**Course Redesign Tool for [Course Code/Title]**

**1. Situational Factors**

*As a first step to any course design process, it is helpful to identify the situational factors that may affect your course design. Use the following list, adapted from Dr. Dee Fink (2003) and University of Buffalo (n.d.), to record your own reflections on some or all of these prompts:*

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| **Context of Teaching and Learning** | Number of students |   |
| Course level- lower undergraduate- upper undergraduate- graduate- other  |   |
| Course timing and duration |   |
| Course delivery- face to face- online- other  |   |
|  Course category- lecture- lab- seminar- other  |   |
| Teaching role- course instructor- TA- grader- other |   |
|  Teaching collaboration- course level (i.e., co-instructors, TAs, graders)- departmental level (i.e., department head, other instructors, guest speaker)- university wide (i.e., student service units)- other |   |
| **Nature of the Course** | What constitutes knowledge and which knowledge is privileged in this course? |   |
|  What are the dominant paradigms operating within the course and related professional areas? |   |
| Is the course primarily theoretical (cognitive) or practical (skill-based)? |   |
| Is the subject primarily convergent (working towards a single right answer) or divergent (multiple interpretations)? |   |
| What are the foundational concepts, scholars, texts, or canons in your course/discipline? |   |
|  In what ways does your course recognize and address the dominance of western-centric pedagogies, content, and philosophy?  |   |
| **Overall Course Goals** | What Indigenous knowledges, international, anti-racist and/or intercultural perspectives should your students learn? |   |
| What Indigenous, international, or intercultural skills and/or attitudes should students develop? |   |
|  What different ways of knowing and learning should students be engaged in? |   |
| What personal bias and privilege should students examine in the subject field? |   |
|  Other course goals (please specify) |   |
| **Learning Expectations** | Learning expectations of students by the instructor? |   |
|  Learning expectations of students by the faculty/department? |   |
| Learning expectations of students by the university? |   |
|  Learning expectations of students by the discipline/profession? |   |
|  Does the course provide opportunities for students to express and explore their own learning goals? |   |
| **Exploring Perceived Positionality\* of Learners** | Identity and backgrounds (first language, race, gender, ethnicity, socio-economic status, nationality, etc.)? |   |
|  Learning beliefs, expectations values, preferred learning approaches? |   |
|  Prior student experience, knowledge, skills, attitudes about subject? |   |
| Life/professional goals in relation to the course? |   |
|  Reasons for enrolling? |   |
|  Challenges/barriers in the course? |   |
|  Level of autonomy in learning? |   |
| **Reflecting on your own Positionality\* as Educator** | Identity and backgrounds (first language, race, gender, ethnicity, socio-economic status, nationality, etc.)? |   |
|  Prior experience as a learner (particularly at the post-secondary level)? |   |
| First-time or veteran instructor of course? |   |
| Teaching philosophy (values, beliefs, knowledge, skills, attitudes of effective teaching)? |   |
| Confidence/perceived competence for teaching course? |   |
| Challenges in teaching (i.e., course design, implementation of instructional strategies, or communication with students)? |   |
| Assumptions or biases about students (i.e., expectations of educator, academic behaviors, level of autonomy in learning)? |   |
| Obstacles and barriers may cause to students (i.e., power distance, different backgrounds, identity or learning experience)? |  |

**2. Curriculum Planning**

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| Learning outcomes | Assessment methods | Teaching and learning activities (TLAs) | Teaching resources and materials | Supporting Technologies |
| -What will students know, value and be able to do by the end of the course / module?n.b.: A typical course will have between 5-8 course-level learning outcomes. | -What assessment methods will provide evidence that students have achieved the LO? -How will feedback be given to students regarding their achievement of the LO? -What assessment methods will help to inform and improve student progress toward this LO? | -What TLAs will students actively engage in as they progress towards this learning outcome?-What TLAs will help to support students in their ability to achieve the LO?  | -To help facilitate the teaching and learning activities, what instructional resources (e.g. PowerPoint slide deck, video, readings, artifacts) will you need to select, develop or adapt?-What materials will be needed to support direct instruction? | -What tools could students use to achieve the LO?-What techniques could you use to help facilitate learning?-Are there eLearning technologies or tools that could be used to help achieve / demonstrate achievement the LO?  |
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| **Social presence** | **Teaching presence** |
| -How will the course design help all members be seen as “real” people?-How will students get to meaningfully interact with other class members?-How will the course design help support a collaborative learning environment?-How will a course climate be created that is both intellectually challenging yet respectful? | -How will students meaningfully engage with the instructor or teaching team?-How will the instructor set and maintain a climate for learning?-How will the instructor be present in the direct instruction of course material?-How will the instructor be present in the facilitation of course learning experiences? |
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**3. Development Plan**

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| I will develop… | I will seek assistance developing… |
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|  | (n.b. you can add new rows by selecting the tab button in the lower right cell) |