This month’s highlight: **Signature Assignments**

A *Signature Assignment* is an assignment that demonstrates at least one key learning outcome from a Gen Ed Refresh course. These assignments emphasize students’ meaning-making and connect their learning to perspective-taking and interdisciplinary thinking. These assignments will also be included in the learning ePortfolio.

When developing these assignments, instructors should keep in mind the following:

- All courses must carry at least one *Signature Assignment* for both BC and/or EP learning outcomes and attribute learning outcomes as appropriate;
- The *Signature Assignment* should emphasize diversity, equity, and inclusion through accessibility, universal design, and the representation of diverse voices.

Some examples of *Signature Assignments* include:

* Reflections (written, oral, artistic, multimedia);
* Presentations (oral, visual, musical, artistic);
* Compositions;
* Research projects;
* Service learning projects;
* Social, economic, or environmental justice projects;
* Creative endeavors (artistic, design, technological, problem solving)

**NILOA Assignment Library**

The National Institute for Learning Outcomes Assessment has developed an [Assignment Library](#) of signature assignments.

The materials in the Assignment Library underwent a three part review process. NILOA team members review the initial submission, then the assignment is peer-reviewed by faculty in an assignment charrette. Assignment authors revise their assignment informed by the feedback and implement it in a course, gathering feedback from students along the way. Finally, authors resubmit their materials to NILOA, where they pass through a final review prior to posting. Authors are encouraged to submit updated versions of their materials and to continue reporting how the assignment is being used in their classrooms.

Users are invited to search the assignment library for ideas using the identified tags below of disciplines and assignment characteristics, degree level, or Degree Qualification Profile Proficiencies.

---

**More info on the Deep Dive for Signature Assignments Workshop**

**OIA Teaching Models**

This website was created by the Office of Instruction and Assessment (OIA) to provide ideas and resources to support instructors in planning for various teaching modalities for the 2020-21 academic year and fall 2021.

The Other Resources include links to blogs, articles, and suggestions to help instructors plan their teaching.
The General Education Quick Start, launched by the Office of General Education, is a self-paced orientation to the new curriculum. Through this module-based D2L site, instructors will be introduced to the vision, curriculum and features of the new General Education program. It will also take you through the course proposal process. Self-registration through D2L is required for access (Click here for instructions). For more information about the Quick Start or Quick Start Live-Online, see the General Education Instructional Support Menu.

Just to give you an idea of attendance and participation in a few of our programs:

Quick-Start:
We are excited to share that 56 people participated in the Quick Start Live-Online with more options to participate coming soon. The asynchronous version is open in D2L for enrollment and we invite you to reach out to Katie Southard or Emily Jo Schwaller with any questions and/or comments.

Deep Dives:
Throughout April we had five Deep Dive sessions on different parts of the newly approved General Education curriculum. Participation ranged from 22-35 with an average of 26 people from across campus. In May we will be offering two new Deep Dives: “Making Meaning Across GenEd: Entry/Exit Courses” (May 24) and “Are Your Students Learning? Course v. Programmatic Assessment” (May 26). Please contact Emily Jo Schwaller with any questions and/or comments. We hope to see you there!

Picture Rosters Tool New Feature!
We have released a new version of our Picture Rosters Tool Suite that supports linking name pronunciation audio, phonetic spelling, pronoun preferences, and more within our application. Students login to the tool and visit the profile section to complete and link their profiles. Instructors will then see a small speaker icon to the left of student names throughout the application for students who have completed and linked their profiles. This will facilitate instructors with not only learning student names, but addressing them per their preferences with the assurance of correct pronunciation. Students with no instructional role are allowed access only to setup and test their profile links. Those with instructional and student roles will have access to their instructor functions.
The Office of General Education is excited to offer a series of Deep Dive webinar sessions about the new General Education curriculum. The series follows Deep Dives, in collaboration with OIA and the Writing and Learning Project, on Learning ePortfolios and Signature Assignments. Registration is required for participation. Please contact Emily Jo Schwaller and/or Katie Southard with any questions.

Deep Dives for May

Are Your Students Learning? Course v. Programmatic Assessment in GE
Wednesday May 26, 3:00-4:00 PM
Registration Link

In this session, we explore assessment in General Education from the programmatic level to the classroom level. Facilitators will explore assessment strategies and structures, including implementable techniques for instructors and context for our assessment plan in GE. The goal is to help instructors identify the purpose of assessment in the new General Education program at large and how to implement meaningful assessment strategies in individual courses.

Facilitators:
Elaine Marchello, PhD (GE Director of Assessment)
Analeigh Horton, MA (Graduate Assistant for Assessment)
Katie Southard, PhD (GE Director of Instructional Support)

Meaning Making Across GE: Entry/Exit Courses
Monday May 24, 3:00-4:00 PM
Registration Link

In this session, we explore how students will make meaning across their General Education courses through the Bookend courses and other experiences. Facilitators will highlight the purpose of the bookend courses and the usefulness of meaning making to student success. The goal is to help instructors, advisors, and other stakeholders identify the purpose of the bookend courses in the new General Education program and contextualize their fit with the new curriculum.

Facilitators:
Tom Murray, MA (GE Coordinator, First Year Courses)
Devon Thomas, PhD (GE Coordinator, Capstone Courses)
Emily Jo Schwaller, PhD (GE Instructional Technology Coordinator)

Got an idea for the newsletter? Want to share a story or announce something special associated with General Education? Send your ideas to:

Need more info:
Dr. Ryan Winet
Director of Communications for GE Refresh
rwinet@arizona.edu

Think Critically   Use Information Effectively   Understand and Value Differences   Communicate Effectively