

**Final Design Document:  
A Pedagogical Approach to Using the  
Blackboard Learning Management  
System for Face-to-Face (Traditional)  
Instruction at a Community College**

**IDT 520 Instructional System Analysis and Design**

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# Executive Summary

**Title:** A Pedagogical Approach to Using the Blackboard Learning Management System for Face-to-Face (Traditional) Instruction at a Community College

**Description:** A two-hour workshop that reviews best practices in teaching adult learners and explores approaches for delivering quality learning activities and assessments in traditional classrooms using the Blackboard Learning Management System

**Target Learners:** Community College faculty who teach traditional / face-to-face courses

**Goal of Project:** Through an exploration that delves into the pedagogy behind traditional instruction for adult learners and provides examples of applying these philosophies through the Blackboard Learn LMS as a tool, we hope to develop instructors who are teaching appropriately to their modality and not just using the LMS as a file repository or on-line gradebook.

**Rationale:** More and more instructors are being asked to use a Learning Management System (LMS) for a variety of types of instruction. However, we often focus our Professional Development instruction for faculty on how to use the LMS as a tool instead of how to leverage this tool to improve student success. Teaching pedagogy and best practices are not the same for all learning environments. The LMS is used in fully on-line courses. It is also used in blended courses that are coded as hybrid or traditional, but in both of these cases the instructor has opportunities to meet students in a physical classroom as well as to interact with them through the LMS. Through these face-to face opportunities, the instructor can leverage the LMS in a completely different way to bring quality learning activities and assessment opportunities into the traditional classroom.

# Front-end Analysis

## Needs Assessment

### **Rationale for the development of the project**

#### **The problem:**

More and more instructors are being asked to use a Learning Management System (LMS) for a variety of types of instruction. However, we often focus our Professional Development instruction for faculty on how to use the LMS as a tool instead of how to leverage this tool to improve student success. Teaching pedagogy and best practices are not the same for all learning environments. The LMS is used in fully on-line courses. It is also used in blended courses that are coded as hybrid or traditional, but in both of these cases the instructor has opportunities to meet students in a physical classroom as well as to interact with them through the LMS. Through these face-to face opportunities, the instructor can leverage the LMS in a completely different way to bring quality learning activities and assessment opportunities into the traditional classroom.

#### **Instructional Solution:**

A two-hour workshop that reviews best practices in teaching adult learners and explores approaches for delivering quality learning activities and assessments in traditional classrooms using the Blackboard Learning Management System

### **AKS Discrepancy Analysis**

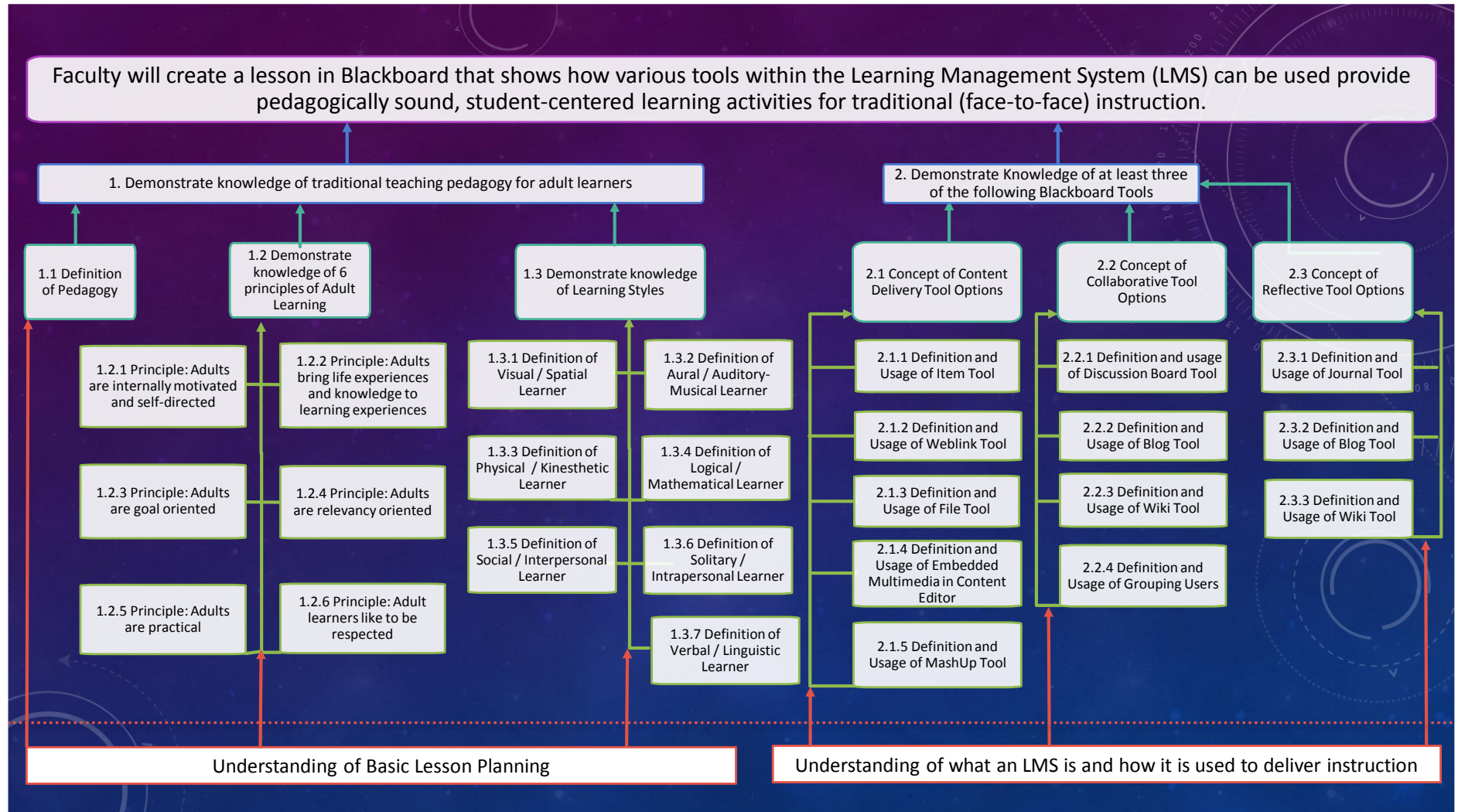
#### **Desired Performance**

Instructors will be able to create learning activities and assessments in the Blackboard Learning Management System that apply sound principles of adult learning theory and learning styles and through those lead to increased student success in the traditional classroom.

#### **Current Performance**

Currently, many instructors who use Blackboard in their tradition courses do so as a file repository, an on-line gradebook, or both. Neither of these approaches take into account the needs of adult learners or best practices in teaching pedagogy. While they do provide a service to the students, they do not take advantage of the robust features of a Learning Management System and do not truly contribute to student success in the course, a major goal of the college. Most instructors see Blackboard as a tool and know it's functionality on a superficial level, but do not have an understanding of how to apply instructional and learning theory through those functions.

# Task Analysis



## Goals and Objectives

### Goal Statement

Learners will create a lesson in Blackboard that demonstrates how various tools within the Learning Management System (LMS) can be used provide pedagogically sound, student-centered learning activities and assessments for traditional (face-to-face) instruction.

### Learning Objectives

Learning Task	Learning Objective	Terminal or Enabling
I. Demonstrate knowledge of traditional teaching pedagogy for adult learners	CPCC Faculty will employ current trends in teaching pedagogy for adult learners by using a Learning Management System (i.e. Blackboard Learn) to create and deploy a series of at least three Learning Activities and/or Assessments to deliver a complete Lesson Plan that demonstrates sound teaching practices to be evaluated by a rubric.	Terminal
I.1 Definition of Pedagogy	CPCC Faculty will be able to correctly identify the definition of pedagogy from a list of four similar definitions.	Enabling
I.2 Demonstrate knowledge of 6 principles of Adult Learning	CPCC Faculty will be able to correctly identify the descriptions of the 6 principles of adult learning in matching assessment questions and demonstrate how at least one can be applied by using the Blackboard LMS to create and deploy a Learning Activity that illustrates the chosen theory which will be satisfactorily evaluated by a rubric.	Enabling
I.2.1 Principle: Adults are internally motivated and self-directed	CPCC Faculty will be able to correctly identify three examples of internal motivation and self-direction in typical adult learners by labeling them correctly in a multiple choice question.	Enabling
I.2.2 Principle: Adults bring life experiences and knowledge to learning experiences	CPCC Faculty be able to correctly identify three examples of life experiences and knowledge adult learners bring to their courses by labeling them correctly in a multiple choice question.	Enabling
I.2.3 Principle: Adults are goal oriented	CPCC Faculty be able to correctly identify at least three examples of goals that motivate and direct adult learners in their program or discipline through short answer questions.	Enabling
I.2.4 Principle: Adults are relevancy oriented	CPCC Faculty will describe at least three examples of times when relevancy has been a help or a hindrance to learning in their classroom through short answer questions.	Enabling
I.2.5 Principle: Adults are practical	CPCC Faculty be able to correctly identify three examples where matters of practicality have influenced adult learners in their courses by labeling them correctly in a multiple choice question.	Enabling
I.2.6 Principle: Adult learners like to be respected	CPCC Faculty will describe at least three examples of times when respect has effected learner's attitudes through short answer questions.	Enabling
I.3 Demonstrate knowledge of Learning Styles	CPCC Faculty be able to correctly identify the definitions of the 7 primary learning styles through matching assessment questions and	Enabling

Learning Task	Learning Objective	Terminal or Enabling
	demonstrate how at least one activity can teach to multiple styles by using the Blackboard LMS to create and deploy a Learning Activity that reaches at least three of the seven learning styles.	
1.3.1 Definition of Visual / Spatial Learner	CPCC Faculty be able to correctly identify two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Visual / Spatial Learners through multiple choice questions.	Enabling
1.3.2 Definition of Aural / Auditory-Musical Learner	CPCC Faculty will describe two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Aural / Auditory-Musical Learners through multiple choice questions.	Enabling
1.3.3 Definition of Physical / Kinesthetic Learner	CPCC Faculty will describe at least two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Physical / Kinesthetic Learners through multiple choice questions.	Enabling
1.3.4 Definition of Logical / Mathematical Learner	CPCC Faculty will describe two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Logical / Mathematical Learners through multiple choice questions.	Enabling
1.3.5 Definition of Social / Interpersonal Learner	CPCC Faculty will describe two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Social / Interpersonal Learners through multiple choice questions.	Enabling
1.3.6 Definition of Solitary / Intrapersonal Learner	CPCC Faculty will describe two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Solitary / Intrapersonal Learners through multiple choice questions.	Enabling
1.3.7 Definition of Verbal / Linguistic Learner	CPCC Faculty will describe two examples of Learning Activities that can be deployed through a Learning Management System that meet the needs of Verbal / Linguistic Learners through multiple choice questions.	Enabling
2. Demonstrate Knowledge of LMS Tools	CPCC Faculty will employ current trends in teaching pedagogy for adult learners by using the Blackboard LMS to create and deploy a series of at least three Learning Activities and/or Assessments to deliver a complete Lesson Plan that demonstrates sound teaching practices to be evaluated by a rubric.	Terminal
2.1 Concept of Content Delivery Tool Options	CPCC Faculty will create at least one portion of a Lesson using a Content Delivery Tool in the Blackboard LMS such as: an item, a web link, a file, embedded multimedia, or a mashup be evaluated by a rubric.	Enabling
2.2 Concept of Collaborative Tool Options	CPCC Faculty will create at least one Learning Activity or Assessment using a Collaborative Tool in the Blackboard LMS such as: a Discussion Forum, Blog, Wiki, or Group Project to be evaluated by a rubric.	Enabling
2.3 Concept of Reflective Tool Options	CPCC Faculty will create at least one Learning Activity or Assessment using a Reflective Tool in the Blackboard LMS such as: a Journal, Blog, or Wiki to be evaluated by a rubric.	Enabling

## Learner/Context Analysis

### Description of learners

#### ❖ Learners characteristics

- Primary learners: Central Piedmont Community College Faculty
  - Adults
  - Typically age 30-65
  - Minimum education = Associates degree, most have Masters degrees in the discipline in which they teach, but not in Education
- Secondary learners: Central Piedmont Community College Staff
  - Adults
  - Typically aged 21-65
  - Minimum education = High School diploma, most have Bachelor's degrees but not background in education or Adult Learning

#### ❖ Strengths

- Many have been on-line students or used an LMS as a student. This gives them some experience and understanding of the struggles of learning online.
- Most have been students in higher-education and understand adult learning at least as it applies to themselves. This will provide a frame of reference for understanding the Principles of Adult Learning and should make them intuitive even if they have never been exposed to them before.
- Many have had experience using at least one LMS to deliver instruction, even if the course was fully developed for them already. Therefore, they have familiarity with the tools provided by Blackboard to deliver instruction.
- Some use the CPCC created Learning Style Inventory to assess their students, so already have exposure to Learning Styles and adult learners.

#### ❖ Weaknesses

- Many have no background in teaching pedagogy. Their training/education is in their field of study, but not in education. This sometimes creates individuals who are used to being the subject matter expert and do not like being told how to teach.
- Some have limited technology experience, some are strong technology users. The diversity of computer literacy makes the use of the LMS and level of instruction on the tool difficult. Providing access and links to tutorials that are not part of the direct instruction, but are available for the weaker users would help alleviate the need to use valuable class time on technology instruction.
- Part-time faculty are not compensated for time in Professional Development courses, so are often not motivated to come to campus for PD classes. This is a cultural issue that cannot be fixed within this

course, but by making this course engaging and relevant, word-of-mouth can help to overcome this obstacle.

- Full-time faculty often consider themselves “too busy” and want the material spoon-fed and delivered in the shortest chunk of time possible. Keeping this course under two hours is essential to meeting their needs.
- Since CCCC uses two Learning Management systems (Blackboard and Moodle), the use of an LMS in this course and the diverse background with LMS's will be a challenge. Therefore, it is recommended later in this document that the course be designed for just one LMS.
- There will be great diversity in backgrounds amongst the learners in this course, both in pedagogy and in LMS experience. Diversity is always a challenge when teaching, but can also be harnessed for good. Discussion and collaboration within the class can allow the less seasoned learners to gain from the more experienced participants' knowledge.

#### ❖ **Potential difficult content areas**

- Differences between collaboration tools. When and why a Discussion forum, Blog, or Wiki may be the best tool for the learning activity. Many instructors don't understand the detailed differences between these tools and don't see any advantages or disadvantages to one over the other. This can and should be a course all by itself. Creating this course or tutorials on this subject and if needed making it a prerequisite could overcome this challenge.
- How to teach to learning styles other than visual and auditory through an LMS. Delivering content online lends itself easily to sight and sound, but how do you engage kinesthetic learners in this environment? The application of this concept through the tool is going to be a challenge and many examples of good and practical real life uses will be needed.
- How to deal with both solitary and social learners at the same time. These learning styles seem to conflict. How can you both challenge and support both types of learners through the LMS at the same time? Allowing the participants to brainstorm solutions will probably create more ideas, but one option to include is choice. Reminding faculty to focus on Learning Objectives when designing instruction is key. Why are they creating Group Projects? Is working in groups meeting a learning objective? If so, it should be a requirements, if not, maybe it can be optional? Maybe there can be group elements and individual elements to the same assignment? All of these options need to be part of the instruction in this course.
- Principle: Adults are internally motivated and self-directed, yet instructors report again and again that our students do not do anything unless a grade is attached (i.e. external motivation). How do we leverage this principle along with our experiences to provide a balance between the two?



	<b>Characteristics</b>	<b>Brief Description</b>	<b>Instructional Design Implication</b>
Strengths	On-line learning experience	Many have been on-line students or used an LMS as a student	Should have pre-requisite of LMS experience or prior LMS course, otherwise there will be great disparity in LMS experience amongst learners.  If we try to start teaching the LMS as if there is no exposure we will bore many learners.
	Experience as a student in higher-education	Most have been students in higher-education and understand adult learning at least as it applies to themselves	
	LMS experience as an instructor	Many have had experience using at least one LMS to deliver instruction, even if the course was fully developed for them already	
	Learning Style exposure	Some use the CPCC created Learning Style Inventory to assess their students, so already have exposure to Learning Styles and adult learners	It would be good to tie this instruction into the CPCC Learning Style inventory to leverage this experience.
Weaknesses	No pedagogy training	Many have no background in teaching pedagogy. Their training/education is in their field of study, but not in education.	Much of this instruction will need to focus on the pedagogy.
	Diverse technology levels	Some have limited technology experience, some are strong technology users. The diversity of computer literacy makes the use of the LMS and level of instruction on the tool difficult.	There needs to be some sort of pre-requisite to ensure a comfort level with technology and ability to navigate Windows and the LMS.
	No compensation for training	Part-time faculty are not compensated for time in Professional Development courses, so are often not motivated to come to campus for PD classes.	This is an argument for creating this course as on-line / on-demand training.
	Lack of time for training	Full-time faculty often consider themselves "too busy" and want the material spoon-fed and delivered in the shortest chunk of time possible.	This is an argument for creating this course as on-line / on-demand training.
	Multiple LMS usage	Since CPCC uses two Learning Management systems (Blackboard and Moodle), the use of an LMS in this course and the diverse background with LMS's will be a challenge.	Since Blackboard is the predominant LMS, and teaching to multiple LMSs is difficult, I recommend designing this course around Blackboard.
	Diverse entry levels	There will be great diversity in backgrounds amongst the learners in this course, both in pedagogy and in LMS experience.	This needs to be considered even with pre-requisites.

Potential Difficult Content Areas	Differences between collaboration tools in LMS	When and why a Discussion forum, Blog, or Wiki may be the best tool for the learning activity. Many instructors don't understand the detailed differences between these tools and don't see any advantages or disadvantages to one over the other.	Teaching the LMS should focus on best practices for using the tools as opposed to how-to use the tools.
	How to teach to learning styles other than visual and auditory through an LMS.	Delivering content online lends itself easily to sight and sound, but how do you engage kinesthetic learners in this environment? The application of this concept through the tool is going to be a challenge and many examples of good and practical real life uses will be needed.	Many good examples should be built into the course.
	How to deal with both solitary and social learners at the same time.	These learning styles seem to conflict. How can you both challenge and support both types of learners through the LMS at the same time?	Many good examples should be built into the course.
	Balance between Internal v. External motivation for adult learners	Principle: Adults are internally motivated and self-directed, yet instructors report again and again that our students do not do anything unless a grade is attached (i.e. external motivation). How do we leverage this principle along with our experiences to provide a balance between the two?	Many good examples should be built into the course.

## Description of Learning Context

- Instruction will be delivered by eLearning and/or Profession Development staff at CPCC. Live instructor led courses will take place in CPCC computer labs and have all CPCC resources available.
- On-line delivery must comply with the CPCC Office of Professional Developments Course Design Process for On-line Professional Development credit courses.
- **Advantages:** All software needed for the course is web-based and/or installed by default on CPCC computers. All learners are current CPCC employees and have access to all necessary systems. No new installations will be needed in computer labs for this instruction and no new access will be required. If on-line delivery is an option, the only software that learners may need is that used for delivery, not for content.
- **Limitations:** Even though CPCC uses two Learning Management Systems, it is not practical to demonstrate everything in both systems in this course. 92% of courses are on Blackboard and only 8% are on Moodle.

	<b>Brief Description</b>	<b>Instructional Design Implication</b>
Advantages	All software needed for the course is web-based and/or installed by default on CPCC computers. All learners are current CPCC employees and have access to all necessary systems. No new installations will be needed in computer labs for this instruction and no new access will be required. If on-line delivery is an option, the only software that learners may need is that used for delivery, not for content.	None
Limitations	Even though CPCC uses two Learning Management Systems, it is not practical to demonstrate everything in both systems in this course. 92% of courses are on Blackboard and only 8% are on Moodle.	Must decide whether this course will focus only on Blackboard or will include Moodle. If it includes Moodle, how will this be accomplished, especially if Blackboard is part of the delivery method?
Things should be complied	On-line delivery must comply with the CPCC Office of Professional Developments Course Design Process for On-line Professional Development credit courses.	If this course is to be delivered on-line, the course development process will take a lot longer than it will for developing an instructor-led course.

## Delivery System

It is recommended that this course be designed to be delivered as both a face-to-face workshop and as an on-line, self-directed learning module. Since CPCC's Office of Professional Development course design process for on-line offerings is slower and more involved, this can be a two-step process.

The course will first be designed and developed for face-to-face delivery as a two-hour workshop. This work-shop will end in a written assessment, but Professional Development credit will not be awarded until the final project developed in the Blackboard Learning Management System is created and evaluated. Ideally, the participants can come back together to present their projects and learn from discussion on these final presentations as well.

# Assessment Instruments

# Formative Assessment Blueprint

Content Outline	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1.1 Definition of Pedagogy	... correctly identify the definition of pedagogy from a list of four similar definitions. <b>FAI_01</b>					
8%   1	100%   1					
1.2 Demonstrate knowledge of 6 principles of Adult Learning			...match the descriptions of the 6 principles of adult learning to application that facilitate learning in a matching question <b>FAI_02</b>	... correctly identify six examples of adult learning principles in typical adult learners by labeling them correctly in a multiple choice question. <b>FAI_03-08</b>		
54%   7			14%   1	86%   6		
1.3 Demonstrate knowledge of Learning Styles	... correctly identify the definitions of the 7 primary learning styles through a matching assessment question <b>FAI_09</b>		... give an example of a Learning Activity that can be deployed through a Learning Management System that meets the needs of each type of learner <b>FAI_10-13</b>			
38%   5	20%   1		80%   4			

Each objective is prefaced by "The faculty will be able to..."

**A** Percentage of the total test covering this topic

**B** Number of items in the total test covering this topic

**C** Percentage of the total items for this row testing this objective

**D** Number of test items of this objective

## Formative Assessment

Content: Define Pedagogy

Objective: CPCC Faculty will be able to identify the definition of pedagogy from a list of four similar definitions.

**FAI\_01: Pedagogy is \_\_\_\_\_**

- a) the art and science of teaching
- b) the method and practice of teaching
- c) the profession of a teacher
- \* d) all of the above
- e) none of the above

Content: Demonstrate knowledge of 6 principles of Adult Learning

Objective: CPCC Faculty will be able to apply the 6 principles of adult learning to facilitate learning in a matching question

**FAI\_02: Match each Principle of Adult Learning to its proper description**

- |  |   |
|--|---|
| 1. Adults are internally motivated and self-directed                   | A. Review goals and acknowledge completion.   |
| 2. Adults bring life experiences and knowledge to learning experiences | B. Facilitate reflective learning opportunities and find opportunities to examine basis or habits and move students towards new understanding of information presented. |
| 3. Adults are goal oriented  | C. Provide choice in projects and topics  |
| 4. Adults are relevancy oriented                                       | D. Provide real case-studies as a way to learn about theory with real-world application   |
| 5. Adults are practical  | E. Clearly explain your reasoning and promote active participation  |
| 6. Adult learners like to be respected                                 | F. Acknowledge the wealth of experiences the students bring to the class  |

*Objective: CCCC Faculty will be able to identify six examples of Principles of Adult Learning by correctly identifying it based on an example.*

**FAI\_03: If you are asking adult learners to complete a group collaboration task, you should also clearly define that this exercise will help them to build their team working and communication skills even after the course is over. This practice is based on which Principle of Adult Learning?**

- a) Adults are internally motivated and self-directed
- b) Adults bring life experiences and knowledge to learning experiences
- c) Adults are goal oriented
- \* d): Adults are relevancy oriented
- e) Adults are practical
- f) Adult learners like to be respected

**FAI\_04: Your Division Director asks you to place Learning Objectives at the beginning of each unit in your Learning Management system for students to read before starting the learning activities or even taking pre-assessments. When you question this practice, she tells you that it is because of which Principle of Adult Learning?**

- a) Adults are internally motivated and self-directed
- b) Adults bring life experiences and knowledge to learning experiences
- \* c) Adults are goal oriented
- d) Adults are relevancy oriented
- e) Adults are practical
- f) Adult learners like to be respected

**FAI\_05: Your colleague starts his course with a get to know each other discussion forum, but with a twist. He asks the students to write a paragraph (or more) teaching the class something they already know about the course's subject matter and explaining how they gained this expertise. Which Principle of Adult Learning is this instructor tapping into?**

- a) Adults are internally motivated and self-directed
- \* b) Adults bring life experiences and knowledge to learning experiences
- c) Adults are goal oriented
- d) Adults are relevancy oriented
- e) Adults are practical
- f) Adult learners like to be respected

**FAI\_06: A student complains that the course is too structured. She doesn't like that content is only visible for a week and that she cannot work ahead at her own pace. She prefers to explore activities in a different order than you lay them out and doesn't want to wait for the proper time to do an activity. She is a perfect example of which Principle of Adult Learning?**

- \* a) Adults are internally motivated and self-directed
- b) Adults bring life experiences and knowledge to learning experiences
- c) Adults are goal oriented
- d) Adults are relevancy oriented
- e) Adults are practical
- f) Adult learners like to be respected

**FAI\_07: On your end of course survey, a recurring comment is a complaint that the students do not like your insistence on being called Dr. Smith while you refer to them by their first names. They also express concerns that the over-all look and feel of the course reminds them of their children's elementary school classrooms. After reading this feedback, you change your approach for future courses because of which Principle of Adult Learning?**

- a) Adults are internally motivated and self-directed
- b) Adults bring life experiences and knowledge to learning experiences
- c) Adults are goal oriented
- d) Adults are relevancy oriented
- e) Adults are practical
- \* f) Adult learners like to be respected



**FAI\_08: Your Instructional Designer recommends that you change the layout of your course. Instead of grouping content by use (ie. PowerPoints, Handouts, Exams, etc.) She suggests grouping everything a student needs to complete a week or unit into one folder. Her rationale is that this creates a “one-stop shop” for the student and makes it easier for them to learn the content, complete activities, and take assessments without missing anything. The Instructional designer is basing her recommendation on which Principle of Adult Learning?**

- a) Adults are internally motivated and self-directed
- b) Adults bring life experiences and knowledge to learning experiences
- c) Adults are goal oriented
- d) Adults are relevancy oriented
- \* e) Adults are practical
- f) Adult learners like to be respected

Content: Demonstrate knowledge of The Seven Learning Styles

Objective: CPMC Faculty will be able to identify the definitions of the 7 primary learning styles

**FAI\_09: Match each Learning Style to its proper description**

- |                  |  |
|------------------|--|
| 1. Visual        | A. You prefer using pictures, images, and spatial understanding. |
| 2. Aural         | B. You prefer using sound and music.                             |
| 3. Linguistic    | C. You prefer using words, both in speech and writing.           |
| 4. Kinesthetic   | D. You prefer using your body, hands and sense of touch.         |
| 5. Mathematical  | E. You prefer using logic, reasoning and systems.                |
| 6. Interpersonal | F. You prefer to learn in groups or with other people.           |
| 7. Intrapersonal | G. You prefer to work alone and use self-study.                  |

Objective: CPMC Faculty will be able to give an example of a Learning Activity that can be deployed through a Learning Management System that meets the needs of each type of learner

**FAI\_10-13: In each of the next four questions, you will be asked to write a short response. A paragraph or less summarizing an activity will suffice. You can use examples from courses you have taught in the past, courses you have observed, taken as a student, examples that were given in this class, or you can make up a new activity.**

FAI\_10: A Learning Activity that would engage both Visual and Aural Learners would be: \_\_\_\_\_

FAI\_11: A Learning Activity that would engage both Linguistic and Kinesthetic Learners would be: \_\_\_\_\_

FAI\_12: A Learning Activity that would engage both Mathematical and Linguistic Learners would be: \_\_\_\_\_

FAI\_13: A Learning Activity that would engage both Interpersonal and Intrapersonal Learners would be: \_\_\_\_\_

## Summative Assessment (Performance Based)

### Project Objectives

The final project for the class a single Terminal Objective to demonstrate knowledge of both the Learning Management System Tools and the teaching pedagogy.

- CPCC Faculty will employ current trends in teaching pedagogy for adult learners by using the Blackboard LMS to create and deploy a series of at least three Learning Activities and/or Assessments to deliver a complete Lesson Plan that demonstrates sound teaching practices.

Even though there is a single Terminal Learning Objective, enabling learning objective address assessing knowledge of the Blackboard LMS tools. Therefore, two rubrics will be used for the Summative Assessment. One for the Terminal Objective listed above and one for the following Enabling Objectives:

- CPCC Faculty will create at least one portion of a Lesson using a Content Delivery Tool in the Blackboard LMS such as: an item, a web link, a file, embedded multimedia, or a mashup
- CPCC Faculty will create at least one Learning Activity or Assessment using a Collaborative Tool in the Blackboard LMS such as: a Discussion Forum, Blog, Wiki, or Group Project
- CPCC Faculty will create at least one Learning Activity or Assessment using a Reflective Tool in the Blackboard LMS such as: a Journal, Blog, or Wiki

### Project Description / Instructions

Develop a lesson that is delivered through the Blackboard Learning Management System. The lesson should apply the Six Principles of Adult Learning, engage learners from many of the Seven Learning Styles, and utilize at least one Content Delivery Tool, one Collaborative Tool, and one Reflective Tool.

The Final grade will be out of the total possible points available on both rubrics. Note, that in order to receive full credit, each lesson, must apply multiple Principles of Adult Learning and meet the needs of adults with multiple Learning Styles. The Pedagogy rubric has 18 points and the LMS rubric has 12 for a total possible points of 30. You must achieve 70% of all possible points (21 points) for a passing grade and Professional Development credit for the course.

## Summative Assessment Analytic Rubric - Pedagogy

CPC Faculty will employ current trends in teaching pedagogy for adult learners by using the Blackboard LMS to create and deploy a series of at least three Learning Activities and/or Assessments to deliver a complete Lesson Plan that demonstrates sound teaching practices.

<b>Topic</b>	<b>Poor (0 points)</b>	<b>Fair (1 point)</b>	<b>Good (2 points)</b>	<b>Excellent (3 points)</b>
Learning Activity or Assessment #1 addresses the Six Principles of Adult Learners	Is not present or does not address any of the 6 principles	Is present, but addresses only 1 principle	Is present and addresses two principles	Is present and addresses at least three principles
Learning Activity or Assessment #2 addresses the Six Principles of Adult Learners	Is not present or does not address any of the 6 principles	Is present, but addresses only 1 principle	Is present and addresses two principles	Is present and addresses at least three principles
Learning Activity or Assessment #3 addresses the Six Principles of Adult Learners	Is not present or does not address any of the 6 principles	Is present, but addresses only 1 principle	Is present and addresses two principles	Is present and addresses at least three principles
Learning Activity or Assessment #1 meets the needs of a wide variety of Learning Styles	Is not present or does not meet the need of any Learning Styles	Is present, but meets the needs of only 1 Learning Style	Is present and meets the needs of two Learning Styles	Is present and meets the needs of at least three Learning Styles
Learning Activity or Assessment #2 meets the needs of a wide variety of Learning Styles	Is not present or does not meet the need of any Learning Styles	Is present, but meets the needs of only 1 Learning Style	Is present and meets the needs of two Learning Styles	Is present and meets the needs of at least three Learning Styles
Learning Activity or Assessment #3 meets the needs of a wide variety of Learning Styles	Is not present or does not meet the need of any Learning Styles	Is present, but meets the needs of only 1 Learning Style	Is present and meets the needs of two Learning Styles	Is present and meets the needs of at least three Learning Styles

## Summative Assessment Analytic Rubric – Learning Management System

- CPCC Faculty will create at least one portion of a Lesson using a Content Delivery Tool in the Blackboard LMS such as: an item, a web link, a file, embedded multimedia, or a mashup
- CPCC Faculty will create at least one Learning Activity or Assessment using a Collaborative Tool in the Blackboard LMS such as: a Discussion Forum, Blog, Wiki, or Group Project
- CPCC Faculty will create at least one Learning Activity or Assessment using a Reflective Tool in the Blackboard LMS such as: a Journal, Blog, or Wiki

Topic	Poor (0 points)	Fair (1 point)	Good (2 points)	Excellent (3 points)
Content Delivery Tool (such as: an item, a web link, a file, embedded multimedia, or a mashup)	Tool usage not present	Tool was used, but only uses very basic/minimal features and/or meets the needs of only one Learning Style	Tool was used with some advanced features, shows knowledge of at least one Principles of Adult Learning, and meets the needs of at least two Learning Styles	Tool was used with multiple advanced features, shows knowledge of at least two Principles of Adult Learning, and meets the needs of at least two Learning Styles
Collaborative Tool (such as: a Discussion Forum, Blog, Wiki, or Group Project)	Tool usage not present	Tool was used, but only uses very basic/minimal features and/or meets the needs of only one Learning Style	Tool was used with some advanced features, shows knowledge of at least one Principles of Adult Learning, and meets the needs of at least two Learning Styles	Tool was used with multiple advanced features, shows knowledge of at least two Principles of Adult Learning, and meets the needs of at least two Learning Styles
Reflective Tool (such as: a Journal, Blog, or Wiki)	Tool usage not present	Tool was used, but only uses very basic/minimal features and/or meets the needs of only one Learning Style	Tool was used with some advanced features, shows knowledge of at least one Principles of Adult Learning, and meets the needs of at least two Learning Styles	Tool was used with multiple advanced features, shows knowledge of at least two Principles of Adult Learning, and meets the needs of at least two Learning Styles
Structure	The Lesson has no discernable structure or is missing elements	The Lesson has structure but no explanation of flow between activities	The lesson has overall structure, organization, and flow	The lesson has very clear structure, well defined organization, easy to follow flow, and is visually appealing

# Design

## Underlying Instructional Method

Learners will begin this workshop with basic conceptual and procedural knowledge. They will bring with them experiences as adult learners and experiences teaching adult learners in traditional classrooms. Additionally they will have procedural knowledge of how to use the basic tools provided by the Blackboard Learning Management System. The course will focus on concept learning as it explains pedagogy and the adult learner. Through the course, learners will be moving through the comprehension and application levels of Bloom's Taxonomy ending with their Summative Assessment Project where they will be creating a unique lesson at the synthesis level.

Since this course is for adult learners and is in part about Principles of Adult Learning, it is important to model that pedagogy when choosing the instructional methods. Therefore, my first choice is to learn further towards Generative instructional models than Supplative. However, because of time limitations, some material will need to be truly instructor generated and handed to the learners.

Learning will be a combination of Concept Learning and Cognitive Strategies. Learners will need to grasp concepts that for some will be brand new and for others will be a review or recall of prior knowledge. Many will have had exposure to the concepts but will be applying them in a new way through this course. In order to develop the Summative Assessment and reach the synthesis level of Bloom's, Cognitive Strategies will need to be employed.

Ultimately, the age of the learners (adults), the level of Bloom's Taxonomy (synthesis), and the learning strategies being employed (concept and cognitive) align themselves best with a Constructivist instructional approach. A combination of Individual and Social Constructivist theories will be incorporated throughout the instruction as the learners develop meaning from their individual and joint past experiences, combine new concepts, and apply them by creating pedagogically sound instruction.

## Global Instructional Strategies

Learners are professional adults with college degrees, but varying levels of teaching experience. Instruction should be written at a college level, but with clear and simple directions that can provide quick reference to a busy faculty member after the course. Since the course is applying high-level thinking in a short time frame, activities need to draw out prior-knowledge and experiences, allow for sharing of ideas, but focus on managing class-room time wisely in order to cover all of the material. Finally, since the content is all about respecting the Principles of Adult Learning and teaching to varying Learning Styles, instructional strategies should model this pedagogy.

## The Matrix

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
I.1 CPCC Faculty will be able to correctly identify the definition of pedagogy from a list of four similar definitions.	Definition of Pedagogy		Comprehension	N/A	N/A	Review of prerequisite knowledge	FAI_01
I.2 CPCC Faculty will be able to correctly identify the descriptions of the 6 principles of adult learning in matching assessment questions and demonstrate how at least one can be applied by using the Blackboard LMS to create and deploy a Learning Activity that illustrates the chosen theory which will be satisfactorily evaluated by a rubric.	Six Principles of Adult Learning	I.2.1 Principle: Adults are internally motivated and self-directed	Comprehension & Application	Staying on task	This could be an engaging conversation, but we have limited time. Keeping learners on task for the sake of time will be the greatest challenge for all of the following items.	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_06
		I.2.2 Principle: Adults bring life experiences and knowledge to learning experiences	Comprehension & Application	Staying on task Diversity of examples across disciplines	In addition to time management concerns, examples for this one will vary a lot depending on what each faculty member teaches which could add to length of conversation.	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_05

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
		I.2.3 Principle: Adults are goal oriented	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_04
		I.2.4 Principle: Adults are relevancy oriented	Comprehension & Application	Staying on task Diversity of examples across disciplines	In addition to time management concerns, examples for this one will vary a lot depending on what each faculty member teaches which could add to length of conversation.	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_03
		I.2.5 Principle: Adults are practical	Comprehension & Application	Staying on task Vague concept	This one might be harder to solicit examples	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_08

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
		1.2.6 Principle: Adult learners like to be respected	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_02 & FAI_07
1.3 CPCC Faculty be able to correctly identify the definitions of the 6 primary learning styles through matching assessment questions and demonstrate how at least one activity can teach to multiple styles by using the Blackboard LMS to create and deploy a Learning Activity that reaches at least three of the seven learning styles.	Learning Styles	1.3.1 Visual / Spatial Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_10
		1.3.2 Aural / Auditory-Musical Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_10
		1.3.3 Physical / Kinesthetic Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_11



Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
		I.3.4 Logical / Mathematical Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_12
		I.3.5 Social / Interpersonal Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_13
		I.3.6 Solitary / Intrapersonal Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples/ non-examples	FAI_09 & FAI_13
		I.3.7 Verbal / Linguistic Learner	Comprehension & Application	Staying on task	See above	Concept Learning with focus on recalling of prior knowledge and a group generative approach to developing a set of examples / non-examples	FAI_09, FAI_11, & FAI_12

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
<p>I&amp;2 CPCC Faculty will employ current trends in teaching pedagogy for adult learners by using a Learning Management System (i.e. Blackboard Learn) to create and deploy a series of at least three Learning Activities and/or Assessments to deliver a complete Lesson Plan that demonstrates sound teaching practices to be evaluated by a rubric.</p>	Pedagogy	1.2 Six Principles of Adult Learning	Synthesis	Expectation to combine multiple principles into one lesson	Applying the principle should be clear, but the problem solving involved in combining multiple principles into one lesson will be a challenge for some learners who are new to the pedagogy	Case Studies	
		1.3 Learning Styles	Synthesis	Expectation to meet the needs of multiple learning styles in one lesson	Meeting the needs of any one learning style is something faculty already does, the challenge comes in making one lesson meet the needs of multiple learning styles. This concept may be very new to the learners and take time to apply successfully.	Case Studies	

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
	LMS Tools	2.1 Content Delivery Tools	Synthesis	Varied experience with tools (prerequisite knowledge)	Learners will have different levels of experience with Blackboard and this course isn't teaching the LMS. If they don't know the tools well enough, it could send the lesson away from pedagogy with questions about the tool.	Review of prerequisite knowledge & Case Studies	
		2.2 Collaborative Tools	Synthesis	Varied experience with tools (prerequisite knowledge)	Learners will have different levels of experience with Blackboard and this course isn't teaching the LMS. If they don't know the tools well enough, it could send the lesson away from pedagogy with questions about the tool.	Review of prerequisite knowledge & Case Studies	

Learning objective	Content		Bloom's Taxonomy	Potential difficulties	Possible causes for the difficulty	Instructional strategies	Assessment
		2.3 Reflective Tools	Synthesis	Varied experience with tools (prerequisite knowledge)	Learners will have different levels of experience with Blackboard and this course isn't teaching the LMS. If they don't know the tools well enough, it could send the lesson away from pedagogy with questions about the tool.	Review of prerequisite knowledge & Case Studies	

# Instructional Plan

Materials to be Developed

Instructional Task	Item to be Developed	Details																												
Multiple	Blackboard Sample Courses to be used as examples / non-examples throughout the course	<p><b>Course A:</b> Course organized by function (Menu items include Syllabus, Instructor, Lectures, Handouts, Assignments, Quizzes, and My Grades). All it contains is files and tests. There is no rich media or interactive content. It is a very simple filing cabinet for a course that is otherwise face-to-face.</p> <table border="1" data-bbox="526 506 1503 888"> <thead> <tr> <th>Menu Item</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>Syllabus</td> <td>PDF file of a syllabus PDF file of a course calendar</td> </tr> <tr> <td>Instructor</td> <td>Contact Card for Instructor with made-up contact info and office hours</td> </tr> <tr> <td>Lectures</td> <td>PowerPoint files in order by week</td> </tr> <tr> <td>Handouts</td> <td>PDF and Word files with titles</td> </tr> <tr> <td>Assignments</td> <td>Blackboard Assignment tool assignments labeled by week for submitting homework assignments</td> </tr> <tr> <td>Quizzes &amp; Tests</td> <td>A few quizzes or tests (using the Blackboard test tool)</td> </tr> <tr> <td>My Grades</td> <td>Link to Blackboard's My Grades for the course</td> </tr> </tbody> </table> <p><b>Course B:</b> Same course organized by week or unit. Use the same materials from course A where applicable, but add more. There is rich media and interaction in this course and it considers the principles of adult learning and multiple learning styles.</p> <table border="1" data-bbox="526 1094 1503 1850"> <thead> <tr> <th>Menu Item</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>Announcements</td> <td>Blackboard Announcements tool with sample announcements including a welcome message, and samples that may be sent when an assignment is due or a test is deployed</td> </tr> <tr> <td>Information</td> <td> <ul style="list-style-type: none"> <li>PDF and Word Doc file of a syllabus</li> <li>PDF and Word Doc file of a course calendar</li> <li>Item explaining how course will work, giving and introduction and making students feel welcome and part of a community</li> </ul> </td> </tr> <tr> <td>Instructor</td> <td>Contact Card for Instructor with made-up contact info and office hours</td> </tr> <tr> <td>Coursework</td> <td>Folders or Learning Modules for each week or unit of the course (make at least 3-4 for the sample). Each folder or LM should contain Learning Objectives for the week/unit, lectures that include audio and visual, links to additional resources on the web, handouts, assignments, and quizzes/tests. There should also be collaborative interaction such as Discussion Board, Blogs, or Wikis for each week/unit and/or personal reflection in an assignment or Journal.</td> </tr> <tr> <td>My Grades</td> <td>Link to Blackboard's My Grades for the course</td> </tr> </tbody> </table>	Menu Item	Content	Syllabus	PDF file of a syllabus PDF file of a course calendar	Instructor	Contact Card for Instructor with made-up contact info and office hours	Lectures	PowerPoint files in order by week	Handouts	PDF and Word files with titles	Assignments	Blackboard Assignment tool assignments labeled by week for submitting homework assignments	Quizzes & Tests	A few quizzes or tests (using the Blackboard test tool)	My Grades	Link to Blackboard's My Grades for the course	Menu Item	Content	Announcements	Blackboard Announcements tool with sample announcements including a welcome message, and samples that may be sent when an assignment is due or a test is deployed	Information	<ul style="list-style-type: none"> <li>PDF and Word Doc file of a syllabus</li> <li>PDF and Word Doc file of a course calendar</li> <li>Item explaining how course will work, giving and introduction and making students feel welcome and part of a community</li> </ul>	Instructor	Contact Card for Instructor with made-up contact info and office hours	Coursework	Folders or Learning Modules for each week or unit of the course (make at least 3-4 for the sample). Each folder or LM should contain Learning Objectives for the week/unit, lectures that include audio and visual, links to additional resources on the web, handouts, assignments, and quizzes/tests. There should also be collaborative interaction such as Discussion Board, Blogs, or Wikis for each week/unit and/or personal reflection in an assignment or Journal.	My Grades	Link to Blackboard's My Grades for the course
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Instructional Task	Item to be Developed	Details
Introduction to Course	Video	Video comparing how Blackboard (LMS) when used with and without good pedagogy can be a simple filing system or can really enhance learning. Use the two courses developed above and have two different students exploring the two courses and commenting. The student exploring Course A should be frustrated and bored with the experience, while the student exploring Course B should be engaged and excited about learning the content and getting to know his/her classmates.
Definition of Pedagogy	PowerPoint Slide	PowerPoint slide to be used in full course PowerPoint (that will be referenced periodically). Give simple definition of pedagogy and why it is relevant to adult learners in particular.
Introduce Six Principles of Adult Learning	PowerPoint Slides	PowerPoint slides to be used in full course PowerPoint (that will be referenced periodically). If appropriate, this can be broken out into its own PowerPoint Presentation. <ul style="list-style-type: none"> <li>• One or more slides for each of the 6 Principles of Adult Learning containing: <ul style="list-style-type: none"> <li>○ Name/Definition of principle</li> <li>○ Visual example (picture or illustration) of the principle in practice</li> <li>○ Example of how learning is better when instructors apply the principle</li> <li>○ Example of how learning is hindered when the principle is ignored</li> </ul> </li> </ul>
Six Principles of Adult Learning	Comparative Organizer	A chart should be developed with the six principles listed and space for learners to fill in examples and applications as the courses progresses. This is their Handout / Take-away and after course reference on the concept knowledge piece.
Examples of Six Principles of Adult Learning in prior experience	Case Studies	Develop a case study for each principle. The case studies need to be short and simple, less than 1 page each. Through the case studies, be sure to use diverse learners (ethnicity, socio-economic back ground, age of adult learner from 18-65, learning disabilities, physical disabilities, etc.).
Introduce Learning Styles	PowerPoint Slides	PowerPoint slides to be used in full course PowerPoint (that will be referenced periodically). If appropriate, this can be broken out into its own PowerPoint Presentation. <ul style="list-style-type: none"> <li>• One or more slides for each of the 7 Learning Styles containing: <ul style="list-style-type: none"> <li>○ Name/Definition of the Learning Style</li> <li>○ Visual example (picture or illustration) of the style in practice</li> <li>○ Example of how learning is better when instructors design instruction with this style in mind</li> <li>○ Example of how learning is hindered when design instruction with this style in mind</li> </ul> </li> </ul>
Learning Styles	Comparative Organizer	A chart should be developed with the seven learning styles listed and space for learners to fill in examples and applications as the courses progresses. This is their Handout / Take-away and after course reference on the concept knowledge piece.
Examples of Learning Styles in classroom activities	Case Studies	Develop a case study for each of the 7 learning styles. The case studies need to be short and simple, less than 1 page each. Through the case studies, be sure to use diverse learners (ethnicity, socio-economic back ground, age of adult learner from 18-65, learning disabilities, physical disabilities, etc.). While each case study needs to focus on a specific learning style, best examples will be lessons that consider other learning styles and teach to multiple at once.

Instructional Task	Item to be Developed	Details
Review of Blackboard Tools	PowerPoint Slides Handout	<p>PowerPoint slides to be used in full course PowerPoint (that will be referenced periodically). If appropriate, this can be broken out into its own PowerPoint Presentation.</p> <ul style="list-style-type: none"> <li>• One or more slides for each of the 3 categories of Blackboard Tools (Content Delivery, Collaborative, and Reflective): <ul style="list-style-type: none"> <li>○ Category Name</li> <li>○ List of Tools that could fall under this category and why</li> <li>○ Screen shots showing where to find tools in Blackboard and their icons</li> </ul> </li> <li>• Have PowerPoint for presentation in course and a Handout version for learners to have as a take-a-way</li> </ul>
Applying classroom usage of principles and styles to Blackboard	Case Studies	<p>Develop a case study for each of the three categories of Blackboard tools (Content Delivery, Collaborative, and Reflective). In each case study, one or more Blackboard tools from the category needs to be used to deliver instruction that considers at least two Principles of Adult Learning and at least two Learning Styles. The case studies need to be short and simple, less than 2 pages each. Through the case studies, be sure to use diverse learners (ethnicity, socio-economic background, age of adult learner from 18-65, learning disabilities, physical disabilities, etc.).</p>
Formative Assessment	Test	<p>Formative Assessment using questions developed in this plan, developed in an electronic format for quick delivery and immediate grading / feedback.</p>
Final Project (Summative Assessment)	Rubric	<p>Two rubrics were developed as part of the instructional Plan, but need to be created in a format that can be presented to the learners</p>

## Instructional Plan

Instruction will be presented using a constructivist approach. These adult learners, will draw on a wide variety of prior experiences, share that knowledge as a group, incorporate some new theories and principles, and work together to apply all of this to develop a final project. I will outline the instructional steps in the order in which they are presented, although many will occur simultaneously or circle back around on each other. This course uses a sort of Spiral Sequencing Model or Elaboration Theory as no topic is introduced and then left alone. The final project spirals back around and pulls all prior learning back together at a higher level of application.

- I. **Introduce course:** Show video of two students exploring their Blackboard course shells. The Blackboard courses will be for the same class, but will be very different. One will be nothing more than a file repository for the class. The other, will be full of student engagement and valuable learning activities that enhance learning and add to what will be happening in the classroom. This video is meant to grab the learner's attention and show the value in the main objective of the course.
- II. **PowerPoint Presentation – Definition of Pedagogy:** Explain why an understanding of sound teaching pedagogy for adult learners is essential for community college faculty. Acknowledge the faculty's value as subject matter experts in their chosen fields, but add that in order to also be master teachers, they need to add to that best practices in a new field, education of adult learners.
- III. **Discussion – Drawing on Prior Knowledge:** Have students brainstorm a list of universal character traits they see in Adult Learners.
- IV. **PowerPoint – Principles of Adult Learners & Comparative Organizer – Principles of Adult Learners:** Present the PowerPoint on the Six Principles of Adult Learners, comparing it to the list brainstormed by the class. Have the students start filling in the Comparative Organizer handout with details as this presentation progresses. The organizer will be used throughout the rest of the course and provide a take-away / reference after the course.
- V. **Case Studies - Six Principles of Adult Learners:** Split class into six groups. Have each group read a case study on one principle, then give them a short time to prepare a presentation back to the class on the case study. The presentation to explain to the class why application of the principle in a community college class improves learning. Have copies of all case studies available for all students as a take-a-way either as hand-outs or through a Blackboard shell associated with this class in which they are enrolled.
- VI. **Discussion – Drawing on Prior Knowledge:** Ask if anyone has used the Learning Styles Inventory provided by CPCC ([success.cpcc.edu](http://success.cpcc.edu)) in their courses. Ask what their experiences with this have been and how it has changed the way they teach. Have students recall learning styles and/or brainstorm what they believe the seven learning styles would be.
- VII. **PowerPoint – Learning Styles & Comparative Organizer – Learning Styles:** Present the PowerPoint on the Seven Learning Styles, comparing it to the list brainstormed by the class. Have the students start filling in the Comparative Organizer handout with details as this presentation progresses. The organizer will be used throughout the rest of the course and provide a take-away / reference after the course.



VIII. **Case Studies – Learning Styles:**

Split class into three groups and give each 2-3 case studies:

- a. Visual / Aural
- b. Kinesthetic / Logical / Verbal
- c. Interpersonal / Intrapersonal

Have each group read over the case studies and discuss. They then need to present an idea on how to create a lesson that addresses the needs of both (or all three) learning styles. Have copies of all case studies available for all students as a take-a-way either as hand-outs or through a Blackboard shell associated with this class in which they are enrolled.

IX. **Formative Assessment:** Give Formative Assessment as developed earlier in this plan in class with immediate grading / feedback

X. **PowerPoint – Review of Blackboard Tools:** Use presentation and corresponding handout to review the three categories of Blackboard Tools (Content Delivery, Collaborative, and Reflective) that are relevant to this course.

XI. **Case Studies – Applying Pedagogy to Blackboard:** Divide students into three groups and give each a case study for one category of Blackboard Tools (Content Delivery, Collaborative, and Reflective). Have the group read the case study and prepare a short presentation back to the full class on how using Blackboard could improve their traditional (face-to-face) course. They can use ideas from the case study and/or from their own experiences. Have copies of all case studies available for all students as a take-a-way either as hand-outs or through a Blackboard shell associated with this class in which they are enrolled.

XII. **Presentation of Summative Assessment and Rubric:** The final project / summative assessment for this course will be completed individually after the course / workshop and submitted back to the instructor/facilitator. Professional Development credit for the course will not be issued to the faculty member until the project is completed satisfactorily. Both grading rubrics will be presented at this time along with the project instructions.

Final Project: Each participant will develop a lesson that is delivered through the Blackboard Learning Management System. The lesson should apply the Six Principles of Adult Learning, engage learners from many of the Seven Learning Styles, and utilize at least one Content Delivery Tool, one Collaborative Tool, and one Reflective Tool.

The Final grade will be out of the total possible points available on both rubrics. Note, that in order to receive full credit, each lesson, must apply multiple Principles of Adult Learning and meet the needs of adults with multiple Learning Styles. The Pedagogy rubric has 18 points and the LMS rubric has 12 for a total possible points of 30. Students must achieve 70% of all possible points (21 points) for a passing grade and Professional Development credit for the course.

XIII. **Conclusion:** Final wrap-up and time for questions and course evaluations.

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