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Impact of Course Design Academy Experiences on Classroom Teaching

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Impact of a Course Design Academy Experience on Classroom Teaching

“BE PREPARED TO WORK AND THROW OUT YOUR PRECONCEIVED NOTIONS. IT WILL BE WORTH IT” (CDA ATTENDEE, 2012).

LINDA SERRO, PH.D.
JACKIE GREENE, ED.S.
SOTL CONFERENCE 2013
Research Questions

- In What Ways Did The Course Design Academy Impact The Pedagogy Of Faculty Members?

mms://amethyst.fgcu.edu/faculty/Els/CDA.wmv
Our CDA Pre-Planning Survey

- Attendees: 17 faculty representing 11 different disciplines and 1 student attendee
- No financial support for attending
- Time: 8 half-days
- 69% Redesigning Courses
- 30% Designing new courses
- Courses would be delivered in diverse settings
- Face to Face, Hybrid, On-line
- Teaching practices were diverse BUT.....
Expectations

- A More Engaging Process for Students
  “I want them to complete the course and think “Wow, I am so glad that I had to do that”

- Inspiration From Colleagues
  “I hope to be inspired by my mentors and peers about Teaching, I have had to teach by trial-and–error.”
Emerging Themes During Course Design

“One of the greatest strengths is the dedicated time to work on my course”

“The modeling of teaching activities has opened a world of possibilities with regard to course components”

“My ideas are not such a train wreck-just need guidance on how to structure the brilliance.”
Emerging Themes After The Course

Most Significant Course Component?

“It was awesome and great to focus **time** on reflecting and improving my teaching”

“**Modeling** of what the class activity or experiences looked like”

“They helped me think creatively about how we could use different tools to enhance not only my course but the work we currently do on a daily basis”
Emerging Themes for Improvement

More Time
In What Ways Would You Recommend Attending the CDA ???

- “My recommendation would be ATTEND!!!”

- “The University and Provost are buying into this style of teaching!”

- “The value is I have met a group of people interested in learning, not just teaching and there is a body of expertise on our campus. I was already on this path, but I was lonely and fearful that I was wrong. This experience has given me courage.”
Impact on Classroom Teaching

Consider Student Perspectives

“I now have students offer their definition of learning.”

“I began to ask, what do they want to learn and balance it with what they need to learn.”

“Weekly student feedback and reflection has been a powerful tool”
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New Teaching Strategies

“I now use “Muddiest Point and Aha Moments as discussion tools in each class.”

“I was very lecture oriented but I am adding more collaborative moments in my class structures, I see more student engagement than before, I am becoming more relaxed with this type of teaching.”

“I am using the Angel structure for organizing my course and provide more opportunities for student feedback.”
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More Alignment in Course Structure

“Beginning with the end in mind has made my structure clearly defined for my students. I have more connection between assessments, activities and goals.”

“My course structure now encourages repeating core concepts and principles periodically to help students retain and focus on them for long term learning.”

“My objectives are now integrated throughout the course and my rubrics support the learning of the objectives.”
Building a Course Concept Map

A concept map is a visual map of the key ideas in a course. "Clarifying one's personal orientation toward course content and using it as the basis for course planning--rather than using textbook materials or another instructor's syllabus--is liberating and highly motivating."

Rethinking Teaching in Higher Education, Saroyan & Amundsen (Eds.), 2004, p. 39
CUSTOMIZE: GUIDING QUESTIONS
Our Observations of Concept Maps

- Everyone was different
- Backwards design
- Not prescribed
- Creative
- “living” artifact
- Re-visited many times
Mapping Directions

1. Write down everything that comes to mind that you consider important in the course you are designing/re-designing. Don't look at your syllabus! :)
2. Go back and read through what you have written and try to reduce the number of ideas or concepts by circling those you consider most important.
3. Write each of the concepts on a Post-it note. These may be on smaller notes.
4. Sort the Post-it notes into meaningful clusters or groupings.
5. Label each cluster and write the larger labels on a Post-it note. These labels will probably reflect the key concepts you will use in your map, but this may change.
6. Arrange these labels (key concepts) in a way that is meaningful to you on a file folder.
7. Add the sub-concepts (smaller Post-it notes) under the key concepts.
8. Once you are happy with the arrangement, you can add lines with pencil to more precisely describe the relationships. Why pencil? You may change your mind and move things around!!!!
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