

Journey into Course Design: Day One

With Ainsley Camps, Judy Chan & Sue Hampton



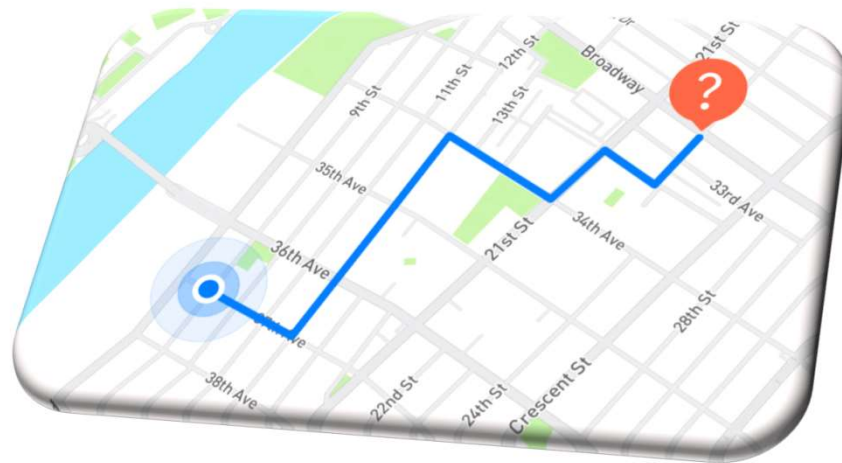
Land Acknowledgement



Two-Day Workshop

Day 1
Introduction to learner-centred course design

Day 2
Continuation of course design stages



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



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 <i>Learning in this course will be supported by the following types of activities:</i> •	



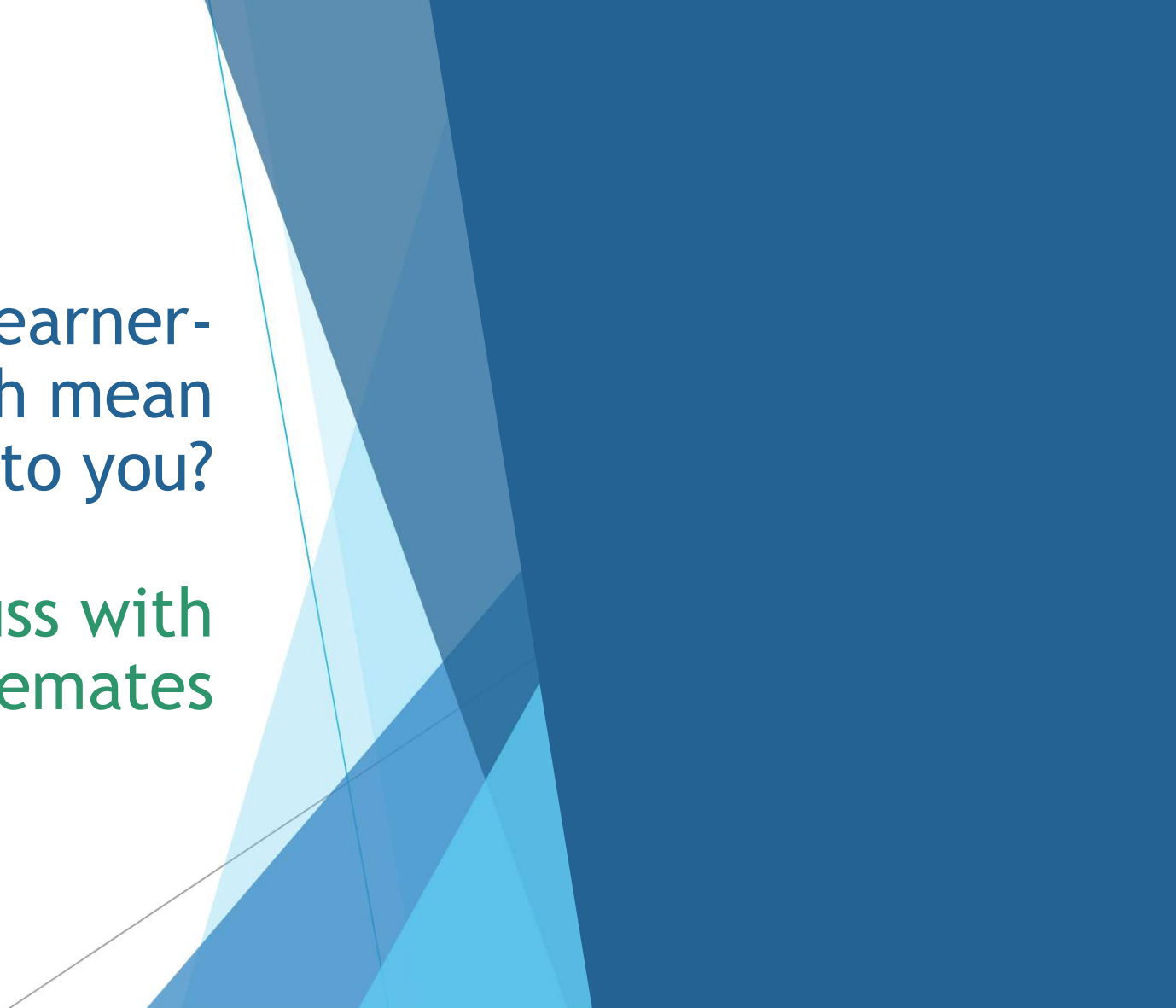
Intros

I'm a sessional instructor in CLP program of the Department of Asian Studies. I'm currently working on the Business Chinese language course for heritage students. I would love to reflect on my previous course design, and gain more insights on how to realise a real learner-centered course design.

- ▶ A bit about you, and why you're on this journey
- ▶ What are you designing? Share some details about your course/project
- ▶ Share one thing that you took away from the pre-work

I'm a PhD candidate at UBC Linguistics. I'm applying for a sessional position so I'd love to learn to develop a course that can deliver the content through an interactive way of learning, especially for a bigger class.
-Suyuan

I'm a sessional lecturer in Computer Science, and I would love to learn about and reflect on improving the course I am teaching, especially wrt engaging with the students in in-class activities.
- Sang-Wha

The background features a large, solid dark blue rectangle on the right side. On the left, there are several overlapping, semi-transparent geometric shapes in various shades of blue, including light blue, medium blue, and dark blue, creating a layered, abstract effect. A thin, light blue line extends from the top left towards the center, and another thin, light blue line extends from the bottom left towards the center, intersecting the overlapping shapes.

What does a learner-
centred approach mean
to you?

Share and discuss with
tablemates



Learner-Centered Teaching

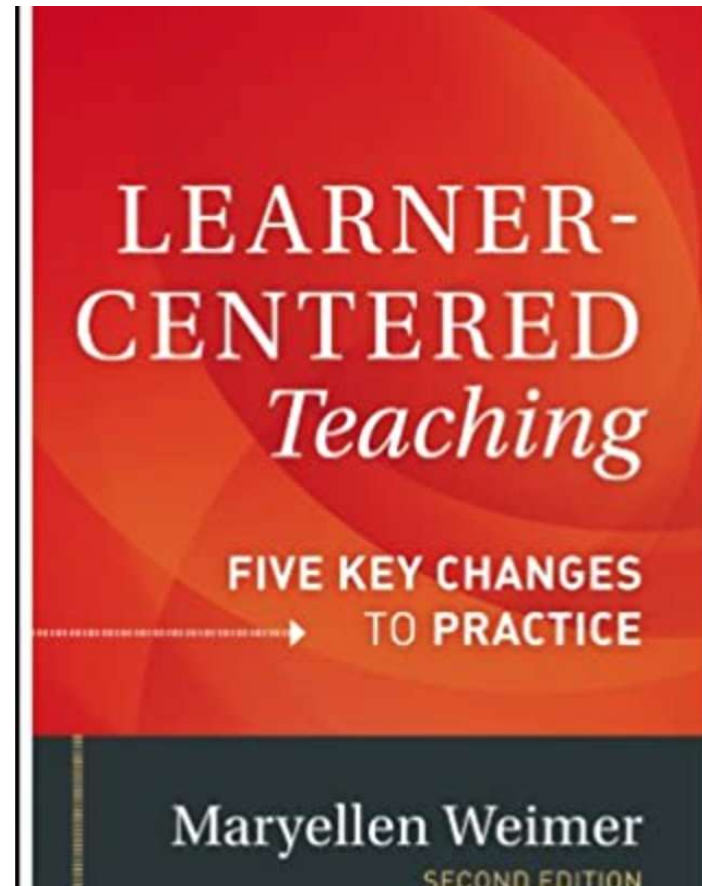
- ← Engages students **actively** in learning.
- ← Motivates by **sharing** some power and control.
- ← Encourages **collaboration**.
- ← Includes **learning skill instruction** (and demonstrates thinking and analysis processes).
- ← **Makes space** for students to learn and practice **reflection** on how and what they are learning.

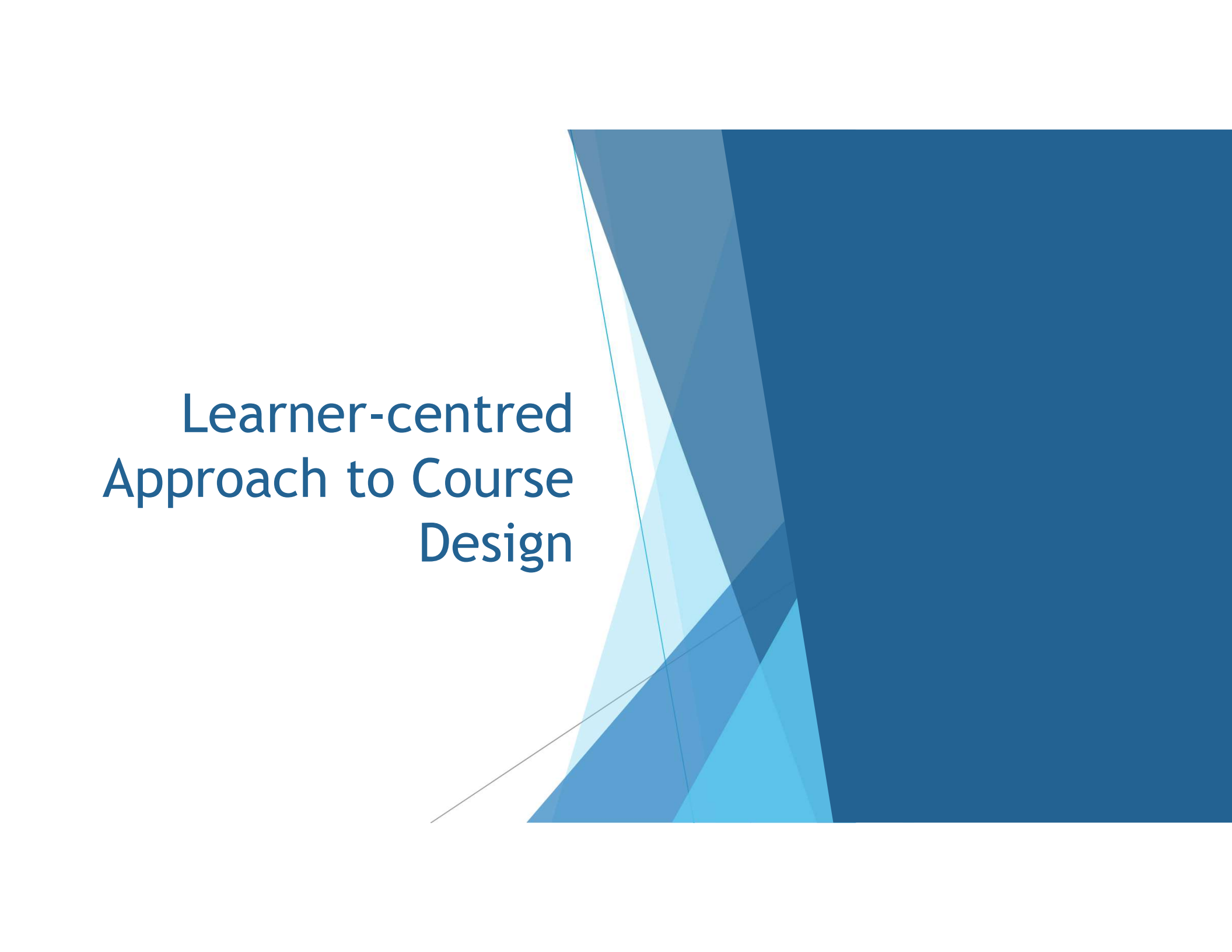
Dr. Maryellen Weimer, Professor Emeritus of Teaching and Learning at Penn State (retired).



Better outcomes for students

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



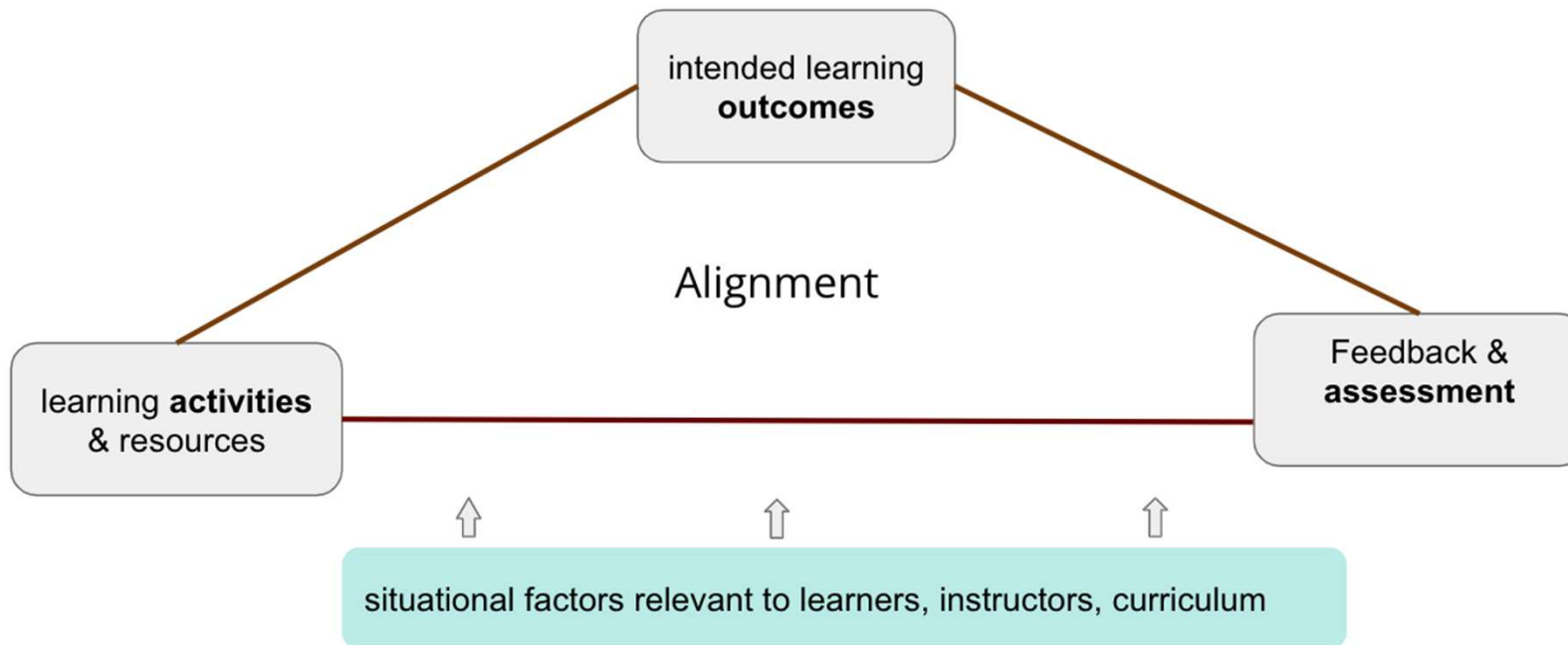


Learner-centred Approach to Course Design

Learner-Centered 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.)

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Small group:
Discuss situational
factors

Discuss 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
- ▶ Discuss the ways these factors will affect your design



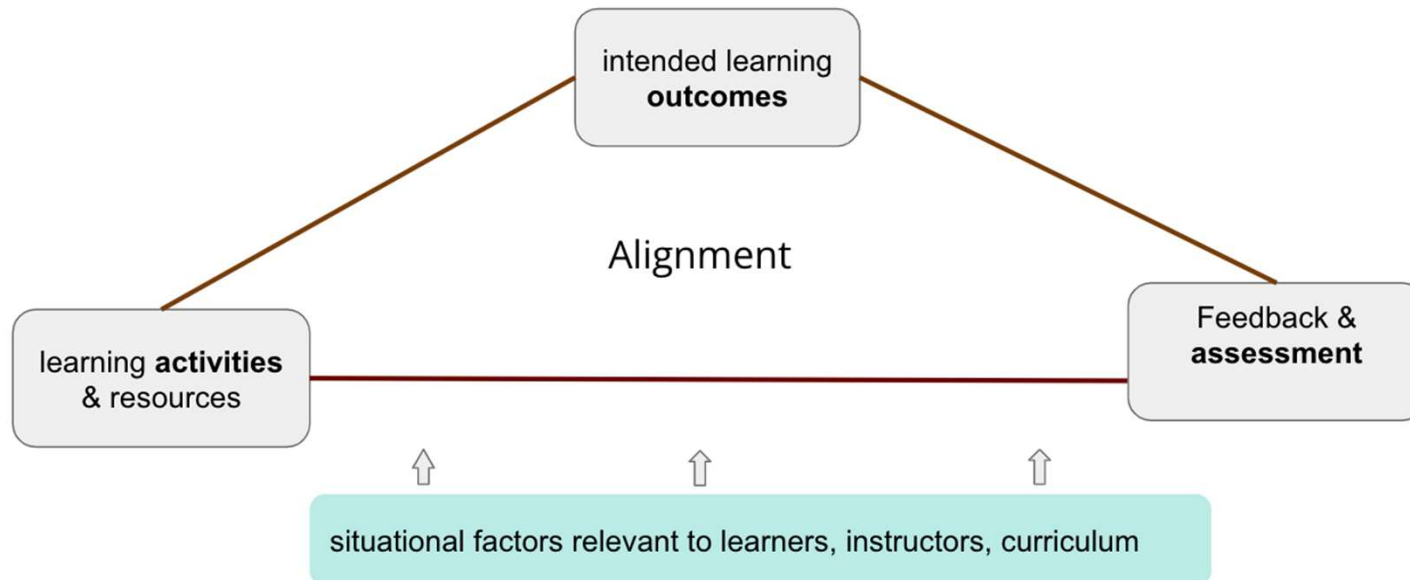
** monitor the time so everyone gets a chance to share*

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

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Why use learning outcomes?

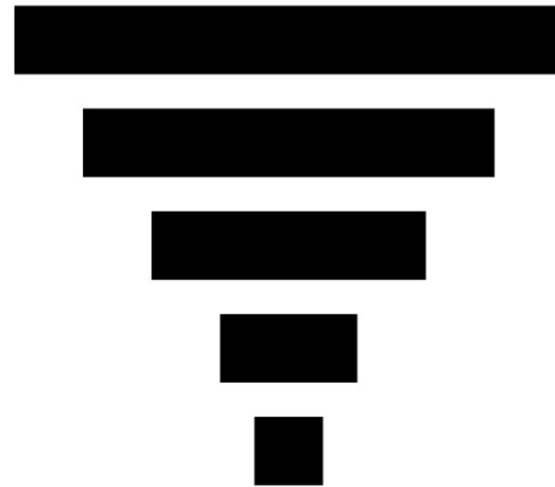


Illustration: CC0, Jero Vesalainen, <https://pixabay.com/en/target-goal-success-dart-board-1955257/>



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



Definition of Learning Outcomes

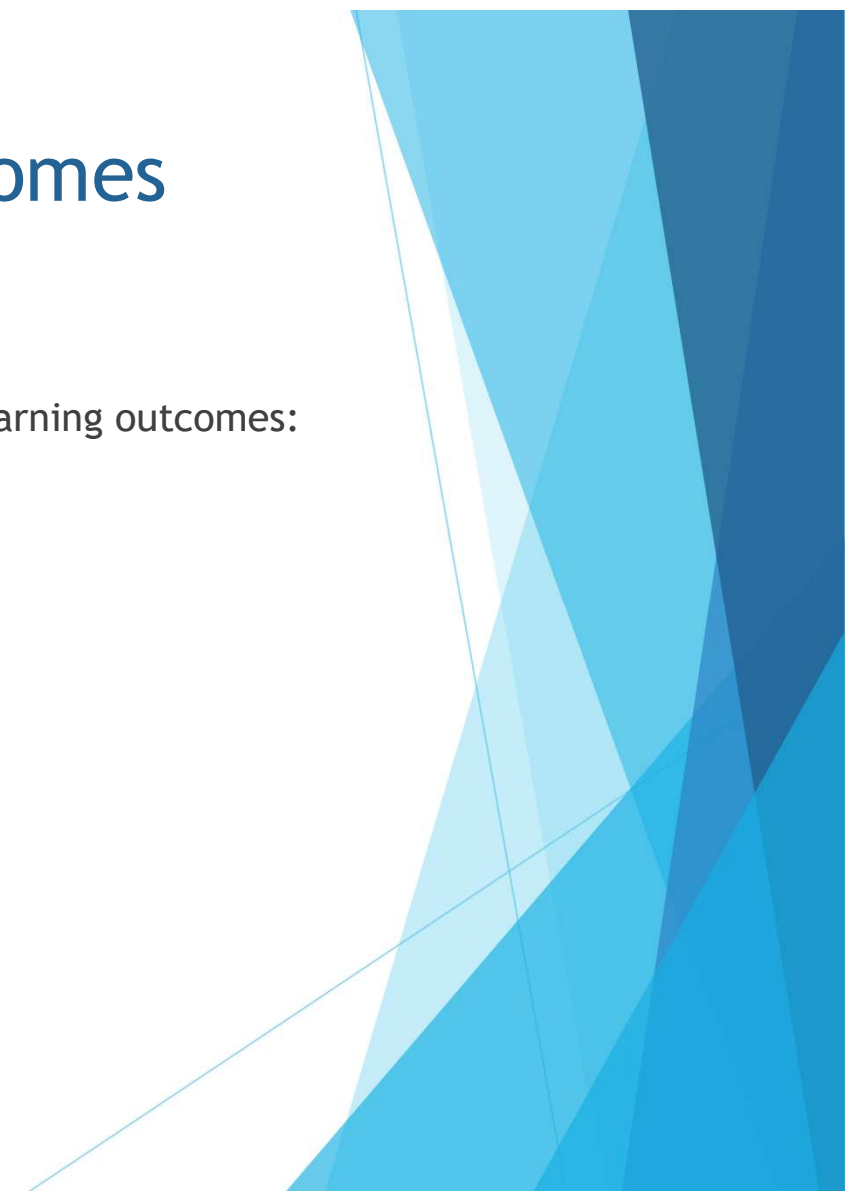
what a learner knows or can do as a result of learning

(Otter, 1992, p. i)

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

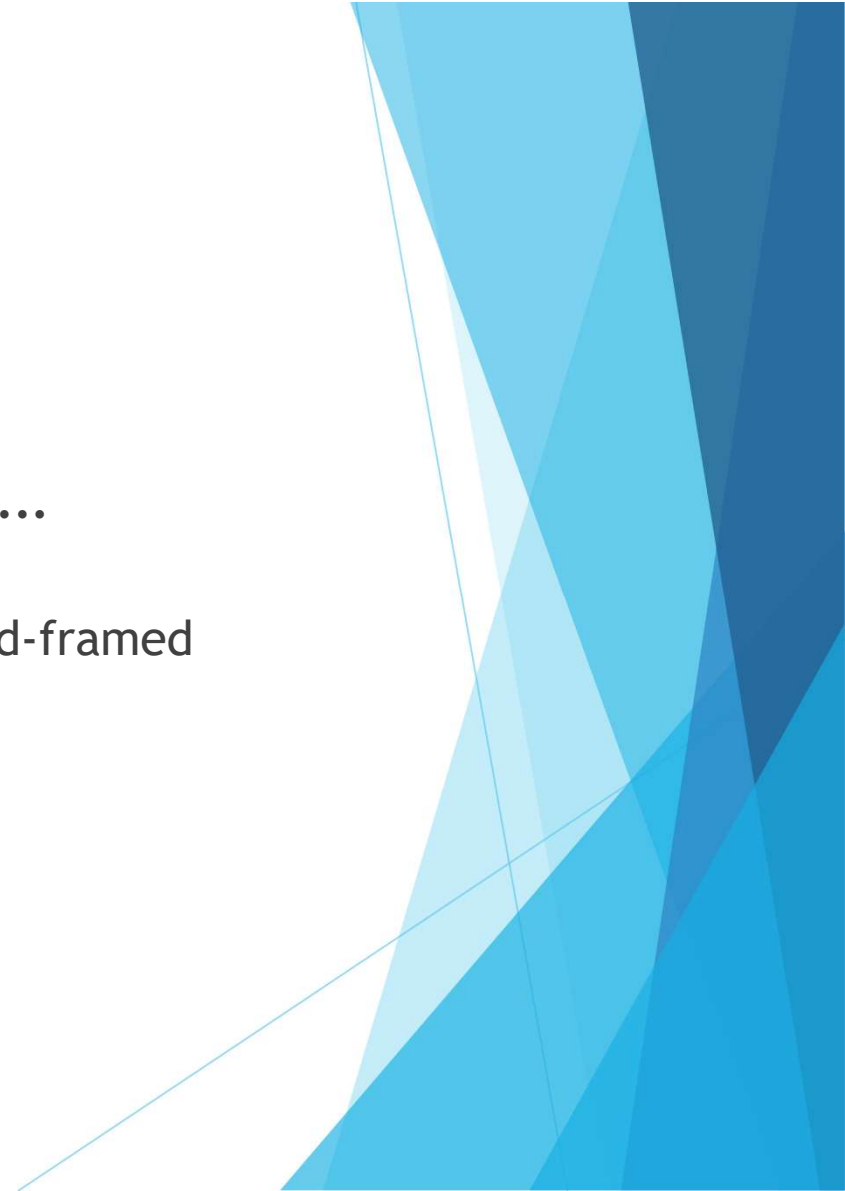
1. Verb(s)
2. Subject (the what)
3. Context or criteria



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

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Individual Activity:
Revise learning
goals into learning
outcomes

Revise goals into learning outcomes

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.

Time permitting, revise more than one!

Domains of learning

3 elements of writing effective learning outcomes:

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





Learning Outcomes
continued

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:

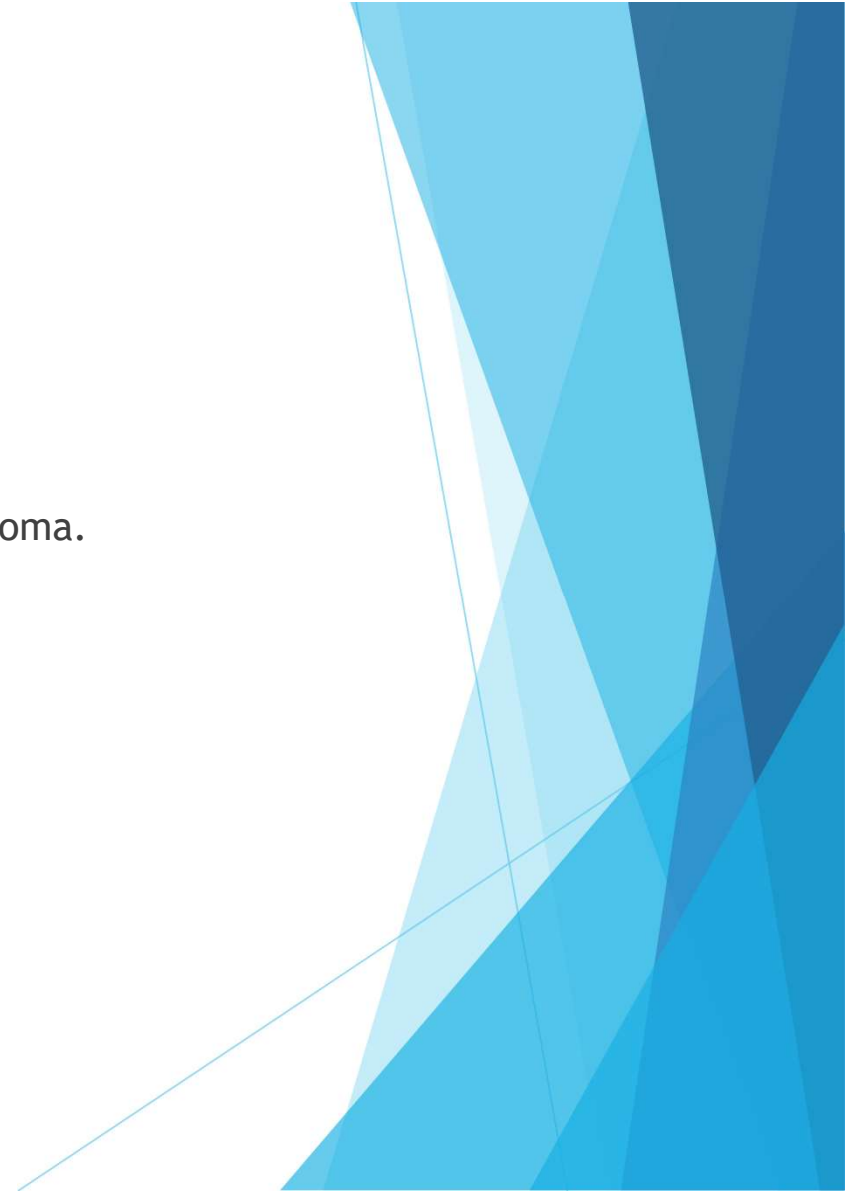
Analyze social media plans for their effectiveness in marketing.



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.



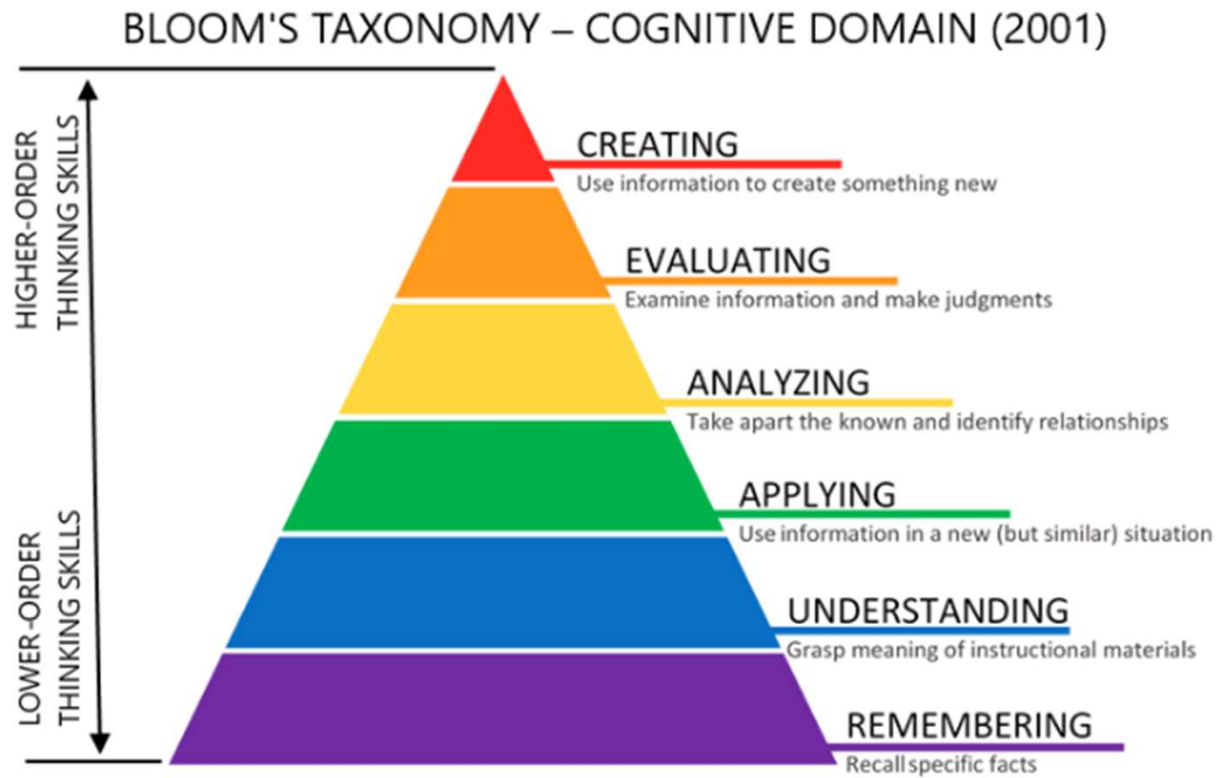
Example 3: which domain?

By the end of this workshop, learners will:

Appreciate the ethical issues involved in the garment industry.



Level of learning



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



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Small group
activity:
Determine domains
of learning

Consider domains & level of learning in your design

In your table group, *let's* work together to determine the domains of learning/level of learning on each other's draft learning outcomes

Steps:

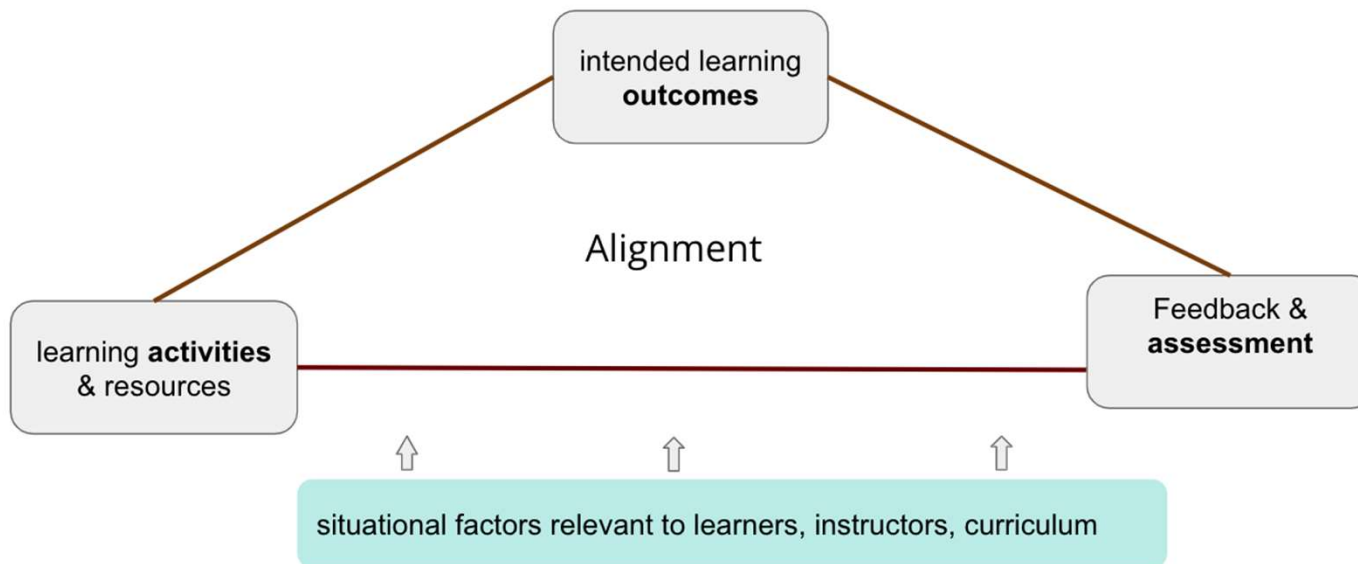
- ▶ Take turns reading your learning outcomes
- ▶ Decide on appropriate domain
- ▶ Consider the level of learning you are aiming for (use the handout for this)





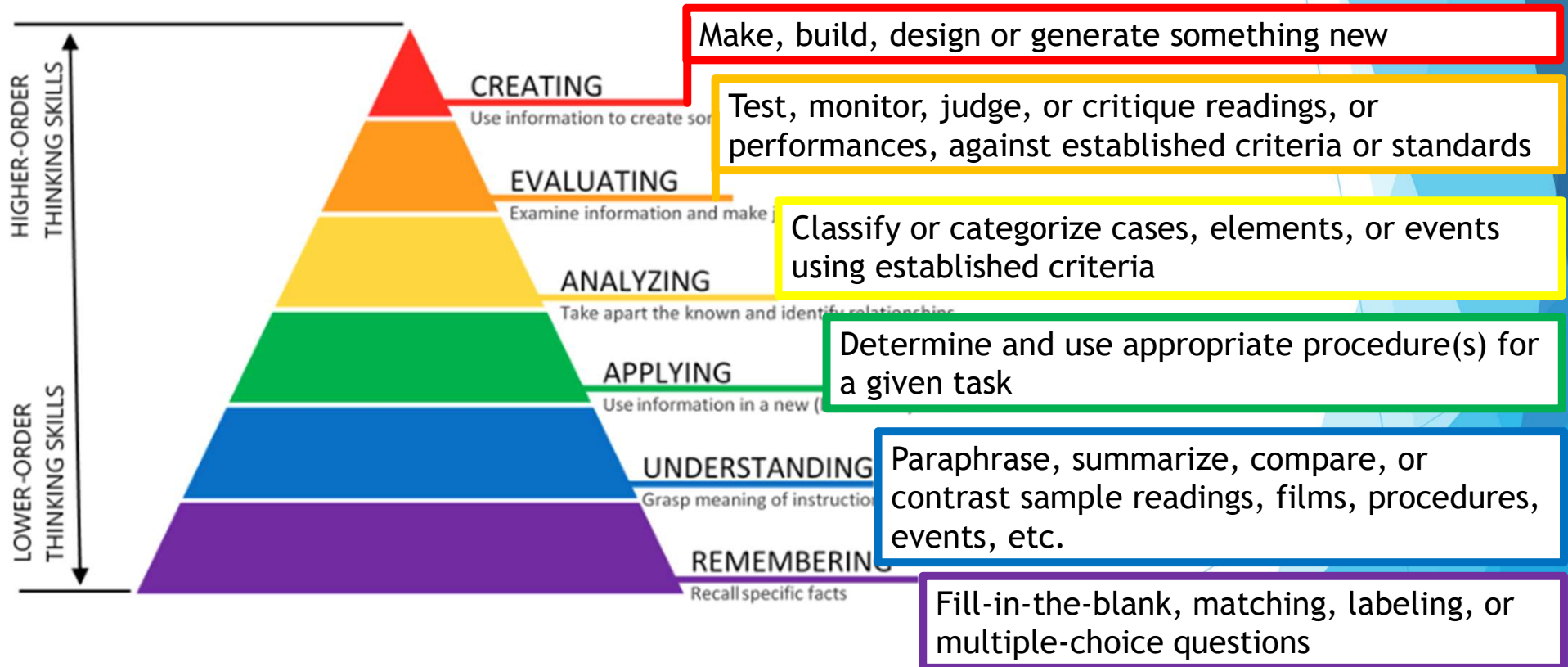
Alignment

Concept of Alignment



Aligning Assignments with Levels of learning

<https://www.cmu.edu/teaching/assessment/basics/alignment.html>



Alignment - Nutrition course

Learning Outcome

By the end of this course,
you will be able to: recognize
major themes in Canada's
Food Guide

aligned



aligned



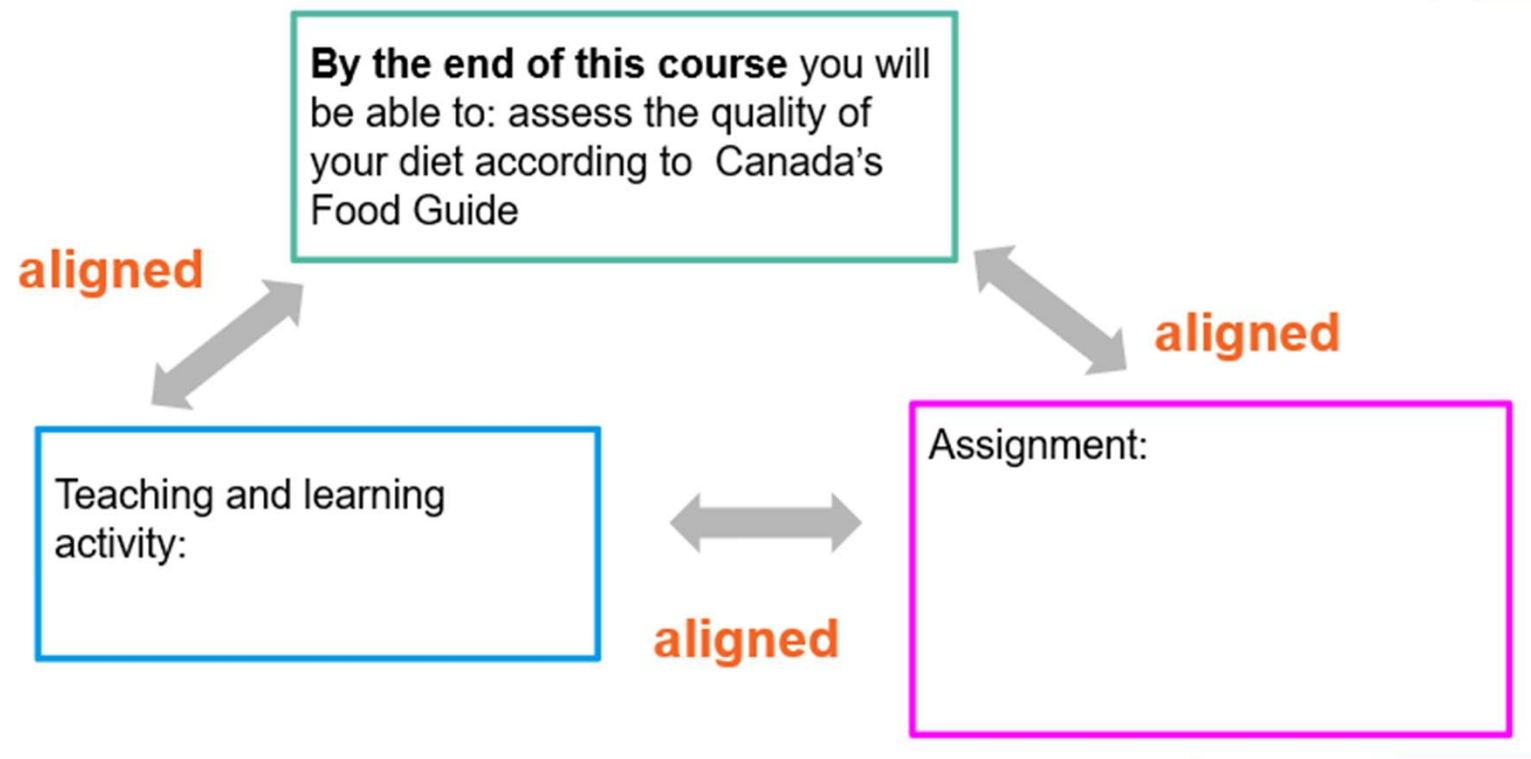
Teaching and learning
activity:



aligned

Assignment:

Alignment - 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

Activity:
What assessment
techniques have you used
or experienced?



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

Assessment Techniques

- ▶ Place examples along a timeline of a course
- ▶ Left end: beginning of a course; right end: end of a course



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Jot down your early
assessment ideas

Assessment: Small group sharing

Share your assessment ideas

Take turns to:

- ▶ Share an assessment idea you would like to try out in your project
- ▶ Share how it intrigues you
- ▶ Discuss how it can help you know if your students achieve your learning objectives



Sharing your thoughts!

- ▶ Your learning objectives
- ▶ Your assessment plan





One last 'ask'

- ▶ **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?

Homework for Day 2

- ▶ **Continue with your work from today:**
 - ▶ Keep in mind the situational factors that influence your course
 - ▶ Hone your learning outcomes.
 - ▶ Assessment: look at those LOs; decide what are well aligned assessment options.
- ▶ Feedback: Two Stars and a Wish

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