

## PowerPoint Slides

### **How Can I Create Meaningful Assignments for My Students?**

Presented by:

**Linda Suskie, M.A.**





### **Presenter Bio:**

Linda Suskie has served as a Vice President at the Middle States Commission on Higher Education, an accreditor of colleges and universities in the mid-Atlantic region of the United States for seven years. She is now working as a consultant and workshop facilitator for colleges and universities.

The second edition of her book *Assessing Student Learning: A Common Sense Guide* (Jossey-Bass) is one of the best-selling books on assessment in higher education.

Prior positions include serving as Associate Vice President for Assessment & Institutional Research at Towson University and as Director of the American Association for Higher Education's Assessment Forum. Her over 35 years of experience in college and university administration include work in assessment, institutional research, strategic planning, and quality management.



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## How Can I Create Meaningful Assignments for My Students?

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**Our presenter**



Linda Suskie  
Assessment & Accreditation  
Consultant

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## Why Are You Giving the Assignment?



To help them learn what's important!

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**1. Students see clear relevance and value in their learning activities.**

**9. New learning is related to their prior expectations and what they already know.**

- Ask students to relate to their personal experiences
- Personalize the assignment

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**3. Students are academically challenged and given high but attainable expectations.**

Scaffolding

*–Break large assignments into manageable pieces*

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**4. Learning activities and grades focus on important goals.**

- Students learn what they're graded on
- Grade them on your most important goals
- Organize assignments to help students achieve important goals.
  - *Writing?*
  - *Research?*
  - *Analysis?*
  - *Intellectual property rights?*

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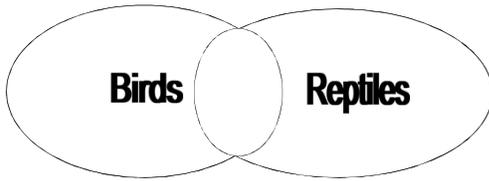
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**Use Venn Diagrams to Frame Compare/Contrast**



--Virginia Anderson

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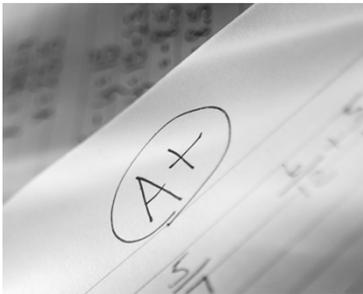
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**5. Students understand course goals and the characteristics of excellent work.**



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### **Help Your Students Understand What They Are to Do and Why**

- Spend more time giving the assignment and guiding it
- And less time grading it.

» Walvoord & Anderson

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### **Guide Students with a “Prompt”**

- Explain what you want students to learn through the assignment (learning goals).
- Aim students in the right direction without giving anything away.
  - What should the completed assignment look like?
  - What resources can they use?

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- Give students the rubric.
- Ask students to complete a checklist.
  - Where do you waste time grading?

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**6. Students spend significant time and effort studying and practicing.**



Have students complete a tangible product.

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**8. Students collaborate with others —face-to-face and/or online— including those unlike themselves.**

Have peers review drafts before they're finalized.

- Complete your rubric or checklist.

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**10. Students learn by doing, through hands-on practice engaging in multidimensional “real world” tasks.**

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### What Do Employers Need?

- Teamwork and collaboration skills
- Articulating ideas clearly and effectively
- Real-world problem solving
- Evaluating information and conclusions
- Flexibility and adaptability to change

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### What Do Employers Need?

- Creativity and innovation
- Working with people from diverse cultural backgrounds
- Ethical judgment
- Understanding numbers and statistics

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**11. Students use their learning to explore, apply, analyze, justify, and evaluate.**



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**14. Students receive frequent, prompt, concrete feedback on their work, followed by opportunities to revise their work.**

- What is your policy on revisions?

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**15. Students integrate and see coherence in their learning through reflection, constructing their own learning, and synthesizing capstones.**

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**Ask Students to Include a Short Reflection on Their Work**

- What did you try to learn in this assignment?
- What problems did you encounter? How did you solve them?
- If you could start over, what would you do differently?
- What would you suggest to others on how to get the most out of this assignment?

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you think!**

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