



# Outlining

learning objectives and curricula

[teach-shiny.rbind.io](https://teach-shiny.rbind.io)

Mine Çetinkaya-Rundel

@minebocek

mine-cetinkaya-rundel

mine@rstudio.com

# Goal

A close-up photograph of a person's head and shoulders from a three-quarter perspective. The person has dark hair and is wearing a light-colored shirt. They are looking towards the right side of the frame, where a blurred screen displays a colorful circular graphic with shades of blue, green, and orange. The background is dark and out of focus.

Write learning objectives  
for a Shiny workshop you're likely to teach.

# Your turn

- ▶ Go to [rstd.io/shiny-wsds-18](https://rstd.io/shiny-wsds-18) and scan the content
- ▶ Who is the intended audience? What is their background? How can you tell?

Think

3m 00s

Pair

2m 00s

# Your turn

- ▶ Go to [rstd.io/shiny-wsds-18](https://rstd.io/shiny-wsds-18) and scan the content
- ▶ Who is the intended audience? What is their background? How can you tell?

Think

3m 00s

Pair

2m 00s

## 00 - Welcome

- › Slides: [Welcome](#)
- › Demo:
  - › UN Gender Stats Dashboard
  - › Code
  - › Data

## 01 - Getting started with Shiny

- › Slides: [Getting started with Shiny](#)
- › Exercises:
  - › Google index
  - › NHANES apps

## 02 - Understanding reactivity

- › Slides: [Understanding reactivity](#)
- › Exercises:
  - › More NHANES apps
  - › Review

## 03 - Designing UI

- › Slides: [Designing UI](#)
- › Exercises:
  - › Movies apps

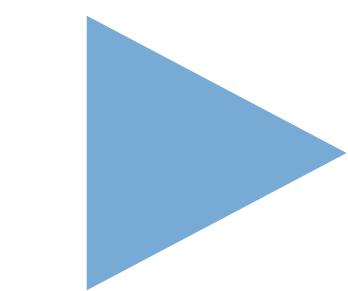
## 04 - Building dashboards

- › Slides: [Building dashboards](#)
- › Exercises:
  - › Shiny dashboards
  - › Flexdashboards

[rstd.io/shiny-wsds-18](http://rstd.io/shiny-wsds-18)

These words will make sense to a student with some experience with Shiny, but may not be informative for a complete novice to gauge the level of the class.

know  
your  
audience



# Discussion

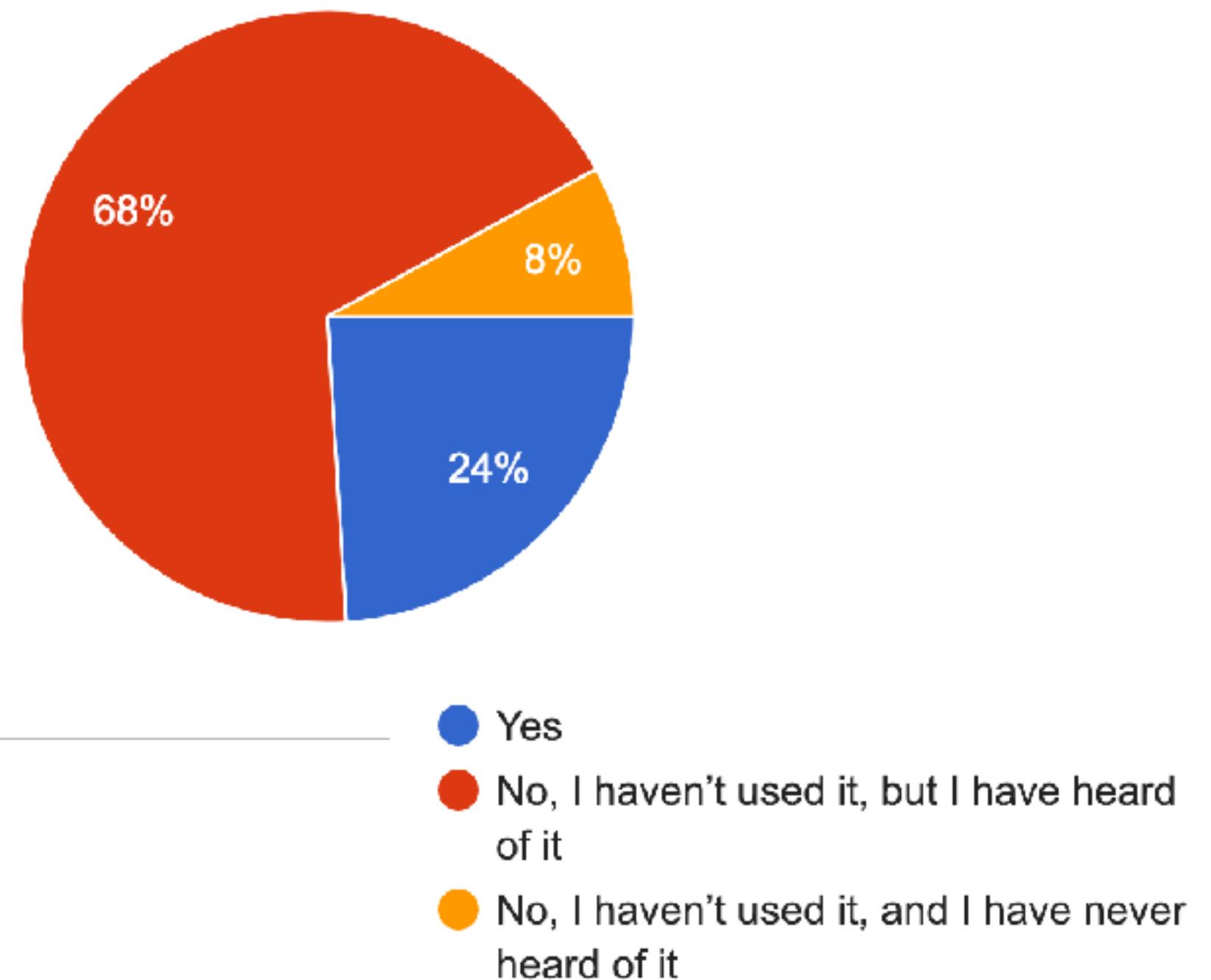
What are some ways you can get to know your audience prior to your workshop?

# Pre-workshop survey

- ▶ A pre-workshop survey is helpful, but may not always be feasible
- ▶ It's also not helpful if you're planning a curriculum first, and then pitching it for interest

Have you used RStudio Cloud before?

25 responses



# Learner personas

Creating learner personals is a technique borrowed from UI designers, who create short profiles (personas) of typical users to help them think about their audience:

1. background
2. prior knowledge
3. motivations or goal(s)
4. how the course will help them
5. special needs



# Meet Jorge

A learner persona for a weekend introduction to programming aimed at college students might be:

- 1. Background:** Jorge has just moved from Costa Rica to Canada to study agricultural engineering. He has joined the college soccer team, and is looking forward to learning how to play ice hockey.
- 2. Prior knowledge:** Other than using Excel, Word, and the Internet, Jorge's most significant previous experience with computers is helping his sister build a WordPress site for the family business back home in Costa Rica.
- 3. Motivations or goal(s):** Jorge needs to measure properties of soil from nearby farms using a handheld device that sends logs in a text format to his computer. Right now, Jorge has to open each file in Excel, crop the first and last points, and calculate an average.
- 4. How the course will help them:** This workshop will show Jorge how to write a little Python program to read the data, select the right values from each file, and calculate the required statistics.
- 5. Special needs:** Jorge can read English well, but still struggles sometimes to keep up with spoken conversation (especially if it involves a lot of new jargon).

Source: [Ten Quick Tips for Creating an Effective Lesson](#)



# Your turn

- ▶ Write three short learner personas for
  - ▶ A Shiny novice
  - ▶ A Shiny expert
  - ▶ A student you expect to encounter at a Shiny workshop you teach

10<sub>m</sub> 00<sub>s</sub>



# Shiny novice



1. background
2. prior knowledge
3. motivations or goal(s)
4. how the course will help them
5. special needs



# Shiny expert

1. background
2. prior knowledge
3. motivations or goal(s)
4. how the course will help them
5. special needs

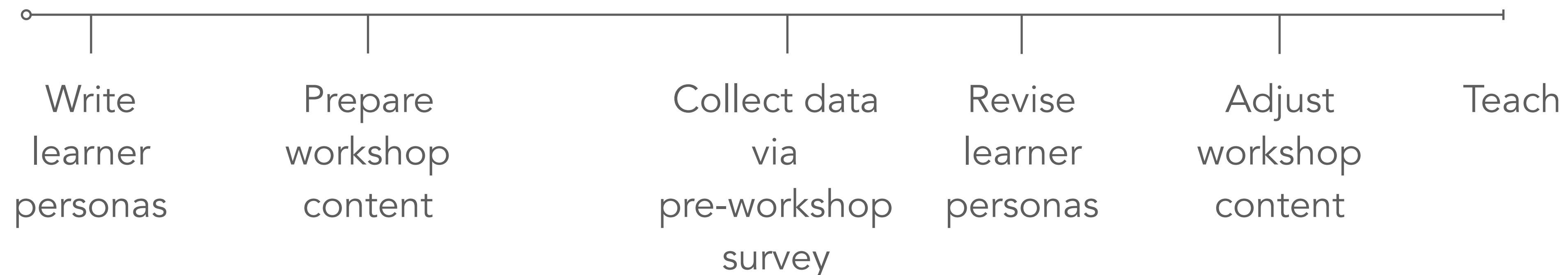
# Your student



1. background
2. prior knowledge
3. motivations or goal(s)
4. how the course will help them
5. special needs

# Planning

pre-workshop  
survey feasible

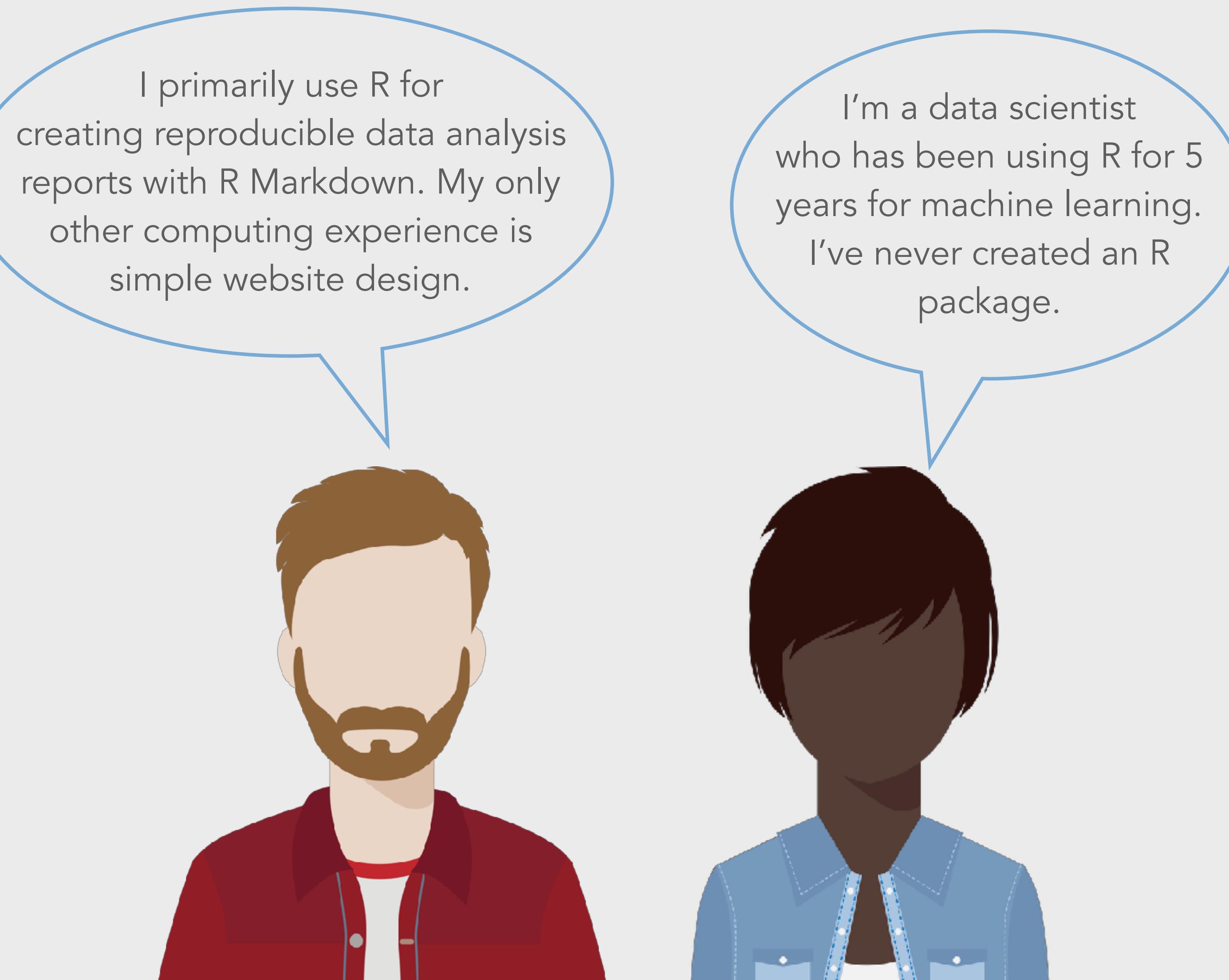


pre-workshop  
survey not  
feasible



# Discussion

Which (if any) of these pieces of information is more helpful for determining what these students find straightforward / difficult about Shiny?

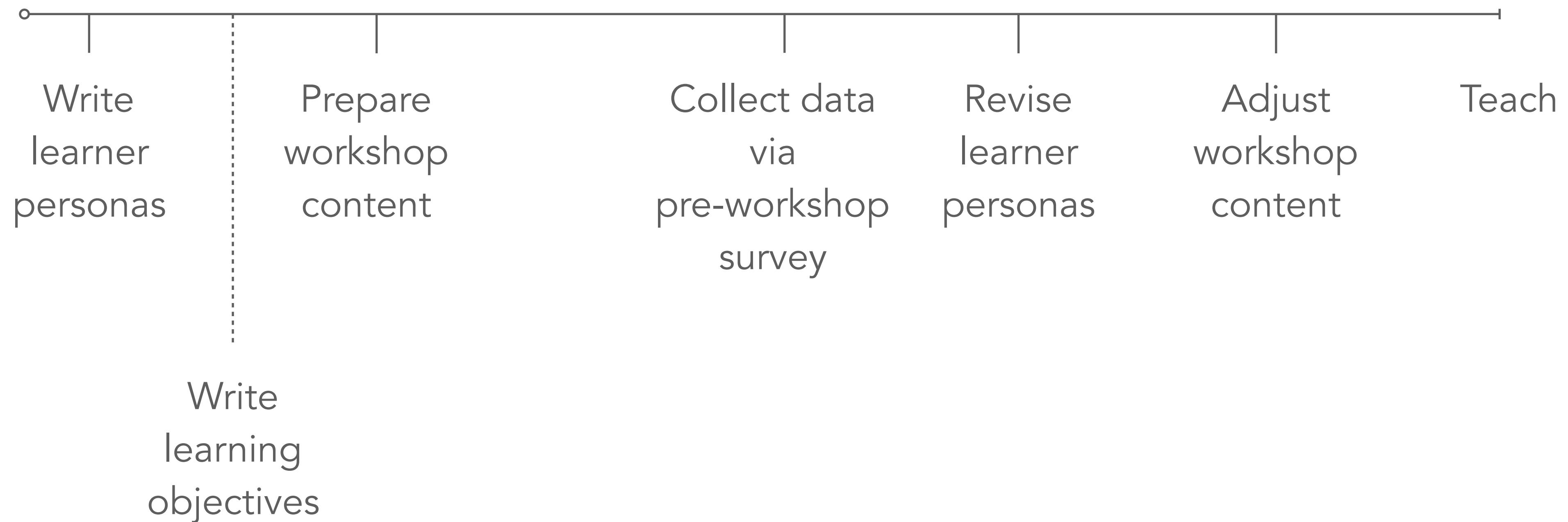


write  
▶ learning  
objectives

# Learning objectives

- ▶ A learning objective is a goal of a course or lesson stated in a way that is
  - ▶ **clear:** a student should be able to understand
  - ▶ **observable:** a student (and you) should be able to easily check whether or not they have attained the objective
- ▶ A learning outcome is what a course actually achieves

# Planning



# For whom the LO toll

- ▶ **Students:**
  - ▶ Those who have some experience with Shiny can better understand the content / coverage of the course
  - ▶ Those who are completely new to it can use them as a learning checklist throughout / at the end
- ▶ **Other instructors:** So they can understand / evaluate your course content / coverage at a glance
- ▶ **Yourself:** Keeps you focused and organized

# Quiz

Order the following verbs from Bloom's taxonomy  
from bottom to top of the pyramid\*:

analyze

evaluate

apply

learn

be aware of

remember

create

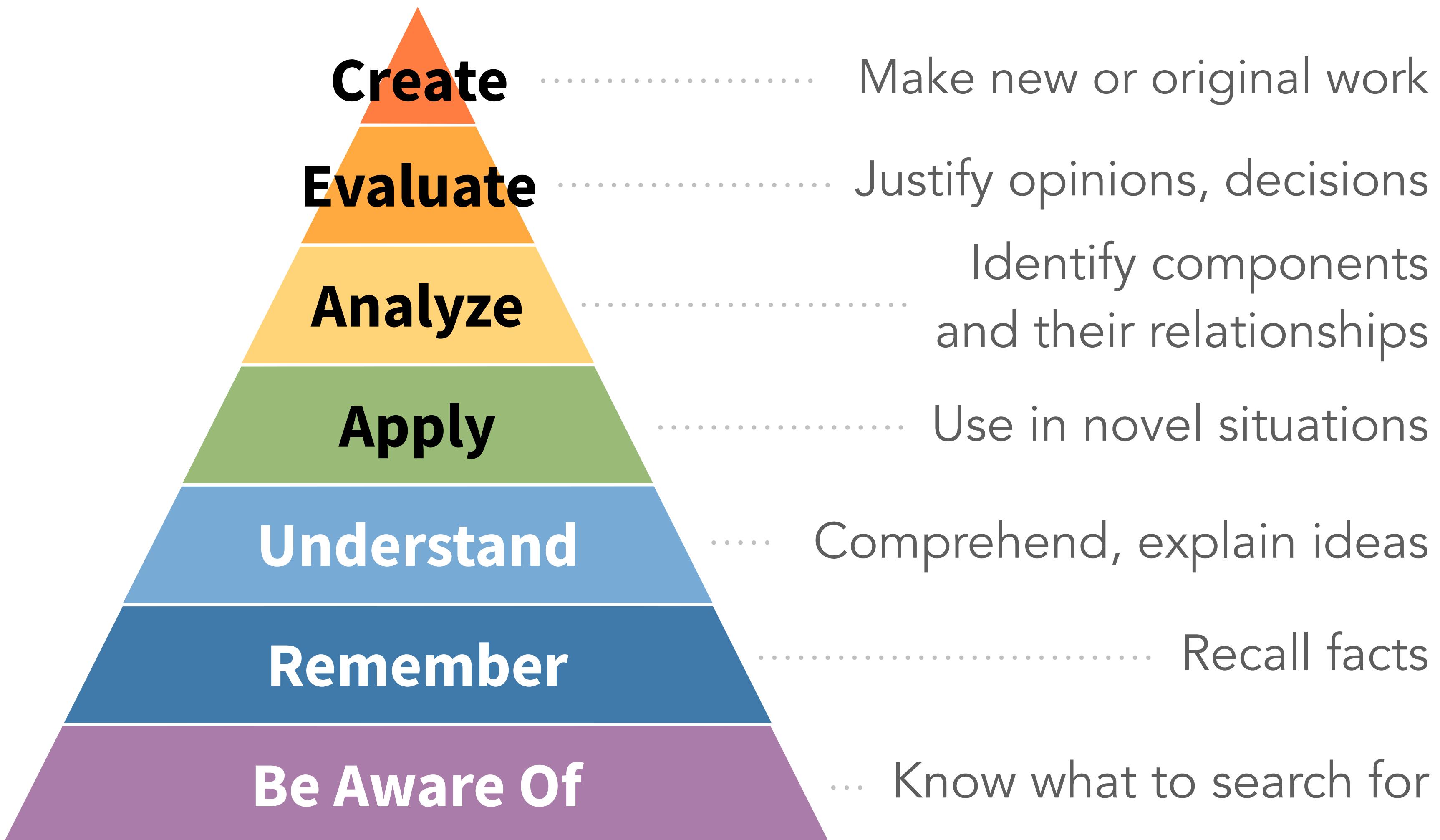
understand

1 m 00 s

\* I don't know why it's called a pyramid, it's a triangle.

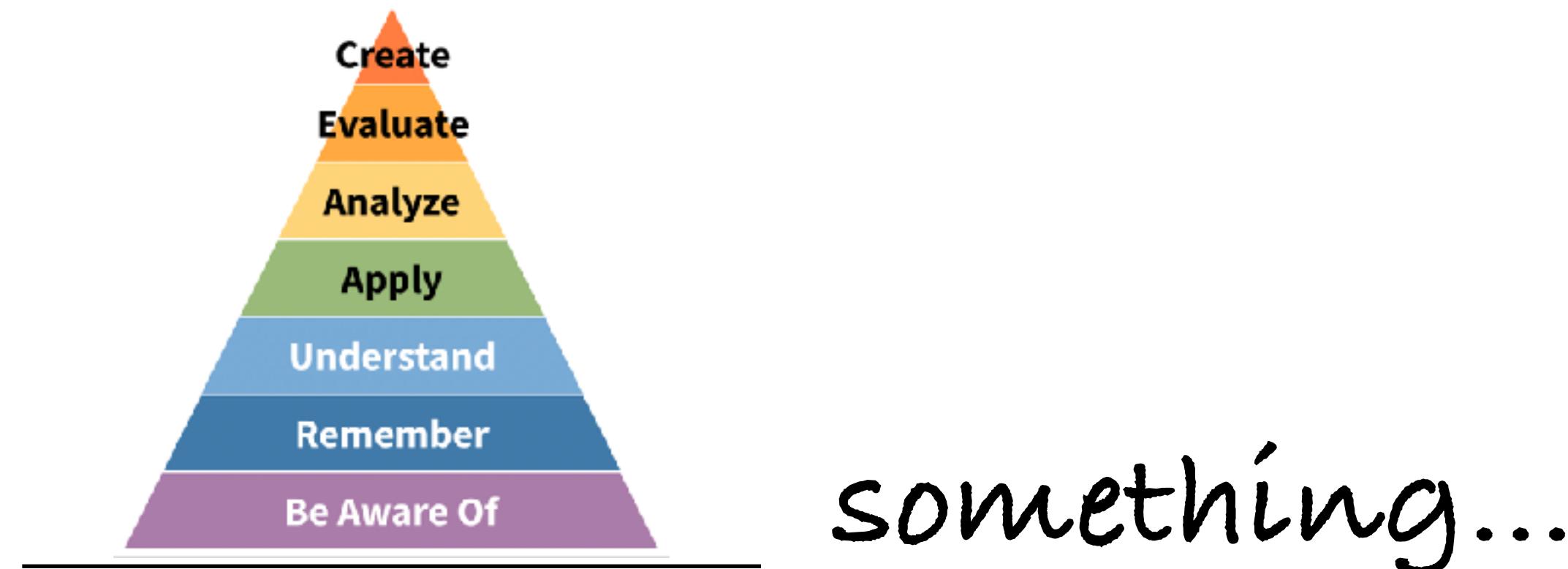


# Bloom's taxonomy



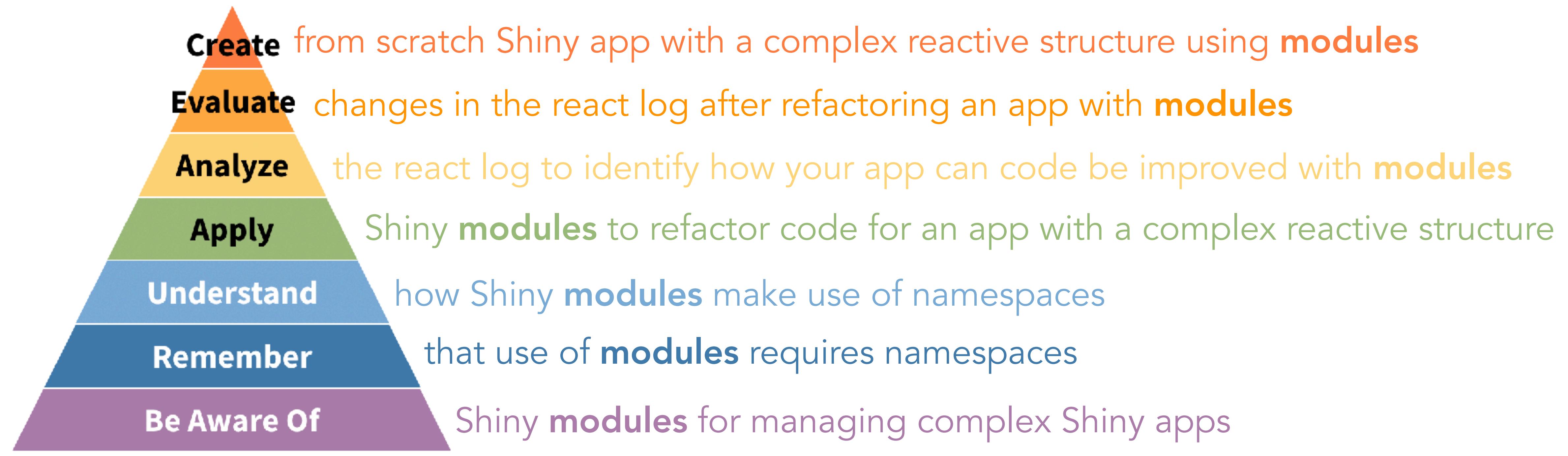
# Anatomy of a LO

A traditional approach to writing learning objectives follows the form:

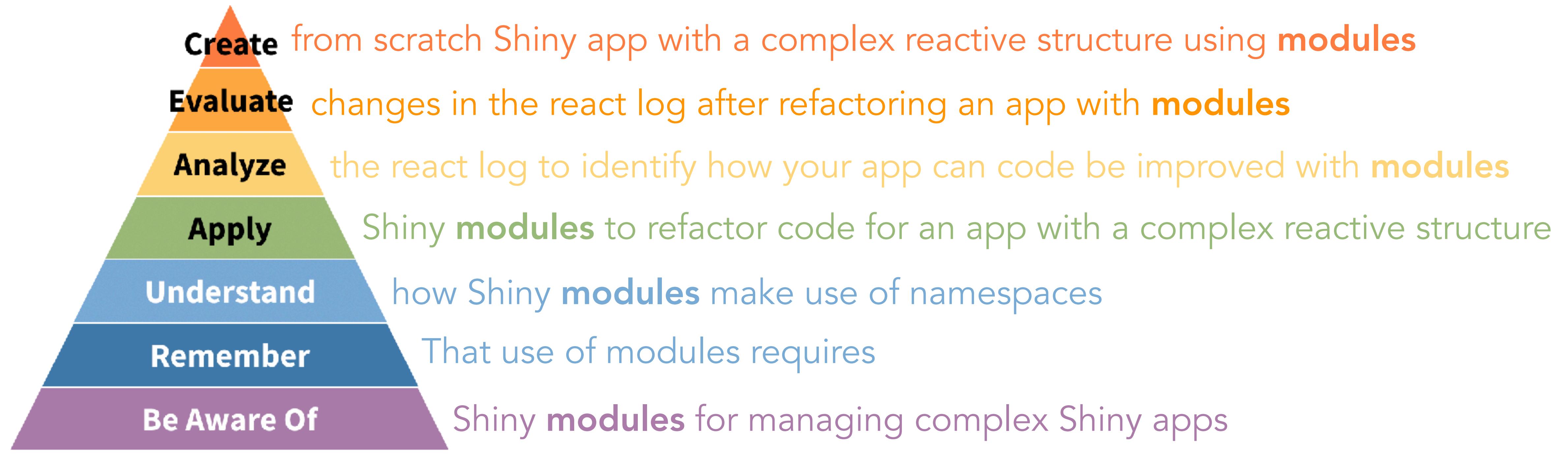


while (IMHO) this is not a hill worth dying on...

it's important to realize that there are **BIG** differences between



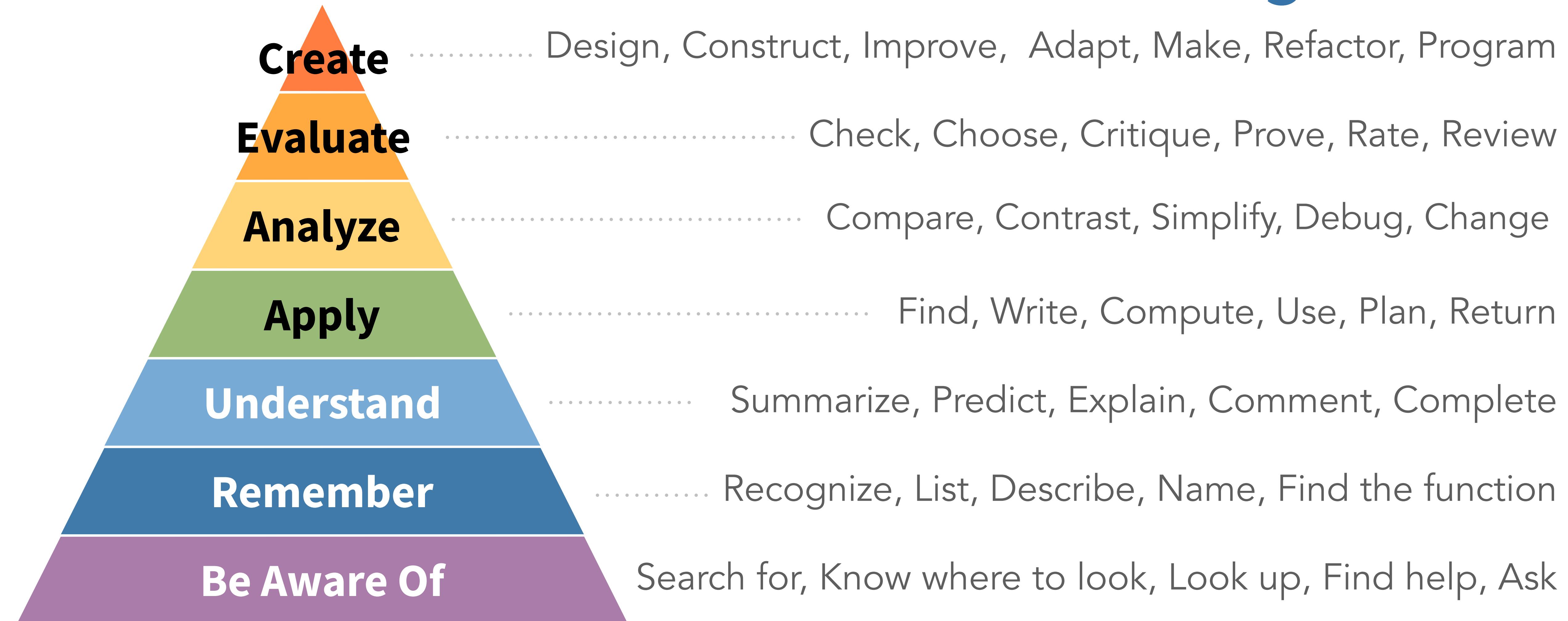
and an even bigger difference between



vs.

**Learn** how to use Shiny modules

# Bloom's taxonomy ++



# Your turn

- ▶ Improve the following not-so-ideally written learning objectives for the Shiny workshop we considered earlier:
  - ▶ Design a Shiny app from scratch
  - ▶ Understand the essentials of reactive programming in Shiny
  - ▶ Customize reactive objects in your app for better performance
  - ▶ Customize the user interface of your app
  - ▶ Build interactive dashboards
  - ▶ Explore deployment options for sharing your app
- ▶ Note that the workshop assumes experience with R, but not Shiny

Think

5m 00s

Pair

3m 00s

# Your turn

- ▶ Improve the following not-so-ideally written learning objectives for the Shiny workshop we considered earlier:
  - ▶ Design a Shiny app from scratch
  - ▶ Understand the essentials of reactive programming in Shiny
  - ▶ Customize reactive objects in your app for better performance
  - ▶ Customize the user interface of your app
  - ▶ Build interactive dashboards
  - ▶ Explore deployment options for sharing your app
- ▶ Note that the workshop assumes experience with R, but not Shiny

Think

5m 00s

Pair

3m 00s

plan  
your  
time



# Discussion

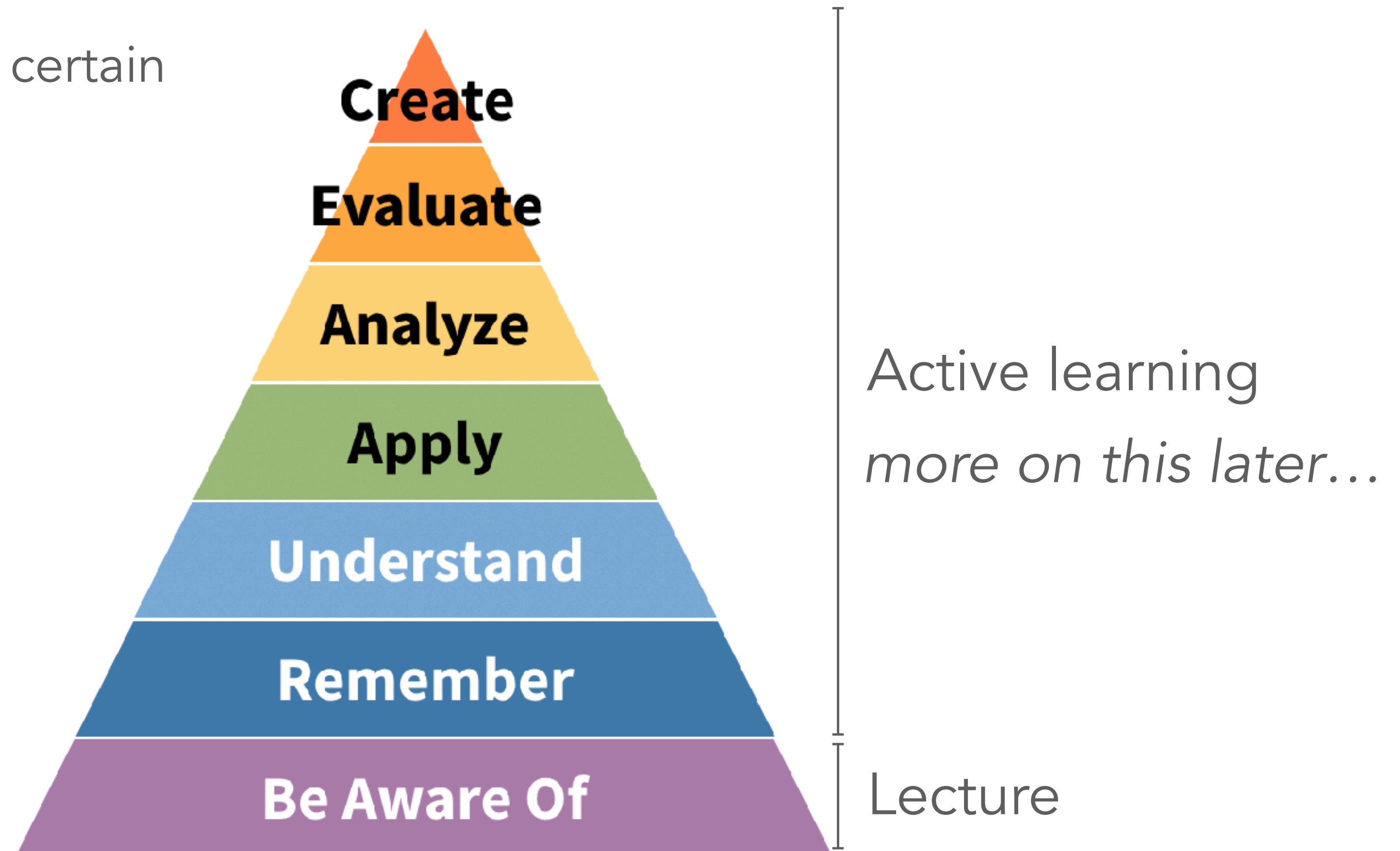
Evaluate whether it's feasible to turn these learning objectives into learning outcomes in a half-day (4 hr, with breaks) workshop.

How does one even start answering this question?

# Method of delivery

How long it takes to deliver certain material depends on

- ▶ Topics covered
- ▶ Level of desired mastery



# Running out of time

- ▶ Design your curriculum in modules, and skip as needed
- ▶ For each module, have a back up plan for self-study
- ▶ Take a minute to describe how the self-study would work, instead of rushing through the module content

# Your turn

- ▶ Suppose for an intermediate Shiny workshop you will teach the following functions:
  - ▶ `eventReactive()`
  - ▶ `invalidateLater()`
  - ▶ `isolate()`
  - ▶ `observeEvent()`
  - ▶ `reactiveFileReader()`
  - ▶ `reactivePoll()`
- ▶ Work in teams to sort this content into modules
- ▶ Tip: You should be able to describe quickly what each module is about

3m 00s

# Running out of material

Have in your back pocket:

- ▶ **Open-ended, long activity:**
  - ▶ e.g. build an app from scratch
  - ▶ Can fill as little or as much time as you have
  - ▶ Multi-step:
    - ▶ Step 1: Students who absorbed ~50% of what was taught should be able to complete
    - ▶ Step 2: Students who absorbed everything taught should be able to complete
- ▶ **Office hours:** Use pre/mid workshop survey to collect info on Shiny hurdles your students have come across and use live coding to go through a sample of them

# Your turn

- ▶ Write learning objectives for a Shiny workshop for beginners (assume familiarity with R, but not Shiny) for one of the following time periods
  - ▶ 1 hour
  - ▶ 2 hours
  - ▶ half day
  - ▶ full day
  - ▶ 2 days
- ▶ Remember to be clear and observable — include topics and functions/packages
- ▶ Compare your outlines to your teammates

Think

**5m 00s**

Pair

**3m 00s**

# Your turn

- ▶ Write learning objectives for a Shiny workshop for beginners (assume familiarity with R, but not Shiny) for one of the following time periods
  - ▶ 1 hour
  - ▶ 2 hours
  - ▶ half day
  - ▶ full day
  - ▶ 2 days
- ▶ Remember to be clear and observable — include topics and functions/packages
- ▶ Compare your outlines to your teammates

Think

5m 00s

Pair

3m 00s

# Sample curricula

[rstd.io/shiny-sample-curricula](https://rstd.io/shiny-sample-curricula)

Slides (Keynote & PDF)  
+ apps  
for workshops  
of various lengths

- ▶ 01-shiny-beginner-1hr
- ▶ 02-shiny-beginner-2hr
- ▶ 03-shiny-beginner-halfday
- ▶ 04-shiny-beginner-1day
- ▶ 05-shiny-intermediary-2day
- ▶ *TBP: keynotes for this workshop*



# know your audience



# write learning objectives



# plan your time

# Something to ponder

🤔 What does a curriculum for Shiny  
for people with no background in R look like?