

"Sustaining Quality Learning: *The Value of Collaborative Learning Communities in Student Success*"

23 June 2020

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How not to create an Online Learning Community OLC



Scope

- Online learning communities
- Thesis “Student performance, engagement and retention is enhanced by a utilising an online learning community based approach independent of the size or the location of the community.”
- Conclusions

Conclusions

- student performance, engagement and retention is enhanced by online learning communities before, during and 'after' COVID 19
- Online learning communities allow learners to go beyond their immediate context – on campus and digitally
- OLCs have the virtue of enhancing campus-based practices
- *Online* just a prefix
- Revel in asynchronicity and (pseudo) anonymity – these are enablers of student outcomes
- Opportunity to decolonise practice (some elements of neo-colonisation re: accessibility)

BAKE IN – DON'T BOLT ON



Technology may not be the answer

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"You have to attend classes. You can't just follow me on Twitter."

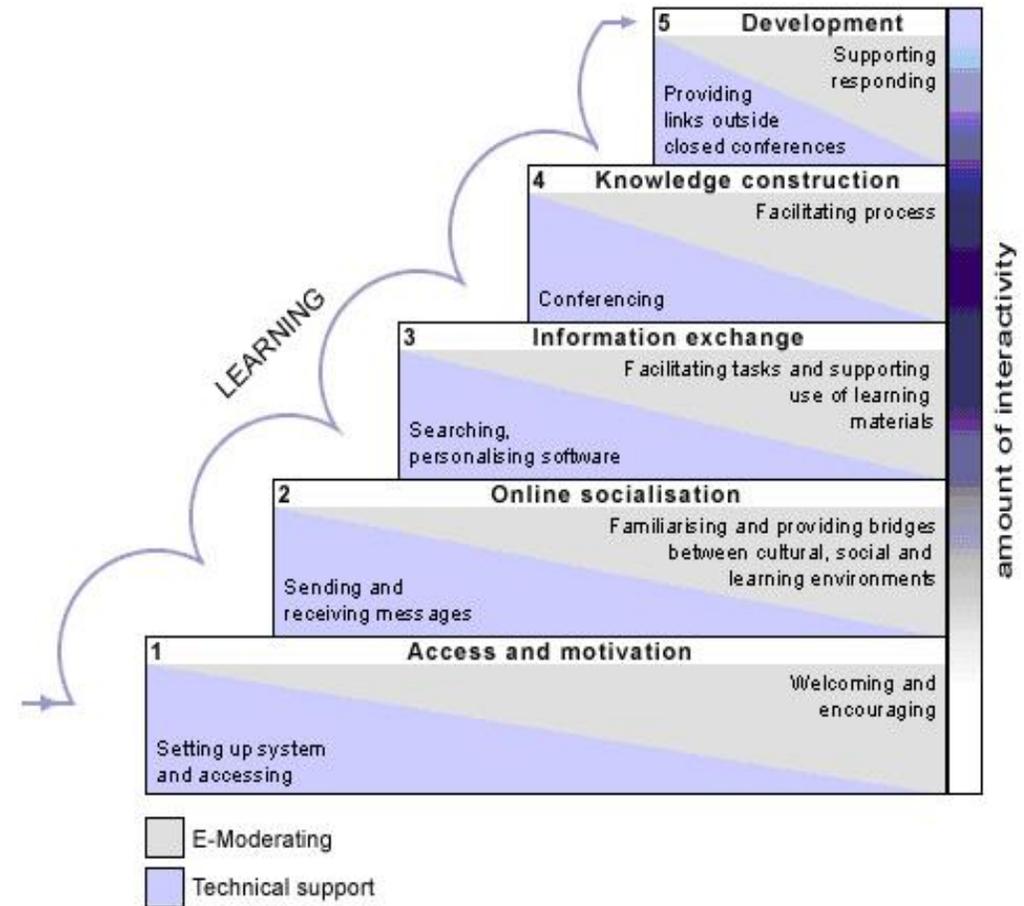
It's Just Learning.

- Multi-layered and Multi-directional
- as exemplar Use of Salmon's e-tivity framework: Purposes, Task, Respond, Outcome.
- i.e. integrated into assessment
- How to action online learning communities into your syllabus?

Context & Background: where OLC fit

The 'IR Model' is a schema of pedagogic design, delivery and development, where IR refers to 'Intellectual Reflection' - the 3-D's necessary for high quality and sustainable educational provision.

Rofe, (2011) 'The 'IR Model': A Schema for Pedagogic Design and Development in International Relations Distance Learning Programmes.' *European Political Science*, 10 (1). pp. 103-117. Lee & Rofe, (2016) 'Paragogy and flipped assessment: Experience of designing and running a MOOC on research methods.' *Open Learning: the Journal of Open, Distance and e-Learning*.



Gilly Salmon's 5-Stage Model

Intro e-tivity structure

E-tivity 1: Access and Socialisation

Purpose:	Introduce yourself to your peers and familiarise yourself with the use of our Forums
Task:	Please tell us a little bit about yourself. Discuss in no more than 200 words the last movie you saw. 'Sign' your message with the name you'd like to be called during this course (e.g. Jack or Jane) and 'post it' to the forum.
Respond:	Please respond/reply to at least two other posts drawing on the comments posted. You can opt to receive notifications via email by setting up your message notifications. To change these settings go to 'My Profile Settings'.
Outcome:	You will be able to post messages in the forums and post replies thereby engaging with your fellow students.

We recommend you spend a minimum of 30 minutes on this e-tivity, although you are encouraged to continue to converse with your peers.

Contributing Factors to Successful OLC

- Early and continual use OLC – embedded
- Support via Associate Tutors (+ training ATs)
- Immediacy of contact (*not* immediate)
- Low value small summative assessments – 5% low risk, CBM
- Crafted peer support – prevents isolation, builds collegiality = increased Student Performance.
- Short-turn around of feedback on summative assessments: - Bespoke, consistent feedback as feedforward
- Linked to multiple access points/nodes to formative feedback.

Liberty, QA, and all that



Conclusions:

- “Bake in don’t bolt on” – first principles matter.
- It’s the ‘learning’ that matters, not the prefix online. It is *just* ‘learning’.
- HE is about ‘*the imaginative acquisition of knowledge.*’ Robbins Report 1963