



# Designing a Summer Enrichment Course

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A Workshop for SEA-CIRTL Fellows

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# What should your first step in planning your course be?

- Take a minute and write in the chat what you think your first step will be in designing your course

**BUT!**

- Don't hit enter/send until I tell you to



# LEARNING OBJECTIVES FOR TODAY'S SESSION

By the end of this session, you will be able to:

1. Apply principles of **Backward Design** and **Bloom's Taxonomy of Learning** to design learning outcomes for your SEA course
2. Evaluate a variety of **methods for assessing** students' mastery of the learning objectives to choose the most appropriate ones for your course

# Backward Design

## Learning Goals

What will students be able to do by the end of the lesson, unit, or course?

## Assessment Evidence

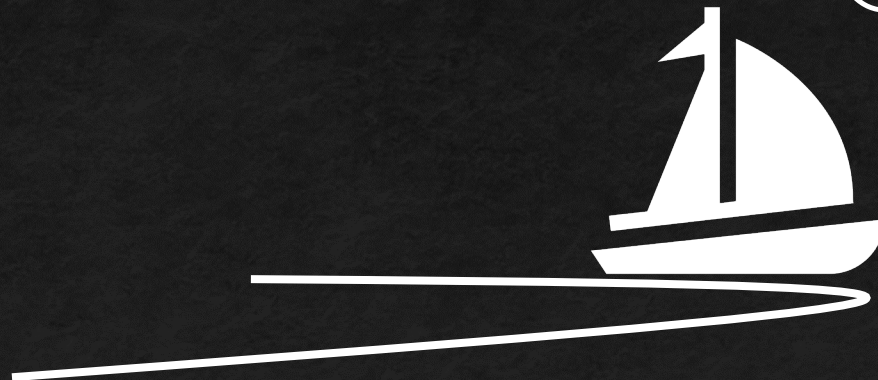
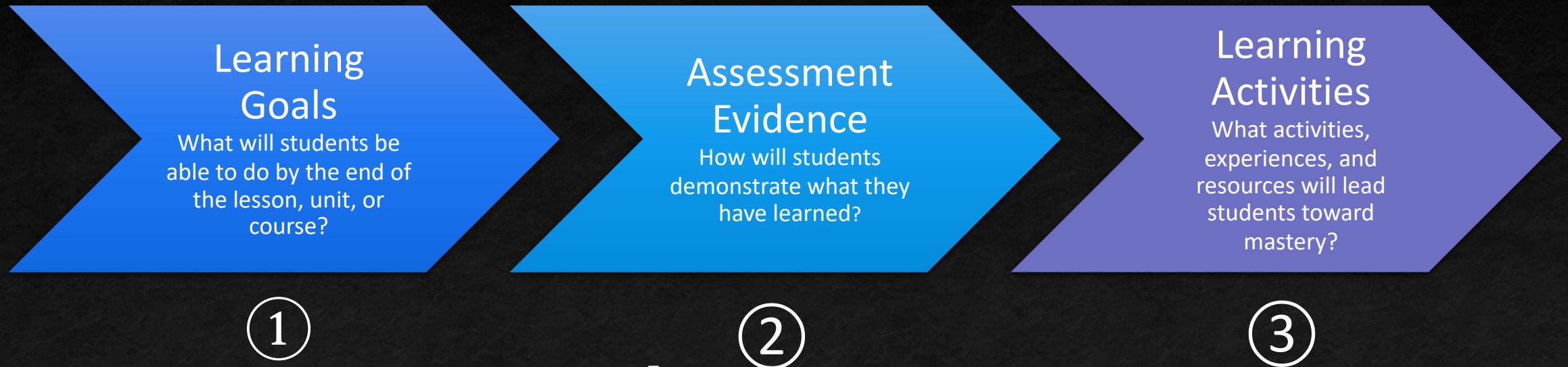
How will students demonstrate what they have learned?

## Learning Activities

What activities, experiences, and resources will lead students toward mastery?

# Backward Design

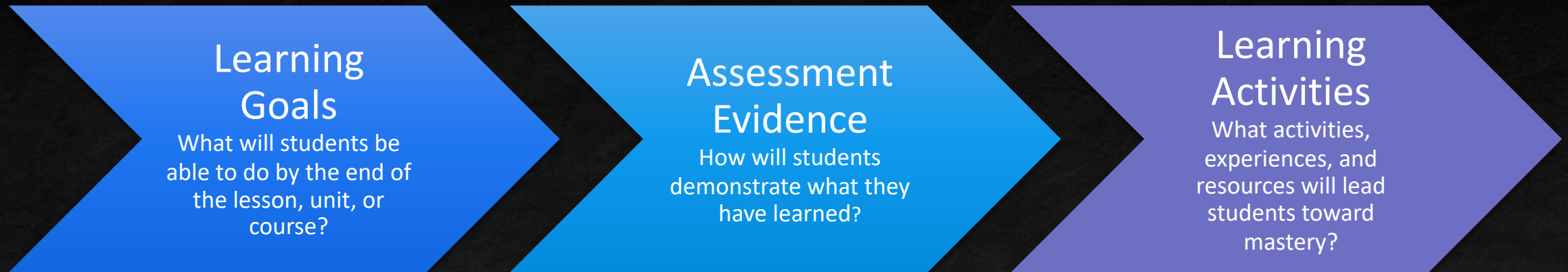
Wiggins & McTighe (1998, 2005)



In order to chart a proper course, first you need to know where you're going.

# Backward Design

Wiggins & McTighe (1998, 2005)



## THE PRINCIPLE OF ALIGNMENT:

All learning activities and assessments must align with the learning goals/objectives.

At the end of this 5-day experience, students will be able to...

- What are the most important *ideas* or *concepts* students need to understand?
- Which specific *skills* should they acquire or refine?
- Which *dispositions/attitudes* about the topic should they gain?

# Writing Learning Goals

At the end of this 5-day experience, students will be able to (1) do something, with (2) some content, by (3) using some method

Where:

- 1) is a concrete action verb
- 2) is some piece of knowledge, a skills, or an attitude the student is expected to develop, and
- 3) is how the knowledge, skill, or attitude will be applied and assessed

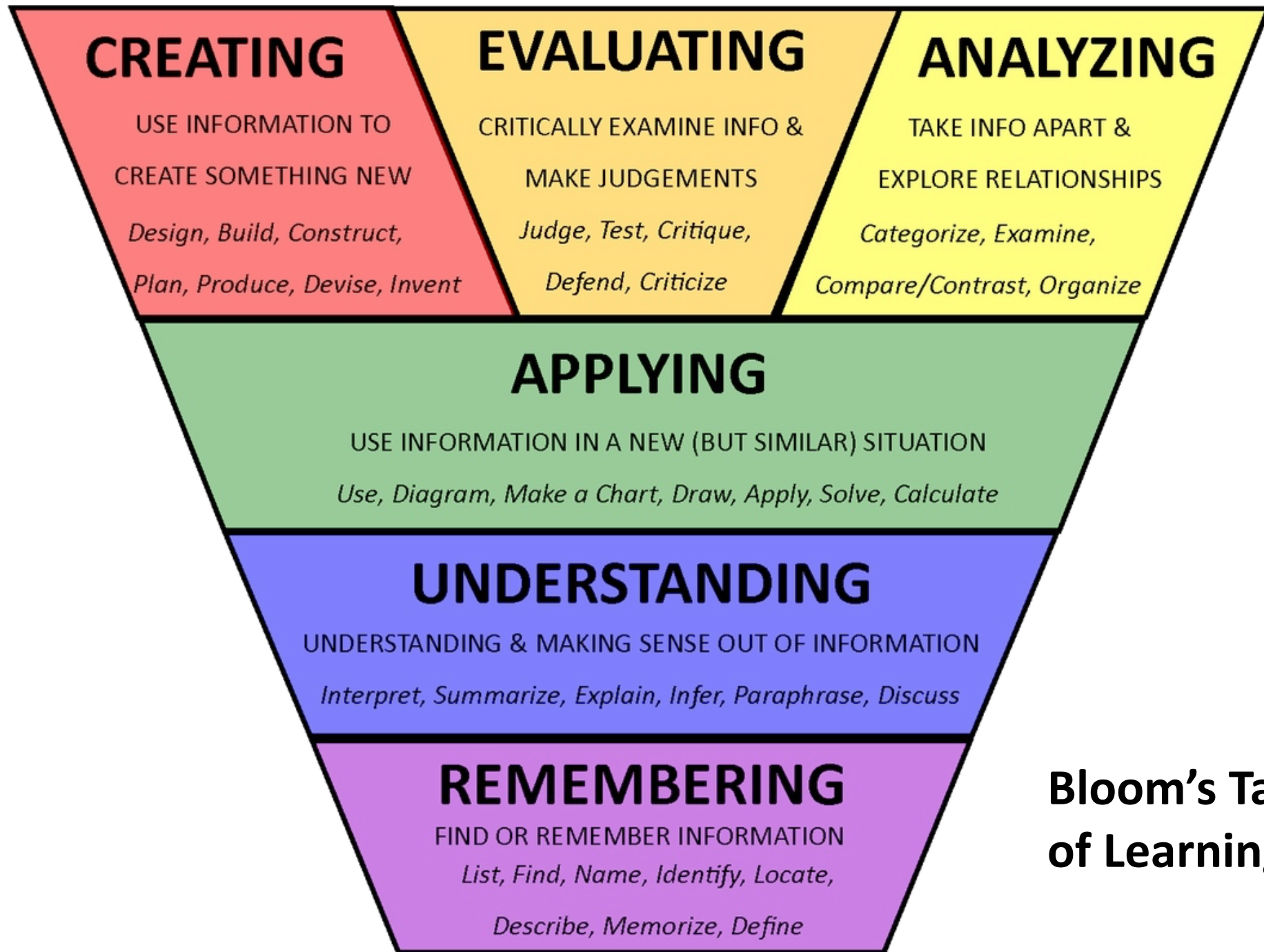
# Writing Learning Goals



## A Sample Learning Goal

At the end of this 5-day experience, students will be able to (1) explain (2) how the science of exercise affects stress by (3) creating a short animated video with voiceover narration

# Writing Learning Goals



**Bloom's Taxonomy  
of Learning**

# Write a Learning Goal

At the end of this 5-day experience, students will be able to (1) do something, with (2) some content, by (3) using some method

## Writing Learning Goals

# Designing Appropriate Assessments

## DIRECT MEASURES OF LEARNING

- Objective tests
- Essays
- Presentations
- Assignments
- Portfolios

## INDIRECT MEASURES OF LEARNING

- Self assessment
- Peer feedback
- End-of-course evaluations
- Questionnaires
- Focus groups
- Exit interviews

# PRINCIPLES OF COURSE & LESSON PLANNING

Start from the end and work your way backward

1. IDENTIFY LEARNING OUTCOMES:

- What should students know and be able to do at the end of this lesson/unit/course?

2. DETERMINE EVIDENCE OF LEARNING:

- How will I know if they got it?

3. PLAN LEARNING EXPERIENCES/ACTIVITIES:

- What kinds of learning experiences will introduce them to the content, help them practice, and prepare them to demonstrate mastery?
- In what order should the content and practice be introduced, and how long should they spend with each unit of content?

# Course Outline



Lesson 1



Lesson 2



Lesson 3



Lesson 4



Lesson 5

## ADDITIONAL RESOURCES

- Faculty Development Center's (FDC) [Course Design](#) page
- FDC's [Designing Appropriate Assignments](#) page
- Wiggins, Grant and Jay McTighe. *Understanding by Design, Expanded 2nd Edition*. Pearson, 2005. (Available from FDC Library and AOK Library)
- ABET's [Student Learning Outcomes webinar](#)
- Derek Bok Center @Harvard's [Inclusive Course Design webpage](#)
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