



Conversations with Course Designers: Being Explicit About Course Design

Catherine Haras, MLIS; Executive Director; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:15] Think about our first-gen students at Cal State L.A., for whom there are really interesting, super rich population in terms of life experience. They're strivers. And yet, we know from the literature that many students struggle with so-called hidden curriculum. For the, when I would teach my students would be so respectful and never see me during office hours, and I realized that they thought office hours meant I was busy in the office. Not to come. So, I started calling them student hours and then students knew that they could visit. So, I think that there is a, an equity issue here with regard to course development, design, course assessment. It all feeds back into how socialized students are into college, into college life. What does college mean?

Beverly Bondad-Brown, PhD; Director of Academic Technology; Center for Effective Teaching and Learning; California State University, Los Angeles [00:01:14] Yeah. So, for first generation college students for sure, who may not have experience in a fully online course making that, you know, their course, instructors and making their course design transparent, saying, "This is how I structured my course, I do it for these reasons" will help maybe let their students know that they actually care, that there's a purpose behind why they've structured their course that way. And ideally, it's to help students succeed in that course.

Catherine Haras, MLIS [00:01:40] It's interesting. So, there's almost something meta going on here where a well-designed course is a transparent course and reveals opportunities for students to know themselves better. So, students are, you know, something that I think we didn't mention before was the role of reflection, which develops metacognition. So, faculty who are assisting with professional formation of their students. Students have so much time with faculty, they spend more time with faculty than anyone else on campus. So, if you have students who are watching you, they're watching you closely, they're looking at your syllabus, they're looking at your assignments, they're looking at the way you speak to them. It seems like that's a tremendous opportunity to model something.