

Final Report: M101 – UBC’s LOOC for Mobile Learning

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Submitted by: David Vogt

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Summary of Work Accomplished:

The M101 project purposefully explored several important flexible learning frontiers including: mobile learning, digital literacy, MOOCs, badges, and regenerative course design. These explorations were translated into ground-breaking technology implementations, new pedagogical models, new course(s), new cross-campus collaborations, and a continuing program of research and development. The project was a success.

The accomplishments are summarized here relative to the original three objectives of M101:

- **To design and launch a Locally Open Online Course (LOOC) for mobile learning at UBC.**
M101 is a [UBC Wordpress site](#). It was designed to enable anyone with a UBC CWL account to continuously upgrade their digital literacy skills in a completely flexible way. The open pedagogy is self-guided and self-paced, and the content is continuously generated and refreshed by the activities of learners as an essential part of their process of learning.

While digital literacy is vital to all disciplines at UBC, cultivating an appropriate administrative home for M101 as an academic initiative wasn't simple. It didn't fit with the Faculty of Education, for example, as originally planned. The UBC Library has stepped forward, demonstrating both the leadership and ownership the course will require to deliver on its promise. Librarian Erin Fields is prime and is weaving the course into the fabric of UBC Library operations. One especially important example is that M101 now hosts learning content about copyright issues, generated by UBC's copyright experts.

Over the 2014 summer M101 will move from a prototyping and testing phase into full delivery.

- **To animate the LOOC via a relationship with the UBC Master of Educational Technology (MET) program.**
Building the relationship between M101 and MET may have been the most inspiring accomplishment of the project. It was initially imagined that a new course being created for MET on Mobile Learning (ETEC565M) would create a useful scholarship ground and feedback loop for M101, offering MET students an authentic opportunity to co-create an innovative course involving open, mobile pedagogy.

Nearly 100 current MET students and alumni responded to the call for participation, enabling M101 development to be reframed as a broadly collective design process. Seasoned professional educators from the global MET community provided curriculum design, authorship, testing and research. For example, within six separate ETEC580 (guided independent study) courses, MET students pursued specific questions of scholarship, strategy, and design critical to M101/ETEC565M developments.

The model of ETEC565M students focusing on M101 for their applied scholarship worked very well, and will continue as an engine of reinvention. In fact, the model worked so well that another, new course (ETEC565O – "Open & Flexible Learning") is being developed to expand this academic symbiosis.

- **To implement scalable badge technologies as accreditation for LOOC participants.**
The M101 project originally intended to ride on CTLT's badge technologies development plan, aiming for a custom badge implementation integrated with that initiative. Unfortunately the CTLT plan did not go forward, leaving M101 without the resources for a full badge implementation.

However, great strides were made on the background pedagogies which will support badging. For example, the primary learning activities within M101, involving the creation, review and recommendation of content, are inherently suitable for automatically earning badges together with continuous social validation and formal auditing, when required.

One of the ETEC580 projects mentioned above, which explored UBC's options for badge implementations, was instrumental in the development of a new FL-TLEF project on "Collaborative Piloting of Badge-Based Learning Pathways". This multi-faculty project, together with formal CTLT participation, is now underway and will serve to complete the badge implementation process in M101.

Evaluation of Project's Success:

All M101 objectives have been met, or are being met. Project success can be assessed by how the obstacles and challenges encountered along the way were resolved:

- It became evident M101 would require an academic and administrative home distinct from Education.
→ A development-partner and ongoing-owner relationship with the UBC Library was cultivated. Working synergy with other UBC Library collaborations, including the Digital Tattoo, has been established.
- Building the relationship with UBC Library delayed M101 reaching its full, open UBC audience.
→ It was important to take the time to embed M101 within Library culture and operations, so additional levels of content prototyping, including with Library staff, were undertaken. There is now a mature sense of content framing and hosting to guide final M101 preparations over the summer of 2014.
- The once-annual offering of MET ETEC565M doesn't provide sufficient continuity of MET engagement.
→ Another new graduate course, ETEC565O on Open & Flexible Learning, will help to fill the gap. The proven model for including MET students and alumni in course design and development will continue.
- The CTLT plan for spearheading the implementation of badges at UBC did not proceed.
→ Additional background research was undertaken, along with additional content and pedagogical prototyping to create readiness. Faculties and individuals interested in badging were brought together in a new FL-TLEF project which will enable M101 to be 'badged' within a broader piloting program.
- UBC is still on the fence about the academic merit and accountability of badge-based learning.
→ M101 has pioneered a scalable methodology for self-guided yet validated and auditable accreditation.