Course Design

Kingsborough Center for e-Learning (KCeL)

KCTL
Kingsborough Center for Teaching and Learning

Session Outcomes

By the end of this session, participants *will be able to design a course* that...

- Is informed by principles of good teaching
- Has outcomes that can be visible in student work
- Allows the instructor to deliver content, offer support, and assess student learning in an online environment (BB), and
- Can be available to be offered remotely in a short period of time

Note: You, and the outcomes you identify, drive your course--not technology, which is simply a tool for delivery! 😊

Overview

- Foundation: What are the *Seven Principles for Good Practice in Undergraduate Education?*
- Getting Started: What are our goals?
- Outcomes: How do we move from the invisible to the visible?
- Teaching and Learning: How do we help students reach outcomes?
- Assessment: How do we know what students can do/have learned?
- Encouraging Success : How do we support student progress?
- Teaching with Technology: How can we efficiently use BB to deliver good teaching?

Foundation: What are the *Seven Principles for Good Practice**?

1. Encourages contact between students and faculty.

2. Develops reciprocity and cooperation among students.

3. Encourages active learning.

4. Gives prompt feedback.

5. Emphasizes time on task.

6. Communicates high expectations.

7. Respects diverse talents and ways of learning.   * Chickering & Gamson (1987)

Getting Started: What are our goals?

When we start as instructors, we often think about what we want to *teach*.

Then we realize that what we need to focus on is what we want students to *learn*.

But to know that learning is taking place, learning has to be *visible*.

So we need to think about our goals in terms of what students can *do*.

These are our student learning *outcomes*.

# Outcomes: How do we move from the invisible to the visible?

So, instead of thinking about wanting students to **know, appreciate,** or **understand** (things we can't see), let's think about what they can **do** to demonstrate what they know, appreciate, or understand.

Outcomes: How do we move from the invisible to the visible?

- Students will **learn** the features of a well-organized essay.
- Students will **know** how different sociological theories apply to different sociological phenomena.
- Students will **appreciate** art of the Impressionists.
- Students will **understand** meiosis and mitosis.

Another example?
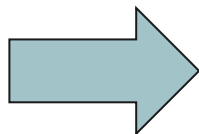
- Students will be able to **write** essays that are well-organized.
- Students will be able to **explain** sociological phenomena using different sociological theories.
- Students will be able to **identify** features of the Impressionists.
- Students will be able to **compare** meiosis and mitosis.

Teaching and Learning: How do we help students reach outcomes?

Course Materials: The *content* of your course is transmitted through the materials you choose. While these may be already created or soon-to-be created by you, a google search will turn up many free-use, ready-made resources. Some examples of course materials are:

- Print Texts: Ready-made can include PDFs, Word documents, etc.
- PowerPoints: There are many publisher-generated PPs
- Videos: Ready-made include TED Talks, YouTube, etc.
- Lectures

Assessment: How do we know what students have learned?

Assignments and Exams: Assignments and exams help students demonstrate that they have achieved what you wanted them to. Again, these can be ready-made (for example, some publishers offer test banks), already made by you, or newly-created by you.

Assignments	Exams
Essays	Open-ended question
Presentations	Short-answer (multiple choice, fill-in)
Videos and Still Images	
Other?	Other?

Encouraging Success: How do we support student progress?
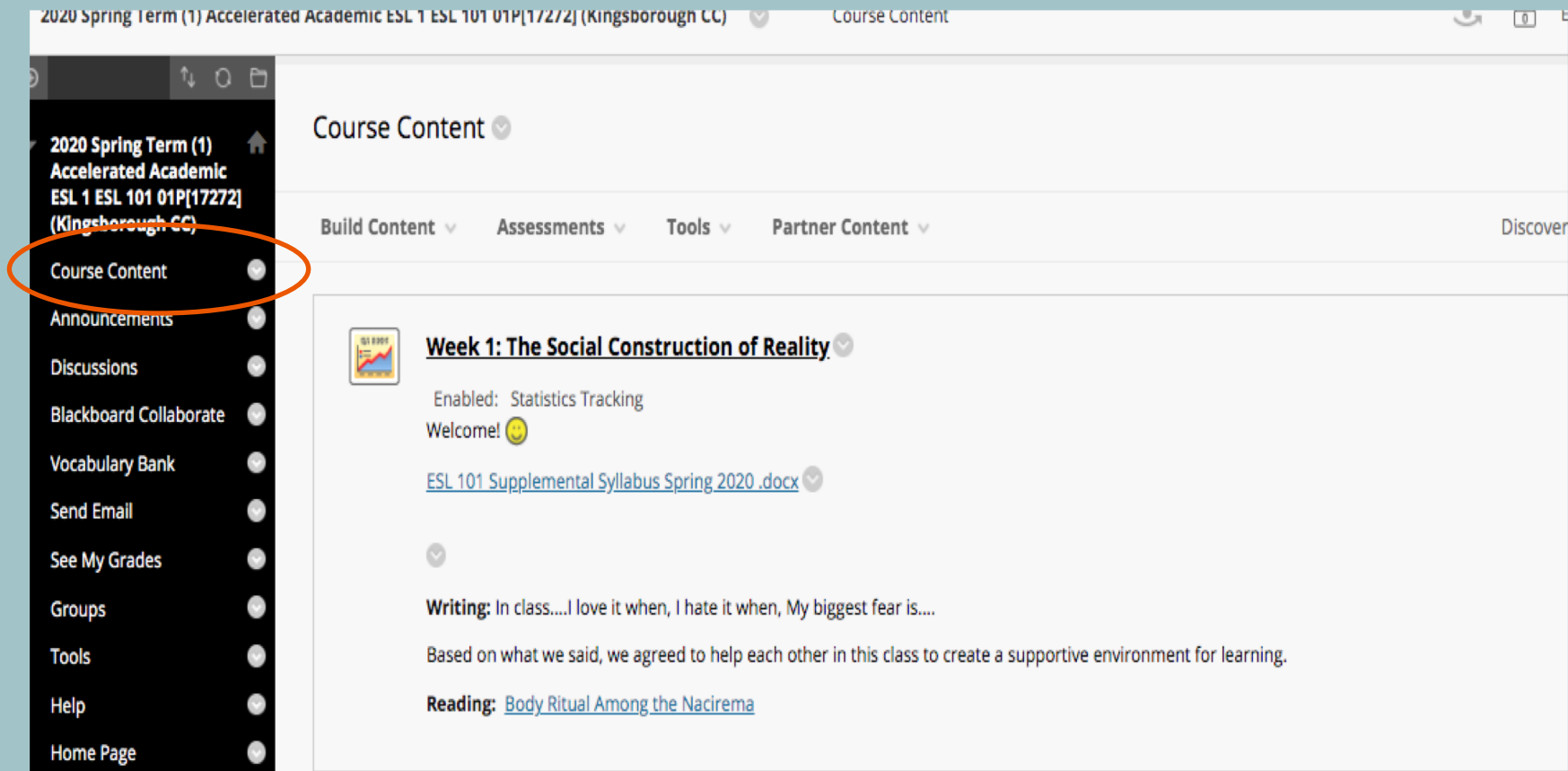
Feedback, *written and/or oral,* can be given on assignments and exams by:

- The instructor
- Student peers

Teaching with Technology: How can we use technology to deliver good teaching?

What do you want you students to be able to do (your outcome)?	What materials will you use to help them be able to do that?	How can you use BB to deliver content?	How can you see how far they've gotten in achieving your outcome?	How can you or other students offer feedback?
Students will be able to argue a position on an ethical dilemma using various ethical theories.	Readings Videos	Posting in *Course Content* area of BB	● Students submit an essay assignment to BB ● Students submit a journal entry to BB ● Students debate in a discussion forum on BB and respond to each other	● Comment directly using BB's *Feedback to Learner* feature in *Assignments.* ● Students give feedback via a *Discussion* thread.

The *Course Content* area is a great spot to place and organize much of your course, and can go up in a hurry!

2020 Spring Term (1) Accelerated Academic ESL 1 ESL 101 01P[17272] (Kingsborough CC)   Course Content   0

Course Content ⌄

2020 Spring Term (1)
Accelerated Academic
ESL 1 ESL 101 01P[17272]
(Kingsborough CC)

Course Content ⌄

Announcements ⌄

Discussions ⌄

Blackboard Collaborate ⌄

Vocabulary Bank ⌄

Send Email ⌄

See My Grades ⌄

Groups ⌄

Tools ⌄

Help ⌄

Home Page ⌄

Course Content ⌄

Build Content ⌄   Assessments ⌄   Tools ⌄   Partner Content ⌄   Discover

Week 1: The Social Construction of Reality ⌄
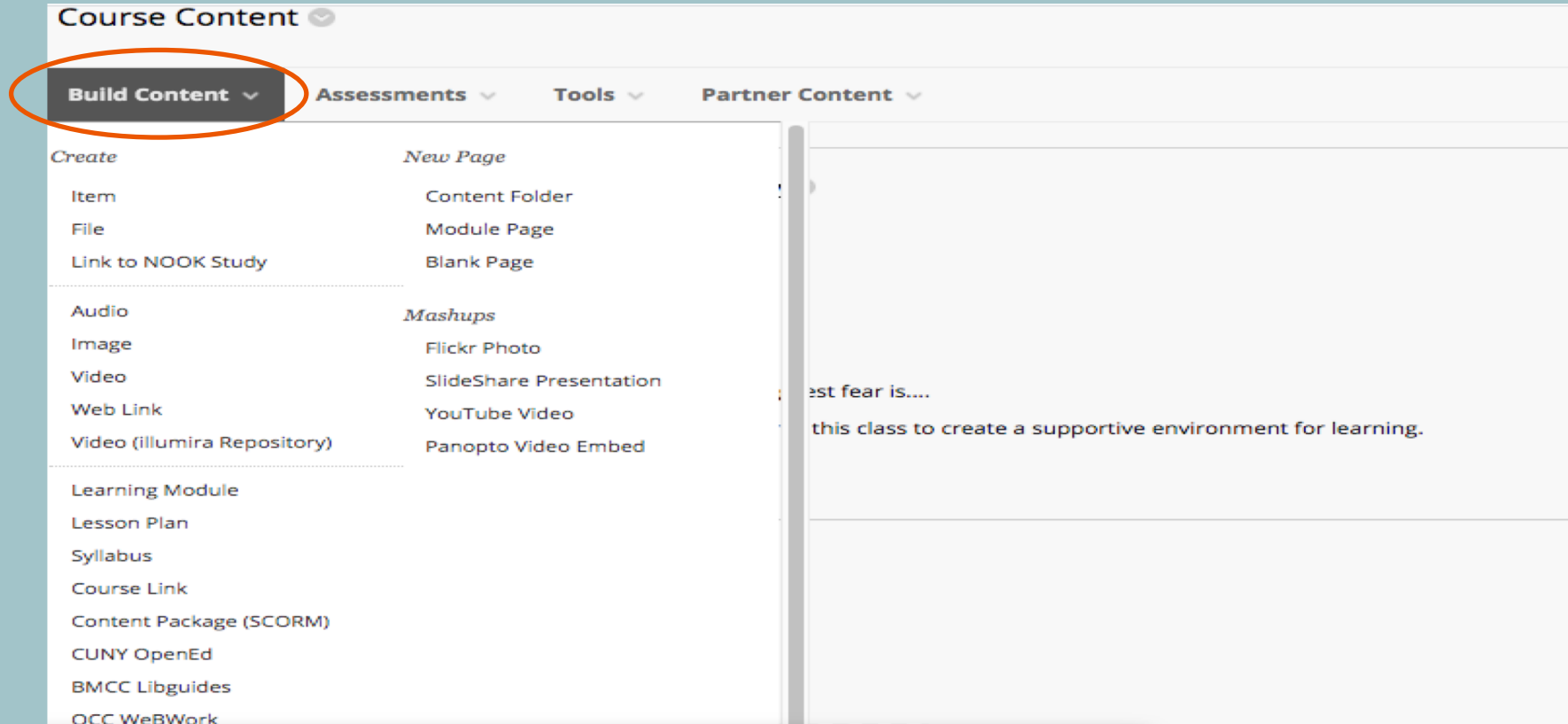
Enabled: Statistics Tracking

Welcome! 🙂

ESL 101 Supplemental Syllabus Spring 2020 .docx ⌄

⌄

Writing: In class....I love it when, I hate it when, My biggest fear is....

Based on what we said, we agreed to help each other in this class to create a supportive environment for learning.

Reading: Body Ritual Among the Nacirema

The first dropdown, *Build Content*, allows you to add, for example, Learning Modules or Content Folders, that you can use to organize your course; we suggest week by week.

Course Content

Build Content ⌄   **Assessments** ⌄   **Tools** ⌄   **Partner Content** ⌄

Create

Item

File

Link to NOOK Study

Audio

Image

Video

Web Link

Video (illumira Repository)

Learning Module

Lesson Plan

Syllabus

Course Link

Content Package (SCORM)

CUNY OpenEd
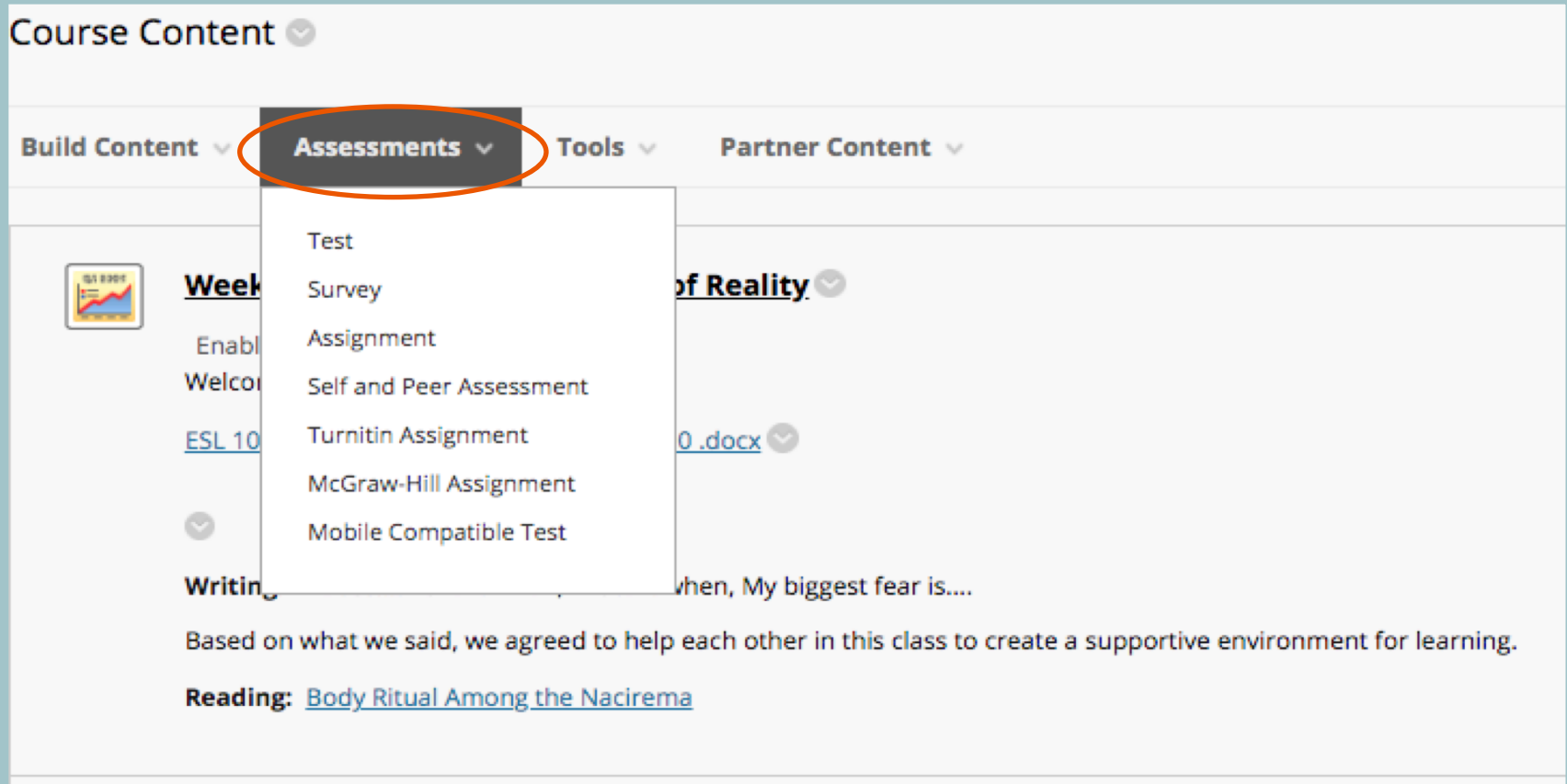
BMCC Libguides

QCC WeBWork

New Page

Content Folder

Module Page

Blank Page

Mashups

Flickr Photo

SlideShare Presentation

YouTube Video

Panopto Video Embed

est fear is....

this class to create a supportive environment for learning.

The second dropdown, *Assessments*, allows you to create, for example, assignments and tests.

Course Content ⌄

Build Content ⌄   **Assessments** ⌄   **Tools** ⌄   **Partner Content** ⌄

Test
Survey
Assignment
Self and Peer Assessment
Turnitin Assignment
McGraw-Hill Assignment
Mobile Compatible Test

Week _____ **of Reality** ⌄

Enabl_____
Welco_____

ESL 10_____ 0 .docx ⌄

⌄
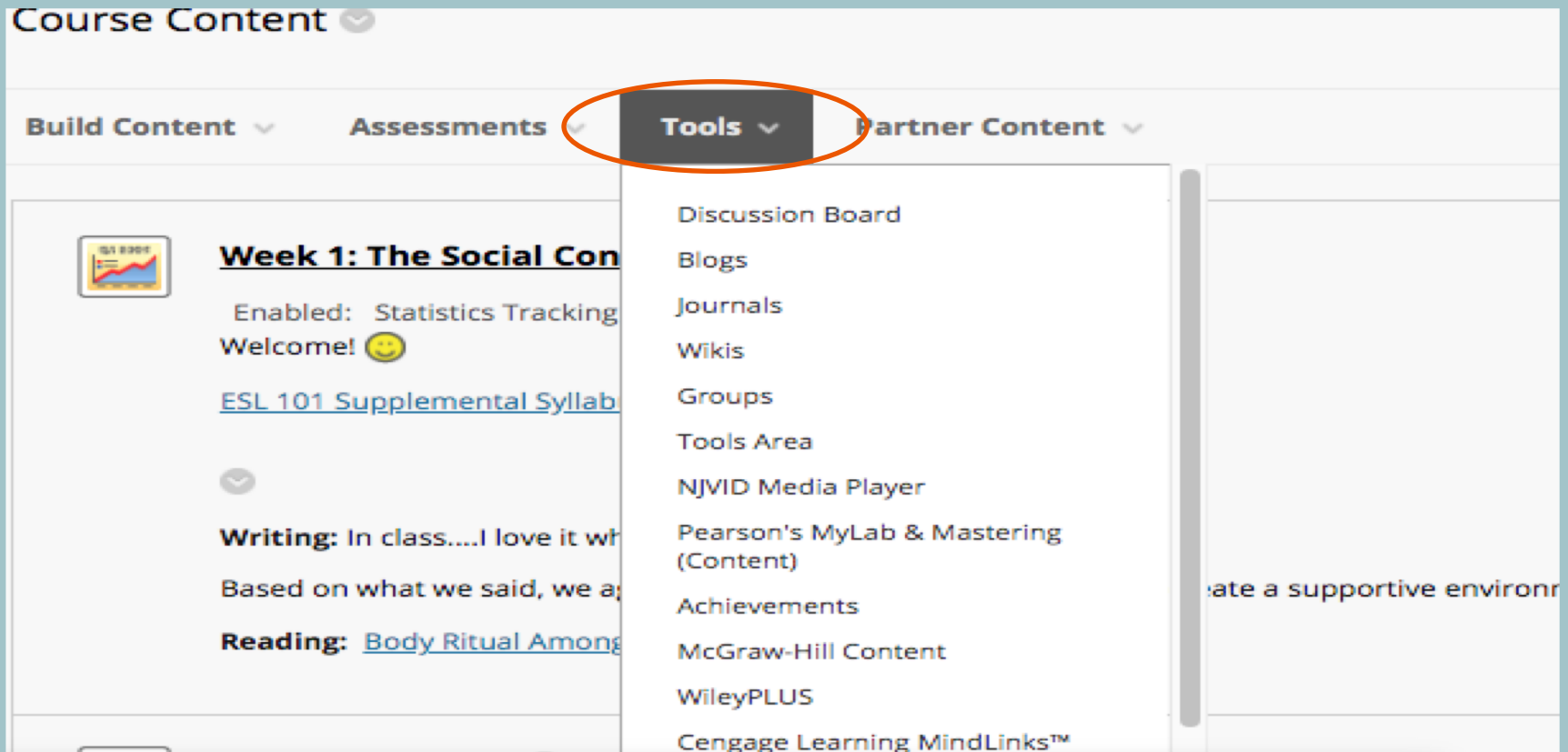
Writing _____ when, My biggest fear is....

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Reading: Body Ritual Among the Nacirema

The third dropdown, *Tools,* includes things such as a discussion board, blogs, journals, wikis, groups, etc. that can be used to encourage active learning and interaction.

Course Content

Build Content ⌄   **Assessments** ⌄   **Tools** ⌄   **Partner Content** ⌄

Discussion Board

Blogs

Journals

Wikis

Groups

Tools Area

NJVID Media Player

Pearson's MyLab & Mastering (Content)

Achievements

McGraw-Hill Content

WileyPLUS

Cengage Learning MindLinks™

Week 1: The Social Con

Enabled: Statistics Tracking

Welcome! ☺

ESL 101 Supplemental Syllab

Writing: In class....I love it wh

Based on what we said, we a   ate a supportive environr

Reading: Body Ritual Among

START HERE-COURSE INFO

COURSE CONTENT BY WEEK

Announcements

Discussions

Home Page

Kingsborough Yuja

See My Grades

Groups

Tools

Help

Send Email

Course Management

Control Panel

COURSE CONTENT BY WEEK

Build Content | Assessments | Tools | Partner Content   Discover Content

Week 1- Online Course Introduction The Process of Science & The Scientific Method

Enabled: Statistics Tracking

By the end of our week 1 activities, you will:

1) be able to navigate Blackboard and be familiar with the netiquette for our online course.

2) explain the process of how scientific studies are conducted the steps of the scientific

3) conduct an experiment and report findings

4) meet and know something about your fellow students in Bio 100.

There are three activities for week 1. They are:

1. Complete the "Are you Ready" Module by Wednesday March 4th by 11:59pm. Email me using your KCC or CUNY email once you have completed the module. This is a graded assignment. To receive full credit, you need to complete the module and email me using your KCC or CUNY email. Emails from other accounts (gmail, yahoo, etc.) cannot be accepted due to authentication and security issues. This activity should take you about 40 minutes.

2. Read Section 1.2 of Chapter 1 (p. 17-21)

Week 1- Online Course Introduction The Process of Science & The Scientific Method

Week 1- Online Course Introduction The Process of Science & The Scientific Method

Build Content | Assessments | Tools | Partner Content   Discover Content

Conducting an Experiment

Enabled: Statistics Tracking

Attached Files: Conduct an experiment activity .docx (24.586 KB)

This week one activity involves you conducting an experiment. You have a choice of conducting one of three experiments. The experiments will take you 24-48 hours to conduct. Also, you will need to take photos of your results.

Download the attachment, add your responses and upload to this assignment with your last name added to the file. It's important for you to add your last name to your uploaded assignment so you can get credit for the assignment.

Good luck and have fun!

Home Page

Kingsborough Yuja

See My Grades

Groups

Tools

Help

Send Email

Course Management

Control Panel

Content Collection

Course Tools

Achievements

Announcements

Attendance

Blackboard Collaborate Ultra

Blogs

Cengage Learning MindLinks™

Contacts

Course Calendar

Assignment Instructions

box

Bio 100 Week 1 Assignment
Hailing Feng

Conducting an Experiment

Directions: Please choose one of the experiments below. Conduct your experiment and submit your results by answering the five questions under the term "Reporting".

Experiment 1: Freeze Out
Materials

- Select four (4) different liquids from the following list: water, milk, iced tea, orange juice, syrup, molasses, honey, energy drink, coconut water, cranberry juice, coffee drink (Frappuccino)
- Ice cube trays
- Freezer
- watch or timer
- 12 small cups or saucers
- Camera

Procedure
1. Select four different liquids from the list in the materials section. You have to choose water, a clear liquid, a liquid that is not clear, and a liquid that is thick
2. Make a hypothesis (prediction) about which liquid you think will melt the fastest and provide your reasoning. (I think _____ will melt the fastest because _____)
3. Add water to three (3) of the compartments of the ice cube tray.
4. Repeat step three for the three other liquid you are working with.
5. Place your filled ice cube tray in the freezer for 24 hours.
6. After 24 hours, remove the ice cube tray from the freezer and take of photo of the tray.
7. Place each frozen cube into a separate cup/saucer.
8. Record the time it takes for each cube to melt.
9. Take a photo of your melted cubes.

Reporting
1. State hypothesis (prediction) about which liquid you think will melt the fastest and provide your reasoning. (I think _____ honey _____ will melt the fastest because _____ honey is the thick liquids, it will be back to what it is faster than _____) 10 points
2. Photos (your photos need to be taken by you. Include your name in the photo by writing it on a small piece of paper)
   Photo(s) of your Ice Cube Tray & Photo(s) of Melted Cubes. [40 points]

Assignment Details

GRADE
LAST GRADED ATTEMPT   92.00 /100

ATTEMPT
3/5/20 12:08 PM   92.00 /100

Feedback to Learner

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

3. for your results, the table should have times it took for the solutions to fully melt. also, you only have one honey samples and three water samples. you should have two of each. -2. 18/20

4. For your explanation, you need to focus on why a particular liquid melted faster. a portion of your answer is describing your observations. Also, you need to be a little more specific. You mention "nutrient" in milk. However, orange juice and honey also have nutrients. -4 (the underlined portion in answer #5 is on the right track!)

16/20

Assignment Instructions ⌄

box ✎ 💬

Bio 100 Week 1 Assignment
Hailing Feng

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16/20

Discussion Board and allows students to respond to you and each other.

	FORUM	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL PARTICIPANTS
	Week 1- Introductions ⌄	Share some information about yourself including the name you would like to be addressed by, your major at Kingsborough, why you are taking this course online rather than face to face, and something outside of school you would like to share with us about you. Feel free to upload an image of yourself. Post your response by choosing "reply to thread". Your introductions are due by Monday, March 9th at 11:59pm.

Once you have written your post, you will need to respond to one person. Your response should be at least two sentences in lenght. Respond to someone you feel you have something in common with or has written something you find interesting. Hopefully, you will get to know one another so you can help each other | 91 | 3 | 0 | 22 |

Delete

How can we use BB as a tool to...

1. Encourage contact between students and faculty?

2. Develop reciprocity and cooperation among students?

3. Encourage active learning?

4. Give prompt feedback?

5. Emphasize time on task?

6. Communicate high expectations?

7. Respect diverse talents and ways of learning?

Thank you! 😊

More Sessions to come!

Seven Principles for Good Practice

1. Encourages contact between students and faculty.- announcement, emails, discussion board, short BB collaborate sessions

2. Develops reciprocity and cooperation among students.- discussion board, email,blog

3. Encourages active learning.- team projects with bb groups feature

4. Gives prompt feedback.- feedback within BB uploaded assignments and exams

5. Emphasizes time on task.- quality and quantity of BB activities students use

6. Communicates high expectations.- instructor presence in the form of multiple BB tools (email, announcements)

7. Respects diverse talents and ways of learning.- (BB is versatile - students can demonstrate their abilities in multiple ways