

Keys to Effective Online Teaching and Learning I: Design and Development

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About this Workshop

The focus of this workshop is on the essential design and development models that impact on the effectiveness of online teaching and learning environments. The workshop will focus on an analysis of existing paradigms of instructional design and an assessment of the extent to which they meet the needs of online teaching and learning within Australian higher education.

To achieve this, the workshop will use our experiences with instructional design, staff development units and online teaching and learning to provide a framework for identifying the key design processes and skills necessary to create effective online teaching and learning environments. A key component of the workshop will be to elaborate on the processes within our Three Phase Design (3PD) that employs a scaffolding strategy to maximise scarce developer and academic resources for online development and resource maintenance.

Participants attending this workshop will gain a greater understanding of the importance of design processes and the developments in Instructional Design theory which impact on the way online learning resources are conceptualised and implemented.

Length of Workshop

Half-Day (Morning)

Intended Audience and Expertise

The intended participants are academic and support staff who are either actively engaged in the delivery of online teaching and learning with higher education or are in the process of planning online teaching and learning environments.

Participants attending this workshop will also benefit from the accompanying afternoon workshop – “*Keys to Effective Online Teaching and Learning – II: Collaboration and Interaction*” – where specific focus will be placed on the practical strategies for delivery of online learning, including the establishment of collaborative learning environments and enabling successful interactions.

Workshop Objectives

At the end of this workshop, participants will have:

1. analysed the contemporary models and theories that impact on the design and development of online environments;
2. compared models used in their environments with other options and identified strengths and weaknesses of each;
3. developed strategies to enhance current design and development practice; and
4. received a set of resources to support ongoing online design and development activities.

Workshop Format and Activities

As a workshop, participants will be engaged in discussions, problem-based activities and demonstrations of key design and development models. The proposed workshop outline is as follows; however, depending on the input from registrants prior to the workshop the outline may be modified.

1. Welcome and Introductions
2. Models of instructional design
 - a. What is instructional design?
 - b. Do we need instructional design and instructional designers?
 - c. What are the alternatives?
3. Key theories underpinning instructional design
 - a. Cognitive
 - b. Affective
 - c. Psychomotor
4. Key theories of learning
 - a. Behavioural
 - b. Cognitive
 - c. Constructivist
5. The paradigm shift
 - a. From teacher-centred to learner-centred
 - b. Do learners learn differently?
6. The 3PD Model
 - a. Origins
 - b. Processes
 - c. Advantages
7. Conclusions and Wrap-up

Presenter Qualifications

Rod Sims is Associate Professor and Academic Director for QANTM Education (Australia), where he is overseeing the introduction of undergraduate degree programs in new-media (animation and games programming). Dr Sims has over 20 years experience in teaching and learning with technology and has published widely in the field. His current activities include teaching online as well as developing courses for online delivery.

Deb Jones is Educational Design Team Leader in the Online Teaching and Learning Unit at RMIT Business Online. Her experiences have included developing programs and courseware for online and flexible delivery and her particular interests lie in the interactions between academic staff and the development team.