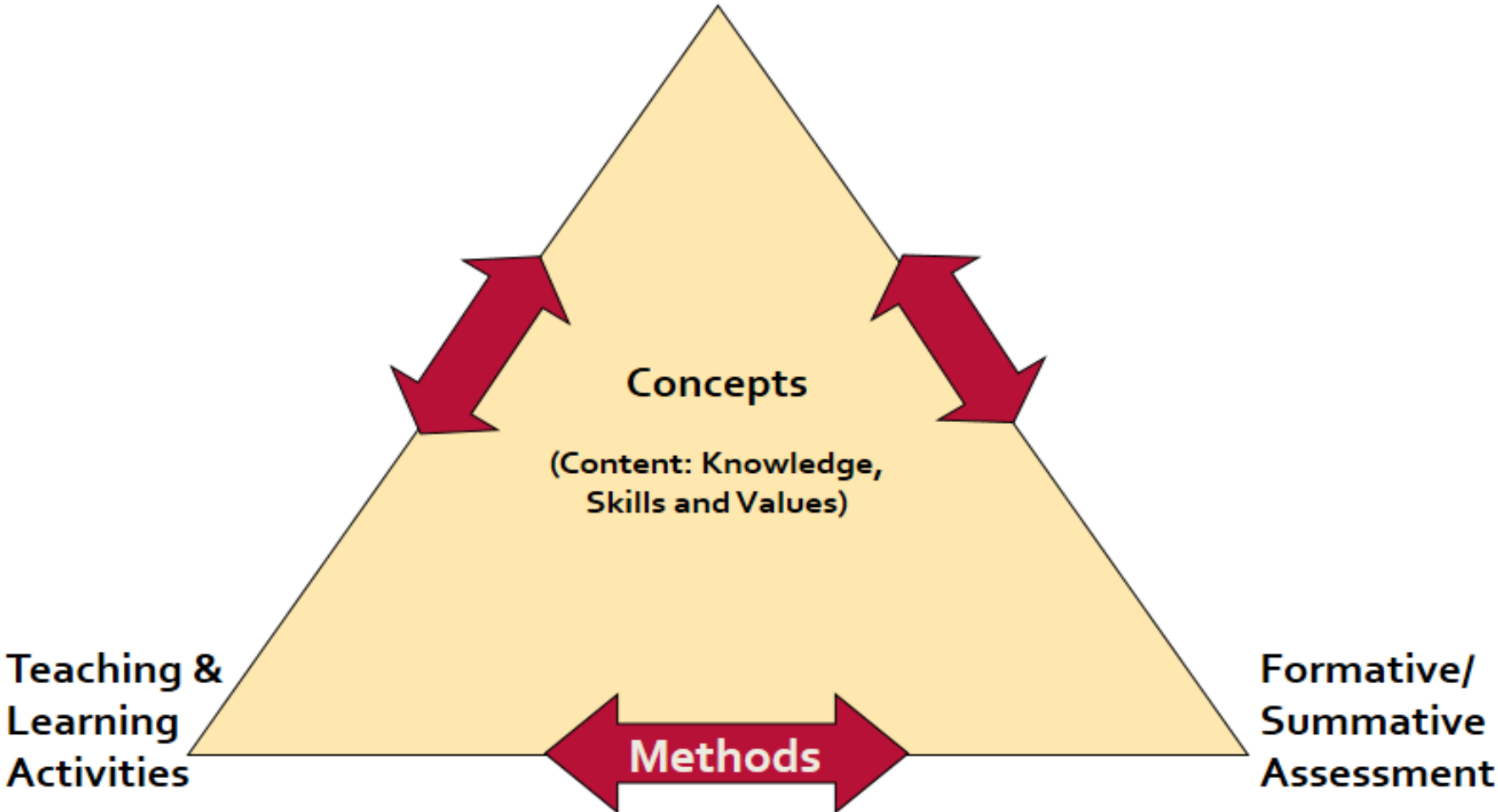# Course Alignment Refresher

See Course Design section in your binder
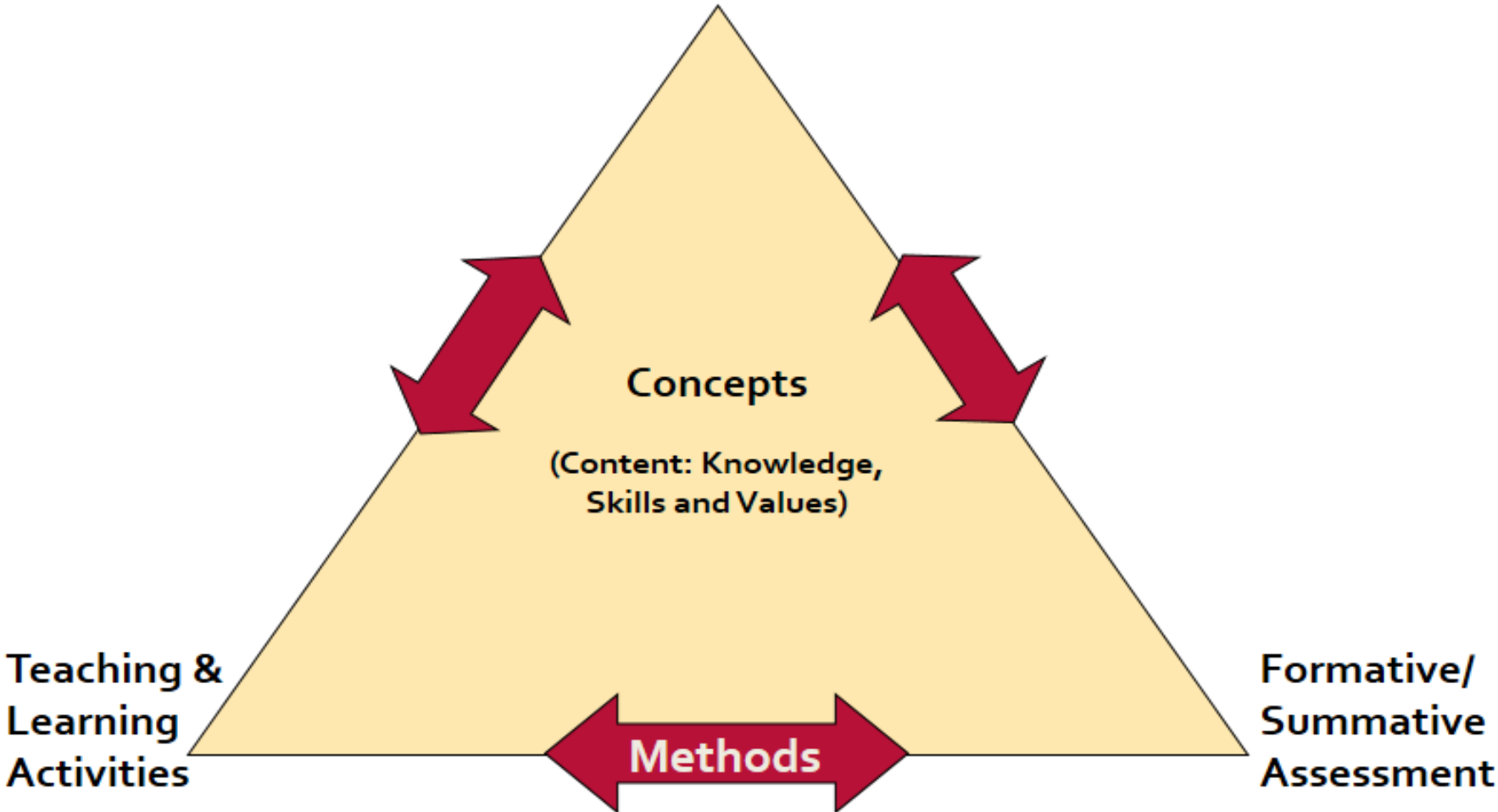
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Adapted from Ellis, D. & Light, T. (2006) *Teaching Excellence Academy*. University of Waterloo

Backward Design, Constructive Alignment, Taxonomies

- Most course design models begin with the end in mind.

  - What game are we in? Where are the goalposts? What counts as scoring? How do I play this game?

- At CTE, we use a combination of "backwards design" (Wiggins and McTighe), "constructive alignment" (Biggs and Tang), and (revised) Bloom's Taxonomy of domains of learning (cognitive, affective, sometimes psychomotor).

- We also centre your content, which is different from many design models. You can read why in Saroyan and Amundsen, and also in the "Decoding the Disciplines" literature. So our model includes content.

- You'll hear soon about an innovative model called PEAR that will form the spine of this institute; my purpose today is simply to refresh everyone about the design model many you have encountered in our one-day, four-day, and two-day course design workshops.

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(2006) *Teaching Excellence Academy.*
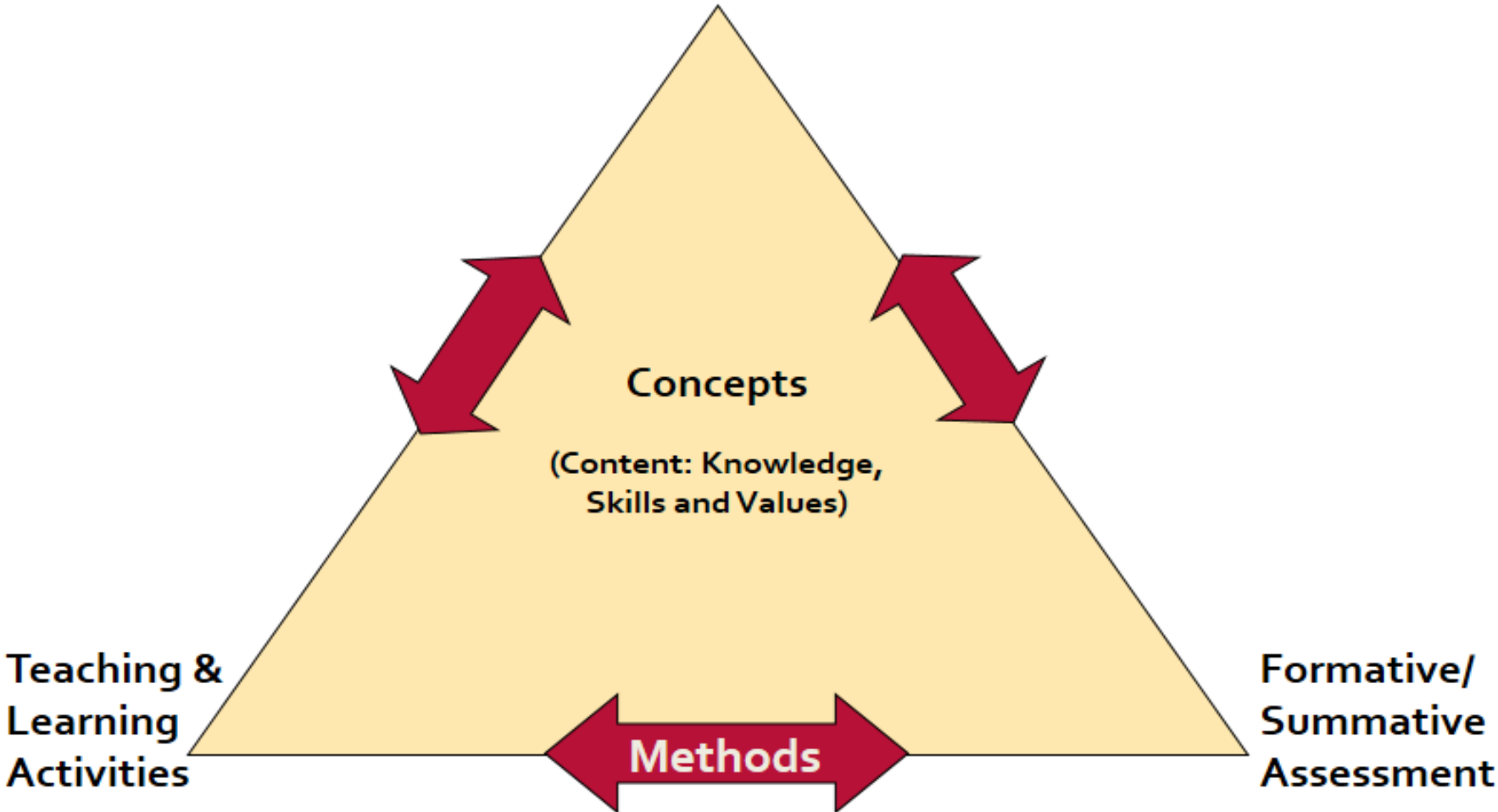University of Waterloo

Learning Outcomes

- Intended Learning Outcomes (ILOs) focus on what **learners** should know, do, and value

  - *"By the end of the ExL, learners should be able to give and receive rich feedback on an experiential component's design"*

- Typically, because these come from a behaviourist paradigm, they use an **active** verb

  - e.g., define, differentiate, solve, design, write, evaluate, reflect critically

- They help to differentiate **goals** from **means**

- ***See binder***

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Critiquing your outcomes

- Are the outcomes specific?

- Do they focus on the learner instead of the instructor?

- Do they fit with your contextual factors?

- Do they fit with your teaching philosophy?

- Do they encompass the content areas?

- Do they indicate what students should be able to know, do, and/or care about by the end of the course?

- Pro tip: consider whether your cognitive domain outcomes are looking at Factual, Procedural, Conceptual, or Metacognitive knowledge! (Anderson & Krathwohl)
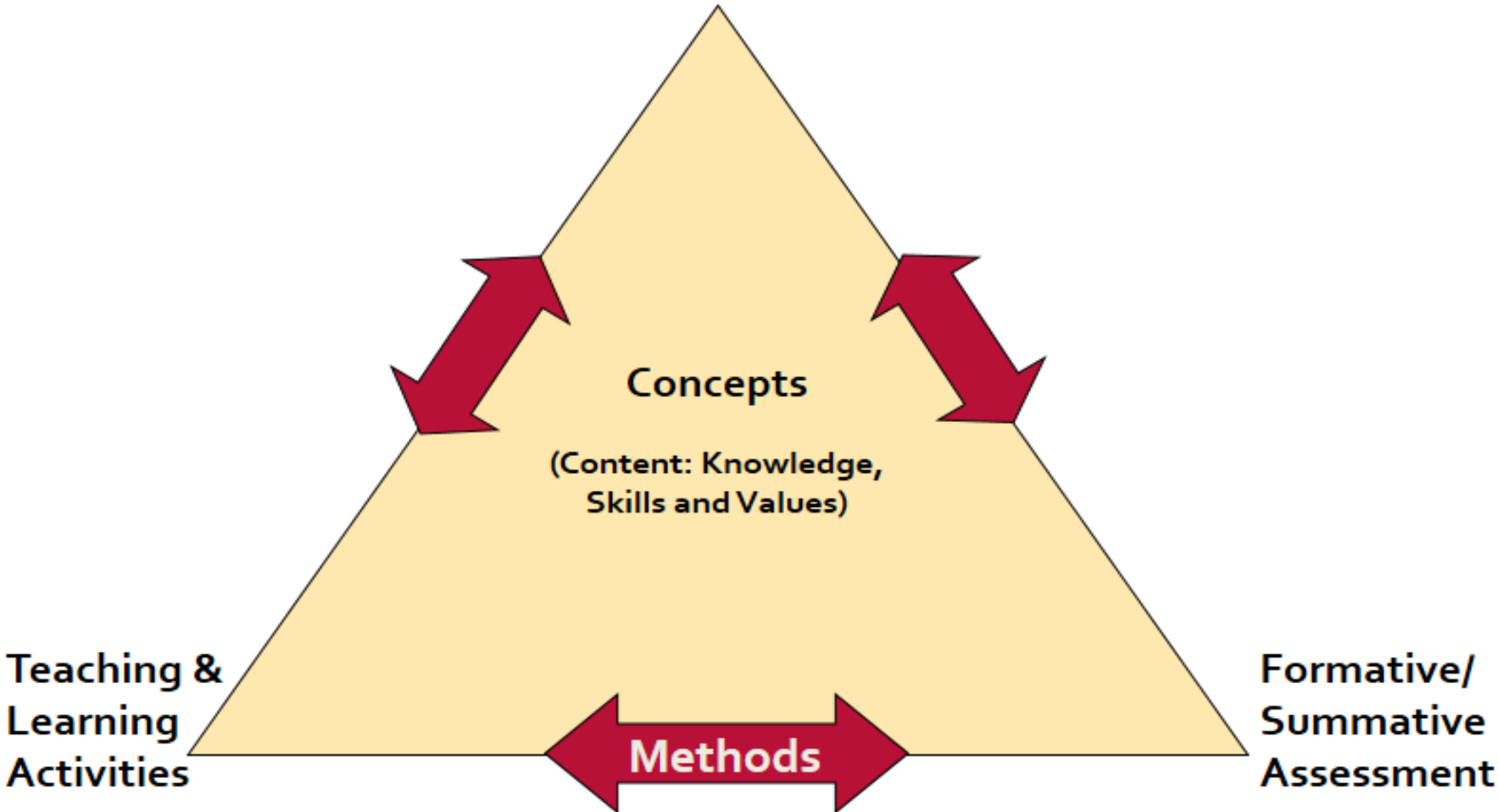
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Adapted from Ellis, D. & Light, T. (2006) *Teaching Excellence Academy.* University of Waterloo

Teaching and Learning Activities

- Designing for time **during class** and **outside class**

- Consider responsibilities of **learners and instructors**

  - **Informing** = providing information about the subject matter and learning tasks

  - **Practice** = providing structured activities with feedback with structure and feedback reduced over time; like rehearsal, with some scaffolding as needed

- Successful experience of the ILO *before* summative assessment/ grading

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Intended Learning Outcomes

Concepts

(Content: Knowledge, Skills and Values)

Teaching & Learning Activities

Methods

Formative/ Summative Assessment

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

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Formative and Summative Assessment

- Formative Assessment:
  - Is given to students during the course
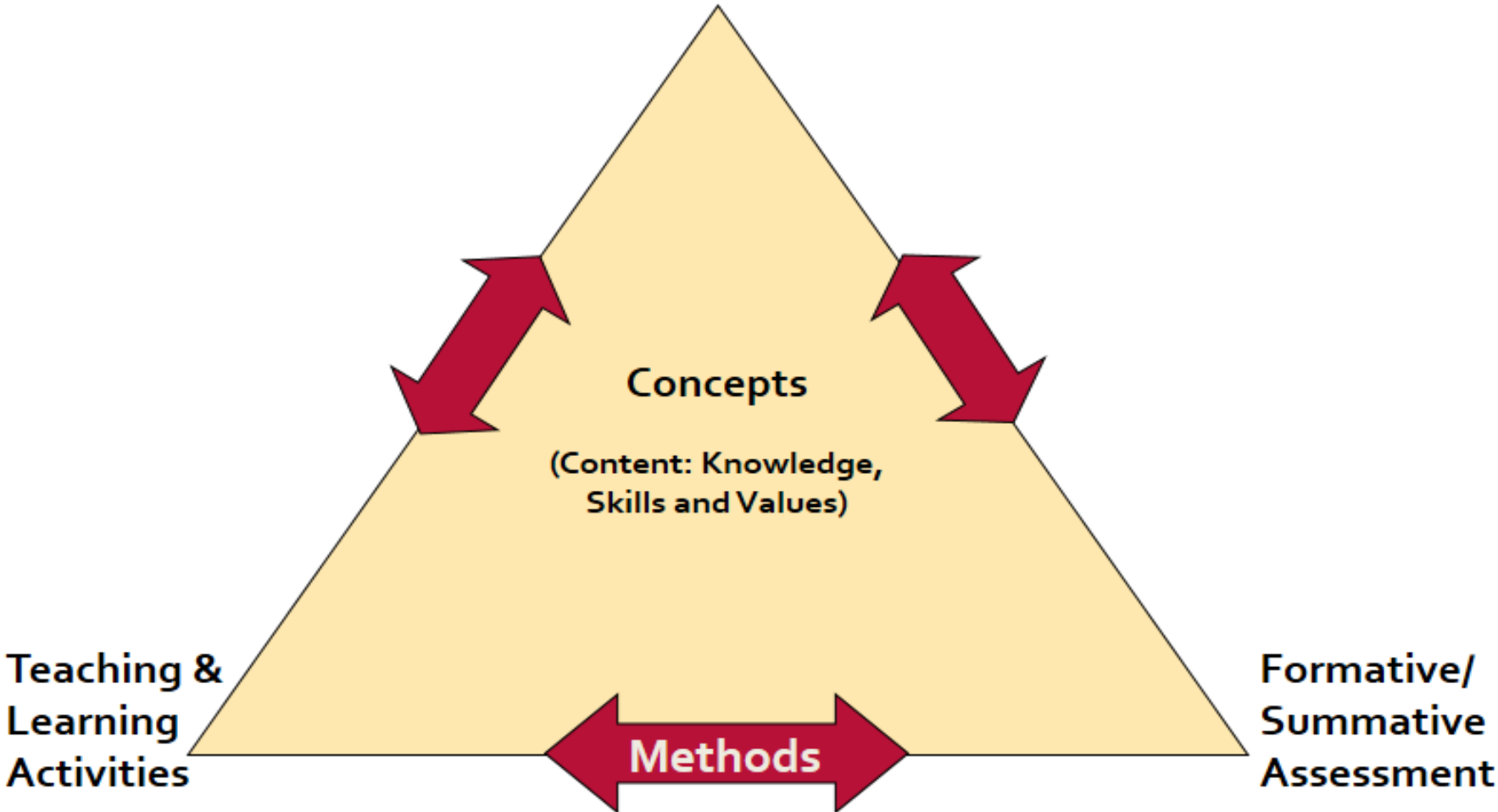 - Involves dialogue
  - Is often ungraded

- Summative Assessment:
  - Occurs during the term and/or at the end
  - Typically involves little to no dialogue
  - Is graded

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Framework for Assessment
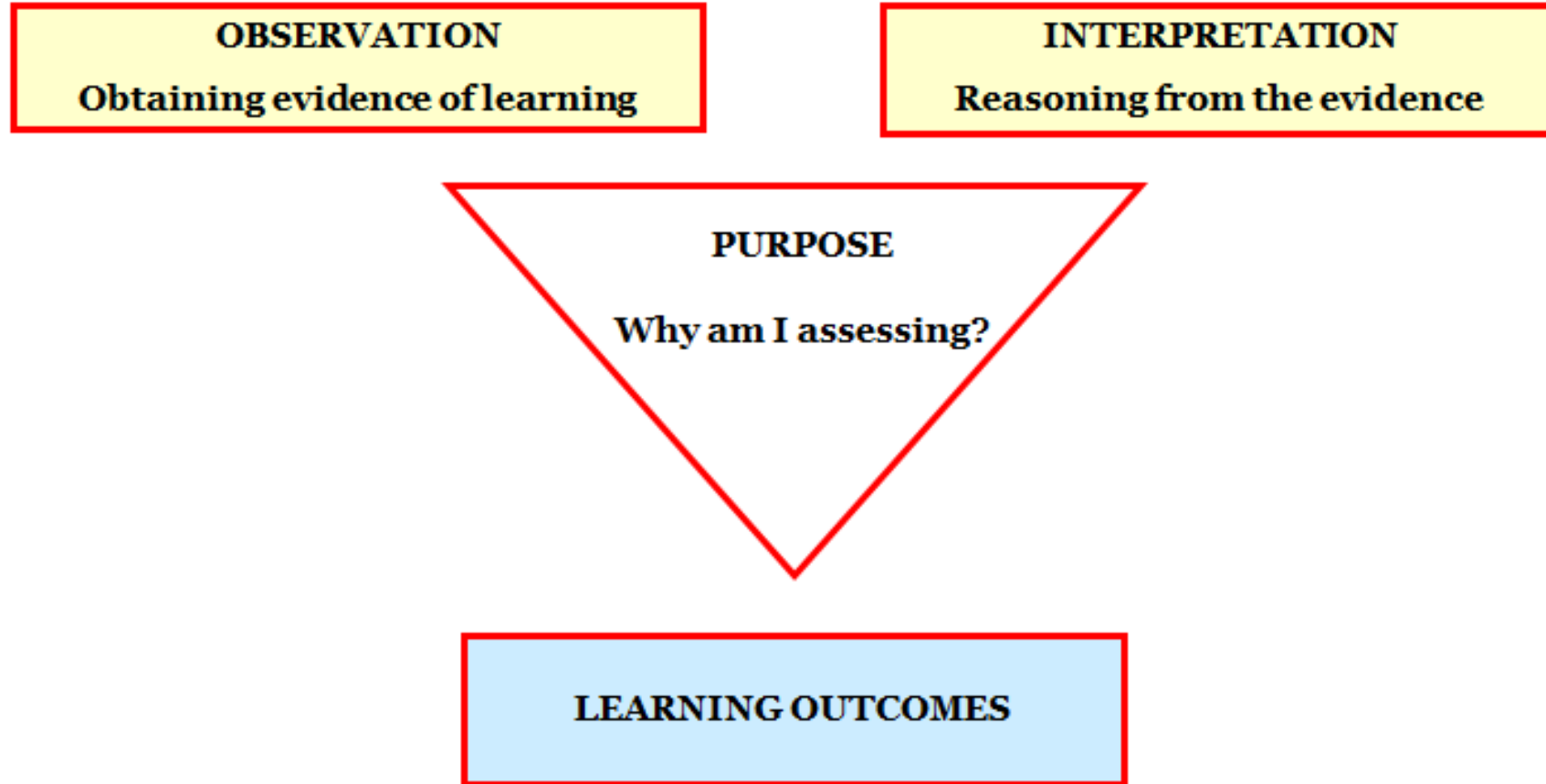
Adapted from National Research Council (2001). *Knowing What Students Know.*
Washington, DC: National Academy Press, p. 44.

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

An alignment table (use the one that suits you best)

Intended Learning Outcome	Teaching and Learning Activities	Assessments
Describe structural and systemic sexism as it applies to historical and contemporary phenomena	Lecture note taking, Top Hat discussions, journals	IRP 1 & 2, Reading Quizzes, journals
Reflect critically on social location and intersectionality in understanding feminist concepts, gendered experiences of the world (yours and others'), and activism aimed to redress injustice	Top Hat discussions during class	Discussions, Journals, Take-home exam
Find your own voice in a vast sea of debates, engaging authentically with others in respectful dialogue as part of a course community and a wider community	In-class activities, including Top Hat discussions & Google Docs collaborative notetaking	Discussions, Take-home exam
Increase your awareness of, and contribute to, the rich intellectual, material, and activist history that lies behind our ability to speak about and act on principles of anti-oppression	Archive visit & guest speakers	Archive project & IRP 1, second engagement project & IRP 2

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Alignment beyond your course

- Is your course connected to another course?

- What is your course's role in your program? Others' programs?

- How does your course relate to your program's outcomes?

- What other "stakeholders" might influence your course? Obviously in ExL, the circles may be quite a bit more diverse!

Discipline

Institution

Faculty

Program

Course

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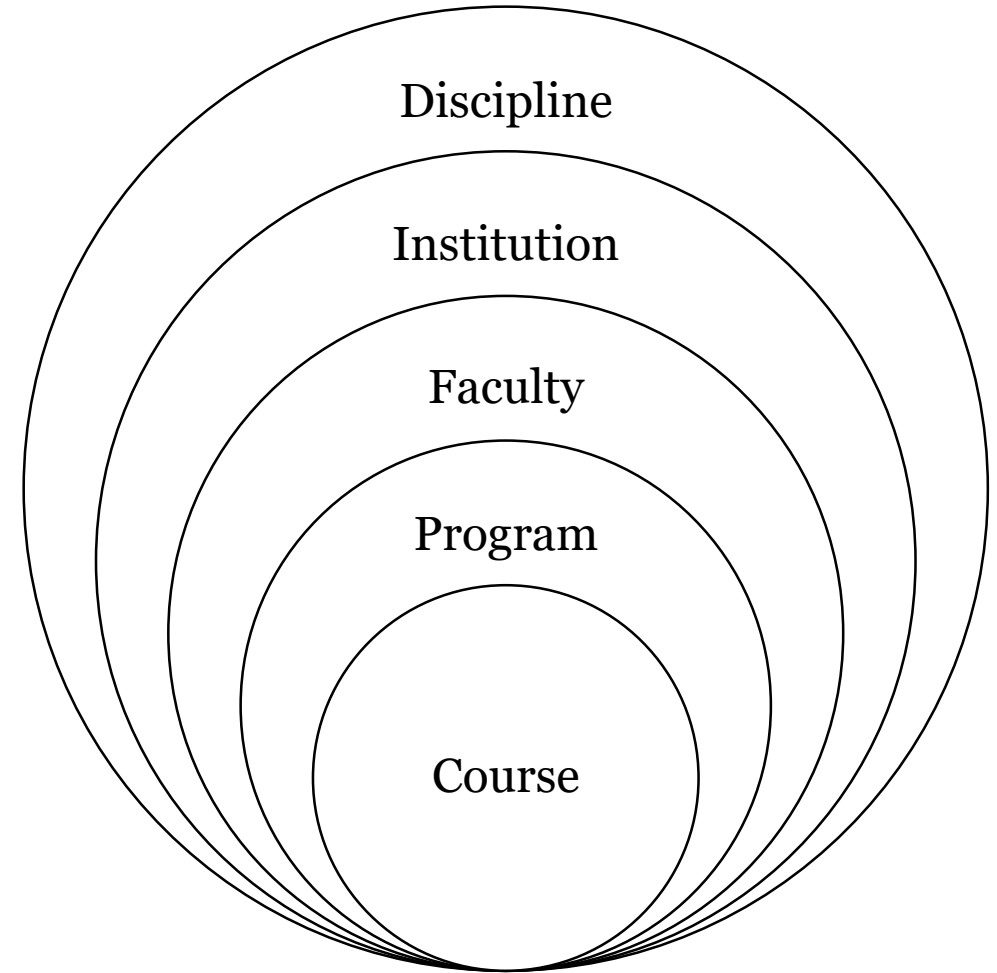
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