HOW TO PREPARE A NEW COURSE

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TIME COMMITMENT

- Expect to work 2-4 hours preparing for every one hour of class
  - 3 credit class in Fall/Spring = 45 hours of class
  - 45 x 4 = **180 hours of work preparing**
  - Start prepping 6 months in advance? **7 hours/week**

OUTCOMES-CENTERED COURSE DESIGN

o Also called "Backward Design"

Start with the big picture elements / learning outcomes, then work toward the more granular / day-to-day
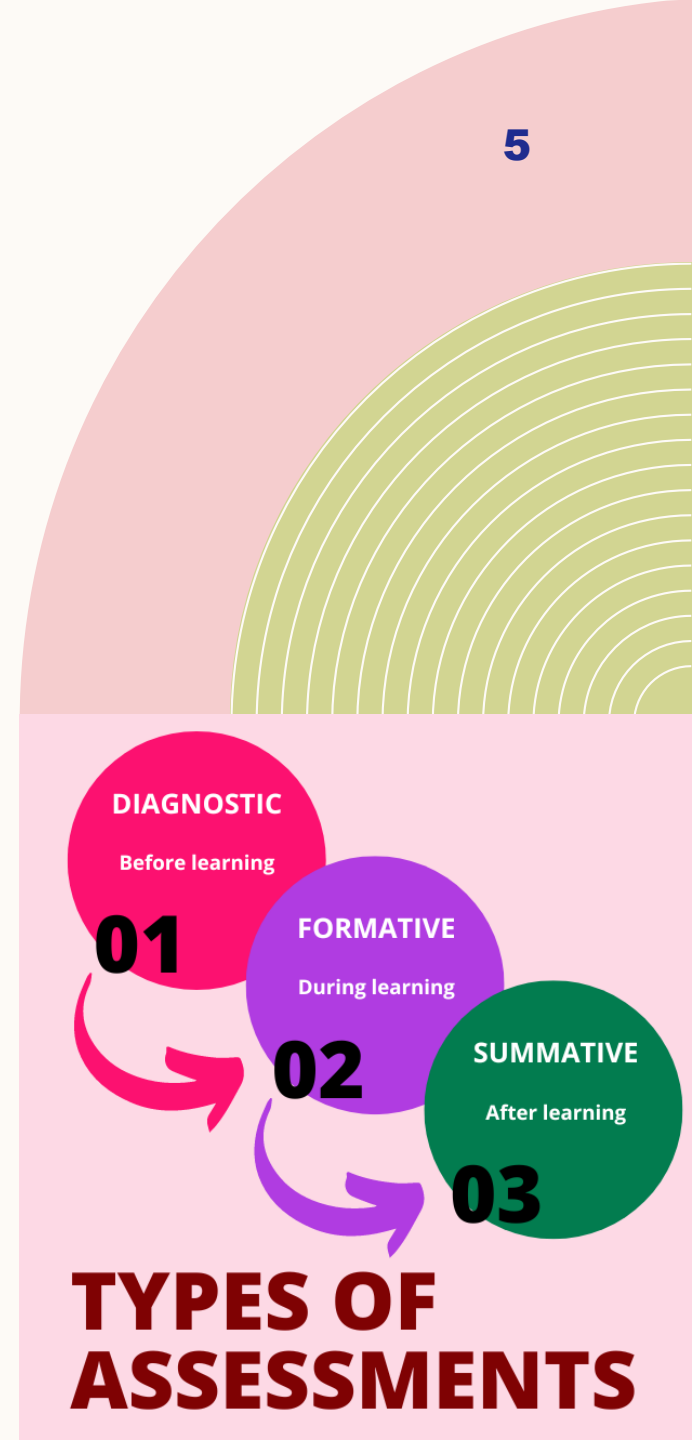
1. Define **course goals** and student learning outcomes
2. Develop **assessments** that will achieve those goals / SLOs
3. Develop **lesson plans** that will prepare students for those assessments
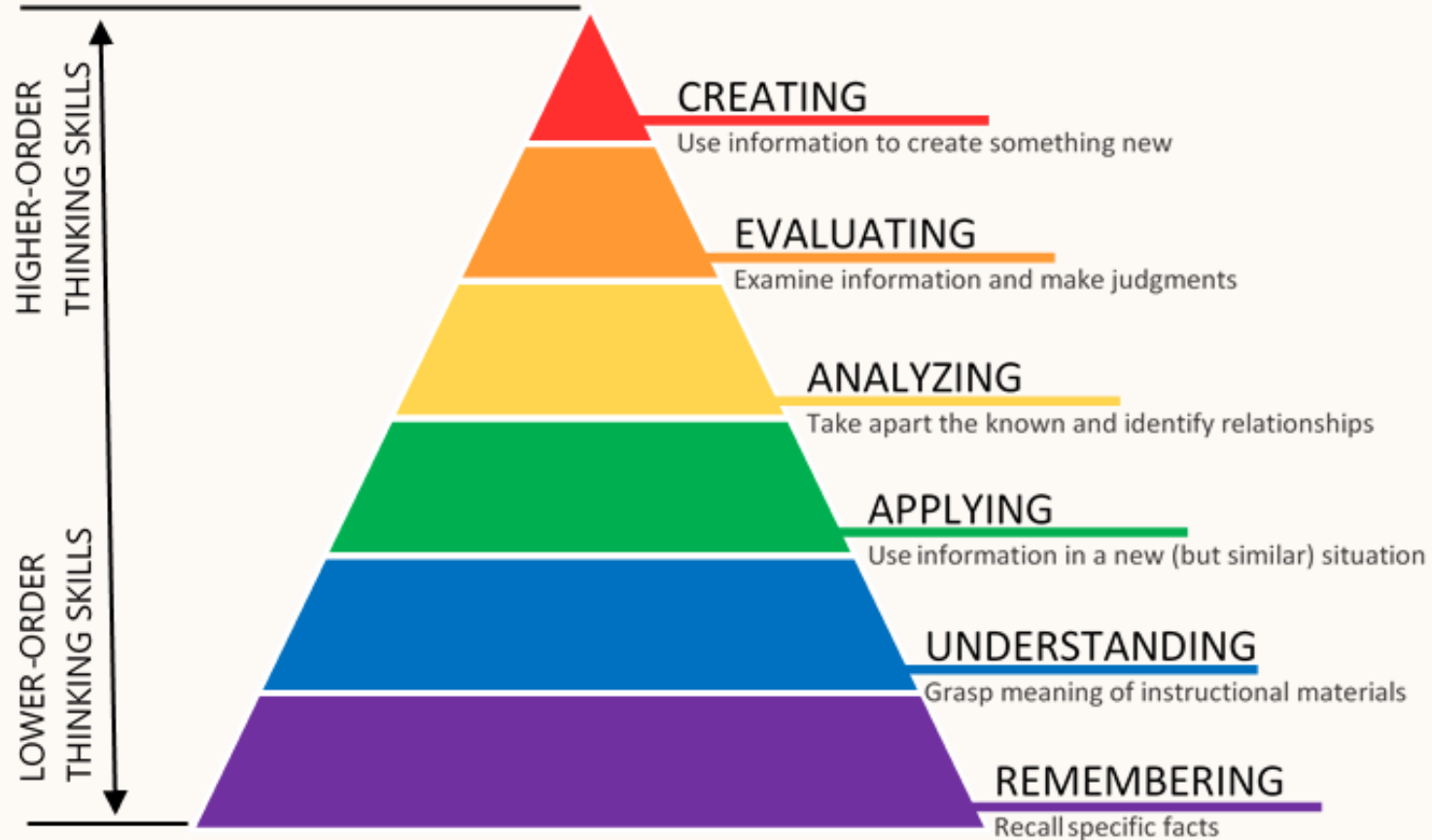
COURSE GOALS / SLOs

- How does this course fit into the **curriculum**?
  - Introductory info or more advanced?

- What **information** do you expect students to know at the end of the semester? To remember after 5 years?

- What **skills** should they gain?
  - Reading or producing academic writing
  - Analyzing information to make a data-driven claim
  - Using specific programs, like STATA
  - Time management
  - Working in a team / group environment

BACKWARD DESIGN YOUR ASSESSMENTS

- Determine your **Summative Assessments**
  - Tests (e.g., midterm, final exam)
  - Papers
  - Projects
- Determine your **Formative Assessments**
  - Readings
  - Activities (e.g., <u>active learning techniques</u>)
  - Videos
  - Guest Speakers
- *(Optional)* Determine your **Diagnostic Assessments**

DIAGNOSTIC
Before learning
01

FORMATIVE
During learning
02

SUMMATIVE
After learning
03

TYPES OF ASSESSMENTS

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

HIGHER-ORDER THINKING SKILLS

CREATING
Use information to create something new

EVALUATING
Examine information and make judgments

ANALYZING
Take apart the known and identify relationships

APPLYING
Use information in a new (but similar) situation

UNDERSTANDING
Grasp meaning of instructional materials

LOWER-ORDER THINKING SKILLS

REMEMBERING
Recall specific facts

Introductory courses may aim for lower-order skills, more advanced classes aim for higher-order skills

CLASSROOM ASSESSMENT TECHNIQUES (CATS)

From Thomas A. Angelo & K. Patricia Cross
- Empty Outline
- Minute Paper
- Muddiest Point
- Defining Features Matrix
- One-Sentence Summary
- Student-Generate Test Questions
- Double Entry Journals

BRINGING IT ALL TOGETHER

1. Plot out the timeline of delivery

    o   What information should be or needs to be presented first, second, etc.?

    o   Consider breaking course content into discrete modules

2. Use lesson plans to detail what information will be delivered each day, including approximate time spent on each activity

    o   New instructors often overestimate how much information can be covered in 50 minutes and end up falling behind schedule!

3. Choose textbook and/or curate readings, videos, podcasts, etc.

4. Develop course policies (syllabus): attendance, grading, classroom conduct

5. Develop Canvas site