

Team Session 5

Formulate Units

Outcomes

Team members will

- cluster and sequence intended learning outcomes into units
- title units

Resources

- intended learning outcomes
- course rationale

Products

- A list of titled instructional units

Instructional Units (Posner and Rudnitsky, 106—107, 134)

Units specify one or more “instructional foci” around which the instructional events will be organized, and one or more intended learning outcomes toward which the events will be directed. Whether we form units around clustered intended learning outcomes or instructional foci, we are breaking up the course into “chunks”; each chunk represents a coherent portion of the course designed to achieve a specified set of intended learning outcomes.

Forming internally coherent units is one major step in producing a coherent course design. This built-in coherence increases the likelihood that students will see the interrelationships of course elements and thus see how the elements fit together into a whole.

First, a unit should be a coherent whole. That is, the intended learning outcomes composing the unit should make some sense together.

Second, each unit should be manageable in scope. Students should be able to view each unit as a coherent set of learnings that relate to one another. Each unit should not be so large as to inhibit discussing it as a whole. The goal is to organize the course’s units in the most teachable and reasonable manner possible, as well as in the manner most consistent with the course’s rationale.