M **monarch***media*

Monarch Media, Inc.
Case Study

World Bank ECFS
Curriculum Development

Claire Schneeberger, *Chief Innovation Officer*

Monarch Media, Inc.
406 Mission Street, Suite J
Santa Cruz, CA 95060
www.monarchmedia.com
831.457.4414

Industry

Higher Education and NGO

Challenge

To improve food security and promote agricultural development, the Eurasian Center for Food Security (ECFS) with Lomonosov Moscow State University (MSU) planned to develop a comprehensive program, including establishment of the first-in-the-region online masters-level Programs in Land and Water Resource Management for Food Security and Food Security and Agro-food Management.

The Masters Programs were intended to equip the participating students with appropriate knowledge and tools for careers in the public, private and non-profit sectors related to agribusiness and natural resources management and food security.

Key Benefits

- Program/Curriculum Development following international best practices, standards, and innovations
- Course Content enhanced with real world examples
- Course Development including permissions for all course readings, formatting, language translation, and editing
- Technical Implementation of a learning management system (LMS) platform for delivery of all materials
- Training for IT support staff, faculty, and students

Overview

With oversight from the World Bank, the Monarch team developed the curriculum objectives, the content for online instruction of the two international graduate degree programs (17 courses), and the design and programming of the courses. Leveraging experts from Eurasia, Europe, and North America Monarch designed an interdisciplinary, bilingual program that includes the fields of Natural Resources, AgroFood Management, Economics, and Public Policy to serve as a foundation to the essential problems in agrofood security and how to solve them in long-term and sustainable ways.

Team Organization and Staffing

Over **100** Contributors

- Project Managers
- University of Missouri Project Team
- Course Authors
- Moscow Representatives
- Advisors
- IAMO Contributors
- Moscow State University Consultants
- Instructional Designers
- Editors & Copyeditors
- Designers
- Translation Team
- Russian Language Subject Matter Experts
- Permissions
- Programming & Engineering Team
- QA & Support Staff
- Proofreaders
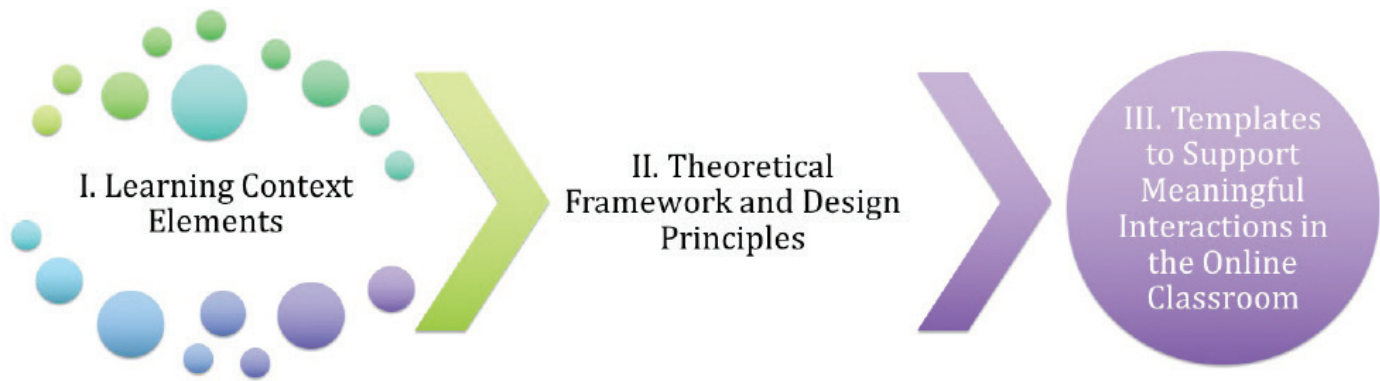
2 Masters Programs

17 Online Courses

4 Short Courses

Sponsored by (THE WORLD BANK) for ECFS

Led by **monarchmedia**

in partnership with and IAMO

Pedagogical Approach

Effective planning is crucial when approaching a project of this scale. Below is an overview of our pedagogical approach.

I.   Learning Context
There is a range of pedagogical approaches one can take to deliver online instruction. It is important to carefully consider elements of the learning context before selecting an approach. Several features to consider include the program aims, student characteristics, instructor characteristics, known delivery constraints, and known pedagogical preferences.

IIa.   Proposed Learning Framework
After considering the elements of the learning context for this project, we applied the Communities of Inquiry (CoI) Framework (Garrison, Anderson, & Archer, 2000) as the theoretical foundation to guide the design of the online courses. Below are key points about this framework:

- The CoI Framework is rooted in social-constructivist theories of learning (e.g., Vygotsky, 1978; Bandura, 1986; etc.), but also recognizes the powerful role of interacting with a community of practice to aid learning (e.g., Wenger, McDermott, & Snyder, 2002)

- CoI is widely adopted and well researched as a model for online instruction in global higher education (e.g., Clarke & Bartholomew, 2014; Pellas & Kazanidis, 2014; Zydney, deNoyelles, & Seo, 2012; Lambert & Fisher, 2013, etc.)

- CoI grew out of a desire to explore ways to effectively structure learner-content, learner-learner, and learner-instructor interactions, particularly in highly text-based learning environments such as online classrooms in higher education

- The basic premise of CoI is to employ instructional methods to promote cognitive presence, social presence, and teaching presence (Garrison, Anderson, & Archer, 2000)
    - Cognitive presence = activities to support individual learning
    - Social presence = opportunities to engage with other learners to develop understanding
    - Teaching presence = effective design and facilitation of meaningful learning

Creating an Educational Experience

IIb. Course Design Principles

Researchers have been actively working to identify empirically grounded design principles to bring the Community of Inquiry Framework to life (Swan, Matthews, Bogle, Boles, & Day, 2012; Bogle, Cook, Day, & Swan, 2009). The Quality Matters (QM) Framework has emerged as a tool to aid designers and instructors in facilitating learning experiences that lead to greater student interaction and higher grades (Swan, et. al., 2012). Below are key points:

- The QM Framework offers eight, widely accepted areas that have been demonstrated to influence the effectiveness of online courses in higher education
  - (i) *Course Overview and Introduction* – structure activities that orient learners to the online classroom, expectations, the instructor, and other classmates
  - (ii) *Learning Objectives* – learning objectives are measurable, meaningful, and clearly stated
    Assessment and Measurement – a variety of assessments are planned to measure learning against the objectives and the criteria for success are stated
  - (iii) *Instructional Materials* – engaging, easy-to-follow, instructional materials that are clearly aligned to the stated objectives are provided to aid active learning
  - (iv) *Course Activities and Learner Interaction* – activities are designed to promote the stated objectives through learner-learner and learner-instructor interactions
  - (v) *Course Technology* – tools in the learning management system (e.g. discussion boards, wikis, etc.) are effectively utilized to achieve the learning objectives
  - (vii) *Learner Support* – instructions and help information are provided to reduce barriers to learning and ensure student success in the course
  - (viii) *Accessibility and Usability* – navigation and course materials are clear and structured in such a manner that ensures access by all learners
- These eight standards have been translated into a rubric to guide course developers
- All courses, regardless of the specific theoretical perspective, should adhere to these principle

III. Course Activity Templates

For this project we used the QM Framework to design templates used by each course.

Orientation Activities	Self-paced Learning Activities	Collaborative Learning Activities	Assessments and Evaluation
•Introduction to course objectives and expectations •Instructor and student introductions •Introduction to "online classroom" features and organization •Introduction to help and support features	•Engaging lecture notes, case studies, and selected readings •Individual reflection activities to help learners process the content (e.g. knowledge check questions, metacognitive question prompts, etc.) •Options for individual projects and assignments to apply learning	•Types of discussion board exercises (e.g., exploring local perspectives, etc.) •Cooperative group projects (e.g., exploring wicked problems, etc.)	•Knowledge-based examinations •Authentic projects and hands-on learning

Project Execution

With consensus on the approach from all stakeholders, our team worked collaboratively to develop program objectives, course objectives, course syllabi, and all course materials. Instructional designers collaborated with subject matter experts to ensure the content would be effective in the online learning format. Project managers coordinated quality assurance, permissions, and translation for all course materials (provided in both Russian and English).

Course Development Phases

Program Planning

- Project leadership team develops
- Program level objectives defined
- Course level objectives defined
- Stakeholder feedback and signoff completed

Course Design

- Syllabus and lecture note templates designed
- Course authors develop syllabi
- Syllabi reviewed with instructional designers
- Stakeholder feedback and signoff completed

Lecture Notes

- Instructional designers consult with course authors
- Course authors develop lecture notes and readings
- Instructional designers and editors refine content
- Stakeholder feedback and signoff completed

Activities & Assessments

- Activities and assessments authored in collaboration with course authors and instructional designers
- Instructor Guides developed
- Stakeholder feedback and signoff completed

More Information

To learn more about how Monarch Media can help you with your next eLearning project, please call, email, or visit our website:

Monarch Media, Inc.
www.monarchmedia.com
831-457-4414
info@monarchmedia.com

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