DESIGNING/REFRESHING YOUR COURSE AND SYLLABUS

Center for Excellence in Learning and Teaching (CELT) at Concordia University

with

Catherine (Kate) Robertson, Ph.D. and Elizabeth Evans, Ph.D.

Workshop Overview (Kate)

- Check in using the Chat (Kate)
  - Name, Dept, Campus,
    - Course you are thinking about today
- The Big Picture (Elizabeth)
- Effective Instruction (Kate)
- Planning Your Course (Kate)
- The Syllabus Template (Elizabeth)

Session Objectives (Kate)

1. Engage with other faculty in sharing of ideas surrounding course design and syllabus construction;

2. Review a syllabus for a course you are teaching this term for pertinent elements

3. Recognize how your course fits into the big picture of CU - the mission, the Global Learning Outcomes, the University Liberal Arts Outcomes - ULAOs (core courses), and your Program Learning Outcomes (PLOs);

4. Describe and plan to apply elements of effective instruction in your syllabus;

5. Identify a learning goal/objective/outcome for one of your courses and choose course content, teaching/learning methods (activities) and evaluation/assessments (assignments) for that goal.

6. Use the syllabus template to articulate goals, content, and assessments to your students.

THE BIG PICTURE

How does your course connect to curriculum and assessment? (Elizabeth)

Objective addressed: #3: Recognize how your course fits into the big picture of CU - the mission, the Global Learning Outcomes, the University Liberal Arts Outcomes - ULAOs (Core courses), and your Program Learning Outcomes (PLOs);

Concordia's Mission (Elizabeth)

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the church and the world.

Concordia University Global Learning Outcomes (GLOs) (Elizabeth)

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. https://www.cuw.edu/about/offices/institutional-effectiveness/outcome-statements.html

1. **Christian Faith** - Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.

2. **Service and Global Citizenship** - Our graduates are globally-minded citizens.

3. **Integrated Disciplinary Knowledge** - Our graduates integrate insights from a wide range of disciplines.

4. **Critical Thinking/Creative Problem Solving** - Our graduates think rationally, critically, and creatively.

5. **Communicative Fluency** - Our graduates communicate effectively.

6. **Analytical Fluency** - Our graduates work with data effectively.

Big Picture Connects to My Course

(Elizabeth)

Global Learning Outcomes (GLOs) are how the university Mission lives in curriculum
University Liberal Arts Outcomes ULAOs
Program Learning Outcomes (PLOs)

Each program addresses all six GLOs, each course addresses at least one GLO.

Syllabus demonstrates alignment of
GLOS or ULAOs (for core courses)
to course outcomes
PLOs (for major and program courses)
to course outcomes

University Mission
Global Learning Outcomes
Program Learning Outcomes
Course Learning Outcomes

Pause for Questions and Activity (Kate)

◦ Find an example of how the "big picture" is present in your syllabus or one of the models

EFFECTIVE INSTRUCTION AT CONCORDIA

Kate suggests that your syllabus illuminates your teaching as well as your design

Objective Addressed: #4: Describe and plan to apply elements of effective instruction in your syllabus

Elements of Effective Instruction vs. Categories in Teaching Observation Form (Kate)

Effective Instruction

1. Course Content
2. Student Engagement
3. Faith and Learning
4. Effective Pedagogy

Teaching Observation Categories

1. Organization and Clarity
2. Presentation Skills
3. Instructor Presence and Rapport
4. Instructional Strategies
5. Faith and Learning
6. Discipline-Specific Expertise

http://celt.cuw.edu/teaching-observation-process-and-form/

Student Engagement
- Positive rapport & connection w learners
- Provides timely & meaningful feedback
- Attends to student motivation
- Encourages student collaboration
- Available to learners outside class
- Encourages student participation
- Demonstrates respect and fairness
- Demonstrates concern for learners
- Demonstrates enthusiasm
- Responsive to learner inquiries
- Sets high expectations

Course Content
- Writes effective learning outcomes
- Structures course content effectively
- Clarity of presentation materials
- Clarity of assignment instructions
- Explicit focus on outcomes
- All syllabus elements present
- Uses rigorous content
- Course current in discipline
- Content grounded in scholarship
- Connected to GLOs
- Connected to PLOs
- Uses Blackboard appropriately

Effective Pedagogy
- Encourages active learning
- Attention to diverse learners
- Lessons demonstrate coherence
- Rigorous assessment strategies
- Invites questions/answers clearly
- Explicit focus on outcomes
- Strategies approp. to discipline & delivery
- Skillful presentation/content delivery
- Clear communication of concepts & plans
- Facilitates discussion & student groupings
- Holds students accountable for learning
- Effective organization of time, space, materials with learning outcomes
- Displays command of content/discipline

Faith & Learning
- Support mission and values of CU
- Comfortable sharing Bible knowledge
- Connects faith & learning in discipline
- Connects to program-level student learning outcomes on faith & learning in discipline

Pause for Questions and Activity (Kate)

◦ Find an example of how the four "elements of effective instruction" are present in your syllabus or the models.

# PLANNING/REFRESHING YOUR COURSE – COURSE DESIGN MODEL

Kate suggests a model of course design *Plan, Act, Evaluate, Reflect*

Objective Addressed: #4: Identify a learning goal/objective/outcome for one of your courses and choose course content, teaching/learning methods (activities) and evaluation/assessments (assignments) for that goal.

Step 1: Plan (Kate)

- PLAN the GOAL <u>course goals/outcomes/objectives</u> – we are going to do an exercise on this shortly!

- PLAN the CONTENT in key <u>course readings and resources</u> – what is relevant to your discipline? (example: academic journals?)

- PLAN ACTIVITIES <u>learning methods and interactions</u> for during class and related work outside of class

- PLAN ASSIGNMENTS <u>evaluations: key assessments</u> – read the list – which one sticks out to you and why? (See "revised Bloom's chart")

Making Connections: Goals, Teaching Methods, Assignments (Kate)
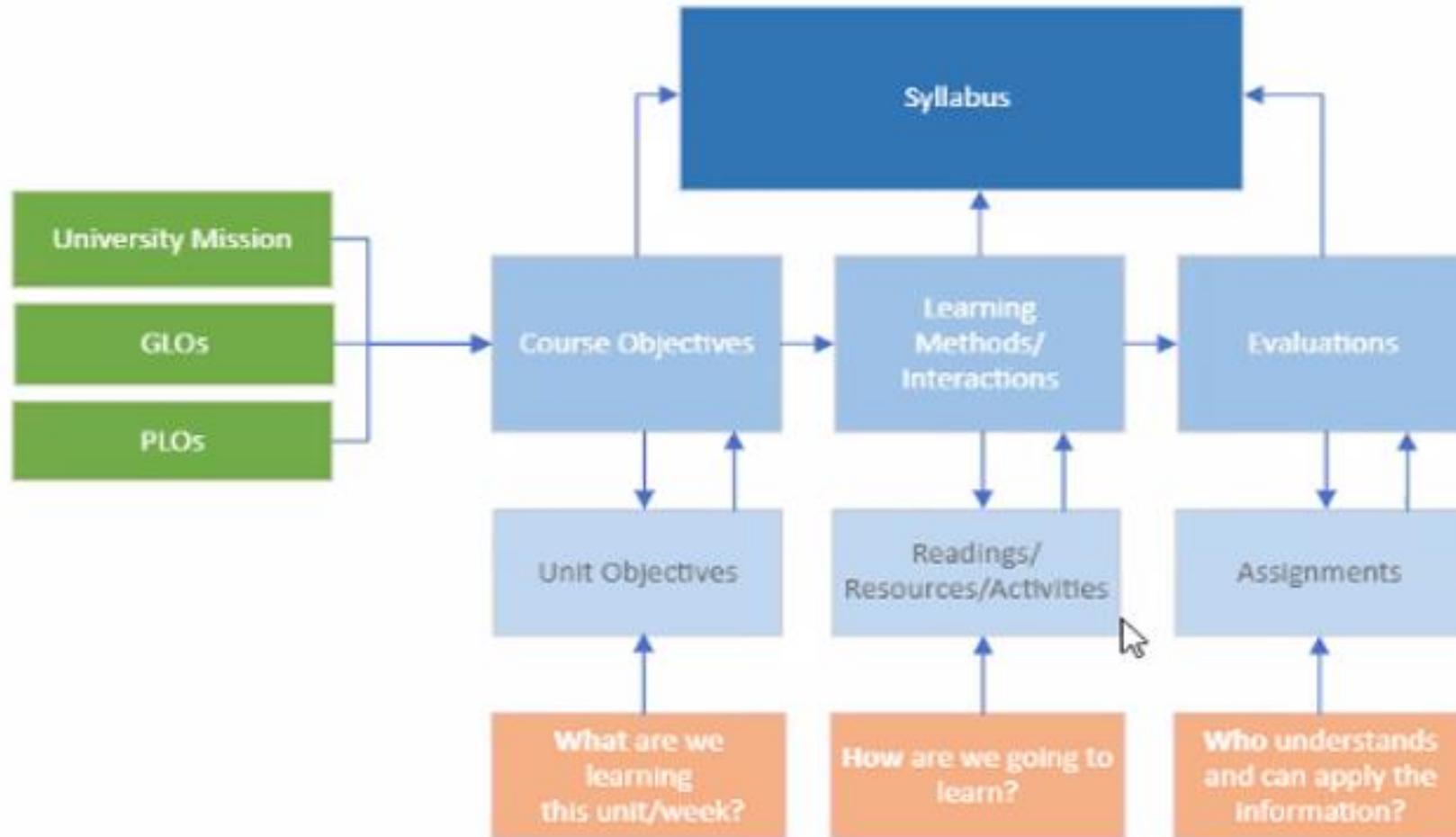
Stop . . Write. . Share [activity]
Course Objective/Outcome w Bloom's (revised)
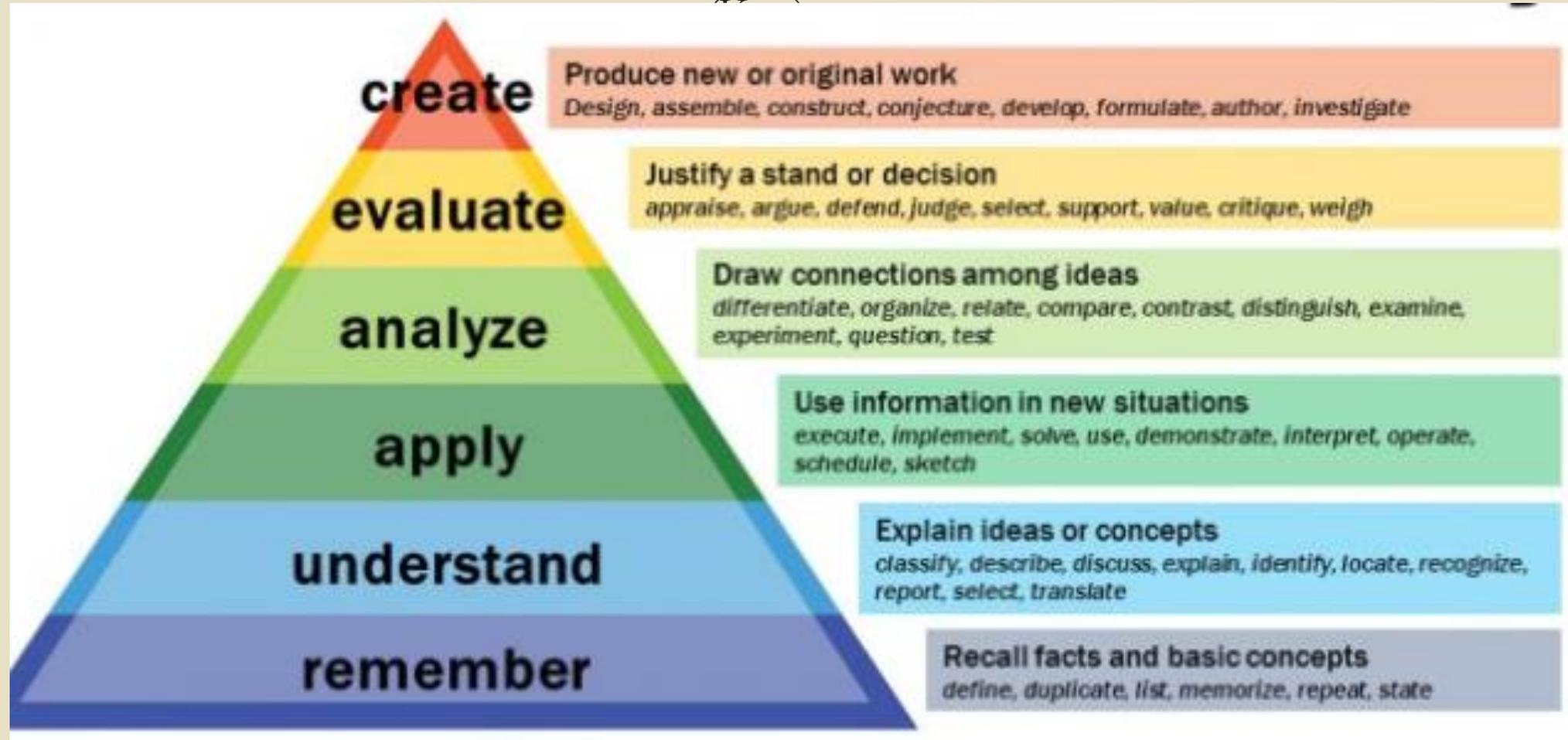
Stop . . Write . . Share (Kate) [activity]
Outcome leads to Content, Method, Assessments

Based on your Learning Outcome (What should your students know, value or to be able to do by the end of the course)

What should you choose as Content, Learning Methods/Activities and Assessments?

1. **Resources/Readings/Materials**: What kind of course content will you provide to help students reach the goal?

2. **Learning Methods/Interactions**: What teaching/learning methods will help students experience and apply knowledge, attitudes, and skills (i.e., lecture, discussion, group activities, reflective writing)?

3. **Evaluation of Learning:** What will students do to show you they have met the learning goal (test, research project, presentation, paper, etc.)? Match the verb in the learning outcome to the evaluation method.

Next Steps: Act, Evaluate, Reflect Throughout   (Kate)

◦ As you ACT (teach, grade, communicate with students), collect information that will help you EVALUATE the course, and REFLECT (daily/weekly) and after the course ends (end of term).

◦ Based on student learning, student feedback and peer observation, EVALUATE your goals, content, activities and assignments

◦ → Reflect on what works, in your chosen format,

for example: notes on lesson plans, or a teaching journal

◦ → Adjust and revise your plans for next time
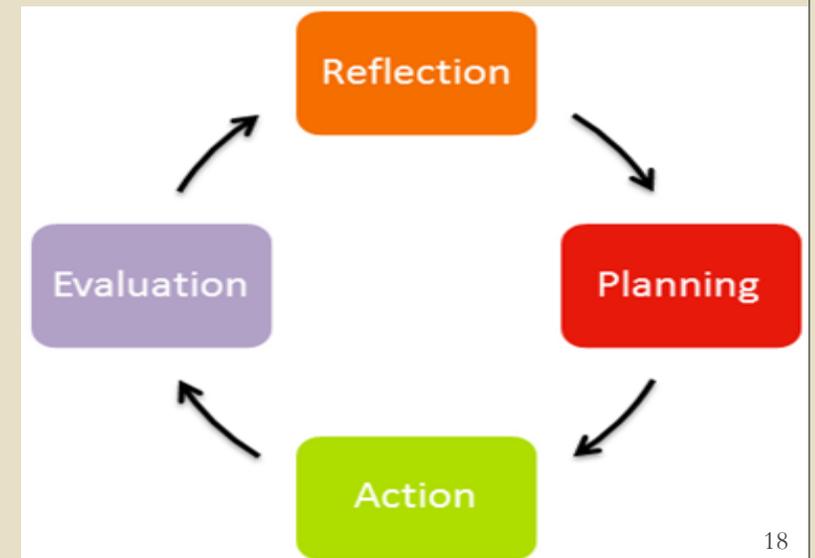
USING THE SYLLABUS TEMPLATE

Objective Addressed - #6: Use the syllabus template to articulate goals, content, and assessments to your students.

http://celt.cuw.edu/syllabus-template-and-instructions/

CU Syllabus Overview (Elizabeth)

- http://celt.cuw.edu/syllabus-template-and-instructions
- Start with syllabus approved by department-these items*consistent across sections
  - *Match Catalog Information - dept code, number, title, course description, credits
  - *"Legal" Information (Title IX, accessibility services, credit hour)
  - Practical Information for this section (who, when, where)
  - *Course Learning Outcomes/objectives/goals
  - Content/Resources/Materials
  - Assignments and Evaluations/Assessments
  - How will this be graded? (Points/% plus narrative)
  - Policies at various levels Instructor/*University/*Department)
  - *Connections to Big Picture (GLOs and PLOs)
  - Provide a Detailed Course Schedule – include dates, with final exam

Syllabus Tips & Instructions (Elizabeth)

- **Concordia-Syllabus-Template-7-1-2022**
- **Instructions for Syllabus Template 07-01-2022**
- **Video walk-through July 22**
- Use the *actual template* with exact language for policies, format, etc.
- Copy the template, then drop your information into it
- Template uses headings to embeds support for screen readers and the use of Ally
- Delete the language inside the brackets [those are your instructions]
- Don't change * which is decided by the department, should be common to all sections
- For the section linking GLOs to course and PLOs to course, explain *how* the course addresses *them* using objectives/outcomes or assignments
- Create and add a detailed course schedule using calendar for this term (March 17 midterm)
- https://www.cuw.edu/about/offices/registrar/academic-calendars.html

What to do with the Syllabus (Elizabeth)

◦ Post for students in PDF in Blackboard by the Friday before the course starts

◦ Develop your assignments, tests and Grade Center in alignment with your syllabus

◦ Find out if Dept Chair wants to submit it to Provost's Office

as part of 3-5 year revision cycle, or when significant changes occur

Syllabus Activity (Elizabeth)

Activity in Groups: Review syllabus samples

- What do you notice? Strengths? Could be better?
- They may not be perfect!!

- Did the sample use the template?
- Are the verbs in the objectives clear and assessable?
- Do the assessments match the verbs in the outcomes?
- Do the sample explain how the course aligns w GLOs/ULAOs, or PLOs?
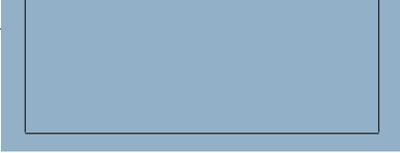
THANK YOU!

Please reach out to Elizabeth or Kate for individual syllabus consultations!

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