ICSPS Webinar Series

SPRING 2024

Instructional Design for Online & Hy-flex Courses

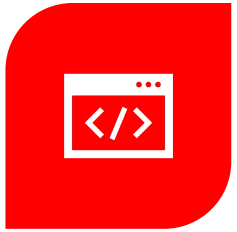
Daily Overview

Week 1	Week 2	Week 3	Week 4
Intro to Design Assignment Design	Assessment Blueprinting Learning Activities & Instruction	Learning Activities & Instruction, continued	Materials Selection through lenses of autonomy and making connections

Session Objectives

- Verify current course learning outcomes and have appropriate elements of performance integrated into course design
- Integrate best practices in Instructional Design into instruction and assessment, creating content that aligns with best practices
- Assess various instructional strategies and select optimum strategies for course objectives and content
- Develop assessments that align with course learning outcomes for measurement and reporting out for HLC accreditation and ICCB recognition

Session 1A Agenda: Intro to Design



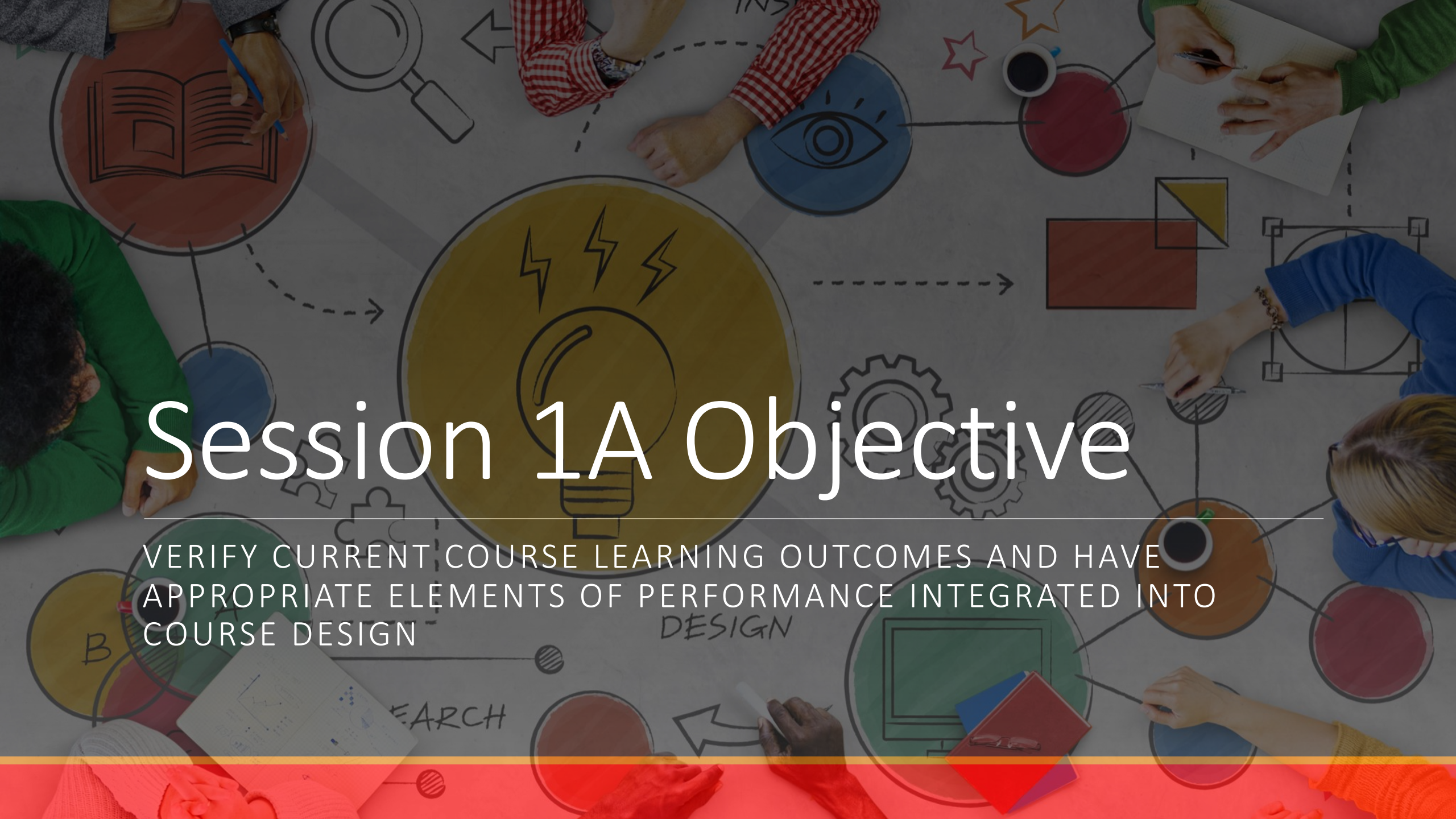
BACKWARD DESIGN

SMALL TEACHING

SELF-REFLECTIONS

STRATEGIES

ACTIVITY



Session 1A Objective

VERIFY CURRENT COURSE LEARNING OUTCOMES AND HAVE APPROPRIATE ELEMENTS OF PERFORMANCE INTEGRATED INTO COURSE DESIGN

Backward Course Design

Ends-informed	Knowledge, skills, abilities	How will you know you've arrived?	Assessment
Practice assessments	Tools/information/text selection	Not rolled up	Not activity or coverage based

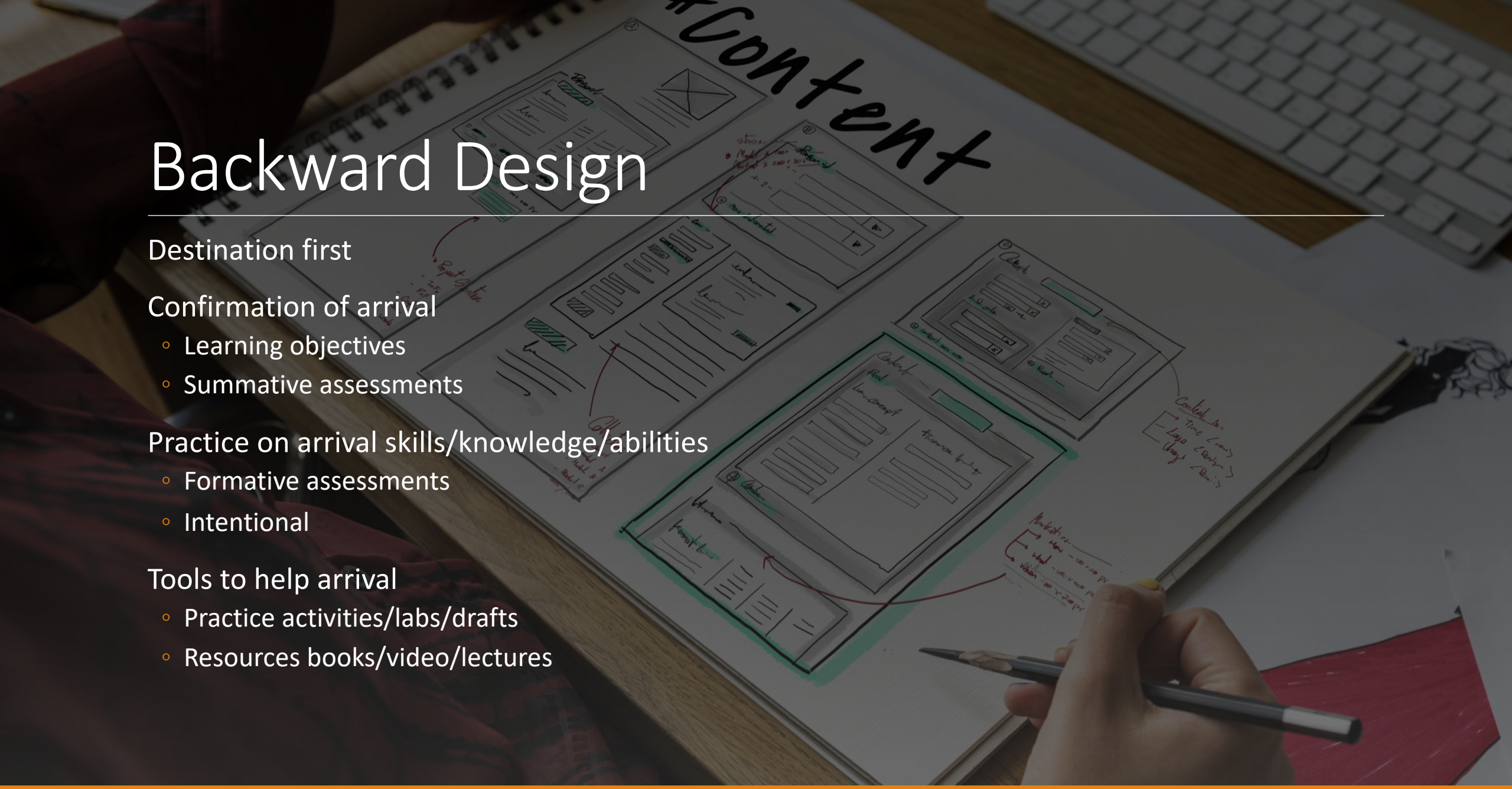
Backward Design

Destination first

Confirmation of arrival
- Learning objectives
- Summative assessments

Practice on arrival skills/knowledge/abilities
- Formative assessments
- Intentional

Tools to help arrival
- Practice activities/labs/drafts
- Resources books/video/lectures



Stage 1 – Desired Results

ESTABLISHED GOALS

The enduring understandings and learning goals of the lesson, unit, or course.

Transfer

Students will be able to independently use their learning to…

Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.

Meaning

UNDERSTANDINGS

Students will understand that…

Refers to the big ideas and specific understandings students will have when the complete the lesson, unit, or course.

ESSENTIAL QUESTIONS

Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).

Acquisition

Students will know…

Refers to the key knowledge students will acquire from the lesson, unit, or course.

Students will be skilled at…

Refers to the key skills students will acquire from the lesson, unit, or course.

Sample, Mark. (2011). Teaching for Enduring Understanding. Retrieved from http://www.chronicle.com/blogs/profhacker/teaching-for-enduring-understanding/35243.

Stage 2 – Evidence and Assessment	
Evaluative Criteria	**Assessment Evidence**
Refers to the various types of criteria that students will be evaluated on.	PERFORMANCE TASK(S): **Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.**
	OTHER EVIDENCE: **Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.**

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction **This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.**

Sample, Mark. (2011). Teaching for Enduring Understanding. Retrieved from http://www.chronicle.com/blogs/profhacker/teaching-for-enduring-understanding/35243.

Small Teaching

Fundamental Skills=Powerful Effects

Small decisions

Brain-learning Research

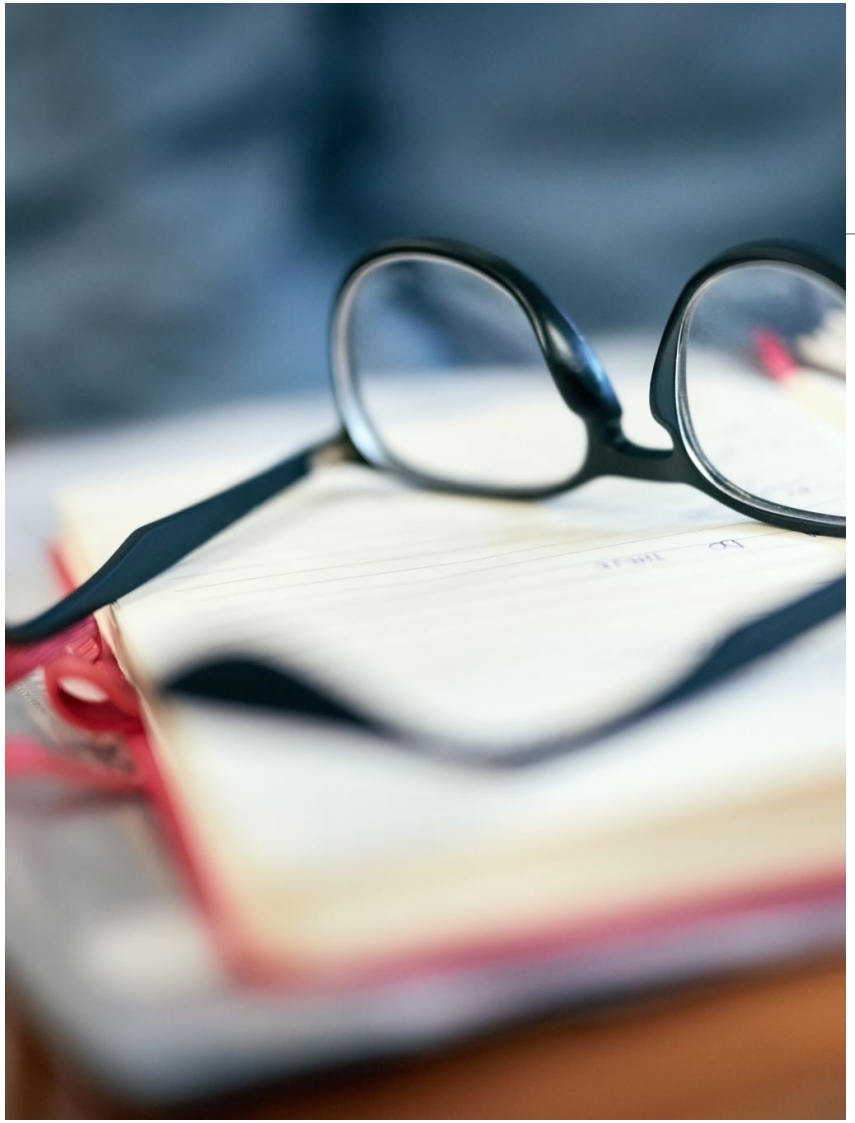
Brief teaching & learning activities

Course design modifications

Communication online vs on ground

Small Teaching

- Brief Teaching/Learning Activities
  - Think about 10-minute increments
- Current course modifications
  - What's not working well
- Minor improvements over time
  - Sustainable
- Adjust communication
  - How roll out information is primary concern
  - No real-time feedback
  - No nonverbal cues



Approaches & Changes

- Teach how we were taught
- Inherited syllabus/text
- Tweak over time
- Assignments
- Student supports

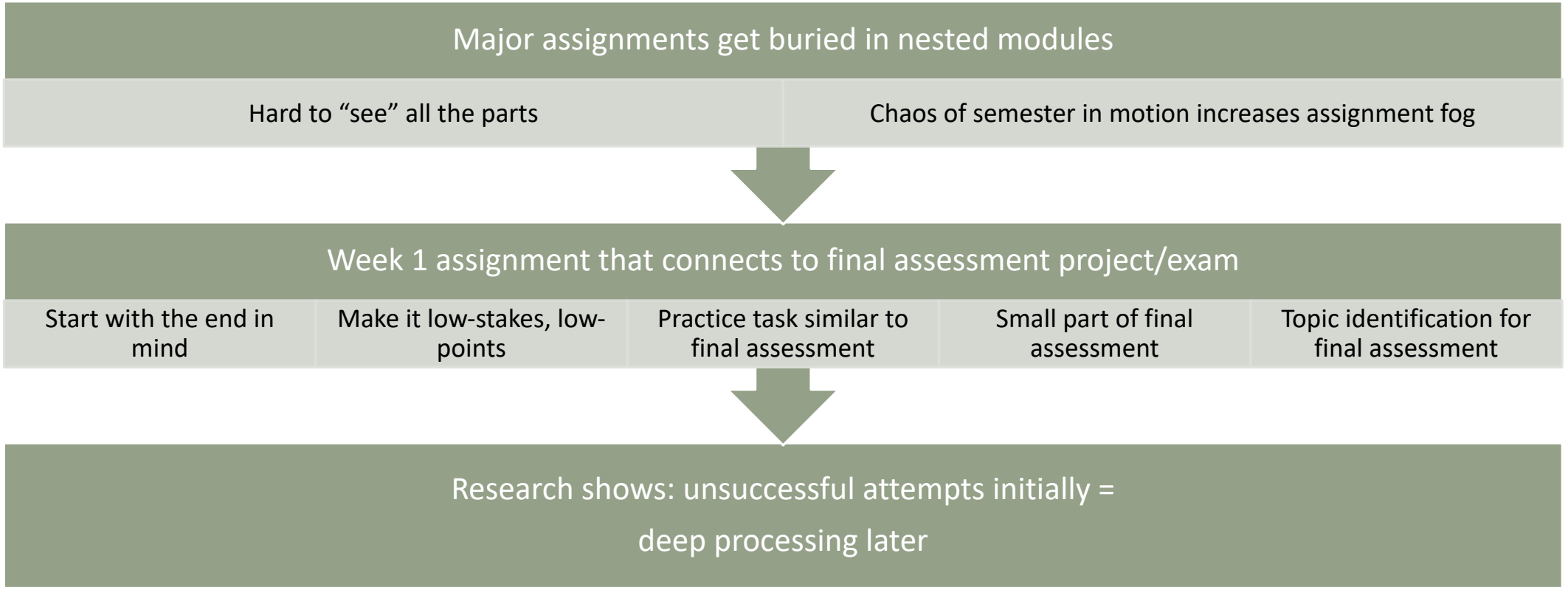
Online transparency

- Critical for productive communication
- Lack of informal reminders present in F2F
- Written instructions interpreted as noise online
- Activities w/o points generally ignored
- Connection between starting and ending point

Importance of rationale

- Keep rationale for instructional decisions in full view of students
- Every element aligns with a course objective
  - What to do
  - Why you're doing it
  - How elements connect to form larger picture
  - *After successfully completing this module, you will be able to…*

Strategy #1: Final assessment starts in week 1



Strategy #1: Student reflections on objectives

Read, think about, respond to objectives during course

At start of course:

- Which objectives are most interesting/important to you personally and why

At end of course:

- Which objectives do you feel you mastered? How does your learning demonstrate this?
- Which require continued development?

Three takeaways

Strategy #2: Keep rationale in full view

Assign	Clarify	Confirm	Overt
Assign tasks that foster self-reflection on course objectives	Clarify purpose of assignments, classwork, assessments	Confirm all components are in alignment with course objectives	Make design overt • Purpose behind the activity • Connection to an objective

Here's what I want you to do:

Here's why I want you to do it:

Here's how to do it:

Transparency template:

Transparency in Learning & Teaching (TILT)

Checklist for Designing Transparent Assignments.pdf (tilthighered.com)

Breakout Activity #1 (5-7 minutes)

Consider the following assignment:

Visit an early childcare center or kindergarten and observe children engaging in play activities. Take notes on the types of play observed, the interactions between children, and any observable developmental benefits of play.

What might you want students to ***learn*** from this activity?

What did you need to teach ***before*** assigning it?

Are there any considerations that need to be included in the assignment?

Be prepared to have a spokesperson report out to the whole group when we return.

Session 1B Objective

ASSESS VARIOUS INSTRUCTIONAL STRATEGIES AND SELECT OPTIMUM STRATEGIES FOR COURSE OBJECTIVES AND CONTENT

Session Objectives

- Construction of discipline-appropriate assignments
- Engagement strategies for online environment
- Integration of online conferencing platforms (e.g.-Zoom, Teams, etc.)
- Assessment of current instructional design and identification of areas to improve

Assessment by Design

When assessing student learning, remember that you are assessing at different levels, so you should be assessing at every layer. All assessments don't need to be formal.

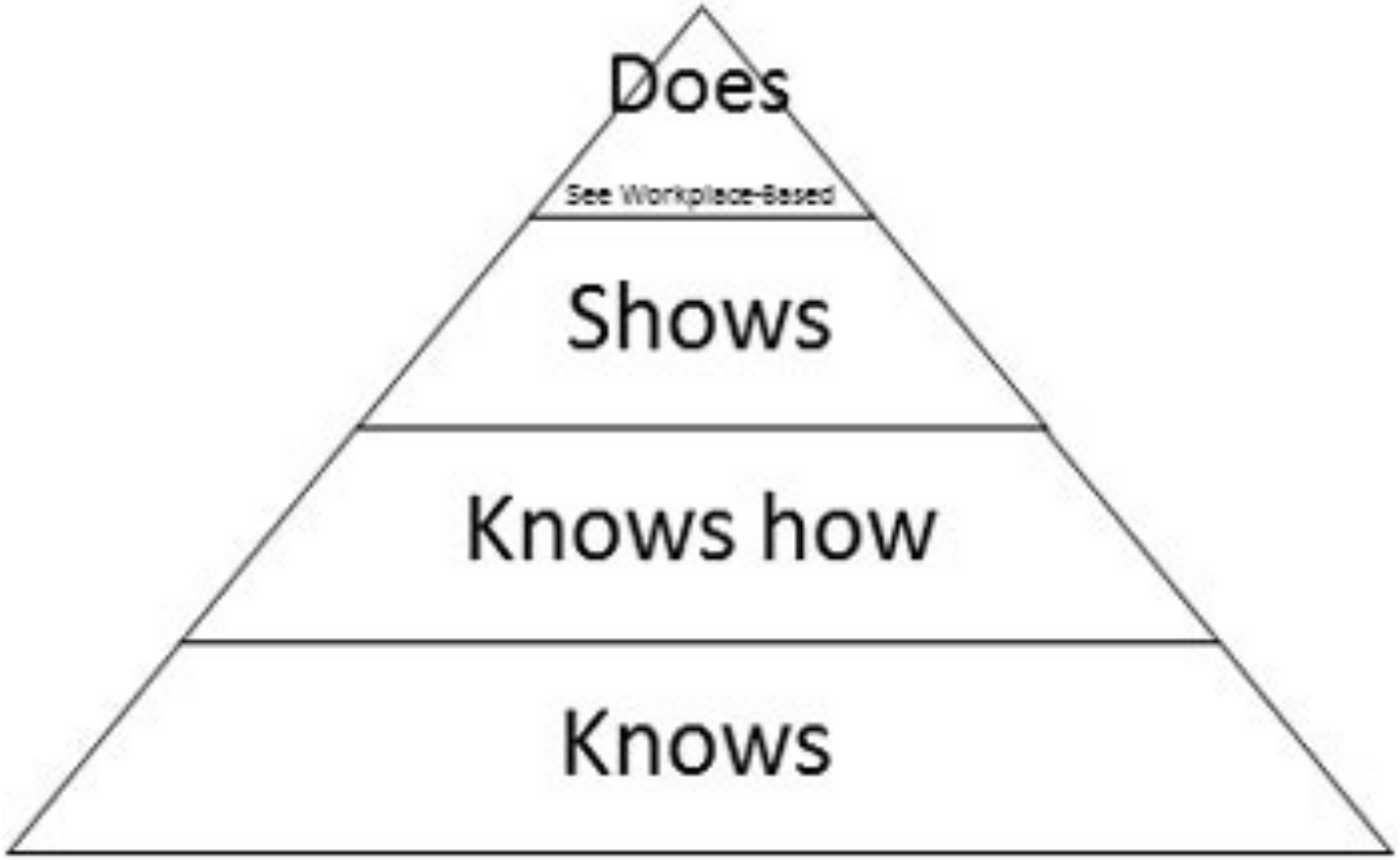
Diagnostic Assessments-Identify student learning or development gaps; gauge what students know about a topic (e.g.-pre-test, self-reflection, etc.)

Formative Assessments-Assess student development or learning progress; these are typically low-stakes (e.g.-muddiest point, Likert scales, etc.)

Summative Assessments-Assess a student's mastery of materials/concepts; these are typically graded based on criteria

Hierarchy of Assessment

Overview of Common Assessment Methods based on Millar's Pyramid



Methods of Assessment

Self-Assessment

Peer Assessment

Polls

Muddiest Point

Likert Scales

Surveys

Quizzes

Examinations

. . .and more! The purpose of assessment is to help improve teaching and learning!

What are you assessing?

Based on the previous assignment:

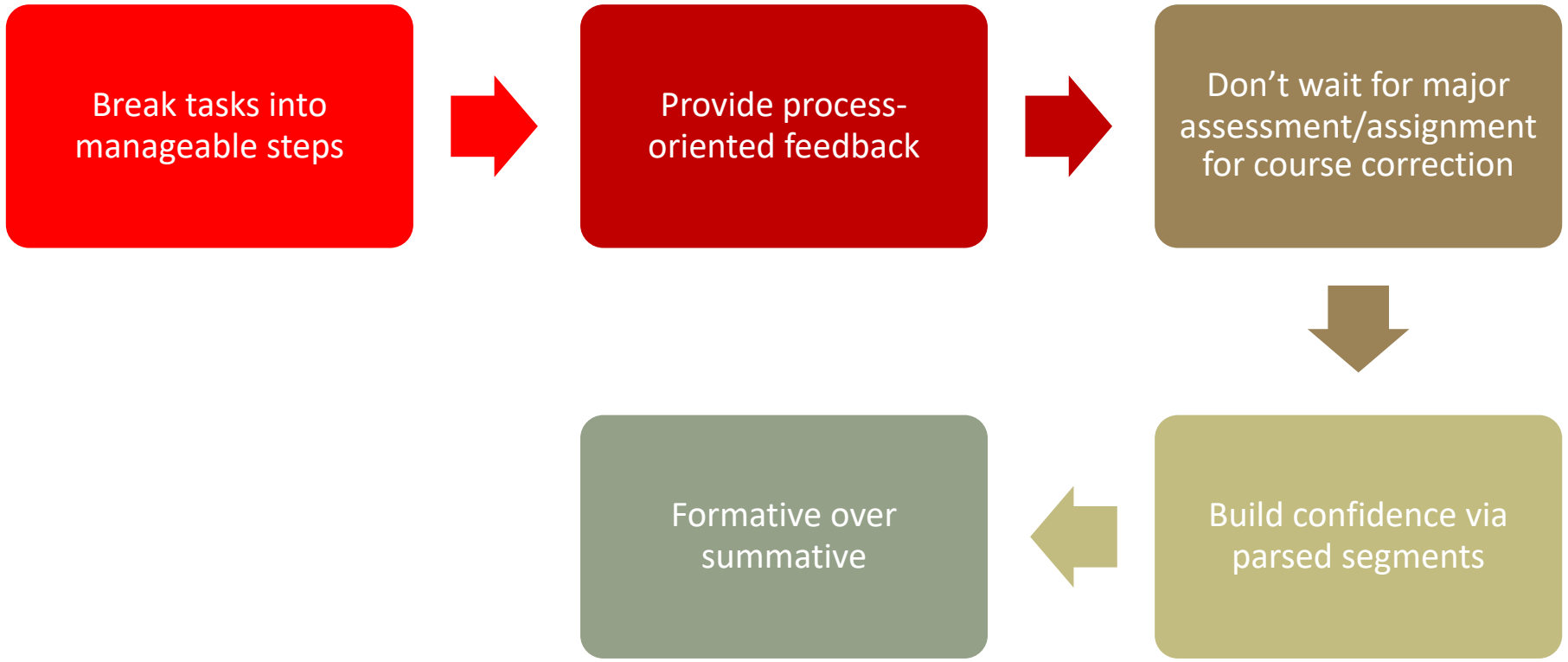
Visit an early childcare center or kindergarten and observe children engaging in play activities. Take notes on the types of play observed, the interactions between children, and any observable developmental benefits of play.

Of these options, which can be assessed? Use the chat to record your answer(s).

a. Quality of literature review and ability to synthesize research findings.
b. Depth of observational analysis and critical reflection on the observed play experiences.
c. Creativity and effectiveness of play-based learning activity designs.
d. Insightfulness of case study analysis and application of play-based interventions.
e. Active participation in group discussion and contribution of constructive ideas.
f. Clarity, organization, and professionalism of written report and presentation.

Engagement Principles

- Engagement not automatic online
- Break complex tasks into chunks
- Provide task lists
- Provide feedback to improve product/process
- Notice & respond to student cues
- Frequent, regular feedback



Scaffolded Learning

Scaffolding strategy #1: Breaking down complex tasks

- Break summative assessment into components
- Milestones with feedback
- Manageable chunks
- Help students parse workload
- Provide feedback
- Emphasis on process

Scaffolded Learning—Example

Research paper– one deadline

(not scaffolded)

Research paper—multiple deadlines (scaffolded)

- Select topic
- Draft outline
- Identify sources
- Submit rough draft
- Submit revised draft
- Submit self-appraisal

Scaffolded learning—CTE example

Score Criteria Detail By Contest

2022 SkillsUSA National Leadership and Skills Conference

Contest: Division: All

Skilled and Technical Sciences Contests

Contest: Automated Manufacturing Technology

Contest #: 106 Code: MFG

Division: College/Postsecondary Team of 3

Chairperson: Rob Clarke

Hotel or Email: Phone:

Team Limit: 3
School Limit: 0
Station Limit: 0
Judges: 5

Score Type	Seq.	Skill Description	Max Points
Standard	3	Prototype Part - Prototype Contest Drawing Top	50
	4	Prototype Part - Prototype Contest Drawing Side	50
	5	Prototype Part - Prototype Contest Drawing Front	50
	6	Prototype Part - Prototype Model Isometric	50
	7	Prototype Part - Process Plan Form	50
	8	Prototype Part - NC Code Evaluation	50
	9	Prototype Part - Fixturing Description Form	50
	10	Prototype Part - Quality Assurance Form	50
	11	Prototype Part - Surface Finish/Dimensional Accuracy	150
	12	Prototype Part - Hand In-Time	50
	13	Concurrent Engineering Part - Process Plan form	30
	14	Concurrent Engineering Part - ECO Drawing (top, front,	70
	15	Concurrent Engineering Part - Surface Finish/Dimension	100
	16	Concurrent Engineering Part - Hand In-Time	50
	17	Area Clean-up	75
	18	Math Problem	50
	19		0
	20		0
	21		0
	22	Professional Development Test	25
	Total Standard Points (20 skills)		**1000**
Penalty	201	Clothing	-10
	202	Safety	-50
	210	Resume Penalty	-10
	Total Penalty Points (3 skills)		**-70**
Tie Breaker	401	Prototype Part- Surface Finish/Dimensional Accuracy	1
	402	Concurrent Engineering Part - Surface Finish/Dime	1
	403	Prototype Part - Fixturing Description Form	1
	Total Tie Breaker Points (3 skills)		**3**

SkillsUSA-2022-NLSC-Summary-Scorecards.pdf

Scaffolding strategy #2: Conditional/ adaptive release

- Do x to have access to y
- Score x to have access to y
- Provides structure to online course
- Connects content and objectives together (x and y)
- Not all over the place, be strategic

Scaffolding strategy #3: Using student cues

- Scour interactions for cues:
  - Discussion boards
  - Emails
  - Ghosting
- Strategic announcements/emails
- FAQ for future
- Stay involved in discussions
  - Summarize
  - Directly comment

Scaffolding strategy #4: Reflecting discussion highlights

- Write/record summary
- Keep running document over the week
- Post in forum
- Pin to top
- Reinforce learning/objectives

Assignment Breakout: Scaffolding

You have 5 minutes to discuss in the breakout room.

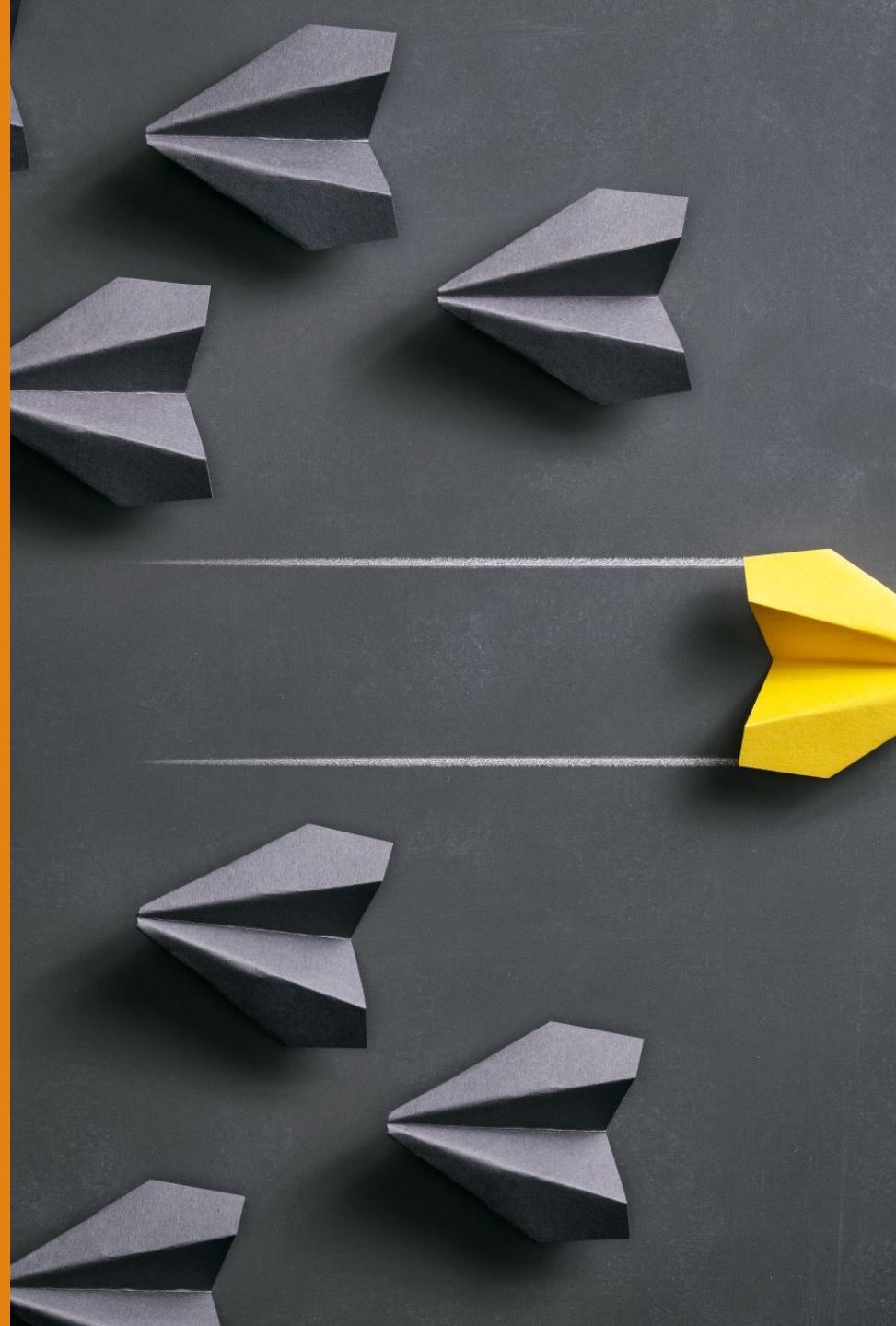
In this activity, you're going to consider scaffolding.

- The lecture identified four methods for scaffolding. Pick the two that seem the most do-able to you and re-imagine a current assignment using those scaffolding techniques.
- You can pick one assignment and modify it two ways. Or you can pick two assignments and modify each one using a different scaffolding technique.
- What language would you use for each of the two strategies?

Note: Be prepared to share one of your two ideas with your colleagues when we come back together after 5 minutes

Session Summary

- Design with end in mind—course objectives
- Make small adjustments vs large-scale overhaul
- Provide frequent reminders about purpose behind activities
- Point students to core objectives and assess regularly
- Connect ending to beginning, and beginning to ending
- Engagement doesn’t happen naturally online
- You must provide the opportunities to engage
- Break down complex tasks into smaller tasks; scaffolding to engage
- Note and respond to student cues
- Use LMS and conferencing platforms to add variety and support learning objectives
- Provide frequent feedback



Questions?

Thank you!

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