Guiding Questions to Ask When Planning Your Course

**Where are you?**

What *situational factors* play an important role?
- e.g., kind of students, kind of learning spaces, kind of curriculum, your own values, beliefs, skills as an instructor, key competencies required of your graduates?

**Where do you want to go?**

What are your *learning goals*? What would you like the students to get out of the course, core competencies?
- e.g., foundational knowledge, application, integration, collaborating with others, change in values

**How would you know if the students got there?**

How do you know if students *achieved* these learning goals? How will you assess student *learning*, what *feedback* will you provide to them? What grading system will you use?
- e.g., types of exams, nature of assignments, projects, products of student work

**How can you help the students get there?**

What kinds of *teaching and learning activities* will you use to achieve the set learning goals?
- What learning experiences are provided? What will the students do? What will you do?
  - How will you sequence these activities?
  - e.g., reading assignments, interactive lectures, group work, writing, lab work, class discussion, individually-paced computer work

**Are all the elements well connected and integrated?**

Are the learning objectives, course content, teaching activities, and student evaluation instruments closely interrelated?

**Additional Questions to Consider:**

**What could go wrong?**

Analyze the first draft of the course.
- What problems may I encounter? How could these problems be prevented?

**How will you know how the course is going?**

Plan an evaluation of the course, student learning and your teaching performance.
- e.g., end-of-term feedback, early-term feedback
- How can the evaluation results be used to enrich the course / program curriculum?

**Who / what can help?**

What resources are available to you to accomplish your goals for the course?

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