Designing Engaging Virtual Learning Experiences

Irma Sandercock and Peter van Leusen, October 2016
What Do Instructional Designers Do?

1. Consult on course structure and organization
2. Share examples of instructional strategies
3. Assist in identifying technologies
4. Provide tutorials and tips
5. Serve as a sounding board
What is your current view of online learning?
What does the term VLE (Virtual Learning Experience) mean to you? What do you recall as your favorite face-to-face learning experience?
Goal for Virtual Learning Experience

"The VLE is an educational tool that provides an essential part of the multicultural learning experience that encourages critical thinking and collaboration."
Goals for this afternoon:

- Clarify roles and responsibilities
- Review the VLE – Review the big picture
- Identify one or two learning objective
- Refine the course planning map
- Identify module resources
- Begin building your module
Virtual Learning Environment
Project Timeline

Pre-Conference Workshop KICK OFF
Sept. 14

Conference Workshop KICK OFF
Oct. 11-14

Post-Conference Workshop KICK OFF
Nov. 17

Mini Courses Development Time
November - March

Mini Courses Delivered
March 15

Mini Courses Pilot & Feedback
March - April

Mini Courses Evaluation
April 15

2016
September | October | November | December | January | February | March | April | 2017
What is a Mini-Course?

- Part of a full course
- Focuses on one topic/theme/learning objective
- Includes objective(s), assessment(s), instructional activities, content
- Approx. 30 - 45 min. for students to complete
It All Begins with the Course Planning Map...

Micro-Presentation & Activity
The Course Planning Map

• Used to guide the course development process
• Assures that all content, learning activities and assessments are in alignment with course objectives
• Helps to identify gaps in content and helps to ensure the course flows smoothly.
• Serves as a “blueprint” for building the course or module in Blackboard
Making Your Own Course Planning Map

- Narrowing Down Your Scope
- Writing Strong Objectives
- Developing an Assessment Plan
- Identifying Content

download at http://links.asu.edu/cpm
Activity: Think-Pair-Share

Identify one topic you would like to develop as a VLE for your course. Share that information with your colleagues.
Think-Pair-Share: Identifying Your Topic

- Can you focus your mini-course on a specific aspect of your course?
- Can you narrow your mini-course to a specific time period?
- Can you narrow your mini-course to a specific event?
- Can you narrow your mini-course to a specific geographic area?
- Can you narrow your mini-course to a specific problem or question?
Writing Strong Objectives

Micro-Presentation & Activity
Objectives and Alignment

- What do you want your students to know and be able to do at the end of the module?
- Provide the foundation on which the learning activity is based.
- Strong objectives are important so learners know what is expected of them.
Objectives and Alignment

- Specific
- Measurable
- Accepted
- Reasonable
- Time-bound
Objectives and Alignment

- The student will understand events leading up to the beginning of the Civil War.
- The student will compare and contrast the writings of humorist Mark Twain with 20th Century humorists.
Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate
Objective Builder Tool

Objectives Builder

Objectives Builder is an easy to use online tool for writing lesson objectives

1. First time users should watch the tutorial
   Start >>

2. If you have already watched the tutorial
   Start >>

http://teachonline.asu.edu/objectives-builder/
Activity

Write one or more objectives for your VLE. Share your objectives with the group.
Developing an Assessment Plan

Micro-Presentation & Activity
What should my students know? What should they be able to do?

Objectives

Activities
What type of activities can help students achieve the learning objectives?

Assessment
How will I know that students have achieved the objectives?
Assessment & Alignment

Critical course elements working together to ensure that students achieve the desired learning outcomes.

- Quality Matters™
### Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full QM Rubric, visit [www.qualitymatters.org](http://www.qualitymatters.org) or email info@qualitymatters.org

<table>
<thead>
<tr>
<th>Learning Objectives (Competencies)</th>
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<tbody>
<tr>
<td>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</td>
<td>3</td>
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<tr>
<td>2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</td>
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<tr>
<td>2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.</td>
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<tr>
<td>2.4 The relationship between learning objectives or competencies and course activities is clearly stated.</td>
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<tr>
<td>2.5 The learning objectives or competencies are suited to the level of the course.</td>
<td>3</td>
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<th>Assessment and Measurement</th>
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<tbody>
<tr>
<td>3.1 The assessments measure the stated learning objectives or competencies.</td>
<td>3</td>
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<tr>
<td>3.2 The course grading policy is stated clearly.</td>
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<tr>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.</td>
<td>3</td>
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<tr>
<td>3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.</td>
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<tr>
<td>3.5 The course provides learners with multiple opportunities to track their learning progress.</td>
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Activity: Rapid Brainstorm

How many types of assessments can you list in 2 minutes?
Exhibitions, Essays, peer-evaluation, tests, and demonstrations.

Portfolios, Rubrics, Teacher-created.
Summative vs. Formative Assessment

In your teaching, how do...
- ... your students know that they "get it"?
- ... you know your students “get it”?
CATS = Classroom Assessment Techniques
CATS = Classroom Assessment Techniques

- Thomas Angelo & Patricia Cross (1993)
- Feedback about lesson effectiveness & student understanding
- Formative assessment
- Quick, easy-to-use, non-graded
- Face-to-face, hybrid, online teaching
CATS: Online

On-Ground
- 1 Minute Paper
- Muddiest Point
- Pro / Con Grid
- Concept Map
- Student-generated Test Questions
- ...

Online
Activity: Concept Map

Identify formative & summative assessments that align with your learning objective(s)
Identifying Content

Micro-Presentation & Activity
What should my students know? What should they be able to do?

Objectives

Activities
What type of activities can help students achieve the learning objectives?

Assessment
How will I know that students have achieved the objectives?
Activity:

Identify content & activities for your mini-module
Some things to keep in mind...

- Sequencing
- Student Engagement
- Prior Knowledge
- Content Format
- Copyright

- Accessibility
- Cost
- Technology
- Alignment
- Quality resources
Wrap Up

Where do we go from here?
Activity: Muddiest Point

Reflect on today’s session – what did you learn?
What is still unclear to you?