Adapt and/or adopt: How we did it in ELA?

Jasna Tingle, CARNet

EQIBELT Workshop

Rijeka, 25 September 2008

CARNet

- 1991 - started as a project of Ministry of Science
- since 1995 – a government agency (80+ staff)

- private computer network (250 HE institutions, 1400 schools)
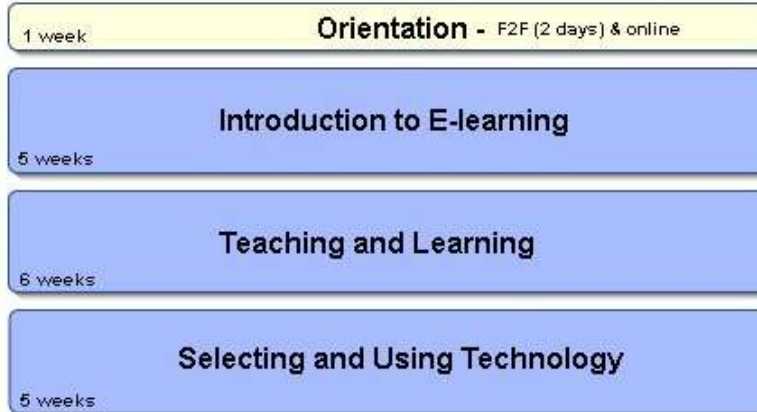- not a typical NREN (more than infrastructure)
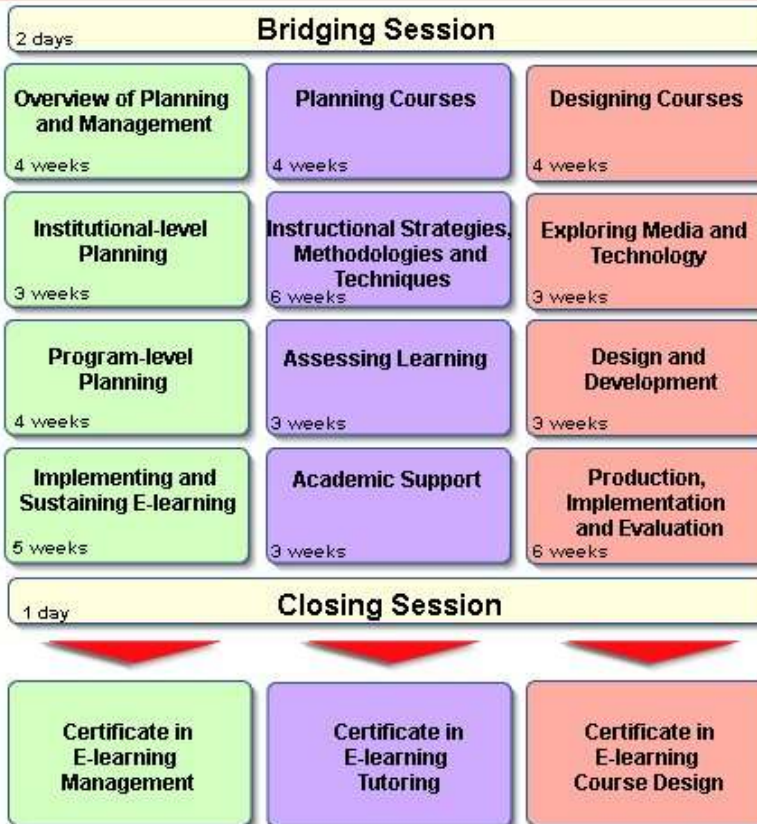
E-learning Academy

- developed 2003-2004 by UBC team and CARNet team

- offers training for e-learning experts

- program delivered in mixed mode

- 202 participants completed so far

- 2008 - 6th generation (80 participants)

Semester 1

| 1 week | Orientation - F2F (2 days) & online |

| Introduction to E-learning |
| 5 weeks |

| Teaching and Learning |
| 6 weeks |

| Selecting and Using Technology |
| 5 weeks |

Semester 2

| 2 days | Bridging Session |

| Overview of Planning and Management | Planning Courses | Designing Courses |
| 4 weeks | 4 weeks | 4 weeks |

| Institutional-level Planning | Instructional Strategies, Methodologies and Techniques | Exploring Media and Technology |
| 3 weeks | 6 weeks | 3 weeks |

| Program-level Planning | Assessing Learning | Design and Development |
| 4 weeks | 3 weeks | 3 weeks |

| Implementing and Sustaining E-learning | Academic Support | Production, Implementation and Evaluation |
| 5 weeks | 3 weeks | 6 weeks |

| 1 day | Closing Session |

| Certificate in E-learning Management | Certificate in E-learning Tutoring | Certificate in E-learning Course Design |

Adapt or adopt dilemma

- Content development requires:
  - expertise (ID, SM, IT, PM)
  - time
  - financial resources
- Are adoption, sharing and re-using an imperative?
- How successful are OER (OCW) initiatives, LO repositories?

Concept – adopted from UBC

- two semesters (3-4 modules)
- mixed mode delivery
- online learning materials
- student support and tutoring
- constructing knowledge through online discussions
- application of knowledge through written assignments

Content – adopted and adapted

- needs analysis, learner analysis – starting point
- CN and UBC teams negotiated every topic
- academic, abstract contents – more practical subjects added
- offered content reflected *different* cultural, pedagogical, social background – adaptation required

Language and style

- English language adopted in first 2 generations
- learning and communication in foreign language – additional effort for participants
- translation of materials – necessary
- academic, formal style in contradiction with intensive communication

Look and feel

- texts (fonts, size, justification, emphasis, colours, positioning on the screen, effects) – very important to CN team, adapted in time

- tables, graphs, pictures – improved in time

- mm materials – some were produced locally

Assignments

- adopted and continually adapted
- essay-writing not used as student assessment method in Hr
- assignment instructions – more precision needed
- grading criteria – unusual for Hr participants
- other types of assignments added

Discussions

- adopted and very much liked
- number of discussions reduced
- discipline needed
- precise instructions written (limited number of words, desired number of messages, required structure of texts)
- different forms of discussion added (role playing, smaller groups)

Case studies

- still to be perfected
- not a commonly used method in HR
- not suitable for adoption (out of context)
- not easy to produce

- Do our participants benefit from them?

Conclusion

- Course content
  - is not a common good
  - is not a complete course
  - implies author's perspectives and values
  - reflects author's pedagogic, economic, social and cultural background
- Adaptation is an imperative!
- Question is: to what scale can we afford it?