

# CTLT Course Design Intensive Schedule

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Monday, December 5th: 845AM-430PM Chilcotin 256	Wednesday, December 7th: 845AM-430PM Chilcotin 256	Friday, December 9th: 845AM-400PM Chilcotin 256
Building a Context: Starting With the “Why?”	Defining the “What”: Aligning Outcomes, Evidence & Assessment	Exploring the “How”: Possibilities for Engagement
845AM-900AM - Breakfast and Sign-in	845AM-900AM - Breakfast and Sign-in	845AM-900AM - Breakfast and Sign-in
Welcome, CDI Overview, Day 1 Agenda	Welcome, <b>Review Feedback</b> , Day 2 Agenda	Welcome, <b>Review Feedback</b> , Day 3 Agenda
Learner Centered Course Design Approach	Debrief Pre-Work on Learning Outcomes	Exploring Active Learning and Learning Challenges
Design Feedback Group Feedback agreements and discussion about group work.	Alignment and Authentic Assessment	Guest Instructor
Lunch	Lunch	Lunch
Design for Understanding and Guest Instructor	Design Feedback Group: Alignment and Assessment continued	Design Feedback Group Share Backs: Course Designs In Progress
Plan Your Course: Big ideas and priorities	Assessment continued	CDI Wrap-Up and Summative Assessment of CDI
Formative Assessment and Wrap up of Day 1	Iterative Design, 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 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.*