



End of Term Course Design Tips



Reflect on Evaluations

At the end of the term, you should have comprehensive information on student performance. This could be via the results of a summative evaluation, the evaluation of a portfolio or project, and even student feedback. If using Blackboard, take a look at your analytics to see what questions/content was most misunderstood. Take a look at how you presented and taught this content, and evaluate if changes should be made.



Student Feedback

When we design, we are ultimately designing for our learners; if our design does not elicit the desired outcomes, we must adjust. One way to do this is to ask students about their perceptions of course content. How did they respond to using Minecraft to learn computer science? How did the virtual reality immersion help mitigate their musical performance anxiety? How did your community-based learning activity impact their overall retention and generalization of the course content? Asking students to elaborate on their experiences will give you valuable insight into what should be adjusted before this class is taught next.



Identify Challenges

In every course, there are challenges. This could be students not being able to access course content, difficulty in grade management, or ineffective communication strategies. Take a look back at your previous course and recall the issues you may have encountered (searching email communication from students is a great way to recall this information). Once you identify the hiccups, consider spending some time investigating why the hiccups happened, and then initiate a fix! Most of the time, this involves issues with Blackboard management.



Identify Areas of Growth

While we want to ensure we keep our course content cohesive from term to term to accurately measure growth, we can make instructional enhancements to better align our course with the needs of learners at JU. Looking at your course, how can you enhance the learning process to better meet the needs of learners? This could be enhancing lectures with videos, adding an interactive review for students to solidify understanding, or offering new collaborative opportunities to build community in your courses.



Prune Content

While we are all proud of our learning design work, sometimes we collect content and items that are not needed in courses, which may confuse and frustrate learning. Using our upcoming transition into Blackboard ULTRA in the Fall, use this as an opportunity to prune your content to ensure it is all relevant, accessible, and engaging.



Update Materials

In 2024, the world has changed so much in response to increasing technological advancement. Be sure to take time to look at your content- is that article still relevant, or is there an updated version with more relevant information you can use? Be sure to always review course content for continued relevance, rigor, and applicability.



Take Time to Design for All

Take time to design for all. In 2024, we understand more about how our diverse learners respond to instruction. In using a Universal Design for Learning mindset, we can make simple changes to our course content to better align with the needs of our diverse populations. Consider things like adding choice to assignments (you can write a 5 page paper or create a 10 minute video presentation), adding representation to media used in your course (do your students see themselves in the content you are providing?), enhance accessible learning (can students use closed captions on your videos, or is there a transcript available?), or provide more opportunities for student choice and voice.