

WHILE WE WAIT, PLEASE USE THE ANNOTATION TOOL TO PLACE A CHECK MARK NEXT TO AN ASSESSMENT SCHEME CLOSEST TO YOURS.

- A midterm and a final exam
- A midterm, a term project, and a final
- A series of assignments
- Quizzes, a series of assignments, a midterm, and final
- I let my students decide

If nothing resembles what you use, please share use the 'T' for text entry in the space below

written exam, group presentation, and practical exam (OSCE)

ongoing submission of completed work, midterm report out, final report and presentation

JOURNEY INTO COURSE DESIGN

DAY 2

**Sue Hampton, Ainsley Camps, Judy Chan
Centre for Teaching, Learning and Technology
March 2, 2021 - Day 2**

On a scale of Cat, how are feeling today ?

WELCOME BACK!



Land Acknowledgement



TWO STARS AND A WISH

Stars:

- Breakout room conversations!
- Practice writing learning outcomes
- Resources from learning outcomes, verb lists
- Using google doc to share and give feedback to each other
- Pre-session work
- Reminder: what do you want students to learn!

"I like alignment of theory and practice. The way you teach the course is itself a great teaching tool and experience."

WISHES

- Stay in same breakout rooms!
- Sending out materials ahead of time
- More guidance regarding the Sli.do activity (learning activities)
- More examples

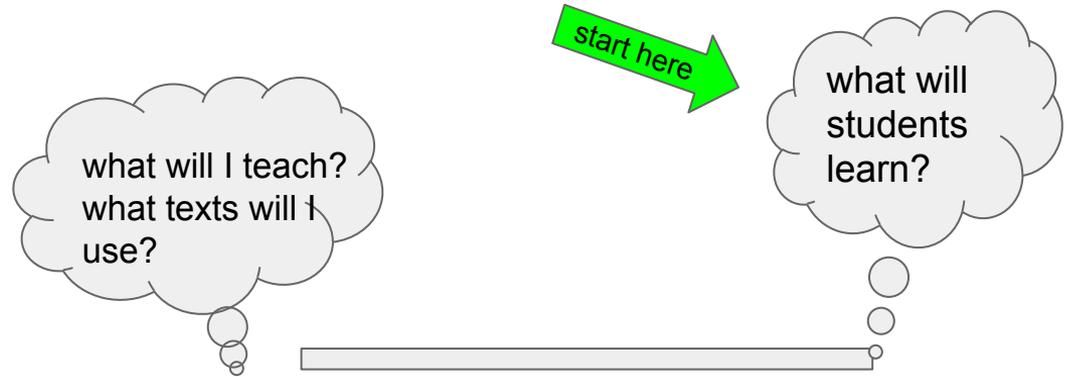
AGENDA

- Review from Day 1
- Review concept of alignment
- Learner centred-assessment: discussions in breakout rooms
- Updating your plan (*on your own*)
- Instructional strategies: sharing & adapting in breakout rooms
- Updating your plan (*on your own*)
- Sharing your course/project plans in progress in breakout rooms
- Debrief, comments, wrapping up

TWO-PART WORKSHOP

Part I: Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes



DAY 1 - LEARNING OUTCOMES



- Program-level
- Course-level
- Module-level
- Lesson-level



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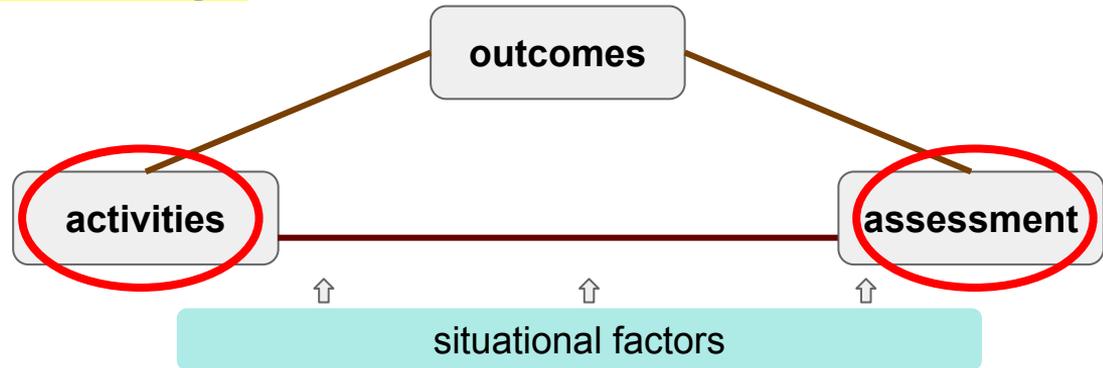
TWO-PART WORKSHOP

Part I: Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes

Part II: Continuation of stages of design

- Alignment
- Assessment
- Instructional Strategies



DAY 2 - SESSION OBJECTIVES

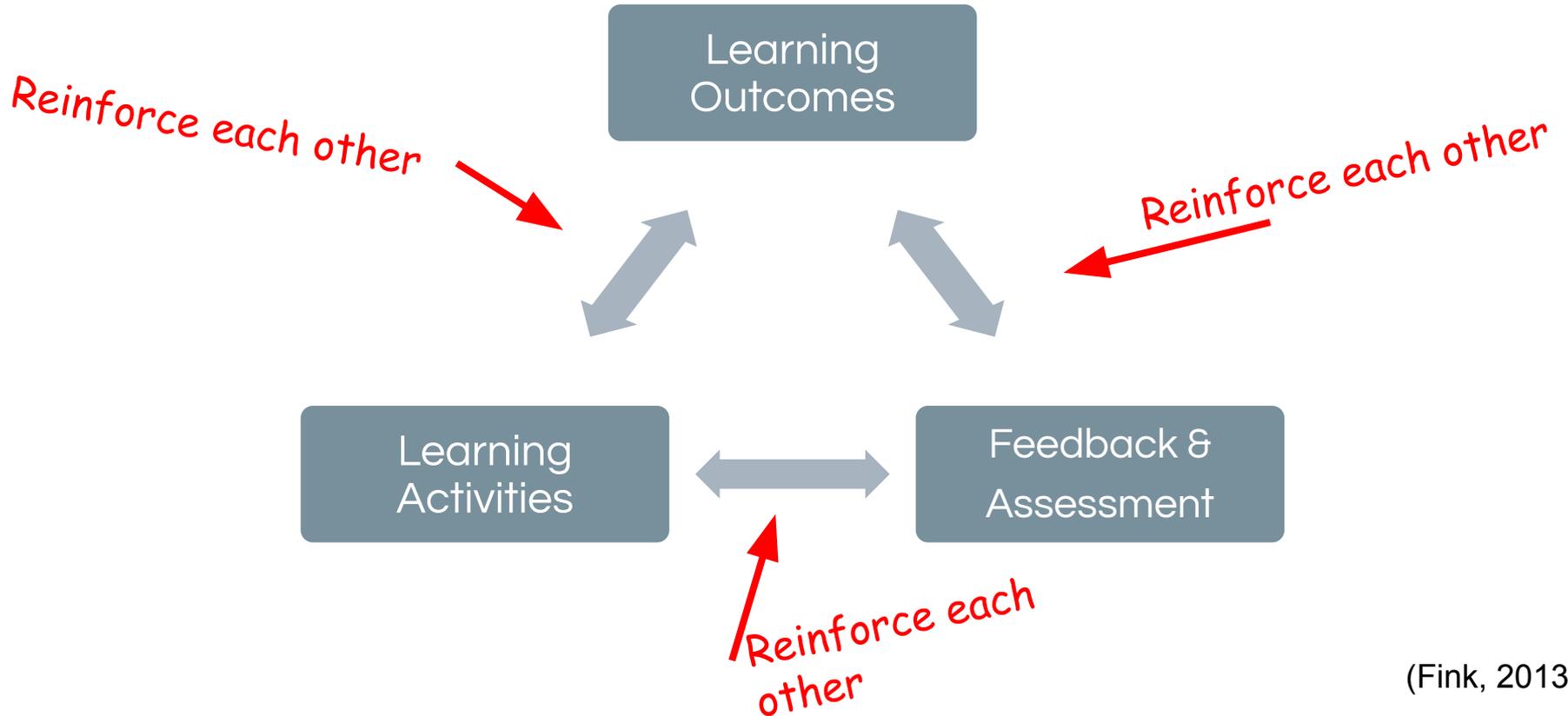
By the end of today's session you will:

- 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

ALIGNMENT

Coherence between intended learning outcomes, teaching and learning strategies and assessment plans.

ALIGNMENT IN COURSE DESIGN



WHEN ALIGNMENT IS WEAK

- Course may be fragmented
- Students receive mixed messages about what they should learn
- Students spend time on activities that do not help meet learning outcomes
- Student motivation can decrease

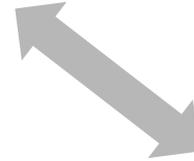
BIKE RIDING 101

Learning Objective	Assessment Method
Recall the basic safety guidelines on bike-riding	A multiple choice quiz
Operate an electric bike through the city streets	A hands-on observation of riding a bike
Appreciate the benefits associated with biking to work	A journal reflection

Example

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

Teaching and learning activity:



aligned

Assignment/Assessment Plan:

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).

ASSESSMENT

- How will you know whether learners have met the learning outcomes?
- What evidence is required, and how will you gather this evidence?

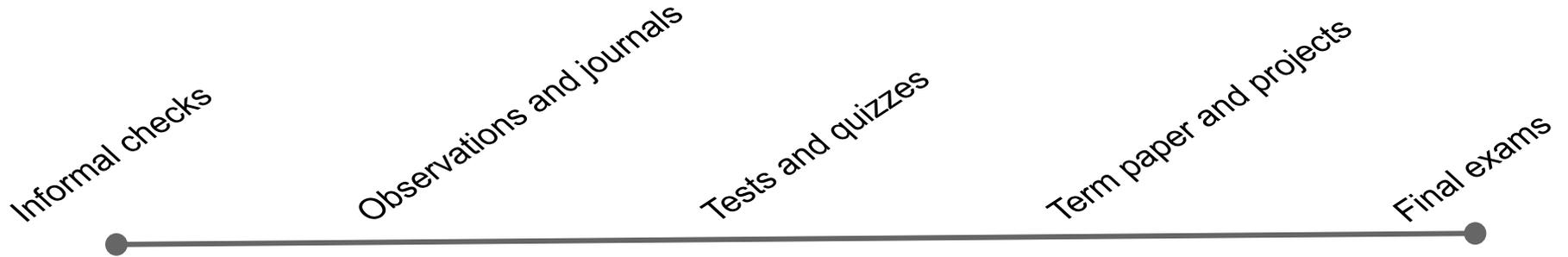
LEARNER CENTERED

ASSESSMENT

Active learning	<ul style="list-style-type: none">● Authentic tasks and/or audience● Share from/with each other
Share power and control	<ul style="list-style-type: none">● Clear criteria and standards● Give choice in assignment● Give choice in grading %
Collaboration among students/instructor/partners	<ul style="list-style-type: none">● Group work or projects● Community involvement (beyond the classroom/campus)
Learning skills	<ul style="list-style-type: none">● Opportunities to practice● Frequent, immediate feedback● Monitor learning over time
Practice reflection	<ul style="list-style-type: none">● Reflect on learning process (Self-assessment; peer-assessment)

Assessment

A collection of evidence over time



Simple

Complex

Short time frame

Long time frame

Decontextualized

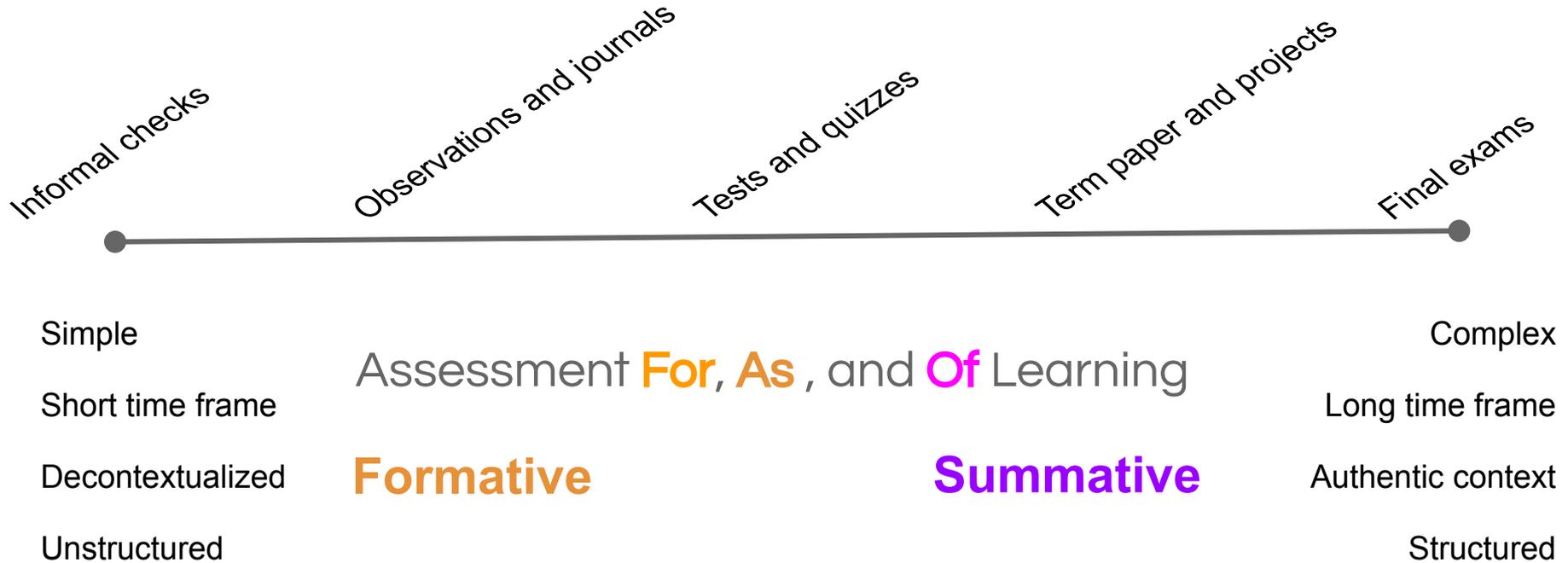
Authentic context

Unstructured

Structured

Assessment

A collection of evidence over time



LEARNER CENTERED

ASSESSMENT

Active learning	<ul style="list-style-type: none">● Authentic tasks and/or audience● Share from/with each other
Share power and control	<ul style="list-style-type: none">● Clear criteria and standards● Give choice in assignment● Give choice in grading %
Collaboration among students/instructor/partners	<ul style="list-style-type: none">● Group work or projects● Community involvement (authentic contexts)
Learning skills	<ul style="list-style-type: none">● Opportunities to practice● Frequent, immediate feedback● Monitor learning over time
Practice reflection	<ul style="list-style-type: none">● Reflect on learning process (Self-assessment; peer-assessment)

BREAKOUT GROUPS - ADAPTING YOUR OWN PRACTICES

1. **Quizzes and assignments** - low stake (1 to 5% each, multiple occurrences)
Members?
2. **Project, presentation, term paper (individual)** - higher stake, major assessment
Members?
3. **Project, presentation, term paper (group/team)** - higher stake, major assessment
Members?
4. **Midterm, final exam** - higher stake, formal, traditional sit-down writing
Members?

BREAKOUT GROUPS - ADAPTING YOUR OWN PRACTICES

Join in this Google space, posted in Chat:

https://docs.google.com/presentation/d/1-MY5qZ_N9LpHrTpnPFqDBrqqH4WAEHNEwaxR986G-0o/edit?usp=sharing

- Find your slide (non-UBC supported tool, no login needed)
- Turn on video, unmute yourself
- 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-centered
- **Note-taker** - please take notes in the appropriate slide
- 10:10 to 10:20 **Official Break & Update your plan**, but you may stay in the room and chat

BREAKOUT GROUP #1 - ADAPTING YOUR OWN PRACTICES

1. Quickly introduce to each other how you use this assessment technique in your teaching (no more than 5 minutes)
2. Discuss how you may modify your practice to make it more learner-centered.
3. Note-taker - please take notes below

Quizzes and assignments - low stake, multiple occurrences

- Use online programs (Socrative, Kahoot) and give instant feedback
- Real example based projects
- Digital analysis of students' participation. (Zoom chat box etc.)
- <https://www.frame.io/> - commenting students' performances and working with this data later, analyzing and visualizing it

BREAKOUT GROUP #2 - ADAPTING YOUR OWN PRACTICES

1. Quickly introduce to each other how you use this assessment technique in your teaching (no more than 5 minutes)
2. Discuss how you may modify your practice to make it more learner-centered.
3. Note-taker - please take notes below

Project, presentation, term paper (individual) - higher stake, major assessment

Notes:

- Starting with simple assignments building up to more complex
Progress feedback to giving student the tools for a final project
Giving choices for presentations within a range of things.
- Provide options for assessment to help maintain student driven motivation.
- Be inclusive to different cultural assessment structures
- Explaining 'the why' and value behind the teaching technique
-

BREAKOUT GROUP #3 - ADAPTING YOUR OWN PRACTICES

1. Quickly introduce to each other how you use this assessment technique in your teaching (no more than 5 minutes)
2. Discuss how you may modify your practice to make it more learner-centered.
3. Note-taker - please take notes below

Project, presentation, term paper (group/team) - higher stake, major assessment

- Paper: Giving points to create thinking, design, etc.
- Paper & Project: Peer evaluation
- Project & Presentation: Self-evaluation in group project
- Project: Project management/team chart and matrix
- Project: Description and examples of group project
- Project: Split the project across the semester

BREAKOUT GROUP #4 - ADAPTING YOUR OWN PRACTICES

1. Quickly introduce to each other how you use this assessment technique in your teaching (no more than 5 minutes)
2. Discuss how you may modify your practice to make it more learner-centered.
3. Note-taker - please take notes below

Midterm, final exam-higher stake, formal, traditional sit-down writing

- Collect feedback on how the exams are aligned with learning outcomes of each lecture
- Make exams open-book:
- summarizing/clarifying important/take home points-make sure that lines up with the exam
- Identify themes
- Teaching learners how to learn (identifying your teaching strategies)
- Make timing of completing exams/assessments flexible.

QUICK DEBRIEF (NO SLIDE UP)

Is there something you learned that you like to share with group?

Open conversation to get started again

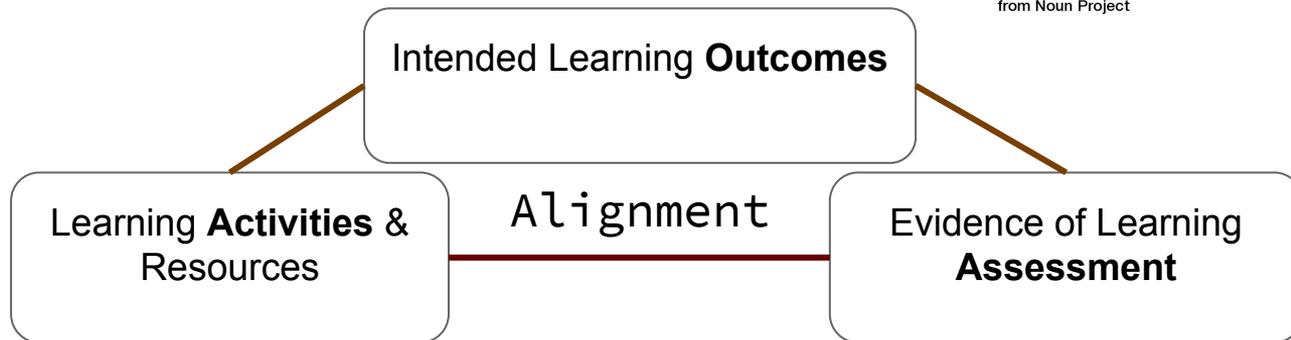
YOUR TURN!

Return to your plan

Reflect on new ideas, revise existing ideas.



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Jot them down on your template (5 min) & take a break (5 min)

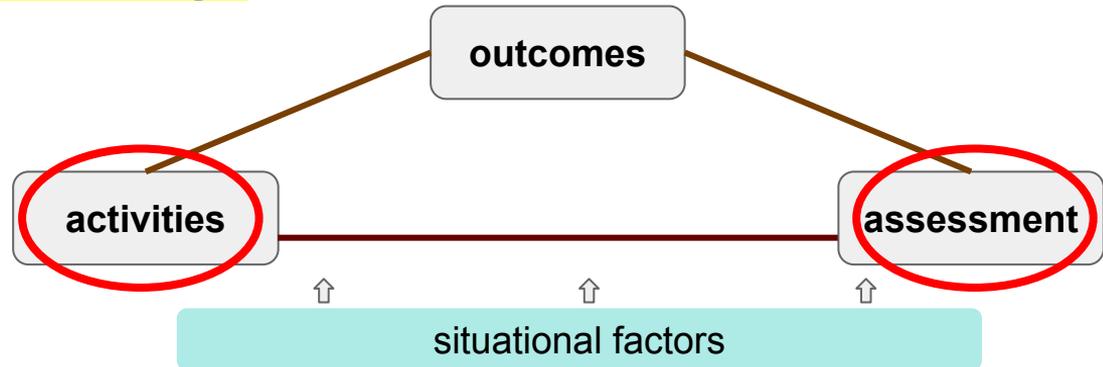
OUR JOURNEY SO FAR

Part I: Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes

Part II: Continuation of stages of design

- Alignment
- Assessment
- Instructional Strategies



Buzz Groups, choose your own:

- Based on your input, we identified five top strategies you like to learn more
- Two rounds, 20 minutes each

Learning Strategies:

1. Fun games for active learning
2. Classroom discussion
3. Sharing of group/team work
4. Peer review and assess each other's work
5. Lab, hands-on, or community-based experiences



BUZZ GROUPS - SHARING PRACTICES, DISCUSSING ADAPTATIONS

- Take turns, introducing how you use this kind of activity, what do you do (*or what do you know about it*)
- Discuss how you may modify the practice to suit your own context
 - What adaptations would you make?
 - What tools and technologies may you use?
 - How to address accessibility?
 - How to introduce these to your learners?
- Take note on your own for your own course

Use the "Ask for Help" button if you have questions!

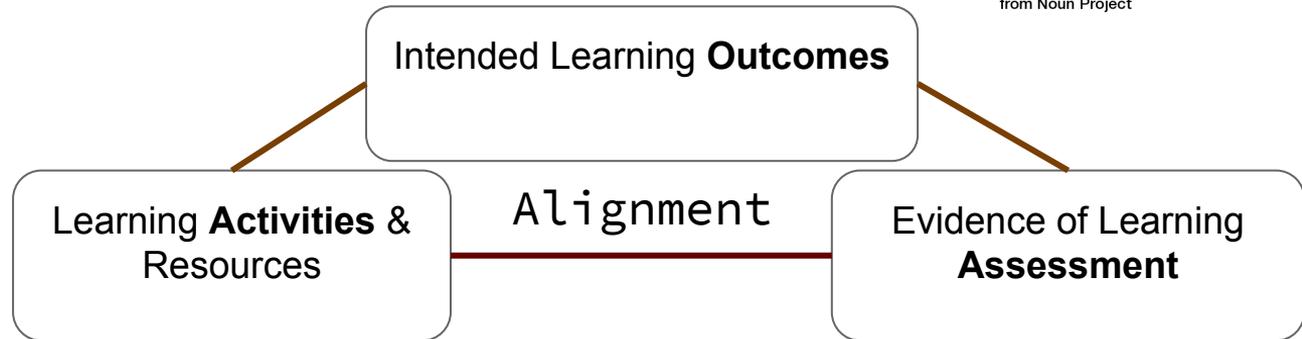
YOUR TURN!

Return to your plan.

Reflect on new ideas, revise existing ideas.



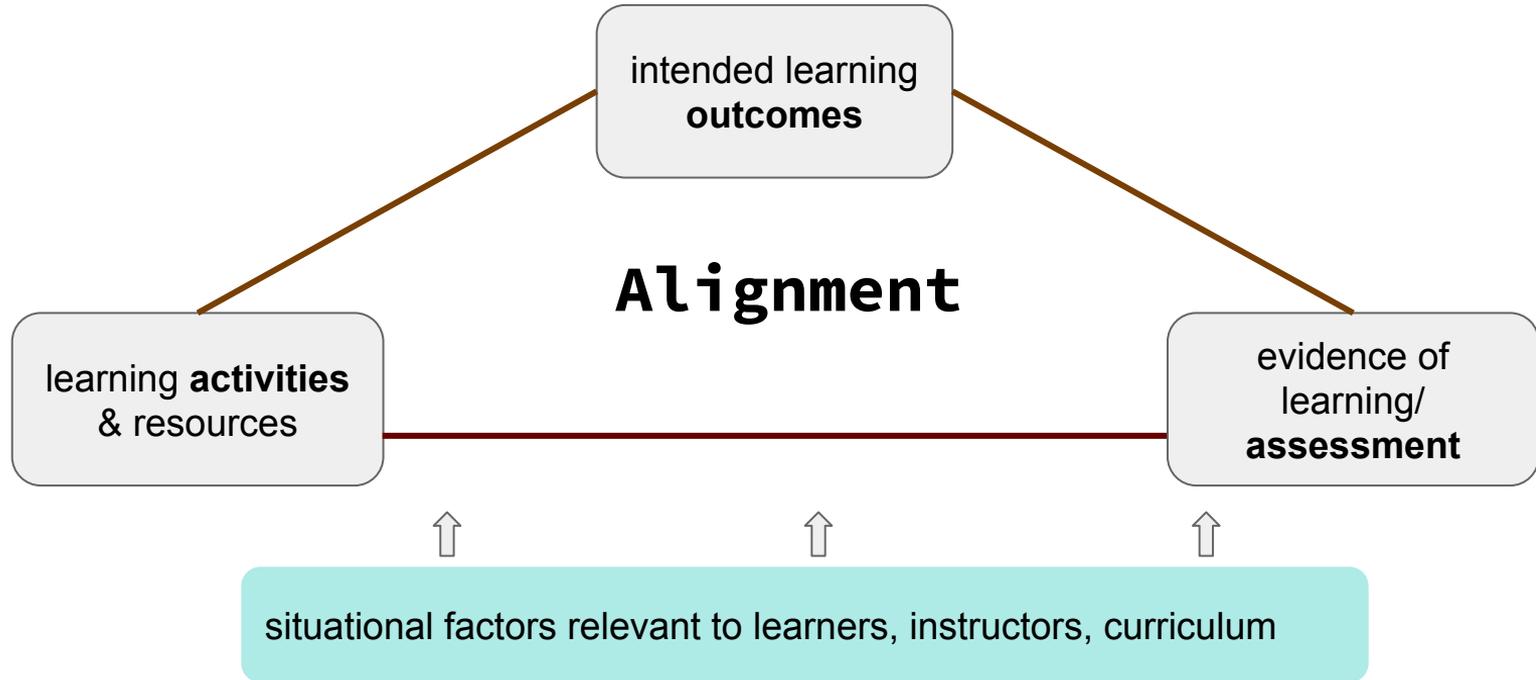
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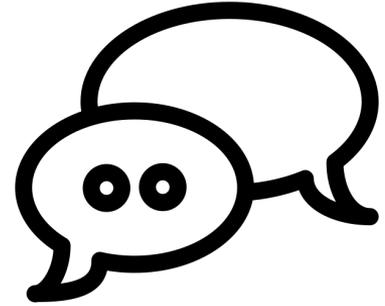
Jot them down on your template; check your alignments

10 minutes

STAGES OF [COURSE] DESIGN



SHARING YOUR ALIGNMENT



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Share an aspect of your plan with your peers.
Get feedback on your alignment. (20 mins)

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

Refer to the google spreadsheet for sharing as needed.

Take notes and revise as necessary.

THANK YOU!

WHEN YOU BUMP INTO YOUR LEARNERS IN 5 YEARS,
WHAT DO YOU WANT THEM TO TELL YOU?

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