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Designing and Developing Student-Centered, Competency-Based Online Learning at Collège La Cité

Pockets of Innovation Showcase Webinar Series

CONTACT NORTH NORD Supporting Rural & Remote Ontario Soutenant l'Ontario rural et éloigné

LE COLLÈGE DES TALENTS
PRÊTS À CHANGER DEMAIN !

LA CITÉ

Google slides : http://bit.ly/3q6LabC

Olivier Chartrand
eLearning Development Manager
Collège La Cité

LA CITÉ

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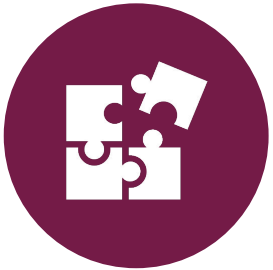
Presentation Outline

College Teamwork



CBE Instructional Design

Multimedia Design

Learning from experience

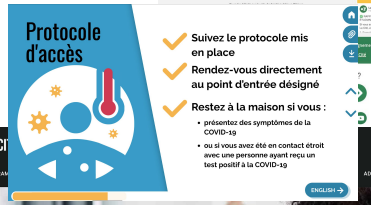
Collège La Cité

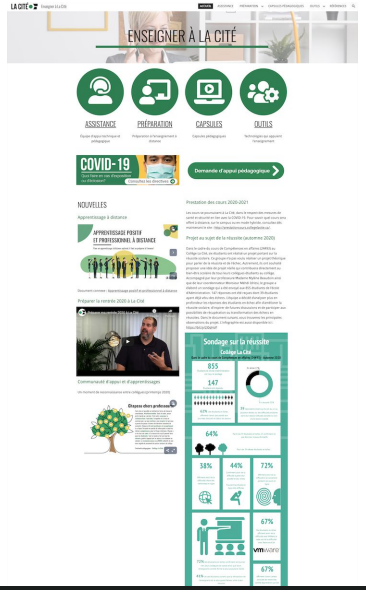
La Cité is the largest French-language college of applied arts and technology in **Ontario**. Its main campus is in **Ottawa**.

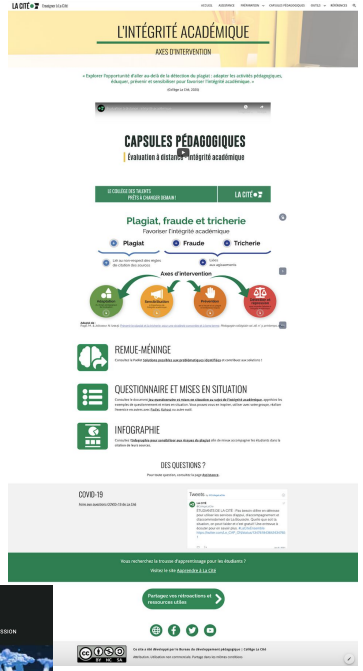
140 programs
More than **300** online courses
Approximately **500** employees
More than **5000** students

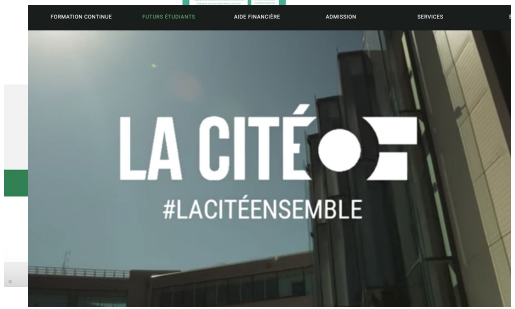
Mission: In a francophone environment, La Cité develops a skilled, committed and creative workforce capable of contributing to the economic, social and cultural development of the province and society.

Academic Continuity









LA CITÉ

MISSION

Dans un milieu de vie francophone, La Cité forme une main-d'œuvre compétente, engagée et créative, capable de contribuer au développement économique, social et culturel de l'Ontario français et de la société.

FINS / PROFIL DU DIPLÔMÉ

La promesse d'une expérience d'apprentissage unique à La Cité

La promesse d'un diplômé compétent, confiant, créatif et engagé

- L'ESPRIT D'ENTREPRISE ET D'INITIATIVE
- LA CRÉATIVITÉ
- L'ENGAGEMENT
- LA CAPACITÉ BILINGUE

i23

IMPACT

2023

LA CITÉ
LE COLLÈGE D'ARTS APPLIQUÉS ET DE TECHNOLOGIE

VALEURS

Les quatre valeurs organisationnelles de La Cité se reflètent dans les comportements, les attitudes ou manières d'être et d'agir de toute la communauté collégiale. Elles appuient et renforcent l'accomplissement de notre mission.

- EXCELLENCE
- AUDACE
- INTÉGRITÉ
- CONFIANCE

VISION ► LE COLLÈGE DES TALENTS PRÊTS À CHANGER DEMAIN! ► 3 PILIERS - 12 STRATÉGIES

1 À LA CITÉ, JE LE FAIS, JE LE VIS

APPRENTISSAGES AUTHENTIQUES ET INTERDISCIPLINAIRES

Teneur des programmes

Apprentissage expérientiel

2. Faire vivre aux étudiants des expériences d'apprentissage en collaboration avec l'employeur, en milieu de travail ou au Collège.

Parcours d'apprentissage

3. Créer des parcours d'apprentissage flexibles qui permettent aux étudiants de choisir les expériences éducatives répondant à leurs besoins individuels et de développer des talents adaptés au milieu de travail.

Accompagnement

2 À LA CITÉ, JE SUIS COMPRIS ET JE GRANDIS

EXPÉRIENCES EXTRAORDINAIRES ET HUMAINES

Ouverture sur la diversité,

Technologies au service de la relation humaine

2. Simplifier et faciliter le cheminement de l'étudiant et le travail des employés à l'aide des technologies, tout en préservant la richesse des relations humaines.

Expérience-client personnalisée

3. Améliorer l'expérience-client pour mieux anticiper et répondre aux besoins uniques de chaque étudiant et l'aider à atteindre son plein potentiel.

Valorisation

3 À LA CITÉ, JE SUIS INSPIRÉ, JE CRÉE ET JE TRANSFORME L'AVENIR

ENVIRONNEMENT STIMULANT ET FERTILE

Espaces

Partenariats et communautés

2. Ouvrir nos espaces pour interagir proactivement avec nos partenaires et la communauté et pour répondre aux besoins actuels et futurs de nos clients et de nos collaborateurs.

Promotion et « attractivité »

3. Promouvoir le Collège comme un pôle d'attraction et d'innovation ayant un impact significatif sur le développement économique, social et culturel de nos communautés.

Mieux-être

From where, now and ahead

2018-2019

- Competency-Based Pedagogical Model
- In class programs transformed to CBE (10+)
- Asynchronous CBE online courses dev.

2019-2020

- Program approach : online programs in dev. (2+)
- Pedagogical alignment of assessment and learning activities with targeted competency
- In class programs transformed to CBE (20+)

2020-2021

- Instructional design and eLearning multimedia development structures (flexibility)
- Online prog. in dev., demos & pilot projects (2+)
- In class programs transformed to CBE (20+)

2021-2022+

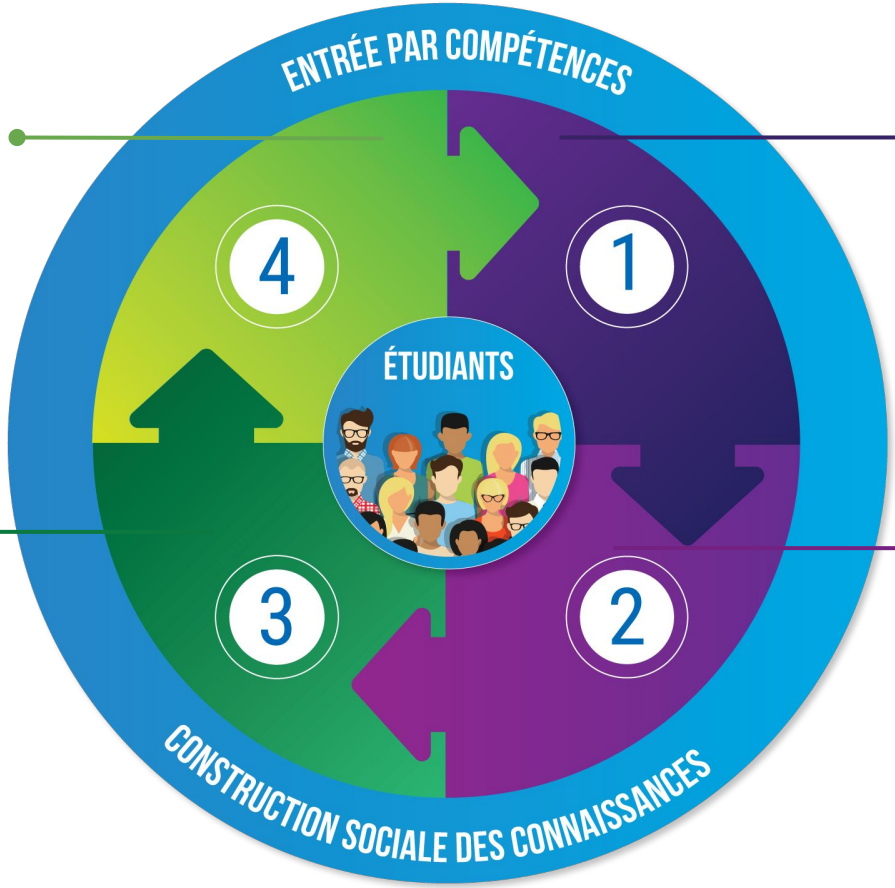
- Fluidity, teamwork, quality assurance, CBE online course delivery + Hyflex Design
- Solid base for more quality/efficiency possible
- Online programs in development (3+)
- In class programs transformed to CBE (20+)

In a few words what are your expectations or curiosity for this webinar ?

Go to **www.menti.com** and
use the code **85 11 02 0**

Pedagogical model

Teaching methods **varied and enhanced** (learning methods)



Curriculum design (development of the training program and **learning units**)

Flexible delivery to facilitate the learning process (classroom, online and blended learning)

Design of modalities (ways and **strategies for evaluation** and monitoring of learning)

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À propos de nous | Directives | FAQ | Portail
PROGRAMMES
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SERVICES
ÉTUDIER À TORONTO
COMPÉTENCES CITÉ
LA CITÉ ▸ FUTURS ÉTUDIANTS ▸ COMPÉTENCES CITÉ
Pourquoi La Cité
Le monde a changé... La Cité aussi
La Cité en mode virtuel
Coin des agents
Trouve ton programme
Compétences Cité
Immigrants
Étudiants internationaux
Étudiants hors Ontario
Parents / Tuteurs
Centre pour étudiants autochtones
Ententes d'arrimage
LA CITÉ VOUS PROMET PLUS QU'UN DIPLÔME
Étudier à La Cité, c'est un gage de succès. Grâce à des installations de pointe, un enseignement personnalisé et des programmes élaborés pour répondre aux besoins et aux réalités d'un marché du travail en constante évolution, vous aurez le profil du candidat que recherchent activement les employeurs.
En effet, ceux-ci nous ont fait part de leurs besoins et nous nous engageons, envers eux et envers vous, à faire en sorte que peu importe le programme d'études, vous développiez les compétences essentielles recherchées, soit les quatre Compétences Cité :
ESPRIT D'ENTREPRISE ET D'INITIATIVE
Distinguez-vous avec des preuves concrètes de vos compétences.
FR ANGL
CAPACITÉ BILINGUE
Obtenez, tout au long de votre parcours collégial, des preuves du développement de ces quatre compétences par l'entremise d'écussons numériques.
ENGAGEMENT
Mettez-les en valeur auprès des employeurs à l'aide d'un portfolio des Compétences Cité du diplômé!
CRÉATIVITÉ
Communiquez avec nous pour plus d'information, à competencescite@collegelacite.ca. Le portfolio numérique est accessible dans le Portail étudiant interne.

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ADAPTATION
PÉDAGOGIE
CRÉATIVITÉ
TECHNOLOGIE
TRANSFORMATION

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INSTRUCTIONAL DESIGN
MULTIMEDIA DESIGN AND DEVELOPMENT
CONTINUOUS IMPROVEMENT

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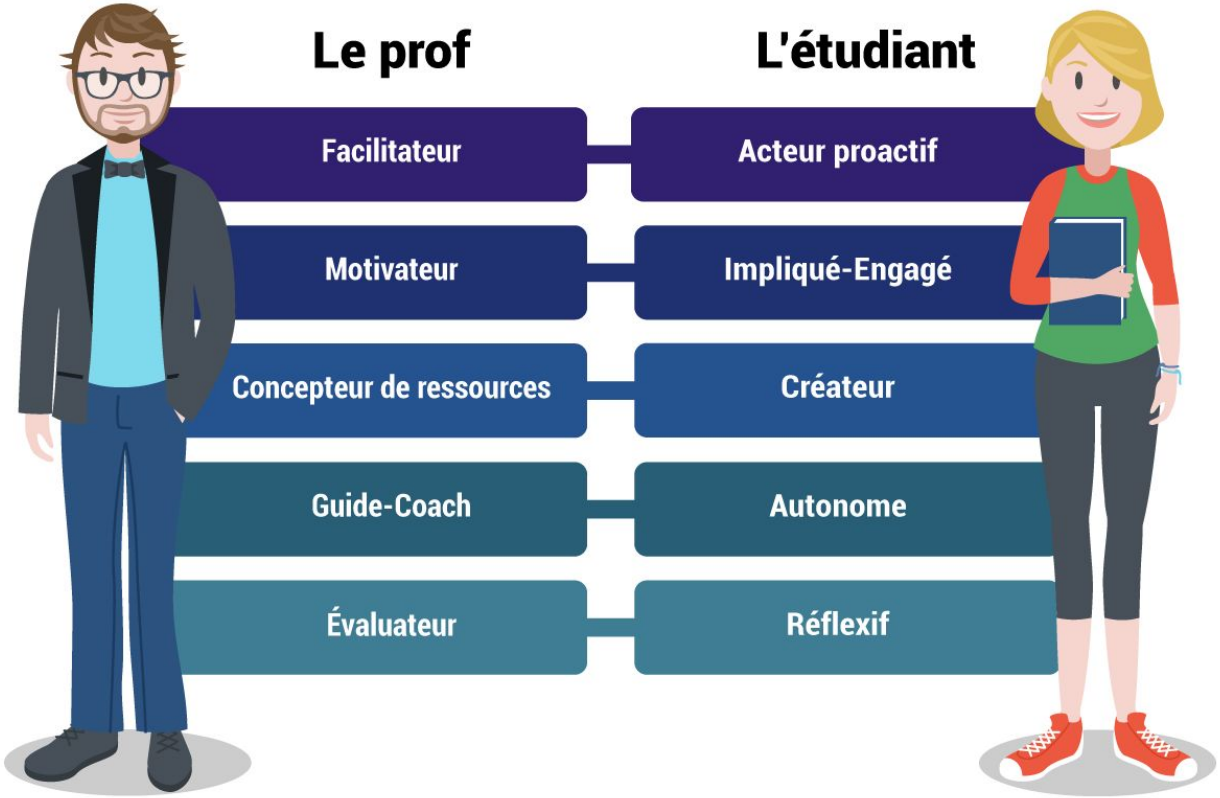
Empower Students and Teachers



Success Conditions for the Development of eLearning

Traditional and/or non-traditional students

Modular pedagogical structure and design adaptable to different learning styles

Choice of technology to support various types of pedagogical activities

Inventory of eLearning development and continuous improvement work (reuse + remix)

Knowledge Bases for Teaching and Learning

CBE Approach

Pedag. perform. criterias and quality control

Pilot projects, prototypes and communities of practice

Mechanism for complying with accessibility standards and standardized design

Return on Investment Calculation

Course Delivery flexibility

10 Characteristics Competency-Based Pedagogical Model

1	**Competencies**	Disciplinary - Interdisciplinary
2	**Development indicators**	Accurate, measurable, observable and realistic
3	**Knowledge and know-how**	Knowledge, know-how, interpersonal skills
4	**Content**	Authentic - in relation
5	**The role of the teacher**	Facilitator - Guide - Resource Developer
6	**The student role**	Proactive - Creator - Autonomous - Reflexive
7	**Teaching**	Contextualized to skills development
8	**The didactic material**	Situated - Integrated - Practical
9	**Teaching methods**	Adapted to situations-problems, authentic tasks, case studies, etc.
10	**Evaluation**	Diagnostic - authentic - progressive

Terms and Definitions

Competency

A complex know-how to combine various resources in a range of situations. Competence calls upon two types of resources: those specific to the individual and those coming from the environment.

Summative Evaluation

The final evaluation measures the quality of the skills. The summative evaluation task is often organized in steps and according to an authentic situation.

Competency Dev. Indicator

Specifies the internal knowledge that students must develop in terms of knowledge, skills (know-how) and attitudes (interpersonal skills).

Formative Evaluation and Activities

In alignment with the pedagogical intentions of the learning unit, the formative activities allow students to develop and improve their skills through authentic situations.

Learning Units

Course Envelope 42h

Stand-alone Learning Unit
1 competency targeted

14h

Competency Dev.
Indicator 1

Stand-alone Learning Unit
1 competency targeted

14h

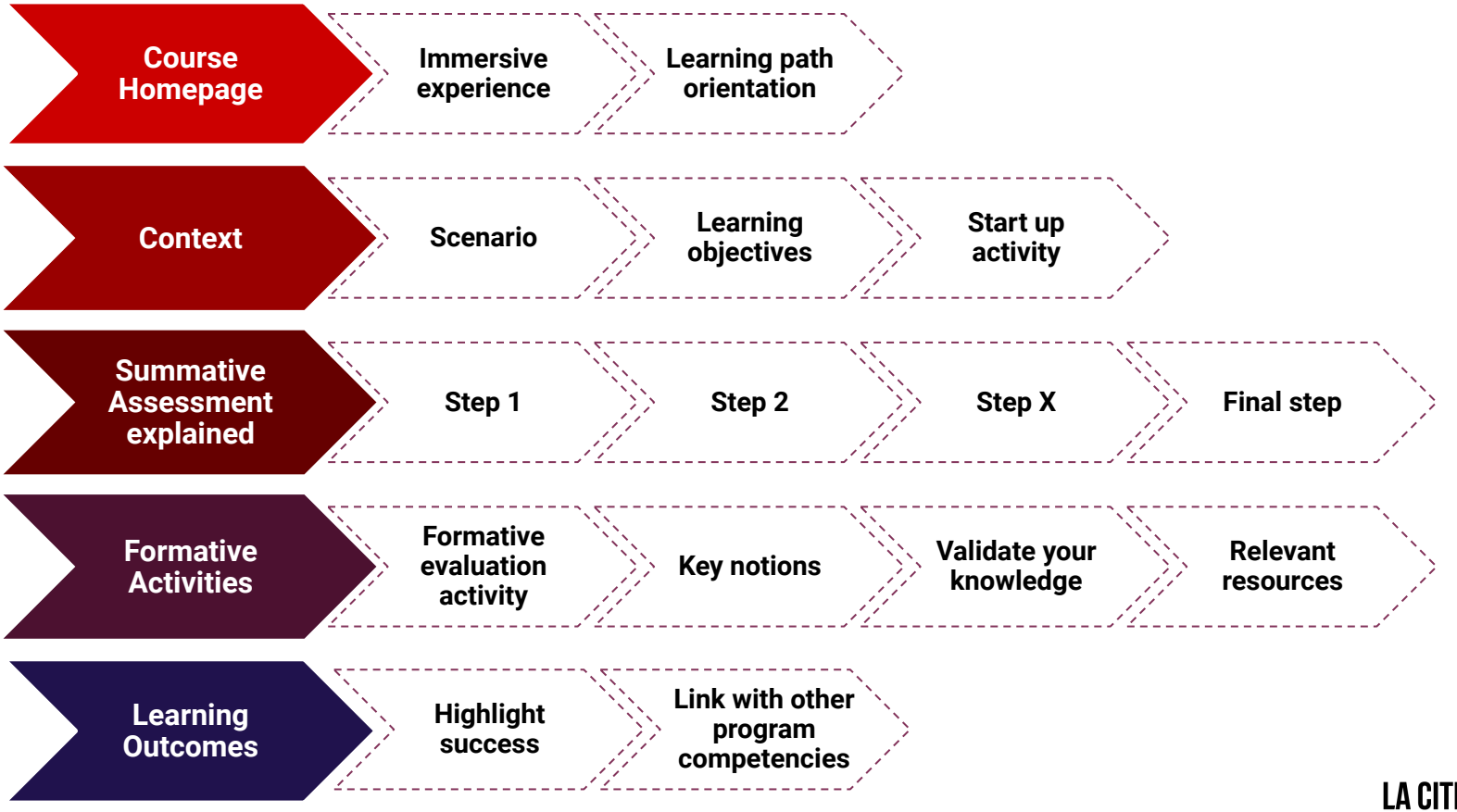
Competency Dev.
Indicator 2

Stand-alone Learning Unit
1 competency targeted

14h

Competency Dev.
Indicator 3

Pedagogical Structure - Asynchronous Online Learning



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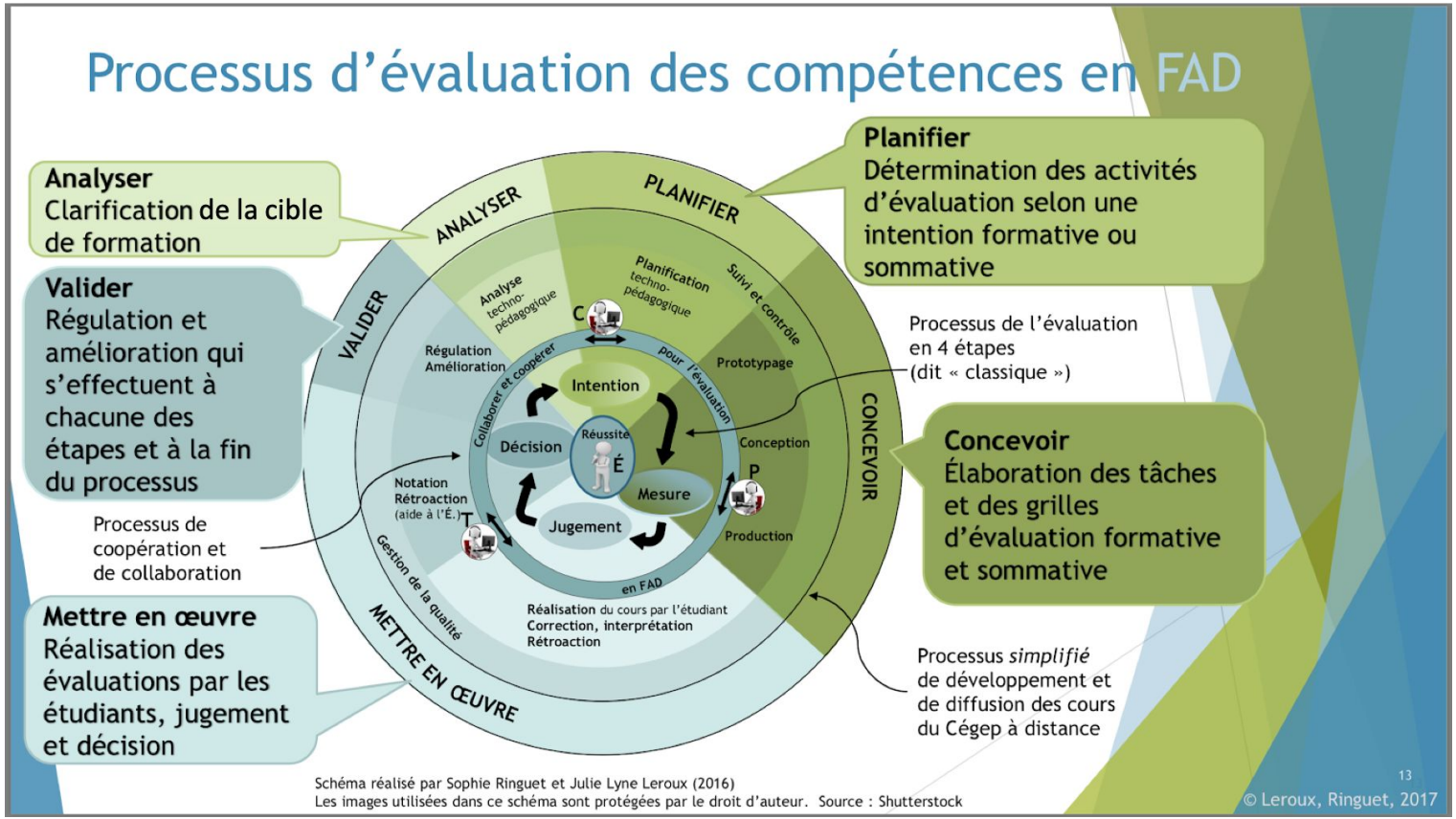
Instructional Design Goals

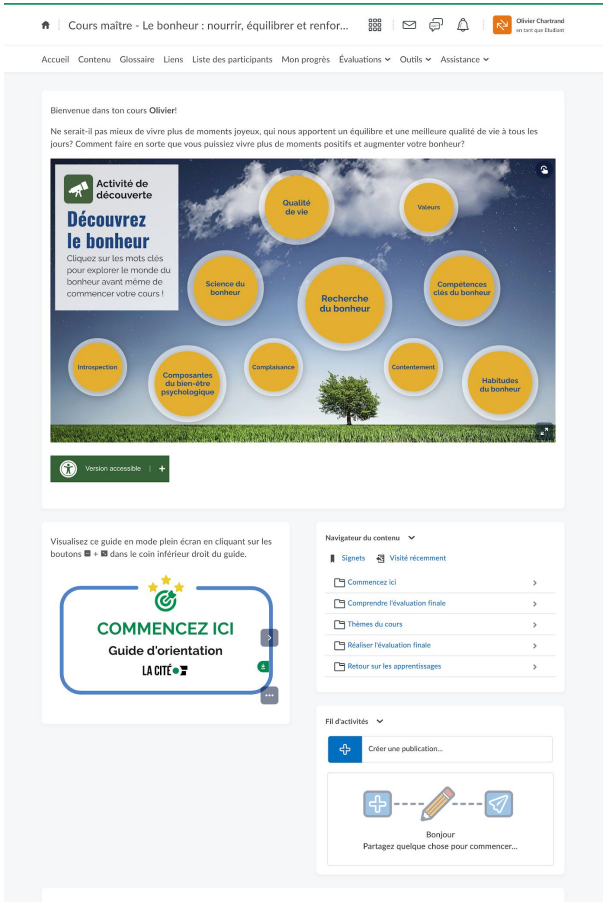
Welcome Page	Motivate the learner to do the course, play on the storyline, emotions and atmosphere related to the course theme.
	Capture the learner's attention.
Contextual Setting	Explain the objective according to the competency-based approach.
	Help the learner make the connection with previous experience.
Final Evaluation	Ensure that the learner is committed to the learning challenge.
Learning activities and content	Prepare the student to realize his evaluation (his challenge).
Learning Outcomes	Make the link between the learning experience and the intended objective.

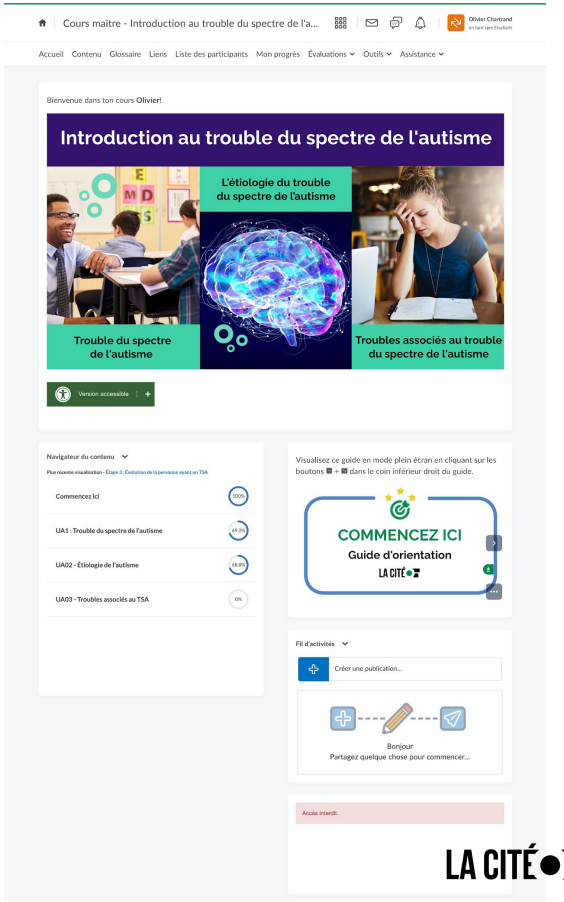
Inspiring Competency Evaluation Model (Ringuet, Lyne Leroux, 2016)



Online Course Design

- Student centered
- Learning Support
- Evaluation Expectations
- Learning Outcomes





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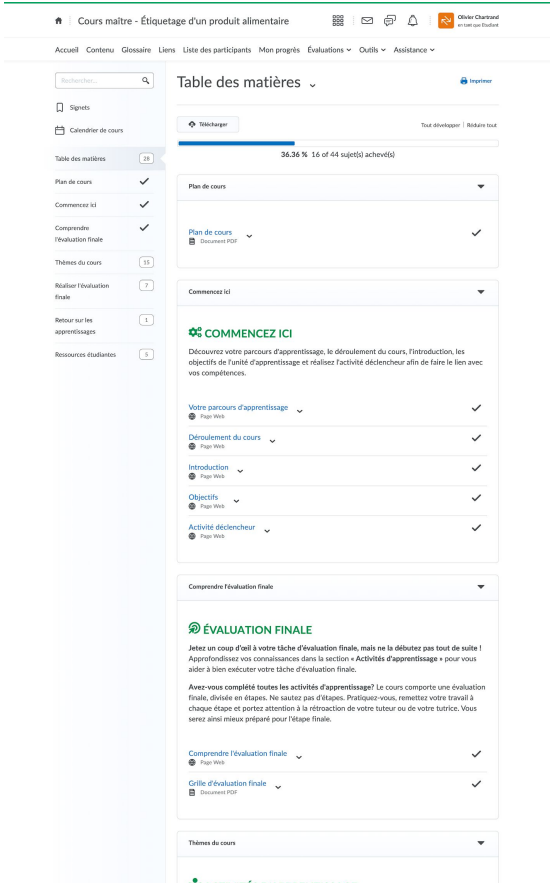
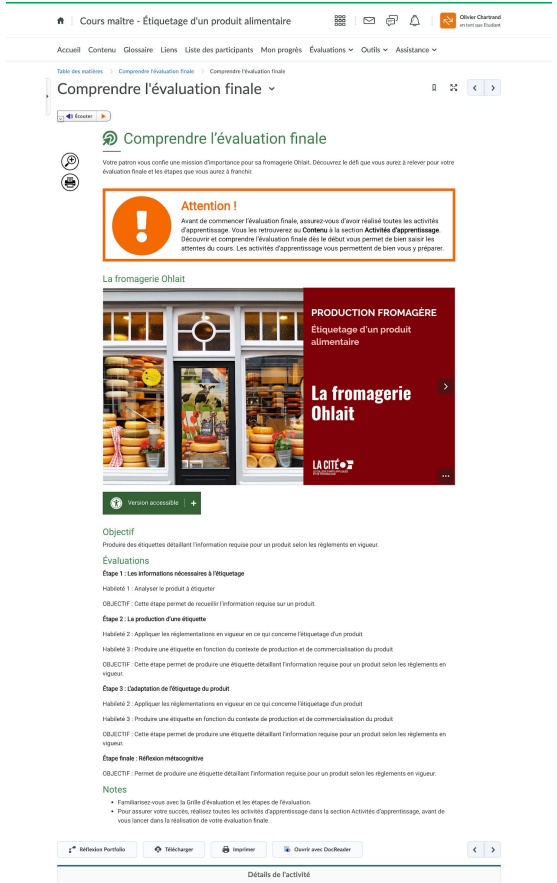
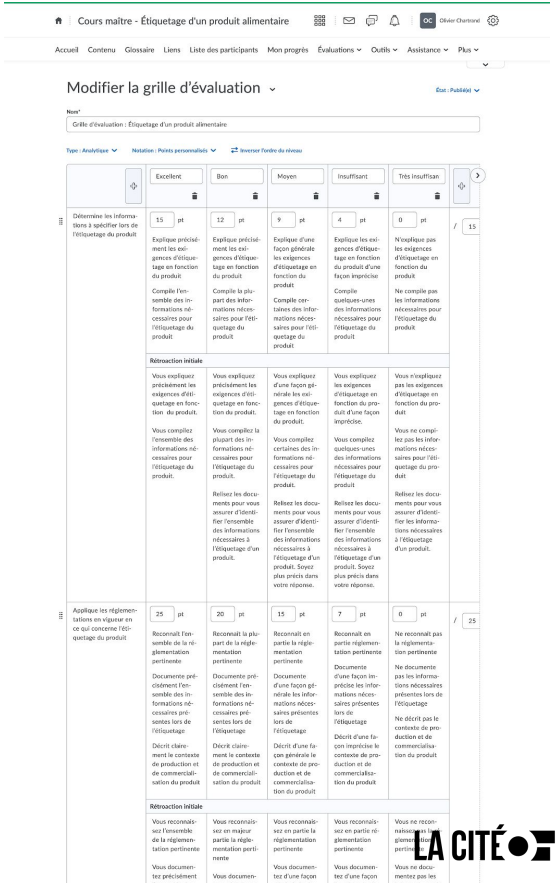
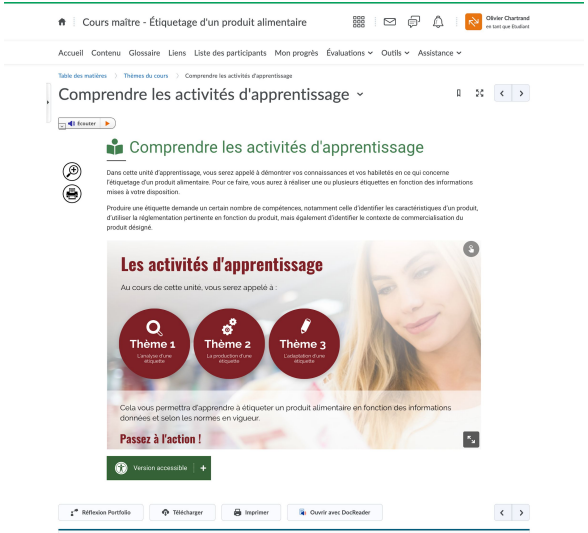
Assessments for learning “sans surprises”

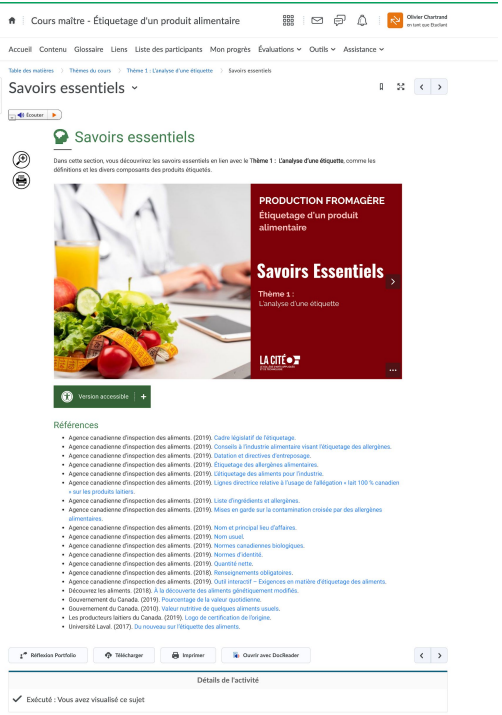


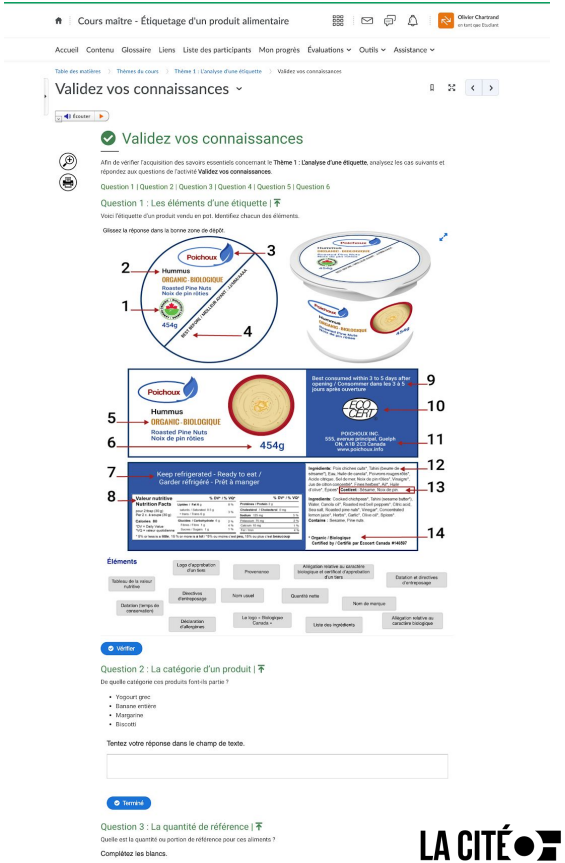




Practice Before Assessments







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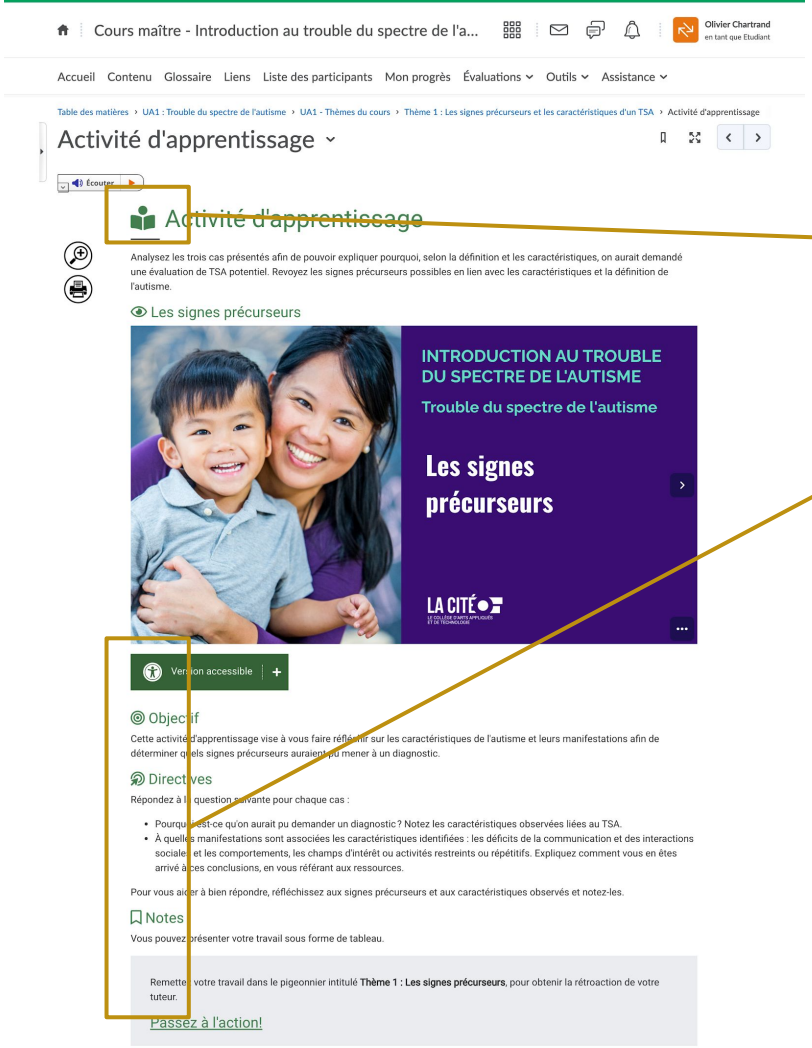
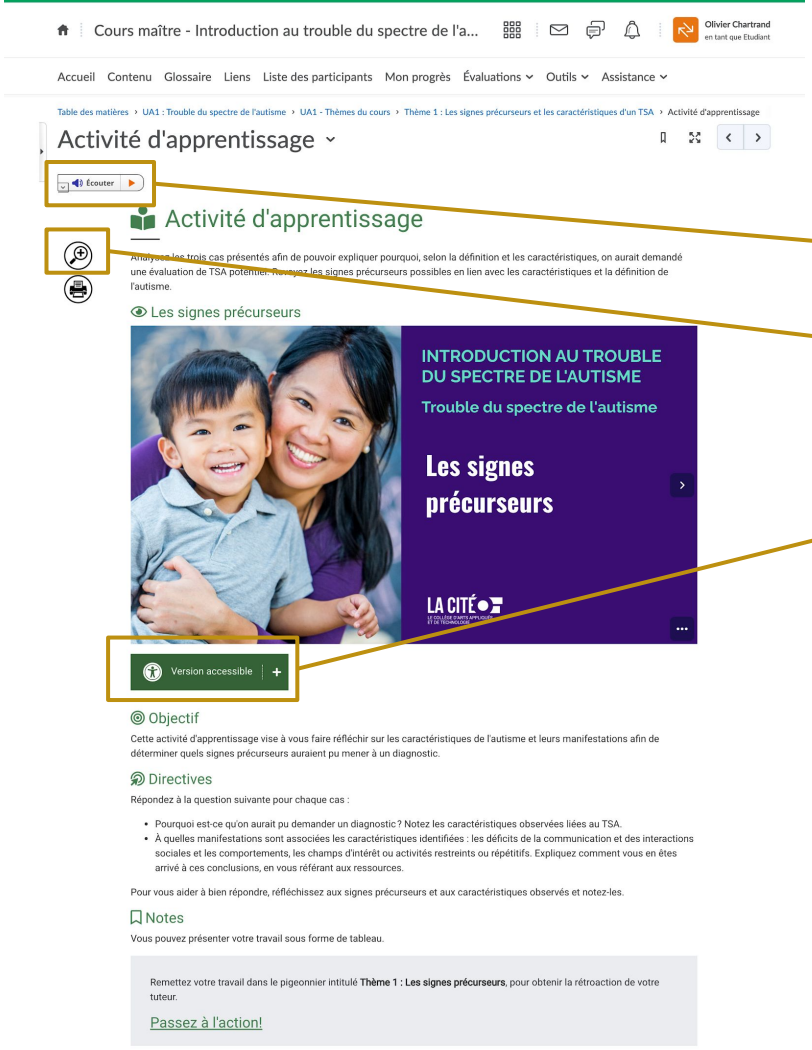


Consistency

Visual consistency

Content structure simplified



Accessibility Standards

Read Speaker

Magnify

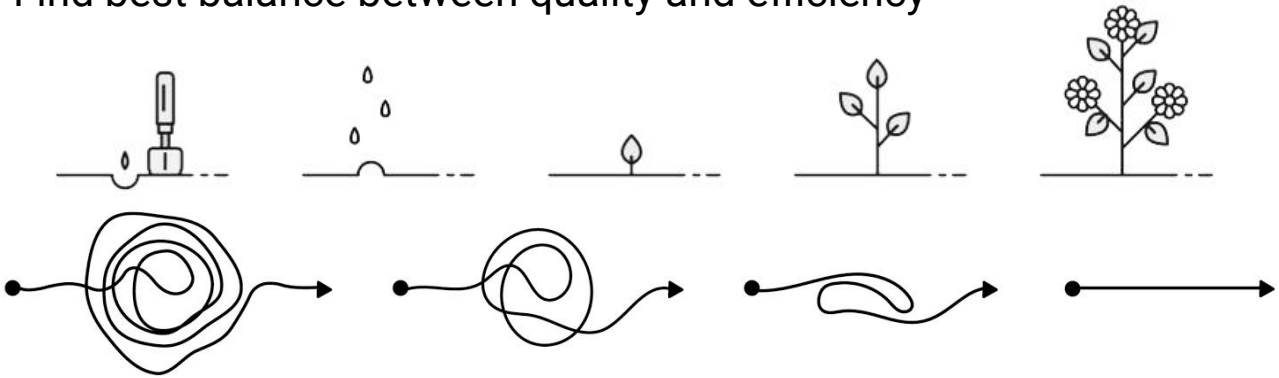
Accessible version

What is the single most important best practice when implementing CBE ?

Go to **www.menti.com** and
use the code **85 11 02 0**

Learning from experience

- Present the assessment rubric at the beginning of the course as well as to facilitate a diagnostic.
- Further develop the instructional design for hyflex course delivery
- Evaluate delivery per unit and per course envelope for better transition
- Clarify in varied details expectations for progressive evaluation steps
- Evaluate teamwork process review regularly
- Develop checklists for pedagogical and technical quality assurance
- Implement coaching for new instructional design specialists
- Collaborate in multidisciplinary teams and multi-sectors
- Find best balance between quality and efficiency



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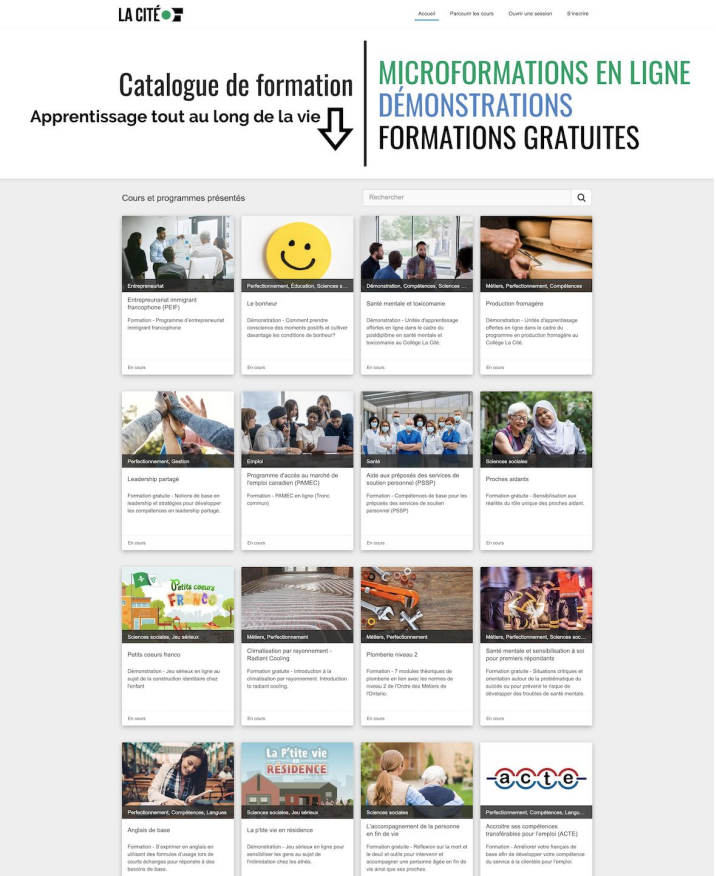
Course catalog for demonstrations



Go to
catalogue.lacitec.on.ca

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Thank You

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