
QM
CONNECTLX
ONLINE CONFERENCE
Designing
Effective Teaching and
Significant Learning
The Cycle of Course Design
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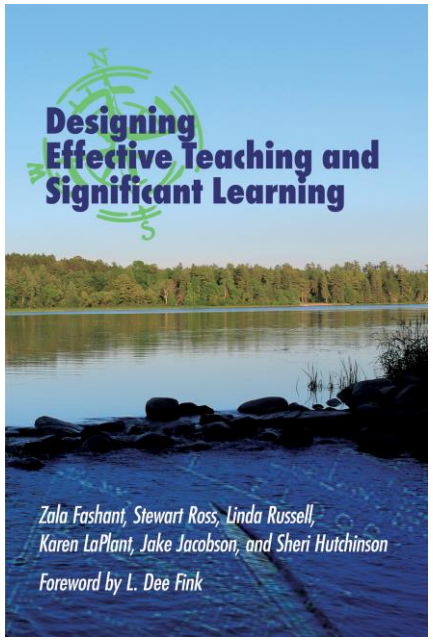
Workshop Outcomes

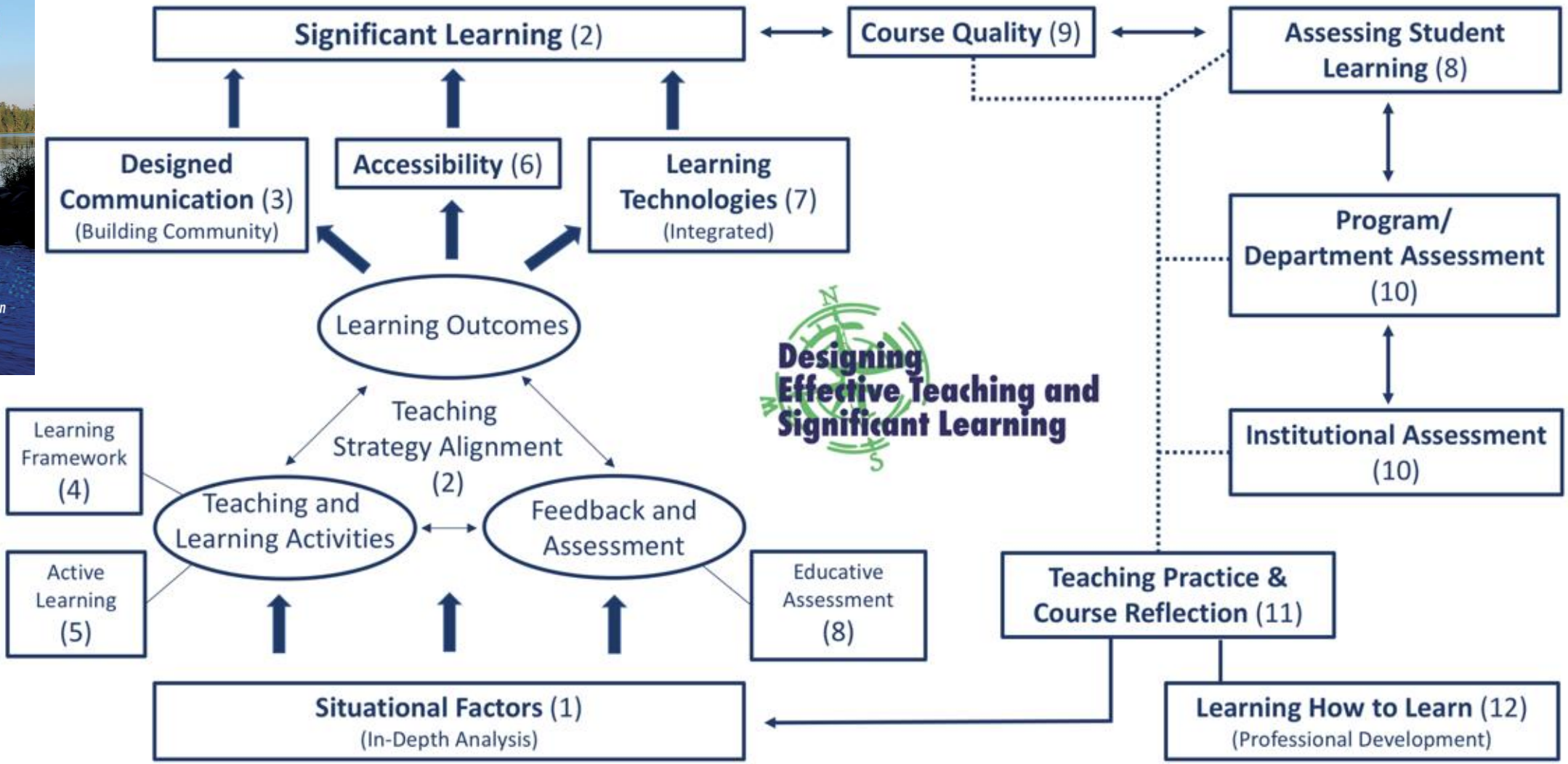
Designing Effective Teaching and Significant Learning

Our hope is that, by the end of the workshop, participants will be able to reflect on the effect an integrated designed course blueprint has on their ability to improve teaching and significant student learning by:

- ✓ Analyzing your current course design practice.
- ✓ Evaluating the model to gain a broader perspective of course design.
- ✓ Developing faculty "buy-in" to improve your campus process through the Cycle of Course Design.

The Cycle of Course Design





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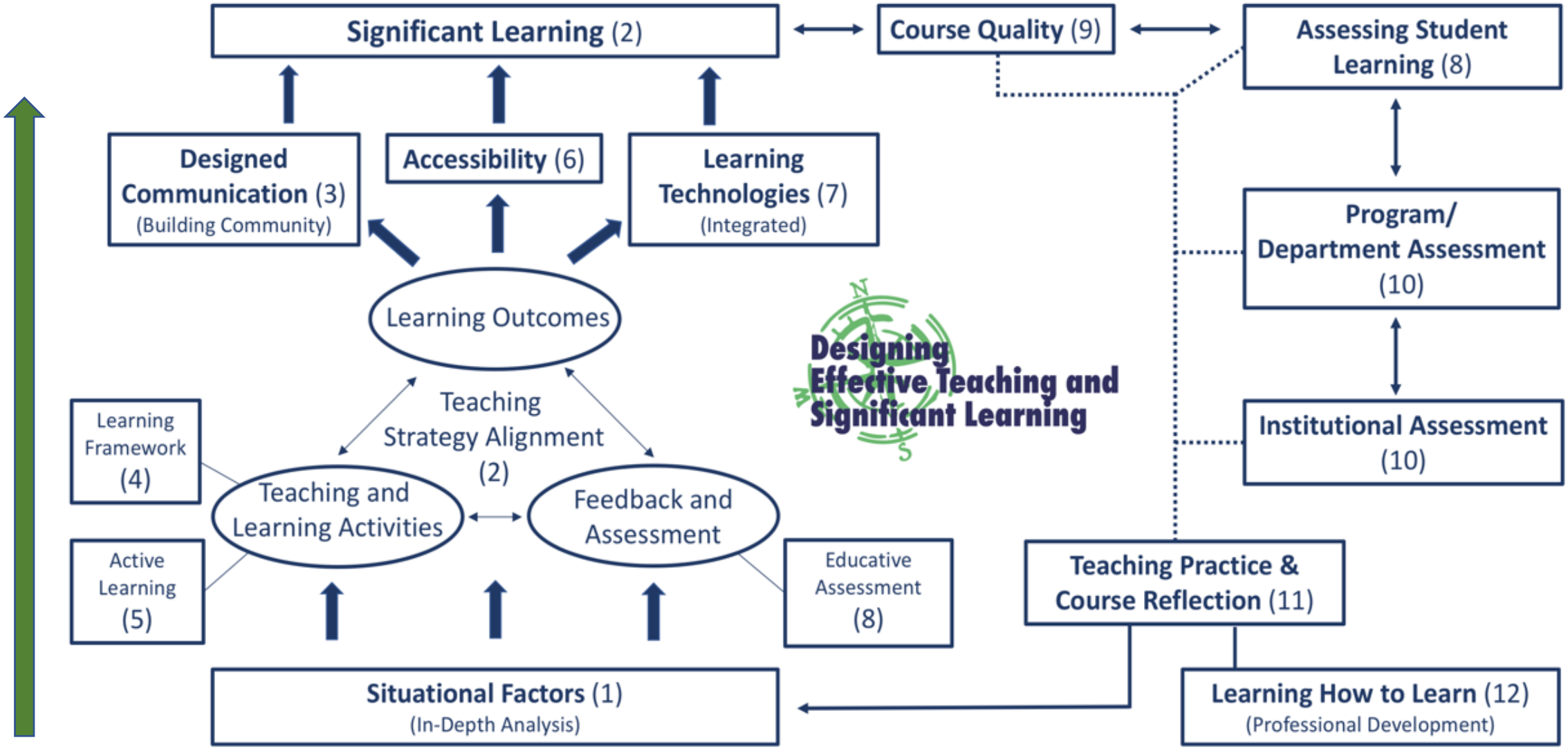
The Cycle of Course Design



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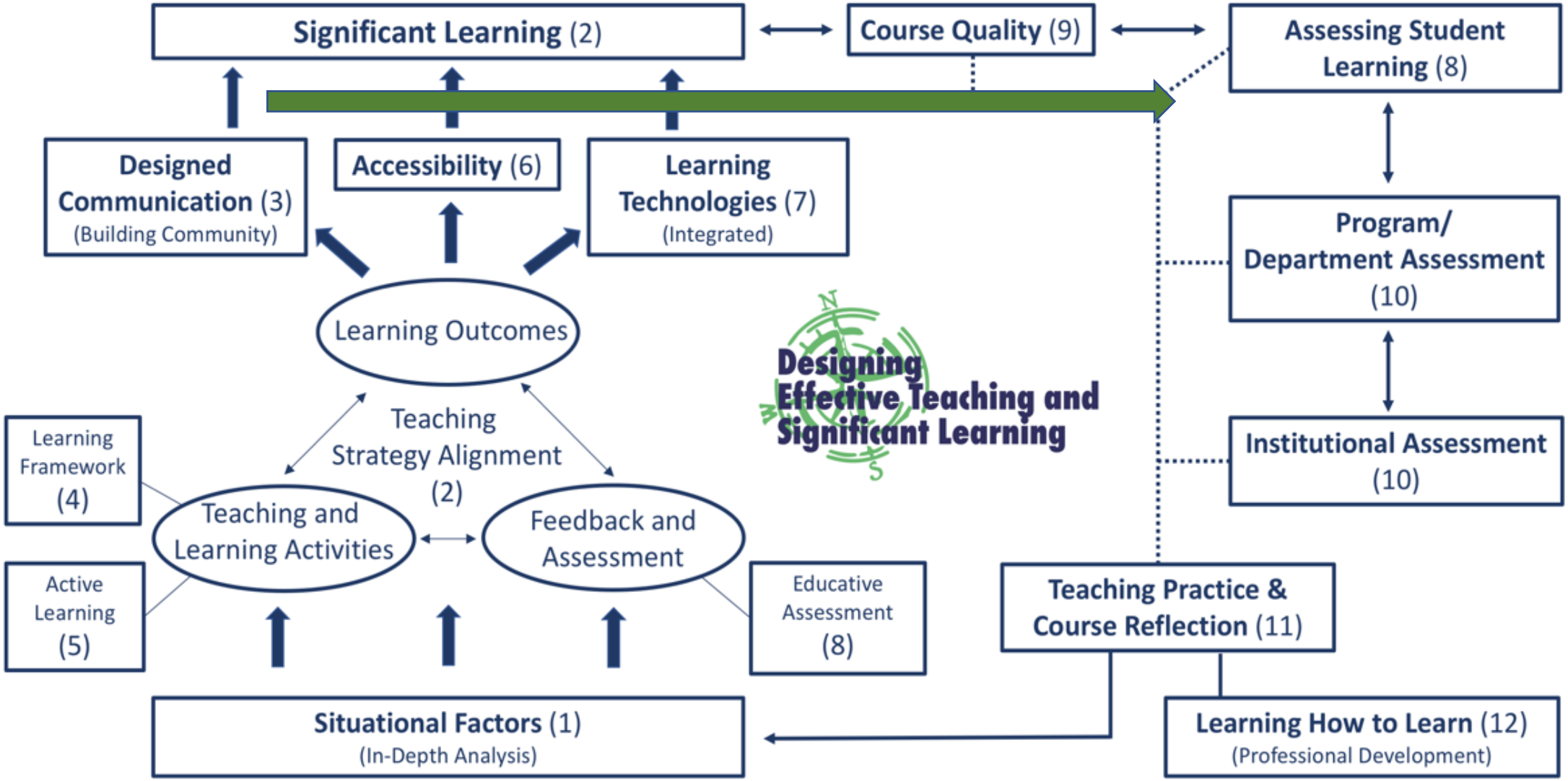

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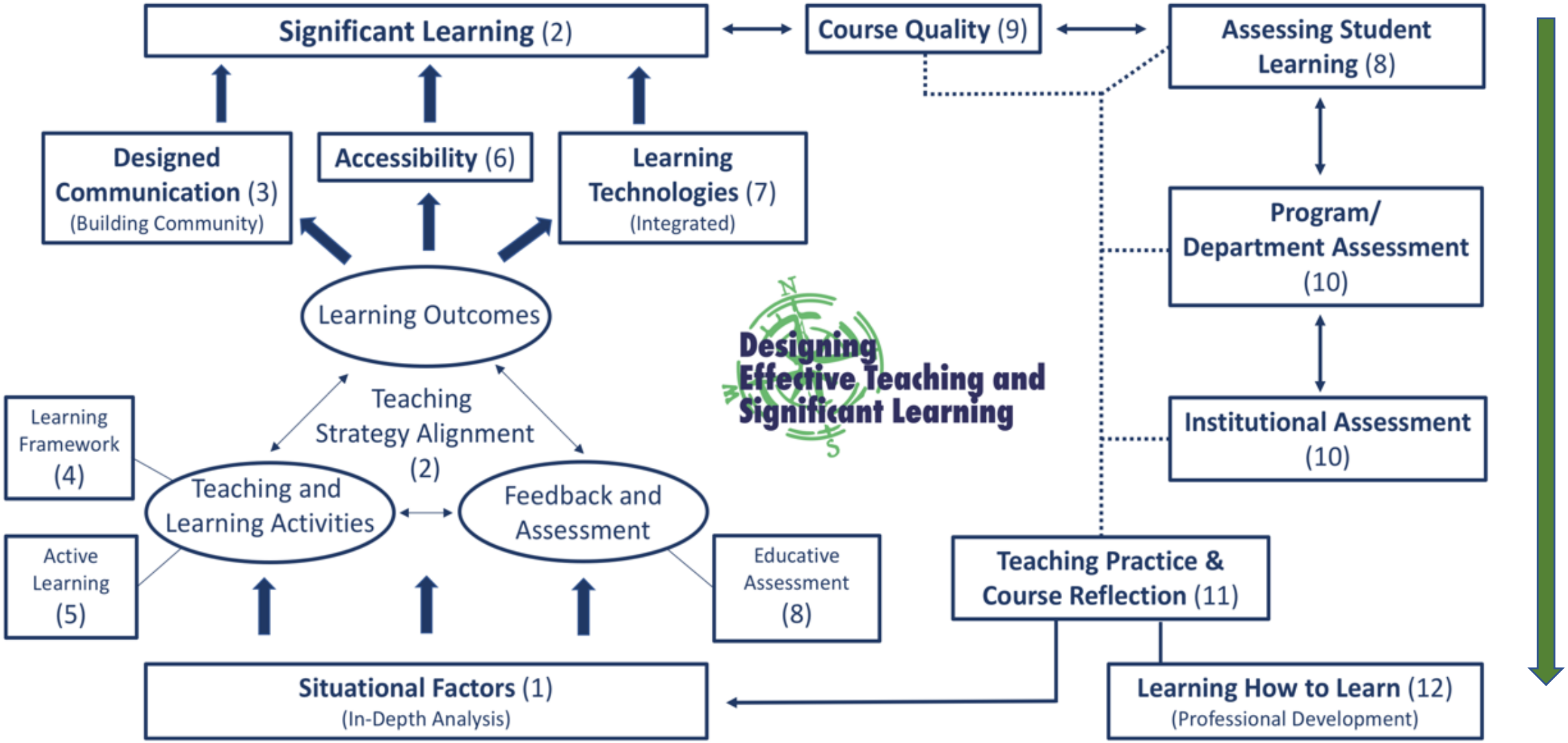

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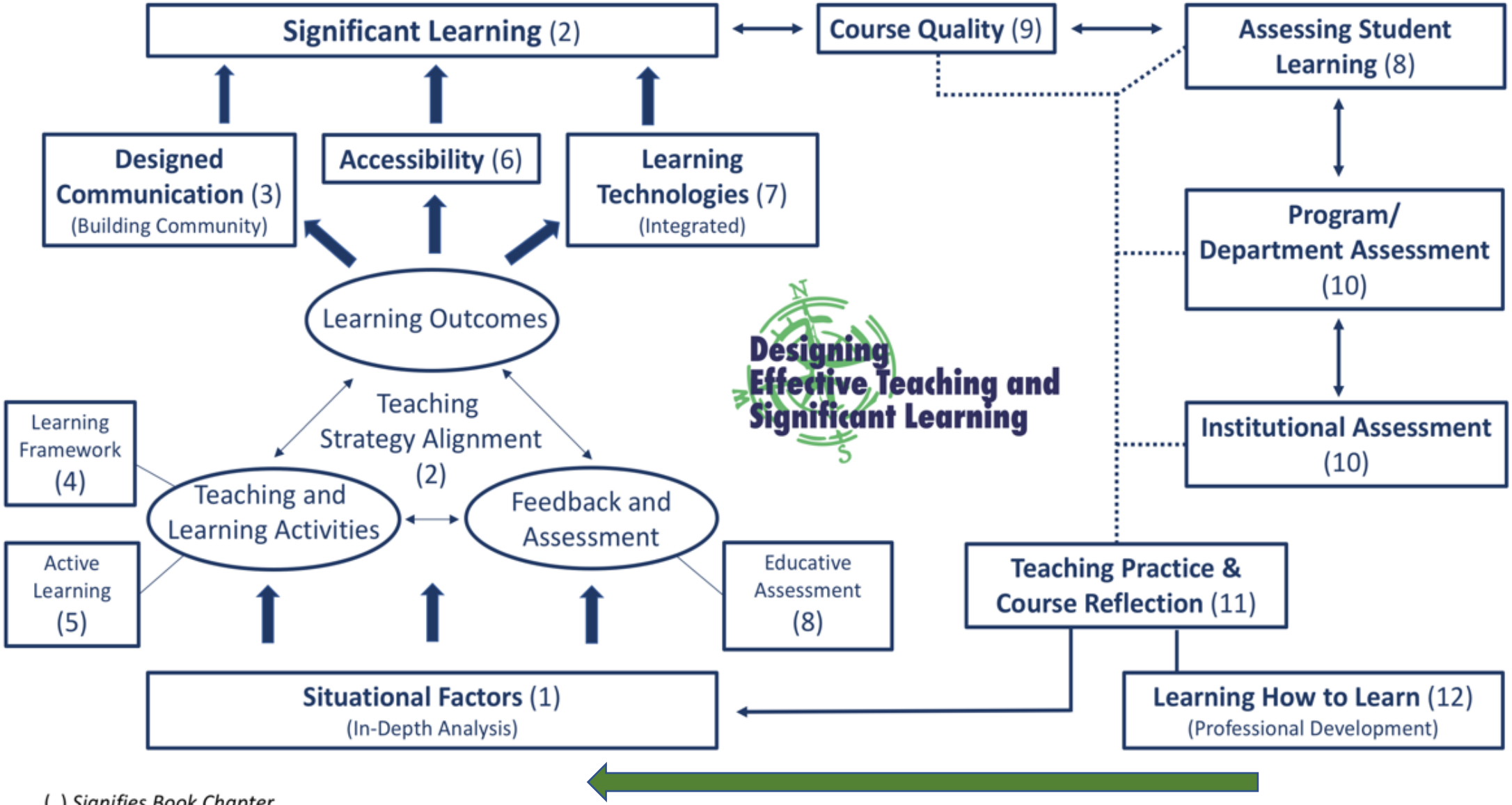

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Course Situational Factors

Situational Factor	Your Course's Situational Description
Specific Context of Situation • Class size • Course level: introductory, advanced, graduate • Meeting time & frequency • Delivery: classroom/lab, blended, online • Physical classroom conditions • Technology requirements	
Expectations of Others Learning expectations placed on the course by: • Curriculum • Faculty colleagues • Institution • Profession • Accreditation • Society	
Nature of the Subject • Student perception • Theoretical, practical, or combination • Convergent or divergent • Important changes or controversies in the field	
Characteristics of Learners • Student attitudes to subject • College ready, advanced • Age/experience level • Prior learning foundation • Student life conditions: Full-time, part-time, family, working, professional goals	
Characteristics of the Teacher • Philosophy of teaching • Attitude about course/subject • Perception of students • Experience in teaching • Knowledge/familiarity of course content • Teaching strengths/challenges	

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Situational Factors

In the planning stage, it is first important to determine the situational factors which will play a role in course design. You must also determine which of the factors are within your control (to include in your design) and which are out of your control. Once these have been analyzed, there is usually one or maybe two significant factors that will be pedagogical challenges.

Situational Factor	Your Course's Situational Description
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Designing Effective Teaching and Significant Learning

How many of you have used this type of strategy in planning to design your courses?

Click YES or NO in Zoom

Pedagogical Challenge

My Course's Special Pedagogical Challenge	My Plan to Mitigate or Address this Challenge	Potential Impact on Students if Not Mitigated
Example: Students enter this reading course with lower level reading abilities and don't think they can be good readers or that they don't know how to read.	Students will discuss what they have enjoyed reading and felt "success" in reading in the past. They can identify why they enjoyed reading the content. I have individualized the reading assignments for the course to match the program they plan to enter so they can demonstrate the skills and learn more about skills in nursing, auto mechanics, video production, business, etc.	Students need to see how they can apply strategies in reading comprehension, so they continue to learn in their program major and beyond once they have completed this course.
Your Course's Challenge	**Your Plan**	**Potential Impact**

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During this pandemic or other environmental challenges, the pedagogical challenge is most likely that faculty and students have less experience teaching and learning online.

Identifying and planning for this pedagogical challenge is key to address during the first week of class so that it doesn't create a barrier to learning.

Pedagogical Challenge

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Your Course's Challenge	**Your Plan**	**Potential Impact**
In the Chat: Share one of the pedagogical challenges you address in your courses.		

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Preparing for Your Course Design: The Big Dream

Faculty have often shared what they want their students to be able to accomplish after they have completed the course. This is called the Big Dream which is an overarching goal speaking to the purpose of why the course is important.

Consider the following:

- How will taking your course influence students for the rest of their lives?
- In what ways will taking your course make a difference in the way they will be successful?
- What insights will your course provide in students' professional and personal achievements?

Preparing for Your Course Design: The Big Dream

Designing Effective Teaching and Significant Learning

Identifying this Big Dream is the final step in the planning process.

In our Online Course Design Institute we encourage faculty to share the Big Dream for the course with their students.

In the Chat take a moment to share how you share what you want students to gain from your course e.g., a discussion post, syllabus, course orientation.


Designing
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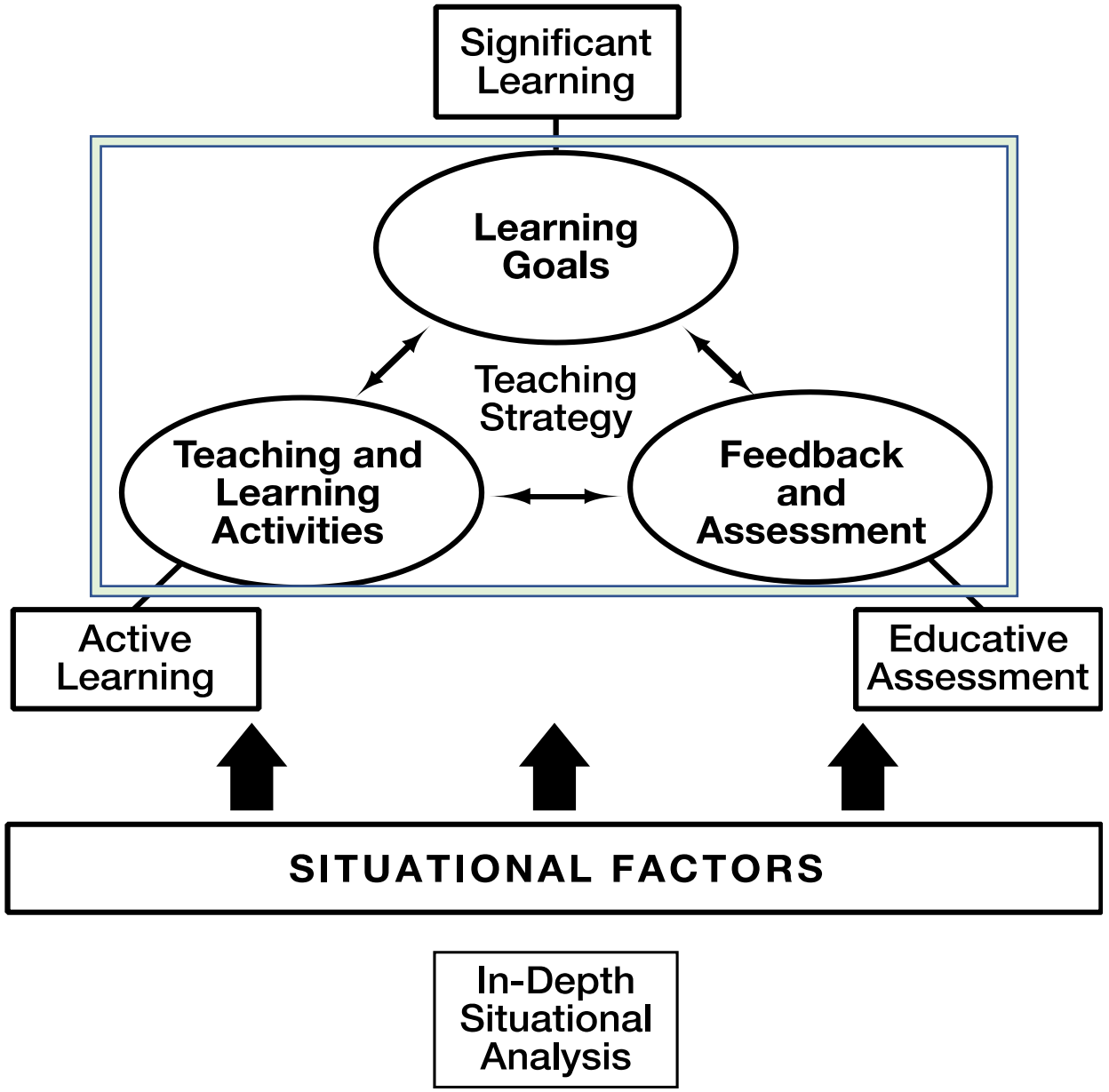
Integrated Course Design

Integrated Course Design



Designing Effective Teaching and Significant Learning

In Fink's (2013) integrated course design we align the learning outcomes, assessments and activities. In workshops, we have faculty work on this alignment so they more deeply understand this relationship and can share it with students. This backward design approach ensures that the assessments for the outcomes truly measure students' level of mastery.

Alignment of Outcomes, Assessments & Activities

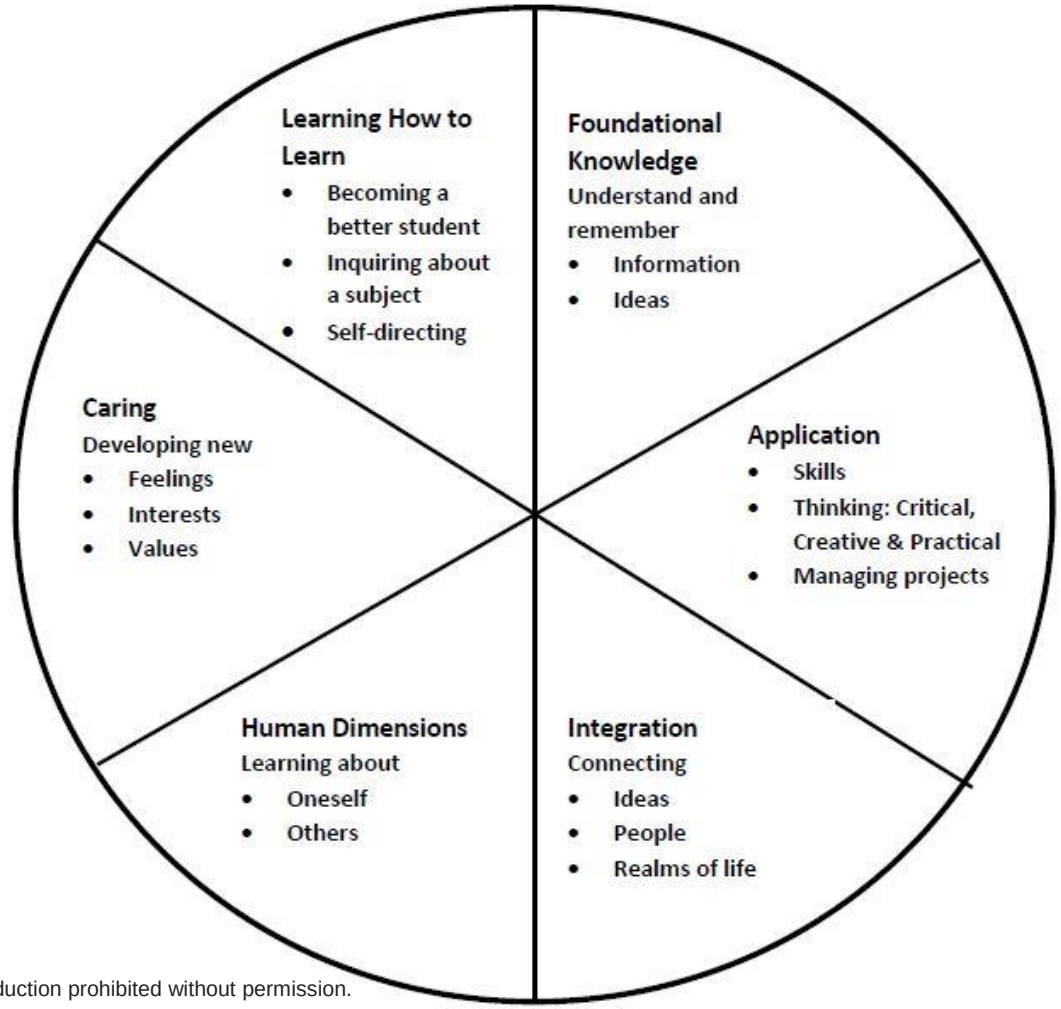
Designing Effective Teaching and Significant Learning

Faculty first develop course Learning Outcomes in the domains of:

- Foundational Knowledge
- Application
- Integration
- Human Dimension (Self/Others)
- Caring (Value)
- Learning How to Learn

Once written, the assessments and learning activities are created.

Taxonomy of Significant Learning



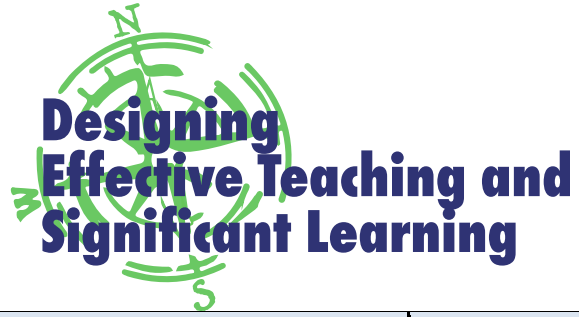
My Big Dream for Student Learning

Taxonomy	Outcomes (Competencies or Objectives)	Assessments (Consider multiple measurements)	Learning Activities (Consider multiple opportunities)
Foundational Knowledge **Learners will understand and remember key concepts, terms, relationships, facts, etc.** --- **Describes what learners will be able to do with information.**	Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State	F2F: Online:	F2F: Online:
Application **Learners will perform/"do" important tasks** --- **Describes the kinds of activities and tasks learners will be able to perform based on the information they have acquired.**	Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use	F2F: Online:	F2F: Online:
Integration **Learners will identify/ consider /describe the relationship between "x" and "y".** --- **Describes the kinds of activities and tasks learners will be able to perform when they synthesize, link to, or relate specific information to other information.**	Verbs to Consider: Align, Balance, Compare, Contrast, Identify … (interactions, similarities between), Integrate, Organize, Step, Relate, Repeat, Support	F2F: Online:	F2F: Online:

Designing Effective Teaching and Significant Learning

This 3-Column Table worksheet is the design form for the teaching strategy alignment for dual delivery. Additional pages, including the Human Dimension, Caring and Learning How to Learn domains, complete the design planning.

Expanded 6-Column Table



Taxonomy Domain	Course Outcomes	Unit Objectives or Competencies	Assessments (Consider multiple measurements)	Time & Resources Needed	Learning Activities (Consider multiple opportunities)	Time & Resources Needed
Foundational Knowledge Learners will understand and remember key concepts, terms, relationships, facts, etc. --- Describes what learners will be **able to do with information**.	Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State	Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State	F2F: Online:		F2F: Online:	
Application Learners will perform/"do" important tasks ---- Describes the kinds of activities and tasks learners will be **able to perform based on the information they have acquired**.	Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use	Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use	F2F: Online:		F2F: Online:	

Designing Effective Teaching and Significant Learning

Course Communication Plan

Course Communication Plan

What (Purpose)	Who (Sender)	To Whom (Receiver)	When (Schedule)	How (Tool)
Course Welcome and Syllabus	Instructor	Students	Week prior to course start	Email and course announcement
Announcements to inform the progression of the course	Instructor	Students	Weekly or more often as necessary	Announcement tool in the learning management system (LMS)
Unit Discussions: Interaction with course materials	Instructor and Students	Other students and returned to instructor	Weekly	Course discussion tool in LMS
Group Course Assignments	Instructor and Students	Other students and returned to instructor	By units throughout course	Course discussion or grouping tool in LMS
Absent	Instructor	Students	Weekly or more often as necessary	Email, and/or intelligent agent in the LMS
Missing Work	Instructor	Students	Weekly or more often as necessary	Email, and/or intelligent agent in the LMS
Completed Work	Instructor	Students	Weekly or more often as necessary	Email, and/or intelligent agent in the LMS
Grade Concern	Instructor	Students	Weekly or more often as necessary	Email, and/or intelligent agent in the LMS

Designing Effective Teaching and Significant Learning

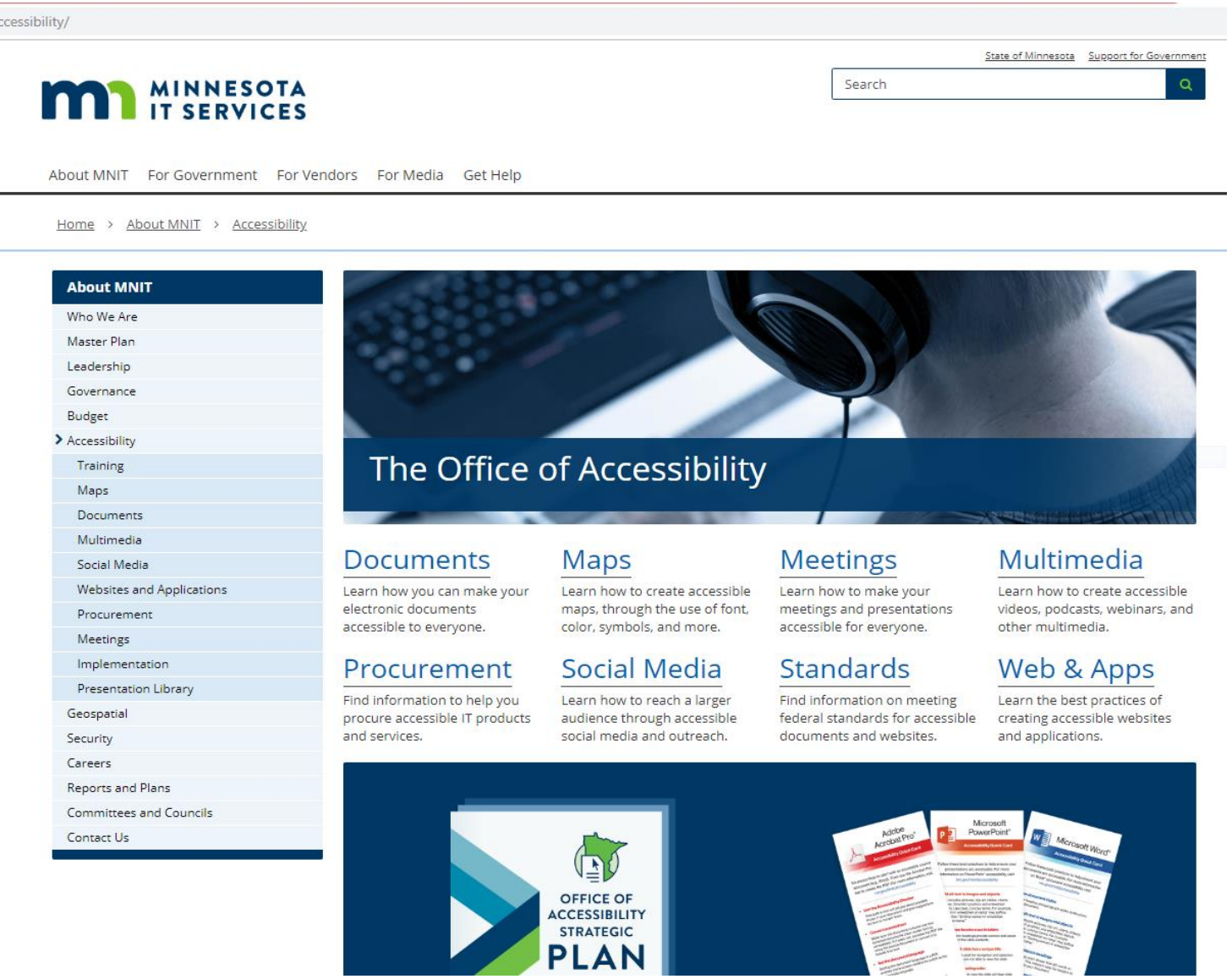
Course community is built through *intentionally* designed communication. This planning table allows faculty an opportunity to consider the who, what, when and how of a communication pathway for and with students.

How many of you have created communication plans for your courses?

Click YES or NO in Zoom

Course Materials Accessibility

Accessibility and Accommodations

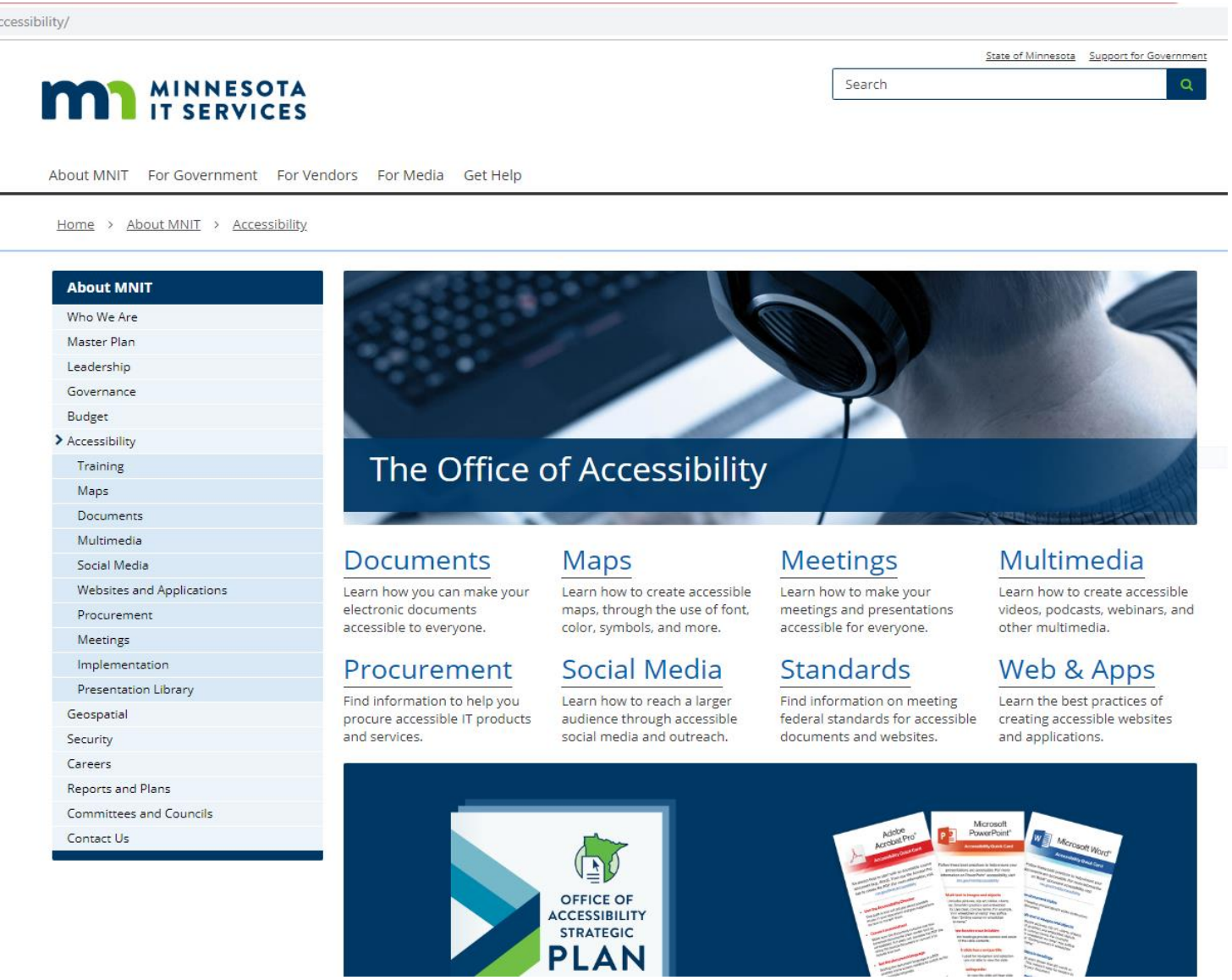


Designing Effective Teaching and Significant Learning

Course accessibility for all learners in the United States, regardless of challenges, is the law. Learning management systems are required to be accessible. The State of Minnesota's Information Technology Services Office of Accessibility offers a website to check your documents with the accessibility checker and provides standards for course content.

https://mn.gov/mnit/about-mnit/accessibility/

Accessibility and Accommodations



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Respond In the Chat:

In addition to using your LMS, how do you ensure that your content and course materials are meeting the ADA requirements?

- Closed captioning for videos?
- Accessibility checker for documents?
- Teaching students how to use accessibility checker for documents shared with other students?

Designing Effective Teaching and Significant Learning

Integrating Learning Technologies

Integrating Learning Technologies

Designing Effective Teaching and Significant Learning

To tech or not to tech….

Decide if learning technologies enhance your course and improves learning.

- The technology will give students better practice, methods, or access to information or experiences that will help them master the learning outcomes better than they do now.
- Students need to work with the technology found in the workplace that you are preparing them to enter.
- Students should learn, or remain current with, widely used technological innovations.
- Active learning and student retention and engagement are priorities, and certain technology stands to improve them.

Designing Effective Teaching and Significant Learning

Assessing Course Quality

Feedback Improves Course Quality

Designing Effective Teaching and Significant Learning

Informal Assessments

- Test Drive Your Course
- Measuring Quality as You Teach
  - ✓Self-created surveys/evaluations
  - ✓Reflective course shell discussions
  - ✓Forward-looking and assessments
  - ✓CATs & LATs
- Measuring Quality After You Teach
  - ✓Institutional Course Evaluations
- Assessing Quality as Your Design
  - ✓Self-assessing course design rubric

Formal Assessments

- End of course surveys
- Peer-Reviewed Course Design – Quality Matters (QM)

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Self-Assessing Your Course Design through Rubrics

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Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
Course Overview		16-14	13-10	9-6	5-4
Getting Started in the Course		Complete instructions for Getting Started and how to maneuver in the course are provided in the course design AND the syllabus.	Complete instructions for Getting Started and how to manuever in the course are provided in the course design OR the syllabus.	Instructions for Getting Started and how to maneuver the course are provided but are not complete or unclear	Instructions for Getting Started OR how to maneuver in the course are missing or incomplete.
Clearly Stated Purpose/ Description of the Course		A clear, detailed purpose/ description of the course is provided which includes a listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and	A clear purpose/description of the course is provided which includes many of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance	A clear purpose/description of the course is provided which includes only 3-4 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior	A purpose/description of the course is not provided or only includes1 or 2 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance
Technological Requirements		All of the technological requirements (hardware and learner skills) are stated and all of the links are provided to get	Most of the technological requirements (hardware and learner skills) are stated and many of the links are provided to get	Some of the technological requirements (hardware and learner skills) are provided along with some of the links to get assistance.	Technological requirements (hardware and learner skills) OR links for technology assistance are missing.
Building Course Community		The design includes ALL of the following: Instructor welcome and self-introductory video or audio discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information AND an opportunity for students to do the same is provided.	The design includes ALL the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information AND an opportunity for students to do the same is provided.	The design includes some of the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/ hopes, and personal information. An opportunity for students to do the same is not provided.	The design lacks portions the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information. An opportunity for students to do the same is not provided.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
Learning Outcomes		12-11	10-8	7-5	4-3
Measurable, Clear and Written to an Appropriate Level for the Course (Introductory vs. Advanced)		The learning outcomes/comptencies are measurable, stated clearly so students can understand them AND written at an appropriate level for the course. The design includes unit or	The learning outcomes/comptencies are measurable, stated clearly so students can understand them AND written at an appropriate level for the course.	The learning outcomes/comptencies lack one of the following: are measurable, stated clearly so students can understand them AND written at an appropriate level for the course.	The learning outcomes/comptencies lack two or more of the following: are measurable, stated clearly so students can understand them OR written at an appropriate level for the course.
Align with Learning Activities		The learning outcomes/comptencies align with the learning activities and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units and as a part of each activity or assignment.	The learning outcomes/comptencies align with the learning activities and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units.	The learning outcomes/comptencies align with the learning activities and are communicated with students.	The learning outcomes/comptencies are not aligned with the learning activities OR are NOT communicated with students.
Align with Assessments		The learning outcomes/comptencies align with the assessments and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units and as a part of each assessment.	The learning outcomes/comptencies align with the assessments and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units.	The learning outcomes/comptencies align with the assessments and are communicated with students.	The learning outcomes/comptencies are not aligned with the assessments OR are NOT communicated with students.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
Assignments, Activities and Assessment		16-14	13-10	9-6	5-4
Expections and Measurement		A clear, detailed description of assignment and assessment expectations is provided including more than all of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	A clear, detailed description of assignment and assessment expectations is provided including all of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	A clear description of assignment and assessment expectations is provided including most of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	The design lacks clear descriptions of assignment and assessment expectations by not including many of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.
Sequenced and Varied		The design of the course sequences the level of the learning assignments/activities/assessments AND provides 5 or more ways for students to demonstrate a level of mastery. Activities are design to provide significant learning.	The design of the course sequences the level of the learning assignments/activities/assessments AND provides 3-4 ways for students to demonstrate a level of mastery. Activities are design to provide significant learning.	The design of the course sequences the level of the learning assignments/activities/assesments AND provides a couple of ways for students to demonstrate a level of mastery.	The design of the course fails to sequence the level of the learning assignments/activities/assessments AND/OR provides only one way for students to demonstrate a level of mastery.
Engaged and Active Learning		Active learning to engage students is embedded throughout the entire course.	Active learning to engage students is embedded this course.	There is some active learning to engage students in this course.	There is little active learning to engage students in this course.
Ability to Track Learning Progress		The course design provides 8 or more opportunities to measure and monitor learning progress.	The course design provides 6-7 opportunities to measure and monitor learning progress.	The course design provides a 4-5 opportunities to measure and monitor learning progress.	The course design provides 3 or fewer opportunities to measure and monitor learning progress.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
Instructional Content and Materials		16-14	13-10	9-6	5-4
Content Support		Course content selected richly supports the outcomes/ competencies. A detailed description is provided for learners on how to use the materials. A distinction is made to the materials that are	Course content selected strongly supports the outcomes/ competencies. A description is provided for learners on how to use the materials. A distinction is made to the materials that are required	Course content selected supports the outcomes/ competencies. A description is provided for learners on how to use the materials. Additional content for extended learning is not provided.	Course design lacks either of the following: content selected supports the outcomes/ competencies. A description is provided for learners on how to use the materials.
Current and Cited		The learning content is current and proper citations are provided.	The learning content is fairly current and proper citations are provided.	The learning content is a few years old (yet still accurate) and proper citations are provided.	The learning content needs updating with current infomation/practices AND/OR proper citations are NOT provided.
Variety and ADA Compliant		The design includes a variety of learning content (6 or more formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies are provided.	The design includes a variety of learning content (4-5 formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies are provided.	The design includes a variety of learning content (2-3 formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies may or may not be provided.	The design uses one format of learning content AND/OR uses formats that do NOT meet ADA requirements for all learners. Links to accessibility services and to technologies are missing.
Learner Support		The design of the course provides an exstensive list of links and information to access instutional learning support and technology support. Links are provided in the menu of the course in a separate "Need Help?" section AND in the syllabus.	The design of the course provides a complete list of links and information to access instutional learning support and technology support. Links are provided in the menu of the course in a separate "Need Help?" section OR the syllabus.	The design of the course provides many of the links and information to access instutional learning support and technology support. Links are provided in the menu of the course OR the syllabus.	The design of the course does NOT provide links and information to access instutional learning support and technology support.

These course quality assessment rubrics were developed based on a blending of QM, Fink, and many institution-identified and personally designed best practices.

Course Overview

(Table 9.1)

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
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Clearly Stated Purpose/ Description of the Course		A clear, detailed purpose/ description of the course is provided which includes a listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and	A clear purpose/description of the course is provided which includes many of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance	A clear purpose/description of the course is provided which includes only 3-4 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior	A purpose/description of the course is not provided or only includes1 or 2 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance
Technological Requirements		All of the technological requirements (hardware and learner skills) are stated and all of the links are provided to get	Most of the technological requirements (hardware and learner skills) are stated and many of the links are provided to get	Some of the technological requirements (hardware and learner skills) are provided along with some of the links to get assistance.	Technological requirements (hardware and learner skills) OR links for technology assistance are missing.
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Designing Effective Teaching and Significant Learning

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Assessing Student Learning

The Many Flavors of Student Learning Assessment

Designing Effective Teaching and Significant Learning

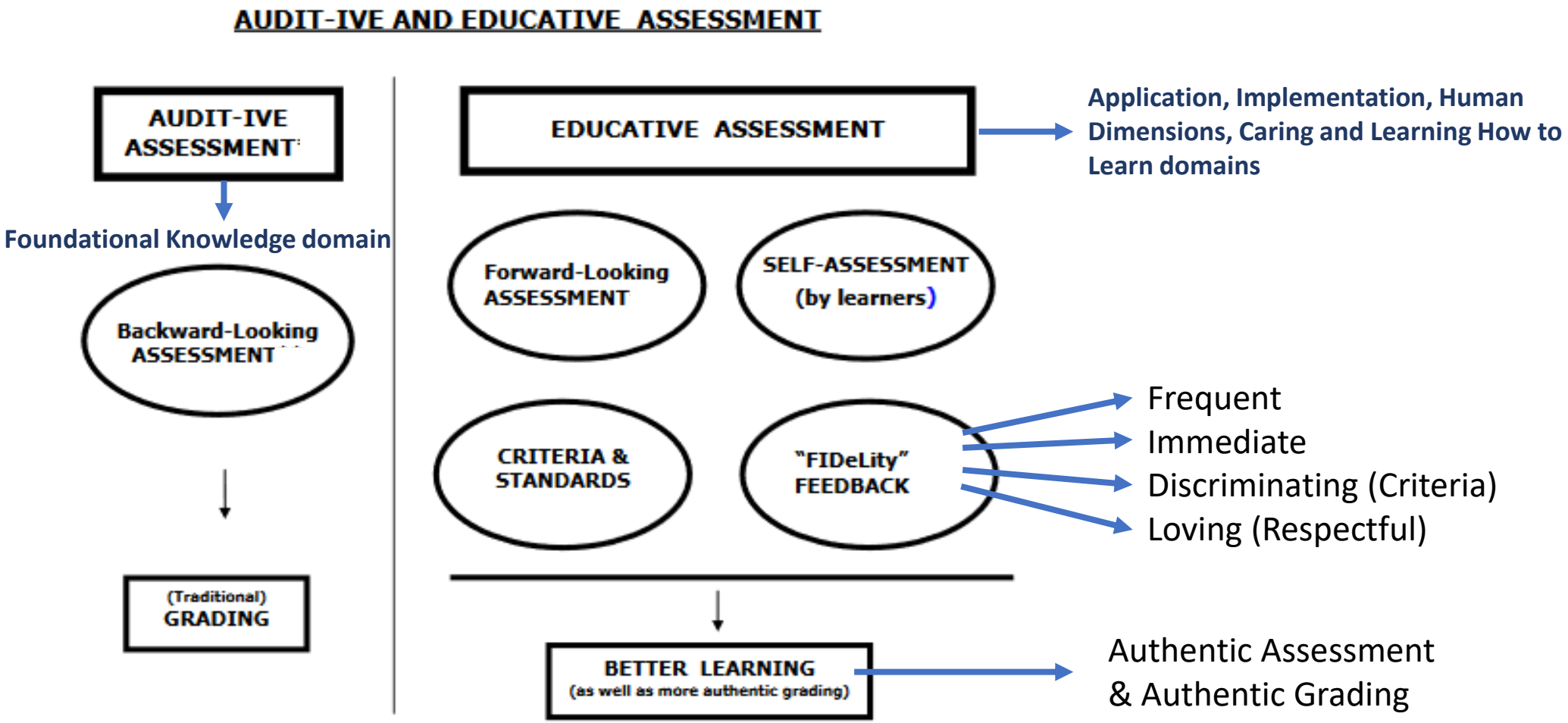
There are many ways to assess student progress and performance.

- Informal versus Formal
- Formative versus Summative
- Backward- versus Forward-Looking
- Audit-ive versus Educative

Let’s look at the latter and see to which domains are served by each and how feedback best benefits students.

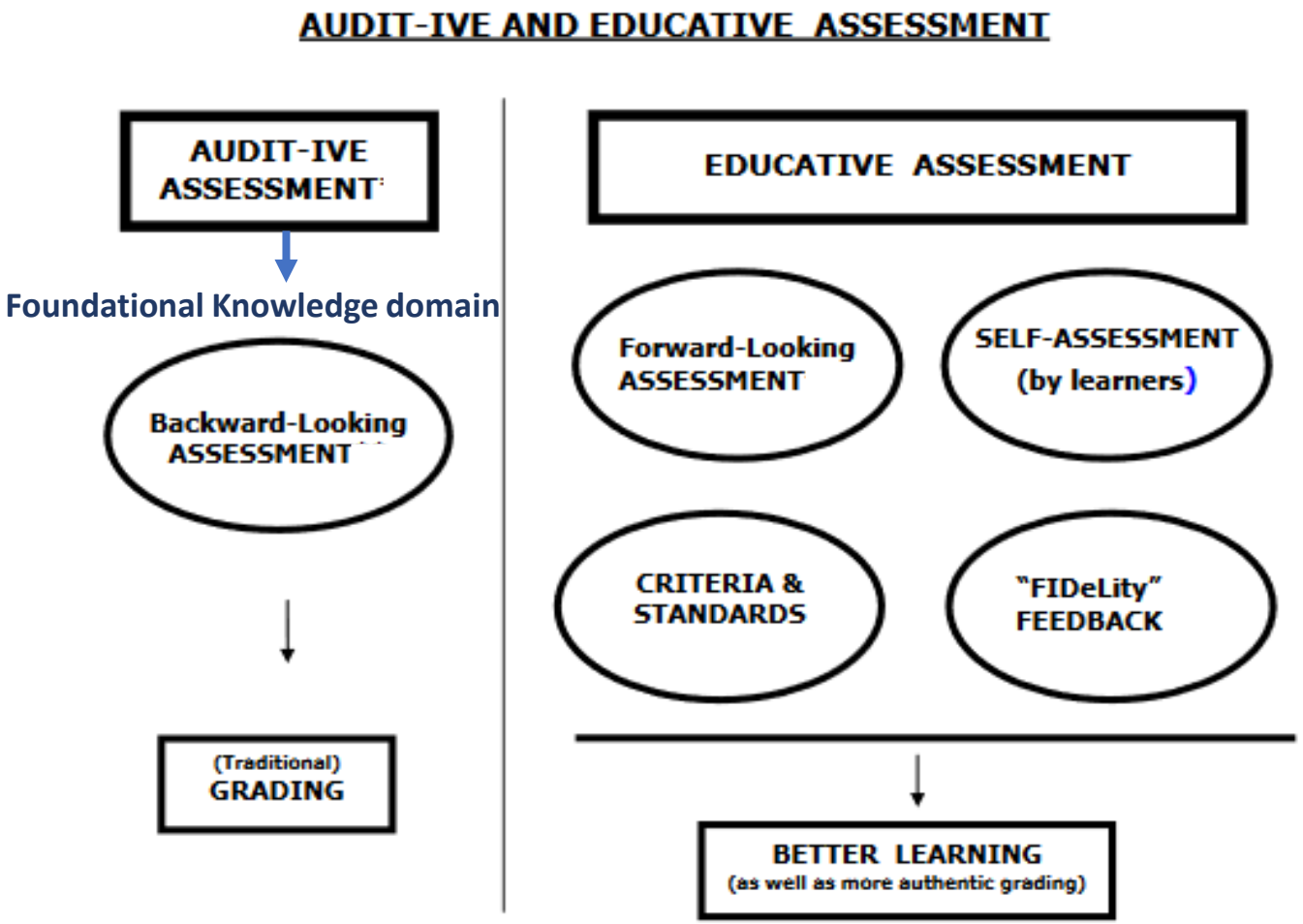
Educative Assessment

Designing Effective Teaching and Significant Learning



Educative Assessment

Designing Effective Teaching and Significant Learning



In your course(s), what do you think is the most impactful assessment that increases your students' level of performance?

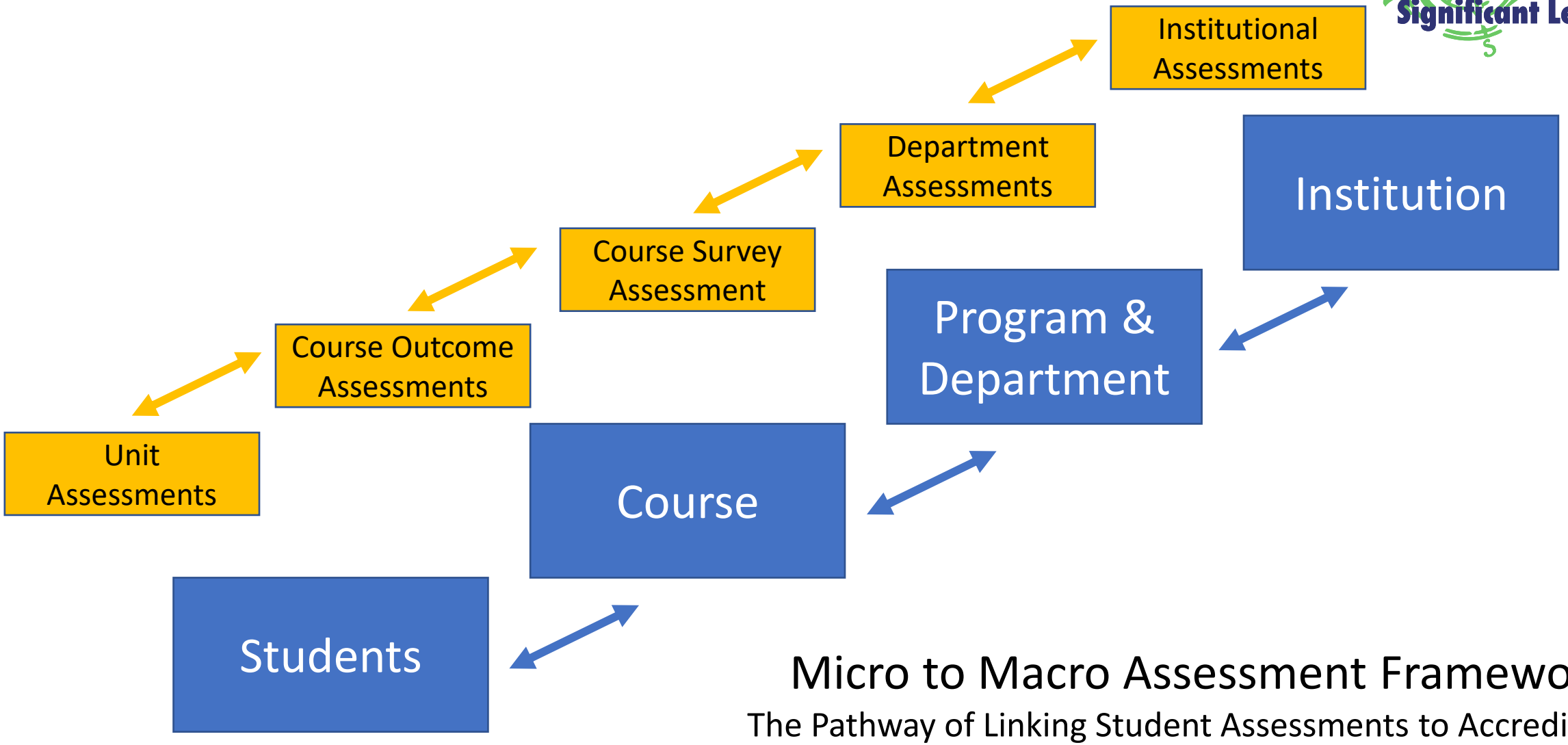
Share your thoughts in Chat.

Designing Effective Teaching and Significant Learning

Assessing Programs, Departments, and Institutions

Department/Program & Institutional Assessment

Designing Effective Teaching and Significant Learning

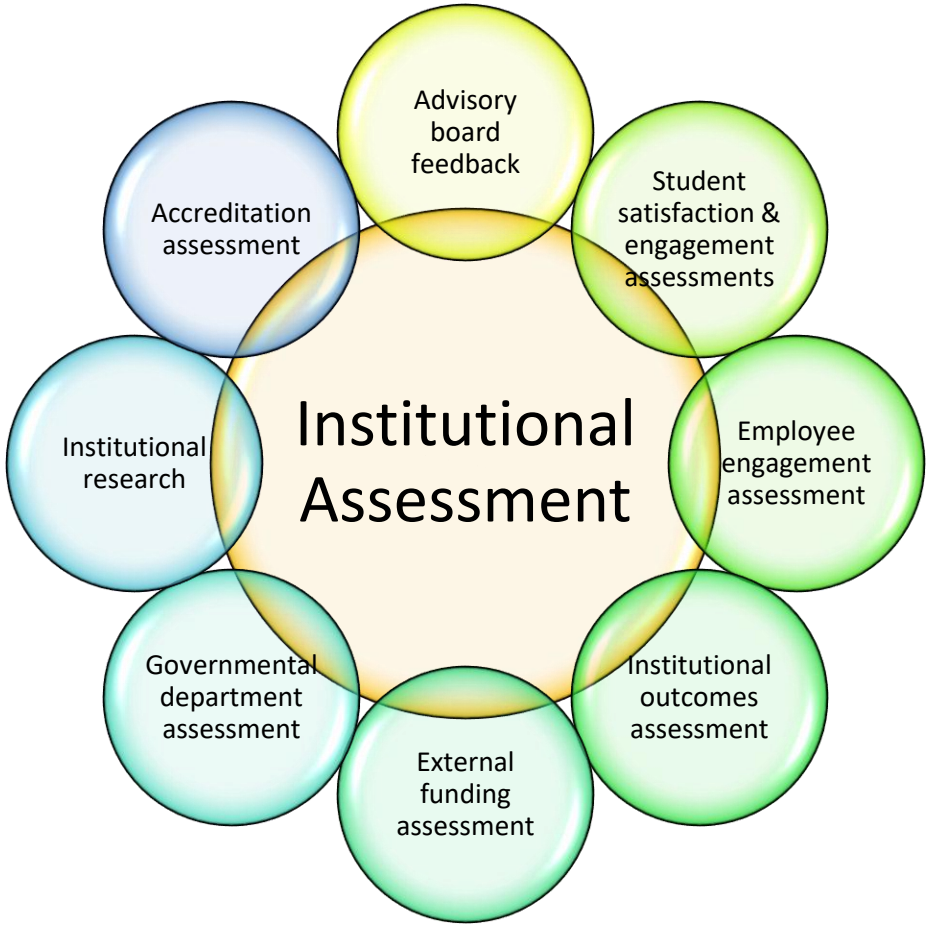


Micro to Macro Assessment Framework

The Pathway of Linking Student Assessments to Accreditation

Department Assessment and Institutional Assessment

Designing Effective Teaching and Significant Learning




Designing
Effective Teaching and
Significant Learning
Reflecting on Your Teaching

Reflection of Practice Cycle

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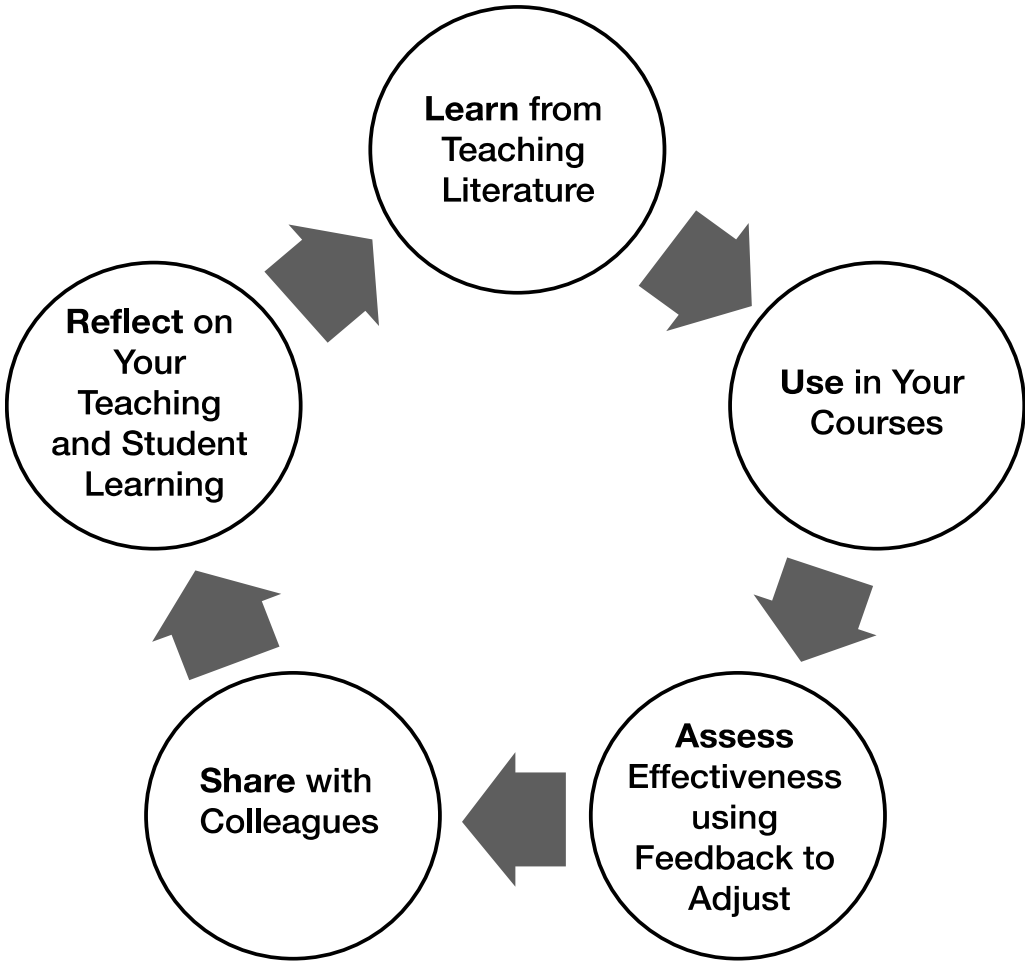

Much like the Cycle of Course Design, the Reflection of Practice Cycle is used to apply, assess and reflect on teaching. Do you currently use all the aspects of the Reflection of Practice Cycle?

In the Chat: What do you do to reflect on your teaching practice?


Designing
Effective Teaching and
Significant Learning
Learning How to Learn

Fear Not! Learning to Grow…

Designing Effective Teaching and Significant Learning

Adapted from Canales, Cerina. March 25, 2020. PARTEAGUAS Podcast. www.parteaguas.org.

Campus Faculty Development Activities

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Since we teach, we spend a lot of time talking about our work. There is something special about sharing what you did that worked and hearing about what is working for colleagues. A campus community can be a great place to discuss the joys and challenges of giving our time to others to help them grow.

There are many names for campus-based places to get help:

- Center for Online Learning
- Center for Teaching and Learning
- Center for Excellence in Teaching and Learning
- And More.

Campus Faculty Development Activities-continued

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Centers try to offer a variety of activities throughout the year. May include:

- networking with other faculty,
- new faculty seminars,
- teaching circles,
- teaching and learning and teaching with technology workshops,
- book clubs on teaching literature,
- peer consulting and observations, and mentoring.

QM CONNECTLX ONLINE CONFERENCE

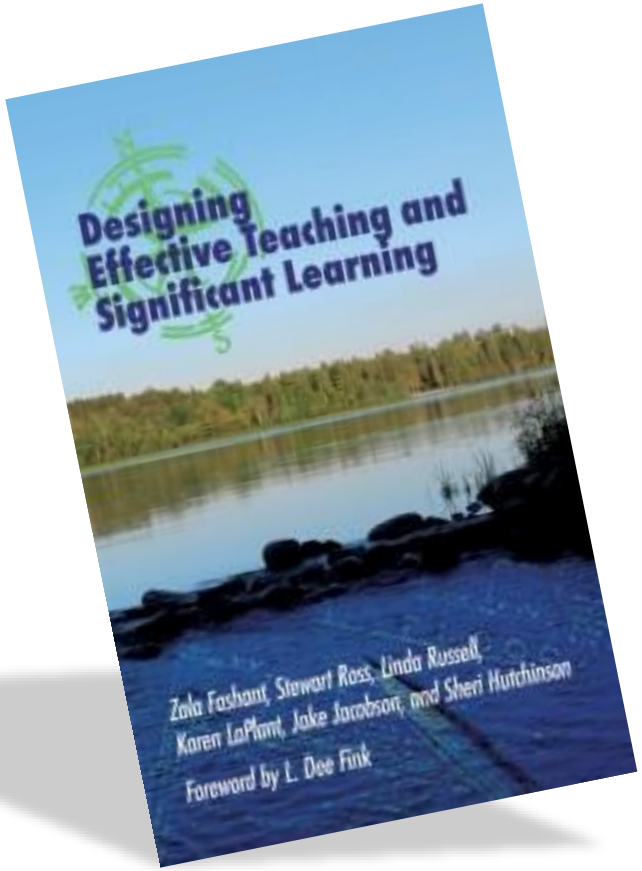
Designing Effective Teaching and Significant Learning

Designing Flexible Courses for Environmental Challenges

Wed, Oct 28 from 3:00 pm - 3:50 pm eastern

Contact Us

Zala Fashant Zala.Fashant@gmail.com **Karen LaPlant** Karenplaplant@gmail.com



Designing Effective Teaching and Significant Learning covers all of these topics in greater detail sharing the stories of faculty and instructional designers creating significant courses.

- *100s of course design ideas*
- *70+ Bright Ideas teaching tips*
- *Action Checklists*
- *Places to Jot Your Thoughts*

For more information: http://encoreprodev.com/

- Online Course Design Institute – 300+ redesigned courses in 2020
- Workshops
- Articles on Teaching (TALEs) Teaching and Learning Experiences
- Teaching Tips

What a Deal…

Designing Effective Teaching and Significant Learning

30% Discount and Free Shipping!