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Det Nationale Videncenter for e-læring

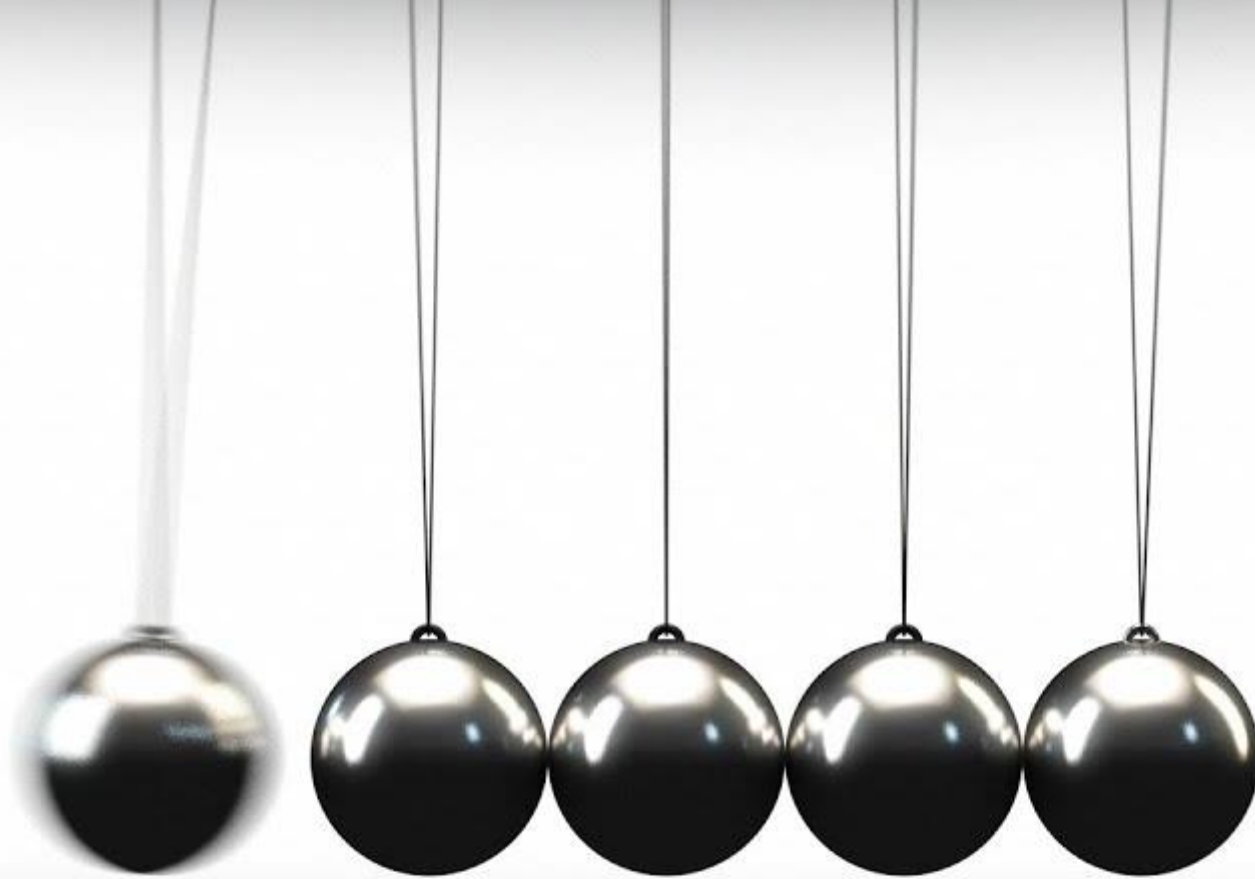**Linked in** eVidenCenter

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When distance learning works

- Introducing terminology

- Presenting aspects of theoretical framework

- Giving examples of own experience with distance learning

- Discussing (briefly) to what extent the examples examplify distance learning that works

- Wrap up: questions and comments

What do we mean when we say distance learning work?

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Terminology

Distance Learning: All teaching and interaction takes place online. Participants and teacher do not meet "face to face".

The use of IT in "face to face teaching"

Blended Learning: [...] is the <u>integration</u> of face-to-face and online learning (Akyol et. Al., 2009)

eDidactics

Considerations in regard to:

Preparation
Implementation and
Evaluation

of <u>digitally mediated</u> teaching

eDidaktisk Overvejelsesmodel

Recommendations

- Base your online course on a solid didactic foundation: Considerations about target group, learning goals, learning approaches and appropiate tools, organization and evaluation of activities.

"Pedagogy and didactics before technology! Make sure the technology becomes a means for students to learn and not an end goal."
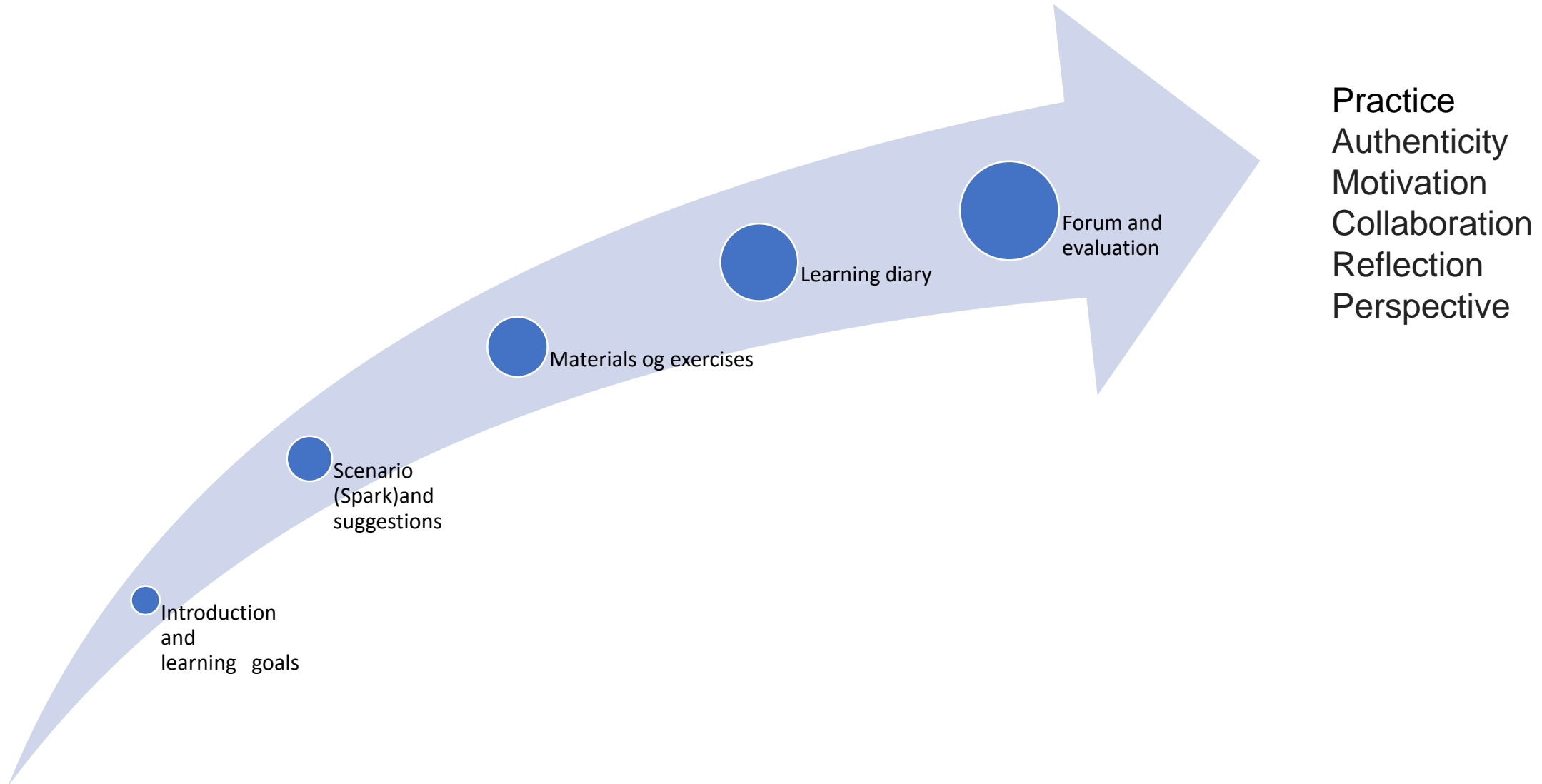
Anne Vollen Rafn

Kilde: Pædagogiske greb i fjernundervisningen 2017, http://evidencenterinfo.dk/wp-content/uploads/2017/12/PaedagogiskGreb.pdf

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Online learning mathematics

Example no. 1

MatematikDidaktik.dk: Online course for primary school math teachers

Practice
Authenticity
Motivation
Collaboration
Reflection
Perspective

Forum and evaluation

Learning diary

Materials og exercises

Scenario (Spark)and suggestions

Introduction and learning goals

http://www.mat-didaktik.dk/

Blended Learning design with social learning theory

Example no. 2

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Overall objective

Teaching and learning activities are to a wide extent based on participants own practice

We design for mobilizing prior experience to provide inclusion, inspiration and strong relations (teacher-participant; participant-participant; participant-students)

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Organization of blended learning course

Face-to-face	Moodle(1)	AdobeConnect	Moodle(2)
Introduce Identify Collaborate to relate+produce	Collaborate to produce Inspire	Present Discuss Guide	Collaborate to produce Inspire

Det er en god idé med en form for visiteringstest til at afdække de lærendes forudsætninger. Jeg tænker, at I bruger denne viden senere f.eks. i forbindelse med gruppeinddelingen. Det er her differentieringen vil opstå.

Tydelige læringsmål er altid vigtigt. Jeg tænker, at I med fordel kan sætte læringsmål på alle 6 lektioner (hvis dette ikke allerede var planen). Punktopstillede lister med læringsmål vil give et hurtigt overblik.

Egenproduktioner giver rig mulighed for differentiering, men også ejerskabsfornemmelse og motivation. Jeg tænker, at opslagsværket/ordbogen bliver udviklet kollabarativt. Her kunne I med fordel overveje, hvordan de lærende giver hinanden feedback mv.

Ser spændende og gennemtænkt ud.

Umiddelbart tænker jeg at det er et relativt langt forløb - måske du med fordel kunne vælge delemne ud og beskrive den del mere uddybende i forhold til E-learningsdelen.

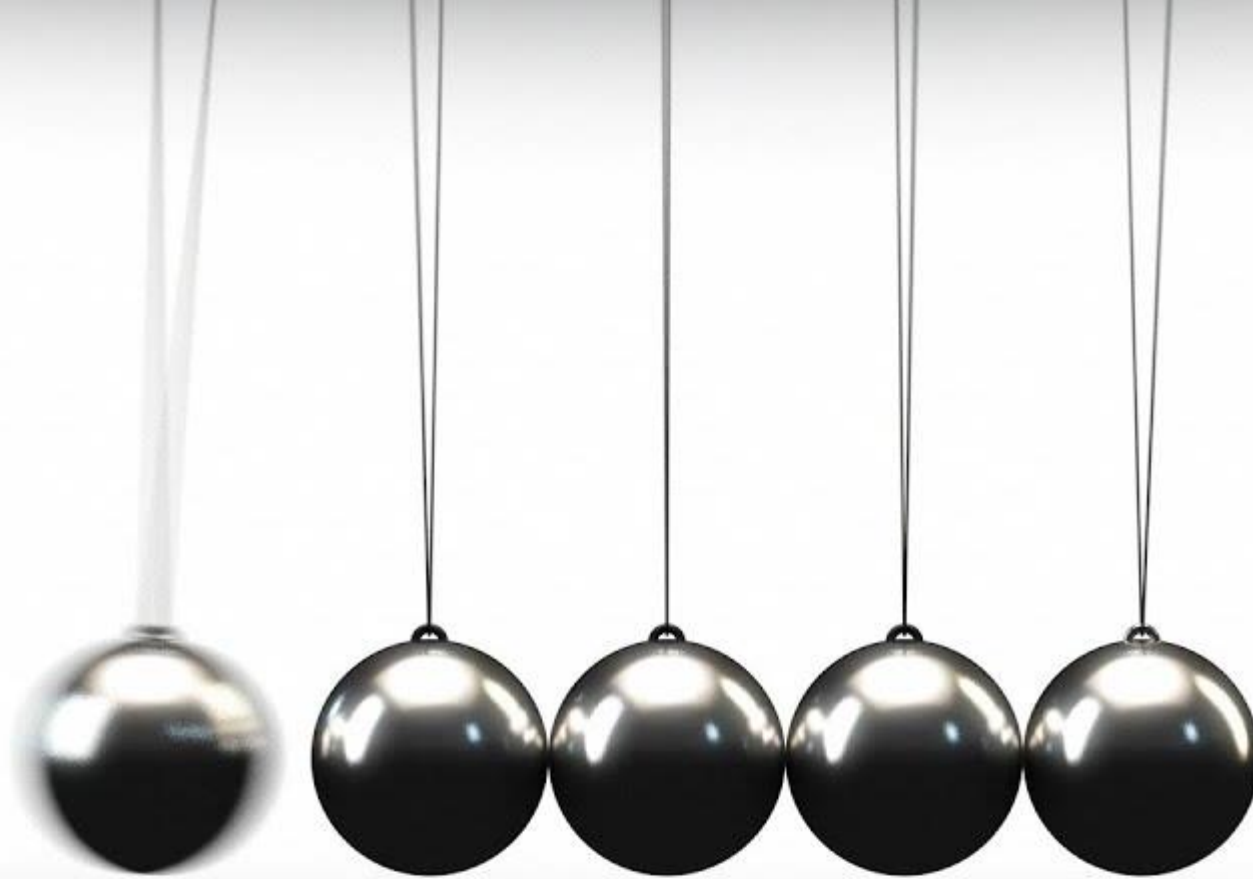Jeg synes ideen med teasere er mega fedt. Den ide vil jeg se om jeg kan bruge :)

Differentiering i forhold til matematik kan nemt baseres på sværhedsgrad og mængder af opgaver, men du kunne måske også lade instruktioner og opgaveformuleringer være differentieret således at de kan vælge hvorledes de kan tilegne sig viden og forstå en opgave.

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So, does it work?

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YES, because
we have seen social learning generating strong relations as a solid base to reach academic objectives from

NO (or, *at least not always*), **because**
distance learning is not a straightforward proces

Our discretion combined with feedback from participants: it worked out well

Learning is a reaction to "design", not a result

Be careful with putting distance learning on formula
(like the newtonian cradle)

Be (systematically) **curious about how "designs"** *actually*
work out
(like bouncing balls downhill in San Fracisco)

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Thank you

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