

Team Session 2

Establish Boundaries

Outcomes

Team members will

- be familiar with the suggested module outcomes, current approaches, texts, syllabi and other resources available to the team.
- produce a list of ideas and topics to be included in the module.
- create a preliminary outline for the module.

Resources

- Module assignment including member names and suggested outcomes (learner ability statements).
- Evaluation Worksheet for Modular Course of Study

Products

- List of ideas and topics
- Preliminary module outline

Initial Ideas List (Posner and Rudnitsky, 18)

The first step is to create a list of “initial ideas.” This list may take virtually any form and may consist of words and phrases or sentences identifying subject matter, content areas, specific facts, teaching techniques, and so on. It may contain the names of specific books; it may list other resources. Anything important to the course should go on an “ideas” list. At this point it is not important that the list be consistent or balanced.

After you generate initial ideas, think about problems, themes, or issues that seem central to the kind of unit you are considering.

You may also wish to generate questions that you think could be explored or answered in your module.

Preliminary Outlines (30-31, 33)

A course outline contains the major ideas, components, or topics of the subject you are planning to teach. . . . This concise outline will be of help in making sure there are no gaps in the presentation of the subject matter, in making decisions about audience appropriateness, in identifying intended learnings, and in organizing the course content.

The best way to produce a tentative course outline is to consult several good resource books on the topics. Some of your initial research on current curricular approaches will be relevant here. . . . The purposes of the outline are to acquire, update, or refresh your knowledge; to make sure that important content is not inadvertently omitted; and to make explicit the relative importance of topics and subtopics. Including information in your outline does not mean that you must include the information in your course.

The exact sequence of the topics in the outline is not particularly important at this stage. Decisions about whether particular content is appropriate for the intended audience need not be made now, unless these decisions are obvious. Of far greater importance is the outline's inclusiveness and that the format adequately represents the relative importance of the subtopics under each topic.