Center for Teaching Excellence’s Course Design Institute & Ignite Programs

Michael Palmer, Director, Center for Teaching Excellence
In three to five years, what will your students still know, be able to do, or value ...
Why is the United States such a religious country?

Could we, should we, make a bridge out of glass?

Do we see things as they are?

Or do we see things as we are?

How can lobsters escape aging?

Can't we all just get along?

How does food get from your mouth to your derrière?
“This is by far the best teaching workshop I have ever attended. The content was interesting and the instructors really practiced what they preached with respect to learning techniques.”

“The institute gave me life! And it totally changed my approach to course design and teaching.”

“In two words: [the CDI experience was] life-altering. This may seem overblown, but it is 100% true. I came in thinking I had a handle on my course, but realized very soon I needed to go back to the drawing board. The result is exponentially improved.”
• Overall, 389 participants have rated the 2008-2017 Institutes 4.76/5.00.

• 100% of participants have said they would recommend CDI to a colleague.
Participation by Year

N=398
c³Design

**PROCESS-ORIENTED:**
ITERATIVE & DYNAMIC

1. Part 1: Basic Course Information
2. Part 2: Student Motivation
3. Part 3: A Promising Syllabus
4. Part 4: Learning Goals & Objectives
5. Part 5: Assessments
6. Part 6: Learning Activities
7. Part 7: Additional Course Information
8. Part 8: Fink's Taxonomy of Significant Learning

**INSTRUCTIONAL:**
INTERACTIVE LEARNING

1. Foundational Knowledge
   - What key information, ideas, perspectives are important for learners to know?

2. Fink's Taxonomy of Significant Learning
   - Last
   - Next
Ignite
Faculty Renewal

These numbers represent the “undergraduate” schools only.
Scholars by Cohort
  • 2015-16: 32
  • 2016-17: 38

Scholars by Rank
  • 77% assistant professors
Participant perceptions and satisfaction with intervention

Participant beliefs about teaching & learning

Participant teaching practices

Syllabus toolbox

Syllabus rubric

Classroom observation

Culture of the institution

Student perceptions about the participant's teaching practices

Student learning

Syllabi perceptions study

Self-efficacy/confidence

Perception survey
Syllabus Analysis
Syllabus Analysis
Classroom Observation

• 382 observations completed (+230)
  – 203 classrooms
  – 20 departments
  – 2 schools

• 13 instructor behaviors: asking questions
• 13 student behaviors: small group work
Classroom Observation

- Instructor Writing on Board
- Students Working in Groups

- non-CDI (n=197)
- CDI only (n=41)
- CDI w CoP (n=144)
Additional Instructor Support

- Undergraduate Learning Assistants (AAU mini-grant)
- TA Training Course (Jefferson Trust Grant)
- Undergraduate Consultants (Cornerstone Funds)
- Curriculum Design
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