

Collaborative Course Design: Not My course, Not their Course, But Our Course

Gerry Hess

Why collaborative course design?

Krieger and Sheldon

- Intrinsic motivation
- Autonomy support (choice, rationale, perspective)

Ken Bain – *What the Best College Teachers Do*

- “Best” teachers succeeded in “helping their students learn in ways that made a sustained, substantial, and positive influence on how those students think, act, and feel.”
- Critical Learning Environment
 - (1) intrinsic questions and solve problems
 - (2) environment challenging, supportive, control
 - (3) collaboration
 - (4) practice and feedback
 - (5) fair evaluation

Maryellen Weimer – *Learner Centered Teaching*

- Student learning literature
- Learner-centered environments – power sharing
- Benefits of power-sharing:

- Problems with power-sharing:

- Student maturity and development

Gerald Grow – model of the development of adults as self-directed learners

Stage 1 – Dependent Learners

Stage 2 – Interested Learners

Stage 3 – Participant Learners

Stage 4 – Self-Directed Learners

Course Design Decisions, Process, and Results

Syllabi purposes:

- memorializing design decisions
- forming a contract between students and teachers
- communicating important information
- establishing a tone for the course.

Course design decisions:

- Goals
- Materials
- Assignments
- Teaching and learning methods
- Evaluation scheme

Comprehensive syllabus:

- Expectations – students’ roles and responsibilities
- Expectations – teacher’s role and responsibilities
- Policies – attendance, preparation, honesty, grading
- Timing – calendar, assignments, due dates

Hess Collaborative Course Design Experience (10 courses)

First-semester, first year students

Second semester, first-year, Civil Procedure course – 25 students

Legal Education Seminar – 16 students

Environmental Law (four times) 12-38 students

International Environmental Law (three times) 10-22 students

Remedies – 50-60 students

Process

1. Draft Syllabus
2. Student Preparation for first class
3. First class design discussion (30-40)
4. Revise syllabus
5. Second class design discussion, consensus (10)
6. Final syllabus

Results

- Environment
- Difference
- Decisions