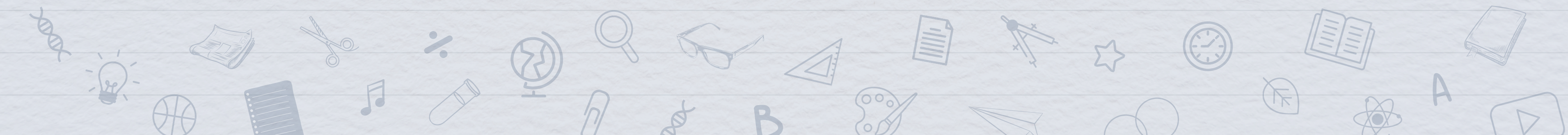# Communities, Cohorts, and COLLABORATIONS

Oh my!

COMMUNITIES   COHORTS   AND   COLLABORATIONS

Community <u>learning</u> with peer-support and feed forward is a key component of the Master of Applied Digital Learning (ADL) Program at Lamar University.

Cohorts enter the program on a course rotation and generally proceed through the program with a group of of classmates who may be on slightly different timelines/sequencing but often have at least one class in common.

MY PATH

I entered the program knowing I wanted to take my time by completing one course at a time.

By completing one class each eight week session, instead of two, the Applied Digital Learning program would take two years, instead of one.

(THEM) $2 + 2 = 1$ (ME) $1 + 1 = 2$

LEARNING COMMUNITIES

My path posed challenges and opportunities.

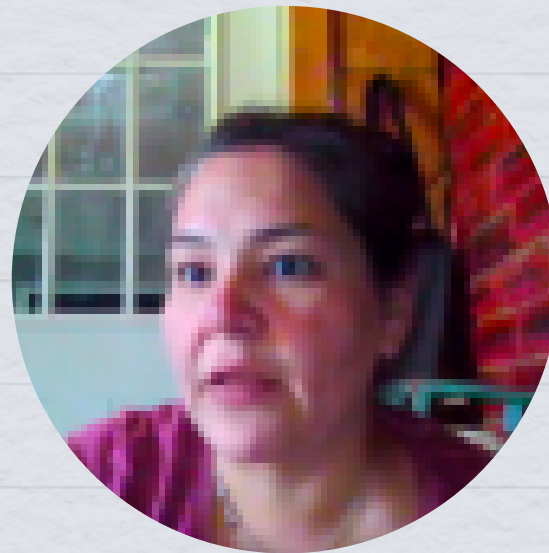I will do my best to illustrate acknowledging this is an oversimplified view of my experience.

ACCELERATED VS. NON-ACCELERATED PATH TO PROGRAM COMPLETION

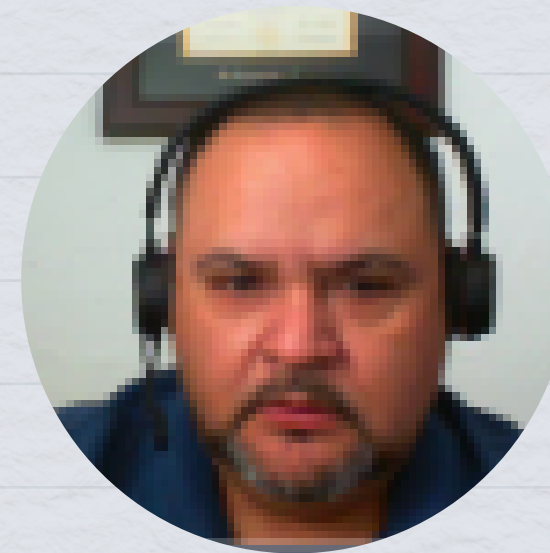|	Spring 1	Spring 2	Summer	Fall 1	Fall 2
Non-Accelerated EDLD 5305	Me				
Non-Accelerated EDLD 5303		Me			
Accelerated EDLD 5305 & 5302	Cohort 1				
Accelerated EDLD 5313 & 5303		Cohort 1			
Non-Accelerated EDLD 5302			Me		
Non-Accelerated EDLD 5313				Me	
Non-Accelerated EDLD 5304					Me
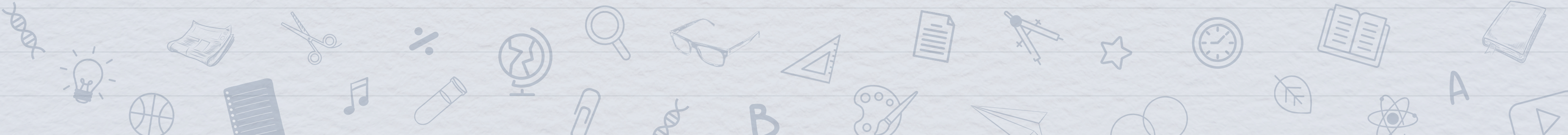
LEARNING COMMUNITY, EDLD 5305

In our innovation course, we really had no idea how to work together since the program was completely new us all. We tried to have regular meetings to discuss our innovation ideas together and reviewed each other's work for feedback.

Deena Boland

Lorena Rodriguez

Jose Velarde

ACCELERATED VS. NON-ACCELERATED PATH TO PROGRAM COMPLETION

|	Spring 1	Spring 2	Summer	Fall 1	Fall 2
Non-Accelerated EDLD 5305	Me				
Non-Accelerated EDLD 5303		Me			
Accelerated EDLD 5305 & 5303		Cohort 2			
Non-Accelerated EDLD 5302			Me		
Accelerated EDLD 5302 & 5304			Cohort 2		
Non-Accelerated EDLD 5313				Me	
Non-Accelerated EDLD 5304					Me
Accelerated EDLD 5313 & 5389				Cohort 2	
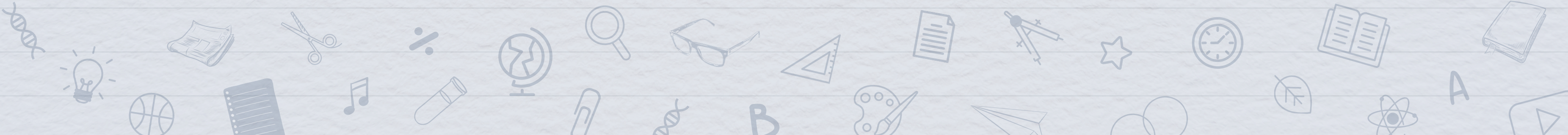
LEARNING COMMUNITY, EDLD 5303

By the second course, I found myself starting over with a whole new learning community. I tried to stay in touch with my previous group but this collaborative group did a much better job of having regular meetings, discussions, and feed-forward which was really something I was seeking. My groupmates were all classroom teachers, enabling them to collaborate and co-author assignment submissions.
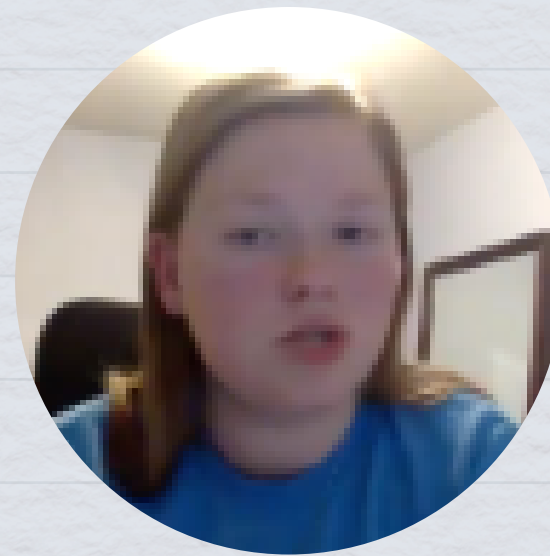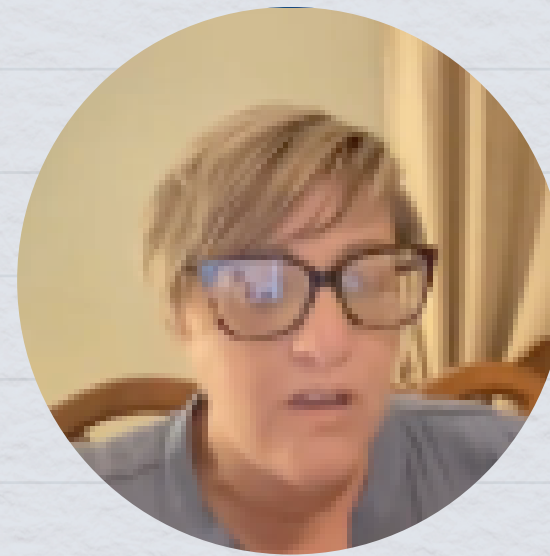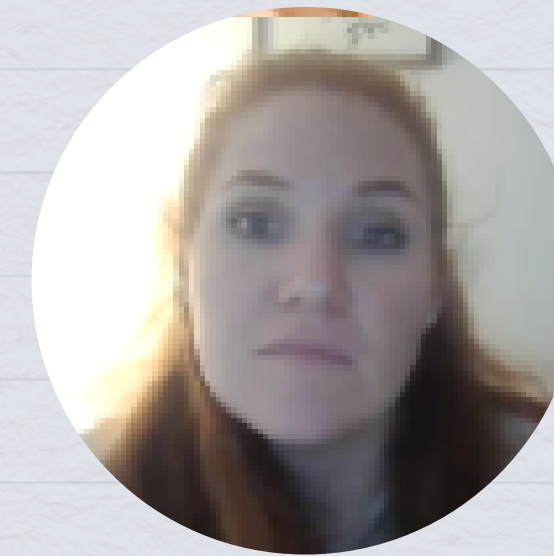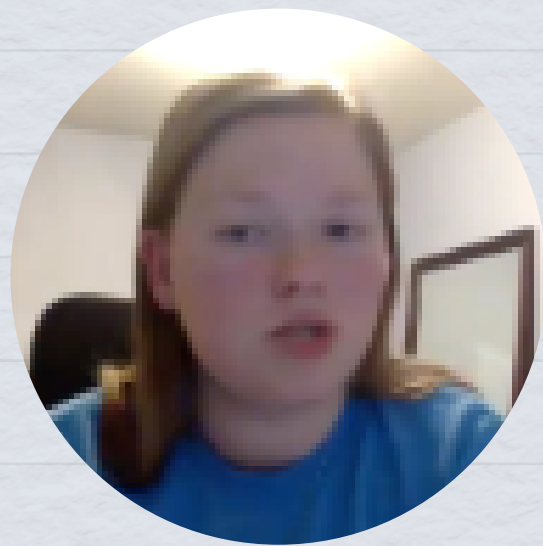
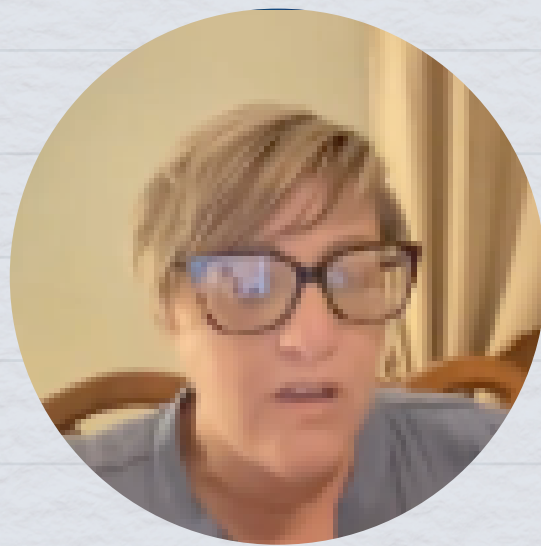Bethany Eisele   Lera Longbottom   Rachael Lancon
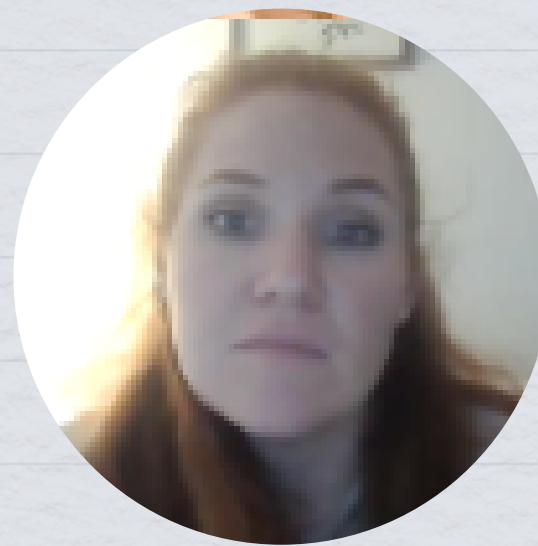
LEARNING COMMUNITY, EDLD 5302

I finally recognizing how helpful the process of sharing work for feed-forward was to my learning process. Recognizing my community make up would continue to change, I was excited to welcome new members. I connected with a classmate who worked at my institution so it was nice to get input from someone who understood my audience and focus.

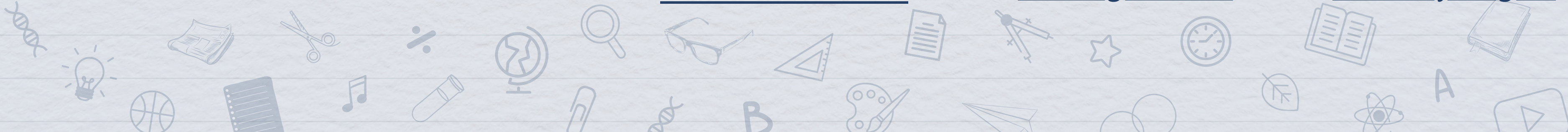Bethany Eisele   Lera Longbottom   Rachael Lancon   Stacey Powell   Nastarja Tyler
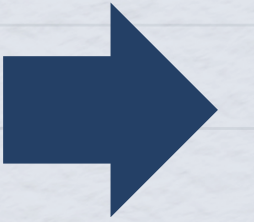
TURNING A CHALLENGE ➡

By the third course only one person from my original learning community was still in the program.

Everyone from the innovation course (Cohort 1) was moving on to more advanced parts of the program and our courses would no longer overlap.

INTO AN OPPORTUNITY ⬆

This ever evolving group of learning cohorts once again pushed me to embrace this authentic learning opportunity.

I read the research, I understood the benefits, but I needed connections that facilitated those interactions.

ACCELERATED VS. NON-ACCELERATED PATH TO PROGRAM COMPLETION

	X	X	X	X	X
SP22.1 Non-Accelerated EDLD 5305	Me				
SP22.2 Non-Accelerated EDLD 5303		Me			
SP22.1 Accelerated EDLD 5305 & 5302	Cohort 1				
SP22.2 Accelerated EDLD 5313 & 5303		Cohort 1			
SP22.2 Accelerated EDLD 5305 & 5303		Cohort 2			
SUM22 Non-Accelerated EDLD 5302			Me		
SUM22 Accelerated EDLD 5302 & 5304			Cohort 2		
FA22.1 Non-Accelerated EDLD 5313				Me	
FA22.2 Non-Accelerated EDLD 5304					Me
FA22.1 Accelerated EDLD 5313 & 5389				Cohort 2	
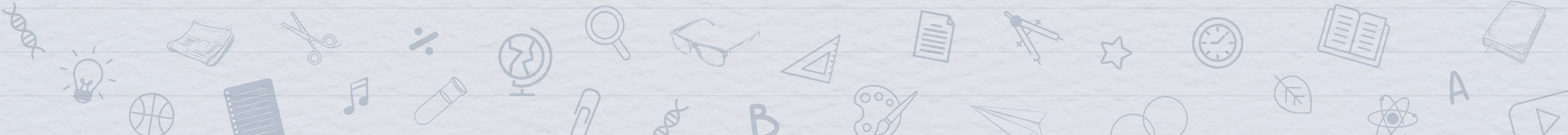
LEARNING COMMUNITIES

I observed the way that learning cohorts who completed the course sequencing together were able to collaborate on complimentary assignments (or in some cases co-author) with a consistent grouping of individuals. They found commonalities in their industry, their innovation, and their personal why statements.
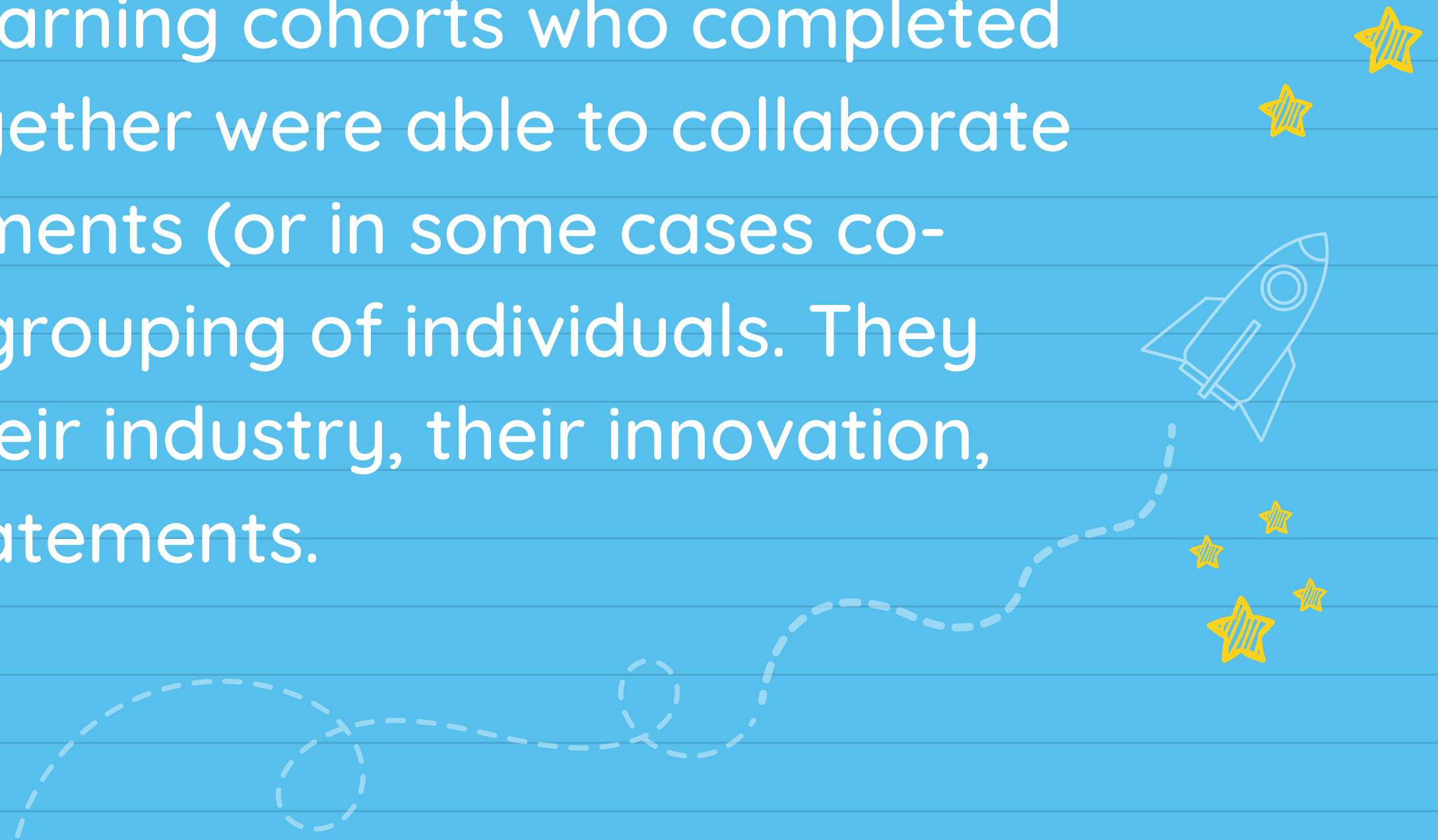
LEARNING COMMUNITIES

I felt like I was missing out on this aspect of the ADL program both due to the difference of my innovation and due to the pacing of my program path.

Since I was completing, on average, three classes with any common cohort members, I became intrigued with the concept of Collectives as presented in the New Culture of Learning.

ADL COLLECTIVE

Creating a GroupMe learning community finally helped me find value in the collaborative learning component of the ADL program. Members were able to drop in and out based on interest and availability.

Settings for "ADL Cohort Collective"

Group Details   Your Profile

ADL Cohort Collective

Group Me for Applied Digital Learning program cohort. While the group began in Spring 2022, the hope is that the group continues to grow and span over many learning cohorts.

ADL COLLECTIVE

We all now had a place to collaborate with anyone who was interactive and willing to provide feed-forward, have collaborative meetings, and be one another's learning community.
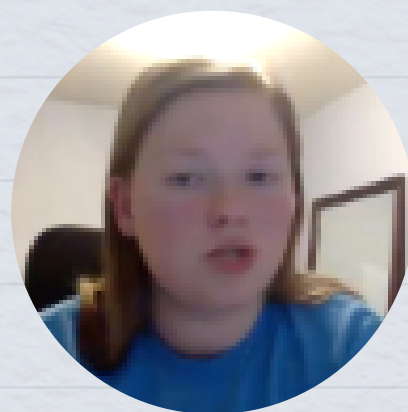
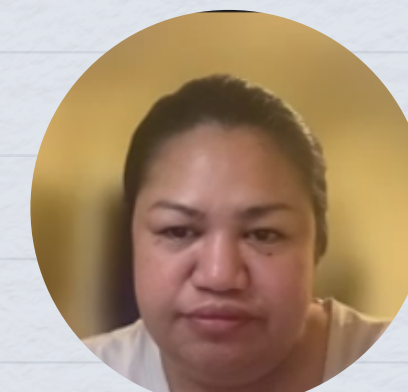Bethany Eisele   James Rawls   Stacie Perez   Stacey Powell   Nastarja Tyler   Anna Diemecke
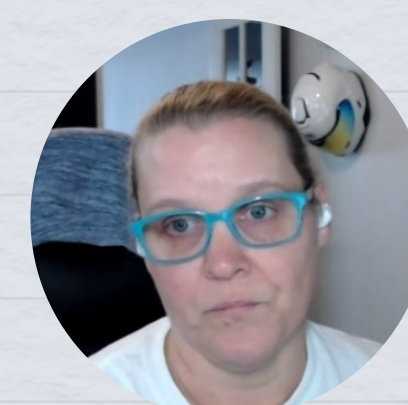
Ashleigh Carter Kegler   Patrick Rodriguez   Kristin Winzer   Shay McDonald   Kelly Skillingberg   Valary Patterson
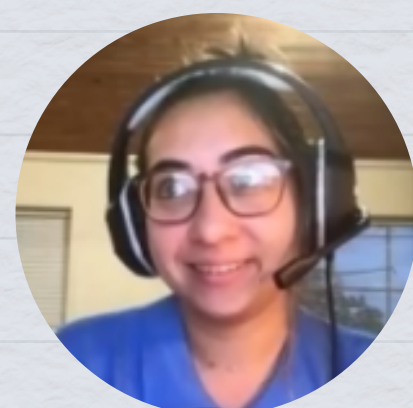
Veronica Goodly   Adrianne Oriz   Rebecca Rogers   Shannon Bowles   Dawn Thornton

THE ADL LEARNING COLLECTIVE IS BORN!

LEARNING COMMUNITY, EDLD 5313

One of the most transformative courses in the ADL program was Creating a Significant Learning Environment (CSLE). Undoubtedly the amazing people in my collaboration group were a key part of this experience. The engaging and active class discussion gave us a strong foundation for learning together.
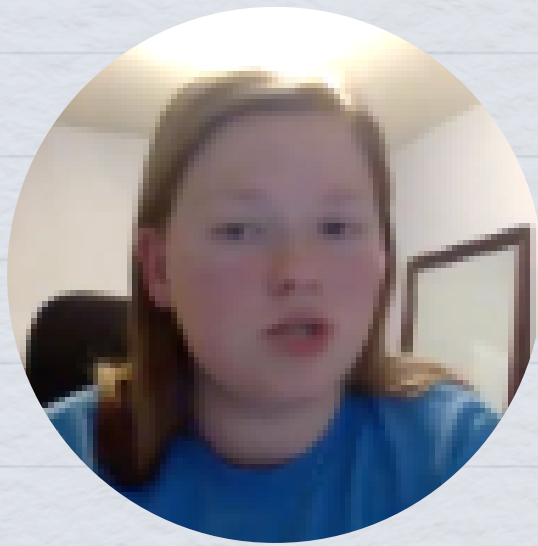
Bethany Eisele   Ashleigh Carter Kegler   Patrick Rodriguez   Kristin Winzer   Nastarja Tyler

LEARNING COMMUNITY, EDLD 5304

The Organizational Change course provided the most action-oriented experience with my innovation project. This course made the innovation idea a reality because I was carefully considering how to get others to join me in my plans to innovate advising.

Adrianne Oriz

Ashleigh Carter Kegler

Patrick Rodriguez

Kristin Winzer

Veronica Goodly

Valary Patterson

LEARNING COMMUNITY, EDLD 5389

The professional learning course allowed me to plan and consider how I would implement my innovation ideas within a team. How would I empower advisors with COVA + CSLE so they in turn can present their leaners with a significant experience.

Shay McDonald   Rebecca Rogers   Ashleigh Carter Kegler   Patrick Rodriguez   Kristin Winzer   Anna Diemecke

LEARNING COMMUNITY, EDLD 5315

The action research course was a challenging course because I felt like I was picking my innovation idea apart trying to determine if it had value or not. I realize now that it is a necessary step, but during the process it was gut-wrenching.

Dawn Thornton   Ashleigh Carter Kegler   Patrick Rodriguez   Valary Patterson   Anna Diemecke

LEARNING COMMUNITY, EDLD 5318

The Online Learning course was a really exciting opportunity to plan and develop an online course within a Learning Management System (LMS). I utilized skills from the CSLE course, professional learning course, and shared my innovation with colleagues for the first time.

Dawn Thornton   **Shannon Bowles**   **Shay McDonald**   **Kelly Skillingberg**   Valary Patterson

LEARNING COMMUNITY, EDLD 5317

The Publication course was challenging since a majority of my learning collective just graduated. I was able to reconnect with a classmate from previous courses and one from the discussion boards to try and maintain the exercise of contributing to the learning of others and to get feed forward. It became more challenging to inspire others to remain engaged in collaboration.

Shannon Bowles   Chantilly Sweet

LEARNING COMMUNITY, EDLD 5320

The Capstone course has reconnected me with a classmate who was on a slightly different path but who I enjoyed collaborating with in prior courses and a super helpful collaborator from the last three courses, but a big part of the final synthesis course is self-reflection. We just keep envouraging one another and have met to explore our thoughts and feelings as we approach the finish line.
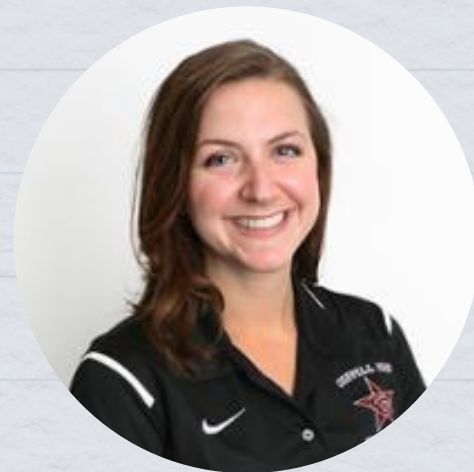
Shannon Bowles   **Kelly Skillingberg**   **Rachel Hull**

I cannot **thank theses people** and undoubtably

SO MANY OTHERS

enough for the perspective, encouragement, and support they offered me throughout this program. Each of your authentic experiences has contributed greatly to mine.

With certainly I have omitted someone unintentionally who had critical significance to my learning journey. Please accept my sincerest apologizes. I have capstone/grad brain.

References

Harapnuik, D., Thibodeaux, T., & Cummings, C. (2018). Choice, ownership, and voice through authentic learning. Creative Common License.

Thomas, D., & Brown, J. S. (2011). A New Culture of Learning: Cultivating the Imagination for a World of Constant Change (1st ed.). CreateSpace Independent Publishing Platform.

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