

CNIE  
Conference  
2008



RCIÉ  
Congrès  
2008

Reaching New Heights: Learning Innovation  
Atteindre de nouveaux sommets : innovations en apprentissage

[welcome](#) | [bienvenue](#)

**BUILDING THE BOAT IN THE WATER:**  
a low-level front-end design and high-level,  
delivery-based course development methodology  
for higher education

**Serge Gérin-Lajoie & Dr. Michael Power**

# Overview: researcher perspective

- Context: from DE to OL
- 2 classical design models, 1 emerging
  - Traditional University (course planning model)
  - Distance Education University (ISD model)
  - Dual-mode University (blended online learning (BOL) model)
    - BOL Components & Deployment

## Context (1 of 2)

- Thriving ICT industry; invigorated field of research in IDT (Reiser & Dempsey, 2007);
- Universities, complete technological array of options for DE/OL (Bates, 2005; Bullen & Janes, 2007; Garrison & Vaughan, 2007);
- However, mixed results for “Web” *courses* (Allen & Seaman, 2004; Larreamendy-Joerns & Leinhardt, 2006; OECD, 2005);
- Insufficient reporting (OECD, 2005; Tallent-Runnels, Thomas, Lan, Cooper, Ahern, Shaw & Liu, 2006);
- Faculty lack time & incentive (Gutierrez-Mortera, 2002; Moore & Kearsley, 2005);
- Initiatives criticized, administration-led and profit-motivated (Feenberg, 1999; Noble, 1998; Magnussen, 2005); often ineffective (Carr-Chellman, 2005).

## Context (2 of 2)

- Nonetheless, continuing interest in DE/OL in TUs:
  - promote social justice by access to HE (Van Dusen, 2000);
  - increase enrolments, decrease costs (Jung, 2003);
- Universities turning to *blended learning*, using ICT to develop online components of on-campus courses (Bonk & Graham, 2005; Garrison & Vaughan, 2008);
- Faculty develop materials for online delivery which complement on-campus teaching and learning (Cook, Owston & Garrison, 2004; Cummings, Bonk & Jacobs, 2002);
- Current study underway (Power & Vaughan) looks at the implementation of a blended ONLINE learning model.

# Blended Online Learning

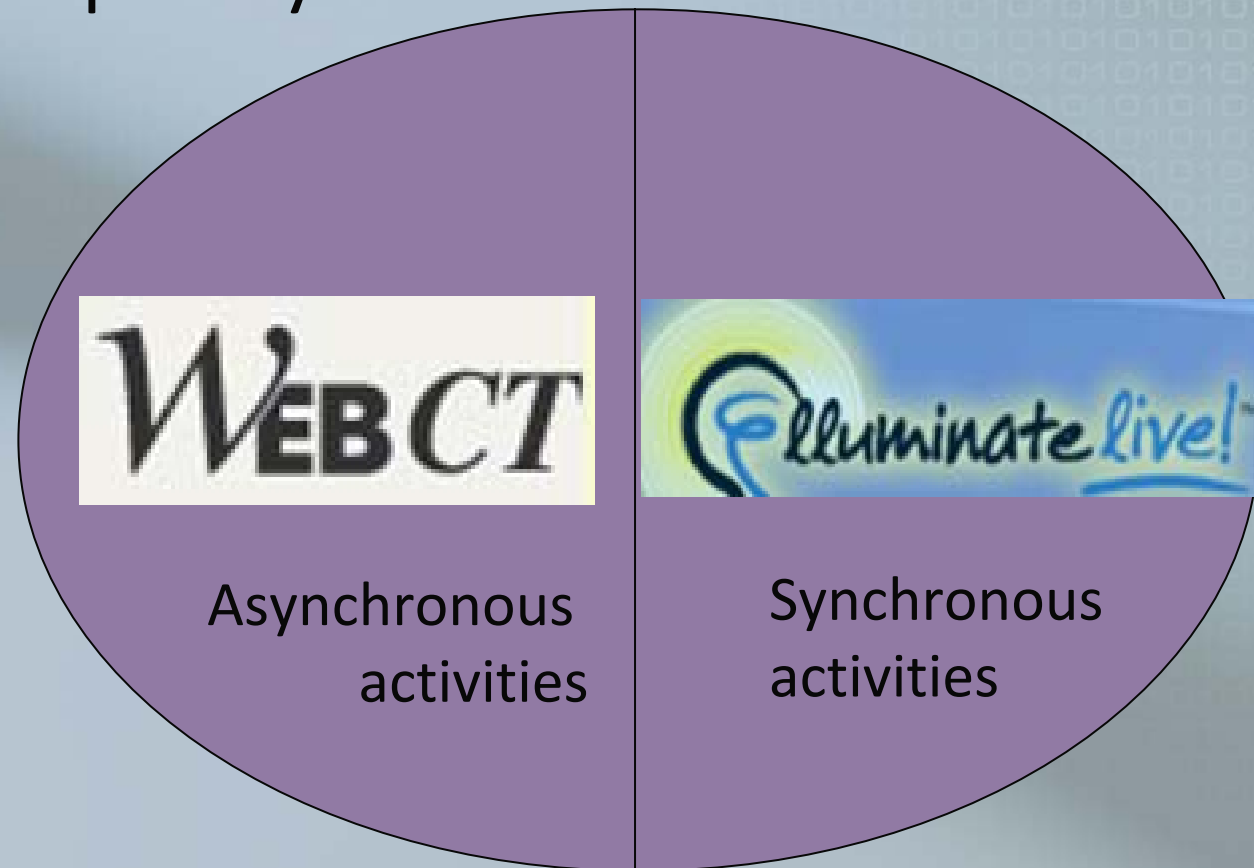
*The blended online learning environment* is the simultaneous and complimentary integration and implementation of

- a system-managed, asynchronous-mode learning environment (i.e. a course management system) and
- a faculty-led, synchronous-mode learning environment (i.e. a “virtual classroom” environment).

(Power, 2008a)

# Two main components

- Completely online



# Research method

- **Design research** inspired-approach (Brown, Collins & Duguid, 1989; Sandoval & Bell, 2004; Joseph, 2004; Jonassen, Cernusca & Ionas, 2007)
- “Design is research and research is design. Design research uses continuous cycles of design, implementation, analysis and redesign” (Jonassen, Cernusca & Ionas, 2007, p. 48).
- **Development research** (Richey, Klein & Nelson, 2004; Van der Maren, 1998); case study-based, problem-solving approach to data collection (Ertmer & Quinn, 2007; Berg, 2001; Leedy & Ormrod, 1999; Yin, 1994).



# Distance Education University Design Model

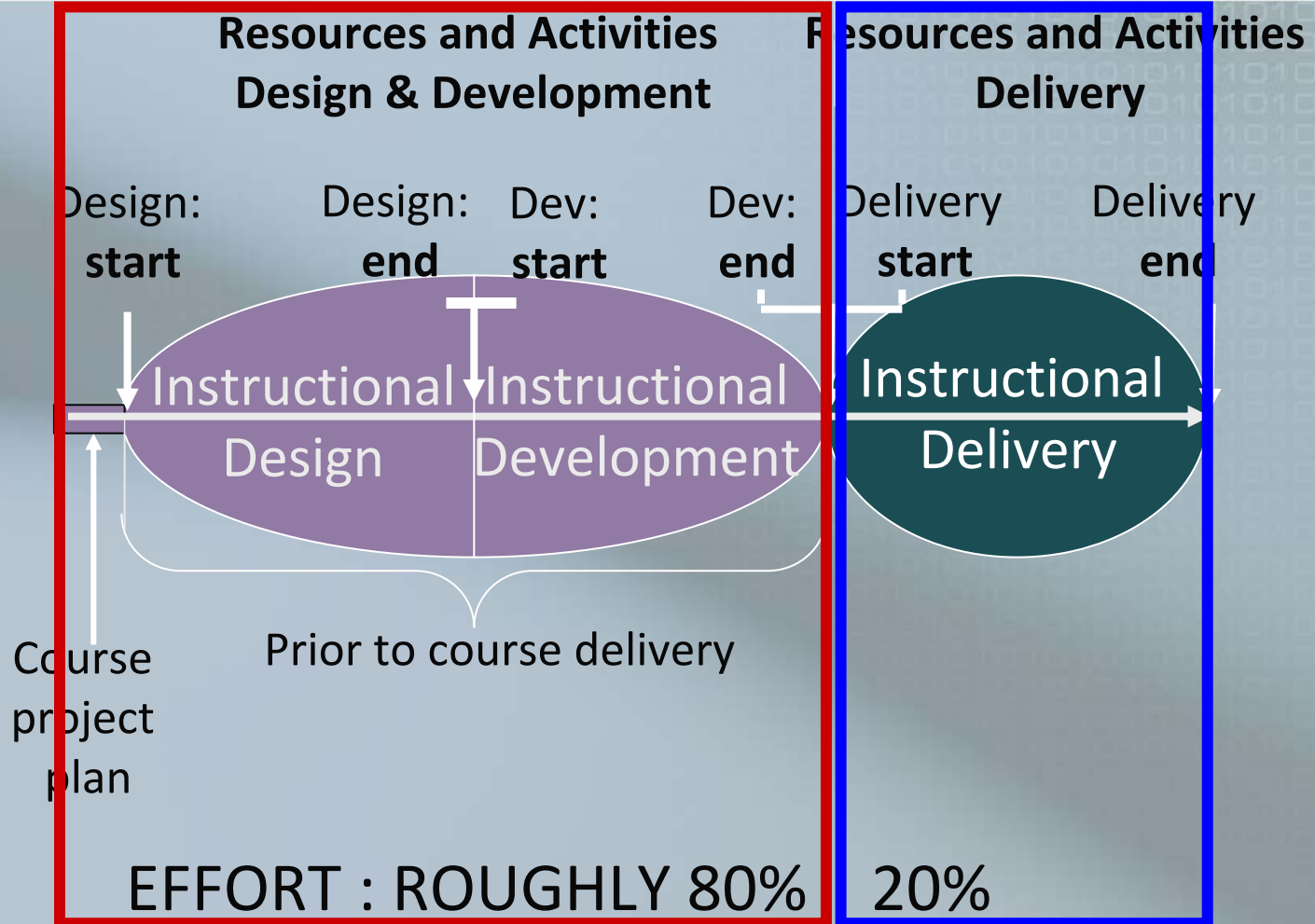
- Instructional Design
- Instructional Development
- Instructional Delivery



The dry-docks model



# Distance Education University Design Model



# Distance Education University Design Model

**Structure**



**Emphasis on design  
& development**

**Dialogue**

P2P  
S-T

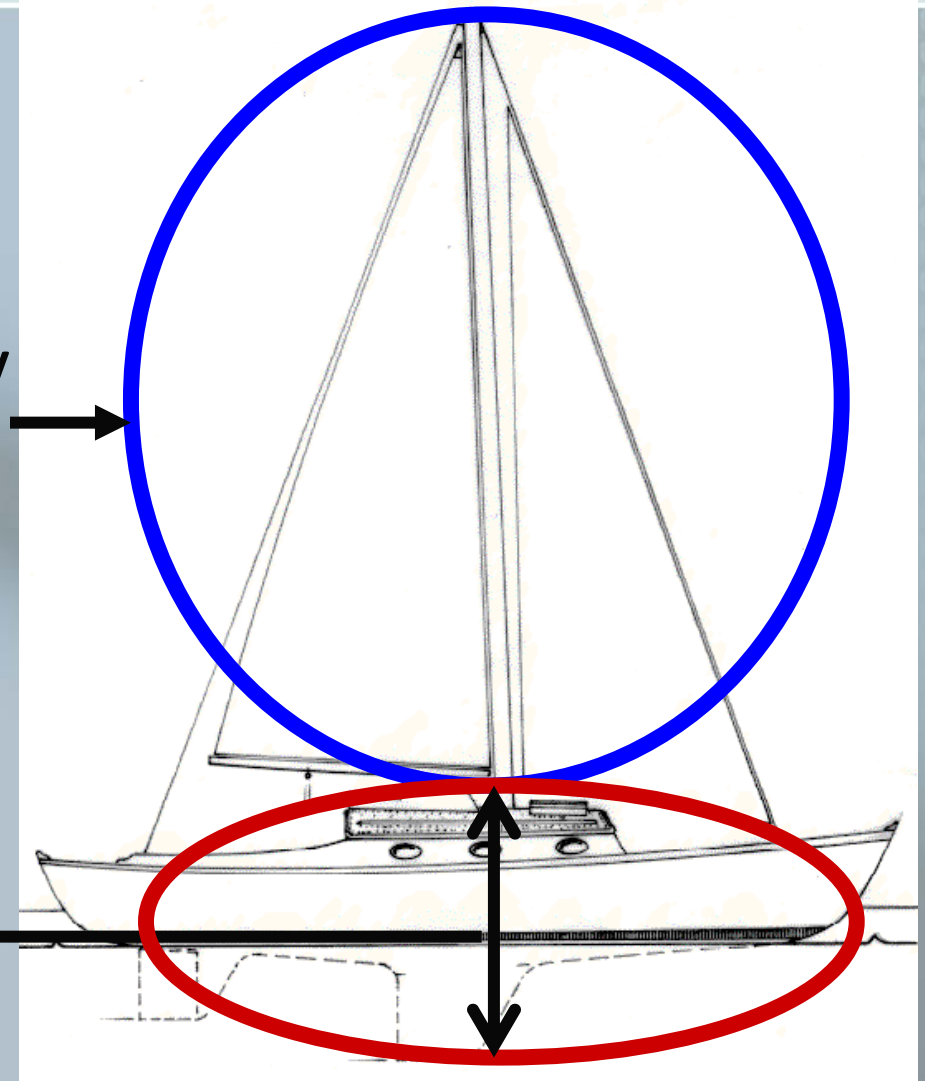
**Classical single-mode distance education has been characterized by high structure and low dialogue.**



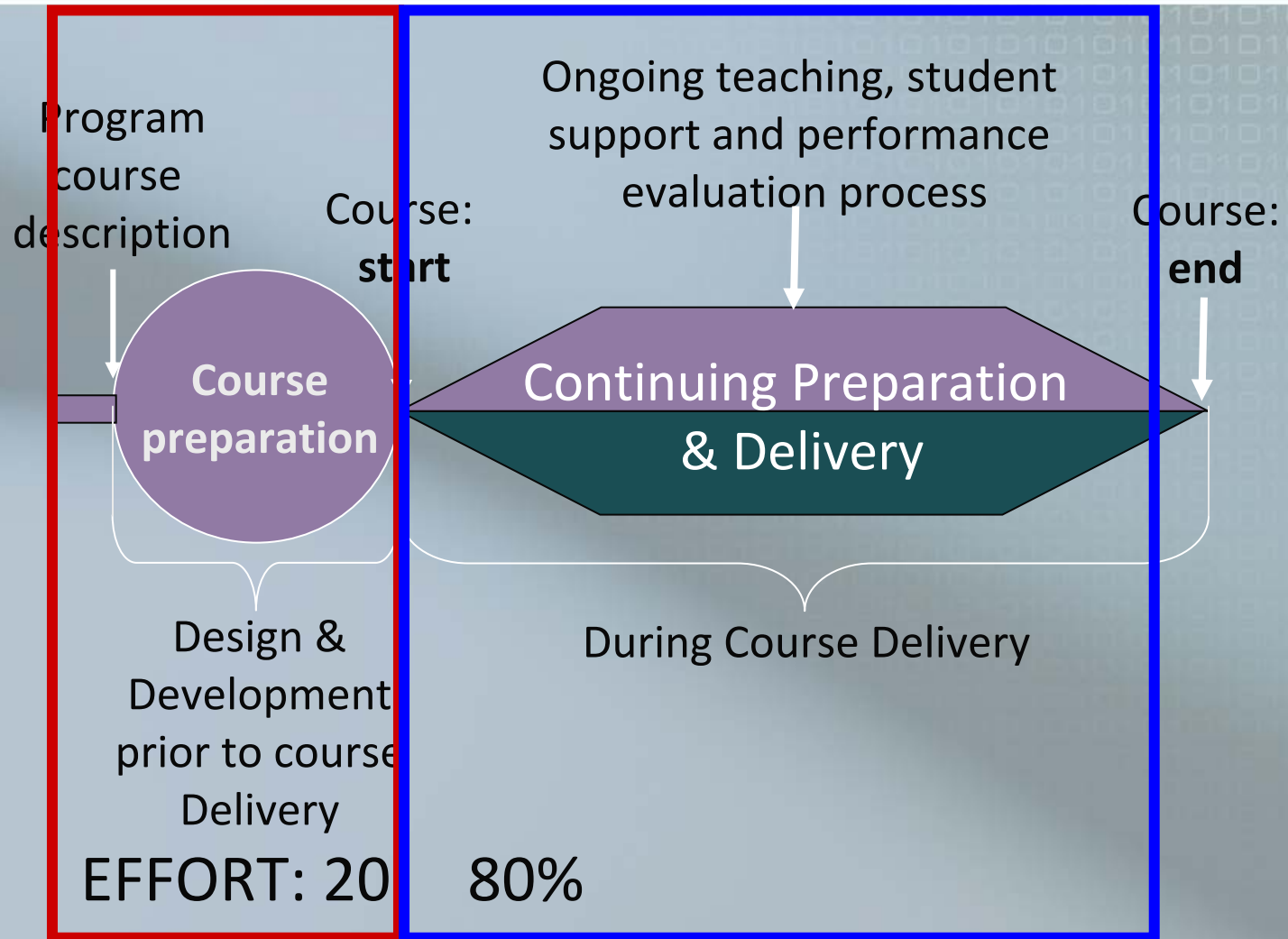
# Traditional University Design model

- Course Delivery  
Ongoing course prep

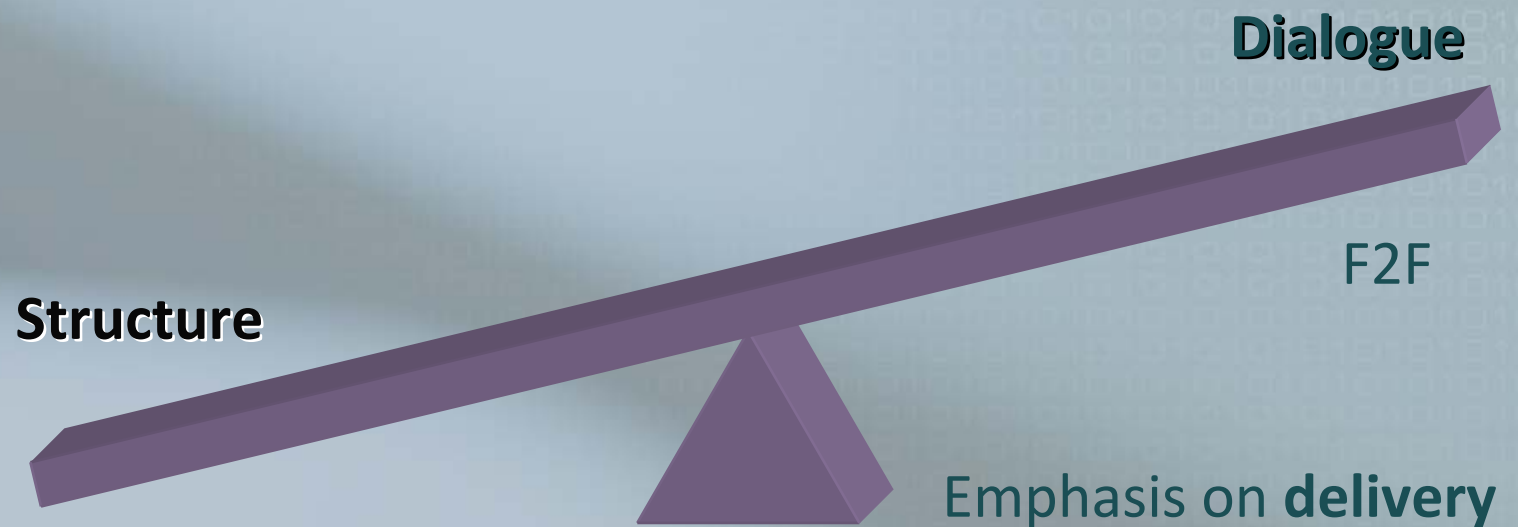
- Course Preparation  
(limited design & development)



# Traditional University Design Model



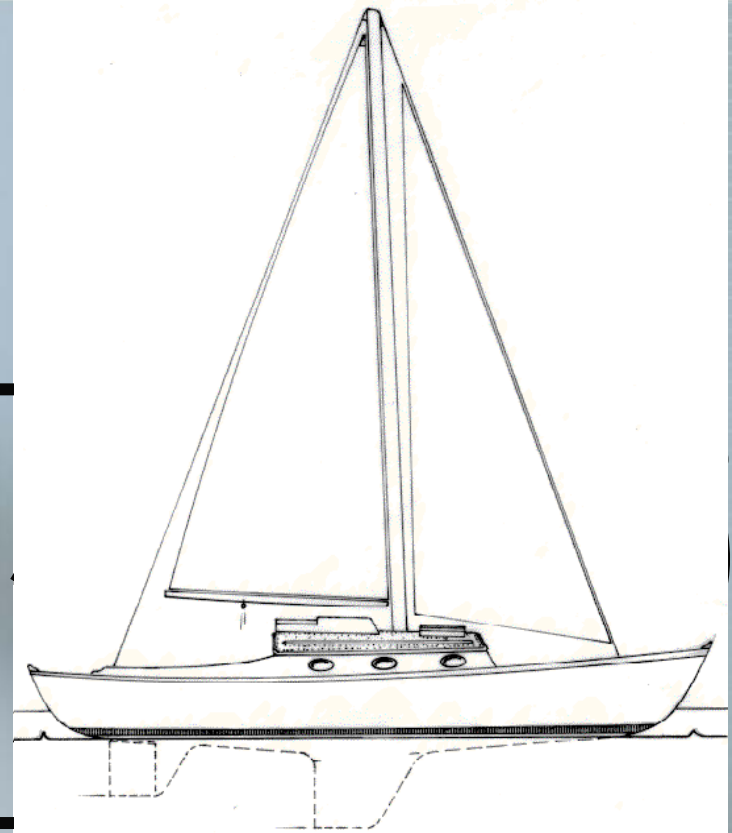
# Traditional University Design Model



Classical single-mode traditional higher education has been characterized by high dialogue and low structure.

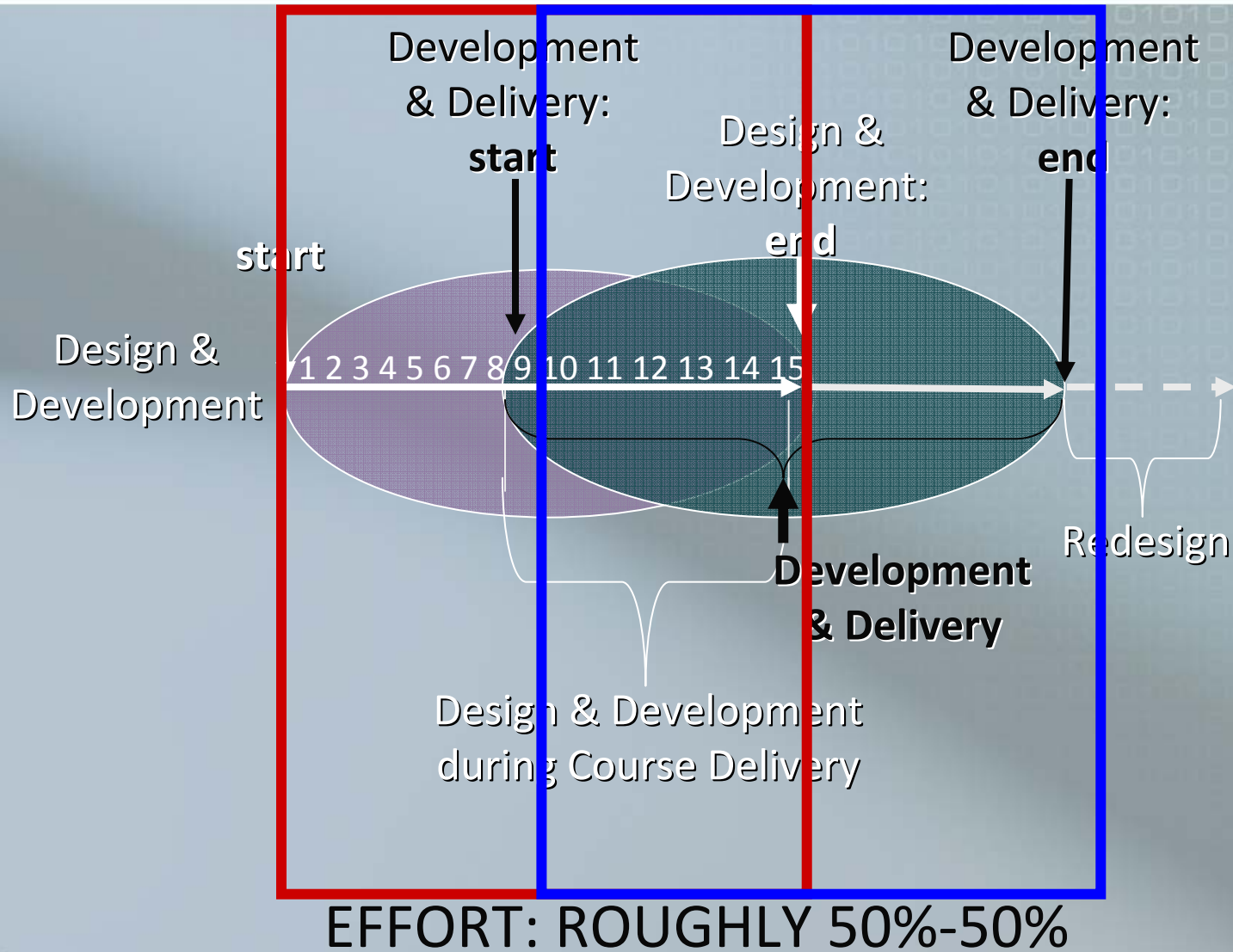
# Blended Online Learning Design Model

- Course Delivery
- Instructional Design & Development (A+B+C)





# Blended Online Learning Design Model



# Blended Online Learning Design Model

**Structure**

**Dialogue**



**A more equal emphasis on design, development & delivery.**



# Course organisation

3.

Évaluation  
Groupe

Rencontres de groupe en direct en mode synchrone  
Échanges sur les efforts liés

Évaluation

Évaluation

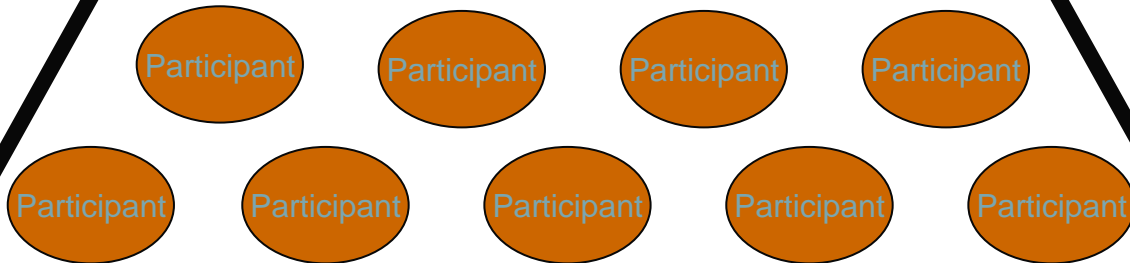
Tableau de bord

Afficher

Évaluation

Travail en hybride ou toute nouveauté  
pendant la semaine

1. →



**Weekly Individual Assignments**  
(readings, online research, quiz)

# Weekly Team Assignments



Reviewing readings, answering debate questions,  
writing team questions

