



Welcome to the ID Summit!

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March 26, 2019

Goals for the ID Summit

By the end of the ID Summit, you will be able to...

- **Apply** learning science research and best practices in online course design to the development of your own course learning objectives, assessments and content delivery
- **Start building** your own online course module in an Open edX course shell using tips and strategies on using Studio
- **Connect** and **share** your work with other participants in the instructional design community

Introduce Yourself!

In pairs or triads, answer the following:

1. What is your name?
2. What is your position? Where do you work?
3. What is the project that you will be working on? (Describe in 1-3 sentences)
4. What is the most inspiring use of technology in a learning environment that you have seen?

Today's Agenda

Welcome & Introductions

Learner-Centered Design

Sandbox Setup

Break

Module Design & Outline

Lunch

Assessments, Content Delivery & Learner Engagement

Breakout Sessions & Workshop Time

Share Out & Conclusion

What is the *first* thing that you think about
when you *design* a course?

How Do We Usually Begin Designing a Course?

COMMON APPROACH

1. Consider content and topics
2. Then activities and discussion
3. Then assignments and grading
4. ... to see what the learners learned

Learner-Centered Design

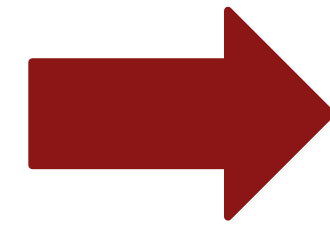
1. Who are your learners?



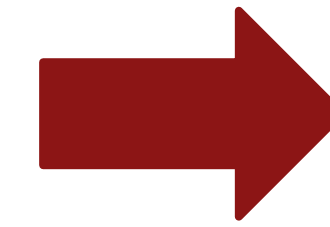
Backward Design

Adapted from Wiggins and McTighe (2005)

Identify desired results



Determine acceptable evidence



Plan learning experiences and instruction

Backward Design

Adapted from Wiggins and McTighe (2005)

Learning Objectives

Identify desired results

Learning outcomes for learners

Assessment

Determine acceptable evidence

What assignments demonstrate and support learning outcomes?

Content

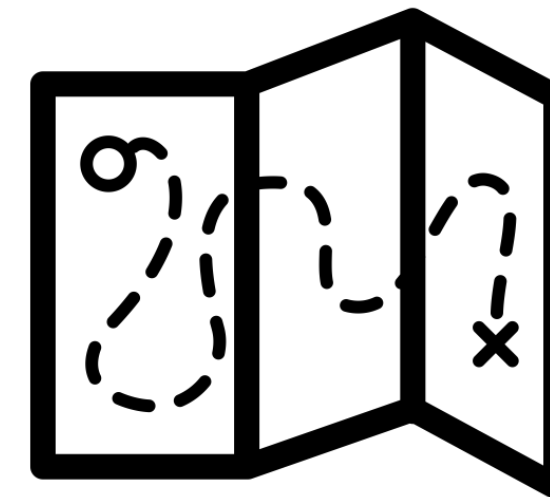
Plan learning experiences and instruction

What course content, discussion & activities support assessment and learner learning?

Benefits of Backward Design



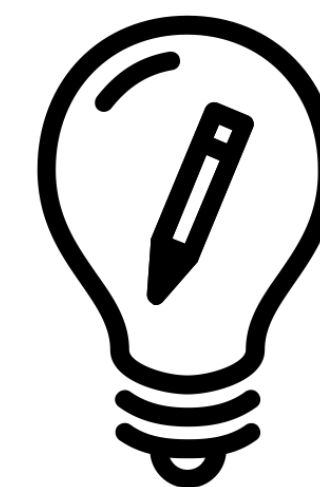
Focused on the learner's learning



Provides structure and organization to course development



Sets clear goals and outcomes



Allows learners to see how their work coheres around their learning

Effective Learning Objectives...

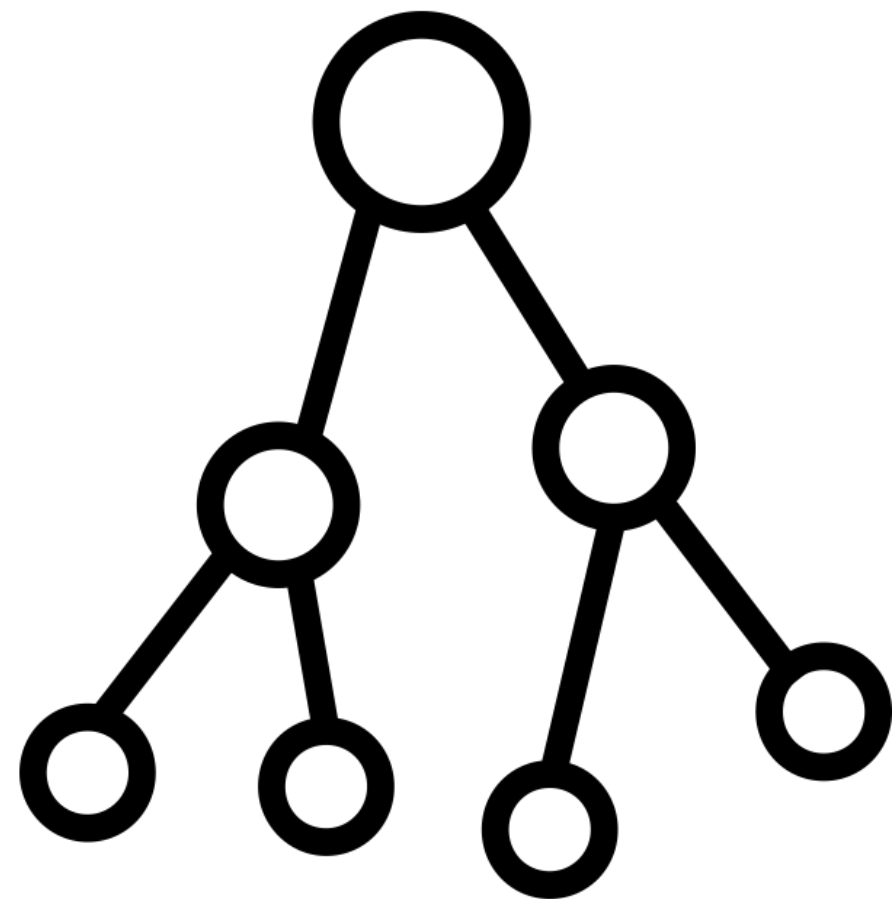
Are statements that describe a specific, measurable and realistic learner behavior



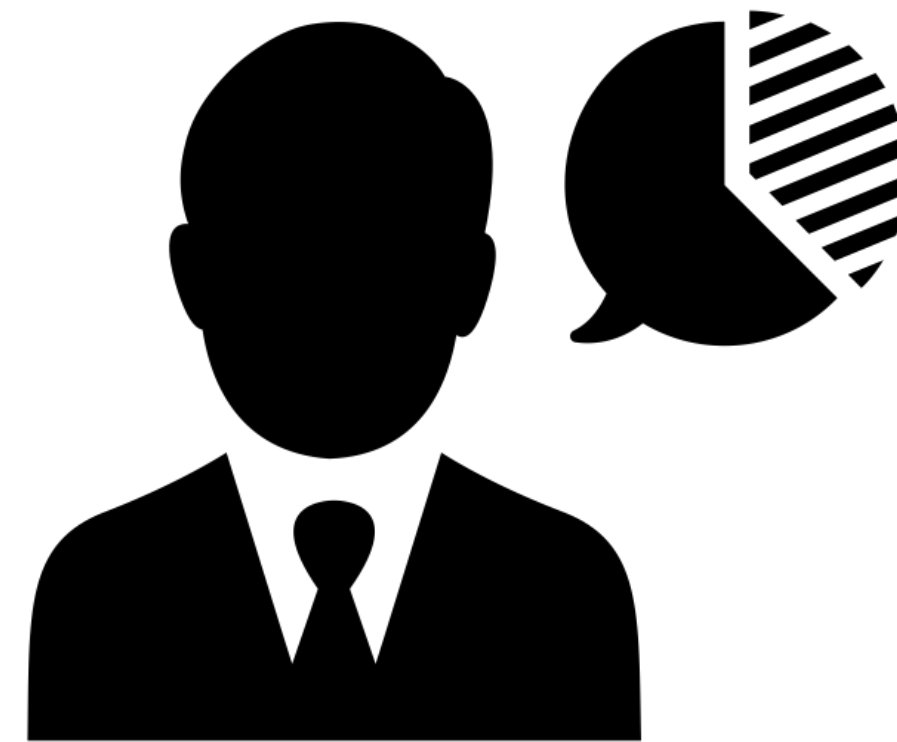
- Are learner-centered (“students will be able to...”)
- Are focused on skills, knowledge, or attitudes/attributes
- Break down tasks into specific cognitive components
- Align with level of understanding expected of learners
- Use action verbs

Be Wary of “Understand” and “Know”

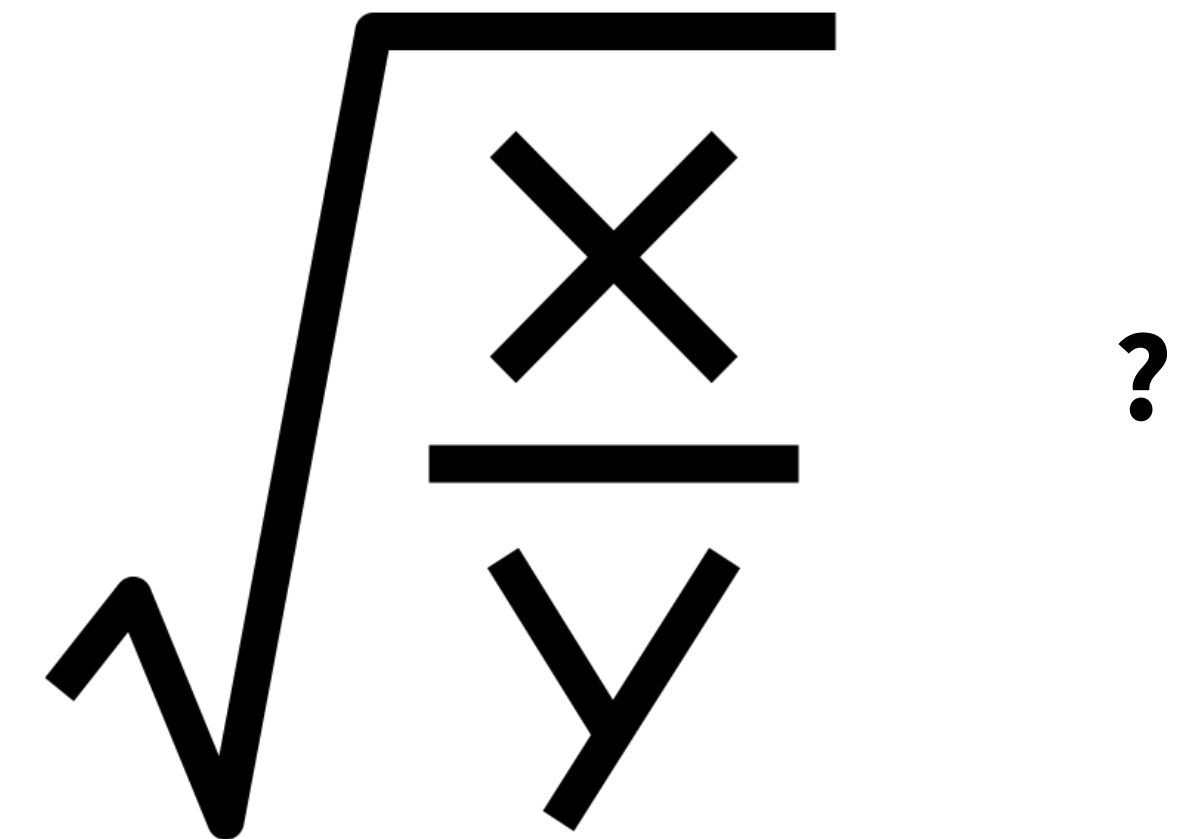
What does “understand” or “know” mean?



OR



OR



Example Learning Objectives

CHEMISTRY

- Students will be able to identify the interactions among nuclei, electrons, atoms, and molecules, and how they determine the structures and properties of pure substances and mixtures.

CIVIL ENGINEERING

- Students will be able to choose appropriate probabilistic models for a given problem, using information from observed data and knowledge of the physical system being studied.

ENGLISH

- Students will be able to recognize and analyze the use of irony in 19th century short fiction.

MATHEMATICS

- Students will be able to assess the reasonableness of a given solution.

Backward Design

Adapted from Wiggins and McTighe (2005)

Learning Objectives

Identify desired results

Learning outcomes for learners

Assessment

Determine acceptable evidence

What assignments demonstrate and support learning outcomes?

Content

Plan learning experiences and instruction

What course content, discussion & activities support assessment and learner learning?

Example of Alignment Between a Learning Objective, Assessment & Content

Learning Objectives What would you like your learners to <i>know</i> or <i>do</i> by the end of your online learning module?	Assessments How will you know if your learners have achieved your learning objectives?	Content & Activities What content and activities will you deliver to support your learning objectives?
<p>1. <i>Explain four levels of protein structure</i></p>	<ul style="list-style-type: none"> ● Answer a question or two on the module quiz (graded) 	<ul style="list-style-type: none"> ● Read a short text-based material on the four levels of protein structure ● Complete a short activity to identify levels of protein structure in images of pipe cleaners folded into “pipe cleaner proteins” ● Discuss thoughts with peers on the discussion forum

Workshop Time:

Create & Refine Your Learning Objectives & Module Plan

- 1.** On your own, complete the worksheet with your online learning module in mind. Prioritize your learning objectives and thinking about your students, then complete the assessments and content delivery/activity sections of your module plan.

Soft copy of the worksheet: <http://tiny.cc/idsummitlearningobj>

- 2.** In pairs or triads, share your learning objectives (and your other work) for your module. Provide feedback to one another.
- 3.** Jot down notes / make edits.

References

Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: ASCD.

Reflection Time

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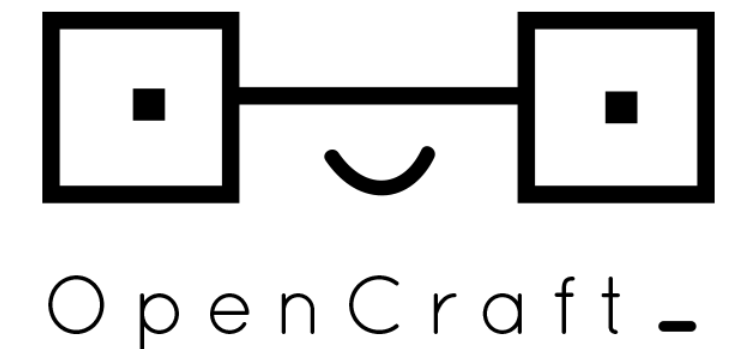
Breakout Sessions & Workshop Time

Share Out & Conclusion

Sandbox Course

OPENedX[®] 2019

Two Steps!



Register here: <http://bit.ly/idSandbox2019> or <https://openedxcon2019.opencraft.hosting/>

Log into Studio: <https://studio-openedxcon2019.opencraft.hosting/>

Already in a Sandbox?

Fill in your Course info: Schedule & Details (Studio)

Offer help to your colleagues

Module Design & Development

How will you know if learners are successful?

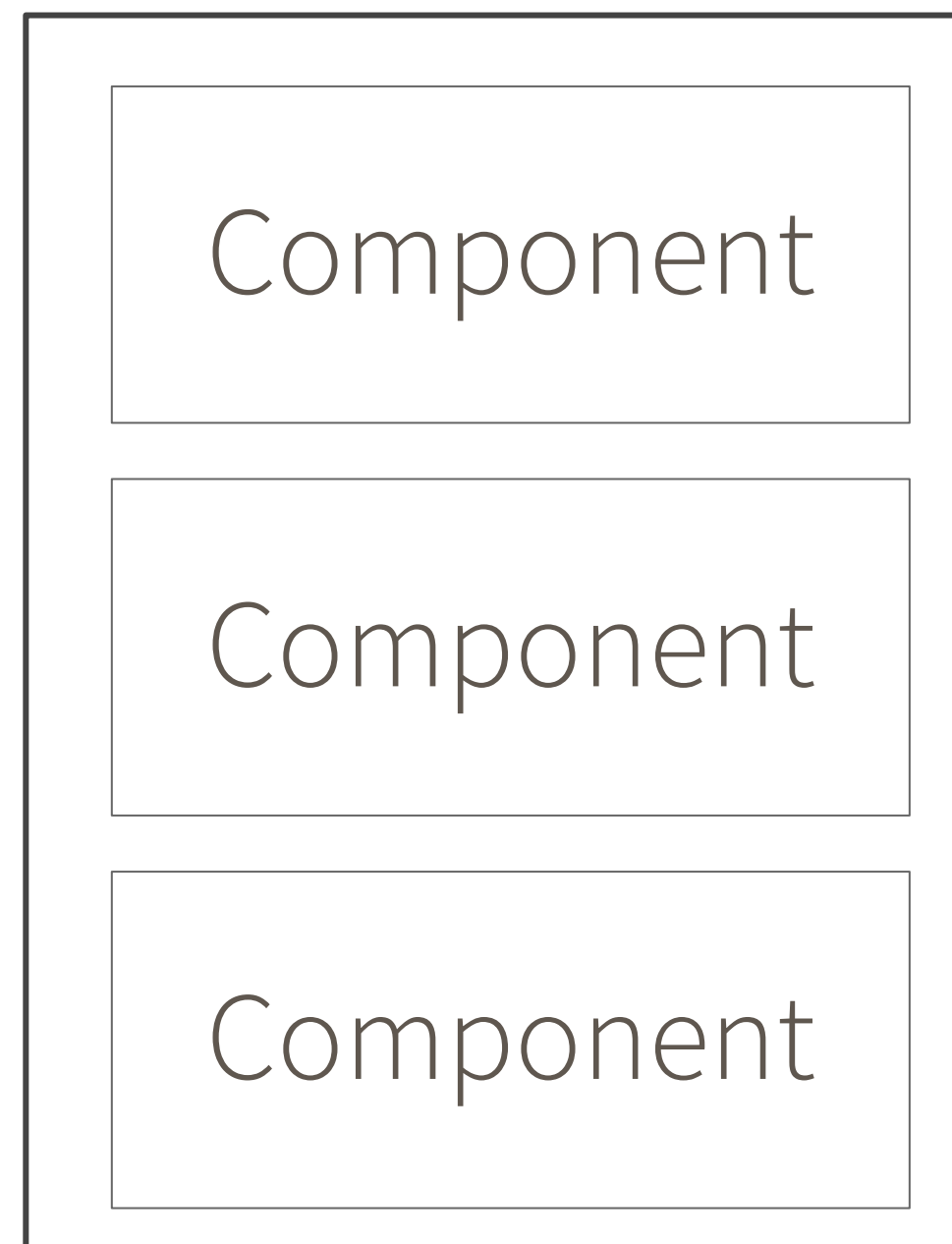
- **Assessments → Activities**
- **Hierarchy in an edX course**
- **Using a Storyboard**

Hierarchy in an edX Course

Section = Week, module

Subsection = Lesson

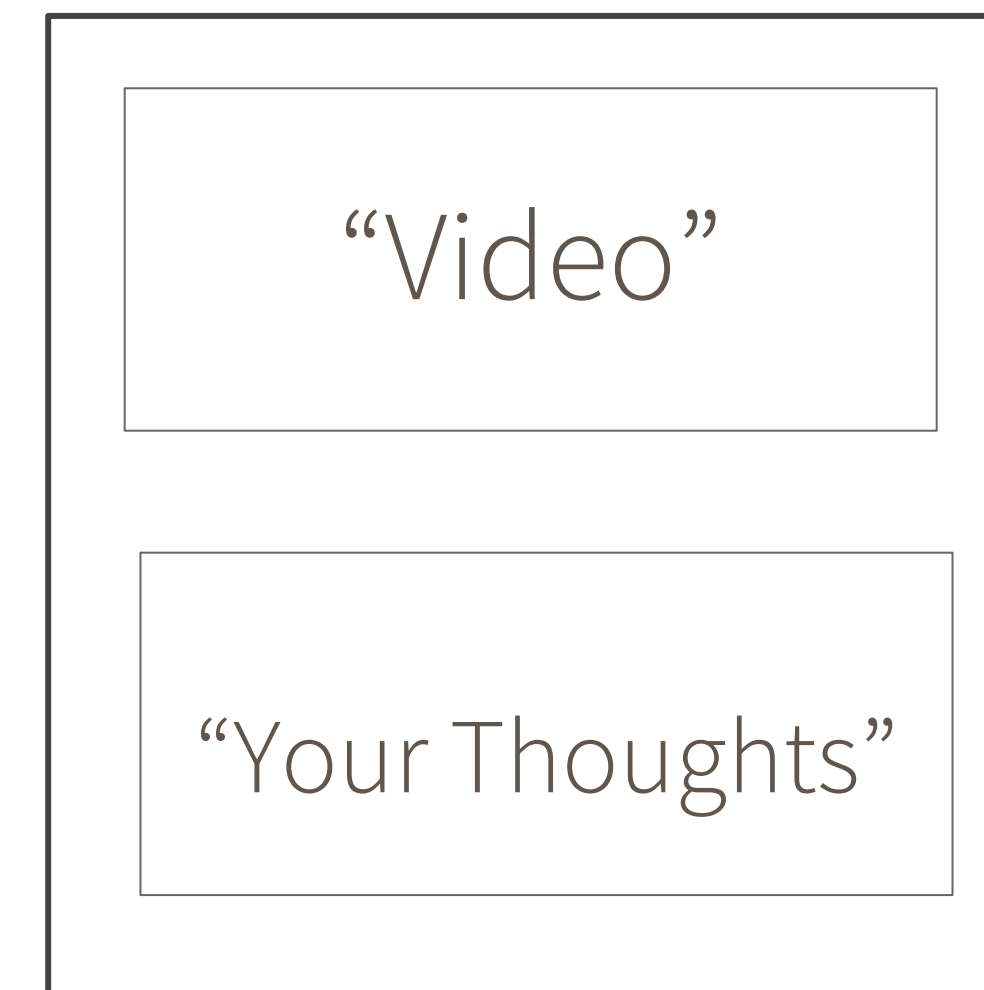
Unit



e.g. “Week 1: Human History of Antarctica”

“Terra Australis Incognita”

“Cook’s Circumnavigation”



Naming Levels in a Course

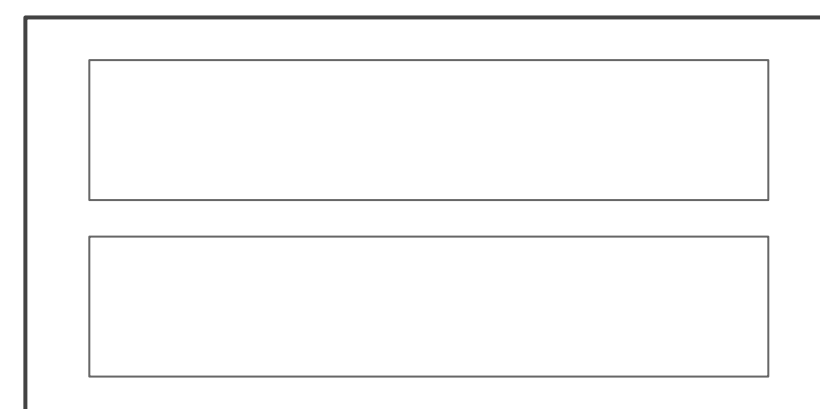
Topics and sub-topics

Course: *Family Engagement in Education*

Section Research Implications & Practice

Subsection Children Ages 0-5

Unit Read and Reflect



A diagram consisting of a large outer rectangle containing two smaller, horizontally-oriented rectangles stacked vertically. This represents a hierarchical structure where the outer box is the parent and the inner boxes are children.

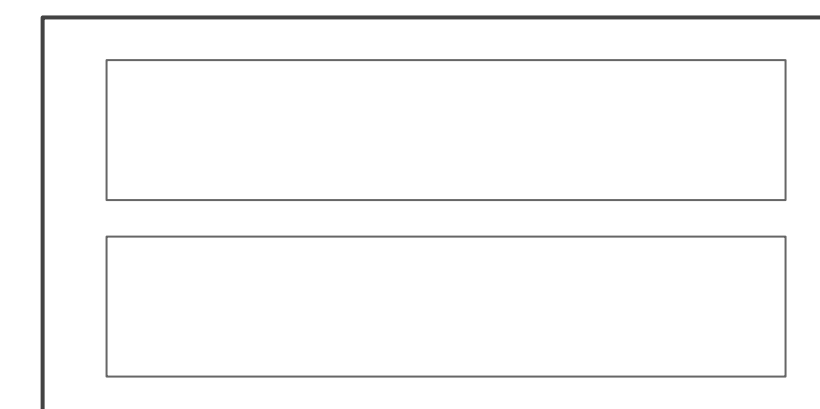
Numerical order

Intro to CS using Python

Unit 1: Introduction to Computing

Chapter 1.1: Computing

Lesson 1: What is Programming?



A diagram consisting of a large outer rectangle containing two smaller, horizontally-oriented rectangles stacked vertically. This represents a hierarchical structure where the outer box is the parent and the inner boxes are children.

Naming Levels in a Course: Numerical Order

Course: *Digital Transformation Strategy*

Sustainable Soil Management

Section Part 1: Every Business is (Becoming) Digital

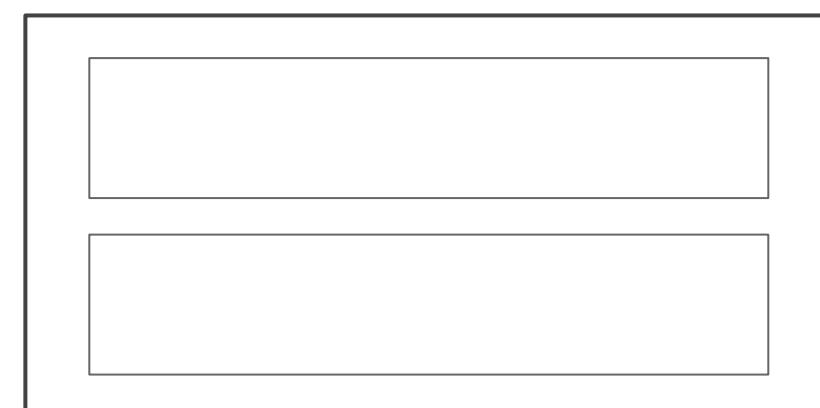
Module 1: Soil Formation

Subsection Introduction

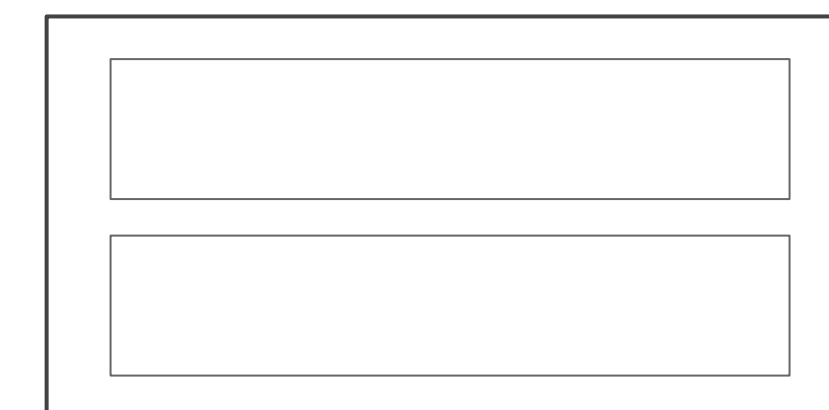
1.1 Preview

Unit Learning Objectives

1.1.1 Introduction



A diagram illustrating the naming levels in a course. It shows a large outer rectangle representing a unit, which contains two smaller inner rectangles representing subsections. This structure corresponds to the 'Learning Objectives' unit in the 'Digital Transformation Strategy' course.



A diagram illustrating the naming levels in a course. It shows a large outer rectangle representing a unit, which contains two smaller inner rectangles representing subsections. This structure corresponds to the 'Introduction' unit in the 'Sustainable Soil Management' course.

edX Storyboard

<http://bit.ly/edxStoryboard>

Introduction

Studio link: <https://studio.edx.org/course/course-v1:edX+StudioX+3T2017...>

Sub name	Unit name	Description (objectives)	Comp Type	Text/Image/Source	Notes
Getting Started	Welcome to StudioX!	Feels welcome	Video	"Welcome to StudioX"	welcome video 01
		In the right place	Text	This course is designed for course authors who are responsible for developing and delivering courses to be run on the edX platform. It provides application training with hands-on activities that guide you through the process of developing a course to be run on the edX platform. You must have access to Studio, edX's course authoring software, to successfully complete StudioX.	
		Knows goals	Text	<p><H3> Course Goals</H3> This course is an introduction to using Studio but it also considers the needs of an entire course lifecycle.</p> <p>Here's what you'll learn how to do:</p> <ul style="list-style-type: none"> • Create a new course in edX Studio • Create accessible content in a course • Set up a grading policy • Manage a course and a course team • Create a communication plan • Beta test and launch a course • Improve your course with analytics • Make decisions around archiving or rerunning a course 	"Goals" graphic needed
		DemoX plug	Text	<p>Related resources: Is this your first time taking a course on edX? Enroll in DemoX, the edX demonstration course, for more information on how to navigate an edX course.</p>	Add "related resources" image.

Reflection

1. What is one thing that has made an impact on you so far?
2. What is one thing that is providing a challenge?

Your Feedback (morning only attendees)

For those of you who are **only attending the morning session**, we greatly appreciate hearing your thoughts and feedback on today's ID Summit. Please complete the following short anonymous evaluation before you leave:

<http://tiny.cc/idsummitsurvey>

Send a digital “postcard” to yourself with your top 3 action items:

<http://tiny.cc/idsummitpostcard>

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Tips for Increased Learner Engagement

1. Learning Sequence - Vary content formats!

Which ones are probably more engaging?

A

← Previous						Next →
------------	-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------

B

← Previous													Next →
------------	-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------

C

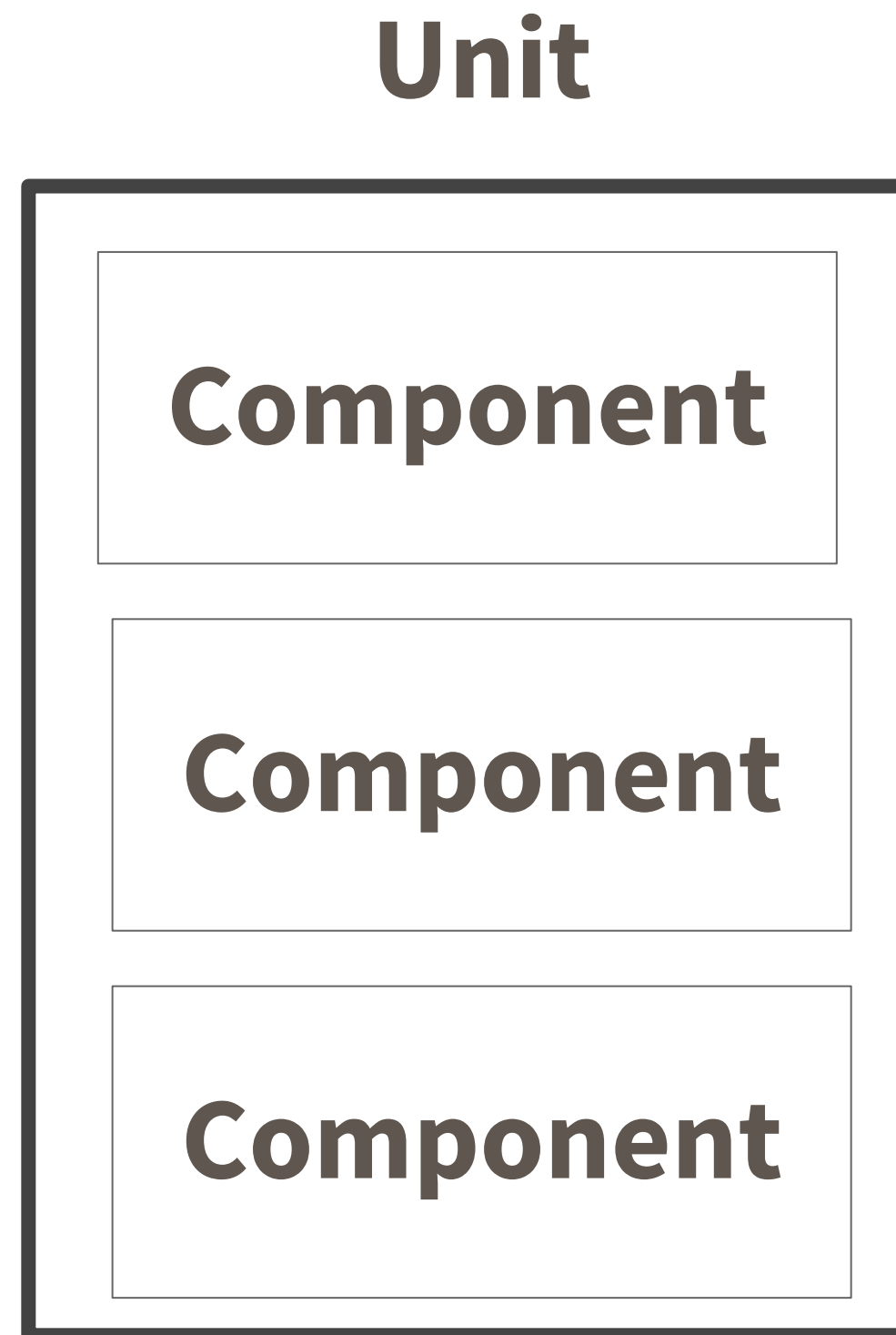
← Previous								Next →
------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------	--------

D

← Previous																												Next →
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Tips for Increased Learner Engagement

2. Unit Depth - Limit to 3 components!



Course > Building Basic Course Content > HTML Components > Add Headings

Previous [Icons] Next >

Add Headings

[Bookmark this page](#)

For clearer organization of your content, you will want to use headings from time to time. Headings are most useful when you do not already have a unit name displaying at the top of your page.

For example, a little lower down this page you'll see a component titled "Heading 1 and Heading 2". Since it is displaying further down the unit page, it really helps to give the component a heading.

Add a heading by selecting the words you want to format.

Paragraph Font Family B I U A * {} []

HTML

Learning Objectives

When you're finished you'll know...

- about the 4 types of components in Studio.
- how to create HTML components with images.

...and convert it from "Paragraph" to "HEADING 3".

Heading 3 Font Family B I U A * {} []

Paragraph

Formatted

HEADING 3 OBJECTIVES

Heading 4

Heading 5

Heading 6

When you're finished you'll know...

- about the 4 types of components in Studio.
- how to create HTML components with images.

Now you have a heading!

But wait a minute...

Why did we select HEADING 3? Where is Heading 1 and 2?

Heading 1 and Heading 2

For accessibility purposes, "Heading 1 and Heading 2" are already being used. When a screen reader is scanning a webpage it looks for header tags like ... h1, h2, h3, etc. so that it can help a user find their way around a page.

H1 is used by the course name. For this course it's "StudioX: Creating a Course with edX Studio".

H2 is used by the section name. For where we are now it's "Building Basic Course Content".

Your headings will not display to learners exactly how you see them in the visual editor. Avoid issues by maintaining headings at h3 formatting only.

Text that looks like this in the editor:

EDX MOBILE

Will look like this in the LMS:

edX Mobile

*Notice how capitalization is preserved when the learner views it.

Get more detailed support from edX Documentation:

[Accessibility Best Practices for Developing Course Content](#)

[Use Best Practices for HTML Markup](#)

Guess...

How many videos are in a *typical* edX course?

During 2012 - 2014: ...

During 2015 - 2018: ...

Guess...

How many videos are in a *typical* edX course?

During 2012 - 2014: 120 videos (13 week course)

Or 9.2 videos/week

During 2015 - 2018: ...

Guess...

How many videos are in a *typical* edX course?

During 2012 - 2014: 120 videos (13 week course)

During 2015 - 2018: **42 videos** (6 week course)

Guess...

How many videos are in a *typical* edX course?

During 2012 - 2014: 120 videos (13 week course)

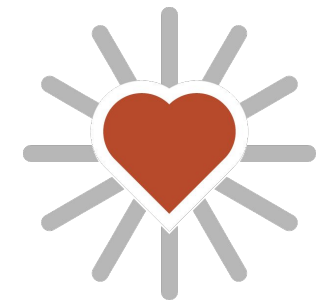
9.2 videos/week

During 2015 - 2018: **42 videos** (6 week course)

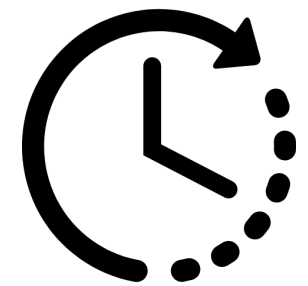
7 videos/week

Strengths of Video

Choose video in *some* situations:



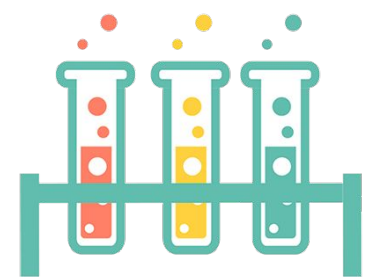
Engagement, Passion



Time Shift



Location



Demonstration



High Concept, Abstract

Why is this a video?

Noongar Language and Culture

Learn about the Noongar people of Western Australia, their culture and their language.



Why is this a video?

Electricity and Magnetism: Magnetic Fields and Forces

Learn how charges create and move in magnetic fields and how to analyze simple DC circuits in this introductory-level physics course.



Why is this a video?

Railway Engineering: An Integral Approach

Discover the science and complexity of railway systems, including how their efficiency depends on the alignment of all their components.



Activity: “Should I be a Video?”

HANDOUT



1. Write one learning objective or concept to learn. (C0 = example concept)
2. How might you teach this concept with various formats?

<i>Format Concepts</i>	C0	C1	C2
<i>Video</i>	✓ <i>Animation</i>		
<i>Reading</i>			
<i>Assessment</i>	✓ <i>KC</i>		
<i>Discussion</i>			
<i>Writing/Journal</i>			
<i>Other activity</i>	✓ <i>Simulation</i>		

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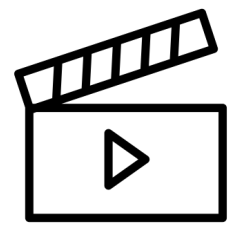
Share Out & Conclusion

Breakout Sessions

	Session 1 2:30 - 3:00	Coffee Break 3:00 - 3:10	Session 2 3:10 - 3:40	Session 3 3:45 - 4:15
Station A (Introductory)	Content Delivery & Assessments (Greg Bruhns)		Learner Engagement (Jea Choi)	HTML5 Interactive Content (Ben Piscopo)
Station B (Advanced)	Course Styling (Anna Lifshits Agmon & Hodaya Zada)		Course Styling (Anna Lifshits Agmon & Hodaya Zada)	Course Styling (Anna Lifshits Agmon & Hodaya Zada)
Station C (Advanced)	Custom Python Problems (Colin Fredericks)		Custom Python Problems (Colin Fredericks)	Custom Python Problems (Colin Fredericks)
Station D (Advanced)	Open Response Assessments (Udo Ouwerkerk)		Open Response Assessments (Udo Ouwerkerk)	Open Response Assessments (Udo Ouwerkerk)

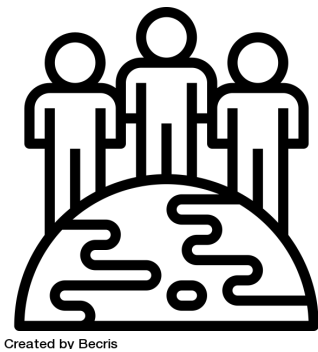
Online Resource on Online Courses: Blended & Online Learning Design (BOLD)

bold.lagunita.stanford.edu



Presenting Content:

- Videos: <http://tiny.cc/BOLDVideo>



Designing for All Learners:

- Overview: <http://tiny.cc/BOLDDesignforAllLearners>
- Inclusive Learning Environments: <http://tiny.cc/BOLDInclusiveLearning>
- Accessible Text: <http://tiny.cc/BOLDAccessibleText>
- Accessible Visuals: <http://tiny.cc/BOLDAccessibleVisuals>
- Accessible Videos: <http://tiny.cc/BOLDAccessibleVideos>
- Non-Accessible Materials: <http://tiny.cc/BOLDNonAccessible>



Assessments:

- Types: <http://tiny.cc/BOLDAssessments>
- Selected-response: <http://tiny.cc/BOLDSelectedResponse>
- Constructed-response: <http://tiny.cc/BOLDConstructedResponse>

Reflection

Jot down notes about next steps and findings from the breakout sessions you attended.

AND / OR

Send a digital “postcard” to yourself with your top 3 action items:

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Share Out

Your Feedback

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THANK YOU!

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