

Analytic Memos

Overview



Center for Teaching and Learning
UNIVERSITY OF GEORGIA

Active Learning
Technique

Individually

Room Type

Any classroom

Minimum Time to
Facilitate

Outside of Class

Class Size

Small (<25 Students)

Medium (25-50 Students)

Development -
Initial

Transitional Knowing

Aligned Bloom's
Taxonomy

Analyze

Minimum Time to
Debrief

Varies

Tags

Content

Writing

Analysis

Real-world / Authentic

Assessment

Clarification

Feedback (for learner

for facilitator)

Description

Students/learners write a brief analysis (typically 1-2 pages) of a specific problem or issue for a stakeholder who needs the students/learners' analysis to inform decision-making. The writing assignment has a Purpose and an Audience.

Equity / Inclusion Recommendations

The instructor/facilitator must decide if this written assignment is assessed for a grade/credit and therefore should consider if spelling, grammar, word choice, in-class, time of assignment, etc. has implications on their performance.

If this is an out-of-class assignment, then the instructor/facilitator is encouraged to consider how and why this assignment is applicable to the course content and the students/learners grade/credit in the class.

Preparation (Materials needed, etc.)

Prompt/explanation/(maybe TILT) of the assignment

Recommendations / Comments

Typically this is done outside of class. This can serve as an assessment and therefore has different ramifications on the student/learners engagement and effort given on this activity. Be mindful to give students/learners plenty of time on the assignment, as well as time to assess their writing. Typically works best earlier in the semester, in which can help to scaffold the learners knowledge for a later, more comprehensive writing assignment.