



# IMPROVE YOUR SPRING COURSE

## CELT Workshop

May 18, 2022

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## OPENING WITH PRAYER

Spring Semester is past

While we need a rest, Lord, not just yet!

Help us with our work to support students and their learning!

# SESSION OUTLINE AND OBJECTIVES

1. Leader and Participant Introductions and background on chosen course
2. Look at outputs and inputs
3. Analysis questions to consider
4. Practice editing strategies on assignments and objectives
5. Where is active learning?
6. Plan revision

1. Based on results of spring offering, identify and describe areas for improvement in a particular course
2. Use analysis questions and samples to practice syllabus revisions
3. Determine appropriate active learning strategies to add into a syllabus
4. Develop and prioritize plans for revising the course and syllabus

# INTRODUCTIONS

Name

Department

Course you are working with today and why

# WHAT DOES YOUR COURSE NEED?

**THIS**



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**NOT THIS**



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# “INPUTS AND OUTPUTS”

Assignments, directions, objectives, results

# INPUTS AND OUTPUTS

INPUTS – DIRECTIONS,  
OBJECTIVES, ETC.

- Inputs – Choose an assignment from your syllabus. Consider:
  - Assignment itself
  - Directions
  - Objectives

OUTPUTS – STUDENT RESULTS,  
STUDENT QUESTIONS, ETC.

- Output – what were the results of the assignment?
  - Student grades
  - Student questions – any confusion?



How do you link inputs and outputs? Focus today = review assignment and go backward

## ANALYSIS QUESTIONS

- How did students perform on this assessment/assignment?
- How did you support student study strategies?
- How did you communicate & explain what you wanted them to do in this assignment?
- How did you write your learning outcomes/objectives?
- How did you link your learning outcomes/objectives to guide students to their learning?





## PRACTICE TOGETHER

### Sample Assignment Directions:

“Choose one of the case studies from either Chapter 3 or 4, and write a reaction. Responses should be thorough.”

- What does this make you think about?
- What would you include in new, updated directions?

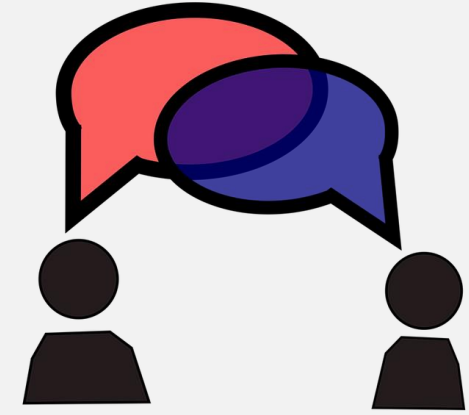
# THINK AND WORK

Take 10 minutes on your own, review at least one assignment in your syllabus, the directions for that assignment and think about the analysis questions from slide 8.

**SHARE**

What did you discover during your individual  
worktime?

## PAIR BREAKOUT



- Each person will have 7 minutes; Share one particular assignment instructions.
- One person from each pair plays a student (wears the student hat): Student reads the instructions and gives feedback about their understanding to the author, then switch.
- Author reflects on: How do directions look through my student's eyes?

“What am I supposed to know and be able to do?”

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## SHARE/DEBRIEF

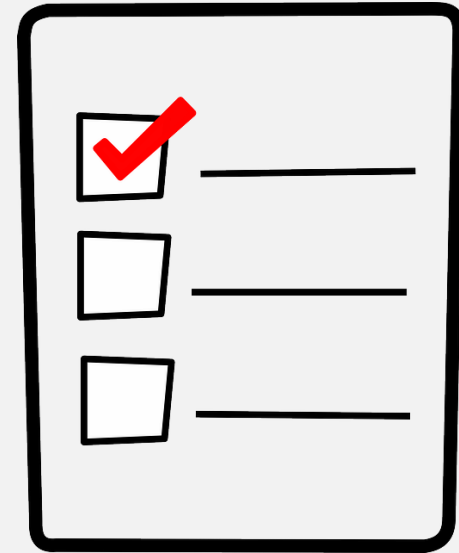


- What did your partner notice that you missed?
- How did a second set of eyes and ears contribute to your understanding of a student's point of view?
- What other questions/edits has this exercise raised?

# OBJECTIVES AND ACTIVE LEARNING

## LEARNING OBJECTIVES SHOULD BE...

- Measurable
- Written with an assessible verb
- Linked to specific content delivery, materials and student work
- Matching the Bloom's level of measurements made through assignments and assessments



# PRACTICE TOGETHER

## Sample Objective/Content/Activity/Assessment Alignment:

- What suggestions to you have for edits?

Objective	Content	Activities	Assessment
Students will understand the factors that led up to the American Civil War.	Read Chapter 16 in the text	Lecture on Chapter 16 in class	Draw a map of the Union and Confederate states and colonies.



WHERE DO YOUR STUDENTS FALL?  
WHERE WOULD YOU LIKE THEM TO BE?

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**Passive**

**Active**

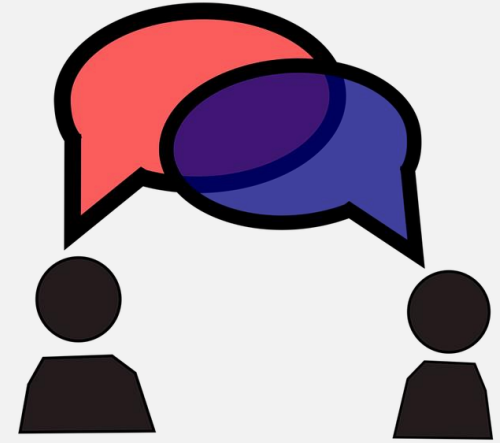
## HOW CAN WE GET THEM THERE?

- Active Learning Strategies Resources:
  - [Interactive Strategies](#)
  - [Bloom's with Questions Stems and Sample assessments](#)

# THINK AND WORK

Take 10 minutes on your own, review Bloom's handout and interactive strategies handout and determine what might be a good match for adding to your class

## PAIR BREAKOUT

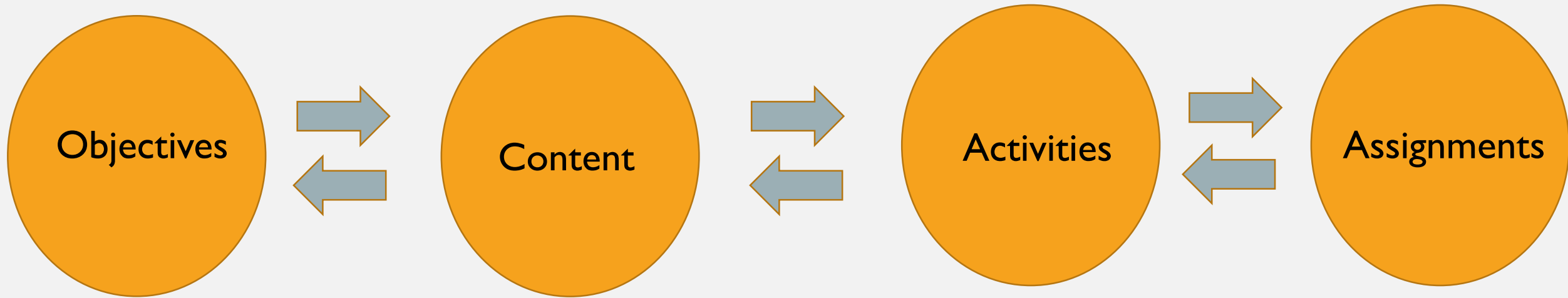


- Choose objective(s) you'd like to edit – maybe the one(s) linked to the assignment you worked on earlier?
- Determine how you will match to content and activities
- What active learning strategies can you incorporate?

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Come back and share

# Summary: Pathway to a refined Syllabus and Course



# WRAP UP/QUESTIONS

Thank you for attending today!