

Assignment Design Charrette: Setting the Scene

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NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT
(NILOA)

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



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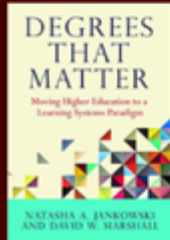
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National Institute for Learning Outcomes Assessment

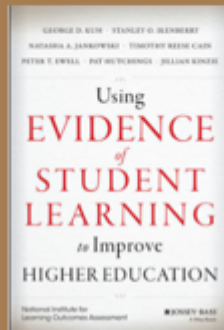
Making Learning Outcomes Usable & Transparent

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We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.



We are pleased to announce the release of a new NILOA book this month, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. To read more about the book click [here](#).

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Borough of Manhattan Community College

The Borough of Manhattan Community College's Office of Institutional Effectiveness and Analytics website is this month's Featured Website in the category Centralized Assessment Repository.

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Competency-based Education Could Benefit Veterans by Recognizing Their Military Skills

Mon, Dec 11, 2017 - 08:00 am

John Strauss for Lumina Foundation

This piece by Lumina Foundation provides resources on how competency-based education (CBE) could assist veterans in earning course credit by transferring their skills and experience while in the military into the college setting.

Creating College Credit Policies That Validate Adult Learners

Mon, Dec 11, 2017 - 08:00 am

Iris Palmer for Education Commission of the States

Adult learners come to college equipped with various skills and experiences that could be leveraged for course credit. Initiatives such as prior learning assessment (PLA) and competency-based education (CBE) attempt to provide college credit for learning acquired outside of academia.

Statewide and Online Only in California

Mon, Dec 11, 2017 - 08:00 am

Ashley A. Smith for Inside Higher Ed

California has proposed the creation of a new state-wide online-only college focused on work-force credentials and non-degree certifications aimed at enrolling the approximately 2.5 million Californians with some college experience but no degree.

Purpose

Why do we do assessment? What is the value and purpose of engaging in assessing student learning?

Value

Institutions of higher education are increasingly asked to show the value of attending, i.e. impact in relation to cost; employment – what is the value of a degree and what does it represent in terms of learning?

Public and policy makers want assurance of the quality of higher education

Regional and specialized accreditors are asking institutions to show evidence of student learning and instances of use



Are you lonely?

Tired of working on your own?
Do you hate making decisions?

START A COMMITTEE!

You can —

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues



COMMITTEES

THE PRACTICAL ALTERNATIVE TO WORK

NOT IMPRESSED

November 2009

Peter T. Ewell

Foreword by George D. Kuh



learningoutcomesassessment.org

Principles of Local Practice

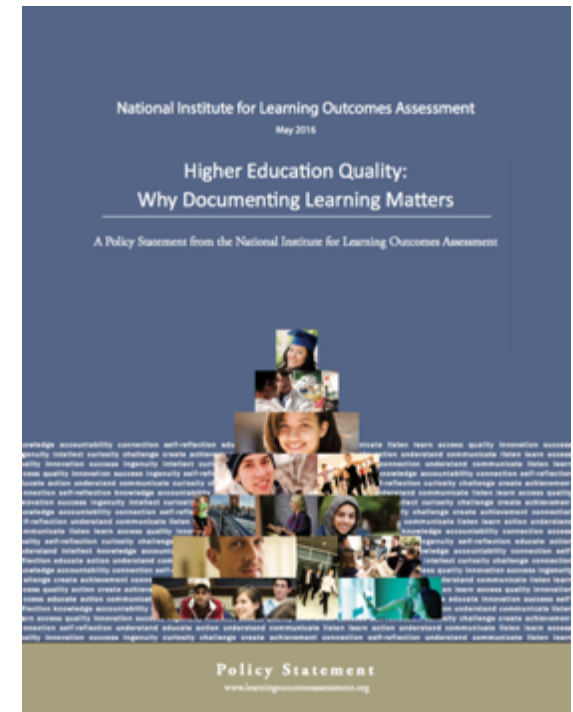
Develop specific, actionable learning outcomes statements.

Connect learning outcomes with actual student demonstrations of their learning.

Collaborate with relevant stakeholders, beginning with the faculty.

Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.

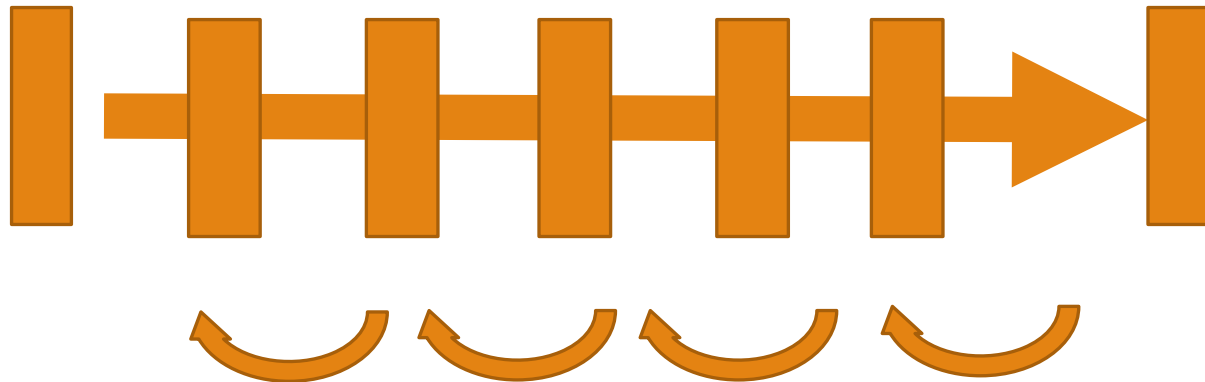
Focus on improvement and compliance will take care of itself.



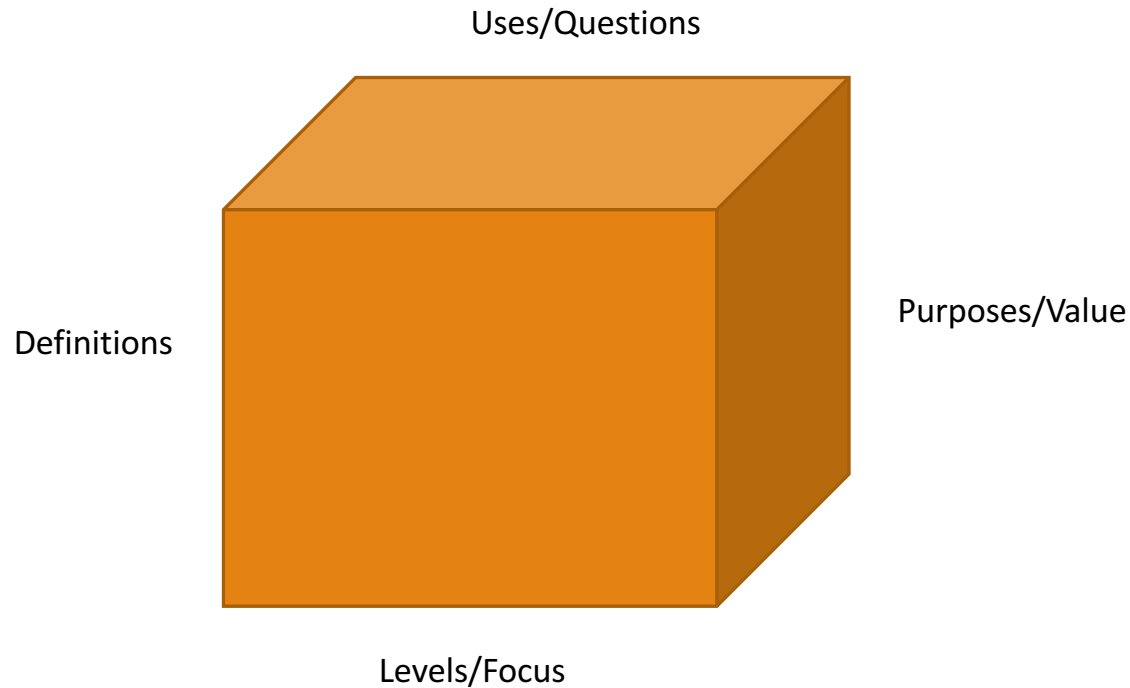
Institutional or Program Improvement



Learning Improvement



Assessment Cube of Misunderstandings



Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)

Measurement

Built upon scientific principles or empirical research, objective, rational, validity, and reliability

The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence ~Mark Nicholas, John Hathcoat, & Brittany Brown

- Testing and standardization
- Must be measureable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons



VALUE report



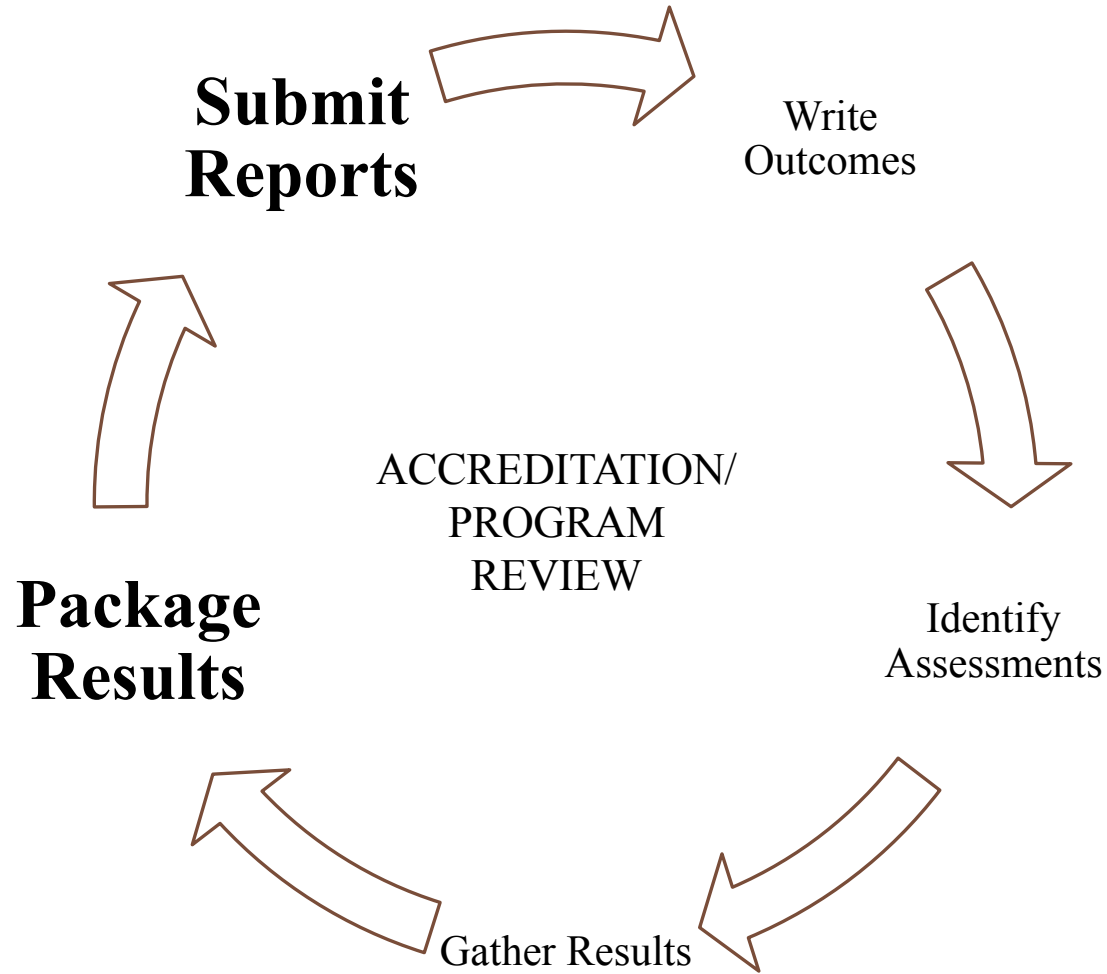
Compliance

Documenting institutional quality assurance through reporting frameworks

Is assessment destroying the liberal arts? ~Karin Brown

- Bureaucratic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use






GEORGE D. KUH · STANLEY O. IKENBERRY
NATASHA A. JANKOWSKI · TIMOTHY REESE CAIN
PETER T. EWELL · PAT HUTCHINGS · JILLIAN KINZIE

Using
EVIDENCE
of
STUDENT
LEARNING
to Improve
HIGHER EDUCATION

National Institute for
Learning Outcomes Assessment

 **JOSSEY-BASS**
A Wiley Brand

But where are the students...?

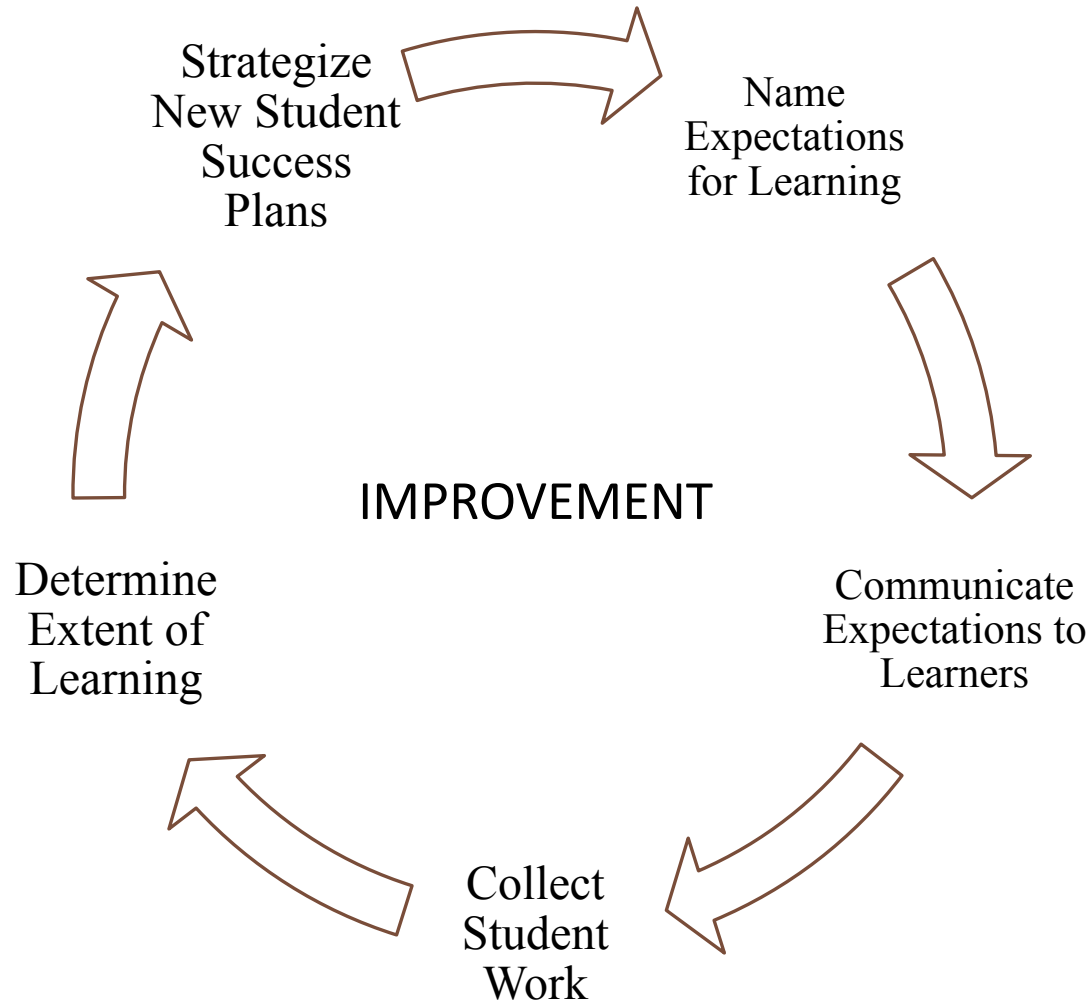


Teaching and Learning

Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

Does continuous assessment in higher education support student learning?
~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning
- Adaptive and embedded



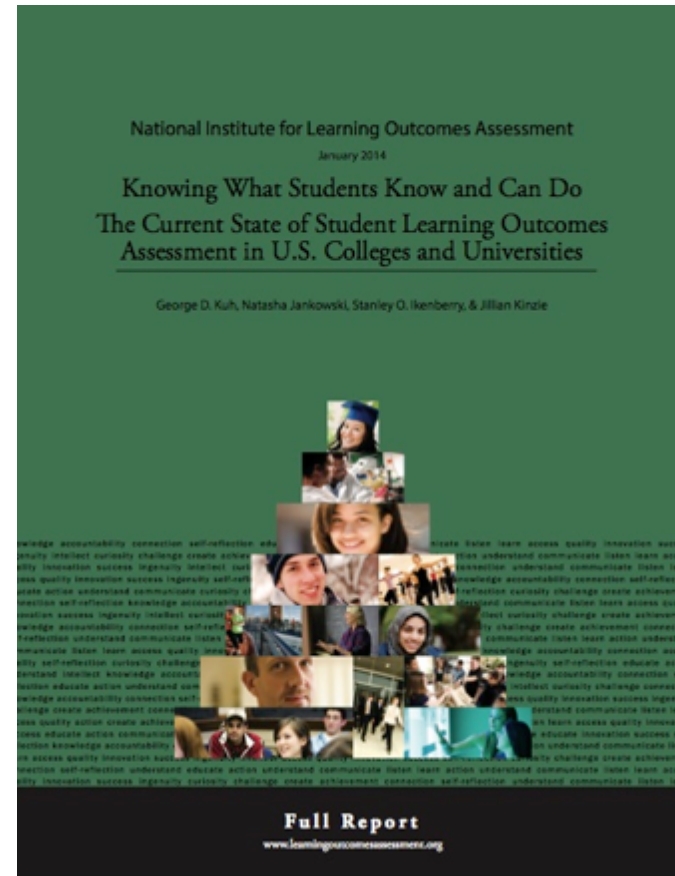
Why Focus on Assignments?

Most valuable assessment approaches:

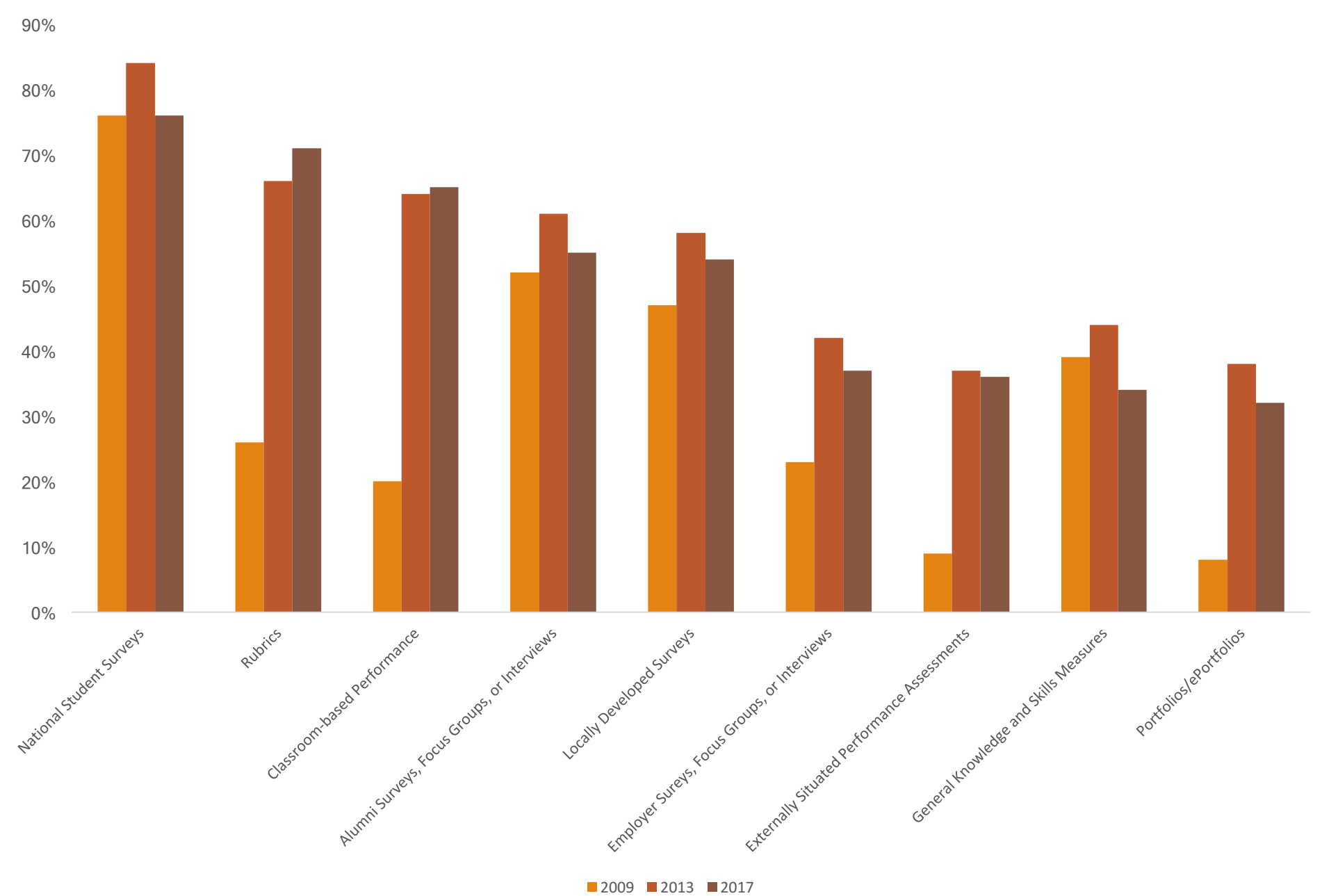
Classroom-based assessment

National student surveys

Rubrics



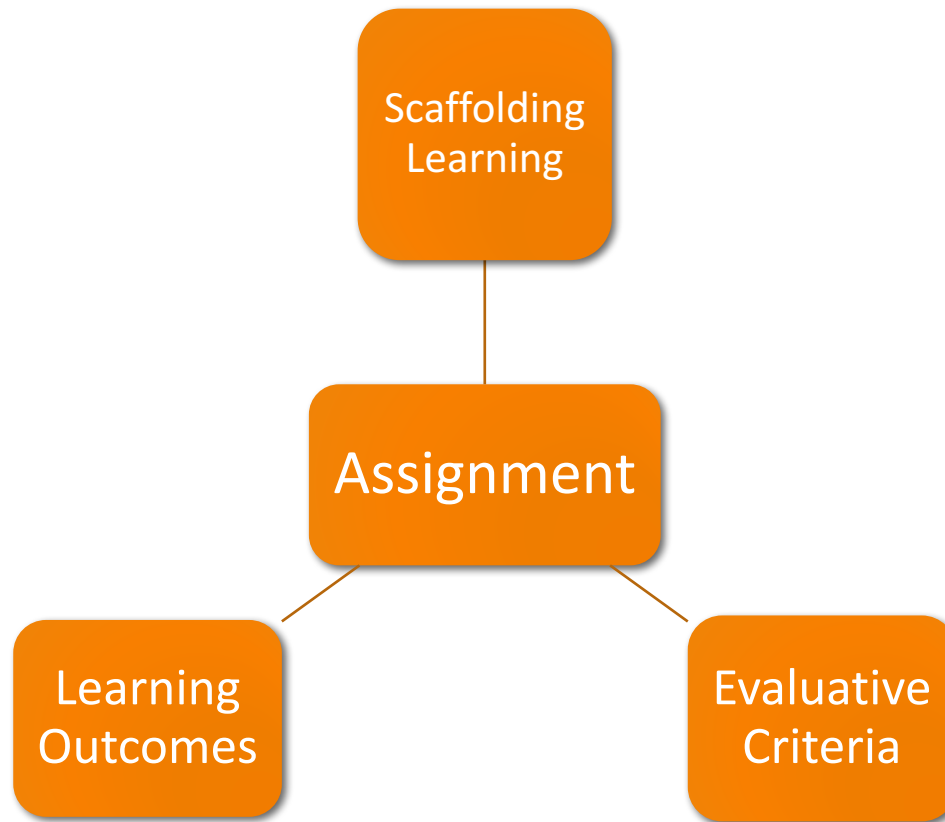
<http://www.learningoutcomeassessment.org/knownwhatstudentsknowandcando.html>



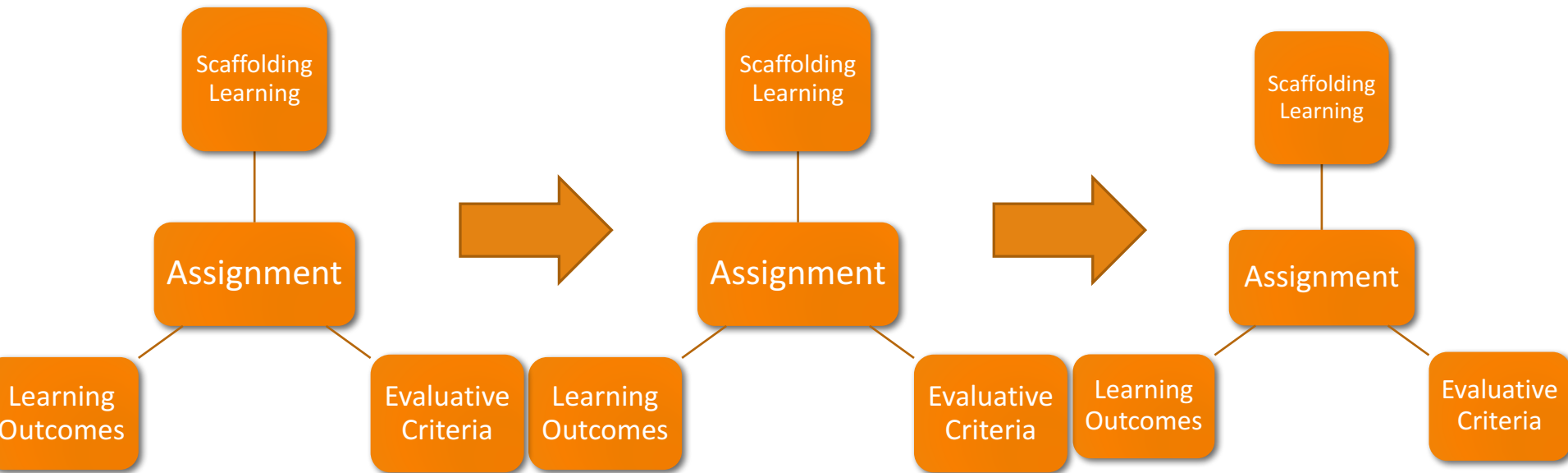
Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in integrated learning opportunities over time for students to apply and practice as well as transfer their knowledge and skills through assignments, in and out of courses.

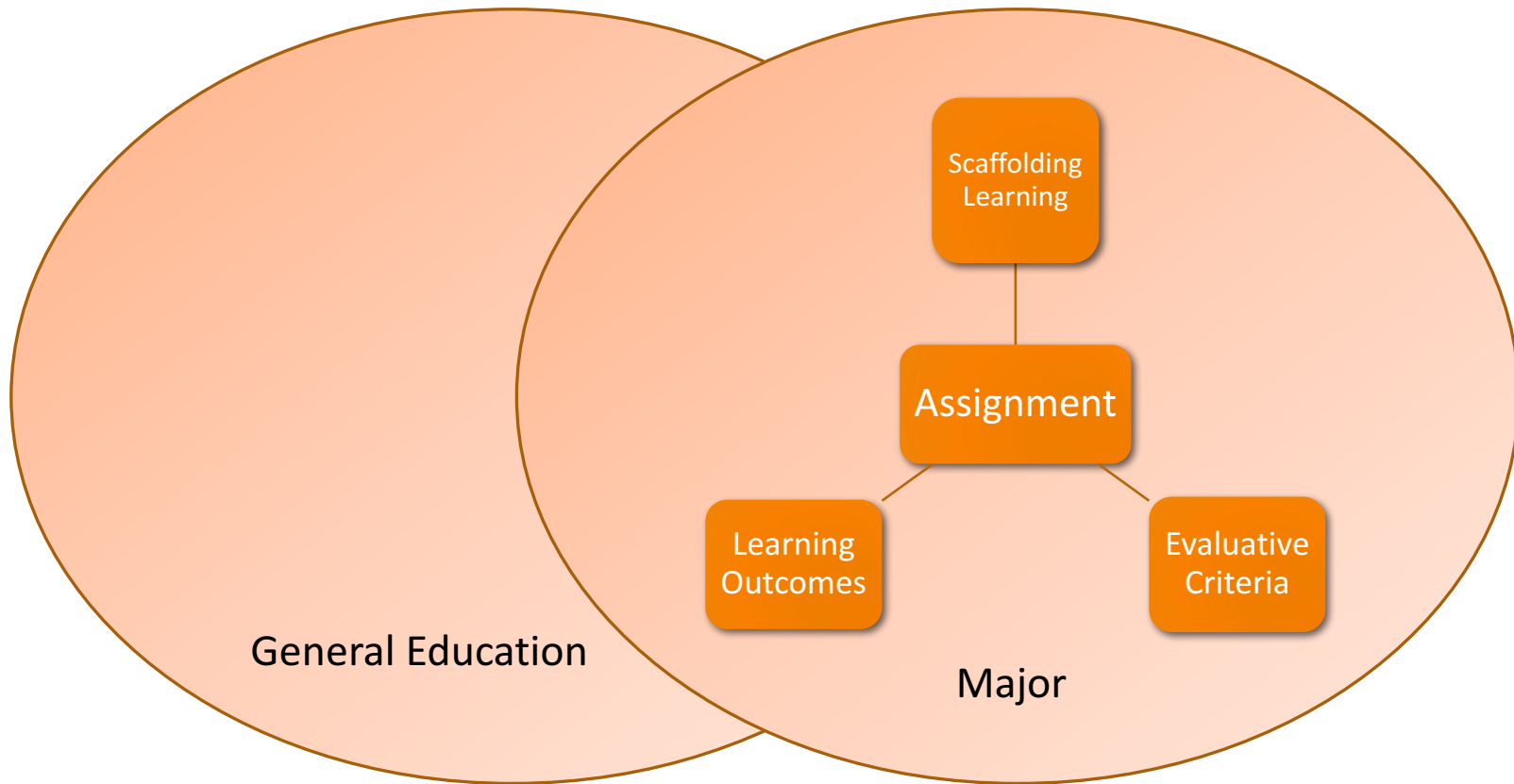
Assignments as a way in



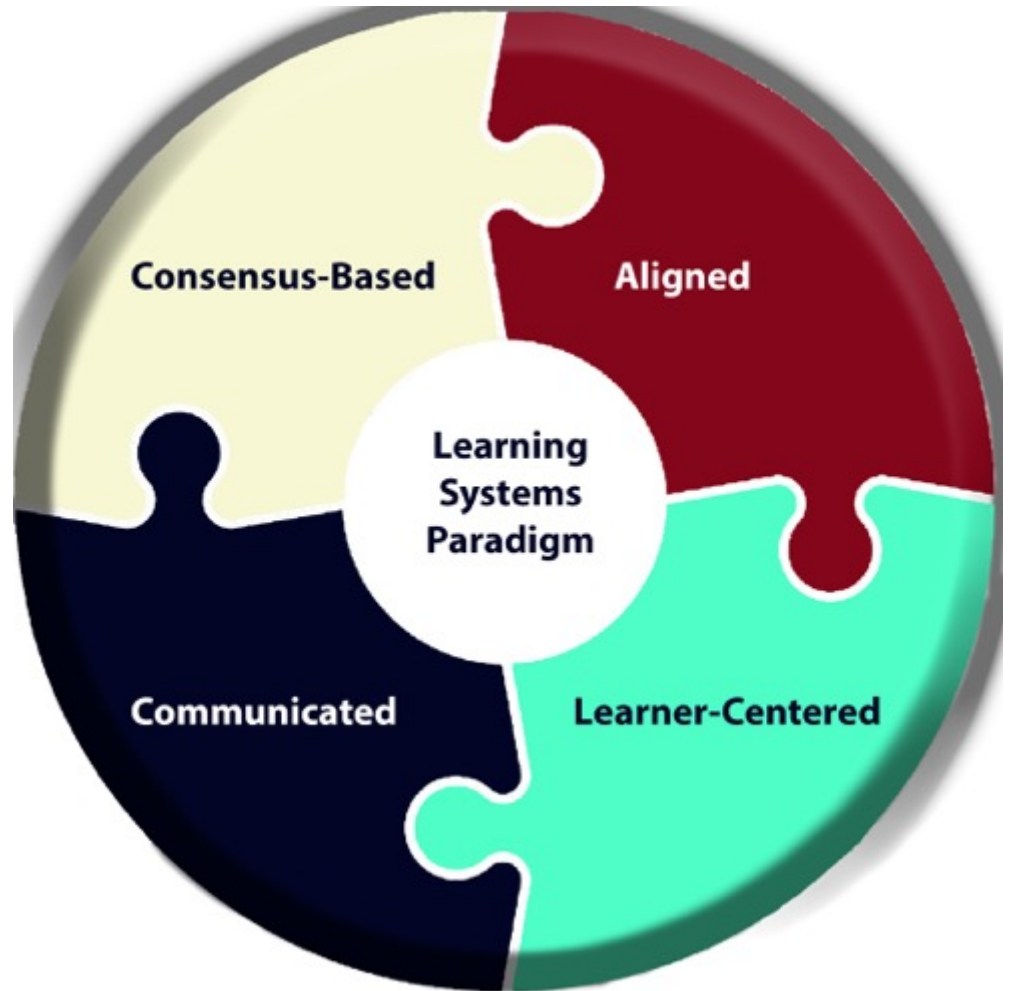
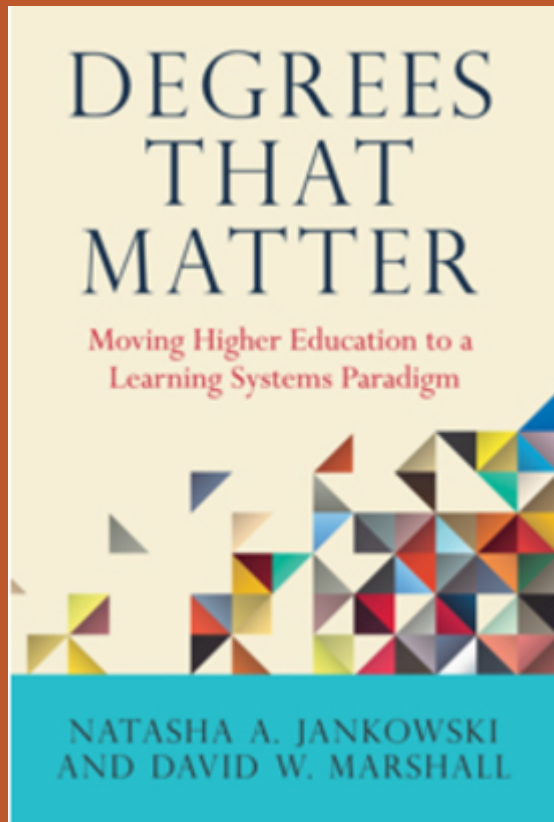
How assignments connect



Program View



The Learning Systems Paradigm



Consensus-based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

Alignment

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

Alignment

How do you ensure alignment between our assignments and a given learning outcome for a learning experience?

How do we create assignments and activities that will elicit student demonstration of a specific learning outcome?

How do we know that we have mapped our assignment to rubric criteria?

Fitness of Method or Approach

Part of alignment is fitness of method or approach – if asking students to *explain* something, multiple choice test might not be the best approach, but if asking students to *identify* – it might be very appropriate...



Verbs (and I don't mean Bloom's)

Alignment and fitness of method occur in relation to the verbs identified in the learning outcome statement

In your own assignment – what are you asking students to actually *do* or *demonstrate*?

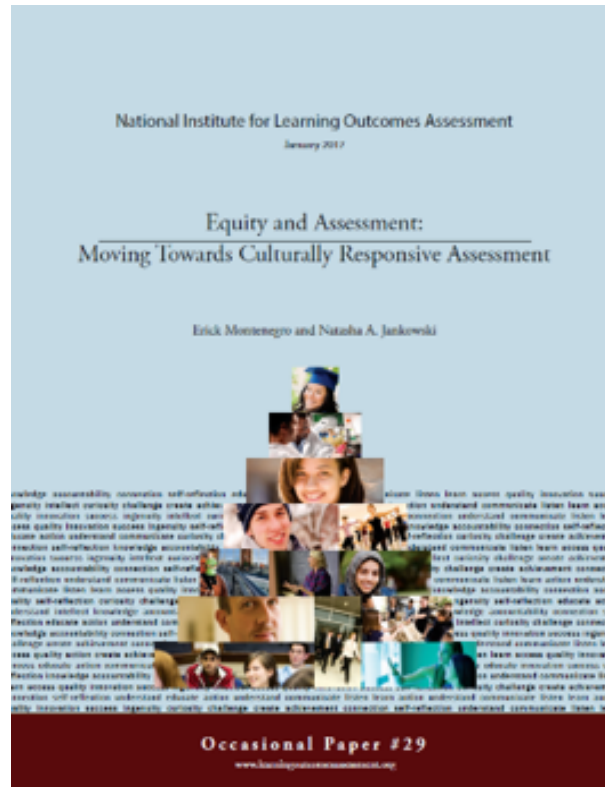


Learner-Centered

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

Involving students

Assessment is not something we do to students it is something we do with students.



Timing and Placement of Assignments

Do we consider student movement through curriculum in terms of the placement of signature assignments? Do we also consider transfer points and convergence between general education and the major?



Communication

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

Are students even aware?

Student focus groups reveal that most students are not even aware they are being assessed. But upon learning about assessment...wish they had been told about it earlier.



Transparency in Assignments

Transparency in Teaching and Learning: <https://www.unlv.edu/provost/teachingandlearning>

Purpose

Skills you'll practice by doing this assignment

Content knowledge you'll gain from doing this assignment

How you can use these in your life beyond the context of this course, in and beyond college

Task

What to do

How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

(Are you on the right track? How to know you're doing what's expected?)

Annotated examples of successful work

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

Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

Rubric Criteria	Student Evaluation	Faculty Feedback
Rubric Content	Stipulate why gave score did	Faculty stipulate why gave score did
	Stipulate what they need to do to advance	Targeted feedback to improve

Possibilities

Ideas on assignment modification

- Shifting audience (in writing assignment)
- Modify genre (blog, pamphlet, drama, graphic novel, poster, oral presentation, debate)
- Practice throughout courses



Transference of Knowledge and Skills

We know that students have the hardest time with transferring knowledge - realizing something they learned before can be applied in another context.

We have to teach them to reflect and have them apply over time.

The Process Today

The NILOA Initiative

An **online library** of high-quality peer-endorsed assignments linked to specific learning outcomes.

Designed by faculty, part of the intellectual work they already do, course embedded.

Building on campus efforts already underway

Reflecting a conception of assessment as integral to teaching and learning vs “exoskeleton” (Ewell 2013).

Feedback

76% of participants said “it helped me more clearly see my assignment through my students’ eyes.

59%: I’m more aware of aligning my assignments with desired institutional outcomes.

38%: helped to lead or facilitate an event about assignment design on their campus

What Are We Up To Here?

A chance to refine an assignment you're working on

To contribute to the work of others and meet like-minded colleagues in other areas

Receive training and resources to conduct charrettes on your own campus

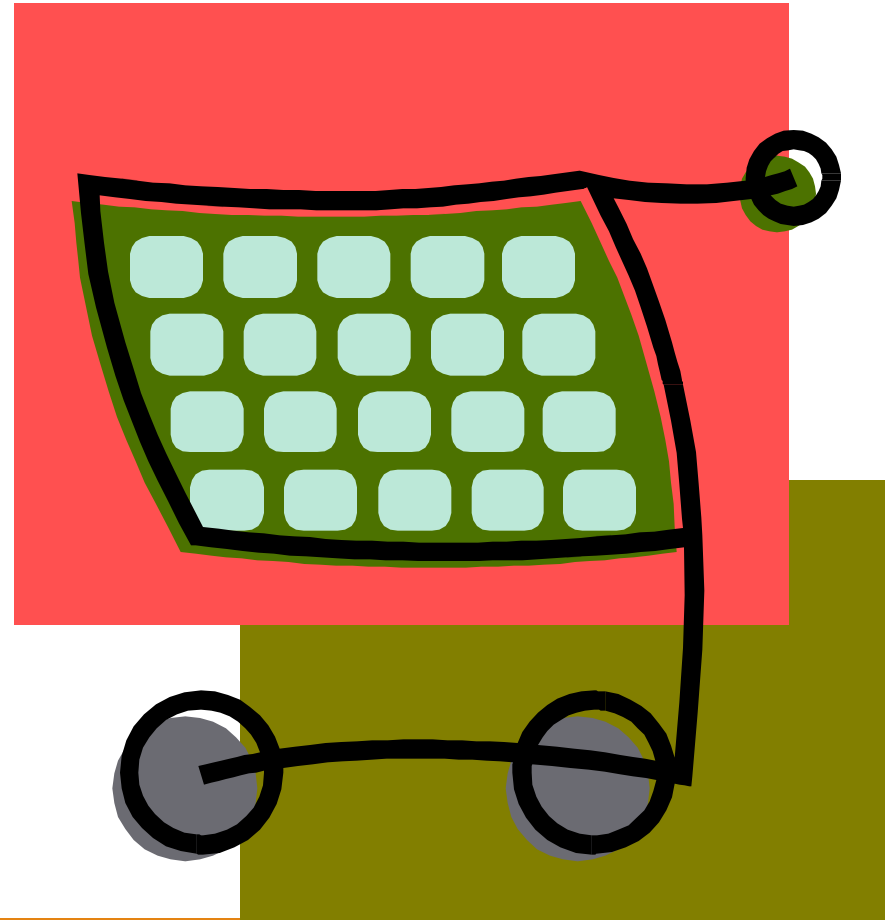
What's a "charrette"?

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to **an intense creative effort in a limited time period**.



Aussi . . .

- (a) In the tradition of the “atelier,” architecture students progress through the curriculum in the company of their mentors and peers. This approach offers an interesting model for an integrated education.
- (b) The tradition rests on the assumption that much of your learning will come from one another.



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 (focus on questions on feedback form)
- 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.

Assignment-Design Charrette Feedback Sheet:

Assignment _____

Comments From _____

1. What learning outcomes do you think students will be able to demonstrate with this assignment? How does it need to be modified to better align with the outcomes of interest?
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. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?
5. Other suggestions and possibilities – especially in response to the author's questions about improving the assignment?

Over Lunch...

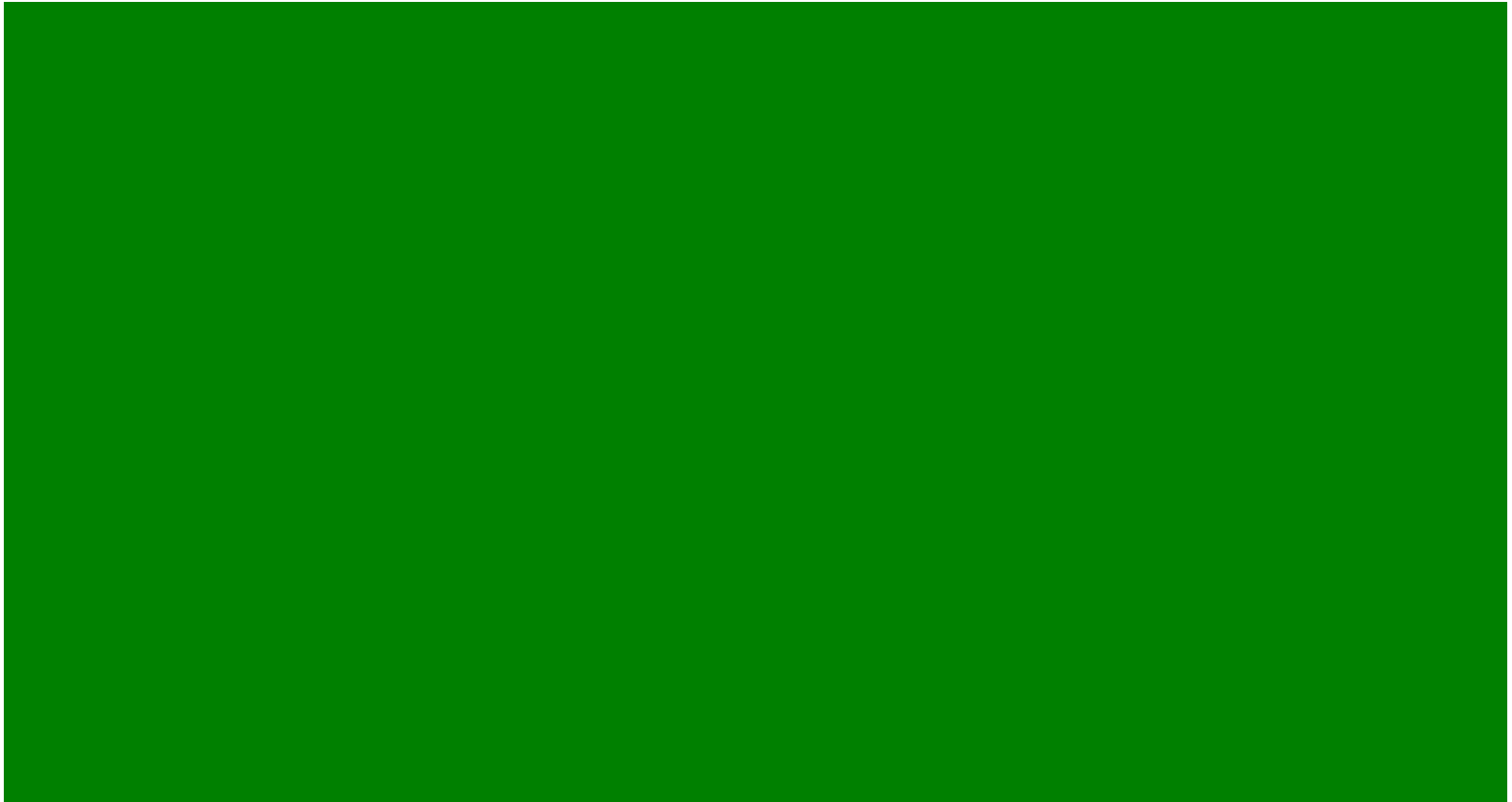
Please move into your assigned assignment groups for lunch

Do a round of introductions, get to know each other

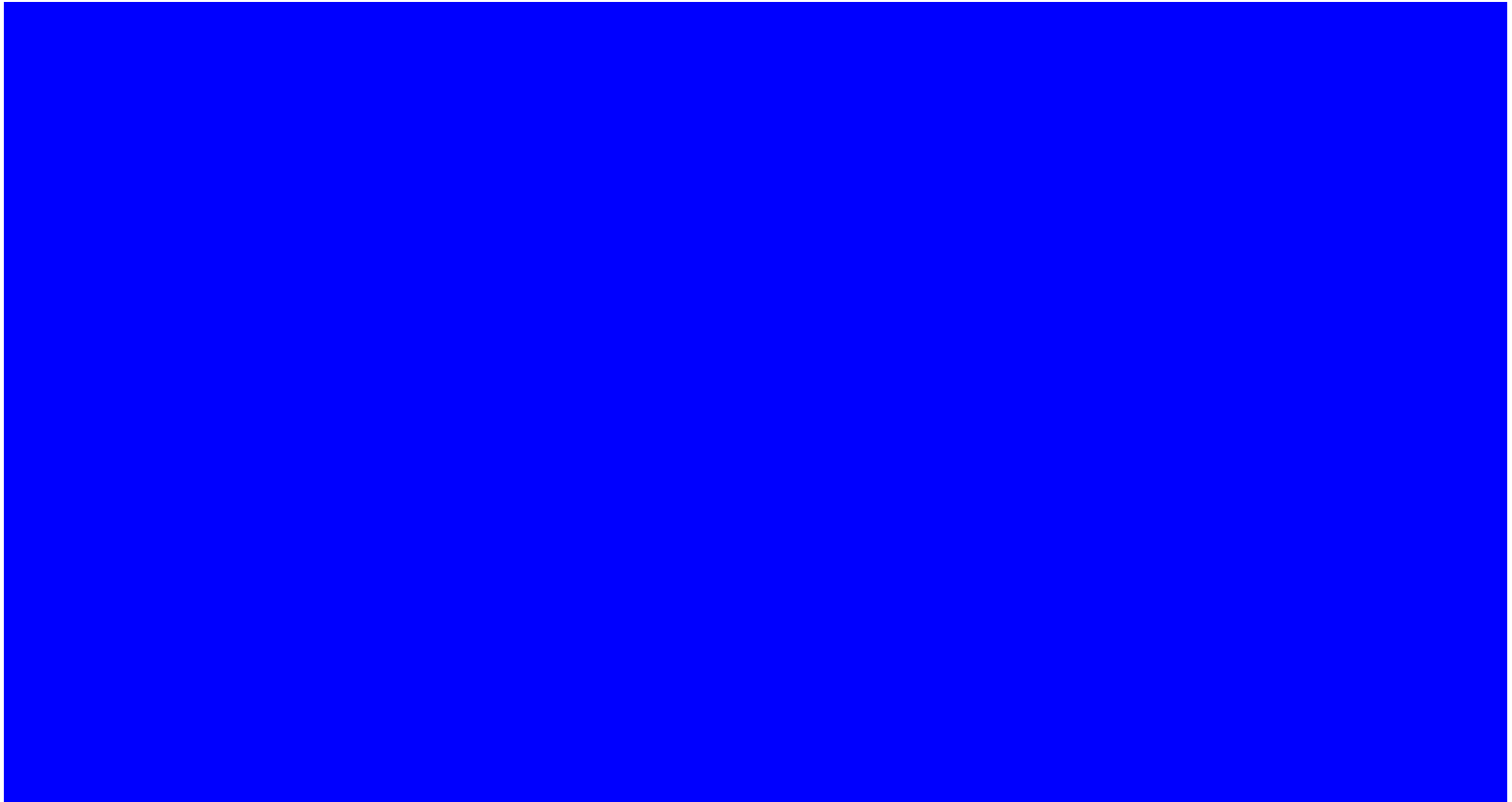
Share copies of your assignment with your group

Read and familiarize yourself with each others assignments so you are ready for the charrette discussion

Assignment One



Assignment Two



Break



Assignment Three



Assignment Four



Break



Assignment Five



Thank You!



Reflect

How did it go?

What did you like about it?

What worked well?

What needs to be different?

How are you going to continue these conversations?

What resources do you need?

National Institute for Learning Outcomes Assessment

May 2014

Pedagogical Choices Make Large Classes Feel Small

Karen Singer-Freeman and Linda Barone

Reviewed by Pat Huddings



Occasional Paper #27
learningassessmentinstitute.org

National Institute for Learning Outcomes Assessment

May 2015

Improving Teaching, Learning, and Assessment by Making Evidence of Achievement Transparent

David Ehrhardt and David Glenn



Occasional Paper #25

www.learningassessmentinstitute.org

July 2017

Alan W. Grose

January 2016

Pat Hutchings

[illegible]

UNPACKING RELATIONSHIPS

INSTRUCTION AND STUDENT OUTCOMES



Natasha A. Jankowski

Director, National Institute for Learning Outcomes Assessment

Resources for Implementing

Organizing Assignment-Design Work On Your Campus

Unfacilitated Guide

A Tool Kit of Resources and Materials

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

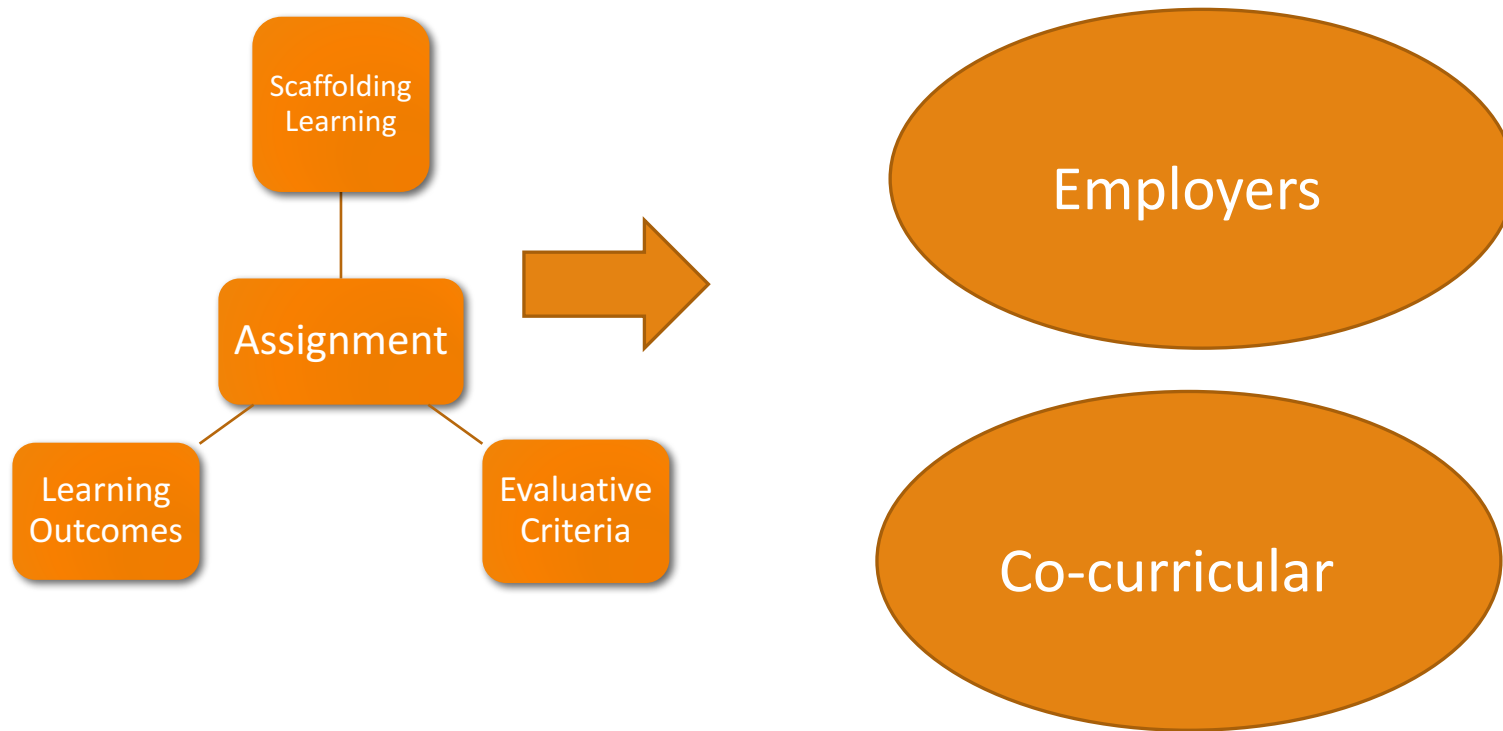
Organizing Assignment-Design Work On Your Campus

A Tool Kit of Resources and Materials

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Please cite as: Ford, K. (2016, June). *Let's face it: A transdisciplinary approach to exploring, articulating, and striving for valid, reliable, aligned, and transparent assessment*. Paper presentation at Assessment in Higher Education Seminar Day, Manchester, UK.

Connections



Implications for transcripts, career
development, and pathways

DQP Assignment Library

Search for an assignment by a keyword using the search box or by clicking on any specific tag.

Search By:

Title



Search

View All

Academic Disciplines and Assignment Characteristics

- [Arts and humanities](#)
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- [Health Sciences](#)
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- [Writing assignment](#)

DQP Proficiencies

- [Analytic inquiry](#)
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- [Civic and Global Learning](#)
- [Engaging diverse perspectives](#)
- [Intellectual Skills](#)
- [Specialized Knowledge](#)

What next?

How can we stay in touch and build a community of practice around this work?

Submit to the online library

Sign up to be a online library peer reviewer

Publish on assignment design

Questions and discussion

Email: niloa@education.illinois.edu

<http://www.learningoutcomesassessment.org>

www.assignmentlibrary.org

www.degreeprofile.org



Curriculum Mapping: The Process

Focused on curriculum and program learning outcomes

Two-dimensional matrix representing courses on one axis and outcomes on the other

Faculty identify which courses address which learning outcomes

Is it an individual process or one of consensus building?

If two faculty members individually mapped the curriculum would they end up with the same map?

What is standard of alignment? Is one paper in one class enough?

Learning Outcomes	Course 1	Course 2	Course 3	Course 4
Learning Outcome 1	X		X	
Learning Outcome 2		X		
Learning Outcome 3		X	X	X

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication								
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Reflective Paper		IRB/ACUC Proposal	Reflective Paper			Capstone Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management								
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio

Learning Outcomes	General Education	Major Courses	Activities and Experience That Provide Support	Possible Careers
Learning Outcome 1	General education courses that support the learning outcomes	Courses that address specific outcomes	Cocurricular elements that support specific outcomes	Possible career paths related to the map
Learning Outcome 2				

Learning Outcomes	Prior Learning	Courses	Other Required Courses, Recommended Electives	Activities and Experience That Provide Support	Work-Based Learning Experiences	Certifications and Licensures	Possible Careers	Learner Identified
Learning Outcome 1	Prior learning that is accepted in relation to specific outcomes	Courses that address specific outcomes	Other courses that support and reinforce specific outcomes	Cocurricular elements that support specific outcomes	Employment and other experiences that reinforce specific outcomes	Possible certifications connected to the outcomes	Possible career paths related to the map	Elements identified by learners as supporting learning outcomes
Learning Outcome 2								

Selective Attention Test

