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PROPOSAL FOR THE OLIT 593 PROJECT

PROPOSAL

- ✘ The use of blogs in an essay-writing class has the promise of improving students' writing by:
 1. Creating a sense of audience and purpose which is more meaningful to adult learners than simply submitting assignments to the instructor.

PROPOSAL

2. Creating a community of learners, where the students are actively engaged in discussing ideas through writing and are able to learn from each other via online discussions i.e. blog postings.

PROPOSAL

- ✘ Students will create individual blogs and will post to the blog their reflections, comments, and reactions to the weekly readings.
- ✘ The blog postings will serve as notes and drafts that will be crafted into well-organized academic essays by the end of the course.

UNDERLYING THEORETICAL PERSPECTIVES

- This instructional design project is developed based on the following two theoretical approaches to adult learning:
 1. The Principles of Adult Learning as described by Malcolm Knowles

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

UNDERLYING THEORETICAL PERSPECTIVES

2. Creating learning communities or communities of practice as described by Wenger.

✦ <http://www.ewenger.com/theory/>

OBJECTIVES

- ✘ Demonstrate effective use of the writing process in out-of-class essays and in timed, in-class situations.
- ✘ Demonstrate the ability to understand readings and to use ideas or information from these readings within the student's own writing.

OBJECTIVES

✘ Write an essay that

- ✘ has a clear main idea that focuses the essay and is meaningful to the readers;
- ✘ develops the main idea with adequate, specific, and logical support that makes an impact on the reader;
- ✘ reflects choices based on the audience's knowledge level, experience, opinion, and interests;
- ✘ takes the reader from one idea to another and organizes the ideas both within and between paragraphs;
- ✘ communicates--with reasonable correctness--in standard written English.



PROJECT PHASES

1. Analysis phase

- ✘ Learner analysis
- ✘ Pedagogical considerations
- ✘ Delivery options
- ✘ Theoretical perspectives
- ✘ Project timeline

PROJECT PHASES

2. Design phase

- ✘ Specify learning objectives
- ✘ Organize content
- ✘ Identify technology/media
- ✘ Design rubrics for evaluating essays and weekly blog postings

PROJECT PHASES

3. Development phase

- ✘ Specify content
- ✘ Create weekly learning modules
- ✘ Develop evaluation tools

PROJECT PHASES

4. Implementation phase

- ✘ Teach the class (deliver the course)
- ✘ Monitor progress
- ✘ Collect student feedback
- ✘ Formative evaluation

PROJECT PHASES

5. Evaluation phase

✘ Summative evaluation:

- a. Did the learners like the course?
- b. Were the course objectives achieved?
- c. Did the students submit passing portfolios?