PROJECT DATA

Project Title	*Mobbing and Teacher Well-being: A Moodel Course*

Tools used in Development	*Moodle, H5P, PowerPoint, iMovie, Amazon Web Services, eXe Learning, YouTube, Google Docs, MS Word*

Collaborators	Chackras Lee Smith, ID / SME

Time in Development	*15 Hours*

BACKGROUND AND PROBLEM CONTEXT

During my doctoral studies at the University of West, Florida it was found that Mobbing, a type of bullying in the workplace, is rampant in educational environments. After, further research it became apparent that Mobbing Education for school administrators, teachers, and professors could minimize the phenomena and promote teacher well-being.

Executive Summary

This project is an online academic course designed in Moodel to inform professionals within educational settings of the theoretical concept of mobbing. The course will examine the current literature related to the mobbing phenomena to impart a deep understanding of the issue. As students progress through the course they will build research documents that categorize mobbing, and builds upon themselves culminating in a final project that can identify mobbing actions, prevent mobbing occurrences, and promote teacher well-being. Primary source documents will be utilized to digest and apply information using discipline-specific skills, such as analysis, comparing sources, persuasive writing, and research.

This project is seeking to inform school personal about the phenomena of mobbing by bringing awareness of the issue to management and those who are prone mobbing. Research has found that mobbing is more often found within the school, and medical environment than any other industry. When mobbing is not addressed it becomes

rampant within the organization causing a multiplicative effect that spreads the behavior through all parts of the organization. However, by educating management one can lessen the occurrences of mobbing and in turn support employee well-being; in a field that has extremely high turnover. By improving teacher retention more will go on to become experts in the school setting having a positive impact on student learning, and the community as a whole. It will also improve budgetary issues by lessening new hire training and recruitment. Colleges of education, and health professions would benefit from this course being a part of their pre-service requirements by enlightening students on the impact of mobbing, and how to mitigate it.

SOLUTION JOURNEY

The solution to this problem needed to address various criteria to ensure it applied to the academic context appropriately. First, it needed be a course that could be taught through online, or blended environments. Second, the class had to be flexible enough to address both administrative professionals who are highly educated, and have the ability to serve as a course for teachers pursuing a degree in education. To address these issues Moodel was chosen as the appropriate delivery platform as many colleges, and P-12 environments utilize this tool for blended, and virtual classrooms.

Finally, the course had to be grounded in research to ensure the students buy into the courses stated problem and aim to fix the environment at their current schools, or ensure the situation does not occur at their schools. Any, information needed to be empirical evidence that supported the claim that mobbing is rampant, and needs to be addressed. This was problematic because much of the research found was not within the United States.

Given these constraints I determined by using crossover theories such as bullying, and incivility within corporate environments this could serve as U.S. based research providing primary sources to supplement global studies addressing the topic. Further, experts from within the U.S. were tapped by using their books and videos as a resource for the students throughout the course. By incorporating these resources I could make the topic relevant to the audience; thus, ensuring learners retain the information.

I began by conducting a needs analysis to determine what the course should cover, and understand the desired outcome. It was determined the course should be academic in nature, with the goal being to provide a deep understanding of the phenomena; which, culminates in useful products that can be implemented in their school. The desired outcome is that school administrators, and college professors understand mobbing in theory, can define mobbing, are able to identify mobbing behaviors, and can formulate an actionable plan to combat mobbing. My intent was to describe mobbing while providing ample opportunity for the student to delve into

the research and process that information. By setting up a course in Moodel this allowed me to push video content, with interactive task to the students, provide a vast array of mobbing articles, and collect student work to assess their understanding of the topic as they progress through the course.

Building the Moodle site and customizing it was an easy process. Utilizing Amazon Web Services I was able to install it and start customization very quickly. However, building the course had some challenges such as adding interactive content to one of the videos, I choose to use H5P which moved this along quickly. The use of forums allows for peer interaction among students and ensures they can disseminate their current and prior knowledge on the subject to each other. These hiccups just required some creative maneuvering to ensure a successful design.

RESULTS

Limited access to authoring tools made this process a challenge; however, as with most design projects this was overcome by utilizing the tools at my dispense. However, in an organizational context having access to proper authoring tools would be a necessity to advance the projects look and feel. Further, the time restriction of only having a week to complete the course didn't allow me to research various tools and methods to increase the user experience. Using a rapid prototyping process allowed me to quickly conceptualize, and produce an effective course that is properly chunked, and incorporates formative assessments to ensure student understanding. Finally, the culminating project acts as a summative assessment ensuring the students not only understand the phenomena, but have the tools to effectively combat it at their workplace.

The project needs to incorporate rubrics to ensure equality in the grading process; however, when considering the audience members grading is not necessary. The rebuic would be a time saving measure for trainers to utilize. During the redesign process this will be at the forefront.

There are several metrics used to measure the success of the course. Video viewing can be tracked along with viewing time. However, since this course is utilizing Moodle we can dig deeper. The student's assignments provide a theoretical understanding of each section. Utilizing, xAPI can allow use to see if users are ending the videos and if so where, are they fast forwarding or rewinding to better understand concepts that can be clarified during the revision process. We can track student movement in Moodle, to see if they are reading all assignments and clicking all related links.

Data such as these would further inform the revision process for each component, and lesson throughout the course. After developing this product, I am confident, having an aggressive deadline and proper knowledge of the subject (for this project I also took on the SME role) development is possible for a solo designer within a week.

Credits	*Kristin Anthony, Portfolio Worksheet*