teaching naked

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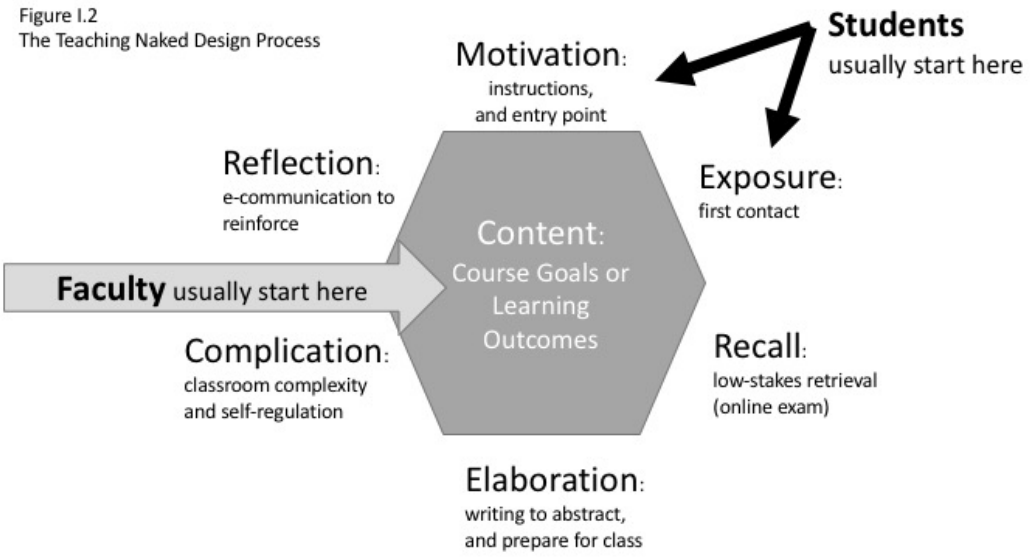
Better Design = Better Learning: A Practical Workshop

Teaching Naked Design Process



A. Learning Outcomes (and why they matter)

- write a learning outcome and design a module

Remembering (know, define, repeat, describe, identify, recall, list, tell, locate match)
Understanding (comprehend, classify, convert, explain, summarize, predict, discuss, compare)
Applying (demonstrate, modify, arrange, solve, relate, apply, examine, classify, illustrate)
Analyzing (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)
Evaluating (critique, justify, discriminate, support, conclude, judge, verify, assess, argue)
Creating (synthesize, design, formulate, revise, construct, compose, invent, imagine, propose)

B. Online Content and First Exposure

- identify discipline-specific online content or organize a podcast

Content: utubersity, Khan, OpenYale, MITOpen, Merlot.org, Coursera, EdX,
Podcasts: *teach to the many, not to the middle*.

C. Instructions and Entry Point

- find an appropriate entry point and write conditional instructions

Start with what matters to students, then connect with what matters to you
Conditional Instructions -- Teach with uncertainty
Motivate Reading (and practice close reading in class first as an example)

D. Online Exams to Improve Student Preparation for Class

- formulate sample test questions using Bloom levels

Question 1 (Analysis Level)

The following are all true statements.
Which are fact, opinion or judgement?
Which are most relevant in arguing for Y?
Which are most relevant in arguing against Y?

E. Create Better Assignments

- create a better, shorter and more efficient assignment as class preparation

Motivation: **why** are we doing this? (goal & how it connects to learning outcomes)
Clarity: around **expectations** (how long & how should this time be divided?)
Checklists: what are the **parts**? (do I think, research, write, draft, edit?)
Rubrics: share **in advance** (what matters and is most valuable)
Spacing and Interleaving: (can I do this all in one sitting?)
Relevance: (can I enhance motivation by choosing better examples?)
Practice –recall, problem sets, analysis, diagnosis, writing:
Writing – more focused prompts (What is the main argument? What problems?)
Prepare for class -make a list, find something

F. Massively Better Classrooms

- develop class activities as extensions and applications

Activities (including discussion) that use the assignment/homework!
Alter conditions (change or complicate data)
Complicate (real world examples, how would X complicate this argument?)
Reframe the problem (how does this problem differ for other disciplines?
Creative grading and model reflective behaviors (how could this change your practice?)

G. Cognitive Wrappers

- customize a cognitive wrapper

Reflect: How much time did you spend preparing?
What % of your time was spent
-thinking, reading, researching, drafting, editing?
-reading, doing problems, working in groups?
Compare: Estimate the points you lost due to...
Adjust: What will you do differently next time?

Integrated Design for Better Learning Experiences

Do you integrate: Learning Goals, Learning Activities, & Feedback?

- Technology expands the possibilities for sequence and what happens where
- Class time is expensive and precious: put the most difficult learning there