Journey into Course Design: Day One

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Land Acknowledgement

- Figure: Indigenous wholistic framework © M. Pidgeon is licensed under a CC BY (Attribution) license

Objectives for Day One

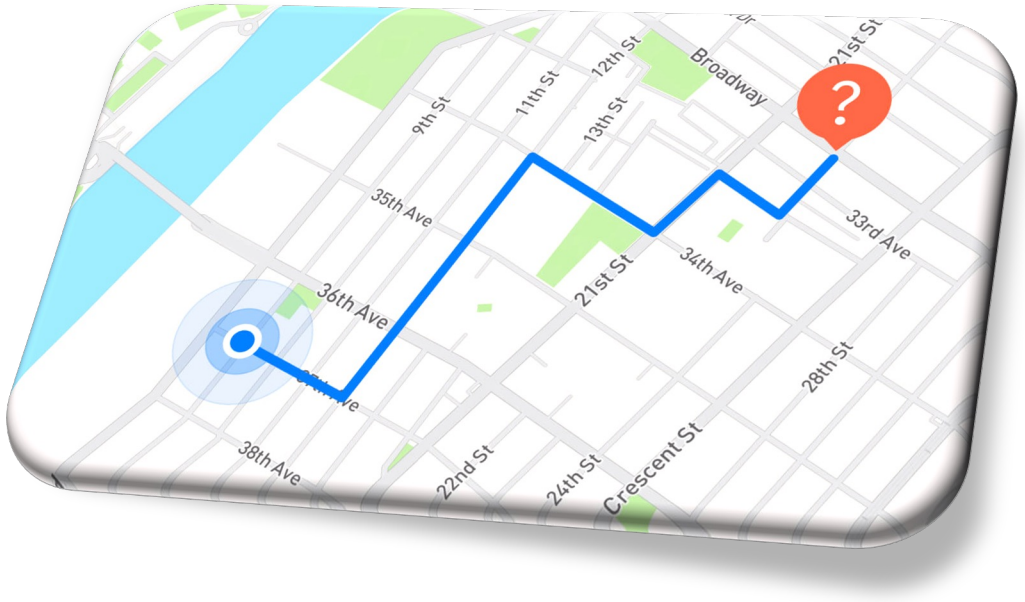
In today's session you will:

- 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 the intended learning goals for your learners
- Be introduced to the concept of alignment

Two-Day Workshop

Day 1
Introduction to learner-centred course design

Day 2
Continuation of course design stages



Agenda

- Welcome & settling in
- Learner-centred approach to course design
  - Situational Factors
  - Course-level learning outcomes
  - Concept of alignment
  - Assessment (formative, summative)
- Homework & wrap-up

Course or Project Planning 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 •	
LEARNING ACTIVITIES/RESOURCES *Learning in this course will be supported by the following types of activities:* •	

Who's in the room? -to update from Introductions on padlet

What does a learner-centred approach mean to you?

Write on sticky notes

What does a learner-centred approach mean to you?

Write on sticky notes
Share and discuss with tablemates

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).

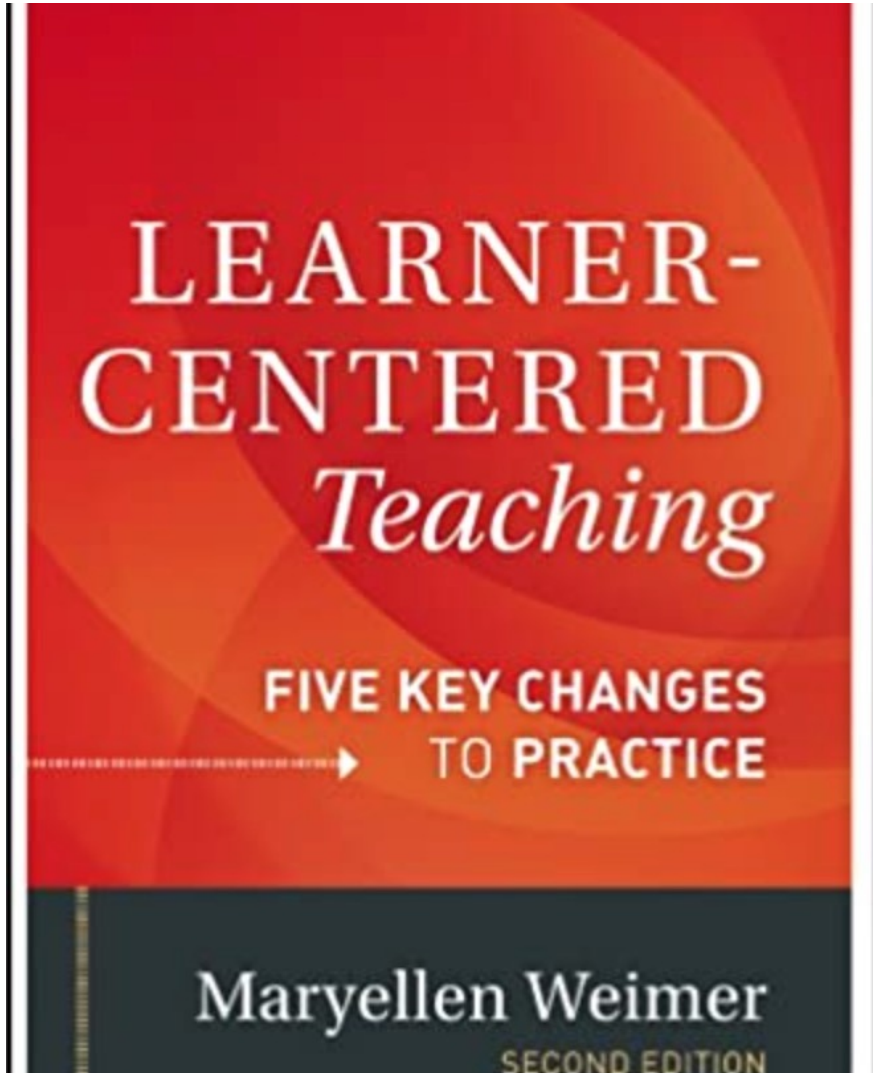
Learner-centred Approach to Course Design

Why a learner-centred approach?

Image : TeachandLearn on Flickr : CC:BY-NC-SA 2.0

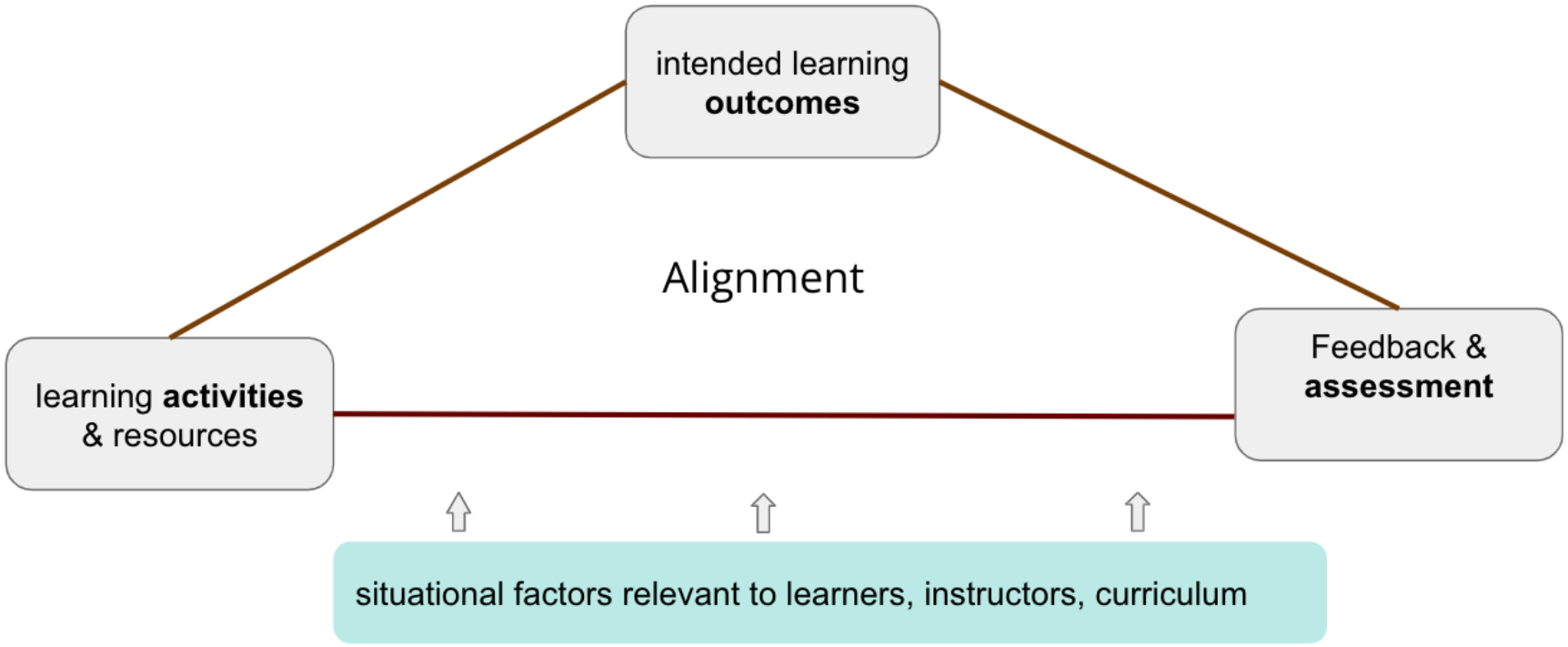
Better outcomes for students

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



Learner-Centred Course Design

Stages of course design



First stage: Identify Situational Factors

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

Situational factors guide your design

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

Small group discussion: Examine situational factors

Examine your situational factors

In table groups, share the situational factors of your course or project (12 mins)

Introduce yourselves. Take turns to:

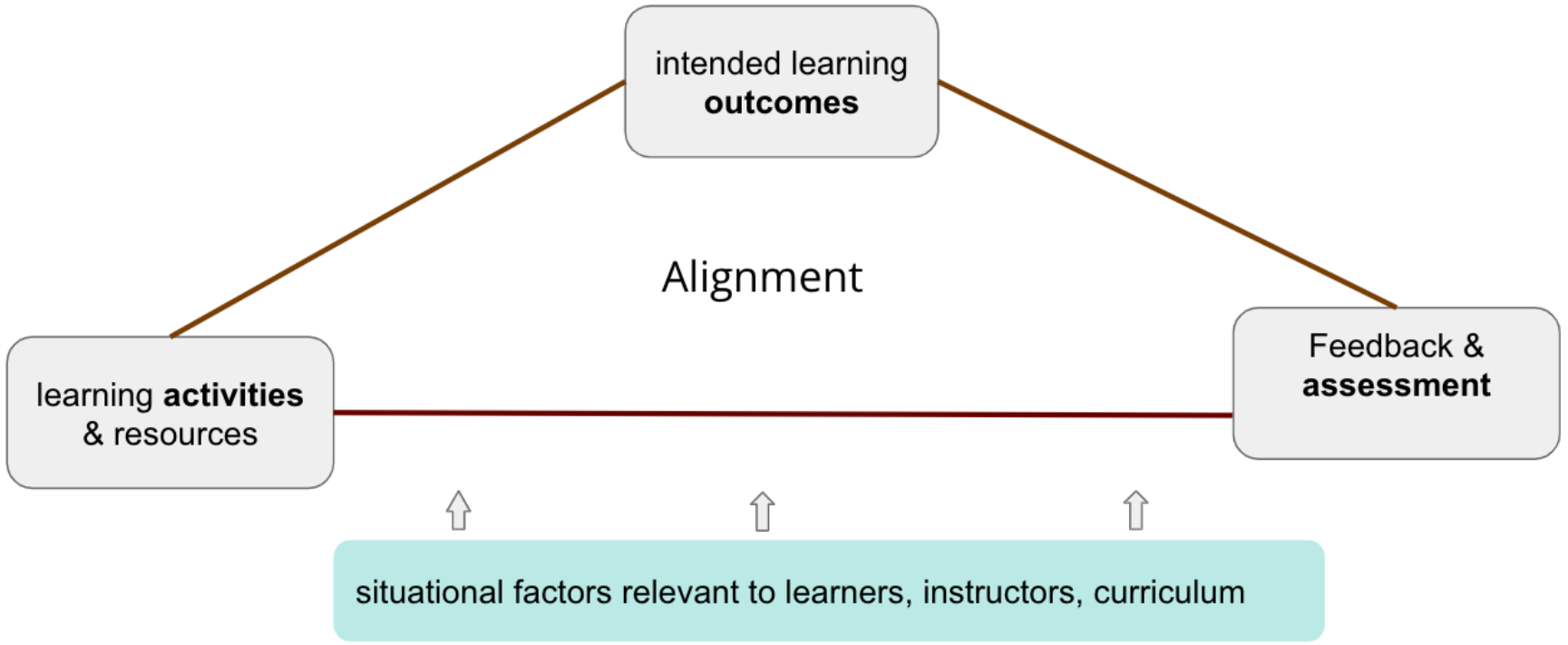
- Briefly introduce your course
- Describe the situational factors you identified for your course/project
- Which situational factors have a major influence on your design?

** monitor the time so everyone gets a chance to share*

What factors affect your design?

What situational factors are top of mind for you as you think about your course or project?

Next stage: Consider outcomes of learning



Learning Outcomes

Terminology

Created by Gregor Cresnar
from Noun Project

Why use learning outcomes?

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

Definition of 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
- **Course-level learning outcomes**
- **Module-level learning outcomes**
- **Lesson-level learning outcomes**

Created by Rohith M S
from Noun Project

Writing Effective Learning Outcomes

There are three elements to consider when writing effective learning outcomes:

1. Learner-Centred
2. Specific
3. Domains of Learning

Consider Element 1: Learning Outcomes that are 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...

Consider Element 2: Effective Learning Outcomes are Specific

Effective learning outcomes contain

1. verb(s)
2. Subject (the what)
3. Context or criteria

Effective Learning Outcomes: Example 1

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

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

Learning Outcomes
Example 1: Breaking it down

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

action verb

subject

context/criterion

Learning Outcomes
Example 2

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

Apply water sterilization techniques to purify the drinking water.

Learning Outcomes
Example 2: Breaking it down

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

Apply water sterilization techniques to purify the drinking water.

action verb

subject

context/criterion

Individual Activity: Revise learning goals into learning outcomes

Revise goals into learning outcomes

Step 1: Revise your earlier learning goals (from prep work) into learning outcomes (10 mins)

Remember to be:

- Learner-centred
- Specific (include Action Verb, Subject (the what?), and Context)

Start with one.

Step 2: Add it to the google spreadsheet (Column A & Column B) that is linked on the wiki

Time permitting, revise more than one!

Learning Outcomes continued

Domains of learning

3 elements of writing effective learning outcomes:

- Are learner-centred
- Are specific (not vague)
- **Include domains of learning**

Consider Element 3: Be attentive to domains of learning

Cognitive

Affective

Psychomotor

Example 1: which domain?

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

Analyze social media plans for their effectiveness in marketing.

Example 2: which domain?

By the end of this module, learners will be able to:

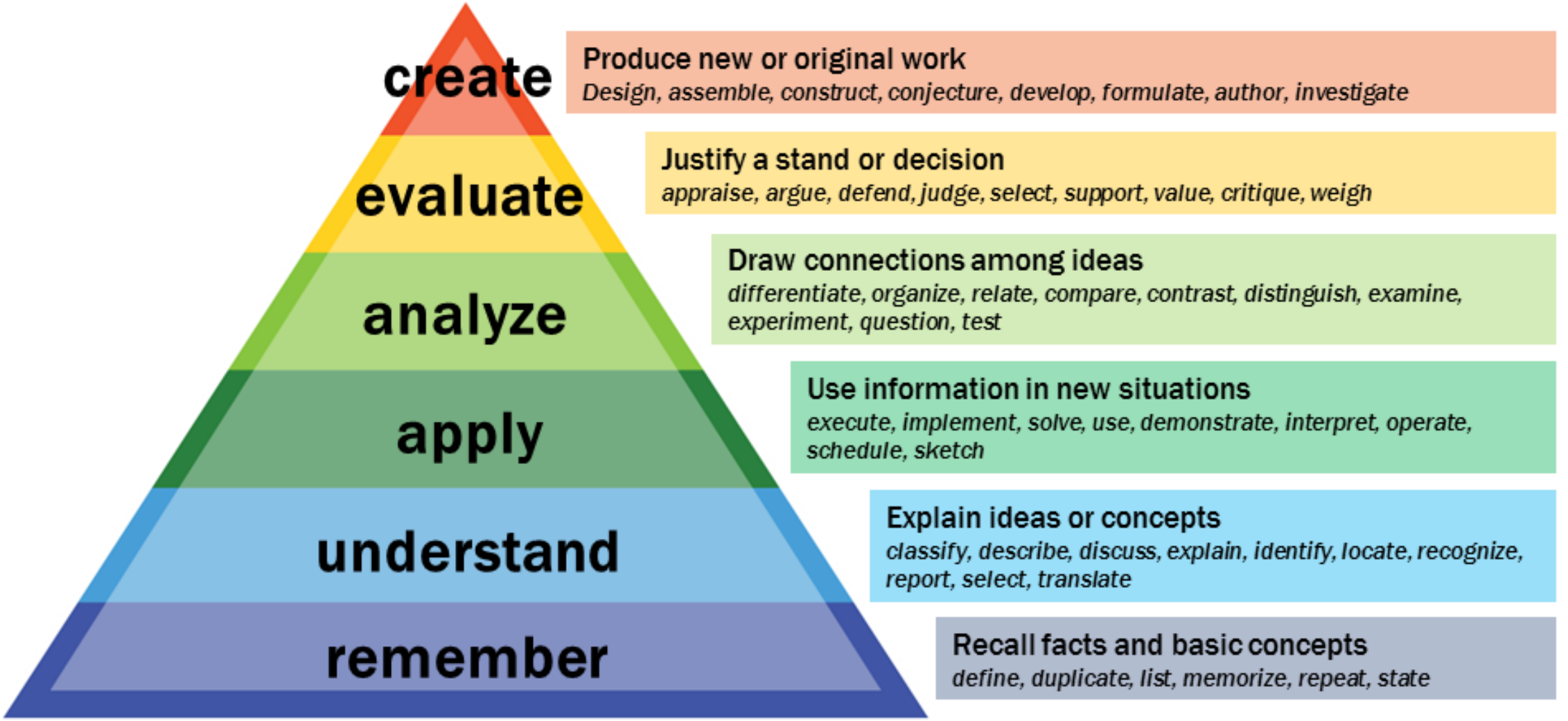
Insert a cannula into a vein accurately without causing a hematoma.

Example 3: which domain?

By the end of this workshop, learners will:

Appreciate the ethical issues involved in the garment industry.

Level of learning



Vanderbilt University Center for Teaching

Domains help to move from vague to specific

By the end of the module, students will be able to:

Understand the events surrounding the war of 1812.

BREAK

Small group activity: Determine domains of learning

Determine domains & level of learning

In your table groups, work together to determine the domains of learning/level of learning on each other's draft learning outcomes (15 mins)

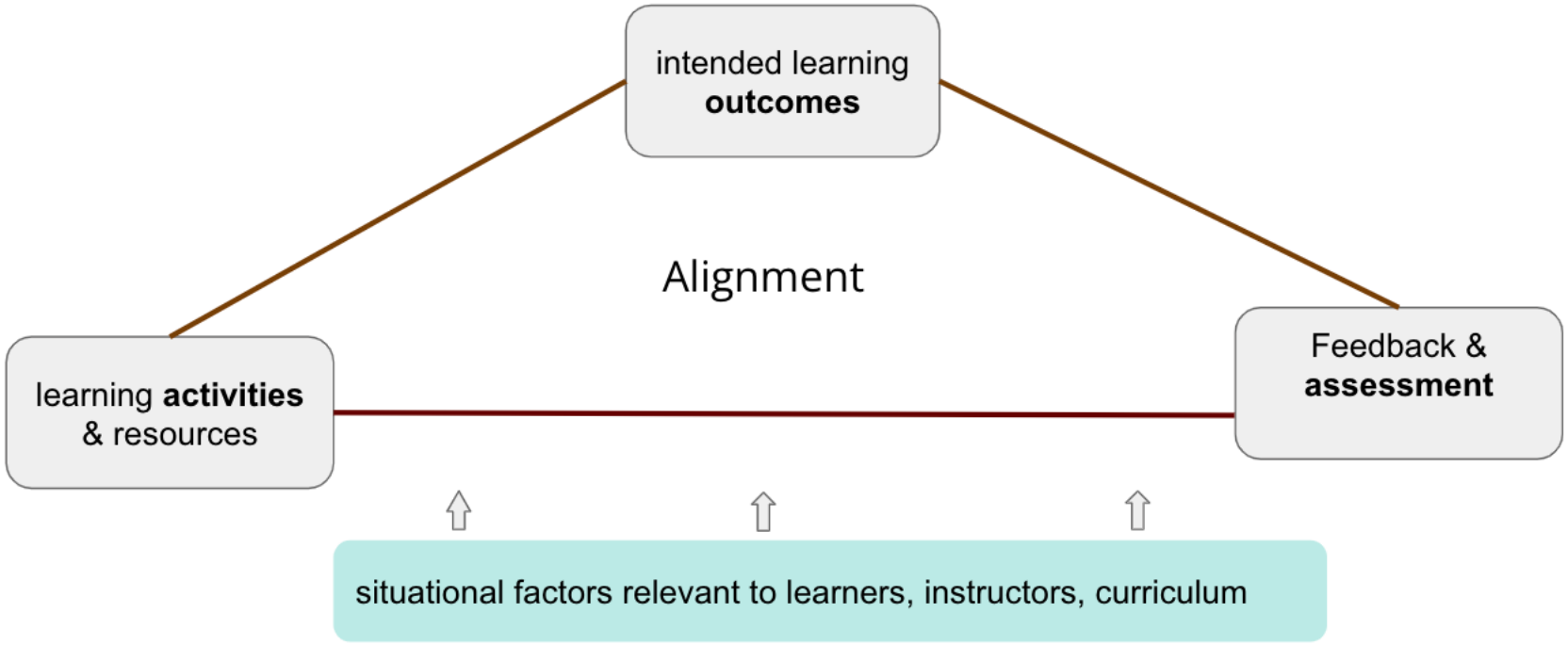
Steps:

- Introduce yourselves
- Open the google spreadsheet
- Take turns. Read one of your learning outcomes
- Determine as a group which domain it is and add to Column C
- If time permits, consider the level of learning you are aiming for (use the handout for this)

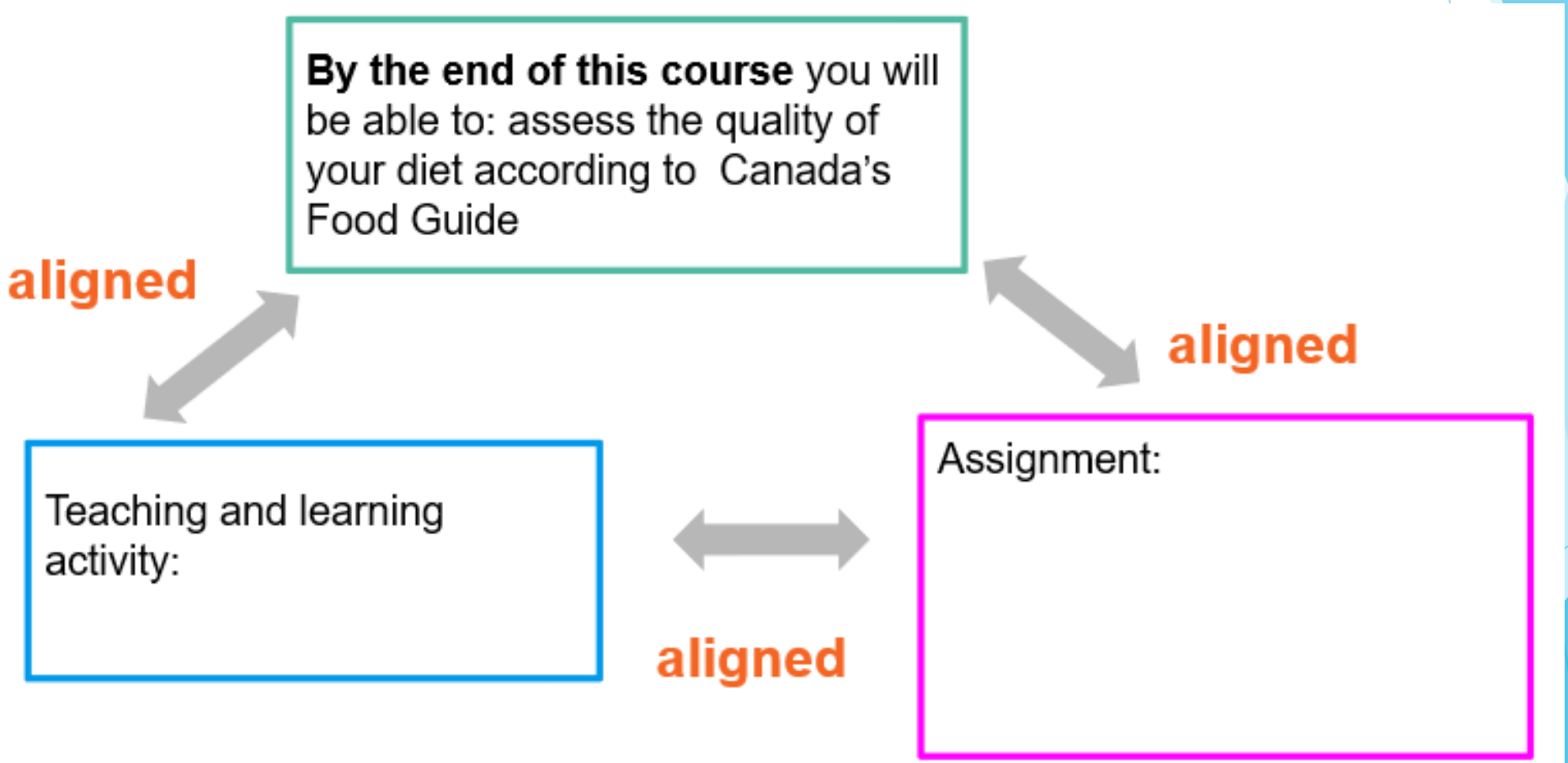
** monitor the time so everyone gets a chance to share*

Alignment

Concept of Alignment



Alignment – Mini Case Study, a nutrition course



Alignment in a Nutrition Course

Overall Learning Outcome:

Assess the quality of your diet according to Canada's Food Guide

Breaking it down to smaller learning outcomes:

1. **Recognize** major themes in Canada's Food Guide
2. **Create** accurate daily dietary records
3. **Analyze** quality of diet

Recognize:
What are the evidence?
How do we gather the evidence?

1. **Recognize** major themes in Canada's Food Guide

Create:
What are the evidence?
How do we gather the evidence?

1. **Recognize** major themes in Canada's Food Guide
2. **Create** accurate daily dietary records

Analyze:
What are the evidence?
How do we gather the evidence?

1. **Recognize** major themes in Canada's Food Guide
2. **Create** accurate daily dietary records
3. **Analyze** quality of diet according to Canada's Food Guide

Activity: What assessment techniques have you used or experienced?

Assessment Techniques You Used

- Place them along a timeline of your course
- Left end: beginning of a course; right end: end of a course

Formative vs 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

Small group activity: Share early assessment ideas

Assessment: Small group sharing

In small groups of 3-4 (same group as before), share your assessment ideas: (12 mins)

Take turns to:

- **Share your assessment ideas**
- **Consider how it helps you know if your students achieve the learning objectives**

**** monitor the time so everyone gets a chance to share***

Sharing your thoughts!

- Your learning objectives
- Your assessment plan

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One last 'ask' before our homework:

- **Use stickies (or index card)**
  - What learning and instructional strategies do you use in your course(s)?
  - What strategies do you want to learn more about?
  - What strategies might you use in this project/course/module?

Homework for Day 2

- **Continue with your work from today:**
  - Keep in mind the situational factors that influence your course
  - Revise your learning outcomes. Add any revisions you make to Column D of google spreadsheet.
  - Assessment: look at those LOs; decide what are well aligned assessment options; add to Column E

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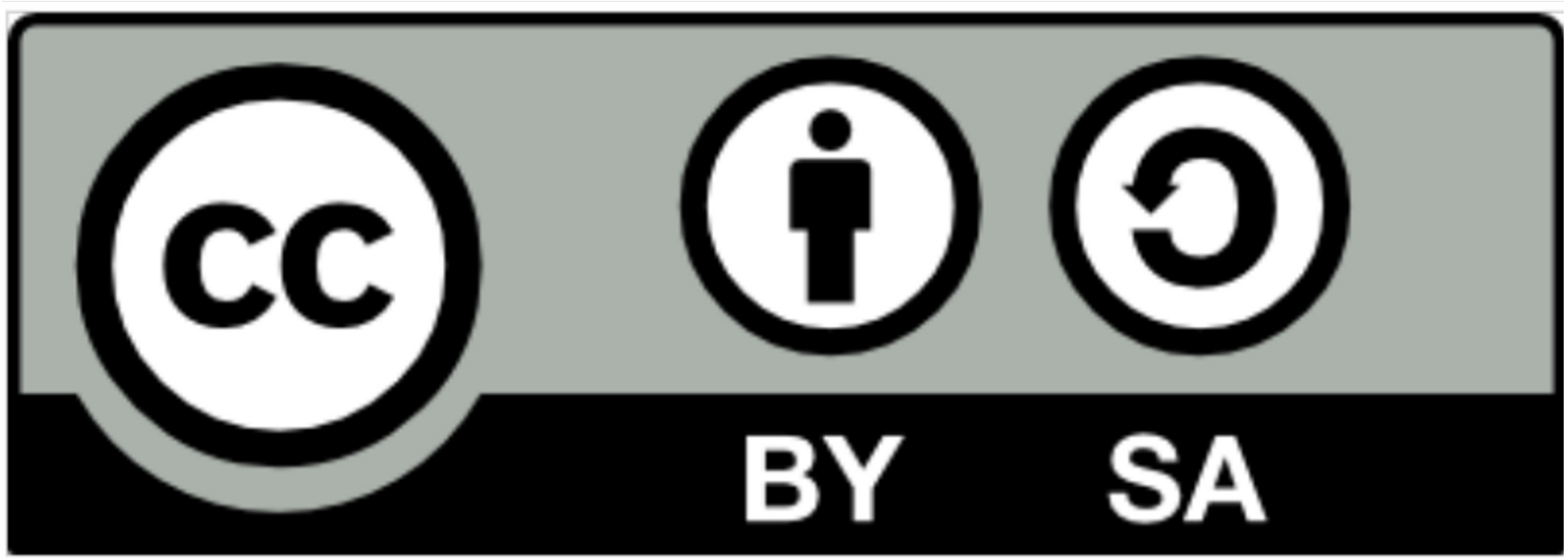

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