

Effective Assignments Worksheet - based on TILT and JiTT design models

1. Learning Outcomes/Objectives (PURPOSE)

Clearly stated and transparent learning objectives are the targets that students are aiming for, the “why” of the assignment, so they are measurable, observable, and assessable by both instructors and students. Below, please draft one or more clear learning objectives for your particular assignment. **TIP:** Don’t forget about any learning outcomes you may have for the research and information abilities they will acquire. **Identify specific intellectual skills or content knowledge they will gain and how this benefits them:**

1.
2.
3.

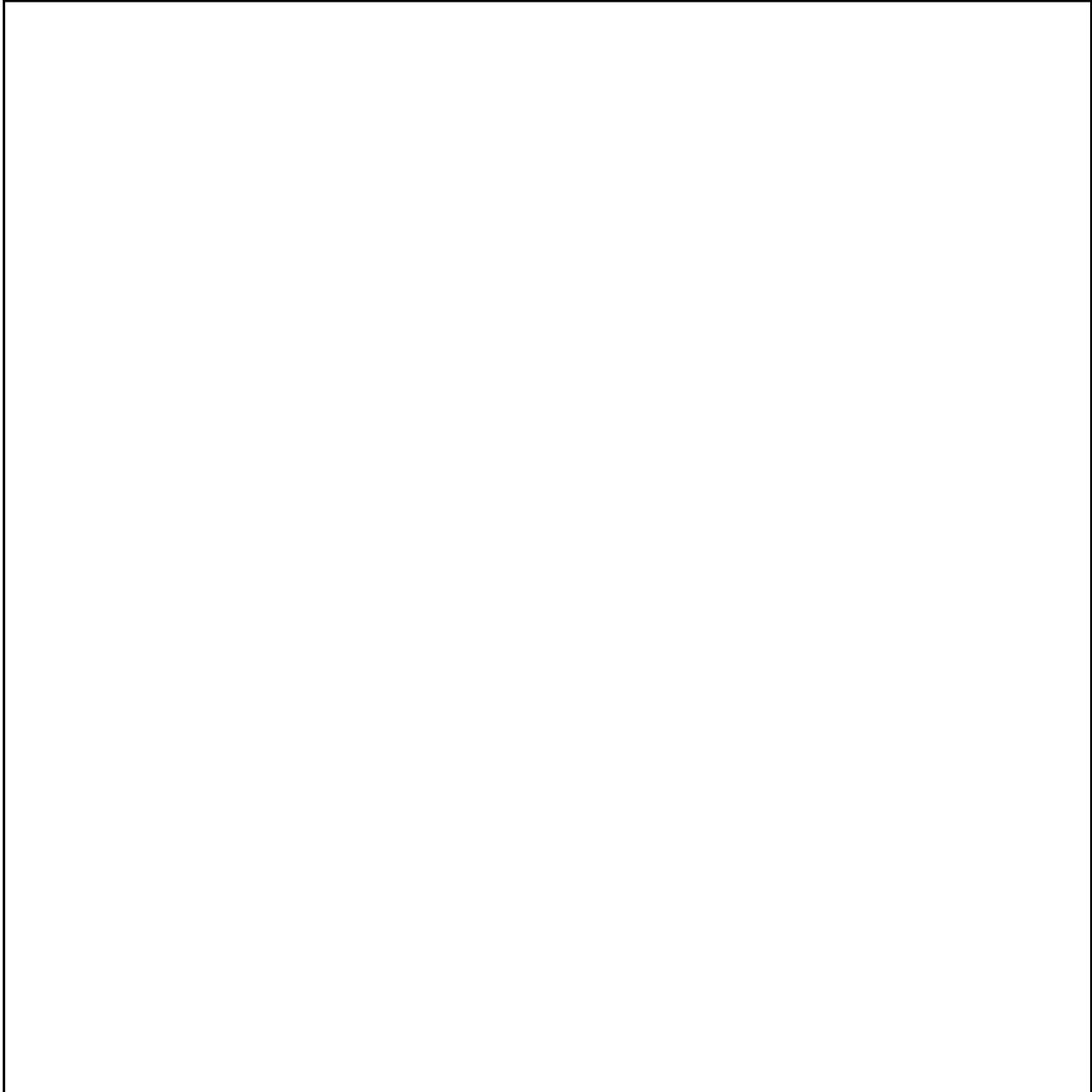
2. Active Learning (TASKS where students assume authority, responsibility, and make choices)

Humans learn by doing. Below, create a plan for how course knowledge applicable to this assignment will be learned, exactly HOW they will DO they assignment, and then HOW students will APPLY with this knowledge (i.e course involves in-class lectures, readings, and short foundational knowledge quizzes, students will create a study process proposal and short presentation pitching their research ideas that receives formative feedback before they embark on the research for the assignment). **TIP:** Setting up a research appointment with a librarian can be an active task that the students have to complete as part of the assignment.

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3. The Assignment (STEPS/PROCESS)

With a clear connection between your learning objectives and course content knowledge, draft an assignment that identifies how and where students are making structured or guided choices (autonomy), formative steps for feedback and development (competence), and real world applications of the assignment (relevance). This may look like a list or schedule, or a fully written assignment (see the example assignment below, Appendix I). **TIP:** An annotated bibliography is often seen as a stepping stone to a research paper. But what are the steps in completing an annotated bib? How can those steps be broken down even further and made explicit to the student? How will you provide examples of good annotated bibs in your field?



4. Assignment Assessment (CRITERIA includes formative assessments, progress)
How will you and your students know they are meeting the learning objectives and when will they receive formative assessment before they receive a grade? Articulate how you will assess their progress and work (rubrics, peer review, short progress reports, etc.) - be as detailed as possible. **TIP:** If you have your students complete a research log alongside their assignment, include in your rubric what you are looking for in this log. For example, did the student demonstrate using research to broaden or narrow the scope of their investigation? Did the

student document changes in direction and thinking in response to the research/reading they were doing.

AAC&U VALUE Rubrics: <https://www.aacu.org/value-rubrics>