

SFU Teaching and Learning Center Application--Fall 2016 Term

a) Project Explanation and Usefulness

This internship at the SFU Teaching and Learning Center (TLC) involves working with Robyn Schell and Lynda Williams under the guidance of Kevin O’Neill to develop a short blended workshop for instructors on **MOOCs (Massive Open Online Courses)** to serve their educational goals. This workshop involves introducing and differentiating the types of “MOOCs” for the instructors, and teaching instructors how to identify when using a MOOC is desired and attainable. My roles will be to (a) create a literature review, (b) conduct an environmental scan to find some existing MOOC examples deployed at the post-secondary level, and (c) create lesson plan for a workshop focusing on implementing/integrating MOOCs as an online resource in a blended course.

This project is useful to me because it offers opportunities to apply what I have learnt from my ETLD classes in a real learning context and gain practical and extremely valuable experience that will support my future career goals. The development of MOOCs has attracted public attention since 2008 and has the potential to provide a venue for delivering high quality education. Massive, open, online courses, have become popular in many settings in education and beyond. Many researchers, teachers and universities utilize MOOCs in their traditional classroom settings to support face-to-face (F2F) learning experiences in a blended format. I am looking forward to gaining the experience of creating a workshop that will look at how to implement MOOCs in a real learning context and the opportunities that MOOCs can bring to F2F learning. This project will also allow me strengthen my knowledge of MOOCs gained while working as a research assistant for Alyssa Wise.

(b) Activity Descriptions

- **Literature review** (Needs Assessment)
 - 8 pages in length excluding references
 - Subsections include:
 1. Resources for professors at SFU.
 2. Identifying strengths and weaknesses associated of incorporating MOOCs into a blended course)
 3. Introducing the features and functions of MOOCs platforms
 4. An explanation of the benefits/opportunities that MOOCs might bring to blended course
 - The references will be used as resources for the online course site
- **Environmental Scan**
 - Find examples of MOOCs from different Universities
 - Report these universities using MOOCs in a table such as:

Name of MOOC	University	Field	1-2 Sentence Description	url/citation
Stanford’s introduction to databases MOOC	University of Puerto Rico Rio Perdras, Puerto Rico	Computer	Professor asked students to enroll for Stanford’s introduction to databases MOOC and follow the	Caulfield, M., Collier, A., & Halawa, S. (2013, October7). Rethinking online community in

			online materials and complete all assignments. In the class-time freed up by the MOOC, the instructor focused on in-class activities, projects, and assessments using sequenced content in the MOOC.	MOOCs used for blended learning.
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- **Lesson plan** for a 6 hours' workshop that outlines activities and resources that addresses the following educational outcomes
 - Participants will be able to 1) identify the characteristics of MOOCs, and 2) conduct research to find and evaluate resources on MOOC platforms. 4) develop ideas or strategies for integrating MOOCs in their teaching.

(c) Reading List

Ahmed Mohamed, F. Y., Chatti, M.A., Schroeder, U., & Wosnitza, M. (2015). A usability evaluation of a blended MOOC environment: An experimental case study. *International Review of Research in Open and Distributed Learning*, 16 (2), Retrieved from <http://search.proquest.com/docview/1703416516?accountid=13800>.

Caulfield, M., Collier, A., & Halawa, S. (2013, October 7). Rethinking online community in MOOCs used for blended learning [Web log post]. Retrieved from <http://www.educause.edu/ero/article/rethinking-online-community-moocs-used-blended-learning>

Bruff, D. O., Fisher, D. H., McEwen, K. E., & Smith, B. E. (2013). Wrapping a MOOC: Student perceptions of an experiment in blended learning. *Journal of Online Learning and Teaching*, 9 (2), 187-199. Retrieved from <https://my.vanderbilt.edu/douglasfisher/files/2013/06/JOLTPaperFinal6-9-2013.pdf>

Doherty, I., Harbutt, D., & Sharma, N. (2015). Designing and developing a MOOC. *Medical Science Educator*, 25(2), 177-181. doi:10.1007/s40670-015-0123-9.

Eckerdal, A., Kinnunen, P., Thota, N., Nylén, A., Sheard, J., & Malmi, L. (2014). Teaching and learning with MOOCs: Computing academics' perspectives and engagement. *TITICSE'14* (pp.9-14). Uppsala, Sweden. <http://dx.doi.org/10.1145/2591708.2591740>.

Firmin, R., Schiorring, E., Whitmer, J., Willett, T., Collins, E. D., & Sujitparapitaya, S. (2014). Case study: Using MOOCs for conventional college coursework. *Distance Education*, 35 (2), 178-201.

Griffiths, R., Chingos, M., Mulhern, C., & Spies, R. (2014). *Interactive online learning on campus: Testing MOOCs and other platforms in hybrid formats in the University System of Maryland* (ITHAKA S+R Report).

Garrison, D.R., & Vaughan, N.D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Fransisco: Jossey-Bass.

Holotescu, C., Grosseck, G., Cretu, V., & Naaji, A. (2014). Integrating MOOCs in blended courses. *The 10th International Scientific Conference eLearning and Software for Education Bucharest*. doi:10.12753/2066-026X-14-000.

Najafi, H., Evans, R., & Federico, C. (2014). MOOC Integration into Secondary School Courses. *International Review of Research in Open & Distance Learning*, 15(5), 306-322. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1045969.pdf>.

Liqin, Z., Ning, W., Chunhui, W. (2015). Construction of a MOOC Based Blend Learning Mode. *The 10th International Conference on Computer Science & Education (ICCSE 2015) July 22-24, 2015*. Fitzwilliam College, Cambridge University, UK

(d) Deliverables, Associated Weights, and Deadline

On a weekly basis I will spend between 10-15 hours working on these deliverables.

Deliverable	Weight	Deadline
Literature Review (Needs Assessment) (8pp) (This assignment involves identifying current instruction related problem or gaps in both face to face and online learning, assessing instructional needs, developing solution for incorporating MOOCs)	30%	2016.10.06
Environmental Scan with the reported in the Table outlined in the Activity Description (Instructional objectives, strategies, and MOOCs) (This phase involves reporting and analyzing current MOOCs implementations in educational institutions: what were their objectives for blended MOOCs? What kind of teaching strategies did they use? What's of role MOOCs in F2F?)	10%	2016.11.01
Lesson Plan for 6 hours' long MOOCs workshop (This follows the findings in the needs assessment report and environmental scan. This assignment includes statements of instructional objectives, description of characteristic of MOOCs, and instructional strategies for implementing MOOCs).	30%	2016.11.15
Mid-term reflective essay on the relationship between theory and practice identifying benefits and challenges of applying a scholarly perspective to "real world" work. (1-2pp)	15%	2016.10.13
End-of-term reflective essay on relationship between theory and practice in Educational Technology and lessons learning from the internship. (2-4pp)	15%	2016.12.01

(e) Grading Rubrics

• **Literature Review (Needs Assessment) (8pp)**

Section Criteria	
Needs Statement (15%)	<p>Identifying current instruction related problem or gaps in both face to face and online learning.</p> <p>Convincing argument as to why is it interesting and important to blended MOOCs? How students and teachers would benefit from this approach?</p> <p>Clear present about what is already known and what is not</p>
General Criteria (15%)	<p>Consistency: Consistent use of language to frame literature and knowledge</p> <p>Writing Style: Argument flows logically and clearly express ideas</p> <p>APA Referencing: in text citations used and formatted appropriately</p>

30	In addition to meeting all the criteria for a score of 27 (immediately below), The literature review formulates a persuasive argument as why it would be interesting/important/necessary for instructors to know about incorporating blended MOOCs into their teaching. The review also contains flawless spelling and APA formatting.
27	The Literature Review is well-organized and well written. It supports the identification of problems or gaps in the literature, the assessment of local instructional needs, and the development of solutions.
26	The Literature Review has one of the following flaws: <ul style="list-style-type: none"> • Review of the literature not adequately explain why this project is important • There are minor problems with the clarity, style and formatting of the writing • In text citations used and formatted problematic
25	The Literature Review has two of the flaws described for a score of 26 (above)
24	The Literature Review has two of the flaws described for a score of 26 (above)
23	The Literature Review is significantly incomplete
0	Nothing is submitted

• **Environmental Scan with the reported in the Table outlined in the Activity Description**

This phase involves reporting and analyzing current MOOCs implementations in educational institutions: what were their objectives for blended MOOCs? What kind of teaching strategies did they use? What's of role MOOCs in F2F? How influences students' learning? How influences students' learning? What are the learning outcomes from current MOOCs implementations?

10	Exemplary work. This Environment Scan is complete and thoughtful. It demonstrates understanding of current work by universities using MOOCs in F2F classes. It answers all of the questions asked above, and demonstrates original thought as well. Correct APA style.
8	Excellent work. This Environment Scan is complete and thoughtful. It shows minor problems and a few APA errors. It demonstrates a clear understanding of current work by universities using MOOCs in F2F classes.
7	Good work. The Environment Scan is complete and thoughtful, but it is brief and needs more detailed explanations. It also has some problems that make it difficult to follow in some places.
6	This Environment Scan is not complete and is difficult to follow. It may demonstrate some misconceptions.
5	This Environment Scan is significantly incomplete.
0	Nothing is submitted.

- **Lesson Plan for 6 hours' long blended MOOC workshop**

30	In addition to meeting the criteria immediately below, the lesson plan is complete and thoughtfully constructed. It is easy to read and understand, and provides a clear statement of instructional objectives, describes the unique characteristics of MOOCs, and instructional strategies for implementing MOOCs in a blended mode. It demonstrates a strong relationship between theory and implementation, and will cover roughly 6 hours of instructional time. Spelling and grammar are flawless.
27	The lesson plan is well-organized, well-written and well-formatted. It clearly identifies instructional objectives, describes the unique characteristics of MOOCs, and instructional strategies for implementing MOOCs. However, plan may be too short, too long, or require more detail to support the instructor. Spelling and grammar are flawless.
25	The lesson plan is complete, but may be confusing in places or have substantial gaps that would need to be filled in order for an instructor to follow it.
15	Lesson Plan is significantly incomplete.
0	Nothing is submitted