

Click “File” → “Make a Copy” to edit this file in your own Google Drive account

Introductions & Learning Outcomes

Name _____

Dept _____

In order to (*student learning outcome*) _____,

students will (*engage in this activity*) _____.

Learning Domain for this outcome: _____.

Additional learning outcome from another domain:

In order to (*student learning outcome*) _____,

students will (*engage in this activity*) _____.

Learning Domain for this outcome: _____.

Assignment Pre-Design

Questions to ask yourself:

1. How much time should you carve out for class instruction for the tool or new skills needed to complete this project; can some of this be asynchronous?
2. Would/should this be a group assignment or individual work?
3. Will it be a restricted-response or extended-response prompt?
4. In what ways can we ensure accountability from the students to complete the assignment?
5. Will this assignment serve as a building block to a major assignment? Will the details be woven into the course syllabus? Will this be a graded informal assignment? What point value or percentage of the course grade is appropriate for the assignment?
6. How will the assignment fit into the grading schema?
7. When is/should the assignment be due? (Consider how long it will take students to complete all parts of the assignment).
8. If a major assignment, how can the assignment be broken into manageable tasks? What formative assessments can be put into place to provide students with critical feedback along the way?
9. What should be included on the checklist or rubric to provide students clear expectations?
10. What models/handouts to resources and tools should you provide to students?
11. What digital tool best meets your learning outcomes?
12. Brainstorming: what if we ... ?

Diversity, Equity, Inclusion and Access (DEIA)

1. What are my DEIA goals for this assignment?
2. How does this assignment fit into the larger DEIA goals for the course?
3. Does your assignment provide opportunities to openly discuss DEIA issues? How will you provide a safe space for these discussions?
4. Does the assignment provide students the opportunity to reflect on issues of diversity, inclusion & equity?
5. Does the assignment require students to look for diverse voices when researching & writing on their topic?
 - Some questions to have students consider/discuss:
 - How diverse are the sources I am citing in this research project?
 - Has my bias overlooked a diverse voice/perspective/experience/meaning/way of knowing?
 - Why is there a lack of diversity in the sources I've found?

Write the Prompt

- Comprises the key parts – **situation** (background information, audience, relevance), **task** (what to do, including specific parameters, e.g., length, size, formatting, citation conventions), **stages** (a timeline for completing key stages of the assignment), and **evaluation criteria** (specific grading scheme, special policies)
- Uses plain language – Use precise verbs that communicate whether you are asking them to analyze, argue, describe, inform, etc. Verbs like “explore” or “comment on” can be too vague and cause confusion.
- Provides advice from past experiences with the assignment and models of successful work (e.g. examples of proper citation style).
- Explains proper referencing and acceptable sources for information – be specific and expect to be taken literally

Ask yourself, has the prompt . . .

1. Provided a written description of the assignment (in the syllabus or in a separate document)?
2. Specified the purpose of the assignment?
3. Indicated the intended audience?
4. Articulated the instructions in precise and unambiguous language?
5. Provided information about the appropriate format and presentation (e.g., page length, typed, cover sheet, bibliography)?
6. Indicated special instructions, such as a particular citation style or headings?
7. Specified the due date and the consequences for missing it?
8. Articulated performance criteria clearly?
9. Indicated the assignment’s point value or percentage of the course grade?
10. Provided students (where appropriate) with models or samples?

What you learned from the test-run

1. What sorts of modifications might you need after running your assignment through the tool?
2. How well does your assignment meet the learning objectives you have for students?
3. Will you need any scaffolding/sequencing before you give the assignment to students? Are there other assignments that might need to be integrated as well [e.g. mini assignments to learn the tool(s), skill sets to understand content or context, etc.]?
4. Where/when the in the semester will this assignment fit?
5. What value is added by incorporating a digital component to this assignment?
6. What do you need to do get the assignment ready for the semester?