***Planning Weekly Class Sessions***

This unit provides faculty with a blueprint for planning weekly class sessions (in-class activities, assignments, and review).  At the end of this unit, faculty will be able to:

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| **Objectives** | 1. Develop a plan for addressing each of a course's assigned learning objectives during a seven (or fourteen) week course. 2. Properly align class learning objectives, resources, and assignments for each class session. 3. Provide students with opportunity to review and assess own learning of previously discussed course content. |
| **Assessments** | Proficient level- course relevant application |

**Resources**

***First things first-backwards design and what to ask when during course planning***

The philosophy of backwards design is illustrated in the resources provided in this module. The general premise is to start planning weekly class sessions by first identifying where we want students to be, or what we want them to be capable of at the end of our time together, and then to work backwards from there.

We should probably begin by arranging our course learning outcomes and objectives in a logical manner via the handouts provided. By ‘logical’ here we might consider the professional relevance of each learning outcome:

* Perhaps I arrange things by addressing the following-*what is the most important thing students need to leave this course with*?and then moving backwards down through the priority list
* Another approach might be the following-*what do students need to understand first before acquisition of subsequent learning outcomes*-and then progressively building from there

By outlining what students should be capable of, or identifying the learning goals for each class session, we will be in a good position to move on to the next phase of lesson planning…

***Second-what counts as acceptable evidence of student learning?***

Once you have specified what you want students to know at the end of each class session, you will want to specify what constitutes evidence of successful student learning. Perhaps we should begin by asking ourselves, *if my students were capable of X, what would this look like?*

Please use the backwards design weekly planning guide to pair your assignments and assessments with your weekly learning outcomes.

***Third-what will students need from me to be successful in demonstrating their learning?***

With backwards design I want to end with the beginning of class in mind. When students come to class, what should we be doing to help prepare them for the assignments I have designed to measure their learning.

This portion of planning focuses on what we will do in the classroom and what resources we will provide students. While there is a wide range of possibilities (discussion, class activities, assigned readings or videos, etc.) we will want to make sure we focus on equipping students with the information they need to do well on the assignments we have planned for them.

In this manner our class time will align with our assessment methods which should align with our stated learning outcomes for a class session.

* Article and video clip on [student understanding via design](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/) and the benefits of using backward design
* Guide for [developing a lesson plan](http://www.wikihow.com/Make-a-Lesson-Plan)
* The [ADDIE model](http://www.niu.edu/facdev/_pdf/guide/prepare/course_design_a_systematic_approach.pdf) of lesson planning

***How can I ensure my lesson plans are properly aligned with my learning goals and assessments?***

For this module we encourage faculty to use the weekly planning sheets provided to develop a weekly lesson plan for their learning objectives, resources to share with students, and assessments.

If you would like to discuss this topic, or to forward your planning sheets to the CTE for feedback please feel free to send us an email at [facultydevelopment@wilmu.edu](mailto:facultydevelopment@wilmu.edu).

***How do I earn credit for this session on my Pathway to Instructional Excellence?***

Our planning weekly class sessions module is designated as a CTE (Center for Teaching Excellence) Proficient Level Elective. At this level, the CTE is looking to see faculty application this content to a future teaching assignment.  Please upload a document into your WilmU Learning Center profile that outlines your planning sheets.  Please include the following in your submission:

* The intended class learning outcomes or objectives you plan to address each week
* The learning exercises and resources you have selected for each class session
* The methods of assessment you will use to measure student learning

Faculty submissions will be scored using the *Proficient Level Rubric.*  To earn completion of this exercise, faculty must score 4/5 or higher.  Faculty scoring 3 or lower will receive feedback from the CTE and will have the opportunity to resubmit their active learning techniques application.

**CTE-Pathways to Instructional Excellence-Proficient Level Rubric**

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| **Scoring= 1**  **Unrelated** | **2**  **Beginner** | **3**  **Essential** | **4**  **Proficient** | **5**  **Mastery** |
| Submission appears unrelated to learning unit. Evidence of teaching skill not present in faculty submission. | Submission shows ability to recall correct terms but lacks ability to apply learning content to described teaching situation. | Submission shows understanding of how to apply learning content to teaching situation but lacks ability to anticipate the impact this decision will have on student learning. | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs. |