



TheART of Learning

# We're going to go fast...

# BLINK speed

100 Slides -- You know the fundamentals.  
They are presented here to provide a context and background.  
These slides are available online.  
**[pedagogyonline.com](http://pedagogyonline.com)**  
We want time to share ideas.

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# Learning is...

# Learning is a

# Process...

which students  
complete and control

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Stepping back



- Are we too wrapped up in the shiny-new-**tools**?
- Tools help us be more efficient, when we know what work needs to be done.

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Why are we using the tools?

Take a step backward...

Design before you Develop!


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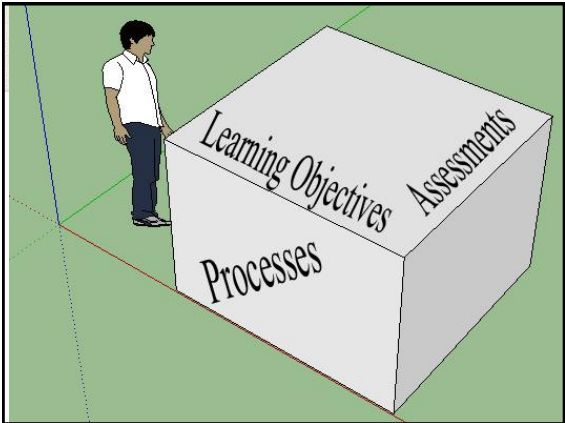
Questions to answer

- What are some of the **instructional design** principles?
- What are the **special concerns** with online learners?
- What are the **processes** of learning and engagement online?
- Where should we start in the **redesign**?
- Which **tools** can be used?



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3 Dimensions

Learning Objectives

Assessments

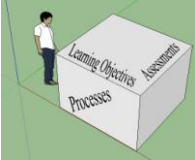
Learning Activities (Processes)

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The 3-dimensions of Online Pedagogy



- What are the **goals**?
- How do we **measure** them?
- How do we help students **reach** them?

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ADDIE Model

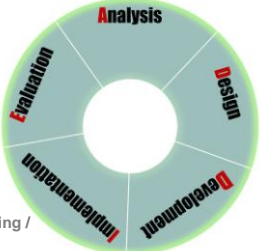
Analysis

Design

Development

Implementation

Evaluation



Adopted by MnSCU for eLearning / Instructional Design

<http://vfc3.project.mnscu.edu/index.asp>

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www.PedagogyOnline.com

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## Critical Mistake by Faculty

# Winging it...

Thinking that you know your field and course so well that you go **directly** to Development

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## Instructional Design

# 60%

of your time should be spent on **Analysis and Design**.

**Blueprint** how everything fits together before you build.  
**Find and Link to** resources.  
Make better choices; **work smarter!**

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## Most Important Part of the Process

## Analysis is Critical

- What are the **Learning Objectives**?
  - What do students need to know?
  - To what degree do they need to know it?
- What are the **Assessments**?
  - How will they demonstrate that they know it in an **observable** and **measurable** manner?
  - Under what conditions?

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## Assessments

**Audience** – who will need to be assessed and what are their existing levels of skills?

**Behavior** – what specific and observable behaviors need to be performed?

**Condition** – which resources, "starting point" information, and environment will be provided, and what restrictions/constraints will be in effect (limits of time, tools, resources)?

**Degree** – what specific criteria indicates success in the activity, and what criteria will be used for evaluation (speed, quality, accuracy, order of process)?

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## Analysis Example #1

**Learning Objective:** Students will understand and correctly identify the correct usage of vocabulary and terms from the unit.

**Assessment:**

- (A) Students who have completed all of the activities in the unit
- (B) will correctly match 25 vocabulary terms identified in the course with their correct definition
- (C) without the aid of notes, textbook, or other resources;
- (D) a score of 85% shall constitute a passing score and students may take the assessment up to three times with their resulting score being the average of all attempts.

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## Analysis Example #2

**Learning Objective:** Students will be able to analyze and provide personal commentary on news articles as they relate to topics in the Unit.

**Assessment:** (A) Students who have completed the assigned readings and reviewed the sample analysis paper (B) will complete a 1000 to 1500 word analysis of three articles provided by the instructor (C) with the aid of the grading rubric and sample analysis paper, (D) which demonstrates collegiate level writing, original thinking, and a thoughtful analysis as defined in the grading rubric.

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Analysis Example #3

**Learning Objective:** Students will be able to accurately and succinctly contribute in problem-solving discussions on the topic of study.

**Assessment:** (A) After completing the assigned readings and completing the chapter quiz with a score of 80% or higher, students will (B) will participate in an online case study discussion over the period of a 2-week cycle, (C) utilizing their textbook, other research, and the ideas of other students, (D) in a manner which demonstrates accurate analysis of conditions, collaborative and professional dialog which respects the ideas of peers in a substantial manner as detailed in the grading rubric.

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No matter the skill

You need

**PRACTICE**

in order to learn.

From tying your shoes, to solving algebra,  
to performing brain surgery...  
proficiency comes through lots of practice.

Well-studied students reply by **"reflex"** rather than puzzlement.



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Learning Domains

- Cognitive
- Psychomotor
- Affective

Think

DO

feel

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3 Dimensions

What do students **Think**?

What can students **Do**?

What do students **Feel**?

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Cognitive

1+1= ?

Why?

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Cognitive Domain (Bloom's Taxonomy)

Knowledge (describe, identify, name, point to, recognize, recall)

Comprehension (convert, explain, locate, report, restate, select)

Application (compute, demonstrate, employ, operate, solve)

Analysis (compare, discriminate, distinguish, separate)

Synthesis (compile, compose, design, reconstruct, formulate)

Evaluation (assess, evaluate, interpret, judge, rate, score, write)

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Cognitive Domain (Bloom's Taxonomy)

Knowledge => **1 + 1 = 2** (rote memorization)

Comprehension => **Why** does 1+1 = 2?

Application => we can **apply** addition to understand multiplication

Analysis => if we know the order of operations, we can **problem solve** for an unknown

Synthesis => if we know how to solve, we can **build** a spreadsheet to make calculations

Evaluation => if we can build our own spreadsheet, we can **judge** if someone else's program would work properly

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Psychomotor Domain



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Psychomotor Domain

Perception (choose, detect, identify, isolate, or compare)

Set (begin, move, react, respond, start, or select)

Guided Response (assemble, build, calibrate, fix, grind, mend)

Mechanism (same as Guided– but with greater proficiency)

Complex Overt Response (more coordinated)

Adaptation (adapt, alter, change, rearrange, reorganize, revise)

Origination (combine, compose, construct, design, originate)

Lab performance, video performance,  
workplace / internship supervisor reports

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Psychomotor Domain

Perception => **Fire is hot**; pull hand away (reflex)

Set => **Select** the tools needed

Guided Response => **Perform** task with guidance

Mechanism => **Complete** task without guidance

Complex Overt Response => **Diagnose** the problem and **solve** using complex acts

Adaptation => **Apply** skills in a new environment

Origination => **Create** new movement patterns to save time / energy / effort

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Affective Domain

Learning to communicate and play well with others



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Affective Domain

Receiving (ask, choose, give, locate, select, rely, use)

Responding (conform, greet, help, perform, recite, write)

Valuing (appreciate, follow, join, justify, show concern, share)

Organizing (accept responsibility, adhere, defend, formulate)

Characterizing (assess, delegate, practice, influence, revise, maintain)

Video-conferencing, peer discussions, online work groups and presentations, role-play exercises, interviews, workplace / internship supervisor interactions

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Affective Domain

Receiving => **view** discussion postings

Responding => **join** in the group discussion

Valuing => **empathize** with the feelings of others, but be willing to **challenge** their values and opinions

Organizing => **reconcile** learned values and ideas with pre-existing ones; **modify** ideas and messages to accommodate the expectations of the environment / group

Characterizing => **incorporate** the values and beliefs into behaviors, and serve as an **influence** to others (leading, championing)

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Include the Affective

Infection Control:  
Steps to prevent spread of infection.  
Different types of infective agents.  
Policies and procedures after exposure.

Cognitive Domain

Affective Domain

Emotions drive our values...

How would **YOU feel** if you had a needle stick from an **HIV** infected patient?

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Bloom's Taxonomy - Assessments

INSTRUCTION  
Class, guide, train, assist, simplify, suggest, present, and more

EVALUATION  
Judge, appraise, criticize with respect to its merit, relative value

SYNTHESIS  
Combine, plan, program, design, select, forecast, arrange, integrate, modify, construct, create, or develop

APPLICATION  
Transfer, adapt, modify, choose, operate, establish, or use

COMPREHENSION  
Understand, describe, discuss, describe, recognize, locate, repeat, review, tell

KNOWLEDGE  
define, repeat, record list, recall, name, relate, understand

Evaluation – problem solving

Synthesis – creating

Analysis – comparing

Application – using

Comprehension – understanding

Knowledge – memorizing

Too much emphasis

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The Student Should

- Think It!
- Do It!
- Feel It!

Think

DO

feel

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3 Dimensions

How do you **Plan it?**

How do you **Build it?**

How do you **Evaluate it?**

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Trip Planning?

You need to know **where you're going,** and you need to determine **when you've arrived.**

Otherwise you're wasting resources (time, energy, and **patience**).

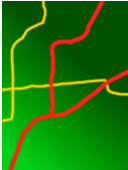
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Session's Main Point

Required activities  
must **map to**  
Learning Objectives  
and Assessments  
in your course.



Avoid the Detours!

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Understand and Map

Learning Objectives:  
What should students be able to **know, do, and feel** when they have completed the course?

Assessments:  
What are the **observable behaviors** which students should successfully demonstrate to a certain degree of proficiency under a specific set of conditions and circumstances?

Processes:  
How do you create learning activities which provide enough **practice** to move the student from start to finish in order to have **students be successful** in their assessments?


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Assessment is Critical

If you don't **measure it**, the students will "know" that it isn't **important**.  
If it isn't **important**, students won't invest time in **doing it**.  
If they don't **do it**, they won't **learn it**.  
If they don't **learn it**, they won't **know it**.



Why won't they read the darn textbook?

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Did it Work?

After you design, build, and run your class, what did **YOU Learn?**

How well did it work?  
How can it be improved?  
What was fun and effective?  
Which situations gave students "ownership" in the content / course design?


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Course Design

The goal of course design is to create a **plan** which **nurtures the growth** of a student's learning **toward specific learning objectives**.



Opportunities for personalized feedback, guidance, and mentoring should be identified and included in the design of the course.

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Learn to Play; Play to Learn



Allow students to "get their feet wet," show them the **key rules**, then turn them **loose**.  
  
Encourage experimentation and "playing" around (practice).

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Course Design = TEACHING

**T**imely – materials available before they are needed; reminders provided

**E**ngaging – students are required to perform; activities incorporate skill use, creativity, and critical thinking

**A**ccurate – trustworthy information and sources verified

**C**lear – simplest and shortest language

**H**ierarchical – well-structured, with staged levels of complexity (introductory vs. advanced)

**I**nteresting – materials are attractively designed, pose questions, provide interesting facts, and challenge assumptions

**N**urturing – structures in place to provide personalized feedback and guidance to the student's learning process

**G**raphical – appropriate uses of graphics, images, charts, and video to help support the concepts and ideas being presented

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Instructor's Importance

The **key obligation** of the instructor is to **assess** and give **personalized feedback**.

This is your **job security!**

This separates the "it should all be in the book... good luck!" and the "hey... adopt our 'course-in-a-box'" from the types of **learning experiences** which are *meaningful, rewarding, and transformative*.

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Feedback Must be Timely

If the **feedback** comes too late, then it loses most of its impact; you've lost the **"teachable moment."**

Designing activities which provide instant feedback to students (automatically) keeps attention and engagement. Encourage **practice toward proficiency**.

Think of any video game. How quickly do you get your **SCORE**?  
2 weeks?

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3 Dimensions

**Leverage the Advantages**

**Avoid Crisis Events**


**Empower the Learners**

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Change required...



**Leverage the Advantages of Online**

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Advantage #1

**"Replay" Content**

course content can be viewed multiple times at student's pace

Help students learn to **read and take notes electronically** – in the same way we no longer print out our emails to read & reply to them.

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### Advantage #2

## Multiple Trials / Attempts

assignments and quizzes can be designed for **skill mastery**; students get feedback on their skill levels; students can **repeat until complete**

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### Advantage #3

## Alternative Activities and Assessments

choices of assignments for each learning objective addresses **ADA** needs and encourages creativity in the different **learning styles** preferences

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### Advantage #4

## Collaborations on Projects, Papers, Discussions

students develop and practice skills in time management, project management, and communications

**HINT:** assign groups based on **WHEN** students promise to be available

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### Advantage #5

## Diversity of Resources and Activities

**links** to videos, audio casts, articles, images, maps, databases, web-based tools, and learning games create more **interesting and enriching** experiences

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### Advantage #6

## Research and Critical Thinking

availability of resources, tools, and media leads to greater exploration, higher levels of experimentation, and more thorough critical thinking.

Students also learn the **processes** to "**find the answers**" on their own (serving them well after graduation).

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### Advantage #7

## Benchmarking

**peer reviews** and links to "**samples of excellence**" encourages a spirit of **academic competitiveness** leading to higher overall quality

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## Avoiding Crisis

As you design your course processes, **protect your students** against situations leading to crisis.

- Pragmatism & Procrastination
- Confusion / misunderstanding of expectations
- Inappropriate workloads
- Social isolation
- Technology troubles
- Failure to turn work in on time



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## Avoiding Crisis Online

- **Many small** assignments

Students will usually skip activities which do not earn points. Also students procrastinate, and online students don't have someone looking over their shoulder to remind them – so you need **lots of touch-points** to make sure they are still engaged “*in the course*.” **Break up large tasks** into smaller component activities.

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## Avoiding Crisis Online

- **Over-explain** everything!

Students in online courses can't ask a “quick question” as they can in class. Being **very detailed and specific** provides less frustration and allows students to continue on with their work. Other students can simply “skim” through the parts they understand.

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## Avoiding Crisis Online

- **Appropriate** workloads

Just because you found 30 great articles on a topic, don't force your students read them all. Likewise, don't give them too little to do.

Figure out **how many hours** students need to work each week to earn enough practice time in the skills and knowledge, and adjust workload appropriately (consider each **CR = 40 hours** of learning activities – plan accordingly)

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## Avoiding Crisis Online

- **Social inclusion** / relationship building

Establish **peer groups** early. Have icebreaking / introduction activities at the start of the term. Have students establish “ground rules” for netiquette and communication. **Touch base** with students who appear shy to the online environment.

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## Avoiding Crisis Online

- **Technology verification**

Have orientation activities which “**stress test**” the computer – to ensure that every tool that needs to be used in the course is tested the first week.

Also – provide a discussion area for **tips and work-around** solutions for solving technology issues.

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Avoiding Crisis Online

- Just-in-time reminders

Give students reminders of upcoming activities and **deadlines**; don't rely on one document alone. Email students who have missed a deadline – to get them **back on task**.

Consider this as part of appropriate and timely **feedback** to students.


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Empowering The Learners

- The New Literacy
- Engaging Experiences
- Student Authorship
- Finding Answers (Research and Evaluation of Sources)
- Career and Problem-Solving Skills



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Literacy



Literacy is the ability to read, write, understand, and **communicate** effectively

Clear, clean, concise, accurate, attractive

If students are unable to communicate in a clear and attractive manner, their ideas will be ignored / dismissed

Communication is becoming **more visual**. Adult literacy requires basic skills and hands-on practice in creating visual representations of information.

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Essential eLearning Processes

Presentation


Demonstration

Communication

Collaboration

Remediation

Evaluation

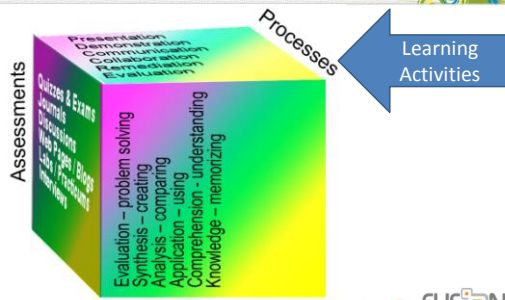


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Bringing it Together



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Bringing it Together

# What will YOUR course look like?


How will YOU combine the Learning Objectives, Assessments, and eLearning Processes?

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How do you connect?



There is no "best design."

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Essential eLearning Processes

Presentation  
Demonstration  
Communication  
Collaboration  
Remediation  
Evaluation

What, where, when,  
and how do you link  
Learning Objectives  
to Assessments

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Shopping for tools...

Which **tools** can you use  
for your eLearning  
processes?


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Presentation – Unidirectional

Suggested Purposes:  
Background Information,  
Context, & Concepts



Tools for Processes / Activities:

- Screen Recordings
- Digital Whiteboard recordings
- [RSS news feeds](#)
- Voice Narrated Presentations / Slideshows
- [Videos](#) for Overviews, Interviews, and Virtual Tours


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Presentation – Omni-Directional

Suggested Purposes: Introducing  
resources, concepts, theories, and  
applications



Tools for Processes / Activities:

- [Web Conferencing](#)
- [Blogs](#)
- [RSS Page Readers](#) linked to student blogs
- [Course Wiki](#)


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Demonstration

Suggested Purposes: "Showing  
and Telling" skills and tools



Tools for Processes / Activities:

- [Video Demonstrations](#)
- Narrated Photos Series
- [Screen Recordings](#) – software applications or critiquing of web-viewable content (art, lit)
- [Digital Whiteboard Recordings](#)


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Communication

**Suggested Purposes:** "Learning from each other" through dialog, empathy, comparison, and commentary



**Tools for Processes / Activities:**

- [Web / Voice Conferencing](#)
- [Instant Messaging](#)
- [Social Networks](#) & [Virtual Worlds](#)
- Wikis & Threaded Discussions
- [Blogs](#) for Project Groups

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Collaboration

**Suggested Purposes:** "Problem Solving and Projects"



**Tools for Processes / Activities:**

- Web Conferencing
- Voice Chat & Voice Conferencing
- Collaborative Documents
- Wikis
- Webpage Building Tools

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Remediation

**Suggested Purposes:** skill gap identification, skill practice, raising skill levels, self-assessment, and supporting other learning style preferences



**Tools for Processes / Activities:**

- Pre-Tests / Practice-Tests (non-graded)
- Links to other "practice/review" content
- Web Conferencing
- Screen Recording Demonstrations
- Learning Games

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Evaluation

**Suggested Purposes:** measuring student success, providing **personalized feedback**, skill practice (especially problem solving and critical thinking), evaluating course design, gathering data points for accreditation / credentialing



**Tools for Processes / Activities:**

- Oral exams and interviews
- Web Conferencing for student and group presentations
- Voice Conferencing for role-play (scheduled sessions)
- Student Content Review (blogs & wikis instead of research papers, and webpages / videos instead of projects and reports)
- Quizzes and Exams for lower domain knowledge
- Dropbox papers and projects
- Skill Demonstrations

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Essential eLearning Processes

Presentation

Demonstration

Communication

Collaboration

Remediation

Evaluation



Each Process Should be in Your Course

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Now Choose Your Tools


After you know what you **NEED** to build then you can **CHOOSE** the **TOOLS** which are most appropriate



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Podcast hosting,  
social subscribing

Home Podcasts Tags Add a Podcast Publish a podcast




















Podomatic.com – free  
online hosting of  
podcasts; ability to  
create embed codes  
for many social  
networks




# Cartoons



What is Web 2.0 in cooperation

 <p>Cartoon 1: A character with a speech bubble saying "Hello, my name is..."</p>	 <p>Cartoon 2: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 3: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 4: A character with a speech bubble saying "Hi, my name is..."</p>
 <p>Cartoon 5: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 6: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 7: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 8: A character with a speech bubble saying "Hi, my name is..."</p>
 <p>Cartoon 9: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 10: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 11: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 12: A character with a speech bubble saying "Hi, my name is..."</p>
 <p>Cartoon 13: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 14: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 15: A character with a speech bubble saying "Hi, my name is..."</p>	 <p>Cartoon 16: A character with a speech bubble saying "Hi, my name is..."</p>







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# Communications and Voice



**Skype.com** – free PC-to-PC voice and video calls (paid account allows connections to land-lines)


**MeeBo.com** – Instant messaging system which consolidates multiple IM accounts in one (Google Talk, MSN Live, ICQ, AIM, etc.)

**Google.com/Talk** with Voice

**Messenger.Yahoo.com** with Voice



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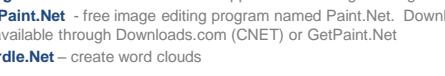
Graphics

**GiMP.org** – GNU Image Manipulation Program for photo retouching and image authoring (downloaded application)

**Google.com/Picasa** – downloaded application for image editing

**GetPaint.Net** - free image editing program named Paint.Net. Download available through Downloads.com (CNET) or GetPaint.Net

**Wordle.Net** – create word clouds



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## Presentation Tools

**JingProject.com (TechSmith)** – Free screen recording software and online publishing

**Zoho.com** Show tool – online presentation creator


**SlideShare.com** – upload and share PowerPoint and Word documents, and then add audio to make a webinar

**Adobe eLearning Suite** – Adobe Presenter (for PowerPoint) and Captivate (screen recording and guided interactions / assessments)



The screenshot shows the Adobe Presenter interface. The main window is titled 'Preparing Your Documents for Online Use'. It features a central area with a document thumbnail and a sidebar on the right with a list of documents. The bottom status bar shows '1 of 1' and '1:12'.

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## Wikis

**Groups.Google.com**

**Zoho.com Wikis** – part of the Zoho suite of online authoring and collaboration tools

**Wikidot.com** – free and fee-based wikis

**WetPaint.com** – Wiki and blog site; educators can register to move education from their sites



Google groups pedagogyonline.com Issues in Online Teaching

Messages 1-1 of 1

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### Webpage Building Tools

Open-Source Content Management Systems

- [Joomla.org](http://Joomla.org) – website management for single site
- [Drupal.org](http://Drupal.org) – website management of large sites or multiple sites
- [Moodle.org](http://Moodle.org) – instructional management system

Webpage Editing

- NVU – full featured webpage editor (similar to Adobe Dreamweaver)
- SeaMonkey Internet Suite ([Mozilla.com](http://Mozilla.com)) – internet browser which also includes web page editor and email client



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### Web Conferencing

Adobe ConnectNow (3 users free - [adobe.com/acom/connectnow/](http://adobe.com/acom/connectnow/))  
[DimDim.com](http://DimDim.com) (20 users free)  
[Yugma.com](http://Yugma.com) (20 users free) and Yugma Skype Edition (20 users free)  
[Zoho.com](http://Zoho.com) Meeting (2 users free)



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### Other Great Free Tools

- [OpenOffice.org](http://OpenOffice.org) – Free “clone” of Microsoft Office 2003; sponsored by Sun Microsystems
- [7-zip.org](http://7-zip.org) – open source file archiving and compression utility which handles multiple formats – graphical interface
- [PedagogyOnline.com](http://PedagogyOnline.com) – HTML Cleaner and FileRenamer
- Anything Google
- [SourceForge.Net](http://SourceForge.Net) – site for free and open-source software (FOSS)
- [Download.Com](http://Download.Com) – free and trial software (sponsored by CNET.COM)

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### End

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James Falkofske  
Pedagogy in 3 Dimensions

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