The C3 Lab Handbook

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BYU-I Books

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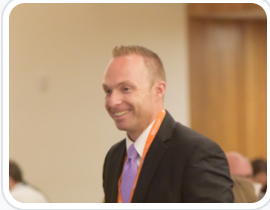
David Ashby

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What is the C3 Lab?

Creative Course Collaboration (C3) Lab is an experience where teams of faculty members collaborate to make good courses even better. C3 teams draw on the best ideas from colleagues on campus as well as the scholarship of learning and teaching. Each C3 team meets together for 2-3 hours per week. Team members spend a few hours each week in study and development.

The Creative Course Collaboration (C3) Lab is an experience where teams of faculty members collaborate to make good courses even better, especially for first-year students. Guided by a faculty colleague and supported by instructional designers, C3 teams draw on the best ideas from colleagues on campus as well as the scholarship of learning and teaching.

While each team will explore many of the same critical questions (e.g., "How can we help more students succeed in the course without lowering the bar academically?"), they will probably come up with different answers. The bottom line is that in the C3 Lab, dedicated teachers help each other step back from their courses and intentionally improve learning experiences for students.

C3 Core Premises

C3 is built on 3 core premises:

1. Even though our courses are good, they could be even better.

2. We can build even better courses—and help students learn more—by tapping into:

   - Colleagues' fresh perspectives
   - Expert campus resources
   - New technologies
   - How new generations of students learn
   - Best of scholarship of learning and teaching
   - Best practices from across campus

3. Faculty become inspired and innovative teachers when they:

- Collaborate with other teachers
- Engage in the scholarship of learning and teaching
- Seek access to gifts of the Spirit

Measurable Outcomes

- Build networks of collaboration for improving learning, teaching, and design
- Build design-minded faculty
- Improve courses using networks of collaboration
  - Develop a clear set of goals for the C3 Lab that are approved by the course lead and department chair by the first week of the lab.
  - Write a vision statement for the course that captures hearts and inspires students.
  - Verify that all CLOs are measurable, observable, and aligned with the course vision.
  - Map the common **key assessments** to the modalities that they serve.
  - Map course activities to course, program, and institutional outcomes
  - Identify how the learning model is implemented in the course
  - Design courses for easier shareability (adjunct) and simpler maintenance.
  - Improve course design by gathering, considering, and analyzing a variety of inputs, including SoTL, faculty voices, student voices, course performance, and data sources.

The Vision for C3

- Create a culture of inspired inquiry and innovation.
- Create a culture of friendship, collegiality, and collaboration.
- Team members will become intentional designers of learning experiences.
- Team members will become practitioners of the scholarship of learning and teaching.
- Harness technology to so that the modern BYU-Idaho student engages and learns more.
- Create innovative and engaging General Education courses that help BYU-Idaho students from all backgrounds succeed.

The Team

Each C3 team meets together for 2-3 hours per week. Team members spend a few hours each week in study and development.

- 1 Course Steward (team lead, 3 hours PDL)
- 2-4 Faculty (1-2 cross-curricular, 1-3 hours PDL)
- 1 C3 faculty facilitator
- 1 Course designer
- Industry/Subject Matter Expert (SME)
- Student representation

More info...

The Process

- The team will wrestle with the C3 Lab Core Topics
- The team studies research, best practices, literature, and tools.
- The team meets to discuss, brainstorm, and collaborate.
- The team creates solutions, designs materials, and instructions.

C3 Core Topics

There are 11 core topics that each C3 team will tackle (4 areas with 2-3 topics each). Each topic has a driving question that will guide the work you do on each topic. The course teams will determine the order and duration of time spent on each topic.

Well-Designed Curriculum

1. **Course Vision** - What do you want students to be, know, or do 5 years from now as a result of the course? How can we improve the alignment between ILOs, course outcomes, assessments, and activities?
2. **Assessments** - How can we design assessments to be more effective, authentic, and meaningful? Where can we have a common assessment(s)?
3. **Course Layout** - How can the course design and navigation better support student learning?

Optional topics in this area might include **learning materials, visual design, teaching notes, teaching assistants, technology,** and **syllabus.**

Student Success

1. **Proactive Intervention and Communication** - What processes and strategies can we create to identify and proactively reach out to at-risk students and help them succeed?
2. **Assignment Structure for Student Success** - How can we better structure class time, assignments, and assessments so that students learn concepts they don't initially master?
3. **Additional Strategies/Interventions to Increase Successful Completion** - What are 1-2 additional changes we could implement to help most students succeed without lowering the bar academically? (using the list below)

Optional topics in this area might include **international students, classroom community, affordable and accessible materials, student mindset and perseverance, teaching students how to learn,** and **mental health.**

Active Learning

1. **Use of Class Time** - How can we better use students' preparation time to increase quality experiences in class?
2. **The Learning Model** - How can we more effectively align learning activities with the Learning Model and its principles, so that students are more active and less passive learners?
3. **Learning by Faith** - How can we help students approach learning in this class as an act of faith?

Optional topics in this area might include methodologies and strategies like **team-based learning, problem-based learning, project-based learning, decision-based learning, case-based learning, design thinking, experiential learning, service-based learning, differentiated instruction, peer instruction,** and **technology tools/strategies.**

Transcend the Discipline

1. **Institutional Learning Outcomes** - How will the assignments and activities develop and assess the chosen ILO(s)?
2. **Transferrable Skills / Relevance Beyond the Discipline** - How can we make the course more relevant for students not majoring in the discipline? How can this course better encourage and support students' development of their own discipleship?

Optional topics in this area might include **course connections, world experiences, soft skills,** and **professional resources.**

Summary

We believe that BYU-Idaho's teachers and courses are some of the best in the country. The C3 Lab provides an opportunity for inspired faculty to step back and take a fresh look at modern student needs, current research, and high-impact practices. It will build on the considerable successes already present in any course as well as in other courses on campus. The process will be collaborative, creative, invigorating, and effective. All who participate will walk away with a new awareness, with new skills, new ideas, and new tools that they can begin to implement in their own courses immediately or use to guide their teaching team through revisions of their own.

Design Principles

C3 Lab strives to achieve the following ideals:Faculty time is focused on mentoring and feedback. Greater focus is placed on teaching one another and student-to-student relationships. Technology is leveraged to increase the efficiency and effectiveness of learning, as well as employable technical skills.

Adjustments made during the C3 Lab strive to achieve the following ideals:

- Faculty time is focused on mentoring and feedback
- Learner time is focused on real-world application activities with real human connections
- Greater focus is placed on teaching one another and student-to-student relationships
- Learning cycles invite students to act in faith and not be acted upon
- Improve alignment between outcomes, assessments, and learning activities
- Teaching assistants spend more time focused on mentoring
- Course design includes a soft-skills assessment that focuses on students becoming
- Technology is leveraged to increase the efficiency and effectiveness of learning, as well as build employable technical skills.
- Learning is measured frequently and students are provided frequent feedback

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.

What is a C3 Facilitator?

Primary Objectives of the C3 Lab

- Study the research and scholarship around each of the C3 Topics.
- Discuss, debate, and collaborate in response to the C3 topic questions.
- Create and document plans or interventions in response to the C3 topic questions.
- Seek the student voice (focus group, field trip, student(s) on C3 Team)
- Test and measure 2-3 of the more innovative designs
- Share the results of the innovations with BYU-Idaho faculty (C3 Showcase, faculty conference, etc)

Your Role as C3 Faculty Facilitator

Your primary role is to assist the Course Steward to accomplish his/her own goals and the goals of the C3 Lab. Ideally, the course steward takes the lead with decisions and products created by the team. "This person is a 'visionary/believer' (Jankowski & Slotnick, 2015, p. 93) who can influence others' value for assessment."

Your role is to

- Establish the vision for the C3 Lab.
- Counsel together with the steward (align the goals of the steward with the goals of the C3 Lab)
- Build the course steward's design, collaborative, and leadership skills
- Organizing the work of the C3 Lab *(Meeting invites, outlines, notes, assignments)*
- Push and encourage the course steward and C3 team to address the driving question(s) within each of the 11 C3 topics
- Documenting the plans and decisions of the team in response to the C3 topics.

> Ideas and Plans for Facilitators

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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

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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?

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The C3 Design Process

Zones and Topics

The C3 Lab uses 4 Zones and 11 total topics to help guide a team through viewing different perspectives of course design.

Zone 1	Zone 2	Zone 3	Zone 4
Well-Designed Curriculum	*Student Success*	*Learning by Study & by Faith*	*Transcending the Discipline*
Course Vision	Intervention & Retention	Class Time	ILOs
Assessments	Assignment Structure	Active Learning	Relevance Beyond the Discipline
Structure & Share-ability	Additional Interventions	Learning by Faith	

Zone 1: Well-Designed Curriculum

Zone 2: Student Success

Zone 3: Learning by Study & by Faith

Zone 4: Transcending the Discipline

Zone 1: Well-Designed Curriculum

Topic 1: Course vision

Driving Questions:

- What do you want students to know, do, or be 5 years from now as a result of the course?
  How can we improve the alignment between institutional/course outcomes, assessments, and activities?

- Course vision permeates every aspect of your course. Consider what you want students to retain from your class far into the future. Invite students to change for the better through participation in this course.

Supplemental Questions

- How can we focus more on what students need to learn rather than what we need to cover?
- How can opening day and course materials inspire and motivate students?

Relevant and Transferrable Outcomes

- Why should students care about your course? Do your outcomes inspire them?
- How will they use what they learn in their personal lives, profession, and other courses?
- What knowledge or skills are learned in this course that will transcend this specific class?

Aligned Activities, Assessments, and Outcomes

- On which institutional learning outcome(s) should the focus be for this course?
- How could you create outcomes that better align with the real vision of the course and inspire students?
- Do the activities and assignments help students develop the skills they need for this discipline?
- Do the assessments truly measure student achievement of the outcomes?
- What professional standards need to be aligned to the course for accreditation purposes?

Topic 2: Assessments

Driving Question: How can we design assessments to be more effective, authentic, and meaningful?

Supplemental Questions

- **What is the Purpose of Assessments**

  - Where can we have a common assessment(s)?
  - Do our course assessments align with the course outcomes?
  - Do the assessments demonstrate that our students are achieving our key learning goals?

- **What Types of Assessments Can I Use?**

  - What alternative forms or formats of assessments can we design?
  - What formative assessments are designed into the course?
  - How can we use formative assessments to provide more meaningful feedback to students?
  - How can we use peer assessments effectively?
  - How can we use low-stakes assessments to help students master the course content and skills?
  - When is the appropriate time to use formative assessments?

- **Quantity versus Quality of Assessments**

  - Will we have enough time to grade the assessments?
  - How can we balance it with the prescribed workload?
  - How will this impact my section versus other sections if I change my assessments?

Topic 3: Structure & Shareability

Driving Questions:

- How can the course design and navigation better support student learning?
- How can the course design improve sharing with other instructors?

Supplemental Questions

Course Layout

- How can we structure the course to scaffold mastery of course knowledge and skills?
- Is the course organization easy for students to understand?
- How will we make the course easier to navigate?
- Will the students know when to access each assignment and when it is due?
- Will the students know how and when to access the required materials?

Shareability

- What measures can be taken to set up the course to be sharable with other instructors?
- Does the course layout support faculty autonomy?
- Will other faculty be able to easily navigate my course layout?
- Are we designing the course to be scalable to reach more students?

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https://books.byui.edu/thec3handbook/zone_1_welldesigned_curriculum.

Zone 2: Student Success

Topic 1: Proactive Intervention & Retention

Driving Question: What processes and strategies can we create to identify and proactively reach out to at-risk students and help them succeed?

Overview

As educators, our goals all aim toward helping students succeed. However, not all students grasp concepts and information correctly the first time. The sooner we can identify those students and apply intervention techniques, the higher the rate of success will be. We need to make a conscious decision to include some of these interventions in our course. This will help us to be aware of all students from the beginning, not just as an afterthought when it may be too late to help.

Supplemental Questions

- How can we build in opportunities for teachers to proactively identify and mentor at-risk students early enough in the semester to make a difference?
- How can we structure courses/assignments and encourage teachers to proactively reach out to at-risk students and help them succeed academically?
- What opportunities are we giving students to experience failure and overcome failure? How will students who initially fail be led to success?
- How can we build in more incentives and resources to help students learn concepts they don't initially master?
- How can the course be designed for students and faculty to build connections and community?
- What do we need to do to make the course ADA-compliant?
- How can we identify gaps in student knowledge as they enter the course?
- What procedures and processes are in place to identify at-risk students?
- How can we create more mentoring opportunities for instructors of the course?
- How can we identify missing foundational skills and knowledge and have strategies for intervention?

Topic 2: Assignment Structure

Driving Questions:

1. How can we structure assignments and assessments in a way that:
    1. ...Helps students learn concepts they don't initially master?
    2. ...Interleaves and reinforces concepts and ideals throughout the semester?
    3. ...Promotes student mastery and retention of essential concepts?

Overview

Assignment structure should be laid out in a way that student learning is reinforced. Resources should be used that align with assessments and outcomes and help students learn the material and fulfill the various assignments. Innovation and differentiation can help provide unique outlooks on the material and accommodate students of varying backgrounds and skill sets. Consider a variety of techniques including team, project, and decision-based learning models to give your students an experience that will most closely resemble what they will encounter once they leave the classroom.

Supplemental Questions

- How can we build in opportunities for students to receive more meaningful formative and timely feedback?
- How can we improve the quality of student time in and out of class? The time with their peers? The time students have with the teacher?
- How can we design assignments so that the feedback given inspires students to improve learning by faith, persevere, and grow? (become lifelong learners)
- What opportunities will we give for students to safely make mistakes, and receive coaching and mentoring for those mistakes?

Topic 3: Additional Interventions (Choose your own)

Overview

 As educators, we know that students do not all learn in the same ways. One instructional method or one intervention strategy will not reach all students. The purpose of this section is to help you investigate and decide upon another strategy that would help students learn course content and find success in your subject area.

Choose and explore 1 or 2 Interventions or strategies below

- **Building a Classroom Community**
- **Classroom Engagement**
- **Active Learning & Movement**
- **Peer-to-Peer Interactions**
- **Classroom Norms**
- **Physical Interactions**
- **Teacher-Student Interactions**
- **Communicating with Students**
- **At-Risk Students**
- **Student Motivation**
- **Retrieval / Recall**
- **Interleaving**
- **Collaboration**:
- **Affordable, Accessible Materials**
- **Student Choice**
- **Mentoring Students**
- **Student Mindset and Perseverance**
- **Teaching Students How to Learn**
- **Mental Health**
- **International Students**

Zone 3: Learning by Study & by Faith

Topic 1: Class Time

Driving Question: How can we help students use preparation time more effectively and create more accountability for preparation?

Overview

Class time should be used less for lecturing and more for students to think, write, and talk about concepts, all the while constructing their own understanding. Instructors should encourage active thought and discussion by calling on students and by using methods like think-pair-share, debate, case studies, etc. The focus should be on fundamental principles, concepts that are most difficult to understand, and the most common misconceptions. Time for these classroom activities can be made available by moving the delivery of content to pre-class, preparation activities. Such preparation activities could be optimized for the greatest impact. Students need to be motivated and accountable for their preparation so that they will be ready for deep learning experiences in the classroom.

Supplemental Questions

Flipped Classroom

- What is the most impactful way that course content can be presented as preparation before class?
- How can students be motivated and held accountable to complete preparation?
- Are there online best practices and resources that could be adopted in this course?

Use of Class Time

- How can we improve the quality of experiences in class?
- How can the flow of the class be managed to structure attention or respond to student attention thresholds?
- How can we best use class time to engage all students in active, constructive, and deep learning?
- How can we more effectively use technology to engage students?
- What class activities will foster thinking, writing, and talking about complex concepts?
- What individual, paired, and small group activities can be used for active and deeper learning?

Topic 2: Active Learning

Driving Question: How can we more effectively align learning activities with the Learning Model and its principles, so that students are more active and less passive learners?

Overview

Below you will find scholarship and questions to help guide discussion and implementation of the BYU-Idaho Learning Model.

Supplemental Questions

- How can the course better teach students skills associated with one of the 5 principles of the BYUI Learning Model?
- How are aspects of the Learning Model currently implemented in the course?
- How can we more effectively use technology to engage students?

Prepare

- How can the course be improved to better help students "Prepare" for class?
- What are the opportunities and appropriate support for students to:
  - Complete assignments early?
  - Engage in pre-class discussions?
  - Bring questions to share?
- What is being done to hold students accountable for their preparation?

Teach One Another

- How can the course be improved to better help students "Teach one Another"?
- What are the opportunities and appropriate support for students to:
  - Listen and respond?
  - Respect others?
  - Invite the Spirit?
  - Serve one another?

Ponder and Prove

- How can the course be improved to better help students "Ponder and Prove"?
- What are the opportunities and appropriate support for students to:
  - Reflect individually?
  - Reflect in groups?
  - Record learning?
  - Test understanding?
  - Act on what they've learned?

Topic 3: Learning by Faith

Driving Question: How can we help students approach learning in all classes as an act of faith?

Overview

As educators and mentors at Brigham Young University-Idaho, our purpose is to fulfill our stewardship to help students grow both spiritually and intellectually.

Supplemental Questions

- How do we use BYU-Idaho as a Disciple Preparation Center?
- What tools or strategies can we edit or create to inspire a love for learning?
- How can this course help students develop in their discipleship?
- How can students apply faith to their study of secular subjects?
- What is the role of faith in scholarship?
- How do I add a spiritual element to teaching subject matter that is not spiritual in and of itself?
- How can instructors be spiritual as well as educational mentors?
- How can I find time to be a spiritual mentor when I have so many other things to do as an instructor?
- What do I need to do that ward leaders aren't doing already?

Zone 4: Transcending the Discipline

Topic 1: Institutional Learning Outcomes

Driving Question: How will the assignments and activities develop and assess the chosen institution's learning outcomes?

University Outcomes (ILOs)

1. Students become **Disciples of Jesus Christ** as they believe in Jesus Christ as the Son of God and strive to follow Him.
2. Students become **sound thinkers** as they frame and solve problems using creative and critical thinking.
3. Students become **effective communicators** as they develop and express ideas that are purposeful, organized, and clear.
4. Students become **skilled collaborators** as they work effectively with others to accomplish a shared vision.

Supplemental Questions

Developing the ILO

- What ILO is the most natural fit for this course?
- With small changes could improve how we realize the ILO?
- How can students help develop the ILO traits in themselves or others?

Assessing the ILO

- How are we using the institutional rubric associated with the chosen ILO?
  - Import the Rubric(s) into your Canvas course:
    - [Disciples of Christ Rubric](#)
    - [Sound Thinkers Rubric](#)
    - [Effective Communicators Rubric](#)
    - [Skilled Collaborators Rubric](#)
- How can we measure improvement in the ILO?

Topic 2: Relevance Beyond the Discipline

Driving Questions:

1. How can we make the course more relevant for students not majoring in the discipline?
2. How can this course better encourage and support students' development of their own discipleship?

Overview

Skills that can transcend courses, disciplines, and professions are meaningful and marketable skills students can use in many aspects of their lives. They can be "soft skills," technical skills, or otherwise. BYU-Idaho has identified four Institutional-level outcomes that encapsulate many of the skills that we hope BYU-Idaho students develop:

Students at BYU-Idaho become:

1. Disciples of Jesus Christ
2. Sound Thinkers
3. Effective Communicators
4. Skilled Collaborators

The questions and resources below are designed to help you look at your course through this big-picture lens.

Supplemental Questions

Transferable Skills

- What skills or concepts can be developed that will help students in various careers, their homes, and in serving others?
- What skills can be developed that will help students in a professional field, even 5-15 years from now?
- What technology or technical skills will students learn in this course that can be used in the workplace?

Career Exposure

- What exposure will students get to relevant or related majors and career paths?
- How can this course better introduce students to university programs and career paths?

Vision

- How can students understand the relevance of this course to their lives during and after college?

Collaboration & The C3 Lab

The Collaboration Model

Two Tools to Achieve Collaboration Success:

Throughout Phases 1 - 4 of collaboration, C3 Lab Facilitators will have two tools that will move the team toward success:

1. **Soft Ground** - In the C3 Lab, the facilitator can draw inspiration from Christ's Parable of the Sower to foster a productive environment. Just as the sower in the parable faces different types of ground, the facilitator encounters varied team dynamics and individual perspectives. Their role involves not only disseminating information but also assessing and cultivating the 'ground' of the team - the readiness, openness, and receptiveness of each member to new ideas and collaborative efforts. By recognizing and nurturing the 'softer ground,' or those areas within the team dynamic that are more receptive and open to growth and collaboration, the facilitator can guide the team towards more fruitful and effective outcomes. This approach underscores the facilitator's responsibility in creating an environment conducive to learning, growth, and meaningful collaboration.
2. **Unity in Purpose** - In the C3 Lab, unity in purpose is crucial for progress, echoing Christ's teaching, "if ye are not one, ye are not mine." This unity is not just about agreement but a deep alignment in purpose and objectives. When issues arise within the team, they often stem from a misalignment in this shared purpose. By continually aligning and re-aligning with a unified vision, the team ensures that their efforts are cohesive and directed towards common goals. This unity, grounded in a collective commitment to the C3 Lab's mission, is the cornerstone of productive and successful collaboration.

Throughout the C3 process, ask yourself this question: Is the ground prepared? It is the role of every person on the team to call out whenever ground is not prepared and use the two tools above to make room for "Inspired Innovation."

The sections that follow are designed to help you accomplish just that.

Phase I: Prepare the Ground
Phase II: Plant Inspired Seeds
Phase III: Nourish the Tree
Phase IV: Harvest the Fruit

Phase I: Prepare the Ground

The Key 3 Meeting serves as a crucial initial gathering of the C3 Lab facilitator, course lead, and instructional designer. Its primary objective is to lay the groundwork for effective collaboration, teamwork, and course design outcomes. This section will delve into three essential principles to cultivate a culture of collaboration and creativity.

As leaders within the C3 Lab, your role in establishing a solid foundation for effective collaboration is pivotal. This section will delve into three essential principles that lay the groundwork for cultivating a culture of collaboration, teamwork, and creativity. We believe that by following these principles, we can create an environment where we can work together to bring hope and peace to the world. As Christ taught us in the Bible, 'Blessed are the peacemakers: for they shall be called the children of God' (Matthew 5:9). Similarly, in the Book of Mormon, we read that 'the Lord God worketh not in darkness. He doeth not anything save it be for the benefit of the world; for he loveth the world' (2 Nephi 26:23). We hope that by working together in this lab, we can follow Christ's example and bring light to those around us, and share that light with our students in our courses.

1. Select the right team members:

Ensuring that each role is filled with individuals who bring a diverse range of skills, perspectives, and experiences is crucial to the success of collaborative efforts. By carefully selecting team members, you can harness the power of collective intelligence and create a dynamic collaborative environment.

Implementation Questions

1. Are all the stakeholders of the project represented by at least one member of the group?

2. Invite individual preparation:

Encouraging all participants to come prepared with ideas, research, and a proactive mindset is vital. By setting clear expectations and providing resources for individual preparation, you empower team members to bring their best to the collaborative process, fostering a culture of engagement and accountability.

Implementation Questions

1. Is each team member personally committed to loving each team member and being "100% responsible" for their own participation, assignments, and outcomes?

3. Foster team preparation:

Creating opportunities for team members to prepare collectively is equally important. By establishing platforms for communication, collaboration, and idea-sharing before collaborative sessions, you enable participants to build rapport, establish common goals, and develop a shared understanding of the project's objectives. This collective preparation enhances synergy and alignment within the team.

Implementation Questions

1. Does each team member understand their roles and responsibilities?

2. Have you decided as a group how you will Foster a culture of belonging, open sharing of potentially conflicting ideas, and seeking synergistic collaboration?

By adhering to these principles, the C3 Lab leadership team will pave the way for a supportive and dynamic environment where collaboration thrives, ultimately leading to exceptional course design outcomes.

Meeting #1: The Key Three Meeting

Purpose: The Key 3 Meeting serves as a crucial initial gathering of the C3 Lab facilitator, course lead, and instructional designer. Its primary objective is to lay the groundwork for effective collaboration, teamwork, and course design outcomes within the C3 Lab. During this meeting, the team will focus on several key purposes:

- Prepare and Plan the Kickoff Meeting:

  - Collaboratively outline the agenda, format, and objectives for the upcoming Kickoff Meeting.

  - Identify key topics and activities to be covered, ensuring alignment with the overall goals of the C3 Lab.

  - Assign roles and responsibilities for facilitating and supporting the Kickoff Meeting to ensure a smooth and engaging experience.

- Establish Collaboration Infrastructure:

  - Determine the communication channels, platforms, and tools that will enable seamless collaboration among the team members. (Typically solutions here address the use of email, MS Teams, Google Drive, etc.)

  - Select appropriate technologies or platforms for file sharing, document collaboration, and real-time communication.

  - Set up the necessary accounts and access permissions to ensure all team members can effectively participate in collaborative efforts.

- Cultivate a Collaborative Culture:

  - Foster a supportive and inclusive team culture that values open communication, respect, and active participation.

  - Establish shared norms, guidelines, and expectations to promote effective collaboration and constructive feedback.

  - Encourage a sense of shared ownership and commitment to the success of the C3 Lab, emphasizing the importance of teamwork and collective achievement.

- Define and Align on C3 Lab Goals:

  - Clarify the overarching goals and desired outcomes of the C3 Lab, ensuring a shared understanding among the team members.

  - Discuss the intended impact of the course design program on participants' learning experience and overall educational objectives.

  - Align individual roles and responsibilities with the broader vision and goals of the C3 Lab, ensuring a cohesive and coordinated approach.

By addressing these purposes in the Key 3 Meeting, the C3 Lab leadership team will establish a strong foundation for effective collaboration, teamwork, and course design outcomes. This meeting will set the stage for the successful execution of the C3 Lab, promoting a culture of innovation, shared responsibility, and collective achievement.

C3 Kickoff Meeting

Meeting Title: C3 Lab Kickoff Meeting – Inspiring Collaboration and Purpose

Purpose:

The C3 Lab Kickoff Meeting marks the beginning of the C3 Lab where the full C3 Lab team comes together to establish a strong foundation for collaboration, set the team culture, and define the inspired purpose of the project. The meeting aims to accomplish the following purposes:

1. Foster Connection and Collaboration:

- Discussion Questions:

    - What are some fun activities or icebreakers we can engage in to build connections and create a friendly atmosphere?

    - How can we encourage team members to share more about themselves and their interests?

    - What are some ways we can promote trust and mutual respect within the team?

2. Establish Team Culture and Norms:

- Discussion Questions:

    - What values and principles do we want to guide our team interactions?

    - How can we create an inclusive and supportive team culture?

    - What decision-making processes or approaches should we adopt to ensure fairness and effective collaboration?

3. Define the Inspired Purpose:

- Discussion Questions:

    - What is the larger purpose and vision of the C3 Lab project?

    - How do our individual roles contribute to achieving that purpose?

    - What are the desired outcomes and impact we aim to create for course participants and the educational community?

4. Assign Roles and Responsibilities:

- Discussion Questions:

    - What are the specific areas of expertise, skills, and interests that each team member brings to the project?

    - How can we align those strengths with specific roles and responsibilities?

    - What expectations do we have for each team member's contributions to the project?

5. Address Future Challenges and Celebrate Success:

- Discussion Questions:

    - How can we proactively handle conflicts or challenges that may arise during the project?

    - What strategies or approaches can we employ to resolve conflicts effectively and maintain a positive team dynamic?

    - How can we celebrate successes and acknowledge milestones achieved throughout the project?

6. Reinforce the Team Culture:

- Discussion Questions:

  - What are some specific actions and practices we can implement to reinforce the desired team culture?

  - How can we incorporate team-building activities, knowledge sharing, and continuous learning into our collaborative process?

  - What are some ideas for recurring practices or rituals that will strengthen our team's cohesion and commitment?

By addressing these purposes in the C3 Lab Kickoff Meeting, the team will establish a solid foundation for collaboration, align on the team culture and norms, define an inspired purpose, assign roles and responsibilities, and prepare for future challenges and successes. This meeting sets the stage for a cohesive and motivated team that will work synergistically to achieve the goals of the C3 Lab.

Phase II: Plant Inspired Seeds

This section of the C3 Lab Handbook focuses on fostering a unified purpose among our teams. We stress the importance of a shared vision that precedes the physical creation of course content. As facilitators, steering the team towards these priorities ensures that our actions reflect our unified commitment to educational and spiritual excellence.

Introduction

Welcome to "Plant the Best Seeds," the second section of our C3 Lab Handbook. In this section, we focus on fostering a unified purpose among our teams, combining scholarly insights with spiritual guidance. We begin with the principle from Doctrine and Covenants 38:27, emphasizing the importance of unity in our collaborative efforts.

Unity and Vision

Drawing from Stephen Covey's "The 7 Habits of Highly Effective People," we stress the importance of a shared vision that precedes the physical creation of course content. This spiritual and intellectual vision is key to effective course design and development.

Focusing on the Essential

Aligning with "The 4 Disciplines of Execution," we encourage focusing on what is 'Wildly Important' for the C3 Lab. As facilitators, steering the team towards these priorities ensures that our actions reflect our unified commitment to educational and spiritual excellence.

Actionable Strategies for Facilitators

1. **Unity Workshops**: Organize workshops to build a unified team vision.
2. **Vision Crafting Sessions**: Lead sessions to develop a shared course vision.
3. **Goal Alignment Activities**: Conduct exercises to align individual goals with the lab's objectives.
4. **Reflection and Feedback Circles**: Facilitate sessions for reflection and constructive feedback.
5. **Spiritual and Scholarly Integration**: Encourage the blending of spiritual insights and scholarly principles in decision-making.

Implementation Questions

1. Do we have a clear, written purpose for this project?
2. Have we sought divine inspiration to guide our purpose?
3. Are we united in purpose?
4. In what ways have we ensured that every team member's voice is heard and valued?
5. What strategies are we using to regularly revisit and reinforce our shared purpose?
6. Are our project goals reflective of both our academic standards and spiritual values?
7. How are we ensuring that every team member understands and contributes to the university's broader educational objectives through this project?
8. How does our project's purpose align with the broader educational goals and mission of BYU-Idaho?
9. Are our project goals and activities in harmony with the program-level outcomes set by the university?

Additional Resources

1. Stephen R. Covey. *The 7 Habits of Highly Effective People : 30th Anniversary Edition*. Vol Revised and updated. Simon & Schuster; 2020. Accessed December 19, 2023. https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=2229916&site=eds-live&scope=site
2. McChesney, C., Covey, S., Huling, J., Thele, S., & Walker, B. (2021). *The 4 disciplines of execution : Revised and updated : achieving your wildly important goals*. Simon & Schuster.

Phase III: Nourish the Tree

In this section, we delve into the essence of unified decision-making and faith-driven action. We draw from the teachings of Elder David A. Bednar and President Russell M. Nelson. These teachings inspire us to solve problems and innovate with patience, understanding, and divine guidance.

Introduction

This section of the C3 Lab Handbook focuses on three principles integral to our collaborative work: Seeking Light and Innovation, Deciding in Unity and Acting in Faith, and Working and Executing Effectively. Drawing from spiritual leaders and practical execution strategies, these principles guide us in combining spiritual insights with effective teamwork and decision-making. Our goal is to enhance the learning experience at the C3 Lab through thoughtful collaboration, unified purpose, and focused action, ensuring that our efforts align with both our academic and spiritual values.

Principle 1: Seek Light to Solve Problems and Overcome Darkness

This principle is inspired by the teachings of Elder David A. Bednar and President Russell M. Nelson. Elder Bednar explains the various ways God communicates with us, likening it to light. He says, "Sometimes those messages come quickly and rather dramatically," like light in a dark room, but more often, "the light comes gradually, much like the rising of the sun."

President Nelson, in his talk, emphasizes the importance of being peacemakers, warning against contention and advocating for understanding and charity. He urges followers to be examples of compassion, particularly in disagreements.

In the C3 Lab, these teachings inspire us to solve problems and innovate with patience, understanding, and divine guidance, fostering a spirit of peace and collaboration.

Implementation Questions:

1. When faced with problems, how do we invite and encourage synergistic, innovative thought, and contribution from all?
2. Is there any darkness in our discussions, such as contention, mediocrity, pride, unwillingness to listen or yield, resentment, or burnout? If so, what can we do now to "clear away the bad, according as the good shall grow"?
3. In what ways are we applying the principles of peacemaking and charity in our team interactions to foster a positive and collaborative environment?
4. How can we ensure that our team's approach to problem-solving reflects the gradual and patient process of seeking revelation?
5. What steps can we take to create a more spiritually receptive atmosphere in our meetings, encouraging openness to divine inspiration and guidance?

These questions are designed to help the C3 Lab teams reflect on and improve their approach to collaboration, ensuring it aligns with the principles of seeking light and innovation.

Resources:

1. Patterns of Light: Spirit of Revelation by Elder David A. Bednar: [Watch video here](#).
2. Peacemakers Needed by President Nelson: [Watch or read the talk here.](#)

Principle 2: Seek light and innovate to solve problems and overcome darkness

In this section, we delve into the essence of unified decision-making and faith-driven action, drawing from Elder Dieter F. Uchtdorf's "Discovering Truth" video and the Church Handbook's teachings on Councils. Elder Uchtdorf's message on seeking truth with an open heart resonates profoundly with our goal of making decisions in unity. He emphasizes that "truth is discovered when diverse viewpoints are considered," a principle that aligns with the collaborative nature of the C3 Lab.

The Church Handbook's guidelines on Councils further enrich this principle. It emphasizes that "the primary purpose of councils is to help members work together in seeking divine guidance," highlighting the need for spiritual preparation and inclusive discussion. In council meetings, every voice is heard and valued, mirroring Elder Uchtdorf's call for openness and respect for diverse perspectives.

Furthermore, the Handbook advises that council members "should avoid contention, unrighteous judgment, and gossip," urging a focus on unity and peacemaking. This aligns with our mission in the C3 Lab, where decisions should not only be a product of consensus but also of a deep understanding and faith in our collective wisdom and the guidance we seek.

By integrating these spiritual teachings with practical guidelines, we ensure that our decisions and actions in the C3 Lab are not only united in purpose but also rooted in faith and truth. This approach embodies the spirit of collaboration, empathy, and respect, crucial for nurturing the tree of our collective endeavors.

Implementation Questions:

1. Are we following an effective process for making timely, unified decisions?
2. Do we write all decisions in our notes, and do the decisions we've made so far have a clear action plan?
3. Have we made any decisions about which members of the team feel unsettled? How can we address any concerns?
4. How are we ensuring that every team member's voice is heard and considered in our decision-making process, reflecting Elder Uchtdorf's emphasis on diverse viewpoints?
5. In what ways are we applying the Church Handbook's counsel on avoiding contention and fostering a spirit of unity and peacemaking in our discussions?
6. How do we maintain spiritual preparation and receptiveness in our meetings, aligning with the Handbook's guidance on inviting divine guidance in our planning and decision-making?

Resources:

1. Discovering Truth, Elder Dieter F. Uchtdorf ([Links to YouTube video](#))

2. 8 Principles to Help Stake, Ward and Family Councils Be More Effective ([Church Newsroom Article](#))

3. Councils in the Church, Church Handbook ([Church Handbook Section 4.3](#))

Principle 3: Work and Execute Effectively

This section, drawing from "The 4 Disciplines of Execution," focuses on how to work effectively and execute goals. Discipline 2 emphasizes acting on lead measures—specific actions that have a significant impact on achieving goals. It involves identifying key actions, like reducing out-of-stock items in a retail scenario, which directly influence desired outcomes.

Discipline 3, keeping a compelling scorecard, is about tracking these lead measures and outcomes in a way that engages and motivates the team. It's about making progress visible and tangible.

Discipline 4, creating a cadence of accountability, ensures regular check-ins and accountability for the lead measures. This involves collaborative planning, where both leaders and team members contribute to defining actions that produce the greatest results.

In the C3 Lab context, these disciplines guide us to identify and focus on the most impactful actions, track our progress effectively, and maintain accountability, ensuring that we work efficiently towards our objectives.

Implementation Questions:

1. Are our meetings focused on matters that require input from the team, and do we avoid wasting time in conversations better handled outside of the meeting?
2. Does each meeting have an agenda, and assigned person or people for notes, and do we make effective use of meeting time?
3. Do we hold one another accountable for the results of commitments?
4. How do we ensure that our lead measures are directly impacting our Wildly Important Goals (WIGs)?
5. Are we effectively utilizing a compelling scorecard to track progress on our lead measures?
6. How are we fostering a culture of accountability, ensuring that everyone is responsible for their commitments and contributions?

Resources:

1. The 4 Disciplines of Execution; https://ebookcentral.proquest.com/lib/byui/detail.action?docID=6534234

Phase IV: Harvest the Fruit

The final phase, "Harvest the Fruit," emphasizes the crucial steps of communicating and gaining commitment for the course design and vision developed in the C3 Lab. It involves two key aspects: effectively communicating the decisions and vision to all stakeholders, and securing their commitment and involvement for successful implementation. By focusing on clear communication and active stakeholder engagement, this phase aims to ensure the successful implementation of the innovations.

This final phase, "Harvest the Fruit," emphasizes the crucial steps of communicating and gaining commitment for the course design and vision developed in the C3 Lab. It involves two key aspects: effectively communicating the decisions and vision to all stakeholders, including faculty members both inside and outside the C3 Lab, and department chairs, and securing their commitment and involvement for successful implementation.

1. **Effective Communication**: The communication plan should encompass recognition and gratitude for contributions, clear explanation of decision rationale, the expected impact of these decisions, detailed implementation plans, and a vision for ongoing success, including how success will be measured.

2. **Stakeholder Engagement**: The plan should address the specific needs of each stakeholder, clarifying what is required from each person for successful implementation. This involves ensuring that all affected parties understand and buy into the course design decisions, fostering a sense of ownership and commitment to the new direction.

By focusing on clear communication and active stakeholder engagement, this phase aims to ensure the successful implementation and long-term impact of the innovations and decisions made in the C3 Lab.

Implementation Questions

1. Do we have a communication plan that includes recognition and gratitude, decision rationale, expected impact, implementation plans, vision for ongoing success, and how it will be measured?
2. Does the communication plan address the needs of each stakeholder and clearly explain what is needed from each affected person for successful implementation?
3. How are we ensuring that the communication of our course design and decisions is clear and accessible to all relevant faculty members and department chairs?
4. What strategies are we implementing to actively involve stakeholders in the ongoing process and decisions of the C3 Lab?
5. How do we plan to gather feedback from stakeholders post-implementation to assess the impact and effectiveness of the course design changes?

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Access it online or download it at
https://books.byui.edu/thec3handbook/phase_4_harvest_the_fruit.