

Assignment Design: Charrettes to Build Community in a Time of Physical Distance

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WELCOME

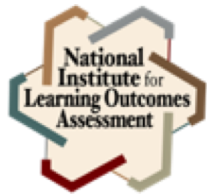
What's the series about?

How will our time together today flow?

In case you are wondering:

- Slides will be shared
- This is being recorded and will be shared
- You can keep the convo going on twitter with #NILOAwebinar
- Google doc of updated resource on the NILOA website and all prior webinars as well



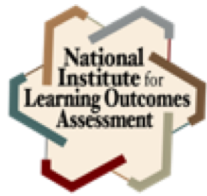


Community Check-in Recap

This is not a test of online education. This is a triage situation of survival entailing an emergency move to distance or remote instruction during a global pandemic.

Compassion not compliance should drive decisions at this time. Our decisions in support of students should drive the guidance, regulatory response, and policy decisions – not the other way around.

Listen to students and be flexible. Learning is compromised and the semester/term has an asterisks next to it for everyone – faculty and staff as well as students. Remember: It's not about learning online; it's about learning in a global pandemic crisis.

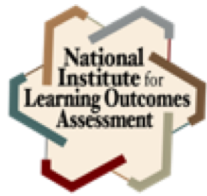


More Community Check-in Recap

End of course/Faculty evaluations – keep them, but modify the questions and use them as a formative planning tool, not for P/T

Student surveys: Please don't over survey, but if you survey, partner with student affairs. Remember, this may be a research opportunity, but it is someone's life and they have a lot going on.

Consider phone calls or Zoom focus groups – other ways to reach out and connect that do not further distance students but help connect. Remember: Connecting with students is important, but it might not be through a survey.



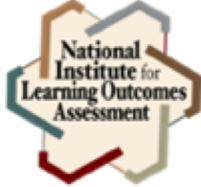
Even More Community Check-In Recap

Don't start from a point of negativity in perceptions of students to then write a policy. A policy should not be about blocking cheating but enabling learning.

Assessment of student learning is ongoing this semester, albeit in a different manner, the reporting of those efforts is a lower priority – one that can be postponed or altered in terms of how data are collected.

Do not require a higher-level of proof in an online class then you would in face-to-face. Examples of online assessments/assignments may not work for this semester of learning in a global pandemic – but they might for summer or fall.

Partner with students to find a solution.



Assignment Resources

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National Institute for Learning Outcomes Assessment

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Assignment Charrettes

NILOA has been fostering the use and development of intentionally designed assignments through a faculty-driven, collaborative peer review process – the assignment charrette. Developed in partnership with faculty and experts in the field, our Assignment Charrette Toolkit provides tools, materials, and resources to adapt to local and regional context, along with institutional examples and relevant resources. Click on each banner to expand the selection and access each resource.

Please cite as: National Institute for Learning Outcomes Assessment (2018, February). *The assignment charrette toolkit*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

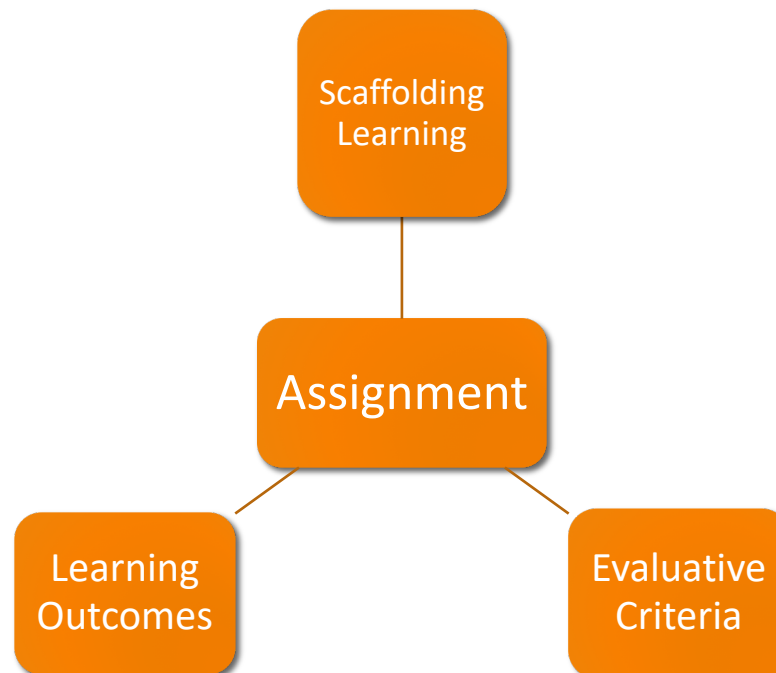
[+ The Assignment Charrette Toolkit](#)[+ Examples from Institutions and Organizations](#)[+ Additional Resources on Assignments](#)

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Assignments Design

Faculty were focusing in their shift to remote teaching on learning outcomes and focused related assignments.

See [Rethinking Your Assignments for Online Learning](#)



Transparency in Assignments

Transparen

[//tilthighered.com/](http://tilthighered.com/)

Purpose

Skills you'll practice by doing

Content knowledge you'll gain

How you can use these in your

course, in and beyond college

Task

What to do

How to do it (Are there recom

mistakes should you avoid?)

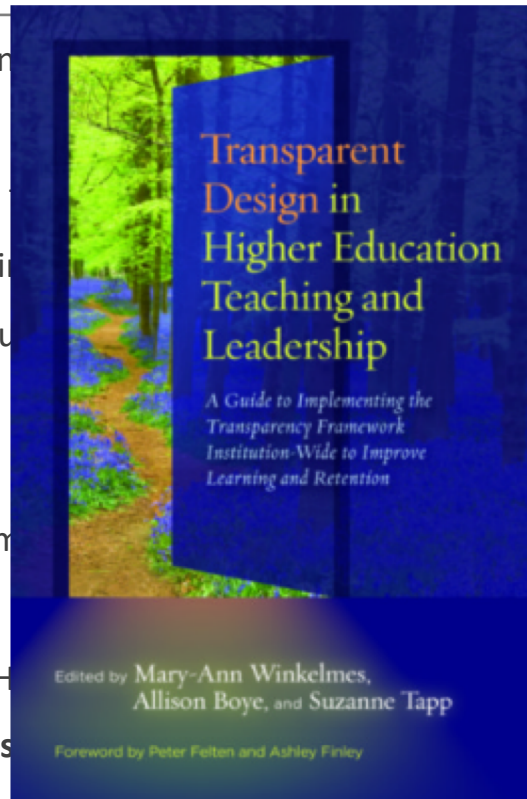
Criteria

(Are you on the right track? H

pected?)

Annotated examples of success

(What's good about these examples? Use the checklist to identify the successful parts.)





Small Group Process

25-minute segments per person/assignment

- Present assignment briefly—which outcomes, what course, which students, how does it work....
- Discussion with group (driven by focused questions)
- Save 5 minutes for written feedback
- Breath
- Start again...
- Debrief at end

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.

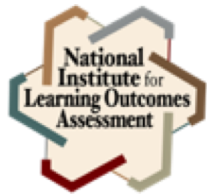
Discussion (15 min):

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.



Virtual charrette

Synchronous or asynchronous? Which technology? Faculty time or commitment? How support adjunct faculty?

Considerations for bandwidth and circumstance:

- Can do this in break out rooms with faculty talking together in a timed carousel as a remote activity, but that may be unrealistic
- Can do this with faculty writing up their introduction and then sharing assignments in a google doc that people edit through the course of a week when they have time, guided by shared questions.
- Faculty can record their introduction and share it – which is good practice for recording a lecture in the fall or for even sharing an assignment introduction video with students. <https://screencast-o-matic.com/>

Questions for Assignment

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?
2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?
4. How does this assignment allow for flexible options, alternative demonstrations, and/or culturally responsive demonstrations of learning?
5. How does this assignment need to be modified or adjusted to reflect current faculty and student circumstances and situations?
6. What unnecessary constraints, if any, may need to be removed to accommodate learning in a global pandemic crisis?

Alternative Assessments

We need to consider different ways of assessing student learning in the near term.

[Students are concerned](#) about whether the evidence gathered this semester will count in the future, or if they will have to demonstrate their learning again in a different way.

Alternative assessment assignments:

- Student self-assessment
- Reflection on what you think you learned during this time in relation to the learning outcomes of the course, program, institution
- Class edit wiki pages
- Qualitative data - Instead of individual level assignments, undertake focus groups of students
- Students write interview questions and faculty member records an interview with an author on an assigned article

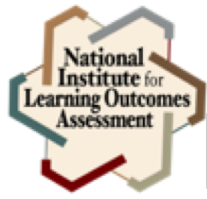
Disciplinary Resources

American Historical Association (AHA)

A set of essays by historians with experience and expertise teaching remotely. One is specifically directed to dept chairs:

<https://www.historians.org/online-teaching>

[AHADigital.org/wiki](https://ahadigital.org/wiki) where historians share discipline-specific resources to help each other transition to online and remote teaching during the Covid-19 global health crisis and beyond (intro page at ahadigital.org). Online portal will include teaching-related historical materials such as video lectures, learning outcomes, lecture notes, etc. that have been constructed for and proven to work for remote teaching in geographical/temporal fields, thematic approaches, historical pedagogy, and any other area of importance.



Examples from the assignment library

<https://www.learningoutcomesassessment.org/assignment-library/disaster-analysis/>

[Home](#) / [Our Work](#) / [Assignment Library](#) / [Disaster Analysis](#)

Disaster Analysis

Author

Alexandra Penn
School of Interdisciplinary Studies
Durham College, Oshawa, Ontario, Canada

Citation

Penn, A. (2015). Disaster Analysis. Durham College.

Description

The purpose of this assignment is to evaluate students' ability to think critically about how natural disasters are portrayed in the media. Students are required to formulate an opinion, supported by evidence, on the accuracy of the information portrayed in the media and then communicate their thoughts to a specific audience. This assignment also aims to make students aware of the transferable skills (i.e., critical thinking, communication, problem solving) they are developing and requires them to explain how these skills will help them in their future careers. From the DQP, this assignment assess students' Intellectual Skills and Applied and Collaborative Learning. This is a very versatile assignment. It can be slightly altered to suit the needs of a variety of courses.

More Examples

<https://www.learningoutcomesassessment.org/assignment-library/privacy-protection-in-the-digital-age-and-healthcare-gov-a-software-engineering-case-study/>

Privacy Protection in the Digital Age and Healthcare.gov: A Software Engineering Case Study

Author

Paulus Wahjudi

Associate Professor, Weisberg Division of Computer Science
Marshall University

Citation

Wahjudi, P. (2014). Privacy Protection in the Digital Age. Marshall University. Wahjudi, P. (2014). Healthcare.gov: A Software Engineering Case Study. Marshall University.

Description

These two assignments are designed to ensure that computer science students are aware of the possible social impact of their work—a topic often dealt with in a single “Computers and Society” or “Computer Ethics” course. In contrast, these assignments can be used in a wide range of computer science courses from freshman to senior level. Comparing responses from different levels can reveal how much students have progressed in their understanding of the impact of computers in society. The assignments ask students to

And one more example

<https://www.learningoutcomesassessment.org/assignment-library/internet-speed-project/>

Internet Speed Project

Author

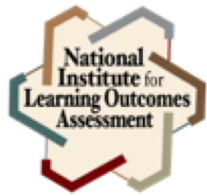
Susan Taylor
Computer Information Systems
Mount Wachusett Community College

Citation

Taylor, S. (2014). Internet Speed Project. Mount Wachusett Community College.

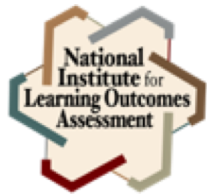
Description

This assignment serves as an active learning opportunity for the Internet and data communications topics of a general freshman computing course. Students must evaluate their Internet service to determine if the speeds of subscribed service are being delivered and then communicate their findings using networking terminology. The assignment also provides students with an opportunity to learn and/or practice the basics of spreadsheet applications.

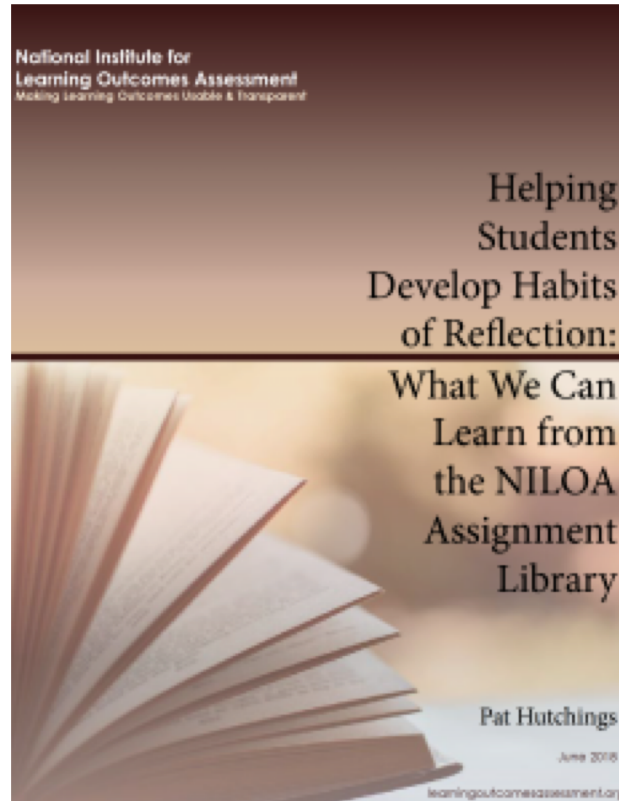


Let's Consider

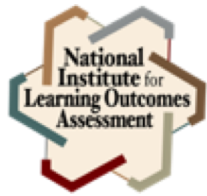
DIFFERENT
TYPES OF
ASSIGNMENTS
AND WAYS TO
MODIFY



Reflective Assignments: Pat



https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/Habits_Of_Reflection.pdf

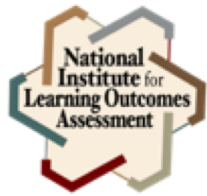


Reflective Assignments

Reflective assignments can be useful anytime, but they may be especially appropriate right now as students struggle to find their way through the challenging circumstances posed by the corona virus. See Dewey (1910, who emphasizes that reflection is most “educative” when it stems from an experience that is difficult, uncomfortable, problematic.

Reflection is one of a number of “dispositional attributes” ([Kuh, et al., 2018](#)) that contribute to student success. Though the word can, for some, feel “soft” or subjective--an invitation simply to emote--reflection is a learned skill, or set of skills, and there’s a useful literature about it. See [here](#), [here](#), and [here](#). Also: Rodgers, 2002. Killen, 2007.

A [report](#) drawing on reflective assignments in the NILOA Assignment Library identifies four reflective moves students can be asked to make: 1) to describe their own process as learners, 2) to evaluate what difference their learning makes; 3) to integrate and make connections; and 4) to look ahead, plan or “envision a future self.”



Reflection

What one faculty member said: “I enjoy reading the self-reflections because it is a rare chance to hear students talk directly about the skills they are developing. It has become clear to me that students often lack the language needed to talk about their skills and they find it difficult to clearly express how skills developed in the classroom can be applied (Penn, 2015).

One of the challenges of reflection is assessment: If it isn’t evaluated, students are unlikely to take it seriously. We now have an opportunity to try out different criteria and rubrics ([here’s one](#)), starting with a focus on formative assessment—feedback that helps students become more able agents of their own lifelong learning. Think: self-assessment, metacognition, and compassion rather than compliance.

What’s good for students is also good for faculty. Assignment design charrettes are a powerful context for faculty reflection on their teaching and curriculum.



MCKENDREE
UNIVERSITY

A new game plan: Assignments during COVID 19

Tami Eggleston

Professor of
Psychology &
Associate Provost
for Institutional
Effectiveness



**I feel like now we're
getting a little bit of a
fresh, new start. It's a
whole new game plan, a
new focus.**

QUOTEHD.COM

Cory Neal

**You are not working
from home.
You are
at your home during
a crisis trying
to work.**

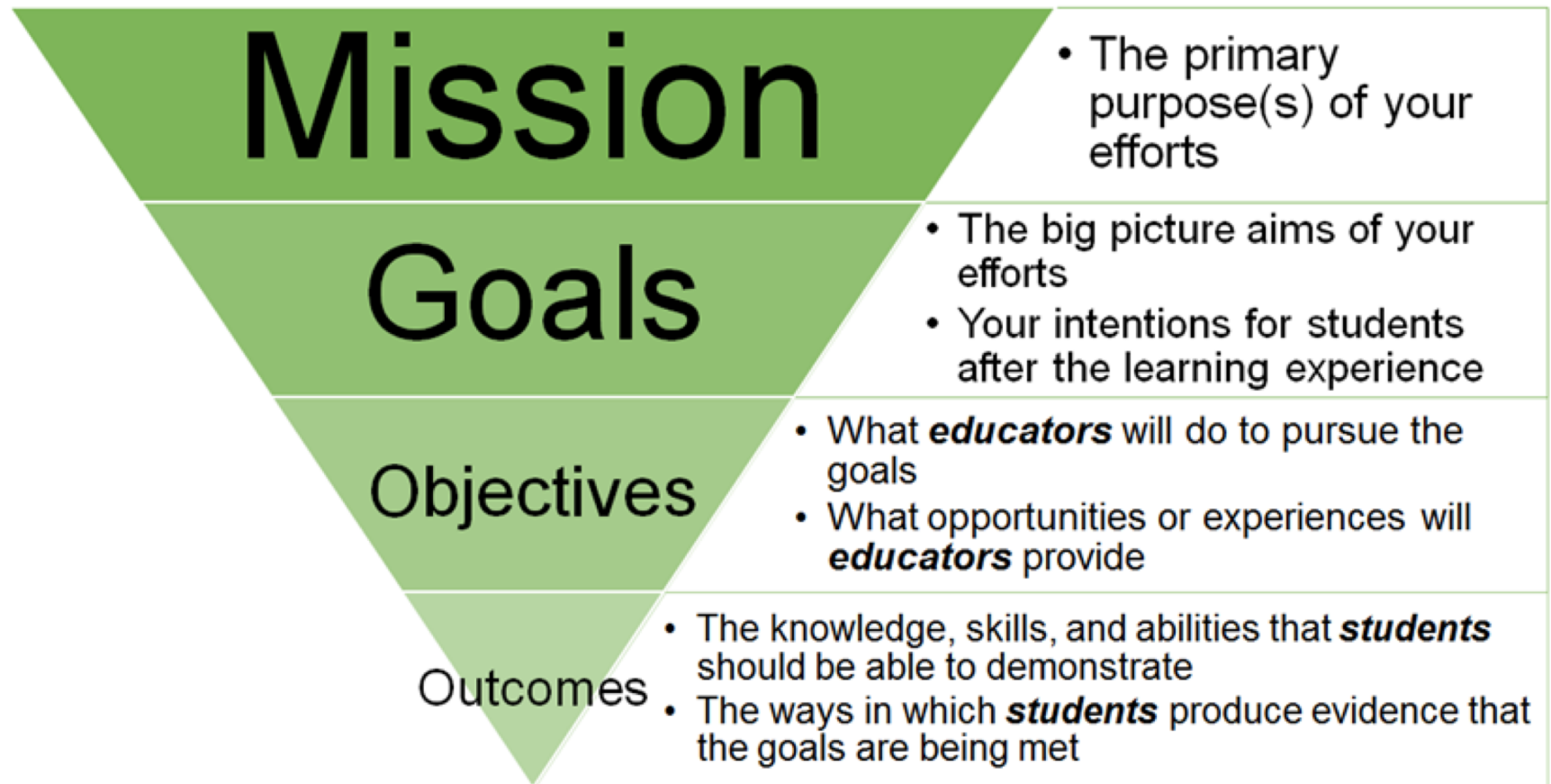




1. The catalog descriptions
2. The student learning outcomes for the class
3. What is the BIG picture?
4. What are the essential knowledge and skills?
5. Perception=Reality



(Sorry, sneaking in some basic assessment information)



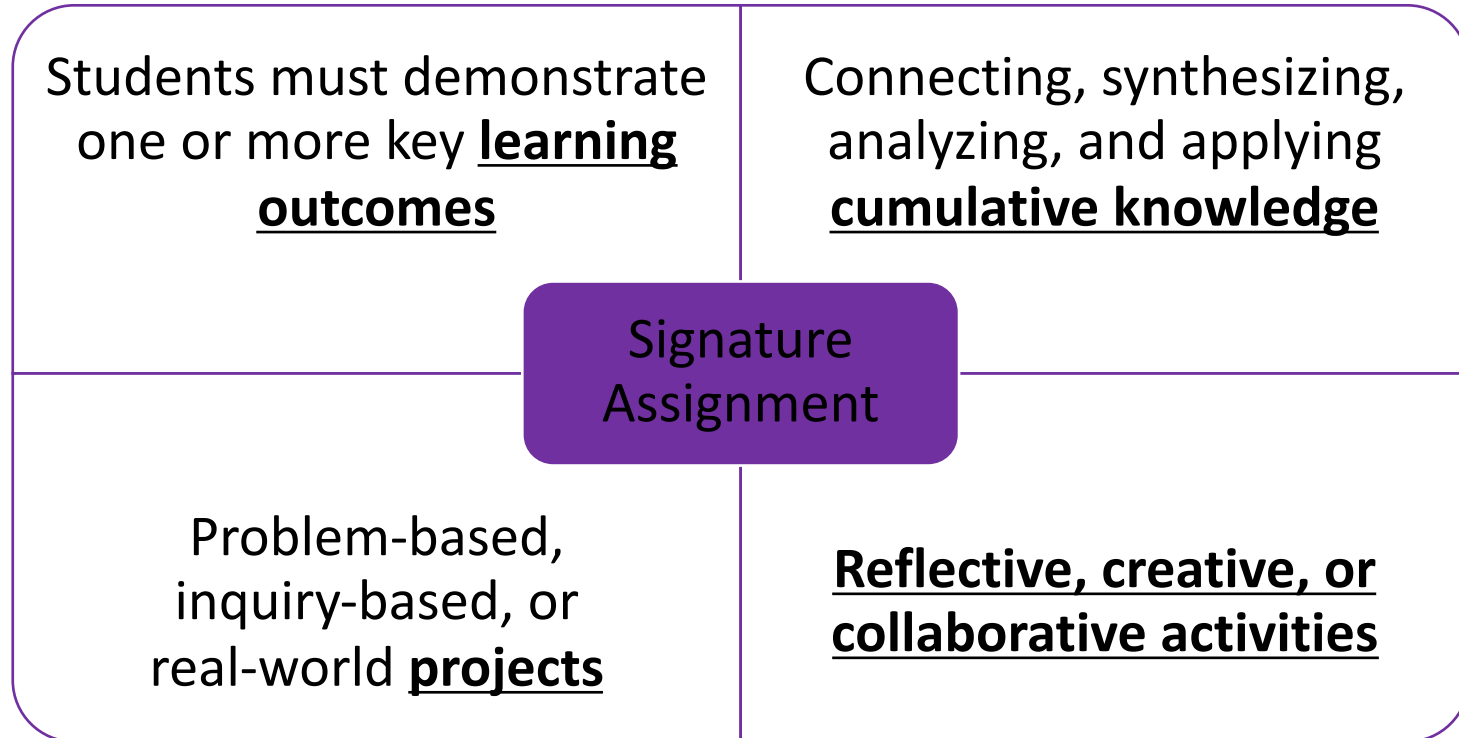
This is the epitome of a “Teachable Moment!”



An event or experience which
presents a good opportunity for
learning something about a
particular aspect of life

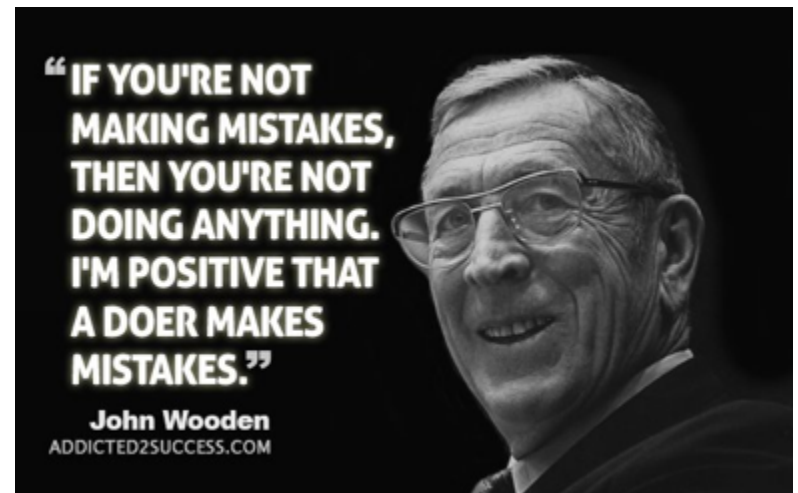


Signature Assignments



Learning first, Technology second

- Flipgrid
- Podcasts
- Videos
- Virtual Timelines
- Blogs
- Wikis
- Virtual/Augmented Reality
- FREE Power Point Alternatives (emaze)



In real time!

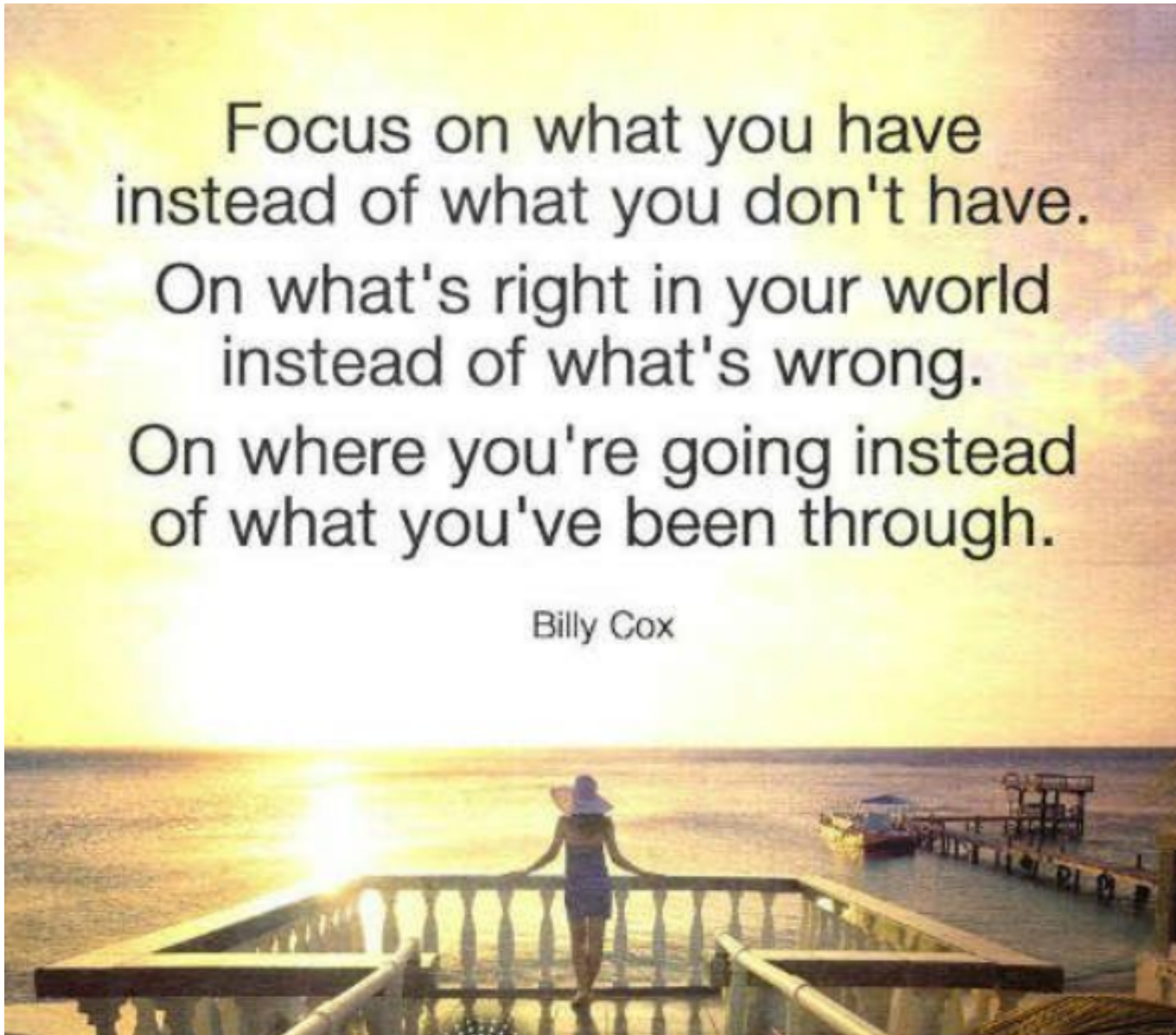
1. Keep the assignments and due dates that still are essential
2. Delete some assignments (really, that is OK!)
3. Alter some of the key assignments to make relevant and timely
4. Give choices for students
5. Communicate!



COURSE	BIG PICTURE	HIP SIGNATURE ASSIGNMENT AUTHENTIC ASSESSMENT
PSYCH CORNERSTONE	PSYCH LITERACY BE A HAPPY, BETTER PERSON	FOCUS ON THE FUTURE (RESUMES, GRAD SCHOOL)
HUMAN SEXUALITY	COMMUNICATION BE A BETTER PARTNER	CHOICES: MOVIE ANALYSIS, INTERVIEWS, SOCIAL MEDIA ANALYSIS, REPORT ON RELATIONSHIPS DURING COVID 19
SPORT PSYCHOLOGY	APPLICATION BE A BETTER ATHLETE	SPORT PSYCH VIDEO, FACEBOOK PAGE FOR ATHLETES WHO CAN'T COMPETE
SOCIAL PSYCH	CRITICAL THINKING BE A BETTER CITIZEN	HOW IS COVID 19 CHANGING SOCIAL BEHAVIORS/SOCIAL NORMS (APPLY THEORY TO THIS SITUATION)
INTERNS	REAL-WORLD EXPERIENCE	HELP NEIGHBORS, HELP FAMILY, CAREER PREP

Focus on what you have
instead of what you don't have.
On what's right in your world
instead of what's wrong.
On where you're going instead
of what you've been through.

Billy Cox



Opportunity for choice, flexibility, application, REFLECTION!

- History: Comparing previous health challenges (1918 flu)
- Biology: How viruses spread simulations, differences between viruses and bacteria
- Political Science: State versus federal government responsibilities
- English: Paper topics about online learning, stress management, time management
- Music: Posting performances on social media
- A chance to be creative and make a difference!

"Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable."

— JOHN WOODEN



Look how much you've already managed to adapt to. Look how resilient you've already been. There's no "right" way to respond to this because it's never, ever happened before. Give yourself some credit. ☆ There's no one in the whole world who has this figured out yet. So it's absolutely okay if you don't either ♥

mellow doodles

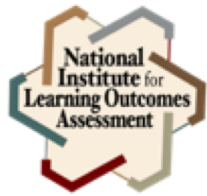




Faculty training ◎ **Continued communication** ◎ **GEBS Café'** ◎
Small Group Virtual Meetings ◎ **Online learning communities** ◎
Virtual Townhalls ◎ **Academic Advisements** ◎ **One on One meetings** ◎

Transitioning from scientific labs to an online environment:

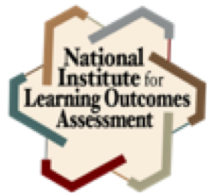
- 1. Synchronous learning** – virtual scientific seminars; lunch and learn; writing groups and other small group meetings; polling; break out rooms; study groups; live lectures;
- 2. Asynchronous learning** – pre-recorded lectures; PowerPoint slides; reading of research literature assignments; flip classrooms; discussion boards; journal club; YouTube; scientific videos;
- 3. Assessments** – Online assessments with virtual proctoring
- 4. Research lab work** –very limited time in labs (*1 or 2 people to a lab*); reading about procedures; lots of writing; data analyzing; researching funding sources; preparing presentations; researching potential projects and mentors for scientific studies;
- 5. Culminating Presentations, Thesis, Dissertations** defenses have been scheduled to be virtual and committee meetings are taking place via Zoom.



Additional Resources

[Additional ideas about Science lab online](#)

[COVID-19 and Video- classism: Implicit Bias, Video judgment, and Why I'm Terrified to Have You Look Over My Shoulder](#)



Webinar Series



**Outcomes, Alignment and Mapping, Oh My!:
Curriculum Mapping as Educational Design**

[April 16 Register.](#)



**The Evidence-Based Storytelling Toolkit:
Using Assessment Data to Write Your Learning Narrative**

[April 23 Register.](#)



**Beyond the Looking Glass:
Tenets of Meaningful Transparency**

[April 30 Register.](#)

Keep Discussing

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