QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #1

Awkward Introductions

IN THE CHAT
Introduce yourself with your name, school, role, some fun quarantine facts
ORGANIZATION OF OPPORTUNITIES
BASED ON INFORMED ACTIONS
ENGAGE STUDENTS IN ACTIVE LEARNING
AND RESULT IN TRANSFORMATION
TAKEAWAYS

Reinforce what we already know:
Structure, consistency, and clarity are essential to course design

Add to that knowledge:
Structure, consistency, and clarity lead to higher-level learning
Two design strategies to encourage higher-level learning

INSTRUCTOR/DESIGNER
Transforming objectives into challenge statements leads to Active Learning
Rephrasing questions as statements leads to Informed Actions

ADMINISTRATOR
Provide evidence and arguments for the use of a structure, consistency, and clarity throughout your institution
QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #2

Objections to Structure
IN THE CHAT
In a few words, describe the objections you have heard or have yourself about the use of structure, consistency, and clarity in courses
Reinforce the worse tendencies of students

This allows students to do the bare minimum

This infringes on academic freedom

I don't want to force students to all do the same thing

Instructors need the freedom to arrange content however they want

Treat learning like a checkoff list

Rubrics limit the creativity of students

These are college students!

It is spoon-feeding

Can't do this because we need to help students develop critical thinking

It might work for some content, but my course is different
Reinforce the worst tendencies of students
Treat learning like a check-list
Allows students to do the bare minimum
It is spoon-feeding
Rubrics limit the creativity of students
I don't want to force students to all do the same thing
These are college students!
This infringes on academic freedom
Instructors need the freedom to arrange content however they want
It might work for some content, but my course is different

CAN'T DO THIS BECAUSE WE NEED TO HELP STUDENTS DEVELOP CRITICAL THINKING
QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #3

Critical Thinking
IN THE CHAT
“Do most people in higher education believe structure, consistency, and clarity limit critical thinking?”
Vote: YES or NO
Developing critical thinking skills in students is a primary objective of higher education.

Critical thinking is about making sense from incomplete and ambiguous information.

Creating ambiguity within a course sets the context for students to hone their critical thinking skills.

Therefore, being purposefully vague in courses helps students develop into critical thinkers.
Developing critical thinking skills in students is a primary objective of higher education.

Critical thinking is about making sense from incomplete and ambiguous information.

Creating ambiguity within a course sets the context for students to hone their critical thinking skills.

Therefore, being purposefully vague in courses helps students develop into critical thinkers.

“Research clearly rejects the classical views on human cognition in which general abilities such as learning, reasoning, problem solving, and concept formation correspond to capacities and abilities that can be studied independently of the content domains.”

The Cambridge Handbook of Expertise and Expert Performance
P1. Developing critical thinking skills in students is a primary objective of higher education.

P2. Critical thinking is about making sense from incomplete and ambiguous information.

P3. Creating ambiguity within a course sets the context for students to hone their critical thinking skills.

C1. Therefore, being purposefully vague in courses helps students develop into critical thinkers.

“continued improvements in achievement are not automatic consequences of more experience . . . aspiring experts seek out particular kinds of training tasks designed for the particular performers by their teachers”

The Cambridge Handbook of Expertise and Expert Performance
Developing critical thinking skills in students is a primary objective of higher education. Critical thinking is about making sense from incomplete and ambiguous information. Creating ambiguity within a course sets the context for students to hone their critical thinking skills. Therefore, being purposefully vague in courses helps students develop into critical thinkers.

Clarity is the enemy of critical thinking.

Clarity is the foundation of critical thinking.

Developing critical thinking skills in students is a primary objective of higher education. Critical thinking is about making sense from incomplete and ambiguous information. Creating intention within a course sets the context for students to hone their critical thinking skills. Therefore, being purposefully clear in courses helps students develop into critical thinkers.

Clarity is the foundation of critical thinking.
ENVIRONMENT

ORGANIZATION OF OPPORTUNITIES BASED ON INFORMED ACTIONS ENGAGE STUDENTS IN ACTIVE LEARNING AND RESULT IN TRANSFORMATION
ROAD MAP

PHILOSOPHIES
Community of Inquiry, Transformative Learning

OPPORTUNITIES
Objectives into Challenge Statements
Questions into Statements
ROAD MAP

PHILOSOPHIES
Community of Inquiry, Transformative Learning

OPPORTUNITIES
Objectives into Challenge Statements
Questions into Statements
QM REQUIRED AUDIENCE PARTICIPATION:

MOMENT #4

Community of Inquiry

IN THE CHAT
“Do you use the Community of Inquiry as a design framework for courses?”

VOTE: Implicitly, Explicitly, Not at All
“The Community of Inquiry framework describes an environment where participants collaboratively construct meaning and share understanding.”

“a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated.”
TLT / COI

S  T  C
social  teaching  cognitive

HA  U
habitual action  understanding

R  CR
reflection  critical reflection

$R^2=38\%$  $R^2=39\%$
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<thead>
<tr>
<th></th>
<th>HA</th>
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<td>C</td>
<td>cognitive</td>
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1. The Community of Inquiry (CoI) predicts Transformative Learning
2. Within the CoI, Cognitive Presence predicts the TL elements of Reflection and Critical Reflection
3. Within the CoI, Teaching Presence predicts, and is the foundation of, Cognitive Presence
4. Therefore, Teaching Presence is the foundation of Transformative Learning
Social Cognitive Teaching

ORGANIZATION FACILITATION INSTRUCTION

• most important to students
• more important to student satisfaction than teacher presence
• most informative of all presences
• predicts 50% of cognitive outcomes
Applying CoI for TL

IN THE CHAT
Describe how you are thinking this information can be applied to course design at your institution
ORGANIZATION OF OPPORTUNITIES BASED ON INFORMED ACTIONS ENGAGE STUDENTS IN ACTIVE LEARNING AND RESULT IN TRANSFORMATION
ROAD MAP

PHILOSOPHIES
Community of Inquiry, Transformative Learning

OPPORTUNITIES
Objectives into Challenge Statements
Questions into Statements
Organization of Opportunities

Active learning by transforming objectives into challenge statements
Inform actions by rephrasing questions as statements
ACTIVE LEARNING
by transforming objectives into challenge statements

MISSING CONNECTIONS

Session Objective: To examine and analyze different approaches to reading the Bible.

Assignments:
- Read Chapter III entitled "Sacred Scripture, Its Inspiration and Divine Interpretation" from Dei Verbum
- Read The Chicago Statement on Biblical Inerrancy
- Read Twiss - Reading the Bible Unjustly
- Submit Weekly Essay (see link below) by Friday at 9 am and respond to at least one colleague's post by the following Monday at 9 am.

CLEAR CONNECTIONS

Module 2: Entering the World of the Bible

Introduction
In Module 2, we will discuss multiple approaches to reading a text, sacred or not. We will discover ways in which and discuss two specific Christian approaches to reading the Bible.

Assignments
1. Analyze two approaches to reading the Bible in Reading a Sacred Text discussion forum.

Resources
- Read Chapter III entitled "Sacred Scripture, Its Inspiration and Divine Interpretation" from Dei Verbum
- Read The Chicago Statement on Biblical Inerrancy
- Read Twiss - Reading the Bible Unjustly
Step 1: Align Objective to Assignment

Learning Objective:

Analyze two approaches to reading the Bible

Assignments:

1. Discussion Forum
2. Lesson Plan
3. Quiz

Assignment:

1. Analyze two approaches to reading the Bible in Reading a Sacred Text discussion forum.

Step 2: Form a Statement

Challenge Statements:

1. Analyze two approaches to reading the Bible in Reading a Sacred Text discussion forum
QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #6

IN THE CHAT:
Create 1-3 challenge statements with the following objectives and assignments

Learning Objectives
1. Discuss the most valuable thing learned thus far at the conference
2. Test your understanding of the QM Rubric
3. Apply QM Standards 1 and 2 to create an introductory unit

Assignments
1. Discussion Forum
2. Lesson Plan
3. Quiz

EXAMPLE: Analyze two approaches to reading the Bible in Reading a Sacred Text discussion forum.
OBJECTIVES INTO CHALLENGE STATEMENTS

TAKEAWAYS

Stimulates active learning

Students are aware of the connections between learning objectives and activities
Do you agree or disagree . . . ?

Are you familiar with . . . ?

Can you explain . . . ?

Do you know . . . ?

Would you . . . ?

How can you . . . ?
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>INFORMED ACTIONS</th>
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<tbody>
<tr>
<td>Do you agree or disagree . . .?</td>
<td>Explain whether you agree with . . .</td>
</tr>
<tr>
<td>Are you familiar with . . .?</td>
<td>Describe a situation . . .</td>
</tr>
<tr>
<td>Can you explain . . .?</td>
<td>Explain the process of . . .</td>
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<td>Do you know . . .?</td>
<td>Identify . . .</td>
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<td>Describe . . .</td>
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<td>Synthesize . . .</td>
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<td>Would you . . .?</td>
<td>Articulate your understanding of . . .</td>
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<tr>
<td>How can you . . .?</td>
<td>Describe . . .</td>
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<td></td>
<td>Explain . . .</td>
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<td>Apply . . .</td>
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</table>
Example:
What is the Lopez case, and why is it so important here?

What type(s) of discrimination did Teresa Harris experience while working at Forklift Systems?

How do you calculate slope when you don’t have an equation?

Is Harris v. Forklift Systems a criminal case or a civil-law case? How can you tell?

What is environmental justice? What is an example of environmental injustice?

IN THE CHAT:
Rephrase one of the question examples into an informed actions statement

QUESTIONS | INFORMED ACTIONS
---|---
Articulate your understanding of the Lopez case and explain its importance in Constitutional law.
QUESTIONS INTO STATEMENTS

Informed actions support active learning

Active learning encourages students to find solutions

Finding solutions increases the number of opportunities to elevate higher-ordered thinking
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ADMINISTRATOR
Provide evidence and arguments for the use of a structure, consistency, and clarity throughout your institution
DESIGNING FOR
change
CREATING TRANSFORMATIVE ONLINE LEARNING EXPERIENCES

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