# Constructing Courses to Enhance Learning 2014

| SMS Code | LT704001 | | |
|---|---|---|---|
| Level | 7 | Credits | 10 |
| Total Learning Hours | 100 | Contact Hours | 30 |
| Directed Hours | 60 | Self Directed Hours | 10 |

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## Introduction

Welcome to Constructing Courses to Enhance Learning. This course uses online learning and face-to-face workshops. Access to the online resources is through the wiki website: http://wikieducator.org/Constructing_Courses_to_Enhance_Learning - asynchronous online discussions can be accessed on http://moodle.op.ac.nz. Web conferencing is offered via Adobe Connect.

### Aim

To assist participants to design flexible learner centred courses and integrated programmes linking outcomes with learning activities, content and assessment, and accommodate learner, discipline, departmental, organisational, and industrial or professional body needs.

### Learning Outcomes

At the successful completion of this course, participants will be able to:

1.  explore and critique learner centred educational design principles and models;

2.  articulate practice of integrated flexible course and programme design and delivery including an understanding of the involvement of stakeholders (both within and beyond the institution);

3.  apply the principles and processes of learner centred educational design and professional practices to an existing or new course with respect to the design, development, implementation and evaluation of the approach, critiquing each phase.

### Content

1.  An analysis of the proposed learners and their context: learner diversity,

2.  The institutional vision; discipline, professional and industry expectations and responsibilities; and other stakeholder perspectives.

3.  Design theory and course/curriculum design approaches, emphasising active learning, workplace practices and flexible delivery modes.

4. Integrated course/curriculum planning which link specific and generic learning outcomes to learning activities and teaching strategies, content and assessment, and take into account levels, learners, disciplines, as well as industry/professional body expectations and requirements.

5. Development of learning and assessment environments clarifying an appropriate balance of face to face, blended or distributed including on-line or other interactions to achieve planned learning outcomes; designing interactive learning objects, activities and materials to support learner centred learning; maintaining currency with developments in technology and incorporating them when appropriate.

6. Implementation planning, including the roles of reflection, collaboration, and conversation in curriculum and course development, as well as communicating and disseminating aspects of design practice and theoretical ideas about teaching and learning design within and beyond specific disciplines in order to justify design decisions.

7. Models of evaluation and moderation of course design, e.g. peer review, student feedback.

### *Assessment*

Four assessment activities are offered, two are formative and two are summative. Three of the assessments form the basis of the final assessment, the digital presentation of your course design to your fellow students, along with your justification of the design decisions that you have made.

### *Completion requirements*

To achieve a pass for this course, you must successfully complete all formative and summative assessments. The due dates are a guide.

**Table 1: Assessment schedule**

| Assessment Activity | Related learning outcome | Suggested format | Due date |
|---|---|---|---|
| Formative: Analysis of learners and context. | 1, 2 | Online discussion forum or blog. | 21 March 2014 |
| Formative: Design overview. | 1, 2, 3 | Blog or Moodle book. | 18 April 2014 |
| Summative: Development, implementation and evaluation plan. | 2, 3 | Blog and/or Moodle book. | 27 June 2014 |
| Summative: Presentation. | 2, 3 | Digital. | 4 July 2014 |

**Assessment Instructions**

Table 2: Formative assessment instructions.

| Assessment Instructions | Items to be included | Items to be included |
|---|---|---|
| **1. Analysis of Learners and Context (10 hrs). Formative.** *Describe the learners and their context -for the course which you wish to design (or re-design).* **Submission:** post to blog (600 words). | A. Description of the learning environment - learners and context. • Discuss: - context of the proposed course; - learner diversity; - organisational or sector vision; - considerations for the discipline; - professional and industry expectations and responsibilities, and other stakeholder perspectives. | B. A summary of the main points about the context and learners discussed in the first part of the analysis. Also, include: - goals for the design phase. Finalise the **Analysis of Learners and Context** once you receive feedback. |
| **2. Design overview (15 hrs). Formative.** *Prepare an overview about your flexible learning design – based on educational design principles and/or models that promote learner-centred approaches.* **Submission:** Blog and/or Moodle book. | **A. Theory of design** **Step 1:** Select at least one design principle or model, and a learning theory and describe how this theoretical perspective supports flexible learning in your chosen course. For example, if using the ADDIE design model, you are describing components of the Design phase. **Step 2:** Plan how you will apply the components of the design model and learning theory to flexible learning strategies for delivering content (resources), activities, communication/interaction and assessment in a course. | **B. Practical application** **Step 3:** Choose or create a framework or template to plan the flexible learning design. Complete the framework either as a table or diagram. **Step 4:** Prepare a draft written **Design Overview** on your blog or Moodle book, and include: • a detailed description of the design of the flexible learning strategies (with table or diagram), • the underpinning design and learning theories, and • how the design will improve learning for your students. **Step 5:** Once you receive feedback on the draft, make adjustments to the Design Overview to finalise it. |

**Table 3: Summative assessment instructions.**

| Assessment Instructions | Items to be included | Items to be included |
|---|---|---|
| **3. Plan for development, implementation and evaluation (30 hrs). Summative.**<br><br>*Prepare a plan using a Moodle Book. You can be creative with colour and media such as images and video as well as links to digital material.* | **A. Development and Implementation plan**<br><br>**Step 1:** Include or link to finalised components of the two formative assessments (1. Analysis of Learners and Context, and 2. Design Overview).<br><br>**Step 2:** Develop the Development and Implementation plan using the headings in the template that is provided.<br><br>**Step 3:** Request feedback and make changes to finalise the plan. | **B. Evaluation Plan**<br>Include:<br>**Introduction:** how will you evaluate the success of your new course design?<br>- What criteria will you use to judge success?<br><br>**Decisions:** what will you do with the information obtained?<br>- How will the outcomes of the evaluation influence or impact on the stakeholders?<br><br>**Types of evaluation – formative or summative:** who will you get to review your design and test it before you go live, or once it is launched or at the end of the first offering?<br><br>**Methods:** how will you gather and analyse your data? |
| **4. Presentation (5 hrs). Summative.**<br>*Prepare a digital presentation of your plan and post to your blog.* | **A. Design the presentation**<br>• Prepare a script or storyboard for presenting the plan.<br>• Decide on the format of the presentation. For example, slides with audio (Powerpoint, Slideshare, Bubbleshare etc.), video with audio, a recorded computer conference, e.g., Adobe Connect, digital story using Windows Moviemaker or Animoto. | **B. Create the presentation.**<br>Include:<br>- a variety of media (e.g., text, images, audio, diagrams, video) ;<br>- information - introduction, background, stakeholders, design and learning theory, flexible learning strategies, and integration, and references.<br>- overview of the evaluation approach. |

**Table 4: Marking Criteria**

| Assessment Criteria | Met | Feedback |
|---|---|---|
| **1. Analysis of Learners and Context.**<br>• Description of learning environment covers learner diversity and context in relation to the organization or sector, the discipline and stakeholder expectations.<br>• Summary provided with goals.<br>• Posted to blog. | | |
| **2. Design overview.**<br>Includes:<br>• a detailed description of the design of the flexible learning strategies (with table or diagram),<br>• the underpinning design and learning theories, and<br>• how the design will improve learning for students. | | |
| 3. **A. Development and Implementation plan**<br>• Template headings used.<br>• Plan is detailed, meets stakeholder needs and includes justification based on the literature. | | |
| **3. B. Evaluation Plan**<br>Includes:<br>• **Introduction** – overview of methods and criteria.<br>• **Decisions -** influence on stakeholders.<br>• **Types of evaluation** – formative or summative and participants involved.<br>• **Methods –** data collection and analysis. | | |
| **4. Design and Create a Presentation**<br>• Format is appropriate.<br>• Uses a variety of media to provide interest.<br>• Information includes - introduction, background, stakeholders, design and learning theory, strategies, integration and references.<br>• Evaluation approach is outlined. | | |

*Recommended Reading*

Anderson, T. & Elloumi, F. (Eds) (2003). Theory and practice of online learning. Canada: Athabasca University. Available at: http://cde.athabascau.ca/online_book/

Blackall, L. (2005). Teach and Learn Online. http://lulu.com/leighblackall

Collis, B., & Moonen, J. (2002). Flexible learning in a digital world, experiences and expectations. London: Kogan Page.

Ellis, A., Torokfalvy, P. and Carswell. L. (1998). A development strategy for subjects delivered in flexible mode. ASCILITE conference proceedings, Flexibility the next wave? University of Wollongong. Available at: http://www.ascilite.org.au/conferences/wollongong98/asc98-pdf/elliscarswell.pdf

Hegarty, B. (2004). *The Impact of Technology on the Quality of Teaching and Learning in Tertiary Institutions: Literature Review*. Project completed as part of the requirements for a Doctorate in Education, University of Wollongong, NSW. Available at:

http://www.steo.govt.nz/download/elearn/B%20Hegarty%20-%20%20Impact%20of%20Tech%20on%20Quality%20of%20Teaching%20and%20Learning.pdf

Koumi, J. (2006) Designing Video and Multimedia for Open and Distance Learning. London:Routledge

Lockwood, F., & Gooley, A.(Eds.). (2001). Innovation in open & distance learning. London: Kogan Page.

Marler, T. (2005). Strategies to enhance synergies between online learning communities and communities of practice. ODLAA conference proceedings, Breaking down Boundaries, Adelaide, Australia. Available at: http://www.unisa.edu.au/odlaaconference/PPDF2s/85%20odlaa%20-%20Marler.pdf

Reushle, S., Dorman, M., Evans, P., Kirkwood, J., McDonald, J., and Worden, J. (1999). Critical elements: Design for online teaching. *Proceedings of ASCILITE99. Available at:* http://www.ascilite.org.au/conferences/brisbane99/papers/reushledorman.pdf

Rowntree, D. (1992) "Evaluating open learning" in *Exploring Open and Distance Learning,* Kogan Page, London.

Siemens, G. (2004). Connectivism - A learning theory for a digital age. http://www.elearnspace.org/Articles/connectivism.htm

Sloan, R. & Thompson, M. (2005). 8 Minute Movie - Evolving Personalised Media Construct (EPIC) - http://www.robinsloan.com/epic/

US Department of Education (2009) Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies

http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf