Course Design, Pedagogy, and Technology
First day of class...

What impact do you hope to have on students in each of the following areas?

Affective
Behavioral
Cognitive

Tip: identify the most important feelings, behaviors, and ways of thinking you hope to see in students later in the course.
First day of class...

What will you do to spark those feelings, behaviors, and ways of thinking?

What are the first words you will say?
What is the first question you will ask?
What is the first thing you will ask them to do?
What impact do you hope to have on students in each of the following areas?

- Affective
- Behavioral
- Cognitive
Some tips: Have students...

... review syllabus online in Course Site.
... engage in a meaningful assignment.
... post an introduction and photo in Course Site.
... prepare to arrive to class on day 2 with something written, in hand, ready to do something with what they have prepared.
Objectives
(What will students know, feel, or be able to do because they took this class?)
Course Design Principle #1: Design Backward

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How will the students know how well they’re doing? How will you know how well they’re doing?)</td>
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Course Design Principle #1: Design Backward

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Course Design Principle #2: Align

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**Course Design Principle #3: Structure Time**

<table>
<thead>
<tr>
<th>Lecture (5-15 min)</th>
<th>In-class activity (5-15 min)</th>
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<th>In-class activity (5-15 min)</th>
</tr>
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<tbody>
<tr>
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<td>Low-stakes assessments: Homework, online posts, online quiz</td>
<td>Low-stakes assessments: In-class writing or problems</td>
<td>Mid-stakes assessments: Quiz or short response</td>
<td>High-stakes assessments: Exam or paper</td>
</tr>
</tbody>
</table>
How do the best college teachers conduct class?

1. Create a natural critical learning environment
2. Get their attention and keep it
3. Start with the student rather than the discipline
4. Seek commitments
5. Help students learn outside class
6. Engage students in disciplinary thinking
7. Create diverse learning experiences
