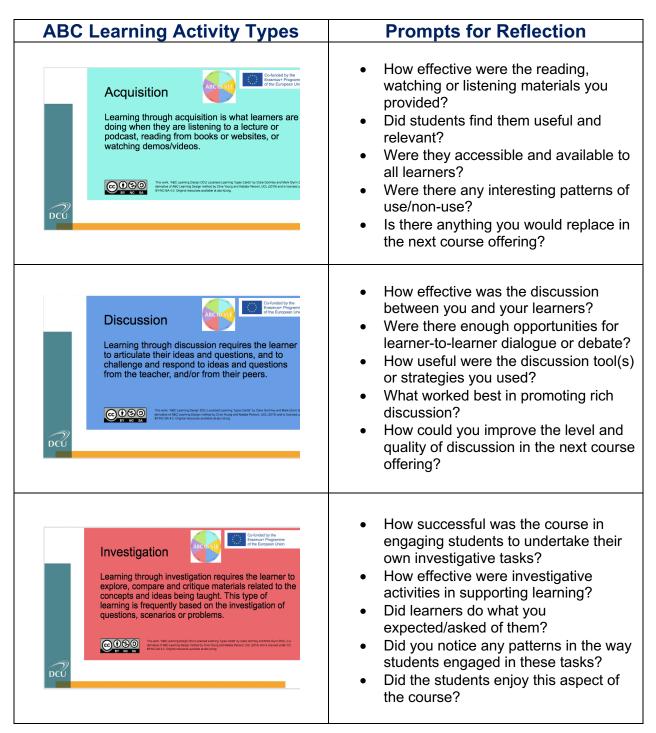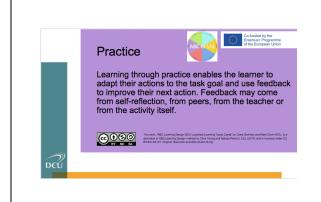# Checklist for Teaching Evaluation:
Reflecting with the ABC Learning Design Framework

This checklist uses the ABC Learning Design Framework as a reflective lens for critically thinking about the effectiveness of your teaching and the different aspects of your course design.

ABC Learning Activity Types	Prompts for Reflection
Acquisition Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, or watching demos/videos.	• How effective were the reading, watching or listening materials you provided? • Did students find them useful and relevant? • Were they accessible and available to all learners? • Were there any interesting patterns of use/non-use? • Is there anything you would replace in the next course offering?
Discussion Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to ideas and questions from the teacher, and/or from their peers.	• How effective was the discussion between you and your learners? • Were there enough opportunities for learner-to-learner dialogue or debate? • How useful were the discussion tool(s) or strategies you used? • What worked best in promoting rich discussion? • How could you improve the level and quality of discussion in the next course offering?
Investigation Learning through investigation requires the learner to explore, compare and critique materials related to the concepts and ideas being taught. This type of learning is frequently based on the investigation of questions, scenarios or problems.	• How successful was the course in engaging students to undertake their own investigative tasks? • How effective were investigative activities in supporting learning? • Did learners do what you expected/asked of them? • Did you notice any patterns in the way students engaged in these tasks? • Did the students enjoy this aspect of the course?

NIDL
National Institute
for Digital Learning

Practice Learning through practice enables the learner to adapt their actions to the task goal and use feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher or from the activity itself.	• Were sufficient opportunities available for students to practice tasks? • Did they get enough feedback on draft(s) of their work? • How effective were formative tasks in scaffolding learning? • How successful were students in applying their skills and knowledge in authentic settings or scenarios? • Is there anything you might do differently in the next course offering?
Production Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they have used it in practice.	• How effective were the different types of assessments? • To what extent did they align with and help to meet the learning outcomes? • What feedback did you receive on the assessment design from your students—both good and bad? • Did the quality of what students produced meet your expectations? • What might you do differently with those assessment(s) next time?
Collaboration Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition, it is about taking part in the process of knowledge building itself.	• Was there enough opportunity for group work? • How effective were the groups in promoting student collaboration? • Did all students fully engage in your group activities? • How effective was your facilitation and management of group work? • What might you do differently to enhance the collaborative learning dynamic?

Looking Ahead	**Action Plan**
What specifically would you change in the next course offering?	

NIDL
National Institute
for Digital Learning