



Redesigning Your Course from the Ground Up

Are you looking to change the design of your course? Are you planning a new course for the fall semester? Then the virtual two-week Course Redesign Institute (CRI) with educational consultant Dr. Phyllis Blumberg may be of interest. The Institute, **June 1-15**, an interactive, applied, and hands-on program will help you get you started within a collegial, cross-disciplinary forum. You will leave with a learning-centered course outline, including goals, learning activities and assessments, and a concrete process to successfully complete your course design. VITAL colleagues will continue to support you.

[Link](#) to apply by April 29 and [link](#) to program details

How have colleagues engaged with CRI? How have they revised their courses?



Dr. Rosalind Wynne, PhD, Electrical and Computer Engineering: I learned the importance of formative feedback in a classroom setting. I included formative feedback in my blog assignment, where students communicated with each other and addressed topics which were both relevant and current to the course. The blog assignment asked students to get feedback from their peers on their draft blog statement before submitting the draft to me and receive feedback before posting the final statement. While this was a minor change it made a huge impact in students' level of interest and quality of performance.



Prof. Todd Aagaard, JD, Law: My biggest takeaway is to center my students in learning so they can learn better and more fully. Through implementation of a graphic syllabus students were provided with clarity for what we were going to do and why we were going to do it. The students really appreciated the transparency and it helped them understand how their assessments related to their coursework.



Dr. Elizabeth Blunt, PhD, RN, FNP-BC, Nursing: I learned how to implement a flipped class. I redesigned the entire course and placed the ownership for learning on the students. While the content remained the same the impetus was placed on the students to complete the readings and small assignments prior to class. In turn students were much better prepared for class, they had prepared questions, and were ready to engage in discussion.



Dr. Rebecca Rivard, PhD, Biology: I have implemented many lower stakes assignments such as mini exams instead of the large high-stakes exams. I wanted the exams to be a learning experience not a punishment as students felt pressure to memorize material instead of understanding material. This change helped meet the learning goals because students asked deeper questions and applied their knowledge throughout the course.



Dr. Kelly Diamond, PhD, History: A skill I refined is scaffolding and its implementation. I broke down the main assignment into four content modules that purposefully lead up to the final assignment. Students stated that the final paper was easier to write as they had been building the paper bit by bit, had received feedback, and they could ask me in-depth questions at every step of the process.

Authored by Danny Davis MA'23 Communication, VITAL graduate assistant, April 2022