

**Design and Development Worksheet**

measurable learning objectives: WHAT WILL SUCCESS LOOK LIKE?

While you may already have some ideas about the learning objectives and structure for your course, in this worksheet, we would like you to engage in some backwards design. Use this worksheet for one specific module or content section of your course. It may be helpful to complete the first two sections electronically, then print this document prior to completing the other sections. Bring this document to your first working session with your instructional designer.

|  |
| --- |
| What do you want students to know when they complete this section of the course? List some observable behaviors, knowledge and skills students would exhibit at the end of a specific module. Add more rows as needed. |
| 1. |
| 2. |
|  |

|  |  |
| --- | --- |
| Against what criteria will you evaluate the behavior, knowledge or skills listed above? List the criteria in the first column for each item. List the guidelines and/or feedback that you will provide to students in the second column. Add more rows as needed. | |
| **Instructor Expectations and Criteria** | **Student Guidelines and/or Feedback** |
| *Rubric*  *Scoring guide*  *Checklist*  *Point system*  *Jury* | *Rubric*  *Audio or video message*  *Peer evaluation/feedback*  *Model assignments*  *Grade with written comments* |
| 1. |  |
| 2. |  |
|  |  |

|  |  |  |
| --- | --- | --- |
| Select the verbs that align with the criteria you outlined above. Note that the lowest level of learning is at the bottom of the table. Enter the number(s) for the criteria from the page above that you are aligning with the verb(s). | | |
|  | **Cognitive Domain Verbs** | **Aligned Criteria** |
| **Create** | Arrange Budget Categorize Code Combine Compile Compare Construct Create Cultivate Depict Design Develop Devise Discuss Enhance Explain Facilitate Formulate Generate Hypothesize Improve Incorporate Integrate Model Modify Network Plan Portray Prepare Prescribe Produce Program Refer Relate Reorganize Report Revise Schematize Summarize Support Write |  |
| **Evaluate** | Appraise Argue Assess Choose Conclude Contrast Critique DefendDetermineDiscriminateEstimate Evaluate Interpret Judge Justify Measure PredictRank Rate Recommend SelectSupport Test Validate Value |  |
| **Analyze** | Analyze Audit Characterize Choose Classify Confirm Compare Correlate Criticize Deduce Detect Diagnose Diagram DifferentiateDistinguishDocument Experiment Explore Group IdentifyIllustrateInventory Investigate Lay out Manage Order Organize Outline Prioritize Proofread Separate Trace Transform |  |
| **Apply** | Adapt Allocate Apply Assign Calculate Change Complete ComputeCustomize Demonstrate Depreciate Derive ExpressFactor Figure Format Graph Personalize Plot Practice Price Process Project Provide Sequence Schedule Show Simulate Sketch Solve Specify Tabulate Translate Use |  |
| **Understand** | Add Approximate Articulate Associate ClarifyConvert Demonstrate Describe Detail Elaborate Example Extrapolate Interact Locate Observe Paraphrase RecognizeRestate Review |  |
| **Remember** | Cite Define Enumerate Index Indicate Label List Match Meet Memorize Name Read Recall Recite Record State Study |  |

Reference:

<http://www.wids.org>

|  |  |  |
| --- | --- | --- |
| The following verbs and example activities are aligned with measures for assessing student learning. Use this table as a reference for selecting activities for the module. | | |
| **Bloom’s Verbs** | **Examples of Activities** | **How to Measure** |
| **Create** *generate*  *plan*  *produce* | *A range of activities that require students to develop something new. These might include:* research projects, presentations, essays, business plans, website designs, prototyping | Scoring guide, rubrics, scored by instructor, juries, external clients, employers, internship supervisor, etc. |
| **Evaluate** *check*  *critique* | *A range of activities that require students to test, monitor, judge or critique readings, performances, or products against established criteria or standards.  These might include:* journals, diaries, critiques, problem sets, product reviews, case studies | Scoring guide, rubrics, scored by instructor, juries, external clients, employers, internship supervisor, etc. |
| **Analyze** *differentiate*  *organize*  *attribute* | *Activities that require students to discriminate or select relevant from irrelevant parts, determine how elements function together, or determine bias, values or underlying intent in presented materials. These might include:* case studies, critiques, labs, papers, projects, debates, concept maps | Scoring guide, rubrics, scored by instructor, juries, external clients, employers, internship supervisor, etc. |
| **Apply** *execute*  *implement* | *Activities that require students to use procedures to solve or complete familiar or unfamiliar tasks; may also require students to determine which procedure(s) are most appropriate for a given task.  These might include:* problem sets, presentations, labs, prototyping, simulations | Scoring guide, accuracy scores, check lists, rubrics |
| **Understand** *interpret*  *exemplify*  *classify*  *summarize*  *infer*  *compare*  *explain* | *Activities that require students to summarize readings, compare and/or contrast two or more theories, classify or categorize, find or identify examples or illustrations of a concept or principle. These might include:* papers, oral/written exam questions, problems, class discussions, concept maps, homework assignments | Scoring guide, rubrics |
| **Remember** *recall*  *recognize* | *Objective test items that require students to recall or recognize information* | Accuracy |

References:

<http://www.cmu.edu/teaching/designteach/design/assessments.html>

<http://www.cmu.edu/teaching/designteach/teach/rubrics.html>

|  |  |  |  |
| --- | --- | --- | --- |
| Now it is time to assemble the module: select the activities, write learning objectives incorporating the verbs from above, identify supporting materials and consider potential tools. | | | |
| **Activity** | **Learning Objective** | **Supporting Materials** | **Potential Tools** |
| *Online debate* | *Given a scenario, students will discriminate between two courses of action and propose an alternative solution in an online debate.* | *Textbook reading*  *Video lecture*  *YouTube video*  *News article* | *Discussion board*  *Video meeting* |
|  |  |  |  |