

## Course ReDesign Academy: Self-Guided Online Preparatory Modules

George Mason University, Stearns Center for Teaching and Learning

Online Module	Goals	Reading	Activity
1. Introduction (30-60 minutes)	<ul style="list-style-type: none"> <li>Identify teaching &amp; learning goals and values</li> <li>Build community</li> </ul>	<ul style="list-style-type: none"> <li>Module Schedule and Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Post an introductory message in 1.1 and include your current syllabus</li> <li>Complete a Course ReDesign survey</li> </ul>
2. Setting goals for learning (75-90 minutes)	<ul style="list-style-type: none"> <li>Review research-supported concepts about learning</li> <li>Identify factors of learning-focused goal statements and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>Read Ambrose et al., "How Do Students Develop Mastery?"</li> <li>Read Noyd, "Writing Effective Course Goals"</li> <li>Review Bloom's Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>Complete Quiz 2.1: Defining Key Learning Concepts (reading review)</li> <li>Complete Post 2.2: Connect Learning Concepts to Your Course (open-ended planning)</li> </ul>
3. Designing Learning Support Tasks (75-120 Minutes)	<ul style="list-style-type: none"> <li>Review reasons and options for collaborative learning</li> <li>Identify strategies for learning-aligned assessmt</li> <li>Apply concepts of active learning to current course</li> </ul>	<ul style="list-style-type: none"> <li>Read Barkley et al., "Collaborative Learning" and skim "Structuring the Learning Task"</li> <li>Read Talbert, "What is Flipped Learning, and Why Use It?"</li> </ul>	<ul style="list-style-type: none"> <li>Complete Quiz 3.1: Defining Key Concepts in Design and Assessment of Learning (reading review)</li> <li>Complete Post 3.2: Connect Design Concepts to Your Course (open-ended planning)</li> </ul>
4. Implementing Learning by Design (75-90 Minutes)	<ul style="list-style-type: none"> <li>Identify reasons for and steps in "backwards design"</li> <li>Apply design principles to current course</li> </ul>	<ul style="list-style-type: none"> <li>Read Barkley, "Facilitating Student Collaboration"</li> <li>Skim Barkley, "Avoiding and Resolving Common Problems"</li> <li>Read Honeycutt, "Teaching in the Flipped Classroom"</li> <li>Skim Bean, "Designing Formal Writing Assignments"</li> </ul>	<ul style="list-style-type: none"> <li>Complete Post 4.1: Identify a Course Unit for ReDesign</li> <li>Respond to two Introductory posts in 1.1</li> </ul>
5. OPTIONAL for SCALE-UP Classroom Certification	<ul style="list-style-type: none"> <li>Intensively apply "flipped" learning</li> <li>Manage student activity in the collaborative space</li> </ul>	<ul style="list-style-type: none"> <li>Read Talbert, "Designing Flipped Activities" and "Models"</li> <li>Read Baepler et al., "Common Challenges in Active Learning"</li> </ul>	<ul style="list-style-type: none"> <li>Complete Quiz 5.1: Reviewing Collaborative Learning Strategies</li> <li>Complete Post 5.2: Believe/Doubt Talbert</li> <li><b>Final Portfolio Addendum:</b> Full first-week plan, description of team/group plan, classroom-management plan</li> </ul>

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### 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