Course Syllabus

WALA 3410

Distributed Learning: Navigating the Strange Lands of Learning at a Distance

Instructor: Adam Nash (with co-facilitators from COLT)

Term: Spring

Office: Working from Home

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Course Times: This course is a distributed learning course with the following time allocation: Synchronous Sessions 10 hours (2 hours a week), Independent Engagement 25 hours (min.), Group Work/Collaboration 10 hours (min.)

Credits: 3 Credits

Office Hours: Make an appointment anytime M-F 9-5pm

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COURSE DESCRIPTION

How do you do experiential place-based learning (EPBL) when you and your students are in different physical locations? In this course, you will learn how to design and facilitate distributed courses that engage students in meaningful, transformative practices that are accessible. You will explore ways for students to acquire content, make sense of concepts, practice skills and retrieval, apply understanding, and prove their competence and growth. Participants will also learn how to use instructional technology tools, such as a learning management system, web-conferencing platforms, and cloud collaboration software.

COURSE FORMAT

Students can expect to spend a minimum of 45 hours of time on this course. There will be 10 one hour synchronous sessions that students are expected to attend (you can't miss more than one). Additionally, every assignment needs to be completed for a pass. Full engagement in the course is required given Vancouver Community College's PIDP requirements of 90% attendance/engagement. Sessions will be held every Tuesday and Friday from 10-11am during the course dates, May 4-June 5, 2020.

REQUIRED MATERIALS & TEXTBOOK(S)

There are no required text books.

TRANSFER CREDITS:

Refer to BC Transfer Guide website. Additionally, this course transfers to Vancouver Community College's Provincial Instructor Diploma Program
https://www.vcc.ca/programscourses/program-areas/instructor-and-teacher-training/provincial-instructor-diploma/

LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

1. Use instructional design processes to create distributed learning courses that prioritize transformation.
2. Facilitate EPBL opportunities for students in a distributed learning context.
3. Build a community of learners.
4. Support learners in different physical locations with feedback, encouragement, and learning aids with consideration for accessibility.
5. Develop effective assessments for the distributed learning context.
6. Lead effective synchronous session using a web-conferencing platform.

7. Use learning technology tools and Open Education Resources (OER) to achieve
   desired learning outcomes.
8. Integrate adult and online theories and principles into facilitating learning activities.

ASSESSMENT & EVALUATION

Assessment	Due Date (all assignments are due by midnight on the date given)	Grade Weight
Discussion	**First Post – Weekly on Wednesday** **Responses – Weekly on Sunday**	**20**
Review a Tool	**Choose a tool – Friday, May 15** **Review – Friday, May 22** **Feedback – Sunday, May 24**	**20**
Project 1. Foundations (5 marks) & Communication Plan (5 marks) 2. Course Map 3. Module: Brightspace (5 marks) & Module: Lesson Plan (5 marks)	1. **Sunday, May 17** 2. **Sunday, May 31** 3. **Sunday, June 7**	**10** **20** **10**
Reflection Piece - Developing Waypoints - Paper	**- Weekly on Sunday** **- Friday, June 12**	**20**
Total		**100**

Grading Profile

A$^+$ = 95-100	B$^+$ = 80-84	C$^+$ = 65-69	P = 50- 54
A = 90-94	B = 75-79	C = 60-64	F = Below 50%
A$^-$ = 85-89	B$^-$ = 70-74	C- = 54-59	

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COURSE SCHEDULE & ASSIGNMENTS

Date	Topics	Assignments
Week One (May 4-10)	Introductions and Fundamentals	Personal Profile **(Wednesday, May 5)** Discussion Reflection Waypoints
Week Two (May 11-17)	Tools of the Trade – Learning Management Systems	Review a Tool (Choose a Topic) Project Part 1 Discussion Reflection Waypoints
Week Three (May 18-24)	Design Principles	Review a Tool (Your video) Discussion Reflection Waypoints
Week Four (May 25- 31)	Experiential Place Based Learning and Community	Project Part 2 Discussion Reflection Waypoints
Week Five (June 1-5)	Finishing Well and Reflection in Learning	Project Part 3 Discussion Reflection Waypoints and Write-up

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Assignment #1: Discussion

Rationale

This is a distributed learning course, and the quality of your experience is largely determined by the degree to which you engage with the content, your instructor, and your peers. The discussion forum is the place to do this - to make sense of and pour meaning into the new ideas, to articulate your thinking, and to learn from your peers. For this reason, points will be assigned to your participation in the discussion forums.

Specific Outcomes Addressed

All

Instructions

There are four discussion forum prompts. The body of your contributions will be graded at the end of the course however you are expected to complete each discussion topic by the end of the corresponding week. Please post your initial response by midnight Wednesday of the corresponding week in order to give your peers the chance to comment, riff, and/or critique your post. The instructor may ask you to clarify and/or expand on something you wrote and the expectation is that you will respond. The discussion will be closed at midnight Sunday of that same week.

Week	Topic	Prompt
1	Distributed Learning Overview	What is your experience with learning and communicating at a distance? Do you connect with family across a screen? Have you ever tried to learn something on YouTube? Have you taken a formal DL course before? Or taught one? Tell the group about your experiences. What did you find effective? What were the challenges? How might those experiences inform your design for DL going forward?
2	Tools of the Trade	For many people, the myriad of shiny, technological bells and whistles is exciting. For others it's daunting. This discussion is meant to get you thinking about the use of tools and serve as preparation for your 'Review a Tool' assignment. Never use a tool just for the sake of it (the tail should not wag the dog!). A good question to ask before you choose a tool is: What is the problem that this tool solves? Identify a problem you may

		encounter in this delivery of this course. How might you leverage one or more tools, from what you're familiar with, to overcome this? Discuss the choice of tools from a problem solving lens and share some you like to use and why.
3	Design	Discuss with your group what is switching to DL going to require of you? How will you reconceive your role as an instructor, and the skill set you will need? How do you understand student engagement and student hours of learning in the DL context? What is sitting uncomfortably with you as an instructor right now?
4	EPBL and DL	Some think that experiential place-based learning is in direct opposition to DL, however DL gives us opportunity to do EPBL in new and meaningful ways. How has the lived reality of this been experienced by you in this course so far? What strengths and opportunities do you see? What is one way you've seen community building happen in this course? How does that influence how you're thinking about forming your own learning communities with your learners?

Marking Guide

Raw score will be converted to a weighted score out of 20.

	Expected performance for "Excellent".	Superior	Excellent	Good	Fair	Poor
Response to and comprehension of topic and/or question	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	10	9	8	6-7	≤5
Care (Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are composed and organized, clear and succinct. Grammar and spelling are attended to. Citations are included as appropriate.	5	4	3	2	1

Engagement	You engage with your peers in the discussion forums by pushing conversations forward, offering critique or perspective, asking questions, or just commenting on what they write. You respond to further prompting from your instructor as required.	10	9	8	6-7	≤5

In order to maintain consistency and flow, it is important to keep up with the submission schedule. Your instructor may deduct marks for late posts.

Assignment #2: Review a Tool

Rationale

Technology is the tool that will help you build and deliver a course. But how do you choose which applications to use? When building a house, you would never choose a tool because it is the newest or the shiniest, but because it is suitable, reliable, available, affordable and usable. Not the biggest, newest, fanciest hammer, but the hammer that will get the house built. We are building a house of learning, so which tools will help? Your main question when choosing a technology for Distributed Learning is: "What problem am I trying to solve?" This assignment will have you mimic what you will do in your own course.

You will:

- find and assess an appropriate educational tool
- create original, engaging content to share information, in a video format, with an audience
- engage in peer learning by viewing and responding to two peer reviews

Specific Outcomes Addressed

2. Facilitate EPBL opportunities for students in a distributed learning context.

4. Support learners in different physical locations with feedback, encouragement, and learning aids with consideration for accessibility.

7. Use learning technology tools and Open Education Resources (OER) to achieve desired learning outcomes.

8. Integrate adult and online theories and principles into facilitating learning activities.

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Instructions

In this assignment, you will investigate a tool to use in DL and communicate a review of this tool by making a tool evaluation and review video. This video will be shared with the class, and then there will be an opportunity to engage with the reviews of two of your classmates.

1. Sign up for a tool using Google Forms or choose your own tool - if you choose your own, please get permission from Tracey Woodburn (twoodburn@coastmountaincollege.ca). Tool must be chosen by Friday, May 15th.
2. To craft the substance of your review, use the SECTIONS Analysis Model (see Brightspace).
3. Record and post a video (3-4 minutes max!) review of the tool as it relates to Distributed Learning using the SECTIONS Analysis Model. Review video must be uploaded to Brightspace by Friday, May 22.
4. Engage with two other projects in the Review a Tool Forum by Sunday, May 24.

Marking Guide

Raw score will be converted to a weighted score out of 20.

	Expected performance for "Excellent"	Superior	Excellent	Good	Fair	Poor
Consideration of the technology as it relates to Distributed Learning, the learner and the SECTIONS Model	Comprehensive and logical argument for acceptation (or rejection) of a technology tool using SECTIONS Model criteria. Successfully addresses: What problem am I trying to solve? Does this tool serve the learning?	10	9	8	6-7	≤5
Production of content. Video review created/posted in an accessible forum	Audio and visuals are clear and understandable. Information is delivered in a format that engages the intended audience. UDL and other accessibility criteria are utilized	5	4	3	2	1
Peer Engagement	Engaged comprehensively with two (2) other tool review threads including providing additional	5	4	3	2	1

	information on the tool, and/or counter arguments (opinions). Citations used when needed.					

Assignment #3: Project

Rationale

This project is crafted to get you thinking as a course designer for the DL context. This project chunks course learning components and applications into specific tasks that, when gathered cumulatively, result in a well charted path for learning. Having it in chunks helps mirror the planning and preparation process involved in distributed learning. Our hope is that you will use this project to prepare for one of your own courses (or for something you would like to offer as an instructor). What's actually being assessed here is your ability to answer key design questions to direct curriculum and shape a course, to infuse experiential place-based into your teaching in a DL context and to plan complimentary synchronous and asynchronous components of a unit of learning.

Specific Outcomes Addressed
All

Instructions

For this project you must either choose an existing course that you teach or will be teaching OR choose to craft a unit of learning that you would like to deliver (in the future). In both options you will be using learning outcomes as the foundation for your design. Submit each component on Brightspace on the due date indicated. This project is designed into 3 parts:

1. Foundations (5 marks) & Communication (5 marks) (due on Sunday, May 17):
   a. Foundations: To get you started with readying a face to face course for DL, please...
      i. Create a word file that will be your working document for this project.
      ii. Copy and paste the project template from Brightspace into your google doc or word file (or save it as your document).
      iii. Fill in Course/Topic, Learning Outcomes (either cut and paste from course outline or create using Bloom's Taxonomy) and answer Key Questions.
   b. Communication Plan: In DL, as instructors, there is a greater need to attend to clear, regular communication through a variety of means to students. For this assignment, you need to create a communication plan. In this communication plan you should address: key messages (what do you need to communicate with students? And what do they need to communicate with you?), timing (when

should the communication occur? What frequency?), tools & format (how will the information be communicated and what do your students have access to and how will you collect that information), and follow-through (how will receipt of information and comprehension be verified?).

2. Course Map (20 marks) (due on May 31): Map out your course for the distributed learning context. To do this well, please consider the following questions for each week of your course (or, if you are doing a unit of learning, for that unit):
   a. At the end of this week, participants will be able to…
   b. How will participants acquire content?
   c. Live BlueJeans sessions
   d. What will the students do to make sense of, rehearse, and apply concepts, and practice skills?
   e. How will they be kept accountable to the required tasks?

3. Module (10 marks total) (due on Sunday, June 7): Create 1 learning module (asynchronous & synchronous) including a lesson plan and accompanying Brightspace shell.
   a. Lesson Plan: Using the lesson plan template, conceive of your synchronous lesson, according to BOPPPS - Bridge (how you will bridge participants into the learning), Outcome (the Learning Outcome created in part 1), Pre-Assessment (how will you know what your participants knowledge/experience with the topic is coming into the lesson?), participatory learning (what learning tasks, whether during synchronous session or asynchronous, will you and your students need to do in order to meet the learning outcome?), post-assessment (how will you know how well your students did with the learning) and summary (how will you wrap up your lesson, orienting your students to applications, transfer of learning or commitment to learn more?). This lesson plan template is meant as a guide - you are welcome to customize to your own lesson plan provided you include all aspects of BOPPPS.
   b. Brightspace (5 marks): Learning Management Systems (LMS) are a foundational tool for distributed learning. At Coast Mountain College, our LMS is Brightspace. This tool creates a web presence for your course in a secure, password protected environment that is available anywhere and anytime. Use this course as your example for modules as we have 10 in Brightspace. Create a module for your course in the Distributed Learning Sandbox course (this is a different site than our course one - in the sandbox we have put you all in as instructors so you can create modules. Components of your module may include, but are not limited to: overview, lesson visuals (such as powerpoint, video, etc), assessment, worksheets, resources.

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Marking Guide

Raw score will be converted to a weighted score out of 40 (with weighted portion of each part in brackets).

	Expected performance for "Excellent".	Superior	Excellent	Good	Fair	Poor
Foundations (5)	Your course and/or topic is identified, with learning outcomes communicated. Key questions are answered with depth and insight.	5	4	3	2	1
Communication Plan (5)	Evidence of care for connecting with students in a clear, consistent and thoughtful manner using multiple means.	5	4	3	2	1
Course Map (20)	A comprehensive course map that is anchored in what you want students to do and follows from there, incorporating collaboration and content in an EPBL manner.	10	9	8	6-7	≤5
Module: Brightspace (5)	Module functions to clearly direct student engagement with material within, which is selected to support learning. All links work.	5	4	3	2	1
Module: Lesson Plan (5)	Detailed, comprehensive, logical lesson plan that is professionally organized and addresses BOPPPS	5	4	3	2	1

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Assignment #4: Reflection Piece

Rationale

The Association of Experiential Education outlines the necessity of engaging learners in direct experience and focused reflection to increase learning. Often in design and practice, reflection is left as an add on. Instructors sometimes rush through or ignore reflection as an essential component of learning as it is easy to become preoccupied with content, assessments and activities, however, focused reflection is an important synthesizing process that will enable the learner to integrate their experiences into existing understandings and see things from different vantage points. Also, focused reflection will help to align activities to the "big ideas and big questions" that guide and motivate areas of learning and inquiry.

In this course we have designed reflection to flow from the beginning to the end. Assessments that encourage ongoing reflection can look like any number of different ways including regular journals (written or multi-media), blogs, podcasts, posts on social media, or even integrating self-evaluation into assignments. We have chosen reflection to be communicated with a short write-up to draw on different experiences and reflections in the course and connect them to what it means to facilitate experiential place-based learning through distributed learning.

To get the most out of this assignment you must note reflection from the beginning. These reflections will act as *waypoints in the landscape of your transformation journey with distributed learning*. This final artifact of learning is intended to capture perceptions and help locate where transformation is happening and encourage clarity to navigate the path ahead.

It is amazing what we see when we zoom out (Image from a fitness app called Strava, athlete Stephen Lund from Victoria likes to make interesting shapes with the tracking software). In this assignment, you will be encouraged to zoom out by capturing 'in the moment' reflections throughout the course and submitting these weekly, then taking time at the end to survey the

waypoints you have added as reflections and see what you've shaped with your learning and articulate (as a paper or some other means negotiated with your instructor) your path forward.

Specific Outcomes Addressed
Although reflection is a catalyst for all the learning outcomes, this activity emphasizes the following:

1. Use instructional design processes to create distributed learning courses that prioritize transformation.
2. Facilitate EPBL opportunities for students in a distributed learning context.

Instructions
This assessment follows three main stages:

1) *Developing waypoints on the path to transformation*

   These are the 'hot-takes' that happen as you are experiencing the course! To help get the reflective juices going, after each synchronous session walk through each stage of the reflective process as outlined on the template for this assignment, found on Brightspace. Taking time to think and respond will help to create waypoints for you when you come to write the paper. You are also welcome to add rows to reflect on additional experiences (content, discussion threads, teach a tool project, final project... or even reflect on the reflection if you want to get really meta).

   To help with feedback and to ensure we are all on the right track please email the chart in (Template on Brightspace) by Sunday of every week!

2) *Surveying the waypoints*

   This is the 10 000 m view! Look back at all your waypoints and consider how you relate these as a whole - what picture have you shaped of your learning? What do you see that relates to how you conceptualize EPBL in DL? For this component, you don't need to hand in anything - it is a formative step towards charting your path.

3) *Chart your path*

   Now it is time to look at trajectories and transformation and articulate your reflections (2 pages). Consider your answers to the following questions: Do you see any patterns or paths toward transformation? What will EPBL look like for you now in light of what you have learned? How are you going to integrate your learning from this course in what you do and who you are? How does this change things for the future?

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Reflection Criteria	Clear and Compelling	Adequately evident	Not evident
Observation and Description of relevant context (5 marks)	5		0
Meaningful ideas and experiences identified alongside a rationale of why these ideas and experiences stood out as important (5 marks)	5-4	3	2-0
Synthesis and Integration of Learning (10 marks)	10-8	7-6	5-0

COLLEGE POLICIES & STUDENT EXPECTATIONS

All students are expected to conduct themselves with integrity and honesty as part of the academic community. Instructors will inform and coach students with respect to acceptable research, writing, and communication practices in academia.

Coast Mountain College has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are available in the College Calendar and in the Library.

Academic Appeals & Educational Policies
Coast Mountain College is committed to providing world class education that will provide pathways to further educational opportunities and careers. To maintain this standard, the College will ensure an equitable and fair academic appeal process that accounts for academic integrity, a respectful learning environment, the educational rigour of the program, and the expectations established in the course outline. The 'Academic Appeals & Educational Policy' is available on our website and in the Library of your respective campus.

Attendance
Students can expect to spend a minimum of 45 hours of time on this course. There will be 10 one hour synchronous sessions that students are expected to attend (you can't

miss more than one). Additionally, every assignment needs to be completed for a pass. Full engagement in the course is required given the PIDP requirements of 90% attendance/engagement. Sessions will be held every Tuesday and Friday from 10-11am during the course dates, May 4-June 5, 2020.

Missed Examinations
There are no Exams in this Course

Late Assignments
Late assignments will have 10% deducted for each week late unless special arrangements are made with the instructor

Cheating/ Plagiarism
Plagiarism is the presentation of another person's words, ideas, interpretations, insights, or order of points as your own. All work submitted must be your own words and content. Whenever you use sources for an essay, or assignment, you must avoid plagiarism by documenting them. The College calendar establishes procedures for plagiarised assignments.

All CMTN courses acknowledge the traditional lands upon which we teach. Our classes support the First Peoples Principles of Learning and recognize the relationship between the traditional cultures of our region and success of our students. We strive to provide an inclusive learning environment that respects diversity, tradition, and the values of each individual.