

From Bricks to Clicks: A design framework to assist in refashioning paper-based learning resources for the online environment

Deb Clarke

Charles Sturt University, Bathurst, Australia

dclarke@csu.edu.au

Australian higher education institutions are operating within a highly globalised and competitive environment. In an effort to attract, retain, and produce employable graduates, universities are engaging with flexible online learning. Online learning has been adopted to enhance both the teaching quality of courses and prepare learners who possess desirable graduate attributes such as Information Communication Technology competence. This presentation reports on the design of a framework that scaffolds the process of refashioning paper-based learning resources for the online environment. Using the “Five E” model of inquiry learning (Bybee et al., 1989) as a theoretical lens, paper based resources used in a Bachelor of Education (Health & Physical Education) subject EMR441 Curriculum Method 1: HPE were refashioned for online use as Modules and Resources housed within Charles Sturt University’s Interact platform. Furthermore, the principles of effective online pedagogy (Pelz, 2004): i) let the students do the work; ii) interactivity is the heart and soul of effective asynchronous learning; and iii) strive for presence, formed the foundation of the design for effective lecturer/learner and learner/learner interactions. Using formal university student subject evaluations, data were analysed using Yin’s (2003) five phase model of thematic analysis to construct themes relating to students’ engagement with the online learning resources. Data analysis revealed that students were accepting of the refashioned resources however, had initial difficulties navigating the online platform.