



**Faculty Cyber Connections
Online Module Design Workbook**

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The header features a horizontal bar composed of four colored segments: purple, blue, green, and yellow. A grey rectangular box is centered over the blue and green segments, containing the title "Acknowledgements" in black text.

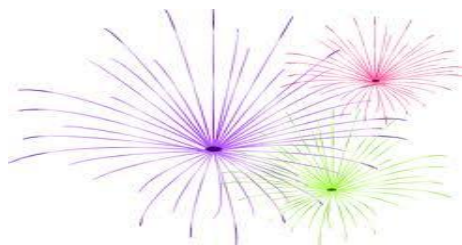
Acknowledgements

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Congratulations! You have been asked to design an online module for the Faculty Cyber Connections (FCC) professional development program.

The FCC module design workbook provides assistance and guidance as you work through the process of creating vibrant and engaging online learning experiences for college faculty participants. The workbook is comprised of reflective activities, worksheets, and samples of effective design and good practice from current FCC modules. You are encouraged to engage in the activities and resources as you determine the desired structure and format of your module.

The FCC program is a unique professional development opportunity for college faculty within the Ontario Eastern Region. The program was developed for those who wish to advance their teaching practice through collaboration with other colleagues across the region. Through the FCC modules, participants build teaching and learning strategies, while exploring emerging technologies within an online community of practice.

Module Design

Module topics are chosen based on themes and learning needs recommended by faculty. The content of each module reflects day-to-day dilemmas and challenges faced by college teachers in their field of practice. The platform for learning is an online guided learning environment which enables a flexible and responsive design and delivery approach.

Each module is facilitated by a faculty member from one of the colleges within the Eastern Region, and the duration of the module is 4 weeks. FCC modules are comprised of interactive learning activities, readings, reflections and follow-up resources.

There are no pre-requisites for enrolling in an FCC module and participants can choose to take one or more modules from a menu of topics offered each semester. Current modules explore areas of contemporary teaching practice such as:

- Formative Assessment,

- Effective Use of Rubrics
- Universal Design for Learning
- Educating the Millennials
- Multiple Choice Testing
- Active Learning
- Classroom Management
- Internet Research
- Diversity in the Classroom
- Lesson Planning
- Academic Integrity

Registration for the modules is organized by a planning team of representatives from the following colleges: Fleming, Loyalist, St Lawrence, Algonquin, La Cité and Durham. There are a designated number of faculty registrants available for each module allocated to each college.

Faculty Participants

Participants for each module are faculty members from colleges across the region and province, who reflect a variety of teaching disciplines and backgrounds. They are interested in expanding their skills and knowledge base regarding applied teaching and learning strategies and online learning environments.

The FCC program offers a flexible, online form of professional development which is very appealing to participants with busy schedules. The duration of 4 weeks for the completion of a module is also appealing in that it offers a manageable time commitment. In total, participants are expected to allocate approximately 6–8 hours of engagement to successfully complete a module.

After the completion of each module, feedback is solicited from participants regarding the design of the module and the nature of the overall learning experience. Consistently, appreciation for the following aspects of the FCC experience has been highlighted:

- Short, succinct, readily accessible format for learning
- Valuable opportunity to collaborate with teaching peers from other colleges
- Relevant resources for exploring and applying to individual areas of practice
- Multiple examples of applied learning strategies and techniques
- Positive learning experience and an opportunity to comfortably engage in an online learning environment

Next Steps in the Design of an FCC Module



Your challenge is to design an interactive, online experience that is manageable for those immersed in the demands of a busy semester. The design task is to create a dynamic learning package that will motivate participants to engage with the learning activities and resources and collaborate with teaching peers across the region.

The workbook introduces you to a flexible module design model that strikes a balance between creating a common “look and feel” and yet is sufficiently adaptable to foster creativity on your part as a learning designer.

Consider the unique aspects of the FCC program as you contemplate the format of your module.

As you begin the process, reflect for a moment on these questions:

Why are you interested in developing a module for the FCC program?

- What would you like participants to say upon completion of the module you design?
- How can you make your module “come alive” in terms of providing engaging and applied learning activities?
- What would you like participants to be able to “use” upon completion of the module you design?

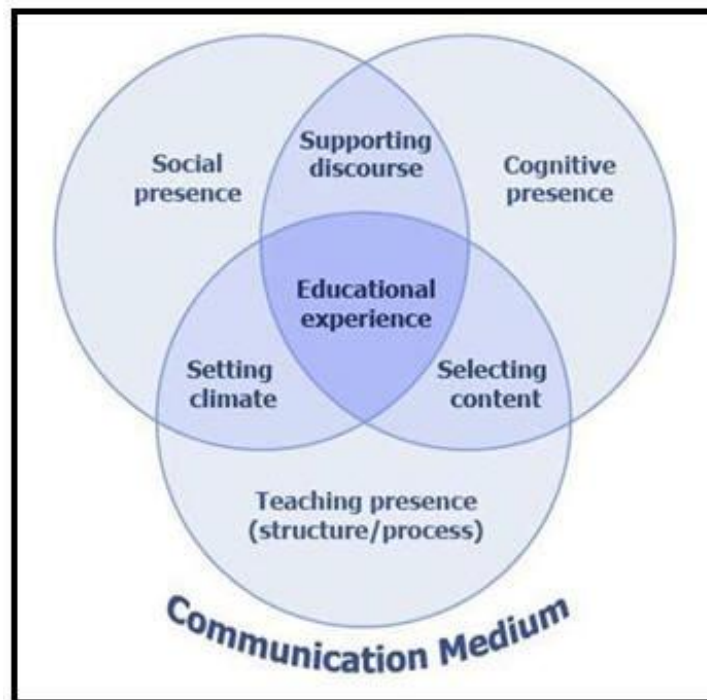


In the Faculty Cyber Connections program, we deliver online training to college instructors using Community of Inquiry–based methods that we would like to see used by our faculty members in their own teaching environments. Our goal is to introduce our participants to new perspectives on topics in higher education through a variety of online learning experiences and collaborative interaction.

However, these online modules are only four weeks long with the expectation of about two hours of work per week. Therefore, the modules are action–based supported by learning theory where participants interact with each other and the content in order to learn. Additional materials are available to participants if they want to delve further into the subject.

For the faculty member facilitating the module, the challenge becomes narrowly determining what can be learned over the course of four weeks. How are participants going to learn this material online? How will you know that they know it?

The module, using a community of inquiry framework, has three overlapping components – a social presence, teaching presence and cognitive presence.



The Community of Inquiry from Garrison, Anderson & Archer (2000)

- The **social presence** is the social and emotional connection the participants have with each other. As learning is a collaborative endeavor, creating a strong social presence is a key element to the success of the module. As the facilitator of the module, your engagement is integral to creating this social presence.
- The **teaching presence** is the learning journey that participants take in order to learn in your module. It involves you as the facilitator guiding your participants through your carefully constructed module as they engage in the content and with each other.
- The **cognitive presence** is the construction of knowledge that happens in your module through interaction and discourse.

Online versus Face-to-Face

Teaching online is different than teaching face-to-face. Your class of participants will never physically meet each other. They will probably be working on your materials at different times of the day. They will be using different computer equipment and will have a wide variety of computer skills – from the novice to the expert. You will not be able to see their faces to gauge their reactions to the module.

It will be more difficult to determine who is comfortable with the content and who is struggling. You will have those who will be over enthusiastic in their participation and those who will just “lurk” – that is, read over the materials, maybe do an activity or two or perhaps opt out of all collaborative activities. As an online facilitator, you have to be more aware of your learners by reading over their discussion posts and assignments looking for clues as to how the module is succeeding.

Writing Style



When writing content for an online course, it is recommended that you use a more casual style than you would usually use in face-to-face course. Because you are physically absent from the course, your words have to do more than communicate information, they should also be used to develop a relationship with the participants. Just as you use a different tone when speaking to one person as opposed to speaking to a group, in online learning a more relaxed style of writing helps bridge the gap of distance.

When writing your content, consider the participant – you are actually writing to one person. Although you may have 20 or more participants in your module, each one may be alone in his or her home or office working on the material. Your audience is one person.

With the FCC modules, you should keep your writing succinct. The participants taking this course are not interested in all the theory supporting your content, although links to these theories are recommended. There is very little time, so the activities, demonstrations and interactions are key. If participants are interested in more research concerning the content, they are free to explore this on their own or take a more in-depth credit course in the topic.

When writing your module, ensure you reference all your sources. If you are not sure about including a resource or if you have questions about linking directly to a web site or document, check with your school librarian. He or she should be able to provide expert advice around copyright and use of materials.

These modules are more to introduce the participants to different aspects of teaching and learning and provide them with some confidence and some tools to explore and experiment in their own classrooms. Well thought-out, structured learning content that allows for discussion and exploration is key to the success of the FCC modules.

Interaction

There are three levels of interaction in any course – interaction with the facilitator, with the content and with fellow students. In the FCC modules, we like to see the participants interacting with all three levels and perhaps the most important, with each other. The participants in the FCC program are college faculty members with wide ranges of experience. By allowing them to share and reflect on those experiences with others, they begin to see the content from a different perspective. They learn from others what worked and what didn't. Together they can begin to determine the “why” – why certain aspects were successful or not and what changes can be made to improve the experience.



As the facilitator of the module, your role is somewhat different than in a traditional classroom. In the FCC module, your content is already created and uploaded into the learning

management system. Participants can read ahead if they like. They may print off the entire course in the first hour.

Your role is not to deliver the content, but guide them through it. You have included the most important aspects of your topic to support your course goal. Your role is to get them to learn it, not just superficially by memorizing, but by engaging with the content and with each other to reinforce those important principles. You should not be thinking, “How am I going to teach this topic.” It should be, “How am I going to get my participants to learn this topic.” Interaction becomes the key element.

Additional Resources

Garrison, D., Anderson T. & Archer, W (2000). Critical inquiry in a text-based environment conferencing in higher education. *The Internet and Higher Education*, 2: 87–105.



As mentioned, engaging learners in the content and activities presented within a module is a significant challenge. Faculty participants are busy and the duration of the module is short. Content and design must be extremely compelling to retain interest.

Fundamental requirements for engaging participants include:

- Active and collaborative learning design (fostering enriching educational experiences)
- Strong interactions
- Adequate level of challenge
- Supportive learning environment

As cited earlier, a learning design approach that promotes learner engagement is the Community of Inquiry (CoI) framework developed by Garrison, Anderson and Archer (2000) and further developed by Garrison and Vaughn (2008) for application in blended learning in higher education. They propose that in order for learning to be effective in online and face-to-face environments, the learner must feel a sense of belonging to a community of inquiry.

It's vital to capture the interest and motivation of participants in the first opening days of the module. The CoI model suggests that social, cognitive and facilitator "presence" must be evident from the moment the module begins to unfold.

The FCC module facilitator typically posts the first introductory message and activity, introducing themselves, welcoming all participants to the module and inviting all participants to introduce themselves to others. It's also a good idea to probe participants' hopes and expectations for the module, to determine how they wish to apply learning resources to their own area of practice.

Examples from current FCC Modules of effective strategies for engaging learners

In this section, we'll take a look at various ways of setting up the introductory activities for your module. All examples have been taken from existing FCC modules.

Example 1: Extracted from FCC Module - [Active and Engaged Learning](#)

"...One of our most important tasks during this first week is to start to get to know one another. Please post a short introductory paragraph about yourself here on the discussion board: what and where you teach, why you are taking this module, or anything else you'd like to share.

Don't stop once you've introduced yourself; welcome your fellow participants by asking questions or commenting on their post. Feel free to add a photograph of yourself or of something that represents yourself (your dog, kids, cottage, motorcycle, etc.) When we're online, we create mental images of our fellow students and the photographs help in that process.

If you're not too sure how to use the board yet, check out the orientation module that we connected you with last week for detailed instructions. Also, if you aren't quite ready for this, you can always return to post your introduction later by accessing the Discussions link on your Course Tools menu at the left."

Example 2: Extracted from FCC Module: [Universal Design for Learning](#) ... "Getting Started

Welcome to Faculty Cyber Connection Module - Universal Design for Learning.

The key to your success in this module is active engagement with online learning peers, the facilitator, learning resources and learning activities.

The module is organized into four weekly lessons, and you will move through one lesson each week. Each lesson contains five (5) component parts,

- Lesson outcomes (goals)
- Lesson Notes
- Online reading
- Learning activities
- Weekly assignments and/or online discussions.

Example 2 (continued)

You will be expected to login to the course at least two or three times per week to review resources, complete learning activities, and to contribution to online discussions with fellow cyber faculty members. As the module facilitator I will monitor and encourage participation as required. The learning that you will acquire from this module will come through reflective thinking and interaction with your colleagues.

FCC promotes a learning community, and it relies heavily on each participant to build an active and engaged learning environment. A certificate of completion will be awarded to participants who have demonstrated culminating performance of learning outcomes.

For additional information please consult the **Faculty Cyber Connections Guidelines for Participants** at http://fleming0.flemingc.on.ca/CLT/fcc/guideline_participants.pdf

I wish everyone the best of luck as we together explore the principles and best practices of UDL.”

Example 3: Extracted from FCC Module: [Educating the Millennials](#)

.... “In this module, you will be presented with materials from a variety of sources – readings, presentations, video interviews. Watch for the apple icon as this icon is to let you know what you are expected to do this week. As well, you will be expected to actively participate in the discussion board and/or chat room with fellow faculty members to interpret and analyze the materials presented in this module. Much of your deep learning will come from this interaction with your peers. Just click on the link at the side of the page to find out what we are discussing this week. Remember, the more participation, the better the learning environment!

As well, you will be given additional information if you wish to deepen your understanding of a particular issue. Just click on the “Let's Go Deeper” link on the left side of the page. You will also see a “Just the Facts” link that will give you some basic information about the topic. These links let you control how much information you want to know about the issue and helps guide your learning.

We are living in a time of great change. The balance is changing in the classroom. People who take this course are usually one's that have come up against this new breed of student and have been left scratching their heads.

Example 3 (continued)

What is going on out there? Why is my classroom not working as well anymore? How do I reach these students?

These are the questions we are going to address. Some of us are greatly uncomfortable when confronting change - others embrace it. But, there is no doubt; the classroom is going through a revolutionary change.

Watch this video clip - [A Vision of Students Today](#) - prepared by students at Kansas State University. Researcher Marc Prensky states that "today's students are longer the people our educational system was designed to teach." Would you agree with him? The classroom environment has not really changed in hundreds of years, yet our students have. How do we adapt?

In this introductory week, please read Chapter 2 of the e-book, *Understanding the Net Generation* entitled "Is it Age or IT: First Steps Toward Understanding the Net Generation," by Diana Oblinger and James Oblinger. You can open and save this entire book by clicking on the link below and, when it has finished downloading to your computer, clicking on the save icon (floppy disk) on the upper left side of your toolbar. This is a book so it is a large file. OR you can download just Chapter 2. These are .PDF files so Adobe Acrobat Reader is required.

Chapter 2: [Is it Age or IT](#)

Entire book: [Understanding the Net Generation](#)

AND if you prefer listening, you can hear Diana Oblinger's interview given in November, 2005. She's a great speaker and gives an excellent interview. It takes a few minutes to download and is in MP3 format. Just go to: <http://www.uoit.ca/teachingandlearning/contact/nov05/oblinger.mp3>.

Don't forget to post to the discussion board as soon as you can!"

The three cited examples demonstrate a strong and immediate "presence" of the facilitator. In each example, there is evidence of the module facilitator encouraging participants to engage with one another and with the learning resource material provided.

Additional Resources for Engaging Learners

Engaging the Adult Learner. Retrieved from <http://sloanconsortium.org/node/2366>

Engaging Students in Discussion Online. Retrieved from <http://depts.washington.edu/cidrweb/Bulletin/OnlineDiscussion.html>

Faculty Focus: Enhancing Learning through vibrant online discussions. Retrieved from <http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/enhancing-learning-through-vibrant-online-discussions/>

Garrison, D. R., Anderson, T, & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education 2*: 87–105.

Garrison, D. R., & Vaughn, N. D. (2008). Blended learning in higher education. San Francisco: John Wiley & Sons.

If you Build it, They will Come: Building Learning Communities through Threaded Discussions. Retrieved from <http://www.westga.edu/~distance/ojdla/spring51/edelstein51.html>

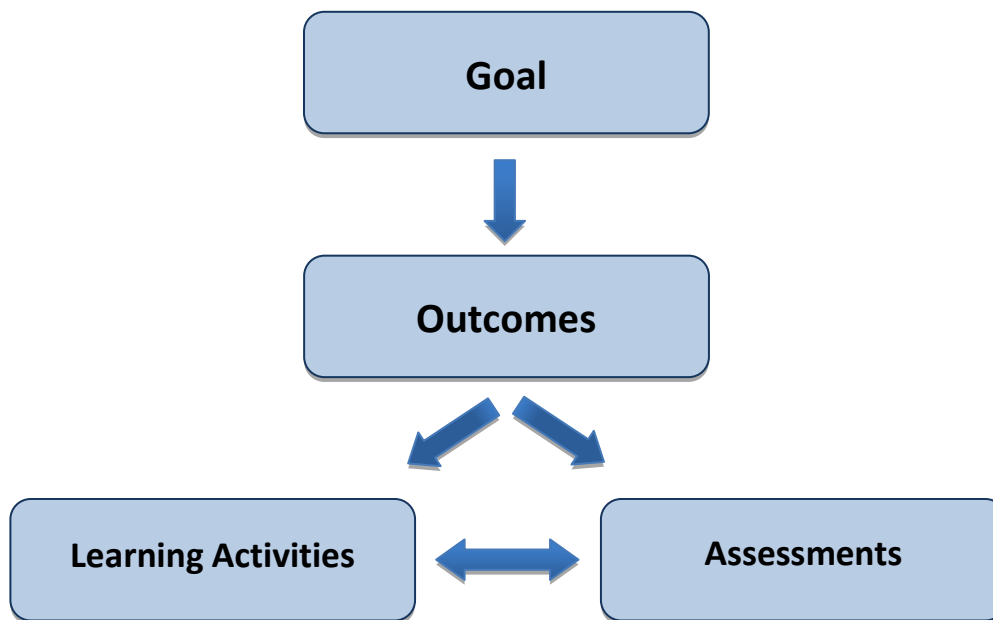
Putting the learner at the Centre. Retrieved from <http://net.educause.edu/ir/library/pdf/NLI0359.pdf>



Now that you have a general idea of how the FCC modules are developed, let's begin developing your module.

Your Goal

You've been assigned a topic for an FCC module, but the participants will only have six to eight hours to learn it. The question becomes – what is the most important concept that participants are to learn? Do you have more than one? You shouldn't. There really isn't enough time to learn more than one key concept in these modules. There may be numerous steps that a participant must take in order to learn that key concept, but there should be just one concept that a participant is to learn. Think of that concept as the goal of the module.



The goal is a general, overarching statement about your module; it is the foundation that guides the development of your outcomes, objectives, learning activities and assessments. It is the big picture statement as you begin to focus in on your topic.

For example, the overall goal of the Millennial Student module is to have participants realize that their students in the college classroom react differently to situations than they do and that it isn't wrong.

What is your overall goal for your module? Write it here:

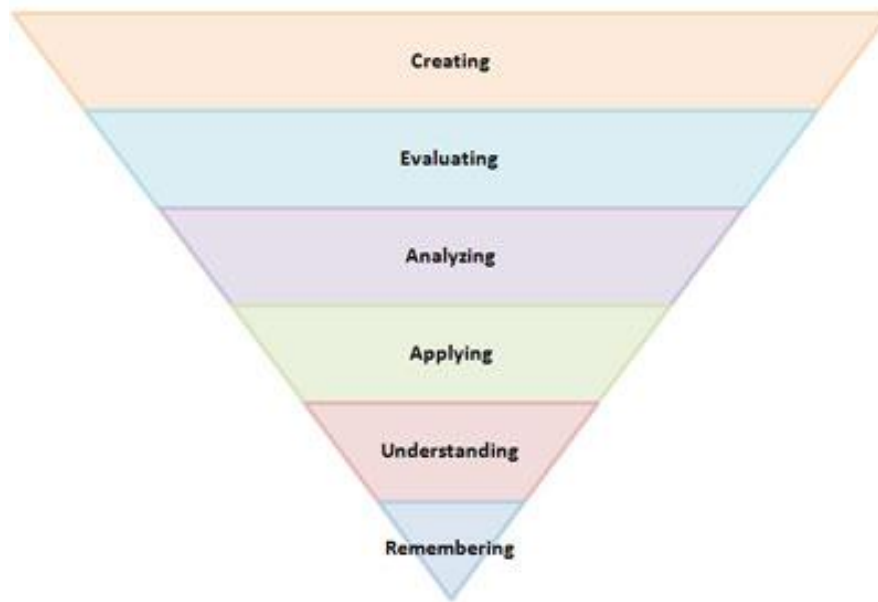
.....
.....

Outcomes

From your overall goal, you can now write your learning outcomes for your module. It could be a simple rewording of your goal into one or two major parts. Whatever you decide, the outcomes are the key elements that direct the other aspects of your module. The outcomes communicate the knowledge, skills or behaviour to be learned and at what level. They will also generally indicate how that outcome will be assessed.

Outcomes begin with a verb that will enable to facilitator and the participant to know what skill is to be learned, how sophisticated that skill is to be, and how it should be applied. There are several taxonomies of learning that can help you as you devise your module learning outcomes. One of the taxonomies is a revised version of Bloom's Taxonomy, where there are six levels for the cognitive domain. They are: remembering, comprehending, applying, analyzing, evaluating, synthesizing.

Bloom's Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

For example, if you are going to be facilitating a module on writing multiple choice questions, it may be safe to assume that those participating in the module are already familiar with the process of multiple choice test assessment, and may have written test questions and delivered multiple choice tests to their students. As such, they are already applying their skills and knowledge, but are looking to improve that skill. Your module would probably be designed to move participants from the applying level to the evaluative level (on the revised Bloom's taxonomy) as participants critique and revise their methods as they develop a deeper understanding around the concept of multiple choice testing.

For example, the outcomes for the Millennials Students course mentioned earlier are as follows:

At the end of this module, participants will be able to:

- Explain how millennial students learn differently than previous generations of students.
- Determine which types of learning activities you can incorporate into your classes to engage millennial students.

These are fairly low level outcomes on Bloom's scale, but much of the information presented to the participants is new. The module requires them to read the new materials and make the connections to how this material relates to their own classroom. Then working with others, they create solutions that might be applied to their own teaching.

Another taxonomy for developing curriculum has been developed by Dee Fink, from the University of Oklahoma (2005). Whereas Bloom has learners moving up a scale, Fink's model is not linear, but evolving through various human elements such as caring and learning to learn. You may choose whichever taxonomy better suits your module.

A TAXONOMY OF SIGNIFICANT LEARNING

Extracted from: A Self-Directed Guide to Designing Courses for Significant Learning (2005).

1. Foundational Knowledge

- "Understand and remember" learning

For example: facts, terms, formulae, concepts, principles, etc.

2. Application

- Thinking: critical, creative, practical (problem-solving, decision-making)
- Other skills

For example: communication, technology, foreign language

- Managing complex projects

3. Integration

- Making "connections" (i.e., finding similarities or interactions) . . .
Among: ideas, subjects, people

4. Human Dimensions

- Learning about and changing one's SELF
- Understanding and interacting with OTHERS

5. Caring

- Identifying/changing one's feelings, interests, values

6. Learning How to Learn

- Becoming a better student
- Learning how to ask and answer questions
- Becoming a self-directed learner

As an FCC module facilitator, you are to determine what level of knowledge your participants should have when beginning the module and where they should be when they complete it.

As you craft your outcomes, refer to the checklist below to ensure properly formatted outcomes.

Checklist for FCC Module Learning Outcomes	
1. Does each outcome contain: <ul style="list-style-type: none"> • Performance expected? • Conditions? • Criteria? 	<input type="checkbox"/>
2. Are appropriate "verbs" used?	<input type="checkbox"/>
3. Have the outcomes been stated in terms of what the participants will be able to do when they have successfully completed the module?	<input type="checkbox"/>
4. Can the outcomes be measured?	<input type="checkbox"/>

Checklist for FCC Module Learning Outcomes	
5. Have the outcomes been considered in terms of the types of activities that will be required of the participants to demonstrate that they have been achieved?	<input type="checkbox"/>
6. Has each outcome been supported by one or more of the topics in the module?	<input type="checkbox"/>
7. Are the outcomes of equal importance? If some outcomes are more important, is this weighting reflected in the number of topics and activities which support these outcomes?	<input type="checkbox"/>
8. Is the time allotted sufficient for achievement of the outcomes?	<input type="checkbox"/>
9. Have the skill sets or knowledge needed by participants before starting the module been defined so that they may achieve the outcomes as defined in this module?	<input type="checkbox"/>
10. Has a range of learning styles been considered?	<input type="checkbox"/>
11. Have different delivery modes been considered?	<input type="checkbox"/>
12. Are the learning outcomes written for the target audience?	<input type="checkbox"/>

Now it is time to write your outcomes for your module.

At the end of this module, participants will be able to:

.....

.....

.....

Learning Activities

Once you have determined the outcomes, you can begin to think of some of the learning activities that your participants can engage in to achieve the desired learning within the module. Again, you should keep in mind that this is a short program, so an overview of the theory may be appropriate with links to resources for further study.

Using the Col framework, the emphasis is on interaction with peers. What can participants be doing together to learn the materials? How can they build on each other's expertise? Perhaps you can divide them into teams to learn about various components of the concept; then members of each team teach the other groups. Or, perhaps it is a class discussion or series of discussions on various topics. Here are a few examples of learning activities for the outcomes in the Millennial Students module:

- Read a variety of articles on millennial students;
- View a short videos on millennials;
- Play a game based on theories of millennial students; and
- Participate in two discussions specifically around characteristics and behaviours of millennial students.

List the learning activities participants will engage in to learn your concepts/skills.

.....

.....

.....

If you are unsure about the use of technology and online learning tools, check out some of the resources listed in Chapter 8.

Assessing the Learning

The FCC modules are not credit courses and, therefore, most modules do not have a formal grade mechanism like a final exam. However, we do issue participants a certificate indicating that they have completed the module. As such, the facilitator should be sure to build into their modules learning activities that allow the participants to engage in the content each week. Are they posting comments? Are they participating in group activities? Often, participants begin the modules enthusiastically, but then their participation begins to wane after a couple of weeks. How are you going to keep their interest in the topic and keep them engaged? What is the hook that keeps them coming back to the module looking for more information and more discussion? There should be some of self-reflection, perhaps a final discussion post that allows participants to share what they have learned in the module and how it relates to their work/home/life.

Describe how your learning activities are going to build each week and keep the participants returning to the module.

.....
.....
.....

A culminating task is to transfer your outcomes, learning activities, engagement and assessment strategies into the FCC module summary template. You are required to present and discuss your module “blueprint” with the FCC planning committee. Don’t worry– they are eager to hear about your ideas and the conversation is collaborative and helpful. It’s a deliberate check-point to garner feedback and help you to complete further design elements of the module.

An example of a summary “blueprint” template can be found in Appendix A.

So, are you ready to fill in the Blueprint for your module? Give it a try and see how it goes. Begin with crafting the outcomes for your module and filling out the template for Week 1 of the module delivery.

Additional Resources

A Self-Directed Guide to Designing Courses for Significant Learning. Retrieved from <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Bloom’s Taxonomy of Learning Domains. Retrieved from <http://www.nwlink.com/~donclark/hrd/bloom.html>

Teaching Tips: Writing Learning Outcomes. Retrieved from http://cte.uwaterloo.ca/teaching_resources/tips/writing_learning_outcomes.html



“Active Learning? You must be joking, there’s no time for entertainment - I’ve too much content to cover.”

Geoff Petty

Learning is not a spectator sport. Learners must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Arthur W. Chickering & Zelda F. Gamson

Active learning isn’t just activity for the sake of activity – it involves carefully crafting learning experiences that specifically align to learning goals. When designing your FCC module, the key is to integrate active learning activities and participatory approaches that are meaningful and relevant.

Active Learning Models and Considerations

An effective model of active learning was developed by Dee Fink (2005) from the University of Oklahoma Instructional Development Program. It incorporates the following dimensions:

- **Dialogue with Self**
A learner thinks reflectively about a topic (and perhaps writes about a concept or records thoughts in a journal)
- **Dialogue with others**
Learners are involved in dialogue with others (teacher, other students, practitioners, experts) either in class or outside of class.
- **Observing**
A learner watches or listens to someone else – directly (real action) or vicariously (watching a simulation)
- **Doing**
The learner does something within a learning activity – directly or vicariously

Powerful and transferable learning experiences are created when all three kinds of learning are combined: the experiences (doing and observing), dialogue (with self and with others) and getting information/ideas.

Good active learning activities (whether presented in traditional or in online environments) include:

- 1) A definite beginning and ending;
- 2) A clear purpose or objective;
- 3) Comprehensive directions;
- 4) Feedback mechanisms;
- 5) A description of the technology or tool being used in the exercise.

Examples of active learning strategies that can be successfully adapted for use in the online setting include:

- Assessment – formative tests and quizzes that provide immediate feedback
- Readings, case studies
- Discussions (virtual chat, bulletin board)
- Writings (reflective journals, summaries, essays, critiques)
- Projects– group or individual
- Demonstrations with questioning (video clips)
- Visual instruction (video or CD)
- Games & Simulations
- Online Presentations
- Role–play

Try to include lots of media examples in your FCC module such as video clips, music, photographs, flip charts, models, etc. Developing a rapport with participants as they engage in learning activities is important. You can develop an emotional connection through photographs, videos, and your presentation style. Discussion with fellow participants can be facilitated by the use of blogs, chat room sites, posting of comments, and e-mail sharing.

The selection and use of active learning strategies can be aligned to specific learning stages.

Pre-learning

For example, an effective pre-learning strategy that will help the participant focus on the application of the material, is to have them informally and briefly list responses to these questions:

- What do you already know about the subject?
- What do you want to know?
- How do you want to use what you learn?

Learning within the module

Plan a recap and discussion opportunity to share experiences amongst participants. Guide the discussion to highlight ways that content and skills can be applied to their individual areas of practice.

Post-learning and carry over

At the completion of the FCC module, a number of strategies can be used to facilitate content transfer, application and follow-up. Planned strategies may include:

- Self-Assessment
- Post Testing
- Follow up discussion with the facilitator via e-mail, web postings or blogs
- Directing participants to additional references, web sites, or courses for further study and application
- Providing additional practice materials related to the content and skills presented such as: additional readings, video simulations
- Posting actual problems and solutions generated by the participants

Advice for planning active learning within your module

- Select those strategies which are most comfortable for you to implement
- Plan and practice the strategies you have selected.
- Remember—most activities take longer than you think they will!
- Solicit feedback from the participants on their satisfaction and the success of the interactive activities.
- Modify activities based on the feedback you receive
- Continually update and refine the module to ensure continuous improvement of the activity.

Examples from current FCC Modules of effective strategies for active learning

Example 1: Extracted from FCC Module – Groupwork Activity

- Complete the following chart by drawing upon your teaching experiences and intuition about the possible results of each process. Post your completed chart for your classmates. [Click here for a Word \(.doc\) version of the table.](#)
- To access the discussions tool, click on the Discussions icon on the Action Link menu on the top right corner of this page or from the Course Tools menu at the left.

Example 1: continued

Group Configuration Process	Advantages	Disadvantages	Best used when...
Random voluntary			
Random teacher-selected			
By skill			
By experience			
By resources			
By personality			
Topic sign-up			

Example 2: Extracted from FCC Module - Classroom Management

(**Note:** This example is aligned to a video link that has subsequently been relocated on the web. The activity may be modified in future delivery of the FCC module, yet we wanted to include it as an example of an effective active learning strategy.)

The Behaviour Challenge Interactive Video and Posting

Online Interactive Video: The Behaviour Challenge: How well do you do?

In this unique and interactive video, you watch three different students' behaviours, choose a strategy and watch how well the strategy works or does not work. You can then see the students' reactions to the strategy as to why it worked or did not work as well as have a professional overview of the situation by Paul Dix, a behaviour management consultant. Although this is a secondary school setting, the same behaviours occur at college and we need to learn how to react to them appropriately so that the situation does not escalate.

1. Watch the entire video.
2. Choose a student (there are three to choose from). This is the student that will guide your posting as this week we will have three different discussions based on the name of your student.
3. Watch the video of the student and then choose a strategy you would use to manage the behaviour and watch the results of the strategy.
4. Now view the student's reaction to your selected strategy.(this is your posting student)

Example 2: continued

5. Try another strategy and view the student's reaction.
6. Lastly, watch the analysis by Paul Dix for both of your selected strategies.
7. Do your posting.

It is well worth the time to try the other strategies (especially if your first choice did not work very well) and to look at the other two students' issues and the strategies. To do the entire video will take you about 90 minutes; to do one student and follow along will take you 30-45 minutes.

I am really interested in hearing your ideas about your experiences with this video. I would like to keep this posting open-ended and lots of ongoing responses to the postings by the three students. You may choose Chantelle (the girl who won't take off her coat), Callum (the class disrupter), or Michael (the challenger). Some guidelines are, "how well did you do"; "what did you think of the strategies"; "were there other strategies that may have been as successful"; "are they really applicable to a college setting and what are the limitations of these strategies"; and finally, "what did you learn"? You do not have to answer all of these; they are guidelines to help focus your discussion.

Both of these examples, extracted from the FCC modules– Group Work and Classroom Management, demonstrate relevant activities that engage participants in significant and practical learning experiences.

Additional Resources

Anderson, T., & Cameron, C (2006). Comparing Weblogs to Threaded Discussion Tools in Online Educational Contexts. Retrieved from http://www.itdl.org/Journal/Nov_06/article01.htm

Active Learning. Retrieved from <http://www.texascollaborative.org/activelearning.htm>

Active Learning in an Online Environment: Minnesota State Colleges and Universities – Self Paced Tutorial. Retrieved from <http://ctlactiveonline.project.mnscu.edu/>

Active Learning Strategies: CTLT- University of Illinois State. Retrieved from <http://www.cat.ilstu.edu/additional/active.php>

Chickering, A.W., & Gamson, Z.F. (Ed.). (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*, Jossey-Bass.

Effective Practices for Learning Effectiveness. Retrieved from http://sloanconsortium.org/ep_by_pillar_le

Fink, D.L. (2005). A Self-Directed Guide to Designing Courses for Significant Learning. Retrieved from <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

Group Work Video Resource. Learn Higher: Centre for Excellence in Teaching and Learning: Universities of Brunel, Bradford and Leeds. Retrieved from <http://www.learnhighergroupwork.com/>

Petty, G (2004).Active Learning. Retrieved from <http://www.geoffpetty.com/>



“Learning requires feedback if it is to be sustained, practice if it is to be nourished and frequent opportunities to use what has been learned.”

American Association of Higher Education



Effective assessment and feedback strategies are the cornerstone of the FCC module design. They must be carefully integrated throughout each week of module delivery, to foster engagement of participants.

FCC modules encourage individuals to explore and apply new teaching and learning strategies. While there is no formal evaluation process, participants are awarded a certificate for successfully completing the module. An important component of formative assessment in the FCC modules is learner involvement. Learners need to be involved both as assessors of their own learning and as learning partners to other participants.

Assessment Criteria for Successful Completion on an FCC Module

To be eligible for successful completion of an FCC module, participants must demonstrate:

- Reflection and participation in learning activities that support designated module outcomes
- Engagement with online learning peers, learning resources and the module facilitator

Note: Generally, there is an expectation for participants to log into the module at least two or three times per week to read module content, to read and respond to contributions to the discussions by their fellow faculty members, and to complete learning activities. Participants are also advised that the time requirement to complete the readings and activities within a module, over the 4 week duration, is 6–8 hours in total.

How to Design Feedback and Assessment Activities

To effectively assess successful completion of the FCC module by participants, module designers build reflective questions and learning activities into each week of the delivery of the module. This provides opportunities for participants to continuously self-assess how the module resources might apply to their own area of practice.

To provide enough time for participants to actively engage in weekly activities, assessment and feedback, “prompts” need to be positioned at the beginning of the week. Throughout the week, the facilitator monitors responses and provides feedback collectively to the group, as well as to individual participants. Effective feedback provided by the facilitator provides participants with an

understanding of what they are doing well, and gives specific input on how to reach the next step in the learning progression.

Feedback, reflective questions and assessment learning activities in FCC modules must be:

- Frequent
- Formative (presented as information to a learner in response to some action on the learner's part)
- Relevant (aligned to the goals and outcomes of the module)

The module facilitator and participants need to frequently exchange feedback with one another. After reflective questions are posed, or when an activity is presented for participants to complete, there should be an opportunity for participants to provide follow-up comments or reactions. The module facilitator can then comment further on the input of the participants. This forms a strong “feedback loop” which encourages and motivates participants to stay engaged with the module and provides information for the facilitator to improve the learning experience.

Effective feedback:

- Clarifies understanding of content
- Facilitates self-assessment and further reflection
- Delivers information to expand learning
- Encourages dialogue
- Is positive and supportive to the participants

Reflective questions, designed to elicit responses from participants, should be clear, concise and open, in terms of inviting a variety of responses. Questions and the provision of feedback can happen within the framework of the Learning Management System (LMS) where the module resides. The facilitator can also set up an exchange of emails (outside the LMS) that can be sent directly to the participant group or individuals.

And finally, an assessment approach, embedded throughout each FCC module, is an opportunity for faculty participants to give feedback to the module facilitator on the design and delivery of the module.

The FCC planning team has developed a feedback/evaluation form for each participant to complete at the end of the module. This is a generic form designed to provide input and recommendations for enhancement of the modules. However, the module facilitator may also wish to provide questions for participants to respond to throughout the module, rather than wait for summary comments in the last week.

Significant Challenges with FCC Assessment and Feedback

The facilitator needs to be active

Regular discussion posts, personal emails, supportive statements, and challenging questions let students know that the facilitator is accessible and present. One of the most important roles of the module facilitator is to actively read and respond to comments and inquiries posted on the discussion board or received through emails. If there is a lull in “conversation” or input from participants, the facilitator may need to interject a new activity or exchange of dialogue.

Assessment activities should engage yet not overwhelm

Remember to be reasonable in terms of the assessment activities that you design for the module. The intent is to engage the faculty member, not to overwhelm them, therefore balance is the key. Each week of delivery should provide opportunities for participants to read, reflect, and actively engage in an activity.

Feedback and reflective questions must align to module goals and outcomes

FCC module designers might wish to consider the experiential learning model in determining how to set up the flow of questions and activities within each week of delivery (What? So What? Now What?) Ensure that participants have a chance to relate the activities and readings to their own area of practice and to collectively brainstorm and collaborate on how best to apply strategies.

Determining eligibility for a certificate of completion of the module

At the end of the delivery of the module, each facilitator must determine which participants are eligible to receive a certificate of completion. Generally this can be determined through monitoring of posted and exchanged comments and feedback from participants. However, it can be challenging at times to determine the degree of participation of some participants. There may be instances whereby a faculty member, while not posting regular comments, has actually engaged in considerable reflection and activity, following the completion of recommended readings and activities. It may be necessary to probe further, to accurately determine if criteria for successful completion of the module have been met.

Reflecting on the design of assessment activities in your FCC Module

Take a moment to think about the following questions:

- What assessment tasks do you wish participants to complete? (i.e. Opinion polls, case

- studies, Think/Pair/Share, feedback forms, one sentence summary, self-tests, etc.)
- What references or resource material will they need to complete the task?
 - What are the timelines? Within the 4 week timeframe of the module, when will participants be required to complete the tasks?
 - What standards are expected for a given task and the criteria upon which it will be assessed?
 - How does the particular assessment task relate to the learning goals or module outcomes; and how does it relate to other assessment tasks within the module?

Examples from current FCC Modules of Effective Assessment and Feedback Strategies

Example 1. FCC Module: Classroom Management

This sample, taken from the Classroom Management module, provides an example of introducing a relevant and manageable self-assessment activity, balanced with a fun and engaging portrayal of the topic.

Setting Your Classroom Up for Success

“...This week we want to start managing your class before you even meet the students.

Preparing for your students ahead of time is a critical component for effective classes!

You likely already do some of these preparatory activities. Here is a little assessment to get you started about thinking ahead of time. You will have to print it as it cannot be done online. While this was designed for teachers in high school, it does have some relevance and will get you thinking a bit about your own behaviours.

<http://www.behavioradvisor.com/BehManCheckList.html>

Identify one or two areas where you have identified yourself as 'needing improvement' and write them down so that you can focus your learning. Self-reflection is important as you set goals for yourself.

And for some fun (not mandatory) for those who are Seinfeld fans, a quick video demonstrating how a class can derail your teaching.”

<http://cooperativelearning.nuvvo.com/lesson/9592-seinfeld-teaches-history>

Example 2. FCC Module: Multiple Choice: The Good, The Bad, and the Ugly

This sample illustrates the provision of specific, clear instructions for faculty as to how they are to complete the assessment activity. It also provides an example of how to effectively encourage faculty to ask further questions or provide additional comments.

Example 2: continued

“...THIS WEEK'S ACTIVITY:

This week you are asked to extend the ideas that have been presented around adapting and enhancing multiple-choice assessments by posting at least one (1) message on the discussion board AND responding to at least (1) message that is posted by another participant.

Possible topics for initial postings include approaches to the delivery and administration of multiple-choice assessments, ideas for the use of multiple-choice questions and items that take advantage of the tool to support teaching and learning, information about enhancements or modifications that exist (Some interesting key words for web searches include "Respondus,"

"clickers," "TurningPoint," "Scantron," and "IF-AT."), or thoughts on ways to break the "rules" that challenge learners and benefit the learning process.

As mentioned, our goal is to generate a pool of ideas for innovative uses of multiple-choice items in teaching and learning. When posting and responding, you are asked to reserve judgment and offer suggestions.

Please do not hesitate to get in touch with me if you have any questions or comments about this module.”

Additional Resources

Assessing Learning in Online Courses: Oklahoma State University. Retrieved from http://itle.okstate.edu/fd/online_teaching/assessment.html

Classroom Assessment Techniques. Retrieved from <http://www.celt.iastate.edu/teaching/cat.html>

Formative Assessment Strategies. Retrieved from <http://weblink.scsd.us/~henninger/PDF/fas.pdf>

Giving and Receiving Effective Feedback. University of Waterloo: Centre for Teaching Excellence. Retrieved from http://cte.uwaterloo.ca/teaching_resources/tips/receiving_and_giving_effective_feedback.html




Improving Learning through Formative Assessment. Retrieved from <http://meds.queensu.ca/assets/Improve-learning-through-formative-assessment.pdf>

Making the Grade: The Role of Assessment in Authentic Learning: Marilyn M. Lombardi. Edited by Diana Oblinger. ELI Paper 1: 2008. Retrieved from <http://net.educause.edu/ir/library/pdf/ELI3019.pdf>



The FCC has researched its modules to determine the components that make each one a successful learning experience. As you begin to develop your module, we have some suggestions in the form of a checklist to assist you throughout the process.

Before the module begins

Task	Complete
<p>If you know web page layout, feel free to place your content into web pages. Web pages display well in WebCT and other learning management systems. If you don't know web design, write your content in Microsoft Word as you would like to see it displayed online. Include images, titles, etc. Save your document as a "web page filtered". Send these web pages to the FCC web developer to upload online.</p>	<input type="checkbox"/>
<p>Use headings and subheadings, and lots of white space. You want to be able to see and read your content easily.</p>	<input type="checkbox"/>
<p>Use icons as visual clues throughout your module. Icons make it easier on the reader to understand what is happening. For example, when you want students to view a movie, you may want to put a movie image beside the link. If you have a reading, perhaps a book or glasses is the icon to indicate reading. A megaphone may indicate a discussion topic.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>	<input type="checkbox"/>
<p>Make sure you have all your content to the web developer in time to upload, test and revise.</p>	<input type="checkbox"/>
<p>Once content is loaded into WebCT, be sure to go through your module to ensure all the content is there. Test each link to make sure that it is working.</p>	<input type="checkbox"/>
<p>Determine how you want participants to contact you – this should be communicated to the participants on the module home page.</p>	<input type="checkbox"/>

The First Week

Task	Complete
We recommend the facilitator send out an email to the participants outside the learning management system that is welcoming and enthusiastic. Let your learners know what is expected of them as participants in the module – what the level of participation should be, the types of activities they are going to be engaged in. Let them know what they are going to gain by taking this module. Answer the question – “why do I need to know this?”	<input type="checkbox"/>
You should have the students use the tools in a non-threatening manner that first week. For example, an introduction discussion topic helps establish the social presence of the students. It allows students to get to know one another and make connections. You may want to ask them to upload a photo or answer the question like what they hope to learn from the module.	<input type="checkbox"/>
Consider an ice breaker activity that they can do online as a means of getting to know one another.	<input type="checkbox"/>
You may want to add a short video introduction of you, the facilitator, as a means to make a connection to your students.	<input type="checkbox"/>

During the Module

Task	Complete
Ensure that you check your module email regularly to address any issues participants may have.	<input type="checkbox"/>
Review the introduction/ice breaker discussion posts to see if anyone on the course list did not participate. Contact that student to determine if he or she is having any difficulty accessing the module, etc.	<input type="checkbox"/>
Encourage participants to comment on the materials and use examples of their own practice and/or references to other materials.	<input type="checkbox"/>
Encourage participants to work together to explore issues and concepts.	<input type="checkbox"/>
Link to external resources that allow participants to delve further into the concepts if they want to. Monitor the discussion board to ensure participants are respectful of others	<input type="checkbox"/>

Task	Complete
opinions.	
Participate in the discussion in a way that challenges participants to think deeper about the topic. Make sure you don't over participate as this can intimidate people and shorten the discussion.	<input type="checkbox"/>
Feel free to appoint a participant or group of participants to summarize the discussion and email it to the rest of the group.	<input type="checkbox"/>
Establish a way of posting common questions and responses to the module site. For example, you may have a discussion thread that is strictly for Frequently Asked Questions.	<input type="checkbox"/>

Wrapping Up

Task	Complete
Participants should complete some type of reflective exercise that illustrates what they have learned in the module.	<input type="checkbox"/>
Encourage participants to complete the online module evaluation.	<input type="checkbox"/>
At times, participants will continue to return to the module even after it is complete to continue a discussion or download materials. Feel free to check in to the module site.	<input type="checkbox"/>
Assess the participation level of the participants. Have they completed the requirements of the module? Send the list of persons that have met the requirements to the FCC planning team coordinator.	<input type="checkbox"/>
Reflect on what went well with the module and what didn't. Make note of it so that you or the next person leading this module can make adjustments.	<input type="checkbox"/>



One of the first questions new facilitators ask when designing an online course is, “how much technology do I have to use?” The answer is easy – as little or as much as you need to design a very good online module. We caution against using technology just for the sake of using technology. Using any kind of technology just to have it in your module is not recommended. The technology should add to the learning and provide an experience that they cannot have in a text-based course. It should enhance the skills or knowledge required to successfully complete the module. That being said, we like to note that these modules are e-learning experiences, not online correspondence courses. Learning activities that encourage collaboration and knowledge building are recommended.

Learning management systems like WebCT offer a number of tools that you can use to enhance the interactivity and collaboration between students and the content. WebCT has a mail tool, discussion tool, assignment drop box, quiz and survey tools. But there are many other technologies that can be incorporated into the module. Keep in mind that time is limited and that the level of technological expertise between learners varies widely. Take into account the time required to learn the new technology as well as use it.

Collaborative and/or Individual Activities?



Your online module should have a mix of collaborative and individual activities. Individual activities enable participants to explore and practice on their own, whereas group or collaborative activities provide opportunities for sharing experiences and expertise, developing new contacts with those at other colleges and developing skills as part of a group process.

Collaborative or group activities are a viable option in FCC modules. However, you should be aware of some of the challenges such as participants being able to schedule time to work together. Depending on where your participants are from, whether from your area or from around the world, this can be a difficult task. Because participants may be located in another country or teach in the evenings, you might want to keep your groups small – two people, to alleviate some of the frustration that arises from competing schedules.

Other issues can include: differing access to the Internet and technology, languages, differing expectations and roles, to name a few. To assist the participants with collaborative activities, you may want to make them aware of or recommend they follow group processes. You should

also create space either on the discussion board or a wiki for the groups to meet and collaborate.

Establish Communication Norms – The FCC module facilitator should explain the expectations around online behaviours to ensure successful group and individual interactions (e.g., everyone agrees to participate on the discussion board at least twice per week). The facilitator should also establish and align learners' expectations around shared objectives, including the requirements of active participation and its importance to the learning community.

Here's an example from the Teaching Portfolios module of use of the discussion board that allows participants to get to know one another in a low-risk learning activity:

Example 1:

Meeting Your Colleagues

Let's get to know everyone in the group. Take time now to post an introduction to the discussion board entitled **Introductions**. Tell us a little about what you do, why you decided to sign up for this module, and, just for fun, what your favourite movie is! It would be really nice if you could add a photo of yourself! Some of my students include photos of their babies, cats, dogs, etc., but I'll leave that up to you!

Be sure to respond to your colleagues' postings so that we can begin to get to know one another.

Example 2:

Now, use your group discussion forum entitled Brainstorming for Competencies 1, 2, and 3 to share some of those ideas you thought of for demonstrating your own expertise in one or more of these first three competencies.

e.g. "I could describe how...."; "I could include a copy of my....."; "I could include a short video that shows me in my ___ class using...."

Long or short, all contributions are welcome! Collectively, this pool of suggestions will give you lots of ideas about demonstrating a teaching competency. Maybe you will discover tools that you can try out in your own classrooms in the near future!

Individual Activities

Individual activities can include tasks such as developing a glossary using the learning management system or individually. Participants can visit and analyze websites, explore through online scavenger hunts, or take a virtual



field trip to an online museum, publication, or media site for videos or podcasts. Have your learners sign up for a listserv where information and discussions will be e-mailed to them. Participants can keep an online journal, develop a digital story, prepare an online portfolio, conduct a survey, or create their own videos to post to the course site. As technology improves, it becomes easier to combine one's creativity and subject knowledge to create lasting artifacts as part of their learning activities or assignments.

Example 1 from the Millennials module:

Humans love games and if you can incorporate a game into your module, it keeps your participants interested, learning and having fun. Try this Snakes and Ladders game created for the Millennials course. (Link to online game.)

Example 2 from the Millennials module:

For homework, let's go on a field trip. Have you ever been on iTunes? iTunes is an online service developed by Apple to sell music, videos, TV shows, e-books and more. It also has podcasts, which are digital video and audio clips that are available for free. There is also iTunesU, which has been set up for postsecondary institutions enabling schools can post their own podcasts. Many professors now are recording their lectures and posting them as podcasts. Not only are they available to their students, but to students around the world. A chemistry prof at Carleton University gets email from around the world from students listening to his chemistry lectures (really!)

iTunes has to be downloaded to your computer - it's free. Go to:

<http://www.apple.com/itunes/download/> . Once it has downloaded, click on the iTunes icon on your desktop. Go to the iTunes Store located on the left hand menu. This will take you to the site where people buy music, etc. Click on the link to Podcasts or to iTunesU. See anything interesting? Try searching (top right corner) for your subject area and see what comes up. Perhaps there's a podcast you may want to share with your class.

If you want a podcast, just click on Get and it will begin to download to your computer. You'll be able to access it by clicking on your iTunes icon and then going to Library, located at the top of the left hand menu. The Library is your library where all your files will be stored. You can burn them to a CD or if you have an iPod, you can put the files on your iPod and take them with you.

I've added a screencast of the process of searching and burning CDs from iTunes. Click on **this link** to view it. Let's go to the discussion board and discuss what we found on iTunes.

Social Networking



Also known as Web 2.0 technology, one aspect to consider when developing your course is whether to use any type of social networking software. Twitter is a social networking technology that allows a person to send short messages to people who have subscribed to them. You can establish a Facebook page for your module where past participants can share with those who are presently taking it. Tumblr is another type of microblogging tool that is very easy to set up and use. Although Skype is often thought of as a phone line, it can be used to have a class over the Internet in real time. Blogs and wikis are also an option. These are just a small sample of the large number of tools now available to educators.

Example 1 from Empowering Diversity:

I'd like us to begin our own Empowering Diversity Resource, or online textbook, for instructors looking to improve their courses. I've created a wiki and I would like each one of you to post to the wiki under whichever heading you want. You can post text, an image, video, link to information, sample of a lesson or activity, anything that you think will assist others with this subject. Each group that moves through this module will build on the information of the previous group. It will be a continuous collaboration project. The wiki is located at <http://empoweringdiversity.wetpaint.com>. To learn more about wikis and how to use them go to [Wikis in Plain English](#).

Name some technologies you might include into your module. How do they add to the learning and interactivity? How will participants access the technology?

.....

.....

.....

Accessibility

In designing learning activities, it is important that we separate what we are teaching or assessing, which is essential to achieving the learning outcome, from how achievement is to be

measured. Our usual tools and processes may be inappropriate for the physically challenged participant.

There are many alternative avenues for the facilitator to take with a participant who is disabled, who may have language difficulties, or other challenges. The FCC facilitator can collaborate with the participant and disabilities office to discover what resources are available and what seems practical, efficient and appropriate.

Additional Resources

Curricula Designed to Meet 21st Century Expectations. Retrieved from

<http://www.educause.edu/Resources/EducatingtheNetGeneration/CurriculaDesignedtoMeet21stCen/6065>

Using Technology as a Learning Tool, Not Just a Cool Tool. Retrieved from

<http://www.educause.edu/Resources/EducatingtheNetGeneration/UsingTechnologyasaLearningTool/6060>

Using the Technology of Today in the Classroom of Today. Retrieved from

http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf

Summary



Once you have completed your module template that includes your outcomes, learning objectives, learning activities and reflective activities, you are ready to build your content. As you go through the process, continue to return to your module outcomes to ensure you do not stray from your goals. These modules are short and it is easy to overload your site with activities and resources. The skill becomes including only what is necessary to achieve the overall goal.



On behalf of Faculty Cyber Connections we appreciate the time and effort you are taking to develop the module. Your participants will appreciate you sharing your expertise and enthusiasm!

We hope this brief yet comprehensive workbook assists you in the development of your module. If you have any questions or concerns, please contact your FCC college representative.



Universal Design for Learning

A Cyber Connections Module prepared by Algonquin College

Description

Diversity is the norm within our college classrooms and laboratories. Universal Design for Learning (UDL) meets the challenges of diversity by proposing flexible curricula designed to meet the needs of all learners. In this module participants will apply the principles of UDL to design or revise a lesson plan or learning unit. Through reflection, analysis and collaboration with colleagues, participants will explore the implications of UDL on curriculum development and learner success.

Outcomes

At the end of this module participants will

- Describe the concept of Universal Design for Learning (UDL) and discuss the advantages and challenges
- Identify and relate the principles of UDL to the brain networks (recognition, strategic and affective)
- Develop or revise a lesson plan or learning unit applying UDL principles
- Critique a lesson plan or learning unit and share recommendations
- Predict the implications of UDL curriculum development and learner success

Other possible Activities: Wiki – building a UDL glossary

	Dates	Topics/Content	Learning Activities/Deliverables
Registration	April 28		
Orientation	April 3	Orientation to Module	Completion/review of orientation module
Week 1	May 10	Creating a Social Presence Lesson One: So what is UDL? <ul style="list-style-type: none"> • What is UDL? • What are the origins of UDL • Barriers to learning • Curriculum strengths and weaknesses 	Activity: Online Icebreaker Lesson notes Online Reading: <i>Resource: Rose, D. & Mayer A. (2002). Teaching every student in the digital age: universal design for learning. At http://www.cast.org/teachingeverystudent/ideas/tes/ Chapt. 1, Chapt 4</i> Podcast (UDL expert D. Rose) Video: Universal Design Online Discussion: Considering my curriculum – strengths, weaknesses and opportunities
Week 2	May 17	Lesson Two: Exploring the principles of UDL <ul style="list-style-type: none"> • The learning brain and brain networks • Principles of UDL • Flexible media and tools 	Lesson notes Online Reading: <i>Resource: Rose, D. & Mayer A. (2002). Teaching every student in the digital age: universal design for learning. Chapt 2, 3</i> Activity: Card Sort Online Discussion to identifying strengths and

	Dates	Topics/Content	Learning Activities/Deliverables
			weakness in learning materials - flexible media
Week 3	May 24	<p>Lesson Three: Applying UDL principles in our practice. Considering UDL Guidelines</p> <ul style="list-style-type: none"> • Goals • Learning methods and Materials • Feedback and Assessments 	<p>Lesson notes Resource: Rose, D. & Mayer A. (2002). <i>Teaching every student in the digital age: universal design for learning</i> Online Reading: Chapt. 5, 6 and 7</p> <p>Develop or revise a lesson/unit plan, or an assignment guideline or a handout applying the principles of universal design</p> <p>Online Activity: Post developed or revised lesson/unit plan or assignment guidelines or handout to WebCT</p>
Week 4	June 4	<p>Lesson Four: Evaluating and reflecting on our learning</p> <ul style="list-style-type: none"> • Critique using UDL checklist or rubric and developing recommendations • Reflecting on the implications of UDL on curriculum and learner success 	<p>Evaluating lesson plan using UDL checklist or rubric (self and one peer)</p> <p>Developing recommendations and sharing with colleagues</p> <p>Online Discussion: Reflect on the implications of UDL on participants' teaching practice. Establish a short and long term goal related to the principles of UDL.</p>