Designing for Deeper Learning

The Relationship Between Interaction and Instructor Guidance

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Outcomes for this presentation

By the end of our presentation, participants will be able to do the following:

- Identify key elements of effective interactive teaching strategies.
- Connect education theory and current research to examples in online legal education.
- Foster deeper learning in legal education courses through course design.

Blended learning at Mitchell Hamline: fulfilling our mission of accessibility

Early 2000s: MHSL faculty experiment with online offerings

December 2013: ABA approves variance to Standard 306, clearing the way for MHSL to offer the first ABA-accredited Hybrid J.D. in the country.

June 2017: Blended learning students win International Negotiation Competition

February 2010: MHSL begins exploring options for Hybrid J.D.

January 2015: First cohort of Hybrid J.D. program matriculates.

January 2018: First-ever graduates from ABA-accredited J.D. blended program

Can skills courses be taught effectively online?
YES!

How do we know?

- Student accomplishments

- Quality Matters certifications

- 93.6% employment rate (MHSL '18)

- Faculty voluntarily incorporating interactive teaching strategies in F2F courses

Why are we effective?

- We reduce "Transactional Distance"

- We utilize crucial elements that foster deeper learning

Student

Student

Student

Material

Interactions in Online Learning

Professor ⬌ Student
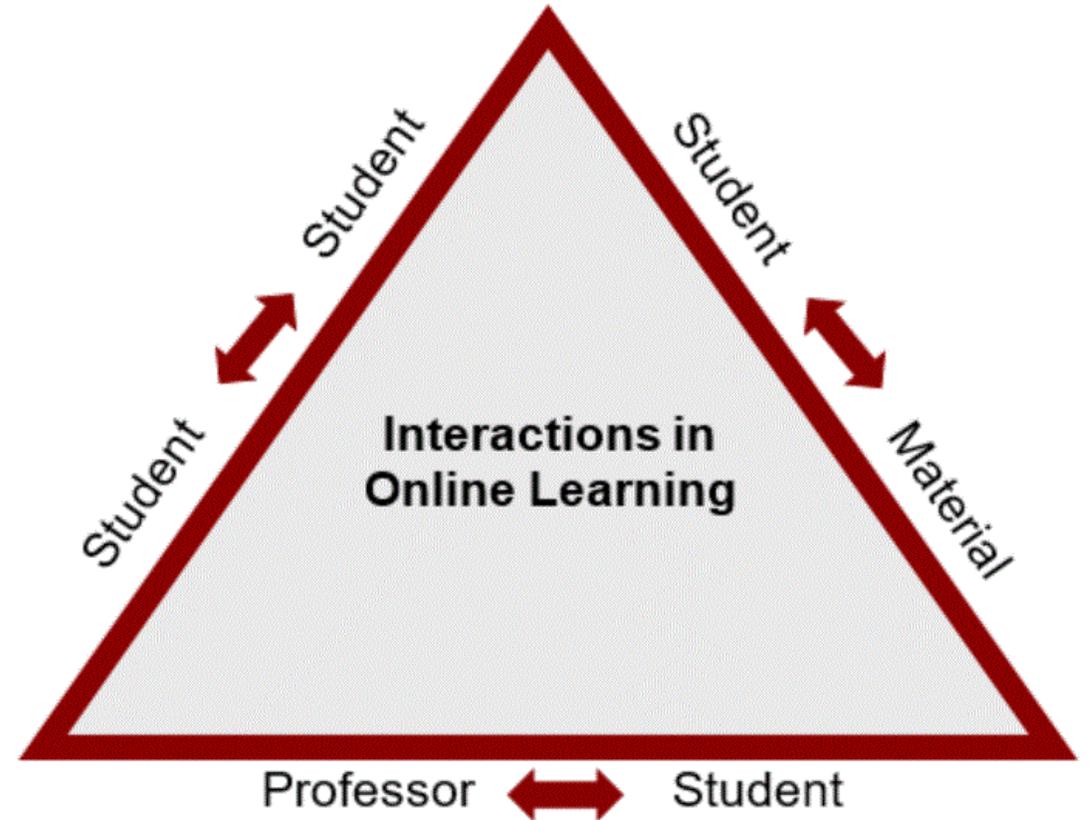
Key elements of effective interactive teaching strategies

- Outcomes-based design
- Clear expectations for students
- Intensive instructor engagement shifting to increasing student autonomy

More instructor intervention/feedback

Students demonstrate increasing autonomy

Asking more of students
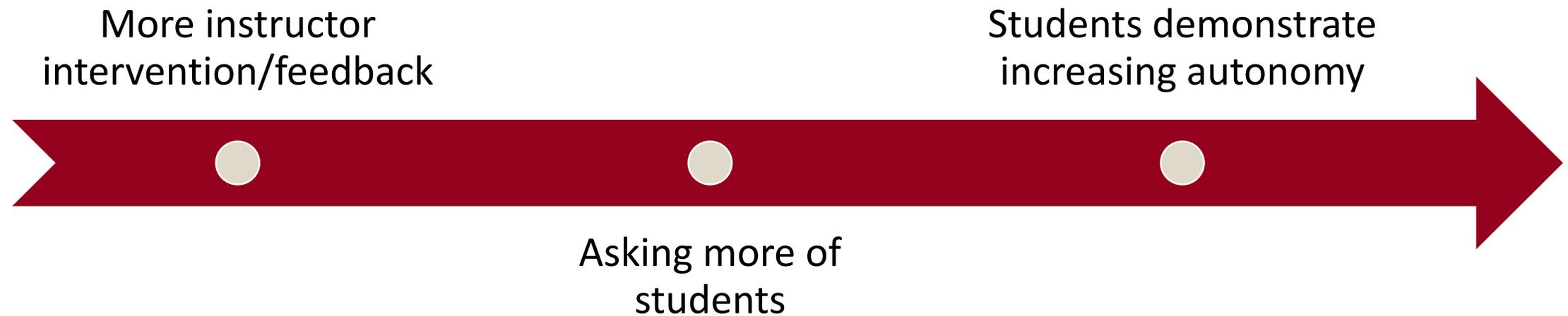
All three elements reduce transactional distance and foster deeper learning.

From theory to research

Transparency in Learning and Teaching (TILT) in Higher Education
- Task, Purpose, Criteria
- 2014-15 Study (1800 undergraduate and graduate students): employing transparency improved student performance, retention, and metacognition, particularly for first-generation, non-white, and low-income students
- Project has now involved 25,000+ students (K-20); results are consistent

Facilitating Cognitive Presence in Online Learning: Interaction is Not Enough
- Instructor interaction: quality over quantity
- Engaged instructors encouraging higher-level thinking results in "deeper learning"
- "In a deep approach to learning, material is embraced and digested in the search for meaning"

Learning Methods for Teacher Education: The Use of Online Discussions to Improve Critical Thinking
- Intensive instructor engagement in online social learning is crucial
- More instructor engagement up front fosters increased student autonomy later in the course
- Use prompts that are based in higher-level thinking (analyze, evaluate, create)
- Require student responses at a higher level as well
- Metacognition: not just *what* you've learned, but *how* you've learned

Three Interactive Strategies

Course	Formats	Strategy	Instructor Role	Key Element
Negotiation	Fully Online	Simulations	Observer > Facilitator	Alignment
Advocacy	13 online weeks building to one 56-hour in-person Capstone Week	Scaffolding	Model > Judge	Clear Expectations
Civil Dispute Resolution	Seven intensive in-person weekends interspersed with online interactions	Early Instructor Intervention	Guide > Facilitator	Fostering Autonomy

Negotiation: Simulations

- 3 credits + 8 weeks = INTENSIVE (28 assignments)
- Emphasis on authenticity
  - 6 negotiations (2 required synchronous); graded on prep/reflection (metacognition)
  - Interview, fun "paperclip" exercise
- Instructor guides (but is not at the center of) every interaction
- Alignment ensures transparency and organization

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Outcomes-based ✓

Clear Expectations ✓

Learner Autonomy ✓

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Aligning Competencies to Assessments

Course Competencies:

1. Theory
2. Skills
3. Writing
4. Counseling
5. Reflection
6. Collaboration
7. Professionalism

Assessments	Comp #1: Theory	Comp #2: Skills	Comp #3: Writing	Comp #4: Counseling	Comp #5: Reflection	Comp #6: Collaboration	Comp #7: Professionalism
Week 3 Quiz: Ethics				X			X
Week 3 Discussion: Emotion and Power	X	X					
Week 3 Assignment 1: N2 Settlement		X	X			X	
Week 3 Assignment 2: N2 Reflection	X	X		X	X		
Week 3 Assignment 3: N4 Preparation	X	X					

Aligning interactive approaches: engaging without losing sight of the goal

Example of Aligned Assignment Objectives

- Demonstrate an understanding of negotiation strategies. (Competency #1)

- Articulate and utilize methods for developing self-awareness in order to improve your negotiation skills and abilities. (Competency #2)

Professor Sharon Press Providing Simulation Training to Students Through Zoom's Video Conferencing Platform in Canvas

canvas   zoom

Welcome to your Mitchell Hamline School of Law course:

Negotiation

Negotiation has received Quality Matters certification ⧉, meeting internationally-recognized, research-based standards for quality in online teaching in higher education. It is one of six courses in the Dispute Resolution Institute's ⧉ Certificate in Conflict Resolution ⧉ program.

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Quality Matters
Higher Education
2019

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Advocacy: Scaffolding

ADVOCACY STUDENT MANUAL

Outcomes-based ✓

Clear Expectations ✓

Learner Autonomy ✓

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Skill: Direct Examination

Direct Examination during Mock Trial

Subtask #4: Self Evaluation

Subtask #3: Interactive Exercise

Criteria for the exercise and final trial are explicitly stated in attached rubrics

Subtask #2: Modelling

Subtask #1: Reading

Purpose: Practice the essential skill of advocating responsibly on behalf of a client

Direct Examination: Criteria

Criteria	Ratings					Pts
Story Detailed story - for the portion of the examination conducted	**10.0 to >8.0 pts** **Distinguished** All questions solicited sufficient foundation and details	**8.0 to >6.0 pts** **Proficient** Most questions solicited some foundation and some details	**6.0 to >4.0 pts** **Meets Expectations** Tried to solicit some foundation and some details but not successful	**4.0 to >2.0 pts** **Needs Improvement** Questions solicited no foundation OR no details	**2.0 to >0 pts** **Below Expectations** Questions failed to solicit foundation and details	10.0 pts
Story Interesting and persuasive story	**10.0 to >8.0 pts** **Distinguished** Developed and maintained a very effective story	**8.0 to >6.0 pts** **Proficient** Developed and mostly maintained an effective story	**6.0 to >4.0 pts** **Meets Expectations** Attempted to develop an effective story	**4.0 to >2.0 pts** **Needs Improvement** Did not develop OR maintain an effective story	**2.0 to >0 pts** **Below Expectations** Failed to develop and maintain an effective story	10.0 pts
Questions Form	**10.0 to >8.0 pts** **Distinguished** All questions were understandable, non-leading and	**8.0 to >6.0 pts** **Proficient** Most questions were understandable; most questions	**6.0 to >4.0 pts** **Meets Expectations** Some questions were understandable;	**4.0 to >2.0 pts** **Needs Improvement** Questions were mostly NOT understandable	**2.0 to >0 pts** **Below Expectations** Questions were leading and not understandable	10.0 pts

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Civil Dispute Resolution: Early Instructor Intervention

Result:

- **Continuity from online to classroom**

- **Students are engaged inside and outside the classroom**

- **Instructor is armed with knowledge of student level of understanding and preparation**

- **Instructor regains classroom time**

Outcomes-based ✓

Clear Expectations ✓

Learner Autonomy ✓

Intensive Instructor Engagement/Learner Autonomy

Semester Pattern

Prepare
- Readings/videos
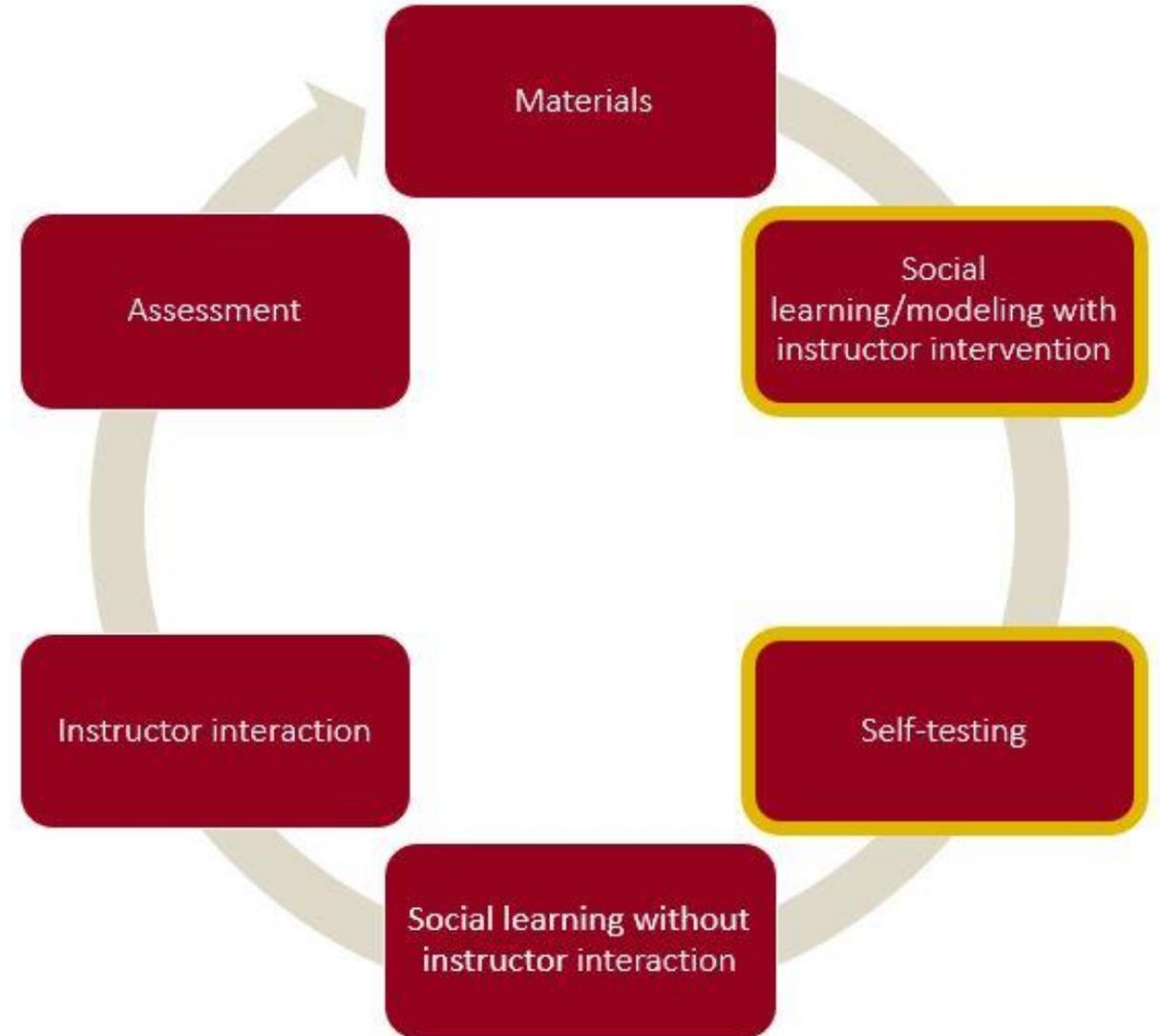- Online discussion

F2F session
- Informed instructor clarifies, corrects, affirms
- Students practice with instructor supervision

Assess
- Students complete individual assessment to demonstrate competency
- Low stakes, but graded

Summative Assessment
- Mid-term
- Final

Materials

Social learning/modeling with instructor intervention

Self-testing

Social learning without instructor interaction

Instructor interaction

Assessment

Key takeaways

Skills courses can be very effectively taught online IF interactive teaching strategies include proven, research-based elements:

- Align course design to your outcomes

- Make your expectations clear

- Use intensive instructor intervention up front to foster deeper learning and autonomy

Interactions in Online Learning

Student

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Professor ⬌ Student
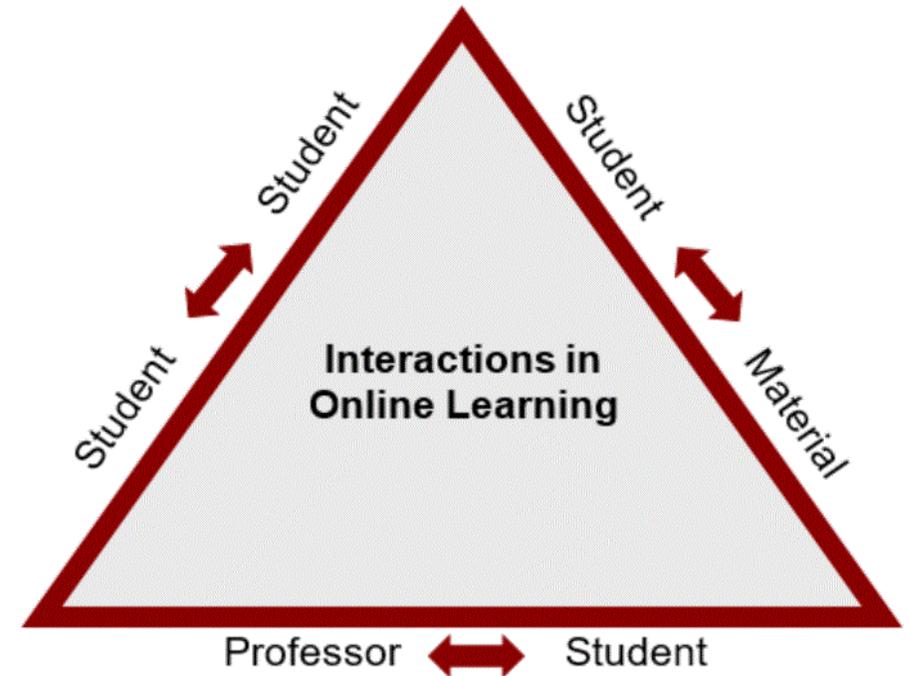
For further reading

Garrison, D.R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education 19*(3), 133-148.

Roblyer, M. D. & W. R. Wiencke (2003) Design and use of a rubric to assess and encourage interactive qualities in distance courses. *American Journal of Distance Education 17*(2), 77-98.

Szabó, Zsuzsanna and Schwartz, Jonathan (2011). "Learning Methods for Teacher Education: The Use of Online Discussions to Improve Critical Thinking." *Technology, Pedagogy and Education 20*(1), 79-94.

Winkelmas, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Harriss Weavil, K. A teaching intervention that increases underserved college students' success." *Peer Review* (Winter/Spring2016).