



**CRITICAL
THINKING
BEHIND THE SCENES**

SYLLABUS DESIGN

SECTIONS AND HEADINGS

MAKE IT SKIMMABLE

PUT LIKE WITH LIKE

BORDERS, BREAKS, BULLETS, BOLD

COLOR

COLOR CAN BE INACCESSIBLE

CONTRAST IS KEY

SYLLABUS LANGUAGE

WORD CHOICE

FIRM BUT APPROACHABLE

ACCESSIBILITY AND ACCOMMODATIONS

CODE OF CONDUCT

CONTRACTUAL

APPLICABLE TO ALL SUBJECTS

SYLLABUS LEARNING OUTCOMES

GOOD LEARNING OUTCOMES

MEASURABLE

ACTIVE VERBS

FREE OF JARGON

SPECIFIC TO DISCIPLINE

SPECIFIC TO COURSE LEVEL

SPECIFIC TO CRITICAL THINKING

SYLLABUS LEARNING OUTCOMES

MATCH OUTCOMES TO ASSIGNMENTS

SKILLS THE ASSIGNMENT BUILDS

LEARNING OUTCOMES FOR THOSE SKILLS

ASSESSMENTS

TYPES OF ASSESSMENTS

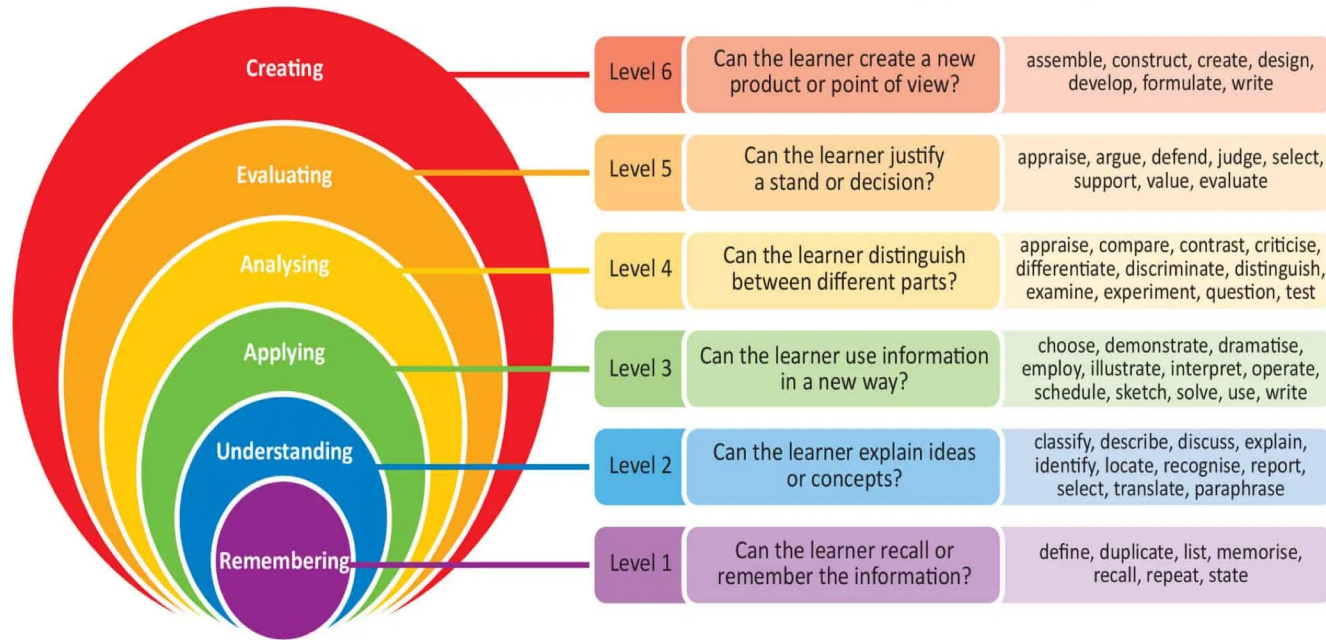
DIAGNOSTIC: ANALYSIS AT BEGINNING

FORMATIVE: FEEDBACK DURING THE PROCESS

SUMMATIVE: EVALUATION AT THE END

LEARNING TAXONOMIES

Bloom's taxonomy (revised)



<https://www.niallmcnulty.com/2017/11/blooms-digital-taxonomy/>

LEARNING TAXONOMIES

TYPES OF KNOWLEDGE

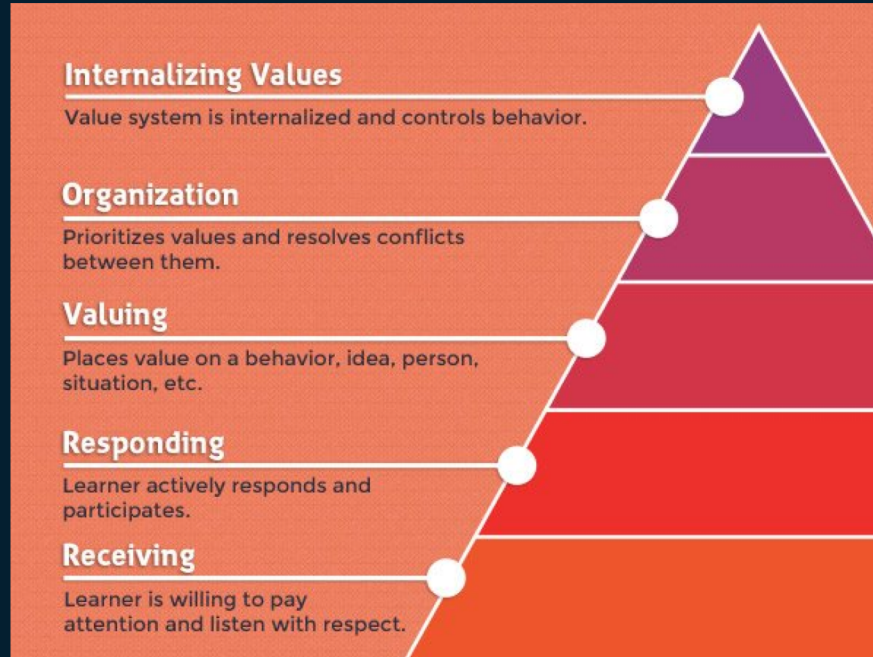
FACTUAL: BASIC INFORMATION

CONCEPTUAL: FRAMEWORKS FOR BASIC INFORMATION

PROCEDURAL: HOW TO DO A SKILL

METACOGNITIVE: AWARENESS OF KNOWLEDGE

LEARNING TAXONOMIES



<https://mochmoch.weebly.com/blog/krathwohls-affective-domain-of-objectives>

LEARNING TAXONOMIES

TYPES OF LEARNING

VISUAL

AUDITORY

RHETORICAL

KINESTHETIC

<https://blog.prezi.com/the-four-different-types-of-learners-and-what-they-mean-to-your-presentations-infographic/>

ADDITIONAL RESOURCES

WRITING LEARNING OUTCOMES

<https://tips.uark.edu/using-blooms-taxonomy/>

<https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

ASSESSMENT

https://www.nvcc.edu/assessment/_docs/PS4.methodsforassessingSLOs1009.pdf

<https://irds.sites.stanford.edu/sites/g/files/sbiybj10071/f/clo.pdf>

<https://irds.sites.stanford.edu/sites/g/files/sbiybj10071/f/rubrics.pdf>