

## 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.

Week	At the end of this week, participants will be able to..	How will participants acquire the content?	Live BlueJeans sessions	What will the students do to make sense of, rehearse, and apply concepts, and practice skills?	Discussion question	How will they be kept accountable to the required tasks?
1	<p>Use the language of DL correctly.</p> <hr/> <p>Distinguish between “contact hours” and “student engagement time”.</p> <hr/> <p>Choose a project direction and topic/course.</p>	<p><u>Attend</u> 2x Live Bluejeans sessions.</p> <hr/> <p><u>Read</u> Definitions and Frameworks in Brightspace (Nicki to write).</p> <hr/> <p><u>Review</u> Syllabus - Course Requirements/Ingredients of success</p> <p>Contact hours to student engagement chart/guide (Nicki to build and upload)</p>	<p>Introduction full value contract, TRIZ, Big Ideas (LEAD: Adam)</p> <hr/> <p>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)</p>	<p><u>Contribute</u> to the discussion forum.</p> <hr/> <p><u>Review and recall</u> definitions in formative Brightspace quiz</p> <hr/> <p><u>Playdate</u> Participate in their playgroup to review the syllabus and create a set of questions to post in the Q&amp;A on Brightspace</p> <hr/> <p><u>Contribute</u> to the full value contract.</p>	<p>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?</p>	<p>Wed/Sun Discussion Forum</p> <hr/> <p>Attend Bluejeans</p> <hr/> <p>Submit project idea</p>
2	<p>Describe the purpose of an LMS (Brightspace).</p> <hr/> <p>Use the other CTMN supported tools.</p> <hr/> <p>Justify other tech tools by identifying what pedagogical problem</p>	<p><u>Attend</u> 2x Live sessions</p> <hr/> <p><u>Read</u> Categories of Tools in Brightspace (Show me, curating, live sessions, communication, building community, LMS, cloud collaboration,</p>	<p>Presence; Leading a Synchronous Session effectively (LEAD: Nicki)</p> <hr/> <p>Choosing the tools/Using the tools (LEAD: Tracey)</p>	<p><u>Explore</u> a variety of tools (give a list of possibilities).</p> <hr/> <p><u>Prepare</u> your “Teach a Tool” project. (Tracey to provide a list of options)</p> <hr/> <p><u>Contribute</u> to the discussion forum.</p>	<p>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</p>	<p>Wed/Sun Discussion Forum</p> <hr/> <p>Attend Bluejeans</p> <hr/> <p>Submit Part 1 of Project</p>

	they solve (SECTIONS analysis)	<p>feedback, quizzing, polls)</p> <hr/> <p><u>Watch</u> Brightspace tutorial videos</p> <hr/> <p><u>Read</u> Community of Inquiry information on Brightspace to read</p> <hr/> <p><u>Read</u> <a href="#">Choosing and using media in education: The SECTIONS model</a></p> <hr/>		<hr/> <p><u>Playdate</u> 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)</p>	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	<p>Rethink design to focus on how students will engage, rather than what you will teach.</p> <hr/> <p>Identify key design questions before crafting curriculum and course building.</p> <hr/> <p>Prioritize what is most important in design - student learning and transformation, communication, relationships.</p>	<p><u>Review</u> tool resources that were shared.</p> <hr/> <p><u>Attend</u> 2x Live sessions</p> <hr/> <p>Templates? Readings? (Nicki to dig up something. I have lots of templates....as you know. Readings will take a bit of time find)</p>	<p>How to navigate an entire mind shift. Templates that can help. Fishbowl exercise (LEAD: Nicki)</p> <hr/> <p>Addressing Assessment. Filling in the framework on design &amp; addressing assessment (LEAD: Carrie &amp; Nicki)</p>	<p><u>Build</u> the structure/outline for your project.</p> <hr/> <p><u>Playdate</u> Do a design fishbowl/reflection on a course you've taught in the past. Interrogate each other! Design inquisition!</p>	<p>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?</p>	<p>Wed/Sun Discussion Forum</p> <hr/> <p>Attend Bluejeans</p> <hr/> <p>Submit 'Review a Tool' assignment into a forum for grading and peer feedback.</p>
4	<p>Infuse EPBL into the DL context</p> <hr/> <p>Identify strategies for building a learning community.</p>	<p><u>Attend</u> 2x Live sessions</p> <hr/> <p><u>Read</u> article on EPBL (!?! what article Carrie?)</p> <hr/> <p><u>Review</u> community</p>	<p>EPBL (LEAD: Carrie) - what is EPBL and what does it have to do with DL?</p> <hr/> <p>Building a Learning Community (LEAD:</p>	<p><u>Build</u> the community and communication plan for your project.</p> <hr/> <p><u>Playdate</u> Come together and take turns leading an online ice breaker using</p>	<p>Some think that experiential and place based are in direct opposition to DL, however DL gives us opportunity to do experiential and place</p>	<p>Wed/Sun Discussion Forum</p> <hr/> <p>Attend Bluejeans</p> <hr/> <p>Submit peer feedback on Teach a</p>

		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 <hr/> Submit part 2 of project
5	Other considerations: libraries, copyright, WIL	<hr/>	Tracey, and guests (Colin & Michele) <hr/> Course wrap up - reflect, celebrate and commit (LEAD: Adam)	<u>Playdate</u> Find an OER resource for instructors to share and also a UDL tip or trick		Wed/Sun Discussion Forum <hr/> Attend Bluejeans <hr/> Submit Part 3 of Project <hr/> 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.