Instructional Innovation

**Patton College of Education Summer Workshop Series
Online Teaching: Beginner Level**

Center for Teaching and Learning, Dr Meg Flanigan

Instructional Design, Jody Monk

OHIO UNIVERSITY | INSTRUCTIONAL INNOVATION
OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST

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Three-part Beginner Series

Over three days, we will discuss

- How to write learning goals and outcomes for your course

- How to use Backwards Design to create your learning environment (Wednesday)

- How to create authentic assessments (Friday)

We'll start with goals and outcomes

PCOE Summer Series

- Netiquette
- Addressing questions
- Discussions

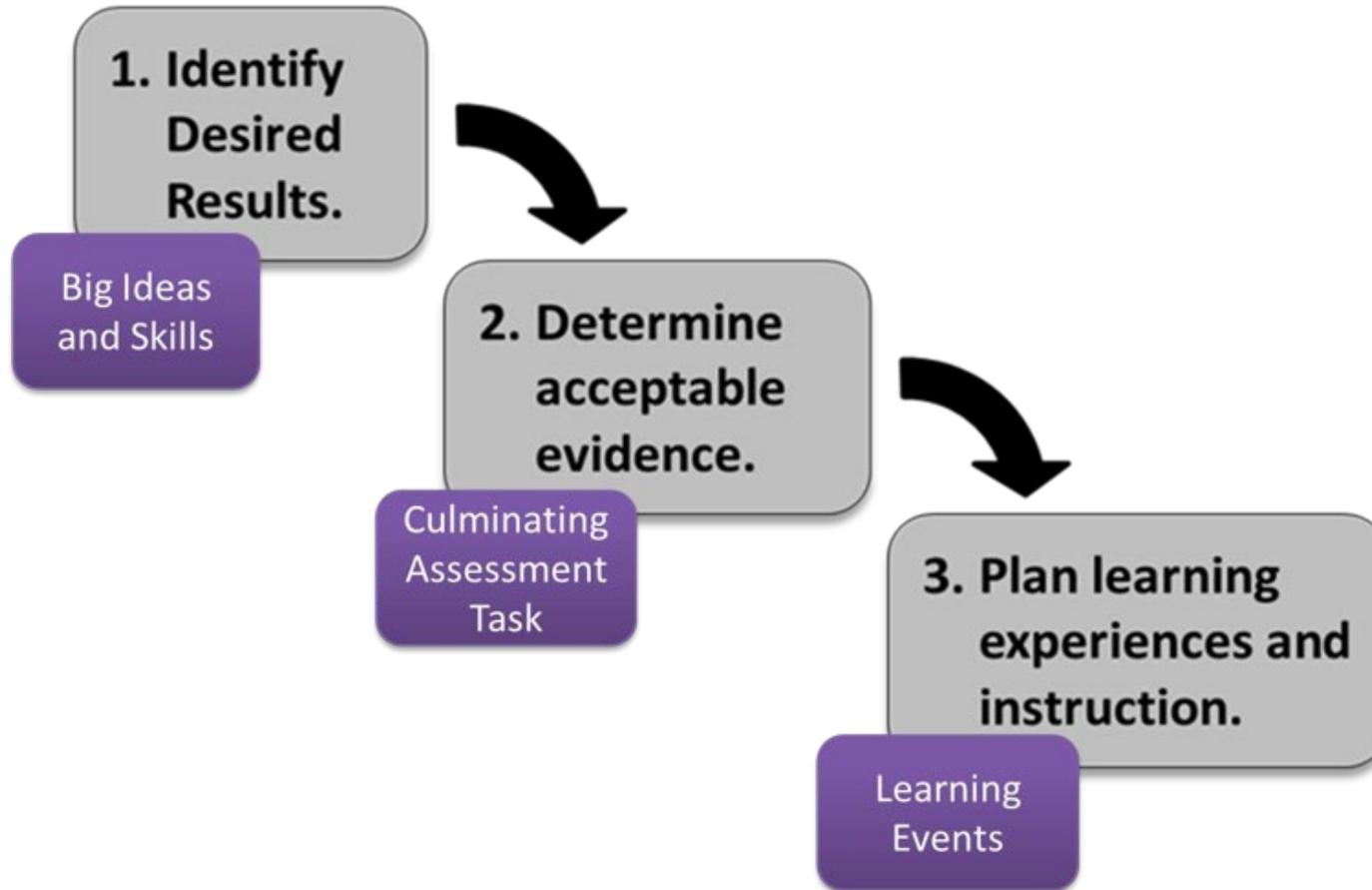# Who are we, and what are our concerns?

Survey results

What happens during the course design process?

Think holistically…

- Analysis of learner needs

    o Who is in our class? (demographics, preparation, future direction)

    o Consider their learning environment (and ours)

- Analysis of Course needs

    o Goals and objectives

    o Assessment Strategy

    o Content, media, method selection, activities for learners/participation

    o Instructional delivery /teacher environment

    o Evaluation and potential revision of course

What is Backward Design?

- A unit design framework for beginning with the end in mind.

1. Identify Desired Results.

Big Ideas and Skills

2. Determine acceptable evidence.

Culminating Assessment Task

3. Plan learning experiences and instruction.

Learning Events

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Where do we begin?

What are your big rocks?

- Take 3 minutes to consider what your big rocks are

  Four filters:
  1. Has value beyond class - enduring/transferable
  2. Core to discipline
  3. Requires uncovering of key concepts
  4. Engages inquiry

Course Goals, Objectives, and Outcomes

Education is purposeful.

Learning Goals:
Refer to broad, general statements about what is to be learned (Big rocks)

(Instructional/Course) Learning Objectives:
Describes what the **instructor** intends to address in a course, module, or other learning experience

(Student/Course) Learning Outcomes:
Describes the learning that will take place in specific and measurable terms, of what **students** will know and/or be able to do. (These can be broken down into smaller outcomes within modules)

* Learning objectives and learning outcomes are sometimes used synonymously.

Adapted from Ohio University (2019) UCC Recommendations for Assessment Language

Goals of the First Year-Seminar

These courses are part of the University Studies Program* (USP) and are designed to help all first year students make the transition from High School to College. In these seminars, you will build relationships with faculty and classmates in a community of exploration and discussion, as we investigate the world of ideas together. You will be introduced to instructors who are passionate about their field of study, and equally committed to supporting student success. Here, you will begin to develop the analytical and creative skills that will serve you well as you continue throughout your baccalaureate degree. These are not passive learning environments: in our First-Year Seminars you will engage in team-work, investigation, analysis, discussion and reflection.

Course Learning Objectives

"In this course, ==I will introduce methods and resources== that assist us in critical examination and evaluation of evidence, claims, beliefs, or points of view about meaningful, relevant issues. You will be introduced to ==active learning, ethical reasoning, and individual and collaborative processing of ideas== through the First Year Seminar Curriculum. These skills will be reinforced throughout the baccalaureate experience." USP2015
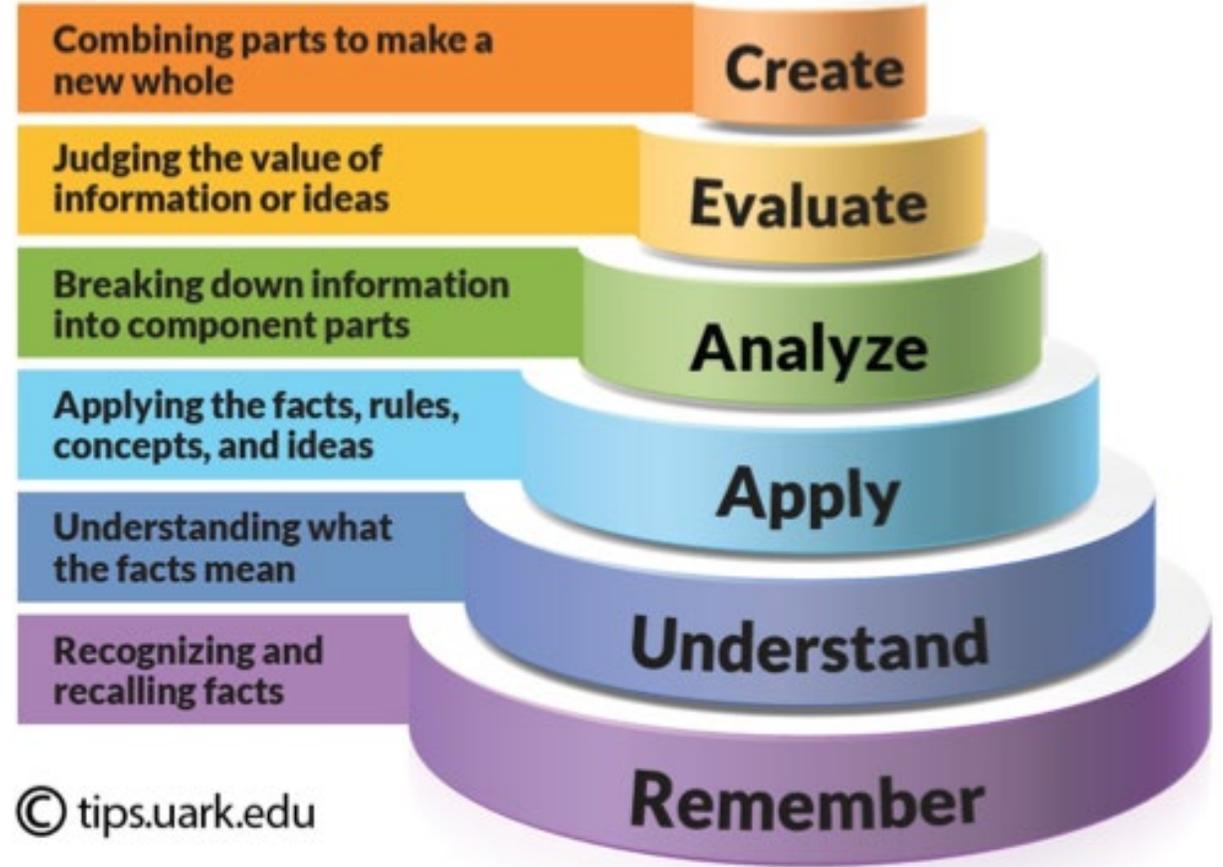
Course/Student Learning Outcomes

By the end of this course, students will have developed skills that enable them to
- Access diverse information through focused research
- Evaluate the credibility of sources
- Separate facts from inferences
- Analyze one's own and others' biases in evaluation of a complex issue
- Synthesize multiple perspectives to develop a holistic, more sophisticated viewpoint
- Work in teams to develop a creative project that showcases what you have learned
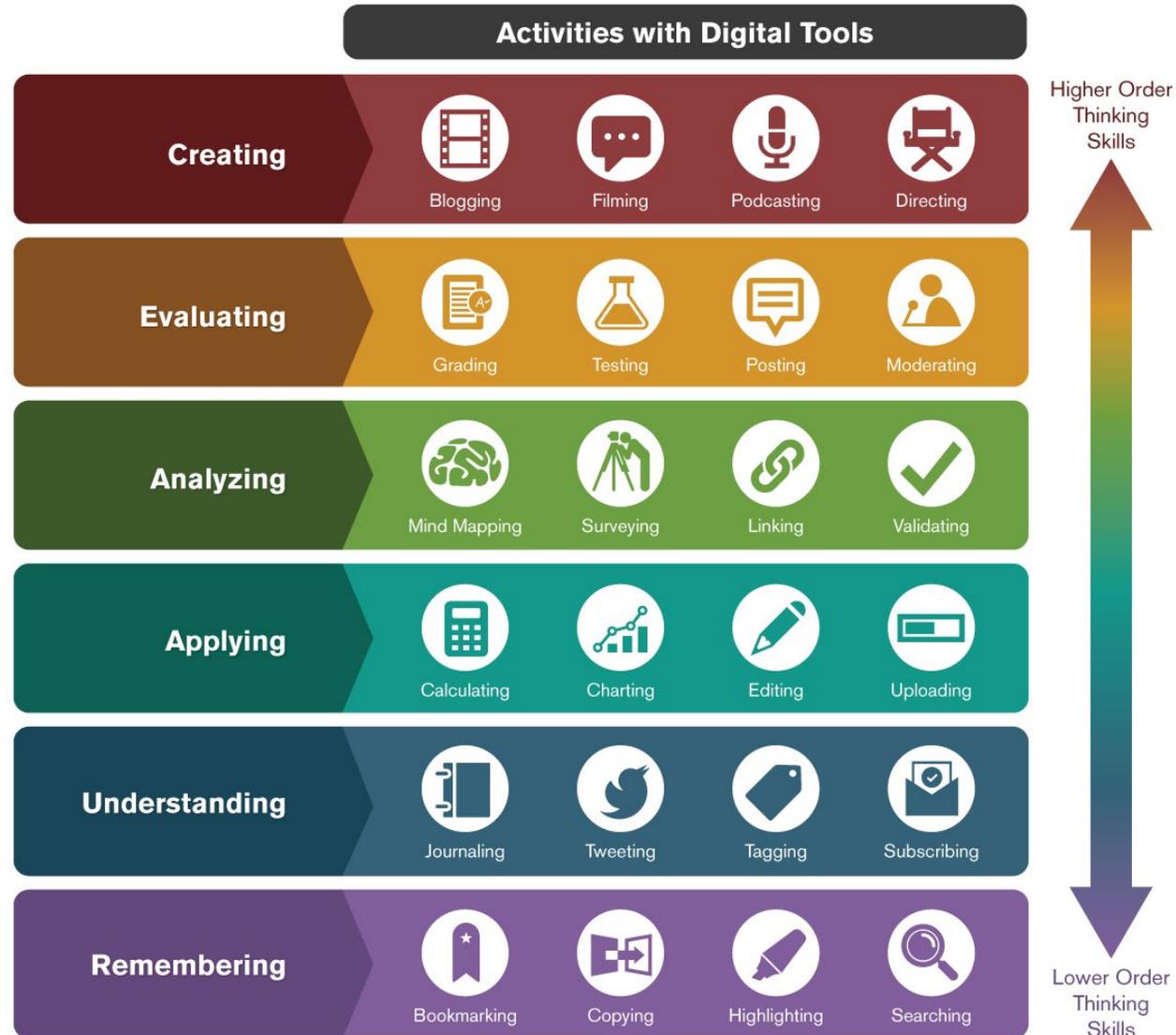
Blooms Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning.

It was revised in the 2000s to reflect 21st century work.

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

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Verb wheel based on the revised Bloom's Taxonomy

Bloom's Digital Taxonomy

Activities with Digital Tools

Higher Order Thinking Skills

Creating
- Blogging
- Filming
- Podcasting
- Directing

Evaluating
- Grading
- Testing
- Posting
- Moderating

Analyzing
- Mind Mapping
- Surveying
- Linking
- Validating

Applying
- Calculating
- Charting
- Editing
- Uploading

Understanding
- Journaling
- Tweeting
- Tagging
- Subscribing

Remembering
- Bookmarking
- Copying
- Highlighting
- Searching

Lower Order Thinking Skills

Bloom's Affective Domain

Pyramid diagram showing the five levels of Bloom's Affective Domain from bottom to top:

Internalising values — shows self-reliance, collaborates positively with other group members and behaves ethically, valuing people for what they are, not how they look

Organising — balances freedom and responsibility, accepts different viewpoints and builds them to develop new perspectives and understanding of ideas

Valuing — shares perspectives while respecting diverse opinions of the group and is able to solve problems

Responding — participates in class discussions, questions new ideas and concepts

Receiving — listens to teacher and peers

Taxonomy of Educational Objectives (2/4)
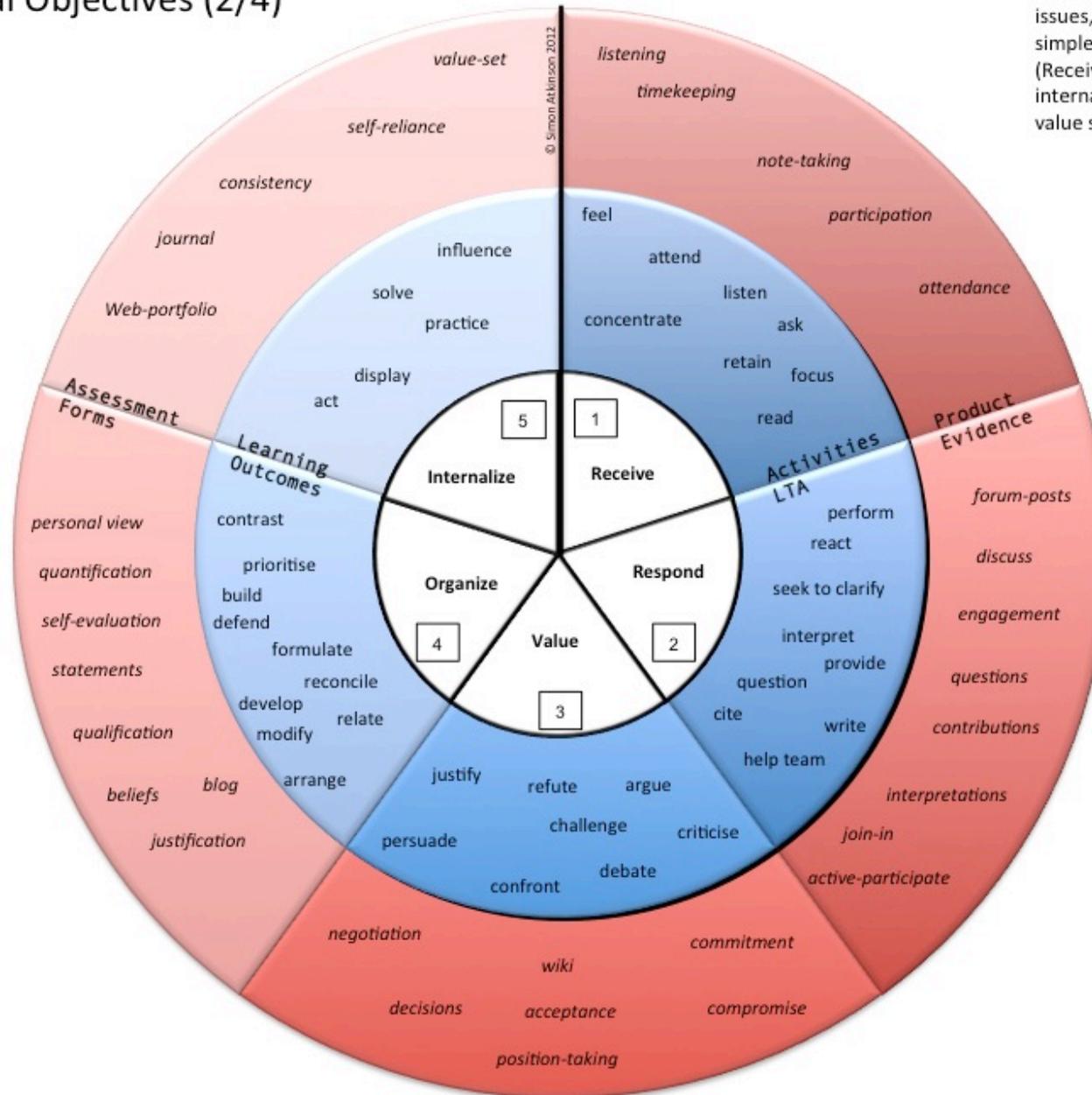## Affective Domain
Version 4 – November 2012

Receive – ability to learn from others.

Respond – ability to participate responsibly, respectfully and actively as appropriate to the context.

Value – ability to associate personal and collective values with contextual experience and express value judgments.

Organize – ability to structure, prioritize and reconcile personal and others' value systems.

Internalize– ability to articulate one's own values and belief systems and operate consistently within them

Domain perception of value issues, and ranges from simple awareness (Receiving), through to the internalization of personal value systems

Bloom's Affective Domain

© Simon Atkinson 2012

Affective Domain – Taxonomy Circle

Atkinson 2012 based on the 'Taxonomy Of Educational Objectives: Volume 2, The Affective Domain' (Bloom, Masia, Krathwohl) 1964.

Fink's Taxonomy of Significant Learning

- Foundational Knowledge (identify, describe)
- Application (apply, demonstrate, practice)
- Integration (combine, compare, evaluate)
- **Human Dimension (reflect, relate)**
- **Caring (reflect, appraise, collaborate)**
- **Learning how to Learn (reflect, collaborate, write)**

Foundational Knowledge Understanding and remembering concepts	**Application Skills** Thinking Managing Projects	**Integration** Connecting ideas, people, realms of life
Human Dimension Learning about oneself and others	**Caring** Developing new feelings interests, values	**Learning to Learn** Becoming a better learner, inquiring about a subject, self-directed learning

Writing Your Course Outcomes

Course *goals* provide us with the big picture, setting out a direction for the course and sometimes beyond. **Course/student** *learning outcomes* **provide the observable and achievable elements of those goals.**

Like course goals, they should be **learning-centered,** not teaching-centered:

"Students will be able to…" rather than "students will be exposed to…"

They should assume successful completion of the course:

"Upon successful completion of this course/module/lesson, students will be able to…" rather than "In this course…"

Writing Your Course Outcomes

1. An *action verb*: describes the type of performance expected.

2. The *subject content*: describes the focus of the learning.

Example:

By the end of this course, students who are fully engaged with the material will correctly cite sources in APA.

Writing Course Outcomes

They should avoid verbs, such as "understand," "appreciate," and "value," which are fine for course *goals* but are difficult to observe and measure.

They should align with course goals. Some outcomes align with just one goal; some align with multiple goals.

Consider using "upon completion of this course, students who are fully engaged with the material will..."

Write One Course Outcome

1. An *action verb:* describes the type of performance expected.

2. The *subject content*: describes the focus of the learning.

Example:

By the end of this course, students who are fully engaged with the material will correctly cite sources in APA.

Individual work time
Share examples

Homework

Write course learning outcomes that are aligned with your course goals.

Goals Statement:

- Understand how the components of the body work individually & together to maintain health and wellbeing; & recognize the signs and symptoms that accompany specific pathophysiological conditions

Course Learning Outcomes:

At the end of this course, students who are fully engaged with all aspects of the course will be able to:
- Compare and contrast the physiology of skeletal muscle and smooth muscle
- Describe the cardiovascular system and use the application of this knowledge   to evaluate physiological scenarios
- Describe the pulmonary system and use the application of this knowledge to evaluate physiological scenarios
- Describe the renal system and use the application of this knowledge to evaluate physiological scenarios
- Describe the digestive system and use the application of this knowledge to evaluate physiological scenarios
- Describe the central nervous system and use the application of this knowledge   to evaluate physiological scenarios
- Synthesize this knowledge and evaluate complex clinical presentations

Homework

Write course learning outcomes that are aligned with your course goals.

Questions?