
Road Map for E-learning

ALT-C

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The Forum for Pedagogical Methods and Evaluation



- Robin Munkvold
(Project Manager, Nord-Trondelag University College)
- Aida Fjeldavli
(Nord-Trondelag University College)
- Greta Hjertø
(Sor-Trondelag University College)
- Grete Oline Hole
(Bergen University College)
- Tor Åge Risnes
(University of Stavanger)



Mandate



- *Explore and make suggestion on pedagogical best practices – based on research, study of relevant literature and own experience*
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Road Map – Content



1. **An introduction to e-learning**

- Characteristics of the e-learning environment
- How e-learning takes place

2. **Course Initiation Phase**

- Socializing on the Internet
- Designing and delivering pre-course information and technical support
- Customised e-learning

3. **Collaboration and cooperation**

- Effective Computer Supported Communication
- Cooperation for knowledge acquirement
- The e-pedagogy

4. **E-portfolio Assessment**

- What is portfolio assessment?
- Challenges using E-portfolio

5. **Effective testing**

- Criteria for successful testing
- How to design effective questions
- How to give effective feedback

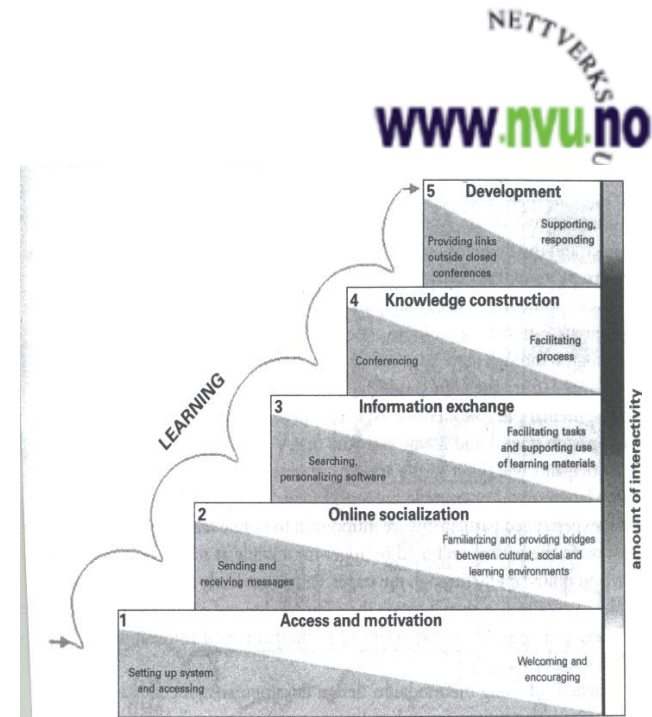
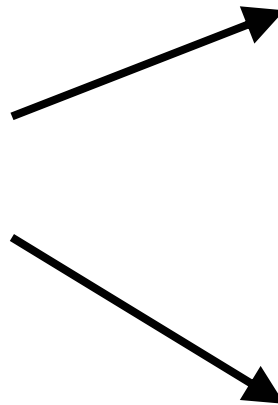
6. **Ethics on the Internet**

- Ethical challenges on the Internet
- Misuse of personal information
- Improper Communication
- Misuse of Intellectual Property

Chapter 1 – E-learning

■ Main focus

- ❑ Learning Process (G. Salmon 2000)
- ❑ Effective Learning (G. Salomon & D. Perkins 2005)
- ❑ Customised Learning
 - Learning style (Kolb 1984, Dunn & Dunn 2004)
 - Multiple Intelligences (Gardner 1983)



Chapter 2 – Course Initiation Phase

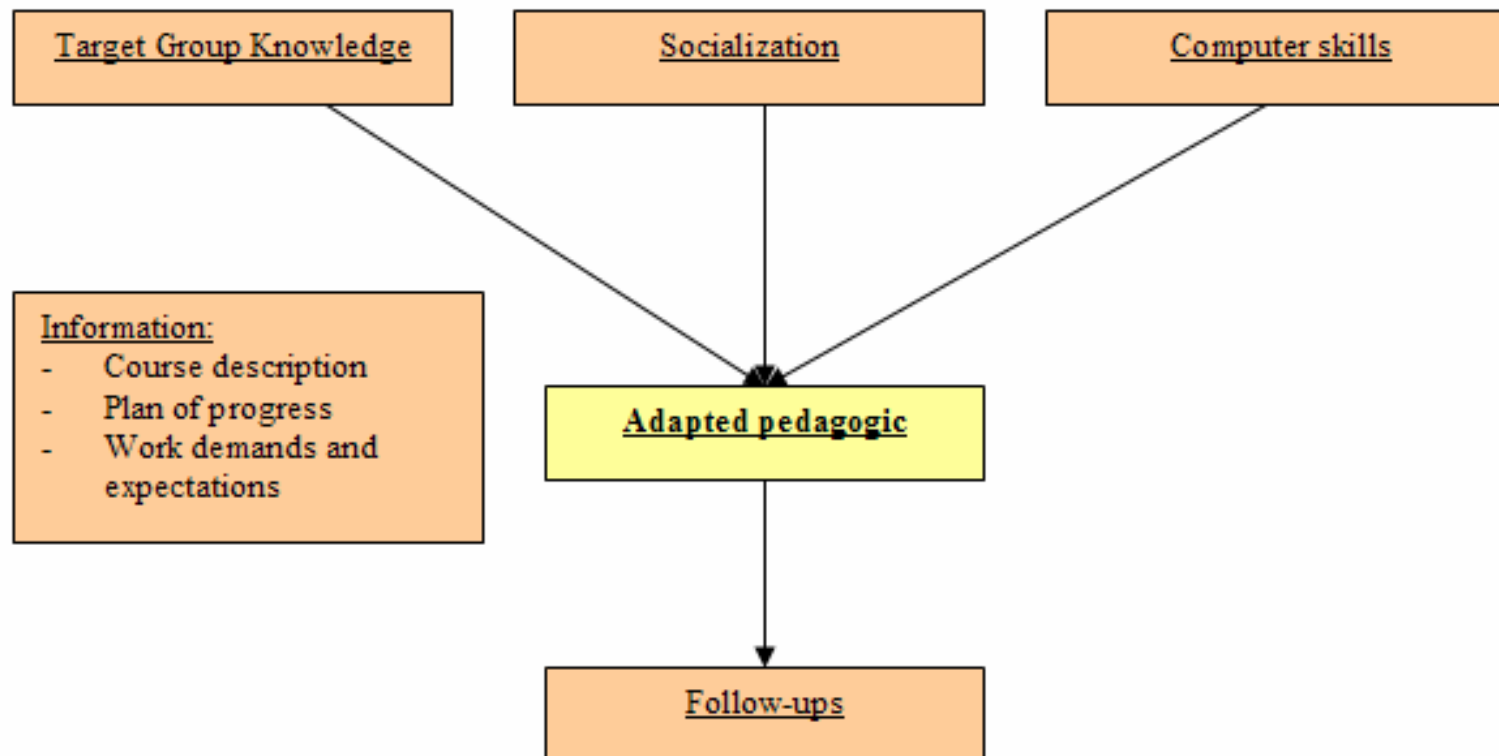


- Pre-Course Information
- Target Group knowledge
- Face to Face gathering?
- Socialization
 - Biography
- Computers skills training
- Follow-ups
 - Motivating
 - Teasers vs. Threats?
 - Push or Pull?

Name:	<i>Robin Munkvold</i>	
Title:	<i>Assistant Professor</i>	
Relevant Publications	<i>List of publications</i>	<i>Hi.</i>
Contact info	<p><i>Phone (work): +47 74 11 22 45</i> <i>E-mail: robin.munkvold@hint.no</i> <i>Town: <u>Steinkjer</u></i></p> <p><i>When following this course, you will be able to contact me by Phone, Chat, etc. every Thursday between 9:00 and 12:00 AM. I will also be available in the chat room every Thursday night between 9:30 and 11:00 PM.</i></p>	<p><i>Welcome to the course "Electronic Publishing". We will this term learn a lot about the use of different computer tools for publishing document to the Internet audience.</i></p> <p><i>It's will be nice getting to know you all ☺</i></p> <p style="text-align: right;"><i>-Robin-</i></p>

Chapter 2 – A good start (2)

■ Main Elements



Chapter 3 – Teacher role



■ **Typical e-teacher**

- Information exchange
- Guidance

■ **E-teaching hints:**

- Make the students check messages often
- When initiating a course, publish learning material on different subjects (frequently).
 - This makes it worth while to log on to the system
- Maximum availability in critical periods of the course
- Small doses

■ **More on tutoring**

- Direct feedback
- Written commentary
- Questions regarding text
- Discussions (asynchronous)
- Chat
- Suggestions of solution
- FAQ

■ **Tips on Internet dialogs:**

- Use context markers
- Don't ask to many questions within one discussion
- Explicit heading – signaling what you are “talking” about

Chapter 4 – E-portfolios

- Types
 - For evaluation
 - For learning
 - For documentation of skills and competence
- Adaptation and Usage
 - Trough defining characteristics and purpose of the e-portfolio.

Challenges for the teacher	What / Characteristics	Why / Purpose
ICT knowledge	Knowledge on how the computer works and how software is used	Makes it easier to e-teach
Knowledge on didactics	Didactic model made by Bjørndal and Lieberg (1978) – a Norwegian model	Makes it easier to find the right methods for communication
Develop a quality structure	Who will have access to the portfolios? (Anonymous?)	Surveyable for all participants Makes students confident
Point out the advantages of using portfolios	Demonstrate	Motivates the students
Arrange for easy collaboration	Collaboration	Makes it possible for the students to help each other

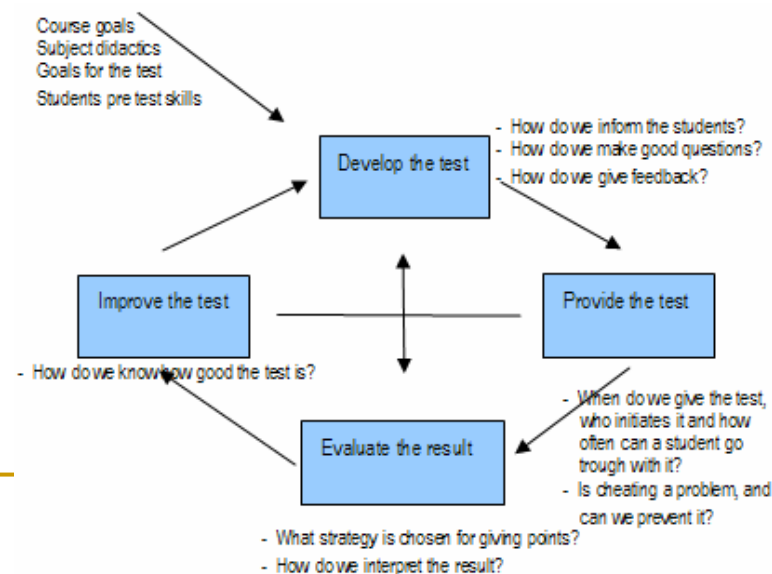
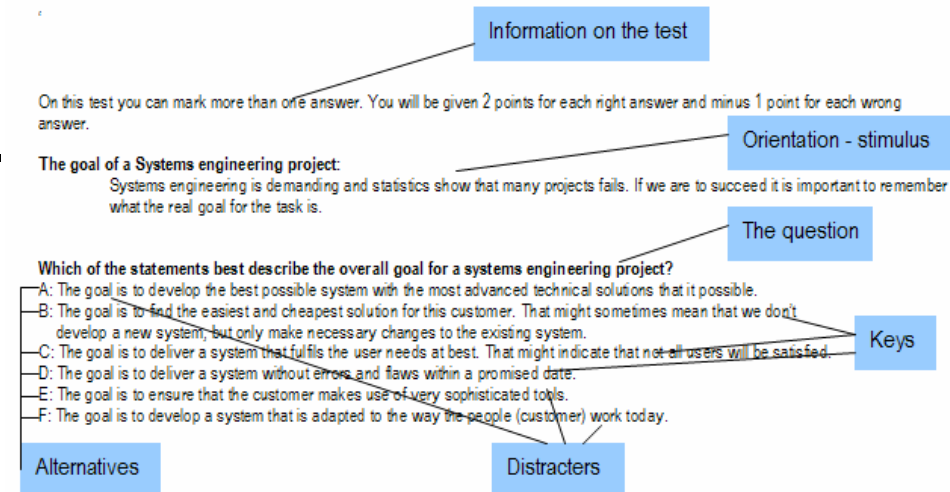
Chapter 4 – E-portfolios (2)

■ Criteria for success

Challenges for the teacher	What	Why
Make a survey of the students ICT –literacy and subject knowledge	Actual software used during the course. Subject matter content	Make it easy to differentiate when tutoring and giving tasks, helping students' to fulfil the course
Keep all students (as many as possible)	Introduction to both general and special use of an PC, due to the course specification	Prevent drop-outs, gives the students a opportunity to get to know each other
Motivation	Let people join groups with the same discipline/ knowledge level	Avoid that students' fall short, thereby loosing their motivation
Well organised structure	Enough time An overview over the website Tidy, well organised pages	Avert stress Prevent that the students' "get lost in cyberspace"
Clear boundaries	Portfolios Subject materiel	Boundaries prevent overload, makes it easy to follow the progress of the course

Chapter 5 – Self Instructional Exercises

- Multiple Choice test, ..
- How to make quality exercises?
 - ❑ Good questions?
 - ❑ Alternative answers
 - ❑ Feedback
 - ❑ Results (evaluation)
 - ❑ Improvement
 - ❑ Challenges



Chapter 6 – Ethical tripwires



- Personal Information
 - What do we do?
 - Surveillance or follow up?
 - What do we do?
 - Dialog and collaboration on the Internet
 - What do we do?
 - Utterance on the Internet
 - What do we do?
 - Ownership
 - What do we do?
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Thank You!

Robin.Munkvold@hint.no

Tor.Risnes@uis.no

Grete.Oline.Hole@hib.no

