

Learner support in technology enhanced learning (TEL)

Instructor	Dr. Susan Bainbridge Sessional Instructor, Athabasca University, Canada
Content	This course will provide an introduction to the theories and concepts of support for learners in technology enhanced learning environments. Various types of learner support will be examined, including tutoring and teaching; advising and counseling; and library, registrar, and other administrative services. Discussion will address management issues, such as planning, organisational models, staffing and staff development, designing services to meet learner needs, serving special groups, and evaluation and applied research.
Learning Outcomes	At the end of the course, students should be able to: <ul style="list-style-type: none"> — Explain the rationale for learner services in technology enhanced learning environments. — Describe the various learner support functions. — Critically analyze issues in the provision of learner support. — Identify the contextual factors which determine a learner support model. — Analyze the importance of learner characteristics for designing learner support. — Describe the contributions that professional or staff development can make in achieving the goals of learner support within the TEL context. — Identify the management challenges that are specific to learner support in TEL environments. — Identify the rationale, approaches, and barriers for the use of quality assurance and evaluation for learner support services in TEL environments. — Identify the various stakeholders and discuss motives, prejudices and biases that may be contained in the implementation of new media into learner support services. — Evaluate the issues and challenges inherent to the adoption of new technologies and approaches in learner support. — Critically analyze the strengths and weaknesses of learner support systems that have been designed to address a particular context.
Teaching Format	Internet-based discussion forums, group activities, learning activities, webinars, self-study
Maximum Enrollment	Maximum 22 students
Prerequisites	Proficiency in internet and Microsoft Office use; self-organisationskills
Requirements for Awarding ECTS Credits	Students must successfully complete learning activities (PASS/FAIL) throughout the course, as well as regularly participate in discussion forums and group activities. ECTS points will be awarded upon successful completion of the portfolio, which includes the results of all course learning activities (e.g., brief essay, case study, expert interviews, report, reflective learning journal, small group project, debate, bibliography/annotation).
Credit Points and Hours	6 credit points 180 hours (self-study: approx. 80 hours; learning activities: approx. 80 hours; participation: approx. 20 hours)
Course Frequency	Winter semester
Grading Scale	1,0 / 1,3 / 1,7 / 2,0 / 2,3 / 2,7 / 3,0 / 3,3 / 3,7 / 4,0 / 5,0
Length	15 weeks
Fees	900 Euro