Journey into Course Design: Day Two

With Ainsley Camps and Judy Chan

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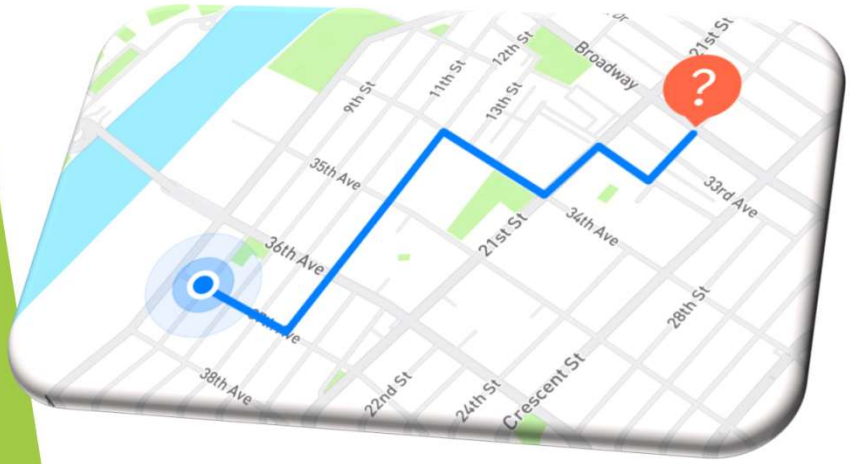
Land Acknowledgement

Fig 2.2: Indigenous wholistic framework.

Two-Day Workshop

Day 1
Introduction to learner-centred course design



Day 2
-Deeper dive into learner-centred assessment
-Exploring engaging activities
-Circling back: "Do all my activities, resources and assessment strategies align with the with my proposed learning outcomes?"

Where have you been in your education journey?

- Where was your last education 'institute' before coming to UBC?

Where are you now on your journey?

1. Briefly pinpoint where on treasure island do you find yourself this morning?
2. Share where would you like to end up?

2 minutes each

Feedback on Day 1 2024

Alignment

Learning from a diverse group of participants x3

More learning activities! x3

The company and environment; everyone's unique take

Linear sequence; know where we are on the journey

Backward design

Assessment techniques x3

The approach to learning and teaching about teaching

Learning Objectives Domain

Incorporating feedback

Open discussion made me want to come back here many more times!

Examples/Cases/ Resources

Self-reflection x3

The stickie note exercise! x2

Objectives for Day Two

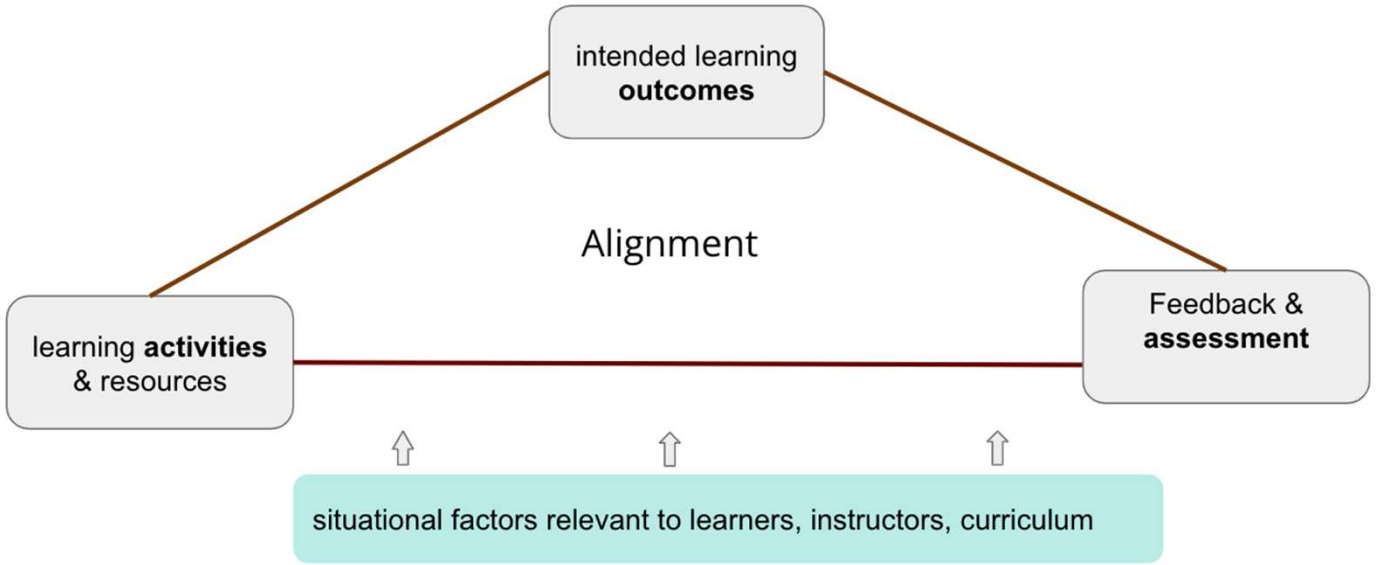
In today's session you will:

- Expand your understanding of learner-centred assessment practices
- Explore learner-centred instructional strategies that fit in your teaching context
- Practice aligning your learning outcomes with your assessment and instructional strategies

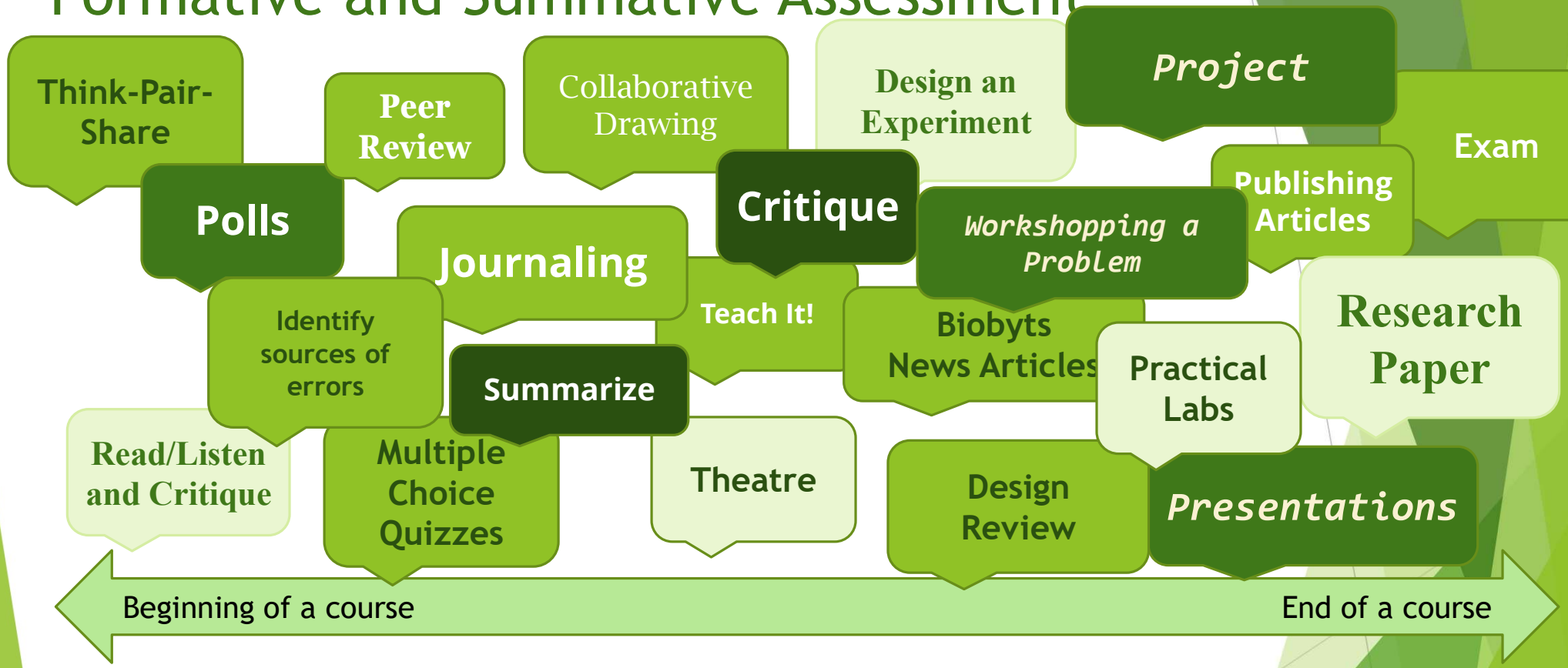
Agenda

- Welcome and settling in (you are here!)
- Check-in: Where are you now in your journey?
- Learner-centred assessment practices
- Instructional strategies & learning activities
- Alignment
- Next steps & wrap up

Stages of course design



Formative and Summative Assessment



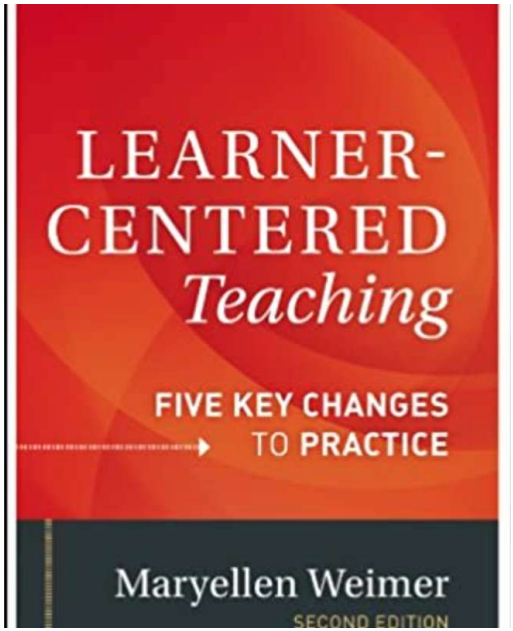
Formative Assessment

- Multiple occurrences
- Low stakes (no to little grade)
- Monitor learning (and teaching)

Summative Assessment

- Near the end
- High stakes (major grade)
- Evaluate learning

Learner-centred Teaching



- Engages students **actively** in learning.
- Motivates by **sharing** some power and control.
- Encourages **collaboration**.
- Includes **learning skill instruction** (and demonstrates thinking and analysis processes).
- **Makes space** for students to learn and practice **reflection** on how and what they are learning.

Dr. Maryellen Weimer, Professor Emeritus of Teaching and Learning at Penn State (retired).

Promising Assessment Techniques at UBC

- Mid-term and Exam
  - Student-generated questions
  - Flexible assessment
  - 2-stage exam
- Projects, Essays, Presentations, etc
  - Rubrics
  - Peer review of each other's work
  - Students as producers
  - Community-based learning
  - Nature-based/Arts-based
  - Podacsting
  - Ungrading

#1 – Active Learning Active Assessment

Principles

- Authentic tasks and/or audience
- Share from/with each other

Examples

- Students as Producers:
  - Wikipedia-, Wiki-based, Open Projects
- Poster Session, Podcasts
- 2-Stage Exam

Contributing to Wikipedia (Students as Producers)

JudyCChan 0 1 Talk Sandbox Preferences Beta Watchlist Contributions Log out

WIKIPEDIA
The Free Encyclopedia

Article Talk | Read Edit View history More | Search

National Parks of Canada

From Wikipedia, the free encyclopedia

National Parks of Canada are protected natural spaces throughout the country that represent distinct geographical regions of the nation. Under the administration of Parks Canada, a government branch, National Parks allow for public enjoyment without compromising the area for future generations, including the management of wildlife and habitat within the ecosystems of the park. Within Parks Canada's administration is a wide range of protected areas, encompassing National Historic Sites, National Marine Conservation Areas (NMCA), and National Park Reserves.

Canada's first national park, located in Banff, was established in 1885. Tourism and commercialization dominated early park development, followed closely by resource extraction. Commodifying the parks for the profit of Canada's national economy as well as conserving the natural areas for public and future use became an integrated method of park creation. The process of establishing National Parks has included the often forced displacement of indigenous and non-indigenous residents of areas within the proposed park boundaries. The conflicts between the creation of parks and the residents of the area have been negotiated through co-management practices, as Parks Canada acknowledged the importance of community involvement in order to sustain a healthy ecosystem.

A transition towards developing parks as a place of preservation began with the National Parks Act of 1930. This event marked a shift in park management practices. Revised in 1979 under the National Parks Policy, the Act placed greater emphasis on preserving the natural areas in an unimpaired state through ecological integrity and restoration, moving away from development based heavily on profit. Acting as national symbols, Canada's National Parks exist in every province and territory representing a variety of landscapes that mark Canada's natural heritage.

Contents [hide]

1 Timeline
2 Creation and development
2.1 Tourism and commercialization

National Parks of Canada
Parcs nationaux du Canada
(French)

Mount Chephren and Waterfowl Lake in Banff National Park

First Park	Banff National Park, 1885
Smallest Park	Georgian Bay Islands National Park, 13.5 km²
	Wood Buffalo National Park,

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Wikidata item

Two-stage Exam

Two-stage exam: Why?

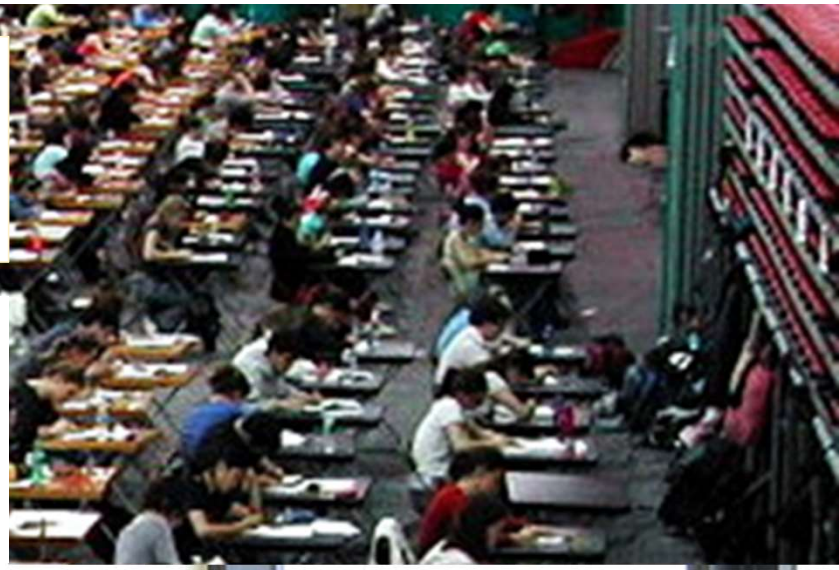
Brett Gilley, EOAS and Vantage College, UBC

- Peer-based; self-assessment
- High stake (graded)
  - Focused and useful discussion
- Immediate feedback
- Promotes retention

In FNH 200 (Judy's course) Online:

- Promoted team work
- Addressed diversity
- Reinforce key concepts

Two-stage exam: How?



- Cut back your normal exam by 50%
- Groups:
  - Randomized
  - Self-selected
  - Assigned
- Multiple choice; short answer; short essay
- Individual 75 to 85%
- Group 15 to 25%
- Keeping individual mark when it is higher

#2 – Share Power and Control in Assessment Design/Choice

Principles

- Show/generate criteria and standards
- Give choices in assignment
- Give choices in grading %

Examples

- Students contributing to exam questions
- Rubrics, co-construction of rubrics in senior-level courses
- Flexible Assessment tool on Canvas

Student-generated exam questions

- State the question
- Provide the correct answer
  - And incorrect answers for multiple choice questions
- Why should your question be included on the exam?

https://peerwise.cs.auckland.ac.nz

PeerWise

Ask | Share | Learn

Welcome to PeerWise!

To log in, select your school / institution from the list below:

Go »

Just type the first few characters...

With **PeerWise** students create, share, evaluate and discuss practice questions. ***6,000,000+ questions***; e

What is PeerWise?

Free and easy to use

Award winning

Flexible Assessment – Candice Rideout

- Students choose how to allocate their assessment
  - Assignment 20%, Midterm 30%, Final 50%
  - Assignment 0%, Midterm 30 to 50%, Final 50 to 70%
  - Or…

	Date	Proposed Value (% of Final Grade)	**OR:** Choose the value for you (% of Final Grade)*
In-class activities:			
Mini-assignments	Throughout the term	2.5	2.5
Clicker responses	Throughout the term	2.5	2.5
Canada's Food Guide Quiz	9 AM Jan 22 – 11:59 PM Jan 24	5	5
Case Studies:			
#1: Pregnancy Case Study	9 AM Jan 29 – 11:59 PM Jan 31	5	0 – 5
#2: Childhood Case Study	9 AM Mar 4 – 11:59 PM Mar 6	5	0 – 5
#3: Family Case Study	9 AM Apr 1 – 11:59 PM Apr 3	10	5 – 10
Assignment:			
Lifespan Nutrition Q & A	March 11	20	0 – 20
Midterm	February 11	20	10 – 30
Final exam (cumulative)	TBD (April 12– 27)	30	30 – 55

#3 – Collaborative Learning

Principles

- Group/teamwork or projects
- Community involvement (authentic contexts)

Examples

- Teamwork, Small Group Work
- Community-based Learning
- Wikipedia-, Wiki-based, Open Projects

Teamwork

- Team formation:
  - Random, assigned, self-selected?
    - Diversity – diverse what?
- Team building vs individual strengths:
  - Class time for work
  - Roles
- Team goals, team tasks:
  - Clear tasks, expectations, and due dates
- Support from instructor, back-up plan

Community-based Learning

#4 – Learning Skills

Principles

- Opportunities to practice
- Frequent, immediate feedback
- Monitor learning over time

Examples

- Peer review of each other's work
- Ungrading, self-assessment

Rubrics

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of it.	The introduction clearly states the main topic and previ...	The introduction states the ...	Th...
	...ation, so the paper is exceptionally easy to read.	...apitalization or punctuation, but the paper is still easy to read.	...r makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	...mbling. Writer make several erro in capitalizati and/or punctuatio that catch reader's attention greatly interrupt flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer r more th errors in grammar or spelling that distract the reader from the content.

1. WRITING STRUCTURE - Thesis statement - States the main idea or claim o...

- ❑ A = Clear thesis statement (2 pts.)
- ❑ B = Thesis statement lacks clarity (1 pt.)
- ❑ C = Thesis statement is missing (0 pts.)

In the explanation box below, please answer the following:
What is the thesis? In your own words, summarize the thesis statement h...

Thesis statement *States the main idea or claim of the argument* Mark: ____/10	10 9 8 7 6 5 4 3 2 1 0 Clear thesis statement — Thesis statement lacks clarity — Thesis statement is missing
Development statement *Presents main reasons that will be developed to support the argument* Mark: ____/10	10 9 8 7 6 5 4 3 2 1 0 Clear development statement — Development statement lacks clarity — Development statement is missing
Organization of ideas *Same order as stated in thesis & development* Mark: ____/10	10 9 8 7 6 5 4 3 2 1 0 Ideas are presented in the same order as stated in thesis & development — Ideas are generally presented in the same order as stated in the thesis & development — Ideas are not presented in the same order
Paragraphs *Consist of one main idea with supporting evidence and examples* Mark: ____/10	10 9 8 7 6 5 4 3 2 1 0 The writing is organized into paragraphs — 50% of the writing is organized into paragraphs — Writing does not contain paragraphs
Sentences Mark: ____/10	10 9 8 7 6 5 4 3 2 1 0 The sentences are clear and are grammatically correct. — The sentences lack clarity and/or have grammatical errors that inhibit understanding.

Rubrics - Teamwork

Peer Evaluation:

Peer Evaluation will be conducted on-line at http://ipeer.elearning.ubc.ca

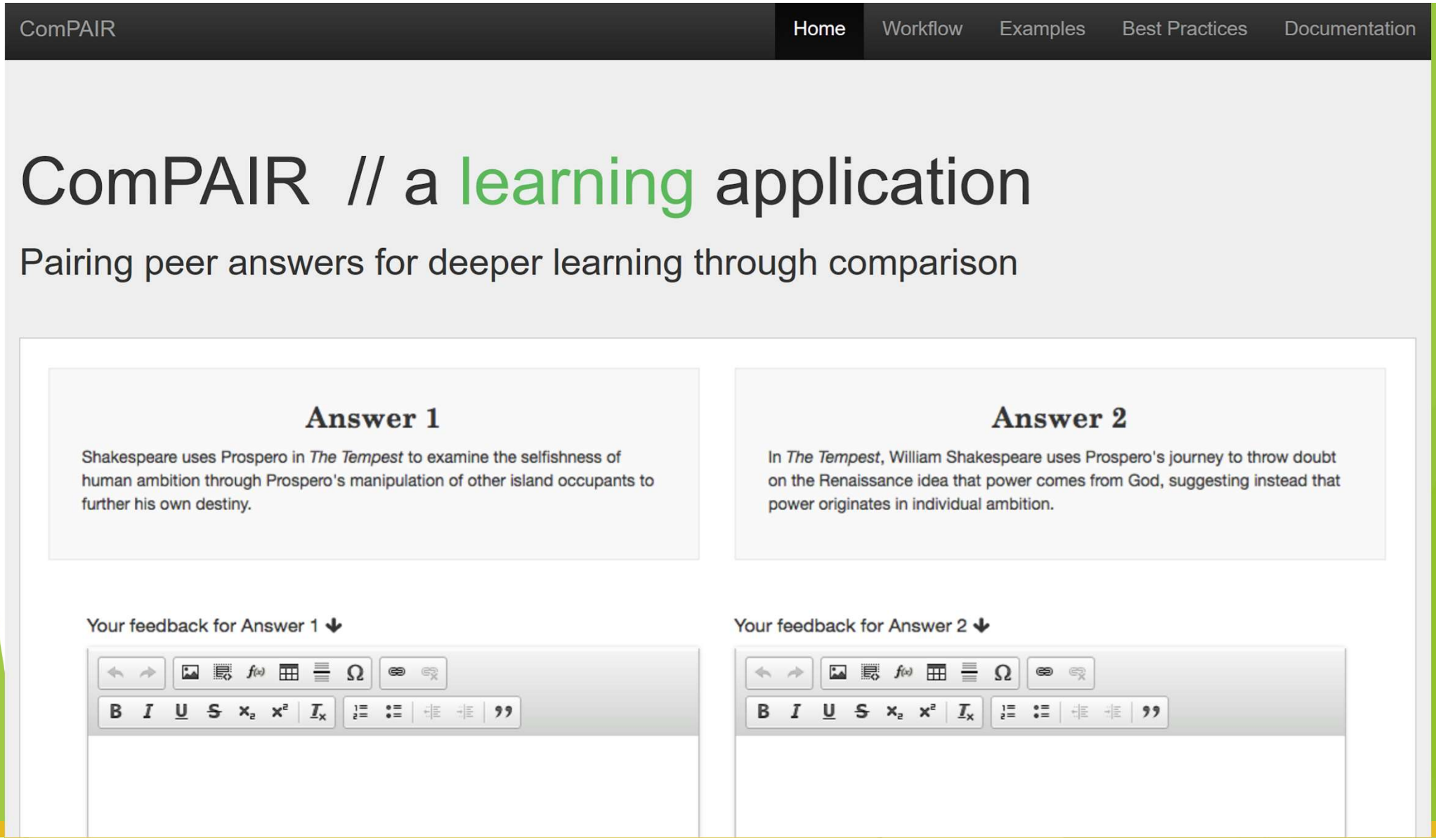
- Formative evaluation, not for grade, voluntary: highly recommended to be completed by February 13.
- Final evaluation, will be used for grading, mandatory: to be completed by April 8, 2015

Category	Excellent	Good	Basic	Unacceptable
Respect and Attitude (1/6)	Always listen to and respects other team members' opinions; has an extremely positive attitude about the project and working in team	Listens to other team members' opinions; has a positive attitude about the project and working in team	Does not always listen to other team members' opinions; has an okay attitude about the project and working in team	Is often publicly critical of the project or the work of other members of the team; Is often negative about the project and working in team
Contributions (1/6)	Routinely provides useful ideas, inspires others, clearly communicates desires, ideas, personal needs and feelings, a leader who contributes a lot of effort	Participates in discussion, supports efforts of others, shares feelings and thoughts	Listens mainly, makes occasionally suggestions, appreciates efforts of others	Rarely provides useful ideas, may refuse to participate

Peer Review of Writing

Best part of peer feedback:

"Reviewing other students' work and observing what they did well, and trying to incorporate that structure into my own work. i.e. seeing a strong, concise thesis statement and rewriting my own to be stronger and more concise


ComPAIR
Home
Workflow
Examples
Best Practices
Documentation
ComPAIR // a learning application
Pairing peer answers for deeper learning through comparison
Answer 1
Shakespeare uses Prospero in The Tempest to examine the selfishness of human ambition through Prospero's manipulation of other island occupants to further his own destiny.
Answer 2
In The Tempest, William Shakespeare uses Prospero's journey to throw doubt on the Renaissance idea that power comes from God, suggesting instead that power originates in individual ambition.
Your feedback for Answer 1
Your feedback for Answer 2

Peer Review of Writing - Arts ISIT

Nifty Teaching Tools:

See All | Annotation Tools | Browser Plugins | Classroom Response Systems | Group Work and Discussions | Mapping Tools

Peer Evaluation and Review | Presentation Tools | Scheduling Tools | Timeline tools | Video Conferencing Tools | Virtual Reality/Augmented Reality

iPeer >>

Create and manage peer evaluations for group projects or team-based learning. The iPeer online application allows instructors to seamlessly create and manage peer evaluations for group projects or activities.

Cost: Free, **FIPPA**: ✔

peerScholar >>

PeerScholar is an online peer and self-assessment tool that allows you to set up different types of peer graded assignments in your course(s)—ranging from short answers, research essays, to case evaluations, multimedia projects, etc.

Cost: Free, **FIPPA**: ✔

edX Peer Assessment >>

Empower students to be proactive in learning with Open Response Assessment. The edX Peer Assessment tool allows students to gain insights to the grading process from an instructor's perspective, in addition to empowering students to be proactive in their own learning.

Cost: Free, **FIPPA**: ✔

edX Peer Instruction >>

ComPAIR >>

#5 – Practice Reflection

Principles

- Focus on learning process, not the product
- Self-Assessment

Examples

- Ungrading

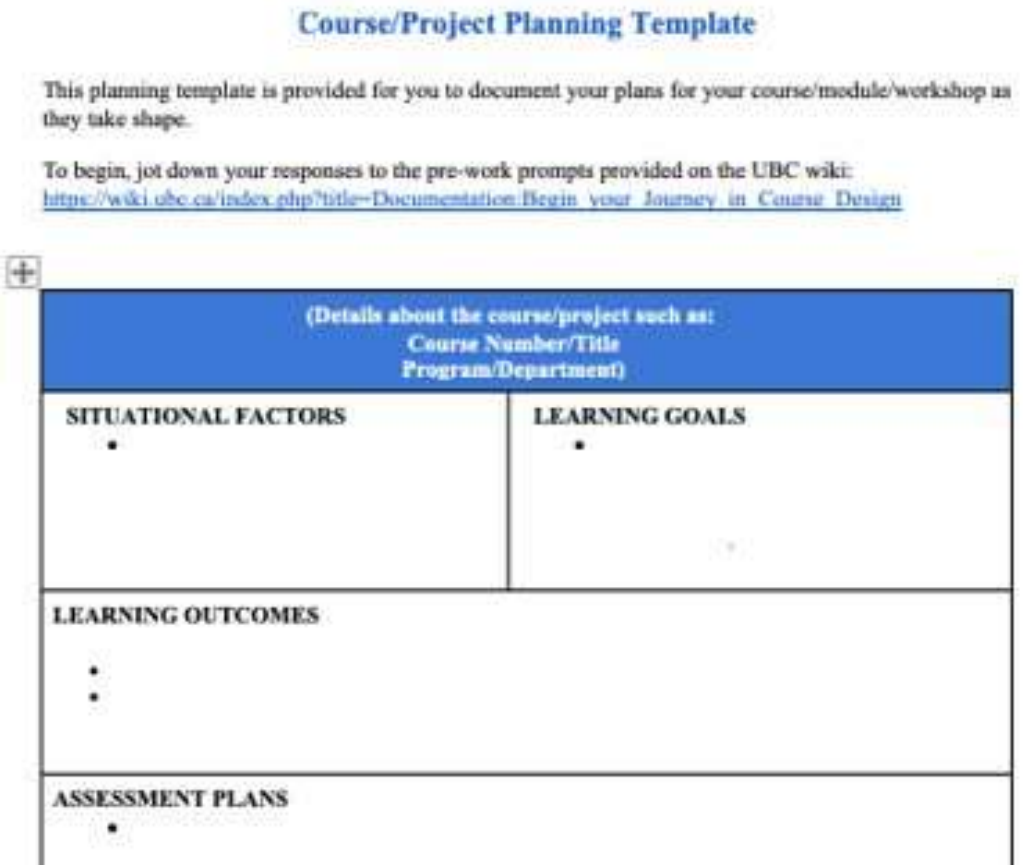
Promising Assessment Techniques at UBC

- Mid-term and Exam
  - Student-generated questions
  - Flexible assessment
  - 2-stage exam
- Projects, Essays, Presentations, etc
  - Rubrics
  - Peer review of each other's work
  - Students as producers
  - Community-based learning
  - Nature-based/Arts-based
  - Podcasting
  - Ungrading

Principles
Active Learning/Assessment
Share Power and Control
Collaboration among Students/Instructors/Partners
Learning Skills
Practice Reflection

Your turn:

- Return to your plan
- Reflect on new ideas, revise existing ideas.
- Jot them down on your template



Course/Project Planning Template

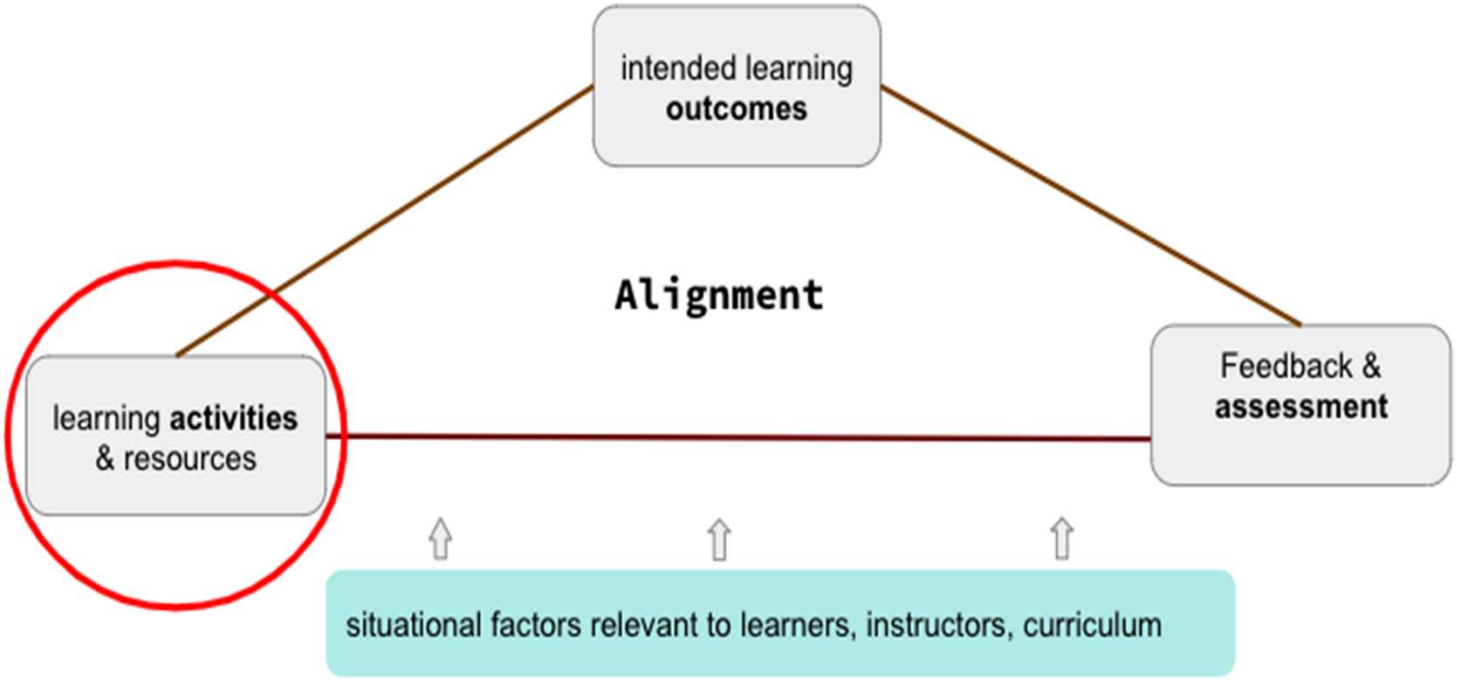
This planning template is provided for you to document your plans for your course/module/workshop as they take shape.

To begin, jot down your responses to the pre-work prompts provided on the UBC wiki:
https://wiki.ubc.ca/index.php?title=Documentation:Begin_your_Journey_in_Course_Design

(Details about the course/project such as: Course Number/Title Program/Department)	
SITUATIONAL FACTORS •	**LEARNING GOALS** •
LEARNING OUTCOMES • •	
ASSESSMENT PLANS •	

BREAK

Learner-centred learning activities



The purpose of Learning Activities

Engaging in hands-on activities, discussions and problem-solving tasks allows students to actively construct their own knowledge.

In backward design we start at the end with our learning objectives in mind and design learning experiences to achieve these goals.

Incorporating more active learning activities into our design means more meaningful and impactful learning experiences for students.

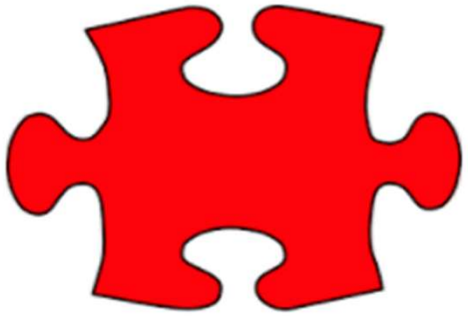
Jigsaw Activity Step 1

Acquaint yourself with these three activities by

- Visiting each activity station together (spend 10-15 minutes at each station).
- Reading the description of the activity together
- Share with each other how you might use them, and how they can be adapted for different contexts.
- Take into consideration any situational factor that may influence the use of these activities.
- Flipchart your answers.

Jig-Saw Learning Activity Demonstration

Round 1- Expert Group



You will explore one instructional strategy

Round 2- Jigsaw Group

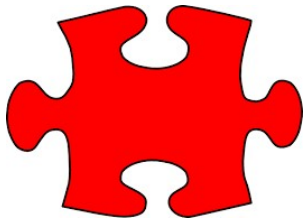
Will will share the strategy you learned about in round 1

CA0

Jig-Saw Activity Instructions: Round 1

As partners, take 10 minutes to:

1. read the description of the activity so that you can explain what it involves to others
2. Sell your activity: How does your activity support the principles of learner-centred teaching?



Principles
Active Learning/Assessment
Share Power and Control
Collaboration among Students/Instructors/Partners
Learning Skills
Practice Reflection

Slide 39

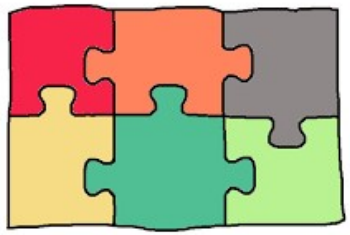
CA0 stream of consciousness: Where will we put the links to the videos? Are we still using the google document? I thought we trashed that.. shall we put the links in the chat? How can we make this activity more accessible??
Camps, Ainsley, 2022-02-03T22:56:18.464

CJ0 0 On the day of the workshop, we can put the link in the chat with clear labels with the Breakout Room names
Chan, Judy, 2022-02-04T19:43:59.743

Jig-Saw Activity Instructions: Round 2

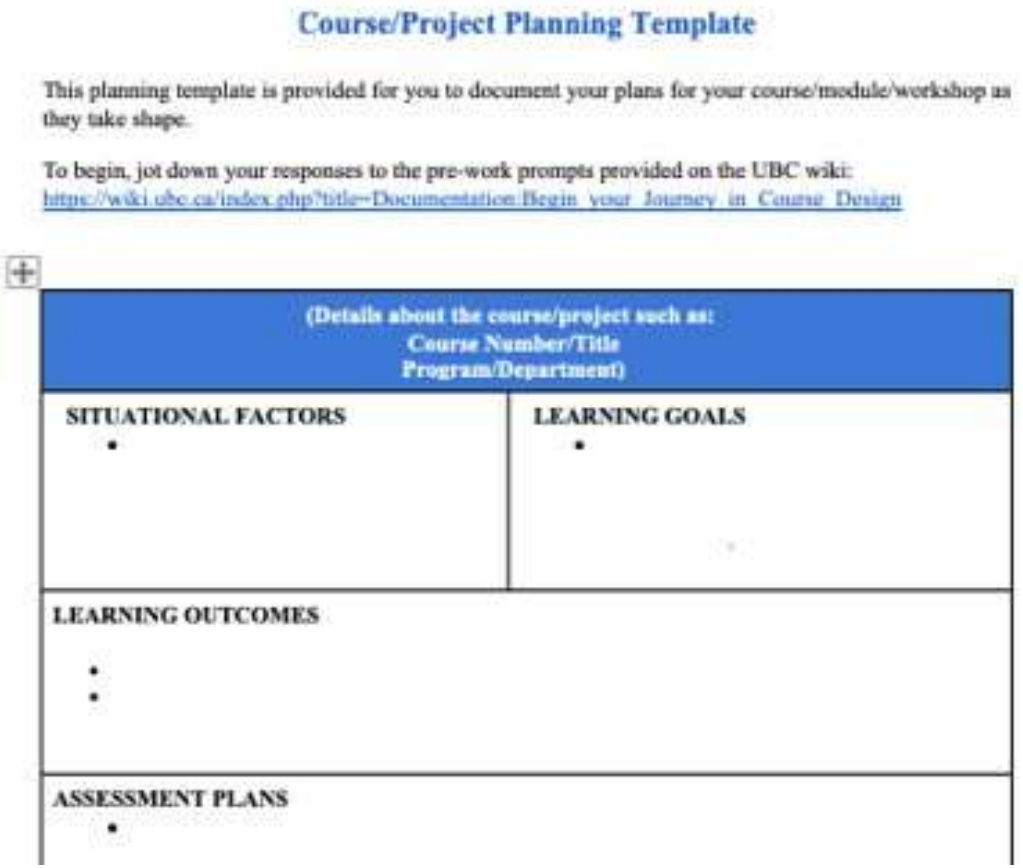
Now

- Describe the activity that you learned about in round and give an example of a context in which the strategy could be best used. (**5 minutes or less please, so that all 3 strategies can be covered**)



Your turn, again...

- Return to your plan
- Jot down any ideas for activities you will use to assist the learners develop their knowledge, affective or psychomotor skills to demonstrate that they have reached the learning objectives in your project.



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ASSESSMENT PLANS •	

Alignment

Alignment: choose your own adventure

Do your planned assessments and learning activities align and help learners reach the desired learning outcomes?

- Will my instructional strategies help learners reach the learning outcomes?
- Do my assessments provide evidence of reaching learning outcomes?
- Are my assessment plans and instructional strategies well-aligned?

Next Steps

- What do you still need to do?
- What are your next steps?

Take 1 minute to reflect on your next steps in moving your plan forward.

Please share your feedback using this QR code

Thank-you!

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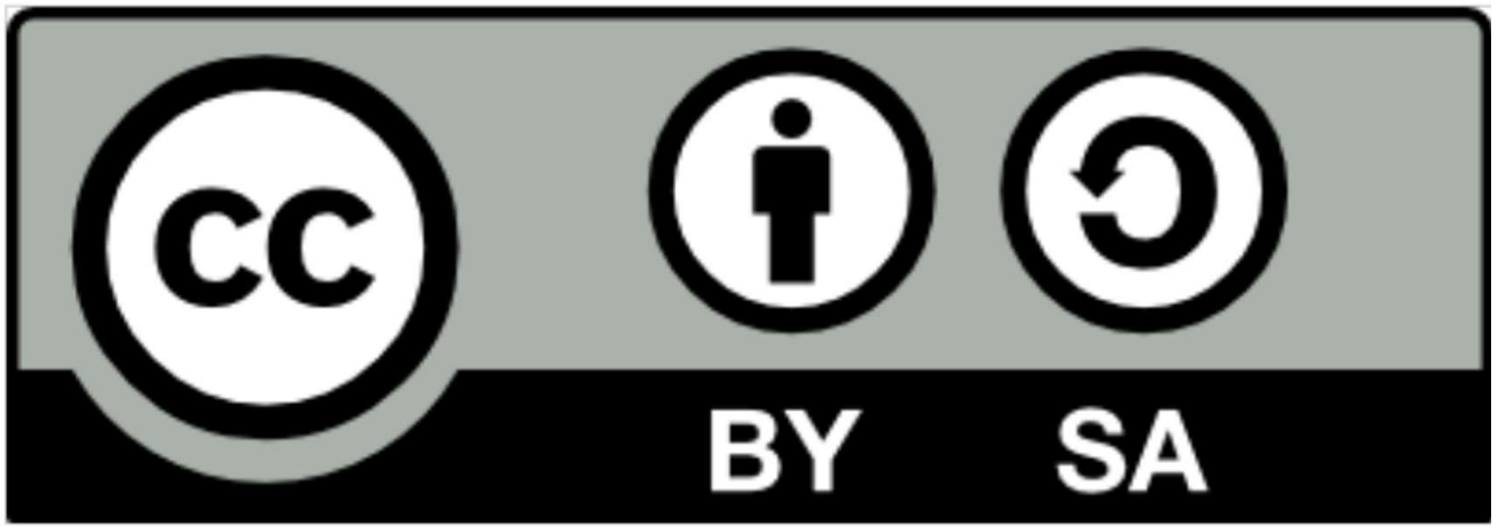

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