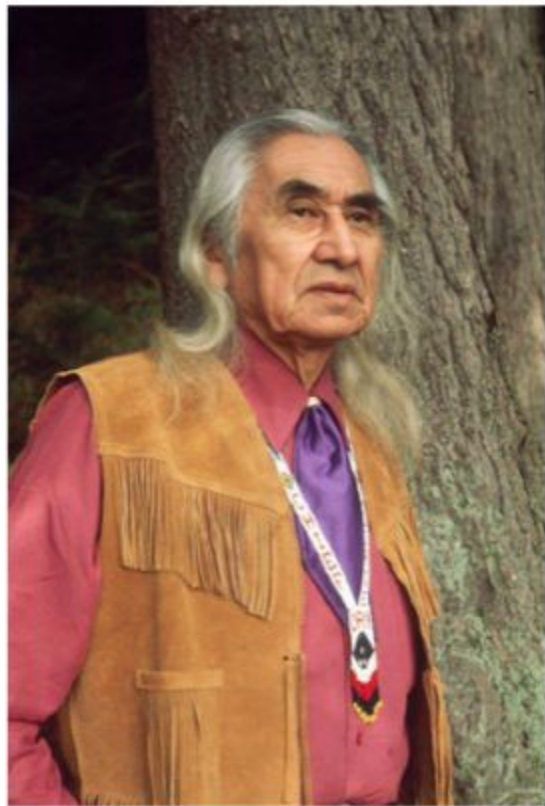# Journey into course design

*As you settle in, open annotation bar (check **Format** font to 12), then write (T) in this space: use one word to describe how your morning is going so far.

February 23 & March 2, 2021

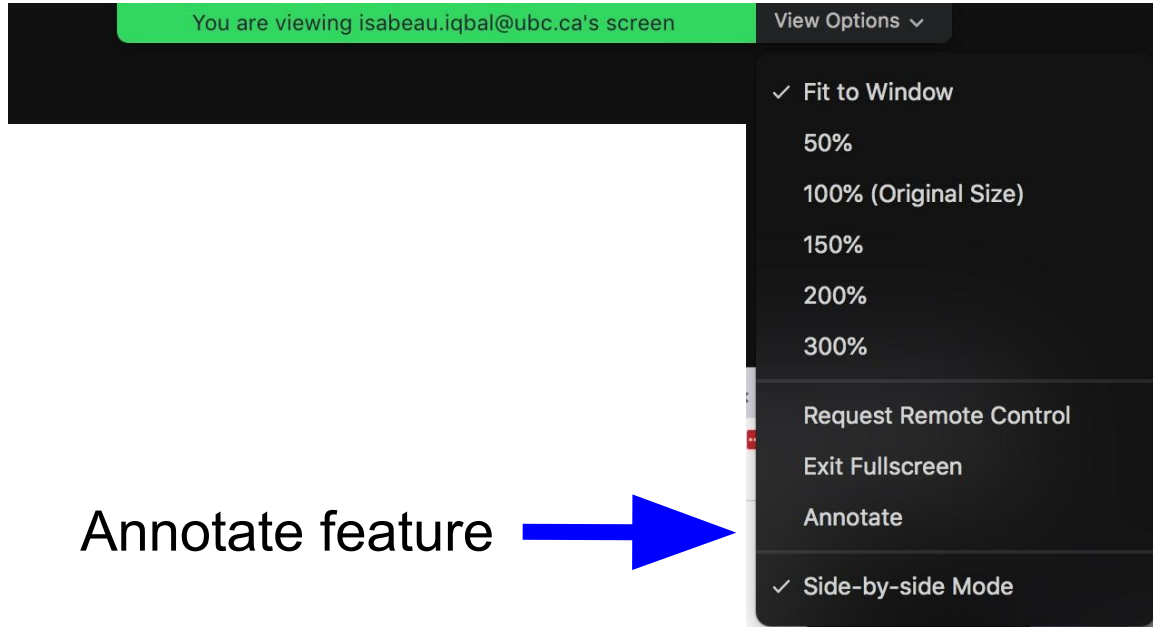**Ainsley Camps, Judy Chan & Sue Hampton, CTLT**

Land Acknowledgement

https://www.ya-native.com/Culture_NorthwestCoast/resources/wordstomygrandchild.html

Chief Dan George a chief of the Tsleil-Waututh Nation.

Annotate & Side-by-Side mode

You are viewing isabeau.iqbal@ubc.ca's screen   View Options ⌄

✓ Fit to Window

50%

100% (Original Size)

150%

200%

300%

Request Remote Control
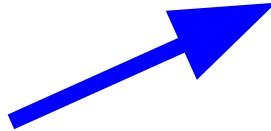
Exit Fullscreen

Annotate

✓ Side-by-side Mode

Annotate feature ➡

Side by side mode ➚

Two-Day workshop

Day I (Feb 23): Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes
- Alignment

Day II (March 2): Continuation of stages of design

- Assessment techniques
- Instructional Strategies
- Alignment

Session objectives

In today's session you will:

- Apply the backwards design framework to your course/project

- Examine the implications of the situational factors of your course/project

- Craft learning outcomes that reflect your intended learning goals for your learners

Zoom Mingle

Introductions - Zoom Mingle

Breakout rooms with 1-2 other people

Introduce yourselves

- Share similar details you shared on the padlet: name, department/unit, physical location, course/project you are working on
- Your goals for being in this workshop

2 rounds. 4 minutes/round.

Back together and, as time allows, a bit of sharing.

What does a learner-centred approach mean to you?

LEARNER CENTERED Teaching

1. Engages students **actively** in learning.
2. Motivates by **sharing** some power and control.
3. Encourages **collaboration**.
4. Includes learning skill **instruction** (and demonstrates thinking and analysis processes).
5. 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).

Why a learner-centred approach?

Better Outcomes for Students

LEARNER-CENTERED *Teaching*

FIVE KEY CHANGES TO PRACTICE

Maryellen Weimer

SECOND EDITION
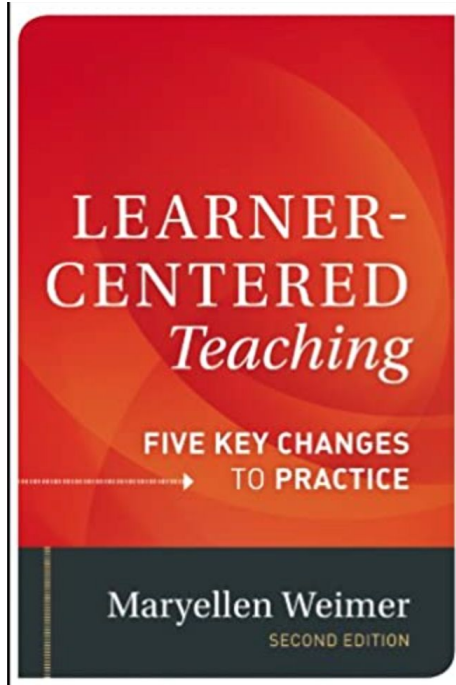
- Better assessment outcomes
- Deep understanding vs. surface learning
- Increased motivation to learn
- Promotes independent, self-directed and self-regulated learners

LEARNER-CENTRED COURSE DESIGN

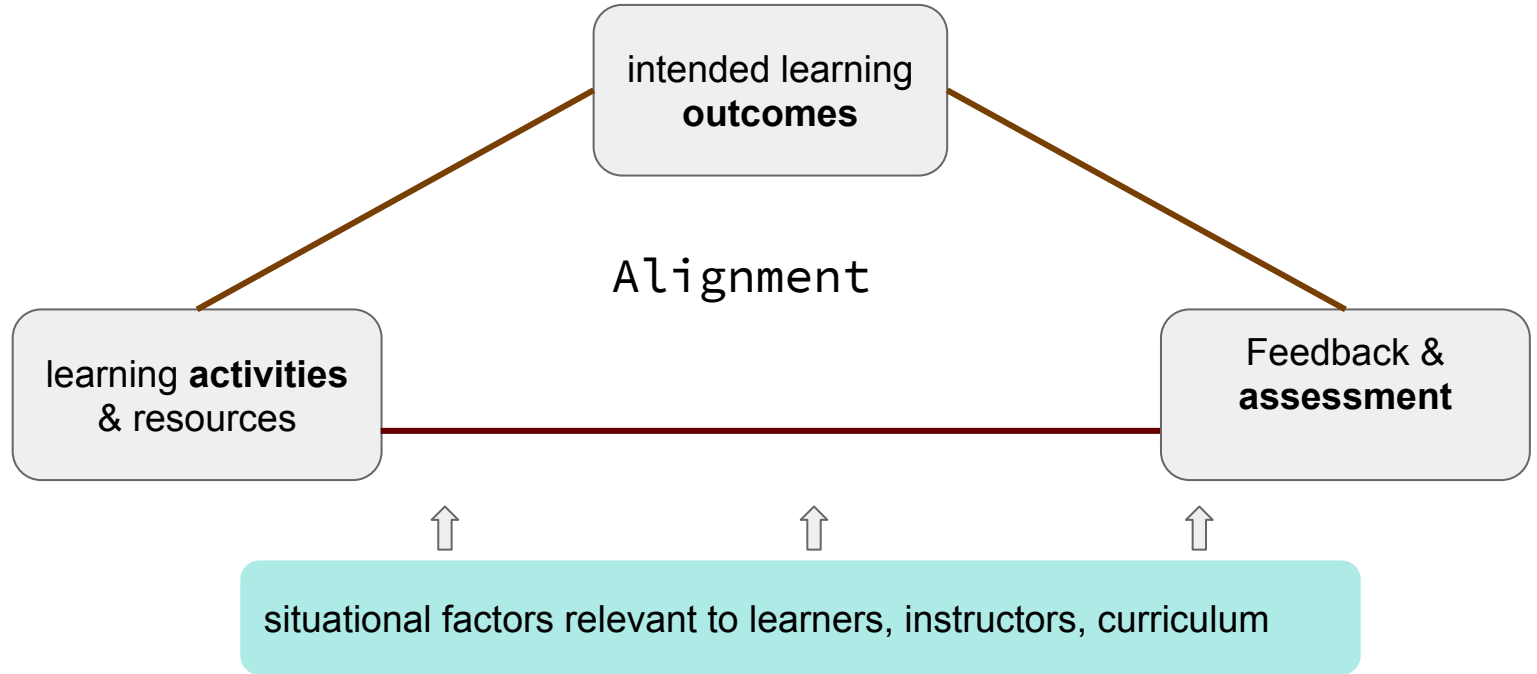what will I teach? what texts will I use?

start here

what will students learn?
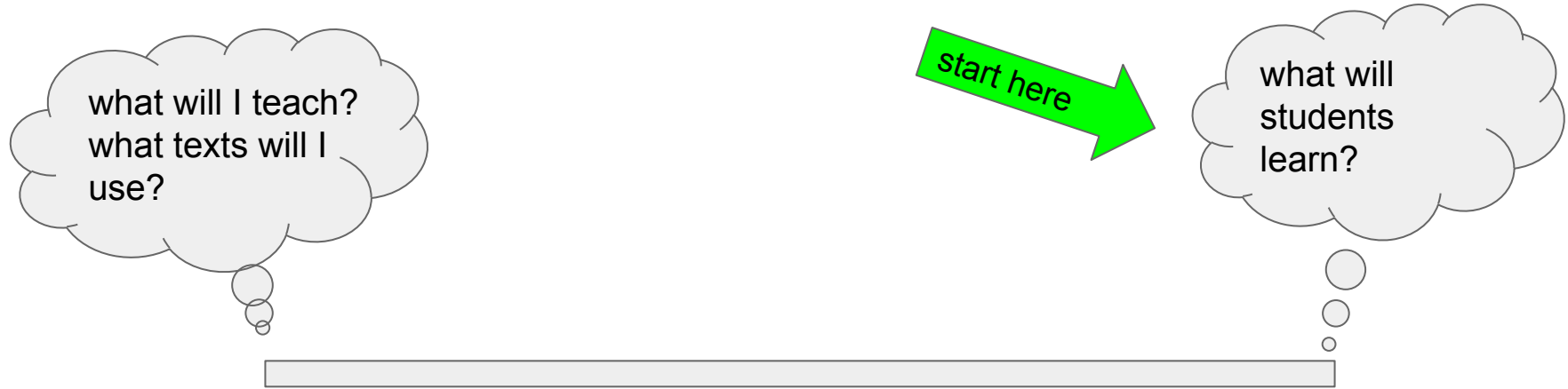
Forward looking:
Who are my students and who do they need to become?
(Rather than: "what content should I cover?")   -*M. Wesch (2015)*

Stages of course design

Situational Factors

Effective course design acknowledges the context in which it is embedded. Context includes considerations about:

- Learners
- Instructor
- Broader goals & outcomes
- Known factors or constraints

Created by Aenne Brielmann
from Noun Project

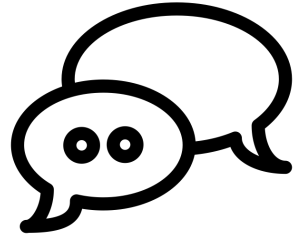# Situational Factors

Effective course design acknowledges the context in which it is embedded. Context includes considerations about:

- **Learners** (their needs, goals, interests, motivations,etc.)
- **Instructor** (your goals, your capacities)
- **Broader goals & outcomes,** (perhaps departmental, discipline and societal level)
- **Known factors or constraints** (such as resources, technology, etc.)
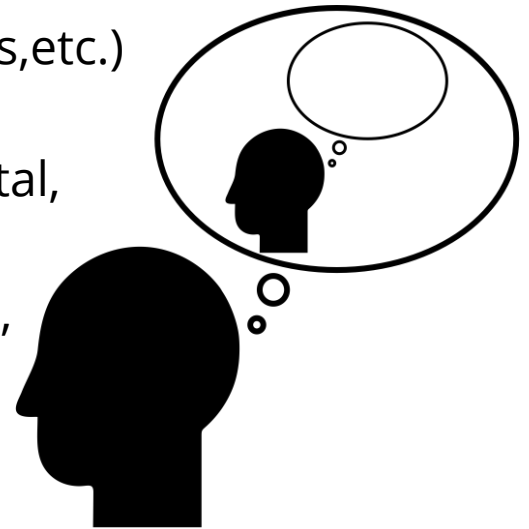
Small Group Discussion

In small groups of 3-4, discuss the **situational factors** of your course or project
(10 mins)

- Take turns

- Describe the situational factors you identified for your course/project

- Discuss "How might these impact the design of my course/project?"

Word Waterfall

Group Activity: *What situational factors are top of mind for you as you think about your design?*

- Pick the one situational factor that you feel has the most influence on your design

- Share it in the chat (**do not press 'enter'** until count of 1,2,3)

Contributions from Participants:
- student prior knowledge/background
- national professional credentialing exam
- prerequisites/knowledge
- Technological limitations (user, hardware, and internet connection)
- Learner
- Learner needs and goals
- Expectations from department/institution
- attracting participants
- students' interaction
- Learner goals
- Creating realistic assignments from a TA and student perspective
- student prior knowledge
- International audience
- Assessment

Created by Luis Prado from Noun Project
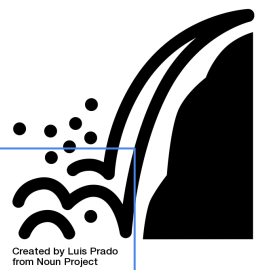
Pause & Document it!

- Grab the template from the Chat

- Add your situational factors to your template!

Keep these top of mind as you design throughout all stages

(take a quick break)

Outcomes of the learning

Think about your learners **at the end** of your course or project.

- What are your goals as an instructor/facilitator?
- What do you hope your learners are able to know/do/value?
- Imagine: *You run into one of your learners five-years from now. They say the one thing they learned from you that has really stuck with them is X.* What do you hope the X is?

Take 5 minutes to reflect. Write it down.

Stages of course design

intended learning **outcomes**

Alignment

learning **activities** & resources

Feedback & **assessment**

situational factors relevant to learners, instructors, curriculum
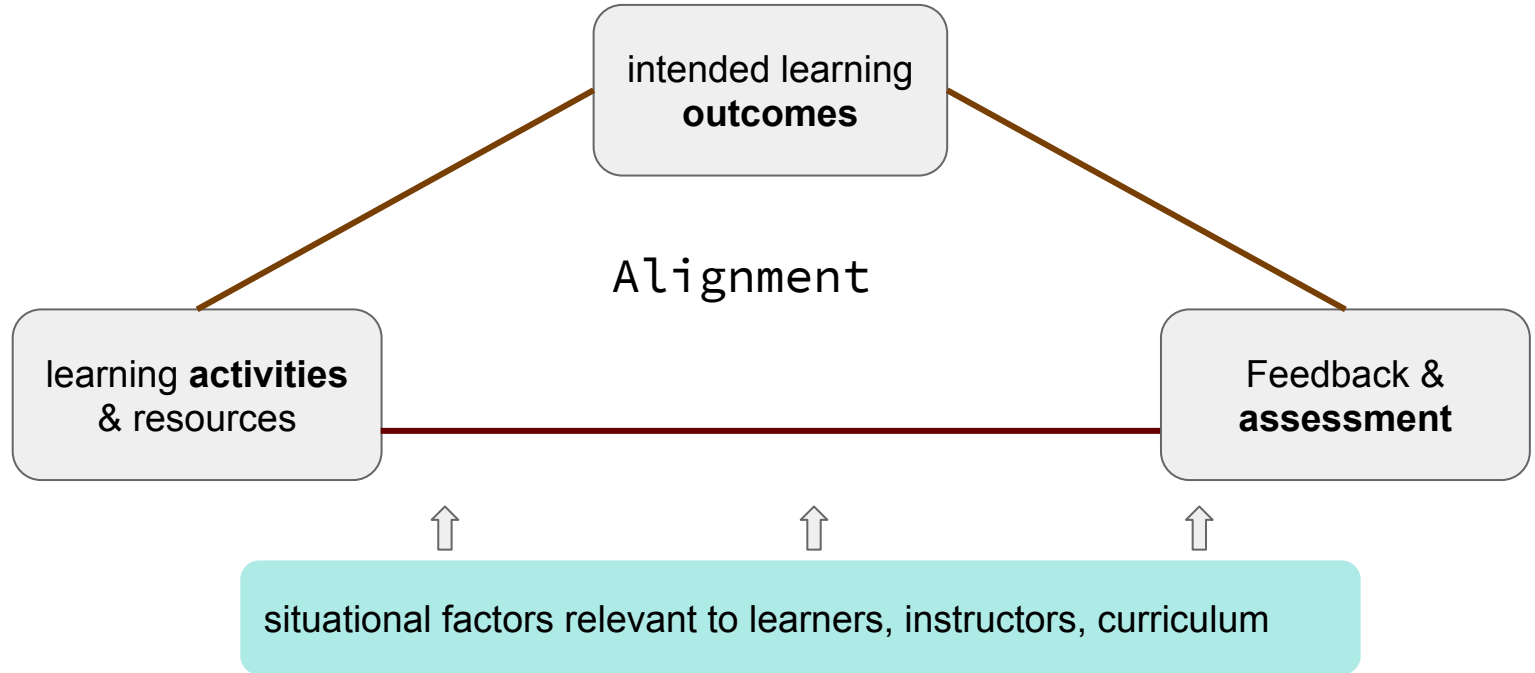
Terminology

Objectives

??? Outcomes

Created by Gregor Cresnar
from Noun Project

Why use learning outcomes?

CC0, TeroVesalainen, https://pixabay.com/en/target-goal-success-dart-board-1955257/

DEFINITION: LEARNING OUTCOMES

what a learner knows or can do as a result of learning

(Otter, 1992, p. i)

Levels of learning outcomes

- **Program-level learning outcomes**
  (what does a graduate know/do/value?)
- **Course-level learning outcomes**
  (know/do/value after your course)
- **Module-level**
  (know/do/value after the module)
- **Lesson-level learning outcomes**
  (know/do/value after the lesson)
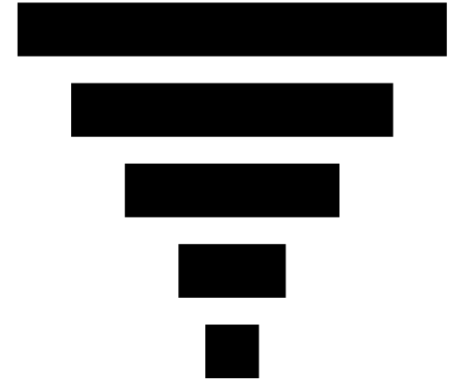
Created by Rohith M S
from Noun Project

Writing effective learning outcomes

3 elements of writing effective learning outcomes:

1. Learner Centred
2. Specific
3. Domains of learning

Learner centred

By the end of this course, **students** will be able to….

By the end of this module, **you** will be able to…

By the end of this workshop, **learners** will be able to

SPECIFIC

3 elements to include:

1. Action verb(s)
2. Subject (the "what")
3. Context or criteria (details the "what" of performance)

Example 1

By the end of this course, students will be able to...

Select appropriate materials for use in building wood-framed houses.

Example 1: breaking it down

Select appropriate materials for use in building woodframed houses.

action verb
subject
context/criterion

Example 2

By the end of this module, students will be able to...

Apply water sterilization techniques to purify the drinking water.

Example 2: breaking it down

Apply water sterilization techniques to purify the drinking water.

STEP 1: Revise into Learning Outcomes

Revise your earlier *outcomes for learning* into learning outcomes (10 mins)

Remember to be:

1. **Learner-centred**
2. **Specific** (include Action Verb, Subject, and Context)

Add to the Google Spreadsheet (Column A & Column B)

Writing effective learning outcomes

3 elements of writing effective learning outcomes:

1. Learner Centred
2. Specific
3. **Domains of learning**

Domains of learning

Cognitive

Affective

Psychomotor

Domains of learning help us be more Specific

By the end of the module, students will be able to understand the events surrounding the war of 1812.

Which domain?

By the end of this course, learners will be able to analyze social media plans for their effectiveness in marketing.

Which domain?

By the end of this module, learners will be able to insert a cannula into a vein accurately without causing a haematoma.
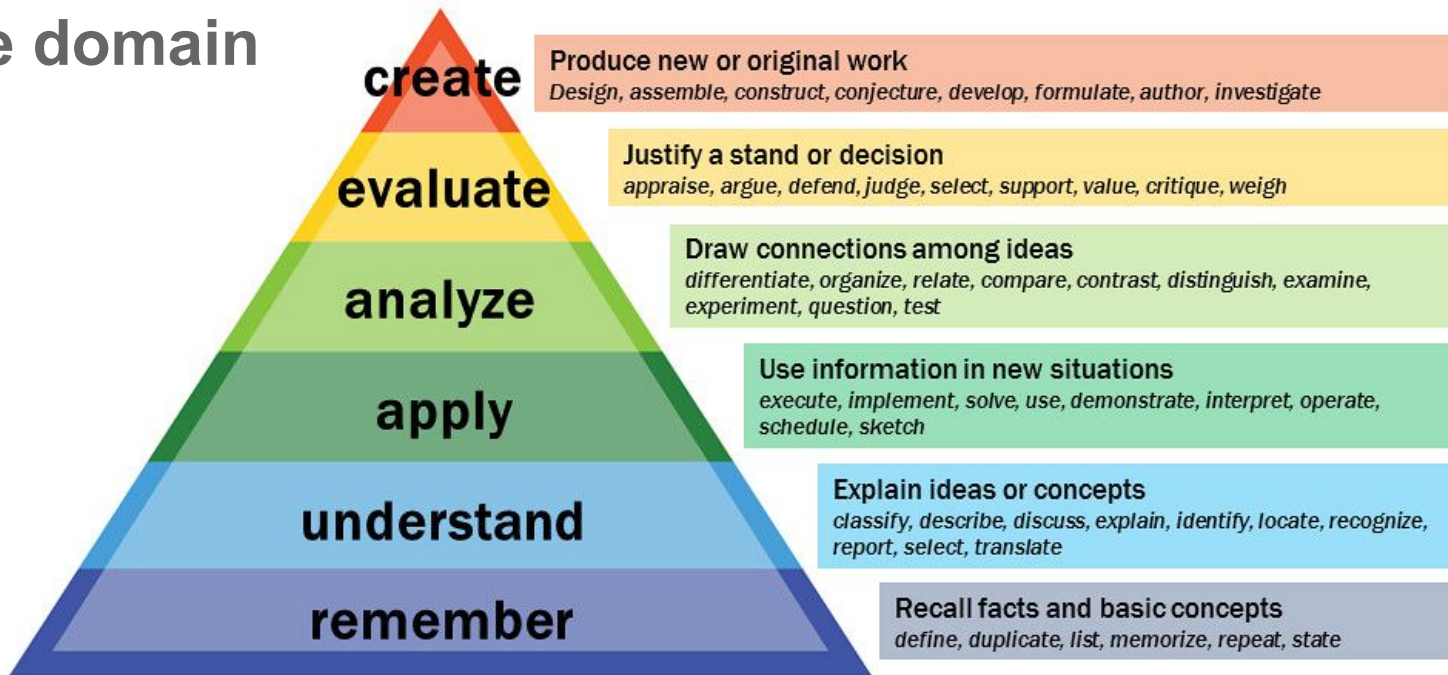
Which domain?

By the end of this module, learners will appreciate the ethical issues involved in the garment industry.

LEVELS OF LEARNING

Cognitive domain

Bloom's Taxonomy

create — **Produce new or original work**
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — **Justify a stand or decision**
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — **Draw connections among ideas**
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — **Use information in new situations**
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — **Explain ideas or concepts**
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — **Recall facts and basic concepts**
define, duplicate, list, memorize, repeat, state

DOMAIN & LEVEL EXAMPLE

By the end of this course, students will be able to:

1. Listen to others with respect (what level?)

2. Value the diverse opinions of peers and colleagues in the course. (what level?)

# Step 2: Identify domains & levels of learning

Revise your learning outcomes in **Column C** (10 mins)

- Identify domains of learning for each
- Identify levels within those domains
- Ask yourself:
  - Is this an end goal of the course? If early or mid-point, what would be the end goal? Revise.
  - Are some of these related to one broader goal? If so, cluster them and revise.

Sharing & refining

- Take turns to share from the Google Doc (15 mins)
- Identify the **domain & level** of learning for each learning outcome.
  - Are the statements a result of the learning at the end of the course/program?
  - Can your students attain them?
  - Are the statements clear to you, as well as your learners?

Learner centred courses are aligned
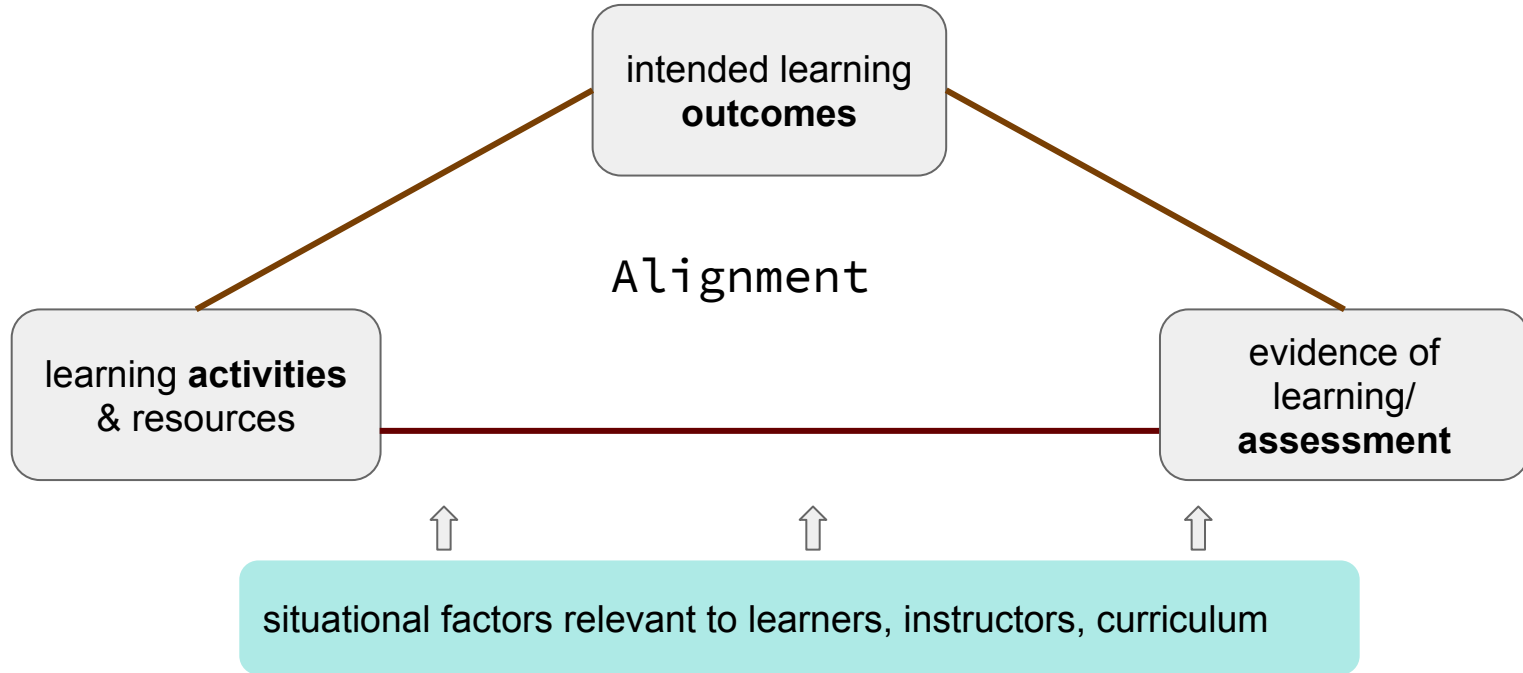
Example A:

By the end of the course, learners will recall the basic safety guidelines on bike-riding in the city.

What kind of assessment will provide evidence of this *(remember your domains of learning):*

A. A multiple choice quiz
B. A journal reflection
C. A team project on designing bike routes in Vancouver
D. A hands-on observation of riding a bike

Example B:

By the end of the course, learners will be able to operate an electric bike through the city streets.

What kind of assessment will provide evidence of this (*remember your domains of learning):*

A. A multiple choice quiz
B. A journal reflection
C. A team project on designing bike routes in Vancouver
D. A hands-on observation of riding a bike

Example C:

By the end of the course, learners will appreciate the benefits associated with biking to work.

What kind of assessment will provide evidence for this *(remember your domains of learning):*

A. A multiple choice quiz
B. A journal reflection
C. A team project on designing bike routes in Vancouver
D. A hands-on observation of riding a bike

Example D:

By the end of this course you will be able to assess the quality of your diet according to Canada's Food Guide
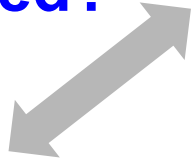
aligned?

Assignment:
- Keep a record of your food intake for 3-days.
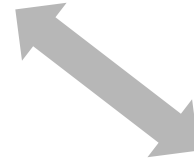- Compare your record to Canada's Food Guide

Example D:

By the end of this course you will be able to assess the quality of your diet according to Canada's Food Guide

aligned?

aligned?

- Class discussion: who has kept a food diary in the past? Do's and dont's

aligned?

Assignment:
- Keep a record of your food intake for 3-days.
- Compare your record to Canada's Food Guide

Assessment - Course Level

- How will you know whether learners have met the learning outcomes?

- What evidence is required, and how will you gather this evidence?

- Is your intent to evaluate learning (or is it to evaluate something else)?

Homework

1. Continue revising your Learning Outcomes (update **Column D** in Google Spreadsheet)
2. Assessment - Instructions on the wiki
3. Learning Activities
   a. Go to Slido.com
   b. #91717, or 91717
   c. Go to the Q&A tab
   d. Instead of **type a question**,
      i. Type in three (one for each entry) teaching activities, techniques, or tools you'd like to explore next Tuesday
      ii. Upvote what other has contributed
4. Formative feedback

REFERENCES

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Harden, R. M. (2002). Learning outcomes and instructional objectives: is there a difference?. *Medical teacher*, *24*(2), 151-155.

Kennedy, D., Hyland, A., Ryan, N. (2009). Learning outcomes and competences. *Bologna Handbook, Introducing Bologna Objectives and Tools*. Retrieved from: http://www.procesbolonski.uw.edu.pl/dane/learning-outcomes.pdf

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Co. *Krathwohl's Taxonomy of Affective Domain*.
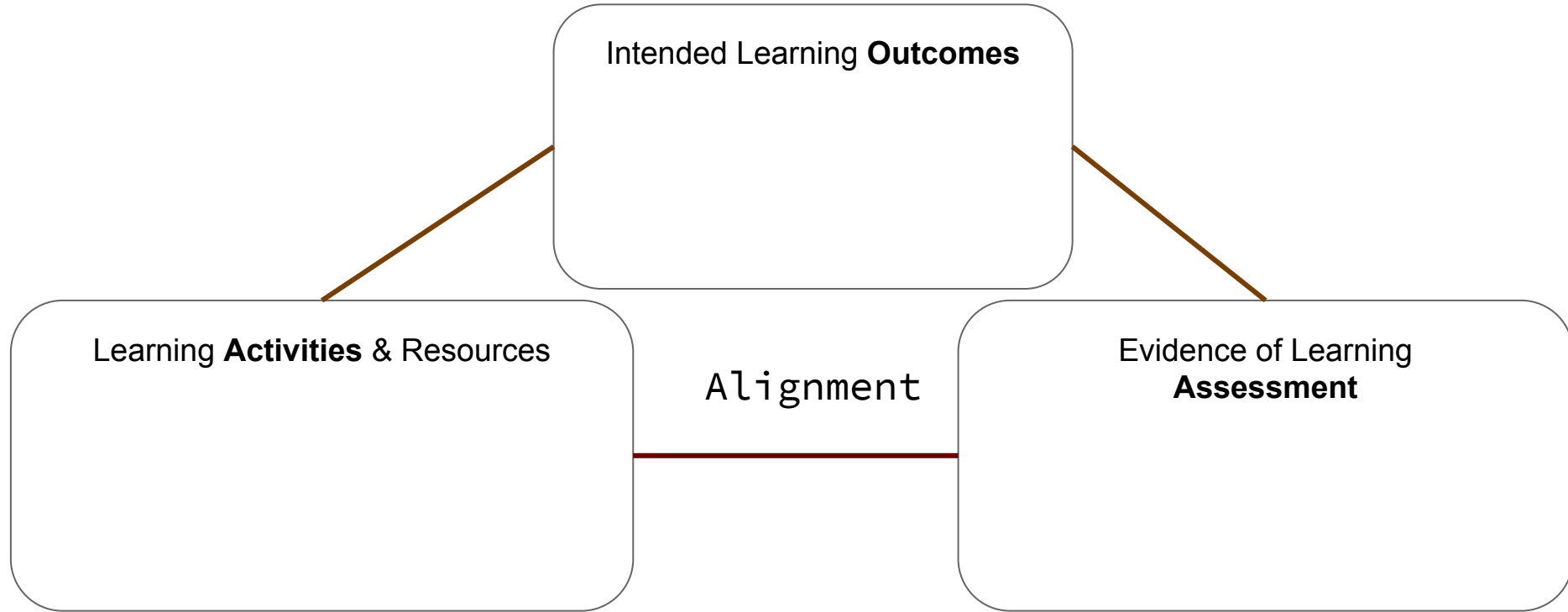
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UBC's Centre for Teaching, Learning and Technology

Stages of [course] design

Intended Learning **Outcomes**

Learning **Activities** & Resources

Alignment

Evidence of Learning
Assessment

Situational Factors: