

The Roles and Responsibilities of the C3 Lab

A C3 Team is a group of BYU-Idaho faculty, with differing perspectives and opinions, who come together in scholarly work, driven by 'inspired inquiry and innovation.' The team will have access to gifts of the spirit as they collaborate, rethink their courses, and design innovative student experiences.

Getting Started

At the beginning of the C3 Lab the C3 team should review the roles below and discuss the strengths and interests of each team member as they relate to the goals of the team.

Course Steward (team lead, 3 hours PDL)

The Course Steward leads the C3 Team and is responsible for setting goals. Goals will be set for topics such as course design, course content, and quality experience for students. In addition, the Course Steward will act as a moderator, by listening to all perspectives. If there is ever a time when a consensus cannot be reached by the team, the steward will be the deciding voice.

C3 Facilitator

The facilitator is assigned by the C3 Coordinator.

Faculty team members are responsible for representing multiple perspectives to the C3 Team. They provide consultation, advice, and assistance to the Course Steward. It is hoped they will become experts and advocates for innovation and best practices.

Faculty Team (1-3 from Dept. / 1-2 cross-curricular)

The Course Steward is responsible for organizing or gathering the faculty team members.

Faculty members who join a C3 team are eligible to use 1-3 hours of PDL for a C3 Lab. Faculty team members are expected to bring their own knowledge and teaching experience to contribute to the discussion, brainstorming, and production of course improvements. Here are a few of the activities these individuals will engage in:

- Research best practices within the course and department.
- Provide differing viewpoints within the discipline.
- Liaise with the larger teaching team to improve the adoption of C3 innovations.
- Search for ways to improve the adaptability and scalability of the course.

Cross-curricular faculty

- Explore research, literature, and best practices.
- Add a unique perspective in brainstorming and planning.
- Provide fresh eyes and candid feedback to the course steward.
- Advocate the broader view, especially for GE courses.

How to Build the Best Team

- Choose individuals who have specific knowledge, skills, personality, or vested interests that fill a specific need on the team or in the course.
- Choose individuals who are 'good players'. Individuals who are willing and able to contribute the time and attention needed for the project.
- Communicate expectations to your team members. Let them know why they are needed and what the project needs from them in terms of time, contributions, and resources.

Course designer

The designer is assigned by the CCD Team Coordinator.

The Course Designer is a resource the C3 team will rely upon for instructional design expertise, content creation, asset creation, and digital asset management.

Librarian

The Librarian is assigned by the C3 Coordinator.

Librarians can assist with the discovery of and access to course materials (textbook, books, videos, magazines or other periodicals, images, resource guides, copyright, & licensing). Librarians can also review/create/help scaffold research assignments and with any citation needs.

Industry/Subject Matter Expert (SME)

The Course Steward is responsible for organizing or gathering the SMEs.

Industry Experts will represent current trends in the field/industry and keep course content relevant for current and future students. Industry experts may attend as few as 1-2 meetings or more. This will depend on the C3 team needs.

-Consider finding experts among Online Adjunct Faculty, recent graduates, former colleagues, or other connections that may have been acquired.

Student Representatives

The Course Steward is responsible for organizing or gathering student representatives.

Student representative(s) will represent the voices of students who may take the course in the future. They may provide a non-technical, non-professional perspective that should help faculty anticipate the challenges students may face in the course.



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