In reviewing your course, consider the following questions:

1. What do I want my students to be able to *know* and *do* by the end of my course?
2. How will I know that they are able to *know* and *do* what I set out for them to know and do?

**Step 1**: List your course learning outcomes:



**Step 2**: Listall the topics, terms and skills that students need to know and do in order to achieve the learning outcomes. Identify the assessment activities that will demonstrate their learning.

|  |  |  |
| --- | --- | --- |
| Course Learning Outcomes(s) | What do students need to *know* or *do*? | How will I know that students are able to *know* and *do* what I set out for them to know and do? |
|  | List course concepts to be covered (content: knowledge, skills, abilities, competencies, etc.) | List the assessment activities that will demonstrate students’ learning |
|  |  |  |
|  |  |  |
|  |  |  |

**Tips**

Think about or add guiding questions that help focus the desired learning outcomes (e.g., what questions are we answering throughout the course/unit?).

Make sure to focus on “must know” vs “nice to know” course concepts.

Adapt the scope of your existing assessment activities based on the revised content of your course.

**Step 3:** Organize the course concepts listed above into a logical sequence for a 12-week course. List the teaching resources that align with your course learning outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Course Learning Outcomes | Course Concepts  (Content: knowledge, skills, abilities, competencies, etc.) | Teaching Resources |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |

**Tips:**

* Make sure you present the most difficult concepts as early as possible in the course.
* When possible, add a variety of learning activities and resources.
* Review teaching and learning resources to ensure they do not include superfluous or redundant content.
* Ensure that readings and teaching and learning resources contain “must know” course concepts.
* To reduce student workload, assign specific pages of a chapter, when applicable, instead of assigning the entire chapter.

**Questions to guide your review**

**Step 1: Review the student learning outcome statements.**

* Do my learning outcomes reflect the precise knowledge, skills, abilities, and competencies do you want students to possess by the end of the course?
* Do my learning outcomes identify the accurate level of learning I am expecting?

**Step 2: Review the alignment between each learning outcome, course concepts and assessment.**

* Have I listed “must know” course concepts that contribute to the achievement of the learning outcomes and eliminated the “nice to know" concepts that serve as supplemental to students’ interest?
* Have I presented the most difficult concepts as early as possible in the course?

Have I adapted the scope of the assessment activities based on the revised course concepts?

* Does the assessment target the appropriate level of learning as identified in the learning outcome?
* Have I distributed the assessment activities throughout the semester?

**Step 3: Review the alignment between learning outcomes, course concepts and the related teaching resources.**

* Do the learning concepts appropriately address the knowledge essential to the learning outcome?
* Have I identified a variety of teaching resources to allow learners to engage with the content in multiple ways (text-based, video, audio, etc.)?
* Are the teaching resources meaningful and intentional to meet the learning outcomes?
* Do teaching resources support the “must know” course concepts?
* Can some of the readings be trimmed to exclude “nice-to-know" information?