**Modification date:** XX/XX/XX **Modifications: Initials:**

**DESIGN WORKSHEET FOR CLASS SESSIONS**

**Session Title:**

**Session Number:**

**Faculty:**

**FRAMING:**

Who is the learner? What is their current knowledge of the topic?

What do they need to know? What’s motivating them?

**LEARNING OBJECTIVES:**

|  |  |
| --- | --- |
| **Session Learning Objective: By the end of this session, students should know or be able to:** | **Maps to Block Objective(s)** |
| **1.** xxx | BO-XXXX; BO-XXXX |
| **2.** xxx |  |
| **3.** xxx |  |
| **4.** xxx |  |

*Note: The verbs used in Session Learning Objectives must be at an equal or lower level on the taxonomy of learning objectives and teaching strategies than the corresponding Block Objective(s). See objectives handout for more information.*

**Block Objectives:** *Include the full text of the BOs indicated in the above table.*

**BO-XXXX:** Xxxx

**BO-XXXX:** Xxxx

**TEACHING:**

|  |  |
| --- | --- |
| ***Preparatory*** *Assignment: What homework do they need to do before coming to class? Readings; online activities, lectures, videos; pre-work quiz; bring a list of x to class* | **Estimated time for student** |
|  |  |
| **Class Agenda** | **Estimated time** |
| *Introductory* ***Linkage****: How will you help students remember that what they already know about this topic? The intent of this step is to “wake up their brains” to help them to tie the new information to what they already know, have experienced or have recently learned.* |  |
|  |
| ***Hook****: Why is this content important? Why should the students pay attention? Is there a compelling statistic or a current event that makes this especially relevant? Is there a key question or skill that they will know by the end of the session?* |  |
|  |
| ***Engagement****: How will you teach this material? Cases, role-play, simulation, lecture, discussion, etc. Will students be working in dyads, small group, large group, individually?*  *Please note the time for each component of engagement (e.g. lecture (40 min w/active learning breaks every 15 min); large group discussion (20 min); case review in small groups (30 min)).* |  |
|  |
| ***Transfer****: What activity will you ask students to engage in so that you and the students know that they understand the key concepts from this session while they’re still in the room?* |  |
|  |

**NEED ADDITIONAL INSTRUCTIONS?**

More detailed instructions for filling out this form are available at the CFE website: https://smhs.gwu.edu/cfe/teaching-and-learning/active-learning

|  |
| --- |
| **Teaching to Different Learning Styles (Optional)**  ***Powerful, effective learning experiences provide a variety of means for students to relate to the material, and students’ development as learners is maximized when they can relate to material in a variety of ways. Include in your session different techniques for helping students grasp and understand the material.***  ***Experiencing***  *Teaching activities could include: Recalling past experiences, taking self-tests/quizzes, solving cases, conducting interviews*  ***Reflecting***  *Teaching activities could include: Guided observation, taking different perspectives, formulating questions, participating in small group discussion*  ***Thinking***  *Teaching activities could include: Listening to lectures, constructing flowcharts, analyzing information, creating reference guides*  ***Doing***  *Teaching activities could include: Role play, problem-solving,* *devising plans, carrying out projects*  **How does your session design engage learners with different learning styles?** |