Tailor-made education developed within Inholland Community of Practice web lectures

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Creating tailor-made education is complicated and time consuming. A Community of Practice can be a good forum to share ideas and develop tailor-made education.

Iterative development cycle, input from CoP

1 – Four years ago, developer wrote learning goals and defined course for 3rd Year Tourism Students at Inholland Diemen.

2 – Relevant literature and theories integrated into course and taught.

3 – This resulted in 'sending' information in class with passive student 'audience'. Knowledge transfer was limited.

4 – One specific tourism model was then chunked into 40 smaller sections. Each section was then recorded in a studio as a web lecture (4-8 minutes each). This can be accessed on demand by students.

5 – But, only a few of the 40 web lectures were viewed by students. Many of the web lectures remained unviewed, whilst the content was important for the course.

6 – There was no 'constructive alignment' between the course learning goals, the class content and the assessment.

7 – The web lectures were integrated into course assessments (aligned and embedded). Students would be tested on the content of the forty lectures.

8 – Feedback was collected from students via a researcher. Ideas were generated within the Community of Practice Web Lectures.

9 – Based on ideas from within the CoP, a new didactic approach was developed that activated students in the learning process.

Activating current knowledge

10 – The web lecture content was actively incorporated into the class through didactic activation.

11 - Lecturer allocates (deals out) specific web lectures to specific students. E.g. Web lecture 1 is allocated to Student A and Student B, Web lecture 2 is allocated to Student C and Student D… Students prepare Web Lecture and Literature in advance, individually.

Applying the new knowledge to a real world situation

12 – Students A&B search the Scoop.IT account to find relevant examples that relate their subject.

13 – Lecturer gives explicit feedback on the article chosen.

14 – Students A&B are given the assignment to write a sample knowledge question.

15 – Lecturer gives explicit feedback on the question the students have written.

16 – Students A&B email the sample knowledge question to the lecturer who collects them into one document.

17 – Each student returns to their project group and peer teaches students in their project group.

18 – The lecturer collects the mind maps from each pair of students, scans them into one pdf, and makes them available on Blackboard.

19 – The lecturer collects the (emailed) sample knowledge questions from the student pairs and puts them into one document that is made available on Blackboard as a learning tool.

20 – Students reflect on their learning process.

Further Research

21 – Currently research is being conducted on the student's experience of this learning process and their use of the web lectures.
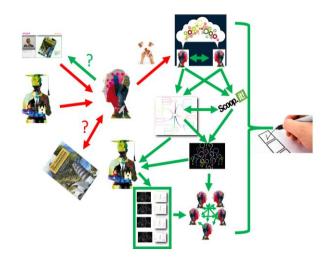
22 – For recent exam November 2nd, viewing figures showed that all 40 web lectures had been heavily viewed, right up to exam time. Exam results showed that students scored well on the 40 questions on this section. Further analysis will be done.

Tailor Made Education

23 – Developing tailor-made education is complex and time consuming and can be done as part of an iterative process. Feedback from students and the Community of Practice gives input and ideas for future development stages.

Sources

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