

New Political Realities in East Asia Professional Development Workshop: Learning Design Activities

My students should be able to...

How will I see if students have met this goal?
(exam, essay, presentation, portfolio, etc.)

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As you think about that first column—your goals or objectives—consider a full range of possibilities, like these (from Dee Fink’s *Creating Significant Learning Experiences* [2003]):

Foundational Knowledge: What do I want my students to know?

Application: What do I want my students to be able to do (analyze, evaluate, calculate, critique, etc.)

Integration: What kinds of connections do I want my student to be able to make (between my course and another, my course and the broader field, my course and their everyday lives, etc)

Human Dimension: How do I want my student to grow in their understanding of themselves or others? What are personal and social stakes of my class?

Caring: Do I hope my students come to care about something more? How might the course impact their feelings, interests, and/or values?

Learning How to Learn: Have my students learned something about the process of learning itself that will help them in other courses and environments?

Using one of your objectives above, what is one idea for how you'll [please pick one]

- (a) Invite student into their work toward on this objective in a way that draws on their interests and concerns.
- (b) Make the most of class time.
- (c) Conclude the learning experience in a way that asks students to reflect on their learning and suggests the longer-term possibilities of their work toward this objective.



- **Entry point: Concrete and Personal:**
What matters to your students? Motivate their engagement
- **First exposure:**
Be aware of what content is available online about your topic, find the gems—including problematic texts—and add analysis to their encounter with those online texts: “find two mistakes,” “how might you re-write this from a different point of view?”
- **Exam to Evaluate: Retrieval**
Craft low-stakes, pre-class “quizzes”

- **Create an Assignment as Class Preparation: Elaborate, Contextualize**
Ask students to write short, playful paragraphs or arguments (what theme did the CliffNotes video on *Hamlet* leave out? Identify the most controversial claim in an article.) These can be peer reviewed.
- **Class to Challenge: Complication and Failure (the classroom surprise)**
Ask students to prepare something for class, then alter the conditions/change the data/extend the conditions/complicate/reframe the problems
- **Cognitive wrappers**
Get students to reflect on their learning and learning process
- **Reinforce: e-communication**
Keep the conversation going, demonstrate slow thinking, demonstrate your passion for the subject, have students make connections.

—José Antonio Bowen, *Teaching Naked Techniques*(2016)