

3 Examples of 3-Column Tables

1. “Legal Issues in Accounting”:

Learning GOALS:	ASSESSMENT Activities	LEARNING Activities:
<p><u>Foundation</u> Students will recognize, understand legal terminology.</p>	<p>IRAT, GRAT with key issues from the chapters tested Team Problem – they must use correct legal terminology in their presentation</p>	<ul style="list-style-type: none"> • Read material, take 10-question IRAT and then take the same 10-question GRAT • Case problem - student must use appropriate legal terminology
<p><u>Application</u> Students will be able to compare and contrast opposing legal principles, choose a position and defend it.</p>	<p>Team problem solving – Students must apply actual legal cases to solve the current problem. Individual assignment -memo must apply legal principles to their cases.</p>	<ul style="list-style-type: none"> • Students are given 3 team problems and prepare PowerPoint presentations determining issues, making decisions, and arguing their points of view. Students must defend position to rest of class.
<p><u>Human Dimension</u> Students use reflection and team feedback to identify areas they have strengths and areas that need improvement.</p>	<p>Student will write an individual reflective paper Student will conduct a evaluation of other teams presentation Student will evaluate Partner contribution Students will conduct self evaluation</p>	<ul style="list-style-type: none"> • Students (individually) write reflective paper that tells me the goals they met and have them give me specific examples of how they met the goals. • Students also reflect on what problems they faced and what would they do differently.
<p><u>Integration</u> Students will be able to apply legal principles to the accounting field.</p>	<p>Team problem solving with cases that involve law and accounting</p>	<ul style="list-style-type: none"> • Students are given team problems that involve law and accounting issues where they must determine issues, their positions, and determine alternative possibilities.

<u>Caring</u> Students will want to apply legal and ethical knowledge to life events.	Students will draft an ethical code	<ul style="list-style-type: none"> • Students will have an opportunity to do volunteer work in court, law offices, or businesses using ethical knowledge to prepare an ethical code.
<u>Learning How to Learn</u> Students will be able to do research to assess and apply court cases to legal issues.	Student will draft a Team problem that require research in legal databases Students will visit a Court visit or Students will conduct an Interview	<ul style="list-style-type: none"> • Students interview someone who uses contracts on a daily basis – afterwards students do a double entry journal. • Students must do research on legal cases and apply those results to new cases they must decide.

2. "High Quality Teaching for Experienced English/Lang. Arts Teachers"

Learning Goals	Learning Experiences	Assessment
Foundation Knowledge – Enhance participants’ knowledge of English/Language arts standards & standards-based instruction.	Create mini-lessons modeling best practices.	Use CATs (classroom assessment techniques): exit slips & one-minute papers.
Application – Try out standards-based instruction in their own classrooms.	Classroom discussions	CATS End-of-term survey
Integration –Link personal and professional literacy skills.	Write a teaching auto-biography and keep a reading log.	Individual reading-writing conferences.
Human Dimension – Develop a strong valuing of collaborative, professional work.	Collaborative learning strategies employed by the learning communities.	Online discussion forums. Final presentation by each learning community with class debriefing.

Caring – Value their own continuing professional development.	Hold learning community meetings each week; discuss “highs” and “lows.”	Interactive logs kept by learning communities (with response from instructor).
Learning How to Learn – Locate and evaluate web-based resources that can enhance their teaching practices.	Construction of a course website, with links to peer-reviewed online resources that demonstrate best literacy practices.	Peer review of online literacy resources.

3. Biology: “Virology”

LEARNING GOALS	ASSESSMENT	ACTIVITIES
<p><u>Foundation Knowledge</u></p> <ul style="list-style-type: none"> • Acquire in depth knowledge of key concepts of virology • Familiarity with, and use of, major medical and virology research journals 	<ul style="list-style-type: none"> • Exams • Written assignments • Individual presentations • Group project 	<ul style="list-style-type: none"> • Independent reading and literature research • Multimedia in-class presentations • Attendance at scientific seminars • Participation in scientific poster sessions • Student collaboration
<p><u>Application</u></p> <ul style="list-style-type: none"> • Apply course knowledge creatively and critically to solve current medical problems • Demonstrate teamwork in preparing a complex project 	<ul style="list-style-type: none"> • Exams • Written assignments • Individual presentations • Group project 	<ul style="list-style-type: none"> • Preparation of two current topics reports • Student-derived lecture materials • Preparation and presentation of group project
<p><u>Integration / Synthesis</u></p> <ul style="list-style-type: none"> • Understand the various 		<ul style="list-style-type: none"> • Independent reading

<p>levels of virus - host interactions</p> <ul style="list-style-type: none"> Assess the contributions of virology to advances in science and medicine 	<ul style="list-style-type: none"> Exams Written assignments Individual presentations Group project 	<p>and literature research</p> <ul style="list-style-type: none"> Student-derived lecture materials In-class discussion Preparation and presentation of group project
<p><u>Human Dimension</u></p> <ul style="list-style-type: none"> Gain historical/human perspective of key advances in virology Value the group learning environment 	<ul style="list-style-type: none"> Exams, Written assignments Individual presentations Group project 	<ul style="list-style-type: none"> Independent reading and literature research Student-derived lecture materials In-class discussion Student collaboration
<p><u>Caring</u></p> <ul style="list-style-type: none"> Understand the impact of viral disease on individuals and populations Value the group learning environment 	<ul style="list-style-type: none"> Exams, Written assignments Individual presentations Group project 	<ul style="list-style-type: none"> Group project focus on disease epidemiology at the local, national, and worldwide levels In-class discussion
<p><u>Lifelong Learning</u></p> <ul style="list-style-type: none"> Gain long-term interest in virology Gain an appreciation of the benefits of virology research to society Learn to think as a scientist 	<ul style="list-style-type: none"> Current topics reports Group project Follow up with individual class members after completion of course 	<ul style="list-style-type: none"> Independent reading and literature research Preparation of two current topics reports and group project Discussion of current topics inside and outside of class