

## ETUG Fall 2012 Workshop Etherpad Notes

*Please share your comments about this workshop session. For example, what is your most compelling takeaway from this session? What did you find most surprising, interesting, practical or memorable?*

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## Virtual Learning Environments at Thompson Rivers University

- [barabus.tru.ca/mediateam/](http://barabus.tru.ca/mediateam/)

Bring the nature into the learning spaces

Build environments to meet specific needs - some temporary, some not.

- Virtual water treatment plant --> can zoom in for greater detail; also large scale view providing context

useful for giving students entry into spaces with restricted access and safety concerns

- Student art exhibit, virtual gallery: hotspots in virtual environment, put in movie file, artist bio, flash, graphic for more info

- TRU (Kamloops) Virtual Campus --> merge virtual space with physical space of place/give open learning & learners at a distance a sense of the physical campus

great idea to display student works (art) exhibits and share with family, friends - broader community.

Need to get TRU Media Team's list of stuff you likely already have & stuff you need to get up & running with VLE's!

Shared resource on how-to's coming.

think about the teaching and learning side of VLE's --> "physicality of a space"

Assessment can be built into these VLE's, TRU team essentially builds the shell & instructional & learning design can then work to embed the learning & assessment activities.

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## The Camosun Learning Commons - Learning spaces as Catalyst for Change

Model of Services - Emotion of project

What do we want to achieve?

-the heart of campus for both faculty and students, a community, a showcase

-the services!

the collaboration

the commons, an inclusive resource to be SHARED

NOT just a bunch of computers

Most important part was to think of the overall service, as opposed to the physical space or the tech...

Collaboration

-SHARED leadership, mission, planning, risks and rewards

-shared staffing, expertise, events and staff room

Cooperation and coordination are different than true collaboration

Physical location within the library brought the unit closer to the learners. Everyone, faculty, students, admin and staff, is a learner.

Space / Place seemed to play a role in establishing relationships! very interesting...

Decision making is longer but better in the Commons (more voices to be heard but integrated in the solution)

Perhaps biggest change is decision making process - inclusive, representational, distributed, commitment

Open mind about types of activities that take place in a Learning Commons. Have a party! Bring in the jazz band!

Learning Commons facilitated creation of new communication models for the organization; not so bound by org structure.

Communication across and beyond org units.

Learning Commons as institutional change agent: collaboration, communication, blended service models.

Trust among partners is key

There's a SPIRIT about the space.

Most of construction workers were graduates from Camosun College. Neat!

"Out beyond the wrong doing and the right doing, there is a field, I'll meet you there" Rumi

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## Instructure Canvas & the Mobile Student

Canvas in the beginning did not have university-hosted installations in their business plans. There are concerns about privacy for the cloud-based version.

Tools you can use within Canvas - google docs and etherpad. But.... can't you use those tools with any LMS?

The way it works is the student authorizes Canvas to connect to Google. At SFU to do that the students will need to first sign

Possible to plugin the following tools to Canvas

- facebook
- twitter
- diigo
- Skype

Notifications - can set up to be notified by twitter -- assignment due dates, etc/  
or no notification if you don't want anything  
=>Avoids FIPPA bullet since it is by students' choice

Learntech team to train Learning Commons team for prep. "Dual" or more systems not optimal but there is transitional period

4-stage Migration from WebCT

- 2nd 2500 migration

re: Canvas Sandbox - if you would like a Canvas Sandbox please email me at [ffucile@bccampus.ca](mailto:ffucile@bccampus.ca)

## Can We Talk? Unpacking Identity in Space

Who am I?

Are you thinking about your students before you start developing anything?

are we thinking about our tools, reflecting on our learners

Story about UBC Farm - any space can be a learning space

### ACTIVITY 1

Q: Where are you from?

Q: Tell us about something you learned in that place that still sticks with you today?

### ACTIVITY 2

Is there a way to represent who we are in a web space /virtual learning space?

What makes up a learning space? What factors are at play in a learning space that is successful (success=learning)? What about one that is not successful?

- Flexibility is key to a successful learning space
- A learning space can be any space

Where do conversations about identity happen in your work?

- Questions of identity rarely get asked
- They get asked in hallway conversations, not necessarily work related

What if you were tasked with designing a pedagogical approach to a course? What would be important in this process? History? Identity? Where participants from? What elements would be needed?

Is it possible to connect students to the greater community and create a sense of identity with the academic community or research community?

Community service initiatives can effectively connect students to the greater community as well as create a sense of identity.

The exercise we did -- Activity 1 -- could be done with any number of people in a group, like a large lecture hall. Sometimes faculty don't think it's possible to have a lot of interaction in a large group.

### Representations

Idea - Ask students what program they are enrolled in. Put it in a wordle so they can see the distribution

Think about doing something visual!

What about online learning spaces?

Tend to form more of a group identity online. Why? Working on something that is left behind.

Can using more interactive lectures engage students and help them develop a sense of identity and community with those around them?

How do you make them feel as if they are participating in knowledge construction?

### Share-out

- identity can bring up unpleasant memories; facilitator/instructor responsibility for supporting, creating safe learning environment

-representing what different people say about their identities

- Judy's class, 150 students, small groups, use Wordle, visual things can be helpful tools to represent identity

- identity in online space --> develops an identity of its own, moves from personal to collaborative

- purely online class in WPMU, poem where r u from? culture, media & identity course

- made video poem based in the where r u from? questions --> purpose to help classmates get to know one another

- multimedia allowed students to create their own space, choose own learning space

- Alan Levine and his Daily Create or DS106radio and the activities the students do ...you really can get a sense of the students individuality

## **Pedagogical Lessons Learned as Students and Facilitators in Massive Online Open Courses (MOOCs)**

3:15 pm to 4:00 pm (Pacific) Pedagogical Lessons Learned as Students and Facilitators in Massive Online Open Courses (MOOCs)

Streaming audio for the panel discussion:

<http://etug.ca/2012/11/01/fall-workshop-2012-streaming-audio/>

Panelists:

Gina Bennett, COTR

Bob Byrne, TRU

Bonnie Johnston, BCIT

Brian Lamb, TRU

Paul Stacey, Creative Commons

Facilitators: Judy Chan, UBC and Sylvia Currie, BCcampus

QUESTIONS FOR THE PANELISTS

Feel free to add questions! New categories! Anything goes :-)

WHAT IS IT?

\*What is a MOOC & where did this come from (short history)?

Massive open on-line course

Massive – everyone

Open – free, open enrolment, open educational resources?, Creative Commons license?

open file format?, open source software?

cMOOC–Constructivist, connectionist, peer–peer pedagogy

xMOOC–EdX

\*What's all the fuss about? /what is the question that MOOCs are the answer to?

Venture capital funding? Everyone suddenly becomes interested in this

MOOC provides access to education due to funding, geographical limitation, etc.

MOOC expands personal learning network.

MOOC provides an extremely decentralized experience. Let's just do this together.

Learning can happen anywhere anytime.

\*What can you get out of a MOOC that you can't get out of a more traditional course?

\*Could I have participated in a MOOC without knowing it? +1

#### PERSONAL EXPERIENCES

\*Why did you start in a MOOC?

\*Was it what you expected?

\*What worked and what didn't in your learning space?

\*From your experience, what are the advantages and disadvantages of multiple communication channels?

can easily scale up or down the learning experience.

Participation is voluntary.

Set time frame limits contribution and discussion.

Need a balance between structure and 'creating your own structure'.

Careful, thoughtful facilitation needed.

ds106 – activity generation centre, student-generated assignment, student-provided instructions, student-based assessment,

\*What made you stay/ repeat the experience?

Participate as much or as little as you want!

All MOOCs all the time.

\*How has participating in a MOOC changed your practice in your work?

#### WHAT'S THE BIGGER PICTURE?

\*What are post-secondary students saying at MOOCs?

\*What have MOOCs taught us about formal credentialed education?

\*What is the business case?

\*Are MOOCs a form of cultural imperialism?

\*What learning data is collected and how will it be applied to future course development?

#### WHAT ARE YOU THINKING AS YOU HEAR THE RESPONSES FROM THE PANELISTS?

Your notes go here!

How did learners orient themselves to the space?

How did you adjust your facilitation?

Personal, motivating messages for 'students'.

All barriers 'removed' – no more registration, admission, geographical barriers.

Offer mini-MOOCs.

Like having an instructor answering, responding to their questions.

Still have a form of pride in participating in formal learning.

Consider the 'openness' of MOOCs; incorporating more peer-peer activities. Expect 'some' contribution from students so that they are not just receivers.

Customers Vs Students: different treatment

The sharing is important.

Motivation

Multiple ongoing channels

Course: What is a course? How does it differ from other learning activities? Why do they come to us? Are we the guideposts?