Rules of Engagement

Adult Learning Principles
Instructional Design Models and theories
Instructional Strategies

Rules of Engagement

The switch over to Hyflex model from conventional teaching methods is the need for the hour. Here are some best practices that can make the experience more effective for learners and more enjoyable and fulfilling for faculty members.

These best practice recommendations and resources according to some major steps in course design and execution:

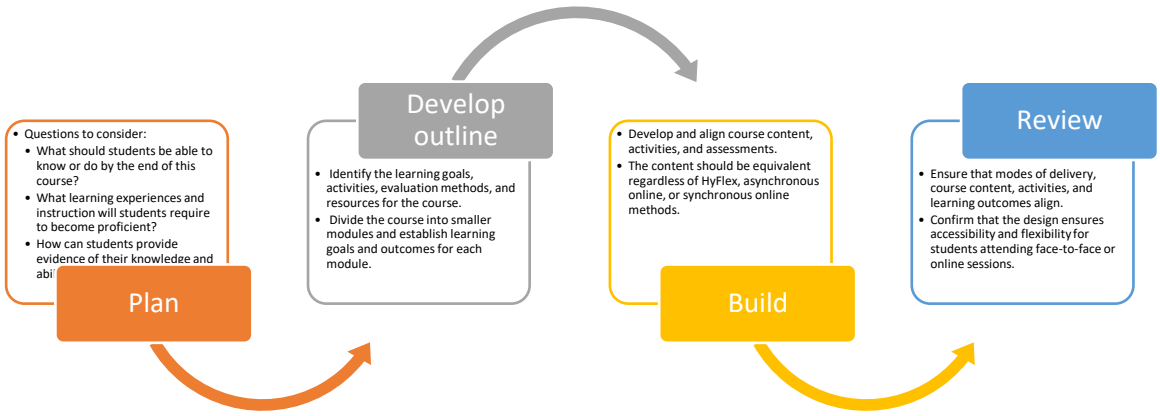
A welcome message:

A welcome message serves the dual purpose of conveying key course information and creating a sense of community. It acts as icebreakers. One can write or record it and share it by Blackboard, Courseware, Microsoft Teams, or E-mail. It is recommended to include at least a greeting (and short autobiography of the faculty), information on accessing the course, and technical-support resources.

Determining learning objectives and teaching styles

It is recommended that the fundamental course planning principles remain the same, whether a traditional face-to-face course or a course with a significant online component is needed. The focus should be on the learning objectives. Online teaching tools and techniques based on the learning objectives. Beyond the learning objectives, what one should consider is integrating their teaching style into their teaching choices. Faculty members may seek help of Instructional Designers to streamline their analysis.

Course Design



Organizing course materials

In an online, Hybrid or HyFlex course, offering shorter presentations combined with assessments or other activities helps keep students engaged. These techniques generate more materials in the LMS making organization of resources critical.

Faculty members should ensure that there is consistency in how materials are organized, when they are uploaded, how they are named, and how they are used.

Tools to create course materials

Strategy	Tools	Examples
Video based content	Go Animate Powtoon	Introductions/orientation Announcements Demonstrations Digital storytelling/ Case studies/situations
Brainstorm and share	MS Teams (Breakout rooms) + Mural	Group project collaboration Peer review of assignment Formative assessments
Study and review	Quizlett Kahoot	Review games Pre-scripted feedback Student-created questions
Meet synchronously	MS Teams Skype Zoom	Student presentations Real-time challenges Polling Breakout small group discussion Team meetings
Create visualizations	Picktochart Glogster	Interactivity Photo-based quizzes Portfolios Charts/graphs

It is highly recommended that the lectures are recorded. The faculty members may choose when and how to use these recordings, and having the recorded lectures gives the faculty many options for improving the course content, building asynchronous and emergency on-line backups for the topic. The learners can be informed upfront that livestreamed presentations and discussions will be recorded, and these resources are available to them for reference.

Ensuring engagement

Although hyflex sessions will be like face-to-face classrooms, it is recommended that faculty should ensure that remote learners are also fully involved in the learning process. Remote students may interact in various ways. For example, both Microsoft Teams and Zoom allow for audio and video interaction with participants and have a ‘raise-hand’ feature, which will need to be monitored. Microsoft Teams and Zoom also have a chat function, which needs to be monitored during discussions, as well. Knowing that there will be discussions in the chat feature, it is recommended

that the faculty member designate a person to monitor them, either a teaching assistant or a student volunteer so that the faculty member does not need to digress from the session.

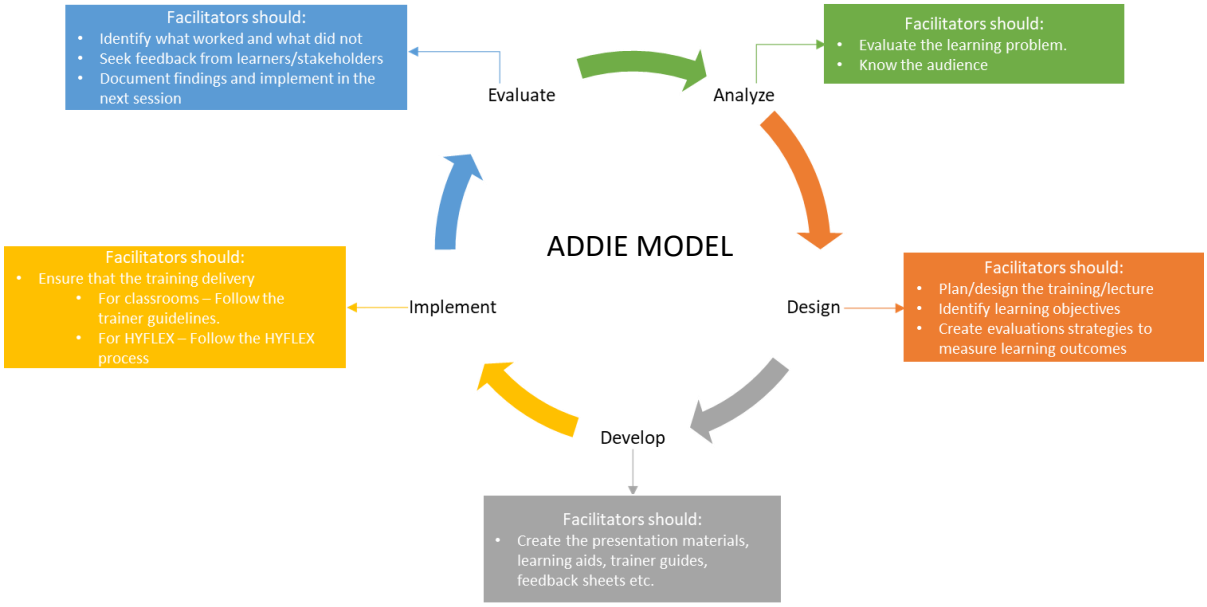
Adult learning principles

Effective learning happens when…	The trainer/facilitator should…
Learning is self-paced/self-directed/ autonomous	• Consider the needs of the learning beyond the ones identified by the learners • Involve the learners in the learning process • Give the learners the autonomy of learning
Learner's experience is acknowledged	Know the audience: • What they already know • What they what to know
Learning styles are considered	• Visual • Auditory • Kinaesthetic • Understand their cognitive bias
Learning is goal driven	• Show the overall picture of the learning upfront • Explain what it is in for the learners • Explain the practical outcomes of the learning
Learning is relatable and relevant	• Provide examples and experiences which the learners can relate to • Use examples which the learners may encounter after the training
Learning is interactive	• Encourage interaction (in Classrooms) • Add interactive elements (in Online training) • Hands on applications/simulations
Feedback is received	• Share information on aspects that went right • Share information on aspects that went wrong
Learning environment is courteous	• Be patient • Be respectful

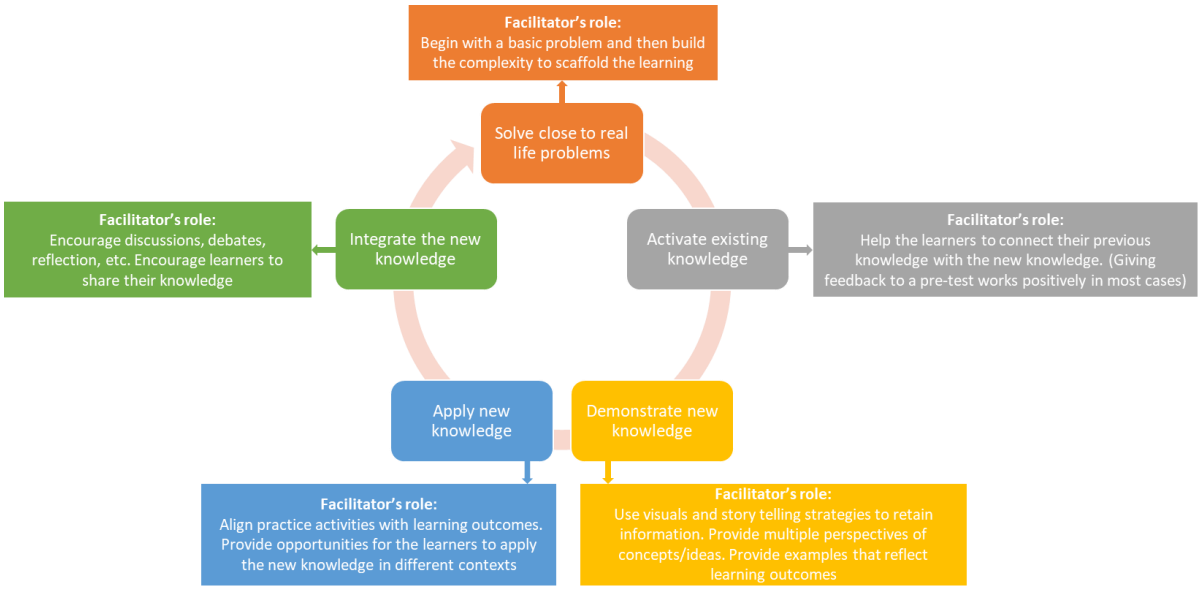
Reference:

Collins, J. (2004). Education techniques for lifelong learning: principles of adult learning.

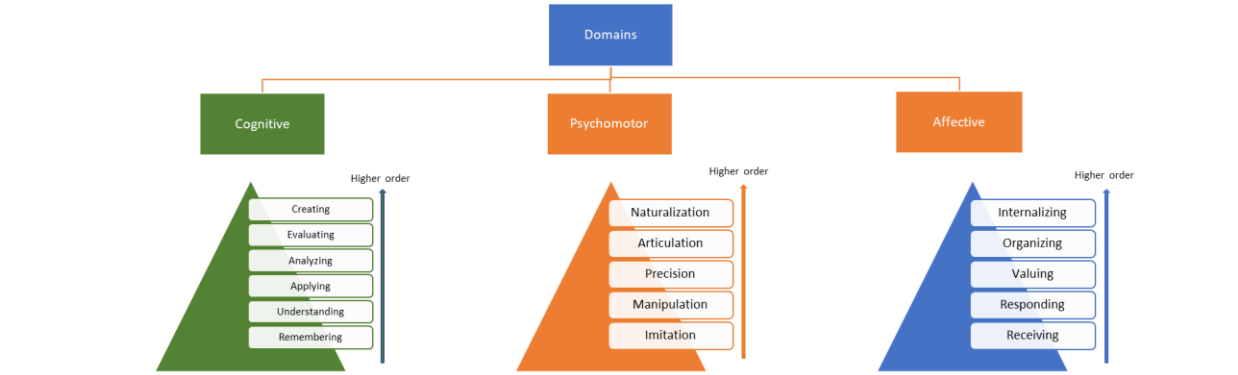
Instructional Design theories and models



Merrill's principles of instruction



Blooms Taxonomy



Level	Description	Verbs
Remember	Remember or recall information	arrange, define, describe, draw, identify, indicate, label, list, match, name, point, order, outline, quote, recite, recognize, recall, repeat, select, state, tell
Understand	Draw conclusions from information	associate, classify, compare, compute, contrast, convert, defend, describe, differentiate, discuss, distinguish, estimate, explain express, extend, extrapolate, generalize, identify, indicate, interpret, locate, recognize, rewrite, select, summarize, translate
Apply	Use previously acquired information in a setting other than the one in which it was learned.	apply, calculate, change, choose, complete, compute, demonstrate, examine, illustrate, interpret, modify, order, practice, report, review, schedule, show, solve, translate, utilize
Analyze	Identify logical errors or differentiate among facts, opinions, or conclusions.	appraise, breakdown, calculate, categorize, compare, contrast, criticize, debate, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, inspect, outline, relate, select, separate, summarize, test
Evaluate	Solve unfamiliar problems in unique way or combine parts to form a unique or novel solution.	Appraise, Judge, Compare, Justify, Contrast, Support, Criticize, Validate, Defend
Create	Form judgments and decisions about the value of methods, ideas, people, products.	arrange, assemble, collect, combine, compose, construct, detect, develop, devise, formulate, generate, generalize, integrate, manage, relate, reorganize, revise, summarize, synthesize, tell, write

Level	Description	Verbs
Imitation	Observe and replicate.	copy, follow, replicate, repeat, adhere
Manipulation	Repeat activity from memory (follow the steps of the activity in the correct sequence).	build, perform execute implement
Precision	Independently perform the activity.	calibrate control, show, demonstrate, complete
Articulation	Use expertise to satisfy non-standard objectives.	solve, combine coordinate adapt formulate
Naturalization	Unconscious mastery of activity and related skills.	define, aim, manage project-manage

Level	Description	Verbs
Receive	Awareness, willingness to hear, selected attention.	ask, choose, select, point to, locate, reply, name
Respond	Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	answer, assist, aid, comply, conforms, discuss, greet, help, label
Valuate	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment.	complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work
Organize	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system.	adhere, alter, arrange, combines, compare, complete, defends, explain, formulate
Internalize	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner.	act, discriminate, displays, influences, listen, modifie, perform, practices, propose, qualifies, question, revise, serve, solve, verify

Instructional Strategies

Strategy	Description
Flipped classroom	Students access e learning programs or recorded lectures prior to attending the class. In the class they deliberate upon the topic learned.
Reflection papers	Students comprehend their understanding by responding to a question (by witing an essay)
Case Studies	Students learn concepts from a case (useful in humanities)
Scenario based discussions	Students learn the concepts from a scenario related to an aspect learned
Peer learning	The students team up with their peers and discuss the answer to a question. Once they are done, they present their finding to the class. (Ideal for quick and small interactivity)

Role play	The students roleplay pre scripted characters the other observe the communication and other aspects (this is ideal for soft skills training like negotiation skills, leadership skills etc.
Project based learning	An assignment is given to the students. They have to individually research on the subject and present their study to the class.
Infographics and chars	Students create mind maps and infographics of the aspects discussed in the class. This happens at the end of the class.

Student Assessment

Assessments
Grading and Rubrics

Effective Assessments

Assessments

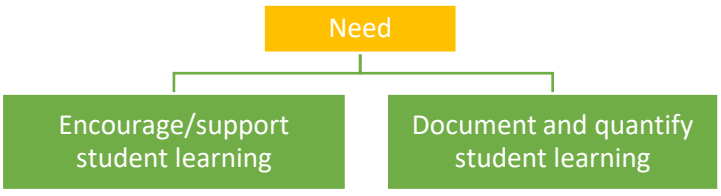
In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

The coronavirus pandemic has brought unprecedented challenges to educational institutions around the world. Many learning centers had to alter their pedagogy in widely varied contexts with inequitable access to technology and other vital resources. As the learning centers were making these changes, the members of the faculty recognized that they do everything which they did before.

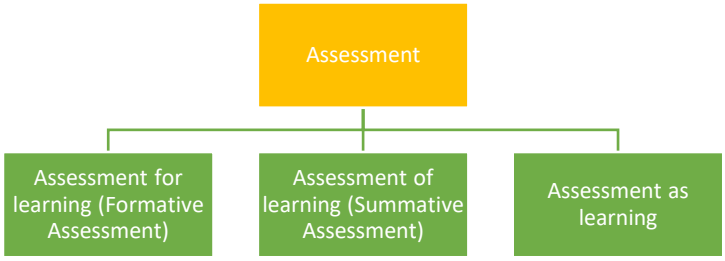
An introspection led to:

- Examining purposes
- Establishing priorities
- Deciding what is important

When it comes to assessments and grading, two needs influence these decisions.



Types of Assessment



Assessment for learning (Formative assessments):

Assessment is used as an investigatory tool to find what the students have learned from a particular learning program. Formative assessments are used to gauge how much the students know and what they can do. It also helps the members of the faculty to identify confusions, pre-conceptions, and gaps in the learning.

Example: Assignments/Projects, class observations, and ungraded quizzes to understand student learning process/progression and modify teaching plans accordingly.

Assessment of learning (Summative assessment):

Strategies designed to confirm whether the students have met the learning objectives of their individualized programs. It also certifies proficiency required for promotion to the next level/advanced programs.

Example: a final test at the end of the academic year, as it measures how much the students have learned through the program.

Assessment as learning:

A process of metacognition (intentional thinking about how one will think and learn). Learners are encouraged to explore. They will then make adjustments and generalizations to the learning and thinking processes based on the feedback they receive.

Example: When giving feedback on written tasks, using a code that indicates the kind of mistake (For instance – SC for spell check) instead of providing the correct answer. This allows students to introspect and reflect on their learning process.

Active learning and formative assessment

Questioning and classroom discussion can serve as opportunities to assess students' knowledge to make instructional decisions. Members of the faculty will have to ask reflective questions rather than simple, factual ones. To ensure maximum participation follow the below strategies:

- Invite students to discuss their thinking about a question or topic in peer groups
- Ask a representative to share the thinking with the larger group (the whole class)

- List multiple possible answers to a question, then ask students to vote the best answer. (in case of an online session using MS Teams, one can use 'Mural app' to create interactive polls)
- Have students write their understanding of concepts before and after instruction.
- Towards the end of the session, ask the students to summarize the main ideas.
- Have students answer a set of questions at the end of session and discuss the answers with the class.

Grading

Grading is a way to evaluate each individual student's performance and learning. Grading can include letter grades (A, A+, B…), percentages (45%, 90%) and even a simple pass/fail.

Grades can be attached to physical activities like writing assignments, lab work, projects, reports, and tests. They can also be assigned to activities that a faculty member feels are important to the learning experience. These can include participation, attendance, classroom behaviour and even effort.

Rubrics

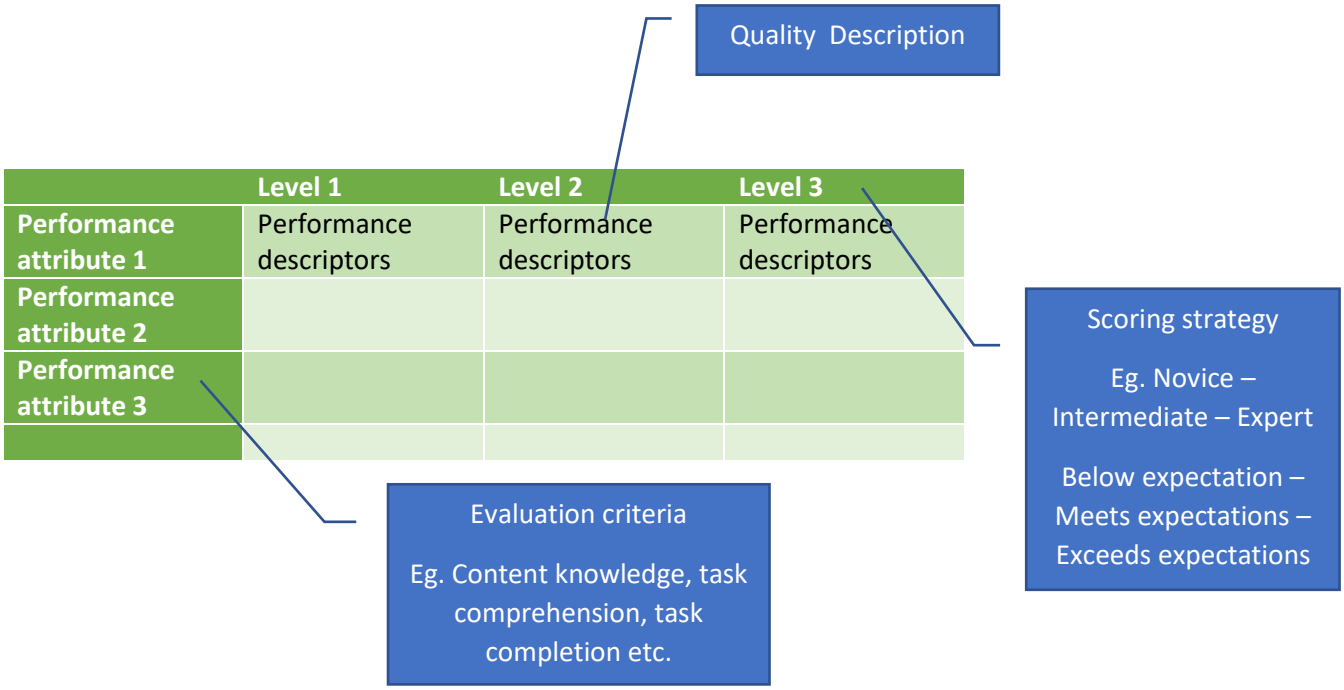
What is it?

Rubrics is a tool that enables faculty members to grade objectively by using explicit set of criteria for assessing a given assignment.

The criteria considered for rubric assessment include:

- evaluative criteria
- quality descriptions for those criteria at levels of achievement
- scoring strategy

They are usually presented in table format. It can be used by faculty members while evaluating the assignment, and by students when planning their work.



Rubrics, when used with formative assessment purposes, have proven to be effective on students' learning. Rubrics allows the faculty to provide personalised feedback. It also allows the students to take ownership of their progress as well as identifying areas of improvement.

Why use rubrics?

Rubrics makes the faculty members' standards and grading explicit. It also gives students a clear sense of:

- What the expectations are for a high level of performance on the given assignment?
- How can these expectations be met?

This use of rubrics can be most effective when the students are first times with taking into consideration the task.

Types of rubrics

There are 2 types of rubrics – Analytic and Holistic

Analytic rubrics

It considers performance on each assessment criterion. The analytic rubric allows the faculty to identify an individual's performance against each assessment criteria. This can be helpful in the evaluation process and when giving feedback to the individual. The faculty member can tell the individual exactly what areas he/she is performing well in and need to improve on.

Holistic rubrics

It considers general levels of performance. It gives a description of the different performance levels, for example novice, master, or expert. The levels can take many different names, and the faculty member can choose as many levels as he/she feels appropriate. It is recommended to include the same number of levels as the number of grades available for students.

Comparison of Holistic and Analytic rubrics

Aspect	Analytic rubric	Holistic rubric
Advantages	Helps in identifying specific strengths/weakness of students. This information can be used for giving specific feedback for improvement or altering teaching strategies	• Comparatively intuitive and efficient • Highly reliable • Easier for learners to understand the aspects of scoring
Disadvantages	Time consuming – A different rubric must be created to measure each aspect	Does not give specific feedback (No improvement in performance expected)
Usage instance	Instances where corrective feedback is important	• Instances where a single trait is measured • Instances where an overall rating of performance is important

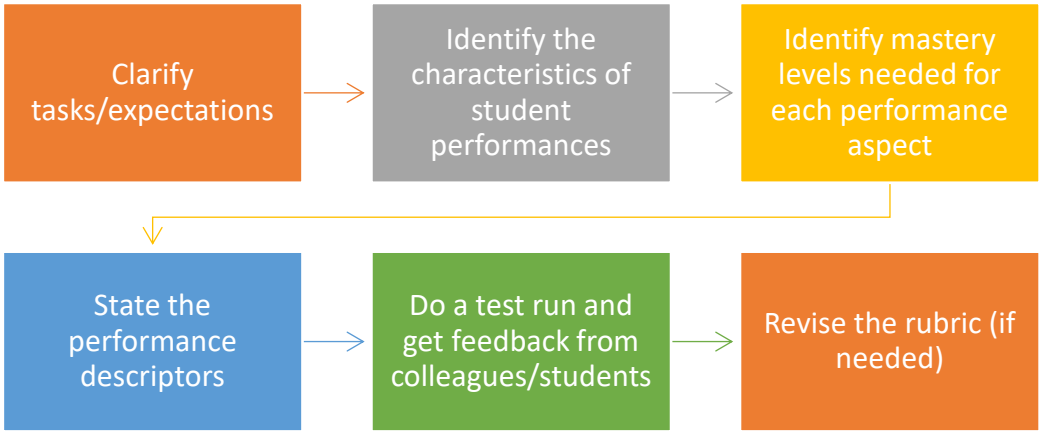
Why should one consider rubrics?

Rubrics help the faculty to:

- Provide clear and concise feedback, which is focused on methods to improve learning.
- Clearly explain assignment expectations.
- Alter teaching strategies by reviewing rubrics across a class.
- Develop consistency in how students are evaluated
- Save time on grading; Will give more time to focus on teaching/facilitating/mentoring.

Rubrics help students:

- Focus their efforts on completing assignments as per the pre-set expectations.

- Will be able to reflect on learning based on the feedback
- Make informed changes in studying methods to achieve the desired learning level.

Getting started with rubrics