

ICSPPS Webinar Series

SPRING 2024

Instructional Design for Online & Hy-flex Courses





Agenda

Session Objectives

Essential Texts for Today's Session

Using Bloom's Taxonomy to Create/Write Learning Outcomes

Building in Assessment

Community of Inquiry to Enhance Learning

More on Small Teaching

Principles of Student Success

Strategies to Increase Engagement & Persistence

Questions/Adjourn



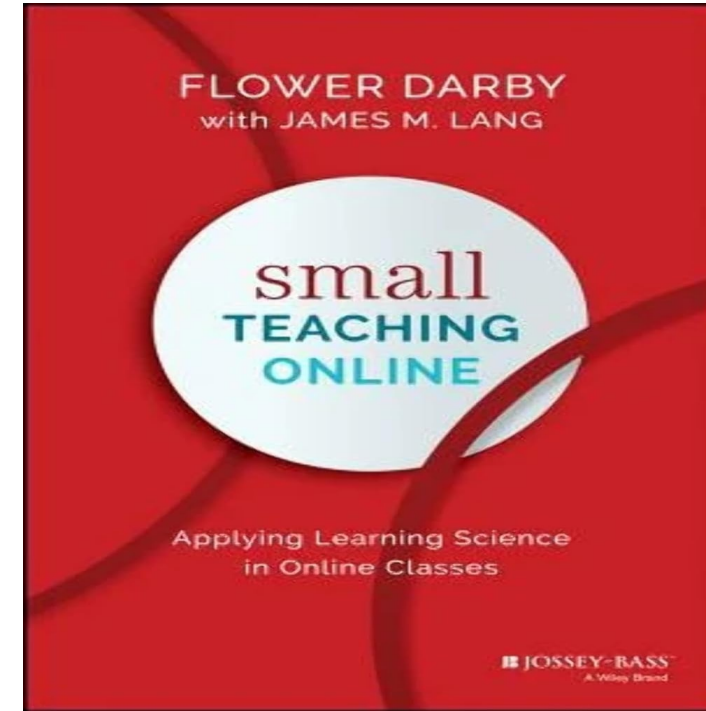
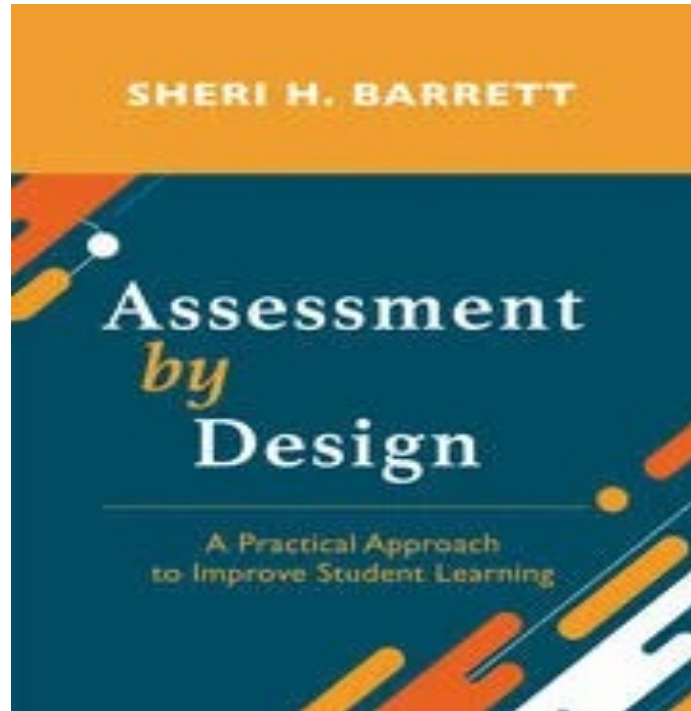
Session Objectives

This session uses Backwards Design and the principles of Small Teaching to validate current learning outcomes, identify appropriate elements of performance, and inspire student success and persistence through the use of strategic assessments, assignment creation, and add a personal touch to your course content.

Essential Texts for Today's Session

ASSESSMENT BY DESIGN-DR. SHERI BARRETT

SMALL TEACHING ONLINE-DARBY & LANG



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

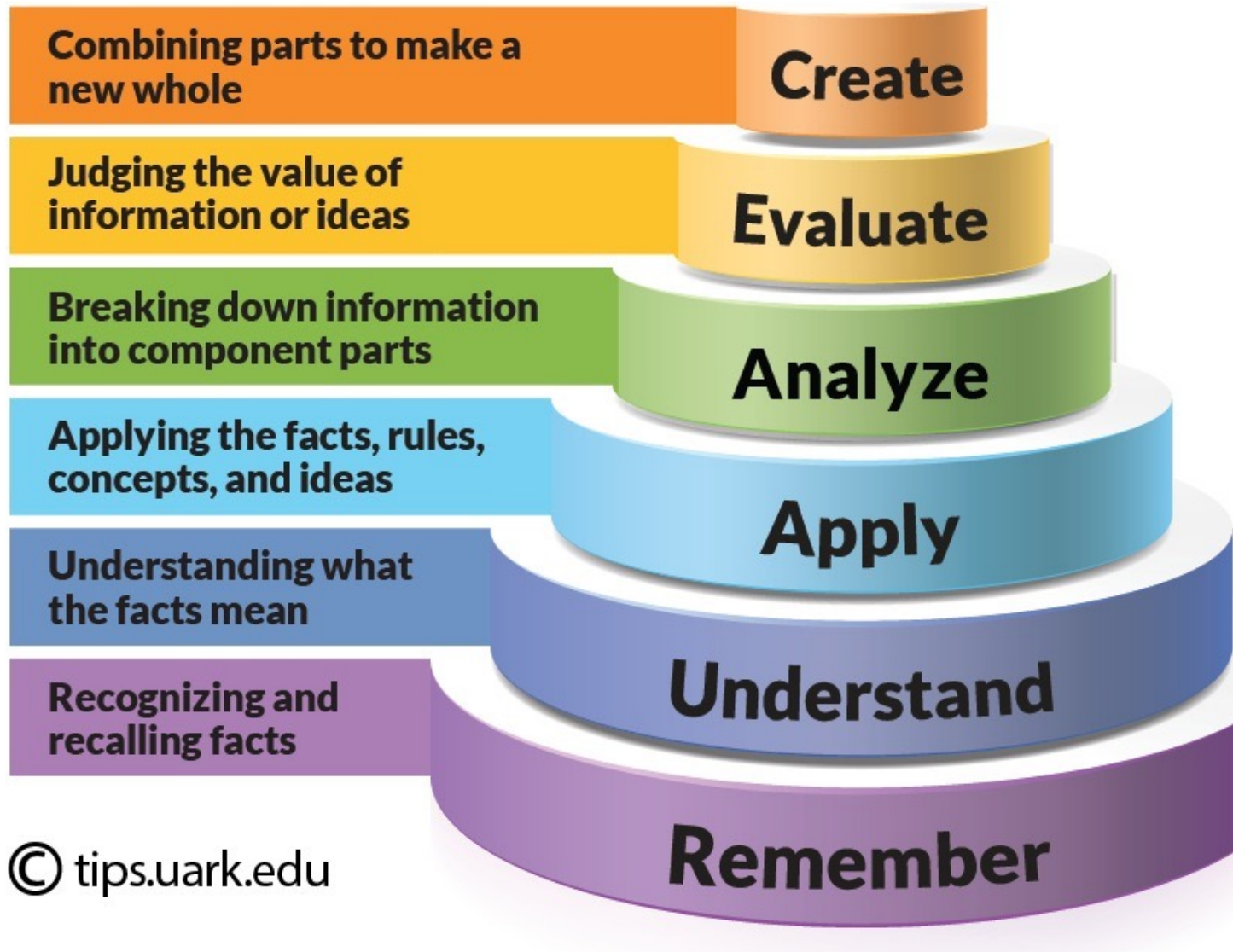
Practice on arrival skills/knowledge/abilities

- Formative assessments
- Intentional

Tools to help arrival

- Practice activities/labs/drafts
- Resources books/video/lectures

Writing Learning Outcomes



Stage 1 – Desired Results

<p>ESTABLISHED GOALS</p> <p>The enduring understandings and learning goals of the lesson, unit, or course.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>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.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p>	<p>ESSENTIAL QUESTIONS</p> <p>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).</p>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <p>Refers to the key knowledge students will acquire from the lesson, unit, or course.</p>	<p><i>Students will be skilled at...</i></p> <p>Refers to the key skills students will acquire from the lesson, unit, or course.</p>	

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 10-15-minute increments

Current course modifications

What's not working well

Minor improvements over time

Sustainable

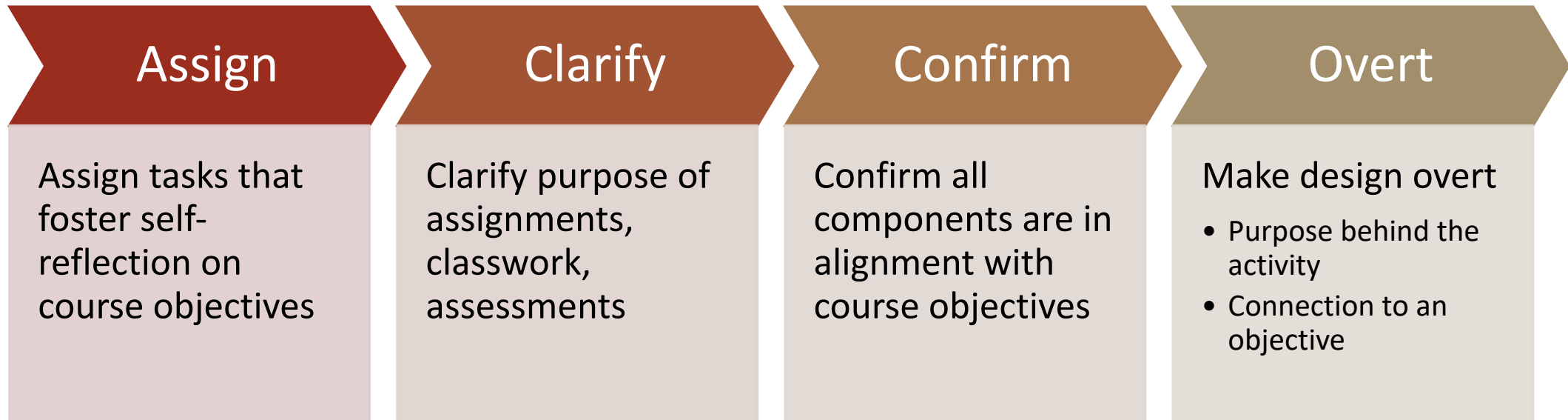
Adjust communication

How roll out information is primary concern

No real-time feedback

No nonverbal cues

Remember: Keep rationale in full view



Transparency template:

Here's what I want you to do:

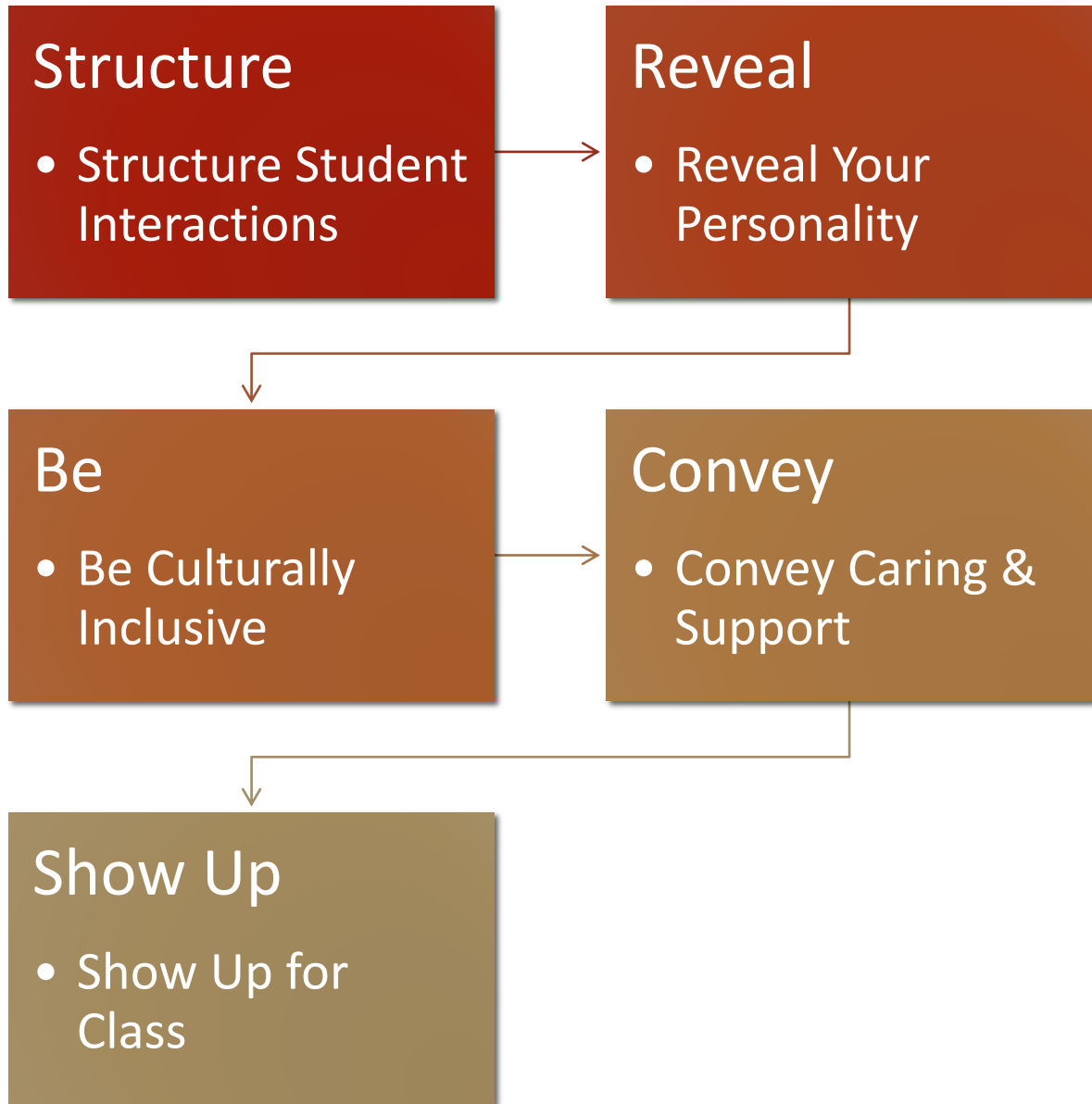


Here's why I want you to do it:



Here's how to do it:

Teaching Humans



Quick Tips for Building Community

- **Require** Peer-to-Peer Interaction
- **Show Up** Often
- **Introduce** Your Authentic Self
- **Develop** Your Cultural Awareness
- **Cultivate and Demonstrate** Care for Your Students





Session 2: Fostering Student Success & Persistence

Recalling *Smart Thinking*, and Dweck's research

Inspire Communities of Inquiry

Helping Students Achieve Success with Assessment

Providing Structure

Creating a Personal Touch

❖ Nudge Targeted Students

❖ Assign Goals Contract

❖ Use Mastery Quizzes*

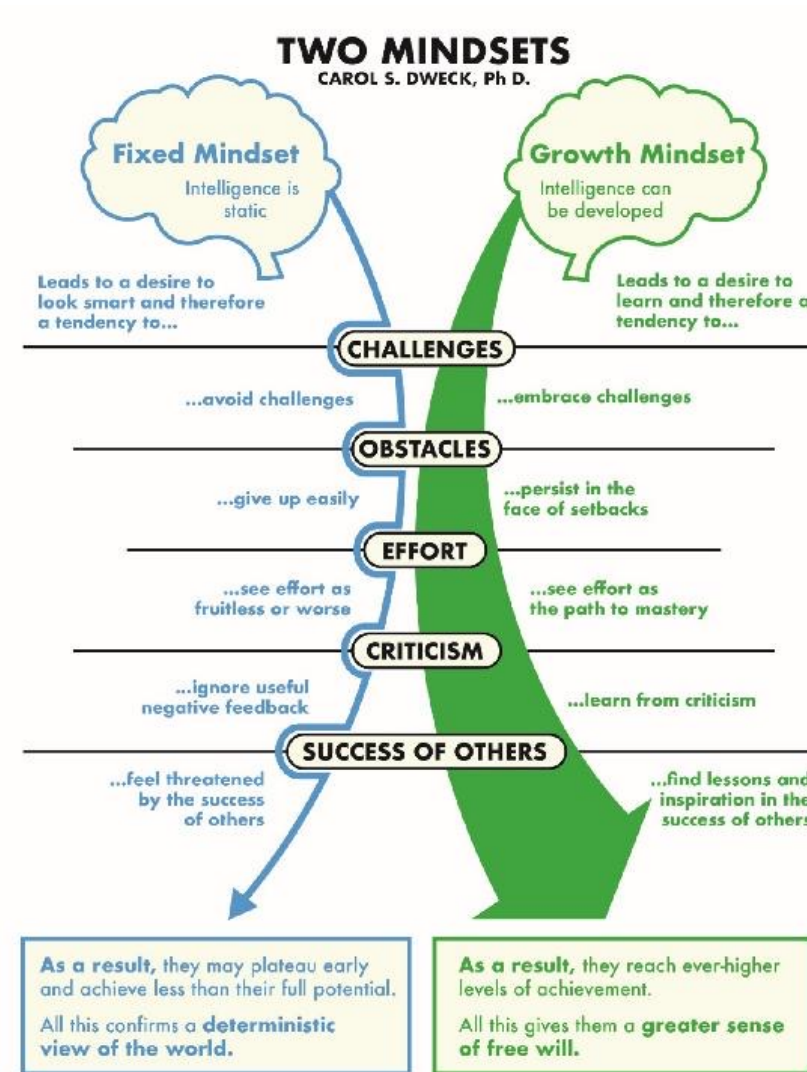
❖ Scaffold Assignments*

Small Teaching, 2016

Original text used Dweck's *growth mindset* model to support

Criticism of model

Strategies in chapter to support learner-centered motivation



Community of Inquiry



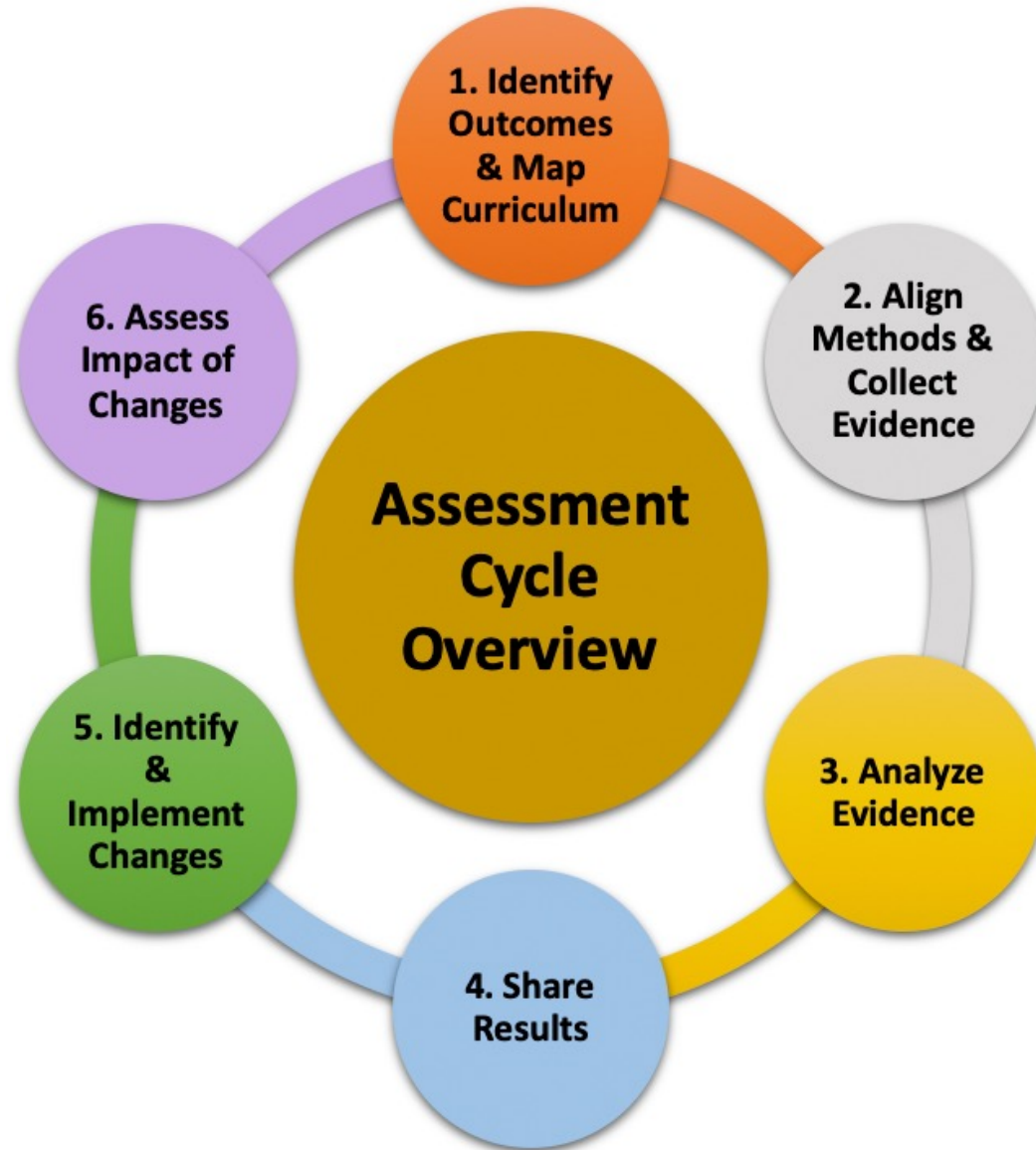
COGNITIVE PRESENCE



SOCIAL PRESENCE



TEACHING PRESENCE



Barrett's Assessment Cycle

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
<p>Refers to the various types of criteria that students will be evaluated on.</p>	<p>PERFORMANCE TASK(S):</p> <p>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.</p>
	<p>OTHER EVIDENCE:</p> <p>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.</p>

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

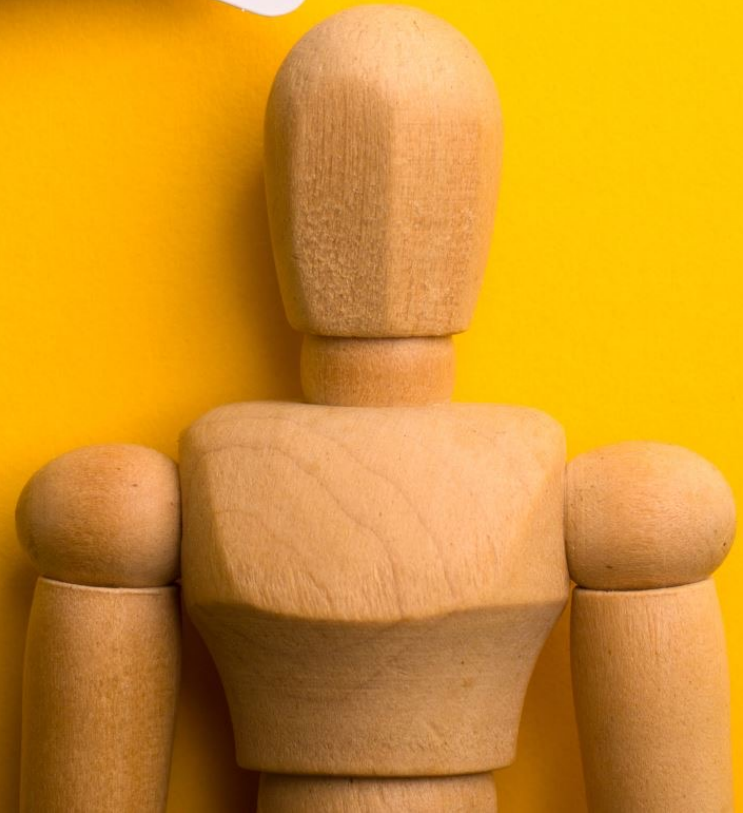
This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.



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

Quick Share

WHAT MOTIVATES YOU TO
CONTINUE TRYING WHEN YOU
ENCOUNTER AN OBSTACLE OR
BECOME FRUSTRATED?

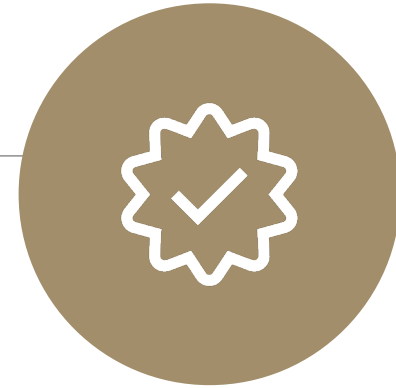




HELP STUDENTS COMMIT
TO, AND ACHIEVE, SUCCESS



PROVIDE LOTS OF
STRUCTURE



CREATE A PERSONAL TOUCH

Three Principles of Student Success

Inspiring Student Persistence



Nudge

Nudge targeted students



Assign

Assign Goals Contract



Use

Use Mastery quizzes*



Design

Design Scaffolded assignments*



Keep Going!

Recommended Strategies

HELP STUDENTS COMMIT TO SUCCESS

Low-stakes assignments

Honor their prior knowledge

Seek their help in creating class policies

Offer opportunities to regain what they have lost (within reasonable limits)

PROVIDE LOTS OF STRUCTURE

Reach out regularly and consistently

Create a routine and stick to it

Present information uniformly

State clearly any process and explain why it is important it is followed

More Strategies-Create a Personal Touch



Create a 1-minute video introducing yourself to class



Before class begins, welcome students and remind them when class begins



Open class “earlier” than the start date so that students can look around



Invite them to frequently ask questions



Respond to questions and concerns within 24 hours



Include their names in the feedback



Include your preferred name/title in correspondence and responses



SPECIFIC



SMART

GOAL



MEASURABLE



ACHIEVABLE



REALISTIC



TIMELY



Activity

Directions:

Consider one of the following Learning Experience question sets. Which of them has the most potential for being SMART and why? What would you adjust in that question set to ensure it is actually SMART? What is helpful/useful about the other sets, even if they are not SMART?

Learning Experience – Option 1

- 1.What is helping you engage with others and learn in this class?
- 2.What do you find challenging about engaging with others and learning in this class?
- 3.Do you have any suggestions for how we can improve engagement and learning in this class?

Learning Experience – Option 2

- 1.What is helping you to learn in this class?
- 2.What are you doing to improve your learning in the class?
- 3.What changes are needed in this class to improve learning?
- 4.What do you need to do to improve your learning in this class?
- 5.Do you have any additional thoughts about the class you want to share?

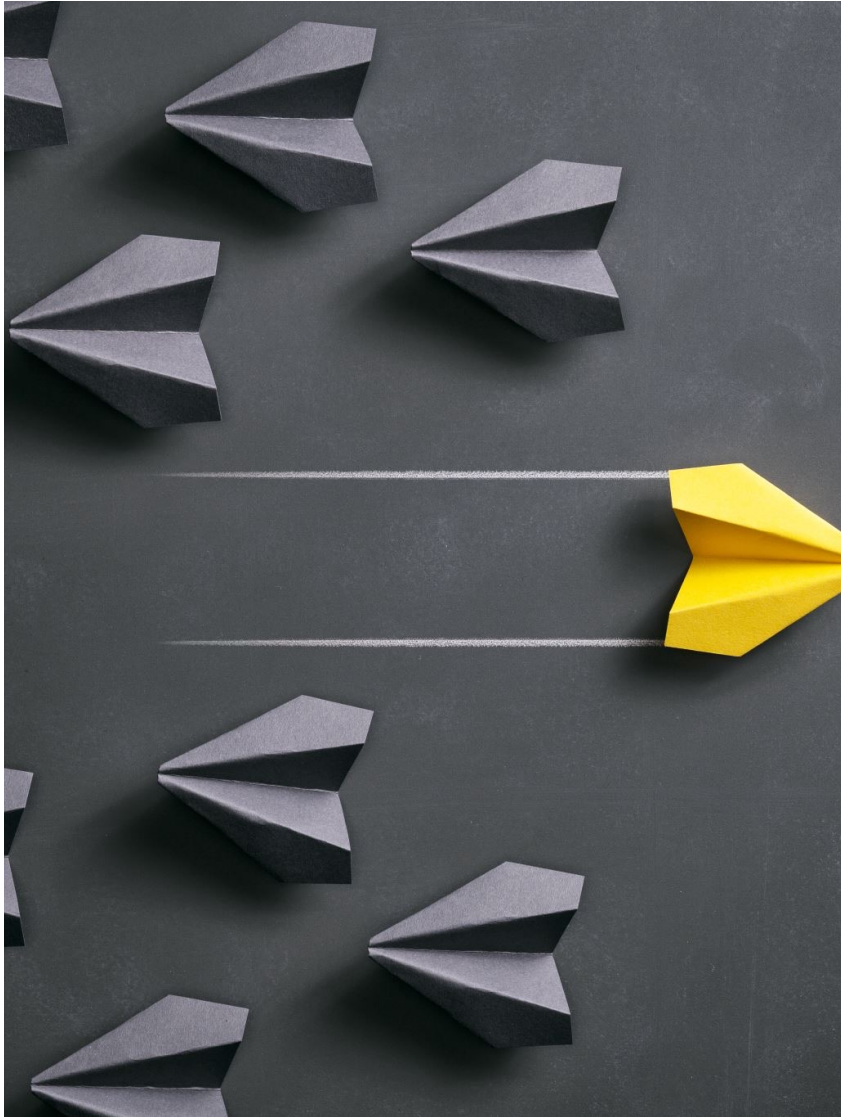
Learning Experience – Option 3

- 1.What should we keep doing in the class?
- 2.What should we quit doing in the class?
- 3.What should we start doing in the class?

Learning Experience – Option 4

- 1.What did you get from class this week that helped you learn?
- 2.What do you still need to help you learn?

Question Sets



Summary

- Students don't always recognize they need support, so don't hesitate to nudge them!
- Get their buy-in for their own success.
- Work towards Mastery over the course of the term.
- Self-efficacy is grown through low-stakes activities that build to skills!

Questions?

