Sociology, Anthropology, and Criminology Online Course (Re)Design Institute: Creating Significant Online Learning Experiences

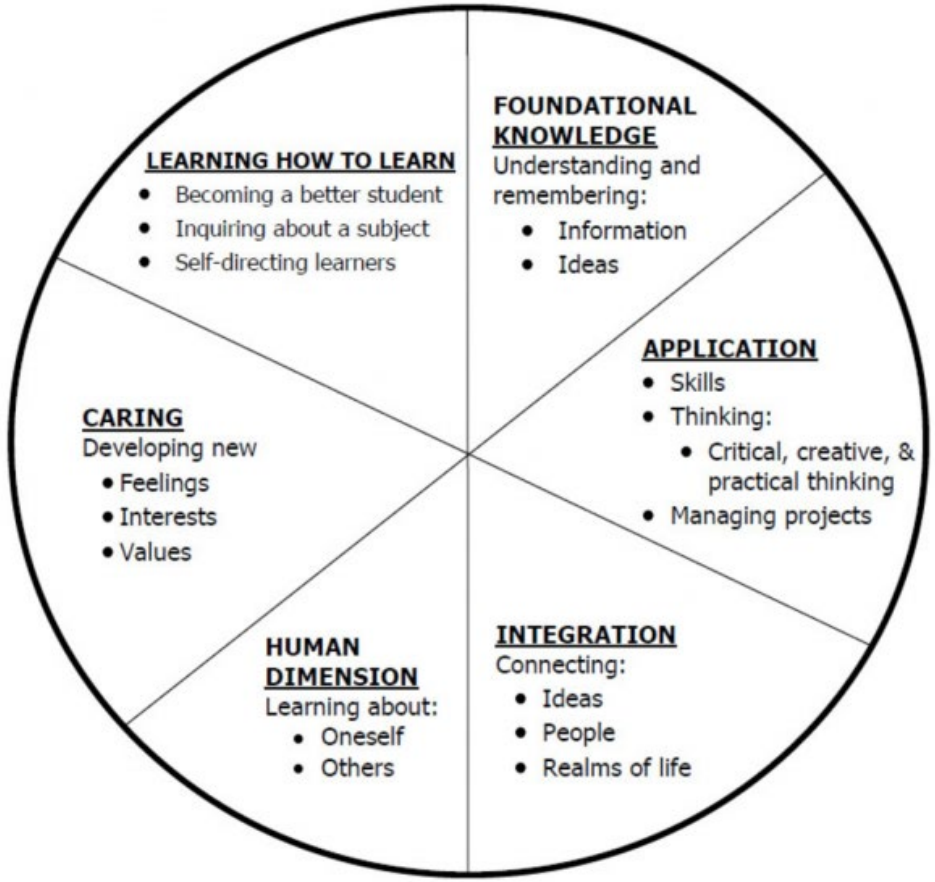
June 4-5, 2019

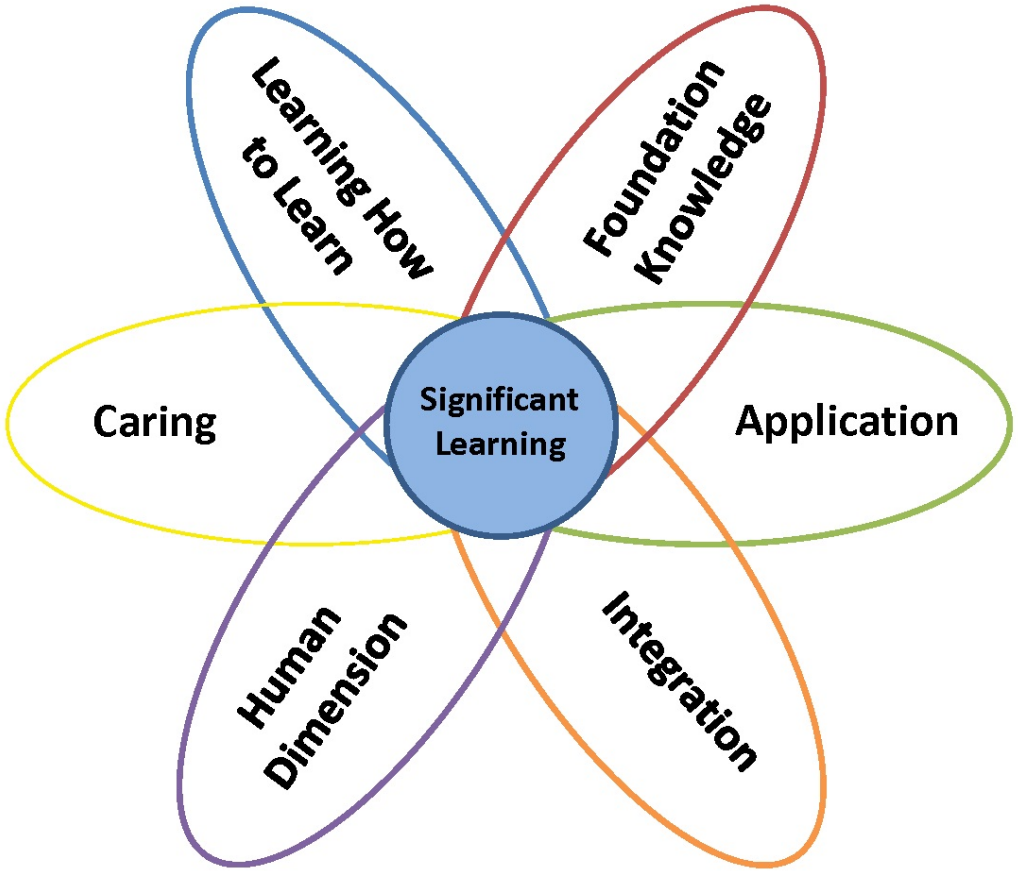
Introduction and Overview

Exercise 1: Getting Started: What are your…

Goals and Interests	Challenges and Obstacles	Dis/Comfort Zones	Potential Solutions

Creating Significant Learning Experiences
Dee Fink



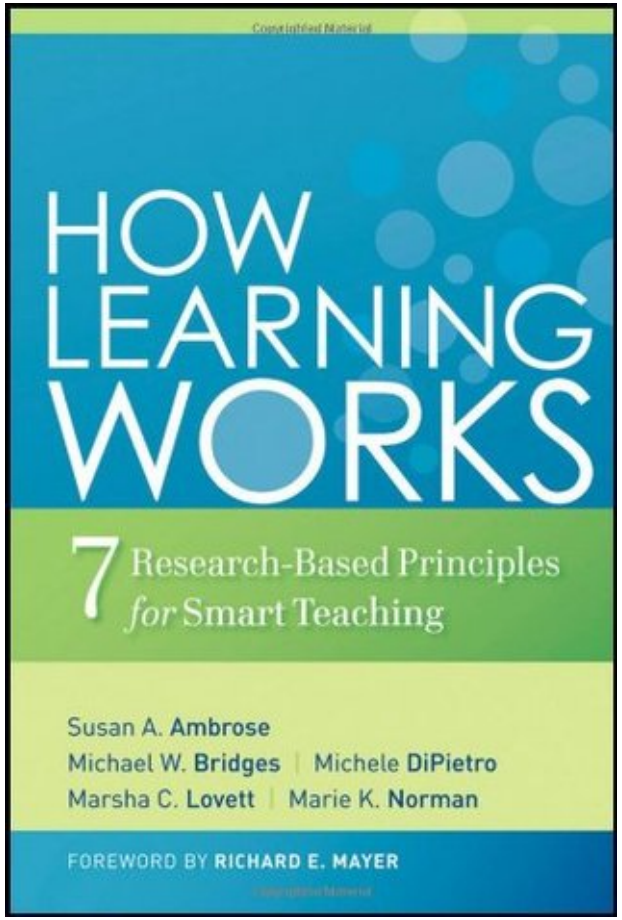


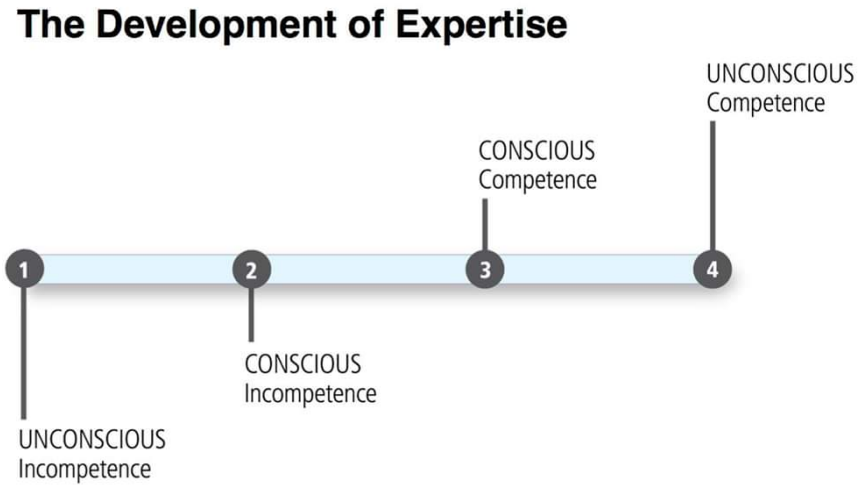

AAC&U
peerReview
VOL. 18, NO. 1/2 | WINTER/SPRING 2016
EMERGING TRENDS AND KEY DEBATES IN UNDERGRADUATE EDUCATION
Transparency and Problem-Centered Learning
TILT Higher Ed
Transparency in Learning and Teaching
THE CHRONICLE
of Higher Education
What College Scorecard Doesn't Show
The Unwritten Rules of College

Value Proposition

- *As faculty, if we are primarily concerned with transmitting content, then our value will only decrease. The Internet contains a much broader selection of lectures, demonstrations, animations, and examples on more subjects, in more languages, and with a greater variety of approaches, methods, and pedagogies than any professor, department, or even entire university can provide. If, however, we are more concerned with faculty-student interaction; the design and sequence of learning experiences; the application, analysis, and synthesis of information; the motivation of students; and, especially, the increasing complexity of students' mental models, then the value of what we do will increase*.
- Further, It is not enough to want students to care about your subject (or insist that they do so). *Engagement and learning start with what matters to students. This is the "entry point." If you understand what matters…you have a better chance of getting them to see what matters to you.*
- https://www.aacu.org/liberaleducation/2014/spring/bowen

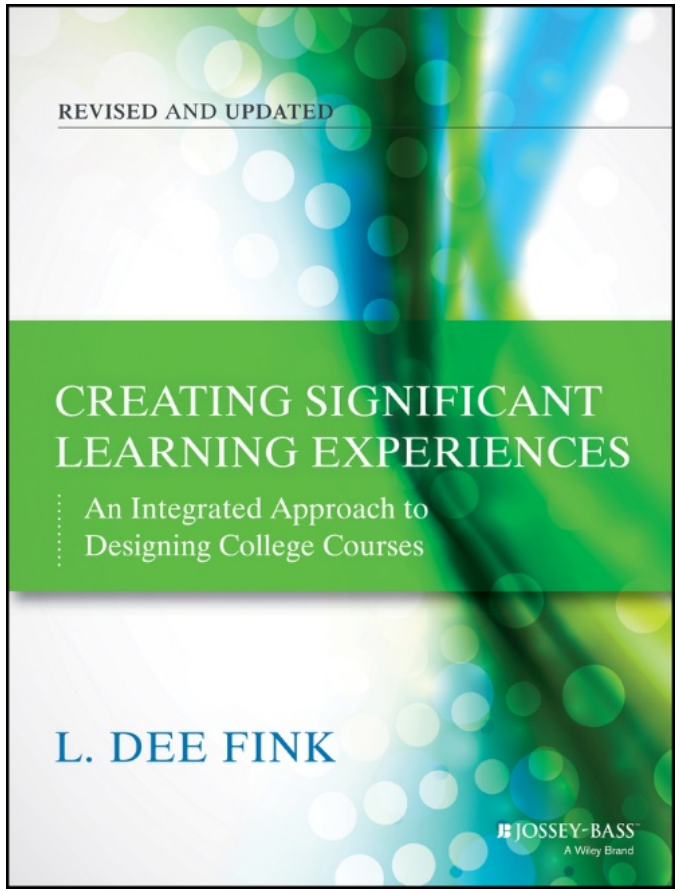
“Smart teaching” helps students learn how *their* learning works and …

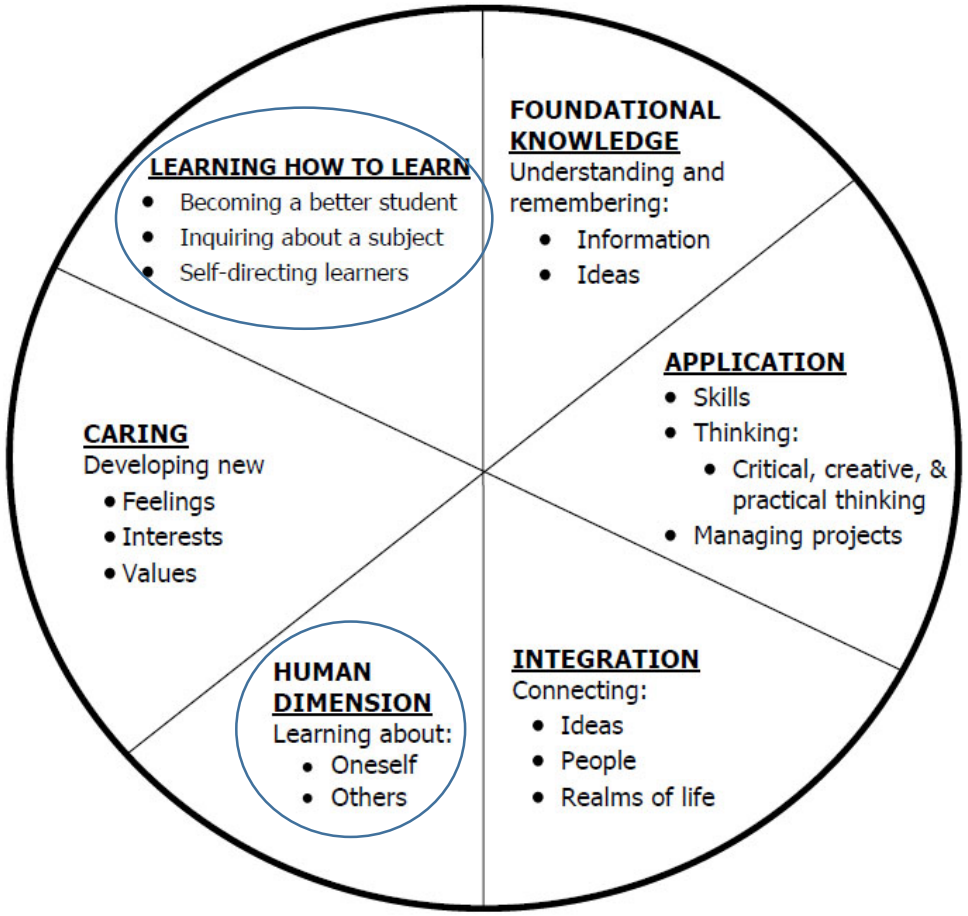




Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., and Norman, M. “How Learning Works: Seven Research-Based Principles for Smart Teaching.” San Francisco: Jossey-Bass, 2010.

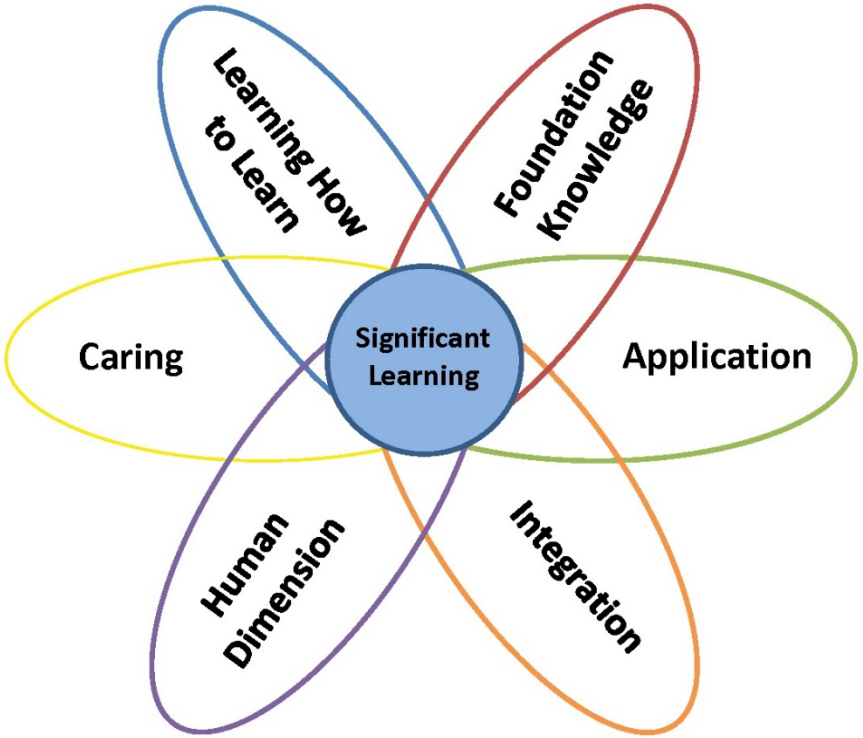
…creates significant learning experiences. (#Morethancontentknowledge)





Exercise 2: Creating Significant Learning Experiences

Fink's 6 Domains



What do you do in each domain?

Course and Curriculum

COURSES, CURRICULUM, AND PROGRAMS—OH MY!

University of Idaho
College of Letters, Arts and Social Sciences

Department of Sociology & Anthropology
uidaho.edu/class/soc-anthro

Sociology – General Emphasis, B.S.
Four-Year Degree Plan

Freshman Year			
First Semester	**Credits**	**Second Semester**	**Credits**
Soc 101 – Introduction to Sociology	3	ISEM 101 – Integrated Seminar	3
Anth 100 – Introduction to Anthropology	3	Stats 251 – Statistical Methods	3
English 101 - Introduction to College Writing	3	English 102 – College Writing and Rhetoric	3
Science or Math	3	Science class plus lab	4
COMM 101 – Fundamentals of Public Speaking	3	Anth 220 People of the World or SOC 130 – Soc Problems	3
Total Credits	**15**	**Total Credits**	**16**

Sophomore Year			
First Semester	**Credits**	**Second Semester**	**Credits**
Sociology elective	3	Soc 309 - Social Science Research Methods	3
Psyc 101 - Introduction to Psychology	3	Related Field	3
Science class	3	Sociology elective	3
Related field (e.g., psychology, political science)	3	Humanities class	3
ISEM 301 - Great Issues	1	Science class	3
Humanities class	3		
Total Credits	**16**	**Total Credits**	**15**

Junior Year			
First Semester	**Credits**	**Second Semester**	**Credits**
Soc 310 – Sociological Theory	3	Soc 421, 423, 424, 427, or 439 (inequalities course)	3
Sociology elective	3	Sociology elective	3
Minor or other elective	3	Minor or other elective (300- or 400-level)	3
Related field (e.g., psychology, political science)	3	International course (gen ed)	3
Humanities class	3	Elective (300- or 400-level)	3
Total Credits	**15**	**Total Credits**	**15**

Senior Year			
First Semester	**Credits**	**Second Semester**	**Credits**
SOC 460 Sociology in Action (Capstone)	3	Internship or Practicum	3
SOC 416 or 417 (advanced research method)	3	Elective (300- or 400-level)	3
Minor or other elective (300- or 400-level)	3	Elective	3
Minor or other elective	3	Elective	3
Related field (e.g., psychology, political science)	3	Elective	3
Total Credits	**15**	**Total Credits**	**15**

Note: This is a sample four-year degree plan. Please speak to your advisor about what courses will help you meet your degree requirements and interests.

BUILDING A COHERENT, CLEAR, PURPOSEFUL PROGRAM

Northeastern University
College of Social Sciences and Humanities

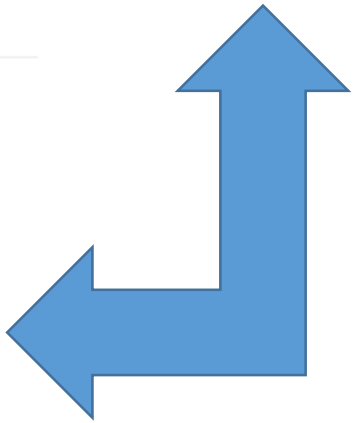
School of Criminology & Criminal Justice

Student Learning Outcomes

Through our curriculum, we anticipate students will gain the ability to:

- Describe the elements of the criminal justice system and understand their historical development as social responses to crime
- Identify and apply theories of the causes of crime and theories of organizational responses to crime
- Apply the fundamentals of legal reasoning and the development of case law to doctrines of criminal law and constitutional law
- Understand and appropriately apply tools of research design and statistics to test theories and evaluate the effectiveness of criminal justice programs and policies
- Clearly communicate knowledge verbally and in writing

What courses and experiences will help students achieve these learning outcomes?



MAP THE CURRICULUM

Identify and apply theories of the causes of crime and theories of organizational responses to crime

Program Curri… …ance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	**Course 100**	1		1		
Required	**Course 120**		1		1	1
Required	**Course 201**		2	2		
Elective	**Course 215**				2	2
Required	**Course 300**	2		3		
Required	**Course 330**		3		2	3
Capstone	**Course 410**	3	3	3	3	3

Major Requirements

Performance Goal	1	2	3
	emerging	developing	proficient

MAP YOUR COURSE

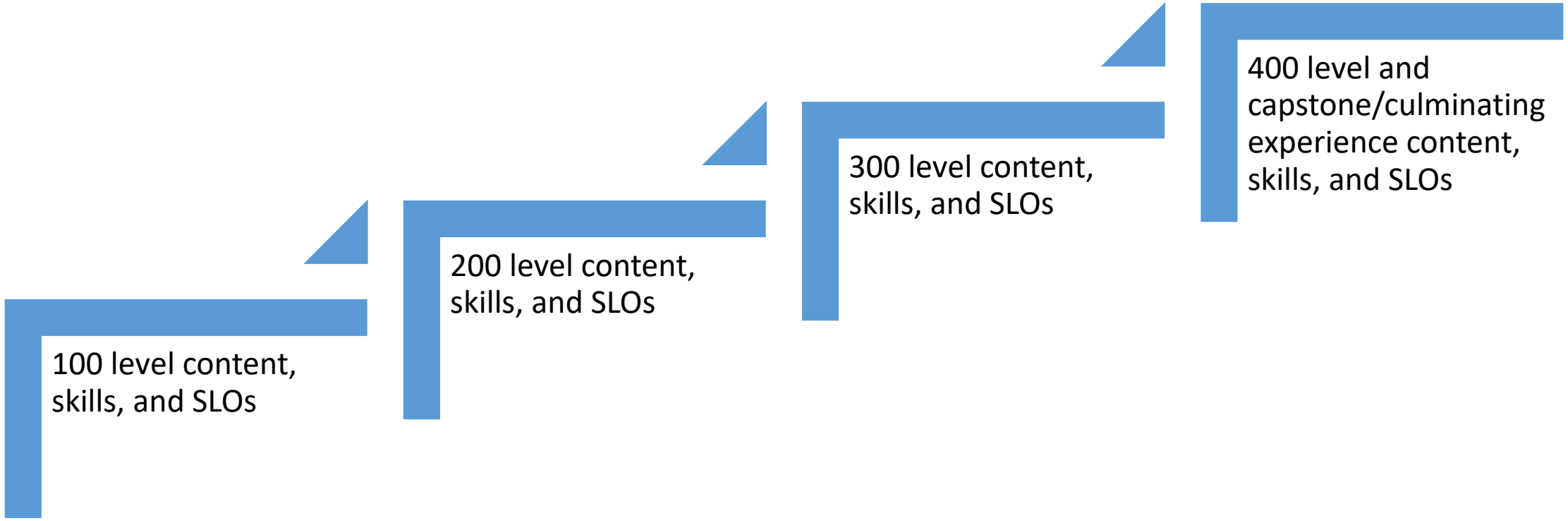
What should students KNOW and be able to DO?

How will students show me what they know and can do?

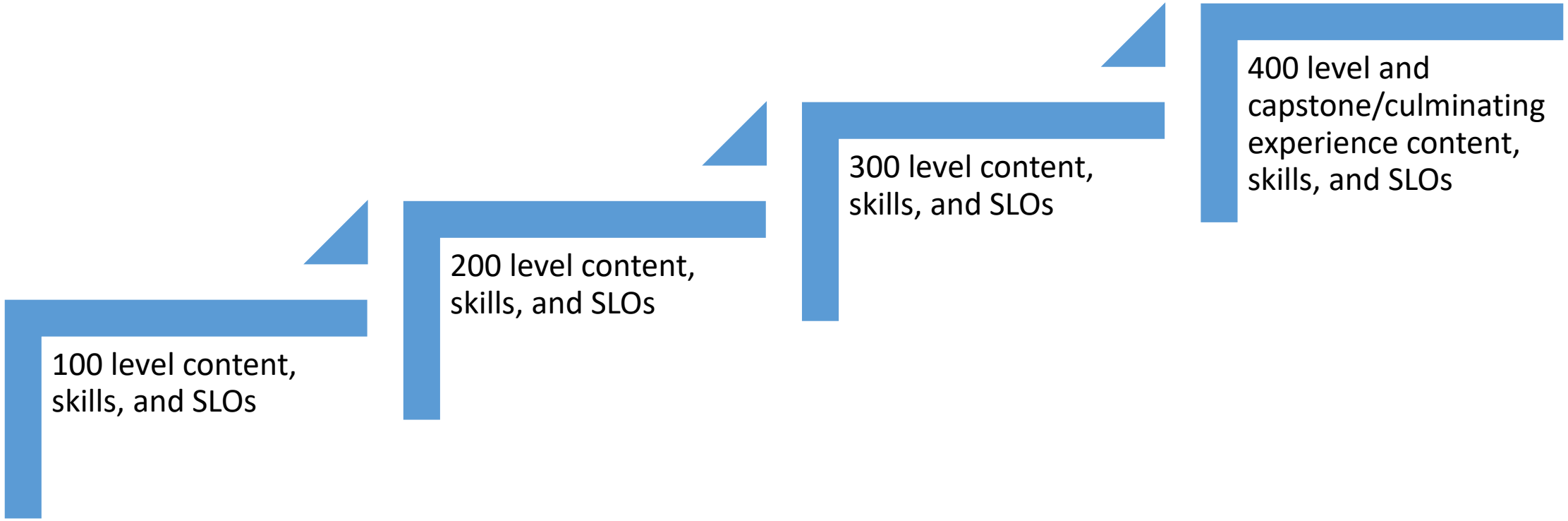
What will I have students do to learn and build skills?

What content should be presented so students achieve learning outcomes?

Course and Curriculum: Goodness of Fit?



Exercise 3: Course & Curriculum Collaboration



Backwards designing a learning-centered / graphic syllabus

Making a connection/building a community

Jose Bowen's entry point for engaged learning: It is not enough to want students to care about your subject (or insist that they do so). *Engagement and learning start with what matters to students. This is the "entry point." If you understand what matters…you have a better chance of getting them to see what matters to you.*

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- Recall that…
- The syllabus is the initial point of contact between the **instructor and the students.**
- It is often the initial point of contact between **the student and the course**, and even **the curriculum and the discipline**.
- It is the first chance we have to establish **shared value** –to engage in a collective and purposeful effort to accomplish learning goals.
- What does this mean to *us, to the students, and with regard to the syllabus*?
- How do we enhance that contact and sense of value?

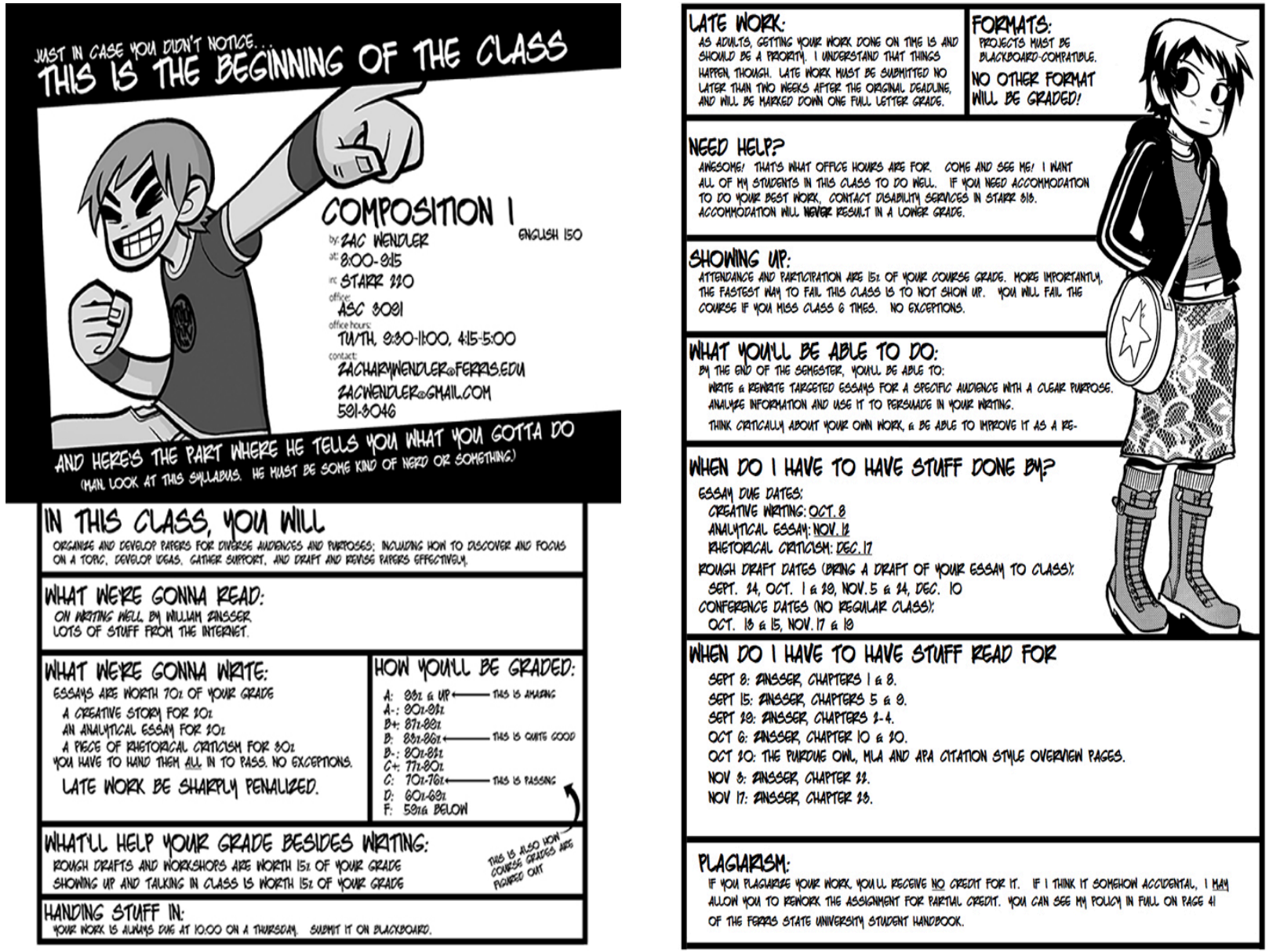
What is a “good syllabus?”

- A good syllabus “…is more than a description of a class and an articulation of faculty expectations; it is an essential building block for a successful learning experience.”
- But what does that mean?
- What does that require from the faculty and the students?
- How do we build it and what would it look like…literally/graphically?

Exercise 4A: Syllabus Swap

- Look at one another’s syllabus not as a colleague, but as a student.
- Be honest…

IDEAS WE LOVE: THE GRAPHIC SYLLABUS



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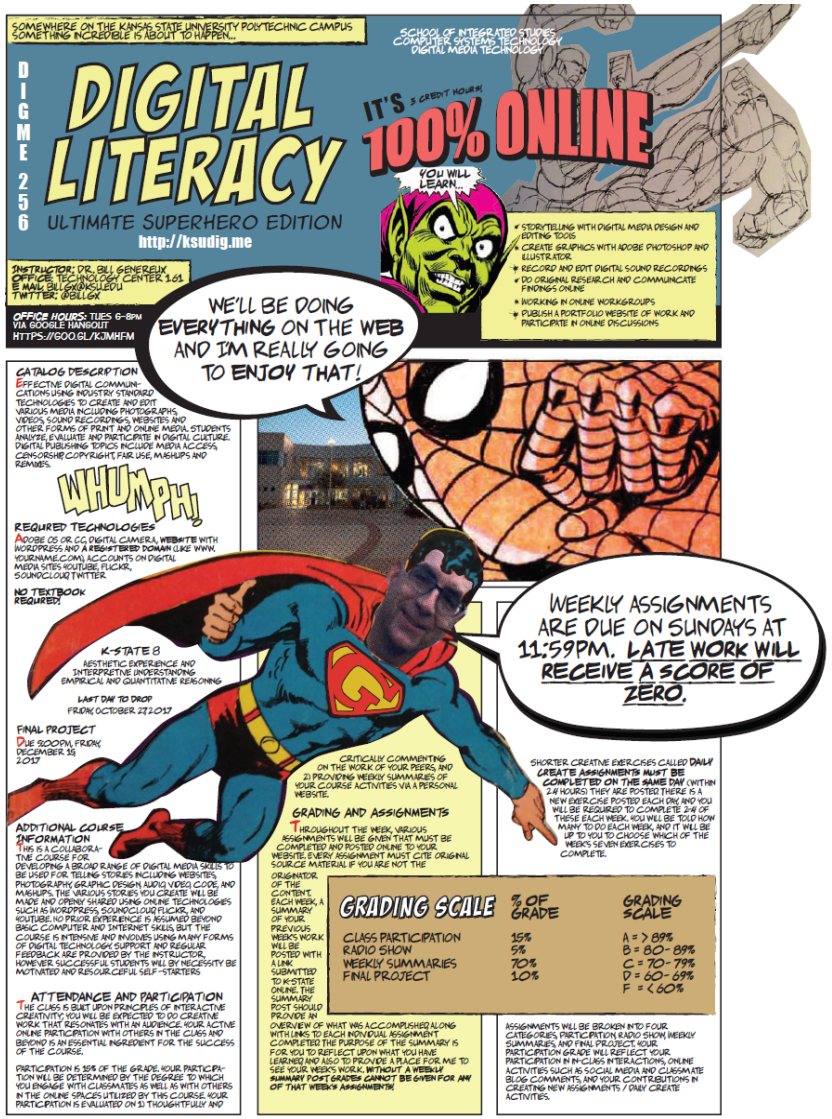
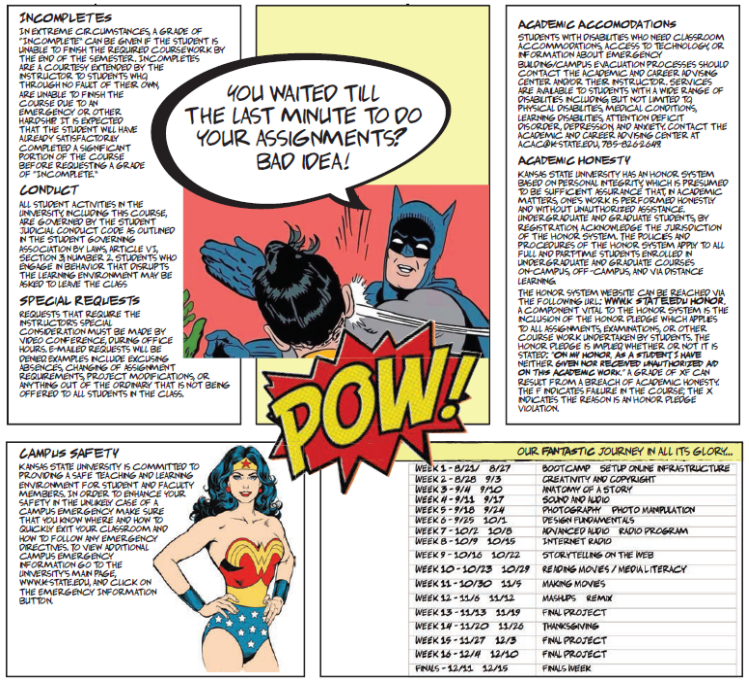
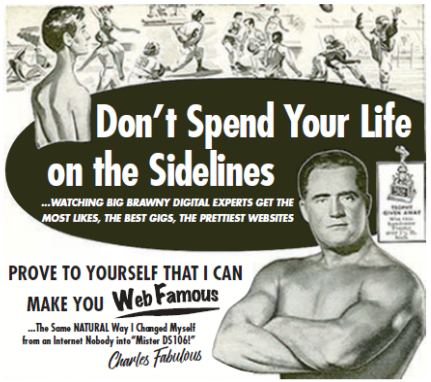






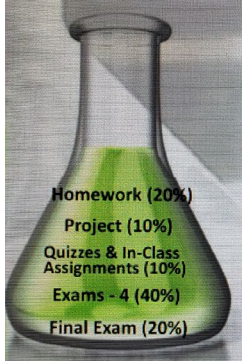
Spring
2017
Sec. (001)

General Chemistry II
CHM 112

In this syllabus

Course Highlights

The "Grading" Solution



Required Materials

- Chemistry: The Central Science, 13ed, Brown et al.

- Subscription to Sapling Learning Online Homework System (see page 2)

- Calculator (***please** bring your calculator to every class)*

Important Dates

Exam #1: February 3
Exam #2: March 3
Exam #3: March 31
Exam #4: April 17
Final Exam: April 26

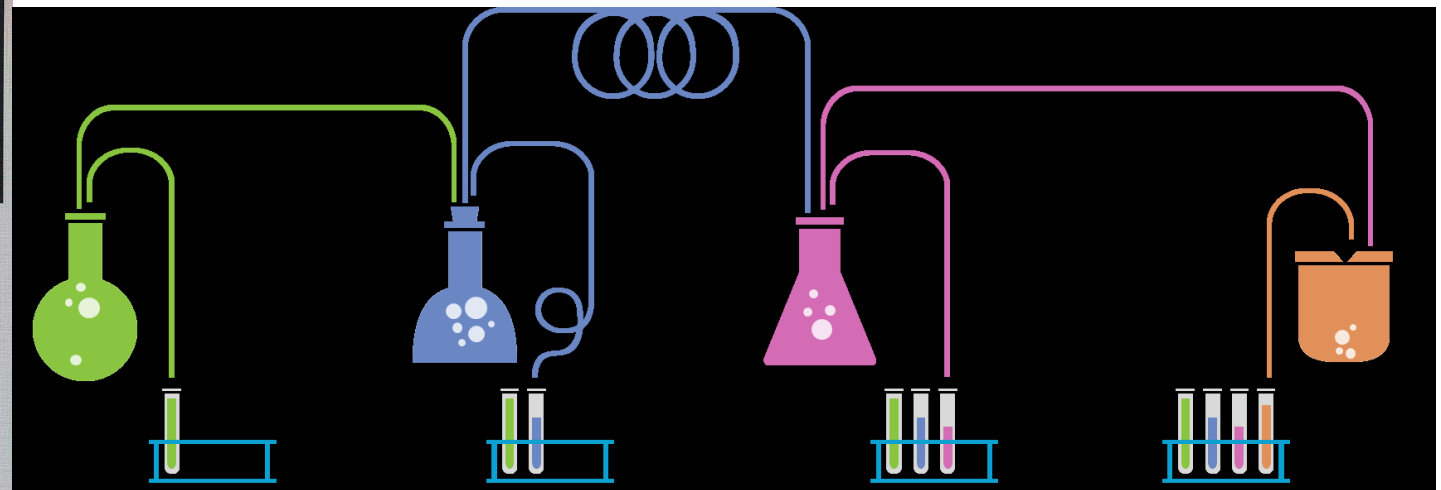
Course Description

This course follows CHM 111—General Chemistry I and completes the year-long study of basic chemistry for science majors, pre-professional students and others in science related fields. In this course we will build upon your basic understanding of atomic structure, stoichiometry, chemical bonding and elemental behavior to explore new topics, concepts and theories. In this course we will investigate thermodynamics, equilibrium, kinetics, electrochemistry and descriptive chemistry.

Learning Outcomes

By the end of the semester, students will:

- Generate and draw structures for common molecules and describe the various types of interactions between them.
- Predict the likelihood of a reaction occurring based on thermodynamic and kinetic data
- Explain basic chemistry principles to anyone (scientist or non-scientist) by using multimedia techniques and tools.
- Apply quantitative reasoning and basic theory in equilibrium, kinetics and thermodynamics to explain natural phenomena in the world around you.



Exam #1: Feb 3

Chapter 11:
Intermolecular Forces

Chapter 13:
Properties of Solution

Exam #2: March 3

Chapter 13:
Kinetics

Chapter 14:
Chemical Equilibrium

Exam #3: March 31

Chapter 16:
Acid-Base Equilibria

Chapter 17:
Additional Aspects of Aqueous Equilibria

Exam #4: April 17

Chapter 19:
Thermodynamics

Chapter 20:
Electrochemistry

Final Exam

Wednesday, April 26 (12:15 – 2:45)

The CHM 112 final exam is written by the American Chemical Society (ACS) and covers material from CHM 111 and CHM 112 (cumulative)

ACS Chemistry for Life®

What Do We See? What Should We See?

- Structure and a logical flow –(see template)
- Content description and information –(see template)
- CYA → Syllabus as Contract
- WIIFM → Learner-Centered
- SLO → Goal/Outcome Oriented

Community & Purpose

- So, let's build a learner-centered, goal-oriented syllabus that both sides would sign onto.

(*CYA = Cover Your @$$; WIIFM = What's In It For Me; SLO = Student Learning Outcomes)

SLOs: Accomplishing Goals

- As a roadmap to student success, the syllabus should clearly facilitate the accomplishment of learning outcomes.
- **What are your learning goals/outcomes?**
  - *Are they clearly articulated? How so?* ***Examples?***
- **How do you empower your students to accomplish them?**
  - *What are your methods and instruments (assessments and assignments)?* ***Examples?*** *How and why did you choose these?*
- Do the students see *–in the syllabus and throughout the semester–* that this document is a carefully and thoughtfully crafted instrument intended to steer them towards those goals? That the readings, assignments, and activities were intentionally selected to do just that?

Exercise 4B: Exercise 4B: Backwards Design/SLO Worksheet

	Goal	What are you already doing in your class to accomplish this goal?	What else might work?	How can you express this and explain why in your syllabus?
SLO1				
SLO2				
SLO3				

Day 1 Tips

- Encourage/require them to “know the syllabus” and the mission of the class
- Share the floor and be open to input
- Consider multi-modality –are there other or better ways to address certain learning goals?
- Consider using “reciprocal interviews”.
  - Have them read the syllabus,
  - Break up into small groups,
  - Discuss their goals for the class and what the instructor can do to assist them in accomplishing them,
  - Identify and share what the clearest/muddiest/best/worst points are, how they can and should be addressed.
  - Participate in any revision of the syllabus

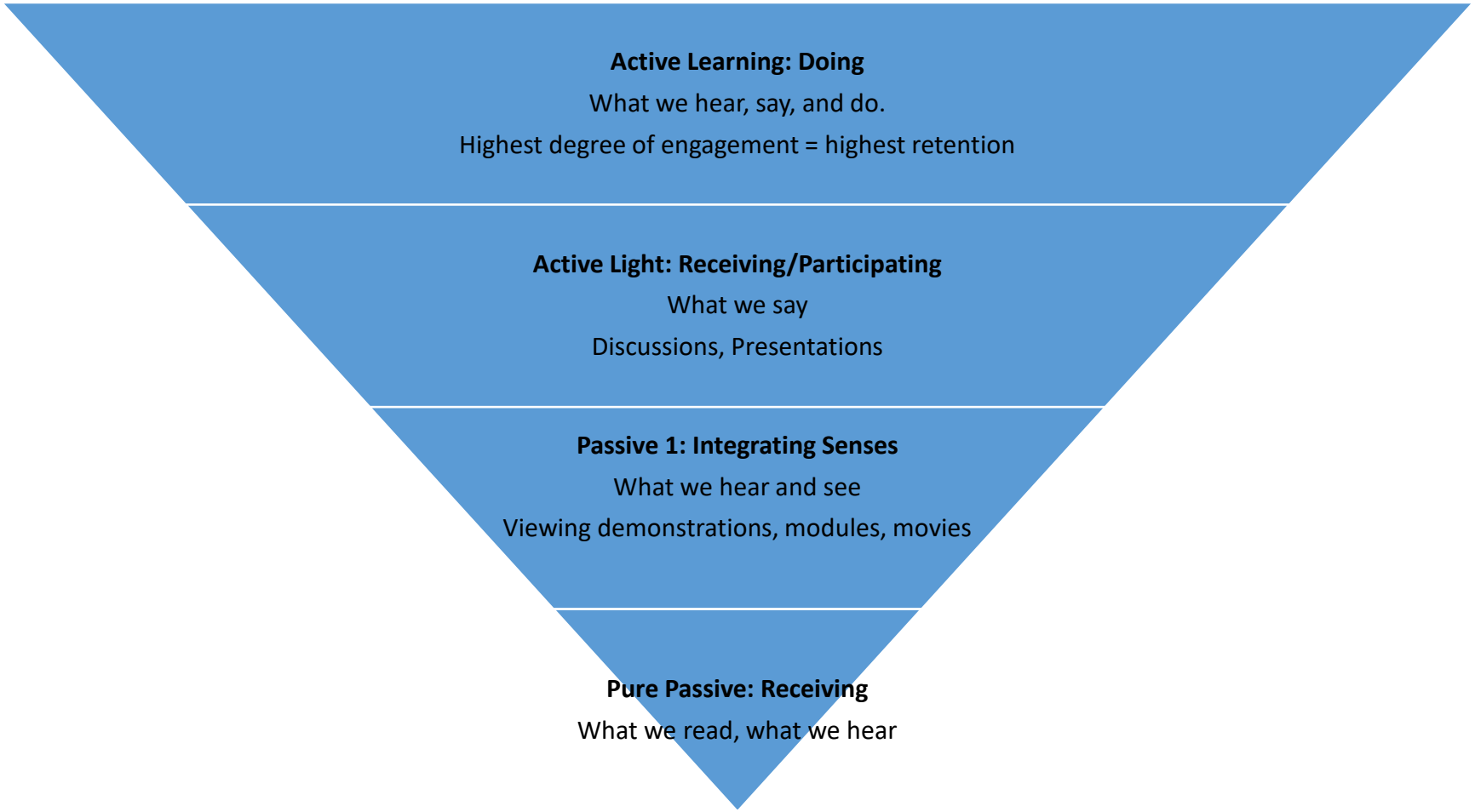
Course Content

Don’t overstuff the potato

- “Dense content becomes *a barrier* to significant learning”.
- Like technology, content must be functionally related to the accomplishment of learning goals.
- We need to address and assess:
  - The volume of content –less is usually more
  - Different formats to get the brain firing on all cylinders, to appeal to diverse learners, and to enhance engagement
  - Timing…is usually everything. Revealing the right content, the right way, and at the right time
  - Linkages

MY EXPERIENCE AS AN ONLINE LEARNER

The Learner-Centered/Student View: Revisiting Edgar Dale's Cone of Learning/Remembering



Exercise 5: Course Content

Issues

- Volume –is less more?
- Appropriateness?
- Formats?
- Timing?
- Relational?
- Accessible?
- MEANINGFUL?

Share

The Pedagogy of Pausing, Reflection, and Learning

Making time for learning to occur

Making time for learning to happen

- Returning to our preoccupation with content, we need instead to provide time and strategies that allow the relevance of what we are covering to seep in, and in a way that makes sense to students.
- This requires time to PAUSE and REFLECT and THINK, because this is when and where the learning happens. Note 5 day rule.
- We need to re-think our teaching and our classes as purposeful enterprise where technology has a functional relevance, content serves a clear purpose, and learning activities lead to a clear and tangible accomplishment for the student.
- We need to be clear about what it is that we want our students to be able to know, do, demonstrate, and develop.

Dewey's notion of critical reflection

- "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends". Also, it simply involves "thinking about our thinking". Dewey, J. (1910). *How we think*
  - *Think about the intentionality of every word, here, and ask: what are the components of critical reflection? {list them}*
- *What dimension are present? What do we want our students to be critically reflective of? Consider, but don't limit yourself to:*
  - *Information*
  - *Experience*
  - *Logic*
  - *Self, from Fink: the human dimension, caring, learning how we learn*
- ***What do you do? How's that working out? How do you assess it?***

What is metacognition?

Metacognition involves . . .

- Self-Awareness
  Knowing that you are thinking and when you are thinking
- Self-Monitoring
  Noticing the quality of your thinking
- Self-Regulation
  Directing and correcting your thinking

Reflection requires metacognition, but goes beyond it to affect values, beliefs, actions and/or habits.

The interplay of these dimensions help create truly significant learning experiences.

Further…

- *Metacognition enables students gain a level of awareness above the subject matter.*

- It moves us from ***monitoring*** the efficacy of our learning strategies (self-monitoring) to ***using this awareness to guide our subsequent practices*** *(self-regulated learning)*.
  - In other words, students should not only become aware of their learning but implement strategies to enhance it; to drop the ineffective strategies and try new ones.

- But how?

8 Strategies

1. For every content/skills-based assignment, add a metacognitive component.
2. Consider simulations, especially ones that require students to assume a role or identity different than their authentic selves.
3. Shift conditions/contexts/student roles.
4. **Consider critical reflection journals**
5. **End of semester report/poster on learning and content awareness**
6. **Cognitive wrappers**
7. **DEAL** with it
8. **Establish a Daily/Topical Routine**

Think AND not OR: Students can learn the thing, the stuff, and also learn about their learning

Strategies: The Daily Routine

- Assignments

For every topic/session, students can do the following:

- **Preassessment**: Require students to *examine their own/current thinking*. What do I already know this topic that could guide my learning? What are my operative assumptions?
- **Muddiest Point**: Require students to *identify confusion*. What was the one thing, or sequence of things, that confused or confounded you?
- **Retrospective Postassessment**: Require students to *recognize conceptual change*. Exchange error for truth or see something from another angle. Previously, I thought ___ ; now I know that it actually is___.
- **Reflective Journals**: Requires students to *monitor and chronical their own thinking, questions, answers, and changes*.
- **Give students an opportunity to know when and why and how their thinking changed.**

Cognitive Wrapper Template

COGNITIVE WRAPPERS TEMPLATE

This template was designed to help students better understand their own learning –what's working, what's not, and why…and what they/we can do about it.

Note that it emphasizes REFLECTION, FEEDBACK, and ADJUSTMENTS

REFLECTION

1. **How much total time** did you spend preparing for/working on this assignment or project?
2. **When** did you prepare for/work on it? How did you spread out your preparation? USE TIME LINE TOOL: https://timeline.knightlab.com/. Can be used for collaborative projects.
3. Did you make time for thinking and reflecting? If so, when, how much, and what breakthroughs? Remember the 5 day rule.
4. **How** did you prepare?
5. How much time was spent:
    a. Conducting research? ____
        i. Did you work with a librarian? ____
    b. Reading course material ____
    c. Re-reading course material ____
    d. Working independently ____
    e. Working in groups ____
    f. Pausing ____
    g. Thinking ____
    h. Reflecting ____
    i. Note taking ____
    j. Drafting ____
    k. Editing ____
    l. Problem solving ____
    m. Memorizing ____
    n. Brainstorming ____
    o. Practicing ____
    p. Other_____ ____

USING FEEDBACK

- First, *GIVE GOOD FEEDBACK*.
- This can come in a variety of forms –what do you do?
- It can come from other sources, like their peers.

Based on the feedback,

- What went well/what's working?
- What went wrong/what kind of mistakes did you make?
- When you review the feedback, do you think that you lost points because of
- Trouble understanding the instructions/assignment? (Lack of clarity or direction/misunderstanding; unclear expectations)
- Trouble understanding concepts
- Trouble understanding or remembering processes or techniques
- Misapplication of techniques? (doing the wrong thing the right way)
- Carelessness
- Lack of preparation in class or on your own
- Time limits/management/not enough time given (explain)
- Frustration / anxiety
- Trouble with format / assignment type (eg, writing, problem solving, collaborative, performative)
- Other?

ADJUSTMENTS

1. Name at least three things you can/will do differently next time.
2. Assess if these changes work.
3. What will help you learn or demonstrate your knowledge or ability most effectively?
4. Propose alternative formats?

Strategies: the DEAL Model

- **D**escribe –objectively– a phenomenon or observation.
- **E**xamine the phenomenon and own current thinking.
  - How did/should I examine the phenomenon to make better sense of it? How have others done so? What materials helped it make sense? What theories could be applied? What skills do/did I need to deploy to understand it?
- **A**rticulate **L**earning. How did your understanding of the issue change and what did you learn about your learning?
  - Specify what you learned and how.
    - This can be cumulative.

Describe the learning experience/environment
Think of a scene in a movie…

- Where was I?
- Why was I there?
- What was my role?
- Who else was there?
- When?
- What was seen/heard/observed/experienced?

Examine it from a personal and academic perspective, in the field or through an assignment

From a Personal Perspective:

- How did the experience make you feel?
- What operative assumptions or expectations did you bring to the experience? What happened with them?
- What did the experience reveal about your own attitudes or biases?
- What now?

From an Academic Perspective:

- What course material relates to this experience and how?
- Any similarities and differences between the material and the experience?

Articulate Learning

- **What did I learn?**
  - About myself?
  - About the experience, course content, learning goals, etc?
- Specifically, **how did I learn it?**
  - When did the lightbulb go off or begin to glow?
  - How did you know you were *learning*?
  - What did I do to learn, understand, apply it?
- Why does this learning matter?
- Why is it –the experience, the content, the learning– important?
- Why is a clearer sense of my self important?
- What did I learn about my learning?
- What can/will I do about it?

Exercise 6: Making Time for Learning and Learning About One's Own Learning

How do you make time for learning to happen? What does learning look like?

How do you help your students learn about their learning? (C.W. & DEAL)

Title: Cognitive/Metacognitive Poster Presentation
Subtitle

Author
Institution

The Seven Revolutions

Address here the value and significance of studying the Revolutions (note all 7, focus on our two)

The Simulation Model

Address here the pedagogical value of the simulation model (if you get hung up, consult your class syllabus!)

What I Learned

50% on what you learned through the simulations (hint: think about why we used the simulation model/why you assumed roles that were not your own. Hint2: It was to think creatively, critically, and to experience and represent diverse perspectives. Share evidence of your creative and critical thinking per each simulation, and what knowledge and experiences culminated in your work)

50% on what you learned through studying the revolutions. What prior knowledge, experiences, and thoughts did these exercises pull together? Think: integration and application of knowledge. What new knowledge (about the topics and how they can be studied) did you generate from them? (Hint: remember that this is a culminating experience. What knowledge and experience culminated in your work?)

What I Learned about Myself and about How I Learn

(Hint: see the diagram on p. 3 of your syllabus, and address the "human dimension", "caring", and "learning how to lean". Think also about cultural biases and worldviews.)

References:

Community, Engagement, Motivation, and Presence

What do these terms mean?
What do they mean to you?

- Community
- Engagement
- Motivation
- Presence

Where and how do we get them into our online classes?

Reminder…

Jose Bowen's entry point for engaged learning: It is not enough to want students to care about your subject (or insist that they do so). *Engagement and learning start with what matters to students. This is the "entry point." If you understand what matters…you have a better chance of getting them to see what matters to you.*

- https://www.aacu.org/liberaleducation/2014/spring/bowen

- Recall that…
- The syllabus is the initial point of contact between the **instructor and the students.**
- It is often the initial point of contact between **the student and the course**, and even **the curriculum and the discipline**.
- It is the first chance we have to establish **shared value** –to engage in a collective and purposeful effort to accomplish learning goals.
- What does this mean to *us, to the students, and with regard to the syllabus*?
- How do we enhance that contact and sense of value?

Exercise 7: Engagement

With Content?	With One Another?	With You?	Externally?

Exercise 8: As a Result of Today's Session…

I Can/Will…

I still have questions about…

DAY 2

TILT

BbLearn

Technology for Online Learning

Your Needs and Interests

Day 2, Exercise 1: Today I would really like to…

TILT!

See Cher’s Handouts and Slidedeck

CATs and LATs

- CATS: Classroom Assessment Techniques –easy, often ungraded activities to keep your students engaged and allow you to assess their knowledge, performance, progress, understanding.
- LATS: Learning Assessment Techniques –a bit more formal, often graded, still pretty easy to integrate early and often.

Building your online presence in BbLearn

Presence

- Social Presence
  - creating a supportive community that encourages exploration.
    - Student – Student
    - Student – Faculty
- Cognitive Presence
  - Modeling for students, and providing practice for students, on how to think like a professional in the discipline.
    - Student – Student
    - Student – Faculty
    - Student - material

Engagement

- How do you want your students to show up in class?
  - Supportive?
  - Critical?
  - Take risks?

- What do you want your students to do when they show up?
  - Engage with material, ideas?
  - Create solutions?
  - Create meaning?

Phases of Engagement

Phase	Learner Role	Faculty Role	Weeks	Process
1	Newcomer	Social Negotiator	1-2	Instructor provides activities that help learners get to know one another and Faculty expectations.
2	Cooperator	Structural Engineer	3-4	Faculty creates dyads and provides activities that require critical thinking, reflection, and sharing of ideas
3	Collaborator	Facilitator	5-6	Instructor provides activities that require small groups to collaborate, solve problems, and/or reflect on experiences.
4	Initiator/Partner	Community Member/Challenger	7-16	Activities are learner designed or learner led. Discussions go where learners direct them to go.

Tools

- What tools/applications might you need to help students do what you want them to do?
  - Asynchronous communication
  - Synchronous communication
- What skills will you and your students need to develop in using the necessary tools/applications?