

WORKSHEET #4: DECISIONS ABOUT CONTENT AND ORGANIZATION

The issue that is often most difficult for instructors to grapple with is, “What topics do I cover?” (and, by implication, what topics get left out). Without criteria to determine which topics are most important, you run the risk of including *everything* in the course syllabus, and the semester becomes a horse race to see if all the topics can be covered before the semester ends. This worksheet asks you to list all possible topics, and to ask each one to justify its existence on the syllabus: If a topic doesn’t meet a learning goal you have identified, it can safely be eliminated without harm to the students.

Step 1: List all possible topics to be covered during the semester

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Step 2: List goals for the course from Worksheet #2

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For example:

Step 3: List topics that meet learning goals in the order in which they should be presented

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| 12. |

WORKSHEET #5: DECISIONS ABOUT PEDAGOGY & TECHNOLOGY

Decisions about the pedagogy you choose (lecture, discussions, demonstrations, hands-on activities, etc.) as well as the technology that will support that pedagogy (blackboards, overheads, PowerPoint presentations, etc.) should be made based on your learning objectives and your own instructional style. Using the analysis of these two variables that you have done, decide what kind of pedagogical methods and technologies you will use throughout the semester.

Step 1: Review the strengths of your instructional style, including your comfort level with different technologies

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Step 2: Review your learning objectives



| Topic Number* | Pedagogy | Technology |
|---------------|----------|------------|
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For example:

*Refer to list of topics from Worksheet #4. You may decide to use the same pedagogy and technology for any number of topics.

WORKSHEET #6: FEEDBACK

Teaching is a process that relies upon getting and utilizing feedback. Assignments furnish feedback on student learning both to you and your students. You also need to collect feedback on how the course is progressing and on your performance as an instructor.

| <p style="text-align: center;">Assignments: Feedback on Learning</p> <p>Step 1: Review your learning objectives Step 2: Review student characteristics Step 3: Identify kinds of assignments you will make</p> <p>Readings <input type="checkbox"/> Textbook <input type="checkbox"/> Articles <input type="checkbox"/> Books</p> <p><input type="checkbox"/> Problem sets <input type="checkbox"/> Quizzes <input type="checkbox"/> Papers or reports <input type="checkbox"/> Exams <input type="checkbox"/> Presentations <input type="checkbox"/> Design projects <input type="checkbox"/> Other _____</p> <p>Step 4: Identify how each assignment will reinforce learning (use as many numbers as applicable)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">1. Review material</td> <td style="width: 25%;">2. Memorize material</td> <td style="width: 25%;">3. Learn new material</td> <td style="width: 25%;">4. Practice a skill</td> </tr> <tr> <td>5. Analyze a problem</td> <td>6. Solve a novel problem</td> <td>7. Integrate ideas</td> <td>8. Create something new</td> </tr> </table> <p>Other _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;"><i>Type of Assignment</i></th> <th style="width: 50%; text-align: center;"><i>How It Will Reinforce Learning</i></th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> | 1. Review material | 2. Memorize material | 3. Learn new material | 4. Practice a skill | 5. Analyze a problem | 6. Solve a novel problem | 7. Integrate ideas | 8. Create something new | <i>Type of Assignment</i> | <i>How It Will Reinforce Learning</i> | | | | | | | | | | | | | <p style="text-align: center;">Assessment: Feedback on Course and Instructor</p> <p>Identify the ways in which you will collect feedback on the course and yourself (check all that apply).</p> <p><input type="checkbox"/> Midsemester evaluation <input type="checkbox"/> End-of-the-semester evaluation <input type="checkbox"/> Student committee <input type="checkbox"/> Minute papers <input type="checkbox"/> Student journals <input type="checkbox"/> Meeting with students informally <input type="checkbox"/> Other _____</p> |
|--|---------------------------------------|-----------------------|-------------------------|---------------------|----------------------|--------------------------|--------------------|-------------------------|---------------------------|---------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|---|
| 1. Review material | 2. Memorize material | 3. Learn new material | 4. Practice a skill | | | | | | | | | | | | | | | | | | | | |
| 5. Analyze a problem | 6. Solve a novel problem | 7. Integrate ideas | 8. Create something new | | | | | | | | | | | | | | | | | | | | |
| <i>Type of Assignment</i> | <i>How It Will Reinforce Learning</i> | | | | | | | | | | | | | | | | | | | | | | |
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