Design Step	Elements	
Identify desired results ● To maximize flexibility, learning goals should not be overly prescriptive (e.g., Write a research paper about the history of Japan's healthcare system).	**Learning Goals** Specify the learning outcome and knowledge and skills that students will acquire ● Learning goals, skills, and knowledge should be specific and measurable. They should also apply to more than one context.	**Learning goal or outcome:** **Knowledge:** **Skills:**
Determine acceptable evidence ● Specific and measurable criteria without being overly prescriptive (e.g., Explaining a specific fact in the specific instructor-determined context in an instructor-determined way.)	**Assessment** Specific and measurable without being overly prescriptive. ● Students can apply a unique lens through which to identify, understand, apply, analyze, evaluate, or create content.	
Plan learning experiences and instruction ● Ensure that competence is supported by scaffolding learning experiences and other low-stakes open-type practice activities that familiarize students with open-type assignments and activities. Instructor-provided examples are also helpful.	**First Exposure** Identify in-class or pre-class homework to introduce basics & prep students for assignment	
	Activities Building from the first exposure, identify teaching & learning activities to promote the learning goals and enable assignment success	
	Content Describe (open) content, resources, and materials that will be used to for first exposure and activities	