EXAMPLES: Time-saving Best Practices

These examples illustrate the ways that some instructors have applied practices that are grounded in research on effective teaching and learning practices in order to:

- appeal equitably to a variety of student learners’ strengths
- build students’ critical thinking skills in a logical sequence
- encourage students to use the instructor’s criteria to practice assessing the quality of their own work and others’ work
- empower students to understand how they are doing and when they may need extra help
- enhance students’ ability to evaluate their progress and make adjustments to improve it.

CONTENTS:

1. Flexible formats appeal equitably to various learners’ strengths
2. Build students’ critical thinking skills in a logical sequence
3. Criteria for success (provide to students in advance)
4. Critiqued student work (provide to students in advance)
5. Self, peer and group evaluations (provide to students in advance)
6. Explicate assignments’ purpose, task, criteria in advance

Summary of Research with Implications for Assignments
(numbers in parentheses correspond to sections of this handout listed above)

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<th>Implications for Assignments</th>
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<td>Gregorc, Kolb</td>
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<td>Winkelmanes</td>
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<td>Yeager, Walton</td>
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</tr>
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<td></td>
<td>to develop ability / belonging</td>
</tr>
</tbody>
</table>

Instructional Development & Research
Mary-Ann Winkelman, Coordinator
1. Flexible formats appeal equitably to various learners’ strengths

Three ways for students to prepare ideas for a paper

Music in Andrew Lloyd Webber’s
The Phantom of the Opera

**Argument:** Andrew Lloyd Webber’s orchestration relies on conventional Western styles of musical phrasing and instrumentation. It exploits the natural tendencies of music to correspond with the ebb and flow of emotions, and allows the music to reflect the mood and/or tone of a scene, thereby making the musical accessible to a large general audience.

1) Introduction
   a) The popularity of phantom and its music.
   b) Possible reasons: story, spectacle, characters.
   c) Success mainly comes from orchestration.

2) Criticisms of Andrew Lloyd Webber’s music
   a) What reviewers criticize.
   b) Why they are wrong.

3) Why the music does deserve praise.
   a) Tactics of Western music that Lloyd Webber uses.
   b) Exploits the natural tendencies of musical phrasing
   c) Orchestrates the numbers with instruments commonly associated with different moods.
   d) Relies on recurring themes, bringing back melodies associated in audience’s memories with certain character roles and types.
   e) In scenes with romantic implications, couples orchestration with rhythm of the lyrics to amplify sensuous overtones and transmitambulatory expectations.

[outline continues]

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**Guide for Preparing Your Paper**

- What is your topic? What position will you take on that topic? You may provide a tentative thesis.
- What are the major primary and secondary sources essential to this topic? List full citations.
- What main pieces of evidence will support your idea(s) about the topic?
- What are possible counterarguments to your idea(s)? What evidence might support these?
- What are some possible ways to refute counterarguments? What evidence can be used?
- What problems or questions do you envision?
2. **Build students’ critical thinking skills in a logical sequence**

**Bloom’s Taxonomy of Educational Objectives**

<table>
<thead>
<tr>
<th>Competence</th>
<th>Skills</th>
<th>Assignment Cues</th>
</tr>
</thead>
</table>
| Knowledge  | • observation and recall of information  
• knowledge of dates, events, places  
• knowledge of major ideas  
• mastery of subject matter | list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc. |
| Comprehension | • understanding information  
• grasp meaning  
• translate knowledge into new context  
• interpret facts, compare, contrast  
• order, group, infer causes  
• predict consequences | summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend |
| Application | • use information  
• use methods, concepts, theories in new situations  
• solve problems using required skills or knowledge | apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover |
| Analysis   | • seeing patterns  
• organization of parts  
• recognition of hidden meanings  
• identification of components | analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer |
| Synthesis  | • use old ideas to create new ones  
• generalize from given facts  
• relate knowledge from several areas  
• predict, draw conclusions | combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite |
| Evaluation | • compare and discriminate between ideas  
• assess value of theories, presentations  
• make choices based on reasoned argument  
• based on reasoned argument  
• verify value of evidence  
• recognize subjectivity | assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize |

Chart Copyright © 2005, Counselling Services, University of Victoria, [http://www.coun.uvic.ca/learn/program/hndouts/bloom.html](http://www.coun.uvic.ca/learn/program/hndouts/bloom.html) Adapted by permission of the publisher from Benjamin S. Bloom *Taxonomy of Educational Objectives*. Boston: Allyn and Bacon, 1984. Copyright (c) 1984 by Pearson Education
2. **Build students’ critical thinking skills in a logical sequence**

### Assignments for a sample business course

This chart indicates how each required assignment for the course helps you practice the disciplinary skills needed for passing the course.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>Use of Information technology</th>
<th>Communication skills: oral and/or written</th>
<th>Teamwork, including group dynamics and conflict in organizations</th>
<th>Understanding of domestic and global economic environments</th>
<th>Multicultural and diversity understanding</th>
<th>Analytical skills</th>
<th>Applying learned knowledge to practical situations</th>
<th>Understanding of professional responsibility, including ethical responsibility</th>
<th>Research: Locating, evaluating, and selecting resources</th>
<th>Reflective self-thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/31noon</td>
<td>+</td>
<td></td>
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<td></td>
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<tr>
<td>2.</td>
<td>9/1</td>
<td>+</td>
<td></td>
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<td></td>
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<tr>
<td>3.</td>
<td>9/11</td>
<td>+</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>9/11</td>
<td>+</td>
<td></td>
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<tr>
<td>5.</td>
<td>9/25</td>
<td>+</td>
<td></td>
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<td></td>
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<tr>
<td>6.</td>
<td>10/9</td>
<td>+</td>
<td></td>
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<td></td>
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<tr>
<td>7.</td>
<td>10/23</td>
<td>+</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8.</td>
<td>11/6</td>
<td>+</td>
<td></td>
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<tr>
<td>9.</td>
<td>11/13</td>
<td>+</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>12/4</td>
<td>+</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>12/10</td>
<td>+</td>
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</tr>
</tbody>
</table>

* from American Association of Colleges and Schools of Business "Assurance of Learning Standards," in Eligibility Procedures and Accreditation Standards...

† from Benjamin Bloom, *Taxonomy of Educational Objectives*

2. **Build students’ critical thinking skills in a logical sequence**

**Problem Solving** which also deals with critical thinking. Also, consider using a grading rubric to evaluate the students’ products and help them develop the targeted skill.

**Creative and critical thinking: Idea generation and prioritization.**

(Creative): List possible

- ways to verify a [calculated value, derived formula]
- ways to determine a physical property or process variable [as a function of one or more specified variables, with no instrument calibrations, using a stuffed bear]
- uses for [a specified object, a waste product]
- ways to improve a [process, product, experiment, procedure, computer code]
- real-world applications of a [theory, formula, algorithm]
- safety or environmental concerns in [an experiment, a process, a plant]
- flaws in a proposed [design, procedure]
- benefits of doing something differently from how it is normally done

You could stop right there, or you could go on to

(Critical) Select the top three items on your list in decreasing order of their probable importance, and justify your selection.

**Creative and critical thinking: Explaining unexpected results** (perhaps the most important task scientists and engineers face, both in industry and in research). In Part (a) of this problem, you calculated that the cantilever support should fail when the applied load reaches $5.5 \times 10^6$ N. Suppose a test is run and the support fails at a load of only $2.1 \times 10^6$ N. (Creative) List at least 10 possible reasons, including three or more that involve assumptions made in the calculation. (Critical) List the top three reasons on your list in decreasing order of their likelihood, and justify your selection.

**Creative and critical thinking: Problem formulation.** "Make up, make up and solve a problem involving material covered in the past two weeks of this course, this course and any other course you are currently taking.

If your problem requires only simple formula substitution and contains no errors, you will get a minimum passing grade. To get more credit, your problem should required high-level analysis or critical or creative thinking to solve." Formulating the problem requires creative thinking, and determining whether or not it meets your criteria calls for critical thinking. Before you give the first such assignment, show in class several examples of poorly constructed and low-level problems and examples of well-constructed problems that meet your criteria.

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3. **Criteria for success (provide to students in advance)**

**CHEM 223 - Analytical Chemistry Lab**  
Kasia Kudzilo, University of Illinois

This document is an attempt to clarify the lab report organizational summary found in the online CHEM 223 Lab Manual.

I. Title of Experiment

II. Introduction
This section should concisely state the purpose of the experiment and the general means of accomplishing that purpose i.e., the method or instrumentation used. This includes stating your unknown (ex. Unknown A) and what you were trying to find out about it.

III. Procedure
This section should only reference the procedure in the online manual and any deviations from it. The procedure is not meant to be repeated. A deviation example would be if there were different solution concentrations used than what was given in the manual or any necessary added steps. Other important information includes drying time, temperature, cooling time, reagent amounts and not just what was given in the manual but what you actually did. For example, if the manual said to weigh out 1.0 g NaCl, write what you actually got on the balance – 1.2 g, 0.9 g etc.

IV. Results
This section should contain data obtained in the experiment in the form of correctly formatted tables and/or graphs as well as text describing the trends, observations and answering the often italicized questions posed within the procedure. There are spreadsheets (found online) of the necessary tables for each lab that should be filled out and added as a page(s) in the report. For the graphs, label axes, give units and name below the actual graph (Figure 1, 2, 3... and with an informative title). The graphs may be embedded in the report or stapled to the back. If embedded they should be large enough to read easily (half a page).

V. Discussion/Conclusion
This section should show thinking about the meaning of the results. The questions at the end of the experiment are good thought-provokers and guides for this. These questions should be answered within this section as smooth prose, not as numbered questions and answers.

VI. Questions
This section should answer all the questions found at the end of the experiment including ones that were left out of the discussion because they did not easily flow in the text as well as ones already in the discussion. However, for the ones already in the discussion all that is needed is to copy and paste your previous explanation with a preface stating this (Ex. "As already noted on P. 5, ...").

VII. Calculations/Error Analysis
This section should include one detailed sample of each type of calculation in the appropriate units. For any other trials, only the results of the calculations need to be given. Always report the mean, standard deviation and confidence intervals for a set of trials. Include "IN YOUR LAB REPORT" items from each experiment.
3. **Criteria for success, continued (provide to students in advance)**

Core assessment criteria for essays

<table>
<thead>
<tr>
<th>1. Addressing the question</th>
<th>The relevance of the content of the essay to the question or title set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Good essays</strong> select relevant material (knowledge, concepts, interpretation, theoretical models, others’ perspectives).</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> make it clear throughout how the material is relevant to the question.</td>
</tr>
<tr>
<td>2. Using evidence</td>
<td>The use of externally sourced material, such as research findings, facts, quotations, or other forms of information</td>
</tr>
<tr>
<td></td>
<td>• <strong>Good essays</strong> include information from outside sources that backs up the points made in the essay.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> explicitly highlight or interpret the evidence to support a more general claim or idea or point being made in the essay.</td>
</tr>
<tr>
<td>3. Developing argument</td>
<td>The construction of a coherent and convincing set of reasons for holding a particular point of view; the following of an analytical path leading from a starting point to a concluding point</td>
</tr>
<tr>
<td></td>
<td>• <strong>Good essays</strong> contain expressions of positions on the issues raised by the essay.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> develop arguments throughout the essay, with each element building on the last.</td>
</tr>
<tr>
<td>4. Critical evaluation/analysis</td>
<td>Determining the value, significance, strengths and/or weaknesses of something (e.g., research findings, theory, methodological approach, policy, another’s argument or interpretation)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Good essays</strong> contain evaluative assertions or descriptive points about the strengths and weaknesses of elements referred to in the essay.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> contain systematic, reasoned explanations for the evaluative points being made.</td>
</tr>
<tr>
<td>5. Structuring</td>
<td>The formal arrangement of the essay content into paragraphs.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Good essays</strong> have clearly recognisable introductory and concluding paragraphs, and paragraphs in the main body of the essay each has a clear, single concept or point as its main focus.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> have a paragraph structure that supports the development of ideas within the essay, so that the structure of the essay is linked to the developing argument.</td>
</tr>
<tr>
<td>6. Use of language</td>
<td>The use of words, grammar, and punctuation to formulate an utterance appropriate to the purpose and context</td>
</tr>
<tr>
<td></td>
<td>• <strong>Good essays</strong> are free from errors in spelling, punctuation and grammar, and would be acceptable pieces of writing in the wider world.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Better essays</strong> adopt academic styles and conventions, and approximate to the appropriate academic ‘register’.</td>
</tr>
</tbody>
</table>
3. Criteria for success, continued (provide to students in advance)

Sample Design Criteria for Software Products & Programs

<table>
<thead>
<tr>
<th>Products &amp; Programs</th>
<th>The Computer Environment for Software Products &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Functionality or feature set</td>
<td>- Operating system</td>
</tr>
<tr>
<td>- Capacity (how many and how big are the things it can work with)</td>
<td>- CPU speed</td>
</tr>
<tr>
<td>- Type of user interface (command line, standard Windows or Mac look &amp; feel, totally unique)</td>
<td>- Memory size</td>
</tr>
<tr>
<td>- Customizability</td>
<td>- Display size and number of colors supported</td>
</tr>
<tr>
<td>- Speed, responsiveness (be specific: speed of what)</td>
<td>- Single user or network environment</td>
</tr>
<tr>
<td>- Ability to communicate with other programs (data import / export)</td>
<td>- Peripherals required (scanners, printers, disk drives)</td>
</tr>
<tr>
<td>- Type of error handling (none -- <em>not recommended!</em>, error number, messages with help)</td>
<td>- Other software required (language interpreters, browsers, etc.)</td>
</tr>
<tr>
<td>- Programming language written in</td>
<td></td>
</tr>
<tr>
<td>- Portability (ability to move to another operating system)</td>
<td></td>
</tr>
<tr>
<td>- Ability to modify to work in other spoken languages (this is often called localization)</td>
<td></td>
</tr>
</tbody>
</table>
4. Critiqued student work (provide to students in advance)

Carol Augspurger

School of Integrative Biology, University of Illinois

Use “invented triangle” to organize introduction. First, give big picture/context.

Topic sentence of paragraph; all sentences in paragraph relate to this topic.

INTRODUCTION (4-5 paragraphs)

Both extrinsic and intrinsic factors affect the relative population size of species of small mammals in local habitats. Extrinsic factors may include the amount of food availability (Bell 1989), presence of competing species (Holt et al. 1995), and the presence of predators (Batzli and Lin 2001). Intrinsic factors may relate to their diet and food preferences (Heskie 2004), competitive ability (Holt et al. 1995), and body shape (Hoffmeister 1989) that affects their speed and agility in escaping predators. Differences in these factors are expected to result in varying population sizes of species of small mammals among local habitats. Understanding the factors that affect a species’ population size is important because it allows us to predict how changes in the environment will affect its population dynamics and the community structure.

Augspurger et al. (2007) found that the relative population sizes of small mammals differed in successional old fields of contrasting age. Specifically, their four years of live trapping showed that voles have a large population in a field abandoned one year ago, while shrews have a larger population size in a field.
5. **Self, peer and group evaluations (provide to students in advance)**

Derek Bok Center for Teaching and Learning, Harvard University

**SELF-ASSESSMENT SHEET**

Please answer the following questions and attach this sheet to your paper or draft.

1. In one sentence, what is the main point you are trying to convey?

2. If you had additional time to work on this paper, would you want to change it? Explain.

3. What do you like most about your paper?

4. What do you like least?

5. Please use the space below to ask one question that you would like me to address in my comments.

*By Julia Dubnoff, Distributed by the Derek Bok Center for Teaching and Learning, Harvard University.*
5. Self, peer and group evaluations (provide to students in advance)

PEER RESPONSE SHEET

Writer: ___________________________ Reader: ___________________________

RECORD YOUR RESPONSES TO THE FOLLOWING QUESTIONS EITHER IN THE SPACES BELOW OR ON SEPARATE SHEET(S) OF PAPER.

Read the paper through once, rather quickly, without pausing to write comments. Then put the paper aside and answer the following questions without looking back. (If you can't answer the question, write "I don't know.")

1. What single feature of the paper stands out to you as a reader?

2. What do you think is the writer's main point?

3. Was there anything in the paper that seemed confusing to you? (If so, explain briefly).

Now reread the paper, making any comments in the margins you feel would be helpful. Try to comment on development and organization of ideas. Do you understand the points the writer is trying to make? Do ideas seem well-connected? Remember, you are not being asked to evaluate the paper; you are being asked to respond to it with an eye toward helping the writer improve it.

4. Underline the thesis statement. Is it clearly stated? If not, what seems confusing?

5. Is there any place where the writer needs to support an idea with more concrete detail or explanation? If so, where?

6. How well does the writer make transitions between his/her main ideas? Identify places that need better transitions.

7. List at least two ways in which the essay could be improved.

8. List at least two things you like about the paper.

9. What would you like to know more about? What questions do you still have?

10. Ask of the essay "so what?" after you finish reading. Write a sentence or two paraphrasing the point of the paper, answering the question, "in what way(s) is this interesting, surprising, intriguing, etc.?" If the paper lacks a "so what," point that out and discuss the possibilities.
5. **Self, peer and group evaluations (provide to students in advance)**

---

**Peer and Self Evaluation**

Karen Flynn, University of Illinois

Names: ___________________________ Group: ___________________________

By filling out this peer evaluation, you certify that it was completed without assistance from anyone else on the team. Please assess your teammates thoroughly, honestly and accurately. Peer evaluations are a major and important yardstick to helping make judgements about individual effort.

### 1. Rate each teammate on the criteria indicated, using the following scale:

- 4 = excellent
- 3 = above average
- 2 = average
- 1 = below average
- 0 = poor

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>GROUP MEMBERS’ NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work submitted: completeness, accuracy, depth of thinking</td>
<td></td>
</tr>
<tr>
<td>Effort expended to meet group’s goals.</td>
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<tr>
<td>Quality of work produced</td>
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<tr>
<td>Cooperation: willingness to do whatever necessary to “get the job done.”</td>
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</tr>
<tr>
<td>Dependability: consistently met deadlines; attended all meetings.</td>
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</tr>
<tr>
<td>Participation: degree of participation in group meetings.</td>
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</tr>
<tr>
<td>Leadership in organizing and motivating team members.</td>
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</tr>
</tbody>
</table>

### 2. On the back of this sheet, please give each group member an overall grade for their individual effort/work on this project. Briefly discuss, in a few sentences for each group member, why they deserve that grade, in your opinion, for their part in this project. Include any specific details (missed classes, failure to complete their part of the project on time, etc.) that might directly apply.

### 3. Give yourself an evaluation and grade.

*Thank you for your time and effort in helping me evaluate individual performances on the group project.*
6. **Explicate assignments’ purpose, task, criteria in advance**

**TRANSPARENT ASSIGNMENT TEMPLATE**

This template can be used as a guide for developing and explaining in-class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students’ learning in a national study.¹

**Due date:**

**Purpose:** Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning.

**Skills:** The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

- **Bloom’s Taxonomy of Educational Objectives** (summarized in this Univ of Victoria chart) can help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:
  - understanding basic disciplinary knowledge and methods/tools
  - applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
  - analyzing
  - synthesizing
  - judging/evaluating and selecting best solutions
  - creating/inventing a new interpretation, product, theory

- **UULOs (University Undergraduate Learning Outcomes):**
  - Intellectual Breadth and Lifelong Learning
  - Inquiry and Critical Thinking
  - Communication
  - Global/Multicultural Knowledge and Awareness
  - Citizenship and Ethics

**Knowledge:** This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- 
- 

**Task:** Define what activities the student should do/perform. “Question cues” from Bloom’s Taxonomy of Educational Objectives (summarized in this Univ of Victoria chart) might be helpful. List any steps or guidelines, or a recommended sequence for the students’ efforts.

**Criteria for Success:**

Define the characteristics of the finished product. Provide specific examples of what these characteristics look like in practice. With students, collaboratively analyze an example of good work before the students begin working. Offer a critiqued example of excellent work with specific indicators of what makes the work successful. Explain how excellent work differs from adequate work. It is often useful to provide a checklist of characteristics of successful work to help the student know if s/he is doing high quality work while s/he is working on the assignment. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. Students can also use your checklist to provide feedback on peers’ coursework. Indicate whether this task/product will be graded and/or how it factors into the student’s overall grade for the course. Later, asking students to reflect and comment on their completed, graded work empowers them to focus on changes to their learning strategies that might improve their future work.

6. Explicate assignments’ purpose, task, criteria in advance

Major/Career Interview Assignment COLA 100E – 1009 – Spring 2014
Due Date: Friday, February 21 Points: 100

Purpose: The purpose of this assignment is to gain a greater understanding of a prospective academic discipline and/or career field in which you are interested.

Skills: As a result of completing this assignment, you will identify information necessary to make an informed decision regarding your academic and/or career path, employ basic qualitative research methods to collect and critically evaluate information from a principal source, and practice written and spoken communication as a tool for exploring possible academic and/or career options.

Knowledge: This assignment will give you knowledge of the process of informational interviewing, a tool for exploring various careers that can be used throughout your lifetime.

Task: In order to complete this assignment, you will execute the following:
- Select a professional in a field of interest and secure an interview at a time and date that is convenient for both of you in a location that is conducive to a personal interview.
- Prepare 5-10 questions in advance addressing the professional’s background, career path, and current issues in the field or discipline.
- Conduct a 20-30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major and/or career you are considering.
  - If the person you would like to interview does not live locally, you may conduct the interview by phone or video. You may not conduct the interview by email. You may want to audio/video record the interview with the interviewee’s permission to assist you with the transcription process.
- Prepare a typed transcript of a minimum of 5 of the questions and answers.
- Write a 2-3 page reflection essay addressing the following items:
  - Who you selected and why?
  - What you learned from them that is most interesting?
  - What this assignment helped you learn about your major/career decision?
  - What questions you still have?

Criteria for Success: A successful assignment will have the following characteristics:
- A participant who is well qualified and relevant to your area of interest.
- Interview questions that are focused and purposeful.
- A concise, articulate reflection essay that covers all the key and relevant points.
- A thorough, typed transcript that includes at least 5 of the questions and answers.
- A critical evaluation of the information collected and how it relates to your choice of major and/or career.
- A well-formatted essay that meets the page requirement, includes an introduction, a body and a conclusion, is typed, double-spaced, 12 point font, MLA style, including in-text citations and a reference/works cited page.
- Submit the transcript and reflection essay via WebCampus by midnight on the due date.
- Late assignments will not be accepted.