



CITL Center for Innovation
in Teaching & Learning

**2018 Winter
Workshop**



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**?

Between 1st and 2nd class meeting...

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

Affective

Behavioral

Cognitive

Between 1st and 2nd class meeting...

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.

Course Design Principle #1: Design Backward

		<p>Objectives</p> <p>(What will students know, feel, or be able to do because they took this class?)</p>
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Course Design Principle #1: Design Backward

	Assessment (How will the students know how well they're doing? How will you know how well they're doing?)	Objectives (What will students know, feel, or be able to do because they took this class?)
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Course Design Principle #1: Design Backward

Assignments & Activities

(What specific activities will students do to learn the things you want them to learn? What assignments will help them meet the course objectives?)

Assessment

(How will the students know how well they're doing? How will you know how well they're doing?)

Objectives

(What will students know, feel, or be able to do because they took this class?)

Course Design Principle #2: Align

Assignments & Activities

(What specific activities will students do to learn the things you want them to learn? What assignments will help them meet the course objectives?)

Assessment

(How will the students know how well they're doing? How will you know how well they're doing?)

Objectives

(What will students know, feel, or be able to do because they took this class?)

Course Design Principle #3: Structure Time

Lecture (5-15 min)	In-class activity (5-15 min)	Lecture (5-15 min)	In-class activity (5-15 min)
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In-class Learning (50-90 min)	At home or online Learning (1-3 hours)	In-class Learning (50-90 min)	At home or online Learning (1-3 hours)	In-class Learning (50-90 min)	At home or online Learning (1-3 hours)
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Low- stakes assessments: Homework, online posts, online quiz	Low-stakes assessments: In-class writing or problems	Mid-stakes assessments: Quiz or short response	High-stakes assessments: Exam or paper
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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

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