



Course Design & Structure

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CENTER FOR TEACHING EXCELLENCE

Haas School of Business | University of California, Berkeley

Agenda

- The First Day
- Course Design

THE FIRST DAY

What Can You Do on Your First Day?

Rapport



Content

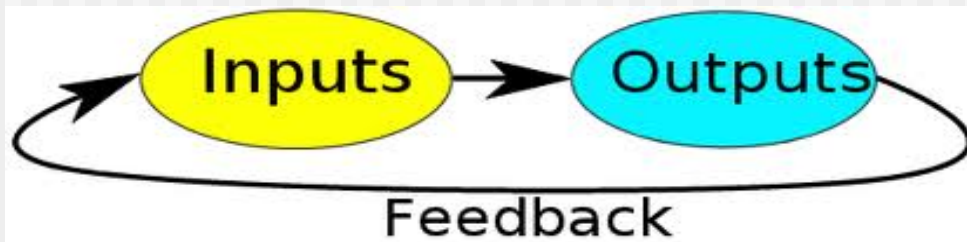


The Basics

- 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 -Credible
 - Unexpected -Emotion
 - Concrete -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

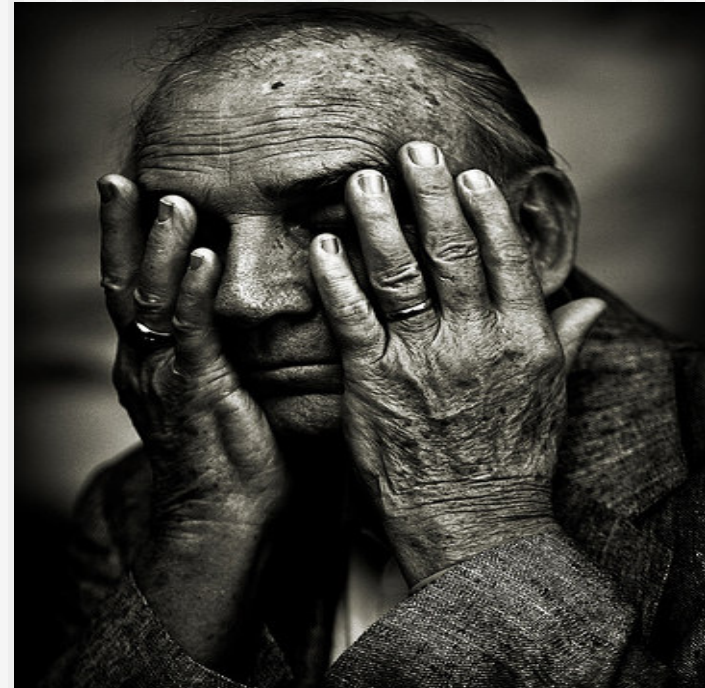
- Appeals to the senses-sight, sound, taste, smell, touch-to explain material
- Demonstrations or examples
- Use their modality: VAKD

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.

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

DESIGN & STRUCTURE

Course topics: Focus

***Limit
yourself to
4-7 topics***

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

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

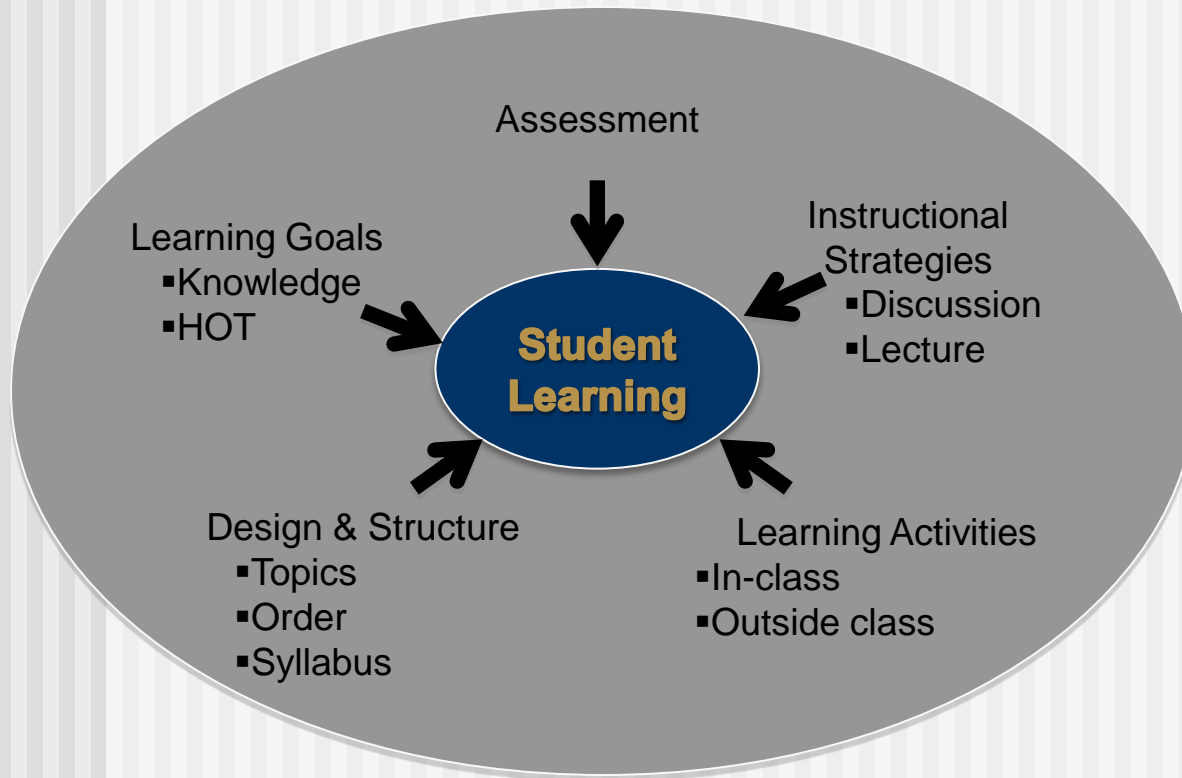
Design and Structure: Application #3

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?
