USU
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Brown Bag Teaching Seminar: Introduction to Distributed Learning

First Steps Toward Putting Some or All of Your Course Online

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Aligning Activities with Objectives

Activity in Class	Sample Objective	Online Implementation
Imparting facts	Name the fundamental principles and professional responsibilities listed in the charter of medical professionalism	Online content
Discussion / Debate	Explain the social forces encouraging and discouraging specialty certification	Discussion boards, online group activities, synchronous chats
Problem Solving	Begin to develop and foster skills in case problem solving	Knowledge checks, self assessments, written assignments, discussion boards, online group activities, simulations
Critical Thinking: Writing, discussions	Use small group conferences to develop the skill of differential diagnosis (comparing disease entities that may present with similar clinical and tissue or organ manifestations).	Written assignments, discussion boards, online group activities, online journals, assessments
Performance	Use information technology to manage information, access online medical information.	Ongoing assessments and evaluations

(Adapted from Bourne, John R.; McMaster, Eric ; Rieger, Jennifer; & Campbell, E. Olin (1997). Paradigms for On-Line Learning: A Case Study in the Design and Implementation of an Asynchronous Learning Networks (ALN) Course. Journal of Asynchronous Learning Networks 1(2). http://www.sloanc.org/publications/jaln/v1n2/v1n2_bourne.asp.)