**Transparency is key.**

* + What should students do?
  + How should they study?
  + What does studying look like? In what behaviors should students engage?
  + What steps can they take to succeed in the class?
  + What should students do to benefit the most from the set-up of the course?
  + What models of A-F work can you provide for students to examine so that they can choose their grade?

**Give your course a backbone.**

Start with strong outcomes

1. Bloom’s
2. SOLO
3. 6 levels
4. Fink

To what level will students meet these outcomes?

1. Beginning/introductory knowledge
2. Practicing/intermediate knowledge
3. Mastery/culminating knowledge

Move into solid assessments.

1. Imagine what you would like to grade. The product of demonstrated learning does not have to be an essay or an exam or a presentation.
2. Align assessments with outcomes.
3. Create a kind of story arc for the semester. Orient students and teacher to that arc.
4. Use rubrics for assessments so that students know how they will be assessed.

Align assignments with outcomes and assessments.

1. Connect to specific outcomes in each class meeting and activity.
2. Consider meeting some course outcomes throughout the semester rather than all in a culmination activity.
3. For major assignments, use rubrics, and teach through the rubric.

Consider reflective memo assignments. What do students want to learn? Why? How will they know that they have learned it? What is the difference between learning to recall material on a test and learning to apply that knowledge in a different situation?

**Reducing Student Anxiety**

What can students do in class to practice their learning?

Provide structure for the students. Point them to coaching resources for support. What can they expect? What choices can they make about their performance and grade?

Provide “typical test question” with suggested ways to respond. If you know that you want a specific type of answer, provide a model and articulate how to get there.