

# CTLT Course Design Intensive Schedule

Facilitators: Jessica Earle-Meadows, Judy Chan, and Cindy Underhill

<p><b>Monday, May 30:</b> 845AM-430PM Seminar Room 2.22</p> <p><b>Building a Context: Starting With the “Why?”</b></p>	<p><b>Wednesday, June 1:</b> 845AM-430PM Seminar Room 2.22</p> <p><b>Defining the “What”: Aligning Outcomes, Evidence &amp; Assessment</b></p>	<p><b>Friday, June 3:</b> 845AM-400PM Chilcotin 256</p> <p><b>Exploring the “How”: Possibilities for Engagement</b></p>
<p><b>845AM-900AM - Breakfast and Sign-in</b></p>	<p><b>845AM-900AM - Breakfast and Sign-in</b></p>	<p><b>845AM-900AM - Breakfast and Sign-in</b></p>
<p><b>Welcome, CDI Overview, Day 1 Agenda</b></p>	<p><b>Welcome, <b>Review Feedback</b>, Day 2 Agenda</b></p>	<p><b>Welcome, <b>Review Feedback</b>, Day 3 Agenda</b></p>
<p><b>Learner Centered Course Design Approach</b></p>	<p><b>Debrief Pre-Work on Learning Outcomes and Iterative Design</b></p>	<p><b>Avoiding the “Easy Button” - Exploring Active Learning</b></p>
<p><b>Design Feedback Group</b> Feedback agreements and discussion about group work.</p>	<p><b>Alignment and Authentic Assessment</b></p>	<p><b>Learning Challenges</b></p>
<p><b>Lunch</b></p>	<p><b>Lunch</b></p>	<p><b>Lunch</b></p>
<p><b>Design for Understanding</b></p>	<p><b>Design Feedback Group: Alignment and Assessment continued</b></p>	<p><b>Design Feedback Group Share Backs: Course Designs In Progress</b></p>
<p><b>Plan Your Course:</b> Big ideas and priorities</p>	<p><b>Assessment continued</b></p>	<p><b>CDI Wrap-Up and Summative Assessment of CDI</b></p>
<p><b>Formative Assessment and Wrap up of Day 1</b></p>	<p><b>Formative Assessment and Wrap-Up of Day 2</b></p>	

## CDI Learning Outcomes

Over the three days you will be working to envision your course from a learner's perspective and design the components of a course plan that can be further developed and used to create a learning centered course syllabus.

By reflecting on your course and engaging with your peers and with the course activities, you will have an opportunity to achieve the following outcomes:

1. *Approach the design of your course from a learning centered orientation.*
2. *Apply principles of alignment* to develop learning outcomes and select aligned assessment methods and learning activities.
3. *Assess various learning activities and technologies* for their value in supporting the learning outcomes you have developed and propose how they may be incorporated into your course design.
4. *Engage in peer learning* as a means of enhancing your teaching practice and student learning.

In course design, as with other design practices, form follows function. The function or purpose of a well designed course is to support learning. Effective course design follows from that function and is a process of identifying the essential understandings at the heart of the course and then aligning learning outcomes, assessment approaches and learning resources and experiences to guide learners toward enduring understanding. Learner-centered course design considers how the course may be experienced from a learner's perspective and plans accordingly.

Beyond the outcomes that have been defined for the course, we hope the "enduring understanding" that will remain with you is that *course design both influences and is influenced by learning.*