

FUTURE LEARNING ENVIRONMENT PLANNING GUIDE

Building a robust, sustainable learning ecosystem is a challenging and continuous process. In order to create a modern ecosystem, a skilled team with varying skill sets, an ability and willingness to adapt, and a vision is required.

In this final task, you will be assuming the leadership role of the learning design and learning technology team.

You are charged with drafting the initial plan for a learning design and learning technology team that will support a school, organization or institution. You are not bound to your current context (e.g., K12).

Additionally, you are charged with developing a vision for your team based on the following:

- Your philosophy of learning
- The role of technology and the core learning toolkit
- Physical (or virtual) learning space design

CONTEXT

Carisbrooke University is a higher education institution located in Avondale County, New England. It is a medium-sized campus that is home to 5,200 undergraduate students and 2,800 Master's students. It also has a vibrant continuous learning community. Carisbrooke's Lifelong Learning Institute offers educational programs and mini courses designed for non-traditional students and community members.

Carisbrooke's College of Business and Economics will be the key focus for this learning ecosystem design. It has an excellent reputation with local business employers who actively seek graduates of Carisbrooke University's Business School. The university's mission to prepare graduates for the workforce is a shared goal within the College of Business and Economics. A professional development pilot course designed to prepare young professionals for a successful career in the business sector has been proposed. The university's philosophy and vision will guide the development of the course and determine the trajectory of students preparing to meet the demands of the 21st century workforce.

Learners:

- Learner group:

The learner group consists of 25 Carisbrooke University business and economics majors who are in their junior and senior years and preparing to apply for their first internships. The College of Business and Economics requires each student to participate in an internship experience as a prerequisite for graduation. Previous cohorts representing the Business School have reported difficulties acclimating to their internship placements and felt ill-equipped to meet the demands and expectations of their employers.

This chronic deficiency inspired 10 students of the Class of 2022 to become advocates for the pilot study being conducted to improve professional development skills.

- Characteristics of the learners:

Everyone in the learner group speaks English as their primary language. Additionally, most students come from middle-income families. The majority of them also have academic scholarships and are academically motivated with an average GPA of 3.5. They do not have learning disabilities or limitations that would impact the method or delivery of instruction.

Most of the students are active members of the Business School's student club. They enjoy participating in sponsored club outreach opportunities designed to connect current students with local industry employers and serve as ambassadors of the Business School during University functions.

- Audience size:

There are 25 students participating in the pilot program.

- Average age (range):

The age range is 21-24 years old, and the average age is 22 years old.

- Primary role (e.g., student, sales rep, lifelong learner, etc.)

The primary role of the learning group is that all individuals are university students seeking opportunities to enhance their academic profile by participating in this professional development course.

- Additional demographic information:

Of the 25 students, 12 are local Avondale, New England County residents. There are 8 out-of-state students and 5 international students.

Facilities:

- Location:

This 7-week hybrid course will primarily be held online with the exception of 2 in-person events held at the beginning and conclusion of the course. The in-person sessions will be held in Carisbrook University's on-campus career office in Room 2A. This is also the site where the Business School's student club regularly holds their meetings.

- Classroom design (learning space characteristics):

Room 2A is a large conference-style space with 8 large group tables that can accommodate 8 individuals per table. The space allows for a total of 70 people at max-occupancy. The conference space also adjoins several smaller classrooms that can be used for small group sessions. These rooms will be used for the capstone experiences that require a smaller space to conduct individual exit interviews and formal evaluations of students.

- Available technologies:

The conference room is equipped with projectors and projector screens that will support audio and visual components. These technologies will be used to display presentations provided by business employers or various University personnel during the icebreaker reception. Additionally, the room has two desktop computers, a sound system with speakers, and access to reliable Wi-Fi.

- **Additional needs:**

At least 2 University IT staff are needed to perform a standard technologies check before each in-person event. This is to ensure that audio and visual components are working properly. This check will include miscellaneous tasks, such as checking microphone audio quality, ensuring the computers are equipped with the necessary software to run standard applications, and working alongside stakeholders to ensure that presentations run smoothly with no technical difficulties.

LEARNING DESIGN VISION

Mission Statement:

Carisbrooke University strives to prepare learners for 21st century demands by reinforcing students' academic knowledge with the application of workplace skills essential to succeed in real-world environments.

Visionary Insights:

Each student is encouraged to participate in immersive learning experiences designed to enhance the student's academic profile in relevant ways. The University acknowledges the value of meaningful internship and professional development opportunities that ignite interest and passion in the student's desired career field. The University believes in harnessing the power of technology to achieve this passion for learning by practicing a technology-integrated pedagogical framework. Exercising intentionality while discerning what, why, and where technology use is applied is critical for establishing guidelines for productive, personal, and interactive learning. Instruction will be primarily student-led with instructors and peers co-partnering in collaborative learning experiences to achieve the desired learning outcomes. Carisbrooke University seeks to cultivate students who are independent thinkers, intrinsically motivated, and genuinely invested in their own personal and professional learning.

LEARNING PHILOSOPHY

Carisbrooke University believes in the following statutes that comprise its learning philosophy:

- **Learning should be immersive and engaging.**
 - Students will invest in their own learning if given the tools and liberty to co-create knowledge with instructors and peers.
- **Instructors must connect academic knowledge with real-world experience.**
 - Professors will engage students through interactive learning experiences and purposeful instruction.
- **Students will be well-prepared.**
 - Carisbrooke graduates will integrate academic knowledge with practical workplace experiences.

LEARNING TECHNOLOGY VISION

Carisbrooke University practices a technology-integrated pedagogical framework. Technology is embedded within the core instruction and learning objectives. This encourages students to connect the instructional material with technological tools necessary to complete multimedia projects and create digital artifacts for professional portfolios.

The University acknowledges that technology is an excellent tool for providing differentiated instruction. Because each student's learning style, mode, and pace of instruction is unique, the University strives to incorporate appropriate technologies to accommodate unique student learning needs. In addition to using technology to personalize learning, instructors are expected to continuously evaluate specific tools and technologies to

determine their appropriateness for inclusion in curriculum. This self-reflection ensures that the selection of technology is purposeful, relevant, and intentional. These decisions are also guided by students' feedback that provide insight and direction to consider removing, adding, or maintaining the inclusion of specific technologies to enhance curriculum and instruction.

University instructors and staff also attend professional development meetings focused on intentional technology integration to improve instructional delivery. These learning and development meetings reinforce Carisbrooke University's active involvement in fostering a technology-integrated, innovative learning community and culture.

LEARNING TECHNOLOGY TOOLKIT

- Canvas LMS
- Padlet
- MindMeister
- Canva
- Tableau
- GitHub
- Baffle
- Instructional videos embedded into Canvas LMS modules:
 - YouTube
- Existing general resources and materials from the university career center and sample resources provided by the Human Resource departments of various employers

LEARNING DESIGN TEAM

- Team Member 1: Matthew Peterson
Role: **Project Coordinator**

Primary Skill Sets:

Schedules and maintains documentation for active and archived projects

Secondary Skill Sets:

Coordinates learning studio activity
Assigns project tasks to ID Team

- Team Member 2: Natalie Gray
Role: **E-learning Developer**

Primary Skill Sets:

Creates user interface and multimedia content development for learning experience

Secondary Skill Sets:

Uses e-learning authoring tools and lesson design to build course modules

- Team Member 3: Wesley Clark
Role: **Learning Technologies Director**

Primary Skill Sets:

- Long-term vision and planning future learning studio projects
- Liaison for University leadership

Secondary Skill Sets:

- Establishes partnerships with stakeholders
- Guides University on learning technology initiatives

- Team Members 4-6: Grant Hensley, Katherine Myers, Greg Patterson
Role: **Instructional Designers**

Primary Skill Sets:

- Support the design and development of content curriculum

Secondary Skill Sets:

- Editing scripts for accuracy and clarity
- Coordinating with subject matter experts (SMEs) for content research

- Team Member 7: Keisha Kilgore
Role: **Courseware LMS Technologist**

Primary Skill Sets:

Selects appropriate LMS technologies

Secondary Skill Sets:

Supports technology licensing and purchases

Troubleshoots issues with LMS

Explores new tools and technologies for future adoption

- Team Member 8: Audrey Lee
Role: **Learning System Administrator**

Primary Skill Sets:

Collaborates with Registrar's Office to enroll students in courses

Secondary Skill Sets:

Maintains and updates student enrollment lists

Supports grade and course reporting

- Team Member 9: Valerie Martinez
Role: **Learning Analytics Specialist**

Primary Skill Sets:

Monitors student success indicators (grades, assignment completions, virtual attendance, and interaction with course)

Uses Tableau to communicate learning analytics data with stakeholders

Secondary Skill Sets:

Leverages analytics to optimize student success

Deploys targeted interventions and reminders to encourage consistent student progress throughout the course

STANDARD ROOM DESIGN

The in-person events will be held in Carisbrooke University's Career Office conference room in Room 2A. The center of the room has a raised platform and lectern for guest speakers. The stage area is equipped with adequate lighting, a robust sound system, and three microphones. Facing the platform area are 8 large rectangular tables that accommodate 8 individuals per table. A total of 65 chairs are available. In the rear of the room is a kitchen area equipped with standard cooking appliances and utensils to offer light hors d'oeuvres as appropriate to the nature of the event.

The conference room is equipped with projectors and projector screens that will support audio and visual components. There are two desktop computers with Microsoft Office Suite applications. Additionally, the computers are installed with Zoom and Microsoft Teams to support remote collaboration and virtual web conferencing. Reliable Wi-Fi with high-speed internet is also available.

TECHNOLOGY ENHANCED ROOM DESIGN

The conference space adjoins several smaller classrooms that can be used for small group sessions. These breakout rooms are technology enhanced with Vibe digital whiteboards and smart software with 2 magnetic styluses. Vibe whiteboards enable notetaking on a virtual canvas. They are intuitively designed with 3rd party integration of commonly used applications and apps for encouraging remote collaboration, brainstorming, and project sharing.

The room is powered by Microsoft Office Suite and remote video conferencing applications, such as Zoom. Additionally, there is a set of Lenovo virtual reality headsets that the career office uses for virtual internships and virtual career fairs.

The classrooms include collaborative learning spaces with small group tables and chairs and informal comfortable seating areas. Interactive social spaces and group workstations are equipped with whiteboards and dry erase markers. Mobile charging station columns are integrated throughout the learning spaces with universal access to high-speed internet and Wi-Fi.

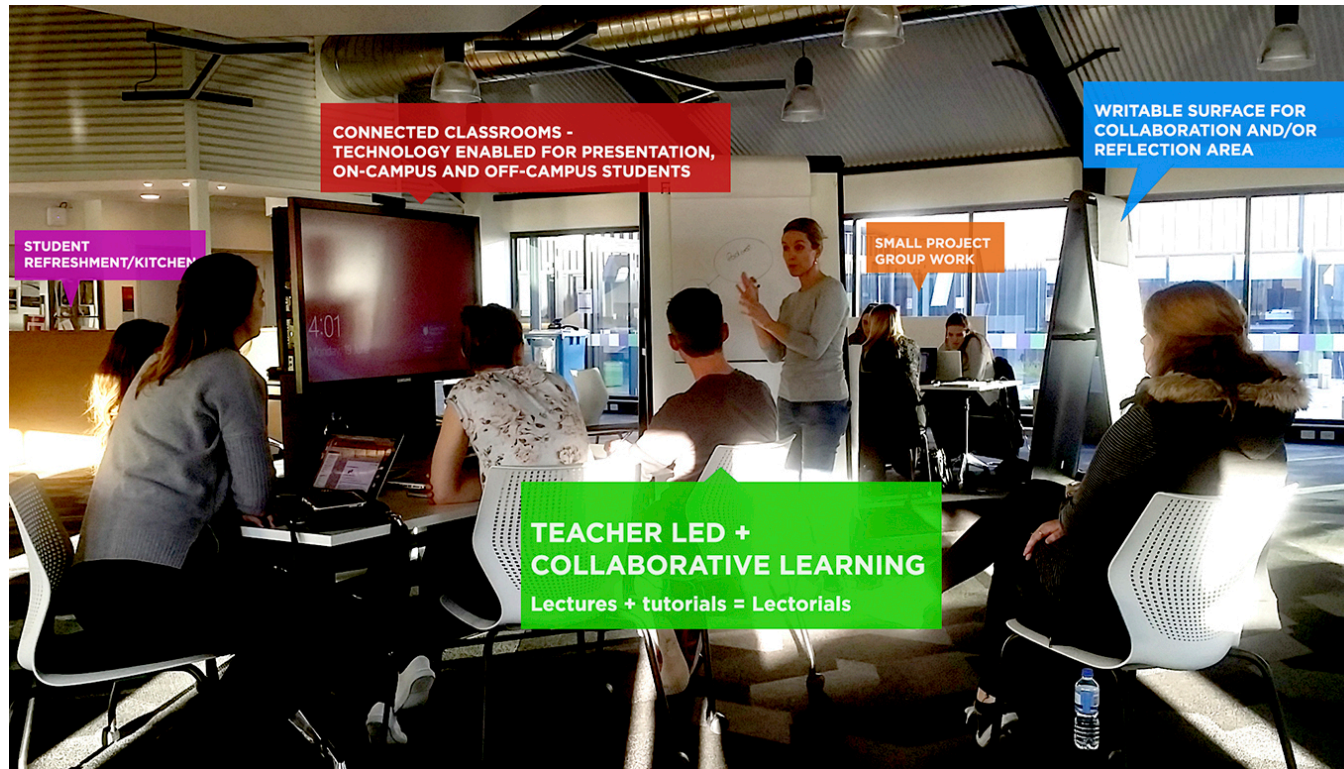
Examples of the room design are reflected in the following images provided by Charles Stuart University in Australia.



Visual Media Source:

Charles Stuart University. (n.d.). Learning Spaces. [Photograph]. Charles Stuart University.

<https://images.app.goo.gl/YBciWCvzkPsVea6x9>



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Charles Stuart University. (n.d.). Learning Spaces. [Photograph]. Charles Stuart University.

https://cdn.csu.edu.au/__data/assets/image/0011/2898965/Learning-space-2.jpg

PROFESSIONAL LEARNING AGENDA

Meeting Goals:

- Goal 1: Introduce Professional Development Course Proposal
- Goal 2: Brainstorm Course Topics
- Goal 3: Assess Student Needs and Expectations
- Goal 4: Practical Applications

Monday, May 3rd, 2021

9:00 – 10:00 AM

Welcome and Introduction of Stakeholders*

Goal 1:

PROFESSIONAL DEVELOPMENT COURSE PROPOSAL

Topic: “Linking Community Employers with Carisbrooke University Interns to respond to 21st century business demands”

Speaker: *Elizabeth van Koff, University President*

10:00 – 12:00 PM

Breakout Sessions

Goal 2:

BRAINSTORM COURSE TOPICS

Session 1 Topic: “Embedding 21st century skills in Carisbrooke’s Business and Economics Curriculum”

Speaker: *Carol Knight, Carisbrooke University Business School Department Chair*

Session 2 Topic: “Establishing Mentor Relationships to Guide Student Professional Development”

Speakers: *Mark Tolbert, Associate Vice President, Carisbrooke Career Center*
Haleigh Matthews, Carisbrooke University Business School Dean

Session 3 Topic: “Tools and Technology Integration in the Workplace”

Speaker: *Wesley Clark, Learning Technologies Director*

12:00 – 1:00 PM

LUNCH

1:00 – 2:00 PM

Carisbrooke University Student Business Club Meeting

Goal 3:

ASSESS STUDENT NEEDS AND EXPECTATIONS

Topic: “Building Success in Your First Internship”

Speaker: *Greg Hawthorne, Business Club President*

2:00 – 2:45 PM

Open Forum – Student Q & A

Goal 4:

PRACTICAL APPLICATIONS

Moderated By: *Mia Yulvez, serial entrepreneur and Carisbrooke '95 graduate, CEO of Yulvez Consulting*

2:45 – 3:00 PM

Conclusion

Speaker: Elizabeth van Koff, University President

* Stakeholders include the following members:

- University administrators
- College of Business and Economics professors
- Career Center personnel
- Student Business Club members
- Carisbrooke Alumna