

2021

(Re)designing a renewable assignment: An Open Pedagogy Worksheet

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Recommended Citation

Elder, Abbey, "(Re)designing a renewable assignment: An Open Pedagogy Worksheet" (2021). *Open Course Materials*. 14.

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(Re)designing a renewable assignment

An Open Pedagogy Worksheet

Your name and department:

1. Brainstorm a few traditional (disposable) assignments

A disposable assignment is defined as “assignments that both faculty and students understand will ultimately be thrown away.” This may include an exam, essay, or other assignment which is submitted for a grade and later forgotten ([Wiley & Hilton, 2018](#)).

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2. Describe one disposable assignment in more detail.

Choose one of the assignments you identified in #1. This can be an assignment you currently use or one you are familiar with in theory. Briefly describe the assignment below.



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3. Provide the Learning Outcomes for your chosen assignment.

List at least 3 LOs tied to the assignment you have chosen to (re)design using this prompt: “Upon successful completion of this assignment, students will be able to...”

- 1.
- 2.
- 3.

4. How could you achieve the same outcomes by redesigning the assignment to be renewable?

Consider how your students could achieve the same (or better) learning outcomes through a renewable assignment. What sorts of projects might replace this assignment **or** how might you alter this existing assignment to make it renewable? Consider the following **types** of renewable assignments to aid your brainstorming: [Annotate](#), [Curate](#), [Update](#), [Remix](#), [Create supplementary material](#), [Create primary material](#).



5. Describe your (re)designed assignment

Include: a brief description of the new assignment, the type of renewable assignment it describes, and the final outcome of the students' work (e.g., a textbook, test bank, blog post, etc).

6. Share your assignment with the group

Be prepared to explain what you changed to make the assignment renewable.



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7. *(After the workshop)* Additional considerations

To strengthen your renewable assignment, answer the following questions:

- 7.1. How will you respect student agency & privacy needs with your renewable assignment?
- 7.2. What new (e.g., digital literacy) skills are required for your renewable assignment?
- 7.3. How can you structure the assignment to scaffold skill development?
- 7.4. How can you structure the assignment so that it is accessible?
- 7.5. What resources (e.g., instructor/student guidelines; rubrics exist to support this redesigned assignment?

