COURSE DESIGN TOOLS AND TIPS

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SECTION I: STUDY LEADER INTRODUCTION

A. STUDY LEADER'S SHORT GUIDE TO OFFERING A COURSE

Prepare Your Course Proposal

Use Microsoft Word (or a similar program) to draft your course title (50 characters or less); course description (1,500 characters or less); brief course description (300 characters or less); and Study Leader biography (500 characters or less).

Fall 2022

- o   Course proposals due: May 3, 2022
- o   Dates for term: August 22 - November 18, 2022

Winter 2023

- o   Course proposals due: September 12, 2022
- o   Dates for term: January 9 - March 17, 2023

Spring 2023

- o   Course proposals due: December 12, 2022
- o   Dates for term: April 3 - June 16, 2023

Fall 2023

- o   Course proposals due: May 5, 2023
- o   Dates for term: August 21 - November 17, 2023

NOTE: Proposal deadlines are scheduled well in advance of actual term dates due to the amount of preparation required before the start of each term.

Enter your course proposal on line

a.   online entry of your proposal may take anywhere from fifteen minutes to an hour or more, depending on how much information you've prepared before starting to complete the form
b.   A short, interesting course title (about 100 characters long)
c.   An informative course description (highlight the main topics/ideas, provide info on the aspects you feel participants will be most interested in - 1500 characters max)
d.   A shorter course description, two sentences or less, for our Valley News promo flier
e.   A short biography (800 characters max) of yourself and any co-leader(s)
f.   The days and times you will be available to teach
g.   The maximum class size you would prefer
h.   What type of equipment/media you will be utilizing in class
i.   Any required texts or materials for which students will be charged. *(Note: Fee should not exceed $60 per participant)*

Work with Vetting Team to finalize your course descriptions.

    a. A member of the Osher at Dartmouth Vetting team will contact you to identify areas that need editing.

Familiarize yourself with the Study Leader Tab on the Osher at Dartmouth website

- Teach a Course
- Study Leader Digital Handbook
- Meet Our Study Leaders

Four to six weeks before the term begins

    a. The Osher office will email Study Leaders the link to their Google Drive course folder

    b. Final deadline for reading packets (office prefers to receive before opening day of registration)

    c. Any photocopied materials required for first class session must be at the office

At least one week Before the term begins

    a. Office will send class roster and contact info for each participant.

    b. Prepare a welcome letter, syllabus, and other information such as a reading list, materials required, etc. The Osher office will send out the letters.

    c. If teaching in person, visit your classroom site if you are not familiar with the location or the classroom technology.

    d. Communicate with the office regarding identifying a class representative and get in touch with that individual to discuss respective responsibilities.

First Day of Class

    In classroom:

    a. If you are using A/V equipment, arrive at least 15 minutes before class starts to ensure appropriate set up.
    b. Familiarize yourself with the COVID protocol in place and share with class participants.
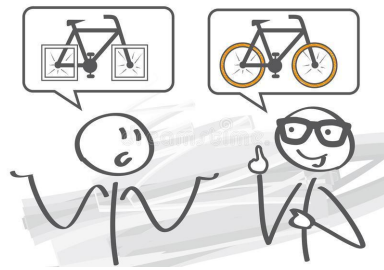   c. Determine and discuss class cancellation policy and phone tree/communication

    Virtual:

    a. Open class 15 minutes before official time to sort out Zoom issues and computer connections.
    b. Specify virtual course protocols for discussions, questions, participation, breaks.

Contact Information for the Osher at Dartmouth Office:

Email: osher@dartmouth.edu Phone: 603-646-0154. **Mail:**
Osher Lifelong Learning Institute at Dartmouth 7 Lebanon Street, Suite 107
Hanover, NH 03755

B. THE STUDY LEADER MENTORING PROCESS

Each semester, the Osher Study Leader Support (SLS) team, working with the Osher staff, offers to link individuals new to teaching for Osher with experienced study leaders.

New study leaders can request a mentor at the time they submit their course proposals. Prior to the start of a semester, study leaders requesting mentors will be contacted by a SLS member and asked about their information and teaching needs. A mentor will be selected and assigned to the new study leader based on this input.

Men-tor: One who provides guidance, motivation, emotional support, and role modeling.

Once the initial introduction is facilitated by the SLS team, the mentor and new study leader are expected to make contact with each other and identify how they will work together.

WHO ARE OSHER MENTORS?

Experienced Study Leaders volunteer to be mentors for people new to teaching for Osher or prior study leaders who are looking for new ideas or solutions to issues experienced in designing or delivering a course.

Mentors are identified based on their teaching success as evidenced by positive participant feedback over time.

WHAT DOES MENTORING INVOLVE?

Most likely a "mentee" will have a number of questions about teaching and perhaps, organizing and delivering lessons. Also, mentees will probably want to hear about what not to do based on the mentor's past experience.

Since a significant number of OSHER at Dartmouth courses are taught using Zoom, mentees will probably require some help that may include how to incorporate Zoom tools into lessons or what type of protocols for virtual teaching are effective.
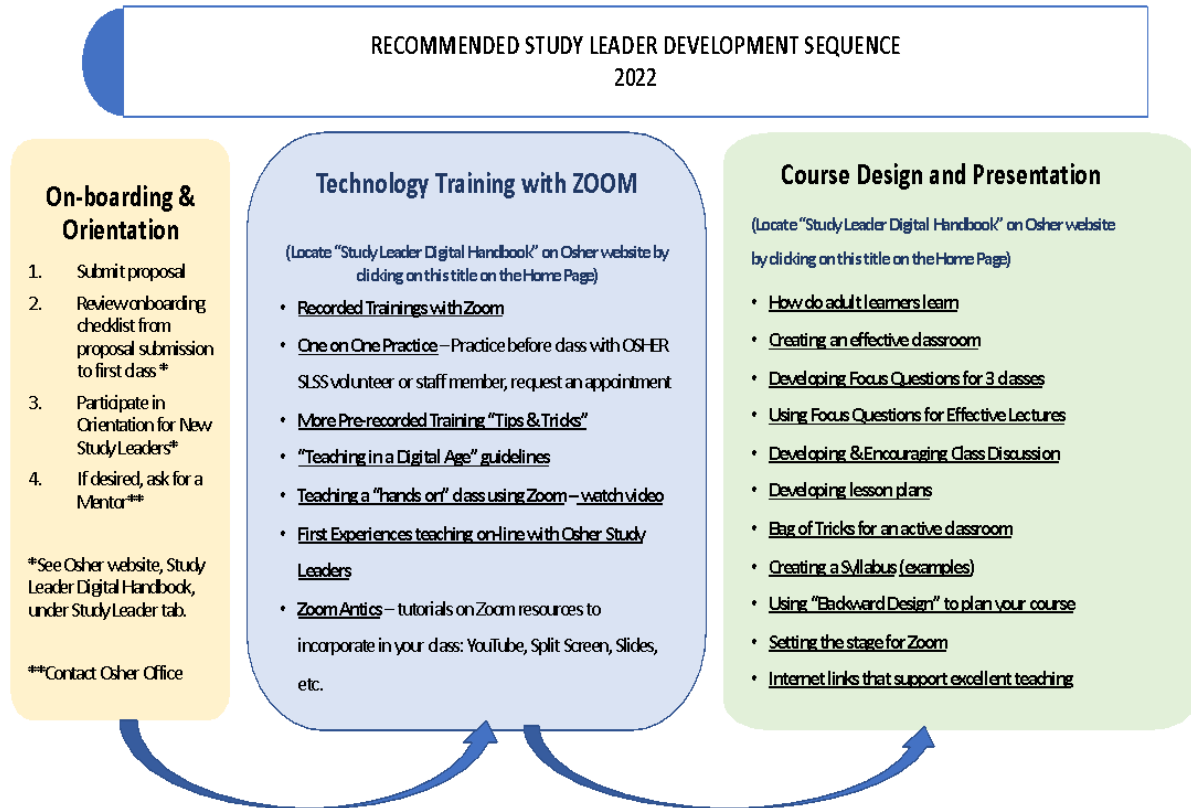
A mentee's field of expertise may be different from a mentor's. But that's okay. Effective teaching practices cut across most disciplines. **The mentor's task is related to that of a coach**. A mentor should encourage a mentee to think through course goals, i.e., what course participants can expect to walk away with. A mentor may recommend teaching strategies for conveying the relevant information, techniques, or behavior related to achieving those goals.

WHAT ROLE DOES THE "MENTEE" PLAY?

Essentially, a mentee's primary responsibility is **to show proactiveness**. A mentee needs to identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor. This includes bringing up new topics that may surface during the semester and discussing them with your mentor.

For a mentorship to thrive, mentees **need to be willing and open to learning**. They also need to be prepared to try new things or adjust their current way of doing things.

C. STUDY LEADER DEVELOPMENT PATHWAY

RECOMMENDED STUDY LEADER DEVELOPMENT SEQUENCE
2022

On-boarding & Orientation

1. Submit proposal
2. Review onboarding checklist from proposal submission to first class *
3. Participate in Orientation for New Study Leaders*
4. If desired, ask for a Mentor**

*See Osher website, Study Leader Digital Handbook, under Study Leader tab.

**Contact Osher Office

Technology Training with ZOOM

(Locate "Study Leader Digital Handbook" on Osher website by clicking on this title on the Home Page)

- Recorded Trainings with Zoom
- One on One Practice – Practice before class with OSHER SLSS volunteer or staff member, request an appointment
- More Pre-recorded Training "Tips & Tricks"
- "Teaching in a Digital Age" guidelines
- Teaching a "hands on" class using Zoom – watch video
- First Experiences teaching on-line with Osher Study Leaders
- Zoom Antics – tutorials on Zoom resources to incorporate in your class: YouTube, Split Screen, Slides, etc.

Course Design and Presentation

(Locate "Study Leader Digital Handbook" on Osher website by clicking on this title on the Home Page)

- How do adult learners learn
- Creating an effective classroom
- Developing Focus Questions for 3 classes
- Using Focus Questions for Effective Lectures
- Developing & Encouraging Class Discussion
- Developing lesson plans
- Bag of Tricks for an active classroom
- Creating a Syllabus (examples)
- Using "Backward Design" to plan your course
- Setting the stage for Zoom
- Internet links that support excellent teaching

D. WHAT MAKES FOR AN EFFECTIVE STUDY LEADER?

CLASS EFFECTIVENESS INCLUDES:

| TEACHING METHOD	INSTRUCTOR QUALITIES & BEHAVIOR	CONTENT
Employs a variety of teaching methods such as lecture combined with participative discussion, small group work, experimentation with skills taught, use of audio/video, employment of guest speakers, readings, field visits, stimulating and relevant in-class exercises	- Organized - Patient with questions - Knowledgeable re subject matter - Stays on point - Encouraging, Positive - Open, Non-judgmental - Gives clear direction - Encourages reflection - Effective skill demonstrations where appropriate - Manages class discussions effectively	- Course/class objectives are clear & correspond with course description - Material is varied and rich but not overwhelming - Objectives and key learnings are reinforced in materials used in class and in lectures, videos, slides, etc. - Knowledge disseminated in line with learners' needs

AN INEFFECTIVE CLASS:

CLASS OPERATION	INSTRUCTOR QUALITIES & BEHAVIOR	CONTENT
- Overemphasis on a single delivery option such as lecture or video - Failure to provide enough time to apply skills learning in class - Lack of learning aids such as handouts to take notes - Lack of use of technology to enhance teaching style and content - Problems with technology operation	- Lack of attention to individual needs - Poor presentation skills, e.g., reads notes, slides; fails to make eye contact with students; drops voice at end of sentence - Lack of control of class discussion - Loss of focus during lectures - Late for class	- Outdated and/or overly lengthy films - Too many or not enough readings - Scope of content too narrow or too broad - Lack of integration between aspects of information given, resources used, and various topics introduced

These tables display feedback from Osher course participants about effective and ineffective courses taken.

Designing Courses Backwards
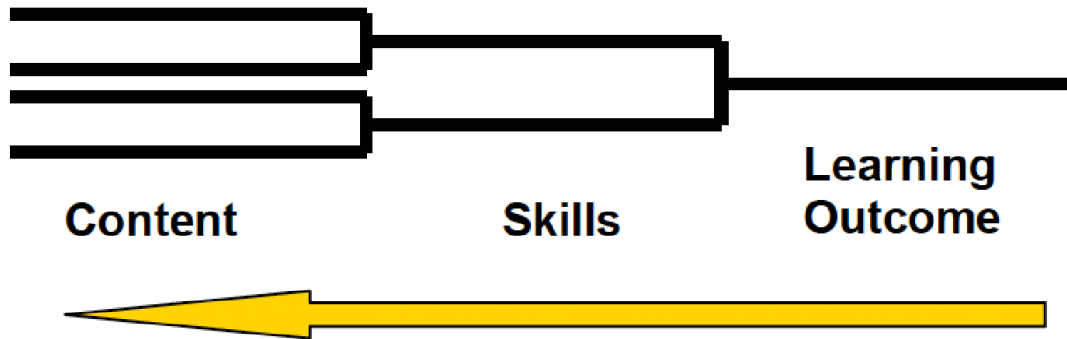
You've got your calendar in one hand and your content in the other… you are ready to design your course. *"What will I cover?"*

But wait…that is forward thinking… and the most successful courses are designed backward. *"What should they learn?"* Or even more boldly, what should they *remember* from taking your course?

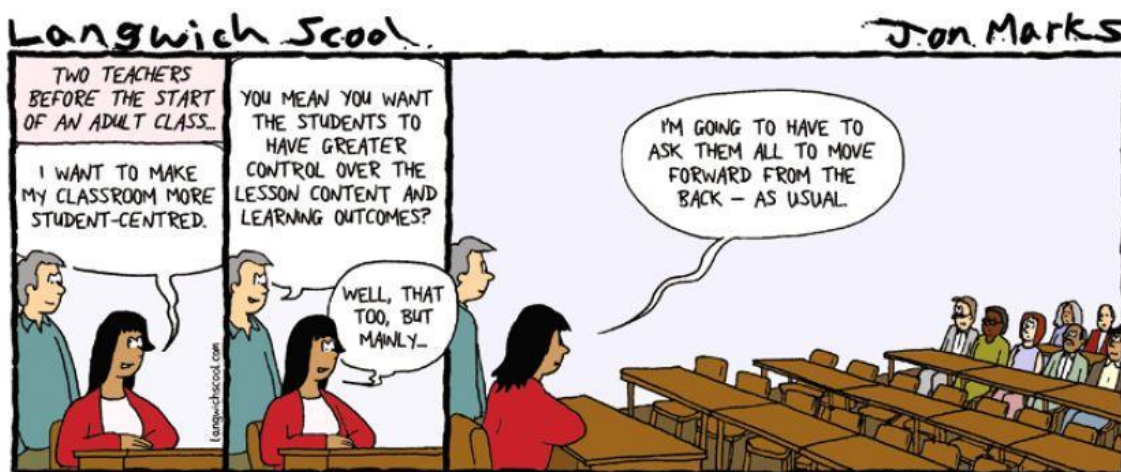## Teacher-centered vs. Learner-centered course design

Teacher-centered course design focuses on:

1.) Content - What do I know that is important in this field?

2.) Learning Activity - How can I organize all of this content?

3.) Learning Objective - What did I teach them in this class?

4.) Learning Goal - What did I teach them in this course?

Learner-centered mindsets view the **learners** as primary and unique agents of learning, engagement, and connection, as opposed to teacher-centered mindsets which tend to view learners as passive and uniform vessels.

Learner-centered course design is especially important when designing courses for adults. Consider the following chart which compares the learning perspective between teaching children vs. adults.

Teaching children	Teaching adults
Student relies on others to decide what is important to be learned	Students decided for themselves what is important to be learned
Students accept information being presented at face value	Students need to validate the information based on their beliefs and experiences
Students expect what they are learning to be useful in their long-term future	Students expect what they are learning to be relevant to them now.
Students have little to no experience upon which to draw—are relatively clean slates	Students have much experience upon which to draw—may have fixed viewpoints.
Students have little ability to serve as knowledgeable resources to teacher or fellow classmates.	Students have significant ability to serve as knowledgeable resources to instructor and fellow learners.

Using "backward design" to shape your course or lesson

1. OUTCOMES/LEARNING GOALS: What will participants know or be able to do after this course or session?

2. CONTENT: What topics should be presented to attain each outcome?

3. TEACHING/LEARNING METHODS: How should each topic be delivered? What participant activities may be appropriate to the topics?

STEP 1. LIST DESIRED LEARNING OUTCOMES/GOALS.   Articulating the desired learning outcomes/goals will establish a clear focus for your course, guiding your choice of content and teaching methods.   In other words, **what key information (facts, concepts, principles, relationships, etc.) would you like participants to understand and remember after taking your course? What key insights or perspectives would you expect participants to develop as a result of experiencing your course?**

There are no set number of learning outcomes/goals required for a course or session, but developing them is a critical first step. Learning goals take the following form: "At the end of this course/session, class participants will be able to ..." followed by a specific action verb and learning or skill set or change in behavior.

- -

SAMPLE LEARNING OUTCOMES FOR A SESSION

Participants will be able to explain the operation of economic institutions such as the Federal Reserve and stock markets.

Participants will be able to apply the watercolor technique of wet on wet after sketching an abstract landscape scene.

STEP 2. IDENTIFY AND CLUSTER TOPICS ASSOCIATED WITH EACH OUTCOME/GOAL.

Start by creating an outline of the entire course with the list of desired outcomes/goals for the course on top. The process of creating an outline will force you to separate the "must-have" topics from the "nice-to-have" elements in the recognition that online sessions are shorter, incorporate more student participation, and incorporate elements of technology that you may not have used in your traditionally taught course.

STEP 3. SELECT APPROPRIATE DELIVERY METHODS AND TOOLS. For each outcome, what learning activities will generate the kind of learning you envision (watching, listening, reading, writing, doing, discussing, reflecting, or some combination of activities)?

What resources do you already have to support each of the learning outcomes (such as readings, videos, tutorials, websites, etc.)? What resources do you need to find or create to support each of the learning outcomes?

What ZOOM features (polling, shared screen, whiteboard, breakout room) can be used instead of or in addition to those you might use in a classroom setting?

Go to the APPENDIX of this booklet to view an example of how backward design is applied to the development of an actual lesson.

SECTION 3: TEACHING TIPS AND TRICKS

A.WHAT MAKES FOR A GOOD SYLLABUS?
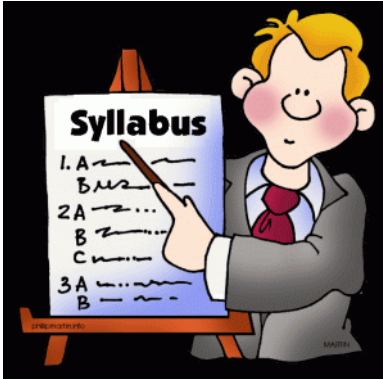
A syllabus is a visually organized map of what actually will take place in each class.

Specifically, a good syllabus:

- includes essential course questions and topic areas to be covered.

o describes your approach to teaching and methodology (lecture, discussion, small group, video, use of online sources).

o articulates learning outcomes (what a student will know and be able to do).

o describes materials needed for class.

o contains a course outline

o articulates any pre or post-session assignments

o lists reading materials (annotated): textbooks, course materials from instructor

o outlines class agendas: class activities, presentations, speakers

o provides guidelines for communication (instructor contact, e-mail, phone, Osher office hours, changes).

o establishes ground rules for classroom interaction.

- o directs students to resources (how to utilize online links, course website, libraries).

B. HOW TO MANAGE DISCUSSIONS EFFECTIVELY

(Columbia Center for Teaching and Learning website)

Plan for the Discussion

a. <u>Set goals and expectations.</u> Drawing from the content of the material, identify what you want the students to learn or what skills they can expect to acquire and practice.
b. <u>Communicate purpose of the discussion.</u> Explain to students why the discussion is being used to contribute to their learning.
c. <u>Establish discussion guidelines.</u> Examples: Allow everyone a chance to speak. Constructively critique ideas, not individuals. Listen actively; don't interrupt. Contribute questions and ideas.
d. <u>Draft open-</u>ended questions. What was the purpose of XYZ? Give an example of X. Compare and contrast X and Y. How would you assess X's actions?

Involve Students in the Discussion

Assign roles to students such as discussion starter or wrapper.

● *Starter:* Designate two or three students to spark the conversation with a question, quotation, example
● *Wrapper:* Designate two or three students to wrap up the discussion by listing themes, key ideas, or controversies that arose during the discussion.

Be Clear about Your Role in the Discussion

Think about how you will facilitate the discussion. Make your role explicit to the students so they know what to expect. Use effective techniques such as:

● Actively guiding the discussion by modeling contributions, asking questions, using students' names, giving feedback, including as many perspectives as possible.
● Ask students to explain or provide evidence from course concepts and readingsto support their contributions.
● Give students time to think. Be comfortable with silence. For example, have students think on their own for a few minutes, then partner with a fellow student to discuss ideas and responses. Ask for volunteers to share their views.

Wrap up the Discussion

De-brief the discussion. Examples: Designated students (wrappers) summarizing key points made and questions asked or make connections with previously discussed material or classes.

C.   ACTIVE PARTICIPATION IDEAS

- **Three-step interview** -- Make groups of three after a lesson. During a 5 to 10-minute interview, the interviewee will quiz their classmate on the lesson they just learned, while the notetaker records the conversation.

- **Play devil's advocate** -- Challenge students to debate and think critically about an issue. When students understand there's more than one side to the story, they're more likely to develop intellectual curiosity and engage with the lesson.

- **The pause procedure** -- While you're teaching, pause every 10 to 15 minutes to give students a chance to discuss their notes with a partner, write questions or compose a quick paragraph about the lesson.

- **Corners** – Groups of like-minded students gather in a corner of the room and discuss their point of view. Study leader asks each group to defends their position/opinion.

APPENDIX

CREATING A COURSE BASED ON THE PRINCIPLES OF BACKWARD DESIGN

The Basics of Flower Arranging

COURSE DESIGN IN THREE STEPS

STEP 1. IDENTIFY LEARNING OUTCOMES:

What skills, knowledge, insights and understandings can course participants expect to have after completing your course? Prepare a list detailing each major outcome.

STEP 2: FOR EACH LEARNING OUTCOME, IDENTIFY SUB-TOPICS THAT SUPPORT IT.

Sequence the presentation of topics in a ways that link them to each other and advance understanding of what you are trying to convey.

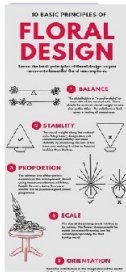**STEP 3. Choose teaching method most appropriate to explaining or illustrating each topic**

Include participative exercises and opportunities for questions.

EXAMPLE:

Basics of Flower Arranging Course

Step 1: ANTICIPATED LEARNING OUTCOMES

At the end of this course participants will be able to. . .

1. List and explain the basic principles of floral design

2. Match container shapes with flower types and forms consistent with basic

principles of design

3. Be able to customize a floral arrangement for a specific occasion or setting demonstrating understanding of design principles/elements.

TOPIC: WHY DESIGN PRINCIPLES/ELEMENTS?

Flowers placed in a container without any thought of design are satisfying simply because they are in themselves, pleasing to the eye. However, these same flowers arranged according to certain guidelines (Principles of Design) can become works of art.

- Elements of Design A. Line B. Form C. Space D. Texture and Pattern E. Color F. Size G. Fragrance

- Principles of Design A. Proportion (primary) B. Scale (Secondary) C. Balance (primary Symmetrical Asymmetrical Physical Visual D. Dominance (primary) E. Focal Point/focal Area (secondary) F. Accent (secondary) G. Emphasis (secondary) H. Rhythm (primary) I. Repetition (secondary) J. Depth (secondary) K. Transition (secondary) L. Harmony (primary) M. Unity (primary) N. Contrast (primary) O. Variation (secondary) P. Opposition (secondary) Q. Tension (secondary)

STEP 3. Choose teaching method most appropriate to explaining or illustrating each topic; Include participative exercises and opportunities for questions.

Lecture/Slide presentation with illustrations

Q&A

Application: Participants sketch a floral design illustrating at least three elements/principles of design

REFERENCES

The information in this guidebook was gleaned from the following sources.

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(My) Three Principles of Effective Online Pedagogy. Bill Pelz. <u>Journal of Asynchronous Learning Networks</u>, V. 14, Issue 1.

NEED MORE HELP OR DIFFERENT RESOURCES??

GO TO THE OSHER@DARTMOUTH WEBSITE