



**WATERLOO** | CENTRE FOR EXTENDED LEARNING

making teaching and learning  
*explicit* through  
instructional design

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OND Conference 2015

# instructional design is..

- » a process for creating meaningful instruction
- » a time to reflect
- » based on evidence and best practices
- » concerned with needs of learner & instructor
- » an opportunity to work collaboratively

# online learning

- » virtual classroom
- » lacks physical cues
- » asynchronous
- » carefully selected technology
- » requires planned, intentional interactions

# Waterloo online courses

- » prepared in advance
- » team-based approach



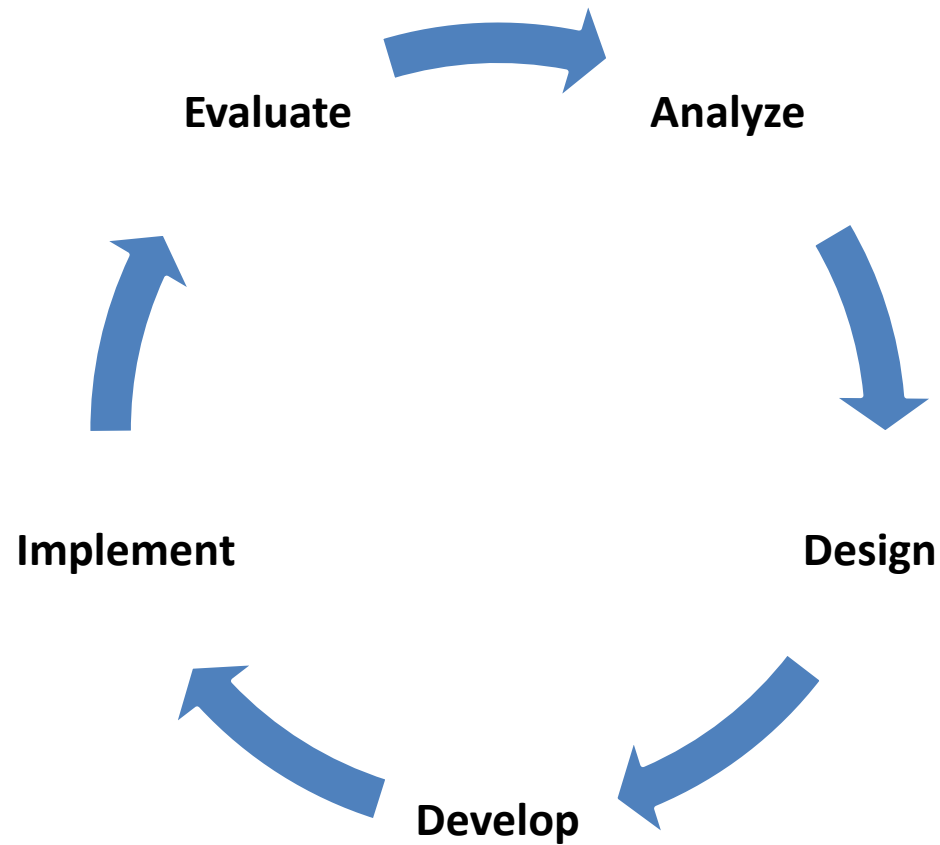
# working with instructional designer

- » listens, asks, helps define:
  - learning outcomes
  - activities
  - assessments
  - content
  - teaching style

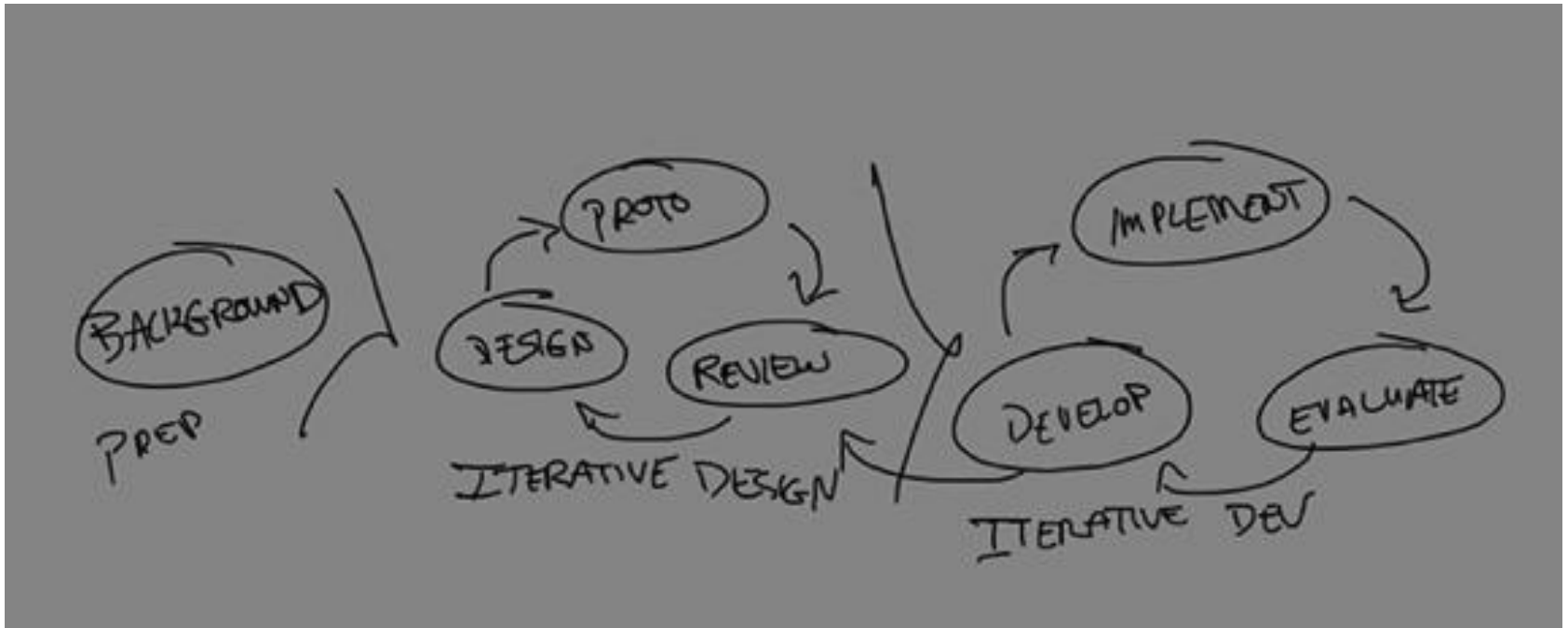


» OLC Pia Marks, with Prof. Jeff Nagge

# instruction design models: ADDIE

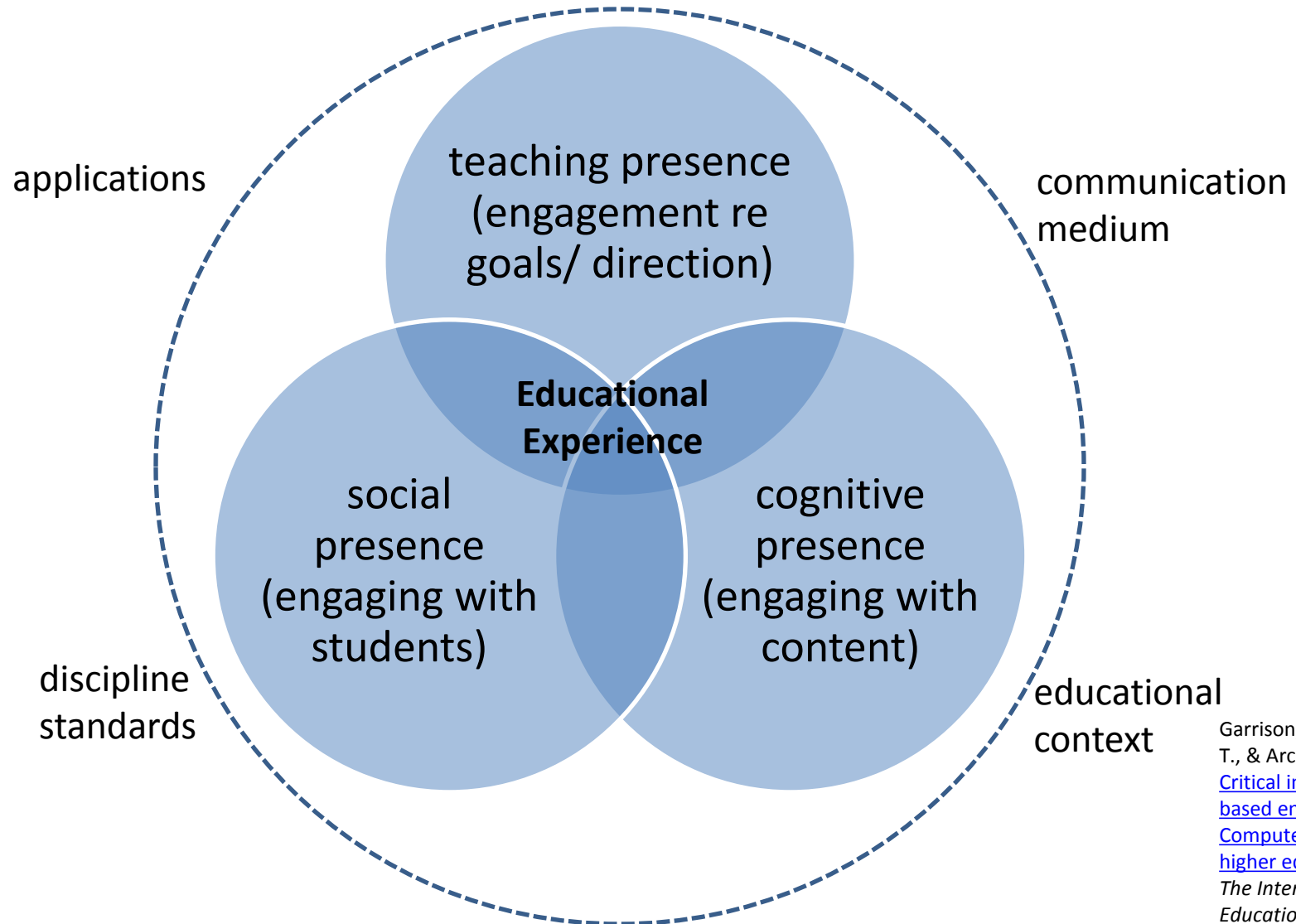


often, reality looks more like this...



Successive Approximation Model  
<http://learn.alleninteractions.com/>

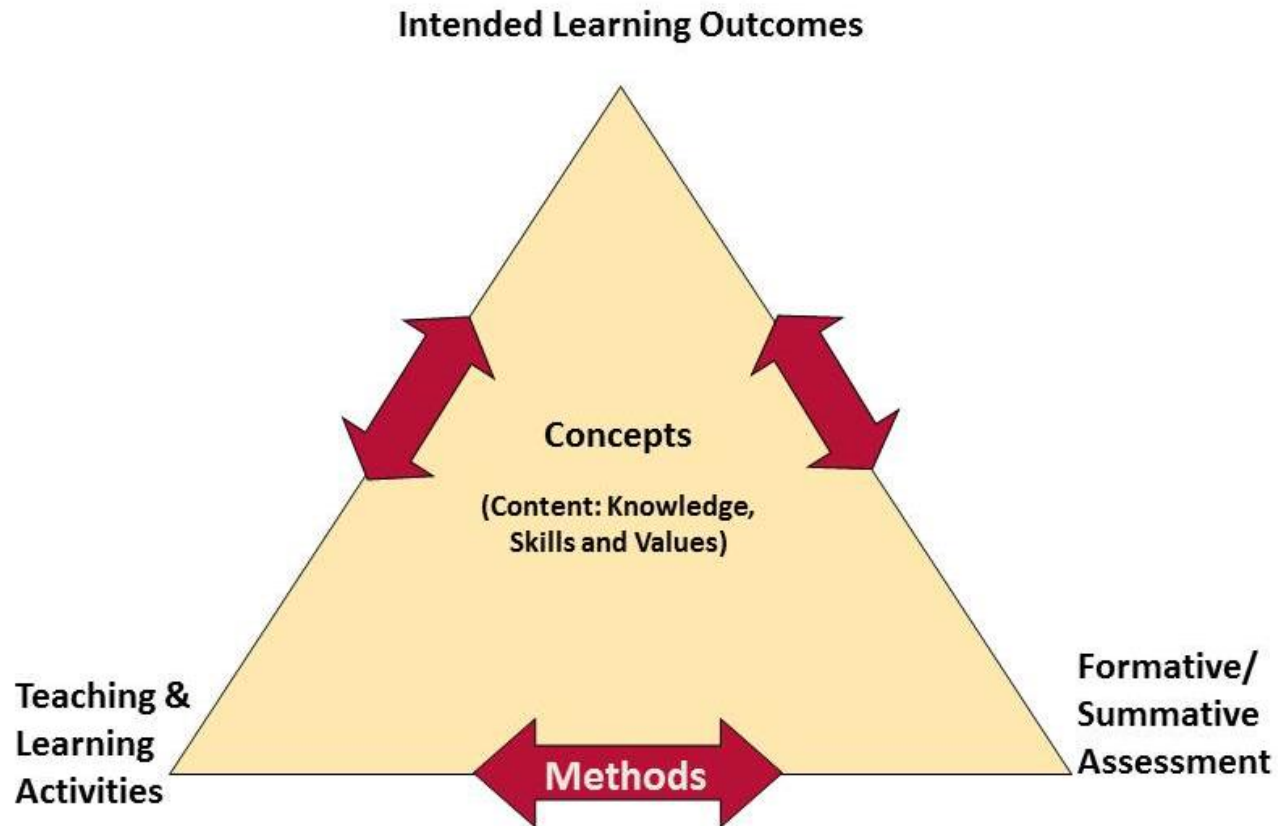
# community of inquiry model



Garrison, D. R., Anderson, T., & Archer, W. (2000). [Critical inquiry in a text-based environment: Computer conferencing in higher education model.](#) *The Internet and Higher Education*, 2(2-3), 87-105



# CTE's course design model



# Tools

# course planning matrix

Intended Learning Outcomes	Assessment Methods			
	Assignment 1	Assignment 2	Mid – term test	Final project
A	x		x	x
B		x	x	
C		x		x
D	x			x

# Storyboard

<b>Module 1: (Title)</b>		<b>Weeks 1</b>
<b>Objectives</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Readings and Videos</b>	
	<b>Read:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
	<b>Watch:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
	<b>Other Resources</b> (websites or any other supporting info)	
	<b>Activities</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Content Outline</b>		
<b>Concept</b>	<b>Design Ideas</b>	<b>Media Delivery</b> (flash/audio, audio only, reading, activity etc.)

# Examples

# Introductory infographic



## PROBLEMS ARE UBIQUITOUS

Pick up any newspaper and read the front page. Chances are, there is a problem to be analyzed and solved by the **right people** with the **right skills** at the **right time**.



## WHAT YOU'LL GET FROM PD 6



### DISCOVER EXCEPTIONAL PROBLEMS

Learn how to **discover exceptional problems** that, when solved, produce **exceptional reward**. What are exceptional problems? How about eradicating childhood diarrhea in Zambia?



### GAIN PRACTICAL INFORMATION

Gain practical information that you can apply right now in your co-op placement and into the future. Problem solving is a **learned skill!**



### MEET SUCCESSFUL UWATERLOO PROBLEM SOLVERS

UWaterloo students and grads took problems, like a missed parcel delivery or not being able to afford a personal trainer or a gym membership, and turned them into **money-making solutions**.



## PROBLEM SOLVING AS A LIFE SKILL

We all face problems in our workplace and at home. Learning to be a more effective problem solver benefits **every aspect of your life**.



## PROBLEM-SOLVING SKILLS ARE ESSENTIAL

A recent survey<sup>1</sup> of major Canadian employers shows that problem solving is one of the **top 5 attributes** that matters most to hiring managers.



## EMPLOYERS VALUE PROBLEM SOLVING

Problem solving is a **critical skill** according to UWaterloo co-op employers. Add PD 6 to your résumé to show your commitment to improving this skill in yourself.



## SET YOURSELF APART!

Problem solving is a **fundamental skill** you need to enter, stay in, and progress in the world of work, according to the Conference Board of Canada.<sup>2</sup> Still not convinced? Check any recent job vacancy, and you'll see problem solving listed as a **required or highly desired skill**.



## REFERENCES

<sup>1</sup>Canadian Council of Chief Executives. (2014). In general, when evaluating potential entry-level hires, which of the following attributes matter most to your company? [Graph]. *Preliminary survey*

# Start – Stop – Continue survey

What should your instructors start doing?

## Question 2

What should your instructors stop doing?

# WATERLOO LEARN

## MASTER Psych 213R Online

Welcome to MASTER Psych 213R Online, Aldo! |

### PSYCH 213R Exceptional Children



Before You Begin



Schedule



Syllabus



Contact Us

#### Calendar |

Sunday, June 1, 2014

#### Upcoming events

**JUN 25** 11:59 PM Group Assignment: Emotional and Behavioural Disorders - Due

**JUL 9** 11:59 PM Group Assignment: Autism Spectrum Disorder - Due

**JUL 23** 11:59 PM Case Study - Due

#### Updates |

2 New Dropbox Submissions

#### eReserves |

### WATERLOO | LIBRARY

[Click here for the complete reading list in Course Reserves](#)

For off-campus connections: [Connect from Home.](#)

#### News |

There is no news to display. [Create a news item.](#)



# Course Schedule

**IMPORTANT: ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details.

Module	Title	Readings	Activities and Assignments	Due Date
Module 01	<a href="#">The Economic Problem</a>	<ul style="list-style-type: none"><li>Text Chapters 1, 2, and 3</li><li>Article: <i>Opportunity cost: Why buy a Mercedes... when you can get all this?</i></li></ul>	<a href="#">Introduce Yourself to Your Team</a> (ungraded)	Friday, <b>September 14</b> , 2012
Module 02	<a href="#">Macroeconomic Fundamentals - GDP as a Measure of Economic Growth</a>	<ul style="list-style-type: none"><li>Text Chapter 20</li><li>Article: <i>Lies, damned lies and GDP statistics</i></li></ul>	<a href="#">Group Discussion #1</a> ( <i>Group Discussions</i> are worth a total of <b>10%</b> of your final grade)	The discussion will be available from Friday, <b>September 21</b> , 2012 at 7:00 AM to Friday, <b>September 28</b> , 2012 at 11:59 PM
Module 03	<a href="#">Macroeconomic Fundamentals - Jobs and Inflation</a>	<ul style="list-style-type: none"><li>Text Chapter 21</li><li>Article: <i>Work - Employment Rate/Indicators of Well-being in Canada</i></li></ul>	<a href="#">Quiz #1</a> (2.5%)	Available Thursday, <b>September 27</b> , 2012 at noon to Friday, <b>September 28</b> , 2012 at midnight

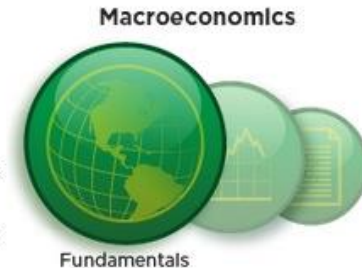
# Module 01: The Economic Problem

## Objectives

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After successful completion of this module, you will be able to:

- Identify the three parts or themes of ECON 102 and their interrelatedness
- Define economics and its place in social science
- Explain the broad scope of economics using the two big questions
- Explain how choice is related to tradeoff, change, opportunity cost, margin and incentives using an economic way of thinking
- Illustrate how an economic system works using the circular flow model and the production possibility frontier model
- Briefly explain how specialization and trade are the results of economic growth
- Explain the Law of Demand and Law of Supply



## Lecture Content

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1. **Course Introduction**  
[Lecture](#) (2:37) | [Slides \(PDF\)](#)
2. **Definition of Economics**  
[Lecture](#) (8:34) | [Slides \(PDF\)](#)
3. **Economic Questions**  
[Lecture](#) (3:58) | [Slides \(PDF\)](#)
4. **Economic Way of Thinking**  
[Lecture](#) (8:23) | [Slides \(PDF\)](#)
5. **Economic Coordination**  
[Lecture](#) (4:50) | [Slides \(PDF\)](#)
6. **Production Possibility Frontier (PPF)**  
[Lecture](#) (9:05) | [Slides \(PDF\)](#)
7. **Specialization and Trade**  
[Lecture](#) (2:31) | [Slides \(PDF\)](#)
8. **Introduction to Demand and Supply**  
[Lecture](#) (3:29) | [Slides \(PDF\)](#)
9. **Key Concepts and Review Questions**  
[Lecture](#) (7:56) | [Slides \(PDF\)](#)

## Activities and Assignments

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Task 1 (Due Day Week #)

Task 2 (Due Day Week #)

Task 3 (Due Day Week #)

## Textbook Readings

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Macroeconomics (Parkin and Bade, 8th Ed.),  
Chapters 1, 2 and 3

## Article Readings

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[Opportunity cost: Why buy a Mercedes ... when you can get all this?](#) (Sarah Boesveld, *Globe and*

# communicating instructor's expectations


UNIT INTRODUCTION VIDEO




JAY DOLMAGE Course Author

# making content and objectives explicit

The ADAPT Education Program for Pharmacists (00:15 / 00:35)

 CANADIAN PHARMACISTS ASSOCIATION / ASSOCIATION DES PHARMACIENS DU CANADA

**CPHA-CSHP Primary Care Pharmacy Specialty Network**

 Canadian Society of Hospital Pharmacists / Société canadienne des pharmaciens d'hôpitaux

Outline

The ADAPT Education Program for Pharmacists

The ADAPT Education Program for Pharmacists

- Module 1: Orientation to ADAPT
- Module 2: Medication Assessment - What is it and how do I start getting r...
- Module 3: Collaborating with Physicians and Other Primary Health Care Providers**
- Module 4: Patient Interviewing and Assessment
- Module 5: Making Decisions about Medications Using Evidence-Based Pra...
- Module 6: Documenting Medication-Related Care
- Module 7: Putting It All Together

**Module 3: Collaborating with Physicians...**

This module explores the elements of successful interprofessional collaboration for the provision of patient-centred care; focusing on interprofessional understanding, communication, and conflict resolution. During this module, you will identify primary health care providers with whom you wish to collaborate and develop action plans for developing collaborative relationships.

SLIDE 1 OF 1 PLAYING 00:15 / 00:35

## Negotiation - Assignment Description (20 points)

- This assignment is worth 20 points
- The negotiation occurs on the dates listed in the [Course Schedule](#).

Negotiations take place in the *Negotiation Group Discussions* Forum located by clicking on the **Discussions** link on the navigation toolbar.

The goal of the negotiation is to come up with a consensus recommendation to the CEO of Suncor (formerly Rick George), regarding what his company should do next concerning social and environmental issues in the oil sands and in Fort McMurray.

1. Check the group discussion board to see your assigned team and assigned role. Roles are:
  - Labour union = Communications, Energy and Paperworkers Union (CEP)
  - Mayor's office (municipal government) = Fort McMurray City
  - Environmental groups = Sierra Club Prairie Chapter (representing Sierra Club and Greenpeace)
  - First Nations communities = Fort Chipewyan and Fort McKay (one representative)
  - Shell
  - Social service group (in some teams only) = United Way Fort McMurray (representing social groups)
  - Facilitator = Suncor



Prof. Doug Cowan, RS 270R

**WATERLOO | CENTRE FOR EXTENDED LEARNING**

# Interactive Interview

REC251 | Recreational Therapy



Q1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

Q9

Q10

Q11

Q12

Q13

# making online teaching & learning explicit

- » clear course and unit outcomes
- » explicit connections and alignment among content, assessment and outcomes
- » communicating instructor's expectations
- » mechanisms for feedback
- » capturing instructor's teaching strategies and style



# Questions/Discussion

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Melanie Misanchuk | [mmisanchuk@uwaterloo.ca](mailto:mmisanchuk@uwaterloo.ca)

[cel.uwaterloo.ca](http://cel.uwaterloo.ca)

# references

- » Ellis, D. & Light, T. (2006) The Course Design Model from Teaching Excellence Academy. University of Waterloo. Retrieved from [https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/course design fundamentals handout august 2014 cte workshop resources.pdf](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/course%20design%20fundamentals%20handout%20august%202014%20cte%20workshop%20resources.pdf).
- » Fink, L.D., (2003). A Self-Directed Guide to Designing Courses for Significant Learning. Retrieved from <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>
- » Garrison, D.R., et.al. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education, Vol 2, Issue 2-3, 87-105.*