

Tracking Cougar Curriculum



October 2017

DO TODAY'S TRUNCATED COMMUNICATIONS CULTIVATE TRUNCATED CRITICAL THINKING?

Tara Thompson, Academic Advisor at the Central Park Campus, was the first respondent to our open question. Excerpts from her comments are below. The full text can be found on the CougarWeb Curriculum Office page.

“Abbreviated communications could indeed cultivate the same kind of thinking; however it does not have to if we don't let it. We are still in charge of how we think and how much effort we are willing to put into it.” She went on to describe her response to student communications filled with emojis and acronyms. About these student messages, she wondered what feelings they were really trying to express.

“Here is a prime example of not letting truncated communication keep one from doing some critical thinking: Instead of just ending my [thought processes] here, I went online to find out more. I found a terrific story behind all the emojis and where they came from. It was fascinating! It led me to become more educated about how this kind of communication works and how we might be able to produce critical thinking with it and not in spite of it. The article [Thompson read] states: ‘It’s very appropriate that we’re following the lead of languages that are more or less graphic. It’s actually really, really powerful.’”

TEACHING AND DESIGNING: THE SYMBIOTIC RELATIONSHIP

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Continuing the discussion from last month's newsletter, the second element in the ADDIE Model is **DESIGN**.

GENERAL EDUCATION CORE OBJECTIVES	<ul style="list-style-type: none"> • Critical Thinking • Communication • Empirical and Quantitative Skills • Teamwork • Personal Responsibility • Social Responsibility
FOUNDATIONAL COMPONENT AREAS (with credit hours)	<ul style="list-style-type: none"> • American History (6) • Communication (6) • Creative Arts (3) • Government/Political Science (6) • Language, Philosophy and Culture (3) • Life & Physical Sciences (6) • Mathematics (3) • Social & Behavioral Sciences (3) • Component Area Option [distributed across the components] (6)

UPDATED PROGRAM DATA

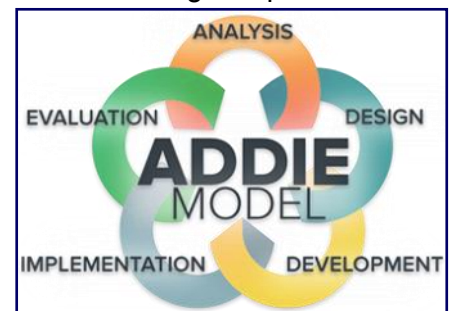
New data about your programs are out on CougarWeb. Contact the Curriculum Office if you need assistance accessing any of these resources

- 10 year course enrollment history
- Student flow through programs and barrier courses
- 2018 spring catalog of courses

Designing and teaching courses is always a process of continuous improvement. The ADDIE Model is a useful tool for evaluation of course design throughout the process, not just at the end. The design step emphasizes continual checking for simplicity, consistency, usability, and effectiveness to obtain desired outcomes.

- The **DESIGN** step identifies instructional goals and analyzes scope/sequence.
- In the **DESIGN** step, creators determine learner prior knowledge, prior skills and learning needs.

It is always advantageous to be aware of barriers to designing effective instruction, such as fear of change, unfamiliarity with newer technologies, ill-defined goals and objectives, and unrealistic, policy, economic or administrative pressures. Identifying the barriers is a necessary part of eliminating them.



Next month: **DEVELOPMENT** (Visit the eLC or what-when-how.com for more complete information about the ADDIE Model and instructional design.)