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

Identify desired results.

What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?
- Consider goals
- Examine content standards (district, state & nat.)
- Review curric. Expectations
- Teacher/students interests

Determine acceptable evidence.

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
- Consider a range of assessment methods – informal and formal assessments during a unit
- Think like assessors before designing specific units and lessons to determine how/whether students have attained desired understandings

Plan learning experiences and instruction.

- What enabling knowledge (facts, concepts, and principles) and skills(procedures) will students need to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught in light of performance goals?
- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?

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)

## Cognitive Level(s) of Outcomes

<table>
<thead>
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<th>LO1</th>
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<td>LO2</td>
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<td>LO3</td>
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<td>LO6</td>
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<td>LO7</td>
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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

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.

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

**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


Relationships between courses, majors and LOs

**1st year**
- MA1

**2nd year**
- MA2
- MA3

**3rd year**
- MA4
- MA5
- MA6
- MA7
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.
MARK MA3: Comprehend and use problem-solving skills in relation to marketing decision-making, theories and practices.

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

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

MARK311 LO3: Use techniques for undertaking strategic market analysis and formulating marketing strategies within an identifiable business model.
<table>
<thead>
<tr>
<th>Course Codes</th>
<th>ACCY 111</th>
<th>ECON 130</th>
<th>QUAN 102</th>
<th>MARK 101</th>
<th>INFO 101</th>
<th>MGMT 101</th>
<th>FCOM 111</th>
<th>BCA Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>H M L Skill development</td>
<td>G = Assessment for Grading</td>
<td>A = Assessment for AoL</td>
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</tbody>
</table>

| Course Codes | ACCY 001 | ACCY 211 | MARK 151 | MARK 202 | MARK 203 | MARK 204 | MARK 211 | MARK 252 | MARK 261 | MARK 301 | MARK 302 | MARK 304 | MARK 306 | MARK 307 | MARK 308 | MARK 309 | MARK 310 | MARK 311 | MARK 313 | MARK 314 | MARK 315 | MARK 316 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| LO1a Adapt theory to real world | M | G | H | G |
| LO1b Multiple frames | L | G | M | G |
| LO1c Problem Solving and Anal | L | G | M | G |

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

Concrete Experience

Observation and Reflection

Forming Abstract Concepts

Testing in New Situations
Learning Objective A

Summative Feedback
Learning Objective B → Prior Knowledge and Experience → Learning Experiences → Assessment Activities → Achievement of LO, MA, LG
Formative Feedback

Learning Objective C

MARK311 LO6: Design and organise an integrated Marketing Plan for successful strategy implementation.

In class review 101 & 211 Case studies analysis design execution plan critique
Tutorial exercises
## Course (Re)Design—A Frame for Mapping Learning Objectives

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

1.  
2.  
3.  
4.  

Based on a KLO map created by Tom Angelo, revised 15/4/2009 by Stephen Marshall
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

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


