

“Teaching and Developing Curriculum for Active and Engaged Learning” A Workshop for Can Tho University

June 8-11, 2009

Outline

June 8: Day One

- Introduction to the workshop
 - Welcome and staff introductions
 - Overview of June and November workshops
 - Overall syllabus for the June workshop: Goals, objectives, and intended learning outcomes

- Understanding the psychology of learning in higher education
 - How learner characteristics influence learning process
 - Why an understanding of how students learn is important in teaching
 - Surface learning versus deep learning
 - Deep learning as active and engaged

- Using the Academic Plan Model for curriculum development
 - Definitions: What do we mean by “curriculum”?
 - The key questions in curriculum development
 - Eight elements of the academic plan model and what they look like in the curriculum planning process
 - The importance of “context” in curriculum development

- Application and planning for microteaching session

June 9: Day Two

- Syllabus and lesson planning aspects of course planning
 - Components of course planning
 - Steps in course planning
 - Developing an effective, learning-centered syllabus
 - Designing lesson plans to foster active learning in higher education
- Teaching strategies for active and engaged learning
 - Principles of effective teaching in undergraduate education
 - Using what we know about active and engaged learning to plan teaching
 - Overview of teaching strategies for active learning
 - Aligning your teaching methods with your overall teaching goals
 - Using the active lecture in higher education
- Application and planning for microteaching session

June 10: Day Three

- Overview of collaborative and experiential strategies to foster active and engaged learning in higher education
 - Characteristics of effective collaborative learning
 - Examples of collaborative learning methods
- Discussion and use of selected methods for collaborative learning
 - Peer teaching
 - The case study
 - Problem-based learning
- Application and planning for microteaching session

June 11: Day Four

- Conducting and assessing a microteach
 - Divide into several small groups for microteaching session
 - Teachers for the microteaching session to be drawn randomly from workshop participants
 - Participants not selected to teach will be microteach students and will provide assessment of the microteach to the teachers

- Debriefing of the microteaching sessions

- Planning for change in your teaching practice

- Concluding the workshop

- Certificate and award ceremony