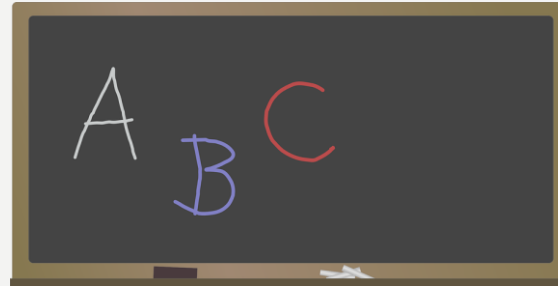




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BACK TO BASICS

DESIGNING HIGH IMPACT ONLINE COURSES

Eric Kyle, Ph.D.
Nebraska Methodist College
February 2017

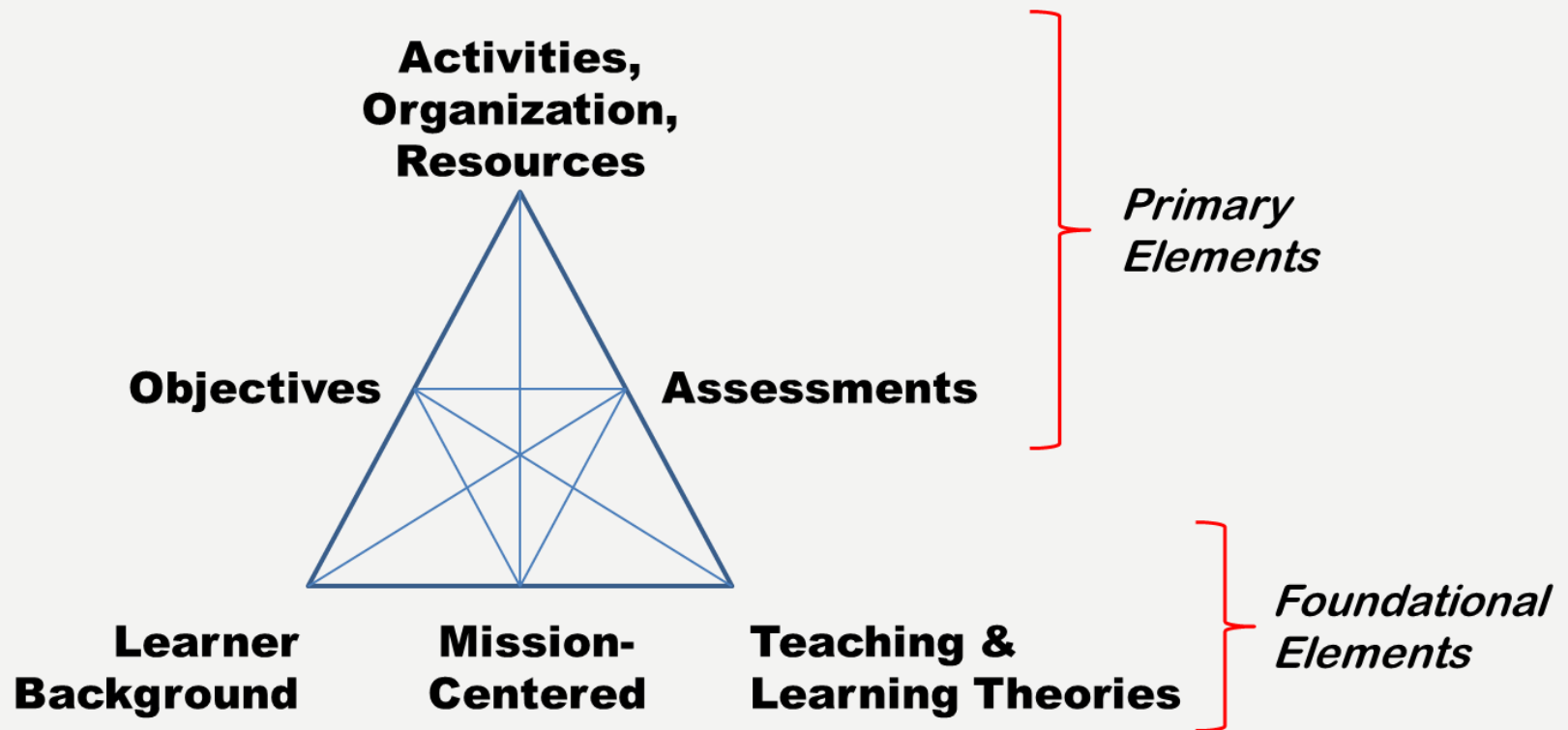
THINK-PAIR-SHARE...

- Take a moment to reflect on the following question, and then turn to a partner and discuss...

When you work on one of your online classes, what are some of the major elements that you need to consider (e.g., objectives, etc.)?



SOME ELEMENTS TO CONSIDER



OUR GOALS IN THIS SESSION

- To review evidence-based course development guidelines for each of these elements/areas
- To reflect on our levels of competency for some of these guidelines and how we are or might begin to apply these guidelines to our own courses/ programs

Evidence-Based Course Development (EBCD) Guidelines – Summary List

Fall 2016

Eric Kyle

The following are criteria that may become the basis for the rubrics, checklists, guidelines, et the Center uses to help assess both on-ground and online courses as well as to help guide inst the development of their courses. Each of the items are divided into several main categories a below. The list below is a summary of the primary EBCD criteria that have been identified to c

EVIDENCE-BASED SOURCES

- A combination of evidence-based assessments and literature were engaged
- Evidence-Based Assessments/Resources:
 - Quality Matters
 - Class Assessment Scoring System
 - InTASC
 - Hattie, 2009
- Beginning Literature:
 - Ed. & Ed. Psychology
 - Instructional Design & Tech
 - Healthcare Education Journals

Evidence-Based Support for These Criteria

1) *Instructor is able to articulate: a) specific learning theories and teach utilize, and b) how these theories and strategies apply to their course

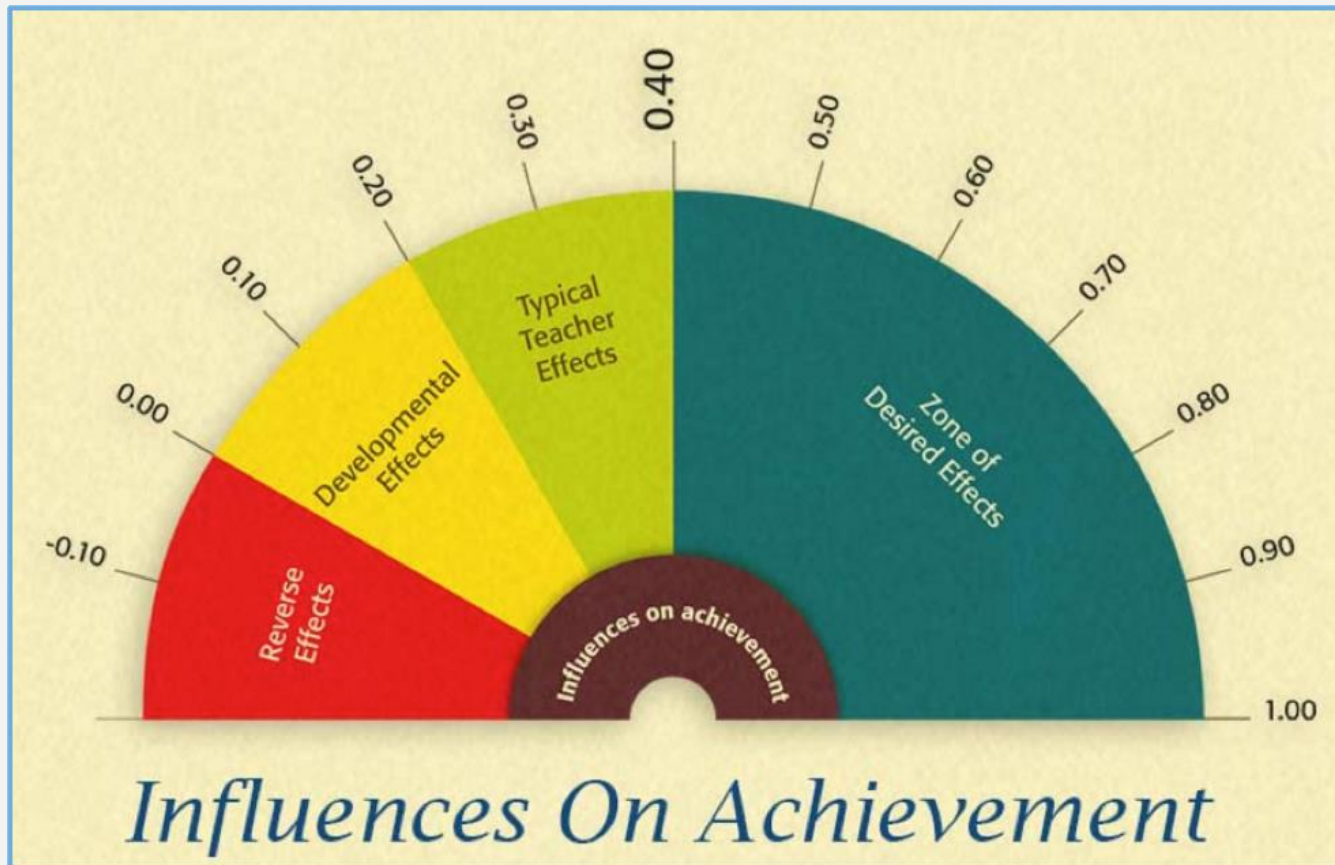
- Literature
 - SummEB:
 - [Ambrose et al.](#) (2010, p. 15, 19-20); [Woolfolk](#) (2011, p. 24, 35, 121, 160-61, 282); [Sawyer](#) (2003, 885-905, 1176-1203, 5164-89, 10224-48, 20030-44-45, 350, 353-62); [Bradshaw & Lowenstein](#), [J. & Kumar](#), BMCME, 2015, 15:211; [Diamond](#), 2001, p. 86;
 - ArtEB:
 - [Sandars et al.](#), MT, 2015, 37:11; [Haji et al.](#), AHSE, 2016, 21:2; [Balmér et al.](#), AHSE, 2015, 20:20:5; [Wijma et al.](#), BMCME, 2016, 16:75; [Flande Jacobs et al.](#), MT, 2015, 37:8; [Chen et al.](#), MT, 2015, 54:9S; [Joseph et al.](#), JNE, 2016, 58:2;

HATTIE, 2009 – EFFECT SIZE

The Formula

$$\text{Effect size } (d) = \frac{\text{Average (post)} - \text{Average (Pre)}}{\text{Average Standard Deviation}}$$

<http://slideplayer.com/slide/5895655/>

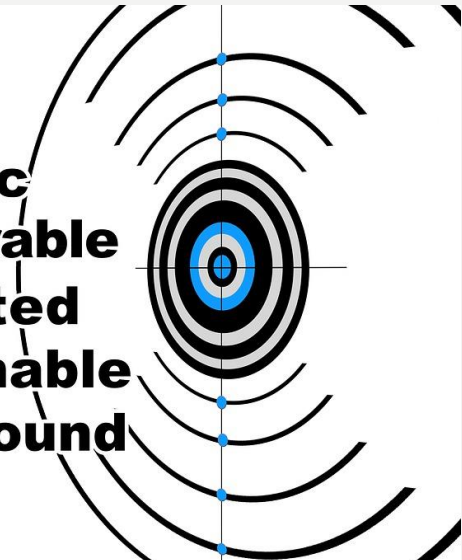


<http://www.c3teachers.org/c3-pbl-taking-informed-action-crosswalk/>

OBJECTIVES

1)*Objectives describe observable and measurable levels of proficiency that are aligned with program, institutional, and/or accreditation standards (0.47)

S Specific
M Measurable
A Accepted
R Reasonable
T Time-bound



ASSESSMENTS

1)*Utilizes varied assessments (0.62)

2)*Feedback to learners is: (0.54)

a)positive,

b)related to specific objectives and criteria,

c)provides suggestions for how learners can continue to progress, and

d)are conducted in a “timely” manner

3)Follow evidence-based recommendations; Reliability and validity is established (0.34)

4)Self- and peer-assessments and reflections (0.56)



ACTIVITIES, COURSE ORGANIZATION, & RESOURCES

- 1)*Learner-learner interactions (0.51)
- 2)*Foster progress towards higher order thinking and more complex skill development (0.5)
- 3)*Integrates technology (0.33)
- 4)Match the diverse and real-world conditions (0.34)
- 5)*Learners are guided step-by-step (0.4)
- 6)The class environment is one that is experienced to be safe, inclusive, and caring (*Mission-Centered Focus*) (0.36)

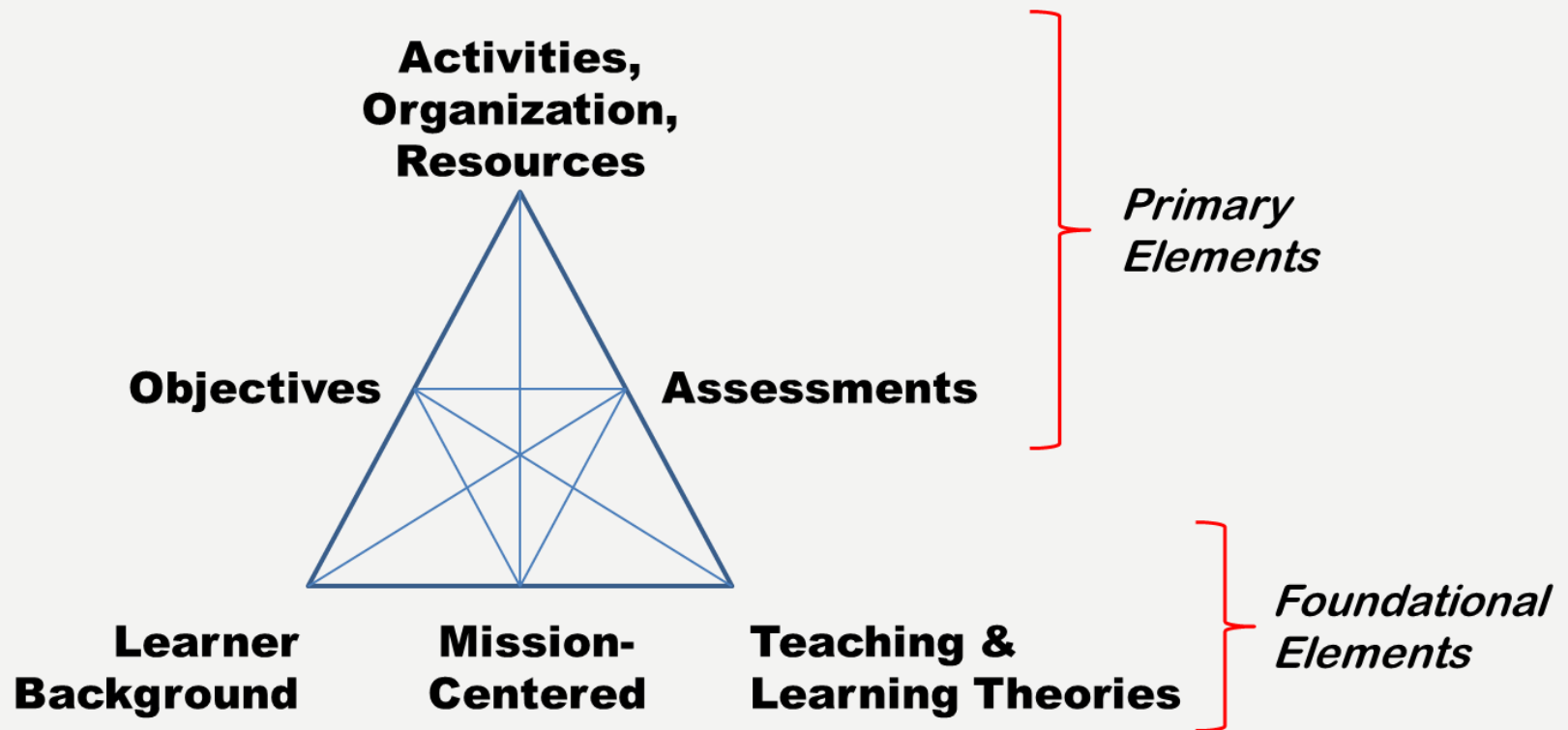


THINK-PAIR-SHARE *(if time)*

- Turn to your partner and discuss:
 1. Which one or two of these are you **most** competent in?
 2. Which one or two of these are you **least** competent in?
 3. What are one or two guidelines that you would like to implement in one or more of your classes?



SOME ELEMENTS TO CONSIDER



TEACHING & LEARNING THEORIES



- 1) Instructor is able to articulate: (0.61)
 - a) specific learning theories and teaching strategies
 - b) how these might apply to their course
- 2)* Course utilizes active teaching and learning strategies (0.47)
- 3)* Course is developed following recommended instructional design methods (0.69) – aligning!
- 4) Course embodies a holistic approach (*Mission-Centered Focus*) (0.48)

TEACHING & LEARNING THEORIES



<https://www.flickr.com/photos/lumaxart/2137737248>

- Some High Impact Active Learning Strategies:
 - Peer teaching/tutoring (0.74-0.55)
 - Metacognitive and study strategies (0.69-0.59)
 - Creative thinking strategies (0.65)
 - Elaboration and self-reflections (0.64)
 - Problem solving learning (0.61)
 - Cooperative Learning (0.59-0.41)
 - Modeling followed by learner practice (0.57)
 - Concept mapping (0.57)
 - Question-based pedagogies (0.46)

LEARNER BACKGROUND CONSIDERATIONS



- 1)*Course is adapted to learners' prior knowledge; ADA needs are addressed (0.54)
- 2)Course is adapted to learners' cultural background (e.g., beliefs, customs, practices, etc.) (0.37)
- 3)Course ensures the success of vulnerable students; course prepares students to work with diverse populations (*Mission-Centered Focus*) (0.44)

THINK-PAIR-SHARE

- Complete the self-assessment form and then turn to your partner and discuss:
 1. Which one or two of these are you most competent in?
 2. Which one or two of these are you least competent in?
 3. What are one or two guidelines that you would like to implement in one or more of your classes?



QUESTIONS? COMMENTS?

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