ICSPS Webinar Series

SPRING 2024

Instructional Design for Online & Hy-flex Courses
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

<table>
<thead>
<tr>
<th>Ends-informed</th>
<th>Knowledge, skills, abilities</th>
<th>How will you know you’ve arrived?</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice assessments</td>
<td>Tools/information/text selection</td>
<td>Not rolled up</td>
<td>Not activity or coverage based</td>
</tr>
</tbody>
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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

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>The enduring understandings and learning goals of the lesson, unit, or course.</td>
<td><em>Students will be able to independently use their learning to...</em></td>
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<tr>
<td></td>
<td>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.</td>
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<table>
<thead>
<tr>
<th>UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td><em>Students will understand that...</em></td>
<td>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).</td>
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<tr>
<td>Refers to the big ideas and specific understandings students will have when the complete the lesson, unit, or course.</td>
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<thead>
<tr>
<th>Acquisition</th>
<th></th>
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<tbody>
<tr>
<td><em>Students will know...</em></td>
<td><em>Students will be skilled at...</em></td>
</tr>
<tr>
<td>Refers to the key knowledge students will acquire from the lesson, unit, or course.</td>
<td>Refers to the key skills students will acquire from the lesson, unit, or course.</td>
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### Stage 2 – Evidence and Assessment

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<tr>
<th>Evaluative Criteria</th>
<th>Assessment Evidence</th>
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<tr>
<td>Refers to the various types of criteria that students will be evaluated on.</td>
<td>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.</td>
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<tr>
<td>OTHER EVIDENCE:</td>
<td>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.</td>
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### 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.

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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

<table>
<thead>
<tr>
<th>Brief Teaching/Learning Activities</th>
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<tr>
<td>Think about 10-minute increments</td>
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<table>
<thead>
<tr>
<th>Current course modifications</th>
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<tbody>
<tr>
<td>What’s not working well</td>
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<table>
<thead>
<tr>
<th>Minor improvements over time</th>
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<tbody>
<tr>
<td>Sustainable</td>
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<table>
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<tr>
<th>Adjust communication</th>
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<td>How roll out information is primary concern</td>
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<tr>
<th>No real-time feedback</th>
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<tr>
<td>No nonverbal cues</td>
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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

- Major assignments get buried in nested modules
  - Hard to “see” all the parts
  - Chaos of semester in motion increases assignment fog

- Week 1 assignment that connects to final assessment project/exam
  - Start with the end in mind
  - Make it low-stakes, low-points
  - Practice task similar to final assessment
  - Small part of final assessment
  - Topic identification for final assessment

- Research shows: unsuccessful attempts initially = deep processing later
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 tasks that foster self-reflection on course objectives.

Clarify purpose of assignments, coursework, 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 in Learning & Teaching (TILT)

Transparent assignment characteristics:

Stated due date at the top

Purpose

Tasks

Criteria for success

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

- Break tasks into manageable steps
- Provide process-oriented feedback
- Don’t wait for major assessment/assignment for course correction
- Formative over summative
- Build confidence via parsed segments
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

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**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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