



Course Design – A Hands On Workshop

A UTDC Workshop
Monday 20 April 2009

Facilitated by
Dr Stephen Marshall
Meegan Hall
Dr Amanda Gilbert

University Teaching Development Centre
Victoria University of Wellington



Agenda

This three hour workshop will provide an opportunity for staff to work on their own courses and (re)design them within the constraints of the 15 points model, the BCA Learning Goals and the updated Major Attributes. The workshop will guide staff through the process of reviewing and aligning course learning objectives, learning activities, assessment and feedback to ensure that course designs are effective and that student and staff workloads are managed appropriately.

Date: Monday, 20th April, 2009

Time: 10am - 1pm

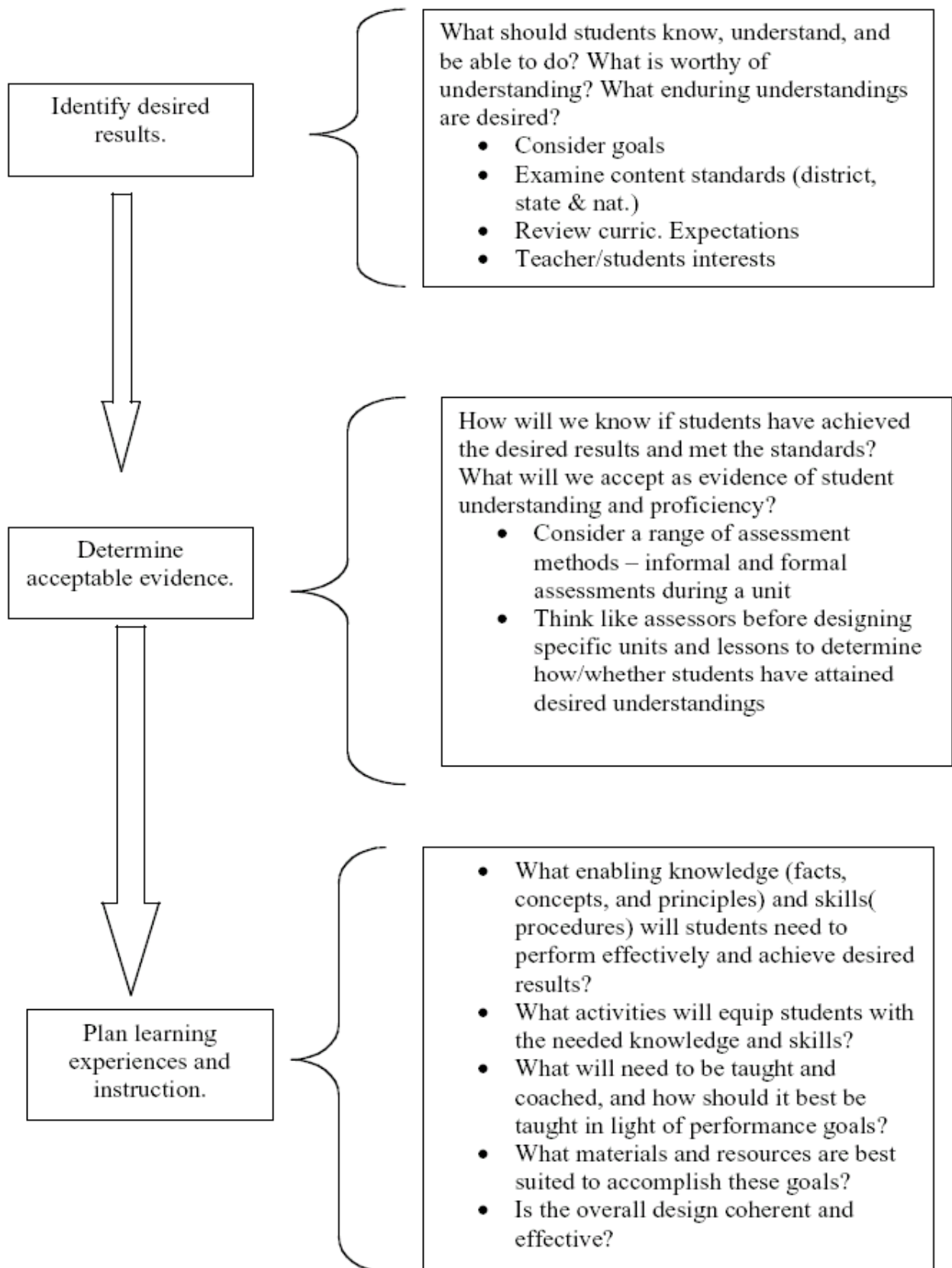
Venue: RWW129

Facilitated by: Dr Stephen Marshall, Dr Meegan Hall and Dr Amanda Gilbert, University Teaching Development Centre

- Welcome and introductions
- Overview of workshop design
- Course learning objectives, review and relationships with other courses
- Morning Tea (around 11.15am)
- Course design
- Workload

“all models are wrong; some models are useful”

Backwards Design



Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe

Directed Paraphrasing (1)

In 1 or 2 concise sentences, using everyday English, describe your course – e.g. “Phrenology 101 is...”. Write a description that will be acceptable to your colleagues and make sense to and motivate your students – even those of non-English-speaking backgrounds (NESB).

_____ is....
(insert course name above)

Reference: Angelo, T. A. & Cross, K. P. (1993). *Classroom Assessment Techniques: A handbook for college teachers*, 2nd ed. San Francisco: Jossey-Bass: pp. 232-235.

Cognitive Level(s) of Outcomes

LO1	
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LO2	
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LO3	
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LO4	
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LO5	
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LO6	
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LO7	
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A Revision of Bloom's Taxonomy (From Anderson & Krathwohl, 2001)

CREATE

*Generate, Plan,
Synthesize,
Produce the New*

EVALUATE

*Critique or Judge based on
Explicit Standards/Criteria*

ANALYZE

*Break Down, Relate Parts &
Whole, Organize*

APPLY

*Follow Procedures to Solve Problems
or Carry Out Tasks*

UNDERSTAND

*Connect New Learning to Prior Knowledge by
Interpreting, Classifying, Comparing,
Summarizing, etc.*

REMEMBER

*Elaborate, Encode, and
Retrieve Information from
Long-term Memory*

Reference: Anderson, L. & Krathwohl, D.R. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives* (Abridged Edition). NY: Allyn & Bacon.

An example (MARK311)...

By the end of this course students should be able to:

1. Summarise the volatile and changeable nature of the market place and organise marketing theories and knowledge accordingly. [MA2, 7]
Understand - Analyse
2. Understand and critique the main elements of an integrated marketing plan and how it can assist in successful marketing strategy implementation. [MA2]
Understand - Evaluate
3. Use techniques for undertaking strategic market analysis and formulating marketing strategies within an identifiable business model. [MA3]
Apply
4. Utilise critical and creative thinking skills to facilitate ongoing learning that is able to adapt to the dynamic business environment. [MA6]
?
5. Articulate their own mental model of marketing including the drivers and enablers of customer demand, the CMO role, and Shareholder Value creation. [MA5, 7]
Understand - Evaluate
6. Creatively apply strategic marketing thinking in a way that fosters and rewards sustainable approaches to customer need fulfilment. [MA8]
Apply - Create

Sharpening up Learning Outcome Statements

If you want your students to...

...then use one or more of these verbs

Know ...

state, define, list, name, write, recall,
recognise, label, reproduce

Understand ...

identify, justify, select, indicate, illustrate,
represent, formulate,
explain, contrast, classify.

Apply ...

predict, demonstrate, instruct, compute,
use, perform

Analyse ...

analyse, identify, differentiate, separate,
compare, contrast, solve

Synthesise ...

combine, summarise, restate, argue,
discuss, organise, derive, relate,
generalise, conclude

Evaluate ...

judge, evaluate, determine, support,
defend, attack, criticise, select

Guidance on creating effective learning objective statements

The purpose of learning objectives is to clarify the scope, extent, and effects of teaching and learning so they must be 'precise, challenging and complete' (Laurillard, 2002, p. 183).

Characteristics of objectives (S.M.A.R.T.)

Specific: each objective should address a single aspect of student performance and should be unambiguous (see the list of words to avoid below).

Measurable: each objective must be measurable either quantitatively or qualitatively and should contain clear criteria for how performance will be assessed or apparent.

Achievable: each objective should be appropriate to the level of the course and the students and able to be achieved with the resources and time available.

Relevant: each objective should clearly relate to the course or programme and reflect an awareness of student capabilities and experience.

Time-based: each objective should be associated with some form of deadline or time span within which it should be achieved.

Phrasing of objectives

Objectives should comprise an active verb, its object, and a contextual or conditional phrase. It can be helpful to consider Bloom's taxonomy of cognitive objectives (Bloom, 1956) when designing objectives and courses at higher levels should emphasize *Analysis*, *Synthesis* and *Evaluation* over *Knowledge* and *Comprehension*. The following table suggests relevant active verbs and also verbs that should be avoided.

Knowing	Comprehending	Applying	Analysing	Synthesizing	Evaluating
Write	Explain	Use	Analyze	Plan	Judge
List	Summarise	Compute	Categorize	Integrate	Recommend
Label	Paraphrase	Solve	Compare	Formulate	Critique
Name	Describe	Demonstrate	Contrast	Theorize	Justify
State	Illustrate	Apply	Separate	Design	Check
Define	Interpret	Construct	Differentiate	Build	
Recognise	Exemplify	Execute	Organise		
Remember	Classify	Implement	Attribute		

Avoid: know, comprehend, understand, appreciate, familiarize, study, be aware, become acquainted with, gain knowledge of, cover, learn, realize.

Checklist

- Does the learning objective relate to the overall aims of the course and of the major?
- Is the learning objective measurable?
- Does the learning objective target one specific aspect of expected performance?
- Is the learning objective student-centered - that is does it describe what a student will be able to do?
- Does the learning objective utilize an effective, action verb that targets the desired level of performance?
- Does the set of learning objectives address a range of cognitive levels?
- Does the learning objective match instructional activities and assessments?

Learning objective stems

These example stems are provided to help with the rephrasing of objectives and as an illustration of the principles outlined on the page above. They would normally start with a phrase such as "Upon completion of this course, students will..."

Knowledge

Define ...

List characteristics of ...

Comprehension

Illustrate understanding of ... by generating examples of ...

Describe applications of ...

Explain the basic principles of ...

Distinguish between ... and ...

Application

Apply information relevant to ... in effective implementation of ...

Apply knowledge of information resources and technologies in collecting, accessing, analyzing, and using ... in decision-making

Apply ... to support analysis and decision-making

Demonstrate leadership, interpersonal, and communication skills (oral and written) in ... in diverse organizational environments

Analysis

Use the concepts and tools of ... in the analysis of ...

Identify situations and issues that require ...

Compare and contrast ... and ..., so as to determine ...

Synthesis

Summarise the major criticisms of ...

Explain the relationship between ... and ... and their impact on ...

Outline the major principles of ...

Evaluation

Describe alternative approaches to ... and critique their relative strengths and weaknesses

References

Bloom, B.S. (Ed.) (1956) *Taxonomy of Educational Objectives: The classification of educational goals: Handbook I, Cognitive Domain*. New York ; Toronto: Longmans, Green.

Laurillard, D. (2002). *Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies* (2nd ed.). London: Routledge.

Mandernach, B. J. (2003). *Writing Quality Learning Objectives*. Retrieved 10 July, 2008, from <http://www.park.edu/cetl/quicktips/writinglearningobj.html>.

Relationships between courses, majors and LOs

MA1

MA2

MA3

MA4

MA5

MA6

MA7

1st year

2nd year

3rd year

MARK MA6: Communicate effectively within the marketing context (e.g. oral and written).

MARK MA8: Utilise critical and creative thinking skills, individually and within teams.

MARK MA7: Critically evaluate challenges facing marketing leaders.

MARK MA2: Organise and critique marketing issues and decision making from a range of perspectives



MARK101 LO6: Organise and explain processes involved in the preparation of marketing strategies and plans.

MARK211 LO6: Produce a marketing plan.

MARK311 LO2: Understand and critique the main elements of an integrated marketing plan and how it can assist in successful marketing strategy implementation.



Remember/Explain

Apply/Analyse

Understand/Evaluate

MARK101 LO5: Analyse marketing problems associated with the processes involved in making marketing decisions and present coherent solutions to such problems.

Apply/Analyse

MARK MA3: Comprehend and use problem-solving skills in relation to marketing decision-making, theories and practices.

MARK211 LO6: Use financial problem-solving techniques to conduct a marketing opportunity analysis

Apply/Analyse

MARK311 LO3: Use techniques for undertaking strategic market analysis and formulating marketing strategies within an identifiable business model.

Apply/Analyse/Create

		GA1							
		LG1 Critical & Creative Thinking							
Course Codes		LO1a Adapt theory to real world		LO1b Multiple frames		LO1c Problem Solving and Anal		MA3 Comprehend and use problem-solving skills in relation to marketing decision-making, theories and practices.	
		ACCY	111	M	G			H	G
ECON	130	L	G			M	G		
QUAN	102	L	G			M	G		
MARK	101	H	G	L		M	G	H	G
INFO	101	H	G			H	G		
MGMT	101	M	G	M	G	L			
FCOM	111	M		H		L			
BCA Core									
ACCY	001								
ACCY	211								
MARK	151	H	G	L		M	G	H	G
MARK	202	H	G	H	G	M	G	H	G
MARK	203	H	G	H	G	H	G	H	G
MARK	204								
MARK	211	H	G	M		H	G	H	G
MARK	252	H	G	H	G	M	G	H	G
MARK	261	H	G	M		H	G	H	G
MARK	301								
MARK	302								
MARK	304								
MARK	306								
MARK	307								
MARK	308								
MARK	309								
MARK	310								
MARK	311	H	G	H	G	M	G	H	G
MARK	313								
MARK	314								
MARK	315								
MARK	316								

H M L Skill development
G = Assessment for Grading
A = Assessment for AoL

Directed Paraphrasing (2)

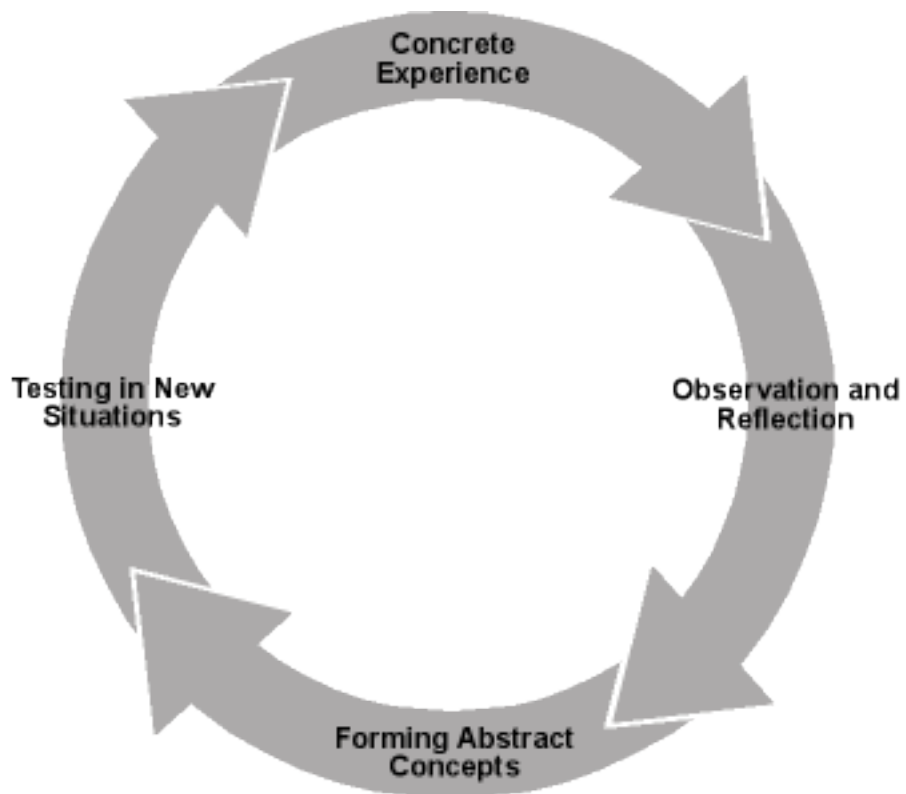
In 1 or 2 concise sentences, using everyday English, describe your course's relationship to the other courses in the Major – e.g. “Phrenology 101 will build on... and prepare you for ...”.

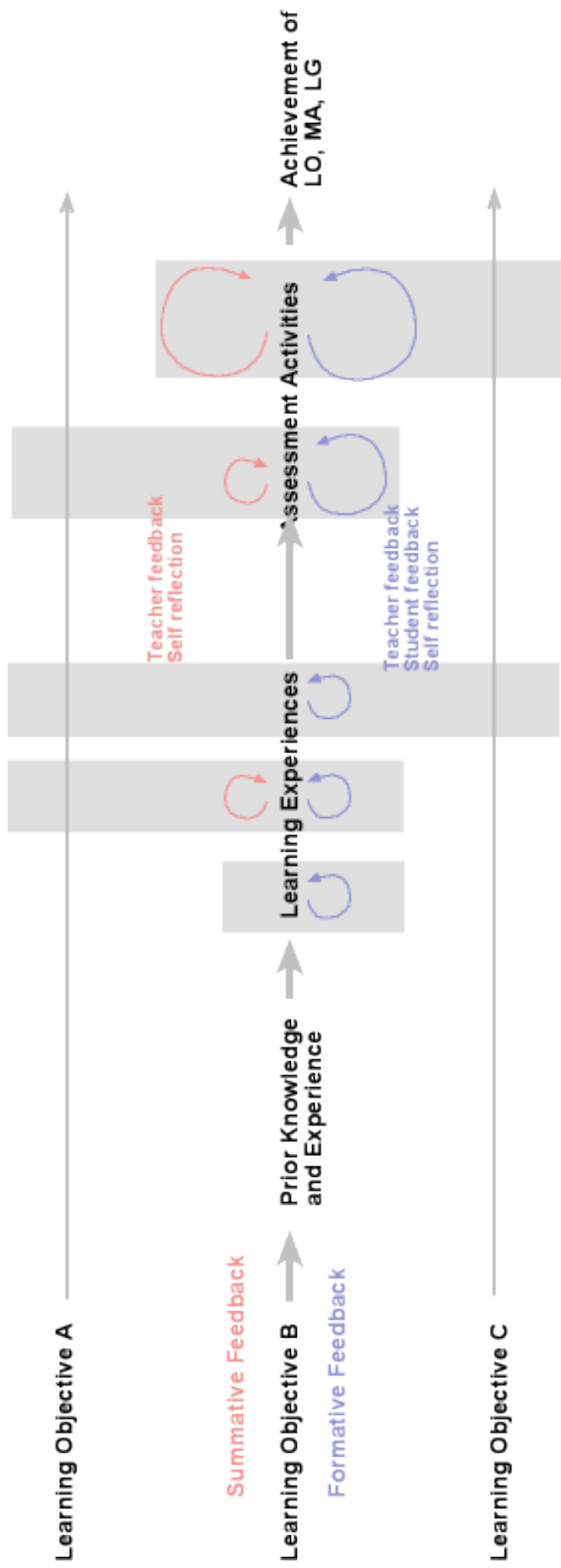
_____ will....
(insert course name above)

Supporting student achievement of LO

- How would you know if students have achieved the outcome to the required standard?
- What preparation would the students need for that measurement?
- How would they get formative feedback on how well prepared they are?
- How can that achievement be assessed?
- What opportunities are there for students to reflect on their performance and improve it?

Kolb's Experiential Learning Cycle





Course (Re)Design–A Frame for Mapping Learning Objectives

Student Learning Objectives (LOs)	Diagnostic Assessments	Major Learning Activities/ Tasks	Formative Assessments	Summative Assessments	Workload
What & how well are students expected to know and be able to do by the end of course?	How will you find out what students already know and can do – and how well – re: LOs, when they begin?	What will students do in order to develop/ practice/ master those LOs?	How & when will you provide feedback for learning before high-stakes assessments?	How & when will you assess, mark, and grade individual achievement of LOs?	How many hours will you and your students devote to this LO (15 pts = 150 hours or students)
1.					
2.					
3.					
4.					

Effective FEEDBACK for Learning

- Comes from credible and trusted sources
- Multiple, reinforcing sources
- Focused on work or behaviour, not the person
- Criteria, not norm-referenced
- Descriptive, rather than evaluative
- Timely
- Iterative – part of a regular process
- Limited to what matters most
- Specific and concreted
- Possible to implement, given skills and time available
- Offers some choices
- Provides enough and strong enough evidence to support judgements and decisions made
- Involves self-assessment, as well

Rubrics

	Below Expectations	Meets Expectations	Above Expectations
Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading; layout (?)	Consistent misspelling; non-existent or incorrect punctuation; grammatically poor; very sloppy proofreading.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader	Minimises spelling mistakes; correct punctuation, grammatically correct; neat presentation
Vocabulary: Originality, breadth, appropriateness, variety.	Excessively limited or inappropriate or repetitive vocabulary	Generally appropriate vocabulary; not overly repetitive	Highly appropriate, well chosen, broad and creative vocabulary
Style: Sentence construction, flow, appropriate to audience	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style inappropriate for audience. Waffling. Sentence structure too complex	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience	Variety of sentence construction; logical flow; style highly appropriate for task and audience; avoids clichés.
Meaning and Content: Answers the question, succinct, appropriate complexity	Meaning confused/unclear; or overly complex	Meaning reasonably clear; occasionally wanders off track but answers the question; not over-elaborated or over-complicated	Meaning effectively and efficiently conveyed; highly focused on the question; easily understood
Academic Integrity: Appropriate use of referencing and avoidance of plagiarism	Signs of unattributed work from other sources. OR Does not attempt to use APA or accepted alternative referencing system.	Other sources acknowledged through quotes and references to others' work. No signs of plagiarism. Uses APA or accepted alternative referencing mostly consistently and correctly	Clearly acknowledges the work of others by appropriate referencing. No signs of plagiarism. Uses APA or accepted alternative referencing consistently and correctly
Holistic judgement:	Unsatisfactory written communication	Satisfactory written communication	Written communication exceeds standard

Effective ASSESSMENT for Learning

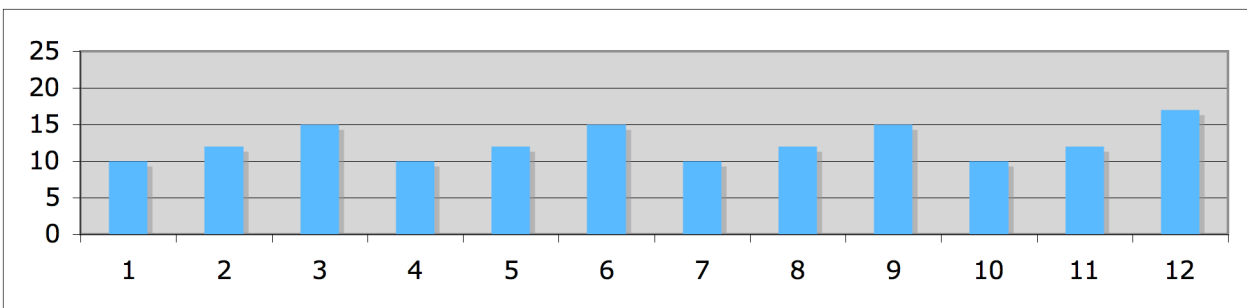
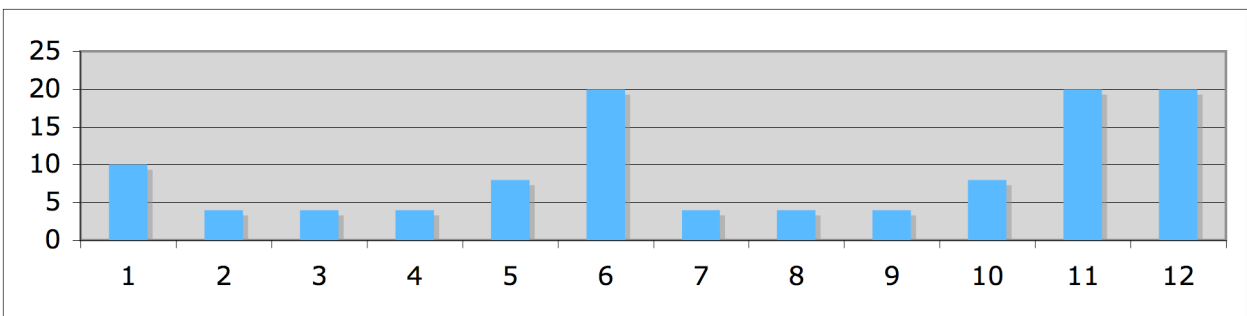
- Uses language and examples that are equally familiar to all those undergoing the assessment
- Focuses only what the learning goal/objective specifies
- Elicits consistent performance from learners and teachers
- Ensures academic integrity
- Is timely
- Is relevant to world performance demands
- Is efficient for learners and assessors
- Is educative

Workload

Students: 15 points = 150 hours

Staff?

- Focus on important LOs
- Communicate expectations
- Scaffold when work occurs



Directed Paraphrasing (3)

In 1 or 2 concise sentences, using everyday English, describe how you (will) have designed this course to support student achievement of the LOs – e.g. “Students in Phrenology 101 will undertake... ”.

Students in _____ will
(insert course name above)

A Few Potentially Useful References

Victoria University regulations and templates for course outlines:

<https://intranet.victoria.ac.nz/academic//publications/courses.aspx>

Altman, H.E. & Cashin, W.E. (1992). *Writing a syllabus*. IDEA paper #27.

http://www.idea.ksu.edu/papers/Idea_Paper_27.pdf

Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. (2nd ed). San Francisco: Jossey-Bass.

Biggs, J. (2003) Aligning Teaching and Assessing to Course Objectives. In *Teaching and Learning in Higher Education: New Trends and Innovations*. University of Aveiro.

<http://event.ua.pt/iched/main/invcom/p182.pdf>

Bransford, J.D. Brown, A.L., and Cocking, R. R. (Eds.) (1999). *How people learn: brain, mind, experience, and school*. Washington, DC: National Academy Press.

Fink, L. D. (2005). *Integrated course design*. IDEA Paper #42.

http://www.idea.ksu.edu/papers/Idea_Paper_42.pdf

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.