

Online Learning & Teaching Graduate Diploma Program

Ladders directly into the Master of Education in Educational Leadership with a Major Project focus

OLTD 512 (3) Instructional Design - Specific learning theories and their implications for eLearning are investigated. Instructional design models are explored with suitability and merit of each considered in relation to online learning contexts. Curriculum design, development of learning activities, authentic assessment practices and delivery formats are applied to support effective online course design.

Program Outline

| Semester & Course(s) | Credits |
|---|-----------|
| Year 1 Fall Semester | |
| OLTD 501 Introduction of Online Learning | 3 |
| OLTD 512 Instructional Design | 3 |
| Year 1 Spring Semester | |
| OLTD 503 Online Communication | 3 |
| OLTD 504 Learning Systems | 3 |
| Year 1 Intersession (Summer) | |
| OLTD 502 The Digital Learning Continuum | 3 |
| Year 2 Fall Semester | |
| OLTD 508 Game Based Learning | 3 |
| OLTD 511 Blended Learning | 3 |
| Year 2 Spring Semester | |
| OLTD 509 Emerging Technologies & Pedagogies | 3 |
| OLTD 506 Digital Responsibilities & Professionalism | 3 |
| Year 2 Intersession (Summer) | |
| OLTD 510 Capstone Learnings | 3 |
| TOTAL PROGRAM CREDITS | 30 |
| M.Ed. DEGREE OPTION | |
| MEDL 680 Field Inquiry | 5 |
| MEDL 690 Major Project | 5 |
| TOTAL CREDITS | 40 |

About Vancouver Island University

Vancouver Island University is a public university located on the unceded traditional territories of the Coast Salish Peoples. Our main campus is located in Nanaimo and we have regional campuses in Duncan and Powell River. Our inspiring natural setting, personal attention in small size classes, quality programming and values-based education, together, set VIU apart from other universities in a nurturing environment where we celebrate students' accomplishments. With over 1000 active graduate students, an alumni network of over 100,000 graduates, and over \$125,000 in available graduate level funding, VIU is ideal place for you to pursue a graduate diploma!

Our Elders-in-Residence, Indigenous Education Navigators and Shq'apthut – A Gathering Place warmly welcome our Indigenous students and our international students are supported by staff who specialize in supporting international students to be successful in their academic and personal lives in Canada. We foster engagement on campus and online, and to build bridges across cultures, including our local First Nations, through various projects and partnership. Our vision is shaped by the ideas of a just, equitable and sustainable local and global community.

For further information, please contact:

Faculty of Education Office, Graduate Programs: educ_gp@viu.ca
Tel: 250.753.3245, ext. 2530 | **Toll Free:** 1.888.920.2221 900 Fifth Street | Nanaimo, BC V9R 5S5

[Online Learning and Teaching Graduate Diploma](#) academic website

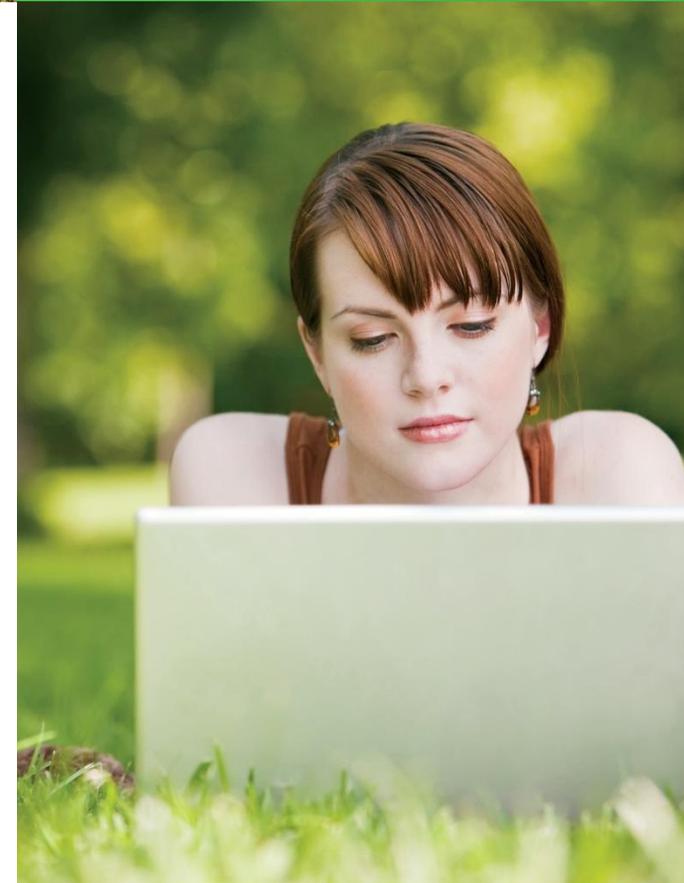
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The information contained in this guide is accurate at the time of printing. VIU reserves the right to make such changes as necessary, including cancellation and adjustment of courses. Jan. 2022 – Faculty of Education



Apply: <https://www.viu.ca/apply>



**Faculty of
Education**

Program Overview

The purpose of the Online Learning and Teaching Graduate Diploma program is to provide a solid foundation in the pedagogical and technical expertise required to effectively use technology to support effective eLearning in technology mediated environments. Students gain insight into approaches and methodologies that advance the online learning experience for both the learner and the facilitator/teacher/instructor.

Appealing to educators at all levels engaged in online and blended teaching and learning environments, including those working in corporate and workplace training, the program content and skills acquired focus on instructional design and distance delivery, including the latest Web tools and Learning Management Systems. These technology-enhanced learning skills meets the needs of employers seeking instructional designers, educational technologists and online teaching and learning specialists.

The program consists of ten, six-week, three credit courses and engages a cohort model that is focused on student success. Online asynchronous and synchronous delivery formats are offered throughout the program. The program also qualifies graduates to apply to complete VIU's Master of Education in Educational Leadership degree program with advanced standing.

Admission Requirements

- completion of either a Bachelor of Education or prior degree in another discipline

- current teaching, instructional or training experience

Applicants whose previous degree was obtained in a country where English is not the primary/official language and from a university where English was not the language of instruction must meet one of VIU's [English Language requirements for Graduate Programs](#).

Flexible Admission is available. For details, please see the Academic Program Page at <https://www.viu.ca/programs/education/online-learning-and-teaching-graduate-diploma>

Program Learning Outcomes

The OLTD program will develop educators who will:

- Be familiar with common terms, definitions and elements related to online environments
- Demonstrate competencies with design and implementation for unique learning environments
- Plan learning opportunities most suitable to the strengths and

- systems
- Develop and design intentional learning activities engaging best practice for online learning, as well as build group rapport
- Incorporate Universal Design for Learning (UDL) principles into learning design
- Encourage learner engagement through online facilitation
- Moderate and mediate effective online communication
- Foster and build communities of learning and practice
- Create effective assessment and evaluation methods/tools suitable to the strengths and challenges of online learning
- Scaffold digital citizenship for K-12 and adult learners
- Integrate current best practice strategies and learning theories into meaningful learning activities
- Examine current research around best and emerging practices for online and blended delivery
- Develop practical and technical skills and apply to all phases of learning design: concept, development, design, implementation, delivery and assessment
- Develop skills to optimize learning experiences through personalization to meet the needs of 21st Century learners
- Review research to inform practice for effective distance learning
- Focus learning design on student success

Course Information

OLTD 501 (3) Introduction of Online Learning - An introduction to fundamental learning theories, instructional design, delivery models and technologies as they apply to effective eLearning. Best practice for blended and fully online delivery is researched and applied. Creative tools support web-based learning activities, such as creating an ePortfolio to demonstrate understandings.

OLTD 502 (3) The Digital Learning Continuum - An exploration of learning in digital environments. Current theoretical, pedagogical, and design principles are applied to a digital learning project.

OLTD 503 (3) Online Communication - An investigation of theoretical aspects of online communication and practical skills of online facilitation. Research and theories regarding online communication and practical skills of online facilitation. Research and theories regarding online communication are explored to

develop understandings of related issues. Using student-led seminars, learners experience the benefits and challenges of online communication and the technologies that foster it.

OLTD 504 (3) Learning Systems - Students explore Learning Management Systems (LMS) for hosting and organizing online content. Collaborative investigations determine the capabilities of a "fully packaged" system. A set of non-LMS tools are developed to facilitate the design of a personal LMS. A variety of online instructional delivery formats are trialed.

OLTD 506 (3) Digital Responsibilities and Professionalism – An examination and application of essential professional, ethical, and legal concepts guiding digital educators and trainers. Coursework explores crucial considerations of digital educational practice including digital professionalism, digital footprints, privacy, social justice, safety, information and misinformation, as well as context specific policies and procedures.

OLTD 508 (3) Game-Based Learning - Along with game-based learning (GBL) constructs, learning principles for well-designed video games are examined. Various types of videogames are explored and assessed regarding their effectiveness as learning tools in a variety of settings. Extrinsic and intrinsic motivation to engage with content are explored, particularly as it relates to students, clients and employees.

OLTD 509 (3) Emerging Technologies and Pedagogies: Challenges and Opportunities – An exploration of educationally significant emerging technologies, pedagogies, examine systems, change, and leadership. Immersed in a Gamified Learning Environment, students investigate applications, benefits and challenges inherent in new technologies, as well as develop personal frameworks of analysis in handling new technologies and theories, sustainable change, and implementation challenges.

OLTD 510 (3) Capstone Learnings - Cumulative knowledge gained throughout the program is synthesized. A literature review is conducted to support the design and development of either a Professional Development workshop or a M.Ed. Leadership project, as a precursor to further graduate studies. Learnings are demonstrated through an exit ePortfolio presentation.

OLTD 511 (3) Blended Learning - Using specific case studies, blended learning theories and their transformative role in face-to-face and online learning environments are investigated. Students apply instructional design theories and models to develop frameworks and create relevant blended learning opportunities.