

STETSON UNIVERSITY
BROWN CENTER
FOR FACULTY INNOVATION AND EXCELLENCE

Teaching & Learning: Learner-centered Course Design

2017 New Faculty Orientation

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What is Teaching?

- A. At the collegiate level and higher, with mature students, teaching is simply the presentation of expert knowledge.
- B. In the current higher education landscape, teaching has been reduced to entertaining students while hoping to impart a bit of knowledge.
- C. A transaction; students pay for access to our expert knowledge and we provide it.
- D. A skill that improves with deliberate practice.
- E. One half of a game where students jump through required hoops in order to be certified as capable.

Welcome to your new job!

- Prepare your classes! Here's how I started:
 - Textbook
 - Material
 - Schedule

What's wrong with this approach?

- A. The focus is on material rather than outcomes
- B. There is no thought to integration to the broader curriculum
- C. It's an approach that centers on me, the expert, and what I can present rather than on the students and what they are learning
- D. I chose it because it was easy for me – it played to my strengths at the time
- E. I failed to converse with my senior colleagues regarding course content

Backward Course Design – Begin at the End!

What are the big ideas?

What are the learning outcomes?

**Students will forget almost everything
they are taught.**

What's the most important single thing about any classroom?

- A. The professor's skill in presenting the material
- B. Student's readiness to engage in class
- C. The content – that's what they are paying for
- D. The professor's ability to manage the classroom
- E. What the students are doing

If you design a course based on content...

- You then focus on coverage
 - What students do becomes secondary
 - You set up a passive learning environment such as a lecture.

Most of us received an inferior education.

- The best students learn very well in lectures!

If you design a course based on learning outcomes...

- You ask, how can I help students meet these outcomes?
 - You focus on what students are doing
 - You create a more active classroom and more focused assignments

Why am I asking you questions via Nearpod?

- A. To show off
- B. To be annoying and slow down the presentation
- C. To keep you engaged
- D. To have everyone answer each question
- E. To get feedback on how well you are understanding the content

I started using clicker apps in my classes seven years ago. How do I know they are effective?

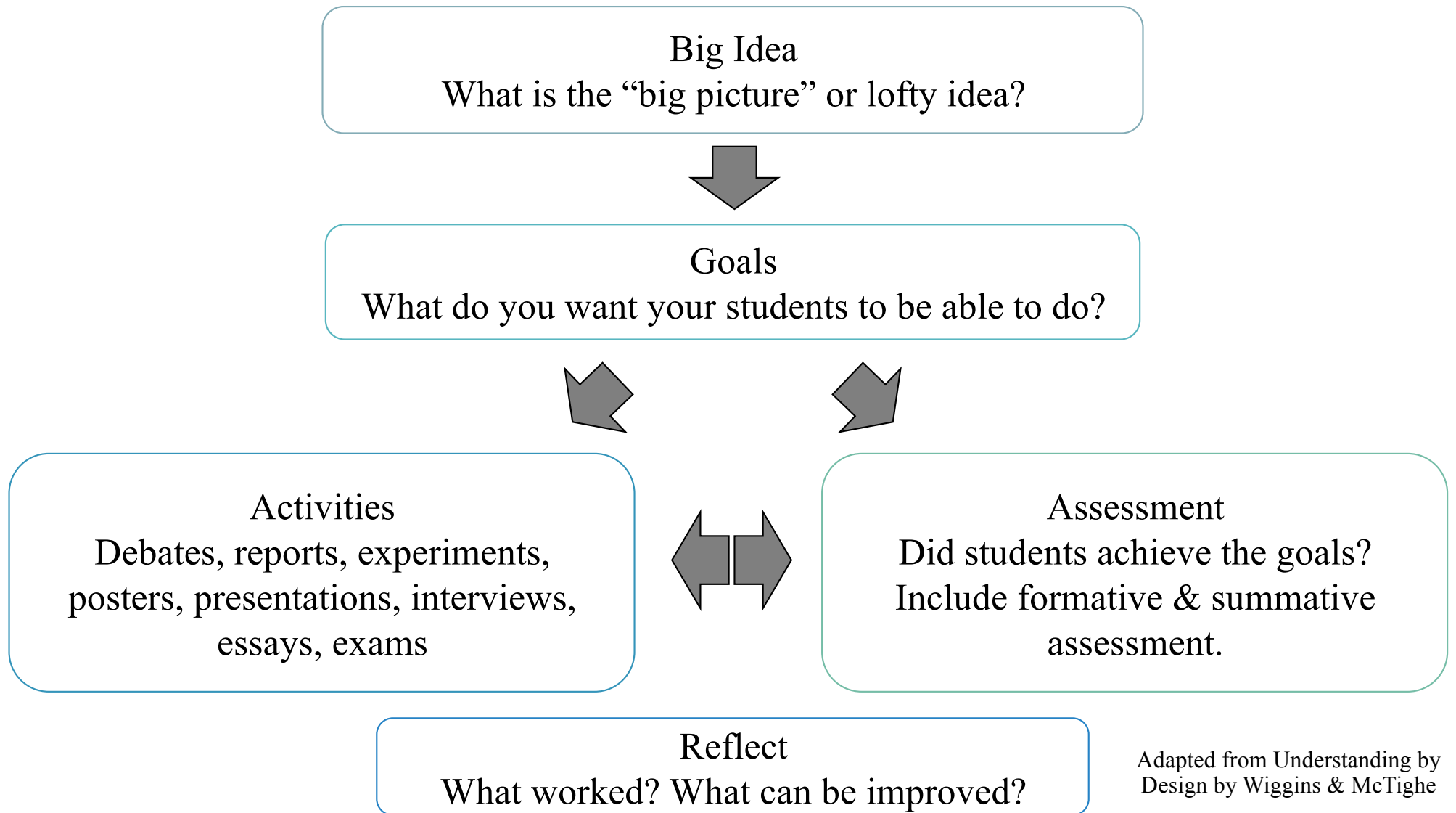
- A. I have empirical evidence.
- B. I see the looks of engagement in my students' eyes.
- C. Students say how great they are.
- D. Exam scores improved.
- E. I don't really know, I just like them.

What is a teacher-scholar?

- One aspect: scholarship of teaching and learning
 - Consider conferences on teaching – there is support!
 - Develop your teaching skill – read the latest research!

Links to get you started:

- <http://www.learningscientists.org/>
- <http://cwsei.ubc.ca/resources/index.html>
- <http://www.learningscientists.org/blog/2017/5/25-1>



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