Planning a Course
Carolinda Douglass
Vice Provost for Academic Planning and Development
Professor, School of Nursing and Health Studies

Overview How to…
- Face the challenges and opportunities of first time teachers
- Write a syllabus – your contract with your students
- Plan to be spontaneous
- Address teaching and learning, a two-way street
- Plan a course to fit program objectives
- Plan a class session to fit course objectives
- Assess class, course, and program objectives
- Use assessment findings for class, course and program improvement
- Continue to develop and improve your course

Challenges and Opportunities
- What are the challenges?
- What are the opportunities?

Take A Step Back
Recall one negative & one positive experience you had with a teacher & describe to a partner
What did the teacher do that hurt/helped the situation? What do you remember about the structure of the course/class?
- What are your overarching concerns about teaching?

Do’s and Don’ts for First Time Teachers
- Do come to class early
- Don’t come unprepared
- Do greet students as they come in
- Don’t be averse to asking them to remind you of their names
- Do convey confidence in your appearance and presentation
- Do not tell them you are a first time teacher
- Do provide clear, consistent expectations to your students
- Don’t act in a capricious or unfair manner
- Do encourage students to give you feedback on your teaching and their learning
- Don’t be afraid to make changes based on the feedback (within the limits of the contract)
- Do encourage students to take responsibility for their own learning process
- Don’t allow students to “play the victim” or put all the responsibility on you for learning
- Do respect your students and give them the tools and support they need to be successful
- Don’t disparage your students to other faculty
- Do meet your students where they are
- Don’t underestimate your students’ abilities
- Do show you care!
Course Syllabus – The Contract

- **STEP BACK**: Single most important document
- **Components of the Contract**:
  - Access to instructor
  - Objectives for learning
  - Expectations for student and instructor behaviors
  - Expectations for demonstration of learning
  - Individual class session expectations and timeline
  - Classroom/course policies

Planning to be Spontaneous

- **Planning**…
  - Be explicit about content
  - Provide grading schemes and rubrics in advance
  - Have a detailed timetable
  - Have multiple ways to cover course content
  - Provide tools for students to be prepared
- **To be Spontaneous**…
  - Be open, have fun, play
  - "Get messy, make mistakes!"
  - Adapt to student needs

STEP BACK: Teaching and Learning is a Two-Way Street

- What does this mean to you?
- Contract goes both ways
- Responsibility goes both ways
- Teaching does not equal learning
- Learning happens when students are supported in their unique needs

Planning a Course to fit Program Objectives

- What are your program objectives?
- What are your course objectives?
- Do your course objectives align with your program objectives?

STEP BACK: Objectives 101

- **Learning Expectations for Students**

  - **SMART**
    - Specific
    - Measurable
    - Achievable
    - Relevant
    - Timely

  - **ABCD Model** (Zerwas, 2006)
    - **A** = Audience
    - **B** = Behavior
    - **C** = Condition
    - **D** = Degree
PHHE 669 Example

Graduates will be able to...

- “Plan, implement and evaluate public health programs”
  - On their comprehensive exams, 100% of students in the MPH program will score “adequate” or “exemplary” by PH faculty on their sample one year line-item budget for a health education program as measured by the attached rubric. The budget must be in Excel format and include the five core LIB components discussed in PHHE 669. (Program objective.)

- “Demonstrate ability to create realistic program budget”
  - 80% of students will develop a one year line-item budget for a health education program. The budget must be in Excel format and include the five core LIB components discussed in PHHE 669. The budget must be turned in by the last day of class and must earn an “adequate” or “exemplary” score on the attached rubric as assessed by the course instructor.

Rubric for LIB Core Components

<table>
<thead>
<tr>
<th>Revenues and Expenditures</th>
<th>LIB Categories</th>
<th>Indirect Costs</th>
<th>Fiscal Year</th>
<th>Excel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>All revenues &amp; expenditures are indicated and clearly explained</td>
<td>Indirect costs are correctly calculated</td>
<td>Included</td>
<td>Advanced Excel format</td>
</tr>
<tr>
<td>Adequate</td>
<td>All revenues &amp; expenditures are indicated</td>
<td>Indirect costs are partially calculated</td>
<td>Included</td>
<td>Basic Excel format</td>
</tr>
<tr>
<td>Developing</td>
<td>Not all revenues and expenditures are indicated</td>
<td>Indirect costs are not calculated</td>
<td>Not included</td>
<td>Not in Excel format</td>
</tr>
</tbody>
</table>

Comments

Planning a Class Session to fit Course Objectives

**STEP BACK: IDEAS?**

Assessing Class, Course and Program Objectives

- Assess the activity in terms of the learning!
  - Revisit objectives, use rubric as guidelines, create new guidelines with students
  - Triangulate the assessment using multiple measures
    - Self-assessment, instructor assessment, peer assessment, computer generated assessment; discuss differences in measures and perspectives
  - Reassess to see if learning is retained
    - Questions at beginning of class (clickers), quizzes, exams, one minute writings, journals, etc.

Possible Assignments

- PowerPoint lecture as overview, possibly with fill-in the blank study guide
- Short in-class budgeting activity done as a full class, small groups or individuals and shared
- Critique/improve upon an existing budget examples
- Games – parts of a budget (e.g., Jeopardy, Bingo, puzzles, computer games)
- Kinesthetic activities
  - skits, songs, human assembly lines

*Use the one(s) that best fits the needs of the students*

Using Assessment Findings for Class, Course and Program Improvement

- **STEP BACK:** How do the assessments you use help learning in class? In the course? In the program?

- If learning is not achieved, what changes can be made to teaching/learning pedagogies?
### Continued Course Development and Improvement: The Journey

- Face challenges and opportunities
- Contract with students
- Plan to be spontaneous
- Remember teaching/learning is a two-way street
- Plan to fit objectives
- ASSESS learning
- Improve teaching/learning

---

**Questions?**