# New Course Proposal

# Cover Sheet

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| --- |
| **Approvals** *(for office use only)***Curriculum Committee** Approval date: *dd/mm/yy***Dean (or equivalent)**: *matt heinz* Approval date: *dd/mm/yy***Reviewed by External Editor?** *Yes* |

 **To be completed by the program area and provided to the developer of this proposal:**

|  |  |
| --- | --- |
| Course Code, Course Name:  | OLRN 511: Facilitating Learning in Synchronous Environments  |
| Program Name:  | Graduate Certificate in Online Learning Facilitation |
| Name, Program, and Faculty of Proposal Submitter: | Doug Hamilton, School of Education and Technology and Sandra Rogers, Centre for Teaching and Educational Technologies |
| Program Head of Proposal Submitter: | Jo Axe |
| Effective Date (i.e., indicate relevant start date): | April 2014 |
| Type of Submission: | x | New Course – first submission |
|  | New Course – subsequent submission |
|  | Revised Course – first submission |
|  | Revised Course – subsequent submission |
|  | Other (specify) |
| If this is a resubmitted proposal, please include the original Curriculum Committee motion:  | N/A |
| Rationale for the proposal (please be brief; maximum 30 words) | OLRN 511 is one of three courses in the Graduate Certificate in Online Learning Facilitation. The certificate responds to requests received from prospective students looking to increase their skills in online facilitation. The certificate is for professionals working in the fields of education, training, multimedia development or human resource development who wish to expand their expertise, especially in the area of technology-mediated learning. |
| Program Learning Outcomes are included as appendices to this proposal  | x | Yes (required) |
| Check after you have consulted with: (mandatory) | x | Associate Registrar (to check for duplicate course names and numbers) |
| x | CTET  |

**To be completed by the developer of this proposal:**

|  |  |
| --- | --- |
| Name of CTET Instructional Designer who supported the development of this proposal | Sandra Rogers |
| Please check (if applicable) after you have consulted with RRU services: | X | Library/Copyright (to help identify and locate resources) |
|  | Research Office (for ethical reviews for student projects that involve any research with human subjects, interviews, etc.) |
|  | Other academic or business units affected by this course proposal (please specify) |
|  |  |  |

# PART A

# Faculty

Faculty of Social and Applied Sciences

# School

School of Education and Technology

# Program

Graduate Certificate in Online Learning Facilitation

# Course Title

Facilitating Learning in Synchronous Environments

# Course Number

OLRN 511

# Credits

3 credits. Each course credit represents about 33 hours of effort by a student.

# Calendar Description

Provides participants with enhanced skills and knowledge on how to facilitate learning using synchronous technologies in face-to-face, blended and online learning environments. Participants will learn how to design, facilitate and manage learning activities using a variety of synchronous technologies while at the same time being mindful of the advantages and challenges that different tools and applications provide.

# Co-requisites

None

# Pre-requisites

None

# Competencies and Learning Outcomes

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| --- |
| **1. Communication** |
| **Learning Outcome**  | **Assessment Criteria** |
| 1.1 Produces effective written material. | * Organizes material coherently, concisely and completely.
* Writes text that is legible, accurate (spelling is correct) and conforms to the style, grammatical and formatting conventions that match the purpose of the writing (APA standards for formal writing).
* Uses a structure that makes it easy for the reading audience to identify main points and to follow the sequence of ideas.
* Provides attributes in accordance with APA citation specifications, including copyright approval where appropriate for material copied from published and unpublished sources.
* Ensures accuracy of documents by proof-reading and re-drafting as needed.
 |
| 1.2 Makes effective presentations and communicates using appropriate media and techniques. | * Produces work that is clear and relevant.
* Communicates in a style and language that is suitable for the context.
* Uses images appropriately.
* Responds appropriately to communication from others and creates opportunities for others to contribute.
 |
| **5. Knowledge** |
| **Learning Outcome**  | **Assessment Criteria** |
| 5.1 Applies knowledge of learning theory to the design and development of technology-mediated courses. | * Describes the evolution of our understanding of how people learn.
* Compares and contrasts the characteristics of current learning theories.
* Explains the potential influence of motivation and learning style on the design process.
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| 5.3 Facilitates online learning and community building. | * Discusses the facilitator's roles and responsibilities in developing an online learning community.
* Presents strategies for building online communities.
* Demonstrates online facilitation skills.
 |
| 5.5 Evaluates the processes and structures that support distance learners. | * Recognizes the characteristics and support needs of distance learners.
* Identifies the systemic challenges inherent in providing support to distance learners.
* Proposes solutions to these challenges that recognize institutional constraints and competing demands.
 |
| 5.6 Uses instructional technologies to support learning. | * Identifies characteristics of a variety of instruction technologies.
* Ascertains the readiness of existing learning programs to incorporate learning technologies.
* Assesses the appropriateness of converting to distance learning.
* Selects the appropriate technology to support desired learning outcomes.
* Integrates the instructional technology into course designs or program plans.
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# Policies & Guidelines

# Policies and Guidelines

*Students are responsible for knowing RRU university-wide and program-specific policies and guidelines that govern their work in this course.*

***[RRU Academic Regulations](http://myrru.royalroads.ca/learners/learner-services/policies-and-procedures%22%20%5Ct%20%22_blank)*** *- Includes course withdrawals, academic probation, and formal grade appeals.*

[***RRU Grading Policy***](http://myrru.royalroads.ca/learners/learner-services/section-4-grading) ***-*** *Includes information on grade related topics such as Grade Scales, Grade Notations, Repeating courses and more.*

***[RRU Student Rights and Responsibilities](http://myrru.royalroads.ca/files-myrru/File/Microsoft%20Word%20-%20RRU%20Policy%20on%20Learner%20Rights%20and%20Responsibilities.pdf%22%20%5Ct%20%22_blank) -*** *Includes standard information about learner expectations and responsibilities to be upheld while at Royal Roads University*.

# PART B

# Course Overview

In this course, you will learn how to critically evaluate the technologies involved in synchronous learning. Then, using practical, hands-on activities, you will apply the key principles of effective design and facilitation to an actual course design of your choice. These applications will help you understand how the underlying theoretical and conceptual aspects of appropriate pedagogies relate to the design and delivery of synchronous learning activities. Thus, as you design your synchronous learning activities, you will learn how to integrate active and engaging learning strategies into your instruction. As well, you will enhance your skills in applying effective lesson planning strategies, appropriate instructional design and pedagogical models, feedback strategies, community building opportunities, synchronous course management skills and exploratory discussions to enhance student engagement in learning. Furthermore, you will examine the role of technology as an enabling strategy throughout the course, including the pros and cons of different software tools and applications, cost-containment strategies and implications of read/write/publish web developments.

# Assessment Matrix

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due**  | **Learning Outcomes**  | **Total (%)** |
| **1.1** | **1.2** | **5.1** | **5.3** | **5.5** | **5.6** |
| Assignment 1: Best Practices Document (Pairs) | Unit 2Week 3 | X | X |  |  | X | X | 20% |
| Assignment 2: Synchronous Lesson (Team) | Unit 4Week 8 & 9 |  | X | X | X |  | X | 30% |
| Assignment 3:Peer Review of Team Presentations (Individual) | Unit 4Week 8 & 9 |  |  | X | X | X | X | 10% |
| Assignment 4: Course Redesign for Synchronous + Asynchronous Delivery (Individual) | Unit 5Week 10 | X |  | X | X |  | X | 40% |
| Total (%) |  |  |  |  |  |  |  | 100% |

# Assignment and Evaluation Descriptions

**Assignment 1: Best Practices Document (Pairs) 20%**Working in pairs, you will choose a synchronous tool and describe its affordances for use in educational settings. The report will include a table listing the type of tool, potential use(s) and limitations. Limitations of implementing the tool within a post-secondary environment should also be discussed. You and your partner will be responsible for developing an analysis of one tool that should be succinct (point form will be fine). The resulting best practices document will be shared with the entire class (via personal blog or online repository). After posting your document of 1000 words maximum, you will participate in an asynchronous forum to discuss the potential uses of the chosen tools in relation to supporting the attaining of specific learning outcomes.

Criteria can be determined by the class and could include:

1. Affordances

2. Limitations

3. User requirements: Meeting the needs of the synchronous learner

4. Ease of use

5. Scalability: Opportunities and issues

**Assignment 2: Synchronous Lesson Design (Team) 30%**

You will collaborate in a team to co-facilitate a 15-minute synchronous lesson including three strategies for engaging participants in the learning process. The rest of the class will use a rubric (determined by the class in advance and mapped against the learning outcomes for the assignment) to provide feedback on each presentation. Feedback based on the rubrics will be submitted individually three days after the end of each presentation (see Assignment Three for further details). Your team will be required to submit a short but substantive brief (500-750 words) that addresses the rubric-based feedback provided by your classmates. Your brief should also summarize the key lessons learned in both planning and facilitating synchronous learning activities. The assessment of Assignment Two will include both the presentation itself and the brief submission. The instructor will provide a summary discussion post after all of the presentations are complete, noting the highlights of the presentations.

## Assignment 3: Peer Review of Team Presentations (Individual) 10%

You will provide individual feedback on each team’s presentations in Assignment 2 using a rubric designed by the class as part of their Unit Two activities. You will submit your individual rubrics, with a maximum word count of 500 words, to the course drop-box at the end of each presentation. Your feedback will be assessed on its clarity and meaningfulness.

## Assignment 4: Course Redesign for Synchronous and Asynchronous Delivery (Individual) 40%

You will be asked to re-design a course or a module within a current or previously-taught course using effective synchronous learning design and facilitation principles. If you are not currently teaching, you can choose one of the following options instead of an existing course: (1) a professional development module for faculty and/or staff; (2) a non-credit student support module; (3) adaptation of current open educational resources into a course or (4) an alternative to be negotiated with the course instructor. Your instructor is available to help you determine the appropriate topic and scope of your re-design project.

Course Redesign for Synchronous and Asynchronous Delivery

* 1. Re-design a course using effective synchronous learning principles
	2. Submit a course redesign plan that includes the following:
		1. Course context and background
		2. Rationale for the re-design
		3. Learning outcomes or objectives of the course/module
		4. Description of the course/module re-design details, including any special considerations that need to be considered in its delivery and implementation
		5. A plan for the effective facilitation of the re-designed course/module focusing on synchronous learning strategies
		6. Technology requirements and constraints
	3. **Deliverable:** Course Re-design Plan with a maximum of 1500 words.

# Course Readings and Resources

**Required Readings**

Ally, M. (2008). Chapter One: Foundations of educational theory for online learning. In T. Anderson & F. Elloum (Eds.), *Theory and practice of online learning.* Athabasca University. Retrieved from <http://cde.athabascau.ca/online_book/ch1.html>.

Entin, E.B., Sidman, J., & Neal, L. (2009). Development of online distributed training: Practical considerations and lessons learned. In K. L. Orvis & Andrea L.R. Lassiter (Eds.), Computer-supported collaborative learning: Best practices and principles for instructors. Hershey, PA: Information Science Publishing. Retrieved from <http://elearnmag.acm.org/featured.cfm?aid=1599451>.

Fahy, P.J., (2008). Chapter six: Media characteristics and online learning technology. In T. Anderson & F. Elloum (Eds.), *Theory and practice of online learning.* Athabasca University. Retrieved from <http://cde.athabascau.ca/online_book/ch6.html>.

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass.

Hrastinski, S. (2008). A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes. *EDUCAUSE Quarterly,* *31*(4), (October–December). Retrieved from <http://net.educause.edu/ir/library/pdf/EQM0848.pdf>.

Hrastinski, S., Keller, C. & Carlsson, S.A. (2010). Design exemplars for synchronous e-learning: A design theory approach. *Computers & Education*, *55*(2), 652-662. Retrieved from <http://www.sciencedirect.com.ezproxy.royalroads.ca/science/article/pii/S0360131510000680>.

Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *The eLearning guild’s handbook on synchronous e-learning.* Santa Rosa, CA: The e-Learning Guild. Retrieved from <http://www.elearningguild.com/publications/index.cfm?id=6&selection=doc.542>.

Olaniran, B.A. (2006). Applying synchronous computer-mediated communication into course design. *Campus-Wide Information Systems, 23*(3), 210-220. doi:10.1108/10650740610674210.

Smyth, R. (2011). Enhancing learner–learner interaction using video communications in higher education: Implications from theorising about a new model. *British Journal of Educational Technology, 42(1),* 113-127. doi:10.1111/j.1467-8535.2009.00990.x

Stewart. A.R., Harlow, D.B. & DeBacco, K. (2011). Students’ experience of synchronous learning in distributed environments. *Distance Education, 32* (3), 357–381. DOI: 10.1080/01587919.2011.610289.

**Video Resources (Optional unless stated in the specific learning activity)**

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 1*.* [Video file]. Retrieved from <http://youtu.be/8leJYqI_dNw>.

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 2*.* [Video file]. Retrieved from <http://www.youtube.com/watch?v=FRfnFWi_m0I>

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 3*.* [Video file]. Retrieved from <http://www.youtube.com/watch?v=4zCkRDTWYV4>‬

Facilitador (Producer) & Dornbush, C. (Presenter).‬‬‬‬‬‬ (2012, February 2). Learn how to deliver an engaging virtual classroom presentation in under 10 Minutes! Retrieved from <http://youtube/VxY22IhbaH4>. ‬

Gwenna Moss Centre for Teaching Effectiveness, U. of Saskatchewan. (2012, November 28).

Rothler, D. (Presenter). (2013, May 30).

<http://www.youtube.com/watch?v=QVvdN8o_I5A>

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Tedx (Producer) & Clark, D. (Presenter). (2012, April 2). More pedagogic change in 10 years than last 1000 years: Donald Clark at Tedx Glasgow*.* Retrieved from http://[youtu.be/dEJ\_ATgrnnY](http://youtu.be/dEJ_ATgrnnY).

**Rubric Samples**

California State University, Chico (2009). *Rubrics for online instruction*. Retrieved from <http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>. (Use the section on Innovative use of Technology).

San Diego State University (n.d.). *Rubric template.* Retrieved from <http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html>.

University of Wisconsin—Stout (2012). *Rubrics for assessment resources*. Retrieved from <http://www.uwstout.edu/soe/profdev/rubrics.cfm>.

**Unit Descriptions**

**Unit 1: Context and Background (Week 1)**

In this opening week, you will explore the relevant attributes of adult learning theory to synchronous learning. Synchronous learning, in its many forms, will be defined and its benefits explored. You will also examine the continuum of learning environments in which synchronous learning can take place as well as the differences in face-to-face and distributed learning contexts. The unit will end with a focus on examining the needs of the synchronous learner and the synchronous instructor.

Key Learning Activities

* Make introductions/provide expectations.
* Engage in synchronous icebreaker activity.
* Participate in synchronous discussion forums: “How do the key concepts in Ally’s article on the foundations of educational theory relate to synchronous learning?” Discuss in small groups, and post a response in plenary discussion group.

Readings

Ally, M. (2008). Chapter One: Foundations of educational theory for online learning. In T. Anderson & F. Elloum (Eds.), *Theory and practice of online learning.* Athabasca University. Retrieved from <http://cde.athabascau.ca/online_book/ch1.html>.

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass. (Chapters 1 and 2).

Hrastinski, S. (2008). A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes. *EDUCAUSE Quarterly,* 31(4), (October–December). Retrieved from <http://net.educause.edu/ir/library/pdf/EQM0848.pdf>.

Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *The eLearning guild’s handbook on synchronous e-learning.* Santa Rosa, CA: The e-Learning Guild. Retrieved from <http://www.elearningguild.com/publications/index.cfm?id=6&selection=doc.542>. (Chapter 1).

Olaniran, B.A. (2006). Applying synchronous computer-mediated communication into course design. *Campus-Wide Information Systems, 23*(3), 210-220. doi:10.1108/10650740610674210.

Video resources

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 1*.* [Video file]. Retrieved from <http://youtu.be/8leJYqI_dNw>.

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 2*.* [Video file]. Retrieved from <http://www.youtube.com/watch?v=FRfnFWi_m0I>

Brainmass Video Lectures (Producer) & Kavanagh, J. (Presenter). (2013, March 28). Adult learning techniques – Part 3*.* [Video file]. Retrieved from <http://www.youtube.com/watch?v=4zCkRDTWYV4>‬

**Unit 2: Synchronous Learning Technologies (Weeks 2-3)**

In Unit 2, you will look more closely at the variety of tools available to support real-time learning as well as the variety of ways in which these tools can be grouped and categorized. You will also explore a variety of the most common learning venues for synchronous learning. You will consider the selection and use of tools and venues in conjunction with the specific learning outcomes and objectives desired. You will also collaboratively design a rubric to be used to assess Assignment 2.

Key Learning Activities

*Team Project*

* You will brainstorm topics for Assignment 2 presentations with an emphasis on the selection of appropriate tools.

*Rubric Development*

* The whole class reviews criteria for Assignment 2 presentations and shares key points about rubric design.
* Each team is given one criterion to flesh out using synchronized break-out spaces.
* The sections are compiled and combined by instructor.
* The whole class reviews the compiled document in synchronous plenary space and adds comments.

Assignment 1 is due at the end of Week 3. You will place your description of a teaching tool in a wiki that will be created for this purpose. This wiki will be used as a resource for Assignment 2.

Readings

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass. (Chapters 3 and 4).

Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *The eLearning guild’s handbook on synchronous e-learning.* Santa Rosa, CA: The e-Learning Guild. Retrieved from <http://www.elearningguild.com/publications/index.cfm?id=6&selection=doc.542>. (pp 17-24).

Hrastinski, S., Keller, C. & Carlsson, S.A. (2010). Design exemplars for synchronous e-learning: a design theory approach. *Computers & Education*, *55* (2), 652-662. Retrieved from http://www.sciencedirect.com.ezproxy.royalroads.ca/science/article/pii/S0360131510000680.

Rubric Samples

California State University, Chico (2009). *Rubrics for online instruction*. Retrieved from <http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>. (Use the section on Innovative use of Technology).

San Diego State University (n.d.). *Rubric template.* Retrieved from <http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html>.

University of Wisconsin—Stout (2012). *Rubrics for assessment resources*. Retrieved from <http://www.uwstout.edu/soe/profdev/rubrics.cfm>.

Video resources

Facilitador (Producer) & Dornbush, C. (Presenter).‬‬‬‬‬‬ (2012, February 2). Learn how to deliver an engaging virtual classroom presentation in under 10 Minutes! Retrieved from <http://youtube/VxY22IhbaH4>.

**Unit 3: Planning for the Use of Synchronous Technologies (Weeks 4-5)**

Unit 3 focuses on preparing and planning for delivering a synchronous activity or course. You are introduced to specific concepts related to event planning for real-time learning, including the process of creating storyboards, planning visuals and learning activities to maximize student engagement, and managing logistical issues. As well, you will examine the characteristics of different types of media that are useful to consider in the design and delivery of synchronous learning activities. You will also become familiar with the process of conducting a systematic audience analysis to ensure that the students’ primary needs are addressed. Finally, this unit addresses how to prepare students for synchronous learning so that they can get the most of the specific medium used and how to select/organize learning activities that promote presence and active participation.

Key Learning Activities

* For assignment 2, brainstorm assignment topics and session outcomes in presentation team groups.
* Submit draft of audience analysis to plenary discussion forum at end of Week 4.
* Engage in plenary discussion about themes, issues and questions related to audience analysis.

Readings

Entin, E.B., Sidman, J., & Neal, L. (2009). Development of online distributed training: Practical considerations and lessons learned. In K. L. Orvis & Andrea L.R. Lassiter (Eds.), Computer-supported collaborative learning: Best practices and principles for instructors. Hershey, PA: Information Science Publishing. Retrieved from <http://elearnmag.acm.org/featured.cfm?aid=1599451>.

Fahy, P.J., (2008). Chapter six: Media characteristics and online learning technology. In T. Anderson & F. Elloum (Eds.), *Theory and practice of online learning.* Athabasca University. Retrieved from <http://cde.athabascau.ca/online_book/ch6.html>.

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass. (Chapter 5, pp. 93 -98 and Chapter 6).

Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *The eLearning guild’s handbook on synchronous e-learning.* Santa Rosa, CA: The e-Learning Guild. Retrieved from <http://www.elearningguild.com/publications/index.cfm?id=6&selection=doc.542> (Chapters 3, 4, and 5).

Video resources

Gwenna Moss Centre for Teaching Effectiveness, U. of Saskatchewan. (2012, November 28).

**Unit 4: Facilitating Synchronous Learning (Weeks 6-9)**

Unit 4 focuses on the process of actively facilitating real-time learning sessions. You will explore the key skills addressed in this unit: how to be an effective host in a synchronous learning environment who puts people at ease, facilitates connections among participants, makes everyone feels included, monitors the energy and provides an effective conclusion. You will also examine the various roles that good hosts play in facilitating synchronous sessions as well as specific facilitation strategies that can used. Particular attention will be paid to examining strategies that support effective community-building, engagement, collaboration, risk-taking and feedback.

Key Learning Activities

* Teams use synchronous space to plan and rehearse presentations
* Optional meetings held with instructors if needed to seek advice on presentations
* A metaphor for a “good host” is developed by supplying one image and some notes about why you selected the image. The metaphors are submitted to a drop-box. The instructor compiles these into a slide show and posts to a plenary discussion group. Predominant themes are discussed in the plenary group.
* A sample synchronous session is viewed and critiqued by using a series of stimulus questions provided by the instructor. Critiques are posted to a plenary discussion group for theming by the entire class.
* Assignment 2 presentations occur in Weeks 8 and 9.

Readings

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass. (Chapter 5, pp. 65 - 93).

Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). *The eLearning guild’s handbook on synchronous e-learning.* Santa Rosa, CA: The e-Learning Guild. Retrieved from <http://www.elearningguild.com/publications/index.cfm?id=6&selection=doc.542> (Chapter 3, pp. 43-44; Chapter 6 and 7).

Stewart. A.R., Harlow, D.B. & DeBacco, K. (2011). Students’ experience of synchronous learning in distributed environments. *Distance Education, 32* (3), 357–381. DOI: 10.1080/01587919.2011.610289.

Video resources

Rothler, D. (Presenter). (2013, May 30).

<http://www.youtube.com/watch?v=QVvdN8o_I5A>

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**Unit 5: Special Topics and Closing Activities (Week 10)**

In this final unit of the course, you will examine a number of special topics related to synchronous learning, including privacy issues, working in blended learning environments, working with multiple venues, addressing common misconceptions about real-time learning, and implementing collaborative models of facilitation. This week will also provide an opportunity for you to examine student-generated topics, including hands-on exploration of specific technologies and tools suggested by the class.

Key Learning Activities

* Using an activity such as “The Mission to Mars” teams will identify the top 10 lessons learned in developing the best possible synchronous learning activity. These 10 lessons will be described in a discussion group posting after your team agrees on the items chosen. The posting explains how these items would be used in the planning and facilitating of a synchronous course and indicates why they chose these items. As a plenary, the class reviews the compiled list and makes comments or additions.
* Assignment 4 is due at the end of Week 10.

Readings

Finkelstein, J. (2006). *Learning in real time: Synchronous teaching and learning online.* San Francisco: Jossey-Bass. (Additional Resources pp. 129 - 142)

Smyth, R. (2011). Enhancing learner–learner interaction using video communications in higher education: Implications from theorising about a new model. *British Journal of Educational Technology, 42(1),* 113-127. doi:10.1111/j.1467-8535.2009.00990.x

Video resources

Tedx (Producer) & Clark, D. (Presenter). (2012, April 2). More pedagogic change in 10 years than last 1000 years: Donald Clark at Tedx Glasgow*.* Retrieved from http://[youtu.be/dEJ\_ATgrnnY](http://youtu.be/dEJ_ATgrnnY).

# Delivery Method

This course has been developed to be delivered in the following mode(s):
\_\_\_blended \_\_x\_\_ online \_\_\_\_ on campus (main) \_\_\_\_ on campus (offshore)

The course is mode independent.

**Appendix**

**Graduate Certificate in Online Learning Facilitation Competency Framework**

|  |
| --- |
| **1. Communication** |
| **Learning Outcome** | **Criteria** |
| 1.1 Produces effective written material. | * Organizes material coherently, concisely and completely.
* Writes text that is legible, accurate (spelling is correct) and conforms to the style, grammatical and formatting conventions that match the purpose of the writing (APA standards for formal writing).
* Uses a structure that makes it easy for the reading audience to identify main points and to follow the sequence of ideas.
* Provides attributes in accordance with APA citation specifications, including copyright approval where appropriate for material copied from published and unpublished sources.
* Ensures accuracy of documents by proof-reading and re-drafting as needed.
 |
| 1.2 Makes effective presentations and communicates using appropriate media and techniques. | * Produces work that is clear and relevant.
* Communicates in a style and language that is suitable for the context.
* Uses images appropriately.
* Responds appropriately to communication from others and creates opportunities for others to contribute.
 |
| **2. Leadership and Teamwork** |
| 2.1 Facilitates effective teamwork. | * Identifies and adopts methods and activities that are consistent with available resources, and the context and values of the group.
* Confirms accuracy of own under­standing and team understanding of collective goals, responsibilities and working arrangements.
* Accepts responsibilities and roles within the capacity to meet and deliver these.
* Shares resources appropriately and willingly.
* Identifies situations where disputes may arise and takes appropriate corrective action.
* Evaluates and plans group processes to achieve goals.
 |
| 2.2 Demonstrates leadership in modeling values and practices that encourage trust, knowledge sharing, empowerment and mutual success. | * Participates in the class activities and encourages a supportive group ethos.
* Provides formative and summative feedback to colleagues, instructors and the program in a constructive manner.
* Meets deadlines and manages time in relation to course loads and team assignments.
* Acknowledges supportive work effort and accomplishment in others.
* Displays effective facilitation and mentoring skills.
 |
| 2.3 Demonstrates leadership in synthesizing, articulating and sharing a vision with others. | * Guides and supports project design or development so that the results reflect a treatment of immediate and long-term priorities (holistic) and process (consensus-seeking, inclusive, transparent) aspects of technology-mediated learning.
* Identifies creative approaches to describing alternatives and choosing the most effective and efficient option.
* Recognizes explicit and implicit ethical implications before reaching decisions or taking action.
* Articulates rationale, including values, behind different representative positions.
* Utilizes knowledge to support the development of effective decision-making.
 |
| **3. Critical Thinking** |
| 3.1 Applies critical thinking to the integration of knowledge and practice. | * Searches for, identifies and challenges implicit assumptions in own, peer or professional opinion.
* Explicitly and critically evaluates relevant assigned or available information, evidence and argument for reliability and authority.
* Presents perspectives in a way that is sympathetic to the intentions of the source.
* Collects data and information in a manner that provides a comprehensive picture of potential perspectives.
* Accurately recognises and acts upon written and implied objectives.
* Assesses the implications of action or inaction.
* Recognizes and assesses the end use and end user of information, and the impacts that these have on the analytical and decision-making process.
 |
| 3.2 Recognizes ethical values and considerations. | * Evaluates the ethical implications of problems, proposed solutions, strategies and actions.
* Explains major concepts and ideas in the historical and philosophical development of ethical theory.
* Applies these concepts and ideas consistently.
* Assesses the implications of diverse local, provincial, national and international values for ethical standards and practices.
* Recommends approaches to ethical problems which appropriately reflect diversity of culture and values.
 |
| **4. Research and Analysis**  |
| 4.1 Identifies the scope or a problem or issue. | * Defines the research question/problem.
* Identifies terms and concepts important to research and scientific inquiry.
* Determines resources required to study the problem.
* Specifies both limitations and delimitations to the research.
 |
| 4.2 Identifies appropriate research methods for investigation of an issue, problem or project. | * Selects a suitable design methodology.
* Sets out a design process appropriate to the research question.
 |
| 4.3 Collects information and data. | * Identifies, locates and accurately uses relevant expertise and literature sources.
* Collects relevant scientific, social and economic data.
* Discards irrelevant data and information.
 |
| 4.4 Undertakes a critical analysis. | * Interprets findings.
* Synthesizes results.
* Recognises and takes into account sources of uncertainty when drawing inferences and reaching conclusions.
 |
| 4.5 Makes recommendations based on the analysis. | * Identifies potential impact of proposed solutions.
 |
| **5. Knowledge** |
| Learning outcomes and criteria in this competency domain will be selected to reflect course content. While an assessment criterion may be used to measure more than one learning outcome, it will only appear once in the grid. Course-specific assessment criteria for this domain are under development. |
| 5.1 Applies knowledge of learning theory to the design and development of technology-mediated courses.  | * Describes the evolution of our under­standing of how people learn.
* Compares and contrasts the characteristics of current learning theories.
* Explains the potential influence of motivation and learning style on the design process.
 |
| 5.3 Facilitates online learning and community building. | * Discusses the facilitator's roles and responsibilities in developing an online learning community.
* Presents strategies for building online communities.
* Demonstrates online facilitation skills.
 |
| 5.5 Evaluates the processes and structures that support distance learners. | * Recognizes the characteristics and support needs of distance learners.
* Identifies the systemic challenges inherent in providing support to distance learners.
* Proposes solutions to these challenges that recognize institutional constraints and competing demands.
 |
| 5.6 Uses instructional technologies to support learning. | * Identifies characteristics of a variety of instruction technologies.
* Ascertains the readiness of existing learning programs to incorporate learning technologies.
* Assesses the appropriateness of converting to distance learning.
* Selects the appropriate technology to support desired learning outcomes.
* Integrates the instructional technology into course designs or program plans.
 |
| 5.7 Interprets the emerging factors in the continually evolving field of technology-mediated learning. | * Questions the impact of government involvement and corporate partnership in e‑learning.
* Analyzes the impact of policy decisions.
* Assesses the impact of introducing learning technologies into traditional organizations.
 |
| 5.8 Uses disciplinary concepts to explain global issues. | * Examines the role of international organizations.
* Considers the impact of technology-mediated distance education on local cultures and institutions.
* Determines the factors that affect the success of international expansion of existing programs.
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