

KEY FACTORS

- CONTACTS
- COOPERATION
- DISCUSSIONS
- MEETINGS
- GET TO KNOW PERSONS

COUNCIL

- THE REGION AND JÖNKÖPING UNIVERSITY
- THE COUNCIL FOR REGIONAL EDUCATIONAL COOPERATION
- 6 MEETINGS YEARLY

EDUCATIONAL NEEDS

- LEARNING CENTRES
- THE FACULTIES
- JÖNKÖPING UNIVERSITY AND COMPANIES/OFFICIAL ORGANISATIONS
- ADVANCED VOCATIONAL EDUCATION

LEARNING CENTRES

- IN ALMOST EVERY MUNICIPALITY
- TECHNICAL EQUIPMENT
- LOCALITIES
- PERSONNEL
- MEETING PLACE
- MOTOR
- NEGOTIATOR
- MENTOR

LEARNING TOOLS

- FACE TO FACE
- NET BASED
- VIDEO CONFERENCE TECHNIQUE
- THE INDIVIDUAL - THE STUDY GROUP
- COMBINATION OF DIFFERENT METHODS

LEARNING SPEED

- 1/1, 1/2, 1/4, YOU DECIDE
- PLANNING – TEACHER, INDIVIDUAL

GOOD EXAMPLES

- "BETTER CONCEPT" – COURSES FOR WORKING PEOPLE. 1/4 SPEED

EMPLOYER AND EMPLOYÉES TOGETHER

DEVELOPMENT FOR THE INDIVIDUAL AND THE COMPANY/ORGANISATION

DISCUSS AND SOLVE THEIR PROBLEMS THROUGH THE COURSE

WWW.BATTRE.SE

- "PSYCHO GERIATRIC MODEL" – COURSE FOR WORKING PEOPLE. UNFAMILIAR WITH HIGHER EDUCATION, EMPLOYERS SUPPORT, NETBASED, PLATFORM, SEMINARS AT LEARNING CENTRES ONCE A MONTH, LECTURES BY NET, 1/4 SPEED

Online education –

An introduction (Christina Keller & Madelene Zetterlind)

- Online education – the big picture
- Basic concepts
- Technologies of online education
- Roles of students and the study group
- The role of the teacher – design of online education
- Learning dialogues and learning communities
- Examination/assessment online

The objective of RFL is to support flexible learning on campus and in distance education at Jönköping University (JU), by

- Seminars
- Flexible Learning Toolkit
- Project Initiation and Execution
- Cooperation with Internal and External Actors



Why use online education???

- Accessibility of:
 - Broadband
 - Learning Centres
 - Information technology supporting collaborative learning
- Recruitment of students
- The opportunity of pedagogical development!
- The opportunity of reusing course material!
- Distance education and campus-based education is merging! Courses and programs can be flexible no matter if they are given on campus or as distance education.
- Demand from students

Online education at Jönköping University 2007 - 2008

2007

1438 students (15%) registered
on Nätuniversitetet –

283 "FTE:s" (4 %)

HHJ 78, HLK 156, JTH 18, JIBS 31

2007

620 studenter (6,5%) as video
conferences to Learning Centres

"FTE:s" 174 (2,3%)

HHJ 0, HLK 107, JTH 46, JIBS 21

2008

4621 students (42%) registered
on Nätuniversitetet –

638 "FTE:s" (8 %)

HHJ 100, HLK 417, JTH 19, JIBS 101

2008

349 studenter (3,2%) as video
conferences to Learning Centres–

"FTE:s " 141 (1,8%)

HHJ 38, HLK 74, JIBS 13, JTH 16

- Online education on campus??????

Example

- Dalarna University
 - From 4 to 40% distance students (2002-2007)
 - Students in 50 countries
 - A strategy of online education with a high degree of interaction
 - Languages were diminishing as academic disciplines – now languages are taught online
 - Burning issues
 - » Copyright legislation (5000 video clips per year)
 - » New models of funding (more supervision and assessment)
 - » ICT-pedagogical centres
 - » Working climate of the distance teacher

Discussion...

- How would you describe your teaching environment today?
 - Campus?, Blended?, Distance? Imagining this on a scale from left to right, where are you on the scale?
- The lecturer, Satish Patel, describes how he has changed his teaching from a traditional campus based approach towards a blended learning approach.
 - What could you learn from his example?
 - How could a blended learning approach improve student learning in your courses?

Distance education

- "...is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements." (Moore & Kearsley, 1996, p. 2)

Online education is characterized by...

- the separation of teachers and learners which distinguishes it from face-to-face education
- the influence of an educational organization which distinguishes it from self-study and private tutoring

Online education is characterized by...

- the use of computer network to present or distribute some educational content
- the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers and staff

(Source: Paulsen, 2003)

Flexible learning

- "Learning that is relatively free of logistical and educational constraints." (Goodyear, 2008, p. 251).



Flexible learning

- ”...is enabling learners to learn
 - when they want (frequency, timing, duration),
 - how they want (modes of learning), and
 - what they want (that is, learners can define what constitutes learning for them).”

(Van den Brande, 1993, p.2)

Flexible learning in practice

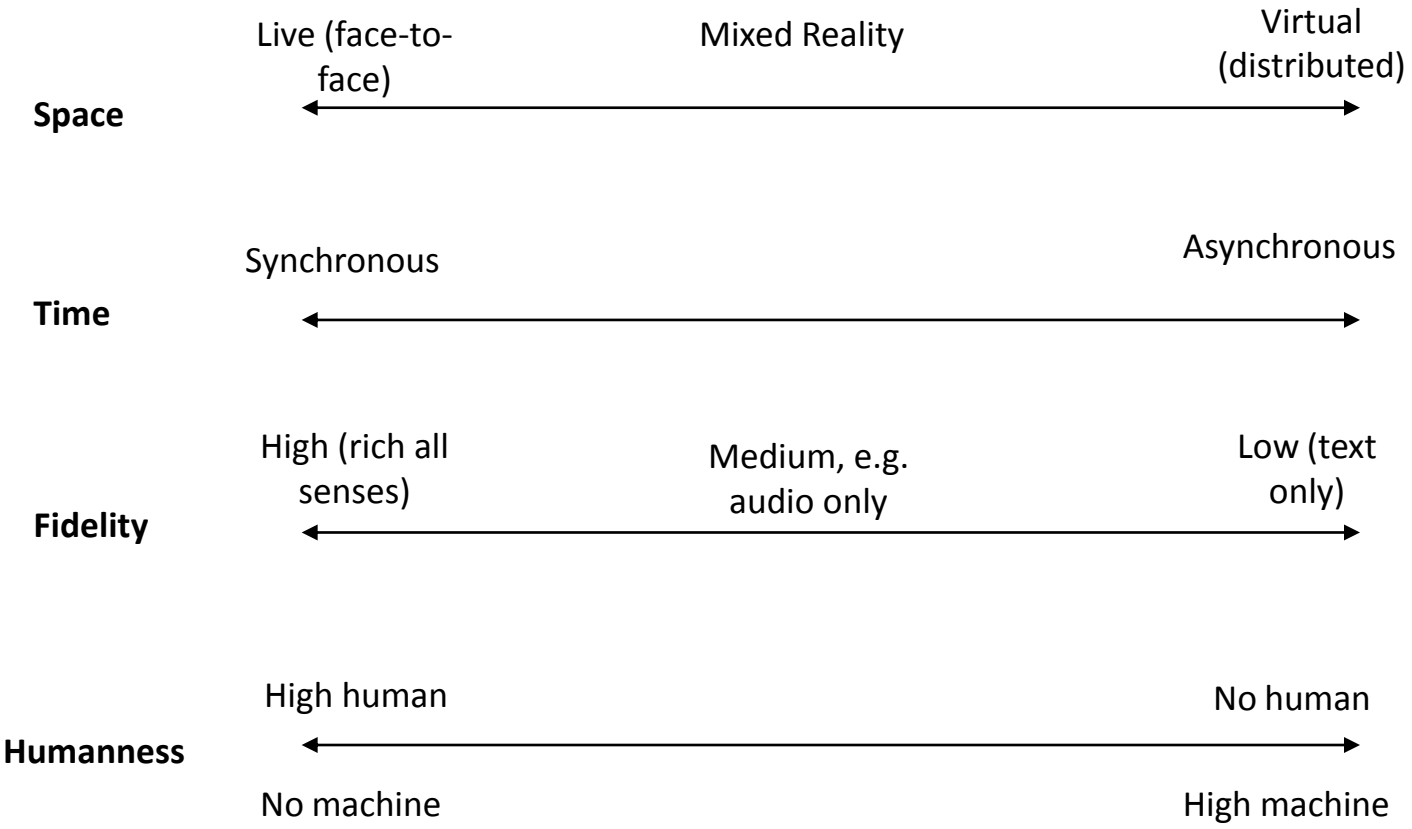
- Entry requirements
- Start of studies
- Rate (pace) of study
- Summer courses or courses on weekends
- Course combination, course content and sequence of courses
- Learning style and pedagogical tools
- Studying alone or in a group of students
- Amount of supervision

Blended learning/education

- A combination of different media
- A combination of different methods
- A combination of online learning and teaching face-to-face



Dimensions of blended learning



(Bonk & Graham, 2006)

Open learning

- Learning in your own time, pace and space (Calder & McCollum, 1998).
- Learning that has no entry requirements (Simpson, 2002).



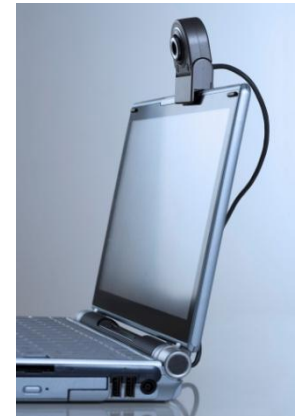
Why do we prefer meeting face-to-face?

- "Media richness": Different communication media transfer different kinds of information. Meeting face-to-face is our richest medium!
- "Synchronicity": Meeting face-to-face takes place in real time – immediate feedback and adjustment of communication is possible.



Three generations of distance education

1. Correspondence school: interaction one-to-one (from 1860)
2. Broadcasting: interaction one-to-many (from 1969)
3. Information technology: free choice of interaction (from 1995)



Technologies of online education

- Virtual Learning Environments or Learning Management Systems

- “Computer-based environments that are relatively open systems, allowing interactions and encounters with other participants and providing access to a wide range of resources.” (Wilson, 1996)
- “The components in which learners and tutors participate in online interactions of various kinds, including online learning.” (Joint Information Systems Committee, 2002)



Features of virtual learning environments

- Course web pages
- Bulletin board
- Discussion forum - asynchronous
- Chat - synchronous
- Tests and evaluations
- Library for documents and hyperlinks
- Participants – contact information with presentations and photos
- Calendar
- Assignments
- Organising groups
- Tracking of student activities

Technologies of online education

- Social software and web 2.0
- Weblogs
- Wikis
- Virtual worlds
- Audio and video
- E-meetings
- Gaming
- Mobile Learning
- Open Educational Resources



Open Educational Resources (OER)

- Digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research (UNESCO, 2002).
- Wikiversity, Wikibooks, OER Commons, iTunes U, YouTube Edu, UR Access



The use of ICT-based tools in teaching

- ICT-support for:
 - Information
 - Discussion
 - Supervision
 - Meeting
 - Lecture
 - Introduction to groupwork etc.



On a distance

On campus

The role of the student

- What kind of students are targeted?
- A great responsibility to learn "on your own"
 - Stress and uncertainty of how to manage
 - Ability to stay motivated and to structure your own learning are significant
 - Learning outcomes and course structure must be **clearly visible**. Otherwise, students will **not** understand how to get through the course.
- The private life of mature students will influence the course
 - Family, health, digital competence, study skills, and the interaction with fellow students and teachers are significant for mature students...

The role of the student: Learning styles

- Students of different learning styles perform equally well in online education
- However, attitudes towards online education might be different:
 - Active experimentation learning style – appreciates synchronous interaction
 - Reflective observation learning style – appreciates asynchronous interaction
 - Reflective observation learning style – has a slight tendency to exaggerate their own level of activity in courses

The study group...

- The importance of a study group
- The importance of a well-functioning study group!
 - Study contract/agreement
 - Assign roles as e.g. moderator, discussant, report writer etc.
 - Adapt to the group process!
- The paradox of collaborative learning and flexible learning
- The role of learning centres



The role of the teacher

- From sage on the stage to guide on the side!
- More planning...
 - Starting point – the target group!
 - A study guide or course guide is essential!
- More text-based (written) teaching
 - Personal
 - Clear! Otherwise misunderstands **will** occur!
- The ever-accessible teacher
 - Feedback all the time or at certain times?
- Create interaction
 - Between students, between students and teachers

Designing e-learning

Gilly Salmon, professor at University of Leicester

<http://www.youtube.com/watch?v=jclPLiGHozc>



Interacting in a virtual learning environment

- Advantages

- Time for reflection
- Flexibility in time
- Opportunities for everyone to speak their mind
- A number of discussions can occur simultaneously
- A clear view of the learning process
- Accessibility to the knowledge of fellow students

- Disadvantages

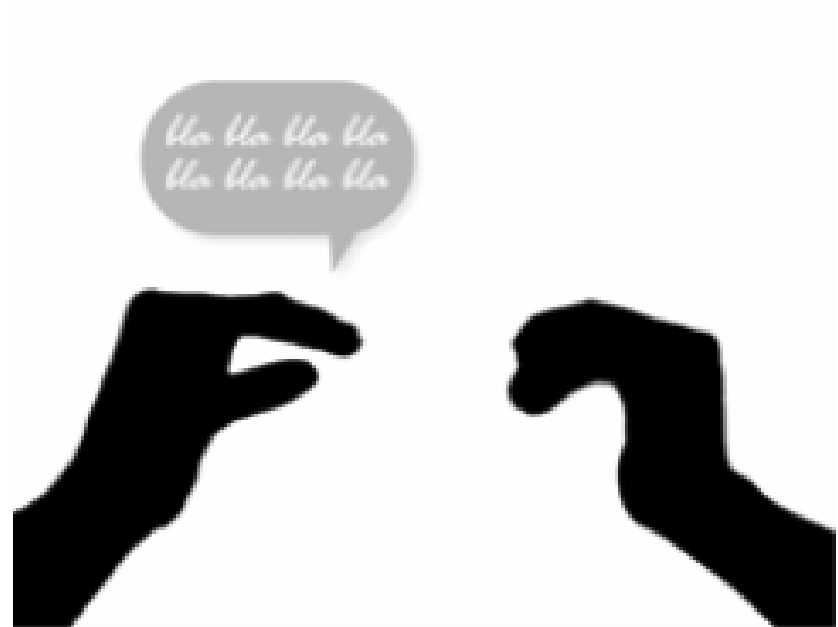
- Initial inactivity, discussions are prolonged in time or become too short
- Risks of misunderstandings
- Information overflow?
- Resistance

Critical success factors when using discussion forum (according to research)

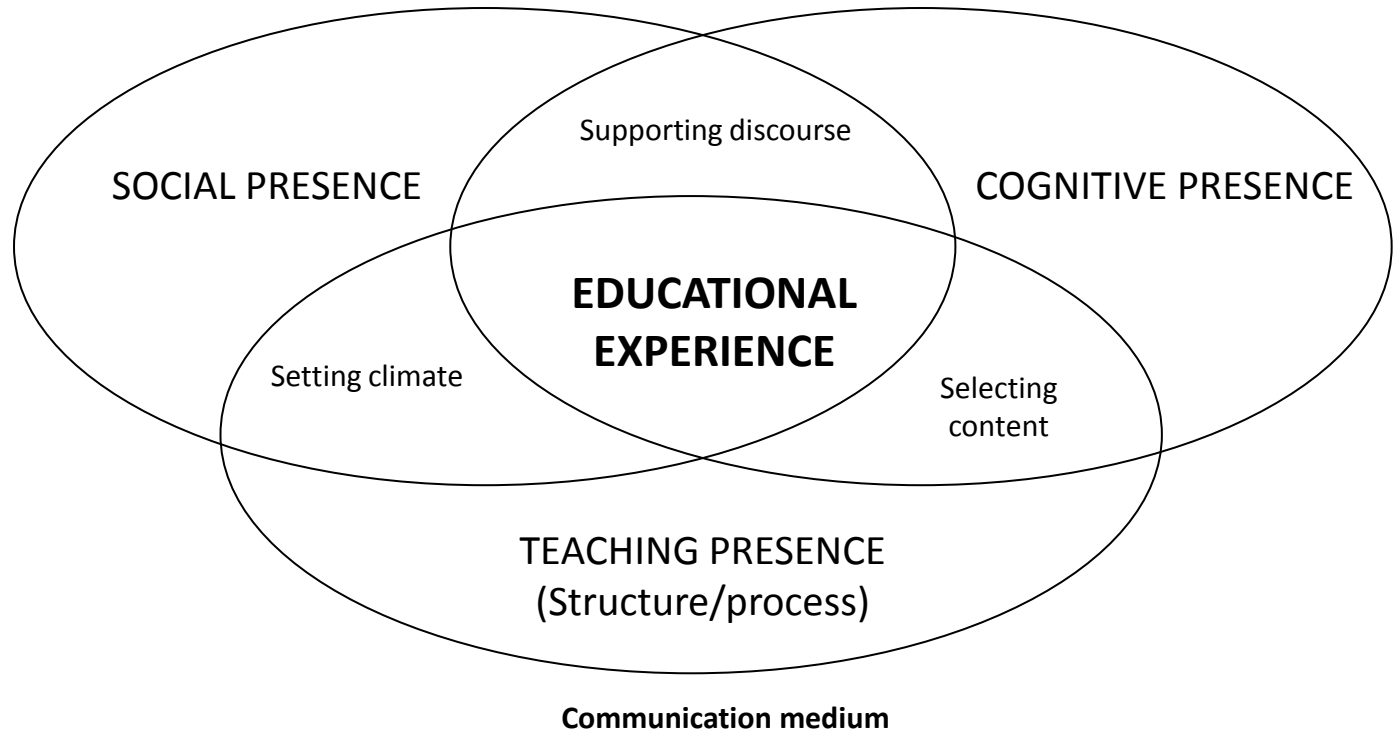
- A clear connection with students' professional roles will increase the motivation
- Increased student activity when students were responsible for the discussion and could phrase questions themselves
- A well-functioning study group
 - Safety, social network
 - Equal study workload
- A clear need of discussing the subject matter online
- Orderliness and planning, clear learning outcomes and structure
- Not too many, and not too few participants
- Working technology
- Feedback
- Moderator...

Learning dialogue on the Internet

- [The film](#)
- Open educational resource
- Article
- Discussion



Community of inquiry



(Garrison & Anderson, 2003)

To create a community of inquiry

- Social presence
 - creates opportunities of social and emotional interaction
- Cognitive presence
 - creates opportunities to learn, reflect on and discuss subject matter
- Teaching presence
 - facilitates cognitive and social processes by creating course structure and course content

Examination/assessment online

- Continuous and varying
 - This variety should occur in the format of assesment:quizzes, short answer, longer articulated response, and termpaper; in the degree of collaboration required, from individual to dyad to group assignments; in the role of the assessor, from self to peer to teacher assessment to practicality of assessment; and from assessing broad theoretical understanding to assessing very practical applications of knowledge (Garrison & Andersson, 2003.)

Examination/assessment in 40 online courses

- Formative assessment is most common
 - A mean of 5.5 assignment per course with continuous feedback
 - Examinations=course
 - » Create the course content
 - » Keep the course lively!
 - » Make students more active
 - Examination as a creator of discipline and order
 - » Work against laggards
 - » Catalyst to start the learning process
 - » Motivating
 - » Distribute teachers' workload over time

Examples

- Written exam on campus or learning centre
- Oral exam by means of video conference or e-meeting
- Written assignment
- Automatically marked test
- Discussion forum (workshop, seminar, group assignment)
- Chat
- Virtual diary/weblog
- Laboratory session in software applications

Online examination/assessment

- Peer-review
- E-portfolio
- Write your own course literature
- Create a course website
- Write an article for wikipedia
- Design and present a poster

Examination/assessment online

- Considering teachers' workload...
 - Groups versus individuals
 - Characteristics of the assignment
 - Number of students
 - Opportunities of providing feedback
 - Rate (pace) of study

Trends

- Teaching on campus, online education and distance education are merging
- Podcasts, weblogs, wikis and web 2.0 forces teachers to keep up with technological changes
- Second life – a new arena for education!?
- Open Educational Resources
- "Natives of the Internet"/Homo Zappiens, people growing up with Internet and computers as something natural - How do we benefit from their ways of learning? Is this a shift of paradigm in higher education?

Assignment

- "Re-think" and transfer a campus-based course or course module into online education.
- The online course/course module should include one section presenting course content, one section providing interaction, and one or more examinations.
- The design of the course shall enable the creation of a community of inquiry, and include at least one Open Educational Resource (OER).
- Describe the online course/course module in a written report of 3-4 pages with adequate references to literature.
- Submit by e-mail to Madelene and Christina on May 1 2010, the latest
- Presentation at seminar May 19, 2010.