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Loyola University Maryland

DESIGNING FOR

change

CREATING TRANSFORMATIVE ONLINE LEARNING EXPERIENCES

QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #1

Awkward Introductions

IN THE CHAT

Introduce yourself with your name, school, role, some fun quarantine facts



STRUCTURE TRANSFORMS

ENVIRONMENT

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

BIG IDEA

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 infringes on academic freedom

This allows students to do the bare minimum

Treat learning like a checkoff list

Instructors need the freedom to arrange content however they want

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

RUBRICS LIMIT THE CREATIVITY OF STUDENTS

THESE ARE COLLEGE STUDENTS!

CAN'T DO THIS BECAUSE WE NEED TO HELP STUDENTS
DEVELOP CRITICAL THINKING

It might work for some content, but my course is different

IT IS SPOON-FEEDING

CRITICAL COMMENTS

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

CLARITY IS THE **ENEMY** OF CRITICAL THINKING

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

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“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

CLARITY IS THE **ENEMY** OF CRITICAL THINKING

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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

CLARITY IS THE **ENEMY** OF CRITICAL THINKING

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

CLARITY IS THE **FOUNDATION** OF CRITICAL THINKING

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 **intention** within a course sets the context for students to hone their critical thinking skills

c1. Therefore, being purposefully **clear** in courses helps students develop into critical thinkers



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BIG IDEA

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

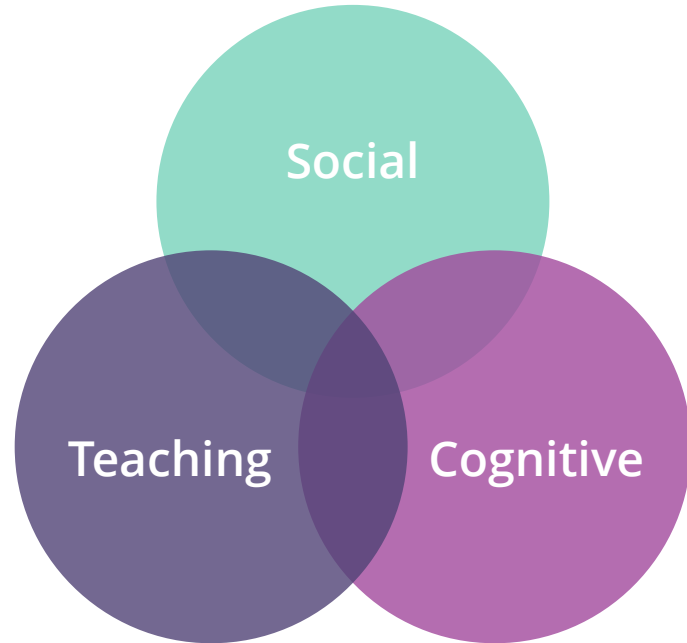
Community of Inquiry

IN THE CHAT

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

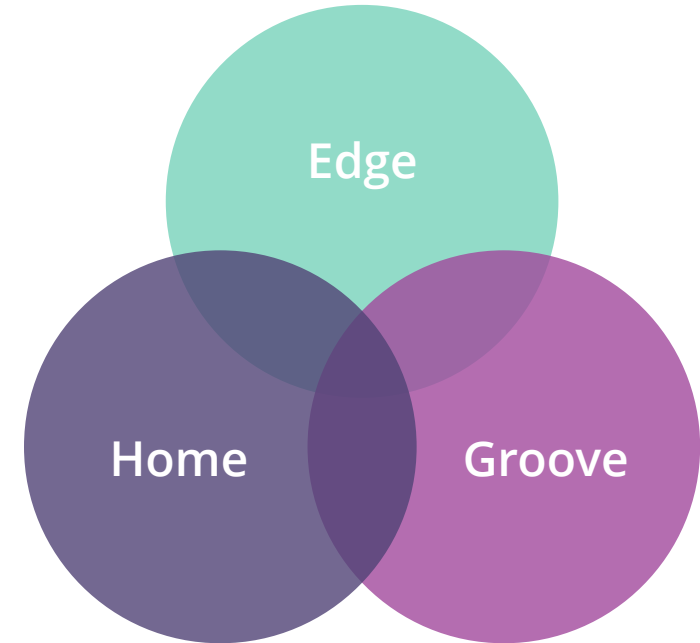
VOTE: Implicitly, Explicitly, Not at All

COMMUNITY OF INQUIRY



“The Community of Inquiry framework describes an environment where participants collaboratively construct meaning and share understanding”

TRANSFORMATIVE LEARNING

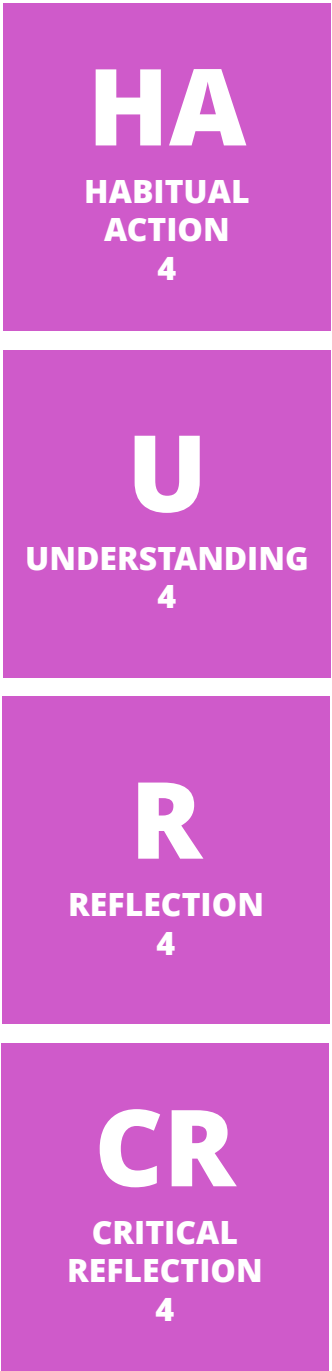


“a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated”

COI



TLT



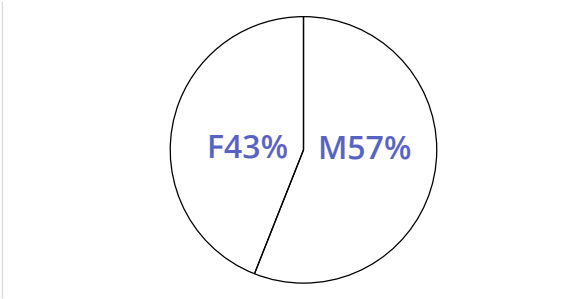
579

participants
online, graduate MBA program

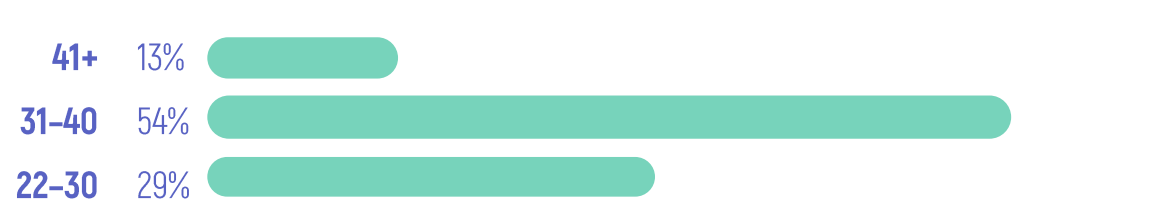
ETHNICITY

White	56%
Asian	22%
African-American	12%
Other	12%

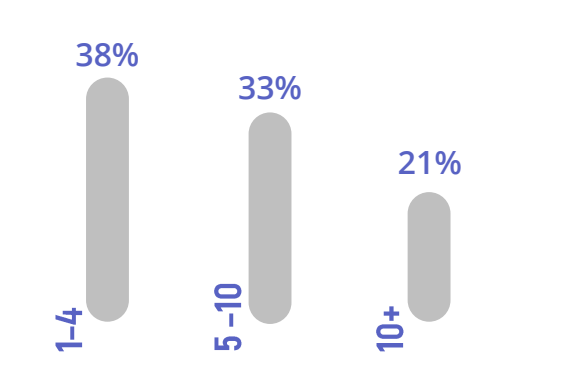
GENDER



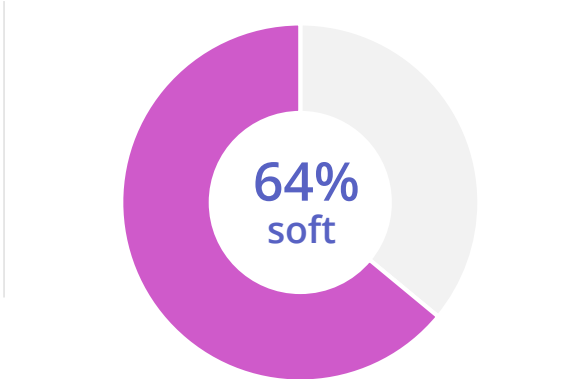
AGE



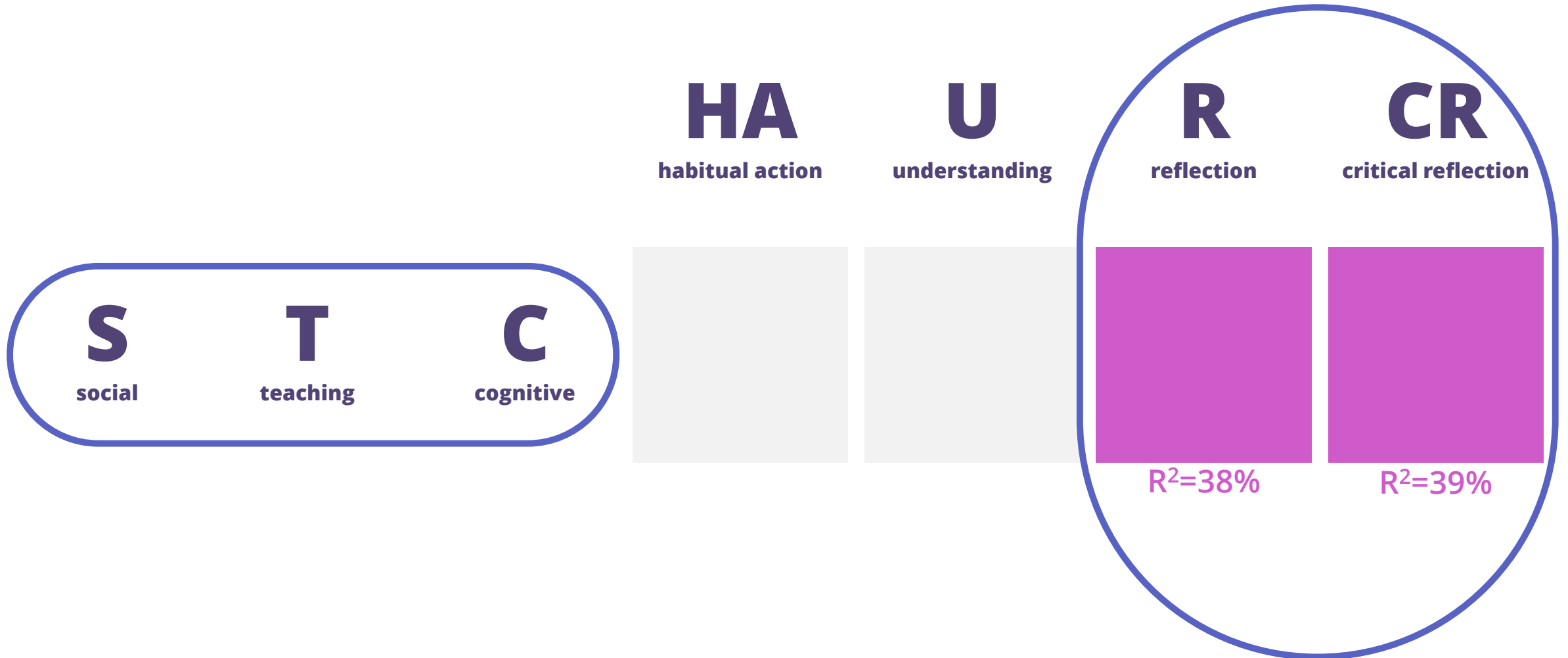
ONLINE EXPERIENCE



DISCIPLINE



TLT / COI



TLT / COI

	HA	U	R	CR
	habitual action	understanding	reflection	critical reflection
S				
T				
C				

S

social

T

teaching

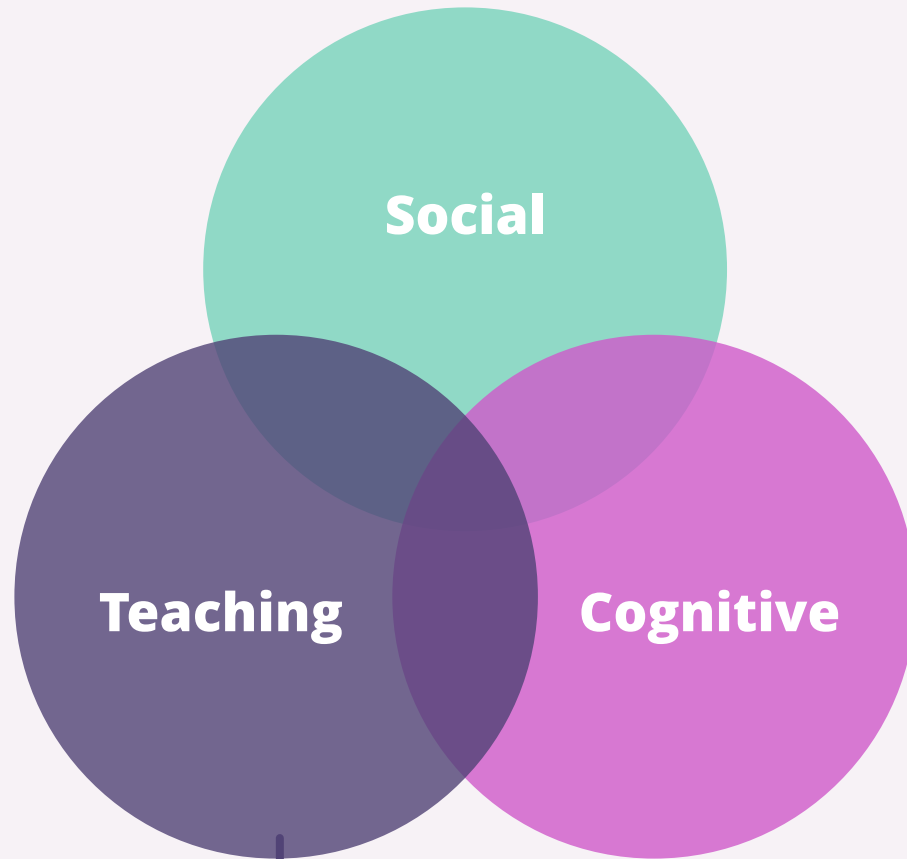
C

cognitive

TAKEAWAYS

- 1. The Community of Inquiry (Col) predicts Transformative Learning**
- 2. Within the Col, Cognitive Presence predicts the TL elements of Reflection and Critical Reflection**
- 3. Within the Col, Teaching Presence predicts, and is the foundation of, Cognitive Presence**
- 4. Therefore, Teaching Presence is the foundation of Transformative Learning**

TEACHING PRESENCE



**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

QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #5

Applying Col for TL

IN THE CHAT

Describe how you are thinking this information can be applied to course design at your institution



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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



Dei Verbum



The Chicago Statement on Biblical Inerrancy



Twiss - Reading the Bible Unjustly



Weekly Essay #1 - Due Friday, September 6 at 9:00 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 we can read the Bible 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.



[Reading a Sacred Text](#)

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

Assignments

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



Reading a Sacred Text

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

Rephrase questions into statements

QUESTIONS

Do you agree or disagree . . . ?

Are you familiar with . . . ?

Can you explain . . . ?

Do you know . . . ?

Would you . . . ?

How can you . . . ?

Rephrase questions into statements

QUESTIONS	INFORMED ACTIONS
Do you agree or disagree . . . ?	Explain whether you agree with . . .
Are you familiar with . . . ?	Describe a situation . . .
Can you explain . . . ?	Explain the process of . . .
Do you know . . . ?	Identify . . . Describe . . . Synthesize . . .
Would you . . . ?	Articulate your understanding of . . .
How can you . . . ?	Describe . . . Explain . . . Apply . . .

QM REQUIRED AUDIENCE PARTICIPATION: MOMENT #7

IN THE CHAT:

Rephrase one of the question examples into an informed actions statement

QUESTIONS	INFORMED ACTIONS
<i>Example: What is the Lopez case, and why is it so important here?</i>	<i>Articulate your understanding of the Lopez case and explain its importance in Constitutional law.</i>
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?	

QUESTIONS INTO STATEMENTS

TAKEAWAYS

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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