Coast Mountain College WALA 3410: Distributed Learning Course structure

BIG IDEAS:
- DL does not negate EPBL, in fact EPBL can be better facilitated in a DL context. **This needs rewording to be punchier!
- DL is more about communication than technology.

<table>
<thead>
<tr>
<th>Week</th>
<th>At the end of this week, participants will be able to.</th>
<th>How will participants acquire the content?</th>
<th>Live BlueJeans sessions</th>
<th>What will the students do to make sense of, rehearse, and apply concepts, and practice skills?</th>
<th>Discussion question</th>
<th>How will they be kept accountable to the required tasks?</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Use the language of DL correctly.</td>
<td>Attend 2x Live Bluejeans sessions.</td>
<td>Introduction full value contract, TRIZ, Big Ideas (LEAD: Adam)</td>
<td>Contribute to the discussion forum.</td>
<td>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?</td>
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<td></td>
<td>Distinguish between “contact hours” and “student engagement time”.</td>
<td>Read Definitions and frameworks in Brightspace (Nicki to write).</td>
<td>Definitions, Background to DL, Frameworks, What works in DL and what doesn’t, Affordances and challenges of DL; Why straight conversion from F2F to DL won’t work (LEAD: Nicki)</td>
<td>Review and recall definitions in formative Brightspace quiz</td>
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<td>Wed/Sun Discussion Forum</td>
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<td></td>
<td>Choose a project direction and topic/course.</td>
<td>Review Syllabus - Course Requirements/Ingredients of success</td>
<td>Playdate Participate in their playgroup to review the syllabus and create a set of questions to post in the Q&amp;A on Brightspace</td>
<td>Contribute to the full value contract.</td>
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<td>Attend Bluejeans</td>
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<td></td>
<td>Contact hours to student engagement chart/guide (Nicki to build and upload)</td>
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<td>Submit project idea</td>
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<td>2</td>
<td>Describe the purpose of an LMS (Brightspace).</td>
<td>Attend 2x Live sessions</td>
<td>Presence; Leading a Synchronous Session effectively (LEAD: Nicki)</td>
<td>Explore a variety of tools (give a list of possibilities).</td>
<td>For many people, the myriad of shiny, technological bells and whistles is exciting. For others it’s daunting. Never use a tool just for the sake of it (the tail should not wag the dog!). A good question to ask before you</td>
<td>Wed/Sun Discussion Forum</td>
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<td>Use the other CTMN supported tools.</td>
<td>Read Categories of Tools in Brightspace (Show me, curating, live sessions, communication, building community, LMS, cloud collaboration,</td>
<td>Choosing the tools/Using the tools (LEAD: Tracey)</td>
<td>Prepare your “Teach a Tool” project. (Tracey to provide a list of options)</td>
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<td>Attend Bluejeans</td>
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<td>Justify other tech tools by identifying what pedagogical problem</td>
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<td>Contribute to the discussion forum.</td>
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<td>Submit Part 1 of Project</td>
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<tr>
<td>Section</td>
<td>Activity</td>
<td>Notes</td>
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| they solve (SECTIONS analysis) | feedback, quizzing, polls | Watch Brightspace tutorial videos 
Read Community of Inquiry information on Brightspace to read 
Read Choosing and using media in education: The SECTIONS model |
| | Playdate leading a live session. In a small group of 3-4, arrange to meet in Bluejeans and practice, give feedback. (Nicki to create a checklist of things to practice, aim for) |
| | choose a tool is: What is the problem that this tool solves? What do you think the biggest challenges will be when teaching by DL? How might you leverage the tools available to overcome these? |
| 3 | Rethink design to focus on how students will engage, rather than what you will teach. | Review tool resources that were shared. 
Attend 2x Live sessions 
Templates? Readings? (Nicki to dig up something. I have lots of templates....as you know. Readings will take a bit of time find) 
How to navigate an entire mind shift. Templates that can help. Fishbowl exercise (LEAD: Nicki) 
Addressing Assessment. Filling in the framework on design & addressing assessment (LEAD: Carrie & Nicki) |
| | Build the structure/outline for your project. 
Playdate Do a design fishbowl/reflection on a course you've taught in the past. Interrogate each other! Design inquisition! |
| | What is switching to DL going to require of you? How will you reconceive your role as an instructor and skill set, and student hours of learning? |
| | Wed/Sun Discussion Forum 
Attend Bluejeans 
Submit ‘Review a Tool’ assignment into a forum for grading and peer feedback. |
| 4 | Infuse EPBL into the DL context | Attend 2x Live sessions 
Read article on EPBL (?! what article Carrie?) 
Review community |
| | EPBL (LEAD: Carriei) - what is EPBL and what does it have to do with DL? 
Building a Learning Community (LEAD: 
Playdate Come together and take turns leading an online ice breaker using |
| | Build the community and communication plan for your project. 
Playdate Come together and take turns leading an online ice breaker using |
| | Some think that experiential and place based are in direct opposition to DL, however DL gives us opportunity to do experiential and place |
| | Wed/Sun Discussion Forum 
Attend Bluejeans 
Submit peer feedback on Teach a |
building resources from Michelle Cummings/Training Wheels

Adam): Building a Community of Truth in DL. (keep in mind international) Leveraging the Optional (Challenge by choice) Sequencing...

Brightspace community building resources based in new and meaningful ways. How has the lived reality of this played out 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?

Tool project
Submit part 2 of project

5 Other considerations: libraries, copyright, WIL

Tracey, and guests (Colin & Michele)
Course wrap up - reflect, celebrate and commit (LEAD: Adam)

Playdate Find an OER resource for instructors to share and also a UDL tip or trick

Wed/Sun Discussion Forum
Attend Bluejeans
Submit Part 3 of Project
Submit paper

** Also important to address the benefits of distributed learning (and the pitfalls that need to be planned for):

Benefits

- Gives students have time to think about and pour meaning into content and ideas.
- Provides adult students flexibility to learn how and where they want.
- Drives pedagogical innovation and more learning-centered approaches.
- Expands the reach of the curriculum beyond the classroom and into the real world.
- Reduces the loudest voices.
- Depowers the teacher and democratizes the classroom.
- Makes it harder to “hide” as a student.