**IT 540 Distance Education**

**Computer-Based Architect Design**

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**Table of Contents**

Executive Summary……………………………………………………………………………….2

Problem Statement……………………………………………………………...............................3

Background/Rationale……………………………………………………………………………..4

Learner Analysis…………………………………………………………………………………..4

Task Analysis……………………………………………………………………………………...5

Instructional Strategies……………………………………………………………………….…....6

Solution to the Problem……………………………………………………………………….....17

Conclusion…………………………………………………………………………………….…20

Reference………………………………………………………………………………………...21

**Executive Summary**

Significant to most, finding the right house can be a time-consuming task. Even sitting down and talking to a home-builder can be aggravating if the builder cannot envision the home that you’ve imagined. So why not learn how to create your own home through architect software?

Cost efficient and easy to use with proper instructions, with numerous tutorials instructing the user on how to use the features within the software, Computer-Based Architect Design would be an idea course to take for individuals interested in architect design, home building, or just having an interest in designing or remodeling a home.

The production of a home through the use of *Chief Architect* will not be the sole task for this course. Understanding the significance of various materials, tools, and costs will be an aspect addressed within the course. Not to mention, the communication between students to answer problems or concerns occurring when attempting to create an aspect of a home will be addressed and accessible to all students, which will further aid in the successful production of one’s home.

Within this document, you will view a Problem Statement, Background/Rationale, Learner Analysis, Task Analysis, Instructional Strategies, Solution to the Problem, and Conclusion section.

**Problem Statement**

I am certain that most people have imagined having their dream house. Or building homes that fulfill another individual’s dream, well I thought I’d take a step in that direction and attempt making that dream a reality. Sometimes it is difficult to imagine how a house or some other construction is going to look like once finished; however, architectural software can help the architect not only see his/her masterpiece through 2D and 3D specks, but certain programs can also give the architect and idea of what their budget might be (shows a financial break down of materials). This software can prove to be cost-efficient, and capable of allowing home-builders the opportunity to make adjustments in their home blueprint, prior to “breaking ground.”

* Helps architect visualize/design home with minimal effort
* Allows the designer to make changes to the houses blueprint with ease.
* Helps the designer to budget the materials needed to build the home.
* Is time and cost efficient

**Standard**

All students will be required to do 5 mini tasks/assignments (outlined within the syllabus), be active within discussion boards relating to the feature being taught at the time, as well as a course project and a course reflection assignment. Each assignment must illustrate that the students understand how to use the software, and that they have an understanding/knowledge about architecture.

* **5 Mini tasks/assignments**
* Students will learn a feature per assignment
* Student will provide class with blueprint of the required task.
* Student will contextualize their experience with each assignment.
* Will provide feedback to peers on assignments
* **Being active in discussion forums** addressing the following:
* Praises, concerns, or questions
* What did they learn about the feature
* What is involved within each feature (Reflection)? Integrative concepts.
* **Course Project**
* Will undergo a series of drafts.
* Peer feedback will be required (adjustments or changes are left solely up to the designer).
* The project will require for the student to implement every feature taught within the course.
* The student will construct an entire house (including interior design).
* **Final Reflection Assignment**
* After submitting the course project, all students will be required to turn in a 2 page paper describing their course experience or produce a 3 to 5 minute video explaining their experience.

**Background/Rationale**

The problem of needing to know various elements such as, dimensions, materials, and budget is important. This course will help not only those interested in building or designing homes for an architect company/business; but this is also useful for the average home owner. Learning how to reconstruct the interior of one’s home can help the owner save time and money, and get the end result that they do want (not just having to take the advice of an outside source or architect).

Within the course, certain problems might arise. There will be links within the course that will hopefully avert some of these environmental or troubleshooting problems.

The students will be constructing their assignments (home design) from their homes or work station. Each student will be instructed on what needs to be done in order to run the program efficiently. If problems do arise, the students will also be shown how to troubleshoot some of the more common issues. These problems more so than likely will be modem/driver based though.

**Learner Analysis**

**General Characteristics**

Recommended for ages 16 and up

**Specific Characteristics**

Must be able to access a computer

Must be able to read and comprehend at an 8th grade level

Must be physically capable

* Able to use mouse or keyboard
* Able to see (vision) what is happening

**Task Analysis**

1. A syllabus will be provided for the student
2. Will offer contact information
3. A brief description/overview of the course
4. Information concerning the assignments
5. Information pertaining to the Course Project
6. Section emphasizing feedback to students
7. A grade breakdown by points
8. There will be categories such as feedback, assignment, project
9. A point value will be assigned for each category
10. A point range will be made for each grade.
11. There will be multiple headers within a column
12. A header that says announcements
13. A header that says syllabus
14. A header that says content
15. A header that says coursework
16. A header that says discussion
17. A header that says tools
18. A header that says My Grades
19. Opening each header (announcement, syllabus, content coursework, etc.) the student will be able to see their options
20. Material will be organized, like a timeline. (Beginning to end).
21. Each option will have a brief description, explaining the purpose of the option.
22. All options will be hyperlinked, leading the learner into the needed material, discussion, or information.
23. The coursework section will contain that week’s agenda
24. Will contain additional reading materials, explaining various materials and tools involved with home building.
25. This section will contain the links to the tutorials
26. Tutorials will also be in the Content folder.
27. The specific task will be assigned to this student.
28. Will contain deadlines for that week’s assignment
29. Viewing the tutorial
30. Tutorial will contain the concepts mentioned within that week’s coursework
31. Video will display what the student will be doing for their assignment
32. Cues will be given saying what step goes first, second, and so forth.
33. Student will be given an overview of the steps at the end of the video

**Instructional Strategies**

**Student’s will be able to troubleshoot prevalent issues with Chief Architect**

**Objective 1.1**

After viewing material on how to troubleshoot installation problems, the learner will replicate the process, installing the software with 100% accuracy.

**Instructional Strategy**

Reading the material, instructing the students on how to properly install the Chief Architect software, students will be assigned the task of discussing their installation experience. Students will be expected to respond to other peers, possibly presenting solutions to questions or problems encountered by their peers.

**Objective 1.2**

After viewing material on how to troubleshoot slowness within the program, the student will be able to enhance the speed of the software.

**Instructional Strategy**

Reading about how to troubleshoot issues with slowness, the student will participate in the discussion boards, addressing what problems cause the software to run slower, and how they have or could improve speed within the program.

**Objective 1.3**

After viewing material on how to troubleshoot generating 3D camera views, the student will be able to diagnose and access multiple camera views with 70% accuracy.

**Instructional Strategy**

Reading about various camera views, the student will attach an image through a word document, illustrating at least 3 different camera views within a discussion board.

**Objective 1.4**

After viewing material on how to troubleshoot hardware lock issues, student will be knowledgeable on options they can take in resolving the problem.

**Instructional Strategy**

Reading about security issues with hardware locks, the student will express what steps they are taking to ensure that they can avoid hardware lock issues.

**Objective 1.5**

After viewing material on how to troubleshoot printing issues, the student will learn 10 types of printing issues to be aware of.

**Instructional Strategy**

After reading the 10 issues that can occur with printing, the student will write in the discussion board, which of the 10 printing issues might affect them.

**Students will know how to use the various features in Chief Architect**

**Objective 2.1**

After viewing the video, showing the student how to use the wall (exterior and interior) feature, the student will create an image using walls.

**Instructional Strategy**

Viewing the video provided, the student will post a draft of their homes walls within a discussion board, showcasing their achievement with this feature. Another board will also be open, assigning students to post a brief description contrasting between exterior and interior walls (this information must be attained from a source).

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.2**

After viewing the video, showing the student how to use the door-and-window feature, the student will be able to insert the feature into the walls.

**Instructional Strategy**

Student must either provide an image of a window or door, inserted within their home. Learners must also post in a discussion board why they selected the style of window or door for their home? Why was one more appealing than another?

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.3**

After viewing the video, showing the student how to use the kitchen design feature(s), student will display their ideal kitchen with 80% accuracy.

**Instructional Strategy**

Student will design their kitchen, providing an image of their kitchen within a discussion board. Student will also explain their thought process in designing the kitchen. For instance: why were certain colors used? Why were accessories positioned in certain locations?

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.4**

After viewing the video, showing the student how to use the bath design feature, the student will construct how they want their bathroom arranged, with 80% accuracy.

**Instructional Strategy**

Student will provide an image of their bathroom’s outline, as well as an image of their vanity (bathroom counter/sink) within a discussion board.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.5**

After viewing the video, showing the student how to use the Interior design feature, the student will show what colors their walls and floors will be, with 80% accuracy.

**Instructional Strategy**

The student will provide an image of a room, showcasing the color scheme of the home within a discussion board. The student will explain why they chose the colors in another discussion board. Student might be asked to explain what affect do their colors give off?

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.6**

After viewing the video, showing the student how to use the floors-and-foundations feature, the student will be capable of adding a basement or crawl space.

**Instructional Strategy**

Student will write in a discussion board, whether or not they prefer a crawl space or basement. For this discussion, student will find a source annotating the pros and cons of both crawl spaces and basements.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.7**

After viewing the video, showing the student how to use the stairs-and-ramps feature, the student will illustrate where they want their steps (if wanted).

**Instructional Strategy**

Student will provide an image of where they inserted stairs (if they want stairs) within a discussion board. Student will write in a mother discussion board, discussing how they want their stairs to be presented (wooden stairs, carpeted stairs).

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.8**

After viewing the video, showing the student how to use the roof feature, the student will show what roofing style they want on their home.

**Instructional Strategy**

Student will provide an image, showing the style of their roof within a discussion board. Student will also post in another discussion board, writing about the importance of roofing and the materials involved. Information must be found from a source.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.9**

After viewing the video, showing the student how to use the ceiling feature, the student will produce an image showing their ceiling layout.

**Instructional Strategy**

Student will provide an image of their family room’s ceiling within a discussion board. The student will also write within another discussion board, discussing if other rooms will a special type of ceiling or not. For instance, master bedroom might have a double-vault ceiling.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.10**

After viewing the video, showing the student how to use the framing feature, the student will determine on what material they will want to use.

**Instructional Strategy**

Student must provide an image of their homes framing within a discussion board. Student will be asked to share their initial reaction when looking at the framing feature, within another discussion board.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.11**

After viewing the video, showing the student how to use the 3D Model feature, the student will be able to view their work in various colors and angles.

**Instructional Strategy**

Student will post 3 images within a discussion board, illustrating different 3D models. The student will share in another discussion board, which 3D model is the most preferred and least preferred.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.12**

After viewing the video, showing the student how to use the Electrical-and-HVAC feature, student will generate a draft showing all electrical outlets in the home.

**Instructional Strategy**

Student will provide an image, illustrating where all the outlets will be placed within the home (this includes the basement and upstairs, if created).

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.13**

After viewing the video, showing the student how to use the Plan Sets feature, the student will understand how to print and send different layers of the home/drawing.

**Instructional Strategy**

Student will be instructed to send images of the Kitchen, family room, and bedroom within a discussion board. The student will then explain what additional information was used in creating the Plan Set.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Objective 2.14**

After viewing the video, showing the student how to use the Overview Cost Estimates feature, the student will determine if cheaper materials should be used.

**Instructional Strategy**

Student will provide their subtotal of the house within the discussion board, and state which room was the most expensive. The student will write in another discussion board, stating whether or not the house is feasible, and if not, what changes could be made to make it more cost-efficient.

**Generative Strategy**

Student will learn how to use the feature effectively.

**Produce a course that is challenging but comprehensive**

**Objective 3.1**

Student will be encouraged to envision an ideal or dream house.

**Initial Presentation 3.1**

Instruction will inform the student that they will have to attempt to envision their ideal home. Instruction will also recommend for the student to hand-draw the house if capable, or use the image of a house and envision the layout of the home (this is if the student cannot envision their own home).

**Generative Strategy 3.1**

The student will be challenged to create an ideal home. Student will use experiences or preferences from their own life to design their ideal home.

**Objective 3.2**

Given content, structured to take the student from the foundation of home building to interior design, the student will produce images of their home throughout the course.

**Initial Presentation 3.2**

The content delivered to the students will be presented to the students in an organized manner. This manner will take the students through the start and finish of the production of a home. The materials given to the students will be through readings and tutorials. Throughout the span of the course, multiple postings will be made in a “discussion” board, revealing the progress of their home.

**Generative Strategy 3.2**

Student will be forced to not procrastinate in constructing their homes. Frequent drafts/assignments will ensure the completion and understanding of various features within the software.

**Generate multiple strategies for learning**

**Objective 4.1**

Given contextual content, the student will comprehend various concepts and variables of home building.

**Initial Presentation 4.1**

Within the “Content” folder, listed in the left hand column of the course shell, there will be a directory of course content links. These links will also be provided within the “coursework” folder, located in the course shell. Within the Coursework folder, the material will be presented “by weekly.” The student will read and learn various concepts of home building.

**Generative Strategy 4.1**

Student will develop a vast understanding of materials, concepts, and features involved with the production of a house.

**Objective 4.2**

Provided with videos/tutorials, the student will watch how to use different features in the software.

**Initial Presentation 4.2**

Students will be provided with a short tutorial, instructing the student on how to create the feature that the students have read for that week. These videos will be presented within the “content” and “Coursework” folders. Each video will explain the task the students need to complete for their assignment.

**Generative Strategy 4.2**

Video will allow students to utilize the knowledge acquired from the readings, pertaining to materials and concepts. Students will be able to quickly access the material, and recap over important steps.

**Objective 4.3**

Given a specific board to post drafts of the student’s Course Project, the student will submit multiple drafts of their work.

**Initial Presentation 4.3**

Multiple Checkpoints will be provided throughout the semester for students to post their progress on the Course Project. This board will be listed within the “Discussion” folder, found within the course shell.

**Generative Strategy 4.3**

Students will be encouraged to display their progress, reducing the likelihood for late work and incomplete projects.

**Ensure feedback occurs amongst students**

**Objective 5.1**

Upon completion of an assignment, the student will write about their experience/what they learned from the reading(s) within 200 words.

**Initial Presentation 5.1**

Instruction within the “Coursework” folder, pertaining to the week of interest, will instruct the student to post an assignment to that week’s discussion board. Example: for week 7 posts your reactions in “Week 7 – First discussion.” Also, the students will be able to access these boards from the “Discussion” folder.

**Generative Strategy 5.1**

Student will express what interested them from the readings, expressing and possibly communicating to the class how the readings might enhance their course project. This will add to knowledge retention.

**Objective 5.2**

Given a deadline to post responses to the week’s assignment, student will reply to a minimum of two peers, before the submission of next week’s assignment.

**Initial Presentation 5.2**

Instruction will be given to students, entailing that they respond to at least 2 of their peers within that week’s discussion board.

**Generative Strategy 5.2**

Giving feedback to peers, the students will develop rapport among one another. Feedback should contribute to motivating the students in being more engaged.

**Objective 5.3**

Reviewing drafts of other peers Course Projects, students will provide well-written feedback, to 2 peers, in the aim of enhancing their classmate’s project.

**Initial Presentation 5.3**

Students will be instructed to not only post their progress at each checkpoint; but offer thorough feedback to other students. These checkpoints will be located within the “Discussion” folder.

**Generative Strategy 5.3**

Student will develop interpersonal and analytical skills, offering constructive feedback to enhance the success of a peer] s project.

**Relieve student’s tension about the course**

**Objective 6.1**

Reviewing the course syllabus, a week prior to the start of the course, the student will determine if this course will be beneficial to them.

**Initial Presentation 6.1**

A text-based syllabus will be posted within a folder, on the left column of the course shell, named syllabus. These syllabi will be viewable within the course shell, and a hyperlinked Word Document.

**Generative Strategy 6.1**

Student will read the syllabus, generating the idea if this class will meet their needs or interest. Student will recap over the description, assignments, and expectations of the course.

**Objective 6.2**

Reviewing the courses shell, a week prior to the start of the course, the student will have an idea on how they will need to manage their time from the course.

**Initial Presentation 6.2**

Opening the course shell, the student will be able to see an “Announcement” posting, encouraging the students to look through the syllabus and course content; and provide feedback about any questions or concerns. Within the shell, the students will have an Announcement, Syllabus, Coursework, Content, Discussion, Toll, and My Grades folder to peruse through.

**Generative Strategy 6.2**

After the student has observed the calendar, they will be able to adjust their schedule in terms of completing tasks.

**Objective 6.3**

Student will be encouraged to interact in a discussion board, open for students to discuss their concerns and ideas of the course

**Initial Presentation 6.3**

Entering the course shell, an Announcement will be posted. Along with other encouragements from the instructor, the students will be urged to post any questions or concerns that they have about the course, assignments, and so forth, in a discussion board called “Praises, concerns, & Questions.”

**Generative Strategy 6.3**

Student will engage in the opportunity to interact with other peers and the instructor, reducing anxieties about the course. Participation in the discussion board will connect the students on a personal level (humanistic).

**Learner’s Assessment**

The student’s progress will be assessed in two ways. First, the student will be assessed by their ability to produce a product similar to the task shown within the tutorials. Second, the student will engage themselves in discussion boards, expressing their experience, thoughts, ideas, and suggestions to the readings and production of various images with Chief Architect.

A rubric will be designed to keep students aware of what is expected of them, and what they need to strive for in order to attain a certain grade. The rubric will consist of 5 levels, one level will present to the student what is considered to be excellent work, another level will represent what is considered to be good or above average work, while the other levels will explain what is considered fair, and unacceptable.

*Course Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent | Good | Fair | Unacceptable |
| Architect Assignments | *All required elements within the instruction are included. The product has a quality that transcends basic work. An excellent product will set the standards for following assignments.* | *All required elements within the instructions are included. Some minor details might be missing or not finished.* | *Missing required elements with the instructions. Provides evidence of fair understanding of the assignment.* | *The product suffers from neglect of quality. Does not provide evidence of understanding the assignment.* |
| Reflection Posts | *Posts reflect experience from the assignment. Reflection reveals what you have learned or feel.* | *Post reflects experience from the assignment. Reflection is not as in-depth.* | *Post lacks in connecting and relating their learning experience.* | *Post doesn’t show evidence of understanding concepts.* |
| Feedback Posts | *Feedback is professional, offering encouragement suggestions, and examples for clarity.* | *Feedback is professional, offering encouragement, and suggestions.* | *Feedbacks given, giving others short, non-substantive responses.* | *Feedback is unprofessional, distasteful or disapproving.* |

**Solution to the Problem**

Within this project (documentation), several things were considered, yet one action was decided on within each specific category.  Pertaining to the issue of dialogue within the class students are required to respond to at least two peers, post within the discussion boards an exert consisting of 200 words, and within these posts share not only what they learned but their experience when working on their assignment/task (Moore & Kearsley, 2012).  But why did I select this approach to getting the students to converse?  This approach not only allows for the learner to become more humanized by talking about their personal experiences; but the limitation of words and students to respond to ensures that each student is having a moderate level of engagement /involvement within the class (Mahle, 2011).

Another decision made within this project was the usage of learning strategies.  Seeing how the software that the course is going to be designed for is visual-based software, then it was only logical for me to provide my learners with videos/tutorials, showing the learner how to use different features within the software.  Even though the majority of the material within the course will be video based, each video will have a segment that states the objectives of the video, the steps going to be taught within the video, and a recap over the steps (the recap will be interactive).  My strategy with the videos are to not only be informative, but offer retention towards the end of each video.  Additional readings will also be provided for learners.  The readings will be geared towards the significance or value of a feature(s) within the construction of a home.  This should hopefully raise eye brows, providing the students with an ah-ha moment.

Another question that I needed to ask myself when envisioning this project was, what type of structure or layout should I have?  Will all of the semester’s assignments be posted the first week of class or will I assign tasks a week or two in advance prior to the due date?  Surely, a syllabus needed to be constructed, informing the students on what assignments the course is comprised of.  To avoid the students possibly having an issue with cognitive overload, when first peeking at their calendar of assignments, I decided that it might be better to have weekly folders (so the students would have to select the folder in order to see the assignment for that given week); but all of the classes assignments would be entered at the beginning of the semester.  If the majority of students do not look too far in advance, within their calendar, then they will not necessarily be overloaded versus seeing a document that you can continuously scroll down (feeling as if it will never end).

**Evaluation of Course**

Using a formative approach of evaluation, this course will consist of surveys.  Two surveys will be distributed throughout the duration of the course.  One survey will be given to the student’s midway in the semester, and another survey will be given to students 2 weeks before the completion of the course (the final survey does not need to be submitted until the last day of the course).

Each survey will contain open and close-ended questions.  The close-ended questions will be geared towards the learner’s level of satisfaction (these questions will be ranked with the use of a 5-point Likert Scale, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree), while the open-ended questions will be more centered on future implications or suggestions for improving the course.

But why did I select this type of evaluation?  For the most part, surveys are quick, easy to gather information, easy to categorize, and easy to compute scores.  Also, with a distance learner, it might be difficult and costly to conduct interviews (phone or virtual conference).  Therefore, in order to minimize possible constraints or challenges, the use of a survey is ideal for students taking a distance education course.

**Definition of Success**

So how will I be able to determine whether or not my course was successful?  How will I measure success? Essentially, ““successful online learning depends upon attentive design and facilitation” (Journal compilation, 2009. 716). Therefore, the success of my course will be measured through my evaluation tool (surveys), the student’s final reflection assignment, as well as the student’s grades.  Seeming simple enough, what implications doe each of these measurements contain?

Measuring the courses success through evaluation tools is a great way in discovering whether or not students think the class is well-structured, if assignment and content is clear, as well as if there are reoccurring problems or trends seen across the course.  As long as 70% of the students find the class satisfactory (majority of close-ended questions have been selected agree and strongly agree) then the course has been successful.

Measuring the courses success through the student’s final reflection assignment will aid in enlightening me (the instructor) in whether or not the students found this course rewarding and useful.  Such rewards might be, the learner now has a greater understanding on what materials are used when building, the learner might have a better idea on how to budget materials, and the learner have a greater appreciation for home builders.  This measurement of success will be more personalized, meaning that I will be able to learn about the student’s experiences with using *Chief Architect*, noting whether or not the learner’s experience was meaningful or not.

Measuring the courses success through the student’s grades is a good intimation on whether or not the students were active within the course (submitting assignments and responding to peers).  If the class has received an overall letter grade of a “B,” then the class was successful.

**Conclusion**

Many variables have been taken into consideration for the instruction of this course. The first variable considered, pertained to whether or not a community or group of online students would be able to attach or identify to the course. The primary obstacle, reoccurring within community’s success is keeping the individual engaged. Meaning, participation and retention will reflect the individual’s attachment to the course. Ren and colleagues (2012) suggest that, “identity-based attachment should cause members to attend to and like the group, which in turn will increase their willingness to exert effort to help the group. By contrast, Bond-based attachment should cause members to focus on individual relationships with one another, which in turn will increase their willingness to exert effort to help individuals” (Ren, Harper, Drenner, Terven, Kissler, Riegl, Kraut, 2012. 846).

Understanding that enrolling in this course portrays a common identity exists amongst students, encouraging the students to interact with one another should establish bond-based attachments. Acknowledging that the students could become attached to the course, the next variable to be considered was the level of interactivity needing to be projected within the course. Endorsing the idea, interactivity is an instructional method linked to the increase levels of motivations, leading to positive outcomes, it was imperative to find a level of interactivity adequate for this course. Lehman (2003) suggests that once a certain level of interactivity is reached, students will be motivated and outcomes will improve. Lehman’s study showed that interactivity increases the achievement of distance education learners, as well as increases the motivation of distance learners, resulting in positive outcomes. Not to mention, having even a moderate level of interactivity increases knowledge retention. Therefore, the standards for interactivity were established, reciprocated from personal experiences with interactive online courses.

The final question that emerged, pertaining to the students attachment to the course was, “how will my students construct their own learning?” Moore and Kearsley (2012) stated, “Every learner has to construct his or her own knowledge through a process of personally accommodating information, attitudes, or behaviors into previously existing cognitive, attitudinal, or behavioral structures” (Moore & Kearsley, 2012, 132). Aware that my course must allow the students to construct their own learning, I researched in more depth what Moore and Kearsley suggested should be implemented in this situation. Stumbling onto the answer, it became obvious that I needed to address the following characteristics to enhance good instruction. I need to construct an environment that is 1) humanizing, 2) encourages participation, 3) using a message style, and 4) feedback to be exchanged. Using this type of instructional strategy should enable students to learn and retain the information, as opposed to memorizing how to complete a task, completing the task, and not reflecting on what occurred during the process. Overall, “ICT pedagogical strategies can change the learning environment, modify the nature of interactions and relationship with knowledge, and expand the perspective of resources delivery, accessibility and understanding” (Gudoniene, Rutkauskiene, & Sabajaviene, 2013, 48).

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