Achieving Learning Outcomes in the World of COVID

As higher education institutions shifted to remote learning in March 2020, the first question that many academic chairs received from was, "how do we do this?" Although some people don't like someone answering a question with a question, my response, as a department chair for a performing arts unit was: "What new instructional strategies and assessment tools can you use in a remote learning situation so that your students can still achieve the learning outcomes for the course?" In our hybrid world in the 2020-21 school year, the same questions are still being asked and I find myself responding in similar fashion.

In this presentation, a Department Head from a performing arts unit and the institutional director of assessment of a Research 1, public university, will explore how focusing on the learning outcomes (i.e., the results of instruction) guides faculty into determining best instructional practices in a remote/hybrid delivery method. Using a backward design approach (Wiggins and McTighe, 2005, 2007), the presenters will illustrate examples of faculty shifting from traditional face-to-face teaching strategies to remote or hybrid teaching strategies, while achieving the same learning outcomes. Additionally, the presenters will explore technologies that make assessment tools used in remote or hybrid delivery modalities more interactive in providing feedback to students and allowing faculty to better analyze assessment data to inform future instruction. Finally, the presenters will share lessons learned from the sudden shift to remote teaching in spring 2020 that faculty and administrators have applied to the 2020-21 academic year in terms of instructional approaches, communication, engagement, and flexibility.

Wiggins, G., & McTighe, J. (2005). Understanding by design. Upper Saddle River, NJ: Pearson.

Wiggins, G., & McTighe, J. (2007). Schooling by design: Mission, action, and achievement. Alexandria,

   VA: Association for Supervision and Curriculum Development.