ICSPS Module 4

Instructional Design for Online & Hy-flex Courses
Autonomy & Materials Selection

Objectives
Essential Texts for Today’s Module
Autonomy and Engagement
Materials to Promote Autonomy
Suggested Practices
Internal vs. External Cognitive Benefits
Strategies for Helping Students
Principles for Creating Connection Exercises
Activity
Q&A
Design Primer Takeaways
Adjourn
Session Objectives

Discover practical strategies for matching materials and methodologies to promote autonomy and create impactful learning experiences. Materials selection encompasses everything from selecting the right tech tools to identifying strong e-texts to understanding universal design as an instructional framework. We’ll also explore how fostering self-efficacy and autonomy can significantly boost learner engagement.
Essential Texts-Pt. 1

SMALL TEACHING ONLINE, 2ND EDITION

UNGRADING
Essential Texts-Pt. 2

CULTURALLY RESPONSIVE TEACHING & THE BRAIN

UNEARTHING JOY
Session 4: Creating Autonomy

- How autonomy serves engagement
- How materials support autonomy
- Suggested practices
- Share out
How autonomy serves engagement

- Agency & Autonomy
- Meaningful for students
- Intentional design
- Support learning
- Active collaboration/co-creation
How do you currently give students autonomy in your courses?

1. Where do students currently get to make choices in your course?

2. What types of things are you comfortable having choices for students?

3. What types of things make you a little less comfortable?
Matching Materials and Strategies to promote autonomy

- Engagement
- Connections
- Agency
- Balance to allow & require
Autonomy

#### Strategy #1: Discussion choice

**Choice of questions**
- Choice of 4 or 5 prompts
- Pick certain number—1, 2, 4, etc.
- Everyone answers X but applies it to their major/hobby/interest

**Choice of readings**
- Everyone reads X and then has choice of additional readings 1, 2, 3, or 4
- Everyone reads a certain number from the whole collection
- Everyone reads X and then finds an additional reading from elsewhere that connects
- Write about connections students see between the readings they’ve selected
Autonomy
Strategy #2:
Self-assigned
groups

Group topic
- Faculty identify
- Group identifies

Students self-assign to group
Materials selected by group
Problem to solve selected by group
Small Teaching, Groupwork tips

- Teambuilding activity first
- Authentic problem
- Pedagogical purpose (course objectives)
- Accountability, grading criteria & process
- Conflict resolution process

- [Successful Project Characteristics | Center for Educational Innovation (umn.edu)](umn.edu)
Team-Based Challenge

• Learning is driven by challenging, open-ended problems with no one “right” answer
• Students work as self-directed, active investigators and problem-solvers in small collaborative groups
• A key problem is identified and a solution is agreed upon and implemented
• Teachers and industry mentors adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry

Regional Team-Based Challenges - Education Systems Center at NIU (edsystemsniu.org)
Autonomy Strategy #3a: Specifications Grading

- Hold students accountable
- Not applicable for all materials and activities
- You set the Specifications: meet all or none, 0% or 100%

- Consider Oops tokens to mitigate disasters
Autonomy Strategy #3b: Contract Grading

- Modified Specifications Grading
- Spell out how many/what kinds of things equate to which grade
  - If you want an A, cite three academic sources
  - If you want a B, cite two academic sources
  - If you want a C, cite one academic source
## Autonomy

**Strategy #4: Syllabus Co-creation**

- “Annotate the syllabus” assignment
- Cultivate self-determination & accountability
- Can start smaller
  - Text?
  - Project?
  - Outcome?
- Syllabus ties together beginning/end
Summary

Sweet spot on the continuum between allowable vs required

• You are Subject Matter Experts (SME)
• Students are Subject Matter Novices
• Students want freedom but will need some curbs
• Guide that freedom in productive directions that serve the course objectives
Cognitive Benefits of Connections

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
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<tbody>
<tr>
<td>➢ Helps students move beyond rote memory to understanding</td>
<td>➢ Helps students make real-world connections</td>
</tr>
<tr>
<td>➢ Improves critical thinking in application of material</td>
<td>➢ Improves long-term abilities to utilize content</td>
</tr>
<tr>
<td>➢ Helps students move toward mastery more efficiently</td>
<td>➢ Provides pathways for processing new information related to content</td>
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</tbody>
</table>
How could you adjust activities from your in-person courses to work well in your online courses?

1. Do you provide opportunities to help students process new information?
2. What elements of your activities help improve student motivation?
3. How can you assist students with becoming more confident with these activities?
# Strategies for Helping Students

<table>
<thead>
<tr>
<th><strong>Activate</strong></th>
<th>Activate Prior Knowledge <a href="https://teaching.vt.edu/teachingresources/adjustinginstruction/priorknowledge.html">https://teaching.vt.edu/teachingresources/adjustinginstruction/priorknowledge.html</a></th>
</tr>
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<tbody>
<tr>
<td><strong>Provide</strong></td>
<td>Provide the Framework <a href="https://poorvucenter.yale.edu/BackwardDesign">https://poorvucenter.yale.edu/BackwardDesign</a></td>
</tr>
<tr>
<td><strong>Embed</strong></td>
<td>Embed Concept Maps <a href="https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/#:%3F;text=What%20are%20concept%20maps%3F,benefit%20any%20type%20of%20learner">https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/#:%3F:text=What%20are%20concept%20maps%3F,benefit%20any%20type%20of%20learner</a></td>
</tr>
<tr>
<td><strong>Relate</strong></td>
<td>Relate Learning Goals to Personal Experience, Outside Interests, and Goals</td>
</tr>
<tr>
<td><strong>Assign</strong></td>
<td>Assign Personal Learning Networks <a href="https://www.teachthought.com/pedagogy/what-is-a-personal-learning-network/">https://www.teachthought.com/pedagogy/what-is-a-personal-learning-network/</a></td>
</tr>
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</table>
Using OER to Remove Barriers
Universal Design as Instructional Framework

- **Size and Space**: The lever handle provides appropriate size and space for using regardless of the characteristics of the user.
- **Equitable Use**: The lever handle is useful for diverse abilities.
- **Flexibility in Use**: The lever handle accommodates a wide range of individual preferences and abilities.
- **Low Physical Effort**: The lever handle can be used efficiently and comfortably and with a minimum of fatigue.
- **Universal Design**:
- **Simple and Intuitive Use**: Use of the lever handle is intuitive.
- **Tolerance for Error**: The lever handle does not have adverse consequences of unintended actions.
- **Perceptible Information**: People can use the lever handle regardless of ambient conditions or the user’s sensory abilities.
### Backward Design Framework

#### Backward Design Model

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
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<tbody>
<tr>
<td><strong>Determine Learning Goals and Objectives</strong></td>
<td><strong>Plan Assessments</strong></td>
<td><strong>Plan Learning Activities</strong></td>
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</table>

**To Establish:**
- What learners should know & be able to do by the end of the course
- Transfer of knowledge to other challenges

**That Are:**
- Ongoing
- High and low stakes
- Align with learning goals and objectives
- Of varying types

**That:**
- Are minds on and hands on
- Encourage exploration
- Align with learning goals and objectives

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**Teaching for Understanding**
Concept Map

Series Circuit
- Single loop connection
- Bulbs dimmer
- Bulbs share power
- All bulbs go out if one goes out

Parallel Circuit
- Connected by branches
- Bulbs brighter
- Each bulb fully powered
- All bulbs stay lit if one goes out
Personal Learning Network
Principles for Creating Connections

- **Tap**: Tap into prior knowledge
- **Provide**: Provide organizing structure
- **Foster**: Foster unexamined connections
**Summary**

<table>
<thead>
<tr>
<th>Use</th>
<th>Use pre-tests, surveys, and thought questions to activate what students already know about your discipline</th>
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<tbody>
<tr>
<td>Model</td>
<td>Model notetaking and provide fillable notes for students to add information and demonstrate understanding</td>
</tr>
<tr>
<td>Assign</td>
<td>Assign concept maps to help students make connections</td>
</tr>
<tr>
<td>Provide</td>
<td>Provide opportunities for students to add to the conversation and body of work surrounding the content/concepts</td>
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<tr>
<td>Help</td>
<td>Help students cultivate their own personal learning networks</td>
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Your Growth as an Online Instructor

- The work is never "done"
- Take an online class; remember what it's like to be a student
- Seek helpful examples
- Build your own efficacy
- Get certified!
- Be open to inspiration
Sharing/Thoughts?
Thank You!

PATTY ZUCCARELLO
PATTYZUCCARELLO@GMAIL.COM
(312) 203-9987

LONETTA OLIVER
OLIVERENGLISHWRITING@GMAIL.COM
(314) 556-1166