



Frontiers in Services:

**Designing and Teaching the
Undergraduate Course**

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Target Publics: Whom Do You Need to Satisfy?

- o Yourself

- o Your students



- o Your colleagues

- o Assessing bodies (university, AACSB)

Caveats



- Every instructor is different
- Every institution is different
- Every course is different
- Every section is different
- Every student is different
- Teaching is *almost never* one-size-fits-all!



Strategic Course Planning

- *Don't* fall into the student trap of being seduced by cool tactics.
- A course needs **goals**
- A course needs **direction**
- A course needs **shape**
- A course needs **organization**
- A course needs **flexibility**



Developing Course Objectives



- o **Realistic in number & scope**
- o **Commitment seems plausible**
- o **Fit with other courses in the major**
- o **Coordinated with other sections**
- o **Measurable**

Holistic Course Planning

- **Look at the pattern of learning over the whole course**
- **at which points do concepts come together?**
- **at which points do you need to reinforce or summarize?**
- **at which points do you need to assess?**
- **at which points do you need to stimulate or lay off?**



Do Your Homework

- o **Ask to see the evaluation form(s)**
- o **Ask your colleagues or Chair about grading expectations**
- o **Ask about the students**
- o **Ask to observe a “good” class**



Plan Individual Elements of the Course

- o **Syllabus**
- o **First Day**
- o **Daily classes**
- o **Guest speakers**
- o **Assessment mechanisms**
- o **Projects**
- o **Review Sessions**



Issues to Consider

- **Weight to give to any one assignment**
- **Weight to give to one *type* of assignment**
- **Grades assigned to anything which looks subjective (class participation, e.g.)**
- **Group grading (as opposed to group work)**



Putting the Course Together

- **Plan an order that makes sense for you**
- **Don't let a textbook dictate your life!**
- **Remember that students are taking other classes; don't be oblivious to their pressures**
- **Be flexible, but don't bend to every request**



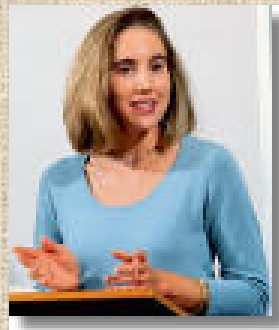
In the Classroom

- o **Make eye contact**
- o **Watch facial expressions**
- o **For longer classes, vary activities**
- o **Monitor kinetic activity levels**



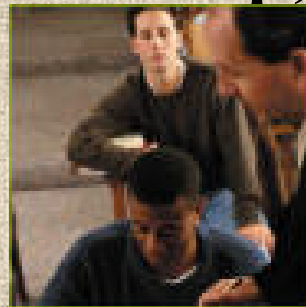
More Classroom Tips

- **Develop scary skills (public speaking, writing) slowly. Offer help.**
- **Invite discussion and comments**
- **Watch criticism; they take it personally!**
- **Using varied explanations discourages memorization**

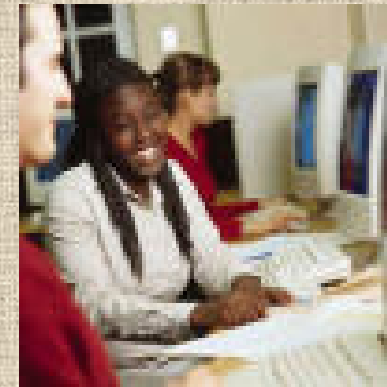


Updating the Course

- After teaching, note what worked and what didn't
- Change dates and references (short frames for undergrads)
- Avoid the equivalent of “yellowed lecture notes”
- Don't try too hard to be too hip; it gets weird over time!



Finally...



Have fun!

