Outlook

CITL Event Follow-Up: The Importance of Structure and Scaffolding in Course Design

From Center for Innovative Teaching and Learning <citl@wku.edu>
Date Mon 2/2/2026 8:48 AM
To Pennington, Alicia <alicia.pennington@wku.edu>
Cc Reda, Bri <brianna.reda@wku.edu>

Happy Monday morning. I hope you had a great weekend! Personally, it's great to be back on campus.

Thank you so much attending the "The Importance of Structure and Scaffolding in Course Design" event last Friday. Justin Shaffer shared highly researched strategies to increase classroom engagement by using a high structure course design.

The following will receive a copy of Justin's book *High Structure Course Design.* I'll reach out to each of you about getting your book to you.

- Kim Link
- Eve Main
- Joseph Marquardt
- Tannaz Soltain
- Alan White

Below is the recording of Justin's presentation along with additional resources.

- Recording of "The Importance of Structure and Scaffolding in Course Design" event.
- Link to Justin's slide deck
- Link to submit a question to Justin to discuss on his coming soon podcast, "Recombinant Teaching: STEM Education Office Hours"
- Linkd to purchase Justin's card decks: "Alignment: A Course Design Card Deck" (for faculty) and "Practice: A Student Success Card Deck" (the link gets you a 40% discount)

Please don't hesitate to reach out if you would like to talk about how you could implement high structure course design or have additional questions.
Thank you again for attending.
Make it a great day and week!
Alicia

Outlook

CITL Event You Won't Want to Miss: The Importance of Structure and Scaffolding in Course Design

From Center for Innovative Teaching and Learning <citl@wku.edu>
Date Tue 1/20/2026 8:00 AM
To Faculty-All <Faculty-All@wku.edu>

Good morning. If you're tired of students arriving to class unprepared and struggling to connect the dots, this event is for you! Join the CITL for **"The Importance of Structure and Scaffolding in Course Design"** presented by Justin Shaffer, Colorado School of Mines, on Friday, January 30 from 10:00-11:00am on Zoom. During this event, Justin will share how he successfully uses a high structure course design framework in his courses. Whether you're looking for one high-impact strategy you can quickly implement or looking to redesign a whole course, you'll leave with practical strategies that can fit your teaching style and schedule.

All faculty will benefit from this event, particularly faculty teaching large-enrollment classes and/or classes that are content-heavy.

According Design Matters: Students' Adherence to High-Structure Course Design Activities Predicts Their Academic Success (2025), courses that use HSCD have been shown to increase the motivation, engagement, sense of belonging, and success of all students. A course that incorporates one or more required pre-class assignments, a minimum of 40% of class time devoted to active learning, and at least one required after class assignment is said to use the HSCD framework.

For more information and to register, visit the CITL web page about this event

Team CITL

Outlook

Workshop Registration

From wkuprofessional.development@wku.edu <wkuprofessional.development@wku.edu>
Date Tue 1/20/2026 11:34 AM
To Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Thank you for registering for Center for Innovative Teaching & Learning (CITL) - The importance of structure and scaffolding in course design. You have been put on the Enrolled List. If you did not register for this class, please let us know.

Workshop: Center for Innovative Teaching & Learning (CITL) - The importance of structure and scaffolding in course design
Date: 2026-01-30
Time: 10:00 AM - 11:00 AM
Location: Webinar Zoom
Instructor: Center for Innovative Teaching and Learning
Workshop Description: Join Justin Shaffer, Teaching Professor in Chemical and Biological Engineering and in Quantitative Biosciences and Engineering at the Colorado School of Mines as he shares his High Structure course design framework. This is an evidence-based strategy used to engage and scaffold students throughout the learning process via pre-class content acquisition and formative assessment, in-class active learning and problem solving, after-class review and practice, and frequent summative assessment. This model of course design has been shown to increase student learning, reduce performance gaps, and promote development of students' self-regulated learning skills.

If you are unable to attend this training, please log into https://itweb.wku.edu/training_dl/index.php?fuseaction=my.main&mode=registered and cancel your registration.