

# Course Design ForTE!

*Course design and research-based teaching and learning  
For Theological Educators. Helping instructors create learning  
experiences that prepare students for 21<sup>st</sup> century ministries.*

**August 24- 27, 2015 - 9:00 am to 4:00 pm**

**Virginia Theological Seminary in Alexandria, Virginia**

The theories, methods, and models presented in this program apply to traditional, hybrid, and online course design. Each day includes presentations, models of learning activities, and demonstrations in in-person and digital settings. Participants will apply the concepts to a course they are designing or redesigning. By the end of the four days, participants will have completed a significant percentage of a course syllabus. Enrollment is limited to 12 participants.

## Day 1

- Recognize the changing role of content-based knowledge in 21<sup>st</sup> Century education.
- Synthesize the components of research-based teaching and learning.
- Identify extrinsic and intrinsic factors influencing student motivation.
- Critically reflect on the backward design approach to creating courses.
- Explore the situational factors influencing your courses.

## Day 2

- Evaluate Fink's taxonomy for significant learning and its fit with the goals of theological education.
- Communicate your aspirational goals and hopes for your students.
- Develop learning objectives that inspire learning and don't reduce your course to a series of numbers.

## Day 3

- Create authentic assessments that connect academic content with the work of professional ministry.
- Recognize the value of explicit grading criteria and its ability to motivate students and lower instructor stress.
- Navigate grading Challenges: participation grades, late work, and students in crisis.

## Day 4

- Design learning centered class sessions in which students and instructors take responsibility for their roles in the learning community.
- Determine when to lecture and how to make lectures a positive learning experience.
- Conduct structured discussions that encourage students to read in preparation for class and engage during class.

*The Rev. Stacy Williams-Duncan is an Episcopal Priest with over 15 years experience in parishes and school chaplaincy. She is currently in her final year of an Ed.D. in Curriculum and Instruction at Curry School of Education, University of Virginia. Her research interests include faculty development advancing research-based practices of teaching and learning, effective use of educational technology in traditional and distance courses, and applying integrated design principles at the course, program, and institutional level. During her time at UVa, Stacy worked as a Graduate Student Associate at the Teaching Resource Center. FORTE! was adapted from the design of their award winning Course Design Institute <http://trc.virginia.edu/programs/course-design-institute/>.*