Designing Courses for Learning at the Speed of Light

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Instructional Design Strategies for Deep Learning - ProQuest

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Objectives

- Explain design, teaching, and learner-focused challenges in accelerated courses.

- Describe the connection between instructional design strategies and instructional design models when developing accelerated courses.

- Identify design strategies that promote deep, accelerated learning

Learning Definitions

Accelerated learning. Refers to shortening the duration of the educational process of both courses and programs beyond the traditional lengths that many higher education institutions utilize (Tatum, 2010). Accelerated courses have the same credit hours (e.g., 3 credit hours), but the course length is shortened (e.g., from 16 weeks to 8 weeks) (Tatum, 2010).

Deep learning. Focuses on critical thinking by focusing on the underlying meaning to achieve high levels of cognition that go beyond memorization to promote active engagement in the learning process. (Biggs et al., 2001).
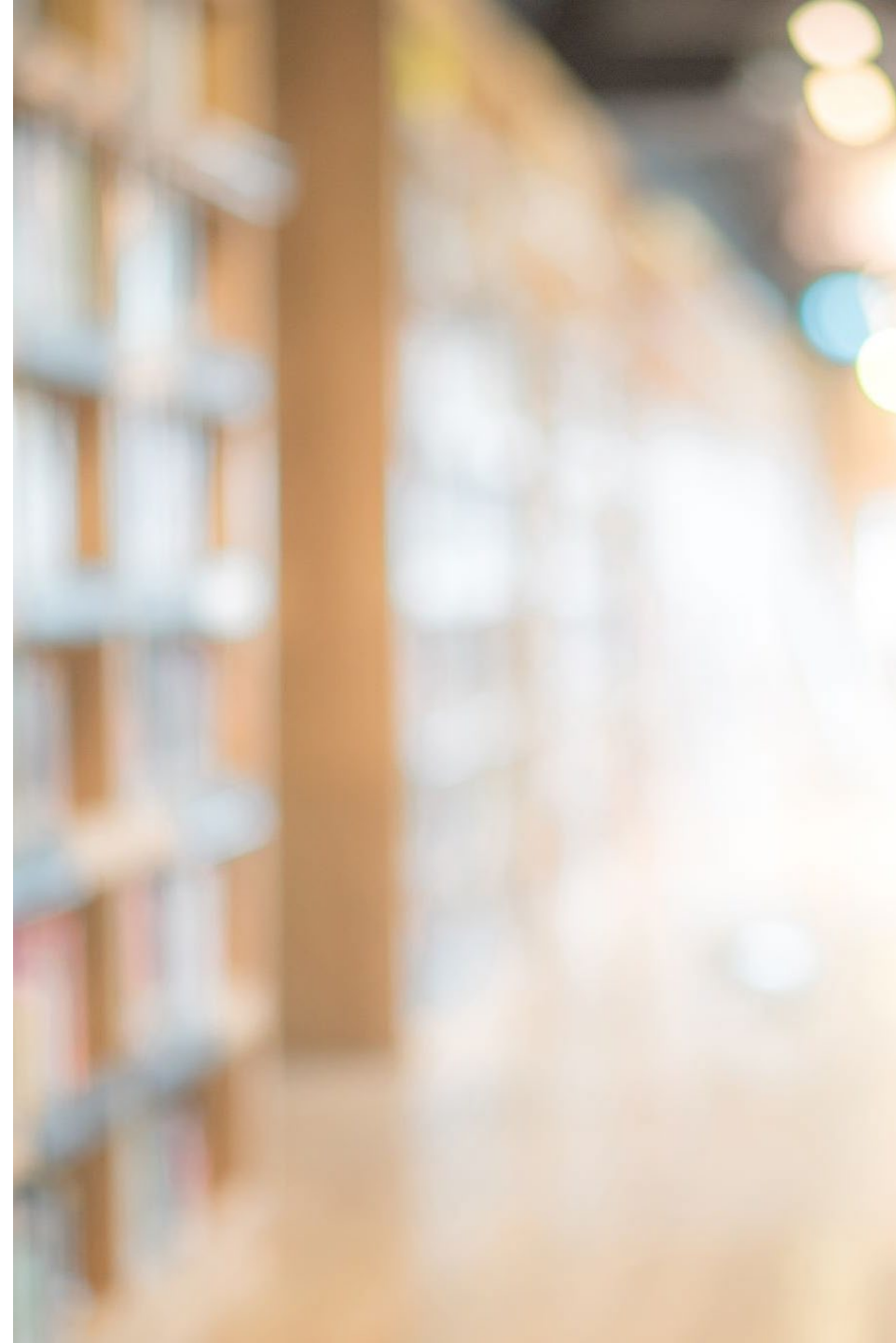
Accelerated Learning Challenges

- Require self-motivated learners

- Heavy workloads

- Creating a learning community

Background

Many higher education institutions are creating fast-paced courses and programs (Rafferty & Lindell, 2011; Wlodkowski & Ginsberg, 2010).

Deep learning is a common goal of a variety of disciplines (Laird, & Garver, 2010; Laird, Shoup, Kuh, & Schwarz, 2008).

Deep Learning occurs in accelerated courses (Trekles & Sims, 2013)

Learning Context

Deep learning requires more than just memorizing concepts (Biggs, Kemper, & Leung, 2001; Biggs 1987)

Accelerated learning is the most accessible learning path for working individuals.

Utilization of instructional design strategies

Instructional Strategies

The components of an instructional design model that utilize a sequence to develop instruction to meet a learning objective (Ross & Morrison, 2008).

Why strategies and not models?

Christensen and Osguthorpe (2004) found that only about half of the instructional designers they surveyed utilize theories of learning and instruction during development

Soto (2014) found that 23% of educators utilize all components of an instructional design model when designing virtual instruction

Principle-Based Model (Silber, 2010)

- Creating a clear path for learning
- Research and theory guide design decisions that focus on the alignment
- Designs may need to accommodate varying learner skills levels
- Focus on attention, relevance, confidence, and satisfaction (ARCS).
- Creating authentic learning experiences focused on activating prior knowledge.
- Including practice-learning activities
- Assessing students' problem-solving skills and application of the material.

Components of Instructional Strategies

Organization	Delivery	Management
• Sequencing • Content	• Environment • Learner needs	• Scheduling • Resource Allocation

Summary Deep Strategies (Grincewicz, 2018)

- Utilizing a variety of materials, including web-based materials and multimedia.

- Stating instructional goals focused on critical-thinking activities to encourage the learner to make abstract thinking and to make connections.

- Utilizing a variety of learner–learner interactions, including group work, peer reviews, and discussions.

- Meaningful sequencing that allows for a natural progression of learning.

- Creating a course in which all components work with one another.

- Utilizing a variety of cognitive activities, including topical readings that support critiquing activities, problem-based learning, and reflections.

- Adapting real-world examples and scenarios to course material.

- Using authentic activities that include scaffolding.

Summary Accelerated Strategies
(Grincewicz, 2018)

- Using self-paced individual activities.

- Assessing prior knowledge and same starting point.

- Establishing clear guidelines and expectations.

- Using scaffolding, examples/models.

- Adding time guidelines for course activities that do not hinder faster progress.

- Adding a variety of materials for a variety of learning preferences.

- Utilizing concept maps.

- Including formative assessments.

- Using deep learning strategies.

Implications

Process Document

Deep, Accelerated Instructional Strategies: Design Considerations (Grincewicz, 2018)

1. Use a variety of materials including multimedia and web-based materials?

2. Use critical thinking verbs for the Instructional goals?

3. Encourage abstract thinking?

4. Use a variety of learner–learner interactions?

5. Use meaningful sequencing of content to prevent learners from guessing?

6. Create a holistic aligned course?

7. Use cognitive and reflective activities?

8. Use problem/project-based learning activities focused on real situations?

9. Use scaffolding activities?

10. Include organized self-paced activities with instructor guidance with time guidelines?

11. Assess prior knowledge?

12. Include a variety of activities?

13. Have clear guidelines and expectations?

14. Use real-world examples?

15. Include concept maps of knowledge flow?

Reflections

Takeaways

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Designing Accelerated Courses for Learning at the Speed of Light
November 5, 2023 1pm – 5pm CT

Learning Objectives:

- Explain design, teaching, and learner-focused challenges in accelerated courses.
- Describe the connection between instructional design strategies and instructional design models when developing accelerated courses.
- Identify instructional design strategies for deep accelerated learning.
- Design a sample module for deep, accelerated learning.

Thank You

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