


Longhorn Learning Model - Guidelines





ALIGNMENT
WITH
LEARNING
OUTCOMES

Identify the big picture take-aways students will gain from this learning experience.

Approximately 3-7 course goals are clearly stated.

Course goals reflect appropriate breadth and depth of learning for the course (i.e., consistent with curriculum, aligns with any other courses in a sequence and/or core curriculum requirements, represent collegiate level work).

Course goals reflect high-level outcomes for the course (i.e., address learners' competencies obtained through the course rather the content covered).

Learning outcomes articulate the knowledge, skills, and attitudes that students will gain by the end of each session, unit, and the course; and to which all content, interactions, and assessments will align.

A manageable number of learning outcomes are stated for each session, unit, and the course overall.

Learning outcomes reflect appropriate breadth and depth of learning using Bloom's taxonomy as a guideline.

Learning outcomes use action verbs to clearly articulate actions to be performed by the learners.

Learning outcomes include higher levels of thinking and performing.

Learning outcomes are measurable.

Learning outcomes are visible to learners.



Summative assessments measure the extent to which learners have achieved the learning outcomes.

Assessment methods are strategically selected to measure performance and gather the appropriate evidence of student achievement of the learning outcomes.

Learners have opportunities to demonstrate their learning in multiple ways, including exams, papers, projects, discussions, portfolios, and more.

Learners have opportunities to demonstrate their learning in authentic ways.

Formative assessments provide learners with opportunities to practice using and applying what they are learning, to reflect on the learning process, and to make changes where needed.

Learners have frequent opportunities to practice and get timely feedback on their work.

Learners have opportunities for reflection and self-assessment of their learning progress.

Clear expectations let learners know what is expected of them.

A clear purpose and objective for each assessment is communicated to learners.

Detailed instructions for completing each assessment is communicated to learners.

Scoring criterion is clearly stated for each assessment.

Open-ended assessments are scored using rubrics that are clearly visible to students.

Learners have opportunities for direct encounters with real world phenomena and access to resources and people who can provide simulated contexts of application.

If applicable, Instructor arranges and facilitates contact with additional representatives from relevant fields of interest.

If applicable, Instructor arranges and facilitates contact with relevant members of the community who serve as various stakeholders related to the topics at hand (e.g., clients, customers, investors, editors, publishers, employers, students, critics, etc.).

Information is contextualized in real world phenomena.

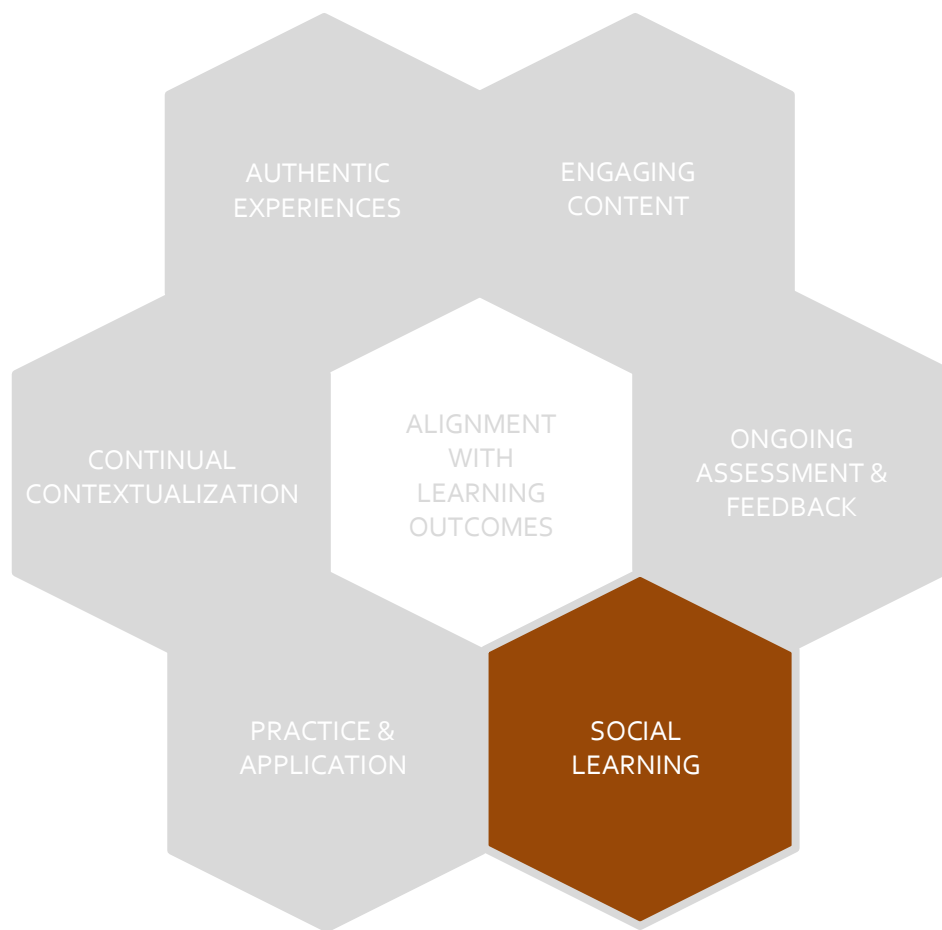
Concrete examples are used to show how information is applied.

Presentation of information is embedded in case studies, story problems, role-playing scenarios, etc.

Academic integrity measures are taken to prevent academic dishonesty.

Anti-plagiarism software is used for written assessments.

Appropriate security measures are enabled for online testing.



Learners have both structured and unstructured opportunities to interact with other learners as well as the instructional team.

Learners have unstructured spaces in which to share knowledge with other learners.

Learners have well-structured opportunities to encounter other learners' perspectives and exchange ideas.

Instructions for discussion areas provide clear expectations for participation and explicit rules of engagement.

Instructions for discussion areas make the purpose of the discussion clear and provide specific criteria for assessment.

All interaction spaces are clearly located, separated by topic thread, and consistently labeled for easy access and future findability.

Learners have well-structured opportunities to review other's work and exchange feedback.

Student teams are structured to promote evenly distributed engagement.

Students are provided with guidelines for productive team roles and behaviors.

Group activities balance individual accountability with collaborative productivity.

Instructional team established regular channels of communication with learners to notify of updates, provide feedback on work, and respond to questions and comments.

Instructor establishes a personal connection with the class from the beginning.



Alignment - all content adheres to and satisfies requirements for learning experience

Information is anchored to strategic course goals and aligned with appropriate learning outcomes and assessments.

Content format and medium fits the purpose.

Original materials are used when feasible and are labeled with proper copyright clearance and citations.

Apportionment - All content is divided into meaningful and manageable "chunks"

Videos are as brief as possible, only as long as necessary to accomplish the instructional purpose. NOTE: A general rule of thumb to apply in most cases is to keep instructional videos less than 10 minutes long. Videos that stay within 3-5 minutes can be more easily watched and organized for learning and analytics.

Text is chunked into brief paragraphs. NOTE: A general rule of thumb to apply in most cases is to make sure each paragraph contains: 1 idea, expressed in 2 to 3 short sentences, taking 4 to 5 lines on the page [cf. Ziomek's 1-2-3-4-5 rule]. Paragraphs that stay within this range can be more easily read and organized for learning and analytics.

Each section of content is neatly "packaged," including an opening "bookend" to orient the learner to the shift in focus, and a closing "bookend" to recap the major takeaways.

Accuracy- Content is factually and grammatically correct.

Content is factually correct, relevant, and current.

Spelling, grammar, and syntax are correct.

Arrangement - all content is organized and laid out strategically to facilitate learning

Information is sequenced according to what makes sense for particular topics in their respective contexts and is made clear to learners.

Learners have frequent opportunities to interact with information.

NOTE: A good rule of thumb is to provide a “change of scenery” every five minutes by interjecting a question, challenge, change of medium, etc.

Balance the overall design between information and interaction.

NOTE: A good rule of thumb is to achieve a 2:1 ratio of expository information delivery to activity/interaction.

Overall flow of lesson is coherent.

Each in-tact session should be able to be completed in one setting to accommodate the needs of online and mobile learners.

NOTE: A general rule of thumb to apply in most cases is to keep the total length of each session to less than thirty minutes.

Availability - Information is available to learners when and where they need it in an accessible tone.

The content that is necessary for learners to succeed at the level being asked of them is readily available. This may vary according to the level of advancement of the learners. For example, novice learners or during the early stages of learning new content, more content should be “pushed” to students at the appropriate time, while more advanced learners or during later stages of learning, content can be provided with more options and autonomy for the learner to “pull” information or consult the appropriate resource when the situation calls for it.

Instructor maximizes "presence" while presenting content-related information by showing empathy toward the learners, understanding where they're coming from, and communicating info in ways that they can understand, relate to, and find value in.

Appearance - Information is communicated clearly, concisely, and coherently.

Use of text features (e.g., headings, bullets, etc.) provide visual breaks and are used judiciously.

Visuals are used to enhance communication. Use of visuals [motion graphics, photographs, diagrams, etc.] should directly relate to, support, and enhance the point being made. Use of extraneous or decorative-only visuals is limited.

Slides present brief, bulleted statements. An ideal range for lists is 3 to 7 bullets.

Videos are produced according to Production Guidelines

Text is published according to the Style Guide (e.g., appropriate fonts and sizes to maximize legibility).

GENERAL COURSE INFORMATION

Course goals, structure, policies, and expectations are clearly communicated to learners.

Expectations for prerequisite knowledge, technical skills, system requirements, and technology access are clearly described.

Required materials, estimated costs, and directions for acquiring them, are listed.

Institutional and instructor's policies and expectations are clearly explained (e.g., participation, student conduct, academic integrity, etc.).

Directions to access academic resources and student support services are clearly presented (e.g., library, students with disabilities, writing center, tutoring, advising, counseling services, etc.).

Calendar of major milestones and deadlines is clearly presented.

Learners are given a clear vision of what success in this course looks like and how they can achieve it.

Learners have a way to easily track their own progress through the course and monitor their own performance.

The course is introduced as a way to hook students' interest, inviting imagination and visualization of how course content can be useful (e.g., can be a splash page or sizzle video, but does not have to involve high entertainment or production value).

Course overview (e.g., Brief Contents, or learning map visualization) is available.

Welcome message from instructor sets the tone for the course.

Instructor and TA contact information and availability are listed. A communication plan clearly specifies preferred times and methods of contacting the instructor and the order in which the instructional team should be consulted (e.g., TA vs. instructor).

Course syllabus is visible to learners.

Course goals are visible to learners.

Course schedule (calendar) is listed and summarizes plan for the course.

Course grading policy is clearly stated.

Late and make-up work policy is clearly stated.

Academic integrity policy is clearly communicated.

Required supplemental course materials (e.g., textbooks, readings, technology tools) are listed with instructions on where/how to obtain them.

Technology requirements are listed with instructions on where/how to meet them.

COURSE IMPROVEMENT

Gather data to inform future iterations of the course.

Learners have opportunities to offer feedback on the course components and learning experience.

When appropriate, instructors and/or teaching assistants have opportunities to reflect and provide feedback on the course components and teaching experience.

Plans for using feedback about the course experience to inform instruction are established.