Module Overviews Quick Guide

Modules overview pages contextualize student learning and build your instructor presence. They provide you an opportunity to explain to students your instructional strategy, connect the module to their prior knowledge, and clearly explain learning objectives and tasks.

MODULE OVERVIEW ELEMENTS

Click elements for details

Instructor Presence

[1] INTRODUCTION - engage prior knowledge, demonstrate relevance, and build your instructor presence.

Alignment

[2] OBJECTIVES - articulate module-level objectives that align with course outcomes.

Engagement

[3] THIS WEEK - write a summary or checklist to ease student cognitive load.

1 Introduction

We have a lot of great content to cover this week. Be sure to watch the Week 1 Over familiar with the course syllabus. It is critically important that you are aware of the Po and all of the resources you have access to there, so you'll see some course materials with an overview of the Career Center. It's also important for you to understand Hire Iowa's primary online recruiting system. If you haven't already, you'll be creating a Hir uploading your resume, and searching for an internship or job posting of interest. Last some videos and readings for this week related to social media etiquette -- something work to build your professional social media presence.

2 Objectives

By the end of this module you should be able to:

- Describe resources and services available through the Pomerantz Career.
- Identify and apply for a position of interest using Hire-a-Hawk

3 This Week

We'll start this week with a lecture investigating the use of social media for your job s reading about how searching for jobs has recently changed. I also listed some career r are available to you.

You'll then take a self-check quiz to ensure that you understand the foundational con receive immediate feedback based on your answers to the quiz questions.

STANDARDS & RESEARCH – from Quality Matters and online students at Iowa

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INTRODUCTION

Instructor Presence 👉

Use this space to engage students' prior knowledge, provide relevance, and build your presence in the course. This is a significant predictor for adult students' affective learning, cognition, and motivation. **Baker (2010)** asserts that, through adequate teaching presence, formal learning that facilitates personally relevant and educationally defined outcomes are achieved.

OBJECTIVES

Alignment 🔨

Implement module objectives that align with student learning outcomes to ensure a learning-centered approach that shows benefits for students and faculty. Students view assessment as the primary concern. This has great implications on the route the student will take through the learning materials and the strategies they will adopt. Students define learning outcomes according to the types of assessment tasks they complete. If there is a match between assessment tasks, learning activities and objectives, the student will learn what is intended (**Biggs, 2003**).

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THIS WEEK

Engagement

Create effective checklists or summaries to enhnace congitive skills, provide ease of use, and promote student-centered learning. **Swan, et al. (2002)** examined the relationships between course design factors and students' perceived learning in 73 different online courses and found significant correlations between the clarity, consistency, and simplicity of course designs and students' perceived learning.

QUALITY MATTERS (QM) STANDARDS

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The course modules address the following QM Standards:

Overview

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

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2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

DOE: ONLINE LEARNING RESEARCH

At the University of Iowa, Distance and Online Learning (DOE) conducted research regarding students' preferences for online learning. One of the goals was to gather data to develop stronger, user-center design for our online course templates. The results of the study are shared within this guide.

86% of the students surveyed stated a consistent format used throughout the course was important to their learning needs. The student-centered design of this page, implementing an introduction, objectives, and checklist, which is repeated in the additional modules, provides this consistent feel and ease-of-use.

85% of the students surveyed stated interaction with their instructor enhanced their online experience. Instructor presence and interaction are provided through the module overview video and the discussion forum.

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