

# Process Checklist

The Process section is where you explain to the learners exactly what they are supposed to do when. It is also where you direct them to specific resources to examine at each point in the project and where you provide links to help files, graphic organizers, templates, and other forms of scaffolding.

This page is to help you look at the Process section and focus on the small details that can make or break a project. You can use it to look at your own project or you can ask someone else to provide you with a peer review. Any line that doesn't have **Yes** checked suggests an aspect of your Process that should be looked at closely.

No	?	Yes	Aspect
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Roles are well defined. It's clear who does what when.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Roles are integral to getting the job done, not just tacked on.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Logistics are clear (e.g., it's clear how groups get formed)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enough resources are identified (Web or other) to convince one that the learners would have enough information to go on.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enough guidance is provided for activities in which learners interact with each other (e.g. brainstorming) or with data (e.g. analyzing a photograph, interviewing an expert)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is enough <b>specific</b> guidance on how to produce/perform the task (e.g. suggested outlines, examples, formats)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The learner support resources help the learner to transform information into understanding.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Process matches the Task description.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consistent voice is used (addresses students as "you", not "the students".)
			Vocabulary is matched to the reading

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	level of the audience.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bulleted and numbered lists are used to break up long paragraphs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Links are placed so as not to distract readers and cause them to click off to other sites prematurely.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Long role-specific information is put onto separate pages.

© [Bernie Dodge](#), 1999