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Google it: why, what, and how should instructors teach if students can find everything online?

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The aim of this presentation is to rethink the role of the instructor in the teaching and learning process. It is directed at instructors and staff members involved in the course design process. Learners browse the internet for most of their knowledge acquisition. From Google, YouTube, Wikipedia, and even social media sites – the internet has become its own “new age” instructor. Online resources relevant to Physics Education is vast and accessible. Some leading institutions, such as Harvard, MIT, and Khan Academy have developed meaningful content and have already shared their courses to the public free-of-charge. These institutions may offer insight into the variability amongst learners and their motivation to learn. But have the “official” instructors accepted that they are no longer the only doorway to knowledge? Do instructors intentionally design courses and learning activities to include these additional sources of expertise? A learning designer at the University of the Free State has designed blended courses that leverage the new age instructor and its resources – offering an alternative approach to curriculum development and delivery. These course designs have roots in several teaching and learning methods, amongst others: open educational resources, blended learning, flipped classroom, and personalised learning. Samples of re-designed blended courses will be showcased along with lessons learned from revisiting the role of both the official and new age instructor.

Apply to be considered for a student award (Yes / No)?

No

Level for award (Hons, MSc, PhD, N/A)?

N/A

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