

Generating Ideas

SME Preparation / Questions and Ideas

Examples

- An important goal of our courses is to determine content that aligns with the professional and career goals of our students. In the lectures and assignments, how might you, the ID, connect the content with students' current or future career situations?
- What current trends/events in the field could assist in creating engaging, applicable assignments for this course?
- What are some in-the-field experiences that the SME can share based on what students must learn in this course?
- A great way to inspire interest in the course is to share a personal connection to the subject matter with the student. One opportunity to do this is in the overview provided for the course.. What personal narrative might the SME share with students to explain the SME's enthusiasm for the content?
- What are some real-world examples that would engage an international student?

Existing course

- If the project is a redesign – What do you like about the current course and what would you like to improve?
- How effective or ineffective is the existing content or training? (for major revisions)

Practical skills

- Based on this course (sometimes overall, sometimes CLO specific), what are the key practical skills students must master for future course work and once in the field?
- What should the student be able accomplish at the end of the course?
- Think about some examples of the products or tasks used in the field. How might we integrate them into our assignments to help students understand concepts and learning objectives?
- What are some typical documents/reports/deliverables/presentations that a professional with this degree in this field would be expected to know how to create/present? (Use those for assignment types.)

- How does this particular course offer added value to students' body of knowledge as it pertains to its inclusion in the degree program, school, etc.? Is the knowledge transferable? Does it reflect industry/professional standards? Does the knowledge demonstrate a level of aspiring expertise and/or a desire to demonstrate innovative thinking?

Assignments

- Each of our courses culminates in a signature assignment which is intended to be a reflection of all that students have learned in the course. Ideally, all course content, including prior assessments, should build toward the signature assignment. What might your signature assignment be for this course, and why (e.g., how might the signature assignment align with a student's professional or career goals)? How would course content build toward the signature assignment?
- What is your idea of an ideal assignment for real-world application? How is this concept unique to this field (or perhaps this course)?
- Thinking back to your own academic career, what assignments did you find valuable?

Students

- What should we expect students to already know coming into this course—from previous courses? from working in the industry/field? (Terminology, standard operating procedures, laws/regulations, etc.)
- Given the student demographics for this program and its courses, are there specific interests, goals, and available professional trajectories for its students?
- What are the most significant gaps between what people should be doing and what they are actually doing?
- Is there an area in your content where you know that students tend to struggle? What can we do to help them? Would an interactive make sense?
- I know nothing about this course. How would you persuade me to take this course? Convince me why this course is necessary?
- How is this course going to prepare the students once they graduate NCU? What specific skills are they going to learn that will help them in their career?

- What does the current field of _____ need in terms of student qualities? How can we cultivate this?

CLOs and assignments

- If you were a student what would you like to see in this course?
- What's the one particular thing they should walk away understanding?
- How would you bring the CLOs to life in the course? Are there scenarios where we could apply these? What does might they look like?
- How do you see students using the concepts from this course in their degree program or career?

Diversity and materials

- What relevant and timely resources/materials (ebooks, links for journals, websites, films, etc.) that reflect diversity and inclusion could be incorporated into the course. How do they address perspectives, approaches, influence, standards, etc. related to the course content?