Assignment Design Worksheet
Getting Students Beyond Google—Workshop Session 2

1. Outcome—What do you want the student to be able to do?
(Example: identify and distinguish between popular and scholarly sources in order to select relevant sources for research paper)

2. Content—What does the student need to know to do this well?
(Example: characteristics, purpose, intended audience of popular and scholarly sources)

3. Pedagogy—What activity will facilitate the learning?
(Example: demonstration of physical journals/magazines and appropriate databases followed by active learning exercise involving searching, finding and distinguishing between types.)

4. Assessment—How will the student demonstrate the learning?
(Example: student will search and describe or report to class about two scholarly articles and two articles from popular magazines she/he found, including title of article, title of source, author, and reason why she/he deems source scholarly or popular)

5. Criteria—How will I know that the student has done this well?
(Example: article descriptions match the appropriate type and student’s reasoning makes sense.)

NF 2010/Note: this form has been adopted from Deb Gilchrist’s “5 Questions” form, 2006.