Recreating the Learning Environment

Satish Patel
ICT Coach
Umeå University
net courses vs campus courses

net courses = campus and distance

net courses = ALL courses

CAMPUS  BLENDED  DISTANCE
What’s in it ... for ME?
time gain

variation

pedagogical gain

more fun
different courses
different teaching methods
different examination methods
Två önskade förändringar/tankar hos Er

<table>
<thead>
<tr>
<th>Flipped Classroom</th>
<th>Moln-baserad IKT verktyg</th>
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<td><strong>Synsätt</strong></td>
<td>Målmedvetet budgetering för avancerad verktyg som komplement till lärplattformeren</td>
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<td>IKT verktyg som testar och tränar studenter i audio, video, text, och med diagram</td>
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a question ....
why ??

Gt Britain

Everywhere else
How has course delivery & examination developed (changed) during the past 40 years?
University courses

Intro  Lecture  Lecture  Lecture  Lecture  Lecture  Lecture  Lecture

seminar  seminar  seminar  seminar

Lecture  Lecture  Lecture  Lecture  Exam
default interaction norm in higher education
Memory based exams
One final exam?
Can ALL the learning objectives really be met?
Modality of this kind of exam?
They provide reliability

NOT always

validity
**Reliability**
the extent a measuring procedure yields consistent results on repeated administrations of the scale

**Validity**
the degree a measuring procedure accurately reflects or assesses or captures the specific concept that the tutor is attempting to measure
we live in a digital age
Are we replicating faulty course design?

in a digital age?
Pågående upphandling
Proctoring services for digital exams

Proctor U
http://www.proctoru.com
bevara normen
maintain status quo
Alternative teaching, learning, examination methods

FLIPPED CLASSROOM

Interaction between tutor & student

= multiple time/space dimensions
time/place dimension

tutor

student

same time

same place

different time

same place

different time

different place
time for some evolution
A new default norm
Flipped Classroom
Flipping the classroom

- **Traditional Lecture**
  - In Class (with tutor): Listening to lecture (passive, but taking notes & occasional questions)
  - Outside Class (no tutor): Solving problems (actively applying knowledge)

- **Flipped Classroom**
David Black Schaefer from Uppsala University (youtube)
TILLDELADE TIMMAR

TRADITIONELT:
- föreläsning 40%
- seminarium 17%
- handledning 19%
- tenta 6%
- uppgifter 10%
- admin 8%

FLIPPED CLASSROOM:
- föreläsning 24%
- seminarium 45%
- handledning 11%
- tenta 7%
- uppgifter 10%
- admin 4%

Available online 40%
pedagogical & organisational implications
Increased time for interaction & continuous assessment

How interact?
How access?

FLIPPED CLASSROOM

- 45%
- 24%
- 11%
- 10%
- 7%
- 4%

student
tutor

- same time
- different time

- same place
- different place
Me adapting to more (non-lecture) time

<table>
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<tr>
<th>TIME</th>
<th>GROUP</th>
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<td>09.00-09.30</td>
<td>A</td>
</tr>
<tr>
<td>09.30-10.00</td>
<td>B</td>
</tr>
<tr>
<td>10.00-10.30</td>
<td>C</td>
</tr>
<tr>
<td>11.00-11.30</td>
<td>D</td>
</tr>
<tr>
<td>11.30-12.00</td>
<td>E</td>
</tr>
<tr>
<td>12.00-12.30</td>
<td>F</td>
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After 6 sessions … I HATE my subject
IN/OUT seminar model
IN/OUT seminar model

08.45-10.15
Groups A,B,C

90 minutes per seminar

10.30-12.00
Groups D,E,F
Different ways to pass the course

Spår 1

Spår 2

Grupp	Tenta
VG	Uppgift

Slut	Tenta
IKT support webbsidor

http://ict-tutor.weebly.com

http://moodlesupport.weebly.com

http://ict-student.weebly.com

http://studentgeneratedcontent.weebly.com
technology, communication, education
Recreating the Learning Environment

Satish Patel
ICT Coach
Umeå University
Internet
Campus students get to ...

- Use the library
- Use the learning spaces
- Use rooms which cost to use
- ....
- ....
The income generated by distance students ... how much is reinvested in infrastructure for distance students?
Distance students subsidise campus development - which benefit only campus staff & students?

Yes or No?
Fysiska platser för aktiv lärande
Rum för lärande

Rum för aktiv lärande
Fokus på campus
70 miljoner vid UmU för nya lärmiljöer
2 miljoner för virtuella lärmiljöer
Virtuella platser för aktiv lärande
Benefiting campus & distance students

Campus

Distans

Lärplattform Adobe Connect

Moln baserad IKT Verktyg för aktiv lärande

Flipped Classroom
Föreläsningar

Rum för lärande
Rum för aktiv lärande

PeerWise
Ask | Share | Learn
Exemplify to make less abstract
Forum interaction: settings

Svar: Keywords & new insights
av Lena Malmsjö - måndag, 24 januari 2012, 18:17

It’s true that people have different (in Swedish) “lärstilar”. But it’s important that you as a teacher show the pupils that you believe in them. And the most important is that the pupils believe in them selves.

Svar: Keywords & new insights
av Lena Malmsjö - måndag, 24 januari 2012, 17:58

Interesting to read the article but it seems that we still doesn’t know why some people learn a language more easily than others. I agree that immersion and motivation are keyfactors. One more reason could be that if you believe that you can learn a language you will learn it more easily.

Svar: Keywords & new insights
av Eva Castledin - tisdag, 24 januari 2012, 16:11

Motivation is key when learning something new but if someone lacks motivation for learning a new language, how would you go about trying to make him/her motivated?

Svar: Keywords & new insights
av Richard Bournvat - söndag, 22 januari 2012, 20:36

Recording: What’s special about languages?
Keywords: Language: origin, human, learning
In what way are the origin of language connected to the origin of mankind? Is it possible to develope thoughts about abstract things like what happened yesterday or what will happen tomorrow without language. How come the human speech organs have become so developed that they can produce so many different sounds without any harder effort. There are so many questions connected to the origin of speech and mankind that if we get answers to how mankind has developed speech we will in a high degree even get the answers to existential questions of our earliest history. This will also make impact on how we look upon what it is to be human.
You can do C IF you have completed A and passed B
VoiceThread: Discussion around media

start of course

examination task
You see U: Oral assessment

Question and Answer Activities
Webcam & Powerpoint Presentation

exemplifying

Student Generated Content
Venn diagram

Venn Diagram, 3 Circles

When you have placed all the items, click finish.

- Add Item
- Delete Item

behaviouralists

connectivists

social constructionist

online link
Moln baserad IKT Verktyg

Present.me - your slides and you
Record and share your ideas in a whole new way
1. You show
2. You tell
3. You share

PeerWise
Ask | Share | Learn

Physical Science
- The Science of Blast Off
- Pervasive Polymers
- Testing for Life's Molecules
- Drama of the Immune System
- Engineering and Understanding the Human Body

Space Science

Life Science

These Wacky Invisible Waves
Watch a Plot to Track Some Satellites
Gravity? Depends on Where You Are!
Online tools

★ Professional Companies
★ Excellent Support
★ Plug ins for Learning Platforms
  = single CAS log in
★ Annual licences for individuals, departments, faculties, university
Peerwise
Quizlet
VoiceThread
Educanon
Jeopardy
YouSeeU
Venn diagrams
Mindmappings
EyeJot
Mindview & Mindmeister
Jing
Which ICT tools should I use in my course?
which tools to use, how and why?
staff consultation

wiki,
blog,
forum,
eQuiz,
Voicethread,
Quizlet,
Venn diagram
... etc

Which tools will I use?
Why?

What is your aim?
Course Design Framework
Constructive Alignment

John Biggs

HOW learning objectives are measured are decided at the beginning of the course planning stage …

… not near the middle or the end of the course
Framework for course design

Planning your course in relation to constraints and in relation to the syllabus

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<th>how can I help my students to practice learning objectives</th>
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<td>by the end of this course my student will be able to ...</td>
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- **Knowledge**
  - Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell

- **Comprehension**
  - Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

- **Application**
  - Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate

- **Analysis**
  - Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

- **Synthesis**
  - Appraise, Argue, Assess, Choose, Conclude, Critic Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select
aligned?

objectives
measured
practiced

presented
aligned ?

objectives measured practiced presented
my linguistics course

learning objectives
By the end of this module, students will be able to:

- **define** and **differentiate** between technical terms used to describe language systems
- **describe** the sound system of English and **transcribe** words & texts
- **describe** and **analyse** the formation of English words and their grammatical modification
- **explain** and **demonstrate** the complexities of meaning at word and sentence level
- **explain** and **debate** the effects of context and function of use, upon the structure of the language
- **restate** and **discriminate** essential facts about first and second language acquisition
- **undertake** further study in linguistics at the C level
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Course Quality

Quality in relation to allocated hours
Do you know how many hours are you allocated for a certain course this coming term?
How many hours do you get to do the course

Planning your course in relation to constraints and in relation to the syllabus

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<td>Plan your course, your send in tasks, your examination methods in relation to the learning objectives too (see next sheet)</td>
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<td>list ..... identify ...</td>
<td>eQuiz...</td>
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<tr>
<td></td>
<td>compare ..... distinguish between</td>
<td>Venn diagram</td>
<td></td>
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<tr>
<td></td>
<td>relate..... analyse ...</td>
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</tr>
<tr>
<td></td>
<td>hypothesise..... generalise ...</td>
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ITC coach at HUM

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being new to ICT ... maybe ....
ICT Coach position created in 2009
What’s is like being an ICT Coach?

No thanks!

We are too busy!
Summary
How do most students access & consume expert knowledge?
lecture as norm uses up interaction time

same time

same place

different time

same place

different time

different place

same place

different place

same time

different place

different time

same time
Embracing multiple time-space dimensions for active learning environments
University courses
FLIPPED CLASSROOM

Interaction between tutor & student

= multiple time/space dimensions
### Två önskade förändringar/tankar hos Er

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**Flipped Classroom**
- **Synsätt**: Default norm, inte undantag
- **Pedagogiskt**: Bevisat enligt forskning att det förbättra inlärning och studieprestation. Frigör timmar för att öka interaktivitet
- **Strategiskt**: Hållbara lärobjekt, Mera ‘agility’ för förändring. Öppna kurser. Uppfylla 3:de uppgift. Varierad kursstartdatum.

**Moln-baserad IKT verktyg**
- **Målmedvetet budgetering för avancerad verktyg som komplettera Era lärplattformer**
- **IKT verktyg som testar och tränar studenter i audio, video, text**
- **Kan avvänds för distans OCH campuskurser. Förnyelse och mera dynamic kring kursutveckling**
ICT Success
ICT Development
Well financed
Staff will embrace ICT

Tack för mig

http://ict-tutor.weebly.com/

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