Developing Signature Assignments and Course Objectives

Meet Your Facilitators

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What we're doing today:

- Quick Polls

- Course Objectives

- Signature Assignments

- Pedagogical Approach

Quick Poll: What are you most curious about?

- Course outcomes and objectives

- Signature assignments

- Pedagogical approach

- All the above

Quick Poll: What would be most helpful today?

- Focusing on wrapping our heads around what signature assignments and course objectives *are* and *how they work* in GE

- Focusing on examples

- Workshopping ideas and/or materials I have started

SLOs and COs

*Student learning outcomes are where we want student to **arrive**.*

*Course objectives are the learning experiences students will **engage in to get there**.*

Student Learning Outcomes and Course Objectives

Student Learning Outcomes (fixed)

detailed, measurable description of what students should be able to

do and/or demonstrate *upon completing your course.*

Course Objectives (flexible)

describe what students can *expect to engage with during the*

course and should highlight the unique pathways students will take

in your course to reach desired learning outcomes.

Looking for more guidance?

Check out our Quick Start resources:

- [Course Objectives in General Education](#)

- [Practical Suggestions for Developing Course Objectives](#)

- [FAQs for Course Objectives](#)

Set up a consultation with us:

- https://calendly.com/geofficehours

Signature Assignments

What are signature assignments?

What signature assignments are:	What signature assignments are not:
• Representative of student learning in the course • Authentic and meaningful learning experiences • Connected to learning outcomes of both the course and GE curricular categories and attribute(s) • A chance for students to either explore a perspective, build a connection, and/or use an attribute as a tool for learning	• Single assignments (i.e. in-class work, low-stakes assignments, etc.) • The "most weighted" or "highest point" assignments • Disconnected from learning outcomes • Easily removed from the course

Signature Assignments

Signature Assignments are opportunities for students to demonstrate at least one key learning outcome from a GE course. These assignments emphasize perspective-taking and/or multidisciplinary-perspective taking and the course attributes.

Examples include:

- Reflections (written, oral, artistic, multimedia)
- Presentations (oral, visual, musical, artistic)
- Compositions (infographics, lab reports, annotated bibliographies)
- Research projects
- Service learning or community-engaged projects
- Social, economic, or environmental justice projects
- Creative endeavors (artistic, design, technological, problem solving)

There is no media/modality requirement for signature assignments – instead we encourage instructors to shape the assignment based on learning outcomes.

Tips and Tricks

1. Make sure you align your *learning <u>outcomes</u>* with your signature assignment

   a. Example: <u>Stephan</u>

2. Make sure you are not just copying and pasting your assignment prompt but explaining its context and purpose to UWGEC (your audience)

3. Make sure you describe how signature assignment(s) and course objectives fulfill not only your BC/EP category but also attributes

Looking for more guidance?

Check out our Quick Start resources:

- [Infographic: Proposal v. Assignment Sheet Description](#)

- [Checklist for Assignment Design](#)

- [Brainstorming Table](#)

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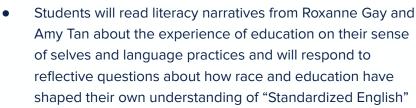
Pedagogical Approach
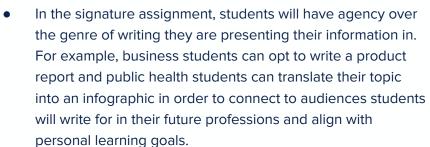
Pedagogical Approach

Description of Teaching Practices:

- Exposing students to a range of BIPOC (Black, Indigenous, + People of Color) voices and writers

- Student autonomy / agency

Contextualizing Teaching Practices/Activities:

- Students will read literacy narratives from Roxanne Gay and Amy Tan about the experience of education on their sense of selves and language practices and will respond to reflective questions about how race and education have shaped their own understanding of "Standardized English"

- In the signature assignment, students will have agency over the genre of writing they are presenting their information in. For example, business students can opt to write a product report and public health students can translate their topic into an infographic in order to connect to audiences students will write for in their future professions and align with personal learning goals.

Looking for more guidance?

Check out our Quick Start resources:

- [Pedagogical Approach Video](#)

- [UCATT (formerly OIA) Mini-Primers](#)

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THANK YOU