

Course Design Worksheet



Step 1: Situational Factors

List any known situational factors for this course: enrollment size, student audience, location, etc. Think about who is present and who is not. How might a diverse perspective be present or absent?

Step 2: Course Goals

What things do you want students to remember 3-5 years after the course? Who might be missing from these goals? How can you include a variety of perspectives and understandings through each goal?

1.

2.

3.

4.

5.

Step 3: Assessments of Learning

What types of assessments are you planning to use: tests, projects, papers? Open-ended tests or multiple choice? Are these inclusive of many learning styles or just one? How might all of your students showcase the knowledge they have gained?

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Step 4: Compare

Do your assessments of learning reflect your goals? Are you “testing” in ways that coordinate with your desired learning outcomes? Do you have low risk assessments that allow your students to try new ideas in new ways?

Step 5: Assessments and Methods of Teaching

What teaching and learning activities will you use? Do these align with your goals? Do these align with your assessments? How can you include a diverse perspective through the assignments you use? Will all of your students see themselves in the readings, assignments, and activities?

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Beyond The Initial Course Design

Integrated and Active Learning

Are there questions you can ask that require students to pull from other sources of knowledge? How can you move the students from learning to application? Case Studies? Service Learning? How can you make the students “authors of knowledge” and begin moving them to space of scholarly pursuits? How might these activities ask students to think beyond their own experiences with the world? How can your students collaborate with others to gain a more diverse perspective?

Where does this fit in broader curriculum?

Is this course part of General Education? Does this course serve a particular major? What role does this course play in a student’s learning career? What is missing from the broader curriculum that encourages diverse understandings? Are certain narratives and bodies missing from the curriculum?

What curriculum questions should you be asking?

Does this course bring up any questions about the broader curriculum of your department? How might you develop your course as a spring board for the next course in the student’s journey? How might this course open dialogue for students regarding diverse ways of knowing?