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Collaborating as an e-Learning Team

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<http://hdl.handle.net/1880/49645>

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Collaborating as an e-Learning Team



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Who Are We?



Patti Dyjur

Online Course
Design & Support
University of Calgary



Dr. Doug MacLachlan

Sessional Instructor
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Dr. Norm Vaughan

Professor, Mount
Royal University
Blended Learning
Course Instructor



Dr. Jennifer Lock

Coordinator :
Certificate in
E-Learning
University of Calgary

e-Learning Graduate Certificate

- Focus is on current e-Learning research, practices and trends via inquiry into design, development, delivery, and evaluation of technology-enabled learning experiences across the continuum from technology-enabled classrooms to blended to fully online learning environments.
- <http://ucalgary.ca/gpe/content/elearning>

Term 1 (Summer)	Term 2 (Fall)	Term 3 (Winter)	Term 4 (Spring)
EDER 677 Distributed Learning	EDER 679.25 Inquiry into Digital Content	EDER 679.20 Blended Learning	EDER 679.29 eLearning in Canada

Program Outcomes

- Demonstrate a solid understanding of the research, practices, and trends in the field of el-earning (in Canada).
- Investigate the continuum of e-learning, from digital technologies used to support learning, to blended and fully online course delivery.
- Investigate complex e-learning issues using a variety of information sources, including current el-earning research and practice.
- Select existing media and methods to meet specific student learning needs within e-learning environments.
- Create plans that integrate appropriate educational media and technology to enhance student learning in face-to-face, blended, and fully online methods of delivery.
- Design and develop digital content and environments that meet specific student learning needs.
- Evaluate technology-enabled learning experiences based on different criteria.

Target Audience

- Curriculum specialists, team leaders and instructional designers in school jurisdictions and post-secondary educational environments.
- Project managers, trainers and media developers in corporate, health and cross-disciplinary fields that have a distributed learning mandate.



Overview of the Courses & Assignments

EDER 677: Distributed Learning

Course

Purpose: Examine technology-enabled teaching, integrated instructional design and development methodologies

Specific objectives include:

- Examining the continuum of learning opportunities made possible by digital technologies
- Discussing social, administrative and pedagogical issues in relation to distributed learning
- To consider the changes required in education to gain the full potential of new teaching and learning technologies

Assignments

- Critical analysis of an article related to Distributed Learning
- Blog Reflections on course themes
- Develop an online learning environment

EDER 679.25: Inquiry into Digital Learning

Course

Purpose: Students explore digital content through creating it for educational purposes

Specific objectives include:

- Apply sound instructional design principles
- Know by doing
- Discuss and reflect on social and pedagogical issues

Assignments

- Online presentation
- Ebook or digital video
- Website
- Blog posts

<http://ederprojects.weebly.com/>

EDER 679.20: Blended Learning

Course

Purpose: Explore the concept of blended learning in higher education, K to 12, and corporate training contexts.

Specific objectives include:

- Investigating the nature of blended learning
- Examining how face-to-face and online environments can be integrated to support deep approaches to learning
- Discussing course redesign principles for blended learning
- Developing course redesign scenarios

Assignments

- Article critique
- Weekly online discussions and summary
- Course redesign prototype project

EDER 679.29: e-Learning in Canada

Course

Purpose: Provides an overview of eLearning in Canada within the field of educational technology research.

Specific objectives include:

- Exploring current trends in Canada with regard to the implementation and sustainability of eLearning
- Discussing issues that are specific to teaching and learning within eLearning environments
- Examining learner and instructor readiness for online learning

Assignments

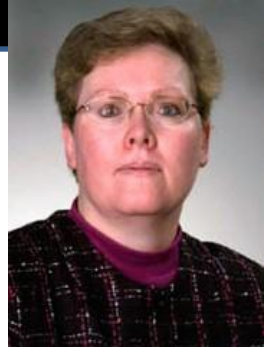
- Reflective journal in blog
- Digital brochure – inquiry into eLearning within an organization
- Annotated bibliography
- Research paper

Nature of the Team Meetings

- Meet on a regular basis
- Purpose:
 - Sharing our learning based on the teaching
 - Help provide direction for the next course and future assignments
 - Learn *with* and *from* each other in terms of technological and pedagogical issues that emerge as part teaching in the certificate.
- Impact
 - Helped to foster continuity and cohesion across the program and assignments.



Experiences Working as a Collaborative Team



- Continuity and cohesion to the program
 - Course content, activities and assessment
- Discussion about new technological tools
- Professional discourse that examine
 - Insight into the nature of the student work
 - Assessment
 - Curriculum mapping
 - Helping students to develop strategies for collaboration
- Development of a community of practice



Experiences Working as a Collaborative Team

- Managing overlap of content, assignment types etc.
- Development of a shared, cumulative list of course readings
- <https://www.diigo.com/user/elearncert>

Experiences Working as a Collaborative Team



- Gain a better sense of the program, rather than viewing it as discrete, isolated courses
- Learn from colleagues
 - Technologies
 - Issues with teaching online, eg. student is late with an assignment and not responding to emails
- Support, encouragement

Experiences Working as a Collaborative Team

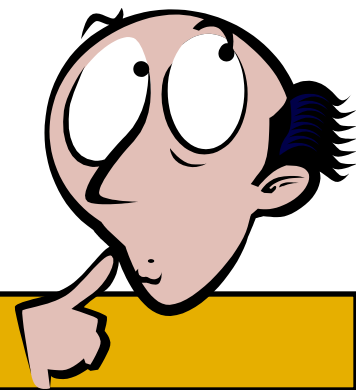
- Intentionally connecting assignment between courses
- Sharing of experiences and e-Learning tools
- Opportunities for co-learning with other instructors and students



Insights as an e-Learning Team

- Ongoing communication among all members
- Being open to sharing course materials and course content with the team
- Commitment to the student learning experience
- Allows each course to shine

What are some
recommendations for best
practices that lead to quality
e-learning experiences for both
students and instructors?



Recommendations for Quality Experiences

- Clear alignment of assignments with course and program learning outcomes
- Communication – open and ongoing
- Open-minded
- Ongoing evaluation of program and courses for continuous improvement
 - Student feedback
 - Instructor observations
 - Instructor discussions

Next Steps in the Journey

- Begin year three of the work with a new cohort
- Continue the work with curriculum mapping by bringing in our assignments and assessment practices
- Continue to support a strong professional learning network

Questions and/or Comments



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