



Flexible Learning

2010

EDUCATIONAL DEVELOPMENT CENTRE

<i>SMS Code</i>	LT702001		
<i>Level</i>	7	<i>Credits</i>	10
<i>Total Learning Hours</i>	100	<i>Contact Hours</i>	40
<i>Work Experience Hours</i>	nil	<i>Self Directed Hours</i>	60

Introduction

In the Flexible Learning course you are offered a mix of online and face-to-face methods for accessing materials and interacting with the lecturer and the other students. Attendance at the class sessions is optional; however, all the assessments rely on some degree of interaction with your peers. There will also be asynchronous online discussion activities and self-directed work. Overall you can expect to spend on average 5-6 hours to week studying in this subject over one semester.

Online material is located on WikiEducator, an open access wiki platform.

Discussion activities will occur on a **Google Group email forum** which is restricted to this class, and invited speakers. You will receive an invitation once your email address is received by the facilitator.

Links: The links to materials, web conferencing and the email group will be sent on email.

Facilitator: Bronwyn Hegarty (H100) Ph 021735438
Speed Dial: 9335
Email: bronwynh@op.ac.nz (available flexibly and by appointment)

Aim

To enhance the understanding of flexible teaching and learning principles and processes, and their application to the design of flexible learning practices.

Learning Outcomes

At the successful completion of this course, students will be able to:

- Discuss principles and processes of flexible teaching and learning to facilitate culture sensitive adult learning;
- Critique the design and application of existing flexible teaching and learning options in relation to the literature;
- Analyse and evaluate challenges that arise in the design of flexible learning environments;
- Explore and justify the strategies for the development of flexible learning environments;
- Create and evaluate a plan for the implementation of a flexible learning experience.

Topics and Timetable for 2010

Weeks 1 - 7	Class sessions	Topics
1. February 8th to 14th Introduction to Flexible Learning	Workshop: February 11th Onsite: 10:30-12:30 Venue: G107 Web conference: 19:00 – 20:30	Orientation to the course and the class participants in a workshop – choose either time. Assessment one: Develop your plan for learning in this subject – work in pairs. Due: February 19th
2. February 15th to 21st What is Flexible Learning?	Online Discussion Forum	During this week you are discussing the concept of flexible learning and what it means. Activity one – Discussion forum: Share your thoughts about flexible learning. Respond to at least one post. Complete by: February 22nd
3. February 22nd to 28th Examples of Flexible Learning	Workshop presentation: February 25th 10:30-12:00 Venue: D315 Web conference: 10:30-12:00	Examples of flexible learning will be presented and discussed. This will occur onsite and online at the same time. A recording of the presentation will also be made available.
4. & 5. (2 wks) March 1st to 7th Strategies for flexible learning	Online Discussion Forum	This week you will look at a range of strategies for flexible learning and discuss how they could be used in your context. Activity two - Discussion forum: Discuss and critique the relevance of some flexible learning strategies. Complete by: March 8th
6. - 8. (3 wks) March 8th to April 1st Considerations: Access & equity Diversity & cultural sensitivity	Workshop: March 18th 10:30-12:00 Venue: G107 Web conference: March 25th 19:00 – 20:30 Online Discussion Forum	Considerations for ensuring access to all learners and factors of diversity (gender, socioeconomic, ethnicity, learning etc.) will be discussed over three weeks. Your learners' preferences and abilities will be discussed. A recording of the session will also be made available. Activity three - Discussion forum: Describe a situation where access & equity, diversity and cultural sensitivity need to be considered. Provide feedback and some possible solutions to at least one person. Complete by: April 1st
Easter break and mid term break - 2 to 18 April (2+ weeks)		

Weeks 8 - 17	Class sessions	Topics
<p>8. April 19th to 25th</p> <p>Cultural sensitivity & indigenous learners</p>	<p>Workshop presentation: April 22nd Onsite: 10:30-12:00 Venue: H513</p> <p>Web conference: 10:30-12:00</p>	<p>Indigenous learners will be the topic this week. For example critical success factors for Maori and Pacific Island students will be explored.</p> <p>This will occur onsite and online at the same time.</p> <p>A recording of the presentation will also be made available.</p>
<p>9. April 26th to May 2nd</p> <p>Educational organisations</p>	<p>Self-directed work</p>	<p>Factors in your organisation which might influence flexible learning are investigated.</p> <p>Assessment two: Prepare a reflection on three key concepts or ideas covered in the online discussions.</p> <p>Due: May 10th</p>
<p>10. May 3rd to 9th</p> <p>Sustainable flexible learning</p>	<p>Online presentation and self-directed work</p>	<p>The ways in which you can ensure sustainable flexible learning in your context are covered in this topic.</p>
<p>11. & 12. (2 wks) May 10th to 23rd</p> <p>Planning flexible learning</p>	<p>Tutorial: May 13th Onsite: 10:30-11:30 Venue: H513A</p> <p>Web conference: May 20 19:00 – 20:00</p>	<p>Your ideas and strategies so far for the flexible learning plan, and how you can make it happen will be discussed in tutorial sessions over two weeks.</p> <p>You are encouraged to begin recording your draft flexible learning plan using the template provided as a guide.</p>
<p>14. - 16. (3 wks) May 31st to June 20th</p> <p>Your Flexible Learning Plan</p>	<p>Tutorial: June 3rd Onsite: 10:30-11:30 Venue: H513A</p> <p>Web conference: June 10th 19:00 – 20:00</p>	<p>Work on finalising your flexible learning plan and prepare your presentation for the mini-conference over the next three weeks. You can seek advice and feedback during the tutorial sessions and via the online Discussion Forum.</p> <p>Use the Flexible Learning Plan template as a guide and choose a format for the presentation.</p>
<p>17. June 21st to 27th</p> <p>Mini-conference</p>	<p>Mini-conference: June 17th 10:00-12:00 Venue: H206A</p>	<p>Assessment three: Present your final flexible learning plan.</p> <p>Due: June 25th</p>

Assessment

There are **three** assessments which must be completed in this course. Please note that you must request an extension before the due dates. Marks are not allocated to each assessment, only a pass or not passed. You must successfully complete all the assessments to be awarded a pass in the course. One re-submission per assessment is possible if a pass is not obtained the first time. (**Note:** feedback given on draft copies of assessments does not affect the re-submission regulations.)

Assessments and Marking Criteria

The three assessments, marking criteria and due dates are listed below.

1. Assessment One: Develop your plan for learning in this subject – Learning Plan

Activity: Work in **pairs** and discuss the following questions:

- What sort of flexible teaching and learning are you already doing?
- What would you like to change, or add and why?
- How will you make this happen? (What skills do you need; who can help; decisions and goals etc.)
- How will you document your learning? (journal, blog, audio, video etc.) – only activities associated with the assessments will be submitted for marking.

Record your answers using your choice of method. There is a **template** available to help – further on.

Submit your learning plan to the facilitator by the due date; using an email attachment or link to a blog post, audio or video. **Please note:** Whatever you submit for marking must be digital.

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- Description of existing flexible teaching and learning practices;
- Explanation about the areas requiring change, with rationale;
- Reasons for how you will make changes or additions - decisions and goals etc;
- Choice of method for documenting learning.

Word limit: 500

Due date: February 19th

2. Assessment two: Prepare a written reflection on three key concepts or topics covered in the asynchronous online discussions.

Activity: Reflect on the online Discussion Forum topics in which you participated and prepare a written description and explanation about your experience and the knowledge you gained about flexible learning for your practice.

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- Acknowledge and describe the relevance of the concepts or topics to your professional context and how they will influence your plan;
- Support your reflection with literature and/or examples, and why they are relevant – provide appropriate references;
- Discuss how your participation in the discussion has developed your ideas.

Word limit: 600

Due date: May 10th

3. Assessment three: Present your final Flexible Learning Plan.

Use the Flexible Learning Plan template as a guide to prepare the plan. It is your choice how you present it, and this can be online – synchronous or asynchronous or face-to-face. For example, you may choose to use a digital slide show, video, audio, written piece, blog, wiki, verbal description in person, poster etc., to present your plan. You are required to obtain feedback from peers in the class and/or colleagues and include how this has influenced your plan.

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- The plan is presented using an appropriate format;
- The way in which peer feedback has influenced your plan is outlined.

The following areas are covered in the plan:

- Introduction, aim, background – reasons more flexibility is needed, examples which have inspired the plan and the fit within the organisation;
- Strategies to introduce flexibility are explained in detail with rationale;
- Access and equity, diversity and cultural sensitivity issues are considered and solutions suggested;
- Critical success factors for indigenous students in accessing education are outlined;
- Sustainable flexible learning is outlined in the relevant context;
- Concluding remarks and what needs to be done to action the Flexible Learning Plan.
- References in APA format.

Due date: June 25th

Learning Plan Template - Assessment One

Use this template to develop your plan for learning in this subject. This may change as you progress in the course.

Name:

Date:

- **What sort of flexible teaching and learning are you already doing?**
Provide a brief overview and explanation.

- **What would you like to change, or add and why?**
Explain your reasons for the changes or additions you wish to make.

- **How will you make this happen?**
*This is where you describe what you will do, the skills you need, who can help as well as your decisions and goals etc. **Hint:** List your goals clearly.*

- **How will you document your learning?**
Outline how you will keep a record of evidence about your learning.

Flexible Learning Plan Template and Guidelines – Assessment Three

Introduction

Prepare a concise overview of your flexible learning plan from start to finish – it is a summary to inform the reader at the beginning.

Aim

What you intend to achieve in one or two sentences.

Background

This is a description of the learning environment and the present situation. Outline the reasons more flexibility is needed and the factors which have stimulated change. Include examples or methods that inspired your plan, and how your plan fits within your organisation.

Strategies

This is an explanation of how you will go about adding flexibility into the learning environment. This can include resources, technologies, formats for learning materials, assessments, communication and interaction methods, activities, structure, support. Mention the adult educational theory on which you have based your plan.

Considerations: Access & equity, diversity & cultural sensitivity

Explain how the strategies you intend to use will ensure all your learners can access the learning environment you have created. Outline any issues and the possible solutions. For example, what will you do to prevent anyone being disadvantaged? Include a description of the learners' characteristics (learning preferences) and the tools and support they need to learn.

Considerations: Cultural sensitivity & indigenous learners

Outline some of the critical success factors for Maori and Pacific Island students in accessing education.

Considerations: Sustainability

Describe the ways in which you can ensure sustainable flexible learning in your context. For example, workload for teachers and students and the ways in which course materials, activities, assessments and class interactions can be structured or designed to support learning which is time and cost-effective and enduring while providing a high quality experience.

Conclusion

Round off the presentation with a concluding remark and a “where to from here” statement.

References

This is a list of readings and websites you have used to create your plan. Please use an APA referencing format.

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