**Signature Work Learning Design Template**

**Major:**

**Course:**

**A. Situational Factors**

Specifics of Context:

Learners:

Instructors:

Accreditation:

Focus:

**B. Existing Learning Outcomes**

(List your current course learning outcomes as a starting point—many of these may be rewritten to meet the SW learning outcomes.)

**C. Signature Work**

***Signature Work*** is a student-defined project in which students apply their cumulative learning in **authentic** ways around a relevant societal problem. Across at least one semester, students' projects express insights and learning gained from the inquiry and demonstrate the skills and knowledge they acquire. Program requirements should ensure that students can demonstrate the Essential Learning Outcomes (ELOs) in this culminating Signature Work course or experience. Signature Work projects and experiences should take an authentic learning approach and be a culminating authentic learning task.

--Gaston, P. General Education Transformed. AAC&U 2015, 6.

*Authentic Task Approach to Signature Work*

The AAC&U developed the VALUE Rubrics, including Integrative Learning Rubric, and Signature Work and other recommendations from research into learning and pedagogies, including scaffolded learning, expert/novice research, Problem-based Learning, Experiential Learning, and authentic learning. AAC&U subsequently brought us High Impact Practices, Guided Learning Paths and Guided Education Maps and Markers (GEMs). At the heart of all these approaches is authentic learning based in authentic tasks. As we approach the design of courses or experiences to meet our essential learning outcomes (ELOs are listed in section D below), these characteristics of authentic tasks will guide us in building a Signature Work requirement be in each of our programs:

*1. Authentic Tasks are tasks that resemble as much as possible the tasks that students will practice in settings after graduation (as practitioners rather than as students "doing school"), EL0-1, EL0-2;*

*2. Students engaged in authentic tasks will draw upon prior knowledge and perhaps acquire new knowledge and then apply knowledge and skills in new ways, EL0-2, EL0-3;*

*3. Students engaged in authentic tasks may also synthesize or create new knowledge as they explore resolutions for real-world situations or real-world problems, EL0-2, EL0-3;*

*4. Higher level authentic tasks tend to be ill-defined, "wicked problems" that require multiple perspectives or domains of knowledge to resolve; they provide opportunities for collaboration, integration of disciplinary knowledge, provide competing, diverse solutions/resolutions, and reflection, EL0-2, EL0-3, EL0-5.*

*5. Authentic tasks most often are longer, project length learning activities that result in a finished (polished) product-a product that a post-graduate practitioner or professional would likely produce. EL0-4, EL0-5.*

**Describe the signature work students will complete in this course or experience: [refer to “Supplementary Resources” for assistance.]**

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

**D. Essential Learning Outcomes (ELO)**

To assess students’ learning and preparation, the signature work activity and final product should be assessed for the essential learning outcomes. For each ELO below, describe the learning outcome and its corresponding assessment activity. The learning outcomes (LOs) should be course and/or program-based and field specific. The LOs also should be observable/measurable and include appropriate-level Bloom’s Revised Taxonomy action verbs. The same LOs should be reflected in the corresponding rubric for the assessment activity. (See full descriptions in Integrative Learning rubric.)

**EL0-1 Connections to Experience**

Students will connect relevant experience and academic knowledge in a way that deepens understanding and broadens points of view.

**EL0-2 Connections to Discipline and Across Disciplines**

Students will make connections across disciplines and perspectives by integrating examples, concepts, and theories from multiple fields of study or perspectives.

**EL0-3 Transfer**

Students will 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.

**EL0-4 Integrated Contextual Communication**  
Students can adapt forms of communication to transform context.

**EL0-5 Reflection and Self-Assessment**

Students will design a future self, building upon past experiences, both successes and failures, that have occurred across multiple and diverse contexts.

**E. Accreditation or Other Learning Outcomes, if applicable**

To assess students learning and preparation, the signature work activity and final product should be assessed for the following learning outcomes. For each LO below, indicate where and how the learning will be assessed.

LO1 Accreditation/Other Requirement

*Description*

LO2 Accreditation/Other Requirement

*Description*

LO3 Accreditation/Other Requirement

*Description*

O4 Accreditation/Other Requirement

*Description*

LO5 Accreditation/Other Requirement

*Description*

***Mapping Learning Outcomes to Assessment – Worksheet***

Use this worksheet to map learning outcomes to activity to assessment criteria. Emphasize learning activities and assessments that are authentic and that can demonstrate learning in linked assessments. Use sections D and E above to link learning outcomes, activity and assessment. Using the BGSU Bloom Alignment Table will facilitate alignment of learning activity and use of measurable assessments. 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.

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| --- | --- | --- | --- | --- |
| **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?** |
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