

Admission Requirements

Official transcripts indicating completion of a Bachelor of Education degree or a prior degree in any discipline with proof of current teaching experience.

Start Date and Application Deadline

Applications are accepted throughout the year until seats are filled.

OLTD DIPLOMA TIMETABLE

Course	Credits
YEAR 1	
Fall Semester	
OLTD 501 Introduction to Online Learning	3
OLTD 512 Instructional Design	3
Spring Semester	
OLTD 503 Online Communication	3
OLTD 504 Learning Systems	3
Intersession	
OLTD 502 Digital Learning Continuum	3
YEAR 2	
Fall Semester	
OLTD 508 Mobile Learning and Gaming	3
OLTD 511 Blended Learning	3
Spring Semester	
OLTD 509 Emergent Environments and Technologies	3
OLTD 506 Social Media	3
Intersession	
OLTD 510 Capstone Learnings	3
TOTAL CREDITS	30
MASTERS DEGREE OPTION	
MEdL 680 Field Inquiry	5
MEdL 690 Major Project	5
TOTAL CREDITS	40



About Vancouver Island University

Vancouver Island University is a comprehensive post-secondary institution located on beautiful Vancouver Island in British Columbia. Our main campus is located in Nanaimo, a city of approximately 90,000 people. We have regional campuses in Duncan and Powell River, and a campus in Parksville. More than 14,000 full-time and part-time students are enrolled in academic, applied, career/technical, vocational, trades and developmental programs leading to certificates, diplomas and degrees.

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For more information please contact:

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education.viu.ca/oltd

How to Apply

Students can apply online at educationplannerbc.ca or obtain an Application for Admission form at viu.ca/apply, or from VIU Registration Centres at the Nanaimo, Duncan, Powell River or Parksville-Qualicum campuses. Applications are accepted throughout the year. The VIU Calendar is available online at: www.viu.ca/programs/education/online-learning-and-teaching-graduate-diploma

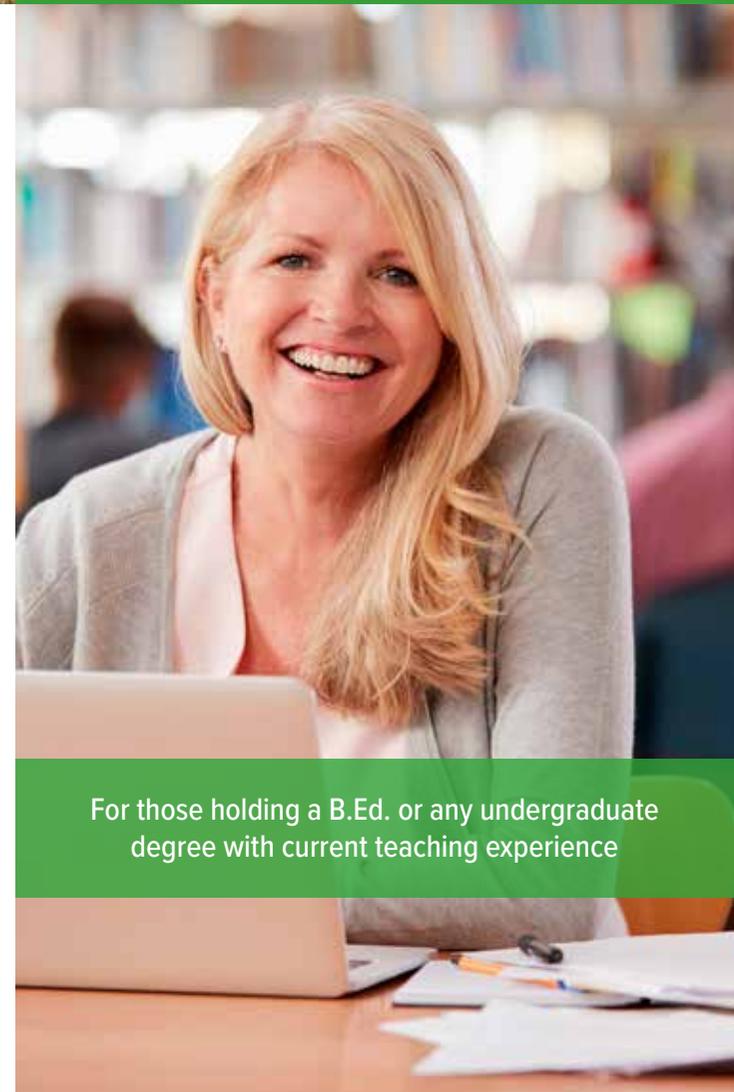


VANCOUVER ISLAND
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The information contained in this guide is accurate at the time of printing. Vancouver Island University reserves the right to make such changes as necessary, including cancellation and adjustment of courses. December 2018

Graduate Diploma in Online Learning and Teaching

Ladders directly into Master of Education (Leadership) with a Major Project focus



For those holding a B.Ed. or any undergraduate degree with current teaching experience



VANCOUVER ISLAND
UNIVERSITY

Faculty of Education

PROGRAM OVERVIEW

OLTD Diploma

The OLTD program consists of ten, six-week, three credit courses, engaging students in discovering best practice for online teaching and web-enhanced learning using the latest Web 2.0 tools and Learning Management Systems. The program is designed to meet the needs of school districts and educational institutions seeking skilled teachers to work in fully online and blended learning environments, provincially and potentially internationally. The program engages a small cohort model and is focused on student success. Asynchronous and synchronous delivery formats are offered, fully online. December holidays and summer vacations are honoured (July and August) providing a realistic schedule for practicing teachers and working professionals. There is no residency requirement.

Successful OLTD program graduates teaching in the public system may qualify for increased TQS category placement in the K-12 public system, depending on current status.

MEdL Masters Degree

The OLTD program also qualifies graduates to directly ladder into VIU's Masters of Education (Leadership) graduate program with an additional 10 credits of Major Project work. MEdL students engage in a comprehensive review of the literature based on critical challenge question. Findings are applied to a web-based major project with an applied focus.

COURSE INFORMATION

OLTD 501 - Introduction to Online Learning - Competencies and Environments (3 credits)

Fundamental research, theories, design models and technologies applied to effective online teaching are introduced. Students review program expectations and outcomes and define the infrastructure of informed practice for digital learning environments. Learning supported objectives are investigated relative to a diversity of environments

OLTD 502 - Digital Learning Continuum (3 credits)

This course will explore the continuum of learning that can take place in online environments from supplementing face-to-face class teaching to mounting hybrid/blended or fully online courses. Topics include comparing pedagogical approaches, creating and selecting resources, building levels of interactivity for learning, Universal Design for Learning (UDL), and facilitating change.

OLD 503 - Online Communication (3 credits)

Theories, models and strategies are applied to inform best-practice in online communication. Synchronous and asynchronous environments are examined. Tools, platforms and applications are explored to scaffolding learning. Strategies for moderating and facilitating effective online learning are presented. Communities of practice are established and applied to student achievement.

OLTD 504 - Learning Systems (3 credits)

Students will explore learning management and content management systems for hosting and organizing online learning activity. Investigations will look at proprietary (e.g., Desire2Learn), open source (e.g., Moodle) and non-traditional systems (e.g., Web 2.0) regarding the pros and cons and technical competencies for the design of learning activities and course management.

OLTD 506 - Social Media (3 credits)

Beginning with the underlying philosophy of Web 2.0, this course will investigate educational use of social media (e.g., Twitter, Facebook, YouTube), open and fenced systems, developmentally appropriate use of social media, digital footprint considerations, development of digital citizenship, as well as the evolution of supporting policy and procedures.

OLTD 508 - Mobile Learning and Gaming (3 credits)

Examining the underlying concepts driving the adoption of mobile and gaming technologies in education, this course will investigate potential devices/apps/games, issues (e.g., supporting infrastructure, management, digital divide), resource selection, integration in curriculum, and potential venues for creating mobile and/or gaming content for educational use.

OLD 509 - Emergent Environments (3 credits)

Emergent and evolving learner environments and technologies will be examined. Frameworks for assessing, selection and deployment will be developed. Educational application of tools (e.g., QR codes, Smartobjects, thin film displays) along with environments [e.g., augmented reality (AR), Second Life] will be investigated to enhance student engagement.

OLTD 510 Capstone Learning (3 credits)

This capstone course synthesizes the cumulative knowledge gained throughout the diploma program. Pedagogical strengths and challenges of various user environments are explored. ePortfolio projects are completed and presented. A master's prospectus is developed and supported by a concise literature review for those laddering into MEDL.

OLTD 511 - Blended Learning (3 credits)

Students will focus on blended learning theories and their potential role in brick-and-mortar and online learning environments. Current models of blended learning will be examined using specific case studies. Students will apply instructional design concepts to the creation of blended learning opportunities. Frameworks for blended/hybrid learning environments will be developed.

OLTD 512 - Instructional Design (3 credits)

Students will investigate learning theories and their implications for online delivery. Instructional design models will be explored and the suitability and merits of each will be applied to specific learning contexts. Content design, presentation, development of learning activities and authentic assessment practices will be applied to online course design.

PROGRAM LEARNING OUTCOMES

The OLTD program will develop educators who will:

- Be familiar with common terms, definitions and elements related to online environment
- Demonstrate competencies with design and implementation for unique learning environments
- Plan learning opportunities most suitable to the strengths and challenges of a variety of technology-based tools and systems
- Develop and design intentional learning activities engaging best practices for online learning
- Encourage learner engagement through online facilitation
- Foster and build communities of learning and practice
- Create effective assessment and evaluation methods/tools must suitable to the strengths and challenges of online learning
- Scaffold digital citizenship for K-12 and adult learners
- 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 leaning experiences through personalization to meet the needs of 21st Century learners
- Focus learning design on student success