

Constructivism in Online Course Design of Skilled-based Courses and its Impact on Student Achievement

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ABSTRACT

The proposed presentation is the result of a recent case study whose goal was to explore the potential impact (or lack thereof) of the traditional one-size-fits-all course design ideology at a large higher education institution in Florida, USA. At this institution, as appears to be the case in many other sister institutions, constructivism is the philosophical framework upon which all online courses are being built without the consideration that the impact of constructivist elements of course design may have little to no effect on student achievement when applied to largely or strictly skilled-based courses.

Empirical observations, as well as experiences in this field, have pointed to the realization that there are many skilled-based courses sprinkled with myriads of “little” tasks that do not appear to add any value in terms of the objectives of learning. Therefore, adding such tasks for the mere satisfaction of or adherence to a particular educational ideology may pose an inappropriate, ineffective, and inefficient way to provide and assess learning. Hence, it was the author’s impetus to investigate what empirical observations in online skilled-based courses alluded to in a structured academic research manner and ascertain mathematically whether such a misalignment exists so as to inform future practice.

Keywords: online course design, constructivist vs skilled based, online mathematics education, instructional design