



Poll Everywhere directions

CHARTING A COURSE TO QUALITY STUDENT LEARNING



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- Competency: Design an aligned curriculum that meets QM standards
- Learning Objectives:
 - Identify course components
 - Develop competencies
 - Identify assessment strategies
 - Develop criteria
 - Develop learning objectives
 - Select learning activities



Kim Vosicky – Learning Design Consultant



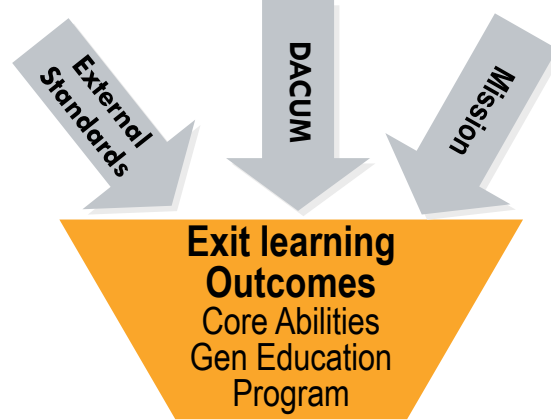
Andrea Schullo – Associate Dean



SESSION OUTCOMES

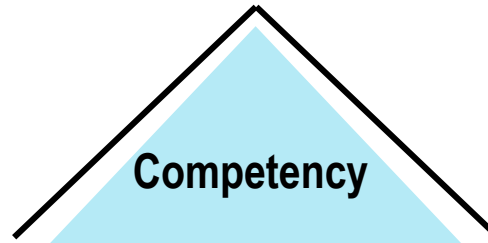
TODAY'S PRESENTERS

Learning Design Process

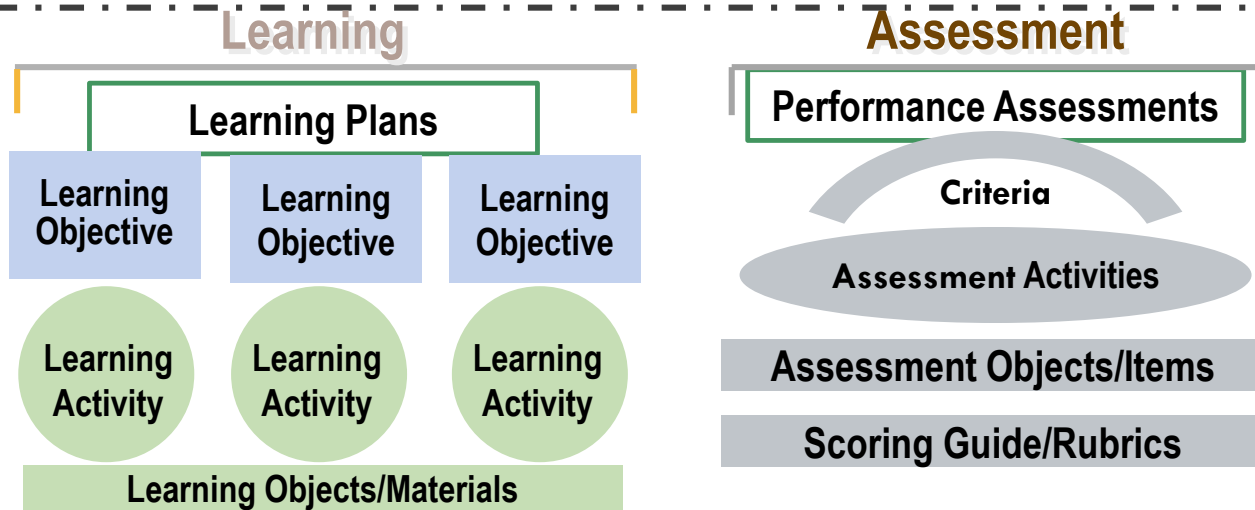


Define high performance. →

Establish WHAT learners will learn. →



Design learning and assessment. →



Deliver learning and evaluate effectiveness for continual improvement. →



All Levels



START THE JOURNEY

- What do your student need to be able to DO at the end of the journey?
- How will they get there?
- When will they know they've arrived?





LET'S GO FISHING!

REFER TO THE LEARNING PLAN TEMPLATE PROVIDED IN YOUR PACKET.





FEATURE #1 - COMPETENCIES

Competencies are identified, verified, and made public in advance

All content decisions are based on competencies

Specific Review Standard 2.1: The course learning objectives, or course/program competencies, describe outcomes that are measurable

OUTCOMES DRIVE LEARNING AND ASSESSMENT



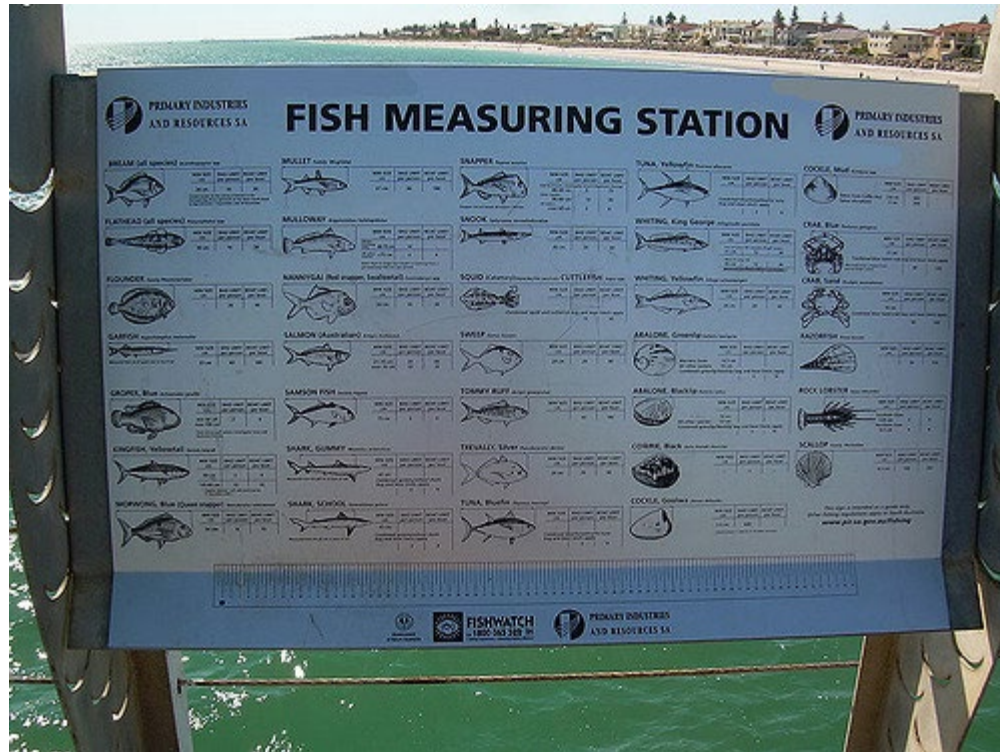
FEATURE #2 – ASSESSMENT STRATEGIES



- Performance is primary evidence that learner has mastered the outcome

Specific Review Standard 3.1: The assessments measure the achievement of the stated learning objectives or competencies.

FEATURE #3 - CRITERIA



- Performance standards are explicitly stated and made public in advance of assessing the performance
- Learners should never wonder what is expected
- Learners are assessed against a pre-set standard, not against others
- Specific Review Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

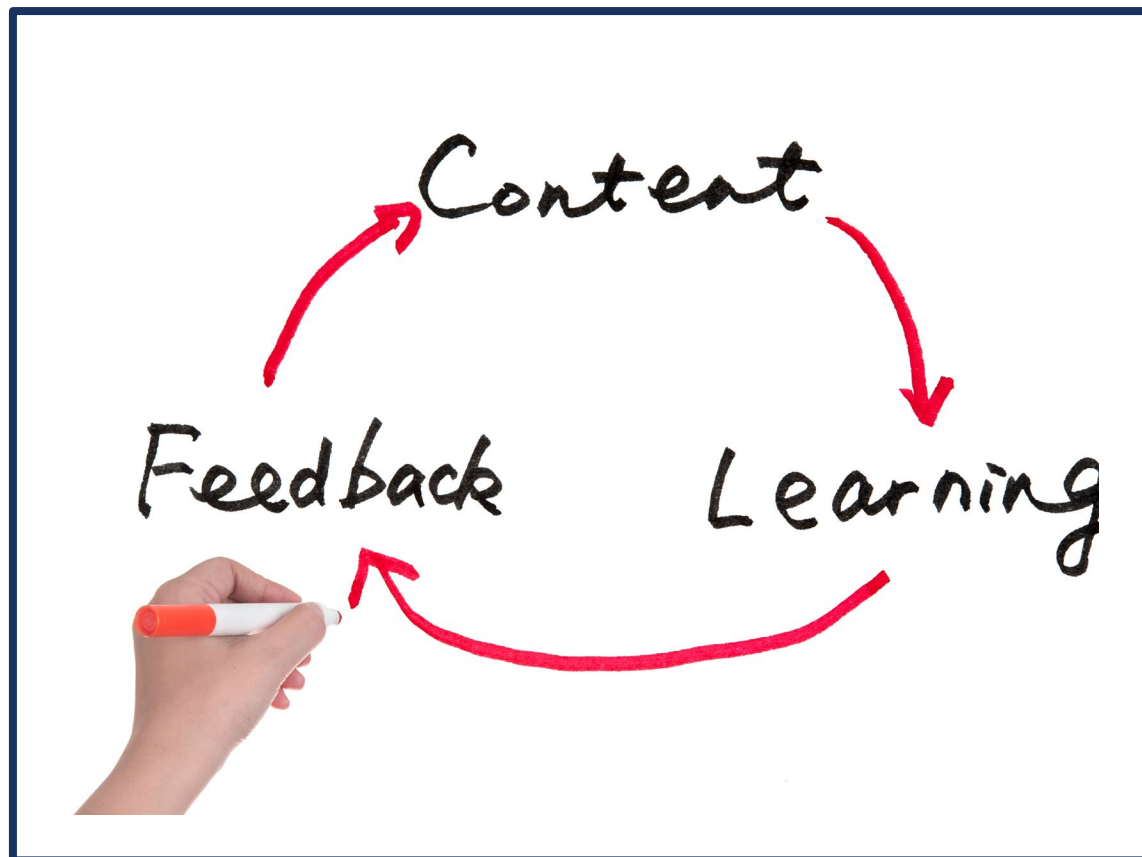
FEATURE #4 – LEARNING OBJECTIVES



Learning Objectives break the competency into subtopics.

- Specific Review Standard 2.2: The module/unit-level objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

FEATURE #5 – LEARNING ACTIVITIES



- Learning activities and teaching strategies relate to the competencies
- A variety of strategies are used
- Learners are given periodic feedback

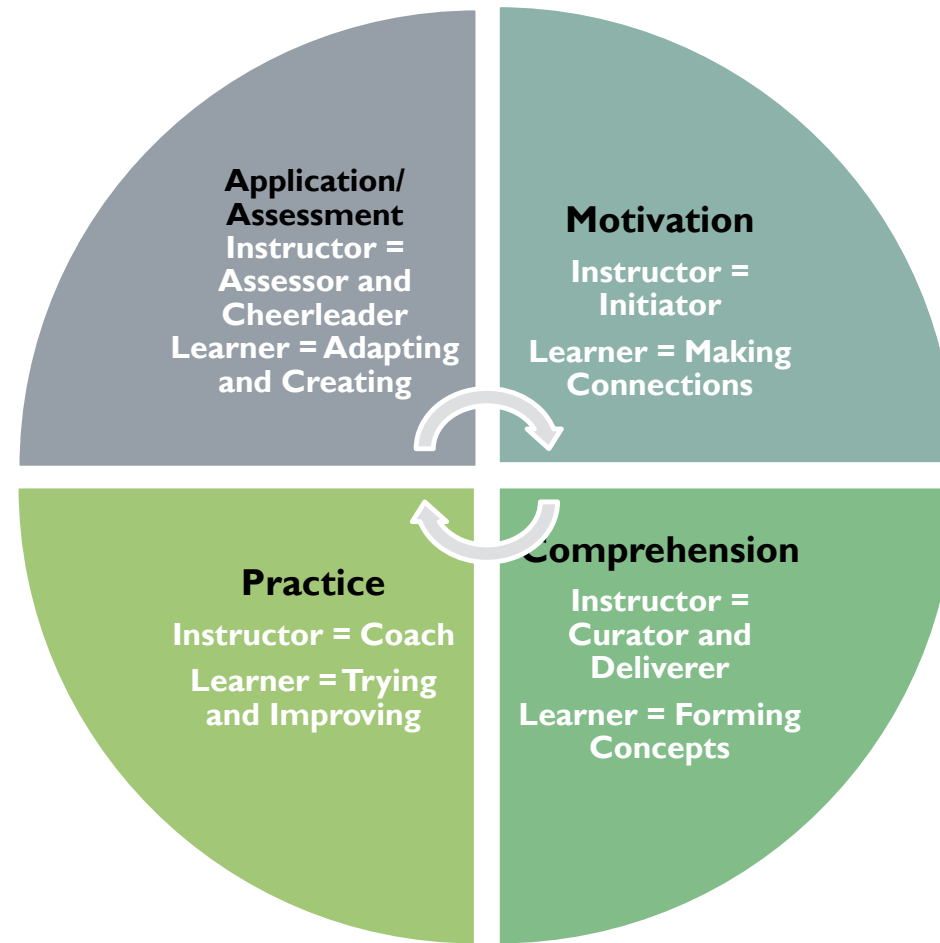
Specific Review Standard 5.1: The learning activities promote the achievement of the stated learning objectives or competencies.

Specific Review Standard 4.1: The instructional materials contribute to the achievement of the stated learning objectives or competencies.

Specific Review Standard 4.2: The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Specific Review Standard 6.1: The tools used in the course support the learning objectives or competencies.

THE LEARNING CYCLE





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(Not WIDS Support ? [Click here .](#))

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Type	Number ^	Project Title	Status	Role	Last Edited
Course	10514171	Introduction to Occupational Therapy	Active	Project Instructor	02/20/2018
Course	10514184	OTA Fieldwork I	Active	Project Instructor	01/06/2017
Course	10-804-134	Mathematical Reasoning	Active	Project Instructor	02/21/2017
Course	10890116	Job Quest	Active	Project Instructor	03/21/2018
Program	DEMO-PROGRAM	SAMPLE: Radiography Technician	Active	Project Developer	01/17/2018
Course	RAD100	SAMPLE: Intro to Radiography (revised)	Active	Project Instructor	09/11/2015
Course	RAD101	TEST: Specialized Imaging	Active	Project Developer	09/21/2015



Wisconsin Indianhead Technical College
Performance Assessment Task
Charting a Course to Quality Student Learning

Directions

Several templates and tools for designing quality student learning courses and experiences were presented in this 50-minute presentation. Use the Scoring Guide below as a self-check for navigating through the design of your next course.

Target Course Competencies

1. Identify components of course development to meet QM Essential Standards
2. Examine how using a performance-based course design process results in learning and assessment experiences that meet the QM Essential Standards
3. Outline the process for developing student learning experiences that align with the QM Essential Standards

Rating Scale

Value	Description
Met	You addressed the criteria in your course design.
Not Met	You did not meet the criteria in your course design.

Scoring Standard

If any criterion were NOT MET, consider examining your finished course design and determine where you can make adjustments to improve student learning and assessment.

Scoring Guide

Criteria	Met	Not Met
Identify components of course development to meet QM Essential Standards	Met	Not Met
you identify valid sources to identify content	Met	Not Met
you identify valid assessment strategies	Met	Not Met
you differentiate between measurable and non-measurable objectives and criteria	Met	Not Met
you identify measurable design components	Met	Not Met
Examine how using a performance-based course design process results in learning and assessment experiences that meet the QM Essential Standards	Met	Not Met
you identify what your students need to be able to do competently aligning considering the course you are teaching	Met	Not Met
you identify what your students need to be able to do competently aligning considering the course you are teaching	Met	Not Met



CHART YOUR OWN COURSE DESIGN





COURSE MAPS

Course Title: *Pre-Employment Seminar (6-week course)*

Week(s) *1*

Module Title or Topic

Finding a Job

Week(s) *2-3*

Module Title or Topic

Writing Resumes

Week(s) *4*

Module Title or Topic

Completing a Job Application

Week(s) *5-6*

Module Title or Topic

Interviewing Skills



MOTIVATION – PREPARE STUDENTS TO LEARN

- Create a **positive**, comfortable learning **environment**
- State the **outcomes** (linked competency(ies) and learning objectives)
- State how the content will **benefit** learners – Why am I learning this?
- Identify learner's **prior knowledge** of the outcomes
- Create **curiosity** and/or interest in learning the content





COMPREHENSION

- Incorporate as many **senses** as possible into the learning experience
- Incorporate opportunities for learners to **work together** and learn from each other
- Create learning plans in **10-minute** chunks to keep interest and attention
- **Align** learning activities with outcomes stated at the beginning

Comprehension

Instructor =
Curator and
Deliverer

Learner =
Forming Concepts



PRACTICE

Practice

Instructor =
Coach

Learner = Trying
and Improving

- **Repetition** to build skills and knowledge
- Coaching with constructive **feedback** for improvement



APPLICATION/ASSESSMENT

Application/Assessment
Instructor = Assessor
and Cheerleader
Learner = Adapting and
Creating

- **Known** entity **reflecting** the practice activities
- **Authentic** in how learning will be used in the field
- **Align** with assessment strategy in course outcome summary

BLACKBOARD COURSE DESIGN

Quality Matters Rubric Standards

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

If Bb courses are designed based on the COS, Standard 2 is covered.

If assessments are designed based on the competency assessment strategy and criteria (PATs), 3 is covered.

If learning plan concepts are used, 4 and 5 are covered.