<table>
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<tr>
<th>Online Module</th>
<th>Goals</th>
<th>Reading</th>
<th>Activity</th>
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| 1. Introduction (30-60 minutes) | • Identify teaching & learning goals and values  
• Build community | • Module Schedule and Learning Outcomes | • Post an introductory message in 1.1 and include your current syllabus  
• Complete a Course ReDesign survey |
| 2. Setting goals for learning (75-90 minutes) | • Review research-supported concepts about learning  
• Identify factors of learning-focused goal statements and higher-order thinking | • Read Ambrose et al., "How Do Students Develop Mastery?"  
• Read Noyd, "Writing Effective Course Goals"  
• Review Bloom's Taxonomy | • Complete Quiz 2.1: Defining Key Learning Concepts (reading review)  
• Complete Post 2.2: Connect Learning Concepts to Your Course (open-ended planning) |
| 3. Designing Learning Support Tasks (75-120 Minutes) | • Review reasons and options for collaborative learning  
• Identify strategies for learning-aligned assessment  
• Apply concepts of active learning to current course | • Read Barkley et al., "Collaborative Learning" and skim "Structuring the Learning Task"  
• Read Talbert, "What is Flipped Learning, and Why Use It?" | • Complete Quiz 3.1: Defining Key Concepts in Design and Assessment of Learning (reading review)  
• Complete Post 3.2: Connect Design Concepts to Your Course (open-ended planning) |
| 4. Implementing Learning by Design (75-90 Minutes) | • Identify reasons for and steps in “backwards design”  
• Apply design principles to current course | • Read Barkley, "Facilitating Student Collaboration"  
• Skim Barkley, "Avoiding and Resolving Common Problems"  
• Read Honeycutt, "Teaching in the Flipped Classroom"  
• Skim Bean, "Designing Formal Writing Assignments" | • Complete Post 4.1: Identify a Course Unit for ReDesign  
• Respond to two Introductory posts in 1.1 |
| 5. OPTIONAL for SCALE-UP Classroom Certification | • Intensively apply “flipped” learning  
• Manage student activity in the collaborative space | • Read Talbert, “Designing Flipped Activities” and “Models”  
• Read Baeppler et al., “Common Challenges in Active Learning” | • Complete Quiz 5.1: Reviewing Collaborative Learning Strategies  
• Complete Post 5.2: Believe/Doubt Talbert  
• **Final Portfolio Addendum**: Full first-week plan, description of team/group plan, classroom-management plan |
Course ReDesign Academy
George Mason University, Stearns Center for Teaching and Learning

Face-to-face Workshop Agenda

**Day 1: Identify key SLOs, ReDesign one activity or assignment, and prepare to ReDesign a unit**
8:30 am Coffee & Conversation
9:00 Partners and full group: Introductions, ReDesign goals, and inquiry into key learning values
10:00-10:50 Full group and teams: SLO Activity and Discussion
10:50-11:00 Coffee & Conversation
11:00-11:20 Superpower overview: How do teachers encourage (not “force”) learning?
11:20 Individuals: ReDesign and annotate a Learning Support Task
12:00 Lunch and Gallery Walk
1:15–1:30 pm Full group: Peer Review strategies
1:30–2:30 Review, feedback, discussion on LSTs
2:30–3:45 Seven-layer plan: Initial drafting and group planning
3:45–4:30 Finishing up: Surveys, Special Topics, Revision plans, 7LP Construction

**Homework:** Finish Seven-Layer Plan for 1-2 weeks (Topic, SLO, Assmt, LST, Goal, Value, Preparation)

**Day 2: Outline 3-4 week course unit of your course, and plan for future work**
8:30 am Coffee & Conversation: ALT/ALC Classroom options and risks
9:00 am Full group and teams: LEGOS activity. Identify key course design changes and explore faculty and student roles
10:00–10:50 Individuals: Design a flipped teaching option
10:50–11:00 Coffee & Conversation
11:00 Partners: Review 7 Layer Plans
12:00 Lunch and Flip Gallery Walk
1:15–2:00 pm Survey Review and Break-out groups: Team-based learning
2:00 Break-out groups: Special topics, including ALT classroom group
3:00 Partners/teams: Plan B Pages & Final exam
4:00–4:30 Individuals and full group: Final Steps and Goal setting

Course ReDesign Academy
Possible Faculty Learning Community Topics

**Meeting 1, September: Class session debrief and redesign**
Contribution: One-page class-meeting debrief

**Meeting 2, November: Course or course-unit debrief and redesign**
Contribution: One annotated unit redesign/revision plan

**Meeting 3, February: Collaborative learning redesign**
Contribution: One annotated collaborative activity/assignment redesign/revision plan

**Meeting 2, April: Your future as a redesigner**
Contribution: One plan for near- and long-term redesign opportunities