

DOWNLOAD PDF PLANNING YOUR LEARNING-CENTERED SYLLABUS : AN OVERVIEW OF THE PROCESS

Chapter 1 : Syllabus - Nursing Process for Articulating Students

Although courses may vary in size, subject matter or level, a systematic process will help you plan and structure your course and syllabus to effectively reach desired instructional goals. This page provides information that will guide you from the initial design phases of your course to polishing.

Curriculum reform, however, is often based solely on information regarding course content. We agree that course content is essential to redesigning curriculum, yet focusing on content alone overlooks the importance of issues related to communication and goal setting that occur at the course level. The syllabus is often the initial communication tool that students receive as well as being the most formal mechanism for sharing information with students regarding any course. Despite their importance, the structures and formats of written syllabi tend to be handed down from one generation to the next, rarely considered as part of curriculum redesign. This lack of consideration may be especially true for courses in general education curricula. Often, general education courses are given lower priority by individual departments, because such courses tend to be governed through shared ownership that crosses disciplines. This paper describes the process and results of a descriptive study examining general education syllabi at one university. Specifically, the purpose of the present study is to examine the nature and content of general education syllabi in order to gain a better understanding of their attributes and characteristics; to identify the ways in which syllabi reflect and communicate university goals and objectives of general education; and to identify the ways in which the syllabi communicate an implicit contract. To date, these functional multiplicities of syllabi have not been examined simultaneously in the literature. What little literature does exist views syllabi from singular perspectives. Syllabi are educational tools that often have more important functions than what commonly is acknowledged by administration, faculty, or students. Taken together, the literature points to the simultaneous significance of syllabi in at least three domains of higher education: Bers, Davis, and Taylor suggest that the integrity of syllabi is important for administrative purposes because 1 syllabi are explicit public descriptions of courses, 2 they can and often are used as evidence in grievance and judicial hearings, and 3 they are used routinely to determine course equivalency in transfer situations. Thus, the administrative function of syllabi occurs not only within any one particular university but also across colleges and universities. Because syllabi serve these functions, the syllabus forms a contract between the student and the university Bers et al. Understanding the elements of syllabi is essential in order to facilitate administrative policies and procedures. Course development is a second domain in which syllabi have significant influence. Ecker suggests that the periodic review and categorization of syllabi can be a means to evaluate curriculum and program development over time. One reason the syllabus has such an impact on curriculum revision is that the syllabus serves an organizational role in course development. At a global level, the syllabus, like a contract, makes explicit the responsibilities of the instructor and of the students Grunert, ; McKeachie, Any later ambiguities of meanings can [End Page 57] be resolved by examining the contract that exists between the parties" Danielson, , p. For the instructor, developing the syllabus or course outline forces careful consideration of what topics will be covered, when assignments will be You are not currently authenticated. View freely available titles:

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Chapter 2 : Course and syllabus design | Center for Teaching and Learning

Home > Scholarship on Teaching > The Course Syllabus: A Learning-Centered Approach, Second Edition.

Description of Instructional Methods Describe the instructional methods that will be most likely be used to teach the class How much will be lecture? How much will be groups? Will students be expected to make presentations or teach each other? Will students work in teams or pairs? Will there be guest speakers? How much choice will students have in how they do their learning? How much will technology be part of the instruction? Will a particular citation style be required? Will the papers need to be typed? Will the papers need to be submitted to Turnitin. Will papers be submitted electronically? Will students be required to do something with the feedback they get on their writing to demonstrate improvement on subsequent writings?

EXAMPLE Any student that is found to have significant deficiencies in their writing will be required to use the services of the University Writing Center in an effort to improve such deficiencies to a satisfactory level. Assignments with more than 4 combined spelling or grammar errors will be returned to be rewritten.

Class Attendance Policy All 0-level and level courses must have attendance policies. A very learner centered way to develop an attendance policy is to discuss with students what they see as an effective policy and add it to the syllabus the first week of class.

Late for Class Policy The suggestion is to discuss this policy with students when developing it for the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control e. Instructors may wish to require suitable documentation.

Classroom Conduct and Professional Behavior Outline any set of behaviors that are expected from students including, language usage, dress, food, drink, head gear, issues of respect etc. The University may discipline a student for academic misconduct. Academic misconduct is any activity that tends to undermine the academic integrity of the institution. Refer students to Section III: General University and Housing Policies Regarding Misconduct

Academic Misconduct in the Ferris Student Handbook

Plagiarism A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

Course Learning and Assessment Activities

Course Assignments Describe briefly the kinds of learning activities students will be asked to engage in.

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Chapter 3 : Table of contents for Library of Congress control number

Planning Your Learning-Centered Syllabus: An Overview of the Process. Composing a Learning-Centered Syllabus. Table of Contents.

CTL is here to help! If you would like to schedule an individual appointment to talk about course or syllabus design please call or send us an email at thectl uw. Course design Effective course design begins with understanding who your students are, deciding what you want them to learn; determining how you will measure student learning; and planning activities, assignments and materials that support student learning. For all interactions with students plan ahead by ask yourself: Who are the students? What do I want students to be able to do? By asking yourself these questions at the onset of your course design process you will be able to focus more concretely on learning outcomes, which has proven to increase student learning substantially as opposed to merely shoehorning large quantities of content into a quarters worth of class meetings. Before the class begins, find out as much as you can about the students. Consider the level of your course and the type and level of student that typically enrolls in this course. If you are new to teaching the course you may want to consult with colleagues who have previously taught the course to gather some of this information. It is also helpful to review your class roster before the quarter starts. Additionally, the Office of the Registrar publishes a snap shot view of enrolled UW students for a given quarter [click here](#). Are your students new to the university? Are they new to the topic of the course or the department? What might you expect students to know before the first class? Consider previous courses they may or may not have taken. Are the students majors in your department or are they fulfilling a distribution credit? What range of backgrounds and previous experience is typically represented among students in this class? What problems do students typically have with this material at this level? Once you have considered who the students in your course are, ask yourself what they should be able to do at the end of the course. Try to answer this question as specifically as you can by using terms that emphasize student abilities you can measure or easily recognize. For example, it can be more challenging to measure students abilities based on what they may know or understand as opposed to measuring their abilities to preform tasks such as identify, differentiate, apply or produce. This process will help you solidify your course goals. Tools that can help you design course objectives: Understanding by Design Center for Teaching, Vanderbilt: Describes the Backward Design process as outlined in Understanding By Design by Grant Wiggins and Jay McTighe Course Design Tutorial although this tool draws examples from geoscience, its basic principles can be applied to a wide range of fields 3. Designing your course around activities that are most likely to lead students towards the goals you have defined will help them acquire and retain skills longer. Some goals can be achieved through listening to lecture or reading assigned texts. Others may require more active experimentation , practice or discussion. This is the part where you choose assignments, activities and other methods of assessment. For example, will you have weekly quizzes? Assessment is an important aspect of student learning. Make sure to think carefully when pairing assessments with learning objectives. For more on assessment design see our [Assessing student learning page](#). Syllabus design The syllabus provides the instructor and students with a contract, a common reference point that sets the stage for learning throughout the course. Make sure that your students have easy access to the course syllabus by handing out hard copies on the first day of class and if applicable posting a digital copy on the course website. Common components included in a syllabus The form and content of a syllabus vary widely by discipline, department, course and instructor. However, there are common components that most successful syllabi contain. These components communicate to your students an accurate description of the course including the topics that will be cover, assignments and assessments students will be responsible for, as well as a clear source for policies and expectations. Course description Course content: What is the basic content of the course and what makes it important or interesting? How does the course fit into the context of the discipline? What should students be able to do by the end of the course? Objectives are most helpful when

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they are expressed in terms of knowledge and skills that can be readily identified and assessed. For example, the ability to recognize, differentiate, apply or produce is much more readily identifiable than the ability to appreciate or understand.

Characteristics of class meetings: What types of activities should students be prepared for? How can they be contacted? How are course materials obtained? When and where does the class meet?

Course topics and assignments

Schedule of topics and readings: What will the main topics of the course be and when will they be addressed? What will students need to do to prepare for each class? Most instructors include a weekly or daily schedule of topics they intend to address, along with a list of assigned readings and other course materials.

Assignments, projects and exams: How will students demonstrate their learning? Include learning goals, estimated scope or length, assessment criteria and dates.

Course policies and values

What values will shape your teaching in the course and what policies will guide you? Policies and values that you might want to communicate through your syllabus include:

How can your syllabus help you create an inclusive atmosphere that welcomes all students? Some instructors include statements inviting participation from all students, honoring student diversity and differing points of view, or inviting requests for disability accommodations.

What are policies and procedures regarding academic integrity and misconduct in relation to materials and assignment for this course? For example, considering the types of work you are asking students to do, what do you want to communicate about working with data? What do students need to know about your expectations regarding assignments, attendance, online participation or classroom interactions? Other possibilities include policies regarding late work, make-up exams and preparation for class participation.

How can students learn most successfully in your course? In your syllabus, you can express confidence that all students are capable of doing well and you can suggest strategies for success. For example, what strategies for learning are particularly important for this material? What resources – such as study centers, web tutorials or writing centers – are available to help students succeed in your course?

Syllabus design

As a TA your responsibilities regarding course design will vary. Plan ahead by asking yourself: What do I want students to learn? What challenges to learning are students likely to face? How can I help students meet those challenges? How will I be able to tell what they have learned?

Have a syllabus It is a good idea for TAs to provide students with a syllabus. If you are teaching a quiz section or lab, you may not be involved in the development of the course syllabus. However, your students will appreciate receiving a syllabus providing information regarding the section or lab policies and procedures info. Also make sure to include your office location and hours so students know where and when to find you.

Additional resources

UW resources Are you designing a hybrid course?

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Chapter 4 : The course syllabus (2nd edition). a | KsiÄ™garnia BookMaster

A learning-centered syllabus requires that you shift from what you, the instructor, are going to cover in your course to a concern for what information, tools, assignments, and activities you can provide to promote your students' learning and intellectual development.

Diamond Table Of Content Foreword. Setting a Framework for Knowledge. Planning Your Learning-Centered Syllabus: An Overview of the Process. Composing a Learning-Centered Syllabus. Using a Learning-Centered Syllabus. Letter to the Students or Teaching Philosophy Statement. Purpose of the Course. Academic Honesty, Disability Access, and Safety. How to Succeed in This Course: Tools for Study and Learning. Cooperative and Collaborative Learning. Course and Curriculum Design. New and veteran college teachers alike, in all types of institutions from the community college to the university level, will benefit from this highly thoughtful, scholarly and persuasive argument for the critical role of the? The authors clearly and convincingly demonstrate how to create a learning-centered course syllabus that becomes a dynamic, essential part of a course that encourages student engagement, active learning, and critical thinking. Their work on the syllabus as a fundamental component of good teaching is supportive, insightful, current, and practical. This book is unusually good. Comprehensive, clear, practical, and immediately useful, it should be read by every department chair and faculty member. This update of The Course Syllabus includes, among other fine features, an excellent review and incorporation of ideas from the literature on college teaching that have been published since the original version. The syllabus is much more than a course description; it is a working document for both the instructor and the students. In The Course Syllabus , Grunert, Millis and Cohen have provided a well-documented, very up to date road map for using it effectively by teachers and learners alike, by emphasizing the value of the learner-centered approach. This is a masterful updating of Grunert? All individuals involved in instructing today? Comprehensive, clear, practical, and immediately useful, it should be read by every department chair and faculty member.? This update of The Course Syllabus includes, among other fine features, an excellent review and incorporation of ideas from the literature on college teaching that have been published since the original version.? In The Course Syllabus , Grunert, Millis and Cohen have provided a well-documented, very up to date road map for using it effectively by teachers and learners alike, by emphasizing the value of the learner-centered approach.?

Chapter 5 : Sample Learner Centered Course Syllabus | Learner Centered Teaching

Cover --The Course Syllabus: A Learning-Centered Approach, 2nd Edition --Contents --Foreword --Preface --Acknowledgments --The Authors --Part I: Focus on Learning --Preparing Students --Setting a Framework for Knowledge --Planning Your Learning-Centered Syllabus: An Overview of the Process --Composing a Learning-Centered Syllabus --Using a.

Chapter 6 : The Course Syllabus : A Learning-Centered Approach | eBay

Developing a Learning-Centered Syllabus: A Walkthrough OVERVIEW Syllabi serve several functions. First and fore-most, they communicate individual faculty.

Chapter 7 : Project MUSE - The Syllabus as a Tool for Student-Centered Learning

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Chapter 8 : The Course Syllabus : Judith Grunert O'Brien :

Foreword. Preface. Acknowledgments. The Authors. PART I: FOCUS ON LEARNING. Preparing Students. Setting a Framework for Knowledge. Planning Your Learning-Centered Syllabus: An Overview of the Process.

Chapter 9 : Learner-Centered Syllabus | Online Teaching Toolkit

The book begins by guiding readers through the planning stages of developing a learning centered syllabus, using eight principles of designing a course that fosters critical thinking and a checklist for the content of a learning centered syllabus.