

# Extreme Make-Over: Course Edition

Inspiring faculty to innovate and collaborate in instructional design

## Phase I: In the beginning...

### Setting the stage for the Institute

When participants come to the institute they may come with certain expectations and anxieties regarding technology and their courses. It's important to set a safe environment for participants to express their opinions and ideas with the group. It's important to set a:

#### Safe, fun, and open environment

We kick off the institute with a bit of humor. We show a video about technology and the humor around it. Laughter sets up the institute as a fun learning and working environment.

#### Objectives:

- Voice faculty expectations
- Share faculty experiences with teaching and technology
- Address technology anxieties
- Defuse the threat of technology overtaking teaching

#### Outcomes:

- Get acquainted with faculty in other disciplines
- Set own expectations for the institute
- Explore millennial student habits and preferences
- Face personal anxieties around technology
- Apply lessons learned from former institute participants' course design challenges and successes
- Appreciate the challenges experienced by a student dealing with poor course design

Participants end this phase in a paired discussion about their current courses and what they would like to explore to enhance their courses.



## Phase III: iEngage Students

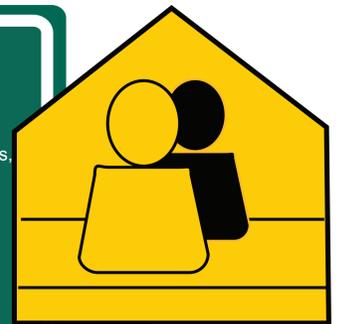
Many courses require class participation as part of their grades but the difficult part is getting the students to participate. Student interaction can be challenging with a wide range of personalities. Students range from the more outspoken students, the studious but quiet students, students balancing work, life, and school, and others that may have a learning disability.

#### Outcomes:

- Compare the benefits of engaging students in class online and offline
- Experience a web conference class session
- Discover challenges and successes past institute participants have experienced while attempting to engage students
- Dramatize how forums can encourage students to engage in deep conversations online
- Demonstrate how iClickers (student response system) can engage all students and spark group discussions

The message we convey in this segment:

Give all students a voice



Student Engagement

## Phase IV: iAssess Students

Assessment can range from formative and summative feedback to standardized tests. Participants explore alternative ways to assess their students.

#### Outcomes:

- Discuss the challenges and successes former institute participants have experienced measuring their students' knowledge
- Develop quizzes and tests in the LMS to assess student learning
- Compare the benefits of using Turn it in as a teaching tool as well as a corrective tool
- Organize the gradebook so students can assess their own status in class
- Use alternative forms of assessment such as electronic portfolios



## Phase II: iLearn to share content

There can be so much information faculty want students to access in their courses, such as syllabi, articles, web sites, journals etc. Faculty may be tempted to upload it in a manner some students call, "The Document Dump."

This session begins with a student presentation that laments the "Document Dump," and provides strategies to design and organize content so students can make use of all their resources.

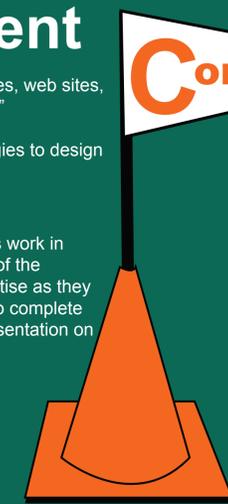
#### Introduction to Project: Extreme Course Makeover

Participants are also introduced to the Extreme Course Makeover Project. During the project, participants work in teams to design and develop a course on a topic prepared by the instructional design staff. The concept of the Extreme Course Makeover Project is to ensure all participants begin with the same level of content expertise as they collaboratively complete a series of tasks. Throughout the institute, groups break out into private rooms to complete each phase of the course design process. Towards the end of the institute, each group gives a short presentation on their course design method and shares their experiences.

#### Outcomes:

- Organize course content in the campus LMS, called iLearn
- Discover the advantages of using the Syllabus Tool for creating course syllabi
- Discuss the benefits of Universal Design for Learning
- Design flipped classrooms with lecture capture approaches
- Collaborate in a group learning environment

Content



Paving the Road for Faculty Institutes



## KEY OUTCOME

### Building a learning community

Meals are provided to participants and staff. The objective is to promote community discussions regarding the institute, technology, or how to enhance their teaching. The staff also engage in the discussions to build relationships with participants since they will work with them individually throughout the institute and beyond.

### CARPOOL OF PRESENTERS

Maggie Beers, Ph d  
Director of Academic Technology - San Francisco State University

Noelia Franzen, MA Ed  
Academic Technology Consultant - Sonoma State University

Angie Portacio, MA Ed  
Instructional Designer - University of San Francisco