

The CODE Book

A Resource for Faculty and Course Developers

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Welcome and Introductions

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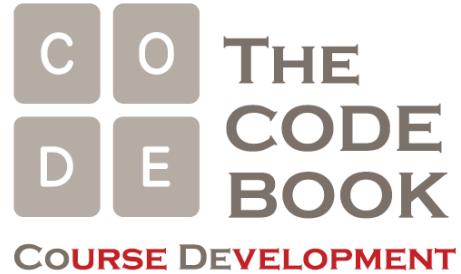
Brainstorm

What do the faculty/course developers at your institution frequently ask about course development and learning outcomes?

What information or resources are they looking for?

Session Overview

- Introduction
 - Guiding Principles
 - Program Excellence Model
- Exploration
 - The Course Development Process
 - Faculty Core Competencies
 - Navigation and Key Elements
- Course Learning Outcomes
- Experiential Learning and Authentic Assessment
- Next Steps for The CODE Book



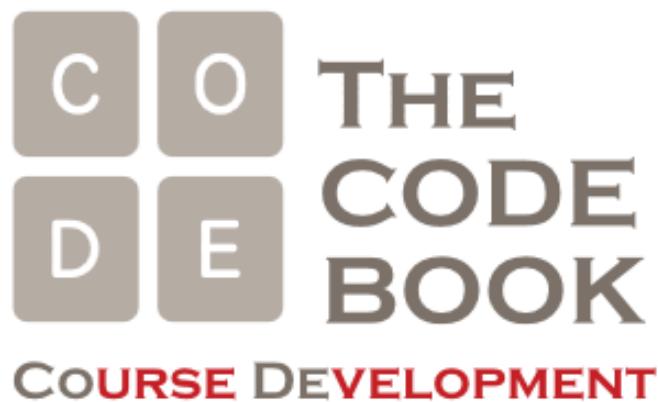
Introduction to the CODE Book

www.fanshawec.ca/teaching-and-learning/

Curriculum Design> The CODE Book

OR

https://www.fanshawec.ca/sites/default/files/the_code_book_v3.pdf



A comprehensive, faculty-focused resource for developing a new course or revising an existing one for web-facilitated, blended, or online delivery



Figure: The CODE Book

Guiding Principles

A comprehensive, faculty-focused resource for developing a new course or revising an existing one for web-facilitated, blended, or online delivery

Outcomes-based

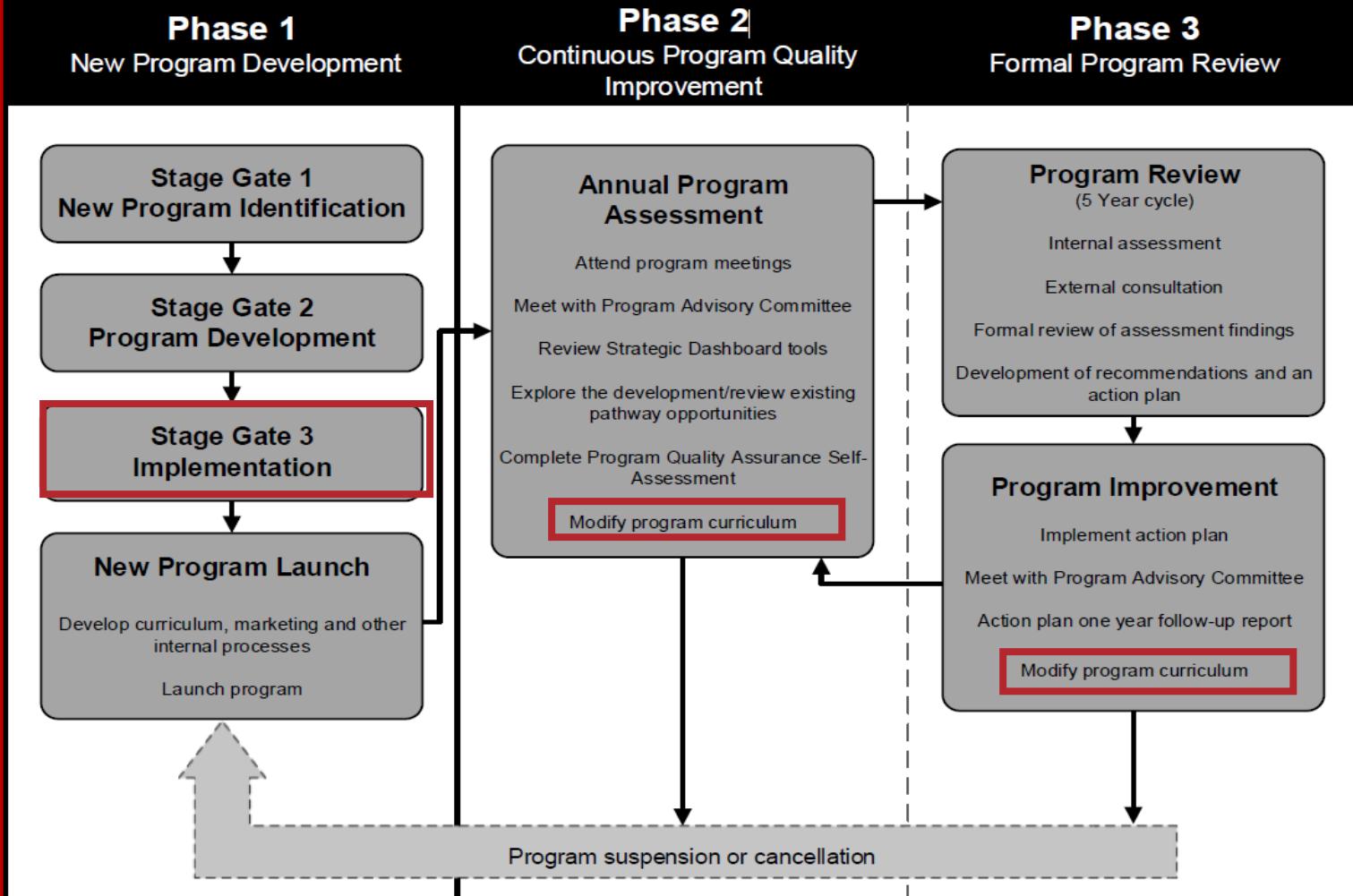
Constructive Alignment

Learner-centered

Universal Design for Learning

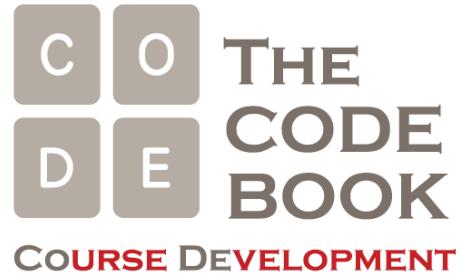
PROGRAM EXCELLENCE MODEL

ACTIVITY – KEY POINTS



Policy A126 Program Excellence

Figure: Program Excellence Model with boxes showing where course development occurs



Exploration of the CODE Book

- The Course Development Process
- Navigation and Key Elements
- Using the CODE Book to Address Your Challenges



Figure: Course Development Process and Deliverable Components

Curriculum Development Team

Course Developer

- Full-time or Non-full-time Faculty or External Subject Matter Expert
- Develop curriculum for assigned course(s)

Curriculum Coach

- Provide guidance on curriculum process, design, and delivery
- Facilitate or arrange training

Project Lead (Academic Manager)

- Chair or Program Manager
- Manage people, budget, contracts, deadlines, and risks; assign and review courses including specific deliverables

Support Staff

- Educational Support Technologist/FOL Administrator
- Provide technical/administrative support for use of educational technologies including FOL

Curriculum Lead

- Program Coordinator or Internal or External Subject Matter Expert
- Provide input and coordinate curriculum development at the program level; facilitate communication among team members

Other Members

- Lab/Clinic/Equipment Technician, e-Learning Coordinator, and/or Operations Manager

Support for Course Development

Textbooks and Other Course Materials

Contact your Curriculum Lead or Academic Manager for the most up-to-date list of all of the textbook publishers that can be used and to find out what textbooks are being used in other courses from the same program your course is part of.

As the Course Developer, you will be responsible for selecting any textbooks that will be needed in your course. After you have selected the textbook(s) for the course, you need to contact Retail Services – Campus Store to "adopt" the textbook(s).



[Retail Services – Campus Store](#)

Adopt Textbooks

Contact the Library & Media Services to place high demand course materials including required and recommended textbooks on reserve at the library.



[Library & Media Services](#)

Course Reserves

- Summary of College-wide services and resources
- Links to access those services and resources throughout the CODE Book

Figure: Sample of Support Icons

Frequently Asked Questions



"I have been given someone else's course to teach. How do I develop the course materials if I have only received a course outline and plan for the course? What changes I can make to the course?"



"How do I choose a textbook for my course?"



"Where can I find teaching and learning materials for my course, or what resources are available to help me develop my own materials?"



"Why do I need to develop and use lesson plans?"

Core Competencies for Faculty

Core Competencies for Faculty

By the end of this chapter, you will be able to...

- Identify situational factors and their impact on the design and delivery of curriculum (A.1); and
- Develop Course Learning Outcomes (CLOs) that align with Program Vocational Learning Outcomes (PVLOs) and Essential Employability Skills (EESs) (A.1, A.2).

Figure: Sample Core Competencies for Faculty

Reflect and Revise

Before you begin, ensure you have the following materials for your course:

- Course Learning Outcomes & Essential Employability Skills ([Deliverable 1](#))

Open or print the following templates and resources, which will be used to prepare this deliverable:

- [Lesson Plan Template – Basic](#)
- [Lesson Plan Template – Comprehensive](#)

Note: You may want to develop your Lesson Plans, Teaching & Learning Materials ([Deliverable 2](#)), and Evaluation Tools ([Deliverable 4](#)) together at the same time.

Reflective Practice & Revision:

Before you move on, review your Course Learning Outcomes Worksheet:

- Do you need any more information about the context of your course (e.g., breadth and depth of content to be delivered, characteristics of the students, characteristics of the delivery environment, availability of resources)?
- Will all of the relevant PVLOs and EESs be addressed by this course?
- Will any additional PVLOs and/or EESs be addressed by this course?

If you need any additional information, or you have made any changes to the list of PVLOs and EESs that your course will address, contact your Academic Manager, Curriculum Lead, or Curriculum Coach (See [Roles & Responsibilities](#)).

You will now use your CLOs to develop the following materials for your course:

- Lesson Plans ([Deliverable 2](#))
- Learning Materials ([Deliverable 3](#))
- Evaluation Tools ([Deliverable 4](#))
- Evaluation Map ([Deliverable 5](#))
- Course Outline & Course Plan ([Deliverable 6](#))
- FOL Course ([Deliverable 7](#))

- Before you begin...
 - Materials to gather
 - Decisions to review
- Reflective practice and revision
 - Decisions to review
 - Additional considerations or information
 - Next steps

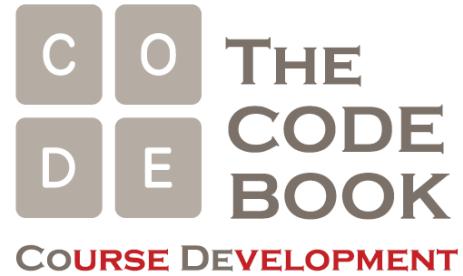
Figure: Sample Reflective Practice and Revision Prompts

Course Deliverables Checklist

- Deliverable
- Quality Criteria

Complete (Check)	Deliverable	Quality Criteria
<input type="checkbox"/>	1. Course Learning Outcomes & Essential Employability Skills	<ul style="list-style-type: none"> • 6 to 10 Course Learning Outcomes (CLOs) describe the vocationally-specific knowledge, skills, and/or attitudes students must be able to reliably demonstrate by the end of the course. • CLOs align with the Program Vocational Learning Outcomes (PVLOs) and Essential Employability Skills (EESs) identified for the course. • CLOs are measurable.
<input type="checkbox"/>	2. Lesson Plans	<ul style="list-style-type: none"> • One lesson plan was prepared for each class/week/module as required. • Lesson plans include <ul style="list-style-type: none"> ◦ Lesson learning objectives that align with the CLOs; ◦ Teaching and learning activities that align with CLOs and provide appropriate levels of experience for assessment; and ◦ Evaluation methods (informal checks for understanding and formal evaluation tools).
<input type="checkbox"/>	3. Teaching & Learning Materials	<ul style="list-style-type: none"> • Materials support the teaching and learning activities described in the lesson plans. • Learning resources for students were selected. • Sources of information and/or teaching and learning materials were located. • Materials align with the principles of Universal Design for Learning (UDL) and comply with AODA standards.
<input type="checkbox"/>	4. Evaluation Tools	<ul style="list-style-type: none"> • Evaluation tools measure students' achievement of the CLOs in the same learning domain and at the same level of learning. • Each evaluation tool includes <ul style="list-style-type: none"> ◦ Reference to the CLOs and EESs evaluated; ◦ Criteria for evaluation; and ◦ Grading scheme. • Evaluations align with the principles of UDL and comply with AODA standards.
<input type="checkbox"/>	5. Evaluation Map	<ul style="list-style-type: none"> • Map shows alignment between CLOs and PVLOs. • Map shows alignment among CLOs, evaluation methods, and teaching activities.
<input type="checkbox"/>	6. Course Outline & Plan	<ul style="list-style-type: none"> • All sections of the course outline and plan are complete. • Course outline was submitted in the Course Outline Mapping & Management Systems (COMMS). • Course plan(s) was (were) uploaded into COMMS.
<input type="checkbox"/>	7. FOL Course	<ul style="list-style-type: none"> • FOL Course Home Page was developed. • FOL Course content is prepared using the three templates: <ul style="list-style-type: none"> ◦ Course Overview ◦ Professor Information Summary ◦ Standard Lesson • FOL communication tools were prepared. • FOL gradebook and evaluation tools were prepared. • <u>Course Quality Assurance Checklist was completed.</u>

Figure: Course Deliverables Checklist



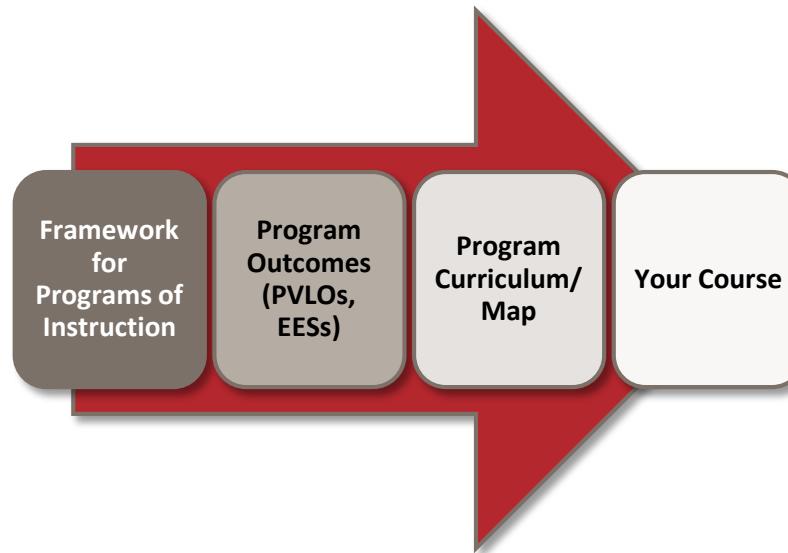
Course Learning Outcomes

- Defining Course Learning Outcomes
- Writing Course Learning Outcomes

Defining Course Learning Outcomes

Course Learning Outcomes (CLOs) reflect the intended knowledge, skills, and/or attitudes that are taught and evaluated in a course

Essential Employability Skills (EESs) are skills that are critical for success in any workplace or in day-to-day living and life-long learning.



Overview of Ontario College Curriculum

Writing Course Learning Outcomes

- Three steps involved in writing or revising CLOs:

1. Review course information
2. Brainstorm course content
3. Draft course learning outcomes

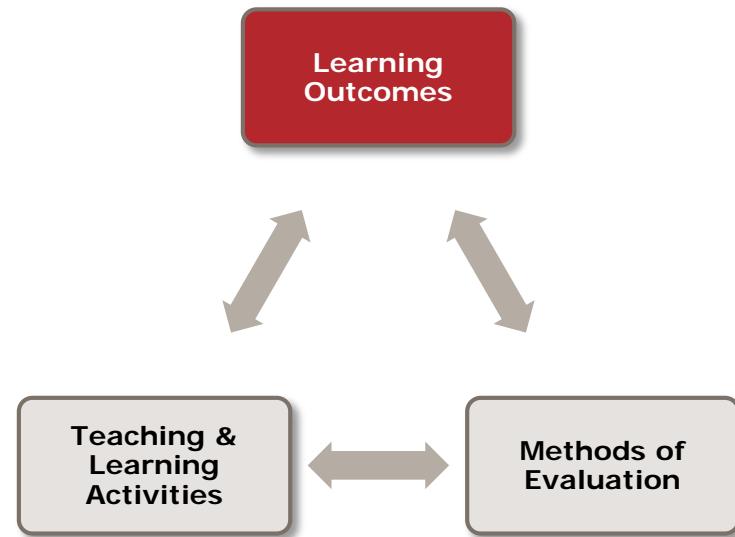
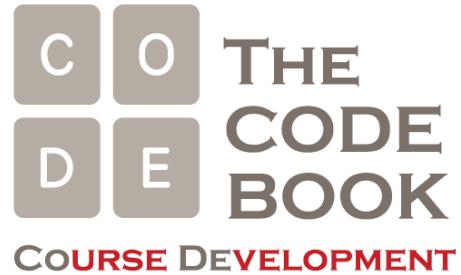


Figure: Constructive Alignment – Learning Outcomes



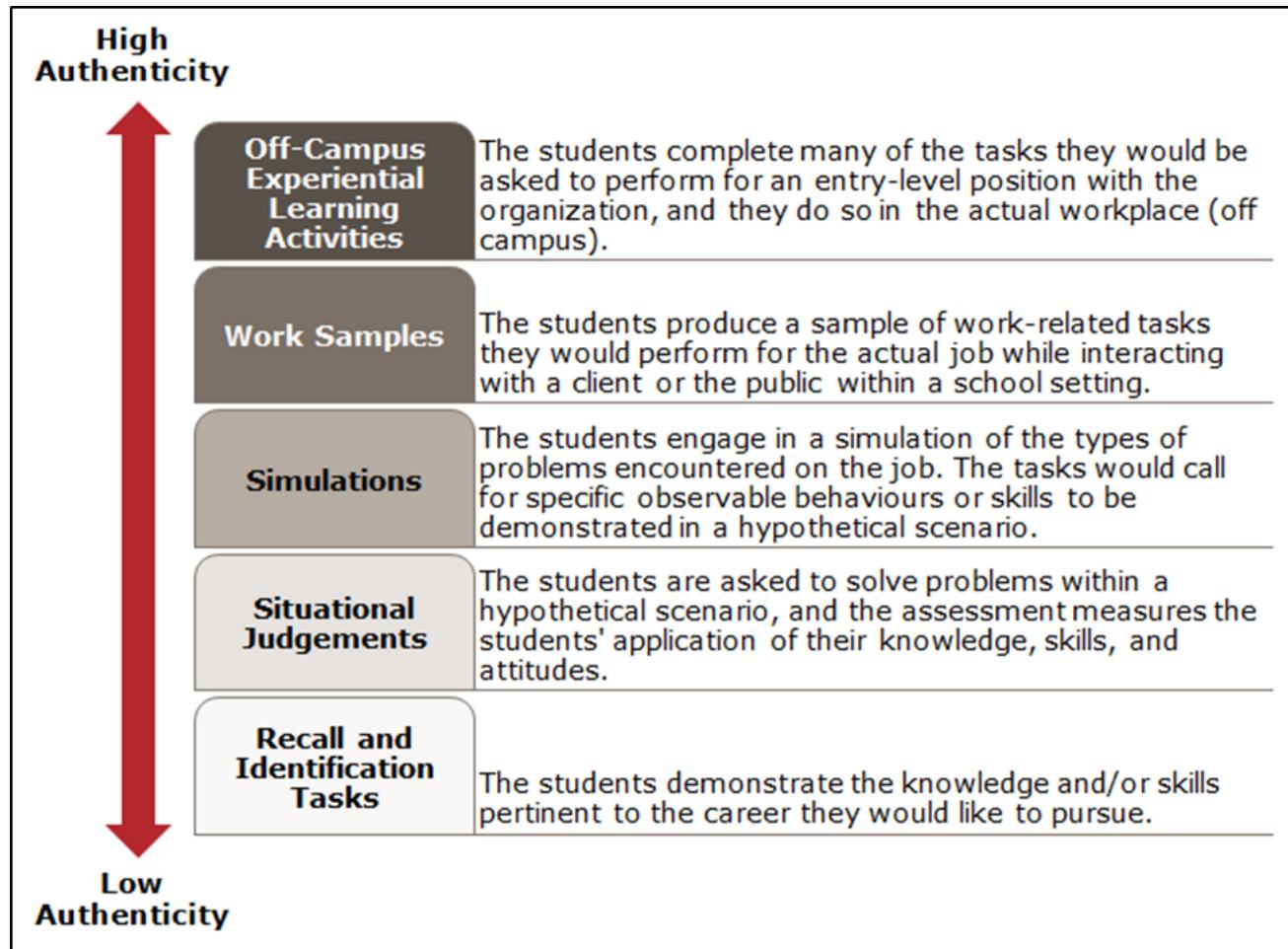
Experiential Learning & Authentic Assessment

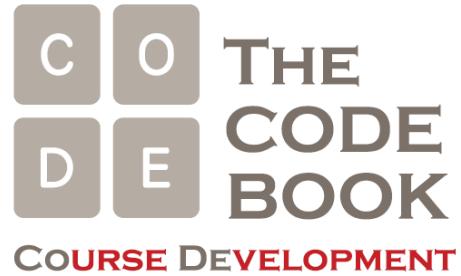
- Experiential Learning Categories
- Authentic Assessment Continuum

Experiential Learning Categories



Authentic Assessment Continuum





Next Steps for The CODE Book



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