

# PEDAGOGICAL APPROACH TO COURSE DESIGN ON LEARNING MANAGEMENT SYSTEMS

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- Organizes learning content in one location.
- Provides unlimited access to learning materials.
- Utilized as a way for instructors in a face-to-face class setting to engage their students in an online environment.
- Instructors:
  - communicate objectives, organize learning timelines, deliver content, track learning, communicate with students and provide ongoing resources.

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- The main purposes of using an LMS are
    1. to provide students with digital learning materials...
    2. to employ interactive learning activities with students in the forums... and
    3. to manage the course and the learners

(Meishar-Tal, Kurtz, & Pieterse, 2012, p. 33).



“Research shows that infusing education technology resources, such as an LMS, may assist faculty with managing courses and organizing content to engage students and decrease planning time, thus supporting the instructional process” (Gautreau, 2011, p. 2).

## 7 PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

1. encourages contact between students and faculty,
2. develops reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.



Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.

Principle	Explanation of the Principle
1. Encourage contact between students and faculty.	Contact inside and outside class; attention to student needs.
2. Develop reciprocity and cooperation among students.	Team efforts; collaborative; social, not competitive or isolated
3. Encourage active learning.	Think, talk, or write about learning, reflect, relate, organize, apply, synthesize, evaluate, perform research, do lab or studio work. Make what is learned part of themselves.
4. Give prompt feedback.	Faculty help students assess their knowledge and competence; provide opportunities to perform, receive suggestions, and reflect.
5. Emphasize time on task.	Effective time management by instructor and students; efficiency in using the time spent by students on learning tasks and by faculty on preparing and managing learning tasks
6. Communicate high expectations.	High but reasonable requirements; support for students in their efforts; maintain high expectations consistently for all.
7. Respect diverse talents and ways of learning.	Use diverse materials and alternative ways to meet course requirements; provide multicultural assignments; allow for varied learning styles, abilities, and disabilities.

Principle	How could LMS help
1. Encourage contact between students and faculty.	discussion forums, syllabus, calendar, lesson guidelines, group work.
2. Develop reciprocity and cooperation among students.	group work, discussion forums, peer assessment, Collaborate Ultra
3. Encourage active learning.	cases, scenarios, problems, problem-solutions, blogs, wikis,
4. Give prompt feedback.	instant assessment scoring, survey and poll summaries, Analytics-Integrated Reports, personal feedback.
5. Emphasize time on task.	calendar, due dates, Analytics-Integrated Reports
6. Communicate high expectations.	clear syllabus, enforcement of due dates, good examples of past projects and extra resources in lessons
7. Respect diverse talents and ways of learning.	audio, video, text, and other media, varied examples.

# A FEW USABILITY RULES of THUMB



- No more than **4 clicks** to find any content.
- Do **not change** the left side menu during the term.
- Do not have a hundred links in the left side menu. Limit it to 10, **less is better**. You may think you are improving things but it will completely confuse students.
- Arrange content **logically and clearly** so students know what they have to do. Add simple **instructions** if needed.
- If you use weeks, stick to weeks, if you use topics, stick to topics. i.e. have **one standard method** of organizing content and don't mix and match.
- Consider an **introduction** that explains how the blackboard site is organized for students and email this to them and put it in the announcements.
- **Remain** within the LMS. When you introduce course elements that reside outside the LMS, you create the potential for technology support issues. Also, from a navigation standpoint, having a single place to go helps ensure that students will not get lost in the course.
- Provide **clear directions** to your students in your course. What sounds clear to you may not sound clear to your students. Provide several ways to get information to them for assignments. It is helpful to give examples. For example, you might have an assignments page at the end of a lecture, write about it in an email, or have the student go where examples of assignments are provided.
- Make sure you provide a place where **students can express feedback**. This can be done several times in the course so that minor changes can be made if it benefits the whole course.