

GS 755-01: College Teaching & Course Design Spring 2013

Instructor	Douglas L. James, Ph.D. Assistant Dean for Academic Affairs	Day/time	Thursday, 1:25-2:40pm
Email	douglas.james@duke.edu	Locations	Telcom Bldg. Rm. 119 (via TelePresence - Bookhout 122, DUML)
Phone	919.681.3251	Office	Duke Graduate School, 204A
		Office hours	By appointment

Overview

Colleges and universities seek to hire new faculty who will be good stewards of their discipline, contribute to their departments, campus, & community, and teach courses effectively. The recent emphasis on “assessment of student learning outcomes” by U.S. accreditation agencies implicitly requires that faculty gain expertise in how to design courses and curricula with coherent plans that document what students ought to know (cognitive goals), think (attitudinal goals), and do (skills or behavioral goals) to succeed in the field or profession. Faculty and institutions must conduct ongoing reviews to ascertain how well teaching practices produce the desired results (i.e., intended student learning outcomes), to identify practices that measure student learning (direct or indirect), and to document processes for continuous program improvement within their programs of study and courses. Graduate students who expect to serve as future faculty should understand models of course design, teach courses effectively based on an appropriate model to promote learning outcomes, and participate in collegial conversations regarding course and curricular design as early as possible in their career.

Objectives

By the end of the course, participants will be able to:

- describe at least three methods of course design
- locate, read and evaluate current literature on effective college teaching & course design
- design an effective syllabus that is grounded on sound principles of course design
- evaluate how well the course syllabus incorporates aspects of critical thinking
- identify measurable student learning outcomes for the proposed course
- generate appropriate methods of formative and summative evaluation for the course proposed
- justify the use of analytic and/or holistic grading rubrics
- Identify the practical, administrative steps to propose and gain approval for a new course to be offered at a specific institution of your choice (samples to be provided)
- conduct an informational interview with a current faculty member (via phone, Skype, or in person) to gain perspective on how faculty develop new courses and prepare to teach, and write a brief report to share
- gain perspective, skills, and confidence in their ability to prepare application materials, participate in a phone or campus interviews, and obtain a faculty position in higher education

Activities

In this course, you will participate in a range of activities including small group projects, individual projects, interactive lectures, class discussions, readings and other activities determined by class interest. You can expect to average approximately 1-2 hours a week on out-of-class activities.

Course activities will include:

- locating and evaluating appropriate literature and resources
- conducting an informational interview and preparing a written summary of your findings
- collaborating in a small group presentation to summarize one model of course design

Note: Limited to Ph.D. students. Duke postdocs welcome if space available.

Readings

Most readings will be provided via the course Sakai site, including links to online journals or publications. Sakai will be updated during the term. Book: Bain, K. (2004). *What the best college teachers do*. Harvard.

Assignments

There are three main assignments:

- (1) Conduct an Informational Interview by 2/25; Write a 1-2 page summary for peers
 - a. Identify one faculty mentor (at Duke or beyond) who you respect as a good teacher
 - b. Request a 20-30 minute informational interview to talk about how they prepare to teach a new course, and when they had the opportunity in their career. Topics might include:
 - i. undergraduate vs. graduate level courses,
 - ii. when they were able to create their own first course, and/or how often they revise courses,
 - iii. do they follow any model for course design,
 - iv. what if any changes have they made in teaching,
 - v. how much time does it take to develop a new course and materials,
 - vi. any challenges with the administrative aspects,
 - vii. how do they recruit or motivate students,
 - viii. what if any changes have they made to the type of assignments or evaluation criteria
 - ix. what if any advice would they offer a new faculty member
- (2) Draft or revise a course syllabus, and engage in peer review (groups of 4).
- (3) Small Groups: Select a model of course design to research and summarize in a 7-10 minute presentation and handout for class participants:

In groups of 3-4, choose one model of course design below. Locate resources on the theory and applications to college teaching. Prepare a 1-2 page summary of the key elements of the course design theory along with practical strategies an instructor might use to enhance teaching and student learning. Prepare a 7-10 minute presentation using the format of your choice: PPT, handout, or engage the class in an activity to demonstrate and reflect on the model. Please include appropriate citations and references.

Evaluation, Attendance & Participation

This course will focus on current issues in higher education and course design with information that is cumulative during the semester. Activities in class require you to complete any assigned readings prior to class and be an active participant. You are expected to attend and participate in every class meeting. If you miss any class (excused or unexcused absence), you are responsible for finding out about any assignments or information from the instructor or another class member. Two or more 'unexcused' absences may result in 'No Credit' for the course. Please contact the instructor via email to provide any reason for missing class either before you miss or within 5 days after missing when possible. For 'Credit,' you must participate actively, assist with a group presentation and submit two documents for peer review to the instructor or class members: a summary of your informational interview, and a draft syllabus.

Disability statement

Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at 684-5917 or disabilities@aes.duke.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- ▲ I will not lie, cheat, or steal in my academic endeavors;
- ▲ I will conduct myself honorably in all my endeavors; and I will act if the Standard is compromised.

GS 755-01 College Teaching & Course Design Tentative Schedule

All readings should be completed before the class meeting in which they are listed below. Any ★ indicates an assignment that should be submitted prior to class on that date or brought to class as noted.

Week	Topics	Readings	Assignments
1. 1/17	Introductions Course Overview Models of Course Design Review Syllabus & Assignments How to Conduct Informational Interviews	Bain, Ch. 1- Defining the Best 4Ps model of course design Link to Duke HR informational interview questions http://www.hr.duke.edu/training/resources/transfer/assess.php Info on Informational Interviews: http://chronicle.com/article/How-to-Do-an-Informational/44793/ http://chronicle.com/article/Informational-Interviewing-101/45380/#top http://www.studentaffairs.duke.edu/career/resources/informational-interviews (for life sciences, but a good resource for all) http://career.ucsf.edu/lifesci/samples/infointerviewquestion.pdf	Small group discussion in class; Consider Course Design topics for small group projects
2. 1/24	Learning & Motivation Bloom's taxonomy & critical thinking	Bain, Ch. 1-2 How People Learn See NRC text here "7 Principles"- here or here	★ Identify faculty member to interview; ★ Choose group partners & model to research
3. 1/31	How Faculty Prepare to Teach	Bain, Ch. 3 Sample course approval processes: Duke, Durham Tech Comm. Coll., Guilford College, Meredith College	★ Research topic w/ team; locate info; seek data or references; summarize as 1 page handout ★ Schedule faculty member to interview
4. 2/7	Designing the Learning-centered Syllabus	J. Grunert readings tba	In-class review of sample syllabi
5. 2/14	Great Expectations Student diversity & demographics	Bain, Ch. 4	★ Conduct info interview
6. 2/21	Creating learning environments How they treat students	Bain, Ch. 5 & 6	*Conduct info interview; upload summary
7. 2/28	Informational Interview perspectives	Bain, Ch. 7 & Epilogue	*Upload summary of info interview;
8. 3/7	Contemporary Issues in Teaching: Service-learning, etc.	Finalize group presentations	Upload group handout; Upload syllabi
9. 3/14	Duke SPRING BREAK		

10. 3/21		Group presentations	Upload group handout Upload syllabi
11. 3/28	Grad Student Appreciation Week	Group presentations	Upload handouts
12. 4/4	Peer Review of Syllabi	Feedback on peer syllabi in small groups of 4	Upload syllabi
13. 4/11	Prof. Development in Teaching	Info on course evaluations	Complete course evaluation

GROUP PROJECT: Models of Course Design

1. The 4 P's model

Menges, Robert.

Develop a course around a 4-fold scheme:

Preconditions, Plans, Processes, Products (article to be uploaded in Sakai)

2. Critical thinking model

Critical Thinking Community:

<http://www.criticalthinking.org/pages/an-overview-of-how-to-design-instruction/439>

Kurfiss (1988) offers a model of 8 principles that support the development of critical thinking:

Kurfiss, J. G. (1989). *Critical Thinking: Theory, Research, Practice, and Possibilities*, ASHE-ERIC Higher Education Report No. 2, Washington, DC: Association for the Study of Higher Education.

3. Backwards Course Design

a. Wiggins & McTighe (2005). *Understanding by Design*. 2nd edition.

Step 1: Identify desired results

Step 2: Determine acceptable evidence

Step 3: Plan learning experiences and instruction

See <http://cft.vanderbilt.edu/teaching-guides/pedagogical/understanding-by-design/>

4. Creating Significant Learning Experiences

Fink, L. Dee (2003). *Creating significant learning experiences: an integrated approach to designing college courses*. <http://www.significantlearning.org>

<http://www.ou.edu/idp/dfink.htm>

Significant learning has both a process (engaged students; high energy classes) and outcome dimensions (lasting change; value in life). Fink offers a taxonomy to define significant learning. Z Taxonomy includes: Foundational knowledge, Application, Integration, Human Dimension, Caring, and Learning how to Learn.

5. Outcomes-Centered Course Design

Nilson, Linda (2010). *Teaching at its best: a research-based resource for college instructors*. 3rd edition.

Nilson taps into backward course design, Fink, and others, but offers her own approach to outcomes maps for course design with attention to ultimate outcomes, mediating outcomes and foundational outcomes to scaffold the course. She also notes psychomotor skills, affective, social learning, and ethical, and cognitive outcomes.

6. Universal Design for Learning

Approach to design course instruction, materials, and content to benefit people from all learning styles, providing equal access to learning by focusing on representation, engagement, and expression. It allows the student to choose the method to access information, and the teacher to monitor learning.

a. National Center on Universal Design for Learning

- <http://www.udlcenter.org/>
 - b. Center for Applied Special Technology
<http://www.cast.org/udl/>
 - c. NCSU Center for Universal Design
<http://www.ncsu.edu/project/design-projects/udi/>
 - d. Other:
<http://www.washington.edu/doi/Brochures/Academics/instruction.html>
http://mast.ecu.edu/modules/udl_intro/summary
http://ada.osu.edu/resources/fastfacts/Universal_Design.htm

- 7. **“On the Cutting Edge” – Professional development for geosciences (course design)**
Tewksbury, B. (Hamilton College)
NSF project focused on overall faculty development and course design within geosciences.
<http://serc.carleton.edu/NAGTWorkshops/coursedesign/index.html>

- 8. **Andragogy vs. Pedagogy**
Knowles, M. Informal adult education (1950). Andragogy, not pedagogy (1968); Andragogy in Action (1984).
Malcolm Knowles developed a theory of democratic learning focused on ‘adult’ learners since most early focus was on children to adolescence. He proposed adults are self-directed, want to take responsibility for their learning, and need to know why they should learn something (with immediate practical application where possible) among other principles.
<http://www.instructionaldesign.org/theories/andragogy.html>
<http://www.infed.org/thinkers/et-knowl.htm>
<http://www.nl.edu/academics/cas/ace/resources/malcolmknowles.cfm>
http://en.wikipedia.org/wiki/Malcolm_Knowles

- 9. **Gagne’s 5 Outcomes of Learning**
Gagne, R. M., (1985) *The Conditions of Learning and Theory of Instruction*. New York: CBS College Publishing.
He distinguishes between 2 types of conditions: internal (attention, motivation, recall) and external (
 - a. Verbal information
 - b. Intellectual skill
 - c. Cognitive strategy
 - d. Attitude
 - e. Motor skill**Gagne’s (1988) 9 Instructional Events & cognitive processes**
 - (1) gaining attention (reception)
 - (2) informing learners of the objective (expectancy)
 - (3) stimulating recall of prior learning (retrieval)
 - (4) presenting the stimulus (selective perception)
 - (5) providing learning guidance (semantic encoding)
 - (6) eliciting performance (responding)
 - (7) providing feedback (reinforcement)
 - (8) assessing performance (retrieval)
 - (9) enhancing retention and transfer (generalization).

- 10. **Systematic Course Design Model**
Diamond, Robert (1998). *Designing and assessing courses and curricula: a practical guide*.
Steps include: collecting data; designing the ideal; collecting project-specific information; designing an operational program.
Diamond offers a process for the development of educational programs with a detailed flowchart that includes Phase I: Project selection & design (Basic planning inputs, an ‘ideal’ sequence, Project-specific factors, and an ‘operational’ sequence). This leads to Phase II of “Production, Implementation, and Evaluation” where you: determine objectives, select instructional formats, evaluate/select existing materials, field-test new materials, plan logistics to implementation, and evaluate/revise. Unique aspects include: force instructors to think in ideal terms; use diagrams to show course structure and content; rely heavily on the use of data; encourages a team approach, and is politically sensitive.