Introduction

Sylvia Riessner is an independent consultant who shared her story about recent blended learning design project.

Name(s)

Sylvia Riessner FLO-Design Facilitator - independent consultant - see <u>http://educomm.ca</u>

Designer(s)

Designed it alone but intended the design to be carried on by participants

Purpose of Design

To create an online environment to support a short, intense face-to-face course design/development sprint (or boot camp). Intended as a repository but also as a place to review foundational elements of course design and to prepare for the workshop.

Underlying purpose was to create an open, shared place (shared across departments and with sessionals and faculty) and plant the seeds for an ongoing professional development space. First time this Course Design Sprint approach has been used; intention (hope?) is to mentor internal instructors for future delivery and spread to other departments, etc.

Scope and Delivery Mode

Part 1: the Course Design Sprint - involved prep work for 1 week prior to workshop; two days faceto-face, Making Meaning section available to refresh memory of concepts to continue building their courses

Part 2: Mentor internal facilitators to continue; plan a "sprint" to build the learning topics Future uses will vary.

Number of Learners 10

How often the course/workshop design has been tested?

New but combines ideas from various course workshops – York U and SFU initial sparks to this idea – then added BCcampus FLO Design Sprint elements and a dash of this and a sprinkle of that.

Unique, Innovative, Interesting, Challenging?

Messy, organic, ultimately learner controlled, just-in-time learning but based on collaborative endeavours and ongoing learning, research, feedback

Outcomes? Intentions?

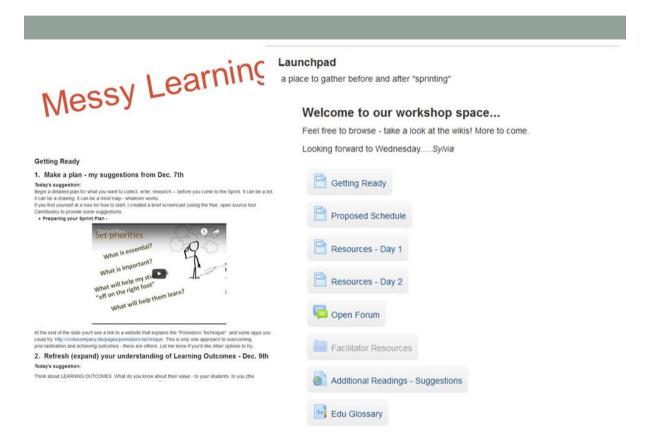
Stated intentions - to support and document a new approach to last minute course design and preparation - to integrate current productivity-time management strategies to a Design Sprint approach.

Secondary intentions (also stated but not in contract so unpaid ;-) to ensure that underutilized teaching staff could be mentored into delivering this or similar workshops for professional development within the institutions; to allow faculty who have an interest to create and share their best teaching and class/course design strategies.

What did you learn about your design approach?

Using wikis was a mistake perhaps - misunderstood what "I'm experienced with Moodle courses" actually meant. Need to find another way to allow them to add new micro-learning activities themselves - using a basic template I provided (or they can develop one they prefer). Setting up a collaborative, ongoing online learning space is valued by faculty but someone needs to champion and continue to draw attention to it - it may fail because the people who most need it and want it are swamped.

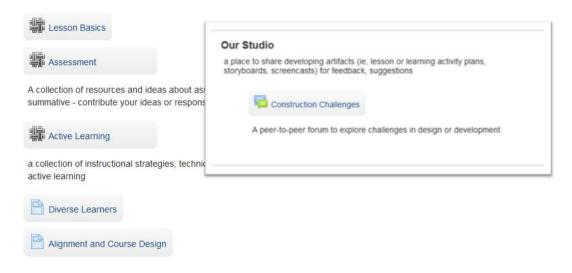
Limited by realities of workload and lack of budget - they liked it though!



J-i-T Learning - Collaborative

Making Meaning

Drawing from a constructivist perspective on learning, this section is a place to help each other know, remember, develop understanding around important aspects of course design and development.



Emergent – Build Community

Our Studio

a place to share developing artifacts (ie, lesson or learning activity plans, storyboards, screencasts) for feedback, suggestions



A peer-to-peer forum to explore challenges in design or development

