Agenda

   I.   Introductions, Project Logistics, and Reporting Back

   II.   Assessment Basics   presentation

   III.   Developing Learning Goals   large group work

   IV.   Designing an Assignment   small group/partner work

   V.   Delineating a Rubric   large group work

   VI. Reporting Back

Notes

How do I build a rich assignment?

The task or problem should be <u>meaningful</u>, a worthwhile use of <u>learning time</u>, and a direct match with <u>course learning goals</u>. *Generally speaking*, the topic, student process, and intended product are clearly defined, so as to aim students at the desired outcome. Ask yourself the following question:

      What do we want students to learn by completing the assignment?

First in the World Instructors' Workshop

Homework: Get Ready for Workshop #3

At Workshop #3, we will peer critique assignment sheets, learning goals, and other details of the course syllabus. We will spend some time developing language to describe alignment between courses and the alignment between your course goals and higher-level (Core, program, University) goals. There will also be instructions for and a demonstration of the procedures for assessment.

1) Design the actual assignment sheet that you will give to your students about the "alignment" assignment. Bring it to the next workshop.
2) By the end of the next workshop, we will collect a complete syllabus for your class. Bring your draft syllabus for the class. We will be particularly interested in your course learning goals and the assignments/grading sections.

Resources for Syllabus Preparation:

JCU's Syllabus Expectations (in regard to assessment):
http://sites.jcu.edu/assessment/sample-page/assessment-expectations/cas-syllabus-expectations-and-examples/

Some guidance on learning goals: http://webmedia.jcu.edu/assessment/files/2015/11/Learning-Goals.pdf
NOTE: This beginning of this document discusses program-level learning goals, but most of the guidance in the later sections can also apply to course-level goals.

List of Verbs Organized by Levels of Bloom's Taxonomy:
http://webmedia.jcu.edu/assessment/files/2015/05/BloomTaxonomy_VerbCollection_HLC.original.1427576843.pdf

More information about assessment at all levels, as well as a selection of resources, can be found at http://sites.jcu.edu/assessment/

First in the World Workshop #2
Reporting Sheet

Group Members:

_____

_____

_____

_____

_____

Tell us about the assignment. What form will your assignment take?
(an essay, a speech, a poster, multi-media/multi-genre) **What will the topic/problem/issue be?** (If student-chosen, are there limits?)

How does this assignment measure the alignment learning goal?

What other learning goals (course, core, or program) does this assignment address?

How does this assignment fit into each class?

How, if at all, is this assignment also relevant for core or program assessment?