

EVOLUTION OF A COURSE: INSTRUCTIONAL DESIGN ELEMENTS AND IMPACTS

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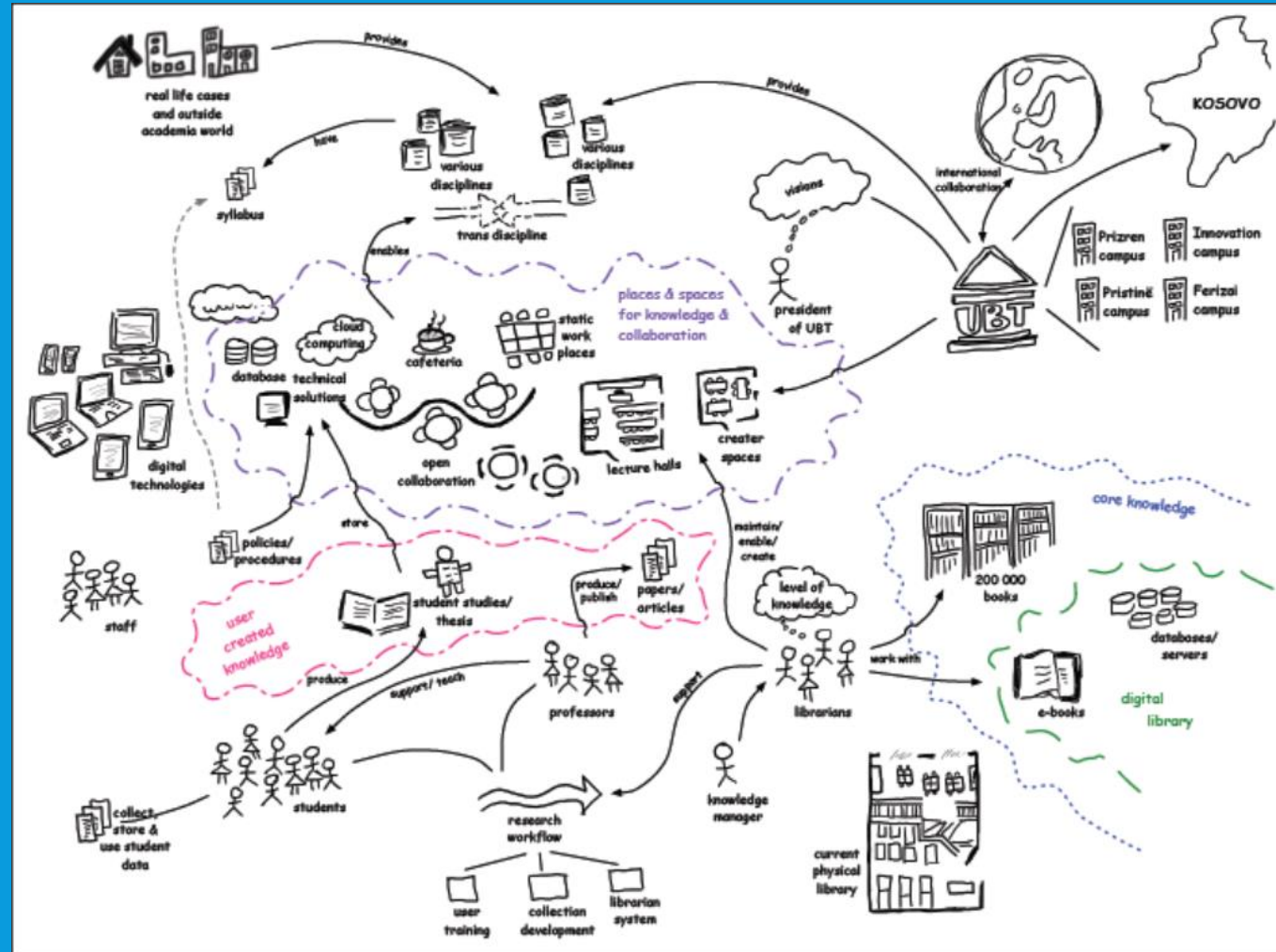
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COURSE FOCUS: UBT KNOWLEDGE CENTER



INFORMATION SYSTEMS, ANALYSIS, DESIGN AND MODELING COURSE TAUGHT AT UBT

2017

Soft Systems Methodology

Co-teaching

Flipped Classroom

2018

Soft Systems Methodology

Co-teaching

Flipped Classroom

Informed Learning

Near-peer Mentoring

Interdisciplinary Learning

SOFT SYSTEMS METHODOLOGY (2017 & 2018)



- Peter Checkland (1981)
- “social context of learning”
- Co-design activities
- Rich Pictures

2017 – “I can say that my life will have two eras, before SSM and after SSM”

2018 – “it took only four days of lectures to change my mind about the SSM which made me into a different person”

CO-TEACHING (2017 & 2018)



- Pro: Further student engagement and collaboration through modeling
- Con: Repetitive, contradictions, personality conflicts

2017 – “the kindness that they show during the course...made me be more active, focused, and open minded.”

2018 – “great focus and cooperation because it also affects our engagement”

'FLIPPED CLASSROOM' (2017 & 2018)



- Jonathan Bergman and Aaron Sams (2007)
- Engage with course content prior to first in class meeting

2017 – “instead of wasting a lot of time in lecturing about the topic in class, I did the reading ... and then in class, with perfectly matching backgrounds, with three Lecturers we did more hands-on and engaged more. ”

2018 – “flipped learning can lead to us as students to learn easier, more efficient, engaging, and meaningful “

INFORMED LEARNING (2018)



- Christine Bruce (2008)
- Learning happens in many broadly defined ways (Bruce identifies seven)
- Rich Pictures – research process

2018 – “this will not only help me in my career but also in personal and academic life,”

2018 – “learning is a process that never stops ... learning is something as a universe, infinite and vast...”

NEAR PEER MENTORING (2018)



- Graduate to undergraduate student
- Pros: advancing early career specialists, applying career-related knowledge

2018 – “[b]eing a bachelor student in Computer Science and having to work with master students in Information Systems was a very enriching experience.”

INTERDISCIPLINARY LEARNING (2018)



- Teaching/learning in a group of two or more disciplines
- Computer Science / Information Science students
- Information Science / Computer Science / Library Science instructors

2018 – “energetic”

2018 – “apply some level of negotiation [between disciplines]”

2018 – facilitated my ability to skillfully work in group settings in the future.”

TWO YEAR OVERVIEW

- 2017
 - “High level of knowledge acquisition and advanced understanding”
 - “no dropouts for the course ... suggestive of their high level of engagement”
- 2018
 - Primarily positive responses to all pedagogical elements employed
 - Near peer mentoring needs to be explored more fully
 - “the pedagogical model, grounded in a local problematical situation, is successful in engaging and maintaining student interest and, hence, learning impact”



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Edmond Hajrizi, Mary M. Somerville, *et al.*

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