



Resources for Developing Effective Assignments

The *Degree Qualifications Profile* encourages faculty members to employ approaches to assessment that are integral to the teaching and learning process rather than added on. The most natural such approaches are good course assignments. This document points to resources that can support the development of effective assignments.

Resources from the National Institute for Learning Outcomes Assessment

Ewell, P. (2013, January). *The Lumina Degree Qualifications Profile (DQP): Implications for Assessment*. (Occasional Paper No.16). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Hutchings, P., Jankowski, N. A., & Ewell, P. T. (2014). Catalyzing Assignment Design Activity on Your Campus: Lessons from NILOA's assignment library initiative. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

<http://learningoutcomesassessment.org/documents/EwellDQPop2.pdf>

The DQP Assignment Library: <http://www.assignmentlibrary.org>

Resources from Other National Initiatives

The Association of Colleges & Universities has developed a number of resources on the importance of assignments and on student work as a source of evidence for improvement.

- Our Students' Best Work: A Framework for Accountability Worthy of Our Mission: <http://www.aacu.org/sites/default/files/files/publications/StudentsBestreport.pdf>
- The LEAP Campus Toolkit (see especially the section on Quality Collaboratives) <http://leap.aacu.org/toolkit/>
- Peer Review, Fall 2013—issue on the assessment of quantitative reasoning: <http://www.aacu.org/peerreview/pr-fa13>
- [AAC&U News – Signature Assignments Become a Signature Practice at Salt Lake Community College](#)



The Multi-State Collaborative initiative (with leadership from AAC&U and SHEEO) offers resources on designing assignments:

- Webinars - <http://www.sheeo.org/node/754>
See especially the webinar by Susan Albertine, AAC&U, and Jim Gubbins, Salem State University.
- Sampling Protocols and Assignment Design Parameters - <http://www.sheeo.org/node/774>
- YouTube presentations by faculty members Bonnie Orcutt [<https://www.youtube.com/watch?v=o-xLHKvr3Lw>] and Becky Shearman [<https://www.youtube.com/watch?v=xQTLSTlEFjQ>] on assignment design.

Campus Resources on Research and Information Literacy Assignments

- Berkeley - <http://www.lib.berkeley.edu/instruct/assignments.html>
- University of Maryland - <http://www.lib.umd.edu/ues/guides/assignment>
- University of Washington - <http://guides.lib.washington.edu/teachingportal/assignmentdesign>
- Concordia University - <http://library.concordia.ca/services/users/faculty/infolit/infolit-assign.php>
- University of Illinois - <http://www.library.illinois.edu/ugl/instructors/assignments.html>
- University of Alaska Southeast - <http://www.ketch.alaska.edu/library/services/effective-assignments.html>

Collections of Assignments

- Washington Center at The Evergreen State College - assignments focused on integrative learning - <http://evergreen.edu/washingtoncenter/intlearning/rcrassignments.html>
- American Association of State Colleges and Universities American Democracy Project (see Appendix 1, Assignments): <http://www.aascu.org/3dpubs/NYT/Toolkit/>
- Folger Shakespeare Library—"Teaching Modules" includes activities that can serve as assignments: <http://www.folger.edu/teaching-modules>



Books, Articles, and Presentations

Bean, J. C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: Jossey- Bass.

Blumberg, P. (2014). *Assessing and improving your teaching: Strategies and rubrics for faculty growth and student learning*. San Francisco, CA: Jossey-Bass.

Fink, D. L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Lundstrom, K., Fagerheim, B.A., & Benson, E. (2014). Librarians and instructors developing student learning outcomes: Using frameworks to lead the process." *Reference Services Review*, Vol. 42 Iss: 3, pp. 484 - 498.

Melzer, D. (2014). *Assignments across the curriculum: A national study of college writing*. Boulder, CO: Utah State University Press.

Nowacek, R. (2011). *Agents of integration: Understanding transfer as a rhetorical act*. Carbondale, IL: Southern Illinois University Press.

Soliday, M. (2011). *Everyday genres: Writing assignments across the disciplines*. CCCC Studies in Writing and Rhetoric. Carbondale, IL: Southern Illinois University Press.

Stevens, D. D, & Levi, A. J. (2012). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd Ed.). Sterling, VA: Stylus Publishing.

Tewksbury, B. (2008). *Achieving course goals by creating effective assignments and activities* (PowerPoint slides). Retrieved from:
<http://www.sencer.net/Symposia/pdfs/SSI2008/EffectiveAssignmentsPlenary.pdf>

Winkelmes, M. (2008). Building assignments that teach. *The Journal of the Professional and Organizational Development Network in Higher Education*, 19(5), n. pp