Active Learning
in Online, Self-Paced Courses

The history of Guided Individual Study (GIS) mirrors that of online course development in the past 2 decades, from print-based “copies” of classroom-based courses, to online courses that emphasize active learning and allow interaction between students and faculty who will never meet face to face. This history can be outlined as follows:

Print-based Correspondence Courses:
Similar to classroom courses, but some aspects had to be eliminated (e.g. group work, discussion).
However, the very nature of these self-paced courses demanded from students a different set of skills than those required in the classroom:
1. Students created their own due dates, requiring a level of organization and self-motivation that had not been required of them throughout their education.
2. Because of the print-based format, lecture was de-emphasized as students were called upon to be actively engaged in the discovery of knowledge.

Online Courses 1.0
Print-based correspondence courses were put online, using the same content, but transmitting the information via a course management system.

Online Courses 2.0
With evolving technology, online courses are now able to take advantage of multiple ways of transmitting information to encourage interaction and engagement. Online courses are no longer identical to print-based courses, or even classroom-based courses, but communicate content and encourage interaction in multiple formats.

Multiple formats for the transmission of course content:
- Video
- Audio
- Text
- Video clips from publishers and other sources are legally accessible.
- Emphasis is on a shorter lecture so that the student’s time is spent in active learning.

Multiple ways to assess that the student comprehends and has analyzed and applied course material:
- Automatically graded quizzes test for basic comprehension
- Essay questions probe whether the student understands the material and encourages higher-order thinking
- Assignment questions challenge students to apply the material to their lives or the world around them
- Students can then bring that experience back to the course by posting responses and results for other students and the instructor’s response

Interaction is encouraged:
- A sense of community is encouraged among dispersed students who are at different points in their coursework. This is currently being done with the use of discussion boards and collaborative exercises.

Online Courses 3.0
New resources are now available that will encourage interaction and active learning. These resources include:
- Blogs
- Podcasts
- Wikis for collaborative group projects
- Videos submitted by students
- Students contributing to the knowledge base (e-learning 2.0)

Guided Individual Study (GIS)

- Self-paced, continuous enrollment undergraduate courses
- Wide range of subject areas
- Designed for both U of I students as well as students around the world, meeting the needs of both traditional and nontraditional students
- Academic departments maintain control of curriculum development and instruction
- Academic Outreach is responsible for course design and development, faculty training, registration, marketing, and instruction costs

Analysis and Synthesis
From BR 310
In this course, we have discussed many theories of motivation, each of which have significant implications for the design of organizational compensation, promotion, performance evaluation, and feedback systems. Imagine that you were to found a new organization today. How would you design those compensation, promotion, performance evaluation, and feedback systems? A complete answer would include a description of the organization, your general approach to motivation, and the specific systems that you would introduce using each motivation theories (reinforcement theory, intrinsic v. extrinsic motivation, expectancy theory, equity theory).

From PS 101
Why do parties matter in the American political system? What functions do they serve? If they are as evil as some of the framing rhetoric suggest, why did these same people start the first political parties? This question is still relevant today—many Americans think of the political parties as corrupt, evil organizations. Yet, parties are indispensable.

Online courses 3.0.
New resources are now available that will encourage interaction and active learning. These resources include:
- Blogs
- Podcasts
- Wikis for collaborative group projects
- Videos submitted by students
- Students contributing to the knowledge base (e-learning 2.0)

Collaborative Exercises
From PS 101
The collaborative exercises in PS101 are an attempt to foster interaction and discussion among the students. The collaborative exercises in PS101 include activities such as:
- Connecting your local political party organizations, researching state voter registration laws, viewing and commenting on political advertisements, and reviewing known political advertisements

Guided Individual Study (GIS)

- Self-paced, continuous enrollment undergraduate courses
- Wide range of subject areas
- Designed for both U of I students as well as students around the world, meeting the needs of both traditional and nontraditional students
- Academic departments maintain control of curriculum development and instruction
- Academic Outreach is responsible for course design and development, faculty training, registration, marketing, and instruction costs

Analysis and Synthesis
From BR 310
In this course, we have discussed many theories of motivation, each of which have significant implications for the design of organizational compensation, promotion, performance evaluation, and feedback systems. Imagine that you were to found a new organization today. How would you design those compensation, promotion, performance evaluation, and feedback systems? A complete answer would include a description of the organization, your general approach to motivation, and the specific systems that you would introduce using each motivation theories (reinforcement theory, intrinsic v. extrinsic motivation, expectancy theory, equity theory).

From PS 101
Why do parties matter in the American political system? What functions do they serve? If they are as evil as some of the framing rhetoric suggest, why did these same people start the first political parties? This question is still relevant today—many Americans think of the political parties as corrupt, evil organizations. Yet, parties are indispensable.

Online courses 3.0.
New resources are now available that will encourage interaction and active learning. These resources include:
- Blogs
- Podcasts
- Wikis for collaborative group projects
- Videos submitted by students
- Students contributing to the knowledge base (e-learning 2.0)

Collaborative Exercises
From PS 101
The collaborative exercises in PS101 are an attempt to foster interaction and discussion among the students. The collaborative exercises in PS101 include activities such as:
- Connecting your local political party organizations, researching state voter registration laws, viewing and commenting on political advertisements, and reviewing known political advertisements

Guided Individual Study (GIS)

- Self-paced, continuous enrollment undergraduate courses
- Wide range of subject areas
- Designed for both U of I students as well as students around the world, meeting the needs of both traditional and nontraditional students
- Academic departments maintain control of curriculum development and instruction
- Academic Outreach is responsible for course design and development, faculty training, registration, marketing, and instruction costs

Analysis and Synthesis
From BR 310
In this course, we have discussed many theories of motivation, each of which have significant implications for the design of organizational compensation, promotion, performance evaluation, and feedback systems. Imagine that you were to found a new organization today. How would you design those compensation, promotion, performance evaluation, and feedback systems? A complete answer would include a description of the organization, your general approach to motivation, and the specific systems that you would introduce using each motivation theories (reinforcement theory, intrinsic v. extrinsic motivation, expectancy theory, equity theory).

From PS 101
Why do parties matter in the American political system? What functions do they serve? If they are as evil as some of the framing rhetoric suggest, why did these same people start the first political parties? This question is still relevant today—many Americans think of the political parties as corrupt, evil organizations. Yet, parties are indispensable.

Online courses 3.0.
New resources are now available that will encourage interaction and active learning. These resources include:
- Blogs
- Podcasts
- Wikis for collaborative group projects
- Videos submitted by students
- Students contributing to the knowledge base (e-learning 2.0)

Collaborative Exercises
From PS 101
The collaborative exercises in PS101 are an attempt to foster interaction and discussion among the students. The collaborative exercises in PS101 include activities such as:
- Connecting your local political party organizations, researching state voter registration laws, viewing and commenting on political advertisements, and reviewing known political advertisements

Guided Individual Study (GIS)

- Self-paced, continuous enrollment undergraduate courses
- Wide range of subject areas
- Designed for both U of I students as well as students around the world, meeting the needs of both traditional and nontraditional students
- Academic departments maintain control of curriculum development and instruction
- Academic Outreach is responsible for course design and development, faculty training, registration, marketing, and instruction costs

Analysis and Synthesis
From BR 310
In this course, we have discussed many theories of motivation, each of which have significant implications for the design of organizational compensation, promotion, performance evaluation, and feedback systems. Imagine that you were to found a new organization today. How would you design those compensation, promotion, performance evaluation, and feedback systems? A complete answer would include a description of the organization, your general approach to motivation, and the specific systems that you would introduce using each motivation theories (reinforcement theory, intrinsic v. extrinsic motivation, expectancy theory, equity theory).

From PS 101
Why do parties matter in the American political system? What functions do they serve? If they are as evil as some of the framing rhetoric suggest, why did these same people start the first political parties? This question is still relevant today—many Americans think of the political parties as corrupt, evil organizations. Yet, parties are indispensable.

Online courses 3.0.
New resources are now available that will encourage interaction and active learning. These resources include:
- Blogs
- Podcasts
- Wikis for collaborative group projects
- Videos submitted by students
- Students contributing to the knowledge base (e-learning 2.0)

Collaborative Exercises
From PS 101
The collaborative exercises in PS101 are an attempt to foster interaction and discussion among the students. The collaborative exercises in PS101 include activities such as:
- Connecting your local political party organizations, researching state voter registration laws, viewing and commenting on political advertisements, and reviewing known political advertisements

Guided Individual Study (GIS)

- Self-paced, continuous enrollment undergraduate courses
- Wide range of subject areas
- Designed for both U of I students as well as students around the world, meeting the needs of both traditional and nontraditional students
- Academic departments maintain control of curriculum development and instruction
- Academic Outreach is responsible for course design and development, faculty training, registration, marketing, and instruction costs

Analysis and Synthesis
From BR 310
In this course, we have discussed many theories of motivation, each of which have significant implications for the design of organizational compensation, promotion, performance evaluation, and feedback systems. Imagine that you were to found a new organization today. How would you design those compensation, promotion, performance evaluation, and feedback systems? A complete answer would include a description of the organization, your general approach to motivation, and the specific systems that you would introduce using each motivation theories (reinforcement theory, intrinsic v. extrinsic motivation, expectancy theory, equity theory).

From PS 101
Why do parties matter in the American political system? What functions do they serve? If they are as evil as some of the framing rhetoric suggest, why did these same people start the first political parties? This question is still relevant today—many Americans think of the political parties as corrupt, evil organizations. Yet, parties are indispensable.