



IMPROVE YOUR SPRING COURSE

CELT Workshop

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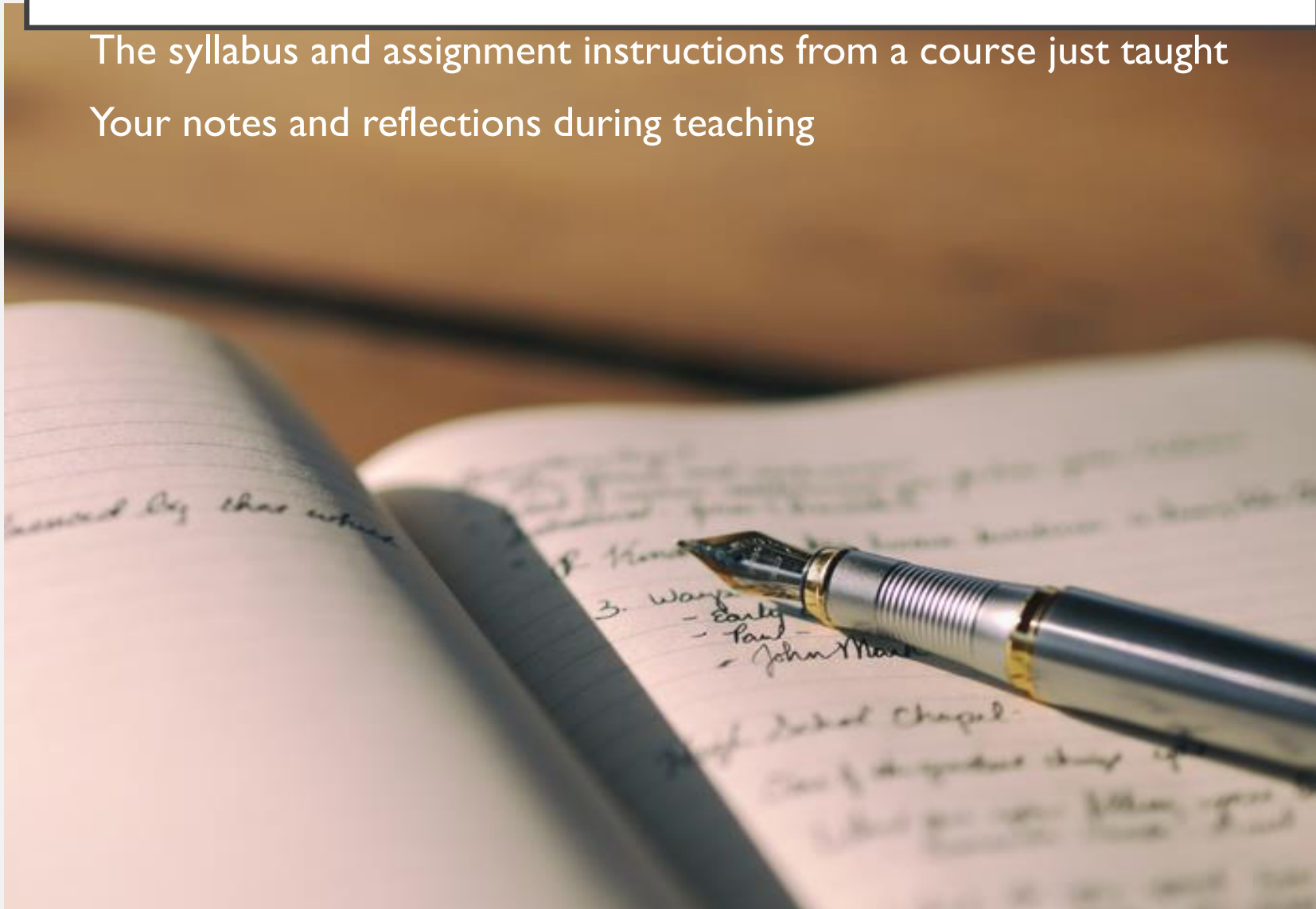
OPEN WITH PRAYER

Spring Semester has now past
We want to rest and refresh at last
but Lord, not just yet!
We can do one more stretch
To reflect and to remember
Before we do it again in September

WHAT TO BRING

The syllabus and assignment instructions from a course just taught

Your notes and reflections during teaching



SESSION OUTLINE AND OBJECTIVES

1. Overall Objective

Based on results of spring offering, identify and describe areas for improvement in a particular course

2. Inputs and Outputs Use analysis questions and samples to practice syllabus revisions; Time by yourself, share, then pair up for Student POV

3. Develop and prioritize plans for revising course/syllabus

Identify better alignments and active learning strategies to use in next 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”

Results, directions
assignments, objectives



INPUTS AND OUTPUTS

INPUTS – OBJECTIVES, DIRECTIONS, ETC.

- Inputs – We wrote the hopes before we wrote the details of how. Reflect on an assignment from your syllabus.
 - The Assignment itself
 - Directions
 - Objectives

OUTPUTS – STUDENT RESULTS, STUDENT FEEDBACK, ETC.

- Outputs – what were the results of the assignment?
 - Student responses
 - Student levels of performance
 - Student questions – any confusion?

What can be improved to better link inputs and outputs?
Focus today = review assignment and go backward

ANALYSIS QUESTIONS

- **Results:** How did students perform on this assessment/assignment?
- **Preparation:** How did you lay the groundwork with course resources/ experiences?
- **Communication/Directions:** How did you communicate & explain what you wanted them to do in this assignment?
- **Linked to Learning Outcomes:** How did you link your learning outcomes/objectives to guide students to accomplishing what you hoped in this assignment?



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 BY YOURSELF

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 9.

SHARE IN LARGE GROUP

What did you discover during your individual
worktime?

PAIR BREAKOUT INSTRUCTIONS

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



- Total time 10 minutes, five minutes for each to be “instructor”
- During first five minutes, Person One is the instructor, Person Two is the student. Then during the second five minutes, switch roles.
- 1. **Instructor:** Share one particular set of instructions for an assignment.
- 2. **Student:** Give feedback about your understanding of what the instructions are asking you to do.
- 3. **Instructor:**
 - Does student understanding match your hopes?
 - What else might the student need to know? Where is that in the course?

SHARE/DEBRIEF



- What did your partner notice that you missed?
- 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?

DEEPER REFLECTION



Reviewing your assignment, and listening to a student's thoughts. How well did you

Describe what students need to know (what knowledge) and use (what skills)?

Describe the **tools** they might need to use?

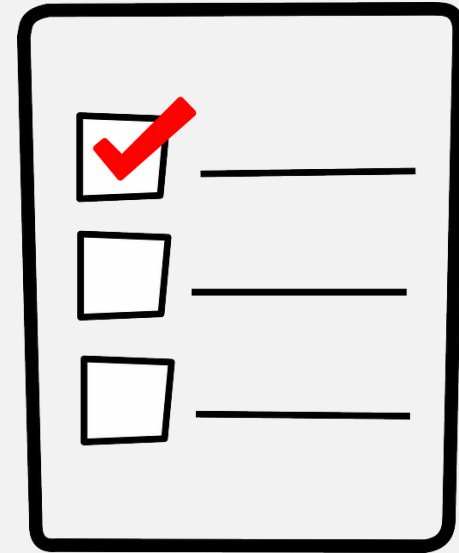
Describe the **rules** of the game?

Speak to what you **assume** they should know?

ALIGNMENTS & 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: EVALUATE ALIGNMENT

Evaluate the Alignment of this Sample
Objective/Content/Activity/Assessment:

- What suggestions do 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?

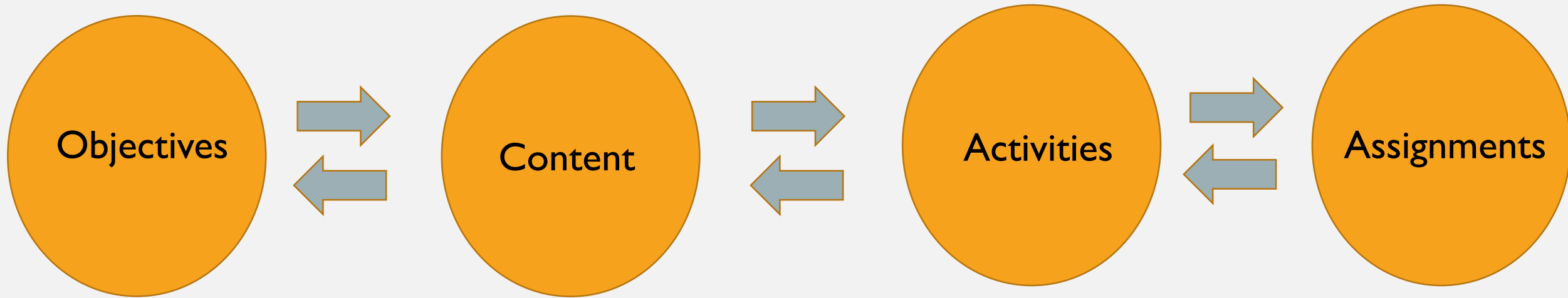
Passive

Active

HOW CAN WE GET STUDENTS THERE?

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

Summary: Pathway to a Refreshed Syllabus and Course



WRAP UP/TAKEAWAYS/QUESTIONS

What did you hear today that you want to use this summer to revise your course?

Thank you for attending today!