

Figure C.2

Common Problem Statements

Identify a statement, below, with which you agree. Based on your decision, frame your unit goals accordingly. Alternatively, add your own statement, or modify any sentence to suit you.

What You Often Observe in Student Performance and Behavior

1. Student performance on assessments is frustratingly weak, especially on questions/tasks that require in-depth understanding and transfer ability.
2. My students seem to have no sense of what really matters in my class; they seem to be unclear about year-long priorities and their primary responsibilities.
3. My students are very passive and reactive in their work. They have great difficulty solving their own problems, asking questions, thinking critically.
4. My students don't understand that understanding is my goal. They think all they need to do is give the "right" answer (or find it somewhere), they think learning is just recall, and they think that my job is to spoon-feed them—and they resist when I try to get them to justify answers or dig deeper.

Other:

What You Acknowledge Might Be True About Design Weaknesses

5. We tend to "cover" the content more superficially than we should (even though the classes might involve interesting discussions and experiences).
6. Our lessons have many "activities," but they often lack an overarching learning goal that is clear to learners. Lessons are sometimes just a lot of different and isolated experiences.
7. We ask students to do too many "drills" and not enough "playing the game" in our assessments. We have too few higher-order performance tasks in our assessments; our tests focus mainly on the first two levels of Bloom's taxonomy: recall, recognition, and plugging in of previous learning.

Other: