

As online educators, do we practice what we preach?

This pilot study outlines the redevelopment of an online architecture/design philosophy course using a motivational framework to exceed best practices. The intent is to help online learners create deeper abstract meaning and knowledge transfer while providing educators with a realistic approach.



Why don't learners engage?

Why don't they participate?

Why don't they remember what they learn?

A word cloud of negative factors in online learning. The words are: 'poor engagement' (blue), 'motivation' (red), 'educators' (orange), 'lack of interest' (blue), 'pilot study' (red), 'meaning' (blue), 'knowledge transfer' (blue), 'online' (purple), and 'poor participation' (green).

We **do not** motivate learners.

We **can create** motivational opportunities for learners
... **intentional, intrinsically motivating** experiences.

A word cloud of positive factors in online learning. The words are: 'connection' (blue), 'climate of respect' (orange), 'scaffolding' (purple), 'relevance' (red), 'values' (orange), 'choice' (red), 'meaning' (blue), 'learner viewpoints' (green), and 'relevance' (red).

Moving Beyond The Model: Implementing a motivational framework to exceed best practices for online learning

Applied Instructional Framework

Motivational Framework for Culturally Responsive Teaching (Wlodkowski, 2008)

Motivational conditions are set at specific times of learning activities.

Beginning
Establish
Inclusion &
Attitude



During
Enhance
Meaning



End
Engender
Competence

Relevance allows diverse learner populations to engage.

Choice allows learners to exhibit levels of control and autonomy.

control scaffolding
choice
autonomy
climate of respect
relevance

Interactive **psychological state of interest** promotes engagement

Consider **learner viewpoints** and **value systems**.

response opportunities
humor
paraphic emotions
values
manding
stimuli

Assessment = grades (stressor) as poor motivational factor

Authentic assessment allows learners to connect to and affirm the experience to their lives

personal relevance
standards
authentic assessment
bias
avoidance

Philosophy of Design (Senior level humanities)

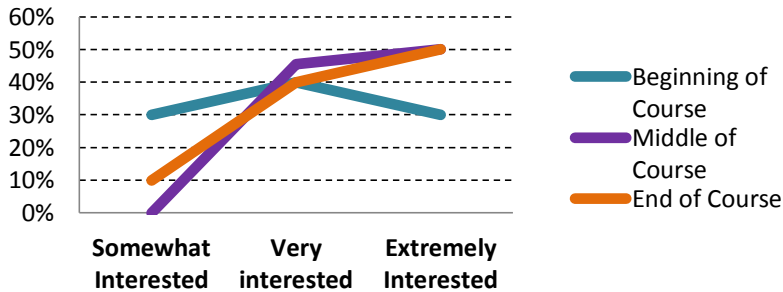
In this course, the student are exposed to a variety of theoretical and philosophical constructs related to the study of architecture and design. Emphasis is on building awareness and understanding of the relevance of design, and social theories within the context of the built environment.

- **Readings** challenge existing ideas and constructs, provide alternative ideas and opportunities for deeper abstract thought. (Fischer, 1980)
- **Audio enhanced** lectures provide opportunities for deeper abstract thought (Fischer, 1980) through alternative examples, open ended questions, different modes of connection
- **Asynchronous discussion** provide opportunities to look at ideas using individual experiences to see connections between value systems and social constructs.
- **Synchronous discussion** allows for safe, respectful forum to ask questions and receive different opportunities to connect to learning styles
- **5 assignments**
 - **A1 – Establishes Inclusion:** introduces familiar concepts but encourages new ways to consider them (critical versus creative thought)
 - **A2 – Reinforces Inclusion and Attitude:** familiar skills are applied to new theoretical contexts allowing for scaffolding opportunities and deeper engagement, and personal meaning.
 - **A3 – Enhances Meaning:** provides response opportunities (active participation) involving learner viewpoints and value systems.
 - **A4 – Enhances Meaning and Engenders Competence:** challenging activity (research paper) allows learners to focus on subject that is personally meaningful while using authentic assessment of results related to learner intent.
 - **A5 – Engenders Competence:** reiterates the relevance of the overall learning experience by allowing the analysis of multiple theories using creative approaches.

Select Survey Results

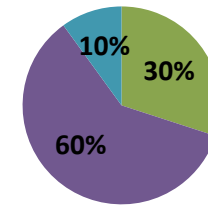
While there are some anomalies, survey data indicate that learners responded positively to their experiences in the course. Further, the learning intent to build awareness, and demonstrate knowledge and insight into the theoretical aspects of design and its impact on individuals, groups, and society appears to be supported by learner feedback and student work. Although this is a pilot study, we believe the motivational framework implemented has strong potential to build learner motivation in online learning environments. (See Summary and Analysis for full detail)

Learner Interest Level at Different Times During Course

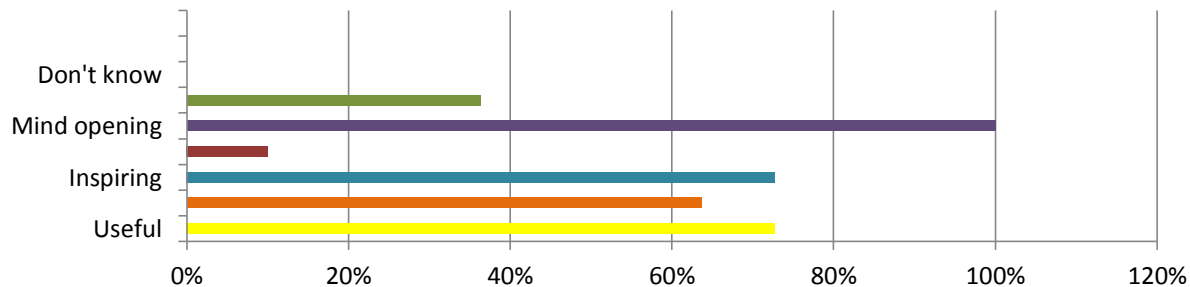


Did you find the course organized in a way that helped you relate to content?

- Extremely well organized
- Somewhat organized
- Very poorly organized
- Well organized
- Not well organized



How would you evaluate your learning experience in the course in general? (select as many descriptors as necessary)



Moving Beyond The Model: Implementing a motivational framework to exceed best practices for online learning

Final Survey Question

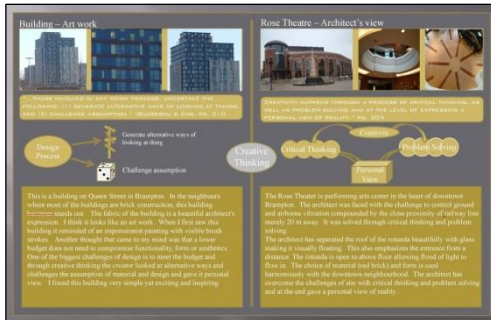
- 5 respondents provided their thoughts on the course and are favorable in nature. They support the survey results, but also provide context.

Briefly share your thoughts on the course and whether it helped you think differently about the ideas and theories of architecture and design. (optional)

- I thoroughly enjoyed learning the theory behind design which, to me, added value to the program ; a program that is typically viewed to be "fluff". **Learning the philosophy gave it more depth and more appreciation for how the world can be connected through design**
- Philosophy of Design was **one of the most memorable and intriguing courses and it changed my perspective** about how I looked at spaces when designing. It was mind opening for me as it gave a better understanding of how people move through space and how they will be using the space. On the other hand, **I found the reading and the theory very difficult to comprehend until, we had our question and answer session.**
- Even though some of the thoughts were difficult to understand on my own once in a discussion with classmates and the instructor things became clearer. I am not normally the type of person to look at the philosophy but I **enjoyed seeing how these theories related to real world situations.**
- This course **certainly opened my thoughts** to the design phases. Assure that you **always design with purpose and reasoning.**
- The course was a nice transition into future courses and **really helped me think outside the box on a more personal level.** I think all designers should consider theories taught in the class and re-purpose them into professional practice.

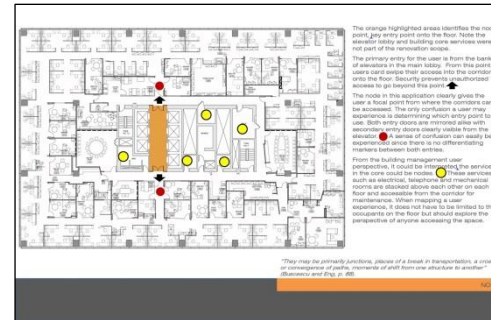
Moving Beyond The Model: Implementing a motivational framework to exceed best practices for online learning

Student work and reflections



Excerpted from Assignment 1

"This assignment was an eye opener and it seemed to me that the common things that I have seen many times before suddenly looked different and different questions were arising. . ."



Excerpted from Assignment 2:

"The value of incorporating an environmental mapping study is practical both at the design stage and especially at completion where the true lessons learnt occurred."



Excerpted from Assignment 3:

"I found this particular assignment very useful in reinforcing the ideas of personal space zones and territoriality. In addition to these particular themes, the reading on Angulation was an interesting factor in how design can be a major influence in its affects on human behavior and interaction. . ."



Excerpted from Assignment 5

". . . This assignment taught me to become aware of things we have become accustomed to (i.e., time and space) and be aware of my surroundings and the spaces which we occupy at the time we occupy them; the interaction we have with other objects and spaces and how those interactions can alter the meanings of those objects and spaces."