

The questions you'll take *into class*

Work on one real course and one real topic. What you write here is meant to be used, not filed.

YOUR NAME _____

Think

1 Your course, your topic

SOLO 4 MIN

Pick a course you're teaching next term, and one topic inside it you already know how to teach well.

THE COURSE

THE TOPIC, AND THE WEEK IT LANDS

2 Write the questions

SOLO 12 MIN

Write the questions you'd actually say out loud in that class. Two kinds count: questions about the discipline, and questions about what your discipline's work does in the world.

ONE WORKED EXAMPLE · A BUSINESS COURSE

Topic: energy markets and pricing.

What do data centers have to do with the price of electricity in my apartment?

Discipline plus consequence, and a student can chase it. That's the shape you're after.

Pencil. Leave the right-hand column empty for now.

YOUR QUESTIONS	PARTNER'S RANK
1 _____	
2 _____	
3 _____	
4 _____	
5 _____	
6 _____	
7 _____	
8 _____	

Nobody is judging these yet, including you.

3 Share with the person next to you

PAIRED 6 MIN EACH

Share your questions and listen. Watch their reactions as closely as their words. Then hand them your sheet, and ask them to rank your questions in the right-hand column and say why.

Talk first. Write what they said, not what you meant.

— Their top-ranked question, and the reason they gave

— What they asked next, in their words

— What they ranked lowest, and why

A follow-up question is the signal. If your partner immediately wanted to know something else, students will too. If the conversation stopped, the question probably stops in class as well.

4 Keep what you can act on

SOLO 5 MIN

Cross out any question students couldn't do something about inside this course. Interesting isn't enough on its own. Copy the survivors here.

These are the ones travelling to sheet two.

1 _____

2 _____

3 _____

4 _____

5 _____

Crossing one out isn't a loss. It's a question waiting for a different course.

What students will *do*, and what they'll *make*

Carry your 3 to 5 surviving questions across from sheet one. Everything here works on those.

YOUR NAME _____

5 Skills your course gives them

SOLO5 MIN

Only what your own course teaches. Anything students bring from elsewhere is a bonus you can't plan around.

IN HAND BY THIS TOPIC

taught in the weeks before it

COMING LATER IN THE COURSE

available if the work runs long

7 Audit the making

SOLO8 MIN

Across the whole course as it stands today, how many times do students actually make something? Circle one, honestly.

Never

Once

Twice

More

Roughly how much of the course do they spend making?

What do students produce, and who sees it besides you?

6 Choose the doing

SOLO, THEN PAIRED12 MIN

Circle the actions students could take on your surviving questions, using the skills you just listed. Add your own in the blanks.

LOOK CLOSELY

observe

measure

map

trace

audit

document

ASK PEOPLE

interview

survey

shadow

collect stories

poll a group

WORK THE EVIDENCE

analyze

compare

model

forecast

replicate

fact-check

MAKE A VERSION

prototype

build

simulate

take apart

redesign

translate

PUSH ON IT

test

probe

stress it

critique

expand

argue against

Write it as one sentence: students will _____ so that they can _____

Read that sentence to your partner. If they can picture the class, it's ready.

8 The authenticity test

SOLO8 MIN

The hard question about anything students make: **will it actually be their work?**

Where could this be handed in without a student having done the thinking?

What makes original work worth their while here?

Incentives that tend to hold: someone real is waiting for it, it carries their name, it gets used next term, or the thing they made is the thing they're asked about out loud.

9 Defend it

PAIRED5 MIN EACH

Explain the whole plan to your partner, then ask them to take it apart. Their job is to find the weak joint. Yours is to answer.

THEIR STRONGEST OBJECTION

Your answer, or the change you're making because of it

10 Into week one

SOLO4 MIN

Both sheets are photographed into a shared CEPI collection, and returned to you.

The question I'll ask my students first, and the week I'll ask it...