Session Presenters
- A faculty fellow and a CEI learning designer will present each session.
- Both being searched/established in July, starting by mid-end August
- Chris Rates, CEI Assessment Staff will deliver the first session if there is a delay.

Resources and frameworks supporting all sessions
Resources
Book commonly used at AAU teaching and learning centers
- Creating Significant Learning Experiences, L.Dee Fink
- Available electronically via UB Library

CEI content:
- CEI draft handbook is currently being enhanced and developed into CEI's new website for the Fall 2018
- It will be available as a self-paced fully online course for faculty for Spring 2019

Frameworks
- Scholarship of Teaching and Learning - Interpreting and using data to iteratively improve your course
- Community of Inquiry – framework for cognitive, teaching, and social presence
- Open Education Resources – free resources that can allow students broader access to source materials
- Universal Design for Learning – designing for all learners, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn
- Self-Regulated Learning - building metacognition to your classroom

Proposed Curriculum by Session
1. **Introduction to Learning Design**
   Rationale: In order to understand how learning design can benefit student learning and how we will help faculty (re)design their courses we will introduce them to several research based educational best practices and theories.

   Suggested Content:
   - Integrated/Backwards Design
   - Expectancy Value Theory of Motivation
   - Constructivism
   - Community of Inquiry
   - Universal Design for Learning
   - Situational Factors (recognize and discuss the constraints they'll be working in)

2. **Learning Outcomes**
   Rationale: Faculty need to begin with knowing and making clear the learning outcomes they want for students. We will present several organizing frameworks and guides to create or improve current learning outcomes.

   Suggested Content:
   - Bloom's Taxonomy
   - Fink's Significant Learning Outcomes
   - Best Practices for High Quality Learning Outcomes

3. **Assessment & Feedback**
   Rationale: To determine instructional effectiveness faculty need feedback for
   - whether students have achieved learning outcomes
   - the effectiveness of individual lessons and
   - determining misunderstandings and learning difficulties for students.
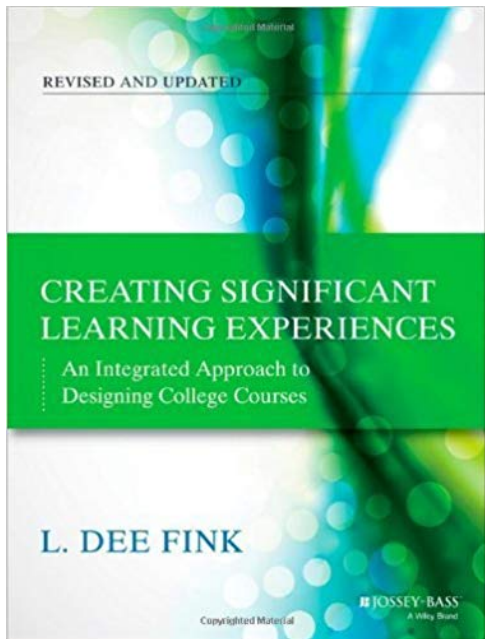
   ***Suggested Content*:**
   - Formative Assessment & CATS
   - Summative Assessment
   - Diagnostic Assessment
   - Learner Focused Best Practices
   - Alignment with Learning Outcomes

4. **Active Learning/Learning Activities**
   Rationale: In order to create engaging learning experiences in which students engage with the material we will discuss active learning, best practices, and ways to incorporate this into a variety of classroom formats.

   ***Suggested Content*:**
   - Constructivism, Expectancy/Value & Meaning Making
   - Best Practices for Active Learning
   - Scaffolding
   - Variety of Instructional Methods
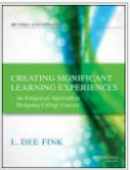   - Alignment with Learning Outcomes & Assessment Methods

University at Buffalo
Center for Educational Innovation

Available digitally via UB Libraries

▼ Creating Significant Learning Experiences : An Integrated Approach to Designing College Courses

by L. Dee Fink , and L. Dee Fink

PUBLISHER
John Wiley & Sons, Incorporated

DATE
2013-07-31

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▶ Chapter 1: Creating Significant Learning Experiences: The Key to Quality in Educational Programs

▶ Chapter 2: A Taxonomy of Significant Learning

▶ Chapter 3: Designing Significant Learning Experiences I: Getting Started

▶ Chapter 4: Designing Significant Learning Experiences ii: Shaping the Learning Experience

▶ Chapter 5: Changing the Way We Teach

▶ Chapter 6: Better Organizational Support for Faculty

▶ Chapter 7: The Human Significance of Good Teaching and Learning

▶ Appendix A: Planning Your Course: A Decision Guide

▶ Appendix B: Suggested Readings

▶ References