

LMS Best Practices for Enhancing Active and Interactive Learning

Kathy Fernandes and Laura Sederberg

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Pedagogical Summary

Marc Prensky, author of “Digital Native, Digital Immigrant” talks about today’s students. They are a “digital natives” because they have never lived without the digital aspects of today’s environment. They use the web, not just for information sharing, but for social connection. They expect to be doing something constantly (engaged), they have technology gadgets in their ears and pockets and they have a shorter attention span, just to name a few. In 1987, Chickering and Gamson created “Seven Principles of Good Practice in Undergraduate Education” which explicitly talks about “practice,” “active learning,” “communication,” etc. So how do we use today’s tools like the Learning Management System (LMS) to engage the learners of today while practicing the Seven Principles? One model is “Event-Oriented Design” by Thomas Welsh which provides a framework for faculty to consider when designing their online course(s).

This workshop will engage the faculty in discussion, reflection and vision for good quality online teaching and learning using LMS best practices. Using the “Rubric for Online Instruction,” created by faculty, staff and administrators at Chico State, we will discuss how to apply this rubric to self-evaluate the use of the LMS to achieve good quality online instruction that engages the learners. Examples of Exemplary Online Instruction will be shown. Web 2.0 tools will also be shown, defined, and discussed.

Lastly, the Universal Design for Learning Principles are being applied in order to create accessible instructional materials by engaging the students in activities that embraces Bloom’s Taxonomy. This provides for different student learning styles and the consideration for providing activities that hit the affective, psychomotor, and cognitive domains of the learners.

Faculty professional development outcomes or goals

Faculty participants will be able to:

- Design online instruction using the Event-Oriented Design model which engages the learner in interactive learning
- Use the online environment to actively manage a face-to-face class
- Apply the Rubric for Online Instruction to evaluate the online course for quality
- Apply Universal Design for Learning principles to class design in relation to the Accessibility Technology Initiative.

Brief overview of the workshop theme’s concepts with examples

Goal #1 – Consider today’s learners – Are they different?

Digital Natives, Digital Immigrants

Goal #2 – Using established models, apply them to activities in the LMS

Bloom’s Taxonomy, Chickering & Gamson, EOD model

Goal #3 – Apply a rubric to determine the quality of online instruction

Step through the rubric categories and criteria

Goal #4 – Create new ideas about how to use the LMS or Online Instruction for engaging our learners

 Show examples of Exemplary Online Instruction

 Review Web 2.0 tools that engage the learners

Goal #5 – Introduce Universal Design for Learning and consider options for engaging the learner using different representations and expressions

Learning activities to use in a workshop

Group Activity #1 – How do you use “in-class” time? Online time? Different or the same? Then share with the whole group

Group Activity #2 – How do you recognize good quality online instruction?

Group Activity #3 – Share new ideas about how to leverage LMS Best Practices

Assessment options to use in a workshop

Have faculty complete an application for Exemplary Online Instruction which has them step through their course using the rubric to evaluate their online course.

Have faculty administer a survey to students after each online activity to determine students engagement and perhaps suggestions to build a better activity for next time.

Have faculty choose a new online activity using Web 2.0 or using Universal Design for Learning to integrate into their course.

Follow-up activities

Meet with faculty face-to-face or have them respond using an online discussion board to share what activities they have created online to engage learners and how the students have responded.

Have faculty present their course to each other using the Rubric for Online Instruction. This faculty activity has been invaluable at Chico State. Where else do faculty actively share with one another the design of their courses? These sessions tend to be very engaging as faculty share passion for learning and teaching.

Handouts

Chico is a “green” campus so for the purpose of sustainability we are trying to reduce large consumptions of paper. Hence, we will provide a web page with links to many resources that we reference, or that support our workshop. All materials including the PowerPoint presentation will be available at <http://www.csuchico.edu/~lsederberg/itl/>. We will make one exception by printing Chico State’s *Rubric for Online Instruction* which is best used and understood by having it in the hands of faculty as we go through the multiple pages.