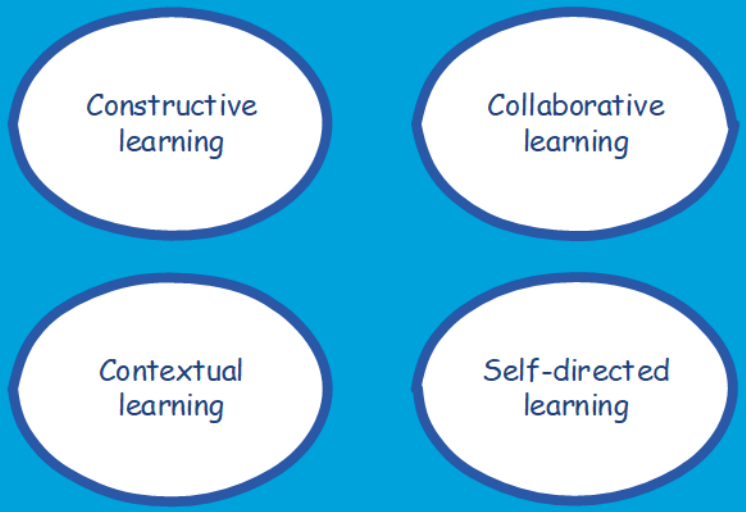
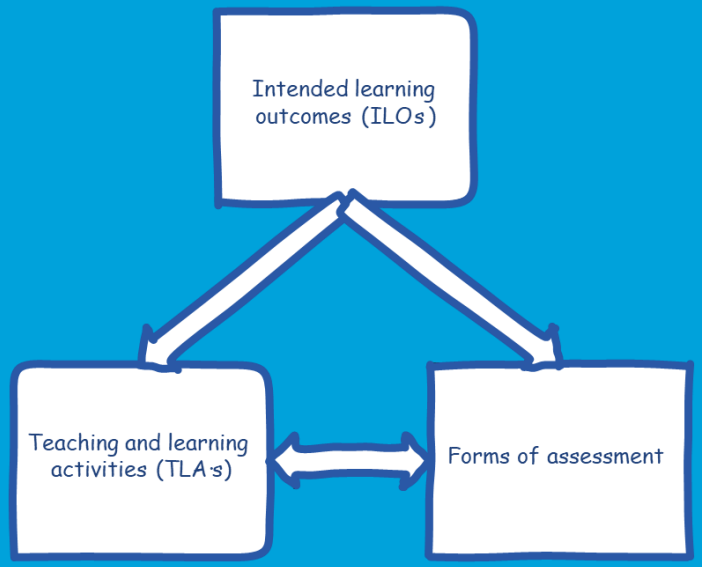
CCCS online course (re)design





UM webinar July 6, 2020
Oscar van den Wijngaard, EDLAB

Maastricht University

Today

Context

- Decisions and challenges:
  - Assessment
  - Student and tutor roles
  - Synchronous or asynchronous

Perspective

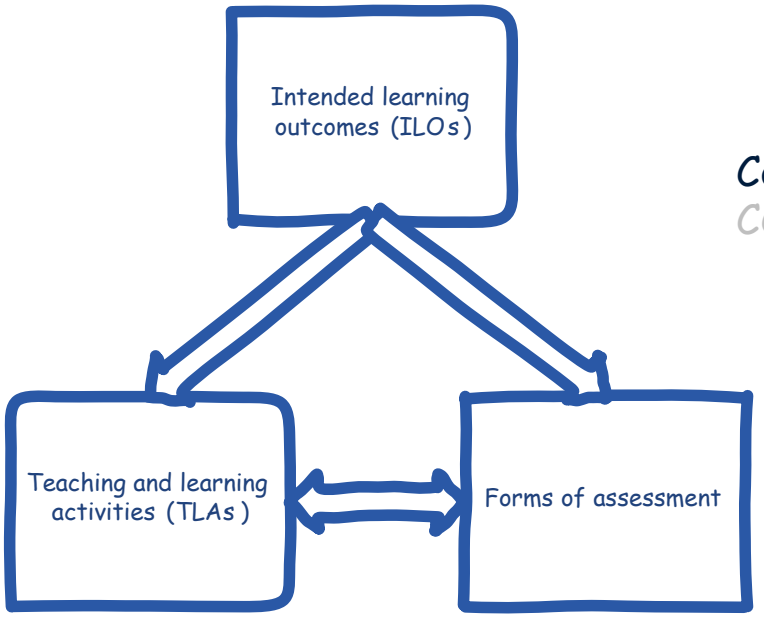
- Concepts <-> Tools and resources
- A basic perspective on course design – using theory as a scaffold – **constructive alignment** & **CCCS**
- Foundation for making online/on campus decisions

Content

1. Intended learning outcomes: types of knowledge
2. Assessment
3. Teaching and Learning activities

Putting theory to work

Theories not as limitations, but as tools for scaffolding your course



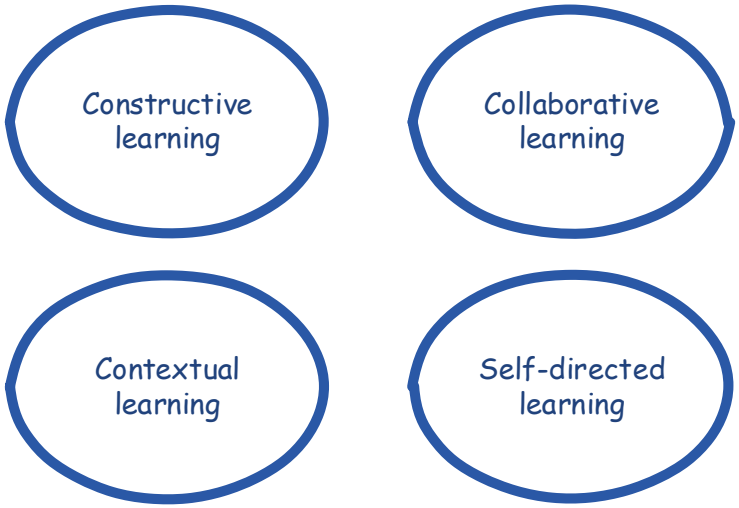
Constructive alignment for three logical design steps

CCCS as input for choosing T&LAs

https://constructivealignment.maastrichtuniversity.nl/

Putting theory to work

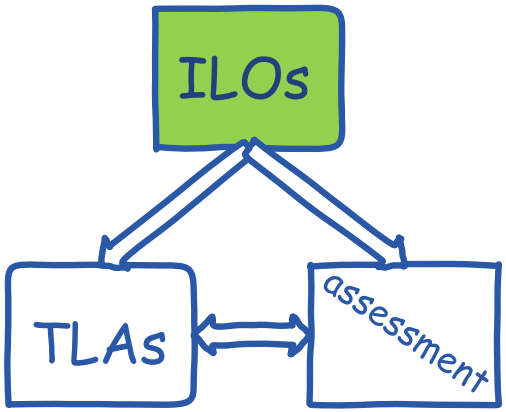
Theories not as limitations, but as tools for scaffolding your course



Constructive alignment for three logical design steps

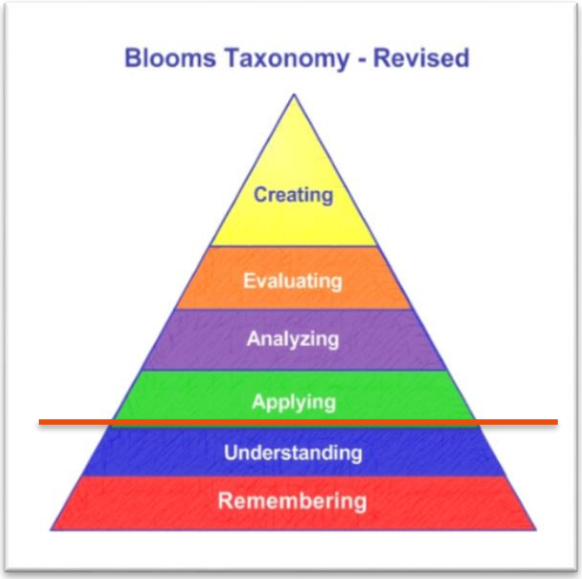
CCCS as input for choosing T&LAs

1. ILOs: what you want your students to accomplish



- What are your ILOs?
- Distinguish between 'declarative', and 'functioning' knowledge

1. ILOs: what you want your students to accomplish



Declarative knowledge

remember, recognize, recall, understand, identify, retrieve, classify, explain, compare

Functioning knowledge

apply, implement, analyse, organize, evaluate, criticize, judge, create, design, hypothesize

Declarative supports, prerequisite for functioning knowledge

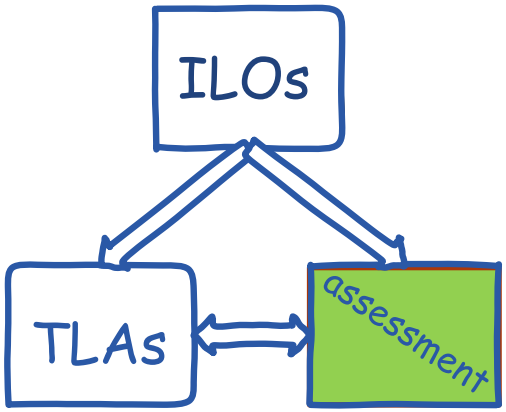
Biggs, J. & Tang, C. 2011. Teaching for Quality Learning at University. What the Student Does (4th edition). McGraw Hill/Society for Research into Higher Education & Open University Press.

2. Assesment

- Time
  - Amount
  - Prior or post

- Authenticity / fairness

2. ILOs: identifying appropriate assessment



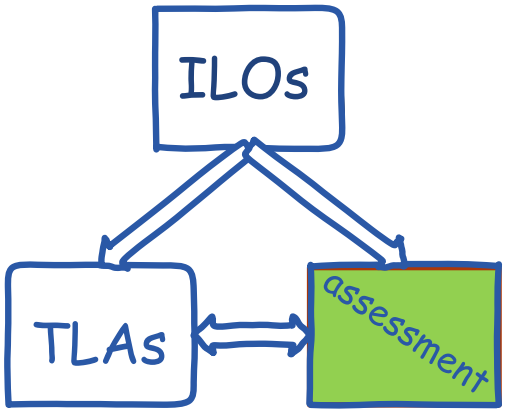
Summative assessment

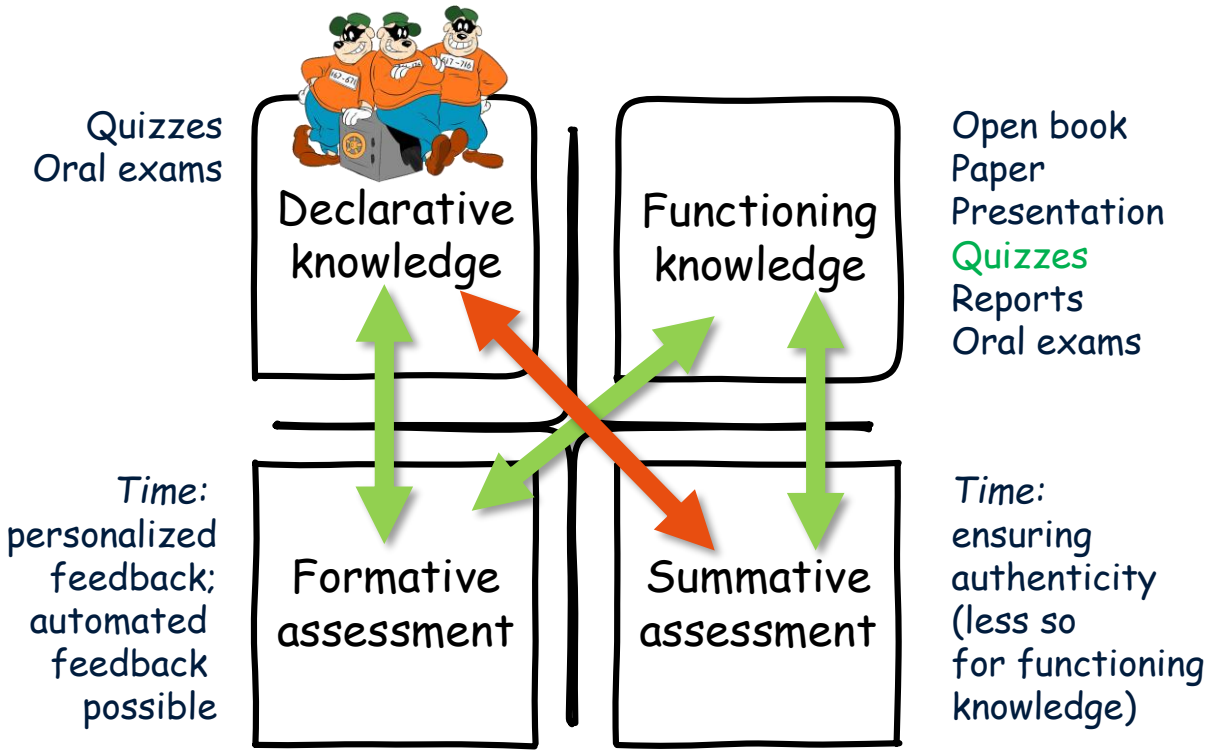
(primarily) aimed at awarding educational attainment (e.g. grade, pass/fail), it is assessment **of** learning.

Formative assessment

assessment is aimed at providing insight in and feedback on the learning process. It is assessment **for** learning.

2. ILOs: identifying appropriate assessment



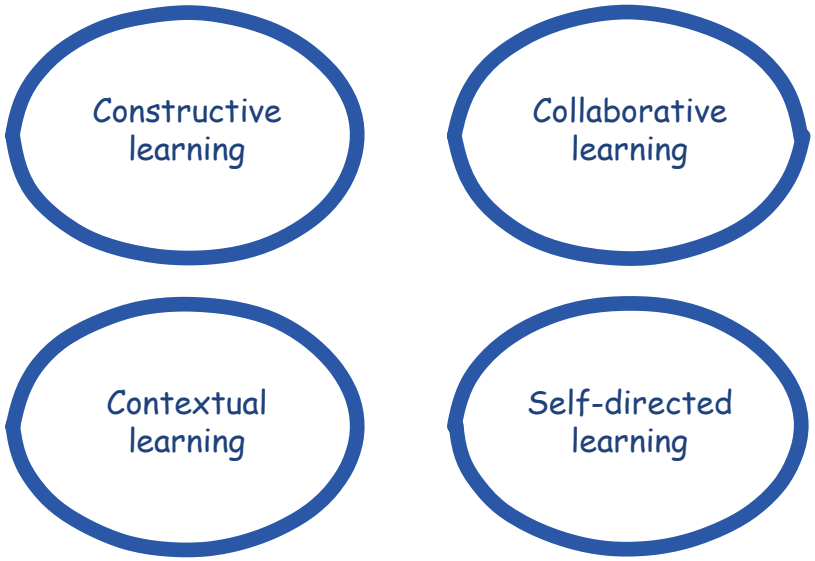


https://www.testvision.nl/en/

3. Teaching and learning activities

- Student and tutor roles
- Synchronous or asynchronous

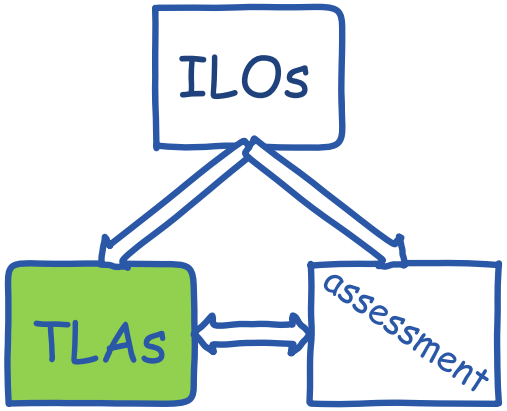
3. CCCS as basis for teaching and learning



Generating knowledge
that has meaning and relevance
together, with clear roles
and responsibilities

Dolmans, D. H., De Grave, W., Wolfhagen, I. H., & van der Vleuten, C. P. 2005. Problem-based learning: future challenges for educational practice and research. *Medical Education, 39*(7), 732-741,
cited in EDview Position Paper (2018)

3. ILOs + CCCS =TLAs



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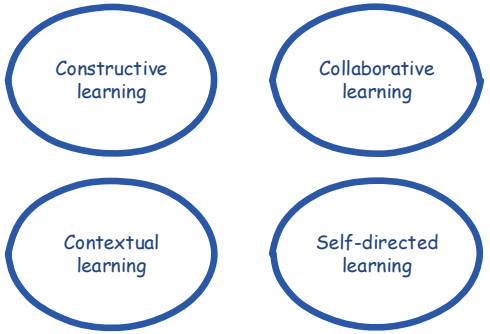


Generating knowledge that has meaning and relevance - together, with clear roles and responsibilities

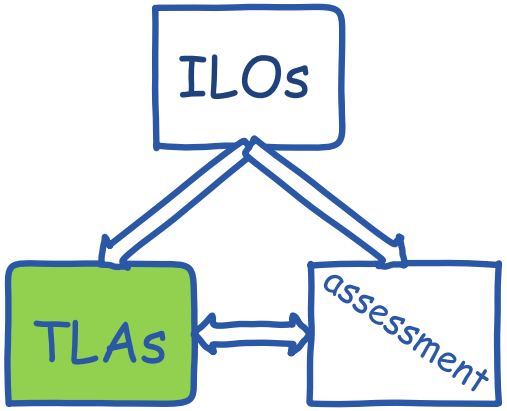
Student

- Explore **content**: *investigate, acquire knowledge, discuss*
- Explore **context and relevance**: why do we need to know this: *discuss, investigate, brainstorm*
- **Collaborate**: *gather and compare information, explain to each other, discuss, assume specific roles & responsibilities*

Coordinator/tutor

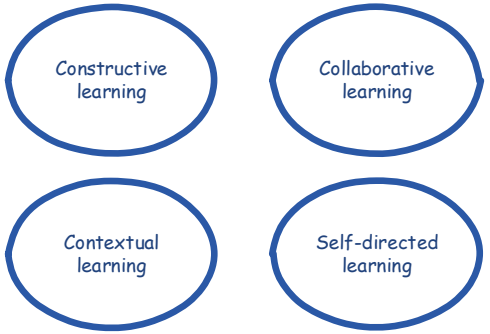
- Provide **content**, present, explain, check: *tasks, lectures – knowledge clips / review*
- Provide **context and relevance**: why do we need to know this: *course descriptives, tasks, lectures – knowledge clips*
- Encourage, set **goals for collaboration**: *tasks, assignments, infrastructure*

3. ILOs + CCCS =TLAs



Functioning knowledge

apply, implement, analyse, organize, evaluate, criticize, judge, create, design, hypothesize



Generating knowledge that has meaning and relevance - together, with clear roles and responsibilities

Student

- Explore **content**: *investigate, practice, discuss, brainstorm, apply, create, present*
- Explore **context and relevance**: why do we need to know this: *discuss, investigate, brainstorm*
- **Collaborate**: *gather and compare information, practice, produce, assume specific roles & responsibilities*

Coordinator/tutor

- Provide **infrastructure, feedback, content**: Canvas, *tasks, lectures – knowledge clips / review*
- Provide **context and relevance**, let students explore the why and how: *course descriptives, tasks, lectures – knowledge clips*
- Encourage, let students set **goals for collaboration**: *tasks, assignments, infrastructure*

Online or on campus?

Identify, make explicit:

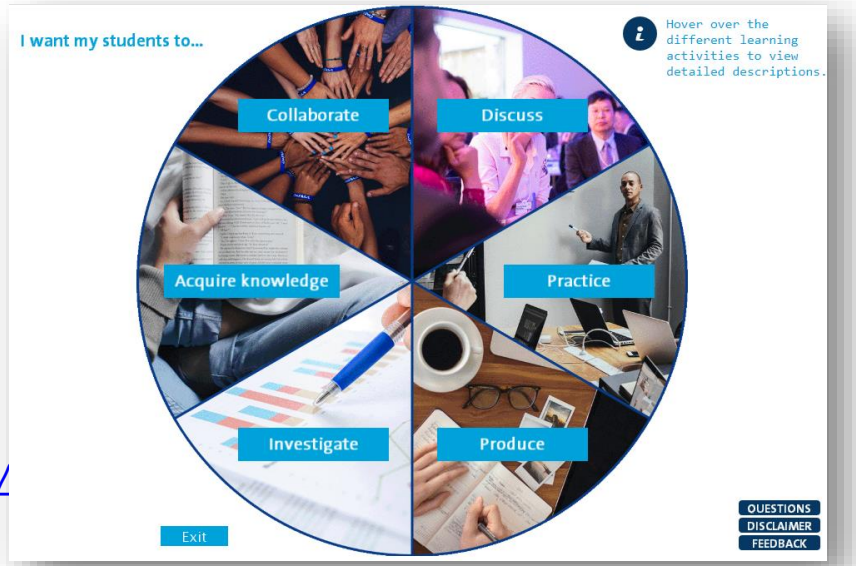
ILO's: declarative or functioning knowledge?

Assessment: formative or summative?

TLA's: student-led or tutor-led? synchronous or asynchronous?

Tools and resources – webinars and webpages

- https://www.maastrichtuniversity.nl/education/online-education-um/roadmaps-and-tools-teaching-staff
- https://constructivealignment.maastrichtuniversity.nl
- https://www.maastrichtuniversity.nl/education/educational-innovation/edview-research
- https://tutorials.library.maastrichtuniversity.nl/Tool_Wheel/



On campus: **connect, engage, motivate** – discuss, review, plan
Online: work, collaborate, watch, collect, discuss, present