What is Instructional Redesign?

Instructional Redesign is the third component of the University Institute for Teaching and Learning’s Teaching Support Program. The Instructional Redesign (IR) component provides opportunities for instructors to implement in one of their courses the evidence-based practices introduced through the first two parts of the TSP, the Teaching Practices Inventory, Teaching@Ohio State course and individual readings and reflections on the UITL Reading List.

What are the goals and outcomes of IR?

Through Instructional Redesign, university teachers intentionally infuse evidence-based practices into their teaching with the goal of increasing student learning and enhancing the student experience.

The outcomes of Instructional Redesign are to:

- Encourage instructor reflection on instructional practices (how they teach)
- Engage instructors in assessing how instructional practices impact student learning (how they know teaching affects learning)
- Improve students’ learning experiences
- Increase the use of evidence-based practices across the university
- Encourage/promote classroom assessment
- Build a community around the pursuit of teaching excellence

Who is eligible?

All tenure-track, clinical, teaching and practice faculty and full-time lecturers (75% appointment or greater) who have completed the Teaching Practices Inventory, Teaching@Ohio State modules, and the UITL Reading List reflection may participate in IR for compensation. UITL encourages all faculty and staff dedicated to elevating teaching and learning to take advantage of the UITL Teaching Support Program activities, which are open resources to the university community.

What compensation will faculty receive?

Eligible faculty will receive a $1,150 one-time cash supplement for redesigning a course; assuming continuation of the program, the supplement will be available every five years.

I just redesigned the way I teach a course. Do I have to start over?

Individuals who undertook instructional redesign in 2016-17 or 2017-18 are eligible to submit an IR portfolio and may begin that process by completing a Getting Started application (found on the UITL website).

So what do I have to do?

1. Ensure you have completed parts 1 and 2 of the TSP.
2. Identify a “teaching problem” or challenge (for example, I want my students to be more engaged; I want to make instruction more inclusive; I want to make my material more relevant; faculty in my department want to ensure all student taking this course master the same outcomes).
3. Choose a way to learn more about how to address the problem or challenge through an IR Pathway (UITL Teaching Endorsement, community of practice, curriculum team, or individual research/reflection, among others).
4. Plan and develop your teaching intervention.
5. Teach with the redesigned instructional strategy.
6. Assess/evaluate the effectiveness of your intervention.
7. Document your findings in an Instructional Redesign portfolio.
Fact Sheet: UITL Teaching Support Program Instructional Redesign

What does the IR Portfolio look like?

Full details on IR Portfolio sections and guided questions to help faculty write those sections, as well as an IR rubric, are available on the UITL website. There is no right or wrong way to construct a portfolio, and many thoughtful and reflective approaches will satisfy the guidelines. As more portfolios are submitted to UITL, models for various disciplines will be posted to the website.

I am working with several other instructors who also teach the course. Do we all have to submit a portfolio? Do we divide the compensation?

No, your team may develop and submit a single portfolio, and all members who have implemented the intervention receive full IR compensation.

We have staff and graduate students involved in the Instructional Redesign. Are they compensated?

Compensation is only available to full-time lecturers and teaching/practice faculty; however, we encourage you to recognize the contributions of staff and graduate students in your portfolio and to/through your department.

What support does UITL provide?

Support available to IR participants includes:

- Current UITL Endorsement programming
- Group, or program-level consultations with UITL staff and faculty peers who serve as mentors, contributing to the IR effort
- Referrals to UITL partner programs
- Referrals to college, unit or department staff with expertise in teaching and learning, curriculum, assessment, and evidence-based practices; and limited one-on-one advising
- Referral to other professional learning opportunities that promote evidence-based practices
- Limited one-on-one consultations

Where can faculty direct questions?

The Teaching Support Program page on UITL’s website is the main source of information about the program (uitl.osu.edu/teaching-support). UITL faculty leaders and staff also are available to answer questions, either by phone at 614-688-2722 or by email at uitl@osu.edu.
Instructional Redesign Steps (1-5 years)

1. Select a teaching problem
2. Choose a pathway to learn about evidence-based practices best suited for the teaching problem and instructional context
3. Implement an evidence-based practice(s)
4. Assess how the implementation changed or influenced student learning and/or experience
5. Reflect on the redesign experience
6. Submit an IR Portfolio

(1) Select a Teaching Problem

What aspect of your course needs significant redesign?

What have you experienced to suggest that this aspect is an issue to be addressed?

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<thead>
<tr>
<th>Students</th>
<th>Course</th>
<th>Curriculum</th>
<th>Teacher</th>
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<td>Content</td>
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<td>Engagement</td>
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<td>Motivation</td>
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<td>Inclusion</td>
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https://uitl.osu.edu/professional-learning/uitl-teaching-support-program/instructional-redesign
(2) Choose a Pathway

Independent Pathways
- Work on own
- UITL endorsement
  - Course Design (CDI, Distance Ed, Kickstart)
  - Digital Flagship
  - Digital Media
  - Inclusive Teaching
  - Teaching Online
  - Teaching Through Writing
  - Technology Enhanced Teaching
- UITL SOTL/DEBR Grants
- External program

Community-based Pathways
- Faculty Learning Communities
- University Redesign Initiatives (e.g., OAA STEM, GE)
- College/TIU Curricular Initiative
- Collaborate with faculty colleagues

(3) Implement a Teaching Intervention

Examples of Interventions
- Change content (in amount, relevancy, delivery, cost)
- Incorporate a different teaching strategy
- Develop assignments that can measure learning more accurately
- Make assignments more transparent
- Use more inclusive teaching practices
- Set clearer expectations for students
- Design a curriculum for a more consistent academic experience for students in your program

(4) Assess the Intervention

Choose direct and/or indirect methods of assessment methods

Direct Assessment
- Standardized exams
- Embedded test questions
- Assignments
- CATs (e.g., minute papers)
- Pre/post-tests

Indirect Assessment
- Surveys
- Interviews
- focus groups
- Carmen data
- Library usage

Analyze, summarize, and interpret data collected

(5) Reflect on the IR Experience

How the IR process influenced your perspective on
- yourself as a teacher
- approaches to future teaching questions/problems
- most/least useful to your development as a teacher
- support services most likely to use in the future
- confidence in continuing to use instructional redesign in future
(6) Submit an IR Portfolio

PDF document
- Use guiding questions
- Consider writing as you move along the IR process
- Add links in PDF to multimedia (to files on YouTube or in BuckeyeBox, for example)
- Make links accessible to anyone reading PDF
- Submit via email to uitl@osu.edu

Support Provided

IR Cohort Groups
IR Faculty Affiliates
Online tutorials for the IR process
Webinars/workshops on how to do assessment
Referrals to university teaching support partners
Individual consultations

Contact us at:  
uitl@osu.edu  
uitl.osu.edu  
rohdieck.1@osu.edu
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations</th>
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| Articulation of Teaching Problem | • Clearly explains how the original problem was identified.  
• Describes the rationale for instructional redesign.  
• Articulates the desired impact of the redesign.  

*(If the teaching problem was changed since submitting the IR Interest Form/application, provides an adequate rationale for the change.)* |
| Instructional Redesign Pathway   | • Describes the pathway and professional learning associated with the pathway.  
• Explains how the pathway helped them learn about their teaching problem and identify ways to address the problem and assess the impact of instructional changes. |
| IR Implementation                | • Describes in a clear and detailed manner the intervention (instructional change or changes) from teacher and learner perspectives.  
• Evidences significant instructional change well beyond a single activity in one class session  
• Focuses on the methods of instruction as opposed to course content |
| Assessment                       | • Describes assessment of instructional redesign with detail that allows for replication.  
• Explains why the assessment tool or method was chosen.  
• Uses valid assessment tools or data collection methods  
• Demonstrates alignment of assessment method and intervention.  
• Allows for appropriate time between intervention and assessment. |
| Data Analysis                    | • Includes assessment data (qualitative or quantitative).  
• Employs appropriate data analysis.  
• Explains how the data collected indicates an increase or decrease in the teaching problem originally investigated.  
• Summarizes the findings or key take-aways from the data analysis undertaken. |
| IR Reflection                    | • Identifies next steps, including future changes in teaching approach.  
• Articulates the value of the IR experience.  
• Describes what was learned about teaching and self as teacher from engaging in the IR process.  
• Critiques values, beliefs, biases, or insight that the IR process elicited.  
• Identifies aspects of the IR process that will assist in addressing future teaching problems. |