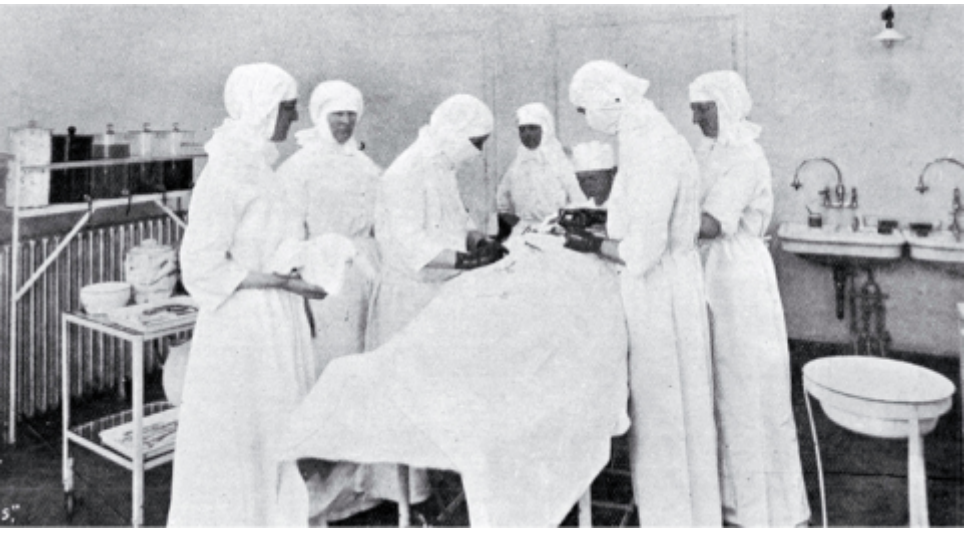
E-Learning concepts
(language training)

Evolutionary process for teachers?



perating theatre c 1900

Operating theatre c 2000

Evolutionary process?

Classroom c 1880

Classroom c 2009

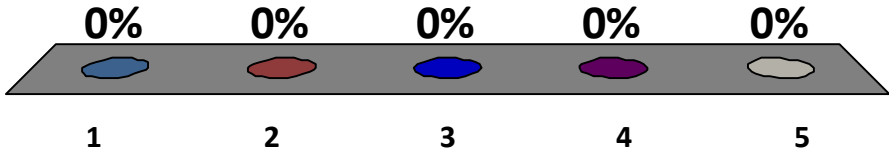
Seminar room 1947

?

Seminar room Serbia/ US/ France/ 2015?

what does the ‘e’ in e-learning mean?

1. Electric
2. Electronic
3. Enhancement
4. Early
5. Easy



A definition

Essentially, e-learning is about improving the quality of learning through using interactive computers, online communications, and information systems *in ways that other teaching methods cannot match.*

Becta/Ferl 2004

The terminology of ‘e-Learning’

Transformation 2009- ?

Digital immigrants v digital natives

(Prensky, M 2001)

Fact or Fiction?

Some students voices

”I joined a Facebook group, but that wasnt organised by the University - it was nice to talk to my future classmates”

University of Greenwich induction survey 2008

“Universities embracing micro-blogging (e.g Twitter,) web 2.0 apps (e.g Youtube,) collaborative tools aside from VLE (e.g Google Calendar,) and social networking (e.g Facebook) is a must because these are popular among users (mainly students.)”

University of Greenwich SEEL survey 2008

A Cautionary Tale!

“I do feel that traditional approaches to learning should be taught first and e-learning merely a supplementary aid.”

“e-Learning makes my course more enjoyable - it also promotes procrastination. I'm often watching music videos and trailers off youtube while doing research.”

(computer scientist)

University of Greenwich SEEL survey 2008

Web 1.0

Web 1.0 was about reading, Web 2.0 is about writing
Web 1.0 was about companies, Web 2.0 is about communities
Web 1.0 was about home pages, Web 2.0 is about blogs
Web 1.0 was about portals, Web 2.0 is about RSS
Web 1.0 was about wires, Web 2.0 is about wireless
Web 1.0 was about owning, Web 2.0 is about sharing
Web 1.0 was about Netscape, Web 2.0 is about Google
Web 1.0 was about client-server, Web 2.0 is about peer to peer
Web 1.0 was about passivity, Web 2.0 is about collaboration
Web 1.0 was about conformity, Web 2.0 is about customisation

Web 2.0


Aggregators
Folksonomy
Wikis
Blogs
User Centered
Joy of Use
Participation
Six Degrees
Usability
Pagerank
XFN
Widgets
Recommendation
Social Software
FOAF
Browser
Simplicity
Sharing
Collaboration
Perpetual Beta
ideocasting
Podcasting
AJAX
Audio
IM
Video
Web 2.0
Design
Convergence
CSS
Pay Per Click
UMTS
Mobility
Atom
XHTML
SVG
Ruby on Rails
VC
Trust
Affiliation
OpenAPIs
RSS
Semantic
Web Standards
SEO
Economy
OpenID
Remixability
REST
Standardization
The Long Ta
DataDriven
Accessibility
XML
Microformats
Syndication
Modularity
SOAP


Web 1.0
Web 2.0
Web 3.0

A Strategic View O
A Fools Paradise?

ome famous prophesies bout technology..

think there is a world market for maybe e computers"

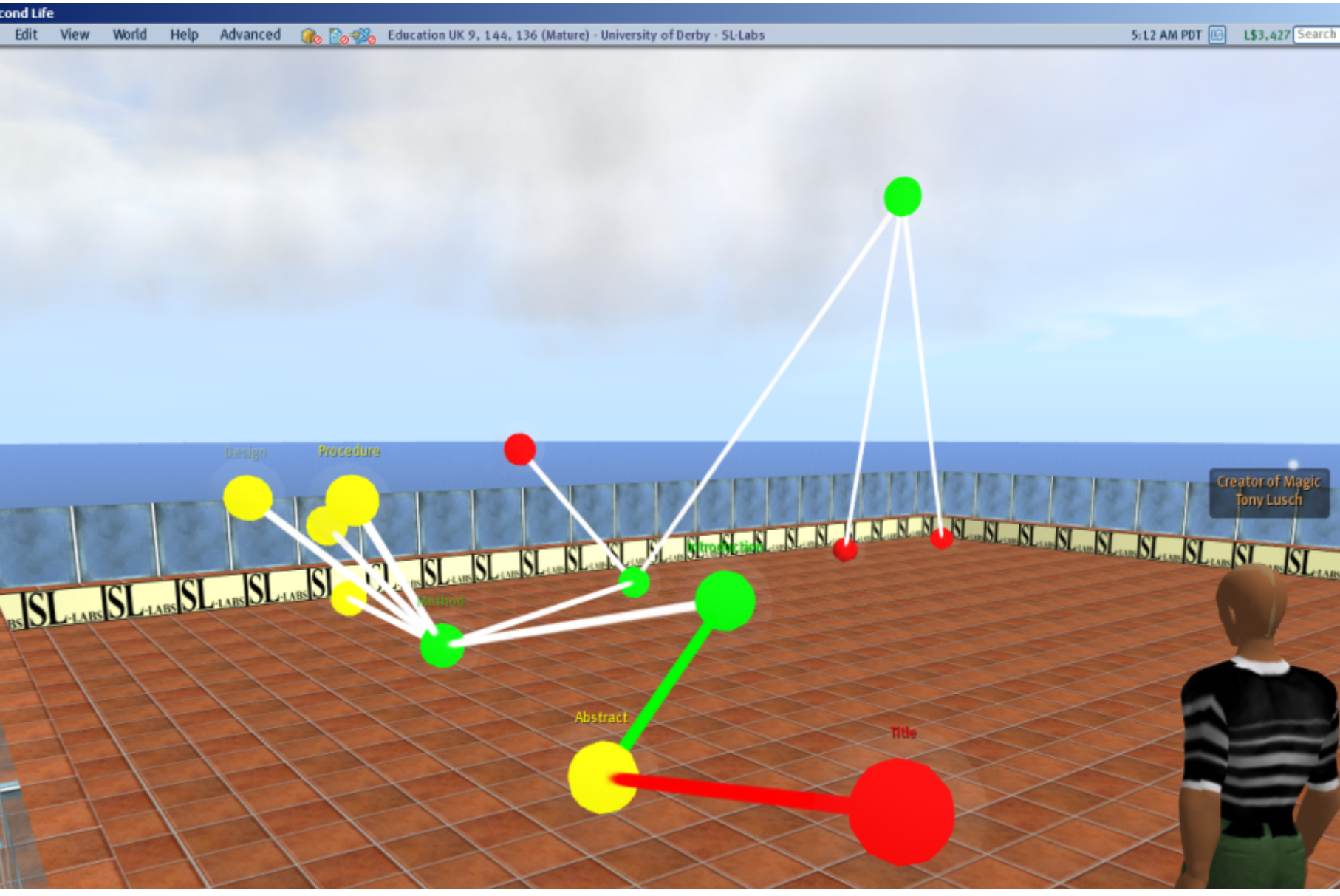
homas Watson, chairman of IBM, 1943

There is no reason anyone would want a omputer in their home"

en Olson, president, chairman and founder f Digital Equipment Corp., 1977.

Derby – visualisation

http://slurl.com/secondlife/Education%20UK/9/145/137



Genome – interactive science

http://slurl.com/secondlife/Genome/137/93/2

Models for active learning

Questions to inform this programme

Q1. Do you know what is driving the changes?

Q2. What constitutes effective teaching in tourism?

Q.3 What educational/social experiences do your learners need to equip them for their future and how can we best prepare them?

Q4. What does enhancement mean for you?

Key questions 2004 2007

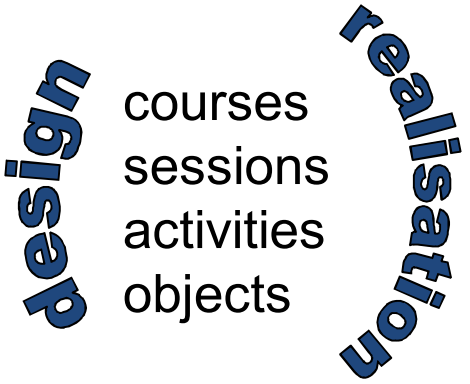
- What ***significant decisions*** do practitioners make in designing for learning?
- What ***features*** of the learning situation should they take into account?
- What ***alternatives*** are available to them?
- What is the relative ***effectiveness*** of the different alternatives?
- What ***support*** do practitioners need to make good decisions (e.g. what kinds of design tools and repositories)?

- How can designed outcomes support the technology-enabled l***earner of the future***?
- What tools and technologies will support them?

Beetham, H JISC Pedagogy Experts Meeting Oct 2007

Design for learning 2004 2007

a set of practices carried out by learning professionals… defined as designing, planning and orchestrating learning activities which involve the use of technology, as part of a learning session or programme



- ✓ **with the progressive involvement of learners**
- ✓ **and structuring**

Beetham, H JISC Pedagogy Experts Meeting Oct 2007

or
hat?

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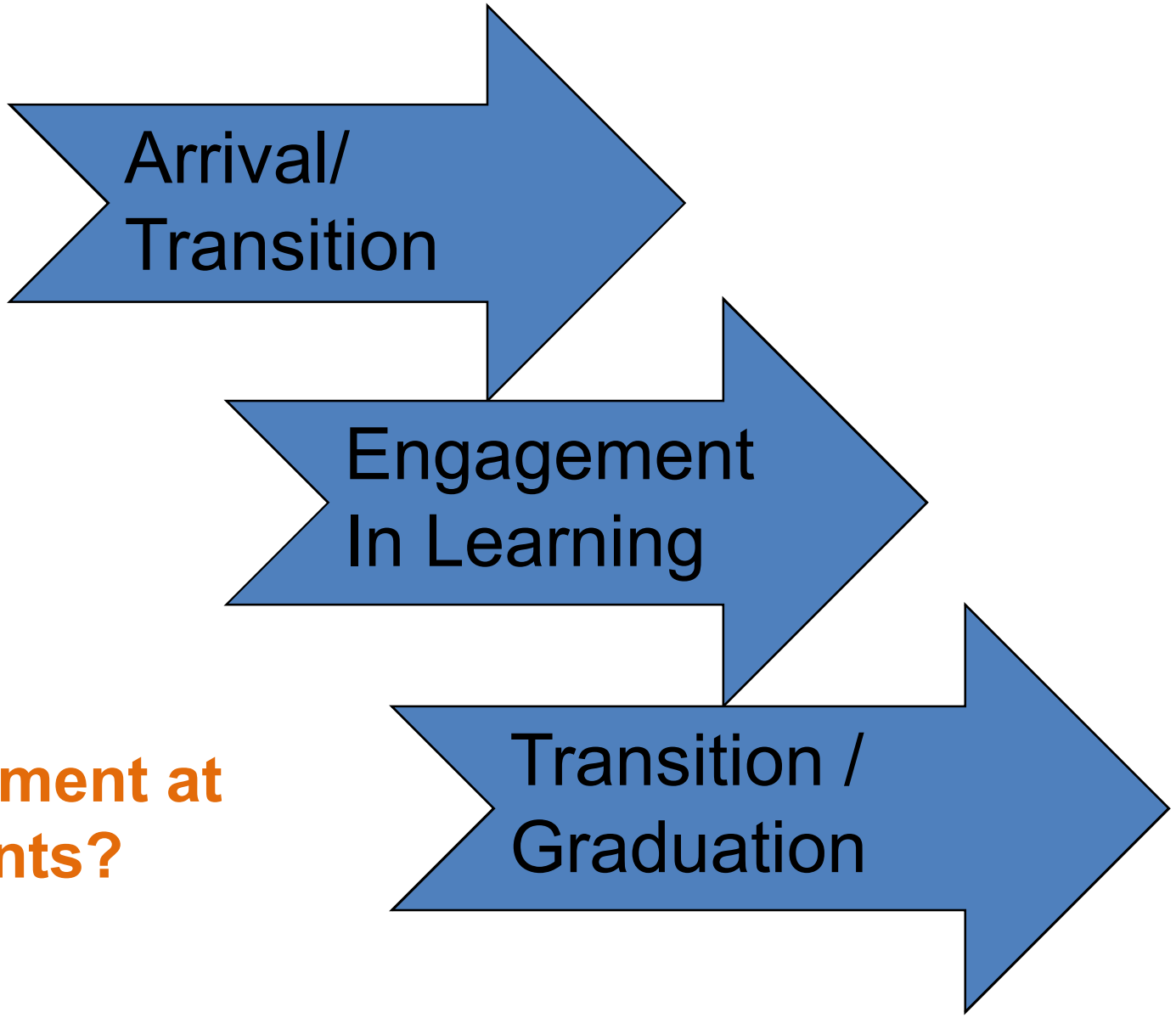
Q1 What is Enhancement
(in your context)?

The Student Lifecycle in Higher Education



Enhancement at what points?

Emerging themes #1

- Continued diversification of the student profile
- Blurred boundaries between disciplines and academic and professional staff
- Shifting curricula
- Flexibility
- Need to increase students' engagement
- Changing student needs and expectations
- Transformative potential of technology
- Academic and employability skills development
- Staff development

Emerging themes #2

Shifts in:

- ***Curriculum knowledge***
- ***Student demographics***
- ***Curriculum 'business models'***
-

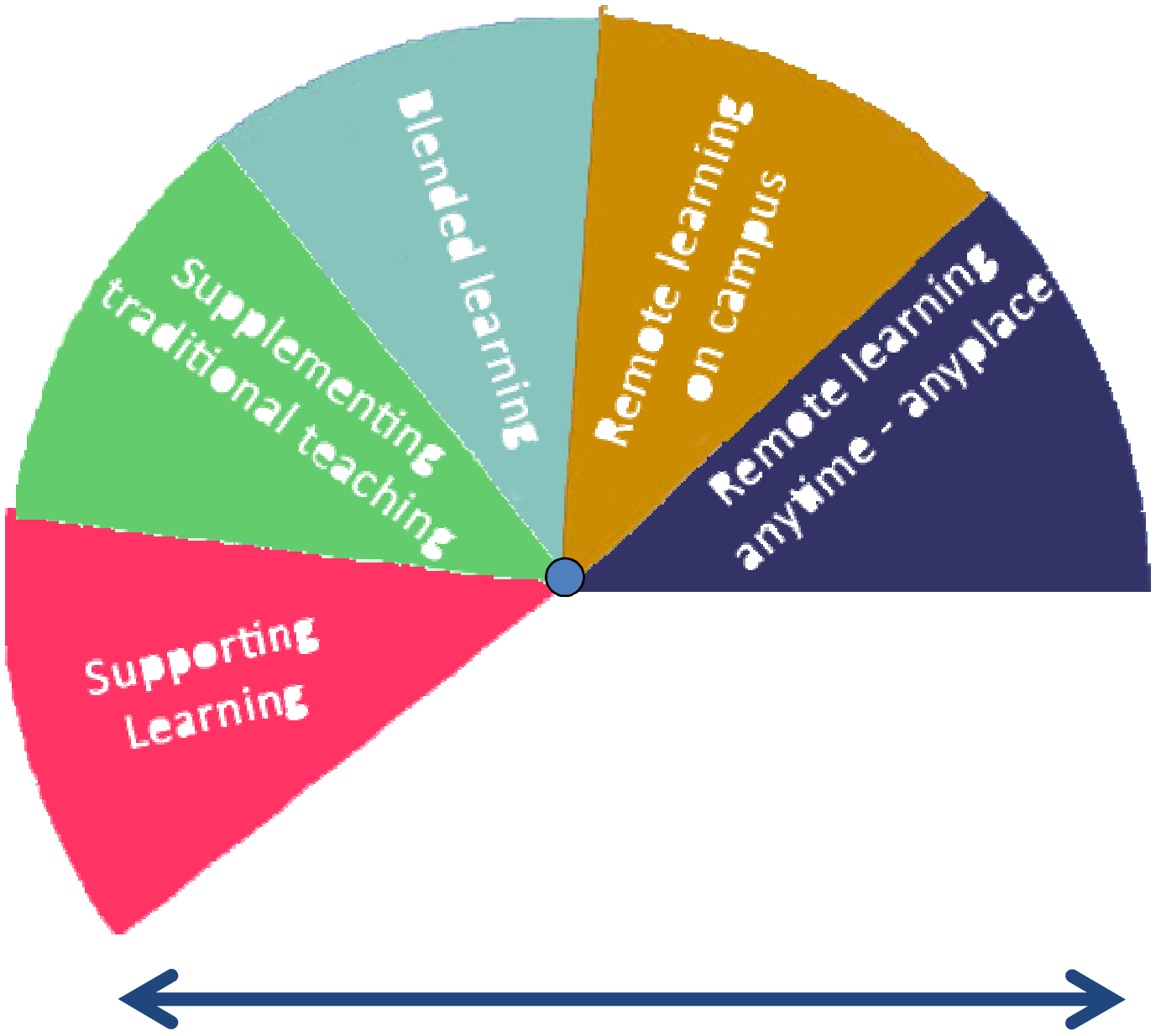
  Open content,

  participatory cultures,

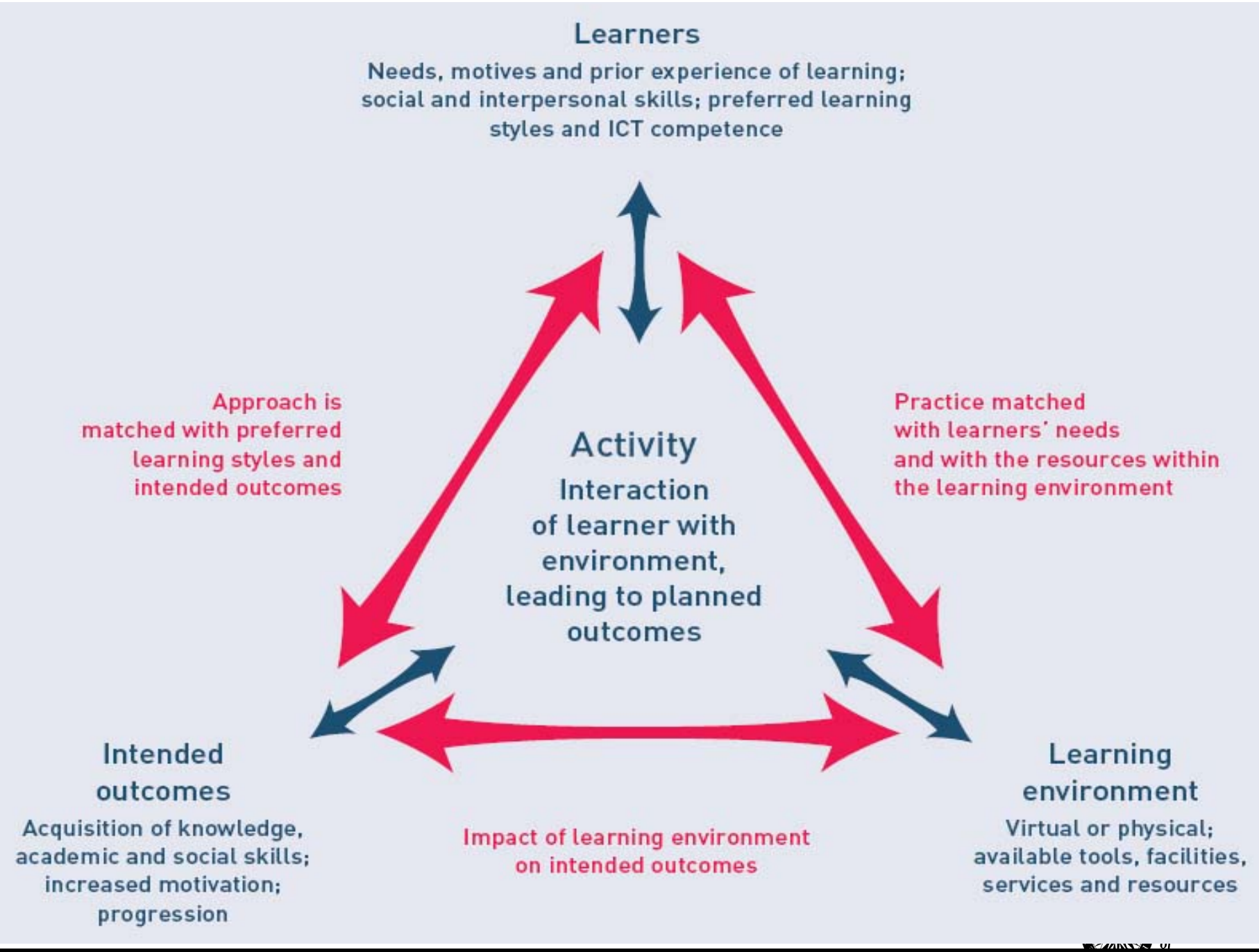
  personal technologies

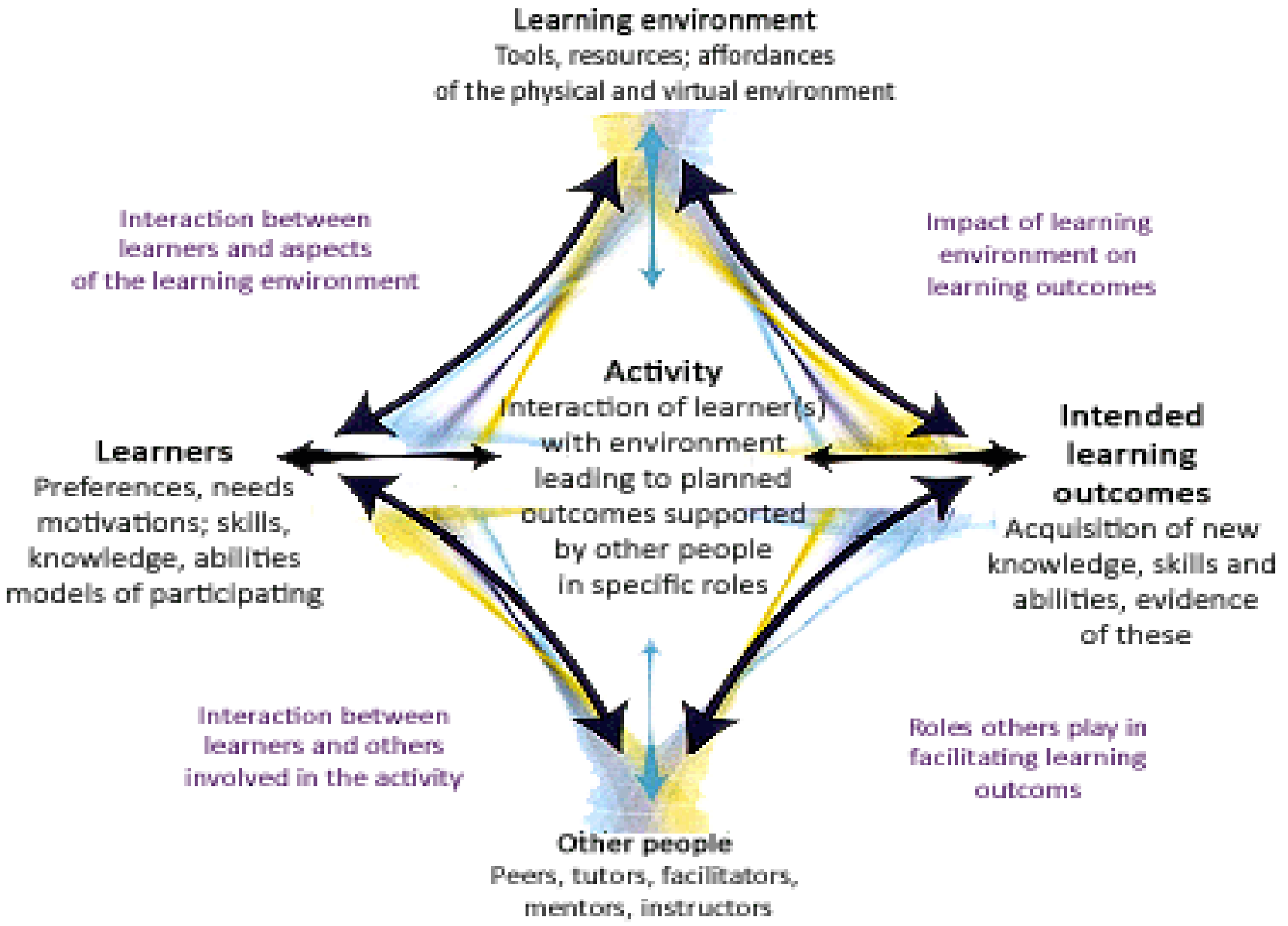
‘ *you learn it here - 'we know, we tell you, you listen*' ????

Teaching/training contexts




LAHS


Learners
Needs, motives and prior experience of learning; social and interpersonal skills; preferred learning styles and ICT competence
Approach is matched with preferred learning styles and intended outcomes
Practice matched with learners' needs and with the resources within the learning environment
Activity
Interaction of learner with environment, leading to planned outcomes
Intended outcomes
Acquisition of knowledge, academic and social skills; increased motivation; progression
Impact of learning environment on intended outcomes
Learning environment
Virtual or physical; available tools, facilities, services and resources



eetham 2007. Effective Practice in a Digital Age. JISC

Aims and outcomes

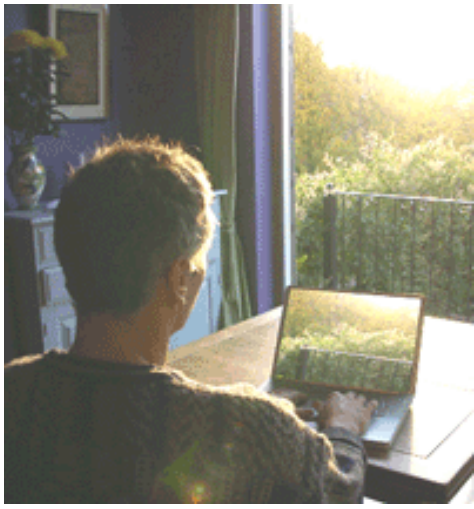
Aim – general statement (relates to the intention of the Teacher)

Outcome – result of learning, must be measurable and must be able to be assessed.

"By the end of this learning session, students will be able to..."

ognitive	
nowledge	Draw, Find out/discover, List, Pronounce, Recall, Recite, Recognise, Reproduce, Select, Specify, State
omprehension	Clarify, Describe reasons for, Explain, Identify, Identify causes of, Illustrate, Question, Understand
pplication	Apply, Assemble, Calculate, Construct, Demonstrate, Hypothesise, Infer, Investigate, Produce, Select, Solve, Translate, Use, Write
nalysis	Analyse , Break down, Compare (and contrast), Critique , Differentiate between, Distinguish between, List component parts of, Predict, Select
ynthesis	Argue, Design, Explain the reasons for, Generalise, Organise, Summarise
valuation	Judge, Evaluate, Give arguments for and against, Criticise, Give feedback, Reflect
ffective	Appreciate, Show awareness of, Listen, Be responsive to
esthetic	Appreciation, Commitment, Ethical awareness, Moral awareness
sychomotor practical skills)	Draw, Exercise, Jump, Make, Perform, Play, Run, Swim, Throw

Simon Walker &
Milan Antonijevic



Hvala, Asanti, Dík, Tack, Danke, Merci, Tak, Kiitoksia, köszönet, Grazie, Dank, Takk, Dzięki, Obrigado, ……

……

Thanks for listening and participating.