

Foundational Course Initiative (FCI)

Transforming Education at Scale

By establishing a new standard for collaborative course design and delivery, Michigan can lead the world in teaching foundational subjects at scale on a research university campus.

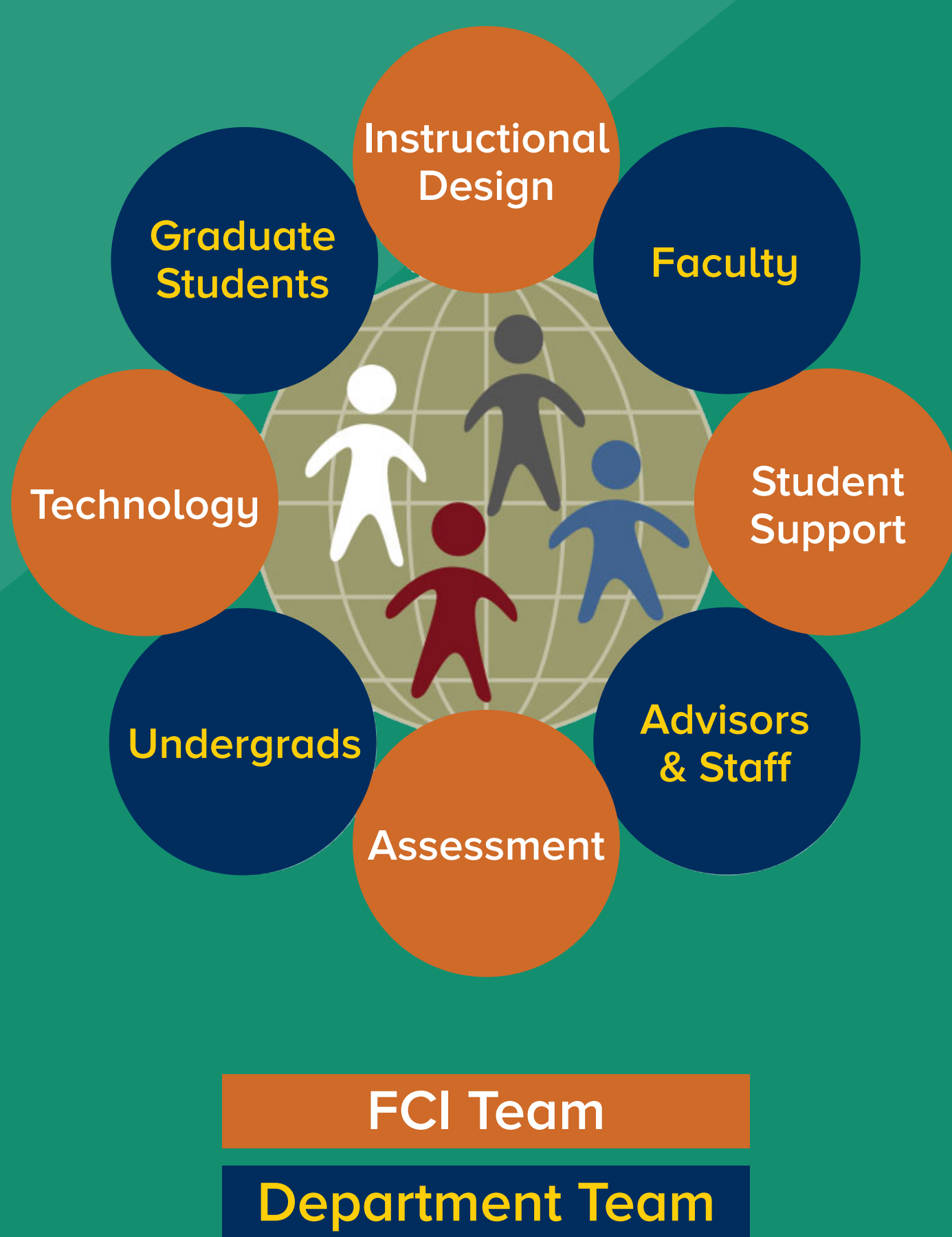
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OVERVIEW

Foundational courses introduce students to a major or discipline. CRLT's Foundational Course Initiative (FCI) is committed to ensuring the success of students with a wide range of backgrounds and goals in these large enrollment courses. FCI consultants provide the time, resources, and infrastructure to make course transformation feasible and successful.

FCI STRUCTURE

FCI course teams participate in a multi-year Collaborative Course Design (CCD) process. The CCD team includes FCI consultants in four areas along with department teams.



By including a breadth of voices, the CCD develops changes that are pedagogically sound, aligned with course and department priorities, student-centered, inclusive, and informed by institutional data.

FCI is committed to working with each of these teams over three years in order to ensure that changes are both effective and sustainable for the long-term.

WHY PARTICIPATE?

FCI consultants enable department teams to turn their visions into reality by

- Optimizing course climate across student diversity
- Supporting adoption of evidence-based, inclusive pedagogies
- Developing assignments that align with course goals
- Implementing technologies to make teaching easier and learning richer
- Providing training for GSIs and undergraduate learning assistants
- Analyzing historical and current data about student learning
- Investigating low student success or satisfaction; consulting on solutions
- Designing and running pedagogical experiments

COLLABORATIVE COURSE DESIGN PROCESS

Exploration & Design
Use diverse datasets to identify course needs and inform planning for pedagogical or structural change. Map a trajectory toward a long-term course vision by identifying and prioritizing projects.

Development and Testing
Implement pilot changes within the course, and assess using multiple feedback channels. Identify additional course needs, and continue planning for both short and long-term goals.

Iteration and Sustainability
Refine and expand pilot projects as needed to achieve the vision of the "final" revised course. Incorporate plans and mechanisms for sustainability of changes beyond the FCI process.

GOALS

- Enable department teams to "dream big"
- Focus on inclusive teaching practices
- Leverage technology and data analytics
- Employ evidence-based course design
- Research factors that influence student success
- Create a 21st-century model for teaching at scale

FCI COURSES - COHORT 1



FCI will add 6 different courses each year over a 5-year period

In FA 2017 - WN 2018
3,367
unique students enrolled in
FCI - Cohort 1 courses/sections

11%
of U-M
undergraduates

300
double
enrollments

"Working in a team, reflecting on issues big and small, helped to consider how the small issues impact the big ones and to think about prioritizing the many good ideas we surfaced."