Learning Design Issues in Collaborative International Online Programs

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Joint Online Programs

• Program/administrative planning:
  – Aligning curriculum
  – Curriculum/course development processes
  – Admission standards
  – Technical standards
  – Technical support
  – Administrative systems
Joint Online Programs

• Teaching & learning issues:
  – Role of the instructor in the online environment
  – Theories of learning
  – Appropriate assessment strategies
  – Communication process
    • Between instructors and learners
    • Among learners
Master of Educational Technology

• UBC – Tec de Monterrey joint online degree
• Opened September 2002
• Fully online, course-based Masters degree
• Built on successful Graduate Certificate in Technology-based Distributed Learning
• 30 credits: 10 courses, 4 core, 6 elective
Master of Educational Technology

• Core courses jointly developed by UBC and Tec de Monterrey faculty
• Offered in both English and Spanish
• Each institution develops its own elective courses
• Students can choose courses from either institution
Master of Educational Technology

- Collaborative assignments
- Interaction between UBC and Tec de Monterrey students
- Graduates receive degree from both institutions
Program Development Process

• Aligning curriculum
• Developing common admission standard
  – English language: 550 TOEFL score
  – Meet minimum UBC Graduate admission standards
• Common tuition fee
• Joint course development process
Program Development Process

- Agreement on delivery platforms
  - WEB CT, Blackboard
- Technical support
- Registration systems
  - Students are registered in both institutions
- Joint course development process
Course Development Process

• Joint UBC-Tec de Monterrey teams:
  – Two academics from each institution
  – Instructional designer from each institution
  – Production split between institution: 2 core courses – UBC; 2 core courses – Tec de Monterrey
  – Each institution handled web programming, graphic design for its two core courses
Course Development Process

• Platforms:
  – UBC: WEB CT
  – Tec de Monterrey: Blackboard

• Language in course development
  – More than translation
Things We Took For Granted

- Conception of graduate level course work
  - Appropriate activities
  - Assessment
- Role of the instructor
  - Instructor-student ratio
  - Online communication
Things We Took For Granted

• Role of the learner
  – Self-directed/directed

• Design of the online environment
  – User-interface
  – Use of Blackboard tools
  – The production process

• Institutional culture/practices
Lessons Learned

• A successful joint program depends on a common understanding/view of:
  – The role of the instructor
  – The role of the student
  – Theories of learning
  – Communication
  – Assessment
  – Learning activities
Lessons Learned

• Aligning curriculum, admission & technical standards, technical support, administrative policies and procedures is not enough

• Must ensure that:
  – Institutional cultures are compatible
  – Faculty have common understanding of pedagogical issues
  – Policies do not get in the way of the pedagogy
For Further Information

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