

Curriculum Scaffolding: What have we learned?

Education Session
Learning Effectiveness

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AGENDA

- Defining the Problem
- Curriculum Scaffolding
- Experiential Discussion Boards
- Adaptive Learning in Instructional Design
- Evidence Based Rubrics
- Classroom Learning Communities

AIU's History

Move Forward with Flexible Degree Programs

Put school within reach with the help of our many financing options.

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Defining the Problem

- Live chats as 'center of the classroom' not well attended
- Classroom distractions pulled students away from learning
- Hesitance to engage in public forums
- Preparation and formality hindered free-flowing engagement
- Discussion Board served as a public submission area
- Content served as Band-Aid
- Resources misaligned
- Assignments function in isolation of one another
- General rubrics not measuring outcomes

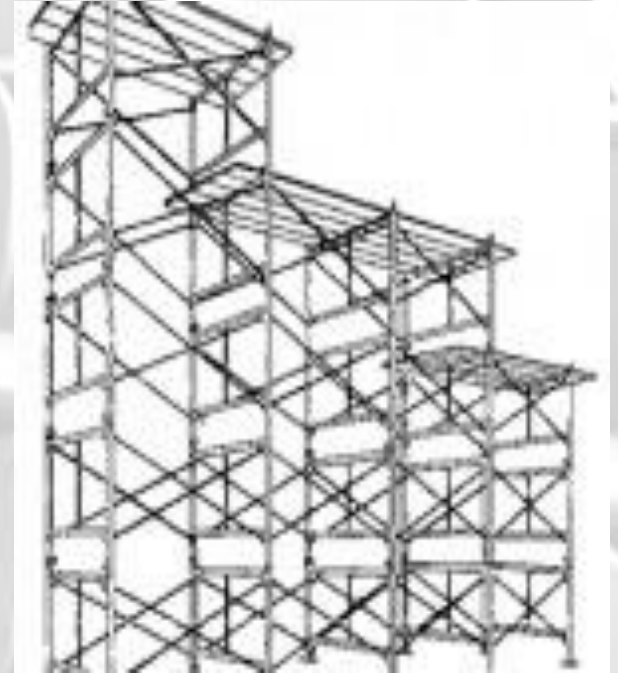


Discussion Board Analysis

- 79 Discussion board threads reviewed
- Majority classified as 'graded/academic'
- Average rating as 1.96 (scale of 1-3)
- Minimal student : student and student : instructor interaction due to rigid posting requirements
- Faculty engagement is key to student engagement!

Scaffolding

- What is Curriculum Scaffolding?
- Examples of Scaffolding strategies
 - a) Concepts are introduced
 - b) Learning activities are assigned
 - c) Assignment rubrics are introduced



Example



Unit	Assignment Type
1	Adaptive learning Discussion Board
2	Adaptive learning Discussion Board
3	Adaptive learning Discussion Board
4	Adaptive learning Discussion Board
5	Adaptive learning Discussion Board

Unit 1 DB

The Business Environment

Part 1: Intro and educational/future career plans

Part 2: Choosing a business entity

Unit 2 DB

Money

Part 1: Customer inputs

Part 2: Pricing competition

Unit 3 DB

Marketing

Part 1: Target demographics

Part 2: 4-Ps and marketing techniques

Unit 4 DB

Management

Part 1: Possible challenges

Part 2: Addressing challenges

Part 3: Timing

Unit 5 DB

Information Systems

Part 1: Technological needs

Part 2: Selecting a product

Part 3: Financial program

Scaffold

Example



Unit	Assignment Type
1	Adaptive learning Discussion Board
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Unit 1 DB

Ethics, Morality and Legalities Part 1: Intro and education to future career plans
Part 2: Law and commerce

Unit 2 DB

Liability and Accountability
Part 1: Professions
Part 2: Personal impact

Unit 3 DB

Contracts and Privacy Issues
Part 1: Product recalls
Part 2: Defective products

Unit 4 DB

International Issues and Discrimination
Creating a diverse workforce

Unit 5 DB

International Business Issues and Ethics
Part 1: Laws and ethics in other countries
Part 2: Awareness of differences

Scaffold



Experiential Discussion Boards

- Heart of the classroom
- ~~Rigid posting requirements~~ replaced with conversational thread
- Faculty guide, engage and focus all students in classroom discussion
- Encourage communication with and among students
- Each unit continues discussion from previous unit



Adaptive Learning

- Role in instructional design
- Cohesive design with Discussion Boards
 - Creating a cohesive classroom
 - intellipath interwoven into learning activities
- Student engagement
 - Referring students to previous objectives
 - Supporting the continuum of learning



Faculty Communities of Practice

- **Weekly discussions**
 - Student engagement
 - Practical application of scaffold design
 - Assessing student work
 - Sharing practices
- **Continuous improvement**
 - Improved rubrics
 - Content review



Evidenced Based Rubrics

- Help students learn by allowing for dialogue, exploration, and discovery
- Help faculty teach by pulling students in through conversation
- Provide a roadmap for students by scaffolding discussions from unit to unit



Rubric Dimensions

- *...substantive, responds to DB assignment, discusses all questions posed, elaborates on all parts of the topic, and contributes to group understanding of topic.*
- *...shares opinions, observations and experiences, asks questions and makes suggestions.*
- *...engages at various points throughout the week*



Classroom Learning Communities

- Students have clear direction
- Student collaboration
- Student interaction
- Assignments have relevance to the real world
- Communication
- Faculty create an environment of trust, safety and sharing
- Faculty need to make sure students feel connected



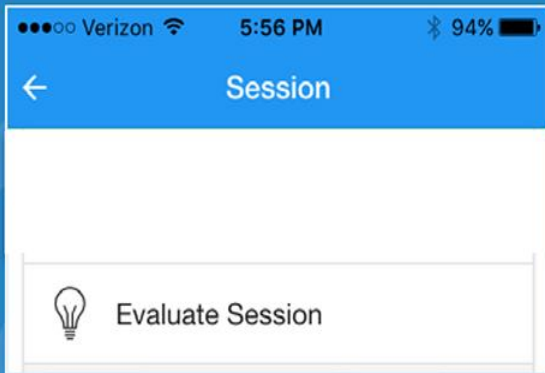
Results

- Increased student engagement exponentially (based on % of posts)
- Enhanced learning opportunities – faculty know more about students
- Higher rate of satisfaction – students and faculty





Session Evaluations Contest



- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website