



WIDS Course Design

Course Outcome Summary

Course Information

Description	Learn how to design an entire course that supports the WIDS performance-based learning design model and software! This four-week asynchronous learning experience focuses on creating a performance-based curriculum for a course of your choosing. You will work in WIDS to develop Course Outcome Summary, Learning Plan, PAT, and Syllabus documentation. A WIDS expert will coach, guide, and encourage you as you apply concepts and principles of the WIDS instructional design model to your course. Participants will use their own WIDS curriculum management system or will be given limited access to a WIDS development site for the duration of the course.
Career Cluster	Education and Training
Total Hours	16

Types of Instruction

Instruction Type	Credits/Hours
Lecture, Online	16 Hours

Pre/Corequisites

No previous experience with the WIDS software is required.

Core Abilities

1. Apply technology to task
2. Learn effectively
3. Think critically and creatively

Course Competencies

1. **Illustrate the role of performance-based learning in the teaching and learning process**

Assessment Strategies

- 1.1. Framework for Designing Learning and Assessment

Criteria

Your performance will be successful when:

- 1.1. framework includes the outcome your learners can perform as a result of an experience
- 1.2. framework includes supporting skills, knowledges or attitudes learners will learn as they make progress toward the outcome
- 1.3. framework outlines what learners will do to learn the outcome
- 1.4. framework details how the learners will show they have mastered the outcome
- 1.5. framework details the criteria you use to assess mastery of the outcome

Learning Objectives

- 1.a. Describe the essential features of performance-based learning
- 1.b. Examine the WIDS performance-based learning model
- 1.c. Identify the advantages and disadvantages of performance-based learning for the learner and instructor
- 1.d. Identify the terminology associated with performance-based learning

2. Set up a course in WIDS

Assessment Strategies

- 2.1. Course Project Setup

Criteria

Your performance will be successful when:

- 2.1. you create or open your course
- 2.2. you identify the subunit associated with your course
- 2.3. you identify the status of your course
- 2.4. you add or revise course roles (as needed)
- 2.5. you enter course information: number, title and credits
- 2.6. you enter course prerequisites or co-requisites
- 2.7. you add textbooks, bibliography sources, and supplies (as appropriate)
- 2.8. you add core abilities, gen ed outcomes, and external standards (if they were not assigned by the program and are appropriate for the course)
- 2.9. you add grading information (if appropriate)
- 2.10. you add common course guidelines (if appropriate)
- 2.11. you generate a Quick Print report and save it as a Word document.

Learning Objectives

- 2.a. Examine the course development process in WIDS
- 2.b. Identify the various roles in the course development process
- 2.c. Navigate the course module

3. Write competencies

Assessment Strategies

- 3.1. Competency Development

Criteria

Your performance will be successful when:

- 3.1. you write at least five competencies
- 3.2. competencies describe what you want your learners to be able to do with what they know at the end of the learning experience
- 3.3. competencies begin with a single action verb (application/applying level or above on Bloom's Taxonomy)
- 3.4. competencies are measurable and observable
- 3.5. competencies are clear and concise
- 3.6. competencies describe the learner's performance
- 3.7. competencies can be accomplished within the timeframe of the course or learning experience (3-6 competencies per credit or 9-18 hours of learning)
- 3.8. competencies are linked to related outcomes, such as core abilities, program outcomes or external standards (if used in the course)

Learning Objectives

- 3.a. Define competency
- 3.b. Describe the role of competencies in performance-based learning
- 3.c. Identify several sources of competencies
- 3.d. Identify the components of a competency
- 3.e. Differentiate among Bloom's domains of learning
- 3.f. Use the Verb Library

4. Develop performance standards

Assessment Strategies

- 4.1. Performance Standard Development

Criteria

Your performance will be successful when:

- 4.1. assessment strategy names the product or process to be assessed
- 4.2. criteria form the basis for the checklist and/or rubric used to assess competency performance
- 4.3. criteria begin with the name of the product when they measure a product, and the word "learner" or "you" when they measure process
- 4.4. criteria give measurable and observable specifications for the product or process that will be assessed
- 4.5. criteria give the learner "up front" information about what is expected so the learner can take responsibility for producing acceptable work
- 4.6. criteria do not use instructor judgment as a reference, although they may refer to a checklist developed by the instructor

Learning Objectives

- 4.a. Define performance standards criteria and assessment strategy
- 4.b. Explain the role of performance standards in performance-based learning
- 4.c. Differentiate between criteria and assessment strategies
- 4.d. Identify criteria that are measurable and observable
- 4.e. Examine the Performance Standards Library

5. Write learning objectives

Assessment Strategies

- 5.1. Learning Objective Development

Criteria

Your performance will be successful when:

- 5.1. learning objectives number 2-10 per competency
- 5.2. learning objectives include supporting skills, concepts, procedures, processes, and/or principles a learner needs to perform the competency
- 5.3. learning objectives begin with action verbs (at or below the Bloom's Taxonomy verb level of the competency)
- 5.4. learning objectives are measurable and observable
- 5.5. learning objectives are clear, concise, and precise description of skills, knowledge, and attitudes
- 5.6. learning objectives specify a single performance/outcome (one verb)

Learning Objectives

- 5.a. Define learning objective
- 5.b. Describe the role of learning objectives in performance-based learning
- 5.c. Distinguish between learning objectives and competencies
- 5.d. List the characteristics of a well-written learning objective
- 5.e. Relate learning objectives to minor skills, facts, concepts, processes, procedures, and principles
- 5.f. Explain how learning objectives form the basis for learning activities and learning plans

6. Create performance assessment tasks

Assessment Strategies

- 6.1. Performance Assessment Task Development

Criteria

Your performance will be successful when:

- 6.1. performance assessment task targets one or more target competencies
- 6.2. performance assessment task is titled
- 6.3. performance assessment task includes clear directions for how to perform the task
- 6.4. performance assessment task includes a scoring guide checklist or rubric
- 6.5. performance assessment task matches performance standards (assessment strategy and criteria) outlined for competency(ies)
- 6.6. scoring guide includes a scoring standard that details the minimum performance required on the scoring guide for demonstrating competence
- 6.7. scoring guide includes a rating scale (if a rubric is used)

Learning Objectives

- 6.a. Describe the role of a performance assessment task in performance-based learning
- 6.b. Describe the components of a performance assessment task
- 6.c. Examine the relationship between performance assessment tasks and performance standards (criteria and conditions)
- 6.d. Use the WIDS Performance Assessment Task Library
- 6.e. Customize assessments used from the WIDS Performance Assessment Task Library

7. Design a learning plan

Assessment Strategies

- 7.1. Product development: Two learning plans

Criteria

Your performance will be successful when:

- 7.1. learning plan addresses one to three (1-3) related competencies
- 7.2. learning plan includes a title and overview or introduction
- 7.3. learning plan includes a series of learning activities that help learners master the competency or group of related competencies
- 7.4. learning activities begin with an action verb
- 7.5. learning activities support the learning cycle (motivate, comprehend, practice, apply)
- 7.6. learning activities are varied and require active learner involvement
- 7.7. learning activities address all of the learning objectives
- 7.8. learning activities include helpful teaching notes for conducting the activity
- 7.9. learning activities reference related learning materials
- 7.10. *optional: learning activities include activity detail (teaching supplies, function, group size, multiple intelligence and/or learning style)
- 7.11. learning plan includes assessment activities
- 7.12. assessment activities tell learners what they must do to demonstrate the target competency

Learning Objectives

- 7.a. Cite several uses for a learning plan
- 7.b. List the components of a complete learning plan
- 7.c. Define learning activity
- 7.d. Explain why learning activities are important to the learner
- 7.e. Describe how learning activities differ from assessment activities
- 7.f. Examine the learning cycle
- 7.g. Use the Learning Activity Library
- 7.h. Compile a learning plan
- 7.i. Explain the purpose of teaching plans
- 7.j. Identify the components of a well-developed teaching plan
- 7.k. Identify types of continuing improvement assessment you can build into your course of study

8. Create a WIDS syllabus

Assessment Strategies

- 8.1. WIDS Syllabus Report

Criteria

Your performance will be successful when:

- 8.1. Syllabus includes class and instructor information
- 8.2. Syllabus includes course information

- 8.3. Syllabus includes needed textbooks and supplies
- 8.4. Syllabus includes course competencies
- 8.5. Syllabus includes grading information
- 8.6. Syllabus include guidelines to enhance learner success
- 8.7. Syllabus includes a schedule

Learning Objectives

- 8.a. Add information to your WIDS profile
- 8.b. Navigate the Add New Syllabus and Copy syllabus features on the WIDS home screen
- 8.c. Differentiate between a course developer and course instructor
- 8.d. Differentiate between non-editable Course Outcome Summary data and instructor-created syllabus
- 8.e. Explain how libraries in WIDS provide tools for quickly developing syllabus information

Grading Information

This is a performance-based workshop. That means successful completion depends on your ability to demonstrate your competence in performing the course competencies. At the end of each learning plan, your instructor will ask you to submit one or more performance assessment tasks. Your work will then be evaluated according to the scoring guide and you will receive feedback on how to improve your curriculum.

These assessment activities are included in the course to support your learning:

Introduce Yourself Discussion

2.1 My Course Plan

5.2 Reflection on Developing a COS

Key Course Performance Assessment Tasks for this course:

1.1 Course Map and Learning Design Framework

2.2 Course Set Up PAT (WIDS COS Quick Print)

3.1 Competency PAT (WIDS COS Quick Print)

4.1 Performance Standards PAT (WIDS COS Quick Print)

5.1 Learning Objectives PAT (WIDS COS Quick Print)

6.1 Performance Assessment Tasks (WIDS PATs (2) Quick Print)

7.1 Learning Plan PAT (Two WIDS Learning Plans or Teaching Plan Quick Prints)

8.1 Syllabus PAT (WIDS Syllabus with Schedule)

To earn the course completion certificate or badge, you must complete all of the PATs above to minimum standards. Continual improvement is an important part of the learning process. If you do not achieve minimum competence on your first attempt, you may revise and re-submit your work.

Course Project

As a participant in this course you will use the WIDS model and software to develop performance-based curriculum for a course of your choosing.

Determine a course you want to work on. You may choose a course topic you have taught in the past, a course topic that interests you, or a new course or training that you want to develop for your institution. You can choose a course that will be delivered face-to-face or online.

TIP:

1. For the purposes of this workshop, it's best to start from scratch. You can revise an existing course--but you will learn more if you start fresh!
2. You will get some more information on choosing a course to develop as you start course design class.
- 3 You will work in WIDS to develop curriculum. If your institution has a WIDS site, make sure you have been assigned the appropriate role on your site to develop your course. If you have questions, contact your facilitator or the WIDS Site Administrator at your college. Those that do not have access to a WIDS site will be provided access to WIDS for the duration of this course.

