

## Signature Work Guidelines

Below and in the SW Template are guidelines for designing a Signature Work requirement that meets the learning outcomes requirements. Here are also a few prompts and questions for your consideration to assist with the completion of specific sections of the **Signature Work Learning Design Template**. Note that any evaluated task or action is by definition an “assessment” of learning.

Use the checklist and the guiding questions below to prepare the Signature Work Learning Design Template.

### ***Describe the signature work students will complete in this course or experience:***

Signature work represents the highest level of integrative learning. In integrative learning, students develop capacities for connections, transfer, contextual communication, and self-assessment/reflection within and across their discipline. Students will demonstrate incremental growth on the following competencies across time. These outcomes are the highest level of competencies in the Integrative Learning rubric.

Signature Work Checklist: A signature work experience should include **all** of the following:

- The signature work requires students to connect relevant experience and academic knowledge in a way that deepens understanding and broadens points of view. [Connections to Experience]
- The signature work requires students to make connections across disciplines and perspectives by integrating examples, concepts, and theories from multiple fields of study or perspectives. [Connections to Discipline and Across Disciplines]
- The signature work requires students to reframe and adapt learned skills, ideas, and methodologies to a new situation in a way that solves a complex problem or issue in an independent and original way. [Transfer]
- The signature work requires students to adapt forms of communication to transform context. [Integrated Contextual Communication]
- The signature work requires students to design a future self, building upon past experiences, both successes and failures, that have occurred across multiple and diverse contexts. [Reflection and Self-Assessment]

To gauge the performance level of your students on each of the checklist items, please refer to the Integrative Learning rubric on the following page. The goal is to have your students achieve at the Signature Work level.

### ***Describe the authentic tasks students will complete while completing their signature work projects:***

Authentic Assessment Guiding Questions:

- ◆ How does this task/assessment integrate real-world information and skills?
- ◆ How does this task/assessment integrate critical thinking skills to explore complex problems or issues?

- ◆ How does this task/assessment integrate the skills, knowledge, and behaviors required for students' future professions or advanced fields of study?
- ◆ How does this task/assessment integrate formative feedback processes (i.e., allowing for feedback, reiterative practice, and analysis of lessons learned)?
- ◆ How does this task/assessment empower students to be active participants in their learning process?

**BGSU Integrative Learning Learning Outcomes Rubric**

Learning Outcome	4 - Signature Work	3 - Milestone	2 - Milestone	1- Benchmark	0 - No Evidence
	Culminating Level	Advanced Level	Intermediate Level	Introductory Level	Basic Level
<b>1 - Connections to Experience</b>	Students are able to meaningfully synthesize multiple connections among life experiences, co-curricular activities, and coursework in a way that deepens their understanding and broadens their points of view. Students can evaluate aspects of a topic that remain unanswered or not fully understood (demonstrate curiosity).	Students are able to selectively choose and analyze examples of life experience from a variety of domains and sources that illuminate concepts, theories, mindsets, and frameworks of multiple pathways and/or fields of study.	Students are able to make comparisons between their life experiences and academic ideas encountered inside and outside the classroom. Students exhibit the ability to distinguish elements of similarity and difference between ideas and life experiences, as well as to recognize and acknowledge perspectives that are different from their own.	Students are able to identify and describe connections between their life experiences and academic ideas they are encountering inside and outside the classroom that they perceive to be consistent with their own ideas and interests.	Students are not making any connections to their experiences.
<b>2 - Connections to Discipline and across Disciplines</b>	Students are able to creatively synthesize, draw conclusions, and evaluate remaining unanswered questions (demonstrate curiosity) by integrating examples, concepts, and theories from multiple fields of study or perspectives.	Students are able to independently make connections between examples, facts, or theories from more than one field of study or perspective. In doing so, students also exhibit the ability to differentiate and evaluate the merits of potentially contradictory perspectives.	When prompted students are able to make connections between examples, facts, or theories from more than one field of study or perspective.	When prompted, students are able to recall and provide examples, facts, or theories from more than one field of study or perspective.	Students are not making any connections to or across disciplines.
<b>3 - Transfer</b>	Students are able to reframe and adapt skills, ideas, and methodologies gained in other situations to a new situation in a way that solves a complex problem or issue in an independent and innovative way.	Students are able to adapt and apply skills learned in other situations to solving problems and exploring unanswered questions or issues encountered in a new situation.	Students are able to apply skills learned in one situation to contribute to a better understanding of problems or issues encountered in a new situation.	Students are able to draw upon and use, in a rudimentary way, skills and abilities learned in one situation within a new situation.	Students are not using any previous knowledge or skills in new situations or experiences.
<b>4 - Integrated Contextual Communication *</b>	Students can adapt forms of communication to transform context.	Students can evaluate their communication to respond to context.	Students can analyze context to support their communication.	Students can explain the relationship between communication and context.	Students cannot explain the relationship between communication and context.
<b>5 - Reflection and Self-Assessment</b>	Students are able to envision a future self (considering plans), building upon past experiences, both successes and failures, that have occurred across multiple and diverse contexts.	Students are able to assess changes in their abilities and mindsets over time, and recognize the role of complex contextual factors, such as dealing with ambiguity, risk, frustration, and ethical challenges.	Students are aware of and able to articulate their strengths and weaknesses within a given performance or assignment in a way that increases their effectiveness in different contexts.	Students are able to reflect on own performances noting elements of success and failure and areas of potential growth.	Students do not demonstrate any reflection or self-assessment.

\* By context, we mean the culture, environment, audience, exigence, affordances, and constraints for communication. We have a broad definition of communication that highlights the oral, textual, visual, and embodied inscription of information for an audience. At the capstone level, we argue that students should know that context shapes communication and communication shapes context and be able to analyze context and evaluate their communication to adapt what they know about communication to truly impact context.

*Mapping Learning Outcomes (LOs) with Assessments – Worksheet*

Please note that you can have one or multiple sub-tasks or tasks within a signature work project or experience to assess all of the Integrative Learning (IL) LOs and or relevant accreditation learning outcomes. This table asks that faculty provide a detailed representation of aligned activity, tasks, and assessment. [An identical worksheet appears at the end of the Signature Work Learning Design Template.]

ELO/Accreditation	Learning Activity		Assessment Criteria	
Identify the Integrative Learning LOs (and accreditation LOs if applicable) that align with the SW experience	Signature Work Type (e.g., paper, reflection, project, portfolio, performance, research, internship, case study, poster presentation, exhibition, etc.)	Specific sub-task description (i.e., purpose, a synopsis, and expectations for students)	Specific sub-task assessment measures (i.e., How will you assess the learning tasks and SW experience?)	How do the SW subtasks align with the corresponding ELO?