

# DESIGNING ONLINE LEARNING ENVIRONMENTS

# WHY ONLINE TEACHING?

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How can online activities be used to qualitatively develop teaching?

What do online and digital media enable us to do?

From remote teaching to shared presence

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# What is an online learning environment?

# EXAMINING STUDENTS' LEARNING ENVIRONMENTS

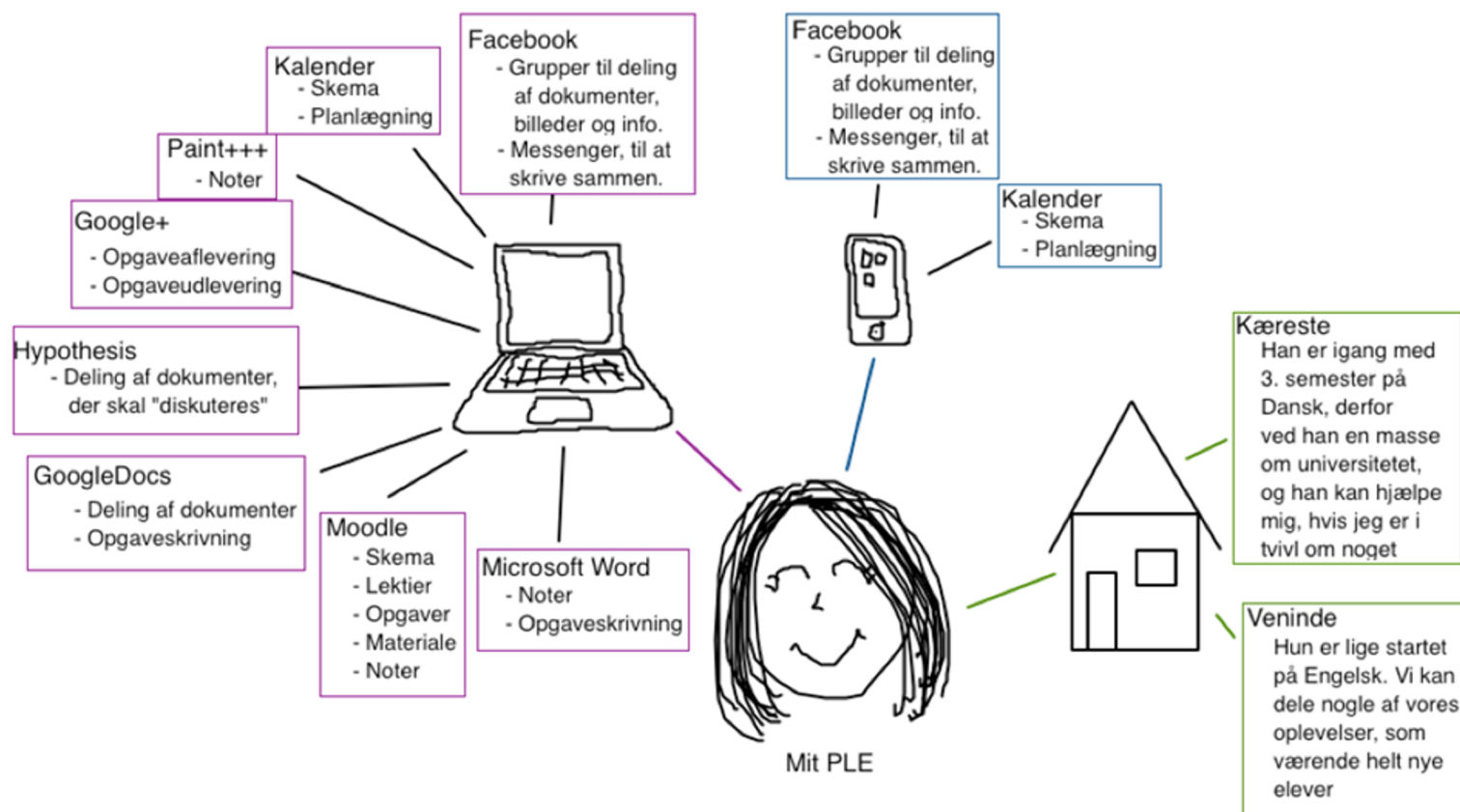
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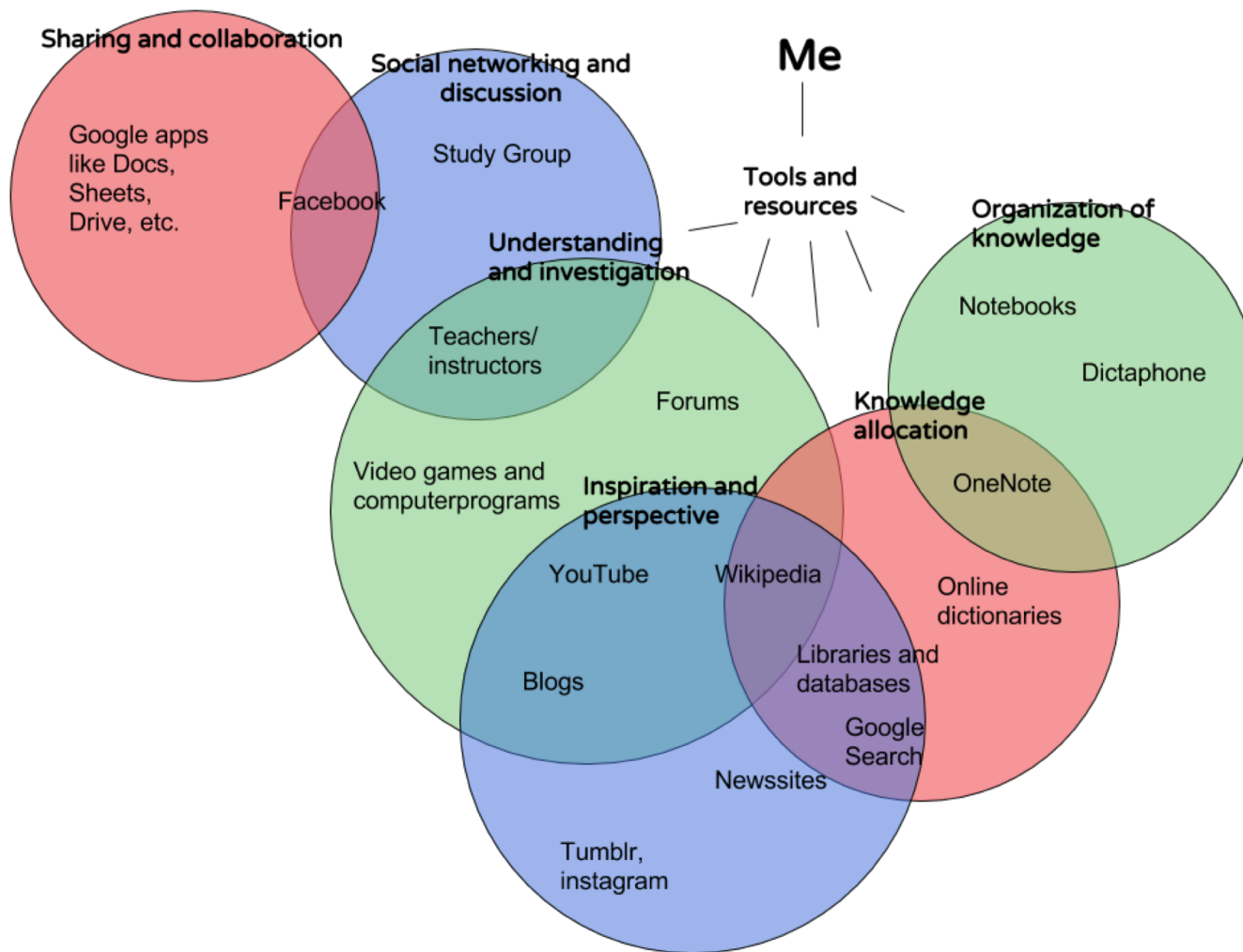
1. Draw your personal learning environment
2. Identify and list all tools and resources within your personal learning environment, including:
  - a) naming tools and resources
  - b) describing the use activities of the tool or resource
  - c) rating the importance on a scale from 1-5

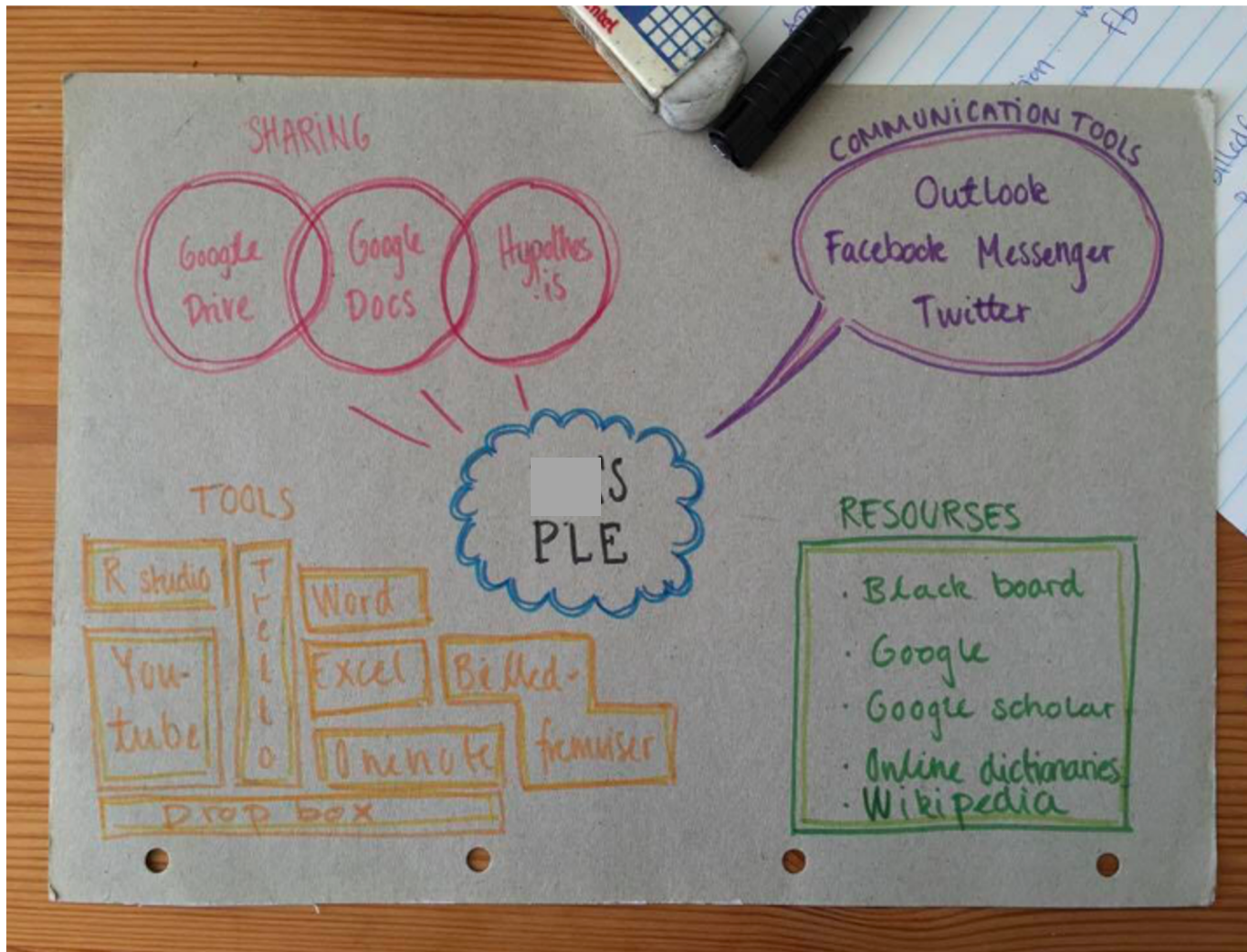
Caviglia, F., Dalsgaard, C., Davidsen, J., & Ryberg, T. (2018). Students' digital learning environments. In *Networked Learning Conference NL2018 Networked Learning Conference* (pp. 165-172).

Caviglia, F., Dalsgaard, C., Davidsen, J., & Ryberg, T. (2018). Studerendes digitale læringsmiljøer: læringsplatform eller medieøkologi?. *Tidsskriftet Læring og Medier (LOM)*, 11(18).







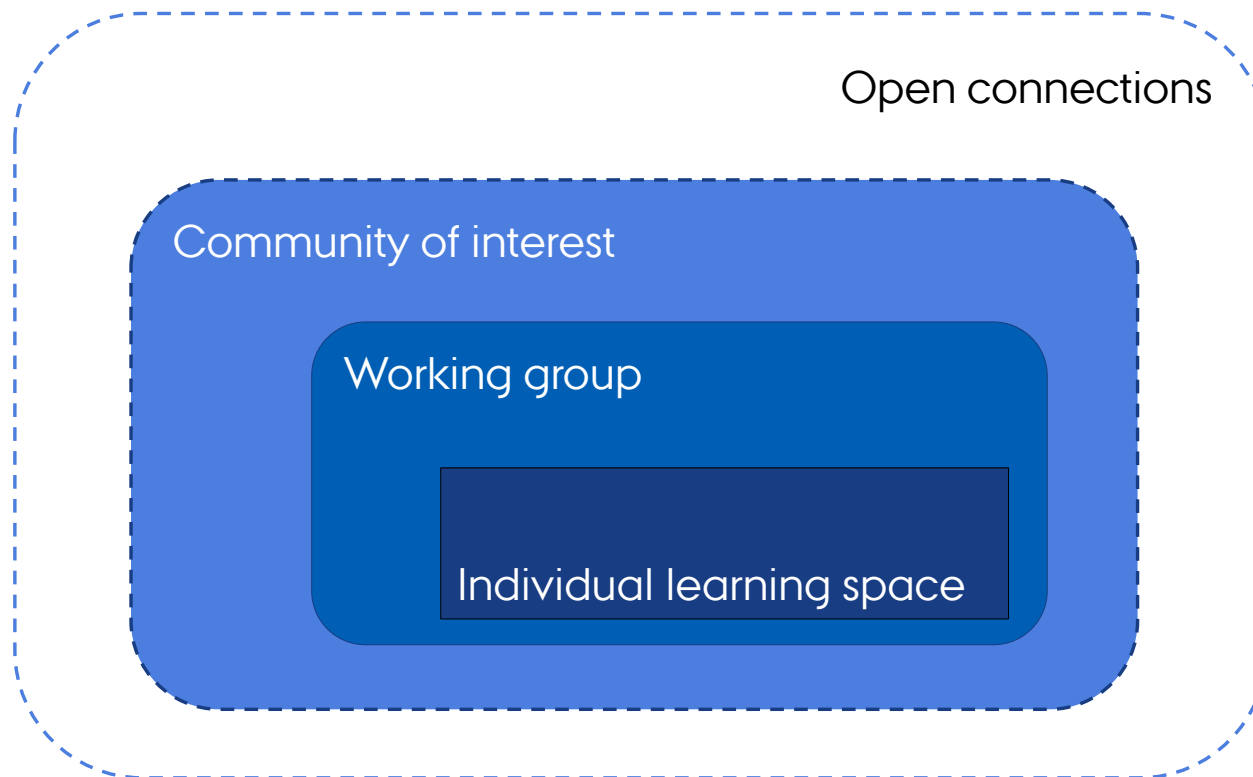


| Categories and tools  | %<br>(n=128)             | No.                  | Rating                    | Standard<br>deviation         |
|---|--------------------------|----------------------|---------------------------|-------------------------------|
| Collaboration tools<br>Google Drive/Google Docs<br>Dropbox  | 88%<br>13%               | 112<br>16            | 4,3<br>3,8                | 0,87<br>1,10                  |
| Communication tools<br>Facebook, FB Messenger<br>Google Hangout, Skype o.l.                                       | 73%<br>16%               | 93<br>21             | 4,1<br>3,8                | 0,91<br>0,97                  |
| Word processing<br>Word, Pages (traditional WP)   | 72%                      | 92                   | 4,4                       | 0,97                          |
| LMS<br>Moodle, Blackboard   | 61%                      | 79                   | 4,8                       | 0,39                          |
| Reading and annotation tools<br>Books<br>Ad hoc sw (OneNote, Evernote etc.)<br>Word for note taking<br>PDF reader | 50%<br>50%<br>36%<br>23% | 65<br>64<br>46<br>30 | 4,4<br>3,8<br>*4,3<br>3,9 | 1,22<br>1,24<br>*0,87<br>0,96 |
| Search tools<br>Google and similar<br>Library<br>Online dictionaries  | 46%<br>27%<br>18%        | 60<br>35<br>24       | 4,1<br>4,1<br>3,8         | 1,00<br>0,79<br>0,81          |
| Video services<br>YouTube, Vimeo  | 27%                      | 35                   | 3,6                       | 0,93                          |

\* The average corresponds to a total rating of word processing tools

# WHAT IS AN ONLINE LEARNING ENVIRONMENT?

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# INDIVIDUAL LEARNING SPACE

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Individual learning space can strengthen the student's opportunities for acting independently.

The **digital** personal learning space can expand the student's possibilities for independent **inquiry** and **construction**.

E.g. through:

- Tools for production
- Search engines
- Notetaking tools
- Resource management



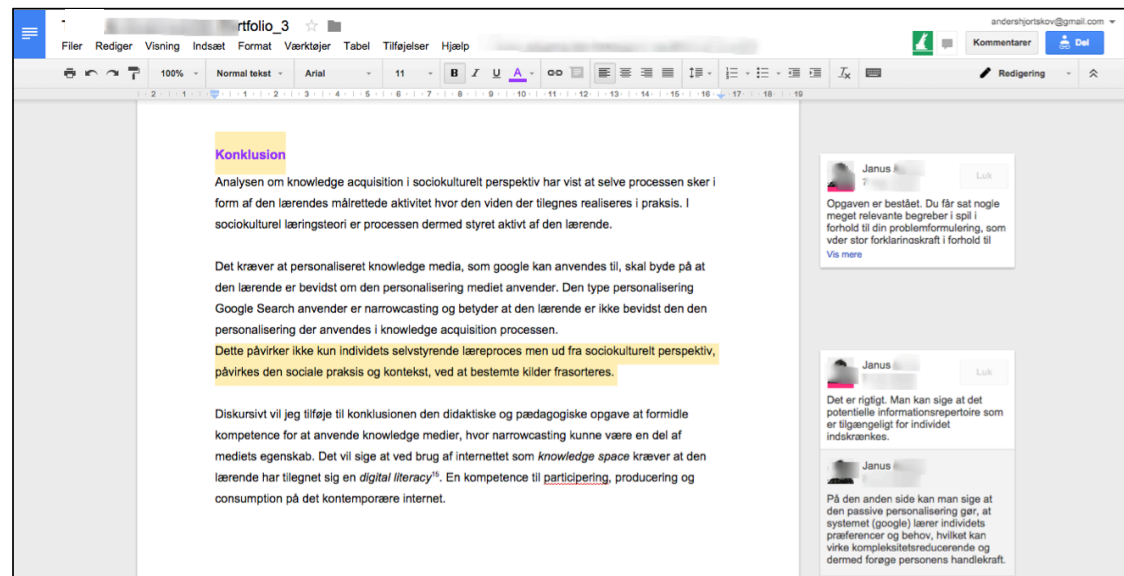
# WORKING GROUP

A working group is characterised by a close **collaboration** oriented towards a shared goal (e.g. a project).

A **digitally** supported working group can strengthen collaboration, mutual inquiry, discussion and dialogue.

E.g. through:

- Collaborative writing
- Project management
- Shared resources
- Shared annotations





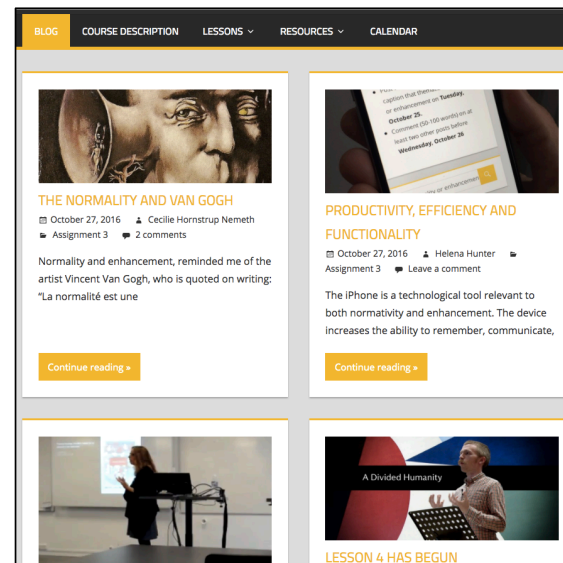
# COMMUNITY OF INTEREST

A community of interest is characterised by a shared field of interest or subject area.

A **digital** community of interest can strengthen transparency, sharing, insights and inspiration.

E.g. through:

- Open sharing culture
- Peer-to-peer-activities
- Commenting
- Processual feedback and facilitation



Mit drev > Undervisning > ITDD16 > Digitale medier E16 > Afleveringer

| Navn | Ejer | Senest ændret |               |
|------|------|---------------|---------------|
| J    |      | rma...        | 11. jan. 2017 |
| M    |      | wsp...        | 21. dec. 2016 |
| A    |      | czyn...       | 19. dec. 2016 |
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# OPEN CONNECTIONS

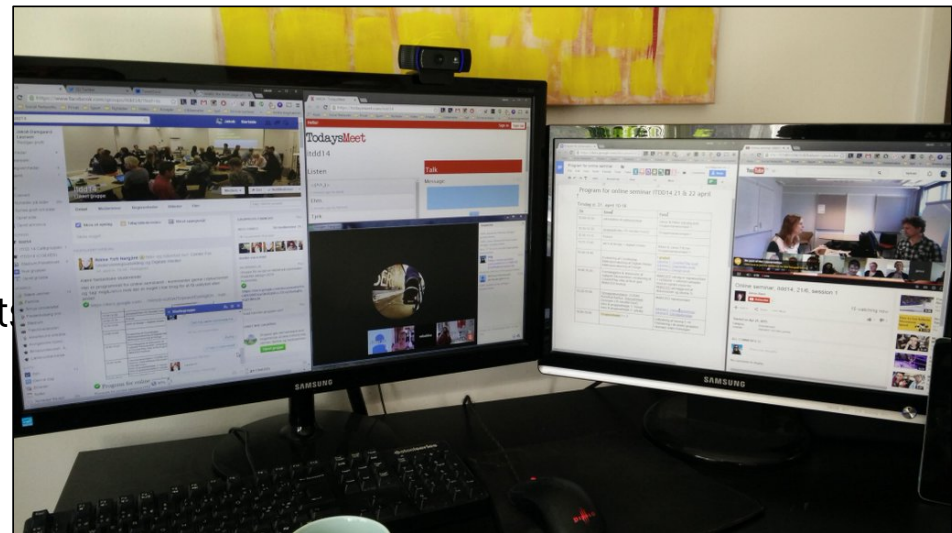
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Open Connections refer to **loosely-coupled relations**, that can be established and drawn on ad-hoc.

Open Connection **online** can strengthen **presence, participation, dialogue and input/help**.

E.g. through:

- Wider open networks
- Intercultural dialogue
- Contact to subject matter experts/experts
- Authentic cases



# REMOTE TEACHING | SHARED PRESENCE

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Rethinking 'distance'. Physical distance should not equate social distance.

Distance as an opportunity for renegotiating presence, rather than a deficit.

Designing not for remote teaching but for enabling shared presence

Not a teacher broadcasted to remote students, but enabling connections between and creating presence across:

- Individual Learning Spaces
- Working groups
- Communities of interest
- Open Connections

# POTENTIALS OF ONLINE TEACHING?

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