**Teaching with Technology Grant Application Form**

|  |  |
| --- | --- |
| **Name of Applicants:** | Alice MacGillivray, PhD: Associate Faculty  BJ Eib: CTET  Amy Zidulka: Core Faculty |
| **Faculty Member’s School/Faculty**: | Alice MacGillivray: FSAS - SET and SoL  Amy Zidulka: FoM - MBA |
| **Project Title:** | Lessons from the experiences of online teamwork with real clients in Royal Roads University master’s programs. |
| **Date:** | September 21, 2015 |

**Introduction:** Royal Roads University has been an innovator and leader in the use of team-centred learning with real clients since the 1990s. Dozens—and perhaps hundreds—of clients have shared challenges and other context, so that graduate student teams can engage in real world competency-based learning. Students are coached and mentored by faculty and there is the added benefit of feedback from clients. Student work often results in real benefits for those clients. This approach to learning therefore models a scholar-practitioner approach and can build the university’s reputation in workplaces, which might sponsor future students.

This form of learning at Royal Roads has had names including problem-based learning (PBL) and live casework. In this document we use “PBL” as the generic term. In the past, there have been as many as three PBL challenges in leadership residencies as a way of immersing learners and teams in intensive, applied scholarly work. More recently, work with clients has been done at a distance: even clients in other countries. KM 650 (no longer offered) included some online PBL work as early as 2003. Two current examples are EXMN662--Leading Innovation—offered biannually in FoM since 2011 and LRNT 513—Leadership, Learning and Technology—offered in 2014 and 2015 in FSAS. The proponents have taught these courses.

This proposal focuses on advancing our curriculum approaches. It will begin to:

* test the assumption that Royal Roads’ approach to PBL with real clients provides exceptional learning
* explore pedagogical underpinnings of online PBL teamwork with clients[[1]](#footnote-1)
* explore uses of technologies for RRU PBL teamwork and
* experiment with technologies in existing courses if appropriate.

**Goals are to:**

1. mobilize knowledge about one of RRU’s areas of expertise and innovation: problem-based learning with real clients. This particular project focuses on teamwork by graduates in online environments.
2. make it simpler for faculty to use PBL online, supported by learning from early adopters.
3. raise awareness of this area of expertise and innovation internally and in more public forums.

**Objectives are to:**

* Identify RRU graduate courses in which online PBL is being used
* document the design of team-based PBL in currently offered RRU graduate courses
* learn more about perceptions of value for this type of learning in relation to learner goals and the LTM
* discover and articulate why learners in online PBL teams used information technologies
  + Which specific technologies were used?
  + Were the technologies were perceived as successful and why?
* curate learning, in ways to be determined[[2]](#footnote-2).

**There is potential for the following benefits:**

**Learners:**

* Refinements in existing courses to enhance learning; more use of online PBL
* Annotated list of technologies—based partly on their initiatives--for use or additions

**The University:**

* Good PBL design and teamwork practices for adaptation and adoption within RRU
* New pedagogical and technological resources for faculty-ID teams for online PBL
* Showcase a teaching and learning approach RRU has been using in various forms since its beginnings
* Enhance the university’s reputation with prospects and people interested in scholar practitioner work

**Knowledge Creation[[3]](#footnote-3)**

There may be knowledge creation in this project, but its major strength will be knowledge mobilization

* Surface, research and share existing experience and expertise from online PBL work to date, which may currently be confined within teams, individual faculty members, or schools.
* Be part of a pilot (TWT) towards a community of practice for faculty and instructional designers.

**Connection of the activities to team-based learning as per the RRU Learning and Teaching Model**

* Research of a key RRU strategy for *experiential, authentic learning*
  + Deepens and mobilizes knowledge about learner teamwork with complex challenges
* Exploration of a somewhat specialized form of *teamwork* conducive to complex learning
* Foreground uses of technologies in this specific context for a range of purposes, which might include team brainstorming (divergent), deliberation (convergent), documentation of teamwork for assessment, communication across time zones, creation of products coherent with the look and feel of clients’ organizations, communication across boundaries with clients (disciplinary, cultural, national, language).

**Proposed team-based learning tool/technology, and how you imagine it will be used**

It is premature to give specifics here, as we do not have project findings. One possibility would be the creation of a wiki. It could be organized by purpose (see the paragraph above) with examples of easily available technologies for each purpose (guided primarily by learners’ experience and CTET expertise). Each technology entry would be annotated. Learners could update the wiki (perhaps as an element of an assignment).

**Activities or work plan with time frames and benchmarks**

Alice MacGillivray will take the lead drafting the research design and ethical review document. Alice will also do much of the research. Because all three proponents have expertise, they will all be participants. Proponents will share workload for data gathering, each focusing primarily on their own part of the university. Where workload prohibits data gathering, Alice will take on a larger role or scope will be adjusted. December: design work. January-March: data gathering. March-July: analysis and write up. August onwards: creation of artefacts and possible presentations/publications. E.g., December: [EdMedia submission](http://www.aace.org/conf/edmedia/); June: [conference proposal ISSS](http://isss.org/world/2016); August 2016 or 17: [AACE E-Learn conference proposal](http://www.aace.org/conf/).

**Expected outcomes of the pilot project:** As described above, this will dovetail with several elements of the TLM, and a category of teamwork in Pardy’s thesis. Outcomes will likely include increased use of online PBL, enhanced quality of online PBL, and enhanced learning and raised awareness of Royal Roads’ distinctive niche and approaches to learning.

1. For example, a fit with the complex category of teamwork outlined in Michael Pardy’s thesis (2015). [↑](#footnote-ref-1)
2. Examples: 1) Short guide for online PBL design for faculty use; 2) Wiki of annotated technologies, categorized by purpose; 3) Published paper(s) and conference presentation(s); 4) workshop or recorded webinar for RRU faculty. [↑](#footnote-ref-2)
3. Note that I have some PBL resources I have developed independently, am in conversation with a retired faculty member about expanding that work, and want to retain intellectual property rights for those and new materials created. AEM [↑](#footnote-ref-3)