

# Welcome to Learn AU

Designing a course can be a daunting task. Our instructional designers work with you to ensure that nothing is missed and that your design is the best it can be.

These panels give you a comprehensive tour through the instructional design process and illustrate what you can expect working with LearnAU.



## What are QR Code?

As you read these panels, you will notice square barcode shapes. These are called “QR codes.” You open the QR Code reader using your phone. Hold your device over the QR Code so that it is clearly visible within your smartphone’s screen. Your phone automatically scans the code and plays the message.

# Your Initial Meeting

Begin the development process by meeting with your instructional designer. If possible, bring your Master Syllabus. Together, we'll talk about your course, your expectations, and the role of the instructional designer.



Instructional designers help guide you in course development. It is your material. We have experience with *what works, what doesn't work and why, and how students learn.*

Think of your instructional designer as your trail guide. It's your course, your journey.



So, let's now talk about process



Course development follows a system...

Identify the  
desired results



# Three Stages Of Backward Design

## 1 IDENTIFY THE DESIRED RESULTS

You are guided by the Course Student Learning Outcomes (SLOs).

## 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 (2005)

**The three stages of backward design is the first and most important step designing your course.** Grant Wiggins and Jay McTighe developed the theory of Backward Design in their research and subsequent book, *Understanding by Design*. Backward Design is the method AU uses in course development.

PLANNING THE LEARNING EXPERIENCE

# Building the Blueprint

chunking the learning



## 1 Breaking down the course into chunks

Look at your curriculum as a whole. What all do you want to cover? Courses are designated as either 15, 12, or 7 weeks in length. “Chunking” is the strategy of breaking down information into bite-size pieces so the brain can more easily digest new information. Decide what should be covered each week.

## 2 Filling out a course overview templates

As you figure out how to organize your material by week, begin filling out the course overview template.

## 3 Back-engineering major assignments

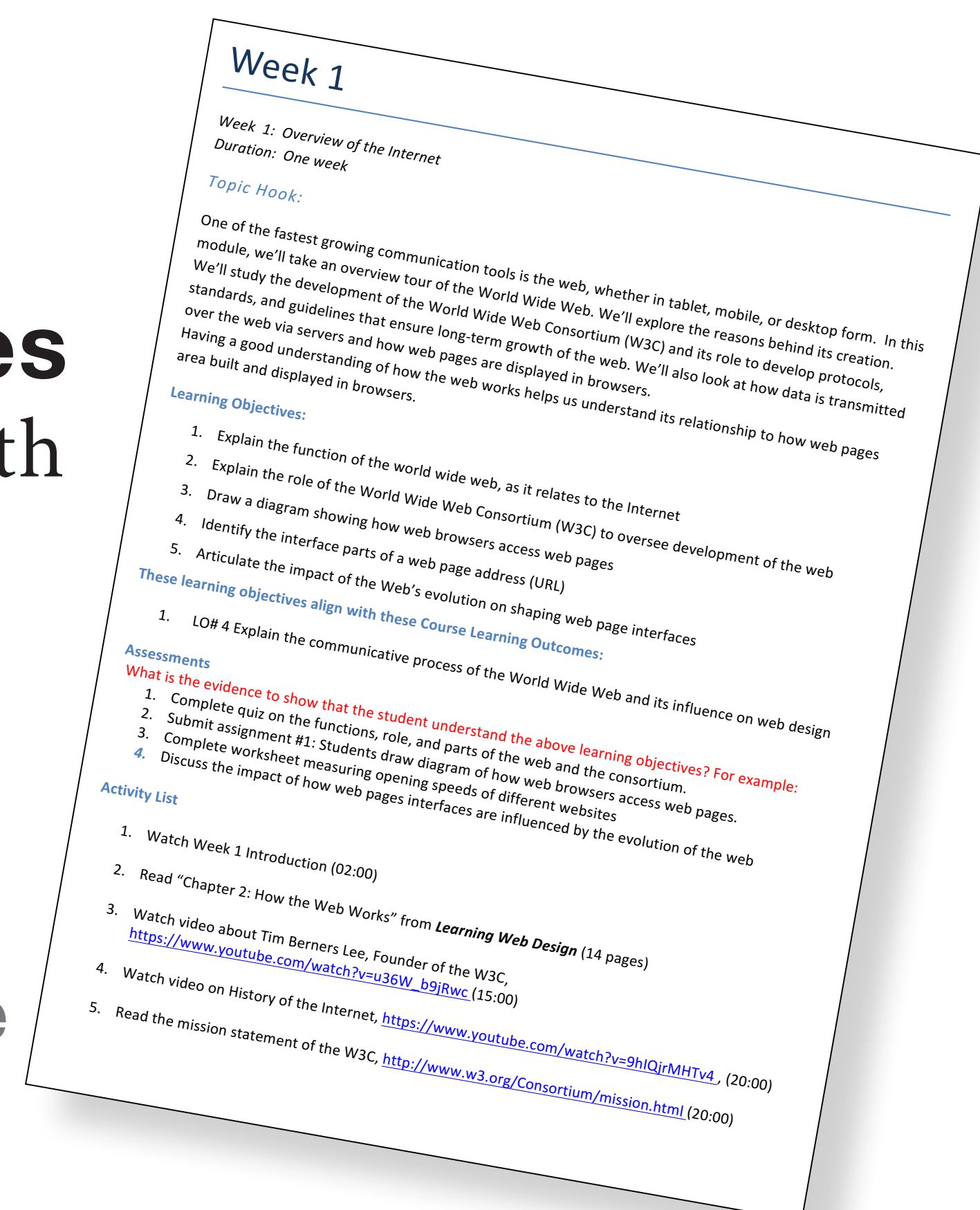
Break down large assignments into smaller, timed deliverables. When is the topic submitted? When do you want a rough draft? The final paper?

## 4 Filling out the weekly layout template

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

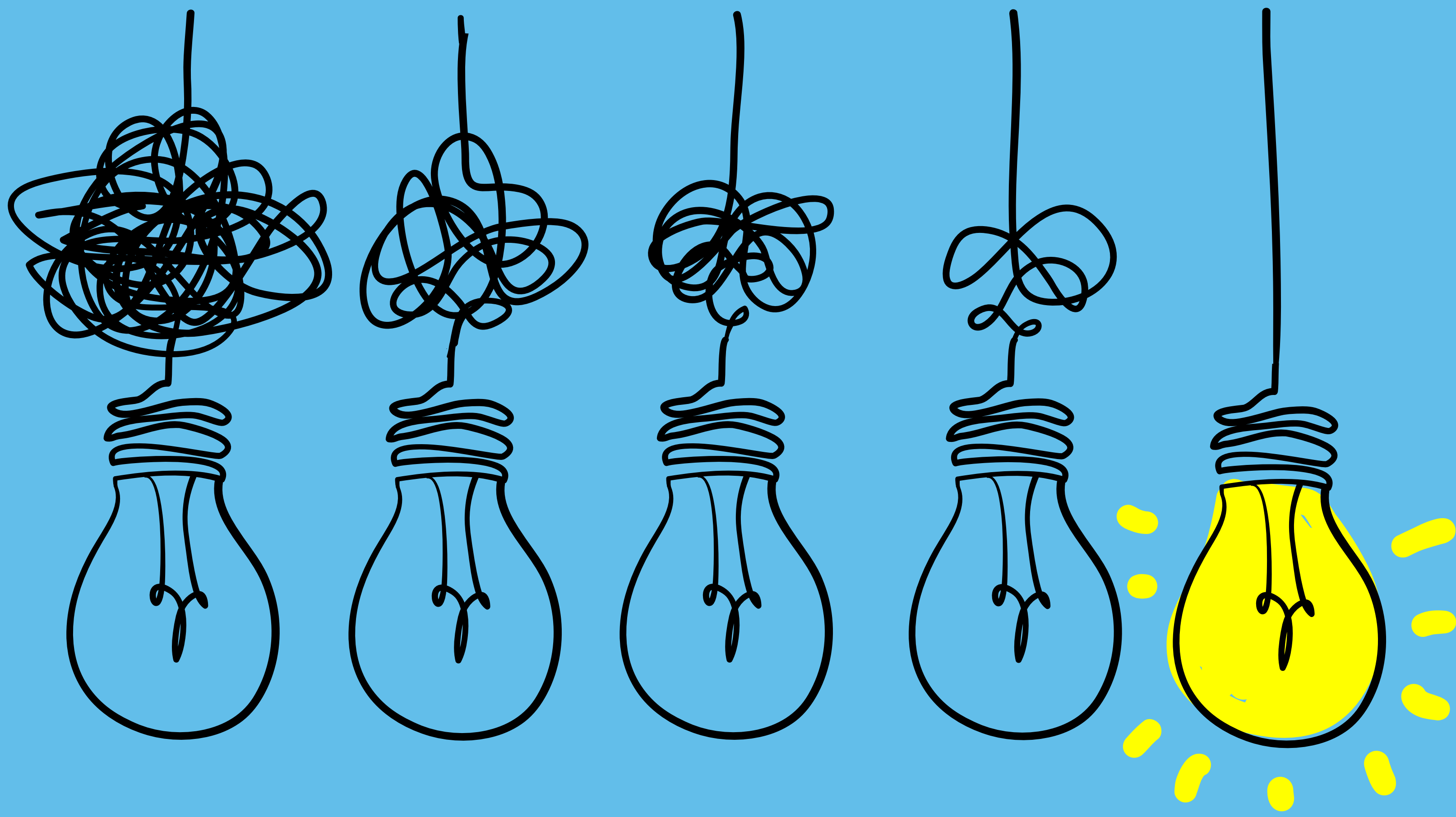
## 5 Writing the weekly learning objectives

The weekly learning objectives should align with the course student learning objectives (SLOs). The objectives should use measurable, active verbs.



Weekly Layout Template





## DEMONSTRATING THE LEARNING Assessment Evidence

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

### Communicate expectations with rubrics

A rubric articulates the **expectations** for an assignment by listing the criteria and describing the **level of quality** from excellent to poor. Rubrics help students make a self-assessment of their assignment prior to submission.

	Excellent 5	Good 4	Average 3	Poor 2	Missing 0
Initial Area #1 _____/5 points	Well-developed description. Clear/appropriate connection. On time.	Clear, but brief description. Appropriate connection. On time.	Minimal description. Vague connection. Late	Unclear description. Connection missing. Late	No area submitted
Initial Area #2 _____/5 points	Well-developed description. Clear/appropriate connection. On time.	Clear, but brief description. Appropriate connection. On time.	Minimal description. Vague connection. Late	Unclear description. Connection missing. Late	No area submitted
Response #1 _____/4 points	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 _____/4 points	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/Typos _____/2 points	No errors. Polished and professional	Minimal errors	Some errors	Many errors	Unacceptable grammar and style.

TRANSMITTING THE LEARNING

# 4 Types of Interaction

Instructor presence is critical to **student satisfaction** and **perceived performance**



## **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



## **student-to-student**

- introductions
- discussion boards
- collaborative work
- peer reviews



## **student-to-learning content**

- reading
- watching videos
- assignments
- formative exercises



## **student-to-self**

- journaling
- reflecting







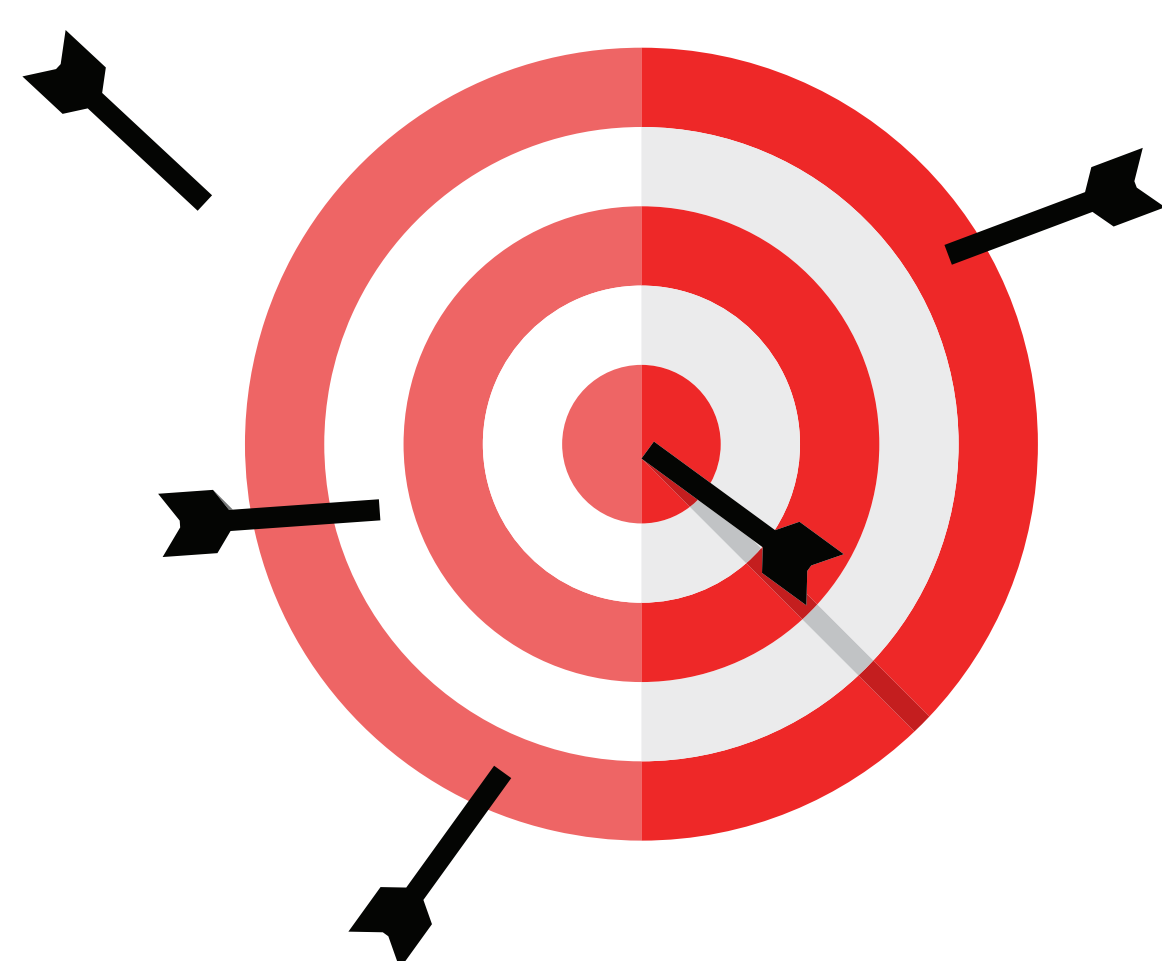
## Types of assignments



## Assessing the learning

**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** evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes. Examples of summative assessments include a midterm exam.



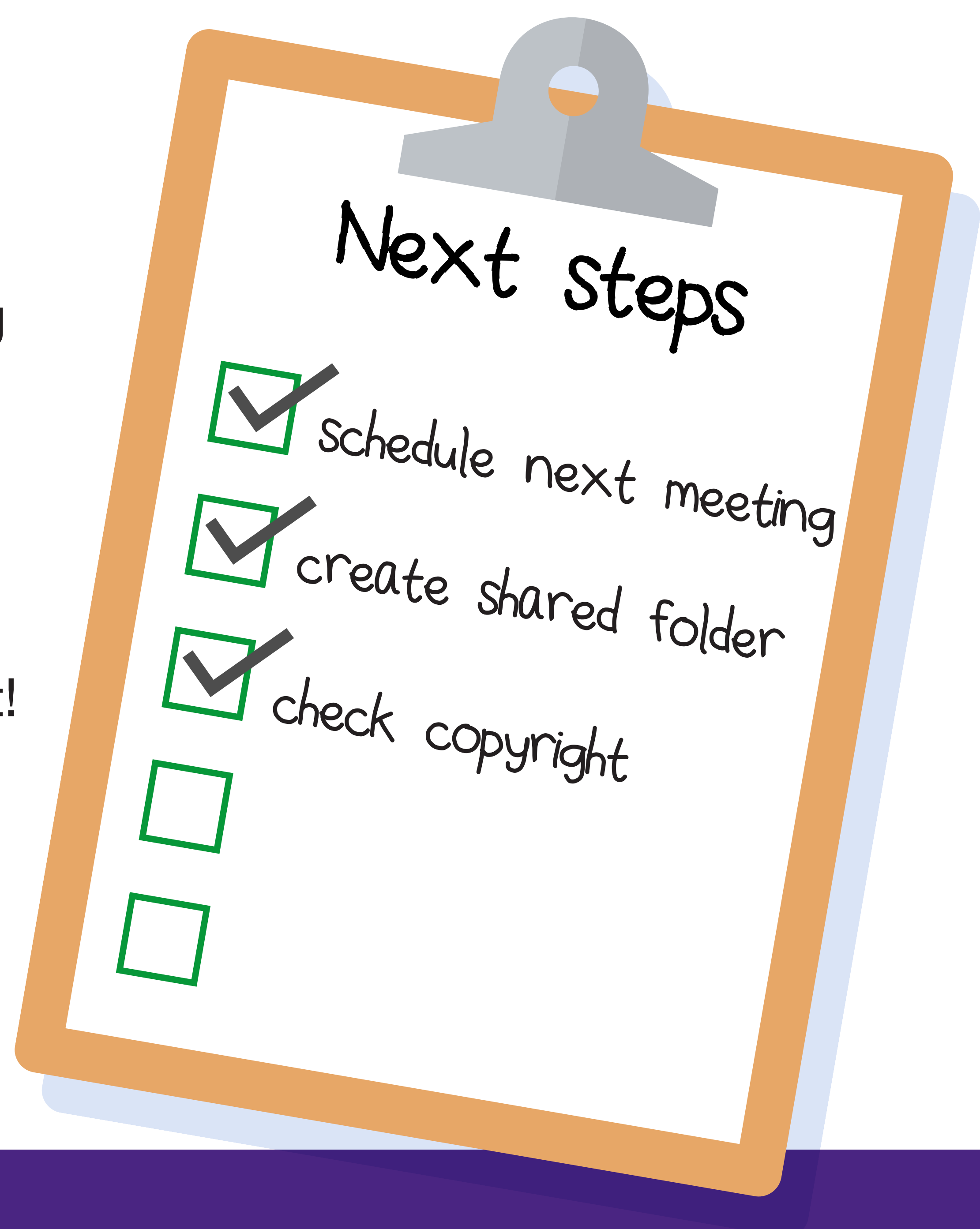


## Schedule **your next meeting**

After your initial meeting, you and your instructional designer will work on a schedule outlining how to proceed with your course development.

Together, you will agree on meeting times and discuss what should be prepared for the next meeting moving forward.

We look forward to helping you with your next course development!



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