

# Tracking Cougar Curriculum



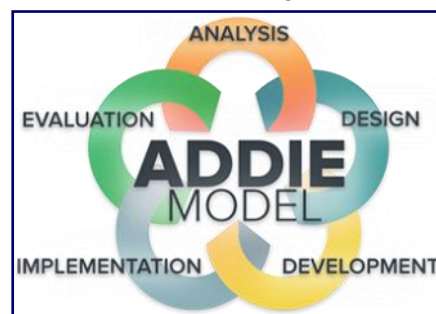
November 2017

## DEVELOPING AND REVIEWING ACTIVITIES IN THE DESIGN

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Continuing the discussion from the October newsletter, the third element in the ADDIE Model is **DEVELOPMENT**. Curriculum is continually impacted by the social context in which it is delivered and the characteristics of the student audience. As a result, instructional activities need intermittent review and renewal.

Keep both the student and the instructor in mind when **DEVELOPING** activities. The end goal is a rigorous and manageable course for both. Here are some guiding questions.



1. What activities are needed for a student to acquire the underlying knowledge and skills of a specific learning outcome?
2. Does each outcome have one or more learning activities?
3. Is each graded event clearly linked to one or more learning outcome(s)?
4. Will student and instructor know to what degree each outcome has been attained?
5. Should the due dates be staggered across all courses?
6. What is the grading scheme for each activity students complete? Are the activities self-graded objective quizzes? Are they assessed by a rubric? Are they given open-ended feedback and a numeric grade?
7. How do students get the necessary feedback on the assignment so they can focus on mastering the learning outcomes through the upcoming work? (See **TIPS** below.)

These ideas help get the course ready for the start of the semester. Next month we look at **IMPLEMENTATION**.

### GENERAL EDUCATION CORE OBJECTIVES

- Critical Thinking
- Communication
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility

### FOUNDATIONAL COMPONENT AREAS (with credit hours)

- 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)

## TIPS FOR PROVIDING FEEDBACK TO STUDENTS

1. Provide early substantive feedback so students can focus their learning.
2. Ask the learners to self-evaluate their performance before receiving instructor feedback to develop the capability to detect and correct their own errors.
3. Provide specific feedback that targets aspects of the performance that learners can actually change.
4. Have students reflect on their growth after a sequence of learning activities to increase awareness of thinking, learning styles, and the ability to transfer skills to new settings.

## GENERATING FEEDBACK FOR INSTRUCTORS

Feedback informs the instructor about the effectiveness of the learning activities. If instructors ask the following questions of themselves, it can generate useful information. What patterns do you see? What errors or omissions recur across students? What is the nature of the errors? Where is more emphasis needed on acquiring or understanding basic knowledge? Where is more practice required? Is the sequencing appropriately spaced?

## CURRICULUM UPDATES

- Diagnostic Medical Sonography has hired a director. Awaiting SACSCOC approval.
- Construction Management has been approved by the Collin Board of Trustees as a new program; it is pending THECB and SACSCOC approval.