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UTokyo GLOBAL

Future Faculty Development Program

Video Day 5 Class/lesson design & improvement

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CLASS DESIGN (SEQUENCE, EVENTS, TO CONSIDER)







Introduction (10min.) – development (40min.) – <u>conclusion</u> (10min.)

But... our reality, approach & design will give different meaning to these different moments.

Asynchronous work, length of classes & breaks, connection with previous/following classes, implications of different methods, strategies and techniques (FC, "-based" learning strategies, etc.), etc.



A potential sequence. Adjusted from Gagné's steps in lesson planning & 9 events of instruction

Potential process (not necessarily sequential) to think (follow?) & adjust. Day 1 ideas.

Instructional events:

- Gain attention
- Inform of goals (& outcomes)
- Retrieval of previous learning
- Present stimulus
- Guide learning
- Elicit performance
- Provide feedback
- Assess performance
- Enhance retention & transfer of learning





Not just the teacher! No fixed steps! Not always in class!



More aspects to consider...

- Safe & inclusive environment & learning process:
 - UDL
 - Attention to stereotypes/biases
 - Syllabus statements
 - Nouns/pronouns
 - Community-building



- Anticipation of diverse classroom situations/dynamics:
 - Knowing oneself & humility
 - Reduce anonymity
 - Acknowledge situation, be calm, gather information, acknowledge emotions, behavior not people, de-escalate, discuss, followup, tutorship,...
 - Devices: transparency of class policies (syllabus), times with/without, flexibility, ...



More aspects to consider...

- Use of LMS
- Tasks/assignments:
 - Contextualize, justify,
 - Offer a broad idea and then the detailed of the sub-tasks
 - Practical information: format, length, deadline...
- Use of CATs (video day 3)
- Conclusion as the usual sufferer
- The actual students -> flexibility





Comments, ideas, & doubts so far...

Take note of them, stop the video when needed.

Remember to take a break





APPROACHING THE DESIGN & IMPROVEMENT OF A CLASS



The process of designing itself

Backward design

Aligning methods/activities with LOs and assessment

Universal design for learning









• Tend to involve (with different emphasis on collaboration):



• Build on reflective practice, double-loop learning, educational research, SoTL, ...

*Instructional Design: Process of designing and implementing T-L experiences to enhance the learning experience (use of content, communicative, technological, etc.).



• Scholarship of Teaching and Learning (SoTL).

- Approach to the teaching practice that involves:
 - An active interest in developing our **pedagogical knowledge**.
 - Conducting **enquiries** about teaching and learning.
 - **Reflecting**, as its main component, in/on that practice.
 - **Opening** that practice to others for critique and knowledge construction.



(Boyer, 1990; Kreber, 2013; Rice, 1992; Schön, 1995; Shulman, 1998; Trigwell & Shale, 2004)





Define (re-define, at later iterations) goals & intended LOs

- From a curricular, discipline, pedagogical and inclusive perspective, what is the aim of this class? (DAY 4, LOs)
- What should students be able to do/know/be at the end of the T-L process that you design? (what you aim for them to be able to do/be/know). Think about content integrated (competences) or knowledge, skills, attitudes.
- Build on others' ideas, invite collaboration (see open, involve, & disseminate slide).
- Re-define & adjust at later iterations (from analysis, new context/students, others' dissemination).
- Use the information from context & students to adjust them.







Know context & students

- Environment (physical/on-line classroom & resources).
- Know your students (number, interests, expectations, etc.) and their previous knowledge/needs (diagnostic assessment).
- If necessary, use the information to adjust the goals/LOs.



9. What do you know about the learning environment that might influence T&L this content?

Describe what you know about the learning environment and the available resources that might affect T&L this content (e.g., classroom distribution, accessibility issues, updated software, etc.).





Create (re-create, at later iterations) the class/lesson

- Design & elaborate a class (structure, methods/strateg./tech./activities, assessment, resources, etc.) aligned with LOs (DAY 1, 2, 3, 4)
- Ideas from class design (Gagné's 9 events, design sheet CLOREDRE, etc.)

Create (re-create, at later iterations) the inquiry around it

- What do you aim to know/do by analyzing your class/lesson/work? (students' learning and your ED)
- How are you going to collect (analyze) data? Observation/diaries/rubrics, peer-assessment, students' (surveys/ interviews), etc.
- Use the information from context, peers & students to adjust the creation.
- Build on others' ideas, invite collaboration (see open, involve, & disseminate slide).
- Re-define & adjust at later iterations (from analysis, new context/students, others' dissemination).



Teach the class/lesson

• Teach the class (ideas seen before: Gagné's 9 events, class situations, communication, flexibility, etc.)

Collect data

• Following the designed inquiry, gather data to analyze the lesson (in/after class).

- Build on others' ideas, invite collaboration (see open, involve, & disseminate slide).
- Re-define & adjust at later iterations (from analysis, new context/students, others' dissemination).





Analyze data to improve the class/lesson

- Analyze the data to improve the class.
 - Consider the achievement of the goals/LOs for potential modifications.
 - Consider the students' learning (beyond satisfaction).
 - Consider alternatives for the creation/implementation of the class to enhance learning.
 - Consider alternatives in your inquiry process.
 - Explicit your learning, ideas for change, etc.
- Build on others' ideas, invite collaboration (see open, involve, & disseminate slide).
- Re-define & adjust at later iterations (from analysis, new context/students, others' dissemination).





Open, involve & disseminate

- Transversal to the former.
 - Open & involve others in the definition of your LOs (department, peers, students, etc.).
 - Open & involve others in the co-creation of the class and the inquiry around it (peers, students, observers, etc.).
 - Open & involve others in the implementation of the class and the inquiry around it (peers, students, observers, etc.).
 - Open & involve others in the analysis of the class (peers, students, observers, etc.).
 - Open & involve others in the re-definition & re-creation of the goals/LOs/class/inquiry (peers, students, observers, etc.).
- Disseminate class/lesson, inquiry, data, changes, learning to the community.



In synthesis

Set goals and learning outcomes Get information from context and students Create lesson (plan inquiry around it) Teach lesson (gather data) Review lesson

Disseminate lesson





WHY?

- Students' learning
- Cooperation
- Aligning & integration at a course, curricular level
- Professional development
- Make of T-L in our discipline a scholarly field:
 - Evidence-based/build on research
 - Identify good practices/ideas, potential signature pedagogies, threshold concepts, etc.





Comments, ideas, & doubts...

Take note of them, stop the video when needed.

Remember to take a break





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Thank you!

See you: June 28th

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