Checklist

What follows is a checklist of checklists for successfully implementing Discovery Learning Assessments (DLAs) in a course. While the initial implementation of DLAs may be intimidating, it is a worthwhile process. The purpose of this list is to streamline the process as much as possible.

☐ Prepare Students

- ☐ Conduct a practice DLA since this is a new form of assessment for students. A mock DLA at the beginning of the course allows students to understand the various components and expectations involved.
- ☐ Consider incorporating teamwork into your course. Working in teams enables students to better understand team dynamics so they can determine roles prior to an assessment.
- ☐ Consider introducing students to discovery learning outside of DLAs. Doing so allows students to gain confidence discovering concepts and integrating them with other course material.

☐ Plan the DLA

- ☐ Decide how the DLA will fit with the current course content.
- ☐ Determine the way the DLA will stretch students beyond the current course material. A lateral stretch is an application of the material that is not otherwise covered in the course. A forward stretch allows students to discover upcoming course concepts prior to being taught the material.
- ☐ Write a "Read Me." Doing so encourages a focused approach to writing the DLA and makes future implementation/adaptation of the DLA easier. Additionally, if there are multiple sections of the course, this document can allow instructors to quickly select the DLA that best suits their section.

☐ Write the DLA

- ☐ Read Ahead. The read ahead provides background information on the assessment scenario to help set the scene for the real-world problem or application.
- ☐ Individual Component. This component ensures that students are prepared with the basic skills required to be a contributing team member. It generally carries about half of the points of the assessment but takes closer to a third of the time available.
- ☐ Team Component. This component encompasses the stretch and is where the creativity of teams can really shine. It is relatively low-stakes accounting for only about a third of the points to encourage teamwork and creativity and to discourage students from relying on their team to pass the assessment for them. Additionally, it consists of about half of the time available to ensure teams have enough time to discuss differing viewpoints and capitalize on their ability to discover the stretch.

☐ Individual Reflection Component. Consisting of about the remaining sixth of the points and time, the existence of this component acts as a motivator for students to remain actively engaged during the team component and communicates to the instructor what the students ultimately gained from participating in the DLA.

☐ Grade and Provide Feedback

☐ The individual to team point breakdown should be about a two-thirds to one-third split to ensure individual students take ownership of their learning. If the team component is too heavily weighted, a student could pass the assessment based on the performance of their teammates and not based on their own level of understanding.

☐ Develop a holistic rubric that rewards creative approaches, adaptive thinking, and perseverance. This is particularly important for the team component.

☐ Feedback is incredibly important and should include praise and constructive comments as students are discovering concepts without formal instruction and attempting to make sense on how these applications relate to material covered during class.

☐ Encourage

☐ Use the DLA to inform the next lesson and engage in some class-wide brainstorming.

☐ Consider sharing student solutions afterwards to highlight different methodologies each with their own strengths and weaknesses. Additionally, showcasing student work demonstrates to students that the assessment's stretch is indeed within their reach.