

On the Cutting Edge Workshop on Course Design
June 1-5, 2005 • Georgia Southern University, Statesboro, GA

Tuesday, May 31			
TIME	EVENT	STRUCTURE	TO DISCUSS AT LEADER PREP
2 pm until ??	Planning session for workshop leaders	<ul style="list-style-type: none"> Work through the workshop agenda and plan precisely how each workshop session will be run. See items under “need to discuss” for each session. 	
6:00	Dinner	<ul style="list-style-type: none"> Dinner at ?? 	

Wednesday, June 1			
TIME	EVENT	STRUCTURE	
8:00-12:00	Check-in	<ul style="list-style-type: none"> Participants check in. Optional field trip Be sure to collect health forms from all participants (have plenty of extras for them to fill out on the spot). 	
12:00-12:45	Lunch		
1:00-1:30	Welcome & introduction	<ul style="list-style-type: none"> Participants convene at 1:00; ask participants to sit with someone they don’t know in tables of 5 participants and 1 leader; welcome and leader intro (Barb) 12:45-1:00 Paired introductions (name, school + questions). Question for paired intro: 1) What is one thing that excites you about the prospect of teaching this course? Ditto what concerns you? (Heather) 1:00-1:25 Overview of workshop goals, schedule, and notebook; be sure to make confidentiality statement. Encourage participants to take initiative to take advantage of resources at the workshop (other participants, leaders, etc.). Use the lists to find people to talk with. (Barb) 1:25-1:30 Goals setting (Barb) 1:30-3:00 <ul style="list-style-type: none"> Intro of the full process 1:30-1:45 Individual work (not in small groups) on course context; individuals write course context on medium-sized Post-It sheets; format on overhead transparency 1:45-1:55 Description of preliminary goals-setting phase, with additional examples 1:55-2:10 Individual work to set preliminary overarching goals 2:10-2:30 Ask for volunteers to offer goals for discussion 2:30-2:45 Individual work on preliminary goals after whole-group discussion; put preliminary goals on Post-It; encourage them to write all of the goals, including lofty ones and to * the ones that are possible/desirable in their context; put posters up on wall 2:45-3:00 	<p>-Practice with a hypothetical Environmental Geology class</p> <p>-Brainstorm goals, talk about how context affects goals.</p> <p>-Discuss where participants will likely have difficulties; how to respond to goals that do not meet stated criteria.</p> <p>-Handling the terminology issue</p>
1:30-3:00	Initial session on setting goals		

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3:00-3:15	Break		
3:15-4:30	Initial session on setting goals continued	<ul style="list-style-type: none"> • Everyone circulates with stickies to read and comment on goals in order to give everyone a chance to see and think about a variety of goals, to get ideas for their own courses, and to give each other feedback 3:15-4:00 • Individual time to reflect and revise overarching goals; leaders get together while participants are working to decide whether we have any comments to make 4:00-4:15 • Comments from leaders; indicate that participants can do additional revision before Monday morning, if they wish 4:15-4:30 • Short comments by each leader about a few specific aspects of our own teaching that are unique or very important to us as individuals. We want to emphasize that teaching and designing courses is partly a matter of making choices and that our choices are framed by our situations, our interests, etc. We want to use the session to help the participants learn something about us, to see a little of our thinking/creative processes, and to understand that different people make different choices. 4:30-5:00 	<p>-We want to divide leaders up so that each poster has at least 2 leader comments. What kinds of things might we be looking for? -What things might we comment on? -What comments on epiphanies that we've had, and in what order? Here are last year's offerings: Heather: importance of building in practice Bill: importance of good instructions and examples Mark F: epiphany from being a father – what is appealing to his kids? Char: personal challenge to give up lecturing; analogy of bread crumbs and meal Mark N: continuous revision and improvement – it's never done Richard: putting responsibility on students for discovery Barb: challenging your assumptions.</p>
6:00-7:00	Dinner		
7:00-8:00	Plenary session Informal interest groups	<ul style="list-style-type: none"> • Gallery walk, including learning styles results. 	<p>What do we want to have the questions be? Who will lead this?</p>

Thursday, June 2

TIME	EVENT	STRUCTURE	NEED TO DISCUSS
7:00-8:00	Breakfast	<ul style="list-style-type: none"> Leaders meet for breakfast meeting at 7:00 	
8:15-8:30	Preview of day	<ul style="list-style-type: none"> Preview of day, including format for final poster and whatever we decide to do for the informal evening sessions); put up birds-of-a-feather lunch topic Post-It; include opportunity on Tues and Weds for ways to have groups mix (e.g., have a sed/strat/historical table at lunch with one of the facilitators asking seed questions); divide into predetermined small groups based on course topic and to be led by workshop facilitators (Barb) 8:15-8:30 	<p>-Purpose of session is for group members to get to know one another and the course each will be revising and to receive feedback from the group on goals.</p> <p>-Each person needs to have a designated amount of time so that no one is short-changed. Could be accomplished by:</p> <ul style="list-style-type: none"> strict 10 minutes/ person strict 5 minutes/person plus general discussion afterwards allow some general discussion during individual time with recognition early people may appear to get “more time” – strategies for making the latter work well. <p>-What strategies can we use to deal with people who dominate the group?</p> <p>-Non-discipline-specific goals: leaders need to watch that people do not try to set too many.</p> <p>-Content goals: go over example from Africa course and practice with hypothetical Environmental Geology course; discuss how to help participants integrate items required by subsequent courses.</p>
8:30-10:15	More work on goals	<ul style="list-style-type: none"> Small group work on goals <ul style="list-style-type: none"> In small groups, each participant explains his/her course, context, and overarching goals and receives feedback from the group; leaders ask group to evaluate when goals are higher order thinking skills goals, whether they are measurable, how to rephrase to meet guidelines, and then how might a course be designed to give practice to help students meet the goals; leaders need to have looked at all the goals in his/her group before this session 8:30-9:30 Setting non-discipline-specific goals (Barb) 9:30-9:50 Content goals: start the process before break; take break at 10:15. <p>Use the term <i>coverage</i>, rather than the content vs. process; i.e., distinguish between coverage (breadth) and depth – both can be content-rich.</p>	
10:15-10:30	Break		
10:30-12:00	More work on goals	<ul style="list-style-type: none"> Individual work and consultations; refining the three types of goals; small groups could meet if they choose. 	
12:00-1:00	Lunch		
1:00-3:15	Teaching tools workshop	<ul style="list-style-type: none"> Participants sit with different people. Workshop on cooperative learning and specific teaching strategies (interactive lecture, promoting discussion, jigsaw); work in learning styles; mention birds-of-a-feather lunch (Barb) 	Integrate the Learning Styles questionnaire and results.
3:15-3:30	Break		
3:30-5:00	Individual work time	<ul style="list-style-type: none"> Begin session with everyone together to discuss “dance cards” for scheduling consultations with workshop leaders and to fill out daily road check; each leader describes what he/she can help with. Individual work with option to schedule consultations with leaders 	<p>-Questions about how this will work; choose spots.</p> <p>-Facilitators should be proactive in suggesting appointments either with themselves or others as they get to know what each participant is interested in working on.</p>
6:00-7:00	Dinner		
7:00-8:00	Making it work – an optional session on dealing with the	<ul style="list-style-type: none"> Informal session on what it takes to get your ideas funded in course design and innovation. 7:00-8:00 	Who will run this??

8:00-9:00	administration Informal interest groups		
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Friday, July 23

TIME	EVENT	STRUCTURE	
7:00-8:00	Breakfast	<ul style="list-style-type: none"> Leaders meet for breakfast meeting at 7:00 	
8:15-8:30	Preview of day	<ul style="list-style-type: none"> Review of road checks from previous day (Heather) Preview of day, including description of optional tech session on Tuesday night; ask people to sit with different people; mention birds-of-a-feather lunch (Barb) 8:15-8:30 Sequential sessions designed to last 30 minutes with 5 minutes for changing presenters; participants may go to any, all, or none; opportunity for those not attending a particular session to schedule consultations. <ul style="list-style-type: none"> 8:30-9:10 Bill (writing abstracts) 9:15-9:55 Char (large classes) 9:55-10:35 Pranoti (posters) 10:40-11:20 Dave (photoimaging) 11:30-12:10 Jon (GIS) 	
8:30-12:00	Teaching strategies		
12:00-1:00	Lunch		
1:00-2:25	Teaching strategies	<ul style="list-style-type: none"> Last two sequential sessions continued from the morning <ul style="list-style-type: none"> 1:00-1:40 Barb (concept sketches & case studies) 1:45-2:25 Mark (web sites) The small groups need to get together again. This session will focus on some of the issues that participants envision facing when teaching the course. This is a short session. Before we did 45 minutes on where students will have the most difficulty in my course and what I will do about it. Facilitators will try to keep this from being a gripe session and ask people to be thoughtful about what aspects will be most difficult <i>and</i> how course structure and assignments will help students with those difficulties. Do we want to do this this year?? We have also done 45 minutes on how to build assignments for long-term retention and transfer. Ditto?? 	<p>-So we want to rotate facilitators??</p> <p>-What we've done in the past:</p> <ul style="list-style-type: none"> Where will students have the most difficulty/problems in my course? Have individuals think and write, then go around group to share difficulties. Leaders keep track of the areas of anticipated difficulties. What will I build into the design of my course and assignments to help students with the anticipated difficulties? Think and write, then share ideas. Each leader decides how much time to spend on this. <p>-Then, leader decides what to discuss next or gives the group a chance to decide what to discuss. Leader will ultimately make the call. Here are some ideas: 1) ideas for specific assignments, 2) idea regarding assessment, 3) discussion on consistency of assessment with respect to goals and assignments, 4) discussion on how to motivate students, 5) ideas for using real data in the courses being designed.</p> <p>-How should this be structured? Ideas?</p>
2:30-3:00	Small group work time		
3:00-3:15	Break		
3:15-4:00	Individual work time	<ul style="list-style-type: none"> Participants work individually and have the option of scheduling consultation time with us 3:00-4:00 	
4:00-5:00	Using real-world data	<ul style="list-style-type: none"> Plenary session on using real-world data. We will be able to be in the computer lab and will work with the Using Data sites. Daily road check 	<p>- What do we want to do?? And who will lead this?</p>
6:00-7:00	Dinner		

8:00-9:00	Informal interest groups		
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Saturday, July 24

TIME	EVENT	STRUCTURE	
7:00-8:00	Breakfast	<ul style="list-style-type: none"> Leaders meet for breakfast meeting at 7:30 	
8:15-8:30	Preview of day	<ul style="list-style-type: none"> Review of road checks (Heather) Preview of day, including reminder about posters and answering questions about posters; birds-of-a-feather lunch; (Barb) 	What do we want to do, and who will lead this???
8:45-10:30	Session on assessment	<ul style="list-style-type: none"> Who will do the assessment session, and what do we want to accomplish?? 	
10:30-10:45 10:45-12:00	Break Individual work and consultations	<ul style="list-style-type: none"> Individual work 	
12:00-1:00	Lunch		
1:00-2:30 2:30-3:10 3:25-4:05 4:10-4:50	Individual work and consultations Coaching session #1 on designing assignments Coaching session #1 on designing assignments Coaching session #1 on designing assignments	<ul style="list-style-type: none"> Individual work Three concurrent optional sessions on how to design specific types of assignments. Each session runs three times. Participants have choice of the following seven: <ul style="list-style-type: none"> Jigsaw (Barb) Debates (Char) Designing effective assignments using the web (Mark) Using demonstrations instead of lecturing (Pranoti) Designing quantitative assignments (Bill) 	<p>****very important that these sessions should largely be coaching sessions to help participants develop their own assignments; i.e., these are different from the presentations on Friday morning. Need to talk about how to structure this, how to have interchange, work time, and instruction plus have people make progress.</p>
not scheduled	Break	<ul style="list-style-type: none"> Refreshments available mid-afternoon. 	
4:50-5:10	End-of-day plenary	<ul style="list-style-type: none"> Remind people about posters; do evaluations 	
6:00-7:00	Dinner	Dinner in Savannah	

Sunday, July 25

TIME	EVENT	STRUCTURE	
7:00-8:00	Breakfast	<ul style="list-style-type: none"> • Leaders meet for breakfast meeting 	
8:15-10:15		<ul style="list-style-type: none"> • All posters must be up by 8:15 • Each participant will be at his/her poster during one of the following time slots. We will determine ahead of time how we will divide the group up (<i>i.e.</i>, which participants will present in which sessions, and which leaders will visit which posters). Those circulating will have stickies to make comments. <ul style="list-style-type: none"> ○ Session 1 8:15-8:55 ○ Session 2 8:55-9:45 ○ Session 3 9:35-10:35 	<p>What will poster format be, and how many sheets does each person get?</p> <p>Need to set list of posters each of us will visit and determine what posters will be in each session.</p> <p>Need to have Dave Tewksbury take digital photo of each poster.</p>
10:15-10:30	Break		
10:30-11:15	Plan of action for post-workshop follow-through	<ul style="list-style-type: none"> • Bons mots on implementation. • Plan of action 10:50-11:15 <ul style="list-style-type: none"> ○ Use an NCR form if possible and ask specific question(s) that each participant must respond to concerning their post-workshop plans of action. ○ We collect one copy, and they keep the second copy. • Description of workshop follow-up 11:15-11:30 <ul style="list-style-type: none"> ○ Each participant must visit the Workshop web site and fill out a form with information on their course title and context, the goals that they have set, and any other information that they wish to have on the Workshop website (<i>e.g.</i>, course URL). ○ We will describe the formal follow-through required after one year. • Workshop evaluation 11:30-12:00 	<p>Need to plan what tips each of us will say and in what order. Also need to discuss whether this went well last year and whether we want to run it the same way.</p> <p>Richard: don't ask questions you don't want answers to Tracy: Pranoti: Char: Bill: Heather: think about your own workload as you design assignments Barb: don't give up mid-semester Mark:</p>
12:00-1:00	Lunch		
1:00-4:00		<ul style="list-style-type: none"> • Check-out 	