



Assignment Design

2026-2027 UN SDG Open Pedagogy Fellowship

Brainstorming Resources

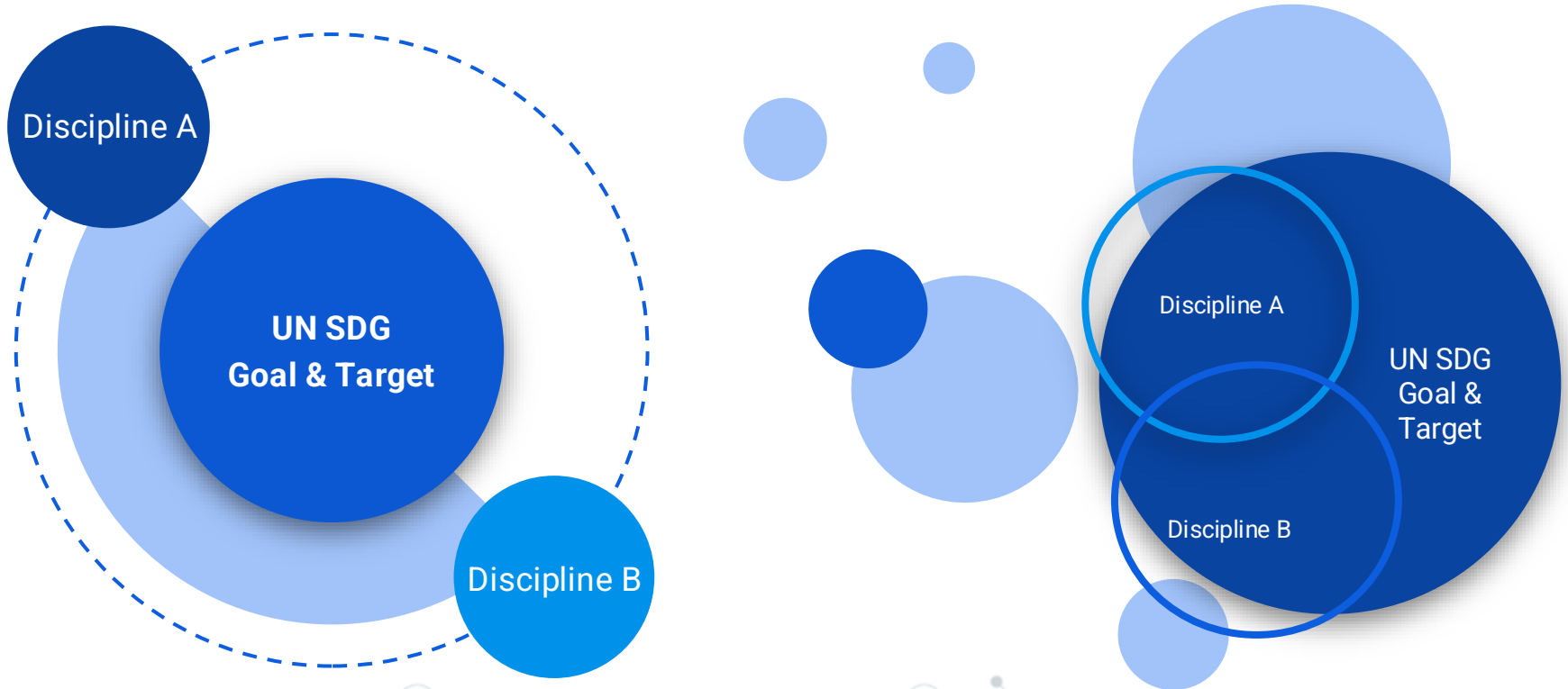
Team Time Planning Worksheet

- © Guiding Questions

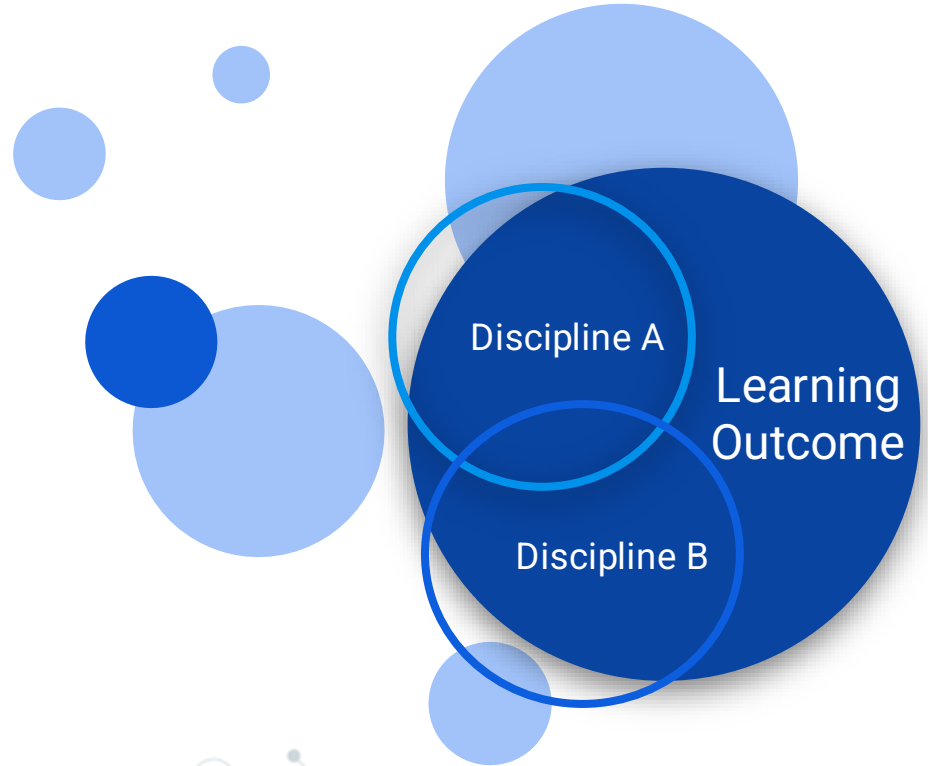
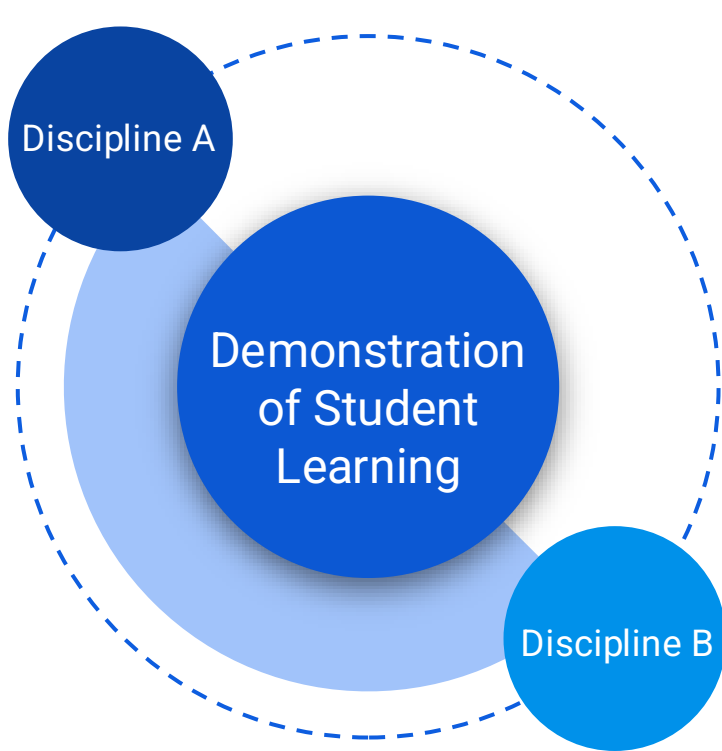
Assignment Worksheets

- © Reflection on Renewable and Interdisciplinary Assignments
- © Assignment Instructions:
 - Purpose
 - Learning Objectives
 - Task

Interdisciplinary Design



Learning Outcomes



Adopted from Interdisciplinary Design images by Debbie Baker, licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Demonstrate that Outcome

- ◎ What should students do (or be able to do)?
 - Learning outcome(s)
 - Example: *"Students will identify strategies that support educational improvements..."*
- ◎ How will you know students are successful?
 - Example: *"Students create a chapter following a rubric..."*
- ◎ Work backwards to design assignments

Rubrics

- ◎ Make criteria transparent:
 - *Would students understand this if they read it on their own?*
- ◎ Make criteria granular
- ◎ Align with learning outcome(s)
- ◎ Ask yourself: What exceeds / meets / or is below expectations?
- ◎ Use your answers to set clear expectation for your students.

Design for Learning

- ◎ Purpose (think outside the classroom!)
- ◎ Flexibility
- ◎ Local context
- ◎ Student Choice
 - Content
 - Product
 - Process
 - Environment



[Universal Design for Learning image](#)

Assignment Design: Scaffolding!

- ◎ Instead of 3 separate/distinct assignments
- ◎ How will learning build across these 3 assignments?
- ◎ For example...
 - Assignment 1 establishes the connection
 - Assignment 2 applies, broadens, deepens
 - Assignment 3 synthesizes, reflects, finalizes

Connection

Establishing a Connection

Find a common thread between concepts or experiences that remain distinct; identifying similar elements, foundation, or characteristics



Common Student Language

- Compare (or compare and contrast)
- Connect
- Relate
- Use of analogy (something is like something else)

From “Integration of Learning: A Grounded Theory Analysis of College Students’ Learning” by J.P. Barber, 2012, *American Educational Research Journal*, 49, p.601.

Application

Application Across Concepts

An idea or skill learned in one context is used in a different context; similar conceptually to transfer of learning. Often appears as use of a high school skill or knowledge in college.



Common Student Language

- Apply
- Use
- Transfer

From “Integration of Learning: A Grounded Theory Analysis of College Students’ Learning” by J.P. Barber, 2012, *American Educational Research Journal*, 49, p.601.

Synthesis

Synthesis of a New Whole

Two or more ideas or skills are brought together to create a new whole; combining knowledge to enhance understanding and gain new insights.

Common Student Language

- Incorporate/Put together
- Adapt
- Collaborate
- Interpret
- Bounce ideas off one another

From “Integration of Learning: A Grounded Theory Analysis of College Students’ Learning” by J.P. Barber, 2012, *American Educational Research Journal*, 49, p.601.

Assignment Example

Good Health and Well Being Student Care Guidebook

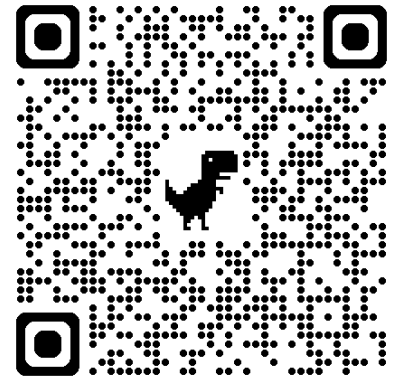
Julie Lazzara and Stephanie Green

Learning Objective

Identify psychology-based and nutrition-based strategies to support student mental health.

Assignments

1. Mental Health Essentials for College Students (write)
2. Make an H5P Interactive (enhance the chapter)
3. Peer Review (*review another's chapter*)



Open Pedagogy Design

OER-enabled pedagogy questions:

- ⦿ Are students asked to create new artifacts (essays, poems, videos, songs, etc.) or revise/remix existing OER?
- ⦿ Does the new artifact have value beyond supporting the learning of its author?
- ⦿ Are students invited to publicly share their new artifacts or revised/remixed OER?
- ⦿ Are students invited to openly license their new artifacts or revised/remixed OER?



Defining OER-Enabled Pedagogy by David Wiley and John Hilton is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

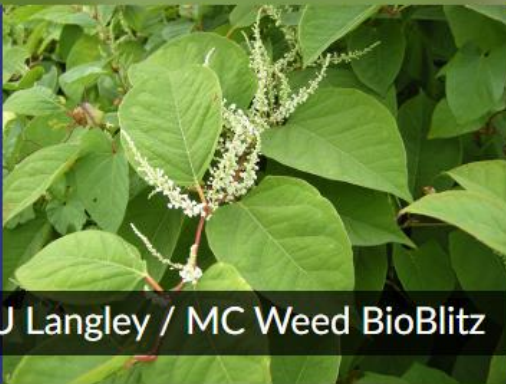
Publicly Share Artifacts

- ◎ Community-based learning
- ◎ Share work with community
 - What is the *community* for your students' work?
- ◎ Authentic Audiences
 - What is *real-world* for your content, assignment, students?
- ◎ Authentic Audiences could include:
 - Experts in the field
 - Other classes
 - Other faculty
 - Other students
 - The web

Examples:

- [Student Care and Well-being](#)
- [Weed BioBlitz](#)
- [Music & Culture IRL](#)
- [Mapped Infographics](#)

[Open Pedagogy Student Toolkit](#)



KPU Langley / MC Weed BioBlitz

About

Members 73

HORT3250 Inventory, Assessment + Monitoring of Plants and HORT4440 Vegetation Management are mapping and identifying all the weeds on the KPU Langley Campus.

[Read More >](#)

[Project Journal](#)

Overview

6,084
OBSERVATIONS

651
SPECIES

664
IDENTIFIERS

60
OBSERVERS

Stats

Recent Observations

[View All](#)



Plants
Kingdom Plantae

2 4 days ago



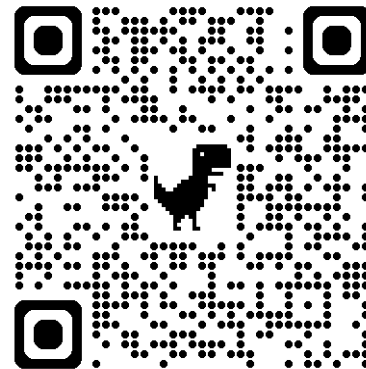
Virginia
Springbeauty
Claytonia virginica 1 2 months ago



Redwood Violet
Viola sempervirens 1 2 months ago



Lungwort
Pulmonaria officinalis 1 3 months ago





Music & Culture IRL

Follow

36 followers · 1 editor

About the Magazine

F2025 to S2026

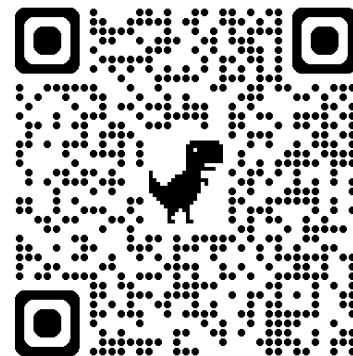
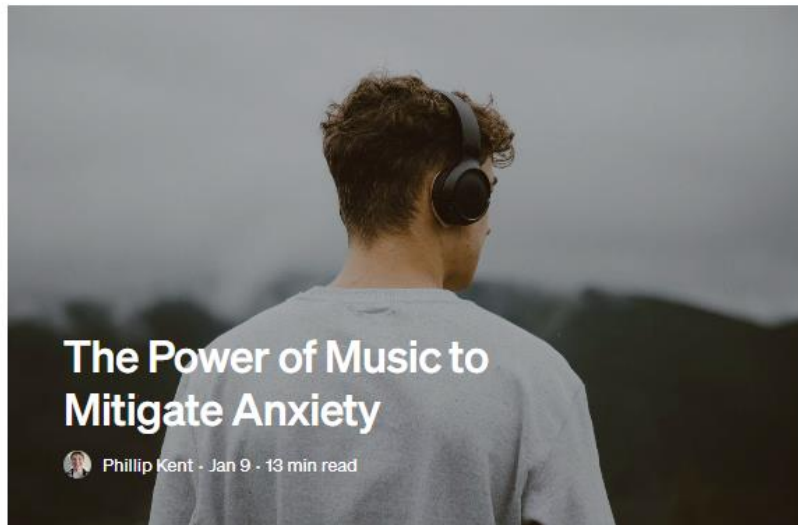
F2024 to S2025

F2023 to S2024

F2022 to S2023

F2021 to S2022

F2020 to S2021



See UN SDG Open Pedagogy Fellowship Toolkit for more examples

- ◎ Completed assignments shared publicly
- ◎ Organized by SDG
- ◎ Each assignment has a CC license
- ◎ Information entered into the Assignment Template form is imported into the Toolkit
- ◎ [UN SDG Open Pedagogy Fellowship Toolkit](#)

Assignment Template

- ◎ Title
- ◎ Authors
- ◎ Cohort Year
- ◎ UN SDG Goal
- ◎ UN SDG Target
- ◎ Disciplines
- ◎ Assignment
 - Learning Objectives
 - Purpose
 - Instructions
 - Format Requirements
- ◎ Supporting Materials
 - Rubrics, checklists, schedules, etc.
- ◎ Creative Commons license

[Assignment Template Form: Due August 7, 2026](#)

Resources

- ◎ [UN SDG Open Pedagogy Fellowship Toolkit](#)
- ◎ [Renewable Assignment Builder](#)
- ◎ [Open Pedagogy Student Toolkit](#)

References

- ◎ Barber, J.P. (2012). Integration of learning: A grounded theory analysis of college students' learning. *American Educational Research Journal*, 49, p.601.
- ◎ DeRosa, R., & Jhangiani, R. (2017). Open pedagogy. In E. Mays (Ed.), *A guide to making open textbooks with students*. Rebus Community. <https://press.rebus.community/makingopentextbookswithstudents/chapter/open-pedagogy/>

Thanks!



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