| Active & Collaborative Engagement for Students**Instructional Plan**  |
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| Instructor’s Name: Course Name and Number: Date: |
| Introduction |
| Instructional Plan FunctionThe Instructional Plan (IP) describes how you plan to redesign your course from its current traditional model to one that emphasizes active learning methods. This plan will cover the first semester of the course. As you develop the various components, please keep in mind that this plan will be updated for semester two. |
| Student Factors/Context for Learning |
| Design your course for the types of students you actually have. Refer to Orientation Assignment 2Consider where your students are in their academic program and their selection of a major. These factors inform your course design as to the intrinsic interest, background, and learning needs of your students.1. Classification: Seniors Juniors Sophomores Freshmen Mixed2. Type: Major Non-major Mixed3. Style: Visual Auditory Kinesthetic Mixed4. Plan to bridge the Knowledge Gap5. Plan to bridge the Learning Skills Gap6. Plan to bridge the Attitude Gap  |
| Learning outcomes |
| Effective learning outcomes for the course: 1) describe what students will learn and be able to do, 2) are actionable, visible and measurable, 3) are clear and understandable to students as well as instructors, 4) have an appropriate level of generality, 5) require high levels of thinking (look at Bloom’s Taxonomy), 6) are developmentally appropriate, and 7) lead to authentic/motivating tasks. You can refer back to the section on learning outcomes given during the orientation session. Please be sure to include at least one outcome that substantially overlaps with core outcomes and label it accordingly: critical thinking, communication, quantitative reasoning.Examples:Given a description of a current real world situation, students will be able to apply fundamental theories in social psychology to explain what is happening.Given case study examples, students will be able to identify the leadership strategies at play and determine the strategies effectiveness and defend their decisionsStudents will analyze the causes of the American Civil War.Students will analyze the role of dance throughout history as a cultural force. |
| learning experiences |
| Describe the learning experiences you plan to use in this course. Examples of learning experiences (active learning methods) include presentations, structures practice, mentored groups, one-minute papers, think-pair-share, muddiest point, group projects, debates, etc. **Remember** that your learning experiences must be aligned with your learning goals, any formative assessment you use and ultimately your summative assessment. |
| Assessment of implementation |
| Describe how you will determine and document whether the learning experiences/active learning methods were implemented as planned and described in your Instructional Plan. |
| assessment of learning |
| Describe how you will measure and document student learning on the targeted learning goals. You should include a sample of the measurement instrument and a description of the measurement process with a proposed timeline. This section should include both formative and summative examples of assessment. Please remember to show alignment of your assessment with your learning outcomes. There is a list of types of assignments and tests in your ACES Fellows binder. **Your assessment plan must allow you to gather quantitative data.** You should consult with Melissa if you have difficulty or questions at this stage. |
| assessment of Teaching |
| Reflective Critical AnalysisDescribe how you plan to track your progress throughout the semester. Do you plan to journal? Do you plan on attending the monthly ACES Fellows meetings? Do you have a mentor? Do you plan on attending faculty development workshops? Do you plan on gathering research data that you can present at a conference or that you will use to submit for publication? |
| attachements required |
| 1. Copy of your teaching philosophy
2. Copy of the Good Teaching Inventory
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