Journey into [Course] Design

Judy Chan & Sue Hampton, CTLT
February 26, 2020
Day 1

Two-part workshop

Part I (Feb 26): Introduction to learner-centred course design

- Course design framework
- Situational factors
- Learning outcomes

Part II (March 4): Continuation of stages of design

- Alignment
- Assessment/Evaluation
- Instructional Strategies

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

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.

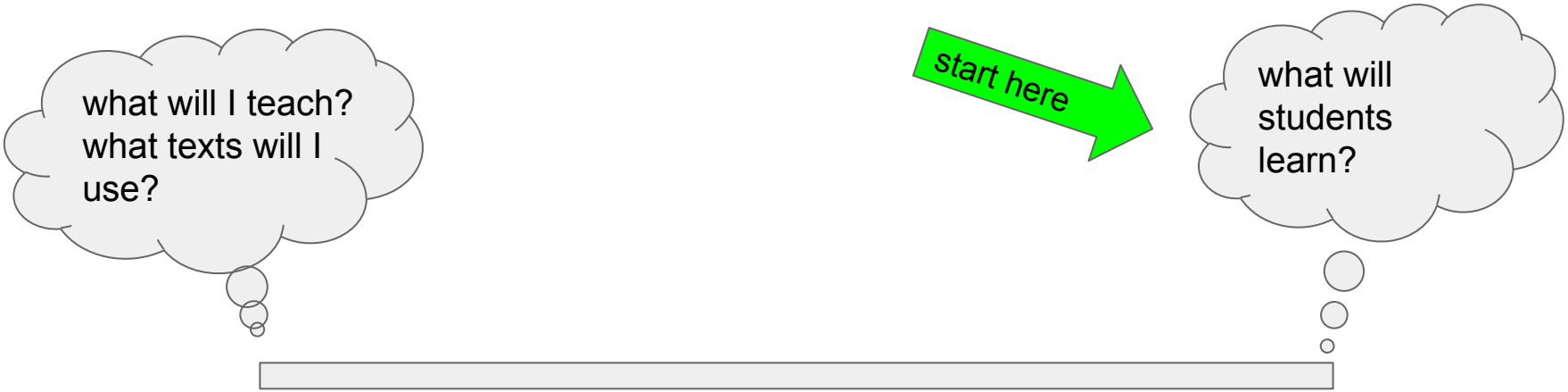
-Dr. Maryellen Weimer, Professor Emeritus of Teaching and Learning at Penn State (retired).

Why a learner-centred approach?

Promotes better outcomes for students

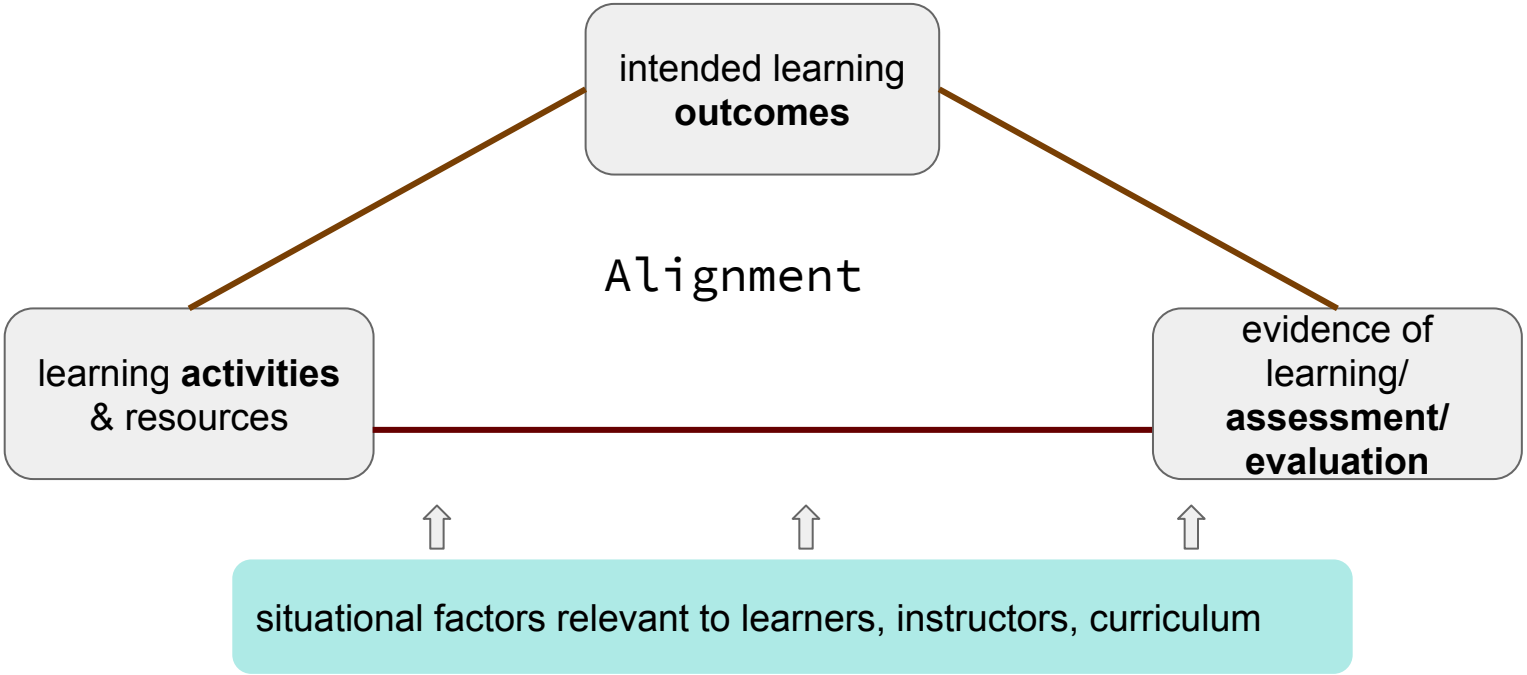
- Higher motivation to learn
- Meaningful, long term understanding
- Deep understanding vs. superficial
- Helps students become responsible for their own learning process
- Improved assessment outcomes

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)*

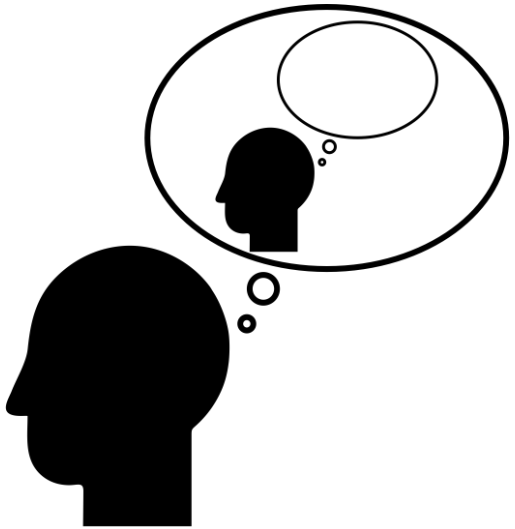
Stages of [course] design



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

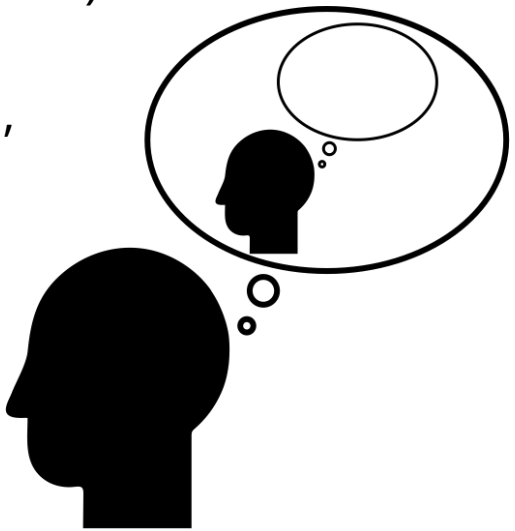


Created by Aenne Brielmann
from Noun Project

Situational Factors

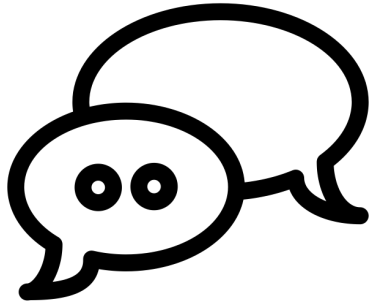
Effective course design acknowledges the context in which it is embedded. Context includes considerations about:

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



Created by Aenne Brielmann from Noun Project

Pair-Share



Created by Adnen Kadri
from Noun Project

Pair up and take turns describing
the situational factors of your course.
(10 mins)

Think about:

“How might these impact my design?”

- Add these to your template! (5 mins)
- Keep these top of mind as you design throughout all stages

Break

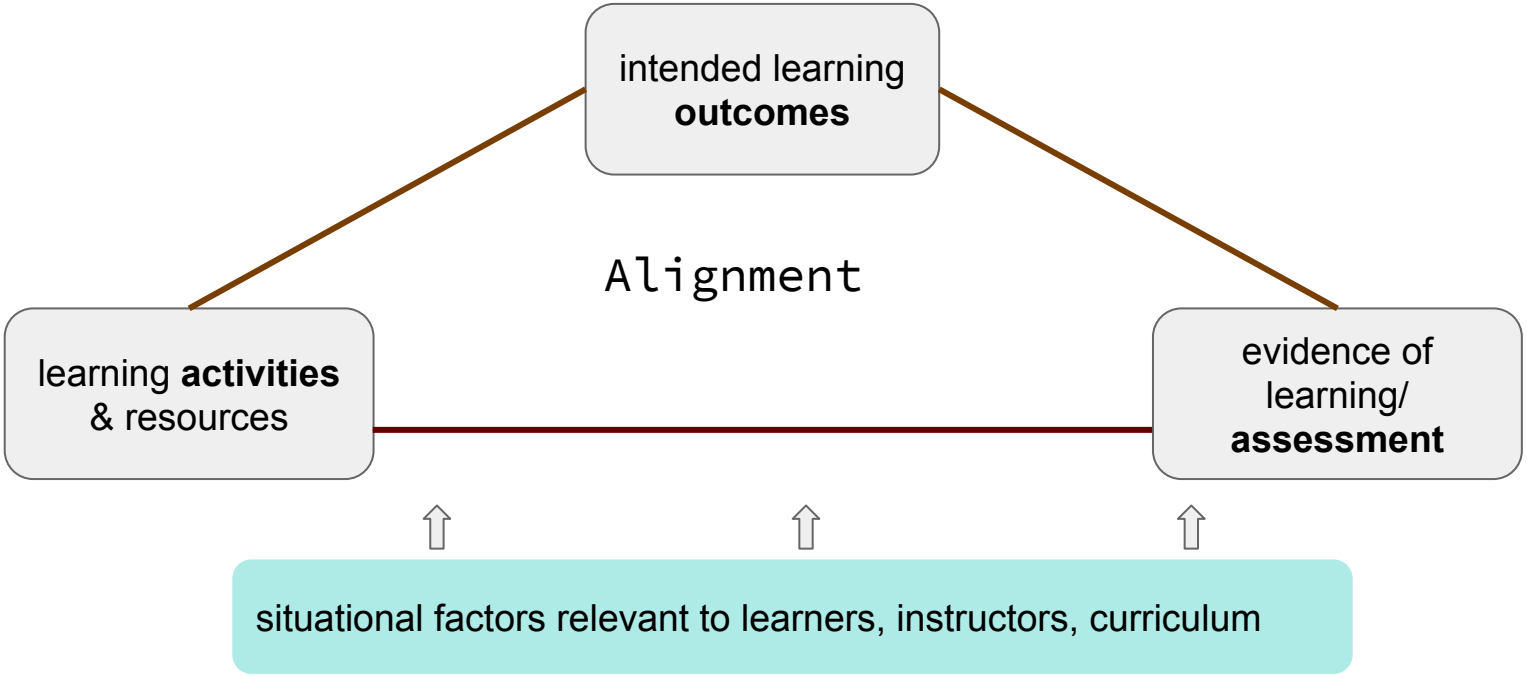
Outcomes of the learning

Take 5 minutes to reflect and document.

Think about your learners *at the end* of your course, module or workshop.

- 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?

Stages of [course] design



Terminology

Objectives

Outcomes

Created by Gregor Cresnar
from Noun Project

Why use learning outcomes?

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

DEFINITION: LEARNING OUTCOMES

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

(Otter, 1992, p. i)

Biswarup Ganguly [GFDL (http://www.gnu.org/copyleft/fdl.html) or CC BY 3.0 (http://creativecommons.org/licenses/by/3.0)], via Wikimedia Commons

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)

Created by Rohith M S
from Noun Project

Writing effective learning outcomes

3 elements of a good learning outcome:

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

Begin with: **By the end of this course/workshop/program, learners will be able to…**

Example 1

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

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

Example 2: breaking it down

Select appropriate materials for use in building woodframed houses.

action verb
subject
context/criterion

Example 2

By the end of this course, students 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.

Example 3

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

Recall genetics terminology: homozygous, heterozygous, phenotype, genotype, homologous chromosome pair, etc.

Example 3: breaking it down

Recall genetics terminology: homozygous, heterozygous, phenotype, genotype, homologous chromosome pair, etc.

Your Turn!

Build learning outcomes from the goals you previously brainstormed.

Remember to include:

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

Begin with: ***By the end of this course/workshop/program, learners will be able to…***

Domains of learning

Levels of learning

Cognitive domain

Anderson *et al*. 2001

DOMAIN EXAMPLE

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

- Listen to others with respect (what level?)
- Appreciate the diverse opinions from peers, colleagues and instructors. (what level?)

DOMAIN EXAMPLE

By the end of this lesson, the student will be able to:

Insert a cannula into a vein accurately without causing a haematoma. (what level?)

Identify domains/levels of learning

Review your brainstormed list:

- Identify domains of learning
- Identify levels within those domains
- 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.

Learning outcomes: paired/triad sharing

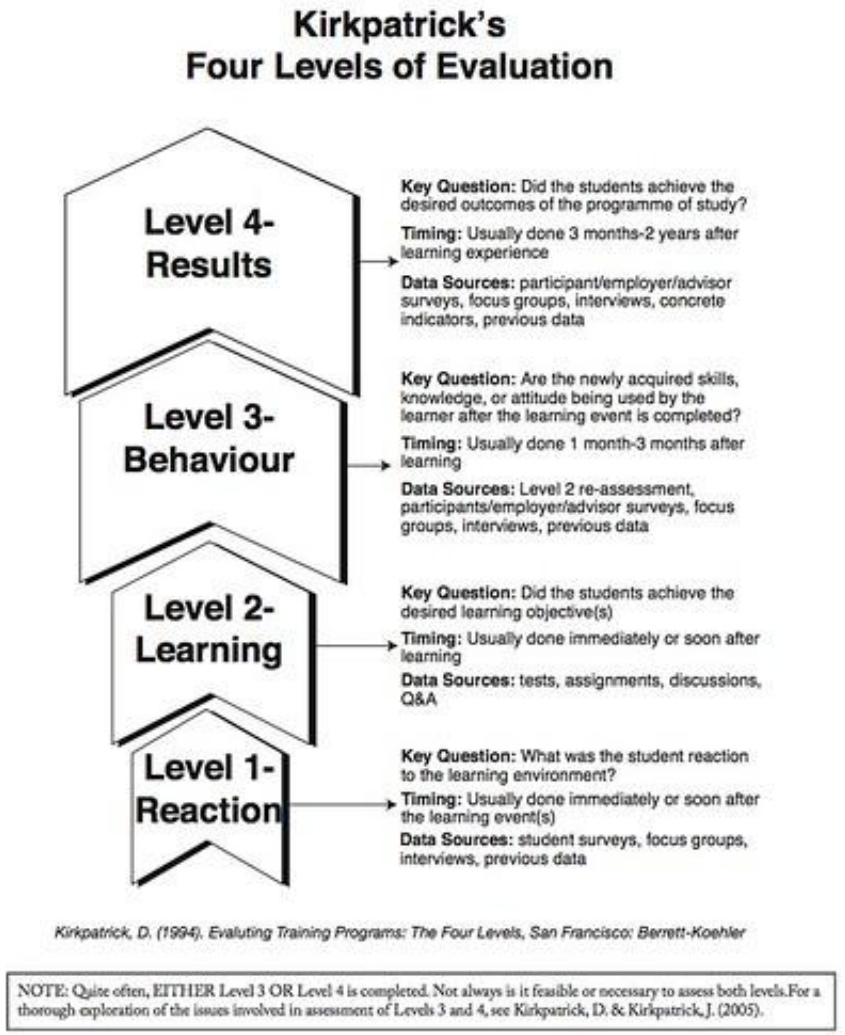
- Share your learning outcomes
- Share the **domain & level** of learning for each learning outcome.
  - Are the statements a result of the learning at the end of the course/project?
  - Can your students attain them?
  - Are the statements clear to you, as well as your learners?

Assessment/evaluation

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

Evaluation

- Kirkpatrick model: widely-used model for assessing training effectiveness
- Evaluate the effectiveness of your “intervention”.

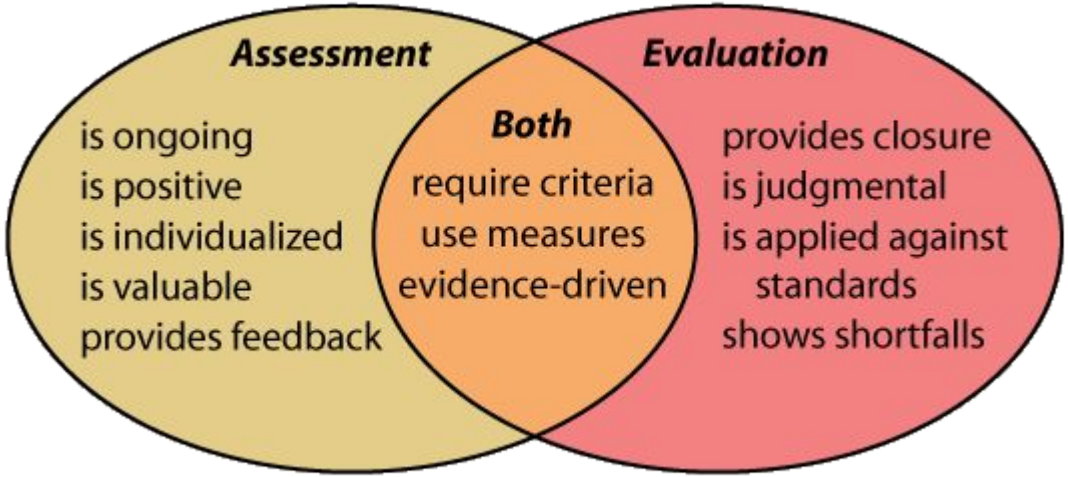


Assessment

- *Design of tools/methods to assess the performance and/or learning of students*
- *Diagnose problems and provide our students with feedback*

Evaluation

Look at all factors that influence the learning process, such as syllabus, objectives, course design, materials, methodology, teacher performance, and assessment.



Homework

1. Continue revising your Course-Level Learning Outcomes (add to your template)
2. Expand what you already know about assessment or evaluation--use the wiki: https://wiki.ubc.ca/Documentation:Begin_your_Journey_in_Course_Design
3. Bring ideas of the types of assessments (or evaluation) you might use and why.

Last two things before we go:

1. Teaching activities:
    a. www.slido.com
    b. #1155
    c. What teaching activities, techniques, strategies, and/or tools would you like to know more next Wednesday?
        i. Should be able to enter multiple techniques

2. Your reactions: 2 Stars and a Wish

REFERENCES

Allan, J. (1996). Learning outcomes in higher education. *Studies in Higher Education* 21(1): 93-108.

Anderson, L. W., Krathwohl, D. R., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., ... & Wittrock, M. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy. *New York. Longman Publishing.*

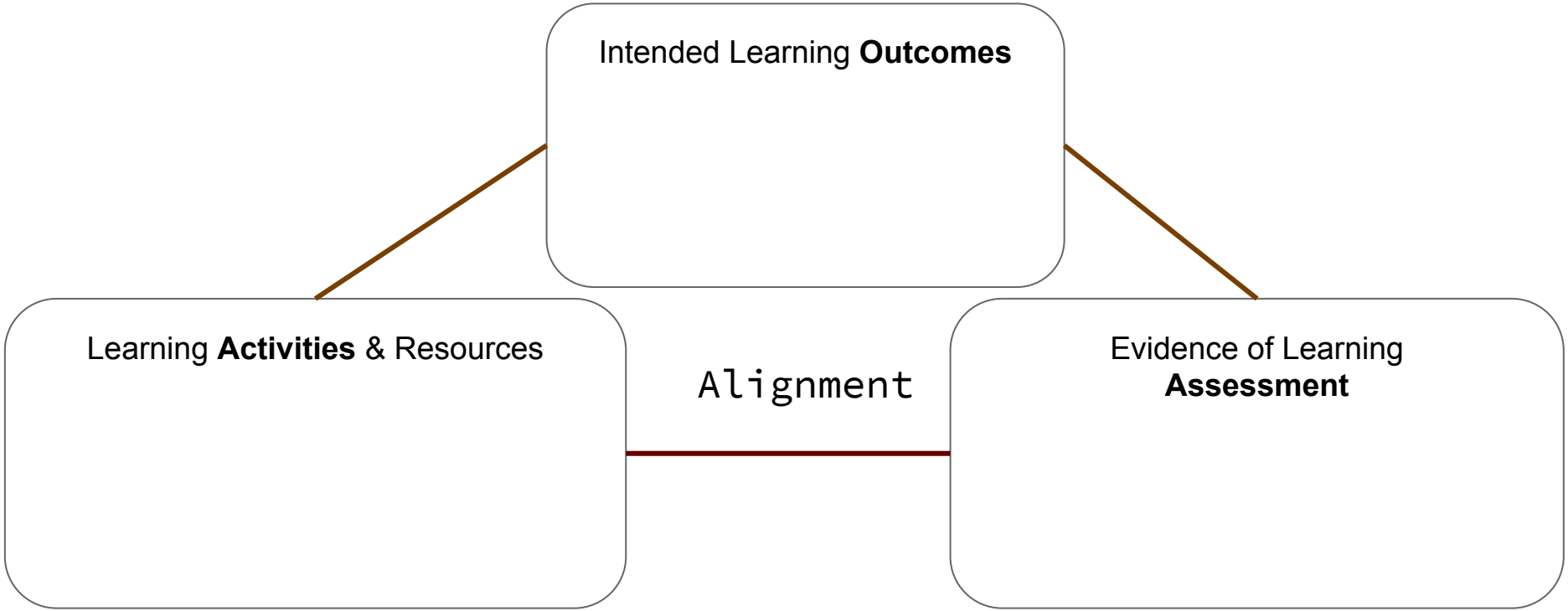
Harden, R. M. (2002). Learning outcomes and instructional objectives: is there a difference?. *Medical teacher*, *24*(2), 151-155.

Kennedy, D., Hyland, A., Ryan, N. (2009). Learning outcomes and competences. *Bologna Handbook, Introducing Bologna Objectives and Tools*. Retrieved from: http://www.procesbolonski.uw.edu.pl/dane/learning-outcomes.pdf

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Co. *Krathwohl's Taxonomy of Affective Domain*.

Writing Learning Outcomes: A Guide for Academics (2007). Retrieved from: http://www.mon.gov.mk/images/documents/nacionalna_ramka/wlopml.pdf

Stages of [course] design



Situational Factors: