2020

All Planning Worksheets



# Student Learning Outcomes Worksheet

This worksheet can help you identify the learning outcomes for your course that will serve as a “north star” - both for you in designing/teaching your course, *and* for your students as they play an active role in their own learning. Use this worksheet to:

1. Articulate the long-term impact you hope your course will have on students – that is, the “Big Dream” for your course (p. 1)
2. Identify what students would need to learn in order for this Big Dream to be achieved - that is, the learning outcomes for your course (p. 2 – 5)
3. Craft your learning outcomes with meaning, measurement, and maps as guideposts for your course (p. 6)
4. **Articulate the long-term impact you hope your course will have on students – that is, the “Big Dream” for your course (Fink 2013).** Before listing the kinds of things you hope students will learn in your course, it can be helpful to articulate the *long-term impact* you hope your course will have on students. Spend some time reflecting on each of the following prompts, and write your answers in the space provided, culminating with your articulation of your Big Dream for your course.

*Five years after this course is over, what do you hope your students will still carry with them?*

*What would you want to be true about students who took your course that is not true of other people?*

*Imagine that, years from now, someone asked one of your students how they were impacted by taking your course. What would you love that student to say?*

After this course is over,

my Big Dream is that students will...

1. **Identify what students would need to learn in order for this Big Dream to be achieved - that is, the learning outcomes for your course.** There are several different taxonomies/frameworks that can support you in doing this. One that is particularly applicable in higher education is Dee Fink’s Taxonomy of Significant Learning (Fink, 2013), which identifies six categories of learning that lead to lasting impact on student’s lives:

![A screenshot of a cell phone

Description automatically generated]()

Taxonomy of Significant Learning (Fink, 2013)

It is important to note that outcomes in different categories of Fink’s Taxonomy reinforce each other. For example, if students learn to use their content knowledge to identify creative solutions to challenging problems (**Application**), that will enhance their understanding of the content (**Foundational Knowledge**). Or, if they are able to make connections between what they are learning in your course and other realms of their life (**Integration**), they may become more interested in, and value, what they are learning (**Caring**).

**Ideally, you will up with a list of 6 to 8 significant learning outcomes for your course (though depending on what you teach, you may have fewer or may have more).** You may not have outcomes in *all* of the categories represented in the Taxonomy above, or you may choose not to use the Taxonomy at all. Regardless,

1. You can use the prompts on the next two pages to brainstorm *possible* learning outcomes, using this Taxonomy (if you find it useful), *then* …
2. Write down roughly 6 to 8 most important learning goals (if you already have some learning outcomes in mind, you can skip directly to this step on p. 5 of this worksheet)
3. **Questions to Consider in Brainstorming Potential Learning Goals[[1]](#footnote-1)** *(if you already know your most important learning goals, feel free to skip to p. 5)*

**Application Goals**

* What do you hope students will be able to *do* with what they learn? Might include things like manage complex projects, work effectively in teams, create a strategic plan, negotiate an agreement, etc.
* What ways/kinds of thinking are important for students to learn? Could consider expert “ways of thinking” in your discipline, as well as more general ways/kinds of thinking. Might include aspects of:
  + Critical thinking, in which students analyze and evaluate
  + Creative thinking, in which students imagine and create
  + Practical thinking, in which student reason about/solve problems and make decisions
* What important skills do students need to gain?

**Foundational Knowledge Goals**

* What key information (e.g., facts, terms, formulas, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future?
* What key ideas (or perspectives) are important for students to understand in this course?
* What “threshold concepts” are there in your field that, once understood, will transform the way in which students think about/approach your subject matter?
* What are the “essential understandings” for your discipline?

**Integration Goals**

* What connections (similarities and interactions) should students recognize and make …
  + Among ideas *within* this course?
  + Among the information, ideas, and perspectives in this course and those in other courses or areas?
  + Among material in this course and the students’ own personal, social, and/or work life?

**Human Dimension Goals**

* What could or should students learn about themselves?
* What could or should students learn about understanding others and/or interacting with them?

**Caring Goals**

* What changes/values do you hope students will adopt? What feelings? Interests? Values?

**“Learning How to Learn” Goals**

* What would you like for students to learn about:
  + How to be good students in a course like this?
  + How to learn about this particular subject?
  + How to become a self-directed learner of this subject, i.e., having a learning agenda for what they need/want to learn, and a *plan* for learning it?

1. Given all that students might learn in your course, what are *roughly* 6 to 8 significant learning outcomes that you want *all* students to come away with, and that you will use to guide the design of your course? Please note these in the space below.

***Note:*** *It’s OK if you have less than 6 or more than 8 outcomes – the key is that you have a number of outcomes that is manageable and possible to design around – remember, these are the north star for you and your students!*

***Also note****: Don’t worry yet about how you are wording these – the point here is just to just hone in on what you care about most - you will work on wording in the next step!*

My *draft* learning outcomes:

1. Now that you have experimented with big dreams and significant learning outcomes, we encourage you to **refine your student learning outcomes using three M’s as guideposts:** 
   1. **Meaningful**: How can you strengthen your *draft* outcomes to convey purpose, meaning, and inspiration for you *and* for your students?
   2. **Measurable**: How will you know whether students are moving toward these outcomes? What cues will you seek from assignments and activities to help you explore whether/how students are progressing toward these outcomes?
   3. **Maps**: If you prefer structure, consider completing this sentence stem using the ABCD method as a map for articulating your outcomes:

**\*A**udience: To whom does the outcome pertain? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*B**ehavior: What do you expect the audience to know/think/value/be able to do? \_\_\_\_\_\_\_\_\_\_\_

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**\*C**ondition: When will this occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*D**egree: How much will be accomplished and to what level? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example from Hogwarts: Defense Against the Dark Arts students (**A**udience) will be able to cast Expecto Patronum spells (**B**ehavior) at the end of the Fall 2020 quarter (**C**ondition) so that dementors disappear for a minimum of 60 minutes (**D**egree).

* 1. **More Maps**: If the course you teach is required for a particular major, consider going the extra mile by aligning one or more learning outcomes at the course-level with learning outcomes at the program-level. *How* and *what* you assess for a learning outcome can be catapulted to the program assessment level!

Use this space to continue honing your learning outcomes with the three M’s as guideposts:

**References:**

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

# Pivot-Ready Alignment Table

| **Major Course Learning Outcomes/**  **Desired Results** | **Evidence of Learning/**  **Assessment** | **Learning Activities** | **Options in Other Modalities** |
| --- | --- | --- | --- |
| “What do I hope that students will have learned, that will still be there and have value, several years after the course is over?” ​ | “What would the students have to do to convince me – and themselves – that they had achieved those learning goals?” ​ | *“What would students need to do during the course to be able to do well on these assessment activities?” ​* | *“What might be some alternatives for these learning activities in the online synchronous or online asynchronous environments?”* |
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# Hybrid Alignment Table

| **Major Course Learning Outcomes/**  **Desired Results** | **Evidence of Learning/**  **Assessment** | | **Learning Activities** | |
| --- | --- | --- | --- | --- |
| “What do I hope that students will have learned, that will still be there and have value, several years after the course is over?” ​ | “What would the students have to do to convince me – and themselves – that they had achieved those learning goals?” ​ | | *“What would students need to do during the course to be able to do well on these assessment activities?” ​* | |
| **Assessment Description** | **Online, F2F, or Other?** | **Activity Description** | **Online , F2F, or Other** |
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# HyFlex Alignment Table

| **Major Course Learning Outcomes/**  **Desired Results** | **Evidence of Learning/**  **Assessment** | | | **Learning Activities** | | |
| --- | --- | --- | --- | --- | --- | --- |
| “What do I hope that students will have learned, that will still be there and have value, several years after the course is over?” ​ | “What would the students have to do to convince me – and themselves – that they had achieved those learning goals?” ​ | | | *“What would students need to do during the course to be able to do well on these assessment activities?” ​* | | |
| **All Students** | **F2F Students** | **Online-Only Students** | **All Students** | **F2F Students** | **Online-Only Students** |
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# Online Alignment Table

| **Major Course Learning Outcomes/**  **Desired Results** | **Evidence of Learning/**  **Assessment** | **Learning Activities** |
| --- | --- | --- |
| “What do I hope that students will have learned, that will still be there and have value, several years after the course is over?” ​ | “What would the students have to do to convince me – and themselves – that they had achieved those learning goals?” ​ | *“What would students need to do during the course to be able to do well on these assessment activities?” ​* |
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# Course Time Planning Worksheet

Ways to Meet the Instructional Time Worksheet

This worksheet summarizes a few of the most popular Canvas tools and how to adjust the time each takes when students complete them in an online format. Below is a worksheet that will help you make choices and adjustments to best meet your pedagogical objectives.

**Example: English 1000: Creative Writing -4-credit course**

* 110 minutes twice a week = 220 minutes per week x 10 weeks = 2200 minutes
* 10% of class time will be used for logistics such as sharing the Zoom screen, moving students to breakout rooms, technical difficulties, etc.
* 2200 x 10% = 220 leaves 2000 minutes of class time

|  |  |  |
| --- | --- | --- |
| **Activity** | **# of minutes x how many times per quarter** | **Total minutes** |
| **Prior to class – asynchronous** | | |
| Preview a PowerPoint before class - 5 weeks | 60 x 5 | 300 |
| Watch a video prior to class  3 per quarter | 100 x 3 | 300 |
| **In-class – synchronous** | | |
| Lecture 20 minutes at the beginning & 20 minutes at the end ending | 20 x 2 | 400 |
| In-class Discussion | 20 | 200 |
| **After class – asynchronous** | | |
| Canvas Discussion  6 posts per quarter (30 minutes each)  6 responses (60 minutes to read, write, & post response) | 30 x 6  60 x 6 | 180  360 |
| Reading Quiz in Canvas  3 questions with short written answers  7 weeks | 30 x 7 | 210 |
| Midterm | 90 | 90 |
| Final exam or presentations | 90 | 90 |
|  |  | **2130** |

**Designing Your Course**

**Course name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Minutes per class \_\_\_\_\_\_\_\_\_ x classes per week\_\_\_\_\_\_\_\_\_\_\_10 weeks = minutes
* 10% of class time will be used for logistics such as sharing the Zoom screen, moving students to breakout rooms, technical difficulties, etc.
* Total number of minutes x 10% = \_\_\_\_\_\_\_\_
* Total number of minutes - \_\_\_\_\_\_\_\_\_\_\_\_(10%) = \_\_\_\_\_\_\_\_\_\_\_\_ class minutes

|  |  |  |
| --- | --- | --- |
| **Activity** | **# of minutes x how many times per quarter** | **Total minutes** |
| **Prior to class – asynchronous** | | |
|  |  |  |
|  |  |  |
| **In-class – synchronous** | | |
| Lecture |  |  |
| In-class Discussion or Activity |  |  |
| **After class – asynchronous** | | |
|  |  |  |
|  |  |  |
| Midterm |  |  |
| Final exam or presentations |  |  |
| Total |  |  |

**Time Allotment for Asynchronous Course Activities**

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| --- | --- |
| **One Discussion Post**  Posts are approximately 250 words responding to a specific prompt from the instructor. | The original post should take 30 minutes to construct, edit and upload. |
| **Multiple Discussion Posts in Discussion Threads** | When students are asked to respond to previous posts by their peers, the time to respond is considered to take 60 minutes. This is because students need time to read the previous posts, construct a response and upload it. If students are asked to respond to 2 posts, then this constitutes 120 minutes of class time. |
| **Videos**  It is best for students to watch videos outside of class. The time to watch a video can be considered class time or homework. | If the video counts toward class time, then the length of the video is the number of minutes of class time. For example, a 90-minute video is 90 minutes of class time. |
| **Reviewing PowerPoint** | If students are asked to review a PowerPoint and take notes before class, this constitutes 60 minutes of class time. |
| **Quizzes and Tests** | In-class quizzes and test tend to take between 30 and 120 minutes. Offline quizzes and test constitute the same number of minutes. |
| **Peer-review** | Peer review constitutes 120 minutes of class time. |
| **Reflection** | Each reflective exercise is considered to be 60 minutes of class. |

# Inclusive Teaching Checklist

Inclusive teaching practices are student-centered approaches to teaching and learning that engage the wealth of intersecting social identities and positionalities that all students bring to the classroom. (Iturbe-LaGrave, 2018). Here is a checklist to help you start fostering a learning environment that builds and sustains a community that embraces all students and funds of knowledge:

|  |  |  |
| --- | --- | --- |
| ORGANIZE  *Your course is a learning community. You and all your students bring a wealth of experience, knowledge, history, ability, and identities. Just as you have content modules, there must be a module dedicated to what it means to be a part of your course.* | * Create an “About our Learning Community” Canvas module * Divide into the following sections and see specific examples for each throughout this worksheet:  1. *Who we are:* faculty & student biographies. 2. *Communication:* sample listening, speaking and discussion ground rules. Be sure to review and discuss these with students, 3. *Showing up:* norms of collaborative work,Zoom and online learning etiquette. 4. *Difficult Conversations:* “How are you feeling” exercise, and Critical Incident Questionnaire. 5. *Course Glossary:* key terms and resources to build baseline knowledge necessary to success in the class. 6. *Support:* Basic Needs statement, and menu of campus resources to support students. |  |
| WHO WE ARE: FACULTY BIOGRAPHY  *Aim to humanize yourself and connect to students by sharing your story, blind-spots, educational biography, passions and how this course can help students to understand concrete issues in the world.* | * Who are you? * What is your history? (Jewell & Durand, 2020) * What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020) * What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020) * What was your educational journey like? * What is important to you as a teacher? * How does your discipline /research area help you understand / solve issues in the world? * Why is teaching this content important to you? * How will you support your students? |  |
| WHO WE ARE: STUDENT BIOGRAPHY  *Getting to know your students, and helping them get to know one another is critical to creating community, and fostering respects and trust to share one’s opinions, perspectives, and questions.* | * Who are you? * What is your history? (Jewell & Durand, 2020) * What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020) * What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020) * What has your educational journey been like up to today? * What is important to you as a learner? * What do you hope to take away from this course? * What feels challenging going into this course? * How do you need this learning community to support you? |  |
| COMMUNICATION  From the DU Student Conduct in Online Courses statement:  *Students and instructors are expected to outline their communication preferences and constraints; for example, instructors may specify the turnaround time for email or canvas replies and are not expected to be constantly available.*  *Similarly, assignments should clearly specify due dates and times and late policies. Relatedly, students and instructors should indicate their availability to communicate live (during class times or office hours through zoom or canvas) versus the need to communicate asynchronously (for example due to time zone differences, workspace restrictions, caregiving demands, and/or internet access).*  *Clear and advanced communication should prevent mismatched expectations and support the best learning environment.* | **Sample Discussion Ground Rules:** From Stone Norton, 2008.   * Everyone has the right to be heard. * Be respectful while still being critical. * No name calling. * One person speaks at a time. * Maintain confidentiality. * Hold yourself and each other to high standards of excellence at all times. * Have the humility to recognize that you do not know everything and that everyone can stand to improve. * Recognize that everyone will start from different bases of knowledge. * **What else does our learning community need for you to feel comfortable sharing your thoughts, opinions and questions with the class?** (Iturbe-LaGrave, 2020)  *****Sample Speaking Ground Rules:***** From Caldwell & Frame, 2017.  * Speak from the “I” perspective. Talk about yourself, not others. * Talk about experiences you have had rather than opinions or philosophies. * When conflict arises, express feelings rather than thoughts or opinions. This helps move through conflict to new understanding. * Give feedback offering support and respect. * If you make mistakes, learn from them, and then let them go. * Be honest. Say what you think and how you feel. * Lean into the risk. Get real. Be the one to break it open. * **What else does our learning community need for you to feel comfortable sharing your thoughts, opinions, questions with the class?** (Iturbe-LaGrave, 2020)  *****Sample Listening Ground Rules:***** From Caldwell & Frame, 2017.  * Be fully present. Pay 100 percent attention to the words, the person’s body language, and the energy behind the words. * Maintain absolute silence when someone is speaking. Side conversations or exchanging looks undermines safety. * Accept other’s sharing without judgment. Don’t try to debate, correct, or give advice. Just listen, even if you don’t agree. * Accept yourself and what you feel without judgment. Allow time to process feelings. * Listening is enough. You don’t have to fix anyone. No need to offer solutions. * Listen, listen, and process what you hear before speaking. * If you don’t understand, ask for clarification. “Did I hear that right?” * Treat the candidness of others as a gift and honor their confidentiality. * Accept discomfort as a catalyst for change. * Be comfortable with silence. * **What else does our learning community need for you to feel comfortable in listening to others?** (Iturbe-LaGrave, 2020) |  |
| SHOWING UP  *These Seven Norms of Collaborative Work serve as a starting point for developing guidelines for collaborative group work in and out of the classroom. Note that these have been adapted from*William Baker, Group Dynamics Associates, *by faculty members in the Educational Leadership and Policy Studies Program in the Morgridge College of Education at DU.* | **Norms of Collaborative Work:**   1. **Paraphrasing:** Using a paraphrase starter that is comfortable for you: “So…” or “As you are...” or “You’re thinking,” and following the statement with a paraphrase assists member of the group to hear and understand each other as they formulate decisions. 2. **Pausing:**Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making**.** 3. **Probing:**Using gentle open-ended probes or inquiries such as, “Please say more…” or “Can you tell me more about…” or “Then, are you saying…?” increases clarity and precision of the group’s thinking. 4. **Putting ideas on the table:**Ideas are the heart of meaningful dialogue.  Label the intention of your comments.  For example, you might say, “Here is one idea…” or “One thought I have is…” or “Here is a possible approach,” or “I’m just thinking out loud…” 5. **Paying attention to self and others:**  Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding.  This includes paying attention to learning style when planning for, facilitating and participating in group meetings.  Responding to others in their language forms is one manifestation of this norm. 6. **Presuming positive intentions:**Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs.  Using positive intentions in your speech is one manifestation of this norm. 7. **Pursuing a balance between advocacy and inquiry:**Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assists the group to become a learning organization.   ***University of Denver 2020 Zoom Etiquette Statement:***  Students and instructors may choose to use or refrain from using video on zoom sessions. It is not always possible to include video, though it is appropriate to encourage its use when possible. To protect one’s privacy, many people choose to use an alternate background for zoom versus their real-time background. This is acceptable; however, please keep in mind not all platforms have this feature. Please also select an innocuous and non-offensive background if you choose this option. Illicit, exploitive, or otherwise inappropriate content is prohibited.  All students are expected to abide by the [Student Conduct Policies](https://www.du.edu/studentlife/studentconduct/policies/index.html) associated with the Honor Code regardless of whether students are on-campus or learning remotely through an online learning platform. These relevant Student Conduct Policies are including but not limited to **Impediment** and **Violation of Professional Standards** as defined under ***Academic Integrity*** (A.6. and A.8, respectively), ***Harassment*** (F) ***Interference*** (H), ***Non-compliance*** (I), ***Provocation*** (L) from the Students Rights and Responsibilities Section. Students who violate this policy will be reported to [The Office of Student Rights & Responsibilities](https://www.du.edu/studentlife/studentconduct/index.html) and may be subject to both legal sanctions for violations of copyright law and disciplinary action under *Student Rights & Responsibilities Policies.* |  |
| DIFFICULT CONVERSATIONS | ***“How are you feeling?”:*** From Jewell & Durand, 2020.  “Imagine we’re all traveling along the same lake. We start at the same place and the end goal is the same [*equity, solidarity, justice, being seen, understanding difficult histories, solving complex problems, etc.*] but we have different means and paces to get to where we need to be. Some feel too fast, others not fast enough” (Jewell & Durand, 2020, p. 111).   * How are you feeling? * Where are you in this lake we’re all traveling in? * Do you feel like you’re swimming, paddling in the canoe, or on a speedboat? * Do you want to keep going at this pace? * If you do, how can you support the folx who are moving at a different pace than you? * Do you want to speed up, or slow down? * Is your pace sustainable? * What will happen if you chance pace?   ***Critical Incident Questionnaire:*** From Brookfield, 2005.  Please take about five minutes to respond to the questions below about our class. In the next class I will share the group's responses with all of you. Thanks for taking the time to do this. What you write will help make the class more responsive to your concerns.   * At what moment in class this weekend did you feel most engaged with what was happening? * At what moment in class this weekend were you most distanced from what was happening? * What action that anyone (teacher or student) took this weekend did you find most affirming or helpful? * What action that anyone took this weekend did you find most puzzling or confusing? * What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs). |  |
| COURSE GLOSSARY | * Define critical terminology, concepts, etc. * ***“What do students need to proceed / to succeed?”*** * Post websites or online resources that can help students who may not have an understanding of foundational concepts, theories, terms. * Invite students to share what they don’t know, so you can add it to the glossary. You might also consider inviting students to update it, and provide extra-credit or participation points. |  |
| SUPPORT: resources and syllabus statements. | **Basic Needs**  To assist our students in maintaining their safety, health, and well-being, it is important to identify difficulties as soon as possible. When a student is in distress there are often indicators long before a situation escalates to a crisis. As faculty and staff members, you may be the first to notice signs of distress. The University has many resources available for you to consult with including the [Health and Counseling Center (HCC)](https://www.du.edu/health-and-counseling-center/index.html) and Student Outreach & Support (SOS). It is important that once you notice these signs of distress that you communicate these through the [SOS Referral system](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=99). In addition to making a referral to [SOS Referral](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=99), we also encourage you to have a direct conversation with the student to gather information, express your concern, and share the resources available to the student to support them in navigating this challenging time.  Whether you are able to have a conversation with the student or not, it is critical to always submit a referral of your concern through the [SOS Referral system](https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=99). Please understand that referring not only helps support students but is also documentation that the University activated appropriate protocol to address concerning behavior that may have safety implications for individuals and the campus community. This type of documentation is very important given liability issues. Please see the [red folder](https://www.du.edu/studentlife/studentsupport/media/documents/red-folder-indicator-insert_2019.pdf) in assisting you to recognize and support students in distress  Here is a statement that a professor can include in any syllabus to let students know that they do not have to face these problems alone.  *Any student who faces challenges including but not limited to food insecurities, housing, wellbeing and believes this may affect their performance in the course is*  *urged to contact the Office of Student Outreach and Support (SOS) for resources and support at 303.871.2400 or at* <https://www.du.edu/studentlife/studentsupport> *. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.*  University of Denver Outreach and Support. (2020). *Basic Needs Statement.*  **Mental Health and Wellness:**  As part of the University’s Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC) and My Student Support System (My SSP).  Another helpful campus office is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about yourself and/or one of your peers, you can send a SOS referral.  More information about HCC, MY SSP, and SOS can be found at:   * [Health & Counseling Services](http://www.du.edu/health-and-counseling-center/) * [My SSP 24/7 confidential services for students (Links to an external site.)](https://us.myissp.com/Home/UniversitySearch) * [Student Outreach & Support (SOS) and SOS Referrals](http://www.du.edu/studentlife/studentsupport/)   University of Denver. (2020). *Mental Health and Wellness Statement*.  **Disability and Medical Issues:**  Developed by the Disability Services Program – more information and updates available at the [DSP Faculty & Staff website](https://www.du.edu/studentlife/disability-services/faculty-staff/index.html):  Any participant who feels s/he may need an accommodation based on the impact of a disability should contact us privately to discuss his or her specific needs.  Additionally, please contact the **Disability Services Program** (DSP) located in room 440 of Ruffatto Hall; 1999 E. Evans Ave. to coordinate reasonable accommodations for students with documented disabilities. Phone: 303.871.3241. Information is also available online from the [Disability Services Program website.](https://www.du.edu/studentlife/disability-services/index.html)  **Title IX:**  Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation.  The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. [The Center for Advocacy, Prevention and Empowerment (CAPE)](https://www.du.edu/health-and-counseling-center/cape/index.html) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community.  All services are confidential and free of charge.  For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000and ask to speak to the CAPE advocate on call.  University of Denver Center for Advocacy, Prevention and Empowerment (CAPE). (2020). *Title IX*. Retrieved from <https://otl.du.edu/plan-a-course/teaching-resources/sample-syllabus-statements/> |  |

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# Inclusive Teaching Pre-Reading Questions Checklist

**An engaging and inclusive classroom discussion happens when students have engaged deeply with a text. Assigning critical pre-reading questions before class allows for critical reflection of complex and contentious topics. Consider assigning one question from each category to students; you may choose to ask students for specific examples from the text. The following questions are adapted from Brookfield & Preskill (2005), p. 56:**

|  |  |
| --- | --- |
|  |  |
| Epistemological  Questions | * To what extent does the writing / reading / lyrics seem culturally biased? * To what extent are description and prescription confused in an irresponsible and inaccurate way? Can you provide specific examples? * To what extent are the central insights grounded in documented empirical evidence? * To what extent are the ideas presented an uncritical extension of the paradigm within which the author works? * What can you identify as the author’s context, and why is this important? |
| EXPERIENTIAL QUESTIONS | * How do the metaphors used in the text compare to the metaphors you use to describe your own similar experiences? * How do comparisons / examples in the text relate or differ from your own experiences? * What experiences are omitted from the text that strike you as important? * If the text addresses experiences with which you are familiar, to what extent are these congruent with or contradicted by your own experiences? |
| COMMUNICATIVE QUESTIONS | * To what extent does the text use a form of specialized language that is unjustifiably distant from colloquial language? * To what extent is the text connected to practice / the real world / the present day? * What voices are heard in the text? |
| POLITICAL QUESTIONS | * Whose interests are served by the publication of this text? * What contribution does the text make to the understanding and realization of democratic forms and processes? * To what extent does this text challenge or confirm existing ideologies, values, and structures? |

Brookfield, S., Preskill, S. (2005). *Discussion as a way of teaching: tools and techniques for democratic classrooms* (2nd ed.). Jossey Bass.

# Assessment Worksheet

**Introduction**

Just as doctors deliver treatments in consultation with medical data about patients, educators deliver meaningful learning experiences in consultation with assessment data about students. There are four steps to consider for this assessment worksheet:

**Step 1**

Complete the Student Learning Outcomes worksheet so you articulate the long-term impact you hope your course will have on students: the “Big Dream” for your course! As part of this worksheet, make sure you have identified what students would need to learn in order for this “Big Dream” to be achieved, that is, the student learning outcomes for your course. And last, but certainly not least, consider how to craft the outcomes with the three M’s as guideposts.

**Step 2**

Review the Data Menu (pages 1-2 of this worksheet) below to identify what evidence of learning speaks to you, which of course will depend upon the “Big Dream” for your course.

|  |  |
| --- | --- |
| **Data Menu** | |
| **Pivot Now (Formative Assessment)** | **Purpose** |
| * *Before the Term Begins*: [Stress Test](https://otl.du.edu/mitigating-increasing-inequity-as-we-move-online/) (Leutenegger, 2020) * *End of Class*: [Minute Paper](https://provost.tufts.edu/celt/files/MinutePaper.pdf) (Tufts University Center for the Enhancement of Learning & Teaching) * *End of Class:* [Critical Incident Questionnaire](https://static1.squarespace.com/static/5738a0ccd51cd47f81977fe8/t/5750e567f699bbceac6e97f5/1464919400130/CIQ.pdf) (Brookfield, 2008) * [Midterm Student Feedback](https://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf) (Tollefson, 2005) | These types of data help professors pivot in-the-moment so you can make shifts and changes midstream, instead of waiting for end-of-course evaluations. This type of information helps you make adjustments *in situ* so you respond to students in timely and supportive ways. |

|  |  |
| --- | --- |
| **Pivot in the Future (Summative Assessment)** | **Purpose** |
| * Exams * Observations * Papers * Performances * Portfolios * Presentations * Any other activity or assignment | These types of assignments provide data to help you see how and what students are learning *in relation* to the course student learning outcomes.  Summative assessments help department make curricular adjustments.  If you are teaching a course required for curricula in a major, you are in a “sweet spot” to think about assessment for your course + assessment for your program. Please contact the Director of Academic Assessment to explore how to design assignments that simultaneously support your teaching and program assessment. |

**Step 3**

Let’s take a moment to pause and reflect upon your philosophical approaches to assessment. If this step resonates with you, consider including an explicit statement about assessment in your syllabus. You might decide to adapt the text below, or you might harness these words as an invitation to speak with students about assessment. In this way, students can understand what your intentions are and why you ask them to do certain tasks and activities.

In this class, we will work collaboratively to create space for everybody to learn, regardless of student, teaching apprentice, or professor roles. With its commitment to quality education, the University uses assessment as a tool for professors to design and deliver inclusive learning environments. Some assessments help professors learn how to make teaching pivots in the moment so they can immediately respond to your needs. Other assessments help students learn how to engage more deeply with the course content. Some assessments feel less like completing an assignment or less like taking a test, but seem more like engaging in an activity. Some assessments are graded, other assessments are not graded, but all assessments — whether they are minute papers or exams or responses to a discussion prompt — are designed for robust learning.

**Step 4**

Create a road map (page 3 of this worksheet) that aligns the following content areas inspired by Pitts (2020) and Sponsler (2020). Use this space to experiment with a roadmap for assessment, teaching, and learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Major Course Learning Outcomes/**  **Desired Results** | **Evidence of Learning/**  **Assessment** | **Learning Activities** | **Modalities** |
| See Student Learning Outcomes Sheet | Data Menu  (pp. 1-2 of this worksheet) | See Pivot-Ready Alignment Table | See Pivot-Ready Alignment Table |
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For more information, please contact the

Director of Academic Assessment at [christina.paguyo@du.edu](mailto:christina.paguyo@du.edu).

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1. These questions are adapted from questions in L. Dee Fink’s “Self-Directed Guide to Significant Learning” (https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf) [↑](#footnote-ref-1)