



Teaching Practicum & Portfolio Textbook

Claremont Graduate University

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Authored by Shelby Lamar & Shamini Dias
with Holly Eva Allen, Jonathan Aragon, Jessica Knippel, & Noah Ringler

This textbook will help you review inclusive equity-minded strategies as you develop your teacher-scholar website, syllabus, teaching demonstration, learning management system, and reflective essay. Beyond the Inclusive Excellence in College Teaching Certificate, we hope the notes, worksheets, and checklists we provide will form a useful toolkit to design courses in the future.

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Inclusive Course & Syllabus Design

Your goal is to work analytically and intentionally to create a course and syllabus that supports a diversity of learners and is grounded in principles from learning science. Remember that as learners, we have ourselves been habituated to traditional or legacy courses and syllabi. Therefore, we must actively check that we create inclusive, equity-minded learning-focused courses and syllabi.

Traditional or legacy courses and syllabi:

- Designed for the “typical” student. The assumptions of what a student can do and should do are based on a narrowly defined idea of a learner, someone who is an able-bodied, full-time student, with adequate pre-college preparation, and without more adult social roles and life responsibilities like employment or dependent care.
- Based on the transmission model of education where knowledge is transmitted from teacher who is the sole authority of knowledge to passive students who receive the knowledge.
- Use of contract language and style – policies, rules, penalties – when in fact, the students have no say in the terms of this contract. There is an assumption of control by the teacher and compliance by the student; unless there are penalties, students will not engage.
- Assumptions that run counter to learning engagement. From a learning perspective, there is an assumption of external motivation facilitated by a reward-punishment system. This denies learners the flexibility needed to develop agency and self-efficacy toward a growth mindset and learning how to learn capacities.

Dismantling and re-imagining courses and syllabi:

1. Designing for diversity: We work today with a diversity of students. Many students work and might have care-giving responsibilities (parenting or elder care). They might be older and are returning to school. We create access for a diversity of abilities and disabilities. We also work with a diversity of identities and identity intersections (ethnicity, gender, sexuality, nationality, religion, language etc.).
2. Based on the empowerment model of education where learners have agency and multiple pathways for learning and the teacher is a guide who works responsively to facilitate knowledge construction toward end goals.
3. Use of a relational and co-creative language and style. Rather than hardline policies, there are guidelines with space for co-creating a success-oriented path for individual needs. There is a sense of community and collegiality in entering a learning journey together.
4. Assumptions support learning engagement. We design based on learning science principles that build learning engagement to foster agency and self-efficacy, growth mindset, and learning how to learn capacities. We design to bring in positive emotions, social connections, and relatedness in a community of learners, and a sense of striving for achievement rather than fear of failure.

These resources and the accompanying worksheets help you stay alert and ensure you are checking assumptions and designing inclusively.

Elements in Designing a Course and Syllabus

These are the elements you will design to demonstrate competencies for each part of course and syllabus design.

1. Defining your Course
2. Student Learning Outcomes (SLOs)
3. Assignment and Assessment Plan
4. Constructive Alignment
5. Sample Input Materials
6. Course Schedule
7. Course Guidelines (policies) & Resources
8. Course Information & Formatting the Syllabus

Defining a Course to Design

You will design a course in your discipline for an undergraduate audience. We recommend that you design an introductory level course as you are more likely to begin teaching this. This is also excellent practice in inclusive course design. Intro level courses tend to be larger in class size and engage a diverse audience (students who might not all major in your discipline, who might be taking it as a requirement rather than choice). Having gained these skills, you can more easily go on to design other courses to expand your portfolio.

If you are currently teaching or have previously taught – you can use one of your courses and redesign it, using the strategies and criteria we provide.

Start Defining Your Course

Use the Empathize and Define phases of Design Thinking. Before you Ideate (design your course and syllabus), discover as much as you can about the students who might enroll in your course.

- Select a college to explore – you can use a college at which you currently teach. If you are not yet teaching, choose a college at which you might teach.
- Explore the department for your subject area. What courses do they offer that you could teach? Check out their introductory level courses as this is likely what you might begin teaching.
- Explore student demographics. What are the characteristics of the students? Look at publicly posted demographics, student services, student organizations. For example, are there food banks or childcare services? What are the affinity groups and student organizations?
- Find logistical information about typical class sizes, length of class sessions, and frequency (once a week, twice a week etc.)? Some colleges post course schedules, or you might find sample syllabi on faculty or department websites.
- Search the internet to find a syllabus and/or course description for the kind of course and level you plan to design. This can give you an idea of what other instructors have done, the kinds of materials they use. You will also see design gaps that you can address in your own course.

Worksheet – Defining a Course to Design

1. Teaching Contexts and Students: Identify a school you would like to teach at. What type of students does that university cater towards? How might that change your approach to teaching? What type of school/program will you design your course for – consider differences. Look at the school website for syllabi, policies, and resources.
2. Create a course number and title of your course. You can make up the course number for now. For example: ENG. 105. Introduction to Poetry.
3. What level is this course? E.g., First and second year undergraduate.
4. Course length. Is this a semester (16 weeks) or term course (10 weeks)?
5. What is the frequency and duration of class meetings? Typically, undergrad courses are one hour three times a week or one and a half hours twice a week.
6. Course Format. Consider – project-based learning through group collaboration, community-based learning where students engage with community members or organizations, arts integration where you use art as a method for learning the content etc. You can of course do a traditional format of teacher facilitated learning where students work individually as well as in small group or pair format for some of the class.

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Course Design Overview: Backward Design

Design for Inclusivity – Starting with the End in Mind

“Starting with the end in mind means to start with a clear understanding of your destination... to know where you’re going so you better understand where you are now, so that the steps you take are always in the right direction.” – Stephen Covey. The Seven Habits of Highly Successful People

Try this imaginary scenario

You have been invited to teach a course, but it starts next week, and you were asked to submit a proposed syllabus. What are the first three “things” to figure out about the course and your syllabus? What was your instinct in this scenario? Was it:

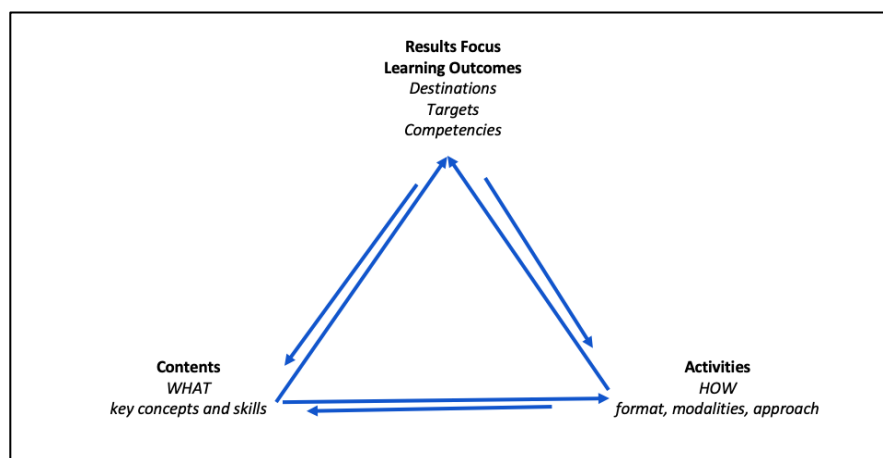
- Content-focused? Your first thoughts were about texts or what to cover in the course.
- Activity-focused? Your first thoughts were about the kinds of activities you would use.
- Results-focused? Your first thoughts were to generate learning outcomes

None of these are wrong in themselves and we need to do all of these in relation to each other. However, starting with the outcomes helps us to work more effectively and coherently in pulling together the contents and activities.

We call this backward design. This is a commonsense notion – starting with the end in mind. We do this in many aspects of life, such as planning vacation trips, weddings, work projects, family events, constructing buildings and bridges, media campaigns, etc. Backward design simply means knowing what we want to see happen, and then putting plans into action in steps that will get us there.

1. What are the intended outcomes? - destinations, deliverables, results, products.
2. How will we know we are moving along well? – progress checkpoints, feedback, and revision.
3. What will we do to get there? – plans, maps, tools, coordination, work processes.

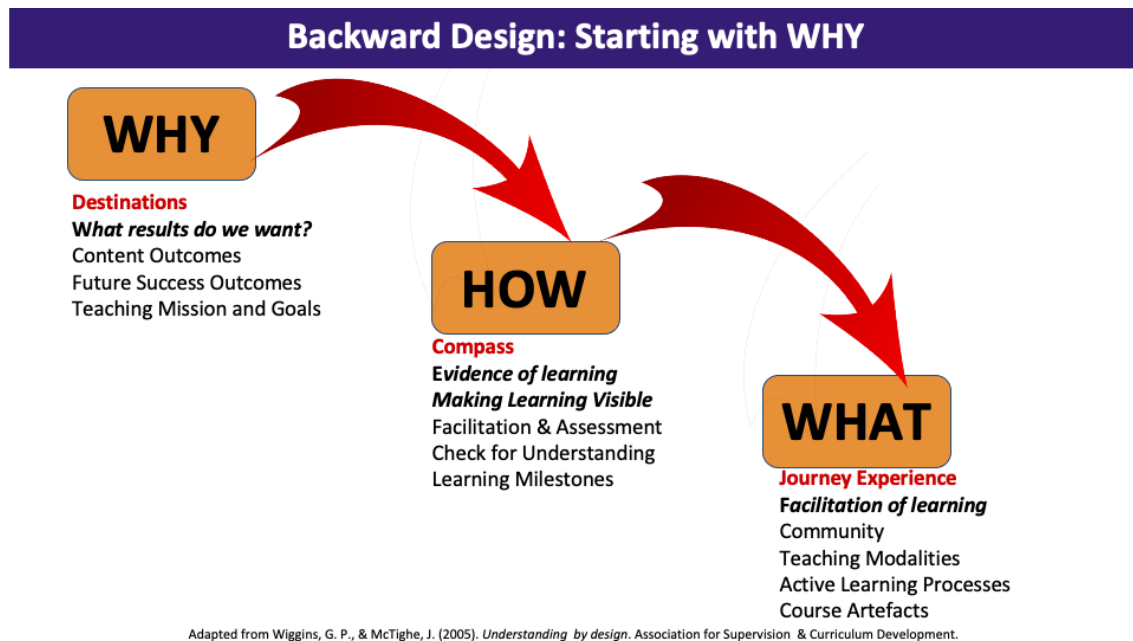
We can also represent as a triangle of Results, Contents, and Activities in dynamic interaction with each other. Putting RESULTS at the top of this dynamic triangle positions thinking about results or outcomes as a first consideration, while acknowledging that we might iteratively move between our Outcomes and the Contents and Activities we want to integrate.



In pedagogy, this commonsense idea of starting with the end in mind has been around for a while, at least since the 1947 publication of *Basic Principles of Curriculum and Instruction* by Ralph Tyler. It was re-conceptualized by Grant Wiggins and Jay McTighe in their 1998 book, *Understanding by Design*. Since then, Backward Design has been used widely as a framework in establishing key goals in course design as the start to aligning goals with assessment plans and activities.

[Read more about Backward Design](#)

Here is the model of Backward Design adapted from Wiggins & McTighe's book:



Using the metaphor of teaching-learning as a journey:

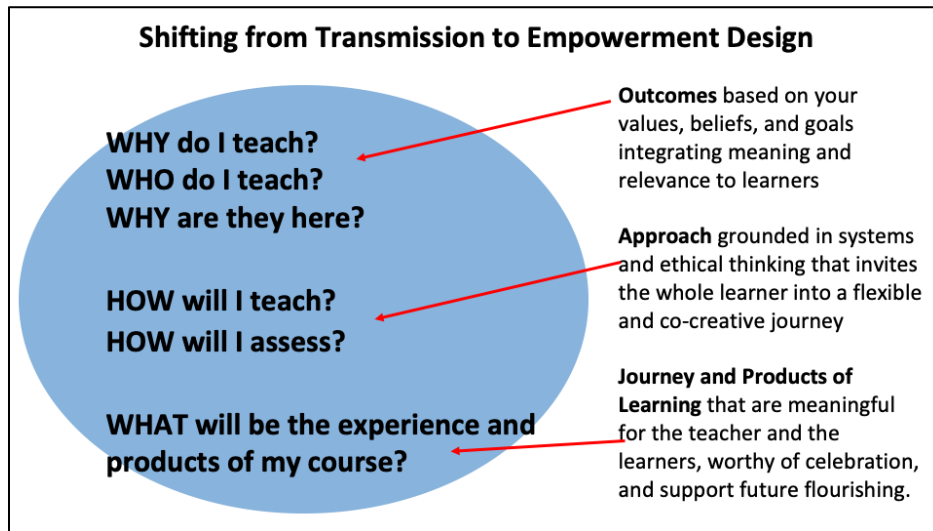
Why - outcomes are the destinations. To what ends are we guiding our students? Here we think not just about Content outcomes, but also students' capacity development to flourish beyond the course and into their futures. We are guided in all this by a clear sense of WHY we choose these destinations.

How - evidence of learning is the compass. How do we know we are journeying well and making progress? These are the assessments – formal and informal – that make learning visible, not just to the teacher, but to the learners. Formative processes and feedback-based checks for understanding as milestones are especially important in facilitating an inclusive and equitable journey. Formative processes help you and your students know if they are on track toward the destinations, what to do if not, and how they might stretch further.

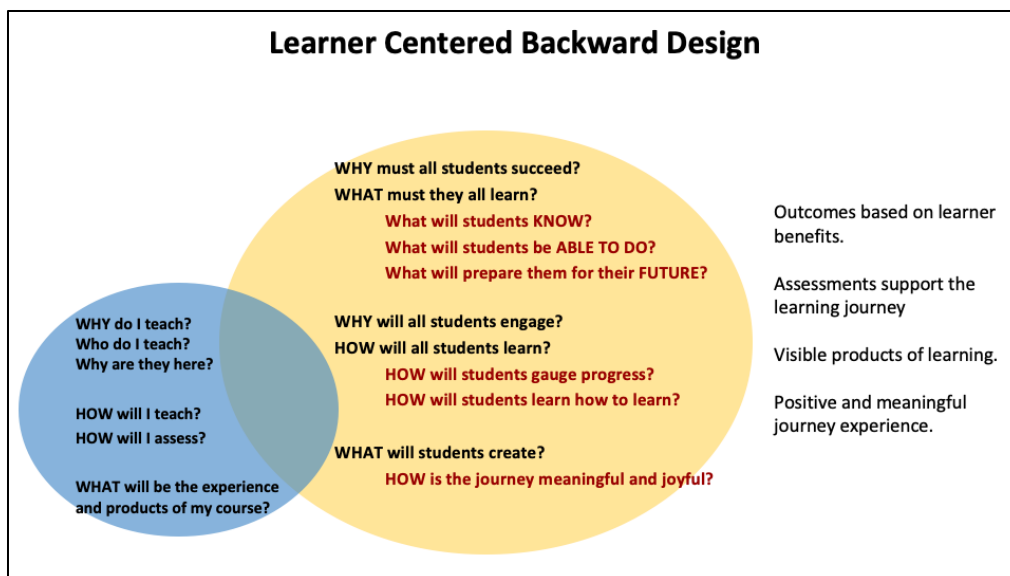
What - journey experience is the facilitation of the journey. These are the activities and different modalities for teaching and learning, creating connections with and among students.

Connecting Course Design with Your Teaching Philosophy

In designing your course, you are putting your teaching philosophy into action. You consider these questions – WHY you teach, WHO the learners are, HOW you teach and assess learning, and WHAT the experiences and products of your class are. This guides you in determining outcomes, assessments, activities, and the products of learning in ways that move you away from the transmission model of teaching, toward the empowerment model of centering learners and preparing them for their futures.



We can add an equity-based set of questions to further center the learner and learning: WHY must all learners succeed, what will they know, be able to do, to prepare for their future? We focus not just on methods, but how all learners can engage and learn, and on how we facilitate learning how to learn. We consider how the journey can be meaningful and joyful for the learner.



Application: Principles of Inclusive Backward Design

1. Outcomes – Meaningful to learners - contents and capacities for life. For example:
 - a. Apply literary deconstruction to analyze given texts in revealing social power dynamics.
 - b. Explain how computer programming is used for both ethical and unethical purposes.
 - c. Collaborate with a diverse group in a creative project.
 - d. Demonstrate critical thinking in spoken and written debate.
 - e. Engage with a community to explore connections and assets.
 - f. Find connections and differences between historical and current events.
 - g. Use descriptive statistics to explain a social issue.
 - h. Find and explain examples of calculus used in real world settings.
2. Assessments – Flexible and formative of learning. Rather than just mid-terms and finals that are summative in assigning a grade, design flexible assessments that support and facilitate learning for a diverse and complex student group. Non punitive. For example:
 - a. Student choice of assessments from a given range.
 - b. Explain the “why” of assignments - Give rubrics with assignments (transparent design)
 - c. Flexible or co-created deadlines.
 - d. Low stakes or ungraded, multiple attempt tests (checks for understanding).
 - e. Feedback with time for revisions – teacher, peer, and self-review.
 - f. Opportunities to revise for improvement – retake tests, rewrite papers etc.
3. Activities – Flexible and invites all learners. Supportive of engagement.
 - a. Multiple ways of engaging, self-expression, representing information
 - b. Flexible engagement – students have choices, synchronous and asynchronous
 - c. Active inclusive learning activities.
 - d. Scaffold assignments and class activities.
 - e. Provide opportunities for peer-engagement in and outside of class.
4. Connection - Develop a student-focused presence
 - a. Use relational language (I, you, we) in crafting syllabi, assignments, rubrics etc.
 - b. Use an inviting tone – move away from compliance and authoritarian language.
 - c. Reframe course policies as guidelines for success.
 - d. Seek out and be open to student needs, concerns, choices.

Further Exploration

- Wiggins, G, & McTighe, J. (1998). *Understanding by Design*. ASCD.
- [Glossary of Education Reform](#) a useful source explaining school-improvement ideas, frameworks, and strategies to support teachers, but also to create understanding.
- [Mandy Moore explains Backward Design](#) [View Time 5:50 mins]

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Student Learning Outcomes

(Design Thinking: Empathize & Define)

Why Student Learning Outcomes?

1. Student Engagement - Well-written SLOs give students a clear idea of what they should be able to master by the end of a program. Clear expectations help students focus and engage.
2. Student Centeredness - SLOs direct educators to think of students as their main concern rather than “coverage of topics.”
3. Holistic Development - Well-designed SLOs can help us remember to think of more than knowledge of subject matter to include skills for learning and success beyond the course such as communication and collaboration, ethical thinking and social responsibility, curiosity and openness, flexibility, or agility in thinking.
4. Effective Student Feedback - Clear SLOs with accompanying assessment rubrics help students monitor and take ownership of their progress through a course.
5. Effective Lesson Planning and Assessment - Well-written SLOs guide us in selecting a more focused and varied range of learning activities, as well as strong feedback and evaluation methods.
6. Program and Curriculum Coherence - When SLOs across different courses are aligned and sequenced in relation to each other, and connect to program level outcomes, students have a more integrated, holistic, and coherent learning experience.
7. Effective Program Monitoring - SLOs can be evaluated for effectiveness and adjusted constantly so that courses and programs remain dynamic and keep evolving over time.
8. Grades Transfer - SLOs help universities determine transfer of grades.institution.
9. Evidence for Accreditation - Well-written SLOs help develop stronger assessment of student learning that can help in university accreditation processes.

SLOs and the Course Development Cycle

1. Empathize and Define (Design Thinking) - Who are your students, what are the course goals and life/future success skills and capacities that your subject matter could effectively foster?
2. Identify course outcomes (performance targets) and write SLOs.
3. Identify future success outcomes and write SLOs.
4. Relate SLOs to program/department mission and objectives.
5. Determine acceptable, achievable performance indicators or targets - How will you and your students know they have achieved each SLO (Student Learning Outcomes)? This helps build your rubric for formative and summative assessment.
6. Select methods for assessing each SLO. What will be your formative assessment and feedback method? What will be your final or summative assessment method?
7. Develop a sequence or activities to lead students in achieving all SLOs.
8. Collect and analyze data to show progress in achieving the intended performance targets.
9. Apply data/observations to adjust SLOs in the next iteration.
10. Involve relevant stakeholders (colleagues, students, teaching-learning consultants) at all stages to maximize success.

More Student Learning Outcomes Resources

- [Writing Measurable Learning Outcomes by Sandi Osters & F. Simone Tiu](#)
- [Megan Goodwin](#) is a scholar who has been noted for her course and syllabus design. Her syllabi are equitably constructed with accessibility awareness as well as being visually stunning and well structured.

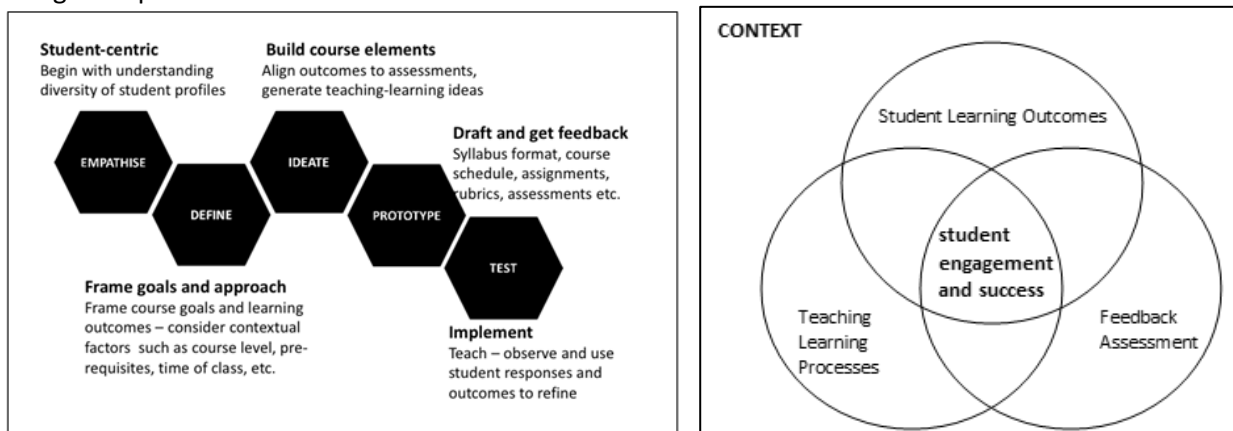
Design Thinking: Adding an Equity-Minded Dimension to Course Design

Backward Design tempts us to jump into IDEATE – what are the outcomes? – right away.

However, there is a danger here of choosing legacy outcomes and assessments that are long-established practices with assumptions that are no longer aligned with the diversity of our students or the contexts of teaching and learning. It is easy to perpetuate non-inclusive and inequitable practices.

Using Design Thinking, we can take a step back to work with an intentional, equity-minded approach. The process of Empathize and Define helps us ask explicitly - WHO are the learners? What do they bring to the learning journey? What are their needs, assets, interests, and goals? How might their identities, histories, and lived experiences connect with the subject and my approach? This focuses our course design to ensure that our outcomes, assessments, and activities center the students, are context-aware, and are inclusive and promote equity in learning.

No SLO is an island. They should all work together, reinforcing each other through different activities and assessments. When SLOs and your assessment plans align, you have a coherent, rigorous, and meaningful course. Using Design Thinking, planning SLOs as part of course design is an iterative, integrated process.



You will find that you go back and forth as constructing SLOs, designing teaching-learning processes, and determining appropriate feedback and evaluation processes inform and affect each other. This is normal because teaching and learning are complex human processes and there are many moving parts. In general, however, one best begins with setting targets – establishing SLOs, which are the outcomes students will achieve by the end of the course.

Understanding Contexts in Course Design

Empathize and Define

Before starting to craft your SLOs, focus on the first part of design thinking – empathize and define. Who are your students and what are the contextual factors that will define and shape your selection of SLOS and your overall course design?

Consider the contexts and identities in the teaching–learning process. You may not have all the information you desire but thinking through the following categories will help you be alert to how these factors can change the SLOs you select and the teaching-learning processes you use.

1. Class Conditions: Size. Course level. Required or Elective, Mode – on-ground, online (synchronous/asynchronous, hybrid). Meeting frequency. Meeting time. Accessibility and layout of physical classroom space.
2. External Connections & Expectations: Program, department, and university goals. Professional accreditation requirements.
3. Disciplinary Qualities: Nature of the subject (convergent in working toward a single correct answer, divergent in seeking multiple interpretations, personal and reflective involving students' own lived experiences etc.). Pre-requisites.
4. Student Profile: Prior knowledge, prior experiences, level of competence on entering, interest level (mandatory course or self-selected), age and other demographics.
5. Educator Profile: My beliefs and values about the subject, my preferred pedagogy, experience teaching this subject.

Subject Matter and Future Success Outcomes

It is not enough to only aim to help students master disciplinary knowledge and skills. We ought also to foster skills and capacities that will help them succeed in their emerging futures so that whether or not they pursue a career in our discipline, in the process of engaging with the subject matter, we teach, we also foster useful life skills. We should consider outcomes that build capacity to flourish in an unpredictable and fluid future characterized by globalization, proliferating and dynamically inter-connected diversities, constant, rapid change, and emergence.

Fink's Taxonomy. Fink (2004) saw “a need for new kinds of learning, kinds that go well beyond the cognitive domain of Bloom's taxonomy and even beyond cognitive learning itself. ... the time may have arrived when we need a new and broader taxonomy of significant learning.” Fink's taxonomy integrates Bloom's cognitive taxonomy and expands it to include *Caring* (developing values and interests), *Human Dimension* (developing self and other awareness) and *Learning How to Learn* (developing metacognition and strategies for learning).

Success Capacities for the 21st century. These are skills and capacities that enable an individual to thrive in contexts of uncertainty, change, and complexity: *Openness, Curiosity, Agility, Adaptability, Plural Minds and Perspective Taking, Creativity, Critical Thinking, Communication, Collaboration, Self-Awareness, Growth Mindsets, Self-Determination.*

LEAP Essential Outcomes by AAC&U (American Association of Colleges and Universities)

- **Knowledge of Human Cultures and the Physical and Natural World.** Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- **Intellectual and Practical Skills**, including
 - Inquiry and analysis
 - Critical and creative thinking
 - Written and oral communication
 - Quantitative literacy
 - Information literacy
 - Teamwork and problem solving
- **Personal and Social Responsibility**, including
 - Civic knowledge and engagement—local and global
 - Intercultural knowledge and competence
 - Ethical reasoning and action
 - Foundations and skills for lifelong learning
- **Integrative and Applied Learning**, including
 - Synthesis and advanced accomplishment across general and specialized studies

Developing SLOs that expand beyond subject matter outcomes toward inclusivity and equity

Subject Matter Outcomes

- Knowledge of concepts and theories
- Disciplinary skills such as how to analyze a poem, run an experiment, write code etc.

These narrowly focus on acquiring disciplinary mastery, which often marginalize the skills and capacities that all students need to have equitable opportunities for flourishing in the future.

Future Success Outcomes - skills and capacities that enable your students to flourish in their futures, even if they do not use your subject knowledge and skills. These are things like:

- Communication and collaboration skills - listening, open to multiple perspectives, broad communication, and information literacies such as digital literacy, visual, numerical, physical modes of information and communication, cultural literacy etc.
- Social and personal responsibility
- Creative and innovation capacities - risk-taking, open to exploration, curiosity
- Critical thinking - critical introspection, analysis, synthesis, evaluation etc.

All learners need these capacities, but there are disparities in how learners are prepared to develop these because of multiple social and educational gaps and barriers. Integrating these in how we design SLOs and Assignments in our courses creates opportunities for all students to develop these capacities within the learning process.

Consider how SLOs might relate to learning processes and assessments

Subject Matter SLO: Students will be able to critically analyze free verse at the levels of sound, syntax, and semantics.

- **Learning Process:** Group project. Choose the poem. In addition, find a song/poem from your own experiences of contemporary music or cultural history that speaks to current issues.
- **Final Assessment:** Creative video presentation

If I make this a guided group project where they do a creative video presentation, I am achieving a content goal (critical response to a poem) as well as Collaboration; Multiple Literacies - digital, visual, video. By adding the element of finding in addition a song/poem from students' own lived experience, I build in meaningfulness and awakening to Social and Personal Responsibility.

Objectives vs. Outcomes

Objectives and outcomes are often used interchangeably, but it can help you to think of them separately.

Course Objectives: My Goals. What I want my students to learn in this course? Sometimes, objectives can be overly teacher-centered without providing sufficient information about what students will be able to do/know.

Learning Outcomes: Their Learning. Learning outcomes are student-focused, specifying concretely what students will be able to know and do by the end of the course. They are observable (and if possible, measurable) so that learning is made visible and both student and teacher can determine the extent to which the outcomes have been achieved. Thinking in terms of learning outcomes also moves us toward thinking about activities that will best help students achieve these outcomes, feedback that will support the development of mastery, and assessments that will evaluate their level of achievement.

Objectives	Outcomes
The goals and intentions of the teacher.	What students will achieve at the end of the course and that they can, in some way, demonstrate
Often focus on the contents and skills of the course.	Actions, output, or products that embody or capture the skills and knowledge construction that have resulted from the teaching-learning processes in the course.
Objectives may not be measurable or observable. For example, a course objective could be that students "understand the principles of motion and acceleration."	Outcomes are bounded by criteria – measurable, observable - that help us assess mastery. For example, "build mobiles that demonstrate principles of motion and acceleration." Notice that in crafting these SLOs, we also think of the kind of activities or processes and assessments we will use in teaching.

Examples of Course Objectives	Examples of Related SLOs
Students will appreciate real-life applications of the theories we read	Students will be able to identify and classify real-life scenarios that demonstrate theories-in-action
Students will understand the historical significance of the spice trade.	Students will be able to analyze and connect the spice trade to the development of western political relationships.
Students will develop an appreciation of Romantic era poetry and poets	Students will be able to dramatize Romantic poetry. Students will be able to do close readings of Romantic era poetry

Making Learning Visible

In writing SLOs, your goal should be to help the learner see clearly how they would know that they had achieved that outcome. How can the learning be made visible for the learner?

From Vague to Transparent

Vague: “Develop an appreciation of Shakespearean sonnets”

It is hard – for both student and instructor - to know what exactly “appreciation” looks like. This is not really about quantifying; it is about clarity.

Transparent:

- “Describe the structure of a Shakespearean sonnet” → Foundational knowledge
- “Analyze and interpret Shakespearean sonnets” → Analyze, Interpret, Fink’s Caring - connecting with personal meaning
- “Direct a peer in a dramatic performance of a sonnet” → Analyze, Synthesize, Apply, Create, LEAP Outcomes - collaboration, Fink’s Human Dimension - collaboration, self- and other-awareness.

Notice that in articulating an SLO to make it more visible, you can also be clearer in the many different skills categories that are addressed. In addition, in writing SLOs that are visible, you often generate ideas for the assignments and assessments you can use.

SLO Structure

This structure can help you generate SLOs. As with other planning structures, use it flexibly.

Action Verb (Performance): What students will be able to know, think, or do because of their learning process. Use specific and directed action verbs that indicate expectations of the type and level of performance one might see if the student achieves the outcome.

→ Students will be able to **write** a critical response

Topic / Condition / Parameter (optional): SLOs can state conditions under which the student is expected to perform a task – situation, tools, materials, and performance parameters.

→ given a previously unseen Shakespearian sonnet

Mastery Criterion (How we gauge learning). In designing your SLOs think of criteria for evaluating the level of attainment of outcomes. To what extent must a student be able to do something for it to be regarded as mastery? SLOs must indicate the level of accuracy/correctness/precision that can be measured.

→ linking variations of rhyme, meter, and imagery to mood and meaning

Examples:

Action	Topic/Condition/Parameter	Mastery Criteria
Identify and correct	Teacher created sample research paper in sociology	APA documentation style errors of In-text citations, direct quotes, and seriation.
Analyze and match extracts of fiction	selected by peers	Genres of folktale, fantasy, science fiction
List and define	Without reference to books and notes	At least 8 parts of a cell and their functions
Describe characteristics of tragic plays		Key differences between Classic Greek and modern plays
Lead peer discussions		critical thinking questions that avoid polarized debate

1. Given a sample sociology research paper, students will be able to identify and correct errors of in-text citations, direct quotes, and seriation.
2. Using peer selected extracts of text, students will be able to analyze and match them to the literary genres of folktale, fantasy, and science fiction.
3. Students will be able to define a minimum of 8 parts of a cell and state the function of each part without reference to notes and books.
4. Students will be able to describe the characteristics of tragic plays in terms of key differences between Classic Greek and modern tragic structure.
5. Students will be able to lead peers in discussion on class topics using critical thinking questions that avoid polarized debate.

Practicing SLO Structure

Try your hand at creating SLOs that are SMART(ER). The hardest criteria are the first two – that the SLO be specific and measurable/visible. This is easier in some disciplines, as well as with lower order skills of recall and comprehension.

Action	Conditions	Mastery Criteria

Reflect

Did writing these SLOs help you think of ways in which you might assess progress along the way and provide formative feedback and ways in which you might do the final (summative) evaluation for a grade?

Did writing these SLOs help you think of progress and mastery criteria that you could share with students to help them navigate their own learning and mastery?

SLOS and Specificity

Example of SLO development from vague to specific. As you read this sequence, note how the SLOs gives both teacher and student a clear idea of what actions/activities will take place in the course, and how progress can be assessed.

- Will appreciate the benefits of literature
- Will value literature as social critique

These do not help the student understand expectations. Nor does it tell the teacher and student how to tell if the student is appreciating or valuing literature.

- Will be able to analyze literary texts for theme and structure to demonstrate connections to social issues of its day.
- Will be able to find and analyze contemporary popular literature for theme and structure to demonstrate connections to current social issues.
- Will be able to select a current social issue and craft a creative response to it using themes from literary texts.

These SLOs are specific with respect to the actions/processes the student will engage in, the types and levels of skills they will work at, the outcomes or products of the teaching-learning process (demonstrate connections to X, creative response)

Practice Specificity

Here are some SLOs that are vague. How can you rewrite each one or generate a few specific SLOs for each that will capture what the overarching, but vague SLO is trying to do?

Students will have...

- gained a strong understanding of the research paper writing process
- developed an appreciation of the importance of macroeconomic theory
- deepened their knowledge of the Civil Rights movement in the United States
- understood the importance of democratic ideals
- become familiar with strategies for marketing with web-based technology

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SLO Resources

SMART and SMARTER SLO Rubric

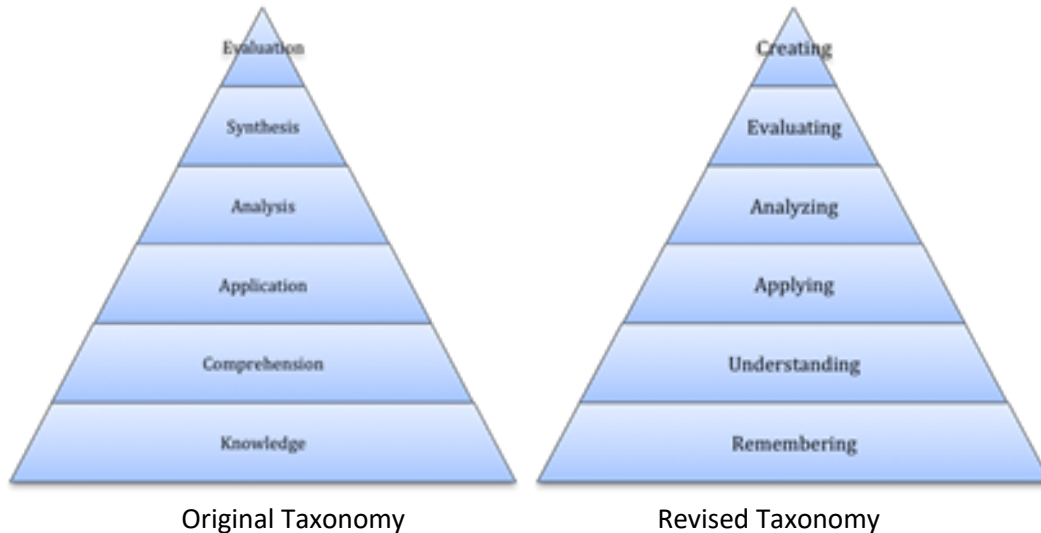
S	<p>Specific Simple Singular SLOs should be specific. Each SLO should focus on one, concrete outcome that is transparent to students.</p>	<p style="text-align: center;">Principles to keep in mind in using SMARTER to design student learning outcomes</p> <ol style="list-style-type: none"> 1. Measurable & Results Oriented. Not all outcomes are quantifiable. Think of “measurable” as making learning VISIBLE to students. Measuring means being able to gauge progress relative to an end goal that is specific. What must students be able to DO in order to know that they have learned or are learning something? 2. Achievable & Time Bound. Do you have too many outcomes that will rush students without much learning? 3. Specific, Extending & Rewarding. How relevant and meaningful are the outcomes? Do you have a good balance between content and success capacity outcomes? Will achieving these outcomes support students in flourishing in their future?
M	<p>Measurable Meaningful What observable, visible criteria will tell you and your students the outcome has been attained?</p>	
A	<p>Achievable Attainable, Actionable Is the outcome achievable for ALL students in the time available, taking their complex intersectional identities, abilities, and lived experiences?</p>	
R	<p>Results oriented, Relevant to the course/unit’s mission Is the outcome written with a focus on results?</p>	
T	<p>Time-bound Trackable Is there a time frame within which the outcome should be attained?</p>	
E	<p>Extending Does the SLO stretch ALL students’ abilities?</p>	
R	<p>Rewarding Is the process of achieving the SLO fun and engaging? Is it meaningful to ALL students?</p>	

Bloom's Taxonomy of Educational Objectives

Students master each level or unit moving from basic to advanced tasks (Bloom, 1985).

Clearly defined, observable objectives are sequenced from basic to higher levels of mastery.

Note that this is a heuristic device. It is certainly possible in many contexts to not follow this sequence.



Remember	<p>Knowing Information</p> <ul style="list-style-type: none"> Recalling and recognizing information.
Understand	<p>Understand Information</p> <ul style="list-style-type: none"> Grasp meaning – able to use ideas without relating them to other ideas or subjects. Interpret facts – able to explain in own words / restate, translate from one level of abstraction into another (e.g., create graphical representations of information and explain graphical information in words). Infer causes and predict consequences.
Apply	<p>Use Information</p> <ul style="list-style-type: none"> Use information, ideas, and processes in new situations Problem finding and solving using information, ideas, and processes.
Analyze	<p>Pattern Information</p> <ul style="list-style-type: none"> Explain why. Re-organize facts and ideas into connected patterns. Classify components into categories. Explain logical interconnections and cause-and-effect relationships. Infer meaning from facts and patterns of information.
Evaluate	<p>Assess Knowledge</p> <ul style="list-style-type: none"> Compare and discriminate between ideas. Assess the value of ideas and perspectives, verify evidence value. Make choices based on reasoned argument. Recognize subjectivity.
Create	<p>Construct New Knowledge</p> <ul style="list-style-type: none"> Use old information to create new understanding and knowledge. Generalize from available information. Predict and draw conclusions.

Bloom's Taxonomy of Verbs

Use this table to help you write your SLOs so that they begin with an active verb to help you think of how the learning will be visible as students work to achieve the SLO.

Bloom's Taxonomy (Revised)		Apply Calculate	Analyze	Assess	Generate Design
Action Verbs	Classify Compare	Compute Develop	Inquiry	Coordinate	Produce Develop
	Describe Distinguish	Execute	Differentiate	Monitor Critique	Construct
Identify Define	Discuss Explain	Graph Relate Use	Organize	Conclude	Formulate
	Illustrate	Operate	Demonstrate.	Test Judge	Create
List Label Match	Select Summarize	Organize Practice	Integrate	Evaluate	<i>Create an original product, put together separate elements into a coherent whole</i>
Name Select Recall	Translate	Implement Solve	Analyze	<i>Make judgements based on a set of criteria</i>	Projects Presentations Artifacts showcase
Recognize Repeat	Rank Rate	Apply	<i>Break down material into constituent parts</i>	Projects Problems Case studies Simulations Critiques Debates	
State	Understand	<i>Carry out procedures in a given situation</i>	Case studies Discussions Questions Debate Essays Presentations Role play	Assessments Ideas	
Remember	<i>Comprehend meaning from instructional messages</i>	Problem Solving Demonstrations Sketches Simulations Case studies Role play			
<i>Recognize or recall knowledge from memory</i>	Short-answer question Discussions Concept map Comparison chart				
Quizzes with multiple choice/ T/F/ Fill-in-blank questions					

Adapted from [Bloom's Taxonomy Action Verbs and Activities](#) by Lida Hokkanen, licensed under CC BY-NC-SA 4.0.

Verbs To Avoid in SLOs. The following verbs are hard to observe or assess: *know, comprehend, understand, appreciate, familiarize, study, be aware, become acquainted with, gain knowledge of, cover, learn, realize, engage*

Bloom's Taxonomy of Action Verbs

Level	Definition	Sample verbs					Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	arrange define describe duplicate	identify label list match	memorize name order outline	recognize relate recall repeat	reproduce select state	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	explain summarize paraphrase describe illustrate classify	convert defend describe discuss distinguish estimate explain	express extend generalized give example(s) identify indicate	infer locate paraphrase predict Recognize	rewrite review select summarize translate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compute solve demonstrate apply construct	apply change choose compute demonstrate discover dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	analyze categorize compare contrast separate apply	change discover choose compute demonstrate dramatize	employ illustrate interpret manipulate modify operate	practice predict prepare produce relate schedule	show sketch solve use write	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design hypothesize invent develop arrange assemble	categorize collect combine comply compose construct create	design develop devise explain formulate generate plan	prepare rearrange reconstruct relate reorganize revise	rewrite set up summarize synthesize tell write	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Assess Attach Choose Compare Conclude Contrast	Defend Describe Discriminate Estimate Evaluate Explain	Judge Justify Interpret Relate Predict	Rate Select Summarize Support Value	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

Reference: <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>


[Download Bloom's Taxonomy of Action Verbs as a PDF](#)


Bloom's Digital Taxonomy

Bloom's taxonomy has been especially useful in integrating Information and Communication Technology (ICT) in teaching and learning. There are many sites out there with figures that show how the various levels of Bloom's taxonomy connect with the use and proficiency in digital tools.

#bitesizePD

Bloom's Digital Taxonomy



Bloom's taxonomy	Bloom's modified taxonomy	Bloom's extended digital taxonomy	Functional Levels	Activities with digital tools	
		Sharing	Publicly sharing, publishing, broadcasting	Contributing to open social networks, publishing, broadcasting, networking	Higher Order Thinking Skills
Evaluation	Creating	Creating	Designing, constructing, planning, producing, inventing, devising, making	Programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, videocasting, podcasting, directing	
Synthesis	Evaluating	Evaluating	Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring	Blog commenting, reviewing, posting, moderating, collaborating, refactoring, testing	
Analysis	Analyzing	Conceptualizing	Comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating	Hacking, mashing, linking, validating, reverse engineering, cracking	
Application	Applying	Applying	Implementing, carrying out, using, executing	Running, loading, playing, operating, uploading, sharing with group, editing	
Comprehension	Understanding	Connecting	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying	Boolean searches, advanced searches, blog journaling, tweeting, categorizing, tagging, commenting, annotating, subscribing	
Knowledge	Remembering	Doing	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding	Bullet pointing, highlighting, bookmarking, group networking, shared bookmarking, searching	

[Bloom's Taxonomy for the Digital World – Printable Table](#)

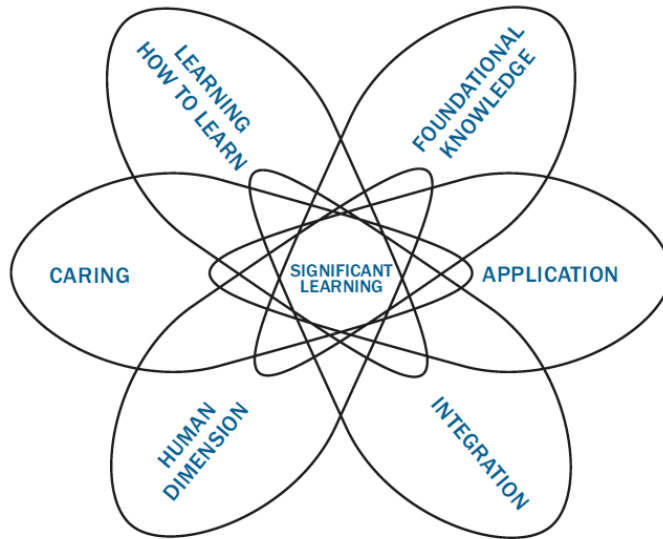
More on Blooms Taxonomy

[Educational Technology and Mobile Learning](#)

[Making Thinking Visible with Technology](#)

Fink's Taxonomy of Significant Learning

- Learning-centered rather than content-centered.
- Integrated and transformative – there is meaningful change in the learner:
- Integrated into the individual - lasts beyond the end of course.
- Transformative – impacts personal, professional, social, or civic dimensions. Changes how students perceive, think, feel, or act in real life.
- Six components. While many of the elements of these elements overlap with Bloom's taxonomy, this taxonomy includes elements that align with outcomes relevant to success in a knowledge-based world where self-awareness, agency, learning how to learn, collaboration, communication, and creativity are increasingly important.



Foundational Knowledge: Understand and remember information and ideas.
Application: Engage in action (physical, cognitive, social). Engage in diverse ways of thinking – critical, creative, practical. Learning to manage projects. Application therefore includes communication, proficiency in action skills, decision-making etc.
Integration: Understand connections between specific ideas, people, realms of life (for example, between school and larger life).
Human Dimension: Discover the social implications of what they have learned in school. Develop a new understanding of self (self-image) or what they want to be (self-ideal). Understand others – how and why they act the way they do, and how to interact effectively with others.
Caring: Caring – New feelings, perspectives, interests, or values about what they have learned – caring about something more than they did before or in a different way.
Learning How to Learn: Learning about the process of learning – how to be a better student, how to engage in a particular form of inquiry or use a certain method, or how to be a self-directed learner.

Adapted from Fink (2003), p. 30 – 32.

Reflect: No matter what subject you teach, consider what significant learning outcomes you can build into your syllabus, and whether you can do this as part of developing content mastery or through your choices of learning-teaching processes. For example, your content might be mathematics, but you can

integrate outcomes in Human Dimension if you have students work collaboratively in exploring how differential calculus is visible and applied in the world around them (Integration).

Fink's Taxonomy: Questions for Developing SLOS

Use these questions to explore the kinds of outcomes you can derive based on Fink's taxonomy.

Foundational Knowledge

1. What key information is important for students to understand and remember in this course and to recall in the future? (Facts, terms, formulae, concepts, principles etc.).
2. What key perspectives must they understand in the course.
3. What key subject matter information is important for students to master in order to use the information to build further knowledge or apply it experientially?

Complex Application

1. What kinds of thinking are important for students to learn in this course?
 - a. Critical thinking – analysis and evaluation.
 - b. Creative thinking – imagining and creating.
 - c. Practical thinking - applying skills to solve problems, make decisions.
2. What kinds of skills do students need to learn to do the above?
3. Do students need to learn to manage complex projects?

Integration

What connections, patterns, and interactions must students recognize and make between:

1. Ideas and perspectives in this course, and those in other disciplines/courses?
2. Material in this course and aspects of their own lives and the larger world?

Human Dimension

1. What could students learn about themselves?
2. What could students learn about connecting with, understanding, and interacting with others?

Caring

1. How could students transform in their feelings, interests, and values?

Learning How to Learn

2. What should students learn about how to be a good student in this course?
3. What should students learn about how to engage in inquiry and construct knowledge with the subject matter in this course?
4. What should students learn in order to become self-directed learners?

Adapted from Fink, L. D. (2003) Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

SLO Development Examples

Bloom's Taxonomy in SLO Design

Here are some examples of SLOs at all levels of Bloom's taxonomy.

By the end of this course students will be able to:

List key authors of postmodern picture books through the 20 th and 21 st centuries. Define postmodern picture books in terms of narrative form and image.	Remember Recalling and recognizing information
Explain the rise of postmodern picture books from aesthetic, technological, and sociological perspectives.	Understand Grasping meaning, interpreting facts, infer causes and consequences
Predict the future development of postmodern picture book in terms of technological innovation and subject matter.	Apply Use information, ideas, and processes in new situations; Problem finding and solving using information, ideas, and processes.
Demonstrate the evolution of postmodern picture books through the interaction of social, technological, and aesthetic factors. Identify and classify disparities of power and control in the narratives and structure of postmodern picture books.	Analyze Explain why. Re-organize facts and ideas into connected patterns. Classify components into categories. Logical interconnections, cause & effect relationships. Infer meaning.
Assess postmodern picture books as tools for developing critical and creative thinking abilities. Determine the extent to which postmodern picture books in the 20 th century reproduce or query racial stereotypes.	Evaluate Compare and discriminate between ideas. Assess the value of ideas and perspectives; verify evidence value. Make choices based on reasoned argument
Produce a postmodern picture book about a topic relevant to a local community.	Create Use old information to create new understanding and knowledge.

SLO Development Examples

Fink's Taxonomy in SLO Design

Here are some SLO examples using Fink's taxonomy. Even if you do not use them all, the exercise of crafting them helps you think about deeper levels of learning for your students, as well as different ways to teach, assess, and provide feedback.

Notice the following:

- Many items that address Bloom's mastery levels also address Fink's dimensions of learning.
- When working with Fink's dimensions, we tend to craft learning outcomes that suggest more active and engaging teaching-learning activities.
- The categories of Human Dimension, Caring, and Life-Long Learning move us to think of how we can make learning experiences meaningful while building capacity beyond content knowledge.

By the end of this course students will be able to:

<p>List key authors of postmodern picture books through the 20th and 21st centuries. Define postmodern picture books by describing key characteristics of form and narrative, and image. <i>Notice that these are the same as Bloom's Remember/Knowledge level.</i></p>	<p>Foundational knowledge Understanding and remembering: Information and ideas</p>
<p>Develop publisher's guidelines for author submissions of postmodern picture books. Create a blog that showcases postmodern picture books from different countries and cultures.</p>	<p>Complex application Skills; Engaging in action; Critical, creative, and practical thinking; Managing projects.</p>
<p>Create infographics that map postmodern picture book evolution in parallel to developments in technology and art. Assess postmodern picture books as tools for developing critical and creative thinking abilities. (<i>Bloom's Evaluate level</i>) Predict the future development of postmodern picture book in terms of technological innovation and subject matter. (<i>Bloom's Apply level</i>)</p>	<p>Integration Connecting ideas, people, and realms of life. Connecting between school and larger life. Interdisciplinary.</p>
<p>Collaborate to plan, write, storyboard, and produce a postmodern picture book about a topic relevant to the local community. (<i>Bloom's Create level</i>) Determine the extent to which postmodern picture books in the 20th century reproduce or query racial stereotypes. (<i>Bloom's Evaluate level</i>)</p>	<p>Human dimension Learning about oneself and others. Discovering the social implications of what they have learned.</p>
<p>Visit an elementary classroom to share/read postmodern picture books with children. Write a reflective essay on the value of postmodern picture books from both the literary and educational perspectives. Create a postmodern picture book about a turning point in one's life.</p>	<p>Caring Developing new feelings, interests, values about what they have learned.</p>

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

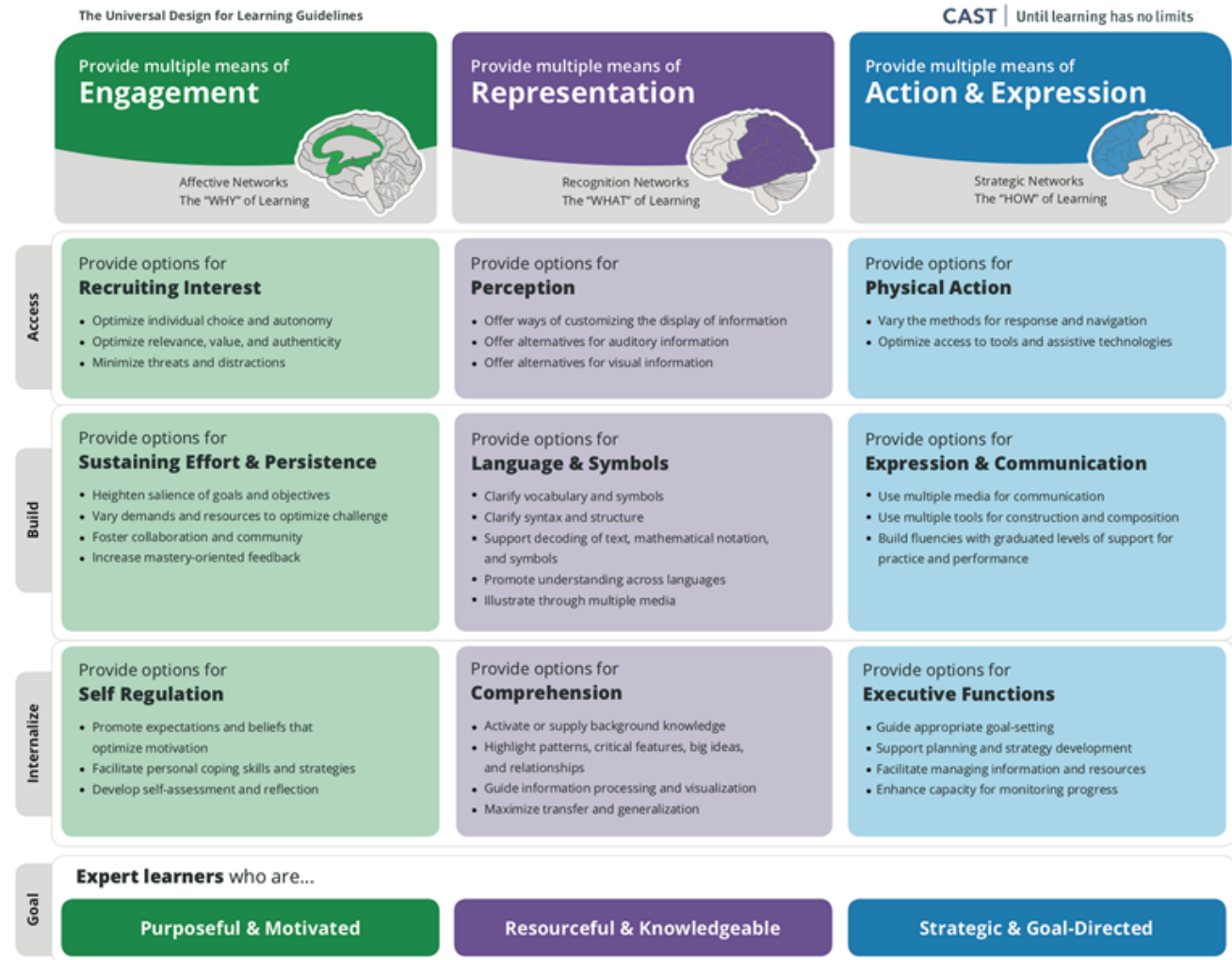
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

https://www.aacu.org/sites/default/files/files/LEAP/leap_vision_summary.pdf

Universal Design for Learning Guidelines



udguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

SLO References, Examples, & Resources

Webinar - [Developing Effective Student Learning Outcomes](#) (44 minutes)

Bloom, B. S. (1984). *Taxonomy of educational objectives* (1956). Boston, MA: Allyn and Bacon.

Bloom, B. S. (1980). *All our children learning*. New York: McGraw-Hill.

Fink, L. D. (2003). *Creating significant learning experiences. An integrated approach to designing college courses*. San Francisco: Jossey Bass.

Barr, R. B., & Tagg, J. (1995). [14 pages] From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), 12

This seminal article queried the legacy paradigm in higher education, with its focus on teachers and transmission teaching, what they call the “instruction Paradigm.” They discuss the imperative to move to a “Learning Paradigm” focused on student learning from both perspectives of pragmatics higher education change, as well as from learning science. They write: “For many of us, the Learning Paradigm has always lived in our hearts. As teachers, we want primarily for our students to learn and succeed. But the heart's feeling has not lived clearly and powerfully in our heads. Now, as the elements of the Learning Paradigm permeate the air, our heads are beginning to understand what our hearts have known. However, none of us has yet put all the elements of the Learning Paradigm together in a conscious, integrated whole.” This will inform your teaching philosophy and your approach as an educator.

SLO Curveball - History professor Josh Ashenmiller’s wish list for his students. In this short web article, Ashenmiller reflects on SLOs, acknowledging their necessity, but bemoaning their clinical coldness. He shares his passionate wish list for what he would really like his students to learn. As you read it, think how each of his yearning wishes for his students can be a “technical” outcome.

Brigham Young University has a well-established website in their teaching learning center that presents learning outcomes organized by College, Department, and Program. This page shows you [how the BYU English BA program outcomes are organized and connected](#).

National Institute of Learning Outcomes Assessment

Established in 2008, based at the University of Illinois and Indiana University. Guided by a National Advisory Panel. Supported by Lumina Foundation for Education, Teagle Foundation, Collage of Education University of Illinois. NILOA’s aim is to develop methods and practices for effective use of student learning outcomes and approaches for using assessment data to inform and strengthen undergraduate education and inform policy. The web link below is the SLO page with excellent links to institutions to show a range of program and course level outcomes.

Bloom’s Taxonomy Interactive - Iowa State University. This interactive model is fun to explore - it shows the kinds of learning outcomes that emerge from the interaction of Bloom’s cognitive taxonomy and knowledge dimensions.

Instructional Design Central

Private organization located in Utah, dedicated to creating knowledge and expertise on instructional design for different communities, especially educators.

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Worksheet - Student Learning Outcomes (SLOs)

Design Thinking: Empathize & Define

Write your Student Learning Outcomes (SLOs). Highlight the active verbs. Indicate which levels or dimensions of the taxonomies the SLO addresses. You do not have to address all 3 taxonomies for each SLO; your goal is to ensure that you think broadly about outcomes that foster positive development beyond just subject matter proficiency. **Copy and paste the table to add more SLOs as needed.*

EXAMPLE:

SLO: Closely analyze themes in Romantic poetry and connect them to contemporary local and global events.

Bloom	Fink	LEAP Essential Outcomes
Understand, analyze, create	Foundational knowledge, complex application, caring	Knowledge of human culture, critical thinking, civic knowledge

SLO 1: Closely analyze themes in Romantic poetry and connect them to contemporary local and global events.

Bloom	Fink	LEAP Essential Outcomes

SLO 2:

Bloom	Fink	LEAP Essential Outcomes

SLO 3:

Bloom	Fink	LEAP Essential Outcomes

SLO 4:

Bloom	Fink	LEAP Essential Outcomes

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Assignments & Assessments

(Design Thinking – Ideate)

Your assessment plan is the very heart of learning. Students are guided through assignments and assessments to consolidate and express their understanding and proficiency in knowledge and skills. Each assignment and assessment are checks for understanding along the way to achieving the SLOs. Learning is moving from not knowing or not being able to do something toward proficiency in knowledge and skills. An inclusive and equity-minded assessment process based on formative practice and feedback supports growth mindsets for learning, motivation, and stronger achievement of proficiency goals:

- Use iterative formative practice such as draft-feedback-revise methods and multiple attempts in testing. Eliminate fear of failure - Replace high-stakes testing and closed-book timed exams.
- Integrate multiple ways to access, engage with, and communicate what one understands and can do. Eliminate a one-size-fits-all-approach that excludes many learners, while limiting the information literacies that all students should develop. Use UDL and Multiliteracies frameworks.
- Design assignments and assessments that foster skills beyond subject proficiency. What assignment formats and processes can help students build skills and capacities that will help them succeed in school and in their futures? Work with Bloom, Fink, and LEAP outcomes.
- Make assignments and assessments meaningful and relevant. What tasks will help students explore and articulate connection to the larger world and their lives and cultures?
- Align assessments and assignments with SLOs to create a coherent learning journey so students' engagement in the tasks of the course scaffold them toward achieving the outcomes.
- Balance formative and summative assignments so that students have a range of opportunities during a semester to demonstrate their learning. Avoid assignments that are so heavily weighted that it becomes a barrier to passing the course.

Assignment & Assessment Modalities

In designing activities, assignments, and assessments consider the different learning and communication modalities available. Planning a few several types of assignments, assessments, and activities helps you differentiate the teaching-learning process to cater to different learner interests and abilities.

Reading & Viewing	<p>What: advertisements (print, video), books (fiction, non-fiction), blogs, book reviews, extracts, film/video (movies, documentaries, news etc.), interview transcripts, journal articles (conceptual and empirical), magazines, newspapers (print and online), play scripts, social media feeds, reports, websites, etc.</p> <p>Sense-Making & Organizing Information: Annotate, take notes, sort, and categorize.</p> <p>Responding To Reading: Summarize, critique/review, trace trends and patterns, compare, connect within and across texts, create visual representation or model of ideas from reading items (see visual category below), respond collaboratively (wikis, discussion forums, blogs), quick-write reviews.</p>
Writing	Academic paper, annotated bibliographies, blog post, collaborative writing (paper/wikis), creative response, critique, essay, group writing, literature reviews, reflection journals (guided, open, solo, group, class), op-ed, posters, report, response paper, critique, summary, twitter responses, translating works.
Listening & Speaking	Debates (formal, informal), discussion (whole class, groups, on-line), following a set of verbal instructions, interviewing, verbal one-minute summaries, panel discussions, presentations (solo, group), role-play, readers' theatre.
Outside Class	Community involvement/service projects (group or solo), group work meetings, observations, and note-taking.
Collaboration	Discussion forums, group projects, partner projects, whole class collaboration, wikis.
Visual, Av Presentation	3D model or representation, collage, drawing, documentary, flow charts, flyers, film clip, photo essay, podcast, presentation poster, slideshow, storyboard, scrapbook, wall mural.
Tests & Exams	Fill in the blanks, lab tests, multiple choice, open book exam, open web exam, performance or hands-on tests, project presentation, quizzes, short answer, short essay, student constructed tests, take home exams.
Portfolios (Individual or Group)	Process based work – drafts are submitted for feedback (instructor/peer), final draft submitted for grading, all work kept in a portfolio (paper or electronic), whole portfolio submitted at end of semester together with a reflection and self-assessment piece.
Performative	Performance art, dance, musical theatre, mime, human statues, physically acting out concepts, skits and dialogues representing concepts and key ideas, instructor performs – student responds (e.g., paraphrases, adds to).
Research Projects	Research literature based, community-connected research, quantitative, narrative-based, ethnographic, visual research, curation...

The Foundations of Assessment

The purpose of assessment is to foster learning and growth.

Habituated Assumptions: Having journeyed for many years as learners, we – and our students - embody assumptions and habits of thought about the word “assessment” that have been shaped by the schooling processes we experienced.

- Assessments are a judgment of how smart a person is.
- Assessments are filters that select the best students to enter the next level.
- Not everyone is smart enough for the rigor of this discipline.
- *What else can you think of?*

Emotions about Assessment: Some of us have experienced assessments as positive encounters. Many have experienced them as emotionally negative – stressful, inducing fear, guilt, self-doubt, imposter syndrome etc.

Think about your own response to the word and the idea of doing assignments and being assessed? What have been your experiences with assignments and assessments in formal schooling experiences? How do they compare to being assessed in learning something outside of formal schooling?

Shifting away from legacy system assignments and assessments

Traditional assignment and assessment formats are incongruent and woefully inadequate to our students’ futures.

- Traditional assignments and assessments prepared students for a pre-Information Age world. They often center around timed and closed book tests, end of semester papers and presentations, group projects. These were designed to prepare students for a world where knowledge was acquired and contained in oneself, where knowledge and skills were stable and changed slowly, and individual expertise and competitive performance were our yardsticks.
- However, we prepare students to enter an Information-saturated global system. Knowledge is both in oneself and distributed beyond self in vast and dynamic information systems. Knowledge and skills are rapidly evolving and fluid; crowdsourcing, collaborating, just-in-time learning, and learning how to learn are paramount. It is also a world of multiple modalities and forms of expression and communication. What kinds of assignments could we create that might better prepares learners for this world and their futures?

What is problematic about some of our assumptions, emotions, and forms of assessments?

1. **Do our assignments measure fear and confidence more than learning?** Learning declines because of the emotional response learners have with assessment and assignments.
2. **Do assignments and assessments measure privilege and barriers (social determinants of learning) more than actual learning?** For example, is the A in a timed exam a measure of being able to afford tutoring, access to quiet study spaces, not having to work, and being a full-time student? Could a C grade be a measure of being a student having to manage a couple of jobs, or be a caregiver, and not having access to quiet study space or tutoring?

- 3. Are we adequately preparing students for their futures?** In using assignments incongruent to the world into which our students will enter, are we erasing meaningfulness and relevance from the learning process, while not actually preparing them for their futures? Will this affect more under-served students who depend deeply on schools for this preparation compared to more privileged students who will learn this anyway in other settings, thus setting up an inequity in being prepared for emerging world.
- 4. Are we causing undue difficulty to our students in how we weigh our assessments?** When setting up a course rubric and deciding how to weigh a class, it is important not to default to percentages that seem “normal” to us based on our own experiences. Graduate classes often rely on one or two large assignments or assessments to decide a student’s grade. As such, a graduate course might have three assignments worth 33.3% each or even two assessments worth 50% each. However, we should not assume that this is equitable for students. If a student struggles with one particular project worth over a third of their grade regardless of how well they do in other modalities, they may barely pass the given class, even if they receive 100% on every other assignment or assessment. For this reason, it is best to make all assignments and assessments worth less than 25%.

Inclusive and Equity-Minded Assignments and Assessments for a Diversity of Learners.

1. Formative Processes
2. Multiple Modalities
3. Flexibility in Process

Formative Assessments

Formative Processes for assignments and assessments are any tasks that “form” or shape the learning. These are assignments that create opportunities for:

1. **Feedback** - teachers, peers, and self-assessment. Time and opportunity for revision and redoing.
2. **Practice** before a graded attempt.
3. **Scaffolding** or chunking into ungraded or minimally graded smaller elements that build knowledge and skills students will then bring into a graded task.

Examples of Formative Assignments

1. **Quizzes & Tests:** Open book, multiple attempt quizzes, and/or low-grade weightage with highest grade taken at the end, or not graded. Practice test with feedback before actual test.
2. **Writing. Presentation:** Drafting process that might involve feedback from teacher, peers, and self with time for revision before the last version; Chunking or scaffolding the process to break it down into parts (question, outline, first draft, final), each part a focused learning task.
3. **Collaboration to Solo:** Scaffolding by having students work on problems in pairs/groups, discussing challenging points before giving solo problem-solving tasks; non-graded or low-weighted practice with feedback - time for revision and practice before final graded assignment.
4. **Group Projects:** Chunking a project into smaller parts so that each part is a focused task for learning; incorporating feedback and time for revisions before final submission.

- 5. Learning Reflections:** Students reflect in response to learning questions about an assignment (What did you enjoy doing? What was challenging? How did you address the challenge? What did you learn in doing this task?) Learning reflections support development of learning metacognition and learning how to learn skills (Fink’s taxonomy).

Formative Tools. The following support formative process.

1. Rubric or working checklist that focuses on skills and content that the task helps students learn. This focuses on learning - students use the checklist to deepen learning as they work on a task. It also creates confidence in their work knowing this same checklist will be used for grading.
2. Time: Build in time for making revisions, for re-doing work to improve a score.
3. Sources of Feedback: Feedback from teacher, peers, as well as self-assessment using a clear set of criteria in a rubric or checklist.
4. Flexibility: Student collaboration in practice and revision before final solo assessment. Opportunity to revise and resubmit work to improve a final grade.

Multiple Modalities

Bringing in multiple modalities for doing assignments supports and expands learning while preparing them for emerging futures in an information-networked world.

1. **Removes barriers – especially initially – of written academic format** that privileges some students over others. It is important for students to master this form as it is academic currency, but you can begin by scaffolding students in using other modalities. Allow some parts of an assignment to be oral, visual, lists, numerical etc. so students can focus and articulate what they are learning before having to create a draft in academic writing.
2. **It expands students range of literacy and communication skills.** Students interact with the world for life and career using many different modalities and forms – blog posts, video, numbers etc. Allowing them to articulate their knowledge in different modalities of their choosing helps them work to their strengths and/or expand their information literacies.

Important Websites: [UDL](#) and [Multiliteracies](#)

Flexibility – Autonomy - Choice

Rethink strict deadlines and assignment requirements.

1. “Stretch Deadlines” – allow students a range of time in which they can submit an assignment. For example, the preferred deadline is Wednesday, but they have till Saturday evening to turn it in. This broadly supports different student situations.
2. No penalties for late work. Penalties for late work punishes students who are likely to be already challenged by their life-study circumstances. Doing this leads to grades that measure privilege and barriers more than learning. For example, a student that is chronically ill may find it difficult to pass a class that penalizes late work while the other students in the class who are not chronically ill would therefore have an advantage, barring other life-study circumstances.

Allow students choice in assignments. Some examples:

1. **Choose from several topics or problem sets or range of difficulty.** For example, students can select from a range of problem sets or topic areas and formats, as well as from a range of difficulty. This allows students to begin where they are and build themselves up through different assignments. The teacher helps in this process by guiding students to choose items in a progression that will stretch them.
2. **Set up different assignments due at separate times of the semester.** Students choose a set number rather than all of them. This allows them to select assignments best suited to their circumstances and other work they might have due. For the teacher, this might also be a way to spread a grading load as each assignment might be selected by just some students.
3. **Students create their assignments.** Given guiding parameters, students create their own questions and formats. For example, rather than set a quiz or short answer test, ask students to submit questions with worked out answers that you use in your exams. Instead of setting writing prompts, ask students to set writing prompts or project ideas that become the set from which the class chooses.

Formative and Summative Assignments and Assessments

Here is a summary table on the difference between formative and summative assignments and assessments.

Formative Assignments and Assessments	Summative Assignments and Assessments
Allow students to try or practice knowledge or skills.	The final version that is judged for proficiency.
Involves feedback and revision or re-doing. Feedback can be from teachers, peers, or self-assessment.	Feedback for final version does not usually lead to revision.
Not counted in final grade or low weightage.	Counts in final grade. More highly weighted than formative work.
Supports metacognition of learning and development of learning how to learn skills.	

A course can have the following structure.

1. **Formative toward Summative Assessment at the End of Course:** A series of formative assignments through the semester that scaffold learning toward final projects or assignments that are summative. This is good when everything being learned in the semester is connected toward being assessed at the end of the learning arc. For example, outlines and drafts of a paper and presentation working toward a final paper and presentation at the end of semester; a series of problem sets or short topic quizzes that prepare students toward a final exam.
2. **Formative toward Summative Assessment at the End of a Topic:** A series of formative assignments that scaffold learning toward a small summative assessment to complete a topic. This is then repeated in the next topics to be addressed. This is good when the course contains topics that can be assessed separately before moving on to the next topic. For example, practice quizzes, problem sets, and short assignments for feedback before a summative topical assessment. Each summative topical assessment is added to count toward the final course

grade. This helps learners master each topic in turn without penalty from issues in mastering other topics.

To Consider

- Do you need to have large summative assignments that are high stakes? Could you work with a series of formative assignments through the course, allowing revision for improvement right up to the end of the course?
Consider the inequities that come from summative assignments that are highly weighted? How might this not be an accurate measure of their learning throughout the course? For example, a student who has worked hard and learned a lot might not do so well in the single opportunity of the final or large summative assignment for many contextual reasons.
- While in the end summative assignments judge levels of proficiency, can you allow students to re-do to improve their final grades by building in some time for this?

More Resources for Assessments

[How Teachers Can Create an Equitable Grading System](#) by Resilient Educator

[Designing a More Equitable Scorecard: Grading Contracts and Online Writing Instruction](#) by Angela Laflen and Mikenna Sims. Chapter 7 of [PARS in Practice: More Resources and Strategies for Online Writing Instructors](#) [20 pages]

[Assessments and Grading](#) by the Duke Accessible Syllabus Project

[Grading for Equity](#) by Joe Feldman

[Weighted Grade Calculator](#) by Calculator Genius

Olson, Kirsten. 2015. *Wounded by School*. Teachers College Press.

Worksheet Example – Assessment Plan

This example shows how a student worked through the 6 steps above

Step 1. Course: *Introduction to British Literature*

Step 2. Student Learning Outcomes

My learning outcomes and the assignments that address them foster basic literature knowledge and skills while focusing on relevance and meaningfulness to diverse students and current times and issues. I also address skills beyond literature so that students will develop capacities that will help them no matter what they end up majoring in or in their future lives.

- SLO 1: Identify key philosophical and social themes in British Literature
- SLO 2: Analyze a literary text to identify literary devices and explain how they work together to create meaning.
- SLO 3: Connect literary texts and themes from British Literature with contemporary local and global artists/authors and current events.
- SLO 4: Explain how and why literature helps us understand social and cultural events and issues across time and cultures.
- SLO 5: Work collaboratively with peers to share and contribute to projects.
- SLO 6: Engage in self-assessment to develop and sharpen learning and communication skills.

Steps 3 – 5. Create, Describe & Analyze Assignments

For each assignment, write a brief overview as you would present it in your final syllabus document. Pull out key structural and logistical information so it is easily seen. You will not present the table in your syllabus – this is just for the assignment to show your design considerations.

Timeline Poster. Group Project. Format: Digital or Physical.

- Worksheet with draft information. *Due Date*
- Final Poster: *Due Date*

This addresses SLOs 1 and 5. The goal is to summarize consolidate your exploration to create a timeline of key authors and works in British literature for the period studied. Your timeline will show authors, key works, and major themes as well as these connect with or respond to social issues and events of the period. I encourage you to use images with text to make your poster engaging for an audience. We will be showing these in a public exhibition at the end of semester. *Detailed instructions are in the Assignment Packet in Canvas.*

Modality	Skills & Capacities Focus <i>Bloom – Fink – LEAP</i>	Formative or Summative	SLO/s addressed
Visual and text. Digital option Group Work	Bloom - know & understand, apply, analyze, create. Fink – human dimension, complex application LEAP – critical and creative thinking, teamwork and problem solving.	Formative -draft Summative – final	SLO 1. Identify key philosophical and social themes in British Literature SLO 5: Work collaboratively with peers to share and contribute to projects.

Connecting Across Time and Culture. Pair Work. Format: Choose your own format.

- Worksheet with choice of text/author: *Due Date*
- Draft for Peer Review: *Due Date*
- Final: *Due Date*

This assignment addresses Outcomes 3, 5, & 6. Your goal is to critically analyze and connect the works we are exploring with current cultures, social issues, and creative works today. This is also a chance to expand your creative mind! Choose 2-3 literary texts or authors from the period we are studying. Connect their perspectives, themes, imagery etc. with contemporary creative work and events. You can look at movies, songs, art, performances across cultures, as well as current events in your communities or the world. Find connections across time, culture, and forms of expression. Present your analysis and findings in any creative form such as a poster, a narrated video, through social media such as a series of Tik Toks or Instagram posts, a website etc. *Detailed instructions are in the Assignment Packet in Canvas.*

Modality	Skills & Capacities Focus <i>Bloom – Fink – LEAP</i>	Formative or Summative	SLO/s addressed
Open – students' choice Pair Work	Bloom – Know & Understand, Apply, Analyze, Create Fink – Human Dimension, Complex Application, Caring, Integration LEAP – critical and creative thinking, teamwork and problem solving, information literacy, intercultural knowledge.	Formative -draft and final	SLO 3: Connect literary texts and themes from British Literature with contemporary local & global artists/authors and current events. SLO 5: Work collaboratively with peers to share and contribute to projects. SLO 6: Engage in self-assessment to develop and sharpen learning and communication skills.

2 Close Reading Essays. Solo Work. Format. Academic Essay. 2-5 pages Double Spaced. MLA Style.

- Draft for Peer Review – *Due Date*
- Final Essay: *Due Date*

This assignment addresses Outcomes 2 & 6. Your goal is to learn how to analyze a literary text and express your interpretation in a formal academic style that will help you in developing your writing abilities as a student. Choose a text from the set I have put together. Or propose your own selection from course texts. Analyze and interpret your selected texts. Then write an essay that expresses your interpretation of the text supported by evidence from the text. The writing center has the assignment instructions and rubric and is prepared to help you with this assignment; I encourage you to use their services. *Detailed instructions are in the Assignment Packet in Canvas.*

Modality	Skills & Capacities Focus <i>Bloom – Fink - LEAP</i>	Formative or Summative	SLO/s addressed
Academic Essay Solo Work	Bloom – Know & Understand, Analyze, Create. Fink – Foundational Knowledge, Integration. LEAP – critical and creative thinking, written academic communication, knowledge of human cultures.	Formative -draft and final	SLO 2: Analyze a literary text to identify literary devices and explain how they work together to create meaning. SLO 6: Engage in self-assessment to develop and sharpen learning and communication skills.

Essential Question Assignment. Group Work. Format: Written or Spoken. Your Choice.

This addresses SLOs 4, 5, & 6. The purpose of this assignment is to think critically and reflectively about why literature is important to the world, and especially how it helps us understand humanity across time and cultures. The works we are exploring are distant to us in time as well as socially and culturally. And yet, there are themes and literary methods that cross through time to be still relevant today and connect across cultures and social concerns. What are some of these connections? How does literature help us understand our world and each other better? You can present this assignment either through a written document, a panel discussion or talk show format, a podcast, or any other form you feel will best display your thinking. *Detailed instructions are in the Assignment Packet in Canvas.*

- Worksheet with draft information. *Due Date*
- Final: *Due Date*

Modality	Skills & Capacities Focus <i>Bloom – Fink - LEAP</i>	Formative or Summative	SLO/s addressed
Written or alternative student choice Group Work	Bloom – analyze, evaluate, create. Fink – foundational knowledge, integration, complex application, caring, human dimension. LEAP – critical and creative thinking, knowledge of human cultures, intercultural knowledge.	Formative – drafts Summative - final	SLO 4: Explain how and why literature helps us understand social and cultural events and issues across time and cultures. SLO 5: Work collaboratively with peers to share and contribute to projects. SLO 6: Engage in self-assessment to develop and sharpen learning and communication skills.

Solo Quiz. Format: Multiple Attempts Open Book Quiz.

- Quiz closes. *Due Date*

This quiz supports Outcomes 1 & 2. It will help you do your own knowledge check to ensure you have mastered foundational knowledge and technical terms. You can take this quiz in your own time, and as many times as you need to improve your score. I recommend that you try it first without reference to books and notes to see how you do, and then review your notes before taking the quiz again. This will really deepen your learning. I will take your highest score when the quiz closes at the end of semester.

Modality	Skills & Capacities Focus <i>Bloom – Fink - LEAP</i>	Formative or Summative	SLO/s addressed
Quiz Solo Work	Bloom – know and understand Fink – foundational knowledge LEAP – knowledge of human cultures	Formative –multiple attempts Summative – final highest score	SLO 1: Identify key philosophical and social themes in British Literature SLO 2: Analyze a literary text to identify literary devices and explain how they work together to create meaning. SLO 6: Engage in self-assessment to develop and sharpen learning and communication skills

Worksheet - Assessment Plan

Build your assignments. Create-Describe-Analyze each assignment. See examples on the next page. Think of assignments and assessments aligned with your SLOs. What assignments will students do that will help them achieve and demonstrate proficiency in the SLOs?

Write a brief description of each assignment. You will add this to your final syllabus. Write it as if you were presenting it in the syllabus, i.e., address students directly. Describe the assignment's key goals and overview of the work. You do not need detailed instructions as these are best presented as separate Assignment Packets in your Learning Management System (LMS). In presenting logistical information like due dates, use a placeholder as you will not have worked this out yet.

For each assignment, fill out the design analysis table. You will not add this to your final syllabus. This will help you systematically consider and demonstrate modality, levels of thinking and development, to check where formative work happens, and to ensure connection with your SLOs.

Modality	Skills & Capacities Focus <i>Bloom – Fink - LEAP</i>	Formative or Summative	SLO/s addressed

Create an assignment summary table. *You will add this to your final syllabus.* Create a table showing assignments, points, and the percentage weight. This helps you check that you are creating balance in how students earn their grade. There should be no assignments so heavily weighted that they would become barriers to a student. To ensure that the class is fair and uses a balance of multiple modalities, no single item should be worth 25% or more of their course grade. Students should be able to demonstrate learning through different assignments that together help them earn a good grade.

Assignment	Points	Weight %
		%
		%
		%
		%
		%
Total		100 %

Source a grade table. This is a table that shows a correspondence between percentages and what counts as an A+, A, A-, B+, etc. in this class.

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Constructive Alignment

You have done the heavy lifting in crafting your SLOs and thinking carefully about your assessments and assignment plan. In creating your constructive alignment, you demonstrate how your assessments and assignments are ways to gauge learning progress toward the course destinations – your SLOs.

Use the template we provide to create your Constructive Alignment grid. The template helps you demonstrate your design elements in aligning your assessments to your SLOs.

In demonstrating alignment between assessment and SLOs, aim for design coherence.

Each SLO is supported by at least ONE assessment item.

Some SLOs connect with multiple assessment items.

Each assessment item addresses at least one SLO.

Assessment Plan <i>Indicate formative (F) or summative (S)</i>	Fink, Bloom, LEAP	SLO 1	SLO 2	SLO 3
		Analyze poems on the levels of sound, syntax, imagery, and form.	Demonstrate the relevance of Victorian and Romantic poetry to current times and issues.	Explain how Victorian and Romantic poetry reflected and were commentary on their times.
4 Literary devices quizzes (F) solo, self-assessment, student-created	Bloom - Know & Understand Fink- Learning how to learn	X	X	
2 Poems - Close Reading pair project annotated texts (F) final poster exhibit (S)	Bloom - Analyze, Apply, Create Fink - Human Dimension LEAP - Collaborate, Communicate Other - Visual literacy	X	X	
Role play dairies (F) write imaginative dairy for 2 selected poets (Romantic & Victorian) -show social commentary on issues in their contexts.	Bloom - Analyze, Evaluate, Create Fink - Caring, Human dimension LEAP - Personal Social Responsibility Other - Imagination, Perspective taking		X	X
Thematic analysis group project - select themes (F) link to current social issues (F) Video presentation (S)	LEAP - Critical Thinking, Collaborate, Communicate, Bloom - Apply, Analyze, Evaluate Fink - Caring, Human Dimension, Complex Application. Other - Digital literacy	X	X	X
Portfolio (F) - solo, self-assessment checklists, reflections, drafts, journal.	Fink - Learning how to learn Other: Autonomy, Competence, Growth Mindset	X	X	X

Worksheet - Constructive Alignment Templates

[Constructive Alignment Grid Example in Excel \(PDF\)](#)

[Constructive Alignment Grid Blank Template in Excel \(PDF\)](#)

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Input Material

Input material are resources you assign as reading and preparation for your students as well as materials you bring in as part of your teaching presentations in lectures and discussions or labs.

Assignment Expectations

For this assignment, you do not have to have gathered or determined everything for your course. Focus on practicing and demonstrating inclusive and equity-minded thinking in sourcing course material and in expanding the types of information you bring in. You can demonstrate this with just a few items for your course using the worksheet.

We encourage you to try to get as far as you can within course time constraints, and to continue working with us beyond the course to complete your course content so that you have a solid syllabus to present as a sample in your job applications and to use in your teaching.

Appropriate Workload

In considering workload, you are addressing the dilemma of COVERAGE vs LEARNING.

On the one hand, you feel a need to cover a certain volume of content. However, does covering the content – providing input – translate into deep learning and proficiency in knowledge and skills?

What is a realistic and inclusive workload? Typically, a 3-unit course is expected to have a workload of 6 hours outside class for preparation and assignment completion (1 unit = 2 hours outside class time).

1. Diversity of Students: The abstract number of what a unit equates to in terms of hours was created with the assumption of the “typical” student (full-time in school, not in full employment, generally unhampered by caregiving responsibilities). We acknowledge today that this is not the reality of our college classrooms:
 - Students are likely enrolled in multiple courses.
 - The non-traditional student is often the norm – with employment and caregiving responsibilities, and other complicated life situations
2. Expert and Novices. As an expert in your field, what seems simple to read and understand might be complex and difficult for students who are entering this discipline to learn.

Principles for Developing Appropriate Workload

1. Backward Design - Let the SLOs guide workload. Start with the end in mind. Keep your SLOs in view when selecting material and determining tasks and assignments. This helps you curate accurately to align with and support your students to achieve your SLOs.
2. Less is more in facilitating deeper learning. What are the essential input material and tasks that will ready students to engage in class to actively construct knowledge and skills that will lead them to achieving the SLOs?
3. Cost and access. Consider using Open Educational Resources (OER) and free sources rather than expensive textbooks. Here is a link to the [Claremont Colleges OER guide](#).
4. Collaborate. Work with a librarian to find resources. They can help you diversify the scholarship and modalities you integrate to be more inclusive and culturally responsive. This also helps you understand how libraries are powerful partners and resources for teaching.

- Different modalities – Instead of many heavy chapters or articles, you can achieve the same coverage if students read one or two essential texts and view a few short videos (mini-lectures that you create or sourced videos). Do not forget to think about the [Universal Design for Learning](#) framework in finding different modalities for presenting material.
- Iteration: You craft your SLOs, an assessment plan and assignments, course materials, and your course schedule in parts. However, remember that as you work on one part, you will find yourself likely needing to review and adjust some of the other parts of your design.

Examples of Input Materials Analysis

Course: Introduction to Shakespeare

I focus on Shakespeare’s relevance to current times and cultures - critiquing the texts through contemporary lenses on social issues as well as finding connections with current times and concerns. I bring in hip-hop pedagogy as used in teaching Shakespeare connecting it to youth culture and social issues. I also bring in film and global adaptations like West Side Story (Romeo & Juliet), Yukio Ninagawa’s *Macbeth* in Japanese, and local alternative productions. This is a sampling of my material.

Resource	Form & Mode	Diversity in Scholarship. Pragmatically and Culturally Relevant & Meaningful
Shakespeare texts – Macbeth, Romeo & Juliet. <i>Free e-copy from Folger Library.</i>	Book – play	Canonical texts.
Romeo & Juliet – hip hop and roller skates.	Video	21 st century, hip hop, youth culture.
Yukio Ninagawa – Macbeth.	Video	Japanese adaptation – global themes.
West Side Story (Romeo & Juliet).	Video	Broadway musical genre.
Hip Hop & Shakespeare – Hip Hop artist Akala.	TEDx video	Connecting across time, contemporary artists, and youth culture.
Lehman, Roberts, Antao, & Miller. Falling in Love with Close Reading . <i>Selected extracts on library reserve.</i>	Book – method	Technique – close reading – goes beyond literary texts to reading media.

What is the estimated total cost to each student? No cost if reading the Folger Library texts.

Course: Introduction to Statistics

Students often are fearful of stats, seen as hard, often tedious, and like math – something some people just do not get. My course material is selected to dispel this idea and empower learning. I use Andy Field’s material as his approach and presentation of stats is accessible and carefully scaffolded. I make my own problem sets and demos to personalize stats. I also bring in contextual material to humanize and make stats meaningful.

Resource	Form & Mode	Diversity in Scholarship. Pragmatically and Culturally Relevant & Meaningful
Andy Field – <i>As Adventure in Statistics</i> <i>Copies also in Library Reserve.</i>	Book	Textbook – but Field’s writing and presentation is accessible and makes stats fun.
https://www.discoveringstatistics.com/ - Andy Field’s website.	Website	Free access – examples, videos, problem sets that I will assign. Good coaching material that TA (Teaching Assistant) can use.
Statistics Problem Sets	Downloadable document Video	Free access – self-created problem sets with help in both video and document format.

Course Schedule

Structure. Present your course schedule as a table to help students quickly scan to find information for each class session rather than having to read narrative paragraphs.

Course progression. Set up your schedule for the whole semester to demonstrate how you are thinking of the way the course will flow from start to end.

You do not need to fill in all 16 weeks of your schedule. Your goal is to show how the workload and assignments are scheduled to allow enough feedback and revision time.

You do not have to have selected all your topics and course resources to add to your schedule. Work on the big areas you plan to cover.

You can use placeholders as shown in the example below, 1 article on Romantic Era contexts, Video on themes in Romantic poetry etc.

Actual teaching input time. Leave room for first and last day where you introduce less or no new content. Rather than jump into content teaching on the first day, plan to use that time for orienting students to the course and syllabus, introductions, and connections to each other to begin fostering a learning community. Design your last day of class to celebrate the journey, consolidate what was learned, and to look ahead with your students.

Leave room for days where you might be doing peer-review, reviewing material for upcoming tests and exams, or where students are presenting work.

Also check to see if holidays take away any sessions. You can look at a college you teach at or would like to teach at and see what their schedules look like for the semester. Often, there is at least one holiday that will need to be accounted for in your schedule.

Rhythm and balance of workload. Consider where the load is heavy with input and where application and revisions happen. Here are 2 distinct kinds of balance.

Front load the input material early in the course. Ease off as students apply knowledge and work on assignments and projects.

Create a rhythm of input and application for each topic you cover. For example, you have 4 weeks for a topic where the first 2 weeks are more heavily loaded with input material and the second 2 weeks are more focused on application and creation that involves peer review and feedback. This is then repeated with the next topic.

Turnaround time. Ensure you schedule formative assignment due dates to allow for feedback and revision.

Examples for Schedule Tables

If your class meets more than once a week, use “session” rather than “week.” Here is an example:

Date/Session	Session Focus & Preparation	Assignments Due In Canvas
1/19- Mon. Session 1		
1/21 Wed. Session 2		
1/26 – Mon Session 3		
1/28 Session 4		

Here are some examples showing the level of detail you can consider in your design.

Date/Week	Session Focus & Preparation	Assignments Due In Canvas
Week 1	<p>Session Focus: Welcome to class! Introductions – exploring the syllabus – understanding our learning journey. Overview of key concepts:</p> <ul style="list-style-type: none"> • What is literature? What period are we exploring? • Why study this period – relevance to our lives today • Meet the authors 	
Week 6	<p>Session Focus: Interview methods Preparation – details in Canvas</p> <ul style="list-style-type: none"> • Video on interviewing techniques • Chapter 2-3 – textbook Communication & Media • Pre-class reflection to submit in discussion post 	Media Analysis Essay Draft 1
Week 5	<p>Session Focus: Learning Lenses – Behaviorism, Cognitivism, Constructivism. Preparation – details in Canvas</p> <ul style="list-style-type: none"> • Jordan, Carlile, & Stack – pp 21-65. • Video on theories 	Learning Journals Check Group Project Proposals
Week 15	<p>Final Class – journey’s end! Session Focus: Celebrating what we achieved, read aloud circles to share our own poetry. Exhibition. Preparation – details in Canvas</p> <ul style="list-style-type: none"> • Finalize your journal • Bring one of your poems to read aloud and share 	Final Journal submission – digital version for grading

Course Guidelines (Policies) & Resources

Recognize the reality of classrooms today – Remember we are designing for diversity to create inclusive, equitable, and empowering spaces for learning for all students. Our students embody a diversity of identities and life situations that can give rise to unexpected situations that affect engagement and interaction for example, a pandemic or other crisis, caregiving emergencies, work-related issues, well-being, mental health, etc.

What is your approach? In the context of this diversity, examine assumptions in your course guidelines. Given our own conditioning in our schooling, we might embody assumptions that influence our design.

Designing using limiting constraints or structures

The assumption here is that we must enforce the behavior we deem desirable; without the policies in place, we lose control of students. This also contains an assumption of an “ideal learner” that creates blind spots to diverse identities and circumstances. Sometimes, the assumption might be that if students cannot comply, they ought not to be in class. These assumptions lead to punitive policies with negative consequences for non-compliance. The focus is on behavior and compliance. Ironically, rigid constraints block many students’ potential to achieve high standards.

Designing using enabling constraints or structures

In this approach, the assumption is that course guidelines are facilitating rather than controlling tools. There is no assumption of an “ideal learner.” Instead, there is an intentional recognition of the diversity of learners and potential situations that is grounded in compassion and trust. Therefore, guidelines are designed to be flexible and agile, offering structure and processes that help students self-manage with space for adjustment and alternative ways to get work done. The focus is on learning and getting to the end goals or learning outcomes. Flexibility supports high standards achievement.

A Special Note on “Participation”

We strongly advise you NOT to have a participation policy and a participation grade. Instead set up expectations and guidelines for a range of ways to help students engage.

Students often interpret “participation” as an expectation by the professor for them to “speak up in class.” This is a barrier to many students who are working hard, mastering the material, and doing excellent work but who are unable for a myriad of reasons to speak up – shy and introverted students, those who are socially awkward, students who are non-native speakers of the language of instruction. But you can expand and explain “participation” to include multiple ways to engage and contribute to class work. For example, engaging in written discussions (discussion posts on the LMS (Learning Management System), collaborative documents or slides in group work), taking notes in empty outlines, pair, and small group conversations etc. This will help students entering your course understand that the expectation is for them to actively engage, even if they are not speaking up in class.

Principles For Creating Course Expectations and Guidelines

- Consider the name. Do you want to call them policies or guidelines and expectations? The former signals control and compliance; the latter signals an invitation to a learning process.

- Present supportive and motivating guidelines. Explain expectations as values and processes that support learning rather than focused on penalties. This engages students in motivation to rise to these expectations.
- Flexibility for inclusivity and equity – who are you excluding or punishing? Explicitly check if your guidelines and policies might become barriers to some students. Consider students from different ethnicities, races, sexual orientation, gender, religions, cultures, abilities, socio-economic class, and life roles. While it might be difficult to include every circumstance, you can broaden the inclusivity of your guidelines with flexibility and an invitation to communicate specific issues with you.
- Relational language. You should use relational language throughout your syllabus, but it is especially important when communicating course guidelines and expectations. You speak directly to the student (I, you, we, us), and as clearly as possible using active, direct language.

List of Guidelines and Expectations to Include

Required

- Instructor Communication and/or Feedback.
- Attendance and/or Coming to Class Late. Present these as guidelines and with flexibility rather than in a punitive compliance approach. Focus on supporting engagement for a diversity of learners.
- Deadlines - extensions, late assignments, and/or rescheduled/missed Exams. Present these as guidelines and with flexibility rather than in a punitive compliance approach. Focus on supporting engagement for a diversity of learners.
- Participation and/or discussions. Explain what you mean by “participation” so that do not penalize shy or non-native speakers of English. You explain multiple ways to so that students understand that participation is not only speaking up in class. *We strongly recommend that you do not have a participation grade in your assessment plan.*
- Technology (phone, computer, tablet, etc.)
- Academic integrity and/or plagiarism. If presenting the college's formal policy, frame this with your own inclusive approach to supporting this from a learning perspective. Provide links to resources that help students learn to avoid plagiarism and where to get support in doing course work, e.g., the writing center.
- Title IX. Usually, we present the college’s formal statement. But these are not written in an encouraging tone. Preface this with your commitment to supporting anti-discrimination and anti-harassment.
- Disability (ADA Statement). Usually, we present the college’s formal statement that might make it hard for some students to understand what their rights are. Preface this with an invitation to approach you so you can direct them to get the support they need. Also, this is a good moment to pause and ask if your course design has helped make your class as “accommodation proof” as possible.
- *If you are teaching* - Any other policies that your college requires you to add.

Optional

- Learning Management System
- Class Expectations and/or Ground Rules
- Extra Credit

- Regrading and Resubmission
- Instructor Feedback
- Lab Safety
- Recording Class Sessions

Resources for Course Guidelines, Expectation, and Policies

[Course Policies](#) by Duke Accessible Syllabus Project

[Accessible Syllabus: Accessible Classroom Resources Promote Student Engagement and Agency](#)

Worksheet - Course Guidelines and Expectations Worksheet

Write course guidelines and expectations for all the following required items. Present guidelines with flexibility and with actions students can take rather than in a punitive compliance approach. Focus on supporting engagement for a diversity of learners. Remember to use relational pronouns (I, you, we, us), and use active, direct address so you are speaking directly to the student.

- Write your policy under each heading. We have provided prompts in the form of questions a student might ask.
- Add other headings for policies you want to add (see the list in our Resource Notes) and write your guidelines.
- You will add these policies to your final syllabus document.

Course Guidelines and Expectations

State your commitment to students and your expectation for their contributions to high level work and a learning community.

1. Instructor Communication and/or Feedback. What are the best ways for me to communicate with you and in what forms (email, communication platforms like (What's App or Slack)? What is your general turnaround time?
2. Attendance and/or Coming to Class Late. What should I do if I am unable to attend class or am late?
3. Participation and/or discussions. What are your expectations for participating? In what different ways can I engage in class and in the LMS?
4. Technology (phone, computer, tablet, etc.) Am I able to use digital devices in class? What are your recommendations for doing this effectively without distracting myself and my peers?
5. Deadlines - extensions, late assignments, and/or rescheduled/missed Exams. What should I do if I am struggling to meet an assignment deadline, or if I miss a deadline or exam?

Learning Support Guidelines

1. Academic integrity and/or plagiarism. How can I ensure that I do my work with integrity and avoid plagiarism? What guidelines and resources are there to ensure this? Where can I learn and get more support?
2. Disability (ADA Statement). What are my rights and support if I have a disability (physical, emotional, or learning-related)?
3. Title IX. What are my rights and protections from discrimination and harassment? Where can I get support?

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Syllabus Resources

Mismatch between available resources and access

While colleges often have a vast range of supporting resources and opportunities for students, those who really could benefit are often the ones least able to have full knowledge and access to these resources and opportunities.

- Students who are working, commuting, have dependent-care responsibilities often are unable to explore what their campus has for them.
- First-generation and international students might not realize the available range of support or that they have the right to access them.
- Many students experience the difficulty of advocating for themselves because they “do not know what they do not know” and hence are not able to ask questions to find out.

The professor is a connecting bridge across barriers

For many students, the person they interact with the most interaction is their professor – through class meetings, informal opportunities before and after class, office hours, and intentionally set-up meetings.

- The professor bringing useful resources into the syllabus explicitly highlights what is available to students. Even if you list just some of the key resources, it opens a window into college-level support they might not otherwise be aware of.
- If you give some time on the first day to look at the resources, it helps students to help each other to share other resources that they might know about; it helps establish a sense of community and caring in your course.
- It also signals a holistic perspective that you care about supporting their well-being and how they manage their college life beyond just classroom performance. In fact, in doing this, you increase the likelihood that they will do better in your class with the support they might access.

What resources should I include?

We recommend the following resources and that you include at least 4. There might also be resources you are required to add by your college... there are many options depending on your students' needs. Check your college's website to see what is available. If you are not currently teaching, explore a college website that you might want to teach at and see what is available. You might also consider searching for community-based resources located in the same area as the institution in question as some colleges may lack particular resources or support centers. Examples of resources that may not be found at some colleges include housing assistance, food pantries, free STI testing, and many more.

Learning Support Resources

- Writing Center and/or other academic help
- Library
- Computer Lab

Personal and Professional Development

- Career Center
- College Food Pantry
- Health Services

- Mental Health and Counseling
- LGBTQ+ Resources
- Affinity Groups – cultural, parents etc.
- Domestic abuse support centers/ shelters
- STI Testing & Reproductive Health Services
- Childcare
- Fitness & Physical Therapy Resources

Worksheet – Syllabus Resources

Present the following required items.

- Present your resource under each heading to briefly describe what it offers. If the resource is not relevant to your course, delete it.
- Provide a URL to the resource website or an office location and contact information. (You can make this up as a placeholder for now if you are not currently teaching).
- Add other resources you want to add.
- You will add these resources to your final syllabus document.

Learning Support Resources

Writing Center and other academic help	
Library	
Computer Lab	

Personal and Professional Support

Career Center	
College Food Pantry	
Health Services	
Mental Health & Counseling	
LGBTQ+ Resources	
Affinity Groups: cultural, parents, etc.	

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Syllabus Design

Congratulations! You have moved through the different stages of Backward Design for an inclusive, equity-minded course that centers learning and your students. Now you must bring it all together to create your syllabus document. Your focus is on communicating information in a way that helps students use the syllabus as a welcoming and inviting document and as a navigation tool to find information quickly as they need through the course.

In this final consolidation and formatting, you are putting together a complete syllabus that has been audited for inclusive, ethical design thinking and that you would be proud to share and to use in your teaching. We hope that this Resource Packet, the Worksheets, and Audit Checklists will be useful tools for you to design more courses as you develop your teaching.

Key Sections in Your Syllabus

Organize the information in your syllabus into clear categories or sections. This also helps students get a clearer sense of the course structure and protocols. You can use the syllabus template as your guide. In general, you would have the following sections in sequence.

1. Overview & Logistical Information: Course name, name of the college, semester/year, meeting times and location, Instructor name and contact information, TA information if relevant, Important links (e.g., LMS, calendars etc.). *What is this course and who is the professor?*
2. A short Diversity, Equity, and Inclusion statement explaining your commitment to recognizing diversity and to teaching in inclusive, equity-minded ways. Your statement establishes the culture of teaching and learning you intend to foster. Your statement addresses issues like race, gender (including pronouns), ethnicity, sexual orientation, age, socioeconomic status, religion, and disability. *How welcoming is this course? Will I feel safe and included?*
3. Student Learning Outcomes. Present these directly to the student in active, relational language. “By the end of the course, you will be able to ...” *What are the learning goals?*
4. Course Materials *what resources will I need?* Present key required materials. You do not need to present everything you plan to bring into the course as there are materials you will present in your LMS as you go. Present just the key resources that students will draw from for the course.
 - a. Provide links to library e-books or other alternative open access sources or indicate you have put things on reserve at the library.
 - b. If relevant to your course, specify digital tools – computer, software etc. that students must have to do the course with appropriate links.
5. Assignments and Assessments. Copy and paste in the material you developed in your Worksheet for this part – the overview descriptions, the Summary Table of Assignments, as well as a grade table that shows the correspondence between letter grades and percentage points. *What is the work that will gauge my learning?*
6. Course Schedule. Copy and paste in the course schedule you developed in your worksheet for this part. *What is the sequence of learning in this journey?*
7. Course Guidelines & Expectations. Copy and paste in the course guidelines and expectations that you developed in the worksheet for this part. *What are the guidelines that support my success?*
8. Resources. Copy and paste in the resources that you developed in the worksheet for this part. *What are the resources I can use to succeed?*

This sequence steps students logically into the details of the course. Notice how each section addresses the sequence of questions from the student perspective, from the large view of the course description and logistical information to outcomes and related assignments, the schedule that maps their learning journey, and finally the guidelines and resources to support them in their journey.

Should I add rubrics and detailed assignment instructions?

- Do not add rubrics and assignment instruction sheets or supporting material into the syllabus. Your overview descriptions suffice. You want to avoid presenting an overwhelming amount of information.
- However, you can create a separate Assignment Packet where each assignment has its Assignment Instructions and Resources document and a Rubric. You can add this to your LMS in presenting your Assignments and/or print and give this out to your students separate to the syllabus. Doing this also demarcates the work they have to do rather than it being lost within the syllabus.
- For the Certificate, you will be presenting an example Assignment and Rubric in your LMS and that will suffice to demonstrate your competencies in Assignment design and presentation.

Formatting

The syllabus is a logistical tool that communicates information and helps students to navigate and engage effectively with the work they do in the course. It should support quick reference and retrieval of information through the course. Your goal is to support active, efficient reading.

- Avoid: Long paragraphs and sentences, overly complicated language, crowded pages that do not provide an explicit visual structure, page breaks that cut up sections.
- Use: Direct, concise sentences. Active structure without jargon. White space and headings clearly demarcate key sections information.

Spacing and White Space

1. Start each new Section on a new page. This helps if students want to print out just one section. It also makes it easier to scroll and find a specific section.
2. Try and not cut up Sections. It is ok to have empty/white space on a page because you moved the next section to begin on a new page. If you like, use it as an opportunity to add a relevant quotation, image, or cartoon. This also creates visual differentiation and makes your syllabus more interesting.

Headings

- Use a logical and consistent style of headings, sub-heads, indentations for bulleting or numbering, and space between lines and paragraphs.
- Within a section, use space and bulleting to demarcate different chunks so you help the quickly scan and find relevant headings and sub-heads.

Noise and Tone

1. Use direct and active structure in writing your sentences.

2. Avoid long narrative paragraphs that hide logistical information. Instead use short framing paragraphs to explain and provide logistical information in bulleted or numbered format.
3. Use relational pronouns (I, you, we, us) throughout to address your students directly. This makes your syllabus a warm invitation to the course and the learning journey.

Access to Items Beyond the Syllabus

1. When you provide resources or other information, create hyperlinks so students can directly access the things you are pointing to.
2. When providing course materials, provide hyperlinks to sources if possible, such as e-books in the library, videos, and websites. While you will organize and provide these within Canvas, it helps students begin exploring and putting their course material together.

Worksheet – Syllabus Design

Use the Notes for Putting the Whole Syllabus Together and Formatting to complete your syllabus. This worksheet gives you the steps to follow to bring everything together to create a user-friendly, easy to navigate syllabus.

Check that you have all the key sections in a logical order

1. Overview Information
 - a. Course Name - Name of college - Semester/Year *What is the course?*
 - b. Meeting times and location *Where and when do we meet?*
 - c. Instructor name and short bio *Who is my professor?*
 - d. TA name and short bio (if applicable) *Is there a TA?*
 - e. Contact Information How do I contact you?
 - f. Important Links What essential information should I know?
2. A short Diversity, Equity, and Inclusivity statement. *How welcoming is this course?*
3. Student Learning Outcomes What are the learning goals?
4. Course Materials What resources will I need?
5. Assignments and Assessments What is the work that will gauge my learning?
6. Course Schedule What is the sequence of learning in this journey?
7. Course Guidelines & Expectations What are the guidelines that support my success?
8. Resources What are the resources I can use to succeed?

Spacing and White Space - Each key section begins on a new page.

Headings – You have a logical and consistent style of headings, sub-heads, bulleting or numbering, and space between lines and paragraphs.

Noise (Readability) and Tone

4. Sentences use direct and active structure.
5. There are no long narrative paragraphs that hide logistical information.
6. You address students directly using relational pronouns (I, you, we, us).

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Access to Items Beyond the Syllabus. You provide hyperlinks where necessary – e.g., e-books in the library, videos, and websites.

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Syllabus & Course Design Checklist

There are a total of 37 points

#	Criteria	Section	Done?	
1	Transparent SLOs Your SLOs clearly articulate what students will be able to DO by the end of the course. You use active, transparent verbs that make learning visible - they can tell specifically what they will learn	Student Learning Outcomes		
2	SLO Range Your SLOs integrate higher order thinking and metacognitive abilities drawing from Bloom, Fink, and the LEAP Essential Outcomes.			
3	Multiple Modalities and Multiliteracies You use a variety of modes to help students demonstrate learning like quizzes, problem sets, reflections, projects, and creative work, not just exams and research papers. You balance solo, pair, and group work.	Assignments & Assessment Plan		
4	Range of Skills and Capacities You address a range of skills and capacities drawing from Bloom's and Fink's taxonomies and the LEAP Essential Outcomes or other skills and capacities not in these taxonomies.			
5	Formative Process You have identified your assignments as formative or summative. You have at least one assignment that allows a formative feedback opportunity to students <i>Formative – drafts, feedback, revision possible.</i> <i>Summative – final work, one-off assessments. Revision not possible.</i>			
6	Assignment and Grade Table You have presented your assignments in a table that shows the following: Each assignment Points for each assignment Percentage of weight in the overall grade			
7	Balanced and Achievable Assessment: You do not overload students - the number and type of assignments help them focus and learn. Grade weighting is distributed so that students have more chances to earn a good grade. Assessment is not limited to one or two final tests/papers, and there is not an assignment so heavily weighted as to be a barrier to a good grade.			
8	Overview Paragraphs for Each Assessment Item For each assignment, you have a short paragraph that presents the following: Key logistical details – submission and due dates, key format information Overview of assignment – what is the assignment and its goals, which SLO does it address? Where to go for detailed information.			
9	Design Coherence Each SLO is supported by at least ONE assessment item. Each assessment item supports at least one SLO. Some SLOs connect with multiple assessment items.		Constructive Alignment	
10	Multiple Input Modalities You use a variety of resource types in curating class preparation and teaching input materials. Examples: books, news articles, research articles, websites, videos, podcasts, images.		Input Material	
11	Diverse Scholarship & Pragmatically and Culturally Relevant Materials Your input material content and form reflect diversity in scholarship, method, perspective. You consider different cultural backgrounds, genders, international range, connection to students' lived experiences etc.			
12	Consideration of Access and Cost You have attempted to bring the lower the cost of materials – e.g., using Open Educational Resources and open access materials rather than expensive texts, or placing materials on reserve at the library etc.			

13	<p>Organized Layout (Table Recommended)</p> <p>The information is consistently and easily organized so students can find what they need quickly. You avoid long narrative paragraphs. You present information in brief sentences, using bullet points and numbering to focus critical information.</p>	Course Schedule		
14	<p>Important Schedule Information</p> <p>Your schedule includes the following information for each class meeting time:</p> <p>The date or week number</p> <p>Session focus: Topic areas or key concepts that will be covered.</p> <p>Preparation. You indicate preparation work in a brief list (details on the LMS) Placeholders are ok (Textbook X – page 20-35)</p> <p>Assignments that are due.</p>			
15	<p>Schedule Allowances</p> <p>Your schedule shows you have made time for sessions where you will not teach substantially:</p> <p>First and Last days of the course</p> <p>Review, assessment, and presentation days</p> <p>Holidays</p>			
16	<p>Heavy Lift Balance</p> <p>Your schedule reflects a balance - Heavy preparation requirements ease off as students move toward more application work in doing projects and exams.</p>			
17	<p>Turn-around Time</p> <p>Your assignment deadlines in the course sequence allow sufficient time for students to do the assignment, submit, and for you to provide feedback that they can apply to the next assignment or draft of the assignment.</p>			
18	<p>Chunking and Scaffolding</p> <p>Your schedule shows you have organized your contents into categories or topic chunks. The chunks are in the right sequence so that each one builds on the previous one.</p>			
19	<p>Required and Optional Guidelines</p> <p>Your Course Guidelines page presents all the required items and some optional ones relevant to your course.</p>		Course Guidelines (Policies) & Resources	
20	<p>Policy Clarity - Explain Why</p> <p>You write your guidelines so that students understand the rationale behind your expectations and values.</p>			
21	<p>Relational Direct Language</p> <p>You address students directly using relational pronouns (you, I, we, us) rather than the passive, impersonal third person (students will, it is expected that...)</p>			
22	<p>Flexibility – Inclusive and Equitable</p> <p>Your guidelines do not have rigid parameters – they offer flexibility in managing learning.</p> <p>You offer clear instruction for desired behavior and explicitly reassure students of consideration of their individual circumstances.</p> <p>You explain what students can do to communicate with you if they find themselves in circumstances that prevent them from meeting expectations.</p>			
23	<p>Non-Punitive</p> <p>Your guidelines are not focused on penalties as enforcement of compliance. You explain expectations as best practice to optimize learning</p>			
24	<p>Syllabus Resources</p> <p>You provide a list of useful resources in a clearly demarcated section of your syllabus.</p> <p>You provide learning resources, especially those relevant to your course. These might be writing centers, learning centers, the library, relevant labs.</p> <p>You provide well-being and other support resources that your campus provides. These might be child-care, food banks, health, and mental health services.</p>			
25	<p>Course Basics</p> <p>Basic information about the course: Course Number and Title, Semester & Year, Name of College, Instructor Name</p>	Front Matter and Course Information		

26	<p>Class Location and Times</p> <p>You provide class session day and time.</p> <p>You provide the class location - physical classroom or where to find the online meeting link (e.g., in the LMS).</p>		
27	<p>Instructor Information</p> <p>You provide a brief paragraph explaining who you are, your scholarship, and interesting information about yourself to help students build rapport with you. You use relational pronouns to address students directly.</p>		
28	<p>Contact Information</p> <p>You provide different to contact you outside of class (email, Canvas messages, office phone number, etc.)</p>		
29	<p>Diversity, Equity & Inclusion Statement</p> <p>You have a short statement explaining your commitment to recognizing diversity and to teaching in inclusive, equity-minded ways. Your statement establishes the culture of teaching and learning you intend to foster.</p> <p>Your statement addresses issues like race, gender (including pronouns), ethnicity, sexual orientation, age, socioeconomic status, religion, and disability.</p>		
30	<p>Student Learning Outcomes</p> <p>You present SLOs in active language that addresses students directly.</p>		
31	<p>Required Materials</p> <p>You present key required materials.</p> <p>You provide links to library e-books or other alternative open access sources or indicate you have put things on reserve at the library.</p> <p>You specify if relevant any digital tools – computer, software etc. that students must have to do the course with relevant links.</p>		
32	<p>Important Links</p> <p>You include hyperlinks to important information like the Learning Management System, the college website, academic calendar, etc.</p>		
33	<p>Noise – Concise Clear Wording</p> <p>Your sentences are not long and complicated.</p> <p>You do not use long narrative paragraphs to present instructions or logistical information. You structure such information in bulleted or numbered lists.</p>	Tone and Formatting	
34	<p>Formatting</p> <p>You use headings and subheads</p> <p>You have intentional spacing to demarcate chunks of information.</p> <p>You keep headings with their text together on the same page rather than allow the heading to be isolated with the related text on the next page.</p> <p>You begin each new key section on a fresh page. Key sections are indicated on your worksheet.</p>		
35	<p>Clear Sections</p> <p>You have chunked and organized your information throughout the document into clear topical sections (e.g., Course Readings, Assignments and Assessments, Course Guidelines and Expectations, Resources)</p>		
36	<p>Hyperlinks</p> <p>You use hyperlinks where relevant to help students access resources</p>		
37	<p>Inviting Direct Tone</p> <p>You address the reader directly using active rather than passive structures and relational pronouns (I, you, we), rather than (the instructor, the student).</p> <p>You use active rather than passive structure (e.g., “Submit your work to...” rather than “Work should be submitted”)</p>		

There are a total of 37 points for the Course & Syllabus Design Assignment

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Learning Management System

LMS Design Assignment Overview

What is the assignment?

Using Canvas, you will design a sample LMS based on the syllabus you have created to demonstrate your competencies in creating an LMS that integrates inclusive design principles and supports ease of access and navigation for students.

Purpose

1. Demonstrate your competency in using a range of LMS tools.
2. Design (or redesign) a sample student-centered, welcoming, and easy to navigate LMS
3. Demonstrate your ability to apply equity-minded and inclusive principles in LMS design.
4. Build an LMS you will be proud to share on the job market as a sample of your LMS design skills.
5. Create a basic LMS template you can use in developing LMS for all your teaching.

Overview Instructions

Each step has a Canvas assignment. Submit your Checklist for each part as you build your LMS.

1. **Download the Checklists** and save to your Portfolio.
 - a. Use the Checklists to ensure you demonstrate all the competencies. In your coaching meetings, you can make note of action steps and indicate your completion of each criterion on your Checklists.
 - b. Submit these Checklists on Canvas as you build your LMS in the relevant Assignment.
2. **Sign up for a free Canvas LMS site.** <https://www.canvaslms.com/try-canvas>. Add your course instructor to your People Page. In your account settings:
 - a. Add an image to your profile and a short bio. Your image then accompanies any posting that you do in Canvas in addition to your name. This personalizes your engagement.
 - b. Select your notifications and frequency so that you have an efficient way to manage how you keep track of your students' activities.
3. **Build your LMS sample.** Create the following elements.
 - a. Front / Home Page Contents
 - b. Front Page Navigation Links & Syllabus
 - c. Module – Welcome Module
 - d. Module – Example Week Module that embeds
 - i. A Page with Resources and Preparation
 - ii. A Quiz
 - iii. An Assignment
 - e. A Sample assignment demonstrating Transparent design. You will embed this in your example week module.
 - f. ADA Check & Welcoming Course Announcement

Detailed instructions and resources for each of the parts are below in this Workbook.

LMS Design Principles and Uses

Why use an LMS?

How it benefits students and deepens learning. An LMS is not just for online teaching or a materials repository. It is a powerful tool that enhances on-ground teaching and learning. It supports inclusive, equity-minded design and active, co-creative learning that integrates different ways of presenting information and expressing learning. A well-designed LMS builds community to support a diversity of learners – those less confident with digital tools and using an LMS, those who must navigate several different LMS for their different courses, those with multiple life obligations who are stretched for time. A well-designed LMS is a powerful tool to shift from the Transmission Model toward the Empowerment Model of teaching.

Navigation Clarity from the Front Page.

- A welcoming front page becomes a community-hub, signaling clearly where the student is and is especially helpful when students are taking several courses all with their own LMS site.
- Provides all essential links for engaging with the course so that students can find and access all the information and tools they need with minimal clicking and use of the side bars. While all important information is in the syllabus, promoting them on the front page supports engagement with the learning process.

Community and Co-Creation. Create spaces for inviting and centering student voices and agency through sharing perspectives, resources, and connecting to lived experiences. These connections expand students' perceptions of class and subject matter. Learning becomes meaningful and goes deeper.

- Discussion boards
- Embedded [blogs/wikis](#) and collaborative spaces like Padlet and Google Jamboard.
- Editable Pages that invite students to contribute resources and ideas.

Flexibility, Expansion of Engagement, and Participation. Participation and engagement are no longer limited to speaking up in class meeting times. This helps shy and introverted learners, those who feel socially awkward or unsafe, and English Language Learners who hesitate to engage in class.

- Asynchronous tasks through solo and collaborative – discussions, shared pages etc. – enable students to participate on their own time outside of class.
- Different modalities for engagement – video, images etc. in addition to writing and speaking - expand range of expression and communication available to students. (UDL & Multiliteracies).

Active Learning and Tracking. LMS support active learning strategies within and outside class meeting times as well as helps us track student engagement and progress to help us work flexibly with different student's learning needs and situations.

- Synchronous (in-class) discussion board - written exchange of perspectives and ideas. Asynchronous, flexible discussions outside of class.
- Tracking and proactive response to Canvas activities, work submissions etc. with structured and visible flexibility and communication with students.

Sustained Group and Collaborative Work. LMS facilitate students in sustained project-based learning.

- Group owned space to organize and maintain project work - self-management.
- Synchronous and asynchronous collaboration allows flexibility and effective group process.
- Groups can build a sense of community and shared responsibility.

Chickering and Ehrmann (1996): “Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive, and isolated. Working with others often increases involvement in learning.” Navaporn Snodin (2013) found that use of groups via a CMS platform encouraged greater student investment and autonomy through collaborative learning.

Focused and Sequenced Content Organization. LMS Modules chunks course topics and content material into logically sequenced and easy to access learning processes and tasks. This supports students' competence and agency in self-management. They are better able to engage with the LMS for class preparation and assignments.

- A well-designed front page creates a sense of clarity of where things are and ease in access.
- Modules embed overview pages, preparation material, discussions, quizzes, assignments etc. Students can focus on each item in a module in a guided sequence with minimal navigation.
- Pages allow multiple modalities of resources – articles, notes, websites, video/audio materials - to be presented in one location.
- Pages allow annotation of resources, indication of reading/viewing load, and directions for preparation to be added to scaffold, focus engagement, and learning.

Assessments and Assignments. Flexibility and more inclusive assessment and assignment design.

- Quizzes for formative learning rather than summative assessment. Multiple attempts over a period of time, open book format. Students can review and re-take to improve scores.
- Transparent assignment design to present comprehensive scaffolding, resources, and rubrics in one convenient location that supports students in efficient and effective engagement with assignments.
- Expansion of assignment formats – submit video, images, audio, websites etc. to integrate UDL and Multiliteracies principles that allow a diversity of modes for expressing learning.
- Prompt and formative feedback through grading tools that allow instructors to provide frequent and specific written/video/audio feedback to students.
- Peer-review tool to facilitate formative feedback through peer-teaching.
- Automated work tracking enables teachers to offer flexible and timely support to students. We are more present to our students through our LMS.
- Grade book enables students and the instructor track work process through the semester and respond as needed to address gaps and issues.

Principles of Inclusive LMS Design and Use

1. Less is More
 - a. Design to only present essential information.
 - b. Avoid long paragraphs – use bulleted and numbered statements instead.
2. Navigation Efficiency
 - a. Design to eliminate and reduce multiple clicks to access anything.
 - b. Create a Home/Front Page that presents essential information and key navigation links.
 - c. Design for access on computers as well as mobile devices (phones, tablets). Test how the LMS works on all devices if possible.
3. Sense of Community
 - a. Warm welcoming Home Page.
 - b. Address students in direct, active language using relational pronouns (I, you, we, us).
 - c. Create opportunities for collaboration and co-creation using LMS and LMS embedded tools.
4. Engagement and Access
 - a. Use multiple modalities and [Universal Design for Learning](#) (UDL) principles in providing resources in different formats.
 - b. Annotate resources to provide time-load and focused instructions for reading/viewing.

Note About Using an LMS In Your Teaching

Your LMS will not be the only one that students will use; they will see different ones for their different courses. Therefore, your logical design might not be as obvious to students as you might think.

On the first day, take time to do an orientation and on-boarding to your LMS.

- Allow students to explore on their own – or in pairs (good way to begin peer connections). If you have designed it with the above principles, your students ought to be able to explore on their own to find everything.
- Do a quick tour taking some time for questions about the LMS.
- Explain your expectations for how they should use the LMS – to communicate with you and each other, to submit work, to find resources etc.

More LMS Resources

[Learning and Course Management Systems](#). – Article from the Vanderbilt Center for Teaching.

Coble, R. (2016). [Learning and Course Management Systems \(LMS/CMS\)](#). Vanderbilt University Center for Teaching. Retrieved 11/23/21

Canvas Home Page, Navigation, & Syllabus

Canvas Home page

Overall Goal: A welcoming and accessible landing page that is easy to use on different devices and gives students key information and important links.

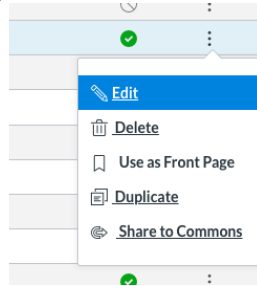
Design a Front or Home page from which students can easily get to all the items they need with a minimum number of clicks. Your Home page should be a one-stop site to navigate to the rest of Canvas. Your home page establishes a welcoming and inclusive tone and begins the process of building a sense of community and connection among your students.

Include the following:

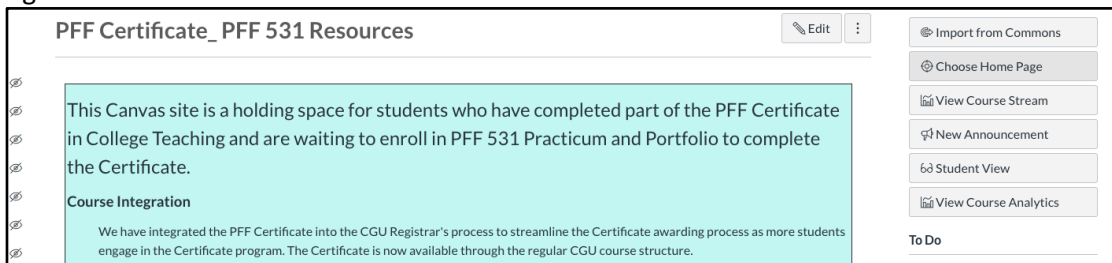
- Canvas Home/Front Page. Set up and designate a Canvas home page. See below for more details.
- Course Name. Add the full title of your course and course number. This helps students immediately know where they are, as well as creates institutional record. You can use placeholder information for the course number, e.g., PSYCH 107. Introduction to Statistics.
- Image or Banner. An image or banner that adds visual interest. This avoids generic, undifferentiated design. In addition, a quick indicator as to which course this is, it creates a welcoming and friendly look.
- Choose an image that symbolizes or represents the course focus.
- Use public domain images that are free to use (like [Pixabay](#) or [Unsplash](#)).
- Use the Alt-text feature to add information about your image for screen readers.
- Basic instructor and course information. Present your information and basic logistics prominently – at the page top rather than the bottom so it is immediately visible to students.
- Instructor name.
- Contact information – email, office phone, office location. Add TA if applicable.
- Office hours. You can also offer a fake zoom link as an option to broaden access.
- Course logistics – class meeting days and times, location. A fake zoom link if you have an online class.
- Course Description. Add a short course description that gives students an overview of the focus and goals. Explain how the course is important and relevant. Address students directly using relational pronouns (I, you, we, us).
- Course Outcomes. A numbered list of your SLOs using active language to address students directly. Rather than write “students will be able to ...,” use “You will be able to ...”
- Key Dates. List the important course and college dates for the semester. (For example: deadline to drop the course, holidays, semester start and end dates, etc.). You can use placeholder information here for dates or use the current semester dates at CGU (Claremont Graduate University).

How to Designate a Canvas Page as your Home/Front Page

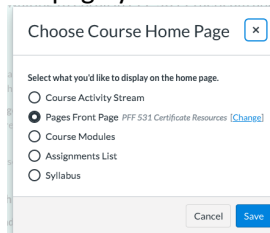
1. **Set up the page.** In PAGES, set up a new page and build your front page. You can title it “Welcome to ...” as your page name. This is what shows up at the top when students arrive at it.
2. **Designate it as Front Page.** In the list of pages in the PAGE tool, click on the 3 little dots at the end for the page you have built as your Front Page. Select “Use as Front Page.” This page will now have a tag that says, “Front Page.”



3. **Set this page as your Front Page.** On the front page of your Canvas site, there is a button on the right CHOOSE HOME PAGE.



Click on this button and select the Front page you have designated. Save.



Voila! You have a nice landing page for students. You can now edit it to create a welcoming Front page for your course.


Example Front Page

Transdisciplinary Pedagogy for Ethical Education

Spring 2022 • TNDY 430 & PFF 530

Everything you need to access and engage with this course can be found to the left of this page. Please let me know if you cannot find stuff and I will help you learn Canvas. It is good to be able to enter our Canvas and get to what you need so you can engage and focus on the awesome work you will do.

[Start-Orientation](#) | [Slack](#) | [Modules](#) | [Assignments](#) | [Who We Are](#) | [Campus Resources](#)



Journey into Teaching & Learning

Explore landscapes of ethical education
Discover inner landscapes of identity
Engage with equity-minded pedagogy
Develop responsive future-focused teaching

Transdisciplinary Teacher-Leader Lenses
Ethical
Design Thinking
Reflective
Co-Creative
Systems - Complexity

About This Course

You're embarking on a journey to explore, synthesize, and create your own approach to equity-minded inclusive teaching. We will explore legacy teaching practices to ask how they support or put barriers in the way of learning? Who is marginalized, erased, and oppressed and why? What do we mean by diversity, inclusion, and equity in teaching? We will apply complex adaptive frameworks, principles from learning sciences, and a range of pedagogies to synthesize future-focused, responsive, and equity-minded strategies for teaching that center students, joy in learning, and human flourishing. Through our explorations, you will engage in reflective practice to discover and affirm who you are as a teacher-scholar and leader. What needs, values, and goals shape your mission as an educator? What assumptions do you embody through long years of schooling that can be questioned and reformed from an ethical perspective? We will work co-creatively to build shared knowledge and teaching tools that you can take into your practice.

Class Sessions

Tuesdays, 4:00 - 6:50 PM. You have the option to meet in a classroom or online

- Classroom: _____
- Online Zone
- Class session recordings are available in the Zoom tab.

Your Instructor: Shamini Dias Ph.D

- Email: shamini@stanford.edu
- Office: Room #5, 325 E. 12th Street, Claremont.
- Office Hours: Wednesdays 4:30-5:00. And by appointment as needed.

Your TA: name

- Email: _____
- Office Hours: _____ And by appointment as needed.

Communication

Communication is key to working flexibly and helping you still manage and work optimally. Please reach out proactively as much as you can so we can support you effectively. On our part, we will use:

- **ANNOUNCEMENTS.** We will use the Canvas Announcements. Please ensure you have set Canvas notifications to receive these immediately.
- **SLACK.** Our class community space for asking questions and helping each other, and for sharing information, as well as direct messaging with each other and with me and your TA.
- **CANVAS INBOX FOR EMAIL.** Use the Canvas inbox to keep communications for this class all in one place.
- **SUGGESTION BOX.** You can contribute anonymous suggestions and ideas. Only I will see this.

Course Outcomes

Upon successful completion of this course, you will be able to:

1. [verbi objective]
2. [verbi objective]
3. [verbi objective]
4. [verbi objective]
5. [verbi objective]

More Help with Canvas Pages

1. [How do I use the Pages Index Page?](#)
2. [How do I publish or unpublish a page as an instructor?](#)
3. [How do I create a new page in a course?](#)
4. [How do I change the name of a page in a course?](#)
5. [How do I edit a page in a course?](#)
6. [How do I duplicate a page in a course?](#)
7. [How do I copy a page to another course?](#)
8. [How do I delete pages in a course?](#)
9. [How do I upload a PDF to a page in a course?](#)
10. [How do I link to other Canvas pages in a course?](#)
11. [How do I set a Front Page in a course?](#)
12. [How do I embed a video in a page in a course?](#)
13. [How do I create a file link in a page in a course?](#)
14. [How do I view the history of a page in a course?](#)
15. [How do I use the Course Home Page as an instructor?](#)
16. [What layout options are available in the Course Home Page as an instructor?](#)
17. [How do I change the Course Home Page?](#)
18. Video – [Pages Overview](#) (3:25 minutes)
19. Video – [Course Home Page Customization](#) (3:25 minutes)

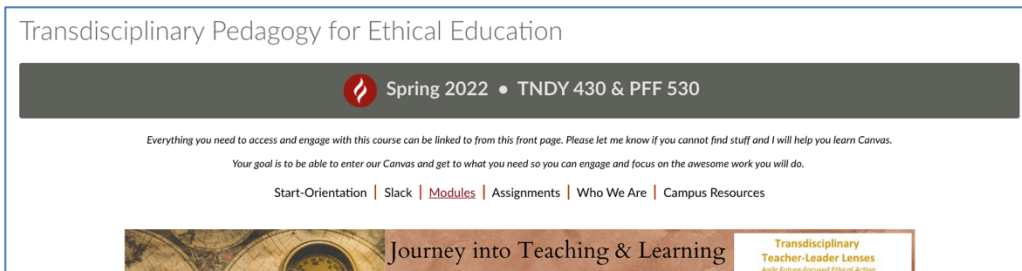
[Canvas Tutorials and Troubleshooting with Ashlee Espinosa](#) Ashlee is a great step by step resource for *How To's* and *Troubleshooting* for Canvas. They are great, especially for novice canvas creators.

Navigation

Overall Goal: Provide links to create easy navigation and access to course materials and information. Eliminate or reduce students having to click in multiple places.

1. Create easy course access links on your Home Page. Your goal is to minimize students having to click on multiple places and reduce their need to use the grey Left Navigation bar. They should be able to use the home page as their sole launching page to get to everything they need in the course. Include the following links:
 1. Syllabus – links to Syllabus page.
 2. Welcome Module or Start Here – link to the first page of the Welcome module.
 3. Modules – link to the Modules tab so all modules are visible.
 4. College or Department Website – link to the college or department website
 5. College Resources – link to a page where you have listed and linked important college resources.
 6. Other Links – Include other links as appropriate.

For best visibility and ease of access, place these links at the top of the page.



2. Adjust SETTINGS – NAVIGATION. Move/disable all but essential items in the Left Navigation bar to remove them from student view so students are not confused by unnecessary items (you will still be able to see everything). Order the items in a logical way. We suggest the following items:
 1. Home
 2. Announcements
 3. Modules
 4. Assignments (optional)
 5. Syllabus
 6. Grades
 7. People


Note that all necessary files, pages, assignments, discussions, and quizzes for students will be linked in Modules. This creates easy access that is organized and sequenced.

3. Link your syllabus. [Present your syllabus in the Syllabus Page.](#)
 - a. You can add a link to your syllabus document and make it show within the page as a scrollable document, giving students the option to read it within Canvas as well as to download a copy for themselves.
OR
 - b. Copy and paste your syllabus into the page. If you choose this option, you must reset and re-format your information. Copying from word documents into Canvas often messes up or removes the formatting.

Canvas Syllabus

Method 1. Copy and paste syllabus document into the page.

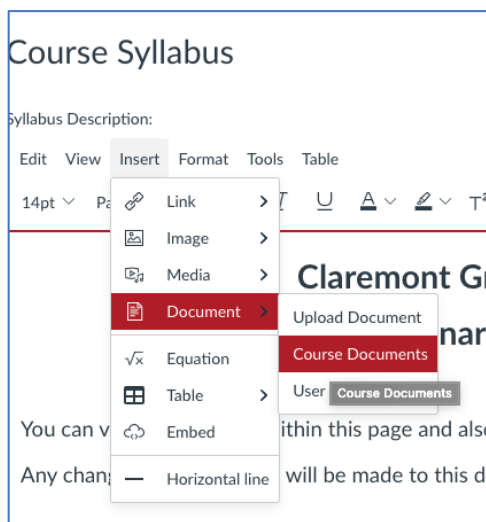
If you do this, you must then work through the page to re-set and format the information. Copying from word documents into Canvas often messes up or removes the formatting.

1. Copy and paste your text.
2. Select all the text and use the remove formatting  icon in the tool bar. This removes all formatting – headings, styles, bulleted and numbered lists, indentations etc. Your text will be in the default Canvas paragraph style.
3. Use the Canvas editor’s Headings, styles, numbering, bulleting, and indentation tools to re-format your syllabus so that it looks logical and reads easily.

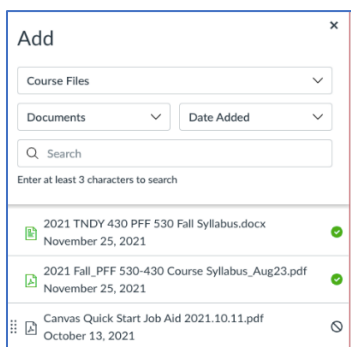
Method 2. Display your syllabus document within the page.

This is easier because your already formatted document will show up within the page. This also works for adding any document to a Canvas page if you want to display it within the page.

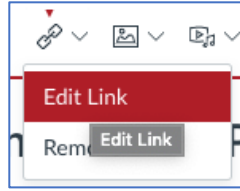
1. First add your syllabus document to your FILES.
 - a. Go to Files, create a folder for ADMIN, then drag and drop your syllabus in.
 - b. Rename the file to something simple like Course Syllabus-Spring 2022.
 - c. If you make changes to the syllabus, add the revised syllabus to the same folder. Make sure to rename your new syllabus with the same file name you used for the previous version. This will prompt Canvas to replace the old syllabus with the new one so that the link on your syllabus page will now display this new syllabus.
2. In the Syllabus page, add an inline link to your syllabus.
 - a. Select *Insert* → *Document* → *Course Documents*



- b. Select your syllabus document.



- c. This will add a hyperlink to your document on the page. Now select the link making sure to select all the text. Click on the link icon and select *Edit Link*.



- d. Edit the link. Select *Preview Inline* in the display options. Check *Expand Preview by Default* to set it so that the preview happens automatically on the page.

Link Options

Text
2021 TNDY 430 PFF 530 Fall Syllal

Link
https://cgu.instructure.com/courses

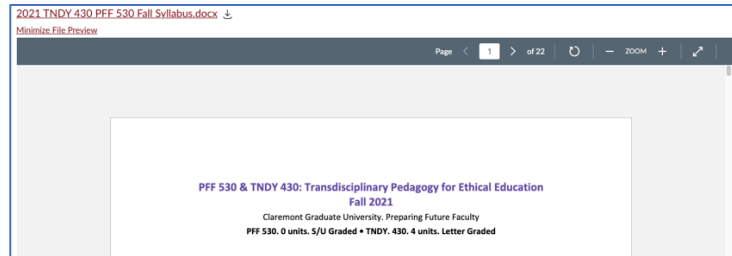
Display Options

Preview in overlay

Preview inline

Expand preview by Default

- e. Update your page. Your syllabus will appear underneath your hyperlinked file name. Students will be able to view the full document by using the scroll bar on the right. They can also download the document using the down arrow to the right of the file name.



More Help with Canvas Syllabi

1. [How do I use the Course Navigation Menu as an instructor?](#)
2. [How do I manage Course Navigation links?](#)
3. [How do I use the Syllabus as an instructor?](#)
4. [How do I edit the Syllabus in a course?](#)
5. Video – [Course Syllabus](#) (2 minutes)

Module - Welcome Module

Overall Goal: Create a Welcome Module as a place for students to begin to familiarize themselves with the course and the LMS.

1. Create a welcome page: your goal is to welcome students, introduce yourself, give an overview of the course, and provide instructions for orienting themselves to the course.
 1. Welcome video (5 minutes or less)
 - i. Introduce yourself then share the overview and key goals for the course and instructions for orienting themselves to the course.
 - ii. Add narrative text below the video that replicates what you say in the video so that students have a choice of reading or viewing the video.
 - iii. You can make a video by recording yourself in Zoom.
 2. An image of yourself. Add a photo to the page. Or, if you choose to create a class introduction discussion or page, you can add your photo there.
 3. Use relational pronouns (I, you, we, us) and address the students directly – this first encounter helps you begin with a warm and welcoming tone.
2. Create a page called Course Syllabus. While you have set up your Syllabus page, embed it here within the Welcome module to ensure students see and read it.
 1. Add a page to the Module – name it Course Syllabus.
 2. Add instructions about reading the syllabus – this is your opportunity to point out some unique items you want them to pay attention to, and to underscore the importance of using the syllabus as their course guide.
 3. Add a link to the Syllabus page in Canvas where you have already embedded the syllabus so that whatever changes you make there will also be reflected here.
3. Add other pages as relevant to your Welcome Module. Some ideas:
 1. Class introductions. You can use the Discussion tool or embed an app like Padlet to invite students to share a little bit about themselves with each other. Model this by making sure you share first, so they see an example of the kind of intro you are inviting. This also gets them using some of the tools you will use through the semester.
 2. Incoming information form. Using a simple and brief confidential survey or information form signals that you care to know more about your students. It offers them a way to share relevant information with you, for example their pronouns or alternative names they prefer that you use, if they have concerns or life situations that might affect their work in class, familiarity, and prior knowledge of the subject matter/relevant skills.
 3. Learn about our Canvas page. You can create a page dedicated to an overview and instructions of how you plan to use Canvas to facilitate preparation for class, learning activities, assignments, and feedback etc.

More help with Canvas Modules

1. [How do I use the Modules Index Page?](#)
2. [How do I add a module?](#)
3. [How do I publish or unpublish a module as an instructor?](#)
4. [How do I duplicate a module?](#)
5. [How do I copy a module to another course?](#)
6. [How do I add prerequisites to a module?](#)
7. [How do I add requirements to a module?](#)
8. [How do I edit a module?](#)
9. [How do I lock a module?](#)
10. [How do I delete a module?](#)
11. [How do I move or reorder a module?](#)
12. [How do I add course content as module items?](#)
13. [How do I add a quiz as a module item?](#)
14. [How do I edit module items?](#)
15. [How do I remove module items?](#)
16. [How do I move or reorder a module item?](#)
17. Video – [Canvas Modules Overview](#) (4 Minutes)

Module - Example Week Module

Overall Goal: Create an Example Week Module that demonstrates inclusive design competencies in adding Canvas items into a module that will help students engage and prepare for class, as well as submit assignments and quizzes within the Module itself.

1. Lock the Module. Lock this example week module by setting a prerequisite so that students cannot move to this module until they have viewed the welcome module. In general, we do not recommend locking modules to make it possible for students to ahead as they are able. However, sometimes, there might be sequenced modules where you want to ensure completion of certain tasks before they begin the next module. This task ensures you know how to do this.
2. Add items to the Module. Demonstrate your ability to set up and embed the following:
 - a. Page – see #3 below
 - b. Discussion – see #4 below
 - c. Quiz – see #5 below
 - d. Assignment – see Transparent Assignment Design notes below
3. Page. Present resources or preparation materials to explore before class.
 - a. Present the following: An Online Article, Website, PDF or Word Document, Video.

- b. Annotate each item. Provide a brief sentence or two as overview (what it is and why we are exploring it), number of pages or time to read/view, and brief directions or thinking questions to help students actively engage.

4. Discussion.

- a. Explain the discussion. What is the purpose or goal for this discussion? This prevents the discussion from seeming like busy-work. Consider the following purposes that integrate Discussions coherently into the learning process:
 - i. Check for understanding of key ideas and reading/viewing materials.
 - ii. Preparation for assignments through co-creating ideas with peers.
 - iii. An in-class activity - students will post and respond to each other as a “silent discussion” that brings in all student voices.
- b. Provide clear instructions for posting. Guide the word limit/length, instructions for how they respond to each other (to avoid getting the “I agree” type of responses).
- c. Provide information on the due date and how it will be graded. While you do not need an extensive rubric, tell students what criteria will be used to grade their posts and peer-responses. This will further guide the quality of their posts and responses.
- d. Present a clear discussion prompt. Create a focused discussion prompt and place it prominently on the page.
- e. Make it a graded discussion. While you might not want to grade a discussion, the “graded” function enables you to track students’ contributions in SpeedGrader. This eliminates scrolling through discussion threads to track individual students. Also, you can respond privately to individual students to give feedback. To remove this from the final grade count, you can set the Points to 0, and use “Complete/Incomplete” in the settings.

5. Quiz.

Create a quiz with clear instructions in the details tab and a due date.

The screenshot shows a quiz creation interface with two tabs: 'Details' and 'Questions'. The 'Questions' tab is selected and highlighted in red. Below the tabs is a text input field containing the text 'Ethical Pedagogy Frameworks and Terminology'. The entire interface is enclosed in a blue border.

Ethical Pedagogy Frameworks and Terminology

This is not a test! It is a formative open quiz.

You can take this quiz as many times as you like, checking your notes and resources for the answers. Your final score will be the highest score you obtain when the quiz closes in Week 12.

What does this quiz focus on?

This quiz helps you consolidate and check your understanding of the key ethical pedagogy frameworks we explore in this course, as well as some pedagogy terminology.

What is the goal or purpose of this quiz?

The purpose of a formative open quiz is to check for understanding and help you reinforce what you have mastered and fill in the gaps where needed. Also, in

Quiz Type	Graded Quiz
Points	0
Assignment Group	QUIZ- Open Check for Understanding
Shuffle Answers	No
Time Limit	No Time Limit
Multiple Attempts	Yes
Score to Keep	Highest

- a. Create questions using all the following types: multiple choice, fill in the blanks, matching, essay, or short answer.

While you might not want to use any quizzes in your course, learning this tool is a demonstration of your Canvas competency. Also, there are many ways to re-purpose the Quiz tool that to check-in with students, get information about your teaching, provide learning review, and scaffold assignments:

- Quick Check-In surveys about student well-being and progress through the course.
- Mid-term reflection feedback.
- Open Quizzes - scaffolding learning and assignments. Use open quizzes - self-check, open-book, multiple attempt options to that help students gauge their own understanding of terminology and key content items. For example, in an English Literature course, I might create an open quiz to help students check and review literary analysis terms so they are prepared for an assignment, in a Statistics or Math course, I can use an open quiz to help student review key formulae and analyses.
- Exit Tickets – a short quiz at the end of class or a topic to check for understanding and assess what you might need to review/re-teach.
- One-Minute Papers (OMP) – use the essay question format to create simple OMPs (One Minute Papers) to be done during class, e.g., as part of an interactive lecture, or at the end of class as a reflective exit ticket.
- Group work facilitation – use the quiz tool for groups working on projects to do some self-assessment about their roles and project progress.

More help with Discussions

- [How do I use the Discussions Index Page?](#)
- [How do I create a discussion as an instructor?](#)
- [How do I create a group discussion in a course?](#)
- [How do I publish or unpublish a discussion as an instructor?](#)
- [How do I move or reorder a discussion in a course?](#)
- [How do I subscribe to a discussion as an instructor?](#)

- [How do I delete a discussion in a course?](#)
- [How can I require students to reply to a course discussion before they see other replies?](#)
- Video – [Canvas Discussions Overview](#) (5:19 minutes)
- Webinar – [Learning Management Systems – Meaningful and Effective Discussion Forums](#) (53:22 Minutes)

More help with Quizzes

- [How do I use the Quizzes Index Page?](#)
- [How do I publish or unpublish a quiz as an instructor?](#)
- [What quiz types can I create in a course?](#)
- [What options can I set in a quiz?](#)
- [How do I create a quiz with individual questions?](#)
- [How do I create a quiz with a question group to randomize quiz questions?](#)
- [How do I create a Multiple-Choice quiz question?](#)
- [How do I create a True/False quiz question?](#)
- [How do I create a Fill-in-the-Blank quiz question?](#)
- [How do I create a Fill-in-Multiple-Blanks quiz question?](#)
- [How do I create a Multiple Answers quiz question?](#)
- [How do I create a Multiple Dropdown quiz question?](#)
- [How do I create Likert scale quiz questions?](#)
- [How do I create a Matching quiz question?](#)
- [How do I create a Numerical Answer quiz question?](#)
- [How do I create a Formula quiz question with a single variable?](#)
- [How do I create a Simple Formula quiz question?](#)
- [How can I create a quiz where students only see one question at a time?](#)
- [How do I make a quiz available before or after the due date?](#)
- [How do I delete a quiz?](#)
- [How do I create a survey in my course?](#)
- [How do I view survey results in a course?](#)
- [How do I view practice quiz results in a course?](#)
- Video – [Canvas Quizzes Overview](#) (4:36 minutes)

More help with Assignments

- [How do I use the Assignments Index Page?](#)
- [How do I publish or unpublish an assignment as an instructor?](#)
- [What is the difference between assignment due dates and availability dates?](#)
- [How do I create an assignment?](#)
- [How do I create an online assignment?](#)
- [How do I add or edit details in an assignment?](#)

- [How do I add or edit points for an assignment?](#)
- [How do I limit submission attempts for an assignment?](#)
- [How do I move or reorder an assignment?](#)
- [How do I delete an assignment?](#)
- Video – [Canvas Assignments Overview](#) (4:14 minutes)

Transparent Assignment Design

Overall Goal: Demonstrate the ability to design and present an assignment in an LMS that uses Transparent Design principles to scaffold clear directions, resources, and rubrics to support success.

Elements of Transparent Design. This method is great for creating assignment packets that you can give out in class or link for download, as well as to provide instructions within the Canvas Assignment tool.

[Download a template with an example.](#)

1. What is the assignment? Clearly state the name and description of the assignment.
2. Why are we doing this assignment? What is the goal and how/why is this relevant to the student? You can specify the knowledge and skills the assignment helps them master, the course goals it addresses, and especially any added relevance beyond the course.
3. How to do the assignment – instructions. Provide clear and focused instructions as key steps for completing the assignment.
 - a. Format for the assignment. Options for the format, clear specifications if requiring page numbers, text formatting, style etc.
 - b. Instructions that scaffold the steps to doing the assignment.
 - c. Use numbered and bulleted steps.
 - d. Avoid long narrative text especially in presenting logistical and formatting information.
4. How to submit the assignment.
 - a. Deadlines – interim drafts and final deadlines.
 - b. Protocols for extensions and what to do if deadlines are missed.
 - c. Submission – how to submit – in Canvas, in class, as a group etc.
5. Resources specific to the assignment. These can be links to notes, websites, videos etc. You can also provide links to the Library, Computer Lab, and Writing Center as relevant. While you have these elsewhere, gathering them in your assignment packet reminds students of these resources and creates easy access for effective work.
6. Rubric. Provide a set of criteria that students can use to guide their work that that you will use to provide feedback and grading.
 - a. You can use any form of rubric that is appropriate (holistic, analytic, or single point).
 - b. You can use the Canvas rubric tool. The advantage of this is that the rubric then turns up in Speed Grader, making it easy for you or your TA to give quick feedback and to keep students focused on the criteria they are trying to master and demonstrate.
7. Tone. Address students directly using relational pronouns (I, you, we, us) and use concise and active sentence structure.

Resources for Assessment and Assignment Development

Transparent Assignment Design brings equity and inclusion into assessing learning. In transparent design, assignments are written so students know WHY they are doing it (relevance and meaningfulness) and HOW to do it (clarity and scaffolding). Transparent design uses formative processes to guide while developing learning metacognition, self-regulation, and learning how to learn skills as they master content knowledge. [How to Create Assignments Using Transparent Design](#).

Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed) is an award-winning national educational project to help faculty implement a transparent teaching framework to promote college students' success. It began at the University of Illinois, Urbana-Champaign in 2009-2010 and has involved over twenty-five thousand students in hundreds of courses at more than forty institutions in seven countries. It is now housed at Brandeis University. In 2014-2015, the Transparency Project began partnering with the AAC&U to focus on advancing underserved students' success in higher education. [Check out their extensive resources and references](#)

[Transparent Design Video](#) (7:46 minutes)

Professor Mary Ann Winkelmes gives an overview of the 2014-2016 project on transparent assessment design and how it supports inclusive teaching toward student success.

More details of this study are on the [AAC&U website](#)

Resources for Rubrics

[Grading Criteria & Rubrics](#) by The Harriet W. Sheridan Center for Teaching and Learning

[Rubrics Overview](#) Video (2:30 minutes)

[Grading Rubrics: Examples of Rubric Creation](#) by Berkeley's Graduate Division

[Developing and Using Rubrics](#) (4 pages)

This set of notes explains the differences between Holistic, Single-point, and Analytic rubrics, how to use rubrics for inclusive formative learning support, and how to develop a rubric. There are also further resources you can explore.

[Value Rubrics by AAC&U](#)

A collection of 16 rubrics for many key competencies such as writing, reading, presentation, critical thinking, ethical thinking etc. that were created in a project by AAC&U. You can download all of them for free. They were carefully crafted and tested by over 100 institutions, and you can modify them for your own assignments rather than having to create from scratch.

[iRubrics](#)

An e-community that offers a rubric creation and sharing tool. With a free account you can filter their thousands of rubrics by subject and grade/college level, and then modify to work with your specific assignment. Again, no need to reinvent the wheel - use your time and energy to modify and improve what there is as a community resource. The good thing is the rubric you create is then shared back into the database of rubrics, so the collection is continually growing.

[Cult of Pedagogy. Jennifer Gonzalez.](#) Holistic, Analytic, & Single Point Rubrics.

quick introduction to these different types of rubrics. We are most familiar with Analytic formats for rubrics. This webpage introduces you to Holistic and the Single Point rubric. Depending on the kind of assignment you are guiding students through, you can choose from these different types, and innovate to create rubrics that work as learning guides and feedback guides.

[Foundations of Assessments](#) (5 pages)

This set of notes presents an overview of the learning purpose of assessments and assignments, moving away from competition and judgment to formative, purposeful, and meaningful learning. It explains some of the habituated assumptions in legacy approaches to assessments. It then presents principles for equity-minded and inclusive approaches to assessment and assignment design based on Formative processes, Multiple Modalities, and Flexibility that centers students toward learning success.

Americans with Disabilities Act (ADA)

Overall Goal: Demonstrate the ability to check and adjust for ADA compliance and create an Announcement.

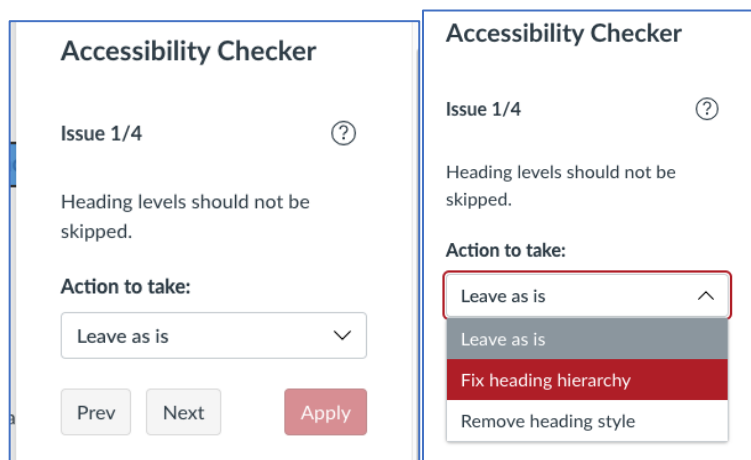
How to do an ADA Check

Canvas offers an accessibility checker within its pages to help you check that there are no issues with effective access for all students.

1. Click on the accessibility checker icon at the bottom of your editing window in any page. A number there indicates there are issues with accessibility. In this example, there are 4 issues.



2. An accessibility checker help column will pop up on the right side. This will tell you what the issue is and give you a dropdown menu of possible actions you can take. Fix the issue and click on next to do the next one.



Resources to Increase Accessibility

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#) these are standard for web content accessibility. Duke also provides a summary of these on their [WCAG Principles and Guidelines page](#).

Tools to check for WCAG compliance:

1. [How to do an assessment of your web accessibility](#) by Duke
2. Open source [ADA checker](#) by Level Access. You can utilize it for any website or online resource.
3. [WebAIM web accessibility checking tool](#)

Working with Word Documents

1. [Microsoft Word Tips](#) by Accessibility and Usability at Penn State
2. [Creating Accessible Word Documents](#) by WebAIM
3. [Tips for Making Accessible Documents by Duke](#)


[Color Universal Design \(CUD\) - How to make figures and presentations that are friendly to Colorblind people](#) by Masataka Okabe and Kei Ito

[Accessible Syllabus: Accessible classroom resources promote student engagement and agency](#)

Announcements

Create an announcement that will go out before your course begins that welcomes them to the class, provides important logistical information, and first steps to familiarize themselves with the course and the LMS before the first class meeting.

1. An announcement is just a kind of Canvas page, and you can format, add links, embed video etc.
2. Each announcement has options you can use:

<p>Post to</p> <p>All Sections x </p> <p>PFF 530</p> <p>TNDY 430</p> <p>Options</p> <p><input checked="" type="checkbox"/> Delay posting</p> <p>Post At <input type="text"/> </p> <p><input type="checkbox"/> Allow users to comment</p> <p><input type="checkbox"/> Users must post before seeing replies</p> <p><input type="checkbox"/> Enable podcast feed</p> <p><input type="checkbox"/> Allow liking</p>	<p>You can post to just one section of your course – if you have created sections that group students into different mini-cohorts or labs. This is especially important in structuring and managing large classes.</p> <p>You can delay posting and set a date at which the announcement will automatically go out.</p> <p>You can allow users to comment and select that they must post before commenting. This allows you to use Announcements in the same way as a Discussion. However, in this case, you cannot set it to be graded.</p> <p>You can enable the podcast feed. This makes it possible for students to subscribe to the Announcement RSS feed and so receive announcements via any RSS feed reader.</p> <p>You can allow liking to encourage engagement with announcements that are sent out.</p>
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Using Announcements to Facilitate a Course

Whether teaching online or on-ground, the LMS Announcement tool can be used for different purposes.

1. Welcome – connect with students and initiate engagement with the course before the first day. Help them feel welcome and get them started on an orientation to the LMS and syllabus.
2. Post-Class session – after each class session, send a brief announcement to recap what happened in class and to remind students of upcoming work.
3. Deadline reminders – send announcements to give students a heads-up about an upcoming deadline and to encourage them to reach out to you if they need support.
4. Special events and opportunities – students engage with their professors and courses more than they engage in other aspects of campus life, especially those who are busy, have caregiving responsibilities, and are working. They miss many events and opportunities on campus. You can select some of these carefully and share them, for example, scholarships and undergraduate research opportunities, news about resources, relevant talks, and events.
5. Celebration and community – send announcements for special holidays and festivals. This is a wonderful way to find out and include the diverse cultures that form the classroom community.

More help with Canvas Announcements

- [How do I add an announcement in a course?](#)
- [How do I edit an announcement in a course?](#)

- [How do I delete an announcement in a course?](#)
- [Announcements Overview](#) video (2:23 minutes)

Extra Canvas Development Resources

- [Sign up for a FREE Canvas LMS](#)
- [Canvas Instructor Guides](#)
- [Canvas Instructor Video Guides](#)
- [Samuel Merritt University Canvas guide](#) - This is a neat set of webpages that walks you through best practices in LMS set up and design. Some elements are behind a sign-in portal, but there is plenty that is openly accessible.

References

[Chickering, A. & Ehrmann, S. C.](#) (1996). Implementing the seven principles: Technology as lever. AAHE Bulletin Oct.: 3-6.

[Dutton, W. H., Cheong, P. H., & Park, N.](#) (2004). The social shaping of a virtual learning environment: The case of a university-wide Course Management System. Electronic Journal of e-Learning 2(1): 69-80.

[Rubin, B., Fernandes, R., Avgerinou, M. D., & Moore, J.](#) (2010). The effect of learning management systems on student and faculty outcomes. Internet and Higher Education 13: 82-3.

[Watson, W. R. & Watson, S. L.](#) (2007). What are Learning Management Systems, what are they not, and what should they become? TechTrends, Springer Verlag, 2007, 51(2), pp.28-34. hal-00692067.

Learning Management System Checklist

#	Criteria	Section	Done?
1	<p>Banner Image or Home Page Image</p> <p>Include a banner image on your Home Page to create visual interest and/or contain course name and basic information.</p> <p>Use the alt-text feature to add information about your image for screen readers.</p>	Home Page	
2	<p>Contact Information</p> <p>Name, Pronouns, and Email</p> <p>Office hours (and Zoom link – optional)</p> <p>Office location</p> <p>Office phone number</p> <p>A fake link for your office hours if you have an online class</p>		
3	<p>Course Description</p> <p>Provide a brief description of the course that gives students an important and relevant. Address students directly using relational pronouns. Overview of the goals and course.</p>		
4	<p>Course Outcomes</p> <p>List your course SLOs in bullet/numbered points, using active language to address students directly</p>		
5	<p>Key Dates</p> <p>List the important course and college dates for the semester. (For example: deadline to drop the course, holidays, semester start and end dates, etc.)</p>		
6	<p>Easy Course Access Links on Home Page</p> <p>Provide links to key items to minimize students having to click in multiple places. You must include:</p> <p>Syllabus</p> <p>Welcome Module or Start Here</p> <p>Modules</p> <p>College or Department Website</p> <p>College Resources & Key Dates</p> <p>Include other links as appropriate</p>	Navigation Links & Syllabus	
7	<p>Only Essential Canvas Navigation Links</p> <p>In Settings – Navigation tab – disable any links except the ones listed below. This ensures that students focus on the most important pages in the LMS and are not confused by unnecessary pages. Students should only be able to see these links:</p> <p>Home</p> <p>Announcements</p> <p>Modules</p> <p>Assignments (optional)</p> <p>Syllabus</p> <p>Grades</p> <p>People</p>		
8	<p>Syllabus</p> <p>Include two versions of your syllabus in the syllabus page to broaden access:</p> <p>Link to a PDF version of your syllabus that includes a PDF preview of your syllabus <u>OR</u> paste your syllabus information into the page and ensure formatting is easy to read.</p> <p>Link a downloadable PDF version of your syllabus</p>		
9	<p>Welcome Page</p> <p>Welcome students, introduce yourself, give an overview of the course, and provide instructions for orienting themselves to the course.</p> <p>An image of yourself.</p>	Modules - Welcome Module	

	<p>A welcome video (5 minutes or less) that shares a little bit about yourself, your research, the course and its goals, and an invitation to join you in the course. You can make an instructional video instead of a welcome video if you prefer, but you must make at least video for the LMS.</p> <p>Narrative text that directly addresses the student using relational pronouns and that replicates your welcome video information.</p> <p>You use relational pronouns (I, you, we, us) and address the students directly</p>		
10	<p>Syllabus Page</p> <p>Provide an overview of the course and its outcomes, a direct invitation to explore the syllabus and any specific information that will help them effectively explore it, and links to the syllabus.</p>		
11	<p>Other Pages as Relevant</p> <p>Add any other items to your welcome module. See the Workbook for ideas. If you add other pages, list additional items in your copy of this Checklist.</p>		
12	<p>Lock the Module</p> <p>Lock the Example Week module so that students cannot move to this module until they have viewed and worked on the welcome module.</p>	Modules - Example Week Module	
13	<p>Add the following items to the Module</p> <p>Resources or contents page</p> <p>Discussion sample</p> <p>Quiz sample</p> <p>Assignment sample</p>		
14	<p>Item Settings in LMS</p> <p>For each item, check and create appropriate settings:</p> <p>Grading – Points, Assignment Group, Grade Display</p> <p>Submission type/options</p> <p>Due Date</p>		
15	<p>Resources or Contents Page</p> <p>Build a page to present course materials to view before class. Annotate each item with time to read/view and reading or viewing directions that help students actively engage. Include:</p> <p>Link to an online article</p> <p>Link to a website</p> <p>Link to a PDF or Notes you have created</p> <p>An embedded video</p> <p>If you did not make a welcome video, you should make an instructional video up to 15 minutes long. This video could be a minilecture, working on an example problem, or other teaching techniques.</p>		
16	<p>Discussion Assignment</p> <p>Embed a graded discussion</p> <p>Explain the discussion purpose</p> <p>Provide clear instructions for posting (e.g., word limit/guide) and responding to peers.</p> <p>Explain how it will be graded and due date.</p> <p>Present a clear discussion prompt</p>		
17	<p>Quiz</p> <p>Embed a Quiz. Provide an overview of the quiz with instructions and due date. You must use at least one of each type: multiple choice, fill in the blanks, true-false, matching, essay, or short answer. <i>See workbook for ideas for using the quiz for more than just testing.</i></p>		
18	<p>Assignment Goal or Task</p> <p>A clearly stated name and description of the assignment. WHAT is the task?</p>		Transparent Assignment Design
19	<p>Purpose & Relevance</p> <p>Explain the importance and relevance of the assignment to course success and any application relevance beyond the course. HOW and WHY is this useful to the student?</p>		
20	<p>Instructions</p> <p>Clear, specific instructions – key steps for completing the assignment.</p>		
21	<p>Resources</p>		

	Provide links to resources specific to the assignment – Notes and articles, websites, support resources like the Library, Computer Lab, Writing Center.		
22	Format and Submission Specific instructions for modality, alternative options, formatting, length.		
23	Deadlines All deadlines – interim and final, protocol for extensions and what to do if deadlines are missed.		
24	Rubric Provide a rubric either in a table format within the page or use the LMS rubric tool.		
25	Tone Use active direct structure and relational pronouns to address the students. Avoid punitive language.		
26	ADA Check Check that all your pages and items are ADA compliant and fix any issues	ADA & Announcements	
27	Announcement Create an announcement that will go out before your course begins that welcomes them to the class, provides important logistical information and first steps to familiarize themselves with the course and the LMS before the first class meeting.		

The LMS Checklist has a total of 27 points.

[Top of the Textbook](#)

Teacher-Scholar Website

Teacher-Scholar Website Assignment Goals

Goal: To develop your web presence as a scholar, teaching, and working professional by creating a personal website to document past and emerging work to communicate a holistic professional identity. A longer-term goal is to build this website with a view to developing and expanding it as you move through your career to present your work continuously and coherently.

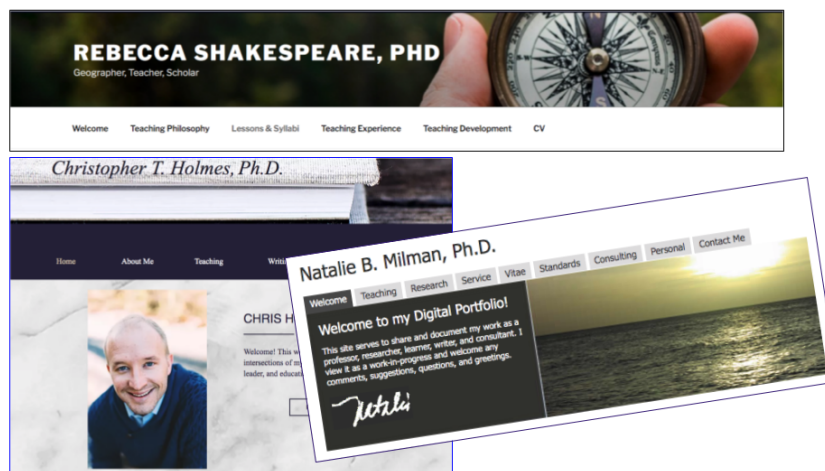
Why build a Teacher-Scholar Website?

1. **Control your digital narrative.** Our academic and professional careers make it unavoidable that our information is out on the internet. We can better control the narratives about our identity and work by curating our work in a showcase website.
2. **Expand your CV.** Unlike a CV, a website lets you to present your work richly using text, images, and video. You can present on-going work, blogs, work-related media - things not appropriate in a CV, but which tell a more comprehensive story of your knowledge, skills, and connections.
3. **Have all application elements in one space.** A website with all the various application elements from writing samples to Teaching Philosophy Statement to sample courses not only is great for your personal organization and access but can easily be a digital calling card or portfolio to send to schools and organizations.
4. **Connect with potential collaborators and media sources.** A personal website helps you connect with like-minded colleagues for collaboration, as well as allows media professionals to find and contact you for your expertise. You can link your website to any social media you use, as well as on departmental or institutional pages about you.
5. **Build connections to contribute to the larger community.** A personal website helps you to engage with and contribute beyond academia. Interested organizations and media will know your work and can contact you for your expertise.
6. **Signal competence with digital tools** to a search or tenure/promotion committee.
7. **Dynamic development.** You become aware of diverse elements that comprise your work, especially those that develop over time. By intentional sourcing, development, and adding of content, you never find yourself short on experiences and evidence of work when you need it.
8. **Create presence in workspaces.** Your website establishes your knowledge authority and models scholarly work to your students; it precedes you in establishing who you are and what you do.

Teacher-Scholar Website Overview

Definition

A teacher-scholar or professional showcase website is a digital space that displays who you are as a scholar, a teacher and leader, as well as an expert in your disciplinary area.



The Purpose of a Teacher-Scholar Website

1. Identity: Positions your work strategically as a teacher-scholar, artist, or industry expert.
2. Record: Documents your career progress and pathways.
3. Journey: Demonstrates growth in all areas of your work.

If you are developing a showcase website for non-academic settings, such as in corporate, artistic, or entrepreneurial careers, reading what is required in academia will give you ideas for the kinds of items you can curate for your site. We encourage you to work closely with the team to translate the ideas into a different domain from academia.

A Closer Look at Functions of Teacher-Scholar Websites

In the case of teaching, a website helps you to demonstrate the complex and multiple parts of your teaching that helps you connect with your students and build trust. It also keeps you dynamically ready to present your work for tenure, promotion, grants, and other opportunities, build and maintain a showcase site so that you know explicitly what optimizes this process and helps you avoid gaps in your professional development.

Consolidate Theory & Practice	Visualize & Document Teaching	Articulate Reflective Practice	Develop Confidence as a Teacher-Scholar
You have space to explain your practice and present your pedagogical knowledge and skills.	You can demonstrate the complex nature of teaching by integrating pictures and video of teaching innovations, student work, feedback,	The process of documentation develops metacognition, self-assessment, and maintains a reflective practice, supporting	As you document your work, you can articulate your work confidently. You also develop a record or life-time achievement

	and to present course syllabi and teaching resources.	lifelong learning and relevance to your profession.	legacy of work that will benefit others.
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“Faculty are being held accountable – as never before – for how well they do their jobs. Until now, the focus has been on the “what” not the “why” or the “how.” ... The best way to get at the individuality and complexity of faculty work is the academic portfolio. Based on structured reflection, it provides context, significance, most noteworthy accomplishments, and integration of information on teaching, research, and service to form a depthful, cohesive whole.” - Peter Seldin and Elizabeth Miller. Authors of *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service*. Interview on Inside Higher Ed. 2008

“Today, interest in documentation is focused most intently on the ‘portfolio,’ which has become a kind of metaphor for the dissatisfaction we all feel with the current system. ... What do you put in a portfolio? I do support the idea of trying to get diverse evidence. You can think of your own list – certainly, published articles would be on it. But that is only the beginning. Why not course syllabi? How about personal descriptions? Maybe written testimony from others, taped interviews, videos of classroom teaching. ...The point is that we should have evidence as diverse as the scholar’s performance. ... the documentation of scholarship should be as rich and varied as scholarship itself.” - E. L. Boyer. From *Scholarship Reconsidered to Scholarship Assessed*, 1995; p. 137

A Note About Terminology

Terms used to refer to electronic portfolios can be confusing, so here is some clarification:

1. **Academic Portfolio** was traditionally the massive paper binder in which you documented your work as a scholar, primarily because you needed to put that together for your tenure application.
2. A **Professional Portfolio** is common in some disciplines. Artists, graphic designers, and architects build portfolios of work samples. K-12 teachers build portfolios that demonstrate their work including samples of students work.
3. An **Electronic Showcase Portfolio** is the digital version of the above in the form of a personal showcase website.

Often these terms are used interchangeably as we adopt new norms in going digital. In academia, digital or electronic portfolios in the form of websites are slowly beginning to become more common. Your teacher-scholar website is an example of a digital showcase portfolio.

Critical Principles for Developing your Teacher Scholar Website

1. **Purpose and audience precede design.** Your website is as good as the engaging contents you use. So before getting distracted by all the cool features, make sure you have given thought to who your audiences are and the images and texts you want to present.
2. **It is an ongoing process.** You never build your website once. You must periodically review and renew it to keep it up to date and congruent with your development as a teacher-scholar or a professional in your industry. Setting up an efficient updating structure and process is invaluable in making this a painless and productive process.

3. **It is a reflective process.** Periodically reviewing your website helps you gauge your development and effectiveness as a teacher-scholar and as a leader or expert in your field. Which sections are harder or take longer to add to? Is it taking long to publish or lead projects? Are teaching or leadership and work evaluations lukewarm? Have you little to add to the service section? Is your research or knowledge development scope stagnating? These might be aspects of work to pay attention to and get help developing.

If you find that your portfolio does not need revising from year to year – start worrying! It is an indication that your work is stagnating – no growth and development to report!

Building Your Website

1. Choose Your Platform

You can use any platform to develop your website. Here are some that are easy to learn. All these offer free accounts, with upgrades to more features that involve an annual or monthly fee.

Explore a few platforms. Look at their templates. It also helps to set up a free account to play with the basics of setting up a site to get a good sense of ease of use. Once you decide on the platform of your choice, you can delete your other free accounts. Here are some popular sites:

WordPress.com

Hcommons.org

sites.google.com

Wix.com

Weebly.com

Squarespace.com

We can help setting up a WordPress site but cannot provide help setting up websites on all platforms.

2. Choose Free vs. Paying for Web Hosting and Domain Name

Web hosting: This is where your content and files are stored online. With a free account, you are given space in the website platform provider's servers. If your site gets heavy traffic and you have a lot of content, most platforms have options for upgrading with an annual payment.

Domain name. A domain name allows you to personalize your website URL. So, rather than www.yourname.wordpress.com, your URL could be www.yourname.com.

Must I pay for a domain name and a web hosting account?

Not at the beginning. You can set up a free account to start with and to learn what works for you. While a free account has limited customization features, the excellent templates available allow you to set up a good website. When you are ready to do more and expand your web presence, you can decide if you want to pay for web hosting and a domain name.

3. Gather Your Website Content

[Curation List for Teacher-Scholar Website](#) This document is a list of items to gather that you can include on your teacher-scholar display website. We encourage you to use the list as a guide and

to customize what you need to include in your website that best communicates your scholarly and professional identity.

Understand what is meant by your Scholarly Identity. Look through the [Claremont Colleges Library guide](#) on this topic. You can also contact their Scholarly Communications Librarian.

4. Explore Sample Sites

[Sample Teacher-Scholar Websites](#) This document is a list of teacher-scholar websites that you can explore to see the many ways people organize and present their work as scholars, professionals, and teachers. Exploring these will give you ideas for the structure of your own site as well as all the different things you can plan to include.

[17 Teaching Portfolio Sites with commentary](#) This website features links to 17 very different teaching portfolio websites with a short paragraph that says why the author finds each one inspiring.

[Salt Lake Community College](#) This website has sample faculty portfolios that are teacher-scholar websites as well as resources to help students build e-portfolios which will give you ideas for your own e-portfolio and your teacher-scholar website.

[Megan Goodwin](#) Megan's website is a dynamic and well-constructed example of a teacher-scholar website. Additionally, she also has incredible use of imagery in her website and syllabi. Her syllabi are equitably constructed with accessibility awareness as well as being visually stunning and well structured.

5. Build Your Website: How-To Guides

[Video Guide to setup a WordPress site](#) (14:28 minutes)

WordPress's [How to set up a WordPress website in 10 steps](#) article or [video](#) (31 minutes)

Wix's Step-by-Step Guide: How to Create a Professional Website

[How to Use Squarespace: 11 Easy Steps](#)

More Videos: [Youtube.com](#) has tons of how-to videos that can walk you through creating a website with platform.

Tips for Content Presentation

Apart from these tips, please browse the same sites for ideas on how to present your content.

Teaching

1. **Present your metaphor.** This gives your teaching page a visual element. The paragraph explanation of your teaching metaphor is also a good overview of who you are as a teacher.
2. **Teaching Philosophy and Diversity Statement.** You can present the full teaching philosophy and Diversity statement on separate pages in the teaching tab or have the first couple of paragraphs on the same page with links to read the full PDF.
3. **Courses**
 - a. **Sample Syllabus:** You do not have to present the entire syllabus on the page as that would be too much to scroll through. Present the course description and course rationale, with a link to the full syllabus PDF.
 - b. **Sample Assignment and Rubric:** Explain your assignment, what level of students, and any notable features about the way you have designed the assignment. Then provide a link to the full assignment and rubric PDFs.
 - c. **If You Have Taught:** This is where you can list the courses you teach or have taught with just a course description for each one. Especially highlight in the description if you brought in any teaching innovations - e.g., a community-based course, or project-based learning. (Remember this is not a CV so there is no need to present when and where you taught the courses. This is just an account of your teaching areas and abilities).

Research

1. **My Scholarly Interests.** Present a paragraph (consider this your elevator pitch) about who you are as a scholar. What are your research interests and specific focal areas? Remember to provide hyperlinks where relevant to important associations and websites pertinent to your research.
2. **Scholarly Work**
 - a. If working on a dissertation write a short paragraph about your dissertation focus.
 - b. If you are involved in research projects - for each one, provide a short paragraph. If any project has a project site or organization, make sure you have a link to this.
3. **Publications and Presentations.**
 - a. Remember this is not a CV, but your story. For each publication or presentation, present the title, where published or present, and year. Then a 2–3-line description to highlight what you think makes these pieces tell the story of who you are as a scholar.
 - b. If you have a lengthy list of publications and presentations, call this section “selected publications and presentation,” and provide a link to your CV in PDF form.
 - c. If there are videos of your presentations, do add them.

Service and Professional Engagement. Again, remember this is not your CV but your story.

1. “Service” is any form of work you do voluntarily to use your training and knowledge to help communities.
2. For each service item, provide a short 2–3-line description of what you do/did. This is where you can make connections to working for diversity, inclusion, and equity.
3. Where relevant and possible, provide links to the site or organization concerned where you did/do any service work.

References

Seldin, P. & Miller, J. E. (2008). *The academic portfolio: A practical guide to documenting teaching, research, and service*. San Francisco: Jossey-Bass.

This is an excellent book that presents each section you need to develop for an academic portfolio, with guiding questions that help you generate the narratives for each section. What makes it useful is that most of the book comprise full samples of academic portfolios (sans appendices of course) from professors from different disciplines who have generously shared their work.

Seldin, P., Miller, J. E., Seldin, C. A. & McKeachie, W. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. San Francisco: Jossey-Bass.

[The Teaching Portfolio Concept](#). A reprint with permission from Seldin's "The Teaching Portfolio Concept" in *Successful Use of Teaching Portfolios*.

[University of Western Australia](#). This is a comprehensive website with excellent definitions and descriptions of each item required in an academic portfolio. While your university may not require as specific a list of items, this website gives you excellent information and guidelines you can use to satisfy your own university's requirements.

Teacher-Scholar Website Checklist

Website URL and/or Login Information		
#	Criteria	Done?
1	Home Page Your URL leads to a page with information about you and a picture of you or one that represents you.	
2	Contact Information Your contact information is a professional email or webform and is easily found either on your Home Page or a Contact Page.	
3	Teaching You have a dedicated Teaching Page (and sub-pages if needed) to present your teaching. At a minimum it should include: Teaching metaphor with a brief explanation (optional) Teaching Philosophy Statement or mission statement Diversity Statement or syllabus DEI statement Sample syllabus Sample assignment with rubric	
4	Research or Professional Work You have a Research Page (and sub-pages if needed) to present your scholarly interests and work. At a minimum it should include a scholarly paragraph of your research interests and projects. (Optional: you can also include your publications, presentations, book reviews, etc.)	
5	Service or Professional Engagement You have a Service or Professional Engagement page (and sub-pages if needed) to present your larger professional life and community engagements. At a minimum it should include: <u>Professional Associations</u> <u>Service and Volunteer Work</u> - This includes community volunteer work and service related to college like committees, clubs, and groups. If you do not have anything to add to this section, explain what you plan to do moving forward.	
6	Viewer Friendly Text Your website is not overly text heavy but has enough narrative to help the viewer understand the pages. Text used is concise; you avoid long and wordy sentences. There is no jargon. Text speaks directly to the viewer.	
7	Relevant Images Images and graphic elements when used are clearly relevant to the page or text with which it is presented. Images are free of copyright. (Try to use inclusive content in your images.)	
8	ADA Compliance Images are marked as decorative or have alt text that explains the image. You can use the Web Accessibility website to check for accessibility.	
9	Curriculum Vitae (CV) or Resume You include a CV or resume that the Career and Professional Development office has reviewed.	

[Top of the Textbook](#)

Reflective Essay

Write a cohesive reflective narrative that answers one of the essay questions below as a whole essay. The essay should be approximately 800-2000 words. You can use several or all the sub-questions to reflect and shape your response to the main question. Answer one of the two questions options below:

Essay Question Option 1

In what ways, if any, has your certificate journey been transformative? Explain your journey through this program in terms of how you have grown and changed as an educator. If the journey has not been transformative, explain how the program affirmed your existing ideas and values. Include both what you learned about ethical, future-focused pedagogy and what you discovered about yourself as an educator, and why this is important for you. Also, include any specific transformative moments in your journey where something changed for you, or when you realized just how strongly you cared about something.

Here are some additional questions to get you thinking:

- What did you learn about yourself and about education in engaging with thinking about education as a system? Seeing from multiple perspectives? Understanding the plurality and interconnectedness of people, identities, and perspectives?
- What have been your most useful discoveries in this journey - and why?
- In what ways were your learning and self-discovery challenging - and why?
- How did designing your own course impact your beliefs about education - and why?
- How does the use of technology in education or your course change or affirm your values as an educator - and why?
- Discuss specific ideas, frameworks, theories, and mindsets from the program and explain how and why changed your ideas about education.

Essay Question Option 2

Write an imaginative future-based reflective essay to show how your ideas and values have grown and developed since you started your certificate journey. Imagine yourself 10 years in the future as an educator, a leader, a member of society. Use these sub-questions to help you articulate your response.

Here are some additional questions to get you thinking:

- Describe a little of your life and work 10 years from now.
- Of everything you learned pedagogically and discovered about yourself in this journey, what has remained and continue to be at the heart of the work you will be doing?
- What changed for you in your journey that is helping you in the future?
- Why do you think these things have persisted or flourished over the past 10 years?
- How are the 5 mindsets working for your future self; which of them is coming into play most strongly and why do you think that is so?
- Discuss specific ideas, frameworks, theories, and mindsets from the program and explain how and why they will help you in your work going forward.

Reflective Essay Checklist

This checklist applies to both essay option 1 and option 2.

#	Criteria	Done?
1	Values Explain your current view of education as it is connected to your values, beliefs, and positionality about teaching and learning.	
2	Growth Explain how the two certificate courses have impacted your ideas, values, goals, and beliefs about education.	
3	Reflexivity Demonstrate self-awareness and openness in being able to critically examine your journey.	
4	Writing or Presentation Use active, direct, concise, and precise syntax. Show control of grammar, spelling, and punctuation. Write or speak in the first person.	
5	Length The essay is approximately 800-2000 words.	

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