

dB-SERC Faculty Retreat 2018

Aligning learning goals, instructional design, and assessment to improve student learning

Date: Thursday, May 3rd, 2018

Place: LRDC 9th Floor

Time: 9:00 am - 12:00 pm (continental breakfast from 8:45 am - 9:00 am, lunch from 11:00 am - 12:00 pm)

A team of 3-5 faculty members from each department is invited to attend. We ask that each team focus on a foundational course in their discipline and bring: 1) learning objectives and overarching learning goals of the course; 2) a typical instructional design of the course (how the course is taught to ensure that the learning objectives are achieved); and 3) assessment methods in the course (both low-stakes formative assessments and summative assessments). The teams will share how their department is aligning learning objectives and goals, instructional design, and assessments to improve learning outcomes in their courses. Teams will also brainstorm ways to better align their learning goals, instructional design, and assessment to improve learning for all students.

Tentative Schedule:

8:45 am - 9:00 am	Breakfast
9:00 am - 9:20 am	Chandralekha Singh: Introduction
9:20 am - 9:30 am	Eugene Wagner: Aligning learning goals, instructional design, and assessment in inquiry-based chemistry labs
9:30 am - 9:40 am	Welkin Pope: "Clickshares" in the bioinformatics laboratory class
9:40 am - 9:55 am	Sean Garrett-Roe: Designing and implementing process oriented guided inquiry based learning activities
9:55 am - 10:05 am	Kevin Binning, Nancy Kaufmann, and Erica McGreevy: Assessment of a Social Belonging Intervention in Introductory Biology Courses
10:05 am - 10:15 am	Yasemin Kalender: A longitudinal assessment of students' motivational characteristics in introductory physics courses
10:15 am - 10:45 am	Each dept. discusses and prepares a whiteboard presentation on the following questions (to be shared with everyone) about a foundational course in their discipline: <ul style="list-style-type: none">• Are there any learning objectives and goals that you feel need to be improved (e.g., objectives focused on content, skills, and/or motivation)?• How can the instructional design of the course be improved to ensure that the learning objectives and goals are achieved?• How can in-class and out-of-class activities and assignments be better aligned to improve student learning?• How can the assessment of learning be improved to ensure that they reflect the learning objectives and goals appropriately?• How can the alignment between learning objectives and goals, instructional design, and assessment be improved?• Are there any particular groups of students that are not meeting your learning objectives and goals for the course? Why? How can you help them?• Describe some "stand-out" ways in which assessment has been used to improve student learning in your department.• How can dB-SERC help with the issues you discussed?
10:45 am - 11:45 am	Working lunch + Each dept. reports out to the whole group
11:45 am - 12:00 pm	Chandralekha Singh: Summary and discussion