Report of the Massive Open Online Course

Introduction to Technology-Enabled Learning (TEL MOOC)
Fifth offering: 5 April - 9 May 2020

Commonwealth of Learning
Athabasca University

Credits

The following TEL MOOC design and delivery team members from Athabasca University, Canada, have contributed to this report:

Dr Martha Cleveland-Innes, Project Director and TEL MOOC Instructor
Dr Nathaniel Ostashewski, Content Specialist and TEL MOOC Inspirer
Daniel Wilton, Instructional Designer, Web Developer, and Analytics Specialist
Carmen Jensen-Tebb, Project Manager and Contract Administration Advisor

This report on the fifth offering of Introduction to Technology-Enabled Learning (TEL MOOC) has been submitted to COL as part of the agreement between COL and Athabasca University.

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Executive Summary

Introduction to Technology-Enabled Learning (TEL), a massive open online course developed in partnership by the Commonwealth of Learning and Athabasca University, was offered for the fifth time from 5 April to 9 May 2020. The purpose of TEL MOOC is to provide an accessible learning opportunity to teachers, particularly in developing countries, to expand upon their knowledge and skills regarding the use of technology and open educational resources in teaching and learning. The fifth offering of TEL MOOC was launched specifically in response to a perceived need for additional support in moving to online and technology-enabled learning during the COVID-19 global pandemic.

There were 1401 student registrants in TEL MOOC 5. Based on a pre-course survey with 677 respondents, the active participants were drawn from 40 countries worldwide, including Canada (with 23.7% of respondents), India (19.6%), Pakistan (10.8%), Jamaica (8.7%), and Kenya (5.3%). Respondents represented all levels of educational practice, from early education to post-secondary, as well as research, administration, and support services.

In this fifth offering of TEL MOOC, all participants who achieved the minimum requirements based on quiz scores were awarded Certificates of Participation; those who went on to complete a TEL Activity Plan as a final assignment were awarded Certificates of Completion. There were 499 Certificates of Participation awarded, for a total certification rate of 35.6%. Of these, 386 participants (27.6% of registrants) were also awarded a Certificate of Completion. The TEL MOOC 5 overall certification rate of 35.6% represents an increase of approximately one-third over the certification rate of TEL MOOC 4 and is the highest certification rate of all TEL MOOC offerings to date.

The content of the course, progressing from theoretical foundations based on the Community of Inquiry framework and models of technology integration to open educational resources and practical implementation of technology-enabled learning in context, remained largely unchanged in this fifth offering. As evidenced by the end-of-course survey, the course material continues to be well-received and relevant to learners' needs in highly diverse contexts.

Instead, revisions in this offering centered around adapting the course to the Canvas learning management system, selected to allow for a faster, more streamlined launch than the previous mooKIT platform. TEL MOOC 5 is the first offering of the course through Canvas, building upon its successful use in the Blended Learning Practice MOOC. Beyond a greater emphasis on layout and visual design, more significant revisions included the development of a new Welcome module and the use of a new certification system developed by Athabasca University.

This report makes a number of findings and recommendations based on registrant demographics and participant performance, as well as learner intentions, evaluations, and feedback from the two course surveys. As this is the first offering in Canvas, some of the recommendations around the use of the platform merely call for further investigation.

Specifically, navigating the Canvas registration process often seems more problematic than navigating the course itself, and further instruction will be provided to potential registrants through the course informational site; as Canvas does not ask for demographic information on registration (as did mooKIT), the pre-registration informational site may also be an opportunity to ask for those demographic details before forwarding registrants to Canvas. In terms of course content, there were several calls for the greater use of examples and case studies to illustrate effective integration of technology, which would further enhance the course content and its applied focus. It may also be appropriate to review the difficulty level of the weekly quiz assessments and consider whether to take advantage of Canvas's wider range of question formats. The live synchronous sessions are increasingly popular and will continue to play an important role in the course; the capacity constraints and bandwidth instability of Adobe Connect was noted during this TELMOOC session. , This will be monitored and support for participants increased to ensure continued satisfaction with synchronous engagement. Finally, the structural differences of the Canvas discussions system seems to have led to a significant redistribution of posts between the prompted, pre-established lesson forums and open-ended, participant-generated forums, and we will investigate whether this redistribution is beneficial, creating greater focus on the course topics, or detrimental, leading to a sense that the course is primarily theoretical and less focused on application and participants' contexts and needs.

As evidenced by the end-of-course survey, TEL MOOC participants continue to find the course a valuable and enjoyable learning experience, with a high level of overall satisfaction with the course materials, resources, and mode of instruction. While conclusions cannot be drawn from the certification rate alone, the participant performance in the latest offering of TEL MOOC, often despite considerable language and resource barriers, suggests a commitment to learning success from participants, course organizers, and instructional team alike.

This report on the fifth offering of TEL MOOC has been prepared by Athabasca University and submitted to the Commonwealth of Learning. Reports for the first four offerings are available through the Commonwealth of Learning’s website:

- TEL MOOC 1: http://oasis.col.org/handle/11599/2760
- TEL MOOC 2: http://oasis.col.org/handle/11599/2970
- TEL MOOC 3: http://oasis.col.org/handle/11599/3134
- TEL MOOC 4: http://oasis.col.org/handle/11599/3493

Section 1. Background of TEL MOOC

The TEL MOOC initiative is well-aligned with the mandates of both the Commonwealth of Learning (COL), based out of British Columbia, Canada, and Athabasca University (AU), located in Alberta, Canada. Both organizations strive to remove barriers to education and promote lifelong learning worldwide.

Need and purpose

The purpose of TEL MOOC is to provide an accessible learning opportunity to teachers, particularly in developing countries, to expand upon their knowledge and skills regarding the use of technology in teaching and learning.

Team members

From the Commonwealth of Learning:

Dr Sanjaya Mishra, Education Specialist, eLearning

From Athabasca University:

Dr Martha Cleveland-Innes, Project Director and TEL MOOC Instructor
Dr Nathaniel Ostashewski, Content Specialist and TEL MOOC Instructor/Inspirer
Daniel Wilton, Instructional Designer, Web Developer and Analytics Specialist
Carmen Jensen-Tebb, Project Manager and Contract Administration Advisor

Design and development

The design of TEL MOOC was based on concepts and outcomes identified in the MOA and additional requirements identified through discussion between COL and AU. The design process was a collaborative engagement initiated by sharing perspectives and documenting ideas. This collaborative process has continued throughout the five offerings of TEL MOOC.

Technology

Drawing from the successful experience of the Blended Learning Practice MOOC and to enable a timely launch of TEL MOOC during the COVID-19 global pandemic, TEL MOOC 5 was the second course offered by the AU-COL partnership, and the first offering of TEL MOOC, to be delivered through the Instructure Canvas platform, an open source learning management system for small- to medium-sized MOOCs. Specifically, the team elected to use Instructure's Free for Teacher network, a self-managed option. A summary of the consequences of this decision is given in Section II and discussed in more detail in Section VI below.

Other than the delivery platform, the key design parameters for TEL MOOC remained:

- video as a primary content delivery format, though now with considerably improved textual and graphical capabilities as well,
- synchronous and asynchronous interaction through forums and live sessions,
- accessibility and full support of mobile learning through the Canvas app for iOS and Android.

A key outcome of the course was for participants to create a technology-enabled activity plan as a final assessment. For greater authenticity in the creation of these plans as open educational resources, selected plans will be shared through an open and permanent repository. A supplemental website, the TEL Resources repository, was developed by AU and is available at http://www.telresources.org.

Marketing

The target learners for TEL MOOC were teachers in developing countries. COL carried out the majority of marketing efforts as the organization has an established network of connections in the education sector throughout the developing world. The TEL MOOC registration website was promoted through COL's network and the promotional brochure was distributed through COL's Focal Points in the Commonwealth countries. Content of the promotional site and login page is shown in Appendix A and the most recent brochure in Appendix B.

TEL MOOC was also advertised on the AU-CDE website (see Appendix C) and the moving education online (https://www.movingeducationonline.org) resource page which was created in response to the pandemic. An advertisement and brief write-up was also submitted to OpenUpEd (http://openuped.eu), a European MOOC provider and promoter, with whom AU is affiliated.

Finding suitable marketing channels will remain an important marketing strategy in the future.

Section II. Revisions of TEL MOOC for the Fifth Offering

Based on the findings from previous offerings of TEL MOOC, including end-of-course survey feedback, the structure and content of the course remain effective and valuable to participants and therefore remained largely unchanged in the fifth offering. The template for the final TEL Activity Plan assignment was modified to align better with the structure of the MOOC lessons themselves and to avoid duplication of previous offerings' submissions; see Appendix D.

The most notable difference from the previous offering was the move from the mooKIT platform to Canvas, which offers several new affordances but also constraints affecting the presentation and delivery of the course. The Outcomes and Recommendations section below will provide a more detailed review and discussion of some of these differences; the differences themselves are summarized here.

1. To respond more quickly to the perceived need to offer TEL MOOC during the COVID-19 pandemic, the widespread closure of schools and institutions, and the increased use of "emergency remote teaching," the decision was made to move mooKIT to the Canvas Free for Teacher platform, where registration and the course site could be managed entirely by the course team at Athabasca University.
2. A new registration site was developed to provide background information about the course and link to the Canvas registration system.
3. Structural differences in the Canvas platform, with its emphasis on HTML content rather than video-based lectures, enabled a considerable redesign in the lesson layout, including a much closer integration between the video overviews and text-based activity instructions. The new page-based layout followed a template based on the successful model applied in the Blended Learning Practice MOOC held several weeks earlier.
4. For similar reasons, a new Welcome module was developed, integrating the most relevant course support videos from the previous offering with new textual content, providing participants with substantially more background information and instruction on the organization of the course, expectations, and the instructional team.
5. A new certification system, previously developed by Athabasca University for Blended Learning Practice, was used. In previous offerings, participants could earn either a Participation or Completion certificate but not both, and all certificates were awarded at once after the course ended. In the new certification system, all participants who met the requirements earned a Participation certificate; participants who went on to complete the TEL Activity Plan assignment became eligible for a second certificate, the Certificate of Completion. A new line was added to Certificates of Completion, stating that the certificate represented 25 hours of professional learning engagement, and all certificates can be verified through the course website.
6. Also in response to a perceived need for additional support during the pandemic, the number of “live” synchronous sessions was increased from two in TEL MOOC 4 to five in the current offering. Three of the sessions were subtitled, "Ask the Inspirer," and included course-related discussion and support around topics such as the final assignment.

Section III. Delivery of TEL MOOC 5

There were 1401 student registrants for the fifth offering of TEL MOOC, compared to 1143 in TEL MOOC 1, 3881 in TEL MOOC 2, 2477 in TEL MOOC 3, and 2425 in TEL MOOC 4. Of the 1401 student registrants, approximately 81% accessed the course at least once, logging an average of 6.8 hours each in the learning management system.

The following demographic information is based on the pre-course Welcome survey, conducted through SurveyMonkey and completed by 677 participants (a response rate of 48.3% of total registrants but an estimated 60% of those who logged into the course).

Distribution by country

Pre-course survey respondents were asked to identify both their geographic region and country; Table 1 lists all regions, while Table 2 lists the most frequently indicated countries; the full list of respondents by country is included as Appendix E.

There were 40 countries indicated by respondents in all, with a broad representation across geographical regions and including the first TEL MOOC registrants from Israel, Macau, and Poland. Including all five offerings, TEL MOOC has now reached 139 countries or autonomous regions worldwide, including all members of the Commonwealth except Brunei Darussalam, Seychelles, and Tuvalu.

Table 1. Survey respondents by geographical region (n=656)

Country	Respondents (n)	Respondents (%)
Asia, South Asia, and the Indian subcontinent	214	32.6%
North America	158	24.1%
Caribbean/Central America	131	20.0%
Africa	89	13.6%
Oceania	42	6.4%
Middle East	10	1.5%
South America	8	1.2%
Europe/UK	4	0.6%

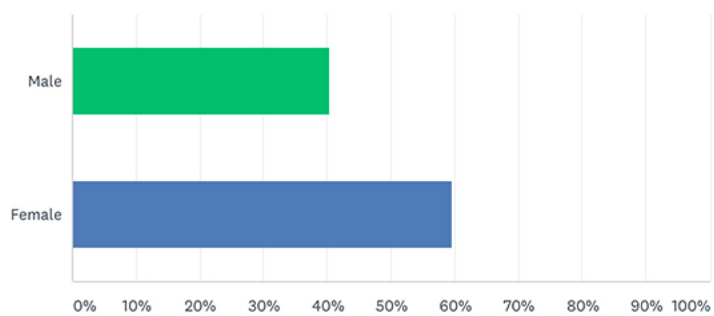
Table 2. Most-frequent survey respondents by country (n=659)

Country	Respondents (n)	Respondents (%)
Canada	156	23.7%
India	129	19.6%
Pakistan	71	10.8%
Jamaica	57	8.7%
Kenya	35	5.3%
Fiji	26	4.0%
Belize	21	3.2%
Trinidad and Tobago	20	3.0%
Saint Vincent and the Grenadines	19	2.9%
Egypt	18	2.7%

Personal characteristics

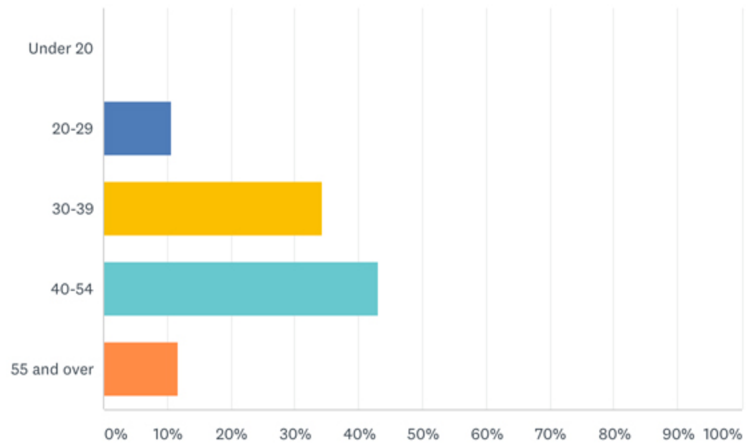
59.6% of respondents (n=663) were female and 40.4% were male.

Figure 1. Respondents by gender.



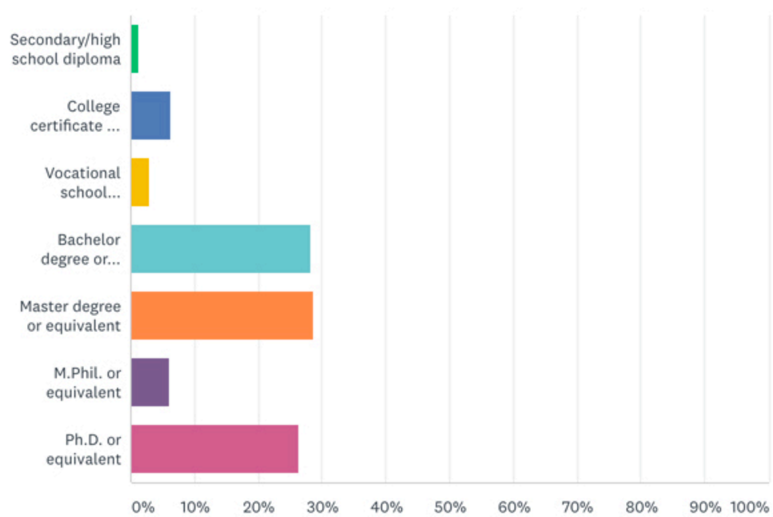
The ages of respondents (n=663) were broadly distributed, with the mean age slightly older than in TEL MOOC 4. 54.9% were above the age of 40.

Figure 2. Respondents by age.



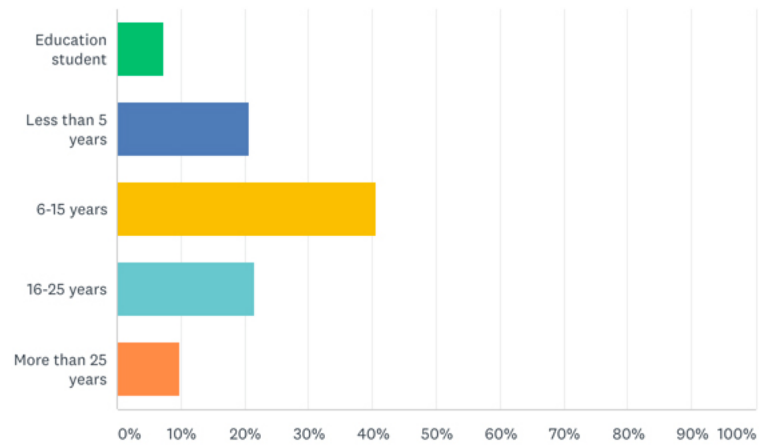
TEL MOOC 5 participants were in general highly educated, with 61.3% of respondents (n=666) holding a Master's degree or higher. 10.5% held no degree.

Figure 3. Respondents by education level.



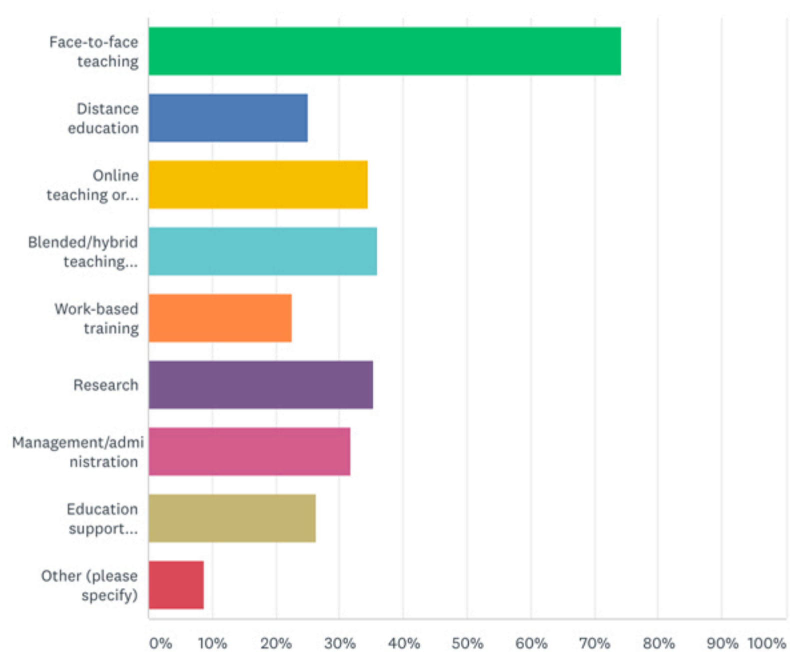
Respondents (n=647) indicated a wide range of teaching experience, from 7.4% currently a student of education to 9.7% with more than 25 years of experience. Of respondents with some teaching experience, a very approximate mean level of experience would be 13 years.

Figure 4. Respondents by teaching experience.



Finally, respondents (n=653) were asked the nature of their current teaching or other professional role, with the option of selecting multiple roles. A large majority of respondents (74.3%) indicated some degree of face-to-face teaching, with 36.0%, 34.5%, and 25.1% indicating blended, online, or distance education, respectively. 26.4% indicated educational support services, and 22.5% indicated work-based training. Given the high level of education among respondents, it is not surprising that 31.7% indicated a management or administrative role, while 35.4% indicated a research role.

Figure 5. Respondents by teaching and professional roles (with multiple selections allowed).



Video lectures and instructor presence

The video lectures and support videos remain unchanged from TEL MOOC 4, including 11 content videos presented by Dr Martha Cleveland-Innes as the course instructor (for a total time of 52:27), as well as introductory videos by Dr Sanjaya Mishra and by Dr Cleveland-Innes and Dr Nathaniel Ostashewski. Several support videos by Dr Ostashewski to introduce various technical aspects of the course and provide more detailed guidance on the final assignment were adjusted slightly to reflect the new Canvas platform, complemented with additional text, and repackaged into new Welcome and Assignment modules.

Inspirer's role and presence

The Inspirer's role also remained largely consistent with previous offerings of TEL MOOC, including:

- presenting announcements to guide learners during the course (see Appendix F),
- highlighting weekly questions or concerns via announcements in the course and by email,
- provide a sense of direct teacher presence in participant-generated forums,
- introduce the weekly content through video announcements,
- guide the facilitation team through weekly meetings to ensure cohesive messaging and support, and
- provide grading and feedback on the final TEL Activity Plan assignment.

As with TEL MOOC 4, the Inspirer's video announcements focused on introducing the weekly course content, discussing the course activity at a more general level, and continuing to highlight the analogy between teaching practice and agricultural practice.

The role and presence of the facilitation team

Four facilitators were hired to provide additional instructional and course management support and facilitate networking between participants. The facilitator's role is to:

- review and respond to (or redirect) questions from participants in the lesson activity and general forums,
- facilitate the networking between participants by highlighting and including direct links to participants with similar interests or issues, and
- record and present in weekly facilitation team meetings the successes and challenges seen in participant activity.

Discussion participation

Discussion was an important component of TEL MOOC. Introduced early in the course as critical to building a community of inquiry, discussion participation was frequently encouraged by the inspirer and facilitators and was also presented as a criterion for earning a certificate. All in-course interaction between participants took place through the discussion forums; there was no synchronous chat, analogous to the mooKIT platform's Hangout feature, provided to participants in the Canvas platform used for TEL MOOC 5.

Also unlike previous offerings of TEL MOOC offered through mooKIT, the vast majority of discussion participation took place within the pre-established module forums. Several additional "administrative" forums were created, including welcome forums and forums dedicated to discussion around the synchronous sessions. Although participants continued, as in mooKIT, to have the option of creating their own forums, only 32 participant-generated forums were created in the course (as compared to 1084 in TEL MOOC 4).

In total, there were 5703 discussion posts: 5341 (93.7%) in pre-established forums and 362 (6.3%) in participant-generated forums. Despite the very different distribution of posts between pre-established and participant-generated forums as compared to TEL MOOC 4, the proportion of posts to total registrations remained consistent between the two offerings.

Synchronous sessions

Adobe Connect was used for 5 one-hour synchronous sessions, a significant increase from TEL MOOC 4's two synchronous sessions.

The Adobe Connect web conferencing tool allows for verbal communication, text chat, as well as PowerPoint presentations, screen sharing, and whiteboard functionality, all of which add interactivity and active engagement to web-based meetings. Athabasca University provided access to Adobe Connect; the application is external to the Canvas learning management system.

Several days prior to each session, a dedicated forum was created within the course to allow for pre- and post-session discussion, and an announcement was sent to all MOOC participants with a session invitation. Before the session itself, a link to the presentation room was posted in the course, and upon meeting time, participants clicked on the meeting link, entered their names at the prompt, and were put into the conference space. Typically, the latter half of the session was reserved for questions and discussions.

The sessions were recorded for those unable to join the sessions live and to support further discussion; links to these recordings and the session slides were posted to the course home page approximately one hour after the end of the session; see Appendix F for the listing of synchronous sessions. Recordings were especially useful in the case of TEL MOOC where participants were dispersed throughout the world, making it a challenge to schedule synchronous events that are suitable to all time zones.

The course instructor, Dr Martha Cleveland-Innes, presented one session, and the other four sessions were led by the course Inspirer, Dr Nathaniel Ostashewski. The dates, titles, approximate number of participants or viewers, and recording URLs are listed below.

9 April 2020 **Moving education online**
Dr Nathaniel Ostashewski
https://athabascau.adobeconnect.com/pnsutb9kzlp7/
230 participants or views

15 April 2020 **Cognitive presence and the online learner experience**
Dr Martha Cleveland-Innes

https://athabascau.adobeconnect.com/ph5w89ygm56y/
216 participants or views

23 April 2020 **OER and technology: Ask the Inspirer**
Dr Nathaniel Ostashewski
https://athabascau.adobeconnect.com/pce73380rtsa/
204 participants or views

30 April 2020 **Technology implementation and the Activity Plan: Ask the Inspirer**
Dr Nathaniel Ostashewski
https://athabascau.adobeconnect.com/pmgpzlaniko7/
183 participants or views

7 May 2020 **The Activity Plan and final question: Ask the Inspirer**
Dr Nathaniel Ostashewski
https://athabascau.adobeconnect.com/pjpc2un9wey7/
166 participants or views

Beyond the five course sessions listed above, participants were also invited as guests to an additional session outside the course: "Digital wellness primer for educators," presented by Dr Aga Palalas through the International Association for Blended Learning.

Section IV. Participant Performance

Weekly quizzes

Each of the five weeks included one multiple-choice quiz of 8 to 10 questions. A minimum score of 60% was required on each quiz to qualify for a certificate; participants who did not achieve this level were allowed multiple attempts, a key consideration for achieving a mastery orientation within an open professional development (PD) course.

The number and percentage of participants who attempted each quiz and the average quiz scores are presented in Table 3. Overall, the quiz scores for TEL MOOC 5 showed a 9.4% average gain over those achieved in TEL MOOC 4.

Table 3. Number and percentage of participants who attempted each quiz and average quiz scores

Quiz	Attempts (n)	Average score	Standard Deviation
Week 1	614 (43.8%)	88%	1.63
Week 2	559 (39.9%)	92%	1.20
Week 3	554 (39.5%)	91%	1.24
Week 4	524 (37.4%)	95%	0.82
Week 5	506 (36.1%)	91%	1.32

Technology-enabled activity plans

Creation of a technology-enabled activity plan was the final assignment in TEL MOOC and a requirement for the Certificate of Completion. A total of 410 plans were submitted, of which 397 (96.8%) were successful.

Certificates

Unlike previous offerings of TEL MOOC through the mooKIT platform, all participants in TEL MOOC 5 who achieved the minimum requirements based on quiz scores were awarded Certificates of Participation; those who went on to complete a TEL Activity Plan were also awarded Certificates of Completion. There were 499 Certificates of Participation awarded, for a total certification rate of 35.6%. Of these, 386 participants (27.6% of registrants) were also awarded a Certificate of Completion. The TEL MOOC 5 overall certification rate of 35.6% represents an increase of almost one-third over the certification rate of TEL MOOC 4 and is the highest certification rate of all TEL MOOC offerings to date.

As the Canvas platform does not offer certification, a separate certificate system originally developed by Athabasca University for Blended Learning Practice was adapted for TEL MOOC 5. Under this system, participants can download their PDF certificates on demand, with verification links back to the original certificate database for additional security. The PDF format allows participants to download, print, and share their certificates with minimal technical knowledge, while the links embedded in the certificates allow for employer or institutional verification and potential detection of spoofing.

An additional note was included on Certificates of Completion indicating that they represent 25 hours of professional learning engagement, which can also be verified, by name, through the certificates' verification links.

Section V. Survey Findings

Basic demographics and professional roles of respondents to the TEL MOOC 5 pre-course survey have been discussed in previous sections. Here, additional results from the two course surveys will be presented: the results from those who consented to the pre-course survey (*n*=687) and end-of-course survey (*n*=286). The two surveys used the same consent letter; see Appendix G. A copy of the pre-course survey and the end-of-course survey is included as Appendix H and I, respectively.

Summary of pre-course survey results

Of the 663 responses indicating a primary language, 465 (70.1%) reported English as a primary language; of the 198 who did not indicate English as a primary language, their primary languages were Urdu (55, 8.3% of all respondents), Hindi (31, 4.7%), Bengali/Bangla (14, 2.1%), and Arabic (12, 1.8%).

The majority of respondents self-reported that they were proficient or advanced in the use of software (547, 82.3%, *n*=655) and social media (446, 68.2%, *n*=654), but only a minority reported that level of skill with creating digital media (203, 31.3%, *n*=649). Notably for the subject-matter of the course, only about one-third of the respondents (246, 37.6%, *n*=654) reported they felt proficient or advanced in teaching or supporting learners through technology at the outset of the course. While the general pattern of confidence levels across skills is broadly consistent with previous offerings of TEL MOOC, this self-reported confidence is about 5% lower than previously, and confidence in supporting learners through technology is about 10% lower than in TEL MOOC 4.

364 respondents (55.9%, *n*=651) had heard of the Community of Inquiry framework, the primary theoretical framework discussed in the course. Of those, 102 indicated they knew it well but had not used it, while 64 use the framework in their teaching practice.

Of the 654 respondents who indicated a primary reason for taking the course, 267 (40.8%) took the course out of general interest in blended learning practice, 253 (38.7%) for professional development, 53 (8.1%) to earn a certificate, and 24 (3.7%) out of general interest in MOOCs, broadly consistent with TEL MOOC 4. A large majority of respondents (595, 90.8%, *n*=655) intended to complete all activities and earn a certificate of completion. These numbers are consistent with previous offerings of TEL MOOC and continue to suggest that successfully completing all activities and the course is seen as important to the participants, even when taking the course out of general interest.

Survey respondents (*n*=944) indicated that they learned of TEL MOOC through a wide range of sources, with the most frequent being colleagues or the workplace (280, 42.9%), email notifications (74, 11.3%), the Commonwealth of Learning website (71, 10.9%), and social media (59, 9.0%). 54 (8.3%) respondents reported that they learned of TEL MOOC through Blended Learning Practice; 154 (23.6%, *n*=653) indicated they had taken Blended Learning Practice, with 110 of these completing the course. The top referrers for BLP are summarized in Table 4.

Table 4. Top referrers for TEL MOOC registrations

Referrer	Number (%)
Colleagues/workplace	280 (42.9%)
Email notification	74 (11.3%)
Commonwealth of Learning website	71 (10.9%)
Social media	59 (9.0%)
BLP MOOC	54 (8.3%)
Athabasca University	30 (4.6%)
Commonwealth of Learning newsletter	7 (1.1%)
Course brochure	6 (0.9%)
Other	70 (11.0%)

Summary of end-of-course survey results

The End-of-Course Survey was completed by 286 participants (20.4% of all registrants). Survey responses to questions regarding general satisfaction with TEL MOOC indicate that respondents were both very happy with, and grateful for, this learning opportunity.

The survey results indicate a very positive response to TEL MOOC 5, with 251 (95.1%, *n*=264) agreeing or strongly agreeing with the statement, "Overall, I was satisfied with TEL MOOC," and 249 (94.7%, *n*=263) agreeing or strongly agreeing with "TEL MOOC met the learning objectives." Respondent evaluations of various aspects of the course and its delivery are summarized in Table 5; the results are consistently strong, although there may be a small concern around workload expectations and manageability.

Table 5. Course satisfaction and content evaluation

Survey question	Responses	Agree or strongly agree (%)
Overall, I was satisfied with TEL MOOC.	264	241 (95.1%)
TEL MOOC met the learning objectives.	263	249 (94.7%)
The TEL MOOC experience will assist me in the use of educational technology for teaching and learning.	262	248 (94.7%)
The amount of time I spent on the course met my expectations.	263	233 (88.6%)
The workload was manageable.	262	229 (87.4%)
The pace of the course was comfortable for my learning.	264	240 (90.9%)
The course activities reinforced the course material.	264	250 (94.7%)
The course activities did a good job of triggering my thinking.	263	248 (94.3%)
The course activities did a good job of holding my interest.	264	236 (89.4%)
The course material was of good quality.	264	248 (93.9%)
Assignments were helpful to acquire knowledge and skills.	263	243 (92.4%)
The quizzes helped to test my knowledge.	264	243 (92.0%)
The course website was user-friendly.	264	249 (94.3%)
The Welcome Module helped me navigate the course and understand course expectations.	263	246 (93.5%)

Survey responses about the instruction and community aspects of the course were mixed, as shown in Table 6. Of the three layers of instruction, it appears that participants responded slightly more positively to the Inspirer role, a rich and multidimensional role that combines instruction, direct student support, assessment, and a more personal presentation through weekly videos that respond directly to activity in the course. In a separate question, respondents were asked how much instructor involvement they would like to have had; 127 (49.2%, n=258) indicated they would like to have had about the same level of involvement, 107 (41.5%) somewhat or much more involvement, and just 24 (9.3%) preferring less or no involvement.

While the respondents may have been more ambivalent about the benefit of other students and their posts in supporting their learning, they responded more positively about the practical benefits of the discussions, seeing them as a useful resource. Similarly, although they may have had more mixed responses for any particular role within the community, they nevertheless felt a strong connection to that community, with 86.4% agreeing or strongly agreeing to the statement, “I felt like I was a part of a community in the TEL MOOC.” This might suggest some uncertainty about the individual roles played by the Inspirer versus the facilitators, for example, but nevertheless an appreciation of the whole.

Table 6. Evaluation of instruction and the TEL MOOC learning community

Survey question	Responses	Agree or strongly agree (%)
I experienced direct instruction during TEL MOOC.	260	204 (78.5%)
My learning was supported through facilitation by the Inspirer.	264	212 (80.3%)
My learning was supported through facilitation by the roving instructors.	262	190 (72.5%)
My learning about TEL was supported through my discussions with other students.	263	200 (76.0%)
My learning about TEL was supported by reading other student posts.	263	208 (79.1%)
TEL MOOC discussions provided me with information about resources that I will be able to use in my own teaching.	264	228 (86.4%)
I felt like I was part of a community in the TEL MOOC.	264	228 (86.4%)

The end-of-course survey also allowed for open-ended suggestions and feedback. Many respondents used this opportunity to thank the course organizers:

> This was my first experience with TEL MOOC and I am glad I participated and completed the course. I am not a degreed teacher so at the beginning I felt like I was in over my head but once I found my rhythm and did some extra research I found the course interesting and applicable to the Business Management and Safety Workshops that I lead. Thanks for the opportunity!!
>
> As a MOOC, I felt this course packed a lot of bang for it's buck. It was appropriately balanced for those who wanted to basics and those who wanted to dig into more. I found the structure of instructor, inspirer, and assistants quite useful....
>
> The TEL MOOC was able to demonstrate what the application of the learning objectives look like in real time. The TEL MOOC was its own exemplar. Brilliant!

> Wow, this TELMOOC was truly an awesome and fulfilling learning experience for me. Participating in the course activities, assignments, videos, live streaming sessions and student discussions has forced me to think critically and to navigate unknown teaching/learning territories that has significantly transformed my technology enabled learning/teaching ability. I have been able to arm myself with countless digital tools to compliment my future teaching activities. This is an historic experience for me and I am truly grateful for this opportunity. I am exploring the possibility of continuing on to the post graduate Program in teaching for digital learning. Many thanks to the Commonwealth of learning and Athabasca University for this resourceful initiative. With gratitude....

Several participants indicated that they expected or already had begun to make immediate application of their new knowledge:

> I am so grateful for the opportunity you gave me. I really learnt a lot!!!! I am currently way more motivated than before and especially when referring to the application of technology. We are in the process of developing our own online language intervention program for 2nd language speakers, but honestly, before this course I did not have a clue where to start, but now after attending your course I feel way more confident and at least now know what to do in order to get started.
>
> It was a great and exciting experience and am ready to roll out my now use of Technology in teaching which i have never done right after COVID-19 lock down and the institution reopens. During the course, i designed TEL activities for the entire course. Pretty excited! Thanks a zillion for the lessons. Well done!

A number of respondents called for greater emphasis on the tools and practical, applied examples or case studies, including one interesting suggestion on using the live sessions as a means of introducing various technologies, although others noted the benefit of a more theory-based approach:

> I believe that for some of the units a practical approach to the use of the tool would have helped. I would have appreciated some help with applying them instead of even some of the discussion
>
> Varied examples covering multiple contexts were required both from the instructor as well as from the course design team.
>
> to add more practical applications not just theoretical ones
>
> In my opinion the course can be more interesting if we add more practical in it.
>
> The course was well designed, but it should include more practice as the theoretical part was pervasive in the whole course in a way that only researchers could benefit from it. The only

> practice I could have through the course was my TEL activity plan and I am so eager to read your feedback on it. Thanks a lot.
>
> Increase the number of live sessions if possible, and also use a variety of technologies. This i believe would help fresh users or those new to technology to also learn.
>
> It was very engaging especially the areas of the cognitive social and teacher presence and how these affect learning. Learning also about the theories of learning and how these infuse with technology enabled learning.

Several respondents focused on the course assessments, suggesting in particular that the quizzes could move beyond the current multiple-choice format to include greater variety or be oriented more towards practical application:

> this platform is great to use it with my students here in Belize. It friendly specially the quiz section.
>
> Let there be a variety of types of questions in the quizzes. Multiple choice questions are ok but they don't assess all levels of Bloom's Taxonomy learning objectives.
>
> Vary quizzes. I don't do well in multiple answers questions. Somehow I get mixed up particularly if I fail the first attempt.
>
> My suggestion is....Quiz should be more application oriented items. As few were very easy to answer.
>
> It fine. The assessment method is too lenient. It may be intensive and slightly tough than that of the one currently used.
>
> Assessment should be more challenging so that learner explore more literature.

Despite these specific challenges and suggestions, the open-ended feedback as provided by respondents in the end-of-course survey was positive and emphasized the need for TEL MOOC and additional courses like it.

> It was very engaging especially the areas of the cognitive social and teacher presence and how these affect learning. Learning also about the theories of learning and how these infuse with technology enabled learning.
>
> I think TEL-MOOC should be developed and offered according to education level, for example, TEL-MOOC for university teachers or for school teachers. I believe that sector specific TEL-MOOC provides more opportunities to share knowledge, skills and relevant experience with peers.

Designing of Courses that cater to teach teachers how to effectively teach using technology for solely distance learning.

I find that you should incorporate a special needs component of the course.

Keep up the good work. You did a great job on designing and outlining the content for this course. It was interesting and easy to follow. I hope more teachers will know about such courses and be able to participate in them for the benefit of the students and theirs.

I enjoyed the experience. It was very new to me. I have never heard of Open Education or MOOC's before this course. Thank you very much for an enriching experience. I did not only learn from the content, but also from participants and from the way you presented the course. It will guide my teaching in future.

Please run a similar course again.

Section VI. Outcomes and Recommendations

As evidenced in the registration data, participant activity, and survey findings, TEL MOOC continues to be well-received by participants, particularly in terms of course content, design, and overall sense of learning community. Its certification rate of 35.6% is exceptionally strong, with most recipients choosing to pursue the more advanced Certificate of Completion. This success rate, supported by statements from the end-of-course survey, suggests the tremendous value of the course to participants as they attempt to navigate new demands for online and technology-enabled learning during the global pandemic.

In both the surveys and the course forums, participants expressed a strong appreciation and gratitude for the learning opportunity provided by the Commonwealth of Learning and Athabasca University through TEL MOOC, and several participants indicated in the survey that they leave the course feeling motivated and empowered, having already begun to incorporate the knowledge gained in the course into their teaching and instructional design practice.

Course content, design, and platform

The end-of-course survey indicates that the course content remains highly relevant and useful in developing effective and principled practice for technology-enabled learning. The survey respondents judge the material to be of good quality, well designed, and successful in attracting and holding their interest.

That the participant evaluations of the course design quality and usability remain strong suggests that TEL MOOC's transition from the mooKIT platform to Canvas was successful, and that key design principles, including the three-tiered instructional and facilitation framework, can be applied across multiple platforms.

Challenges and opportunities. While the transition from mooKIT's video lecture-based structure to Canvas's HTML page-based structure entailed a significant amount of reformatting, the more flexible pages allowed for considerable improvement in terms of layout and visual design, as well as the development of a new, more comprehensive Welcome module to introduce participants to the course content, structure, team, and expectations. Once participants were logged into the course, most required little support in finding their way through the material.

On the other hand, the Canvas Free for Teacher registration system is simple but, in some ways, less intuitive for many users. In terms of the platform, the greatest need for participant support was at this very initial stage, and it is unclear how many potential participants may have failed simply to register. The Canvas registration system, unlike the mooKIT platform, also does not ask for any demographic information; the participant demographic data is therefore dependent on the optional welcome survey and is therefore only partial. Further guidance on the registration process should be added to the course information site, along the lines of the Blended Learning Practice information site, and if the course continues to use Canvas, it may be useful to use the information site to ask for basic demographics before handing the registrant off to the Canvas registration screen.

As noted above, several respondents to the end-of-course survey suggested that the weekly quiz assessments could be made more varied and, for some, even more challenging. This emphasis on assessment may reflect the particularly high value participants appeared to place on course completion and demonstration of competence in TEL MOOC 5, as evidenced by the higher overall quiz scores and strong certification rates. It may also indicate participants' overall appreciation of Canvas as a more mature platform than mooKIT, particularly in regard to assessment; Canvas does indeed offer a greater range of question types and formats. Given that Canvas also offers simple analytic and visualization tools to examine success rates on individual questions and across quizzes, it may be beneficial to conduct an informal review of the weekly quizzes and, if the course continues to use Canvas, to consider alternate questions beyond the current multiple choice and true-false formats.

As with Blended Learning Practice, several respondents to the end-of-course survey indicated that they would have preferred a more practical, application-oriented approach, with direct examples and case studies. The inclusion of examples and case studies of successful technology integration - through links, sidebar content, videos, or even guest synchronous sessions - would enhance the course, though at the risk of adding to the participant workload. The current workload was not often cited as a concern in TEL MOOC 5 but has been in previous offerings of the course. The live sessions, as optional activities, may be the most appropriate place to bring in more specific examples of application.

Synchronous sessions

The live or synchronous sessions, originally conceived as a supplemental or enrichment activity, continued to be very popular in TEL MOOC 5, providing additional content as well as motivating and strengthening the sense of a learning community. In two sessions, the number of participants attempting to join the session exceeded the limit of 150 set by the hosted version of Adobe Connect at Athabasca University. Survey responses indicate that many participants now see the synchronous sessions as an integral part of the course content and experience, and even with the increase from two sessions to five, several respondents asked for additional opportunities for meeting synchronously.

Three of the five sessions were labelled as "Ask the Inspirer" sessions, with time set aside for direct questions about the course and completing the TEL Activity Plan. These informal sessions were both easier to prepare and generally more interactive, as well as providing greater clarification on the course and assignment expectations, which may, in turn, have contributed to the higher completion and certification rate.

Challenges and opportunities. In previous offerings of TEL MOOC, finding a suitable time for a worldwide audience was a considerable challenge; in the current offering, setting a consistent time of 9am Mountain time seemed to be a reasonable compromise for most participants. The limit on the number of simultaneous participants in the Adobe Connect platform was, however, a concern; several participants were unable to join and were disappointed. The platform also experienced an increasing number of issues around bandwidth limitations, possibly due to a higher global demand for web conferencing bandwidth during the global pandemic. Further, the idiosyncratic recording format in Adobe Connect caused additional problems with accessibility for some participants, with stuttering or confusing application downloads.

The Adobe Connect platform is both convenient and secure; however, if the popularity of the sessions continues to increase or the quality of bandwidth continues to be an issue, it may become necessary to consider alternate platforms such as Microsoft Teams or Zoom. While multiple platforms are logistically more complicated for both the instructional team and the participants, they may, as one survey respondent noted, offer participants a glimpse of the various available synchronous technologies, which in itself adds a further practical, applied dimension to the use of synchronous sessions in TEL MOOC.

Instruction, facilitation, and the learning community

The three-tiered instructional format of instructor, inspirer, and facilitation team continues to work very effectively in TEL MOOC, allowing for a reasonable distribution of labour across the instructional team and visibility over the course activity in this very active and dynamic MOOC.

Challenges and opportunities. In previous offerings of TEL MOOC, facilitators new to the course tended to find the first week disorienting, creating some stress for facilitators and requiring additional support from the regular instructional team. Weekly facilitators' meetings and a shared Google Doc for tracking key course activity, questions, and concerns continue to bring focus and coherence to the overall facilitation task, but additional effort is being made to invite previous facilitators to join the team again, and to pair new facilitators up with these more experienced facilitators. This approach appears to be a good compromise between offering facilitation experience to a wider number of students in the Master and Doctor of Education programs at Athabasca University, and creating greater continuity of facilitation across offerings.

As mentioned above, one of the most notable differences between the learning communities in the mooKIT and Canvas platforms is the distribution of posts between the pre-established, prompted lesson forums and the open-ended participant-generated forums. In the mooKIT-based TEL MOOC, the majority of posts took place in participant-generated forums, whereas in the current Canvas-based TEL MOOC, almost all posts were made in the lesson forums. Some of the explanation for this may be structural: Canvas allows for threaded posts, setting up the opportunity for small side discussions within the overall flow of the larger lesson forum, reducing the need for creating a separate, participant-generated forum; also, mooKIT directs participants to the list of participant-generated forums as the default, whereas Canvas places these at the bottom of the forum list.

On the one hand, this redistribution may lead to discussions that are more focused on the course topics (although several survey respondents noted a number of off-topic posts), but it might also lead to a greater sense of the discussions as largely abstract and less focused on the participants' own needs and concerns than participant-generated forums would be. While this structural aspect of the discussions cannot easily be modified, it may be worth investigating. If it does contribute to the sense described above that the course is less applied, it may be possible to encourage greater use of participant-generated forums or seed some initial forums in the general discussion area of the forum list, which in turn could create smaller, more focused communities around particular issues, context, or practices.

Appendix A

TEL MOOC information and registration access page

Course description

Teachers who want to learn more about teaching with technology will find this Massive Open Online Course (MOOC), Introduction to Technology-Enabled Learning (TEL), informative and engaging. Using up-to-date learning design and simple, accessible technology, the course runs on an easy-to-use learning platform available via the Internet. The course is designed for teachers who want to build on their knowledge and practice in teaching and learning with technology. It will run over five weeks and requires approximately three to five hours of time each week. Designed to accommodate teachers' busy schedules, the course offers flexibility with options for learning the content. You will learn from readings, videos, discussions with other participants and instructors, meaningful exercises, quizzes and short assignments. Certification is available for those who wish to complete all required exercises and quizzes.

Course contents

Week 1

Learners will investigate technology-enabled learning activities that make use of a wide range of educational technologies:

- successful learning approaches implemented by educators in various teaching contexts;
- open and available resources that support technology-enabled activities; and
- teaching presence in the context of technology-enhanced learning environments.

Week 2

Learners will explore various educational technologies to enhance teaching and learning through review and discussion of:

- the purpose and types of educational technologies;
- the unique opportunities provided by educational technologies; and
- how specific educational technologies enhance the teaching and learning experience.

Week 3

Learners will examine the application of educational technologies to address challenges in different educational contexts:

- how content, pedagogy and education technologies are interrelated;
- when to integrate educational technologies, subject matter and pedagogy to enhance teaching and learning; and

- the processes for selection and application of educational technologies to address particular challenges in different teaching contexts.

Week 4

Learners will develop and share a plan for technology-enabled learning in their own teaching and learning context by:
- creating a practical application of educational technology;
- sharing and explaining a personal, practical application of educational technologies; and
- discussing the challenges in creating technology-enabled learning plans.

Week 5

Learners will reflect upon the role teaching presence with technology and the processes used to develop educational technology-enabled lessons, including
- learning theory and activities which could work in their individual teaching context;
- potential roadblocks and challenges to implementation of technology-enabled learning; and
- how technology can support teaching presence.

Target audience

Introduction to Technology-Enabled Learning is designed for teachers in diverse contexts – secondary education, post-secondary education and vocational education. You will benefit from this course if you are teaching face-to-face or in a distance/online environment. Anyone interested in improving teaching and learning would enjoy participating in this MOOC.

Outcomes of this course

Participants will:
- Meet online with teachers all over the world who are also learning about technology-enabled learning
- Be supported by instructors who understand technology-enabled teaching and learning
- Explore easy-to-use technologies for classroom and online teaching
- Evaluate best fit technologies for teaching/learning contexts
- Experience a fun and collaborative learning environment via the Internet
- Receive a certificate on completion of required activities

Certificates

Two levels of certification are available based on your level of participation and completion of tasks/activities:
- Certificate of Participation: requires participation in at least 3 discussion forums and completion of quizzes.
- Certificate of Completion: requires 60% on all quizzes, participation in at least 3 discussion forums and the creation and sharing of a technology-enabled object

Start date

Sunday, April 5, 2020
Duration
5 Weeks

Other information

Workload: 3 to 5 hours per week
Level: Introductory
Language: English
Prerequisites: None

Instructors

Dr M. Cleveland-Innes
Professor of Educational Innovation at Athabasca University, Canada

Dr N. Ostashewski
Associate Professor of Educational Innovation at Athabasca University, Canada

Appendix B

TEL MOOC brochure

Exterior of the brochure

Interior of the brochure

Course Description

Teachers who want to learn more about teaching with technology will find this Massive Open Online Course (MOOC), *Introduction to Technology-Enabled Learning* (TEL), informative and engaging. Using up-to-date learning design and simple, accessible technology, the course runs on an easy-to-use learning platform available via the Internet. The course is designed for teachers who want to build on their knowledge and practice in teaching and learning with technology. It will run over five weeks and requires approximately three to five hours of time each week. Designed to accommodate teachers' busy schedules, the course offers flexibility with options for learning the content. You will learn from readings, videos, discussions with other participants and instructors, meaningful exercises, quizzes and short assignments. Certification is available for those who wish to complete all required exercises and quizzes.

Learning Outcomes

Participants will:

- Meet online with teachers all over the world who are also learning about technology-enabled learning
- Be supported by instructors who understand technology-enabled teaching and learning
- Explore easy-to-use technologies for classroom and online teaching
- Evaluate best fit technologies for teaching/learning contexts
- Experience a fun and collaborative learning environment via the Internet
- Receive a certificate on completion of required activities

Who Should Participate?

Introduction to Technology-Enabled Learning is designed for teachers in diverse contexts – secondary education, post-secondary education and vocational education. You will benefit from this course if you are teaching face-to-face or in a distance/ online environment. Anyone interested in improving teaching and learning would enjoy participating in this MOOC.

Length of the Course: Five Weeks
Schedule: 5 April 2020 – 9 May 2020
Workload: 3 to 5 hours per week
Level: Introductory
Language: English
Prerequisites: None

Course Details

Week 1 Learners will investigate technology-enabled learning activities that make use of a wide range of educational technologies:

- successful learning approaches implemented by educators in various teaching contexts;
- open and available resources that support technology-enabled activities; and
- teaching presence in the context of technology-enhanced learning environments.

Week 2 Learners will explore various educational technologies to enhance teaching and learning through review and discussion of:

- the purpose and types of educational technologies;
- the unique opportunities provided by educational technologies; and
- how specific educational technologies enhance the teaching and learning experience.

Week 3 Learners will examine the application of educational technologies to address challenges in different educational contexts:

- how content, pedagogy and education technologies are interrelated;
- when to integrate educational technologies, subject matter and pedagogy to enhance teaching and learning; and
- the processes for selection and application of educational technologies to address particular challenges in different teaching contexts.

Week 4 Learners will develop and share a plan for technology-enabled learning in their own teaching and learning context by:

- creating a practical application of educational technology;
- sharing and explaining a personal, practical application of educational technologies; and
- discussing the challenges in creating technology-enabled learning plans.

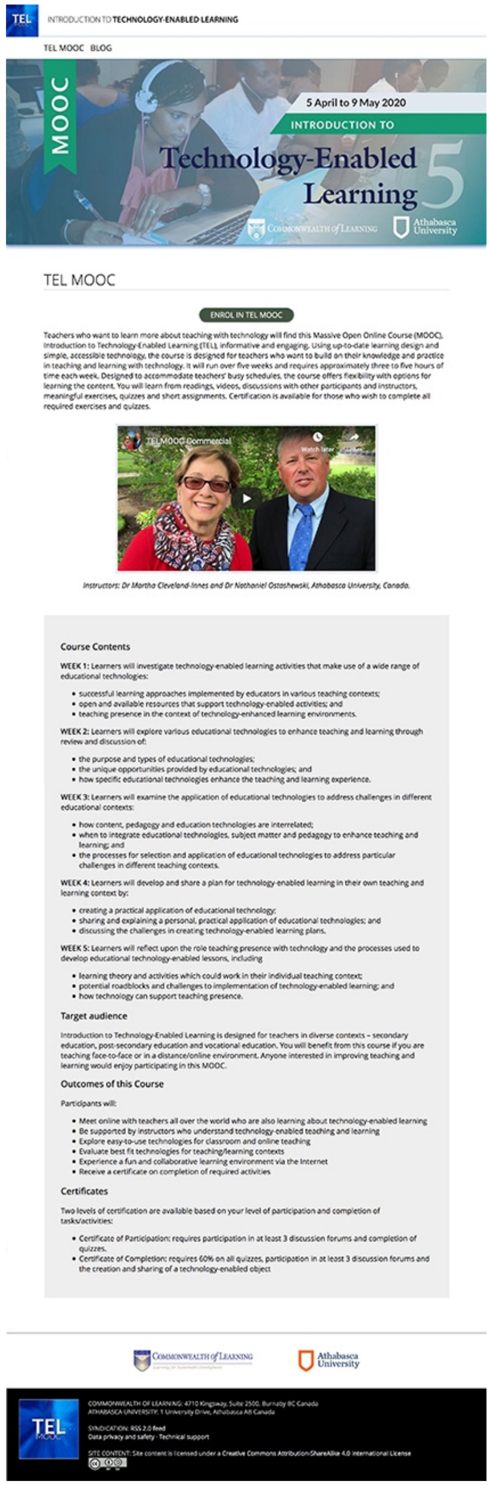
Week 5 Learners will reflect upon the role of teaching presence with technology and the processes used to develop educational technology-enabled lessons, including:

- learning theory and activities which could work in their individual teaching context;
- potential roadblocks and challenges to implementation of technology-enabled learning; and
- how technology can support teaching presence.

DEVELOPMENT • INNOVATION • ENGAGEMENT • TRANSFORMATION

Appendix C

Athabasca University promotional material



INTRODUCTION TO TECHNOLOGY-ENABLED LEARNING

TEL MOOC BLOG

MOOC

5 April to 9 May 2020

INTRODUCTION TO

Technology-Enabled Learning 5

COMMONWEALTH of LEARNING

Athabasca University

TEL MOOC

ENROL IN TEL MOOC

Teachers who want to learn more about teaching with technology will find this Massive Open Online Course (MOOC), Introduction to Technology-Enabled Learning (TEL), informative and engaging. Using up-to-date learning design and simple, accessible technology, the course is designed for teachers who want to build on their knowledge and practice in teaching and learning with technology. It will run over five weeks and requires approximately three to five hours of time each week. Designed to accommodate teachers' busy schedules, the course offers flexibility with options for learning the content. You will learn from readings, videos, discussions with other participants and instructors, meaningful exercises, quizzes and short assignments. Certification is available for those who wish to complete all required exercises and quizzes.

TEL MOOC Commercial

Instructors: Dr Martha Cleveland-Innes and Dr Nathaniel Ostashewski, Athabasca University, Canada.

Course Contents

WEEK 1: Learners will investigate technology-enabled learning activities that make use of a wide range of educational technologies:

- successful learning approaches implemented by educators in various teaching contexts;
- open and available resources that support technology-enabled activities; and
- teaching presence in the context of technology-enhanced learning environments.

WEEK 2: Learners will explore various educational technologies to enhance teaching and learning through review and discussion of:

- the purpose and types of educational technologies;
- the unique opportunities provided by educational technologies; and
- how specific educational technologies enhance the teaching and learning experience.

WEEK 3: Learners will examine the application of educational technologies to address challenges in different educational contexts:

- how content, pedagogy and education technologies are interrelated;
- when to integrate educational technologies, subject matter and pedagogy to enhance teaching and learning; and
- the processes for selection and application of educational technologies to address particular challenges in different teaching contexts.

WEEK 4: Learners will develop and share a plan for technology-enabled learning in their own teaching and learning context by:

- creating a practical application of educational technology;
- sharing and explaining a personal, practical application of educational technologies; and
- discussing the challenges in creating technology-enabled learning plans.

WEEK 5: Learners will reflect upon the role teaching presence with technology and the processes used to develop educational technology-enabled lessons, including

- learning theory and activities which could work in their individual teaching context;
- potential roadblocks and challenges to implementation of technology-enabled learning; and
- how technology can support teaching presence.

Target audience

Introduction to Technology-Enabled Learning is designed for teachers in diverse contexts – secondary education, post-secondary education and vocational education. You will benefit from this course if you are teaching face-to-face or in a distance/online environment. Anyone interested in improving teaching and learning would enjoy participating in this MOOC.

Outcomes of this Course

Participants will:

- Meet online with teachers all over the world who are also learning about technology-enabled learning
- Be supported by instructors who understand technology-enabled teaching and learning
- Explore easy-to-use technologies for classroom and online teaching
- Evaluate best fit technologies for teaching/learning contexts
- Experience a fun and collaborative learning environment via the Internet
- Receive a certificate on completion of required activities

Certificates

Two levels of certification are available based on your level of participation and completion of tasks/activities:

- Certificate of Participation: requires participation in at least 3 discussion forums and completion of quizzes.
- Certificate of Completion: requires 60% on all quizzes, participation in at least 3 discussion forums and the creation and sharing of a technology-enabled object

COMMONWEALTH of LEARNING

Athabasca University

TEL MOOC

COMMONWEALTH OF LEARNING: 4710 Kingsway, Suite 2500, Burnaby BC Canada
ATHABASCA UNIVERSITY: 1 University Drive, Athabasca AB Canada

SYNDICATION: RSS 2.0 feed
Data privacy and safety · Technical support

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Appendix D

TEL Activity Plan template

TEL Activity - Activity Plan
TEMPLATE

Name: *First Name, Last Name*
Grade / Course: *Course*
Length of Activity: *Time Length*

Lesson Description:
Describe an overview of the lesson

Intended Learning Outcomes
List the specific learning outcome for the Activity

Resources/Technology
Student Laptop, access to the Internet, printer

STUDENT ACTIVITIES
Read, review, respond, explore and self-assessment activities are listed below.

READ

REVIEW

RESPOND

EXPLORE

ASSESS YOUR OWN LEARNING

Student Assessment

Appendix E

Pre-course survey respondents by country

Country	Respondents (n)	Respondents (%)
Canada	156	23.7%
India	129	19.6%
Pakistan	71	10.8%
Jamaica	57	8.7%
Kenya	35	5.3%
Fiji	26	4.0%
Belize	21	3.2%
Trinidad and Tobago	20	3.0%
Saint Vincent and the Grenadines	19	2.9%
Egypt	18	2.7%
South Africa	14	2.1%
Papua New Guinea	13	2.0%
Nigeria	12	1.8%
Malaysia	9	1.4%
Dominica	8	1.2%
Guyana	6	0.9%
Bangladesh	5	0.8%
Rwanda	5	0.8%
United States	4	0.6%
Kiribati	3	0.5%
Mauritius	3	0.5%
Antigua and Barbuda	2	0.3%
Grenada	2	0.3%
Ghana	2	0.3%
Mozambique	2	0.3%

Country	Respondents (n)	Respondents (%)
Namibia	2	0.3%
Tanzania	2	0.3%
Argentina	1	0.2%
Barbados	1	0.2%
China	1	0.2%
Greece	1	0.2%
Indonesia	1	0.2%
Israel	1	0.2%
Macau	1	0.2%
Philippines	1	0.2%
Poland	1	0.2%
Portugal	1	0.2%
Sweden	1	0.2%
Uganda	1	0.2%
Zambia	1	0.2%

Appendix F

Course announcements

Fifth Live Online Session: Course Summary & the Activity Plan
Join us for our 5th and final Live online session...
Posted on: May 7, 2020 at 6am

Week 5 Announcements & Live Session 5 Details
We are now in Week 5 of the course and are hoping...
Posted on: May 6, 2020 at 7:12am

Fourth Live Online Session: Technology Implementation & the Activity Plan
Join us for our fourth online session today at 9:00 AM...
Posted on: Apr 30, 2020 at 12am

Week 4 Announcements & Live Session 4 Details
We are now in Week 4 of the course where we...
Posted on: Apr 27, 2020 at 11am

Third Live Online Session: OERs and Technology Use - Ask the TELMOOC Inspirer
Third Live Online Session: OER and Technology...
Posted on: Apr 23, 2020 at 6am

Week 3 Announcements & Live Session 3 Forum/Details
We are now in Week 3 of the course and are focused...
Posted on: Apr 21, 2020 at 9:13pm

Second Live Online Session: Cognitive presence and the online learner experience
Our second online session happens today at 9:00 AM...
Posted on: Apr 15, 2020 at 6am

Week 2 Announcements
Welcome to Week 2 of the TELMOOC. The topic...
Posted on: Apr 14, 2020 at 6:37pm

Live online session Today @ 12:00 noon MST (Alberta Canada Time)
Our first online session happens today - join us...
Posted on: Apr 9, 2020 at 8:42am

Week 1: Introduction to the TELMOOC.
Welcome to Technology-enabled Learning! My name...
Posted on: Apr 7, 2020 at 3:17pm

Appendix G

Survey letter of consent

Athabasca University

COMMONWEALTH of LEARNING

Learning for Sustainable Development

5 April 2020

Dear Participant:

We are researchers at Athabasca University and the Commonwealth of Learning. We invite you to participate in a research study entitled "Understanding the Experience of Technology-Enabled Learning". The purpose of this study is to create a detailed picture of the participant experience in this MOOC.

Your participation will involve completing two short surveys: one at the beginning of the course and one after the course has finished. Each survey will take between 5 and 10 minutes to complete. Some participants may also be contacted for a more detailed interview. This interview takes between 15 and 20 minutes in total.

Data about your general course participation, such as the assignments you submit and the time spent on different course activities, is also of interest to us. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

In either case, all information collected in this study will remain confidential. No individually-identifiable information about you, or provided by you during the research, will be shared outside the research/instructional team without your written permission. All research data will be kept on a secure drive for which only the principal researchers and instructional assistants will have access. Identifying information of participants will be removed from any reports that are seen by anyone other than the principal researchers and instructional assistants. The results of the research study may be published but your name or any identifying information will not be used. The published results will be in summary form only.

The findings from this project may provide information on how to improve the quality of learning experiences in other online courses. There are no known risks or discomforts associated with this research. If you have any questions about this research project, please feel free to contact Dr. Martha Cleveland-Innes via email at martic@athabascau.ca. This study has been reviewed by the Athabasca University Research Ethics Board. Comments or concerns regarding your treatment as a research participant should be directed to the Office of Research Ethics at 1-800-788-9041, ext. 6718 or via email at rebsec@athabascau.ca.

Use the buttons below to indicate whether you agree to participate in the research project described above. To correlate the surveys with your general course participation, we will also require the email address you used to register in TEL MOOC. If you choose to consent to a follow-up interview, we may use this email address to contact you; your email address will not be used for any other purpose or shared with anyone outside the research team.

Thank you.

Sincerely,
Martha Cleveland-Innes PhD, Chair, Centre for Distance Education, Athabasca University

Appendix H

Pre-course survey

Where do you live?

- Europe/UK
- North America
- Caribbean/Central America
- South America
- South Asia/Indian subcontinent
- Asia
- Oceania
- Middle East
- Africa

Please specify your country.

What is your primary spoken language?

- English
- Other (please specify)

What is your gender?

- Male
- Female

What is your age group?

- Under 20
- 20-29
- 30-39
- 40-54
- 55 and over

What is your highest educational qualification?

- Secondary/high school diploma
- College certificate or diploma
- Vocational school certificate or diploma
- Bachelor degree or equivalent
- Master degree or equivalent
- M.Phil or equivalent
- PhD or equivalent

What is your teaching experience?

- Education student
- Less than 5 years

- 6-15 years
- 16-25 years
- More than 25 years

What does your job involve? (select all that apply)
- Face-to-face teaching
- Distance education
- Online teaching or facilitating
- Blended/hybrid teaching face-to-face and distance or online)
- Work-based training
- Research
- Management/administration
- Education support services
- Other (please specify)

If your job involves teaching, at which levels do you teach? (select all that apply)
- Early education
- Elementary
- Secondary/high school
- College
- Vocational school
- University

How would you rate your current skill level when performing the following tasks? (none, basic, proficient, or advanced)
- Using standard computer programs (word processor, email, etc.)
- Using social media (Facebook, Twitter, etc.)
- Creating digital media (video, blogs, etc.)
- Teaching or supporting learners through technology

Before registering in this course, were you aware of the Community of Inquiry framework for online and blended learning?
- No
- I had heard of it
- I knew it well but had not used it
- I use it in my instructional/learning design and/or teaching practice

Have you taken Blended Learning Practice (BLP) MOOC?
- No
- No, but I am planning to take the next offering
- Yes, but I did not complete the course
- Yes, I completed the course

How did you find out about this course?

- Commonwealth of Learning website
- Commonwealth of Learning newsletter
- Course brochure
- Athabasca University
- BLP MOOC
- Email notification
- Social media
- Colleagues/workplace
- OpenUpEd
- PCF conference
- Other (please specify)

What is your primary reason for taking this course?

- General interest in technology-enabled learning
- Professional development (contributing to your CV, for example)
- Obtaining a certificate
- General interest in MOOCs
- Other (please specify)

Which of the following best describes your intention to complete this MOOC?

- To browse the course contents, but not planning to complete the course
- Planning to complete some course activities, but not planning to earn a certificate of completion
- Planning to complete all activities to earn a certificate of completion
- Have not decided whether I will complete any course activities

Do you consent to be contacted to participate in a follow-up interview as indicated in the consent form?

- Yes, I consent to be contacted
- No, I do not consent to be contacted

Appendix I

End-of-course survey

Which weekly activities did you complete, or do you expect to complete? (Please select all that apply.)

- Less than one week
- Week One activities, discussions, and quiz
- Week Two activities, discussions, and quiz
- Week Three activities, discussions, and quiz
- Week Four activities, discussions, and quiz
- Week Five activities, discussions, and quiz
- A TEL Activity Plan

Please provide us with your feedback by indicating your level of agreement to the following statements (strongly disagree, disagree, neutral, agree, strongly agree).

- TEL MOOC met the learning objectives.
- The amount of time I spent on the course met my expectations.
- The workload was manageable.
- The pace of the course was comfortable for my learning.
- The course activities reinforced the course material.
- The course activities did a good job of triggering my thinking.
- The course activities did a good job of holding my interest.
- The course material was of good quality.
- Assignments were helpful to acquire knowledge and skills.
- The quizzes helped to test my knowledge.
- I experienced direct instruction during TEL MOOC.
- My learning was supported through facilitation by the Inspirer.
- My learning was supported through facilitation by the roving instructors.
- My learning about TEL was supported through my discussions with other students.
- My learning about TEL was supported by reading other student posts.
- TEL MOOC discussions provided me with information about resources that I will be able to use in my own teaching.
- I felt like I was part of a community in the TEL MOOC.
- It was okay to express emotion in TEL MOOC forums.
- The course website was user-friendly.
- The Course Support videos helped me navigate the course and understand course expectations.
- The Course Support forums helped me navigate the course and understand course expectations.
- The TEL MOOC experience will assist me in the use of educational technology for teaching and learning.
- Overall, I was satisfied with TEL MOOC.

Please indicate the level of instructor and facilitator involvement you would have liked to have had in TEL MOOC.

- Much more instructor and facilitator involvement
- Somewhat more instructor and facilitator involvement
- About the same level of instructor and facilitator involvement
- Less instructor and facilitator involvement
- I felt no need for instructor or facilitator involvement

What suggestions do you have for the instructor and/or course design team?

If you would like to provide general feedback on TEL MOOC, please enter it here.