

Reassembling the Pieces: New Activities and New Course Designs

Rethinking Class-time and Assignments

1. Better Discussions

- Clear Learning Outcomes
 - find the right entry point
 - enhance intellectual curiosity
 - confront contradictions
 - challenge beliefs
 - deepen investment in the material
 - reflect on the significance of material
 - connect information across disciplines
 - demonstrate the human dimension
- Preparation (student and faculty)
 - provide in advance:
 - model of good behaviors
 - learning outcomes
 - reading guide and questions
 - ensure student preparation
 - prepare a short list of different types of questions
- Clarify good student discussion behaviors
 - comments that introduce substantive points
 - comments that deepen the discussion
- Structure (be flexible)
- Grading (be creative)
- Practice (student and faculty)
 - Discourse on Pizza (online)

2. Other forms of interaction (no-tech)

- Active Learning to Motivate Change
 - Discussion
 - Role Playing: Reacting to the Past: <http://reacting.barnard.edu/>
 - Peer Review
 - Collaborative Learning
- Writing and Editing
- Reading
- Problem Solving
- Reflection

- Studios or Labs

CLASS BINGO

Class is boring	Ringtone	Handouts missing	Flirting couple	Pen Clicking
Uses class time for movies	Professor answers cell phone	Trouble with Powerpoint	Professor apologizes for making her "intro" too long.	Professor wanders off on tangent
Professor forgets the topic	Student falls asleep	FREE SPACE = Someone on Facebook	Professor complains there is too much to "cover"	TA does not have a clue
Professor makes obscure reference to his own research	Mystifying reference to pop culture that is 30 years out of date	Incomprehensible question from "I'm the smartest kid in the room"	Professor finally provides information that would have made the reading/assignment useful/interesting.	Professor goes over time and then asks "Are there any questions?"
Obviously not "coffee" in the thermos	Someone eating an entire meal	Allows the same student to walk in late every day	Professor makes excuses for not being prepared	Professor wears socks and flip-flops

BETTER CLASS BINGO

		FREE SPACE = Discussion		

3. Primary Sources Assignments

- Controversy
- Controversy
- Error Regression
- How Does it Work?
- Needle in the Haystack
- The Creative Process

Rethinking Assessment and Testing

1. Authority, Collaboration and Assessment

- More information/less reliability
- More collaborative workplaces
- The internet redefines cheating

2. Open Book Assessment

- Design open book exams for writing and analysis--then don't turn off the internet.
- Build the use of the internet into exams.
- Test your questions against Google or Siri.
- Use timed tests for information that is indeed time dependent.

3. Evaluate learning without exams:

- Use peer review of writing.
- Increase the number of assessment events.
- Use projects.
- Grade process.
- Make collaboration more like the work place.
- Think like a teacher in an art or design school.
- Align classroom activities and assessment

4. Games

Customization and Gaming are the New Learning Paradigm

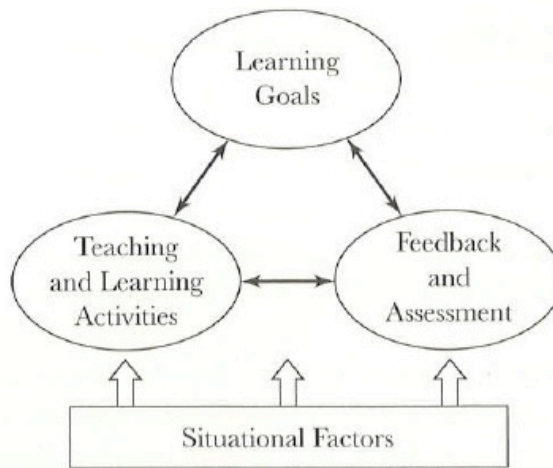
- Customization is new normal
- Tech is now more flexible
- Gaming is the perfect paradigm. (James Gee)
 - Customization
 - Risk Taking
 - Performance Before Competence
 - Pleasantly Frustrating-
 - Interaction
 - Agency and Identity
 - Challenge and Consolidation -
 - Situated Meanings
 - "Just in Time" or "On Demand"

- Games also focus on the skills of future global employers most want
 - System Thinking
 - Problem Solving
 - Lateral Thinking
 - Distributed Knowledge
 - Cross-Functional Teams

Integrated Course Design

- Edit and reduce content: what do you want students to remember in five years?
- Integration is more important than volume of content.
- Course design integrates goals, activities and assessment.

FIGURE 3.1. KEY COMPONENTS OF INTEGRATED COURSE DESIGN.



- Sequence should support learning goals.
- Technology expands the possibilities for what happens where.
- Class time is expensive and precious: put the most difficult learning there
- When and where is the best first contact and can you facilitate the entry point?
- When are opportunities to deepen learning or provide feedback?

Design a Learning Module

Before Class		In-Between		In-Between	
	In Class		In Class		In Class