

Resource Guide

Pedagogical Strategies for Dual-Listed Courses

On rare occasion, a situation arises in which there are two groups of students at different academic levels who both need to take a course on the same topic. In this situation, programs often decide that creating a dual-listed course is an appropriate solution. Creating a dual-listed course comes with the unique challenges of meeting the learning needs of students at two different academic levels, often crossing the undergraduate/graduate threshold. Using intentional pedagogical strategies is an essential aspect of making sure students at each level achieve the learning necessary for their specific needs, and is key to bridging consideration across the academic divide.

Learning Experiences

The learning objectives and assessment methods in a dual-listed course must be different for and aligned to each level of student in the course. This differentiation calls for the instructor to make intentional choices when creating shared learning experiences that create opportunities for students to gain the skills and knowledge necessary for their own academic level, while engaging together in class. The following are some examples of shared learning experiences that students can access at different levels and types of learning:

- **Mixed Level Groups with Assigned Roles**
Create working groups with students in each level of the course. Define specific roles for the students to play according to their learning objectives. The types of roles student could take depends on the course. They might be solution developers, fact-checkers, and presentation creators, or they might be problem identifiers, formula creators, and document composers. The roles should easily align with the specific learning objectives of the course.
- **Fishbowl Simulations**
Upper-level students engage in a simulation related to the course. Lower-level students observe and take notes identifying key skills, asking questions, or noting details that match something from a reading assignment. Students might also add their notes to a shared “course notes” page in Canvas. All students can then modify or correct the information as necessary and add different layers of knowledge.
- **Current Event Report-Outs**
Students give informal presentations on current events as found in periodicals or other approved news reporting sites. Students base the presentation information on the learning objectives for their course.

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#). Please see also the companion resource guide, ***Course Design Essentials for Creating Dual-Listed Courses***.