A Foundational Course Initiative

Provost’s Seminar on Teaching
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What’s next?

• Continued consultation with departments, esp. beyond STEM: exploring the full range of flexible support & many models for effective teams
• CRLT & REBUILD work w/the community to develop a full proposal: October and November
• Drafts shared broadly with departments and teams leading potential courses in January
• Proposal submitted to university leadership by March 2017, launch during the summer...
Some typical elements

- **Commitments from the host department:**
  - *More explicit design*: clear learning goals & assessment
  - Plan for **sustainable multigenerational team based instruction**

- **Resources supplied to the host:** experts in multiple areas
  - **Technology**: use the latest tools the best ways with minimal effort from instructors
  - **Assessment**: measure and report learning equitably, use institutional data to understand student success
  - **Instructional design**: help with use of evidence-based instructional approaches to meet faculty goals
  - **Student support**: dedicated attention to the needs of all learners, coordinating support, attending to climate
  - **Grant funding**: help pursuing external support for reform
How to transform classes?

A Planning Year
- Development of learning goals and assessment tools
- Building the team & putting them to work on design and development
- Strength testing: quantitative and qualitative exploration of current & recent course offerings

DBIR Year (or two)
- Design based implementation research year
- Team mixes research & practice to adapt/improve design in real time
- Most intense period, with strong additions to the instructional team, observing, learning

Foundational status
- Course now operating in foundational mode
- Team continues research & practice mix, gradually adapting to new needs & opportunities
- Support scaled back, available for innovation sprints

There are courses ready to begin at each of these levels now...
A Vision from 2021

• Foundational courses seen as one of the central ways the Academic Innovation Initiative transformed core disciplinary learning

• A well established program, with ~20-30 courses taught by stable, multigenerational teams – and more on the way...

• Michigan’s ability to effectively lay foundations of disciplines for thousands of students every year should be widely known as best in the world
Thank you for your time and attention!

Feel free to contact CRLT or REBUILD to contribute further thoughts, suggestions or offers of support.