COURSE PLANNING CLINIC

Fostering Academic Resilience Through Effective Course Design
CLINIC #2 in Academic Resilience Series

Please introduce yourself in the chat and share one question you have for today's session

CTSI Tune Into Teaching Workshop Series

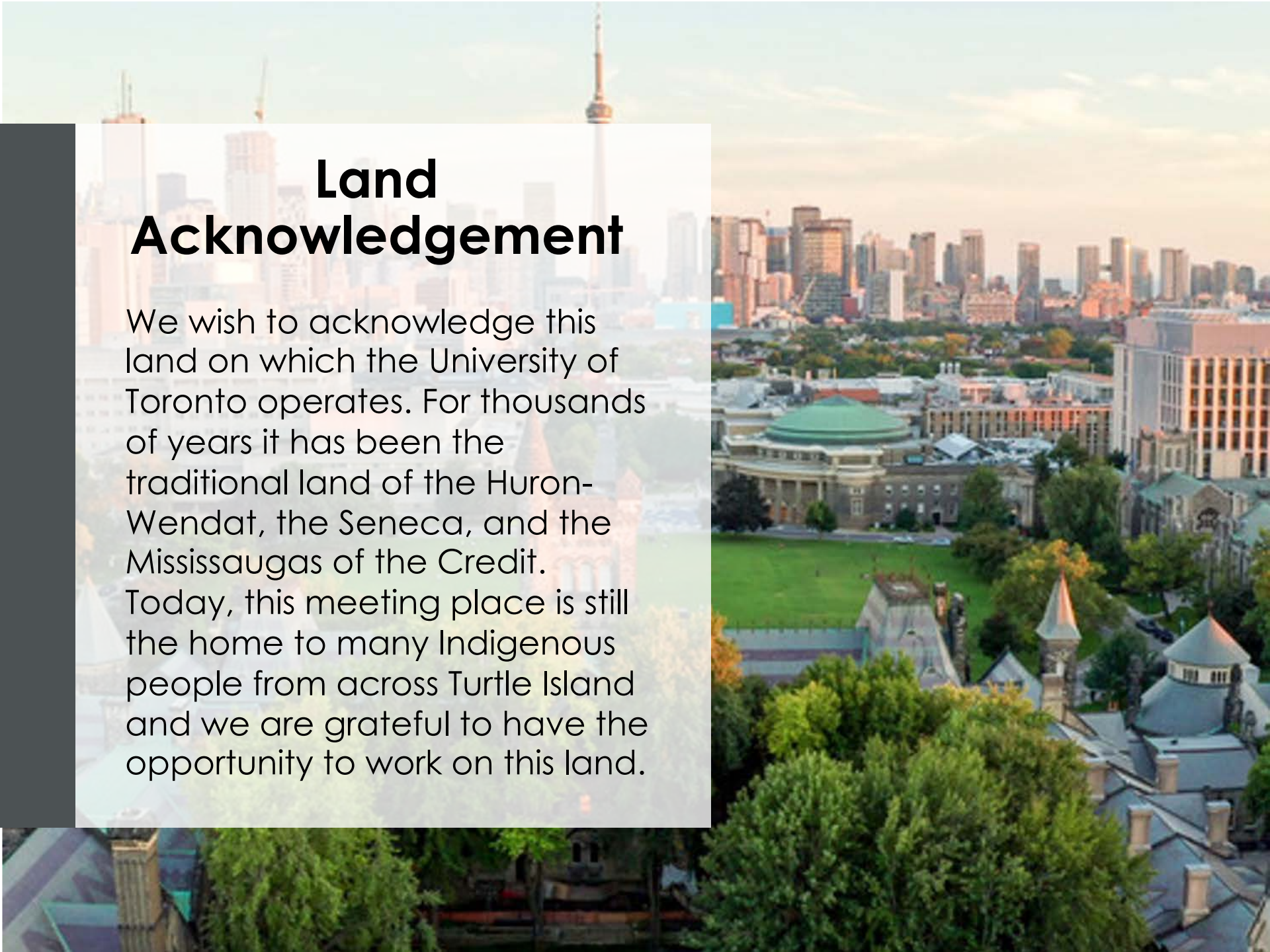
July 12, 2022

UNIVERSITY OF TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.



TODAY'S FACILITATORS

Megan Burnett
Associate Director, Centre for Teaching Support & Innovation
megan.burnett@utoronto.ca

Mike Kasprzak
Assistant Director, CTSI/TATP
michal.kasprzak@utoronto.ca

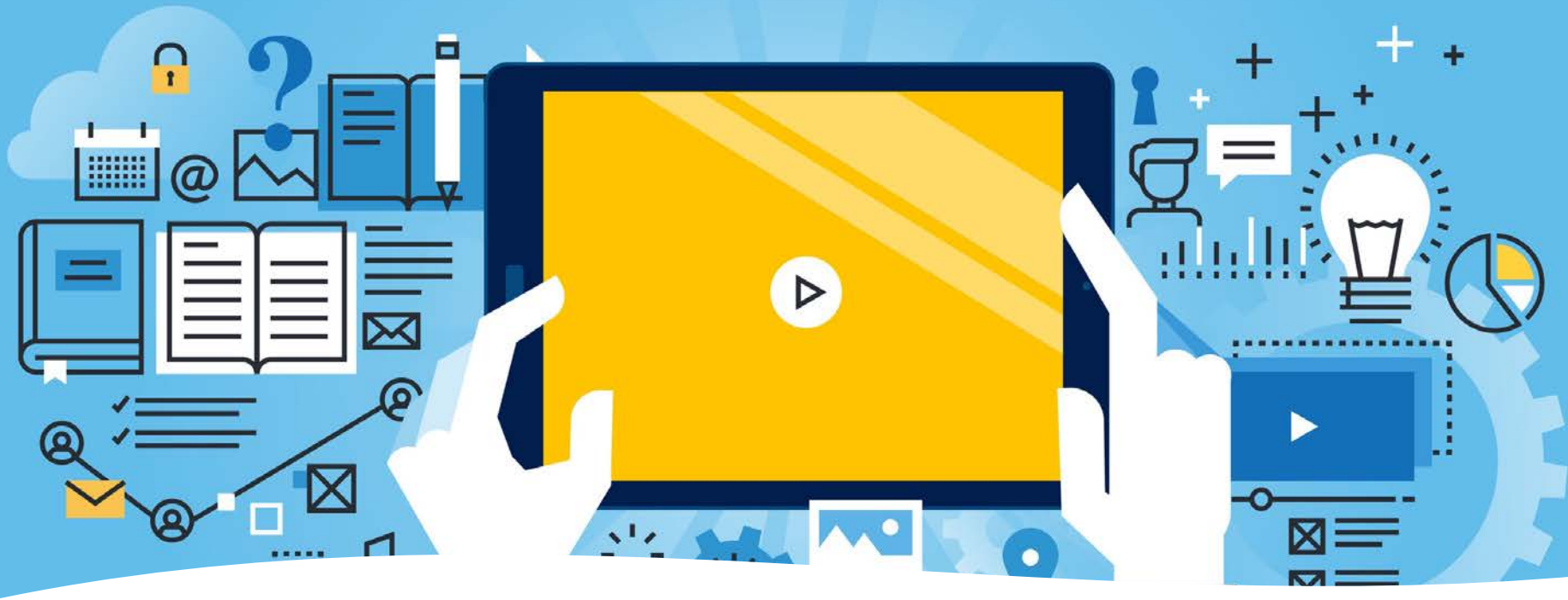
Justin Fletcher
Faculty Liaison Coordinator, Teaching, Learning & Technology, CTSI
justin.fletcher@utoronto.ca

A moment in your students' shoes…

- What does academic success look like to you?

- What do you think your ***students*** would say? How would they describe/define academic success?

This Fall, if there was one thing you could change about your course to help your students be more successful academically, what do you think this would be?



PLAN FOR THIS MORNING

- Review elements of academic resilience to inspire and inform course design
- Introduce 2 approaches to aid course planning
- Practice using both approaches to start some course planning – while weaving in resilience practices

AGENDA

1. Welcome & Overview
2. Resilience Refresher
   A. Resilience defined
   B. Fostering positive adaptation through course design
   C. Creating space for resilience through course design
3. Effective Course Planning
   A. Backward design and learning outcomes
   B. ACTIVITY: learning outcomes and backward design worksheet

   - Quick Break -

   C. Overview of castle-top approach
   D. ACTIVITY: castle-top worksheet
   E. Debrief of castle-top and backward design planning
4. Closing

Resilience Refresher

The information in this section draws from two workshops offered in Spring 2022: "Exploring Academic Resilience: Research & Student Experiences" and "Teaching Practices and Course Design", both part of the *Exploring Academic Resilience* workshop series developed jointly by Academic Success, CTSI and the Office of the Vice-Provost, Innovations in Undergraduate Education. Special thanks to Rahul Bhat and Kate Bowers in Academic Success for the information on academic resilience.

RESILIENCE DEFINED

(from Workshop #1 in the Academic Success-CTSI-VPIUE *Exploring Academic Resilience* Workshop Series)

Resilience is the **capacity to meet and positively adapt to adversity** and the capacity to bounce back from setbacks.

Resilience is not just an individual capacity – it is also the **capacity of a community to provide relevant and accessible resources** of support.

(Ye, Strietholt, Blömeke, 2021; Holdsworth, Turner, and Scott-Young, 2018; Ungar, 2016; Martin, 2013.)

POSITIVE ADAPTATION

Students are able to…

- adapt to and learn from academic challenges
- sustain academic engagement despite risk factors
- successfully access and navigate resources of support

Instructors support positive adaptation by…

- **integrating academic resilience** within curricular spaces to support equitable learning
- focusing on **resources that are within our control** as educators

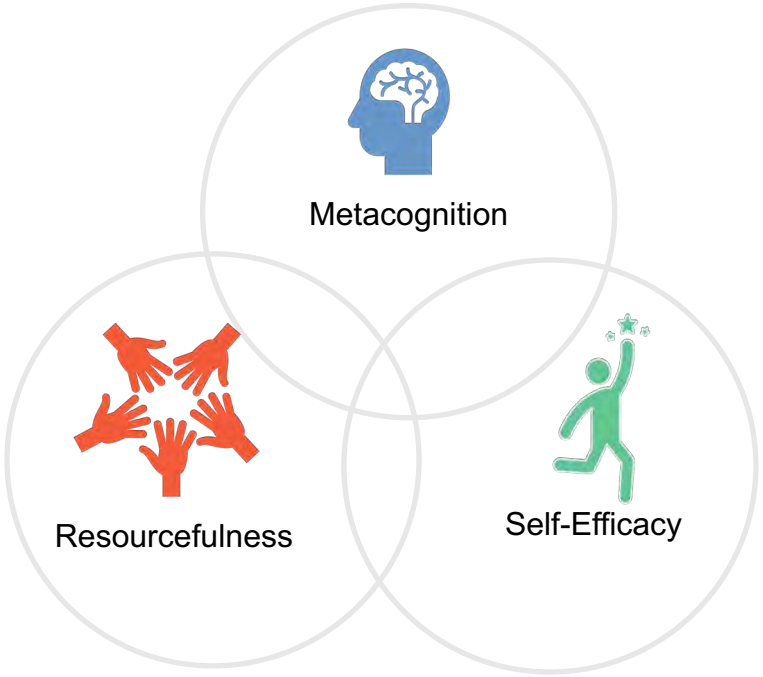
What is within our control?

COURSE DESIGN!

Where can academic resilience be integrated?

- Careful **sequencing of lessons** and timing of evaluations so that new learning builds on and incorporates prior learning
- In-class activities that **activate prior learning** and promote **reflection**
- **Variety of examples** given to students that show **early failures**, progress through **stages of improvement**, and not just final product or end result
- Instruction - **modeling** and **demonstrating** the **disciplinary process** for identifying/solving a problem or completing a task; showing students **how to use the feedback** they receive

From Workshop #1 in the *Exploring Academic Resilience* Workshop Series



Three areas of focus or "pillars":

- **Metacognition** – the capacity to think about one's own thinking; the process of planning, monitoring, and assessing one's own learning.
- **Self-efficacy** - the personal belief in one's capability to organize and execute effective action for academic engagement.
- **Resourcefulness** - the ability to problem-solve and find ways to overcome academic challenges.

From Workshop #2 in the *Exploring Academic Resilience* Workshop Series

TEACHING PRACTICES THAT SUPPORT…

Metacognition

- Support the application of effective study strategies
- Engage students in the classroom in active reflection
- Provide opportunities for students to share muddy points and acknowledge desirable difficulty

Self-Efficacy

- Provide opportunities for productive successes and productive failures
- Explore opportunities for students to learn from others with role modelling to normalize difficulty
- Provide exemplars before or after an assignment or exam

Resourcefulness

- Encourage students to identify their needs and access relevant resources
- Model the thinking processes involved in your field
- Encourage positive coping strategies – for both learning and well-being

Course **design** that builds **resilience** includes…

Time for **reflection** either during class or at key moments in the course

Sequencing lessons or units of instruction as a **series of "spirals"**:
- introductory material
- modelling/ application/feedback/ practice/more feedback
- mastery

Course assessments and evaluations **timed to this sequence**

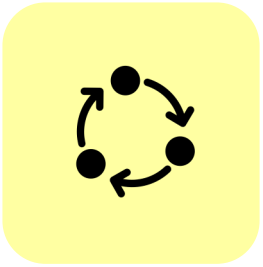
Course **design** that builds **resilience** includes…

Opportunities to provide, receive and use **feedback**, including guidance on **how to do this**

Opportunities to engage in **active and respectful listening** and **questioning**

Opportunities for students to learn from their **peers**

CREATING SPACE THROUGH EFFECTIVE COURSE DESIGN =



Space for students to **process** and **practice** using new information

Space to **reflect** deeply on how they are learning

Space to **review** and incorporate feedback

Space to **connect** with peers

LARGE GROUP brainstorming…

SEE p.4 IN WORKBOOK

What practices will you build into your course that support metacognition, self-efficacy and resourcefulness?

Come off mute and share out loud!

Or type your ideas in the chat!

Effective Course Planning

Create space for academic resilience through:

- Identifying clear learning outcomes
- Mapping course activities backwards from outcomes
- Holistic and intentional planning of student learning

Before we begin…

…a word about "**situational factors**"! Before course planning, it is important to reflect on the contextual aspects of a course environment that might impact student learning.

SITUATIONAL FACTORS

When making design decisions regarding your course, keep in mind your specific teaching context – or situational factors!

Specific teaching and learning context (includes course modality)	How many students are in the class? Is the course lower undergraduate, upper undergraduate or graduate? How long and how frequent are the course meetings? How will the course be delivered? What learning resources/supports are available?
Expectations others have for the course	What learning expectations are placed on the course by society? The University? The division or department? The profession?
Nature of the subject	Theoretical? Practical? Convergent or divergent? Important changes or controversies in the field?
Characteristics of the learners	What is the life situation of the learners? What prior knowledge, experiences do they have? What are their learning goals, expectations, preferences?
Characteristics of the teacher(s)	What are your core beliefs about teaching and learning? What is your attitude towards the subject, towards students? What is your familiarity with the subject? What are your instructional skills/strengths?

See Situational Factors Worksheet and Fink Idea Paper

Effective Course Planning

There are 2 tools/approaches that can help support your course planning. Resilience practices can be embedded/factored into both:

- **Backward design**
- **Castle-top planning**

Both of these approaches help streamline your content so you can **create space** for effective learning!

BACKWARD DESIGN

Q1 "What is it I hope students will have learned, that will still be retained and have value, several years after the course is over?"

Q2 "What would the students have to do to convince me that they had achieved those learning goals?"

Q3 "What would the students need *during the course* to do well on those assessments?"

Grant Wiggins (1998)

Develop Clear Learning Outcomes

Streamline your content in line with your goals

- What are the key skills and what is the key knowledge that your students ***must*** master by the end of the course? By the end of the course what is **essential** for them to know? What must they be able to do?
- What content and activities will build towards that knowledge and those skills?

ACTIVITY #1 BRAINSTORM: What is essential for students to know? What must they be able to do? What will they need to retain even several years after the course is over?

ACTIVITY #2:
Write 2-3 outcome statements

- At the end of the course, what will your students know and be able to do?
- Speak directly to your students.
- Use active language.

"By the end of this course, you will…"

BACKWARD DESIGN Linking course activities to outcomes

What activities are associated with achieving each outcome?

- How will you **evaluate/measure** whether the students have achieved the outcome? In other words, what do students need to do to show mastery of the outcome?
- Leading up to the evaluation, what activities will help students **practice** using the skill/content? How will students get **feedback** on their practice?
- What activities will help them **learn** the skill/content? (working with others, reviewing exemplars, seeking resources, etc.)

ACTIVITY #3:
Backward Design Worksheet

Step 1	Choose an outcome
Step 2	Choose an evaluation that will show whether/ho outcome
Step 3	Choose an assessment that will help the students get feedback on how they are working towards the outcome
Step 4	Choose an activity that will help the students learn the content/skills necessary to achieve the outcome

SEE p.2 IN WORKBOOK

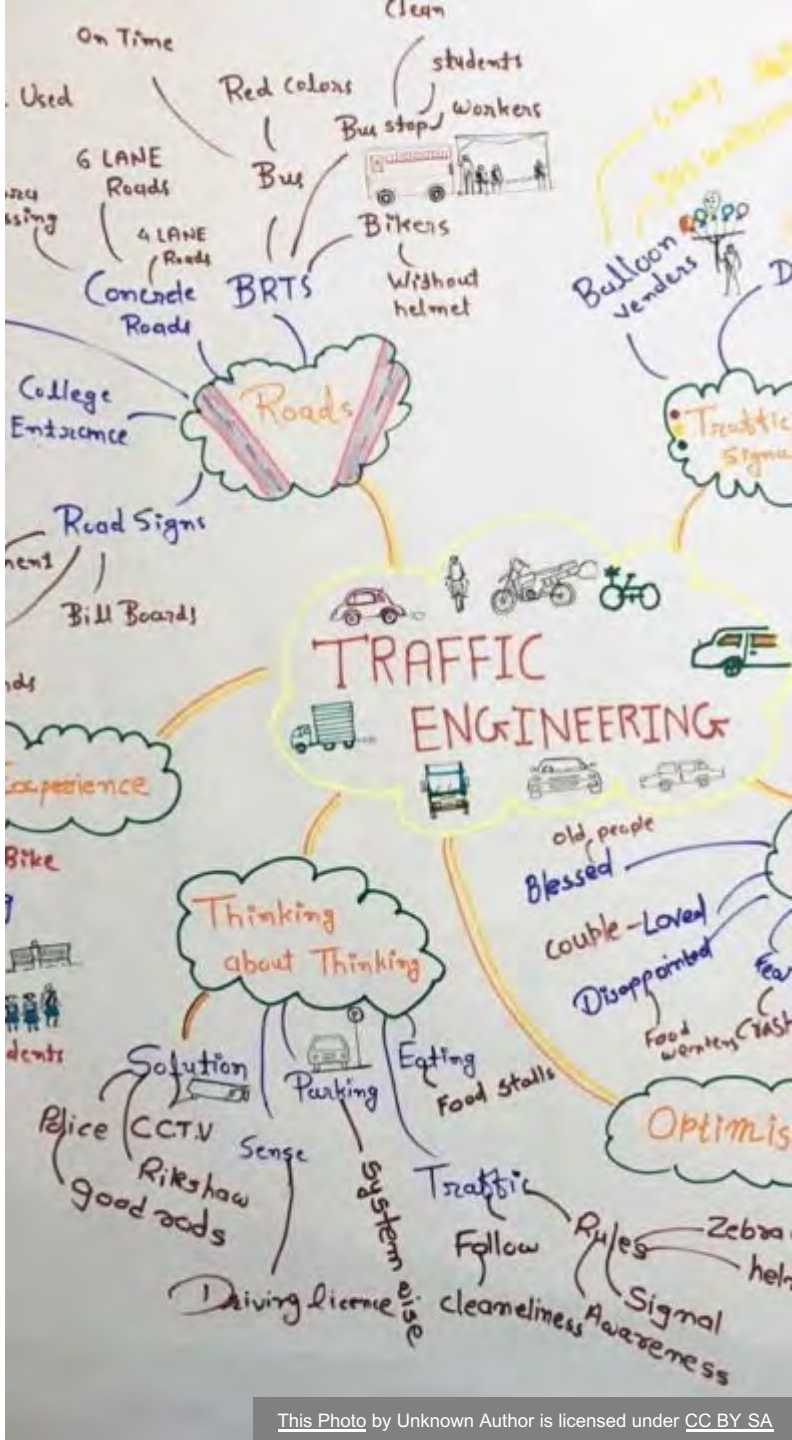
Consider what **resilience practices** might enhance each step. Try to link Step 2, Step 3 and Step 4 to one of the 3 pillars of resilience – metacognition, self-efficacy or resourcefulness.

7 MINUTES

Mapping Course Activities

You've considered the activities that your students need to do to be able to achieve the learning outcomes. Now consider…

- Your course modality:
  - Online synchronous
  - Online asynchronous
  - In person
  - Hybrid
- What your students will do:
  - With you
  - With each other
  - Independently of you and other students



CASTLE-TOP APPROACH

A holistic look at sequencing course activities

meaningful moments

Key questions:

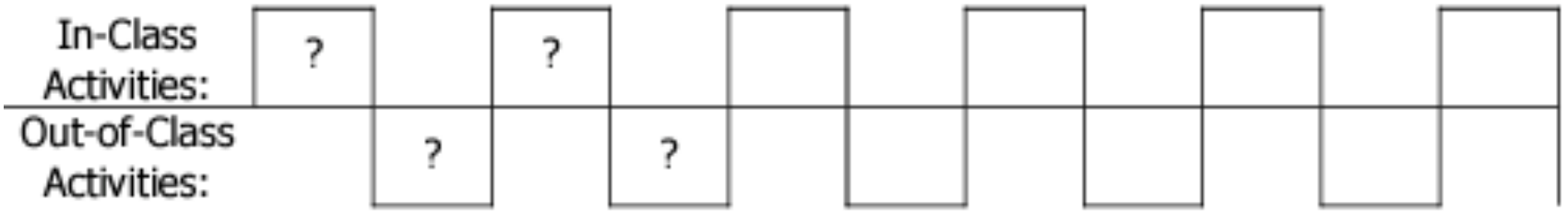
- When will students most benefit from **working when you are with them** – in other words, when can they benefit from your guidance and feedback? What will they be doing?

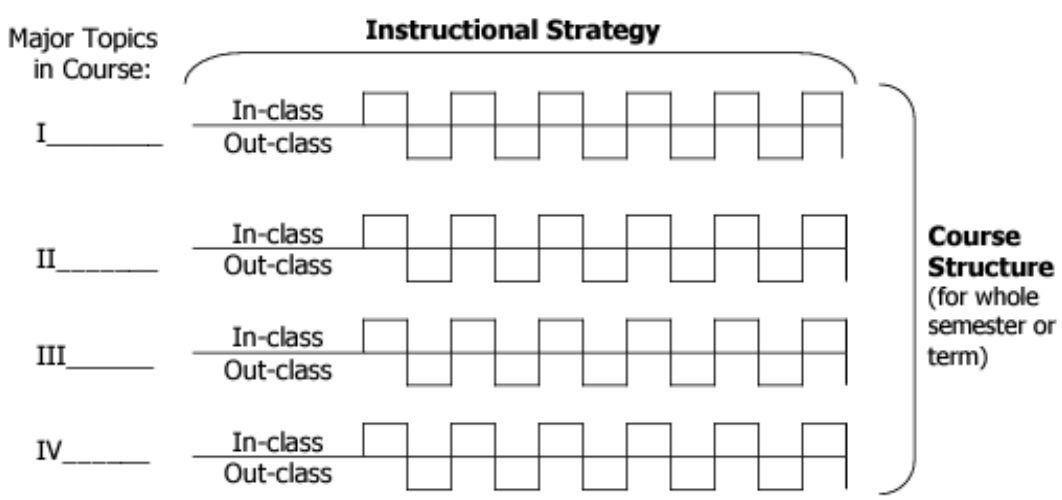
- When will students benefit from **working on their own** or **with other students**, without your direct input/oversight? What will they be doing?

- How will you support their **resilience** while they are preparing for and completing academic work?

FINK'S CASTLE-TOP WORKSHEET

Figure 8 - The "Castle Top" Template for Creating an Instructional Strategy





Fink, L. D. (2013). *Creating significant learning experiences : an integrated approach to designing college courses* (Revised and updated ed.). Jossey-Bass.

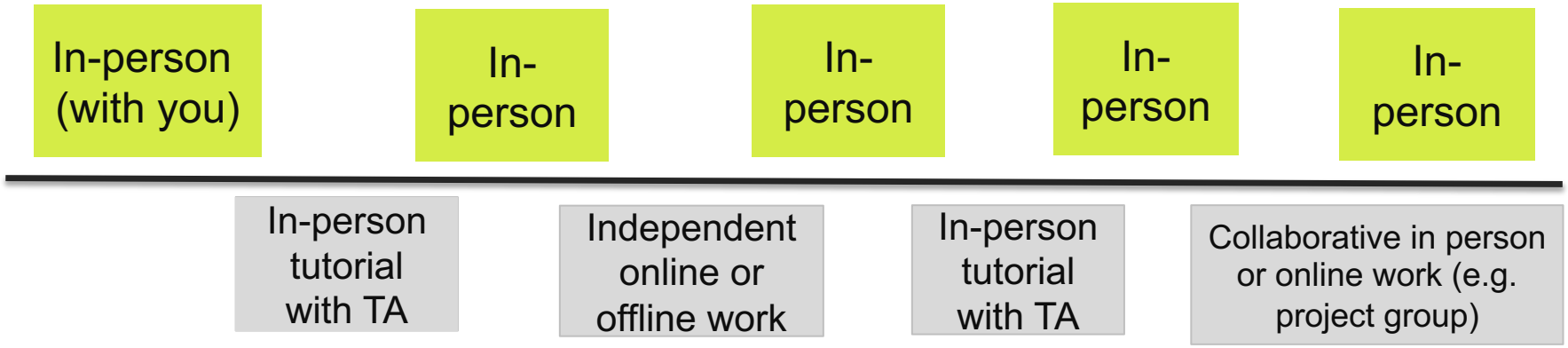
CASTLE-TOP APPROACH

FIRST STEP:

consider the modality of your course –
what course format will you use?

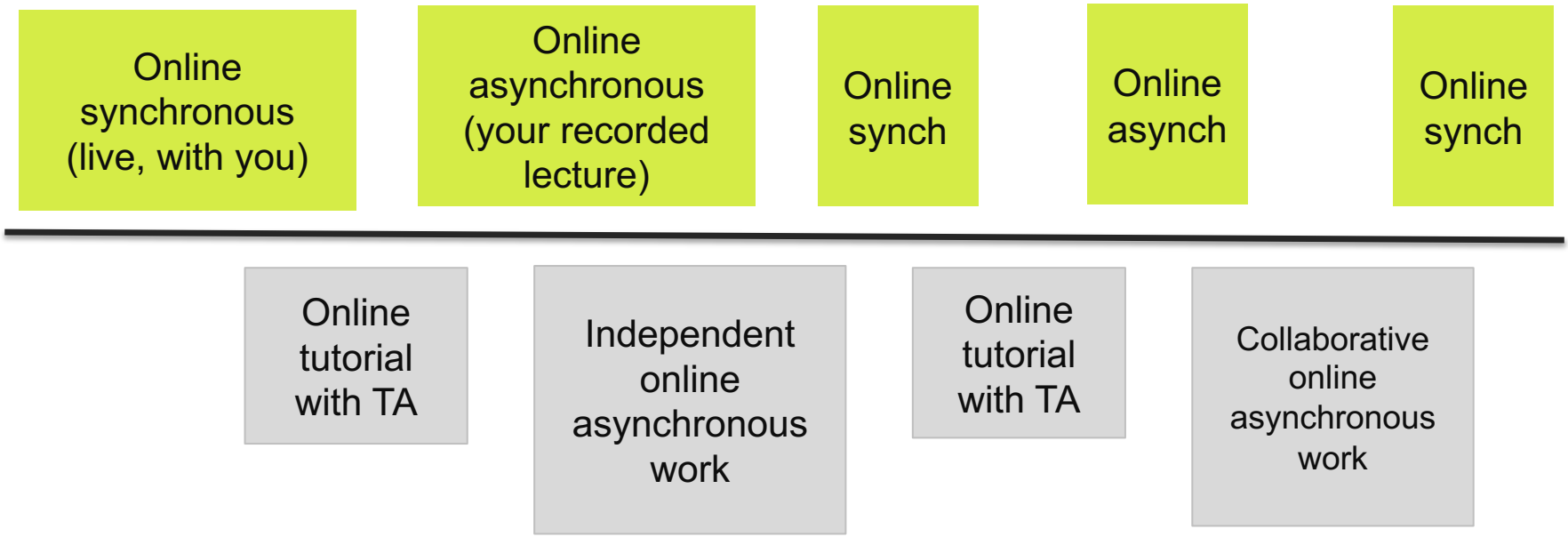
FULLY IN-PERSON FORMAT

Example of In-Person Model



FULLY ONLINE FORMAT

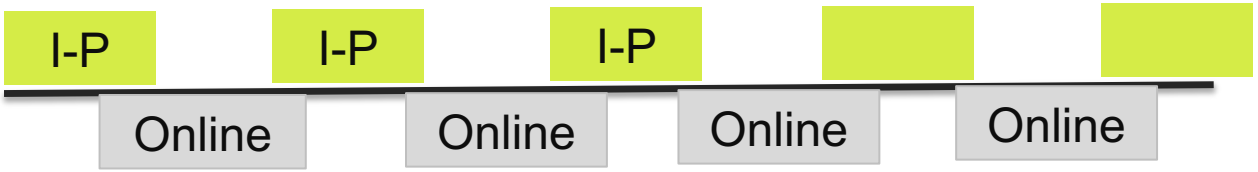
Example of Online Model



HYBRID FORMAT OPTIONS

Book End Model

Alternating Model



Real-time Webinar Model

NEXT STEP:
REMEMBER RESILIENCE PRACTICES

In all these models, when choosing and sequencing your activities, remember to factor in:

- Time for working through disciplinary tasks or problems together with you, and then both individually *and* with peers
- Time to reflect on content *and* own learning, including how to learn from failure
- Time for receiving, interpreting and applying feedback

SELF-EFFICACY & RESOURCEFULNESS

When will students:

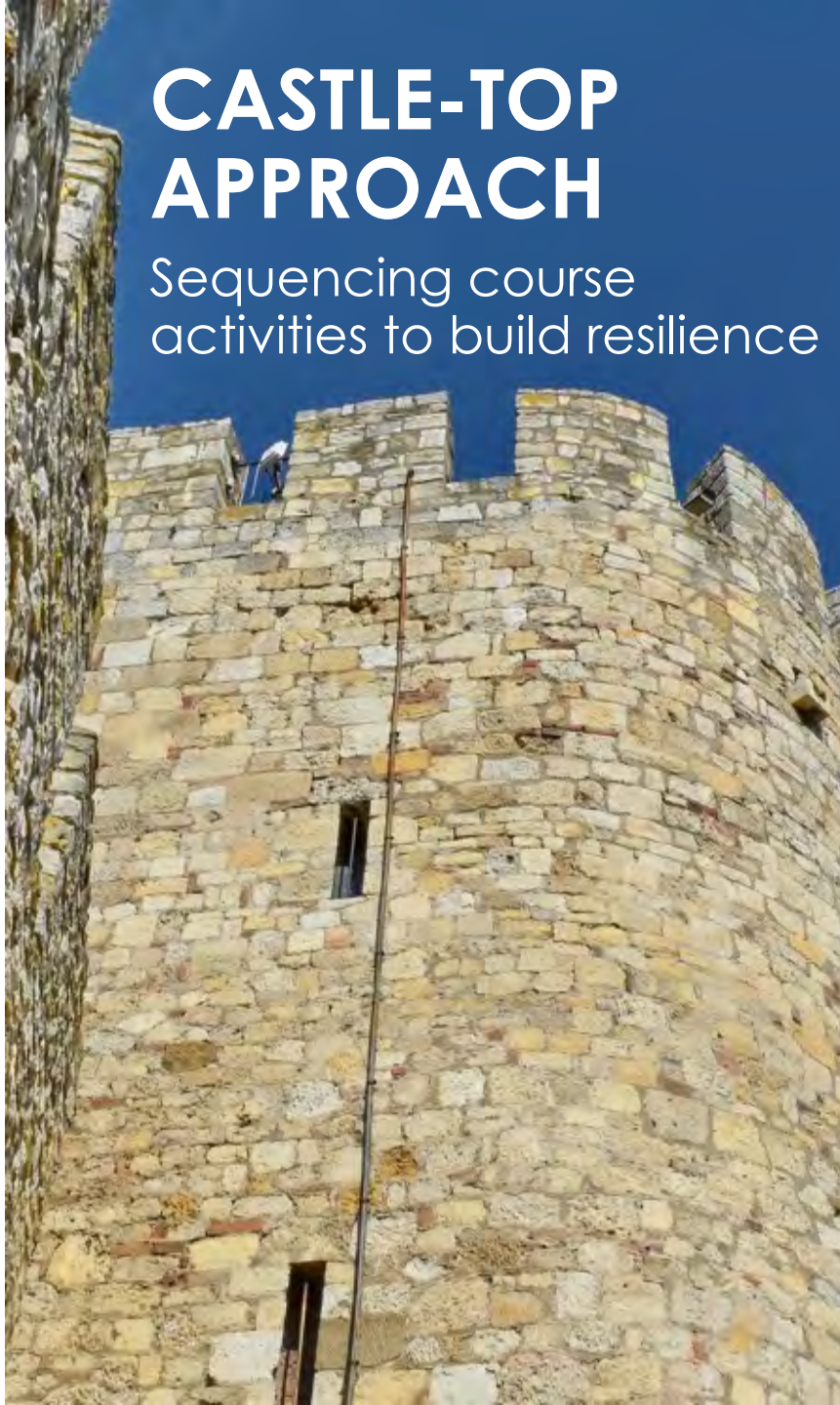
- do independent vs collaborative work?
- get prepared to do this work?
- be shown how to do something?
- be able to practice what they are learning?

When and how will you check for understanding so students can share what they're struggling with (part of normalizing the difficulty of learning something new)

METACOGNITION

At what points will students:

- get feedback and when will they be shown how to use this feedback?
- reflect on what they've learned as well as how they've learned?

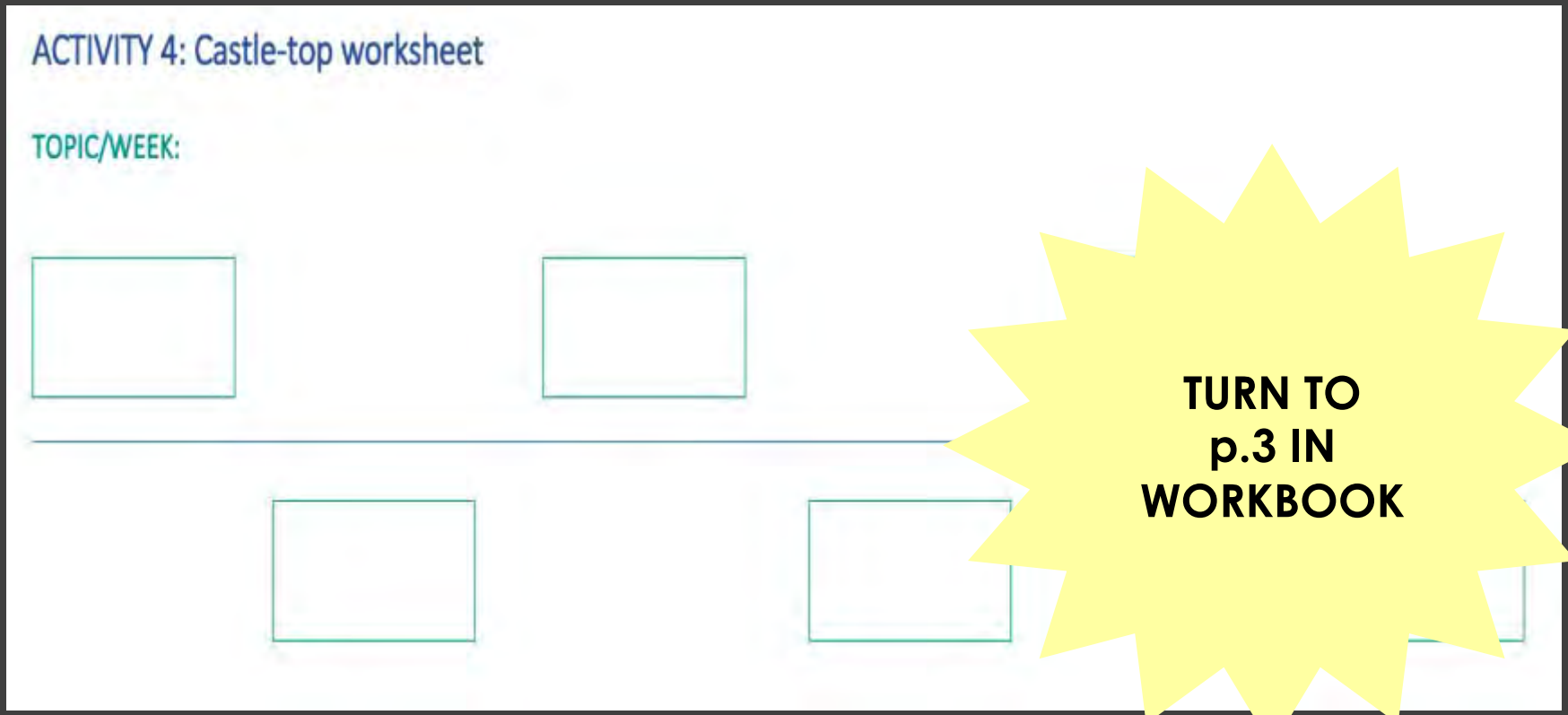


CASTLE-TOP APPROACH

Sequencing course activities to build resilience

REMEMBER
POSITIVE ADAPTATION!

- New learning **builds on and incorporates** prior learning
- Students **reflect** on how they are learning
- Variety of **examples** show **early failures**, progress through **stages of improvement**
- **Model** and **demonstrate** use of new ideas and new skills
- **Model disciplinary process** for identifying/solving a problem or completing a task
- Show students **how to use feedback**



ACTIVITY #4:

BEGIN YOUR OWN CASTLE-TOP PLANNING

IN-CLASS (in person or online)

- Case that presents current struggles in the discipline
- Small-group discussion to surface what the students already know about similar situations
- Lecturette
- 1-minute paper summarizing the information they already have about the case

- Take up of 1-minute papers
- Discussion of posted responses and assigned readings
- Review in small groups of case studies that build on case presented on Day 1
- Individual writing to capture small group discussion for own notes
- Large group discussion
- Ticket-out-the-door ("I need to know more about…")

OUT-OF-CLASS (in person or online)

- Readings on case discussed – includes discussion of prof's own experiences
- Post online reflection on last class
- Collaborate with a peer on a response to a prompt

- Readings
- Meet with peers online to design a plan for researching solutions to case studies (KWL activity)
- Submit plan online for review by TA

CASTLE-TOP PLANNING: an example

ACTIVITY #4: Begin Your Castle-Top Worksheet

1. Consider your learning outcomes and course activities
2. Complete the worksheet for the **first couple of weeks** of your course OR the **first few topics** in one unit of instruction
3. Think of 1 or 2 resilience practices that could be built into these first 2 weeks/topics – highlight or underline these

10 MINUTES

Open Mic

- Share your "first row" of castle-top planning!
- Share how you are thinking about resilience practices
- What are your questions?


Next steps…take your castle-top planning and backward design to the next level!

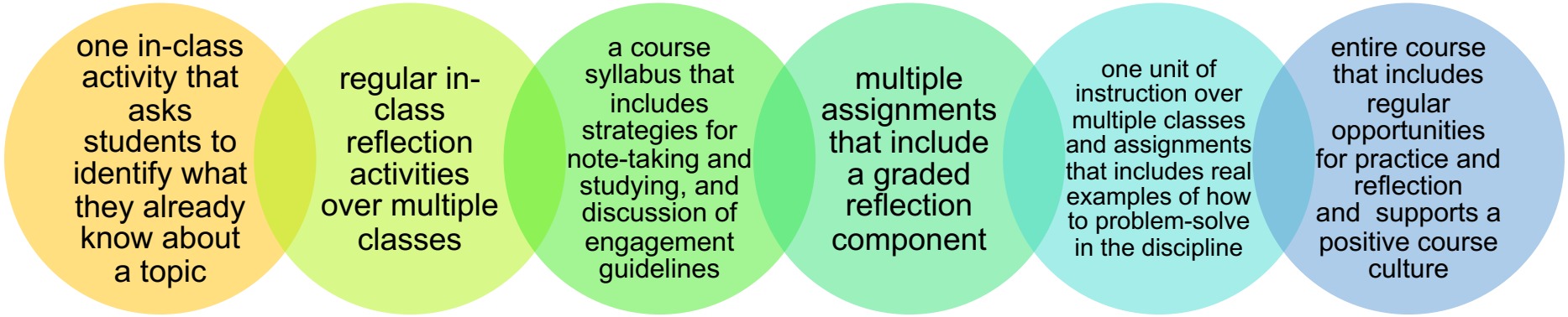
To be sent out after webinar

COURSE FRAMEWORK WORKSHEET

Course Plan / Weekly Schedule	Learning Outcomes	Assessments/Evaluations	Learning Activities (+ resilience practices)	Helpful Resources
CLASS/WEEK 1 Topic(S) - Content			In-Class Out-of-Class	
CLASS/WEEK 2 Topic(s) - Content			In-Class Out-of-Class	
CLASS/WEEK 3 Topic(s) - Content			In-Class Out-of-Class	
CLASS/WEEK 4 Topic(s) - Content			In-Class Out-of-Class	

REMEMBER…

there are many ways to foster resilience through effective course design:



You may choose to try only one of these approaches or a handful – any approach, no matter how seemingly small, can have an important effect!

THANK YOU!

Please connect with us to discuss your course planning:

ctsi.teaching@utoronto.ca

https://teaching.utoronto.ca/consultations/general/

Have a wonderful summer and see you soon!

REFERENCES

Fink, L. D. (2013). Creating significant learning experiences : an integrated approach to designing college courses (Revised and updated ed.). Jossey-Bass.
https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106032901406196

Holdsworth, S., Turner, M., & Scott-Young, C. M. (2018). Not drowning, waving. Resilience and university: a student perspective. Studies in Higher Education (Dorchester-on-Thames), 43(11), 1837–1853. https://doi.org/10.1080/03075079.2017.1284193

Hunter, M. C. (1994). Enhancing teaching. Macmillan College Pub. Co.
https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106384891506196

Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring "everyday" and "classic" resilience in the face of academic adversity. School Psychology International, 34(5), 488–500. https://doi.org/10.1177/0143034312472759

Ungar, M. (2019). Change your world : the science of resilience and the true path to success. Sutherland House.
https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106883390606196

Wiggins, G. P. (1998). Educative assessment : designing assessments to inform and improve student performance (1st ed.). Jossey-Bass.
https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106056339306196

Ye, W., Strietholt, R., & Blömeke, S. (2021). Academic resilience: underlying norms and validity of definitions. Educational Assessment, Evaluation and Accountability, 33(1), 169–202. https://doi.org/10.1007/s11092-020-09351-7