Course Design Institute

Learn practical strategies, techniques, and tips for creating activities, materials, and an overall course design.

Pacific Crest   www.pcrest.com

DEVELOPMENTAL FOCUS	LENGTH
Professional, Intellectual	*4 days*

The Course Design Institute (for in-person, hybrid, and online courses) offers practical strategies, techniques, and tips for creating activities and materials, and designing courses and programs which support process-oriented approaches to learning and teaching and improve student learning and success. By integrating learning theory into the course design process, curricula can be created which support Process Education approaches. Such learning environments challenge students to develop essential learning skills and master content.

OUTCOMES

- Learn to structure and write quality process-oriented materials for use in their own courses.

- Practice integrating a learning methodology and learning theory into the design of their content-specific curriculum.

- Set criteria for assessing the quality of curricula and aligning it with QEP.

- Link assessment strategies to specific activity types for improving student success.

- Identify and assess key learning skills students must develop to meet general education guidelines.

- Learn to write high quality critical thinking questions.

- Explore how learning journals and portfolios can be integrated in the design of curriculum.

- Have the opportunity to receive real-time feedback while working through the design process.

- Discover key design features which increase student success.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

Day 1	Overview of the curriculum design process, Determining goals and institute outcomes, Construct long-term behaviors, Identifying course intentions, Construct measurable learning outcomes, Constructing a knowledge table for a course
Day 2	Choose themes for a course, Creating methodologies for key processes in a course, Identify a set of activities, Identify a set of specific learning skills for the course, Producing key performance criteria, Identify activity preference types, Match the activity types with the chosen activities, Choose the in-class and out-of-class activities
Day 3	Allocating time across course themes, Sequence the activities across the term, Create individual activities from a prioritized list, Enhance activities by using technology, Assessing and peer reviewing an activity
Day 4	Locate or build key performance measures, Designing a course assessment system, Designing a course evaluation system, Designing a course syllabus, Assessment of the Institute

PERFORMANCE AREAS

Assessor	Collaborator	**Designer**	**Evaluator**	Facilitator	Innovator	Leader
Learner	Measurer	Mentor	**Planner**	Problem Solver	Researcher	Teacher