Example of a Course Outline

01. Course Introduction
- ▶ Welcome
- 📖 What you will learn in this course

02. Module 1
- ▶ Intro Video
- 📖 Further readings
- ▶ Practice n.1
- ☰ Quiz n.1

02. Module 1
- ▶ Intro Video
- 📖 Further readings
- ▶ Practice n.2
- ☰ Quiz n.2

... ...

04. Final Words
- ? Exams
- 📄 Download the presentations
- 📖 Discuss
- 📄 Self-reflection sheet
- ✎ Let us know your experience!

Course Design For College Teachers

Laurie Richlin

Course Design For College Teachers:

    Course Design for University Lecturers Allen Horace Miller,1987 This book is a guide for university and college lecturers who have no formal training in education It presents the basic theories of effective teaching and learning in a clear logical form and gives examples from university and college courses in a number of countries The book attempts to answer the following questions and in so doing provide a framework for course design and allow lecturers to evaluate their own programs Why is this course being taught What new knowledge skills or attitudes do I expect my students to develop during this course What levels of knowledge or skills do I expect in students when they enrol in this course For students to develop the attributes listed above what experiences do I need to provide for them during this course Assuming equivalent backgrounds on entry will all students benefit from essentially the same experiences in the course If students need to be offered a range of experiences what variation is possible given restraints on resources What resources are available for teaching this course Given the purposes of this course and the type of subject matter being learned is there a logical order for the treatment of topics How will I know whether this course is progressing satisfactorily How will I know whether this course has been successful and whether certain changes would improve it for future groups of students   Designing Courses For Higher Education Toohey, Susan,1999-05-01 This book focuses not on teaching techniques but on the strategic decisions which must be made before a course begins It provides realistic advice for university and college teachers on how to design more effective courses without underestimating the complexity of the task facing course developers and offers course designers both an understanding and a framework within which to clarify their own teaching purposes   **Course Design for College Teachers** Lawrence Allen Lovell-Troy,Paul Eickmann,1992   *Best Practices in Designing Courses with Open Educational Resources* Olena Zhadko,Susan Ko,2019-12-05 Best Practices in Designing Courses with Open Educational Resources is a practical guide that assists faculty and institutions looking to adopt and implement open educational resources OER and to foster meaningful effective learning experiences through the course design process Chapters loaded with tips case examples and guidance from practitioners advise readers through each step necessary for sustainable OER initiatives from preliminary planning and course redesign through teaching learning and faculty development Written by two authors with direct experience in training higher education professionals to use OER this is a comprehensive resource for faculty instructional designers course developers librarians information technologists and administrators hoping to rethink and refresh their curricula by moving beyond traditional textbooks An authors website expands the book with resources templates and examples of implementation models including faculty development workshop OER materials that can be adopted by readers   The Art and Craft of College Teaching, Second Edition Robert Rotenberg,2010-05-15 This book is unusually good Clear comprehensive and immediately useful it should be read by every faculty member and department chair Peter Seldin Pace University Book Jacket   **Blueprints for Course Design** Jennifer L. Booth,John D. Harvey,Melina W.

Rabon,2025-11-04 Blueprints for Course Design incorporates multiple elements of educational theory and practice to create a comprehensive set of blueprints for the design planning and delivery of courses It challenges educators in a variety of disciplines to understand appreciate and adopt a learning centered approach to higher education that focuses on learners and helps them achieve measurable growth in content character and competence The ultimate goal is to nurture holistic transformation in the lives of individuals who participate in the process of learning **Effective College and University Teaching** William Buskist,Victor A. Benassi,2011-10-26 This is a very exciting project a part from being helmed by two exemplary teachers there is a strong line up of authors This will be the most up to date book of its kind as it takes the perspective of educating GTA supervisors and is not just a tips book Regan A R Gurung University of Wisconsin Green Bay Using empirical research Effective College and University Teaching gives faculty and graduate teaching assistants GTAs effective strategies and tactics for pursuing excellence in their teaching be it in the classroom or online Whereas the majority of books on college and university teaching are how to books this volume provides both the rationale and a detailed guide for how to use these practices and teach them to others Written by leading scholars and master teachers this book outlines reviews and discusses best practices for becoming an effective undergraduate teacher Aimed at the professional development of professors and graduate students this text provides full coverage of those topics central to effective teaching practices such as developing a teaching philosophy becoming an ethical teacher and fostering active learning in the classroom **Handbook of Procedures for the Design of Instruction** Leslie J. Briggs,Walter W. Wager,1981 Abstract A handbook for instructors students and practicing instruction designers provides procedures and information concerning the design of print or non print instructional materials including information tests performance objectives how to do it applications examples exercises and answer keys Topics include instruction design basics determining needs objectives priorities resources and constraints for selecting an instruction based delivery system guidelines for defining and writing objectives procedures for organizing the course the study unit and the lesson a discussion of factors influencing media selection the design of lessons and materials student learning assessment a formative evaluation strategy and the evaluation of the instructor s training Information tests and exercises accompany most of the 12 chapters Numerous illustrations and examples are given throughout the text wz *Cross-Cultural Design. Applications in Arts, Learning, Well-being, and Social Development* Pei-Luen Patrick Rau,2021-07-03 The three volume set LNCS 12771 12773 constitutes the refereed proceedings of the 13th International Conference on Cross Cultural Design CCD 2021 which was held as part of HCI International 2021 and took place virtually during July 24 29 2021 The total of 1276 papers and 241 posters included in the 39 HCII 2021 proceedings volumes was carefully reviewed and selected from 5222 submissions The papers included in the HCII CCD volume set were organized in topical sections as follows Part I Cross cultural experience design cross cultural product design cultural differences and cross cultural communication Part II Culture arts and creativity culture learning and

well being social change and social development Part III CCD in cultural heritage and tourism CCD in autonomous vehicles and driving CCD in virtual agents robots and intelligent assistants   Developing High-Impact Course Design Institutes Jordan D. Troisi,Michael S. Palmer,Mary C. Wright,Lori A. Hostetler,Carol A. Hurney,2025-02-17 Drawing on the authors extensive experience and robust survey data this critical resource unpacks the inner workings of one of the most powerful mechanisms for improving teaching and learning in higher education the course design institute CDI CDIs are intensive often multi day facilitated experiences where instructors design or redesign a course based on learning focused and equity minded teaching and learning principles This resource offers a comprehensive introduction to CDIs discussing both key elements and why they are worth the time and investment to design implement and assess The chapters cover the values structures and approaches that designers use to develop CDIs along with evidence of their transformative impact on instructors and institutional teaching cultures The book also provides institutional leaders the rationale and evidence needed to support investment decisions Developing High Impact Course Design Institutes is a playbook providing educational developers with the critical background knowledge and vetted direction needed to launch or refine their own CDIs   Creating Significant Learning Experiences L. Dee Fink,2003-06-17 Dee Fink poses a fundamental question for all teachers How can I create courses that will provide significant learning experiences for my students In the process of addressing this question he urges teachers to shift from a content centered approach to a learning centered approach that asks What kinds of learning will be significant for students and how can I create a course that will result in that kind of learning Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction He takes important existing ideas in the literature on college teaching active learning educative assessment adds some new ideas a taxonomy of significant learning the concept of a teaching strategy and shows how to systematically combine these in a way that results in powerful learning experiences for students Acquiring a deeper understanding of the design process will empower teachers to creatively design courses for significant learning in a variety of situations   **Blueprint for Learning** Laurie Richlin,2006 This book familiarizes readers with course design elements enables them to understand themselves as individuals and teachers know their students adapt to the learning environment design courses that promote deep learning and assess the impact of the teaching practices and design choices they have made She provides tools to create a full syllabus offers guidance on such issues as framing questions that encourage discussion developing assignments with rubrics and creating tests The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas   *The Complete Step-by-Step Guide to Designing and Teaching Online Courses* Joan Thormann,Isa Kaftal Zimmerman,2015-04-26 In this valuable resource experts share deep knowledge including practical how to and preventive trouble shooting tips Instructors will learn about course design and development instructional methods for online teaching and student engagement and community building techniques The book contains successful teaching strategies guidance for

facilitating interactions and responding to diversity and assessments as well as future directions for online learning With many field tested examples and practice assignments and with voices from students teachers and experts this book arms instructors and administrators with the tools they need to teach effective and empowering online courses This one stop resource addresses all of the core elements of online teaching in terms that are universally applicable to any content area and at any instructional level A rare book in education one that is not only highly useful but also intellectually coherent and based on robusta transferable principles of learning and teaching All educators in online environments and in brick and mortar schools will find this an invaluable resource From the Foreword by Grant Wiggins We now know we can get increased participation with online tools to make thinking more visible and switch the traditional delivery of instruction to personalize learning While it is inevitable that online learning will become an important skill for everyone the ideas concepts strategies design elements and tools in the book by Thormann and Zimmerman can also be applied to blended learning Alan November Senior Partner and Founder November Learning The authors of this book have created an excellent resource for anyone interested in becoming an online instructor or improving his or her skills in online teaching The authors share a wealth of step by step activities examples of assignments and teaching strategies that will guide both novice and experienced teachers as they expand their skills into the online realm Even as a veteran online instructor the book provided me with new ideas to try in my next online class Sam Gladstein Coordinator Edmonds eLearning Program at Edmonds School District WA Cheers to Thormann and Zimmerman for providing a must read for online teaching This clear and practical guide takes the instructor from design to implementation of online courses The authors remove the anxiety about online teaching for those thinking about on screen instruction and provide new thinking and examples for those already immersed in it It is a great guide for those entering the field and a superb resource for those actively engaged in it Anthony J Bent Chairman Global Studies 21st Century Skills Committee of the Massachusetts Association of School Superintendents Book Features The building blocks necessary to create a successful online course The know how of long time online instructors Models for Skype conferencing with groups of students Templates for course building including sample assignments activities assessments and emails Detailed treatment of diversity in the online environment Joan Thormann is professor in the division of Technology in Education at Lesley University Cambridge Massachusetts She edits a column on technology and special needs for Learning and Leading with Technology Isa Kaftal Zimmerman is the principal of IKZ Advisors in Boston Massachusetts an educational consulting firm serving educators and stakeholders in the Science Technology Engineering and Mathematics STEM fields

Idea-Based Learning Edmund J. Hansen,2023-07-03 Synthesizing the best current thinking about learning course design and promoting student achievement this is a guide to developing college instruction that has clear purpose is well integrated into the curriculum and improves student learning in predictable and measurable ways The process involves developing a transparent course blueprint focused on a limited number of key concepts and ideas related tasks and corresponding

performance criteria as well as on frequent practice opportunities and early identification of potential learning barriers Idea based Learning takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum as opposed to a focus on content that can lead to teaching sequences of loosely related topics and aligns with notions of student centered and outcomes based learning environments Adopting a backwards design model it begins with three parallel processes first identifying the material that is crucial for conceptual understanding second articulating a clear rationale for how to choose learning outcomes based on student needs and intellectual readiness and finally aligning the learning outcomes with the instructional requirements of the authentic performance tasks The resulting syllabi ensure cohesion between sections of the same course as well as between courses within a whole curriculum assuring the progressive development of students skills and knowledge Key elements of IBL include Helping students see the big picture Building courses around one or more authentic performance tasks that illuminate the core concepts of the discipline Clearly identifying performance criteria for all tasks Incorporating practice in the competencies that are deemed important for students success By placing the onus of learning on the student liberating faculty to take on the role of learning coaches Designing tasks that help students unlearn simplistic ideas and replace them with improved understandingsEdmund Hansen expertly guides the reader through the steps of the process providing examples along the way and concluding with a sample course design document and syllabus that illustrate the principles he propounds **Teaching History** ,1992

Announcement of Teachers College, Columbia University Columbia University. Teachers College,1902 **General Catalogue - New Mexico State Teachers College** New Mexico Normal School (Silver City, N.M.),New Mexico State Teachers College,New Mexico Western College,Western New Mexico University,1922 Includes also summer session announcement and graduate school bulletin Evidence-Based Blended and Online Learning Jan Nedermeijer,2023-09-29 Universities and their teachers are more than ever required to re design their courses considering online environments Although face to face teaching remains fundamental exploring online alternatives is becoming increasingly necessary Still how can university teacher designers proceed with such a change in their courses What is the most effective way to design an online course How can university teacher designers attract the attention of students and make teaching interesting and compelling Evidence Based Blended and Online Learning Course Design for University Teachers answers these questions It provides a thorough evidence based overview of each step required to make an effective course redesign The book is aimed at teachers and more significantly teacher designers committed to redesigning their courses based on solid principles The book s design approach makes it much easier to translate the results of educational research on applying blended learning in educational practice Jan Nedermeijer has worked as an educational expert for several universities and as a senior expert for PUM Netherlands in several countries The book synthesises the results of the numerous course and curriculum development projects he has conducted over many years His approach can help university teachers implement IT in feasible practical and

interesting ways Evidence Based Blended and Online Learning gives lecturers tailor made pedagogical suggestions for designing modern higher education Course design tasks are re described using features from technical design problem solving and design thinking where creative design has a unique and essential role *Teachers College Record* ,1900

   College Teaching Paul Klapper,1920

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