

CSUS ID 251: Summary

Writing Effective Curriculum

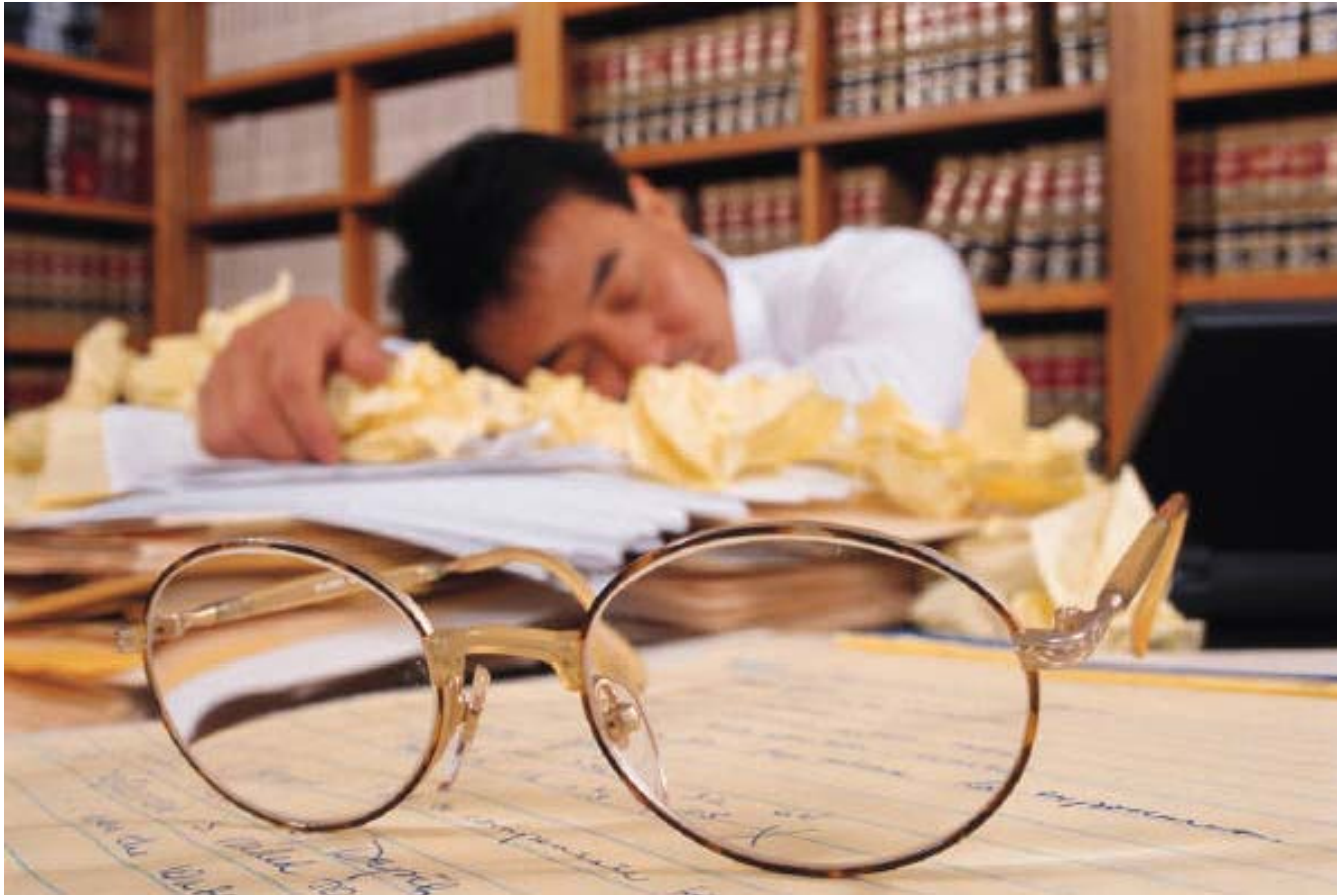
“Teaching means any activity that has the conscious intention of, and potential for, facilitating learning in another.” (Leamson)



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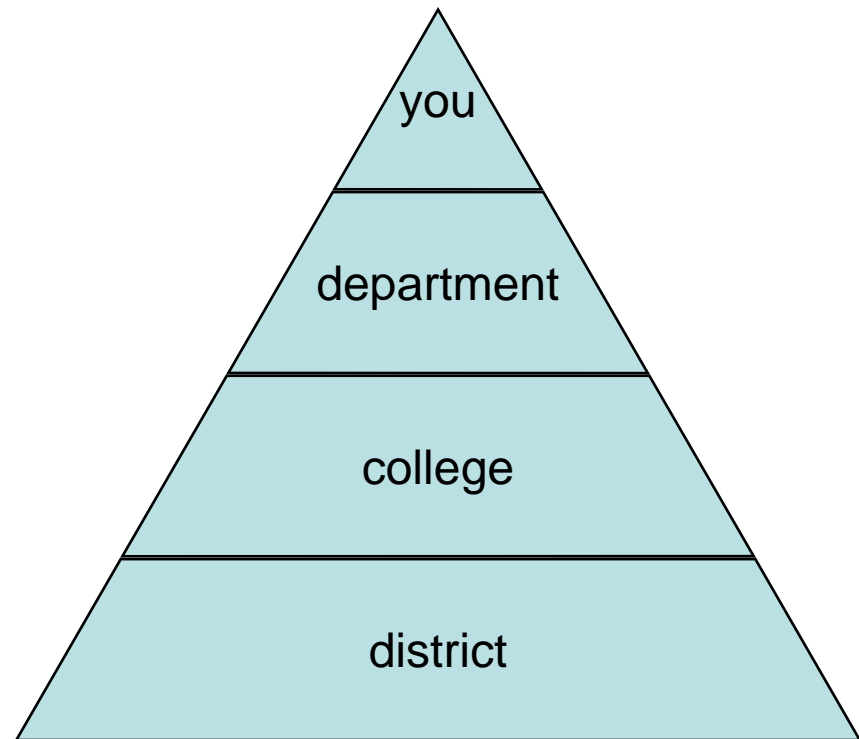


“...knowledge of one’s discipline is not in itself sufficient for presenting it in a way that will inspire students to learn.”



Levels of Curriculum Development

- **Course**
 - Overall course
 - Individual class section
- **Department**
 - “Home” department
 - Overlapping disciplines
- **College**
 - Collegial contacts
 - Curriculum committee
- **District**
 - Collegial contacts
 - Curriculum coordinating committee



Course content considerations

- Student Learning Outcomes
 - Begin at the ending
- Philosophical
 - college, department, personal
- Professional/vocational
 - Professional skills
- Psychological
 - learning theories, critical thinking, etc.
- Practical
 - texts, resources, etc.
- Student
 - diversity, goals, etc.



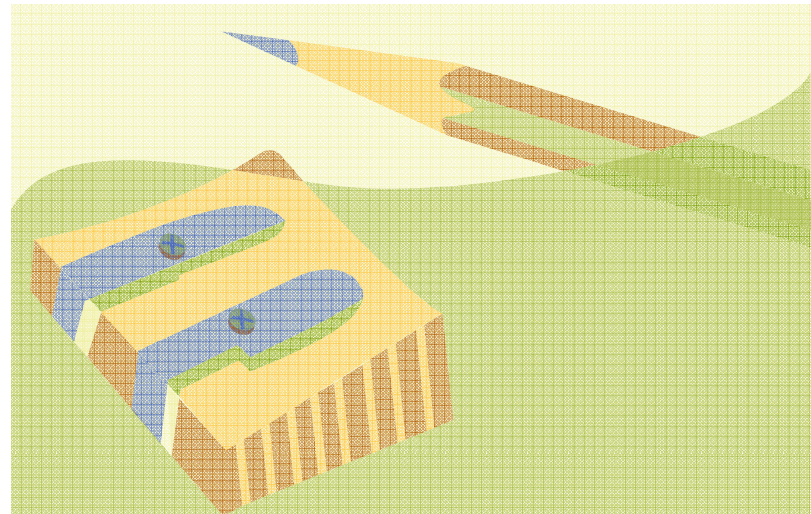
Course Alignment

- Student Learning Outcomes
 - Focus on observable skills
 - Reflect shared language
 - Show critical thinking
 - Objectives can provide detail
- Instruction methods
 - Aligned to outcomes
 - Feasible and practical
 - Student centered
 - Modified based on outcomes assessment
- Evaluation methods
 - Assessment of outcomes
 - Aligned to objectives
 - Both formative & summative
 - Multiple measures



Sequencing the course material

- Outcomes and skills build-up
- Themes
- Hooks
- Placement of most challenging material
- Internal prerequisites
- Context links
- Text sequence
- Time constraints



Assessment and Evaluation



- Assessment of student learning outcomes
- Evaluation of the learning process
- Administrative processes that evaluate the professor

Outcomes Assessment



- Assessment of student learning
- Analysis of the results of that assessment
- Sharing of the analysis with the department, college, etc.
- Use of the analysis to enhance teaching excellence.

“Believe that what you do makes a difference”

