

INSTRUCTION ADVANCED

Creative Course Delivery
Toolkit Training #3

Welcome to Instruction Advanced!

Remote Participants:

- Please mute your audio
- You may keep your video on or turn it off – your choice!
- A moderator will be monitoring the chat for questions

In Person Participants:

- Wear a mask!
- Remain socially distanced (6 ft) from others in the room
- Raise your hand if you have a question

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This workshop:

- is an overview of resources & best practices
- filled with ideas you can use in your courses
- includes technology demonstrations

This workshop is not:

- hands-on
- a comprehensive course redesign
- prescriptive (use what makes sense & discard the rest!)

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Academic Continuity Team (ACT)

Cyberlearning	Institute for Teaching and Learning	Information Technology Customer Service
Jessica Chill	Hillary Fuhrman	Rosalyn Donaldson
Joe Alberti	Cary Wecht	Sharyn Zembower
Stephanie Adams	Alison Kaufman	

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Academic Continuity Team (ACT)

- Resource Toolkit
- Trainings & Webinar Recordings
- One-on-One ACT Consultations
- Technology Guides

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Outcomes:

I want my course to ENCOURAGE LEARNING.

I want to OBSERVE STUDENTS DEMONSTRATING SKILLS.

I want my students to GIVE AN ONLINE PRESENTATION.

I want to FACILITATE A LAB REMOTELY.

ENCOURAGE LEARNING

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I WANT MY COURSE TO
ENCOURAGE
LEARNING.

ENCOURAGE LEARNING

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In a Spring 2020 survey of YSU students (n=1,268),

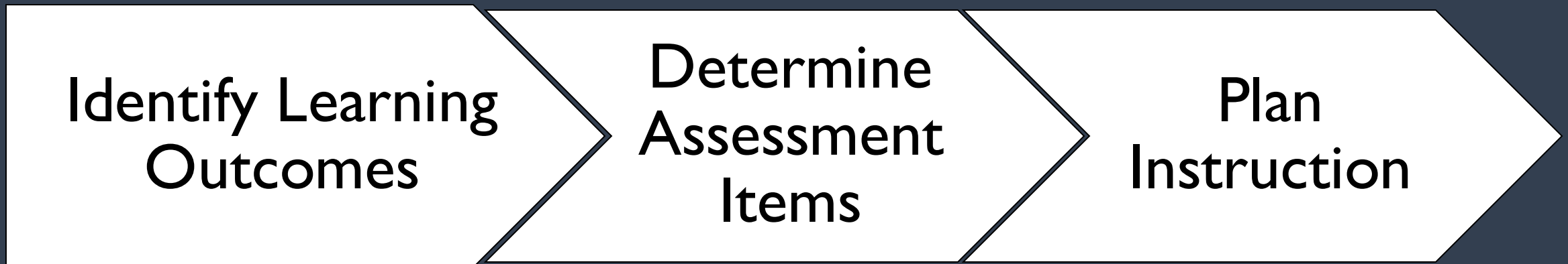
50% of students said the amount of time they spent preparing for their courses increased...

while only **27.2%** of students said they learned what they expected to from their courses.

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BACKWARD DESIGN MODEL



Resource: [Free Design Template](#)

Vanderbilt Center for Teaching

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BACKWARD DESIGN MODEL

- “Learner” focused rather than “teacher” focused
- Lends itself to transparent & integrated instruction – combats “busywork” mindset
 - *Every activity has a purpose!*
- Ensures students have knowledge to build on

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1. IDENTIFY LEARNING OUTCOMES

- Develop course-learning objectives
- List objectives in syllabus
- Post objectives in course introduction in Blackboard

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Course Learning Objectives

At the end of this course students will be able to:

Knowledge:

The student will be able to:

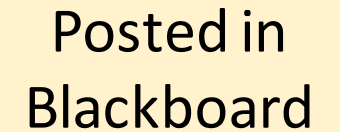
1. Describe the benefits of incorporating gamification in a classroom setting (ISTE-T 1.c, 2.b, 3.a)
2. Identify the differences and similarities between a variety of different types of video games and electronic forms of entertainment (ISTE-T 1.c, 2.b, 3.a)
3. Identify game-related skills that can be translated into gamification scenarios (ISTE-T 1.a, 2.a, 2.b, 2.c, 3.d, 5.a, 5.b, 5.c, 5.d).

Skills:

The student will be able to:

1. Develop skills of building and navigating interfaces for designing interactive experiences using extant commercial video games (ISTE-T 2.a, 2.b, 2.c, 2.d, 3.a,3.d, 5.c)
2. Evaluate educational games for pedagogical value (ISTE-T 2.a, 2.b, 2.c, 3.d)
3. Evaluate video game-related skills, techniques and knowledge for lateral application in pedagogical settings (ISTE-T 1.a, 1.c, 2.a, 2.b, 2.c, 2.d, 3.a,3.d, 5.c)
4. Build a gamification experience (ISTE-T 2.a, 2.b, 2.c, 3.d, 5.a, 5.b).
5. Peer-evaluate a Minecraft learning experience (ISTE-T 2.a, 2.b, 2.c, 3.d, 5.a, 5.b).

Posted in
Blackboard



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Effective **LEARNING OUTCOMES** are expressed as knowledge, skills, or abilities that students will possess upon successful completion of a course.

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Students will be able to (VERB) _____.

EXAMPLES

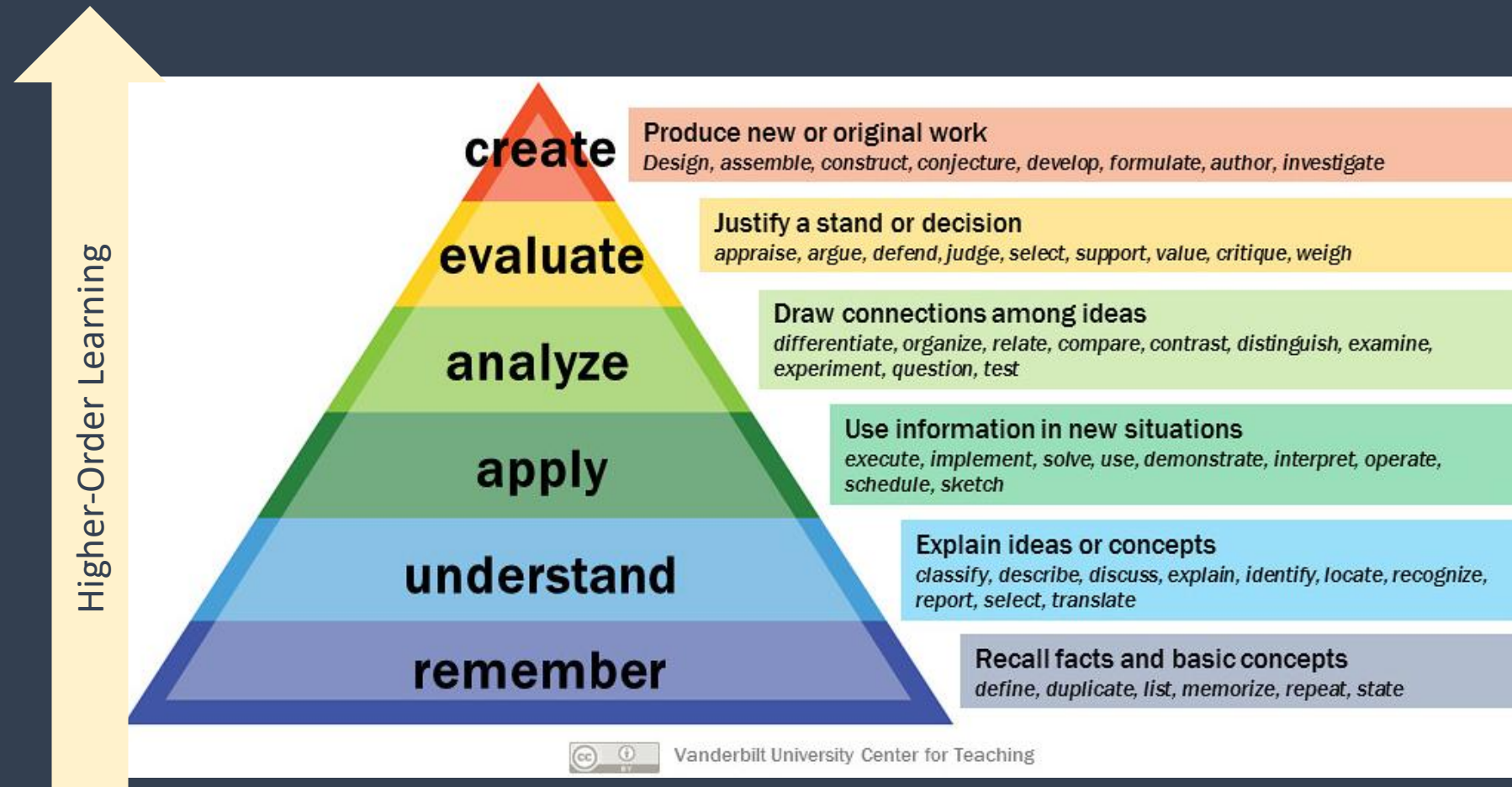
Students will be able to COMPARE African and South American art during the 1900's.

Students will be able to BUILD a model of an electrical circuit.

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Learning
outcomes are
frequently
organized around
Bloom's
Taxonomy



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Write a sample course
learning outcome -

“Students will be able to...”

Submit in the Webex chat.

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2. DETERMINE ASSESSMENT ITEMS

- What are the criteria that students will be evaluated on?
- What authentic tasks are students going to complete as evidence?

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Bloom's Level	Course Outcome	ASSESSMENTS
Remember	Recall the laws associated with probability and various statistical models	Multiple-choice questions addressing differences in statistical models and problem solving
Apply	Apply basic sociological theories to current controversies in society	Students work in groups to create a poster board presentation and present their topic of choice, explaining how it relates to a sociological theory
Create	Design an exercise program to address the needs of a specific population	Have students create a 2-week exercise plan that accurately reflects the needs of the required individual

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Rubrics are a great way to clarify expectations for students!

Rubrics contain descriptions of levels of performance for each component/criterion. They can also focus on the quality of the entire document/performance/project.

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Criteria	Excellent	Satisfactory	Unsatisfactory	Poor
Objectives 25% of total grade	100% There are clearly defined objectives that use Blooms action verbs.	75% There are clearly defined objectives.	50% Objectives for the lesson are vague.	25% There are no objectives.
Align with goals				
Narative 50% of total grade	100% There is a clear narration that presents the students with mystery or problem to solve. The narrative has extensive details as to what the students need to complete. The clues are very clear to solve the locks.	75% There is a clear narration that presents the students with a mystery or problem to solve. The narrative has some details as to what the students need to complete. The clues help the students solve the lock but could be more clear.	50% There is a narration that presents the students with a mystery or problem to solve. The narrative has vague details as to what the students need to complete. The clues can be solved with help from the teacher.	25% There is a narration that presents the students with a vague mystery or problem to solve. The clues are vague and cannot be solved.
Align with goals				
Equipment 25% of total grade	100% There is a clear list of equipment that is being used. This would include boxes for clues, types of locks, any technology that is being used such as digital locks.	75% No information for this criteria.	50% Only locks are listed.	25% No equipment is listed.

Example of a
Blackboard
Rubric

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3. PLAN INSTRUCTION

- Sequencing Learning
 - Should build on previous content
 - Progress in logical sequence
 - Be aligned with learning outcomes!

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3. PLAN INSTRUCTION

- Organizing Learning
 - Distribute content into modules (folders) by topic/outcome or week
 - Use an intuitive heading structure

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ORGANIZED INTO A MODULE



Module 1 - The Essentials of Communication

Availability: Item is hidden from students.

Enabled: Statistics Tracking

Communication is a core competency of great leaders, yet poor grammar and jargon-riddled writing run rampant in business.

Good business communication is not a luxury - it is a skill you must cultivate to be successful.

Good business communication is not just about your ability to remember high school English.

Good business communication is a tool that enables you to express your ideas clearly and persuasively to clients, colleagues, stakeholders, and partners, so they will get behind them.

You might think you are good already, and maybe you are, but you are probably not as strong in the essentials as you think, and we can all be better.

While the aim for this course is to be great, you need to make sure you are good first.

The focus of this module is to provide you the tools to ensure you have a good foundation in the essentials of business communication, so you can work to be great!

SEQUENCED

CONNECTED TO COURSE GOAL

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Dates & Module	Course Outcome(s) Covered	Attend	Read	Watch	Turn-in
<p>Week of July 20 MODULE 1 MINDSET</p> <p>Note all links to Read & Watch are in module.</p> <p>Everything will be turned-in through Blackboard by Sunday at 11:59pm.</p>	<p>Students will be able to articulate aspects of a growth mindset.</p> <p>Students will be able to reflect on their mindset towards college.</p>	<p>Group 1: Attend class M; Watch through CLASS LINK on W & F</p> <p>Group 2: Attend class W; Watch through CLASS LINK on M & F</p> <p>Group 3: Attend class F; Watch through CLASS LINK on M & W</p>	<p>Dweck pp. 5-15</p> <p>Three Mindset Shifts Article</p>	<p>TEDx Talk (Briceno)</p>	<p>Discussion Board Posts</p> <p>Growth Mindset Concept Map</p> <p>Journal Entry #1</p>

TWO MINUTE
BREAK

OBSERVE SKILLS

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I WANT TO OBSERVE
STUDENTS
DEMONSTRATING SKILLS.

OBSERVE SKILLS

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Technology allows you to observe students:

- In **real-time** using video-conferencing tools (Webex, MS Teams, Collaborate)
- Through students **recording** themselves

OBSERVE SKILLS

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RECOMMENDATION: Survey your students to ensure they have the proper technology and equipment for this type of activity. If gaps exist, encourage students to request technology from ITS or provide flexibility in assignment requirements.

OBSERVE SKILLS

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REAL TIME OBSERVATION

- Schedule one-on-one evaluations with students using Webex, Collaborate, or MS Teams
- Utilize Blackboard Collaborate breakout groups to observe group work

OBSERVE SKILLS

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- Every faculty, staff, and student have access to use Webex for classes, clubs, or group meetings
- To access students must navigate to ysu.webex.com and sign in using their YSU username and password

OBSERVE SKILLS

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WATCH: How to Schedule a Webex Meeting

OBSERVE SKILLS

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STUDENT RECORDED

- Have students record themselves using Webex or just their camera on their phones
- Create a Blackboard assignment for students to upload their submission
 - Rather than uploading a file, have students use a link from Webex, MS Stream, or YouTube

OBSERVE SKILLS

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BENEFITS OF RECORDED SUBMISSION

- Students can:
 - See mistakes during playback
 - Correct their mistakes with multiple takes
 - Increase confidence through self-reflection

OBSERVE SKILLS

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OPPORTUNITY FOR PEER FEEDBACK

- Consider an additional component, where you have students send recordings to a classmate. Have students not only **DEMONSTRATE** their skill, but also **CRITIQUE** skill proficiency.

OBSERVE SKILLS

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OBSERVE USING A RUBRIC

- Students should be aware what you are looking for – be sure it is clear
- Rubric can be built in Blackboard to make the grading simple and efficient

OBSERVE SKILLS

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CONSIDER YOUR OPTIONS

- Real-time observation:
 - More time-consuming, especially in large classes
 - Promotes formative feedback & minor adjustments
 - Opportunity for connection
- Recorded observation:
 - Allows you to provide feedback on your own time
 - Promotes self-directed learning
 - Opportunity for peer feedback

TWO MINUTE
BREAK

PRESENTATION

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I WANT MY STUDENTS
TO GIVE AN ONLINE
PRESENTATION.

PRESENTATION

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Quality online presentations are possible with the right preparation:

1. Develop your rubric and communicate it to students
2. Require students to turn in a speech outline in advance
3. Be very specific about instructions for recording
4. Consider implementing peer feedback

PRESENTATION

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1. Develop a rubric

- Students should be aware what you are looking for – be sure it is clear!
 - Consider recording a video discussing pieces of the rubric
 - Give students a link to an example of a good speech

PRESENTATION

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EXAMPLE RUBRIC CRITERION

	F = Failure	D = Poor	C = Average	B = Good	A = Excellent
Conclusion Weight: 10%	Conclusion lacked all of the following; cue and closure, restatement of topic and purpose, review of main points, polished ending.	Conclusion missed 3 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.	Conclusion missed 2 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending.	Conclusion missed 1 of the following: cue and closure, restatement of topic and purpose, review of main points, polished ending	Conclusion had a cue and closure, restatement of topic and purpose, review of main points, polished ending.

PRESENTATION

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2. Require a speech outline

- Share a presentation outline template with students
- Have them turn in the outline and give formative feedback
- This will help ensure quality, and give students confidence!

PRESENTATION

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3. Be clear about recording instructions!

- Set Expectations for Students:
 - Find a quiet place with a neutral background
 - Wear something appropriate for a class presentation
 - Place your camera at face height
 - Be sure you have no interruptions
 - Do a practice run!

3. Be clear about recording instructions!

- Set guidelines for where students should upload their recording and how they should share that.
- If students record on their phone, have them upload to:
 - Microsoft Stream, Webex, Youtube
 - And share link in Blackboard

PRESENTATION

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WATCH: Recording &
Uploading a Video to
Microsoft Stream

PRESENTATION

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4. Consider implementing peer feedback

- Peer feedback :
 - Encourages students to do their best
 - Adds a layer of learning/critical thinking for the student providing feedback

4. Consider implementing peer feedback

- Utilize a Blackboard discussion board
- Have students post their video link
- Assign students to provide critique
 - Require students to refer to rubric criteria
 - Require students to respond to critique as a way to increase interaction

TWO MINUTE
BREAK

LAB

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I WANT TO FACILITATE A
LAB REMOTELY.

LAB

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Based on the article:

I Suddenly Have to Move my Lab
Courses Online! What Should I Do?

Linda Strubbe & Sam McKagan

Labs consist of a variety of components.
Some can be moved online easily:

- Completing pre-lab and/or post-lab assignment
- Creating of questions to investigate
- Interpreting data/creating models/reflecting on results
- Writing a lab report
- Giving a presentation of results
- Giving feedback on results

Component	Online Instructional Strategy
Completing pre-lab and/or post-lab assignment	Can be shared and submitted via Blackboard; Can utilize Collaborate Breakout Groups to facilitate group work
Creating of questions to investigate	Can be submitted via a Blackboard assignment or discussion board if you want collaboration; May also consider a live discussion via Webex of questions
Interpreting data/creating models/reflecting on results	Can be submitted via a Blackboard assignment or discussion board if you want collaboration; May also consider a live discussion via Webex of questions
Writing a lab report	Can be shared and submitted via Blackboard; Can utilize Collaborate Breakout Groups or Webex to facilitate group work
Giving a presentation of results	Refer to I WANT MY STUDENTS TO GIVE AN ONLINE PRESENTATION.
Giving peer feedback on results	Refer to I WANT MY STUDENTS TO GIVE AN ONLINE PRESENTATION.

Others are more difficult:

- Observing a phenomenon
- Collecting data/Making measurements
- Designing an experiment
- Analyzing and visualizing data
- Developing technical and practical laboratory skills

OBSERVING A PHENOMENON/COLLECTING DATA

- Observe in daily lives (i.e. location of sunset)
- Simple “at-home” experiment - Examples
 - Authentic connections to real-life
 - Consider the materials/measuring tools they have
 - In hybrid settings: Consider putting together an at home experiment box for students to take home!

OBSERVING A PHENOMENON/COLLECTING DATA

- Students can watch a video of an experiment you conduct
 - Students can make a measurement from an image you share
 - Students can analyze the video to collect data
- Give students a dataset to analyze
- Use online simulations

Other content sources

- [MERLOT Simulation Collection](#): Use the left side toolbar Audience filters to select college-level materials.
- [University of Indiana Virtual Microscopy Website](#)
- [MIT Video](#)
- [MIT OpenCourseWare](#)

DESIGNING AN EXPERIMENT & DEVELOPING PRACTICAL LAB SKILLS

- Students can write a proposal for an experiment
- Students can read or watch a video of an experiment and critique the design

DESIGNING AN EXPERIMENT & DEVELOPING PRACTICAL LAB SKILLS

- Students can read about or watch a video of part of an experiment and write about what they would do next and why

DESIGNING AN EXPERIMENT & DEVELOPING PRACTICAL LAB SKILLS

- Students can discuss via Blackboard Collaborate Breakout Groups what they think could potentially go wrong in an experiment and how they would fix potential problems

ANALYZING & VISUALIZING DATA

- Use YSU remote desktop to allow students to access specialized software for analyzing & visualizing data

LAB

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ITS has developed App Cloud online resource which contain the more widely used software found in campus labs for general use and engineering:

[Guide: How](#) to Access the YSU App Cloud

LAB

Remote desktop enables a connection to your office desktop computer using the TS Tag number and a secure VPN connection.

- Remote desktop must be enabled by IT.
- Desktop computer must remain in a powered-on state to connect.

[Guide: How to Remotely Access Your PC from Off Campus](#)

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