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Moving the Needle – Episode 42

00:00:00 Scott Riley

Welcome to moving the needle casual conversations about ways big and small to impact student learning brought to you by the faculty Center for Teaching and learning at the University of Maryland, Baltimore.

00:00:12 Scott Riley

I'm.

00:00:13 Scott Riley

Scott Riley too. Let's move the needle.

00:00:16

I.

00:00:19 Scott Riley

Welcome to moving the.

00:00:21 Scott Riley

While summer often brings a much needed break for educators.

00:00:24 Scott Riley

It's also a valuable time for reflection and course development in preparation for the upcoming academic year.

00:00:30 Scott Riley

Often, educators perform these tasks in isolation and only have their work reviewed when it's time to submit course proposals.

00:00:37 Scott Riley

This summer, the FCTL asked 2.

00:00:40 Scott Riley

How can we support faculty and course design?

00:00:43 Scott Riley

And what impact would collaboration have on the process to answer those questions, they launched the summer Course Development program.

00:00:50 Scott Riley

With the goals of bringing faculty together in a collaborative community to reflect share ideas.

00:00:56 Scott Riley

And design new course materials.

00:00:57 Scott Riley

Together, I'm thrilled to be chatting with my Co host of moving the needle and the mastermind behind this initiative, Erin Hager.

00:01:04 Scott Riley

We'll dive into her vision for the program.

00:01:07 Scott Riley

How it was designed and the impact it's had on the faculty who participated, stay with us as we explore how this program is fostering collaboration and innovation. In course development at UMB.

00:01:18 Scott Riley

Erin, welcome to the show.

00:01:20 Erin Hager

It's so good to be here and to see you again.

00:01:22 Scott Riley

Yeah, I feel like it's been a while, so I'm glad that we get to take this opportunity to talk about your summer course development project that you you launched this.

00:01:31 Scott Riley

Year.

00:01:32 Erin Hager

I'm excited to talk about it too.

00:01:33 Scott Riley

Well.

00:01:34 Scott Riley

I'm going to hit you with a really hard question to start out for those who don't know, can you describe what the summer course development program was and how it worked?

00:01:45 Erin Hager

Absolutely happy.

00:01:46 Erin Hager

So the summer course development program was a six week professional development opportunity for faculty here at University of Maryland, Baltimore.

00:01:57 Erin Hager

Recognizing that oftentimes the summer is an opportunity that faculty have, even though they're still very busy in the summer, still working in the summer.

00:02:06 Erin Hager

But it's a chance to start planning ahead for the next academic year, or perhaps even further.

00:02:13 Erin Hager

And it's often the time that faculty devote to.

00:02:17 Erin Hager

Course and curriculum development.

00:02:19 Erin Hager

So my thinking was if we could get a cohort of people who are all doing the same.

00:02:24 Erin Hager

Walk them through a stepwise process to develop their course that they could leave those six weeks. Having done the lion share.

00:02:33 Erin Hager

Of the thinking work in required to get a new course off the ground.

00:02:39 Scott Riley

Yeah, that sounds.

00:02:40 Scott Riley

And so I'm curious, what were the individual components of it you mentioned?

00:02:45 Scott Riley

Your faculty would get together and kind of meet and work on this stuff.

00:02:49 Scott Riley

So was it like a would you call it a group study or was it structured in a way to help them go through the process in a?

00:02:56 Scott Riley

Don't want to say a linear fashion, but in a structured.

00:02:58 Erin Hager

Fashion.

00:02:59 Erin Hager

Yeah, that's a great.

00:03:00 Erin Hager

You know this, this kind of work is so.

00:03:02 Erin Hager

Everyone's working on on their own course on their own, different kind of.

00:03:07 Erin Hager

They might be bringing with them different levels of pre work that they've already done, but at the same time I wanted to recognize that that we could build some kind of community. We could have some kind of cohort experience.

00:03:21 Erin Hager

So it was a little bit of both. I would say we met once a week the bulk of the work that the faculty members did for this development program happened individually.

00:03:32 Erin Hager

What I did was provide a structure and a process and some materials for.

00:03:36 Erin Hager

Them to use in this course development process. So we would meet once a week and then in between faculty would be working in their course development workbook that I designed and wrote each week of our program coincided to a section of the workbook that they could then fill.

00:03:55 Erin Hager

And that is what they could use afterwards to continue the course development work that's still needed to be.

00:04:00 Erin Hager

Done.

00:04:01 Scott Riley

I'm really interested in the workbook you mentioned that there were weekly sections to it.

00:04:07 Scott Riley

You give us some.

00:04:08 Scott Riley

Maybe some things that were inspired by others work in course development and some things that might have been unique about it.

00:04:15 Erin Hager

Yeah, happy.

00:04:16 Erin Hager

So really the the general goals of the program were for faculty to connect with the.

00:04:25 Erin Hager

Of their.

00:04:26 Erin Hager

You know, often when you offer a program like this, the first thing faculty think are, let me just give right into the.

00:04:31 Erin Hager

Weeks. Let me just get right into you know, what's happening in week one, week two, week 3, what assignments, what readings ET.

00:04:37 Erin Hager

That's very, very important work and we did get to that, but we got to that probably toward the middle of the program and that was intentional. What I wanted to do was to.

00:04:48 Erin Hager

Invite faculty to do some deep reflecting on why does this course exist?

00:04:53 Erin Hager

What? What is its purpose in the curriculum?

00:04:55 Erin Hager

Where does it fit?

00:04:57 Erin Hager

Are students.

00:04:58 Erin Hager

Where are they with respect to their knowledge and?

00:05:01 Erin Hager

Is this the first course that they're ever going to experience on these topics and these ideas?

00:05:05 Erin Hager

Also, I wanted faculty to reconnect with why they love this material or what they appreciate about this material, even if they don't particularly love it.

00:05:14 Erin Hager

Tapping into that inspiration, why is this course impactful?

00:05:19 Erin Hager

How will?

00:05:20 Erin Hager

Be different as a result of this.

00:05:22 Erin Hager

Has this content or this topic?

00:05:25 Erin Hager

Impacted your life or impacted the.

00:05:27 Erin Hager

So sometimes faculty have these amazing stories or these amazing journeys that they've taken to become experts in this particular.

00:05:34 Erin Hager

Topic and it's the air.

00:05:37 Erin Hager

It's the oxygen in the room, but they don't think to make that obvious to the students.

00:05:41 Erin Hager

They don't think to necessarily invite students into that.

00:05:44 Erin Hager

So taking some time to reconnect with that passion for the discipline or the topic and then think about how am I going to share that?

00:05:52 Erin Hager

Kind of stories. Can I tell what?

00:05:54 Erin Hager

How can I structure this course in such a way that students can feel that excitement coming from me?

00:06:00 Erin Hager

Around this topic, so we started there.

00:06:03 Erin Hager

And then we moved into, OK, why are you connected to this topic?

00:06:07 Erin Hager

Does it matter to?

00:06:08 Erin Hager

Why does it matter to the curriculum?

00:06:10 Erin Hager

Let's think about your students next.

00:06:12 Erin Hager

Who are?

00:06:12 Erin Hager

What are their experiences with this topic?

00:06:15 Erin Hager

What might they? What assumptions might they be coming with?

00:06:19 Erin Hager

Anxieties might they be coming?

00:06:21 Erin Hager

So how can we design this course in such a way?

00:06:24 Erin Hager

That we can be intentional about the profile of the students who might be taking.

00:06:30 Erin Hager

Obviously there's not a singular profile, but how can we anticipate some of the things that the students are bringing, both as a group, as a class?

00:06:39 Erin Hager

And then how can we think about individual circumstances that students might be?

00:06:44 Erin Hager

Bringing or facing as the semester comes so that we can at least have a plan or some forethought into how we're going to respond to those kinds of things if and when they come up.

00:06:54 Scott Riley

Wow. So I just want to jump in and say two things.

00:06:57 Scott Riley

One I unfortunately I feel like I'm being called out because I'm definitely one of those professors that have, once I've taught a Class A couple of times, I just immediately.

00:07:05 Scott Riley

Dive into. Let's get through the weeks.

00:07:07 Scott Riley

Get through the assessment.

00:07:09 Scott Riley

And so I like this backing up approach where you reconnect with the material and then more importantly, you remind yourself that you have to create buy in for the students.

00:07:19 Scott Riley

Have to get the incentives out there to say, hey, this is not just required learning, but it's fun to learn because of these reasons.

00:07:25

Yeah.

00:07:26 Scott Riley

I also like that you mentioned that part of the initial focus of this development was to make sure that your approach is learner centric.

00:07:35 Scott Riley

What are the students coming to the table with?

00:07:37 Scott Riley

What do the students?

00:07:38 Scott Riley

Because sometimes again, when I've taught a course for three or five years or even when I'm starting to develop a course, I may skip that step.

00:07:45 Scott Riley

It's a critical step in the process.

00:07:48 Erin Hager

You're so right. And that's such a common, you know, again.

00:07:52 Erin Hager

Rushed or?

00:07:53 Erin Hager

There's a lot to do and it's so easy to just get into the nuts and bolts the nuts and bolts are really important. But the analogy that we leaned into in this program.

00:08:04 Erin Hager

And the analogy that I brought up again and again in the workbook that I designed.

00:08:09 Erin Hager

Is that designing a course is like being a tour guide. One part of being a tour guide is where are we going?

00:08:16 Erin Hager

Right, that's the information. That's the.

00:08:18 Erin Hager

Those are the outcomes, but the other critical part of being a tour guide are.

00:08:23 Erin Hager

You're the people in your group, right?

00:08:25 Erin Hager

A human.

00:08:26 Erin Hager

So we talked about how designing a.

00:08:29 Erin Hager

Four of England London is going to be very different. If I'm taking a group of high school seniors who this is their last hurrah of high school.

00:08:37 Erin Hager

Is their big reward for, you know, for for getting through the rigors of high school that's going to be very different trip than if I'm taking.

00:08:46 Erin Hager

A.

00:08:47 Erin Hager

College English professors to you know, and we may see some of the same sites.

00:08:52 Erin Hager

I'm going to take them both to Westminster Abbey, but the lens that I'm going to offer each group is going to look a little bit different.

00:09:00 Erin Hager

So really taking some time to think about who your learners are, what their expectations are, and how you.

00:09:06 Erin Hager

Can take them where they are and use that foundation to get them where you want to go.

00:09:13 Scott Riley

Yeah, that I love that metaphor. I think that is a really powerful metaphor. Being a tour guide. In fact. Now I have this anchor image in my mind of a professor being a tour guide for a course.

00:09:22 Scott Riley

That makes a lot of sense, and it sounds like this workbook was an excellent companion to the weekly discussions and weekly work that.

00:09:31 Scott Riley

You had as part of the.

00:09:32 Scott Riley

I'm curious what role though it sounded like the workbook was very much, you know, do this outside of the.

00:09:40 Scott Riley

Rogram, what role did it play during, if any, role?

00:09:44 Scott Riley

Role did it play during the conversations?

00:09:46 Scott Riley

You reference the workbook.

00:09:48 Scott Riley

Was it the a lot often pre work that led to the discussion questions?

00:09:53 Scott Riley

How did it work with the program?

00:09:55 Erin Hager

Yeah, that's a great.

00:09:56 Erin Hager

It was mostly done ahead of time, so each week they would have come to our one hour discussions. Having done the the questions and exercises.

00:10:07 Erin Hager

In the book, and it provided a springboard for discussion and shared community in our live sessions with each.

00:10:15 Erin Hager

So we were interrogation so you could have a faculty member from the School of Law talking about, you know, the challenges that she's seen with students.

00:10:25 Erin Hager

In their, you know, et cetera, et cetera, maybe willingness to do pre work or attention to detail, whatever kinds of things that she was thinking about.

00:10:32 Erin Hager

Recognizing like, oh, these are obstacles. These are things that I might need to plan around and realize that a faculty member in the School of Pharmacy had the exact same concern.

00:10:41 Erin Hager

You know, in an institution with the kind of independent nature of our individual schools, it's really nice to come together and.

00:10:49 Erin Hager

Hear what we have in common and.

00:10:51 Erin Hager

And how different faculty members from different disciplines have tackled those same challenges and.

00:10:58 Erin Hager

Grown from those same.

00:11:00 Erin Hager

And so we can learn it.

00:11:01 Erin Hager

Together.

00:11:02 Scott Riley

Absolutely. And I'm so glad that you mentioned the diverse level of perspective and the number of faculty, because that leads me into another thought that I want to talk to you about.

00:11:11 Scott Riley

That who really participated in.

00:11:14 Scott Riley

You know, for me, this seems like the perfect.

00:11:17 Scott Riley

Mechanism for a new professor coming in and designing a course that they have no idea about, but was that who you predominantly saw in this summer development Institute? Or was it a mixture of?

00:11:28 Scott Riley

Different levels of seniority of faculty. Different schools tell me more about that.

00:11:32 Erin Hager

It was absolutely mixed, which was fantastic.

00:11:35 Erin Hager

Yeah, I.

00:11:36 Erin Hager

The numbers in front of Maine, but we had about 12 participants and I think we had representation from every school, which was fantastic and but really the the levels of of faculty experience, the number of years that they've been on campus.

00:11:52 Erin Hager

And what is encouraging to me about that is that designing a new course always feels a little bit like coming back to the basics, right and coming back and going through this process again and again.

00:12:04 Erin Hager

Whether you are a faculty member who's been here for 15 years and you've been invited to develop a new course or this is your first year on campus and part of your responsibilities.

00:12:14 Erin Hager

Out of the gate is to develop a new cores. I still think that coming back to this grounded.

00:12:19 Erin Hager

Process of starting to think OK.

00:12:22 Erin Hager

We've got this opportunity to really create this new course and I also want to mention this was also intended for faculty who were really getting under the hood and revising an existing course.

00:12:32 Erin Hager

We open this to faculty.

00:12:34 Erin Hager

Who might have been tasked with not just a minor tweak, not just a like. If you're thinking about a house remodel, we're not moving furniture and painting walls, right?

00:12:44 Erin Hager

We're demoing, we're taking down walls, we're rethinking it.

00:12:47 Erin Hager

Some faculty members.

00:12:48 Erin Hager

Had taught this course before, but they were transitioning it to online.

00:12:52 Erin Hager

Um, some people had taught this course before, but realized that, you know, for whatever reason, the the structure or the sequence or something was was a little bit needed to be rethought.

00:13:02 Erin Hager

Or they were teaching the same material, but for a different level of learner.

00:13:06 Erin Hager

They were teaching it now to introductory learners instead of more advanced learners.

00:13:10 Erin Hager

Something about the changes they were.

00:13:13 Erin Hager

Were significant enough to say this is really worth my time. Kind of.

00:13:17 Erin Hager

Umm, starting through the stepwise process and really kind of treating it like something entirely new.

00:13:23 Scott Riley

That's great.

00:13:24 Scott Riley

Do you have this program that's not just exclusive for people designing a new course, but it's really open like you mentioned, for people to come together and rework courses and exchange perspectives from different levels of experience in different fields of specialization.

00:13:40 Scott Riley

Really, this sounds like it's an all in one package of a summer develop.

00:13:43 Scott Riley

Institute. That's wonderful.

00:13:45 Scott Riley

I'm now interested since we've discussed who participated, how much commitment was required for this program, because when I read the title, you know Summer Course Development Institute, I know that it takes a lot of effort to design a course or to even rework a course. So how many?

00:14:03 Scott Riley

Would you say participants spent outside and?

00:14:06 Scott Riley

Of the active meetings working on the content for the program.

00:14:09 Erin Hager

Yeah, I think that's a great question. And we're so mindful of faculty time. I think the longer I work in higher Ed that this really becomes my number one focus when I'm thinking about program design.

00:14:21 Erin Hager

This going to be worth their time.

00:14:23 Erin Hager

How can we be transparent about how much time this will actually take?

00:14:27 Erin Hager

And how can we make sure that they are walking away with something that represents, if not a complete package, then a really solid head start into work that they needed to be doing anyway?

00:14:38 Erin Hager

These when we met these were not.

00:14:41 Erin Hager

Individual workshops that were just kind of scratching the surface of the topic at hand.

00:14:47 Erin Hager

My goal was that by the end of these six weeks, if faculty spent approximately 5 hours a week, which was what we advertised, and we tried to be transparent about from the very beginning that this.

00:15:00 Erin Hager

If you do everything kind of with the workbook with our meetings, with the kind of thinking the I provided a little bit of reading to to ground them in the subjects that we would be working through each week. If you do all of that together and invest about.

00:15:14 Erin Hager

Hours or so a week that hopefully you would walk away with.

00:15:18 Erin Hager

It's so hard to quantify, but you know.

00:15:21 Erin Hager

50 to 75% of that course design thought out by the by the time that the six weeks were over.

00:15:28 Erin Hager

So we we made sure from the very first advertisements of the program that we were up front about that time commitment we made sure.

00:15:36 Erin Hager

That we made the best use of our in person time.

00:15:41 Erin Hager

You know, I think the the having a workbook having something concrete to.

00:15:45 Erin Hager

Okay, when I when I fill in these, you know, 10 boxes here with my thoughts on these questions that have been provided.

00:15:52 Erin Hager

That that is that all of this is moving me along towards that end product. Some people working toward creating a new.

00:16:00 Erin Hager

Something that they wanted to take through the course proposal process.

00:16:04 Erin Hager

Others, the course had been.

00:16:05 Erin Hager

So they're actually kind of moving along and actually getting some materials together. Some assessments design that kind of thing. We wanted to make it flexible enough. So depending on where they were in that process.

00:16:17 Erin Hager

They could take certain aspects of this of this workbook and this development and replicate it for you know, if we if we design one whole unit well, if you want to take a week now and repeat that process for the subsequent units.

00:16:32 Erin Hager

If you want to just say like, OK, get the gist of the feel of what this is going to be involved. I need to think more about my assessments. I need to think more about what's involved in this course proposal.

00:16:42 Erin Hager

So it was structured, hopefully also flexible to.

00:16:45 Erin Hager

Meet them where they were.

00:16:47 Scott Riley

I really like those examples. I think again, they highlight the not only the flexibility of the program, but the versatility of outcomes that could come to fruition from being in this program and as a participant in many faculty center and teaching learning programs, I will say that you.

00:17:03 Scott Riley

Meet that goal of respecting faculty.

00:17:05 Scott Riley

I don't think I've ever been in a workshop that's gone over, and I have always felt and I've heard from other faculty.

00:17:11 Scott Riley

That the time is.

00:17:13 Scott Riley

The time spent provides a good outcome for whatever effort we put into it.

00:17:17 Erin Hager

Yeah, I hope so.

00:17:19 Erin Hager

Hope.

00:17:19 Erin Hager

It's we ask a lot of our faculty, you know, like as an institution.

00:17:25 Erin Hager

And and because the faculty said, you know, our goal is really to to support faculty in creating a a learning environment, a learning experience for the students that is impactful, that is engaging, that is profound.

00:17:39 Erin Hager

And faculty want to do that.

00:17:41 Erin Hager

And we're just, you know, faculty typically haven't been.

00:17:46 Erin Hager

Their formation often doesn't include learning about the teaching practice, and so we want to come in and fill that gap, but we certainly want to do it in a way that meet somewhere they are and has the opportunity to grow as they grow in.

00:18:01 Scott Riley

Absolutely.

00:18:01 Scott Riley

Absolutely. I want to shift gears a little bit.

00:18:04 Scott Riley

And now what we kind of were talking about this earlier with respect to outcomes. And so now that this is kind of in the rearview mirror, I want to ask you as the inventor, the creator of this program and the director of it.

00:18:18 Scott Riley

What are your perspectives on the outcomes of it now that it's, you know, behind us?

00:18:21 Scott Riley

Do you think happened?

00:18:23 Erin Hager

Well, that's a great.

00:18:24 Erin Hager

The the initial feedback that we got right after the program has ended was very positive they did.

00:18:30 Erin Hager

Think it was a good use of their time. They do feel like they got tangible outcomes in their own course development process.

00:18:37 Erin Hager

Spent just about the the time that we had hoped between 3:00 and 6:00 hours a week, that kind of thing.

00:18:44 Erin Hager

What I would love to do is to follow up with them.

00:18:48 Erin Hager

Now that where are we?

00:18:50 Erin Hager

We're.

00:18:51 Erin Hager

Four months out, maybe another month or two to see. Have you come back to this?

00:18:56 Erin Hager

Sometimes we we get a head start on this project and then life happens and the semester starts.

00:19:00 Erin Hager

In.

00:19:01 Erin Hager

In the throes of teaching, the courses that are running now. So.

00:19:05 Erin Hager

If have you come back to this, has it been helpful?

00:19:07 Erin Hager

It been a good reminder of where you left.

00:19:10 Erin Hager

Do you feel like you could do this independently now that you have gone through the structure of this?

00:19:16 Erin Hager

So yeah, I'd, I'd love to check in and see and I will be sure to let you know when we do that.

00:19:20 Scott Riley

Yeah, I'm.

00:19:21 Scott Riley

I'd love to hear what faculty are doing with the things that they learned and produced later on.

00:19:27 Scott Riley

We always like to see what happens after.

00:19:29 Scott Riley

The fact, and so on that note, let's talk about future plans.

00:19:33 Scott Riley

Sounds like this was a resounding.

00:19:36 Scott Riley

12 participants positive feedback you as the director, I assume felt good about the program.

00:19:43 Scott Riley

So what are the future plans for this program?

00:19:46 Erin Hager

Well, we're definitely going to offer it again.

00:19:49 Erin Hager

So we put out our initial advertising probably around April. The program starts after graduation in May and pretty close to it.

00:19:58 Erin Hager

That people haven't, you know, completely jumped into summer mode yet.

00:20:02 Erin Hager

We run it from the end of May until.

00:20:05 Erin Hager

Kind of early July.

00:20:07 Erin Hager

As I mentioned to the faculty, we want to be very mindful of their health and Wellness and rest so.

00:20:15 Erin Hager

When when we advertise this program, we say look, if you have a vacation scheduled, if there's, you know there's a meeting that you can't attend because of a conference or something, don't worry about it.

00:20:23 Erin Hager

Program is intended to allow you that time to catch up independently.

00:20:28 Erin Hager

Don't not join the experience because you have some time scheduled off because you absolutely.

00:20:35 Erin Hager

Um, but, but that's our.

00:20:36 Erin Hager

So we run for about the end of May until early July, trying to capture that little breath that that faculty get after the the hecticness of the end of the spring, but also while their headspace is still very much in in their work and and in these T.

00:20:51 Erin Hager

Are ahead of them.

00:20:53 Erin Hager

I know that this year I'd like to make a little bit better use of of the Blackboard Learning platform just to keep some of the materials in there this this year, this first iteration my focus was on the development of that work.

00:21:04 Erin Hager

Now that that's in place, I would like to supplement that by putting more materials in Blackboard. Using that as a as a repository. Still leaning into our weekly meetings.

00:21:17 Erin Hager

You never hear this, but the feedback that we got on our weekly meetings was that they needed to be just a little bit longer.

00:21:24 Erin Hager

Which I just put a feather in the cap of this program for that.

00:21:28 Erin Hager

How often do people say I wish that meeting was a little longer?

00:21:32 Erin Hager

So. So we may, you know not.

00:21:35 Erin Hager

So they were an hour, maybe like an hour and 15, something like that. Just to give us some time that we so we don't feel like we're cutting off conversations, productive conversations, cutting them a little bit too short.

00:21:47 Erin Hager

I would say some minor tweaks, but in essence I think we're just going to kind of keep this structure and.

00:21:47

So.

00:21:53 Erin Hager

And see how our next cohort feels about it.

00:21:55 Scott Riley

Absolutely. The phrase is if it isn't broke, don't fix it, right?

00:21:59 Scott Riley

I love that I'm.

00:22:01 Scott Riley

You mentioned the cohort is 12. The the sweet spot for the number. Would you like a few less?

00:22:06 Scott Riley

You like a few more for your next cohort.

00:22:09 Erin Hager

I you know, I think if we had a few more that would be fine.

00:22:13 Erin Hager

There most of the conversations that we have are either whole group conversations or we break out into breakout rooms over zoom. Our meetings are virtual.

00:22:23 Erin Hager

So there's no space limitations that way.

00:22:26 Erin Hager

It's just a matter of making sure the conversations don't get unwieldy and that everyone feels like they're seen and have an opportunity to engage.

00:22:33 Erin Hager

So I think you know anywhere between 12 and 20 could work well. And and who knows, maybe if this really grows, we can have multiple sections and and grow it that way.

00:22:42 Scott Riley

That would be.

00:22:44 Scott Riley

I think that's a really cool potential future for the programs to make it so popular that you have to have multiple sections of it.

00:22:52 Scott Riley

And so I feel like I have a great understanding of this program, your goals behind it, and what the outcomes were, I.

00:22:59 Scott Riley

Want to finish up with a final thought?

00:23:02 Scott Riley

If I was inspired, if I if I didn't work in the same institution, you didn't. I was inspired to bring this to my institution.

00:23:09 Scott Riley

What advice would you give me to really help me design something similar for another university?

00:23:16 Erin Hager

You know, I think being mindful of the of the workload and the and the the mindset of the faculty there. So you know, being transparent about the effort involved in developing a new course, I think it just catches some people off guard it sounds.

00:23:33 Erin Hager

Very kind of cut and dry.

00:23:35 Erin Hager

I'll just, you know, whip of a syllabus real quick and find the textbook and map out some.

00:23:39 Erin Hager

That kind of thing. But to really to to do justice to this work in the way that, say, a scholar like LD Fink, when in his book creating significant learning experiences, which was a textbook, we relied on a lot in this program.

00:23:53 Erin Hager

To do this work, justice really does take some forethought and some thinking about you know what.

00:24:00 Erin Hager

Are we trying to accomplish?

00:24:02 Erin Hager

What? What really do we want these students to walk away with?

00:24:06 Erin Hager

And it's it's nice to have some brain space to to think that out.

00:24:11 Erin Hager

So I I would advise anyone considering a program like this to to lean into that philosophy of being very learner centered, being very grounded in a backward design process.

00:24:25 Erin Hager

Being transparent with the faculty about that process so that if the faculty are coming in thinking, oh, I'm just going to be whipping out some assessments, I'm just going to use this time to.

00:24:34 Erin Hager

To, you know, craft my week by week and and that's not what they get, you know, letting them know that why that is what the thinking behind it is so that they don't walk away frustrated that they thought they were going to be spending their time doing 1.

00:24:47 Erin Hager

And and found out they were actually invited to do some other things.

00:24:51 Erin Hager

Transparency above all else, using the backward design.

00:24:55 Erin Hager

Yourself to think about. What do you want your faculty to walk away with as a result of this time, different institutions might have different course development processes. Maybe.

00:25:04 Erin Hager

There are different approval.

00:25:06 Erin Hager

Maybe there are different curricular requirements?

00:25:09 Erin Hager

Kind of.

00:25:10 Erin Hager

What does the unique flavor of your institution ask of faculty as they're thinking about new courses?

00:25:17 Erin Hager

Who can your partners be?

00:25:19 Erin Hager

How can you do this in a way that's being mindful of the?

00:25:22 Erin Hager

Of the diverse learners on your campus, right. Can you bring in some folks to invite faculty to think about those topics?

00:25:30 Erin Hager

Umm, what are the resources available to the students on?

00:25:33 Erin Hager

How can we take advantage of knowing about those structures and and use that knowledge to inform our course design?

00:25:43 Erin Hager

So let me give an example about that.

00:25:45 Erin Hager

Often times, the assessments that faculty ask their students to perform to learn to master the course content requires skills that perhaps need to be reinforced or.

00:25:59 Erin Hager

Or brushed up on, but it's not necessarily that faculty members job to teach those skills.

00:26:04 Erin Hager

So maybe a course has a research project.

00:26:07 Erin Hager

But it isn't a research.

00:26:09 Erin Hager

Course a course where you are learning how to do the research so faculty might want to partner with their library.

00:26:14 Erin Hager

And work with the librarians to see how can we build in an element of this course to support students as they do those that research. But so that I don't have to spend two or three weeks of the course teaching these research skills that I was assuming they.

00:26:28 Erin Hager

In with.

00:26:30 Erin Hager

I guess thinking making sure that you have the opportunity to support faculty thinking about the.

00:26:35 Erin Hager

The whole constellation that they have available to them on campus and how it can help support them reach those course outcomes.

00:26:42 Scott Riley

Yeah, that was.

00:26:43 Scott Riley

I feel caught like comprehensive advice on how to approach this, and I love the lens of collaboration as well. Work with other individuals. It doesn't all have to be on you to design this new thing, right?

00:26:55 Scott Riley

If it's going to benefit a wide group of people.

00:26:58 Scott Riley

Erin , thank you so much for talking about this new initiative that you designed from the Sctl and I look forward to hearing about it more in the future.

00:27:05 Erin Hager

Thanks for the chance to talk.

00:27:06 Erin Hager

It it was fun.

00:27:10 Scott Riley

Thank you for joining us today on moving the needle.

00:27:11

I.

00:27:13 Scott Riley

Visit us@umarillon.edu/fctl to your additional episodes.

00:27:19 Scott Riley

Leave us feedback or suggest future topics.

00:27:23 Scott Riley

We'd love to hear from you.