



***Using an e-Learning environment
to foster learning communities
& engage adult learners in a tertiary setting***

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Kia ora koutou



e-Learning?

- E-Learning - learning with and through digital technologies, often a Learning Management System e.g. Moodle
- Online courses & resources give students more access
 - To their teacher(s)
 - To resources
 - To peers (and wider community)
- Online and Blended learning more effective than face to face (Means et al, 2009) - more time on task
- Good practice includes learning communities (Salmon 2005)

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<http://www.litarts.canterbury.ac.nz/people/Davis.shtml>

ICT and e-learning opportunities at the University of Canterbury

<http://www.litarts.canterbury.ac.nz/e-learning/>

Our graduate and postgraduate programmes include:

[Graduate Certificate in Online Teaching and Learning](#)

[Graduate Diploma in ICT in Education](#)

[Postgraduate Diploma in Education](#)

[Specialist courses in the Masters in Education](#)

Doctoral study

For information about our staff and researchers please see staff pages and research profiles for:

[Prof Niki Davis, Professor of e-Learning](#)

[Nicki Dabner, Senior Lecturer](#)

[Ann McGrath, Senior Lecturer](#)

[Julie Mackey, Senior Lecturer](#)

[Dr Donna Morrow, Senior Lecturer](#)

[Diane Brooks, Lecturer](#)

Niki Davis, Professor of E-Learning

1987	Tutor in first Open University course to use Forums
1988-2000	University of Exeter Educational Telematics Centre, UK
2000-2008	Iowa State University Center for Technology in Learning & Teaching, Iowa, USA
2000-2006	Institute of Education, Professor of ICT (part time), UK
2008-to stay!	University of Canterbury e-Learning Professor

Leader of change to

- Incorporate e-learning in initial teacher education
- **Enhance tertiary education with e-learning**
- International doctoral community for ICT educators
- ICT for Teacher Education worldwide



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- Common Cultural and Historical Heritage
 - Build heritage with mediated artefacts
- Interdependent System
 - A sense of shared purpose and identity
- Reproduction Cycle (Barab Duffy et al, 2000, p. 41)
 - Moving in and out
 - Including legitimate peripheral participation (Lave & Wenger 1991)
- Strongest -> Community of Practice
 - Often misidentified

Characteristics of a community (Barab & Duffy, 2000, p. 41).

Common Cultural and Historical Heritage

Communities go beyond the simple coming together for a particular moment in response to a specific need. Successful communities have a common cultural and historical heritage that partially captures the socially negotiated meanings, such as: shared goals, meanings, and practices. New members inherit those from previous community members' experiences in which they were hypothesized, tested, and socially agreed on.

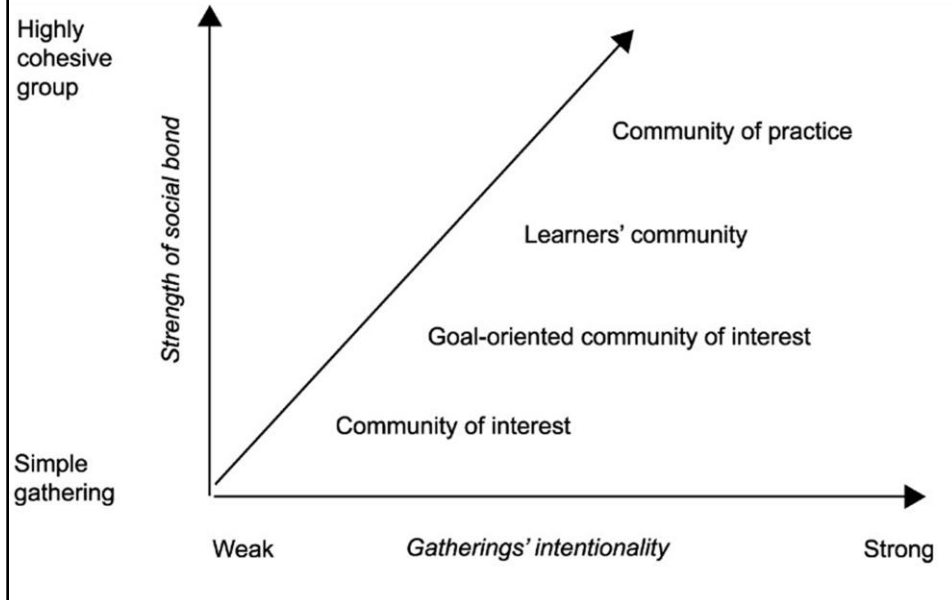
Interdependent System

As individuals work within a context and become interconnected to a community, they become part of something larger, that is, the society through which they found meaning or value. A sense of shared purpose, as well as an identity, for the individual and the larger community can be found.

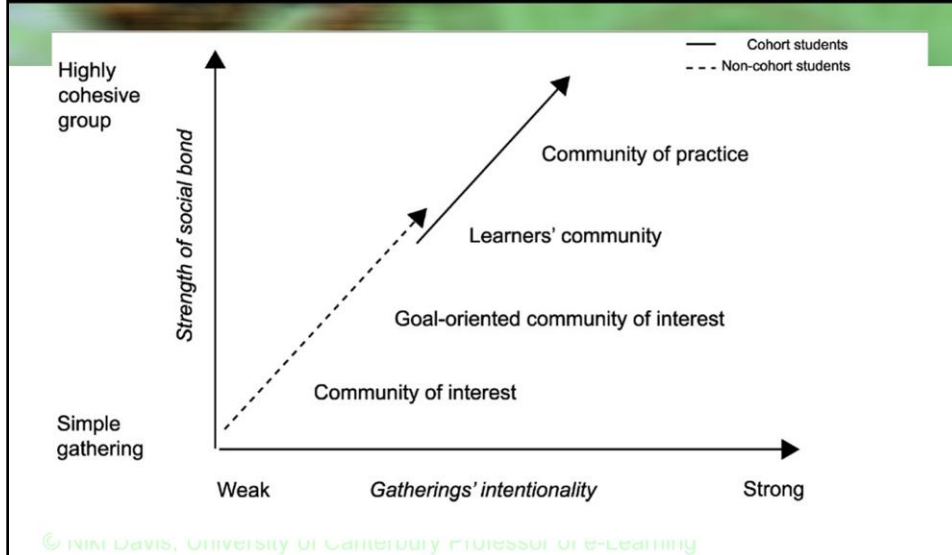
Reproduction Cycle

Communities have the ability to reproduce as new members engage in mature practice with near peers and exemplars of mature practice. Over time, these newcomers come to embody the communal practice and rituals and may even replace the old timers.

The evolution of the online community
(Henri & Pudelko, 2003: 476)



They can split into more than one Community!
(Correia and Davis, 2008)



Faculty Leaders of Blended and distance learning



EDEC383 Education for Sustainability

- **Colleen Lockie and Judith Duncan**
 - [EDEC383 Sustainable Communities topic](#)
 - Compulsory for all Early Childhood students in year 3
 - 135 total – 60 on campus, FLO + outposts in New Plymouth, Taranga, Nelson
 - Supported by staff in New Plymouth and Touranga
- **Flexibility - acknowledge more complex lives in 21st century**
 - Learn provides logical sequence, greater access, and richer quality for all (Susan support on design)
 - Gather real illustrations most important for quality
 - Careful attention of intellectual property as well as format and copyright
- **Human face on complex issues with multiple perspectives, e.g.**
 - E.g. [Jim talks about his aspirations for his grandchildren](#)

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Des Breeze FLO Coordinator



Student mentoring for Flexible Learning Options etc.

Who

- FLO Office, Student Support Service & Health Services
- FLO student mentors (selected from FLO 2nd year on) located in Chch, Rotorua, Hokitika, Gisborne ...)
- Mentor FLO 1st year primary/early years students NZ-wide and on campus

Volume

- Group mentoring: 200 posts read 5,500 times
- One-to-one confidential requests: 60
- Top 3 mentors averaged 470 hits/reads
 - next 3 av. 110 reads

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Course Requirements

- Hi, I just read the email re: XX. I feel like I'm missing something. How do people know what's happening? i.e. putting names down to be assessed for test at school.
- XX mentioned it at our residential school and I got an email from her ..perhaps those on her Learn course site.
- Thanks for listening and the responses, that's where this site is so good. Sometimes we just need to get it out and know we're not alone.



Course Menu

EdDesign

- Classroom Information
- Assessment Information
- ~~~~~
- Planning and Building your Classroom
- Presenting Course Material
- Communicating with Students
- Student Interactions
- Managing Groups
- Student Work
- Thinking Tools and Tasks
- Other Tools You Can Use
- What's 'New'
- ~~~~~
- General Discussion
- Handy "How to..." Information
- Research and Opportunities
- Show all**
- Participants
- Gradebook

Educational Design Classroom

Managing Groups



Why use groups?

'Resources' and 'Activities' added to your Learn site can be made available to different sets of students:

- o All of your students as individuals
- o All of your students in groups
- o Some of your students as individuals
- o Some of your students in groups

Using 'groups' is the way you make activities available to these different sets of students.

The following document should help you in deciding how groups could work for you in your course:

[Choosing the way 'groups' will work for you in Learn](#)

An example of what can be done in the way of communicating with groups

You can only see the label and Word document below for the group that your surname belongs to:

Your surname begins with A, B, C or D

This graphic will also appear in the document below that only your group can see.

Your document - because your surname begins with A, B, C or D

Principles – impact course design

Fundamental principles

- Start with your learners.
- Build on their interests and incorporate their insights into the course design.
- Add a reality dimension to the learning activities.
- Support the design teams. (Correia 2008)
- Offer students not only the opportunity to take the course & the satisfaction of giving back to the community by applying their knowledge and skill set.

E-learning gives you the space and place to blend and bend to serve your tertiary adult learners and society

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Boettcher (2007) explains, "the more dynamic and interactive the learning experience, the more likely students will invest greater amounts of time in the learning process" (¶37).

Correia (2008) "fundamental principles would apply to a range of other learning contexts as well:

- Start with your learners.
- Build on their interests and incorporate their insights into the course design.
- Add a reality dimension to the learning activities.
- Support the design teams.
- Offer students not only the opportunity to take the course but also the satisfaction of giving back to the community by applying their knowledge and skill set."

As Brown and Knight (1994) explain, "assessment is not then a process done to them, but it is a participative process in which they are themselves involved" (52).

Key Messages from Niki *for ICT staff and leaders*



- You work in interconnected ecosystems, with ICT systems
- Teachers are the keystone species of educational ecosystems and they work in many teams and locations
- ICT provides increasingly important links between curriculum and community
- Blended learning can increase achievement for all students, staff and the university (Means et al, 2009)
- Seek Change Agents and Champions to learn with inc. student mentors and FLO staff

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