


2011

AN ONLINE COURSE DESIGN MODEL TO ENHANCE SOCIAL, INTERACTIVE LEARNING

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Rationale

Context

- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced
- Online learning should facilitates interaction
- A consistently strong relationship found between interaction, social presence and learning

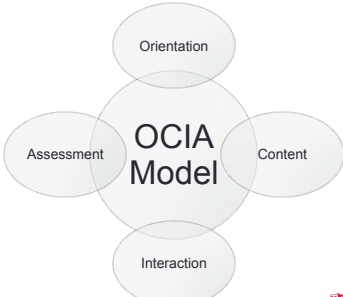

Background

- A growing number of online/ hybrid courses
- Online Initiatives
- Commit to engaging learners in a social, interactive context
- Need for a social interaction-embedded approach for course design/development

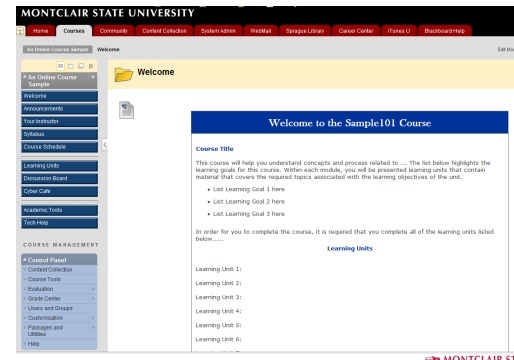



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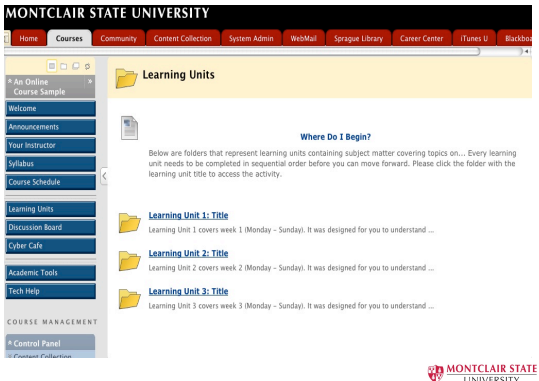

The Course Design Approach

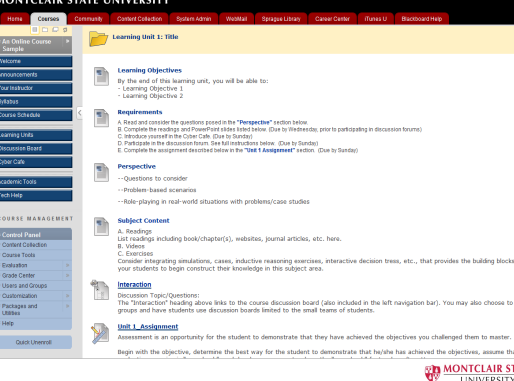

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Social, Interactive Learning

- Discussion Forums/Cyber Café**
 - Community building, idea discussion, and as an open social space.
- Blogs**
 - Collaborative projects, feedback, etc.
- Wikis**
 - Community knowledge sharing and building, etc.
- Groups**
 - Group collaboration, team work and support, collaborative projects, etc.
- Blackboard Collaborate**
 - Enhanced collaboration using chat, IM, and virtual classrooms

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Course Design Process

- Team work
 - CCDs (Course Content Developers)
 - IDs (Instructional Designers)
- Content development starts with an initial meeting
- Two-way communication between CCDs and IDs
- Course Design Review

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