EDU497
Teaching and Learning in Higher Education and Health Care Settings

Fall 2018
Lead instructors: Raffaella Borasi & Dave Miller

Contents:

Lead Instructors' Contact Information and Availability

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Class meeting time: September 6 8:00 am – 1 pm; September 7 8:00 am – 3:00 pm, plus most Mondays, 4:50-7:30 pm (9/24; 10/08; 10/15; 10/22; 10/29; 11/12; 11/19; 11/26; 12/10) (See Course Schedule in BB for detail and most updated information)

Brief Course Description

This course is part of a set of three core courses that are required for all students in health professions education programs – although it is also open to other interested students. It is designed to introduce students to fundamental research-based principles of learning and teaching adults, with a special emphasis on applications in higher education and health professions education. The focus of the course is on developing awareness of teaching, learning, and assessment practices that facilitate meaningful learning, while also developing some basic skills in designing and delivering instruction that takes advantage of relevant instructional technologies.

This course is offered as a hybrid-online course, so as to enable students to personally experience several different types of synchronous and online learning activities outside of class, and how they can be integrated with in-class and other face-to-face activities.

No prior experience with online learning or instructional technology, either as a student or a teacher, is required to participate in this course.

The design of this course has been informed by the overarching essential question **"*What does it mean and what does it take to effectively orchestrate digitally-rich learning experiences for adult learners?*",** along with the following sub-questions:

1. *What does it mean and what does it take to be a Health Professions Educator?*
2. *What kinds of learning experiences can leverage how people learn best?*
3. *What design approaches and principles should inform the planning of effective learning experiences?*
4. *What "high-leverage teaching practices" could be used to most affect the success of digitally-rich learning and teaching (DRTL) experiences, and what does it take to learn them?*
5. *How does one go about <u>actually</u> designing and implementing an online module for adults?*
6. *What does it take to design and facilitate DTL experiences successfully?*

Technology Requirements

To make sure students have all the necessary technology to actively participate in all aspects of this hybrid-online course, we have identified below all the hardware and software needed to fully participate in both synchronous and asynchronous course activities:

- *Access to Mac or PC-based Computer with:*
  - *High Speed Internet capability*
  - *Speakers, microphone and a video cam*
  - *Adobe Reader*
  - *Plug-ins for your preferred browser to play videos*
  - *Latest version of Java installed for your preferred browser*
- *Tablet and/or laptop with internet connection to be taken to each class session*

Please verify that you meet all these technology requirements (and test them to make sure they work) before our first class meeting.

Course Goals

The course has been designed to **enable students to (a) come to appreciate the potential of *digitally-rich teaching and learning* (DTL) for health professions education, and (b) design and implement effective "digitally-rich" learning experiences (using a few specific digital tools)**.

More specifically, by the end of the course, students will:

1. Appreciate the importance and complexity of health professions education
   (so as to inform and motivate their learning of the contents specific to this course)

2. Be aware of fundamental principles, along with their research basis and instructional implications, within the following complementary areas:
   a) Motivation
   b) How people learn best, and implications for teaching approaches
   c) Instructional design
   d) Student assessment
   e) High-impact teaching practices

(so as to be able to design DTL learning experiences that can effectively lead to specific desired outcomes and truly engage students in meaningful and effective ways)

3. Become aware of and be able to use a few "high-impact teaching practices," in both face-to-face and online contexts, including:
   a. Eliciting and building on students' prior knowledge
   b. Synthesizing learning
   c. Conveying content to students
   d. Sharing students' work
   e. Providing directions for independent work
   f. Providing feedback to student work
   g. Orchestrating group work

(so as to be able to effectively facilitate learning experiences that take full advantage of these practices, as most appropriate given the established learning goals)

4. Be able to use (as an instructor as well as a student) a select number of digital tools and technologies, strategically-chosen to allow for valuable DTL activities *(so as to be able to design innovative DTL learning experiences, while taking advantage of only a minimum number of digital tools)*

5. Engage in scaffolded experiences of designing and implementing "digitally-rich" learning experiences.
(so as to be able to design and facilitate a variety of high quality DTL activities by the end of the course)

Key Assessments and Long-Term Projects

A. **Group Project** *(assessing goals 3-5)***:** As their first major "experience as teachers", students will be assigned to small groups and given the task to design and implement an online learning module for the rest of the class on an assigned topic related to the course topic – which will be considered to be an integral part of the course learning experience. This first teaching experience will be supported by the instructors in various concrete ways, including some direct participation in the planning as well as providing "just in time instruction" about relevant digital tools as needed. Students will also participate as learners in at least two of these learning modules and provide thoughtful feedback to the "teachers." The group that originally designs each learning module will then be expected to revise the design of their module taking this feedback into consideration – so as to provide a complete cycle of instructional design in this first experience as teachers.

B. **Individual Project** *(goals 3-5)***:** As their second "experience as teachers", and a culminating performance assessment for the course, each student will design an "instructional unit" on a topic of their choice and for an audience of their choice. Using *Understanding by Design* as a framework, each student will be expected to prepare a plan that articulates (a) their goals for the unit and related desired results/student outcomes, (b) essential questions informing the unit, (c) the key assessment(s) that will allow them to measure whether the desired results have been achieved, and (d) a set of learning experiences students will engage in to achieve their stated goals, along with the rationale for selecting those activities. Each student will also develop a detailed plan for a specific lesson/segment of the unit, including the development/ identification

of all the instructional materials needed to teach that lesson/segment. Students will be supported throughout this process by a "thinking partner" – another student in the class with whom they can brainstorm ideas and request feedback throughout the planning process. NOTE: Given the course time constraints, students will <u>not</u> be expected to implement their plan.

C. **Journals and Final Reflection** *(goals 1-5)***:** At the end of each learning module, each participant will be asked to record their main takeaways about the *essential question* informing the module (as captured in each module's title below) in a journal on Blackboard. At the end of the course, each participant will also write a Final Reflection Paper, where they will reflect on what they learned in the course as a whole, using their journals both as evidence and as a means to help their reflection.

Key Design Elements

We believe that it is critical to engage teachers in "experiences as learners" of any innovative instructional approach they are asked to adopt. Therefore, this course was purposefully designed to "model" a variety of DTL experiences that teachers could consider using in their own practice. So, as students in this course will learn about principles of learning, motivation, instructional design, etc., we will make full use of many different DTL activities – both in class and online – and reflect on these experiences afterwards. These reflections will aim to identify not only the extent to which these activities were successful in promoting learning, but also the diverse reactions of individual learners to the experience.

The literature on learning complex skills/practices (such as teaching – whether face-to-face, online, or in technology-rich environments) suggests that individuals can learn such skills best by engaging in the following scaffolded sequence of experiences:
a. Observing an expert engaged in the practice (possibly with the opportunity to ask questions about what is taking place and why).
b. Participating in limited ways ("legitimate peripheral participation") in the performance of the targeted practice in authentic contexts under the guidance of an expert.
c. Engaging in the targeted practice independently, yet still benefiting from some support and feedback.

The "DTL experiences as learners" developed in the course will play the role of engaging our students in the observation of expert practice identified as the first critical step of this process. Given the constraints of a semester-long course, we are limited with respect to the extent we will be able to implement the other two components of this model. However, we have designed two "scaffolded experience as teachers" as part of this course – the Group Project and the Individual Project, as described earlier.

Course Learning Modules

NOTE: Some of these modules overlap, as shown in the course schedule document

MODULE 1: SETTING THE STAGE
What does it mean and what does it take to be a Health Professions Educator? *(8/30-9/06 – including ~2 weeks asynchronous work + full day session on Sept. 6)*
This first module is intended to develop expectations and motivation for the entire set of HPE core courses, as well as build the foundations for its learning community. Participants will engage in a

first set of multimedia readings and class activities introducing various aspects of health professions education (with a focus on interprofessional education) and teaching in higher education more generally. To begin to develop shared images of high-quality DTL activities, participants will engage together in some "DTL experiences as learners" as part of the day-long face-to-face session as well as the asynchronous online component of this module. Information about the course as well as the other HPE core courses will be provided in this beginning module, so participants will know what to expect and can plan accordingly. Participants will also begin to contribute to an on-going online discussion on Health Professions Education as a Facebook Secret Group – as a way to create a more open-ended and student-center space for their reflections and online interactions, and also to enable them to experience a more "social media like" way to engage online. Participants will be asked to write two journal entries in this module: a first one before doing anything else to be used as a "baseline," and another at the end of the module to summarize their main take-aways about the essential question informing this module, that is *What does it mean and what does it take to be a Health Professions Educator?*.

MODULE 2: LEARNING & MOTIVATION
What kinds of learning experiences can leverage how people learn best? *(9/8-9/24 – Full day session on Sept. 7 + 2 weeks asynchronous work + closure at the beginning of 9/24 class session)*
The potential impact of a DTL activity on student learning will greatly depend on the overall approach to learning and instruction that informs it. High-quality DTL activities need to be student-centered, involve activities at the high end of Bloom taxonomy, focus on "big ideas" in a field, and be meaningful and engaging for the specific group of students involved. In this module participants will first of all engage as learners in a complex learning activity designed to model inquiry-based learning, and then reflect on this experience. Students will also re-examine some of the experiences they engaged in so far in the course using the motivation and learning theories they are learning about as lenses. This will be done mostly by engaging in an online asynchronous module carefully designed to revisit fundamental principles about motivation, learning and pedagogy – thus also providing an opportunity to "experience as learners" a fully online asynchronous module and then reflecting on this experience.

MODULE 3: INSTRUCTIONAL DESIGN & ASSESSMENT
What design approaches and principles should inform the planning of effective learning experiences? *(9/25-10/08 – launched during 9/24 class session + 2 weeks asynchronous work + closure at the beginning of 10/08 class session)*
While in the previous modules participants were mostly asked to take on the *learner* role, focusing on the nature of the learning experiences they engaged in and what makes them most effective, in this module they will begin to question what it takes for a *teacher* to create such experiences. Just as quality DTL experiences need to reflect how people learn best, the planning of these activities must be informed by sound principles of instructional design. Participants will first examine the learning tasks they engaged in as part of Module 2, using Bloom taxonomy as a way to evaluate the cognitive demands of different tasks. Participants will then be introduced to *Understanding by Design (UbD)* as an instructional design approach that is particularly powerful for designing effective DTL learning lessons and units. *UbD* will be used as a framework to examine the planning process behind the learning experiences the students themselves experienced in the course so far, so as to become aware of key instructional decisions the course instructors had to make and how they approached these decisions. Participants will be provided with additional tools to design effective assessments and learning activities in the context of a follow-up asynchronous module, while also being asked to apply what they have learned to a specific lesson/unit. Both the Group Project and the Individual

Project will be launched at this point, so they can be used as an authentic context for some of these activities.

MODULE 4: TEACHING PRACTICES
What "high-leverage teaching practices" could be used to most affect the success of DRTL experiences, and what does it take to learn them? *(10/09-10/22 – Launched during 10/08 class session + 1 week asynchronous work + part of synchronous session on 10/15 +1 week asynchronous work + closure at the beginning of 10/22 class session)*
The *Learning to Teach* literature has begun to recognize the importance for novice teachers to focus on developing a (relatively small) set of "high-leverage teaching practices," strategically chosen among those most likely to affect their success in the classroom according to research. As part of the previous three modules, participants will have "experienced as learners" a number of these teaching practices, in the context of both in-class and out-of-class activities. These *high-leverage practices* will have included at a minimum: (a) Eliciting and building on students' prior knowledge; (b) Synthesizing learning; (c) Conveying content to students; (d) Sharing students' work; (e) Providing directions for independent work; (f) Providing feedback to student work; and (g) Orchestrating group work. To empower participants to learn how to set up for and effectively implement these practices in their own teaching, they will engage in a systematic analysis of key decision points, options and "instructional tips" related to each practice. The insights resulting from this analysis will be recorded "Practice Analysis documents" that all students in the class can benefit from even after the course ends.   *NOTE: Concurrently with this module, students will have started working on their Group Project; some class-time will be provided on both 10/08, 10/15 and 10/22 for group work.*

MODULE 5: GROUP PROJECT
How does one go about <u>actually</u> designing and implementing an online module for adults?
(10/08-11/12, overlapping somewhat with Modules 4 and 6 – including some classtime on 10/08, 10/15, 10/22, 10/29 and 11/12 plus asynchronous work)
During the 10/08 face-to-face class meeting, some class time will be set aside for groups to finalize the scope and nature of their module, and part of the independent work the following week will be devoted by each group to planning activities. Each group will have another opportunity to plan together as part of a synchronous online session on 10/12, as well as to benefit from questions and insights from other groups. Part of the 10/22 class meeting will be spent in a group meeting with one of the instructors to review a preliminary plan for the module, so that plans can be finalized and all the needed online materials be prepared over the following week, as well as to introduce BB tools that may be useful for the planned modules. On 10/29 groups will have the option to come to a lab to complete the posting of the online materials with the support of the instructors. The first set of week-long asynchronous modules designed by the groups will be implemented 10/30-11/04, and the second set from 11/05 to 11/10. Each week, the students who are NOT facilitating a module will be taking two of the modules offered by other groups that week. At the end of all modules, students will provide feedback to each other and be asked to revise their modules.

MODULE 6: REVISITING + INDIVIDUAL PROJECT
What does it take to design and facilitate DTL experiences successfully? (revisited) *(11/12-12/10– including some classtime on 11/12, 11/19 and 11/26, and independent asynchronous work in-between these class sessions including the Individual Project and Final Reflection)*
This module will conclude the course by revisiting in more depth and pulling together key themes addressed in the course, while also applying and extended what they learned in their Individual Project *(see Assessment section for a more detailed description).* Students will have begun to think

about their Individual Project earlier in the course, but will truly focus on it after the conclusion of their Group Project (so as to benefit from that experience); each student will work on designing their chosen unit/lesson independently, but with a "thinking partner" to share ideas and get feedback throughout the process (with some classtime – both face-to-face and online -- devoted to this pair work). Parallel to this work, students will revisit selected readings and engage in discussions about what it takes to design and facilitate successful DTL experience – informed by their first "experience as DTL teacher" in the Group Project, as well as motivated by the challenges they may be encountering in the execution of their Inidividual Project. Some classtime at the end will be devoted to reflections about specific aspects of their experience in the course. As a way to bring closure to the course, students will also complete their Final Reflection paper (after reviewing the journal entries they wrote at the end of each Module – *see Assessment section for a more detailed description*). The final face-to-face class session on 12/10 will provide students with an opportunity to share some of these highlights, as well as their overall feedback on the course – so as to enable the instructors to revise it for future offerings.

Course Requirements and Expectations

Weekly Independent Work

A variety of independent learning tasks (involving reading, writing as well as other kinds of activities) will need to be completed within each module, with specific intermediate deadlines, as articulated in detail in the "Directions for Independent Work" posted at the beginning of each Learning Module in the course Blackboard site. These tasks must be completed <u>on time,</u> as the following class session and/or subsequent tasks will often make use of them.

These tasks will be organized every week (or couple of weeks) in a "Learning Module" posted on BB, and will usually involve a combination of:

- *"Readings"* – where the documents to be read are not only traditional texts, but could also include videos, narrated PowerPoints, websites, etc. All required readings will be accessible online in Blackboard.

- *Assignments* – these may involve writing as well as other kinds of tasks, and often result in a product that needs to be submitted online on Blackboard – either privately as an *assignment* that will be accessible only to the instructor, or publicly by posting them in a specific *discussion board*, as directed in each case by the instructor. Unless they are part of one of the major projects (as described earlier), these assignments are not intended to result in finished nor polished reports. Therefore, students will not receive a letter grade for most assignments, although they will be assigned points for satisfactory completion that will affect the final grade in the course (as explained later in the Course Assessment section of this syllabus).

- *Unstructured conversations in a Facebook Secret Group* – students will also be expected to engage online with classmates on an on-going basis on issues related to Health Professions Education by spontaneously contributing their reflections and insights in a more unstructured and student-centered way using a Facebook Secret Group.

- *Reflective Journal entries* – at the end of each learning module, students will also be asked to <u>synthesize</u> the key learning and insights gained from that module's readings and other learning activities in a private journal, in response to an "essential question" posed by the instructor (although students are always encouraged to add additional observations and insights). Unlike contributions posted in Discussion Boards and social media, these journal entries will be accessible

only to the student and the instructor. Students are expected to take advantage of and build on these journal entries in preparing their Final Reflection Paper at the end of the course.

Class Participation

The success of this course, and the extent of each student's learning, will depend on his/her full and timely participation. Thus, we expect that students will attend all the synchronous as well as face-to-face class sessions, actively participate in discussion boards and other types on interactive online spaces, and meet the established deadlines for each assignment. In case you are unable to do so in a specific week, please let Dave Miller know in advance and as soon as possible. Lack of participation in face-to-face classes, synchronous sessions, discussion boards or other interactive online assignments will result in missing class participation points, unless particular make-up arrangements have been made with the instructor ahead of time. Most importantly, it will take away not only from your own learning in the course, but also from that of your classmates!

Major Projects

As culminating learning experiences and summative assessments, you will be expected to complete the following four "major projects" (as already described in the previous Key Assessments section):

1. ***Group Project***
2. ***Independent Project.***
3. ***Final Reflection.***

Detailed directions for each of these projects can be found in Blackboard.

Each of the "major projects" should show the student's "best work" and will be graded according to a rubric, provided along with the detailed description of the assignment.

Course Schedule/Timeline

An agenda for each class session and a list of key tasks to be completed independently in-between each class session can be found in the Course Schedule section of BB *(directly accessible on the left-side Menu). This document will be continuously updated to reflect any scheduling changes that may occur in the course of the semester (although we expect these changes, if any, to be minor and rare).*

However, please make sure you mark the following times on your calendar for face-to-face or synchronous sessions:
- September 6, 8:00-1:00 pm and September 7 8:00-3:00 pm
- Mondays 4:50 – 7:30 pm from 9/24 to 12/10 except for the first Monday of each month

Workload expectations

According to New York State Education Department, a 3-credit course should include a total of about 35 "contact" hours, plus at least about twice as many hours of independent work on the part of each student, for a total commitment of over 100 hours on the part of each student. Despite its unusual schedule, this course meets the NYSED minimum of 35 "contact hours", while also expecting about twice as many hours of independent work also for weeks when the class does not meet face-to-face. Therefore, it is important that students set aside a total of at least 8 hours each week for a combination of class time and independent work.

Additional considerations about online learning

Taking a course with online components requires somewhat different practices than traditional face-to-face courses in order to achieve the same learning goals and outcomes. Especially if you have never taken an online course before, we recommend that you read the "***Considerations for Student Success in Online Courses" available on BB.***

One thing in particular that we would like students in this course to keep in mind is that, in order to ensure interactions among students as required by specific tasks assigned as part of their independent work each week, there may be multiple deadlines to submit assignments each week.

Learning Assessment and Grading

Half of your grade in the course will be based on class participation and weekly assignments, and the other half on your performance on the three major projects. More specifically:

- **Class participation: 15%** (based on points assigned to active participation in each face-to-face class/synchronous session attended, as well as to the on-going contributions to the "open" online conversations occurring in the Facebook Secret Group)
- **Weekly assignments** (including discussion boards and reflective journal entries)**: 40%** (based on points assigned for completing each assignment on time and satisfactorily, as indicated in the Directions for Independent Work for each learning module)
- **Group Project: 15%** (based on quality of the product, rubrics-based)
- **Individual Project: 20%** (based on overall quality of the product, rubrics-based)
- **Final Reflection: 10%** (based on quality of the product, rubrics-based)

For a complete and updated list of the maximum number of points associated to specific assignments and other components of the course, see the "Course grading scheme" document posted within the General Information Folder on Blackboard.

Grading scheme:
A: *95-100%;* **A-:** *90-94%;* **B+:** *87-89%;* **B:** *83-86%;* **B-:** *80-82%;* **C:** *70-79%;* **E:** *<70*