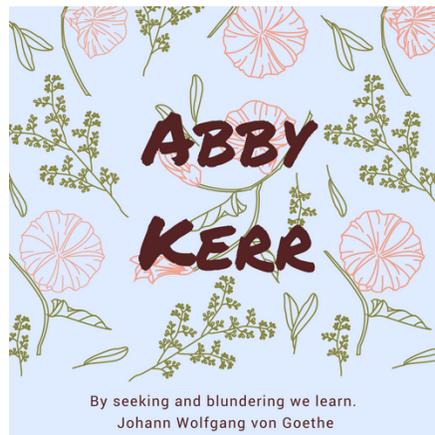


# ***Finding Employment and Community Through Educational Design***

Change Proposal  
INTE 6750 E-Learning Trends

*Abby Kerr*  
*abbykerr@gmail.com*



## ***Cognitive Presence***

### ***Problem***

Going back to school for my MA in eLearning has been a really exciting journey that grown to be increasingly rewarding as time goes by. I have been so impressed by my other classmates resume's and knowledge about the field. As someone just breaking into eLearning and Instructional Design, I have a notable worry, how is this going to lead to a job. Slowly through these classes I have found others in this same boat, either wanted to have the ability to branch from K-12 or even some like me who are working towards a different career opportunities. As a new student I was taken aback by the amount of software programs used throughout classes, the other students' proficiency with terms I had never heard of.

Community based growth is key within any context. Throughout these classes we are in discussions, always disseminating ideas together, sharing in projects and even watching each other's basecamps/portfolios grow. Even though we are making connections there is a lack of some the nuances that face-to-face and traditional classrooms give to networking.

When starting the program there were all these great resources that were provided by the ITL department like the different course tracks, about the classes, and the list serve. There were other gaps and I was slightly unprepared for some of the softwares and technologies that, of course things get learned quickly but it was nice to have some students further along in their courses give me some tips through randomized group work.

A student led creation of a place where cohorts of new students to ID can; meet, learn the basics of the ID and eLearning in conjunction with community, around finding jobs or internships, the more common questions about buzzwords that are used in job postings and interviews, more insights on class expectations from a student's authentic perspective, and the use of some open resources for softwares, is a much needed addition to this problem. When looking at Puentedura's SAMR model, I noticed the ease of online learning for the first steps, substitution and augmentation really where the change of the program's magnitude could be elevated is the the modification and redefinition of networking and student community led inclusivity.

## Intervention

The intervention I propose is a Slack channel for students in the ILT program, specifically new students. I chose Slack as the intervening technology because; it is used in a lot of businesses and is on the upward trend for communication and the way that the communication is archived.

## Project Goals

1. Create a place for *resources* in relation to the program.
2. Teach students a common *technology* communication tool that is used within companies.
3. Build community through students to exasperate *networking* in different capacities.

The SAMR framework is perfect for this type of intervention through its inclusivity of the use of technology and its continued use in public schools. These parallels are a going to be useful in the building of this communication channel. Through the use of the SAMR framework, I am hoping to be inclusive of all learners new to networking and community of online education classes to the students who are already on a path of the career of their dream. The SAMR framework below is focused on the use of Slack as a new technology for students although there are many different ways to define SAMR's use on this project. (Schrock, 2018)

<b>S</b> ubstitution	Taking a task that was usually done through face to face contact will be reproduced by Slack. This will continue to define the amount of resources for students. <i>Building a CU-Denver ITL Slack channel.</i>
<b>A</b> ugmentation	Slack will transform connection and networking possibilities for students eliminating the lingering formality of school's LMS. This augmentation will demonstrate make a place for students and former students find resources about jobs and learn a new communication technology. <i>Creating comment streams that are specified for different areas of the ITL program .</i>
<b>M</b> odification	While learning a new technology can seem like a rushed task and often in place of an assignments deadline. Using this Slack channel slowly through time can become more a easy way to learn but also practice ID and eLearning skills can bolster the student to be a leader within the channel. <i>Demonstrating student led interests more about what Slack Channels are thriving..</i>

<b>Redefinition</b>	When applying for jobs the to use Slack to connect and perhaps even land a job. Although the innovations of redefinition can lead this in a direction that hopefully is unfathomable to me <i>Creating live events and collaborating with more current and past students. Having other students define the normal of the slack channel.</i>
---------------------	--

## Evaluation

Evaluation of this process:

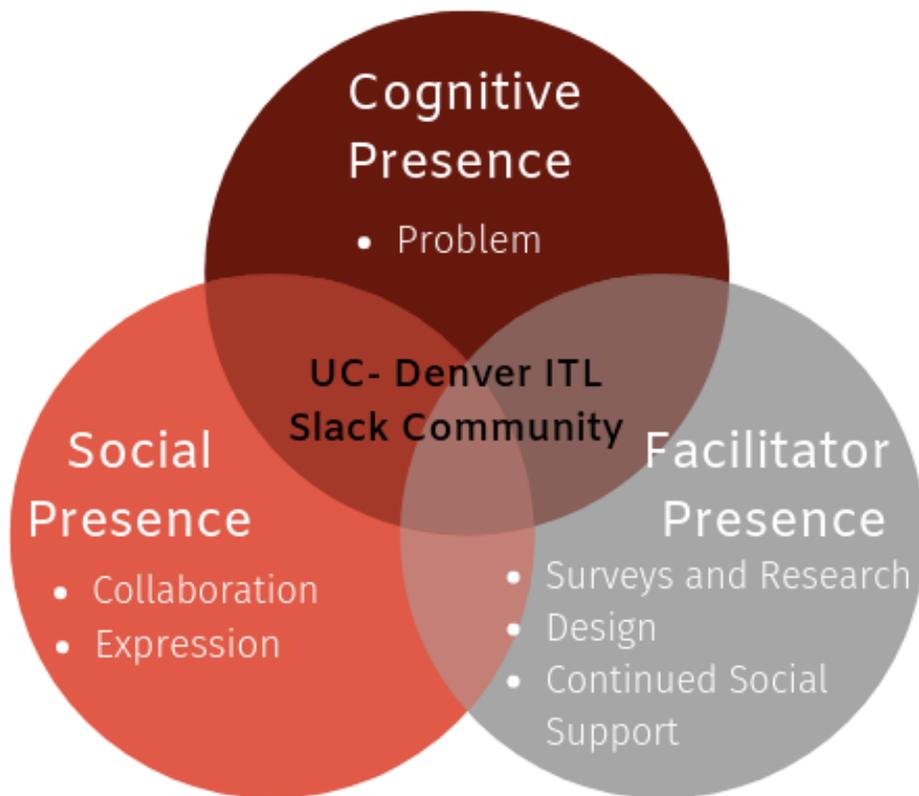
- Pre-Slack Channel Building: Survey of student's needs or through the use of Google Forms, what they would like to see on the Slack channel for informal settings with other students and professors.
- Slack analytics will evaluate the users and use of the channel.
- Updates and surveys will be used within Slack every end of semester terms months to update topics.

## Project Timeline

September - October	<ul style="list-style-type: none"> <li>• Research of Successful learning and ID Groups</li> <li>• Creation of Slack Channel</li> </ul>
November - December	<ul style="list-style-type: none"> <li>• Content Creation</li> <li>• Advertising the channel</li> <li>• Live event for networking and general chatting over winter break</li> </ul>
January- February	<ul style="list-style-type: none"> <li>• More content for the beginning of the semester added</li> <li>• More advertisement of community</li> <li>• Another live event</li> <li>• First survey for evaluation of PLN</li> </ul>
March -April	<ul style="list-style-type: none"> <li>• Content curtailed around what channels the users are using the most</li> <li>• Creation of peer review channel for resume/ CV's</li> </ul>
May- June	<ul style="list-style-type: none"> <li>• Live networking event for the end of the semester</li> <li>• Content for summer and upcoming networking events</li> <li>• Working on content for employment</li> </ul>

## ***Community of Inquiry (COI)***

To structure my quest on creating an online discussion based community I used a Community Of Inquiry (COI) framework curtailing the overall steps to this project to match the expectation of my project with the SAMR model. The role of a facilitator and creator for this Slack channel. I have illustrated and simplified the traditional COI model below, the three different circles, 'Cognitive Presence' which is the problem described; 'Social Presence' with is the users ability to collaborate and have freedom of expressing their selves; 'Facilitator Presence' which is my role in the surveying research, design, and continued social support. (Garrison & Arbaugh, 2007)



## Facilitator Presence

### Research

Modeling and examples are an imperative part of adult learning, being able to discover different facets of such a multi-faceted profession for trying to find inclusivity for every learner within the UC-Denver ITL program. I knew I had to do more research into what works in discussion based groups. Before diving into creating my own Slack channel I had to find successful examples within the eLearning and ID communities through different social media and networking platforms.

*Facebook:* Instructional Designers in Education, eLearning Industry, & eLearning Africa Guild

*Slack:* Pedogome,

*Discourse:* Google ID/eLearning Tech Group

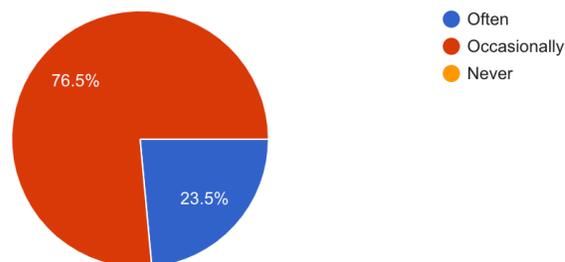
### Surveys (Evaluation Plan)

Community Of Inquiry (COI) framework is essential for professional development groups being able to create a space that accentuates the amount of information the at the users are looking to expand on. Willemse, Boei, and Pillen describe the use of a successful COI framework for small group interactions educators provided for both social and professional benefits. (2015) After researching successful professional groups I needed to find out what content and what other members of my community were in need of. Workshopping with Crystal Glasell I created a survey that measured:

- *Who would be interested in the use of a Slack or discussion based group for this community and what would be a driving factor for using this group*

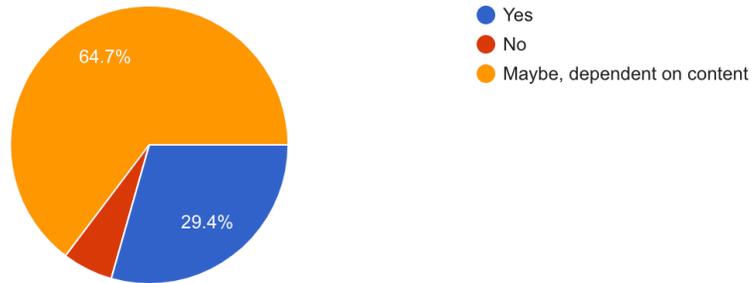
How often would you be likely to use a discussion based program from the ILT program?

17 responses



Would you be likely to use a discussion based program for the ITL program?

17 responses

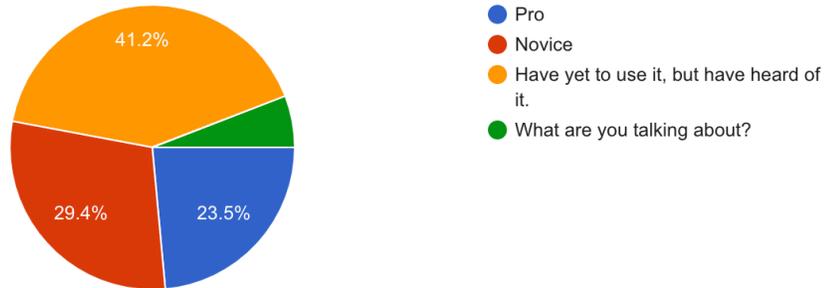


- *Experience Level with Slack*

If you have used Slack what is your experience level?



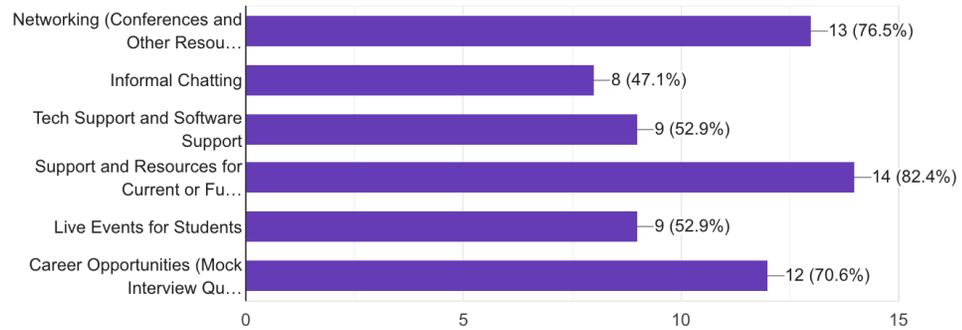
17 responses



- *Content Focus*

If you were to join a ITL Discussion Community what are some of the resources you would like to see?

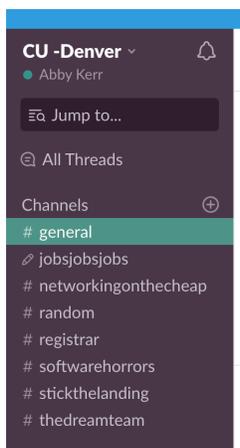
17 responses



I will have another survey every 6 months to the users to figure out more and adjust content as needed. I am also going to try and use the COI; open communication emotional expression, and group cohesion (Dunlap and Lowenthal, 2014)

## ***Design and Implementation***

I will be relying heavily on networking events and conferences and trying to find cheap or students priced events and webinars, since networking seems to be the most



I created the channels that users would like based on interests form the survey:

- peer review group
- general chatting
- softwares
- networking
- job tips.

I posted content in each of the groups to start the conversation out.

## ***Analytics and Continued Support***

I will be surveying and trying to stay present, particularly during the breaks from school when people have more time to think about networking. I will dedicate 3 hours every week to my own networking through the Slack Channel and finding events that are curtailed for students.

## ***Social Presence***

### ***Findings: Collaboration and Expression***

Creating a safe place for students to feel that they can collaborate and have freedom of expression is imperative to a successful COI networking group. (Dunlap and Lowenthal, 2014) Slack as a platform really lends itself to expression being able to access all the emojis emotions as one would in a phone in a desktop down to the font even is a rounded arial so it feels less sharp and formal. The different channels of chatting and being able to see side conversations happening is a great community builder and giving the user freedom of group conversations and being others in.

As the group is slowly growing there has already been a job posting from a classmate about her company hiring ID and eLearning professionals, which lends to the collaboration and the goal of the project in helping students find the right employment. I am positive that the platform as well as the social presence makes this the perfect fit.

## ***Conclusions***

### ***Lessons Learned***

I did not post an original working link which is always an embarrassing technology snafu. I am also learning more about the what a COI framework actually is, I was rather taken aback at the complexity of the three circle model at first and had to simplify it for myself. I have a background in Community lead project management for international non-profits so I thought I had an understanding of the basics but the use of technology is a different beast than building a well in the middle of nowhere. Potential issues that I see could be the lack of involvement from the users and the eventual fizzle of the Slack channel altogether, it has been a slow gaining of members but I am hopeful for the end of the semester projects to finish and then the allowance of networking.

### ***Next Steps***

Working on good content and keeping the times when I am not in school for winter break. I am also working on having a decompression zoom chat to practice remote meetings. I also want to have a discussion about asking for references; who you should ask and what is the protocol. I am going to keep with the time table I have above and try my best to create community through the common goal of finding employment.

## Resources

Dunlap, J., & Lowenthal, P. (2014). Problems Measuring Social Presence in a Community of Inquiry. *ELearning and Digital Media*, 11(1). Retrieved November, 2018, from [www.wwwords.co.uk/ELEA](http://www.wwwords.co.uk/ELEA) 19 <http://dx.doi.org/10.2304/elea.2014>

Garrison, D. R., & Arbaugh, J. B. (2007). Researching the Community of Inquiry Framework: Review, issues and future directions. *The Internet and Higher Education*, 10(3), 157–172.

Schrock, K. (2018, August 21). SAMR and Blooms: Resources. Retrieved September, 2018, from <http://www.schrockguide.net/samr.html>

Willese, Boei, & Pillen. (2015). Fostering Teacher Educators' Professional Development on Practice-Based Research Through Communities of Inquiry. *Vocations and Learning*, 9(1). Retrieved November, 2018.