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Student Builders of Online Curriculum Content. What Are Their Perceptions and Motivations?

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What Are Their Perceptions and Motivations?

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OBJECTIVES

1. Describe the benefits and challenges of establishing a campus-wide student-centered program to create online curricular content.

2. Gain insight about student perceptions and motivations for becoming curriculum content developers.

NEED FOR INNOVATION

- Faculty receive constant encouragement to discover methods for transforming health science instructional materials using active learning.
- Faculty identify "lack of time" as the most significant barrier to developing blended and online materials.
- Students would like to share what they know about using technology to learn.
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PARTICIPANTS

30 student projects

58 student participants

College

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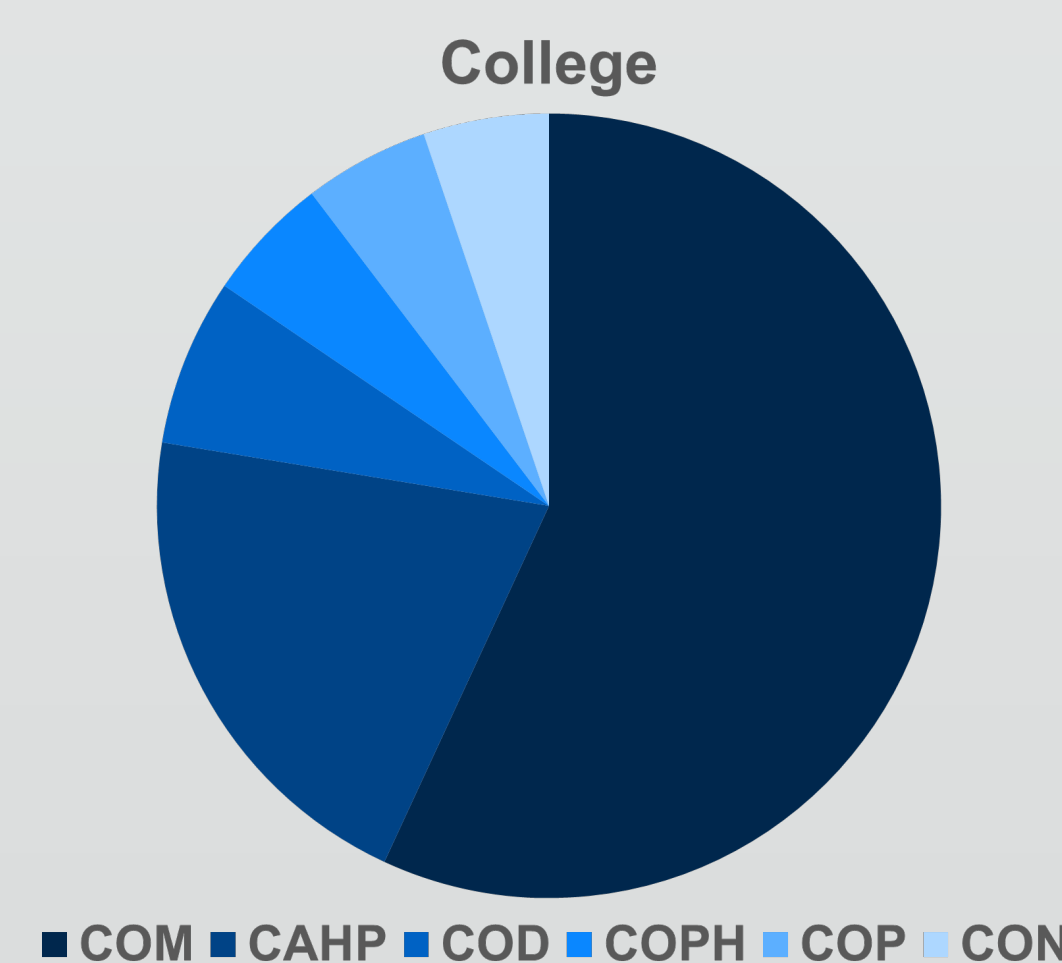
APPROACH

Call for Proposals
- Competitive application process
- Informational lunch sessions held for students
- Applications reviewed by E-Learning Steering committee
- Awards lunch and program overview

Module Development Timeline
- Oct-Dec: Plan Module
- Dec.: Progress meeting with instructional designer
- Dec-Mar: Build Module
- March: Submit pilot for review
- Mar-Apr: Final revisions
- Apr: Final product due
- May: Survey about experiences

Team Recognition
- E-Learning Showcase for student to demo modules to the campus
- Awards & Recognition Ceremony
- Commendation Letter to their dean
- $1,000 stipend for development tools or as a student award

OUTCOMES

WHAT MOTIVATED STUDENTS TO PARTICIPATE?

GREATEST MOTIVATING FACTORS

Contribution to curriculum

Development of e-learning skills

LEAST MOTIVATING FACTORS

Letter of commendation

Stipend

BENEFITS FOR STUDENT PARTICIPANTS

Enhanced e-learning skills

Enriched faculty relationship

Curriculum Vitae

E-LEARNING SHOWCASE

All campus faculty, staff, students, and community members attended the showcase.

TRANSFERABILITY

- Students can be content creators in addition to learners, and can assist faculty in developing active learning modules.
- Students increase their altruistic behaviors and skills to contribute and enhance curriculum for future students.
- Stipend was not a motivating factor, so model project can be fit into other institutions' budget and IT infrastructure.

COLLABORATION

WHAT WE LEARNED

- Development of more interprofessional teams may result in content applicable in more than one curriculum.
- Inserting the student-developed materials into courses on campus was possible thanks to guided project development.

FUNDING