Journey into Course Design
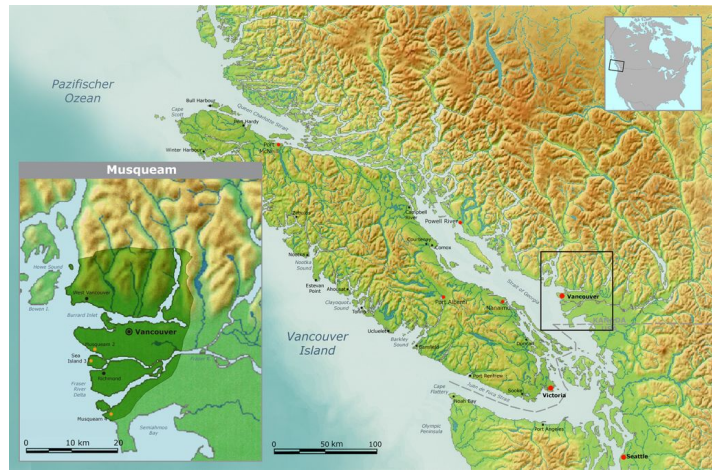## Day 2

Sue Hampton, Ainsley Camps, Judy Chan
Centre for Teaching, Learning and Technology
July 21, 2021 - Day 2

Welcome Back!

On a scale of Cat, how are feeling today ?

BRAIDING

SWEETGRASS

Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants

ROBIN WALL KIMMERER

Two Stars and a Wish

Stars:

- Breakout room conversations!
- Staying with same people in the breakout rooms for deeper conversations
- Slides were succinct; address different disciplines
- Continuity from homework to content to application

Wishes

- A solution to organize the many resources/tabs
- Many examples of activities
- More applications of alignment

Agenda

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

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

Day 1

Part I: Introduction to learner-centred course design

- Learner-centred course design framework
- Situational factors
- Learning outcomes
- Alignment

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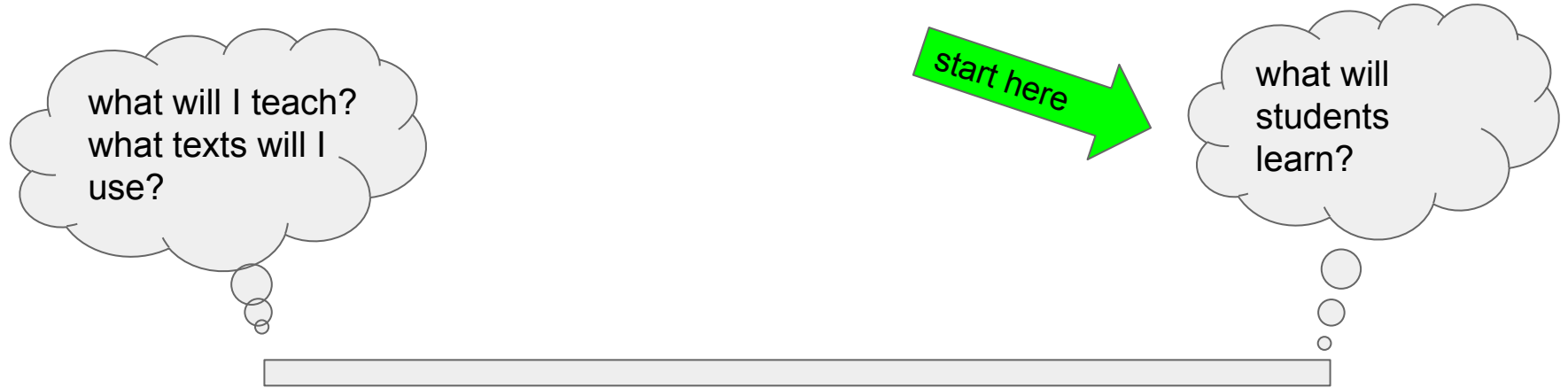
Forward looking:
Who are my students and who do they need to become?
(Rather than: "what content should I cover?")   *-M. Wesch (2015)*

Day 1 - learning outcomes

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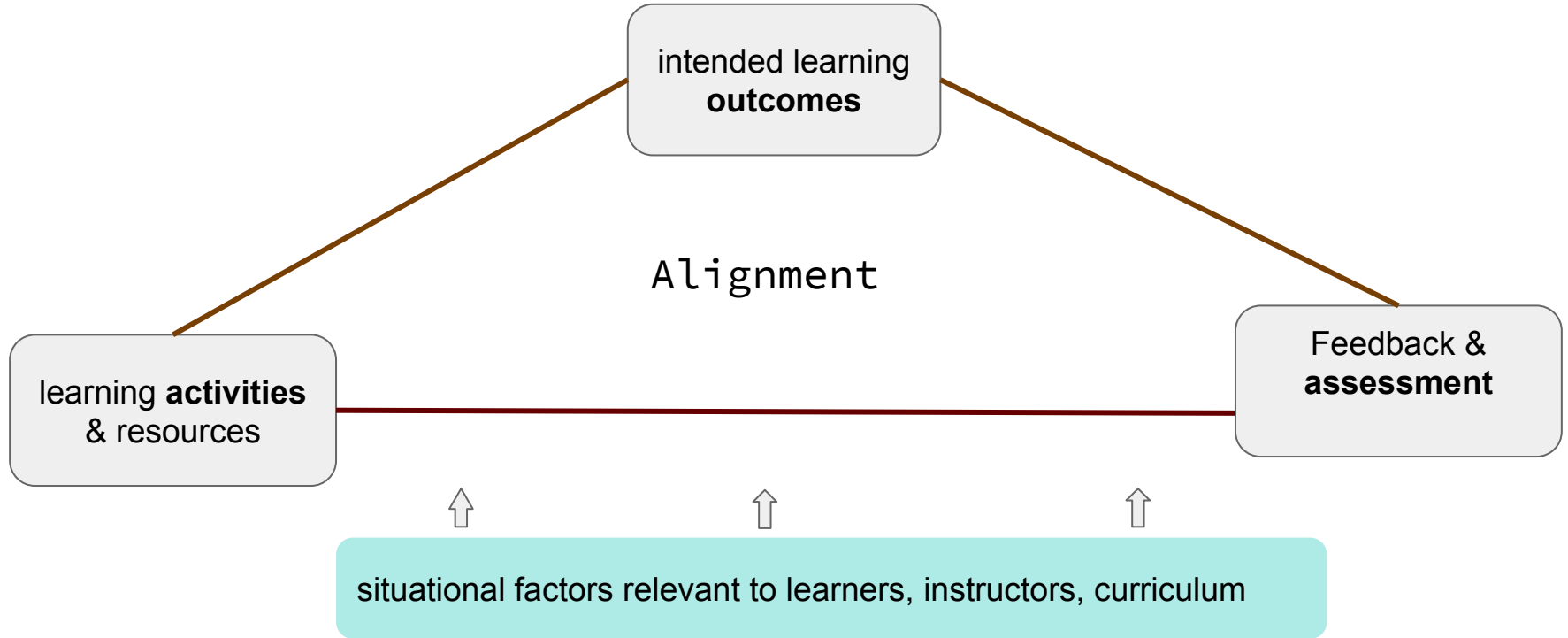- **Lesson-level**

Created by Rohith M S
from Noun Project

Alignment

Coherence between intended learning outcomes, teaching and learning strategies and assessment plans.
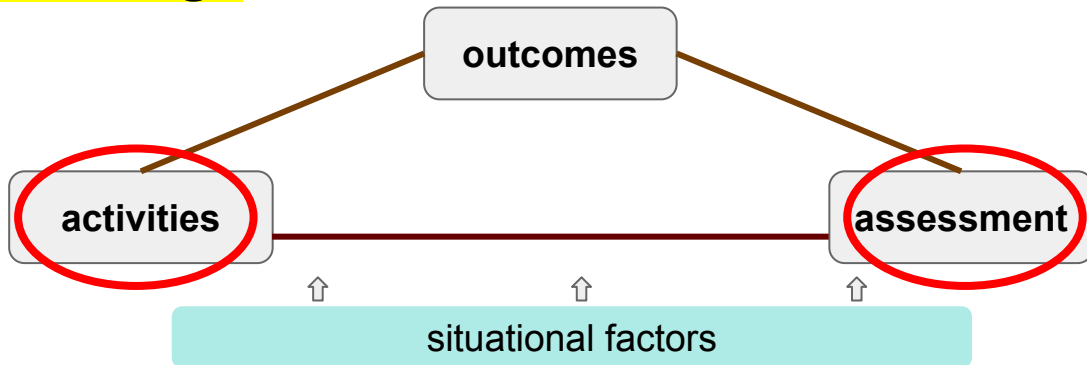
Stages of course design

Day 2

Part I: Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes

Part II: Continuation of stages of design

- Feedback & Assessment
- Learning Activities
- Alignment

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 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).
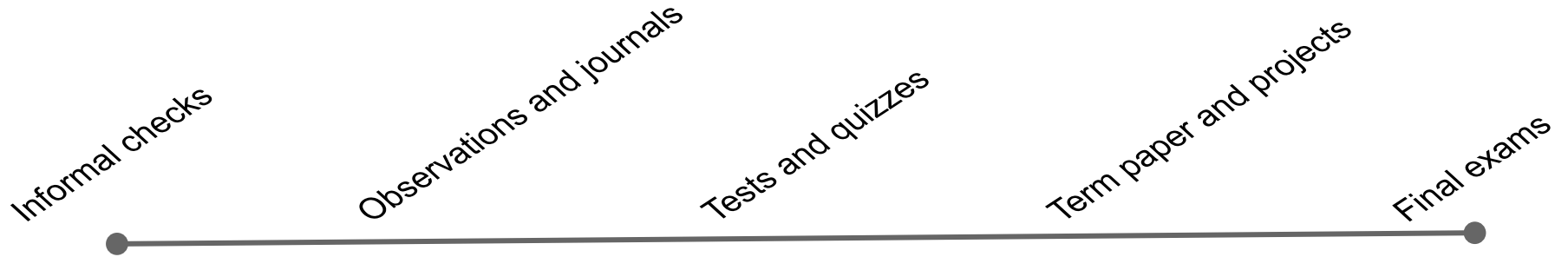
LEARNER CENTERED	Assessment
Active learning	- Authentic tasks and/or audience - Share from/with each other
Share power and control	- Clear criteria and standards - Give choice in assignment - Give choice in grading %
Collaboration among students/instructor/partners	- Group work or projects - Community involvement (beyond the classroom/campus)
Learning skills	- Opportunities to practice - Frequent, immediate feedback - Monitor learning over time
Practice reflection	Reflect on learning process (Self-assessment; peer-assessment)

Assessment
A collection of evidence over time

Informal checks	Observations and journals	Tests and quizzes	Term paper and projects	Final exams

Simple	Complex
Short time frame	Long time frame
Decontextualized	Authentic context
Unstructured	Structured

Assessment
A collection of evidence over time

Informal checks

Observations and journals

Tests and quizzes

Term paper and projects

Final exams

Simple	Complex
Short time frame	Long time frame
Decontextualized	Authentic context
Unstructured	Structured

Assessment For, As , and Of Learning

Formative   Summative

LEARNER CENTERED	Assessment
Active learning	- Authentic tasks and/or audience - Share from/with each other
Share power and control	- Clear criteria and standards - Give choice in assignment - Give choice in grading %
Collaboration among students/instructor/partners	- Group work 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)

Breakout Groups – Adapting your own practices

1. **Quizzes and assignments** – low stake (1 to 5% each, multiple occurences
   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/1HJ7JFjB8goJI_DHtjkmhSIEN8sbq5jsrik-oQNIKpT8/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 occurences
- **[jot your thinking here]**

10:10 to 10:20 Individual Work (add ideas to your own template)
10:20 to 10:25 Break
10:25 Meet at Main Zoom Room

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

- **[jot your thinking here]**

10:10 to 10:20 Individual Work (add ideas to your own template)
10:20 to 10:25 Break
10:25 Meet at Main Zoom Room

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

- **[jot your thinking here]**

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
- **[jot your thinking here]**

10:10 to 10:20 Individual Work
(add ideas to your own template)
10:20 to 10:25 Break
10:25 Meet at Main Zoom Room

Quick Debrief (no slide up)

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

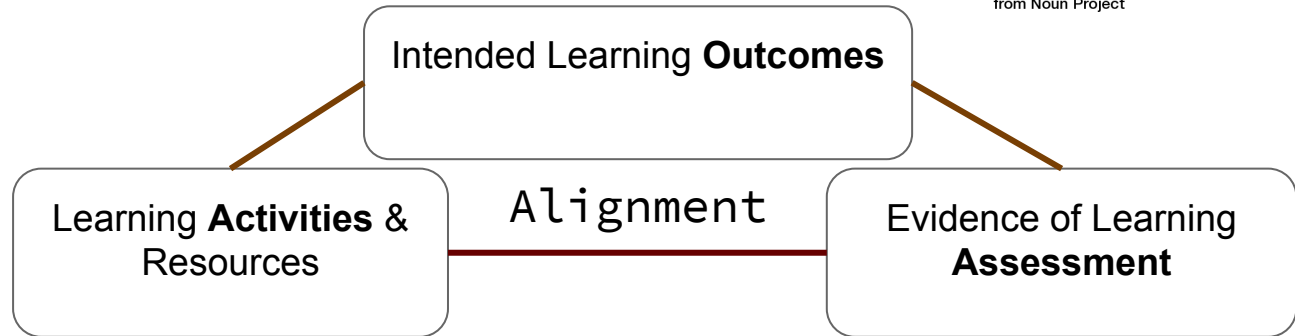Open conversation to get started again

Your turn!

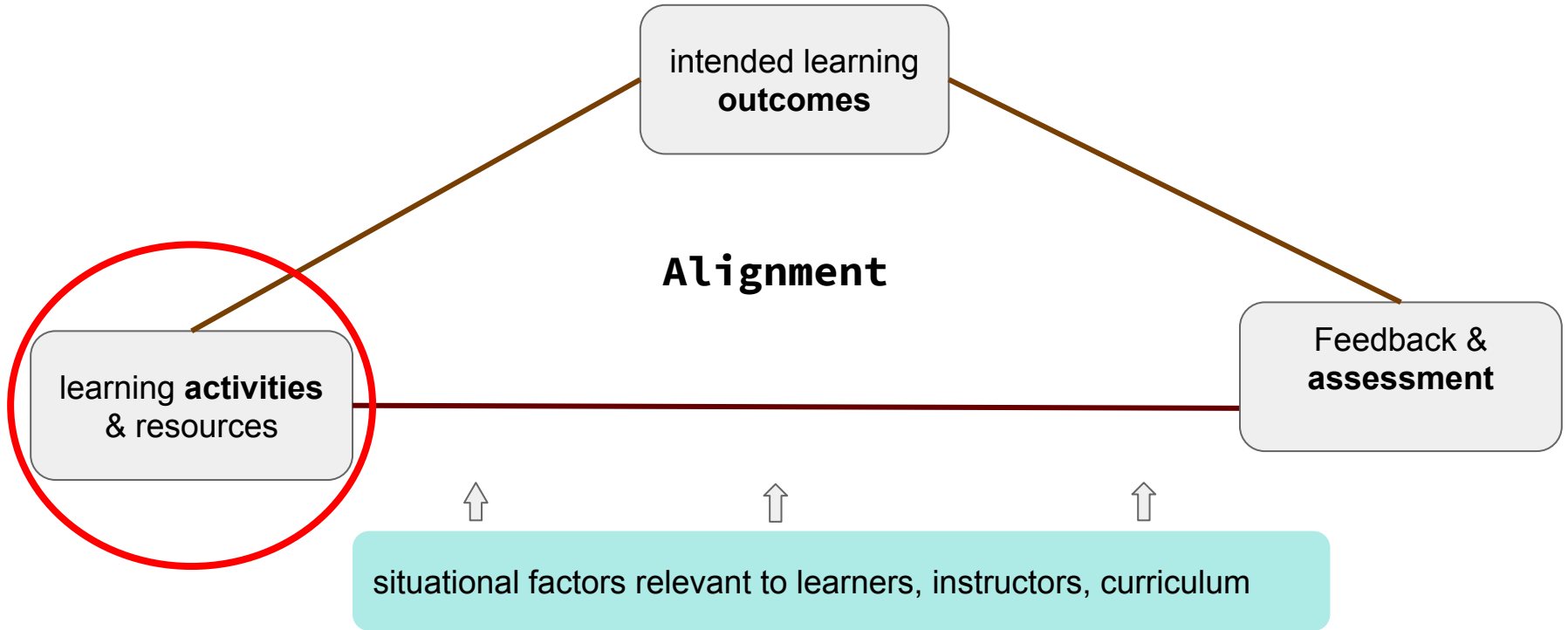Return to your plan

Reflect on new ideas, revise existing ideas.

Intended Learning **Outcomes**

Learning **Activities** & Resources

`Alignment`

Evidence of Learning **Assessment**

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

Our journey so far

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?
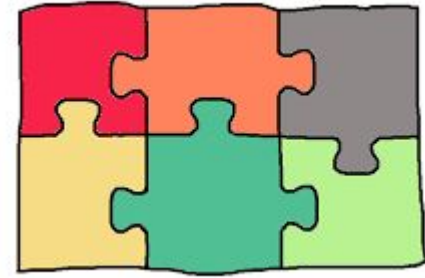- Take note on your own for your own course

Use the "Ask for Help" button if you have questions!
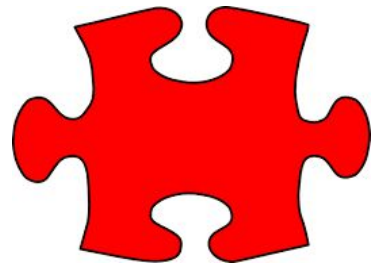
Round 1- Expert Group
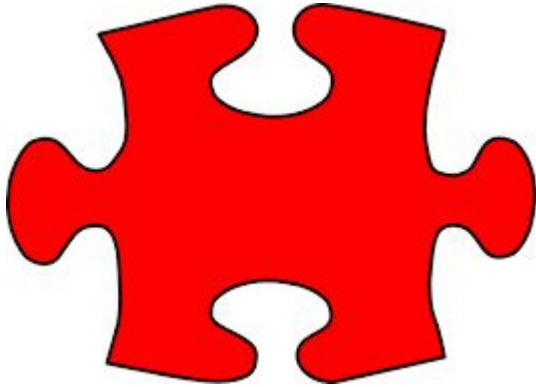
You will explore one instructional strategy

Round 2- Jigsaw group

You will join a mixed group (where all the strategies are represented), and share the strategy you learned about.

Intentional Instructional Strategies Jigsaw Activity

Round 1-

In breakout rooms of 3-4 people:

1. Introduce yourself
2. Watch the video of the strategy assigned to your group. (10 minutes)

       -grab the link for the strategy from slide #36

       -turn off your camera and mic and watch the video separately.

       -turn on your mic and video to join the group again

3. Discuss the strategy and provide an example, if you can, of how the strategy could be used in alignment with a learning objective in your course. (10 minutes, about 2 minutes per person)

Intentional Instructional Strategies Videos:

Group 1 Gallery Walk -
https://drive.google.com/file/d/1LpRc0VE8yML5U0KfPU2oN_k6BebE73kd/view?usp=sharing

Group 2 Think Pair Share -
https://drive.google.com/file/d/1rTqPOKCoj2LKlTz_PBA2frghHTVHavcX/view?usp=sharing

Group 3 Fishbowl -
https://drive.google.com/file/d/1cHVyR10aEW-7qKASZ0QV07CFy-uXDADL/view?usp=sharing

Group 4 Jigsaw -
https://drive.google.com/file/d/1gBG-I4bXGQdNxacxViDj38dbWRIIU2ki/view?usp=sharing

Intentional Instructional Strategies Jigsaw Activity

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 1, and give an example of a context in which the strategy could be best used. (**3 minutes or less please, so that all 4 strategies can be covered**)
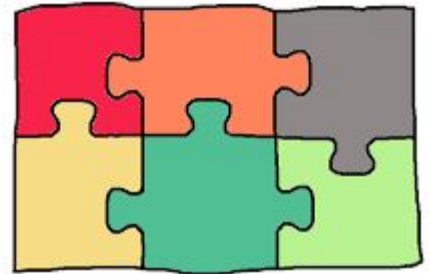
Intentional Instructional Strategies Jigsaw Activity Reflection

- Quietly on your own, reflect on one instructional strategy in the context of your course. (5 minutes) Ask yourself:

  - What adaptations to the strategy would you make?
  - What tools and technologies might you use?
  - How will you address accessibility?
  - How to introduce this activity to your learners?

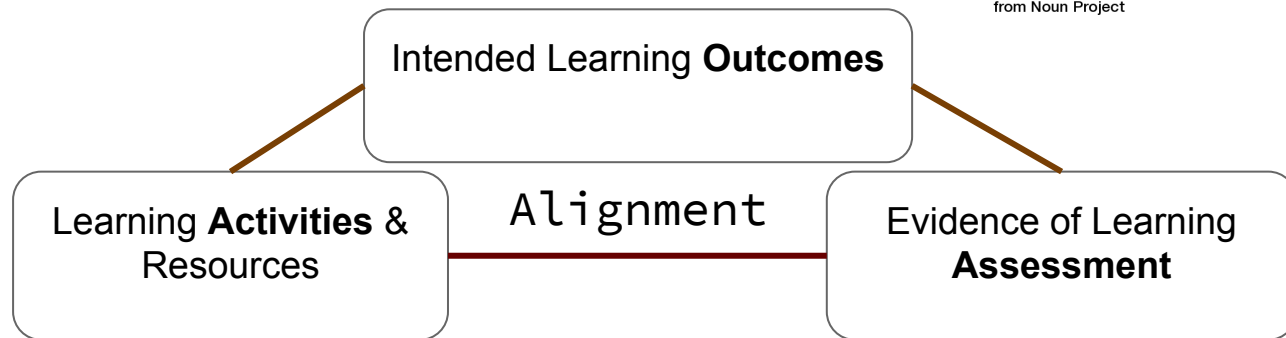- Take notes on your own for your own course

Your turn!

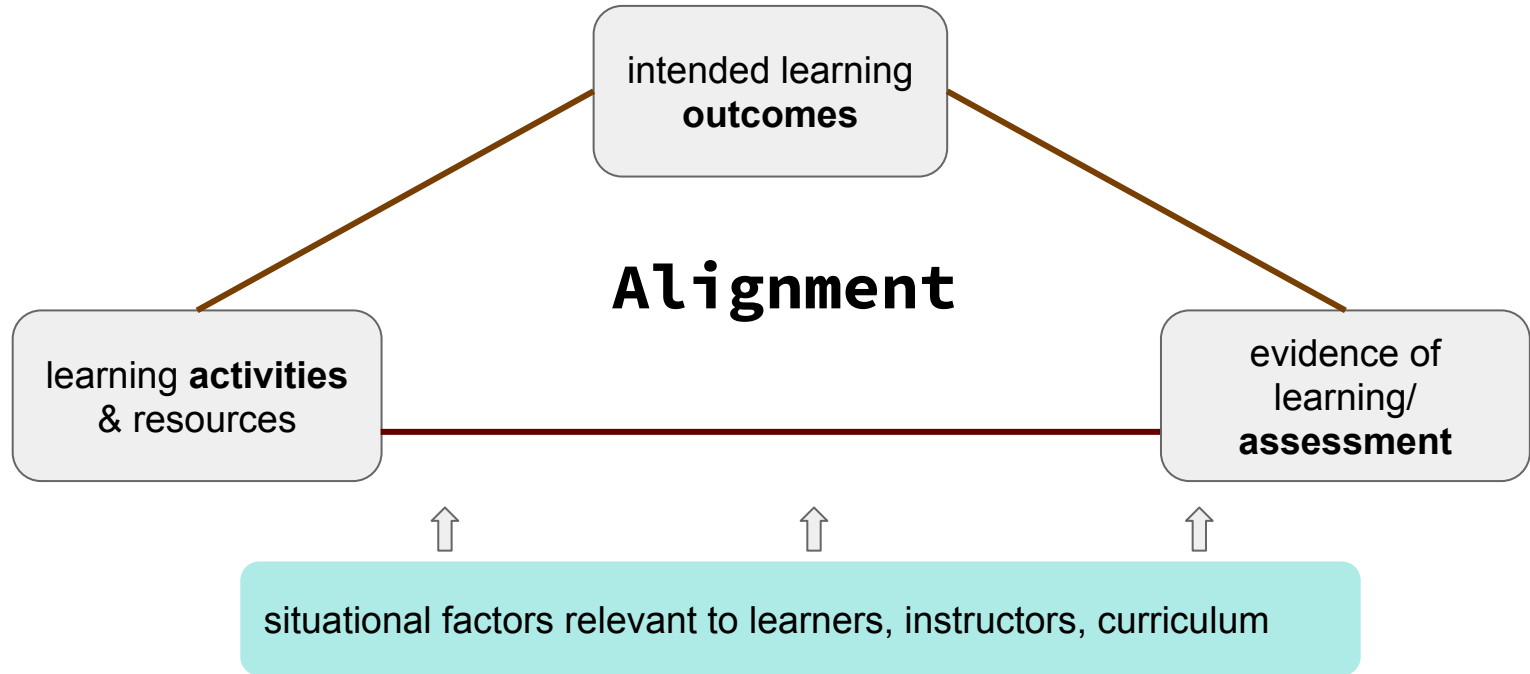Return to your plan.

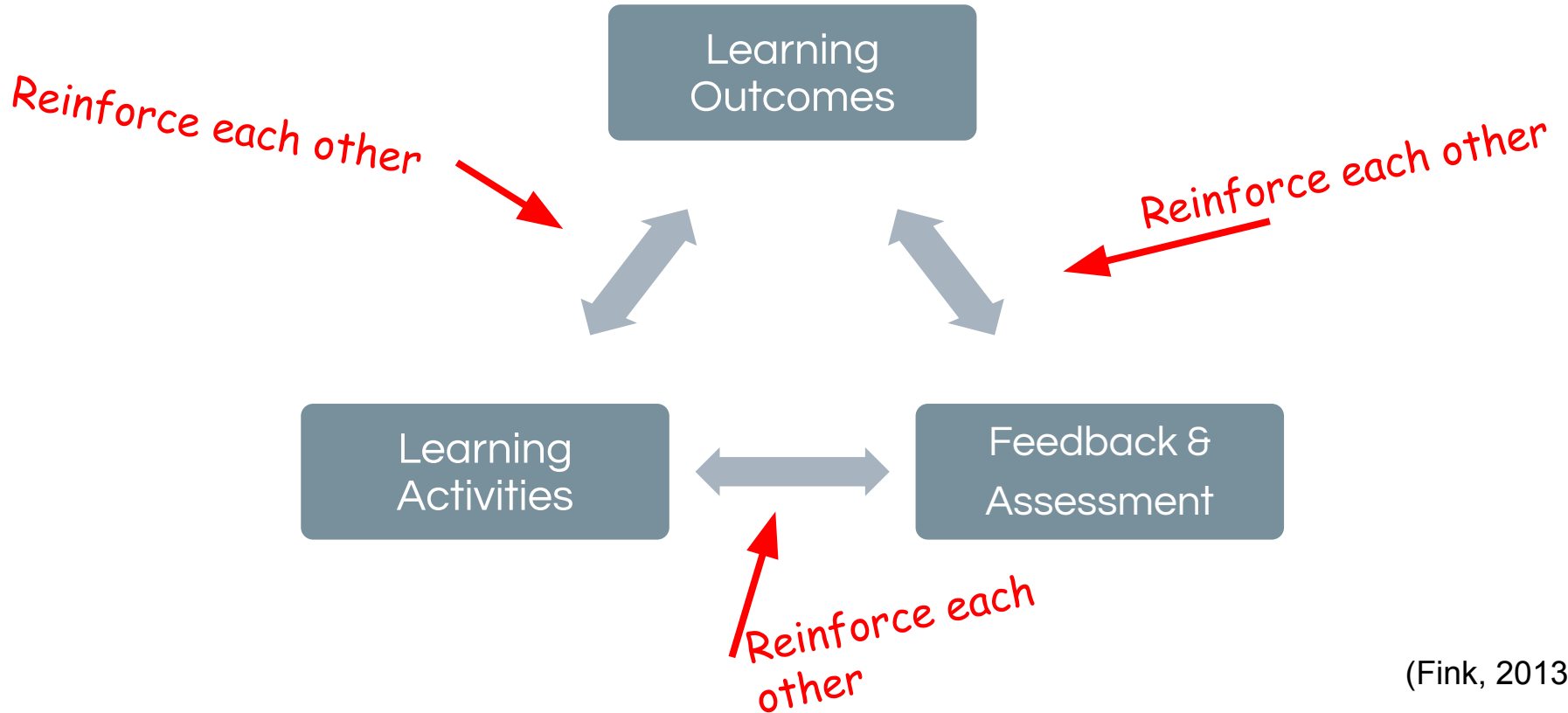Reflect on new ideas, revise existing ideas.

Intended Learning **Outcomes**

Learning **Activities** & Resources

Alignment

Evidence of Learning **Assessment**

Jot them down on your template; check your alignments

10 minutes

Stages of [course] design

intended learning **outcomes**

Alignment

learning **activities** & resources

evidence of learning/ **assessment**

situational factors relevant to learners, instructors, curriculum

Alignment in Course Design

Learning Outcomes

Learning Activities

Feedback & Assessment

Reinforce each other

Reinforce each other

Reinforce each other

(Fink, 2013)

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 Outcome	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
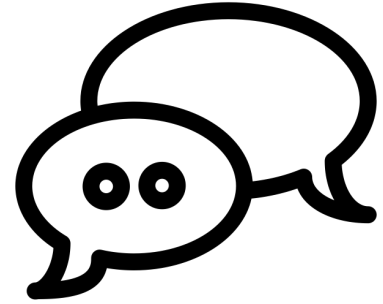
aligned
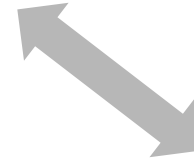
aligned

Teaching and learning activity:

Assignment/Assessment Plan:

aligned

Sharing your Alignment

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?

This work is Creative Commons Licensed:
Attribution-Share Alike-International

Attribute to:
UBC's Centre for Teaching, Learning and Technology