



## **Report of the Massive Open Online Course**

**Introduction to Technology-Enabled Learning (TEL MOOC)**

Sixth offering: 21 June - 25 July 2020

Athabasca University  
Commonwealth of Learning

## Credits

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This report on the sixth 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 sixth time from 21 June to 25 July 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 sixth 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 1668 student registrants in TEL MOOC 6. Based on a pre-course survey with 678 respondents, the active participants were drawn from across geographical regions, led by Africa (41.7%), Asia, South Asia, and the Indian subcontinent (31.7%), and the Caribbean and Central America (18.0%). The most frequent countries listed by survey respondents were India (20.1%), Zimbabwe (7.9%), Botswana and Namibia (6.5% each), the Maldives (6.2%), and Uganda (6.1%). Respondents represented all levels of educational practice, from early education to post-secondary, as well as research, administration, and support services.

In this sixth 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 also awarded Certificates of Completion. There were 446 Certificates of Participation awarded, for a total certification rate of 26.7%. Of these, 366 participants (21.9% of registrants) were also awarded a Certificate of Completion. The TEL MOOC 6 overall certification rate of 26.7% is below the 35.6% rate achieved in TEL MOOC 5 and is more consistent with earlier offerings.

As TEL MOOC 6 was one of a rapid series of offerings of the course to support educators making the shift to online or emergency remote teaching during the global pandemic, few revisions were made to this offering as compared to TEL MOOC 5, held two months earlier. As with TEL MOOC 5, the platform for this offering was the Canvas learning management system, which offers a faster, more streamlined launch than the previous mookIT platform, and a certification system developed by Athabasca University. 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 sixth 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.

This report makes a comparatively small number of findings and recommendations, building upon the more extensive recommendations from TEL MOOC 5. The primary recommendations here, based on participant responses to the end-of-course survey, are to continue to explore the use of live sessions not only as optional presentations but as an office-hours opportunity to ask course questions, and to encourage further use of participant-generated forums to support more focused discussions based on region or professional role.

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 sixth 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>
- TEL MOOC 5: <http://oasis.col.org/handle/11599/3663>

## 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 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

From the Commonwealth of Learning:

**Dr Sanjaya Mishra**, Education Specialist, eLearning

### 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 TEL MOOC 5, and to enable a timely launch of TEL MOOC during the COVID-19 global pandemic, TEL MOOC 6 was again 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.

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,
- 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 Sixth Offering

As TEL MOOC 6 was one of a rapid series of offerings of the course to support educators making the shift to online or emergency remote teaching during the global pandemic, few revisions were made to this offering as compared to TEL MOOC 5, held two months earlier.

General streamlining was made to continue to adapt the TEL MOOC material for the Canvas learning management system selected for TEL MOOC 5, including the use of dedicated forums to announce, archive, and promote discussion around the live sessions, an approach successfully applied in Blended Learning Practice. The certification system developed by Athabasca University was enhanced to integrate the discussion post requirement for Certificates of Participation, allowing for a faster, more accurate turnaround for certificates, which can now be generated within days of the individual participant meeting the requirements rather than after the end of the course.

Further incremental improvements are intended for TEL MOOC 7, including a new pre-registration form to capture demographic data from all registrants.

## Section III. Delivery of TEL MOOC 6

There were 1668 student registrants for the sixth offering of TEL MOOC, compared to 1143 in TEL MOOC 1, 3881 in TEL MOOC 2, 2477 in TEL MOOC 3, 2425 in TEL MOOC 4, and 1401 in TEL MOOC 5. Of the 1668 student registrants, approximately 71% accessed the course at least once, logging an average of 5.3 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 678 participants (a response rate of 40.6% of total registrants but an estimated 58% 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 46 countries indicated by respondents in all, with a broad representation across geographical regions, led by Africa and including the first TEL MOOC registrants from Mali, Oman, and Tuvalu. Including all six offerings, TEL MOOC has now reached 142 countries or autonomous regions worldwide, including all members of the Commonwealth except Brunei Darussalam and Seychelles.

Table 1. Survey respondents by geographical region (n=662)

Region	Respondents (n)	Respondents (%)
Africa	276	41.7%
Asia, South Asia, and the Indian subcontinent	210	31.7%
Caribbean/Central America	119	18.0%
North America	22	3.3%
Oceania	15	2.3%
South America	9	1.4%
Europe/UK	7	1.1%
Middle East	4	0.6%

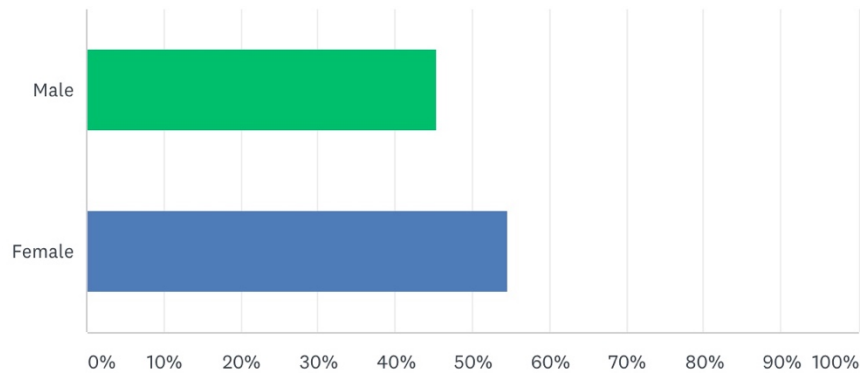
Table 2. Most-frequent survey respondents by country (n=657)

Country	Respondents (n)	Respondents (%)
India	132	20.1%
Zimbabwe	52	7.9%
Botswana	43	6.5%
Namibia	43	6.5%
Maldives	41	6.2%
Uganda	40	6.1%
Kenya	35	5.3%
Trinidad and Tobago	34	5.2%
Nigeria	26	4.0%
Antigua and Barbuda	24	3.7%

### Personal characteristics

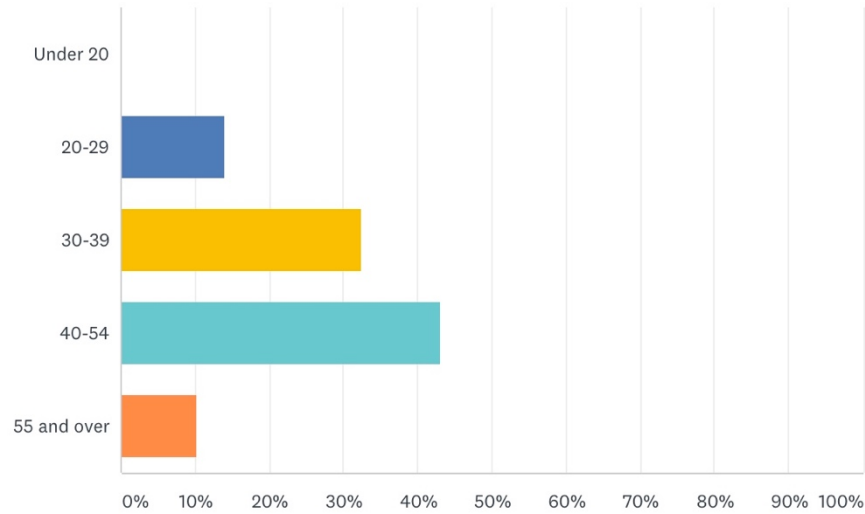
54.6% of respondents (n=665) were female and 45.4% were male.

Figure 1. Respondents by gender.



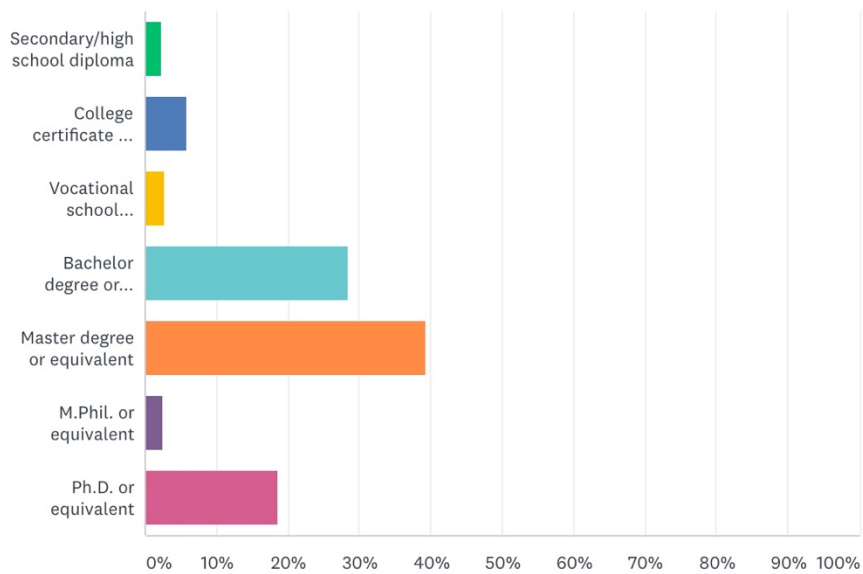
The ages of respondents (n=667) were broadly distributed, with the mean age slightly younger than in TEL MOOC 5. 53.2% were above the age of 40.

Figure 2. Respondents by age.



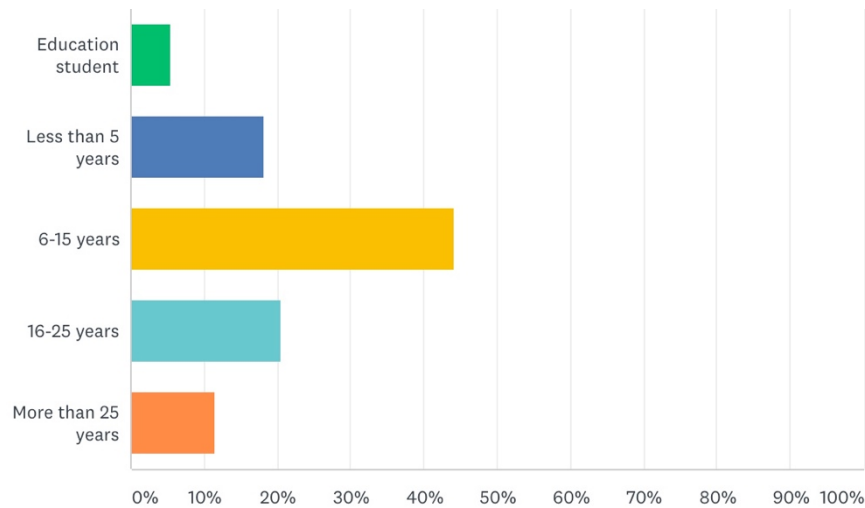
TEL MOOC 6 participants were in general highly educated, with 60.6% of respondents (n=668) holding a Master's degree or higher. 10.9% held no degree.

Figure 3. Respondents by education level.



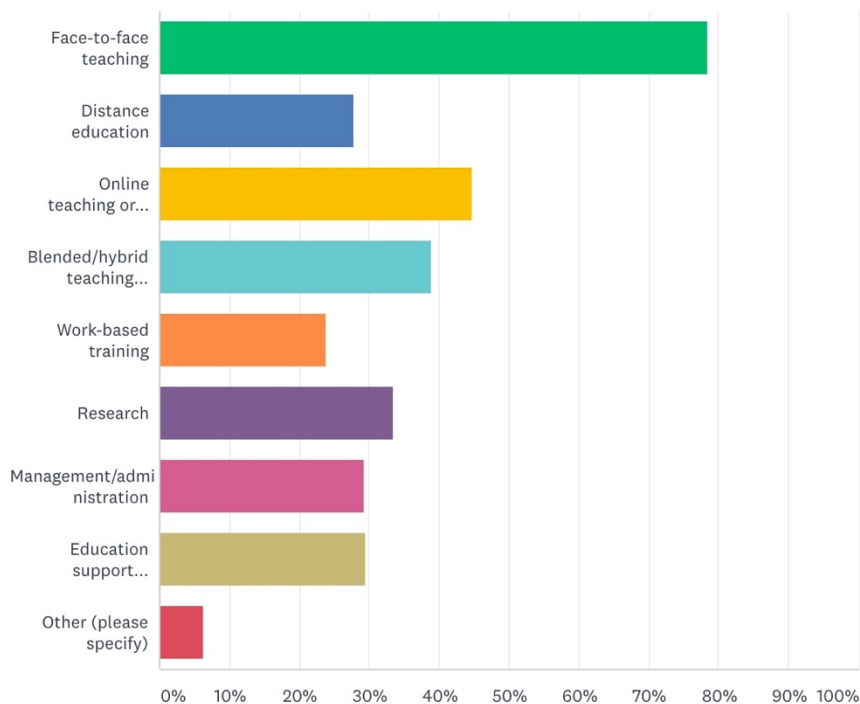
Respondents (n=656) indicated a wide range of teaching experience, from 5.5% currently a student of education to 11.6% with more than 25 years of experience. Of respondents with some teaching experience, a very approximate mean level of experience would be 13 years, consistent with TEL MOOC 5.

Figure 4. Respondents by teaching experience.



Finally, respondents (n=659) were asked the nature of their current teaching or other professional role, with the option of selecting multiple roles. A large majority of respondents (78.5%) indicated some degree of face-to-face teaching, with 44.8%, 39.0%, and 27.9% indicating online, blended, or distance education, respectively. 29.6% indicated educational support services, and 23.4% indicated work-based training. Given the high level of education among respondents, it is not surprising that 29.3% indicated a management or administrative role, while 33.5% 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 5, 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 (see Appendix F),
- 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 5, 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.

## Role and presence of the facilitation team

Three 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 6.

Also unlike TEL MOOCs 1 through 4 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 27 participant-generated forums were created in

the course. This is similar to TEL MOOC 5, but significantly fewer than the 1084 participant-generated forums in the mookIT-based TEL MOOC 4.

In total, there were 5786 discussion posts: 5389 (93.1%) in pre-established forums and 397 (6.9%) in participant-generated forums. These numbers are consistent with the discussion activity in TEL MOOC 5, and despite the shift from participant-generated to pre-established forums, the overall activity level remains consistent with TEL MOOC 4 as well.

### Synchronous sessions

Adobe Connect was used for 4 one-hour synchronous sessions. Live sessions have become increasingly important in recent TEL MOOC offerings, with TEL MOOC 5 including 5 sessions but TEL MOOC 4 including only 2.

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 after the session in both the original Adobe Connect format and, for greater accessibility, through YouTube. As YouTube is a public platform, the participant names and chat are removed for the YouTube versions. Recordings are 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 three sessions were led by the course Inspirer, Dr Nathaniel Ostashewski. The dates, titles, approximate number of participants or viewers, and YouTube recording URLs are listed below.

25 June 2020 **An introduction to technology-enabled learning**

Dr Nathaniel Ostashewski

[https://www.youtube.com/watch?v=\\_IIHIGwkFkc](https://www.youtube.com/watch?v=_IIHIGwkFkc)

288 participants or views

2 July 2020 **Applying the Community of Inquiry: Multiple presences, multiple ways to be present**

Dr Martha Cleveland-Innes

<https://www.youtube.com/watch?v=1HXXu1UI8IE>

201 participants or views

9 July 2020 **OER and open education: Ask the Inspirer**  
Dr Nathaniel Ostashewski  
<https://www.youtube.com/watch?v=YMbOlqvq3Q>  
129 participants or views

16 July 2020 **Technology implementation and the Activity Plan: Ask the Inspirer**  
Dr Nathaniel Ostashewski  
<https://www.youtube.com/watch?v=jNXdYxTQpml>  
118 participants or views

## 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 6 were consistent with those in TEL MOOC 5.

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

Quiz	Attempts (n)	Average score	Standard Deviation
Week 1	575 (34.5%)	86%	1.90
Week 2	521 (31.2%)	91%	1.23
Week 3	489 (29.3%)	90%	1.26
Week 4	464 (27.8%)	94%	0.87
Week 5	452 (27.1%)	91%	1.40

### 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 389 plans were submitted, of which 369 (94.9%) were successful.

### Certificates

All participants in TEL MOOC 6 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 446 Certificates of Participation awarded, for a total certification rate of 26.7%. Of these, 369 participants (21.9% of registrants)

were also awarded a Certificate of Completion. The total certification rate is below the 35.6% rate achieved in TEL MOOC 5 and is more consistent with earlier offerings, such as TEL MOOC 4's rate of 28.2%.

As introduced in TEL MOOC 5, certificates were made available through a separate certificate system originally developed by Athabasca University. 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 6 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 ( $n=678$ ) and end-of-course survey ( $n=317$ ). 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 668 responses indicating a primary language, 463 (69.3%) reported English as a primary language; of the 198 who did not indicate English as a primary language, their primary languages were the Maldivian language Dhivehi (29, 4.3% of all respondents), Hindi (24, 3.6%), Telugu (22, 3.3%), Bengali/Bangla (18, 2.7%), and the Bantu language Shona (12, 1.8%).

The majority of respondents self-reported that they were proficient or advanced in the use of software (524, 79.5%,  $n=659$ ) and social media (434, 66.1%,  $n=657$ ), but only a minority reported that level of skill with creating digital media (163, 25.0%,  $n=652$ ). Notably for the subject-matter of the course, only about one-third of the respondents (249, 38.0%,  $n=655$ ) reported they felt proficient or advanced in teaching or supporting learners through technology at the outset of the course. This general pattern of confidence levels across skills is broadly consistent with previous offerings of TEL MOOC.

335 respondents (50.8%,  $n=659$ ) had heard of the Community of Inquiry framework, the primary theoretical framework discussed in the course. Of those, 90 indicated they knew it well but had not used it, while 45 use the framework in their teaching practice.

Of the 659 respondents who indicated a primary reason for taking the course, 330 (50.1%) took the course out of general interest in technology-enabled learning, 247 (37.5%) for professional development, 37 (5.6%) to earn a certificate, and 21 (3.2%) out of general interest in MOOCs. A large majority of respondents (621, 94.0%,  $n=661$ ) intended to complete all activities and earn a certificate of completion. Compared to TEL MOOC 5, these numbers represent a shift towards greater general interest in TEL and away from purely seeking a certificate, which may have had some influence on the lower certification rate. They do, however, 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 ( $n=658$ ) indicated that they learned of TEL MOOC through a wide range of sources, with the most frequent being colleagues or the workplace (294, 44.7%), social media (110, 16.7%), email notifications (65, 9.9%), and the Commonwealth of Learning website (55, 8.4%). 28 (4.3%) respondents reported that they learned of TEL MOOC through Blended Learning Practice; 107 (16.3%,  $n=658$ ) indicated they had taken Blended Learning Practice, with 67 of these completing the course. The top referrers for TEL MOOC 6 are summarized in Table 4.

Table 4. Top referrers for TEL MOOC registrations

Referrer	Number (%)
Colleagues/workplace	294 (44.7%)
Social media	110 (16.7%)
Email notification	65 (9.9%)
Commonwealth of Learning website	55 (8.4%)
BLP MOOC	28 (4.3%)
Athabasca University	19 (2.9%)
Commonwealth of Learning newsletter	11 (1.7%)
Course brochure	6 (0.9%)
Other	70 (10.6%)

### Summary of end-of-course survey results

The End-of-Course Survey was completed by 317 participants (19.0% 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 6, with 280 (94.6%,  $n=296$ ) agreeing or strongly agreeing with the statement, “Overall, I was satisfied with TEL MOOC,” and 295 (93.6%,  $n=295$ ) 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.	296	280 (94.6%)
TEL MOOC met the learning objectives.	295	276 (93.6%)
The TEL MOOC experience will assist me in the use of educational technology for teaching and learning.	295	279 (94.6%)
The amount of time I spent on the course met my expectations.	296	262 (88.5%)
The workload was manageable.	297	253 (85.2%)
The pace of the course was comfortable for my learning.	297	269 (90.6%)
The course activities reinforced the course material.	295	272 (92.2%)
The course activities did a good job of triggering my thinking.	295	276 (93.6%)
The course activities did a good job of holding my interest.	297	273 (91.9%)
The course material was of good quality.	297	274 (92.3%)
Assignments were helpful to acquire knowledge and skills.	295	273 (92.5%)
The quizzes helped to test my knowledge.	297	278 (93.6%)
The course website was user-friendly.	294	271 (92.2%)
The Welcome Module helped me navigate the course and understand course expectations.	296	271 (91.6%)

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 more positively to the Instructor and Inspirer roles than to the facilitators or to their fellow participants' discussions. Both the Instructor and Inspirer roles include video presentations, perhaps contributing to a stronger sense of connection than the text-only facilitator and participant roles. In a separate question, respondents were asked how much instructor involvement they would like to have had; 141 (47.8%,  $n=295$ ) indicated they would like to have had about the same level of involvement, 137 (46.4%) somewhat or much more involvement, and just 17 (5.8%) 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 89.2% 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.	294	237 (80.6%)
My learning was supported through facilitation by the Inspirer.	297	238 (80.1%)
My learning was supported through facilitation by the roving instructors.	295	213 (72.2%)
My learning about TEL was supported through my discussions with other students.	295	213 (72.2%)
My learning about TEL was supported by reading other student posts.	294	243 (82.7%)
TEL MOOC discussions provided me with information about resources that I will be able to use in my own teaching.	296	267 (90.2%)
I felt like I was part of a community in the TEL MOOC.	296	264 (89.2%)

The end-of-course survey also allowed for open-ended suggestions and feedback. Many respondents used this opportunity to thank the course organizers, emphasizing the timeliness of the course during the ongoing pandemic and pressure to increase the use of online and technology-supported teaching:

Keep up the good and thorough work, it is well appreciated and will go a long way in improving the standard of education in all participants' countries.

It was very wonderful experience. Got to know about so many new tools and platforms. Also, made so many new friends from discussion forum. Looking forward to participate in more such courses. Thank you team and Organizers!

It was very informative and timely. I learned a lot and I found the resources to be excellent. In this covid-19 era, the knowledge and skills will be very helpful.

The course was very well organized. The materials and videos were helpful in reinforcing learning. I indeed gained a lot of knowledge that I am going to put into practice especially when we are now being encouraged to develop out teaching materials and adapt them for online learning. Thank you the organizers of the course. I will be enrolling for more course.

Thank you for offering this free course to faculty/teachers/professors. We are used to the traditional set up of teaching. Now that we need to adopt to the new setup of teaching of learning, this course is really a big help for us teachers. Thank you so much for this opportunity.

The course is well-structured and made the learning very interesting. The material supplied is very useful and easy to follow. I really appreciate Prof Innes for her introduction to every module and her warm, informal and friendly tone. The best part is the quiz where the result is given instantly. This made it interesting, even exciting, to do the quiz and test ourselves. On the whole i am glad that i did the course at the right time as we are now forced to shift to online teaching due to Covid-19. It was very thoughtful of the TEL MOOC team to offer this course during this time. I thank the entire team from the bottom of my heart. Thank you

The live sessions, which had been considerably expanded in TEL MOOC 5 and 6, continued to be popular, with participants describing the strong sense of connection they felt with the instructional team and the immediate feedback possible during the sessions. Perhaps as can be expected as more educators move to online formats such as Zoom, several respondents asked for even greater emphasis to be placed on live sessions or direct tutorials:

The course was well laid out and the atmosphere that the course leaders provided was quite supportive and welcoming. I liked the idea of the live sessions. Thank you for the opportunity to be part of this course and this community of learners.

Very friendly, responds to any quests that we ask during the live session I love the way how they shared any more necessary bit of material during the live session in chat forum

It was perfect MOOCS but need some more live sessions for more involvement of participants.

I suggest that next time we can be given live sessions at least daily, one hour on our timetable daily for live sessions. Because sometimes, I would miss due to unavoidable circumstances.

Just wondering if it would be possible to have virtual interactions with the instructor through video conferencing platforms like Google Meet, Cisco Webex, etc.

Several of the respondents emphasized the potential of TEL MOOC for changing both personal and national educational practice, and pointed out the need for local success stories to help drive this change:

... Generally, I had a paradigm shift in my brain. I gained new knowledge on COI, Applications, OERs and many other areas covered. Even though some of the reading materials was long it was interesting and I was able to align it to my world....

My general feedback for this course is unimaginable. I am grateful to be one of the many teachers who have garnered such privilege to be apart of it. This course has not only motivated me but it has also widened my knowledge of the varied technology that be use in the classroom. One has to consider the level of the pupils' learning ability and their skills in using technology before one can effectively and efficiently use technology to teach. Since we want to cater for the development and growth of the pupils to think and to be creative

we need to do away with some of the older ways and methods of teaching. However this can only be achieved if there is a holistic view to develop education with all stakeholders and as such everyone needs to play a pivotal role in this development. With this course I am more equipped not only to work with my pupils but also with my colleagues so we can all help in the development of the future generation. Thank you TEL MOOC for such a timely gesture.

There should be more mindfulness on the less developed countries. there is need to exhibit success stories from these countries to encourage teachers from their environment

TEL MOOC should set up co-ordination or satellite centers at continental level to popularize her project/program to capture global attention to make greater impact on the resources it has in stock. Allow to be used as avenue for professional development for less privileged by recommending individuals or groups to obtain scholarships especially at Athabasca University for Educational Technology.

Building upon that sense of personal change and development, several participants suggested that TEL MOOC be extended, supplemented with additional specialties or further courses, or integrated into a diploma or degree program:

The team did a great job. The course design was excellent and the instructions were clear enough. The team should however consider offering the course for an extended period, like two months or so.

I really want to thank the team that organized this course and gave me opportunity to be part of the learning class, it has really improved my skills and knowledge, I wish we can keep receiving refresher courses to develop our profession. God bless you

Some of us are new to the course materials. I think for me I need more time to gain the experiences necessary to supervise TEL since I am the QA Officer within the institution. I think for us another course is needed on how to incorporate TEL into the enhancement of the quality culture of our institutions.

All participants are from educationists from different levels, so there should be common modules for all participants and as the course progresses there should be options for specialty. The course was more of high school educators and adult education.

The course is really helpful. We learnt a lot. We request to start another program on management of educational resources for the learners.

Good course, i would like to see Introduction to technology enabled assessment or Rubric assessment and Feedback (TEA)

The course was very interesting. If there will be advanced version of the course in the future, I hope to take part in it.

Please consider having this as a pathway program to a post-graduate Certificate/diploma with accessible cost considerations

A post-graduate Diploma in TEL & University Teaching will go a long way

I suggest that if possible they should go a head to offer Degree course in TELMOOC

This course has been very beneficial in providing both content and widespread interaction of ideas and experiences. I would love to be able to access such a program for a post-grad qualification. It absolutely fits the need of my local context.

## 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 26.7% is 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 the course was an "eye-opener" or a "paradigm shift", encouraging them to begin incorporating the knowledge gained in the course into their teaching and instructional design practice.

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. This remains true of its more recent formatting in Canvas as it was previously in mookIT.

As TEL MOOC 6 was one of a rapid series of offerings of the course to support educators making the shift to online or emergency remote teaching during the global pandemic, the following section on outcomes and recommendations has been reduced; we refer readers to the TEL MOOC 5 report, which has a more extensive set of challenges and opportunities to be implemented in later versions of TEL MOOC or similar future courses. Here we focus on the live or synchronous sessions and the course discussion forums.

One additional set of challenges and opportunities highlighted in the selections above from the end-of-course survey is the potential for TEL MOOC, perhaps in conjunction with Blended Learning Practice or other related courses, to become part of a larger diploma program; as these are questions relating fundamentally to each partner's mission and the nature of the partnership itself, they are not discussed here.

### Synchronous sessions

The live or synchronous sessions, originally conceived as a supplemental or enrichment activity, continued to be very popular in TEL MOOC 6, providing additional content as well as motivating and strengthening the sense of a learning community. Attendance remained high, and as shown in the survey responses in the previous section, attendees particularly appreciated the sense of immediate contact with the presenter and facilitators in responding to both presentation-related and course-related questions.

**Challenges and opportunities.** It is possible that as educators are becoming more familiar and comfortable with synchronous online sessions as a form of emergency remote teaching, there may be increasing interest and even expectations for such activities, as expressed by several respondents in the final survey.

By their nature, however, live sessions demand a greater time commitment and coordination than static course content, requiring an instructor, facilitators, and technical support, must be "re-presented" with each new offering, and are constrained by time zones, bandwidth issues, and platform limits (currently, around 150 simultaneous participants). As with any blended format, finding the right balance between synchronous and asynchronous activities, in the face of increasing demand for direct, immediate contact, remains an open question.

On the other hand, it is possible that increasing the number of live sessions has in fact reduced the number of individual support requests through the forums and course inbox. Our recent practice of labelling the later sessions as "Ask the Inspirer" sessions, and providing each session with its own dedicated discussion forum, it is possible that many questions that previously would have been answered in text, often repeatedly over time, have been concentrated into the live sessions and accompanying forums, with the instructor's voice providing additional authoritative weight. Continuing to use the live sessions not only to provide optional presentations but also as an office-hours opportunity to ask course questions seems an effective approach in future offerings.

### 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. With the rapid roll-out of several offerings of TEL MOOC, it has been easier to retain a consistent team of facilitators, reducing concerns about providing orientation and training with each new offering and tracking their activity in a separate, ongoing spreadsheet.

**Challenges and opportunities.** As with TEL MOOC 5, participants in TEL MOOC 6 continued to seem unaware of or reluctant to use the option to create their own discussion forums. This option would allow for more focused and spontaneous discussion around topics of the participants' own interest or important in their own contexts. Several respondents to the end-of-course survey suggested that participants should be grouped by region or specialty; the participant-generated forums would allow them to do just that under their own initiative. While it may be that participants are finding the pre-established module forums more useful and adequate to their needs than in mooKIT (where threaded conversations within the large forums were not possible), the limited use of participant-generated forums compared to earlier versions of TEL MOOC is seen as one drawback to the switch from mooKIT to Canvas.

As the participant-generated forums are listed in a separate section from the module forums, one option to encourage greater use of participant-generated forums is to seed that section with a small number of topics before the course begins, or to have facilitators seed them as they notice geographical or professional trends in the Welcome forum. Further instructions on how and why to create participant-generated forums should also be provided. Such forums offer not only the opportunity to create stronger, more effective connections between participants and allow them to explore their more specialized interests during the course, but may also support a greater sense of agency as they implement TEL into their own practice and encourage others to do the same.

## Participant demographics

The Canvas registration system asks for very minimal participant information compared to mooKIT; for more detailed demographics such as age and education level in TEL MOOC 5 and 6, we have had to rely on the Welcome survey. The survey is not mandatory and in TEL MOOC 6 represented only 40.6% of the total registrant list. A key recommendation has been to supplement the Canvas registration with a pre-registration form to capture this additional data; this recommendation has already been implemented for TEL MOOC 7.

# 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, 2020 June 21

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

**Meet the Instructors**

**Dr M. Cleveland-Innes** is Professor of Education Innovation at Athabasca University in Alberta, Canada. She has been teaching for 35 years in all areas of education, face-to-face and online. Martha has received awards for her work on the student experience in online environments and holds a major research grant through the Canadian Social Sciences and Humanities Research Council. In 2011 she received the Craig Cunningham Memorial Award for Teaching Excellence and in 2009 she received the President's Award for Research and Scholarly Excellence from Athabasca University. Her work is well published in academic journals in North America and Europe. She is also a visiting researcher at the KTH Royal Institute of Technology, Stockholm, Sweden.

**Dr N. Ostaszewski** is Associate Professor of Education Innovation at Athabasca University in Alberta, Canada. He has been utilizing technology in teaching since 1990, both at the K12 and graduate education level. For the past 20 years Dr Ostaszewski has been training teachers how to incorporate technology into "worth-it" classroom, blended, and online activities. His current research areas include iPads in the classroom, networked teacher professional development, MOOC design and delivery and collaboration technologies in teaching. In 2012, he was invited to work in Western Australia at Curtin University assisting professors in implementing technology-enhancements for courses with up to 1500 students. His latest book is titled *Optimizing K12 Education through Blended and Online Learning* and he has several open access publications available online.

**Certification**

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

**Registration**

To register, please go to:  
<http://telmoo.ca/>

**For more information:**  
Commonwealth of Learning  
4710 Kingsway, Suite 2500  
Burnaby, BC V5H 4M2 CANADA  
Tel: +1 604 775 8200 Fax: +1 604 775 8210  
Email: [tel@col.org](mailto:tel@col.org) [www.col.org](http://www.col.org)  
Dr Sanjaya Mishra, Education Specialist, e-Learning

Athabasca University  
1 University Drive  
Athabasca, AB T9S 3A3 CANADA  
Tel: 1 (800) 788-9041 [ext. 6179] (toll free for Canada/US)  
Tel: (780) 675-6179 (outside Canada/US)  
TEL-MOOC inquiries: [info@telmoo.ca](mailto:info@telmoo.ca)

COMMONWEALTH OF LEARNING Athabasca University

**MOOC**

Introduction to  
**Technology-Enabled Learning 6**

21 June – 25 July 2020

Printed on Sustainable Sugar Sheet, 100% Forest Free | April 2016

LEARNING FOR SUSTAINABLE DEVELOPMENT

## 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:** 21 June – 25 July 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

<http://www.telmooc.ca/>



### TEL MOOC

The next offering for TEL MOOC is expected to run from October 4 to November 7. Return to this page for updates and registration opening in September.

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.



*Instructors: Dr Martha Cleveland-Innes and Dr Nathaniel Ostoszewski, Athabasca University, C*

#### 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



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 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 (*n*=657)

Country	Respondents (n)	Respondents (%)
India	132	20.1%
Zimbabwe	52	7.9%
Botswana	43	6.5%
Namibia	43	6.5%
Maldives	41	6.2%
Uganda	40	6.1%
Kenya	35	5.3%
Trinidad and Tobago	34	5.2%
Nigeria	26	4.0%
Antigua and Barbuda	24	3.7%
Saint Vincent and the Grenadines	22	3.4%
Canada	21	3.2%
Saint Kitts and Nevis	16	2.4%
Eswatini (Swaziland)	12	1.8%
Bangladesh	11	1.7%
Malaysia	9	1.4%
Fiji	8	1.2%
Guyana	8	1.2%
Mauritius	7	1.1%
Pakistan	7	1.1%
Zambia	7	1.1%
Philippines	6	0.9%
Belize	5	0.8%
Rwanda	5	0.8%
Dominica	4	0.6%
Grenada	4	0.6%
Jamaica	4	0.6%
Papua New Guinea	4	0.6%

<b>Country</b>	<b>Respondents (n)</b>	<b>Respondents (%)</b>
United Kingdom	3	0.5%
Sri Lanka	3	0.5%
Colombia	2	0.3%
Saint Lucia	2	0.3%
Romania	2	0.3%
Vanuatu	2	0.3%
South Africa	2	0.3%
United Arab Emirates	1	0.2%
Burundi	1	0.2%
The Gambia	1	0.2%
Mali	1	0.2%
Mozambique	1	0.2%
Oman	1	0.2%
Russia	1	0.2%
Turkey	1	0.2%
Tuvalu	1	0.2%
Tanzania	1	0.2%
Samoa	1	0.2%

# Appendix F

## Course announcements

### **Final Days of TELMOOC Course extension - Complete your TEL Activity Plan soon!**

Hello everyone and we are very happy to see so many of you completing...

*Posted on: July 30, 2020 at 9am*

### **Week 5 - Inspirer Notes and TELMOOC Course Extension!**

Hello TELMOOCers - we are nearing our final days of the course...

*Posted on: July 23, 2020 at 9:36am*

### **Week 5 module is now open**

The Week 5 module, Creating Technology-Enabled Learning, is now open...

*Posted on: July 19, 2020 at 12am*

### **Week 4 Live Session: Starts in 2 hours**

Join me as we discuss what the TEL Activity Plan looks like...

*Posted on: July 16, 2020 at 7am*

### **Week 4 Underway: Inspirer Announcement!**

We are now in Week 4 of the course where we explore how to design...

*Posted on: July 15, 2020 at 12:08pm*

### **Week 4 module is now open**

The Week 4 module, Application of Technology, is now open...

*Posted on: July 12, 2020 at 12am*

### **Join the Week 3 Live Session in 2 hours; OERs and Open Education!**

Live session 3: Dr Nathaniel Ostashewski, 9 July 2020...

*Posted on: July 9, 2020 at 7am*

### **Week 3 Announcements & Live Session 3**

We are now in Week 3 of the course and are focused on OERs...

*Posted on: July 7, 2020 at 8pm*

### **Week 3 module is now open**

The Week 3 module, Open Educational Resources, is now open...

*Posted on: July 5, 2020 at 12am*

### **Live Session #2 starts in 2 hours!**

Join us for the second live session in 2 hours...

*Posted on: July 2, 2020 at 7:59am*

### **Week 2 Inspiration: TELMOOC materials, Inspirer Video, Live Session 2 Information**

Welcome to Week 2 of the TELMOOC. The topic we are exploring...

*Posted on: June 30, 2020 at 1:42pm*

### **Week 2 module is now open**

The Week 2 module, Technology in Education, is now open...

*Posted on: June 28, 2020 at 9am*

**Live Session starts in 30 Minutes: Details attached!**

Live session 1: Dr Nathaniel Ostashewski, 25 June 2020...

*Posted on: June 25, 2020 at 8:27am*

**Announcement Week 1: Live Session Thursday!**

Welcome to Technology-enabled Learning! My name is...

*Posted on: June 24, 2020 at 5:32pm*

# Appendix G

## Survey letter of consent



21 June 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](mailto: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](mailto: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 Welcome Module 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.