Pedagogical Considerations for Building a Course

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ADDIE MODEL

- Analysis
- Evaluation
- Design
- Implementation
- Development
Gaining attention

- Convey information that rouses the learner’s interest
- Use various elements to attract attention
  - Multimedia (videos, images)
  - Scenarios
  - Problem statements
  - Case studies
Inform Learners of Objectives

- Convey what is to be learned
- List objectives
Measureable Learning Objectives

Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)

- **Understand**
  - Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)

- **Apply**
  - Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)

- **Analyze**
  - Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)

- **Evaluate**
  - Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weight)

- **Create**
  - Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)
Present Content

- Stimulate prior knowledge
- Align your content with your objectives
- Provide clear guidance and instructions
- Chunk your content
- Use a variety of elements to present content
- Tie your content to the real world
Provide Opportunities for Practice and Feedback

- Practice makes perfect
- Let learners know how they fared during the learning
- Include de-briefing sessions, feedback, rubrics, etc.
Assess Performance

- Assess learner performance to confirm whether instruction was effective
- Revise your course accordingly
Example: Canvas Page Layout

- Overview
- Learning Objectives
- Readings/Lectures
- Discussions/Activities
- Assignments
Example: Module Template

Module #: 
Title: 

Add some introductory text to discuss this module

Objectives

1. Describe this 
2. Define that 
3. Identify this

Readings

1. Reading 1 
2. Reading 2 
3. Reading 3

Lectures

1. Lecture 
2. Handout

Assignments

1. Discussion 
2. Quiz: 
3. Assignment

7 Estimating Stature from Skeletal Remains

In the picture we see two Olympic Athletes, gymnast Simone Biles stands at 4'9" while volley ball player David Lee is 6'7". Biles and Lee represent two ends of the range for human adult stature variation.

Stature estimates can be obtained using several methods. Either by measuring all the bones and summing their lengths, which will be the most accurate method of estimating the most accurate method of estimating stature estimates are not very dependable because there is a very strong relationship between stature and long bone length. Several things to keep in mind that within human, there is a great deal of inter-populational variation. In some populations the degree of sexual dimorphism may be high and in others the degree of dimorphism may be very low. Thus it is important to consider which population you are working with and which populational standards you are using. Additionally, as with all estimates, stature estimates are undesirable on young individuals <12 years of age because their bones are still growing.

Objectives

1. Discuss and discuss the efficiency (cost/benefit), the advantages, and disadvantages of methods used to estimate stature.
2. Given a set of skeletal remains, determine which methods should be used to estimate stature.
3. Given a set of skeletal remains, estimate stature for that individual.

Readings


Lectures

TILT Resources

- Visit the TILT Web site for:
  - Teaching effectiveness in online courses
  - Teaching effectiveness in face-to-face courses

- Register for short courses:
  - Design and Develop Your Online Course
  - Engage Your Students in Your Online Course