

University of Wisconsin - Madison
History 710: Designing Courses
Wednesday 3:30PM-5:25PM
5245 Mosse Humanities building (In Person)

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Office hours: Tuesdays 4PM-5PM (in person or Zoom)

From the guide:

Course Subject, Number, title: History 710, Professional Development Seminar

Credits: 3 credits

Course designation: Grad 50%

Course description: Topics in professional development for historians with an emphasis on building skills that are valuable both inside and outside the academy, such as managing the writing process, teaching college history, or communicating historical research to a broad, nonspecialist audience. Content varies.

Requisites: Consent of Instructor

Course Overview:

This seminar is designed a one-semester workshop on course design for History and HSMT graduate students. Each week, we will discuss one element of course design. In some weeks, we will discuss basic concepts or frameworks in teaching and learning, and ask how these can help us design courses that better fit our goals as teachers. By the end of the semester, each student will have designed and developed a course syllabus, learning activities, and an assessment plan. Students will also develop one full module (or equivalent).

Course Objectives

By the end of the semester, students will:

- Identify the elements of course design
- Identify course objectives and design high quality courses that achieve those objectives
- Create learning activities that support course and unit objectives
- Evaluate course design
- Identify concepts in teaching and learning and apply to course design
- Identify ways to continue to develop as teachers

Assignments

Design and lead a teaching practice discussion: Four such discussions are currently scheduled; you may assign one or two short readings prior to the workshop. Our goal in these discussions is to learn about recommended practices and share ideas as they related to the process of course design.

Course syllabus, assessment plan, learning activities: For one course (in-person, online, or blended); this could be a class that you had always wanted to develop, or a class that you are already scheduled to teach as instructor of record.

Course Module: Develop one module or course unit, including content. There is some flexibility here – the final nature of the assignment will vary between students depending on each student’s plans.

Final presentation and 2-pp. discussion: This will be the final formal opportunity to receive feedback from peers about the course design. The short written discussion is designed as a preparation towards creating a teaching portfolio: highlight one focused aspect of the syllabus (such as a source, an assignment, one form of assessment, the structure of the syllabus) – and discuss in detail (note that this is different from a syllabus essay, which is not required).

Short pre-class and in-class activities: As listed on the schedule.

Attendance: Required in all meetings, but please stay home if you are sick or suspect that you might be sick (if you feel well enough to do so, you can connect to class through Zoom.)

Grade Structure and Scale

- *Teaching practice discussion (20%)
- *Course syllabus, assessment plan, learning activities, and evaluation strategy (20%)
- *Course module (20%)
- *Final presentation and 2pp. discussion (20%)
- *Regular participation in class and pre-class activities (20%)

Assignments are graded as: “Unsatisfactory,” “Satisfactory,” or “Good/Excellent.” Assignments that are graded as “Good/Excellent” will receive full credit. Assignments that are graded “Satisfactory” will receive half the credit. Assignments that are graded as “Unsatisfactory” will receive no credit.

Grade scale: 100% = A; 90% = AB; 80% = B; 70% = C; 60%= D; 0-59% = F

Required Text:

Fink, L. Dee. *Creating Significant Learning Experiences*, revised edition (2013) (digital copies are available through Memorial Library)

How Credit Hours Are Met:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor- student meeting times =, reading, writing, preparing assignments and other student work as described on the syllabus.

Regular and Substantive Student-Instructor Interaction:

The course includes regular and substantive student-instructor interaction through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content.

Academic Policies and Statements

- [Teaching and Learning Data Transparency Statement](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures Statement](#)
- [Campus Resources for Academic Success](#)
- [Course Evaluations](#) and [Digital Course Evaluations](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Diversity and Inclusion Statement](#)
- [Academic Integrity Statement](#)
- [Accommodations for Students with Disabilities](#)
- [Academic Calendar and Religious Observances](#)

Course Schedule

Given the dynamic nature of the workshop, the schedule may change at any time.

	Main Topic	Before Class	In Class
01/25	Introductions		*Why we teach? *Course mechanics *Assignment of teaching practice discussions
02/01	The elements of course design	<u>Read:</u> Fink 1-113, skim 114-178 *Challenges to successful course design (Canvas)	*Designing significant learning * Getting Started * Possible challenges to teaching; additions to workshop schedule
02/08	Foundations for significant learning	* <u>Read:</u> Fink, 67-82. *Situational factors	*Situational factors * <u>Discussion:</u> Designing inclusive courses
02/15	Learning outcomes/objectives	* <u>Read:</u> Fink, 82-92. *Learning outcomes	*Learning outcomes * <u>Discussion:</u> effective assessment
02/22	Assessment	* <u>Read:</u> Fink, 92-11 *Assessment strategies	*Assessment

			* <u>Discussion</u> : Active learning / learning activities
03/01	Learning Activities and Assignments	* <u>Read</u> : Fink, 113-142 *Effective Learning Activities	*Effective learning activities
03/08	Course Structure	* <u>Read</u> : Fink, 142-156 *Thematic course flow	*Thematic course flow *Rubrics for evaluating syllabi
<i>Spring Break</i>			
03/22	The Syllabus	* <u>Read</u> : Fink, 156-172 *Syllabus (draft) *Course management challenges	*Course syllabus *Course management challenges
03/29	Evaluation	*Evaluation strategies	*Evaluation *Rubrics for course modules * <u>Discussion</u> : podcasts, lectures, and other formats
04/05	<i>Work on Modules</i>		
04/12	Final Presentations		
04/19	Final Presentations		
04/26	Final Presentations		
05/03	Course Conclusions	*2pp. discussion of syllabus due	

Additional Course Resources:

Horton, W. *E-Learning by Design*, revised edition (2011).

[*Designing an Inclusive Syllabus \(CTL, Columbia\)*](#)

Morgan and O'Reilly, "Communication assessment tasks," in *Assessing Open and Distance Learners* (1999), pp. 63-71.

Wallvoord, B. E. & Anderson, N. J., *Effective Grading: A tool for learning and assessment*, (2010).

Wiggins, G. & McTighe, J. *Understanding by Design* (2005).

Fink (2013) lists additional excellent books on the various elements of course design (Appendix B).