

# CTLT Course Design Intensive Schedule

Facilitators: Judy Chan, Gillian Gerhard, Sue Hampton with John Vigna

Monday, June 18 8:45AM-4:30PM Orchard Commons, room 3018  Building a Context: Starting With the “Why?”	Tuesday, June 19 9am-4pm  IBLC 185	Wednesday, June 20 8:45AM-4:30PM Orchard Commons, room 3018  Defining the “What”: Aligning Outcomes, Evidence & Assessment	Thursday, June 21 9am-4pm  CTLT Seminar Room 2.22, IBLC	Friday, June 22 8:45AM-4:00PM Orchard Commons, room 3018  Exploring the “How”: Possibilities for Engagement
8:45AM-9:00AM - Breakfast and Sign-in	Working Space	8:45AM-9:00AM - Breakfast and Sign-in	Working Space	8:45AM-9:00AM - Breakfast and Sign-in
Welcome CDI Overview Day 1 Agenda	9:30-11am	Welcome Review Feedback Day 2 Agenda	10am -noon	Welcome Review Feedback Day 3 Agenda
Learner Centered Course Design Approach	Consults & Feedback (optional)	DFG: Feedback on learning outcomes	Consults & Feedback (optional)	DFG: Feedback on alignment
Design Feedback Group (DFG) Group agreements and feedback discussion		Outcomes, Evidence & Alignment		Learning Challenges & Learning Plans
Lunch		Lunch		Lunch
Design for Understanding & Course Mapping	12-1:30 pm  Consults & Feedback (optional)	Promising Assessment Techniques	1-3pm  Consults & Feedback (optional)	DFG: Reporting out course designs In progress
DFG: Feedback on Big ideas and priorities		DFG: Feedback on Alignment & Assessment		CDI Wrap-Up and Summative Assessment of CDI
Formative Assessment and Wrap up of Day 1		Formative Assessment and Wrap-Up of Day 2		

## 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 learner-centered course.

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 learner-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.*