Backward planning for ITO

Modules 2,3,4 and 5

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Course Outcome for ITO course

2. Considering the online context create and organize course outcomes / learning objectives.

Module Learning Objectives	Assessments **of** Learning (evidence of learning = Summative)	Learning materials/ experience/instruction	Assessments **for** learning (for practice and feedback = Formative)
1. Participants will use **the Understanding by design framework and considerations for online teaching** to start **planning** their **online courses.**		• Pre-assessment discussion board (Planning) • Read -Considering the online context and Begin with the end in mind • Read https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/ • Watch video explaining backward design	• Complete considerations for online teaching and effective practices quiz

2. Participants will **create course outcomes** that follow the formula **Action Verb +Noun(content) + Context = Outcome** for their online course.	Creation of between 2- 5 course outcomes, added to the Backward planning template	• Graphic to show the formula for creating outcomes and objectives
		• Video explaining the difference between course outcomes and learning objectives https://youtu.be/i5xGYRig_hY
			• H5P activities embedded in the page with immediate feedback
			  • Evaluating outcomes and objectives
			• Creating course outcomes
			  - Peer feedback /discussion / office hours to allow for refinement and improvement

3. Participants will **breakdown** each course outcome into **learning objectives** using the formula **Action Verb +Noun (content)+ Context = Learning Objective** for their online course.	Creation of between 1 – 3 learning objectives for each course outcome.
	
	Add module learning objectives to the Backward planning template
		• Blooms action verbs handout and link https://courses.dcs.wisc.edu/design-teaching/PlanDesign_Fall2016/2-Online-Course-Design/2_Learning-Objectives-Alignment/6_objectives_blooms-taxonomy.html
		• Copy of a blank Backward planning template for participants to complete.
			• H5P activities embedded in the page with immediate feedback
			  • Identifying action verbs
			• Creating learning Objectives
			  - Peer feedback and discussion to allow for refinement and improvement
			• Self-assessment rubric (pre-course)
			• Writing your own course outcomes and learning objectives add them to the Backward planning template

Course Outcome for ITO course

3. Select and use effective online formative and summative assessment strategies to determine student success in achieving the expected learning objectives

Module Learning Objectives	Assessments **of** Learning (evidence of learning = Summative)	Learning materials/ experience/instruction	Assessments **for** learning (for practice and feedback = Formative)
1. Using your course outcomes and module learning objectives examine and select appropriate formative and summative assessments that students will need to complete to demonstrate evidence of understanding and learning.	Completion of the Assessments **of** learning column and Assessments **for** learning column in this template	• Pre-assessment discussion board (Assessment strategies) • Read- assessments and activities that align with learning objectives • Watch video on Assessment strategy https://youtu.be/XON_-XfXtZ8	• Complete assessment columns in this template - Peer feedback / discussion Office hours to allow for refinement and improvement • Perusall assignment - selecting effective assessments and activities for online learning.
2. Ensure that tasks and assessments are aligned with course outcomes and module learning objectives.		• Document outlining how to "align assessments and activities to learning outcomes using Bloom's taxonomy". • Provide an example of a completed Backward planning template, showing course outcomes, module learning objectives completed assessment columns and learning, materials/ experience/ instruction	• H5P activities embedded in the page with immediate feedback • Aligning assessments with learning objectives • Sorting formative and summative assessments • True/False question • Multiple choice question

Course Outcome for ITO course

4. Select and use effective online instructional approaches and align with outcomes

Module Learning Objectives	Assessments **of** Learning (evidence of learning = Summative)	Learning materials /experience/instruction	Assessments **for** learning (for practice and feedback = Formative)
1. Select appropriate content and learning activities to ensure students learn what you want them to learn.	Completion of the column Learning materials/ experience/ instruction in this template.	• Pre-assessment discussion board (Instructional approaches) • Read-Instructional strategies	• Complete the Learning materials/ experience/ instruction column in this template - Peer feedback and discussion to allow for refinement and improvement • Perusall assignment - selecting effective instructional strategies for online learning.
2. Align the learning experiences and instruction with the module learning objectives.		• Alignment graphic • Alignment video https://youtu.be/1LAld8OVnBw • Provide an example of a completed template, showing the objectives, evidence of learning, resources and activities used.	• H5P activities embedded in the page with immediate feedback • aligning instructional strategies with learning outcomes and assessments.

Course Outcome for ITO course

5. Reflect on your experiences as an online learner and show how it will influence your online teaching

Module Objectives	Assessments **of** Learning (evidence of learning = Summative)	Learning materials/ experience/instruction	Assessments **for** learning (for practice and feedback = Formative)

Reflect on the ITO course and share the following:
What did you learn?
Why is it important to you?
How you will use it? (have the barriers you identified in week one been removed?)
	Share reflections and implications for practice (participants choose what and how they will share their reflections) with the rest of the group in the last synchronous session.	• Reading materials
		  • https://courses.lumenlearning.com/healthcarecommunication/chapter/reflective-learning/
		  • https://csl.ku.edu/reflection-models
		• Reflection discussion board
			• Self-assessment rubric (post course)