GRAD 561 Course Design & Methods for College & University Teaching  
Tentative Course Schedule (subject to change)

Week 1: Understanding Learning and Instructional Design

**TUESDAY**  
**In-Class Activities:** Introductions; Reciprocal Syllabus Interview  
**Readings/Watch:** None  
**Due:** Pre-Assessment Survey

**THURSDAY**  
**In-Class Activities:** Discussion of Redish paper and how people learn  
**Readings/Watch:** Nilson Ch. 1 and Mental Models by Redish; Watch “Expertise” and “Start with Why” Videos  
**Due:** Submit a syllabus or description of the course you want to design to Canvas

Week 2: Understanding by Design, Course Goals, Learning Outcomes

**TUESDAY**  
**In-Class Activities:** Understanding by Design Discussion; How to write Learning Outcomes and Bloom’s Taxonomy Discussion;  
**Readings/Watch:** Read McTighe and Sand “Understanding by Design” Chapter; Watch Grant Wiggins video; CMU, “Why should assessments, learning objectives and instructional strategies be aligned?”  
**Due:** None

**THURSDAY**  
**In-Class Activities:** Elements of a “Good Course” writing and discussion; Peer review of goals and learning outcomes, introduce Alignment Table  
**Readings/Watch:** Read Nilson Chapter 2 and Bloom’s taxonomy materials; OSU, Objectives Builder  
**Due:** First draft of at least 3 goals and 5 learning outcomes for class you are designing considering the program, university, and disciplinary goals/outcomes (bring list of disciplinary norms, program goals/outcomes) for peer review - 5 pts
Week 3: Diversity and Inclusion

**TUESDAY**
**In-Class Activities:** Build Mobiles, who are our students discussion
**Readings/Watch:** Review “Checklist of Assumptions”; Skim Nilson Chapter 5 and 7
**Due:** None

**THURSDAY**
**In-Class Activities:** Article Jigsaw; 21 strategies discussion; Inclusivity Statement share pair, if time
**Readings/Watch:** Read assigned article for jigsaw
**Due:** Syllabus Inclusivity Statement Draft due - 5 pts

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Week 4: Summative Assessments

**TUESDAY**
**In-Class Activities:** **MICRO TEACHING:** Authentic Assessment; Assessments Discussion
**Readings/Watch:** Peruse “Authentic Assessment Toolkit”; Watch Mazur Video on authentic assessment; Optional: Read “Blooming Biology,” “Understanding Rubrics,” “Authentic Assessments”
**Due:** None

**THURSDAY**
**In-Class Activities:** **MICRO TEACHING:** Dirks Summative Assessment; Workshop/Peer Review Learning Outcomes, Goals and Alignment
**Readings/Watch:** Read Nilson Chapters 29; Dirks et al. Summative Assessment Chapter
**Due:** First draft of summative assessment in Teachable Unit template w/ rubric or key and second draft of at least 3 goals and 5 learning outcomes for class you are designing considering the program, university, and disciplinary goals/outcomes - 5 pts
**Week 5: Formative Assessments**

**TUESDAY**  
In-Class Activities: *MICRO TEACHING*: Nicol and Macfarlane-Dick; Formative Assessment Misconceptions Discussion  
Readings/Watch: Read Nicol and Macfarlane-Dick article  
Due:

**THURSDAY**  
In-Class Activities: *MICRO TEACHING*: Tanner and Allen; Workshop/Peer Review Goals, LOS and Summative and Formative Assessment  
Readings/Watch: Read Tanner and Allen; Optional: Examine Nilson Chapters 14, 17, 28, Chapter 1 of Moss  
Due: 1) First draft formative assessment(s) with rubric or key with current draft Teachable Unit template and Alignment Table (Summative assessment, learning outcomes and goals); 2) Second draft summative assessment in TEACHABLE UNIT template; 3) Third draft goals/ LOs (if needed) - 5 pts

**Week 6: Syllabus mechanics**

**TUESDAY**  
In-Class Activities: Syllabus Reading discussion; Syllabus critique (works I produced) and discussion  
Readings/Watch: Read Nilson Chapter 3 and Check out The Syllabus and OSU syllabus requirements  
Due:

**THURSDAY**  
In-Class Activities: *MICRO TEACHING*: Kaufman; Syllabus discussion  
Due: 1) Final summative and formative assessments in Teachable Unit template (includes at least one finalized goal and LO) with reflection due in Canvas - 20 pts
Week 7: Instructional Strategies - Lectures

**TUESDAY**

In-Class Activities: *MICRO TEACHING*: Freeman and Bradbury; Good lecture discussion

Readings/Watch: Freeman et al. (2014) and Bradbury (2016); *Optional*: Skim Nilson Chapter 11-13

Due: None

**THURSDAY**

In-Class Activities: Workshop/Peer Review syllabus and Alignment Table; Outline a lecture; Tidbit planning (time permitting)

Readings/Watch: Short blog posts on Canvas and 10 Tips for Presentations; Watch to Garr Reynolds TEDxTokyo talk;

Due: First full draft of Alignment Table and annotated syllabus with learning outcomes and assessments - 5 pts

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Week 8: Active and Group Learning

**TUESDAY**

In-Class Activities: *Microteaching*: Chi and Tanner Interactive learning discussion; Different group strategies discussion;

Readings/Watch: Read ICAP paper by Chi and SE paper by Tanner; Watch the TED video the Power of Introverts

Due:

**THURSDAY**

In-Class Activities: Presentations and Technology Discussion

Readings/Watch: Read Nilson Chapter 26 and Notetaking article; Watch “*Flipped Learning Classroom*” *Optional*: Nilson Chapters 16, 18, 19, 20

Due: Final draft of Alignment Table and annotated syllabus - 25 pts
Week 9: Teaching Tidbits!

**TUESDAY**  
In-Class Activities: Peer Review of tidbits (first round in groups)  
Readings/Watch: NA  
Due: Tidbit if assigned - 15 pts

**THURSDAY**  
In-Class Activities: Peer Review of tidbits (second round in groups)  
Readings/Watch: NA  
Due: Tidbit if assigned -15 pts

Week 10: Qualities of an effective instructor and end of course activities

**TUESDAY**  
In-Class Activities: Whole class poster presentation of teaching tidbit process/ preview  
Readings/Watch:  
Due: Final Tidbit and supporting materials due (presentation, Teachable Unit template) – 15 pts.

**THURSDAY**  
In-Class Activities: Qualities of an effective instructor discussion; Course Carousel  
Readings/Watch: Read Nilson Chapter 32; Examine Tables in posted article; Watch Amy Cuddy Video  
Due: 1) Self-Reflection - 15 pts. 2) Post - Assessment Survey