LCN600 Connected Learning

Unit Guide

Prepared by A/Prof Hilary Hughes
LCN600 Unit Coordinator
QUT 2017
Contents

Introducing Associate Professor Hilary Hughes, LCN600 unit coordinator 3

Introduction to Connected learning 4

Overview of the LCN600 unit 4
Connected learning environment 4
Online connectivity 5
Learning approach and study schedule 5
Connected learning resources 5
Connected learning activities 6
Assessment 7
Expected study commitment 7
Academic, information and digital literacies 8
Evaluation and feedback 8

Connected learning community 8
Online tutorials via Collaborate Ultra 8
Connected Learning community on Google+ 8
Connected Learning Twitter account 9
Connected Learning Diigo account 9

Keeping in touch and resolving problems 9

Help and information 10

Appendix 1: LCN600 Connected Learning Framework (Study schedule) – 201711
Welcome to LCN600!

As Unit Coordinator/Educator for this unit I look forward to exploring connected learning with you

Introducing Associate Professor Hilary Hughes, LCN600 unit coordinator

I’m a passionate educator-researcher. I’ve been with the QUT Education Faculty since 2005. I draw on previous professional experiences gained as a librarian/information literacy educator in various academic, public and government libraries. In August-December 2010, I was Fulbright Scholar-in-Residence at University of Colorado in Denver. This was an amazingly fulfilling experience professionally and personally. As a teacher-librarianship expert, I value the opportunities for professional interaction offered by my membership of ALIA and SLAQ.

My research interests include teacher-librarianship; learning space design; information literacy and informed learning; and the experiences and needs of learners in culturally diverse and online-intensive contexts. My doctoral thesis explored: *International students using online information resources to learn (QUT, 2009).* More recent research includes:

- **Fostering digital participation through Living Labs in regional and rural Australian Communities** (ARC Linkage grant, 2013-2016)
- **Value for money in operations** - optimising educational outcomes (ARC Linkage, 2017-19)
- **High school spaces & student transitioning: Designing for student wellbeing** (2016, DET)
- **Reimagining learning spaces** (2012-3) which focused on new school libraries
- **The influence of school libraries and teacher-librarians on students’ literacy development in Gold Coast schools** (2012-13) which drew interesting perspectives from principals.
- **QUT community engagement project** *Crossing boundaries with reading* (2013) that aimed to support digital literacy among year 8 & 9 Marsden SHS students.

You can see my other publications on [QUT eprints](#).

I hope you will find this Connected Learning unit stimulating and worthwhile. I encourage you to participate fully in the LCN600 online learning community, as it includes students with interestingly diverse backgrounds. I’m well aware that postgraduate study can be challenging - especially if you are returning to uni after a few years. So the main purpose of this message is to let you know that I’m here to provide support and encouragement. And as a word of friendly advice - please be kind to yourself, and set your study priorities within the wider context of your personal and professional life. Try to pace yourself through the semester, so that you gain best advantage of the learning experience without burning out in the process. Don’t hesitate to contact me if you experience any challenges or concerns. 😊
Introduction to Connected learning

Connected learning (CL) is a contemporary pedagogical approach that connects people, learning technologies and information (Ito et al., 2013). It is socially situated, production-centred and interest-driven. Connected learning enables students to develop personal learning networks by interacting with real world learning environments (Educause, 2013). Taking advantage of social media, students create, curate and share the results of their learning. While the connected learning framework that this unit adopts was designed with high school aged students in mind (Ito et al., 2013) at QUT we are finding that it is also productively adaptable for adult learners in higher education and for educators’ professional learning. So Mandy Lupton and I are actively exploring the potential of connected learning to push learning and teaching boundaries. I welcome your critical and creative participation in this innovative process!

In this unit you will experience connected learning theory and practice from multiple perspectives: as learner, educator, designer and critic. You will relate the principles of connected learning to differing social and educational contexts. You will discover first-hand how connected learners and educators shape their own connected learning environments through shared production of resources and knowledge. You will experience a connected learning network of connected learning peers and explore a wide range of digital technologies and social media. As a connected learning designer, you will independently map and critique a connected learning environment. As a member of a virtual team you will develop practical expertise in virtual teamwork whilst creating a web based connected learning resource. These CL projects are intended to have practical application beyond the unit, in your own professional context.

Overview of the LCN600 unit

Connected learning environment

The vitality of the unit stems from your willingness to share and experiment with connected learning approaches. Active participation in the LCN600 learning community and collaboration in a virtual team project are essential elements of the unit for all students.

Students come to this unit with varying degrees of expertise and confidence in using information and learning technologies. Whether you’re a relative novice or a relative expert, this unit offers an opportunity to extend your connected learning horizons. The focus is on effective application of web-based technologies and social media to support learning, rather than technical wizardry. Advanced IT skills are not required – but please share any expertise you have. And don’t panic if you’re less familiar with online ‘stuff’ – you’ll gain support throughout the unit, and learn heaps!

Please approach the unit critically and creatively. For example, think about how the various activities and resources contribute to (or hinder) your learning. And then consider: How might you do things differently in your own professional context as a (connected) educator?
Online connectivity

This unit seeks to model an authentic connected learning experience for a networked community of learners. It draws upon the affordances of social media. The home base of the LCN600 Connected Learning community is the unit’s Blackboard site. You can access all unit information here. The Blackboard site is also a jumping off point to CL Open (the unit’s openly networked learning space) and our connected learning Google+ community.

To access resources and participate fully in connected learning activities you will need:
- Reliable and speedy broadband Internet access
- The capacity to receive and send email
- Web browser, e.g.: Chrome, Firefox or Safari
  (Please note: Google Plus and other Google apps work best with Chrome).
- A USB headset or earbuds + microphone

Learning approach and study schedule

Learning and assessment are closely aligned in this unit. Learning activities are intended to challenge you intellectually and promote innovative practice. The knowledge and resources you develop will be applicable to contemporary educational contexts beyond this unit.

LCN600 includes a varied program of learning and assessment activities, as outlined in the Connected Learning Framework (study schedule). You will find the Framework at the end of this guide (Appendix 1) and on the LCN600 Blackboard site Resources page. It includes key dates for activities, tutorials and assignment submission.

The unit includes independent study and virtual teamwork

Virtual teamwork is an integral, required part of the unit. Please understand that going on holiday and other foreseeable events (e.g. weddings) in the middle of semester are not generally acceptable reasons for extensions; or for opting out of virtual teamwork.

Connected learning resources

All readings are available online, either via QUT Readings or directly from the Web.

There is a copy of the reading list on the Resources page of the LCN600 Blackboard site. The list includes:
- 3 core texts that you will draw upon throughout the unit
- ‘prescribed’ weekly readings = must reads
- ‘recommended’ readings = if you have time
- and ‘additional’ readings = dip in as your interest takes you
- some guides to social media = useful background

Beyond items on the reading list, I encourage you to research as widely as possible to support your (connected) learning. Use Google and Google Scholar to select and access further web-based resources. In addition, QUT Library provides access to a wealth of information in the form of books, e-books, electronic journals (periodicals and newspapers) and specialist databases, via this link: https://www.library.qut.edu.au/
As the unit progresses we’ll collectively curate a connected learning resource base via the unit’s Diigo account that you can dip into at any time.

**Connected learning activities**

The LCN600 unit design is based on connected learning principles (Ito et al., 2013). It provides varied connected learning experiences as you progress from participation in a large online community made up of everyone in the LCN600 community (Weeks 1-3); to independent project work, whilst still connected to the whole LCN600 community (Weeks 4-6); and finally to creative collaboration in a virtual team of about 5 people (Weeks 7-13).

LCN600 comprises the following five Modules. Basic information is available on the LCN600 Blackboard site while most learning activities accessible CL Open and our connected learning Google+ community. You will find links to these on the LCN600 Blackboard site Resources page.

Here is quick overview of the modules:

- **Orientation Module: O Week - Week 1** – introduction to the LCN600 unit
- **Module 1 - Introduction to connected learning: Weeks 1-3**
  Explores key connected learning concepts, tools and resources. Learning activities include independent exploration of the virtual learning environment and interaction with the other members of the LCN600 connected learning community via online tutorials (Collaborate Ultra) and Google+.
- **Module 2 - Mapping a connected learning environment: Weeks 4-6**
  Considers who and what makes up a connected learning environment. Learning and assessment activities involve researching and graphically representing a connected learning environment of a particular community of learners. Includes Assignment 1.
- **Module 3 - Forming a virtual team: Week 7**
  Prepares you for virtual teamwork, online collaboration and e-moderation. Readings and activities will help with forming your virtual team for the virtual team project. The unit coordinator (Hilary) will assist the team formation process. You may identify your own team members if you wish. See the virtual teams project guide for details (in Module 3 on LCN600 Blackboard).
- **Module 4 - Creating a connected learning resource: Weeks 8-13**
  Guides you through the virtual team project which involves collaboratively creating a web-based learning resource. The virtual teams are intended to be self-managing (and problem-solving), with the unit coordinator (Hilary) acting as team adviser. This virtual team project is the focus for all learning and assessment until the end of semester. Includes Assignment 2. See the virtual teams project guide for details (in Module 4 on LCN600 Blackboard).
Assessment

The unit coordinator (Hilary) will provide formative assessment (critical feedback and guidance) throughout the semester. Members of the LCN600 learning community are also expected to provide peer support and critical feedback to each other.

There are two graded assignments, which relate respectively to Module 2 and Module 4. Assignment guidelines and criteria are on the LCN600 Blackboard site Assessment page. In brief, the 2 assignments cover the following:

Assignment 1: Connected learning environment (Individual project)

Part A: Independently you will: envisage a connected learning environment of a particular connected learning community that is interest-driven and peer supported; and create a visual map of the environment using concept mapping software, or another graphical app, or hand-drawn sketch. Formal and/or informal learning.

Part B: With reference to connected learning principles, core properties and design principles (Ito et al., 2013, p. 74-81) critically discuss key features of the connected learning environment that you have mapped and how it supports the connected learning of its community members.

Assignment 2: Connected learning resource (Team project and individual reflection)

Part A: As a member of a virtual team you will: collaboratively research a topic; and design and create a resource based on CL principles that uses social media to support connected learning (Ito, et al., 2013). The resource should address a topic related to ‘innovative learning and teaching’. It should model connected learning and support the professional connected learning of educators. It can relate to any learning context, e.g. school, school library, university, workplace, academic or public library. It should be openly networked and create an interactive connected learning experience mediated by social software.

Part B: Independently you will: assess your contribution to virtual team leadership, project management and resource creation; write a critical reflection about your virtual team experience around 1 critical incident and consider how this experience enhances your learning as connected educator.

Expected study commitment

As a rough guide, a Masters 12-credit point subject requires about 10 hours per week of your time, although this may average out from week to week. Learning and assessment activities are inter-connected. So for example, all your ‘learning time’ in Weeks 8-13 is also ‘assignment time’. For this unit, over each week, try to balance your study between:

- interaction with peers – through participation in the Connected Learning community on Google+, online tutorials (Collaborate Ultra) and other online channels
- critically engaging with concepts, learning activities, readings, reflective writing
- hands-on exploration of web-based tools, resources and connected learning practices (in this unit you’re encouraged to play online and surf the Web!)
- CL assignment project work
**Academic, information and digital literacies**

Well developed scholarly practices underpin academic success. For practical guidance in developing your own information literacy, study approach and academic writing see the QUT Library web page: [http://www.library.qut.edu.au/learn/](http://www.library.qut.edu.au/learn/)

To learn how to use a wide range of online tools and social media, visit Lynda.com: [https://www.lynda.com/Education-Elearning-training-tutorials/1792-0.html](https://www.lynda.com/Education-Elearning-training-tutorials/1792-0.html)

**Evaluation and feedback**

Your critical feedback is always welcome and the unit coordinator will take it into account for ongoing development of the unit. Please complete unit evaluations when requested through the semester. You can comment any time via the LCN600 Blackboard site (side menu).

**Connected learning community**

You are expected to participate as fully as possible in the Connected Learning online community, especially through online tutorials (via Collaborate Ultra) and the 2017 Google+ Connected Learning Community. You can connect to these via the Resources page – [Connected learning community](#) on the LCN600 Blackboard site. There is also information about how to join and use Collaborate Ultra, Google+, Twitter and Diigo on this page.

**Online tutorials via Collaborate Ultra**

Online tutorials using Collaborate Ultra web conferencing software will be run by Hilary on Wednesday evenings most weeks at 7.30-8.30 pm (Brisbane time). They will include topic-related discussion and opportunity for general questions. You can participate through oral and written chat.

- See the Connected Learning Framework (study schedule) for dates – Appendix 1 and on the LCN600 Blackboard Resources page
- Please note: These are Brisbane times.
- If there is more than one tutorial in a particular week, you only need to attend one.
- Links to the tutorials will be posted on Monday each week to the Resources page on the Blackboard site and also notified via email.
- The tutorials will be recorded so you can revisit or catch up on any you miss.
- Recordings will be posted to the Resources page on the following day.

**Connected Learning community on Google+**

**Expected participation:** The private Connected learning Google+ community is a forum for unit-related conversation, sharing ideas and learning activities.

- The Google+ connected learning community is always ‘open’
- Keep in touch with our CL community by regularly browsing, posting and commenting
- You need a Google account to access the community
- Click here to join the Google+ community: [https://plus.google.com/u/0/communities/111385572525571807291](https://plus.google.com/u/0/communities/111385572525571807291)


**Connected Learning Twitter account**

**Optional but encouraged participation:** Follow connected learning peers and gurus, tweet and re-tweet. Use the #LCN600 hashtag to connect with unit members and #connected learning to engage with the wider connected learning community.

**Connected Learning Diigo account**

**Optional but encouraged participation:** Diigo is a very handy social bookmarking tool for curating web content. We have a private Diigo account for the unit. Please use it to collect, recommend and share web resources related to connected learning. Apply to join here: [Connected Learning at QUT](#)

**Keeping in touch and resolving problems**

I realise that as a postgraduate student you are often juggling an array of personal, family and professional commitments in addition to study. I’ve been there myself! So I understand that life has a habit of throwing up the unexpected. Hopefully you will have a smooth ride through the semester. But I’d like to assure you that I’ll be supportive, and as flexible as possible, if you run into problems.

**At least every 2 days** check your QUT email for ‘official’ unit information. A record of all unit emails will appear on the Announcements page of the LCN600 Blackboard site.

Please use the Q & A forum on the Google+ Connected Learning community to ask general questions about unit content, assessment and organisation of the unit, so that the answers can be shared with the whole community. Don’t be shy about asking ‘silly’ questions - others are bound to be grateful that you asked something that they too were unsure about! You also have the opportunity to post questions anonymously via Padlet. I will do my best to read and answer all questions within three days.

If you have any urgent questions or serious personal concerns related to the unit, feel free to email me (Hilary) ASAP. If necessary, I can make an appointment for an in-person or phone conversation. Email is the most reliable and quickest way to contact me as I’m often away from my QUT office. For routine issues, before emailing please consider my overflowing inbox and check if the answer is already in one of the module guides or the Q&A forum on the Google + community.

During the virtual team project (Weeks 8-13) it is **essential to keep in touch with your virtual team mates regularly**, each week. Let them know if you are sick or if you are temporarily unavailable for some reason. The teams are intended to be self-managing, so as far as possible try to resolve problems within the team. But if things seem to be getting out of hand, contact me (Hilary) as your team adviser.
Help and information

IT Help Desk
For help with IT (Information Technology), including assistance in accessing the QUT network, QUT Blackboard and QUT Virtual
Phone: (07) 3138 4000 Email: ithelpdesk@qut.edu.au
Or click on the Help icon on the top toolbar on the LCN601 Blackboard hub

QUT Library
http://www.library.qut.edu.au

QUT Library External Student Services
http://www.library.qut.edu.au/services/externals.jsp
Phone: (07) 3138 5547 Fax: (07) 3138 3999
email: exlib@qut.edu.au

Education Faculty Student Affairs
http://www.education.qut.edu.au/about/contact/enquiries.jsp
email: Sian Rodgie sian.rodgie@qut.edu.au phone: (07) 3138 3936

LCN600 unit coordinator: Associate Professor Hilary Hughes
Email: h.hughes@qut.edu.au (preferred means of communication)
Phone: (07) 3138 3266
K Block, Room K414, QUT Kelvin Grove Campus
### Appendix 1: LCN600 Connected Learning Framework (Study schedule) – 2017

<table>
<thead>
<tr>
<th>Weeks Dates</th>
<th>Online tutorials via Collaborate Ultra</th>
<th>Key learning activities &amp; deadlines</th>
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<tr>
<td></td>
<td>Weds 7.30 – 8.30 (Brisbane times)</td>
<td>For details – see Resources and Assessment pages on LCN600 Blackboard site</td>
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#### Orientation Module: Getting Started
**Introduction to the Connected Learning unit**

- Work through the Orientation Module
- Familiarise yourself with LCN600 Blackboard and Weebly sites
- Note the unit structure and deadline dates as outlined in this Connected Learning Framework
- Start Week 1 activities when you are ready
- OPTIONAL: Orientation for new MEd students at QUT Kelvin Grove on Sat 25 February – meeting for new teacher-librarianship students at 12.20-12.45

#### Module 1: Introduction to connected learning
**Connected learning concepts & practice. Establishing the 2017 CL community**

**Week 1**
27 Feb–5 March

- Online tutorial 7.30 – 8.30 pm
  Topic: Orientation to LCN600

  - See Module 1 and read Module 1 guide
  - ACTIVITY 1: Create a Google account, join the unit [Google+ Connected Learning 2017](#) community & introduce yourself
  - ACTIVITY 2: Respond to the Social Media Survey

**Week 2**
6 - 12 March

- Online tutorial 7.30 – 8.30 pm
  Topic: What is connected learning?

  - ACTIVITY 3: Post your Connected Learning First Thoughts to G+ CL community

**Week 3**
13 - 19 March

- Online tutorial 7.30 – 8.30 pm
  Topic: Networks, connectivism & social media

  - ACTIVITY 4: Post your Connected Learning Discovery to G+ CL community

#### Module 2 Mapping a connected learning environment
**Individual CL project**

**Week 4**
20 - 26 March

- Online tutorial 7.30 – 8.30 pm
  Topic: What is a CL environment?
  Introduction to Assignment 1: CL environment mapping project

  - Start working through Module 2
  - Read Assignment 1 information (due Mon 10 April)
  - Explore concept mapping apps
  - Envisage a connected learning environment (Assignment 1 – Part A)

**Week 5**
27 March – 2 April

- Online tutorial 7.30 – 8.30 pm
  Topic: CL environment examples

  - Develop a map of your a connected learning environment (Assignment 1 – Part A)
  - ACTIVITY 5: Post CL map on G+CL community – give and receive peer feedback
  - Write critical discussion about the connected learning environment (Assignment 1 – Part 2)

**Week 6**
3 – 9 April

- Online tutorial 7.30 – 8.30 pm
  Optional: Assignment 1 Q & A

  - Complete Assignment 1

By 9am Monday 10 April Monday

- SUBMIT ASSIGNMENT 1 by LCN600 Blackboard site Assessment page.
### Key learning activities & deadlines

For details – see Resources and Assessment pages on LCN600 Blackboard site

### Module 3: Forming your virtual team
**Introduction to virtual teamwork**

- Work through Module 3 and read the Virtual team project guide
- Note: Hilary will assist the team formation process
- Optional: Team member search - share your topic interest & contact details via Google+ CL
- Activity 6: Complete team strengths quiz

**By 9am Thursday 13 April**
- Activity 7: Complete and return the Virtual Team Preferences Survey

**Before start of Week 8 (24 April)**
- Activity 8: Check Virtual teams list (I shall post them by COB on Thursday).
- Activity 9: Post your contact details to your virtual teams page on G+ CL community

**Optional:** Teams can begin the project during the break – if all team members are willing

### Module 4: Creating a connected learning resource (Virtual team project)
**Team CL design project**

- Read Assignment 2 information
- e-moderators set up first meeting for your team
- All team members participate in 1st team meeting to plan the project - by end of Week 8
- Refer to the Virtual team project guide for timeline and idea starters for your team’s online resource

**By 9 am on Monday 5 June:**
- Submit Assignment 2 - Part A: Connected learning resource
  - Post URL for your team’s connected learning resource on the G+ CL community

**By 9 am on Monday 12 June:**
- Submit Assignment 2 - Part B: Individual self-assessment and reflection on virtual team experience via LCN600 Blackboard site Assessment page

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<thead>
<tr>
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<tr>
<td><strong>Module 3:</strong></td>
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<tr>
<td><strong>Week 7</strong></td>
<td>10 – 16 April</td>
<td>Online tutorial 7.30 – 8.30 pm Topic: Introduction to virtual team project and Assignment 2</td>
<td>□ Work through Module 3 and read the Virtual team project guide</td>
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<td>(Good Friday)</td>
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<td>□ Note: Hilary will assist the team formation process</td>
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<td>□ Optional: Team member search - share your topic interest &amp; contact details via Google+ CL</td>
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<td><strong>By 9am Thursday 13 April</strong></td>
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<td>□ Activity 9: Post your contact details to your virtual teams page on G+ CL community</td>
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<td><strong>Break</strong></td>
<td>17 – 23 April</td>
<td>(No scheduled tutorials)</td>
<td>□ Optional: Teams can begin the project during the break – if all team members are willing</td>
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<td><strong>Module 4:</strong></td>
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<td><strong>Week 8</strong></td>
<td>24 – 30 April</td>
<td>Online tutorial 7.30 – 8.30 pm Topic: Planning online resources. Assignment 2 – Part A</td>
<td>□ Read Assignment 2 information</td>
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<td>(Tues is ANZAC Day)</td>
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<td>□ e-moderators set up first meeting for your team</td>
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<td>□ All team members participate in 1st team meeting to plan the project - by end of Week 8</td>
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<td>□ Refer to the Virtual team project guide for timeline and idea starters for your team’s online resource</td>
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<td><strong>Week 9</strong></td>
<td>1 – 7 May</td>
<td>(No scheduled tutorials)</td>
<td>□ Collaborate with your virtual team members in planning and creating a connected learning resource</td>
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<td>(Mon is Labor Day)</td>
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<td>□ Take a turn as virtual team e-moderator</td>
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<td>□ Write individual CL reflection (Assignment 2 – Part 2)</td>
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<td><strong>Week 10</strong></td>
<td>8 – 14 May</td>
<td>Team consultations (by arrangement with Hilary)</td>
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<td><strong>Week 11</strong></td>
<td>15 Ap – 21 May</td>
<td>Team consultations (by arrangement with Hilary)</td>
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<td><strong>Week 12</strong></td>
<td>22 – 28 May</td>
<td>(No scheduled tutorials)</td>
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<td><strong>Week 13</strong></td>
<td>29 May – 4 June</td>
<td>Online tutorial 7.30 – 8.30 pm Topic: Virtual team experiences CL reflections. Assign2 – Part B</td>
<td>□ By 9 am on Monday 5 June:</td>
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<td>5 – 11 June</td>
<td>(No scheduled tutorials)</td>
<td>- Submit Assignment 2 - Part A: Connected learning resource</td>
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<td>12 – 18 June</td>
<td>(No scheduled tutorials)</td>
<td>- Post URL for your team’s connected learning resource on the G+ CL community</td>
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<td>By 9 am on Monday 12 June:</td>
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<td></td>
<td>- Submit Assignment 2 - Part B: Individual self-assessment and reflection on virtual team experience via LCN600 Blackboard site Assessment page</td>
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