

CTLT Course Design Intensive Schedule

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

Monday, June 18	Tuesday, June 19	Wednesday, June 20	Thursday, June 21	Friday, June 22
8:45AM-4:30PM Orchard Commons, room 3018 Building a Context: Starting With the “Why?”	9am-4pm IBLC 185	8:45AM-4:30PM Orchard Commons, room 3018 Defining the “What”: Aligning Outcomes, Evidence & Assessment	9am-4pm CTLT Seminar Room 2.22, IBLC	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 Consults & Feedback (optional)	Welcome Review Feedback Day 2 Agenda DRG: Feedback on learning outcomes	10am -noon Consults & Feedback (optional)	Welcome Review Feedback Day 3 Agenda DRG: Feedback on alignment
Design Response Group (DRG) Group agreements and feedback discussion	Working Space	Outcomes, Evidence & Alignment		Instructional Strategies, Learning Plans & Alignment
Lunch		Lunch		Lunch
Design for Understanding & Course Mapping	12-1:30 pm Consults & Feedback (optional)	Promising Assessment Techniques	1-3pm Consults & Feedback (optional)	DRG: Reporting out course designs In progress
DRG: Feedback on Big ideas and priorities	Working Space	DRG: 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*.