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)
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| **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?
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| **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?)
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| **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?
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