

Design model for creating effective co-curricular sessions for first- and second-year student audiences

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Learning Outcomes

Participants will be able to

- Articulate the key distinct transition concerns facing first- and second-year students.
- Write learning goals for co-curricular sessions appropriate for the audience.
- Apply a Understanding By Design based design model to the design of co-curricular, single-occurrence instruction sessions.

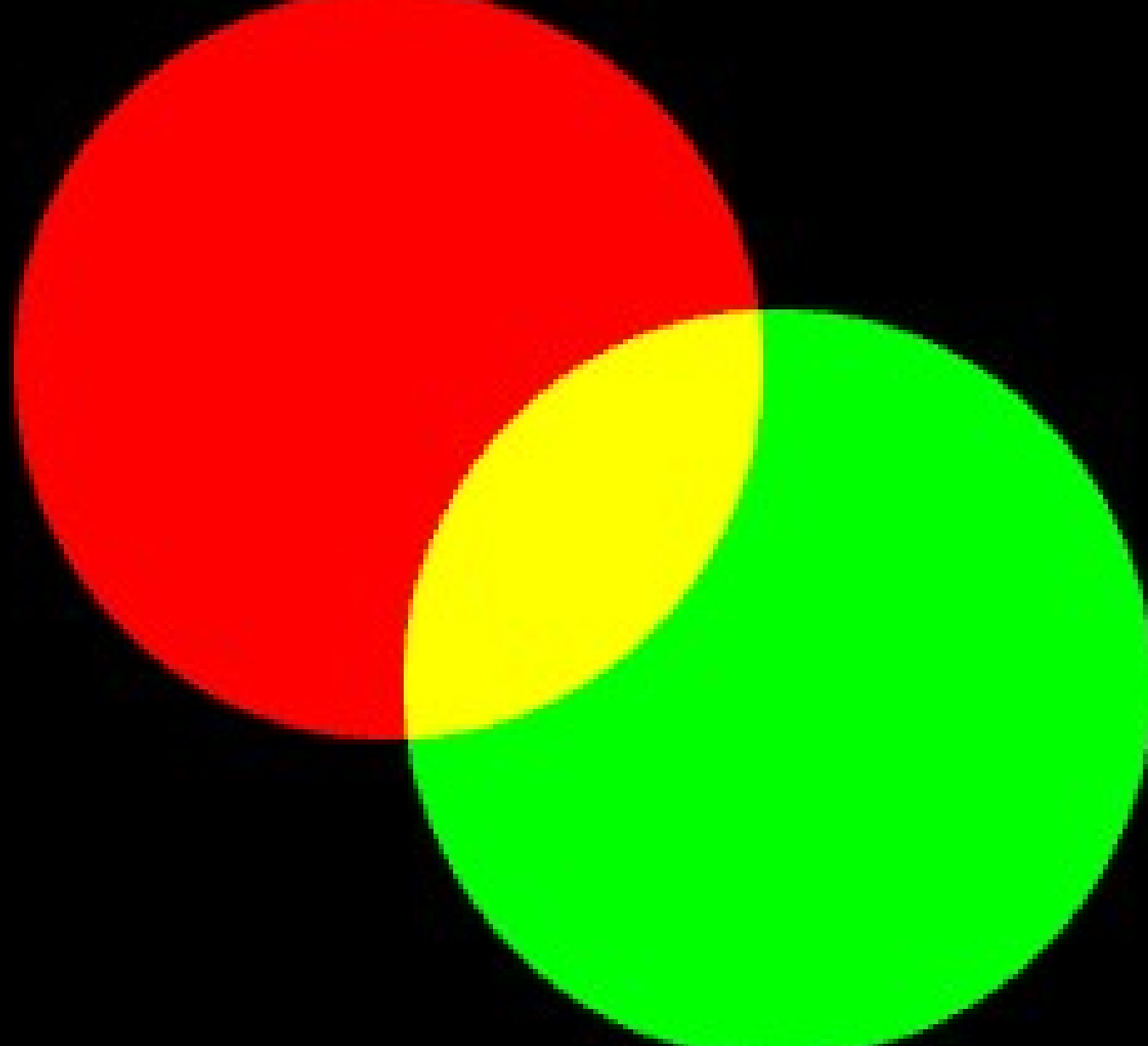
First Year





Second Year



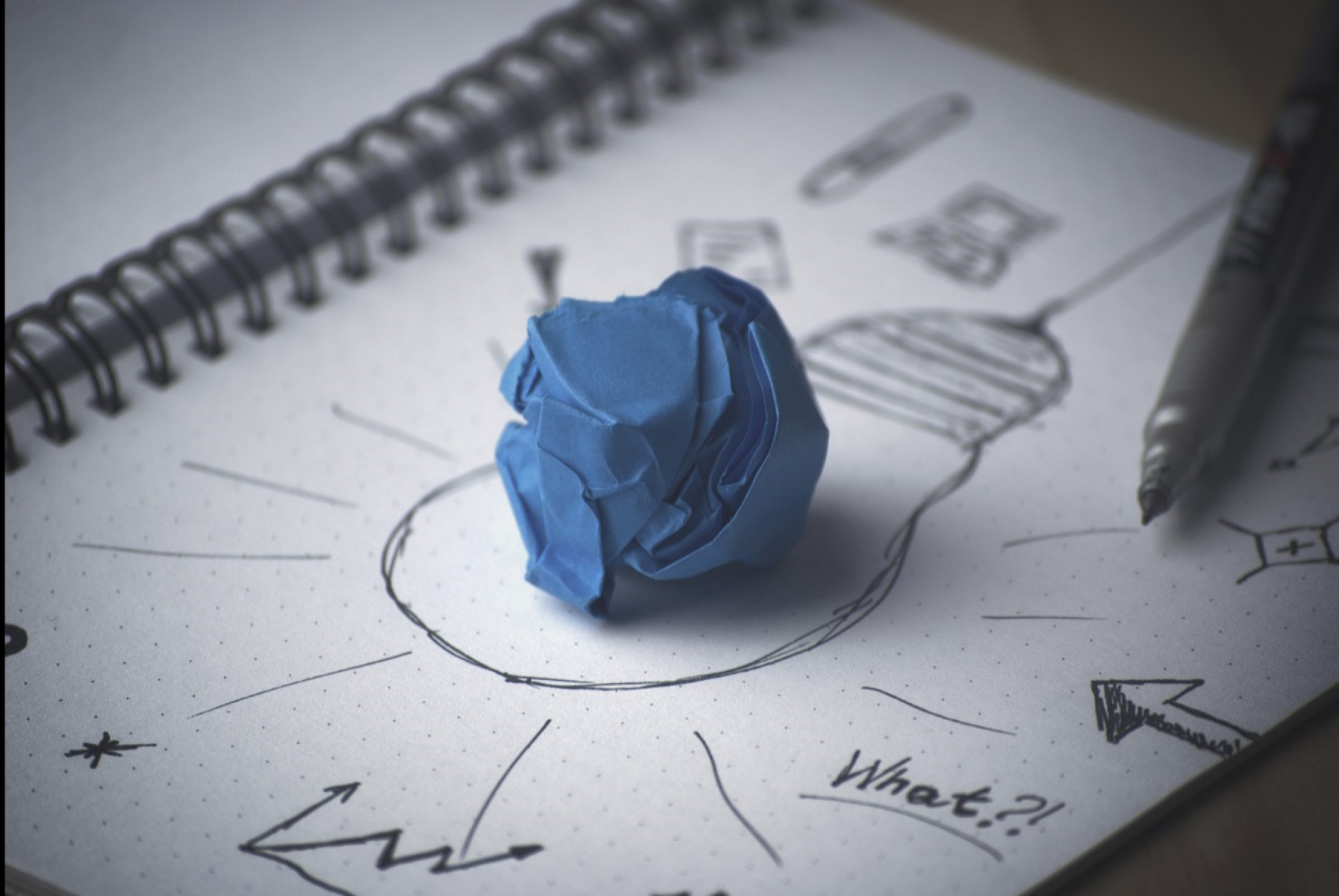




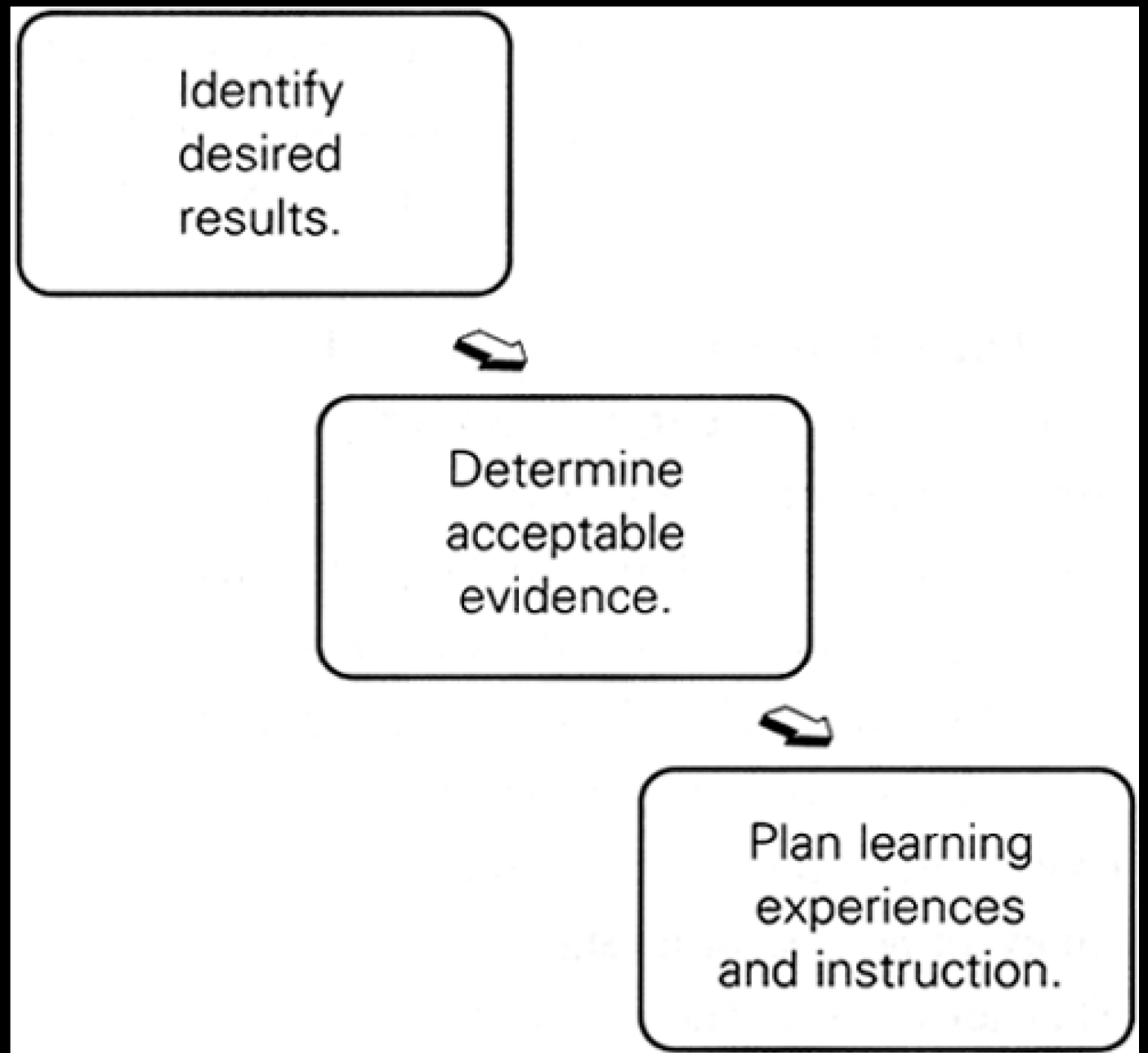
Who is the audience?



Understanding by Design



Backward design



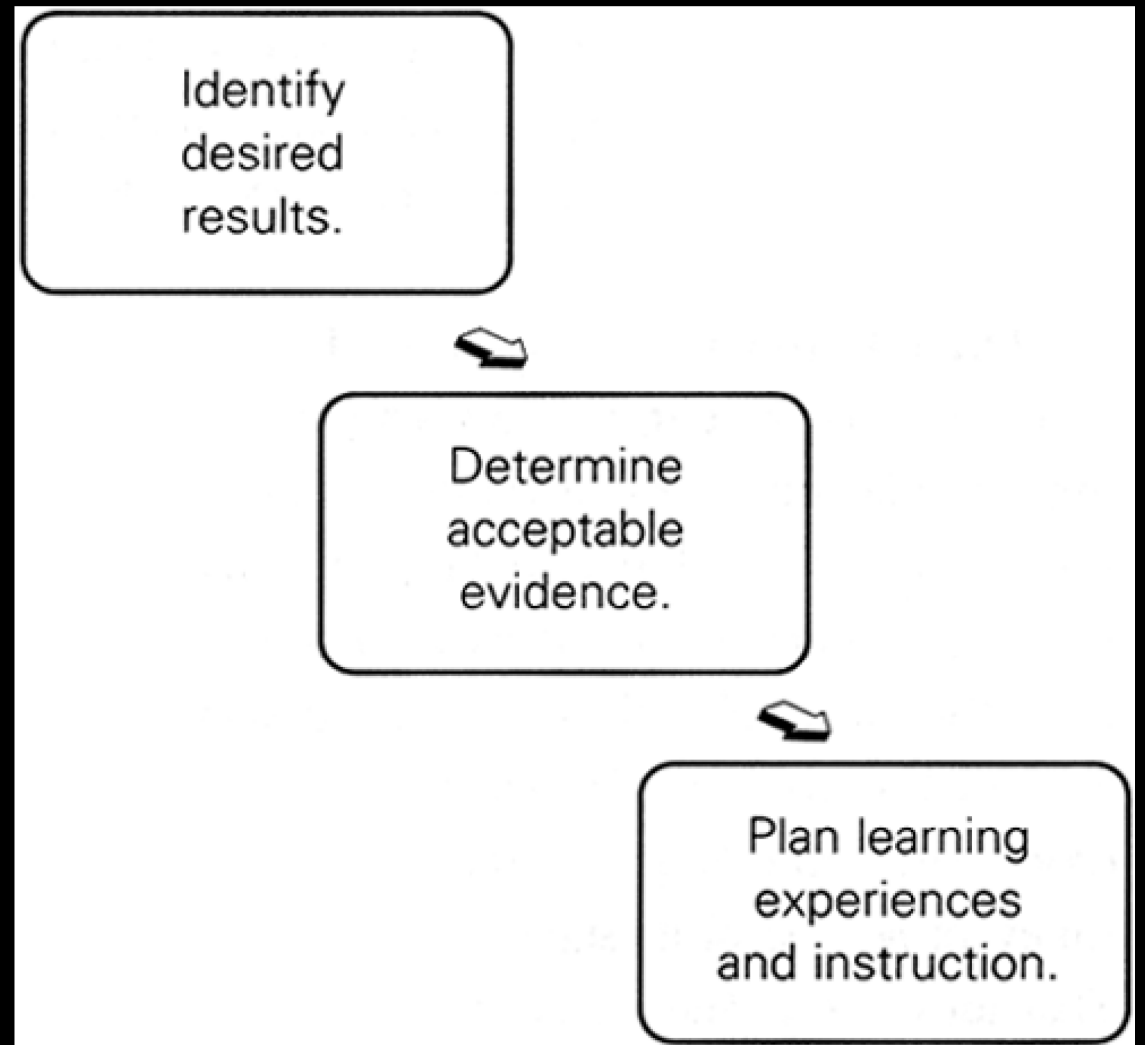


What is your Big Idea?





Stages 2 & 3





WHERE TO Framework for learning planning

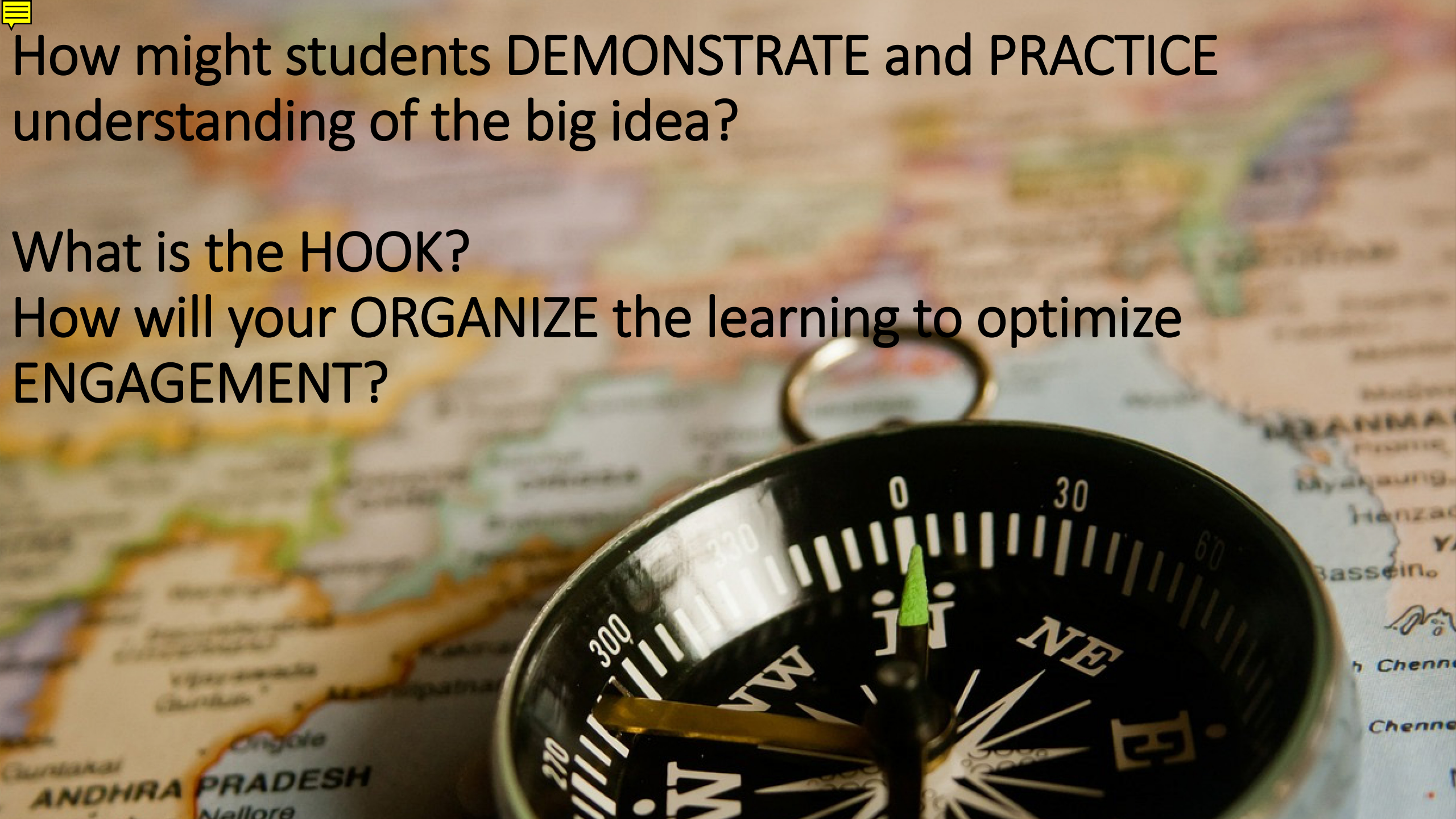
- **Where, Why, What**
- **Hooked**
- **Explore and Experience**
- **Rethink, Rehearse, Revise, Reflect**
- **Evaluate**
- **Tailored**
- **Organized**



How might students DEMONSTRATE and PRACTICE understanding of the big idea?

What is the HOOK?

How will you ORGANIZE the learning to optimize ENGAGEMENT?





Note things that are strong in the plan session.

Make suggestions beginning with, “If it were my session, I might...”

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Questions?

Thank you

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