

(Online) Course
Template v3.
based on a
small-group,
facilitated,
problem-solving
model

1 X

X is the subject of the course: Chair Building, Writing Business Reports, Wiring a House, Developing Emergency Response Plans, Creating a Sustainable Workplace, Job Search, etc. X is defined in terms of learning outcomes and demonstrations of student learning. The curriculum is set out as a series of (scaffolded) problems which the learner must solve (under certain conditions) to demonstrate the learning.

2 What sources of information exist about X?

At this stage one identifies the sources of information relevant to X: Internet sources, MOOCs, Wikipedia, Library Database items, Books, etc. Also, at this stage one deals with any digital literacy issues among the learners: can the navigate the Internet, use Library catalogues, communicate their results. This stage also makes plagiarism virtually impossible, since we have identified all the sources of plagiarized material.

3 Which of these sources of information is reliable/ useful (in the context of X)?

At this stage one makes up a list of **good** sources of information -- an annotated bibliography, if you will. Leads to discussion/investigation of reliability, usefulness, suitability of resources in light of X, etc.

4 We do X, supported by the learning resources we have found

This is the main part of the course and would extend over several weeks or months: Investigation of X (probably sub-sections or partitions of X), using a problem-solving process to draw conclusions about X. Initially, this is conceived as a set of problems to be solved by the students. Solving the problems demonstrates the learner's learning. These might be problems, projects, lab work, research reports, etc. etc. **The information required by learners to solve these problems comes largely from the materials at 3, and only rarely by lecture from the instructor.** The instructor assists/consults with the teams in their problem-solving work.

5 Validation of conclusions about X

This may be a mark for the course based on completed learning activities and/or examination and/or validation through publication to the web with monitoring of feedback received.

! The assumption here is that almost all of these activities would be done by teams (of 2 or more learners) to foster collaboration and peer-learning



Rudi Aksim
Box 86 Carp ON Canada
K0A1L0
613-839-2990
rudi@aksim.org

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