The Center for Excellence in Learning and Teaching
Summer 2020

Course Design and Pedagogy

How do we teach when normal human interaction that usually happens in the classroom might be uncomfortable, potentially even dangerous? How we move ahead with confidence despite all the unknowns?

University leadership is planning the way, and while some may disagree, we are tasked with making instruction work despite the challenges.

We will make the road by walking, discovering the answers as we go. By encouraging one another, we build our community as we walk through uncertain days.
Love one another earnestly from a pure heart, since you have been born again, not of perishable seed but of imperishable, through the living and abiding word of God.
1 Peter 1:22-23

Session Learning Objectives

Upon completing this session, you will be able to:

1. Use five question sets for course planning and design.
2. Apply a three-phase model of hybrid course design & instruction.
3. Plan Zoom sessions to build connections and communication that are Intentional, Organized, High-touch, Pre- Planned
4. Recognize the value of COPPER: Communication, Organization, Planning, Presence, Enthusiasm and Rapport ($2.56/pound)
Design Thinking: Course Design and Teaching Elements

- Who are my learners?
- Who am I?
- What are my outcomes?
- How do I sequence and support activities to foster learning?
- How will we recognize success?

https://infograph.venngage.com/ps/4HO5oprt4h4/course-design-elements-june-7-2020

Objective: Use five question sets for course planning and design.

---

Design Thinking: Outcomes

On what level on Bloom’s should my course outcome live?

What do I want my students to know (cognitive knowledge)?

What do I want my students to care about (attend to and value)?

What do I want them to be able to do (skills and habits)?

What are my outcomes

How do I want them to use this to serve the world?

How do I want them to respond to courage and pre/
Design Thinking: Sequence and Support for Learning

How do I sequence and support activities to foster learning?

- Where/how do I provide formative feedback?
- Where/how do I check for understanding?
- What activities will engage my students in experiencing content?
- Where/how do I encourage and respond to student questions?
- How is my content organized into units? What are my unit outcomes?

* Star * means these types will only be done by faculty with accommodations for being high risk who will teach from home

Range of Possible University Deliveries of Fall Face-to-face Courses

- Live (synchronous) instruction
  - Type 1: Physical in-person
  - OR
  - Type 2: 100% Videoconference*
  - OR
  - Type 3: Poly-synchronous (in-person and v/c both at same time)

- Hybrid Instruction
  - Live & Online elements
    - Live: Synchronous: Physical in-person or Videoconference
    - +
    - Online: Asynchronous: recordings, discussions, LMS

- Online (asynchronous) instruction
  - 100% Fully Asynchronous*: All content and interaction are recordings, discussion etc., in LMS

Star * means these types will only be done by faculty with accommodations for being high risk who will teach from home
Students are in-person and on Zoom at the same time. This requires a hi-tech set up and not all rooms will have this technology. We are not recommending this. 100% Zoom and 100% online are only for faculty with accommodations because of high risk. See also the document “Poly-synchronous Means . . .”

There are both live and online elements in this design. This model assumes some lessons will be developed as online lessons, and some lessons will be delivered live to sub-groups of students who can fit in your classroom with social distancing.
Meet in-person with sub-groups of your students, each on various days of the week, including one group on Zoom

- Divide students into sub-groups based on how many can fit in the classroom at one time. This considers classroom size and social distancing guidelines.
- We recommend a flipped model with classroom time focused on applications of the content, and the content delivered through materials students digest in advance.
- Choose most important lesson of the unit; deliver it multiple times, to all subset groups; supplement with content and learning activities in Blackboard.
- We are making it possible for students who are sick or in quarantine to continue participating, thus the suggestion for one group that meets on Zoom.

F2F and Blackboard

This model of delivery assumes some of lessons will be developed as online lessons, and some lessons will be delivered live to subsets students who can fit in your classroom based on social distancing.

Advance planning is the key!

Each Unit Consists of 3 Phases

Organize your course into learning units, likely weeks in a 15 week course.

Determine what you hope students will know and be able to do at the end of each unit, and build lessons around these objectives/outcomes.

<table>
<thead>
<tr>
<th>Foundations/Before</th>
<th>Applications/During Active/Interactive</th>
<th>Evaluation/After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Active/Interactive</td>
<td></td>
</tr>
<tr>
<td>Objective: Apply a three-phase model of hybrid course design &amp; instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Each Unit = 3 Phases

Foundations/Before:
What do students do in advance asynchronously before they meet “live” with instructor? How will they demonstrate through low-stakes assessment/checks for understanding? Also: Preparation for effective live instruction “before” meeting with students in-person.

Applications/During (Live Instruction):
Create active learning experiences for the in-person sessions, building on what students have done prior to this meeting.

Evaluation/After/Summative Assignments submitted to Blackboard
How will students demonstrate summative learning of the unit objectives/outcomes? How will you help those students who do not succeed to try again?

Check-in: Learning Objectives

Upon completing this session, you will be able to:

1. Use five question sets for course planning and design.

2. Apply a three-phase model of hybrid course design & instruction.

3. Plan Zoom sessions to build connections and communication that are Intentional, Organized, High-touch, Pre-Planned

4. Recognize the value of COPPER: Communication, Organization, Planning, Presence, Enthusiasm and Rapport ($2.56/pound)
Organizing and Communicating Your Course

- Through your Syllabus, Course Schedule (and Blackboard)
  - Syllabus (and Blackboard):
    - Identify Learning Outcomes for each unit/segment
    - Syllabus template and instructions (Link to CELT blog)
  - Course Schedule
    - Incorporate principles of Universal Design

- Teaching Observation Categories:
  - Organization and Clarity
  - Presentation Skills
  - Instructor Presence and Rapport
  - Instructional Strategies
  - Faith and Learning

- Teaching Best Practices Resources (Link to CELT blog)
- 9 Principles for Good Practice (Link to 9 Principles)

Example: Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit/Topic</th>
<th>Reading and Preparation (Before)</th>
<th>In Class/Zoom (During)</th>
<th>Assignments (After)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Dates)</td>
<td>Topic 1 Topic 2</td>
<td>Reading Video Learning guide</td>
<td>Activity 1 Activity 2</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>Week 2 (Dates)</td>
<td>Topic 1 Topic 2</td>
<td>Reading Video Learning guide</td>
<td>Activity 1 Activity 2</td>
<td>Assignment 1</td>
</tr>
</tbody>
</table>

Keep it simple. Read left to right. Don't merge cells.
Communication

- Build a sense of community (asynchronous) – Blackboard tools
- Build a sense of community (synchronous)
  - Arrive a few minutes early
    - Classroom
    - Zoom session
  - Begin class with less formal dialogue
- Use student names

Before: Develop Asynchronous Materials

- Preparing Content in Advance
  - For each unit, create what students will do on their own before class
  - Asynchronous learning experience
  - Lower levels of Revised Bloom’s Taxonomy – remember, understand
- Materials should be available to students on Blackboard
Examples: Asynchronous Materials ("Before")

- Required readings or other content such as videos, PPT
- Prepared recordings
  - Overview of learning outcomes for the week/unit
  - Record mini-lectures
- Resources for Instructors
  - Merlot.org ([link to merlot](https://merlot.org))
  - Open Educational Resources ([oercommons.org](https://oercommons.org))
  - Creative Commons ([creativecommons.org](https://creativecommons.org))

Before: Develop Low-stakes Assessments

- Value of low-stakes assessments and feedback
  - Give students practice "retrieving information" – recalling facts, concepts, data, or events from memory (Mark A. McDaniel, author of *Make it Stick: The Science of Successful Learning*)
  - "Assessment practices themselves can produce large gains in long-term retention of information"
  - Prepares students for in-class activities (higher levels of Blooms Taxonomy – apply, analyze)
  - Faculty get a sense of student preparedness and level of learning
- Center for Teaching Innovation and Excellence: [Link to resource](#)
Examples: Low-stakes Assessments

- Examples:
  - Learning Guides (reading guides, lecture guides)
  - Low stakes checks for understanding/quizzes in Blackboard
  - Writing activities that students bring to class for class discussion/activities
  - Prepared questions students bring to class
  - Online discussion forums
- Opportunities for prompt feedback, instructor-student interaction
  (Link to 9 Principles)

Pre-Class Materials Must be Relevant

- Students tend to complete pre-class assignments and learn from them when
  - Activities are structured
  - Have clear value to in-class activities
  - Pre-class activities are integrated to in-class activities

- Source: What Does the Research Say About Flipped Learning? by Robert Talbert, PhD (link to rtalbert.org)
Looking Ahead

- Blackboard for Effective Course Delivery Fall 2020 & Beyond
- Blackboard Expectations
- Effective Course Checklist
  - The idea of organization/communication – how does this look in your Blackboard course?
  - Response to student feedback

Theory and Practice for “During”: Effective Live Teaching (synchronous)

- What activities can be planned for students to deepen their involvement with the material in an engaging way?
  - Higher level thinking (Bloom’s Taxonomy)
Theory and Practice for “During”: Effective Live Teaching (synchronous)

**Active**
- Read short articles/case studies and report back/present
- Solve problems and share
- Demonstrations
- Post in chat (Zoom)

**Interactive**
- Discussions (small and large group)
- Partner activities
- Group work/presentations
- Give students roles (in class and within their groups)

---

Theory and Practice for “During”: Tools

**In-Person Classroom**
- Kahoot or other phone-based interactions
- What other interactive tools/strategies do you use during in-person f2f instruction?

**Via Zoom**
- Zoom polls
- Breakout Rooms
- Zoom whiteboard/screen annotation
- Kahoot or other phone-based interactions
What about in-person group work?

“Gallery Walk”

- Students display a piece of their work (writing, art, computation problem, concept map, etc.) at a table or as a poster taped up to a wall or bulletin board
- Students walk around to each display and write feedback comments on a separate piece of paper, attach a “sticky note”, or email comments to the author/creator of the work
- Fosters cooperation among students, active learning and feedback

Other strategies?

Theory and Practice for “During”: Instructor Presence

- **Organization/Clarity**
  - Consider using an agenda or “order of the day” for each session – share/post before class
  - Over-communicate! Share instructions/directions/reminders in a variety of ways: verbal, written on agenda, posted in Blackboard, etc.

- **Presentation Skills**
  - Speak clearly and succinctly – combine “mini-lectures” with other more active experiences
  - Use video, links, materials, resources to enhance your presentation, not be the cornerstone

- **Rapport**
  - Eye contact and facial expressions
  - Time for responding to student questions
  - Encouraging community and building relationships (student/student and teacher/student)
  - Intentional start and end to synchronous time on Zoom
Check-in: Learning Objectives

Upon completing this session, you will be able to:

1. Use five question sets for course planning and design.
2. Apply a three-phase model of hybrid course design & instruction.
3. Plan Zoom sessions to build connections and communication that are Intentional, Organized, High-touch, Pre-Planned
4. Recognize the value of COPPER: Communication, Organization, Planning, Presence, Enthusiasm and Rapport ($2.56/pound)

Evaluation/After Summative Assignments

This model of delivery assumes some of lessons will be developed as online lessons, and some lessons will be delivered live to subsets students who can fit in your classroom based on social distancing.

Advance planning is the key!
Teaching on Zoom Effectively: Intentional, Organized, High-touch, Pre-Planned

How do you create Connection and Community with students?
Intentional welcome, chit-chat before class, have a little fun (show your pet), socializing,
How are you doing? How do you make this space safe?

How does Communication work most effectively with students?
Put all content in Blackboard before the session begins. Students submit in Blackboard
Make use of phone and office hours to keep in touch. Send texts or e-mails to students individually.

Your Presence depends on Visuals and Voice
Use a light in front of your face; look into the camera. Talk slowly and kindly.
Convey emotions and interest using only your face and voice.

Break up your session in segments, take 2-4 minute stretch breaks between activities.
Develop everything in advance, adjust as needed. Advance Planning is required.

Effective Teaching

Recognize the value of COPPER
Communication
Organization
Planning
Presence
Enthusiasm
Rapport
Check-in: Learning Objectives

Upon completing this session, you will be able to:

1. Use five question sets for course planning and design.

2. Apply a three-phase model of hybrid course design & instruction.

3. Plan Zoom sessions to build connections and communication that are Intentional, Organized, High-touch, Pre-Planned

4. Recognize the value of COPPER: Communication, Organization, Planning, Presence, Enthusiasm and Rapport ($2.56/pound)