

*Kirkwood Community College*  
**CREOLE**  
**Module 1**  
**Applying Current Theories of Teaching/Learning Research**

**Chapter 1 General Orientation to Learning Theory**

- Reflected Discuss 1
- **General Orientation to Learning Theory**
  - Low VS High Order Learning
  - Lecture and Recall
  - Critical Thinking
  - Reflective Judgment
  - A Look Ahead
- **Behavioral Systems Theory Defined**
  - Behavioral Instruction
  - Mastery Learning and Criterion Reference Testing
  - Behavioral Objectives
  - Applied Example Personalized System of Instruction
  - Applied Example Audio Tutorial Method
- **Information Processing Theory and Cognitive Science Defined**
  - Modal Model of Memory
  - Network Model of Memory
  - Depth of Processing
  - Applied Example Drill and Practice
  - Applied Example Case Based Reasoning
  - Activity Support for Encoding
  - Reflect Discuss 2
- **Social Situated Learning Theory Defined**
  - Dialectical Constructivism
  - Applied Example Cognitive Apprenticeship
  - Applied Example Zones of Proximal Development
  - Reflect Discuss 3
  - References
  - Evaluation
  - End of Chapter 1

## Chapter 2 The Role of Metaphors in Teaching and Learning

- Some Introductory Comments
- **The Role of Metaphor in Teaching and Learning**
  - Metaphors as Guided Principles
  - Metaphors as Guided Principles Page 2
  - The Metaphor in Teaching and Learning
  - Examples of Teaching Metaphors
  - College Faculty Metaphors
  - Containers
  - Journey or Guide
  - Master or Disciple
  - Learner Metaphors
- **Creating a NEST**
  - Nurturance and Empowerment
  - Structure and Teamwork
  - Reflect Discuss 1
- **A Conceptual Base for Teaching**
  - A Conceptual Base for Teaching Page 2
  - A Conceptual Base for Teaching Page 3
  - A Conceptual Base for Teaching Page 4
  - Similarity of Teaching to Scholarly Research
  - Similarity to Scholarly Research Page 2
  - Identifying Elements Embedded in an Informed Model
  - Reflect Discuss 2
- **Assessment of Lessons Learned**
  - Table 1 Personal Assumptions
  - Table 2 Attitudes and Values
  - Table 3 Formal Principles
- **Faculty Influence on Learner Models**
  - Faculty Influence on Learner Models Page 2
  - Teacher Behaviors
  - Faculty that Encourage Optimism
  - Faculty that Encourage Pessimism
  - Reflect Discuss 3
  - References
  - Evaluation
  - End of Chapter 2

## Chapter 3 Meta-Goals in Teaching and Learning

- **Some Introductory Comments**
  - Some Introductory Comments Page 2
  - Some Introductory Comments Page 3
  - Reflect Discuss 1
  - Reflect Discuss 2
  - Resolutions
- **Meta Goals Integrating Principles into Courses**
  - Integrating Principles Page 2
  - Integrating Principles Page 3
  - A Heuristic for Selecting Principles
  - A Heuristic Page 2
  - A Heuristic Page 3
- **Meta Goal 1 Helping Learners Acquire and Retain Course Content**
  - Historical Disputes about Learning and Retention
  - Role of Practice
  - Role of Rewards
  - Role of Retrieval Problems
  - Moving Beyond Historical Disagreements
  - Reflect Discuss 3
- **Characteristics of Meta Goal 1**
  - Variations in Acquiring Content
  - Variations Page 2
  - Instructional Processes Needed for Learning
  - Inability of Learners to Remember Everything
  - Learners Forgetting More Than We Think
  - Learners Forgetting More Than We Think Page 2
- **General Strategies for Managing Meta Goal 1**
  - Teaching for Long Term Retention
  - Teaching for Long Term Retention Page 2
  - Teaching for Long Term Retention Page 3
  - Teaching for Learning
  - Shifting the Frame of Reference
  - Reflect Discuss 4
  - References
  - Evaluation
  - End of Chapter 3

## Chapter 4 Meta-Goals in Teaching and Learning

- Some Introductory Comments
- Meta Goal 2 Enhancing the Ability of Learners
- **Reflect Discuss 1**
  - Vigilance Decrement
  - Vigilance Decrement Page 2
  - Vigilance Decrement Page 3
  - Vigilance Decrement Page 4
  - Vigilance Decrement Page 5
- **General Strategies for Managing Meta Goal 2**
  - Content Process Content Shifts
  - CPC Shifts Page 2
  - Examples of the CPC Shift
  - Personal Relevance of Course Content
  - Personal Relevance of Course Content Page 2
  - Reflect Discuss 2
- **Meta Goal 3 Helping Learners to Think Critically**
  - Meta Goal 3 Page 2
- **General Strategies for Enhancing Meta Goal 3**
  - Nudge Learners Gradually into Modes of Critical Thinking
  - Nudge Learners Gradually Page 2
- **A Model for Understanding Critical Thinking in Learners**
  - Dualism Received Knowledge
  - Multiplism Subjective Knowledge
  - Relativism Procedural Knowledge
  - Implication for Critical Thinking
  - Implication for Critical Thinking Page 2
  - Reflect Discuss 3
- **Meta Goal 4 Encouraging Self**
  - Learner Resistance
  - Faculty Resistance
  - Faculty Resistance Page 2
  - Faculty Resistance Page 3
- **General Strategies for Managing Meta Goal 4**
  - Self Directed Learning Opportunities in Small Steps
  - Support for Learners Attempts
  - Support for Learners Attempts Page 2
  - Capstone Project
  - References
  - Evaluation
  - End of Chapter 4

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**Module 2**  
**Applying Motivation Research**

**Chapter 1 A Definition Of Motivation**

- Reflect Discuss 1
- **What Is Motivation**
  - The Case Of Dr H
  - What Dr H is Doing Right
  - What Dr H is Doing Right Page 2
  - Defining Motivation
  - Defining Motivation Page 2
- **Reflect Discuss 2**
  - Other Factors Related To Motivation
- Reflect Discuss 3
- References
- Evaluation
- End of Chapter 1

**Chapter 2 A Review of Research on Motivation**

- **Objectives**
  - Some Introductory Comments
- **Theoretical Underpinnings of Motivation**
  - Kohlberg
  - Bandura
  - Bandura Page 2
  - Bandura Page 3
  - Weiner
  - Dweck
  - Glasser
  - Reflect Discuss 1
- **A Little Bit of History**
  - A Little Bit of History Page 2
- **Reflect Discuss 2**
  - A Look at Procrastination
  - Reflect Discuss 3
- **Looking at Motivation in Other Settings**
  - Deming and Motivation
  - Deming and Motivation Page 2
  - Reflect Discuss 4
  - In Closing
  - References

- Evaluation
- End of Chapter 2

### **Chapter 3 Adult Learning and Motivation**

- **Objectives**
  - Some Introductory Comments
  - Reflect Discuss 1
- **An Exploration of Adult Learning Theory**
  - Interaction Assignment
  - Malcolm Knowles
  - Malcolm Knowles Page 2
  - Jack Mezirow and Patricia Cranton
  - Jack Mezirow and Patricia Cranton Page 2
  - Stephen Brookfield
  - David Kolb
  - David Kolb Page 2
  - Stewart Hase and Chris Kenyon Page 2
  - Mary Belenky Blythe Clinchy Nancy Goldberger and Jill Tarule
  - David Jonassen
  - David Jonassen Page 2
  - Reflect Discuss 2
  - What Motivates Adults
- **Reflect Discuss 3**
  - Reflect Discuss 3 Page 2
  - Barriers to Adult Learning
  - Reflect Discuss 4
- **Teaching Strategies to Increase Motivation for Adult Learners**
  - Teaching Strategies to Increase Motivation for Adult Learners Page 2
  - References
  - Evaluation
  - End of Chapter 3

### **Chapter 4 Learning Preferences and Motivation**

- **Objectives**
  - Some Introductory Comments A Tale of Two Learners
  - Reflect Discuss 1
- **About Learning Preferences**
  - About Learning Preferences Page 2
  - Personality Models
  - Meyers Briggs in the Classroom
  - Information Processing Models
  - Information Processing Models Page 2
  - Information Processing Models Page 3
  - Social Interaction Models

- Social Interaction Models Page 2
- Instructional and Environmental Preference Models
- Instructional and Environmental Preference Models Page 2
- Reflect Discuss 2
- **Teaching Strategies and Learning Styles**
  - The Use of Learning Cycles
  - The Use of Learning Cycles Page 2
  - Why Worry About Learning Styles
  - Reflect Discuss 3
  - In Closing
  - References
  - Evaluation
  - End of Chapter 4

## **Chapter 5 Motivation Strategies and Challenges**

- **Objectives**
  - Some Introductory Comments
  - Case 1
  - Case 2
- **Basic Principles of Motivation**
  - Incentives Motivate Learning
  - Emphasize Intrinsic Motivation
  - De emphasize Grades
  - Learning Readiness
  - Motivation Enhanced by Organization of Materials
  - Humor Motivates
  - Humor Motivates Page 2
  - Humor Motivates Page 3
  - Ask Learners About Their Motivations
  - Reflect Discuss 1
  - Motivation Challenges
- **Reflect Discuss 2**
  - Reflect Discuss 2 Page 2
  - Reflect Discuss 2 Page 3
  - Reflect Discuss 2 Page 4
  - Reflect Discuss 2 Page 5
  - Reflect Discuss 3
  - In Closing
  - References
  - Evaluation
  - End of Chapter 5

## Chapter 6 Motivation Online

- **Objectives**
  - Some Introductory Comments
  - Some Introductory Comments Page 2
- **Differences in the Online Environment**
  - Differences in the Online Environment Page 2
  - Motivation Online
  - Characteristics of Successful Online Learners
  - Motivational Problems Online
  - Reflect Discuss 1
- **Online Activities that Stimulate Motivation**
  - Lectures
  - Discussion Boards
  - Small Group Work
  - Projects
  - Case Studies
  - Blended Courses
  - Designing Online Courses with Motivational Strategies in Mind
  - Freedom and the Price of Freedom
  - Final Thoughts
  - Reflect Discuss 2
  - Capstone Project
  - References
  - Evaluation
  - End of Module 2

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**Module 3**  
**Creating Hybrid Courses: Revising**  
**Traditional Lecture-based Courses to Incorporate the Internet**

**Chapter 1 Introduction**

- Some Introductory Comments
- Reflect Discuss 1
- **What are Blended Courses**
  - Rapid Growth in Higher Education
  - Multiple Delivery Formats
  - Reflect Discuss 2
- **Optimum Learning Environments**
  - A Research Perspective
  - The No Significant Difference Phenomenon
  - Research on Blended Courses
  - Research on Blended Courses Page 2
  - Research on Blended Courses Page 3
  - Research on Blended Courses Page 4
  - Reflect Discuss 3
  - References
  - Evaluation
  - End of Chapter 1

**Chapter 2 Learner-Computer Interactions**

- Chapter Objectives
- Reflect Discuss 1
- **A Standard Approach to Blended Courses**
  - A Standard Approach Page 2
  - A Standard Approach Page 3
- **Static Course Materials**
  - Using the Internet for Course Administration
  - Putting Your Course Content Online
  - Online Course Content Examples
  - Avoiding the Shovelware Phenomenon
  - Developing Learner Research Skills
  - Reflect Discuss 2
- **Interactive Solo Work**
  - Multiple Choice Quizzes
  - Quiz Results
  - Further Suggestions
  - Quiz with Feedback
  - Tutorials

- Dividing the Labor
- Packaged Tutorials
- Caveats
- Reflect Discuss 3
- References
- Evaluation
- End of Chapter 2

### **Chapter 3 Moving from Theory into Practice**

- **Chapter Objectives**
  - Some Introductory Comments
- **Epistemology and Instructional Design**
  - Epistemology and Instructional Design Page 2
  - Reflect Discuss 2
- **Putting (Even Opposing) Theories into Practice**
  - Putting Theories into Practice Page 2
  - Putting Theories into Practice Page 3
  - Reflect Discuss 3
  - References
  - Evaluation
  - End of Chapter 3

### **Chapter 4 Computer-Mediated Communication**

- **Some Introductory Comments**
  - Some Introductory Comments Page 2
- **Communication Theory**
  - Communication Model
  - Transactional Distance
  - Transactional Distance Page 2
  - Reflect Discuss 1
- **Communication Media**
  - Media Interactivity and Transactional Distance
  - Asynchronous and Synchronous Communication
  - Asynchronous and Synchronous Communication Page 2
  - Email
  - Listservs
  - Online Office Hours
  - Discussion Boards
  - Chat Rooms
  - Discussion Boards Compared to Chats
  - Other Synchronous Media
  - Reflect Discuss 2
- **Teaching and Learning with Computer Mediated Communication**
  - The Learner Perspective

- The Faculty Perspective
- The Faculty Perspective Page 2
- Incorporating Computer Mediated Communication
- **Reflect Discuss 3**
  - Evaluation of Computer Mediated Communication
  - Reflect Discuss 4
  - Module 3 Capstone
  - References
  - Evaluation
  - End of Module 3

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**Module 4**  
**Developing Interactive Web-based Courses**

**Chapter 1 Introduction to Module 4**

- **Some Introductory Comments**
  - Some Introductory Comments Page 2
  - Reflect Discuss 1
- **Instructional Design**
  - Overview
  - The Analysis Phase
  - The Design Phase
  - Dales Cone
  - The Development Phase
  - The Implementation Phase
  - The Evaluation Phase
- **Practical Suggestions for Developing an Online Course**
  - How to Get Started
  - Practical Considerations in the Design Process
- **A Review of the Chapters to Follow**
  - Chapter 2 Learning Communities
  - Chapter 3 Mastery Learning
  - Chapter 4 Constructivist Learning
  - Chapter 5 Cooperative Learning
  - Reflect Discuss 2
  - References
  - End of Chapter 1

## Chapter 2 Learning Communities

- **Some Introductory Comments**
  - Some Introductory Comments Page 2
  - Reflect Discuss 1
- **Perspectives on Learning Communities**
  - Basic Elements of Learning Communities
  - Online Survey of Learning Communities
  - Communities of Practice
  - The Need for Community
  - Benefits of Online Learning Communities
  - Building an Online Learning Community
  - Research Assignment 2 and DE 1
  - Reflect Discuss 2
- **Additional Reflections on Learning Communities**
  - Building Community in Online Course
  - Indicators of a Successful Learning Community
  - Reflect Discuss 3
  - Research Assignment 3
  - Reflect Discuss 4
  - Research Assignment 4
  - Reflect Discuss 5
  - Reflect Discuss 6
  - Building On Campus Learning Communities
  - Conducting Online Learning Community and Cooperative Learning Classes
  - Research Assignment 5
  - Reflect Discuss 7
  - Residential Learning Communities
  - Research Assignment 6
  - Reflect Discuss 8
- **Faculty Learning Communities**
  - Faculty Learning Communities Page 2
  - Reflect Discuss 9
  - Access Planning Tool
  - Application
  - Research Assignment 7
  - Reflect Discuss 10
  - References
  - End of Chapter 2

## **Chapter 3 Mastery Learning**

- **Mastery Learning Defined**
  - Reflect Discuss 1
  - A Basic Definition of Mastery Learning
  - Contributions of Bloom and Keller
  - Mastery Learning Assumptions and Predicted Outcomes
  - Learner And Instructor Roles
- **Studies of Effectiveness of Mastery Learning**
  - Studies within Disciplines
  - Meta Analysis of Mastery Learning Programs
- **Applying Mastery Learning**
  - Overview
  - Assessment
  - Reflect Discuss 2
- **Applying Mastery Learning Online**
  - Overview
  - Strategy Example 1
  - Strategy Example 2
  - Review
- **Summary**
  - Summary Page 2
  - Reflect Discuss 3
  - Reflect Discuss 4
  - References
  - End of Chapter 3

## **Chapter 4 Constructivist Learning on the Web**

- **Constructivism Defined**
  - Delivery or Interpretation
  - Learner Knowledge as a Starting Point
  - Constructivist Principles
  - Learner and Instructor Roles
  - Review 1
  - Reflect Discuss 1
- **Applying the Model**
  - Example 1 From Online Tutorials to Constructivism
  - Example 2 Problem Based Learning
  - Example 3 Debates
  - Example 4 Data Collection and Sharing
  - Reflect Discuss 2
  - Reflect Discuss 3
- **Problem Based Learning**
  - General Ideas
  - Activities and Advantages
  - Review 2
  - References
  - End of Chapter 4

## Chapter 5 Cooperative Learning

- Reflect Discuss 1
- **Learning Strategies**
  - Why Promote Interactivity in the Classroom
  - Learning Strategies and Retention Rate
- **Cooperative Learning**
  - What is Cooperative Learning
  - Results of Cooperative Efforts
  - VS Non Structured Groups
  - Three Types of Cooperative Groups
  - Informal Groups
  - Formal Groups
  - Base Groups
  - Comparison of Types of Groups
  - Forming Groups Online
  - Why Use Cooperative Learning Strategies
  - Reflect Discuss 2
- **Cooperative Learning VS Other Learning Strategies**
  - Competitive
  - Individualistic
  - Cooperative
- **Five Basic Elements**
  - What Makes Cooperative Groups Work
  - The Five Elements
  - Positive Interdependence
  - Promotive Interaction
  - Roles that Help Students Formulate what they are Learning
  - Group and Individual Accountability
  - Interpersonal and Small Group Skills
  - Group Processing
- **Including the Five Basic Elements in an Online Class**
  - Element Positive Interdependence
  - Element Promotive Interaction
  - Element Individual Accountability
  - Element Interpersonal or Group Social Skills
  - Element Group Processing
  - Reflect Discuss 3
  - The Instructors Role in Cooperative Learning Activities
- **Reflect Discuss 4**
  - The Professors Role
  - Outcomes
- **Cooperative Learning Activities Supported by the Web**
  - Discussion Boards

- Discussion Board Pros and Cons
- Discussion Board Guidelines
- Chat Rooms
- Reflect Discuss 5
- Module 4 Capstone
- References
- End of Chapter 5