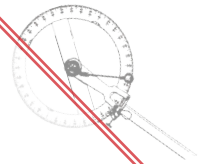


DEFINING/DESIGNING

Often, the process of design begins with a research phase resulting in a 'design brief' -- a guiding document that outlines essential needs, audience and stakeholders, and challenges and opportunities facing the design team. In the spirit of critical instructional design (which we believe can't be defined by a strict set of rules, checklists, or expectations), we are resisting giving you a 'template' to guide your planning. Moreover, we believe the purpose of Design Forward is not to just 'design courses' but to help you develop into a confident, agile, and creative educator, capable of tackling many kinds of teaching and learning challenges. To that end, we provide the following to guide your thinking about the question 'What am I designing?' You may answer below in any context that makes sense: a single assignment, a course, a program, etc. You should return to this exercise whenever you feel your thinking shift, whenever you are tackling a new challenge, whenever you feel inspired. Feel free to add, delete/erase, annotate, change, evolve whatever you do below. Extra copies are included at the end of this workbook.

What are you designing? Tell us in a word and a few sentences. How do you feel about the thing?



Who will be impacted by what you design? How do you feel about them?

How are you related to the thing you are designing and the people impacted? How do you feel about this relationship?

Why is this thing important? What work does it do in the world?

