**Design Stage 3 Worksheet**

**Effective and Engaging Instruction**

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| Typically, instruction is most effective when: | Students are most engaged when: |
| · It is hands-on  · It involves mysteries of problems  · It provides variety  · It offers opportunity to adapt, modify, or personalize the challenge  · It is built upon a real-world or meaningful issue  · It involves real audiences or other forms of authentic accountability for results | * It is focused on clear and worthy goals * Students understand the purpose for the work * Models and exemplars are provided * Criteria is given to allow students to monitor their progress * There are many opportunities to self-assess * Learning objectives, assessments, and learning experiences are aligned |

Answer the following questions using your experience in this and other courses.

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| Under what conditions are students most productive? |
| Under what conditions is the highest-quality work produced? |
| What engages students? |
| What keeps them engaged? |

**Mapping SLOs to Performance Assessments and Learning Activities**

Examples of activities and instructional methods that can be used to help achieve learning are:

* Attending lectures (lecture dates, topics, duration)
* Reading the textbook (specific textbook chapters and topics)
* Reading other sources of information (scans or PDFs)
* Completing practice questions for homework (specific practice questions)
* Quizzes
* Class Discussions (Think/Pair/Share)
* Group assignments or activities

In Stage 3 you are selecting formative assessments (quizzes, reflections, etc.) and determining the content you will cover and how you will cover it. Formative assessment is an instructional technique used to monitor student learning and provide ongoing feedback to improve teaching and learning. It provides students with an opportunity to reflect upon what they know and concepts they still need to master in a low-stakes assessment. Formative assessment also helps the instructor identify which students are ready for enrichment, which students require additional practice, and which students require remediation.

Use the template on the next page to map your SLOs from Stage 1 to the performance assessments you created in Stage 2. Then plan your learning activities and instruction. Note that this template includes five SLOs; you may have fewer.

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| **SLO (Stage 1)** | **Performance Assessment (Stage 2)** | **Activities /Instructional Methods (Stage 3)** |
| SLO 1 |  |  |
| SLO 2 |  |  |
| SLO 3 |  |  |
| SLO 4 |  |  |
| SLO 5 |  |  |