

Course ReDesign Academy:
 Designing Active and Flipped Learning for MBA Eight-Week Modules
 Stearns Center for Teaching and Learning
 Spring 2018



February 14-25: Self-paced Online Modules (2.5-3 hours)			
Event	Outcomes	Reading Due	Activity
Unit 1 (Online): Introductions (20-30 minutes) <i>Due by 2/25, 11:59 pm</i>	<ul style="list-style-type: none"> Identify teaching & learning goals and values Build community 	<ul style="list-style-type: none"> Module Schedule and Learning Outcomes 	<ul style="list-style-type: none"> Post Message 1.1: Introduction & syllabus Complete Questionnaire 1.2 (Course ReDesign survey)
Unit 2 (Online): Raising the bar for student learning (60-75 minutes) <i>Due by 2/25, 11:59 pm</i>	<ul style="list-style-type: none"> Identify research-supported concepts about learning Apply goal-driven frames to current course 	<ul style="list-style-type: none"> Read Ambrose et al., "How Do Students Develop Mastery?" (91-112, skim to 120) Review Bloom's Taxonomy of Goals Handout (2 pp.) Read Noyd Handout, "Writing Effective Learning-Centered Course Goals" (2 pp.) 	<ul style="list-style-type: none"> Complete Quiz 2.1: Defining Key Concepts in Student Learning (reading review) Post Message 2.2: Apply Learning Concepts to Your Current Course (open-ended planning)
Unit 3 (Online): Identifying Learning Support Tasks & Assessing Learning (60-75 minutes) <i>Due by 2/25, 11:59 pm</i>	<ul style="list-style-type: none"> Identify reasons and options for collaborative/active/flipped learning Apply concepts of goal-driven, active learning to a Learning Support Task (activity) for your course 	<ul style="list-style-type: none"> Read Talbert, "What is Flipped Learning?" (1-20) Read pp. 39-48 of Barkley et al., "Designing the Learning Task," skim the CoLTs listed in the rest of the chapter to find one appropriate model 	<ul style="list-style-type: none"> Complete Quiz 3.1: Defining Key Concepts in Design and Structures of Learning (reading review) Post Message 3.2: Connect Design Concepts to an LST-pair (open-ended planning)

February 26, 9am-12noon — F2F workshop: Identify, Design, and Review a Flipped Activity Sequence			
Event	Outcomes	Reading Due	Activity
Unit 4 (Face-to-Face): Using design thinking to support student learning (80 minutes)	<ul style="list-style-type: none"> • Build community connections • Identify redesign goals & learning values • Implement design-based planning • Define how backwards design and scaffolding compensate for expert blind spots • Identify criteria for f2f vs. online learning 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Identify individual and program SLOs • Identify key challenges in the 8-week setting • Deliverable 4.1: Complete a Learning Values Guide • Deliverable 4.2: Partner-based case study—create an aligned LST • Deliverable 4.3: Identify an individual LST and choose/revise SLO for Unit 5 activities
Unit 5 (Face-to-Face): Design and Align: One F2F and one Virtual learning task (80 minutes)	<ul style="list-style-type: none"> • Identify relevant features and challenges of flipped learning • Apply higher-order thinking and engaged learning to LST design • Triple Align a f2f LST • Triple Align a Virtual LST • Plan for Blackboard skills improvement 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Deliverable 5.1: Describe and annotate an f2f LST: Triple Alignment + Learning Values • Deliverable 5.2: Use Guided Partner Review to examine and evaluate f2f LST • Deliverable 5.3: Describe and annotate a virtual LST: Triple Alignment + Learning Values • Discuss challenges and opportunities • Identify online skills to acquire/extend
Feb 27-March 22: Self-paced Online Modules (1.5-2 hours) + OPTIONAL BONUS Bb Consultation (30-60 min)			
Event	Outcomes	Reading Due	Activity
Unit 6 (Online): Review LST (20-30 Minutes) <i>Due by March 22, 11:59 pm</i>	<ul style="list-style-type: none"> • Evaluate aligned LSTs 	<ul style="list-style-type: none"> • Review one peer's annotated f2f LST and virtual LST 	<ul style="list-style-type: none"> • Post Message 6.1.1: Your Annotated LSTs (f2f and virtual) • Post Message 6.1.2: Guided Peer Review of a peer's two (2) annotated LSTs

Event	Goals	Reading Due	Activity
Unit 7 (Online): Review course-level strategies for learning design and implementation (60-75 minutes) Due by March 22, 11:59 pm	<ul style="list-style-type: none"> Identify key steps in “backwards design” syllabus construction Identify key elements of “flipped” design and implementation Identify design principles to apply to one unit of current course 	<ul style="list-style-type: none"> Read Talbert, “Designing a Course”: read p. 102, skim pp. 85-92, read 92-102. Skim Talbert, “Living and Working with Flipped Learning (Responding to Challenges)”: Pick any three relevant subsections to read 	<ul style="list-style-type: none"> Complete Quiz 7.1: Defining Key Concepts in Design and Implementation of Flipped Classes (reading review) Post Message 7.2: Choose a unit to align for F2F Unit 9, and post a list of 3-5 subtopics for the unit
Optional Unit 8 (Online/F2F): Blackboard Consultation: Gain one new Bb skill (30-60 Minutes)	<ul style="list-style-type: none"> Identify the key steps in preparing a quiz, DB, video, etc. Understand challenges/opportunities in preparing a quiz, discussion, video, etc. 	<ul style="list-style-type: none"> Note: Any participant who completes this step by Unit 9 will earn a free copy of <i>Teaching Online without Losing Your Mind</i> (or equivalent book of choice) 	<ul style="list-style-type: none"> Attend a Bb small-group meeting or Webinar or complete Lynda.com video (TBA: check with Eric Neitske or Katrina Josephs) Post Message 8.1: Minute paper—Understand 3, question, still need info
March 23, 9am-12noon— F2F workshop: Design/Align a Unit & Build an Online Element			
Event	Outcomes	Reading Due	Activity
Unit 9 (Face-to-Face): Align a unit (90 minutes)	<ul style="list-style-type: none"> Apply design principles to one unit of current course 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Deliverable 9.1: Create a seven-layer unit plan Deliverable 9.2: Guided review of seven-layer plan with partner
Unit 10 (Face-to-Face): Handling challenges in the new course (60 minutes)	<ul style="list-style-type: none"> Identify role and goal changes for online/flipped learning Identify challenges and opportunities for online/flipped learning 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Deliverable 10.1: Partner-based Plan-B Chart Identify additional support needed from instructional design, School of Business, or Stearns Center

March 24–April 8—Self-paced Online Modules (1–1.5 hours)			
Event	Outcomes	Reading Due	Activity
Unit 11 (Online): Addressing challenges in active learning <i>Due by April 8, 11:59 pm</i>	<ul style="list-style-type: none"> Evaluate alignment principles Identify likely resistances and/or challenges for flipped/active learning 	<ul style="list-style-type: none"> Review peer’s seven-layer plan Read Talbert Ch. 6,, “Designing Fipped Learning Experiences: Activities” Optional: Talbert Ch. 3: Skim two case studies 	<ul style="list-style-type: none"> Due—Assignment 11.1: Completed LST Sequence posted for review Post Message 11.2.1: Your Seven-Layer Plan Post message 11.2.2: Guided Peer Review of a Peer’s 7LP Post Message 11.3: Three-column Log on Talbert; bring a copy to F2F 12
April 9, 9am-12noon—F2F workshop: The 3-Hour Class and the 8-Week Term			
Unit 12 (Face-to-Face): Designing an engaging three-hour class (80 minutes)	<ul style="list-style-type: none"> Identify motivation and accountability boosters for students Analyze pattern and variation options for long class sessions 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Deliverable 12.1: Design, align, and annotate a (projected or upcoming) full class session Deliverable 12.2: Guided review of a peer’s full class session
Unit 13 (Face-to-Face): Balancing coverage and engagement in an 8-week syllabus (85 minutes)	<ul style="list-style-type: none"> Identify personal, professional, student, and school priorities Identify the “big rocks” of core SLOs and assignments Apply priorities to current/future course options 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Deliverable 13.1: Design a personal priority manager Deliverable 13.2: Annotate a course syllabus for high, medium, and low priorities
April 10–May 18—Self-paced Online Modules (30-60 minutes hour)			
Unit 14 (Online): “Final Exam” & Evaluation (30-60 minutes) <i>Due by May 18</i>	<ul style="list-style-type: none"> Apply alignment principles to live problems Build community 	<ul style="list-style-type: none"> Peers’ introductions 	<ul style="list-style-type: none"> Due—Assignment 14.1: Completed 7LP with summation, post for review Post Message 14.2 (“Take-home Final”): Respond & Recommend for Two Peers’ Intros Complete Questionnaire 14.3: Final Response and Evaluation
TBA: Fall 2018—Implementation Debrief, Tech Consultations, and/or Re-ReDesign Planning (1-2 hours, F2F/synchronous)			