

Redesigning a Course by Working Backwards (2 of 2)

History Cohort, CSU CRT Summer Institute, June 2016

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Step 5. Putting the Pieces Together

Advice on this chart:

- Start with active-learning components in your planning process.** Let lectures support the active learning. For instance, lectures can explain essential points that are hard to convey via active learning, and they can provide historical context that students need to succeed with your active-learning exercises.
- Give each session something fun and relevant for students:** Anticipate what students will find fun, relevant, or moving in each class session's material and/or activities. Try to have at least one such hook for every session.

Session title and topic	Essential history content that leads to goals listed in Step 1	Ways to cover this content via active learning	Readings, viewings, home-work for session	Other points to cover via lecture	Skills that students will practice in this session	What's fun or relevant for students in this session?
1.						
2.						
3.						
4.						

Session title and topic	Essential history content that leads to goals listed in Step 1.	Ways to cover this content via active learning	Readings, viewings, homework for session	Other points to cover via lecture	Skills that students will practice in this session	What's fun or relevant for students in this session?
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Session title and topic	Essential history content that leads to goals listed in Step 1.	Ways to cover this content via active learning	Readings, viewings, home-work for session	Other points to cover via lecture	Skills that students will practice in this session	What's fun or relevant for students in this session?
13.						
14.						
15.						
16.						
17.						
18.						
19.						

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20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						

28.						
29.						
30.						