


**Syllabus and Signature Assignment Workshop**  
**2017 MT Engage Summer Institute**



Engage Academically. Learn Exponentially.  
 Showcase Yourself.

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Components of an MT Engage Course (recap)

Incorporating Integrative Thinking and Reflection  
 HIPs and Learning  
 Design for Integrative Thinking and Reflection  
 The IT&R Assessment Rubric  
 Backward Design  
 MTE Course Certification

Workshop: Syllabi and Signature Assignments

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**MT ENGAGE COURSES**

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- Use high-impact engagement pedagogies;
- Incorporate beyond-the-classroom experiences;

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## MT ENGAGE COURSES

- Include a signature assignment that challenges students to use integrative thinking and reflection;
- Incorporate that assignment into students' ePortfolios on D2L.

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## HIGH-IMPACT PEDAGOGIES

capstone courses/projects	service learning
internships	project-based learning
first-year seminars	EXL
learning communities	civic engagement
writing intensive courses	flipped classrooms
collaborative assignments	education abroad
undergraduate research	common intellectual experiences
global learning	ePortfolios
problem-based learning	Reacting to the Past

Expanded from Kuh, 2008 & AAC&U HIEPS

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## COMMON ELEMENTS OF HIPS

- Effortful –demand that students devote considerable time and effort to purposeful tasks
- Build substantive relationships and interactions with faculty and peers
- Provide students with rich feedback and frequent feedback
- Help students apply what they are learning
- Provide opportunities for students to reflect on the person they are becoming.

Kuh, *High Impact Educational Practices*

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**HOW LEARNING WORKS: 7 RESEARCH-BASED PRINCIPLES FOR SMART TEACHING**  
(AMBROSE, BRIDGES, DIPIETRO, ET AL., 2010).

- Provide authentic, real world tasks (ch. 3)
- Connect material to students' interests (ch. 3)
- Give students opportunity to reflect and self assess (ch. 3, ch. 7)
- Give students opportunity to apply skills or knowledge in diverse contexts (ch. 4)

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**STRATEGIES TO ESTABLISH VALUE**

- Provide authentic, real world tasks
  - Connect to experience
  - Adapt and apply information to new situations
- Show relevance to students' current academic lives
  - Make connections across courses / academic disciplines
- Demonstrate the relevance to future professional lives
  - Adapt and apply information to new situations
  - Reflect and self-assess

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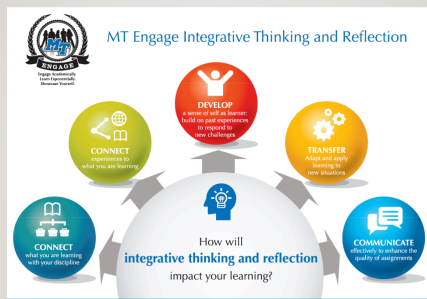
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## Integrative Thinking & Reflection

Students will be assessed on their ability to:

- 1) Make connections to relevant experiences
- 2) Make connections across academic disciplines
- 3) Adapt and apply information to new situations
- 4) Communicate information effectively
- 5) Reflect and self-assess

Modified from the AAC&U Integrative Thinking VALUE Rubric

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## Integrative Thinking & Reflection

Gives students:

- clear understanding of what is important in the course
- clear understanding of expectations
- language for the process of integrative learning
- opportunity to self-assess

*Leveraging the ePortfolio for Integrative Learning*

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## BACKWARD DESIGN

Three steps:

1. Identify desired results—write learning outcomes
2. Determine acceptable evidence—assignments that allow students to demonstrate learning
3. Plan learning experiences and instruction

From: Wiggins and McTighe, 2005, as cited in Leveraging the ePortfolio for Integrative Learning, p. 44

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## LEARNING OUTCOME EXAMPLES

Integrative Learning Indicator	Example Learning Outcome
Connections to Experience	<ul style="list-style-type: none"> <li>Students will apply two theories from the course to their community-based learning.</li> <li>Students will demonstrate their understanding of Erikson's developmental theory by analyzing their developmental path in an autobiographical essay.</li> </ul>
Connections to Discipline	<ul style="list-style-type: none"> <li>Students will describe how a historian would analyze the problem identified in the community learning project.</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>Students will assess the knowledge from PSY 101 and develop a learning plan for PSY 102 based on this assessment.</li> </ul>
Reflection and Self-Assessment	<ul style="list-style-type: none"> <li>Students will advance their writing skills by reflecting on what they have learned from each writing assignment.</li> </ul>

From: Leveraging the ePortfolio for Integrative Learning, p. 44

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## DESIGN EXAMPLES

Learning Outcome	Assignment	Activity
Students will describe how a historian would analyze the problem identified in the community learning project	Historical perspectives paper: 5 pages using historiography model	Reading, lectures, and discussions on historiography Smaller Assignments <ul style="list-style-type: none"> <li>Field notes</li> <li>Community document reviews</li> <li>Quizzes</li> </ul> Class discussions: documentation and connection to historical concepts
Students will assess the knowledge from PSY 101 and develop a learning plan for this course (PSY 102) based on this assessment.	Learning paper plan	PSY 1010 concept quiz Missing "data" worksheet: <ul style="list-style-type: none"> <li>Concepts I didn't know</li> <li>Where I can find information</li> </ul> Class discussion: need for transfer of information from PSY 101 to PSY 102

From: Leveraging the ePortfolio for Integrative Learning, p. 45

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### MT Engage Course Certification Form

All faculty interested in teaching as part of the MT Engage program should complete this form to formally apply to have their course or course section approved. This must be done prior to pre-enrollment in order to ensure that MT Engage courses and course sections have the MT attributes set and can be identified by students. This will allow for assessment data to be collected.

**Name** \_\_\_\_\_ **Email** \_\_\_\_\_

**Department** \_\_\_\_\_ **Phone** \_\_\_\_\_

**First semester course is to be offered:** \_\_\_\_\_

**Course number** \_\_\_\_\_ **Course title** \_\_\_\_\_

**Course type:**

☐ Tenure or Tenure-track Faculty ☐ Full-time Temporary Faculty

☐ Adjunct ☐ Graduate Teaching Assistant

**Explain how your course meets the criteria listed below:**

- Portfolio:** MT Engage courses will include high impact engagement pedagogies such as first-year seminars and experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community-based learning, internships, laboratory courses and problem/project based learning, etc. **Please explain the pedagogy you will employ.**
- Relevant Classroom Experience:** MT Engage courses will include a co-curricular assignment/reflect with reflection to the ePortfolio. Faculty will use a common integrative thinking/reflective rubric to evaluate the student's work. **Please explain the assignment/activity and the integration/reflective thinking assignment that aligns with the required student learning outcomes (see back of this form for indicators).**
- ePortfolio Artifact:** MT Engage courses will require students to submit at least one assignment/artifact with reflection to the ePortfolio. Faculty will use a common integrative thinking/reflective rubric to evaluate the student's work. **Please explain the assignment/artifact that will be included in the ePortfolio.**

The following five student indicators adopted from the AACU Value Rubric for Integrative Thinking, will be used to assess students' integrative/reflective thinking.

**Please check the indicators of integrative / reflective thinking your course will address (indicate all that apply):**

☐ 1) The ability to connect relevant experiences and academic knowledge (connections to experiences)

☐ 2) The ability to make connections across disciplines and perspectives (connections to disciplines)

☐ 3) The ability to adapt and apply information to new situations (transfer)

☐ 4) The ability to use effective, appropriate, and various forms of communication to enhance the quality of their engagement (effective and integrated communication), and

☐ 5) The ability to demonstrate a developing sense of self as a learner, building on prior experiences to approach new and challenging contexts, especially with relation to their personal and professional development (self-assessment and reflection).

**Please submit a current syllabus with the certification form.**

Faculty signature: \_\_\_\_\_

**Please email the following information to the MT Engage for your course please check box:**

☐ If all courses include education-based, cross-listed, service learning, experiential learning, teacher education, and/or career.

### Syllabus Statements

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## Your MT Engage Course

### Syllabus

How, Where, Why MT Engage?  
Learning Outcomes

### Signature Assignment Design

Integrative thinking and reflection  
which indicators?  
assessing levels?  
ePortfolio

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- 1) Make connections to relevant experiences
- 2) Make connections across academic disciplines
- 3) Adapt and apply information to new situations
- 4) Communicate information effectively
- 5) Reflect and self-assess

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