

OLTD 501 Reflection: Evidence 2 – Program Design Model

Program learning outcome(s):

1. To integrate current learning theories, models and pedagogies relative to online learning.
2. Examine current research around best and promising practices for online and blended delivery.

Evidence: Program Design Model integrating Theories of Online Learning

The evidence that I chose to demonstrate one of my learnings from OLTD 501 is the program design model for the Living Life to the Full (LLTTF) 8- week program that I facilitate for the Canadian Mental Health Association.

First off, I must qualify by stating that I did not design the LLTTF program, it was developed and designed by Dr. Chris William, a Psychologist and Professor of Psychosocial Psychiatry, University of Glasgow. LLTTF is based on the principles of evidence-based cognitive-behavioural therapy (CBT). It teaches skills to help identify and change patterns of thinking and behaviour. The Canadian Mental Health Association British Columbia holds the exclusive license to present Living Life to the Full in Canada.

I am a certified facilitator for CMHA BC - LLTTF and I developed this Program Design Model based on how I understand the program to be designed and delivered as a digital learning model. LLTTF is delivered online synchronously through Zoom, and asynchronously through the participants' readings, and worksheets, journals, and reflections.

My understandings:

Through creating this LLTTF program design model I learned about the various theories of online learning through Anderson (2015) and how to integrate them in the program design. I created the LLTTF program design model using two theories:

1. The **ADDIE model** (analysis, design, development, implementation and evaluation) with the learning outcomes (2) and learning objectives (4) incorporated into the development phase of the model. Note that the ADDIE model has arrows reflecting that it is a continuous improvement model.
2. Elements of the **Community of Inquiry** model including:
 - a. A social presence - as it is important for developing relationships, especially in a virtual environment,
 - b. A cognitive presence - for problem-based learning, and
 - c. A teacher presence - as the facilitator is a "guide on the side" not a "sage on the stage" (King, 1993) as the program is learner-centered not teacher-centered.

Additionally, the LLTTF program design model incorporates “how do learners learn what” (Prensky, 2000) and this model takes into account behaviour, judgement, language, observation, processes and systems, reasoning, and theories into the learning design.

Important to My Practice:

Mapping out this program design model using CANVA <https://www.canva.com/> is important to my ongoing work as an adult educator. I can see how it can be applied to create various pieces of work ranging from workshops, courses, and project management. As I grow in the OLTD program I will use it to work on leadership training and design, and mental health courses.

Sources:

Anderson, T. TOWARDS A THEORY OF ONLINE LEARNING. https://ustpaul.ca/upload-files/DistanceEducation/TOWARDS_A_THEORY_OF_ONLINE_LEARNING.pdf.

King, A. (1993). From Sage on the Stage to Guide on the Side. Taylor & Francis. <https://www.tandfonline.com/doi/abs/10.1080/87567555.1993.9926781>.

Prensky, M. (2000). Digital game-based learning. McGraw-Hill.