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| **Stage 1 – Desired Results**  Stage 1 is where we determine what we want the end results to look like. At the end of stage 1, we have a clear picture of what students should know and be able to do as a result of taking the course. | |
| **Step 1: Established Goals:**  This refers to the broad ideas and themes you would like to address in the course.  Examples:   * From a welding course: “Safely use equipment to perform Gas Metal Arc Welding to produce quality welds.” * From a criminal justice course: “Introduce students to the fundamentals of police, correction, and courts with a focus on justice, duty, ethics, and societal issues.” * From a surgical technology capstone course: “Prepare for the CST exam, complete a practice exam as well as sit for the certification exam, adequately prepare STC students for the CST exam.” | |
| **Step 2: Major Topics:**  Major Topics are the important concepts that shape the course. They are timeless, so if we revisited them five years from now, they would still hold true. In this step, we brainstorm concepts about specific understandings a student needs to learn, in order to be successful in the course and in the world. These are the concepts and ideas we want students to take away from the course.  Characteristics of Major Topics:   * Core to the subject * Establish learning priorities * Hold together the related content * Broad and abstract * One or two words * Universal in application * Timeless * Uncover meaning or value   Steps in Creating Major Topics:   1. Brainstorm a list of possible ideas. Don’t worry if they aren’t perfect; first, concentrate on getting a good list of ideas together. Review and group ideas around those that seem to be the most important of the Major Topics. Looking for just a few Major Topics: usually 3-7. 2. Check that the Major Topics meet the “Characteristics of Major Topics” from the list above. 3. Everyone agrees that these are the Major Topics for the course.   Examples:   * From a criminal justice course: Justice, Duty, Ethics, Societal Issues * From a game software design course: Art Production, Game Programming * From an economics course: Market System, Theories, Role of Government | **Step 3: Essential Questions:**  Essential Questions are questions that foster inquiry, understanding, and transfer of learning related to the Major Topics. These are open-ended, thought-provoking questions. Students might disagree on the answers, and there might be more than one possible answer.  Characteristics of Essential Questions:   * Broad in scope and timeless in nature * Perpetually arguable * Genuine and relevant to the Major Topics and core content * Provoke deep thought, lively discussion, and the need to ask more questions * Requires students to support their ideas and justify their answers. * “How” and “Why” questions are usually good questions because they lead to in-depth answers   Steps in Writing Essential Questions:   1. Brainstorm possible questions. Write down all suggestions and review them later. 2. Review the questions. Determine which lead back to the Major Topics. Make sure questions are open ended. Make sure each Major Topic is covered by at least one Essential Question. 3. Review against Essential Questions Characteristics. 4. Everyone agrees to the Essential Questions. 5. 4 – 6 questions is a good amount.   Examples:   * From an economics course: “How does the economy affect our world, and how does the world affect our economy?” * From a microbiology course: “How can a microorganism be harmless in one situation and pathogenic in another?” * From an introductory computer science course: “What is a computer?” |
| **Step 4: Students will know…Students will be able to do…**  Here you would determine key knowledge and skills students would acquire as a result of this course. You would also determine what they should be able to do as a result of such knowledge.  Steps:   1. Brainstorm ideas of what students should know or be able to do when they have finished the course. Don’t worry about Bloom’s verbs (or exact wording) at this point: word-smithing can occur after all items have been decided. 2. Determine which items directly relate to the Major Topics and Essential Questions. Ensure that all Major Topics and Essential Questions are thoroughly addressed. 3. Everyone agrees these ideas and skills are what students must know and be able to do.   Examples:   * From a criminal justice course: “Know the laws, rules, regulations, and policies pertaining to evidence collection and Chain of Custody.” * From a math class: “Solve real-world problems.” * From an introductory accounting course: “Know governing bodies of the accounting profession.” | |
| **Course Learning Outcomes (CLOs)**:  Course Learning Outcomes (CLOs) are refined from what has been determined that students will know and be able to do (Step 4). They should relate directly to the Major Topics and begin with verbs from Bloom’s Taxonomy.  Example:   * CLO from a criminal justice course: “Examine the laws, rules, regulations, and policies pertaining to evidence collection and Chain of Custody.” | **Supporting Objectives (SOs)**: *(Optional)*  Supporting Objectives (SOs) are the smaller objectives students will need to complete in order to achieve the CLOs and begin with verbs from Bloom’s Taxonomy. These generally become what some faculty refer to as weekly objectives.  Example:     * CLO with SOs from a criminal justice course:   CLO: “Examine the laws, rules, regulations, and policies pertaining to evidence collection and Chain of Custody.”  SOs:   1. “Apply the laws, rules, regulations, and policies of evidence collection.” 2. “Determine the laws, rules, regulations, and policies that affect the steps in the chain of custody for different types of evidence and procedures.” |
| **The Difference Between Course Learning Outcomes (CLOs) and Supporting Objectives (SOs):**  Course Learning Outcomes (CLOs) are the larger outcomes students should achieve in order to show learning in the course. The CLOs should lead directly back to the Major Topics, so that if students achieve the CLOs they have shown an ability to work with the Major Topics of the course. The CLO above, for example, is one of two CLOs for that course, and relates directly to one of the two Major Topics for the course.  Supporting Objectives (SOs) are the smaller steps students must achieve in order to meet the CLOs. The SOs above, for example, are the steps a student would need to fulfill in order to achieve the CLO (Examine the laws, rules, regulations and policies pertaining to evidence collection and Chain of Custody). | |
| **Stage 2 – Assessment Evidence**  Stage 2 tells us how we will know if students have achieved the outcomes of the course, and to what degree. Performance Tasks are the main evidence we use and Other Evidence are the additional pieces of information that help us get an even clearer picture of what the students know or can do. | |
| **Step 1: Authentic Performance Tasks and Other Evidence:**  Here you identify the evidence you will need to determine if students have achieved the desired results specified in Stage 1. The most useful forms of evidence require students to exhibit their understanding through authentic performance tasks. These could take the form of scenarios, role-plays, simulations, and so on. Traditional tests might still be appropriate here as long as the test items reflect authentic situations. For instance, test items might require students to respond to questions about a scenario that reflects an authentic situation. In situations where students could potentially sit for licensure exams, tests with similar structure to those exams would actually be authentic assessments.  Characteristics of Authentic Performance Tasks:   * Real-world * Provides specific evidence that students have achieved the CLOs/SOs * Usually results in tangible product or observable performance * Grading Rubrics are used as a tool for consistent measurement when grading products and performances. * Pay special attention to the level of Bloom’s verbiage in the CLO and SO. For example, if the CLO asks for students to “create” or “synthesize” something, then the assessment should be very in-depth to fully meet the CLO; whereas a CLO that asks students to “recognize” something will have a much simpler assessment.   Note: Other Evidence includes traditional exams, tests, and quizzes with standard multiple-choice, matching, true/false, and fill in the blank questions. | |
| **Stage 3 – Learning Experiences**  Stage 3 incorporates all of the learning experiences that will help students successfully complete the assessments. This is about teaching and learning in the classroom. This stage is where learner-centered instructional strategies come into play. | |
| **Step 1: Learning Activities:**  Examples:   * Readings * Assignments * Formative assessments * Labs * Group work * Learner centered strategies * Practice/application * Media to support learning | |