TAKING TEMPLATES TO THE NEXT LEVEL

USING THEM TO MENTOR NEW TEACHERS BEYOND PROVIDING CONSISTENT CONTENT

ANN LINDBLOOM
Previous uses of course templates

- Navigation
- Consistent Content
- Student Retention
- Student Success
2 + 3(x - 6) = 478/y

Addition
Multiplication
Division
Algebra
What support do contingent faculty need?

Providing feedback to Students

Normalizing Grading with multiple graders
What support do contingent faculty need?

- Technology Training?
- Public Speaking Skills?
What support do contingent faculty need?

Ideas on Engaging Students?

Opportunities to learn from other instructors?
What support do contingent faculty need?

Understanding of Pedagogy and/or Course Design

Familiarity with Blackboard

[Diagram of a flowchart]

[Image of Blackboard at KU website]
First – Determine Priorities

**WHO**
- Individuals
- Departments
- GTAs
- Adjuncts
- Students
- Combination of all of the above

**HOW**
- Department Meetings
- Surveys
- Reflection
- Combination of all of the above
OBJECTIVE: UPDATE ALL DATES AND DOCUMENTS EACH SEMESTER

INSTRUCTOR NOTES
Instructor Notes is not visible to students but serves as a place for the instructor to keep notes about how the curriculum was developed and any changes made or that need to be made every semester. This information serves as a helpful reminder for the instructor but also as a guide for any new instructors or TAs that might teach the course.

Announcements is the landing page for the course. The information is dynamic and generated by the instructor creating announcements for the students to read.

Getting Started serves as an overall introduction and orientation to the course. It should include:

- a short welcome video that introduces the instructor and course to the students
- course objectives
- communication expectations where students learn how and when the instructor can be reached and expectations on time required for an instructor response and feedback on student work
- technology requirements for the course
- academic resources and services folder which includes links to academic resources, support, and information about KU’s academic misconduct policy, and netiquette
- reading materials folder which might include links to all reading materials required for the course for those students who like to organize all their learning materials up front
- a discussion board link where the instructor and students can introduce themselves and begin to get to know each other - an important step in building a sense of community

Syllabus is the location where students can refer to the course syllabus document.

Instructor Information should contain instructor contact information.
OBJECTIVE: FAMILIARITY WITH COURSE CONTENT

MEET WITH CODL OR VIDEO
OBJECTIVE: FAMILIARITY WITH PEDAGOGY

CHART
<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Objective</th>
<th>Capstone Objective</th>
<th>Assessments/Application</th>
<th>Content/Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Cultivate awareness of the central role that communication plays in organizational culture</td>
<td>Include instruction or a project that explicitly involves integration of knowledge within or across disciplines.</td>
<td>1. Signed Org. Approval 2. NASA Challenger DB 3. Unit 2 Quiz</td>
<td>Perspectives of Org Culture Org Change Toolkit</td>
</tr>
<tr>
<td>3</td>
<td>Develop a competency and understanding of organizational ethnography</td>
<td>Include instruction or a project that explicitly involves integration of knowledge within or across disciplines.</td>
<td>1. Observation DB 2. Textual Analysis DB 3. Journal Post #1 Due 4. Unit 3 Quiz</td>
<td>Ethnography of Communication: Observation, Interviews, Textual Analysis</td>
</tr>
<tr>
<td>4</td>
<td>Analyze the implications of organizational culture in personal and professional contexts</td>
<td>Be evaluated for integration and/or creative thinking.</td>
<td>1. Mid-Semester Report &amp; Check in Meeting 2. Journal Post #2 Due 3. Interview #1 Protocol &amp; Audio 4. Unit 4 Quiz 5. Qualitative Analysis Exercise</td>
<td>Analyzing cultural data Writing Ethnography</td>
</tr>
<tr>
<td>5</td>
<td>Appreciate the communicative challenges experienced by organizational leaders and</td>
<td>Include instruction or a project that explicitly involves integration of knowledge within or across disciplines.</td>
<td>1. Analytical Matrix Assignment 2. Journal Post #3 3. Interview #2 Protocol &amp; Audio 4. Unit 5 Quiz</td>
<td>Organizational Cohesion, Subcultures/Countercultures, and Confusion</td>
</tr>
</tbody>
</table>
OBJECTIVES:

PROVIDE WORKLOAD ESTIMATES
GRADING
FEEDBACK/RECOMMENDATIONS
FAQS FROM STUDENTS ON PROJECTS

INSTRUCTOR MANUAL
Unit 1: Basic Foundations of Organizational Culture

- **Welcome Video:** In this unit you should post a welcome video to your students. This video should introduce yourself, me as the course designer, and the objectives you hope to achieve throughout the course. You might also address your teaching philosophy and role as the course facilitator and evaluator of all graded assignments. In this video you might also include some of the tips below.

- **Workload:** You might consider warning the student that Unit 1 is slightly heavier in terms of the number of tasks. In Unit 1 not only do students have to learn about course processes, but they also have to learn content. So this unit is not typical of the amount of work for each of the following units.

- **Capstone Introduction:** In this unit we introduce the capstone project. Read the assignment description in its entirety. It is a rigorous semester long project that requires each student to conduct a mini organizational ethnography. While this project is demanding of student time and resources I have found that students find it extremely rewarding. In fact in the past this assignment has led students to internship and even opened job opportunities. You should encourage students to use an organization that is already part of their lives unless they have the time, capacity, and motivation to join a new organization. It is easier to gain access to an organization where one is already a member (i.e. student organization, part-time job, internship, place of worship, etc.). However, many students have chosen to use this assignment as an excuse to approach an organization that they’d like to work for or join post-graduation. This is a wonderful opportunity to pursue that as well if and only if the student has the time, capacity, and motivation to do so. It can be much hard to ‘cold call’ an organization if you don’t have any previous connection. Since the capstone is simply done for a class project there is no IRB approval required. However, if the student wishes to work to publish the project then they should gain IRB approval. I typically do not encourage students to do this unless the project is outstanding, given their novice level of experience in qualitative research this is unlikely.

- **Grading recommendations:** The organizational site proposal is the major assignment for this unit. I recommend students propose 2 organizational sites so that you do not have any duplicate organizations among students. Each student should do a separate organization. It helps if students identify their
OBJECTIVE: CREATE A COMMUNITY OF INSTRUCTORS OR ENTIRE TRAINING

BLACKBOARD SITE OR SHAREPOINT SITE
Discussion Points:

- What Objective have you chosen?
- What materials will you create?
- Will you collaborate with anyone?
- How will you assess the objective?
- What did you learn from the presentation?
Ways to accomplish your Goals

- You can do it. Choose a small project first and build it over time.
- Collaborate with other instructors.
- GTAs could create small portions of what would become a larger training.
- GTAs could update the larger training with updated literature and techniques each year.
- A grant from CTE might supplement the first year costs and provide a GTA.
Questions??

Would anyone like to share their ideas?

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