



LEARNING SITUATION	DESCRIPTION	ACTIVITY
ACQUISTION	The teacher makes a selection that is presented, often in linear form. A traditional method that is familiar to both teachers and students.	<ul style="list-style-type: none"> • Lectures • Demonstrations • Required reading <p>Digital elements:</p> <p>Give lectures in rel-time via Zoom. Share your screen and show your presentation or use the digital whiteboard in Zoom.</p> <p>Record digital material in Zoom or PowerPoint and publish in a learning platform via UmU Play. Use digital resources, for example YouTube, and let the students take part of it in their own time.</p>
INVESTIGATION	The teacher designs a problem, case or task that the students investigate and process. The teacher's role is to guide and give feedback based on the students actions.	<ul style="list-style-type: none"> • Case • Problem • Project <p>Digitala elements:</p> <p>Supervise, cooperate and do real-time polls in Zoom.</p> <p>Take part of the students work via learning platform, O365 or Teams.</p>

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DISCUSSION	<p>Learning that focuses on discussion and argumentation between the students. The focus is not creating something but rather discussing different aspects to broaden perspectives. The teacher's task is to create a basis for discussion and, if needed, lead the discussions.</p>	<ul style="list-style-type: none"> • Argumentation, proof • Question • Positioning • Formulate ideas <p>Digital elements:</p> <p>Use Zoom for seminars and discussions in real-time. Create interactivity using Breakout rooms for beehives or group discussions and use Polls as the material for discussions.</p> <p>Discussion via chat and/or forum in a learning platform.</p> <p>Let the students answer assignments via Mentimeter or prepare multiple choice questions via Polls in Zoom.</p>
PRODUCTION	<p>Learning through creating by making the learning visible in different ways. The teacher creates learning situations where the students show their understanding by applying their knowledge in practice. The teacher or other students give feedback on the visible result.</p>	<ul style="list-style-type: none"> • Presentations • Video • Compilations • Reports <p>Digital elements:</p> <p>The students can use tools in O365 to create presentations and present them in real-time in Zoom. They can also record a video and publish it in a learning platform.</p> <p>Written assignments, for example home-based exams and reports in a learning platform.</p>

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COLLABORATION	<p>Learning based on collaboration, discussion and joint assignments. Active participation in the learning process is key for the students. The teacher's task is to create framework for and guidance through the process.</p>	<ul style="list-style-type: none"> • Problem solving • Group projects • Group presentations <p>Digital elements:</p> <p>Interact, talk and supervise via via Zoom.</p> <p>Use a learning platform/O365/Teams to share and store documents and notes and to co-write.</p>
PRACTICE	<p>Learning through practice make the students adjust their actions according to the learning outcomes and feedback promotes the progress. Feedback can come from self-reflection, other students or the teacher.</p>	<ul style="list-style-type: none"> • Practical assignments • Role playing • Laboratory work • Simulations <p>Digital elements:</p> <p>Use self-correcting quizzes in a learning platform and let the students test their knowledge.</p> <p>Practice peer-review on assignments in a learning platform, let the students review and give feedback on the assignments.</p> <p>Use Zoom for role plaing or online simulations.</p>

Based on Diana Laurillards (2012) Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York and London: Routledge.