Using Feedforward to Improve the Course Redesign-Relaunch Process

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Sources of Information

- Previous course grades and assessments
- Instructional designers
- SWOT analysis
- Course goals/learning objectives and module-level objectives
- Peer observation
- Student advice to future students
- Student course evaluation
Previous course grades and assessments

- LMS reports are LOADED with information!
- Which assessments garnered the lowest average grade and widest range?
  - Can you scaffold it/them?
    - Formative (non-graded) content mastery quizzes over assigned readings?
    - Flow chart of how to do a task (create data chart, read a research article, etc.).
- Which pages in the course had the highest number of views?
  - If it is an assignment or scaffold, did it lead to better scores?
- Were the course grades what you wanted as an educator?
  - Consider YOUR experience teaching the course.
- What was the average time students watched videos?
- How much time did students spend on various pages (modules, assignments, etc.)?
- How many times did students log in per week?
Instructional designers

- New EdTech tools
  Engagement
  Collaboration
  Active learning
- Accessibility, UDL, inclusivity
  Microsoft “checker” tools
- Best practices, tips, tricks, and campus resources, web resources
  Tutoring, 24/7 Help Desk, Library, Purdue OWL, campus Online Writing Lab, Veterans’ Services, Accessibility Services, Advising Office, and much more!
SWOT analysis

Student survey near end of course
Modify questions to fit needs
- What things does this course do well?
- What makes this course better than other online courses?
- What things does this course lack?
- What are the limitations of this course due to resources?
- What topics might be added or removed from the course?
- What was your attitude toward this course topic at the beginning vs. now?
Course & module learning objectives

• Course objective
  • Module objective
    • Learning Activity
    • Assessment
• Learning objective vs Learning Activity
  • Learning objective: Students recite the main events of the U.S. Civil War.
  • Learning activity: Students role play to learn about main events in the U.S. Civil War.
• Does the assessment assess the objective?
• Is the assessment, activity, and objective at/near the same level within Bloom’s Taxonomy?
Peer observation

• Penn State model
  Based on Chickering and Gamson (1987), Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin, 39*(7).
  [https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline](https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline)

• Evidence found, Strengths, Areas for Improvement (no scores)
• Encourages contact between students and faculty; Develops reciprocity and cooperation among students; Encourages active learning; Gives prompt feedback; Emphasizes time on task; Communicates high expectations; and Respects diverse talents and ways of learning.
Student advice to future students

- Item in the “Start Here” module
- Feedforward ideas from former students
  - “What I suggest you do to succeed in the course.”
  - “What I would do differently if I took this course over...”
  - “The thing that helped me succeed was...”
Students tell it like it is.
This is feedback instead of feedforward, yet it is still incredibly helpful information.
Are faculty allowed to craft additional questions for their own courses on your campus?
  • What was your favorite course activity?
  • What was your least favorite course activity?
  • Which assessment was most applicable to your future career?
What information is most useful to the process?

https://padlet.com/keast_d/nrg0p3lnnlctn2ef
Thank you!

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