



**SUPPORTING FLEXIBLE
INSTRUCTIONAL SKILLS
DEVELOPMENT:**
A Collaborative Teaching
and Learning Series

 COLLEGE of SOCIAL AND
APPLIED HUMAN SCIENCES

 GORDON L.
LANG
SCHOOL of BUSINESS AND ECONOMICS

Effective and Flexible Course Design: The Big Picture

Housekeeping

- Please use the chat function for discussion and post any questions to the facilitators using the Q and A feature.
- This session will be recorded and the recording will be made available to those unable to attend synchronously.
- Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

Welcome

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Your Facilitators

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Supporting Flexible Instructional Skills Development: Webinar Overview

- *Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection*
- *Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom*
- **Thursday, June 4: Effective and Flexible Course Design: The Big Picture**
- Tuesday, June 16: Enhancing Active & Collaborative Learning in Flexible Course Design and Delivery
- Tuesday, June 30: Designing Assessments: A Learner-Centred Approach
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Let's get started!

Throughout this session, we hope that you will have opportunities to:

- Examine and discuss evidence informed and pedagogically aligned flexible teaching and learning approaches; and
- Explore how to apply flexible teaching and learning strategies to your own courses.

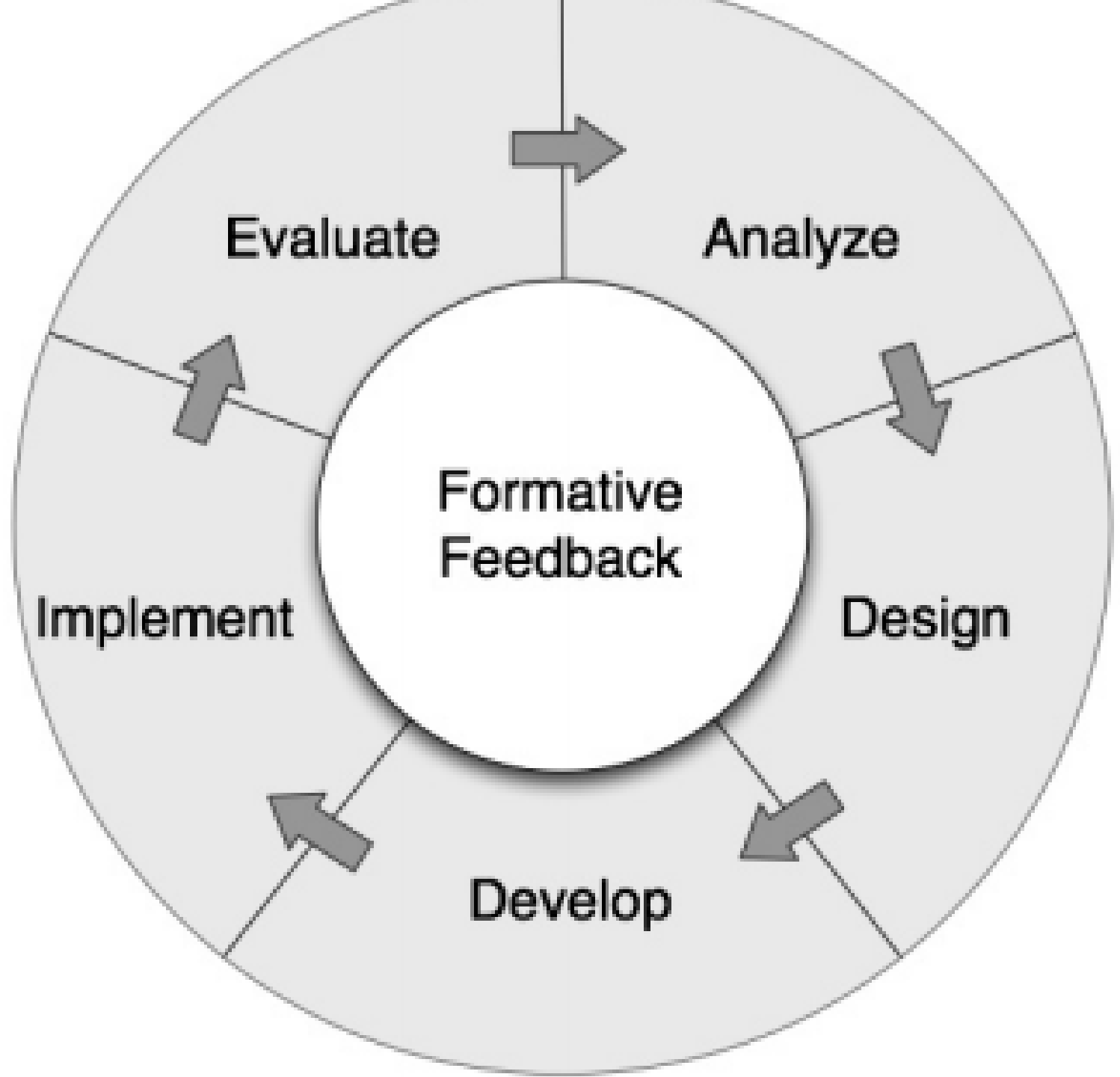


How are we feeling?

- Think of three words that represent how you, personally, are feeling about course preparation for the Fall 2020 semester.
- On your device, go to www.menti.com and enter the code on the screen.



ADDIE Model



Where does your course fit?

Contextual Factors: Course-level

- Year/level of course
- Prerequisites and restrictions
- Course description

Contextual Factors: Policies

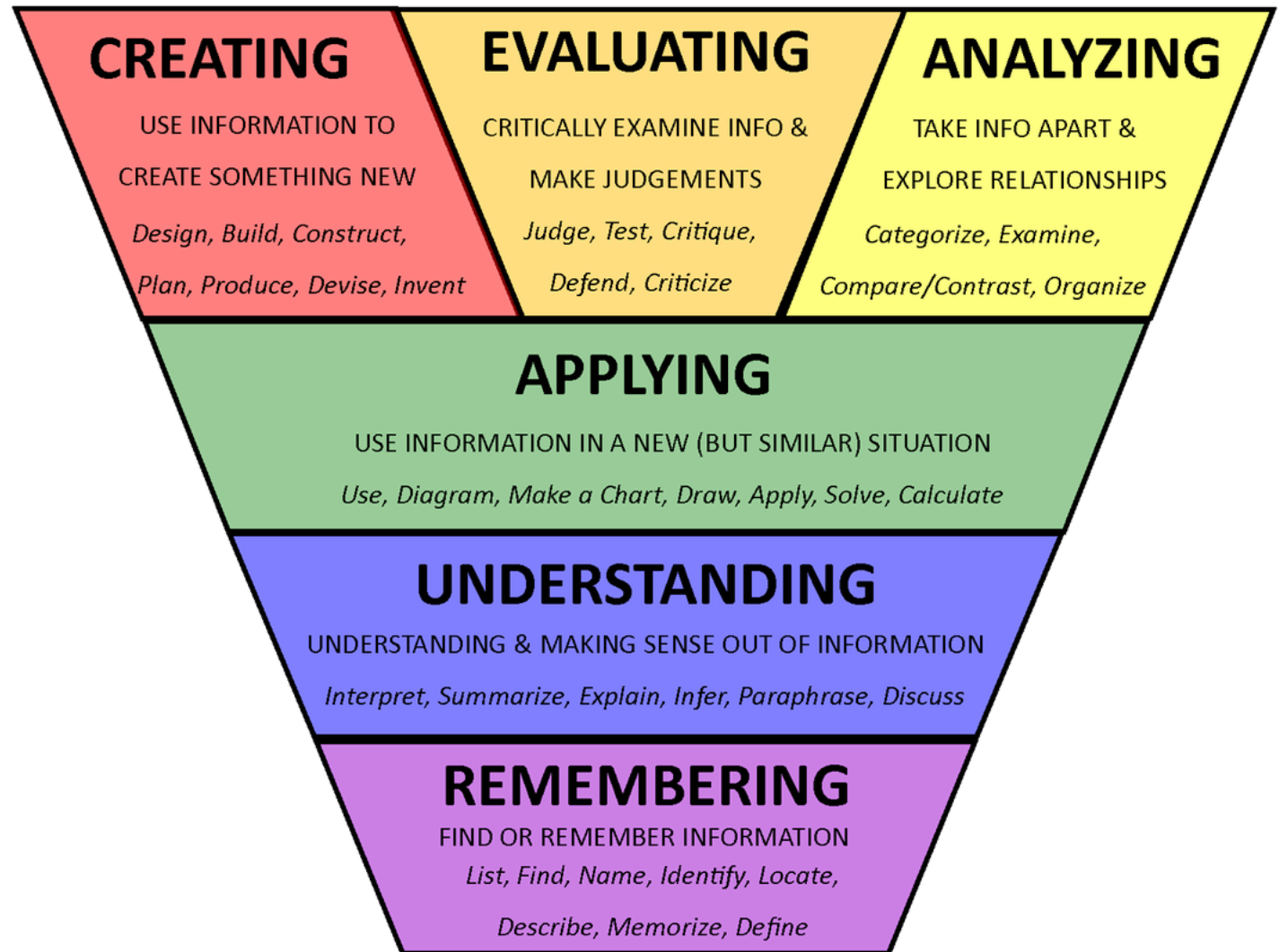
- Class sizes, number of sections
- Class length
- Department
- University

Setting Effective Targets

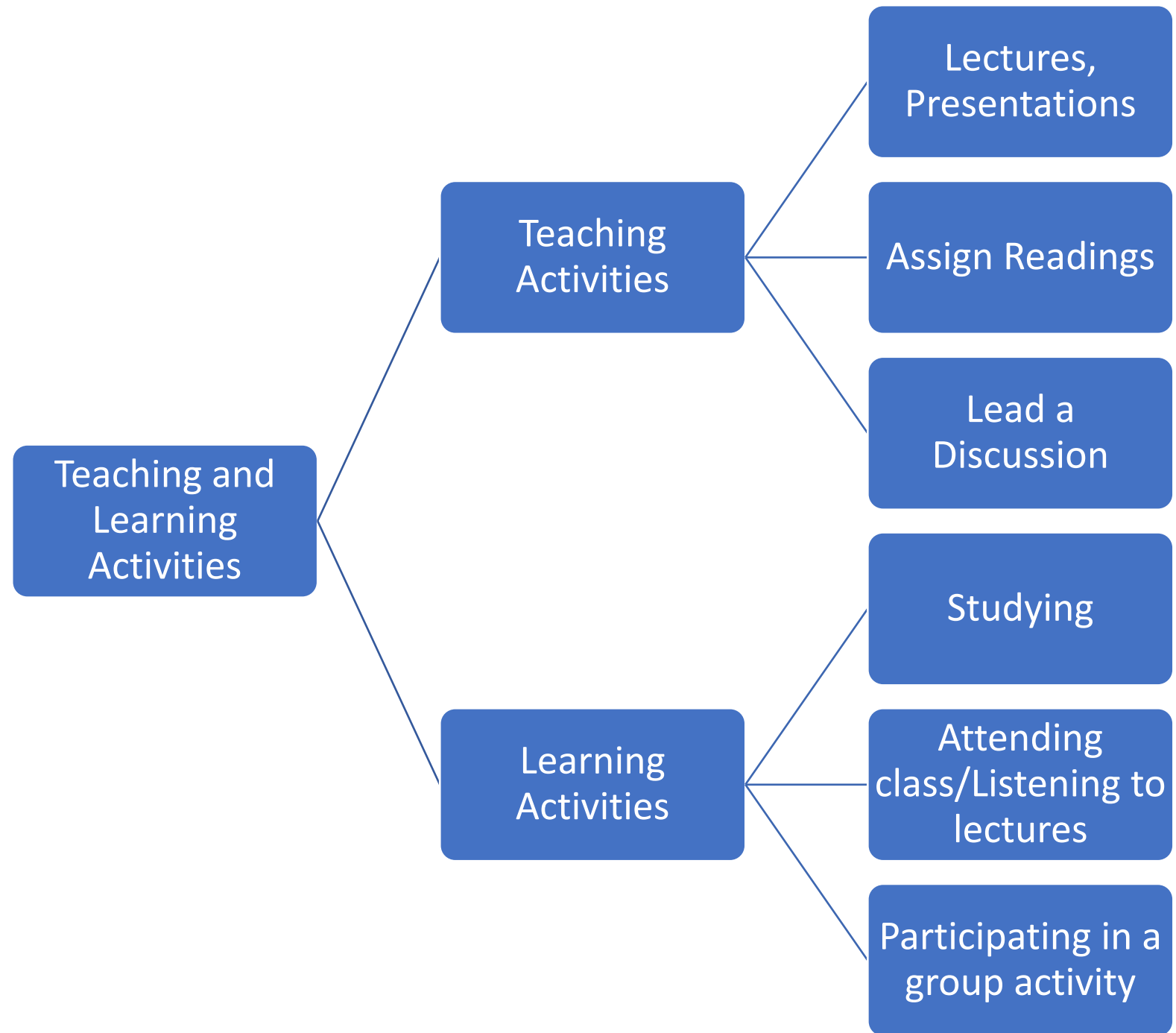
What are the most important things that students should be able **to know** (content knowledge) or **do** (skill development) by the end of the course?

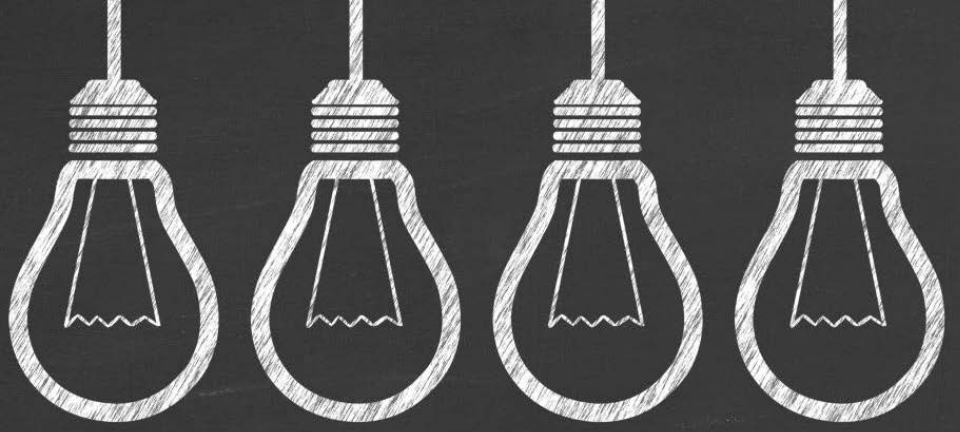
Instructional Goals	Learning Outcomes/Targets
<ul style="list-style-type: none">• Focus on what the <i>instructor</i> will do in the lesson/course• Answers the question: “What opportunities does this lesson/course provide students?” <p>Example:</p> <p>This slide will enhance participants knowledge about the difference between instructor goals and intended learning outcomes.</p>	<ul style="list-style-type: none">• Learner centredness is key: focus is on what the <i>learner</i> will do in the lesson/course• Answers the question: “What should the student be able to do/know by the end of this lesson/course?” <p>Example:</p> <p>By the end of this slide, participants will be able to identify the key differences between instructor goals and intended learning outcomes.</p>

Setting Effective Targets



Selecting Teaching and Learning Activities

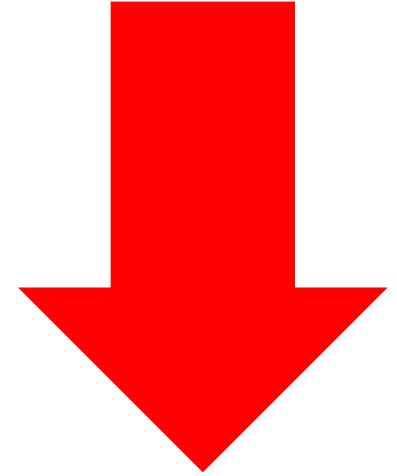
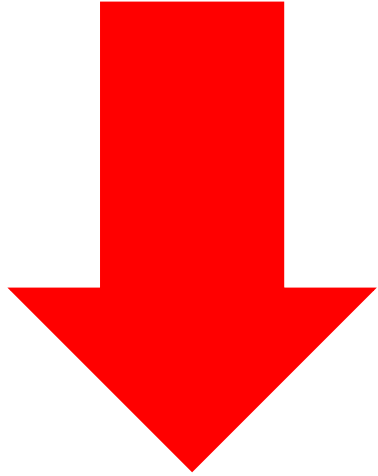




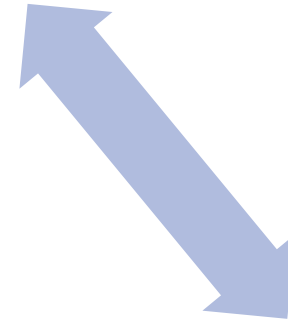
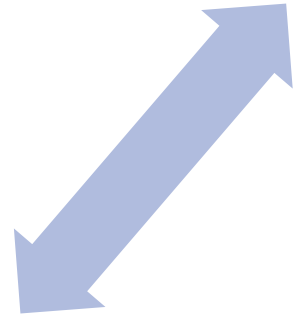
Selecting Teaching and Learning Activities

- Important to build alignment across the **intended outcomes (targets)**, the **instructional methods** (teaching), and **the assessment** (learner activities) (Biggs, 2016).
- This is where you can pivot and be ***flexible***

What things do you expect your students to be able to do at the end of the subject?



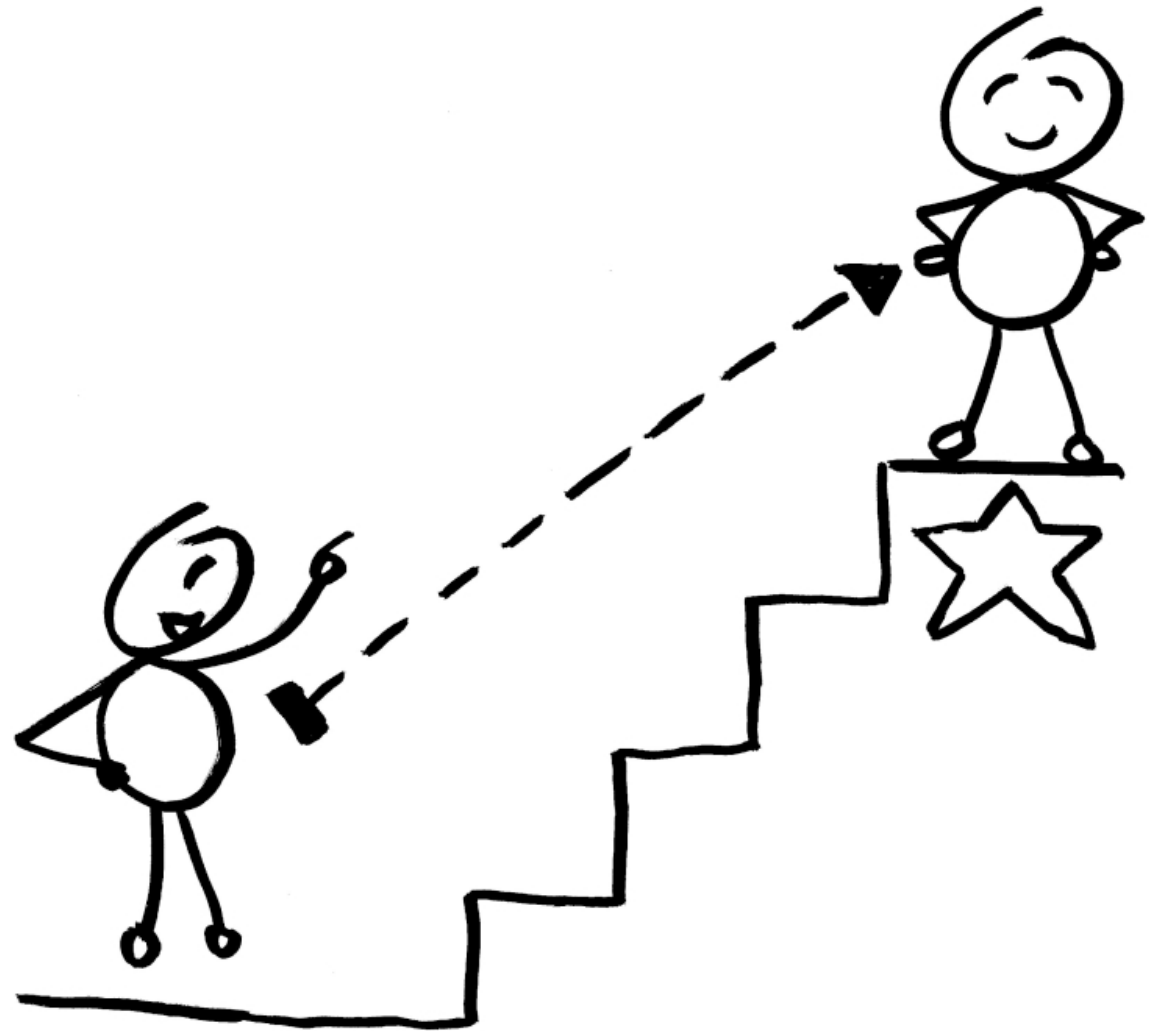
How do you teach your students about these things?



How do you assess your students on doing these things?



Selecting
Teaching and
Learning
Activities



Course Planning Process (one option)



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Course Planning Template

Dates/ Lesson #	Topics to be Covered	Key Intended Outcomes	Teaching Activities Planned	Learning Activities Planned	Materials/Tools Required	Prep/Actions Required
EXAMPLE September 12 th Lesson #3	<ul style="list-style-type: none"> - Intro to reflective practice (RP) - Review RP techniques 	<ul style="list-style-type: none"> - Learners should be able to define RP in their own words - Learners should be able to identify at least 3 RP techniques and articulate how to apply at least 2 of them to their own context 	<ul style="list-style-type: none"> - <u>Powerpoint</u> slides and presentation - Facilitated/guided discussion - Provide a worksheet/<u>one page</u> summary handout 	<ul style="list-style-type: none"> - Small group discussions (with set of questions and topics) 	<ul style="list-style-type: none"> - Zoom pro license (breakout rooms needed) - 	<ul style="list-style-type: none"> - Finalize <u>powerpoint</u> slides - Put participants into breakout room groupings - Get co-facilitator to edit worksheet/summary draft

Course Planning Process: Key considerations

- Look for alignment and pay attention to learning processes
- Consider incorporating flexible delivery methods
- Consider using different kinds of media (helps satisfy different learner preferences and creates robust learning experiences!)
- Think about how you can make at least some aspects interactive
- Don't forget about accessibility considerations



Lesson Planning Template

Topic

Time required

Course Outcome(s)

Teaching activities

Learning activities

Assessment

Lesson Planning Template: Example

Topic: Developing Meaningful Learning Outcomes

Week: 3

Time required: 1.5 hours

Intended Lesson Outcome(s):

- Examine and apply Bloom's Taxonomy to learning course development
- Create learning outcomes that increase in level of thinking

Teaching activities

- Review literature related to Bloom's Taxonomy and student success

Learning activities

- Think-Pair-Share "What is one thing you already know about outcomes?"
- Gallery walk (virtual)

Assessment

- Written Assignment and Reflection

Tips for Developing a Lesson Plan (in the time of COVID!)

Taking the time to plan things out now will help you in the long run

Remember to ensure constructive alignment-
prioritize your outcomes!

Consider how flexibility could be incorporated into your teaching and learning activities

Watch out for expert blind spot and cognitive load issues

Don't be afraid to try something new. You can test it out in advance and we are all in this together

Takeaways

- What is one takeaway from this session you will consider in your own teaching practice?
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Additional Resources

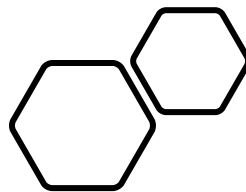
- Teaching and Learning Resource Centre (CSAHS)
<https://tle.uoguelph.ca/>
- Teaching and Learning Resource Website (LANG)
<https://www.uoguelph.ca/lang/teaching-learning-resources>
- Remote Teaching Webinar Series (OpenEd)
<https://opened.uoguelph.ca/instructor-resources/remote-teaching-webinar-series>
- Remote Teaching & Learning Support (OpenEd)
<https://opened.uoguelph.ca/instructor-resources/remote-teaching---learning>
- Teaching Talks (OTL)
<https://otl.uoguelph.ca/teaching-talks>
- Society for Teaching and Learning in Higher Education (STLHE)
<https://keep-teaching.ca/>





Questions?

Thank you!



Please reach out with questions at
any time to us directly

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Chris Donaldson at
chris.Donaldson@uoguelph.ca



References

- Ambrose, Susan A., et al. (2010). *How Learning Works : Seven Research-Based Principles for Smart Teaching*, John Wiley & Sons., Incorporated.
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