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**

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Mystifying reference to pop culture that is 30 years out of date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

**Better Class Bingo**

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FREE SPACE = Discussion
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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**

<table>
<thead>
<tr>
<th>Before Class</th>
<th>In-Between</th>
<th>In-Between</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Class</td>
<td>In Class</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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