Guide to the Virtual Team Project
Modules 3 and 4

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LCN600 Unit Coordinator
Contents

Introduction to the virtual team project ............................................................... 3
- Learning and assessment ................................................................................. 3
- Key dates for the Virtual Team Project .......................................................... 3
- Objectives of the project................................................................................. 4
- A note on technology ....................................................................................... 4
- Virtual team support ...................................................................................... 5
- Suggested timeline for virtual team project ................................................... 5

Guide to forming and managing virtual teams ............................................... 7
- Introduction to virtual teams ........................................................................... 7
- Virtual team formation .................................................................................... 7
- Identify your teamwork strengths and preferences ........................................ 8
- Team allocation ............................................................................................... 8
- Working with your virtual team ..................................................................... 8
- Moderating (or leading) your virtual team ...................................................... 8
- Managing your virtual team project ............................................................... 8
- Developing a good working relationship and means of communication ....... 9
- Setting realistic goals for your virtual team project ...................................... 9
- Ensuring progress .......................................................................................... 9

Guidelines for e-moderators ............................................................................ 9
- Introduction to e-moderation ......................................................................... 9
- A model for e-moderation ............................................................................. 9
- e-moderation week by week ......................................................................... 10
- First project week (Week 8 of semester) ....................................................... 11
- Second project week (Week 9 of semester) ................................................. 11
- Third week of project (Week 10 of semester) ............................................. 11
- Fourth project week (Week 11 of semester) ................................................. 12

Guidelines for creating a high quality connected learning resource ............. 13
- Introduction ...................................................................................................... 13
- Purpose of your team’s connected learning resource: to model CL principles and practices ........................................................... 13
- Topic for your team’s connected learning resource ..................................... 13
- Deciding the platform and social software for your connected learning resource .......................................................... 13
- Researching your topic ................................................................................... 13
- Design hints for creating a quality connected learning resource .................. 14

References ....................................................................................................... 16
- Essential reading for the project ................................................................. 16
- Optional reading ............................................................................................ 16
Introduction to the virtual team project

With the virtual team project you are now moving into the collaborative/creative phase of LCN600. You will work with your virtual team members to develop a web-based learning resource on a topic relevant to connected learning. This team project offers you the opportunity to investigate connected learning ideas and practices from the inside. In the course of the project you will experience various connected learning roles, as resource designer, developer and critic; and you will experience virtual teamwork, as team member and e-moderator (or leader).

This guide relates to Modules 3 and 4 and Assignment 2.
- Module 3 assists you to identify your team strengths and form your virtual team.
- Module 4 supports your collaboration with virtual team members to create a CL resource
- For Assignment 2, in addition to the CL resource, you will submit an individual self-evaluation and reflection

Learning and assessment

Learning and assessment are closely inter-related throughout the virtual team project. The project is the focus for learning in Weeks 8-13 and for Assignment 2. So it will account for all 10 hours of your study commitment during these weeks. It shouldn’t take more than this 😊

The virtual team project involves a combination of team and individual assessment, as follows:
- Team assessment (same grade for all team members): the quality of your team’s connected learning resource
- Individual assessment (individual grade): self-evaluation of your contribution to the virtual team and reflection on your virtual team experience

For details of Assignment 2 requirements and criteria - see LCN600 Blackboard site Assessment page.

As outlined on pages 7-8 of this guide, the unit coordinator (Hilary) will coordinate the formation of virtual teams during Week 7. I will then act as virtual team adviser throughout the team project.

Key dates for the Virtual Team Project

<table>
<thead>
<tr>
<th>Module 3: Forming a virtual team</th>
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<tr>
<td><strong>Week 7</strong></td>
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<td>By 9 am Thursday 13 April</td>
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<td>After 5pm Thursday 13 April</td>
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<td>April 14 - 23</td>
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<tr>
<td>• compete and submit the Team Preferences online survey</td>
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<td>• check team lists posted on the LCN600 Blackboard site</td>
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<td>• asap - post your contact details to the Teams page on the CL Google+ community &amp; make contact with your virtual team</td>
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<td>• Optional: Teams decide whether or not to work on the project during the Easter break</td>
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<thead>
<tr>
<th>Module 4: Creating an online learning resource</th>
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<tr>
<td><strong>Weeks 8 - 13</strong></td>
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<tr>
<td>By 9 am on Monday 5 June</td>
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<tr>
<td>By 9 am on Monday 12 June</td>
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<tr>
<td>• collaborate with virtual team members to research, design and create a connected learning resource</td>
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<tr>
<td>• Submit Assignment 1 Part A (CL resource) - post URL for the CL resource on the CL G+ community</td>
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<tr>
<td>• Submit Assignment 1 Part B (self-evaluation and reflection) – via LCN600 Blackboard site Assessment page</td>
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Objectives of the project
You and your virtual team are challenged to research and create a resource using free openly networked social media and digital tools. It should be designed according to connected learning principles to enable learning that is:

• Peer supported
• Interest powered
• Academically oriented

(Ito et. al., 2013, pp. 61-65).

The virtual team project is intended to be a stimulating social learning experience, so approach it with an open mind. Be prepared for some interesting challenges and some satisfying problem solving! In particular, aim to:

• Explore and experiment
• Watch out for critical incidents – and use them as a basis for your reflection on your team experiences; the less positive experiences may contribute as much, if not more, to your learning as the positive ones
• Maintain harmonious and supportive team relationships - respect each other’s personal and professional circumstances
• Keep in touch with your team adviser (Hilary) – especially asap if you run into any difficulties
• Have fun 😊

The Virtual Team Project will enable you to:

• Develop your knowledge of connected learning principles and practices (knowledge construction, conceptual understandings)
• Expand your online researching experience (information literacy)
• Develop familiarity with a variety of digital tools and social media in designing and creating an online learning resource for an authentic connected learning context (practical application)
• Actively participate in a virtual team, as e-moderator and collaborative creator (leadership, co-construction)
• Critically evaluate, select, create and present a variety of online learning materials (information literacy)
• Reflect on your experiences of virtual teamwork (reflective learning, reflective practice)

In this project, the learning process and the product are both important.

• Process = teamwork, creative approach, planning and implementation
• Product = the connected learning resource

A note on technology …
This is an opportunity to experiment with different digital tools and strategies. For example, your connected learning resource could integrate all or some of the following: text, quizzes, concept maps, photographs, interactive resources, games, email, forums, polls, video clips, podcasts. However, work according to the KISS principle (Keep It Simple, Sunshine) and focus on effective, practical strategies rather than hi-tech wizardry.

⇒ Go for quality over quantity with regard to content of your CL resource
⇒ You must use free openly networked resources, digital tools and social media.
⇒ You don’t need to demonstrate highly developed IT skills or use specialist software
⇒ You don’t have to create all new content. It is fine to link to already available online resources (providing they are relevant and good quality).
⇒ It’s acceptable (resourceful even!) to get help on technical matters outside the team
⇒ The resource must be openly accessible (not password protected)
Virtual team support
Hilary will act as team adviser, to provide guidance and encouragement throughout the virtual team project.
➢ As self-managing teams, endeavour to resolve problems within the team, but contact me if major difficulties arise.

Suggested timeline for virtual team project
Each team is responsible for managing your own project. This involves: determining team goals; developing and implementing strategies to achieve the goals; and establishing responsibilities for particular tasks. You may find it helpful to develop a project management plan – there are resources available in QUT Library and/or freely available software online to support this.

The following suggested timeline below offers some guidelines for this process – but your team is free to develop your own timeline, as long as you meet the final deadline of having the learning resource available online by 9 am on Monday 5 June.
<table>
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<tr>
<th>School Term</th>
<th>QUT Semester</th>
<th>Suggested timeline - virtual team activities</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>Module 3</td>
<td>• Module 2 readings and activities</td>
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<td>• Identify your teamwork preferences and strengths – online quiz (CL Open – Weebly)</td>
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<td>• Maybe nominate yourself your team e-moderator for the first week</td>
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<td>• <strong>Submit team preference survey by 9 am on Thursday 13 April (CL Open – Weebly)</strong></td>
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<td>• <strong>Check your team members and post your contact details by end Week 7</strong></td>
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<td>QUT break</td>
<td>Optional: Teams decide whether or not to work on the project during the Easter break</td>
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<td>Week 8</td>
<td>Module 4</td>
<td>The first week of the virtual team project will principally involve:</td>
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<td>• Forming the team</td>
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<td></td>
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<td>• e-moderators set up first team meeting</td>
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<td>• holding first team meeting with the whole team</td>
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<td></td>
<td>• developing a supportive social learning environment</td>
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<td></td>
<td></td>
<td>• getting to know each other, and your various interests and strengths</td>
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<td>• determining strategies for communicating and working together</td>
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<td>eg. whether to use Google+, skype, Zoom and/or other social media</td>
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<td>• agreeing team roles and responsibilities</td>
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<td>• making a roster of each week’s team e-moderator</td>
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<td>• beginning discussion of possible topics(s)</td>
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<td><em>During Project Week 1 take time to chat, share ideas, enthusiasms and concerns about the project</em></td>
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<td>Weeks 9-10</td>
<td>The second and third project weeks will principally involve:</td>
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<td>• planning the project (project amanagement)</td>
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<td>• selecting and researching your topic</td>
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<td></td>
<td>• sourcing resources and designing activities</td>
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<td></td>
<td></td>
<td>• determining which social media platform to use for your online resource</td>
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<td><em>During these 2 weeks allow for thoughtful questioning and lively online discussion. Be sensitive to individual preferences and styles among team members. Some will enjoy quick and immediate interactions, while others will have their best thoughts after the team participation is over and they have time to reflect.</em></td>
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<td>Weeks 11-12</td>
<td>The fourth and fifth project weeks will principally involve:</td>
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<td></td>
<td></td>
<td>• design and construction of your connected learning resource</td>
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<td>• trouble-shooting technical issues</td>
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<td></td>
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<td>• assessing your progress and what you still need to achieve</td>
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<td><em>During these 2 weeks allow some flexibility in your goals and be prepared to do some re-scoping and re-sizing. Keep in touch with team members to check for challenges and share the load and encourage each other. The end is in sight (this can be both a good and a bad thing!). Try to keep things in perspective.</em></td>
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<td>Weeks 13</td>
<td>The final project week will involve:</td>
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<td>• Critically reviewing the resource; testing and troubleshooting; fine tuning the resource; checking and rectifying glitches (eg. links or polls that don’t work)</td>
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<td>• Promoting the resource to peer connected educators, eg Twitter, forums</td>
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<td>• <strong>Ensuring that your team resource is ready and openly accessible online at the end of this week (by 9 am on Monday 5 June).</strong></td>
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<td>• Celebrating successful completion with your team mates ( a virtual party?!)</td>
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<td>Week 14</td>
<td>During this post-project project week:</td>
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<td>• Engage with other team’s connected learning resources</td>
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<td>• <strong>Complete and upload Assignment 2 (Part B) by 9 am Monday 12 June</strong></td>
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<td><em>During this project review week look back over your teamwork experiences and what you have learned through this collaborative experience. Consider how you might apply this learning in future or do things differently next time. In hindsight, challenges may provide powerful learning insights. And achievements may indicate particular strengths to build on.</em></td>
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Guide to forming and managing virtual teams

Introduction to virtual teams
Everyone’s experience and input in the team activity will vary. Take the opportunity to share your ideas, knowledge and expertise with the team; and to take a turn as your team’s e-moderator.

The virtual teams are intended to be self-managing. Hilary will act as team adviser. You can contact me if you run into problems that become hard for the team to resolve.

Pedagogical note about teams

The term ‘team’ is used here, rather than ‘group’, since there is often a significant difference between the way a team works strategically together to achieve an identified goal; and the potentially less structured activities of a group. A team suggests that there are ‘experts’ who each have a specific role to play - and these roles may be shared and changed over time, according to the situational need.

Dr Anne Russell (an educator colleague) shared the following reflection about working as a member of a team ...

Some people prefer to work alone and others need to hear their thinking, and build their ideas best when they interact with other people. Higher-level understanding often occurs through the use of ‘emotional intelligence’ or relationships with other people. In schools and in life, we have to work with groups of people, so working with a group of people for a short time provides the opportunity to hear other perspectives and try out our own ideas, without being concerned what others will think of us—we may never have to interact with these people again! On the other hand, friendships are often forged through working with others.

This [virtual team project] gives you the opportunity to take a risk with your learning. Please take risks. Particularly, be open in your communications with your team members.

I use the word ‘team’, rather than ‘group’, because of the connotations of a team having some structure, a sense of different individual responsibilities and a focused task.

In real life there are deadlines and commitments we have to make. It is the same when the team has a project. I value constructivist learning, where meaning is made through making links with what is known and what is relevant. Each learner brings different life experiences and learning preferences to any task. The richness of exploring these differences provides a rich tapestry on which to gather information and construct knowledge.

Finally, as educators in a [connected] learning environment, you will have students working in teams and it is important to recognise how your students might react in the same way as you or as your colleagues. Some issues may be: the teacher putting you in a team; the different ways of thinking and operating in the preparation of a task; equality of work load; carrying a sick team member, etc. As you work though these five weeks with your team reflect on how you would deal with any problematic issues if you were the educator.

Virtual team formation
Virtual team formation begins in Week 7 when you carry out several activities to identify your teamwork strengths and preferences. Drawing on the information you provide, Hilary will coordinate the formation of hopefully compatible and productive virtual teams.
Identify your teamwork strengths and preferences
Go to Module 3 on CL Open (LCN600 Weebly) and:
1) Complete the online Teamwork Strengths quiz (Activity 6) – early in Week 7
2) Complete the Virtual Teams Preference survey (Activity 7) – by 9 am on Thursday 13 April

Optional – use the Team member search on the CL Google+ community to identify possible team mates with interests similar to yours.

Team allocation
The team lists will be posted on the Virtual Teams page of the LCN600 Blackboard site – Resources page - by 5 pm on Thursday 13 April.

Each team will comprise about 5 members, with as varied a range of knowledge and capabilities as possible. Hilary will allocate everyone to a virtual team based on information you provide in the Virtual Teamwork Preferences survey. If possible, indicate other people you would like to work with.

➢ If you don’t return the survey by the deadline, I will add you randomly to a team.

Working with your virtual team
A key purpose of the virtual team project is to develop confidence in working in virtual spaces. You may experience some ups and downs through the project. This is perfectly normal and shows that you’re learning in an authentic context.

The impact of inter-personal communication and team dynamics on achieving team goals is widely recognised. For example, Barry Tuckman (1965; Tuckman & Jensen, 1977) outlined 5 key team stages: forming, storming, norming, performing and adjourning. After the initial forming stage, there may be a time of storming. For example, individuals may have different perceptions of the team task or different expectations of intended outcomes, leading to disagreement or conflict. They may need to renegotiate priorities or responsibilities before proceeding. In the norming stage the project progresses as team members concentrate on carrying out specific task(s). In the performing stage the team presents the project outcomes – in this case, your online learning resource. The final adjourning stage is associated with wrapping up the task and disbanding the team – a time for celebration!

Moderating (or leading) your virtual team
The virtual teams are intended to be self-managing, with members sharing the essential leadership role of e-moderator (Salmon, 2011). Broadly speaking, the e-moderator’s role is to motivate and coordinate rather than direct or censor. In order to develop virtual team leadership experience, each team member will take a turn as team moderator for a few days. Although this is a rather artificial situation - and may make the continuity over the five weeks a bit disjointed - it allows each person to try the role, take responsibility and potentially use different systems or strategies for moderation.

Managing your virtual team project
The suggested timeline (p. 6) will help you keep on track as you work towards the deadline of 9am on Monday 2 May. But where to start?

Key considerations for managing the virtual team project are: developing a good working relationship between team members; setting realistic goals for carrying out your virtual team project; monitoring progress and advancing the project. These three considerations are outlined below.
Developing a good working relationship and means of communication
Firstly, it is important to get to know your team members and then determine mutually convenient ways of communicating and working together. This will involve a process of ongoing discussions, sharing ideas, and probably some trial and error with various media.

As soon as possible all team members need to meet up online. The first e-moderator is responsible for arranging the first meeting via the G+ Connected Learning Community. At the first meeting your team needs to discuss mutually convenient ways for communicating and managing teamwork. It is probably easiest to use skype or Zoom for the first meeting. For subsequent meetings and project management, you can decide what forms of communication suit all team members the best.

During your first meeting, take time to introduce yourselves and chat informally before getting down to business. Then share your particular connected learning interests and strengths, and your previous ICT experience. This will help you build a mental picture of who you’re working with and to start identifying possible roles and contributions for each team member.

Setting realistic goals for your virtual team project
As a team, develop realistic goals for the virtual team project. Here some hints:

- Well defined topic (specific rather than broad scope) – quality over quantity
- Break the project into chunks or tasks and delegate them to particular team members
- Plan early the time needed to complete the various tasks, allowing extra time for technical problems and unforeseen personal events
- Make a timeline, showing tasks, team member(s) responsible for completing the tasks and target completion dates

Ensuring progress
It’s essential that each team member commits to carrying out their agreed tasks, keeping in touch (especially if things aren’t going well) and supporting their team members.

Guidelines for e-moderators

Introduction to e-moderation
The virtual team project offers you the opportunity to gain experience as an e-moderator (or team leader). These guidelines are intended to support you in this role.

Each team member is expected to take the e-moderator role for 1-2 weeks, depending on the size of your team. The e-moderator for the first week will be identified by Hilary, hopefully on the basis of people volunteering via the Team preferences survey (Module 3). Thereafter, the e-moderator role will be rotated among team members, as determined by each team. It’s advisable to set up a mutually agreed roster for this right at the start of the project.

A model for e-moderation
Above all, e-moderation is about fostering communication and teamwork. As e-moderator you don’t have to do everything yourself; sharing and delegation are important aspects of leadership.

Gilly Salmon (2011, p. 5) describes e-moderating as an active verb like learning and teaching. And the role of e-moderator is “promoting human interaction and communication, through the modelling, conveying and building of knowledge and skills ...Through using the mediation of online environments designed for interaction and collaboration”. Her five stage model of teaching and
learning online offers a useful approach for understanding and undertaking the e-moderation process (2011, p. 32).

**e-moderation week by week**

The e-moderator will check and advance the overall progress of the project by:

- Facilitating communication among team members
- Highlighting achievements and supporting team members
- Checking progress and completion of tasks against the timeline
- Reporting progress and challenges in a brief weekly report to the team advisor (Hilary or Mandy)

In conjunction with team members, the e-moderator will:

- Identify areas needing further work, or new tasks
- Re-prioritise tasks and revise dates according to circumstances (eg. a team member becomes ill or drops out of the unit).

E-moderator role will vary from week to week, depending on stage of the project, so the following e-moderation guidelines are intended to be suggestive rather than prescriptive. The most important considerations for each week are in bold font. Read these guidelines in conjunction with Gilly Salmon’s Chapter 2: ‘A model for online in learning and teaching’ (available via CMD). Please feel free to develop fresh approaches and to bring your personal attributes to the moderating process.
First project week (Week 8 of semester)
1. **As e-moderator, make contact with team members.**
   Check the Connected Learning community on Google Plus for contact details
2. **Foster a social and supportive team environment**
3. **Encourage sharing of information and ideas**
4. Initiate discussion about team roles and tasks (ie. who does what) and perhaps a team
5. **Develop a preliminary project plan & timeline**
6. **Coordinate discussion/agreement concerning team members’ preferred communication method(s) and best times for discussion/contact times for etc**
7. Initiate discussion concerning possible topic for your online learning resource. Allow the team a few days (up to week) to come to an agreement on this; some preliminary research may need to be done by team members (if so determine who/what/when/how)
8. **Make a roster of e-moderators for each week. Confirm e-moderator for Project Week 2.**
9. **Send a brief report (note form/dot points) to your team advisor (Hilary) outlining the week’s achievements & difficulties, team name, and next week’s moderator**

Second project week (Week 9 of semester)
1. **Touch base with team members – check for suggestions, difficulties etc - follow up as necessary**
2. Foster a social and supportive team environment
3. Monitor progress – firm up project plan / timeline
4. Encourage sharing of information and ideas
5. **Move team towards a decision regarding the resource topic**
   - ideally this should be decided early in the second week
6. **Identify any special expertise or knowledge among group members that’s relevant for developing the resource (eg. content knowledge, educational design, IT skills)**
7. Coordinate initial planning of the online resource – eg: with your team members identify information needed & possible sources of information; possible modes of presentation; initiate research
8. Coordinate team members’ initial tasks
9. **Confirm moderator for Project Week 3**
10. **Send a brief report (note form/dot points) to your team advisor (Hilary) outlining the week’s achievements & difficulties and next week’s e-moderator**

Third week of project (Week 10 of semester)
1. **Touch base with team members – check for suggestions, difficulties etc – follow up as necessary**
2. Foster a social and supportive environment
3. Encourage sharing of information and ideas
4. **Monitor progress – firm up project plan / timeline – follow up as necessary**
5. **Consolidate information gathered – with your team members identify what information is still needed & where/how it can be obtained**
6. **Move team towards a decision regarding the type of online resource**
   - ideally this should be decided by end of the third week
7. Coordinate ongoing & new tasks
8. Revise timeline as necessary
9. **Confirm moderator for Project Week 4**
10. **Send a brief report (note form/dot points) to your team advisor (Hilary) outlining the week’s achievements & difficulties and next week’s e-moderator**
Fourth project week (Week 11 of semester)
1. Touch base with team members – check for suggestions, difficulties etc – follow up as necessary
2. Foster a social and supportive environment
3. Encourage sharing of information and ideas
4. Monitor progress – firm up project plan / timeline – follow up as necessary
5. Coordinate ongoing & new tasks
6. Coordinate construction of the online resource
7. Start countdown to going ‘live’ on Monday 5 June
8. Revise timeline as necessary
9. Confirm moderator for Project Week 5
10. Send a brief report (note form/dot points) to your team advisor (Hilary) outlining the week’s achievements & difficulties and next week’s e-moderator

Fifth project week (Week 12 of semester)
1. Touch base with team members – check for suggestions, difficulties etc – follow up as necessary
2. Foster a social and supportive environment
3. Encourage sharing of information and ideas
4. Monitor progress – firm up project plan / timeline – follow up as necessary
5. Coordinate ongoing & new tasks
6. With your team members confirm responsibilities for completing your team’s online learning resource
7. Ensure the resource is available online by noon Sunday 26 April – with the URL pasted to the Virtual Teams page of the LCN600 web site.
8. Send a brief report (note form/dot points) to your team advisor (Hilary or Mandy) outlining the week’s achievements & difficulties.

Final project week (Week 13 of semester)
1. Touch base with team members – check for problems – follow up as necessary
2. Lead/delegate: critical review of the whole resource; testing and troubleshooting; fine tuning the resource; checking and rectifying glitches (eg. links or polls that don’t work); promoting the resource
3. Ensure that your team resource is ready and openly accessible online at the end of this week (by 9 am on Monday 5 June) – with URL posted to the Teams page of the CL G+ community.
4. Encourage team celebration of successful completion of the project
Guidelines for creating a high quality connected learning resource

Introduction
This part of the guide focuses on the ‘what’ of the project: requirements for the content and quality of the connected learning resource. It outlines some possibilities to help the thinking process, but these are by no means exhaustive. Feel free to follow your interests and curiosities; investigate different ideas and approaches; explore unfamiliar sources; above all, think creatively.

Purpose of your team’s connected learning resource: to model CL principles and practices
Your CL resource should support the professional learning of educators and enhance their understanding, knowledge and enjoyment of connected learning. Ideally, your team’s CL resource will have continuing application and scope for further development beyond the unit.

The CL resource may relate to any learning context, formal or informal, for example: primary school, public library, museum, university, workplace training centre or a community organisation.

The CL resource should integrate the following connected learning principles (Ito et al., 2013, 61-65).
- Peer supported
- Interest powered
- Academically oriented

As a team you will collaborate in:
1. Selecting and researching a topic of shared interest to your team members
2. Designing and creating a web-based learning resource based on connected learning principles

Topic for your team’s connected learning resource
Choose a topic that relates in some way to connected learning. Yes, there are many possibilities! It is fine for more than one team to work on a similar topic. In this case it will be interesting to compare varied approaches.

It may take a couple of meetings to decide the topic. As a team, you will need to do some initial brainstorming. As a guiding principle:

Go for a well-defined topic – with a tight scope – rather than a broad overview.

Deciding the platform and social software for your connected learning resource
Each team will ONLY use free openly networked software and social media for their resource. Take time to share your experiences (good and bad) of different ones.
Possible platforms include:
- a blog (e.g WordPress, EduBlogs)
- wiki (e.g Wikispaces, Wikicclassroom)
- Website (e.g Weebly)

Design your resource to be engaging and interactive by including a variety of quality, relevant apps and activities, eg: videos, podcasts, slideshows, forums, polls, quizzes, games.

Researching your topic
As a team, you’ll need to do some research to provide a strong content base for the resource. As you’ll be aware, there is a wealth of information available online of varying quality. So a key challenge for you is to identify and use quality information that will enhance your learners’ understanding and knowledge about the topic.
Researching hints:
- Keep your eye on
- Be selective in your searching and reading
- Share the research and reading around the team (e.g. different team members can search for different types of information or read different resources).

**Recommended sources for researching your topic ...**

  - especially ‘Designing e-tivities’ (pp.109-129). [ebook via QUT Library catalogue].
- The Connected Learning G+ community and Diigo
- The Web (go Google!)
- CMD (course materials database)
- Google Scholar and Journal databases provided by QUT Library for research articles and reports
- The media (all forms)
- And your social and professional networks

**Design hints for creating a quality connected learning resource**

**Quality**
- Aim for a high standard, but be realistic about what’s achievable by this team within the given timeframe (be kind to yourselves!)
- Go for quality of connected learning experience over quantity of content

**Connected learning principles**
- The connected learning resource must enable learning that is: Peer supported, interest powered and academically oriented (Ito et. al., 2013, pp. 61-65).
- Include a brief statement (50-100 words) about how the resource accords with these 3 principles

**Content**
- Present a thoughtful overview of the chosen topic, rather than in-depth coverage
- Be selective: offer a sample of quality information about the topic – rather than numerous pages and links
- Offer a variety of informational content and interactive learning strategies
- Be creative and make the resource attractive, user friendly and fun to engage with
- Offer some critical commentary in your resource; e.g. explain why you selected particular media and how they might support connected learning theory; pitfalls & how to manage them

**Usability**
- Make navigation clear and simple
- Create an appealing home page that sets the scene and draws learners’ interest
- Provide a brief summary of the content and expected outcomes for your learners
- Make the resource cohesive; e.g. a connecting theme through the various pages and activities
- Go for effective (simple) use of freely available software rather than hi-tech applications

**Learner experience**
- Clarify the intended learning outcomes; i.e. what will users learn through engaging with this resource?
- Ensure that the level and content are appropriate for your intended connected learners
- Promote active learning: include self-assessment options in the resource (e.g. quiz)
- Indicate approximately how long users should spend on the activities
Designer perspectives
- Personalise the resource: Introduce the team and identify who contributed which content (by first name or nickname if you prefer)
- Identify and stick to realistic (versus ideal) goals allowing for team strengths, limitations and timeframe

Openly networked
- As the CL resource is intended to support professional learning of educators within and beyond this unit, the CL resource should be openly networked (ie. available to anyone - no password)

Privacy
- Discuss with your team members how much information you are prepared to reveal about yourselves in the CL resource
- You do not have to identify yourself unless you feel comfortable to do so; eg. it is OK to only show your first name or a nickname if you prefer
- For security reasons, don’t provide personal contact details; maybe create a generic contact email address for the team
- Don’t identify particular schools or include photos of other people (especially children) unless you have permission to do so
- It is OK to identify QUT – or to say something like ‘we are team of Masters students’ or ‘This resource was developed by connected learning students’) - as long as you abide by QUT’s guidelines about academic integrity

Academic integrity
Ethical information use (including materials sourced online) is a key professional attribute for educators and a hallmark of academic practice. The QUT cite/write guide offers guidance: [http://www.citewrite.qut.edu.au](http://www.citewrite.qut.edu.au)

In designing and presenting your CL resource:
- Model creative, critical and responsible uses of information and social media
- Observe copyright and referencing conventions; ensure all information sources are fully and accurately acknowledged (as you would with any assignment)
- Follow the guides to Copyright and Creative Commons on CL Open (LCN600 Weebly)
- Only copy and post photos and other visual materials that you have permission to use, eg. under Creative Commons licence.
- Acknowledge your own photos, music or cartoons etc that you have created
References

Essential reading for the project
Pages 4-31 of:
- especially Chapter 2: A model for collaborative online learning (pp.26-59) [via QUT Readings or e-book via QUT Library catalogue]

Optional reading
- about the design and students’ experiences of the virtual team project in 2012; relates to an earlier iteration of the unit when it was called Cyberlearning.

Cover image