



NETWORK DIGITAL EDUCATION

MOVING INTO THE DIGITAL AGE

27/05/2020



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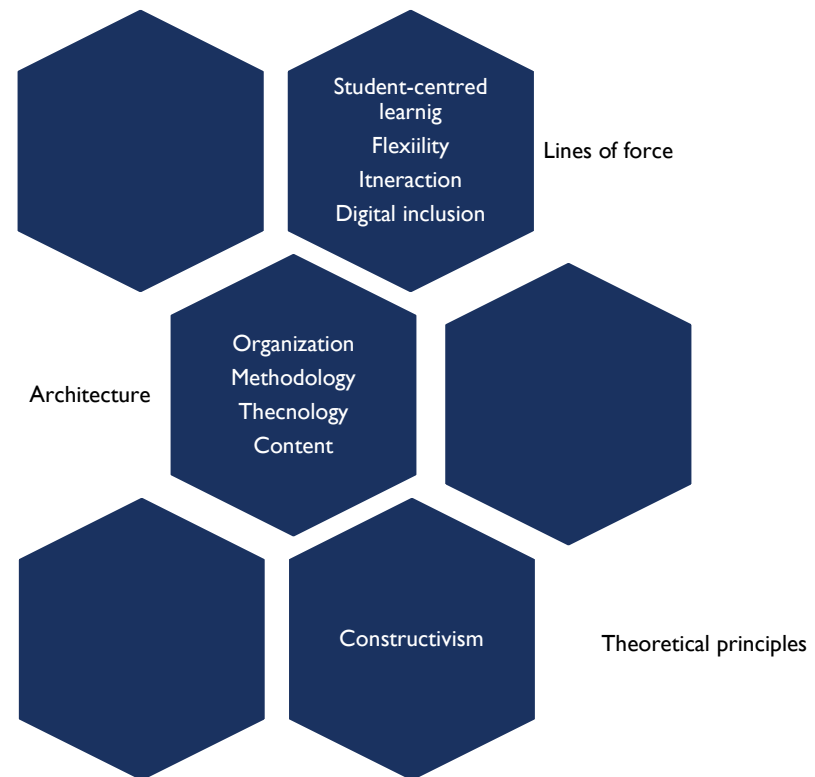
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What strategies work best when teaching in a technology-rich environment? – different models

Virtual Pedagogical Model



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Community
of inquiry

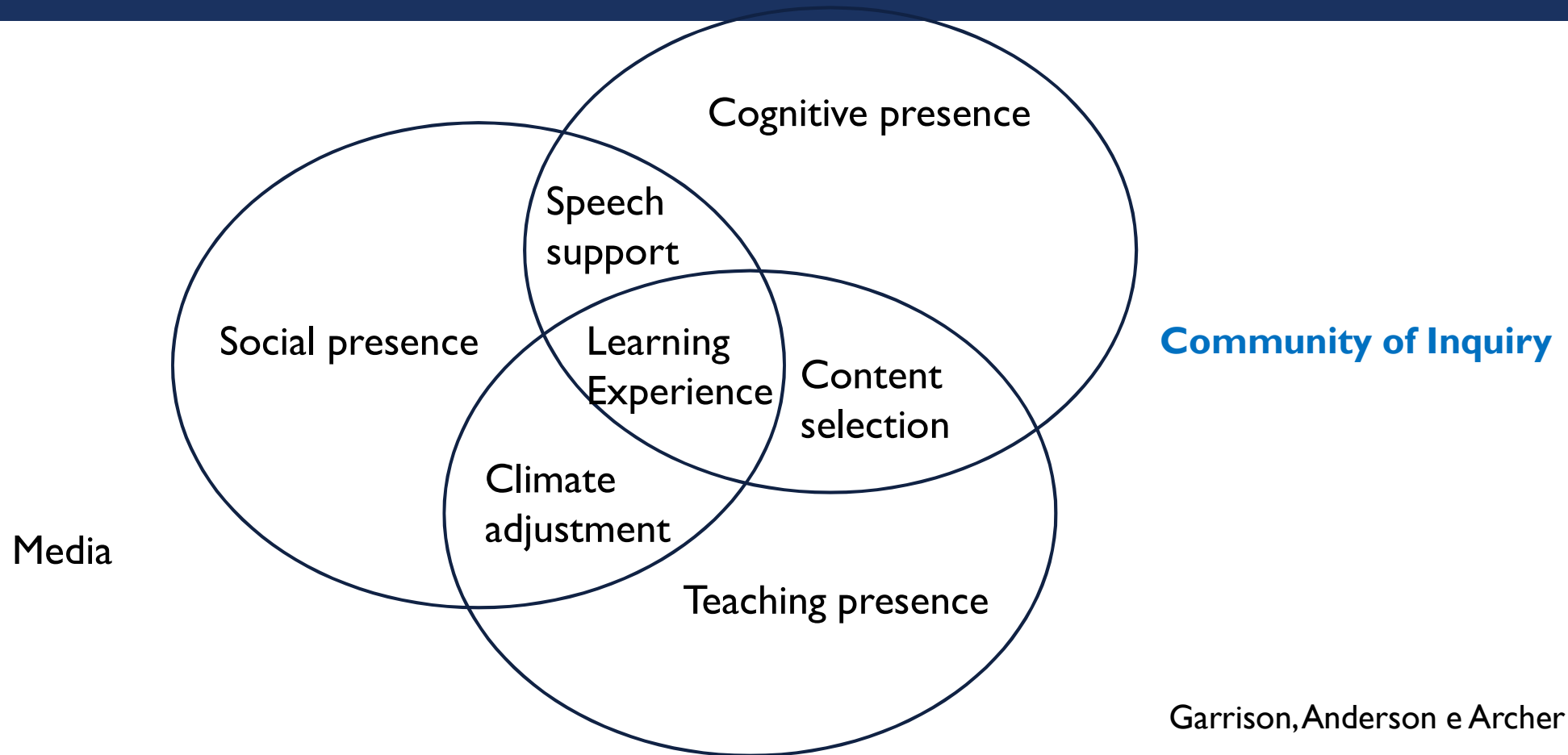
e-Moderating

Interaction in
virtual
environments

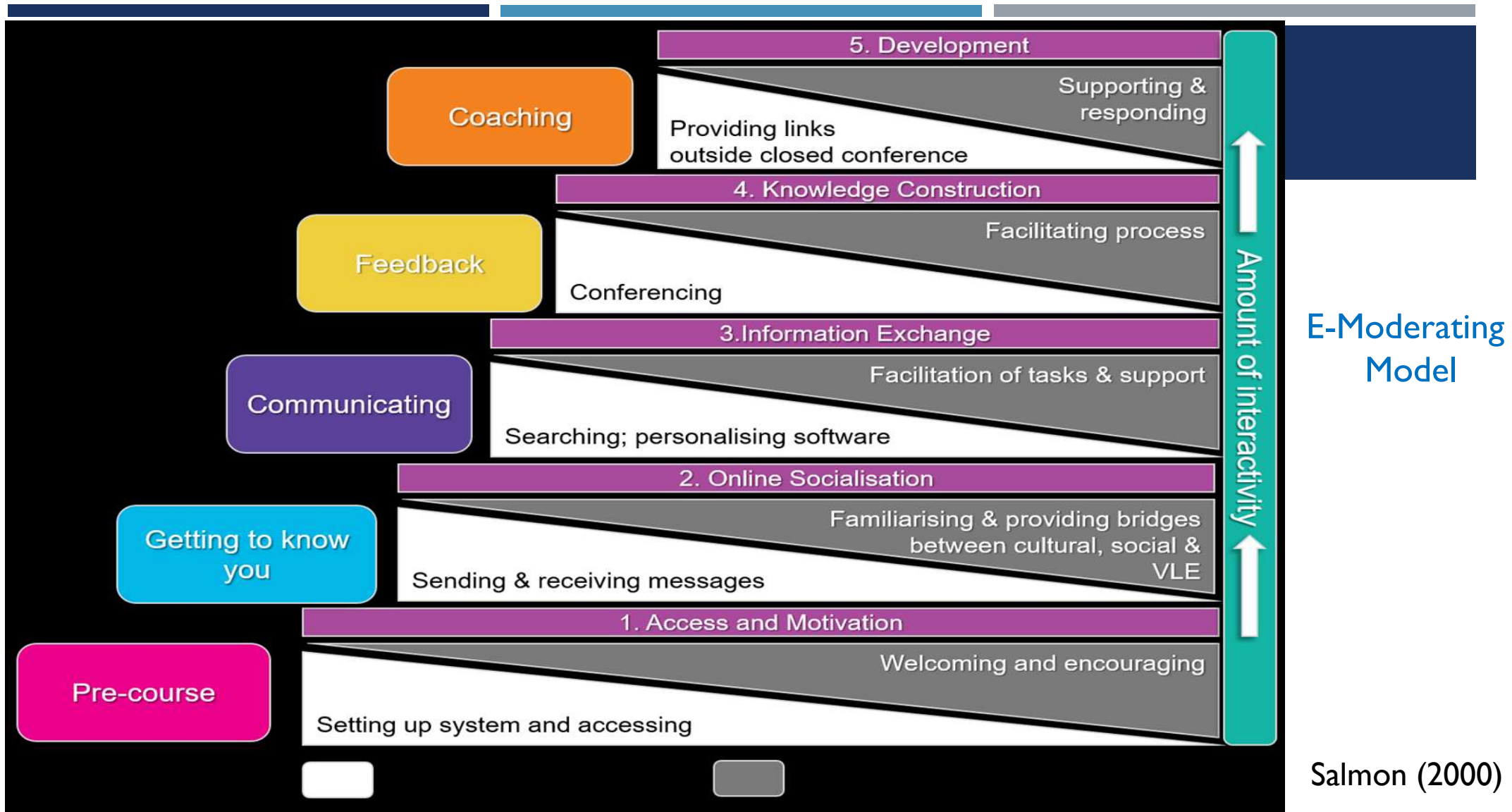
Collaboration
in virtual
environments

Problem
solving
learning

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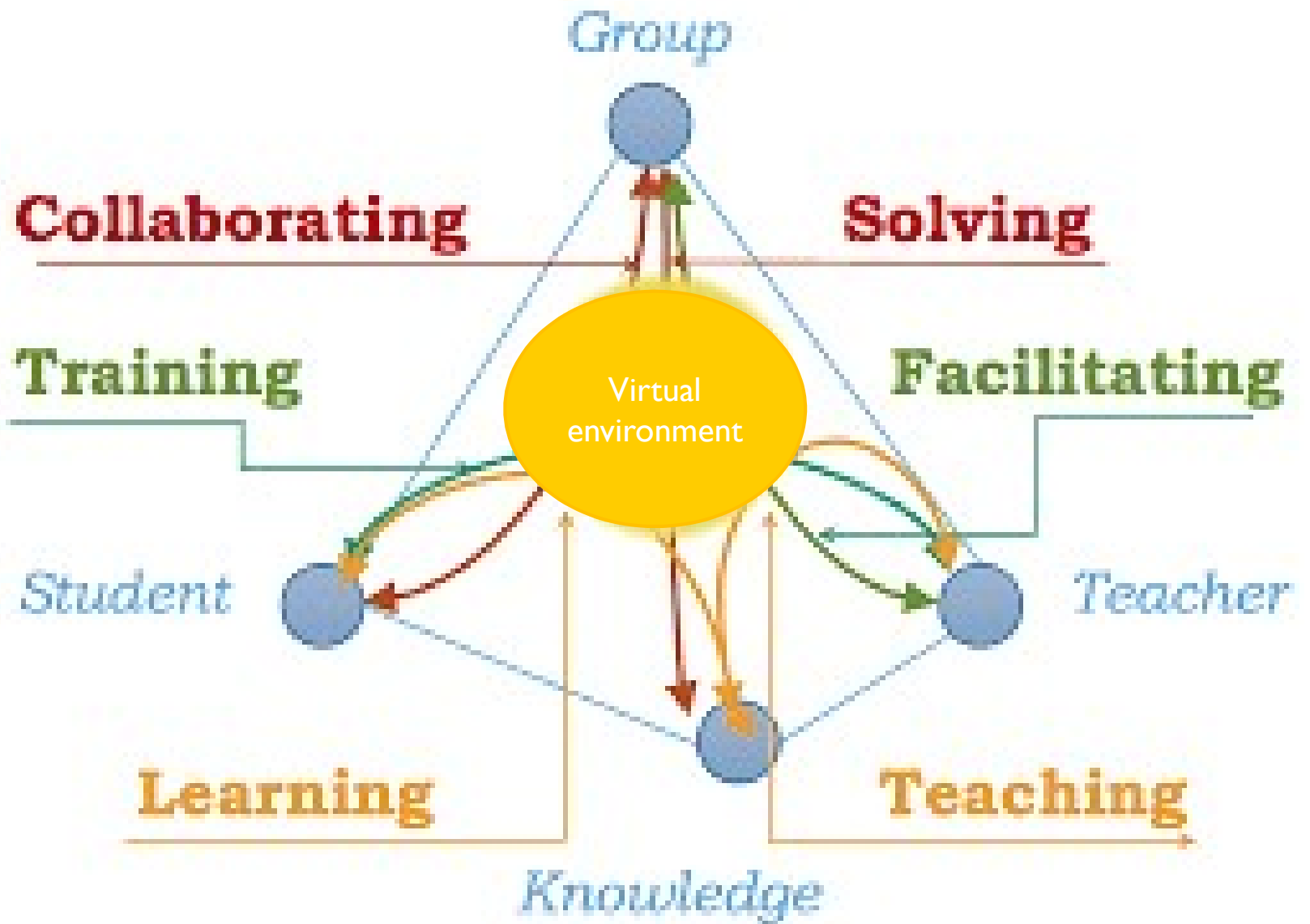


Garrison, Anderson e Archer (2000)





Interaction in virtual environments



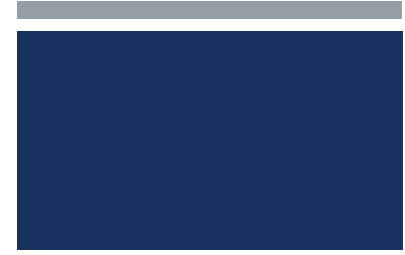
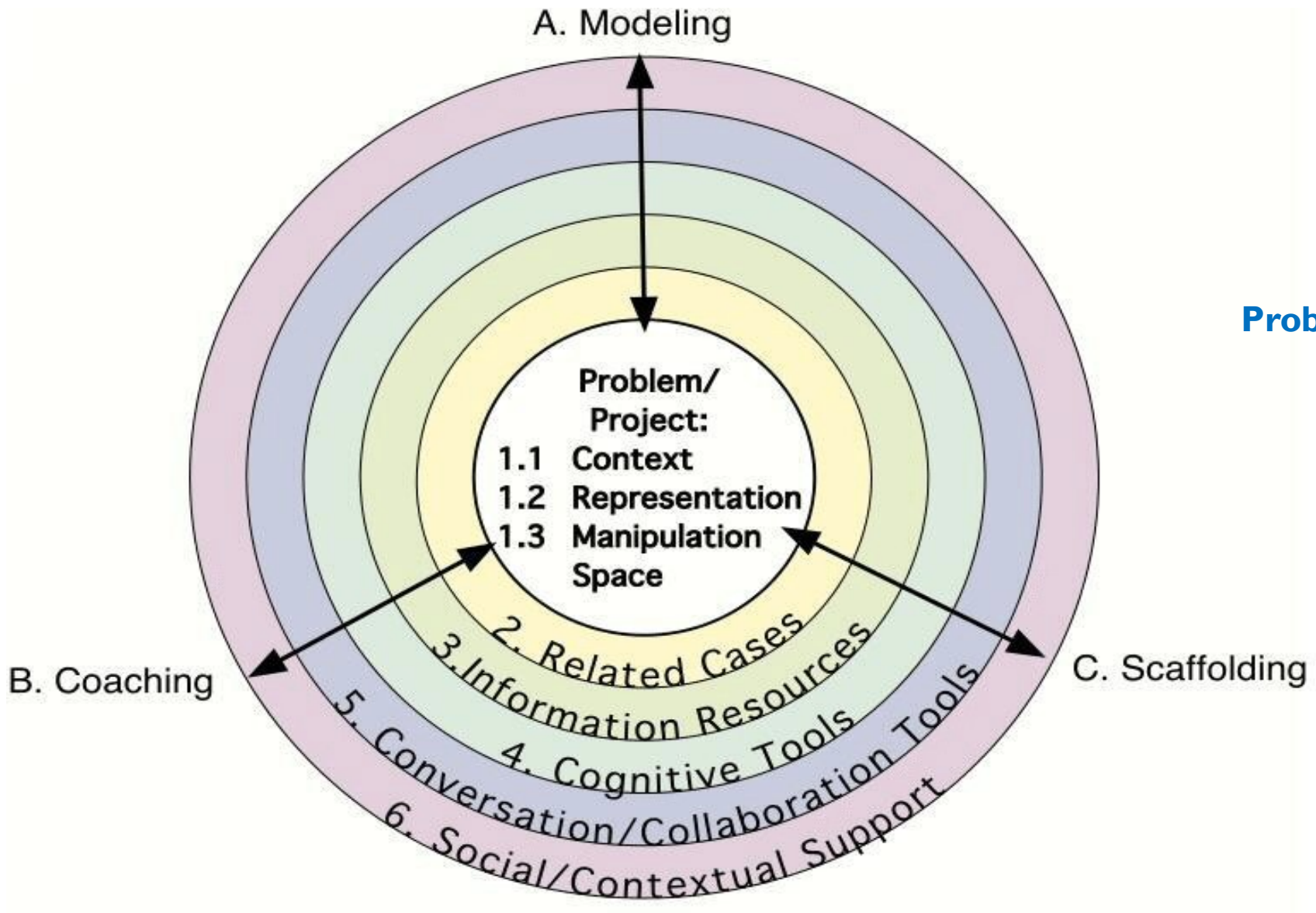
Faerber (2002)

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**Collaboration in
virtual environments**

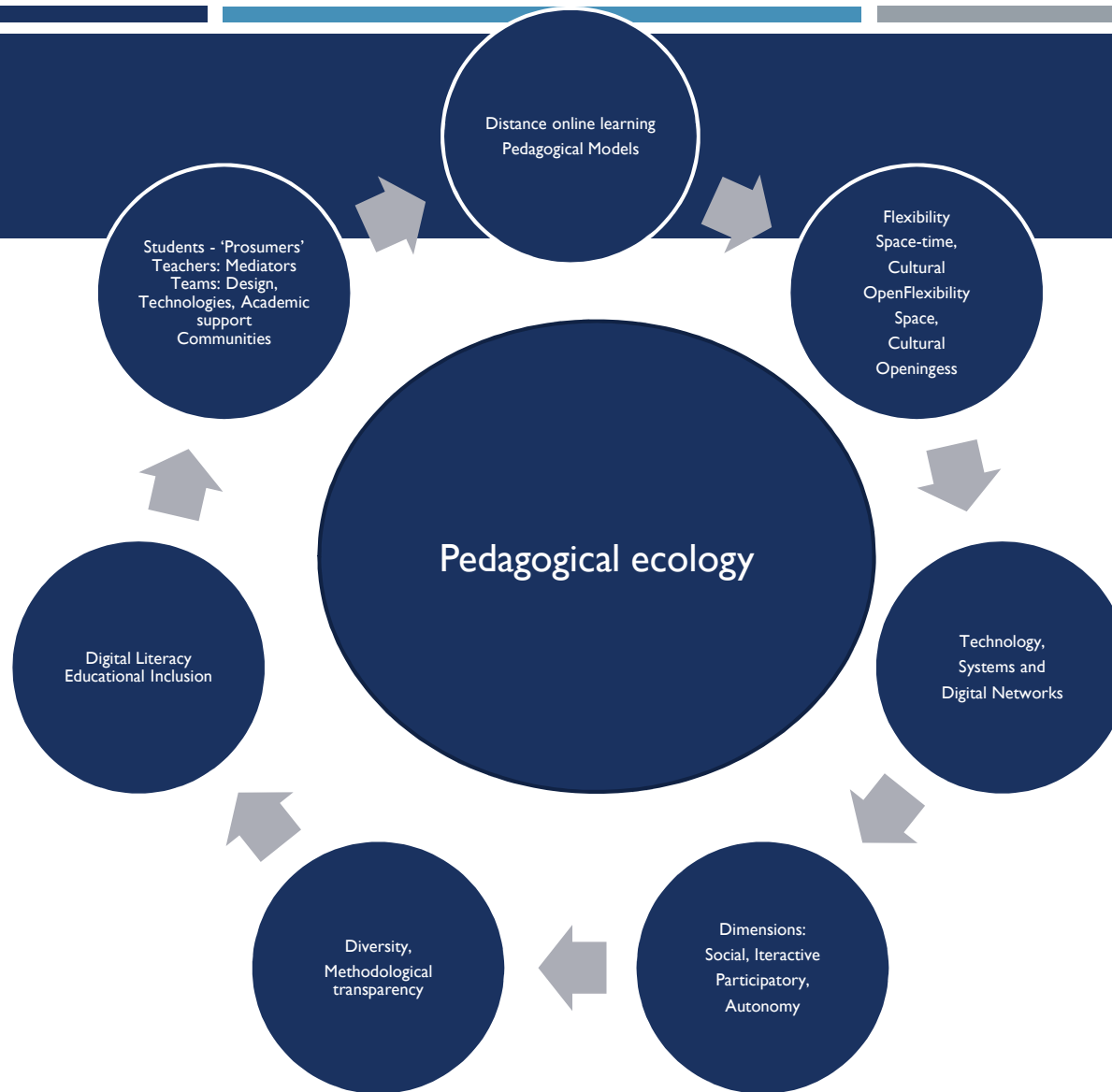
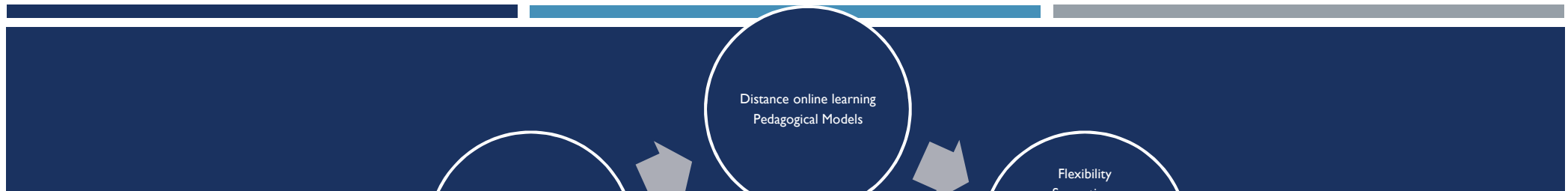


Henri e Basque (2003)



Problem solving learning

Jonassen (1999)



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How is communication and interaction in digital network education scenarios

Use clear language that allows students to understand the information and guidelines regarding the activities they have to perform

Use a friendly, positive and closeness tone, creating an auspicious environment for students learning

Plan the communication moments so that they reach students in time - ex. a message announcing the start of the weekly activities

Suggestive spaces for asynchronous collaborative communication - guide, mediate and direct debates towards learning objectives and contribute to the construction of the sharing of knowledge and experiences.

Establish communication and participation rules for different spaces

Being an online teacher doesn't mean being always online

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Pedagogical design – e-activities and e-assessment

<i>Numbering, sequencing, pacing</i>
Title
Purpose
Task summary
Spark
Individual contribution
Dialogue begins
E-moderator interventions
Schedule and time
Next

Salmon,
<https://www.gillysalmon.com/blog/from-lecturing-to-engagement-with-video>

<i>Numbering and pacing and sequencing</i>	Number as follows: week, sequence of task. (e.g. 2.4 would be week 2, task 4)
Title	<ul style="list-style-type: none"> • Enticement to open the invitation to take part. • Very brief descriptor. • Be inventive and creative but keep it very short.
Purpose	<ul style="list-style-type: none"> • Explain. If you complete this activity you will be able to... • You will understand better how to... • You will find it essential for assignment X... • Use verbs! • Link directly with your outcomes and/or objectives for the unit, module, course, and programme.
Brief summary of overall task	<ul style="list-style-type: none"> • If you find you have more than one major activity or question, divide into more e-tivities. • Clear brief instructions on how to take part and what to do. • One question or task per message. • When you have written this part, check that the task is self-contained.
Spark	<ul style="list-style-type: none"> • Spark to light the fire for the topic, interesting little intervention. • Directly link with topic for this week. • Opportunity to expose 'content' but with the purpose of a <i>spark to start a dialogue with others</i>.
Individual contribution	<ul style="list-style-type: none"> • Give clear instructions to the individual participant as to what he or she should do in response to the spark. • Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected. • Create a link from this part of the invitation to the location for posting.
Dialogue begins	<ul style="list-style-type: none"> • Request response from an individual to others, what kind of response, how long, where and by when. • Key point: students come online to see if others have read and responded. Make this happen • Create a link from this part of the invitation to the location for posting the response to others.
E-moderator interventions	<ul style="list-style-type: none"> • Clearly indicate what the e-moderator will do and when. • Explain that the e-moderator will: summarise, give feedback and teaching points and close the e-tivity, and when this will happen.
Schedule and time	<ul style="list-style-type: none"> • Total calendar/elapsed time allowed for this e-tivity. • Completion date, • Estimate total study time required (e.g. 2 x 1 hour)
Next	<ul style="list-style-type: none"> • Link to next e-tivity • You can suggest additional resources to help with the task- indicate whether they are required or optional, place the links at the end of the invitation.

Salmon,

<https://www.gillysalmon.com/e-tivities.html>

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PrACT Model

Practicality

Costs
Efficiency
Sustainability

Consistency

Instruction-assessment
alignment
Multiple indicators
Relevance of the criteria
Skills-assessment alignment

Institutions

Society

Teacher

Student

Authenticity

Similarity
Complexity
Adequacy
Meaningfulness

Transparency

Democraticity
Involvement
Visibility
Impact

Amante & Oliveira (2019)

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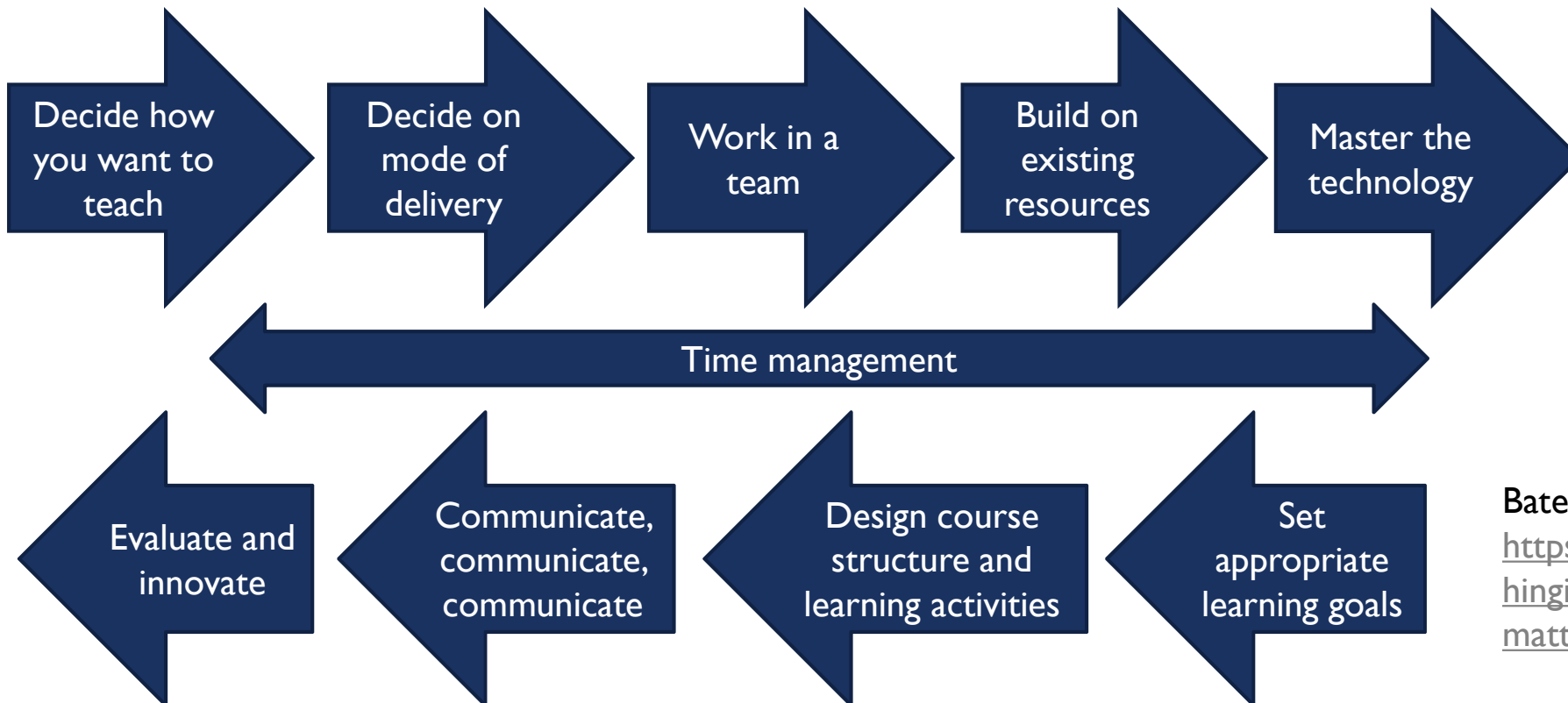
How to maintain high quality in teaching in a rapidly changing learning environment while managing workload?



"I can't remember—do I work at home or do I live at work?"

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How to maintain high quality in teaching in a rapidly changing learning environment while managing workload?



Bates,
<https://opentextbc.ca/teachinginadigitalage/front-matter/introduction/>

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015



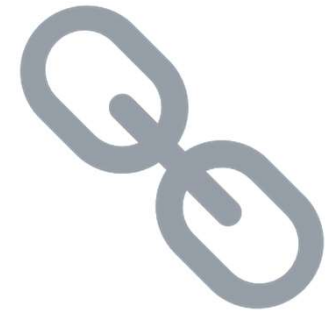
Standards and Guidelines for Quality Assurance
in the European Higher Education Area



CONSIDERATIONS FOR QUALITY ASSURANCE OF E-LEARNING PROVISION

ESTHER HUERTAS, IVAN BISCAN, CHARLOTTE EJSING,
LINDSEY KERBER, LIZA KOZLOWSKA, SANDRA MARCOS ORTEGA,
LIIA LAURI, MONIKA RISSE, KERSTIN SCHORG, GEORG SEPPMANN

This is an
example !



Specialized Training in Addictions Prevention

Henriques, Burkhart, Miovsky, (2019)

The Portuguese Open University – UAb, ICUDDR member



THANK YOU

Susana.Henriques@uab.pt



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