

**Transparent Assignment Design:  
A Multidisciplinary Survey Assessing Students' Perceptions**

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**Abstract**

As we moved course content to online learning environments during the COVID-19 pandemic, we discovered that students needed more explicitly worded assignments. We used Transparent Assignment Design (TAD) to create clear assignments so students would be able to understand the rationale and expectations for performance and be able to rise to meet them. A multidisciplinary team collaboratively redesigned and created assignments following the TAD heuristic (Winkelmes, Boye, & Tapp, 2019). This heuristic emphasizes clarifying the purpose for the assignment such that students know what concepts and skills they will learn and demonstrate. It also provides a clear task list for completing the assignment. Finally, students are given opportunities to review successful assignments using the criteria for evaluation before they begin working on the assignment. We conducted a survey of students (N=103) to learn their perceptions of the TAD assignments. Students responded positively to the revised and newly created assignments.

Key Words: Transparent Design, online teaching, assignment design

## **Transparent Assignment Design: A Multidisciplinary Survey Assessing Students' Perceptions**

In the move to remote teaching during the COVID-19 pandemic, it became apparent that many of our students needed clearly worded assignments to be successful.

Assignment directions took on more importance because the ability to answer students' questions informally was limited in the online environment. Transparent assignment design seemed a possible solution to making assignment directions clearer so all students could submit their best work.

As an open-access college, many of our incoming students are unaware of the hidden college curriculum (Margolis, 2001). This hidden curriculum shows up in instructors' assumptions about "good" student behavior and performance. Problems arise when students' behaviors do not match instructor expectations. Transparent assignment design seeks to make the instructor's assumptions clear to all students by incorporating the following key components into the assignment:

- **Purpose** of the assignment – why are students being asked to complete this assignment, how will they benefit from it, and what skills and/or knowledge will they gain by completing it?
- **Tasks** to be completed – step-by-step instructions defining what the student needs to do to complete the assignment.
- **Criteria** for success – what will a successful assignment look like? This may include a rubric and/or examples of high-quality work.

Students from cultural backgrounds different from the instructor's might find more explicit directions helpful to better understand what they are being asked to do, why they are doing it, and how it will help them achieve their own goals.

In this article, we describe our efforts to create or revise assignments using the Transparent Assignment Design (TAD) heuristic (Winkelmes, Boye, & Tapp, 2019). The authors teach a variety of first- and second-year courses (Introduction to Communication Studies, Health Safety and Nutrition, Introduction to Sociology, Organic Chemistry, Biology for Health Professions and Technical Programs I, Introductory Biology I for non-majors, Introduction to Academic Literacies, and Preparatory Algebra I). The authors conducted an Institutional Review Board (IRB) exempt Scholarship of Teaching and Learning (SoTL) study to examine students' perceptions of transparently written assignments. Our guiding research question was how do students perceive the support provided in transparently designed assignments? We discuss the outcomes of a survey in which 103 students shared their perceptions of the transparent assignments. Our findings indicate that the process of designing transparent assignments is beneficial for both students and faculty.

## **Literature Review**

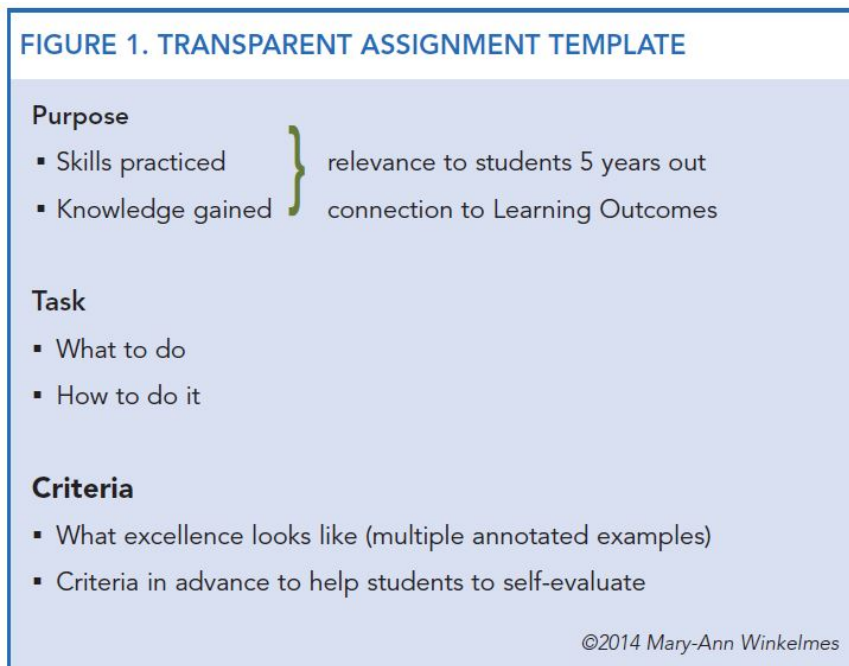
The Transparency in Learning and Teaching (TILT) framework was created by Winkelmes (2009) and served as the focus of an Association of American Colleges and Universities supported study (2014-2016) investigating best practices in teaching primarily underserved first year college students. The TILT framework is shown to improve motivation, engagement, and retention of underserved college students (e.g., first generation students) in their first year of post-secondary education. Incorporating the

TILT framework into teaching practices benefits “students who are unfamiliar with college success strategies” by making the “secret, unwritten rules of how to succeed in college” explicit to all (Winkelmes, 2009). Success during the first year in college, in part, hinges on in-coming students’ degree of familiarity with the processes of learning, (i.e., how familiar students are with college level course work, expectations, and criteria used for grading). These properties of the TILT framework are also found in other teaching strategies that are focused on bridging gaps in equity, such as High Leverage Practices (HLP) (McLesky et al., 2017).

Educators create pathways for equitable and successful college experiences when the processes of learning are made transparent for all students. As seen in Figure 1, the transparent assignment process occurs in three stages.

### Figure 1

From *A teaching intervention that increases underserved college students’ success*, by M. Winkelmes, 2016. Copyright 2014 by M Winkelmes.



Assignments, assessments, and curriculum with clearly defined statements of purpose, tasks/instructions, and criteria for success, coupled with examples of successfully completed student works, are shown to elevate students' sense of skill mastery and academic confidence (Winkelmes, 2009, 2016). Subsequent findings from research in post-secondary education (Musselman, Lock, Long, Loughran, & Saclolo, 2016; Ou, 2018; Winkelmes, 2013, 2016) underscore the efficacy of using a central tenant of the TILT framework, also referred to as Transparent Assignment Design (TAD).

The TILT/TAD framework (purpose, task/instructions, and criteria for success) guides faculty in making decisions to improve assignment clarity. This design is also found in other frameworks, such as HLP, where it is called Priming (Duckor and Holmberg, 2017). Findings from the literature indicate TAD's efficacy for improving clarity in assignment purpose, tasks, and criteria for success (Ou, 2018; Winkelmes, 2015). Reported findings suggest assignments revised using the TAD process are associated with elevated rates of student success in meeting course and student learning objectives, and gains measured by student ratings of the following survey items: academic confidence, sense of belonging, and mastery of skills valued by prospective employers (Ou, 2018; Winkelmes, Bernacki, Butler, Zochowski, Golanics, and Harriss Weavil, 2016, p. 32). For example, Ou (2018) implemented transparent assignment design strategies in an undergraduate Fundamentals of Engineering course. Students completed a Likert scale survey of course transparency at the end of the course. Survey results indicated 93.6% of students reported assignments "often/always included a section that explained how the assignment was related to the objectives of the course", that 93.6% reported "the instructor often/always identified a specific learning goal for each

assignment”, and 83.9% indicated they “often/always knew the purpose of each assignment” (Ou, 2018). Overall, students reported greater confidence in succeeding in their field (61.3%), and greater capacity for independent learning (67.7%).

Inspired by the work of Winkelmes et al. (2016) and Ou (2018), we conducted a Scholarship of Teaching and Learning project to gather students’ perceptions of transparently designed assignments in introductory courses. Similar to prior TAD research, this study focused on student perceptions of aspects such as, assignment relevancy to course learning objectives, and benefits of knowledge and skills reaching beyond the classroom. Our study aligns with both the multi-site Transparency and Problem-Centered Learning Project (Winkelmes, et al., 2016), and the Ou (2018) study utilizing transparent assignment design in an engineering course, in that they consisted primarily of first- and second-year students enrolled in introductory courses. As in both the Winkelmes et al., (2016) and Ou (2018) projects, our study sought to gather students’ perceptions of the benefits of TAD in and outside the college classroom.

### **Our College Population**

Our SoTL study took place at an open enrollment regional campus of a large urban university in the Midwest. The college is home to over 5,100 students and is the third largest college within the broader university. Two-thirds of our students are enrolled full-time, and the remaining third are part-time. When adjusted for full time equivalency (FTE), we are just under 4,000 FTE students.

Student college readiness varies widely due to our open enrollment status. Students need a high school diploma or its equivalent for admission. The average high school GPA of the incoming first-year students is 2.93, and of the students who took the

ACT, the average score is 19.38. In addition, 51.5 percent of incoming students are first generation college students, and many of them were referred to the college by the main campus because they do not meet the main campus's selective admission requirements. For this reason, 75 percent of students are enrolled in an associate program designed for them to either transfer to the main campus or to another college or university. The remaining 25 percent of students are enrolled in a career program.

The composition of our student body also varies significantly. The average age of the entire student body is 22. When broken down into full-time and part-time groups, the average age is 20 and 24 respectively. Females comprise 60 percent of the student body, and males make up the remaining 40 percent<sup>1</sup>. Forty five percent of incoming first-year students and 40 percent of the entire student body are Pell grant eligible.<sup>2</sup> In terms of racial and ethnic composition, 62.3 percent of students identify themselves as white and another 20.1 percent identify as Black. The next largest group, 5.3 percent of students, identify as 2 or more races followed by 5.2 percent of students who identify as Hispanic/Latino. Finally, 4.4 percent of students identify as Asian, with the remaining students identifying as international or unknown.

### **How Transparent Assignment Design Fit Our Needs**

Educators routinely look for better ways to relate to and encourage students to explore new experiences, learn, grow in knowledge, and develop the skills necessary to become lifelong learners. Studying TAD provided an opportunity to revisit how assignments are created and presented to students, analyzing the experiences, needs,

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<sup>1</sup> Students surveyed were only given the choices of male and female to select for gender. Other more inclusive options for gender identification were not used by our institution.

<sup>2</sup> Data is for the 2018-2019 academic year which is the most recent available on IPEDS.

expectations, and understanding students bring to the class and the assignments within the class. As instructors in a variety of fields at a campus with a highly diverse student population, our study of TAD supports these underlying aspects of education while further enhancing our own desires to improve student engagement.

The process of developing and redesigning transparent assignments was approached as an opportunity to add clarity and context for all students, regardless of their background and prior experiences. Adding the additional directions, discussions, details, and defined criteria to assignments was intended to enhance student understanding and level the knowledge for all students. Prior assignments relied on encouraging students to ask clarifying questions about the expectations, producing a potential achievement gap if students did not know the questions to ask to help make connections. The transparent design process allowed the instructor to provide answers to clarifying questions without waiting for students to discover the need for more information, saving time and frustration, for both the student and instructor. This is especially important in virtual instruction, which was required due to the COVID-19 pandemic.

The transparent design process encouraged the additional analysis of our assignments, their clarity, purpose, and the connections we assumed students were making between the tasks, courses, and learning objectives. Every educational assignment is intended to build and develop specific skills, stretch students' knowledge bases, and help them make connections between their prior knowledge, task, and course objectives. Students often need help understanding the purpose for assignments, as well as making connections between assignments and their educational goals. As connections



are made, student interest and engagement should increase, encouraging the growth and understanding expected from the course material. Details from transparent design helps students with these connections. Transparent assignment design helps students develop the skill to look for connections and purpose in future tasks and assignments, and ideally how the pieces fit within their intended program.

### **The Types of Assignments We Revised/Created**

The transparent assignment design lesson study was conducted as an interdepartmental effort between the English and Communication, Behavioral Science, Chemistry, Biology, and Math, Physics, and Computer Science Departments. This collaborative effort resulted in the modification or creation of a variety of assignment types that engaged in formative, summative, and ipsative assessments. By engaging in the diverse assignments, students learned skills including but not limited to how to access library resources, synthesize written arguments, identify and cite appropriate sources, think critically to address and solve complex problems, build interpersonal skills and networks, and use metacognitive skills to improve learning agency. All the assignments achieved the target goals by having students complete reflective or research papers, literature reviews, or portfolios. Some of the assignments culminated with a final summative presentation.

The assignments included a paper where education students selected a special health care need of interest and investigated and reported on findings of effective policies and practices used in early childhood care and education settings. (See Appendix B.) Another focused on an informative interview paper and final presentation aimed at developing essential interpersonal and professional skills. (See Appendix A.) Yet another

tackled the difficult topic of poverty, particularly the daily personal choices impoverished individuals must make as a result of their social status, the role of ineffective and inequitable policies and institutions, and the judgement of others based on these choices. Another called for a critical analysis of “wicked” problems or questions, those that do not have direct, straightforward, or easy answers and the development of possible solutions based on previous work. One assignment challenged students to identify a content area of interest in a non-majors biology course and explore the basic intersection of ideas between STEM and other fields. (See Appendix C.) Students communicated how biology impacted these topics using an informative infographic. Two participants used e-portfolios in a biology and a chemistry class to help students reflect on the outcome of assessments based on their preparation and to engage in the iterative process of improvement through the development of metacognitive skills, mindfulness techniques, and emotional intelligence.

### **The Student Learning Outcomes for the Assignments**

Despite the diversity in assignments developed for this project, there are some common themes in the student learning outcomes. In three courses (Introductory Biology, Introduction to Communication Studies, and English), students are encouraged to explore a topic of interest to them. Several projects from courses had students critically evaluate social issues such as poverty or childhood mental health. Some transparent projects focused on building practical skills. For example, the goal of a transparent project from a communications course was for students to cultivate professional relationships that could open the door for internships.

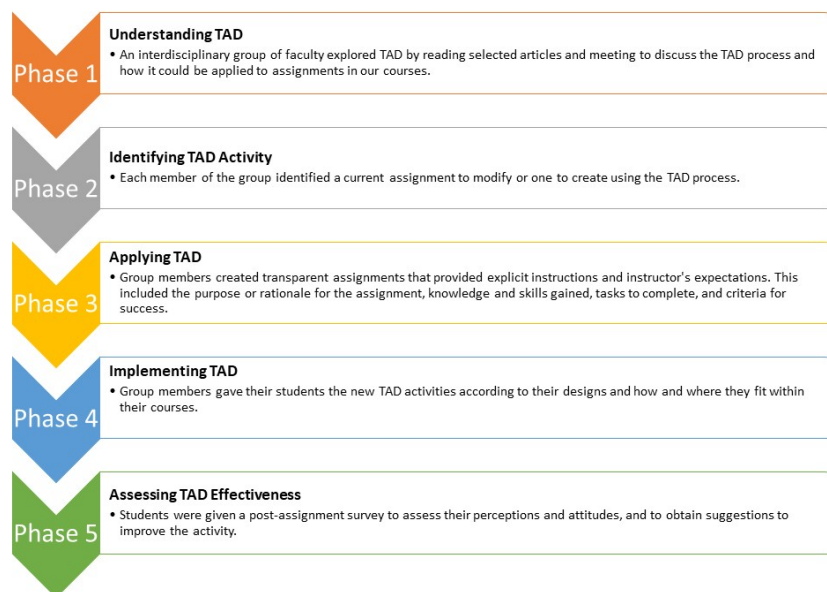
Even more generally, all transparent assignments had the implicit outcome of analyzing and communicating complex topics from their field of study. Based on Bloom's taxonomy, the assignments engaged students at the levels of "application" and "analysis." All the assignments are complex in scope and go beyond simple memorization.

### **How We Created Our Transparent Assignments**

For purposes of this project, TAD was utilized by an interdisciplinary team of faculty at a Midwestern regional campus serving students from underserved populations. The focus of the study was to gather students' perceptions of completing an assignment revised using the TAD approach to clarify assignment purpose, task, and criteria for success. Our TAD process is described in Figure 2: Description of Transparent Assignment Design Project Process.

## Figure 2

### *Description of Transparent Assignment Design Project Process*



As illustrated in Figure 2, we began with studying the literature about TAD. This was followed by identifying our individual assignments, revising or creating them using TAD principles, implementing our assignments in our classrooms, and assessing student perceptions by administering an online survey.

In creating more specific expectations, we engaged several strategies. Three of our assignments were created from scratch, while five were revised from previous terms. To see sample assignments used in our project from the humanities, social sciences, and natural sciences courses, please visit appendices A-C. In all cases, the assignments were created or revised with the goal of offering more explicit expectations. As faculty, we often associate explicit directions with a “dumbing down” of the material or unnecessary “hand holding.” Overcoming this mindset was critical in this design process.

In assignments that were already created, we examined the text looking for implicit assumptions. Were we assuming students had prior knowledge? Were we assuming they knew the definitions of various terms? Were we asking students to infer what we were looking for in an answer? When the answer to these questions was “yes,” the goal was to clarify those assumptions. Implicit assumptions were turned into explicit expectations and terms were more clearly defined. For example, in an English assignment, definitions were added to identify writing terms that students may not be aware of or to remind them of writing terms they had learned in previous courses. In a Sociology assignment, one question set in previous semesters asked students to use “a course concept” to explain a specific scenario was modified to ask for a specific concept to be used. In this case, the original assignment asked students to infer which concept should be used. By defining a specific concept, students can be more focused in their response.

Beyond addressing assumptions, assignments were organized to have clearer statements of purpose and well-defined tasks. This included describing specific skills students would engage and those that would be honed during the process. Detailed rubrics were also added to each assignment with some assignments asking students to use those rubrics as a part of the writing process. One final strategy was to break assignments into smaller parts. Scaffolding these larger projects allowed for more focused tasks and formative feedback. For example, a Communications Studies assignment had previously been a large project with one rubric. By breaking the project into smaller parts, more detailed rubrics were able to clarify requirements for each part. Additionally, the scoring and feedback offered on each part could assist students in edits for the final submission.

### **How transparent assignments were implemented in our classes**

All assignments designed for this project were summative assessments where students produced a paper, portfolio, or presentation. Each of these projects was broken down into a series of tasks that were due throughout the term. A couple of these projects (Introductory Biology and Sociology) were term/final projects. On average, each transparent assignment contained eight tasks with a range of four to 13. Across all subjects, there were common themes in what the tasks required students to do. Most assignments had students pick a topic to research in more detail, and then required students to find articles relating to the content. Another trend in the tasks was peer review, where students would review each other's drafts or presentations.

Depending on the class, the transparent assignments also had unique tasks for students to complete. For example, the Introduction to Sociology term paper had students reflect on the "Spent Challenge," where students make difficult choices to make it through the month on a \$1,000 budget (Urban Ministries of Durham, 2020). The Communication assignment tasked students with contacting a professional in the field and interviewing them. A final example from a class on Behavioral Science had students reflect on their personal experiences and perceptions of the topic they chose.

### **How We Created the Survey**

Because of the online nature of our courses, we used a survey to elicit student feedback on our transparent assignments. The survey was initially created by three faculty members. To ensure the validity of its questions, the survey was then edited in

two separate group discussions by all eight faculty members in our team. A test of the survey was administered to two courses to identify any further issues with the questions. This initial survey was completed by 32 students. After administration of the original survey, the questions were reexamined with one multiple choice question being turned into a short answer question based on what appeared to be confusion from the students. Additional confusion was indicated in the answers to the open-ended question, so those results are not reported here.

The final survey began with five Likert scale questions using a five-point scale. The survey ended with 4 open-ended questions. We designed questions so students could evaluate the alignment of the assignment with the course outcomes and to their own personal goals for taking the course. We developed questions to gather feedback on each part of the TAD heuristic: Purpose, Knowledge, Skills, Task, and Criteria for Success. The open-ended questions provided an avenue for students to share insights not gathered through the Likert scale questions and focused on what was clear or unclear about the assignments.

### **How Students Responded to the Transparent Assignments**

Our eight courses had a total of 273 students. The survey was completed by 103 students for a 38 percent response rate. Table 1 indicates the percent of students who agreed or strongly agreed with the Likert scale questions, along with the median and standard deviation.

**Table 1**

*Student responses to Likert scale questions regarding Transparent Assignment Design*

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

<b>Question assessing student perception of transparent assignment design</b>	<b>Percent of Students who Agreed or Strongly Agreed with Each Statement</b>	<b>Median</b>	<b>SD</b>
Each of the steps I needed to take to complete the assignment was clearly described.	94%	5	4.02
The skills I practiced from completing this assignment are relevant to the course learning outcomes.	84%	4	3.77
The assignment described how it will help me master the course learning outcomes.	79%	4	3.69
The knowledge I gained from completing this assignment is relevant to the course learning outcomes.	78%	4	3.75
I know how this assignment contributed to my goals beyond this course such as in other courses and in my profession.	77%	4	3.69

Note: n = 103

Overall, our results indicate that our transparent assignments worked well for our students. We asked students five questions that included a 5-point Likert scale. In each of these questions, more than three-fourths of the students agreed or strongly agreed that the



assignment design was positive. Across all five questions, only four answers of strongly disagree were tallied.

Students strongly indicated that the transparent assignments clearly described the steps they needed to take to complete the assignment, with 94 percent of students agreeing or strongly agreeing with this point. Students also indicated the assignment steps were clear in responses to two open-ended questions. The first asked “What was clear to you as you started the assignment?” In this case, we were expecting students to discuss specific components, which some did, but 57 percent of the students indicated everything was clear with statements like, “Everything was very clear and easy to understand,” “the assignment was clear,” and “I loved the whole design of the assignment!” The second question asked, “What was not clear when you started the assignment?” In this case, 61 percent offered similar feedback to the first question, saying various versions of “Everything was crystal clear,” “There was nothing that was particularly unclear,” and “I think everything was very clear and well thought out when it was presented to us in the form of these instructions.” In other words, even in their qualitative responses, students overwhelmingly indicated that writing out the specific tasks within the prompts was helpful in making the steps for completing our activities clear. Of those students that found some parts of the activities unclear, most suggestions addressed technology, like clearer instructions on how to make a submission or how to use a specific service. These results all suggest that outlining the tasks needed to complete the assignment was a positive adjustment and did in fact make the steps transparent. This transparency and clarity were important to students. They illustrated this in their use of words, like “loved,” and emphatic punctuation, like exclamation points. As one student explained, “I

love the way the paper was broken down into tasks. It was not overwhelming and I think that helped me get motivated to start my paper early.”

In addition to addressing the clarity of our tasks, our questions also examined transparency of our purpose, with three questions directly addressing the assignments’ connections to the course learning outcomes. Students indicated that our transparent assignments were well-linked to the course learning objectives, with 84 percent finding the skills to be clear, and 78 percent believing the knowledge was relevant to the learning outcomes. Additionally, 79 percent of students agreed or strongly agreed that the assignment described how it would help the student master the course learning outcomes. In the qualitative feedback, we did have four students, or about 4 percent, state that they did not understand the reason for having to complete the assignment, indicating that not all the students saw the efficacy of these activities. This feedback can be used to further develop the purpose and connection to learning objectives on those particular assignments. However, overall students positively responded to the addition of a purpose. In fact, 77 percent of students indicated that the assignment contributed to their goals beyond the specific course and would be applicable in other courses or their profession. This means that most students saw these activities as valuable for their future. This was reflected in many of the qualitative comments, where students described these assignments using words like “fun,” “enjoyable,” “interesting,” “enlightening,” “awesome,” and even offering thanks. Other students addressed specific impacts, like reduced “anxiety about testing,” help with organization, and personal reflection. These responses indicate that directly stating the purpose helps students see the value in an assignment.

## **Conclusion**

Transparent Assignment Design seemed to help our students understand what they were expected to do in our classes. Students seem to like the assignments because they were broken down into separate tasks in ways they could follow. Making the assignment straightforward simplifies the process and honors students' time. We noticed that students asked fewer questions about the assignments than they did in previous terms, although it is unclear if students asked fewer questions because they were online or because the assignment design was clearer.

The transparent assignment design process offers a great opportunity for instructors to enhance their practices around what they ask students to do in the class. We learned that it is important to start with the purpose for the assignment to ensure that it is connected to course learning outcomes and to carefully consider why students should do the assignment. We now ask ourselves, "What is the benefit of this assignment?" and "Is there some better way to achieve the course outcomes?" These questions allow us to create assignments that meet our purposes. Each of us were able to identify the skills and knowledge students would gain from completing the assignments. We could break down the assignment into the tasks that helped to scaffold the major assignment. We created criteria for success that communicated our expectations to students. Where we had the most difficulty was in finding real-world examples of the assignments. For instance, it is hard to find recordings of speech assignments similar to the assignments given to first-year students. We also wondered how to have students apply the rubric to real-world examples without giving students the answer.

As instructors, we can become enamored with our assignments and activities. The transparent assignment heuristic helped us to intentionally look at the assignment, its place in the course, and how it helps students develop knowledge and skills. Additionally, the transition to online teaching necessitated by COVID-19 has led to reconsideration of our course assignments. We are questioning each assignment and selecting the ones that best help students demonstrate their mastery of the course outcomes. TAD is a useful guide for effectively communicating the purpose of the assignment to students and fostering success in our courses and beyond.

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Appendix A  
**Humanities Sample Assignment**

## Informational Interview Project<sup>3</sup>

### Due Dates

1. Draft Interview Questions due 10/19 at noon.
2. Scheduled Interview due 10/26 at noon.
3. Interview Notes due 11/9 at noon.
4. Thank You Note due 11/9 at noon.
5. Interview Outline 11/16 at noon
6. Interview Presentation Due 11/23 at noon.
7. Reflection on Peer Presentations Due 12/2 at noon.

### Purpose

1. The benefits of doing such an informational interview with a communication professional are profound and far-reaching. It will help build interpersonal skills and your ability to network with other professionals in the field.
2. It will also provide a great deal of information to help make important career decisions.
3. You will also be laying the foundation to be perceived as a young professional yourself and may find the connections developed through this project helpful in establishing your future internship, co-op or employment opportunities.
4. Sharing the information you learn with your peers allows us to crowd source information and will help them and you identify other potential career paths that are of interest to them.

### Skills

This assignment helps you practice the following skills that are essential to your educational and professional career:

1. Access and collect appropriate information from primary and secondary sources.
2. Combine and process information to develop an informed opinion.
3. Design and deliver an organized, clear and concise presentation on a communication topic.

### Knowledge

This assignment will help you become familiar with the following content knowledge in the discipline:

1. Career paths available to Communication majors
2. Sources for secondary career research
3. How to conduct informational interviews

### Objectives

1. Identify a communication career you would like to learn more about.
2. Build and use your network to locate and find a communication professional in this career.

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<sup>3</sup> Information Interview Assignment adapted from H. Michael Sanders' Informational Interview Assignment.

3. Design an organized and logical interview guide for an informational interview.
4. Report the information from the interview in an organized and conversational style appropriate for your audience.
5. Evaluate the ability of career paths to help you meet your professional and personal goals.

## Tasks

To complete this task, you should:

1. Identify Communication Careers that you are interested in pursuing.
  - a. Do some background research to verify that this is a career that warrants further investigation.
  - b. Using the tools covered in this course, identify the educational and experience required for this career.
  - c. Find out if the average salary for entry level positions meets your expectations and needs.
  - d. Look to see what the demand for individuals in this field are for the area you would prefer to reside in.
2. Identify an appropriate interview subject.
  - a. To generate leads, ask fellow students, faculty members, and other people with whom you come into contact. This is an opportunity for you to develop your skill at “making contact” with others.
  - b. Using the tools, we've covered in this course, check professional directories and online for names.
  - c. **Your interview subject should be in a Communication Career.** It is important is that you seek out someone in a job that you'd possibly like to pursue.
3. Create a list of questions to ask your interviewee.
  - a. Be sure to include questions to cover the 8 required content areas. You should also ask any additional questions you have about the career.
  - b. Your list of questions should be 10-15 long and organized in a logical order.
  - c. Please type your question list in a word document.
  - d. Check out the "Sample Informational Interview Questions" below.
  - e. Submit the list of questions by 10/19 at noon to the appropriate hyperlink listed above under “Due Dates”.
4. Contact the subject by phone to arrange an interview.
  - a. Tell the person whom you would like to interview what you're doing, that you would like to do an informational interview to learn about their job because it interests you.
  - b. You can explain that it's a class project to find out about possible career options in communication professions, and ask nicely if they would be willing to give you fifteen to twenty minutes to ask them some questions about their career and profession.
    - i. Due to Covid 19, please conduct your interview via teleconferencing software such as Skype, WebEx, Teams, Zoom, etc. **If you want to record the interview to facilitate writing your report, be sure to mention it to the interview subject at this time to get their advance permission.**



- ii. Submit the name of your interviewee, why you selected them, the date, location (Skype, Webex, Zoom, etc.) and time of interview by 10/23 at noon to the appropriate hyperlink listed above under “Due Dates”.
        - iii. Check out these [sample emails](#) for how to ask for the interview.
      - c. Set up the interview.
        - i. Make sure that you get the interviewee's email address, when setting up the interview and clearly confirm the date and time.
          1. Send the interviewee an invitation to the meeting with the link and instructions for joining the teleconference.
          2. If the interview is scheduled for more than a day or two in the future, be sure to send an email to confirm the interview the day prior.
          3. Also be sure to give the interview subject your name and number, in case they need to cancel due to an emergency.
          4. If you plan on recording the interview for easy note-taking later, ask permission to do so when you schedule the appointment.  
Remember that some people don't like being recorded.
        - ii. If you have adequate lead-time prior to the interview, send a brief confirmation email to your subject to remind them of the scheduled date and time. It won't hurt to include a short overview of why you are interviewing them in the email. If you send an email, make sure that it is without typographical and grammatical errors, and that you have spelled the person's name correctly!
        - iii. Arriving for the interview.
          1. You should dress appropriately for a business meeting or a job interview when conducting the informational interview, and make sure that you open the meeting on time. Most professionals are very busy and it will create a negative impression for both you and the UCBA Communication Program if you are late for your appointment.
          2. Also, be respectful of the other person's time since they are doing you a favor. If you asked for fifteen minutes, keep it to fifteen minutes.
          3. Make sure that you have your list of questions with you.
5. During the interview take notes.
  - a. Make sure you have paper and pen handy while conducting your interview to take notes on what the interviewer shares with you.
    - i. After the interview, take a picture or scan the notes and submit to your instructor by 11/9 at noon.
    - ii. The notes can be submitted above using the appropriate hyperlink under the "Due Dates" section.
6. Follow up after the interview.
  - a. Be sure to send a thank you card, brief letter or email of appreciation to the interview subject for their time as soon as possible following the interview.
  - b. Again, double-check your spelling and grammar to maintain the good professional impression started earlier. Being polite and following through in this

- way also helps create a view of you as a thoughtful professional, and it is never too early to get job feelers out into the real world.
- c. You must provide a copy of this thank you card or letter to your instructor by 11/9 at noon. Use the hyperlink under the "Due Dates" category above to submit.
  - d. Check out this sample template for [Informational Interview Thank You Email](#).
7. Draft and submit your interview presentation outline.
- a. Your interview project presentation may be prepared using the provided format guide (template) which includes: Job Description, Educations and Training, Work Setting, Job Challenges, Impact of Technology, and Internship Support. This reflects how your report should be organized, what sections it should include, and in what order they should appear. The template format is provided at the end of this document.
  - b. Be sure to include in the report:
    - i. Include the name and occupation of your interview subject as well as the name and location of their place of business.
    - ii. Include in your presentation how the information obtained during the interview helped you clarify or redefine your career goals. If you prepare your presentation right after conducting the interview, the material will be most fresh in your mind. Of course, recording the interview certainly helps with facts and details, if the subject is willing to permit it.
  - c. Please use Word to create your outline.
  - d. Submit your presentation outline electronically via Canvas using the hyperlink listed under "Due Dates" by 11/16 at noon.
  - e. See the end of this document for an outline template.
8. Practice and Submit your presentation and presentation outline.
- a. Practice your presentation. You should practice until you can get through your presentation without major stumbles and within the time limit at least 3 times in a row.
  - b. Your presentation should be 5-8 minutes in length, and you will record your presentation to Flipgrid. Flipgrid will cut you off if your presentation exceeds 10 minutes.
  - c. Submit the recorded presentation and outline by 11/23 at noon to the appropriate hyperlink listed above under "Due Dates".
9. Watch Your Peers' Presentations
- a. Your peers' presentations are a great opportunity to crowd source information on careers. You can use their information to help you identify and eliminate possible career paths without having to conduct an additional 19 interviews.
  - b. Complete your Peer Presentation Reflection
  - c. From the Flipgrid interview presentations, please write a brief essay addressing the following questions:
    - i. From which two presentations, did you learn the most?
    - ii. What did you learn?
    - iii. How will you use what you learned?
    - iv. How has this shaped your intended career path? Why?
  - d. Please submit your document as Word document.

- e. Submit your essay to the hyperlink listed above in “Due Dates” by 12/2 at noon.

## Presentation Content

During your interview with a communication professional, you will be collecting information about your subject in the following categories:

1. Contact Information
2. Provide the following items of information about your interview subject:
  1. name
  2. job title
  3. company name and location (only city and state)
  4. email (you do not need to include this in your presentation)
3. Job Description
4. Ask your interview subject to describe his or her job. A basic job description is what we’re looking for here.
5. Education and Training
6. What education, training and experience did your interview subject require to get to his or her current position and what sort of career path was followed to get there?
7. Description of Work Setting: Ask your interview subject to describe his or her work setting. Is the environment high pressure and stressful or is relaxed and easy-going? Does he or she work alone or directly with others? What sort of contact is there with clients? Make sure that you augment the description with your own observations when you are on site to do the interview.
8. Job Challenges: What are major technical, procedural, client, organizational or other challenges faced on the job by your interview subject? What are the problems that must be overcome to get the work done? What is it that he or she likes best and least about the job?
9. Impact of Digital Technologies: How have new electronic and digital technologies affected how your interview subject performs his or her job? How are these factors expected to impact the job and the profession in the future?
10. Support for Internship: Does the company your interview subject works for support internships for students in the field? What level of training do students need to be considered for an internship? Are the internship opportunities paid or unpaid? What are the entry-level qualifications for a new employee in the organization?
11. Summarize What You Learned: Thinking through the information that you gathered from your interview subject should allow you to clarify the major points that you can take away from the interview.
  - What do you understand better about this type of job?

- How does this job fit into your goals and dreams not that you understand it better?
- How has this new information changed your thinking?

Include the answers to questions like these in your summary and conclusion.

## Sample Informational Interview Questions

In addition to the **questions listed in the Presentation Content in Appendix A**, some of the following questions may be used to learn more about your interview subject and his or her profession:

1. What do you actually do in a typical day?
2. What are the skills and education required for performing the job?
3. What are the tools and equipment used in the job?
4. What are the physical and mental demands of the profession?
5. Where is the work typically performed?
6. In what types of organizations do people like yourself find work?
7. What are the typical work conditions and expectations?
8. What is generally considered the entry level requirements for this profession?
9. Are job opportunities in this field increasing, decreasing or remaining stable?
10. What opportunities are there for career mobility?
11. Could you use your skills and knowledge in another organization or job?
12. What is the pay range and benefits one might expect to start in a career such as yours?
13. How rapidly do pay and benefits increase with experience?
14. What is the probable maximum earning power in this career choice?
15. What gives you the most enjoyment in your job?
16. What are the advantages and disadvantages of your job?
17. If you could change your job in some way, how would you change it?
18. What compromises do you find most difficult to make in this job?
19. What advice would you give a person considering this profession?
20. Does your company support paid or unpaid internships for students in the field?

## Informational Interview Presentation Template

- I. Introduction
  - a. Who
  - b. Job Description
    - i. Briefly describe your interview subject's position, duties, responsibilities, etc.
    - ii. Also, indicate what sector of the communications industry that this job is part.
- II. Education and Training

- a. Interview Subject: What education, training and experience did your interview subject require to get to his or her current position and what sort of career path was followed to get there?
- b. Typical Career Path
- III. Work Environment
  - a. Description of Work Setting: Ask your interview subject to describe his or her work setting. Is the environment high-pressure and stressful or is relaxed and easy-going? Does he or she work alone or directly with others? What sort of contact is there with the clients?
  - b. Job Challenges: What are major technical, procedural, client, organizational or other challenges faced on the job by your interview subject? What are the problems that must be overcome to get the work done? What is it that he or she likes best and least about the job?
  - c. Impact of Digital Technologies: How have new electronic and digital technologies affected how your interview subject performs his or her job? How are these factors expected to impact the job and the profession in the future?
- IV. Opportunities
  - a. Internship: Does the company your interview subject works for support internships for students in the field? What level of training do students need to be considered for an internship? Are the internship opportunities paid or unpaid?
  - b. Entry Level Positions: What are the entry-level qualifications for a new employee in the organization?
- V. Summary and Conclusion
  - a. What You Learned: Summarize, in a couple of paragraphs, what you think you learned from the interview, how this has affected your thinking about career options and professional directions.
  - b. Advice for Peers: What advice you can offer to other communication students?

## Assignment Rubrics, Checklists, and Samples

### Scheduled Interview

*Rubric:*

	Excellent	Emerging	Developing
Subject	Person interviewed is well qualified and relevant to your area of interest.	Person interviewed is somewhat qualified and relevant to your area of interest.	Person interviewed is not qualified/relevant to your area of interest.

Timing	If possible, the interview is scheduled well in advance of the deadline for the interview notes.	The interview is scheduled within 24 hours of the deadline for the interview notes.	Interview is scheduled after the deadline for the interview notes.
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*Checklist:*

- Is your interviewee working or has worked in the career you're interested in learning more about?
- Does your interviewee work in a Communication or Communication related field?
- Does your interviewee have availability to interview in advance of the assignment deadlines (Remember, you need to have time to use their information to finish the assignments)?

*Tips:*

- [Tips for requesting an interview](#)

Interview Questions

*Rubric:*

	Excellent	Emerging	Developing
Questions	List of questions covers all the required topics and additional questions that are appropriate to the subject and the interviewer.	List of questions covers all the required topics.	List of questions covers most but not all the required topics.

*Checklist:*

- Does your questions cover all 8 required content areas?
- Did you review the sample questions to see if you wanted to include any of those in your interview?
- Is there any other information you would like to gain from this interview? If so, add questions to cover these topics?
- Are your questions organized in a logical progression?

### Interview Notes

*Rubric:*

	Excellent	Emerging	Developing
Notes	Interview notes are detailed. Interview questions are relevant and purposeful.	Interview notes is comprised primarily of brief summaries answers and questions.	Interview notes are incomplete and are comprised 5 or fewer answers and questions.

*Checklist:*

- Did you include the questions asked?
- Did you provide detailed notes on their answers?

### Thank You Note

*Rubric:*

	Excellent	Emerging	Developing
Content	Thank you note expresses appreciation and creates a professional image.	Thank you note expresses appreciation.	Thank you note attempts to express appreciation.
Writing	Writing has few grammatical errors.	The writing has several grammar and spelling issues.	The grammatical and spelling errors break the flow of the writing.
Organization	Ideas are arranged in a logical manner and flow well together.	Organization may have a few things out of place.	Several ideas are out of place. Writing may be disjointed.

*Checklist:*

- Does the email or letter use a professional greeting?
- Have you edited for proper grammar and spelling usage?
- Have you arranged your email/letter into paragraphs?
- Does the arrangement of the ideas flow?
- Does the email or letter express appreciation for the interviewee's time?

### Interview Presentation

*Rubric*

	Excellent	Emerging	Developing
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Content	Includes all information requested for the 8 categories of the report.	Includes most of the information requested for the 7 categories of the report.	Includes some of the information requested for the 7 categories of the report.
Vocal Quality	The speaker has several mispronunciations or vocalized pauses.	Speaker speaks clearly, the volume is loud enough for the entire audience to hear, but the speaker may have a few mispronunciations or vocalized pauses.	Speaker speaks clearly and the volume is loud enough for the entire audience to hear.
Composure	Speaker appears confident, relaxed and makes natural movements.	Speaker appears confident.	Speaker engages in nervous habits.
Eye Contact	Speaker makes eye contact for 60% or more of the presentation.	The speaker makes contact for 30-60% of the presentation.	Speaker makes eye contact for 30% or less of the presentation.
Summary and Conclusion	Student does all the following: Discusses what student learned from the interview in thoughtful and reflective manner. Explains how the interview has influenced	Student does 2 of the following: Discusses what student learned from the interview in thoughtful and reflective manner. Explains how the interview has influenced	Student does one or fewer of the following: Discusses what student learned from the interview in thoughtful and reflective manner. Explains how the interview



	their career decisions. Offers advice to other communication students based on the interview.	their career decisions. Offers advice to other communication students based on the interview.	has influenced their career decisions. Offers advice to other communication students based on the interview.
Organization	Ideas are arranged in a logical manner and flow well together.	Most ideas are arranged in a logical manner and flow well together. A few ideas may be out of place.	Several ideas are out of place. Writing may be disjointed.

*Checklist:*

- Have you practiced with your outline several times?
- Using a key word outline, have you practiced 3 times in a row without issues and within the time limits?
- Do you cover the 8 categories of the presentation?
- Does your summary/conclusion 1) discuss what you learned from the interview in thoughtful and reflective manner, 2) explains how the interview has influenced your career decisions and 3) offer advice to other communication students based on the interview?
- Are you able to look up at least 60% of the time?
- Are your nonverbals natural and relaxed?

Interview Outline

*Rubric*

	Excellent	Emerging	Developing
Content	Includes all information requested for the 8 categories of the report.	Includes most of the information requested for the 7 categories of the report.	Includes some of the information requested for the 7 categories of the report.
Writing	Writing has few grammatical errors.	The writing has several grammar and spelling issues.	The grammatical and spelling errors break the flow of the writing.
Organization	Ideas are arranged in a logical manner and flow well together.	Most ideas are arranged in a logical manner and flow well together. A few	Several ideas are out of place. Writing may be disjointed.

		ideas may be out of place.	
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*Checklist:*

- Does your outline include an introduction, body, and conclusion?
- Does your outline use proper numbering and indentations?
- Does your outline include all 8 required categories?
- Does your outline use full grammatically correct sentences?
- Did you proofread for spelling and grammar mistakes?
- Did you follow the template? If no, are your ideas arranged in a logical manner?

Reflection on Peer Presentations

*Rubric*

	Excellent	Emerging	Developing
Content	Response addresses all four aspects of the prompt.	Response addresses most of the prompt.	Response addresses some of the prompt.
Support	The response is supported by a specific example from both presentations.	The response is supported by a specific example from both presentations.	The response is supported by specific examples from one presentation.
Critical Thinking	The response thoughtfully considers how the information from the presentation could apply to the writer's situation throughout the entire essay.	The response thoughtfully considers how the information from the presentation could apply to the writer's situation.	The response considers how the information from the presentation could apply to the writer's situation.
Writing	Writing has few grammatical errors.	The writing has several grammar and spelling issues.	The grammatical and spelling errors break the flow of the writing.
Organization	Ideas are arranged in a	Most ideas are arranged in a	Several ideas are out of

	logical manner and flow well together.	logical manner and flow well together. A few ideas may be out of place.	place. Writing may be disjointed.
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*Checklist:*

- Did you watch your peers' presentations?
- Did you select two that you learned the most from?
- Does your essay use specific examples from these presentations?
- Does your essay apply the information to your own interests, needs and situation?
- Does the essay discuss how the information from these presentations has or hasn't altered your career plans?
- Have you edited for proper grammar and spelling usage?
- Have you arranged your essay into paragraphs?
- Does the arrangement of the ideas flow?

Appendix B  
**Behavioral Science Sample Assignment**

## Assignment: Special Health Care Needs

### Purpose:

The purpose of this assignment is to give students an opportunity to investigate one of the many special health care needs experienced by young children. During completion of this assignment students will also learn about effective policies and practices used to support young children with chronic illnesses and special health care needs in early childhood care and education settings.

### Overview:

You will define the concept of special health care needs for young children and describe the importance of a medical home particularly for children with chronic illness. While completing this assignment you will explore the connection between health policies and effective supports for children with special health care needs. You will learn the rationale explaining your role in keeping children safe. You will also reflect on and describe strategies early childhood teachers can use to partner with families in supporting chronically ill or other children with special health care needs.

Complete instructions and rubric used for grading this assignment are available at the bottom of this page. Chapter 13 and the Week 11 Learning Materials provide the sources of information needed to complete this assignment. This assignment is worth 25 points and is due by 11:59pm Sunday of Week 12.

You may choose from one of the following topics:

- Lead Exposure
- Sleep Disorders
- Allergies
- Fetal Alcohol Syndrome
- Prenatal Exposure to Drugs
- Asthma
- Seizures
- Autism, Asperger's, ASD
- Hearing
- Vision
- Diabetes
- Sickle Cell Anemia

**Skills:** The purpose of this assignment is to help you practice the following skills that are essential to your success in your work as a professional in the field of early childhood care and education. After completing this assignment, you will be able to:

- Identify strategies used to help manage chronic health conditions and special health care needs.
- Identify strategies used to partner with and engage diverse families in meeting the health care needs of children.
- Design curriculum for children in order to help manage chronic health conditions.

**Knowledge:** This assignment will help you gain important content knowledge in order to provide minimum risk and maximum protection for health in the early childhood care and education environment. After completing this assignment, you should understand the following:

- Common early childhood chronic illnesses and special health care needs
- The holistic approach to supporting children with special health care needs
- Current health policies used to support children and families - IDEA, IFSP, IEP
- The importance of partnering with families of children with chronic illnesses and special health care needs
- The importance of ensuring a medical home for children with special health care needs

### Task:

In order for you to obtain the most current health information, you will locate at least three articles from reputable sources (e.g., American Academy of Pediatrics, Healthy Children, The Center for Children with Special Needs, Child Health Bureau, Child Health Data) that discuss the topic you have selected from the list above. Using knowledge gained from your reputable sources, content from Chapter 13 and the Week 11 Learning Materials, and the suggested resources provided in the assignment instructions, you will write a 2-3 page double-spaced paper, create a Newsletter, or a visual presentation (e.g., PowerPoint, Pear Deck, Prezi, etc.) addressing key aspects related to supporting special health care needs in early childhood settings.

Your paper/presentation should follow the outline below, using the specific headings listed. The grading rubric for this assignment is located at the end of this document. **It is expected that you will include each of the Headings below.**

- A. Introduction** (introduce the name of the special health care topic & explain what your paper/presentation will be about)
- B. The Name of the Special Health Care Need You Chose**
  - Provide a description of the need. Include all the applicable information below:
    - o What is the special health need?
    - o What are the symptoms?
    - o How is it diagnosed?
    - o What causes it?
    - o Are there medications or therapies that can help?
    - o What are the long-term effects?

**C. Classroom Considerations**

- What does an early care professional working with a child who has this special health concern need to know?
- Are any modifications to the environment necessary? If so, what modification(s) to the environment might need to be made?
- How might this need affect the safety of the child in the environment?
- What might the early care professional do to support the safety of the child in group care? Are there special considerations that should be taken into consideration when transporting the child?

**D. Partnering with Families and Ensuring a Medical Home**

- What is a medical home, and why is this important for children with chronic illnesses?
- How can early care professionals work with families of a child who has this special health need?

**E. Personal Feelings** (your personal perceptions, experiences)

**F. Summary Paragraph** (tying the key points of the paper/presentation together)

**G. References Section** (includes each of the sources used)

Criteria for Success:

**Special Health Care Needs Rubric – Total 25 points**

	Levels of Achievement		
Criteria	Poor	Average/Fair	Excellent
<b>General Organization</b>	<p><b>0 to 2 points</b></p> <p>Sequence of information is difficult to follow. Opening and/or concluding paragraph are missing.</p>	<p><b>2 to 4 points</b></p> <p>Reader has difficulty following work because student jumps around. Introductory paragraph or concluding paragraph may be incomplete or missing.</p>	<p><b>3 to 4 points</b></p> <p>Information is in logical, interesting sequence which reader can follow. Contains introductory paragraph and concluding paragraph.</p>
<b>Information about the Special Medical Need</b>	<p><b>0 to 3 points</b></p> <p>Student does not have grasp of information; student is missing critical</p>	<p><b>3 to 6 points</b></p> <p>Student is at ease with the content but fails to elaborate or demonstrates</p>	<p><b>6 to 8 points</b></p> <p>Student demonstrates full knowledge of content. Student describes the</p>

	details required for discussion.	only basic concepts. May be missing other key components of this section.	special medical need, lists symptoms, how it is diagnosed, causes, medications or therapies, and describes the long- term effects of the need.
<b>Classroom Consideration</b>	<p><b>0 to 3 points</b></p> <p>Student does not have grasp of information; student is missing critical details.</p>	<p><b>3 to 6 points</b></p> <p>Student is at ease with the content but fails to elaborate or demonstrates only basic concepts. Student may be missing some items.</p>	<p><b>6 to 8 points</b></p> <p>Student demonstrates full knowledge of content. Student discusses what ECE professionals need to know, environmental modifications, safety considerations and modifications, and parent partnerships.</p>
<b>General Mechanics</b>	<p><b>0 to 2 points</b></p> <p>Does not include headings, is difficult to read or contains many errors.</p>	<p><b>2 to 4 points</b></p> <p>May use headings, has problems with the flow or contains multiple errors.</p>	<p><b>4 to 5 points</b></p> <p>Is well developed, logical, uses headings, and contains minimal errors.</p>

## **Appendix C** **STEM Sample Assignment**

### **BIOL 1021 term project: Infographics**

Purpose: In this project, you will pick a topic of interest to you and examine it in the context of fundamental biology. You will then communicate that topic and its impact on biology in the form of an informative info-graph. Applying the class material to your project topic will help you develop a better understanding of the course learning objectives outline below.

- Know that information in biology is evidence-based: the scientific method is a method of learning that involves testing hypotheses
- Distinguish different types of chemical bonding and recognize the major macromolecules of the cell
- Describe the fundamental biology of the cell including cell structures and their functions, the significance of prokaryotic and eukaryotic cells, and basic cellular processes
- Explain the inheritance of genetic information stored in DNA, including mitosis and meiosis, the significance of the cell cycle, the nature of chromosomes and chromosomal inheritance including Mendelian genetics, the role of recombination
- Describe the flow of genetic information in a cell: DNA to RNA to protein
- Explain how information stored in DNA can change and how this can impact cells and organisms
- Understand the theory of evolution and how it applies to life and human interests

Knowledge: at the conclusion of the term project, students will understand

- How basic biology can intersect with ideas, even those outside of STEM
- How to use university library services to find information

Skills: by the end of the term project, students will be able to do the following:

- Delve deeper into a class content
- Research concepts and ideas by accessing academic journals
- Communicate scientific ideas in the concise format of an infographic

Tasks:

- Week 3: By the end of the third week, you will propose an idea for your infographic. When choosing a topic, get creative and think about how biology generally affects your life. Biology is a vast subject and intersects with almost every facet of human society. For example, you can choose to learn more about a disease or endangered species. Perhaps there is a biological concept that impacts your major area of study!



- Week 7: At the end of the seventh week of class, you will submit a list of three references, with at least one coming from a journal article. Look for resources on how to find academic sources under the week 5 module. Each reference should also have a short paragraph detailing the content of the writing and why you chose it.
- Week 11: You will provide a draft of your graphic for peer review. Both another student and I will give you feedback on the draft. During this week, you will also learn to evaluate scientific communication by applying the project's rubric to other example graphics. When creating infographics, you are free to use whatever software you like, including Microsoft PowerPoint, Venngage, Canva, or any others. The only requirements are that you can send me a digital copy for review, and you are able to present the infographic to the class. This also the last point where we can change your topic if it is not turning out the way you intended.
- Week 15: By the end of the final week of classes, you will post your final infographic to a discussion board with a short 1-2 paragraph explanation of what your topic. A late submission here will cause you to lose a lot of credit, so be sure to plan and manage your workload effectively!

Criteria for success: Below are some examples of effective infographics of topics outside of biology. A good graphic will cover complex topics using select pieces of text and images. They grab your attention, draw you in, and educate you. Think of these like a flyer or billboard, which communicate ideas without taking up a lot of your time. On the following page, the rubric that will be used to evaluate your infographic is posted.



<b>Success criteria: Info-graphic project rubric</b>	
<b>Criteria</b>	<b>Total Points:</b>
	<b>30</b>
<b>Accurate scientific material</b>	<b>10</b>
>Graphic provides accurate content details	4
> Presentation of content is clear and concise	3
>The sources for all referenced material are appropriately cited (3)	3
<b>Application of material</b>	<b>12</b>
>Application topic is effectively tied to course material	4
>Presentation of the topic is informative and engaging	8
<b>Aesthetic properties of info-graphic</b>	<b>8</b>
>Graphic layout is organized and easy to read	3
>Colors are chosen in a way that emphasizes reading text/images	3
> Aesthetic factor: how much effort when into the graphic's design and how good does it look?	2