**T3. A1 Foundations of Educational Design Assignment**

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## Background

This assignment applies the theories and activities of the Foundations module to your own course setting. You will analyse to what extent the different elements of your course design are constructively aligned, enabling your students to reach the desired learning objective. You will also give and receive peer feedback and use this to improve your assignment. The assignment will help you to align your course and reflect on your progress through the 3 learning objectives:

* LO1: Formulate learning objectives according to the guidelines presented in the course.
* LO2: Determine activating learning activities and assessments for your own course or teaching materials in line with the principles of constructive alignment and student motivation.
* LO3: Explain to what extent giving and receiving peer feedback impacted on your learning.

This will provide your trainer with sufficient input to analyse to what extent you have achieved the learning objectives of this course.

## Steps for assignment

1. Complete the assignments for LO1 (learning objective) and LO2 (alignment table) individually first.
2. Send your draft assignments to your allocated peer for feedback and give feedback on their assignment. Use the feedback checklist.
3. Make any improvements to your assignment based on the feedback you receive.
4. Complete LO3 (reflection on peer feedback).
5. Delete the instructions and submit your completed assignment in Brightspace by the submission deadline.
6. Your trainer will provide feedback and let you know if you need to make any amendments to meet the learning objectives of the Foundations module. If so, you will have an opportunity to re-submit. After you have passed, the Graduate School will send your certificate.

## T3.A1 Foundations of Educational Design Assignment Template

**Participant Name:**

**Steps for Assignment**

1. Complete the assignments for LO1 (learning objective) and LO2 (alignment table) individually first.
2. Send your draft assignments to your allocated peer for feedback and give feedback on their assignment. Use the feedback checklist.
3. Make any improvements to your assignment based on the feedback you receive.
4. Complete LO3 (reflection on peer feedback).
5. Delete the instructions and submit your completed assignment in Brightspace by the submission deadline.
6. Your trainer will provide feedback and let you know if you need to make any amendments to meet the learning objectives of the Foundations module. If so, you will have an opportunity to re-submit. After you have passed, the Graduate School will send your certificate.

**LO1: Formulate learning objectives according to the guidelines presented in the course.**

Highlight the conditions in your own learning objective in the relevant colours. Identify the suitable Bloom level.

|  |  |
| --- | --- |
| Learning Objective | Bloom level |
|  |  |

**LO2: Determine activating learning activities and assessments for your own course or teaching materials in line with the principles of constructive alignment and student motivation.**

**Part A: Describe suitable teaching and learning activities and formative and summative assessment for your learning objective.**

|  |  |  |
| --- | --- | --- |
| Teaching **and** Learning activities | Formative Assessment | Summative Assessment |
|  |  |  |

**Part B: Justify the alignment between your learning objective and your chosen teaching/learning activities and formative/summative assessment, and explain why you selected these. Describe the impacts upon student motivation, using one example for each ARCS category.**

|  |  |
| --- | --- |
| Alignment justification | ARCS motivational strategies |
|  |  |

**LO3. Explain to what extent giving and receiving peer feedback impacted on your learning.**

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| --- |
| To what extent has feedback helped you? What was your top and your tip that you received? Focus on two examples and elaborate on whether you improved your constructive alignment table. |
|  |
| What have you learned by providing feedback to your peer? Mention one example and describe whether this process was useful to you. |
|  |
| Do you intend to implement any tools and/or principles from this course in your future courses. If so, then what and how? If not, then why not? |
|  |

## Instructions and tips

Use the following checklists to ensure that you complete all the necessary information required in the assignment.

(Note: The checklists are aligned with the feedback form for your peer and the checklist your trainer will use to assess your assignment.)

**LO1: Formulate learning objectives according to the guidelines presented in the course.**

* Formulate one learning objective for an existing or fictional course.
* Use the 6 conditions for well-formulated learning objectives - check the one-pager on learning objectives on Brightspace.
* Highlight the conditions in your own learning objective.
* Identify the suitable Bloom level – use the document ‘Blooms taxonomy for learning objectives’ on Brightspace to help you.
* Check that your learning objective is clearly phrased so that a third party can understand the goal of the course.

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| --- |
| **Conditions of well-formulated learning objectives** |
| The learning objective is student centred. |
| It is phrased in terms of an action verb. |
| The action verb is based on observable behaviour. |
| The desired behaviour refers to specified content. |
| The learning objective specifies a criterion. |
| It indicates the condition/context in which students  need to perform an objective. |

**LO2: Determine activating learning activities and assessments for your own course or teaching materials in line with the principles of constructive alignment and student motivation.**

**Part A: Describe suitable teaching and learning activities and formative and summative assessment for your learning objective.**

If you are using an existing course, describe the ideal activities and assessment which you would implement if you could make all the decisions.

**Teaching and learning activities:**

* The teaching and learning activities (plural) contribute towards achieving the learning objective.
* It is clear for each activity what the students and teachers have to do, for a reader that is unfamiliar with your course. Define the logistics:
  + Is the activity done individually, in pairs, or in groups?
  + Is it self-paced, interaction-based, in class or independently?
  + What is the outcome of the activity? What do students need to produce?
  + When activities have been mentioned as “lectures” or “presentation”, there is a more elaborate explanation that allows the reader to understand how the activity will be carried out.
  + Is the teacher explaining, demonstrating, guiding the students, answering questions, leading a discussion or more..?
* The students are actively engaged during the learning activities (with the content, the teacher, or their peers).

**Formative assessment:**

* The formative assessment is clearly described so that a third party can understand the task.
* The formative assessment gives students the opportunity to practice the skills they will need to demonstrate in the summative assessment.
  + A helpful way to check this is whether the format of the formative and summative assessment are similar, for example students can practise sample exam questions, present a draft section of their report or perform a practise presentation.
* All students have the opportunity to receive feedback (e.g. from peers/ instructors/ TAs/ automatised).
  + Can students apply the feedback to help them to improve their performance for the summative assessment?
* Formative assessment is ungraded or does not contribute to the final grade significantly (no more than 10% of the final grade in total).

**Summative assessment:**

* The summative assessment is clearly described so that a third party can understand the task.
  + What are the students expected to do in the assessment? When the assessment is described as “exam” or “report”, explain what type of questions, what content, what skills the students must demonstrate.
* The summative assessment allows the teacher to check whether the learning objective has been met.
  + Does the summative assessment allow you to observe/evidence the observable behaviour in your LO?
* It is graded or has high stakes (e.g. pass/fail).

**Part B: Justify the alignment between your learning objective and your chosen teaching/learning activities and formative/summative assessment, and explain why you selected these. Describe the impacts upon student motivation, using one example for each ARCS category.**

If you are using an existing course, describe how your ideal activities and assessment which you would implement if you could make all the decisions are the best ones for alignment and student motivation.

**Alignment Justification:**

* The alignment between the learning objective, the learning activities and the assessment is justified. Use the one-pager on the constructive alignment triangle to help you.
* It is clear why these specific types of teaching and learning activities were selected. Why did you pick these, and not other activities?
* It is clear why these specific types of formative and summative assessment were selected. Why did you pick these, and not other types of assessment?

**ARCS motivational strategies:**

* Define diverse strategies to facilitate students learning and motivation. These may be in your teaching/learning activities, teacher approach, course formulation, formative assessment and more.
* At least one motivational strategy is described for each ARCS category, explaining how student motivation will be enhanced throughout the course.

**LO3. Explain to what extent giving and receiving peer feedback impacted on your learning.**

Reflect on how you experienced the process of giving and receiving peer feedback, and whether (or not) this helped in your learning process. Self-assess which tools, tips or principles from this course were most useful for your future course teaching/ assessing/ involvement. Identify how and why you will use them, or why not.

**To what extent has feedback helped you?**

* What was your top and your tip that you received?
* Describe at least two examples of feedback from your peer, and explain to what extent this feedback was helpful in creating your constructive alignment table.

**What have you learned by providing feedback to your peer?**

* Using one example, explain to what extent the process of giving peer feedback was helpful to you.

**Explain which tools or principles you will implement in future courses.**

* Do you intend to implement any tools and/or principles from this course in your future courses?
* If so, then what and how? If not, then why not?

## Example of a Constructive Alignment Table (LO1 and LO2)

**LO1: Formulate learning objectives according to the guidelines presented in the course.**

Highlight the conditions in your own learning objective in the relevant colours. Identify the suitable Bloom level.

|  |  |
| --- | --- |
| Learning Objective | Bloom level |
| By the end of the course the student is able to analyse at least one example of a design that has used psychological theory in the design process (e.g. definition, ideation, testing). | Analyse |

**LO2: Determine activating learning activities and assessments for your own course or teaching materials in line with the principles of constructive alignment and student motivation.**

**Part A: Describe suitable teaching and learning activities and formative and summative assessment for your learning objective.**

|  |  |  |
| --- | --- | --- |
| Teaching **and** Learning activities | Formative Assessment | Summative Assessment |
| - Each session will start with a short 20-minute informative lecture on a specific concept related to psychology and design. Students will deepen their understanding on these concepts by addressing them in a case study. Each week a different case study will be analysed by students in groups of 3-4 participants.  - Students will discuss their ideas in small groups and receive peer feedback, according to criteria provided by the teacher. Teaching staff (teachers and TAs) will also provide informal feedback when passing through the groups.  - At the end of the session, each case will be discussed in plenary. Teacher will address questions and guide the discussion to build a shared analysis of the case. Case studies: Active Team Facebook App; My Mood Tracker; The Worry Box Case; Bill and his robot.  -Find a product or application related to their design assignment that has used psychology theory or methodology (as homework).  -Identify use of theory in own example (as homework).  -Listen to analysis of theory by peers during mid-term presentations (in class). | - At different stages during the course, students will bring part of their progress for the final report. Teacher will give feedback individually. Teacher will also collect “common mistakes” and will present correct answers to these errors during the next lecture (anonymising any student examples).  - Mid-term presentations (ungraded): Halfway through the course, students will present a 5-minute pitch where they explain their idea for the final assignment and their core analysis. They will receive individual feedback from teaching staff, and 2 students will be assigned to give them feedback, based on a set of criteria (similar to the criteria included in the final report). | - Final design report of the course, worth 80% of the final grade.  This specific part is worth 40% of the final report (covers 1 of the 3 LOs of the course): Students select a design case and analyse how psychological theory has been used in the design process. |

**Part B: Part B: Justify the alignment between your learning objective and your chosen teaching/learning activities and formative/summative assessment, and explain why you selected these. Describe the impacts upon student motivation, using one example for each ARCS category.**

|  |  |
| --- | --- |
| Alignment justification | ARCS motivational strategies |
| - Students build up their understanding in steps by first analysing case studies provided by the teacher, then by finding and analysing their own case study.  - Analysing multiple examples will help the students process the material.  - Letting students work on their own examples helps them recognize the theory and makes it more concrete.  - Regular feedback throughout the course gives students the opportunity to check their understanding and course correct.  - By giving peer feedback, students will have to actively analyse other cases and get acquainted with the evaluation criteria. | During the session:   1. **Attention**: Icebreaker – examples about a product that had impact on student’s psychology. A broad variety of cases can increase students’ attention. 2. **Relevance** – working on well-known real-life cases connects the theory to their real-life situation. 3. **Confidence** – clear instructions and roles before they start carrying out the learning activity & in small groups. Continuous peer and instructor feedback opportunities helps students’ increase their sense of competence and feel more prepared for the final assignment. 4. **Satisfaction** – the hard work during the course should build up to a satisfactory final report. The different homework will be useful for advancing with the final report (direct application). |