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Educational Blueprint

Informed by Research, Built for Learning



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Introduction





TVO was created in 1970 as the technological extension of Ontario's public education system. TVO is a designer and facilitator of quality province-wide products and services for all ages of learners, parents, and the educational community. We have built our reputation as a well-respected and trusted source of digital educational content for learners, parents, and educators. Studies reveal that Ontarians rate TVO as the “most trusted” (Ipsos Reid, 2011) and “most educational” (Vision Critical, 2014) media brand for children in Canada.

TVO is deeply committed to Ontario's public education agenda with its focus on enhancing public confidence through high levels of student achievement, well-being, excellence, and equity. We are results-driven to make a measurable impact on learning outcomes. To support the Ministry of Education with its goals outlined in *Achieving Excellence in Education: A Renewed Vision for Education in Ontario*, TVO offers accessible, evidence-based digital content that supports learners' needs within a 21st-century framework. TVO content is reflective of the demographic and contextual diversity of students, parents, and teachers

that make up Ontario's communities. Ontario has been recognized for achieving high levels of academic achievement and equity in educational outcomes (OECD, PISA 2015). To support learning inside and outside the classroom, TVO's innovative content reflects the following key principles:

- alignment to the provincial curriculum policy documents, direction and priorities;
- rigour, complexity, and engagement;
- language and literacy; mathematics and problem solving; and learner agency;
- viewer, or user experience (UX).

Ontarians rate TVO the “most trusted” and “most educational” media brand for kids in Canada.

Ipsos Reid, 2011 Impact Study.
N=2,519 - Closed Question:
CBC, Disney Junior, Teletoon,
Treehouse, YTV, TVO

Vision Critical, 2014.
N=1,026 - Research fielded
via Angus Reid Forum

01 Introduction

TVO develops digital content to serve a wide range of learners across Ontario. These learners include:

 	Ontario's youngest learners (ages 2-5)	through TVOkids pre-school programming, tvokids.com, and the TVOkids YouTube channel;
 	Elementary school-aged children (ages 6-11)	through TVOkids school age programming, The Space, tvokids.com, and the TVOkids YouTube channel;
 	Ontario's pre-school and school-aged learners (pre-K to Grade 6)	through TVO mPower;
 	Students enrolled in Grade 7-10	through TVO Mathify;
 	High-school and adult learners	through TVO ILC;
 	High-school and adult learners	through the General Education Development (GED) test;
 	Ontario's educators	through TVO TeachOntario.

Interactive educational content includes game-based learning, e-materials, e-courses, widgets to support learning, mobile apps, videos, games, broadcasts, and print materials.

No matter the age or stage of the learner we serve, the foundation of our mission is to ensure that TVO-produced, co-produced and acquired content is of the highest quality. TVO's Educational Blueprint 2017 serves to illustrate the steps we take at TVO to create unique, high-quality educational content and products.

An Overview of TVO's Approach to Instructional Design

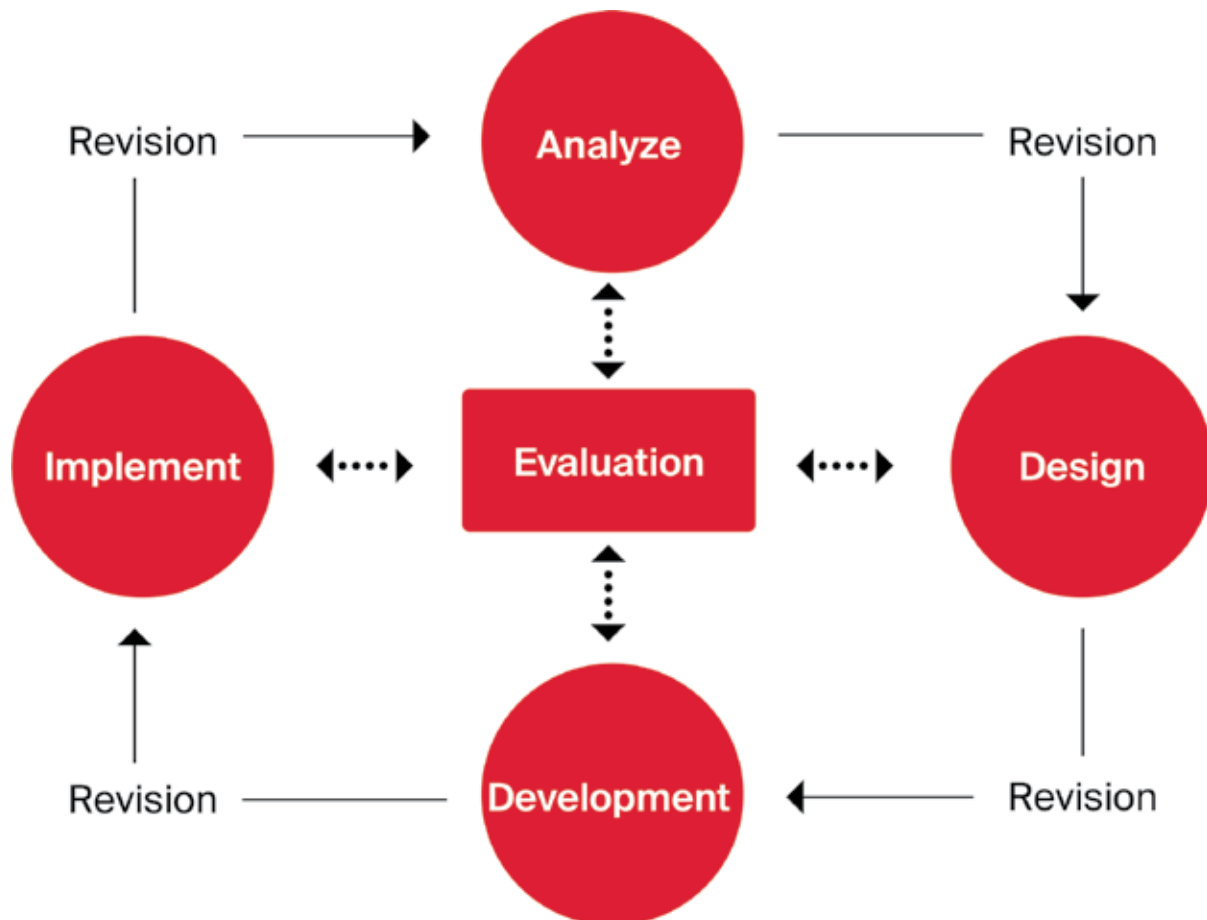


02 An Overview of TVO's Approach to Instructional Design

Instructional design is an intentional, systematic and strategic approach to the design of instructional materials to enhance learning and learning experiences.

It structures the intentional design of learning materials that successfully facilitate transfer of knowledge and skills to meet the learners' needs. TVO has adapted the ADDIE five-step Instructional Systems Design Model as a framework. The five steps are as follows:

- Analysis
- Content Design
- Content Development
- Implementation
- Monitoring and Evaluation



ADDIE Model (Instructional Systems, College of Education, Penn State University. Retrieved at <https://www.instructionaldesigncentral.com/instructionaldesignmodels>)

To ensure the instructional design process reflects Ontario's context, and aligns to the Ontario Ministry of Education's Curriculum Policy documents, TVO content contains specific and intentional links to evidence-based practices, reflects the language used within the Ontario educational landscape, and reflects the demographic and contextual diversity of learners. To be responsive to needs, material is piloted in classrooms and refined based on input from both teachers and students in an iterative process.

TVO uses the instructional design process in the organization's overall product development process.

A Step-by-Step Guide to the Instructional Design Process



03 A Step-by-Step Guide to the Instructional Design Process

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One:

Analysis of Areas of Need and Alignment with Curriculum Expectations

Analysis is the first step in the instructional design process. It includes:

➔ **Analyzing provincial, national, and international data sets to identify specific areas of need to support improving student outcomes for all learners. These data include, but are not limited to:**

- Grade 3, 6, 9 and 10 Provincial Educational Quality and Accountability Office (EQAO) assessment results. This includes student achievement results, as well as contextual, demographic, and perceptual data. Students in Grade 3 and 6 are assessed in reading, writing, and mathematics, and Grade 9 students are assessed in mathematics. In Ontario, students must meet the standard on the Ontario Secondary School Literacy Test (OSSLT), or its equivalency course, which all students must pass to graduate high school;
- Provincial graduation rates;
- Student, parent, and teacher perception and engagement surveys;
- Post-secondary program information, enrolments, and pre-requisites;
- Provincial and national sector reports identifying skills gaps, and the attainment of adult outcomes;
- Ontario Ministry of Education policy and priorities;
- The Program for International Student Assessment (PISA) results, which measures the achievement of 15-year-olds around the world in reading, mathematics, and science;
- The Trends in International Mathematics and Science Study (TIMSS), which measures trends in mathematics and science achievement in Grades 4 and 8;
- The Progress in International Reading Literacy Study (PIRLS), which measures trends in reading comprehension in Grade 4;
- The Pan-Canadian Assessment Program (PCAP), which measures trends in mathematics, reading, and science achievement in 13- and 16-year-olds; and
- Program for International Assessment of Adult Competencies (PIACC), and
- The Organization of Economic Co-operation and Development (OECD) research reports.

These data have been collated, and can be found in Appendix A: Criteria to Guide the Development of Content. This collation of research and data is constantly updated as new data is released.

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➔ **Aligning Curriculum Expectations to strategically support a direction or need, once that specific area is identified as a result of the data analysis and/or provincial priorities**

What are Curriculum Expectations?

Curriculum Expectations clarify what students are expected to know and be able to demonstrate in a particular grade or course. These are the “what” of curriculum design. In Ontario, curriculum expectations are expressed in terms of both **overall** and **specific** expectations. Each overall expectation is sub-divided into several specific expectations. Here are four examples from the Kindergarten to Grade 12 continuum.

Curriculum expectations describe the knowledge and skills that students are expected to acquire, demonstrate, and apply in their classwork and activities, on tests, in demonstrations, and in various other activities on which their achievement is assessed and evaluated.

(Ministry of Education, Social Studies, History and Geography, 2013 p. 18)

Every expectation starts with the phrase **“By the end of this course, students will:”**

Level	Area	Overall Expectation	Specific Expectation
Kindergarten	Belonging and Contributing	“identify and use social skills in play and other contexts”	“act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures; give compliments; give and accept constructive criticism)”
Grade 4	Writing	“generate, gather, and organize ideas and information to write for an intended purpose and audience”	“identify the topic, purpose, and audience for a variety of writing forms”
Grade 8	Science	“assess the impact of cell biology on individuals, society, and the environment”	“assess the role of selected technologies (e.g., the development of the electron microscope) in enhancing our understanding of cells and cellular processes”
Grade 12	World Geography	“evaluate the effectiveness of international organizations in strengthening the links among world peoples”	“analyze how cultural characteristics (e.g., religion, language, ethnicity) create or maintain links within and between regions”

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To align the cycle of content design and development with the needs of learners and provincial Curriculum Expectations, the following are considered by TVO's team:

- What are the Learning Goals?
- What will learners need to know and be able to do?
- Once informed of the learning goals, how will they apply the knowledge/skills they will learn?
- Who are the learners - what is their background (level of schooling, culture, context and language)? What are their current skills, interests, and abilities, including the use of technology? Are there factors relating to cultural responsiveness, gender, English Language Learner or special education that require consideration in the design? Content should be age-appropriate and adaptable for specific cohorts of learners.
- What do learners already know about the Learning Goals? How can we go about activating and accessing prior knowledge?
- What are the learners' expectations? What do they want to learn and be able to do?



What are Learning Goals?

Learning Goals are brief statements drawn from the curriculum expectations that describe what a learner is expected to know, understand, and do by the end of a period of instruction. Learning Goals inform learners what they are learning and why they are learning it. As a result, they understand their learning, and can be empowered to assume responsibility for that learning. Often, Learning Goals represent Big Ideas or Overall Expectations, or a cluster of expectations. They are not usually developed daily for each expectation in the Curriculum Policy documents.

What makes a Learning Goal effective?

- Identifies knowledge and/or skills from the curriculum to be mastered;
- Is incremental and scaffolded;
- Uses student-friendly language;
- Is brief and concise;
- Uses verbs that are specific, observable and measurable;
- Is stated from the learners' perspective.

Learning Goals clearly identify what students are expected to know and be able to do, in language that students readily understand.

(Ministry of Education, Growing Success, 2010)

03 A Step-by-Step Guide to the Instructional Design Process

STEP

Two:

Content Design

Design is the second step in the instructional design process. It includes:

➔ **Designing content so that it aligns with Curriculum expectations/outcomes**

All creators of content ask “What do we want the learners to know and to be able to do with the content?”

Once the Learning Goals are clear, the next step is to establish criteria “to verify student learning” (Greenan, 2011, p. 3) or “Success Criteria.” They are used to provide useful descriptive feedback to the learner.

Success Criteria are benchmarks that provide evidence that the learner has met the Learning Goals at the Ontario provincial standard. Success Criteria are revisited and refined during the learning process. Success Criteria focus on meeting the Ontario provincial standard, or Level 3.

What are Success Criteria?

Success Criteria describe, in specific terms, what successful attainment of the Learning Goal looks like. Success is defined from two perspectives:

1. Success Criteria are standards or rules that learners use to make judgements about the quality of their performance.
2. Success Criteria aggregates data across individual learners to provide evidence to the TVO team on how well the product package affected student progress towards the Learning Goal.

Success Criteria are easily-recognized and well-defined targets for student achievement. When used to assess, they give both the teacher and the learner important information or feedback about the learning. Whereas Learning Goals answer the question, “Where am I going?”, Success Criteria help learners to answer the question, “How will I know when I have arrived?” When teachers help learners understand the purpose and use of criteria, learners grow increasingly more independent in being able to monitor their progress and make decisions about next steps in learning.

Design considerations when establishing Success Criteria.

Creators of content ask the following questions:

- By the end of this course/module/game/video, students will be able to do/demonstrate...
- What will be the choice in their demonstration?
- What will be the opportunity for student voice and engagement?
- How will students be assessed?
- Consider levelling the assessment at Level 3 (provincial standard) with specific indicators/look-fors.

When performing a task to demonstrate their knowledge and skills, learners use Success Criteria to make judgements about the quality of their performance. Success Criteria define, for learners, what they are striving to achieve, so it is critical to their success that they have a clear understanding of the criteria. Descriptors help clarify the characteristic of the performance, which is the focus of the assessment.

Success Criteria are clearly visible before, as the learning takes place, and during, the process for assessment. How can Success Criteria be used by the TVO Digital Education team? Evidence of Success Criteria for individual students are aggregated and presented to show how students have progressed from when they started with the product package to where they have finished.

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Three:

Content Development

Content development is the third step in the instructional design process. It includes:

➔ **Developing effective instructional strategies to deliver the Curriculum expectations/outcomes**

This step of the process refers to the development of the instruction, rich task, and/or the learning activity. Instructional strategies scaffold the learning to move the learner forward towards the Learning Goals. Evidence-informed instructional strategies are used to drive learning that is engaging, constructivist, and complex, inspires deep thinking, and promotes learner agency.

Feedback is gathered from teachers and students as new learning resources are in the development phase (see Appendix B for usability testing worksheet). This feedback fine tunes strategies and approaches used to gain and maintain engagement through the learning experience.

TVO supports the development of high-quality content in many different contexts, and through varied modalities and packages. At TVO, interactive, effective instructional strategies are developed as a package containing some combination of learning elements. These include, but are not limited to:

- A video (TV segment or series, or web-exclusive video);
- A digital game, activity, or printable product;
- An article, video or infographic for parents;
- A three-part lesson plan for teachers from TeachOntario that could be used individually, or in a PLC for Teacher Inquiry;
- A tutorial, Listen & Learn, or “best session” on the Homework Help website;
- A lesson or activity in an ILC high-school credit course;
- An experiential or outreach experience.



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Criteria specific to effective intentional, instructional strategies reflect the key principles of:

- alignment to the provincial Curriculum Policy documents and direction;
- rigour, complexity, and engagement;
- language and literacy, mathematics and problem solving, and learner agency;
- viewer, or personalized user experience (UX).

During this phase, cross-functional teams work on the development of content. This may be done by creating and assembling content assets blueprinted in the design and development phase, creating storyboards and graphics, and developing content using technology. TVO uses the “Criteria to Guide the Development of Content section,” found in Appendix A, to guide content creation. Although all criteria are taken into account, not all criteria may be applicable to all products, all packages, and all content, especially in the levels of thinking and reasoning. Designers will be able to justify their selection from the components.

Assessment and Feedback

Research links assessment and feedback aligned to learning goals and success criteria as strategy to increase outcomes. Once Success Criteria are identified and clarified, the creators of content understand what they are looking for and learners understand what they are trying to achieve. Assessments ask students to demonstrate their skill and/or knowledge of the content. Effective descriptive feedback can identify which Success Criteria have been met and which remain.

There are different components to assessment in the “Growing Success” resource document: Assessment for, of, and as learning. In Assessment for learning, information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising and refining their skills.

Assessment for learning provides precise and timely information so that teachers can adjust instruction in response to individual student needs, and students can adjust their learning strategies or set different goals. The tasks are sequenced to stimulate prior knowledge, build skills and concepts, develop deeper understandings of the content and concepts, provide ongoing support and have the learner demonstrate their learning. Feedback allows for assessment of the learned skills and knowledge to scaffold and deepen current and future learning.



Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations. The primary purpose of assessment is to improve student learning. Feedback is a component of the assessment process.

(Ontario Ministry of Education, Growing Success, 2010)

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Teachers who view assessment for learning as integral to learning engage students as collaborative partners in the learning process.

Assessment for Learning Practices: When educators use assessment effectively to promote student learning, they:

- Share **learning goals** and **success criteria** with students in advance of the task.
- Elicit evidence of student understanding, (e.g., using effective questioning strategies).
- Provide descriptive **feedback** during the learning.
- Model and provide opportunities to develop peer and **self-assessment** skills. (Black & Wiliam, 2009)

Feedback provides information to students and teachers about learning gained through assessment. Effective feedback plays a vital role in improving academic achievement (Hattie & Yates, 2014). It helps to reduce the gap between the student's current level of understanding and/or performance and what is required to reach the desired goal. Feedback can be both positioned within interactive tools to motivate and engage children in their learning, as well as feedback captured and collected as student achievement data to inform the next round for students and the creators of content through the process. Depending on the nature and delivery of the feedback, it can have powerful positive effects on student learning and engagement. (Hattie & Timperley, 2007)

Effective descriptive feedback provides students with timely, detailed, specific information about improving their learning referencing their Learning Goals and Success Criteria. "It provides students with visible and manageable 'next steps' based on an assessment of the work at hand and an image of what 'good work looks like' so that they can begin to take on the responsibility of self-assessing and self-correcting." (Earl, 2003)

Hattie & Timperley (2007) identify four levels of feedback, and state that "the level at which feedback is directed influences its effectiveness." (p. 90)



Assessment **for** learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how to best get there (Assessment Reform Group, 2002, p. 2). As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. (Ministry of Education, Growing Success, 2010)

Assessment **as** learning is used by students to monitor their own progress towards achieving their learning goals, make adjustments in their learning approaches, reflect on their learning and set individual goals for their learning. (Ministry of Education, Growing Success, 2010)

Assessment **of** learning is the assessment that becomes public and results in statements or symbols about how well students are learning. (Western and Northern Canadian Protocol, 2006, p. 55)

Feedback is an essential practice of assessment for learning, "a process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning where they need to go and how best to get there." (Assessment Reform Group, 2002)

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Feedback answers, *How am I doing?* (present) and *Where am I going?* (feed up) with *Where next?* (feed forward) (Hattie & Timperley, 2007).

Level of Focus	Clarification	Examples
1. Feedback about the task or product	<ul style="list-style-type: none"> Information about how well a task is accomplished in relationship to the Learning Goals May focus on building surface knowledge and having correct information 	<ul style="list-style-type: none"> Identifying whether work is correct or incorrect Providing suggestions for improving the level of detail
2. Feedback about the processing of the task	<ul style="list-style-type: none"> Information about the processes used to perform the task or develop the product or the selection of strategies 	<ul style="list-style-type: none"> Commenting on students' choice of strategies, application of strategies
3. Feedback about self-regulation	<ul style="list-style-type: none"> Information about the students' ability to self-monitor, self-regulate, and direct their learning 	<ul style="list-style-type: none"> Feedback on students' decisions to seek help, quality of their self-assessments, their perseverance and hard work, choice of goals, and next steps
4. Feedback about the self as a person	<ul style="list-style-type: none"> Positive or negative information about the student as a person 	<ul style="list-style-type: none"> Praise the process ("You must have worked really hard" "I like the strategies you used.")

Feedback incorporated in TVO content focuses on Levels 1, 2 and 3.

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Four:

Implementation

Implementation is the fourth step in the instructional design process. It includes:

➔ **Implementing the design and facilitating the learning. This occurs by testing a pilot product or content in a classroom or online, to assess if the intended design and development aims for learners are met. This includes:**

- Reviewing the instructional strategies and content to deliver the learning;
- Making sure the learner is aware of, and comfortable with, the learning environment and the content;
- Ensuring the Learning Goals, learners' needs, Success Criteria, and instructional strategies are aligned and sequenced as the learning proceeds;
- Opportunities for engagement, recall and reinforcement;
- Providing and tracking feedback;
- Measuring and tracking the responses to see if the desired aims are realized. This is formative assessment;
- Reviewing and revising based on data gathered from measuring and tracking.

As a result of the adaptive implementation process, redesigning and tweaking content and functionality may be required based on feedback from the learners.



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Five:

Monitoring and Evaluation

Evaluation is the fifth step in the instructional design process. It includes:

➔ Evaluating the entire process to see if, and to what extent, the Learning Goals were realized. How were the learners assessed? In terms of knowledge mobilization, what were the lessons learned, and how will these be organized and shared to inform future designs? Think of this as a cycle of continuous improvement for future instructional design projects. Some questions to consider include:

- How have students demonstrated the Learning Goals according to the Success Criteria? What is our evidence?
- Once the course/module/experience is complete, what are the measurables (metrics) to gather, track, and analyze evidence of learning in order to see if the Learning Goals have been met?
- Are there outliers or patterns and/or trends that need to be considered for future instructional design?
- Are the materials/content culturally and contextually responsive, to meet the learners' diverse interests, needs and strengths?
- Do the learners, see themselves in the content/materials?
- What is our learning as curriculum developers and instructional designers?
- How can our learning be shared and communicated to add to knowledge mobilization?



The evaluation process then drives the next wave of content and product development.

Appendices



Appendix A

Criteria to Guide the Development of Content

Components	Substantial Evidence of Component	Some or Partial Evidence of Component	Little or No Evidence of Component
1. Alignment to the Provincial Curriculum Policy Documents and Direction			
Linked and referenced to the Overall Expectations or Big Ideas in the Ontario Curriculum (or other current evidence-informed directions)			
Learning Goals are clearly articulated, measurable, and developmentally appropriate so that learners know what they are learning and why. Makes the learning visible			
Success Criteria are student-friendly, clearly identified to demonstrate how to achieve the Learning Goals from the learners' perspective			
There are elements for Feedback by the learner and from the interaction with the task/product			
Promotes disciplinary and/or interdisciplinary thinking			
2. Rigour, Complexity, and Engagement			
Task reflected in the design includes elements that support constructivism and inquiry-based learning for learners to investigate, problem-solve, makes sense of and communicate their findings			
Task includes processes, strategies, tools, and information for learners' to master the content aligned with the Knowledge category of the Achievement Charts <ul style="list-style-type: none"> • Recall, remember, listing, describing, naming, finding, identifying, retrieving, activating prior knowledge 			
Task includes processes, strategies, tools, and information for learners to develop an understanding of the Understanding content aligned with the Achievement Charts <ul style="list-style-type: none"> • Interpreting, summarizing, explaining, paraphrasing, classifying, problem-solving closed and simple tasks, clarifying, translating, comparing and contrasting, mapping, sketching, constructing a model from givens, connecting to the prior knowledge, visualizing 			

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Components	Substantial Evidence of Component	Some or Partial Evidence of Component	Little or No Evidence of Component
<p>Task includes processes and information for learners to demonstrate application of the content aligned with the Application category of the Achievement Charts</p> <ul style="list-style-type: none"> • Gathering and selecting data and relevant evidence • Using given data, information in a familiar context and using it in different and new ways, transferring knowledge and skills to new contexts, generalizing, making connections, executing, between contexts • Procedures, special skills, methodologies, and technologies are involved 			
<p>Task includes processes and information for learners to analyze the content aligned with the Thinking category of Achievement Charts</p> <ul style="list-style-type: none"> • Organizing, formulating questions, differentiating, finding coherence, distinguishing relevant or pertinent from unimportant components or parts, integrating, interrogating, interpreting, detecting point of view or bias, understanding relationships among and between the parts, finding patterns and trends, formulating conclusions 			
<p>Task includes processes and information for learners to evaluate the content aligned with the Thinking category of Achievement Charts</p> <ul style="list-style-type: none"> • Justifying a point of view with supporting evidence, problem-solving open-ended tasks, critiquing, experimenting, evaluating, indicating judgements reached, detecting inconsistencies 			
<p>Task includes processes and information for learners to be involved in knowledge mobilization and creating aligned with the Thinking category of Achievement Charts</p> <ul style="list-style-type: none"> • Generate new ideas or ways of thinking and viewing, hypothesizing, designing, inventing, speculating on impacts or alternate endings, synthesizing 			
<p>Task is authentic, relevant, contextual, and real-world so the learners can make connections with the task</p>			

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Components	Substantial Evidence of Component	Some or Partial Evidence of Component	Little or No Evidence of Component
Task is culturally responsive and bias-neutral			
Task is open-ended and promotes choice, inquiry, and creativity without an obvious solution <ul style="list-style-type: none"> • Complex • Messy and adaptive • Provocative • Emotionally challenging • Multiple solutions 			
Supporting complexity, the tasks should relate across disciplines, explore changes of time, allow for different perspectives, and enable deep connections thinking			
Task includes processes for learners to communicate their knowledge, understanding, thinking, and reasoning aligned with the Communication category of Achievement Charts <ul style="list-style-type: none"> • Ideas and information are organized and expressed visually, in writing, and/or orally • Communicates in different ways (words, pictures, sketches, models, graphs, blogs) • Communicates for different audiences (self, peers, adults, teachers), • Communicates for different purposes (to inform, persuade, impact, connect, entertain) • Uses conventions developmentally appropriate • Uses the appropriate vocabulary and nomenclature 			
The design provides ongoing feedback to the learning, including descriptive feedback			
3A.) Language and Literacy			
Learners are required to use details from the text or their own ideas to support their answers/thinking			
Learners identify effective evidence from the text to support their ideas or arguments			
Learners use the concepts and language of the discipline/subject and integrate academic vocabulary			
Promotes the use of text forms (fiction, non-fiction/informational, graphic, poetry) and features (table of contents, titles, graphs, glossaries, diagrams, illustrations)			

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Components	Substantial Evidence of Component	Some or Partial Evidence of Component	Little or No Evidence of Component
3B.) Mathematics and Numeracy			
Learners are required to understand the language and concepts, and justify their thinking mathematically			
Learners are required to express their thinking using the language of math			
Evidence of mathematical processes: <ul style="list-style-type: none"> • Problem solving • Reasoning and proving • Reflecting • Selecting tools and computational strategies • Connecting • Representing and communicating 			
Promotes the use of several problem-solving strategies <ul style="list-style-type: none"> • Making a model, picture, or diagram • Looking for a pattern or trend • Guessing and checking • Making an organized list • Making a table or chart • Making a simpler problem • Working backwards • Using logical reasoning 			
4.) Viewer or User Experience			
The system takes into account the user's experience or knowledge			
Prompts are integrated based on user experience and knowledge			
Instructions and help features are integrated based on user experience and prior knowledge			
The system breaks down complex tasks into steps (e.g., the content is chunked, or scaffolded, from where the learner is to where the learner needs to be)			
Content outside of the central vision supports the content			
Items that belong together are in close proximity			
End user enjoys interacting with product			

Appendix B

Usability Testing Workflow

To support the development of high-quality content, it is important to put TVO’s content, at various phases of development, in front of the real end users who will ultimately benefit from the product. As a result of usability testing throughout content design and development, TVO is able to fine tune the product throughout the process.

Components of Focus Testing	Key Questions	Answers
1. Identify the plan for usability testing	1.1 What is the current need of your project?	<i>(e.g. Ensure the content is presented in an easy-to-understand manner)</i>
	1.2 What is the priority for this testing session? What do you want to know?	
	1.3 Who will run the testing sessions?	
2. Identify the format for usability testing	2.1 How are you testing? (e.g a paper or digital prototype)	
	2.2 Where will testing take place?	
3. Identify participants	3.1 How many participants do you need?	
	3.2 Who are the participants and what is their background? (level of schooling, culture, context, language, etc.)	
4. Define what’s being tested	4.1 What are you asking the participants? Write your test script and prepare your prototypes.	
5. Test and Debrief: identify and categorize the issues	5.1 What issues are critical to the content’s success and need to be addressed immediately?	
	5.2 What non-critical issues need to be backlogged and dealt with at a later date?	

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