

ETEC565A: an examination of the transfer of learning from an online post-graduate educational technology applications course



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The Course (ETEC565A)

Learning Technologies: Selection, Design and Application

Elective course in wholly online MET program (met.ubc.ca)

Developed out of student interest in an “applications” course

Learning community design (Anderson, 2004)

Five Modules with 13 total units (lessons/weeks)

Mastery assessment: final grades skewed high and low

E-portfolio of multiple assignments: 5/6 summative

One collaborative group task—required; no marks

200+ students in 3 years; most popular elective in MET

Embarrassingly good SEoT data...95% of the time

Yeah, so what? That's just SEoT data



So what?

Student leave with a positive impression of the course

Many identify ways it's impacted their practice *during* the course

But does it impact their practice in the long term?

Why? Why not? How? Any more than other MET courses?

research question:

What are the perspectives of students who have completed ETEC565A, and its impact on their practice as educational professionals?



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Literature

Transfer of learning

(Caffarella, 2002)

Chickering and Gamson's

"Seven Principles" of good

practice in higher education

(1986)

Anderson's **theory of online**

learning (2004)

Anderson also uses "learner-centered". Yuck.

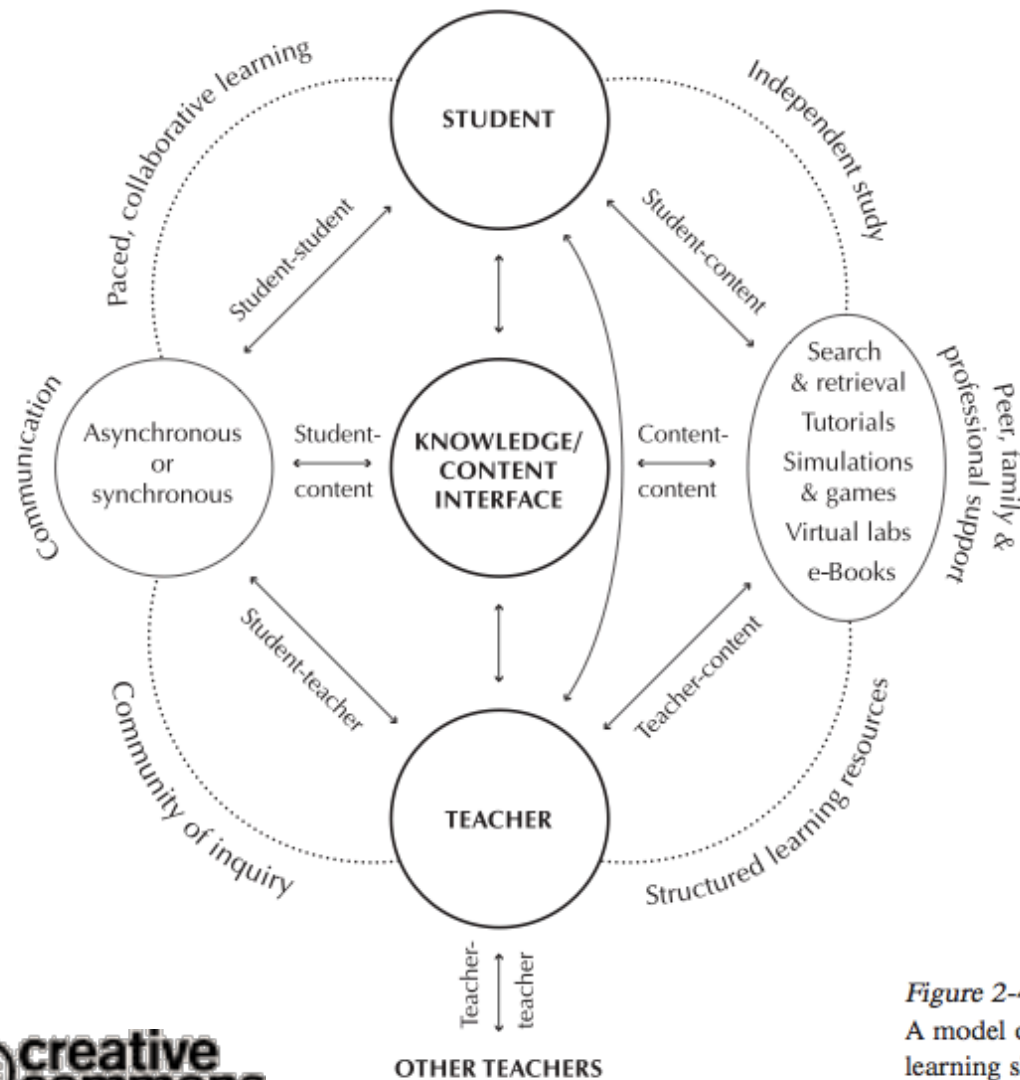


Figure 2-4.
A model of
learning showing
of interaction



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Methodology

- Questionnaire (Fowler 1993, 1995; Gray and Guppy, 1999)
- *Possibly* key informant interviews post-survey (Bernard, 2000)
- Domains in the survey:
 - Professional experience (context(s), role(s), # of years)
 - MET experience (progression; motivations for enrolling)
 - Cases/narratives in course (inquiry/problem-based learning)
 - Elearning toolkit in course (self-directed learning)
 - Formative assessment (flight path, HTML quiz, discussions)
 - Summatively assessed e-portfolio assignments
 - Learning community (instructor presence, Q & A)
 - Impact on practice
 - Capstone: Overall perspective of the course and its value



Implications

Evidence of what works, how well and to what extent

Examine specific aspects of course design and delivery

Transfer of learning correlates:

- Field of practice (elementary ed., secondary ed., higher ed., workplace learning, ?)
- Cohort (when course taken)
- Time elapsed since taking course
- Others?

Model for similar SoTL projects for other MET courses?



Interrogate me



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