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 |

The Big Picture and Research Questions (Activity 1)

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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)**

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| --- | --- |
| **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)**

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| **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
 |

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

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| **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)**

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| --- | --- |
| **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)**

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| --- | --- |
| **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:** |  |  |  |