DEPARTMENT OF
TEACHING AND LEARNING SUPPORT SERVICES
Institute for Teaching and Learning Excellence

Designing College Courses

Notes prepared by Dr. Kristi Dickey & Dr. Gina Morris

Why is thinking about course design important in the age of AI?

_____

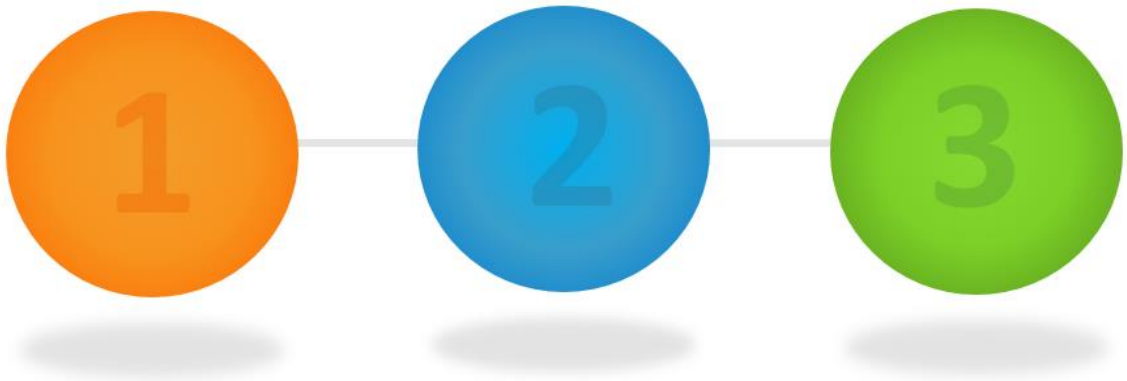
_____

_____

_____

_____

Backward Design Planning: Three-Part Process



Teaching Considerations

1. Outcomes _____
2. Evidence _____
3. Experiences _____
4. Misconceptions _____

Identify Desired Results

What do I want students to know, be able to do, and care about by the end of this course?

Write at least one course outcome.

_____

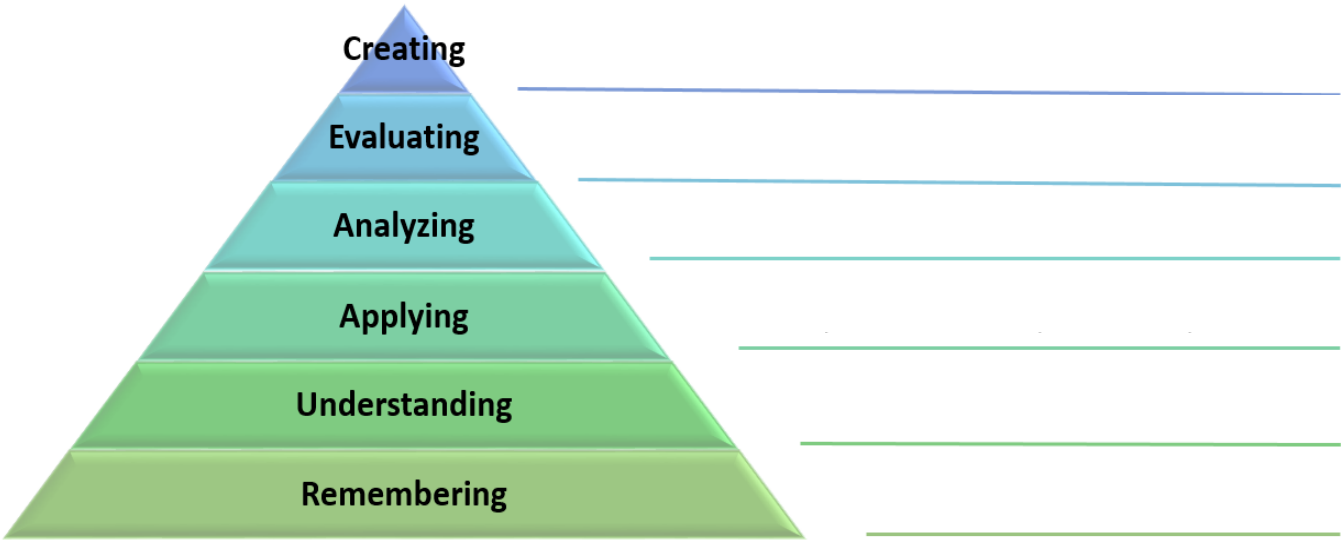
_____

_____

_____

_____

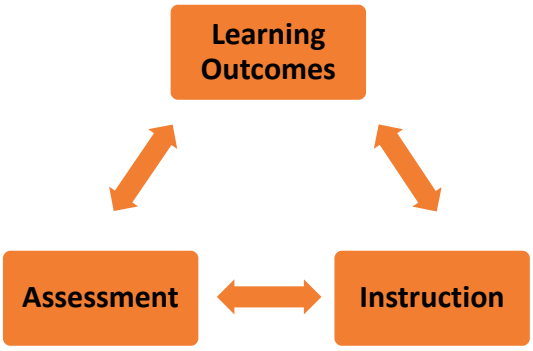
Bloom's Taxonomy



Determine Acceptable Evidence

Brainstorm a list of assessment tasks:

Alignment



Quick Write

- Consider one of the overarching outcomes for your course.
- Think about the assessment task that measures this particular outcome.
- Brainstorm the types of in-class and out-of-class activities that students will do that prepare them to be successful on the assessment task.
- Consider what type of feedback you will offer to fill in any gaps of learning.

Plan Learning Experiences and Instruction

How will students practice with instructor support?

Table 11.1 Teaching Methods Found to Be Effective for Helping Students Achieve Different Learning Outcomes

Outcome Method	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Cognitive Development	Shift in Models
Lecture	X							
Interactive lecture	X	X	a	a	a	a	a	
Recitation	X	X						
Directed discussion		X	a	a	a	a	a	a
Writing/speaking exercises		X	X	X	X	X		
Classroom assessment techniques		X	X	X		X		
Group work or learning		X	a	a	a	a	a	
Student-peer feedback		X		X		X		
Cookbook science labs		X	X					
Just-in-time teaching	X	X						X
Case method			X	X	X	X	X	
Inquiry based or inquiry guided	X[b]	X	X	X	X	X	X	X
Problem-based learning	X[b]		X	X	X	X	X	
Project-based learning	X[b]	X	X	X	X	X		
Role plays and simulations		X	X	X		X		X
Service-learning with reflection			X	X	X	X		X
Fieldwork/clinicals	X		X	X	X	X	X	X

NOTE: An X indicates this method can help students achieve this learning outcome if the method is properly implemented to serve this outcome. Poor implementation or implementation for other ends may mitigate against students' achieving the outcome.
[a]Depends on the lecture-break tasks, the discussion questions, or the group tasks assigned.
[b]The knowledge acquired may be narrowly focused on the problem or project.

The Big Picture