OVERVIEW...
During the Course Design Institute (CDI), you will design or substantially redesign a course so that it promotes significant, long-term learning. The design principles of the Institute are grounded in the literature on course & syllabus design, authentic assessment, active learning, and student motivation. Three components make the CDI approach powerful: the concepts of backward and integrated course design, a taxonomy of significant learning, and consideration of student motivation. This course design strategy offers a framework for considering the whole learner, making her the focus of the learning environment. It provides guidance for thinking about the types of knowledge and skills you want students to learn and ways students might apply and integrate that knowledge. During the Institute, you will be prompted to think about other dimensions of learning, including how you might inspire students to care about the course subjects, and what students might learn about themselves, others, and their own learning. Finally, during the week, you will carefully consider questions such as these: How do I and my students know whether they meet the course goals? How do I enact those goals in the classroom?

WHAT YOU WILL WALK AWAY WITH...
The ultimate goal of the Institute is for you to completely design or redesign a course built on learning-centered design principles; you will leave CDI with a final or near-final syllabus. During the institute, you will learn about powerful learning objectives, meaningful assessments of student learning, effective active learning principles and strategies, and student motivation. This knowledge, combined with the design principles, provides a new set of possibilities, helping you design other courses in ways that promote learning and foster your personal growth and satisfaction as a teacher.

HOW WE WILL HELP YOU DESIGN YOUR COURSE...
We will explore learning-centered design principles as a large group and then provide ample work time when you can focus on your individual course design in small, discipline- or pedagogy-focused learning teams. The learning teams, led by an experienced facilitator, will provide you thoughtful, constructive feedback, alternative perspectives, and general support and encouragement. If you get stuck, Institute faculty and facilitators are available daily to consult with you one-on-one about the unique aspects of your course.

WHERE YOU CAN GET MORE INFORMATION ON THE IDEAS EXPLORED...
In addition to Dee Fink’s book, Creating Significant Learning Experiences, 2nd Ed (Jossey-Bass, 2013) and the course materials in the CDI Blackboard course, Institute faculty will draw on ideas from a wide range of sources. A list of selected references can be found in the “Digging a little deeper…” section in the daily schedules.

WHAT WE’LL DO EACH DAY...
The following overview is intended to give you a general idea of what to expect each day. To help you plan and make the most of your CDI experience, you will find more detailed information in the daily schedules in subsequent sections. Including an expanded overview, the daily schedules highlight background information to be read in advance of each session (INTRODUCING THE IDEAS) and short homework assignments to help you think through and complete your course design (APPLYING THE IDEAS TO YOUR SYLLABUS…). The 📝 symbol indicates that the resource is found in the CDI Blackboard course.

ALERTT!!! – CDI IS GOING PAPERLESS. SO, PLEASE BRING A LAPTOP WITH YOU EVERY DAY.
Every course has a unique set of situational factors that shape the design landscape, from broad factors such as institutional or instructor teaching and learning paradigms or curricular requirements to more narrow ones, such as the students' academic level, their motivation and expectations, content type and amount, and the physical space. Before the Institute begins, you'll read & respond to the first chapter of Phyllis Blumberg’s *Developing Learning Centered Teaching* (Jossey-Bass, 2009) and consider which situational factors for your course make shifting toward a learning-centered classroom challenging. You’ll also be prompted to begin thinking about the big questions you want students to address in your course.

**DAY 1 — MONDAY**

After briefly exploring aspects of student motivation, we will introduce a systematic design strategy that promotes learning that is transformative and that changes the way students think, act or feel. We will also define, describe, and categorize different types of significant learning goals and objectives.

**DAY 2 — TUESDAY**

Once you’ve clarified your learning goals and objectives, how will you measure whether students are meeting those? We’ll explore a number of ways to assess whether and how students are learning—from shorter, intermediate assignments to more elaborate, semester-long projects—and whether and how these align with your objectives.

**DAY 3 — WEDNESDAY**

Appropriate pedagogies and classroom activities support and promote meaningful learning as well as engage and motivate the learners. We’ll examine the positive benefits of active learning and explore different types of pedagogical strategies and classroom activities that will align with your learning objectives and assessments. We’ll focus our attention on evidence-based pedagogies and meaningful, authentic, reflective, and challenging activities. To help you flesh out your course schedule, we will also discuss the concepts of pacing, scaffolding, learning cycles, and ‘beautiful’ questions.

**DAY 4 — THURSDAY**

We will introduce you to effective ways to provide feedback to your students and evaluate their work. After a good chunk of individual work time, we will conclude with an opportunity for you to provide and receive feedback on each other’s syllabi and course design plans.

**DAY 5 — FRIDAY**

On the final, shortened day, you’ll share the near-final draft of your syllabus with other participants. We’ll explore how to successfully implement your newly designed course, taking into consideration advice from faculty who’ve recently taught CDI-designed courses. We’ll also model effective ways to teach the first day of class and discuss questions of student motivation, possible resistance, and opportunities for on-going support.