

(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.



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?

