Pedagogical Considerations for Building a Course

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ADDIE MODEL

Gaining attention

o Convey information that rouses the learner's interest

o Use various elements to attract attention
  o Multimedia (videos, images)
  o Scenarios
  o Problem statements
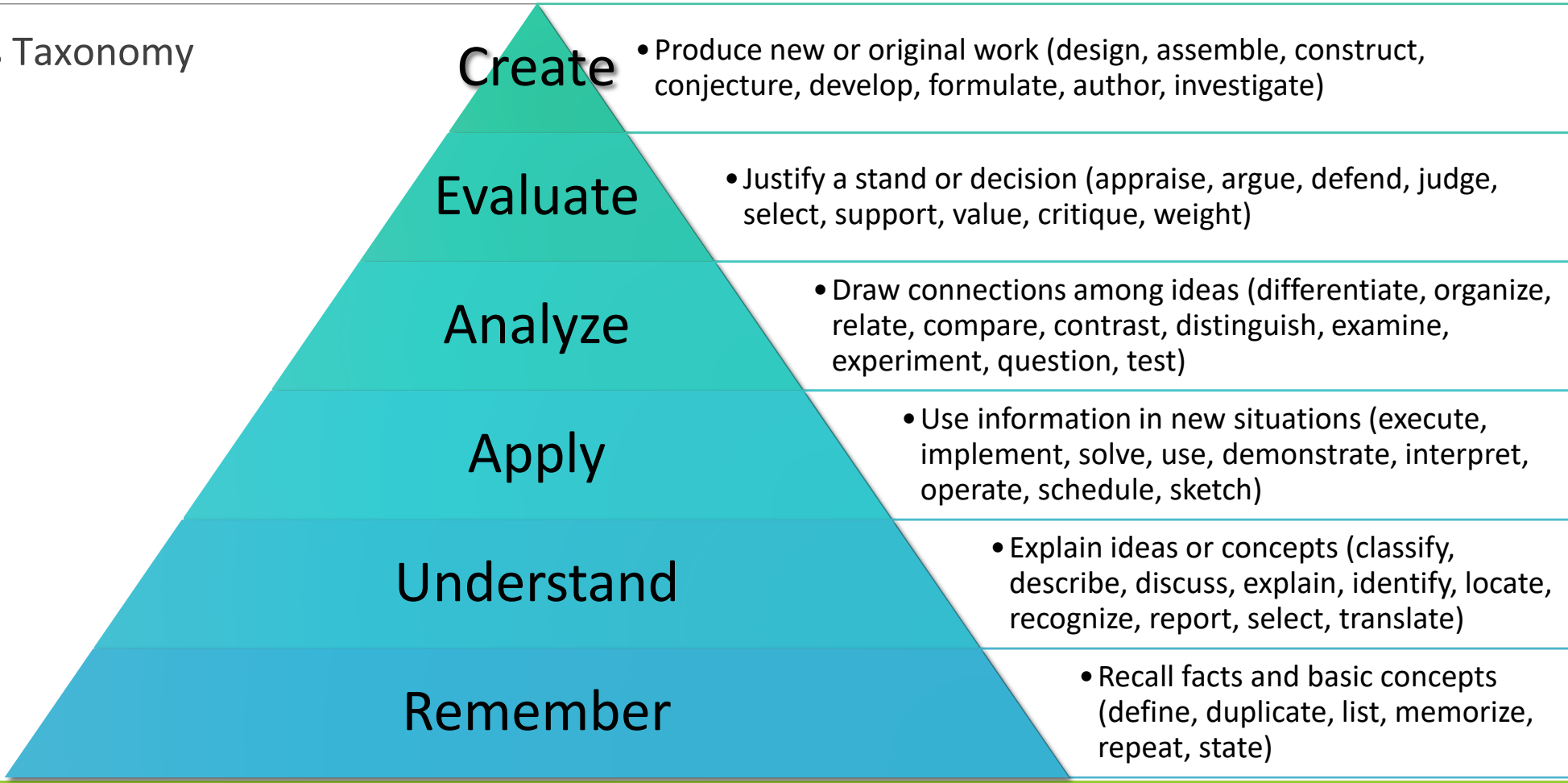 o Case studies

Inform Learners of Objectives

o Convey what is to be learned

o List objectives

Measureable Learning Objectives

Bloom's Taxonomy

Create
- Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)

Evaluate
- Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weight)

Analyze
- Draw connections among ideas (differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test)

Apply
- Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)

Understand
- Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognize, report, select, translate)

Remember
- Recall facts and basic concepts (define, duplicate, list, memorize, repeat, state)

Present Content

o Stimulate prior knowledge

o Align your content with your objectives

o Provide clear guidance and instructions

o Chunk your content

o Use a variety of elements to present content

o Tie your content to the real world

Provide Opportunities for Practice and Feedback

o Practice makes perfect

o Let learners know how they fared during the learning

o Include de-briefing sessions, feedback, rubrics, etc.

Assess Performance

o Assess learner performance to confirm whether instruction was effective

o Revise your course accordingly

Example: Canvas Page Layout

Overview

Learning Objectives

Readings/Lectures

Discussions/Activities

Assignments

Example: Module Template

Module #:

Title:

Add some introductory text to discuss this module

Objectives

1. Describe this
2. Define that
3. Identify this

Readings

1. Reading 1
2. Reading 2
3. Reading 3

Lectures

1. Lecture
2. Handout

Assignments

1. Discussion
2. Quiz:
3. Assignment:

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7 Estimating Stature from Skeletal Remains

In the picture we see two Olympic Athletes: gymnast Simone Biles stands ay 4'8" while volley ball player David Lee is 6'8"! Biles and Lee represent two ends of the range for human adult stature variation.

Stature estimates can be obtained using several methods. Either by measuring all the bones and summing their lengths, which will be the most accurate method of or using some type of regression equation, which have varying degrees of accuracy. These both work because there is a very strong relationship between stature and long bone length.

Several thing to keep in mind is that within humans, there is a great deal of inter-populational variation. In some populations the degree of sexual dimorphism may be very low. Thus it is important to consider which population you may be working with and which populational standards you are using. Additionally, as with sex estimates, stature estimates are unadvisable on young individuals (< 12 years of age) because their bones are still growing.

Objectives

1. Describe and discuss the efficacy (usefulness), the advantages, and disadvantageous of methods used to estimate stature.
2. Given a set of skeletal remains; determine which methods should be used to estimate stature.
3. Given a set of skeletal remains; estimate stature for that individual.

Readings

1. Christensen, A. M., Passalacqua, N. V., & Barelink, E. J. (2014). **Chapter 11 Stature Estimation**. In Forensic Anthropology: Current Methods and Practice (pp. 285-299). New York, NY: Academic Press. ISBN-13: 978-0124186712
2. Stature Estimation (2012) Scientific Working Group for Forensic Anthropology (SWGANTH) | Website PDF

Lectures

1. Lecture 1: Stature Estimation Theory | Handout [pdf]
   Video [06:31]

2. Lecture 2: Stature Estimation Fully Method | Handout [pdf]
   Video [10:21]

TILT Resources

o Visit the TILT Web site for:

   o Teaching effectiveness in online courses

   o Teaching effectiveness in face-to-face courses

   o Registration for professional-development courses, modules, Webinars and other events