



Lenses 535

An Online Distance Learning Course
**Teaching Principles of Documentary
Photography** while Promoting Social
Responsibility by Utilizing Components of the
WisCom Framework

Course Summary

This is an online distance course serving a diverse student demographic.

LENSES 535 is a 16 week internationally renowned course that focuses on principles of documentary photography. Students will have an opportunity to create a series of photographic assignments that will focus on representing people, places, objects, and events within their local community.

In turn through facilitated discussions we will build an online community that enables learning, knowledge sharing, reflection, and support for each others work while gaining new insights about the world around us.

Learner Analysis Needs Assessment

Australia, Spain, Turkey



Queensland, Australia (7 Students)

Age Range	18-35
Gender	4 Female, 3 Male
Countries and/or Cities grown up in before age 18	Australia, New Zealand, Fiji
Native Languages	English
Other Languages of Proficiency	Mandarin
Previous Knowledge of Subject	Beginning to Intermediate
Learning Preferences	Reading, Talking, Watching, Doing
Study Preferences	Alone & Small Groups
Source of Prior Education	Private & Public
Experience Studying in Different Countries	28.57% (2 out of 7)



Catalonia, Spain (6 Students)

Age Range	18-30
Gender	3 Female, 3 Male
Countries and/or Cities grown up in before age 18	Spain, Portugal, France, Andorra
Native Languages	Spanish (Castilian) & English
Other Languages of Proficiency	Catalan & Portuguese
Previous Knowledge of Subject	Beginning to Intermediate
Learning Preferences	Talking, Watching, Doing
Study Preferences	Small & Large Groups
Source of Prior Education	Private & Public
Experience Studying in Different Countries	33.3% (2 out of 6)



Istanbul, Turkey (7 Students)

Age Range	18-30
Gender	4 Female, 3 Male
Countries and/or Cities grown up in before age 18	Turkey, Romania, Lebanon
Native Languages	Turkish, English, Arabic
Other Languages of Proficiency	Romani, Ukrainian
Previous Knowledge of Subject	Beginning to Intermediate
Learning Preferences	Reading, Talking, Doing
Study Preferences	Alone & Small Groups
Source of Prior Education	Public
Experience Studying in Different Countries	42.85% (3 of 7)

Access to Technology Needs Assessment

Australia, Spain, Turkey



Queensland, Australia (8 Students)

Internet Availability Connection Speeds:	Seamless Streaming and Some Pausing
Device Types:	Desktop, Laptop, Smartphone
Preference Towards Devices:	Laptop and Smartphone
Technological Fluency	Medium to High
Online Learning Experiences:	Queensland Distance Education
Experience Using an LMS?	Moodle, Canvas, Skype
Social Media Use?	Facebook, YouTube, Instagram, Snapchat, WhatsApp, WordPress, Twitter



Catalonia, Spain (6 Students)

Internet Availability Connection Speeds:	Seamless Streaming, Some Pausing, Often Pauses
Device Types:	Desktop, Laptop, Smartphone
Preference Towards Devices:	Laptop & Smartphone
Technological Fluency	Medium to High
Online Learning Experiences:	Open University of Catalonia
Experience Using an LMS?	Moodle, Canvas, Skype, Google Classroom
Social Media Use?	Facebook, YouTube, Instagram, Twitter



Istanbul, Turkey (6 Students)

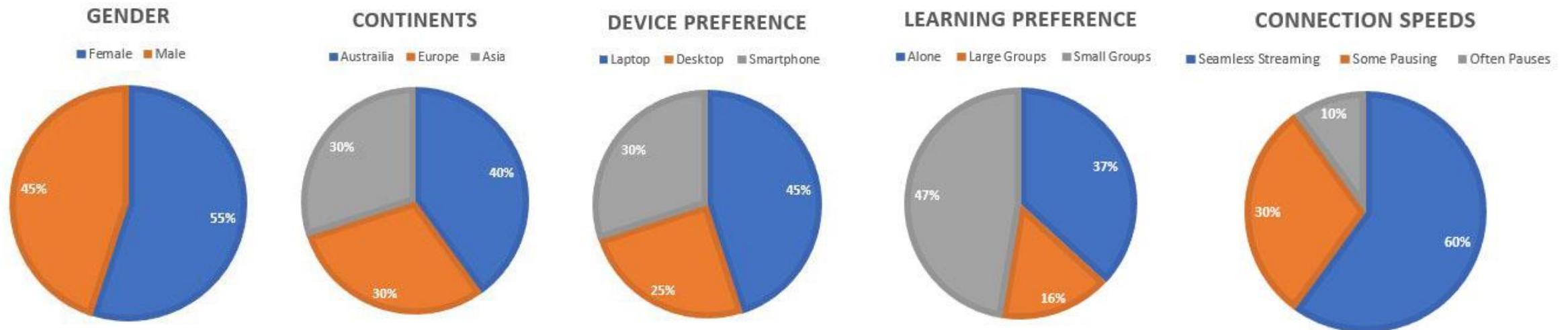
Internet Availability Connection Speeds:	Seamless Streaming and Some Pausing
Device Types Used:	Desktop, Laptop, Smartphone, Mobile
Preference Towards Devices:	Laptop & Smartphone
Technological Fluency	Low to High
Online Learning Experiences:	Anadolu University
Experience Using an LMS?	Moodle & Skype
Social Media Use?	Facebook, Twitter, WhatsApp

Learner Profile Summary

DESIGN IMPLICATIONS:

Based on the learning analysis and access to technology needs assessments from the diverse group of online students the following conclusions have been made:

- the class is **fairly evenly split in regards to gender** (11 females and 9 Males)
- the **average age is 23** years and ranges from 18-31 years
- the majority of students **prefer laptops and smartphones** as primary learning devices
- **small group and individual** learning is preferred
- students will **have sufficient access to internet connection** speeds that will accommodate the course content and delivery method
- English is a primary language for 8 students and secondary for 12 students
- **Facebook is the preferred primary social media tool** used by all students followed by secondary choices of YouTube (7), Twitter (7), & Instagram (6)



Course Delivery Method:

DURATION AND TYPE:

This is a 16 week **Online, Primarily Asynchronous** course built using **Moodle** an open source LMS.

CONTENT:

Since everyone in the course speaks English as a first or second language, course **content will be delivered in English.**

LEARNER SUPPORT AND ASSESSMENT:

Translation links and resources will be provided in the **Support Section** of the course. This course provides up to 3 opportunities for distance learners to partake in **Synchronous** discussions via **Web Conference Tools**, although 1 is mandatory. The course will post **Netiquette** guidelines to help orient students to communication protocols. **Distributed co-mentoring** will play a large support role in this course. (Gunawardena, p. 217-220)

BUILDING A WISDOM COMMUNITY:

Throughout this course the goal is to **Build a Community** of diverse learners by **Defining Wisdom** as a collective group. The class will refer to this definition as a stepping stone when creating, sharing, discussing, and learning about local and global communities through principles of documentary photography. (Gunawardena, p. 58-59)

COLLABORATIVE INQUIRY CYCLE (CIC) AND ASSESSMENT:

This course will include **facilitated discussions** centered on 8 bi-weekly projects and allow for reflection through 4 required **journal postings**. A **cyber café** and general question **forum** is available for additional peer-to-peer communication. Students are encouraged to partake in synchronous discussion through chat, mobile communications, and/or social media to support each other throughout the semester. (Gunawardena, p. 218, p. 130-131) Throughout the **CIC** learners will have the opportunity to research, write, discuss, reflect, synthesize, and summarize. (Gunawardena, p. 130)

TECHNOLOGY:

Due to the findings from the needs assessment, students are not required to own or have access to or possess a technical proficiency with med-high-end cameras, equipment, or digital darkroom software. This class will utilize **smartphone technologies**, consumer-grade digital cameras if applicable, and a **laptop or desktop computer** as a means to capture and deliver composition, story, and discussion. Students must have **access to internet connection** and preferably DSL or broadband for uploading photo assignments and participating online. (Gunawardena, p. 201-204)

Course Delivery Method (Additional Notes)

LEARNING THEORY:

- This course applies **sociocultural learning theory** strategies and strives to create a strong **social presence** with the intension of building a **culturally inclusive** community.
- Scaffolding, CIC, collaboration, reasoning, and critical reflection are built into each 8 week module.
(Gunawardena, p. 131 & p. 217)

SOCIAL PRESENCE & COMMUNITY BUILDING:

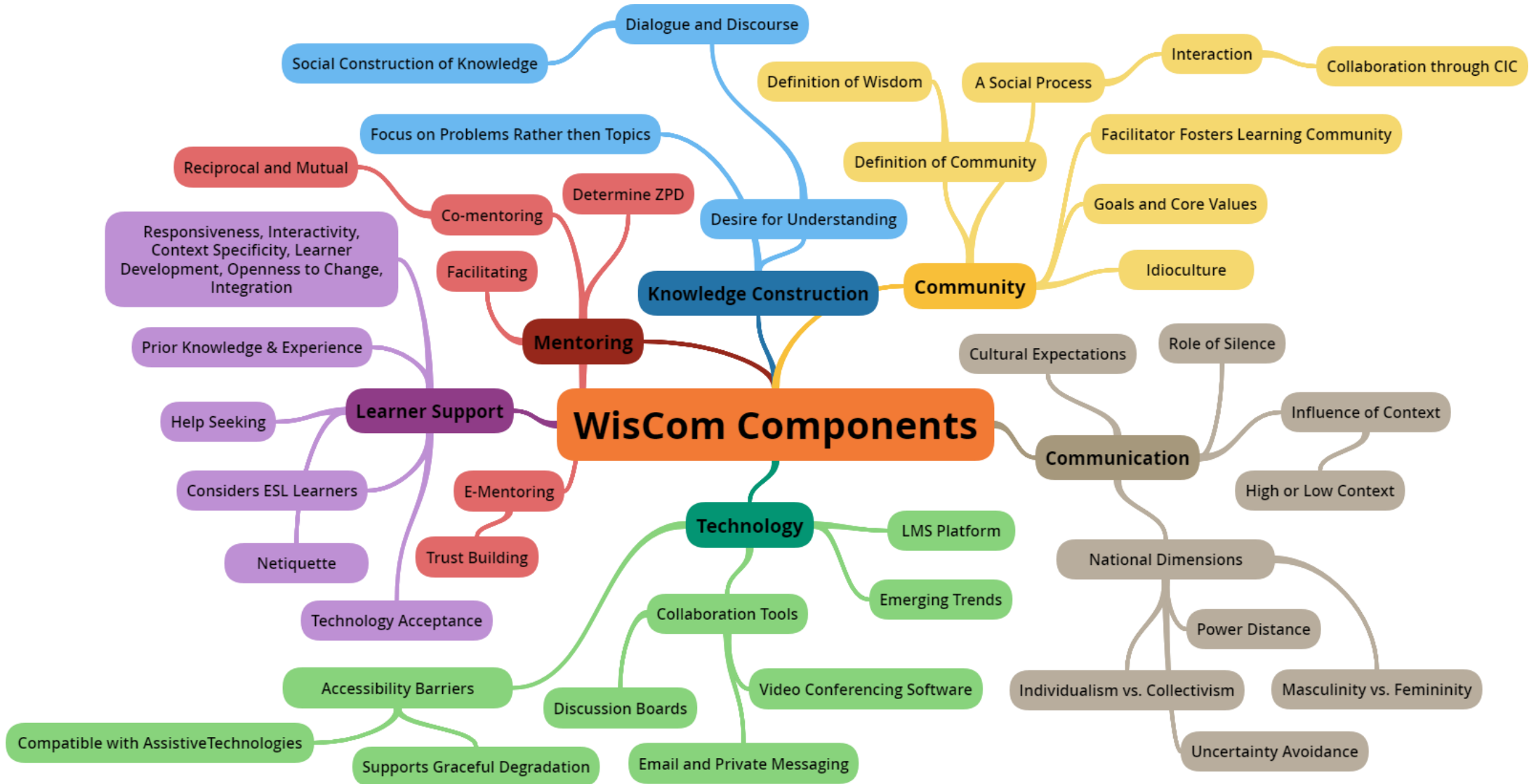
- During the first 3 weeks, students will **create an online profile** and get to know one another through guided questions
- It will start off with an **introduction module** that will incorporate community building activities such as
 - what is your personal definition of wisdom?
 - and will gather a class consensus of wisdom qualities.
- **Reflection** is built into the class through incorporating an online journal.
- The facilitator will **encourage participation** and reward contribution.
- The facilitator will provide **timely feedback**.
- This class will **provide choices** in regards to learning activities.
(Gunawardena, p. 217)

- Live discussions and dialogue **help to improve communication and foster interaction** for the diverse online learning community.
- Use of **small-group asynchronous discussions** with the ability for synchronous group chats and/or discussions will help reinforce social presence.
(Gunawardena, p. 247)

LENSES 535 (Draft 1)

Week	Short Description	WisCom Components
1 & 2	Introductions: Community Building and Establishing Social Presence	<ul style="list-style-type: none">- Create an Online Profile- Introduction and Sharing of Profile in Discussion 1- Defining Wisdom as a Community Discussion 2
3, 4, & 5	Notebook: You will exchange your camera for a notebook, wander about, and return with detailed descriptions to share of the dozen or so images you would have shot if you'd only had your camera with you.	<ul style="list-style-type: none">- Web Conference Opportunity 1- Discussion Post 3- At a minimum 3 responses- Journal Post 1 Due
6, 7, & 8	From Every Angle: Students will go 2 places of their choice and find a scene or situation and will capture it from many angles, using frame in various ways. You are expected to take a minimum of 30 shots for this assignment.	<ul style="list-style-type: none">- Discussion Post 4- At a minimum 3 responses- Journal Post 2 Due
9	Break	
10, 11, & 12	A Day In the Life Students will take a minimum of 30 shots...	<ul style="list-style-type: none">- Web Conference Opportunity 2- Discussion Post 5- At a minimum 2 responses- Learning Community Survey- Journal Post 3 Due
13, 14, & 15	Life in a... Life on a... Students will provide up to 30 photos with a short written essay...	<ul style="list-style-type: none">- Web Conference Opportunity 3- Final Project Due Week 14- Discussion Post 6- At a minimum 3 responses- Journal Post 4 Due
16	Closing Assessment and Evaluation	<ul style="list-style-type: none">- Final Course Post- End of Course Survey- Learning Community Survey

Design & Development: Mind Map



Assessment Plan

- **EARLY ASSESSMENT**

In the beginning this class the learners will complete a **Self-Assessment Survey** addressing work habits, styles, and preferences. The primary goal of this survey is to reinforce what is expected of the individual in the collaboration process. (Gunawardena, p. 247-250)

- **GRADUAL ASSESSMENT**

Learners are expected to attend one mandatory group **Web Conference** during the 16 week class. This will provide a variety of assessment opportunities throughout the semester. After polling the class for best conference days and times, there will be 3 scheduled conferences to select from as flexibility is important for a diverse community. An extra credit point will be given to students who attend more than 1 web conference. (Gunawardena, p. 247)

- **MIDDLE ASSESSMENT**

The **Learning Community Survey** will be administered in the middle and end of the semester. This will help us understand what kind of community is being generated in the online environment and whether students feel a part of the learning community. This survey also addresses components of WisCom framework (community, communication, technology, mentoring, learner support, and knowledge constructions). (Gunawardena, p. 252)

- **CLOSING ASSESSMENT**

Expectations will be defined and provided for a **Final Course Post** to determine whether transformational learning has occurred over the learning process. This is a formative, summative/cumulative assessment that will help learners reflect on their collaboration effort. (Gunawardena, p. 250)

- **FINAL ASSESSMENT**

In order to assess the effectiveness of the course design and to make improvements for future classes, we will implement a **Learning Community Survey** at the end of the course. (Gunawardena, p. 246)

Evaluation Plan

- **EVALUATION OF WISCOM COMPONENTS:**

Provide an **end of course survey** to students in order to gain perspective on how effective the **WisCom Components** of the course were with regards to:

- 1) building a sense of community
- 2) promoting the social construction of knowledge and
- 3) transforming student perspectives

(Gunawardena, p. 258)

- **EVALUATION OF UI DESIGN**

Provide an **interface evaluation** to:

- 1) obtain feedback of the user interface
- 2) obtain feedback on the ease of use, accessibility, language, technical familiarity, expectations, visual layout, & flexibility

(Gunawardena, p. 264)

- **EVALUATION OF LX DESIGN**

Provide a **learning experience** evaluation to:

- 1) obtain feedback on aesthetics, access, organization, and navigation of course
- 2) to include questions on overall first impressions, focus, bandwidth issues, site framework, text elements
- 3) communication and feedback, supplementary materials

(Gunawardena, p. 265-267)

Resources

Case Study Library of eLearning Systems from Around the World [PDF]. (n.d.). Culture and Global eLearning I - Spring 2019 Section Group GUG.Supplemental Materials

Changing the way you learn. (n.d.). Retrieved February 23, 2019, from <https://www.goconqr.com/>

Dogramaci, E., Radcliffe, D., & Digital. (n.d.). How Turkey Uses Social Media. Retrieved February 23, 2019, from <http://www.digitalnewsreport.org/essays/2015/how-turkey-uses-social-media/>

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Gunawardena, C. N., Frechette, C., & Layne, L. (2019). *Culturally inclusive instructional design: A framework and guide for building online wisdom communities*. New York, NY: Routledge.

INTERNET ACCESS IN QUEENSLAND [Pdf]. (2008, October). The State of Queensland. <http://www.qgso.qld.gov.au/products/reports/internet-access-qlid-c06/internet-access-qlid-c06.pdf>

Mit Offers Documentary Photography and Photojournalism Course For Free Online <https://petapixel.com/2014/07/17/mit-offers-documentary-photography-photojournalism-course-free-online/>

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Turkey Demographics Profile 2018. (n.d.). Retrieved February 23, 2019, from https://www.indexmundi.com/turkey/demographics_profile.html

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