

Learning Object Project

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Definition of a Learning Object

A learning object is a resource, usually digital and web-based, that can be used and re-used to support learning. In other words, a learning object can be used to accomplish a learning objective. Consequently, a learning object could be a text document, a movie, an mp3, a picture or even a website.

Moreover, learning objects promised to offer a new way to create and mediate educational content in terms of smaller units of learning that are self-contained, can be re-used in multiple contexts and pedagogic settings and can be grouped into coherent collections of digital learning content. According to Wiley (2007), learning objects are elements of a new type of computer-based instruction grounded in the object-oriented paradigm of computer science. Object-orientation highly values the creation of components (called "objects") that can be reused in multiple contexts. Additionally, learning objects are generally understood to be digital entities deliverable over the Internet, meaning that any number of people can access and use them simultaneously (as opposed to traditional instructional media, such as an overhead or video tape, which can only exist in one place at a time).

Needs Analysis Summary

Web based education can represent both a pedagogical innovation and a channel of communication capable of engaging the learner. Technology enables the instructor to create a different kind of curriculum and to establish a different relationship with the student. The virtual classroom provides a new environment for human interaction and allows the instructor to design learning which can be more student-centered and collaborative. With this in mind, some college instructors feel the necessity to incorporate web based teaching into traditional classroom methods. However, according to Nelson (1999), "In the course of one generation, the percentage of teaching done by part-timers has doubled. Nearly two-thirds of all undergraduate teaching is done by part-time or adjunct faculty and graduate students (p.30)." As a result, the number of part-time faculty members is increasing steadily, to the point that most colleges and universities would not function efficiently without them. Yet, there is often a lack of preparation or support for their vital role. Moreover, the majority of adjunct faculty does not have the time to attend staff development classes at specific time of day to learn how to integrate web based instruction into traditional classes. Therefore, instructors need a tutorial that facilitates the sharing of innovative teaching strategies

that encourage the exchange of best practices in development and delivery of education by incorporating the essentials of Blackboard into traditional on-ground classes.

Target Audience Description

The audience will be the entire new hire adjunct faculty and all other instructors with the need of incorporating the basics of web based teaching into traditional classroom methods. On the other hand, this tutorial is not intended for the experience instructors with Blackboard background.

Overall, identifying the demographics of a target audience is essential in the design process, because in order to create effective programs, the designer needs to identify the audience to have a good idea of who the audience is and what motivates them.

Objective Analysis Summary

According to Lee and Owens (2004) "writing clear, measurable objectives is critical to developing effective solutions (p.42)." However, in order for learning to occur we have to consider five domains, cognitive, affective, motor, psychomotor, and metacognitive. Consequently, there are four types of objectives for any solution, the first one is Goals and

course objective, the second is the Performance objectives, the third one is Terminal objectives and the last one Lesson objectives.

Performance Objective:

There is often a lack of preparation or support for adjunct faculty, given that the majority of adjunct faculty does not have the time to attend staff development classes at specific time of day to learn how to design web based instruction into traditional on-ground classes. For this reason, this tutorial will help adjunct faculty how to design web based instruction into traditional classes by integrating the essentials of Blackboard into traditional on-ground classes.

In the meantime, the participants must have the following qualifications: the instructors must have taught this class for at least one semester in the traditional classroom setting, have basic computer skills and feel comfortable with technology, have or are willing to obtain access to a computer and Internet connection, the audience is able to use e-mail and access the Web using a browser, enjoys writing, have the desire to learn new skill, have effective communications skills and finally this course is not intended for the experience instructors with Blackboard background.

Terminal Objective:

Given that the majority of adjunct faculty does not have the time to attend staff development classes at specific time of day to learn how to integrate web based instruction. At the end of the tutorial period the audience will be able to learn how to design web based instruction into traditional classes by integrating the essentials of Blackboard into traditional on-ground classes.

Lesson Objective:

After completing this lesson audience will be able to:

- Utilize the essentials of Blackboard tools (Getting started)
- Setup a course
- Post Material

At the end of these lesson participants will be encouraged to reinforce and enhance skills with ongoing information exchanges, as well as to complete a trainee feedback survey that will allow the trainees to improve the lesson.

References

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