Step 1. Worksheet

SITUATIONAL FACTORS TO CONSIDER

1. **Specific Context of the Teaching/Learning Situation**
   How many students are in the class? Is the course lower division, upper division, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, or in a classroom or lab? What physical elements of the learning environment will affect the class?

2. **General Context of the Learning Situation**
   What learning expectations are placed on this course or curriculum by: the university, college and/or department? the profession? society?

3. **Nature of the Subject**
   Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?

4. **Characteristics of the Learners**
   What is the life situation of the learners (e.g., working, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals, expectations, and preferred learning styles?

5. **Characteristics of the Teacher**
   What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?
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Worksheet 2: Learning Goals

What would I like the impact of this course to be on students? What would you like students to remember/take away 2-3 years after the course is over?

What would distinguish students who have taken this course from students who have not?

Creating
Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Evaluating
Making judgments based on criteria and standards through checking and critiquing.
Analyzing
Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure.

Applying
Carrying out or using a procedure through executing, or implementing.

Understanding
Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Remembering
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
Step 3. Worksheet

**Procedures for Educative Assessment**

1. **Forward-Looking Assessment**  Formulate one or two ideas for forward-looking assessment. Identify a situation in which students are likely to use what they have learned, and try to replicate that situation with a question, problem, or issue.

2. **Criteria & Standards**  Select one of your main learning goals, and identify at least two criteria that would distinguish exceptional achievement from poor performance. Then write two or three levels of standards for each of these criteria.

3. **Self-Assessment**  What opportunities can you create for students to engage in self-assessment of their performance?

4. **“FIDeLity” Feedback**  What procedures can you develop that will allow you to give students feedback that is:
   - **F**requent
   - **I**mmediate
   - **D**iscriminating, i.e., based on clear criteria and standards
   - **L**ovingly delivered
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Worksheet 4: Teaching and Learning Activities

Identify some learning activities to add to your course that will give students a “Doing” or “Observing” Experience. What “Rich Learning Experiences” are appropriate for your course?

What kinds of Reflective Dialogue can you incorporate into your course?

Other than lectures, what ways can you identify to cause students to get their initial exposure to subject matter and ideas (preferably outside of class)?
## Worksheet 1

### Worksheet for Designing a Course

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<tr>
<th>Learning Goals for Course:</th>
<th>Ways of Assessing This Kind of Learning:</th>
<th>Actual Teaching-Learning Activities:</th>
<th>Helpful Resources: (e.g., people, things)</th>
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