These questions are intended to help plan an activity in your course. For some activities, such as adding a Think-Pair-Share to a lecture, only a few questions need consideration. For more substantial activities (e.g., integrating formative peer review into a writing assessment), many of these questions apply.

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| **Briefly describe the activity** |

| **Design Element** | **Questions to Consider** | **Your Ideas** |
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| **Alignment** Relate the activity to course outcomes | * How does this activity relate to what I am trying to achieve: in this class; in this topic module; and in this course? * What is the purpose of the activity? (Examples: student engagement in lectures, formative feedback for students and/or the instructor, summative assessment for students) * How does this activity relate to the intended outcomes of the course? * Is this activity part of a larger activity? (Example: small group activity related to an on-going case study in the course) |  |
| **Context**  Factors that influence the activity’s design | * Does the space (e.g., classroom, online) I am using work? What changes might be needed? * How many students do I have? How many TAs? * Who else should be involved in this activity? (Example: In a multi-instructor course, should this be something all instructors do or just your section?) * What are my students’ expectations of the course? How might they react to this activity? |  |
| **Roles**  Tasks of the various people involved - students, instructors, other instructional staff including Teaching Assistants | * What is my role in this activity? How comfortable am I with that role? * What are my expectations of the students during the activity? * Who will run this activity? * What do people (students, instructors, others) need to do before, during, and after the activity? * How do I manage the activity? (Example: In a think-pair-share with 300 students, how will you signal it is time to end the share part?) |  |
| **Support**  Resources needed and their availability | * Can I run this activity on my own? * If I need others’ support, what will they do? Do their skills match the need? (Example: Do you need TAs at class to support group conversations? If so, do you need to provide some training related to moderating a discussion?) * How could technology support or hinder this activity? * Who could help me with the design, implementation and/or debriefing of the activity? * If I identify a resource gap, how do I get extra resources? |  |