The Big Picture and Research Questions (Activity 1)

**Context**

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| Primary course format:  ⬜ Lecture, seminar, tutorial, capstone project  ⬜ Clinical, community based, internship  ⬜ Lab, studio  ⬜ Non credit/self-registered  ⬜ MOOC, professional education  ⬜ Program-level project (not limited to a specific course)  ⬜ A combination thereof  ⬜ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Course level  ⬜ 100  ⬜ 200-400  ⬜ Graduate  ⬜ A combination thereof  ⬜ A program-level project  ⬜ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ⬜ N/A | Class size  ⬜ Small (fewer than 50 students)  ⬜ Medium (50-150 students)  ⬜ Large (more than 150 students)  ⬜ N/A |

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| **Practice**  (What are you evaluating?) | **Area of Impact**  (What would you like to affect?) |
| Active learning ⬜   * E.g., clicker questions, group activities   Assessment ⬜   * E.g., new types of assignments, using rubrics for marking   Community based learning ⬜  Content – instructor generated ⬜   * E.g., instructional videos, worksheets, lecture notes   Content – student generated ⬜  Other practice ⬜ | ⬜ Actions and behaviours (e.g. time on task, enrolment)  ⬜ Attitudes and motivation (e.g. personal goals, perceptions)  ⬜ Course specific knowledge  ⬜ Instructional team practices (e.g. TA roles)  ⬜ Lifelong learning skills (e.g. teamwork, critical thinking)  ⬜ Other area of impact |

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| **Practice: BE SPECIFIC!**  (What are you evaluating?) |  | **Area of Impact: BE SPECIFIC!**  (What would you like to affect?) |
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| Research questions: |
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Identify Evidence

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| **Actions and behaviours (e.g., time on task, enrolment)**   |  |  | | --- | --- | | **What?** | **How?** | | 1. Attendance | * Observation * Self reports * System logs | | 1. Time on task | * System logs * Self reports | | 1. Enrolment | * Course registration | | 1. Forum activity | * Who posts and how often? * Who talks with whom? (social network analysis) | | 1. Participation | * Observation * Self reports * Diaries | | **Attitudes and motivation (e.g., satisfaction, personal goals,**  **perceptions about discipline)**   |  |  | | --- | --- | | **What?** | **How?** | | 1. Satisfaction, perceived value (about a course or its elements) | * Student evaluations * Surveys * Focus groups * Interviews | | 1. Perceptions about the discipline | * Surveys * Focus groups * Interviews | | 1. Confidence, self efficacy | * Survey (standardized) | | 1. Motivations (e.g., for taking the course, becoming a major, spending time on assignments) | * Surveys * Focus groups * Interviews | |
| **Course specific knowledge (e.g., the French revolution, F=ma)**   |  |  | | --- | --- | | **What?** | **How?** | | 1. Knowledge | * Grades * Quiz, clicker performance * Projects, assignments * Standardized tests * Knowledge retention over time (6 months, 1 year) * 1 minute papers |     **Instructional team practices (e.g., TA use of time)**   |  |  | | --- | --- | | **What?** | **How?** | | 1. Time spent on course related activities | * Observations * Self-reports | | 1. Adoption of best practices | * Self-reports * Student perceptions * Peer review of teaching | | **Lifelong skills (including professional skills, e.g., collaboration,**  **critical/interdisciplinary thinking)**   |  |  | | --- | --- | | **What?** | **How?** | | 1. Collaboration | * Peer review of group work | | 1. Self-regulation | * Projects * Reflection papers / 1 minute papers | | 1. Critical thinking skills | * Standardized critical thinking tests * Peer review comments on essays | | 1. Communication | * Essay exams, papers * Videos | | 1. Time management | * System logs * Self-reports | | 1. Professional skills | * Interviews * Role playing * Observations | |
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Identify Evidence (Activity 2)

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| **Research question** | **What are you evaluating?** | **How are you evaluating it?** |
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Practical Plan (Activity 3)

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| **What needs to happen?**  (tasks) | **Responsibility**  (who’s in charge of each action) | **Things**  (equipment, budget, materials) | **Deadline(s)** |
| **Planning:** |  |  |  |
| **Data collection:** |  |  |  |
| **Analysis:** |  |  |  |