Evaluate Sessions and Win!

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Answer this Question
The Taste of Salt

• Please write a multiple choice question that tests whether the student knows what salt tastes like...
Background
Background of Project

- UOnline Initiative (Last Five Years)
- Importance of communicating design ideas between ID’ers and faculty
  - Collaborative **design thinking** experiences
Communication of Design Ideas

• Issues arise when:
  • instructional designer does not convey design ideas properly
  • faculty member is unable to participate in a design discussion at a sufficient level
What Have We Tried?
Iterative Design Prototypes
## SW 4440 - Film Presentation Prototype

### Before Presentation
- 1 Week Before: Hand Out Questions
- 3 Days Before: Review Location and Time TSO

### Presentation Format
- Group assignment
- Collaborative PowerPoint presentation
- Graded group discussion

#### Group Presentation
- **Monday:** Students View Film
- **Tuesday - Thursday:** Group Collaboration
- **Friday:** Groups Post Presentation Required Replies Begin
  - Graded Discussion
- **Saturday:** Required Replies Due
  - Graded Discussion

### After Presentation
- Dates?
  - Grade w/ Speed Grader

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**Diagram:**
- **Week 1:**
  - **Monday:** Film
  - **Tuesday:** Exam
  - **Wednesday:** Exam
  - **Thursday:** Exam
- **Week 2:**
  - **Monday:** Exam
  - **Tuesday:** Exam
  - **Wednesday:** Exam
  - **Thursday:** Exam
- **Week 3:**
  - **Monday:** Exam
  - **Tuesday:** Exam
  - **Wednesday:** Exam
  - **Thursday:** Exam

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**Note:**
- This chart is a guide for organizing the presentation process.
Alignment Grid

Course Design/Development Alignment Grid (COURSE NUM)

Dream Statement:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessments</th>
<th>Activities</th>
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Purposes

1. Analog before digital
   - Start with something that’s more concrete
   - Elements of course are movable in space

2. Key concept is objective alignment
   - Enforces concepts of alignment

3. Introduces new ideas
   - E.g., Adobe Spark Assignment
Telling the Story
A story...

- uses a structure to weave together the facts/concepts or information in a logic form so that the holistic unit is relational and people can better relate to it.
Psychological Effects

Working off both data and emotions, stories
• Allow people to see patterns in randomness
• Afford meaning to our lives
• Help understand others and the world
• Help convey the message more effectively
  • Stories/narratives helps people remember information 22 times more than facts
Threshold Concepts
Threshold Concept

• “A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress. As a consequence of comprehending a threshold concept there may thus be a transformed internal view of subject matter, subject landscape, or even world view.”
  • (Meyer and Land, 2003)
Gamification
Gamifying Course Design?
Iterative Approach
Prototype 1
Prototype 3

OBJECTIVE 3

A clear learning objective states what the learner will be able to do upon completion of an outcome, in terms of behavioral change. A clear objective identifies the terminal behavior or desired outcome of the educational offering.

CREATE

- Generate - Factual
- Assemble - Conceptual
- Design - Procedural
- Create - Metacognitive

SUGGESTED ACTIVITIES
- Role play
- Skit

SIMULATION

Imitation of the operation of a real-world process or system using a model that represents the key characteristics, behaviors, and functions of the selected physical or abstract system or process.

VIRTUAL FISHBOWL DISCUSSION

Discussion done by two groups of students. One group is seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while the other group stands outside listening carefully to the ideas presented. Students take turns in each role, so they practice being both contributors and listeners.

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TAXONOMY
Creating

KNOWLEDGE
- Factual
- Conceptual
- Procedural

TAXONOMY
- Apply
- Analyze
- Evaluate
- Create

KNOWLEDGE
- Factual
- Conceptual
- Procedural
New Design
Gamifying Course Design

Instructional Design Cards

Internship Project

Course Principles Game

Description
Students design a board game, or video game that brings together their learning in the course. Students are placed on a board which aligns with course principles. Students work in groups to design levels of learning and provide feedback to the peers.
Activity
Preliminary Findings
Summary

• Works for new development, not necessarily as useful for well established activities.
• Helps faculty and instructors be more coherent in their course design
• Focus on the new types of learning and how they might go about integrating new approaches
Impact of ID Card Game

- Allows for the design of more robust learning activities
- Encourages faculty to think about a topic in different ways
- Provides visibility into the logical structure of the course
- Encourages faculty to provide justification for curriculum decisions and selection of learning tasks
- Directs attention to different types of learning
- Exposes faculty to new student-centered activities that they may not have previously considered
- Introduces faculty to caring as a type of learning (Fink, 2001)
Quotes
“...it gave me some ideas I often don’t think of... it gave me a new idea... and also trying to address the type of learning that I haven’t before. I feel this could fill a void when I was teaching before.”

“I see the coherence. It was there. But I see it now. It becomes visible.”

“I would have make it a little less robust and not have quite as many as different ways to think about the topics”

“...allowed me to think more critically about what I have in mind. It allows me ... to align the components of the activity in a much more logical way”

“It actually got me to, by seeing the discrepancies between what I had in mind and the cards I was picking... it made me take a more careful look at how that activity I was picking align with my learning objective.”

“This exercise forced me to think about why and how, and that wouldn’t have been the case if I had just sat down and written the description of activity without a format.”

“I think it’s awesome! I’m really thrilled! I really like it. It validates!”
Credits for Icon Images

Part of the icons use images created by the following authors respectively:

Freepik
Good Ware
Lucy G
Mavadee
Smashicons
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