Triton College Workshop:
Course and Assignment Design for Online Learning

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As you join us, please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended).

Welcome and Introductions

- Participant introductions
  - Please use the Chat pane to type your name and one thing you learned/were reminded of from previous workshop (if attended)
- Workshop facilitator introductions
  - Cori Renguette and Stephen Hundley from the Assessment Institute in Indianapolis
- Workshop materials, including note taking handout and other resources
  - https://assessmentinstitute.iupui.edu/events/triton.html

Learning Outcomes

I. Identify the intended student learning outcomes for a particular course, including how the outcomes are derived from, and aligned with, program- and institution-wide goals for learning.

II. Design online courses to promote student learning, given the learning outcomes of the courses.

III. Leverage online tools, technologies, and capabilities to promote accessibility in the teaching-learning process.

IV. Develop a plan for learning and assessment in online contexts.

V. Develop a personal action plan.

Workshop Agenda

- Introductions, Learning Outcomes, and Agenda: 5 minutes
- Initial Orienting Question in Chat and Report-out: 5 minutes (*10 minutes*)
- Presentation and Guided Discussion: 35 minutes (*45 minutes*)
- Break: 10 minutes (*55 minutes*)
- Small Group Discussion using the Discussion Framework and Reporting Template: 30 minutes (*85 minutes*)
- Report-outs and Large Group Discussion: 25 minutes (*110 minutes*)
- Individual Action Planning, Wrap-up, and Adjournment: 10 minutes (*120 minutes*)

Initial Orienting Question in Chat / Report-out

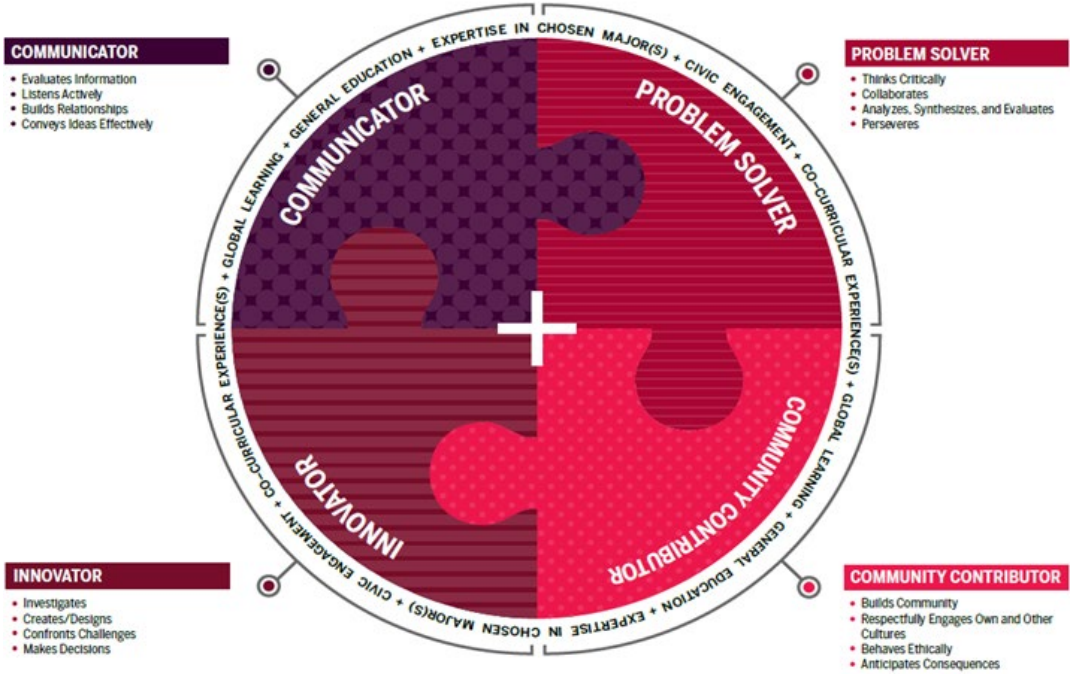
- In a few words, answer this question in Chat:
  - First: Briefly describe an assignment or activity you are proud of designing or using in your course, including why you like this assignment or activity.
    - Report-out summarizing main themes from responses
  - Second: What are challenges you have experienced in implementing this assignment or activity?
    - Report-out summarizing main themes from responses

Course Student Learning Outcomes and their Relationship to Program & Institutional Outcomes

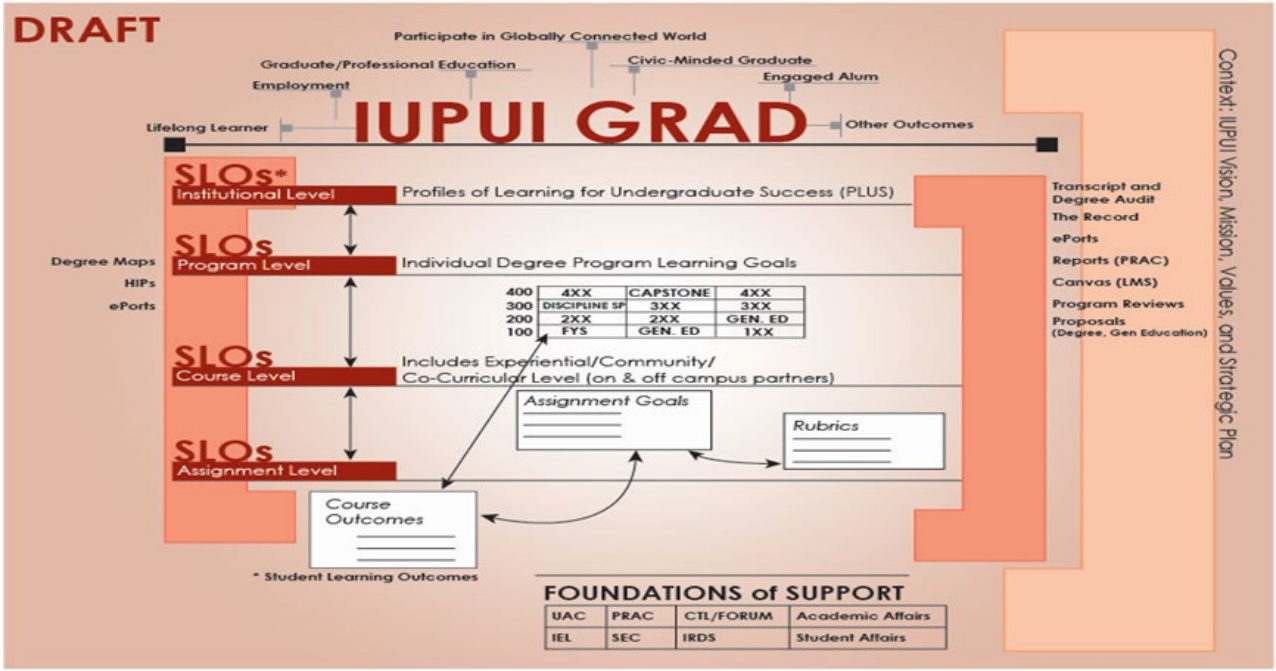
- Aims and purposes of a collegiate education, including broad goals
- Strategic context in which learning takes place
- Student learning outcomes at institution-, program-, course-, assignment-, and learning event levels
- Cascading waterfalls and aligning magnets
- Resources and tools to support student achievement of learning outcomes at all levels

Course Student Learning Outcomes and their Relationship to Program & Institutional Outcomes

Profiles of Learning for Undergraduate Success: IUPUI+



Course Student Learning Outcomes and their Relationship to Program & Institutional Outcomes



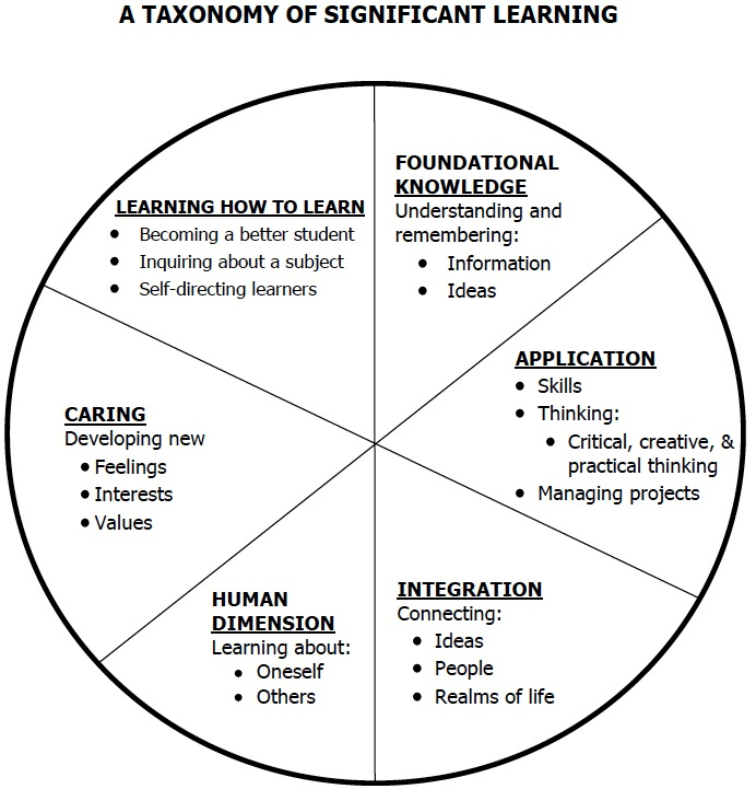
Course Student Learning Outcomes and their Relationship to Program & Institutional Outcomes

- At the course level, these are critical questions to consider:
  - What should students know and be able to do at the end of this course?
  - How are these derived from, and aligned with, broader learning goals?
  - What are the assignments and activities necessary to introduce and reinforce student learning throughout the course?
  - In what ways will we engage students in the learning process, including in assessing progress toward, and achievement of, course learning goals?

Promote Student Achievement of Learning through Effective Online Course Design

- Plan/Design: Backwards Course Design (Fink, 2005)
  - What are the desired learning outcomes? Are they specific, measurable, learner-centered, and outcome-based?
  - Which taxonomies best contribute to developing the outcomes?
    - Bloom (1956/2001) Taxonomy of Learning
    - Biggs & Collis (1982) Structure of Observed Learning Outcomes (SOLO)
    - Fink (2003) Taxonomy of Significant Learning

Promote Student Achievement of Learning through Effective Online Course Design



Source: Fink (2005)

Promote Student Achievement of Learning through Effective Online Course Design

- What evidence (assessments) would demonstrate achievement of those outcomes?
- What actions, activities, content, resources, and experiences (instructor and student) will help learners generate that evidence?
- Can you create a map that clearly show alignment between outcomes, assessments, activities?

Promote Student Achievement of Learning through Effective Online Course Design

- Resources to help with planning and designing process
  - AAC&U – VALUE Rubrics, HIPs (https://www.aacu.org/)
  - NILOA: Assignment library, Mapping Learning toolkit, EIA certification (https://www.learningoutcomesassessment.org/)
  - QM: (https://www.qualitymatters.org/)
  - CAST: UDL (http://www.cast.org/impact/universal-design-for-learning-udl)
  - Inclusive Assessment (https://learninginnovation.duke.edu/blog/2018/11/inclusive-assessment/)

Promote Accessibility by Leveraging Online Tools, Technologies, and Capabilities

- Take a proactive approach during designing and planning to adapt or design instructional opportunities and assignments for accessible online learning
  - Ask for help: Professional development, peer sharing
  - Know your LMS: ex. Embedding media, using Ally for Blackboard
  - UDL: Multiple means of engagement, representation, and action & expression
  - TiLT: Transparency in Learning and Teaching

Promote Accessibility by Leveraging Online Tools, Technologies, and Capabilities

Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Visit the UDL Guidelines

AFFECTIVE NETWORKS:
THE WHY OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

Explore Engagement

RECOGNITION NETWORKS:
THE WHAT OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

Explore Representation

STRATEGIC NETWORKS:
THE HOW OF LEARNING

Action & Expression

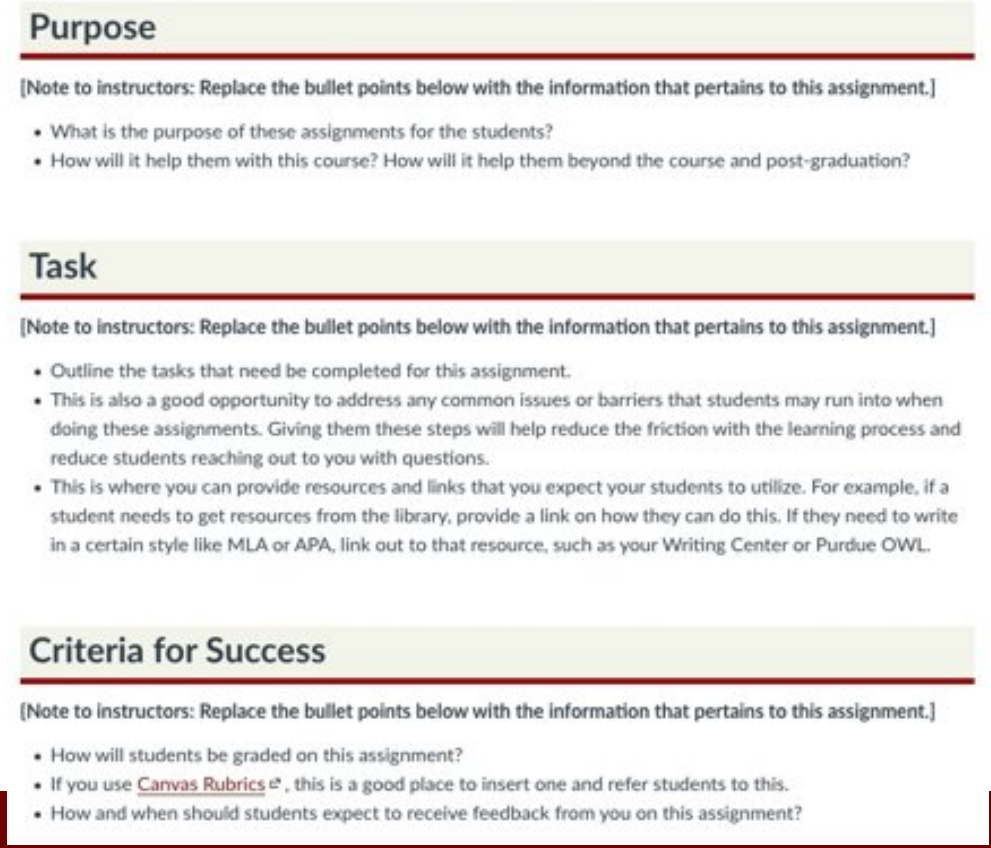
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Explore Action & Expression

Source: cast.org

Promote Accessibility by Leveraging Online Tools, Technologies, and Capabilities

- Transparency in Learning and Teaching framework (TiLT)
- Reduce barriers, improve accessibility for all learners



Purpose

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- What is the purpose of these assignments for the students?
- How will it help them with this course? How will it help them beyond the course and post-graduation?

Task

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- Outline the tasks that need be completed for this assignment.
- This is also a good opportunity to address any common issues or barriers that students may run into when doing these assignments. Giving them these steps will help reduce the friction with the learning process and reduce students reaching out to you with questions.
- This is where you can provide resources and links that you expect your students to utilize. For example, if a student needs to get resources from the library, provide a link on how they can do this. If they need to write in a certain style like MLA or APA, link out to that resource, such as your Writing Center or Purdue OWL.

Criteria for Success

[Note to instructors: Replace the bullet points below with the information that pertains to this assignment.]

- How will students be graded on this assignment?
- If you use Canvas Rubrics, this is a good place to insert one and refer students to this.
- How and when should students expect to receive feedback from you on this assignment?

Planning for Learning and Assessment in Online Course and Program Contexts

A Fundamental Guide to Planning for Learning and Assessment					
1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (This can occur in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Stages of team development	Describe team stages and recognize stage at which team operates	Presentations, discussions, models of team development	Team self-assessment; quiz on stages of team development	Insufficient understanding of team stage ambiguity and complexity	More emphasis on dynamic nature of stages of team development

Planning for Learning and Assessment in Online Course and Program Contexts

Learning Outcomes	Assessment of Student Learning	Learning Activities	Content & Delivery Method	Assessment of the Course
Compute responses of linear circuits with and without initial conditions using one-sided Laplace transform techniques. (Note: These examples are from IUPUI's Biomedical Engineering [BME] program).	Laplace Homework Assignment: • Part 1: Generate example problems for the two properties assigned to each student • Part 2: Teach group members your properties and generate Laplace quiz questions • Laplace quiz	Students: • Solve example problems individually/small groups • Participate in Laplace Jigsaw activity • Generate Laplace quiz questions/small group	Instructor: • Lecture: Introduce fundamentals of Laplace transforms • Model problem-solving: Solve example problems	• Comparison of grades on Laplace from previous years • Comparison of quality of questions • Mid-semester student feedback • LMS analytics • Final course evaluation (one question on Laplace activity and quiz)

Recap

- Identify the intended student learning outcomes for a particular course, including how the outcomes are derived from, and aligned with, program- and institution-wide goals for learning
- Design online courses to promote student learning, given the learning outcomes of the courses
- Leverage online tools, technologies, and capabilities to promote accessibility in the teaching-learning process
- Develop a plan for learning and assessment in online contexts
- After the break, we will engage in small group discussions / report-outs

Preview of Group Discussion Questions

Couse (re)Design	Assignment (re)Design
• How do you design your course for maximum accessibility to meet the needs of all learners? • How do you design your course to align to upstream goals (e.g., program; institutional)? • What have been your experiences? • What works well? • What are the challenges? • What are recommendations?	• How do you design assignments to meet learning goals and promote student engagement? • What have been your experiences? • What works well? • What are the challenges? • What are recommendations?

Break (10 minutes)

Small Group Discussion using the Discussion Framework and Reporting Template

- Random group assignment
- Use the *Discussion Framework* for instructions, including selecting a timekeeper, scribe, and spokesperson
- Record answers on the *Reporting Template* to:
  - Prepare a brief (3-5 minute) oral summary of key points from group discussion
  - Share with other workshop participants as a summary resource

Report-outs and Large Group Discussion

- Oral summary of key points from group discussion
- Reactions / large group discussion / Q&A

Individual Action Planning, Wrap-up, and Adjournment

- Refer to *Note Taking Handout* to capture main points and action items from this workshop: start doing , stop doing, continue doing, and consider doing
- Final thoughts and next steps
- Contact information
  - Cori Renguette: crenguet@iupui.edu; 317-274-0018
  - Stephen Hundley: shundley@iupui.edu; 317-274-2876
  - Website: assessmentinstitute.iupui.edu