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Spring 2009 Teaching Skills Study Award Report

Eun-Ok Baek, Ph.D. (Science, Mathematics, and Technology Education; College of Education)

I attended the ED-MEDIA 2009 conference (Honolulu, Hawaii; June 22-26, 2009). Here I studied teaching strategies in the design of online learning environments which facilitate critical thinking skills and deep learning and which utilize collaborative virtual learning community worlds.

The following lists the sessions in which I learned most and ideas I formulated based on the information presented in each:

- **The Relationship of a Motivational Instructional Design to Learning Effort and Outcomes in an Asynchronous Computer-Based Learning Program:**
In this session I learned about the learning effect of motivational strategies based on Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) model in the CBL design. There is a positive correlation between the motivational appeal of the program and the total time spent in CBL. Time spent in CBL was the strongest predictor of learner outcomes.
- **Second Life Machinima: Creating new opportunities for curriculum and instruction:**
This session discussed effectiveness as a justification of the virtual world's place in blended learning, hybrid, and online courses. This study was conducted as five writing classes over two semesters. An interesting finding was a statistically significant decrease in student writing apprehension.
- **A Method to Improve Learning Analyzing Communication in Team Working:**
This study evaluated factors that influenced computer-mediated collaboration among teachers working in similar endangered technical programs in remote colleges, in an effort to design learning activities for use in class. There were three key factors that influenced the outcomes of communication - technological, socio-affective and pedagogical.

These teaching strategies have been incorporated into my teaching in various ways. This experience has provided and will continue to provide an opportunity for me to improve my understanding of theoretical models and practical guidelines for the design of courses that facilitate learners' active and collaborative learning. In the design of ETEC542D (Seminar in Instructional Technology, W09 & F10), I developed online learning environments that utilized various online communication tools including DimDim and Skype to support a socio-affective factor. Also, in the design of ETEC546 (W09, S09, F10), I developed tasks that utilized the ARCS motivational model. In conclusion, participation in the conference helped me design courses in which learners become co-designers of the courses, and in which the instructor's role is shifted from curriculum deliverer to facilitator of learning activities.