

Sharon Ching
Staff Development: ORLD 5055
Professor Connie Chartrand
December 10, 2008

Training & Development Program Proposal

Executive Summary

The widespread expansion and usage of Web 2.0 technologies and tools have reshaped the landscape of information and knowledge retrieval and exchange. Students entering ABC University have grown up immersed in a highly digital, technological environment. They engage in these Web 2.0 technologies: using expansive social networking sites to communicate with peers, consuming media through video-sharing and game sites, and navigating networks of information through wiki sites such as Wikipedia. Thus, it is imperative that ABC University professors and instructors have the technological aptitude and content knowledge to effectively apply these tools – which their students are familiar with and access frequently – within their instructional programs, classes, and curriculum as a way to maximize their student’s learning experience. The use of Web 2.0 collaborative tools such as wikis and blogs offer professors a dynamic, timely mode of educational engagement that will speak to these university students.

Given this, ABC University’s Continuing Education and Training (CET) Division has teamed up with the Digital Media and Technology (DMT) Department to propose a newly devised course offering called *Using Wikis and Blogs for Collaborative Learning in the Classroom*. The goals of this course will supply ABC University professors and instructors with the technical skills and instructional design solutions to apply these collaborative learning tools in their teaching.

Program Goals

The *Using Wikis and Blogs for Collaborative Learning in the Classroom* course will help participants:

- Maximize use of features and functionalities of ABC University’s Collaborating Learning Software (CLS)
- Execute online collaborating learning techniques and skills into instructional design and course development to facilitate student learning
- Design and publish course wikis and blogs that strategically contribute value and support course goals

When participants leave this training, they will be expected to:

- Integrate wiki and blogging tools as part of collaborative learning strategy in the overall instructional design of course they teach
- Create, publish, and maintain a course wiki
 - Update and modify content
 - Provide immediate feedback for comments and content creation by students

Target Audience

This course targets ABC University's teaching faculty, both professors and instructors, who want to incorporate Web 2.0 collaborative learning tools into the instructional design of their curriculum and coursework. The course will be open to all interested ABC University professors and instructors.

Course prerequisite includes:

- Basic Internet skills: general familiarity with using the Internet to search and access content

Expected Outcomes

The anticipated outcome for this training course will be increased confidence, knowledge, and skills to apply the usage of online collaborative tools to enhance content instruction and support communication amongst students and instructors. In addition, there will be increased usage of the CLS platform.

The educational outcomes include:

- Increase online collaboration in the learning process among students and between students and professors/instructors
- Increase active student participation in new communication channels through the publication and editing of wiki pages and blog entries
- Expand knowledge base on Internet-based learning tools and software

Evaluation Plan

The success of this training program will be measured by four core components:

Core Components

- 1) An online survey will be sent to registered participants containing questions designed to gauge participants' knowledge and familiarity of the subject matter to be taught.
- 2) Upon course completion, participants complete satisfaction survey.
- 3) Publication of wiki page for participants' class.

Note: this involves usage of University's Collaborative Learning Software (CLS) to publish, edit, and maintain a wiki page for their classes. Note: participants' own class wiki page will also be linked on main course's wiki to showcase demonstrate what participants can produce.

- 4) At the conclusion of participants' classes, their students will be emailed an online survey requesting feedback for thoughts, opinions, and suggestions pertaining to their professors' or instructors' application of online collaborative learning tools in the class.

Course Content Outline

Enrolled participants will receive a welcome email from course instructor. This welcome email will contain a link to the course wiki and blog, serving as an early introduction to the course's main topics.

In-Class Curriculum

| Time | Course Outline |
|---------|---|
| 15 min. | I. Training Goals and Objectives a) Overview of Internet and its role in education |
| 60 min. | II. Understanding Collaborative Learning with the Internet a) Overview of collaborative learning concepts b) Overview of web-based collaborative learning technologies and social media c) Present Internet-based collaborative learning possibilities and examples including on-line games, virtual worlds, forums, wikis and blogs d) Learn about the ABC University's Collaborative Learning Software (CLS): purposes and features |
| 60 min. | III. Learning the Fundamentals a) Understanding the overall framework of what wikis and blogs are b) Learn basic fundamentals of collaborative learning tools, wikis and blogs, and how to apply them into instructional design, course development, and student learning c) Learn the basic terminology for wikis and blogs (reference instructor-published wiki page with all relevant terms and definitions) d) Review examples of wikis and blogs published both using the CLS platform (including both pages created by instructor and any existing wikis/pages by current faculty) and open-source or commercially developed software including PBWiki, Wikispaces, and Wordpress. |
| 45 min. | IV. Practice & Application: Blog Publication a) Guide participants' first creation of blog using CLS platform b) Discuss when blogs are productive and constructive in a learning environment c) Learn how to customize blog entries, insert different types of media (video, audio files), how to update entries |
| 45 min. | V. Practice & Application: Wiki Publication a) Guide participants' first creation of wiki page using CLS platform b) Discuss when blogs are productive and constructive in a learning environment c) Learn how to customize wikis, create and edit wiki pages, how to tag and link information between wiki pages, how to add different kinds of media including images, videos, audio files, and documents |
| 30 min. | VI. Review and Discussion a) Share experiences in first attempt to develop a wiki and blog b) Evaluate real-world examples of professors and instructors utilizing these collaborative tools successfully (and unsuccessfully) in their courses c) Post links of every participants' wiki and blog on main course wiki |
| 30 min. | VII. Recap: The Upside & Downside of Wikis and Blogs a) Discuss of the pros and cons of using wikis and blogs in curriculum development and instruction (accuracy, frequency of updates) b) Assess how to best capitalize on using online collaborative tools for both teaching and learning |
| 15 min. | VIII. Conclusion |

Total Duration: 5 Hours and 30 Minutes, Plus 1 Hour Lunch Break

Implementation Plan

The success of this course relies largely on the participants' self-motivation, interest, and desire to learn about the educational possibilities offered by Web 2.0 collaborative technologies (specifically, wikis and blogs). Frequent updates and strategically-targeted marketing aimed at faculty members and instructors will inspire, support, and sustain interest in this course.

Below is implementation plan that significantly focuses on educating faculty members and instructors about 1) the University's Collaborative Learning Software (CLS) platform, and 2) the goals of the course, which is to maximize use of this software for wiki and blog creation.

| | Event | Date |
|---|---|------|
| <i>Faculty Members & Instructors</i> | 1) Email faculty members and instructors about CLS – its features and the collaborative learning tools it can offer | |
| | 2) Email short online survey to faculty members and instructors asking about CLS and if a course on how to use it to create class wikis and blogs would be useful | |
| | | |
| <i>Continuing Education and Training (CET) Division & Digital Media and Technology (DMT) Department</i> | 1) Publish article and updates on CLS platform on both departments' website to provide information and drum interest | |
| | | |
| <i>Follow-up</i> | 1) Gather all survey results and summarize to present to CET Division and DMT Department Heads (measure interest for class) | |

Budget

The budget below represents variable costs of creating and implementing the new course, *Using Wikis and Blogs for Collaborative Learning in the Classroom*. The design and development of this course represents the joint efforts of both the University's DMT Department and CET Division. The anticipated costs represent the typical expenses and tuition for continuing education programs.

Assumptions:

- Training done at CET Department's facilities, therefore no additional cost for space
- Training offered on a Saturday as to not interfere with faculty's classes
- Maximum 20 participants per class
- Training directed by CET Department Instructor
- Lunch break included in course schedule, but not food cost factored in
- CLS Platform is freely accessible to all faculty members and instructors

Anticipated Maximum Enrollment Cost

| Item | Cost |
|---|----------------|
| Computer Lab Usage Fee @ \$30 per person | \$600 |
| Calculated Continuing Education Course* @ \$350 | \$7000 |
| Individual Participant Cost / Total Class Cost: | \$380 / \$7600 |