Learning from the first year of the Online Campus

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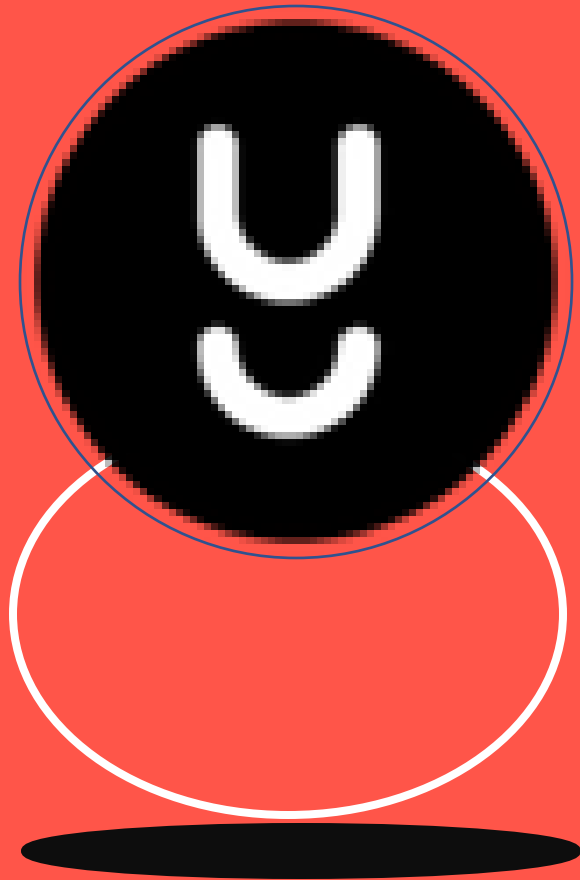
ONLINE LEARNING SUPPORT

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yoobee COLLEGE OF CREATIVE INNOVATION

Yoobee – Online Campus

Yoobee College of Creative Innovation

Auckland (2), Wellington, Christchurch, a Blended and an Online campus

Online Campus launched in 2020 as a LMS platform and MS Teams combo

First fully LMS programme October 2021 – Certificate in Creative Media L4

February 2022 – 6 programmes live
          CCM, DCM, DSD, CIT, WGD, WUX
          levels 4 to 6
          20 weeks to 2 years
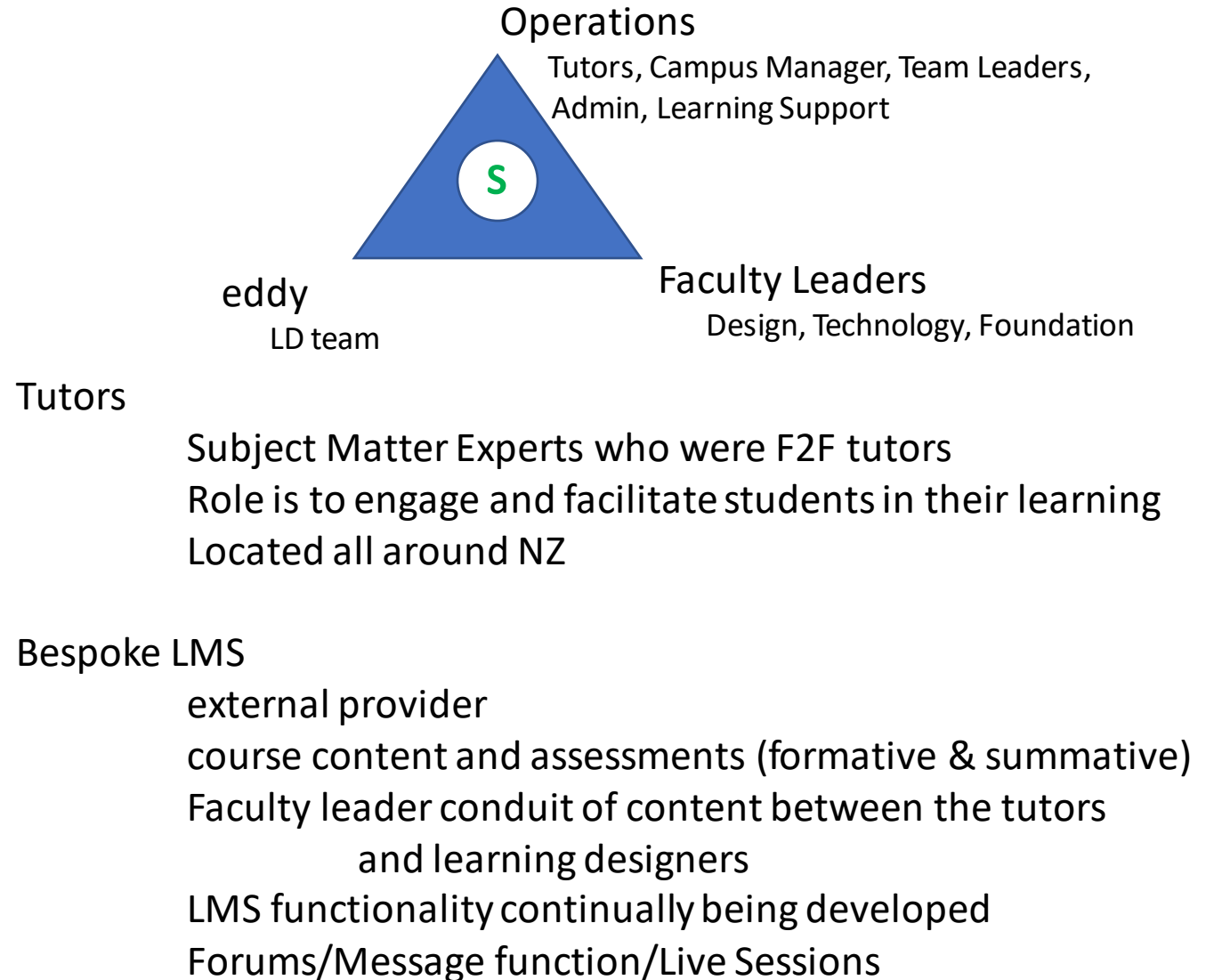   2022 intakes February, April, July, August, October, November

2023 – monthly intakes,
          2 more programmes on board in July

Facilitated Asynchronous

Online Campus –
Facilitated
Asynchronous

Operations

Tutors, Campus Manager, Team Leaders, Admin, Learning Support

S

eddy

LD team

Faculty Leaders

Design, Technology, Foundation

Tutors

Subject Matter Experts who were F2F tutors
Role is to engage and facilitate students in their learning
Located all around NZ

Bespoke LMS

external provider
course content and assessments (formative & summative)
Faculty leader conduit of content between the tutors
and learning designers
LMS functionality continually being developed
Forums/Message function/Live Sessions

Method –
Qualitative Survey

The project

The Project's aim
- To gain an understanding of the Online Team's learnings from the first year of the campus
- To utilise the learnings to inform future development

The project's findings is part of the Online Campus Self Assessment review activities and builds into the EER folder for this year.

Participants: The Faculty and Operations side of the Online campus

5 Questions
How does ❖ ❖ ❖ differ in a F2F campus compared to an Online Campus?
- ❖ Your role
- ❖ Building a relationship with students
- ❖ Building a relationship with colleagues
- ❖ Creating a learning environment
And
- ❖ What is your learnings for our future?

Lit Connection–
Links to Research

Community of Practice – a group of people with a shared passion for something They do and learn how to do it better as they interact regularly. (Wenger-Trayner & Wenger-Trayner, 2015)

Online instructors have the extra task of creating and faciliating an online sense of community (Kwapy, 2014).

Compared to face-to-face teaching, online teaching requires a different view: it's time consuming, overwhelming and boundaries on workload are difficult to maintain. (Tanis, 2020).

Careful planning, ongoing support and tasks that have purpose are the foundations of building an online community. Without this, students will feel isolated and disconnected from the campus and fellow students (Kwapy, 2014).

Prompt communication (Faculty-student) and collaboration are fairly important to both faculty and students. (Tanis, 2020).

"Themes are patterns anchored by a shared idea, meaning or concept" (Bruan & Clarke 2022 p. 8)

Lit Connection–
Themes leading to Learnings
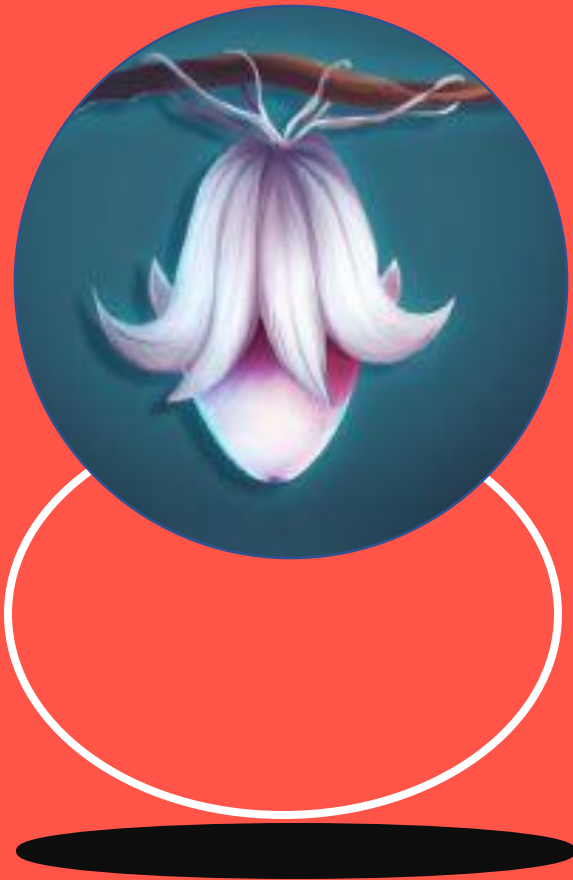
Theme 1 – Connection

◈ the importance of building it
◈ the challenges in building it

"Under the asynchronous course environment, student and tutor will not have contact with each others everyday, so tutor will have to think about how to build a connection (trust) with student."

"The majority of the learners do not want to engage with the tutor/facilitator. They are happy to do the work and complete the qualification. There are also that they want a learning relationship with the facilitator and are unsure how to build it."

Theme 2 – Communication

◈ the online communication challenges
◈ different communication strategies used to build relationships
◈ intentional efforts

"More greeting and use more emotion symbol to reduce the possible misunderstanding."

"You can't have an easy overview of how they are/where they are 'at' with a task etc. (on campus, you would just pop over to check in on them."

"All communication is more 'laboured'."

"Much of the communication is written, so you have to work hard to have the right tone."

Lit Connection–
Themes leading to Learnings

Theme 3 – Intentionality/Proactiveness

"I always like to answer student's questions with the highest priority so this will allow them to feel that I am always with them to support their study. It will also remove the loneliness from the student."

"One of the advantage I can see from Online Campus in term of building the relationship with student is I can take my time to read through what I want to send to the student before I click on the send button."

Theme 4 – Isolation
- ❖ of the students
- ❖ of the staff
- ❖ between the Online and the F2F campuses

"On an Online Campus, there is no physical space for casual interactions or impromptu conversations that often take place in a shared office or break room on a traditional F2F campus."

"For the students that this level of self direction is difficult, all issues are amplified in the Online Campus, as they have no day to day tutor guiding them and 'spoon feeding' them the information."

"The students and (some) tutors are more isolated and harder to motivate."

There still is a little it of "an invisible wall" between online staff and others, but it is due I think to lack of ongoing interaction and the difference in roles and how they function day to day."

Results –
Learnings

Invisibility: An invisible campus with invisible walls: a worthy description of an Online Campus where nothing is physical, *"held together by spreadsheets"*

Connection

Building a sense of a community between students/staff/campuses is important and there are attempts to overcome the challenges faced.

Communication

There is a strong awareness across the team of the importance of clear communication, employment of different communication strategies and intentional efforts are made by staff to overcome the challenges that arise.

Intentional efforts

Intentional efforts by the members results in a better community of practice, and without these intentional efforts the community would be different from what we are now.

Isolation

The staff's proactiveness and intentionality to create connection, improve communication and the focus to sustain the a community of practice reduces the isolation of the students and staff.

Summary–
Future

Supporting the campus
with direction and goal setting

Recommendations were made for the SLT to consider.

Mainly around the aspects of

❖ What we can change in the LMS
❖ What we can change with the onboarding of new staff
❖ What aspects of CPD to staff need to be considered
❖ Acknowledging the staff for their skillset as an Online faciliator
❖ Focusing on health and wellbeing of the staff in terms of isolation

My Learnings References / Acknowledgements
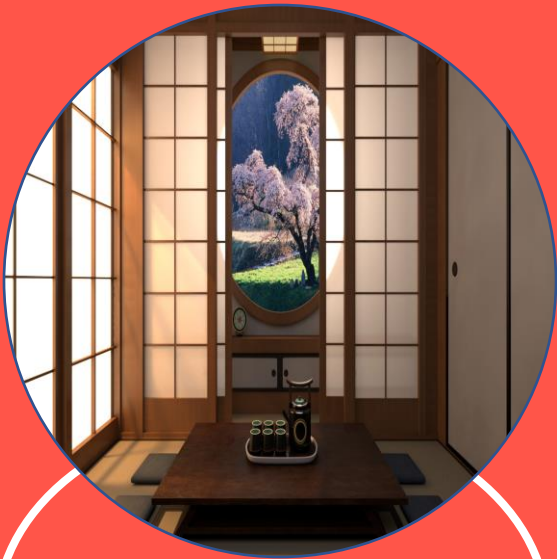
My learnings:

I am on my Doctorate journey at the data gathering stage looking into Professional Identity Development of tertiary educators.
(Happy to chat over a coffee in the break)

The biggest learning for me personally is understanding the process of data collection, data analysis and creating findings that are free from bias. It was a very reflective process to work out how to do this, knowing that I will be doing something similar within my own research.

References and Acknowledgements
Artwork: Yoobee students from various programmes

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