What is the content of the course?

What will students know, value, and be able to do?

How will you and students know the extent to which outcomes have been achieved?

What engagement and interaction activities will support learning?
SESSION OUTCOMES

- Explore key ideas that can inform your choice of instructional strategies
- Identify strategies that help students practice and get feedback so they can successfully complete their course assessments
Q. How can students practice and get feedback so they can successfully complete their course assessments?

A. Strategies: a bridge between learning outcomes and assessments
What is one instructional strategy that you have found works well in remote teaching?
About learning

Students learn best when they ...

- Understand the purpose and value of the learning experience
- Practice what they are learning and receive feedback
- Reflect on their learning process

(Angelo & Cross, 1993; Chickering & Reisser, 1993; Ewel, 1997; Felder & Brent, 2003; Ramsden, 1992; Walvoord, 2010; Weiman, 2007; Weimer, 2013)
Individual Reading: Exploring Key Ideas

Individual reading
Consult pp. 8-13 of the resource document:
Read your choice of two-three of the “Seven key ideas when exploring instructional strategies”

Minute paper
Select one key idea you would like to discuss further with colleagues.
  • Why did you choose this key idea?
  • How would you put it into practice?
Let’s Talk it Through!

In small groups, discuss why you chose this key idea and how you might implement it.
Web resource: Instructional Strategies to engage students in learning

How do I ensure that students come to class prepared?
Class Preparedness

How do I encourage discussion and get students to ask good questions?
Discussion Generation

How do I move away from traditional lectures and engage students in course content?
Interactive Lectures

How do I set up groups and integrate group work and teamwork into my classes?
Group Work

How do I get students to approach problem-solving in a creative way?
Problem-Solving

How do I get students to apply their learning to situations outside the classroom?
Knowledge Application

Consult https://www.mcgill.ca/tls/instructors/strategies
Alignment in practice:
What strategies could bridge this learning outcome and assessment?

Learning outcome:
Students will be able to apply theoretical concepts to real-world problems.

Assessment: Take-home exam
Students are given three scenarios that illustrate current societal problems. They are asked to explain the scenarios through the lens of a theory discussed during the course.
OUTCOMES

Strategies
- Explore key ideas that can inform your choice of instructional strategies
- Identify learning-centered strategies that help students prepare to successfully complete their course assessments

CDE
- Describe learning-centered course design principles and strategies
- Apply these principles and strategies to the (re)design of your course by developing a course plan with identified ...
  - Learning outcomes
  - Assessments
  - Instructional strategies (including technology tools)
Exercise 4 and Your Course Alignment Plan

COURSE ALIGNMENT PLAN WORKSHEET

Course name and code: 

Learning outcomes (LOs)
What is most important for students to have learned upon completion of your course? What do you want students to know, value, and be able to do?

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Major assessments</th>
<th>Strategies, including low-stakes assessments, to prepare students for major assessments</th>
<th>Learning technologies (McGill-supported)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOs can be associated with multiples assessments</td>
<td>What types of formal assessment methods (assignments and exams) will allow you and students to see whether the learning outcomes have been achieved?</td>
<td>What learning activities will students engage in as they work toward achieving the learning outcomes?</td>
<td>Which tools will support the implementation of the assessments and learning activities?</td>
</tr>
</tbody>
</table>
Daily connection opportunity (2:30-3:30pm)

Connect with other participants and TLS facilitators

- pose questions
- share ideas
- refine your plans for developing your course

These sessions are strongly recommended.
What is your next step as you prepare to teach in the Winter term?

Photo by Lindsay Henwood on Unsplash
Getting Ready for Winter '21

Remote Teaching Prep Weeks

December 8th - 18th
mcgill.ca/tls/events
References


