Gen Ed Revitalization III

WEBER STATE
UNIVERSITY

Signature Assignments

WEBER STATE UNIVERSITY

Table of Contents

- **What is the SA?**
  - SA Requirement
  - SA Defined

- **Why Signature Assignment**
  - Active Learning
  - Assessment

- **Creating, Assignment, and Revising SAs**
  - Creating SAs
  - Assigning SAs
  - Revising SAs

WEBER STATE UNIVERSITY

What is a SA

- ## SA Requirement
  - Like the BQ, SAs may be created by the individual faculty teaching a GE class or by a department/program offering it

- ## SA Defined
  - Students integrate and apply course content to address a significant personal, social, or professional issue in some way (e.g. critical thinking, creative thinking, problem-solving, quantitative literacy, inquiry and analysis) and for a particular audience

WEBER STATE UNIVERSITY

What is a SA

- SA Defined
  - The definition highlights key features of a SAs
    - SA should be significant, meaningful, and synthesize multiple concepts from the class learning outcomes
    - Faculty may tailor SAs to features of their classes, pedagogical needs, and teaching style
    - Faculty determine the SA's weight in the class grade
    - SA should be REQUIRED work in the class (not extra credit or at students' discretion whether to complete)

WEBER STATE UNIVERSITY

Why Signature Assignments

- ## 1. Active Learning
  - SA are High Impact Educational Experiences (HIEE) by having students analyze, integrate, and apply class content to address broad questions and issues for an audience.

- ## 2. GELO Assessment
  - SAs will be assessed for students' demonstration of GELO mastery

WEBER STATE UNIVERSITY

Creating, Assigning, and Revising SAs

- Creating SAs
  - SAs may be a single assignment or may involve multiple assignments that build on each other or are strung together
  - Preference is that assignment is in a format which can be uploaded to Canvas

WEBER STATE UNIVERSITY

Creating, Assigning, and Revising SAs

- Creating SAs
  - Develop SA that are tailored to class size and various formats of instructions (online, F2F)

- Assigning SAs
  - The instructions to students should be clear and specific about requirements of the SA

    Instructions should highlight the features and goals of SAs to make performing the assessment meaningful

WEBER STATE UNIVERSITY

Creating, Assigning, and Revising SAs

- Pieces of SAs

  - <u>Broader Issue:</u> The SA issue or question can take different forms

    It can bear on a social concern (such as sustainability, social justice, or global learning), a personal concern (such as a self-reflection or evaluation of prior beliefs or knowledge), and/or a professional concern (such as being on the job, thinking as a professional in the area)

    Clarity in the question or issue of the SA will aid assessment of GELO 3 (Responsibility to Self and Others)

Creating, Assigning, and Revising SAs

- Pieces of SAs

    - <u>Integrate and Apply Course Content:</u> Faculty should specify which course content students must integrate and apply in the SA

        A clear description of which content is to be integrated and applied in the SA will aid assessment of GELO 4 (Connected and Applied Learning)

        Students' grasp of course content (GELO 1: Content Knowledge) is not part of the assessment protocol

        Departments should assess the [Area Learning Outcomes](#) as has been done in the past

WEBER STATE UNIVERSITY

Creating, Assigning, and Revising SAs

- Pieces of SAs
  - <u>Intellectual Tools:</u> Explain how students are to bring course content to bear on the question or issue

    Faculty may ask students to integrate and apply course content to a) solve a problem, b) critique or analyze a claim, c) find alternative perspectives/viewpoints, c) evaluate a situation/process, d) interpret patterns of evidence, or e) reflect on their own learning

    - Specify an **<u>audience</u>** → fosters communication skills

      Clear specification of the kind of intellectual tools students are asked to exercise in the SA will aid assessment of GELO 2 (Intellectual Tools)

WEBER STATE UNIVERSITY

Creating, Assigning, and Revising SAs

- Revising SAs
  - We expect that SA will be refined, reconsidered, and updated over time
  - The goal is for students to engage the SA without frustrating them or overly simplifying the SA
    - Like any skill, this will likely take some time to develop

WEBER STATE UNIVERSITY