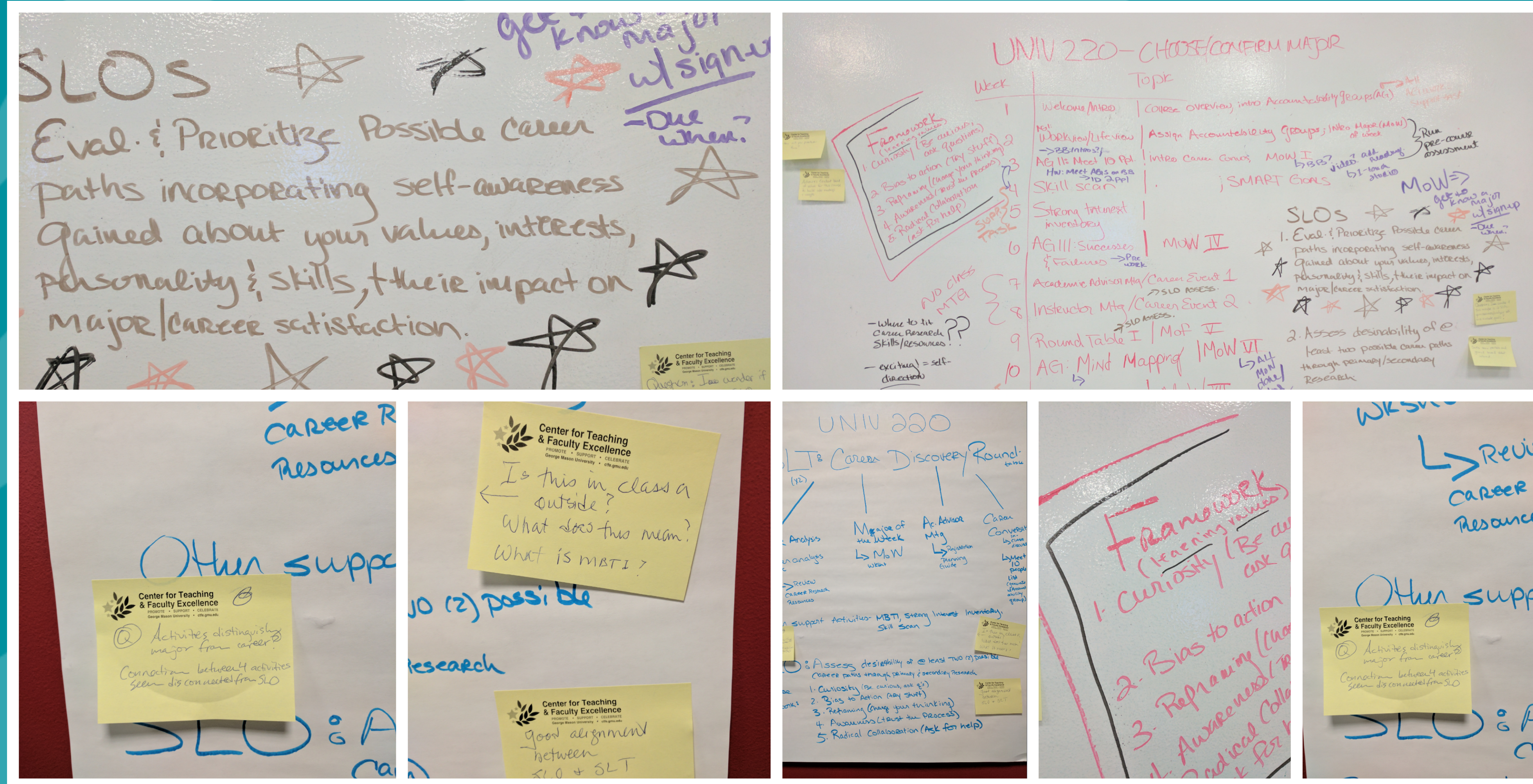


Project Description

The Course (Re)Design Academy facilitated the redesign of *UNIV 220: Decide and Confirm Majors*, as a flipped class. For participants, this will mean a streamlined, self-directed learning experience. Instructors can expect a detailed course outline, complete with resources, pre-work, and ideas for classroom management. They will also have a map of student learning, and which activities or assessments support the learning – a full context for teaching. Instructors from all disciplines can see the outcomes of developing a course through a hands-on flipped learning environment, testing tools, techniques and strategies for teaching the course while creating a course outline, including Student Learning Outcomes, mapped to supporting course activities and assessments.

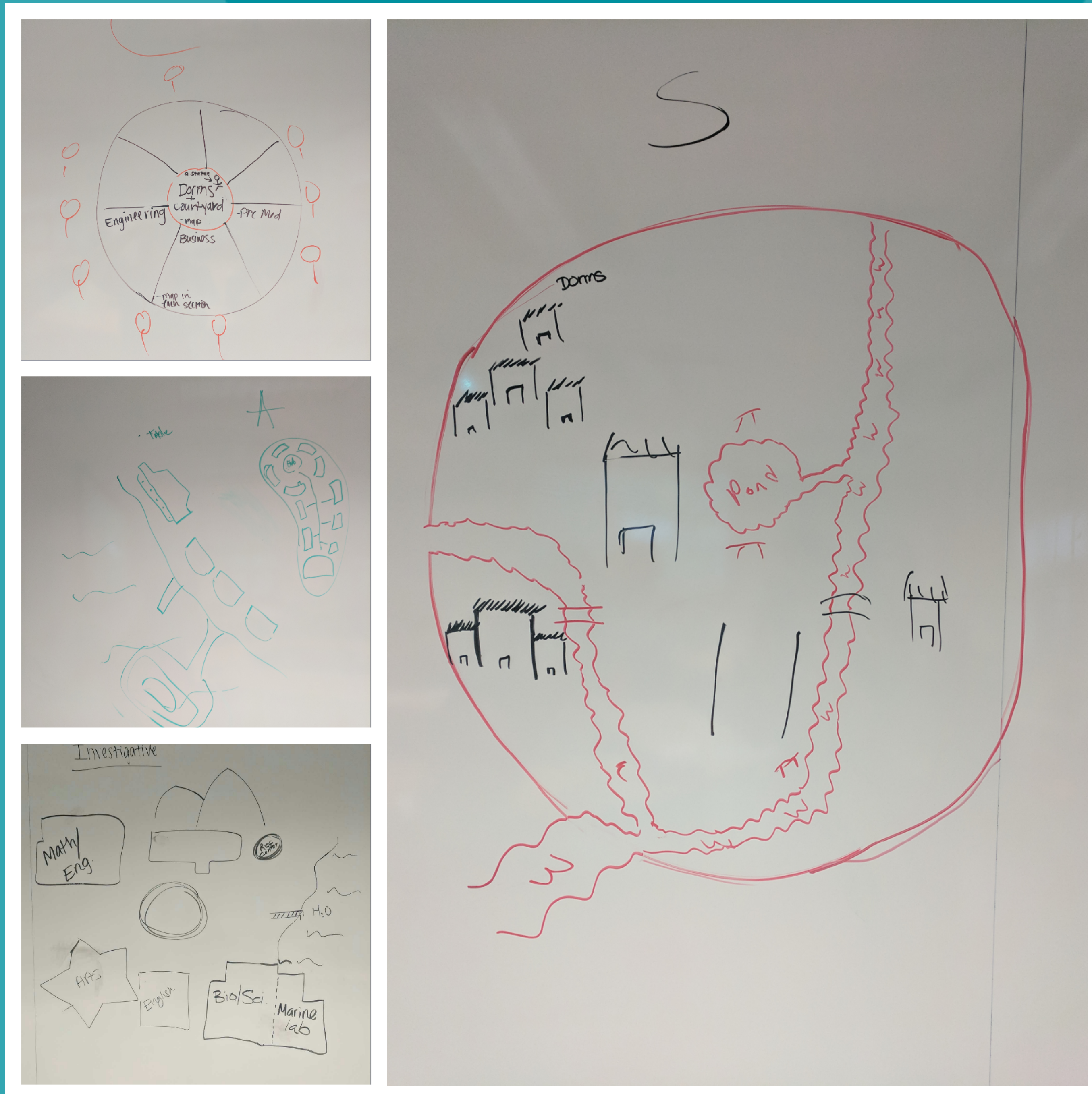
Creating Student Learning Outcomes (SLOs)



Create a mini-map of your course

Step 1: Theory (creating SLOs)

- Identify three student learning outcomes (SLOs)
- Identify at least one assessment task (allow students to demonstrate achievement) for each SLO
- Identify at least one learning support task (an “in-class” activity that supports student learning) for each of the three SLOs



Students creating a Mason campus using their interests

Using the Strong Interest Inventory

Our New Campus

- Find the others in the class who share your top theme..
- Your mission: George Mason has decided to open a new campus – in Maui! You are on the design team.
- Create the plans for our new campus.



Step 2: Practice (teaching SLOs)

In the Faculty Guide

UNIV 220 Student Learning Outcomes (SLOs)

Identify and prioritize majors and associated career paths, goals, or possibilities through incorporation of knowledge of self and the world of work.

Assessment task: Self-Assessment summary, Final Project, ongoing reflection (e.g. Accountability Groups)

Learning-support activity:

1. Evaluate possible majors and related career paths incorporating learning about values, interest, personality, and skills, and their impact on major/career satisfaction.

Learning-support activity: Individual Instructor Meeting, MBTI, SII, SkillScan, My Personal Statement, Workview/Lifeview, Prototyping, Mind Mapping and Good Time Journal

2. Assess desirability and achievability of at least two possible career paths through primary and secondary research (e.g. career conversations and target analysis).

Assessment task: Target Analysis and Career Conversation Roundtable

Learning-support activity: Meet 10 People (Accountability Group activity), Meet a Major, Registration assignment

3. Construct a career plan identifying a tangible goal to accomplish as a Mason student, which will serve benefit you after graduation, as well as guide your time as a student.

Assessment task: Pre- and Post-course assessments, final project
Learning-support activity: Odyssey Planning and Prototyping (Accountability Group activity), goal-setting practice

In the Syllabus

Purpose of the Course

This course is designed to assist you in selecting a major and a career, with a focus on your personal development and awareness. More importantly, in this course you will begin designing options for lots of possible futures. You are going to generate a lot of ideas and possibilities. As a life designer, you need to embrace two philosophies:

1. You choose better when you have lots of good ideas to choose from.
2. You never choose your first solution to any problem.

Course Learning Objectives

1. Identify and prioritize academic majors and related career paths/goals incorporating knowledge of self and the world of work.
2. Learn about and cultivate the competencies that demonstrate career readiness as preparation for use in the workplace.

Setting the Tone

Using the first class meeting to establish a hands-on, student directed learning experience. Students were asked to:

- Pick a spokesperson to interview the instructor
- Create three questions to ask the instructor (important to know; course related (e.g. aspects of the syllabus, course goals, etc.)

Student Questions

- What does the 30-minute out of class component look like?
- What career resources did you use as a student?
- Did you even change majors as an undergrad?
- What are your hopes for this class? What will we have when we leave?