Design On Purpose

Dr. Michelle Greene
Lecturer, Chemistry & Director, Collaborative Learning Center
Source Material
Purpose of Workshop Series

Help you build an online course in which…

- Students learn through engagement and participation
- Your efforts are maximized
Learn about Learning Objectives

- We do have them
- We just need to learn to use them…
  …and keep them front and center in the course
3 Essential Questions for Design

- What do you want students to learn?
- How will you know if they have learned it?
- What do the students need to succeed?
• Everything starts with your learning objectives
• Students have to be reminded periodically of purpose and connection to objectives
• Close the loop
What do you want students to learn?

Determine your course objectives (goals)

Everything else should align with those goals
- Content
- Assessment
- Method of instruction
What do you want your students to learn?

Questions to ask yourself

• Why is it valuable for a student to take my class?
• What can a student walk away with that will be helpful for them in the future?
• Why is the class I am teaching being taught at UAH?
Ideas of What You Want Your Students to Learn
How Will We Know If They Have Learned?

Activities/Assessments matched to learning objectives

Keep learning objectives in students’ mind – if they know why they are doing something, they are more likely to try to do it well
Every module should have objectives associated with it – state them upfront

“In this section, you will learn:”

“After completing this module, you will understand (consult Bloom’s taxonomy)”

Mention them in an introductory video
Online Issue

0 points = 0 minutes

Low stakes activities
• Pay attention to key aspects of course
• Missing an assignment will also bring attention to information at a low cost
Online Issue

Major assessments are “buried” in the course

- Listed in syllabus
- Noted in communications to students

Students need assistance to focus on key determinants for success
Ideas for a Solution

Early activity which requires the student to engage with major assessment

- Discussion – question or topic they expect to be on the major assessment (final exam)
- Writing assignment on requirements and expectations (paper or project)
- Establishment of etiquette rules and forms of communication (group projects)
- Automatically graded Canvas quiz on topics, requirements, etc. (large classes)
What would you do to bring attention to a major assessment in your class?
Sanity TIP
Create an Instructor Calendar for Yourself

As you build your class, fill out a calendar with:

- Due dates of assignments
- Due dates of assessments
- Block off grading times
Online Issue

- Students consider activities online to be busy work
Instructions for an Activity
“Here is what I want you to do. Here is why I want you to do it. Here is how to do it.”

Online students want instructions
· Concise
· Complete
Idea for a Solution: Reflection

- Metacognitive benefits
  - Retrieval
  - Elaboration
  - Generation

- Allow audio/visual/written reflection – agency

- Students should think about what they are learning – not just the “formula”

- Restate the learning objectives in your own words
Idea for a Solution: End of Class – Three Takeaways

- What three things have you learned in this class?
- Audio/video/written – limits on length!
- Consider a think-pair-share or discussion post for this
- Particularly good for classes with varied backgrounds to help broaden views