**SEA CIRTL Fellows**

**Course Design Worksheet**

**Part 1: Writing Learning Outcomes**

What should students be able to do by the end of the course?

1. Jot down a few ideas for concepts, skills, or attitudes that your students should come away with from the SEA course.
2. Rewrite those ideas as learning outcomes in the format:

Students will be able to [action verb] with [some content] by using [some method].

**Part 2: Planning for Assessment**

How will I know they met the learning outcomes?

1. Think of some direct measures of student learning that you could use in your SEA courses. Remember, they should align with (or follow from) the learning outcomes, and they should answer the question, “How will I know if they got it?”

**Part 3: Planning Learning Activities/Experiences**

Once you know the learning outcomes and have a good plan for how you will assess whether they have been met, then you turn your focus to designing activities and experiences that will introduce the key ideas and skills and will allow students to practice them in preparation for summative assessment.

1. For each learning outcome, brainstorm ways to introduce the key concepts and skills students will need to master. Will you have them read about the topic? Watch videos? Listen to lectures? Be immersed in the experience of doing something?
2. How can you break down the concepts/skills into easier ways to practice parts of them? What kinds of practice will you have them engage in so that you know they’re getting it, before they have to turn in the final project or make the final presentation?

**Part 4: Making the Schedule/Calendar for the Week**

1. The next step is putting together the calendar of activities. What can you reasonably accomplish each day? Which topics need to come first and next, etc? It’s best to start with the easiest or most basic concepts/skills and build up to more complex ones.