**June 2015 CDI**

19 Respondents

**What is your goal in attending the Course Design Intensive?  Please tell us three things you'd like to achieve at the Intensive.**

To finalize a new course, improve current design of a course, or get feedback **x 10**

Learn new and innovative technologies – (Connect, flipped, blended, flexible, webinars, videos and interactive tools, integration of online & f2f) **x 10**

Increase interactivity/student engagement – (group-based, case-based) **x 9**

Share experiences and learn from colleagues/feel revitalized **x 7**

Understand effective curriculum design **x 5**

Learn how to layout a course with aligned learning objectives, syllabus, readings, resources, assignments and class exercises **x 4**

Strategies and best practices for establishing a flipped classroom **x2**

Become a more effective teacher **x 1**

Get ideas on how to set up a seminar – questions/assignments **x 1**

Learn ethics and copy right of using other work in lectures **x 1**

Be better equipped to meet the needs of students – ESL, lacking in background in subject area, those unprepared for class **x 1**

Learn about the theory behind blended learning **x1**

**Is there anything else you'd like to tell us about your course?**

Full-term Project-based learning - groups of 4 students

Class time limited – looking for diverse ideas about flipping **x 3**

Seeking ideas on collaboration, blogs, interactive tools, webinars

International students with limited background in focus area

Offered mid-way through a graduate professional program

Critical university prep course for students new to post-secondary. Desire to expand program to add business math component.

First time offered

The class size is expanding - need new tricks to keep sense of camaraderie and individual learning

Dual agenda of promoting meta-cognition for students & create assessment items for the Faculty

Want balance of theory & action

One-week course = 12 hours lecture time, 3 hours tutorial/integrated activities and 1 non-instructional day

Want to make it more interactive and interesting **x 3**

Seminar format

Cross disciplinary application - critical thinking course

Dental Faculty are trying to switch the course from its traditional model to a Flipped Classroom model

Need to be refreshed about teaching methods (haven’t taught in several years)

Will not rely on a textbook. I want to find meaningful activities to support student learning at home.

**Is there any burning question about course design that you'd like to have answered at the Intensive?**

How to design a course to ensure that my students are able to apply the taught methodologies?

How to make flipped classes more interactive and not overwhelming? **x 2**

How to meet needs of ESL learners? How to rely less on CONNECT in this regard?

How to be more interactive and spend less time lecturing? How to increase student application time i.e. student thinking like a clinician?

How to connect evaluation to classes and leaning objectives?

How to use group to promote individual learning, on-line and face to face?

How to set up and lead a discussion based seminar?

How to go "no-lecture"?

**Have you designed a course before?**

Yes - 18

**What is it Academic?**

Yes – 16

**Credit?**

Yes -14

**Blended, mixed-mode or hybrid?**

Yes - 6

**Non-credit?**

Yes – 5

**Face-to-face**

Yes – 4

**Community-based?**

Yes - 2

**Fully Online?**

Yes - 1

**What is the name of the course you will be designing?**

Qualitative Research Methods

Block Cave systems

Academic Writing

FOOD 512

AUDI 576 Topics in Fluency Disorders

Introduction to Post Secondary Studies and the Aboriginal Management Program

Metadata During the Records Lifecycle Records and Information Governance IT Security, Information Assurance and Risk Management

AUDI 520 Phonological development, assessment and intervention

Thinking about Dentistry

Hearing Science, AUDI 514

Feminist Theory

Medication Management - Fluids and Lytes

Performance Planning

Occupational Based Assessments

Seminar on Autonomous Vehicles & Urban Form

English 300: Child Soldier and the Movies

Business Communication

Integrated Management Program - a 5-day intensive course

Fundamental Medical Sciences for Dental Students

Curriculum Instruction and Design

Introduction to Management Information Systems

Ecosystem restoration

Introduction to Statistics for Research in Education

Conversational Italian

**When will it be offered?**

Sept. 2015 - 13

Jan. 2016 – 8

July 2015 - 1

**Where?**

Within department or UBC

Online full/partial **x 2**

Vancouver Community College

**What institution or type of institution?**

18 replies associated with a university context/UBC.

1 @ VCC

**Context – larger program**

All but one of the replies indicates course is part of a larger program – ranging from a 4 month certificate program to grad degree or first year course

New program

**Departments**

Sauders x 4

Ch’nook Program

Law and Business Division Sauder

Sauder School of Business

Land & Food Systems x2

Audiology & Speech Sciences x 3

Medicine

Mining Engineering

Educational Studies

Vantage

School of Library, Archive and Information Systems SLAIS

Dentistry

Anthropology & Sociology

Pharmaceutical Science

Kinesiology

Occupational Therapy OSOT/Medicine

School of Architecture

Interdisciplinary Studies Graduate Program ISGP/Faculty of Arts

Centre for Instructional Development – VCC

Educational and Counselling Psychology and Special Education

French, Hispanic and Italian Studies

**How long have you been teaching?**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3 years | 6 years | 7 years | 1 year | 4 years | 15-20 years | 2 years | <1 year | 10-15 years |
| 4 | 4 | 4 | 3 | 3 | 3 | 2 | 1 | 1 |

**What disciplines/fields have you taught in, or will you be teaching in?**

Microbiology

Biology

Qualitative research methodology

Mining Engineering

Educational Studies

English as a second language

Research

Writing

Formal Debate

Food Science

Speech-Language Pathology and Audiology

Business

Aboriginal Business

Executive Education

Library Science

IT Security and Management

Information Systems

Speech therapy

Mathematics

Mathematics education

Dentistry

Speech and Hearing Sciences

Research Methods and Statistics

Cognitive Psychology

Anthropology

Sociology

Pharmacy Case-based learning

Exercise Physiology

Active Health

Coaching Science

Occupational Therapy Rehab

Structural design for architects

Architectural design

English

Business Communication

Business Management

Business Leadership

Fundamental Medical Science Clinical Dentistry

ABE Literacy Criminology Teaching and Learning

Forestry ecology agroforestry soil processes ecosystem restoration

Statistics for Research in Education

Italian language and culture (Hebrew)

**Types of settings taught in**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Classroom | Lab | Lecture  Theatre | Community  Setting | Tutorial | Seminar | Online | Studio |
| 18 | 13 | 13 | 7 | 3 | 2 | 2 | 1 |

**Class Size**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 10-24 | 25-39 | 40-59 | 100+ | 60-99 | 5-10 |
| 10 | 11 | 8 | 5 | 3 | 3 |

**What types of teaching and learning activities have you used?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lecture | Discussion | Presentation | Tutorials | Audio/Visual | Small Group | Case Study |
| 19 | 18 | 18 | 13 | 14 | 15 | 12 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Interactive Lecture | Questioning | Journals | Lab | Problem-based | Problem Solving | Debate | Think-pair-share |
| 14 | 11 | 9 | 10 | 10 | 10 | 9 | 6 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fieldtrips | Panels | Role Play | Team-based | Clickers | Community service | Concept Maps | Jigsaw  Expert Groups | Other  (play, art) |
| 7 | 5 | 8 | 5 | 5 | 3 | 3 | 3 | 1 |