Elements of Successful Course Design

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By the end of this session, participants will…

1. Apply at least one conceptual planning model when creating aspects of their course.
2. Articulate the characteristics and benefits of clear learning outcomes.
3. Identify strategies for engaging students through the learning process.

Areas of Need

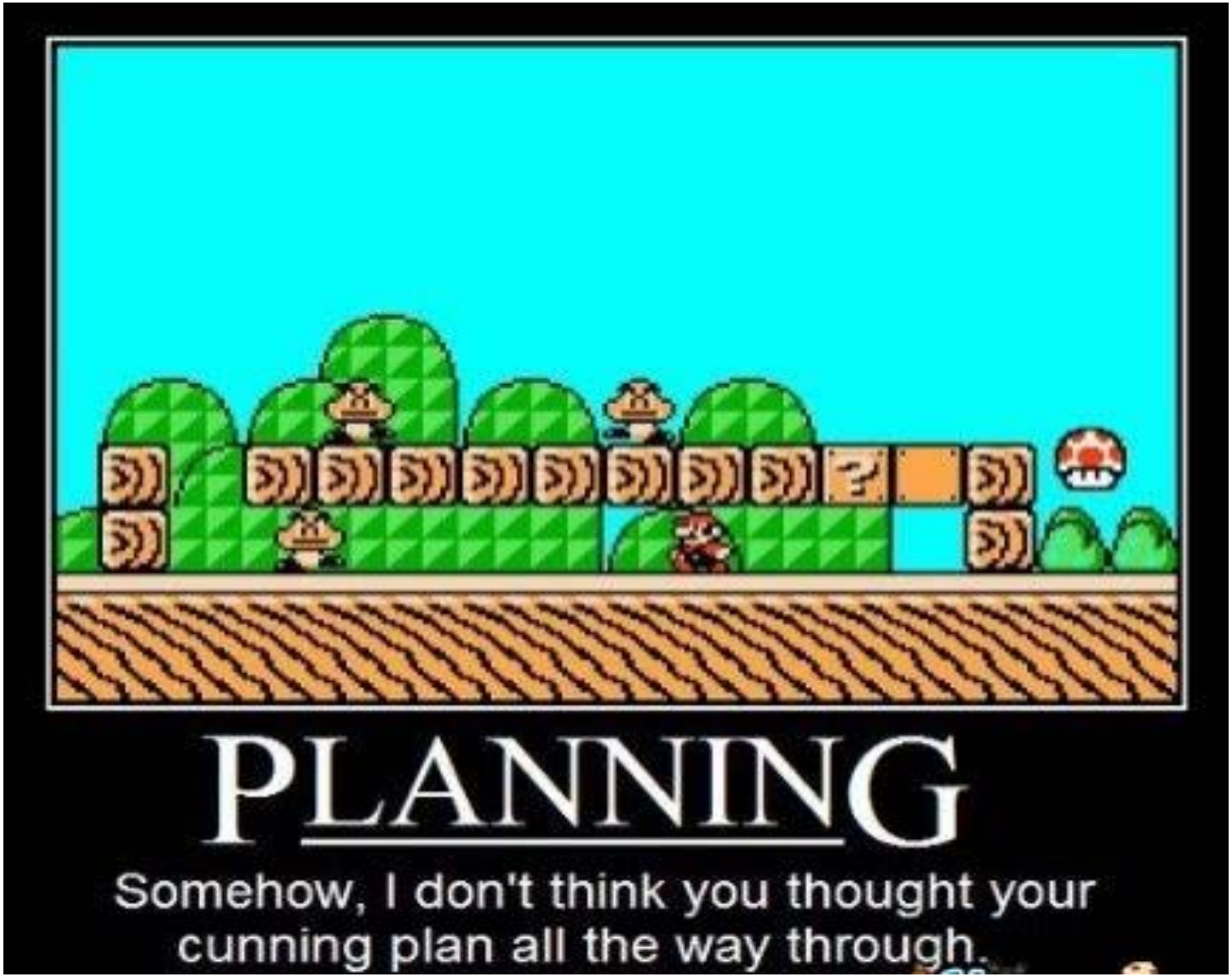
- Establishing a clear organization for your course.
- Ensure that formative and summative assessments are properly integrated.
- Making content/material relevant to students.
- Ensuring that students are engaged as active participants in their learning.

Planning Tools

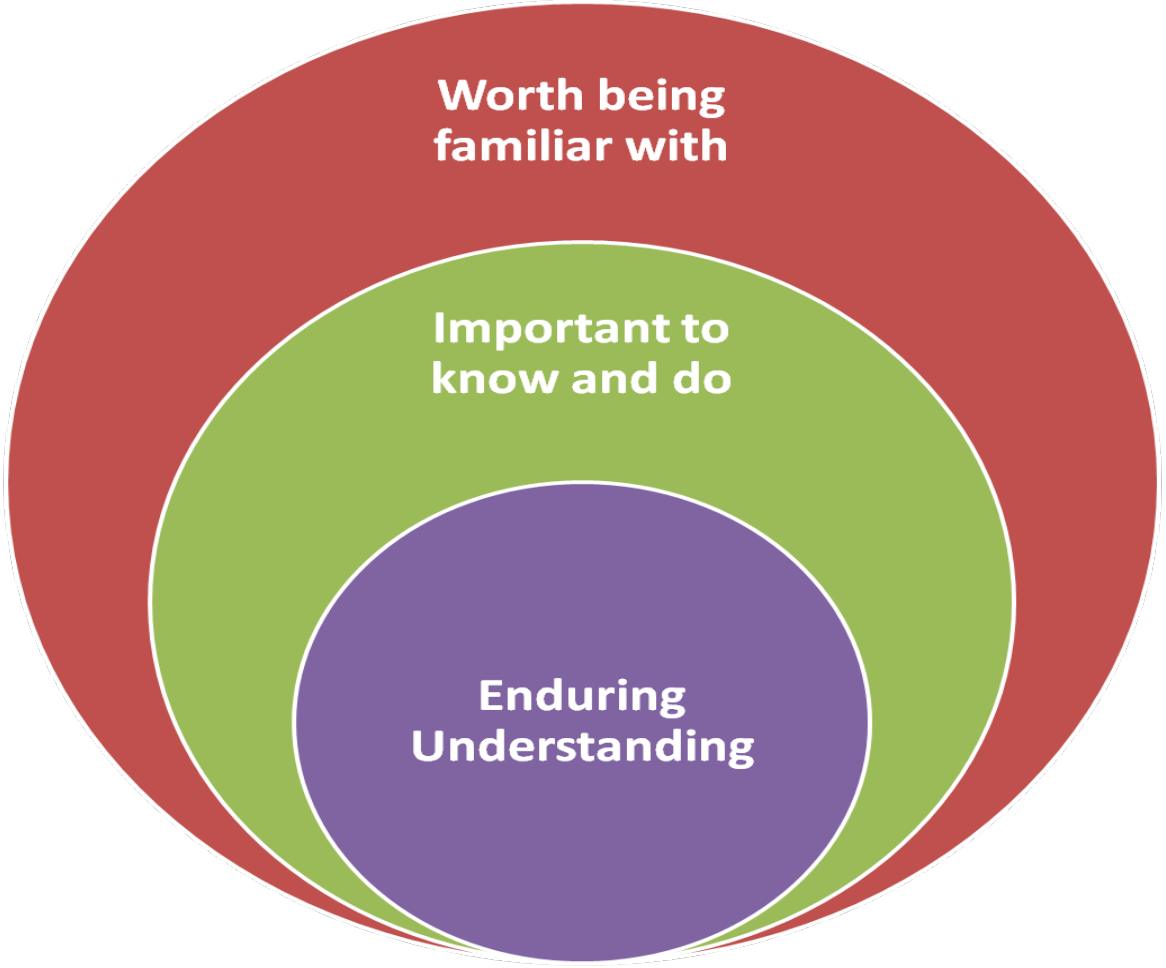
Planning

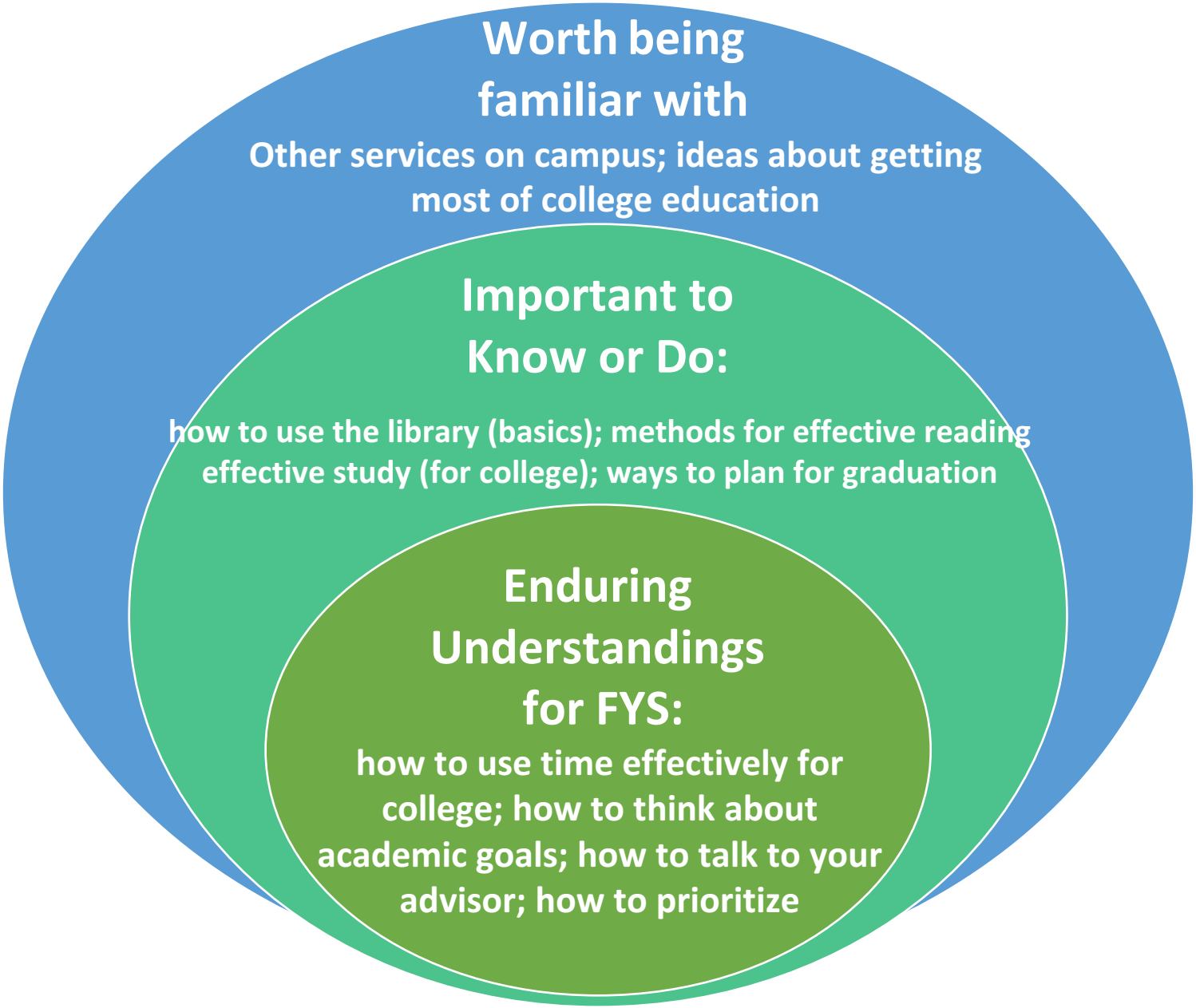
Course Content: What to Consider?

1. Context of the course within the larger curriculum of the program:
    - Level of the Course
    - Required or Elective
2. Disciplinary or national/regional standards that dictate what must be covered
3. Student Characteristics/Backgrounds
4. Learning Environment


PLANNING
Somehow, I don't think you thought your cunning plan all the way through.

Planning Method #1: Concentric Circles

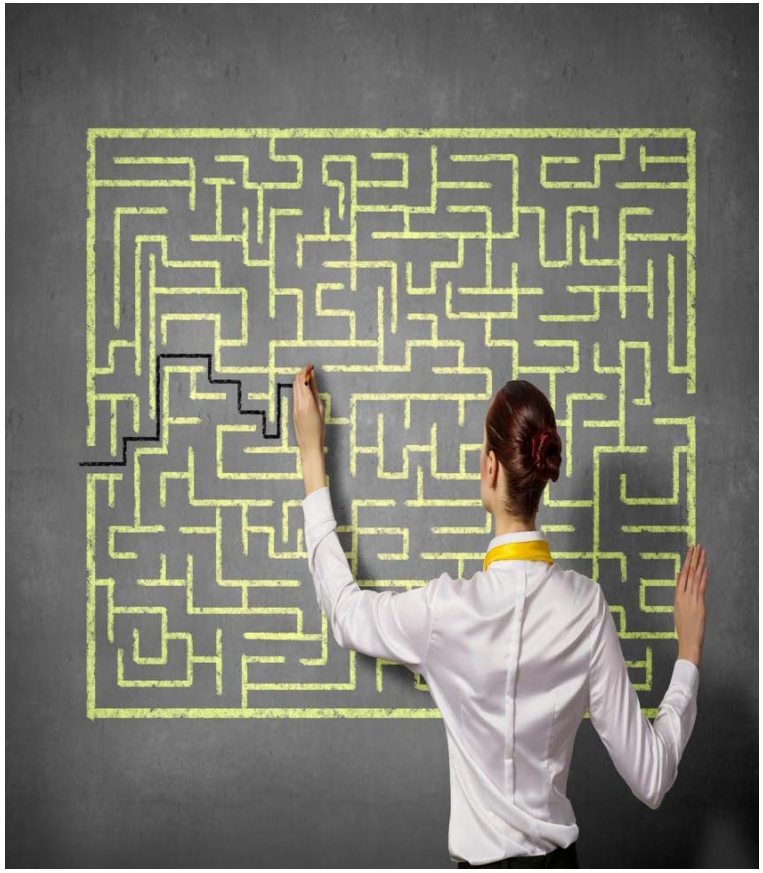



Worth being familiar with
Other services on campus; ideas about getting most of college education
Important to Know or Do:
how to use the library (basics); methods for effective reading effective study (for college); ways to plan for graduation
Enduring Understandings for FYS:
how to use time effectively for college; how to think about academic goals; how to talk to your advisor; how to prioritize

Planning Method #2: Difficult (Threshold) Concepts

- What are the difficult concepts?
- Examine units.
- Add a “star” to the ones that may cause problems for many students consistently.
- Research / analysis on how best to address difficulties.

Conceptual Planning Activity



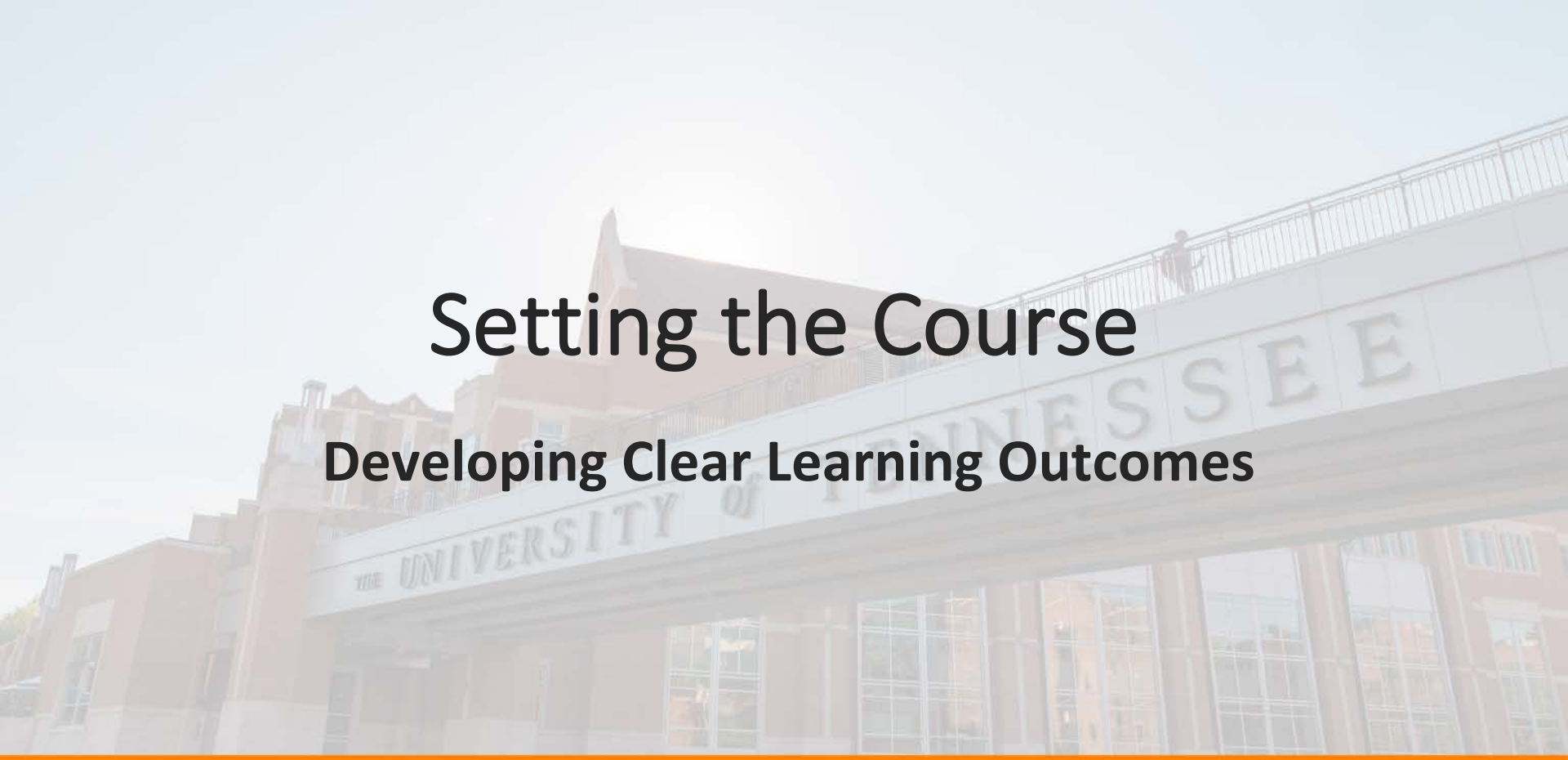
- Identify a set of skills or concepts that you would like students to learn in your class.
- Using the Concentric Circle Model, prioritize those skills and/or concepts.
- Next, put a star next to those skills or concepts that might be threshold concepts for your students.
- In small groups (3 or 4), discuss how you might mitigate those difficulties in your course.

Planning Method #3: Three Column Approach to Course Design

Student Learning Outcomes **"What will the student be able to do?"**	**Formative Assessment** **"What will students do to demonstrate they are learning the content?" (i.e., what they are currently learning)**	**Summative Assessment** **"What will the students be able to do to indicate that they learned a concept within a timeframe?" (i.e. what they have learned)**
1.		
2.		
3.		

Setting the Course

Developing Clear Learning Outcomes



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Setting Clear Learning Outcomes…

So, why is this important?

Importance of Clear Learning Outcomes and Objectives

- Provides instructor, student with an overview of course.
- Identifies behaviors and skills students are expected to learn.
- Helps students be aware of their learning responsibility.
- Creates roadmap for course planning.
- Provides outline and context for instructor to develop course exams and other assessed assignments.

Characteristics of Strong Learning Outcomes (SLOs)

Outcomes

- Outcomes are Specific.
- Outcomes are Measurable.
- Outcomes are Achievable.
- Outcomes are Relevant.
- Outcomes are Time-framed.

Outcomes are SMART!

Learning Outcomes by Category: What students do

Remember	Understand	Apply	Analyze	Evaluate	Create
Count	Associate	Apply	Analyze	Appraise	Compose
Define	Compute	Calculate	Arrange	Assess	Create
Describe	Convert	Change	Breakdown	Compare	Combine
Draw	Defend	Classify	Categorize	Conclude	Connect
Identify	Discuss	Complete	Combine	Contrast	Design
Label	Distinguish	Compute	Design	Criticize	Devise
List	Estimate	Demonstrate	Detect	Critique	Group
Match	Explain	Discover	Develop	Determine	Integrate
Name	Extend	Divide	Diagram	Grade	Modify
Outline	Extrapolate	Examine	Differentiate	Interpret	Order
Point	Generalize	Graph	Discriminate	Judge	Organize
Quote	Give examples	Interpolate	Illustrate	Justify	Plan
Read	Infer	Manipulate	Infer	Measure	Prescribe
Recall	Paraphrase	Modify	Outline	Rank	Propose
Recite	Predict	Operate	Point out	Rate	Rearrange
Recognize	Rewrite	Prepare	Relate	Relate	Reconstruct
Record	Summarize	Produce	Select	Support	Reorganize
Repeat		Show	Separate	Test	Revise
Reproduce		Solve	Subdivide		Rewrite
Select		Subtract	Utilize		Transform
State		Translate			
Write		Use			

Common Pitfalls with SLOs

- "Double-barreled" outcomes
- Using vague verbs (e.g., "understand" and "know")
- Wordy outcomes (e.g., "students will demonstrate the ability to…")
- Outcomes stated as goals

Weak Learning Outcomes

- Students will know the elements from the periodic table.
- Students will be able to understand and apply the Pythagorean Theorem.
- Students will demonstrate the ability to analyze and describe the historical perspectives of our world and appreciate the contributions of those perspectives.
- Students will obtain a research grant.

Strong Learning Outcomes

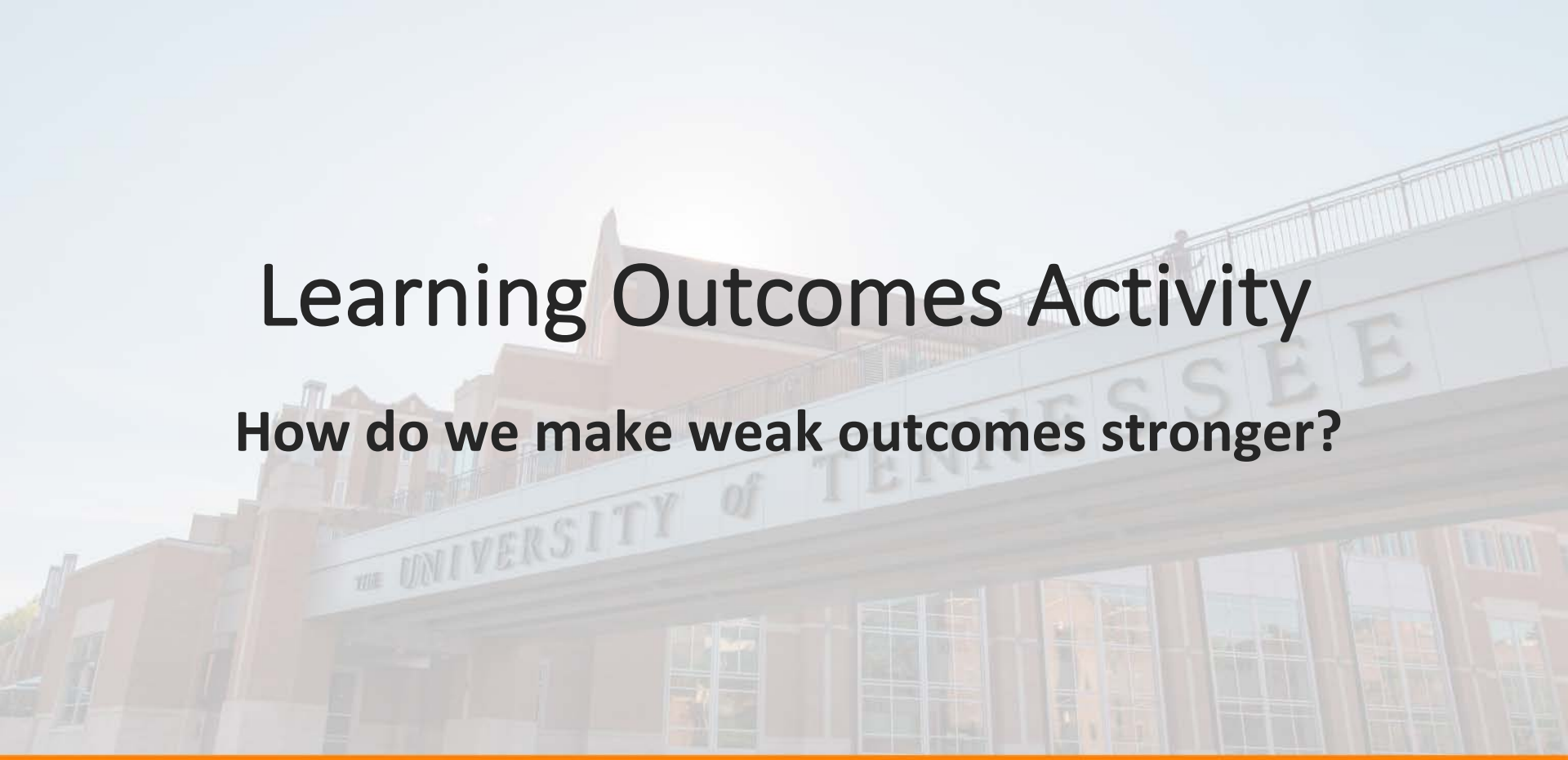
- Given a paragraph, the student will identify ten rules of grammar that are used in its construction.

- Students will present information about their research to a general audience.

- By the end of this course, students will distinguish between a hypothesis, a theory, and a law.

Learning Outcomes Activity

How do we make weak outcomes stronger?



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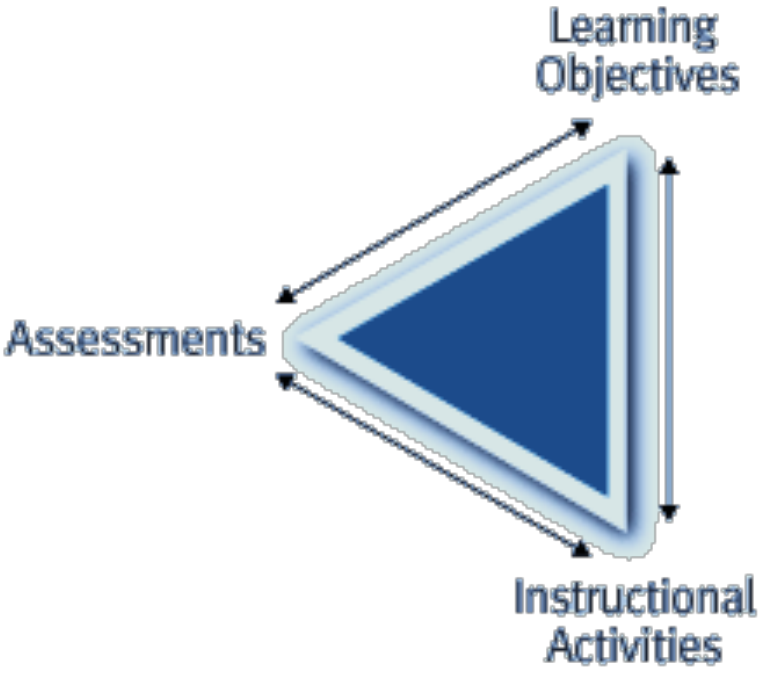
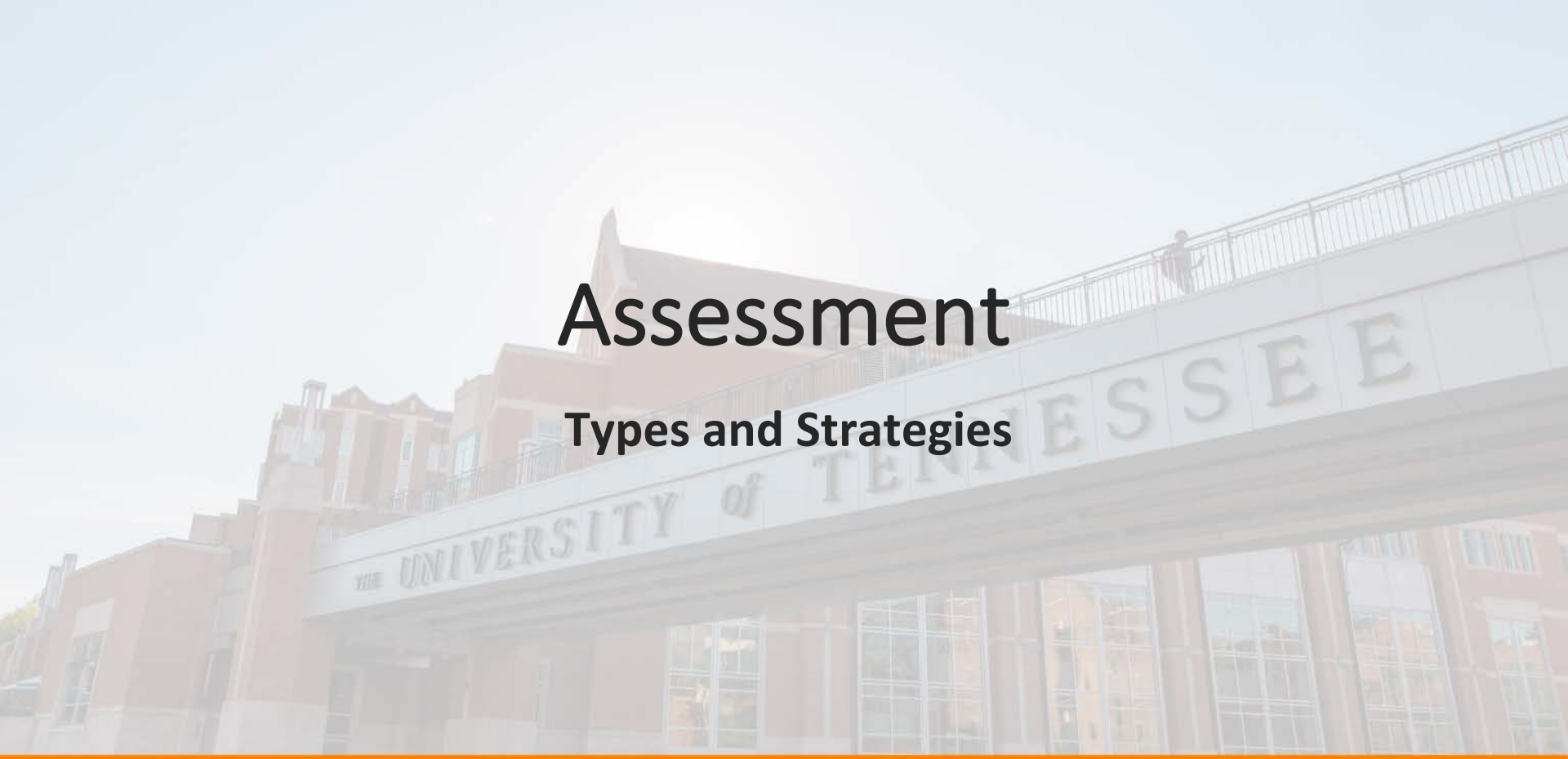
Importance of Aligning Learning Outcomes With Assessments

- It ensures the validity, reliability, and transparency of the assessments.
- It helps to ensure that the 'right' skills and knowledge are being assessed at the right time using appropriate methods.
- It provides dependable evidence of how well students are reaching the desired outcomes.
- It reinforces to students what needs to be mastered and helps them track their progress in the course.





Assessment

Types and Strategies

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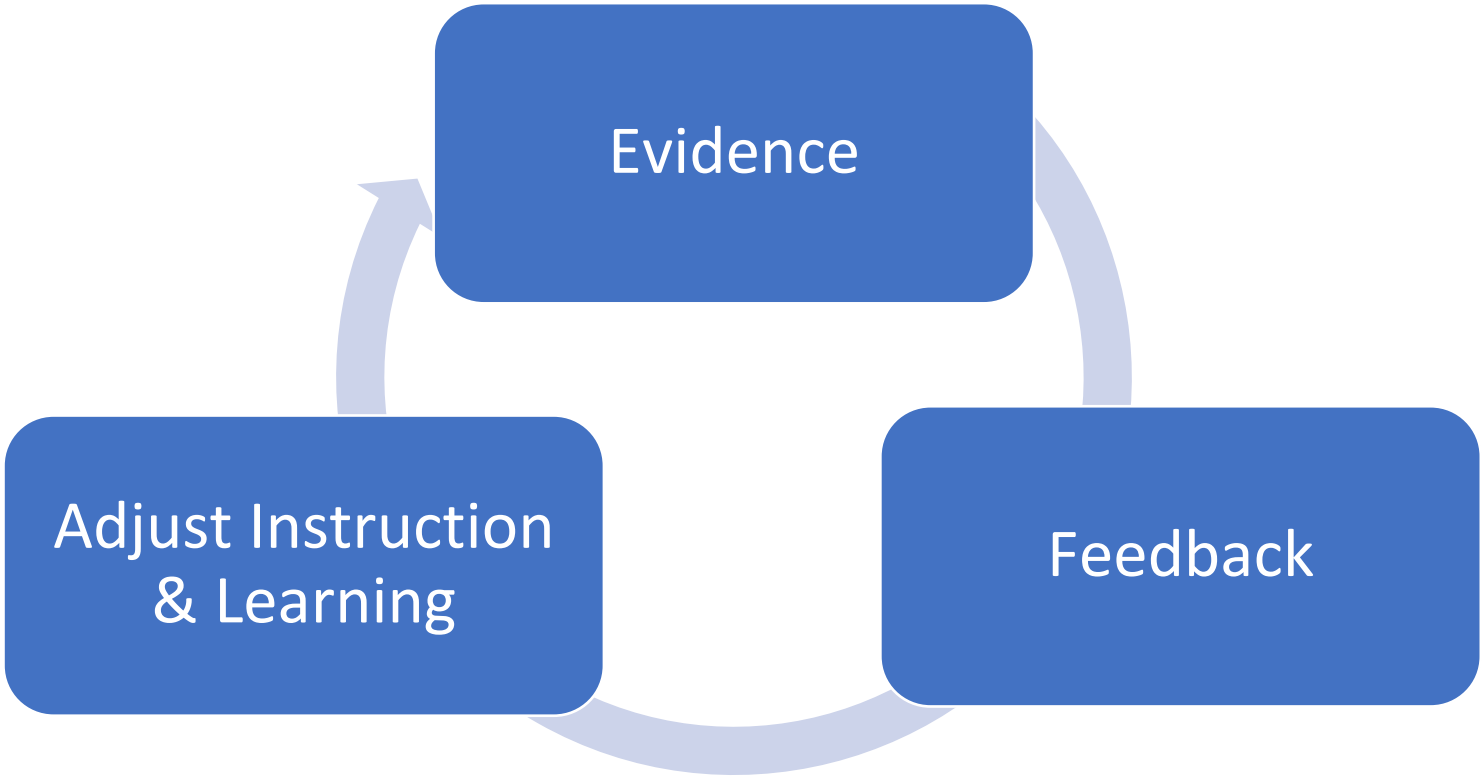
Assessment Process



Formative vs. Summative Assessment

- Formative assessment is assessment for learning. Its focus is on future achievement.
- Summative assessment is assessment of learning. It assesses what has been learned in the past.
- These forms of assessment are NOT mutually exclusive; they should be used in conjunction with one another to measure student learning.

FORMATIVE SUMMATIVE

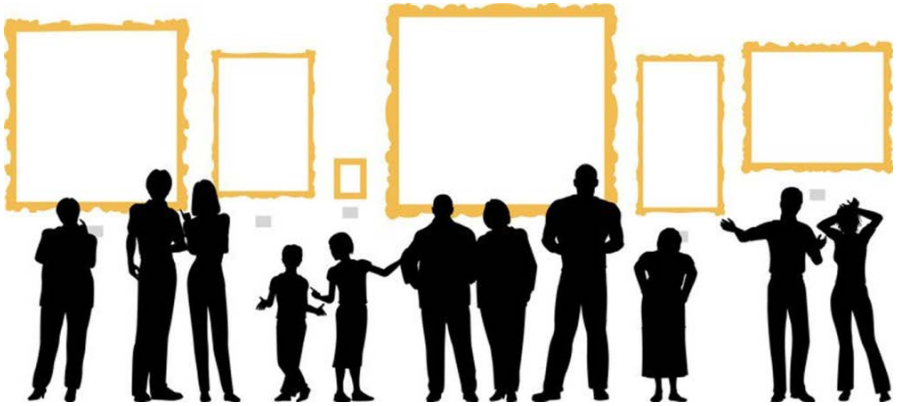
WHEN THE **CHEF** TASTES THE SOUP

WHEN THE **GUESTS** TASTE THE SOUP

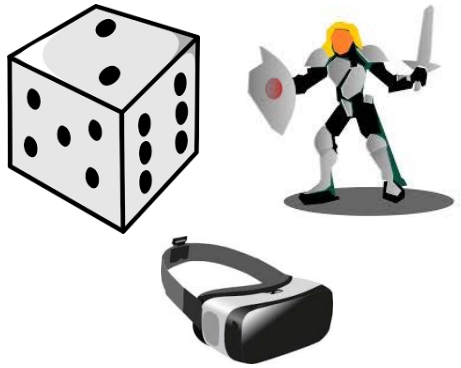
@bryanMMathers

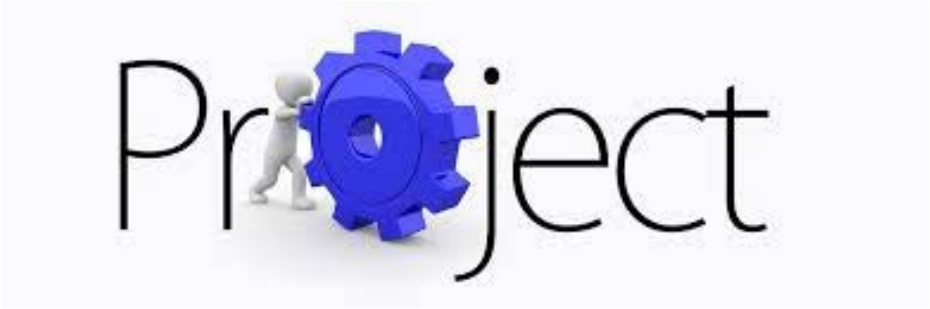
FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"

Examples of Formative Assessment



Examples of Summative Assessment





Test Your Knowledge!

How much have you learned about assessment?

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Engagement

Making Your Content Matter!

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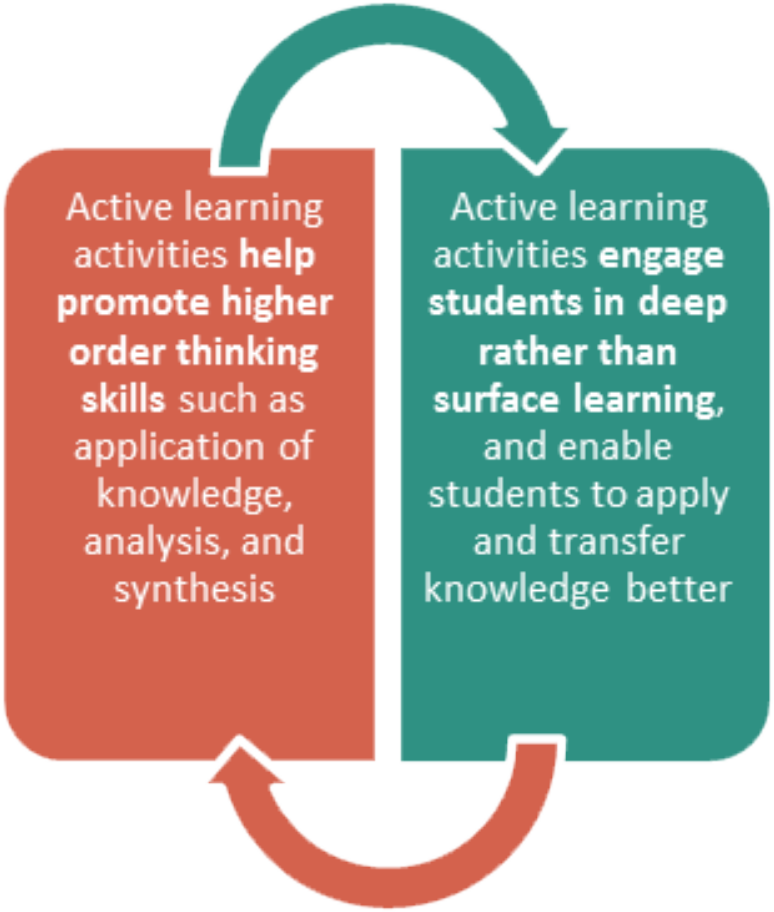
Active Learning

- What I **hear**, I forget.
- What I hear and **see**, I remember a little.
- What I hear, see, and **ask questions about or discuss** with someone else, I begin to understand.
- What I hear, see, discuss and **do**, I acquire knowledge and skill.
- What I **teach** to another, I master (Silberman, 1996).



Active Learning (con't.)

- Active learning refers to a broad range of teaching strategies which engage students as active participants in their learning.
- Active learning activities engage students in doing something besides listening to a lecture and taking notes to help them learn and apply course material.

Active Learning Strategies

- Open discussions
- Games
- Think-Pair-Share
- Peer Review
- Role Playing, etc.
- Small group discussions
- Demonstration
- Experiential Learning

Experiential Learning

Experiential learning is an approach to education that emphasizes engaged student learning through direct experience and intense reflection to increase knowledge and acquire lifelong learning and problem-solving skills.

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Why is EL Important to Students' Education?

- Current Educational Benefits
  - Generation Z (born between 1995-2010)
  - *Research shows that using EL is the most effective way that these students learn.**

- Future Career and Professional Benefits
  - Employers are looking for new employees with the skills that are developed through EL experiences.

*Seemiller, C. & Grace, M. (2016) *Generation Z Goes to College.* San Francisco: Jossey-Bass.

12 Types of Experiential Learning at UT

Experiential learning courses, activities, and programs come in different forms. Each has particular features that distinguish experiential learning from other forms. Northern Illinois University's Faculty Development and Instructional Design Center (n.d.) provides an example of the wide variety of experiential learning forms that were used to guide our QEP development. *All of these experiential learning opportunities are available to students based on their academic interest and personal passions, and are led by trained faculty and educators at UT.*

1 Apprenticeship experiences

provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.

2 Clinical experiences

are hands-on experiences of a predetermined duration directly tied to an area of study, such as nursing students participating in a hospital-based experience or child development and teacher education students participating in day care and classroom settings.

3 Fellowship experiences

provide tuition or aid to support the training of students for a period of time. They are usually made by educational institutions, corporations, or foundations to assist individuals pursuing a course of study or research.

4 Field work experiences

allow students to explore and apply content learned in the classroom in a specific field experience away from the classroom. Fieldwork experiences bridge educational experiences with outside communities that can range from neighborhoods and schools to anthropological dig sites and laboratory settings.

5 Internship experiences

are job-related and provide students and job changers with an opportunity to test the waters in a career field and also gain some valuable work experience. Internships can be for credit or not for credit, paid or unpaid.

6 Practicum experiences

are often a required component of a course of study and place students in a supervised and often paid situation. Students develop competencies and apply previously studied theory and content, such as school library media students working in a high school library or marketing majors working in a marketing research firm.

7 Service-learning experiences

are distinguished by being mutually beneficial for both student and community. Service-learning is growing rapidly and is considered a part of experiential education by its very nature of learning, performing a job within the community, and serious reflection by the student. Service-learning involves tackling some of society's most complex issues such as homelessness, poverty, lack of quality education, pollution, etc. One of the goals of service-learning is to help students become aware of these issues and to develop good citizenship through learning how to help address these problems.

8 Simulations and gaming/ role-playing

aim to imitate a system, entity, phenomenon, or process. They attempt to represent or predict aspects of the behavior of the problem or issue being studied. Simulation can allow experiments to be conducted within a field situation to show the real behaviors and outcomes of possible conditions. But simulations cannot simply be regarded as a homogeneous collection of approaches. While overlaps between activities exist (Yorke & Hollinshead, 1981), previous studies have identified three specific types of simulation-based learning: role play, gaming, and computer simulation (Feinstein et al., 2002; Hsu, 1989). Each type is different in its composition and utility (Lean et al., 2006).

9 Student teaching experiences

provide student candidates with an opportunity to put into practice the knowledge and skills they have been developing in the preparation program. Student teaching typically involves an on-site experience in a partner school with opportunities for formal and informal candidate reflection on their teaching experience.

10 Study abroad experiences

offer students a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student's degree program.

11 Undergraduate research opportunities

across all disciplines are increasingly common. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

12 Volunteer experiences

allow students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization—sometimes referred to as formal volunteering—but a significant number serve less formally, either individually or as part of a group. Because these informal volunteers are much harder to identify, they may not be included in research and statistics on volunteering.

Get in touch

For more information about Experience Learning, contact **Chris Lavan**, director.

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TLI Resources

- Assessment
- Course Design
- Inclusive Teaching Practices
- Online Teaching Practices
- Experiential Learning
- Service-learning

https://teaching.utk.edu/

Upcoming workshops also available on the TLI website!

Thank you!

Questions?

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