Exercise: Re-Imagining Your Course

In this guided activity, you will be asked to go back to the material you generated earlier in the seminar. You will need the notes you took in the earlier podcast activity, **Imagining Your Course**, where you brainstormed what your course might look like next semester, and you will need the completed worksheet, **Identifying Your Teaching Situation**. You will also need a pen and/or the ability to make notes on that earlier content. Please plan to save the material you generate here, since you will use it later in the seminar.

Now that you have made some decisions to help you identify a specific teaching situation, let's return to the free-association work you did earlier in the podcast, **Imagining Your Course**.

When you first generated that brainstormed list, you were not necessarily thinking about a specific context or teaching situation. Looking back at that earlier material, consider the elements of teaching situation you have just settled on – student level, course level, course type, etc. These elements of your teaching situation will help you to refine the initial course design material you generated earlier.

Now that you have established some elements of your teaching situation, you'll be asked to do 3 things with your brainstorming material.

- First, cross out anything that would be either too advanced or too basic for the course level and student level you have in mind. Do that now.
- Two, consider concepts and skills: would you need to break down any of these into smaller parts for the students you imagined? If so, make some.
- And three, what would you need to <u>add</u> for this course to be appropriate for the context you have in mind? Jot down concepts, content, skills, etc. that you would need to add to this course design material to be appropriate for the teaching situation.

This concludes our guided activity. As before, please hold on to the material you generated here. It may serve as the foundation for other work later in this seminar.