Course Design Intensives – Lesson Learned Summary

**BC Teaching and Learning Network - Community of Practice**

**February 2015**

**UBC’s CTLT also offers a 3-day CDI workshop**: <http://blogs.ubc.ca/coursedesign/>

Their objectives/”facets” include

·         Establishing course goals and objectives, using a DACUM process.

·         Understanding how teaching context and situational factors impact course design

·         Integrating appropriate forms of assessment and evaluation

·         Selecting teaching methods, learning activities, and instructional tools

·         Designing syllabi, creating lesson plans

·         Improving teaching through reflective practice

They have more info on their Course Design blog: <http://blogs.ubc.ca/coursedesign/2013/10/21/course-design-community-of-practice-minutes-and-october-meeting/>

**Oxford Brookes University describes their CDI process in some detail**: <https://wiki.brookes.ac.uk/display/CDIs/Home>. They offer an 8-page pdf document with more detail: [https://wiki.brookes.ac.uk/download/attachments/20939517/Briefing2\_BrookesCourseDesign+.pdf?version=1&modificationDate=1285323630000](https://wiki.brookes.ac.uk/download/attachments/20939517/Briefing2_BrookesCourseDesign%2B.pdf?version=1&modificationDate=1285323630000).

This pdf document refers to two course design/redesign frameworks with approaches and aims to the Brookes Intensives: Carpe Diem at University of Leicester and CABLE at University of Hertfordshire. I suspect that both of these terms might provide useful follow-up resources.

**Mount Royal U offers intensive course redesign** (or course redesign intensive). <http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/TeachingLearning/Departments/AcademicDevelopmentCentre/ProgramsServices/adc_ps_crsredsgninten>

 **2-page document full of EXAMPLES of course redesign initiatives**: <http://www2.nau.edu/d-elearn/events/silt2011/Miller_CourseRedesignExamples.pdf>

CDI 2014 Schedule from Univ Virginia

<http://trc.virginia.edu/wp-content/uploads/2014/04/CDI-2014-Block-Schedule.pdf>

Course design workshop manual from UCalgary

<http://ucalgary.ca/taylorinstitute/edu/programs/course-design>

UVic’s Course Design workshop

<http://ltc.uvic.ca/events/courses/ICDI.php>

Dee Finks Guide to Course Design

<http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

**Available from VIU I – word documents on:**

* course design process,
* course blueprint
* evaluation plan
* Course Design Plan

**Rest of the VIU blended course online in a D2L course:**

1. watch a Ted Talk on “Creativity” and discuss it online.
2. Then we put them into 4 different groups and had them do a jigsaw on some key articles (like Ken Bain’s chapter on assessing students from What best teachers do etc) and they had to share in their groups (used Google Docs)
3. go back to home groups and share out.
4. We also did some concept mapping online to start fleshing out what they wanted to change in their courses (because coming to a course design institute without that understanding is bit of a waste of time). So they shared some of their maps when they came together and continued to do so throughout the whole course.
5. Then we had the 2 days back to back as you see in my plan,
6. then they had 2 weeks for doing homework/redo course outlines/syllabi…
7. and had another half day to show fleshed out course outlines. They worked mainly in groups sharing what they worked on and how they’d change their practices etc. Really great to have this as ‘homework’ for the two weeks in between because I find in the intensives you have to sort of do it on the spot with “work time” and that work time for many may be better done at home.
8. Then we met further online on some follow up items and then again in the Fall when they had implemented the course.

NOTE:

Now I just did another version in December for 2 solid days again (pretty similar schedule) but with my new hires – and 2 weeks prior with the blended part (again worked in the last two weeks of term! – I know…they really did it). We don’t just let everyone in to our institute – they have to APPLY (through an online form and explain why)…when you do this it creates greater awareness and almost cache component to be ‘selected’. Lots of ‘awareness’ and high level stuff to get them to realize why it is imperative to change practice etc and then lots of hands on stuff around how to redesign courses. Most of it for me comes back to outcomes…if you don’t have good ones, measurable and observable you are hooped.

**Mount Royal’s May Spring Intensive**

<http://2015.towardscholarlyteaching.ca/>

**4 day Change Management Certification Course at VIU**.

Our VP Finance and Admin is getting a lot of her staff certified in Project and Change Management. Anyway…the whole premise of change management is ‘managing the people side of a projects’ and understanding change. It really spoke to me in terms of what we are doing in teaching and learning centres…often going after more knowledge and information when in fact people won’t/can’t change until they have an awareness of WHY change and then their own DESIRE to change. So I really rethought how the emphasis on what we are doing may be a bit off unless we focus on awareness.  See <http://www.prosci.com/adkar-model/overview-3/> for the company and what we learned. ADKAR is the acronym for how you look at change. Anyway, I just did a retreat with my staff on Friday and presented this model to them and they felt it helped them understand faculty and how we get them to attend events and take on changing practice if we employ some of the methods in change management. I am not doing justice to 4 days of learning – but just wanted to share as it really supported how I am looking at the events/offerings and work I am doing and why I have been strongly against doing some things that just didn’t get the impact that I wanted.

On the summary side…Course Design intensives fit perfectly into this model for change. You have to market it as “WHY” and not all the steps and things they do. If they understand why they need to change and why this intensive will help them…then you have them past the first step. Just a plug for what you are doing is on the right track…(in fact most of our offerings should be intensives/deep dives) and we should be doing less of some other things.

 McGill

<http://www.mcgill.ca/tls/teaching/course-design>

Laurier
<https://legacy.wlu.ca/page.php?grp_id=12499&p=17893>

York
<http://teachingcommons.yorku.ca/course-design-york/>

SFU
<http://www.sfu.ca/tlc/programming/rethink/rethink2015.html>

Carleton
<http://carleton.ca/edc/cu-events/three-part-course-design-workshop-integrating-learning-outcomes/>