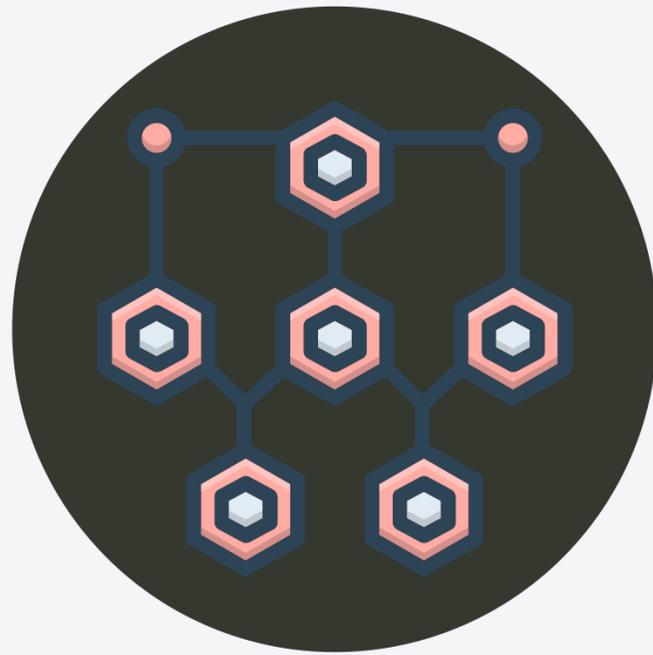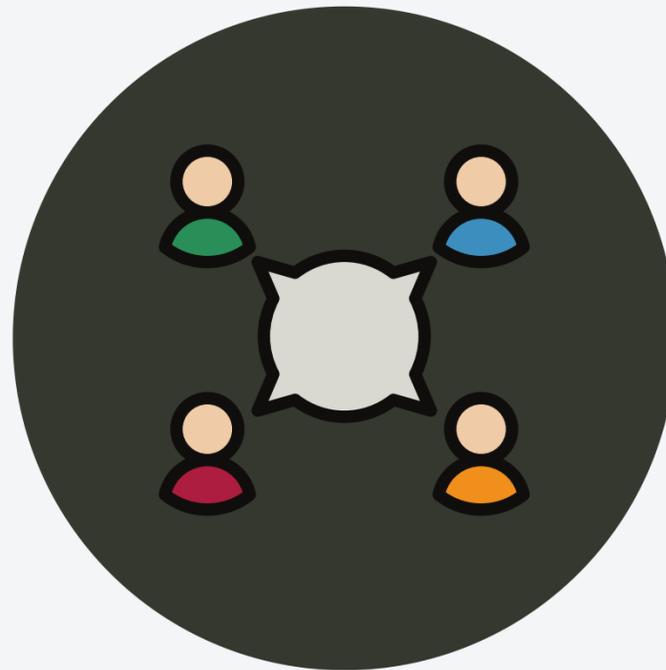# PISCO CERTIFICATE COURSE

Description

In this Pisco Certificate Course, learners will gain in-depth knowledge about Peruvian pisco & explore its history, production methods, types, pairing and more.
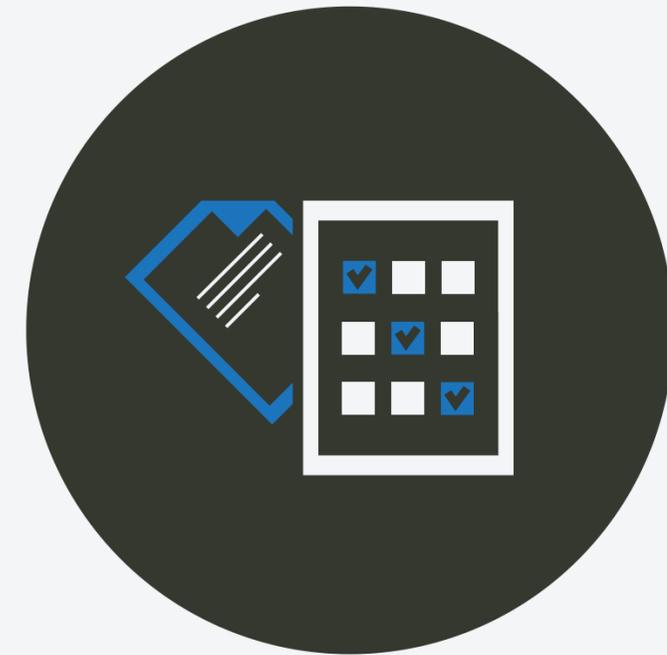
I will present examples for how I designed this course based on sound theoretical frameworks and practical applications for:

General Course Structure

Forum

Assessments

When designing the structure of this course, I applied findings from Richard Mayer's 12 Principles of Instructional Design and Moreno and Mayer's 5 Types of Interactivity. This helped me shape the design and organize multimedia presentations to improve the learning experience.

Mayer's Segmenting Principle

People learn better when a multimedia lesson is presented in learner-controlled segments rather than as a continuous unit.

Moreno & Mayer's 5 Types of Interactivity-Controlling

Learners determine the pace and sequence of learning events, which decreases cognitive load and increases transfer.

COURSE STRUCTURE

Below you can see a screenshot that exemplifies the structure of my course. Information is presented in small segments (separate lessons) and organized by units. With this structure, learners can determine the pace and sequence of their learning.

COURSE CONTENT

⌄ Expand All

Unit 1- What is Pisco?

✓ Lesson 1- Overview of pisco

○ Lesson 2- Types of pisco

○ Lesson 3- Etymology of the word "pisco"

○ Unit 1 Quiz
1 Quiz

⌄ Expand

Unit 2- What is Pisco NOT?

○ Lesson 4- Peruvian pisco vs. Chilean pisco

○ Lesson 5- Peruvian pisco vs. Singani

○ Lesson 6- Peruvian pisco vs. grappa

I incorporated a forum to the Certificate Course. Moreno and Mayer's 5 Types of Interactivity were useful in guiding the structure of the forum.

Moreno & Mayer's 5 Types of Interactivity- **Dialoging**

The Q&A function of the forum encourages engagement and interactivity. Students can discuss topics with their peers, ask questions and respond to the in-video questions..

Moreno & Mayer's 5 Types of Interactivity- **Searching**

Learners can locate needed information via the search function. Information on the forum may pique their interest and encourage them to search on external sites.

The screenshot below shows a rough draft of the forum. There is a search function so students can easily locate information. Students can post their own discussions, respond to others and ask questions.

ARCHIVES: FORUMS

Home › Forums

SEARCH

Forum	Topics	Posts	Last Post
Unit 1 Forum	2	3	1 week ago admin2020
Unit 2 Forum	1	1	1 week ago admin2020
Unit 3 Forum	1	1	1 week ago admin2020
Unit 4 Forum	1	1	1 week ago admin2020
Unit 5 Forum	2	2	1 week ago admin2020
Unit 6 Forum	1	1	1 week ago admin2020
Unit 7 Forum	1	1	1 week ago admin2020

COURSE

Pisco Certificate Course

FORUMS

Unit 1 Forum

Unit 2 Forum

Unit 3 Forum

Unit 4 Forum

Unit 5 Forum

Unit 6 Forum

Unit 7 Forum

Search ...

Chapter 5 of Horton's E-Learning by Design discusses asssessment. This course will only have computer-scored questions, which will provide immediate feedback to students. I created quizzes and exams with primarily T/F and Pick One/Multiple type questions.

Types of Questions- **True/False**

Allow learners to make categorical & either-or judgments.

Types of Questions- **Pick One/Multiple**

Learners ecognize the correct answer(s) in a list or identify a member of a category.

The screenshot below shows an example TRUE/FALSE question. I strive to create well designed questions that require deep thought processes. Feedback for the quizzes and final exam are immediate, so students understand where they need to improve and I can quickly measure if the learning goals have been met.

UNIT 2 QUIZ

Both Peruvian pisco and grappa don't allow for the addition of water during the process.

○ True

○ False

Next

The screenshot below demonstrates a PICK MULTIPLE question. I like to use these types of questions because they can be more sophisticated than pick-one or true/false questions. They also make it more difficult for the students to guess the right answer.

UNIT 4 QUIZ

The Denomination of Origin in Peru requires that pisco labels list these THREE key elements:

☐ The type of pisco

☐ The name of the Master Distiller

☐ The grape varietal(s)

☐ The D.O. region where it was produced

Next

Feedback

Results

0 of 6 questions answered correctly

Your time: 00:03:09

You have reached 0 of 6 point(s), (0%)

View Questions   Restart Quiz

The Denomination of Origin in Peru requires that pisco labels list these THREE key elements:

☐ The type of pisco

Once students complete the quizzes or the exam, they receive their grade. They also have the option to review their answers and read why their responses were incorrect.

Horton states that "for aiding learning, meaningful feedback is crucial" (244). In this course, I aim to use tests as a teaching tool, to correct misunderstandings and to augment knowledge.

SOURCES

Clark, Ruth C., et al. Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load. Wiley, 2011.

Horton, William. E-Learning by Design, Center for Creative Leadership, 2011.

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Sweller, J., Cognitive load during problem solving: Effects on learning, Cognitive Science, 12, 257-285 (1988).