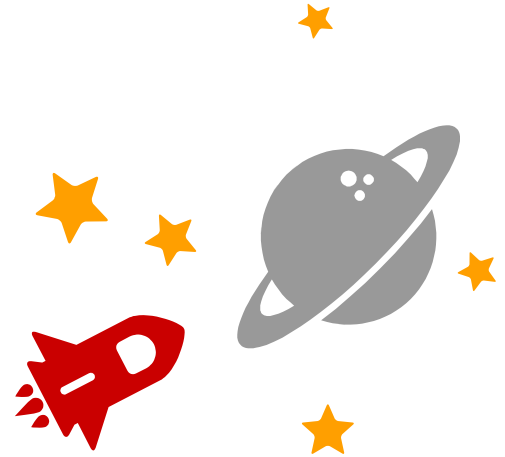


Imagine...

...designing, from scratch,
an online learning environment.



What might it
look like?

What features might it boast?

In what ways might it support —
or inhibit — learning?

“

*Faced with this challenge, we
might turn to an existing
model on which to base your
design...*

The traditional classroom



Blackboard®

The Moodle logo is displayed in a bold, orange, lowercase sans-serif font. The letter 'm' is partially obscured by a black silhouette of a graduation cap (mortarboard) with a tassel hanging down. The background features a large white circle on the right side, and a decorative orange-to-red gradient arc on the far right edge.

moodle



canvas

BY INSTRUCTURE

Different companies, similar products

- Pages
- Discussions
- Assignments
- Modules
- Collaboration
- Quizzes
- Gradebooks

What if we designed a new kind of learning environment...

...based not on existing models but rather state-of-the-art research into how we best learn?



From theory to platform

Designing software to support online
wisdom communities

Casey Frechette

Charlotte “Lani” Gunawardena

1.

Research into LMSs

Existing research sheds some light on the effectiveness of existing LMS design.

Grading LMSs

- Student perceptions into...
 - Ease of use
 - Reliability
 - Functionality
 - Accessibility
 - Support

Limitations

- Survey-based
- No benchmarks
- Conflation of design with implementation
- Conflation of system with instructor / cohort / service
- Only feature comparisons

2.

A new approach

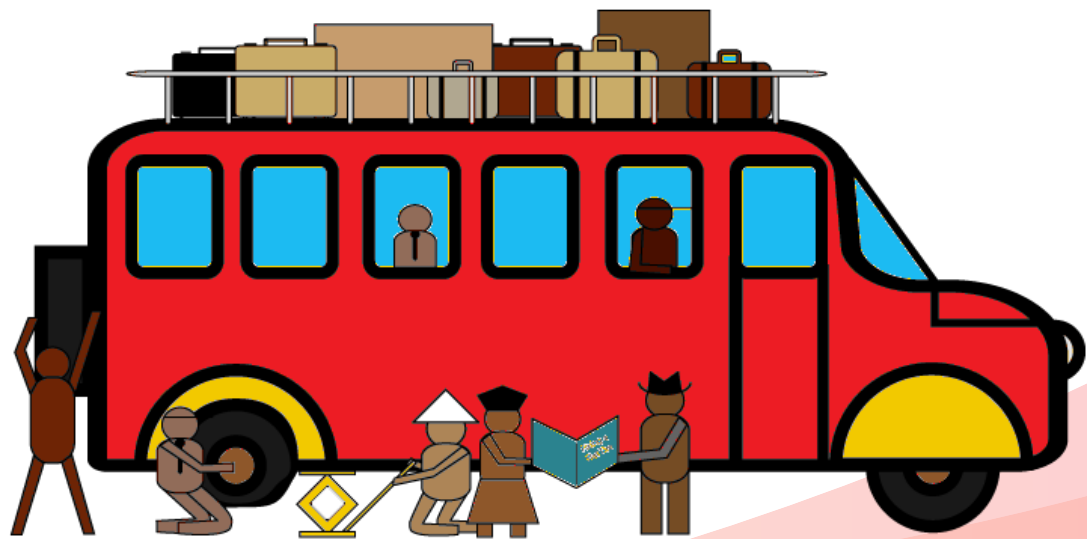
We propose a new kind of LMS.

Abandoning old paradigms

- Move past existing models or practices, from the classroom or social media.
- Start with an instructional design framework.

The Wisdom Communities Instructional Design Framework

- Based on sociocultural theory.
- Emphasizes social aspects of learning.
- Provides guidance on building wisdom communities – online cohorts who work collaboratively to find solutions to complex, real-world problems.



The tenets

- Communication
- Simplicity
- Connections
- Customizability
- Accessibility



3.

The subsystems

Independent systems commingle to create the learning environment.

Needs assessment system

- Tight integration builds into learner profiles.
- Custom assessments fed into a common bank
- Treat as checkpoint.
- Results funnel to the participant / facilitator / mentor / community.

Co-mentoring system

- Assign/track relationships.
- See progress on pairings.

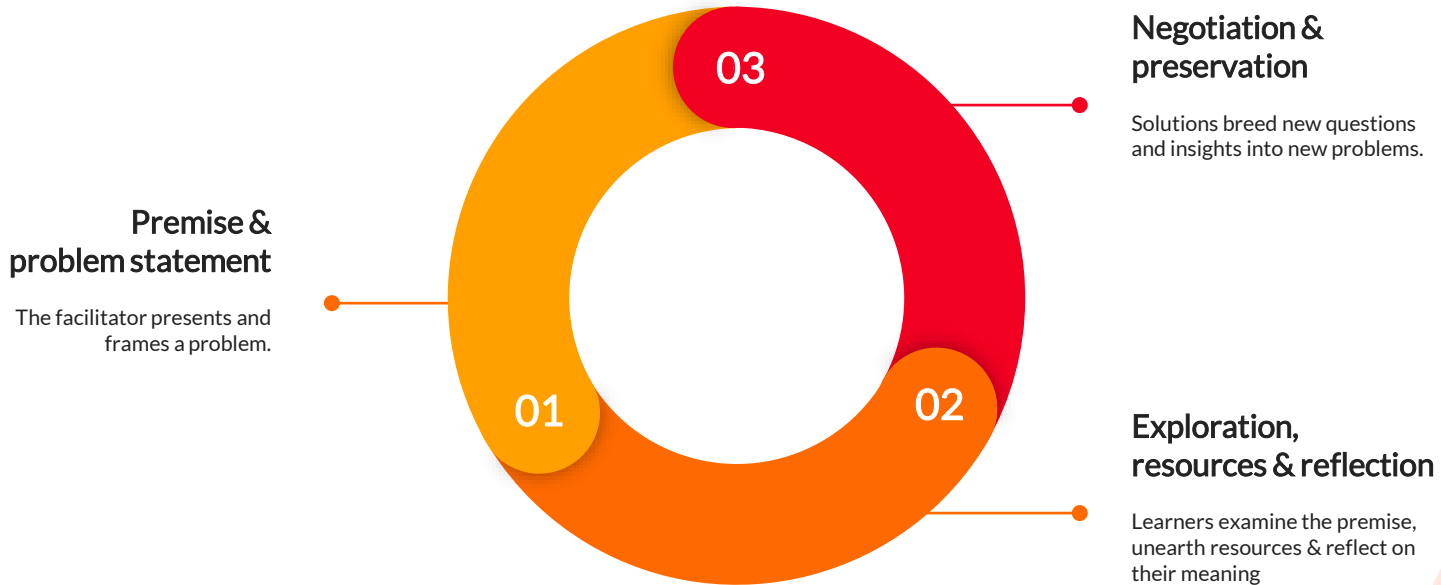
Communications system

- Hybrid sync/async/wiki
- Document attachment
- Who's present
- Off-the-record/private communications

People system

- Profiles
- One-on-one communications

Collaborative inquiry cycle system



Tracking system

- Individual/collective development
- Communication-based
- Provided to both learners and facilitators

To recap

Needs Assessment

To help participants and facilitators understand starting needs, and track progress

People

To enhance social presence

Co-Mentoring

To facilitate mentor-mentee relationships

The CIC

To create structured, collaborative explorations

Communication

To enable robust, flexible interaction and collaboration

Tracking

To provide timely feedback



The current paradigm

Content, grades, management



Our approach

People, connections, communications



What's possible

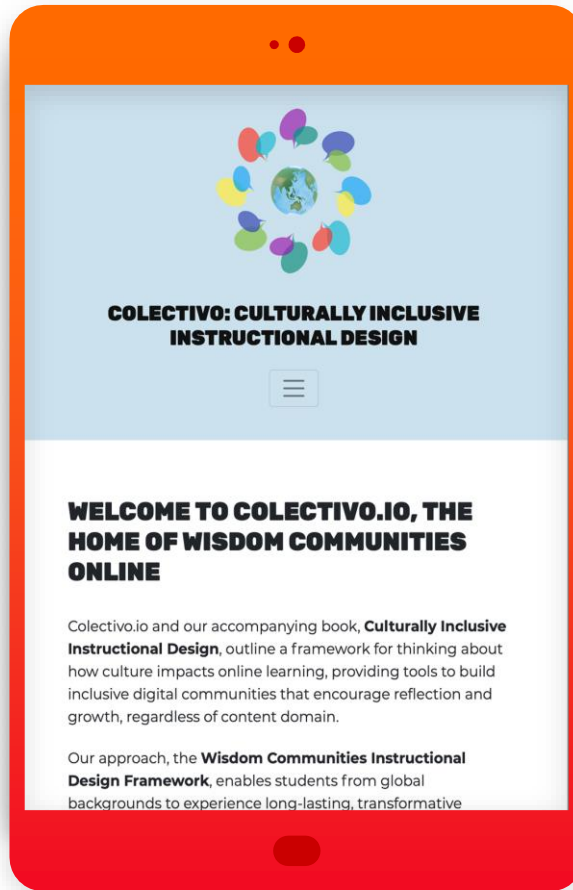
Previously unattained learning

What's next

- We're...
 - ...building the software;
 - ...recruiting a cohort to take part in a pilot experience; and
 - ...collecting feedback.



Join the Colectivo
<https://www.colectivo.io>



Thank you!



Any questions?

You can find us at:

- Twitter: [@cfrech](#)
- Email: frechette@usfsp.edu