Deeper Learning by (Re)Design
Making Courses More Coherent, Connected and Consequential

Handout for the Morning Workshop in the University of Toledo's
2017 University Assessment Day

9:30-11:30 AM on 5 April 2017

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Values Affirmation [1]
Schnabel (2013) & Steele (2010)

On the lines below, jot down 2 or 3 of your core educational/professional values that motivate you
to invest your time and energy in activities like this workshop and University Assessment Day.

_____

_____

_____

_____

Goal Ranking and Matching [2]
Morisano, D., et al. (2010)

What specifically do <u>you</u> hope to learn/gain through participating in this morning's workshop?

Designing/Redesigning Courses for Deeper Learning – 10 Clarifying Questions

1. What is the overall purpose – or what are the overall aims – of this course?

2. Where does this course fit into the program/degree curriculum?

3. For whom is this course designed?

4. What specifically, should students demonstrate they know and can do by course's end?

5. What standards will be used to evaluate and grade students' learning?

6. How will their learning be assessed against those standards?

Bloom's Cognitive Domain Taxonomy (Revised) [3 & 4] Anderson & Krathwohl (2001)

(6) CREATE
Generate, Plan, Synthesize, Produce the New

(5) EVALUATE
Critique or Judge based on Explicit Standards/Criteria

(4) ANALYSE
Break Down, Relate Parts and Whole, Organize

(3) APPLY
Follow Procedures to Solve Problems or Carry Out Tasks

(2) UNDERSTAND
Connect New Learning to Prior Knowledge by Interpreting, Classifying, Comparing, Summarizing, etc.

(1) REMEMBER
Elaborate, Encode, and Retrieve Information from Long-term Memory

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"Blooming" - Categorizing Questions by Bloom's Taxonomy [1, 3 & 4]   Cook, E., et al. (2013)

Directions: Using the numbers 1-6 to represent the levels of Bloom's revised taxonomy (above), please identify the level of each question below.

___A. Give an example of "seasonal change"

___B. Why do the Earth's seasons change?

___C. What causes the Earth's seasons to change? (Explain how it works.)

___D. When it is winter in Toledo, OH, USA what season is it in Townsville, QLD, Australia?

___E. Where on Earth would you predict the greatest seasonal variation occurs? Why?

___F. What contribution, if any, will global warming likely make to seasonal change? Explain your reasoning.

___G. What would likely happen to seasonal change in Toledo, OH if the Earth's degree of tilt on its axis
     changed to:
     i. 45 degrees?
     ii. 90 degrees?
     iii. 180 degrees?
     iv. 0 degrees?

___H. If the Earth's orbit moved it significantly further away from the Sun, what hQ q0.,5

Bondy's Clinical Performance (Skills) Rating Scale [3 & 4]   Bondy, K.N. (1983)

(6) EXPERT INSTRUCTOR *

Clarifying Intended Learning Outcomes (ILOs)

Examples to consider, critique, and perhaps improve from Phrenology 101

1. **On completion of this course, you should be able to:**

    A. Demonstrate enhanced knowledge of the basic tenets of phrenology and its history

    B. Demonstrate understanding of what was current best practice of phrenology,
        as it was practiced in England of the 1840s

    C. Appreciate the relationship of phrenology to neuroscience

2. **When you have completed this course, you should be able to:**

    A. .List the six basic tenets of Gall's phrenological system

    B. .Identify, locate, and explain the functions of at least 30 of the "organs" of the brain

    C. .Explain the significance of organ size and shape

    D. .Identify and summarize the key contributions of at least six major figures
        in the history of phrenology

3. **To successfully complete this course, you must demonstrate you can:**

    A. Correctly locate and label all 35 organs on a map of the skull

    B. Phrenologize three subjects in one hour, summarize your analyses of all three in writing
        in the second hour, and achieve at least 85% agreement with expert analyses

    C. Prepare a character analysis and related career and marriage advice for a fourth subject,
        ach

Developing Intended Learning Outcome (ILO) Statements

Draft Learning Outcome (Write this only <u>after</u> you've answered the questions below):

_____

_____

Who? _____

Does/Will Do What? _____

_____

To/For Whom? _____

By When? _____

Where? _____

How? _____

_____

How Well? _____

Why? _____

_____

Developing Intended Learning Outcomes: An Example

First-draft Intended Learning Outcome (ILO)

Teachers in this course will design effective lessons.

Second-draft ILO

Who?	Each teacher in this course
Will do what?	Will design a lesson to pre-assess, give feedback on, teach and post-assess students' understanding of an important and potentially problematic concept
For whom?	The elementary or secondary students in their placement classrooms
When?	Between semester weeks four and six
Where?	In her or his placement classroom
How?	Through an annotated lesson design, related assessments and assignments
How well? (to what standard?)	At the 'meets expectations' level or above on the assignment grading rubric as assessed by the course instructor—and by an expert school teacher
Why?	In order to demonstrate an appropriate level of skill in effective, research-based lesson design

Third-draft ILO

Between semester weeks four and six, each teacher in this course will present an annotated lesson designed to pre-assess, give feedback, teach, and post-assess their placement students' understanding of an important and problematic concept, in order to demonstrate an appropriate level of skill in effective, research-based lesson design.

Standard: The quality of the annotated lesson and related materials must be assessed at the 'meets expectations' level or above, overall, on the assignment grading rubric by both the course instructor and by the external assessor (an expert school teacher and student-teacher mentor).

Fourth-draft ILO

All teachers who successfully complete this course will have met or exceeded expectations in:

Designing an effective, annotated, research-based lesson
[With reference to relevant assessment plan and standards]

Applications Card [5]

Interesting or promising IDEAS/TECHNIQUES from this session	Some possible, potential APPLICATIONS of those ideas/techniques to my work

_____

NOTES

Morning Workshop Feedback Form [4]

Overall Feedback – Please circle the rating for each item which best represents your experience and evaluation of this workshop.

1. Overall, the <u>value</u> of what I learned in this workshop is

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

2. Overall, the <u>quality</u> of this workshop is

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

3. Overall, I rate this workshop leader's <u>effectiveness</u> as

5	4	3	2	1
Very High	High	Adequate	Low	Very Low

Comments on this workshop

4. Which two or three specific aspects of this workshop were most useful/helpful/interesting?

5. Which specific aspects could have been improved?

6. What possible follow-up, if any, from the University of Toledo might be helpful?