



## COURSE OUTLINE: ELD103 - FAC. ONLINE & HYBRID

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<b>Course Code: Title</b>	ELD103: FACILITATING ONLINE AND HYBRID LEARNING
<b>Program Number: Name</b>	1228: E-LEARNING TRAIN DEV 1229: E-LEARNING DES & DEV
<b>Department:</b>	GENERAL ARTS & SCIENCE
<b>Academic Year:</b>	2023-2024
<b>Course Description:</b>	In this course, learners will explore the importance of using effective instructional strategies and techniques for online and hybrid environments. Learners will be introduced to an array of educational technological tools, including various Learning and Course Management Systems to support the facilitation of online and hybrid learning and training. Learners will also explore how to develop effective lesson plans to facilitate online and hybrid learning to various target audiences.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	ELD205
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<p><b>1228 - E-LEARNING TRAIN DEV</b></p> <p>VLO 1 Facilitate online and technology-mediated learning to support student success.</p> <p>VLO 6 Integrate fundamentals of design, animation, audio, and video to develop interactive online learning resources using a wide range of educational technological tools and systems.</p> <p>VLO 7 Develop lesson and training plans according to instructional design standards and best practices to support learners and the use of educational technologies.</p> <p><b>1229 - E-LEARNING DES &amp; DEV</b></p> <p>VLO 1 Facilitate online and technology-mediated learning to support student success.</p> <p>VLO 6 Integrate fundamentals of design, animation, audio, and video to develop interactive online learning resources using a wide range of educational technological tools and systems.</p> <p>VLO 7 Develop lesson and training plans according to instructional design standards and best practices to support learners and the use of educational technologies.</p>
<b>Essential Employability Skills (EES) addressed in</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.



**this course:**

- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:**

Learners within this Post-Graduate program must maintain a cumulative program average of 63% or higher to be eligible for co-op or field placement.

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Describe learner-centred facilitation in online and hybrid learning and how to create a social presence within these environments	1.1 Identify the four different models of online learning and facilitation 1.2 Discuss the advantages and disadvantages of synchronous versus synchronous facilitation and delivery 1.3 Describe what is Community of Inquiry and how does this relate to eLearning design and facilitating online learning 1.4 Explain the difference between Social, Facilitator and Cognitive Presence within online learning environments 1.5 Recognize the importance of introductions and icebreaker activities and games in both synchronous and asynchronous facilitation and delivery
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Apply strategies that support cognitive and facilitator presence and Adult Learning Theory in online and hybrid learning and facilitation	2.1 Define cognitive and facilitator presence within online learning and facilitation 2.2 Describe how cognitive and facilitator presence is created within online spaces 2.3 Identify the importance of having these presences within online learning and facilitation 2.4 Assess the different stages of the Cognitive Presence



	<p>Model to better support online learners and create community in an online environment</p> <p>2.5 Identify the six assumptions of Adult Learning Theory to avoid in designing and delivering online facilitation</p> <p>2.6 Use strategies to create, maintain, and enhance a positive community of learning</p>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
<p>3. Facilitate discussions using discussion boards and other communication channels for both asynchronous and synchronous online learning environments</p>	<p>3.1 Identify the differences between the LMS platforms to determine which system is more suitable for online facilitation</p> <p>3.2 Compare the Learning Management Systems to determine which LMS is most effective for managing asynchronous and synchronous learning and facilitation</p> <p>3.3 Assess which features would be most effective for the specific learning space</p> <p>3.4 Set up multiple communication channels within different Learning Management Systems</p> <p>3.5 Provide multiple ways for students to interact with the content, amongst themselves and with the facilitator</p> <p>3.6 Facilitate forum board discussions that are engaging with appropriate activities and learning prompts</p> <p>3.7 Manage the technology involved in scheduling a meeting and inviting learners for online learning sessions</p> <p>3.8 Apply the different features and technology of a virtual meeting during online sessions</p> <p>3.9 Assess which features will be helpful to facilitate engagement and collaboration in online learning</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
<p>4. Evaluate the different types of facilitation styles for online and hybrid learning</p>	<p>4.1 Use Blooms Taxonomy to identify appropriate action verbs for facilitating online and hybrid learning</p> <p>4.2 Categorize the different styles and facilitation methods available for online and hybrid learning, such as Experiential and Discovery-Based Facilitation, Problem and Project-Based Facilitation</p> <p>4.3 Recognize the benefits and drawbacks of each facilitation method for these learning environments</p> <p>4.4 Analyze which facilitation methods are appropriate in different learning environments</p>



	4.5 Use specific facilitation tools to facilitate Experiential and Discovery-based activities
	4.6 Recognize the benefits and effects of these facilitation approaches on learner engagement and learning within these environments
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Create engaging learning activities that are appropriate for facilitating online and hybrid learning	5.1 Describe various online apps and eLearning tools that support and assist online learning engagement and motivation 5.2 Compare the various app features to determine which app is most suitable for these learning environments 5.3 Recognize how to operate certain apps and eLearning tools effectively for facilitating online and hybrid learning 5.4 Evaluate where each app or eLearning tool might be most applicable within online and hybrid learning spaces 5.5 Develop an engaging learning activity that can be incorporated into an online learning space
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Create appropriate assessments that align with learning outcomes for online and hybrid learning environments	6.1 Describe the different categories of assessments for online and hybrid environments and when they are used within these learning spaces 6.2 Facilitate assessments using a variety of embedded or free online apps and eLearning tools 6.3 Develop assessment options that are appropriate for online and hybrid learning and align with learning outcomes
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Describe how critical it is to have learner support within online and hybrid learning environments	7.1 Recognize the signs of struggling, resistant or reluctant learners within these spaces to better support them with progression and success 7.2 Identify proper supports and resources that learners can access to support them within these learning environments 7.3 Identify how to manage difficult behaviour in the online environment to ensure the space maintains respect and civility 7.4 Recognize the role of an online facilitator as it pertains to accessibility and learner accommodations within online and hybrid learning environments

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Application: Facilitate a Discussion Forum (CLO s 1, 2, 3, 4, 7)	30%
Application: Facilitator Case Study Scenarios (3 @ 5% each) (CLOs 1-7)	15%



	Project Creation: Icebreakers (CLOs 1 and 5)	15%
	Project Creation: Lesson Plan (Asynchronous/Synchronous) CLOs 1-7	25%
	Reflection Journal: What did you learn? (CLOs 1-7)	15%
<b>Date:</b>	August 23, 2023	
<b>Addendum:</b>	Please refer to the course outline addendum on the Learning Management System for further information.	