Developing Your Course Outline

Facilitator: Dr. Mervin E. Chisholm

Manager/Coordinator, IDU

What Will We Be Doing Today?

- Use instructional design models and to decide on appropriate approaches to:
  - Write the course outline
  - Design competency-based course objectives/learning outcomes
  - Select subject matter content
  - Create learning activities
  - Design assessment activities
- Correlate (match) competency-based course objectives with your course assessments

The Planning Process

- Constructive Alignment – see Instructional Planning Sheet
- Backward Design – Outcomes
- Learner-centred Instructional Design Model

Constructive Alignment

- Identify clear learning outcomes
- Design appropriate assessment tasks that will directly assess whether each of the learning outcomes has been met?
- Design appropriate learning opportunities for the students to get them to a point where they can successfully undertake the assessment tasks.
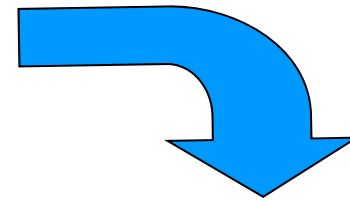
Backward Design

1. Identify Desired Results

OUTCOMES
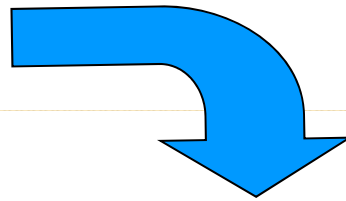
2. Determine Acceptable Evidence

ASSESSMENT

3. Plan Learning Experiences

ACTIVITIES

Why "Backward"?

The stages are logical but they go against habits!

- We're used to jumping to lesson and activity ideas first before clarifying our performance goals for students.

- By thinking through the assessments up front, we ensure greater alignment of our goals and means, and ensure that our teaching is focused on desired results.

Instructional Design Model
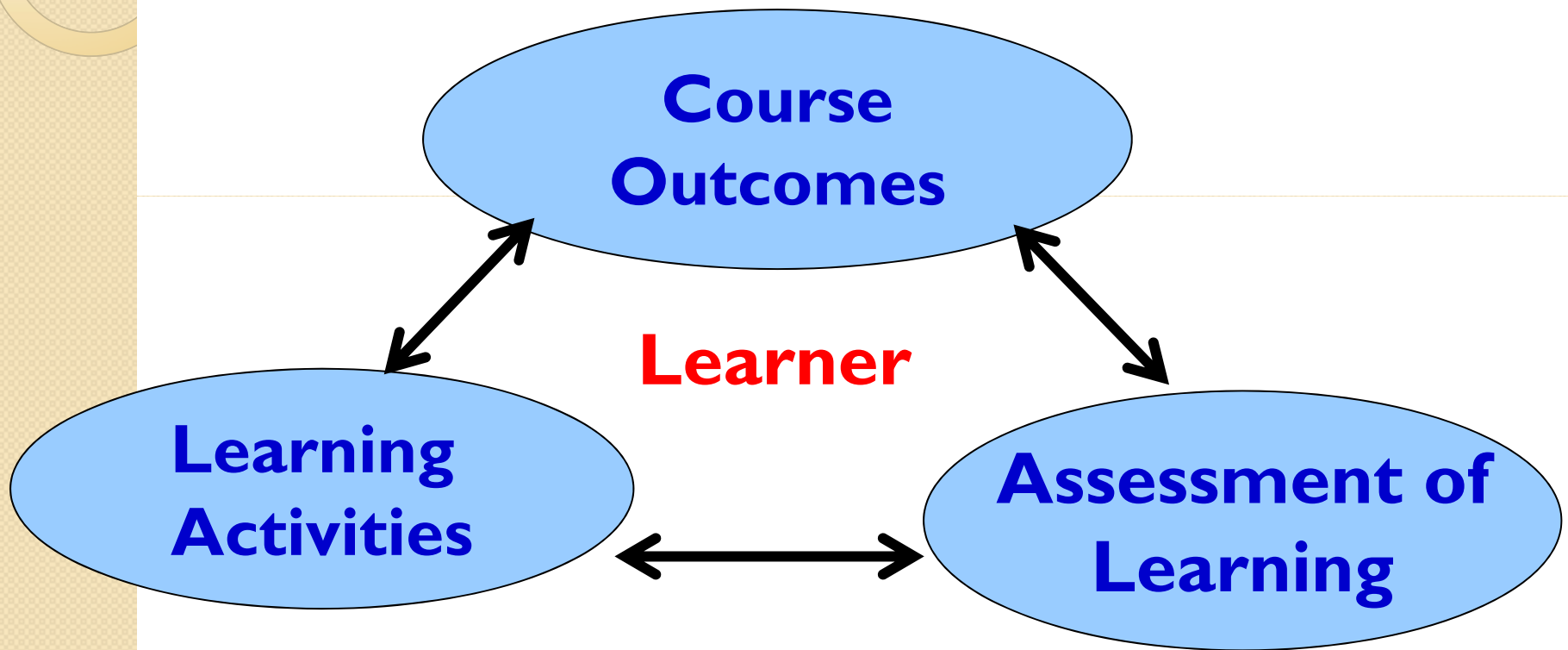
The Course Outline

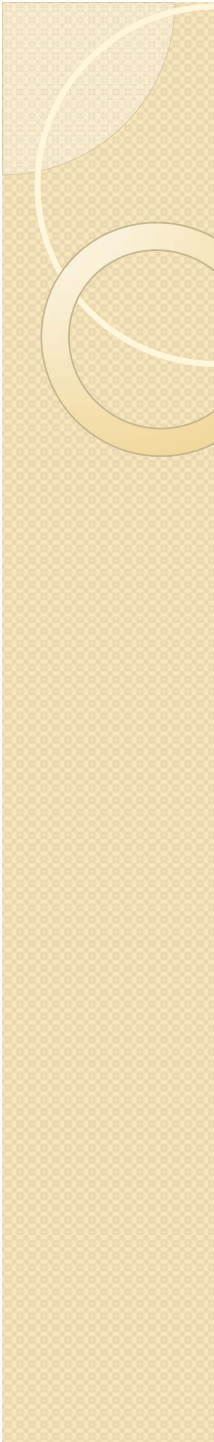# Basic Purposes of the Course Outline

- Provide a rationale for the course
- Offer a course description, describe the structure of the course and its significance within the general programme of study
- Determine learning objectives

Basic Purposes of the Course Outline (cont'd)

- Discuss what mutual obligations students and facilitators/instructors share

- Provide critical logistical and procedural information --what will happen, when, and where.

Preliminaries

- Course Title
- Course Code: Banner
- Prerequisites/Co-requisites/Anti-requisites
- Credit Allocation
- Time

The Course Rationale

- This provides the reasoning behind the decision to offer a course, the choice of the content to be taught; and indicates the link to other courses. [Note its potential for providing the integrating point of the various studies a student may be asked to take].
- Why this course?
- Why at this time?

The Course Description

- Explaining, briefly, what your course is all about
- Narrative

- The "big picture"

Interrogatory Course Description

Political Sciences 340

Individual Responsibility in Organizations

This course examines research on responsibility and relates it to how we run our business, government, educational and other institutions. What do we do that sabotages responsibility? How can you design organizations so that people feel responsible? Is there a relationship between responsibility and efficiency? If so, why is it a secret?

Method: collaborative inquiry.

Declarative Course Description

History 212

Renaissance Europe

This course will examine the cultural and intellectual movement known as the Renaissance, from its origins in fourteenth-century Italy to its diffusion into the rest of Europe in the sixteenth century.

Declarative Course Description (cont'd)

History 212

Renaissance Europe

We will trace the great changes in the world of learning and letters, the visual arts, and music, along with those taking place in politics, economics, and social organization. We will be reading primary sources as well as modern works. Discussions on issues and group presentations will be the main focus of our work.

Course Description: Tips

- You may want to use statements such as:

  ◦ The students will explore …

  ◦ [List the topics covered in brief descriptive phrases] will be examined in relation to…

  ◦ There will be emphasis on ….

Course Description: Tips (cont'd)

- If the first line of a description does no more than repeat the course title, omit it and go on to the next line.

- If a term such as "laboratory", "seminar" or "workshop" is used in the title, you don't need to repeat it in the description.

Designing your Course
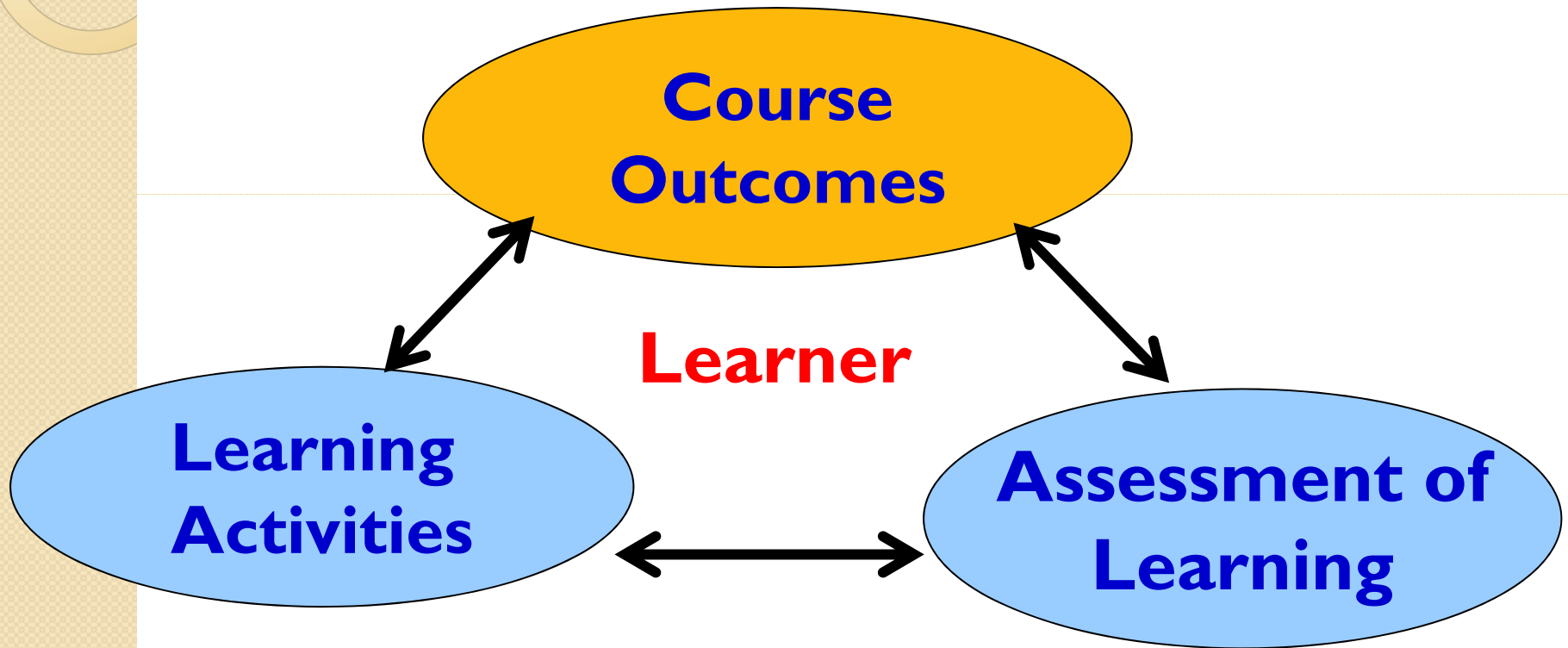
Learning Outcomes

What are Learning Outcomes?

A learning outcome is a statement of what students will be able to do when they have completed instruction. A learning outcome is distinguishable in the following ways:

1. A description of what the student will be able to do. It clearly states educational intentions for student.

What are Learning Outcomes? (Cont'd)

2. Focuses more on students' learning rather than just how we instruct or support them; it is outcome based.

3. Emphasis on more complex level of learning… there is a great focus on competences.

Thinking About Learning Outcomes

Five Questions that should guide you:

1. What do you want the student to be able to do? **(Outcome)**

2. What does the student need to know in order to do this well? **(Curriculum)**

3. What activity will facilitate the learning? **(Pedagogy)**

4. How will the student demonstrate the learning? **(Assessment)**

5. How will I know the student has done this well? **(Criteria)**

Characteristics of Well Stated Learning Outcomes

- Student-focused rather than lecturer focused
- Focused on the learning resulting from an activity rather than on the activity itself
- Focused on skills and abilities central to the discipline and based on professional standards of excellence.

Competency-Based
Course Outcomes/Objectives

- Outcomes of instruction
- What do you want the learner to be able to do following instruction?
  - **Knowledge**
  - **Skills**
  - **Attitudes**
- What will the learner "walk away with"?

Activity: Writing Learning Outcomes

1. In groups write two learning outcomes for one course.

2. Share with the larger group

(We will come back to these later.)

In Writing A Learning Outcome Remember ...

1. Focus on **Student Performance,** not teacher performance.

2. Focus on **Product** - not process.

3. Focus on **Terminal Behaviour** - not subject matter.

4. Include only **One General Learning Outcome** in each objective.

What Do You Want The Student To Be Able To Do?

This question asks you to develop the outcome.

For Example:

Student identifies, consults and evaluates reference books appropriate to the topic in order to locate background information and statistics.

Common Problems with Learning Outcomes

- Using vague terms, such as:
  - Appreciate
  - Become aware of
  - Become familiar with
  - Know
  - Grasp
  - Learn
  - Understand
  - Develop?
  - Discuss?

Common Problems With Learning Outcomes (cont'd)

- Describing action taken by someone other than the learner.
  - "The programme will…" or
  - "The course will…"

A Comparison of Poorly and Well Stated Outcomes

- Students will understand Erikson's developmental stages.

- Students will identify and summarize each of Erikson's stages of development.

A Comparison of Poorly and Well Stated Outcomes (cont'd)

- Students will be familiar with the major sociological perspectives and how they relate to their daily lives.

- Students will describe each of the major sociological perspectives and will illustrate how each perspective relates to events in their daily lives.

A Comparison of Poorly and Well Stated Outcomes

- Students will develop the skills necessary for conducting research in the natural sciences.

- Students will design, conduct, and analyze a research project using appropriate scientific theory and methodology.

Activity: Your Turn

- Look at the learning outcomes you wrote earlier.

- Evaluate your learning outcomes—
  - Do they include action verbs?
  - Do they describe observable behaviours that students would be expected to perform?
  - Will they be a useful guide in designing an assignment, a course, or a programme?

- Make any revisions you think are needed.

- Be prepared to share one learning outcome.

Learning Domains

cognitive

affective

psychomotor

← →

Behavioural Terms -- Outcomes

Think About Learning Domains Too…

- Three primary domains for classifying educational goals:

  ◦ Cognitive (knowledge)

  ◦ Affective (attitudes)

  ◦ Psychomotor (skills)

Classifying Learning Outcomes

- All learning outcomes are not developed, delivered, or measured equally
- Some learning outcomes are very basic and of course others are complex.

Bloom's Taxonomy of Educational Objectives (Cognitive domain)

- What is Blooms Taxonomy of Educational Objective: See handout on the Revised Blooms Taxonomy

- A now classic system that classifies educational goals to facilitate the development and evaluation of college and university curricula.

Bloom's Taxonomy of Educational Objectives (Cognitive domain) (cont'd)

- A hierarchical taxonomy of student behaviours that reflect the development of increasingly complex cognitive abilities and skills as a result of instructional experiences.

Original

Revised

Evaluation → Evaluating

Synthesis → Creating

Analysis — Analyzing

Application — Applying

Comprehension — Understanding

Knowledge — Remembering

Noun

Verb

Cognitive Domain

Analyzing

Applying

Creating

Evaluating

Remembering

Understanding

Affective Domain

Characterizing by value or value concept

Organizing & conceptualizing

Receiving

Responding

Valuing

Psychomotor Domain

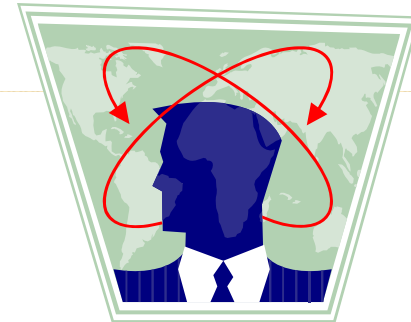Articulating

Imitating

Manipulating

Performing
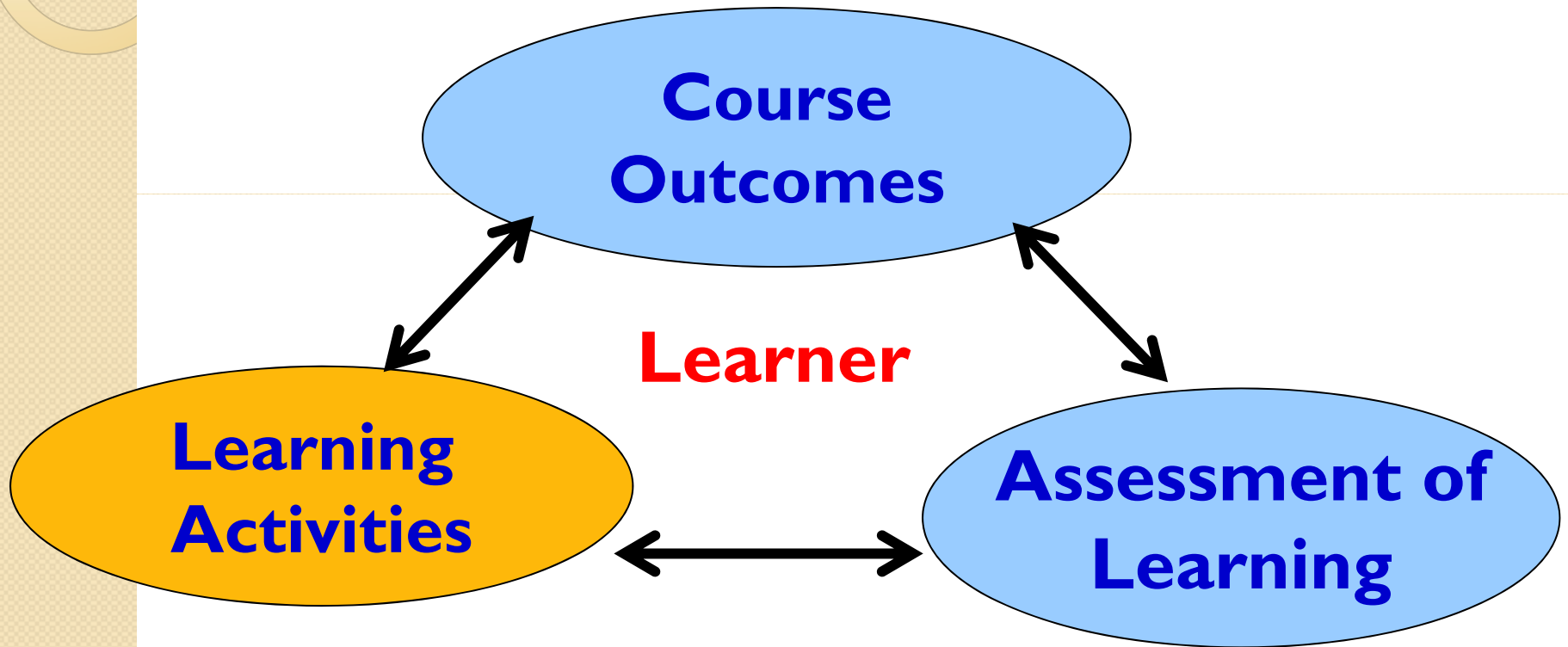
Precisioning

Types of Cognitive Learning

- **Create**
- **Evaluate**
- **Analyse**
- Apply
- Understanding
- Remember

Higher level thinking skills

Lower level thinking skills

Designing Your Course

Course Outcomes

Learner

Learning Activities

Assessment of Learning

Learning Activities

- Dealing with the knowledge to be developed

- How is content selected?

- How is the subject matter to be taught?

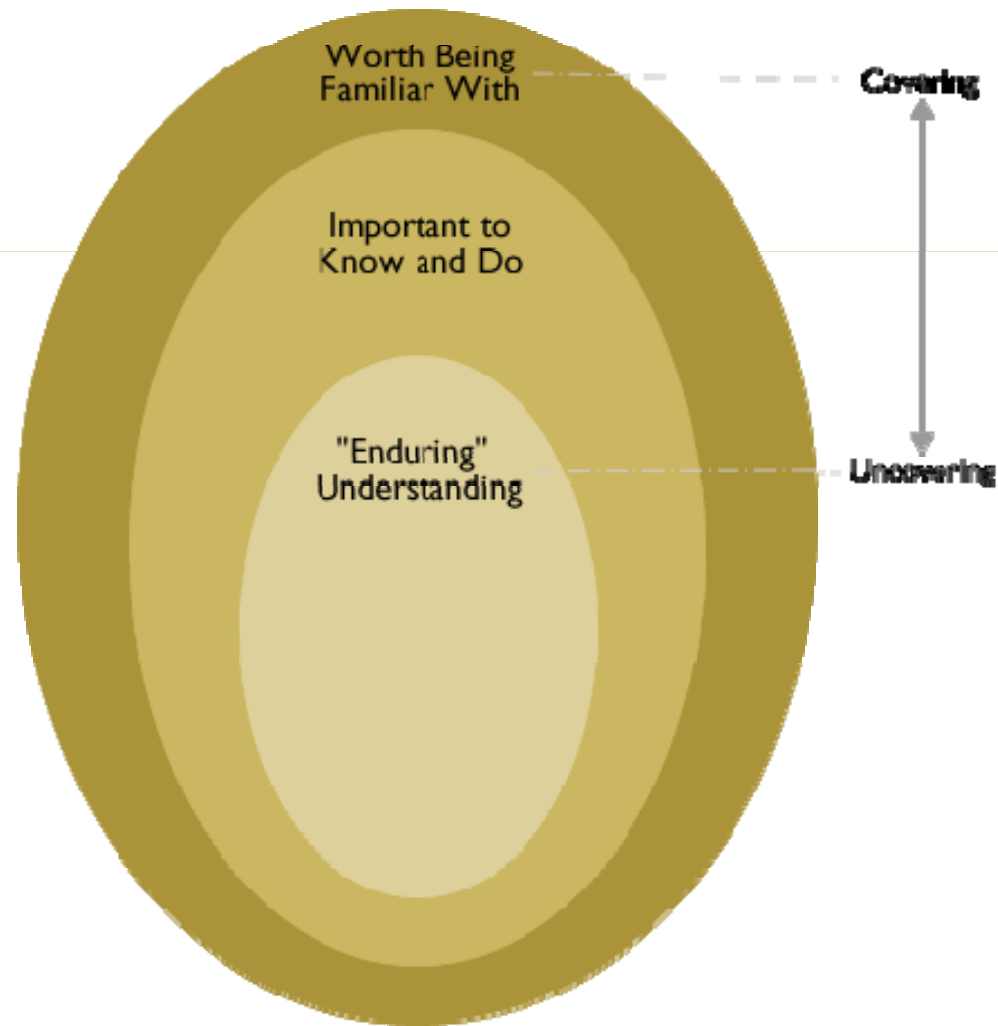# Subject Matter Content

- What guides the selection of content?

Curricular Priorities

Types of Understanding/Bodies of Knowledge

Levels of Knowledge

It's worth being familiar with if it…

- is really interesting and adds value to lifelong learning.
- can be a hook to a big idea or theme.
- helps in making links to other ideas or disciplines.

Levels of Knowledge

It is important to know and do if it…

- is key to understanding the subject.
- is something one might need to know and do throughout life.
- links to enduring understandings.

Levels of Knowledge

It is an enduring understanding if it…

- is at the heart of the discipline.
- has value beyond the classroom.
- is that aspect of learning that will remain for a lifetime

Learning Activities are Based on

- Teaching Methods
  - Presentation/Lecture
  - Engagement/Discussion
  - Active & Interactive

Elements of Active Learning

- Engaging students through
  - Talking and listening
  - Writing
  - Reading
  - Acting
  - Reflecting

*"Tell me, and I will listen, show me,
and I will understand, involve me, and I will learn."*

Teaching Strategies

- Practice with Feedback
- Questioning
- Modeling
- Simulation/role play
- Case Studies

Make it Interactive

- Questions/Answers
- Guessing/Predicting
- Discussing
- Writing
- Matching
- Experimenting
- Solving
- Creating

Uncoverage

- **Instead of Covering Material, Uncover It**
  - Find ways to have students *do* the material, not just learn it.
  - Focus on integrated performance, not isolated lessons.
  - Enduring understandings are subtle and unobvious.
  - Uncover what is vital and revealing.
  - What is uncovered is a shorthand for results of inquiries, problems, and arguments, not self-evident fact.

Uncoverage cont'd

- Breadth
  - Unearth, Analyze, Question, Prove, Generalize
  - Not the same as coverage
- Depth
  - Connect, Picture, Extend
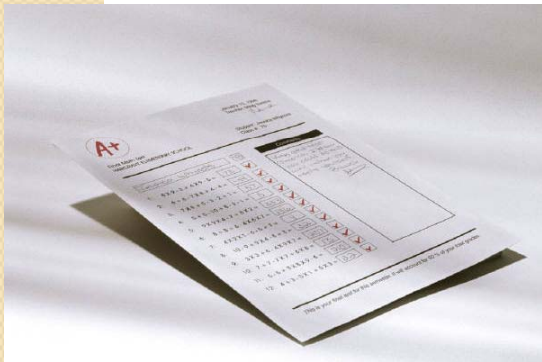
Designing Your Course
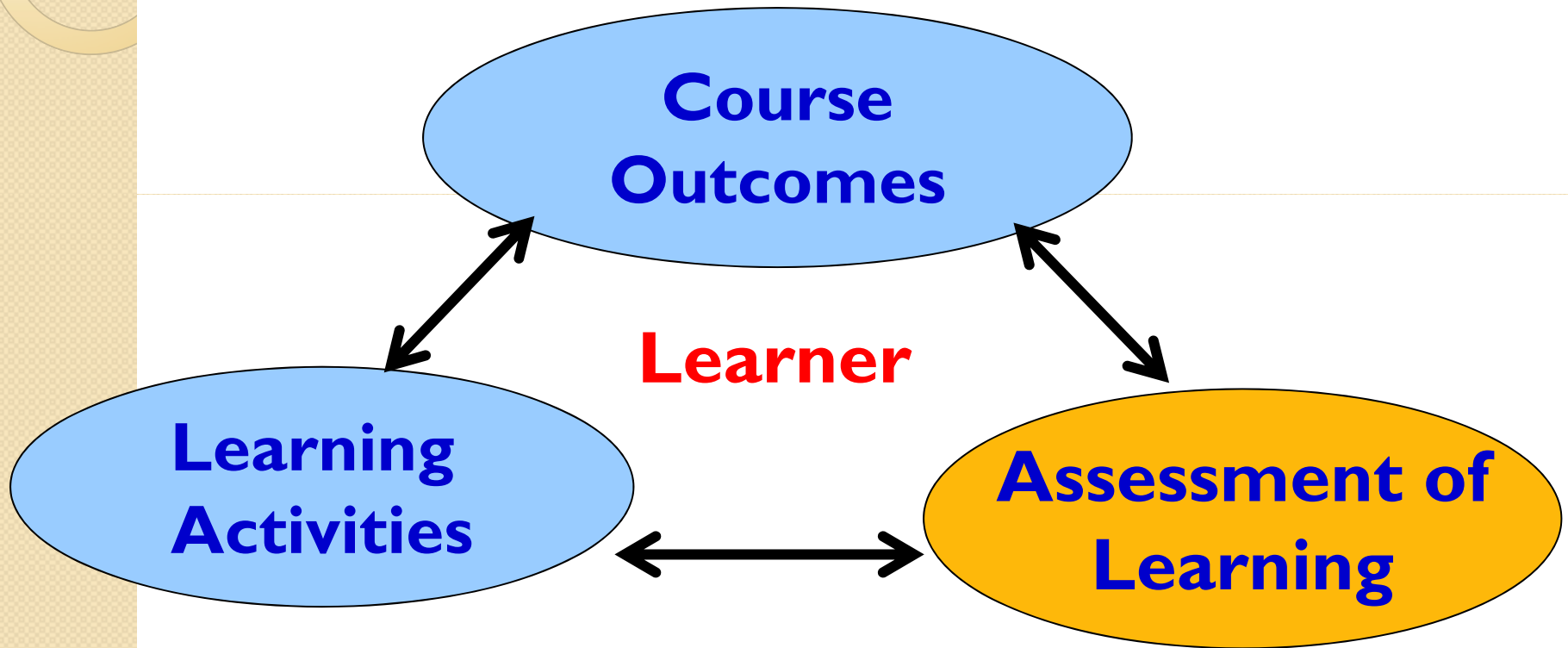
Assessment

How will you measure students' learning?

- Tests?
- Quizzes?
- Projects?
- Papers?

Assessment of Learning

- How will *you* know the learner achieved the objectives?

- How will the *learner* know when he/she reached the objectives?

- Be innovative – see handout

Principles for Assessment

- Learner centred: inclusive, diversity
- Linked to learning outcomes
- "Performance of understanding"
- Process matches purpose
- Range of modes, techniques, formats
- Transparent, fair and equitable to all users
- Valid, authentic and reliable

UWI Regulations

- Course Work and Examination
- Complete Course Work

Assessment

- Formative
  - Informal classroom assessment
  - Practice with feedback
  - Minute Paper
  - Muddiest Point
  - One Sentence Summary

Assessment

- Summative
  - Graded Quizzes
  - Papers
  - Projects
  - Exams
  - Blog

Stop to Practice – Take 3 Minutes to:

- Design two ways to assess your learning outcome—one formative and one summative

- Share the assessment techniques with your neighbour and respond to questions

Bibliography

- Required Textbook(s)
- Recommended Textbooks
- Electronic Sources
- Use referencing style associated with discipline

Questions and Reflections