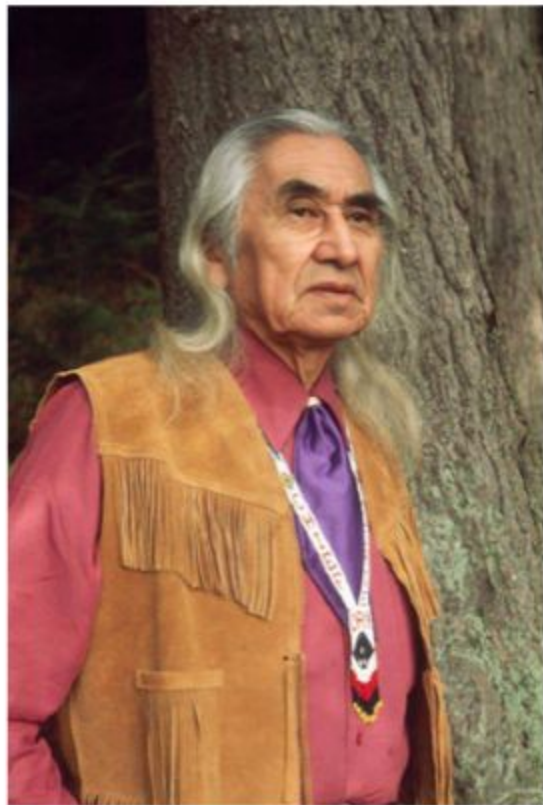


*As you settle in, open annotation bar, then write (T), draw, or stamp on this slide to describe how your morning is going so far.

Journey into Course Design

July 14 and 21, 2021

Ainsley Camps, Judy Chan
& Sue Hampton
CTLT



Land Acknowledgement

https://www.ya-native.com/Culture_NorthwestCoast/resources/wordstomygrandchild.html

Chief Dan George a chief of the Tseil-Waututh Nation.

Two-day workshop

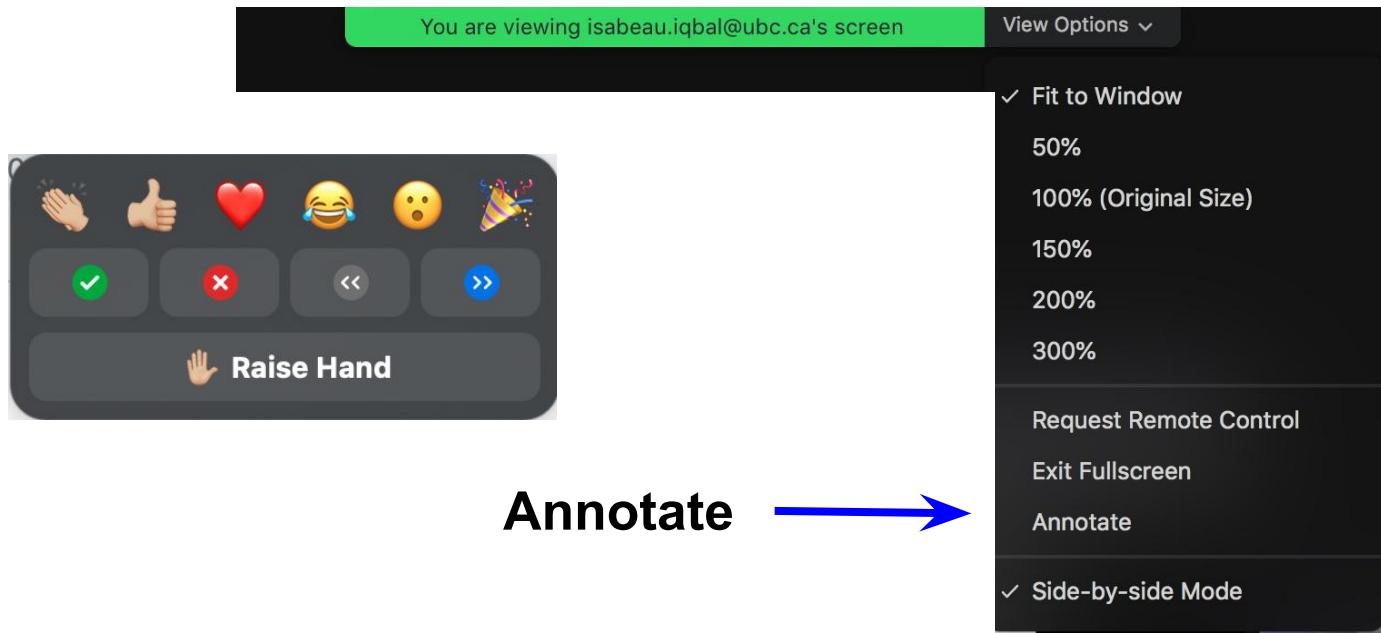
Day I (July 14): Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes
- Alignment

Day II (July 21): Continuation of stages of design

- Assessment techniques
- Instructional Strategies
- Alignment

Reactions, Annotate & Side-by-Side mode

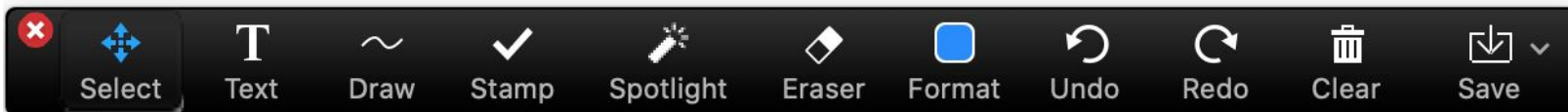


Annotate →

←

Annotation toolbar

Side by side mode



Session objectives

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 your intended learning goals for your learners

Agenda

- Introductions & Zoom Mingle
- Learner-centred approach & Learner-centred course design
- Situational Factors
 - Sharing in Breakout Rooms
- Course-level learning outcomes
 - Opportunities to craft you own
 - Opportunities to share in Breakout Rooms
- Concept of alignment
- Homework & wrap-up

Zoom Mingle



Get to know each other

Breakout rooms with 1-2 other people

Introduce yourselves

- Briefly share similar details you shared on the padlet: name, department/unit, physical location, course/project you are working on
- Your goals for being in this workshop

2 rounds. 4 minutes/round.

Back together and, as time allows, a bit of sharing.

What does a learner-centred approach mean to you?

Learner-centred 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.

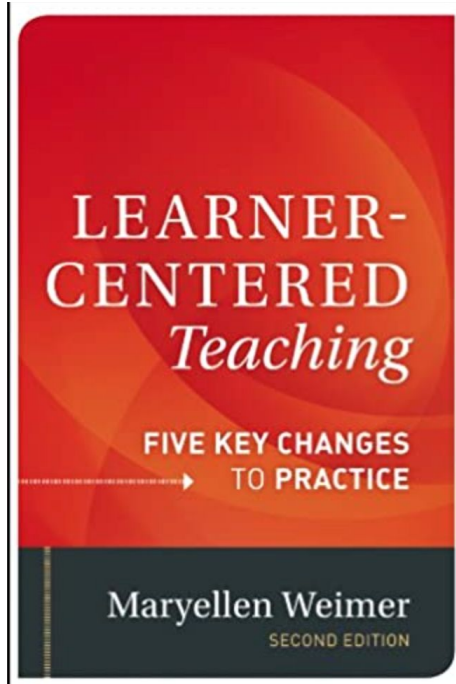
-Dr. Maryellen Weimer, Professor Emeritus of Teaching and Learning at Penn State (retired).

Why a learner-centred approach?



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

Better Outcomes for Students



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

learner-centred course design



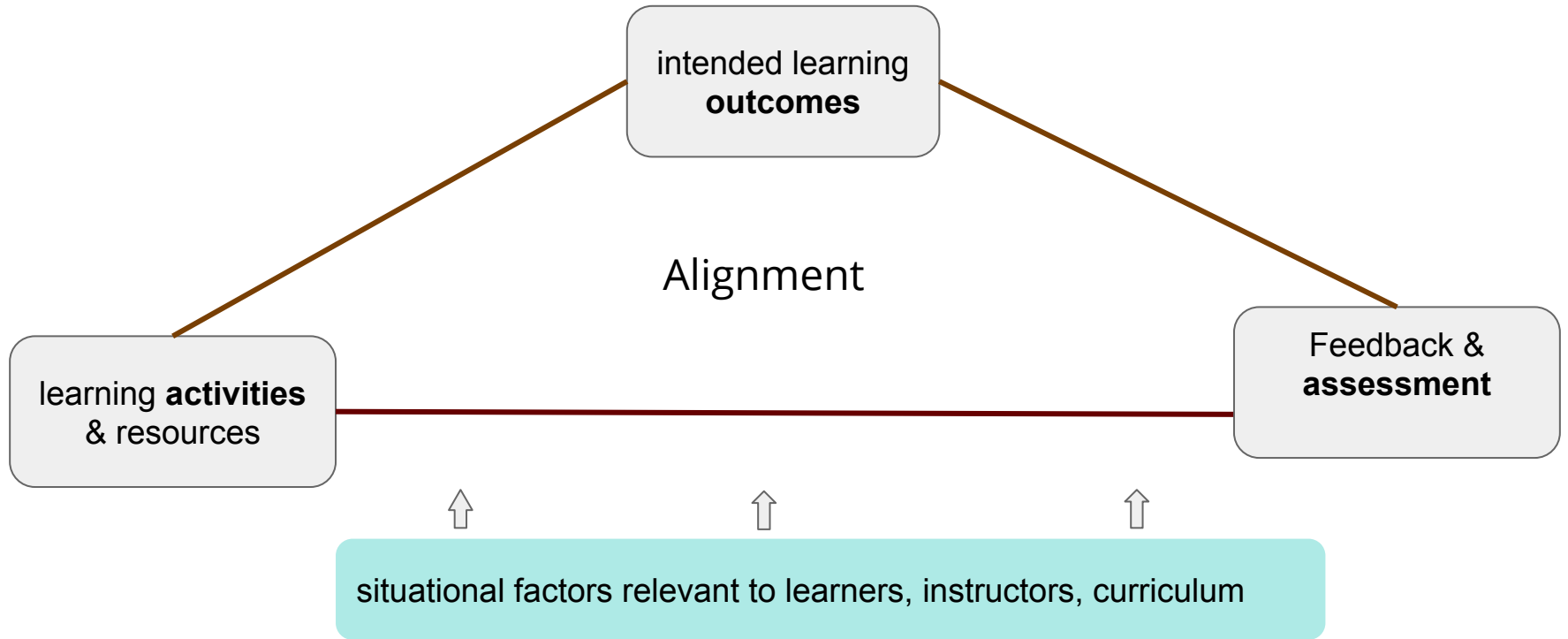
Forward looking:

Who are my students and who do they need to become?

(Rather than: "what content should I cover?")

-M. Wesch (2015)

Stages of course design



Situational Factors

Effective course design acknowledges the context in which it is embedded. Context includes considerations about:

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

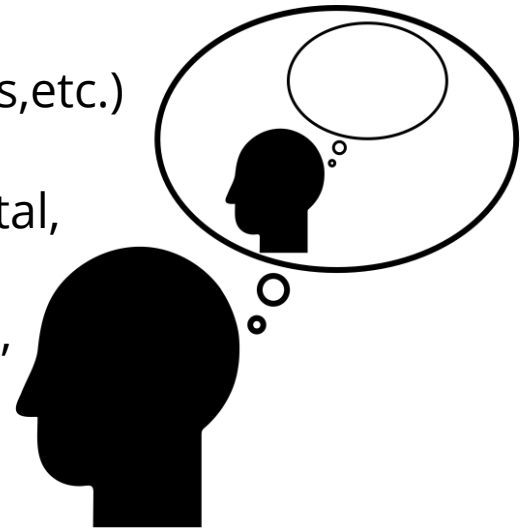


Situational Factors

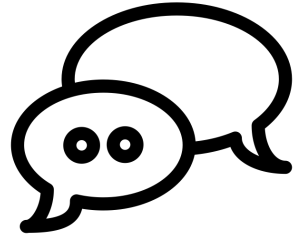
Effective course design acknowledges the context in which it is embedded.

Context includes considerations about:

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



Small Group Discussion



Created by Adnen Kadri
from Noun Project

In small groups of 3-4, discuss the **situational factors** of your course or project
(15 mins)

- Take turns
- Briefly introduce your course
- Describe the situational factors you identified for your course/project

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

Word Waterfall



Group Activity: *What situational factors are top of mind for you as you think about your design?*

- Choose to share one of the situational factors that you feel has a major influence on your design
- Share it in the chat (**do not press 'enter'** until count of 1,2,3)

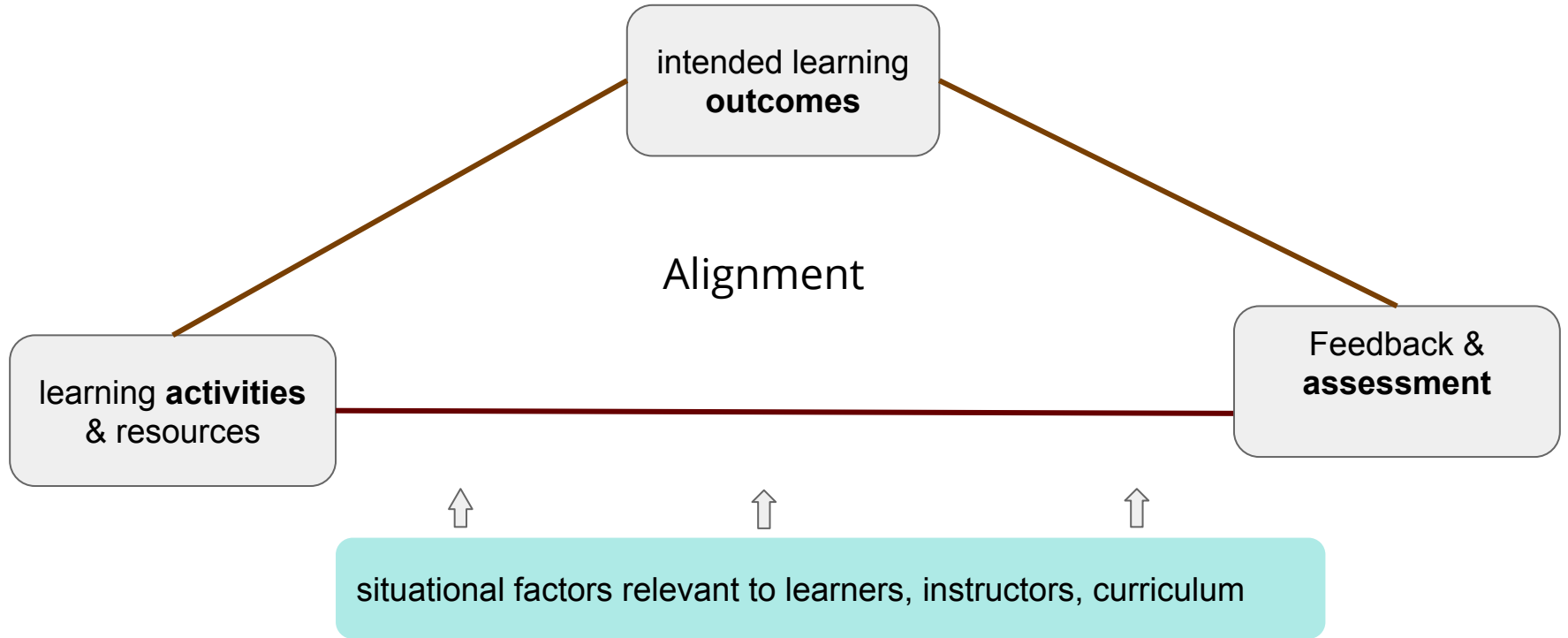
Pause & Document it!

- Grab the template from the Chat (or wiki)
- Add your situational factors to your template!

Keep these top of mind as you design throughout all stages

(take a quick break)

Stages of course design



Outcomes of the learning

Think about your learners **at the end** of your course or project.

- What are your goals as an instructor/facilitator?
- What do you hope your learners are able to know/do/value?
- Imagine: *You run into one of your learners five-years from now. They say the one thing they learned from you that has really stuck with them is X. What do you hope the X is?*

Take 5 minutes to reflect. Write it down.

Terminology

Objectives



Outcomes

Created by Gregor Cresnar
from Noun Project

Why use learning outcomes?



definition: learning outcomes

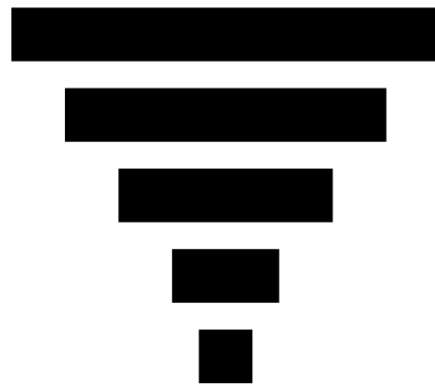


*what a learner
knows or can do as
a result of learning*

(Otter, 1992, p. i)

Levels of learning outcomes

- **Program-level learning outcomes**
(what does a graduate know/do/value?)
- **Course-level learning outcomes**
(know/do/value after your course)
- **Module-level**
(know/do/value after the module)
- **Lesson-level learning outcomes**
(know/do/value after the lesson)



Writing effective learning outcomes

3 elements of writing effective learning outcomes:

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

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

SPECIFIC

3 elements to include:

1. Action verb(s)
2. Subject (the “what”)
3. Context or criteria (details the “what” of performance)

Example 1

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

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

Example 1: breaking it down

Select appropriate materials for use in building woodframed houses.

action verb

subject

context/criterion

Example 2

By the end of this module, you will be able to...

Apply water sterilization techniques to purify the drinking water.

Example 2: breaking it down

Apply water sterilization techniques to purify the drinking water.

STEP 1: Revise into Learning Outcomes

Revise your earlier *outcomes for learning* into learning outcomes (10 mins)

Remember to be:

1. **Learner-centred**
2. **Specific** (include Action Verb, Subject, and Context)

Add to the Google Spreadsheet (Column A & Column B)

Domains of learning

3 elements of writing effective learning outcomes:

1. Learner Centred
2. Specific
3. **Domains of learning**

Domains of learning



Cognitive



Affective



Psychomotor

Move from vague to specific

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

Understand the events surrounding the war of 1812.

Which domain?

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

Analyze social media plans for their effectiveness in marketing.

Which domain?

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

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

Which domain?

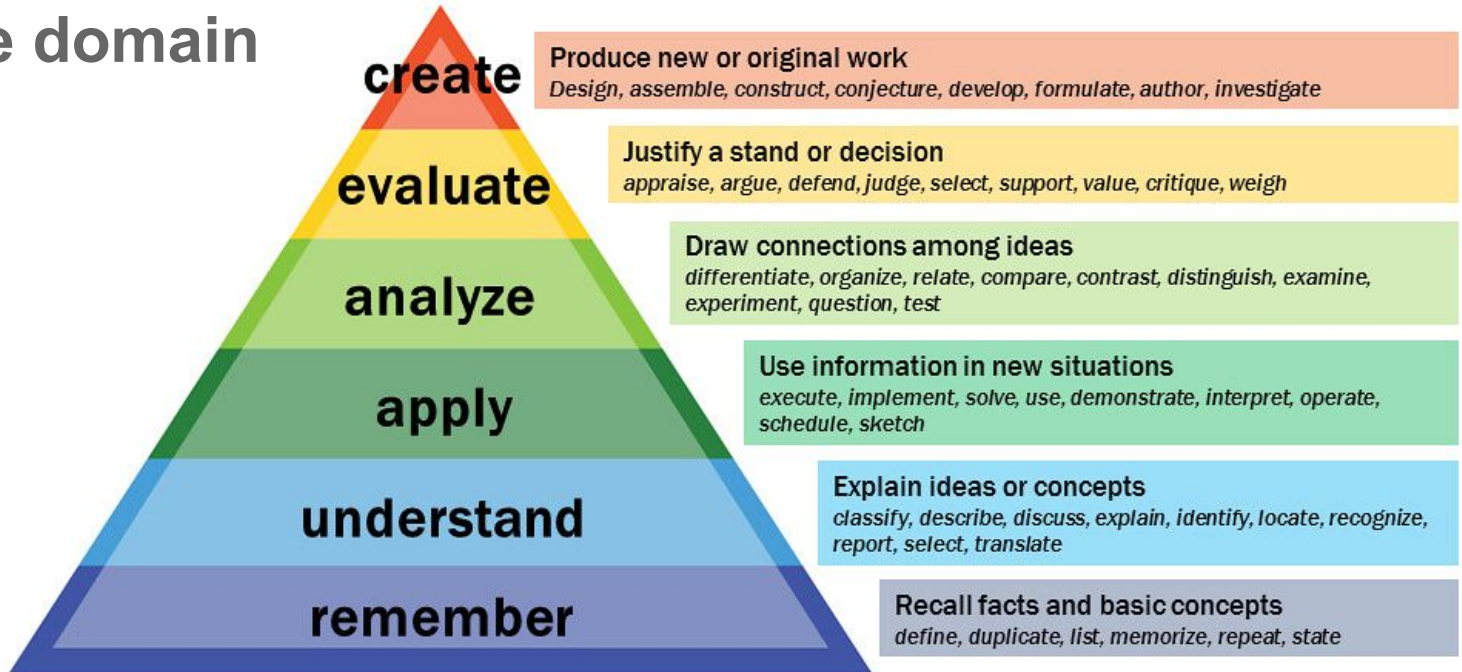
By the end of this module, learners will:

Appreciate the ethical issues involved in the garment industry.

Levels of Learning

Bloom's Taxonomy

Cognitive domain



domain & level example

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

1. **Listen** to others with respect *(what level?)*
2. **Appreciate** the diverse opinions of peers and colleagues in the course. *(what level?)*

Step 2: Identify domains & levels of learning

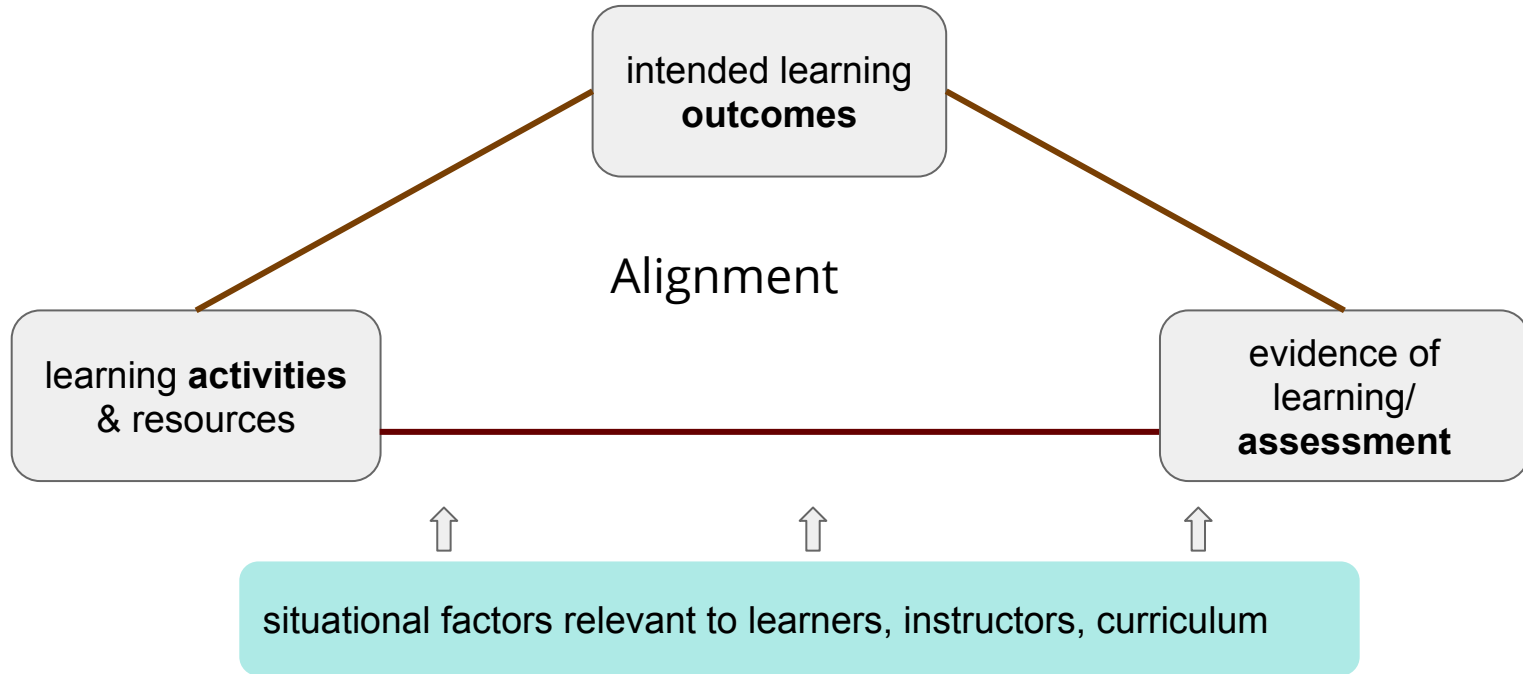
Revise your learning outcomes in **Column C** (10 mins)

1. Identify domains of learning for each
2. Identify levels within those domains
3. Ask yourself:
 - Is this an end goal of the course? If early or mid-point, what would be the end goal? Revise.
 - Are some of these related to one broader goal? If so, cluster them and revise.

Sharing & refining

- Take turns to share from the Google Doc (20 mins)
- Identify the **domain & level** of learning for each learning outcome.
 - Are the statements a result of the learning at the end of the course/program?
 - Can your students attain them?
 - Are the statements clear to you, as well as your learners?

Learner centred courses are aligned



Example A:

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. A multiple choice quiz
- B. A journal reflection
- C. A team project on designing bike routes in Vancouver
- D. A hands-on observation of riding a bike

Example B:

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

You are considering these options:

- A. A multiple choice quiz
- B. A journal reflection
- C. A team project on designing bike routes in Vancouver
- D. A hands-on observation of riding a bike

Example C:

By the end of the course, learners will appreciate the benefits associated with biking to work.

You are considering these options:

- A. A multiple choice quiz
- B. A journal reflection
- C. A team project on designing bike routes in Vancouver
- D. A hands-on observation of riding a bike

Example D:

By the end of this course you will be able to assess the quality of your diet according to Canada's Food Guide

aligned?



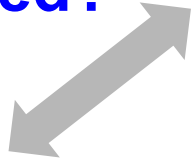
Assignment:

- Keep a record of your food intake for 3-days.
- Compare your record to Canada's Food Guide

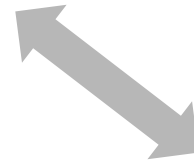
Example D:

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?



- Class discussion: who has kept a food diary in the past? Do's and don't's



aligned?

Assignment:

- Keep a record of your food intake for 3-days.
- Compare your record to Canada's Food Guide

Assessment - Course Level

- How will you know whether learners have met the learning outcomes?
- What evidence is required, and how will you gather this evidence?
- Is your intent to evaluate learning (or is it to evaluate something else)?

Homework

1. Continue revising your Learning Outcomes
2. What are your Assessment ideas?
 - How will you know whether learners have met the learning outcomes? What evidence will you gather?
 - How will you gather that evidence?

Instructions are on the wiki

Formative Feedback: *Two Stars and a Wish!*

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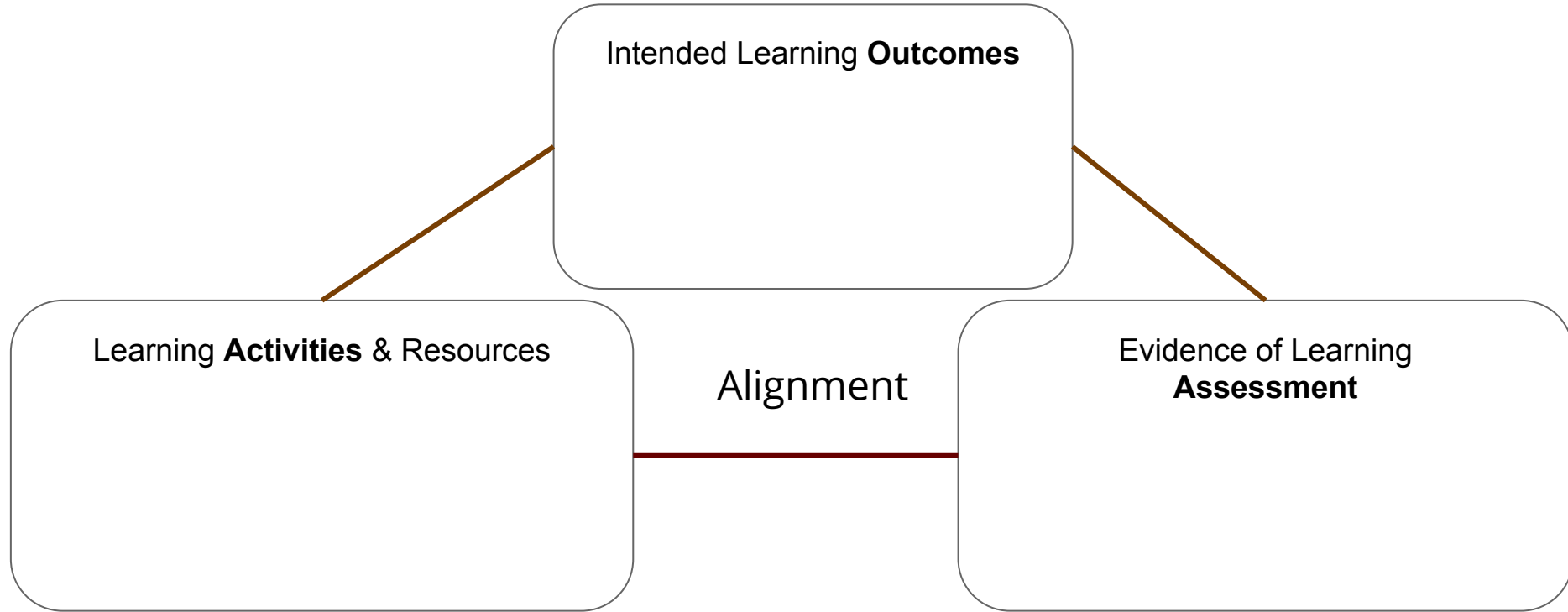
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Attribute to:
UBC's Centre for Teaching, Learning and Technology

Stages of [course] design



Situational Factors: