SCENARIOS, ADAPTIVE, DRAG-AND-DROP… IT DOESN’T MATTER!

THE EFFECTIVE USE OF FEEDBACK FOR ONLINE FORMATIVE ACTIVITIES

To Interact with the Presentation

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Game Pin: ######
GETTING TO KNOW YOU

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SESSION GOALS

• Competency-Based Education
• Design Model
• Developing Formative Activities
• Impact & Effectiveness
106,546

Western Governors University

College of Business
Teachers College
College of Information Technology
College of Health Professions
What is CBE?

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Game Pin: ######
DESIGN MODEL - OUTCOMES

Competency

Outcome
- Enabling Outcome
- Enabling Outcome

Outcome
- Enabling Outcome
- Enabling Outcome

Outcome
- Enabling Outcome
DESIGN MODEL - COURSE

Unit (Cumulative)

Module (Summative)
- Lesson (Formative)
- Lesson (Formative)

Module (Summative)
- Lesson (Formative)
- Lesson (Formative)

Module (Summative)
- Lesson (Formative)
DESIGN MODEL - FORMATIVE

Unit (Cumulative)

Module (Summative)
- Lesson (Formative)
- Lesson (Formative)

Module (Summative)
- Lesson (Formative)
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Module (Summative)
- Lesson (Formative)
ONLINE FORMATIVE ACTIVITY

Instructional activity with a specified form of action, where a learner is prompted to ‘do’ something within the context of instructional content.
How Do You Engage?

Go to: https://kahoot.it/
Examples

The condition described within a performance objective should:

- Describe the skills necessary to perform the behavior.
- Explain how well the learner is expected to perform the desired behavior.
- Specify the cue or stimulus provided to learners or the resource materials/tools needed.
- Clearly describe what the learner is expected to do.

X Incorrect. The condition focuses on the specific context in which the learner will perform behavior described in the objective.

A performance objective is a detailed description of what learners will be able to do when they complete a unit of instruction.

- Select -

True or False: The terms behavioral objective, performance objective, and instructional objective are terms used to describe for what learners will know what learners will be able to do

The hierarchical analysis approach... (check all that apply)

- requires the designer to ask, “What must the student already know so that, with a minimal amount of instruction, this task can be learned?”
- is best used to analyze individual steps in the goal analysis that are classified as intellectual or verbal information.
- is the process of listing chronologically, in a step-by-step manner, all of the substeps required to perform an instructional goal.
- can be used to suggest the specific subordinate skills required to support any particular step in the goal.

Correct! The hierarchical analysis approach is best used to analyze intellectual or psychomotor skills, and a procedural analysis is used when one or more of the steps in the goal analysis is found to contain an additional set of mental or physical steps.
### Examples

**Description of Assessment**

This type of criterion-referenced assessment is administered to determine whether learners have previously mastered some or all of the skills to be included in the instruction. Scores from this type of assessment help designers decide whether instruction is too elementary for learners and, if it is not too elementary, how to develop instruction most efficiently for a particular group.

This type of criterion-referenced assessment is administered to enable learners to rehearse new knowledge and skills and to judge for themselves their level of understanding and skill.

This type of criterion-referenced assessment assesses all objectives, especially focusing on the terminal objective. Primarily, its purpose is to help the designer identify the areas of the instruction that are not working. It may also be used to assess learner performance and assign credit for successful completion of a program or course.

This type of criterion-referenced test assesses learners' mastery of prerequisite skills, or skills that learners must have mastered before beginning instruction. Scores from this type of assessment help designers decide whether learners are ready to begin the instruction.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This type of criterion-referenced assessment is administered to determine whether learners have previously mastered some or all of the skills to be included in the instruction. Scores from this type of assessment help designers decide whether instruction is too elementary for learners and, if it is not too elementary, how to develop instruction most efficiently for a particular group.</td>
<td>Posttest</td>
</tr>
<tr>
<td>This type of criterion-referenced assessment is administered to enable learners to rehearse new knowledge and skills and to judge for themselves their level of understanding and skill.</td>
<td>Practice Test</td>
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</table>

**Incorrect** Before she begins drafting learning objectives, Catherine should complete a task analysis, which will help her determine the overall scope and sequence of the instruction.

**Catherine, an instructional designer, recently collaborated with school administrators to determine how to prepare teachers to address behavioral issues displayed by special needs students.** Once Catherine determined that instruction was the best response to this need, she worked with a small team to clarify and document the goal of the instruction.

Now that Catherine has a clear instructional goal that everyone agrees on, she should begin working with a SME to draft learning objectives that support the instructional goal.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
</table>

**How do the performance objectives relate to the goal of instruction?**

They dictate the skills a learner needs to be able to do to prove knowledge.

**Performance objectives support the instructional goal by describing the skills required to achieve it.** If learners achieve the performance objectives for each skill and subskill identified in the task analysis, then they should also be able to perform the broader instructional goal.
**EXAMPLES**

Read the instructional goals on the left, and select the correct learning domain for each.

<table>
<thead>
<tr>
<th>Name the parts of the body using common terminology.</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><img src="." alt="Icon" /></td>
<td><img src="." alt="Icon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose to behave safely while riding a motorcycle.</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perform soccer moves.</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Determine the distance between two cities on a map.</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Hear the difference between two notes played on the piano.</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Psychomotor</th>
<th>Kinesthetic</th>
</tr>
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**Correct!** Naming parts of the body requires the learner is to store the information in memory during the instruction and remember it for the test or when needed for some related task.

**Incorrect.** Choosing to behave safely is an attitude, which is described as the tendency to make particular choices or decisions.

Let’s say that you have taken a group of students out into the field and one of them found a fascinating fossil of a shell. You take the teaching opportunity and talk about the fossil and one of your students asks, “How old is it?” Well, let’s find out!

You and your class head over to a conversation area to get on with the analysis...

![Image](image_url)
Feedback

- Promote learning
- Manageable
- Elaborate
- Effective
- Performance + goals
- Immediate
- Cognitive appropriateness

- Task focused
- Effective
What do Vermonty Python, Ethan Almond, and Cherry Garcia have in common?

a. Comedians
b. Valspar Paint Colors
c. Designers
d. Ice Cream Flavors
The Art of Feedback - Methods

What do Vermonty Python, Ethan Almond, and Cherry Garcia have in common?

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Value judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>Considerations</td>
</tr>
<tr>
<td></td>
<td>Probing questions</td>
</tr>
<tr>
<td>Instructive</td>
<td>Description of the correct answer, why, and additional information/context</td>
</tr>
<tr>
<td></td>
<td>Tangible feedback tied to the goal/objective</td>
</tr>
<tr>
<td></td>
<td>Achieve greater learning</td>
</tr>
</tbody>
</table>
**The Art of Feedback - Examples**

What do Vermonty Python, Ethan Almond, and Cherry Garcia have in common?

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice</td>
<td>You might consider if these items are a profession or a product.</td>
</tr>
<tr>
<td>Instructive</td>
<td>These are three of at least 40 current varieties of Ben and Jerry’s ice cream flavors. Vermonty Python and Ethan Almonds have been banished to the Flavor Graveyard, but Cherry Garcia is still a very popular flavor.</td>
</tr>
</tbody>
</table>
How Do You Know?

Go to: https://kahoot.it/
DECISION TACTICS

- Instructional strategies
- Knowing the audience
- Getting what is needed
- Resources
STAKEHOLDER IMPACT

...how do we know there is real impact?
WRAP UP

• Alignment
• Engagement
• Meaning
• Resourcing
• Review the data…and iterate!
Session Evaluations & Drawing

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website