Assignment Alignment: Sustaining Student Engagement and Learning

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What assignments do your students complete? How do you select them? What communication, support, and assessments do you provide? Although most guidance for teaching focuses on what instructors do (e.g., Davis, 2009; Diamond, 2008; Nilson, 2010), there is overwhelming evidence that students’ learning results more from what they do actively than from their passive participation in lectures (e.g., Minhas, Ghosh, & Swanzy, 2012). Making fundamental changes to courses and classroom approaches comes slowly; the process can be expedited by considering relatively unexplored areas within typical delivery. One promising point for improvement is the assignments that students complete within courses. Often, the majority of students’ time and learning is connected to assignments they complete, particularly because successful credits are dependent upon passing them. There is sparse examination and understanding of general processes underlying instructors’ selection of, development of, communication about, support for, or assessment of assignments. Research on assignments predominantly focuses on specific disciplines and/or methods such as online assignments in calculus (Jungic, Kent, & Menz, 2012) or peer review of writing assignments (e.g., Crossman & Kite, 2012). Creating effective assignments requires addressing the development of technical skills along with course content and providing guidance and feedback throughout their completion. Creating effective assignments is limited without sufficient learning outcomes (Watson & Pecchioni, 2011). This session will engage participants in parts of a process of exploring their course assignments and making adjustments.

Speakers

Olenka Bilash
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Friday June 21, 2013 3:30pm - 4:00pm
CE-306 (Campus Extension Building)
Concurrent Session (25 min)

1 Interested
Number reflects attendee interest not registrations or attendance. Get there early!

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