SOU Curriculum Design Academy 2015-2016
Integrated Course Design Process Summary

The following worksheet describes the steps recommended by L. Dee Fink to create significant learning experiences through an integrated approach to course design. See **Idea Paper - Integrated Course Design** for details about each step.

Design Phase 1 (January 2016)

1A. Conduct preliminary analysis using your CDA Initial Program Analysis in your CDA folder.
1B. Give careful consideration to a variety of SITUATIONAL FACTORS. (Include a description of the top 3 in your proposal (Step 1D below). Use the list in your **CDA Initial Program Analysis** document for reference. Note that we'll also revisit your situational factors during Step 5 below to answer the question, "How were the top three situational factors addressed by the course design?"

1. What is the special instructional challenge of this particular course?
2. What is expected of the course by students? By the department, the institution, the profession, society at large? Additional detail: Specifically address University Studies outcomes, program outcomes.
3. How does this course fit into the larger curricular context?

1C. Complete your research plan *draft* using the Research Plan form in your CDA folder.
1D. Complete your CDA proposal *draft* using the Proposal Form in your CDA folder.

The final version of the proposal and research plan are to be completed and used for review and comment by other instructors in the program, especially those who will be teaching the course. Note that the research plan has to have been completed before data collection begins, even for baseline.

Design Phase 2 (March-May)

2. Identify SIGNIFICANT LEARNING GOALS and choose the top 3.

These are not necessarily the same as learning outcomes, which are normally considered at the end of a course. Learning goals are identified in the context of the following question:
> *What kinds of learning experiences would help your students effectively apply what they've learned a year or two from now?*

Use the the **Significant Learning Goals worksheet** in your CDA folder to brainstorm significant learning goals (see more about the taxonomy to use at **Significant Learning Goals**).

3. Design ASSESSMENT (BACKWARD-LOOKING & FORWARD-LOOKING) for the top three significant learning goals.

What will the students have to do, to demonstrate that they have achieved the significant learning goals (as identified in Step 2 above)? See **Feedback and Assessment** for more information on design.

1. Backward-looking assessment answers the question: *Did they 'get it'?*
2. Forward-looking assessment answers the question: *Will they be able to apply it?*

4. Develop TEACHING & LEARNING ACTIVITIES that lead to significant learning experiences.

Use **active learning** instructional strategies to create:

1. *Rich learning experiences* in which students achieve several kinds of significant learning simultaneously
2. Opportunities for *in-depth reflective dialogue*

Remember the Power and Limits of Lecture as you design your learning activities.

Based on your work in Steps 2-4 above, fill out a **Teaching and Learning Activities Worksheet** for each significant learning goal (you will find these in your CDA folder). **Remember to include both backward-looking assessment (similar to traditional learning outcomes assessment) AND your forward-looking assessment.**

5. Verify COURSE INTEGRATION/ALIGNMENT & develop COURSE DESIGN REVIEW CRITERIA.
Teaching and learning activities are assembled into an interdependent sequence of learning activities, and a coherent course structure. (Ensure that the situational factors are addressed, the proposed assessments address all significant learning goals, all teaching and learning activities developed during this initial phase of course design are related to goals, and the course flows in dynamic and engaging ways.) With CIS, develop criteria for course design review in Phase 5.

Note: the **Idea Paper - Integrated Course Design** gives helpful details on Step #5. *Draft* an **Activity Sequencing Diagram** for your course (to be found in your CDA folder) (see Instructions for Completing Activity Sequencing Diagram).

To summarize, at the end of Phase 2, you will have completed the following documents:

● Teaching and Learning Activities Worksheet for each of three significant learning goals (to be used for program review)
● *Draft* of the Activity Sequencing Diagram

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Design Phase 3 (May) [slipped to June 9]

1. Create a THEMATIC STRUCTURE for the course(s).

2. Select or create a TEACHING STRATEGY.

3. INTEGRATE the course structure and the instructional strategy.

4. Select TEXTBOOK based on the above.

At the end of Phase 3, you will have completed a full, coherent *draft* of the course design, including:
- Final version of Project Proposal (to be used for program review)
- Draft Three-Column Course Assessment Plan (TEMPLATE - each program has a copy within their folder)
- Draft Teaching and Learning Activities Worksheets (TEMPLATE - each program has a copy within their folder)
- Draft Activity Sequencing Diagram (Step 5 - Instructions)
- Draft Course Design Overview

Design Phase 4 (June 15, with Hard deadline: June 30 (SLIPPED TO 7/8/16)

1. Finalize detailed assessment plan.

2. Complete learning activity design based on the assessment plan.

3. Debug possible problems.

4. Develop course syllabus.

~~5. Complete research plan.~~ Moved to Phase 5

6. Complete course design reviews (Chair and other program faculty, Center for Instructional Support, University Studies Division Director, University Studies Committee, and if learning outcomes modified, Curriculum Committee).

At end of Phase 4, the final course design packet be completed, reviewed and approved as described above. Contents of the final course design packet are:
- Final Three-column Assessment Plan
- Final Teaching and Learning Activities Worksheet for each of the significant learning goals (to be used for program review)
- Final Activity Sequencing Diagram
- Final Course Design Overview
    - How top three situational factors (identified as part of your Initial Program Analysis) addressed
    - How were outcome alignment factors addressed?

Revised 7/21/16 to show need to coordinate CDA and other research projects

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- Course syllabus
- ~~Final Research plan~~

Design Phase 5 (Hard deadline: September 15)

1. Develop research plan **(CDA research must be coordinated with Re-Imagining the First Year research, and take advantage of Bridge Program research).**

2. Build and fine tune course.

3. Develop multimedia and learning aids.

4. Create Moodle site.

5. Design and deliver faculty development for any non-CDA instructors. (Note: Required CDA workshop for all instructors using the new course design framework, to be scheduled in early September, with stipend for attendance).

Phase 6 - Course Delivery & Testing (Fall Term 2016)

Phase 7 - Course Evaluation Fall - Winter 2017

Final Report Due - Spring 2017

Revised 7/21/16 to show need to coordinate CDA and other research projects