

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: INDC130
Course Title: Facilitating Online Learning
Prerequisite Courses: None
School: Community and Social Justice
Division/Academy/Centre: Centre for Leadership
Previous Course Code & Title: ID106
Course First Offered: March 2010

# of Credits:	1.5
----------------------	-----

Course Description:

Facilitating Online Learning is an interactive course developed to enhance the creation of dynamic and coherent online learning environments. Through the integration of conceptual study and practical application the course provides participants with a systematic and experience based approach to developing online facilitation skills.

With an evolving vision of the essentials of effective online learning environments, participants will develop a framework for course development and delivery and gain insight into approaches and methodologies that advance the online learning experience for both the learner and the facilitator/instructor.

Course Goal(s):

To develop insight into the online learner and the process of online learning, and gain the capacity to create and facilitate dynamic, interactive, and effective online learning environments.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Identify best practices and methodologies for online learning
2. Identify and apply techniques to engage distance/online learners
3. Understand the dynamics of the three dimensions of effective online learning
4. Apply effective communication skills and strategies to online learning
5. Analyze and reflect upon one's own strengths and weaknesses as an online facilitator
6. Develop a practical framework and applicable skill-set for the creation and facilitation of dynamic and effective online learning environments

Course Topics/Content:

Unit 1: Introductions – to the Course, Each Other, and our Virtual Community (3 Days)

- Course Overview
- Orienting Ourselves to Online Learning
- Exploring Our Virtual Community
- Activities & Reflection

Unit 2: The Online Learner (7 Days)

- The Process of Learning
- Online Learning Environments vs. In-Person Learning Environments
- Developing a Vision of the Online Learner
- Readings, Activities & Reflection

Unit 3: Roles and Characteristics of the Online Facilitator [7 Days]

- Developing a Vision of the Online Facilitator
- Roles of Effective Online Facilitators
- Characteristics of Effective Online Facilitators
- Self-Awareness as a Facilitator
- Readings, Activities & Reflection

Unit 4: Skills for Effective Facilitation of Online Learning (18 Days)

- Two Central Challenges: Meaningful Participation & Maintaining a Presence
- Communication Skills & Engagement Skills
- Skill Development: Readings & Analysis
- Discussion Forum & Learning by Doing

- Practicing the Art & Science of Online Facilitation
- Application: Facilitating Discussion Boards

Unit 5: Course Roundup (5 Days)

- Review & Integrating the Content of the Course
- Developing a Framework for Designing and Facilitating Online Learning
- Reflection

Text and Resource Materials: Included in the course materials

Required:

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	21			
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods: This course is delivered online. Learners should insure they have appropriate online access for the duration of the course.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
-----------------------	------

Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Learners are expected to participate in all activities in order to pass this course. Evaluation includes feedback from instructor, peers, and self-assessment.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.