



This is the basic visual representation of the Aligned Course Design framework, which begins with mapping the teaching/learning Environment that provides a context for the course you’re developing or re-designing. The design cycle then moves into development of student Learning Outcomes to ground the course Curriculum. From this base, teachers move onto (1) developing SMART assessments (specific, measureable, attainable, relevant, and targeted), and (2) selecting teaching/learning presentations, classroom activities, out-of-class assignments, and supporting resources.

Atmosphere – What does learning look and sound and feel like when participants are expected to be learners? or students? What messages about learning are conveyed in places noted at the 2nd level? How do practitioners in your field actually work, continue to learn and develop in their careers?

Aims – **express via an outcomes/ideal course impact statement** - how we would recognize if or how well students have learned what is intended they should learn, not a prompt list of topics for a teacher to ‘cover’

Activities – **for Learning and teaching** - done in such a way as to increase the likelihood of most students achieving those outcomes. Talking about the topic, as in traditional teaching, is probably not the best way of doing that. We need to engage the students in learning activities that directly link to achieving the intended outcomes.

Assessment - how well the outcomes have been achieved. Usually this means using an assessment task that requires the student to perform the intended outcome itself.