Navigating Your DLE: Landmarks

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2018/2019 Navigating Your DLE Series

Fall 2018

- **September**: “Backward Design”
- **October**: Scaffolding
- **November**: Formative Assessment

Spring 2019

- **January**: Group Work
- **February**: Accessibility
- **March**: Closing the Feedback Loop

Destinations

Pathways

Landmarks
2019 W&M Teaching & Learning Symposium

Celebrate     Participate     Innovate

When: Wednesday, May 1st from 9am to 2:30pm

Where: Swem Library Ground Floor

More Info: eLearning@wm.edu

RSVP: http://forms.wm.edu/42400
"Feedback occurs when outputs of a system are routed back as inputs as part of a chain of cause-and-effect that forms a circuit or loop"
Feedback Loops

Components of feedback loops can include, but are not limited to:

- **Individual students**
- Groups of students
- Automated systems
- Self reflection
- **AND of course instructors**
Feedback Loops

Are a very powerful and required component of:
- Formative assessment (student’s development)
- Diagnostic assessment (informing instruction)
- Scaffolding

And in a perfect educational setting they are used:
- Very often, approaching constantly
- Provide immediate feedback
- Provide individualized and clear feedback to performance
Activity

Barriers to Closing the Feedback Loop

1. Take 1 minute to write down 3 barriers you face to closing the feedback loop in your courses.
2. Take 2 minutes to share your list of barriers with a neighbor.
3. We’ll take 2 minutes to share barriers and discussion with the entire group.
Tom Ward
School of Education
Robert Gagné - Educational Psychologist

Nine Steps of Instruction
Hey You!!!

Yesterday we learned how to...

This is a guide for performing...

you need to...

We will now do it on the job...

Gain Attention
Inform Learner of Objective
Stimulate Recall of Prior Information
Present Information
Provide Guidance
Elicit Performance
Provide Feedback
Assess Performance
Enhance Retention and Transfer

Today we are going to...

This is a demonstration of...

Now, you try it.

We will now have a performance test.

http://www.nwlink.com/~donclark/hrd/learning/gagne.gif
<table>
<thead>
<tr>
<th>Pre-instruction</th>
<th>Instruction</th>
<th>Post Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Attention</td>
<td>Present Material</td>
<td>Provide Feedback</td>
</tr>
<tr>
<td>Identify Goals</td>
<td>Provide Guidance</td>
<td>Assess Performance</td>
</tr>
<tr>
<td>Stimulate Recall of Prior Learning</td>
<td>Elicit Performance</td>
<td>Enhance Retention</td>
</tr>
</tbody>
</table>
The process is happening at various levels:

A. Within a class

B. Over the classes in a semester

C. Within the individual

D. Over the entire class
Build in the opportunities to monitor learner progress

Within a learning session:

Ask questions
Ask for questions

Provide structured activities
  Typically not as complex as the desired end point (increase complexity over time)
  Allows for performance in a guided setting and feedback

Between Sessions:
  More practice for skills-based learning (don’t have to be difficult)
    Can provide feedback opportunity but not mandatory
  Extension tasks (additional resources to engage the learner)
Progression through modules is based on successful completion of assignments within the module.

Monitoring built into a midterm project through the use of discussion board.
Formative Assessment

Electronic Classroom Assessment Techniques (eCATS)

Information about ECATS taken from:
What are eCATS?

- consistent “temperature checks” of learning
- simple, usually non-graded
- allow instructors to identify gaps of understanding
- designed to give you and your students useful feedback in the moment
- typically formative in nature
Purpose of eCATS

- avoid students feeling anonymous
- help students monitor their own learning
- communicate that teaching and learning is an ongoing/iterative process
- provide just-in-time feedback about teaching and learning
eCATS examples

1. muddiest point & aha moment
2. one sentence summary
3. concept mapping
4. self-assessment
5. student generated test/quiz questions
6. one minute reflection
Muddiest Point/Aha Moment

Learners respond to ONE question:

What was the muddiest point in___________?

Alternatively, what was the concept or topic that you understood most? What was your “Aha” moment?
Muddiest Point/Aha Moment

Potential Technologies:

- **Discussion Board**: Synchronous or Asynchronous
  - anonymous or not
  - see posts or not
- **Survey or poll**: Synchronous or Asynchronous
  - W&M forms
  - Survey Monkey
  - Google forms or Docs
  - Poll Everywhere
603 Fourth Class Learning

Since argument-based literature review work can be confusing and often is unfamiliar to doctoral students, I will be requesting quick feedback online at the end of each class session for most of the semester. These responses will help me to know how best to focus the next class meeting and course assignments. All responses will be anonymous.

* What are the one or two things that you understood most clearly from today's class?

4500 characters maximum

* What are the one or two things that were most confusing ("muddiest") from today's class?

4500 characters maximum

* What questions or requests emerged from today's class that you would like to share with Dr. H?

4500 characters maximum

Submit responses to Dr. H
One Sentence Summary

Learners write one long summary sentence of the learning:

- stimulates creative thinking
- results in a synthesis of course content as perceived by the learner
- The instructor asks the learner questions about given topics: who, what, when, where, why?
One Sentence Summary

Potential Technologies:

- **Discussion Board:** Synchronous or Asynchronous
- **VoiceThread:** Audio/video or text-based
- **Google Docs**
- **Poll Everywhere**
- **Padlet**
Concept Mapping

Learners draw or diagram the mental connections they make between concepts:

- stimulates creativity
- useful for theoretical/complex content ideas
- provides observable record of students’ grappling with complex ideas
- aids in synthesis of ideas
Concept Mapping

Potential Technologies:

- Bubble.us
- Popplet
- Google Drawing app
Students articulate goals and make connections between course goals and requirements:

- List and prioritize 3-5 personal learning goals
- Students can complete an anonymous survey indicating their level of confidence in mastering course material
- Gauges student attitudes, opinions, values and self-awareness with relation to the course curriculum
Student Self-Assessment

Potential Technologies:

- **Surveys**
  - W&M forms
  - SurveyMonkey
  - Google forms

- **Polls**
  - Poll Everywhere
Learners create 2-3 potential questions with correct answers:

- instructors glean what learners know and think as fair test questions
- assess how well learners can answer their own questions
- assess what students consider the most important content
- assess content knowledge
Student Generated Test/Quiz Questions

Potential Technologies:

- Padlet
- Google Docs
- Discussion Board
Minute Paper

Learners answer two questions:

What is the one thing that helped you learn the most this week in this course?

What is the one thing that is least helpful to your learning in this course?
Potential Technologies:

- Discussion Boards
- VoiceThread
- Flipgrid
- Google Docs
- Surveys
  - W&M forms
  - Google Forms
  - Survey Monkey
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Resources

- eLearning DIY Pages
- PollEverywhere
- Blackboard
- eCATs, OLC Webinar
- Feedback, CTE, University of Waterloo

References