

## **Introduction**

*Bonnie Nicholas teaches English and settlement to new immigrants in the Language Instruction for Newcomers to Canada (LINC) program at [NorQuest College](#). Although this is a college setting, the adults in the program are foundational learners. One of the program goals is to help newcomers prepare for the workplace so computer skills and digital citizenship are essentials. Bonnie has taught in fully online, blended, and face-to-face environments. and she has come to realize the central importance of instructor presence for course facilitation and robust instructional design in the teaching and learning process.*

### **Name(s)**

**Bonnie Nicholas**

### **Designer(s) [Slide 1]**

*I am a faculty member at NorQuest College, working with foundational learners. We use Moodle as our LMS and are given a shell for each of our courses.*

### **Purpose of Design**

*My colleague Rozita and I were seconded to design a Moodle course to prepare our foundational adult English language learners (ELLs) for online and blended language learning.*

### **Scope and Delivery Mode [Slide 2]**

*The course is 100% asynchronous and is hosted entirely within Moodle. There are 10 stand-alone modules. The course was designed to have an instructor but an IA has been assigned to facilitate the course.*

### **Number of Learners**

*Open; students are required to take this free course first if they want to enroll in a blended or online language course.*

### **How often the course/workshop design has been tested?**

*It was piloted in the spring of last year and is now in the second full iteration.*

### **Unique, Innovative, Interesting, Challenging? [Slide 3]**

*We simplified the Moodle design to 2 columns and eliminated non-essential blocks like “latest News”, “Upcoming Events”, and “Recent Activity”.*

*We also eliminated the announcement-only “News Forum”, replacing with an “Ask your classmates, ask your teacher” Q & A and encouraged learners to answer their peers’ questions, to develop learner autonomy.*

*We focused on accessibility:*

- *We increased the font size, made it black, and worked with tech/Moodle people at our college to get linked words that are linked in the course dictionary changed from red to grey – this had to be changed for the entire college.*
- *We used a lot of visuals and videos (introductory and how-to screencasts).*
- *We had transcripts available for every video and audio files for all text.*
- *Every book followed the same basic pattern.*
- *We tested the course on mobile devices, tablets, laptops, and desktops (old for some of you but new for us).*

### **Outcomes? Intentions?**

*Our intention was to make the course accessible and easily navigable by learners with developing language skills and little to no experience with online learning. We hope to give this group of learners the skills and confidence they need to succeed in online and blended learning.*

### **What did you learn about your design approach? [Slide 5]**

*I’m now teaching a course where the learners spend 3.5 hours each day in class and 1.5 hours on directed learning outside of class. We use Moodle but we don’t officially call this a blended model.*

I've taken what I learned designing the Prep course and applied it to my current course. I'm always striving for a clean design so I use 2 columns and limit the number of blocks. I put everything in the book: discussions, choice, SCORMs, etc. are put in an orphaned section. Students can't access this section but activities are accessible in the books by enabling "Activity names auto-linking". There's still a steep learning curve for students.

## Slide 1

# Bonnie: The Moodle Shell at NorQuest

The screenshot shows a Moodle course interface for 'LINC-1618-CLB6 Listening & Speaking 8 Cr-DT06-2017 Wtr'. The top navigation bar includes 'My courses', 'Library', 'MyQuest', 'MyMail', 'Technical Support', and 'This course'. The user 'Bonnie' is logged in. The course title is 'LINC-1618-CLB6 Listening & Speaking 8 Cr-DT06-2017 Wtr'. The main content area is titled 'News forum' and contains a list of sections: Section 1, Section 2, Section 3, Section 4, and Section 5. The sections are currently hidden, and there are 'Open all' and 'Close all' buttons. The left sidebar contains 'NAVIGATION' and 'ADMINISTRATION' menus. The right sidebar contains 'SEARCH FORUMS', 'LATEST NEWS', 'UPCOMING EVENTS', and 'RECENT ACTIVITY' widgets.

**NAVIGATION**

- Dashboard
- Site home
- Site pages
- Current course
  - LINC-1618-DT06-10929-2017 Wtr
    - Participants
    - Badges
    - General
    - Section 1
    - Section 2
    - Section 3
    - Section 4
    - Section 5
    - Section 6
    - Section 7
    - Section 8
    - Section 9
    - Section 10
- My courses

**ADMINISTRATION**

- Course administration
  - Turn editing on
  - Edit settings

**LINC-1618-CLB6 Listening & Speaking 8 Cr-DT06-2017 Wtr**

News forum

▶ **Open all** ▼ **Close all**

Instructions: Clicking on the section name will show / hide the section.

- ▶ Section 1
- ▶ Section 2
- ▶ Section 3
- ▶ Section 4
- ▶ Section 5

**SEARCH FORUMS**

Go

Advanced search

**LATEST NEWS**

Add a new topic...

(No news has been posted yet)

**UPCOMING EVENTS**

There are no upcoming events

Go to calendar...

New event...

**RECENT ACTIVITY**

Activity since Monday, 23 January 2017, 6:33 PM

Full report of recent activity...

No recent activity

## Slide 2

### Preparation for Online Learning: The 10 modules

1. Introduction to Online Learning
2. Vocabulary for Online Learning
3. Using a Learning Management System
4. Technology Skills
5. Problem-Solving Strategies
6. Digital Citizenship
7. Finding and Using Online Information
8. Time Management & Study Skills
9. Synchronous Classes
10. Working with Others for Successful Online Learning



## Slide 3

### Bonnie: Preparation for Online Learning Course

A screenshot of a Moodle course page. The top navigation bar is orange and contains links for "My courses", "Library", "MyQuest", "MyMail", "Technical Support", and "This course". The user's name "Bonnie" is visible in the top right. The course title "Preparation for Online Learning 2016" is displayed in a large font. Below the title, there is a "Your progress" indicator. A welcome message from a female cartoon character says, "Welcome to the Preparation for Online Learning Course! Please begin by looking at the Start Here section." Below this, there is a "Start Here" button and a list of modules: "Module 1: Introduction to Online Learning", "Module 2: Vocabulary for Online Learning", "Module 3: Using a Learning Management System", and "Module 4: Technology Skills". On the right side, there is a "CALENDAR" widget showing January 2017, a "COURSE DICTIONARY" widget with the entry for "FROZEN" (describing a webpage that suddenly does not function on your device), and "INSTRUCTOR INFO" and "MESSAGES" widgets.

# Slide 4

## Bonnie: Module 6 Book: Digital Citizenship

The screenshot shows a Moodle course interface. At the top, there is a navigation bar with links for 'My courses', 'Library', 'MyQuest', 'MyMail', 'Technical Support', and 'This course'. The user's name 'Bonnie' is visible in the top right. Below the navigation bar, the course title 'Preparation for Online Learning 2016' and the current section 'Module 6: Digital Citizenship' are displayed. On the left, there is a 'TABLE OF CONTENTS' sidebar with a list of 12 items, including '1 Introduction', '2 Learning Outcomes', '3 Vocabulary', '4 Understanding Digital Citizenship', '5 Digital Interaction, Part 1', '6 Digital Interaction, Part 2', '7 Digital Well-being', '8 Digital Citizenship Discussion', '9 Activity: VoiceThread', '10 Module Summary & Checklist', '11 Additional Resources', and '12 Quiz'. Below the sidebar are 'NAVIGATION' and 'ADMINISTRATION' buttons. The main content area is titled 'Preparation for Online Learning 2016' and 'Module 6: Digital Citizenship'. It features a section for '1. Introduction' with a text area and a video player. The video player shows a woman's face and the text 'Module 6' and 'NORQUEST COLLEGE'.

# Slide 5

## Bonnie: My current course

The screenshot shows a Moodle course page for 'LINC-1614,1618-DT06-XL-2017 Wtr'. The course title is 'LINC-1614,1618-DT06-XL-2017 Wtr'. Below the title, there is a banner for 'Bonnie's CLB 6 Class' with a cartoon character and the text 'Ask your classmates, ask your teacher'. There are 'Open all' and 'Close all' buttons. Below these, there is a list of sections: 'Week 4 (January 23 - 27) Health', 'Week 3 (January 16 - 20) Learning in Canada', 'Week 2 (January 9 - 13) Learning in Canada', 'Week 1 (January 4 - 6) Welcome!', and 'Week 5 (January 30 - February 3) Health'. On the right side, there is a 'CALENDAR' widget showing a calendar for January 2017. Below the calendar is an 'INSTRUCTOR INFO' widget with a photo of Bonnie, her name 'bonnie.nicholas@norquest.ca', her email 'bnicholas123@mynorquest.ca', her phone number '780-644-6234', and a link to 'Bonnie's Wiki' and 'Class Blog'. Below the instructor info is a 'DICTIONARY' widget with the word 'ACCESS' and its definition: '(n) a way of being able to use or get something'. Below the definition is a bullet point: '• You will need'.

## Slide 6

### Bonnie: Books in my current course

My courses ▾ Library MyQuest MyMail Technical Support This course ▾

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Dashboard ▾ Language Instrctn for New Crdn ▾ LINC-1614,1618-DT06-XL-2017 Wtr

Week 4 (January 23 - 27) Health ▾ Week 4 (January 23 - 27)

TABLE OF CONTENTS

- 1 Announcements
- 2 Monday Coursework
- 3 Tuesday Coursework
- 4 Wednesday Coursework
- 5 Thursday Coursework
- 6 Friday Coursework
- 7 Laptops & Computer Labs
- 8 Review & Additional Resources

NAVIGATION

ADMINISTRATION

### LINC-1614,1618-DT06-XL-2017 Wtr

#### Week 4 (January 23 - 27) Return to course

#### 1 Announcements

**NOTE:** I expect you all to read these weekly announcements and to ask me in class or in our [ask your classmates, ask your teacher forum](#) on Moodle if you have any questions. Starting this week, I will not be repeating most of these announcements in class.

**1. Welcome to Week 4!** This week, we will have new groups and start working on our new theme of Health. The topics you chose for this theme are insurance and healthy eating. We'll be starting with healthy eating first.

Because we are reading *Fatty Legs*, we will also be continuing to read and talk about First Nations history, particularly the history of residential schools.

Remember to check the calendar here in [Moodle](#) regularly for updates and reminders.

**2. Unfinished computer lab work:** If you haven't completed your weekly computer lab and laptop assignments by Friday of each week, then please complete them as [homework](#).

Remember that [homework](#) is not the same as [coursework](#).

## Slide 7

### Bonnie: Orphaned Activities

- The "Orphaned Activities" section is not visible to students but they access the activities through the weekly book.

▶ Week 14 (April 3 - 7) Testing Week

▼ Orphaned activities

- Dictionary
- Week 1
- Do you have a headset with a microphone?
- Week 2
- Pragmatics (Semi-formal and informal email messages)
- Pragmatics (Using Appropriate Tone)
- Would you like to do some online writing?
- Week 3
- How to improve your vocabulary
- Listening (Confirming and Clarifying Instructions)
- Listening (Notetaking during a presentation)
- Computer Lab Chat