TEMPLATE for Examples of Well-Designed Courses

The types of information that should be included in the description of your course design are listed below.

The first 6 items and the contact information are required; Items #7 & 8 are optional but very desirable if you have this information.

A "fill in the blanks" template of these guidelines is available, starting at the bottom of page 2.

1. Specific Context

Provide some brief information about the context of your re-designed course:
- The subject matter, i.e., the discipline or interdisciplinary program it is part of
- The title of the course
- Typical class size
- Level of Course (e.g., lower-division, upper-division, graduate)
- Mode of delivery (i.e., face-to-face, totally online, or blended/hybrid)
- Type of institution (i.e., K-12, community college, 4-year college or university)

2. General Description of the Course

In 2-4 sentences, give readers a general description of your course. For example:
- For whom is this course intended?
- What role does this course have in the curriculum of the department or institution?
- Is there anything special or unusual about this course, that is not shown in the title?

3. Big Purpose of the Course

This is often important to identify at the beginning of the course design process. What is the intended value of this course for your students *after they graduate*?
- What life situations will they be in, where what they learn in your course will be potentially important?
- What needs will they have or feel?
- What will you try to do in your course, to address those needs?

4. Important Situational Factors/Special Pedagogical Challenge

- What situational factors (apart from the Specific Context described above) were important in shaping the way you designed this course?
- What special pedagogical challenge did you face in teaching this subject matter to your particular students?
- What did you do, to address this challenge?

5. **3-Column Table**

Provide your 3-column table with columns for: major learning goals, assessment activities, and learning activities.
 - Add 1-2 paragraphs of comments about the goals or your effort to identify good goals and appropriate learning and assessment activities.

6. **Weekly Schedule**

Provide your weekly schedule, with as many rows and columns as appropriate
 - Include, if possible, a brief description of your <u>teaching strategy</u>, i.e., the combination and sequence of teaching/learning activities.
 - Add 1-2 paragraphs of comments about anything special you needed to do, to make this course work right.

7. **Evidence of Impact** (optional)

Provide any evidence you have, quantitative or qualitative, about the impact of the re-designed course on:
 - The overall level of student engagement
 - The kinds of learning achieved
 - The proportion of the class that achieved high levels of learning

8. **Most Exciting Aspect of the Re-Designed Course for You** (optional)

Add 1-2 paragraphs about anything that was especially exciting to you, about the re-designed course, for example:
 - Enabling you to come up with a creative exercise
 - The reaction of students, the energy level of the class
 - Etc.

9. **Your Contact Information**

Your name and email address

* *

<u>Template:</u> Just fill in "the blanks"

Example of a Well-Designed Course in: (Discipline)

1. <u>**Specific Context**</u>

 - The subject matter:
 - The title of the course:
 - Typical class size:
 - Level of the course
 - Mode of delivery:
   - (i.e., face-to-face, totally online, or blended/hybrid)
 - Type of institution:

- o (i.e., K-12, community college, 4-year college, or university)

2. **General Description of the Course**

(space for comments)

3. **Big Purpose of the Course**

(Space for comments)

4. **Important Situational Factors/Special Pedagogical Challenge**

(Space for comments)

5. 3-Column Table

Use this table below to provide information about these three aspects of your course design.

Learning Goals:	Assessment Activities:	Learning Activities:

- Add 1-2 paragraphs of comments about the goals or your effort to identify good goals and appropriate learning and assessment activities.

(space for comments)

6. Weekly Schedule

Here is an example of a table to do this. But <u>modify this table to fit the time structure of your course</u>.

Week:	MONDAYS:	WEDNESDAYS:	FRIDAYS:
1.			
2.			
3.			
4.			

5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

- Include, if possible, a brief description of your <u>teaching strategy</u>

- Add 1-2 paragraphs of comments about anything special you needed to do, to make this course work right.

(space for comments)

7. <u>Evidence of Impact</u> (optional)

Provide any evidence you have, quantitative or qualitative, about the impact of the re-designed course on:
- The overall level of student engagement
- The kinds of learning achieved
- The proportion of the class that achieved high levels of learning

(space for comments)

8. <u>Most Exciting Aspect of the Re-Designed Course for Me</u> (optional)

Add 1-2 paragraphs about anything that was especially exciting to you, about the re-designed course, for example:
- Enabling you to come up with a creative exercise
- The reaction of students, the energy level of the class
- Etc.

(space for comments)

9. <u>My Contact Information</u>

My name and institution:

My email address: