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Learning Carmen My Way: A Learner-centered approach to instructional design

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Introduction

- ‘Learning Carmen My Way’ – an online training course for learning new Course Management System, Desire2Learn at the Ohio State University.
Background

- Desire2Learn, new Course Management System (CMS), branded as Carmen at the Ohio State University (OSU).


- Prior to Desire2Learn, WebCT was the CMS at OSU.
Background

- Multiple resources of information and training in the use of Carmen.
  - Carmen information website
  - Examples gallery
  - Quick Start (print) guide
  - In Class training workshops (Overview, specific topics, advanced Q &A)
  - One – on – one consultation
  - Online Help documentation (user manual)
  - Helpdesk (phone call or email)
Aim

- Create an online training course to help learners use Carmen to create their online courses.

- Support the in-class training.

- An alternative to in-class training.
Learners

- Faculty members
- Lecturers
- Teaching Assistants
- Instructional support staff

Characteristics:

- Computer novice to computer savvy
- New to CMS
- Transitioning from WebCT and other CMSs
Process

- Online Help with detail instructions was already built.
- Animated demo movies were designed.
- Key concept was to convey the use and application of various tools and features of Carmen.
Process

- Understanding the Learners’ perspective.
- Helpdesk questions from course designers.
- Three conceptual approaches to design the online course:
  - Learner – level (novice, intermediate, advanced) – tool and feature based approach
  - Tool based
  - Activity based
Activity-based approach

- Questions from faculty:
  “How can I facilitate student interaction in my online course?”
  “How can I share and distribute documents and resources to my students?”
  “How can I setup online office hours?”
  “Can my students maintain an online journal?”
  “How can I give my students an online private discussion space for their group project discussions?”
  “How can I make my online course as the center for the course information?”
  “How can I include links to web resources?”
  “Can the students have space in the online course for their files?”
Activity-based approach

- Note: Faculty are asking how to do this and how to do that using tools in the online course.

Key Concept:

- Understanding the teaching and learning activities and facilitating them in the online course environment using Carmen.
Activity – based approach

- Building a bridge between the learner and the tool.

- Learners’ activity ➔ Tool/s in Carmen to facilitate the activity.

- Learning by association.

- Viewing the tools from the learners’ perspective.

- Building on activity works for novice to advanced learner.
Activity-based approach

● Created a four category of activities:
  - Course Content
  - Class Interaction
  - Testing and assessment
  - Course management

● Listed activities under each.

● Learning in the Carmen environment.
Course Content

I. Create Content & resources
   A. Distributing & sharing course readings online
   B. Online Presentations in PowerPoint
   C. Present audio & video file online
   D. Interactive content
   E. Create a list of web resources for your course
   F. Build a glossary
   G. Create a list of frequent asked questions
   H. Maintain online notes / journal

II. Facilitate Communication & Interaction
    A. Receive feedback on course content
    B. Online office hours / online meetings
    C. Online class discussions
    D. Class announcements & events schedule

III. Conduct Tests & Assessment
     A. Manage course assignments online
     B. Conduct Quizzes online

IV. Course Management
    A. Online file storage space for students
    B. Facilitate a Seminar format class online
Structure of topic

- Scenario
- Tool in Carmen
- Preparation
- Method: Links to online help documentation
Structure of topic

Learning Carmen My Way

Create Content & Resources: Distributing or sharing readings online [Online Readings in Word & PDF format]

- Scenario: Distribute syllabus, readings online for the course by uploading them into the Carmen course. This eliminates the need to make printed copies for distribution and students have access to the readings anytime anywhere. You can make the readings available for the students before the class. Any updates to the course material can be made easily and made available for students immediately. If it is an completely online course, this is the most useful & convenient way of distributing course material.

- Tool / feature: Content, File manager.

- Preparation: Create the reading as a text document in Microsoft Word and save it as "doc", "rtf" file or as a PDF file. If the reading is a printed document, then scan it and save it in PDF format. Please make sure that the students have easy access to the appropriate applications [MS Word for word documents, Acrobat Reader for PDF files] required to view the files.

- Method:
  1. Upload the file into Manage File. [Instructions to upload files]
  2. Create Module if not created already. [Instructions to create module]
Live Demo
Learners’ choice

- Learners’ select topics of their interest.
Learners’ choice
Learners’ choice

<table>
<thead>
<tr>
<th>Summary</th>
<th>7 topics visited</th>
<th>9 unvisited topics</th>
</tr>
</thead>
</table>

**Create Content & resources**
- Readings Online
- Presentations
- A/V file
- Interactive content
- Create web resources
- Build a glossary
- FAQs
- Journal

**Facilitate Communication & Interaction**
- Course feedback
- Office hours
- Online class discussions
- Class announcements

**Conduct Tests & Assessment**
- Assignments online
- Online Quizzes

**Course Management**
- Locker storage
- Seminar online
Learners’ choice

- Allow selection of the learning modules.
- Checklist feature in Desire2Learn.
- Learners’ build their own training course schedule.
- Available anytime anywhere.
Checklist feature

- Create Content & Resources
  - Distribute or share readings online
  - Online Presentations
  - Link to or embed audio or video content
  - Interactive content
  - List Web resources
  - Build a glossary
  - Create a list of frequently asked questions
  - Maintain an online journal
  - Online Workspace

- Communication & Interaction
  - Create & facilitate a seminar class
  - Online class discussions
  - Create small group discussions
  - Peer group discussions & project reviews
  - Online office Hours / chat with students
  - Discussions with individual student
  - Class announcements
Learners’ feedback

- Involving learners’ in further development of the course.
- Survey to get learners’ feedback
- Revise existing topics
- Add new topics
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Learning Carmen my Way&quot; tutorial was useful.</td>
<td></td>
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<td>&quot;Learning Carmen my Way&quot; approach made it easier to learn Carmen.</td>
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<tr>
<td>&quot;Learning Carmen my Way&quot; was helpful in designing my Carmen course.</td>
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<tr>
<td>&quot;Learning Carmen my Way&quot; content covered all the topics I was looking for.</td>
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<tr>
<td>The material presented under each topic was adequate.</td>
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<tr>
<td>The content for each topic was easy to understand.</td>
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</table>

Which other topics would you like to see covered in the "Learning Carmen my Way" tutorial?

What aspects of this tutorial were not useful or difficult to understand?

How can we improve "Learning Carmen my Way"?
Conclusions

- Positive feedback – Useful course.
- An approach useful for the learning of new software applications.
- Key lesson is the approach: Learner-centered.
Questions??
Thank you