

Ideas and Plans for Facilitators

First Meeting Discussion

Objectives:

- Create a friendly, collaborative culture that meets the C3 Vision
- Create vision and goals for the C3 Lab

Example Outline:

1. Prayer
2. Introductions
3. [Explanation of Role](#)
4. Course Introduction - The course Steward introduces the team to the course. (History of the course, how it fits into the program, existing strengths/weaknesses)
5. Course Data - The course Designer shows the data dashboard for the course. (Throughput rates, grade distribution, etc)
6. Questions for the Course Steward - Team members ask the course steward questions about the course (Who else teaches? Are there TAs? Common Outcomes? Common assessments? What do you love about the course?)
7. Team Goals - The Course Steward collaborates with the C3 team to set the priorities and goals for the C3 Lab.
8. Introduce the outline for the C3 discussions (homepage navigation). Set a goal to complete the core discussions by Week 5-7.
9. Give assignments for the next meeting.

Start in the Right Way

(Adapted from the Arbinger Institute Method)

The Start in the Right Way method should take place after the C3 vision and goals have been decided on by the C3 team.

1. Draw a T-Chart
2. In the left-hand heading write - What it doesn't look like
 1. Have the team brainstorm all the ways the collaboration could go wrong. What would it look like if the spirit of contention or any other spirit that impedes our progress toward our goals were to interfere?
3. In the right-hand heading write - What could it look like?
 1. Have the team brainstorm all the characteristics of teamwork and collaboration on this project if the team were firing on all cylinders and were being lead by the Holy Spirit.

Course Vision

First 15 minutes of class - Would the rest of the team want to attend this class based on the first day?

1. Have the team show up without having prepared anything,
 2. Then ask the course steward to walk everyone through the first 15 minutes of class
 3. Ask the team if they feel curious, inspired, or motivated
 1. Read the driving question for this discussion (found in the C3 Lab under Course Vision)
 2. Show the video from Rob Eaton (in the C3 Lab under Course Vision)
 3. Read a noteworthy point or two from [Distracted by James Lang](#)
 4. Hold the discussion
-

Course Map (Alignment with Outcomes)

Using [the Course Map Template](#), have the teaching team list all of the major activities and assessments that students will engage with. Then have them map or tag each activity with the course outcome(s) each activity aims to achieve. Sometimes it can be helpful to double-check that each outcome is being achieved or measured through the activities listed on the course map. The goals for this activity are:

1. To tighten-up alignment between course activities, assessments, and outcomes
 2. Explore potential needs to improve any of the activities or assessments
 3. Verify that the course outcomes are the correct outcomes and/or are well-written
-

Assignment Structure or Class Time

Make it Modular Activity

- **Facilitator Preparation:** Read the first 3 sections of [Distracted](#) by James Lang.
- **Activity:** Have the teacher go through the "Make it Modular" activity described in the book.
- **Collaborate/Discuss:** Allow the rest of the team to give feedback, brainstorm etc. How will the activities be varied from one lesson/week to another? How will student attention be captured, kindled, etc?
- **Prove:** How will we answer the driving question for this discussion? What improvements will be made to the course?



This content is provided to you freely by BYU-I Books.

Access it online or download it at https://books.byui.edu/thec3handbook/ideas_and_plans_for_.

