How UTC Learn Supports Instruction and Learning

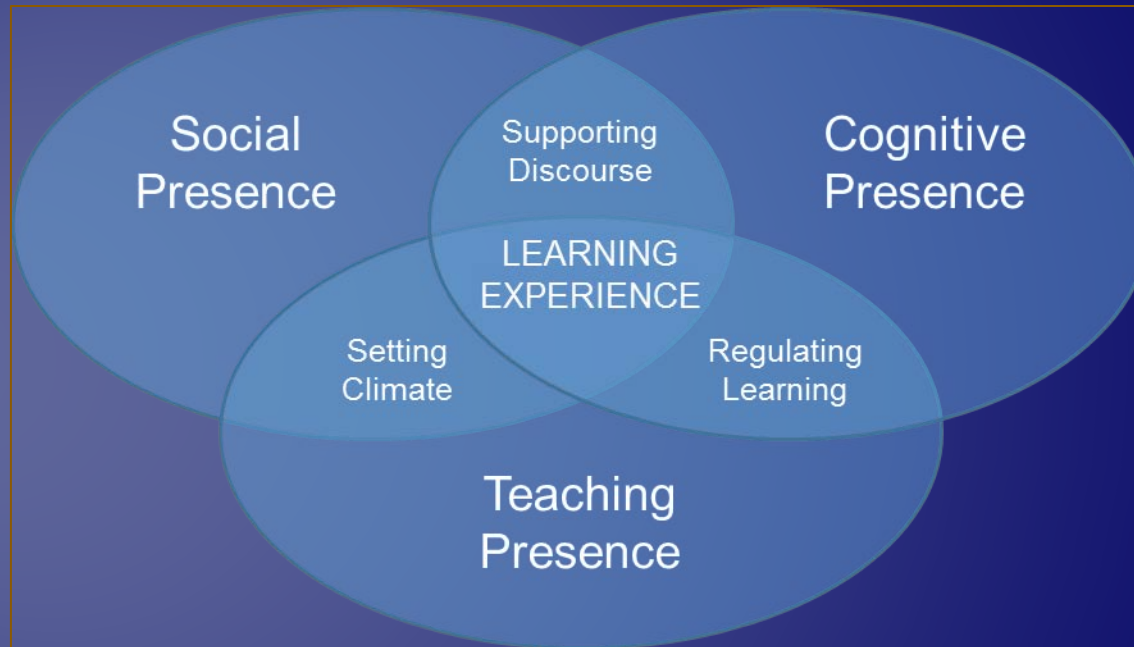Learning Outcomes, Assessment, and the LMS

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Learning and the LMS

- Socially situated within learners' active participation (Lave & Wenger)
- Constructivist / Social Cognitive viewpoint supports facilitation approach (Mezirow)
- Focus on *learning* about *why* and *how*, not *teaching* the traditional *what* (Scott).
- LMS facilitated space to conduct, document, and assess:
  - Discuss, argue, negotiate ideas
  - Solve problems
  - Actively engage (Palincsar)
    - Synchronous
    - Asynchrous

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Cognitive Load and Learning – UTC Learn

- There is no *back row* in the Virtual Classroom
- Allows for organization
  - Course materials
  - Activities
  - Discussions
  - And more . . . .
- Clear and measureable expectations
  - Deliverable / Assignment descriptions
  - Rubrics
  - Feedback / clarity of assessment

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Community of Inquiry Model

Garrison, R. (2011). The International Review of Research in Open and Distance Learning, Vol 12, No 5.

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Planning for Learning – Utilizing the LMS

- Support and Guidance for Learner – reduction of Cognitive Load
- Course Syllabus
- Deliverables / Assignments
  - Submission
  - Feedback
  - Assessment
- Discussion opportunities
  - Support of flipped classes
  - Face to Face classes – allows for ongoing group work
  - Unplanned university closings

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Student Learning Outcomes

- Clearly established and defined SLOs
  - What can the student demonstrate?
  - At what level?
- Mapping of course activities and deliverables
- Assessment of achievement of SLOs
  - Evidence of learning
  - Alignment with SLOs
- Documented in the LMS

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Instructional Excellence and UTC Learn

- Course spaces in UTC Learn to document and assess *experiential* learning activities, *field research*, *service learning*, and more.

- *Flipped Classrooms* are easily managed in the LMS, allowing faculty to load the pre-session materials in accessible (and assessable) manner.

- UTC Learn provides tools to support *Team-*, *Problem-*, and *Project-* Based Learning

- *Research* Projects documented from start to finish (regardless of semester boundaries)

- *Curriculum Mapping* and Assessment of SLOs

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References

- Garrison, R. (2011). The International Review of Research in Open and Distance Learning, Vol 12, No 5.

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