



ELEARNING SUPERHEROES: A PROFESSOR'S HANDBOOK

ONLINE LEARNING 2018: Global Summit & EdTech Expo, Teaching & Learning in the Digital Age

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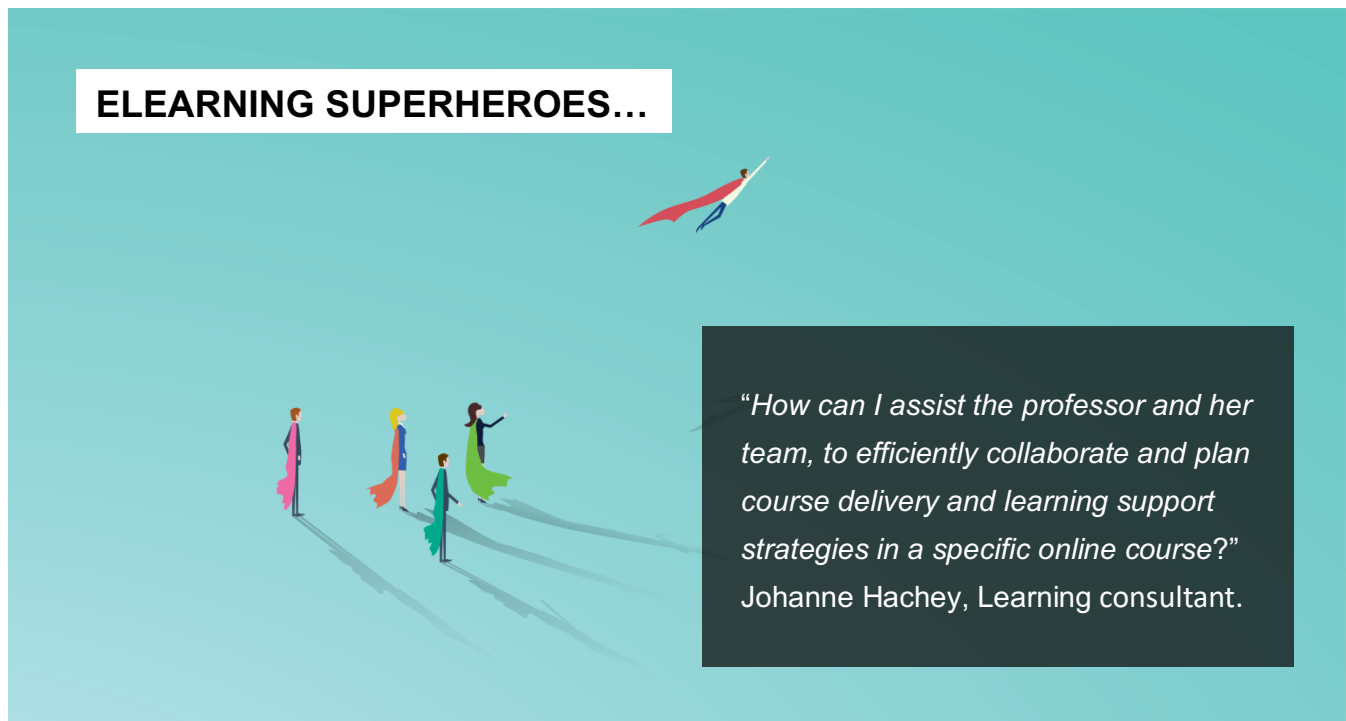
ABSTRACT



Elearning Superheroes': a professor's handbook

This handbook is a prototype presented by an online learning consultant to a university professor at Université TÉLUQ. The Université TÉLUQ is distinguished by its exclusively distance learning programs. This handbook is considered to be a tool that offers guidelines to help professors efficiently plan teaching and learning before and after course delivery. Any professor or teacher may utilize this handbook. Creating a strong foundation in online course design and effectively planning learning experience are key elements to meet student expectations (T. Bates, 2015). After the experimentation of the prototype of the handbook, a new and revised version was created by the learning consultant and professor. In this handbook, that will be mentioned as *TÉLUQ Superheroes handbook*, you will discover interesting creative ways to communicate and effectively plan learner support functions. You will also discover new ways to promote experience-based improvement, and positive changes in your online course.

OVERVIEW



In this digital age, teachers alone cannot be the superheroes of effective teaching. They need their superhero's pedagogical team!

"It is not realistic to expect all teachers to be super-heroes (even if you are the exception), but it is realistic to expect all teachers to be competent and professional in a digital age." (Bates, 2015, p. 417)

In the context of a major revision of an online university course, the learning consultant proposed the professor, Nathalie Lachapelle, to experiment with a prototype she had created; the *TÉLUQ Superheroes handbook*. In accepting to experience the implementation of such a handbook, the professor became the author of her own handbook. That was an important first step in documenting the educational vision carried out in this particular course. By periodically updating the handbook content, the professor will inspire positive changes based on learners' experiences and the lessons learned during course delivery. This handbook will also offer a quick overview of the learning strategies and technological aspects of the online course at all times.

INTRODUCTION

The Superheroes' Mission



The mission of the Superheroes in this *TÉLUQ Superheroes handbook* is to plan online learning to meet learner expectations. This mission is translated by the professor's experimentation in *Superheroes handbook* of a specific course. In this experiment, professor Lachapelle became the author of her handbook.

Although learning success is experienced by the learner, the professor plays a major role in planning learning support functions before, during and after online course delivery. This handbook informs, on where and how are the learning strategies and tools are implemented, and reminds the professor and the team over important surrounding details to plan the learning support functions.

As mentioned in the abstract, creating a strong foundation in online course design and effectively planning the learning support functions are key elements to meet student expectations (T. Bates, 2015). Basque (2017) defines the field of pedagogical engineering or learning design, as essentially all processes implemented during the "life cycle" of an "educational solution" which can take the form of the environment, or a device in learning or training activity. (Basque, 2017). Brassard (2017) defines that learner support functions may encompass all types of student interventions by the pedagogical team, such as learning support and helping learners to develop their learning autonomy (Brassard, 2017). According to Rodet (2016), a learner support intervention can have a

simultaneous cognitive, socio-emotional, metacognitive and motivational effect. Rodet (2016) also mentions that it is favorable to provide the professors with some supervision and educational support to efficiently plan learning interventions in online learning and teaching. These interventions are not linear actions; it is a set of practices and strategies adapted to distance learning.

THE STRUCTURE SUPERHEROES' HANDBOOK

Eight (8) dimensions structure this handbook. Seven dimensions refer to learning support functions. An eighth dimension was added to the handbook; continued improvement.

According to Said and Jaillet (2013), et al, these seven functions are qualified as new pedagogical vulgates, in the area of learning supervision and learning support in online learning (Depover et al., 2011; Audet, 2009; Denis, 2003; Bernatchez, 2000; De Lièvre, 2000; Paquette, 2000; Lebel, 1993; Wallet, 2009). On the next page, you will find a brief definition to define the scope of each dimensions.

Handbook structure: eight (8) dimensions



Student
orientation



Organization



Educational
Planning



Motivation



Technical &
Multimedia Aspects



Knowledge
Awareness



Learning
Assessment



Continuous
Improvement

SCOPE OF EACH DIMENSION



Student orientation: Strategies, practices or tools that will be available to the student and learning support team in order to promote the best practices for orienting and offering student guidance.



Organization: This function describes the organization of the online learning content and environment to reflect the cohesive learning process and planning of learner support (Berrouk and Jaillet, 2013).



Educational planning: Focuses on planning, teaching and learning activities in the online course. Student's planning of his / her coursework and overall learning progress during course delivery is also considered.



Motivation: Discusses strategies implemented in the course and in the planning of the learning support functions to maintain the motivation of the student.



Technical and multimedia aspects: Describes the technical aspects of the course website and the multimedia aspects of the tools offered in the course. Will also document technical support services and resources.



Knowledge awareness: Leads to consider the particularities of knowledge (what is known, what is not known and what will be learned) including students acquired knowledge, experience-based competencies and any disabilities.

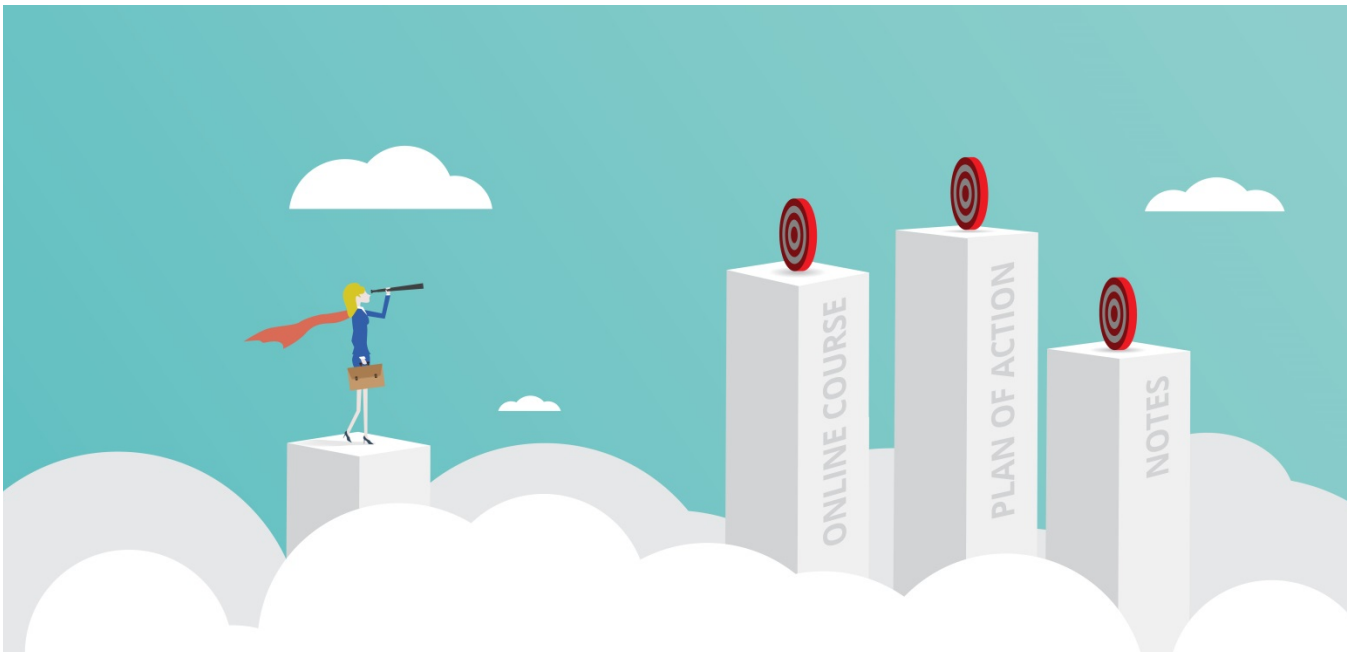


Learning assessment: Points out course evaluation methods used to measure students' achievement of learning objectives. It serves to guide the teacher in planning effective feedback and appropriate follow-ups during course delivery.



Continuous improvement: Presents specific ways to foster collaboration for the gradual and perpetual improvement of the course surrounding the course delivery in planning learner support.

TARGETED INFORMATION FOR EACH DIMENSION



The dimensions will target three (3) types of information: online course, plan of action and professor's notes:

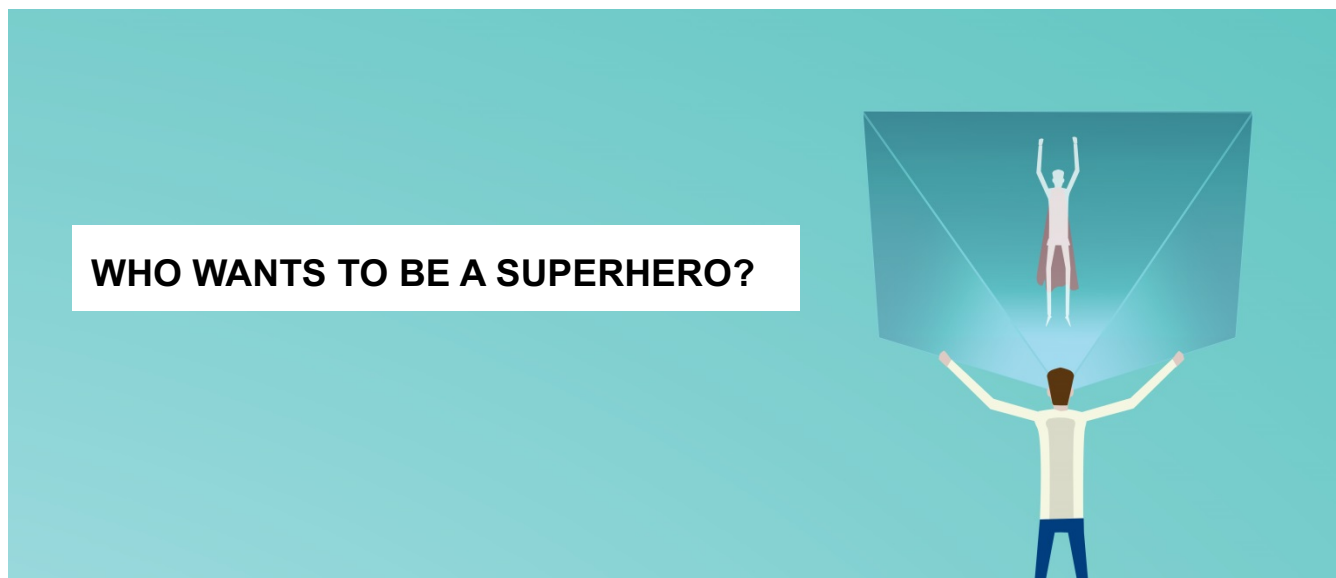
- The **Online course** lists the integrated learner support strategies, available through the online course and other university services websites.
- The **Plan of action** lists the actions by the professor or the learning support team.
- The **Notes** are a space for the professor's notes. It may be an idea, a pertinent reference, a reminder, a future wish or task to consider.

One documented dimension extracted from a professor Lachapelle's handbook is presented in the appendix. You may observe in this sample that some information relates to the role and responsibilities of the professor regarding learning support functions while other information included will point out the integrated learning tools and strategies available to students during course delivery as a reminder.

CONCLUSION

This experiment of creating and implementing the *TÉLUQ Superheroes handbook* had many positive impacts. This experience of creating and implementing such a handbook offered the learning consultant and the professor proof that with guidance, perseverance, and sense of teamwork, the learning support functions and the continuous improvement of an online course can be effectively planned. This collaboration positively enhanced the students' overall online learning experience. Most importantly, the continuous updating of the *TÉLUQ Superheroes handbook* by the professor and her team, lead to positive changes that were inspired by student-based learning experiences, and lessons learned by the professor during course delivery. Interesting creative new ways how to communicate, how to effectively plan the learning support functions were explored, and discussed, and were documented as a starting point for future improvement of the overall online learning experience.

A copy is provided of this *TÉLUQ Superheroes handbook prototype* so that you may experience and observe the results on how the creation process of this type of handbook may help in effectively planning online learning support functions and how it can positively enhance your online course.



APPENDIX: Sample of one dimension

The following text is a brief view of one dimension of a created handbook by professor Nathalie Lachapelle in the context of the course [ADM9001 : Bâtir une entreprise : des connaissances et des méthodes](#).

STUDENT ORIENTATION

1.1 Online Course

(What and where?)

- The professor has included a welcome video that is also available in the university course description (Université TÉLUQ : [Descriptif ADM 9001](#)).
- The [Course presentation rubric in the online course also](#) informs and orients student.
- The [Blogue ADM 9001](#) for this course permits interaction or discussion between students and the professors. This blog also wants to provide a sense of belonging to a learning community.
- Université TÉLUQ offers also guidance and support for student with special needs : [Accueil et accompagnement des étudiants en situation de handicap](#)
- [...]

1.2 Action Plan

(Thinks to do)

- Each session, inform your team on ADM9001 Superheroes Handbook by sending an email with the URL where to access the updated version.
- Discuss particularities of different groups of students from different programs.
- ADM9001 Blog: Invite your team to visit regularly the blog, create their professional profile and contribute to the Blog with orienting comments or acknowledgment of interesting points of views expressed, no matter your opinion.
- Reminder that some special guests, for example important figures may be granted access for them to visit, comment or create their profile.
- Always remember to add a few key words to all blog articles.
- [...]

1.3 Notes

(Reminder and ideas)

- Discuss with the program committee the intention to invite a student to give a testimony and record a video clip. We want to highlight how the content of this course marked his professional objectives or influenced a business project.
- The use of the ADM9001 Blog was a success for both students and professors. How could we recognize the implication of a student in the blog, or should we rethink graded homework?
- [...]

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