Course Design Institute: Welcome and Introduction

Christine Harrington Ph.D.

Institute Learning Outcomes

1. Identify assessments that provide clear evidence that learning outcomes have been achieved.
2. Determine which teaching strategies best align with the learning outcomes.
3. Create a new or revised syllabus that is grounded in backward design principles.
4. Share their experience about the course design process with faculty colleagues.
Agenda

Day 1

• Backward Design, Learning Outcomes, How Students Learn, Formative and Summative Assessments, Course Outline

Day 2

• Teaching Methods, Designing a Motivational Syllabus

An Important Point...

Program Learning Outcomes

Course Learning Outcomes

Course Learning Outcomes

Course Learning Outcomes
## Linking Courses to Programs

<table>
<thead>
<tr>
<th>Course Learning Outcome 1</th>
<th>Program Learning Outcome 1</th>
<th>Program Learning Outcome 2</th>
<th>Program Learning Outcome 3</th>
<th>Program Learning Outcome 4</th>
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</thead>
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<tr>
<td>Course Learning Outcome 2</td>
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<td>Course Learning Outcome 3</td>
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<td>Course Learning Outcome 4</td>
<td></td>
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<td>L</td>
<td>M</td>
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<tr>
<td>Course Learning Outcome 5</td>
<td>L</td>
<td>L</td>
<td></td>
<td>H</td>
</tr>
</tbody>
</table>
Course Design Frameworks

- Coverage-Based Design
- Activity-Based Design
- Wiggins & McTighe’s Backward Design

Coverage Based Design

- Topics
- Textbook

- Content

- Outcomes
  - Content-Focused

- Lecture
  - Group Work, etc.

- Teaching Methods

- Assessments
  - Exams
  - Assignments
Activity Based Design

- Lecture
- Group Work, etc.

Teaching Methods

Content
- Topics
- Textbook

Activity-Focused

Outcomes

Assessments
- Exams
- Assignments

Backward Design

- Learning Outcomes
- Evidence
- Teaching Methods

Desired Results
- Formal
- Informal
- Learning Experiences and Instruction
Backwards Design is Based on:

![Image of students working together]

Learning Outcomes
Step 1: Learning Outcomes

How can this course support program and institutional outcomes?

What do you want students to know, think or do as a result of taking this course?
**Tips: Learning Outcomes**

<table>
<thead>
<tr>
<th>Choose approximately</th>
<th>Overarching concepts and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Measurable</td>
</tr>
<tr>
<td></td>
<td>Simple language</td>
</tr>
<tr>
<td></td>
<td>Active verbs- Bloom's taxonomy</td>
</tr>
</tbody>
</table>

**Activity Time**

Review/edit or create learning outcomes for the class you are designing or re-designing.

Students will be able to....
How Students Learn

How Student Learn: Study Strategies

Effective

- Multi-Sensory Learning
- Testing Effect
- Teaching
- Organizing

Not as Effective

- Learning Styles
- Reviewing or rehearsal
Multi-Sensory Learning

We are ALL Multi-Sensory Learners

Goswami (2008); Mayer (2009)
Lack of Research for Learning Styles

Prediction:
Which “sense” has the most research support?

Pashler, McDaniel, Rohrer, & Bjork (2008); Rohrer & Pashler (2012)
Images are Powerful!

(Picture Superiority Effect)

Testing Effect
Retrieval is a MEMORY tool!!!

![Bar chart showing immediate and delayed retrieval performance with SSSS, SSST, and STTT conditions.](image)

Roediger & Karpicke (2006)

But....

Reviewing is the most commonly used study approach (even though it’s not as effective!).

Gurung (2005)
Illusions of Competence

Students who simply studied thought they did the best but they did not!

Quiz Your Students

• Weekly quizzing

• Testing until you get it correct

Landrum (2007); Di Hoff, Brosvic, & Epstein (2003); Epstein, Epstein, & Brosvic (2001)
Research into Practice: Professor Actions

• Teach students about the testing effect
• Quiz your students
• Require or encourage use of online practice quizzes
• Encourage students to use flashcards or create quizzes

Teaching Others
Learning is Social

Peer Teaching: Improves Learning

- Improves learning
- Positive learning experience

Galbraith, & Winterbottom (2011); Srivastava et al. (2015)
Peer Teaching: Improves Confidence

Johnson, Robbin, & Loui (2015)

Study Groups

Hendry, Hyde, & Davy (2005); Schmidt & Moust (1998)
But....

Do they “know” enough to be teaching the content to others?

Novices vs. Experts

- Novices focus on the details instead of the big picture
- Experts make more inferences
- Prior knowledge increase accurate inferences

Background Knowledge and Reading
Recht and Leslie (1988)

<table>
<thead>
<tr>
<th></th>
<th>High Baseball Knowledge</th>
<th>Low Baseball Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good reader</td>
<td>31.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Poor Reader</td>
<td>27.5</td>
<td>13.9</td>
</tr>
</tbody>
</table>

Research into Practice: Professor Actions

- Mini-lectures BEFORE assigning reading
- Teach students reading strategies
- Emphasize important points
- Use class time for peer learning (Jigsaw Classroom)
- Encourage study groups
Organizing

The Study
Dickinson and O’Connell (1990)

113 Undergraduate Students

Recorded Study
time and Strategy
WHILE studying

Reading
Reviewing
Organizing

Test Grade
The Results!
Dickinson and O’Connell (1990)

![Bar chart showing total time studying for low and high performers.](chart1.jpg)

The Results!
Dickinson and O’Connell (1990)

![Bar chart showing activities and performance for low and high performers.](chart2.jpg)
Defining Organizing
Dickinson and O’Connell (1990)

• Put information into your own words

• Create links between concepts via a hierarchical structure

• Create examples to help concepts come alive

Research into Practice: Professor Actions

• Providing organizational structure
• Explicitly making connections
• Concept maps
• One Minute Papers—Summarize in your own words
The BEST Learning Strategies

- Use Visual Images
- Test Yourself Over and Over
- Teach Someone and Study Together
- Organization

Formative and Summative Assessments
Backward Design

- Learning Outcomes
  - Desired Results
- Evidence
  - Formal
  - Informal
- Teaching Methods
  - Learning Experiences and Instruction

Evidence: Assignment Types

**Based on Material Learned**
- Review
- Practice
- Rehearsal

**Based on New Material**
- Preparation
- Experience

**Expands and Extends Beyond Classroom Learning**
- Exploration
- Expression
Formative and Summative Assessment

Formative
• Given before or during learning
• Purpose is to guide teaching

Summative
• Given at the end of units of learning
• Purpose is to find out what was learned

Summative Assessments
What type of assessment would show you that students successfully achieved the learning outcome? Would different modalities accomplish the same goal?

• Would a student be able to do well on this assessment but not achieve the learning outcome?

• Would a student be able to do poorly on this assessment but still have achieved the learning outcome?
What Knowledge and Skills are Needed?

Formative Assessments

What type of assessments would provide evidence that students are on track to successfully achieve the learning outcome?
Re-thinking Assignments: An Equity Issue (Taras, 2006)

Types of Feedback

Cognitive Feedback
- During homework or studying process

Outcome Feedback
- After grade is received
Scaffolding Assignments

**Low-High Stakes to Build Self-Efficacy**
- No Stakes
- Low Stakes
- Moderate Stakes
- Higher Stakes

**Breaking Down Assignments to Benefit from Feedback**
- Topic
- Sources
- Outline/Draft
- Paper

Feedback: Linking Assignments?

- Rough Draft
- Individual Paper
- Power Point Slides
- Presentation
Linking Summative and Formative Assessments

Will these assessments provide evidence related to whether or not a student is on track to perform well on the summative assessment?

• Would a student be able to do well on these assessments but not on the summative assessment?
• Would a student be able to do poorly on these assessments but still do well on the summative assessment?
## Course Outline

### Course Outline Template

1. Start by putting major summative assessments in the What’s Due? Column.
2. Next, add in formative assessments that are linked to the major summative assessments.
3. Determine the learning objectives and major topics/activities for each lesson/week/module so that the course learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Objective</th>
<th>Topic/Activity</th>
<th>What’s Due?</th>
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<tbody>
<tr>
<td></td>
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## Course Design Institute: Day 2

Christine Harrington Ph.D.
Backward Design

- Learning Outcomes
- Evidence
  - Formal
  - Informal
- Teaching Methods
- Desired Results
- Learning Experiences and Instruction

Revisiting Outcomes and Assessments

SUMMATIVE ASSESSMENT:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Not at all</th>
<th>Minimally Connected</th>
<th>Moderately Connected</th>
<th>Highly Connected</th>
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<tbody>
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Teaching Methods

Lecturing: Strategies to Increase Learning

1. Activating Prior Knowledge
2. Capture Attention and Emphasizing Important Points
3. Effective Multi-Media Use
4. Reflection Opportunities
5. Retrieval Practice
Activating Prior Knowledge: Learning is Incremental

Goswami (2008)

Activating Prior Knowledge

Environment → Working Memory ↔ Long-term Memory

Adapted from Willingham (2009)
Turn and Talk....

What is a teaching strategy that you use or would like to use to activate prior knowledge?

Dusting Off the Cobwebs

1. No Notes- What did you learn from our last class?

2. Look at Notes- Fill in any information gaps

3. Large Group Discussion
Question:

How long can students pay attention during a lecture?

Question:

How long can students pay attention when reading?
Attention and Length of Lecture

Mind-Wandering During Lecture

Risko et al. (2012)

Attention and Length of Lecture

Attention During Lecture

Farley, Risko & Kinsgstone (2013)
Capturing Attention

• Voice
• Gestures
• Emotions
• Interesting Content or Activities

Emphasizing Important Points: Novices vs. Experts

• Novices focus on the details instead of the big picture
• Experts make more inferences
• Prior knowledge increase accurate inferences

Emphasizing Important Points

Hogan, Rabinowitz, & Craven 2003

Effective Power Point Slides

Mayer (2009)
Less is More!

The “Be Quiet” Principle
(also known as the Redundancy Principle)

Mayer (2009) brings attention to the fact that when you have a visual aid such as a PowerPoint slide that contains a lot of words (like this one!), it makes it difficult for the student to process the information. There are competing channels fighting for attention. You want to listen and you want to read. You end up trying to do both and not doing either one very well. He argues that because images are so powerful, it is often best to use an image as a backdrop to your narration. If you need to use a lot of words on a slide, then “be quiet” (these are my words not Mayer’s words!) and let them read it. Then, you can explain it more once they are finished reading.
Brief Reflection Opportunities

- One Minute Papers
- Turn and Talk or Think Pair Share
- Compare Notes
- Quick Quizzes
- 5 Paper Fast Pass

The Power of Pausing

Three 2 minute Pauses to Review Concepts and Share Notes

- Free Recall of Concepts
  - Pause: 22.97
  - No Pause: 16.63

- Objective Test 12 days later
  - Pause: 84.39
  - No Pause: 76.28

Ruhl, Hughes, & Schloss (1987)
The Power of Writing Summaries During Class

Delayed Free Recall - 12 Days Later

79 Students randomly assigned 21 minute video lecture with two 4 minute pauses

Davis & Hult (1997)

Quick Quiz

True or False

Written summaries improved retention of information and exam performance.
Retrieval Strategies for Lectures

- Shout Outs
- Dusting off the Cobwebs
- Polling
- One Minute Papers or Presentations

One Minute Paper

What can you do to increase learning via lectures?
Why is Group Work Important? Employers want....

- Teamwork skills
- Communication skills

Koc (2011); Costigan & Donahue (2009)

Group Work Works!
Springer, Stanne & Donovan (1999)

Increases in...

- Achievement
- Persistence
- Attitudes

Meta-analysis of 37 studies!
Problems with Group Work?

The Secret to Group Work?

Interdependence  Accountability
Assign Groups

Assign Groups to avoid homogeneous groups and to increase individual and group outcomes
(Hinds, Carley, Krackhardt, & Wholey, 2000; McClelland, 2012)

Self-selection has NEGATIVE impact on minority and low ability students
(Shimazoe & Aldrich, 2010)

Change Groups After a Few Sessions

• Changing groups led to better results than groups who stayed together for more than half a semester
  (Tomcho & Foels, 2012)
Group Training, Rules and Roles

Training students on group process works!

Peterson (2012); Prichard, Stratford, & Bizo (2006)
The 5R Approach to Group Work  
(Harrington, 2016)

- Establish Rapport
- Develop Rules
- Determine Roles
- Get Ready to Work and Support One Another
- Remember to Evaluate

Group Roles

- Group Leader
- Note-Taker
- Visual Aid Leader
- Finishing Touch Specialist
- Questioner
- Rehearsal Director  
Harrington (2016)
Group Work – Research Based Tips

Working *individually* on entire project **BEFORE** working together resulted in better academic performance

Knowing full CONTENT first (vs. *part of the content*) led to better performance

(Sarfo and Ellen, 2011)

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Accountability and Learning

- All members must know entire presentation
- Will be randomly assigned a part on the day of the presentation

(Millis 2002)
Grading Considerations  (King & Behnke 2005)

- Not everything needs to be graded
- Avoid “Firing” members
- Group grades can have negative interpersonal impact

Designing a Motivational Syllabus
What is the Purpose of a Syllabus?

Is the Syllabus a Contract?

No, it is not....

Harrington & Thomas (2018)
Purpose of the Syllabus

**Communication Tool**
- Share overview of course
- Prevent potential misunderstandings

**Planning Tool**
- Course learning outcomes
- Strategies to accomplish goals

**Motivational and Supportive Tool**
- Encourage and Guide Students
- Provide information and resources for success

Harrington & Thomas (2018)

The Syllabus as Course Design Tool?

- **Learning Outcomes**
- **Desired Results**
- **Evidence**
  - Formal
  - Informal
- **Teaching Methods**
  - Learning Experiences and Instruction
Learning Outcomes

What do you want students to know, think or do?

The Results!

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Percent Recalled</th>
</tr>
</thead>
<tbody>
<tr>
<td>One objective</td>
<td>60%</td>
</tr>
<tr>
<td>Two objectives</td>
<td>8%</td>
</tr>
<tr>
<td>More than 2 objectives</td>
<td>3%</td>
</tr>
<tr>
<td>No objectives</td>
<td>Almost 30%</td>
</tr>
</tbody>
</table>

Smith & Razzouk, 1993
An Example...

Introductory Psychology Syllabus

Learning Outcomes:
- Students will learn how to read and study psychology concepts effectively, maximizing learning efforts.
- Students will learn how to conduct effective literature searches.
- Students will effectively apply concepts learned to experiences or situations that are meaningful to him or her.
- Students will discover the relationships among psychology concepts.
- Students will be able to compare and contrast theories, research findings, and other psychological concepts.
- Students will be knowledgeable about cognitive processes such as critical thinking and decision making and will apply these concepts to himself or herself.
- Students will develop a passion for learning.
- Students will be enthusiastic about applying concepts learned to their own lives and the lives of others.
- Students will highly value the role of psychology in today’s world.
- Students will understand the important role of culture in learning.
- Students will be able describe the different types of research methods used in the field of psychology.
- Students will be knowledgeable about the functions of the brain, the process of sensation

A Better Example...

Introductory Psychology Syllabus

Learning Outcomes: What You Will Know!

Upon successful completion of PSY 123, you will be able to:

1. Recognize psychological theories and concepts and will be able to summarize the contributions of psychologists.

2. Describe the various research methods and apply this knowledge to evaluate psychological research studies.

3. Articulate the importance and value of psychology in today’s world.

4. Deliver clear and organized presentations and documents using APA style.
Processing Time...

- How do you bring attention to the course learning outcomes?
- How might you bring even more attention to important parts of your syllabus?

What’s Important in a Syllabus?

- Step 1: Reviewed 15 College Teaching Resources
- Step 2: Discovered 81 suggested components
- Results: A total of 24 components were identified by at least 50% of the resources

Doolittle & Siudzinski, 2010
Next Steps
Themes from 24 Components

Course Information
Instructor Information
Grading Information
Policy Information

Reviewed 1000 Syllabi (Google)
Doolittle & Siudzinski, 2010

Prediction Time...
What percentage of faculty included:

• Late/Missed work policies

• Disability statements

• Information about supports available?
What do faculty include?

Doolittle & Siudzinski, 2010

Aligning Grading Policies and Schemes with Learning Outcomes
Grading Policies:

• Does the grade tell the story of whether students achieved the learning outcomes?

• What is the impact of policy on motivation and achievement?

• What alternative approaches might work better?

What are the Essential Components of a Motivational Syllabus?

**Core Components**
- Course Information
- Instructor Information
- Grading Information
- Policy Information

**Additional Components**
- Welcome Statement
- Rationale for Assignments
- Grading Rubrics
- Accommodation Information
- Resources
- Tips for Success
The Tone of the Syllabus

172 Students

Friendly Syllabus

Unfriendly Syllabus

Students thought they were evaluating an adjunct.

Harnish & Bridges, 2011

Examples from Syllabus

Unfriendly

• If you need to contact me outside of office hours, you may e-mail me....

• Come prepared to actively participate in this course. This is the best way to engage you in learning....

Friendly

• I welcome you to contact me outside of class and student hours. You may e-mail me....

• I hope you actively participate in this course. I say this because I found it is the best way to engage you in learning....

Directly quoted from Harnish and Bridges (2011)
### The Results!

<table>
<thead>
<tr>
<th>Topic</th>
<th>Friendly Average</th>
<th>Unfriendly Average</th>
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</thead>
<tbody>
<tr>
<td>Approachability</td>
<td>4.07</td>
<td>3.77</td>
</tr>
<tr>
<td>Faculty Level of Motivation to Teach</td>
<td>3.6</td>
<td>3.07</td>
</tr>
<tr>
<td>Difficulty</td>
<td>3.34</td>
<td>3.72</td>
</tr>
</tbody>
</table>

Harnish & Bridges, 2011

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### The Power of 6 Words

- **104 College Students**
- **Seek help from instructor?**
  - Support statement on Syllabus: "Please come and talk to me"
  - No Support Statement on Syllabus

Perrine, Lisle, & Tucker, 1995
**6 Words and the Willingness to Seek Help**

<table>
<thead>
<tr>
<th>Potential Problem</th>
<th>Supportive</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trouble understanding textbook</td>
<td>4.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Low grade on first exam</td>
<td>4.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Hard to hear instructor’s lectures</td>
<td>4.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Study skills ineffective for course</td>
<td>4.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Thinking about dropping course</td>
<td>4.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Trouble understanding major topic</td>
<td>5.3</td>
<td>4.2</td>
</tr>
</tbody>
</table>

*All significantly different!*  
Perrine, Lisle, & Tucker, 1995

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**Supportive Statements**

*Please come and visit me!*  
Welcome to the course! I am excited to be your instructor and can’t wait to get to know you. Throughout the semester, we will be talking about your goals and career plans and strategies that will help you be successful. I hope that you will view me as part of your support team. In addition to teaching you research-based success strategies, I am here to help you plan for success, problem-solve as needed, and celebrate successful experiences. My official office hours are listed above, but I’m more than happy to find a different day and time to meet if these do not work well for your schedule. I believe that it’s really important for us to talk outside of class so please connect with me before or after class, stop by my office (or make an appointment), and e-mail me!
What Information can Motivate Students?

Campus Resources

Available Help and Support:

Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you:

<table>
<thead>
<tr>
<th>Available Help and Support:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Professor</strong></td>
<td>E-mail me at <a href="mailto:cchamilton@middlesexcc.edu">cchamilton@middlesexcc.edu</a> or stop by my office RH 111.</td>
</tr>
<tr>
<td><strong>Librarians</strong></td>
<td>The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4253, or visit their website for online options.</td>
</tr>
<tr>
<td><strong>Personal, Career, Transfer, and Disability Counselors</strong></td>
<td>The Counseling and Career Services department offers confidential individual counseling and offers several workshops throughout the semester. Visit Edison Hall Room 100, call 732.906.2948, or visit their website for more information.</td>
</tr>
<tr>
<td><strong>Tutors</strong></td>
<td>The Johnson Commons Learning Center, located in IRC 241, offers support for developmental courses. Call 732.548.8000 X3222 or see website for details. The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2931 or see website for details.</td>
</tr>
<tr>
<td><strong>Academic Advisors</strong></td>
<td>The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit their website. Full-time students are also assigned an advisor.</td>
</tr>
</tbody>
</table>
Inviting Images

Welcome to Student Success!

SSD 101-27
Tuesdays and Thursdays 2:00 - 3:20 p.m. CB 119

Dr. Christine Harrington
rharrington@middlesexcc.edu

Photo of Textbook, Use Color

What book and other materials do I need?

Texts: MINDTAP: Student Success in College: Doing What Works! 3rd edition, Cengage (Purchasing MINDTAP is required as several assignments will be completed in MINDTAP)

Articles and Websites: Several additional resources will be used. These will be posted in the Learning Management System.
Graphs

Rationale for Assignments

Assignments:

**Academic Integrity Assignment:**
To help you avoid unintentional dishonesty, all students are expected to view the [Academic Integrity](#) module in Campus Cruiser. You can take the quiz as many times as necessary but will need to achieve 100%.

**Reading Assignments:**
To accomplish all of our learning goals, you will need to be engaged in learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, you will be completing reading assignments: typing answers to the questions posed at the back of each chapter. We will be reviewing some of the concepts from the text in class; we will simply not have enough time to cover everything. As future educators, all of the information is important!

**Quizzes:**
Practicing retrieval is an effective learning strategy. To maximize your learning experience, you will be taking a quiz on every chapter. Quizzes are online in Campus Cruiser; open book, and are not timed. You can take each quiz up to three times (last of three attempts will count). These are called formative assessments—they are designed to help you learn.

**Presentations/Teaching Opportunities:**
Since this is a course that is preparing you to become an educator, doing presentations is important! You will have the opportunity to do a presentation.

1. For each presentation, you will work with 2-3 other students and will lead an exercise on one of the research articles from the packet.
2. For the other presentation (literature review), you will work in a small group of 3-5 students and you will review the research on an educational topic (topic must be approved). Your presentation will provide the class with an overview of this research along with the impact of these findings on the classroom. Note: this will be the topic for your paper too!
Details about Assignments

Application

- Syllabus is often first impression- especially if given out electronically before class
- Use Positive Language and Tone; Use “you” instead of “students”
- Use visual tools
- Provide helpful information and resources
- Check accessibility
How Long Should a Syllabus Be?
1-3 pages   4-6 pages   7-10 pages   11 or more pages

Exploring the Length of Syllabi

97 College Students
Brief Syllabus
Detailed Syllabus

Survey on Teacher Behaviors

Saville, Zinn, Brown, & Marchuk, 2010
The Syllabus

**Brief Version- 2 pages**
- Instructor name/contact information
- Course objectives
- Textbook
- Brief Overview of Assignments (ex. 6 exams)
- Grading distribution
- Brief overview of policies
- Calendar with due dates

**Detailed Version- 6 pages**
- Same information with more detail
  - 6 exams consisting of multiple choice and short answer questions
  - Calendar included chapters that would be covered

Results!

<table>
<thead>
<tr>
<th>Teacher Characteristic</th>
<th>Detailed</th>
<th>Brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable/personable</td>
<td>3.17</td>
<td>2.55</td>
</tr>
<tr>
<td>Creative/interesting</td>
<td>3.45</td>
<td>2.64</td>
</tr>
<tr>
<td>Effective communicator</td>
<td>3.05</td>
<td>2.47</td>
</tr>
<tr>
<td>Encouraging/cares for students</td>
<td>3.12</td>
<td>2.13</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>3.60</td>
<td>2.41</td>
</tr>
<tr>
<td>Flexible/open-minded</td>
<td>2.97</td>
<td>2.41</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>3.75</td>
<td>2.97</td>
</tr>
<tr>
<td>Prepared</td>
<td>3.38</td>
<td>2.81</td>
</tr>
<tr>
<td>Present current information</td>
<td>3.53</td>
<td>2.50</td>
</tr>
<tr>
<td>Promotes critical thinking</td>
<td>3.50</td>
<td>2.88</td>
</tr>
<tr>
<td>Realistic expectations/fair</td>
<td>3.06</td>
<td>2.16</td>
</tr>
</tbody>
</table>

All significantly different! Saville, Zinn, Brown, & Marchuk, 2010
More Results

Tell people to recommend the course or take another course?

![Graph showing the results of recommendations and taking another course.]

Saville, Zinn, Brown, & Marchuk, 2010

Syllabus Length

149 Students

- Short (6 pages)
- Medium (9 pages)
- Long (15 pages)

Harrington & Quillen 2015
More Results

**Medium or Long Syllabus (compared to Short Syllabus):**

- Professor more caring
- Professor more helpful
- More motivated

![Graph showing comparison between Short, Medium, and Long syllabuses on attributes like Caring, Helpful, and Motivated.](image)

Harrington & Quillen 2015

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Short (with details later) or Long (with details included)?

66% prefer the **LONG SYLLABUS**
Application

• Add specific information — especially about course schedule and assignments (i.e. rubrics)

• All essential information is in one place

• Sends positive message about instructor, setting a positive tone for course

• Visual images, charts or tools—longer syllabus but perhaps better! Be sure to check accessibility

How Should Faculty Address the Syllabus in Class?

?? ?? ?? ??
Get Students Involved with Syllabus

- Syllabus Quiz
- Jigsaw Classroom Exercise
- Interact with syllabus every class- student or faculty reviews plan for the day

Processing Time...

- How do you plan to introduce the syllabus to students?
- How will you use the syllabus throughout the semester?
Next Steps

• Revise and Share
  • Summative and Formative Assessments
  • Backward Design Syllabus

THANK YOU FOR YOUR ONGOING COMMITMENT TO STUDENT SUCCESS!

Resources

Stylus Publishing: 20% Discount Code ETS20