ICSPS 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
## Stage 1 – Desired Results

**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

<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><em>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).</em></td>
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<table>
<thead>
<tr>
<th>Acquisition</th>
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<table>
<thead>
<tr>
<th><em>Students will know...</em></th>
<th><em>Students will be skilled at...</em></th>
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<tbody>
<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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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

**Assign**
Assign tasks that foster self-reflection on course objectives

**Clarify**
Clarify purpose of assignments, coursework, assessments

**Confirm**
Confirm all components are in alignment with course objectives

**Overt**
Make design overt
- Purpose behind the activity
- Connection to an objective
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

- Structure
  - Structure Student Interactions

- Reveal
  - Reveal Your Personality

- Be
  - Be Culturally Inclusive

- Convey
  - Convey Caring & Support

- Show Up
  - Show Up for Class
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*
Original text used Dweck’s *growth mindset* model to support learner-centered motivation.
Community of Inquiry

COGNITIVE PRESENCE  SOCIAL PRESENCE  TEACHING PRESENCE
Barrett's Assessment Cycle

1. Identify Outcomes & Map Curriculum
2. Align Methods & Collect Evidence
3. Analyze Evidence
4. Share Results
5. Identify & Implement Changes
6. Assess Impact of Changes

Assessment Cycle Overview
Stage 2 – Evidence and Assessment

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

Quick Share

WHAT MOTIVATES YOU TO CONTINUE TRYING WHEN YOU ENCOUNTER AN OBSTACLE OR BECOME FRUSTRATED?
Three Principles of Student Success

- Help students commit to, and achieve, success
- Provide lots of structure
- Create a personal touch
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

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<tr>
<td>🎥</td>
<td>Create a 1-minute video introducing yourself to class</td>
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<td>📅</td>
<td>Before class begins, welcome students and remind them when class begins</td>
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<tr>
<td>🕒</td>
<td>Open class “earlier” than the start date so that students can look around</td>
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<tr>
<td>🎧</td>
<td>Invite them to frequently ask questions</td>
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<tr>
<td>📝</td>
<td>Respond to questions and concerns within 24 hours</td>
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<tr>
<td>✔️</td>
<td>Include their names in the feedback</td>
</tr>
<tr>
<td>💌</td>
<td>Include your preferred name/title in correspondence and responses</td>
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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?
**Question Sets**

**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?
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?