Course Alignment Process in Backward Design

Venue: OCB237
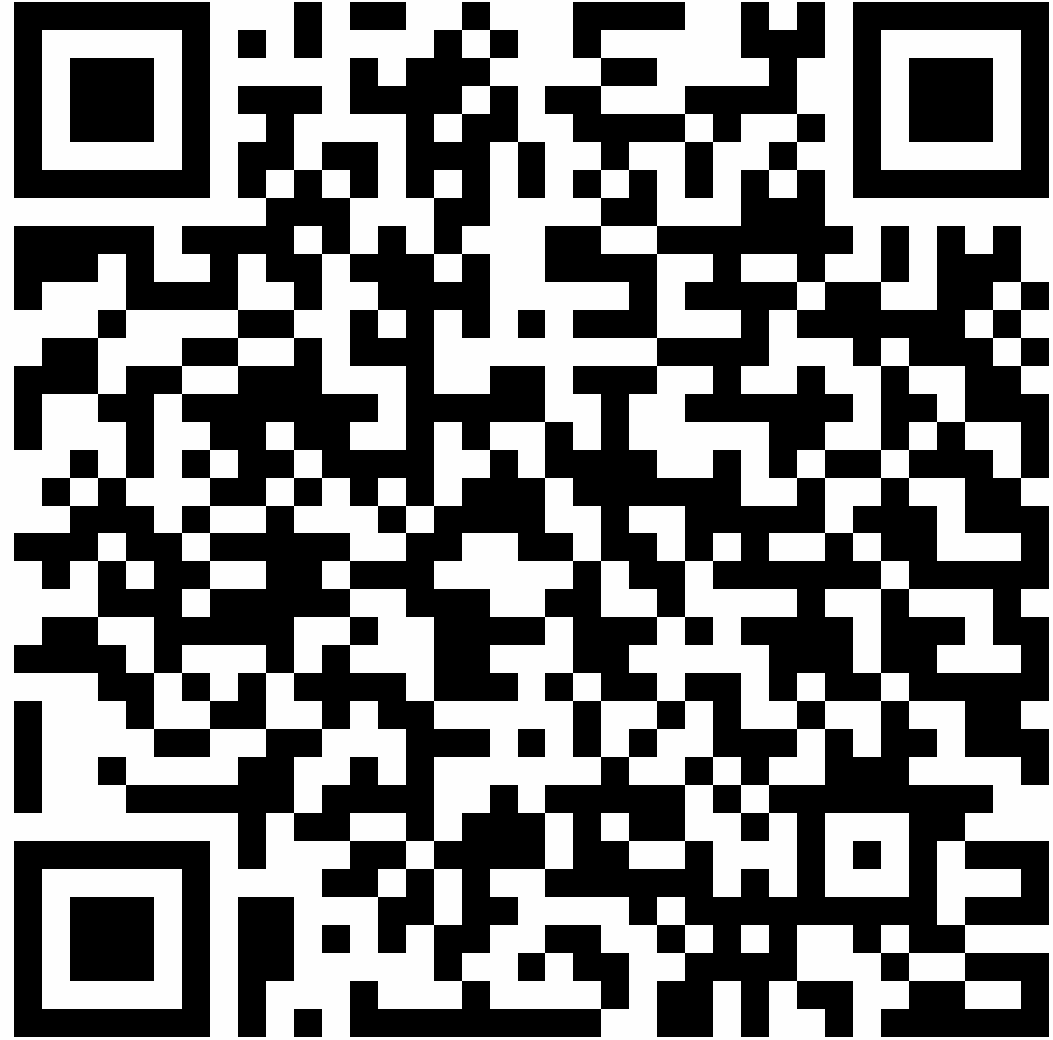
Date: Aug 3

Time: 11am – 12 noon

Presenters: Mary Burkart and Sharon Gan

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You will need a QR code reader

Who We Are
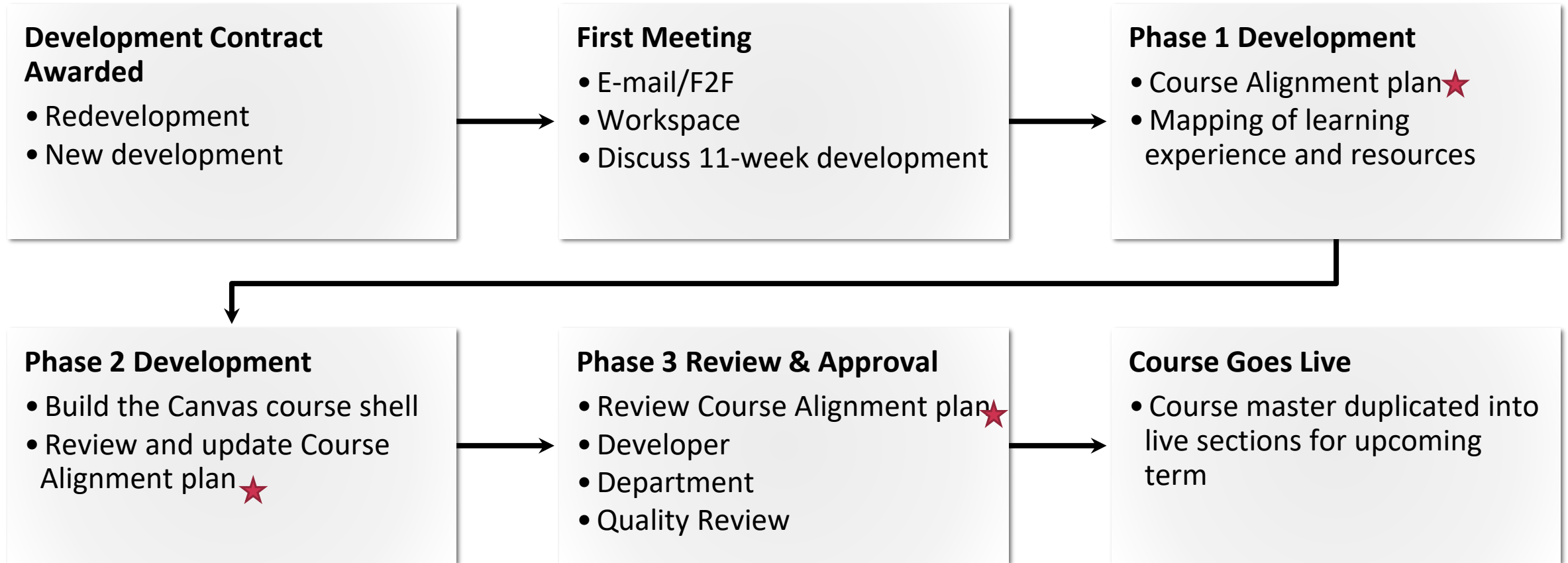
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Course Development Process

Development Contract Awarded
- Redevelopment
- New development

First Meeting
- E-mail/F2F
- Workspace
- Discuss 11-week development

Phase 1 Development
- Course Alignment plan ⭐
- Mapping of learning experience and resources

Phase 2 Development
- Build the Canvas course shell
- Review and update Course Alignment plan ⭐

Phase 3 Review & Approval
- Review Course Alignment plan ⭐
- Developer
- Department
- Quality Review

Course Goes Live
- Course master duplicated into live sections for upcoming term

Course Alignment Plan

- Meet HLC requirement
- Check cognitive levels with Bloom's Taxonomy
- Designing for the course, not to the text
- Plan for scaffolding and chunking from the start
- Improve inclusivity with Universal Design for Learning

Criterion 4. Teaching and Learning: Evaluation and Improvement

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has **clearly stated goals** for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution **assesses achievement of the learning outcomes** that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional **staff** members.
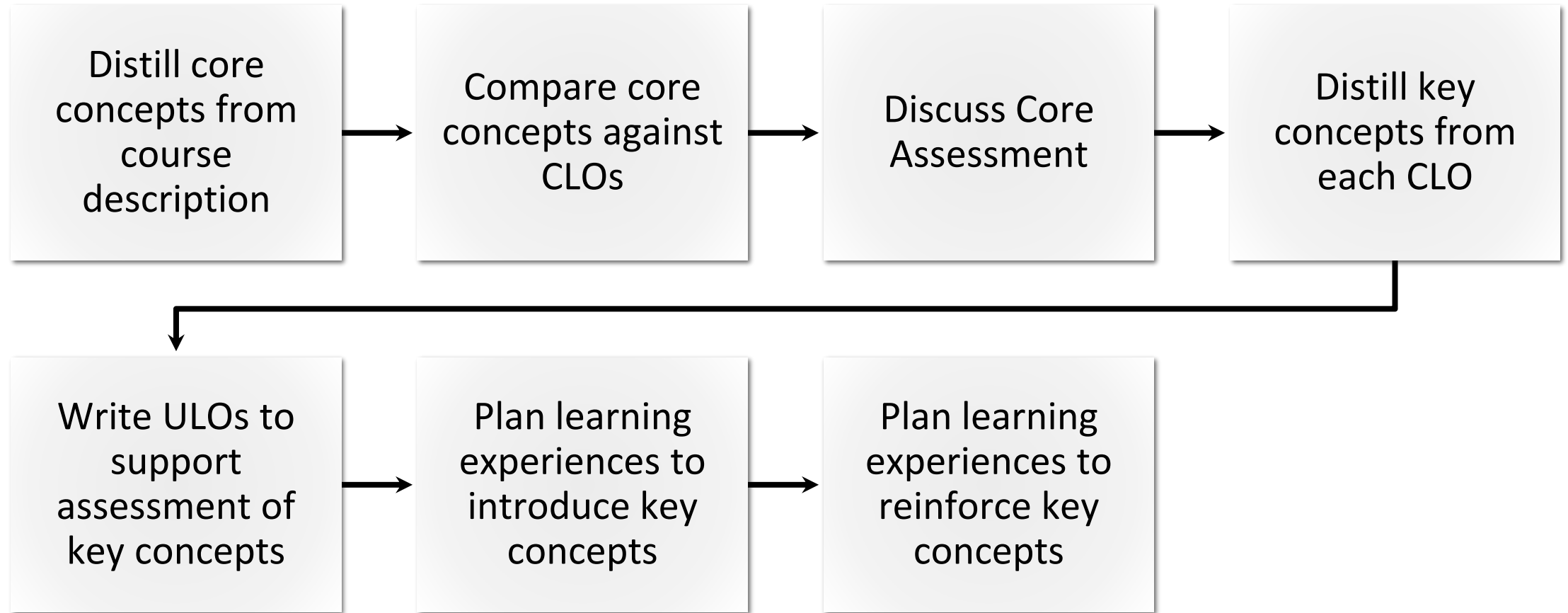
Course Alignment Plan

- Meet HLC requirement
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Course Alignment Process

Introduce, Reinforce, Assess (IRA)

Introduce	Reinforce		Assess
- Readings - Articles - Videos - Websites	- Readings - Articles - Videos - Infographic - Practice Exercises - Discussion - Quiz	- Reflection/Journal - Assignment - Scaffolded CA Assignment - Core Assessment Project/Paper, other	- Discussion - Quiz - Reflection/Journal - Assignment - Scaffolded CA Assignment - Exam - Group Project - Core Assessment - Project/Paper

Course Alignment Plan -Formats

ID-FACING

FACULTY-FACING

CLO-ULO-IRA Plan –ID Excel Format

CLO-ULO-IRA Plan –ID Excel Format

CLO	CLO Defined		Group	Unit	Number	ULO	Bloom's le	Introduce	Reinforce	Assess
1	**Evaluate** the importance of the contemporary international business world by providing a broad overview of international business, what it is, how it has evolved, the reasons for growth, and its significance in the global economy.		Overview of IB significance of IB in the global economy	1	1	Summarize the evolution of international business	Evaluate	Text: Ch 1	U1 Discussion (TedTalk discussions or current events)	Midterm case-study (introduce cognitive level of questions from midterm into discussions) , Project
				1	2	**Compare** how international business differs from domestic business	Analyze	Text: Ch 1, 2, 3		
			Trade Institutions	1	3	**Evaluate** the impact of international regulation institutions on business operations	Evaluate	Video: Trade, Investment, and Development in		
				1	4	**Assess** the impact of the Trade Organization and Agreements on business operations	Evaluate	Video: The World Bank, the UN, and Green Accounting		
	Evaluate									
2	**Analyze** the international environment, including the institutional framework of international business, major theories of international trade and investment, the international monetary system, foreign exchange, and global capital markets.		International Environment	2	3	**Analyze** the influence of environmental sustainability on business	Analyze	Analyze	Text: Ch 4, Video: Kuwait: Sustainable Development Play	U2 Discussion, U2 Knowledge Checks
			International monetary system and Foreign Exchange System	8	1	**Compare** domestic versus international accounting standards	Analyze	Text: Ch 15	U8 Discussion, U8 Knowledge checks	Final Exam
				8	2	**Articulate** the theories of international trade and investment	Apply	Text: Ch 15	U8 Discussion, U8 Knowledge checks	Final Exam
				8	4	**Categorize** foreign exchange risks, faced by the international firm, into transaction exposure, translation exposure, and economic exposure.	Analyze	Text: Ch 15, Video: 11. A New Paradigm for Finance: David Blood at	U8 Discussion, U8 Knowledge checks	Final Exam
				3	2	**Examine** the international monetary system's evolution and current currency exchange system	Analyze	Text: Ch 8, Video: Japan's Economic Malaise	U3 Discussion, U3 Knowledge Checks	Research paper: Annotated bibliography, Midterm case-study, project
			Global capital markets	8	3	**Outline** the capital structure choices open to international firms	Analyze	Text: Ch 15	U8 Discussion, U8 Knowledge checks	Final Exam
	Analyze									

CLO-ULO-IRA Plan - Faculty Word Format

Step 1.1 Input Core Learning Outcomes

1. List the Approved CLOs for the course. Include all approve core learning outcomes.
2. Designate the Bloom's Level.

APPROVED CLO At the conclusion of the *course*, the learner will be able to:	BLOOM'S LEVEL *Indicate Bloom's Level of CLO.* ***Review Revised Bloom's Taxonomy Levels***
CLO1. Illustrate how self-concept and perception influence communication.	Understand
CLO2. Explain how language use and nonverbal cues can create communication problems	Knowledge
CLO3. Develop, support, organize and deliver speeches with a particular audience, goal, and situation in mind.	Create
CLO4. Formulate personal strategies for effective communication across co-cultures and global cultures.	Create

CLO-ULO-IRA Plan - Faculty Word Format

Step 1.2 Create Unit Learning Outcomes and Align ULOS to CLOs

1. List 4-6 unit learning outcomes for each unit. Answer the question, *"At the completion of this unit, the learner will be able to:"*
2. Select a Bloom's verb in alignment with the CLO Bloom's Level.
3. Indicate with which CLO(s) each ULO aligns

ULOs/Aligns to CLO(s)
At the completion of this unit, the learner will be able to:
Unit Learning Outcomes
ULO1. **Apply** unit concepts to real world scenario. (CLO1)
ULO2. **Explain** how language use and nonverbal cues can create communication problems. (CLO2)
ULO3. **Analyze** the audience for class speeches. (CLO3)
ULO4. **Identify** the various contexts within which communication occurs. (CLO4)

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CLO-ULO-IRA Plan - Faculty Word Format

CLO/ULO Alignment and Balancing Group CLOs with ULOs				ULO Bloom's Level	Complete IRA Plan See IRA Table above for example IRA components.		
Course Learning Outcomes	Unit	Course Learning Outcomes		Bloom's Levels	Introduce	Reinforce	Assess
CLO1. Illustrate how self-concept and perception influence communication.	1	Apply unit concepts to real world scenario.		Apply	Ch1/Article	Video	Assignment
CLO1 Bloom's Level	Understand	1	Discuss how perception impacts communication.		Understanding	Ch1	Lecture Article	Discussion
CLO2. Explain how language use and nonverbal cues can create communication problems.	1	Explain how language use and nonverbal cues can create communication problems.		Understanding	Video	Website	Discussion
	5	Identify the key features, advantages, and disadvantages of small group communication.		Knowledge	Ch8	Video Article	Discussion/ ROCI Instrument completion
CLO2 Bloom's Level	Knowledge	5	Define the five stages of group development.		Identify	Ch8	Video Article	Discussion/ ROCI Instrument completion

Faculty Testimonial - Alignment Plan

Between May and July 2018, I used Park's Instructional Designers CLO-ULO planning spreadsheet and the Canvas workspace for the first time as faculty in developing International Negotiations course under the guidance of Dr. Sharon. **These were great tools to use for the first time as a course developer.** Both of these tools enabled us to work form the same document where I could share course content and receive constructive feedback from Sharon with ease instead of email. Except for meeting appointments, we never used email to discuss course content matters. I also liked the idea that we could hold Zoom meetings during to help share what was needed and more so HOW. I would highly recommend using these tools for course development in the future. At the moment, I do not have any suggestions for improvement but was really impressed with the level of interaction and ease the tools provided during course development. In my view, from the faculty standpoint, this was a well thought idea of improving the process course development.

Dr. Kennedy Maranga

July 23rd, 2018

Faculty Testimonial - Workspace

While I have been developing courses for other universities for many years, GB501 was the first course that I developed for Park University. The Canvas platform provided a unique opportunity for me to see the breakdown of tasks associated with each of the modules. The time frame of which to complete each of these was appropriate. One of the greatest tools was having the workspace as well as the course shell. This allowed me to input what I had completed for review in the workplace and then see the course unfold as piece by approved piece, it would be placed into the shell. **This helped me to see the "final product" as we moved forward in the development process and helped guide me as to what path I should take to ensure that the course flowed properly.** The workspace served as a comprehensive guide to each of the tasks that needed to be included in the modules. Sharon was an excellent resource as she provided timely feedback and guidance throughout the process which allowed me to continue working and making progress as we kept the end goal in mind.

Dr. Cheryl Chance,
July 20, 2018

Faculty Testimonial - Alignment Plan

The CLO-ULO-Assessment/IRA map helped to **serve as a checks and balances** in the development of the course.

Having this tool ahead of the development process, helps us to **keep in mind what needs to be done in order to meet the requirements of a successful course**. This prevents any elimination of key points only to be otherwise discovered at the end of the course development process.

Dr. Cheryl Chance,
July 21, 2018

Lessons Learned

1. Work off the same Bloom's list and definitions

1. IDs need to be involved further "upstream"
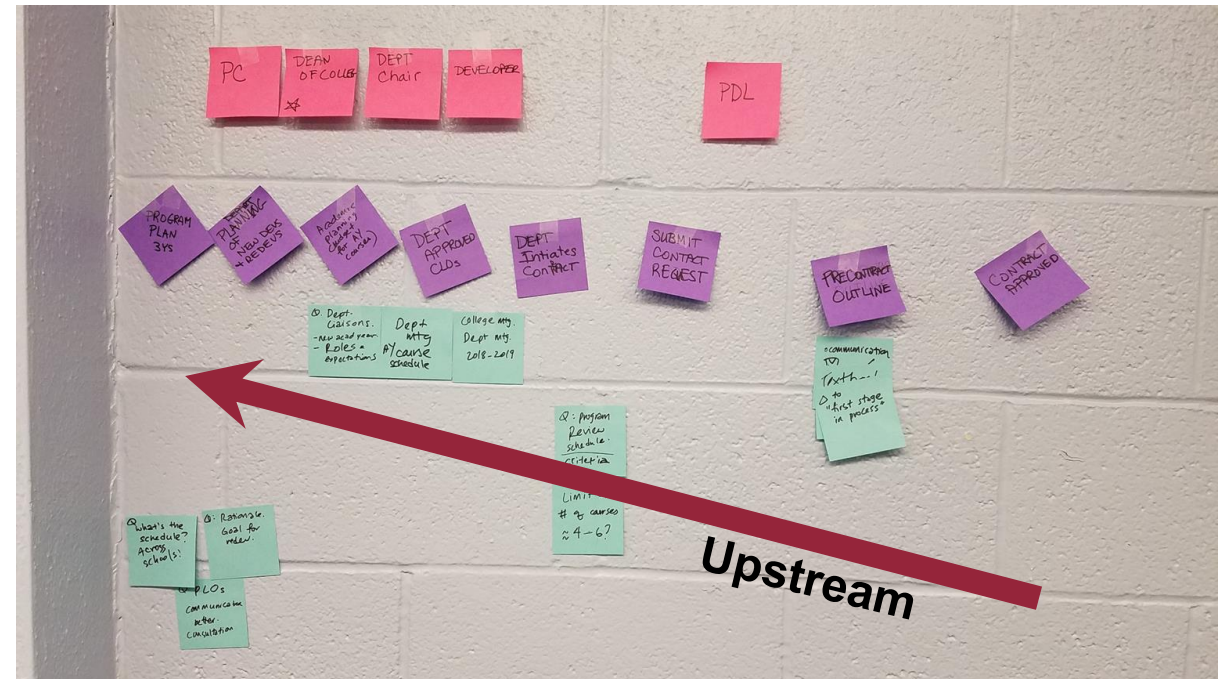
Going Forward

Process

1. Agree on the same [Bloom's list](#) and definitions

2. Present benefits of IDs in "upstream" involvement

Alignment Map

1. Reduce content-silos by changing "ULOs" to "SLOs"

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View Templates

Excel Format

Word Format