

Enhancing Learning Environments through Educational Technology

The rise of online education, fueled by technology, is finding its way into mainstream culture. Current and aspiring teachers are continually seeking new innovative ways to enhance and engage their students with technology.

Luciano Da Rosa Dos Santos understands both the institutional and teaching challenges of technology-enhanced learning. He recently defended his PhD dissertation on how technology-enhanced learning environments could support meaningful teaching and learning practices that have the potential for transforming people and society. One of the biggest issues he says, is “to provide faculty members with the skills and knowledge needed for them to deliver high-quality online courses. Most instructors were not exposed to online education during their formative years. As such, when required to teach online courses at universities, they have to engage in educational development initiatives to learn how to make the best out of the online environment so that students have access to good learning opportunities”.

Over the past 5 years, Da Rosa Dos Santos has been a transformative agent at the Werklund School of Education. As the first Teaching and Learning Facilitator he created a teaching assistant preparation program (TPP) for graduate students where he was the lead technology coach. Leveraging his research and leadership, Luciano has supported the development of online instructors at the Werklund School of Education, served on the executive of the Graduate Programs in Education Student Association for two years and was the graduate student representative on the Werklund School of Education’s Teaching and Learning Advisory Committee. Additionally, Luciano contributed significantly to the Werklund graduate student community through peer mentoring and technology coaching. He was also involved in an advisory capacity in the undergraduate program, preparing student teachers for their overseas teaching assignments in Brazil through the TAB program. He received the Dean’s Excellence Award in 2013.



When asked why his research matters he says, “It is important that faculty are prepared to teach online classes and [there is a] need for university leadership, educational developers, and faculty members to work closely together so that conditions are in place for faculty members to learn about online teaching”. His research demonstrated three main conditions—leadership, web of supports, and personal commitment—impact the process faculty members undertake to become online instructors.

As he reflects back on his experience at the Werklund School of Education he says, “WSE has put me in contact with other people – staff, professors, other students. Such connections were invaluable as the conversations that emerged from such encounters created many learning opportunities for me. I see universities as hubs of knowledge, which is carried by and exchanged with people. WSE and UCalgary proved to be a great hub where many different perspectives could be respectfully debated, negotiated, and better understood.”

Luciana is currently faculty at Mount Royal University working in the capacity of Faculty Development Consultant.

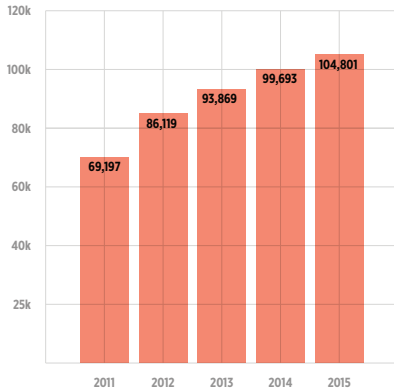
THE RISE OF ONLINE EDUCATION

From 2011-2016, the number of institutions offering online courses has increased by 11%. Online course enrolments have increased by approximately 10% per annum in universities and 15% in colleges outside Québec. (The National Survey of Online and Distance Education in Canadian Post-Secondary Education, 2017).

<https://onlinelearningsurveycanada.ca/>

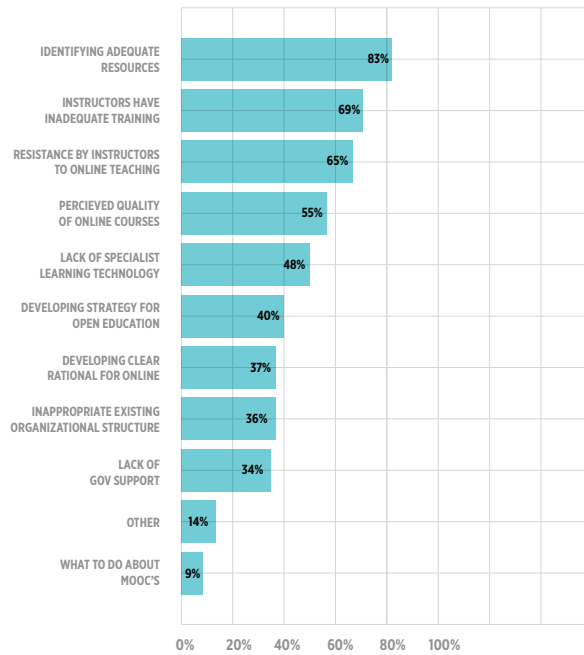
ONLINE EDUCATION IN CANADA

This infographic is based on a National 2017 Survey of all Colleges and Universities in Canada



ONLINE EDUCATION COURSES FOR CREDIT IN UNIVERSITIES

Does your institution offer distance education courses?

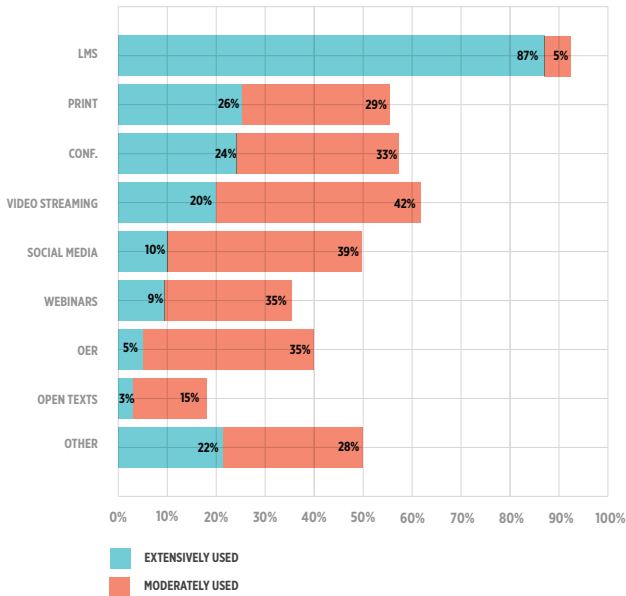


PERCEIVED BARRIERS FOR ONLINE LEARNING

There was a steady growth in online course enrolments, up by 52% since 2011, at the rate of roughly 10% per annum over the years 2011 to 2015.

The National Survey of Online and Distance Education in Canadian Post-Secondary Education, 2017

TECHNOLOGIES USED IN ONLINE LEARNING



PERCEIVED BARRIERS FOR ONLINE LEARNING

