413314S Designing Technology-Enhanced Learning (TEL2)

Course blog

Self and peer-assesment form is now online

Jari Laru posted on Apr 25, 2014

Hi!

You can fill assesment form here: https://docs.google.com/forms/d/10UOT4dIt2vq9n6bBc53sTbb_9mD8wdoR50X3jBTzGGY/viewform?usp=send_form (one week from this day)

TEL2 assesment structure

Jari Laru posted on Apr 22, 2014

https://docs.google.com/presentation/d/1cTtV3gkYi8Ff_4y_nR7vrkPIiLo03lGAYXc6ajvo2Co/edit#slide=id.p

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Meet with Jari

Jari Laru posted on Apr 21, 2014

			Book 1h meeting slots here 🙂
Wednesday	23.4	10-12	
Thursday	24.4	8-10	

program of the workshop (tuesday)

Jari Laru posted on Apr 07, 2014

Task for today:

Whole class (ktk210)

1. Short introduction: What's the situation with your challenge? (Case description, design rationale, instructional / learning design, socio technical design, assesment / evaluation)

In groups (in cafeteria, computer class, whatever)

1. Review what you have done so far / what you should do next (discuss in your groups)
   a. What is the situation with your case: (design challenge that you got)
   b. **Check the literature** that you have used. What kind of 21th century literature you have used? design literature? Tel literature? How about assesment literature? Other literature.. Have you created design rationale? (theoretical backrground for your choices)
   c. **What kind of instructional design** you have? Do you have fine-grained (classroom or smallgroup apporach) or coarse-grained (societal, policy and curricula level) scope in your instructional design? What kind of macro/microscripts can be created if any?
   d. **What is situation with your socio-technical design**? What is the context? Who are the participants? What are the tasks? What tools are used etc.
   e. **Assesment of the learning activities**. Assesment is important part of the design (Dr. Ernesto Panadero is going to give lecture about it, but it is wise to start design it now)
   f. **Discuss about technology demonstrator. D**o you have plans to some technology demonstrator(s) (next workshop will be located in computer class where we can have hands-on activites, however, you can go to computer class also today.
2. Read new literature (see readings) and discuss how you could youse those papers (or some others) in your context.
3. Come back to KTK210 in 11:00

Whole class (ktk 210)

1. Conclusion: What did you discuss, What did you do?

Readings:

Orchestration (~societal/macro level scripting)

Roschelle, J., Dimitriadis, Y., & Hoppe, U. (2013). Classroom orchestration: synthesis. *Computers & Education*, *69*, 523-526.
Tchounikine, P. (2013). Clarifying design for orchestration: orchestration and orchestrable technology, scripting and conducting. *Computers & Education*, *69*, 500-503. http://membres-liglab.imag.fr/tchounikine/Articles/Orchestration.pdf

Design

Laanpere, M., Pata, K., Normak, P., & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, (00), 15-15. http://www.doiserbia.nb.rs/ft.aspx?id=1820-02141400015L
Leinonen, T., & Durall, E. (2014). Design Thinking and Collaborative Learning. *Comunicar*, *21*(42). http://www.revistacomunicar.com/index.php?contenido=preimpreso&doi=10.3916%2FC42-2014-10&idioma=en
Mor, Y., & Craft, B. (2012). Learning design: reflections upon the current landscape. *Research in Learning Technology*, *20*. http://www.researchinlearningtechnology.net/index.php/rlt/article/view/19196/html

Assesment

Strijbos, J. W. (2011). Assessment of (computer-supported) collaborative learning. *Learning Technologies, IEEE Transactions on*, *4*(1), 59-73. http://ieeexplore.ieee.org/xpl/articleDetails.jsp?arnumber=5654495

Hi designers!

Jari Laru posted on Apr 06, 2014

I have got few emails where you have been asking about schedules.So I decided to clarify dates little bit:

- 8.4.2014 workshop is in it's original place. However, introduction of the situation of your tasks is moved into 14.4 (monday)
- 10.4.2014 workshop is rescheduled and new date is 14.4.2014 (12-16) KTK206-207 (computer class)
- Assesment lecture by Erneso Panadero is in workshop 22.4. However I will organize really nice literature about that for tuesday.

SO If you have any questions regarding socio-technical designs / technology demonstrators I can help best when we have that lesson in computer class.

I hope that this information helps you 😊

Regs, Jari

Interesting slideshow: What if...? Technology and Knowledge in the University of the Future

Jari Laru posted on Apr 03, 2014

http://www.slideshare.net/fridolin.wild/what-if-technology-and-knowledge-in-the-university-of-the-future

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Deliverable II: Design deliverable

Jari Laru posted on Mar 24, 2014

In this phase you are designers. Your task is to create design for learning activities which includes a) case description b) design rationale c) instructional design d) socio-technical design

Components of design deliverable

Order of the components is just descriptive. You can decide the order etc.

A. Case description

In this section you have describe context.

B. Design rationale

What is theoretical design rationale. How your design is related to 21th century skills? Design theories? How about other context spesific literature? Add other possible considerations

C. Instructional / learning design

Describe your instructional design carefully. What are the tasks? What are the individual / collaborative / societal activities? How these are scaffolded or stuctured? etc. It should be clear enough to be given teachers in the context, but still scientifically rooted 😊

D. Socio-technical design

What tools are used to support learning and teaching activities? How those tools relate to each other? How these can be used to support development / teaching of 21th skills

E. Assesment and evaluation

How learners can be assessed and evaluated?

Bonus challenge: Technology demonstrator will increase course grade +1

Workshop 24.3.2014: Learning design (instructional design / technology)

Jari Laru posted on Mar 24, 2014

Part A: Introduction of the design task and themes

Theme 1: Instructional design

- Start: Teachers as designers and other contemporary ideas
- Lecture: Dr. Essi Vuopala: scripting

Theme 2: Technology

- Lecture: Technology choices
- Some demonstrations

Theme 3: Evaluation & assesment

- Next workshop

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Part B: Q & A -session between the groups and literature task.

Q & A session: (10min) (coffee?)

discussions between challenge creators and learning designers.

Reading task (in your groups)

1. Read these papers (at least first one):

Goodyear, P., & Dimitriadis, Y. (2013). In medias res: reframing design for learning. Research in Learning Technology, 21.
http://www.researchinlearningtechnology.net/index.php/rlt/article/view/19909

Dimitriadis, Y., & Goodyear, P. (2013). Forward-oriented design for learning: illustrating the approach. Research in Learning Technology, 21.
http://www.researchinlearningtechnology.net/index.php/rlt/article/view/20290

2. Discuss about the content:

How they describe learning design? What kind of other thoughs raised during learning it? What kind of design phases / components you can transfer from the papers to your group's design work?

Workshop 13.3.2014: Exchange of design challenges etc.

Jari Laru posted on Mar 12, 2014

Reminder: Course design

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> ⚠️ **Participation is really important in part B of the course!**
> It's not acceptable that some of students doesn't participate into face-to-face activities. Some of the activities like this 13.3 are designed SO that you should be present. Absence of the workshops will have it's effect to evaluation. **It's impossible to design activities where groups are dependent if some groups are not present!**
>
> It's very important THAT you will inform responsible teacher about your absence. In order to complete this course you need to reschedule other activities in order that you can participate into lessons.

Design challenges

1. Presentation of the challenges + Discussion per challenge ~30min

Expert groups will present their design challenges to whole class

- Short overview

Some topics for discussion

- What is the context: country, educational setting? Why did you choose THAT context?
- What kind of societal / educational / technological isssues emerged? Do you think that presented problems are representative example of issues in the context?

2. Exchange of the challenges

Challenge	Designers
Nigeria	Antonella Conte
	Liping Sun
	Marta Darvasi
	Sasha Lazareva

Singapore	Ana Vargas
	Fatiu Arilesere
	Salvador Dukuzumuremyi
Iceland	Polina Grigoreva
	Lyana Parzhetskaya
	Fedor Levshenko
	Miguel Santiago

2.1 Read case descriptions carefully & discuss & identify topics ~30min

Read documentation carefully that you got. Have a discussion in your group and Identify the areas or topics that you would like to talk to experts about.

2.2. Expert interviews ~30min

Experts have already done research relevant to your design project. Experts can help you to learn about the context of a particular country, understand the digital divides, societal issues etc. that might affect design and implementation of solutions, or provide you with other information.

Try to speak with people who have different opinions on the topics to challenge. In practise, start with design challenge group and interview also other country group / teachers to get their opinions also.

> ⓘ Return to these experts (design challenge creators) during the latter phases of the design project.

3. Explore new knowledge about the design challenge and it's context ~60min

Now design challenge is a starting point to your group's design work. It's your task to dig deeper, to get more knowledge about digital divides, societal issues and other contextual variables in order to get optimal conditions to your instructional design and technological demonstrations. The challenge and contextual description is only starting point for your work.

You can also fine-tune design challenge itself, but you have to keep the original idea what should be designed.

4. Brainstorm in your group to get first ideas of instructional design / tools ~30min

What might be the instructional design which would solve the challenge you got? What kind of technological tools would support your instructional designs? Don't worry, these aspects will be covered in the latter workshops, but now it's good time to create roadmap / first steps..

Self-assesment of the design challenge phase

This form will be available in next week / friday.

Interesting article

Jari Laru posted on Feb 28, 2014

http://atc21s.org/wp-content/uploads/2014/01/white-paper7-Framework-for-Teachable-Collaborative-Problem-Solving-Skills_DRAFT.pdf

It's related to this project:

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Phrase the design challenge + homework

Jari Laru posted on Feb 20, 2014

Phrase the challenge

Your challenge will guide the solutions other group develop later in the process. A good challenge is framed in human terms (rather than technology, product, or service functionality), with a sense of possibility. It is both broad enough to allow you to discover areas of unexpected value and narrow enough to make the topic manageable.

1. Your design team will work to identify a list of criteria for the challenge. Criteria might answer these questions: Does it need to have a topical focus? Does it need to fit into an existing societal issue? 21th century skill(s)? Digital divide? Does it need to explore new opportunities?
2. Keeping these criteria in mind, make a list of the challenges people are facing in your context country.
3. Re-frame those challenges in a broader context and from the point of view of those you are designing for.
4. Choose the top two or three challenges based on your criteria. Work together to narrow the list to one specific challenge.
5. Write a succinct, one-sentence Design Challenge to guide the design team. Make sure to phrase the challenge in human terms with a sense of possibility. It is helpful to start the Design Challenge with an action verb such as "Create", "Define", "Adapt", etc. Or phrase the challenge as a question starting with: "How can...?"

Source: http://www.hcdconnect.org/methods/phrase-the-challenge

What are your group's big questions? What is design challenge?

Homework

Look at your design challenge and your big questions. What topics do you want to explore deeply? This will be our topic in the next workshop. Prepare by reading about sacrificial concepts.

ⓘ   Read more about sacrificial concepts: http://www.hcdconnect.org/methods/sacrificial-concepts

Design toolkits

Jari Laru posted on Feb 20, 2014

Design toolkits:

- http://www.ideo.com/work/human-centered-design-toolkit/ Human Centered Design
- http://itec.eun.org/web/guest ITEC Designing the Future Classroom

Erkkie's thesis

Jari Laru posted on Feb 17, 2014

Erkkie's thesis : http://jultika.oulu.fi/Record/nbnfioulu-201306051490

> *To date a lot of research in the area of technology in education in general and social media in particular, has concentrated in the global north. This thesis contributes to the discussion offering a global south perspective from a small-scale study, but still of insightful significance.*

Recent space activity

- Aleksandra Lazareva
  - Deliverables (groupwork) updated May 02, 2014 • view change

- Antonella Conte
  - Deliverables (groupwork) updated Apr 30, 2014 • view change

- Ana Krüger Vargas
  - Deliverables (groupwork) updated Apr 25, 2014 • view change

- Jari Laru
  - Self and peer-assesment form is now online created Apr 25, 2014

- Polina Grigoreva
  - Deliverables (groupwork) updated Apr 24, 2014 • view change

Space contributors

- Aleksandra Lazareva (1934 days ago)
- Antonella Conte (1936 days ago)
- Ana Krüger Vargas (1941 days ago)
- Polina Grigoreva (1942 days ago)
- Jari Laru (1945 days ago)
- ...

Design toolkits:

- http://www.ideo.com/work/human-centered-design-toolkit/ Human Centered Design
- http://itec.eun.org/web/guest ITEC Designing the Future Classroom