GLOBAL ONLINE ACADEMY

BLDS Design Brief

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Selected Design Challenge: Personalizing Learning

The Design Brief documents your process in tackling a BLDS design challenge. It is a synthesis of backward design and GOA's blended learning strategies. If you're not familiar with the book *Understanding by Design* by Jay McTighe and Grant Wiggins or their UbD framework, it is a very useful read for educators.

Design Briefs are composed of three phases: **Vision**, **Action**, and **Reflection**. At each phase, you have the option to submit your brief for feedback from your coach and BLDS colleagues. When you complete the brief, you are eligible to receive a badge for completing a BLDS challenge and a place in our BLDS Gallery. Completed briefs should be submitted for badges in our Catalyst Badge Headquarters in Canvas. We use Google Docs for briefs because we want them to be *dynamic* and *interactive* and *shareable*: we want it to be a canvas on which you work through ideas, just like someone working in an art studio. You'll submit evidence in various formats here, your coach and colleagues will leave comments, and you'll make edits as you go.

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Vision: Make a Plan

The first step in blended learning design is to clearly articulate your objectives and the strategies you'll use to achieve them.

Vision Step 1: Articulate your Objectives

What are your desired results?	**What is acceptable evidence?**	**What is the key context?**
These can be GOA core competencies or competencies/standards you bring to BLDS. Be clear about what your students *will be able to do* once this experience is over. (Helpful tool for drafting your own results: the Bloom's Bank on p. 6-7 in your Catalyst Journal.)	In this space, describe the observable and measurable outcomes that will show you've achieved your results. What will your students produce that indicates progress towards goals?	Articulate the parameters of your design. What age are your students? What learning experiences are they coming from? Heading towards? What are key constraints (time, space, resources, etc) that you face?
1. Reflect on and take responsibility for their learning and that of others in an open forum. 2. Organize their time and tasks to become independent learners. 3. Collaborate with peers who are not sitting with them on campus. 4. Interpret assignments and express themselves using a variety of learning tools.	1. a) Students will work through a series of assignment checkpoints that will guide them through peer assessment activities and reflections in collaborative documents so the process is visible to all students. 1. b) Students will demonstrate their learning through responding to reflective prompts in open forums such as padlet, twitter, and Power Learning discussion posts as we progress through the unit. Students will respond and interact with one another by commenting and continuing the discussion. 2. Groups will rely on each other to advance through the project checkpoints. They will track each other's progress and reflections using a collaborative Google Doc. 3. Students will be able to provide feedback to	**Subject:** Science 9 **Student age:** 14-15 years **Schedule:** students attend each class three timers per week (two 55 minute periods, one 2hr 55 min period) **Content:** the reproductive system was introduced briefly via video and an exploratory webquest type activity which introduced students to the structures and functions of each system. As students work through their projects they will learn more about how these structures and functions are interconnected and regulated by hormones and how both systems function together in the overall process of human reproduction.

	their peers and work on the feedback they have been given at any time since the document is live. 4. The way students provide feedback on the assignment can be done in any form - google doc comments, voice notes, sticky notes, etc.	**Time:** this unit will last for 4 weeks.

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Vision Step 2: Select your Strategies

Build a Personal Strategy Bank In this space, copy and paste the strategies you'll apply from GOA's Strategy Bank. Try to limit yourself to the two to four that matter most to this experience. **Strategy cards*	**Making a Meaningful, Relevant Experience** Describe the activities that will make up this experience and the order in which those activities might take place. Feel free to sketch, to outline, to bullet point.	**The Role of Technology** Be specific about the tools you and students will use. Include tools you know and are available to you and, if you like, describe tools you might want to learn to make the experience richer. Leave brief thoughts on why these tools and specific features you want to leverage.
Small Group Collaboration - how might taking on meaningful challenges with a team encourage students to build relationships and seek out new learning experiences? **Discussions on Your Own Time** - how can asynchronous discussions build community and foster ongoing learning? **Community Spaces** - how might you enhance learning by providing time and space for students to connect personally?	**Small Group Collaboration** - Students will need to discuss face-to-face and then plan/draft their reproductive assignment together in a shared Google Doc. - Groups will need to plan and organize who is in charge of each of the components (use different colors to indicate this difference) and how they will be organized. **Discussions on Your Own Time** - Groups will need to share their planning with other groups and provide feedback in the form of google doc comments and voice notes. - Groups will need to discuss the feedback they received and then implement those changes within their plan. **Community Spaces** - Students will share their learning in open forums where they can interact with each other's posts. - Students will be encouraged to demonstrate their learning using a variety of formats such as videos, memes, polls, etc.	**Google Docs** - Students will work in collaborative google docs to plan their project and compile all of their research - Students will share the links to their documents into a document that contains every group's project **Discussion Posts** - Students will demonstrate their learning by responding to discussion post prompts as well as each other's responses. **Product Choice** - Students are able to use whichever technology tool they like to complete the final product for the reproductive systems project (e.g. website, video, etc.)

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When you've finished your Vision, you may move on to the next step or use the BLDS Slack Community to submit your brief to your coach and colleagues for feedback. You've completed the first step towards earning BLDS badges!

Action: Test Your Design With Your Students

Competency-based learning is built on the foundation that students demonstrate learning by submitting evidence of their work. Here, we're asking you to do the same: show us your design in action!

Evidence should include

- Documentation of the learning process
- Example(s) of student work
- Feedback from students about the experience

There are many ways to share this work: record a video and share a link; take photos of students at work and the work they produce; take screenshots of students utilizing digital tools to create content; record post-experience interviews with students; have students complete a survey and share the results; write a narrative where you include links to relevant examples. Use the space below to share this work (don't worry if you end up using more space than what's here!).

- **Male Reproductive System Design Brief**
  - Modelled after this exact document, groups will complete a design brief outlining their male reproductive system project to track their progress and reflect on their learning.
  - All group documents will be shared with the class on our LMS so that students can see what others are doing and peer assess each other at each of the scheduled checkpoints.

- **Male Reproductive System Assignment**
  - This document is used to house all of the group's design briefs so each student has access to every other groups projects for reference and peer assessment.
  - This document will also allow groups and the teacher to track where each group is at in the process.
  - The image to the right shows groups tracking their progress at each checkpoint and receiving peer feedback from their peers and the teacher.

- Peer Review Comments:

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Peer Review Name 1 - Lorenza

I understood everything really good and found it really creative and complete. I really liked that you decided to do it with more pictures than words because than it would be boring, I agree. But maybe you can make it a bit more original for example, putting pop out drawings that stand out and maybe leave some drawings in blank so the 8th graders can paint it with their parents while learning. It would be more fun and creative in my opinion, but it's really good!

- Students showing the changes they made through the use of different colors:

Story:

- **Blurb (about the story) i**
  - Purpose and importance of the book, what is the story going to be about
    - In this story you will be joining spencer the sperm on his journey to reach the female tract. The purpose of this story is to teach children about the importance of the male reproductive system and its functions. There are many important features about the reproductive system but the most important one is that without it other organisms (people) won't be able to reproduce and have children, so basically without the male reproductive system, the world would be very boring. No species of animals would exist, the only living things would be nature, but without the male reproductive system, who will inhabit those places?

- **Sperm (introduces himself) ii**
  - Information about the author
  - Produced in the seminiferous tubules in the testes, a male reproductive cell (gamete) , has 23 chromosomes, Has an enzyme cap, nucleus, head, midpiece and tail.
  - Can live in the female tract for 3-5 days
  - Takes 74 days to mature in the male body
    - Spencer the sperm was born in the testes and is known as a gamete, a sex cell. He has 23 chromosomes and today, he will be telling you about his long journey through the male reproduction system. Spencer is made out of three main parts: The head, midpiece and tail. Within those three main sections there are other important features, like the enzyme cap and the nucleus. The tail helps him swim through the reproductive system until it reaches the egg in the female tract.

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    - H. (2016). Using A Sperm Donor | Stay At Home Mum. Retrieved November 06, 2016, from https://www.stayathomemum.com.au/my-kids/conception-and-fertility/using-a-sperm-donor/

When you've finished testing your design, you may move on to the next step or use the BLDS Slack Community to submit your brief to your coach and colleagues for feedback. You've completed the second step towards earning BLDS badges!

Reflection: Consider Your Design's Impact

Complete your design brief by responding to the below questions. If you prefer a different format, make a video or audio recording, upload it to a sharing website like YouTube or Soundcloud, and paste the link below.

Of the results you articulated in your Vision, which did you feel students made the most progress in developing? How do you know?	Students made the greatest progress in reflecting and taking responsibility for their learning and that of others in an open forum. After completing their project planning, research, and draft work, students were asked to peer assess other groups work to ensure they were meeting the requirements and heading in the right direction. Students gave each other valuable feedback in the form of comments and voice notes in which they questioned and clarified information the other group had provided as well as gave suggestions on how to improve and why. The original group then reflected on this feedback and responded via the comments feature to continue a discussion that lead to sizeable improvements. These changes were made in a different color within the document to show the growth that was made based on this peer assessment.
Of the strategies you selected, which was the most successful in your design? How do you know?	The most successful strategy in this design was the discussion on your own time. As a class, we used a collaborative google document to house all of our planning documents. Students would fill in a table to indicate where in the project they were and whether they were ready to receive feedback. This eliminated the need for groups to yell to each other whether they were finished. It created a much more efficient system that also help for me to see where groups were at. It also gave students more time to give quality feedback since they could do so at relatively their own time. It also helped to foster responsibility since the groups relied on each other to complete their projects. This was evident in the progress I could see the groups making by moving through the checkpoints and the comments they were providing each other.
What was notable about students' interaction with your design? What was the most useful feedback you received from students?	With this design students became much more involved with each other and less dependent on the teacher. They saw each other as valuable resources and were grateful for the feedback they received. The most useful feedback I received was that groups could easily find another group that was at the same stage as them by viewing the tracking document. This eliminated the need to go around asking the other groups or trying to contact each other outside of class time.

What's next for this design? What elements will you use again? What changes do you feel you need to make?	I will continue to use this way of providing feedback as it allowed for greater flexibility in timing for groups to give and receive feedback and made the process easy for both students and teachers to track. I would like to make changes to how students fill out the chart in order to make it slightly clearer. I am thinking of using some sort of traffic light system so it is nice and visual.

Finished?

Submit your completed design brief to earn BLDS Badges for the strategies you used in your design!