

EQUITABLE ASSIGNMENTS: A CONVERSATION TO IMPROVE TEACHING, LEARNING, AND ASSESSMENT

**NATASHA JANKOWSKI &
ERICK MONTENEGRO, NILOA
MARY-ANN WINKELMES, UNLV**

Intro/Frame

PURPOSE:

- Consider and apply strategies for designing / assessing assignments equitably

TASKS:

- Intro
- Pair work
- Group discussion

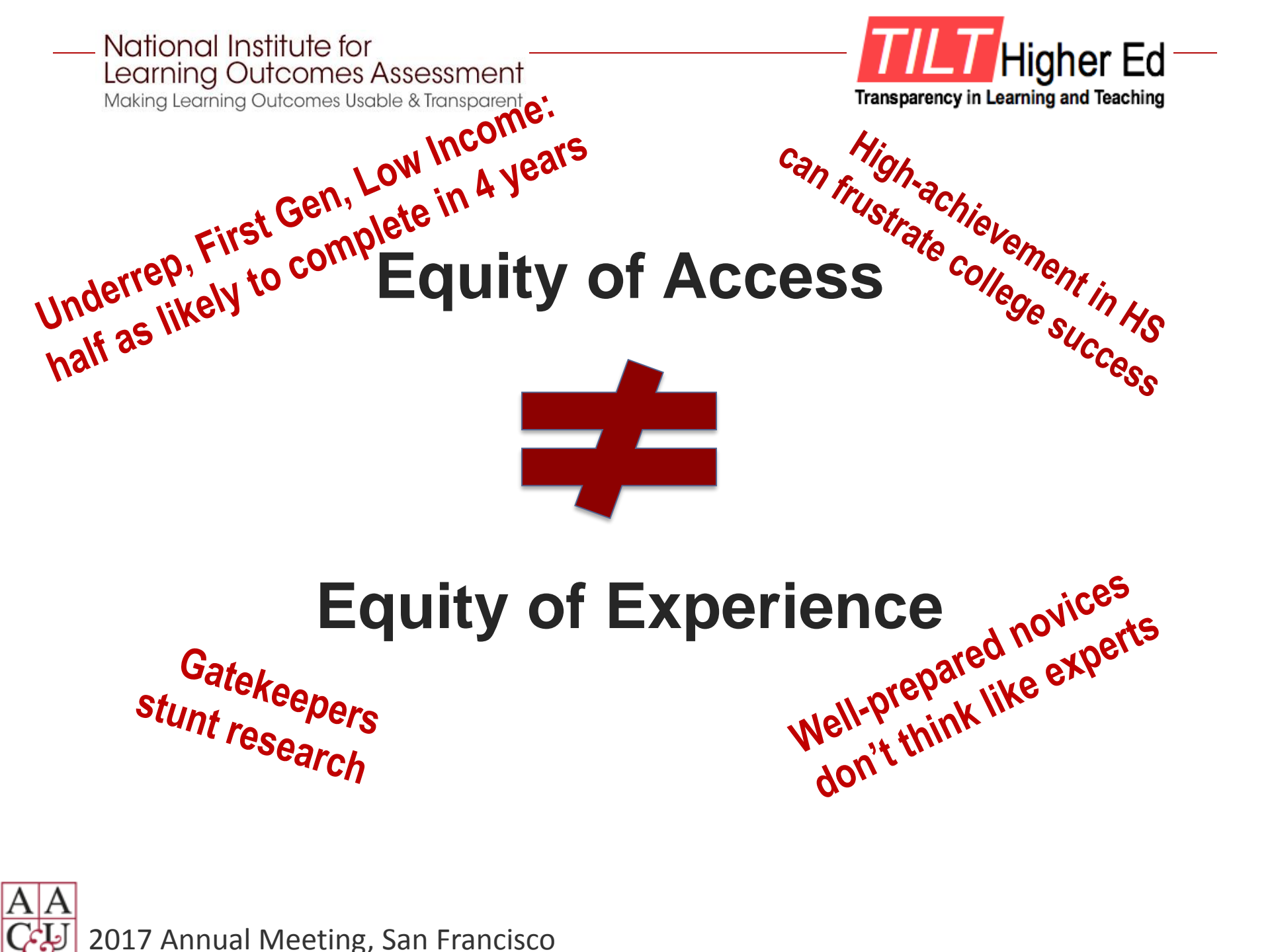
CRITERIA:

You'll leave with

- Draft ideas and strategies for implementing on your campus

Schedule of Activities

- 20 minutes opening framing
- 20 minutes participant exercise
- 20 minutes large group discussion and debrief
- 15 minutes outline action steps and strategies for taking it back to your campus!



**Underrep, First Gen, Low Income:
half as likely to complete in 4 years**

Equity of Access



**High-achievement in HS
can frustrate college success**

Equity of Experience

**Gatekeepers
stunt research**

**Well-prepared novices
don't think like experts**

Erick Montenegro and Natasha A. Jankowski



www.learningoutcomesassessment.org

Your challenges	Your strategies
Understanding/Preparation <ul style="list-style-type: none"> little research experience unclear assignments don't understand expectations 	<ul style="list-style-type: none"> provide, discuss examples of good work review relevance to real life offer rubric begin work in class class time for questions/clarification chance to redo work after feedback
Motivation <ul style="list-style-type: none"> fear of failure don't see relevance of academic work low self-esteem low motivation 	<ul style="list-style-type: none"> flexible formats (audio recording, writing, etc.) feedback at frequent check-in points onsite and online follow-ups rewards, extra credit
Time Management <ul style="list-style-type: none"> planning and starting early enough allowing enough time 	<ul style="list-style-type: none"> break work into smaller pieces regular check-ins, reminders process maps, calendar plans

Sample Assignments

Sample A (p. 7)

Purpose

- Skills practiced
 - Knowledge gained
- } long-term (problem-centered) relevance to students' lives
connection to learning outcomes

Task: What to do

How to do it (steps to follow, avoid)

Criteria

- Checklist or rubric in advance to help students to self-evaluate
- What excellence looks like (multiple annotated examples)

Sample Assignments

Sample C (p. 8)

Purpose

- Skills practiced
- Knowledge gained



relevance to students
connection to LOs

Task: What to do; How to do it

Criteria

- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate

It's A, revised

Q & A

Pairs activity

Gather Feedback on Your Own Assignment

Why are we doing this now?

Purpose

- Knowledge: share feedback, insights;
promote student success
- Skills: apply transparency; engage community of practice

Task

- Four steps, 2-4 min each, in pairs / 3s

Criteria

- draft you can use in your course
- helpful insights from colleagues *as novices*

Set up

1. Sit with a **disciplinary stranger**

Describe an Assignment from Your Course

- from 1st half of the term
- after students are acquainted with basic tools and terminology the course uses
- when students are starting to apply those and try them out

***Describe this assignment to your partner(s)
(2 minutes)***

Feedback on Your Assignments, part 1 of 3

As a novice student, offer feedback on the Purpose

(3 minutes)

Five years after taking your course,

- What essential **knowledge** should students retain from doing this assignment?
- What **skills** should students be able to perform from doing this assignment?
- Why are these important to students?

Feedback on Your Assignments, part 2 of 3

As a novice student, offer feedback on the Task

(2 minutes)

As a novice, list the steps you'd take to do the assignment.

Feedback on Your Assignments, part 3 of 3

As a novice student, offer feedback on the Criteria
In groups, discuss and define (2 minutes)

As a novice:

- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have annotated good examples?

To answer yes, what would you need?

How did we do?

Purpose

- Knowledge: share feedback, insights
- Skills: apply transparency; engage community of practice

Task

- Four steps, 4 - 6 min each, in pairs / 3s

Criteria

- draft you can use in your course
- helpful insights from colleagues ***as novices***
- Strategies

Discussion Questions

- How does this assignment align with learning outcomes for the course? For the program? For the institution?
- How does this assignment align with the evaluative criteria? Micro to macro level
- Are those connections clear to students?

