

The Big Picture and Research Questions (Activity 1)

Context

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

Practice (What are you evaluating?)	Area of Impact (What would you like to affect?)
<p>Active learning <input type="checkbox"/></p> <ul style="list-style-type: none">• E.g., clicker questions, group activities <p>Assessment <input type="checkbox"/></p> <ul style="list-style-type: none">• E.g., new types of assignments, using rubrics for marking <p>Community based learning <input type="checkbox"/></p> <p>Content – instructor generated <input type="checkbox"/></p> <ul style="list-style-type: none">• E.g., instructional videos, worksheets, lecture notes <p>Content – student generated <input type="checkbox"/></p> <p>Other practice <input type="checkbox"/></p>	<p><input type="checkbox"/> Actions and behaviours (e.g. time on task, enrolment)</p> <p><input type="checkbox"/> Attitudes and motivation (e.g. personal goals, perceptions)</p> <p><input type="checkbox"/> Course specific knowledge</p> <p><input type="checkbox"/> Instructional team practices (e.g. TA roles)</p> <p><input type="checkbox"/> Lifelong learning skills (e.g. teamwork, critical thinking)</p> <p><input type="checkbox"/> Other area of impact</p>

The Big Picture and Research Questions (Activity 1)

Practice: BE SPECIFIC! (What are you evaluating?)

Area of Impact: BE SPECIFIC! (What would you like to affect?)



Research questions:



Identify Evidence

Actions and behaviours (e.g., time on task, enrolment)

What?	How?
1. Attendance	<ul style="list-style-type: none"> ● Observation ● Self reports ● System logs
2. Time on task	<ul style="list-style-type: none"> ● System logs ● Self reports
3. Enrolment	<ul style="list-style-type: none"> ● Course registration
4. Forum activity	<ul style="list-style-type: none"> ● Who posts and how often? ● Who talks with whom? (social network analysis)
5. Participation	<ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ● Student evaluations ● Surveys ● Focus groups ● Interviews
2. Perceptions about the discipline	<ul style="list-style-type: none"> ● Surveys ● Focus groups ● Interviews
3. Confidence, self efficacy	<ul style="list-style-type: none"> ● Survey (standardized)
4. Motivations (e.g., for taking the course, becoming a major, spending time on assignments)	<ul style="list-style-type: none"> ● Surveys ● Focus groups ● Interviews

Course specific knowledge (e.g., the French revolution, $F=ma$)

What?	How?
1. Knowledge	<ul style="list-style-type: none"> ● Grades ● Quiz, clicker performance ● Projects, assignments ● Standardized tests ● Knowledge retention over time (6 months, 1 year) ● 1 minute papers

Lifelong skills (including professional skills, e.g., collaboration, critical/interdisciplinary thinking)

What?	How?
1. Collaboration	<ul style="list-style-type: none"> ● Peer review of group work
2. Self-regulation	<ul style="list-style-type: none"> ● Projects ● Reflection papers / 1 minute papers
3. Critical thinking skills	<ul style="list-style-type: none"> ● Standardized critical thinking tests ● Peer review comments on essays
4. Communication	<ul style="list-style-type: none"> ● Essay exams, papers ● Videos
5. Time management	<ul style="list-style-type: none"> ● System logs ● Self-reports
6. Professional skills	<ul style="list-style-type: none"> ● Interviews ● Role playing ● Observations

Instructional team practices (e.g., TA use of time)

What?	How?
1. Time spent on course related activities	<ul style="list-style-type: none"> ● Observations ● Self-reports
2. Adoption of best practices	<ul style="list-style-type: none"> ● Self-reports ● Student perceptions ● Peer review of teaching

Identify Evidence (Activity 2)

Research question	What are you evaluating?	How are you evaluating it?

Practical Plan (Activity 3)

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