UAA Course Design Trail Guide 5: Track Learning

Text-Only Version

Dr. Kathryn Schild, Dr. Heather Nash, & Katie Walker (AI&e), University of Alaska Anchorage

Interactive module version

This transcript reproduces the text of the module, which may include some navigation information that doesn't apply to this document. To reduce confusion, this transcript minimizes redundant web links and internal navigation.

Introduction

How to Use This Trail Guide

- Overview: This guide is for busy professionals. You control how you move through it. There are multiple learning routes, so you can review the main concepts or explore more deeply. To learn more, click on another tab, such as "Getting the Most out of the Guide."

- Getting the Most out of the Guide: Use the optional areas to:
    - Learn from UAA colleagues about their courses
    - Understand why we include each step
    - Learn about educational theories and research
    - Explore UAA resources
    - Check your understanding through short quizzes (required if you would like to earn AI&e certification)
    - Complete a personal Course Design Plan

  When you have a choice of paths, you will always be able to return and take a different route.

- Using the Player Controls: To navigate (mouse over underlined terms to see images):
    - Use the Next button (at the bottom of the player) when done with a screen. If the screen offers multiple paths, click Next for the shortest.
    - When there is video or audio content, a captions button appears in the player frame. Click it to view or hide captions.
    - Click Trail Guide Map in the player frame to return to the menu at any time.
    - If you revisit this guide on the same computer, choose Resume? Yes to start where you left off. (If you delete your browser cache or cookies, you won't see this option.)

- Tips for accessing this guide through keyboard commands:
    - The guide resizes to fit your browser. Tab highlights align best if you resize your browser window to approximately 1000x560 pixels.

    - A complete text-only version is available on the player navigation. In-text links are accessible by keyboard unless they are in a scroll box. To access those readings with usable links, tab to the player navigation Links sub-menu, use the arrow keys to select Readings, and use spacebar to open the link in a new browser tab.
    - If you have difficulties accessing this guide, please let us know! Click the player Feedback button at any time to send us an email.

- Working with AI&e: You have other resources and help available. UAA Academic Innovations & eLearning (AI&e) offers workshops, help sessions, and how-to sets on common online course tools. We are happy to provide feedback on your plans and make sure you find the tools to fulfill them. We hope this guide will be the first of several. Future guides will cover: best practices for fully accessible courses, delivering online courses, working with academic technologies, and improving your courses.

Course Design Trail Guide 5: Track Learning

This module guides instructors through the principles and design choices behind creating effective, meaningful student assessments.

Please contact us if you find an error in this module. It is a work in progress!

Other Topics on This Trail

- Set the Route: Course Goals
- Make Your Course Accessible
- Fill Your Pack: Resources
- Build a Learning Path
- Draw a Map: Orientation

Track Learning

This module will prepare you to:

- Define assessment
- Describe different types of assessments and their purposes
- Differentiate between learning assessment and learning activity
- Design assessments that align with and support learning outcomes for a learning module, and include explicit grading criteria
- Complete design of accessible learning module to include learning outcomes, learning materials, content, and assessments (depends on earlier modules)

Give yourself 1-2 hours to review this module, plus time to write a course design plan.

Why track learning?

Assessment guides learning.
Good assessment gives students an explicit destination, a route, and a way to tell when they've reached their goal.

Course assessments serve two purposes:

- Assessment for learning: Determine what students are learning to help move students toward the desired outcome (feedback and discussion)
- Assessment of learning: Evaluate each student's performance for grading purposes

Assessment is the process of gathering and evaluating evidence on students' knowledge, skills, and attitudes to monitor and improve learning.

Assessment is used on many levels:

- Individual student learning within a course
- Individual student learning across courses in a program
- Course effectiveness
- Program effectiveness – UAA Academic Assessment
- Institutional effectiveness – UAA Accreditation

This module focuses on assessing student learning within a course.

Learn more: Assessment in Education [Text-Only Version note: This links to the module readings document]

Assessment vs. grading
[Text-Only Version note: This is a Venn diagram, with the second bullet overlapping both categories.]

- Assessment checks whether the course as a whole meets learning objectives
- Course assessments can verify individual learning and assess whether the course meets learning objectives, depending on how you track and use the results
- Grading checks whether an individual student meets learning objectives

Assessment has a big impact on the quality of learning.
Ideally, assessment unites instructors and students as partners working toward the same goal.

Useful course assessments:

Set priorities for students

Students are understandably more invested in their grades and progress towards degree than in the individual learning outcomes for each course. By aligning graded assessments with critical learning outcomes, you ensure that students learn what matters most.

Reinforce learning

Good assessments give students the opportunity to consolidate and apply what they have learned in your course. This improves the likelihood that they will remember that learning after the semester is over and be able to transfer it to other environments.

For this purpose, consider incorporating a reflection or self-assessment component to help students project that learning transfer.

Measure performance

Assessment should target key learning outcomes and distinguish between developing understanding and full mastery. By assessing what you actually want students to be able to do at the end of the course, you give them the opportunity to practice those skills and ensure that the assessment reflects their performance.

Guide course improvements

Although individual student grades vary, class performance as a whole gives you valuable feedback on the course design and delivery. If your assessment lets you distinguish student performance by learning outcome, instead of combining multiple outcomes into one task, it's easier to determine what parts of the course are working well and what areas need work.

Collect program data

Like most universities, UAA collects sample assessments from courses to track student performance towards program outcomes. We use this data for program improvement and accreditation.

Check with your department to see what assessments you should collect.

Quality assessments help:

- Students
    - Focus attention on what needs to be mastered
    - Engage in the learning process
    - Know what's expected of them and when they've achieved it
    - Get targeted and constructive feedback
    - See how they're doing and where they can improve
    - Learn to identify high-quality work

    - Have opportunities to change their learning strategies or use optional resources for improvement
- Instructors
    - See how individual students are performing
    - Provide targeted feedback and instruction
    - Identify gaps that would benefit from additional resources
    - Learn what parts of your teaching are most effective
    - Reshape your teaching to address class needs
    - Use assessment data gathered throughout the course to:
    - Provide a clear picture of student progress on course outcomes
    - Validate that student learning has occurred
    - Support students' final course grades

Assessment also helps your program and UAA as a whole.
Find out if you will need to collect key assessment data for program review, such as:

- Department review
- General Education Requirement (GER) assessment
- Program-specific accreditation
- University accreditation

In your course context, key assessments could be major assessments, minor ones, or not even count toward the course grade. For example, a math course could use a low-stakes writing activity as a key assessment for the GER outcome: “Communicate effectively in a variety of contexts and formats.”

When collecting data for key assessments, keep copies of the assignment, rubrics, student work, grades, and your feedback to students.

Guiding considerations

Assess what matters most in your course.
Meaningful assessments reward student effort and support learning outcomes.

The course learning outcomes define your assessments.
Everything in your course should align to support those outcomes.

To review alignment, see Course Design Trail Guide 1: Set the Route.

Recommended assessments

Official course descriptions provide suggested assessments to determine if students have met each student learning outcome. However, it is important to treat assessment as part of the teaching and learning process, not just a final judgment.

Find your official course description

UAA is transitioning to an online system for course descriptions.

For the most recent updates, check the CIM Course Management system. If you can't log in to this system, ask your department for the description.

If the course description has not been replaced recently, you will find it in the old CCG repository. To find your course in the repository:

1. Click on the "+" beside your program prefix to see the courses.
2. Click on the green down arrow beside your course number to download a PDF. (Accessibility note: These are scanned PDFs. For a screen-reader capable PDF, please contact your department.)

Good assessments are:

Valid

The assessment should measure what you're trying to measure. An assessment is valid if it is aligned with the learning outcome(s) at an appropriate level and if its results accurately reflect student ability. You should be able to distinguish between students who fully meet the outcome and students who only partially meet it.

Reliable

The assessment should produce consistent results:

- A student should earn a similar score no matter who evaluates their performance
- Students at a similar level should perform similarly on it
- Students should perform reasonably consistently across tasks/problems measuring the same specific outcome

Reliable assessments frequently take several iterations to develop and refine.

Efficient

When designing a course, always weigh how much students will get out of an assessment relative to how much time and effort they (and you!) put into it.

Do you want a quick self-check or a broader project that also directs learning? How much do you need to evaluate students' performance?

Engaging

Students perform closer to their actual skill level when they are interested and committed to the assessment. Think about ways your assessment could engage students, rather than relying on the grade to motivate them.

Useful

Useful assessments generate information that you and students can act upon to improve future performance.

Consider breaking a complex task or process into steps that let you analyze what a student can do and what parts of an outcome they are struggling to meet. That's why math instructors so often require students to show their work!

When and why are you using assessment?

- Diagnostic
    - Diagnostic assessment generally happens before instruction
    - It determines where a student is on a topic: knowledge, skills, attitudes, beliefs, interest levels
    - Diagnostic information is often shared with a student to guide decisions, place them into courses, or recommend study tools
    - It helps instructors improve learning experiences and create a baseline for tracking student progress
    - Common diagnostic assessments include pre-tests and surveys
- Formative
    - Formative assessment takes place during instruction
    - It monitors student learning and identifies areas to improve, usually on a regular cycle throughout instruction
    - Students receive feedback to guide and support student learning
    - It helps faculty improve their teaching and see where students need more support
    - Formative assessments are commonly low-stakes assignments such as self-checks, in-class observations, or homework
- Summative
    - Summative assessment happens after instruction
    - It evaluates student learning, frequently with a rubric to define expectations and formally evaluate student performance
    - Students receive grades and feedback to guide them in future educational paths
    - Summative assessments are high-stakes assessments such as projects, exams, final presentations, term papers, portfolios, and "real-world" performance assessments.

Assessments look at two main types of data.

- Direct assessment looks at actual student work, such as exams, self-checks, papers, or performances. Summative assessments are usually direct.
- Indirect assessment gathers information through other means, such as surveys, tracking time spent on activities or homework, office hours discussions, and classroom observations.

Know your students.

Take UAA's diverse student body into account when designing assessments. When possible, give students choice and flexibility. These will help students perform at their best and help focus your attention on the elements most important for learning.

Learn more about Universal Design for Learning (UDL):

- UDL Resources
  - What is Universal Design for Learning (UDL)? (5 min video), Association on Higher Education and Disability
  - UDL Guidelines, CAST
  - UDL and Assessment, UDL On Campus
- UDL Theory

Giving students choice

Think about different ways students could show their learning.

- Example
  - Learning outcome: Explain learning theories in comparative education.
  - Assessment type: Presentation
  - Student choices:
    - Live presentation with PowerPoint
    - Recorded video with any combination of media, recorded video, or screencast
    - Poster presentation, either digital or physical poster
    - ePortfolio presentation, digital only
- Explanation: While these options have similar elements, the differences account for students who get stage fright, are less comfortable with technology, live to perform, like to prepare everything in advance, or are online whizzes with the skill to tell a great digital story. All of them have the same evaluation parameters and success criteria.

Giving students flexibility

Flexible assessments can help students stay at UAA and succeed. Consider:

- Spreading evaluation out over several assessments instead of one high-stakes "make it or you're out" assessment

- Giving students a choice of due dates
- Letting students drop their lowest grade
- Having a flexible late-work policy when feasible

Many of our students are juggling a heavy load of work, family, school, and health demands. Strict deadlines may encourage some students to be more responsible, but they punish other students who are already acting responsibly in too many arenas at once.

Assessments should fit the course level.

Consider what types of thinking skills are appropriate at this stage of learning. Use formative assessments that check comprehension before asking students to apply or synthesize concepts.

Develop academic rigor through course depth and higher-order thinking skills, not the sheer workload.

Learn more about:

- Thinking skills
- Academic rigor

Assessment can have high stakes, so it's important to approach it ethically.

- Does it assess what you're teaching? Check whether it requires skills, knowledge, or personal beliefs that aren't important to the course.
- Does it require access to resources outside UAA? If so, are those requirements reasonable and necessary? Did you tell students in advance?
- What are the underlying assumptions? How can you make those explicit?
- Can you evaluate students fairly? Could you use anonymous grading to reduce potential bias?

Read more about reducing bias in grading:

- Frameworks for minimizing bias, Steinke & Fitch (2017)
- Reducing bias in grading, Aldrich (2017)
- Preventing halo bias in grading the work of university students - Malouff, Stein, Bothma, Coulter & Emmerton (2014)
- UAA CAFE holds regular workshops on implicit bias and has some self-assessment tools you can use to evaluate your courses.

Evaluation should reflect your goals.

You can evaluate assessments against:

- A set of criteria that defines characteristics and degrees of success (criterion-referenced assessment). Criteria are designed with the assessment and often shared with students in advance using a rubric.

- A student's prior performance (ipsative assessment). Pre-tests and post-tests are good examples of this.
- A specific context (authentic assessment). Authentic assessments come in many forms, including community engaged learning, simulations and role-playing, projects, and internships. Because the specifics will differ, students may not all be evaluated on the same criteria.
- Group performance (norm-referenced assessment). This compares individual performance to an average created by a large group of assessments. Some programs use these to compare students across sections in a course or across semesters.

Check you understand assessment categories.

If you are completing this Trail Guide to earn AI&e online teaching certification, please take this check. You can take the check multiple times.

Questions

Match the assessment type with its purpose:

1. Summative assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

2. Authentic assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

3. Formative assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

4. All assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

5. Diagnostic assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

6. Key assessment purpose:
    a. Evaluate student performance in a simulated or real-world context
    b. Collect data for program review and accreditation
    c. Determine where a student is for placement, adaptive learning, and tracking progress
    d. Evaluate student learning after instruction and determine grades
    e. Gather and evaluate evidence to monitor and improve learning
    f. Guide and support learning during instruction

7. What kind of an assessment is this?
    a. Indirect
    b. Norm-referenced
    c. Ipsative
    d. Direct [Correct. Feedback: This assessment directly verifies knowledge and basic application. A survey question asking how comfortable you were with these terms would be an example of indirect assessment.]

8. What is the purpose of this assessment?
    a. Formative [Correct. Feedback: Self-checks let students assess and correct their concept knowledge and comprehension before moving on to higher-level tasks. They frequently allow students to retake the assessment until satisfied.]
    b. Summative
    c. Diagnostic
    d. Authentic

Answers

1. Summative assessment purpose:
    a. D - Evaluate student learning after instruction and determine grades
2. Authentic assessment purpose:
    a. A - Evaluate student performance in a simulated or real-world context
3. Formative assessment purpose:
    a. F - Guide and support learning during instruction
4. All assessment purpose:
    a. E - Gather and evaluate evidence to monitor and improve learning
5. Diagnostic assessment purpose:
    a. C- Determine where a student is for placement, adaptive learning, and tracking progress
6. Key assessment purpose:
    a. B - Collect data for program review and accreditation
7. What kind of an assessment is this?
    a. D - Direct. This assessment directly verifies knowledge and basic application. A survey question asking how comfortable you were with these terms would be an example of indirect assessment.
8. What is the purpose of this assessment?
    a. A - Formative. Self-checks let students assess and correct their concept knowledge and comprehension before moving on to higher-level tasks. They frequently allow students to retake the assessment until satisfied.

Design your assessments

Assess in a variety of ways.
No single assessment can capture the breadth and depth of student learning in a course.

Multiple assessments better capture individual student learning.
Use a variety of measures to address a variety of goals:

- Design assessments that closely fit learning outcomes
- Check intermediate learning outcomes before asking students to put everything together
- Show students their progress and areas for improvement
- Let students show their strengths and minimize under-performance due to outside factors like test anxiety

Try mixing traditional assignments and exams with portfolios or self-assessment to see a broader range of performance.

Assessments can build towards learning outcomes just like the rest of your course.
Decide what thinking skills fit your outcomes at each stage.

This occurs by design if the learning outcomes fit the course and/or unit level and your assessments measure those outcomes.

Common assessment stages to scaffold learning

1. Knowledge and comprehension check: These verify students have the concepts to succeed at the next task or level. You could use self-checks, class discussions, quizzes, outlines, summaries, study questions, or other short assignments.
2. Unit-level application or analysis: These apply concepts, ask students to put things together, or require more complex thinking skills than the first stage. Directed labs, case studies, short papers, informal presentations, in-depth discussions or debates, reflections, research assignments, and problem sets are common assessments at this level.
3. Course-level synthesis or creation: These are summative assessments that cover course learning outcomes and usually require sustained preparation or effort. Examples include research papers and other long writing assignments, projects, independent experiments, design challenges, exams, formal presentations, and portfolios.

Consider which course activities could make good assessments.

- Activity ideas
- Review Course Design Trail Guide 4: Build a Learning Path for more specific activity recommendations

Give an assessment early in the semester so students can determine if they understand course material and adjust their approaches if necessary.

What's the difference between activities and assessments?

Assessments collect and analyze data from activities.

For example, if you hold a class discussion on a topic to share information and help students engage, it's an activity. If you evaluate your students' answers to decide whether they're ready for a new challenge or need to review this topic in more depth, that's assessment. If you assign grades based on discussion participation, that's also assessment.

Students tend to think only activities that earn grades are assessments, but instructors frequently use ungraded assessments to gauge and shape individual and class learning.

How do I choose?

Use the outcome's thinking skills and content levels, as well as the course stage, to help you determine what assessments make sense. Beyond that, consider whether you need to document students' performance, give feedback, or use it as part of their course grades.

Example:

- Learning outcome: Students will correctly describe major historical points of the Roman Empire.
- Thinking skill: The verb in this objective is describe. This checks knowledge acquisition, so the assessment should show whether students can demonstrate a grasp of historical points and order of events.
- Content level: The outcome suggests a fairly high-level overview, so the activity should cover the historical breadth, rather than asking students to dive deep on one subtopic.
- Course stage: This is a unit-level outcome for part of the course's broader topic, so it would work well as a comprehension check or more detailed unit activity.
- Assessment activity: Students could create timelines or maps, answer structured questions, write a historical summary individually or in groups, present historical points to each other, take a quiz or discuss how different historical participants would describe those events.

Check you understand aligning assessments.

If you are completing this Trail Guide to earn AI&e online teaching certification, please take the quiz. You can take the quiz multiple times. [Text-Only Version note: This quiz randomly draws 5 of the sample learning outcome questions below.]

Yes/no questions: Do the learning outcome and assessment align?

1. Outcome: Decide which gear you will be able to carry in a 45-liter hiking backpack. Assessment: Complete a test identifying and explaining the purpose of different types of hiking gear.

2. Outcome: Rate different types of tents for backpacking in Alaska. Assessment: Submit a comparison chart on 4 types of tents and their features. Identify which one you would buy and explain why.

3. Outcome: Rate different types of tents for backpacking in Alaska. Assessment: Write an essay about what you look for in a tent and why.

4. Outcome: Recognize what type of hiking gear is needed for an overnight trip. Assessment: Create a chart, infographic, or video of a backpack with all of the gear you would take on an overnight trip and explain why you chose each item.

5. Outcome: Compare hiking gear for day trips, overnight trips, and multi-day trips. Assessment: Write a discussion board post about a hiking experience and what kind of gear you used.

6. Outcome: Identify when you would need specialized avalanche gear for the back country. Assessment: Pick a popular back-country ski area in Alaska and list all of the gear you would pack for an overnight skiing trip.

7. Outcome: Plan appropriate food and water for a multi-day backpacking trip. Assessment: Find three multi-day trips you could take in Southcentral Alaska and describe the water filtration options for each.

8. Outcome: Decide which gear you will be able to carry in a 45-liter hiking backpack. Assessment: Submit a packing list with total weight and approximate volume for an overnight trip using a 45-liter backpack.

9. Outcome: Maintain hiking gear, including boots and outerwear. Assessment: List at least 3 blister prevention and treatment options.

10. Outcome: Use a bear canister and/or bear bag to store food safely. Assessment: Identify which listed items should be stored in a bear canister or bear bag at night.

Answers

1. Outcome: Decide which gear you will be able to carry in a 45-liter hiking backpack. Assessment: Complete a test identifying and explaining the purpose of different types of hiking gear.
    a. No.This doesn't align because the assessment measures general knowledge about hiking gear, while the outcome focuses on prioritizing the gear based on the size of the bag.

2. Outcome: Rate different types of tents for backpacking in Alaska. Assessment: Submit a comparison chart on 4 types of tents and their features. Identify which one you would buy and explain why.
    a. Yes. The assessment asks students to compare different types of tents, then rate the best for their purposes.

3. Outcome: Rate different types of tents for backpacking in Alaska. Assessment: Write an essay about what you look for in a tent and why.
    a. No, these don't align. The learning outcome asks students to compare different types of tents, while the assessment only asks for the criteria students would use to make that comparison.

4. Outcome: Recognize what type of hiking gear is needed for an overnight trip. Assessment: Create a chart, infographic, or video of a backpack with all of the gear you would take on an overnight trip and explain why you chose each item.

   a. Yes. The assessment asks students to identify what type of hiking gear is needed and explain why.

5. Outcome: Compare hiking gear for day trips, overnight trips, and multi-day trips. Assessment: Write a discussion board post about a hiking experience and what kind of gear you used.
   a. No. This doesn't align because the assessment doesn't cover all three types of trips or ask for a comparison.

6. Outcome: Identify when you would need specialized avalanche gear for the back country. Assessment: Pick a popular back-country ski area in Alaska and list all of the gear you would pack for an overnight skiing trip.
   a. Yes, these align. Although this assessment doesn't directly ask about avalanche gear, it is required for back-country skiing, so students cannot accurately complete the assessment without fulfilling the outcome.

7. Outcome: Plan appropriate food and water for a multi-day backpacking trip. Assessment: Find three multi-day trips you could take in Southcentral Alaska and describe the water filtration options for each.
   a. No, these don't align. This assessment only discusses water and doesn't complete the planning required for the outcome.

8. Outcome: Decide which gear you will be able to carry in a 45-liter hiking backpack. Assessment: Submit a packing list with total weight and approximate volume for an overnight trip using a 45-liter backpack.
   a. Yes, these align.

9. Outcome: Maintain hiking gear, including boots and outerwear. Assessment: List at least 3 blister prevention and treatment options.
   a. No, these don't align. Although blister prevention is related to hiking boots, it is only a small fraction of what the outcome requires. A better assessment would require students to demonstrate several common maintenance procedures.

10. Outcome: Use a bear canister and/or bear bag to store food safely. Assessment: Identify which listed items should be stored in a bear canister or bear bag at night.
    a. No, these don't align. This assessment measures whether students know the purpose of a bear canister and/or bear bag, but not whether they can use it correctly.

For each assessment, choose which outcome or outcomes you are assessing before developing your assessment tool.

Start with the suggested Assessment Measures on your UAA official course description. (Find my course description)

Why start with outcomes?

- Backwards Design summary
- Backwards Design theory

Common types of assessments

- Projects
    - Define the purpose, scope, and choices clearly
    - Give students a timeline and check-ins
    - Consider assigning a short proposal or description early in the process
    - Show a range of examples and discuss how/why they work
    - Encourage topics that connect to students' lives and education paths

- Exams
    - Contact AI&e eLearning to use RPNow for proctored online exams
    - Many students under-perform on timed assessments due to anxiety, writing fluency, and scheduling issues. Balance exams with other types of assessment
    - Prepare students for the content and types of questions
    - Budget substantial time for student writing and problem-solving
    - Consider allowing a page of notes so students can focus on higher-level skills
    - Assume DSS will administer the exam for some students, so simplify proctoring as much as possible

- Presentations
    - Give students a choice of presenting live or creating a video
    - Include shared slides or a handout in the assignment so classmates can refer back to the information easily
    - Set up a practice opportunity for students to iron out tech issues
    - Decide how and whether you will enforce time limits and tell students
    - Record high-stakes presentations to improve evaluation
    - For live events, budget time between presentations to switch presenters

- ePortfolios
    - This is a High Impact Practice
    - UAA has its own eWolf tool for ePortfolios
    - Contact AI&e's eWolf team to customize your project and develop student instructions
    - Use individual portfolios to collect course work and reflect on growth
    - Use group or class portfolios to create content websites on specific topics or projects
    - Introduce the eWolf tool in an early, low-stakes assignment
    - Include peer review or commenting via the conversations feature
    - Encourage students to save artifacts for a program or personal portfolio

- Papers (essay, research, creative)

    - Academic disciplines have very different expectations for common elements, like thesis statements, arguments, and secondary sources. Be specific and give examples
    - Scaffold with a proposal, sources or annotated bibliography, draft, and self-analysis (Strongest part? Weakest part?) to encourage thoughtful work and academic integrity
    - If it's a research paper, work with your subject librarian to identify potential resources and guide students through the process
    - Emphasize depth and quality of thought over word count/page limit
    - Encourage students to consult the Writing Center with a draft

- Collaborative work
    - This is a High Impact Practice
    - Explain how collaboration benefits students and the project
    - Consider using Team-Based Learning or another organized approach
    - Designate roles or include an individual component to improve accountability
    - Coach students on team dynamics and best practices
    - Tell students that discussing team problems with you won't lower their grade
    - Include peer evaluation and feedback

- Visuals (infographics, flowcharts, conference posters, models)
    - Use professional forms and norms from your discipline
    - Consider letting students choose between visual and writing assessments
    - If students will share with the class, include an explanation or text-only version in the assignment for accessibility
    - Provide a tool and instructions, but let students use other tools if they prefer
    - Reward productive behaviors like creative risk-taking. For example, you could let students submit a project analysis for failed attempts

- Audience-specific products
    - Use professional forms and norms from your discipline (e.g., business plan, PSA video, podcast, website, brochure, political ad, editorial, lesson plan, legal brief, medical case study, white paper)
    - Explain how and why the communication differs from a "normal" academic paper
    - Include academic citations on a separate page, if appropriate
    - Teach the form as well as the content
    - Consider assigning a short proposal or description early in the process

High Impact Practices

These research-backed practices demonstrably increase rates of student retention and engagement:

- Collaborative assignments
- ePortfolios
- First-year seminars

- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Undergraduate research
- Diversity & global learning
- Community-engaged learning
- Internships
- Capstone courses

Learn more:

- HIP Overview by the Association of American Colleges & Universities
- High Impact Practices at UAA (7 min video)

Metacognition

Consider incorporating:

- Self-assessment to help students become aware of their thoughts, strategies, and the boundaries of their understanding
- Reflection so students can practice analyzing and discussing their learning experiences, making connections, and clarifying goals

Faculty Approaches

Scott Hamel (Civil Engineering), Introduction to Civil Engineering (CE A201)

[Text-Only Version note: This is a video. Transcript follows]

> My name is Scott Hamel. And I teach CE201, introduction to civil engineering. And I teach this class both as an online class and also as a face-to-face class. The main assessment, the primary assessment tool for this course is a semester-long project. The students work in groups for this project.
>
> And the primary gist of the project is that they have to design and construct, or at least think about how they're going to construct, a road that travels through a terrain. And you have to build the bridge, and they have to build a culvert. And they have to assess the watershed and some environmental factors, and basically, pull together all the different disciplines or subareas of civil engineering.
>
> And so in the face-to-face class, they have to design this road. They have a paper or a computer-generated plan set design of what they're going to do. And then they have to physically construct it on a small model. They have to actually dig through the sand and build the road, build the bridge. And I weigh to bridge, and I time them. And all of these are built into assessing whether or not they are understanding the principles that were given in the class.

> So in the online version, they have to do the same project. They still have to design the road and the bridge. But instead of actually physically constructing the project, what they're actually doing is thinking through and then writing about how one would construct this project in real life. In other words, they need to think about how much dirt you can put in a dump truck, how many dump trucks they're going to have to move, how they're going to construct a bridge. And then they have to actually do a cost analysis of that.
>
> And so both of those scenarios give the ability for me to assess whether or not they understand the learning outcomes. But it's two different ways, both online and face-to-face, and the student learning outcomes are assessed in both projects equally.

Raymond Anthony (Philosophy), Environmental Ethics (PHIL A303)

> This project partnered UAA students with school librarians and classroom teachers in the Anchorage School District to design age-appropriate and evidence-based course materials. My students created interactive activities and games that encouraged kids to develop nuanced thinking around environmental issues critical to Alaska. Materials centered on the roles values and public expectations play in decision-making around community health and environmental, food, energy and climate justice.
>
> Examples of student projects

Sandra Ehrlich (Management & Marketing), Managerial Communications (CIS A280)

[Text-Only Version note: This is a video. Transcript follows]

> I'm Dr. Sandra Ehrlich, and I am an associate professor of management and marketing in the College of Business and Public Policy here at UAA. I'm also a team-based learning consultant trainer, the only one in the state of Alaska. As such, I also serve as your UAA Cafe Team-based Learning Faculty Associate.
>
> The course that I teach is CIS 280, which is managerial communications. And in that course we have three foci that our learning objectives for our students. The first is we want them to feel much more comfortable with presenting articulately.
>
> Secondly, we'd like them to write concisely. And third, to be a member of an effective team. And so in this course one of the things that we do is we think more about accountability of our students. Because they not only need to be accountable to themselves, but they also need to be accountable to their teams.
>
> So one of the team projects that we do in this course happens right after mid-term. And what we do is they go to the Forbes 100 Most Reputable list. And they take a look at that list. They select one of those 100. And that will really be their client for the rest of the semester.
>
> So they're going to pretend, and it's sort of a mock role play, that they're going to be part of that firm as a communication team. And what they're going to be doing is they're going to be

reviewing their social media practices. And then they're going to be researching social media practices to identify how can they help this firm with their social media presence.

So in so doing, what they do is we have a scaffold and learning process for them. And in a way it's sort of tricks them into doing the steps that they're going to need to take in order to have the culmination, which is a team report.

And typically the minute that I say team report in the classroom, many eyes will roll. Because prior to that what had happened is perhaps there was a team of four, or five, or three and there was one primary writer. And there are some people that kind of drag along with that system.

The way that we have sequenced the course they can't do that. They are responsible for coming in and having an individual deliverable that is created that then rolls up into a team deliverable. So for example, one of the first things that they'll do is they will break up the social media platforms. And each of them will become an expert on one of those platforms.

And then what will happen is they'll need to write a fact sheet on that platform so that they then become that expert. Then they bring their individual product to class and they share those platforms with their team members. By so doing, then they have the opportunity to learn these other platforms and what's going to happen.

Because to us what's important is not only their success at upper division, because CIS 280, it's a gateway course to upper division in the College of Business. But we also want them to be prepared for the workplace. And given their age and the fact that they grew up in the social media age, many employers are going to have an assumption that they're very well grounded in these social media platforms.

So then what's going to happen is they're going to share those, roll it up into one larger document. And that will happen in class. So they're doing some individual work outside of class and then they come together and they do work inside class. And then we'll have something like a gallery walk where we can go from station to station.

They're in teams of five. And each team has its own monitor. And they'll have their own station. And they'll kind of stand and deliver what they did. And it gives the other students and the class also a nice way of looking at something. And for them to be able to step back and say, huh, well, we didn't do it exactly like that. But they get to see, what were some of the best practices that happened in the class that day. So that that goes into their toolkit for later.

And they go from there to a SWOT analysis. So they identify, what are the strengths, weaknesses, opportunities, and threats from social media, from these platforms themselves. From those platforms, then they go to the next step, which is smart recommendations.

So they have to identify what the recommendation is and what rationale. And what is their evidence-based rationale for the why behind those decisions.

From there they write a status update email, which they do individually and then they also put that up together as a team. And then, lo and behold, despite the fact that they don't think that they're going to be able to do it, all the parts and many of the pieces of the individual project are done, with exception of them coming up with their timeline for their smart recommendations and a conclusion.

And so the next step once we have once they have written their report, and of course they receive written feedback from that report, then we turn that into a team presentation. This is much easier for them than their initial presentations because they're flanked by their team members. And everyone speaks at the presentation.

It's about a 20 minute presentation. And what they do then is they're sharing with their mock audience, which would be the client for whom they worked, they're sharing with that mock audience what they're recommending. Well, actually first they would talk about the importance of social media to business, why it makes a difference so they can answer the question of why.

Then they would be talking about what the platforms were, what they found, what their recommendations are, and why they made those recommendations. And then of course what that timeline or rollout really is going to look like for that client. And then they have to make an ask at the end.

Because in business, we're always asking for something. And in this case they're going to ask that their recommendations be adopted within a specific time frame. Then following that presentation, there's a question and answer format.

And so another team is in charge of asking those questions of that team. They've already received their report electronically. And if they also wanted to receive that report visually, they can do that as well. And so they ask them questions and they have to step forward and answer.

And it's really, I think, when you think about it, it's one thing to write the report. And the reports are very important. But in the end, particularly in business, many times the difference is, and where the business is really won, is in the question and answer format. Because that's when the false masks drop.

And they actually don't know what question is coming and they step forward and answer that question as a team. So part of their presentation is to alert the people in the class that this question and answer period will be happening. And it'll be five minutes after following the presentation itself.

> And then what they're going to do is they also have to make a second close or a little mini close at the end so that they could answer one more time the big question of, what's in it for me for that client. And make their ask.

Dan Kline (Dir. of General Education), assessment at UAA

[Text-Only Version note: This is a video. Transcript follows]

> My name is Dan Kline. I'm a professor of English in the Department of English - a medievalist by specialty - and I'm also the Gen Ed director here at UAA, the first that we've had in that role.
>
> Well, assessment is concerned with understanding what students are getting out of a class or out of an assignment. And the difference between assessment and grading I would put in this way: As faculty, we're very concerned with the inputs that we create for our class - so the assignments we develop, the syllabus we put together, the reading schedules, the books that we choose - and we tend to spend a lot of time thinking about those inputs. Assessment is more focused on the student experience and what students are getting specifically out of a course or out of an assignment, or even out of an entire major or program.
>
> One of the most important exercises I did as part of learning about assessment was something that - it's called different things, but a one-minute assessment or a one-minute feedback at the end of a course, at the end of a class period. And so I asked students to tell me, anonymously, in a brief written response, what's the one thing you learned today that was the most important thing, what one thing do you have a question about, and do you have any other outstanding questions?
>
> And what I found out is that the thing I thought I was teaching is the thing the students had the most questions about, and they were actually learning things that I didn't even realize that I was teaching in the course. And that was the moment when I realized that there's a difference between my perception of what's going on in a course or in an assignment or in a lecture and what students are getting. I mean, it seems like a pretty obvious kind of thing to understand, but it really came home to me crystal clear that students were getting something very different than what I thought I was giving in a class.
>
> Yes, you absolutely can use the same assignment or the same materials for both grading and assessment. So to kind of back up a little bit, it was very common in my field, in English and in composition, years ago to get a split grade maybe in a paper that you'd written - a content grade, and then a grammar grade. And that was a way of the faculty member telling a student, yeah, your ideas are really good, but your syntax, mechanics, punctuation, and other things are really crappy.
>
> And that's a way of kind of parsing out grading versus assessment. So for example, in a paper that you might give in an anthropology course or even an engineering course or any number of courses, that can be used in a number of different ways. The faculty member can grade that assignment for the content that you're looking for in the specific course. So as an

anthro teacher or an engineering professor or nursing, you're looking for specific content that a student might be getting.

But then, in your course assessment, you might be looking at a higher level set of skills. So organizational development in a paper or use of sources which are independent of but related to the content. And so a single paper can be used in multiple ways, both for grading in the individual course, and then at course level assessments, at program level assessments - so in your major or degree or individual program - and then also in Gen Ed assessments.

So in Gen Ed assessment, we've been using written materials, not just in writing classes or in Gen Ed classes, but across multiple classes across the curriculum and across the campuses, to see how students are doing in written composition or in information literacy.

One thing that would be very helpful to the assessment process across campus-- and that's both in your course level assessments. So each program is responsible for assessing what students are getting and demonstrating in a particular course. And those are tied to the course content guides that are available on the curriculum website. And each faculty member is supposed to have the course level student learning outcomes (the SLOs) in the syllabus so that students know what the most important elements of the course they're supposed to be getting.

And then each program is responsible for assessing how all those courses work together to get students to a certain point. And a number of the professional schools - for example, in nursing, engineering, business, and others - there are external creditors who have set up criteria that help determine whether or not a graduate has met the requirements, say, for an engineering degree or for a business degree and other kinds of degrees.

So you can then move from that level of assessment to broader areas of assessment. It'd be really helpful for faculty to collect all kinds of materials for assessment, both for your course and for your program, and then, for example, for Gen Ed, general education.

The Gen Ed here at UAA, the GERs, we have nine different outcomes, which is a lot of outcomes. Probably too many outcomes. But they're determined by Board of Regents policy. And so in any course across the curriculum, if faculty will save especially written materials that students have produced, either through archiving electronic copies or if you have material submitted through Blackboard, those can be very easily downloaded.

Or for example, if you tape or record any kind of oral presentations or anything like that, those are things that we can use in Gen Ed assessment to see how students are doing across the curriculum. So anything that you can save and then submit, we can use in some way in Gen Ed assessment.

And I would also then just say that contrary to what a lot of folks think, a lot of faculty think, the Gen Ed or the GERs are made of specific courses in seven different categories. But the

> Gen Ed skills - the skills, knowledge, and abilities - are actually the responsibility of all faculty.
>
> So just think about your own experience. Were you a competent writer after two courses of Beginning Composition? Probably not. You continued to practice those. And so that's the emphasis we've been giving here at UAA, that we're calling them the Tier 1 or the cross-cutting skills - written communication, oral communication, quantitative literacy, information literacy, and now critical thinking.
>
> Those five things go across almost every course. We all just do it slightly differently in our disciplines, and we assess it slightly differently. So you would do it differently in a philosophy class than you might in an engineering class. But we're all involved in that shared endeavor to get students from where they were to where they need to be.
>
> So anything that you can hang on to, especially in a digital form, with the prompt - that is, the assignment that gave rise to that student work - we can especially use in Gen Ed assessment.

Hilary Seitz (Education)

> "I use eWolf ePortfolios in all my courses as a teaching tool and for assessment. Student feedback on using the ePortfolio tool is overwhelmingly positive. Students feel pride in themselves. They see all the different things that they learned throughout the semester. It's also a place that they can go back to when they are taking another course.

More resources for assessment ideas

- Talk to CAFE or AI&e for ways to assess specific outcomes
- Assessment examples by problem - U. Calgary
- Assessment strategies for online learning: Engagement and authenticity - Conrad & Openo, 2018 (OER book)

Course Design Plan Stop 7

Complete this section in your course design plan: Major Assessments

Include both major summative assessments and any assessments you will use to evaluate the course for progress towards program outcomes.

Review and update your assessments in Sample Unit or Module.

Download course design plan template

Prepare for success

Give your students the tools to excel.
Create assessments that help both you and your students meet your goals.

Tell students which assessments affect their course performance and final grades at the start of the course.

- Use points or percentages to show relative significance
- Describe major assessments, so they can budget time

If you're using an ungraded activity as a key assessment, decide whether to tell students about its assessment purpose.

Provide clear instructions.

- Don't assume students know what you mean by "write a 4-5 page paper" or "create a video." Give specifics
- If possible, share examples of good (but reasonable) work
- Try following your own directions. If possible, test them with students or a peer before launching the assessment in a class

Tell students how you will evaluate their work.

Evaluation criteria

- Fit the criteria to the outcomes
- When possible, use criteria consistent with your program or field (Example follows)
- Specify what success looks like, particularly where evaluation has a subjective component (e.g., performances or papers)

Example

Construction project cost estimate criteria: Final project = 400 points, ~20% of the course grade

- Accuracy and completeness of your estimate: 150 points
    - Accurate quantities for self-performed work, 25
    - Proper means pricing for self-performed work, 25
    - Accurate and reasonable pricing for Division 1, 50
    - Bethel PATC Estimate spreadsheet, 50
- Proper evaluation of sub bids and quotations: 100 points
    - Was the right combination of sub bids utilized? 25
    - Was airfare, shipping, and room & board included? 25
    - Did it avoid overlapping scopes of work? 25
    - Did it include everything? 25

- Proper evaluation and acknowledgement of addendums: 50 points
    - Were the right bid adjustments made? 20
    - Did the bidder follow the addendum instructions carefully? 20
    - Were the addendums acknowledged on the bid form? 10
- Professional and timely submission of proposal and bid documents: 100 points
    - Were the bid documents complete and professional? 30
    - Were the bid documents filled out correctly? 30
    - Were the bid documents submitted on time? 40
- Final bid pricing: -30 to 30 penalty & bonus points
    - Basic bid is the 1st Low Responsive Bid, +30
    - Basic bid is the 2nd Low Responsive Bid, +20
    - Basic bid is the 3rd Low Responsive Bid, +10
    - Basic bid is too high (10% above the 2nd highest bidder), -20
    - Basic bid is way too high (20% above the 2nd highest bidder), -30
    - Basic bid is too low (10% below the 2nd lowest bidder), -20
    - Basic bid is way too low (20% below the 2nd lowest bidder), -30

Based on: UAA Construction Management Bachelor of Science Educational Effectiveness Assessment Plan, 2016

Holistic or analytic evaluation?

Holistic evaluation looks at the big picture:

- Does this meet the goal/s?
- How could the student improve?
- Students receive one score, with or without targeted feedback.

Analytic evaluation breaks criteria down into categories, usually with points for each:

- Does this meet each standard?
- Which areas need improvement?
- Students receive a score in each category, with or without overall feedback.

Holistic rubric example

SWK A243 Articulated Learning paper rubric - Tracey Burke

> Grading papers is inherently subjective. I call this a “rubric” in quotes because it should not be interpreted as some kind of formula. It should provide guidance as to what kinds of elements I am paying close attention to as I read your Articulated Learning papers. Having used this format for reflection papers for several semesters now, the errors at the 1 and 2 levels are what most often cost people the highest grades.

Trait: the paper is about the "right" topic, i.e. what you learned
(about yourself, about a reading, about a civic issue; not just about the service or hunger as a problem area)

1. Not there
2. Present but reader has to work to it figure out, or only comes up at the end
3. Clearly stated
4. Stated clearly and focus is maintained throughout the paper

Trait: the link is made to the service experience and other aspects of life outside the class
1. No link
2. Link is present but reader has to look for it
3. Link is clearly stated, examples are provided

Trait: writing quality
1. Very hard to follow/understand the paper
2. Mostly readable but there are problems with editing and proofreading
3. Easy to read, few errors, flows well

Keep in mind that your papers are telling a story, the story of what you learned and how you learned it. One question to keep asking yourself as you write is: Does this point add to the story?

Analytic rubric example

NS A400 Problem Statement rubric - Sharyl Toscano

Purpose statement
- Novice (10 points) - Implied
- Competent (15 points) - Clearly identified but not written as a research question
- Proficient (20 points) - Clearly identified and written as a research question

Supporting literature
- Novice (10 points) - Uses nursing research articles
- Competent (15 points) - Uses nursing research articles that clearly connect to problem
- Proficient (20 points) - Uses research articles that clearly connect to research problem and shows evidence of synthesis

ID nursing problem
- Novice (10 points) - Not identified and not connected / no gaps.
- Competent (15 points) - Problem implied but clearly identified. Does not identify gaps.
- Proficient (20 points) - Clearly identifies a problem in nursing, connected to supporting literature, and identifies gaps.

> ***APA & within page limit***
> - Novice (10 points) - Multiple errors citing references and using the APA format.
> - Competent (15 points) - Single error citing references and using the APA format or outside page limit.
> - Proficient (20 points) - All references cited in the text and in citations using proper APA format. Within page limit.
>
> ***Theory***
> - Novice (10 points) - Selects a theory. Does not provide a summary and/or identify concepts.
> - Competent (15 points) - Theory is present. Summary and concepts are identified, but lack clarity.
> - Proficient (20 points) - Clearly summarizes the theory or framework. Concepts are clearly identified.
>
> ***Theory connects to the study variables***
> - Novice (10 points) - Does not ID study variables, theory, or concept module concepts. Does not make a connection.
> - Competent (15 points) - IDs research variables and theory or conceptual model concepts, but clear connection is not made.
> - Proficient (20 points) - Clearly connects the theory or conceptual module concepts to the variables of study identified in the research question.

Rubrics are a common way to share criteria and evaluate students.

Pros

- Develop and communicate clear expectations and outcomes
- Decrease ambiguity in grading
- Increase efficiency in grading while still giving useful feedback
- Improve grade and feedback consistency across students
- Improve grade and feedback consistency across assignments
- Work well for self and peer review

Cons

- Take time to design well
- Prioritize that which is easy to see and document
- Can curb conversation, thought, and creative solutions, instead of encouraging them
- Can focus assessment on deficiencies
- Limit holistic, “I know it when I see it” evaluation

Sample rubrics and resources

- Rubrics by assessment form (Carnegie Mellon)
- Rubric bank (U. Hawaii)
- VALUE rubrics (AAC&U)

- How to create and use rubrics for formative assessment and grading - book chapter (Susan Brookhart)
- How to write great rubrics - blog post (Helen Graves)
- UAA Scholarship Essay rubric
- Essay instructions and rubric (Tracey Schaelen, Southwestern College)

Consider giving feedback without a score, especially for formative assessments.
Feedback focuses on how to improve. Grades focus on how the student performed.

Double check and test your assessment.

- Does it do what you wanted?
- Is the time expectation you have for completing the assessment reasonable?
- Are the instructions clear?
- Can learners tell what success on the assessment looks like?

Keep your workload in mind.

- Focus feedback on the most important outcomes
- If you are teaching multiple courses, balance your assessment calendar across them
- Don't spend more time assessing a work sample than students spent creating it

Consider what data to collect for:

- Course updates - What do you want to improve?
    - Use pulse-taking surveys and short check-ins (1-minute papers, exit tickets, etc.) to adapt your course during the semester
    - Check assessments to see what outcomes need more support. If a lot of students are performing poorly in a particular area, look for ways to improve the course structure or the assessment.
- Program assessments - What do you need to save?
    - If you collect and grade work on Blackboard, you should have all the records for department assessment and accreditation reviews.
    - For face-to-face classes, plan how you will document student performance and feedback for assessments: scanning papers before returning, photographing design models, recording presentations, etc.
- Scholarship of teaching and learning
    - You can also use assessment data to develop scholarship and research on your teaching practices. This helps your colleagues across disciplines.
    - CAFE offers workshops and individual support for faculty interested in publishing on their teaching projects and results.

Assessment module assessment
Please take a short survey to assess this module and let us know your thoughts for the next version.

Review

Module 5 Outcomes

Click on any of the learning outcomes to review that topic:

- Define assessment
- Describe different types of assessments and their purposes
- Differentiate between learning assessment and learning activity
- Design assessments that align with and support learning outcomes for a learning module, and include explicit grading criteria
- Complete design of accessible learning module to include learning outcomes, learning materials, content, and assessments (depends on earlier modules)

You've completed this module!

If you're working on AI&e certification for your online course design (or might want to earn it later), enter your name and create a report. [This only functions in the interactive module version. Please contact AI&e to document your review of this version.]

Thanks for using this Trail Guide

- Full Credits
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Instructional design: Kathryn Schild, Heather Nash, and Katie Walker. Jenny Anderson (Professionalize It consulting) built the initial Storyline version; Kathryn Schild did the final version.

Please contact us with any errors you find in this module.

Close Course

Have you saved your certificates? Use these to earn AI&e online course design certification and to document professional development for your department.

Feedback

Please give us feedback!

- Take a short survey to let us know your thoughts for the next version
- Email Kathryn Schild, kdschild@alaska.edu, with immediate concerns or accessibility issues

Course design plan

Download Course Design Plan (DOCX file)

Course design plan troubleshooting

1. Download the screen-reader friendly version.
2. Preview and download the course design plan in Google Drive.
3. Click on the Links tab in the player frame, then click on the Course Design Plan.
4. Search your Downloads folder for CourseDesign.
5. View and download a PDF version of the course design plan in Google Drive. Create your own document using the PDF headings.
6. Check that your browser is set to allow pop-ups.
7. If none of those work, please email kdschild@alaska.edu to request the planner.

Use your course design plan to:

- Keep track of what you're doing and what you want to do.
- Get help from colleagues, instructional designers, librarians, CAFE, and other UAA resources.
- Document your course for your promotion and tenure file, teaching portfolio, and awards.
- Identify areas to ask for targeted student feedback on improvements you've made.
- Review and revise your course next semester.
- Build and teach your course!