Designing Master Courses that Promote Significant, Engaged Learning

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Objectives

- Identify design strategies that promote significant engaged learning;
- Summarize the major research themes in the creation of a master course;
- Explain how a foundational design promotes meaningful interactions between students and the instructor during delivery.

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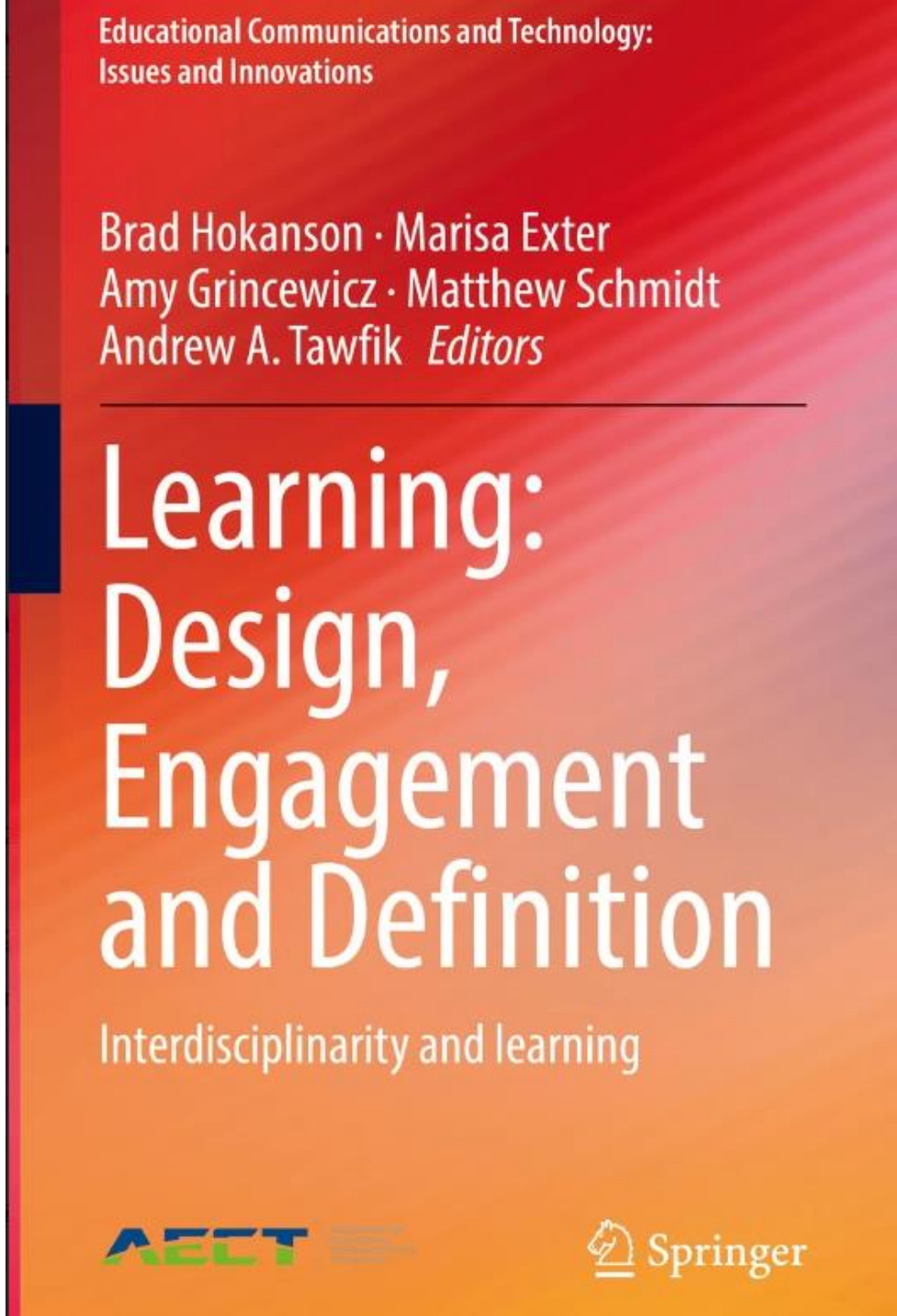


Background and Context

In the early 1990s, innovative methods for delivering and expanding online education offerings dominated the research, but a new research emphasis emerged with a focus on the relationship between course development and course quality (Chao, Saj, & Hamilton, 2010).

As Kearsley (2012) observed, “the most important role of the instructor in online classes is to ensure a high degree of interactivity and participation” (p. 78).

The Master Course Model

Define master course….

Advantages and Opportunities

MULTI-EXPERT AND MULTIDISCIPLINARY TEAM - HIGHER QUALITY COURSE

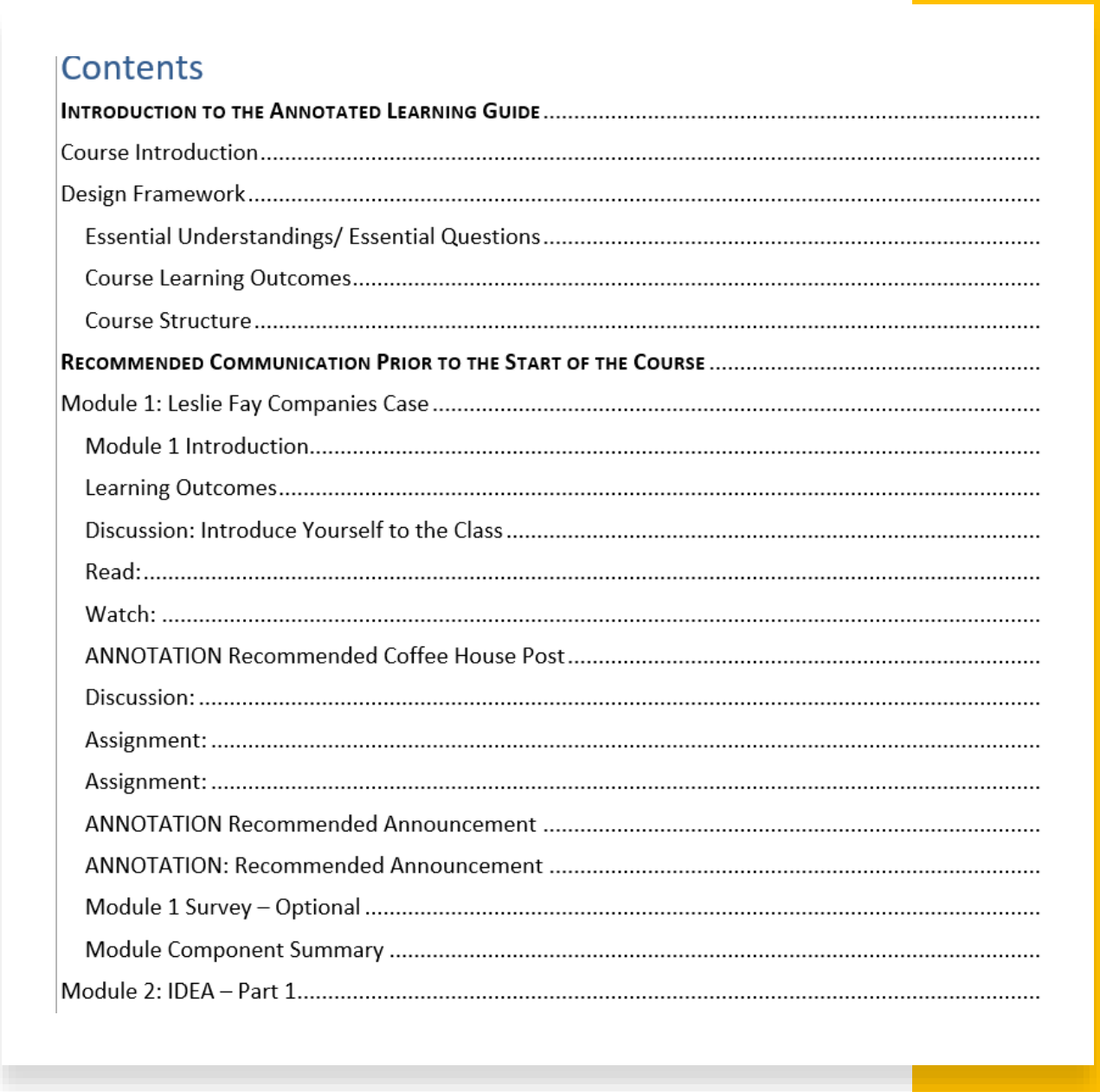
TIME EFFICIENCY

LEARNER EQUITY – SIMILAR LEARNING EXPERIENCES

FINANCIAL BENEFIT (SCHMIDT ET AL., 2013)

Annotated Learning Guide

- Thinking and assumptions behind the design
- Opportunities for regular and substantive interaction
- Personalized learning experience



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Theoretical and Design Frameworks

Industrialization of Teaching (Peters, 1983)

Distance education provides teaching through a division of labor where planning, developing, and presenting subject matter are done by different persons at different times and at different locations

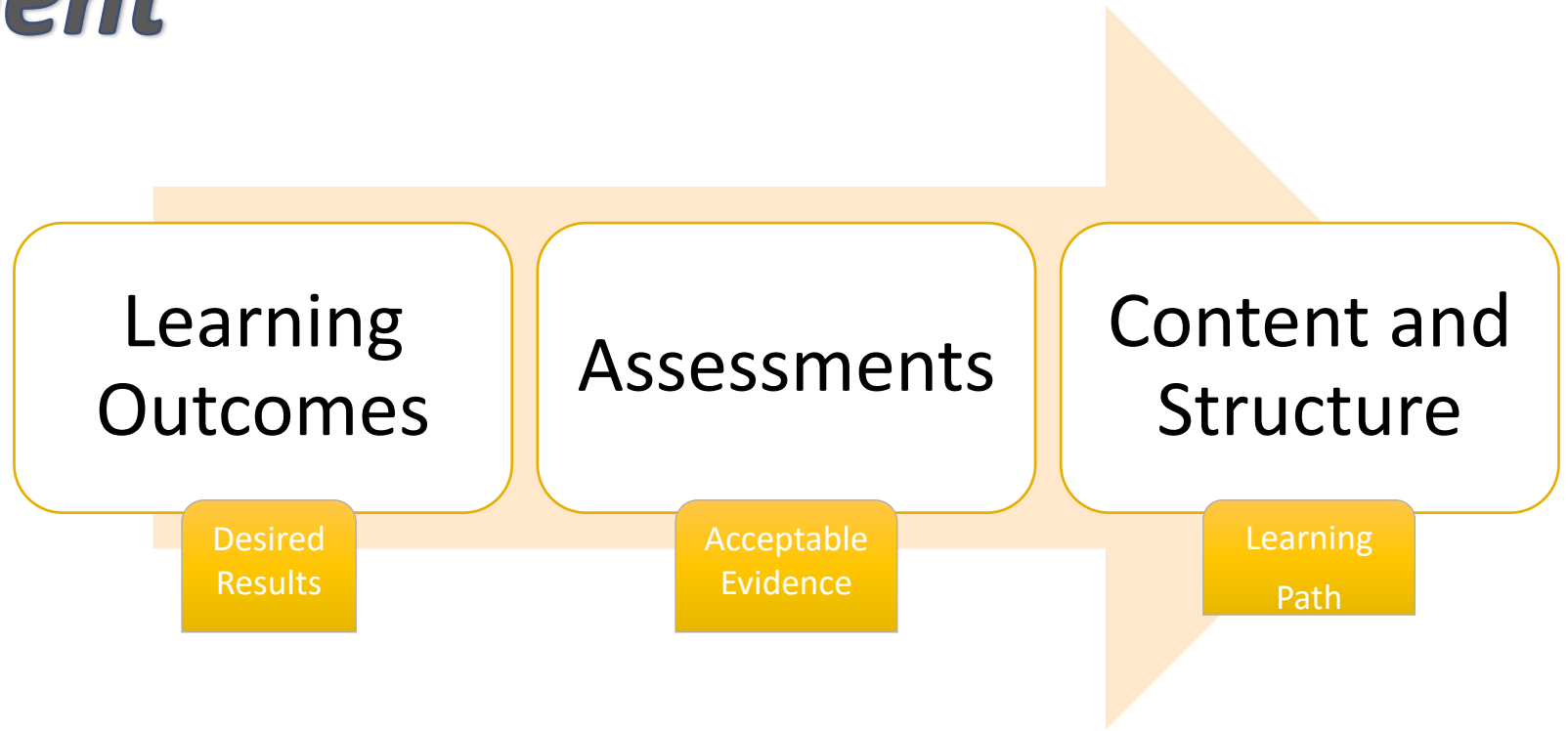
Key components: standardization, concentration, and centralization

“it is not reasonable to believe that a high caliber online course of instruction can be created by just one of two people”

(Caplan, 2004, p. 186)

Backwards Design (Wiggins & McTighe, 1998)

Alignment



Integrated Course Design (Fink, 2013)

Situational factors

Learning goals

Learning activities

Feedback and assessment

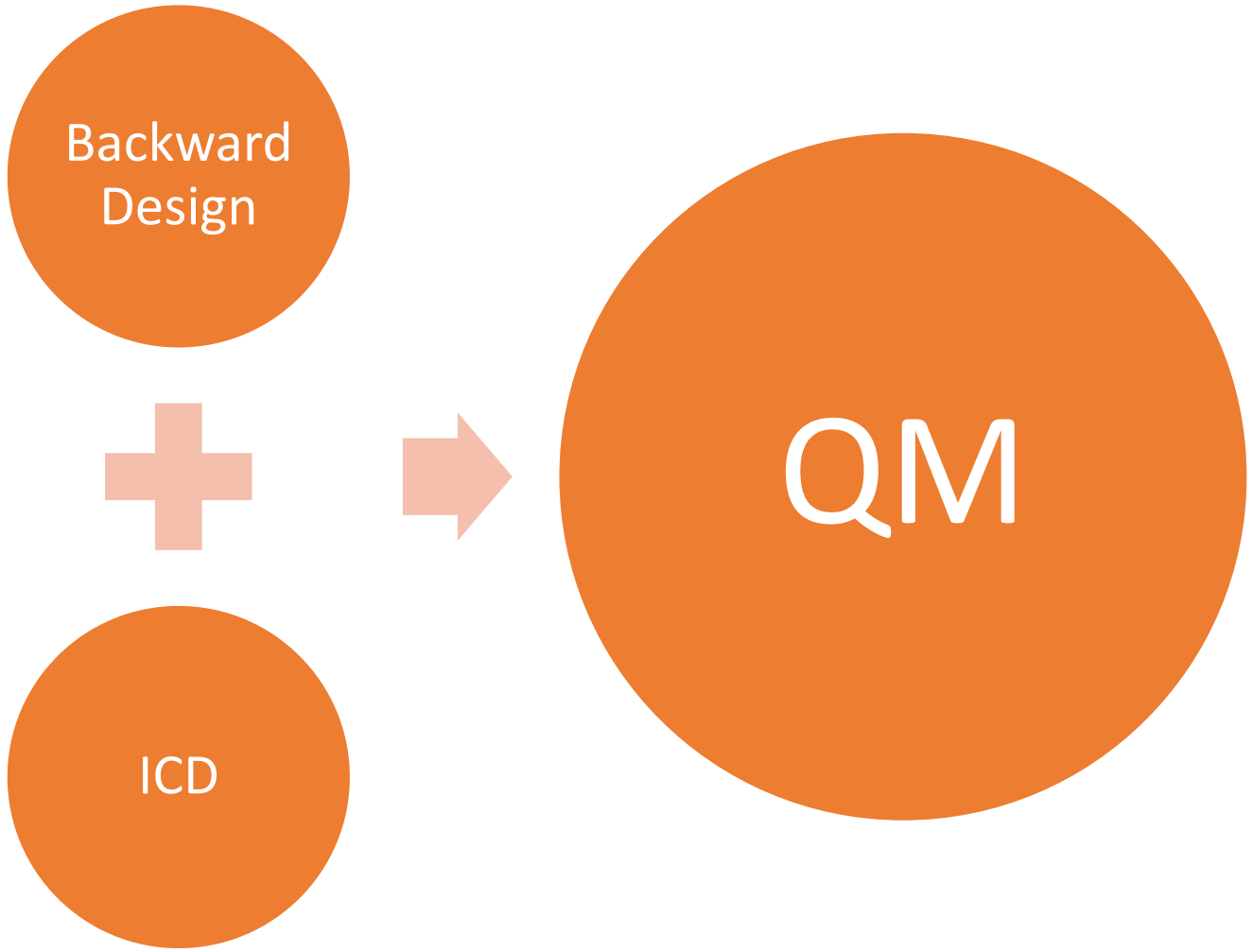
Integration

Fink's (2013) Taxonomy of Significant Learning

***Foundational knowledge*:** Students' mastery of basic facts and concepts deemed relevant to the course;
***Application*:** Students' ability to apply foundational knowledge;
***Integration*:** Students' capacity to appreciate the application of foundational knowledge in other coursework;
***Human dimension*:** Students' ability to perceive the value of integrating foundational knowledge for oneself;
***Caring*:** Students' reassessment of personal perceptions about a subject based upon a deeper understanding and application of the foundational knowledge; and
***Learning how to learn*:** Students' having the ability to continue learning about a subject and using foundational knowledge learned in a course even after the course has ended.

Using MCM to Promote Quality Assurance

Integration



Learner Center Design

Strategies to include

- Indirect instruction – reflective and problem-solving learning activities
- Interactive instruction – peer-peer learning
- Independent instruction – decision making through summative assessments

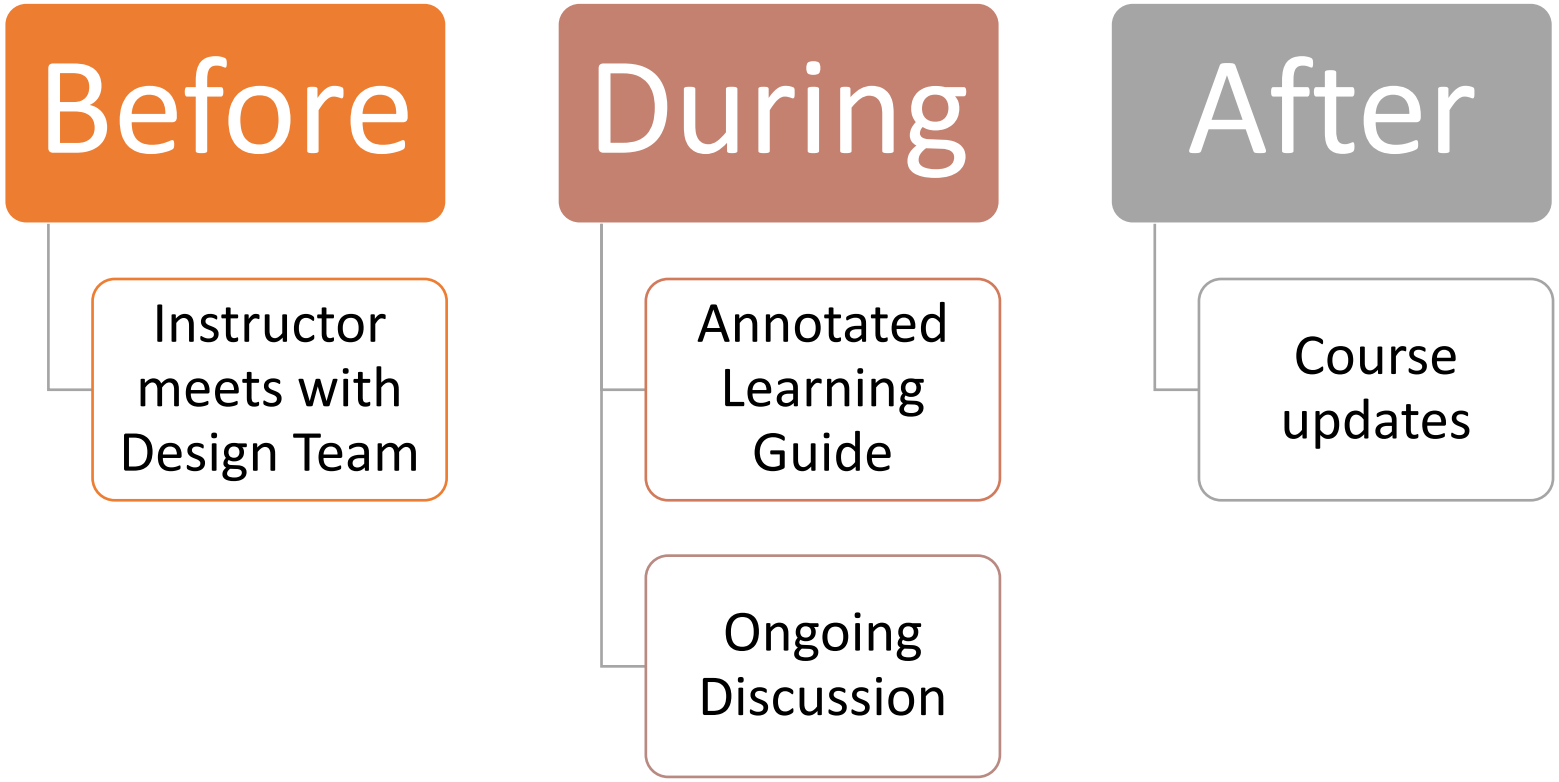
Learning Path Tasks

Select	Select Information
Link	Link new information with prior knowledge
Organize	Organize information
Link	Link new and existing information
Strengthen	Strengthen Memory

Feedback Loop

Before, During, After Teaching

Communication



Reflections

Takeaways

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