

BACKGROUND AND METHOD

This course sketch provides insight into the instructor's pedagogical approach, the nature of the courses and their components, course-related perceptions, the student population, and student performance.

METHOD OF INQUIRY

- *Describe any questions guiding the inquiry, as well as the methodological perspective.*
- *Below are the types of data that may be used. Consult the case study report for details on how each may contribute to the investigation and analysis.*
 - *Course Syllabi*
 - *Syllabi from Other Courses*
 - *Undergraduate Course Calendars*
 - *Semi-structured Interview*
 - *Instructor Teaching Philosophy*
 - *Student Evaluations of Teaching*
 - *Course Performance*
 - *Student Information System (SIS)*
 - *Attendance Records*
 - *Analytics on Video Tutorials*
 - *Surveys*
 - *Focus Groups*

PRACTICAL ASPECTS OF THE COURSES

THE COURSES

- *Describe the courses how they appear to the students, using information from the course calendars and syllabi.*

STUDENT POPULATION

- *Describe the nature of the students in the course using data from SIS.*

SITUATION WITHIN CURRICULUM

- *Use the course calendars and SIS data to identify the curricular demands on students (i.e., what other courses they are taking at the same time).*

PEDAGOGY AND NATURE OF THE COURSE

- *To fully understand a course, the constructive alignment, approach to teaching, learning activities, and assessments must all be considered.*

TEACHING PHILOSOPHY

- *Highlight the ways in which the teaching philosophy is most related to the course.*

CONSTRUCTIVE ALIGNMENT

- *Outline the learning outcomes, teaching methods, learning activities, and assessments of the course, demonstrating how they are or are not aligned.*
- *You may choose to use a diagram to represent the relationships between each.*

COURSE STRUCTURE

Teaching Methods and Class Time

- *Describe how the instructor uses class time, and what the typical student experience would look like in class.*

Learning Activities

- *List and describe each of the types of learning activities that are expected of students – both within and outside of class time.*
- *Some examples might include:*
 - *Reading the textbook or other material*
 - *Practice problems, homework, or online quizzes*
 - *Tutorials, labs, supplemental instruction, video tutorials*
 - *Activities and demonstrations within class*
 - *Discussion, debate, reflection*
 - *And many more...*
- *If surveys or focus groups are part of your methodology, you may want to include how students actually engage with each type of learning activity, in comparison to the instructor's intentions.*

Assessments

- *Breakdown the components of each assessment method, and how each contributes to the overall course grade*

Blackboard and Communication

- *Explain the instructor's policies and practices surrounding communication and use of the learning management system*

GAs/TAs

- *What are the roles of graduate and teaching assistants, and how many are usually involved in the course?*

EXISTING SUPPORTS

Transitional Supports

- *Especially for introductory courses, there may be some transitional supports in place – or not.*

Office Hours & Open Door

- *Explain the instructor's policy for office hours, etc.*
- *It may also be pertinent to describe how office hours are typically run, how many students attend, and the concerns that are often brought forward.*

INSTRUCTOR PERCEPTIONS

- *As evident throughout this report, the instructor's perspective is integral for understanding the true nature of these courses, and how they are experienced by all parties involved.*
- *Indicate how the instructor perceives the population of the course, and the relationships they foster with students. How do they believe this impacts the course?*
- *Also describe the following from the instructor's perspective:*
 - *Level of engagement*
 - *Student success*
 - *What do the students most enjoy about the course?*
 - *What do the students typically struggle with?*
 - *When and how are at-risk students identified?*

- *Indicate how the instructor perceives the course itself.*
 - *What has been working well?*
 - *What are some challenges in teaching this course?*

STUDENT PERCEPTIONS

- *Using information such as that from student evaluations of teaching, Rate My Professor, surveys, and focus groups, document students' perceptions of both the instructor, and the course.*
- *It may be pertinent to highlight patterns in SET scores over time, or over certain items.*

FUTURE DIRECTIONS

- *Highlight any plans for the future, including refinement measures, interventions, or plans for inquiry.*

REFERENCES

- *Include any references that you may have used in the report.*

APPENDICES

- *Include any appendices such as the teaching philosophy at the end.*
- *If you complete multiple versions of the course sketch over time, and as you implement refinement measures or interventions, highlight the changes in a table.*