

Designing a Course

with LearnAU

TOPICS INCLUDE:

Role of the
Instructional Designer

Understanding by Design

Building the Blueprint

4 Types of Interaction

Assessment Evidence

Assignments

Development Schedule

Copyright



Your Guide to
Producing a Quality,
Engaging Course

Think of your instructional designer as your trail guide

It is your course, your journey

The role of the instructional designers

Instructional designers help guide your development. It is your material, but we have experience with what works, what doesn't work, and how students learn.

We use two development models -

ADDIE and **Understanding by Design**.

Master Syllabus

The master syllabus is your course development guide.

Student Learning Outcomes (SLOs)

The SLOs are found in the Master Syllabus. We use these outcomes to guide our course development. This tells us your destination.

Understanding by Design (Backward Design)

Understanding by Design is an instructional planning approach that uses backward design. This framework helps you focus your educational curriculum by setting goals before choosing instructional methods and forms of assessment. From our course SLOs, we work backwards. Everything needs to align and fulfill these course SLOs.

Three Stages Of Backward Design

1 IDENTIFY THE DESIRED RESULTS

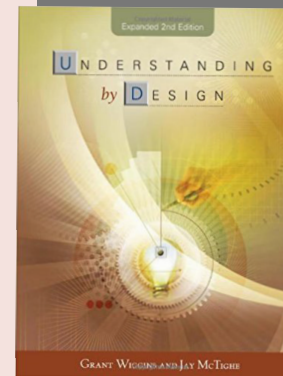
You are guided by the course Student Learning Outcomes and the weekly learning objectives that align with the course outcomes.

2 DETERMINE EVIDENCE

What evidence will show the student understands? What other evidence needs to be collected?

3 PLAN THE LEARNING EXPERIENCE

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings?



Understanding by Design

2nd edition, 2005

Grant Wiggins (1950-2015).

Grant Wiggins was the President of Authentic Education in Hopewell, New Jersey. He earned his Ed.D. from Harvard University and his B. A. from St. John's College in Annapolis.

Jay McTighe. Jay received his undergraduate degree from the College of William and Mary, earned his master's degree from the University of Maryland, and completed post-graduate studies at the Johns Hopkins University.

Building the Blueprint

chunking the learning



1 Breaking Down the Course into Chunks

Start with a holistic approach. Courses are designated as either 15, 12, or 7 weeks in length. What is taught in each week?

2 Filling Out a Course Overview Templates

When the weeks are thought-out, begin filling out the course overview template.

3 Back-engineering Major Assignments

Break down large assignments into smaller, timed deliverables. When do you want a topic, rough draft, or final paper submitted?

4 Filling Out the Weekly Layout Template

When the overall plan is thought-out, now you can begin working on the each week's layout of lesson objectives and activities. Example shown here.

5 Writing the Weekly Learning Objectives

The weekly learning objectives should align with the course SLOs. They should be measurable, active verbs.

Weekly Layout Template



The Federal Definition of a Credit Hour Requires...

7-week course

- 5.3 hours of direct instruction per week
- 12.8 hours of out-of-class work per week

15-week course

- 2.5 hours of direct instruction per week
- 6 hours of out-of-class work

12-week course

- 3.25 hours of direct instruction per week
- 7.5 hours of out-of-class work per week

Direct Instruction

This is instruction that you would provide in the classroom. **Instructor presence** is key.

Out-of-Class Work

This is the students' work outside of class. This can be:

- reading
- watching videos
- collaborative group assignments
- researching
- writing
- others

TRANSMITTING THE LEARNING

4 Types of Interaction

chunking the learning



1. instructor-to-student

- announcements
- emails
- lectures (face2face or online)
- homework feedback
- discussion boards
- individual critiques
- office hours
- guest speakers
- screencast tutorials
- screencast critiques
- email conversations

Instructor presence is critical to student satisfaction and performance

2. student-to-student

- introductions
- discussion boards
- *Perusall** deep reading
- collaborative work
- peer reviews

3. student-to-learning content

- readings
- watching videos
- assignments
- formative exercises

4. student-to-self

- journaling
- others

Social interaction is essential online

- initial introduction assignment
- welcome announcement
- weekly *Kaltura** introductions
- weekly *Kaltura* wrap-ups
- graded assignment within first 3 days

(note: *Kaltura* is our online video platform and *Perusall* is a online annotation reading tool)

Assessment Evidence

authentic performance

SOME TYPES OF ASSESSMENTS (INCLUDE)

- Writing research papers
- Exams
- Quizzes
- Oral presentations
- Written presentations
- Participating in discussion boards
- Group projects
- Photo essays
- Fact sheets

Rubrics

- make your grading easier and faster
- show students what is being graded.

sample of a Rubric

	Excellent 5	Good 4	Average 3	Poor 2	Minimal 1
Initial Area #1	Well-developed description. Clear/appropriate connection. On time.	Clear, but brief description. Appropriate connection. On time.	Minimal description. Vague connection. Late.	Unclear description. Incoherent connection. Late.	No area submitted
Initial Area #2	Well-developed description. Clear/appropriate connection. On time.	Clear, but brief description. Appropriate connection. On time.	Minimal description. Vague connection. Late.	Unclear description. Incoherent connection. Late.	No area submitted
Response #1	Well-developed response ties to central idea, increases knowledge/ understanding. Follows all three of the ABCs. On time.	Generally ties to central idea, increases knowledge/ understanding. Follows 2 of the ABCs. On time.	Vaguely ties to central idea. Follows one of the ABCs. Late.	No clear ties to central idea. Doesn't follow any of the ABCs. Late.	No reply submitted
Response #2	Well-developed response ties to central idea, increases knowledge/ understanding. Follows all three of the ABCs. On time.	Generally ties to central idea, increases knowledge/ understanding. Follows 2 of the ABCs. On time.	Vaguely ties to central idea. Follows one of the ABCs. Late.	No clear ties to central idea. Doesn't follow any of the ABCs. Late.	No reply submitted
Grammar/Type	No errors. Polished and professional.	Minimal errors.	Some errors.	Many errors.	Unacceptable grammar and style.

An **authentic assignment** is one that requires application of what students have learned to a **new situation**. This type of assignment demands judgment determining what information and skills are relevant, and how to use them. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints.

Formative Assessments

Formative assessments refer to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Summative Assessments

The goal of summative assessments is to evaluate student learning at the end of instructional units by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. One example of a summative assessment is a midterm exam.

Balancing the Points

75% (roughly) of the course should be completed before the final week.

Assessment grades can be based on points or grade percentages.

Assignments

activities that lead to understanding

Types of assignments

Evidence of students' understanding include, but are not limited to:

- research papers
- discussion boards
- quizzes
- exams
- oral presentations
- annotated bibliography
- literature review
- case study analysis/report
- lab project/report
- OpEd articles
- fact sheets
- video essays
- photo essays
- field trips
- interviews
- reflective journaling
- portfolio/art portfolio
- peer reviews

What kinds of performance evidence do you need to show understanding?

Due dates

When are assignments due?

Improving student performance

- use authentic competency-based assignments
- use rubrics
- provide low stakes practice
- use formative to summative assessments

Reading

- Ordering your textbook from the Bookstore
- Using *Perusall* for social deep reading
- Read, Review, or Study

The Contract

[illegible]

- **Faculty Developer (FD) Model.** In this model, the faculty developer is responsible for building all course materials. S/he and the Instructional Design (ID) review pedagogy together regularly according to a pre-determined schedule. The developer inputs the information into Blackboard.
- **Instructional Designer (ID) Model.** The ID develops the assignments and materials based upon the content provided by the FD and presents options to the FD to use in his/her course. The FD and ID review pedagogy and materials together regularly according to a predetermined schedule.

12

STEP THREE - An instructional designer is assigned to assist the developer.

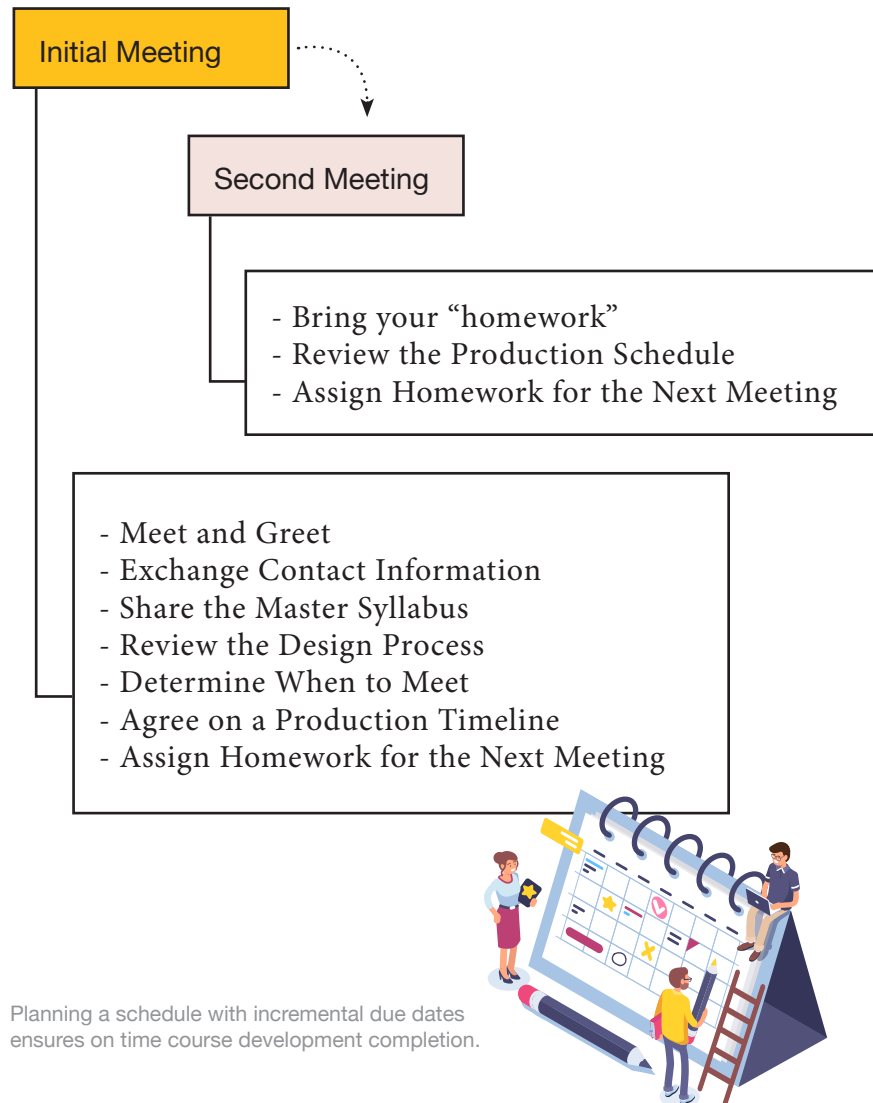
STEP FOUR - The ID sets up an initial meeting with the developer. This meeting triggers the initial payment of 20%.

STEP FIVE - Once the development has been completed, the instructional designer checks a block notifying the system. The developers receives 65% of their payment. The course needs to be completed within the 16 week process cycle.

STEP SIX - When the course has run, the Faculty Developer meets with the ID to make any revisions or correct errors. The developer receives the final 15% of their payment.

Development Schedule

wrapping up the first meeting



Final Thoughts...

Archiving your incoming files in the Google Drive

When you start your course development, your instructional designer (ID) will create a Google drive folder to store all your documents.

Copyright

- using YouTube videos
- obtaining written permission
- purchasing viewing license

Administrative

- development contract is issued by the College of Online and Adult Studies (COAS)
- once the project gets started, the ID receives an email notification
- the ID reaches out to the Faculty Developer (FD)
- once the project is developed, the FD receives his/her initial payment
- once the course is taught, the ID and the FD meet to make any course revisions
- once the revisions are made, the FD receives his/her final payment

Reading List for Additional Information

Designing Effective Instruction. Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). (5th ed.). Hoboken, NY: Wiley.

Teaching online: A practical guide (4th ed.). Ko, S. & Rossen, S. (2017). New York, NY: Routledge.

Teaching and learning at a distance (5th ed.). Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). Boston, MA: Pearson.

Essentials of online course design: A standards-based guide (2nd ed.). Vai, M. & Sosulski, K. (2016). New York, NY: Routledge.

Contact Information

LearnAU Mission

Ashland University's LearnAU works with faculty to support, inspire, and engage students when using digital learning in classroom, hybrid, and fully online courses. We partner with faculty to research, design, develop, and implement the digital tools and strategies that contribute to academic excellence and student success as outlined in AU's strategic plan.

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