Constructing Courses to Enhance Learning 2013

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 - online discussions can be accessed on http://moodle.op.ac.nz.

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 the others 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.	13 May 2013
Formative: Design overview.	1, 2, 3	Blog and wiki.	24 June 2013
Summative: Development, implementation and evaluation plan.	2, 3	Blog and Moodle "book" or wiki.	26 August 2013
Summative: Presentation.	2, 3	Digital.	6 September 2013

Technical assistance will be available for all the assessments.

Assessment Instructions

Table 2: Part 1 – Assessment instructions for the formative assessments.

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.
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 a collaborative wiki page.	**A. Blog** • From your explorations, select at least one design principle or model, and discuss how this theoretical perspective supports flexible learning in your chosen course. • Describe how you will apply the components of the design model to strategies for delivering content, activities, communication/interaction and assessment. • Include links to the design framework you are using and the design overview on the wiki page (once this is developed).	**B. Collaborative wiki page** • Participate in the setting-up of a collaborative wiki to develop your design[1]. • Choose or create a framework to plan the flexible learning design. • Complete the framework either directly as a table or diagram on the wiki or uploaded as a pdf document. • Prepare a written overview of the design, and the underpinning theory. • Include a link to your blog posts about: a) the theoretical perspective you have taken; and b) your summary of the Analysis of Learners and Context.

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[1] Possible wiki platforms include: PB Works, Wikispaces, and WikiEducator.

Table 3: Part 2 – Assessment instructions for the summative assessments.

Assessment Instructions	Items to be included	Items to be included
3. Plan for development, implementation and evaluation (30 hrs). Summative. The plan includes finalised components of the two formative assessments (1. Analysis of Learners and Context, and 2. Design Overview). *Prepare a plan using a Moodle Book or wiki page. 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** **Overview:** summarise the planned approach including background about the course and/or programme. **Stakeholders:** describe how the plan will satisfy the diverse needs of the learners and the other stakeholders? (e.g., teachers, managers, industry, professional body and the tertiary sector). **Strategies:** justify the strategies for delivering: *content, activities, communication/interaction,* and *assessment.* - Use evidence from the literature. - Explain how they integrate within the course and the programme. **Milestones and objectives:** what are the steps and the approximate *timeline* for the implementation of your course design? **Resources:** what resources will you need – when and why?	**B. Evaluation Plan** Include: **Introduction:** how will you evaluate the success of your new course design? - What criteria will you use to judge success? **Decisions:** what will you do with the information obtained? - How will the outcomes of the evaluation influence or impact on the stakeholders? **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? **Methods:** how will you gather and analyse your data?
4. Presentation (5 hrs). Summative. *Prepare a digital presentation of your plan and post to your blog.*	**A. Design the presentation** • Prepare a script or storyboard for presenting the plan. • 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.** Include: - a variety of media (e.g., text, images, audio, diagrams, video) ; - information - introduction, background, stakeholders, design theory, strategies, and integration, and references. - overview of the evaluation approach.

Table 4: Marking Criteria

Assessment Criteria	Met	Feedback
1. Analysis of Learners and Context. • Description of learning environment covers learner diversity and context in relation to the organization or sector, the discipline and stakeholder expectations. • Summary provided with goals. • Posted to blog.		
2. Design overview. Blog post includes: • Discussion of a design principle or model underlying the flexible learning approach. • Description of the design strategies. • Links to a design framework and the overview on the wiki Wiki page includes: • a framework for the flexible learning design. • an overview of the design, and the underpinning theory.		
3. **A. Development and Implementation plan** Includes: • An overview of the planned approach. • Description of how the plan meets the needs of learners and other stakeholders. • Justification of the strategies for delivering the content, activities, communication/interaction and assessment methods, and their integration. • Milestones and objectives with a timeline for implementation. • Information about the resourcing of the plan.		
3. B. Evaluation Plan Includes: • **Introduction** – overview of methods and criteria. • **Decisions -** influence on stakeholders. • **Types of evaluation** – formative or summative and participants involved. • **Methods –** data collection and analysis.		
4. Design and Create a Presentation • Format is appropriate. • Uses a variety of media to provide interest. • Information includes - introduction, background, stakeholders, design theory, strategies integration and references. • 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