SO SUDDENLY ONLINE

TRADING BACKWARD DESIGN FOR A-POEM IN (POST)PANDEMIC TIMES

Jerzy “George” Jura, PhD
Director of Academic Technology
UW-Madison School of Nursing

jura@wisc.edu

Additional materials & follow-up discussion
sosuddenlyonline.com
WHAT PROMPTED THE IDEA THAT I AM SHARING WITH YOU TODAY?

…and why am I using those beautiful Tuscan landscape pictures?
KEY CHALLENGE

- **CONTEXT**: The need for speed - forced-pace adapting of courses for online delivery during the pandemic:
  A **MAD SCRAMBLE vs A PLAN**

- **WHAT** is UbD and how does it translate into a **course design process**?

- **Recognizing** the strengths of UbD/BD, just not **UNCONDITIONALLY**

- **IMPORT & ADAPT VS CREATE**

- **SECONDARY CHALLENGE**: Problems with measurable learning objectives & content availability

- **METAPHOR** McTighe-Wiggins use: a **JOURNEY**
KEY CHALLENGE

- **CONTEXT**: The need for speed - forced-pace adapting of courses for online delivery during the pandemic: A MAD SCRAMBLE vs A PLAN

- **WHAT** is UbD and how does it translate into a course design process?

- **Recognizing** the strengths of UbD/BD, just not UNCONDITIONALLY

- **IMPORT & ADAPT VS CREATE**

- **SECONDARY CHALLENGES**: Problems with measurable learning objectives & content availability

- **METAPHOR** McTighe-Wiggins use: a JOURNEY
If you have used UbD/BD in your own practice, how would you describe your experience applying it?

> Awesome! - it’s the best thing ever
> Good - it’s useful most of the time
> OK - can be useful or problematic
> No. Don’t like it
Stage 1: Identify desired results
“What should students know, understand, and be able to do? What content is worthy of understanding? What enduring understandings are desired? (UbD, 17-18)

Stage 2: Determine acceptable evidence
“How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency?” (UbD, 18)

Stage 3: Plan learning experiences and instruction
“[It] is now the time to fully think through the most appropriate instructional activities. (UbD, 18-19)
UBD = Response to “the twin sins” of traditional design,” that underscored much of the “purposelessness, visible throughout the educational world from kindergarten through graduate school.” (p. 16)

What do you think the TWIN SINS of traditional curriculum design are?
UBD = Response to “the twin sins of traditional design,” that underscored much of the “purposelessness, visible throughout the educational world from kindergarten through graduate school.” (p. 16)

activity-focused teaching and coverage-focused teaching
KEY CHALLENGE

- **CONTEXT**: The need for speed - forced-pace adapting of courses for online delivery during the pandemic:
  A MAD SCRAMBLE vs A PLAN

- **WHAT** is UbD and how does it translate into a course design process?

- Recognizing the strengths of UbD/BD, just not UNCONDITIONALLY

- IMPORT & ADAPT VS CREATE

- **SECONDARY CHALLENGE**: Problems with measurable learning objectives & content availability

- **METAPHOR** McTighe-Wiggins use: a JOURNEY
KEY CHALLENGE

**CONTEXT:** The need for speed - forced-pace adapting of courses for online delivery during the pandemic:

**A MAD SCRAMBLE vs A PLAN**

**WHAT** is UbD and how does it translate into a course design process?

**Recognizing** the strengths of UbD/BD, just not UNCONDITIONALLY

**IMPORT & ADAPT VS CREATE**

**SECONDARY CHALLENGE:**
Problems with measurable learning objectives & content availability

**METAPHOR** McTighe-Wiggins use:
A JOURNEY PLANNING

[Curriculum design] is analogous to travel planning. Our frameworks should provide a set of itineraries deliberately designed to meet cultural goals rather than a purposeless tour of all the major sites in a foreign country. [14]
KEY CHALLENGE

- CONTEXT: The need for speed - forced-pace adapting of courses for online delivery during the pandemic: A MAD SCRAMBLE vs A PLAN

- WHAT is UbD and how does it translate into a course design process?

- Recognizing the strengths of UbD/BD, just not UNCONDITIONALLY

- IMPORT & ADAPT VS CREATE

- SECONDARY CHALLENGE: Problems with measurable learning objectives & content availability

- METAPHOR McTighe-Wiggins use: a JOURNEY
INTRODUCING A-POEM

[ANY POINT OF ENTRY METHOD]

- UbD & PoEM
  Points of overlap and points of difference

- Expanding the model to include principles of good instructional design and student preferences

- Applying the model in practice: anatomy of a learning module
  (Canvas used as an example, but adaptable to any modern LMS)
INTRODUCING A-POEM

[ANY POINT OF ENTRY METHOD]

- UbD & PoEM
  Points of overlap and points of difference
- Expanding the model to include principles of good instructional design and student preferences
- Applying the model in practice: anatomy of a learning module

(Canvas used as an example, but adaptable to any modern LMS)
SUMMARIZING
Effect 0.50
Based on 26/30 studies

MAPPING
Effect 0.43
Based on 23/25 studies

DRAWING
Effect 0.40
Based on 26/28 studies

IMAGINING
Effect 0.65
Based on 16/22 studies

SELF-TESTING
Effect 0.57
Based on 70/77 studies

SELF-EXPLAINING
Effect 0.61
Based on 44/54 studies

TEACHING
Effect 0.77
Based on 17/19 studies

ENACTING
Effect 0.51
Based on 36/49 studies
Stage 1: Identify desired results
“What should students know, understand, and be able to do? What content is worthy of understanding? What enduring understandings are desired? (UbD, 17-18)

Stage 2: Determine acceptable evidence
“How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and proficiency?” (UbD, 18)

Stage 3: Plan learning experiences and instruction
“[I]t is now the time to fully think through the most appropriate instructional activities. (UbD, 16-19)
M01 - Overview: Healthcare systems & healthcare proposals

M00 - Module Intro

Video: [module title plan|record] - We recommend a brief (2-5 minute intro) which helps establish your instructor presence. If using a module image, like the one used here, 350x350px is the recommended size (used here).

AT Test: If module image is used, PREFERABLY add 35px white space padding around the image in Photoshop on transparent background - export as an alpha background PNG image (this was what was done here); alternatively if this is NOT possible add HTML code added at the end of page editing process: Canvas tends to over-write code with its own simplified HTML output - run style="padding: 0.5%; float: right;" multiple times or use "Photo by Jesse Woldencraft on Unsplash 84435101561 preview.jpg" width="310" height="310". Canvas the link inserted automatically.

In this module we will explore differences among different healthcare systems: how do they differ? are some of them clearly and unambiguously better than others? Is there a consensus among the specialists and the public about what is better? and what really matters? What are the key points where different plans overlap or differ?

We will start with a popular press "context" article on in which several international healthcare systems are compared (including the US) and voted on by specialists and by online readers, using a bracketed competition system. You’re invited to vote as you read, and to compare your votes, and your reasoning with the votes and rationales of the specialists, and the votes of the readers. This reading ends with an open question multiple-choice quiz - you are encouraged to read the questions before you start reading the article, and to keep them handy as you read, you can take the quiz as many times as you want to (or need), and you must get at least 80% score (that is 8/10 questions right, or better) to be able to proceed to the second part of this module, and to get credit for it. If you have a strong opinion about this reading, or want to share impressions, there is an optional non-graded discussion you can post to - think of it as a very informal (but friendly and tactful) conversation. Think of this part of the module as a fun, but serious "warm up" exercise for the second, more scholarly and professionally focused part.

Once you have done the "warm up" by looking at different systems, and reading how others rank them and why, and completed the quiz (with at least 80%), you will select one of several legislative proposals that want to reform the current US system, and you will compare your selected proposal with an existing international system that is closest to it in nature - you can use the comments and comparisons of the specialists from the "warm up" article as your guide. The proposals range from single-payer proposals (on the right side of the list) to proposals that stress private health insurance more (on the left side of the list). This comparison will work best if you choose an international system that sits at approximately the same location on this continuum as your selected US legislative proposal (the idea is to compare two somewhat similar systems that hopefully have at least some areas of proximity or overlap).

In a graded discussion that follows, you will will then post 1-1.5 standard page (about 250-275 words) making sure to mention:

1. why you chose these specific two systems - what interested you in them?
2. at least 5 points of comparison between the two (with clarification how they overlap and how they differ on these 5 points)
3. a brief summary which one of these two seems more appealing (+better) to you, and based on what specific criteria?

You must post by [deadline for post], and THEN reply to at least one other post AFTER that date, but before [deadline for reply].

M00 - Module Focus / Objectives

- What would you like to learn / know / be able to do when you complete this module or a specific part of it? (MODULE LEARNING OBJECTIVES & COURSE LOIs)

This module has one very simple yet ambitious purpose: to prepare you to be a well-informed, skilled, and confident participant in a national conversation about future changes to US healthcare system that will improve it (regardless of your political views). You will learn how healthcare systems differ internationally, how different people evaluate them, and what matters to them. Once you have had a chance to think about that, and see what and how others think, you’ll take a stab at evaluating a real legislative proposal in national and international context, as if you would if you were working as an expert public health nurse advising a real-world national-level legislator.

- What are we asking you to do to get there & how we know it will work? (INTEGRATED CONTENT + ACTIVITIES / RESEARCH TO SUPPORT THE EFFECTIVENESS OF THIS APPROACH)

You will do a warm-up activity reading, participating, and taking an informal quiz on a "competition of healthcare systems" popular article. Then, you will use this experience as a starting point to produce your own comparison / evaluation of two healthcare systems (of your choice), using both a text (narrative explanation) and visual means (Venn diagram) to better explain the key points of comparison. Why use a quiz and a Venn diagram - learn more... [George will add a link re: effectiveness & supporting research]

- How will you assist in doing this? (SUPPLEMENTAL PROVIDED IN MEETING THE MODULE + COURSE OBJECTIVES)

This module has a series of structured and purposeful mini-activities: read a popular article, vote as you read, learn how people thing about healthcare, take a quiz - this will let you see how systems are different and how people evaluate them differently. Then you will produce a structured comparison (guided by specific questions and excellent, carefully selected materials to Inform your decisions). Finally, you will see how your classmates addressed a similar challenge and be able to compare notes and learn from their experiences and insights.

- How will we both know that you have learned sufficiently mastered what matters most about this content / knowledge / skills, (MODULE’S SUMMATIVE ASSESSMENT – OBJECTIVE MET)

Your quiz is simply a careful reading check; your graded discussion post and response is the heart of this module (and its brain) - it will be a good demonstration of your own careful and well-articulated thinking and decision process on this important national public health topic.