Introduction to Curriculum Development

EDUC 5163

Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge , love and hope as they serve Jesus Christ and others.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

EDUC 5163
Introduction to Curriculum Development

Course Description

Students will examine the philosophical and theoretical influences on school curriculum. Theory and practice will be brought together as students learn concepts and skills of curriculum development and how to apply them by redesigning an existing course or designing a new course in their particular content areas.

Course Learning Outcomes

Students will understand that

- there are different theoretical approaches to defining and designing curriculum.
- educators share the responsibility for preparing students for a global society by developing rigorous curricula that provide an opportunity for all students to learn.
- educators are agents of change for curriculum and instruction.
- all curricular and instructional decision making within a school is data driven.
- curriculum is a reflection of the needs of society.

Students will know

- how to explain the theoretical framework underlying a course planning process and the most important effect of good planning on the planner/teacher.
- the prevalent theories of curriculum, instruction and assessment. Students will be able to analyze the strengths and weaknesses of each and evaluate their applicability to their particular academic environment.
- how to explain differences among curriculum, instruction and assessment as well as the relationship among them.
- how to research and analyze current trends in curriculum reform that impact their particular content areas.
- how to prepare and deliver a presentation/debate on selected curriculum topics.
- how to become agents of change related to curriculum and instruction.
- how to acquire an understanding of the research processes within the field of curriculum and instruction including practical design, analysis and reporting.
- the roles of the learner, society and the community in curriculum development and evaluation.

Students will be able to

- use the format of a course planning project.
- perform preliminary research necessary to begin planning for a course.
- integrate values pertaining to the learner and society into the subject matter.
- analyze and break down into parts the rationale for a course and determine if goals are stated clearly.
- explain the differences between processes and products and between curricular and instructional issues.
- define the following terms: value, educational goal, curriculum, instructional plan, instruction, actual learning outcome and evaluation.

- write clear Intended Learning Outcomes (ILOs), explain the meaning of them, and tell how they differ from teaching strategies, materials, activities and test items.
- explain how ILOs impact teaching strategies and categorize ILOs into skill and understanding categories including cognitive, cognitive skills, psychomotor-perceptual skills and affect.
- create a central question(s) for a course.
- explain the relationship between rationale and a set of ILOs.
- construct instructional foci for course units based on appropriateness of ILOs, learners' abilities, motivation, and the ability to be carried out.
- explain actual learner outcome, main effect and side effect.
- determine behavioral evidence using a troubleshooting approach to course evaluation.
- develop flowcharts and conceptual maps to show how ILOs connect.
- group and sequence a set of units into a scope outline.
- use graphic organizers to develop a course outline.
- group a set of ILOs into coherent units using the five major organizational bases for ILOs.

Dispositions

Students should

- be willing to listen and to respect others' points of view.
- be dedicated to making informed decisions based on data and research.
- be committed to their profession and seek ways to improve student learning and survival in this global world.
- be flexible and willing to change.
- develop an appreciation for and see the importance of evaluating school curriculum.
- be committed to setting high expectations and academic rigor.
- value learning and demonstrate an empathetic understanding of diversity.

Course Learning Assignments and Assessments

	Percentage of Grade
Definition of Curriculum	10%
Debate: Pro-Tyler vs. Pro-Schwab	15%
Class/Textbook Activities	10%
Review of Curriculum Literature	15%
Curriculum Project	40%
Participation	10%
Total	**100%**

All work should be typed, double-spaced, and in a 12 point Times New Roman font. Written work should be submitted using Chalk and Wire. Assigned articles should be downloaded from MyCampus.

Rubrics for this course are designed with the following scale:

4 – ADVANCED
   Candidate displays exemplary evidence of the concepts/principles.
3 – PROFICIENT
   Candidate displays more than adequate (with some exemplary)evidence of the concepts/principles.
2 – BASIC
   Candidate displays adequate evidence of the concepts/principles.
1 – BELOW BASIC
   Candidate does not display adequate evidence of the concepts/principles.
0 – DEFICIENT
   Candidate does not display any evidence of the concepts/principles and does not complete
   assignments.

Definition of Curriculum 10%

The textbook for this course has a very specific definition of curriculum. One of the most important
outcomes for students is to understand and be able to define curriculum from a theoretical view as well
as from a practical view. Students will read "On Defining Curriculum" by John P. Portelli, read the Posner
and Rudnitsky definition of curriculum, and then write a one-page definition of curriculum. The student's
definition can align with either of these, or it can be original. Students should include an argument to
defend their definition.

Debate: Pro-Tyler vs. Pro-Schwab 15%

It is true that over the years there have been many theorists, philosophers and scholars who have tried
to analytically clarify the concept known as curriculum. To examine at least two of these distinct works,
the class will be divided into two groups with each group reading a scholarly article on curriculum. One
group will read Peter S. Hlebowitsh's article "Generational Ideas in Curriculum: A Historical Triangulation"
which is pro-Tyler. The other group will read Ian Westbury's article "Reconsidering Schwab's 'Practicals:'
A Response to Peter Hlebowitsh's 'Generational Ideas in Curriculum: A Historical Triangulation'" which is
pro-Schwab. The groups will hold a class debate as a means of interpreting these articles. Students will
also be responsible for conducting additional research/reading on Ralph Tyler and Joseph Schwab in
preparation for this debate.

Class/Textbook Activities 10%

Students will write answers to and thoughts about the questions at the end of each chapter and be ready
to discuss them in class. Other chapter activities may be assigned by the professor as necessary.

Review of Curriculum Literature 15%

It is important that educators keep informed of trends, theories, designs, problems, research and
challenges for the future that may affect curriculum content areas. To afford students the opportunity to
incorporate an enriched understanding of content and a review of best practices, students will select five
articles from curriculum journals and write a one- to two-page review of each article.

Reviews should include
- a summary or overview of the article
- an application of the information to a particular curriculum
- the student's position on the article
- an APA citation of reference

Curriculum Project 40%

In order to bring theory and practice together, students will be given the opportunity to design or redesign a course in their particular content areas. Chapter 1 in the text will be used to explain this project. Use the information under the heading The Project to show what the finished product will include. Students should read the information included under the heading Some Guidelines for Getting Started to gain additional direction for the project. This project will be analyzed in a step-by-step approach as the text is covered during each class session. Students will turn in projects during the last class session and give a 10- to 15-minute oral presentation of the project to the class. Students should prepare visuals for the presentation which may include PowerPoint, overheads or handouts.

NBPTS 2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly.
Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Textbook

Posner, G. J., Rudnitsky, A. N. (2006). *Course design: A guide to curriculum development for teachers*. (7th ed.). New York, NY: Longman, Inc.

Primary Sources

Hlebowitsh, P. S. (2005). Generalization ideas in curriculum: a historical triangulation, *Curriculum Inquiry*, 35:1, 73-87.

Portelli, J. P. (1987, summer). Perspectives and imperatives on defining curriculum. *Journal of Curriculum and Supervision*, 2:4, 345-367.

Tyler, R. (1990). Basic principles of curriculum and instruction. Chicago: University of Chicago.

Westbury, I. (2005). Reconsidering Schwab's "Practicals": a response to Peter Hlebowitsh's "generational ideas in curriculum: a historical triangulation", *Curriculum Inquiry*, 35:1, 89-101.

Other Sources

Association of Supervision and Curriculum Development
Journal of the Association for Supervision and Curriculum Development
Journal of Curriculum Studies
Educational Leadership
Phi Delta Kappan
NASSP and NAESP Bulletins
Newspapers

EDUC 5163 – SESSIONS 1-7

	Topics	Assignments to be Completed Prior to Session	Essential or Guiding Questions

1	•Course Syllabus/Assignments
	•Expectations
	•Defining Curriculum
	•Getting Oriented to Course Design
		•Read Chapter 1 in Posner & Rudnitsky.
		•Prepare written responses for the following:
		    p. 7 #1-4
		    p. 13 #1-5
		•Read John P. Portelli's article "On Defining Curriculum" and complete a definition.
			•What is curriculum?
			•What affects curriculum?

2	•Setting Direction •Pro-Tyler vs. Pro-Schwab	•Read Chapter 2 in Posner & Rudnitsky. •Prepare written responses for the following: p. 59 # 1-6 •Read Hlebowitsh and Westbury articles and prepare for the class debate. •Curriculum Article #1 due	•What are some curriculum theories and approaches? •What is the meaning and significance of ILOs? •How are central questions determined?

3	•Developing a Course Rationale
	•Refining ILOs
		•Read Chapters 3-4 in Posner & Rudnitsky.
		•Prepare written responses for the following:
		    p. 80 #1-8
		    p. 115 #1-3
		•Curriculum Article #2 due
			•What is a rationale?
			•What is the relationship between a rationale and a set of ILOs?

4	•Forming Units of the Course
	•Organizing the Course's Units
		•Read Chapters 5-6 in Posner & Rudnitsky.
		•Prepare written responses for the following:
		    p. 144 # 1-5
		    p. 156 # 1-10
		•Curriculum Article #3 due
			•How are ILOs clustered into forming coherent units?
			•What are alternate ways of sequencing content?

5	•Developing General Teaching Strategies	•Read Chapter 7 in Posner & Rudnitsky. •Prepare written responses for the following: p. 193 #1-6 •Curriculum Article #4 due	•How can teachers design instructional tasks, activities, and environments that will engage learners into thinking and processing information?
6	•Planning a Course Evaluation	•Read Chapter 8 in Posner & Rudnitsky. •Prepare written responses for the following: p. 217-218 #1-5 •Curriculum Article #5 due	•What are actual learning outcome, main effect and side effect? •How can behavioral evidence be specified for any given ILO?
7	•Planned Course Design	•Curriculum Projects due •Presentation of projects	•How is a course planned and designed?

Course Policies and Miscellaneous Information

Attendance Policy

Sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office. A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit**.** Any student who misses more than 25% of the sessions for any course will receive a grade of 0.0 or No Credit for that course and will be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or 0.0 for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of 0.0 as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations are made for students with disabilities who document the disability and request accommodations. The documentation and a request for appropriate accommodations should be sent to the Associate Vice President for Student Services (AGS). The documentation and request are forwarded to Martha Mishoe (mmishoe@swu.edu) who coordinates services to students with disabilities for the university.

Appendix A

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Proposition 1: Teachers are Committed to Students and Their Learning
A. NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
B. They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
C. NBCTs understand how students develop and learn.
D. They respect the cultural and family differences students bring to their classroom.
E. They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
F. NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
A. NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
B. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
C. They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
A. NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
B. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
C. NBCTs know how to assess the progress of individual students as well as the class as a whole.
D. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
A. NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
B. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
C. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.
A. NBCTs collaborate with others to improve student learning.
B. They are leaders and actively know how to seek and build partnerships with community groups and businesses.
C. They work with other professionals on instructional policy, curriculum development and staff development.
D. They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
E. They know how to work collaboratively with parents to engage them productively in the work of the school.

(Additional standard added by Southern Wesleyan University School of Education):

Proposition 6: Teachers Uphold a Christian Ethic of Care.
A. Teachers exhibit care for self.
B. Teachers exhibit care for learners.
C. Teachers exhibit care for colleagues.
D. Teachers exhibit care for the community.

Appendix B

RUBRIC FOR CURRICULUM PROJECT - EDUC 5163 INTRODUCTION TO CURRICULUM DEVELOPMENT

CRITERIA	4 - ADVANCED	3 – PROFICIENT	2 – BASIC	1 – BELOW BASIC	0 - DEFICIENT
Theoretical Framework	There is excellent evidence that a clear understanding exists of the theoretical framework underlying course planning.	There is good evidence that a substantial understanding exists of the theoretical framework underlying course planning.	There is partial understanding of the theoretical framework underlying course planning.	There is little evidence that a clear understanding exists of the theoretical framework underlying course planning.	There is no evidence of this criterion in this project.
Components of Curriculum Development	The project contains all components of curriculum development.	The project contains all but one component of curriculum development.	The project contains two components of curriculum development .	The project is incomplete or contains one component of curriculum development.	There is no evidence of this criterion in this project.
Alignment of Standards	The alignment with SC standards is clear with learning opportunities consistent with meeting these standards.	The alignment with SC standards is clear but not embedded in the learning opportunities consistent with meeting these standards.	The alignment with SC standards is not explicit but rather inferred with partial learning opportunities to meet these standards.	The alignment with SC standards is difficult to determine with learning opportunities appearing to be unrelated to meeting standards.	There is no evidence of this criterion in this project.
Assessment	The plan for evaluation contains clear assessment criteria and is aligned with ILOs, SC standards, student involvement and progress. Both formative and summative formats are planned.	The plan for evaluation contains clear assessment criteria and is aligned with ILOs, SC standards but somewhat lacking in student involvement and progress. Formative assessments are the primary evaluations planned.	The plan for evaluation contains minimal assessment criteria with some alignment with ILOs and SC standards but limited student involvement and progress.	The plan for evaluation does not contain clear assessment criteria with little or no alignment with ILOs, SC standards, student involvement and progress.	There is no evidence of this criterion in this project.
Presentation/ Organization (spelling, grammar, mechanics)	Project has no grammatical errors. It is well organized, and the presentation includes exemplary visuals and clear explanations.	Project has two to three grammatical errors. It is well organized, and the presentation includes good visuals and clear explanations.	Project has four to five grammatical errors. It has minimal organization, and the presentation includes basic visuals and limited explanations.	Project has more than five grammatical errors. It is not organized , and the presentation did not include any visuals or explanations.	There is no evidence of this criterion in this project.

Appendix C

EDUC 5163 – INTRODUCTION TO CURRICULUM DEVELOPMENT
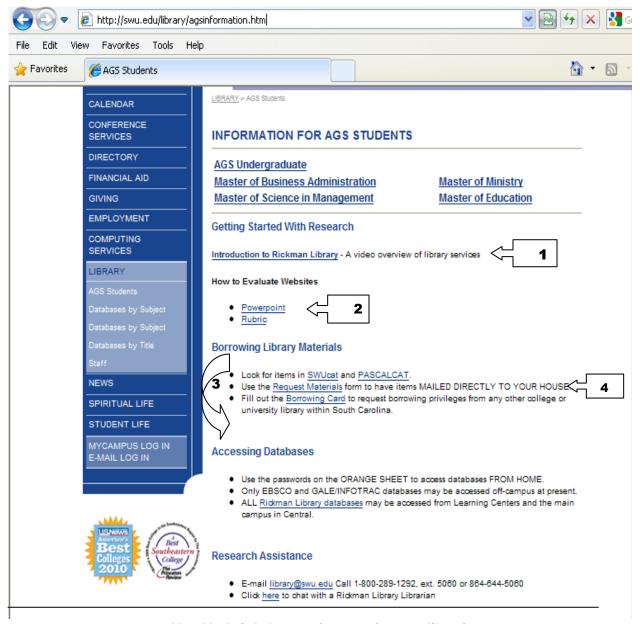### The following rubric will be used for all written assignments.

POINTS	CRITERIA FOR SCORING
4 **ADVANCED**	• All components of the assignment are included. • Answers/written assignments are fully developed with facts and careful thought. • Assignment shows a strong connection to class readings and discussions. • If a team assignment, work was equally shared by all members. • Assignment contains no grammatical and/or mechanical errors.
3 **PROFICIENT**	• Most of the components of the assignment are included. • Answers/written assignments are mostly developed with facts and careful thought. • Assignment shows strong connection to class readings and discussions. • If a team assignment, work was shared among most but not all team members. • Assignment contains only one or two grammatical and/or mechanical errors.
2 **BASIC**	• Some of the components of the assignment are included. • Answers/written assignments have limited development with few facts and thought. • Assignment shows adequate connection to class readings and discussions. • If a group assignment, work was primarily done by one to two team members.
1 **BELOW BASIC**	• The assignment lacks most of the components. • Answers/questions are not developed and show no thought. • Assignment shows no connections to class readings and discussions. • If a group assignment, work was primarily done by one member.
0 **DEFICIENT**	• There is not evidence of any work completed for this assignment.

Appendix D   <u>Using Rickman Library</u>

A Webpage specifically designed for <u>AGS Students</u> will help you

1) learn about the library.

2) learn how to evaluate the materials you find.

3) learn how to access research materials, books, periodicals, etc.

4) learn how to request materials you need.

http://swu.edu/library/agsinformation.htm

File   Edit   View   Favorites   Tools   Help

⭐ Favorites   AGS Students

LIBRARY > AGS Students

INFORMATION FOR AGS STUDENTS

AGS Undergraduate

Master of Business Administration   **Master of Ministry**

Master of Science in Management   **Master of Education**

Getting Started With Research

Introduction to Rickman Library - A video overview of library services   ⬅ **1**

How to Evaluate Websites

- Powerpoint   ⬅ **2**
- Rubric

Borrowing Library Materials

- Look for items in SWUcat and PASCALCAT.
- Use the Request Materials form to have items MAILED DIRECTLY TO YOUR HOUSE   ⬅ **4**
- **3** Fill out the Borrowing Card to request borrowing privileges from any other college or university library within South Carolina.

Accessing Databases

- Use the passwords on the ORANGE SHEET to access databases FROM HOME.
- Only EBSCO and GALE/INFOTRAC databases may be accessed off-campus at present.
- ALL Rickman Library databases may be accessed from Learning Centers and the main campus in Central.

Research Assistance

- E-mail library@swu.edu Call 1-800-289-1292, ext. 5060 or 864-644-5060
- Click here to chat with a Rickman Library Librarian

Sidebar navigation:
CALENDAR
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FINANCIAL AID
GIVING
EMPLOYMENT
COMPUTING SERVICES
LIBRARY
AGS Students
Databases by Subject
Databases by Subject
Databases by Title
Staff
NEWS
SPIRITUAL LIFE
STUDENT LIFE
MYCAMPUS LOG IN
E-MAIL LOG IN

Need help? Ask one of your reference librarians:

Erin Washington (ewashington@swu.edu) or Anita Gray (agray@swu.edu)

May 2010

Appendix E

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to https://mycampus.swu.edu.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (**CTL**) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit your writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5327.

August 2010

Appendix F

Instructions for Using Turnitin

Turnitin is an Internet-based plagiarism detection service.

Follow the steps below to access Turnitin and submit an assignment.

1) Log on to **www.turnitin.com**.

2) Click "create a user profile" in the upper right-hand corner of the screen and provide the following information:

   * a valid email address
   * a 6-12 digit password
   * your name, country, and state
   * type of user (student)
   * your agreement to the user license

3) Once your profile is created, click "start class enrollment wizard" in the lower right-hand corner of the screen.

4) When the enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each course and should be obtained from your instructor.

5) When the class information opens, locate the appropriate assignment and press the submit button. Browse your hard drive or portable memory device for the file you wish to submit. Select the file and submit.

**Note: Assignments must be submitted by the date due
or Turnitin will not accept the assignment.**

If you have any problem using Turnitin, access a student tutorial using the **Student Help** button at the top of the page or contact Martha Mishoe at (864) 644-5327.

August 2010

Appendix G
LEARNING TEAM EVALUATION FORM

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date:_____ Cohort:_____

EVALUATION SCALE

5 – EXCELLENT   4 – GOOD   3 – SATISFACTORY   2 – FAIR   1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.

(3) Prepared materials as assigned and in a timely manner.

(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.

(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.

(6) How would you evaluate the overall contribution of each team member?

(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)   June 2010