

Deepening Your Course Design: Remote Edition

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Presented by:

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In this webinar, you will learn how to:

- Assess the **alignment**, **authenticity** and **accessibility** of your own courses, learning activities, and assessments;
- Use the “Deepening Your Course Design” method to consider ways to adapt for **remote teaching and learning**.

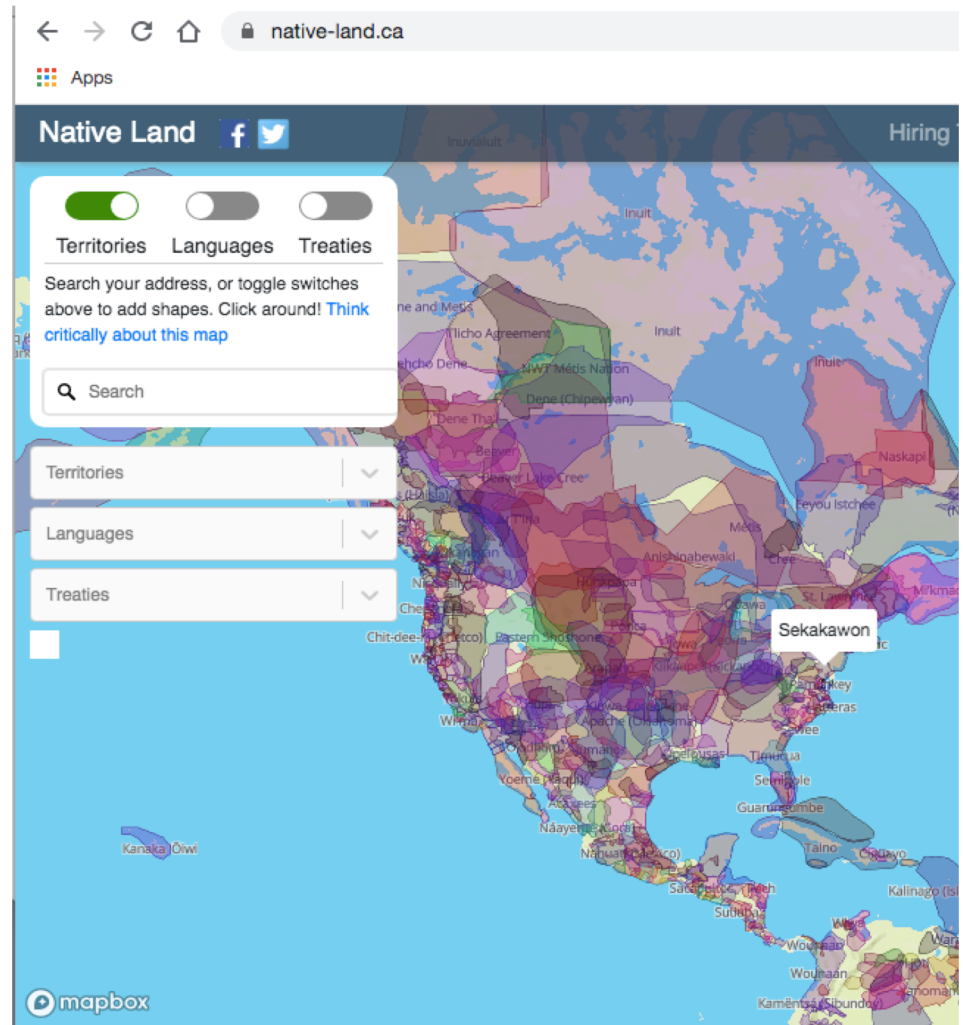
Acknowledgement

We live and work – and created this webinar – on the traditional territory of the Neutral, Anishinaabe and Haudenosaunee peoples. University of Waterloo is located on the Haldimand Tract, a tract of land ten kilometres on either side of the Grand River that was promised to the Six Nations.



Acknowledgement

You can learn about the land you are on right now by visiting native-land.ca



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How this will work in Webex

- Please keep your microphone muted throughout the webinar.
- To ask a question or make a comment, use the "chat" function. CTE's Brianna Bennett will be moderating the chat questions, which will come to the webinar host and presenters only, but will be part of the recording.
- Unfortunately, this interface does not have instant captioning, but will be transcribed after the fact.
- Slides and our most recent workbook can be downloaded via WebEx or at <https://uwaterloo.ca/centre-for-teaching-excellence/events/deepening-your-course-design-remote-edition>
- After the webinar, visit the same site for the video, transcript, and presenters' replies to any remaining questions.

Where this webinar comes from

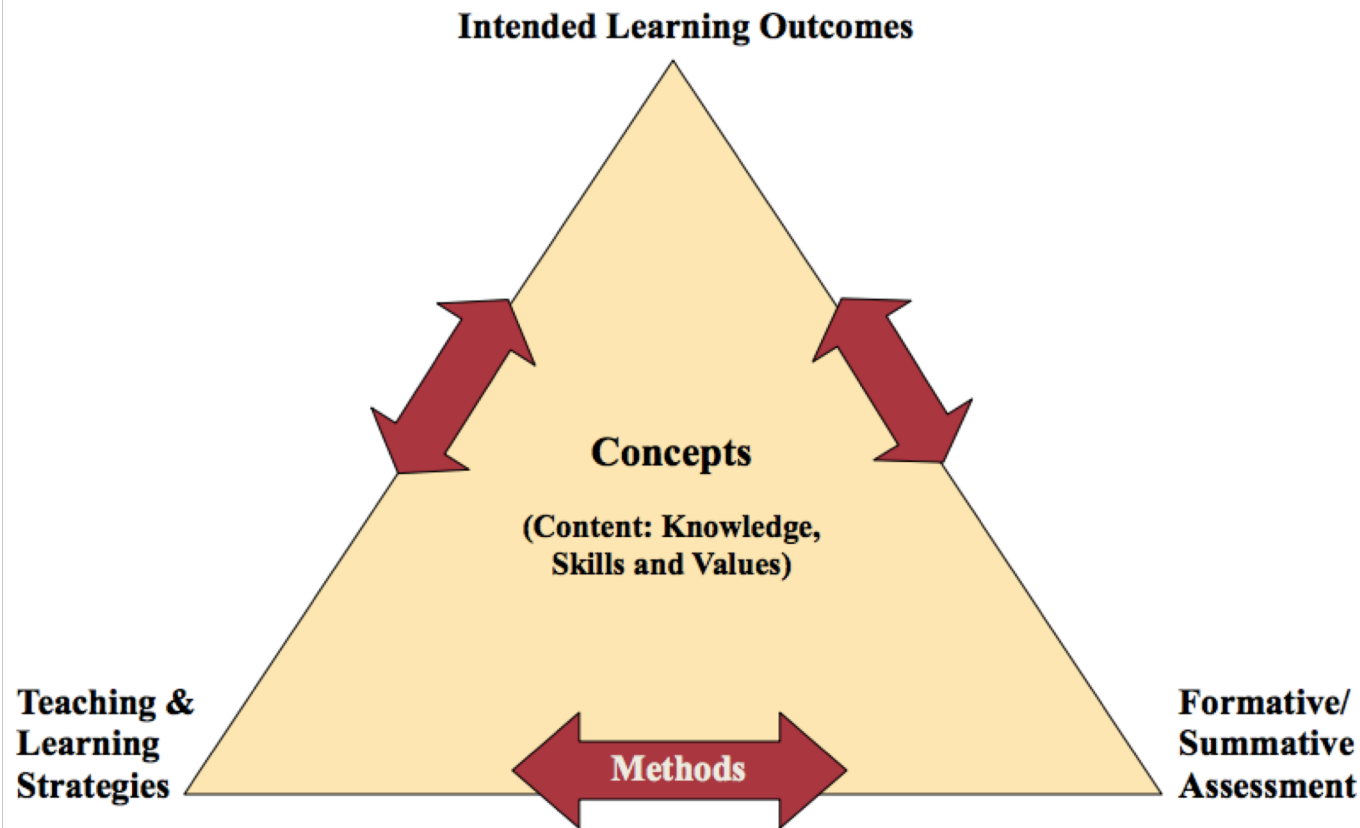
- In 2016, Shannon and Trevor began to offer a two-day workshop to redesign courses with alignment, authentic assessment, and accessibility in mind from the start.
- We presented about the workshop at the Council of Ontario Universities' Learning Outcomes Symposium.
- As we thought about Fall 2020, we realized people might benefit from hearing about our model, and from having a workbook to use if they wish to try out these ideas.
- This webinar is NOT the workshop, but the tools described herein will help you to achieve the goals set out above.

Some preliminaries

- Think of one of your own courses (or a course you've taken) throughout this webinar; we'll keep coming back to it.
- Think especially about what that course might look like in Fall 2020 with teaching affected by COVID-19.
- Waterloo-specific language – we welcome folks from all over the place today and will attempt to limit our local jargon!
- We don't have a magic formula; rather, we encourage ongoing incremental improvement with whatever tools and concepts work for you (and we hope that our workbook might serve you well in this regard).
- How to work our workbook

PART 1: ALIGNMENT

Alignment... what is this again?



Adapted from: Ellis, D. & Light, T. (2006) *Teaching Excellence Academy*. University of Waterloo.



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PART 2: ACCESSIBILITY

Let's try: "Student Advocate":

In this exercise, we provide fictitious descriptions of students. There's more private detail than you'd typically know or need to know about a given student. We hope that imagining yourself as an advocate for a student whose private details you do know helps you to imagine ways that you can make teaching and learning more accessible for students whose private information you don't know. Select one of the mini-bios on p 9 of the workbook (or use this one):

Harjeet (20) is an Indo-Canadian man who speaks English as his first language, and is a 3B Honours Applied Math major (Co-op). He works remotely 3 days per week, lives with parents and young siblings, and is registered with AccessAbility services for ADHD / occasional acute anxiety.

Let's try: "Student Advocate":

Imagine you're an advocate for the student described in the bio – maybe their undergrad advisor. Try to adopt *that* perspective rather than your current role. Consider your existing assessments from the course we asked you to think about.

- What aspects of the course could work really well for the student?
- What possible obstacles might the course pose for the student?
- What advice might you offer the student or their professor with respect to the course?

Retrofit Vs. Universal Design

(Thanks to Jay Dolmage in English for this helpful distinction.)



Uconn's 9 principles of UDI^{©*}

1. Equitable use
2. Flexibility in use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use
8. A community of learners
9. Instructional climate

*(Universal Design of Instruction)

Designing Spaces (how does this relate to Fall 2020 tech-mediated teaching and learning?)

- Gallaudet <https://www.youtube.com/watch?v=FNGp1aviGvE>
- Hallways, ramps, heights, mirrors...
- What does this look like online?

PART 3: AUTHENTICITY

Authentic learning activities, authentic
assessment, authentic learning outcomes

Authentic Assessment

- Alike in some way to tasks a person in the field actually does (or even identical to them).
- Often contrasted with traditional assessment, which may be detached from what the discipline actually does in the world, or may not actually (or primarily) be assessing learning outcomes.
- An obvious consideration is class size and grading workload.

One way to think about assessment

Assessment Attributes

Traditional		Authentic
Selecting a response		Performing a task
Contrived		Real-life
Recall/Recognition		Construction/Application
Instructor-structured		Learner-structured
Indirect evidence		Direct evidence

Source: <http://openbadges.tumblr.com/post/78130197990/openbadgesmooc-session-8-assessment-strategiesd> text

Authenticity in the disciplines

Think about your own discipline or profession. What are the authentic:

- practices
- goals
- content
- capacities

in/of your discipline?

List as many as you can think of.

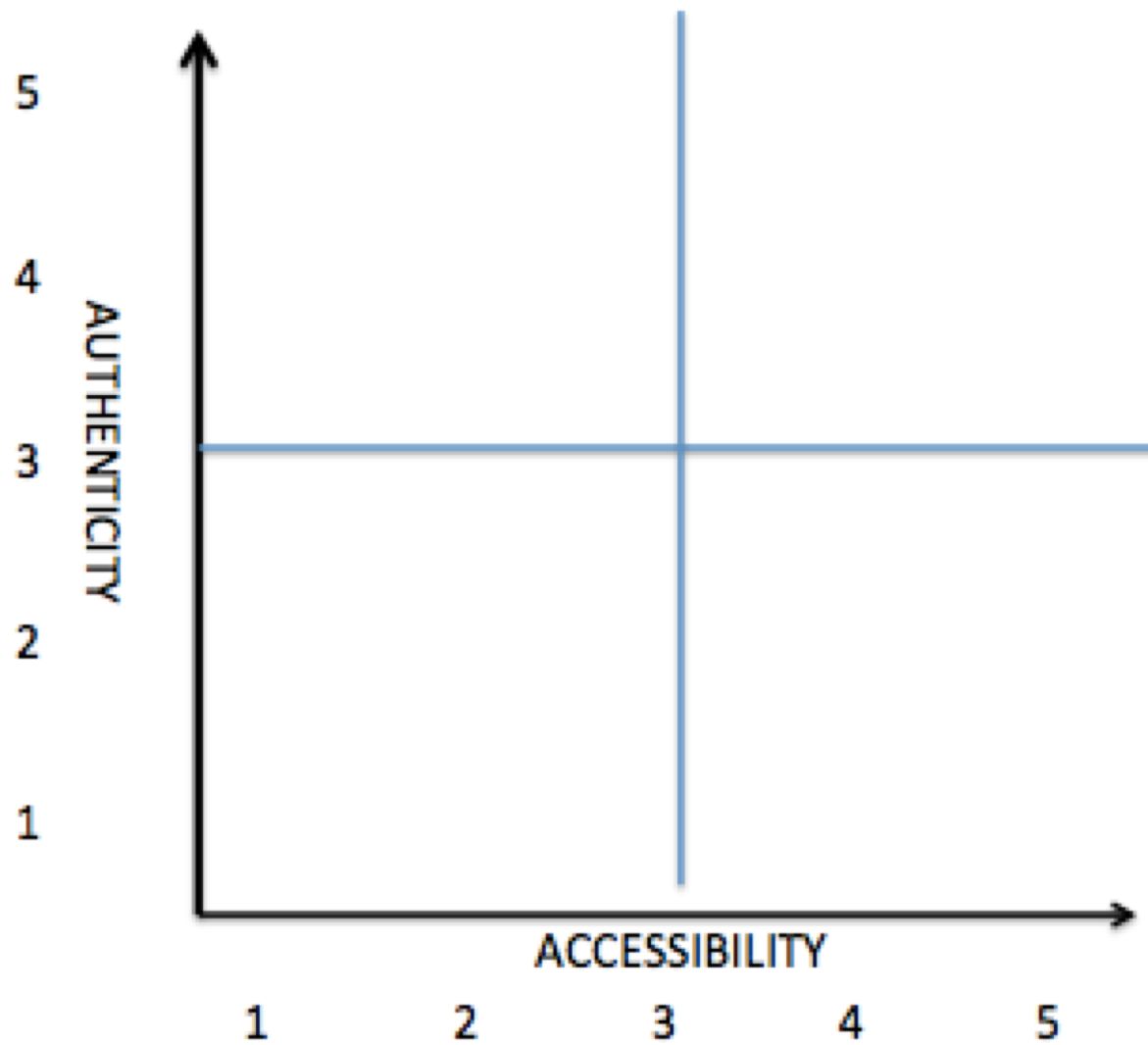
Authentic Assessment audit

- Think about the course you identified at the beginning and how you are thinking about teaching it in Fall 2020.
- Note on your syllabus any learning activities, assessments and intended learning that give students experience with your disciplinary or professional practices, goals, content and capacities. Note also any that are less obviously related.
- Consider how various structures and tools in your Learning Management System can support authentic assessment.

STRIKING THE BALANCE

An inventory of your own course

- Map your planned assessments and learning activities in the workbook (pp 11-12), according to their accessibility and authenticity.
- Consider the online or hybrid teaching you will be doing this Fall and possibly beyond.
- This is a rough mapping based on your own perception. It does not correspond to any external, objective scale.



Final reflection

- How do alignment, accessibility and authenticity interact? Do they support each other? Are there mutual tensions?
- How does COVID-era teaching affect the overall alignment, accessibility and authenticity of your course(s)? Given that we are going to have to drop some elements of our courses, can we drop the things that are less helpful to all, less authentic, etc.?

Reminders

- There's no perfect course.
- Use our worksheet to make incremental shifts that are within your capacity.

Questions? Discussion?

- Use the "chat" function in Webex to note any questions, ideas, or comments.
- Our host, CTE's Brianna Bennett, will moderate the chat.
- We will post any additional discussion and answers to any questions we miss at <https://uwaterloo.ca/centre-for-teaching-excellence/events/deepening-your-course-design-remote-edition>

Thank you!