

Slide 1

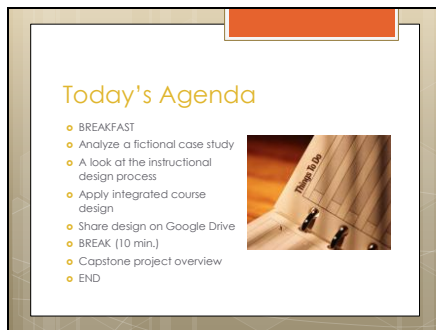


Welcome

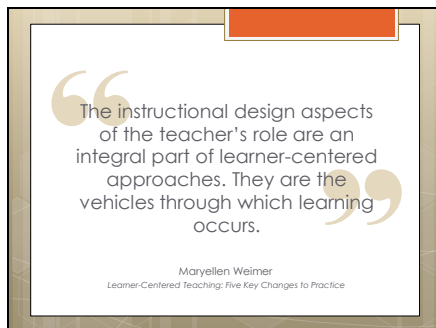
During breakfast discuss everyone's experiences so far with the workshop.

Module 5 begins to bring the pieces of what you have learned about learner-centered teaching together. We're going to talk about the function of content within the design of our courses.

Slide 2



Slide 3



This is a quote from chapter 3, "The Role of the Teacher," (p. 76) where Weimer presents the 7 principles to guide "Facilitative Teaching" in a learner-centered environment. This appears under Principle 3 "Teachers do instructional design work more carefully."

Slide 4



ONLINE ACTIVITY REVIEW

VoiceThread login

rronan@rcc.mass.edu paradise1

Let's take a quick look at what some of the things you commented on VoiceThread about **Principle 3**.

(ONLY PRINCIPLE #3)

Slide 5



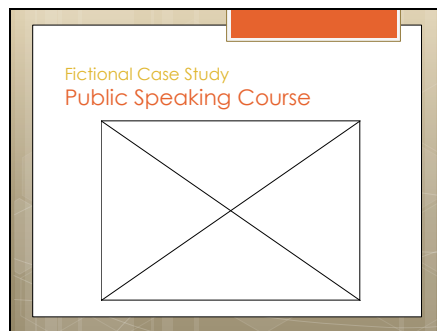
ACTIVITY

Use end to write.

(Objectives/Outcomes, Instruction, Assessment)

What are some considerations you take into account when designing instruction? (Learner analysis, instructional factors)

Slide 6



VIDEO ACTIVITY

I could not find a good case study for you to review, so I made one up using Xtranormal. As you review, consider "What's wrong with this picture?" We'll answer some questions at the end.

Play Video

Discussion prompts:

- What did you think of Carol's experience?
- What went wrong with her Public Speaking course?
- What would you guess were the stated outcomes for this course? (the Learning Goals)
- What were the instructional strategies? (Teaching/Learning Activities)
- Did the instructional strategies align with the learning goals?
- What were the assessment strategies?

- Did the assessment strategies align with the learning goals?
- Did the instructor do anything right? (Martin Luther King, watching famous speeches, reflection homework assignments)
- What else could he have done?
- Did Carol have a right to feel angry and cheated?
- How did this affect her performance in other classes? Does this kind of thing happen at RCC?

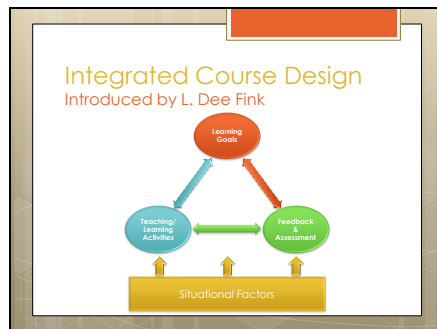
What did you think of her plan to pass the History course?

There are many instructional design models that are useful for learner-centered course development. Are you familiar with any instructional design models?

There are **over 600 recognized models!** Among the most popular are perhaps **ADDIE** (Analysis, Design, Development, Implementation, Evaluation) and the **Dick & Carey** model (which is an expanded form of ADDIE and the model my own ID program promotes). In recent years, the **“Integrated Course Design”** model depicted with this mindmap has become increasing popular in Higher Ed. It was developed by L. Dee. Fink and is unique from other models in its simplicity and in the way the major components are dependent upon each other.

Those key components are:

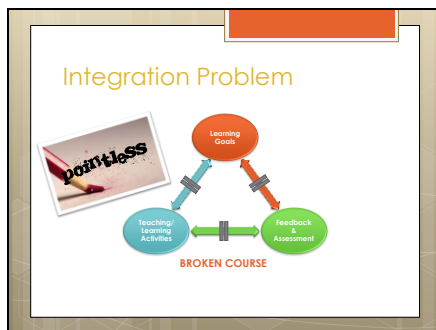
Slide 7



- **Learning goals**
- **Feedback & assessment**
- **Teaching and learning activities**

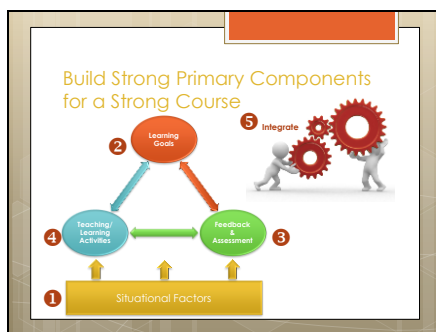
Similar to other design models, this one also begins with an **analysis of situational factors** that may influence the design. Activities such as learner analysis (to know characteristics of the people you are teaching), instructional analysis (to understand what is involved in doing the task being taught), as well as identification of entry level skills needed to begin the learning, are examples of the first steps in the design process, encompassed by **situational factors** in this model.

Slide 8



According to this model, if one of the key connections is broken, CLICK Predictably another will break resulting in broken course
CLICK
Pointless!

Slide 9



To build a strong course according to this model
CLICK
you begin with an analysis of situational factors that influence the course – such as learner characteristics and prior knowledge, departmental expectations, instructional challenges particular to the subject matter, etc.

Then you apply “backward design” to move through the process
CLICK
To identify suitable learning goals or outcomes
CLICK
Then after formulating those

objectives, you determine formative and summative assessment strategies and related test instruments to determine how well students accomplish those goals.

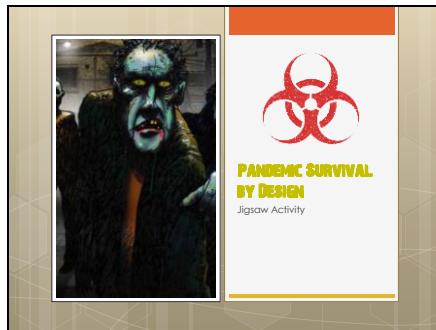
CLICK

Then, you develop your instructional strategies that support the learning goals and provide assessment opportunities.

CLICK

Finally, you integrate all the pieces so that everything aligns together. In an integrated course, instructional strategies are directed by the steps needed for achieving the learning goals.

Slide 10



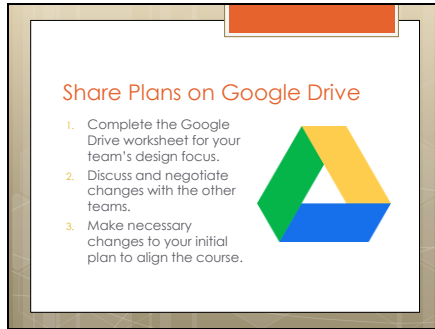
JIGSAW ACTIVITY (2 hrs, 20 min)

Slide 11




Introduce the scenario and the activity. Ask participants to turn to activity handout.

Slide 12




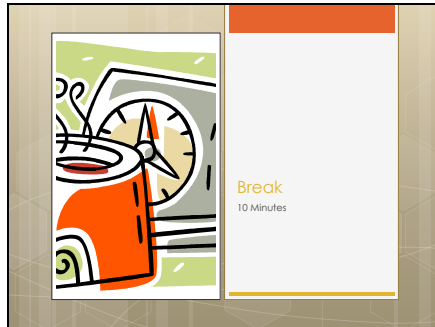
Share Plans on Google Drive

1. Complete the Google Drive worksheet for your team's design focus.
2. Discuss and negotiate changes with the other teams.
3. Make necessary changes to your initial plan to align the course.



Link to Google Drive worksheets is available in Moodle.
Here are the basic steps for this activity.


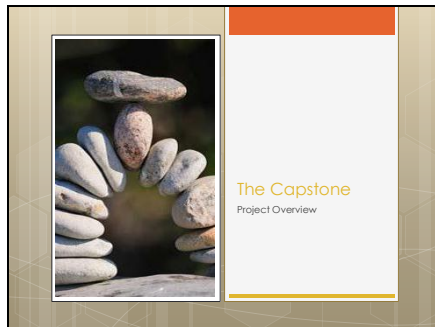
Slide 13



Break
10 Minutes

10 Minute Break

Slide 14



The Capstone
Project Overview

Introduce capstone project using handouts of capstone planning sheet, sample of project template, and rubric.