

EXAMPLE: ITEC MODULE 1

About this Course

Create a brief introduction to the course explaining what it is intended for and what the course will cover.

This 14-hour online module presents participants with an exploration into adult learning theories and methods on how to incorporate evidence-based research into their teaching practice. Participants will discuss how learners learn and ways to best utilize and incorporate information gained from research about learning into our teaching practice.

Course Rationale

Create a brief description of “the WHY” for the learners. This can be copied from your existing course outline.

Participants will gain a deeper understanding about how learners learn and specifically the process of learning.

Having a thorough understanding of the process of learning should encourage instructors to utilize evidence-based teaching strategies into their classroom practice thus creating optimal learning experiences for their learners.

Learning Outcomes

Include all learning outcomes; these will be highlighted in each module. These can be copied from your existing course outline.

Participants will:

1. Explain views on effective learning and how these views impact teaching practice.
2. Identify which strategies can be implemented into teaching practice to better support a diverse student body.
3. Create a learning plan with examples of teaching strategies that foster deep learning.

Module #1: Who Are Our Learners?

DESCRIPTION/OVERVIEW (2-3 sentences)

Make sure to give each module a title. In this section, offer a brief introduction to the module. Copy the rest of this document for each subsequent module.

This module encourages instructors to explore their own personal beliefs about learning and to consider the diverse attributes of learners.

RATIONALE

Explain to the learner why the information in this module is valuable and relevant to them and the course.

By reflecting on one's own learning experiences and the composition of today's student body, instructors are encouraged to more thoughtfully consider how their instructional practice impacts their learners.

MODULE LEARNING OUTCOMES

Identify the course learning outcomes that are included in this module (refer to course outline/critical path).

Participants will:

1. Explain views on effective learning and how these views impact teaching practice.

TOPICS

Chunking information into topics helps learners reflect and process information. All topics covered should be listed. Consider each topic as 1-2 pages in a textbooks – students will need to interact with content (discussion posts, quizzes, etc.) to help them retain the information before moving onto the next topic.

1. Personal Introduction
2. Exploring Your Personal Beliefs About Learning
3. The Diversity of Our Learners

KEY CONCEPTS AND WORDS

What key concepts and terms do you want learners to retain after completing a module? Make this list AFTER writing the module.

Effective learning

Demographics

Learner Engagement

BEFORE YOU BEGIN (PREREQUISITE KNOWLEDGE)

This section applies to the second module and on – what knowledge should the learner have built going into this module? This allows modules to be used in other courses and shared. You can say: “Before beginning this module, learners will have a strong understanding of...”

None (this is the first module of the course).

RESOURCES

List all resources in this section. Prior to migrating to the online portal, copy resources into the Resources Tab in the Blackboard toolbar. This way, you can upload new relevant reading materials as you update the course.

Please refer to the Resources tab.

ACTIVITIES/ASSESSMENTS/ASSIGNMENTS

List all the interactive components of this module. This list should be updated at the end of module creation. Examples include: discussion posts, article jigsaws, course wiki, reflection journals and standard assignments.

Discussion Activities (x2)

Course Blog #1

MODULE CONTENT

Include explanations, instructions and other content for the module. This content should be organized into the module topics as listed above. If learners are expected to post in discussion boards, make sure to provide clear instructions on where they should post. Each topic should have its own Blackboard page within the module.

Consider having a “personal introduction” topic that allows you and your students to get to know each other in the first week of class. Is there information about their prior learning or employment histories that you would like them to share? What is their motivation for taking the course? Consider learning more about the students’ overall familiarity with learning in the online environment by asking about their prior experiences in taking an online course. This is also an opportunity for you to begin creating a community with the learners and having them respond to one another’s discussion posts.

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TOPIC 1: Personal Introduction

To get to know each other and to establish a starting point for your learning in this course, your first activity is to create a personal introduction in the discussion board.

Discussion Activity

In the discussion board thread entitled Personal Introduction, introduce your name, occupation, and then reflect on the following questions:

1. What motivated you to enroll in the “International Teaching Effectiveness Certificate” Program?
2. What is your role in teaching and learning in higher education?
3. Share one of your own experiences as a learner in either college or university. Describe the teaching styles of your professors and if there was anything about your experience as a student that encouraged you to become a post-secondary teacher or administrator.
4. What are some of your goals for this course? (i.e. What topics are you interested in discussing? What knowledge and/or skills do you hope to develop?)

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TOPIC 2: Exploring Your Personal Beliefs About Learning

To begin this module, reflect on your current beliefs about learning and reflect on your experiences as a learner. Please take a few minutes to reflect on the list of questions below:

1. How do you define effective learning in your classroom?
2. Do you think that what we learn influences how we learn?
3. What are some of the factors that may help or hinder student learning?
4. What do you consider to be the biggest learning challenge in your subject area and why?
5. Do you think learning is more about effort or natural ability?
6. If someone asked, “What kind of learner are you?” how would you answer?
7. In general, under what conditions do you learn best?
8. What are your strengths and weaknesses as a learner?
9. Do you prefer to learn alone or with others?
10. In what ways does your view of learning affect your teaching?
11. Do you teach your learners using the same methods that your teachers used when you were a student?
12. Do you think learners are different now than when you were a student? If yes, in what way are they different?
13. Who was your most memorable teacher/educator/professor? Why were they memorable? What did they do? What did you experience as their student?
14. Who was your most memorable teacher/educator? Why? What did they do? What did you experience as their student?
15. If your learners were to describe you as a teacher, what would they say?

Discussion Activity

In the discussion board in the area entitled, Personal Beliefs, create a reflective post that offers your answers to a few (3-4) of the questions listed above. Once completed, review and reply to a minimum of two posts made by others in the course.

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TOPIC 3: The Diversity of Our Learners

Learners enter the college classroom from a variety of backgrounds, experiences and paths.

According to Statistics Canada, Canada's federal agency to collect and produce statistics related to Canadians and the country, an increasing number of learners are entering Canada's post-secondary institutions and graduating with a post-secondary credential. Within the overall number of student enrollment, women account for 56.2% of enrolments in 2016/2017 (Statistics Canada, 2018).

See the Statistics Canada data on [Canadian postsecondary enrolments and graduates, 2016/2017](https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128c-eng.htm)

Does your country track statistics related to post-secondary learners' enrollment and graduation rates? Are you able to find any comparable data from your own country or even your own institution? If you are, what are the enrolment trends in your country/institution? Are there any trends that surprised you?

<https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128c-eng.htm>

Data can provide general information about how many learners are enrolling in post-secondary institutions, but there are additional surveys that are focused on student success. These surveys, which are usually carried out by a specific institution, can provide more detailed information about who are the learners and potentially what the institution can do to better support a diverse student population.

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Course Blog: First Entry

Participants of the course will be creating a personal blog using the tool available on Blackboard. At different points you will be asked to add new entries to your blog in order to

demonstrate your evolving understanding of the module topics, and to capture your thoughts/reflections on the module activities and your role in teaching and learning.

The following link outlines the findings of Humber’s Student Success Survey. Take some time to review the findings and use the questions below to guide your thinking for your Blog entry.

<https://public.tableau.com/profile/humber.college#!/vizhome/HumberLearnersuccessSurvey-Winter2018/HSSSurveyResults>

[How does the data in the survey compare to your personal profile?](#)

[Does any of the information found in these surveys surprise you?](#)

[Why is it important for post-secondary institutions to gather data on their learners and to survey learners?](#)

Recommended readings:

<https://www.theglobeandmail.com/canada/education/canadian-university-report/article-the-2019-canadian-university-report-we-profiled-almost-every/>

Tip: When creating a blog post, be as creative as you’d like! Sharing photos, videos, drawings, weblinks, song lyrics/poetry, etc. will always be welcome and encouraged. Just make sure to cite your source!

Participants are required to review and comment on the blogs made by other members of the course.

SUMMARY

Each module should conclude with a brief summary that highlights the main points of the module and revisits key words introduced on the first page. If you use images in this section, keep them consistent from module to module.

Let’s Revisit Topic 1 Learning Objective

Here was the learning objective for this topic: Explain views on effective learning and how these views impact teaching practice.

To what extent did you successfully meet this objective?

1	2	3	4	5
Not at all	Somewhat		Successful	

REVISITING KEY CONCEPTS AND WORDS

If you use images in this section, keep them consistent from module to module.

Here are the concepts that were discussed in this lesson. Review each word and, in your own words, explain what it means. If you struggle to explain it, please review the parts of the lesson that explain these concepts.

- Effective learning
- Demographics
- Learner engagement