

General Education Workshop: Introduction and Information Literacy
October 12, 2017, Eastern Washington University

Assignment Design: Questions for Reflection and Conversation

Purpose and Alignment

What is the main purpose of the assignment (in connection to Information Literacy in your discipline)?

How well does it provide means for students to demonstrate the proficiency you wanted to have mastered?

Clarity and Communication

Is the assignment and its purpose clear to students?

Does the assignment as written provide sufficient information for students to be able to generate successful response?

How might the students misunderstand the assignment or understand it differently than it is intended?

Value for Learning

Does the assignment push students to a next level of understanding or skill development (i.e. from introductory level to intermediate, or from intermediate to mastery? If not, could it do so?

Can the assignment be adapted to different formats and different audiences?

Scaffolding

Does the course provide sufficient practice, information, and sequenced activities, on the assignment to allow students to be successful? Does this assignment linked to any other assignment in the course?

Motivation and Engagement

Is the assignment likely to motivate students to do their best work? Does it present an engaging challenge? It is too hard?

Assessment Rubric and Criteria

Do you employ an explicit set of criteria or rubric for evaluating student's work on the assignment? Are the criteria sufficiently clear to students?

Ongoing Development

Is there any other aspect of this assignment that you would like to reconsider or redesign?

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

Adapted from Organizing Assignment –Design Work On Your Campus. A Tool Kit of Resources and Materials. Published by the National Institute for Learning Outcomes Assessment.