**Assignment-Design Charrette Process:**

In small groups, each person/team will have an opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we will use a timed carousel process. There will be a round for each participant. You will be a “presenter” for one round and a “participant” for the other rounds.

Each round is 25 minutes.

**Introduce assignment (5 min):**

Presenters will introduce the assignment and provide background information such as: in what course the assignment is used, at what point in the course, pertinent information about the students in the course (majors vs. non-majors), what they find most challenging about the assignment, how it builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assignment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others. Also, provide an overview of the assignment itself – what are you asking students to do, what learning outcomes is the assignment designed to elicit, how are students evaluated?

*Listeners:* jot down thoughts and questions but please do not interrupt the presenter, let them have their full time. You may ask clarifying questions.

**Discussion (15 min):**

Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assignment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion. Discussion should address the questions on the feedback sheet.

*Presenters:* listen carefully and respond to the inquiries. Think about alignment between the learning outcomes, the assignment, and evaluative criteria, but also think creatively about possible solutions to challenges the presenter identified.

**Feedback (5 min):**

Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assignment, based on what they just heard, along with outlining next steps for revision or additional feedback.