

Assignment-Design Charrette Process

with *Transparent Assignment Design Notes (from Mary-Ann Winkelmes, TILT Higher Ed)* in red italics

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. *Consider what the presenter says or implies about the purposes (knowledge to be gained, skills to be practiced), tasks, and criteria for this assignment.*

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. *Would the assignment benefit from additional clarity about its purposes, tasks and criteria? Is this information equitably accessible so that all students can begin the assignment from the same starting line, with the same understanding and necessary resources?*

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, *and to consider how accessibly the assignment communicates an intentional rationale about the purposes, tasks and criteria for students' learning so that students can monitor their success while they are working on the assignment,* and to outline next steps for revision or additional feedback.



Assignment-Design Charrette Feedback Sheet

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Assignment _____

Comments from _____

1. What outcomes do you think students will be able to demonstrate with this assignment? *How will the knowledge and/or skills learned from doing this assignment benefit the students' long-term learning? How will students recognize this while doing the assignment?*
2. What are the main strengths of this assignment for assessing the identified outcomes? *Do students understand what the criteria look like in multiple examples of real-world practice? Have you confirmed students' understanding by inviting them to evaluate the success of various real-world examples that demonstrate those criteria? (You may need several examples to illustrate all of the criteria targeted in the assignment.) Have you listened to students' assessments of those examples you provided and clarified or confirmed their understanding?*
3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have? *Do students understand:*
 - a. *the purpose (how the knowledge gained and skills practiced on this assignment will benefit their long-term learning)?*
 - b. *how to approach the tasks involved in this assignment? or if you intend for them to invent their own approach?*
 - c. *how to apply the criteria for success to their own progress while they are working on the assignment, based on their experience evaluating the success of various examples with your guidance?*
4. Other suggestions and possibilities – especially in response to the author's questions about the assignment. *Do the author's purposes, tasks and criteria for this assignment inform all parts of the assignment in a way that is equitably accessible to students?*