Course Design & Structure

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With special thanks to Janet Watson
Agenda

- The First Day
- Course Design
THE FIRST DAY
## What Can You Do on Your First Day?

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<tr>
<th>Rapport</th>
<th>Content</th>
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The Basics

- Set expectations-mutual goals
- Elevator speech of your course
- Highlight experience you draw from
- Advice-how to succeed in course
Content Creation

- Plan, prep, practice ahead
- Create questioning opportunities
- Introduce feedback loop
Before the first class

- Welcome email
- Review and learn from FB
- Relevant, engaging syllabus
- Wardrobe distinguishes you
Sticky Teaching

- The curse of expertise

Follow SUCCES

- Simple
- Unexpected
- Concrete
- Credible
- Emotion
- Stories
Simple

- What is the core message of the class or what are the big issues to answer?

- Communicate as simply as possible
  - Small units
  - Use analogies or familiar concepts
  - Relevance
Unexpected

- Present a puzzle to solve…a mystery?
- Show what the students are missing in their understanding
- Give the Huh? Moment before the Aha!
Concrete

- Appeals to the senses—sight, sound, taste, smell, touch—to explain material

- Demonstrations or examples

- Use their modality: VAKD
Credible

- How do we make something believable?
  - Test it
  - Experience it
  - Statistics to substantiate
Emotion

- Appeal to something other than heads
Stories

- Stories drive home relevance
- Mental stimulation of visualization
- Wealth of your timeline
SUCCES: Try it out

- Think of one concept from your class
- Choose an element to try
- Share your idea
Teaching that Sticks

- Supported by best practices
  - Best Haas instructors
  - Larger world of higher education

*Easy to remember

*Apply to each class section to stimulate learning and improve teaching
Questions

is the art of analyzing and evaluating thinking with a view to improving it.
Leading with questions

- Clarity
- Depth
- Breadth
- Logic

RELEVANCE!
From student’s perspective

What is one question you want answered by the end of the course?
The art of weaving...

- Organize topics and corresponding learning
- Spiral curriculum builds
- Blend in learning outcomes
- Manage time for questions
- Plan conclusions
To Infinity and Beyond...

- Sustaining the model
- Practice makes better
- Observe and incorporate
TOP NINE PRACTICES
(From Teck Ho)

1. One idea per class
2. Punchline
3. Inductive learning (Examples -> Rules)
4. Examples, examples, and examples
5. Role-playing computer simulations
6. In-class exercises
7. Create a memorable class experience
8. Enjoy your class
9. Remind them of the key takeaways before teaching evaluation
At The End of the Course

- Review all that has been learned, then:
  - TIES Forms (course evaluations)
    - We read them!
    - Student to student comments
    - I like to do them at the beginning of class
  - Sources for more learning – other courses
  - Keeping in touch – LinkedIn
  - Letters of Recommendation
Course topics: Focus

- Emphasize the essential.
- Focus on the BIG idea
- Material of high interest to students
- Material that is not covered elsewhere

Limit yourself to 4-7 topics
Design and Structure: Application #1

- What are the key learning objectives based on the topics you have chosen?
Order: a narrative structure

From Tools for Teaching by Barbara Gross Davis, 2009

Order the topics...

- Chronologically
- In their real world relationships
- As they are used in business, social or career settings
- Grouped in themes or modules
- Developmental – prereqs, novice, expert
Design and Structure: Application #2

- How you might organize your topics?
SYLLABUS
Syllabus: The Plan

- Summarizes course narrative, course goals, student activities
- Syllabus is the roadmap for the students
- Your syllabus represents the contract between you and your students
Design and Structure: Application #3

Grab your sample syllabus.

- What would you do differently for the course you are designing?
- What are the burning questions???
LEARNING ACTIVITIES
Learning activities

What should students do – inside or outside of class – to maximize their learning?
Learning activities

In-class
- Discussion or case
- Lecture
- Guest speaker
- Exams or quizzes
- Presentations
- Polling
- Debates

Outside class
- Problem sets
- Reading text/articles
- Case prep
- Research
- Essays
- Reflections
- Videos
- Other online learning
Learning activities

How do you choose learning activities?
Questions?