Curriculum Design Pattern

Global Learning by Design

Name of Pattern	**Fully Online Delivery of "Professional Scientist"**
Date	January 2015
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Abstract

Professional Scientist is currently delivered in a face-to-face format to local students.

The course needed to be modified so that it can be made available in a fully online version for OUA using video resources, online collaboration tools and with educational technology.

Rationale

Traditionally this course has consisted of a number of guest lectures by industry professionals at RMIT in the city. Students would need to attend these lectures and then do their assessment.

This mode of delivery needed to be moved into the online environment, so the guest lectures were made into short focused interview style videos that the students could access through Blackboard.

The activities were also evaluated and implemented to enforce the content delivered in the videos.

The student assessment would then be based around a group WIL project that would be submitted and peer assessed online with the use of Google. Mentors will assist in the coordination of the groups in the on line environment using a number of tools.

This course has a strong emphasis on improving the employability skills of the RMIT graduates and links in with the RMIT Careers Centre for components of the course.

Learners

This pattern is applicable to any course that is delivered in a traditional face-to-face environment and needs to be converted into a 100% online delivery mode.

Related patterns

Merv Jackson—Australian Healthcare System

Cindy O'Malley—21st Century WIL

SOVE—Flipping the Trades

Category

Online delivery

Outcome/impact

Videos have been created for the interviews and loaded into a Blackboard shell for the course. This course is ready to be implemented in Semester 2, 2015.

Alignment

Alignment with the course learning outcomes and program earning outcomes was completed prior to commencing the project.

Challenges

The greatest challenge was the evaluation and design of a platform on which to host the course content on line.

There was a considerable amout of media that needed to be produced by EduTAG as there are very few resources available in this area of study.

This was quite time consuming, which raises questions as to the sustainability of this component of the pattern.

The creation of on line training resources needs to be addressed independently to the implementation of this as a pattern.

A proposed solution to the problem of the production of resources is for staff to undertake professional development to enable them to produce these videos themselves with resources that are available from the AV Loans Centre.

One of the other challenges is developing a strategy for students to communicate in groups on line.
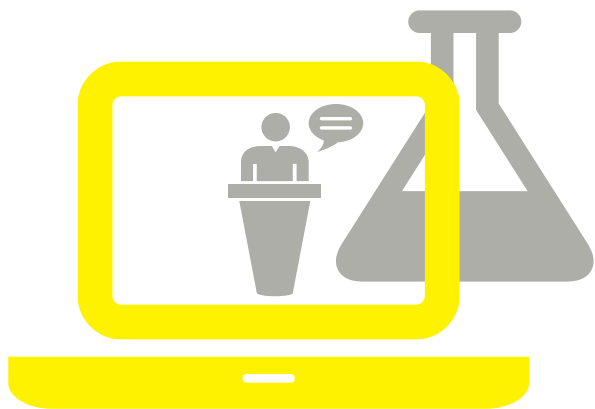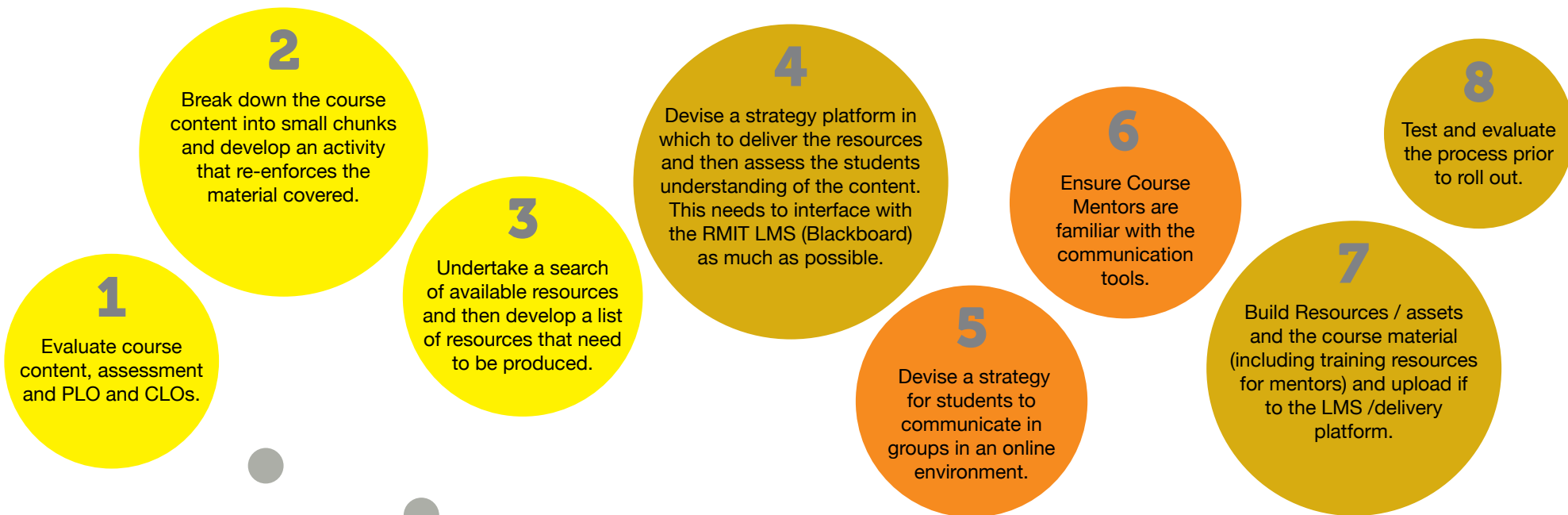
Instructions/process

1. Evaluate course content, assessment and PLO and CLOs.

2. Break down the course content into small chunks so that the content can easily absorbed by the student and develop an activity that re-enforces the material covered.

3. Undertake a search of available resources and then develop a list of resources that need to be produced.

4. Devise a strategy platform in which to deliver the resources and then assess the students understanding of the content. This needs to interface with the RMIT LMS (Blackboard) as much as possible.

5. Devise a strategy for students to communicate in groups in an on line environment.

6. Ensure Course Mentors are familiar with the communication tools.

7. Build Resources / assets and the course material (including training resources for mentors) and upload if to the LMS / delivery platform.

8. Test and evaluate the process prior to roll out.

Conditions

As mentioned earlier, the creation of on-line training resources (video, animations and graphics etc) needs to be addressed independently to the implementation of this as a pattern.

This can be an expensive exercise and it may be worth while evaluating whether things like videos need to be professionally produced, or is it more sustainable for staff to undertake some PD to enable them to produce basic videos to be used as resources.

If this is not the case then the pattern may not be sustainable.

2

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1

Evaluate course content, assessment and PLO and CLOs.

3

Undertake a search of available resources and then develop a list of resources that need to be produced.

4

Devise a strategy platform in which to deliver the resources and then assess the students understanding of the content. This needs to interface with the RMIT LMS (Blackboard) as much as possible.

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Devise a strategy for students to communicate in groups in an online environment.

6

Ensure Course Mentors are familiar with the communication tools.

7

Build Resources / assets and the course material (including training resources for mentors) and upload if to the LMS /delivery platform.

8

Test and evaluate the process prior to roll out.

Pedagogy Teaching Practice

Technology

Communication

Resources

All learning materials are hosted in the Blackboard LMS and use Google Hangouts and Trello for students to communicate in groups on their projects.

1. David Halliwell http://youtu.be/iGAtvU53t5A

2. Carolyn Interview 1. http://youtu.be/svuX7vbTYV4

3. Carolyn Interview 2. http://youtu.be/zhtZkQJu1-c

4. Agile Project Management & Trello http://youtu.be/A6xLfL6ibDU

5. Mark Osborn https://www.youtube.com/watch?v=Bon1_A6NKKs

6. Risk Management with Susanne Tepe (interviewing herself) https://www.youtube.com/watch?v=l7_2cRq7Tx0

Video 1   https://www.youtube.com/watch?v=liBUDoy2-Gw

Video 2   https://www.youtube.com/watch?v=sLzvhxHypPw

Video 3   https://www.youtube.com/watch?v=0XRcrD_1bqc

Video 4   https://www.youtube.com/watch?v=4izEBa-F-_k

Video 5   https://www.youtube.com/watch?v=TVvnmlQXPJ8

Video 6   https://www.youtube.com/watch?v=NP-Q06-ANv4

Video 7   https://www.youtube.com/watch?v=17Sv03xOA4g

Video 8   https://www.youtube.com/watch?v=M0sr73F5Gu8

Video 9   https://www.youtube.com/watch?v=AuMJRH9cKMw

Video 10 https://www.youtube.com/watch?v=dCXFUucB55U

Video 11 https://www.youtube.com/watch?v=_5ViKKwNu_E

Video 12 https://www.youtube.com/watch?v=_IndFEcO4SU

Video 13 https://www.youtube.com/watch?v=CNnMhRUWhDc

Video 14 https://www.youtube.com/watch?v=wPAYYBU7_1o

Video 15 https://www.youtube.com/watch?v=-JeMj9YcdYU

Video 16 https://www.youtube.com/watch?v=kyUL58KJnHo

Reflection

The course is scheduled to be run in Semester 2 2015 and we plan to monitor the course closely and obtain appropriate feedback.

Acknowledgements

Office of the Dean Learning, EduTAG & Teaching, Study & Learning Centre, Careers