Instructional Redesign Program

Planning New Redesign Track

Implementation Plan Guide

# Getting Started

Participants in the **Planning New Redesign Track** of the Instructional Redesign (IR) Program will complete and submit a detailed plan for the implementation and assessment of a new, evidence-based instructional strategy or approach. Participants in the Planning New Redesign Track can choose from the following two options for successful program completion. Use this guide to choose the option that is right for you and to develop your IR Plan for Implementing New Redesign.

**Select the Planning New Redesign Track Option**

## Planning New Redesign Track: Option 1

Participants may choose from a selection of templated, Institute suggested projects. Templated project options are provided below.

1. Polling with Peer Instruction
2. Enhancing Transparency in Assignments
3. Creating opportunities for Formative Assessment: Minute Paper and Muddiest Point Classroom Assessment Techniques
4. Fostering Active Learning through Jigsaw

Contact the Drake Institute at [drakeinstitute@osu.edu](mailto:drakeinstitute@osu.edu) learn more about these suggested projects and to get started.

## Planning New Redesign Track: Option 2

Participants may propose their own, unique project to introduce a new evidence-based strategy for instruction. Select this option if you have a particular instructional challenge or are interested in a specific area in which you would like to improve your instruction outside the projects suggested in Option 1.

See the Planning New Redesign Track: Option 2 Project Guide to get started.

**STEP 1: Defining the Instructional Challenge Statement**

# Step 1: Instructional Challenge Statement

State the challenge that you plan to address or the element of instruction that you will work to improve through introduction of the one or more evidence-based teaching strategies.

*Insert challenge description here.*

## Step 1 Section Resources

### Example IR Challenge Statements

1. *I targeted this course for redesign because I felt that while we were offering our students valuable learning activities and experiences with other health science students, the evaluation and assessment of the course was lacking.  The course is graded as a satisfactory/unsatisfactory course and much of the assessment related back to participation in activities.  It was difficult to tell if students were really learning and internalizing the value of interprofessional work.   
   - Alexa Valentino, PHR 7801*
2. *The “teaching problem” I identified during the summer of 2020, when I submitted my initial “getting started” application, was to encourage and promote more robust and sustained student participation in the course—specifically during class discussions, in class and online… Class discussions were, in general, rich and productive, based in part, I believe, on the incentives to come to class prepared, by studying and reflecting on the relevant topics each week prior to class. But there were still students who, though they may have submitted comments or questions and done well on the quiz, remained reticent during class discussions. My intent was to bring more of these students into the fold of in-class discussion.  
   - Ryan Skinner, AFAMAST 2285*
3. *The instructional goal for this IR project is to enhance the student's responsibility in designing their own learning plan using the study cycle, growth mindset, and grit. Since 2019 and through Summer 2021 this content has been presented to students using asynchronous learning pages/videos in Carmen with a paired class discussion board (graded) or assignment (graded) to foster reflection. However, the teaching problem is that the students' self-reflection responses are generated one-time and may or may not receive a peer comment. Students are required to comment on several peers’ posts, but it is not required, and unknown, if a student interacts with comments left for their work (if any). Additionally, the discussions & assignments are not revisited nor refined over time. Through individual discussion with current and former 1205 students, there is a disconnect from this learning resources content and using these learning strategies in a future class…I am realizing that these students understand what the study cycle is, and how growth mindset and grit are useful in learning. However, students are not thinking about, or planning how, these can be used to foster learning in 1205 or in the future in 1210.*    
   *Rebecca Ricciardo – CHEM 1205*

**STEP 2: Creating the IR Outcome Statement(s)**

# Step 2: IR Outcome Statement(s)

Here, please provide a list of the outcomes that you hope to observe and measure following the evidence-based changes that you will introduce. As written, each outcome statement should be measurable and should align to the instructional challenge or area of improvement described earlier.

*As a result of the evidence-based instructional strategy or approach I describe in this plan, I anticipate the following:*

* *Insert intended or observed outcome #1*
* *Insert intended or observed outcome #2 (optional)*
* *Insert intended or observed outcome #3 (optional)*

## Step 2 Section Resources

### Outcome Writing Guide

***Need support in writing measurable outcomes for your particular project?*** [***Click here for tips/guidance***](https://drakeinstitute.osu.edu/instructor-support/assessment-plan-development/articulate-course-goals-and-learning-objectives)***.***

### Example IR Outcomes

#### IR Outcomes Example 1:

To address these [IR] problems, I developed three goals for improved student outcomes.

1. *Students will have high overall satisfaction with the delivery of the course.*
2. *Students will demonstrate competence in the areas of (a) administering and interpreting assessments and (b) writing Individualized Education Program goals and benchmarks through tests and major assignments.*
3. *Students will perceive that I am making positive changes to the course in response to their feedback.*

*- Matthew Brock - ESSPED 5736*

#### IR Outcomes Example 2:

1. *We observed that most argumentative final research papers were superficial in their arguments and rarely ever provided counterarguments to common objections against their thesis. We sought to develop an assessment that would better engage students in counterargument writing.   
   Nicholas Denton – PHR2367*

**STEP 3A: Selecting the Strategy – Prior Teaching and Learning Supports**

# Step 3A: Strategy Identification and Selection Process

## Document Prior Professional Learning on Teaching

The list below provides a collection of professional learning opportunities potentially supportive of evidence-based teaching. Please indicate any professional learning that you have previously completed that in any way relates to or supports your IR work. Please note that no prior professional learning is required.

Drake Institute Workshop(s)

Other OSU Workshop(s) (Please Name)

External Trainings/Workshops

Course Design Institute

Faculty FIT Program

Drake Institute Teaching Endorsement

Learning Community (Drake Institute Facilitated)

Learning Community (non-Drake Institute)

Community of Practice (Drake Institute Facilitated)

Community of Practice (non-Drake Institute)

IR Recipe

Consultation(s) with Drake Institute Staff

Consultation(s) with other OSU Offices/Centers/Institutes

Work/Meetings with Colleagues

Independent Reading (books, journal articles)

Other supports or experiences (explain)

Enter explanation of “Other” selection

**STEP 3B: Selecting the Strategy – Self Assessment of Needs**

# Step 3B: Professional Learning Needs Self-Assessment

You have just reported on your prior experience(s) in teaching professional development. Now, take a moment to determine if further supports are needed to successfully complete this IR implementation plan. Do you already have a change or strategy in mind? If so, are you confident that you can develop a plan for implementation that reflects evidence-based practice? If not, do you need help in finding resources and opportunities to learn about potential options? Use the self-assessment tool below to help identify your next steps in the IR program process.

1. Do you already have a new approach or strategy in mind for your IR project?
   1. *If yes, move to the next question.*
   2. *If no,* [*click here to locate resources*](https://drakeinstitute.osu.edu/professional-learning) *or* [*click here to request a consultation with a Drake Institute representative*](mailto:drakeinstitute@osu.edu?subject=Instructional%20Redesign%20Support)*.*
2. Is the approach or strategy that you are considering evidence-based?
   1. *If yes, move to the next question.*
   2. *If no,* [*click here to locate resources*](https://drakeinstitute.osu.edu/professional-learning) *or* [*click here to request a consultation with a Drake Institute representative*](mailto:drakeinstitute@osu.edu?subject=Instructional%20Redesign%20Support)*.*
3. Could you direct a colleague to opportunities (e.g.. workshops, trainings, experiences) or resources (e.g. books, videos, articles) that would support their own evidence-based implementation of the strategy?
   1. *If yes, move to the next question.*
   2. *If no,* [*click here to locate resources*](https://drakeinstitute.osu.edu/reading-list) *or* [*click here to request a consultation with a Drake Institute representative*](mailto:drakeinstitute@osu.edu?subject=Instructional%20Redesign%20Support)*.*
4. Are you confident that you can create a plan to implement the strategy you are considering in a way that reflects evidence-based best practice and in sufficient detail that a colleague could use your plan to replicate the approach in their own course and context?
   1. *If yes, congratulations! You appear to be fully prepared to move forward in developing your IR implementation plan. Please proceed to the “Planned Evidence-Based Strategy or Approach” section.*
   2. *If no,* [*click here to request a consultation with a Drake Institute representative*](mailto:drakeinstitute@osu.edu?subject=Instructional%20Redesign%20Support)*.*

**STEP 3B-2:Additional Supports**

# Step 3B-2: Additional Supports and Resources Related to Evidence-Based Instruction (if applicable)

After completing your IR Professional Learning Needs Self-Assessment, if you identified a need for additional guidance or help in identifying evidence-based connections to your instruction, please share in the field below the programs, supports, or experiences that you have now accessed or utilized to support the creation of your New Redesign Implementation plan. (Please select all that apply)

Drake Institute Workshop(s)

Other OSU Workshop(s)

External Trainings/Workshops

Course Design Institute

Faculty FIT Program

Drake Institute Teaching Endorsement

Learning Community (Drake Institute Facilitated)

Learning Community (non-Drake Institute)

Community of Practice (Drake Institute Facilitated)

Community of Practice (non-Drake Institute)

IR Recipe

Consultation(s) with Drake Institute Staff

Consultation(s) with other OSU Offices/Centers/Institutes

Work/Meetings with Colleagues

Independent Reading (books, journal articles)

Other supports or experiences (explain)

Enter explanation of “Other” selection

**STEP 3C: Selecting the Strategy – Strategy Description**

# Step 3C: Evidence-Based Strategy or Approach

What is the evidence-based instructional strategy or approach that will be described in this plan?  
  
**\*Defining “Evidence-Based” for Instructional Redesign:** For a strategy to be considered “evidence-based,” it should be described in one or more books, articles, or resources from the Scholarship of Teaching and Learning literature, Discipline-Based Education Research literature, or general education literature. The information and guidance included in the relevant literature should be used to guide or shape your own implementation of the strategy or approach.

* *Provide a brief description of strategy or approach #1*
  + *Required: Resource/reference to support strategy implementation (article, book, training, workshop, etc.)*
* *Provide a brief description of strategy or approach #2 (optional)*
  + *Required: Resource/reference to support strategy implementation (article, book, training, workshop, etc.)*
* *Provide a brief description of strategy or approach #3 (optional)*
  + *Required: Resource/reference to support strategy implementation (article, book, training, workshop, etc.)*

*\*See next page for Section Resources*

## Step 3C Section Resources

***Interested in professional learning opportunities around teaching that might support your IR effort?*** [***Click here to view a list of IR-supportive professional learning opportunities at OSU.***](https://drakeinstitute.osu.edu/events)

***Would you like recommendations for books or articles on teaching and learning?*** [***Click here to visit the Drake Institute Reading List.***](https://drakeinstitute.osu.edu/reading-list) ***Any of the listed resources could be used to help shape your IR project.***

***Need ideas for strategies to help address your challenge or area for improvement or opportunities through which you can learn about new strategies and approaches to teaching?*** [***Reach out to the Drake Institute***](mailto:drakeinstitute@osu.edu?subject=Instructional%20Redesign%20Support)  ***and inquire about our “IR Recipe” resources . Each describes an evidence-based teaching strategy, steps for successful implementation, and suggested options for assessment and evaluation.***

### Example Evidence-Based Strategy Description 1:

* Application of the Transparency in Learning and Teaching Framework to multiple course assignments, which is a published, evidence-based approach to planning course assignments.
  + Information on TILT was provided during the Drake Institute Course Design Institute
  + the TILT Framework Transparent Design Template is available online (<https://tilthighered.com/assets/pdffiles/Transparent%20Assignment%20Template.pdf>)

### Example Evidence-Based Strategy Description 2:

* I used the three of the ten suggestions for improving performance of student teams from Hansen, R.S. (2006).
  + Hansen, R.S. (2006). Benefits and Problems With Student Teams: Suggestions for Improving Team Projects, Journal of Education for Business, 82:1, 11-19, DOI: 10.3200/JOEB.82..11-19.

**STEP 4: The Implementation Plan**

# Step 4: The Implementation Plan

## Timing of Implementation Estimate

When, approximately, during the term will the students be impacted by use of the new strategy/approach?

Early in the Term

Mid-Term

Late in the Term

Throughout the term

## Implementation Plan Table

*Provide a detailed description of your planned implementation by completing the Implementation Plan Table below. Provide all information necessary for a reader to replicate your effort in their own course. Be sure to reference any relevant supplemental materials (assignments, worksheets, activity plans, quizzes, etc.) that will be included in the report appendix in your descriptions. Spaces for up to 10 steps are provided here. Only use the number of steps necessary to fully describe your strategy or approach. Additional steps, when needed, may also be included. For an example table, see “Section Resources” below.*

|  |  |
| --- | --- |
| Implementation Step 1 | Step 1 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 2 | Step 2 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 3 | Step 3 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 4 | Step 4 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 5 | Step 5 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 6 | Step 6 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 7 | Step 7 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 8 | Step 8 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 9 | Step 9 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

|  |  |
| --- | --- |
| Implementation Step 10 | Step 10 Intended impact: |
|  |  |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).* | |

## Step 4 Section Resources

### Example Implementation Plan Table

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| --- | --- |
| Implementation Step 1 | Step 1 Intended impact: |
| Emphasized the importance of teams and teamwork to my students. | To help justify to students why they are being asked to complete the group project and to motivate them to participate in that activity. |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).*  Initial Introduction to the Project: I intentionally spoke to the students for approximately 5 minutes during the project introduction about the importance of teamwork across careers and shared one of my own experiences in working with teams.  In the Project Materials: I included the following statements in the Project Overview document: “You are being asked to work collaboratively with a group of your classmates on this project. This is a part of this project, because in both our discipline, as well as across most disciplines that involve real-world work and problems, individuals are constantly required to come together and successfully work in teams/groups. I have intentionally modified this project to include pieces that will help you learn to be more efficient and effective in working as a part of a team. All of these changes were guided by peer-reviewed literature on supporting students in group/team assignments. | |

|  |  |
| --- | --- |
| Implementation Step 2 | Step 2 Intended impact: |
| Early-term team-building exercises | These exercises were intended to allow group members to get to know one another and to help facilitation of team identity. |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).*  The first exercise (lecture 2) provided 15 minutes for groups to physically form in the class space (rearrange to find their team members) and for each of the team members to “interview” another team member, then introduce that individual to the rest of the team. They were then assigned numbers (1-4) and a “quiz” (not counted for correctness) was used to test each member’s ability to recall information about their different group mates. The questions were shown on the lecture screen and each individual was asked to write down their own responses. Four questions were posed (because each group consisted of four members) The specific questions are shown in my Project Overview ppt, slides 4-7. After the quiz, the groups shared their answers and corrected one another if/when they were incorrect.  For the second exercise (lecture 3), teams formed and were asked to complete the following three tasks (1) Create a team name and logo (2) Write a team mission statement and (3) create a team plan for completing the major required elements of the group project listed on the syllabus. This plan was guided by a worksheet provided (see Group Planning Worksheet.doc) and was intended to both help the students formalize their roles and responsibilities, but also to become more familiar with the project tasks and requirements throughout the term. | |

|  |  |
| --- | --- |
| Implementation Step 3 | Step 3 Intended impact: |
| Required (and provided feedback to groups on) three “check-in” points spaced evenly across the term, with the third required two-weeks prior to the start of group presentations. | To keep groups on track and to provide feedback on projects that groups could use to improve along the way. |
| *Describe what the step listed above looks like in the course (what, when, where, etc.).*  Three project “check-in” assignments were created. These were mainly completed outside the class, but 15 minutes of class time was provided for groups to begin/organize work on each. The first “check-in” asked the groups to report out their agreed-upon roles and responsibilities for different aspects of the group project. This is actually related to another of the recommendations presented in the Hansen article. Limited feedback was provided to each group and focused on whether plans seemed reasonable and whether each group member appeared to have opportunity to contribute significantly to the success of the project. The second “check-in” asked students to share their draft outline of the presentation, including potential references and resources to be used, topics of focus, and team member contributions to the draft. When individuals were identified as having not yet contributed to the draft outline, they were provided one week to “catch-up” by identifying new or reviewing already identified resources and by offering feedback on the draft related to how well it met criteria listed in a project rubric that I had shared with them (see Presentation Rubric.pdf). The third “check-in” asked students to record (online) a practice presentation, submit a reflection on their own self-assessment of individual and team performance, and to submit each (recording and reflections) to me for review and feedback. | |