

CE Course Handout

E-Learning: How to Develop Online Content Using Technologies That Promote Student Learning and Maintain Academic Rigor

Friday, June 10, 2016
2:30-5:30 p.m.

E-Learning: How to Develop Online Content Using Technologies That Promote Student Learning and Maintain Academic Rigor

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Presenters:

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COURSE DESCRIPTION

Placing syllabi, course documents and discussion boards online for students to access does not equate to a quality E-learning experience. Many models of E-Learning exist so how do you determine the best method for you and your students? This presentation will discuss a variety of web-based models: synchronous distributed, web-enhanced, hybrid, and online and illustrate each with examples including technologies utilized for delivering these virtual experiences. Strategies for flipping the classroom while simultaneously developing quality online experiences that maintain academic rigor will be examined. Consideration of the Quality Matters Standards will be discussed as part of the process for ensuring quality E-learning for both students and faculty. Discover how to use technologies effectively in order to promote student-centered learning.

Objectives

At the conclusion of this session, participants should be able to:

1. Compare and contrast a variety of E-learning models and judge which model(s) would achieve the student learning outcomes desired for their programs.
2. Assess a variety of technology solutions and become conversant with technology “speak” to be able to go back to their individual institutions and have productive conversations with instructional technology personnel.
3. Use Quality Matters Standards in the development of quality E-learning experiences for students and faculty.

John Dewey – American philosopher, psychologist and educational reformer

- Experiential learning
- Learning that is relevant
- Learning by doing
- ACTIVE LEARNING☺

Debunk the Myth!!

- Dunning-Kruger Effect
 - Serious “miscalibration” between self-views of skill and actual skill as measured by an objective test of their ability (Dunning-Kruger Effect)
- Gonzales, 2016
- Stein, 2014 (cautions us not to assume that “digital comfort” equates with “technology proficiency” OR “information literacy”)

Best Practices

- Seven Principles for Good Practice...(Chickering & Gamson)

More on Best Practices

- Online instructor serves as a facilitator of the learning process (Weimer, 2002)
- Learning resources and instructional activities available to students rather than providing instruction in the form of a lecture
- Purpose and process of assessment and evaluation need to change from tests/quizzes to reflection, self assessment and application activities (Palloff & Pratt, 2003)
- Online instructor characteristics
- Well trained in the pedagogy of online teaching and learning (Palloff & Pratt, 2011)
- Faculty establishes an active and strong online presence demonstrating expertise and guides student in their learning(Carr-Chellman & Duchastel, 2001)

Research would tell us that it is in **ACTIVE learning** that we move information from short-term or working memory to long-term memory (Medina, 2005)

Kezar, A, 2015 – student resistance

Audience Response Systems – examples of use

Twitter – examples of use

- Social Media Guides
- Social Media for Teachers: Guides, Resources, and Ideas
 - <http://www.edutopia.org/blog/social-media-resources-educators-matt-davis>

HLC – Interregional Guidelines for the Evaluation of Distance Education (On-line Learning)

- <http://www2.indstate.edu/academicaffairs/assessment/NCA%20BEST%20PRACTICES%20DOCS%20ON%20AA%20WEB/Guidelines%20for%20the%20Evaluation%20of%20Distance%20Education%20%28On-line.pdf>
- Quality Matters (QM)
 - Is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses.
 - <https://www.qualitymatters.org/>

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