Journey into Course Design: Day Two

With Ainsley Camps and Judy Chan

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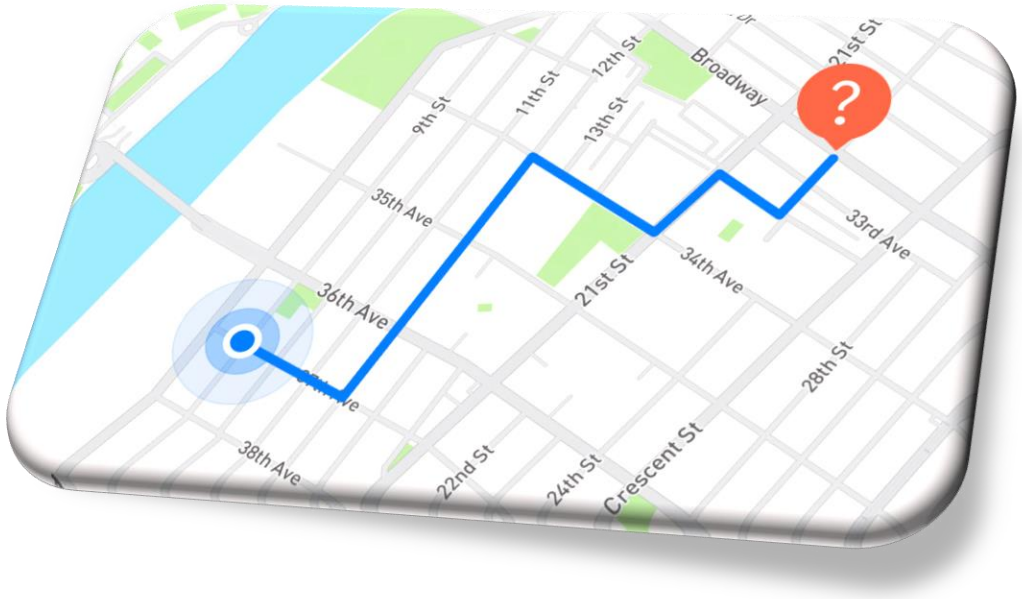
Land Acknowledgement

Reconciliation Pole
Photo by: UBC Brand & Marketing

Two-Day Workshop

Day 1
Introduction to learner-centred course design

Day 2
Continuation of course design stages



Objectives for Day Two

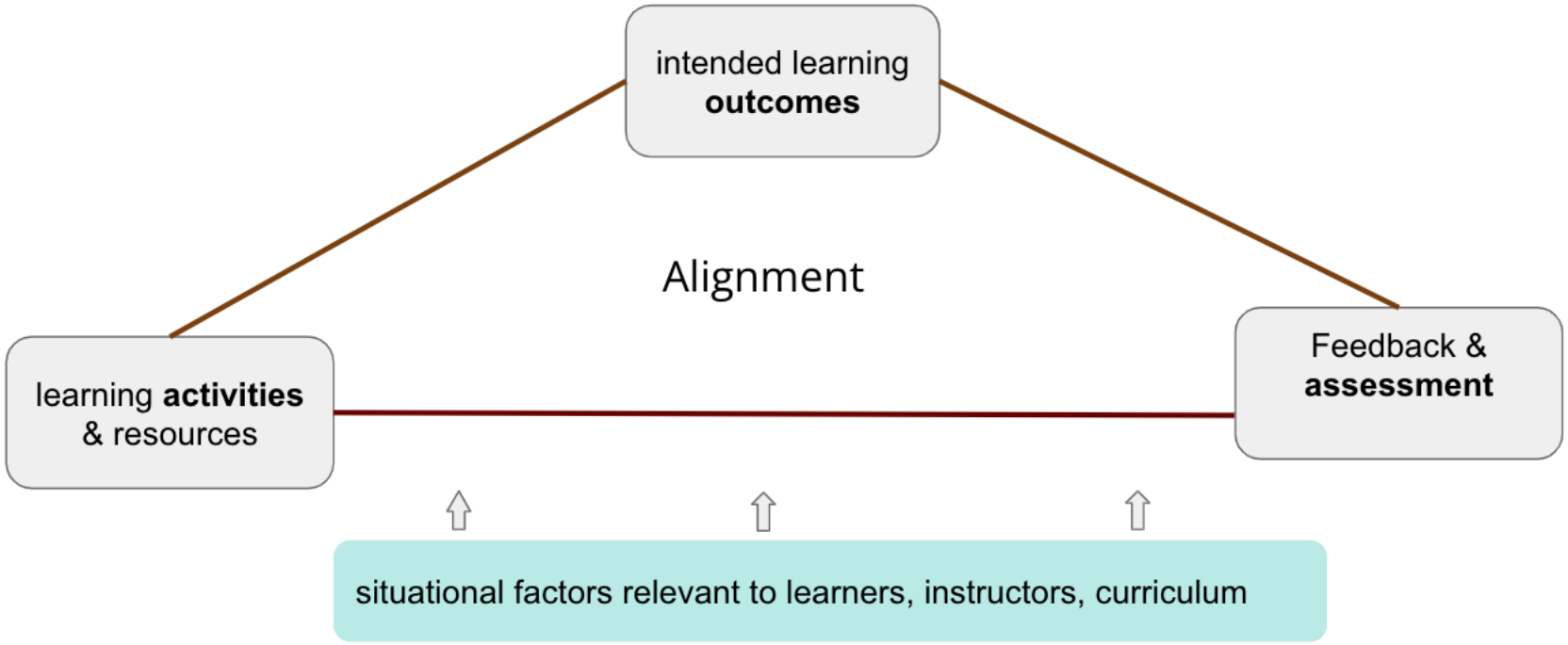
In today's session you will:

- 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



What have you been working on?

What assessment strategies have your used as an instructor, or experienced as a learner?

Formative and Summative Assessment

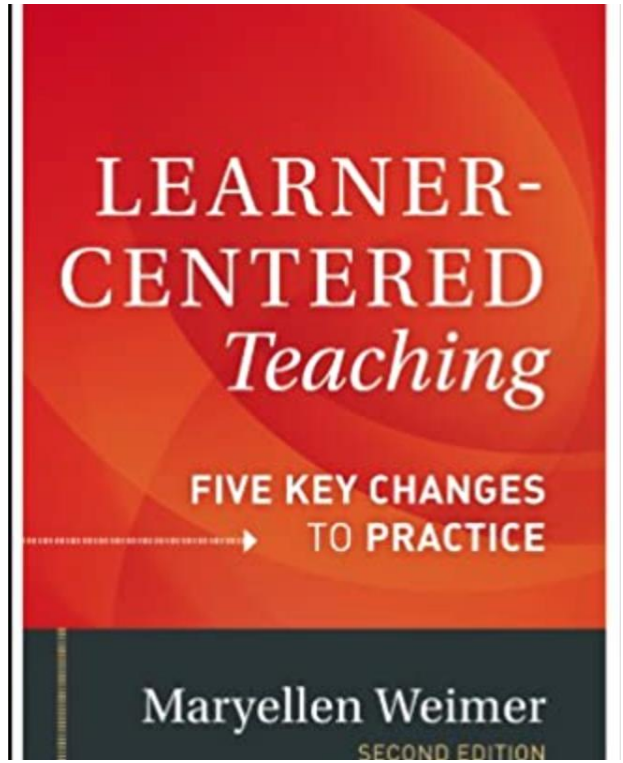
Formative Assessment

- 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 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)

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

Student-generated exam questions

- State the question
- Provide the correct answer
- Why should your question be included on the exam?

Student-generated exam questions

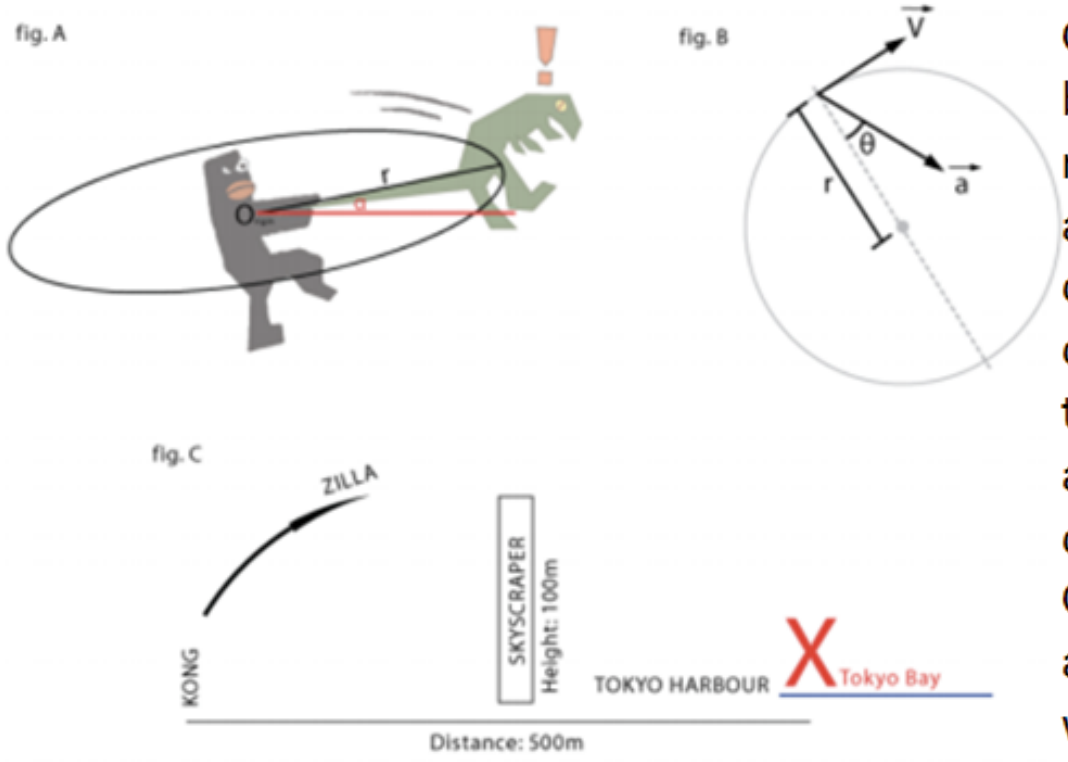


FIG. 2. Diagram accompanying Godzilla question.

... At this instant, Kong releases his grip on Godzilla's tail, attempting to hurl him into the bay, 500m away, denoted on figure 3 by a big red X. However, exactly halfway between Kong and the bay is the last remaining sky- scraper in downtown Tokyo (the monster brawl having destroyed the rest). The skyscraper is 100m tall.

$a = 60\ m/s^2$ $r = 70\ m$ $\alpha = 45$ degrees $\theta = 20$ degrees

Given the above values of a, r, α and θ, and assuming that the height of Kong is negligible when Godzilla is launched (i.e. assume Godzilla is launched from ground level) what happens to Godzilla?

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

Two-stage Exam

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

Rubrics

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of	The introduction clearly states the main topic and	The introduction states	

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

	...ation, so the paper is exceptionally easy to read.	...capitalization or punctuation, but the paper is still easy to read.	...makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	...ding. 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 m... more th... errors in grammar or spelling that distract the reader from the content.

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 – Student Engagement

P-TECH Student Engagement Rubric

Professional Skills	Advanced Proficient (4)	Proficient(3)	Fair (2)	Needs Improvement (1)	Un
Attitude/Behavior	Student is always respectful of his or herself, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or herself, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or herself, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.	Stu dis her tea eng pos cor oth the
Focus on Project and/or Classwork	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.	Do wo dor lea
Contributions in Classes or Working with Others	Routinely provides useful ideas when participating in classroom discussion. A	Usually provides useful ideas when participating in classroom discussion. A	Sometimes provide useful ideas when participating in classroom discussion. A	Rarely provides useful ideas when participating in classroom discussion. May	Re cla dis

Rubrics - Video Project

ACTIVITY		WOW!	Good	Starting	Not there yet	POINTS
Story	**Story**	**10 points** Creative, complete, and original; with details supporting the development of the story.	**7 points** Sequential and cohesive; with some details supporting story	**4 points** Beginning, middle, end only, with few details	**0 points** No story.	
	Organization	**10 points** Sequential and logical with smooth flow	**7 points** Good organization	**4 points** Missing a few details.	**0 points** No order.	
	Introduction	**5 points** Dramatic and strong opening leading smoothly to story development	**3 points** Clear introduction with attention to detail.	**1 point** Opening statement with little detail.	**0 points** Unclear	

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

Rubrics - A Rubric for Rubrics

https://www.ecu.edu/cs-educ/opd/upload/RubricforRubrics.pdf

Criterion 1: COVERAGE/ORGANIZATION (Continued)		
B. Criteria are Well Organized		
5—Strong	*3—Medium*	*1—Weak*
1. The rubric is divided into easily understandable criteria as needed. The number of criteria reflects the complexity of the learning target. If a holistic rubric is used, it's because a single criterion adequately describes performance.	1. The number of criteria needs to be adjusted a little: either a single criterion should be made into two criteria, or two criteria should be combined.	1. The rubric is holistic when an analytic one is better suited to the intended use or learning targets to be assessed; or the rubric is an endless list of everything; there is no organization; the rubric looks like a brainstormed list.
2. The details that are used to describe a criterion go together; you can see how they are facets of the same criterion.	2. Some details that are used to describe a criterion are in the wrong criterion, but most are placed correctly.	2. The rubric seems "mixed up"—descriptors that go together don't seem to be placed together. Things that are different are put together.
3. The relative emphasis on various features of performance is right—things that are more important are stressed more; things that are less important are stressed less.	3. The emphasis on some criteria or descriptors is either too small or too great; others are all right.	3. The rubric is out of balance—features of more importance are emphasized the same as features of less importance.
4. The criteria are independent. Each important feature that contributes to quality work appears in only one place in the rubric.	4. Although there are instances when the same feature is included in more than one criterion, the criteria structure holds up pretty well.	4. Descriptors of quality work are represented redundantly in more than one criterion to the extent that the criteria are really not covering different things.
C. Number of Levels Fits Targets and Uses		
5—Strong	*3—Medium*	*1—Weak*

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 // 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 >>

Students as Producers Vs Disposable Assignments

Contributing to Wikipedia (Students as Producers)

JudyCChan 0 1 Talk Sandbox Preferences Beta Watchlist Contributions Log out

Article Talk | Read Edit View history More Search

WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Featured content
Current events
Random article
Donate to Wikipedia
Wikipedia store

Interaction
Help
About Wikipedia
Community portal
Recent changes
Contact page

Tools
What links here
Related changes
Upload file
Special pages
Permanent link
Page information
Wikidata item

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,

After contribution:

Original

UBC – Wiki, Open Cases

Course:FNH200/TeamProjectsShowcase

< Course:FNH200

Welcome, Help and Resources | 2022 Team Assignments | 2022 Team Projects

FNH 200 Team Projects

Topic	Year	Location	Video
Alcohol, ethanol, CH3CH2OH, (eg. beer, wine)	2013	UBC Wiki	none
Allspice	2018	Wikipedia	none
Anise	2018	Wikipedia	none
Apple Butter Apple Butter	2015	Wikipedia Wiki Sandbox	Video is private (no longer
Apple Juice	2017	Wikipedia	none
Ayran	2015	Wikipedia	

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Pharmacy | Public Policy & Global Affairs | Social Justice | Soil Science

LIQUIFIED NATURAL GAS: DREAM FUEL OR PIPE DREAM?

In a 2021 course report, the graduate students analyze how

STRATEGIC PLANNING: NON-PROFIT REQUEST FOR PROPOSAL ACTIVITY CASE

Laurier Students' Public

PRODUCT ENDORSEMENT

Anita is a recent graduate of the UBC Doctor of Pharmacy

Community-based Learning

The Centre for Community Engaged Learning collaborates with students, staff, faculty and community partners to work through complex community-based issues, both locally and internationally.

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 others' work
  - Students as producers
  - Community-based learning

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

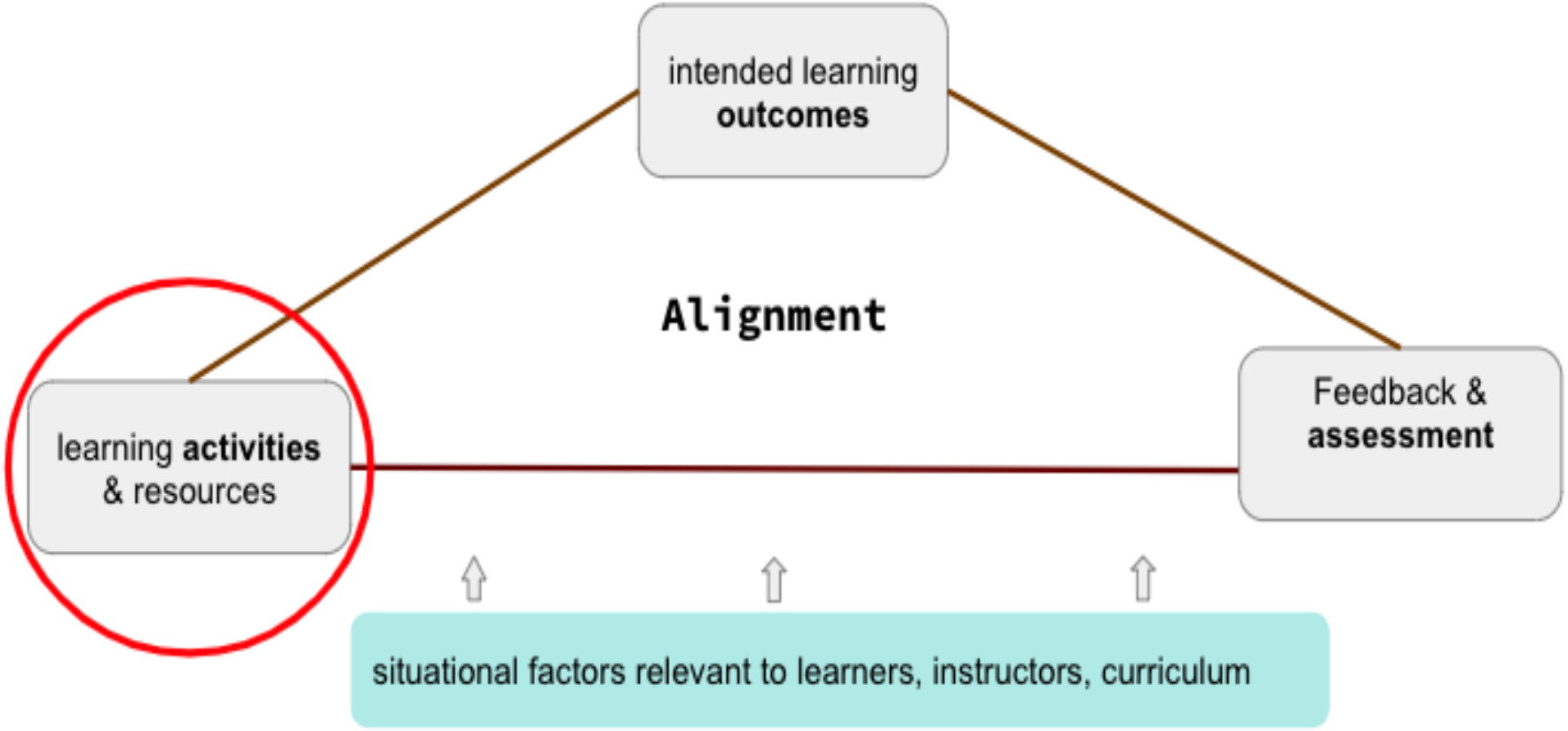
This planning template is provided for you to document your plans for your course/module/workshop as they take shape.

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



Increasing student engagement in your classroom: Active Learning

Last time we met, we asked you what learning strategies you use or want to know more about.

Many of you were interested in learning strategies that would encourage your learners to get more engaged or increase their motivation.

We designed this activity to give you an opportunity to learn some active learning strategies and to reflect on how these strategies can be used in your individual context.

Gallery Walk 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.

Gallery Walk Activity Step 2

Next, take another walk around the gallery of activities.

Stand next to a flipchart that describes an activity that you are thinking of using in your context, or one that intrigues you.

How will you use it/adapt it for your context?

Your turn, again...

- Return to your plan
- Reflect on new ideas, revise existing ideas.
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SITUATIONAL FACTORS •	**LEARNING GOALS** •
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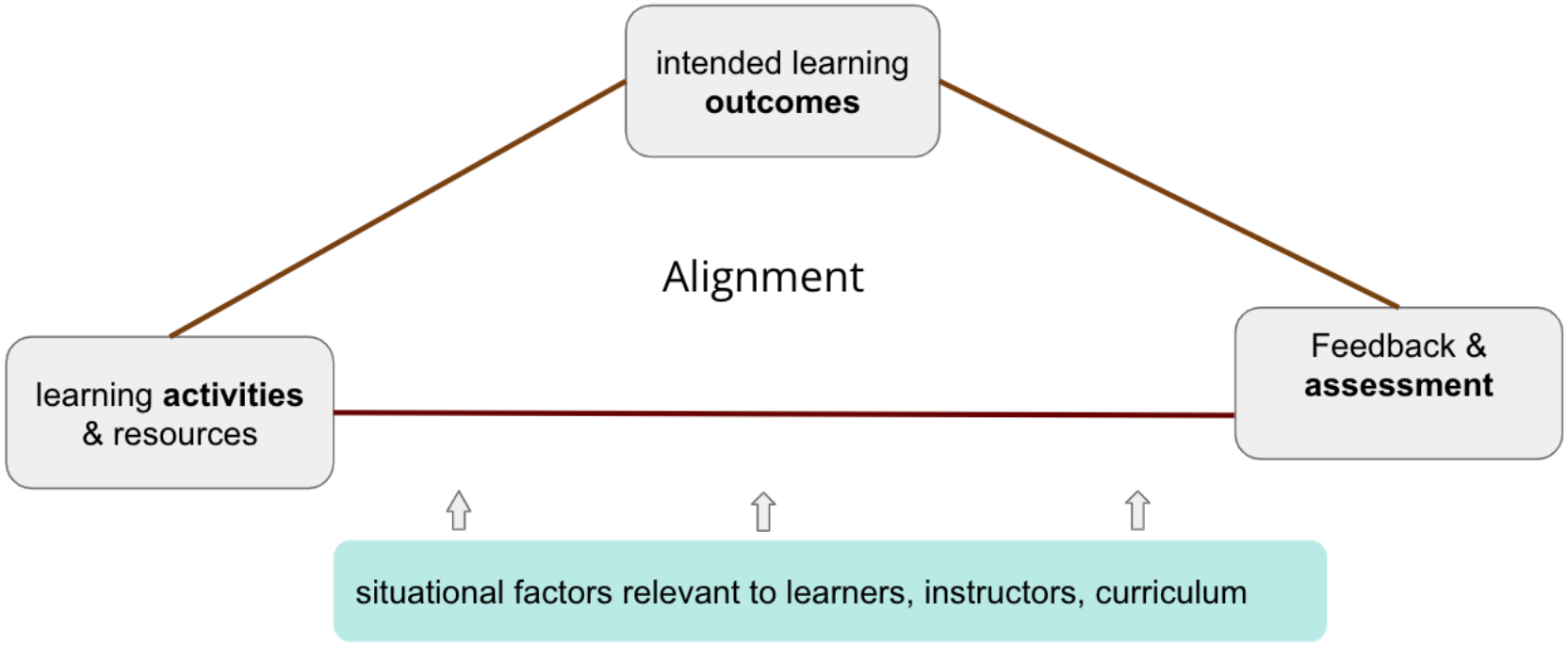
ASSESSMENT PLANS •	

BREAK

Alignment

Learner-centred courses are well-aligned



Bike-riding 101: Assessment plan

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

You are considering these options:

- A multiple choice quiz
- A journal reflection
- A team project on designing bike routes in Vancouver
- An essay on the benefits of riding a bike

Bike-riding 101: Instructional Strategy

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

You are considering these options:

- Group discussions on how to ride a bike
- Writing journal reflections on how to ride a bike
- A team project on designing bike routes in Vancouver
- Hands-on practice with riding a bike through the city streets

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?

Thank-you!

https://ubc.ca1.qualtrics.com/jfe/form/SV_5sUbKcqBhp75O62

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