



Course (re)Design Essentials: Strategies and Next Steps

December 2020



McGill

Teaching and
Learning Services



This session is being recorded

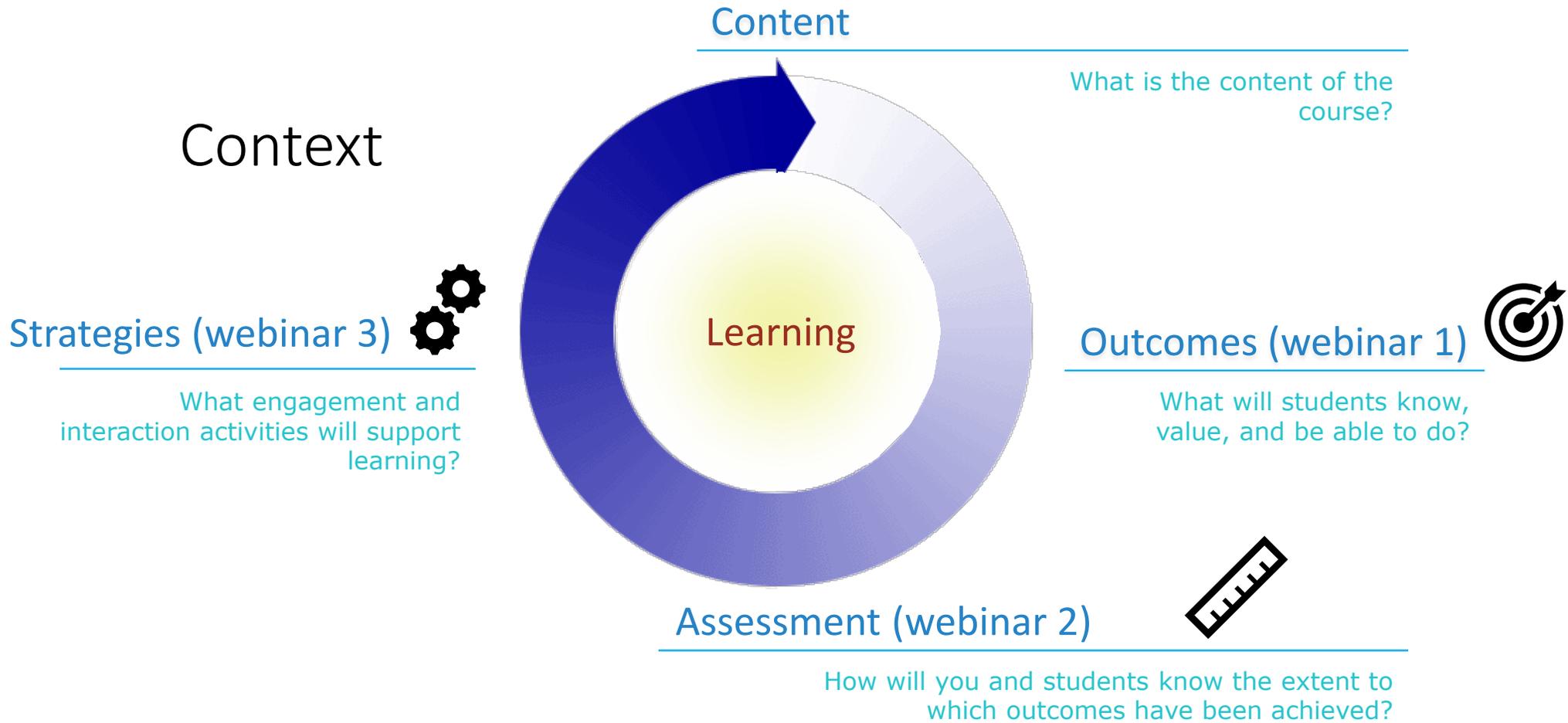
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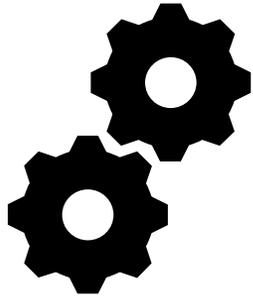
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SESSION OUTCOMES



- Explore key ideas that can inform your choice of instructional strategies
- Identify strategies that help students practice and get feedback so they can successfully complete their course assessments



Q. How can students practice and get feedback so they can successfully complete their course assessments?

A. Strategies: a bridge between learning outcomes and assessments





What is one instructional strategy that you have found works well in remote teaching?



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About learning

Students learn best when they ...

- Understand the purpose and value of the learning experience
- Practice what they are learning and receive feedback
- Reflect on their learning process

(Angelo & Cross, 1993; Chickering & Reisser, 1993; Ewel, 1997; Felder & Brent, 2003; Ramsden, 1992; Walvoord, 2010; Weiman, 2007; Weimer, 2013)

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Individual Reading: Exploring Key Ideas



Individual reading

Consult pp. 8-13 of the resource document:
Read your choice of two-three of the “Seven key ideas when exploring instructional strategies”



Minute paper

Select one key idea you would like to discuss further with colleagues.

- Why did you choose this key idea?
- How would you put it into practice?



Let's Talk it Through!



In small groups, discuss why you chose this key idea and how you might implement it.



Web resource: Instructional Strategies to engage students in learning

 Remote adaptation: Possible in myCourses
Discussions and Zoom



How do I ensure that
students come to class
prepared?

Class Preparedness



How do I encourage
discussion and get
students to ask good
questions?

Discussion Generation



How do I move away from
traditional lectures and
engage students in course
content?

Interactive Lectures



How do I set up groups and
integrate group work and
teamwork into my classes?

Group Work



How do I get students to
approach problem-solving
in a creative way?

Problem-Solving



How do I get students to
apply their learning to
situations outside the
classroom?

Knowledge Application



Alignment in practice:

What strategies could bridge this learning outcome and assessment?



Strategies

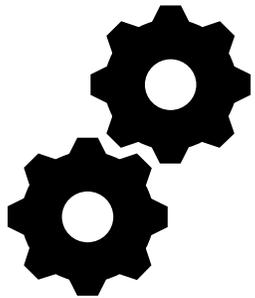
Learning outcome:

Students will be able to apply theoretical concepts to real-world problems.

Assessment: Take-home exam

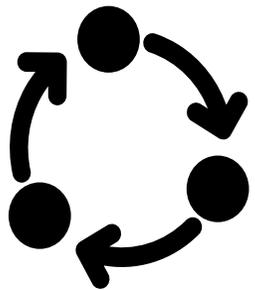
Students are given three scenarios that illustrate current societal problems. They are asked to explain the scenarios through the lens of a theory discussed during the course.

OUTCOMES



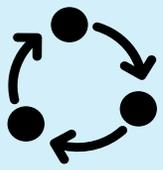
Strategies

- Explore key ideas that can inform your choice of instructional strategies
- Identify learning-centered strategies that help students prepare to successfully complete their course assessments



CDE

- Describe learning-centered course design principles and strategies
- Apply these principles and strategies to the (re)design of your course by developing a course plan with identified ...
 - Learning outcomes
 - Assessments
 - Instructional strategies (including technology tools)



Exercise 4 and Your Course Alignment Plan

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COURSE DESIGN ESSENTIALS RESOURCE DOCUMENT

COURSE ALIGNMENT PLAN WORKSHEET

⚠ Remember to save your changes when filling in this PDF

Course name and code:

Learning outcomes (LOs)

What is most important for students to have learned upon completion of your course? What do you want students to know, value, and be able to do?

Learning outcomes	Major assessments	Strategies, including low-stakes assessments, to prepare students for major assessments	Learning technologies (McGill-supported)
LOs can be associated with multiples assessments	What types of formal assessment methods (assignments and exams) will allow you and students to see whether the learning outcomes have been achieved?	What learning activities will students engage in as they work toward achieving the learning outcomes?	Which <u>tools</u> will support the implementation of the assessments and learning activities?

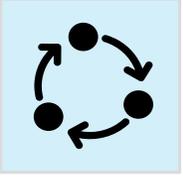


Daily connection opportunity (2:30-3:30pm)

Connect with other participants and TLS facilitators

- pose questions
- share ideas
- refine your plans for developing your course

These sessions are **strongly recommended**.



What is your next step as you prepare to teach in the Winter term?

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McGill

Teaching and
Learning Services

Getting Ready for Winter '21

Remote Teaching Prep Weeks

December 8th – 18th

mcgill.ca/tls/events



References

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