

Course Design: Teaching Institute

Vision: “Learning Tools that Work”—This Institute challenges and empowers faculty on their journey towards more effective teaching that motivates student self development

Step 1: *Long-term Behaviors*

1. Willing to question assumptions and critically examine previous practice as a teacher with goal of changing or adapting previous practice
2. Willing to replace certain evaluation practices with assessment to increase the improvement of student performance
3. Willing to annually assess the past year’s performance to develop a professional development plan for the coming year.
4. Appreciates and values the role of the learner and is willing to take on the learner’s perspectives
5. Shifts ownership of learning to students by requiring them to be prepared for classes, incorporating critical thinking, challenges students to transfer knowledge to new contexts and limiting explanations to unique situations
6. Seeks out collaborative partnerships in a “community of practice” to help professional growth, sustainability, and sense of contribution of value

Step 2: *Course Context*

Course Intentions

1. To generate hunger for teaching/learning methods that align with educational research on how people learn.
2. To sell the philosophy of Process Education.
3. To motivate and engage a faculty in institutional change in order to better meet stakeholder needs.

Broad Learning Goals

1. Introduce faculty to the language and concepts of Process Education.
2. Familiarize the faculty with effective teaching practices.
3. Experience the dynamics of a productive learning environment.
4. Learn and use effective assessment techniques.
5. Understand and experience aspects of the learning process.
6. Understand the complexity of course design.
7. Understand the difference between assessment and evaluation
8. Motivate faculty to analyze their current practice(s) with respect to student learning and appreciate the benefits of Process Education.

Step 3: Learning Outcomes	
Competencies	<ol style="list-style-type: none"> 1. Able to use the SII to assess simple activities 2. Assign and use roles necessary for cooperative learning. 3. Assess levels of knowledge using Bloom's Taxonomy 4. Use the reading methodology to increase learner preparation for an active learning classroom 5. Writing learning outcomes for a learning experience
Movement	<ol style="list-style-type: none"> 1. Increase the practice of assessment in the teaching/learning 2. Increase the effectiveness of cooperative learning in the classroom and in professional teams 3. Increase the scope and depth of planning for a quality learning environment 4. Expand and enrich repertoire of facilitation techniques that grow life-long learning skills 5. Generate interest in outcome driven curriculum design
Accomplishment	N/A
Experience	<p>The participants will be placed within cooperative learning teams, playing different roles throughout the three days performing very challenging learning activities. There will be at six different activity types, where the participants will be expected to produce individual and team outcomes throughout the event. The ownership of the learning will be shifted on a continuous basis, where more of the agenda setting and activity decision-making made by the participants. At the end of most activities teams will share their learning, challenging each other to improve their performance in the next activity.</p>
Integrated Performance	<p>Life-long learner—Sets self-expectations for learning during a learning experience by writing learning outcomes as well as keeping a journal that captures ideas, practices, and tools that can be used to help accomplish these outcomes. Takes out reflection time to synthesize these ideas, reach out to other colleagues for inquiry and expertise, access resources for expanding meaning, and work with the facilitators by asking key questions that will fill in gaps. After the event, when transferring what has been learned into personal practice, regularly asks for assessment to insure the best possible plan of action.</p>

Step 4: Knowledge Table				
<i>Concepts</i>	<i>Processes</i>	<i>Tools</i>	<i>Contexts</i>	<i>Ways of Being</i>
Bloom's Taxonomy Levels of Knowledge	Learning Process Methodology	Team Roles	Experiential Learning	Assessor/Self- Assessor
Differentiating assessment from evaluation	Assessment Methodology	SII	Cooperative Learning	Life-Long Learner
Guided Discovery Learning	Reading Methodology	Reflector's Report	Just-in-time Lectures	Classroom Researcher
Intrinsic Motivation	Course Design Methodology	Recorder's Report	Journal Writing	Reflective Practitioner
Learning Skills	Facilitation Methodology	Reading Log	Role Modeling	Collaborator
High Quality Learning Environment	High Quality Learning Environments Methodology	Classification of Learning Skills • Cognitive Domain • Social Domain • Affective Domain	Fishbowl	Willing to shift control to students
Learner Ownership		Midterm Assessment	Reflection Time	Willing to take risks
Knowledge Table/ Forms of Knowledge		Course Design Template	Group Discussion	
Compass of Higher Education				
Syllabus Components				
Learning Outcomes • Competency • Movement • Accomplishment • Experience • Integrated Performance				

Step 5: Themes for the Course

Process Education – way of being
 Team Building
 Learning Process
 Assessment
 Teaching

Step 6: Methodologies

Learning Process
 Reading
 Assessment
 Facilitation
 Creating a Quality Learning Environment
 Course Design

Step 8: Learning Skills

Cognitive: observing, listening, challenging assumptions, recording, contextualizing

Social: team building, goal setting, checking perceptions, being non-judgmental, collaborating, performing within a role, assessing performance

Affective: being open, coping, managing dissonance, reflecting, accepting ownership

Step 17: Performance Criteria

Teacher:

Understands and can use tools and techniques necessary to create a quality learning environment that is student centered, involves active learning and continuous assessment.

Life-Long Learner:

A curious, efficient individual, who seeks additional knowledge, uses self-assessment, and leverages people and resources to grow their learning.

Collaborator:

Values the importance of the roles that people play within a team, seeks to create communities of practice where individuals communicate openly, effectively and in a supportive manner while sharing responsibility to meet their goals.

Step 18: Performance Measures

- Performance Levels for Learners
- Performance Levels for Self-Growers

(These rubrics appear in Tables 1 and 2 at the end of this section of your Handbook.)

Step 19: Assessment / Evaluation System

Annual Professional Growth Plan

SII Reporting

Just-in-time use of the *Faculty Guidebook*

Step 20: Course Activities							
Activity Name Step 7	Learning Object	Knowledge Table Item Step 9	Theme Step 12	Activity Type Steps 9 & 10	Learning Skills Steps 8 & 14	Time	Purpose Step 7
DAY 1							
Welcome and Introductions	Yes: History of Pacific Crest and Teaching Institute Goals		Team Building	Personal introductions	listening	30 min	Appreciate diversity of experience present at event
Section 2: Preparing for the Teaching Institute			Process Education	Reading, journaling	reflecting, accepting ownership	120 mins (prior to TI)	Reflect on purpose and agenda for event, relating this to personal philosophy and goals
Section 3: Overview of Process Education	Yes: Compass	Concepts: - Compass of Higher Education	Process Education	Cooperative learning	observing, checking perceptions, being open	60 min	provide an understanding of the components of Process Education within higher education
Section 4: Constructing Team Objectives	Yes: Learning Outcomes	Concepts: - Learning Outcomes Tools: - Team roles	Team Building	Planning	team building, goal setting, managing dissonance	45 min	Share pre-institute discoveries; experience team building process and set shared goals that TI teams will actively pursue throughout the event
Section 5: Teaching the Reading Methodology		Process: - Reading Methodology Tools: - Reading Log	Learning Process	Reading, cooperative learning	recording, performing within a role	60 min	Reading for meaning with the help of a methodology

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DAY 1							
Levels of Knowledge Forms of Knowledge	Yes: Bloom's	Concepts: - Bloom's Taxonomy Concepts: - Forms of Knowledge	Learning Process	PowerPoint Presentation	listening	30 min	Provides closure to content of previous activity and sets stage for next activity
Section 6: Exploring the Learning Process Methodology		Process: - Learning Methodology Tools: - SII	Learning Process	Guided Discovery, Cooperative Learning	contextualizing, collaborating, performing within a role	60 min	analyzing the teacher and learner roles in a facilitated learning process
Section 7: Engaging Learners in a High Quality Learning Environment		Process: - Creating a Quality Learning Environment Concepts: - Learner Motivation	Teaching	Cooperative learning	coping, accepting ownership, managing dissonance	90 min	Underscore need for faculty changes in order to bring about greater student engagement
Section 8: Inventory of Teaching and Learning Tools		Way of Being: - Reflective Practitioner	Teaching	Reviewing	listening, recording, collaborating	15 min	Identify and document different teaching strategies
Section 9: Homework for Day 2		Way of Being: - Classroom Researcher - Self-Assessor	Assessment	Reading, Journaling, Self-Assessment	challenging assumptions, assessing performance	60 min (at home)	Prepare for Day 2

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DAY 2							
Section 10: Team Reflection	Yes: Bloom's	Tools: - Team Recorder Report - Team Reflector Report	Team Building	Cooperative Learning	assessing performance, performing in a role, checking perceptions	45 min	Improve teamwork, communication, assessment, and journal writing skills, through group reflection
Overview of Assessment	Yes: Assessment & Evaluation	Process: - Assessment Methodology	Assessment	Interactive Lecture	listening	30 min	contrast roles of measurement, assessment, and evaluation in higher education
Section 11: Comparing and Evaluation		Concept: - Differentiating assessment from evaluation	Assessment	Peer Assessment	assessing performance, being non-judgmental	90 min	to understand the difference between assessment and evaluation
Section 12: Facilitation Planning		Process: - Facilitation Methodology	Teaching	Collaborative Learning	goal setting, being open, coping	30 min	Set expectations and clarify questions on subsequent fishbowl session
Section 13: Modeling a Process Education Classroom		Context: - Fishbowl Demonstration Tool: - Classification of Learning Skills	Teaching	Fishbowl	observing, listening, assessing performance, challenging assumptions	150 min	observe a Process Education classroom; debrief students afterwards; analyze the experience
Section 14: Problem-Solving Session (alternate activity)		Context: - Fishbowl Demonstration Tool: - Classification of Learning Skills	Teaching	Fishbowl	observing, listening, assessing performance	120 min	observe a problem-solving session; debrief participants afterwards; analyze the experience

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DAY 2							
Section 15: Midterm Assessment		Tool: - Midterm Assessment	Assessment	Group Discussion	checking perceptions, assessing performance, accepting ownership	30 min	Transfer ownership of agenda for Day 3 to TI Participants
Section 16: Homework for Day 3		Way of Being: - Lifelong Learner - Self-Assessor	Assessment	Reading, Journaling, Self- Assessing	reflecting, assessing performance, recording	60 min (at home)	Practice the technique of self- assessment
DAY 3							
Section 17: Team Meeting		Way of Being: - Reflective practitioner	Team Building	Project Work	collaborating, managing dissonance, accepting ownership	45 min	adjust agenda and plan project work to best meet personal and team outcomes for the institute
Overview of Course Design		Process: - Course Design Methodology Tool: - Course Design Template	Teaching	Interactive Lecture	listening	45 min	understand the components of a course design
Section 18: Creating a Syllabus		Concepts: - Syllabus components	Teaching	Individual Worksheet	goal setting, contextualizing, checking perceptions	30 min	generate ideas for enriching your next course syllabus
Section 19: Analyzing an Activity Design		Tool: - Activity Design Template	Teaching	Case Study	observing, collaborating, contextualizing	60 min	understand the components of an activity design

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DAY 3							
Section 20: Creating an Activity (alternate activity)		Tool: - Activity Design Template	Teaching	Case Study	observing, collaborating, contextualizing	90 min	observe the process of activity design
Section 21: Professional Planning	Yes: eFGB	Way of Being: - Life-long learner	Learning Process	Needs Analysis	observing, contextualizing, challenging assumptions	60 min	assess level of comfort with new material presented in the institute and document need for further inquiry and instruction