



National
Teaching
Fellow 2012



EDEN fellow 2013



Ascilite fellow 2012

Surveying the digital landscape

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eStars conference

Moscow, 10-12th October 2017



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E-learning innovation:



Outline

- Wicked problems in education
- Augmenting face-to-face
- Mapping learning theories
- Learning design and learning analytics



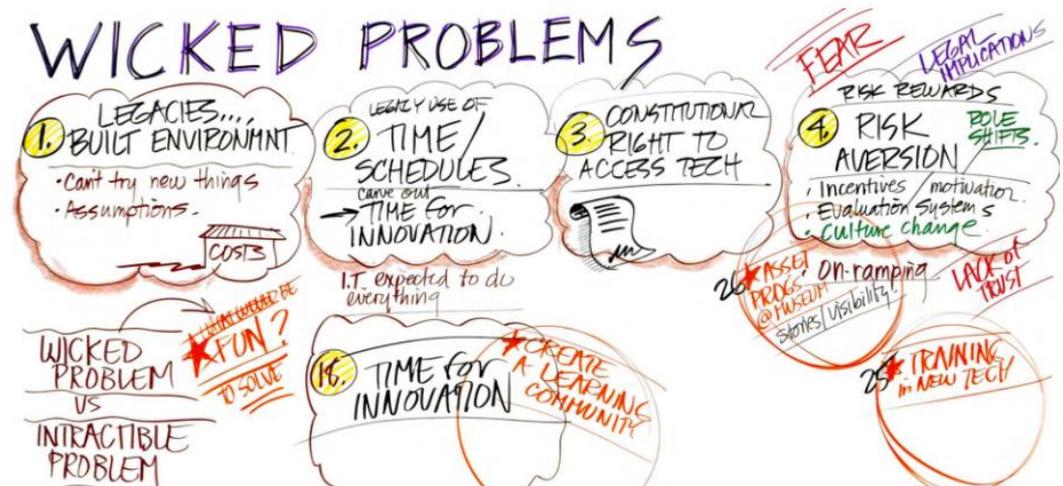
Horizon summit: future of education

- Challenges mean:

- Rethink what it means to teach
- Re-image online learning
- Allow productive failure
- Innovate as part of the learning ethic

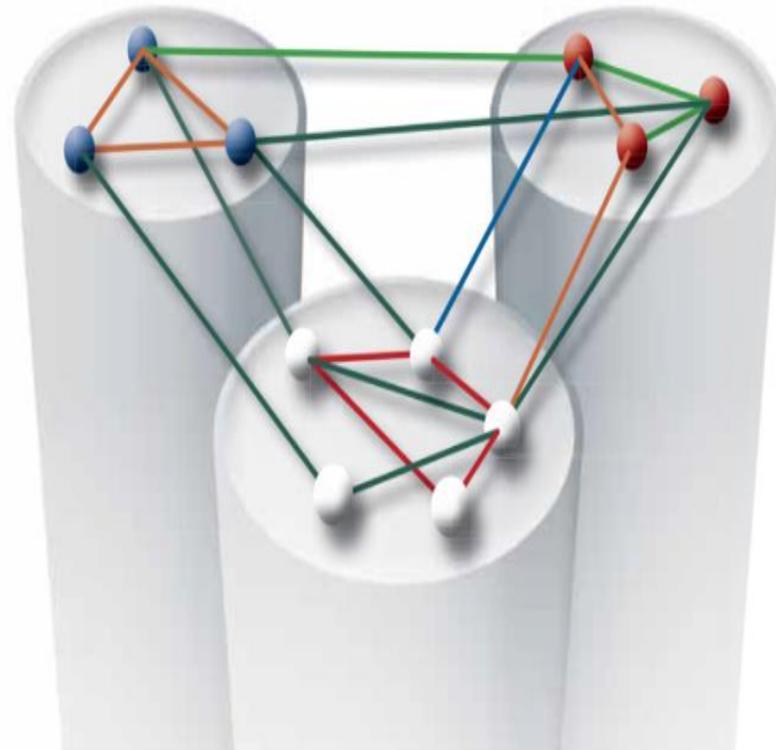
<http://bit.ly/2ukx7WH>

WICKED PROBLEMS



Wicked problems in Education

- Technology
 - Gap between the promise and the reality
- Digital literacies
 - Teachers and learners lack digital literacies
- Teaching strategies
 - Learners will be doing jobs that don't even exist today
 - Shift from knowledge recall to competences
 - Develop metacognition and learning to learn

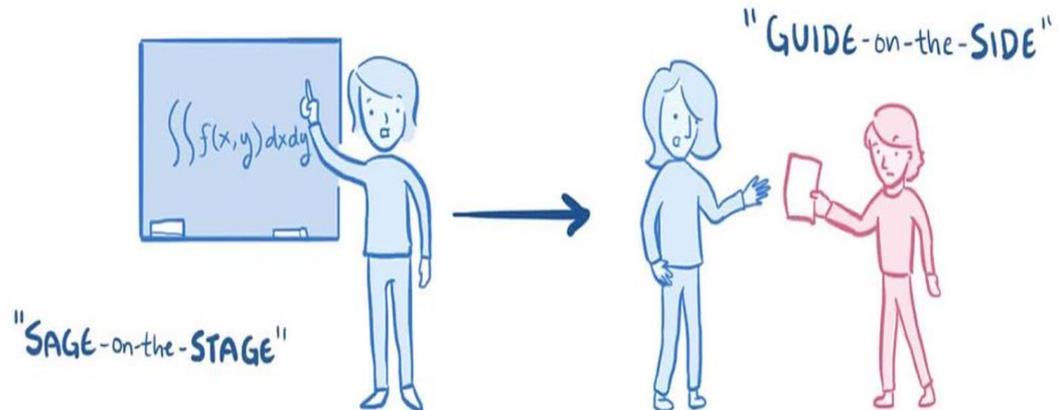


Augmenting face-to-face

- Three main ways
 - Blended
 - Flipped
 - Technology-enhanced

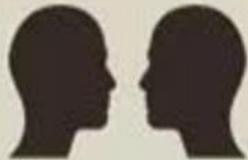
BLENDED LEARNING \neq ONLINE COURSES
* COUNTS on FACE-to-FACE * ALL ONLINE

OPTIMIZED \leftarrow



Blending Learning Models

Blended learning can be grouped into six distinct models that vary by teacher roles, physical space, delivery methods, and scheduling. However, as new versions of blended learning are developed, the relationships between these models will evolve. Presented below is a preliminary classification of the blended learning models currently in use.



Face-to-Face Driver

Face-to-face teachers deliver most of the curriculum. A physical teacher employs online learning in a technology lab or the back of the classroom to supplement.



Online Lab

An online platform delivers the entire course, but in a brick-and-mortar location. Often, students who participate in an online lab program also take traditional courses.



Rotation

Within a given course, students rotate on a fixed schedule between self-paced online learning and sitting in a classroom with a face-to-face teacher.



Self-Blend

Students choose to take remote online courses to supplement their school's traditional curriculum. This model of blended learning is extremely popular among high school students.



Flex

An online platform delivers most of the curriculum. Teachers provide on-site, as-needed support through in-person tutoring or small group sessions.



Online Driver

An online platform and teacher deliver all the curriculum. Students work remotely, and face-to-face check-ins are either available or mandatory.

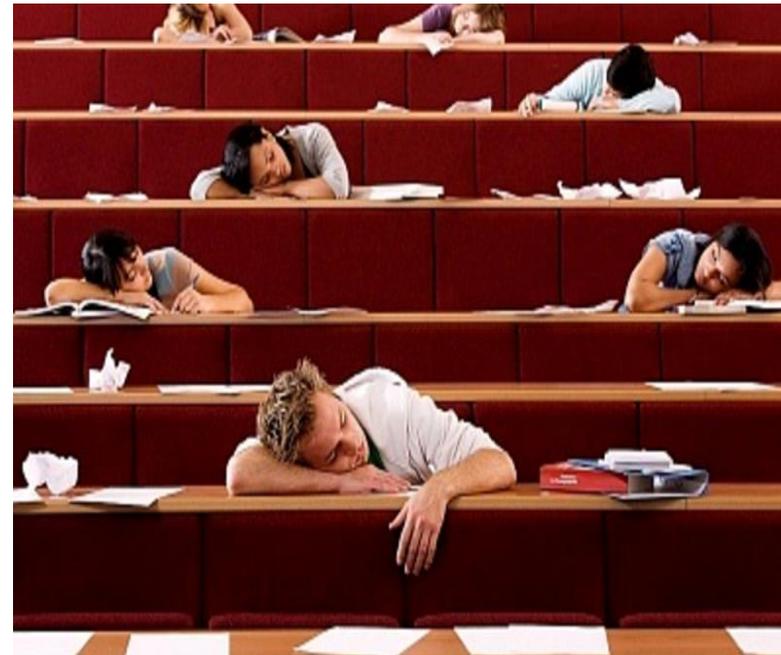
The flipped classroom

- Students engage with content before the class
 - Video, podcasts etc.
- Teacher poses questions about the content
- Classroom is student-centred and active



Why flip?

- Information transfer is not enough
 - Lack of student engagement
 - Not meeting future needs
 - Need to go beyond knowledge recall
 - Fosters active learning



The traditional classroom

- Teacher as gatekeeper, giving information, deciding what is important
- Content delivered during class
- Students assimilate the learning outside of the class
- Students as content consumers



The flipped classroom

- Students view content before class
- Focus in class on active learning
- More student centred
- Teacher as facilitator
- Fosters student engagement
- Independent study plus face-to-face interaction



Benefits for the teacher

- Can see students at work interacting with others
- Frees time to help students during class
- Identify struggling students
- Provide more personalised attention



Benefits for the students

- Shift from passive consumer of information to active learning
- Can work at their own pace
- Have more control of learning whilst watch videos, can stop and re-watch or skim through
- More peer interaction
- More engaging and motivating



Technology-enhanced

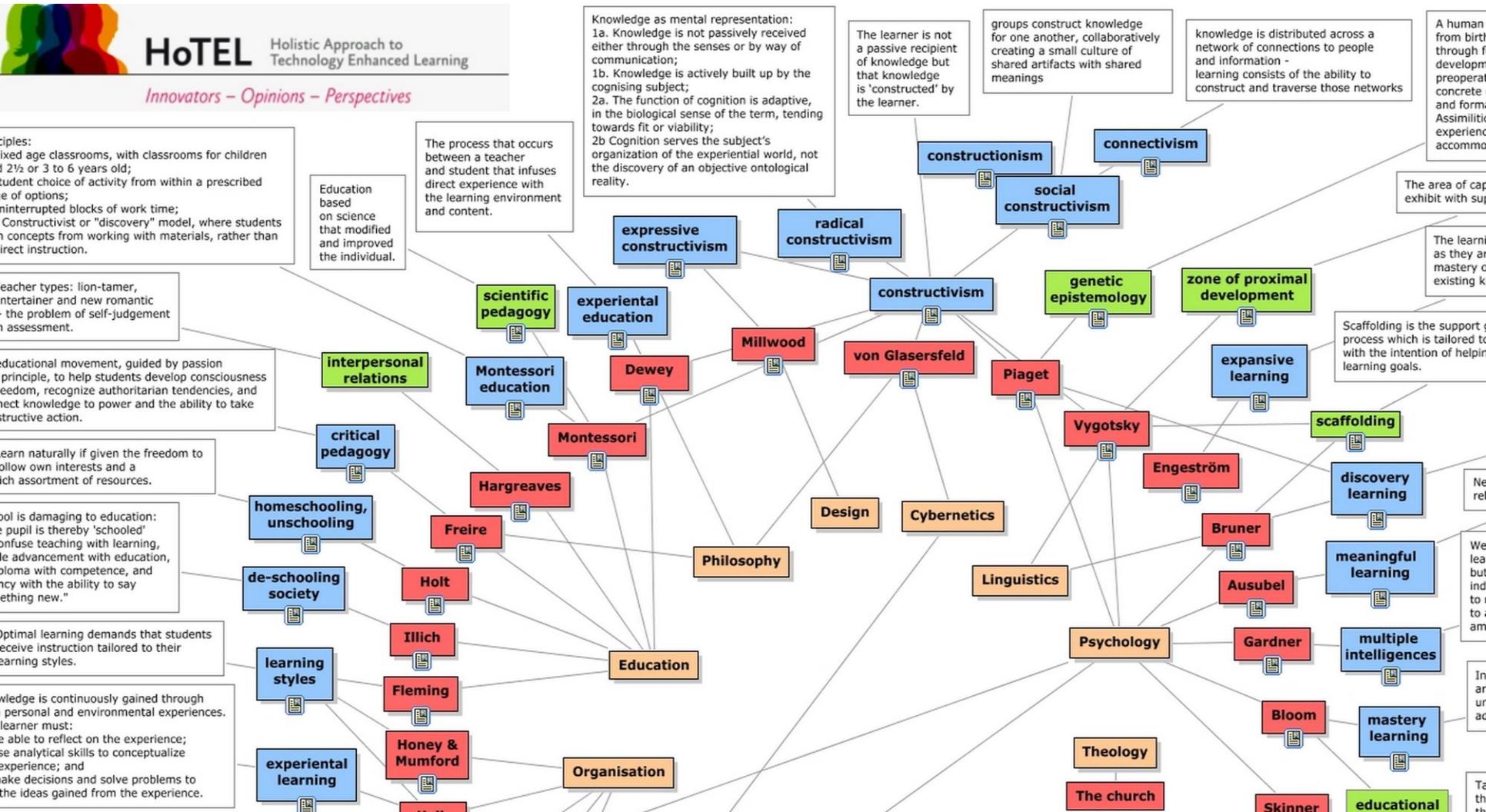
- Design face-to-face to maximise use of technology
- Enables BYOD
- Principles
 - Comfort
 - Aesthetics
 - Flow
 - Equity
 - Blending
 - Affordances
 - Repurposing



Spaces for knowledge generation.

Mapping learning theories

HoTEL learning theories map <http://bit.ly/2ugj9kf>



Teachers

Lack the digital literacies needed to harness potential of digital technologies

Learning Design

New approaches to design that are pedagogically based and make effective use of technologies

Learning Analytics

Analysis of VLE data to better understand how learners are learning and to improve learning and teaching

Education

Learners

Lack academic digital literacies and need to develop strategies for learning

Learning Design

Vision

Conceptualise

Activities

Create

Communicate

Collaborate

Consider

Synthesis

Combine

Implementation

Consolidate

Learning Analytics

Summative (teachers)

- See what learners are doing
- Identify learners who are struggling
- Find concepts that learners find difficult
- Provide targeted support

Formative (learners)

- See patterns of their learning
- Receive advice on better learning strategies
- Compare learning against classmates
- Set/review learning goals



The digital advantage

Teachers

- Guided design
 - Innovative interventions
 - Enhance learner experience
 - Visualise and share designs
- Collate
 - Build up a bank of best practice
- Improve learning and teaching

Learners

- Support
 - Represent their learning
 - Improve learning strategies
 - Develop lifelong learning skills
- Process
 - Document and evidence their learning and progression



E-learning innovation: research, evaluation, practice and policy...

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Welcome to e4innovation

Gráinne Conole is an e-learning expert and consultant with a range of research interests in the use of digital technologies for learning, teaching and research. She can undertake commissioned reviews and reports, run workshops, and provide tailored e-learning support and advice.

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