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| **Face-to-Face**  **Wednesday, May 15th 12:00-4:30pm** | | |
| **Lunch**  **Introduction and follow-up discussion from online Forum** | 1. **Lunch** (25 mins) 2. **Agenda for day** – format (5 mins) 3. **Touch base on Ted Talk** (Design Thinking) – 10 mins 4. **Discuss the articles (UDL, Backwards Planning, Ken Bain)** (20 mins) | 50 min  Kathleen  **12:00 – 1:30** |
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| **Outcomes**  **Objectives**  What do you want students to achieve? | 1. **Learner Analysis (40 mins)** 2. **Qualities and Important Components of a Useful Syllabus & Rethinking Design for Learning** (40 mins)    * Show examples of various syllabi    * Show PPT    * Discuss conceptual learning and organizing course around concepts | 1:40 – 2:30 |
| **Break** |  | 15 min  **2:30- 2:50** |
| **Constructive Alignment:** Designing an Aligned Course | 1. **Writing and Fixing Learning Outcomes: Seeking Balance with Revised Bloom’s Taxonomy** (30 mins)    * Components of a Good Learning Outcome – page 25    * Verbs not to use, sample outcomes    * Page 28 – Cognitive Levels and Page 29 – Verbs    * Page 20 – how to write and SMART – page 31 2. **Updating Your Course Outcomes** (20) – work on own 3. **Teaching Teaching and Understanding Understanding** – Video <http://www.daimi.au.dk/~brabrand/short-film/> (20 mins to show 3 segments) 4. **Discuss Video – Levels of Teachers and Planning for Learning** (20 mins)    * What were some of the main messages of this video?    * Discuss as large group | Liesel  **2:50 – 4:20** |
| **Wrap-up** | 1. **Tomorrow’s agenda** | **4:20 – 4:30** |

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| **Face-to-Face**  **Thursday May 16th 12:00-4:30pm** |
| **Lunch** | 1. **Lunch** (25 mins) 2. **Agenda for day** – format (5 mins) 3. **Discuss key concepts from previous day** (25 mins) | 50 min  Kathleen  **12:00 – 1:00** |
| **Teaching and Learning Strategies** | 1. **Pre-Write** a concept and how they currently teach it (10 mins) 2. **Introduction:** Active vs. Passive Teaching (5 mins) 3. **Find Someone Who:** Find and Explain, Large Group Share (30 mins) 4. **Think-Share at Table** – concept from # 1 (30 mins) 5. **Consolidation:** Wrap Up (5 mins) | 75 min  Kathleen  **1:00 2:15** |
| **Break** |  | **2:15 – 2:30** |
| **Formative Assessment** | 1. **Assessment vs. Evaluation – What’s the Difference?** (5 mins)    * Read Over First page of handout - explain 2. **Assessment Ideas** (15 mins)    * Group of 3: Discuss how they solicit informal feedback    * Share with large group    * Mention a few other ideas 3. **Evaluation Ideas** (20 mins)    * Large Group Brainstorm – how can you evaluate learning?    * Put one idea on sticky note – put on window and then group into categories to see themes    * Discuss 4. **Worksheet:** Consider Objectives and what evaluation might be connected to them? (20 mins) – handout    * Parts of worksheet    * Considering Bloom’s in types of activities and questions    * Share with each other | 30 min  Liesel  **2:45 – 3:35** |
| **Course Outline** | **Pulling it all together**   1. Revisit Concept Map: Share with small groups (20 mins) 2. Discuss: Funnel of essential learning in course 3. Course Blueprint Worksheet – components 4. Time to work on own 5. Share with small group | Liesel  3:35 – 4:20 |
| **Wrap-up** | Next Steps | **4:20 – 4:30** |