Teaching Fundamentals for New College Instructors
Course Outline and Learning Goals

Overall Course Learning Objective

Participants will finish this course empowered to create and deliver an effective course in their formative university teaching years that both helps students succeed and also yields more positive student evaluations.

UNIT 1: GREAT COURSE DESIGN
Pedagogical Philosophy, Backward Design, Learning Outcomes, Organization

Module 1.1 - Introduction

Module 1.2 - Get Philosophical

Learning Goals:

- *Understand four curriculum ideologies and their differences*

- *Learn five learning theories and their differences*

- *Analyze your view of the role of the student*

- *Analyze your view of the role of the teacher*

- *Write your philosophy of teaching and learning*

Module 1.3 - Begin Backwards

Learning Goal:

- *Define the educational theory of Backward Design*

Module 1.4 - Write Learning Outcomes and Assess Them

Learning Goals:

- *Understand why learning outcomes are essential*

- *Analyze effective types and qualities of good learning outcomes*

- *Determine appropriate assessments of learning outcomes*

- *Explore the idea of a culminative assessment*

- *Write course learning outcomes and assessments*

Module 1.5 - Get Organized

Learning Goal:

- *Five keys to organize your course: alignment, order, clarity, logic, and consistency*

Unit 1 Conclusion

- For Further Thought

- Further Reading & Resources

- Assessment

UNIT 2: EFFECTIVE LEARNING APPROACHES

Active Learning, Collaborative Learning, Blended Learning, Mastery Learning

Module 2.1 - Invite Active Learning

Learning Goals:

- *Define active learning*

- *Understand how "know, feel, and do" relates to and expands upon active learning*

- *Apply seven hungers of learners*

Module 2.2 - Benefit from Blended Learning

Learning Goals:

- *Define blended learning*

- *Understand the benefits and drawbacks of blended learning*

- *Implement aspects of blended learning in your course*

Module 2.3 - Strive Toward Mastery

Learning Goals:

- *Define nine elements of Mastery Learning*

- *Understand Mastery Learning's statistical effect*

- *Examine principles and challenges of Mastery Learning*

- *Analyze potential ways to implement Mastery Learning assessment*

- *Explore practical, smaller instructional changes to implement Mastery Learning today*

Unit 2 Conclusion

- For Further Thought

- Further Reading & Resources

- Assessment

UNIT 3: ENGAGING TEACHING PRESENTATION
Relevance, Participation, PowerPoint, Learning Videos

Module 3.1 - Present with Resonance, Relevance, and Remembrance

Learning Goal:

- *Understand 12 principles for resonance, relevance, and remembrance of your class presentations*

Module 3.2 - Invite Participation

Learning Goals:

- *Learn practical forms of student participation in a lecture presentation*

- *Plan five go-to activities in any lecture setting*

Module 3.3 - Create Quality Learning Videos

Learning Goals:

- *Understand effective approaches for blended-learning videos*

- *Apply principles of effective blended learning videos to better a subject matter*

- *Create a plan to implement effective principles of blended learning videos to a subject matter*

Unit 3 Conclusion

- For Further Thought

- Further Reading & Resources

- Assessment

UNIT 4: OUTSTANDING ASSESSMENT
Clear, Fair, Effective, and Cumulative Assessment

Module 4.1 - Clear Assessment

Learning Goals:

- *What is a learning goal (or class objective) and how does it differ from a course outcome?*

- *What is a rubric, and how do I create effective ones?*

Module 4.2 - Fair Assessment

Learning Goals:

- *Understand how fair assessment centers on being*

  - *clear*

  - *outcome-based*

  - *balanced*

  - *varied*

- *Explain how GPA and course rigor are not equivalent*

Module 4.3 - Effective Assessment

Learning Goals:

- *Understand multiple-lens assessment*

- *Demonstrate how to incorporate peer-to-peer feedback for formative and summative assessments*

- *Incorporate student self-assessment*

- *Understand how to use technology to provide automated feedback on multiple choice questions*

Module 4.4 - Write More Effective Multiple Choice Questions

Learning Goals:

- *Learn basic terminology in writing multiple choice questions (stem, distractor)*

- *Analyze 15 effective practices to write better multiple-choice test questions*

Unit 4 Conclusion

- For Further Thought

- Further Reading & Resources

- Assessment

UNIT 5: CONNECTING WITH STUDENTS
Ways to Know, Develop Rapport, and Work with Students

Module 5.1 Connecting with Students

CONCLUSION

Final Assessment

Survey