



## ASSIGNMENT INCUBATOR

### INSTRUCTIONS FOR THE FACULTY PRESENTERS

10 minutes are allotted to each faculty member.

Take 3 minutes to quickly explain the assignment to the group, as if you were explaining it to your students.

Then prepare to listen to whatever feedback the group has to offer. In the interest of time, try not to respond to the feedback, simply note it.

Note in particular any feedback you wish to consider in redesigning your assignment.

### INSTRUCTIONS FOR THE GROUP RESPONDERS

7 minutes are allotted for responses from the group. The following are aspects you might wish to consider in providing feedback:

- Is the assignment clear and concise?
- If you were a student, would you understand what you were being asked to do?
- Would you understand why you were being asked to do it?
- Does the assignment seem achievable, or does it seem overwhelming?
  - If it's overwhelming, is it the assignment itself, or something else (such as the page layout, confusing terminology, etc.)?
  - What suggestions can you make for improvements?
- Is the basic assignment separated on the page from the background (if any), research steps, helpful hints, due date(s)?
  - What can you suggest to improve it?
- If a student runs into trouble with the assignment, would s/he know what to do?

Owing to time constraints, not everyone will be able to respond to every assignment.

Make any notes you wish to on your copy of the draft assignment and it pass along to your colleagues during the breaks.