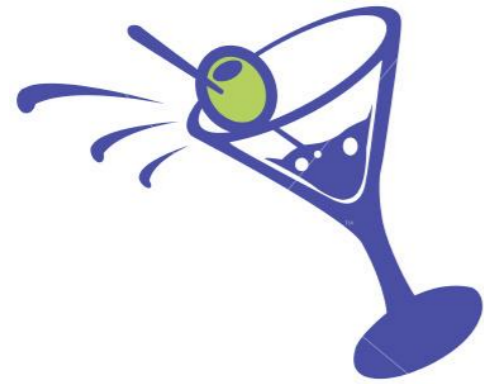


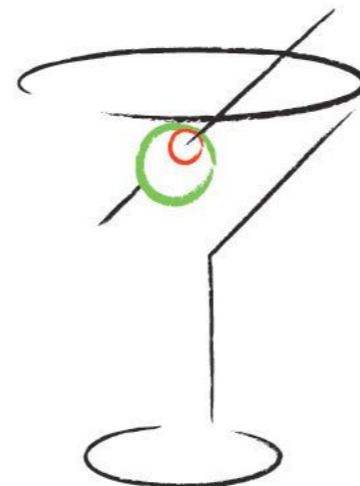
The Perfect Module



Introduction



Jim Marteney



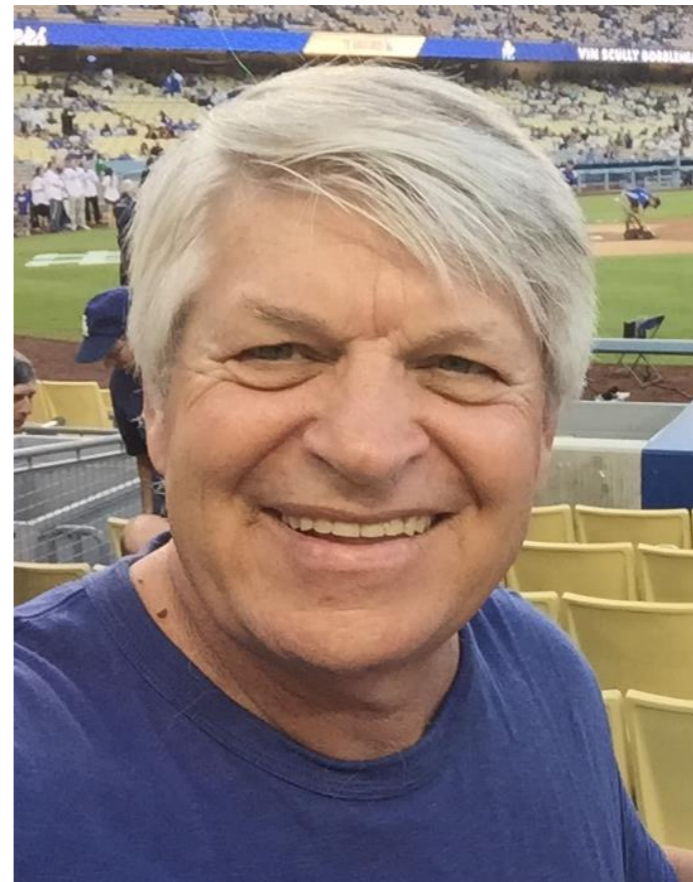
Introduction

Jim Marteney



Professor Emeritus
Communication Studies
Los Angeles Valley College

Distance Learning Trainer



Once Upon a Time a young professor wanted to create an online course.

Okay, not that young.



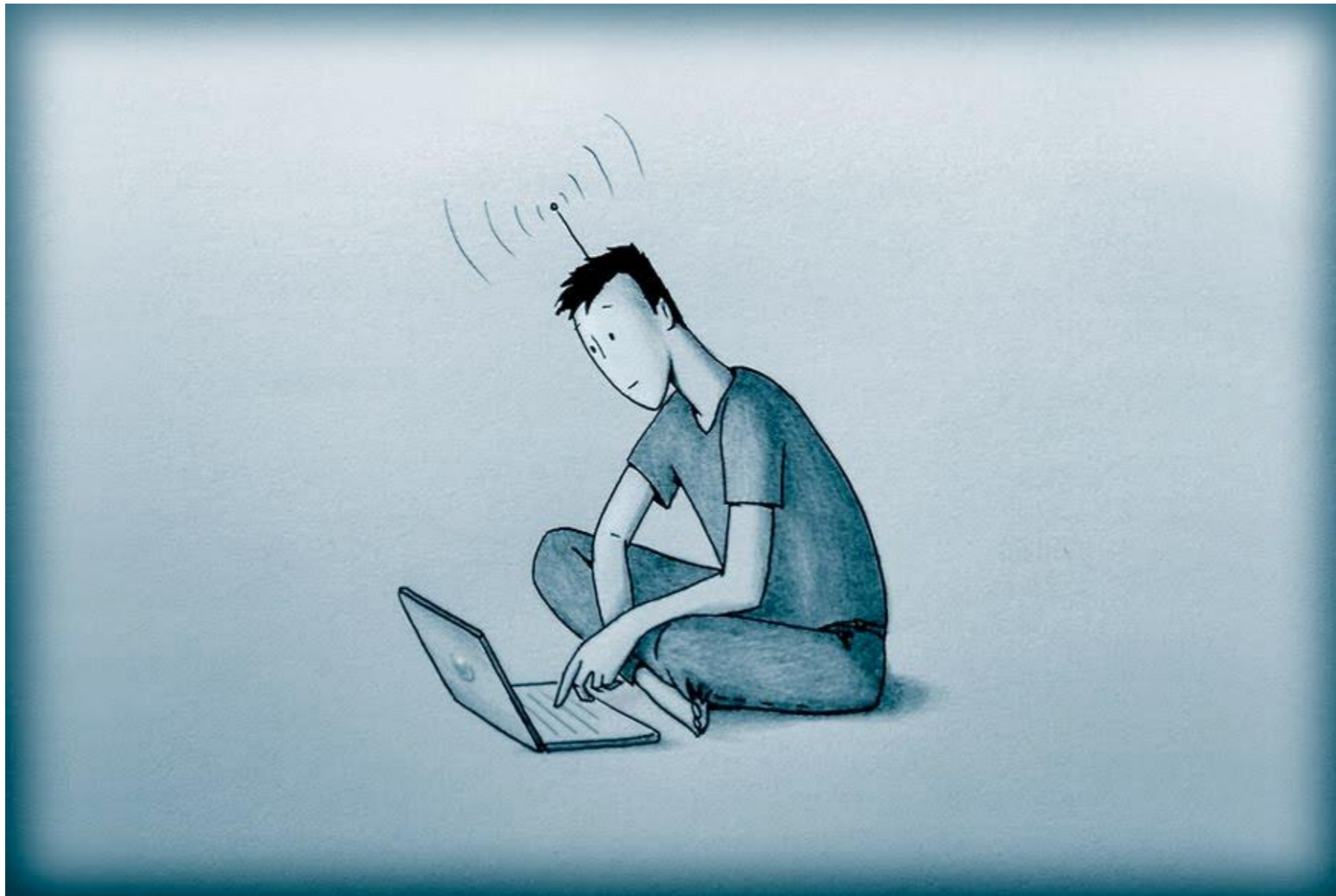
I wanted to create
an "engaging" class.

I assumed that
meant participating
on a regular basis.

But is engagement
more than that?



How do we get our students engaged in our class?





What Does It Even Mean to Be Engaged?

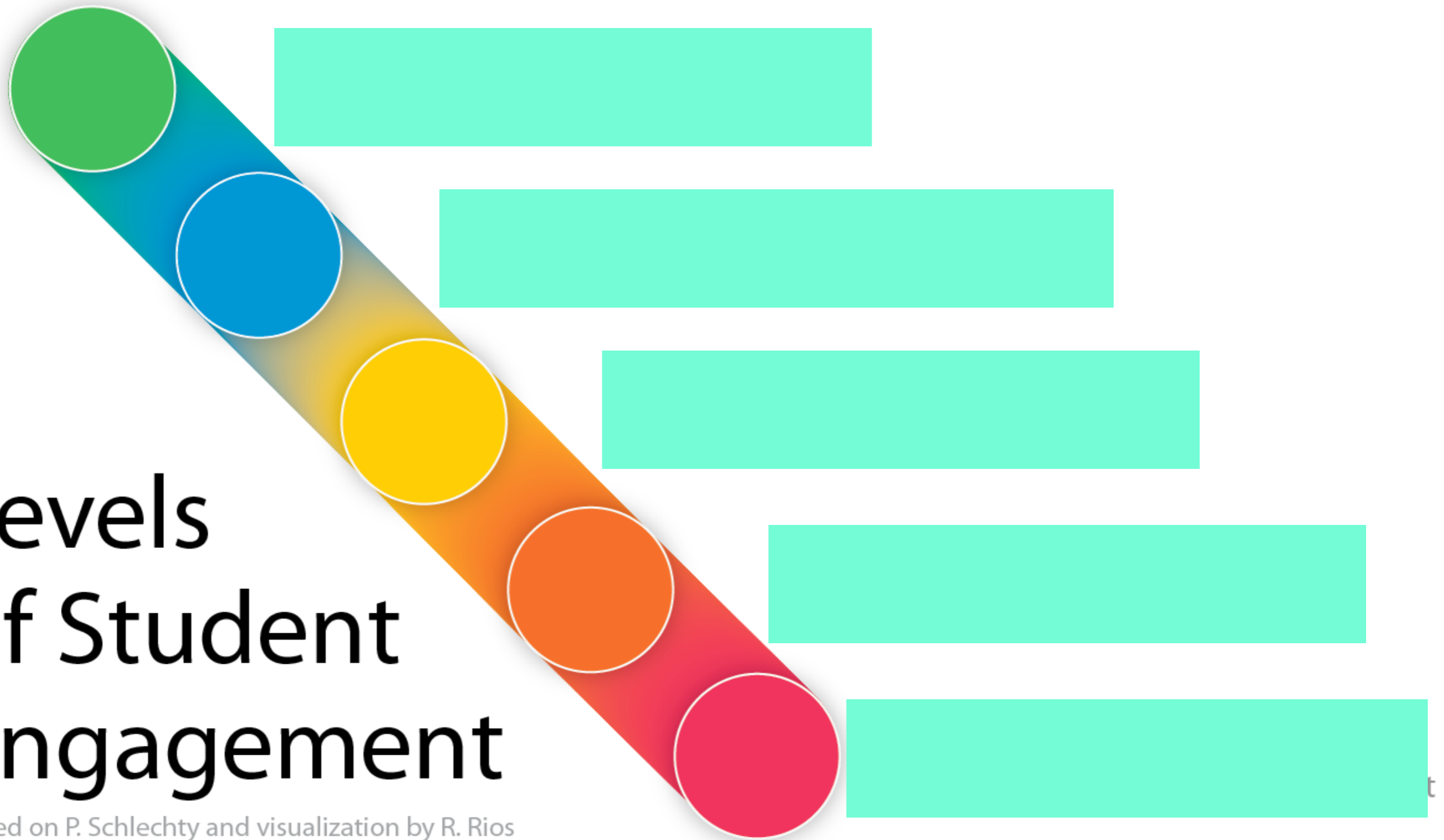
"That was an awesome worksheet,"
said no student ever.



somee cards
user card

Levels of Student Engagement

based on P. Schlechty and visualization by R. Rios



Levels of Student Engagement

Authentic Engagement

Student will persist even when task is difficult

High Attention

High Commitment



Levels of Student Engagement

Strategic Compliance

Student will persist to obtain extrinsic rewards, like grades

High Attention

Low Commitment



Levels of Student Engagement

Ritual Compliance

Emphasis is to meet minimum requirements

Low Attention

Low Commitment



Levels of Student Engagement

Retreatism

Student does not participate and learns little

Student is not disruptive

No Attention

No Commitment



Levels of Student Engagement

Rebellian

Student tries to substitute tasks

Student is disruptive

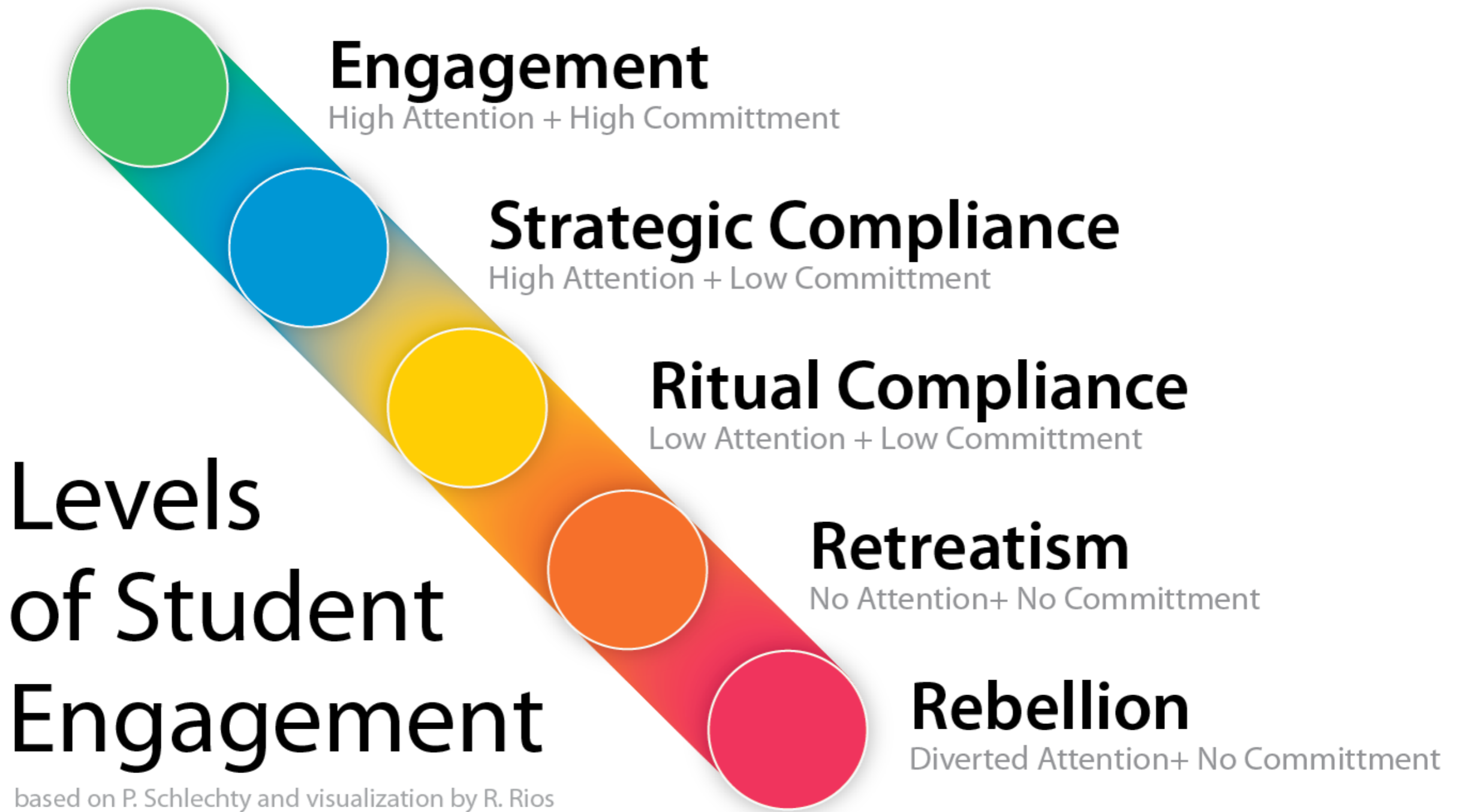
Student develops negative attitude towards education

Diverted Attention

No Commitment



Putting It Back Together





Why aren't all our
students engaged?

Could it be our fault?

Does our online approach
disengage students?



How do you get your students engaged?

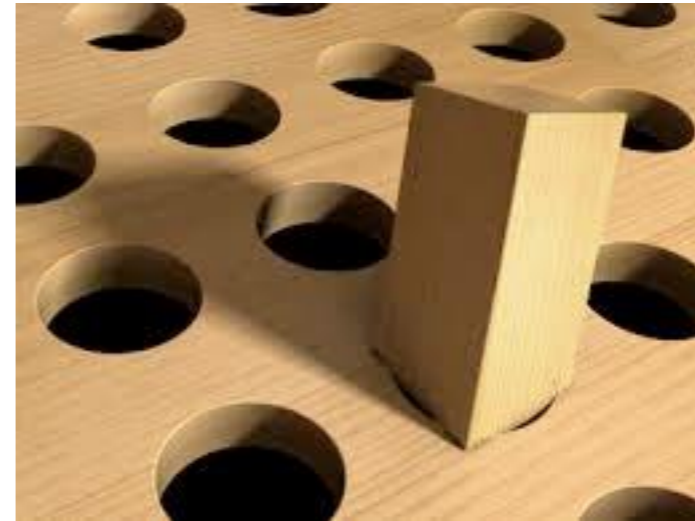


I'm often asked,
"How do I put my face-to-face class online?"



Sometimes there is a feeling of desperation.

Don't force fit your
face-to-face class to
an online
environment.



Instead

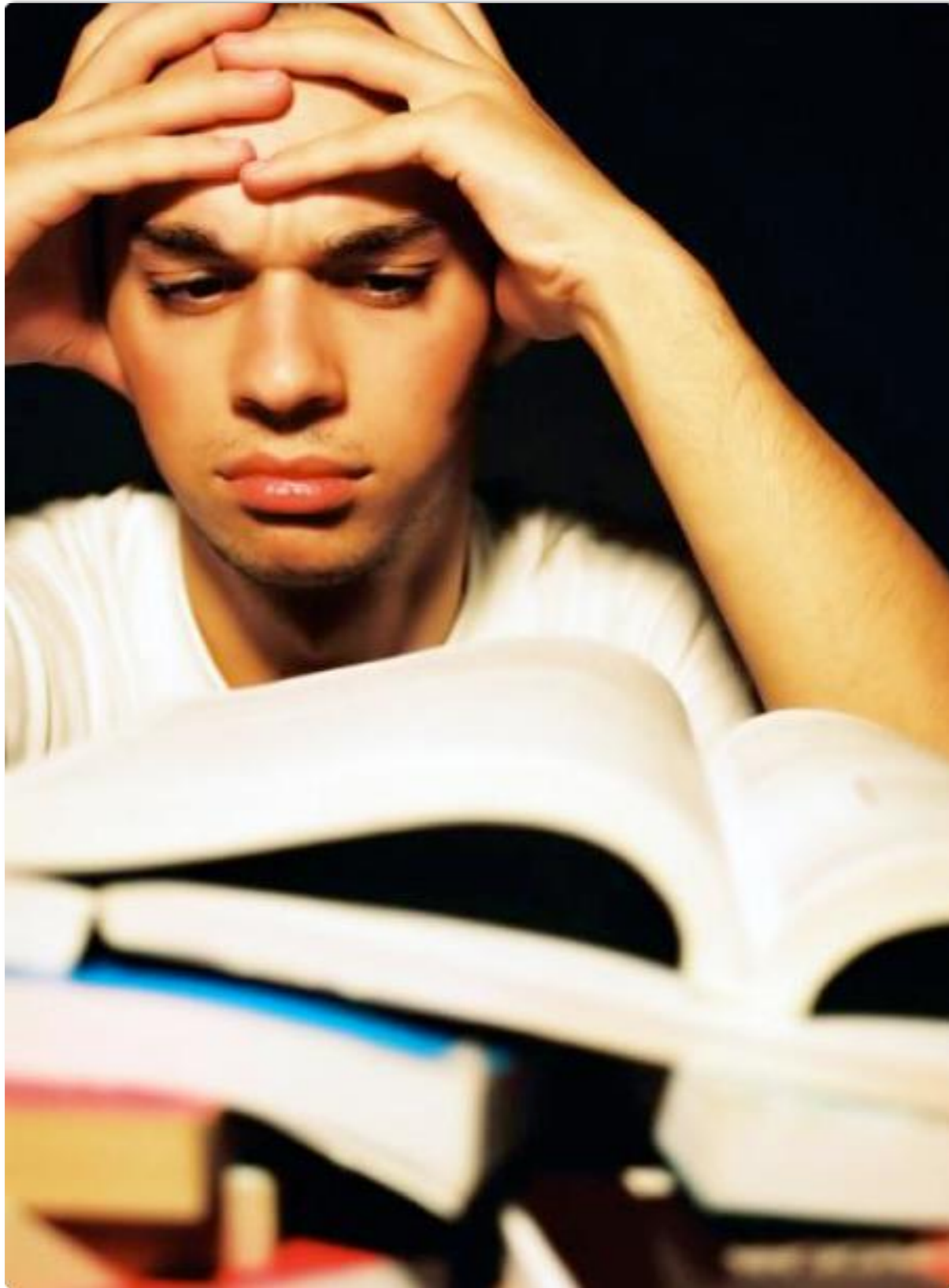
Create a new online
learning experience



If you start with content, you end with
content

If you start with performance, you end with performance

<http://info.alleninteractions.com/>



QUALITY MATTERS
PROGRAM

Q M

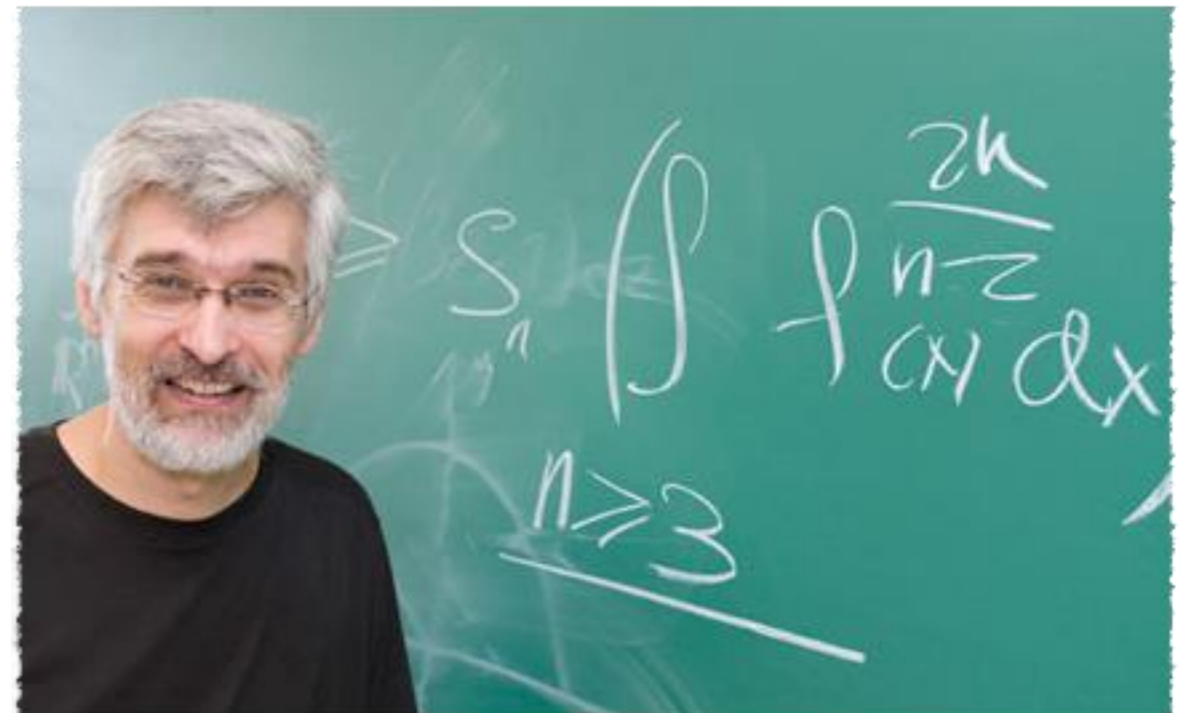


©istockphoto.com/alex2800

What is Quality Matters?

A set of quality standards for
online course design

A faculty-centered peer
review process for online
courses



What is Quality Matters?

A tool used by instructional
design staff their work with
faculty

A professional development
opportunity for both faculty
and staff





Review Process that is

Faculty-driven

Peer Review

Collaborative



Continuous



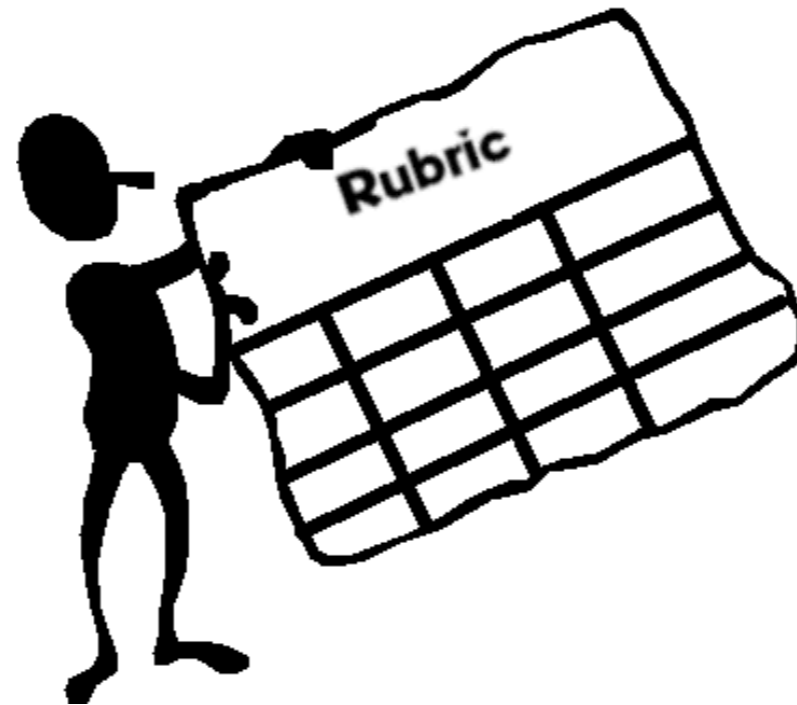
Collegial



Centered



Quality Matters Rubric





Rubric Standards

- ☑ **Course Overview and Introduction**
- ☑ **Learning Objectives (Competencies)**
- ☑ **Assessment and Measurement**
- ☑ **Instructional Materials**
- ☑ **Course Activities and Learner Interaction**
- ☑ **Course Technology**
- ☑ **Learner Support**
- ☑ **Accessibility and Usability**



Rubric Standards

- ☑ **Course Overview and Introduction**
- ☑ **Learning Objectives (Competencies)**
- ☑ **Assessment and Measurement**
- ☑ **Instructional Materials**
- ☑ **Course Activities and Learner Interaction**
- ☑ **Course Technology**
- ☑ **Learner Support**
- ☑ **Accessibility and Usability**

Module Questions



General Standard 2

Learning Objectives (Competencies)



Learning objectives or competencies describe what learners will be able to do upon completion of the course.



General Standard 4

Instructional Materials



Instructional materials enable learners to achieve stated learning objectives or competencies



General Standard 5

Course Activities & Learner Interaction



Course activities facilitate and support learner interaction and engagement.



Module Questions



- How would you describe a module to a new online instructor?
- What is the difference between a module and the textbook?
- Why do we even need modules in the first place, what do you want to accomplish with a module?

Module Structure

“I just throw ideas at the wall and see if anything sticks.”

No

A quality module ne



ire

Module Structure

- ☑ Beginning
g Tell them what you are going to tell them
- ☑ Middle Tell them.
- ☑ End Tell them what you told them.

Module Structure

Screen shots from an LMS
called:



Beginning

Really
Grabs you

Why the topic is
important

Sells your
module

Makes you
want to read
more

Chapter 10: Issues, Analysis and Contentions

Chapter Ten Introduction

Chapter Ten: Analysis, Issues, Contentions

Introduction

There is a story about a business decision disaster that took place years ago in Japan. It seems that the Japanese people loved cakes. An American cake mix company decided to take advantage of this opportunity and so they shipped thousands of cake mixes over to Japan knowing they would make a fortune. Very few were sold.

Unfortunately, the company failed to ask one important question. "Does the typical Japanese household have an oven?" The answer was no. The Japanese could not bake their own cakes and so the cake mixes remained on the shelves. Answers are easy to find. It is knowing the correct questions to ask that poses the major challenge.

The difference between a professional and an amateur is knowing what questions to ask.

All your school life you have been asked to answer questions. You have probably never had instruction on how to ask specific questions on specific claims. This lesson is designed to give you instruction and experience in asking questions which allow you to draw conclusions that lead to quality decisions. To do this we will.

1. Explore the different types of questions we should ask of a claim.
2. Understand how we create or "come up" with issues.
3. Examine how we narrow them down to the ultimate issues of an argument
4. Determine how we use issues to create contentions



In your text make sure you read:

1. Characteristics of issues
2. Discovering issues
3. Contentions

Read carefully the material here in these sections and the chapter in the text. **This is one of your first really important skills, learning how to ask the essential questions of a claim.**

Beginning

Makes contact
with your
students

You can add a video

Grading Discussions

Unit Four Expectations

Unit 4 Expectations

Welcome to Unit 4 of Exploring Etudes Discussions. In this unit we will begin examining the challenging aspect of grading discussions.

In this unit, we will not only be looking at how to set up grading and how the grading homepage works, but we will be working on strategies we can use to actually evaluate a discussion. And yes, you will hear the word "Rubric."



Below are my expectations for you for this fourth unit to receive a passing certificate from this class.

Discussion:

4 "Grading Discussions" is an opportunity to share with each other how we currently evaluate the discussions in our courses. What is important to us? How much of the total class grade are discussions? And more.

Check in often and see what is going on. Remember, we have other forums where you can post questions and topics of interest to you.

Beginning

Always think, W. I. I. F. M

“What’s in it for me?”

Now that you have their attention,
tell them where they are headed.

Beginning

Or should we say
Student Learning
Outcomes?

We have
course objectives

Should we add
our
module
objectives?

Do we even have
module objectives?



Beginning

Standard 2



- The module/unit learning objectives or competencies describe outcomes that are measurable and are consistent with the course-level objectives or competencies
- All learning objectives or competencies are stated clearly and written from the learner's perspective
- The relationship between learning objectives or competencies and course activities is clearly stated.

Beginning

Previews

what you are
going to be
talking about.

Describes the
unit's
objectives

Explains the
unit's tasks

This Unit's Expectations

Welcome to Unit 3 of your Group Communication class, *What is Communication?* In this unit we will be looking at the complexity of the communication process. It is not as easy as it looks. Did you know you can never perfectly communicate? This and more we will discover in this module.

Below are my expectations for you for this unit

Read: This week's Module, "*What is Communication?*" with sections on the communication model, levels of communication and nonverbal communication.

And you will enjoy the great short video "Power of Words."

Group Decision: "Lovers Lament" Instead of a group discussion, you will be in a group working together on a task.

Quiz 3: Questions are from this week's module, "*What is Communication?*"

Check in the class often and see what is going on. Always ask questions if you are ever uncertain about anything.



Chapter 10: Issues, Analysis and Contentions

Chapter Ten Introduction

Chapter Ten: Analysis, Issues, Contentions



Putting it all together

There is a story about a business decision disaster that took place years ago in Japan. Research showed that the Japanese people loved cakes. An American cake mix company, Duncan Hines, decided to take advantage of this opportunity and so they shipped thousands of cake mixes over to Japan knowing they would make a fortune. Very few were sold. Thousands of boxes of cake mix stayed on the shelves. The campaign was a complete failure.

How could this happen? The answer was very simple, Duncan Hines failed to ask one important question. "Does the typical Japanese household have an oven that will cook cake batter?" The answer was no. The Japanese could not bake their own cakes and so the cake mixes remained on the shelves.



Answers are easy to find. It is knowing the correct questions to ask that poses the major challenge. **The**

difference between a professional and an amateur is knowing what questions to ask.

All your school life you have been asked to answer questions. You have probably never had instruction on how to ask specific questions on specific claims. This lesson is designed to give you instruction and experience in asking questions which allow you to draw conclusions that lead to quality decisions. To do this we will.

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In your text make sure you read:



1. Characteristics of issues
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Your New Skills

- Understand the importance of asking issues that directly relate creating a position on a claim
- Describe why you ask and answer issues before you establish a position on the claim by writing a short explanation.
- Demonstrate the need to write specific issues to obtain specific and usable answers by writing 3 useable issues.
- Understand the importance of asking unbiased issue by writing 3 unbiased issues
- Demonstrate the skill of creating a single subject issue by writing 3 issues with a single subject
- Understand that an answered issue becomes a contention by taking three issues and turning them into a contention.

Beginning

And again, you can use videos

Welcome to Module Two



Chapter Two in your text is titled The Argumentative Environment and presents the historical background of critical thinking. Critical thinking is not a recent science. In fact, critical thinking dates back to over 2,500 years ago in ancient Greece.

Greece was a unique country because it was an early experimenter in the democratic process. Instead of a king who had "descended" from God to rule the country, the citizens of Greece met to govern themselves. They had to learn how to make an argument to convince others that their position should be accepted.

Special schools were created to teach people how to argue. Those in charge of the schools were called Sophists.

Chapter Two Key Ideas



First, you will begin to explore what exactly is an argument. Normally we have negative thoughts about arguing. But constructive arguing is a very positive action.

Second, you will be introduced to the history, the roots of critical thinking by examining some of the people and principles of Greek

Middle

Planning



Breaking down lectures into small units, etc.

Remember



Students would rather click than scroll

Middle

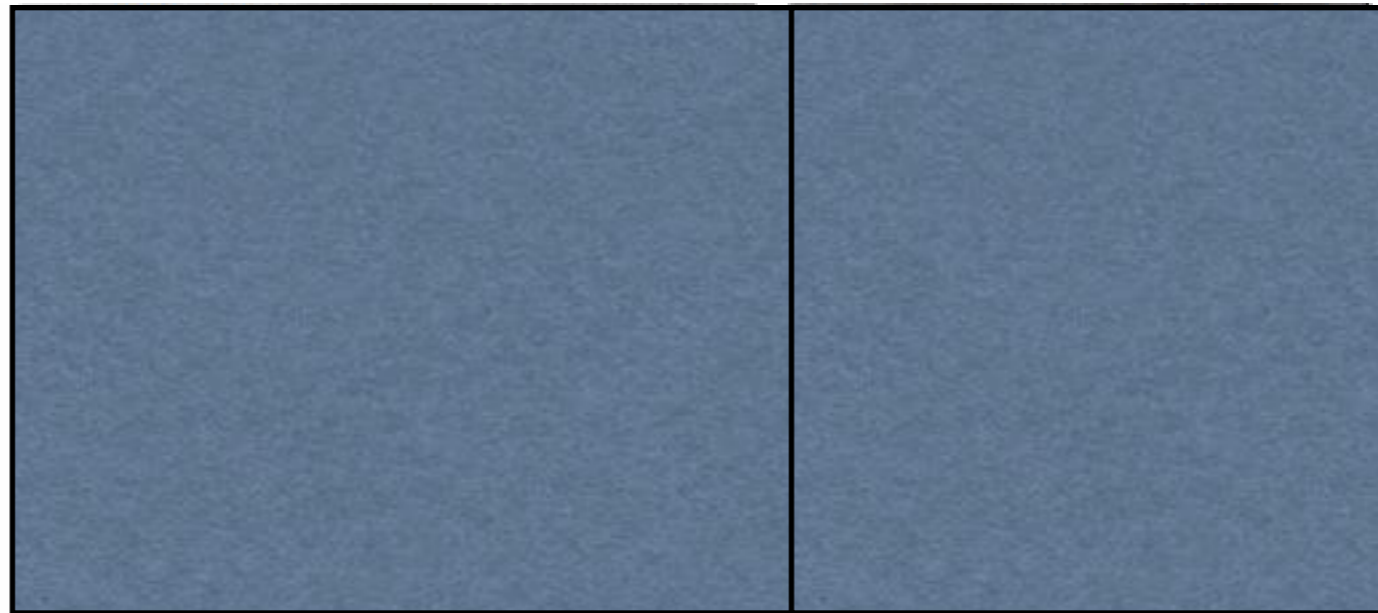
Using Your Organizational Skills

Zits

by Jerry Scott & Jim Borgman



Published on March 21, 2012



Middle

Standard 4



- The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
- Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Middle

Standard 5



- The learning activities promote the achievement of the stated learning objectives of competencies.
- Learning activities provide opportunities for interaction that support active learning.
- The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Middle

Make
sections
“pretty”

Use Tables



Middle

Instead of This

Our Natural Tendency: To Strive for Comfort

We, as human beings want to be comfortable. In scientific terms we strive for a position of equilibrium. We want to be physically comfortable, mentally comfortable and socially comfortable. When we get thirsty, we are "knocked off" our stasis and so we go and get a drink of something. Once satisfied, our stasis is returned and we are then in a blissful set of equilibrium. We are by ourselves and maybe after awhile we get lonely. We have again been knocked off our stasis and so we look for companionship to get us back in a state of equilibrium.



It has been said that the only reason we communicate is to maintain equilibrium, or **stasis.**

Middle

Instead of This

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Middle

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It has been said that the only reason we communicate is to maintain equilibrium, or **stasis.**

Middle

Use
Dynamic &
Interesting
Graphics

*THE BEST STUDENTS,
THE ONES WHICH
WORK HARDEST, WILL
RECEIVE THIS GRADE.*



*STUDENTS WHO DO
NOT WORK SO HARD,
BUT DEMONSTRATE
THAT THEY CAN
PERFORM IN GROUPS,
RECEIVE THIS GRADE.*

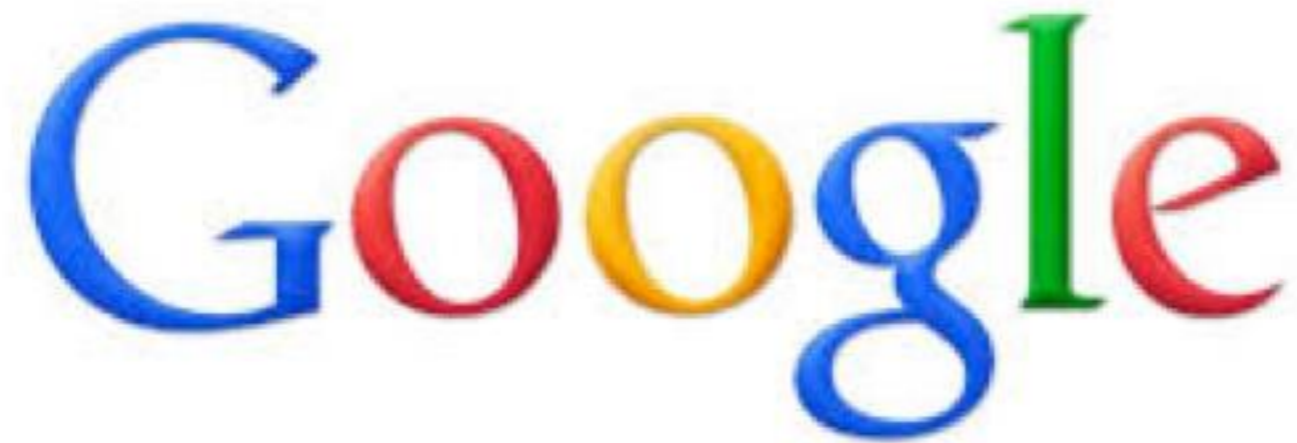


*THOSE STUDENTS
WHO DO VIRTUALLY
NO WORK WILL,
UNFORTUNATELY,
RECEIVE THIS GRADE.*



Middle

Sources for Images

The Google logo is displayed in its characteristic multi-colored font. The letters are: 'G' (blue), 'o' (red), 'o' (yellow), 'g' (blue), 'l' (green), and 'e' (red).

Google

Middle



Google learning

Web Images Books News Videos More Search tools

About 1,270,000,000 results (0.24 seconds)

Learning.com - Learning.com | Digital Curriculum ...
www.learning.com/ Learning.com
Learning.com provides digital literacy curriculum, 21st century skills assessments, project-based learning solutions, online safety instruction & professional ...
[EasyTech - About - EasyTech Keyboarding - Curriculum + Assessments](#)

Learning - Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/Learning Wikipedia
Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing ...
[Learning theory \(education\) - Learning curve - Habituation - Category:Learning](#)

Learning - Merriam-Webster
www.merriam-webster.com/dictionary/learning Merriam-Webster
the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something : the activity of someone who learns.

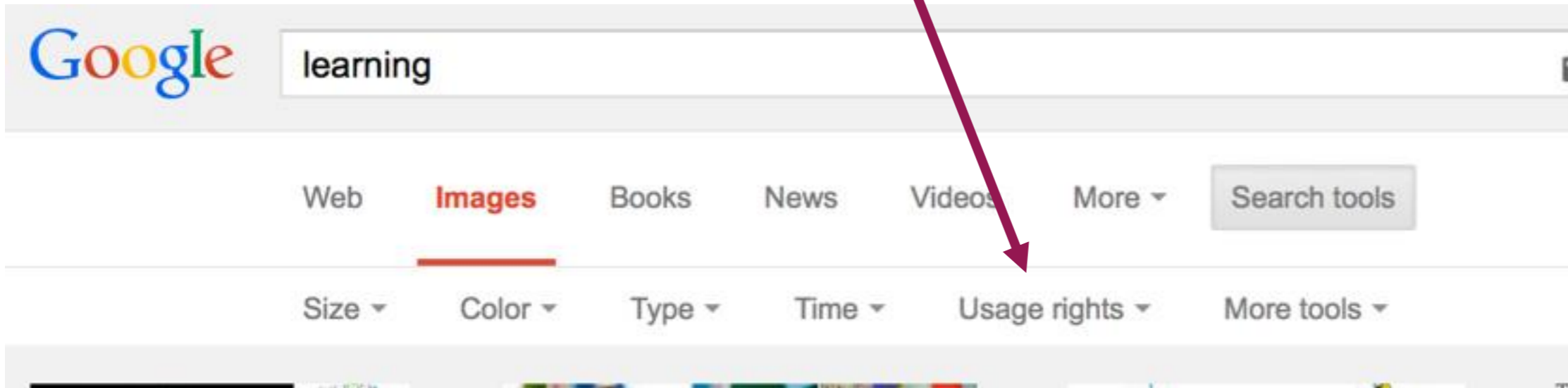
Middle

Google

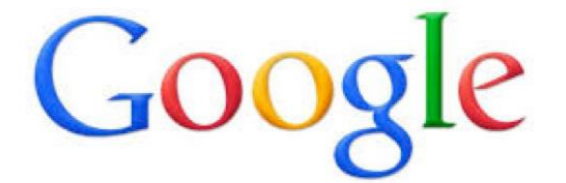
A screenshot of the Google search interface. At the top left is the Google logo. To its right is a search bar containing the word "learning". Further right are icons for a camera and a Google Assistant-style icon. Below the search bar are navigation tabs: "Web", "Images" (which is highlighted with a red underline), "Books", "News", "Videos", "More", and "Search tools". A red arrow points from the word "Middle" in the top left towards the "Images" tab. Below the tabs is a grid of image search results. The first row contains four thumbnails: "Brain" (two stylized heads with colorful dots), "Students" (a group of children in a classroom), "Clip Art" (a cartoon illustration of a teacher and students at a table), and "Quotes" (a graphic with text). The second row contains three thumbnails: a 3D white figure with glasses holding a stack of books, the text "LEARNING IS FUN" in large colorful letters, and a group of colorful stick figures holding hands in a circle with the word "Learn" in the center. The third row shows the beginning of three more thumbnails: a colorful abstract graphic, the word "LEARN" in letters inside circles, and a person's head with a head-mounted display.

Middle

Google



Middle



Google learning

Web **Images** Books News Videos More Search tools

Size Color Type Time Usage rights More tools

Brain

Students

- Not filtered by license
- Labeled for reuse with modification
- Labeled for reuse
- Labeled for noncommercial reuse with modification
- Labeled for noncommercial reuse

Middle



learning



Web

Images

Books

News

Videos

More ▾

Search tools

Size ▾

Color ▾

Type ▾

Time ▾

Labeled for reuse ▾

More tools ▾

Clear



500 × 333 - soft9000.com



Middle

Sources for Images



Flickr 2.6 Million pictures

<http://blog.archive.org/2014/08/29/millions-of-historic-images-posted-to-flickr/>

Middle

Sources for Images

Open Culture

<http://www.openculture.com/>

Free Art & Images

- › *The Met*
- › *The Getty*
- › *The Rijksmuseum*
- › *The National Gallery*
- › *LA County Museum*
- › *British Library*
- › *Google Art Project*
- › *French Revolution*
- › *Getty Images*
- › *Guggenheim Art Books*
- › *Met Art Books*
- › *Getty Art Books*
- › *New York Public Library Maps*
- › *Museum of New Zealand*
- › *Street Art*
- › *Smarthistory*

Free Music

- › *All Bach Organ Works*
- › *All of Bach*
- › *80,000 Classical Music Scores*
- › *Free Classical Music*
- › *Live Classical Music*
- › *9,000 Grateful Dead Concerts*

Middle

Insert Videos Into Sections



The image shows a YouTube video player interface. The video title is "Personality Traits, Attitudes and Managerial Decision Making" by the channel "Fuqua School of Business". The video has 159 views and 1 like. The channel name "Fuqua School of Business" is displayed with a logo and a "Subscribed" button. The video player shows a progress bar at 00:03 / 14:23. The video content features a silhouette of a Gothic building on the left and the "Duke UNIVERSITY" logo on the right. A red arrow points from the bottom left towards the "Share" button in the video player's interaction bar.

00:03 / 14:23

Personality Traits, Attitudes and Managerial Decision Making

Fuqua School of Business · 301 videos


159 views


Subscribed


Like About Share Add to




Middle











Insert Videos Into Sections

 Personality Traits, Attitudes and Managerial Decision Making

 **FuquaSchOfBusiness** · 301 videos 159 views

Subscribed 

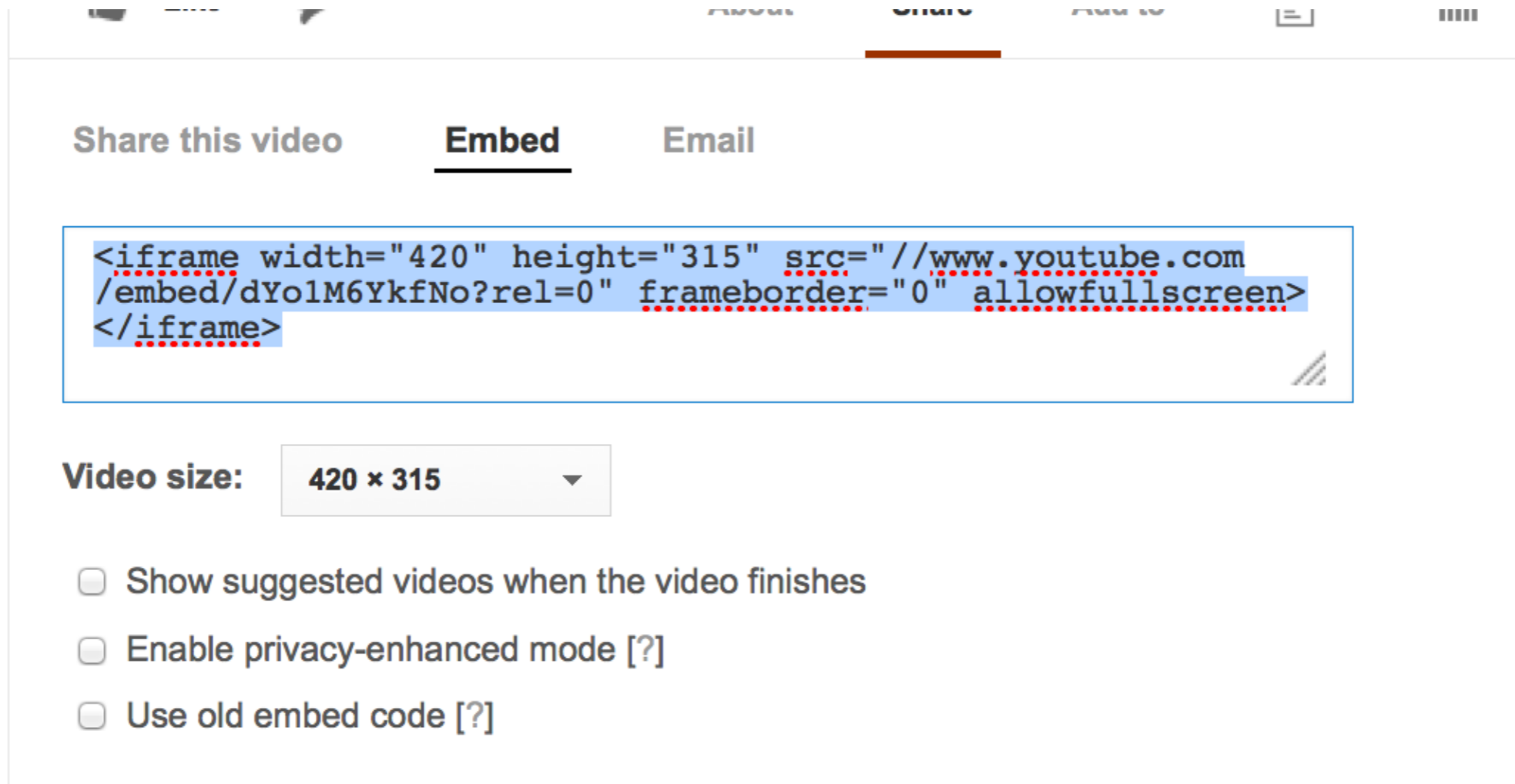
  

Start at:

Middle

Insert Videos Into Sections



The screenshot shows the YouTube 'Embed' tab interface. At the top, there are navigation icons and a menu. Below that, three tabs are visible: 'Share this video', 'Embed' (which is selected and underlined), and 'Email'. The main content area contains a text box with the following HTML code: `<iframe width="420" height="315" src="//www.youtube.com/embed/dYo1M6YkfNo?rel=0" frameborder="0" allowfullscreen></iframe>`. Below the code box, there is a 'Video size:' label followed by a dropdown menu showing '420 x 315'. At the bottom, there are three unchecked checkboxes: 'Show suggested videos when the video finishes', 'Enable privacy-enhanced mode [?]', and 'Use old embed code [?]'.

Share this video **Embed** Email

```
<iframe width="420" height="315" src="//www.youtube.com/embed/dYo1M6YkfNo?rel=0" frameborder="0" allowfullscreen></iframe>
```

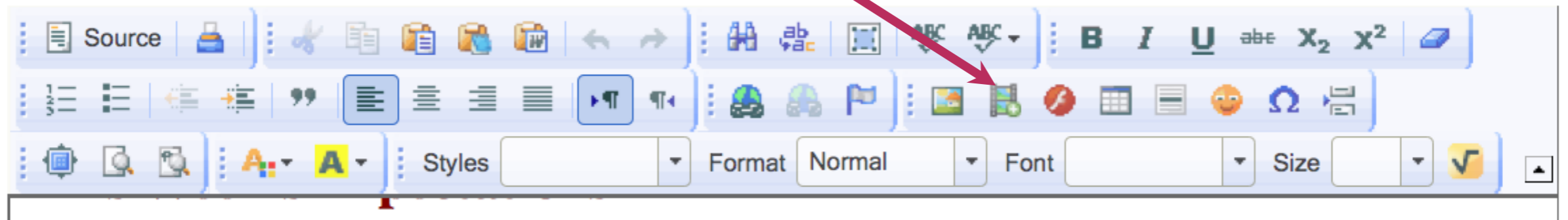
Video size: 420 × 315

- Show suggested videos when the video finishes
- Enable privacy-enhanced mode [?]
- Use old embed code [?]

Middle

Insert Videos Into Sections

Insert Videos Into Sections



Middle

Insert Videos Into Sections



Middle



Tools

Check score on course map



0:01 / 0:27

The video player shows a man with short grey hair wearing a blue shirt, speaking outdoors. The background includes a stone wall and green foliage. The video progress bar is at the bottom, showing 0:01 / 0:27. There are icons for play, volume, closed captions, settings, and full screen.

+ Add a new track

Active tracks (2)

English automatic captions

English

The interface for adding and managing video tracks. It includes a button to add a new track, a section for active tracks, and two tracks listed: "English" with "automatic captions" and "English".

Middle



Tools

Check score on course map

paper your Simon or you're a

0:14 / 0:27

The video player shows a man with grey hair and a blue shirt speaking. A subtitle at the bottom of the video reads "paper your Simon or you're a". The video progress bar indicates the video is at 0:14 out of 0:27. The player interface includes play, volume, and settings icons.

« Track list

TRACK LANGUAGE

English

Actions

Add below Remove

0:06.9	that score is now hot link. Just click it
0:10.3	
0:10.3	and you go to the review when you see
0:13.4	all the comments that I wrote about your
0:13.4	paper your Simon or you're a
0:15.7	
0:15.7	discussion by looking at those you can
0:19.0	do better next time so don't miss it
0:19.0	make sure you always do your review
0:20.6	

The track list shows a list of time-coded segments. The segment starting at 0:13.4 and ending at 0:15.7, with the text "paper your Simon or you're a", is circled in red. The interface includes a "Track list" link, a language dropdown menu set to "English", and "Add below" and "Remove" buttons.

Middle



Tools

Check score on course map

paper your Assignment or you're a

0:14 / 0:27

« Track list

TRACK LANGUAGE

English

Actions

Add below

Remove

- 0:06.9 that score is now hot link. Just click it
- 0:10.3
- 0:10.3 and you go to the review when you see
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- 0:15.7 discussion by looking at those you can
- 0:19.0 do better next time so don't miss it
- 0:19.0 make sure you always do your review
- 0:20.6

Middle

A variety of video resources



MERLOT II



TED TALKS

Middle

A Powerpoint resource



Middle



Be Careful about posting silent
powerpoints!

Do they make sense just standing
alone?

Does a publisher's powerpoint have your
style?

Middle



Two suggestions

Add an auditory track

Instead of having students download them
Embed them like you would a video

Middle

Create Activities for Students

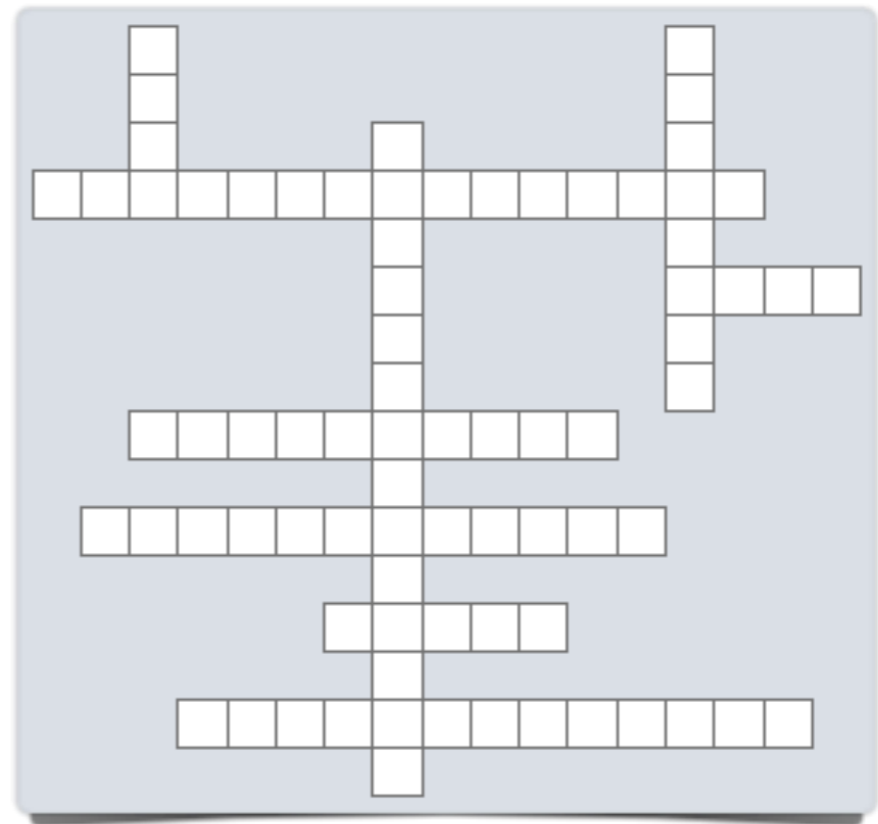


<http://softchalk.com/>

Middle

Create Activities for Students

Get a Crossword Puzzle



Middle

Create Activities for Students

Or, get Justin



Middle

TERMINAL VALUE SYSTEM

1. A COMFORTABLE LIFE (a prosperous life)
2. AN EXCITING LIFE (a stimulating, active life)
3. A SENSE OF ACCOMPLISHMENT (lasting contribution)
4. A WORLD AT PEACE (free of war and conflict)
5. A WORLD OF BEAUTY (beauty of nature and the arts)
6. EQUALITY (brotherhood, equal opportunity for all)
7. FAMILY SECURITY (taking care of loved ones)
8. FREEDOM (independence, free choice)
9. HAPPINESS (contentedness)
10. INNER HARMONY (freedom from inner conflict)
11. MATURE LOVE (sexual and spiritual intimacy)
12. SECURITY (protection from attack)
13. PLEASURE (an enjoyable, leisurely life)
14. SALVATION (saved, eternal life)
15. SELF-RESPECT (self-esteem)
16. SOCIAL RECOGNITION (respect, admiration)
17. TRUE FRIENDSHIP (close companionship)
18. WISDOM (a mature understanding of life)

INSTRUMENTAL VALUE SYSTEM

1. AMBITIOUS (hard-working, aspiring)
2. BROAD-MINDED (open-minded)
3. CAPABLE (competent, effective)
4. CHEERFUL (lighthearted, joyful)
5. CLEAN (neat, tidy)
6. COURAGEOUS (standing up for your own beliefs)
7. FORGIVING (willing to pardon others)
8. HELPFUL (working for the welfare of others)
9. HONEST (sincere, truthful)
10. IMAGINATIVE (daring, creative)
11. INDEPENDENT (self-reliant, self-sufficient)
12. INTELLECTUAL (intelligent, reflective)
13. LOGICAL (consistent, rational)
14. LOVING (affectionate, tender, sexual)
15. OBEDIENT (loyal, dutiful, respectful)
16. POLITE (courteous, well-mannered)
17. RESPONSIBLE (dependable, reliable)
18. SELF-CONTROLLED (restrained, self-disciplined)

Middle

Defining Your Value System

Rank the following terminal and instrumental values in order of importance from 1 (most important) to 18 (least important).

To reorder, drag and drop the items of the lists.

TERMINAL VALUE SYSTEM

1. 1. A COMFORTABLE LIFE (a prosperous life)
2. 2. AN EXCITING LIFE (a stimulating, active life)
3. 3. A SENSE OF ACCOMPLISHMENT (lasting contribution)
4. 4. A WORLD AT PEACE (free of war and conflict)
5. 5. A WORLD OF BEAUTY (beauty of nature and the arts)
6. 6. EQUALITY (brotherhood, equal opportunity for all)
7. 7. FAMILY SECURITY (taking care of loved ones)
8. 8. FREEDOM (independence, free choice)
9. 9. HAPPINESS (contentedness)
10. 10. INNER HARMONY (freedom from inner conflict)
11. 11. MATURE LOVE (sexual and spiritual intimacy)
12. 12. SECURITY (protection from attack)
13. 13. PLEASURE (an enjoyable, leisurely life)
14. 14. SALVATION (saved, eternal life)
15. 15. SELF-RESPECT (self-esteem)
16. 16. SOCIAL RECOGNITION (respect, admiration)
17. 17. TRUE FRIENDSHIP (close companionship)
18. 18. WISDOM (a mature understanding of life)

INSTRUMENTAL VALUE SYSTEM

1. 1. AMBITIOUS (hard-working, aspiring)
2. 2. BROAD-MINDED (open-minded)
3. 3. CAPABLE (competent, effective)
4. 4. CHEERFUL (lighthearted, joyful)
5. 5. CLEAN (neat, tidy)
6. 6. COURAGEOUS (standing up for your own beliefs)
7. 7. FORGIVING (willing to pardon others)
8. 8. HELPFUL (working for the welfare of others)
9. 9. HONEST (sincere, truthful)
10. 10. IMAGINATIVE (daring, creative)
11. 11. INDEPENDENT (self-reliant, self-sufficient)
12. 12. INTELLECTUAL (intelligent, reflective)
13. 13. LOGICAL (consistent, rational)
14. 14. LOVING (affectionate, tender, sexual)
15. 15. OBEDIENT (loyal, dutiful, respectful)
16. 16. POLITE (courteous, well-mannered)
17. 17. RESPONSIBLE (dependable, reliable)
18. 18. SELF-CONTROLLED (restrained, self-disciplined)

Middle

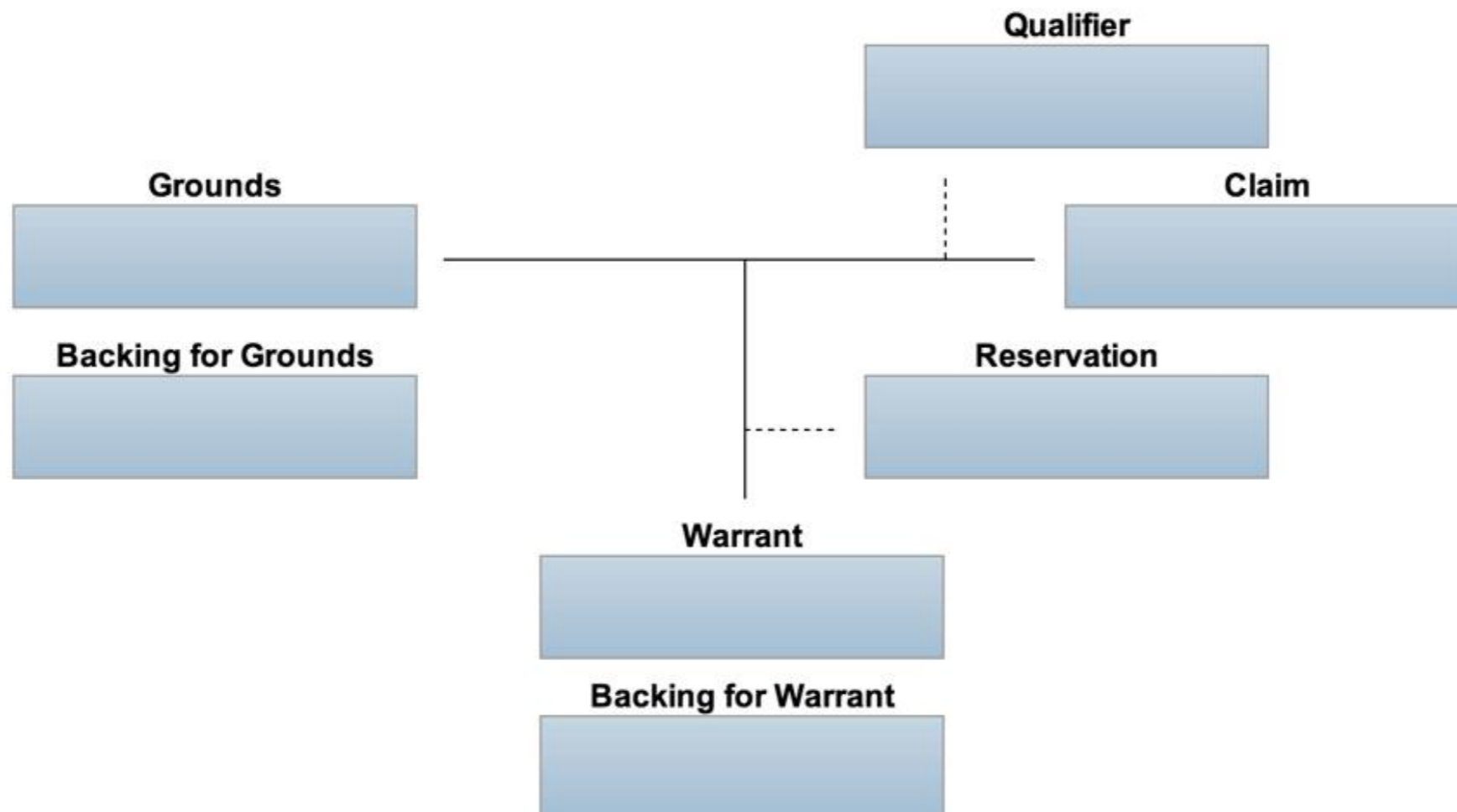
Toulmin Arguments

Place the correct parts of the sentence into the correct structure of the argument. When complete click the check answer button to see if you have the correct structure to the argument.

Check Answer

Argument:

The Constitution says that if a punishment is considered cruel or unusual it should be banned In 1972, the Supreme Court called the death penalty cruel and unusual punishment and as such it should be banned.



Middle



Use Internet
Interactive Sources

Understanding Your Emotional Intelligence

Now to begin to understand your level of Emotional Intelligence, please go to the following:

[Emotional Intelligence Test](#)

The following is a lengthy test, but it is very complete and can give you a good insight into Emotional Intelligence. It is worth your time.

[Emotional Intelligence Test 2](#)

You will be able to use the results of these tests in your current homework assignment.

End

What did you learn?

Summary of the module

Where students can go for
more information links for
personal exploration

End

What Did We Learn?



This initial chapter introduces you to **three** important concepts for the critical thinker.

- **Critical thinking takes place in the world of communication.** Therefore, all the challenges and imperfections of the communication process effects the process of critical thinking. We are always communicating, but the understanding is never perfect. Just like critical thinking, never perfect.
- **Critical thinkers search for the validity of the argument, not the Truth.** This allows critical thinkers to be open minded and not dogmatic. Although Truth exists, I have no process for discovering it or expressing it. Critical thinkers leave Truth for acts of faith.
- **Validity is measured with the Continuum of Certainty.** Discovering the degree of certainty of a conclusion allows us to make more effective decisions.

These provide the foundation of critical thinking.

Below is a review of the Communication Process created by former student, *Talia Gattenuo*

[Defining Communication](#)



Additional Paths

Here are two excellent sites with much, much information on critical thinking

[The Critical Thinking Community](#) which can also be accessed in the left hand column of tools.
[Critical Thinking.net](#) a great site by critical thinking scholar Robert Ennis

Designing the Module

- ☑ What is the overall purpose?
- ☑ What are the module goals or objectives?
- ☑ Did the module fulfill the objectives?
- ☑ Why should student care about the goals?
- ☑ How readable are the modules, language choice, colors etc?
- ☑ Were the sections attractive?
- ☑ Any unneeded sections?

Designing the Module

I had to look at mine and ask
a key questions on each
section

- ☑ Is a section effectively instructional?
- ☑ Is a section just taking up space with some sort of content?
- ☑ Is a section there for merely entertainment?

Is that bad?

Even Fonts Count

Fonts have
human-like
personalities

Clean clear and
simple fonts,
project certain
emotions

You see,

**ALL FONTS HAVE A
PERSONALITY &
A PURPOSE**

Even Fonts Count

The appearance of the font gives off a certain mood which can impact the effectiveness of your content.



Elegance

Even Fonts Count

Serif fonts like Times New Roman feel more **traditional**

Sans serif typefaces like Helvetica Neue, the one Apple uses for iOS 7, feel more **modern**

Comic book fonts create an aura of fun

**Not sure how important
all this is, just food for
thought.**

Even Fonts Count

Size Matters

According to a “new study”

People have more of an
emotional brain response to

words in **larger** fonts than in
smaller ones

Even Fonts Count

Size Matters

I use 16 font Arial for easy reading



Even Fonts Count

Get ready for my
big font joke!

Even Fonts Count

COMIC SANS,
PAPYRUS and
BRUSH SCRIPT
walk into a bar.

Bartender says
*“we don’t serve
your type.”*

Even Fonts Count

Be Consistent

Use same text, size, color in your modules

Avoid the “Ransom Note” look

Even Fonts Count

Be Consistent

Use *same text*, **SIZE**, and **color** in your modules

Don't you feel like you've been kidnapped?

Never Use What Color?

Red

Blue

Green

Orange

Never Use What Color?

Red

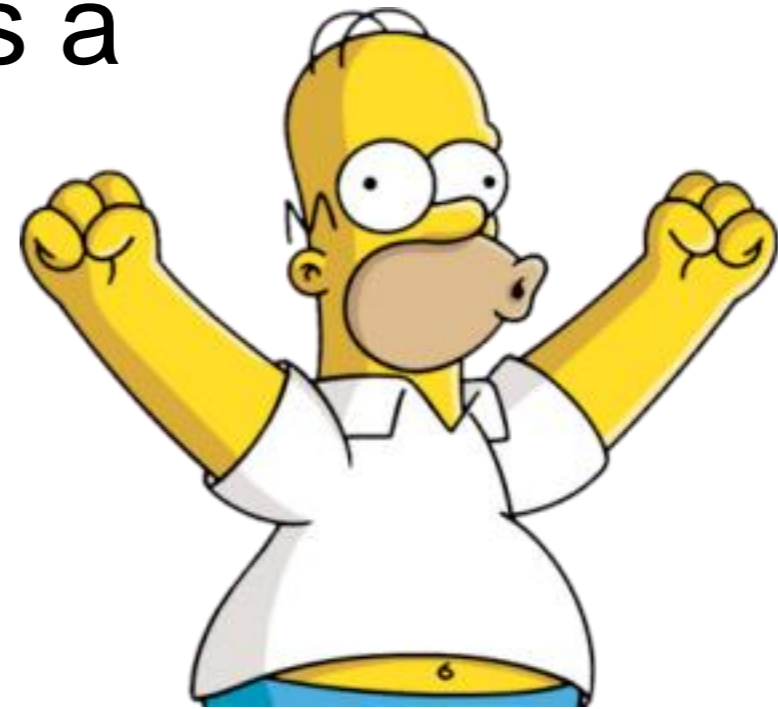
Blue

Green

Orange

Getting Students to Read

Re-read your sections as a student would



Did they excite you?

Did you doze off?

Did they make you want to read more?

Getting Students to Read

How do you get a student to read your modules?

Test Content?

Plant a test code?

Make them interesting?

Plead or beg to have them read?



Hiking
Artist

Getting Students to Read

Tell a Story

Engages students more than straight exposition

Case Study, Getting Married

So lets look at a decision most all of you will someday explore. Getting Married.



Getting Students to Read

Tell a Story

Engages students more than straight exposition

Back to the Marriage Claim



Poor issue: "Does Suzy enjoy the same things I enjoy?"

Effective issue: "Does Suzy enjoy watching basketball on television?"

Getting Students to

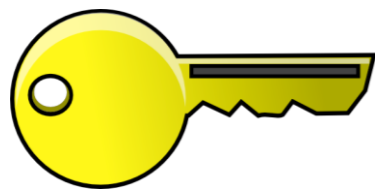
Read

Don't be too sad if your students do not read all of your great sections.

<u>Status</u> 	<u>Section</u>	<u>First Visit</u>	<u>Last Visit</u>	<u>Site Visits</u>	<u>Syllabus</u>	<u>Modules Completed</u>
Enrolled	7037	Feb 2, 2013 8:58 PM	May 30, 2013 9:39 PM	102	Feb 2, 2013 9:10 PM	5
Enrolled	7024	Feb 4, 2013 7:10 PM	Jun 1, 2013 3:20 PM	150	Feb 5, 2013 1:55 PM	17
l) Enrolled	7037	Feb 2, 2013 11:08 PM	May 31, 2013 4:39 PM	237	Feb 2, 2013 11:10 PM	2
Enrolled	7037	Feb 2, 2013 8:23 PM	May 27, 2013 9:35 PM	89	Feb 5, 2013 4:20 PM	16
l) Enrolled	7024	Feb 3, 2013 6:11 PM	May 31, 2013 10:00 PM	163	Feb 3, 2013 11:03 PM	18

Getting Students to Read

There are many distractions to the online learner, do your sections keep their attention?



One key is variety in your sections.

and chose your words

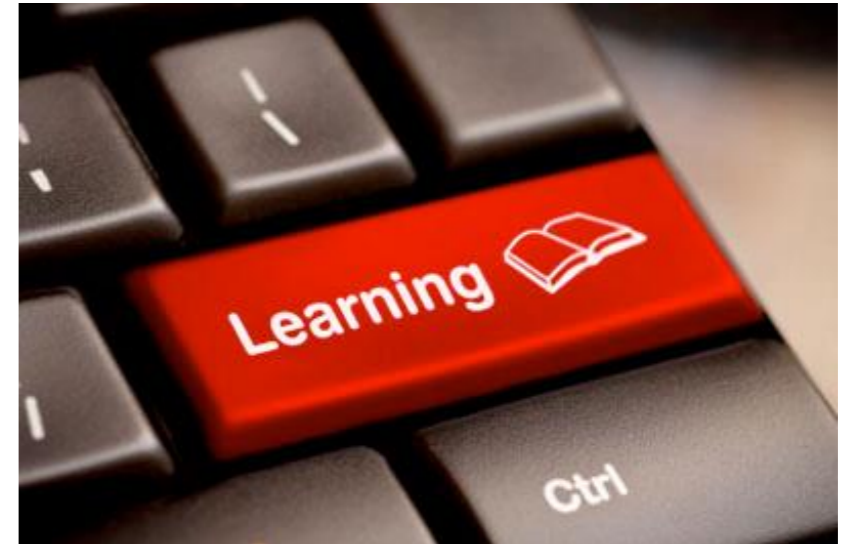
You are not writing a grant.

Welcome your learners

Encourage your learners

Friendly tone

Find Emotionally Charged Words





Your Suggestions

