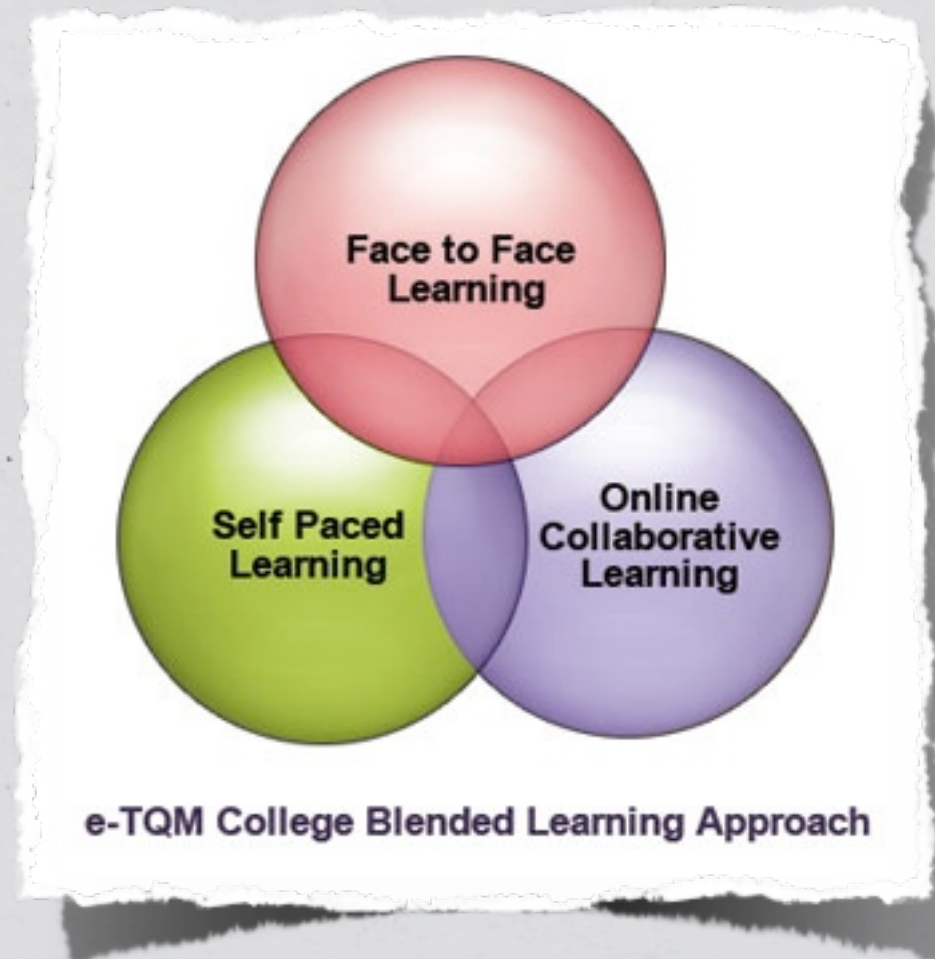# THE NOT-SO-DISTANT EDUCATION BLENDED COMP COURSES THAT ROCK!

Dr. Alisa Cooper, Glendale Community College

Agenda

* Course Design

* Gaming

* CBL

* Self Directed Learning

* Multimedia

e-TQM College Blended Learning Approach

COURSE DESIGN

4 Basic (re)Design Steps

1. Identify course content for each module

2. Write learning objectives for each module

3. Determine what will be delivered online/F2F and relationship between each

4. Consider each learning objective or each learning objective set and reference and utilize diverse instructional strategies

Good Course Design

∗ Modularize Your Course

  ∗ Identify Objectives

  ∗ Write Student Learning Outcomes

  ∗ Consider what the instructor currently does to support or meet those objectives

  ∗ Consider what the student is asked to do to meet those objectives.

Support Objectives by...

* Integrating learning technologies
  * Classroom technologies
  * Cloud-based technologies
  * Online resources
* Developing diverse assessment techniques
* Infusing active learning, interaction, and peer engagement
* Feedback, feedback, feedback

Bloom's Taxonomy

* Focus on learner performance/outcomes

* For each module

  * What do they need to know?

  * What do they need to be able to do?

  * What will they know as a result of my instruction?

  * What can they learn in other ways?

create

evaluate

analyze

apply

understand

remember
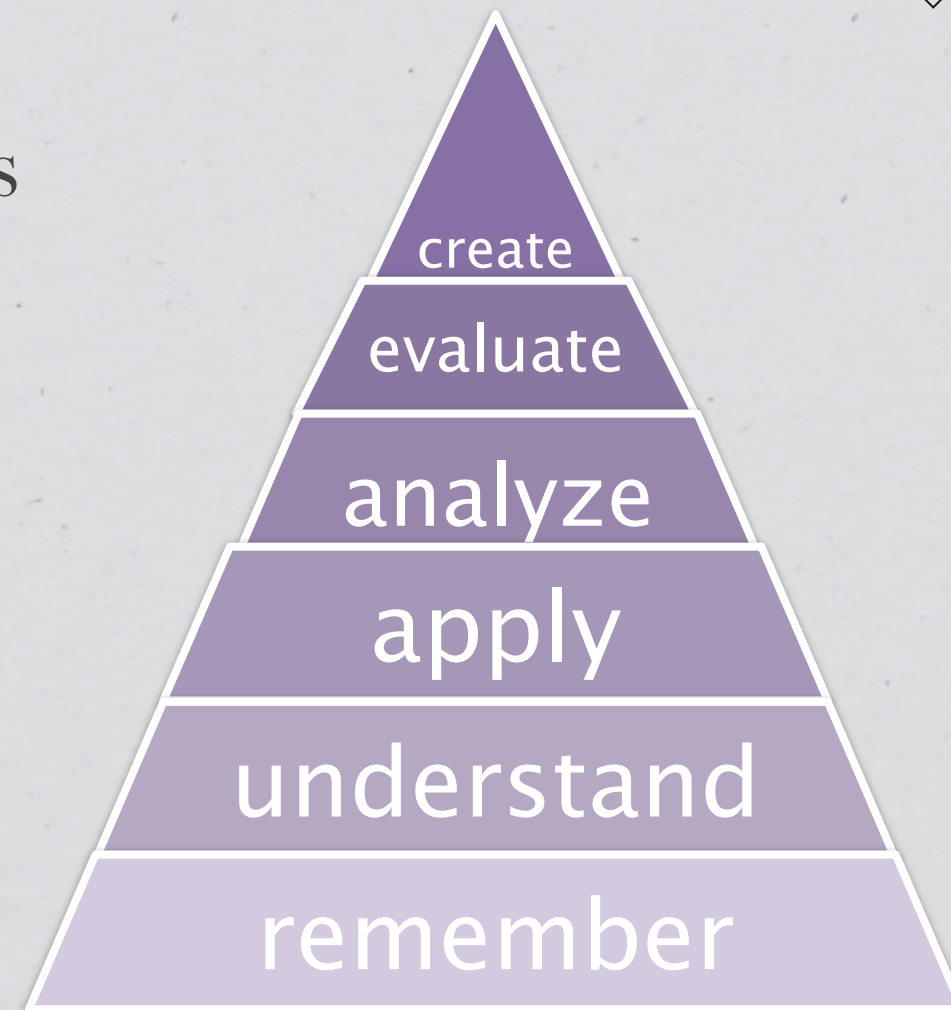
Why Modules?

* "7 +/-2 rule"
* Support consistency in look and feel
* Content becomes/feels more manageable
* Prevents information overload
* Allows students to focus on content rather than form

Source: Blending In, March 2007

Module Possibilities

* Content "chunks"
* Let the content set the chunks
* Content organized in conceptually related blocks

```
Readings → Video
              ↓
Assessment ← Project
    ↓
Writing
```
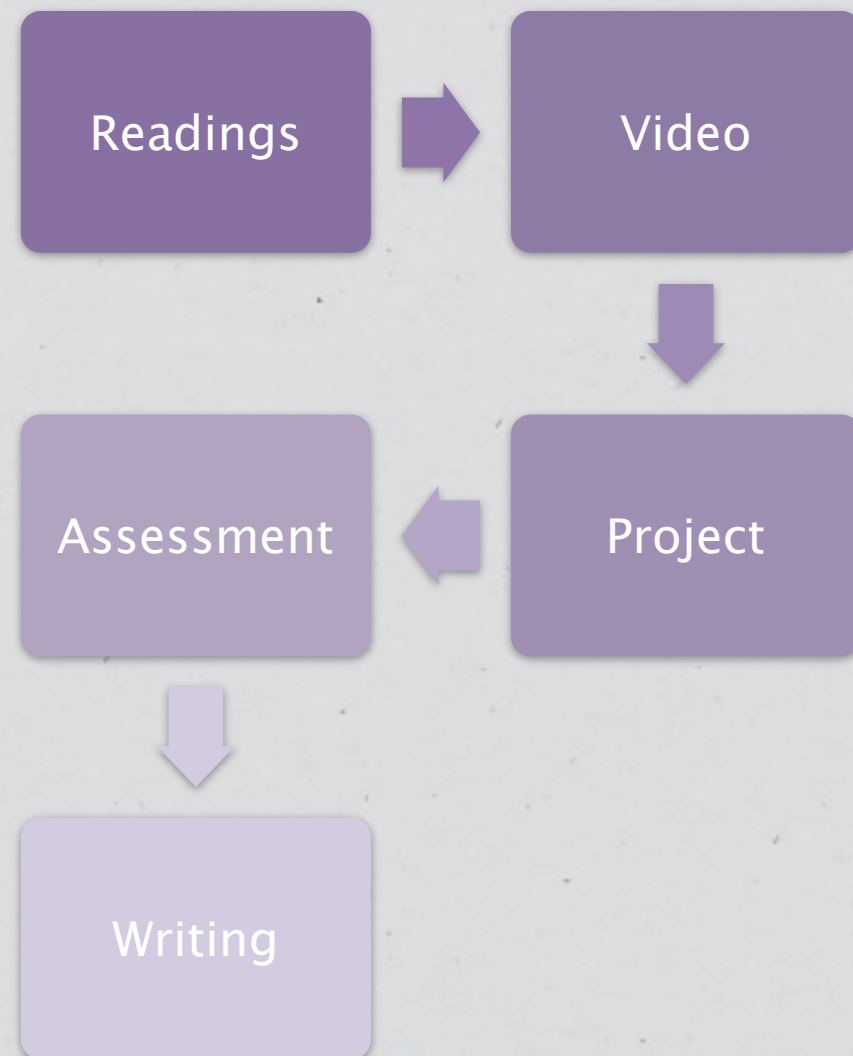
Source: Blending In, March 2007

Module II: January 30-February 19th

Theme: Education

Journals	3 Personal Blog Posts	20 points
Discussions	2 Group Discussions	20 points
Assn. #3	Rhetorical Terms Assignment	20 points
Assn. #4	Rhetorical Analysis Writing Assignment	20 points
Handbook Activity II	Connect Composition Learning Plan (33%)	10 points
Essay #1	Reflection Essay	100 points
Quiz #2	Module II Quiz	20 points
Module II Total Points:		**210 points**

Module III: February 20-March 11th

Theme: Environmental Issues

Journals	3 Personal Blog Posts	20 points
Discussions	2 Group Discussions	20 points
Assn. #5	Peer Review	20 points
Assn. #6	Self Assessment Writing	20 points
Handbook Activity III	Connect Composition Learning Plan (66%)	10 points
Essay #2	Comparison/Contrast and/or Cause/Effect	100 points
Quiz #2	Module II Quiz	20 points
Module III Total Points:		**210 points**

Course Organization

∗ Dates/week

∗ Topic

∗ Readings

∗ Section

∗ Unit

∗ Module

5 Principles of Successful Course Redesign

1. Redesign the whole course.
2. Encourage active learning.
3. Provide students with individualized assistance.
4. Build in ongoing assessment and prompt feedback.
5. Ensure sufficient time on task and monitor student progress.

http://thencat.org/PlanRes/R2R_PrinCR.htm

Let's See It In Action

* ENG101 Module III - Environmental Issues

  * Online Discussion on a Blog

  * Online Peer Review Assignment in Connect (Video 4 min)

  * Personalized Learning Plans for Students

  * Additional: Online Writing Assignments in Connect (Video 4 min)

PLN Progress

* Student's Initial Diagnostic Score: 63% - After PLN: 88%

PUNCTUATING CORRECTLY

Unit/topic	Time Spent (hh:mm:ss)	Progress	Current score correct/total	Current score percentage	Initial unaware	Current unaware
PUNCTUATING CORRECTLY	07:38:03	100%	677/797	84%	8%	15%
APOSTROPHES	00:20:13	100%	60/70	85%	0%	14%
COLONS	00:18:32	100%	50/57	87%	0%	12%
COMMAS	03:17:08	100%	280/330	84%	0%	15%
DASHES	00:11:42	100%	23/29	79%	0%	20%
HYPHENS	00:45:25	98%	35/45	77%	0%	22%
END PUNCTUATION	00:16:49	100%	50/61	81%	50%	18%
ITALICS	00:23:23	100%	27/33	81%	0%	18%
PARENTHESES	00:21:58	100%	24/26	92%	0%	7%
SEMICOLONS	00:53:18	100%	59/68	86%	0%	13%
QUOTATION MARKS	00:49:31	100%	69/78	88%	0%	11%

GAMING

Aspects That Make Games Engaging

✳ the feeling of working toward a goal;

✳ the possibility of attaining spectacular successes;

✳ the ability to problem solve, collaborate with others, and socialize;

✳ an interesting story line; and

✳ other characteristics.

Relevance for Teaching, Learning, or Creative Inquiry

* Game-based learning reflects a number of important skills higher education institutions strive for their students to acquire: **collaboration, problem solving, communication, critical thinking, and digital literacy.**

Let's See It In Action

* Blended Learning Class in 3D GameLab

* Points & Badges in ENG101 Course

* Group Competitions in ENG102

CHALLENGE BASED LEARNING

Challenge Based Learning

* **Challenge Based Learning** is an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems through efforts in their homes, schools and communities.

http://www.challengebasedlearning.org

Key Elements of CBL

Challenge-Based Learning – Framework

- Big Idea
- Essential Question
- The Challenge
  - Guiding Questions
  - Guiding Activities
  - Guiding Resources
- Solution – Action
- Assessment
  - Publishing – Student Samples
  - Publishing – Student Reflection/Documentation

Let's See It In Action

* Big Idea - Teacher generated

* Essential Questions (can be given ahead of time or can be student generated: discussion board, shared doc w/ best questions generated)

* The Challenge: groups and various solutions, one challenge, students can choose

* Guiding Questions: Maybe first assignment is coming up with guiding questions

* Guiding Activities: typical assignments like summarizing, paraphrasing, or evaluating existing solutions/programs, student blogs for reflection (3-4 activities)

Let's See It In Action

* Guiding Resources: Start them with one resource, and then they can build resource document, Diigo

* Solution: solving the challenge in the form of essay, website, etc.

* Assessment: quiz on competencies, essay, whatever they've done for their publishing, rubric, self-assessment

* Publishing: Google Sites, Weebly, web page, essay (audio, visual, text, video: decide on requirements)

Let's See It In Action

✳ Food Waste Glogster Posters and Animoto Videos on Google+

✳ Illegal Immigration CBL Projects

   ✳ Illegal Immigration Solution

   ✳ The Illegal Immigrant

✳ Banned Books Projects

   ✳ The Giver Trilogy

   ✳ The Dangers of Government Tyranny

SURVEY OF STUDENTS

Challenged Based Learning

How would you rate the Challenge Based Learning module that you participated in in your class? For most of you, this was the last module you participated in.
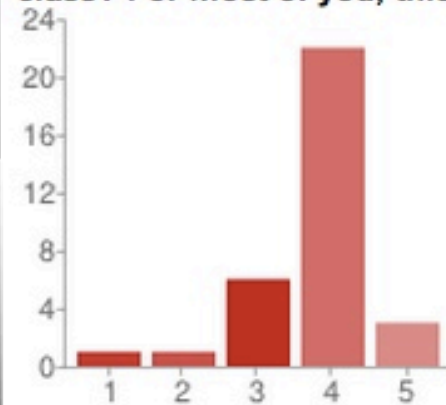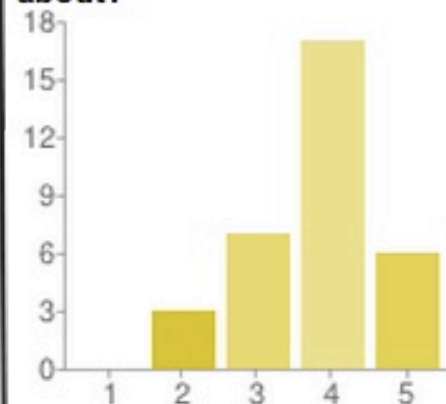

1 -	Hated it	**1**	3%
2		**1**	3%
3		**6**	18%
4		**22**	67%
5 -	Loved it	**3**	9%

Hated it Loved it

How well did you like the module theme? (Your Big Idea) Did you like the topic you had to write about?

1 -	Hated it	**0**	0%
2		**3**	9%
3		**7**	21%
4		**17**	52%
5 -	Loved it	**6**	18%

Hated it Loved it

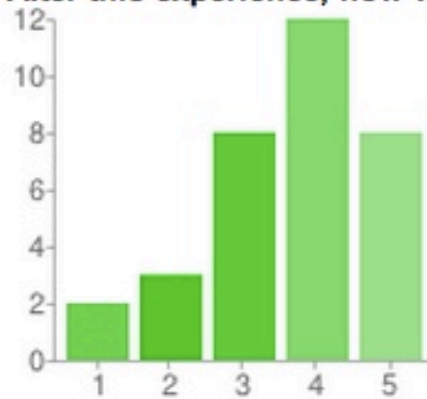# SURVEY OF STUDENTS

Challenged Based Learning
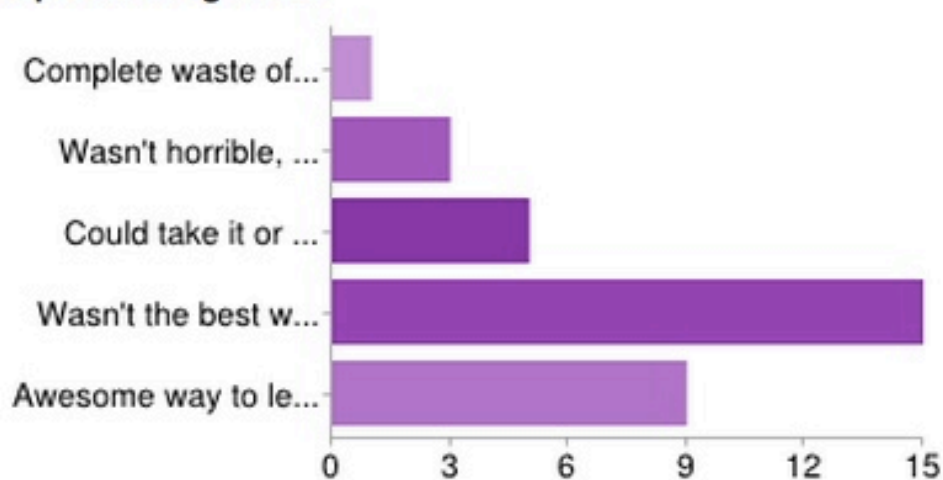
★ ★ ★ ★   ★ ★ ★ ★

After this experience, how would you rate working in a group on a project like this?

1 - Hated it	**2**	6%
2	**3**	9%
3	**8**	24%
4	**12**	36%
5 - Loved it	**8**	24%

Hated it   Loved it

Which of the following describes how you feel about learning in this manner? Groups working on a challenge and solving a problem together. -

|		
Complete waste of time	**1**	3%
Wasn't horrible, but prefer learning in other ways	**3**	9%
Could take it or leave it	**5**	15%
Wasn't the best way to learn, but I did like it	**15**	45%
Awesome way to learn the content	**9**	27%

SELF DIRECTED LEARNING

Self Directed Learning

* Participants take responsibility for their learning and learn-at-their-own-speed. Computer-based training is an excellent method for supporting this type of learning. (managementhelp.org/blogs/training-and-development/2011/08/ ...)

* A form of education that involves the individual learners initiative to identify and act on his/her learning needs (with or without assistance). (mededdevelopment.com/glossary.htm)

* A strategy used to improve performance; it requires the learner to make decisions about what they need to learn to improve their job performance and initiate activities to meet those learning goals. (www.cmp-cpm.forces.gc.ca/ dln-rad/pub/terms-termes-eng.asp)

Connect Composition
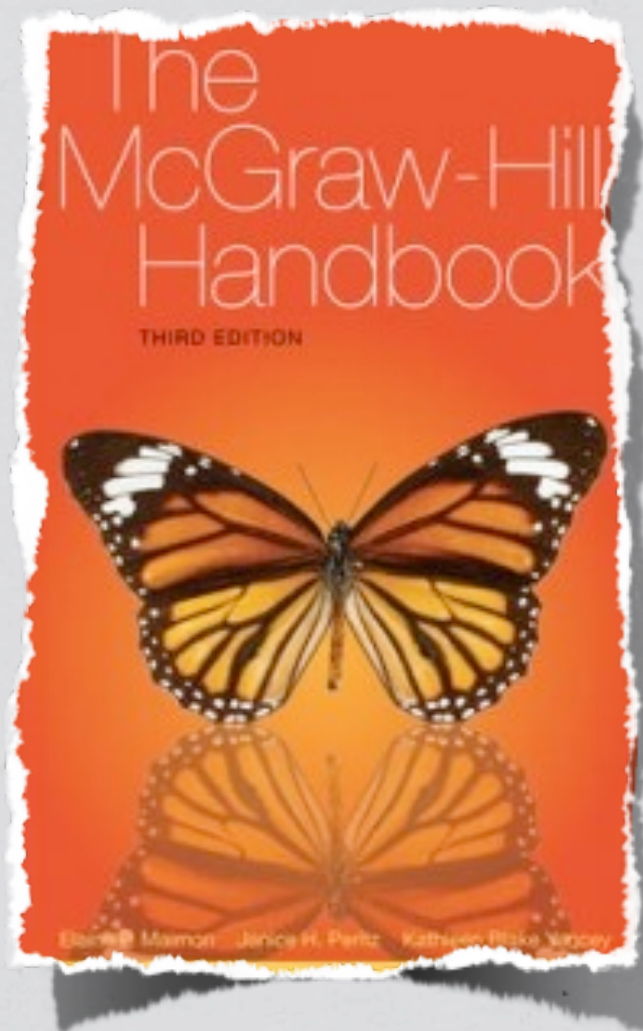
* Personalized Learning Plan

* Online Digital Handbook

* Web/Cloud Technologies

MULTIMEDIA/MULTIMODAL

Five Semiotic Systems

* A text may be defined as multimodal when it combines two or more semiotic systems.

    * Linguistic

    * Visual

    * Audio

    * Gestural

    * Spatial

Examples of Multimodal Texts

* a picture book, in which the textual and visual elements are arranged on individual pages that contribute to an overall set of bound pages

* a webpage, in which elements such as sound effects, oral language, written language, music and still or moving images are combined

* a live ballet performance, in which gesture, music, and space are the main elements.

Technology Used

- Canvas (LMS)
- Connect Composition
- Google+
- GoSoapBox
- Tegrity

- YouTube
- Piazza
- SoundCloud
- Camtasia Studio
- SnagIt (Jing)