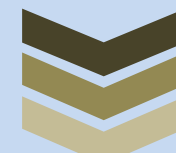


Alignment of Objectives and Activities



Course Description

This training is designed to provide faculty of higher education, current educators, and even aspiring educators with a robust foundation on current methods and effective practices in planning, designing, implementing, and assessing instruction through the introduction of the use of an instructional design model, featuring $e = K A P^2$ which stands for *engagement* involves *Knowledge absorption, Application or practice, Performance, and Productivity*. Genuine and lifelong learning do not happen by chance thus planning and designing instruction using universal principles that actively and mindfully engage students in the learning process is crucial.

EDUC 766

Myrene A. Magabo

OVERVIEW

Needs Assessment: Why take this course?

Literature and research show that current trends in education require everyone in the teaching profession to enhance their knowledge and skills in planning, designing, implementing, and in conducting assessments of learning outcomes. Initiatives to promote engagement have been intense and it is the main goal of this course to complement all efforts and attempts to bring about active and mindful learning engagement in the classroom. This course will help unravel and unlock the secret to active and mindful learning engagement.

Delivery Options

Depending on the budget, time availability, choices and resources of the institution, the training could be Online, Blended, and/or Face-to-Face. Then materials to be provided in this course can be used in the three learning modalities. For purposes of this *Certification Program*, the design of this throughout shall be design for blended mode. There will be an initial face-to-face session for orientation and introduction of Module 1 and another face-to-face session to conclude the training.

Project Goal

This training features the use of the $e = K A P^2$ ID Model as a means to support the achievement of institutional goals, ensure learning outcomes that equip students with knowledge and skills required at the workplace, maintain positive teaching-learning experience to strengthen efforts on student retention and support initiatives on faculty satisfaction in the way they plan, deliver, and assess instruction.

Terminal Objectives: At the end of the training, participants should be able to

1. **Appreciate** the value of using an instructional design model as a systematic guide for a holistic and effective way of planning, designing, and implementing classroom instruction, in any given course.
2. **Apply** theories and principles within the $e = K A P^2$ ID Model as part of one's instructional strategies and teaching philosophy.
3. **Enrich** one's teaching philosophy with educational theories that provide motivation for student engagement on learning activities that prepare students to meet real-world challenges at the workplace.
4. **Identify** the goal(s) of instruction based on current practices in higher education and the institution's mission, vision, and goals.
5. **Craft** learning objectives that align with instructional goal(s) of the course.
6. **Develop or select Absorb, Do, and Connect Activities** that align with course objectives.
7. **Recognize** the importance of alignment among instructional goal(s), objectives, course contents or materials, learning activities, formative assessments and summary evaluation tools.
8. **Distinguish** the process of instruction as a highly purposeful communication for **adaption** communication strategies that meet the diverse backgrounds of learners.
9. **Utilize** effective feedback in the formative and summative assessments of instruction.

EDUC 766 Alignment of Objectives and Activities

Module 1: Introducing the Use of an Instructional Design Model ($e = K A P^2$ ID Model) and the Theories within

Terminal Objective 1: <u>Appreciate</u> the value of using an instructional design model as a systematic guide for a holistic and effective way of planning, designing, and implementing classroom instruction, in any given course.				
Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<p>1. Learners describe what they currently do when planning, designing, and implementing classroom instruction.</p> <p>2. Learners identify the steps of the $e = K A P^2$ ID Model.</p> <p>3. Learners articulate the pros and cons of using an ID Model.</p>	<p>DISCUSSION. A rubric for the Discussion Question and Participation Post Responses shall be used. Content wise, while some cons are seen, reflections on the use of an ID Model reveal appreciation on the value, importance and usage of an ID Model in planning and designing instruction.</p>	<p>Pre-Absorb Activity:</p> <p>1. Faculty description of how they plan, design, implement, assess & evaluate instruction.</p> <p>Absorb Activity:</p> <p>Attend or review the presentation or lecture material on the:</p> <p>1. The importance of using an Instructional Design Model.</p> <p>2. A video, text or hand-out material of the $e = K A P^2$ instructional design model as a guide to planning, designing and implementing instruction.</p>	<p>Online Quiz/Survey Type Activity:</p> <p>1. Identifying steps of $e = K A P^2$ ID Model.</p> <p>[Note: I still need to develop the activity and hope it will be interesting and fun to do yet helpful in strengthening the absorption of knowledge to meet the objectives of the module.]</p>	<p>Reflective/Evaluative Writing Activity: (Respond in a paragraph or two for each question)</p> <p>1. Compare or contrast the planning and design process you currently use with that of $e = K A P^2$ ID process.</p> <p>2. What do you see as the pros and cons of using an ID Model?</p> <p>3. What do you see as the possible impacts of using an ID Model to your teaching and to student learning?</p> <p>Post your response in our Discussion Forum under the thread for Reflections on the Use of ID Model. (Check Rubric for Assessment in our Lesson Materials).</p>

Terminal Objective 2:

Apply theories and principles of the $e = K A P^2$ ID Model as part of one's instructional strategies and teaching philosophy.

Enabling Objectives	Assessment Idea	Absorb Activities	Do Activities	Connect Activity
<p>1. Identify/distinguish theories and principles within the $e = K A P^2$ Model.</p> <p>2. Articulate the usefulness of the learning theories in one's own teaching strategies.</p>	<p>DISCUSSION. A rubric for the Discussion Question and Participation Post Responses shall be used. Content wise, the Faculty discussion of teaching strategies apply the concepts and principles of the theories used as foundation for the e-KAP model.]</p>	<p>1. Watch the presentation on the different theories used as foundation for the $e = K A P^2$ Instructional Design Model.</p> <p>2. Review the example on how the theories and principles work within the e-KAP Model in the instructional process.</p> <p>Plan on the actual materials: I hope to develop animated PowerPoint with voice over (for virtual presentation and the original with no voice over will be used for face-to-face session).</p>	<p>Accomplish Quiz on Learning Theories. <u>Sample attempts and are to be refined:</u></p> <p>http://www.quia.com/quiz/3382782.html</p> <p>http://www.quia.com/quiz/3382665.html</p>	<p>Evaluation of the usefulness of the learning theories:</p> <p>Discuss how you can make use of the theories within the $e = K A P^2$ model as part of your teaching strategies and Post as response to Discussion Item Part 1 in our discussion forum.</p> <p>Post your response in our Discussion Forum under the thread for Evaluation of learning theories. (Check Rubric for Assessment in our Lesson Materials).</p>

Terminal Objective 3: Enrich teaching philosophy with educational theories within the e-KAP ID Model.

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<p>Define teaching philosophy.</p> <p>Express the value of having a teaching philosophy.</p> <p>Create (or rewrite) a teaching philosophy.</p>	<p>PRIVATE WRITING/REFLECTION. The faculty's teaching philosophy incorporates theories and principles within the $e = K A P^2$_{a p} model.</p> <p>A rubric to assess qualitatively the essential elements of a teaching philosophy shall be used.</p>	<p>Watch, listen to or review the:</p> <ol style="list-style-type: none"> 1. Presentation material on Teaching Philosophy. 2. Presentation material on how educational theories guide a sound teaching philosophy. <p>Plan on the actual materials: Again, a combination of PowerPoint and video with voice over (for virtual presentation and the original with no voice over will be used for face-to-face session).</p>	<p>Accomplish the quick online activity on Teaching Philosophy and Guiding Theories.</p> <p>[To be developed]</p>	<p>Create or re-write, and submit as attachment to Module 1 Drop Box, a one-page teaching philosophy that incorporates the learning or educational theories and principles within the $e = K A P^2$_{a p} ID Model.</p>