BECOMING LEARNER-DRIVEN
A framework for creating learner-driven course activities

Patrick Dempsey, EdD, MBA
Director of Digital Teaching & Learning
Loyola University Maryland
Identify some questions you have that you hope will be answered during this session.
Several of my students are now in isolation . . .
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and I have a student in each class recording the class lecture on phones.
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These video files are >400MB and the Moodle limit is 100MB. How do you suggest I make the videos available to those who cannot attend?
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The classroom has a camera on a portable screen in front of the room, but it is in the wrong location.
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and I have a student in each class recording the class lecture on phones.

These video files are >400MB and the Moodle limit is 100MB. How do you suggest I make the videos available to those who cannot attend?

The classroom has a camera on a portable screen in front of the room, but it is in the wrong location.

Trying to teach live and deal with MS Teams simultaneously is too distracting for me.
Based on that conversation, identify where this instructor is on the spectrum?
On average, identify where you believe your institution is on the spectrum.
List three things your institution could do to move that average up .5 point.
1. Understand the difference in instructor roles in instructor-driven and learner-driven courses

2. Evaluate course assignments to identify opportunities to make them more learner-driven

3. Utilize a framework to create learner-driven course activities
AGENDA

1. Understand the difference in instructor roles in instructor-driven and learner-driven courses

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On a scale of 1 (novice) to 5 (expert), rank your current level of confidence for each objective.
1. Understand the difference in instructor roles instructor-driven and learner-driven courses

<table>
<thead>
<tr>
<th>PRACTICES</th>
<th>Instructor-driven</th>
<th>Learner-centered</th>
<th>Learner-driven</th>
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<tbody>
<tr>
<td>Pedagogical choices</td>
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## PRACTICES

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<td>goal of learning</td>
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<td>for the community</td>
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<td>amplifying</td>
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Based on these definitions, explain whether you would change your original rating. If so, explain whether you evaluated higher or lower and describe why that change is appropriate.
1. Understand the difference in instructor roles instructor-driven and learner-driven courses
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**Instructor-driven**

**Learner-driven**

Identify metaphors that describe the role of faculty in instructor-driven models.
Identify metaphors that describe the role of faculty in learner-driven models.
1. Understand the difference in instructor roles instructor-driven and learner-driven courses

Instructor-driven

- subject matter expert

Learner-driven

- subject matter expert
- course manager
- course designer
- facilitator
- mentor

Martin et al., 2019
1. Understand the difference in instructor roles in instructor-driven and learner-driven courses

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AGENDA

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Explain the difference in instructor roles in instructor-driven and learner-driven courses.
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<tbody>
<tr>
<td>subject matter expert</td>
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<tr>
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<td></td>
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Martin et al., 2019
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Martin et al., 2019
2. Evaluate course assignments to identify opportunities to make them more learner-driven.

Roles

- subject matter expert
- facilitator
- mentor

Competencies

- content expertise
- technical skills
- course design
- knowledge of how people learn
- willingness to learn

Identify any competencies you would add to this list.

Martin et al., 2019
2. Evaluate course assignments to identify opportunities to make them more learner-driven
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<td>Objectives</td>
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<td>floor</td>
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<tr>
<td>Choice</td>
<td>none</td>
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<td>Submission</td>
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<td>Feedback</td>
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Ask any questions you have. Or share examples of activities you use or have seen that you believe are mostly learner-driven.

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Based on the information so far, identify a few practical things you can do to start making assignments more learner-driven.
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<th>Information</th>
<th>Interaction</th>
<th>Innovation</th>
<th>Introspection</th>
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<tbody>
<tr>
<td>Content knowledge</td>
<td>Shared understanding</td>
<td>Practical application</td>
<td>Personal connection</td>
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3. Utilize a framework to create learner-driven course activities

- Information: Mini-lesson to 100%
- Interaction: Discussion
- Innovation: Project
- Introspection: Handbook
Dogs rule the world.

Jen thinks she is the master at training her dog Sampson to follow her commands. In reality, Sampson is the master, training Jen to meet his every doggy-desire.

**FILL IN THE BLANKS**

Alright, Sampson is ready to get his research going.

(Remember the 4 things needed for a research project: research topic, gap, access, and instrument).

He has decided that Dog Treats is his

The he has identified is that not enough is known about how specific tricks, especially new tricks, affect the number of treats dogs get.

He has identified participants he has to, by inviting a few neighborhood dog-pals and their owners to join him in his research.

And, for the he is going to use a survey, journals, and interviews.

(Hint: remember the lessons from questions 3 and 4!)

**3. Utilize a framework to create learner-driven course activities**

Identify whether each of the following is an intervention.

Assigning homework

Giving points for attendance

Giving feedback

Explaining something in three different ways

Using examples to explain concepts

Using techniques to increase student interest

Creating classroom rules

Using a reward-system for behavior

**Select from the options below.**

Intervention  Not an intervention
3. Utilize a framework to create learner-driven course activities

- Information: Mini-lesson to 100%
- Interaction: Discussion
- Innovation: Project
- Introspection: Handbook
Guidance:
1. This week, we are doing an AMA about this week’s content. The first 15 students to create a new discussion topic will be the Experts. The rest of the class will be Askers, posing questions to the Experts for them to answer.
   - If you are an EXPERT, you will be tasked with answering questions, clarifying understanding, and sharing resources related to the topic you have selected.
   - If you are an ASKER, you will be tasked with asking three or your classmates at least one question about their topic.
2. First 15 students (Experts)
   a new discussion topic and include a brief description of your topic in the subject line.
3. Rest of the class (Askers)
   ask at least three Experts at least three substantive questions each about their topic that will help you and your classmates gain a better understanding of the lessons related to their selected topics.
4. Experts
   respond to each question by clarifying understanding and sharing resources to help address your classmates’ questions.
3. Utilize a framework to create learner-driven course activities

- Information: Mini-lesson to 100%
- Interaction: Discussion
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Writing Your Introduction Sections

Snapshot

50 points:
Initial Post due by Thursday, 11:59 PM ET
One Peer Response due by Sunday, 11:59 PM ET

Format
Title your post with your preferred name and a few words describing your topic (e.g., Patrick, Parental Engagement)

Initial Posting Guidance
1. Review the Introduction Sections Example to understand the expectations for writing these sections.
2. Use the Introduction Sections Template to create the first draft of your Overview, Problem Statement, Purpose Statement, and Significance sections (replace the italicized text with your own words—not in italics).
3. Add a new discussion topic.
4. In your initial post, paste (do not attach) a copy of your Introduction Sections (before posting, fix any formatting errors that pasting might have caused).

Peer Response Guidance
1. Respond to at least one peer.
2. In your response, take the role of a critical reviewer to help strengthen your classmate’s Introduction Sections.
3. Organize your response with the following:
   - Overview
     Create at least one specific suggestion that will help your classmate improve this section.
   - Problem Statement
     Create at least one specific suggestion that will help your classmate improve this section.
   - Purpose Statement
     Create at least one specific suggestion that will help your classmate improve this section.
   - Significance
     Create at least one specific suggestion that will help your classmate improve this section.

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- Information: Mini-lesson to 100%
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This handbook is created as a default project activity for each module. You can utilize this handbook as is or you can create an alternative that better operationalizes the way you learn and remember. Whatever approach you take, be sure to appropriately address each of the prompts (even if you do not address each prompt exactly as presented).

Paste an image of something that relates to the lessons you learned this module. Include a short captioning beneath the image describing why you selected it. (Alternatively, you could share something such as a song, a book, or a personal experience—really anything that is useful for you—that connects with the lessons from this module)

List the top three key points you learned this module.

Describe the top three practices you can use to provide support for development through deliberate practice in your course.

Rate your current skill level in this area on a scale of 1 to 10 (1-no skill; 10-expert).

Describe the steps you can take to increase your skill by one point.
List activities you have used effectively or are thinking about using for any of the phases.
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Describe the differences using a framework such as this could make to how you present your content and how students learn your content.
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Explain how your confidence level about each of these objectives changed from the start of this presentation.
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Imagine a colleague asked you to explain to them the most important lessons from this presentation. In a few words, summarize the key points you would share.
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visualize discussions

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Director of Digital Teaching & Learning
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Code: OLCDriven