

**Course Design Workshop** / Distinct but overlapping environments that shape any course.  
Joseph Heathcott

Institutional space

- Learning environment: research university, trade school, liberal arts college, professional program, community college, labor union extension school, special summer program, etc
- Location and context: urban, suburban, rural, main campus or branch/extension, international
- Student profiles: "traditional" undergrad, returning students, transfer students, dormers or commuters, class backgrounds, ethnic diversity, international students, prior preparation

Intellectual space

- Situation of the course in domains of knowledge: disciplines, fields, areas of inquiry, themes
- Organization of the course: spatial, temporal, thematic, instrumental, mixed
- Boundaries of the course: spatial, temporal, topical, form/genre/medium
- Overarching idea or core outcome that drives the course

Curricular space

- Course level: graduate, undergraduate, mixed, introductory, intermediate, advanced
- Where the course sits in broader pathways of learning: majors, minors, certificates, core, elective, sequenced or stand-alone
- Pre-requisites: prior courses, permission of instructor, necessary skills / capacities
- Opportunities for students after the course to deepen and/or expand their knowledge

Pedagogical space

- Background, temperament, style, training of the instructor
- Format: lecture, lecture/discussion, seminar, studio, laboratory
- Approach: content delivery, skill development, critical inquiry, production, performance
- Assignment mix: multiple small projects, one large project, phases / stages
- Evaluation: exams, quizzes, short papers, reports, reading responses, independent or group research projects, art and media productions, exhibits, posters, performances
- Materials: secondary sources, primary sources, data sets, print/audio/visual, works selected by instructor, works selected / generated by students,