



Journey into Course Design: Day Two

With Ainsley Camps, Judy Chan and
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Land Acknowledgement



How are
you feeling
today?

On this sheep-scale,
how do you feel today?



WOOL FOR EVERY DAY #IWOOLWOOLYOU

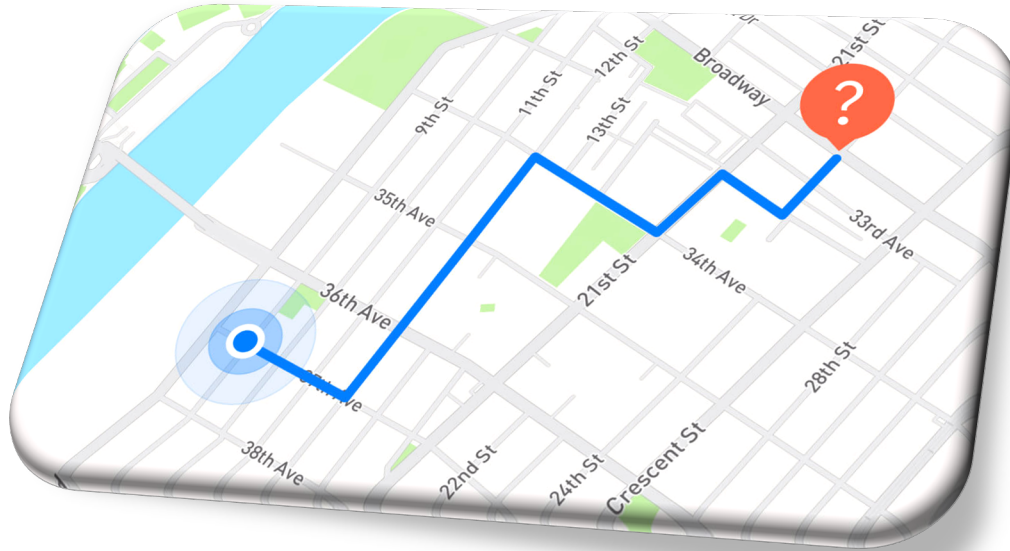
Two-Day Workshop

Day 1

Introduction to learner-centred course design

Day 2

Continuation of course design stages



Two-Day Workshop - Day 2

Day 1

Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes
- Alignment
- Introduction to Assessment

Day 2

Continuation of course design stages

- Learner-centred assessment
- Instructional strategies
- Alignment

Feedback from Day One

kele_fleming + 4 · 23h

Journey to Course Design (two stars and a wish)

Let us know two things that worked well for you today, and one wish for next time. (Click the + sign in the bottom right corner to post).

Hands on ⋮

Two Stars ⋮
What worked well for you today?

One Wish ⋮
What do you wish for next time we meet?

Practical ⋮

Interprofessional perspectives and discussion ⋮

Inspiration ⋮
The session inspired me to develop a new course and I am excited to learn approaches to make it relevant for students. I was feeling very lost before this!

It was great having the same people in repeated breakout rooms, so we could build on our previous conversation.

Could we please have the same people in our breakout rooms? It would be nice to hear and share how our objectives are coming along.

Objectives for Day Two

In today's session you will:

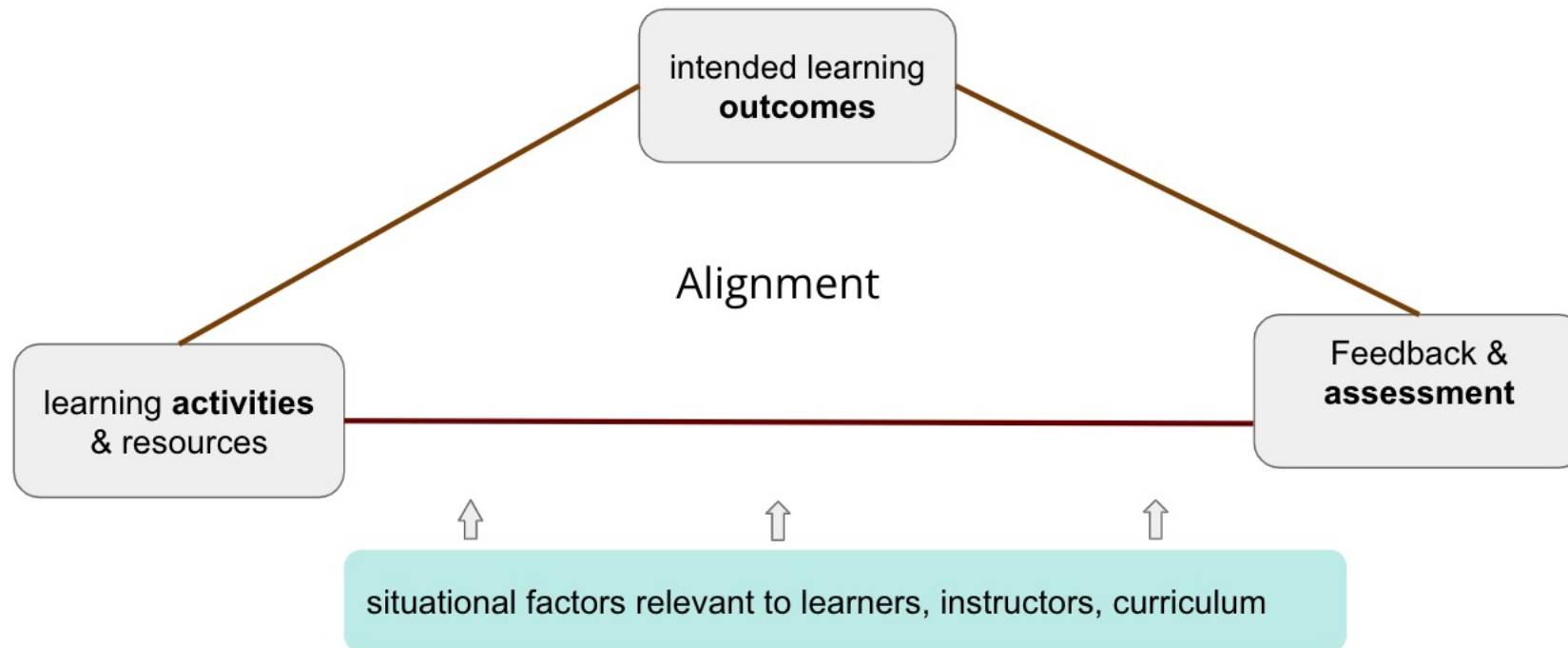
- ▶ Expand your understanding of learner-centred assessment practices
- ▶ Explore learner-centred instructional strategies that fit in your teaching context
- ▶ Practice aligning your learning outcomes with your assessment and instructional strategies



Agenda

- ▶ Welcome and settling in
- ▶ Review & questions from Day 1
- ▶ Learner-centred assessment practices
 - ▶ Buzz groups activity
- ▶ BREAK
- ▶ Instructional strategies & learning activities
 - ▶ Jigsaw group activity
- ▶ Alignment: small group discussion
- ▶ Next steps
- ▶ Wrap up

Stages of course design



Where are
you in your
journey?



Assessment - Techniques

Identify the assessment techniques you used

Place them along a timeline of your course

Left end: beginning of a course; right end: end of a course

audio video demonstration of facilitating skills. begin half way through course

quiz every class

biweekly online exams

case study

discussion

personal reflection

peer review

create plan/proposal

project

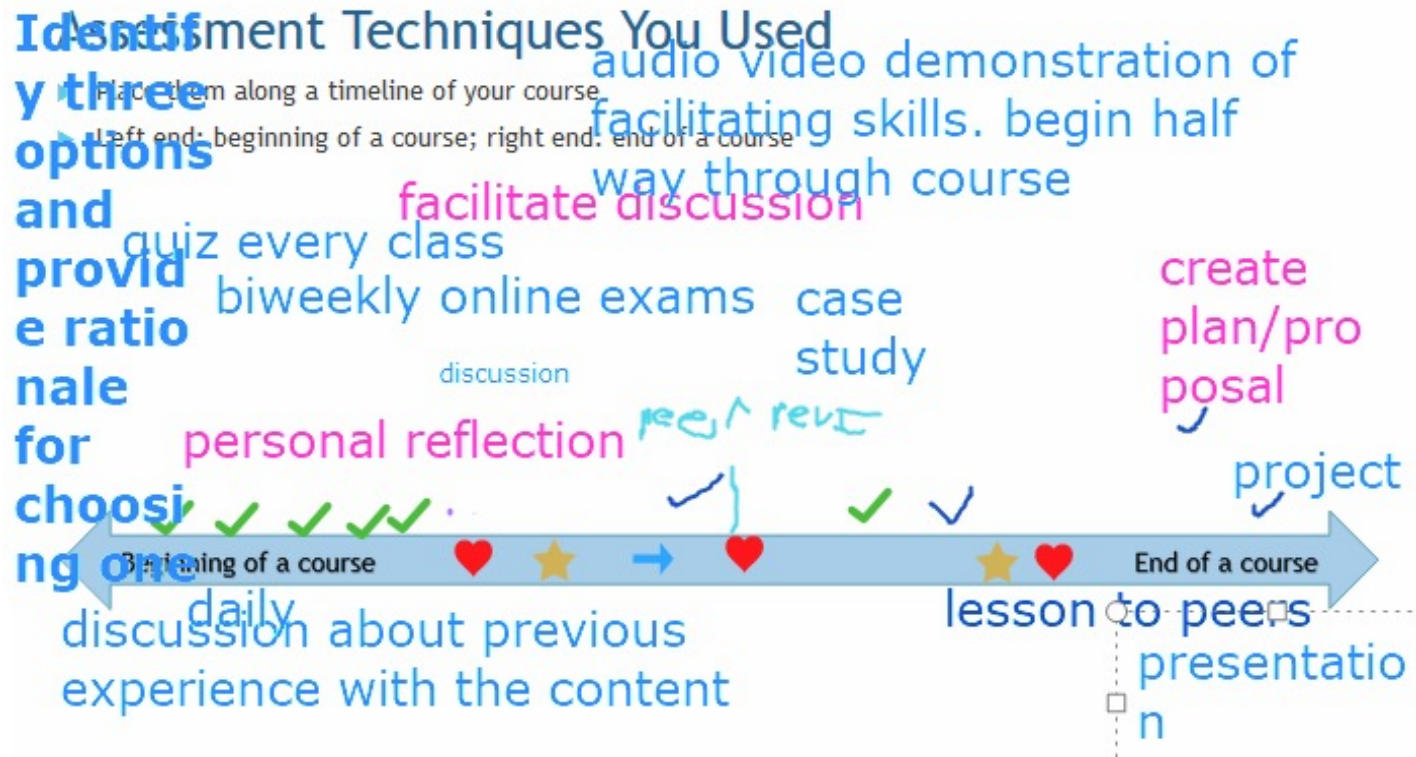
discussion about previous experience with the content

lesson to peers presentation

Beginning of a course

End of a course

Formative and Summative Assessment



Beginning of a course

End of a course

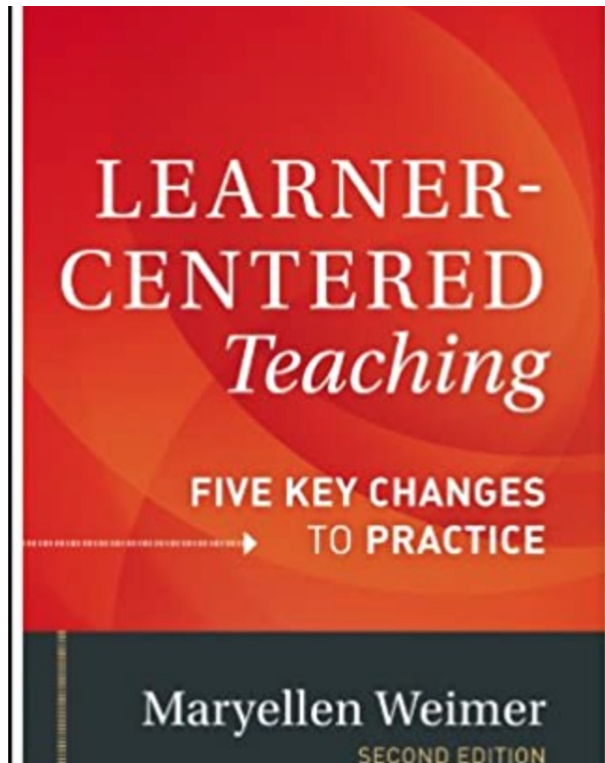
Formative Assessment

- Multiple occurrence
- Low stake (no to little grade)
- Monitor learning (and teaching)

Summative Assessment

- Near the end
- High stake (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).

Learner-centred Assessment Principles

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

Learner-centred Assessment - Active

Principles	Examples
Active Learning/Assessment	Authentic tasks and/or audience Share from/with each other
Share Power and Control	
Collaboration among Students/Instructors/Partners	
Learning Skills	
Practice Reflection	

Learner-centred Assessment - Power and Control

Principles	Examples
Active Learning/Assessment	Authentic tasks and/or audience Share from/with each other
Share Power and Control	Show/generate criteria and standards Give choices in assignment Give choices in grading %
Collaboration among Students/Instructors/Partners	
Learning Skills	
Practice Reflection	

Learner-centred Assessment Collaboration

Principles	Examples
Active Learning/Assessment	Authentic tasks and/or audience Share from/with each other
Share Power and Control	Show/generate criteria and standards Give choices in assignment Give choices in grading %
Collaboration among Students/Instructors/Partners	Group/teamwork or projects Community involvement (authentic contexts)
Learning Skills	
Practice Reflection	

Learner-centred Assessment Learning Skills

Principles	Examples
Active Learning/Assessment	Authentic tasks and/or audience Share from/with each other
Share Power and Control	Show/generate criteria and standards Give choices in assignment Give choices in grading %
Collaboration among Students/Instructors/Partners	Group/teamwork or projects Community involvement (authentic contexts)
Learning Skills	Opportunities to practice Frequent, immediate feedback Monitor learning over time
Practice Reflection	

Learner-centred Assessment Practice Reflection

Principles	Examples
Active Learning/Assessment	Authentic tasks and/or audience Share from/with each other
Share Power and Control	Show/generate criteria and standards Give choices in assignment Give choices in grading %
Collaboration among Students/Instructors/Partners	Group/teamwork or projects Community involvement (authentic contexts)
Learning Skills	Opportunities to practice Frequent, immediate feedback Monitor learning over time
Practice Reflection	Reflect on learning process (Self-assessment; peer-assessment)



Your Own Assessment

Think about ONE assessment method you use the most often or like to modify the most.

- ▶ Lower stake quizzes and/or assignments - multiple occurrences
- ▶ Project, presentation, or term paper (individual) - higher stake, major assessment
- ▶ Project, presentation, or term paper (group/team) - higher stake, major assessment
- ▶ Midterm, final exam - higher stake, formal, traditional sit-down writing



Adapting your own practices:

Quizzes and assignment
Project, presentation (individual)
Project, presentation (group)
Midterm and final

- ▶ Quickly introduce to each other how you use this assessment technique in your teaching (no more than 5 minutes total)
- ▶ Discuss how you may modify your practice to make it more learner-centred
- ▶ About 20 minutes to discuss
- ▶ Jot ideas down on Google Slide deck (non-UBC supported tool)

An overhead view of six people (three men and three women) sitting around a wooden conference table in a meeting room. They are engaged in a discussion, with papers, a laptop, and water bottles on the table. The room has a grey tiled floor and white chairs.

Sharing on Google Slides (non-UBC Supported tool)

Your turn:

- ▶ Return to your plan
- ▶ Reflect on new ideas, revise existing ideas.
- ▶ Jot them down on your template (10 min)

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

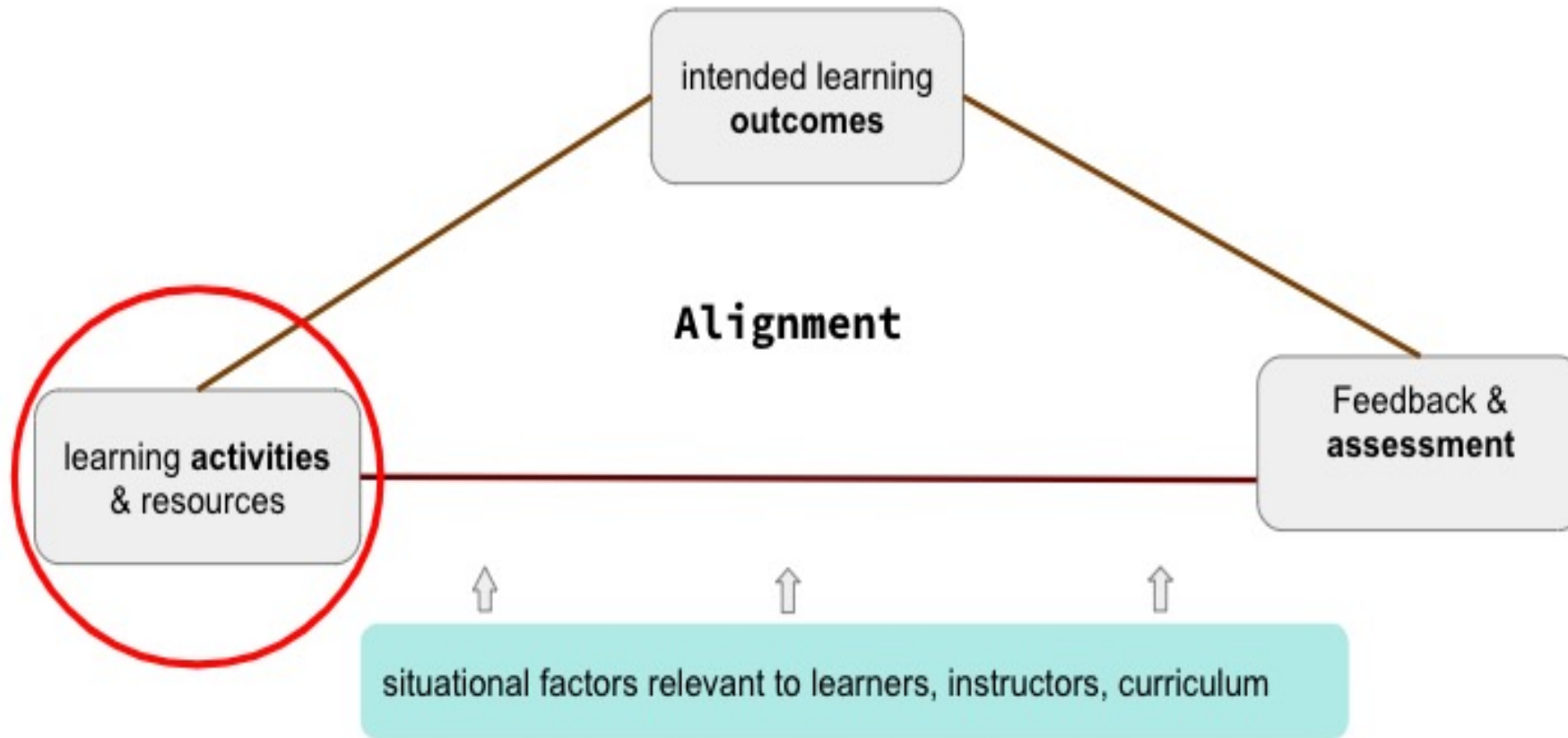


(Details about the course/project such as: Course Number/Title Program/Department)	
SITUATIONAL FACTORS •	LEARNING GOALS •
LEARNING OUTCOMES • •	
ASSESSMENT PLANS •	

The image is a composite of two photographs. The left side shows a man in a white t-shirt and dark leggings stretching on a light-colored wooden floor. He is in a low, wide-legged position, leaning forward with his arms extended. The right side is a close-up of two hands with light-colored nail polish holding a white ceramic cup with a blue geometric pattern. The cup is empty. A diagonal black line separates the two images. The word 'BREAK' is written in white capital letters on a green background in the bottom left corner.

BREAK

Learner-centred learning activities





Created by Luis Prado
from Noun Project

What are some of the
learning activities you
typically use in your
classes?

Jig-Saw Learning Activity Demonstration

Round 1- Expert Group



You will explore one instructional strategy

Round 2- Jigsaw Group

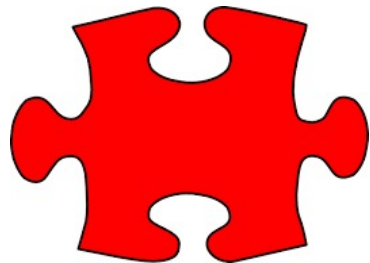


Will will share the strategy you
learned about in round 1

Jig-Saw Activity Instructions: Round 1

In breakout rooms of 3-4 people:

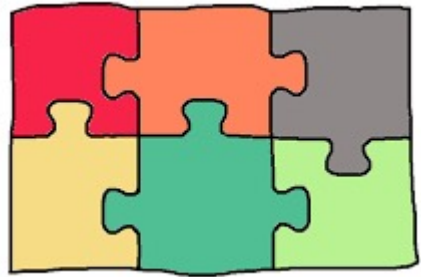
- ❓ Quickly introduce yourself
- ▶ Turn off your camera and mic and watch the video separately.
- ❓ On your own, watch the video of the strategy assigned to your group. Grab the link for the strategy from the chat box.
- ▶ Turn on your mic and video to join the group again
- ▶ Discuss the strategy and provide an example, of how the strategy could be used in your project or course (keep your responses to about 2 minutes per person)



Jig-Saw Activity Instructions: Round 2

In mixed groups of 3-4 with expert representatives from each one of the instructional strategies in the last round:

- Describe the instructional strategy 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
- ▶ Reflect on new ideas, revise existing ideas.
- ▶ Jot them down on your template (5 min)

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ASSESSMENT PLANS •	

Alignment: choose your own adventure

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

In your same small groups, take turns to:

- Share any questions you still have about your plans.
- Ask any questions you might have about your alignment
- Solicit feedback from the group.





Next Steps

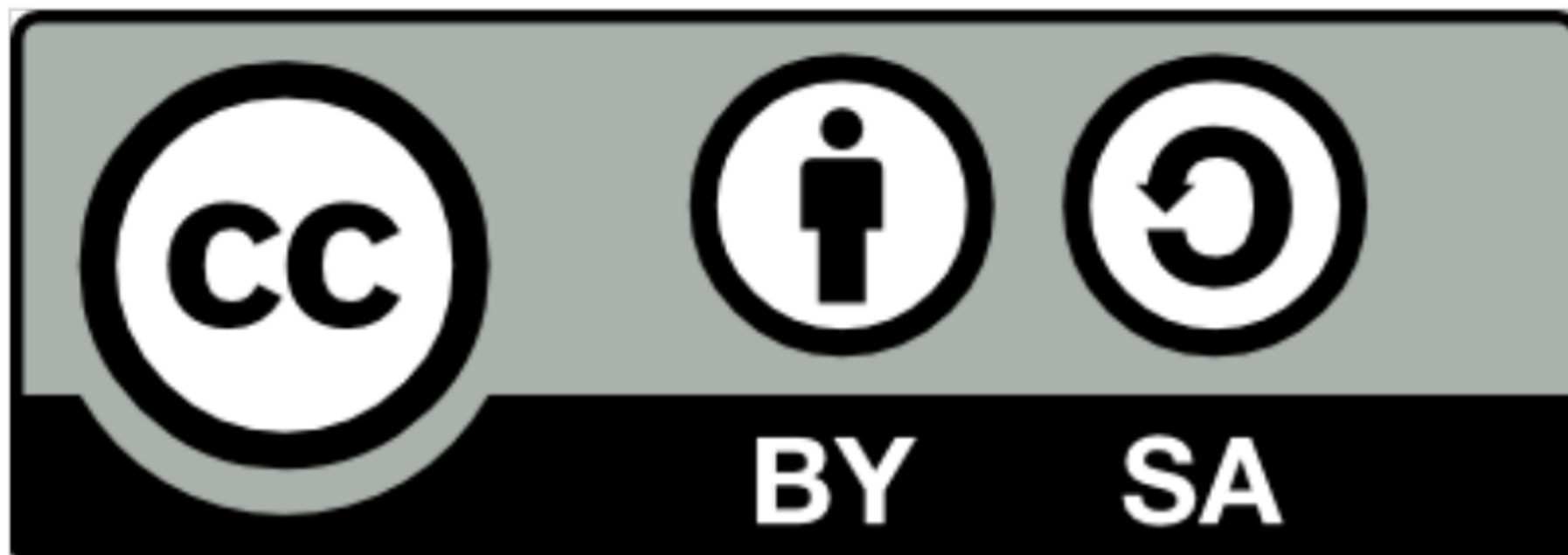
- ▶ What do you still need to do?
- ▶ What are your next steps?

Share your commitment in the chat

Thank-you!



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