

# Faculty Conversations About Teaching

APRIL 2018 FACULTY CONVERSATION

## Transforming Your Teaching through Course Redesign

Wednesday April 11, 2018 • 12:00-1:30pm • Fenwick 1014B

### FACILITATOR BIOS

#### **Faculty Facilitator: Mary Schumann, Ph.D.**

Mary Schumann is Adjunct Faculty in Sport Management, School of Recreation, Health & Tourism, and College of Education & Human Development (CEHD). Mary teaches Psychology of Sport (SPMT 320), an advanced undergraduate course, in f2f and hybrid/blended format. She is currently transforming her course to online format, as part of the SPMT fully-online program. Mary is a clinical and sports psychologist with over 22 years of teaching experience at the college level, most recently at Mason. She also has taught sports psychology skills to young international athletes and coaches visiting the United States in the Sports Diplomacy Program sponsored by the U.S. State Department. She is the Founder and President of Mindful Athletic Performance, a consulting practice focused on the psychological and mental skills of athletes for performance. See website at: <https://mindfulathleticperformance.com/>

#### **Faculty Facilitator: Robert Pierce, Ph.D.**

Robert (Rob) Pierce, Ph.D., is Assistant Professor, Business Foundations, School of Business at Mason. He joined George Mason in fall 2015. Prior to Mason, he has teaching and administrative experience in the United States and internationally. He was High School Head at The American School in Switzerland; a history lecturer at Christopher Newport University; a high teacher in Virginia; high school teacher at International School in Luxembourg. His research interests include the historical and social contexts of creativity and innovation. Relevant to curriculum and course design, Rob's publications include co-authoring *IB Business Management: For the IB Diploma* (2014, Oxford University Press); and *Project AERO's Social Studies Curriculum Frame work for K-12 Standards and Performance Indicators* (2012 ). Project AERO supports schools around the world that are independent, international, typically serving a largely American student population. See Project AERO report at: [http://www.projectaero.org/aero\\_standards/socialstudies/socialstudies.pdf](http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf)

See You in Fall 2018 for More Faculty Conversations!

If there is a special conversation topic you'd like to recommend, please email [stearns@gmu.edu](mailto:stearns@gmu.edu).

**Today's Agenda (approximate times):**

- 12:00 to 12:15 PM Welcome and Introductions
- 12:15 to 12:30 PM Co-facilitators present their brief discussion starters
- 12:30 to 1:00 PM Small Group Facilitated Discussions
- 1:00 to 1:15 PM Sharing with Large Group / more conversations
- 1:15 to 1:30 PM "Try It" Reflection, Feedback Forms, and Close

Course Learning Outcomes Alignment Table

<p><b>Course-specific Learning Outcomes (CO's)</b></p> <p><i>What will students know, value and be able to do by the end of the course?</i>                      Note: Courses typically have 5-8 learning outcomes.</p> <p>By the end of the course, successful students will be able to:</p>	<p><b>Assessment Methods</b></p> <p><i>What assessment methods will provide evidence that students have achieved the CO?</i>  <i>How will feedback be given to students regarding their achievement of the CO?</i>  <i>What assessment methods will help to inform and improve student progress toward this CO?</i></p>	<p><b>Learning Experiences (LE's)</b></p> <p><i>What LE's will students actively engage in as they progress towards this learning outcome?</i>  <i>What LE's will help to support students in their ability to achieve the CO's?</i>                      Note: these activities can occur both inside and outside of the classroom.</p>	<p><b>Alignment with Program or Major Level Learning Outcomes</b></p> <p>What program-level or major-level learning outcomes does this course-level learning outcome align with?</p>
<p>1)</p>			

**ABOVE:** Example of template for Course Learning Outcomes Alignment Table. From Caruana (2015) How a Course Map Puts You on Track for Better Learning Outcomes. Faculty Focus (Magna Publications). Retrieved 4/9/2018 from: <https://www.facultyfocus.com/articles/instructional-design/how-a-course-map-puts-you-on-track-for-better-learning-outcomes/>