

Using Trello for Developing Fully Online Modules

School & Staff Names	Dawn Anderson, Senior Lecturer, Risk Management, GSBS
Background [Give brief details of module, level of students, number of staff involved]	Over the past year Dawn has been redeveloping existing distance learning programmes into a new fully online MSc in Risk Management. Dawn had attended the developing online learning support sessions run by the Blended Learning Team where she was introduced to Trello and its potential use in the learning design process.
Intended outcome(s) [Describe the objective(s) behind the practice outlined here]	In order to develop the existing distance learning programme into a fully online one, Dawn needed a clear overview the current programme structure, the actual resources, activities and assessments being used currently.
The challenge [Identify the issues that required attention or which prompted you to re-assess your previous practice]	There is no established mechanism for aggregating and presenting all module activity in an easy to read and understand method. To see module activity you have to look at each module individually.
Established practice [Identify features of the practice previously in use - this may include any aspects which were subsequently amended]	By going through each module on the programme in GCULearn, Dawn was able to start to get an understanding and overview of the balance and types of resources and activities currently being used across the programme.
The blended learning advantage [Describe the benefits of the addition or amendment of an element of	Using Trello Dawn was able to map out all the modules and colour code all the

<p>blended learning, as experienced by learners, practitioners and/or the institution as a whole]</p>	<p>activities/resources.</p> <p>This produced a visual overview of the whole programme. This then allowed Dawn to look at the balance of existing activities and points of engagement and use that as the basis for developments for the new online programme.</p> <p>Working closely the school Learning Technologists, a technology category was added to overview board to add ideas about what types of technologies would be best suited to meet the learning outcomes of activities and assessments.</p> <p>The board provided important contextualisation for discussions and sharing of potential approaches to providing the most appropriate experience for learners. In terms of effective use of technology, the discussions and ideas sharing with the Learning Technologists allowed Dawn to gain a richer understanding of what she could do depending on how she wanted students to work – in groups, individually, peer supported.</p>
<p>Key points for effective practice [Briefly identify the most important points in the case study for other practitioners – these may include risks as well as benefits]</p>	<p>Dawn found Trello a straightforward and easy to use tool that was particularly well suited to assist with programme (re)design.</p> <p>Thinking about a key for colour coding is important for the effectiveness of the overall visualisation. Dawn recommends spending some time thinking about what it is you want to identify. She used topics, resources, assessments (formative/summative), ideas and technology. However there are lots of other potential uses.</p>

	<p>For example it could used to provide an overview of assessment loadings. The colour coding could easily illustrate concentrations of activity.</p>
<p>Conclusions and recommendations [A summary of how and why the practice outlined here has been effective]</p>	<p>Dawn has found using Trello very helpful to map and plan module redevelopment and as a way to share practice amongst programme/module teams. She sees lots of potential for using it for developing new programmes/modules and as a useful resource for the programme approval process. It is a more accessible way to share what actually happens in a module than looking at module descriptors or individuals going through modules in GCU Learn.</p> <p>The collaborative features could help increase sharing of current practices and ideas amongst teaching teams, cut down on the number of face-to-face meetings required as well as give people an easy to read overview of modules/programmes.</p> <p>Dawn also sees potential for using Trello to help embed cross curricula themes such as employability into programmes. A visual overview of a programme could help teams collaborate on the most appropriate places to add for example, guest lectures, additional resources/activities.</p> <p>At the moment Dawn sees the primary use of Trello as tool for staff. Having a shared bank of Trello boards could be useful for sharing practice, ideas as well as for redevelopment purposes.</p>

	<p>However she can see potential uses of programme/module overviews with students to give them a visual overview of module structure and timings.</p>
<p>Additional Information</p>	<ul style="list-style-type: none"> • A recent presentation from Dawn about her experiences is available from: http://www.slideshare.net/GCU_LEAD/trello-for-online-learning. • If you are interested in finding out more about her experience, then please email her: d.anderson@gcu.ac.uk • Trello: https://trello.com/ • Using Trello for Learning Design Blog Post: http://bit.ly/1P83Z61



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