Preview for Faculty, Deans and Department Heads, and Faculty Development Team Members

For more about this process, please see our website: [http://dev.itap.purdue.edu/learning/cdm/index.html](http://dev.itap.purdue.edu/learning/cdm/index.html)

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Interactive Course Re/Design for Instructors

Preview
Most college-level instructors have spent their entire career in an academic setting. Yet, few have much exposure or training in their academic preparation to the subject matter of designing and developing a course. As such, they are unfamiliar with a wide variety of skills and tasks including identifying learning outcomes, developing instruments for measuring student learning, designing activities, and developing lesson plans. This document provides a sound, pedagogical approach to course design, identifying key resources to provide guidance for each step in the process. This document provides:

- An overview of the four-step process
- Descriptions of the steps within the process model
- Actions for each step
- Additional resources

This document was written by a group of individuals at Purdue working with IMPACT (Instruction Matters: Purdue Academic Course Transformation). It is a temporal, physical manifestation that highlights the wealth of information found at the IMPACT web site (see www.purdue.edu/IMPACT). A web-based version of this document, with active links, is available (http://www.itap.purdue.edu/learning/cdm).

Relationship to IMPACT
Instruction Matters: Purdue Academic Course Transformation (IMPACT) is a project currently targeting foundational courses for redesign to incorporate more active learning. In part, this document was created to support IMPACT’s faculty fellows through the course redesign process. Since its inception in 2011, new insights regarding best practices brought into the IMPACT project have also made their way into this document. While this document stands on its own as a guide for course design, it has a reciprocal relationship with the IMPACT project, each benefiting from the development of the other.

For Faculty Members
This document is designed to help you design and/or redesign courses focused on student learning. While all instructors are concerned about helping students learn, they may not be consciously aware of the steps involved in pedagogically sound course design. This document presents a logical sequence four-step process for course redesign. At the same time, each step provides you with suggestions and guidelines, not absolute rules. Within this framework, you have the ability to purposefully create a course that meets your unique needs.

The process walks through four key questions and each question covers two steps:

1. What is your starting point?
   a. Review requisite and subsequent courses
   b. Identify student characteristics
2. What do you want to accomplish?
   a. Identify learning outcomes
   b. Structure course components
3. How do you want to approach it?
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4. What methods and activities will you use to get there?
   a. Develop and teach the course
   b. Evaluate the course

The design is interdependent – that is, you may work on several steps simultaneously. And you may find you have already identified your approach to one or more steps and therefore not need to spend much work there at all. The process is also continual. Even the best teacher constantly tinkers with their course to keep pace with changes in our students, technology, subject matter, etc.

--For Deans and Department Heads--

This document describes the Purdue Interactive Course Design model (ICD) for higher education faculty. In the corporate world, systematic course design models are common and usually based on the ADDIE approach which details five steps in identifying needs and designing a course to match - Analysis, Design, Development, Implementation and Evaluation (Edutech Wiki on ADDIE). In corporate training the instructor is usually tasked with solving a performance issue or teaching a very specific new skill or knowledge set, with very short and compact timeframes. These, however, are not a good fit for higher education as they do not match what a faculty member needs to consider. Therefore, at Purdue we created an interactive course design/redesign model (ICD) for faculty.

The ICD model presented here is developed specifically to match faculty concerns. Although many times instructors design a course based on content they want to cover, this model presents a “backward design” (Edutech Wiki on Backward Design) approach which is the concept of determining the desired end result of student learning and then designing the course to meet this goal. While the ICD model is an example of ‘Backward design’ it details specifically for faculty members concerns and considerations in language and actions they can understand. With a few exceptions, rather than a theoretical approach, this is a practical model based on pedagogical and andragogical theories.

--For Faculty Development Team Members--

This document presents a course design model for higher education faculty. By providing faculty with a complete framework for purposeful course design, we can support them in sound instructional design. Using this framework can help faculty recognize the various skills and knowledge needed in course design as well as see a logical sequence. This document provides the framework and some key concepts to support both new faculty members and those interested in a reflective look at redesigning their courses.

You may also find this useful when offering workshops, one-on-one consulting and support, blogs, etc. These can all be tied to a section of the ICD model to clarify purpose and scope. For example, a workshop on developing multiple choice assessments can be tied to the “Develop instruments to evaluate students” step. A workshop on team-based learning or supporting student groups could be tied to the “Develop and Teach” step.

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