DEVELOPING ONLINE INSTRUCTION: WHAT’S PEDAGOGY GOT TO DO WITH IT?

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More about Ijeoma

✓ Trained in instructional design as well as best teaching and learning practices in higher education

✓ Specializations in inclusive pedagogy, curriculum development, and coaching faculty

✓ Co-facilitated two courses in performing arts department at Georgetown University in Spring 2020 (and moved online due to the COVID-19 outbreak)

✓ Planning a primarily / wholly online course for Fall 2020 at Georgetown University
Today’s Agenda & Objectives

Objectives

• Review the backwards design approach to course design and learning objectives
• Understand how learning objectives in course planning makes courses more robust and cohesive
• Discuss ways to incorporate and utilize learning objectives in online or hybrid courses

Agenda

• Introductions
• What is Backwards Design?
• How Can We Use Learning Objectives?
• Helping Students Demonstrate Learning
• Applying Backwards Design to Online Courses
• Practice Time
• Questions
INTRODUCTIONS

In the chat, please share **your discipline / what you teach** so we can learn more about who’s here!
What is backwards design?

Backwards design is a map!

Once we determine where we want the course to go (the destination), the backwards design approach can help us get there.

From Wiggins & McTighe’s *Understanding by Design* (2005)
What is backwards design?

Similar to how we hope students plan to complete assignments:

✓ Figure out the deadline
✓ Plan backwards to the present or the beginning to meet the deadline
✓ Let the end inform how we get there
What is backwards design?

Learning objectives are the end goal or destination that guide the path of the course.
Are learning objectives the same thing as learning goals or learning outcomes?
Institutional, departmental, or program goals

Learning goals

Focuses on the intention and plans of the instructor

Learning objectives

What the students will do throughout the course

Learning outcomes

Adapted from https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx
What is Backwards Design?

Identify desired results

Determine acceptable evidence

Plan learning experiences and instruction

We identify desired results by creating learning objectives.
This process begins with creating learning objectives.

How Can We Use Learning Objectives?

- Students will understand that...
- Students will know...
- Students will be able to...

✓ Learning objectives can help prioritize what to focus on in the course.
✓ Faculty can use learning objectives to guide the course and course content.
✓ Learning objectives answer or satisfy these prompts.

How Can We Use Learning Objectives?

Examples from my Fall 2020 course

- Students will understand that...
  - Karski’s reports on the Warsaw Ghetto were critical in depicting occupied Poland

- Students will know...
  - Key dates in the occupation of Poland in WWII
  - Different perspectives on advocacy for marginalized groups

- Students will be able to...
  - Watch a piece of performance art with specific engagement strategies
  - Perform close looking approaches on historical documents
How Can We Use Learning Objectives?

✓ When forming learning objectives, we can also turn to the Revised Bloom’s Taxonomy of Educational Objectives to expand how you want to word the learning objectives.

✓ I sometimes will refer to verbs associated with the different levels of learning to help shape and word my learning objectives.

An explanation of Bloom’s Taxonomy and some sample verbs are here:
https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
How Can We Use Learning Objectives?

**Learning Objectives**
- What students can do, know, or understand by the end of the course

**Acceptable Evidence**
- How students will demonstrate what they learned
- Performance tasks to show understanding

**Plan Learning Experiences**
- What skills will students need to learn?
- How can students practice applying these skills in advance of assessment?
- What info do students need to complete performance tasks?

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Helping Students Demonstrate Learning

✓ **Share** why you are asking students to learn these skills and the course content.

✓ **Provide** rubrics to help clarify to students how you will evaluate them.

✓ Clarity **helps students answer these questions** and measure their own learning progress.

Helping Students Demonstrate Learning

✓ This clarity also helps instructors connect the performance tasks to the learning experiences.

Acceptable Evidence

How students will demonstrate what they learned

Performance tasks to show understanding

Plan Learning Experiences

What skills will students need to learn?

How can students practice applying these skills in advance of assessment?

What info do students need to complete performance tasks?

Helping Students Demonstrate Learning

Examples from my Spring 2020 course

Learning Objectives

- Students will be able to use close looking exercises to inform storytelling and performance

Acceptable Evidence

- Students will practice close looking with their own work
- Students will reflect on close looking exercises and select one to use for final project

Plan Learning Experiences

- Assign readings on close looking strategies
- Discussion of the readings with examples provided in class
- In-class activity doing erasure approach to script / text
How can we apply learning outcomes and backwards design to online courses?
Backwards Design and Online Courses

• **Clarity is the goal:** use elements of backwards design to shape your online course
  - For each module, provide the learning objectives and goals (e.g. “At the end of this module, you will be able to ...”)
  - Provide a check list, skeletal outline, and/or rubrics for each module and assignment so students know what needs to be accomplished
  - Create lesson, tasks, or learning applications that can be completed step-by-step (e.g. the content or skills students need to know in order to complete demonstrations of learning)

Adapted from Hicks, Brulé, & Dombrowski “You Have To Put Your Class Online: Simple Things to Think About” (2020) at https://docs.google.com/document/d/1ahtGfrSGFn1XYNehH-u8lKAuwtBvr7-Ox8kbXZCzbVg/edit
Backwards Design and Online Courses

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  ✓ For each module, provide the learning objectives and goals (e.g. “By the end of this module, you will be able to ...”)

Example at this online course on Backwards Design in higher ed: https://canvas.ucdavis.edu/courses/34528/pages/course-planning-with-backward-design?module_item_id=4965

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1. What is one learning objective for your fall class? (e.g. “Students will be able to...” or “Students will understand...”)

2. What do students need to know in order to reach the learning objective? What content, terms, ideas, or skills?

3. What are two ways that students can learn or practice with what they need to know? (e.g. activities, discussions, videos, etc.)
Questions?

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