Points to be noted when using this lecture material:

東京大学
THE UNIVERSITY OF TOKYO

UTokyo ffdp GLOBAL
Future Faculty Development Program

DAY 4
Course & syllabus design

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Ms. Airi Kawakami (support)
Center for Research and Development of Higher Education

Request regarding portrait rights, copyrights, and the use of personal information

This course is recorded to be published online as review and teaching material, and to be used for research purposes with the aim of improving the course itself.

Therefore, we would like to ask for your cooperation and consent to:

Publish and use the videos and photos taken (may include identifiable faces).

Allow the Center for Research and Development of Higher Education and the University of Tokyo to use these materials on official media (websites, leaflets, research presentations, etc.) for the purposes early stated and for publicity and promotion of academic activities.

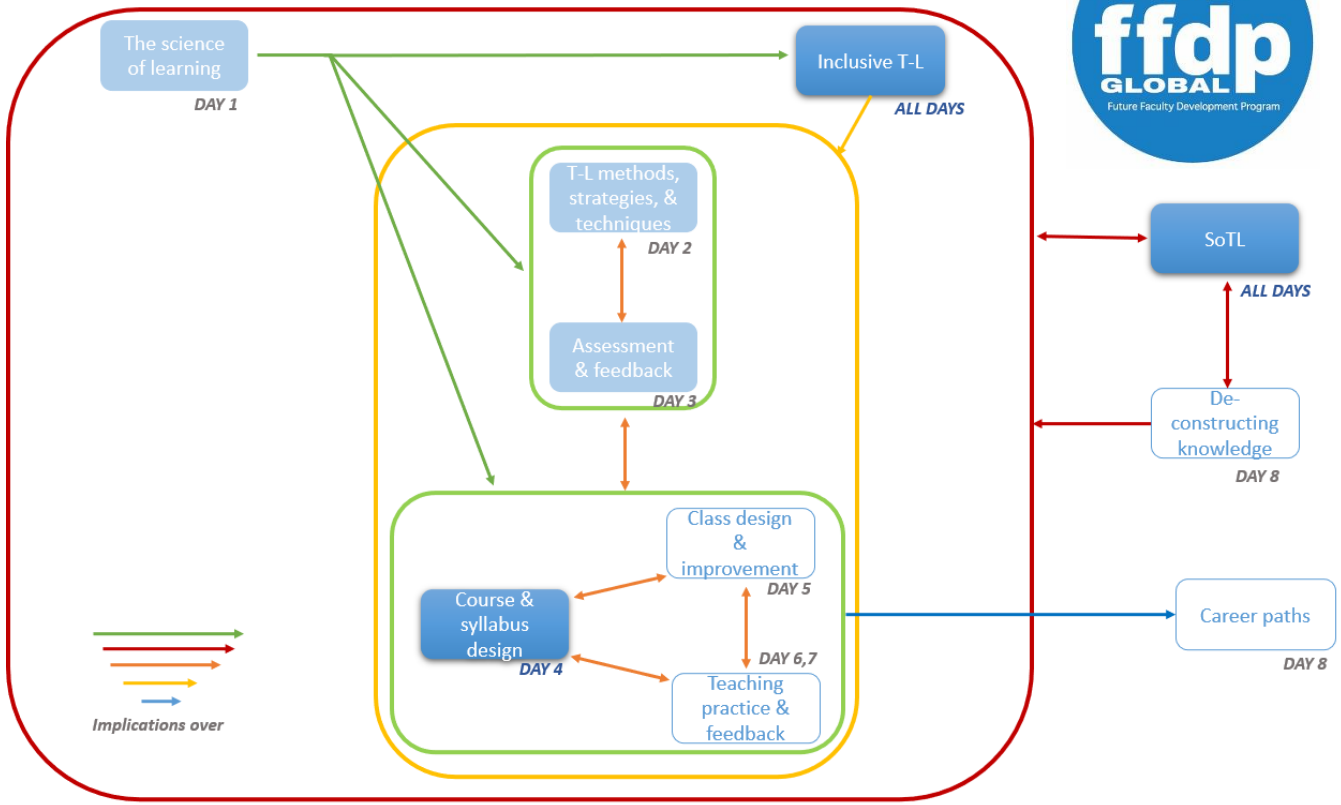
Suggestions & class policies

Please, reach us out if there is a circumstance that you feel will affect your **participation**, if you find yourself **overwhelmed**, if we can do **anything** to make this course more **accessible and inclusive,** etc. Do not hesitate. Let's talk!

We shall address each other using the **name** and gender **pronouns** they told us.
Stay **positive** and keen to learn. Show interest in what others say and listen **actively**.
Respectfully "**interrupt**" the facilitators as much as necessary. **Share** thoughts and ideas actively.
Be **respectful**, **constructive**, and **speak** without reserve (**敬意**, **忌憚なく**, **建設的**).
In online communication, overreactions are welcome.

In relation to your learning process so far

- Following the previous session…
- Course design
- Syllabus design & re-design
- Graphic syllabus
- Following next week



Main activities

Discussion about goals, objectives, and outcomes, review of video, review and re-design of a syllabus, graphic syllabus design

This session: Under its skin and why

Time to learn, think and discuss **about the design of our courses and syllabi**

At a fundamental level!

Why?

The syllabus might be the **first connection** with our students.

Course design **integrates** our previous learning in this course

Hiring processes and accreditations processes


University of Illinois

UI adds diversity, equity, inclusion statement to faculty-promotion process

By ETHAN SIMMONS esimmons@news-gazette.com Apr 9, 2022

Goals (of the session)

- To promote scholarly knowledge, educational reflection and the acquisition of fundamental skills and knowledge to structure a course, align its components, and design a syllabus with an inclusive mindset.
- To generate experiential and peer-reflection learning opportunities about the design of a syllabus and a graphic syllabus.
- To stimulate critical reflection, ownership and responsibility over the use of educational terminology regarding the terms: goals, objectives, and outcomes..

Intended learning outcomes

At the end of the session (including feedforward, tasks, etc.), participants would be able to (at a fundamental level):

- Design a syllabus considering its main components and argue the relevance of the graphic syllabus.
- Create courses using a backward design and incorporating inclusion-related features.
- Scholarly argue (about the meaning) and use the notions: goals, objectives and outcomes.
- Write learning outcomes using different taxonomies and addressing different skills and degrees of development.

In relation to what you learnt

- Which were the main ideas addressed last session (**1/2 WORDS per box**)?

https://www.menti.com/eea8pzz8v2

How we have reviewed previous contents so far

Ideas for class design

DAY 1. Teacher makes a synthesis

DAY 2. Using the participants' previous comments about their learning and doubts

DAY 3. Activities: test (participants' questions included), groupwork discussion & fulfilling a table

DAY 4. Questioning the participants to name/describe the main topics in class (not the teacher)

Also "learning" (not replicating) material

COURSE & SYLLABUS DESIGN

Thank you for your responses to the surveys

(they remain open)

Video review: Course & syllabus design

Comments/doubts/ideas

Purpose. Goals, objectives, outcomes…

- Different ideas/theories about an aspect of the content:
  - Would you **invite** your students to know/explore them?
  - Would you **share only one (your)** understanding?

Why these tasks

- Often, we receive (expect?!) **direct** explanation of how/what "things" in education are (should be?). "Nuances" might seem **irrelevant**.
  - What did you respond to the previous question?

- Critically approaching/problematizing knowledge, skills, attitudes, values, competences as an **option**? As a **duty**?

Regarding goals, objectives, outcomes

Students might be confused if we (and/or our colleagues) use different terms to talk about the same.

How we define these terms affects how we approach and write them.

Goals, objectives, outcomes…

Group 1
Group 2
Group 3
Group 4

1. Individually (5min)

Check how the following terms are **defined** (links in slide 1 of the in-class task)

Course goals, course objectives, learning goals, learning objectives, learning outcomes

2. Groups (15min)

Try to **agree on the meaning of these (some of the) terms.**

3. Whole class

Clear definitions & doubts? What have you found?

If during groupwork you need help or feel that you group needs more "motivation" to engage into the discussion, write us a direct message…

Goals, objectives, outcomes…

(Participant 1)

1. https://www.bu.edu/sph/faculty-staff/teaching-and-learning/educational-strategies-and-technology__trashed/writing-course-goals-and-learning-objectives/
2. https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx

(Participant 2)

1. https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/
2. https://bokcenter.harvard.edu/learning-goals-and-learning-objectives

(Participant 3)

1. https://www.cmu.edu/teaching/assessment/assessprogram/goalsobjectivesoutcomes.html
2. https://teaching.berkeley.edu/resources/design/course-level-learning-goalsoutcomes
3. https://assessment.provost.wisc.edu/student-learning-outcomes/

(Participant 4)

1. https://teachingcommons.stanford.edu/explore-teaching-guides/foundations-course-design/course-planning/creating-learning-outcomes
2. https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/what-are-learning-outcomes/
3. https://www.rochester.edu/college/cetl/faculty/online/clo.html

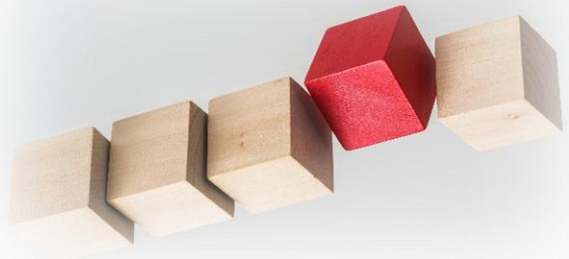
Goals, objectives, outcomes…

Course goal, course objective, learning goal, learning objective, learning outcome

a) Different **definitions** for the same term; conversely, **different** terms for the same idea.

b) A **mix** of who is the **subject** of the action: teacher, course, program, students…

c) A **mix** of **broadness** and specificity and long- & short-term **timelines**.



These aspects affect how we redact them.

Students might be confused if we use different terms to talk about the same.

In other languages, you might not encounter this situation (goals & objectives)

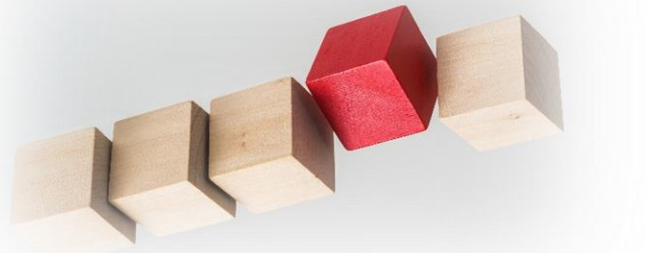

BREAK 1
8 MIN

A proposal (if you can choose)

A. Consistency and differentiation when using/writing them:

A. **Avoiding** the use of **synonyms** to refer different ideas (in the syllabus, etc.):

- Goals & objectives? Goals & outcomes? Objectives & outcomes?



B. Making explicit the **subject**

- Course goals/Lesson goals/Class goals/Program goals
- Course learning outcomes/Students learning outcomes/Program learning outcomes

Course goals

What the teacher **aims** to achieve, contribute to develop, etc. **through** the course (connected to students' learning: knowledge, skills, attitudes, values, competences).

What the course exists for.

We could redact them as:

The goals of this course are to:

- *Promote…*
- *Contribute…*
- *Enhance…*
- *Make students …*

(…)

This course aims to:

…

(Intended) learning outcomes

What, **specifically**, the students **will be able** to know/do/be **after** the learning process. Learning result.

What our students are competent at as a result of the course.

We can redact them as:

Upon successful completion of this course, students will be able to:

- *Create…*
- *Argue…*
- *Defend…*

(…)

Intended, expected, etc.

Learning outcomes

SMART

Specific/Speak to the learner

Measurable (assessable) ⟶ observable process or products

Attainable (realistically "challenging") /Applicable

Relevant/Realistic/Results-focused

Timely/Time-bound/Transferable/Transparent

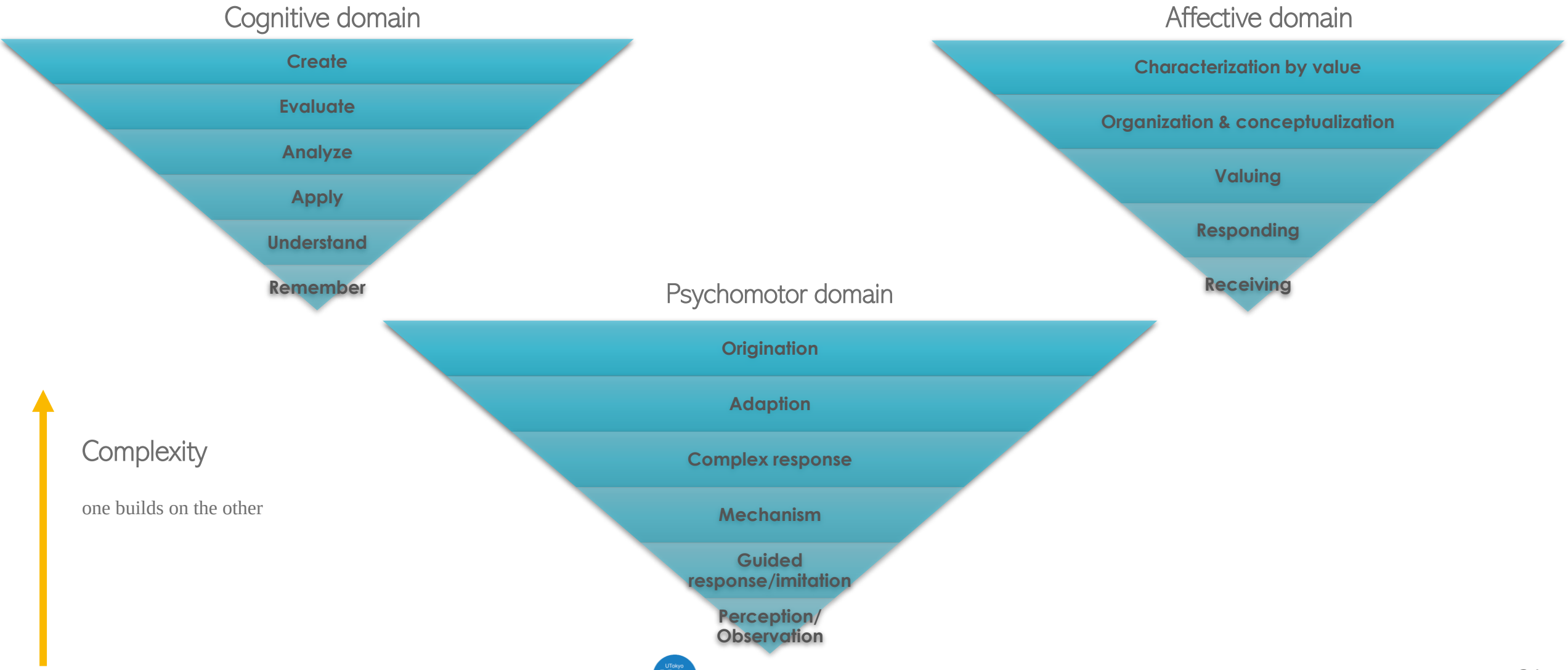
Assessing student learning outcomes is perceived as one of the top three challenges that faculty and institutions face.

Sorcinelli, M.D. (2007). Faculty Development: The Challenge Going Forward. *Peer Review, 9*(4), 4-9.

*Specific/assessable/measurable are not synonyms of "small", "simplistic", "non-complex": ***Taxonomies are mostly based on levels of complexity***!

Defining & writing LOs.

See references at the end



Defining & writing LOs.

See references at the end

Useful for LO (& assessment, designing activities, formulating MCQ questions, etc.)

What we want the students to do in relation to what.

Ideas for verbs in Adelman (2015)

To know more: see follow-up document

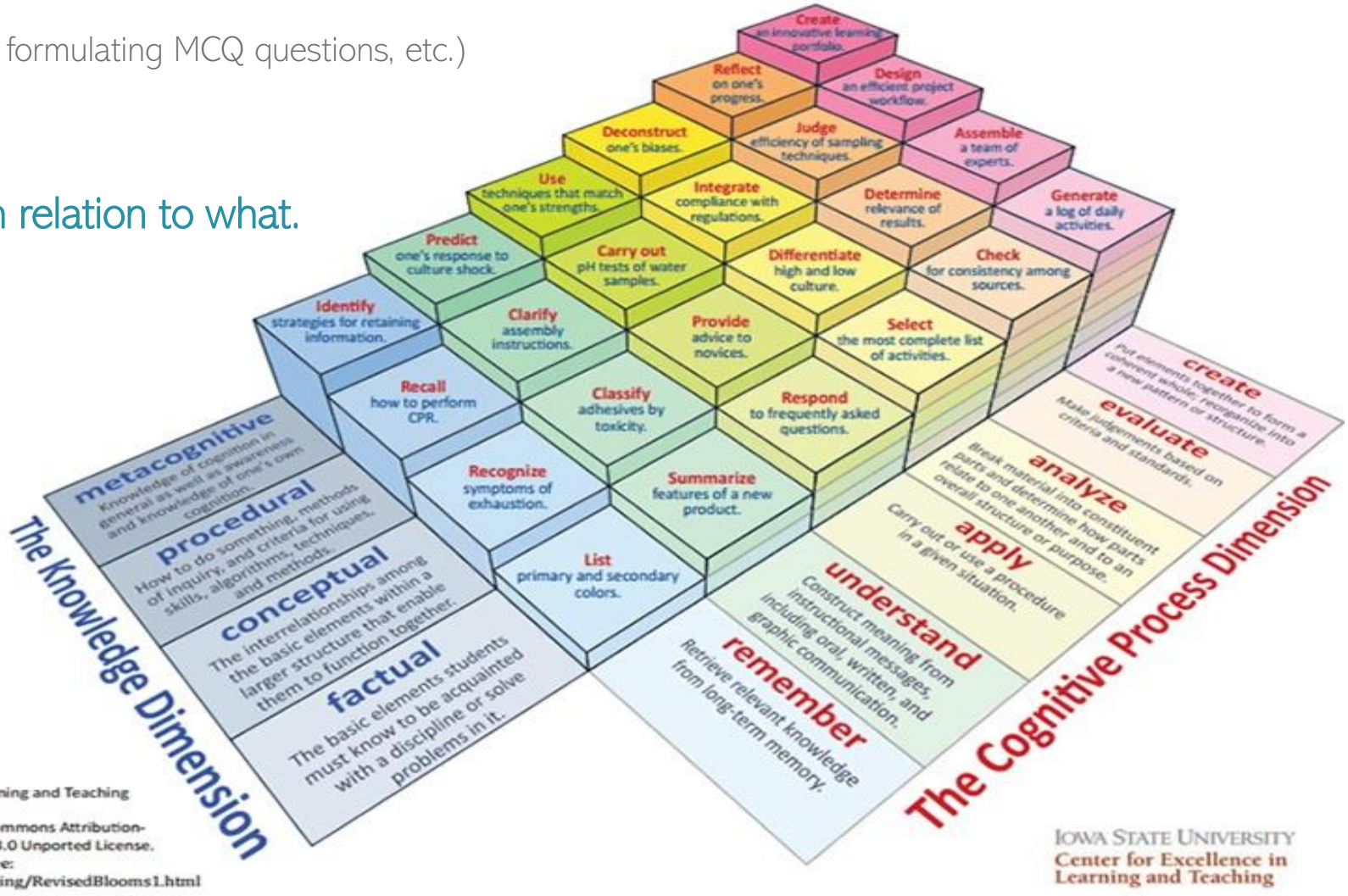


Image by:
Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
Updated January, 2012
Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

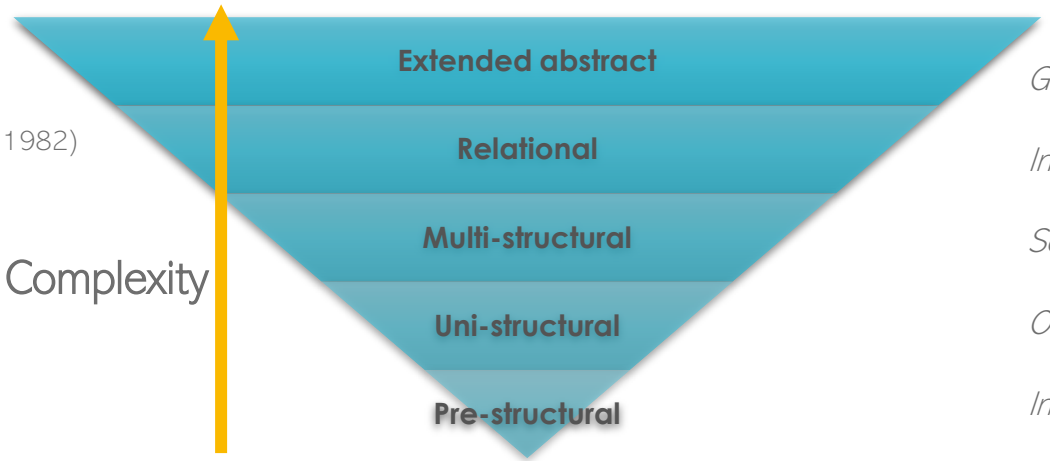
Defining & writing LOs.

See references at the end

SOLO

(Biggs & Collins, 1982)

Cognitive domain



Generalized to new domain → Remember from day 1 the idea of "context-free"

Integration into structure

Several independent aspects

One aspect

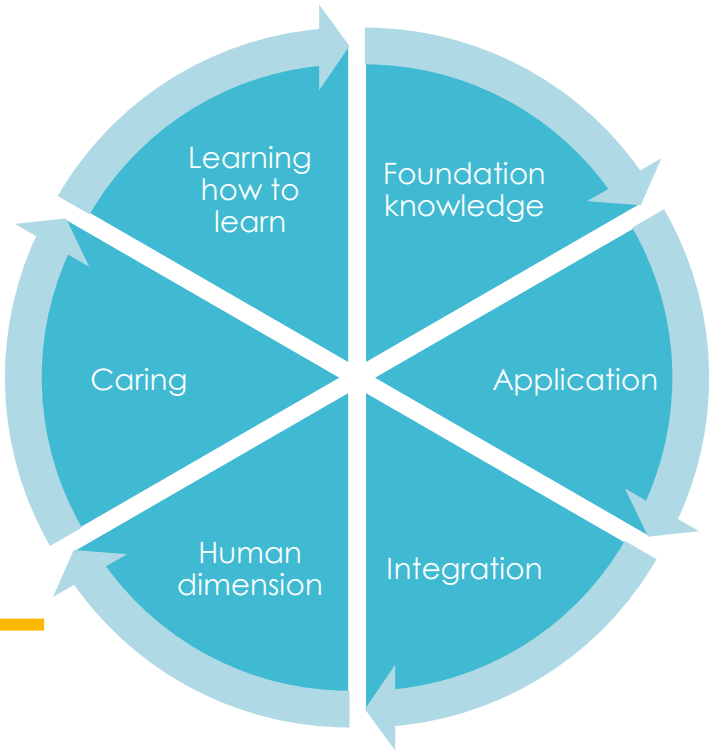
Incompetence

FINK's (2003)

Identifying changing feelings, values, interests, etc.

Learning about oneself, changing, interacting

Holistic



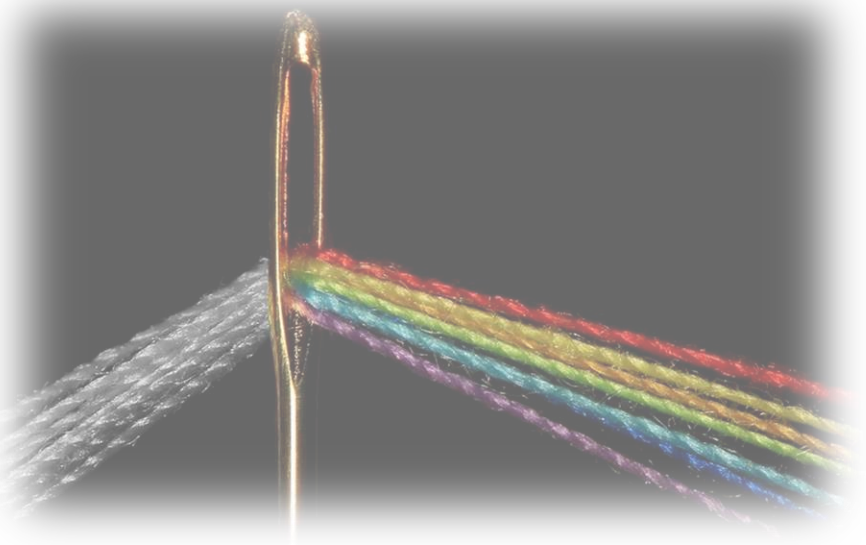
Defining & writing LOs. Diversity, equity and inclusivity (DEI)

How do your LOs (and all your syllabus/course) address **cultural difference, inclusiveness, diversity and equity** (in the context of your discipline)?

- *Revise your learning outcomes (a peer can help) and seek for implicit **biases**.*
- *Adjust your current ones (**combining** discipline and DEI learning outcomes) or include new ones addressing them. E.g.:*
  - *When addressing transversal skills/competences (groupwork, communication, critical or reflective thinking, etc.).*
  - *Adjusting them when you know your students.*
  - *LOs related to the process and the effort for learning, and not just based on the result.*
  - *LOs that involve self-understanding, metacognition, etc.*

  …

(See web-references for examples)



Bias Aware Practices
Resources for bias aware teaching, learning and assessment (BATL)
https://padlet.com/dhu/biasawarepractices

SYLLABUS REVIEW

To consider when offering/receiving feedback/ideas

- Address the **task**, not the person.
- Speak/write **without reserve**, but **respectfully**.
- Mention **strengths**, but also be **corrective**.
- Focus on the improvement of the task and be **suggestive** (pose suggestive questions, examples, etc.).
- Be clear and **argue** the feedback by referring, in special, to our **shared** learning about the topic.
- Be open:
  - To **receive** feedback. Try to understand why your peer says/writes something.
  - To **receive** questions/responses to the feedback. Try to understand the whys and to offer clarifications.

Self-assess our feedback to be ready for later.
Self-assessing before assessing others.

Revising objectives/outcomes & assessment

- (Individually; 10 min)
  - **Revise** the objectives/outcomes of your syllabus and think/introduce **ideas to improve them (a couple)**:
    - Organization, writing, verbs used, inclusivity, levels of complexity, etc.

Backward design
&
Constructive alignment

- Select **one** objective/outcome. How would you **assess** it? Suggest **ideas** to assess it (improve the assessment): how, when, who, etc.

E.g.:
LO: Students will be able to describe the components of a syllabus
Assessment: MCQ test about components / presentation describing them / debate about them / design of a syllabus?

BREAK 2
8 MIN

Revising objectives/outcomes & assessment

Respect your 12 minutes so everyone can participate

Group 1
Group 2
Group 3
Group 4
Group 5

- (In groups of three, 12 min/person):

6 min. (flexible)

- **Describe** the objectives/outcomes of your course & **explain** your ideas to improve them.
- **Describe** your ideas and **how/why** you would assess that objective/outcome

6 min. (flexible)

- Ask/receive **feedback** for further improvement

- Synthesis of ideas, difficulties, comments, etc.

GRAPHIC SYLLABUS

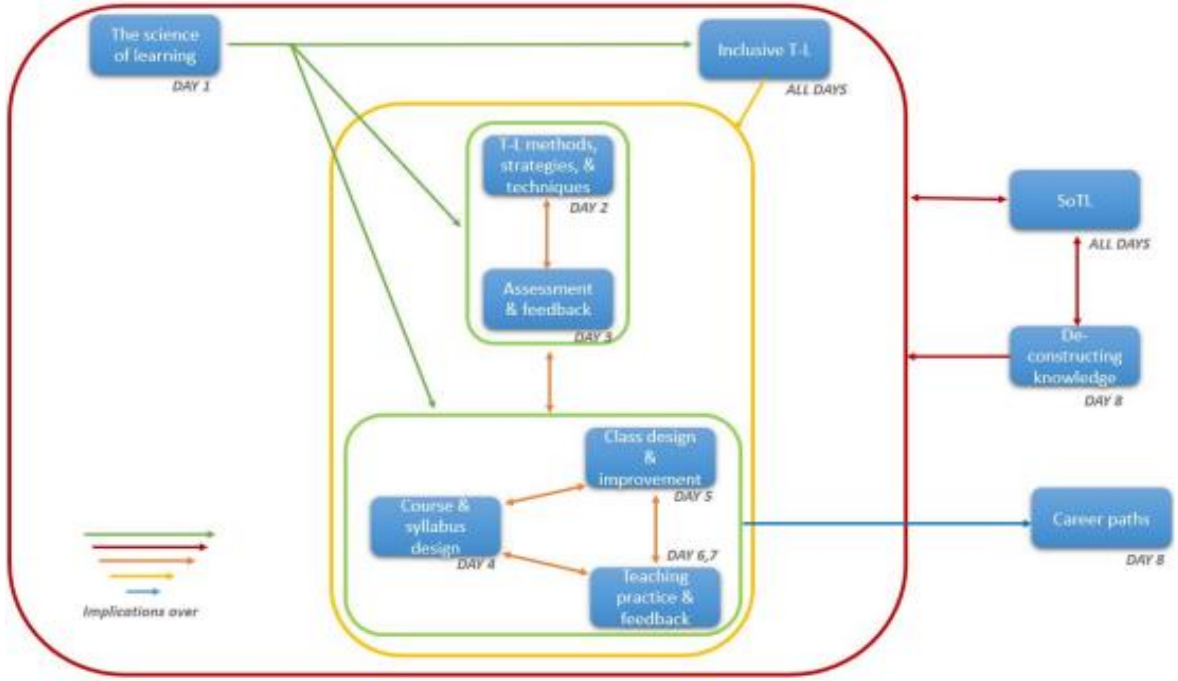
Graphic syllabus (Nilson, 2007)

Graphic syllabus

Flowchart or **visual representation (a map)** that shows the **organization** (time or logical) and **interrelations** of the course **topics**. It might include other elements beyond content: activities, LOs, etc.

Why:

- **Limitations of text** to convey certain structures of knowledge.
- Stimulates attention & can contribute to **learning** (expectations, self-regulation, motivation, etc.).
- **Inclusiveness** (dual coding, universal design).
- Useful to **situate** students across the course.
- Useful for us to clarify & **rethink** the structure of the topics (CAUTION).



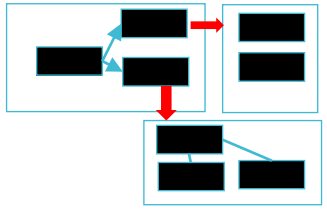
Caution: should we begin the design of a course thinking about content topics exclusively? Backward design

Graphic syllabus. Ideas (we could do the same other aspects of the course/syllabus)

- Not a concept map of the theory, but of the **course**.
- Avoiding **overcomplexity**.
- Understandable logical structure & connections.
- **Different** forms for contents, activities, LOs; different ways of connecting.
- Considering **when and doing what** your students will be working in relation to the LOs.
- **Interactivity** as an option.

How to

1. List the content on individual boxes (one topic/keyword per box)
2. Examine the relationships among them and arrange them
3. Clarify the relationships with arrows/boxes, etc.
4. Indicate when they will be addressed (number them)



Graphic syllabus

A different understanding of graphic syllabus (a visual syllabus):

The University of Texas at Austin. Syllabus of "Genetics in Healthcare" by Dr. Nico Osier

https://utexas.app.box.com/s/kprznom5u8ng75fcfojw9ix7gpkifvgv

A syllabus involves more more than the contents (even more than the students' learning)

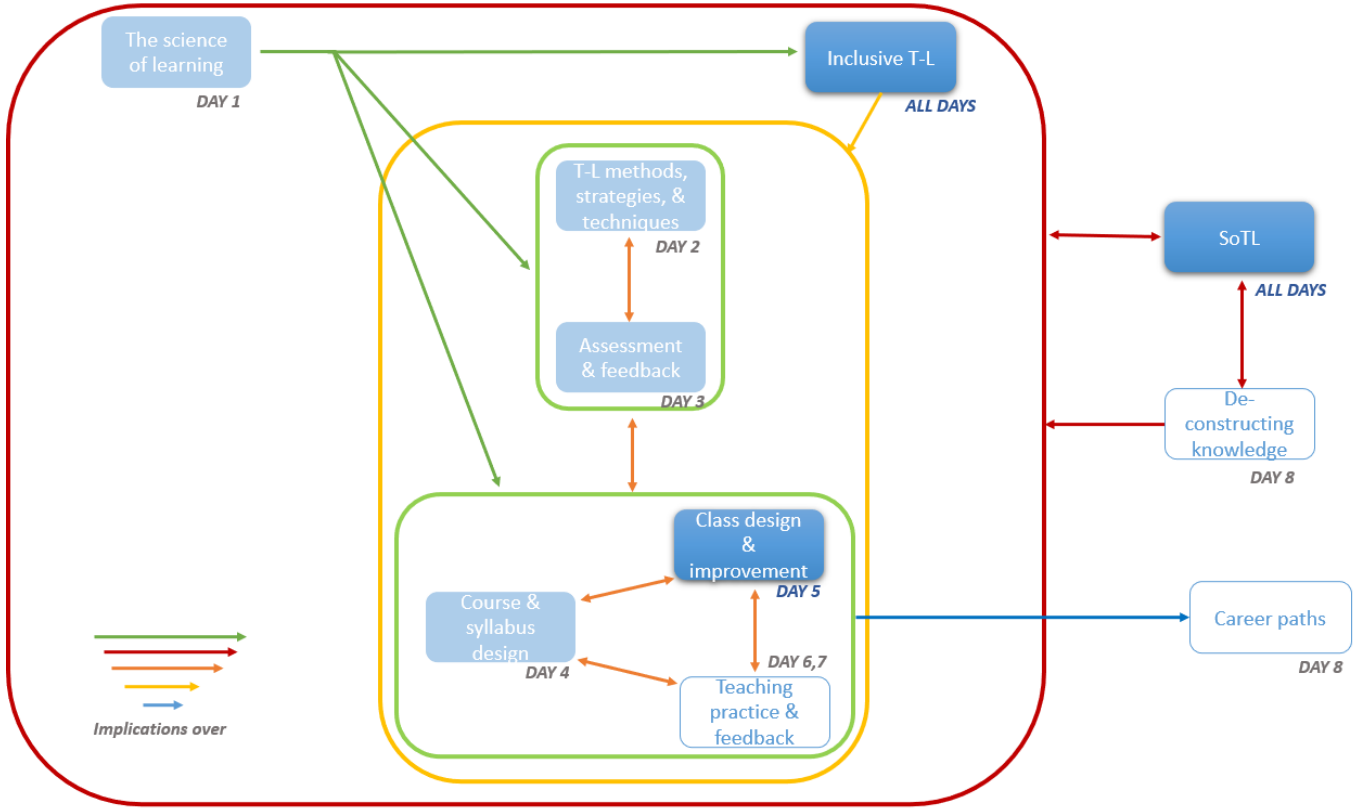
CLOSING UP & BEFORE NEXT WEEK

Synthesis of today

- Course design
- Syllabus design
- Graphic syllabus
- Review of video and doubts, re-think syllabus
- Design involving:
  - Flipped classroom; Materials with gaps.
  - Learning by doing: syllabus/graphic syllabus design
  - Peer-discussion & feedback
  - Self-assessing before assessing others (feedback)
  - Problematizing knowledge
  - Connection between sessions.

Next session

Class design (& improvement) (+review until now)



How can we design and improve our classes/lesson to enhance students' learning?

DAY 5 feedback about design

DAY 6 Practice 1 & feedback

DAY 7 Practice 2 & feedback

Every week!

If you cannot attend the following sessions, please, let us know in advance (check the syllabus regarding the absence during sessions 5, 6 & 7)

Before next session (or later)…

Self-assess the quality of your feedback June 21st (before the class)

Watch video (& voluntary forum participation)

Design of a brief class (class design sheet) June 21st (before the class)

Let's check this together

Bring class design sheet to class (in paper, if possible)

Redesign syllabus July 17th

Criteria available

Next session

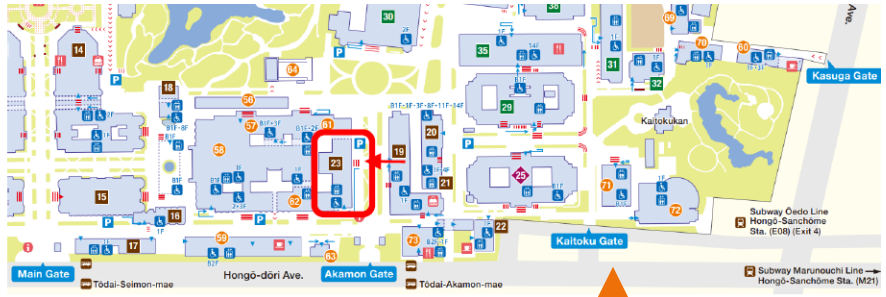
In case it helps, we will be waiting outside of Kaitoku gate until 12:45h to guide you to the classroom

Access to the classroom

From DAY 5 to DAY 8 (four days), UTokyo Global FFDP will take place in person at Hongo Campus.

Hongo Campus map: https://www.u-tokyo.ac.jp/content/400020145.pdf

Accessibility map for Hongo Campus: http://ds.adm.u-tokyo.ac.jp/material/pdf/20190403133321.pdf



(Image with the map to access the classroom)

- On DAY 5 and DAY 8, the classroom is number 357, 3rd floor of the Graduate School of Education (number 23 in the map, in front of Akamon Gate). Access to the building has stairs.
- We will announce the class for DAY 6 and DAY 7 to the participants. It will be at the Center for Research and Development of Higher Education, 3rd floor of the Administration Bureau Bldg. 2 (number 68 in the map, at the left side of Tatsuoka Gate). There is a ramp to access the building.

Please, do not hesitate to let us know if we can be of aid to access the campus, the buildings, and the classrooms.

Peer-observation & feedback opportunity (voluntary)

- June 9 (online)
  - 10:25 to 12:10: class observation
  - 12:20 to 13:50: peer-feedback

- Remember, we are always open for personal consultations. Contact us via e-mail: Gabriel Hervás - @ utokyo_fd@he.u-tokyo.ac.jp

Thank you!

See you: June 21st

Online informal meeting: June 14th (13h-14:15h)

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Center for Research and Development of Higher Education
The University of Tokyo

UTokyo ffdp GLOBAL
Future Faculty Development Program

“Just” talk ☺

References

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- Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high quality units*. Association for Supervision and Curriculum Development.

Although not included here, the references for days 1, 2, 3 are also of use when thinking about the design of a course.

References

Relevant references and web-references for syllabus analysis.

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- Quality matters (2020). *Specific Review Standards from the Quality Matters Higher Education Rubric* (6th Ed.). https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf
- Example of syllabus rubrics at different institutions:
  - Cornell University. https://ceils.ucla.edu/wp-content/uploads/sites/2/2017/12/Syllabus-Evaluation-Rubric-Cornell-University-1.pdf
  - Iowa State University: https://www.celt.iastate.edu/wp-content/uploads/2019/05/Seven-Steps-to-a-Learner-Centered-Syllabus.pdf
  - The University of Minnesota. https://faculty.umn.edu/resources-communications/peer-review-teaching
  - University at Buffalo. https://www.buffalo.edu/content/dam/www/ubcei/syllabus-toolbox/Syllabus-Rubric-2015.pdf
  - University of Cincinnati. https://www.uc.edu/content/dam/uc/cetl/docs/Rubric%20for%20Assessing%20Your%20Teaching%20Syllabus.pdf
  - University of Texas Rio Grande Valley. https://www.utrgv.edu/cte/_files/documents/resources/utrgv%20syllabus%20evaluation%20rubric.pdf
  - University of Virginia (Palmer, Bach, & Streifer). https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf
  - University of Wyoming (Watson & Nuhfer). https://www.uwyo.edu/science-initiative/lamp/_files/syllabus-rubric.pdf

Useful web-references

- Accessibility statements; https://www.bates.edu/accessible-education/faculty/sample-syllabus-statement/ ; https://poorvucenter.yale.edu/AccessibilityStatements
- Accessible syllabus ideas: https://sites.duke.edu/dukeaccessiblesyllabus/designing-the-document/ ; https://www.accessiblesyllabus.com
- Backward design: https://www.rochester.edu/college/cetl/faculty/online/backward.html ; https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/
- Backward design and understanding by design resources: https://jaymctighe.com/resources/#1521225059546-51d65de1-41c2
- Bias: https://padlet.com/dhu/biasawarepractices
- Course mapping: https://www.coursemapguide.com/
- DEI: https://diversity.uiowa.edu/resources/dei-style-guide ; https://www.cmu.edu/teaching/designteach/diversityequityinclusion/index.html
- Graphic syllabus: https://www.slu.edu/cttl/resources/resource-guides/graphic-syllabus.pdf
- Creating learning outcomes: https://www.bu.edu/provost/files/2017/06/Creating-Learning-Outcomes-Stanford.pdf
- Learning progressions: https://www.acer.org/au/gem/learning-progression-explorer ; https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/learning-progressions
- Liquid syllabus: https://scalar.usc.edu/works/c2c-digital-magazine-spring--summer-2021/the-liquid-syllabus-anti-racist
- Taxonomies: Microsoft Word - UCDTLA0034.doc
- Universal design for learning / Inclusive mindset: https://teaching.utoronto.ca/teaching-support/udl/ ; UDL: Executive Functions (cast.org) ; https://www.csun.edu/universal-design-center ; https://www.universaldesign.ie ; https://facultyinnovate.utexas.edu/instructional-strategies/inclusive-teaching-and-learning