

THE TOP FIVE CONSIDERATIONS IN DESIGNING A COURSE

The Audience

What are their

- entry levels?
- life experiences?
- learning styles?
- gender and culture?

Desired Outcomes

- What knowledge is to be learned? - What are the topics?
What is a logical sequence?
- What skills are to be acquired? - What will you expect students to be able to DO?
- What level of competency is to be reached? –Do you expect recognition, recall, judgement, synthesis?

Teaching Methods

Will you use

- lectures?
- demonstrations?
- guest presentations?
- group seminars?
- student presentations?
- think-pair-share type exercises to generate discussion?
- lab or clinical experience?

Methods of Evaluation

What form best evaluates your desired outcomes?

- Tests? – Will questions be multiple choice, short answer, long answer, problem solving?
- Essays? - Will you mark mechanics as well as content?
- Assignments? – Will they be in-class or take-home?
- Performance in lab, clinical or stage setting?

Content of Course Syllabus / Outline

Share with your students

- the rationale for the course – Why does this course exist?
- your overall goal in the course
- a description of the course – the topics and schedule
- your teaching methods
- their resources – the text and other sources
- the objectives – What will students be expected to do, under what conditions, to what level, in order to master the course? These will reflect your desired outcomes.
- the evaluation format – the forms of evaluation, their value, the due dates, the grading scheme.

THE TOP TEN “DO’S”

DO fit your expectations to the level of the course.

DO make objectives clear and specific, and be sure they state what students will have to do.

DO stick to the evaluation scheme you give in the course outline.

DO refer students to Student Services as appropriate.

DO ask for feedback on your course plan and your syllabus, from colleagues and students.

DO infuse variety. Keep it interesting for you and the students!

DO invite students to be inquisitive and to think critically, like scholars. Respect their ability!

DO have a back-up plan! (in case the computer or overhead or projector or demonstration fails!)

DO know your subject and where it is used.

DO be yourself, show your passion for your subject and enjoy!