

MODULE TWO: This module will discuss course templates, how to convert documents to PDF, learning theories and their relativity to online courses, and learning styles.

ASSIGNMENTS: One assignment activity and a participation post

ANNOUNCEMENTS: The grade book is up.

TERMINOLOGY:

- *Andragogy*- theory and study of how adults learn
- *Interactive and active learning* - learning content via collaboration among students, teachers, and the instructional material
- *Learning styles* – method whereby individuals learn best
- *Pedagogy* – theory and practice of teaching children
- *Transmission* – when the instructor drives the learning
- *Transaction* - instructor provides the framework for learning
- *Transformation* - instructor facilitates autonomous, self-directed, learning

COMMENTARY/LECTURE:

Course Template

A course template is a list of items used for consistency. For instructors, having a template assures that pertinent course content is not forgotten. Use of a template will help students stay organized and focused (they do not have to hunt for the assignments, class dates, deadline dates, i.e.).

A course template might include the following:

- Heading to announce the current week
- Dates and deadlines
- This week (general overview)
- Assignments (overview)
- Announcements
- New terminology
- Commentary/Lecture
- Suggested readings
- Assignments (in detail)
- Conclusion that might include what next week will entail and a thank you

Converting, reading, editing pdf documents

What is a PDF document? <http://desktoppub.about.com/od/electronicpublishing/g/pdf.htm>

What are the benefits of creating a PDF document? <http://www.kenrickparish.com/tss/> (click on 'Appropriate Technologies,' at the top - on the next page click on 'Solving the font problem' at the left

Besides font consistency and the ability to keep a web page available, what might be other benefits of creating PDF files?

Even though most documents in an online course are html, creating documents as PDF has advantages. PDF documents transfer easily, print without losing their format, can be read by everyone regardless of operating system or computer platform.

Adobe Acrobat Reader is a free program for reading PDF files, but to create and alter PDF files you will need a separate program. A print option is what allows for conversion of most documents to PDF files, even web pages.

To convert documents to pdf format, go to **'file' 'print'** – to the right of 'name,' in the drop down menu, scroll to find **'Adobe pdf'** or **'print to pdf'** - if you do not see either of these then downloading a free

program might be beneficial. You might also try right clicking on a Word document to view a list of choices such as 'convert to pdf' for example.

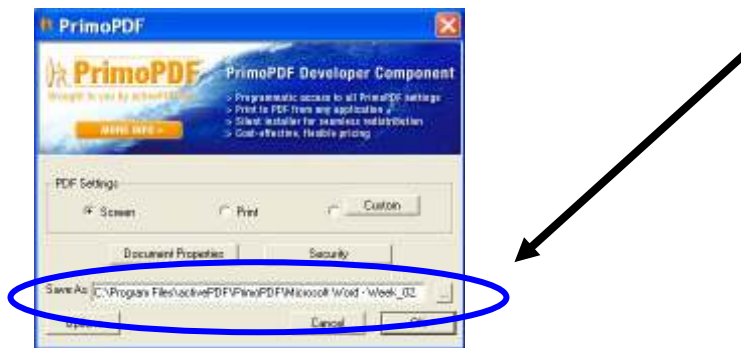
Primo is a free program, easy to download and use, and quicker than Adobe: <http://www.primopdf.com>

Directions to download:

- Access the Primo web site, click on 'download now,' click on 'download now' again
- Choose **'save'** when the next window pops up and choose to save to your desktop
- When the file is finished downloading, double click the icon
- Click **'next'** **'I agree'** **'next'** and **'next'** then wait
- Click **'no'** if you don't want to open the manual, then click **'finish'**

Directions to convert:

- Open a Word document, go to **'print'** and choose **'primoPDF'** in the drop down menu
- What happens next will probably depend upon your computer's operating system - XP users might see the primo window as shown below:
 - leave all settings as default, except for the **default save area.**
 - in the **'Save as'** area, click the box with the small dots at the end of the window and choose **'Desktop'** – click **'OK'** – every time you convert a document, the PDF document will be saved to your desktop - you won't have to search for it.
- For Vista users the next window that appears after you choose to print to primoPDF might be the actual pdf converted page, in that case, **save** the document to your desktop



Learning styles and forming groups

How we learn is most likely the way we teach. Instructors should be aware of their learning style so assignments can be varied. Varying assignments and projects will ensure that students with learning styles different from an instructor, will not be left out. If all assignments are multiple choice quizzes, rethink! add a few essay or open-ended questions. If all course documents are lectures and written material, add a few graphics to break up the content, or create an audio recording of the lecture, or a PowerPoint slide show. Go out on a limb and do something different, hard to do if you've been teaching for years, because why fix something if it isn't broken, but by varying content all learners will learn.

Knowing your learning style will allow you to take advantage of your natural skills and tendencies. Knowing your students' learning styles will help when grouping students - it would not be productive to put several of the same learning style into the same group.

When forming groups:

- Have students take a learning style questionnaire and send the results as an assignment. Ask them to share what they learned, was it new information for them, were they already aware of their learning style, i.e., and award a few points for the assignment.

- Be aware of geographic location of all students, do not assign someone in the states with someone in Israel, for example – their night is our day which might make it difficult for collaboration

“Howard Gardner's work around multiple intelligences has had a profound impact on thinking and practice in education - especially in the United States.” From <http://www.infed.org/thinkers/>

Visit this link regarding education, linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence.

<http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained>

Click on ‘questionnaire’ at the left and take the self-test to determine your learning style
<http://www.vark-learn.com/english/page.asp?p=questionnaire>

Theory

“Theory work over recent decades has focused on identifying various perspectives from which curriculum is viewed and the implications of those perspectives for the kind of curriculum that is developed and its implications for learners, educators, institutions and agencies that sponsor educational programs, and society.” From <http://parenthood.library.wisc.edu/>

Three perspectives:

Transmission – when the instructor drives the learning

Transaction - instructor provides the framework for learning

Transformation - instructor facilitates autonomous, self-directed, learning

From: <http://uccsc.ucr.edu>

Also important, and relative to creating effective and successful assignments, projects, and activities, is awareness of what adults need for successful learning. Many individuals have contributed to the study of education, but we will focus on three: John Dewey's 19th-century progressive educational philosophy that is relevant to 21st-century technology-based classrooms; Malcolm Knowles' theories of andragogy and effective adult learning; and Eduard C. Lindeman's (1956) belief in adults as self-directed learners.

Dewey believed that education should be progressive and involve relevant, hands-on active learning. His thoughts were supported by Knowles' demonstration of the value of self-directed, informal education for successful learning. The constructivism theory relates to how we learn new material by forming relationships and meaning to old knowledge. Collaborative learning pertains to learning with others in a group environment. Visit the following web sites for information on theory and theorists.

Malcolm Knowles <http://www.infed.org/thinkers/et-knowl.htm>

Eduard C. Lindeman <http://www.infed.org/thinkers/et-lind.htm>

John Dewey <http://www.infed.org/thinkers/et-dewey.htm>

Collaborative Learning <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>

Constructivism Theory <http://www.funderstanding.com/constructivism.cfm>

SUGGESTED READINGS:

- Building an Online Course (link is on your course home page)
- What Does Technology Mean for the Church?

<http://www.ats.edu/about/Projects/documents/TE41-1Articles/JewellResponse.pdf>

ASSIGNMENTS:

1. Create a course template (no need to submit, but share your thoughts – will doing this be helpful, will it be easy, or difficult, etc.)

2. Create a PDF document from any web page or a document (no need to submit the PDF document, but share your experience – did it work, was it difficult, would it be useful)

3. Choose a 19th or 20th century educational theorist (**does not have to be one of those mentioned within the document**) and connect one aspect of the theory or philosophy to online learner needs in the 21st century – defend the connection. A short paragraph or two only (i.e. regarding Dewey and his philosophy of such and such relates to what online students need for successful learning because...).

4. Participation: Return to the introduction posts from last week and find one thing you have in common with one person and send them an email. This may sound silly, but it is one strategy to use with a large class of online students intent on completing the work and not participating.

This concludes module two. *Thank you – remember to continue working on your syllabus, and if you have any questions, please do not hesitate to call or email.*