Getting Started: Reimaging Your Course

Presenters

Eric Kowalik

Instructional Designer

eric.kowalik@Marquette.edu

Janna Wrench

Instructional Designer

janna.wrenchpochert@Marquette.edu

Britney Manning

Instructional Designer

britney.manning@Marquette.edu
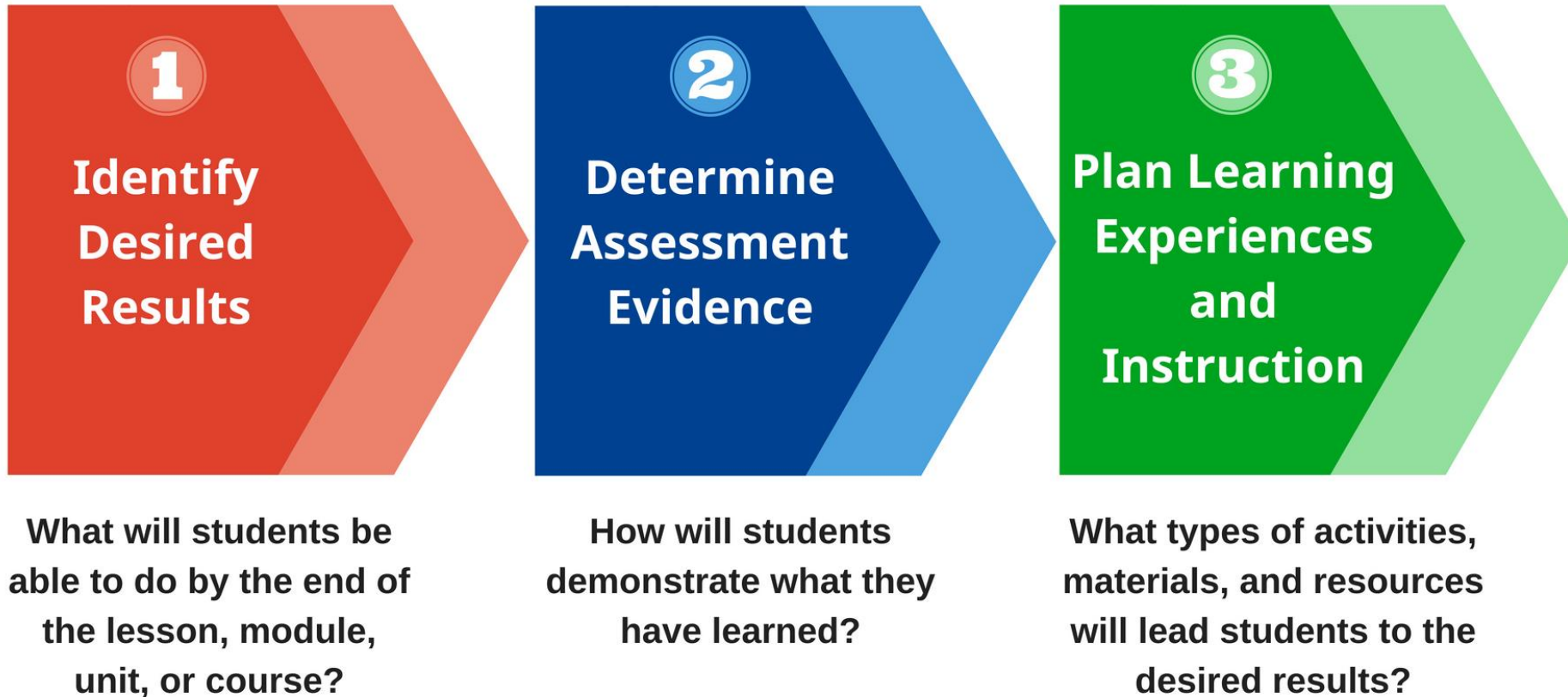
Presentation Agenda

- Provide a general overview of backward design.

- Explain the importance of learning outcomes and how they guide the design process.

- Provide best practices for organizing your blended or online course.

- Explain strategies to optimize lecture materials for blended and flexible learning.

- Discuss when and why to use synchronous instruction.

Starting With the End First

Backward Design Model

1

Identify Desired Results

What will students be able to do by the end of the lesson, module, unit, or course?

2

Determine Assessment Evidence

How will students demonstrate what they have learned?

3

Plan Learning Experiences and Instruction

What types of activities, materials, and resources will lead students to the desired results?

Questions for Alignment

- What teaching strategies will you use to introduce your students to these concepts or skills?

- What activities and assignments will encourage deepened engagement with these concepts or practice of these skills?

- Where in the course is it appropriate to ask students to demonstrate their progress toward these goals (in ways that are ungraded and graded)?

- What kind of feedback from you will help students to improve their progress?

Course Alignment Matrix

Course Alignment Matrix

Important! You will complete this matrix **over a period of three assignments**. Be sure to review the detailed assignment directions for each assignment before completing that section of the matrix.

Course Alignment Matrix: Objectives
Course Alignment Matrix: Assessment
Course Alignment Matrix: Instructional Materials

Complete this matrix to demonstrate the **alignment** between course-level instructional objectives, module-level learning outcomes, level of Bloom's for each set of objectives, and assessments for the entire course. You will identify instructional materials for the demonstration module only.

Alignment refers to the *direct link* between the objectives, the assessments and measurements, and the resources and materials. Under the principle of alignment, the instructional materials and assessments are driven by and support the objectives.

Course-Level Instructional Objectives	Bloom's Level for Course-Level Instructional Objectives	Module-Level Learning Outcomes	Bloom's Level for Module-Level Learning Objective	Assessment	Instructional Materials

Course Alignment Matrix

Sample Course Alignment Matrix: Objectives

Course-Level Instructional Objectives	Bloom's Level for Course-Level Instructional Objectives	Module-Level Learning Outcomes	Bloom's Level for Module-Level Learning Objective	Assessment	Instructional Materials
1.Assess reasons for using qualitative research	Evaluating	1a. Investigate why, how, and when qualitative research is used 1b. Evaluate similarities and differences between qualitative and quantitative research 1c. Prioritize qualitative research purposes	Analyzing Evaluating Evaluating		
2. Compare types of qualitative research	Evaluating	2a. Classify types of qualitative research according to research purpose 2b. Examine similarities and differences between types of qualitative research 2c. Justify types of qualitative research	Analyzing Analyzing Evaluating		
3.Design a qualitative research project	Creating	3a. Plan a qualitative research topic 3b. Assemble primary components for a qualitative research project	Creating Creating		
4. Evaluate Institutional Review Board (IRB) requirements	Evaluating	4a. Categorize IRB components 4b. Question IRB specifications 4c. Assess importance of IRB specifications	Analyzing Analyzing Evaluating		
5. Defend the types of qualitative data collection and their uses	Evaluating	5a. Recognize types of qualitative data collection 5b. Experiment with types of qualitative data collection 5c. Justify the use of qualitative data collection types	Understanding Analyzing Evaluating		
6. Categorize collected qualitative data	Analyzing	6a. Research methods for qualitative data analysis 6b. Organize collected qualitative data into themes 6c. Investigate data themes' (codes) relevancy to the qualitative research project	Understanding Analyzing Analyzing		

Course Alignment Matrix

Assessment	Instructional Materials
Qualitative Comparison Table – blank, three column table for answers and examples to correspond with 1a. **Discussion Forum** – four open-ended questions to prompt group discussion about similarities and differences between research methods **Research Purpose Survey** – ten Likert-style questions	**The Nature of Qualitative Inquiry** (book chapter) – by Michael Patton, defines reasons for qualitative use in research **Differences between Qualitative and Quantitative Research Methods** – (graphic organizer) – published by Oak Ridge Associated Universities, includes a detailed chart of both research methods **Summary Checklist of Particularly Appropriate Uses of Qualitative Methods** – (book chapter) – by Michael Patton, provides a checklist and questions for considering research purposes and their application to qualitative methods
Classification Table – blank, two column table to show categorization of types of qualitative research to research purpose **Types of Qualitative Research Report** – comparative analysis between types of qualitative research **Types of Qualitative Research Blog** – blog to defend topics in Qualitative Research Report	**Types of Teacher Centers** (book chapter) – by Michael Patton, includes a detailed case study for analysis **Qualitative versus Quantitative Research** (video) – published to YouTube, includes a scenario that allows students to determine the best research method choice **The Distinction between Qualitative and Quantitative Research Methods is** Problematic (web article) - by Carl Allwood, explains how different research methods are not easily defined, especially with unique study designs and participants relevant to multiple research methods
Qualitative Research Proposal – to include problem statement, research questions, and purpose statement **Qualitative Project Matrix** – to identify main chapters and include necessary components into each chapter	**The Research Proposal** (video) – published to YouTube by Massey University, explains how to develop a research topic and write it as part of a qualitative proposal **Designing your Study and Selecting a Sample** (book chapter) – by Sharan Merriam, justifies each component of a qualitative research proposal **Sample of the Qualitative Research Paper** (web article) – by Trinity Washington University, includes a sample qualitative research project with research components and examples included
IRB Survey – five open-ended questions **IRB Report** – to include how qualitative project topic fits into IRB specifications **Discussion Forum** – statements to prompt discussion about IRB purpose	**What is IRB, and When is IRB Needed** (web article) – published by Brown University, includes reasons for selecting IRB and offers advice for determining the need for IRB **The Ugly Human Experiments Behind the Medical Ethics Police** (web article) – published by Manuela Hoelterhoff, describes historical events that led to IRB **NSU Policies and Procedures** (web page) – published by Northeastern State University IRB Board, includes requirements for research studies involving human subjects

Crafting SMART Objectives

Be SMART With Your Objectives

ARE YOU BEING...

S PECIFIC
M EASUREABLE
A CHIEVABLE
R EALISTIC
T IMEBOUND

PROFESSIONAL ACADEMY

3 Elements of an Ideal Outcome

- ## Action verb(s)
  - Describe, Explain, Demonstrate
- ## Subject
- ## Context

Some Examples

- **Original version -**
  - Understand immigration policy.

- **Revised version –**
  - Describe the history of American immigration policy.

Some Examples

- ## Original version -
  - Describe and create a marketing plan for your organization.

- ## Revised version –
  - Create a marketing plan for your organization.

Some Examples

- Original version -
  - Become familiar with the elements of editing.

- Revised version –
  - Identify elements of editing, including composition, setting and lighting.

Some Examples

- **Original version -**
  - Explain the benefits of various exercise modalities for an elderly person.

- **Revised version –**
  - Determine the most appropriate exercise modality for health maintenance in the patient who is elderly.

Learning Outcome Builder

THINK IN CONCEPTS RATHER THAN LECTURES

Learning Outcomes

Assessment

Learning Activities

Content

When creating or adding content for online/hybrid delivery:

- Think about the size of content. Can this be chunked as concepts or theories, deliverable in small pieces.

- Think about the mode of delivery. Can delivery method be varied? Video, graphic, pod cast, study guide, etc?

- Convert Power Points into Study Guides

Optimizing Lectures

What do I do with my lectures if they aren't in person?

Select	Select the portions that are specifc to you (ie. Stories, examples)
Make	Make discussions or activities from them
Chunk	Chunk them into smaller portions
Create	Create alternatives for lectures

Example

PowerPoint dropped into 5 buckets

Repeated information	Study Guide	Discussions	Project	Short Video

Organizing a Flexible Course

Don't Throw It Out! Think Plan B & C

BLENDED CLASS: (MWF)
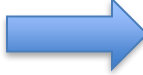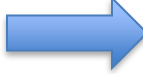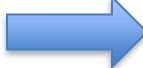
➢ **MONDAY:**
  ➢ Face-to-face lecture and set-up activity for the week.

➢ **WEDNESDAY:**
  ➢ 1/3 of the class has a discussion with the professor face-to-face while 2/3 have asynchronous, student-led discussions online using D2L or Teams.

➢ **FRIDAY:**
  ➢ Class meets using Teams to do small-group and partner discussions.

SAME CLASS MOVED ONLINE

➢ **MONDAY:**
  ➢ Watch a short online lecture and participate in an online activity with your classmates (a debate, etc.). The online activity could be synchronous (Teams/D2L) or asynchronous (D2L).

➢ **WEDNESDAY:**
  ➢ 1/3 of the class has a synchronous Teams discussion with the professor, 2/3 have asynchronous discussion .

➢ **FRIDAY:**
  ➢ Class meets synchronously on Teams to do small-group and partner discussions.

Smaller Lecture example

Plan A – In Person

- Discussion – face-to-face

- Group Activity

- Role Playing

Plan B - Online

- Reflection

- Group Activity using collaborative tools

- Role Playing via Teams

Synchronous Instruction
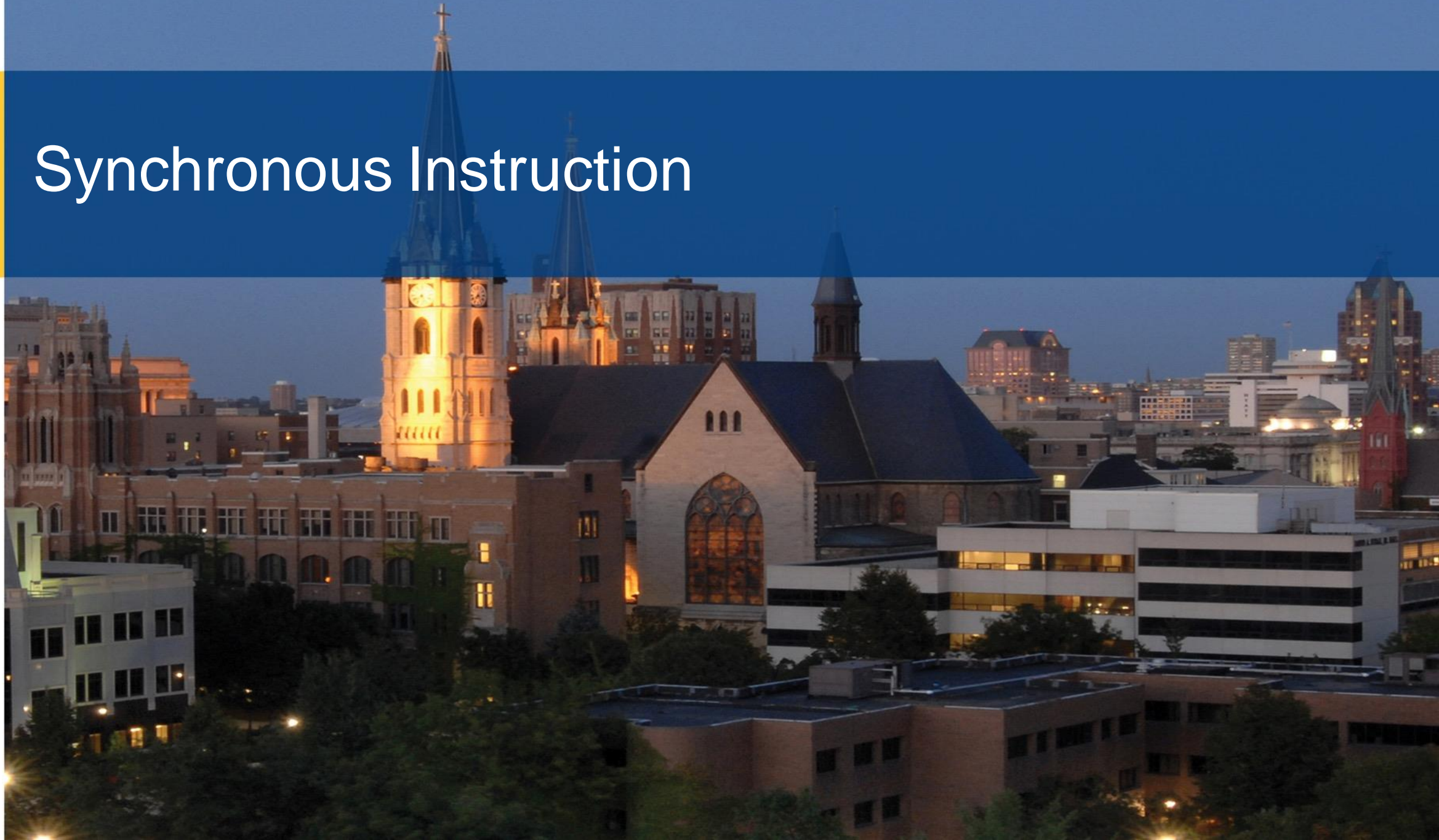
Communication is Key

- Make sure to have your expectations about times and meetings clear in the syllabus.

- Make sure to post announcements or send emails to students as things may change.

Teams Hand Raise
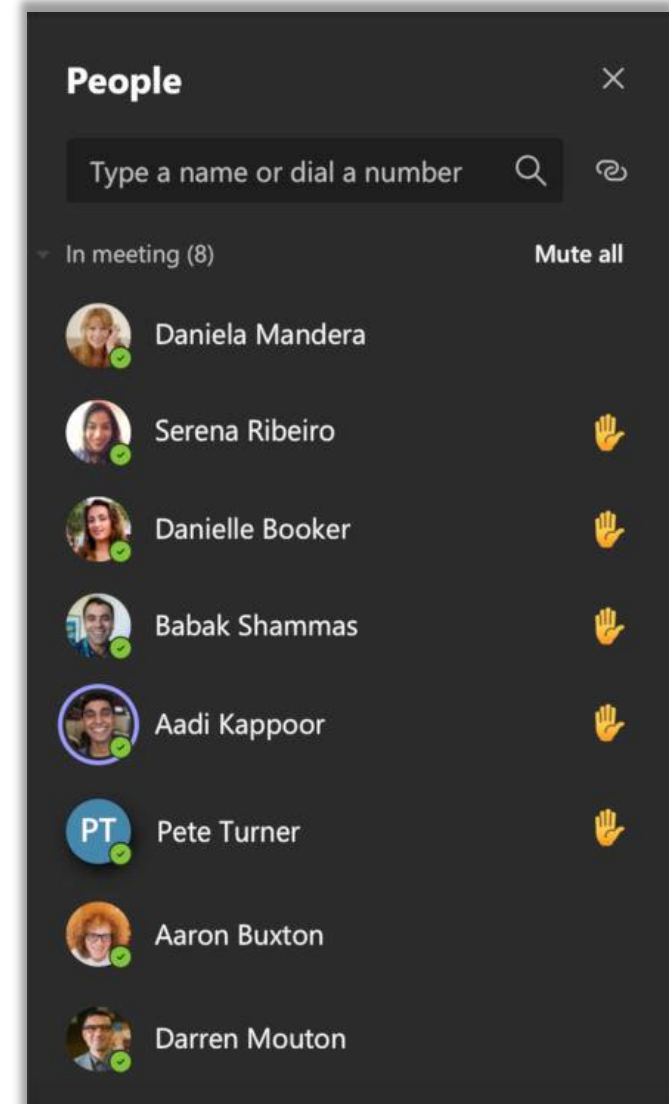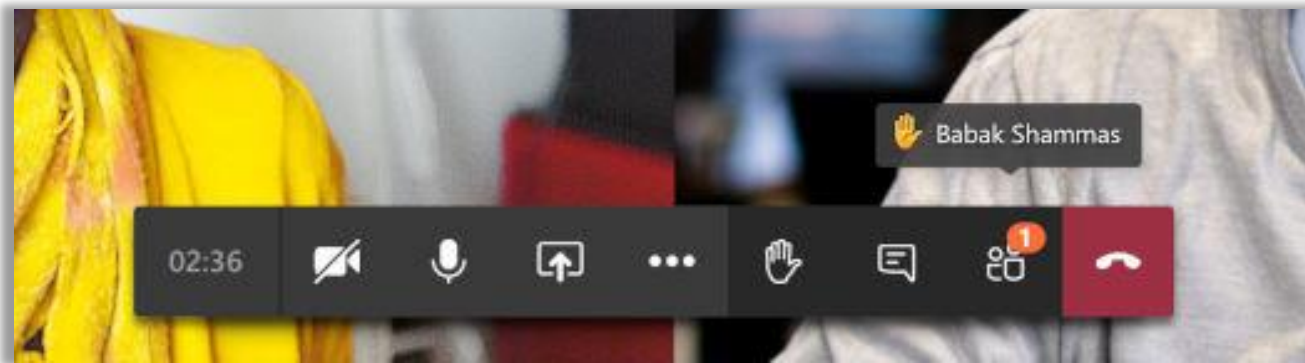
Teams Polls

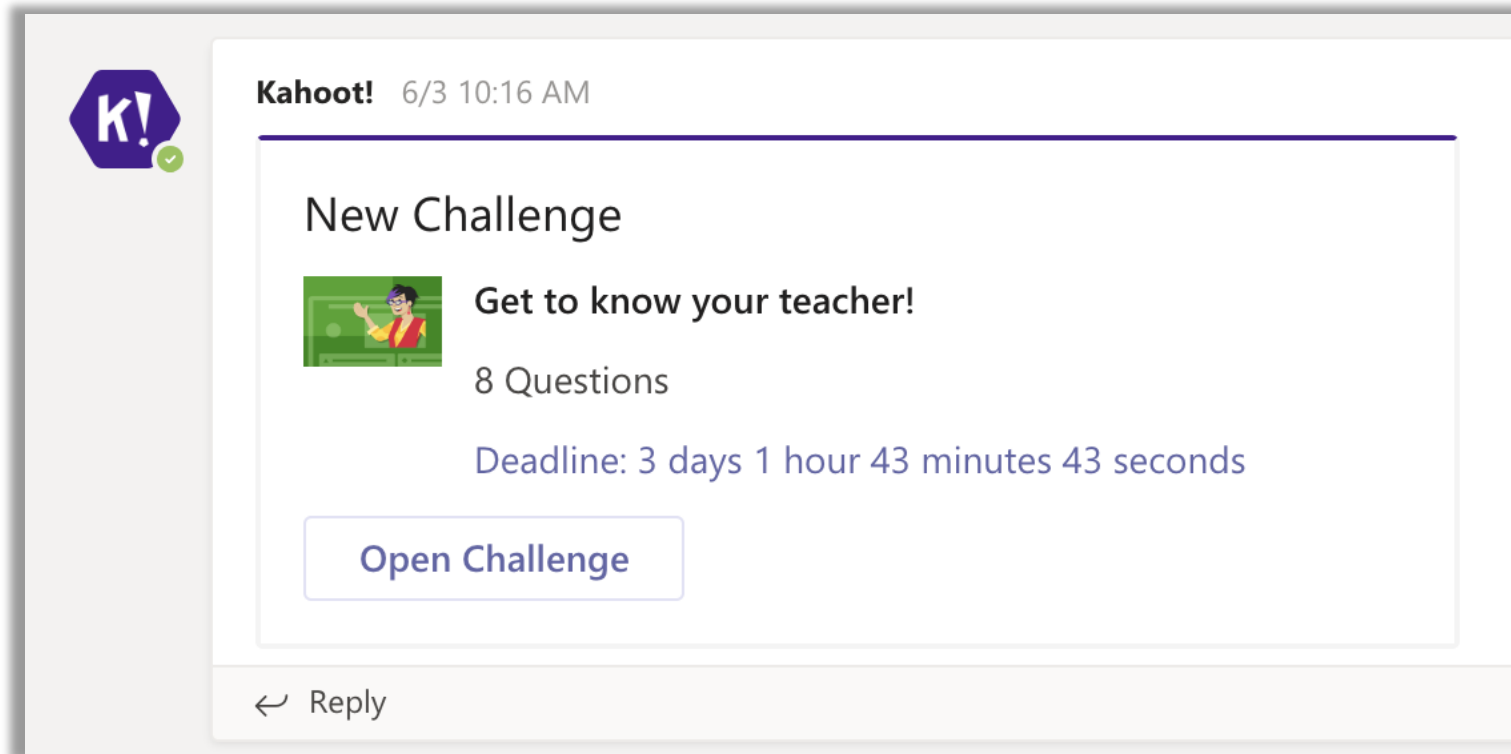# Teams Breakout Rooms
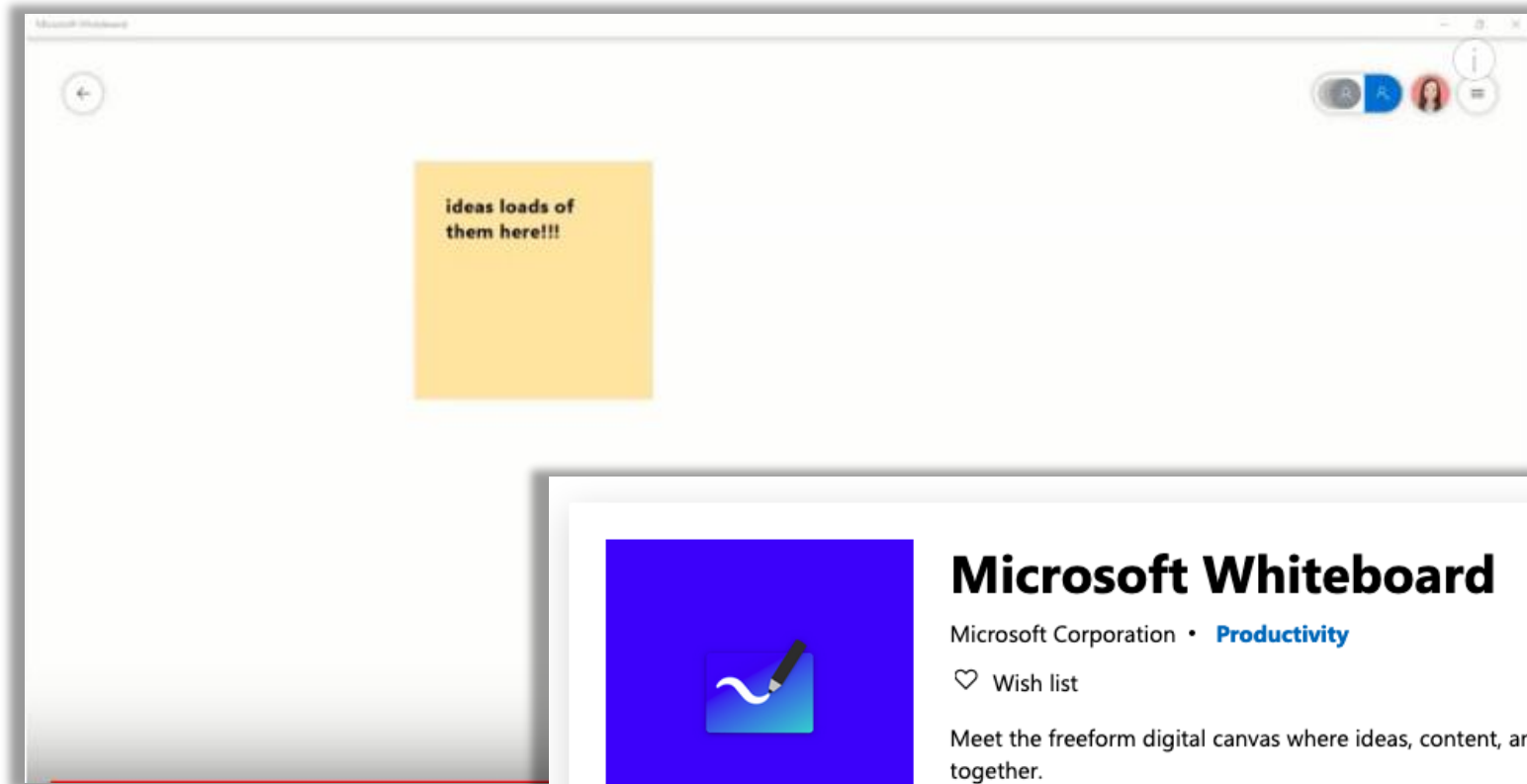

https://www.marquette.edu/remote-work/breakout-meetings.php

Teams Kahoot

https://support.kahoot.com/hc/en-us/articles/36004687633-Kahoot-s-Microsoft-Teams-app
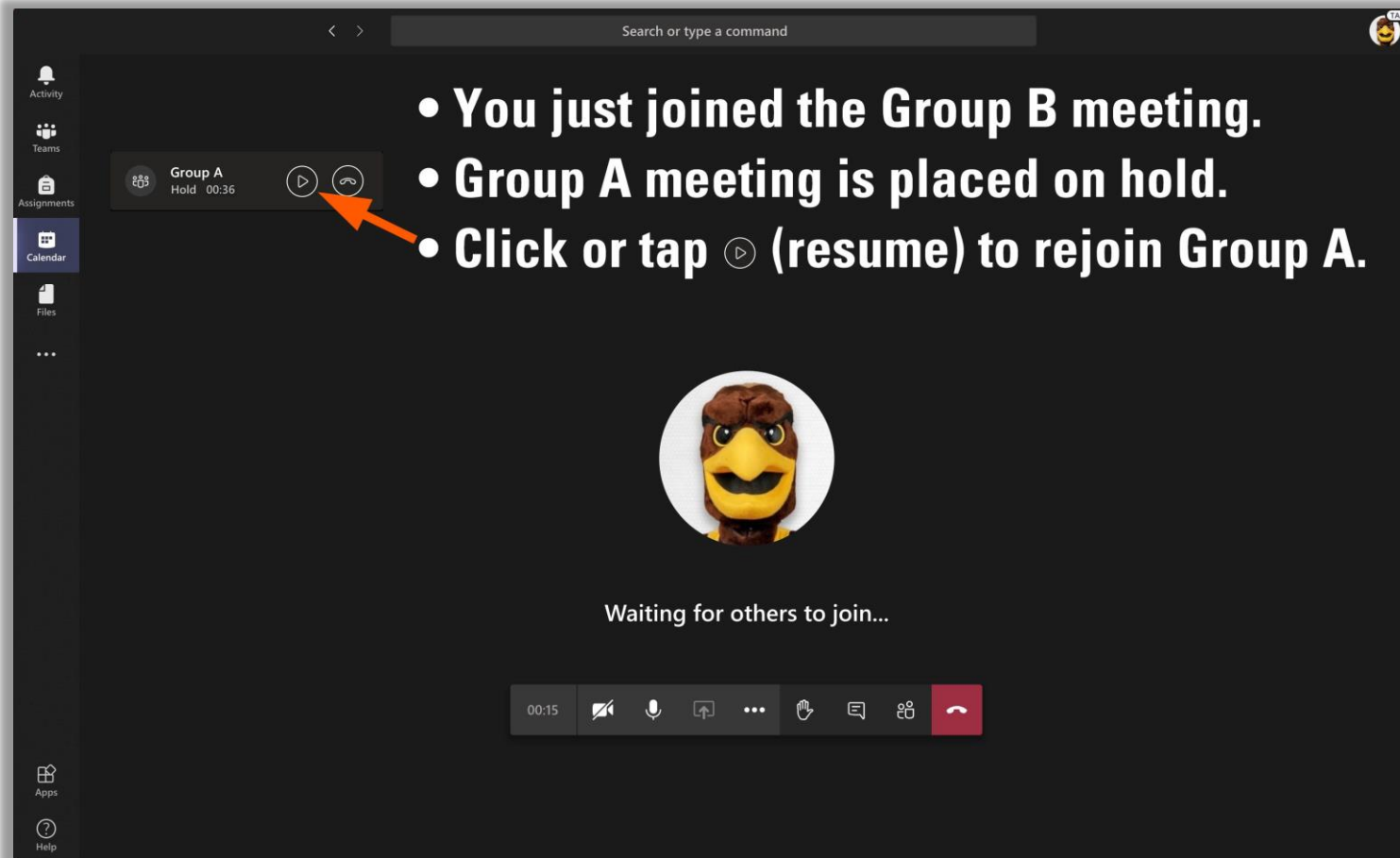
Microsoft Whiteboard – PC Only

Reflection in Multiple Modalities

How To Use Synchronous and Asynchronous Reflection In Blended Courses

"Our Favorite Things"

Topic: How To Use Synchronous and Asynchronous Reflection In Blended Courses

MARQUETTE UNIVERSITY | BE THE DIFFERENCE.

https://www.marquette.edu/business/about/favorite-things.php

Synchronous Instruction In Person

■ Examples
- Muddiest point
- Think Pair Share
- Group Work

Course Template

Course Template

Start Here :

Start Here: Course Information ⌄   🖶 Print

This module provides resources and information that are essential for you to be successful in this course. For example, the information in the syllabus and the course schedule will help you plan and manage your time, while being cognizant of the expectations and requirements for this course.

Please review the documents and links to university policies and resources prior to completing any course work.

[NOTE: Instructor may edit these instructions.]

⤓ Download

━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━

8.33 % 1 of 12 topics complete

Syllabus Template
📄 Word Document

[Note to instructors: The purpose of this document is to provide you with a template syllabus that includes topics and examples that are considered best practices for online syllabus. This is the syllabus template approved by the Committee on Teaching at Marquette University with adaptations for online courses.

In the syllabus template, you will find that there are some topics that are relevant to all courses, but there are other topics that are specific to distance learning courses. For information on how to replace this syllabus with your course syllabus, follow the D2L Instructions for Overwriting a File]

Schedule of Assignments Template
📄 Word Document

[Note to instructors: Providing a schedule of assignments for students helps them organize their time and

---

Accessibility Accommodations ⌄
🌐 Web Page

If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website at www.marquette.edu/disability-services or contact the Office of Disability Services at 414-288-1645.

Setting up your D2L Account Notifications ⌄
📄 Word Document

This document provides step-by-step instructions on how to set up your account notifications so that you get notified when new content is available, grades are posted, etc.

Subscribe to D2L Calendar ⌄
📄 Word Document
This document provides instructions for subscribing to an iCal feed syncs your external calendar application (Outlook or Gmail) with D2L.

Subscribe to D2L Calendar - Instructions for Outlook and Gmail ⌄
🌐 Web Page

Keeping on top of upcoming deadlines will help you plan your time and be successful in your course. This document provides instructions for integrating your D2L calendar with your Outlook or Gmail calendars.

Instructions to set up the VPN ⌄
🔗 Link

Online access to some Marquette University services (e.g., library resources) from off-campus locations requires users to have an installed and active virtual private network (VPN). You are encouraged to download and install Marquette University's VPN software. For additional information, software downloads, and

Activities and Assessments

Module 1: Quiz ⌄
Quiz

Due by [enter day (Monday, Tuesday, etc.)] at 11:59 PM CST:

[Note to instructors: Describe the purpose of this quiz and explain your expectations. For example, what should students have completed prior to taking the quiz, what will the quiz be evaluating, how much time will they have to complete the quiz, how many attempt they are allowed, and by when should they complete it.]
[D2L Editing Quizzes]

Module 1: Collaborative Activity ⌄
Discussion Topic

The purpose of this activity is to....[**Note to instructors: Please provide 1-2 sentences about the purpose of this activity.**] [**D2L Editing Dropbox or Discussion Guide**]

Initial Post due by [enter day (Monday, Tuesday, etc.)] at 11:59 PM CST:

[Note to instructors: In this section, provide the following information:

1. **Background: What background information do the students need to know prior to completing the activity?**
   a. **After watching the ...**
   b. **After reading the...**
2. **What: What is it that you want the students to do? For example:**
   a. **Create a concept map**
   b. **Summarize your findings**
   c. **Select a topic related to XXX and summarize the article.**
   d. **Debate XXX situation]**

Post your response to the discussion.

Due by [enter day (Wednesday, Thursday, etc.)] at 11:59 PM CST:

[Note to instructors: In this section, provide the following information:

1. **Expectations: What specific expectations do you have of the students? For example:**
   a. **Respond to at least two students**
   b. **Compare and contrast your position with another student's post]**

Post your response to the discussion.

Activities and Assessments cntd.

Module 1: Individual Assessment

Assignment

[Note to instructors: Describe the purpose of this assignment and outline the task(s) students must complete.
[D2L Editing Dropbox or Discussion Guide] *Examples of Individual Assessments*. Include:

Due by [enter day (Friday, Sunday, etc.)] at 11:59 PM CST:

1. When: When do you want the students to do work?
    a. Before midnight (CST) on Saturday
2. Background and Resources: What background information do the students need to know prior to completing the assignment?
    a. After watching the...
    b. After reading the . . .
3. What: What is it that you want the students to do? For example:
    a. Create a concept map
    b. Summarize your findings
    c. Select a topic related to XXX and research it.
    d. Analyze a case study
4. Expectations: What specific expectations do you have of the students? For example:
    a. In one or two paragraphs
    b. Respond to at least two students
    c. Compare and contrast your position with another student's post
5. How: How will the students do the work or submit the finished work? For example:
    a. A series of steps: Step 1, Step 2, Step 3.
    b. Any MLA or APA requirements
    c. In a video, essay, etc.]

Questions & Discussion

WEEK	DESIGNING YOUR COURSE		FACILITATING YOUR COURSE	DESIGNING YOUR COURSE		FACILITATING YOUR COURSE
	JUNE 15-19	JUNE 22-26	JULY 6-10	JULY 13-17	JULY 20-24	JULY 27-31
ALL SESSIONS ARE 90 MINUTES LONG TO ALLOW FOR Q&A						
TRAINING 1	Getting Started: Reimagining your course Mon, June 15, @10:00 AM	Selecting and Creating Instructional Materials: Copyright and Accessibility Mon, June 22 @9:00 AM	Engaging and Empowering students Wed, July 8 @11:00 AM	Getting Started: Reimagining your course Mon, July 13 @10:00 AM	Selecting and Creating Instructional Materials: Copyright and Accessibility Mon, July 20 @10:00 AM	Engaging and Empowering students Wed, July 29 @11:00 AM
TRAINING₂	Rethinking Learning Activities & Assessments Wed, June 17 @9:00 AM	Deciding when to use videos and synchronous sessions Wed, June 24 @1:00 PM	Grading and Feedback: Maximizing your time while being effective Thu, July 9 @1:00 PM	Rethinking Learning Activities & Assessments Wed, July 15 @9:00 AM	Deciding when to use videos and synchronous sessions Wed, July 22 @2:00 PM	Grading and Feedback: Maximizing your time while being effective Thu, July 30 @1:00 PM
D2L TRAINING 1	Creating Content Thu, June 18 @1:00 PM	Gradebook Thu, June 25 @1:00 PM	Quizzes Wed, July 8 @1:00 PM	Creating Content Thu, July 16 @11:00 AM	Gradebook Thu, July 23 @10:00 AM	Quizzes Wed, July 29 @1:00 PM
D2L TRAINING₂	News, Calendar & Dropbox Thu, June 18 @3:00 PM	Rubrics Thuy, June 25 @3:00 PM	Discussions Thu, July 9 @11:00 AM	News, Calendar & Dropbox Thu, July 16 @1:00 PM	Rubrics Thu, July 23 @1:00 PM	Discussions Thu, July 30 @11:00 AM