

Presentation of the T&L concept/method

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Concepts

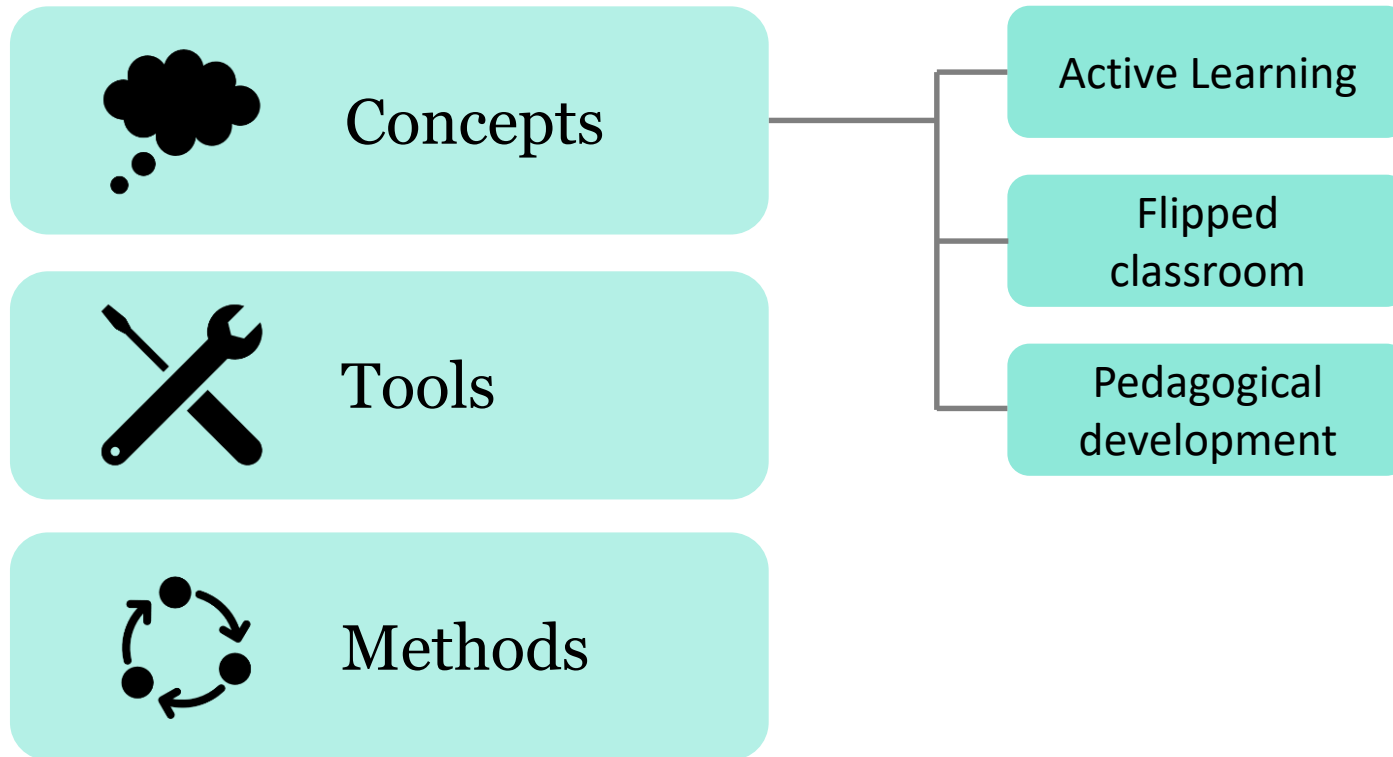


Tools



Methods

Active Learning in
the Flipped
Classroom



Active Learning is...

...anything that involves students in doing things
and thinking about the things they are doing.



Bonwell, Charles C., and James A. Eison (1991) *Active Learning; Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University, School of Education and Human Development.

Flipped Classroom

Explain what your
are going to do and
why.

Traditional
approach

At home



In class



What are you
flipping *from*? Your
course is probably
more complex than
this.

Flipped
classroom

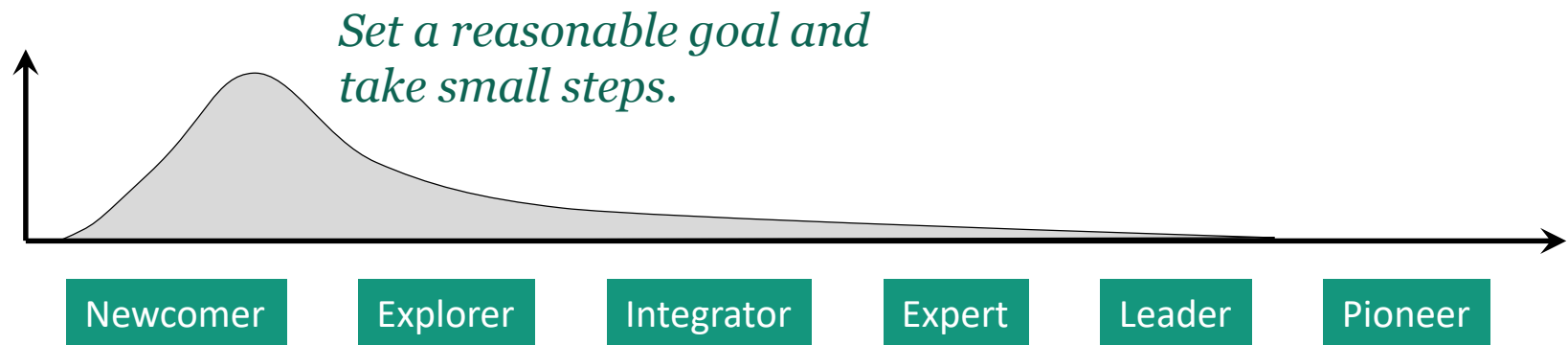
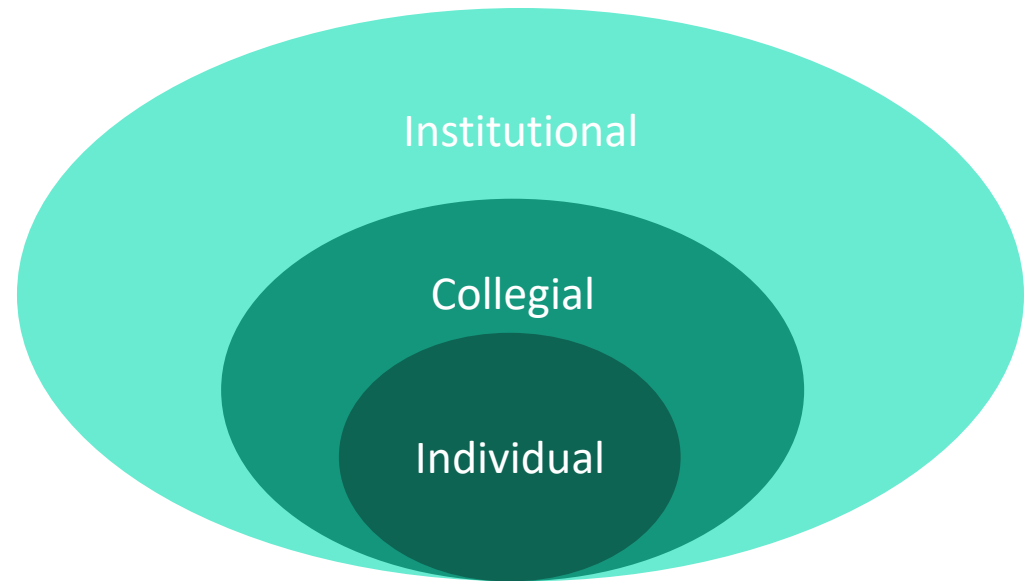


You don't have to
transform a whole
course. You could
do a "partial flip".

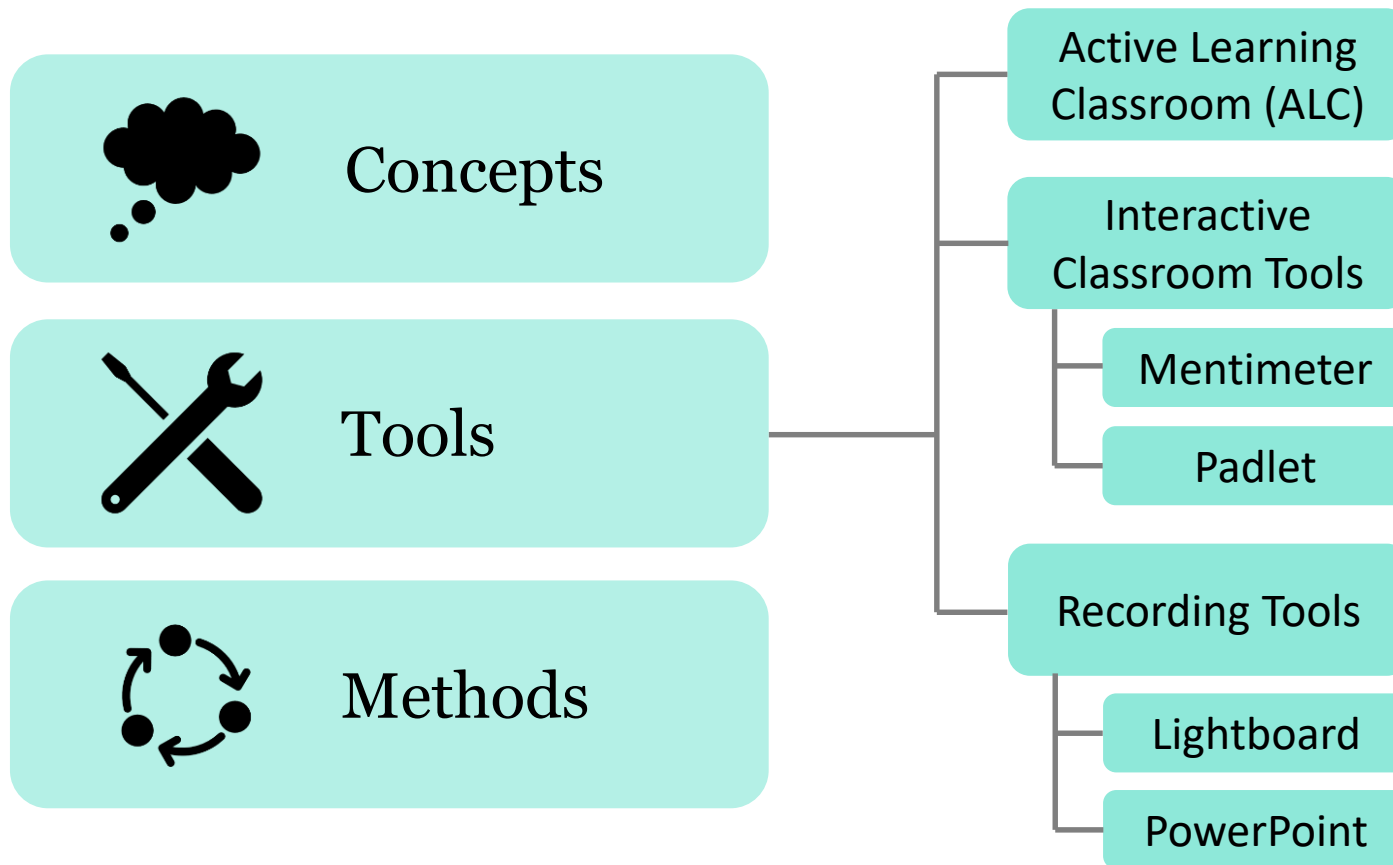
Don't focus too
much on videos.

Images from Wikimedia Commons. Full image credits on last page.

Pedagogical development



Proficiency levels from the DigCompEdu framework
<https://ec.europa.eu/jrc/en/digcompedu>

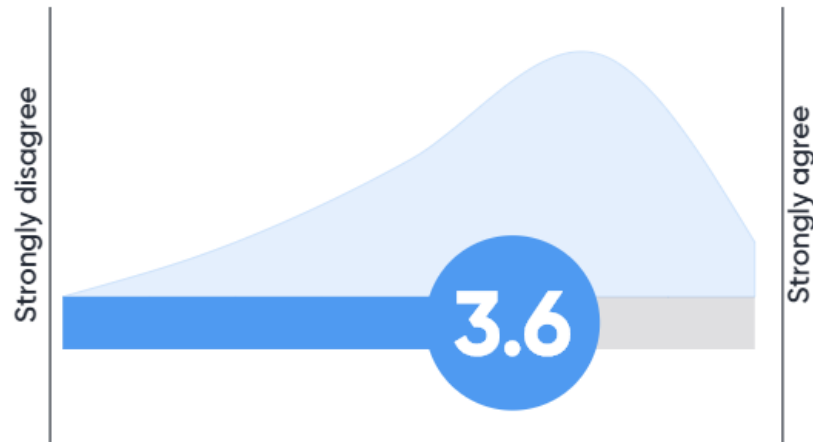


Several other tools were mentioned by participants during the discussions and were sometimes explored. A collection of tool tips was provided afterwards.

Mentimeter (Response System)

Go to www.menti.com and use the code **40 33 44**

I think ICT has a key role to transform my teaching and my students' learning processes and to benefit students' learning.

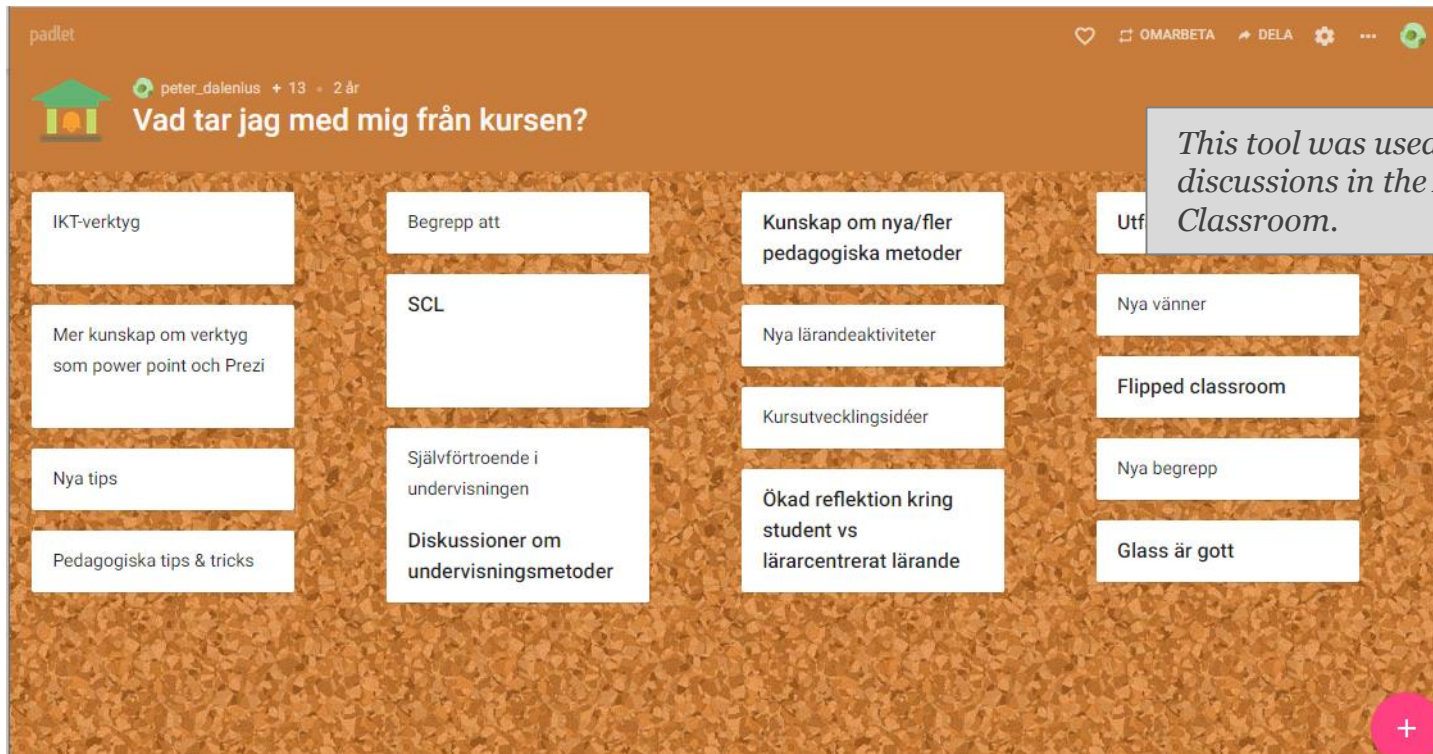


This tool was used to collect ideas during the discussion on pedagogical development.

 **18**

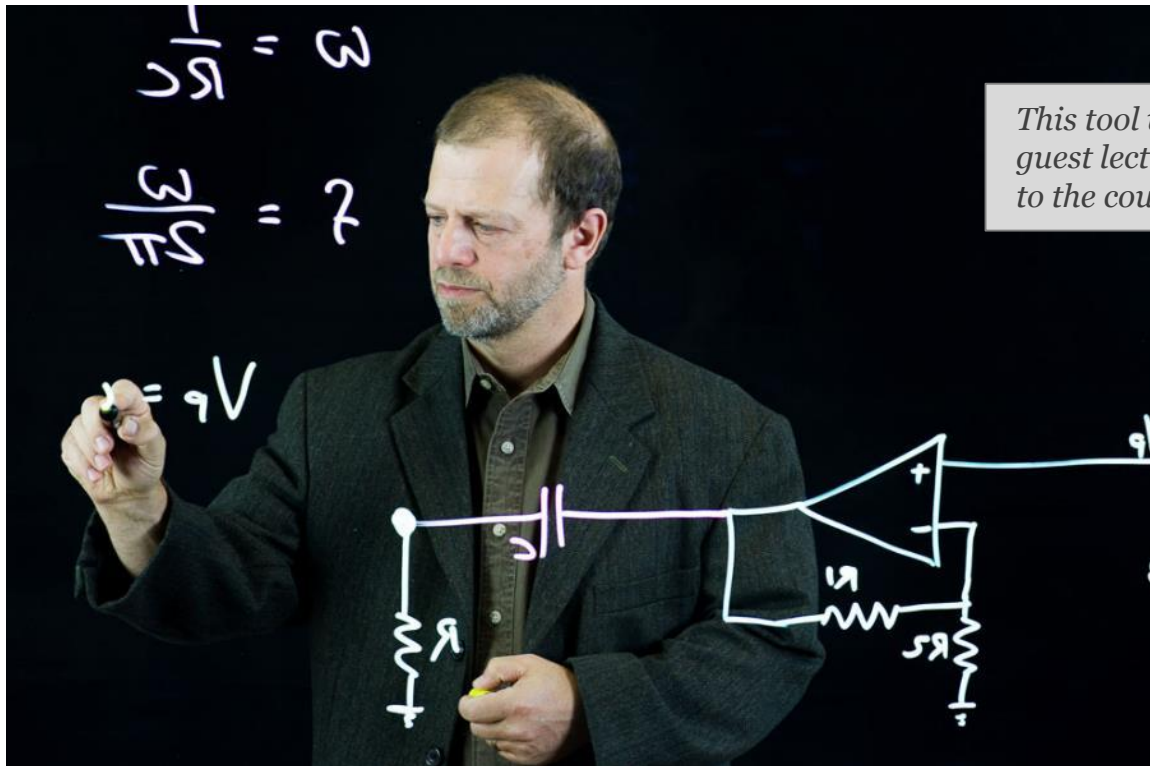
<https://www.mentimeter.com/>

Padlet (Collaborative Digital Notebook)



<https://padlet.com/>

Lightboard (See-through Whiteboard)



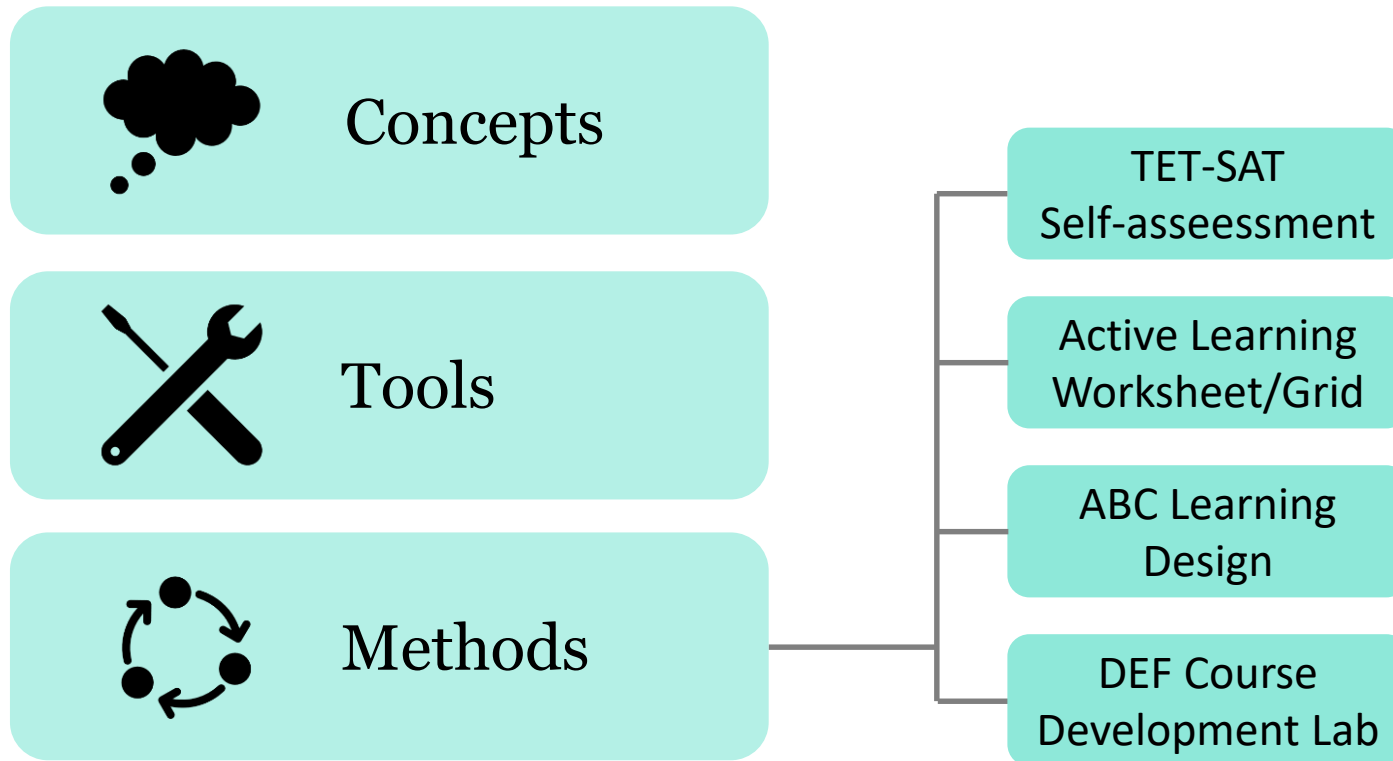
This tool was introduced during a guest lecture and was not central to the course.

<https://lightboard.info/>

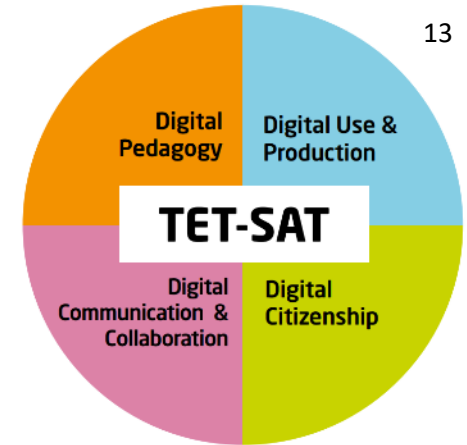
PowerPoint (for voice recording)

The screenshot shows the Microsoft Office Help & Training page for recording a PowerPoint presentation. The page title is "Record a slide show with narration and slide timings". The left sidebar contains a list of articles: "Start the presentation and see your ...", "Add speaker notes to your slides", "Rehearse and time the delivery of a ...", "Record a slide show with narration a...", "Print your PowerPoint slides, handou...", and "Create a self-running presentation". The main content area includes the title "Record a slide show with narration and slide timings", a sub-header "PowerPoint for Office 365, PowerPoint for Office 365 for Mac, PowerPoint for Office 365 for Windows", and a paragraph: "Narrations and timings can enhance a web-based or self-microphone, and speakers, and (optionally) a webcam, you capture narrations, slide timings, and ink gestures. After you have made the recording, it's like any other presentation audience in Slide Show—or you can save the presentation". Below the text is a large image of a laptop displaying a PowerPoint presentation with the title "Litware-Contoso" and a play button icon.

This is not particularly high-tech, but we prefer to use this as a first step when introducing recordings for teachers. Next steps will include video recordings, editing, etc. By using a simple tool we shift the discussions towards pedagogical issues. How will this recording benefit my students? In what course context will the recording be used?



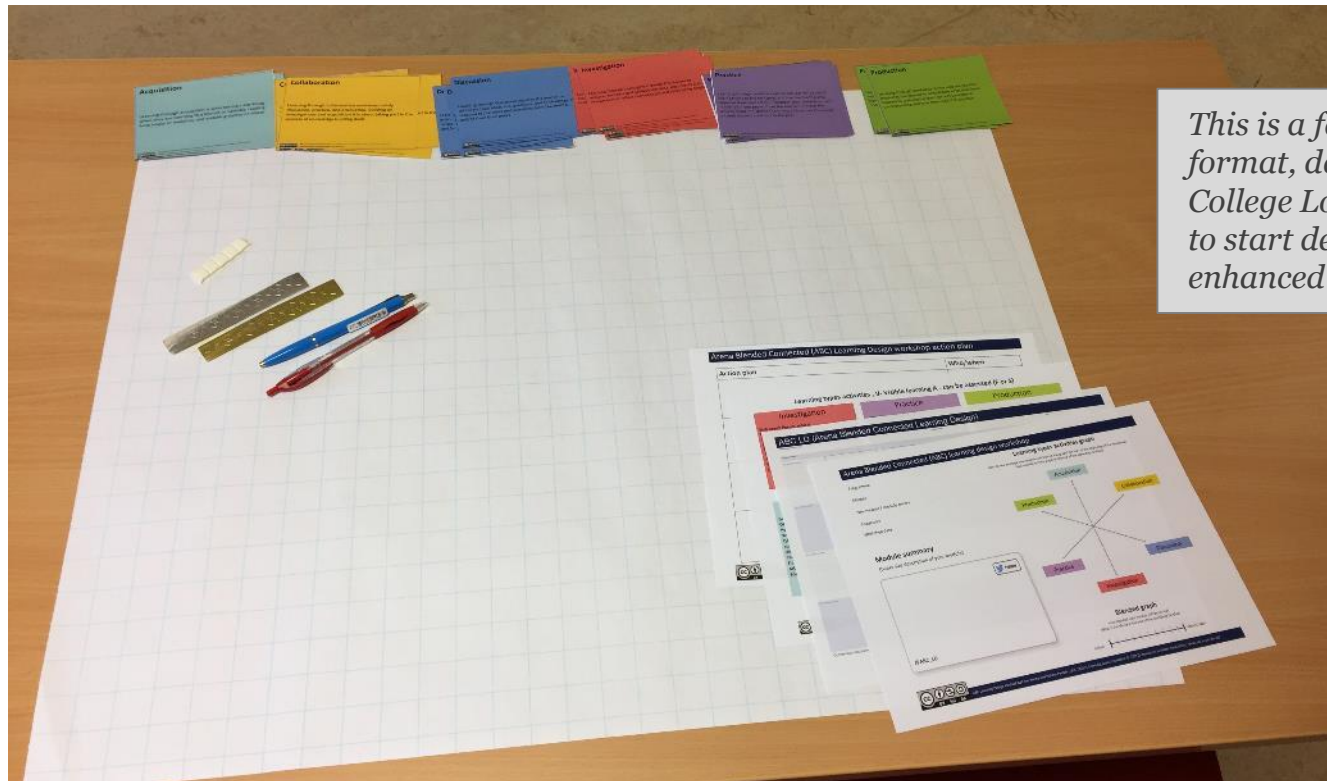
Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT)



- Developed as a part of the MENTEP project 2015-2018, also financed by Erasmus+
- Helps teachers:
 - *Reflect on their pedagogical practice using ICT*
 - *Establish a personal competence profile*
 - *Self-direct their learning and develop their competence whenever they want, at their own pace*

This tool was used (in part) as a starting point for discussions on pedagogical development.

ABC Learning Design Workshop



This is a fairly guided workshop format, developed by University College London, that can be used to start developing technology enhanced courses.

DEF Course Development Lab

Instructions for the DEF lab

The result of the ABC workshop is a high-level plan for the course or module, outlining which learning types that are to be used: acquisition, discussion, etc. This plan will either be a redesign of an existing course, or a completely new design for a real (preferably) or fake course. Your course design might include methods and ideas that you are less familiar with or need to explore further.

The ABC method is a good way to get teachers to start thinking about course design, but it is not the final solution. The fixed format, that fits into a two-hour block, makes it easy to run for any group of teachers, but the real work starts when the workshop has finished.

In this course we will try to bridge the gap by taking results from the ABC workshop to the next level in what we call a DEF lab. DEF could perhaps stand for *Designing Effective Flipped classroom* or *DEFine the course*, but we just see it as a continuation of ABC.

1 Select an aspect to develop

The DEF lab is much less guided than the ABC workshop. For the DEF lab, we simply want you to select some part or aspect of your planned course to focus on and develop further. You can select a week, a topic, a specific pattern of learning types, or maybe just a single learning type.

During the ABC workshop, you probably turned the learning type sheets around and thought about which concrete methods to use: conventional and/or digital. Maybe you also made some notes on the sheets. Now we want you to plan the use of these methods in more detail.

You will obviously not be able to finish designing an entire course or even a part of a course in detail, but the idea is to get as far as possible during the limited time we have. The result of the DEF lab might be on the level of a specification on what to design further: "We need a 10 min video on X and a short quiz on Y."

2 Develop your (partial) course design

You can choose to focus on different aspects of the course, e.g.

- Creating a partially flipped course where some parts are flipped and some more "traditional", where the different parts of the course enhance each other.
- Designing the material that the students are supposed to interact with in the preparation phase (before class), in the form of reading text, listening to pods or watching videos.
- Designing the actual in-class session, using different active learning techniques.
- Designing material that the students should interact with after class, for checking their understanding.

The course team will be available during the lab, circulating around to try and stimulate your design work and answer any questions you might have.

If you find this task too big and too fuzzy, one way of approaching it could be to follow the guide *How do You Flip a Class?* produced by Faculty Innovation Center at The University of Texas at Austin. They propose five steps in developing a flipped course:

- Identify where the flipped classroom model makes the most sense for your course



This was designed as a next step after the more rigid ABC Learning Design Workshop, in order to expand on the course design into a final project for the ToT course.



Concepts



Tools



Methods

Image credits

L'auteur de bande dessinée Dimitri Armand en 2015.

<https://commons.wikimedia.org/wiki/File:DimitriArmand2015.jpg>

By Selbymay - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=45564607>

A mathematics lecture, apparently about linear algebra, at Helsinki University of Technology (HUT) — Teknillinen korkeakoulu (TKK) in Espoo Finland.

https://commons.wikimedia.org/wiki/File:Mathematics_lecture_at_the_Helsinki_University_of_Technology.jpg

By Tungsten - photo taken by Tungsten, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=171641>

Two participants watching the new Bob Barr 2008 video for the petition to restore the Bill of Rights.

[https://commons.wikimedia.org/wiki/File:Watching_Campaign_Videos_\(2726050322\).jpg](https://commons.wikimedia.org/wiki/File:Watching_Campaign_Videos_(2726050322).jpg)

By Bob Barr - Watching Campaign Videos, CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=58696984>

Group work

https://commons.wikimedia.org/wiki/File:Group_visioning_session_-_group_one_-_Stierch.jpg

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