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# Designing an Online Course that Promotes Deep Learning

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# **Designing an Online Course that Promotes Deep Learning**

## **Abstract**

How do online course practitioners design well-organized online courses that promote deep learning? The presenter will share the best aspects of established frameworks to equip participants with practical strategies that they may use right away to design online courses. Participants will also receive the opportunity to interact and share strategies.

## **Description**

One of the most recent trends in higher education is a shift toward facilitating deeper learning experiences (NMC Horizon Report, 2016). What course design framework do online practitioners use to facilitate deep learning experiences? The answer to this question is becoming increasingly important because the number of online courses has been escalating (Allen, Seaman, Poulin & Straut, 2016). In addition, students' expectation regarding the caliber of online courses has also increased in areas that include: (1) transferability of the learning goals to their professional goals, (2) probability of succeeding in the course, and (3) overall course satisfaction.

The presenter will show participants how certain aspects of established instructional design frameworks inform current course design best practices and the potential impact of those practices on student learning and overall course experience. The presenter will focus on the most practical aspects of established frameworks that include, but are not limited to: Hewlett Foundation Deeper Learning Competencies, Keller's ARCS Model, Gagne's Nine Events of Instruction, and the Quality Matters Rubric.

The presenter will walk participants through the steps to design an online course and the rationale for choosing the best aspects of the established frameworks. Participants will be able to see how certain strategies were applied to an actual online course.

During the presentation, participants will have the opportunity to ask questions regarding the strategies presented and interact with other participants. They will also be given the opportunity to share current best practices that have worked for them or other online course practitioners.

## **References**

Allen, I. E., Seaman, J., Poulin, R., & Straut, T. T. (2016). Online report card: Tracking online education in the United States (Rep.). Babson Survey Research Group. Retrieved from <http://onlinelearningsurvey.com/reports/onlinereportcard.pdf>

The NMC Horizon Report (2016). Shift to deeper learning approaches. Retrieved from <http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf>