Step 5: Integrating Steps 1 – 4

1. Situational Factors
   a. Assuming you have done a careful, thorough job of reviewing the situational factors, how well are these factors reflected in the decisions you made about learning goals, feedback and assessment, learning activities?

   b. What potential conflicts can you identify that may cause problems?

   c. Are there an disconnects between your beliefs and values, the student characteristics, the specific or general context, or the nature of the subject in relation to the way you propose to run the course?

2. Learning Goals and Feedback & Assessment
   a. How well do your assessment procedures address the full range of learning goals?

   b. Is the feedback giving students information about *all* the learning goals?

   c. Do the learning goals include helping the students learn how to assess their own performance?

3. Learning Goals and Teaching/Learning Activities
   a. Do the learning activities effectively support all our learning goals?

   b. Are there extraneous activities that do not serve any major learning goals?

4. Teaching/Learning Activities and Feedback & Assessment
   a. How well does the feedback loop work to prepare students for understanding the criteria and standards that will be used to assess their performance?

   b. How well do the practice learning activities and the associated feedback opportunities prepare students for the eventual assessment activities?

Worksheet for Designing a Course

Significant Learning Goals for Course:	Ways of Assessing This Kind of Learning:	Actual Teaching-Learning Activities:	Helpful Resources: (e.g. people, things, tech)
1.			
2.			
3.			
4.			
5.			
6.			