?

- ☐ Once per semester
- ☐ Twice per semester
- ☐ Once per month
- ☐ Twice per month
- ☐ Other:_____

Q39. Do you have suggestions for other ways to continue sharing and discussing assignments with WSU faculty?

Q40. Are you interested in potentially offering charrettes in your department/major?

Q41. Would you be interested in resources and/or professional development for using or refining rubrics?

- ☐ Yes
- ☐ No

[Q42-45 are displayed if Q41 is answered "Yes"]

Q42. I would like to find out more about how to use rubrics to:

- ☐ Communicate expectations to students
- ☐ Provide useful feedback to students for improvement (formative)
- ☐ Provide final evaluation of student performance for course/instructor
- ☐ Gather learning outcomes assessment data for the major/curriculum
- ☐ Gather learning outcomes assessment data for UCORE, Big 7 Learning Goals
- ☐ Other:_____

Q43. Comments:

Q44. Please indicate your level of interest in the following resources/professional development for using or refining rubrics.

	Very interested	Interested	Somewhat interested	Not interested
Workshop on rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bank of sample rubrics used for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WSU faculty panel on rubrics used for capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal discussion group on rubrics used for capstones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45. Comments:

Q46. Do you have any other suggestions for follow-up activities?

Q47. If you have remaining questions about assignment design generally, or your assignment revision in particular, what are they?

Submit.

Thank you for your feedback and your participation in WSU's capstone assignment redesign project.

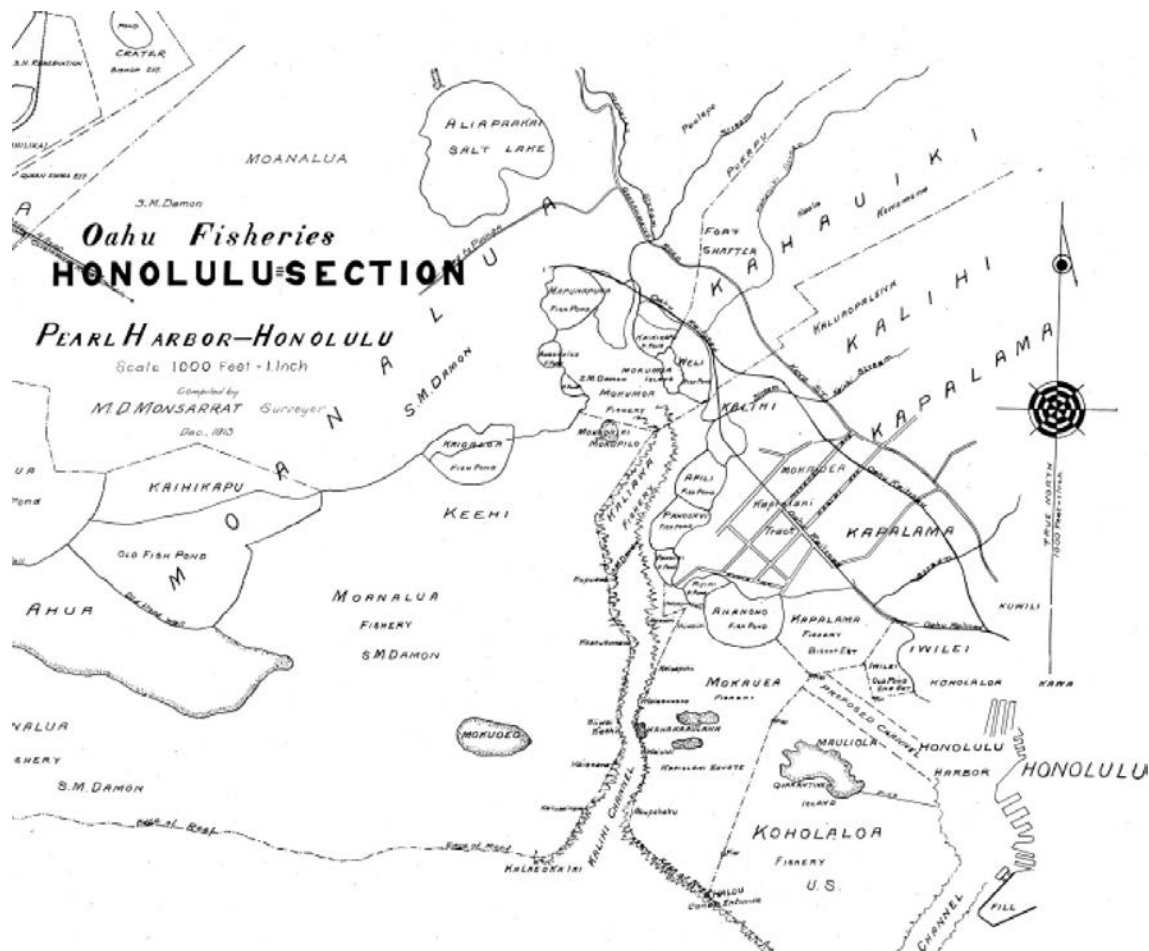
Appendix G. Campus Model Examples

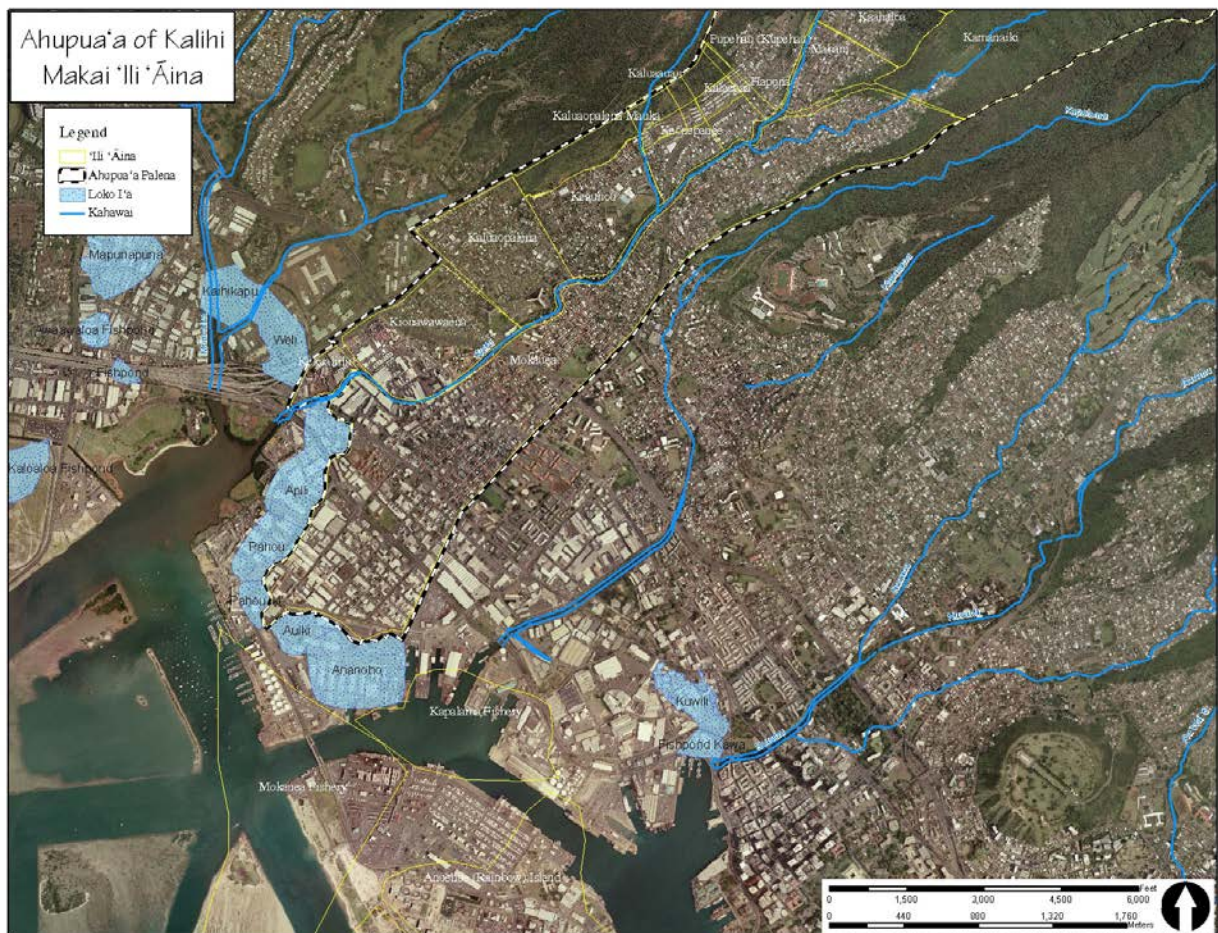
1. Dr. Sarah Post, University of Hawai'i at Manoa—Math 244
2. Dr. Yao Hill, University of Hawai'i at Manoa

Names in Group:

Attached you have a map of the loko i'a surrounding Ke'ehi Lagoon, in the ahupua'a of Moanalua, Kahauiki, Kalihi and Kapalama. Answer each of the questions below including a clear explanation of the method you used to obtain the estimates and the calculations that you made. Please turn in the sheets on Friday for discussion.

If anyone is interested in joining Sat. January 28th for a visit to Mokauea island to learn about the island and help restore the loko i'a just let me know. Much mahalo to Auntie Kehaulani Kupihea for the maps and expertise!





The following is an excerpt from “Loko I‘a: A Manual on Hawaiian Fishpond Resortation and Management” by Graydon “Buddy” Keala with James R. Hollyer and Luisa Castro, published 2007 by UHCTAHR.

Introduction

Over a thousand years ago, utilizing an advanced system of celestial navigation and double-hulled sailing canoes, people of the South Pacific journeyed far to the north to discover a chain of islands. Those early explorers, in many arrivals over many years, became settlers and created a unique, complex society with a population estimated to have been from six hundred thousand to almost a million people—an amazingly large number. It is logical to ask, “How did this large population sustain itself?”

Almost every culture in the world has practiced aquaculture in some fashion. The ancient Egyptians stocked artificial ponds with fish, the Greeks and Romans raised eels, the Taiwanese walled in tidal areas, and people in the Tuamotots, Society Islands, Australia, Cook Islands, Samoa, and New Zealand entrapped fish by various means. Despite such wide-ranging, ancient aquaculture activities, as W.K. Kikuchi stated in *Pre-historic Hawaiian Fishponds*, only a few cultures used permanent ponds for raising fish.

With the early settlers of the Hawaiian archipelago came the tangible necessities of long-term existence—medicinal and food plants, animals, tools—all carefully packaged on the canoes for the long voyage. Specialists, who taught and shared their knowledge through a system of generational apprenticeships, were among the settlers to ensure proper use of things, although it was not uncommon for one generation to develop practical improvements over the methods of previous generations.

Hawai'i is the only known place in Oceania where the people practiced a “pure” form of fishpond aquaculture. In contrast to the rest of the Pacific, Hawai-ian fishponds evolved into a unique and sophisticated aquacultural practice. Nowhere else is found either the variety of fishpond types or the quantity of fishpond remains that are found in Hawai'i. Hawaiians attempted to utilize practically every body of water for either irrigated agriculture, mostly for their staple kalo (taro, *Colocasia esculenta*), or for fishponds.

The transition from explorers to settlers to a permanent population took place over many generations as a unique culture developed. Inherent in the culture

was a social structure of religion, rules, and discipline that provided cohesion for the entire system. All activity included ceremony and ritual, presided over by kahuna, or masters. Religious and spiritual convictions evolved from a deep and profound observation and understanding of and respect for all things natural. In addition to ordinary daily life, the entire natural environment—from the clouds in the highest atmosphere, to the currents of the deepest ocean—was acknowledged to be under the protection of the gods.

Such a large population required vast quantities of food, and the culture demanded this be accomplished in a sustainable harmony, without waste or extensive harm to the environment, which were believed to anger the gods. The production of food included cultivating kalo, which could be processed into poi, and gathering seafood from the ocean and shoreline. Some type of seafood, along with poi or kalo, was part of the staple diet.

Production plots for kalo were extensive, as evidenced by the remnants of terraced contours in many valleys, remains of sophisticated irrigation systems, and large rock-lined enclosures at stream deltas leading into the ocean. Consistent with the rock-enclosed, flooded farming of kalo was the extension of rock enclosures at the point where streams entered the sea. In this brackish-water environment, silver fish were observed to congregate, and the idea of confining them within rock walls led to systems of farming them.

The full-scale development of loko i'a (fishponds) from mauka (the mountains) to makai (the ocean) dates back over half a millennium. Cultivation and propagation centered on many different fresh and salt-water plants and animals, with the primary species being the prized 'ama'ama (mullet) and 'awa (milkfish). An inventory in the early 1900s found 360 loko i'a in the islands and identified 99 active ponds with an estimated annual production total of about 680,000 pounds, including 486,000 pounds of 'ama'ama and 194,000 pounds of 'awa. Loko i'a were extensive operating systems that produced an average of 400–600 pounds per acre per year, a significant amount considering the minimal amount of fishpond “input” and maintenance effort apparent by that time.

1. Using the map (p.2) and the information from the attached hand-out (p.3), estimate the yearly fish production (in pounds) from the area covered by this map.
2. What percentage of total fish production is accounted for in this map? Is your answers reasonable? Surprising? Give justification.
3. According a 1903 report, Loko Auiki had already been partially filled in. Give a new estimate taking this into account.
4. In US Army maps from 1943 and 1953 (next page), some of these ponds have been filled in. Estimate the total drop in fish production stemming from the loss of these ponds.

Below are two maps from the “Final Archaeological Inventory Survey Report for the City Center (Section 4) of the Honolulu High-Capacity Transit Corridor Project,” <http://66.192.214.182/media/200474/20132608-CC-AISR-Vol-4D-Sec-1.pdf>

5. What are possible sources of error in your estimates? Specify at least 3 ways that your estimates could be improved.
6. Give 3 questions that you could either ask a kupuna, cultural practitioner or scientist or that could be a source of further investigation on fishponds and their production.

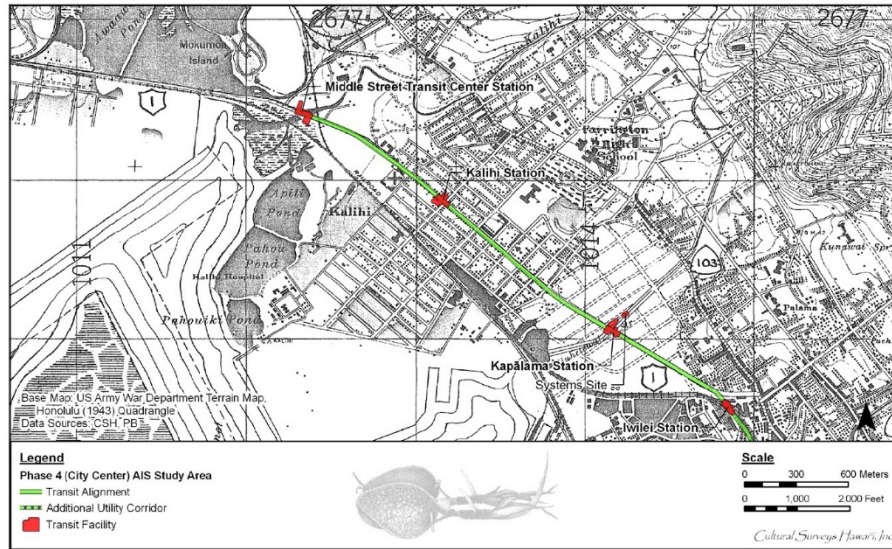


Figure 19. 1943 U.S. Army War Department Terrain map, Honolulu Quadrangle, showing the Kalihi-Kapalama portion of the study corridor

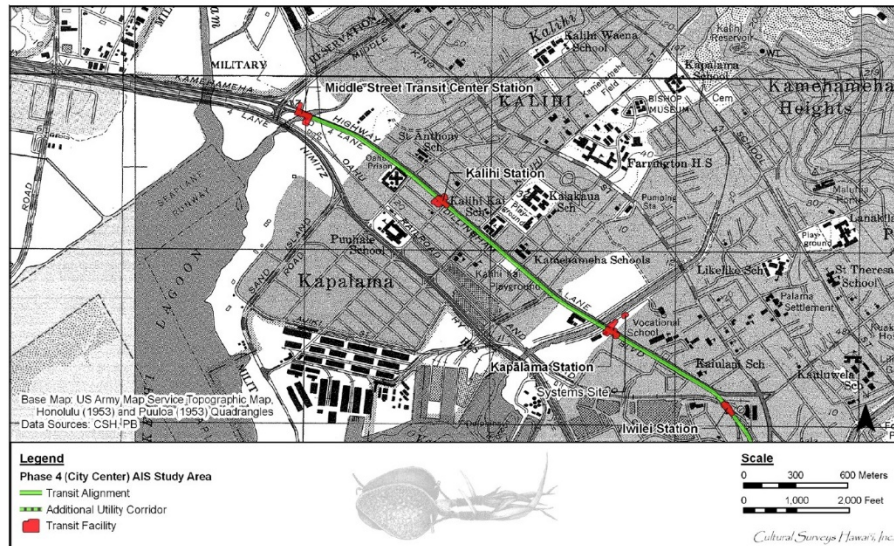


Figure 20. 1953 U.S. Army Mapping Service topographic map, Honolulu and Puuloa Quadrangles, showing the Kalihi-Kapalama portion of the study corridor



Assignment Design for Powerful Learning
Workshop Evaluation & Feedback Form
03/15/2016

1. Write two assignment design strategies that you want to try out after the workshop.

2. Please rate the overall usefulness of this workshop.

☐ Very Useful ☐ Useful ☐ Of Little Use ☐ Not Useful At All ☐ No Opinion

3. To what extent was this workshop effective in increasing your understanding of the topic?

☐ Very Effective ☐ Effective ☐ Somewhat Effective ☐ Not Very Effective ☐ Not Sure

4. Rate the following aspects of the workshop

	Very helpful	Helpful	Somewhat Helpful	Not really helpful
a) Assignment refinement example given by Jinan Banna	O	O	O	O
b) Yao's presentation	O	O	O	O
c) Handouts	O	O	O	O
d) Peer sharing & feedback	O	O	O	O

5. What was the most valuable aspect of this workshop? Why?

6. What was the least valuable aspect of this workshop? Why?

7. What other assessment workshops would you like us to offer in the further?

8. Other comments:

Mahalo nui!



Assignment Design for Powerful Learning in Oral Communication Workshop
Workshop Evaluation & Feedback Form

Session Outcome Questions

1. List two strategies that you learned about assignment design in this workshop:

Overall Evaluation Questions

3. Please rate the overall usefulness of this workshop.

☐ Very Useful ☐ Useful ☐ Of Little Use ☐ Not Useful At All ☐ No Opinion

4. To what extent was this workshop effective in increasing your understanding of the topic?

☐ Very Effective ☐ Effective ☐ Somewhat Effective ☐ Not Very Effective ☐ Not Sure

5. What was the most valuable aspect of this workshop? Why?

6. What was the least valuable aspect of this workshop? Why?

7. Other constructive comments?

Mahalo nui!

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

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About NILOA

The National Institute for Learning Outcomes Assessment (NILOA) was established in December 2008.

NILOA is co-located at the University of Illinois and Indiana University.

The NILOA website contains free assessment resources and can be found at <http://www.learningoutcomesassessment.org>

The NILOA research team has scanned institutional websites, surveyed chief academic officers, and commissioned a series of occasional papers.

One of the co-principal NILOA investigators, George Kuh, founded the National Survey for Student Engagement (NSSE).

The other co-principal investigator for NILOA, Stanley Ikenberry, was president of the University of Illinois from 1979 to 1995 and of the American Council of Education from 1996 to 2001.