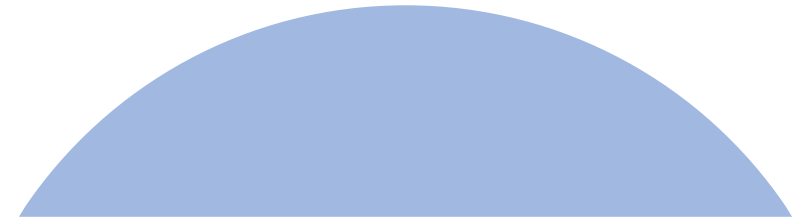




Online pedagogy, equity and engagement: a research-led approach

Diana Laurillard
UCL Knowledge Lab



A complex network diagram with numerous blue circular nodes of varying sizes connected by thin blue lines. Some nodes are highlighted with larger, semi-transparent blue circles. The background is white with a light blue circular arc on the right side.

Outline

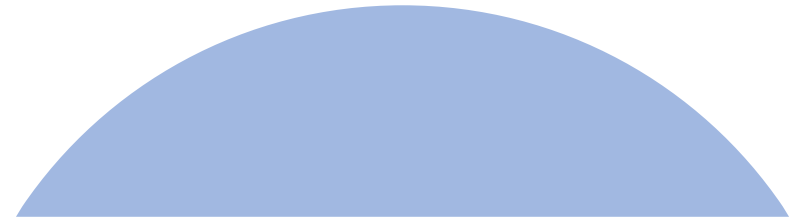
How does online pedagogy
achieve student
engagement?

Building teaching
community knowledge of
how to manage equity and
engagement online

A solid blue semi-circle located in the bottom right corner of the slide.



How does online
pedagogy achieve
student engagement?



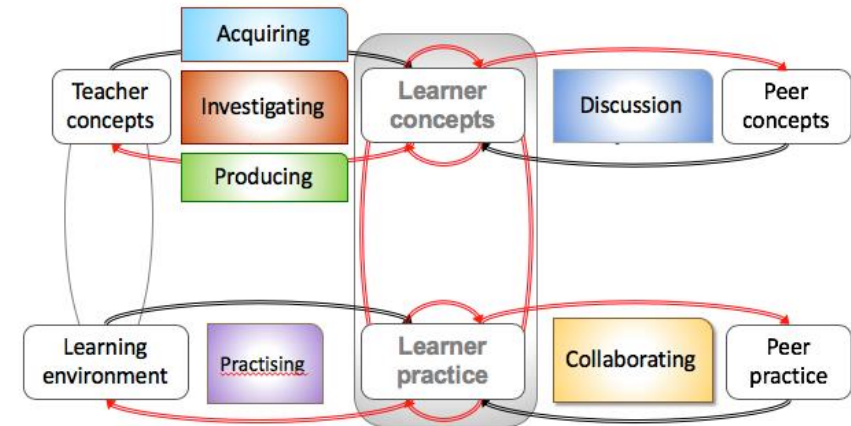
What counts as high quality learning?

The Conversational Framework

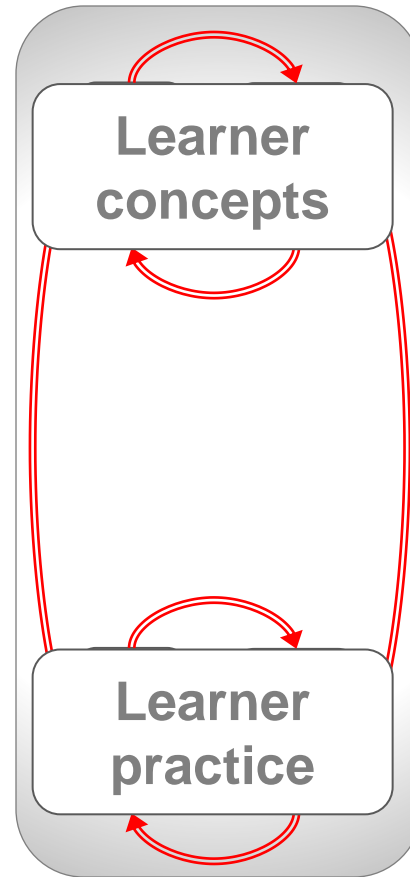
Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

To represent the teaching-learning process as

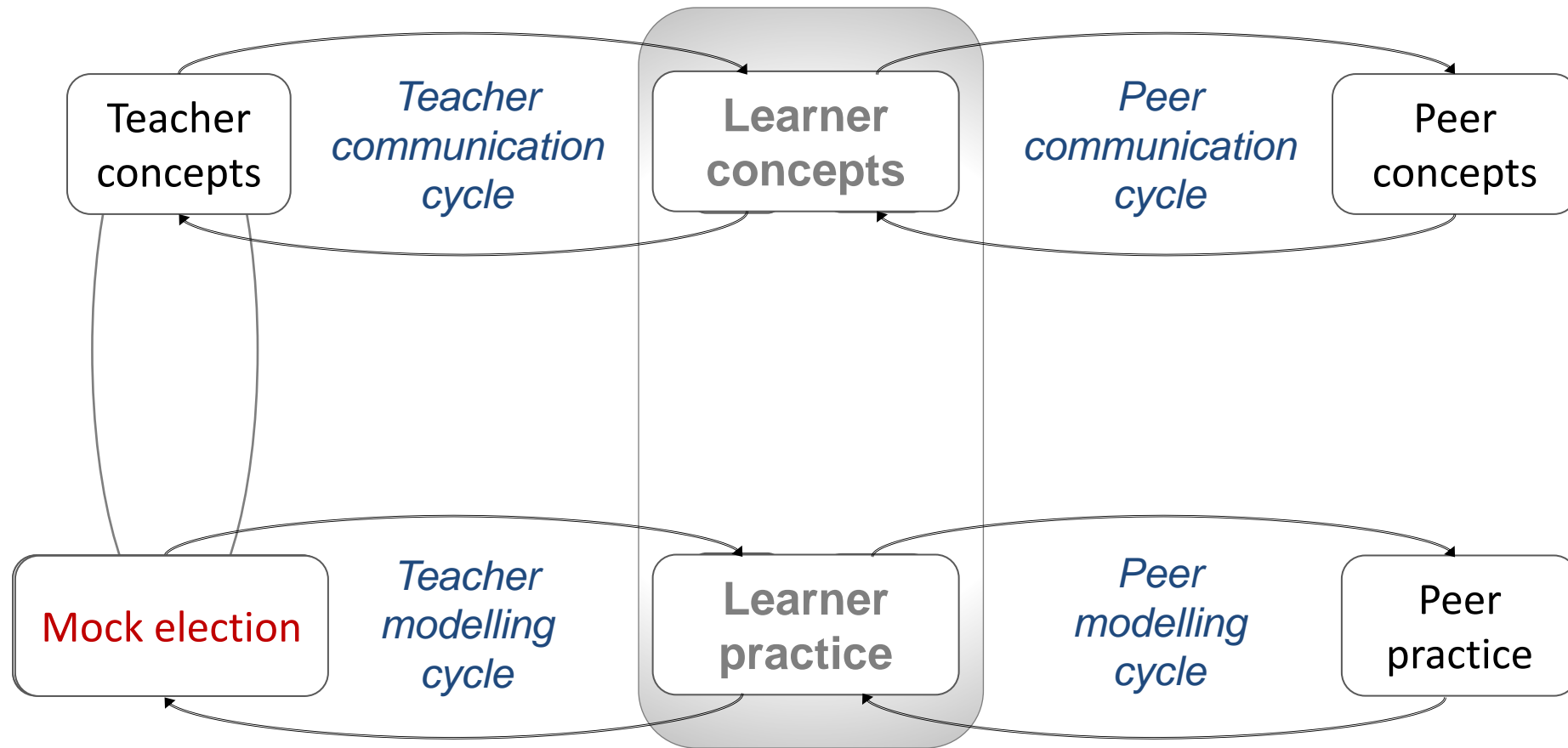
- a series of iterative exchanges
- between the learner and a 'teacher' and
- between a learner and their peers
- at two levels of concepts and practices



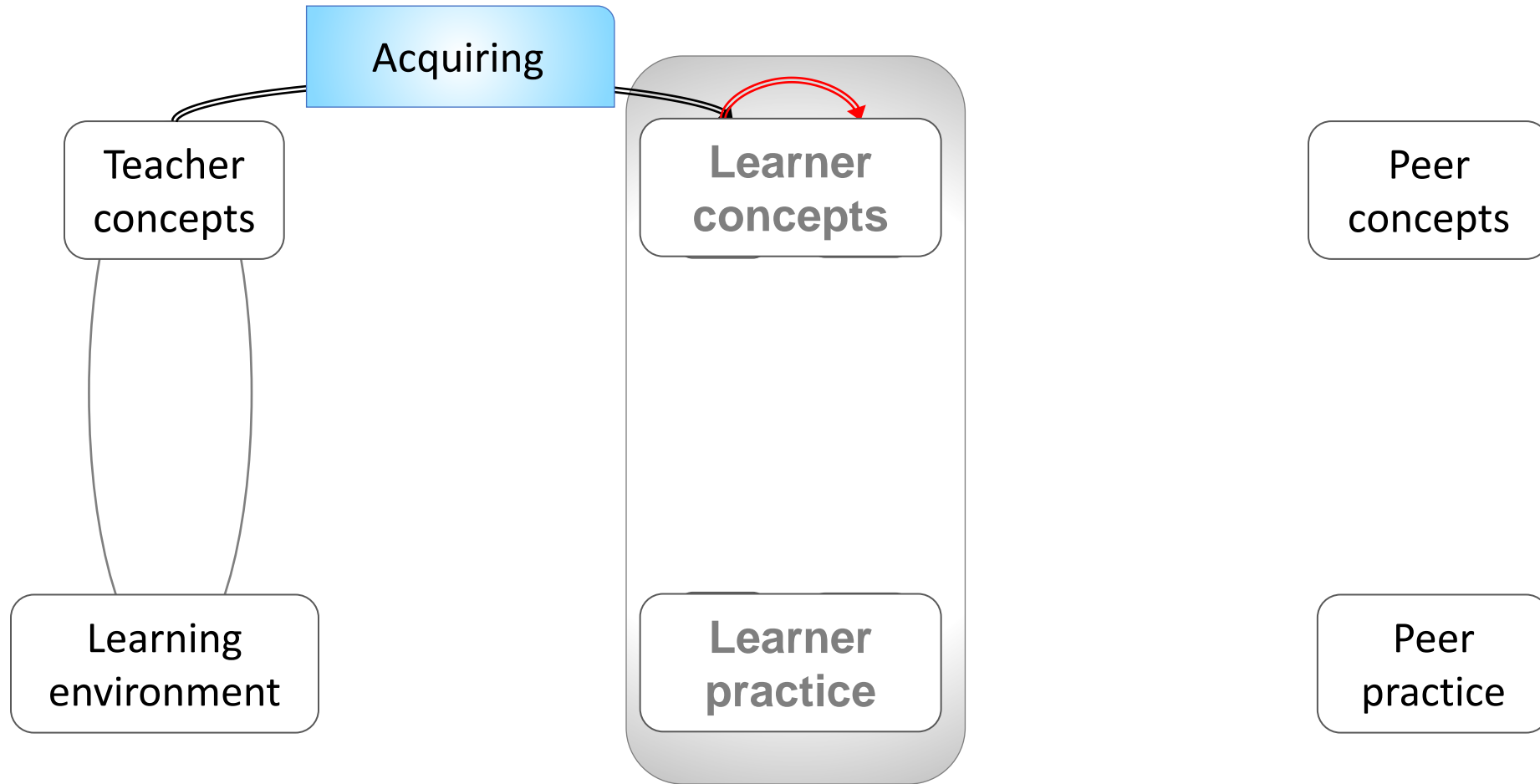
What does it take to learn in formal education?



What does it take to learn in formal education?

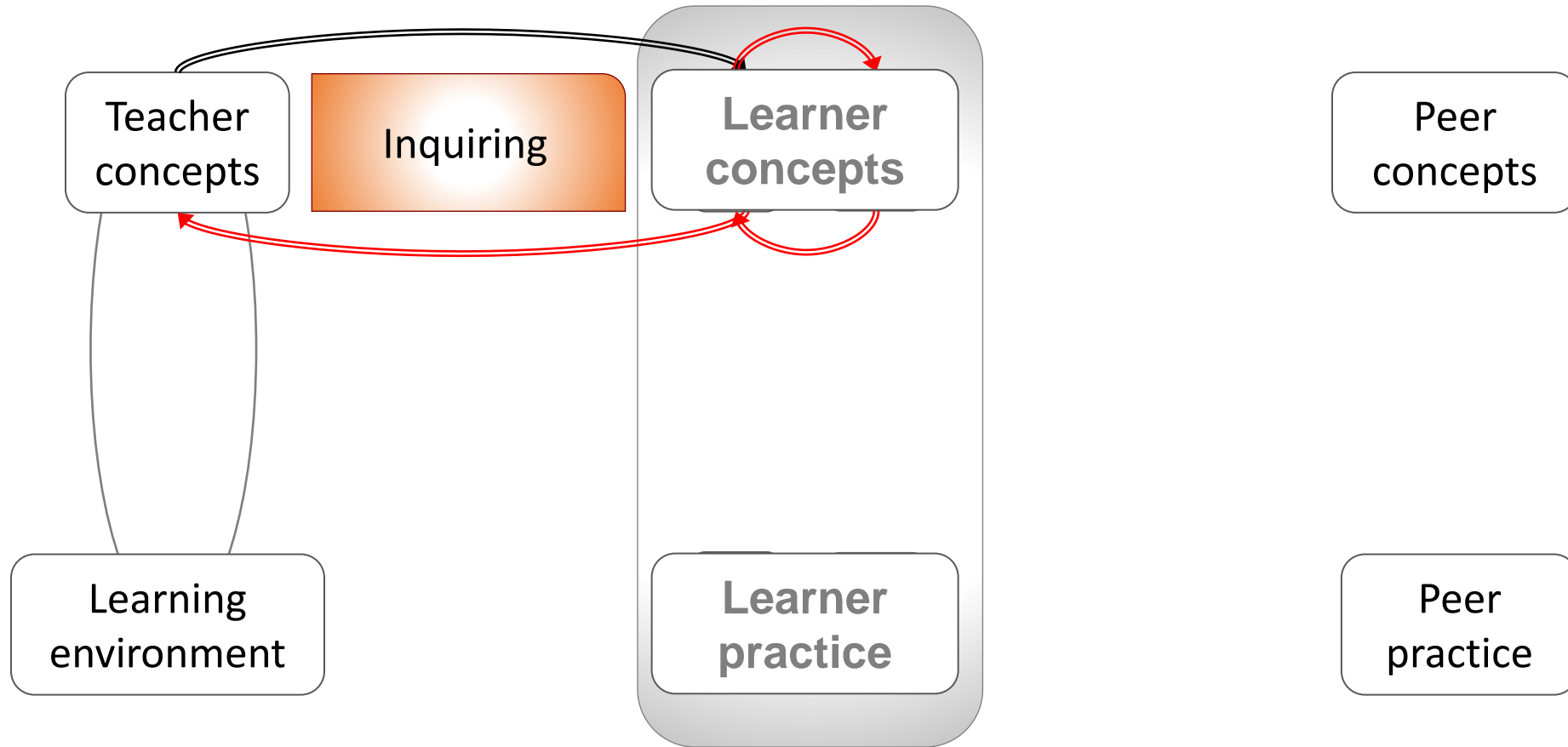


Types of learning mapped to the framework



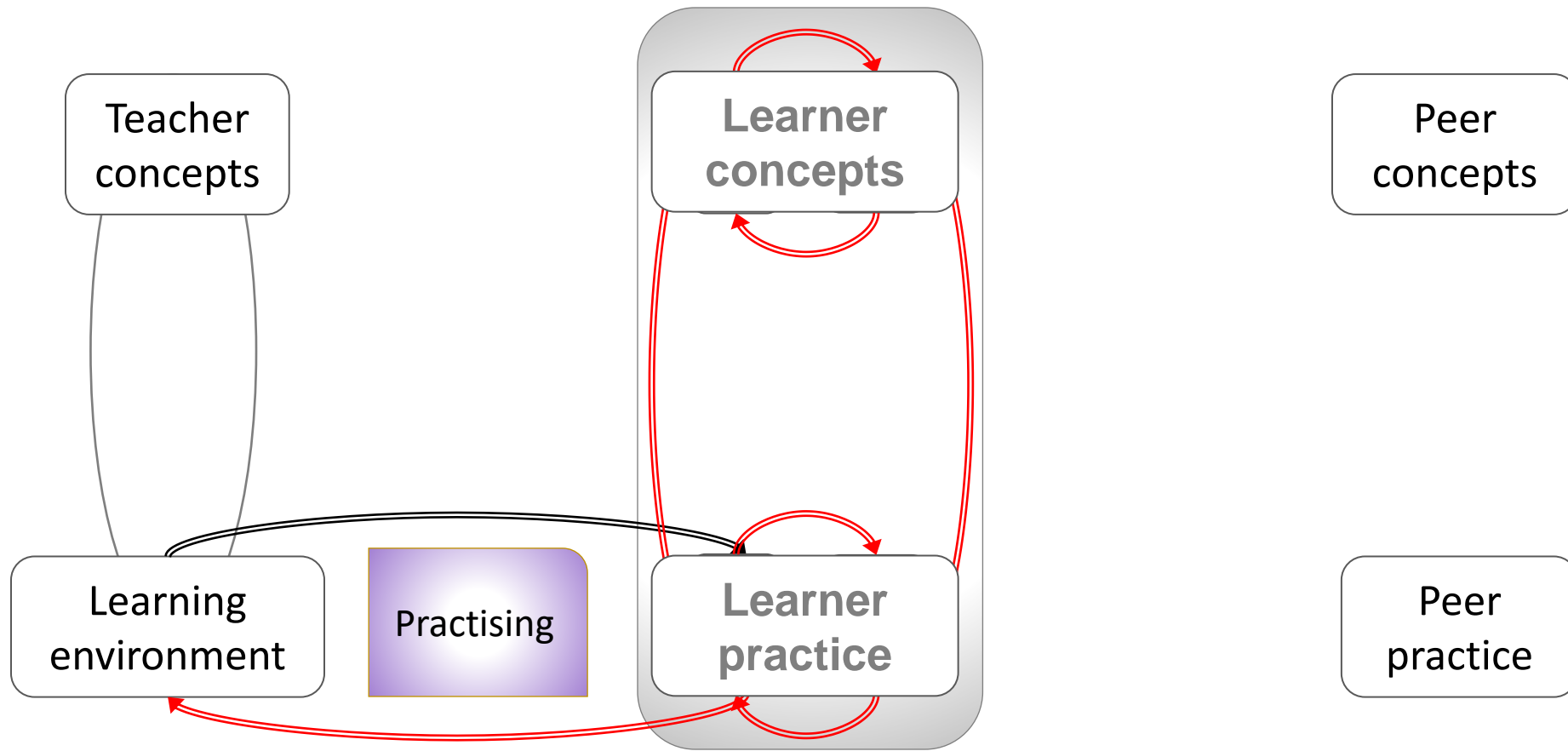
Learning through 'acquisition'

Types of learning mapped to the framework



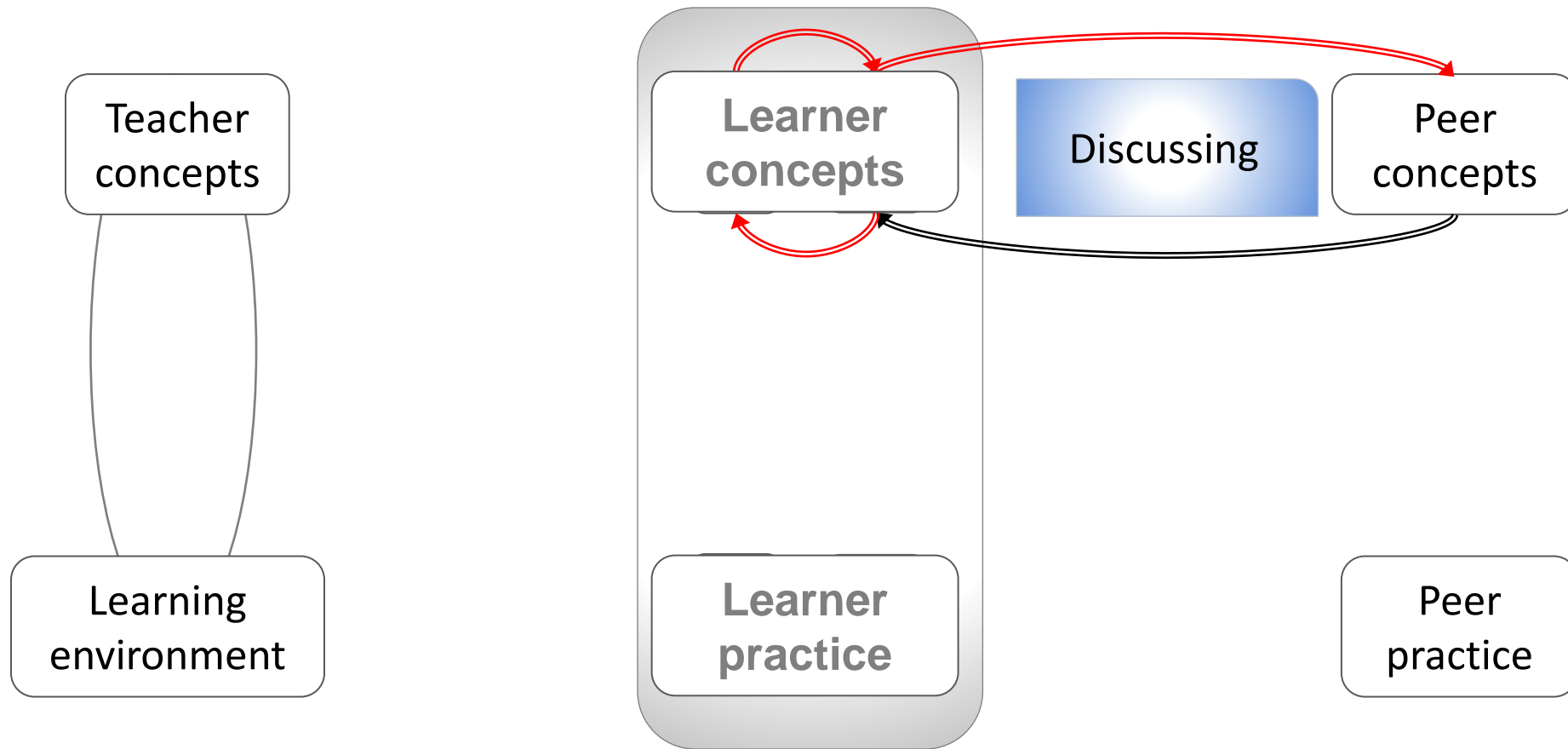
Learning through 'inquiry'

Types of learning mapped to the framework



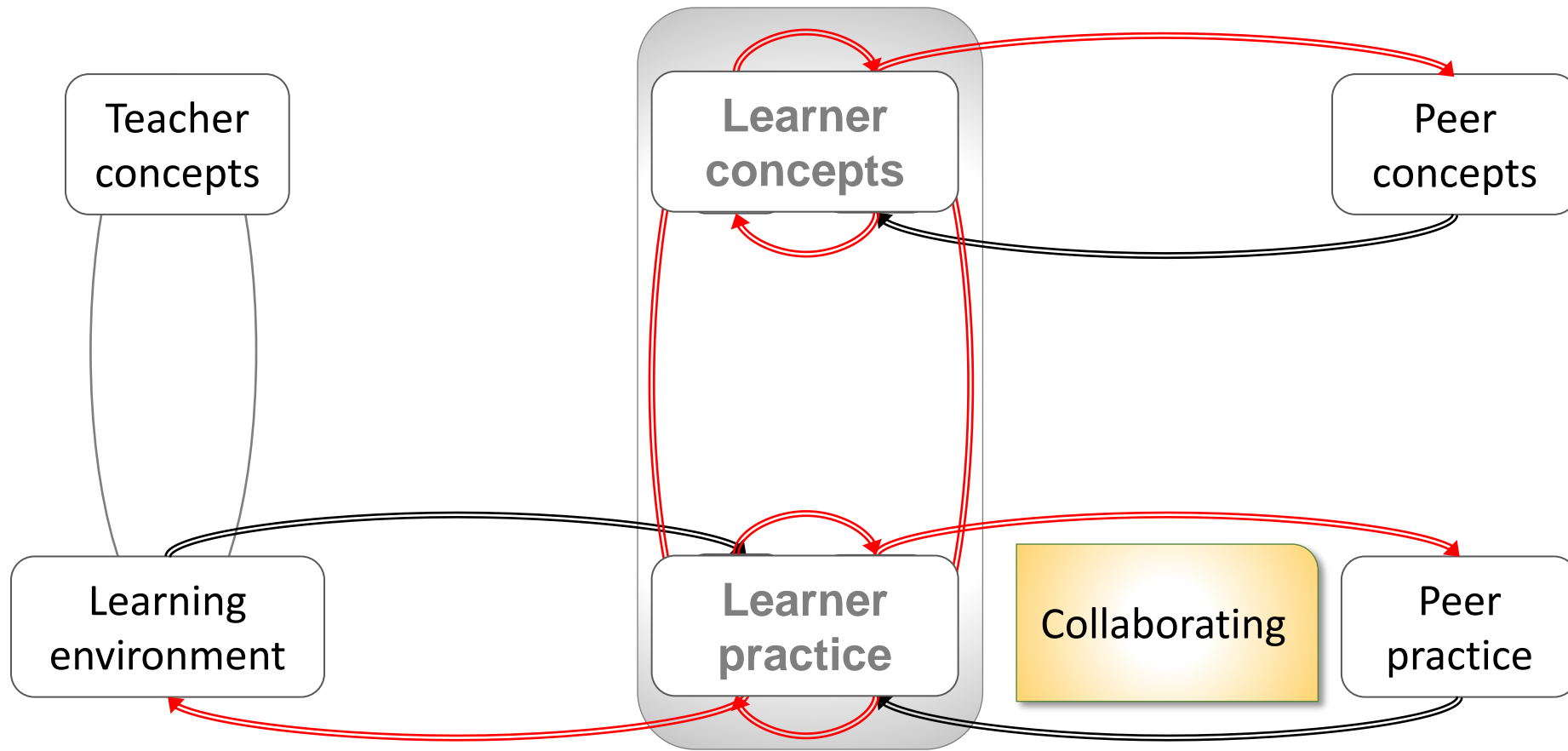
Learning through 'practice'

Types of learning mapped to the framework



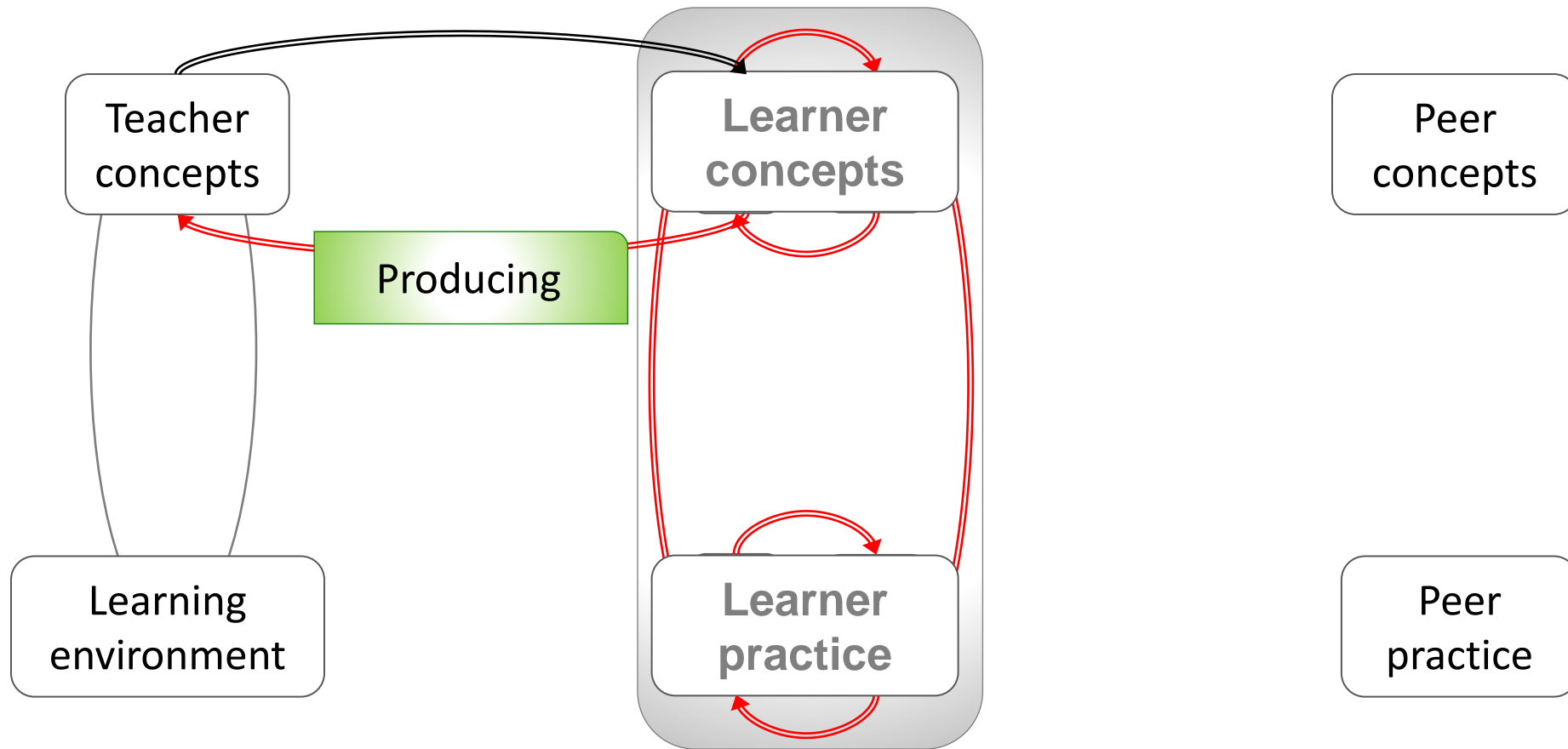
Learning through 'discussion'

Types of learning mapped to the framework



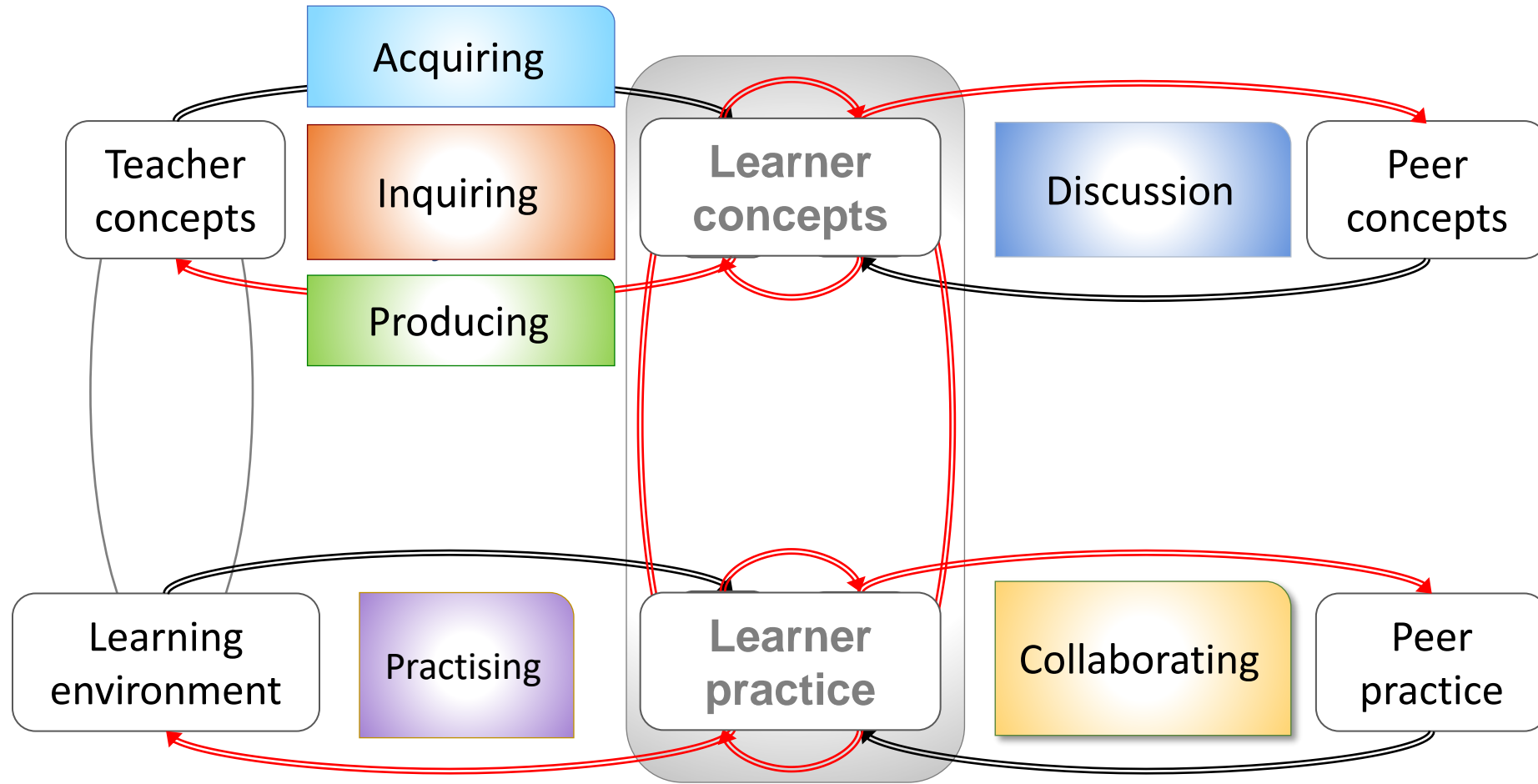
Learning through 'collaboration'

Types of learning mapped to the framework



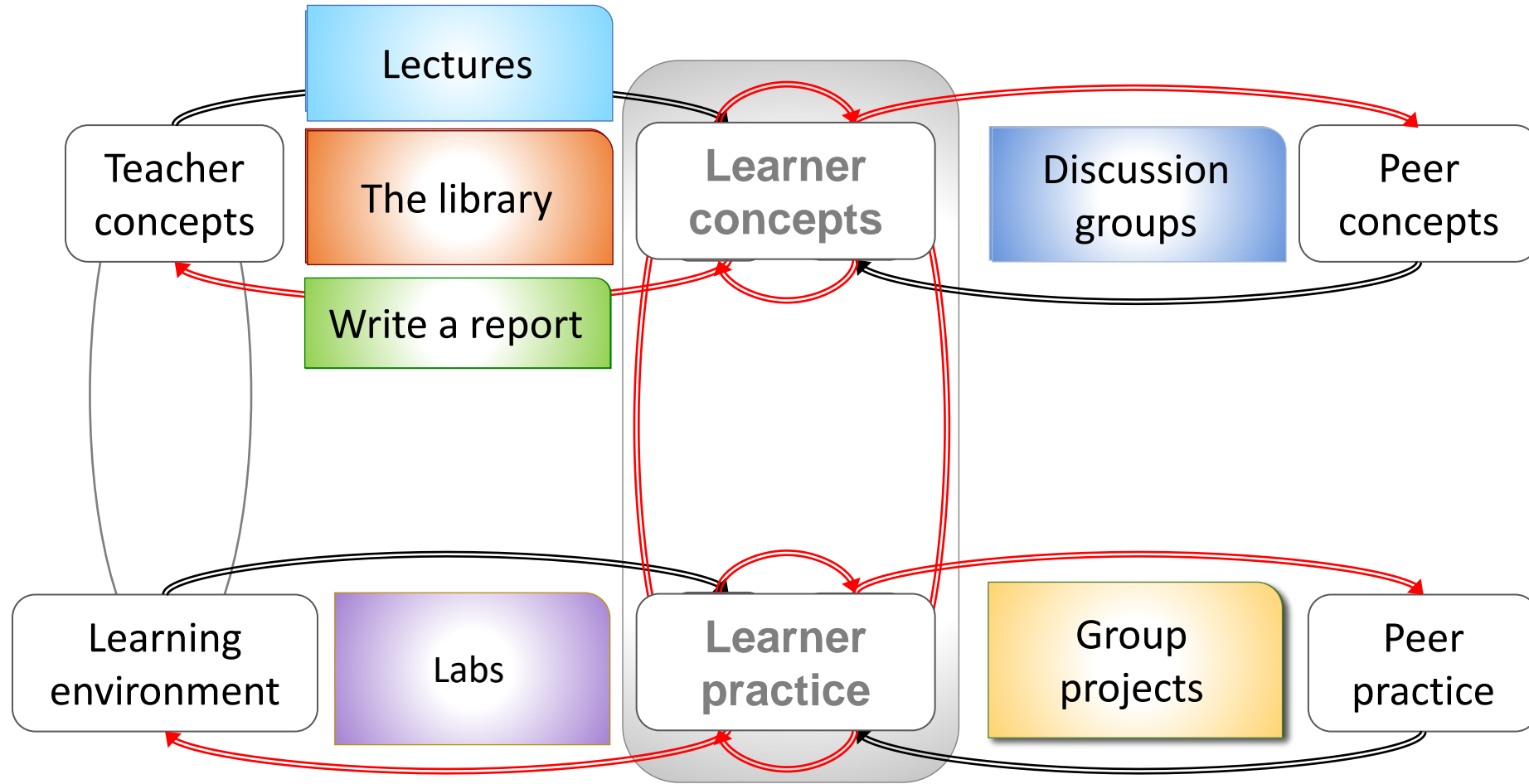
Learning through 'production'

The Conversational Framework



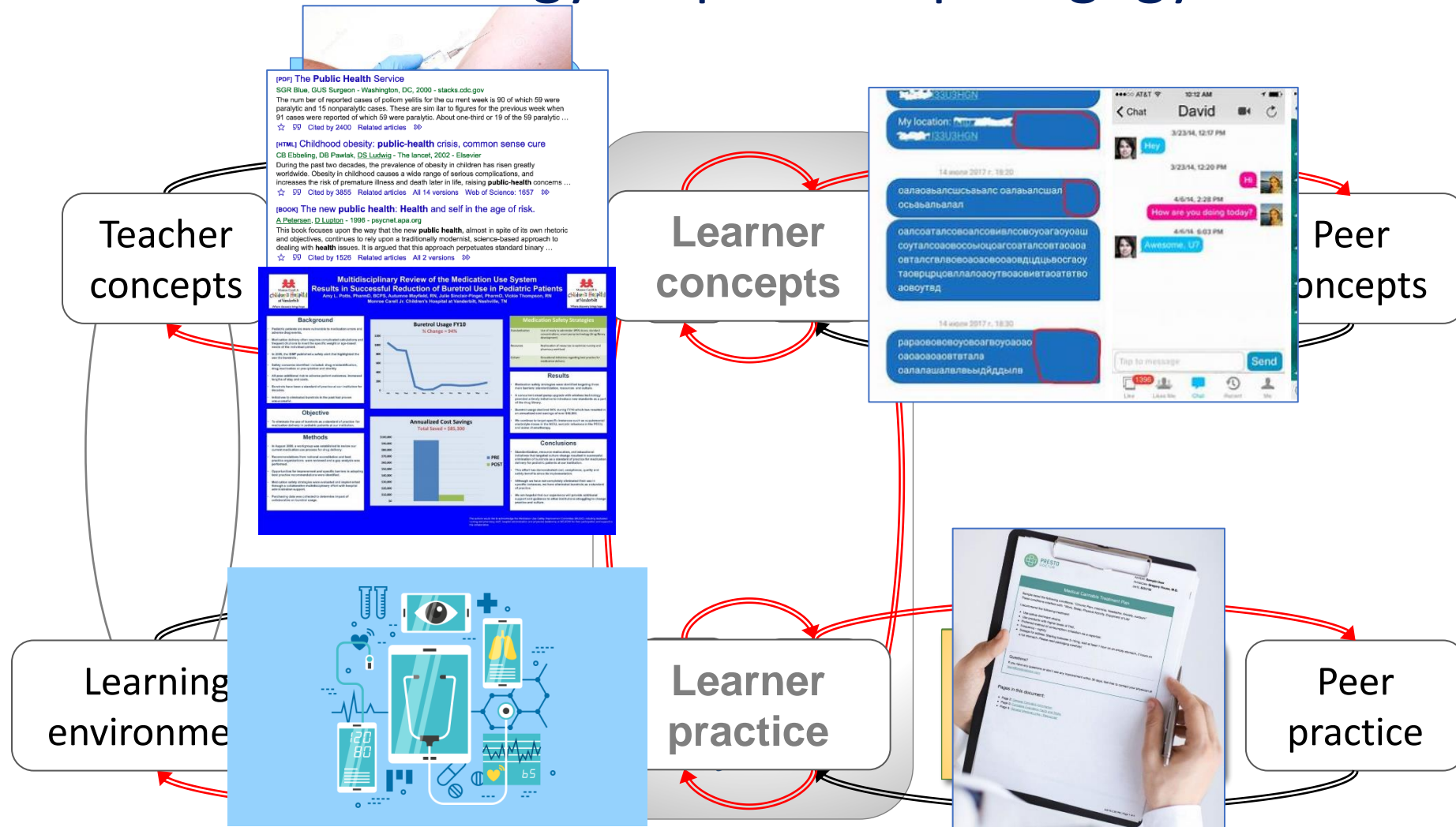
Bransford Dewey Hattie Piaget Marton Seely Brown Papert Senge Vygotsky

How does technology help? *Conventional methods*



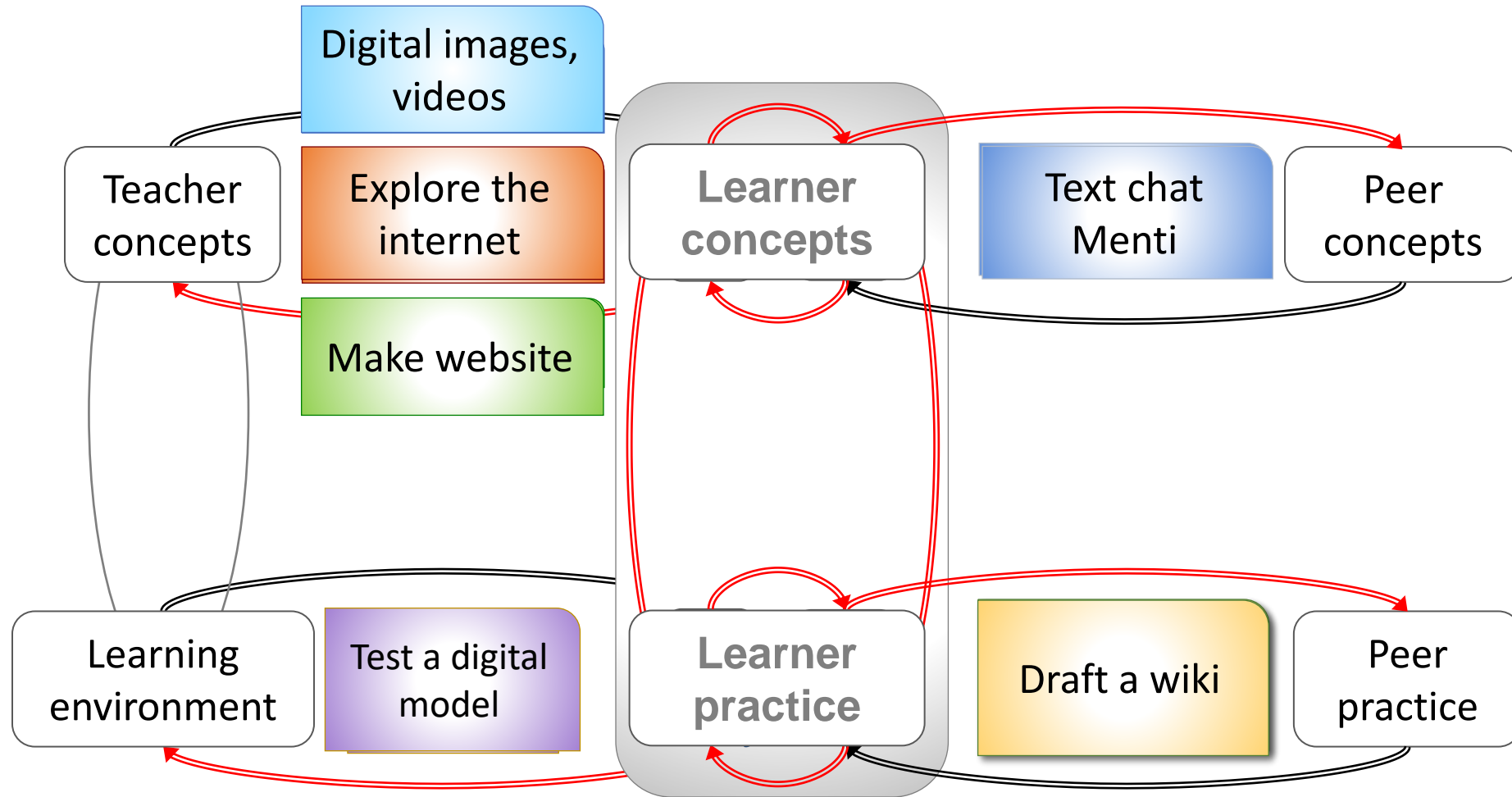
These learning types are encouraged through a variety of conventional methods

How does technology help online pedagogy? Digital methods



The same learning types are encouraged also through a variety of digital methods

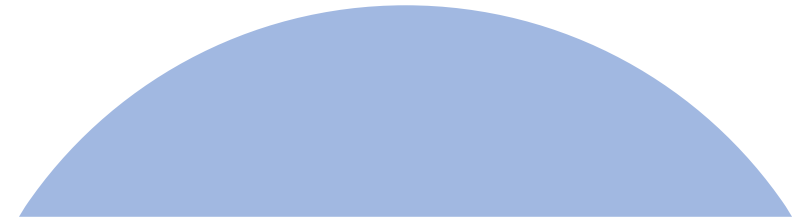
The Conversational Framework: Digital methods



Can you see how to map your students' learning activities to the framework?



Building teaching
community
knowledge of how to
manage equity and
engagement online



Building teaching community knowledg

The Learning Designer

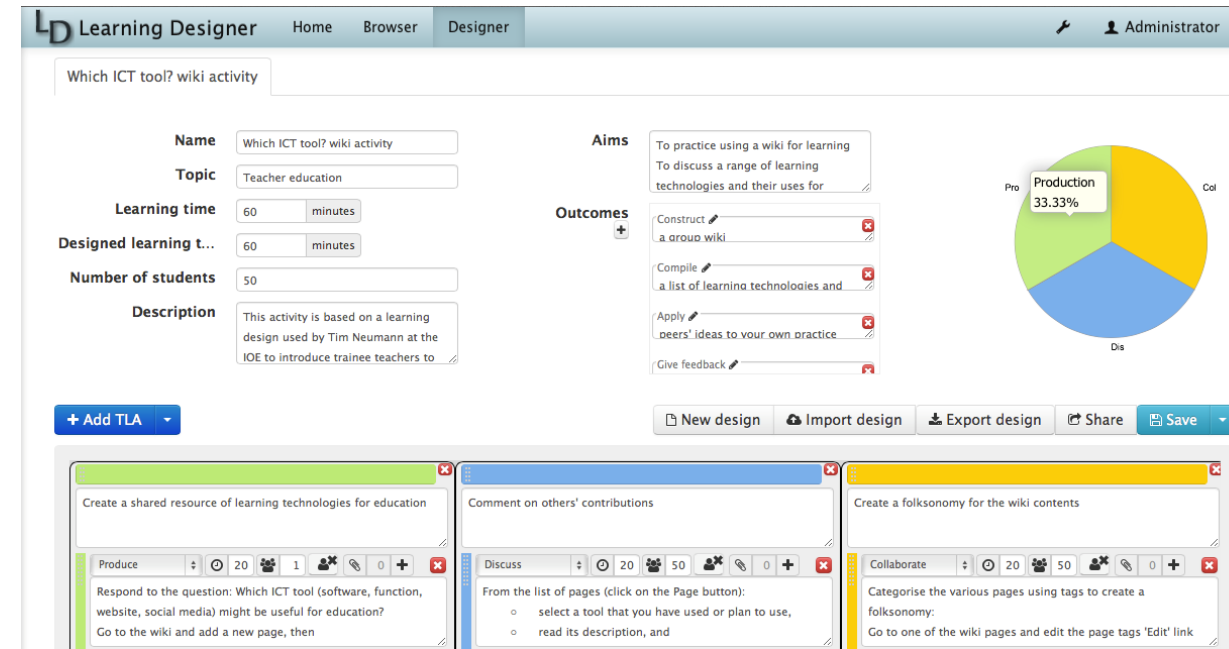
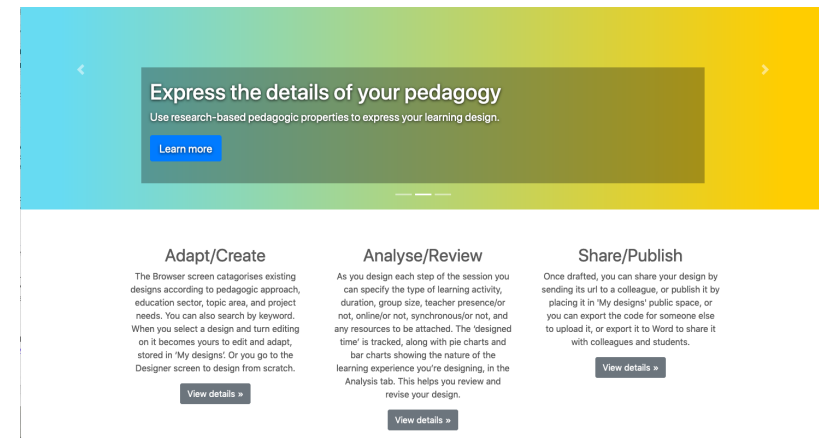
A free open online design tool to help with moving your teaching online.

Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to

- design a sequence of blended and online teaching and learning activities
- analyse their pedagogic design
- share their learning designs with each other

<https://www.ucl.ac.uk/learning-designer>



Adapting a learning design

Learning Designer

Home

Browser

Designer

Learning Designer

Home

Browser

Ed

Vocatio

Using video to showcase

Edited by EileenKennedy

Searching for information

Edited by Administrator

Collaborative learning: D

Edited by you

Developing your own ide

Edited by you

Developing your own ide

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Inquiry-based learning p

Edited by you

Understanding the workp

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Understanding the workp

Edited by you

Using progress monitori

19:01:23

Edited by you

BLE activity design sessi

Edited by Administrator

Apprenticeship Induction

Edited by you

Timeline

Analysis

Name

Understanding Risk Assessment Onlr

Topic

Risk Assessment

Learning time

1 hours 30 minutes

Designed learning ti...

1 hours 30 minutes

Size of class

25

Description

This is a design for a class using wholly online methods.

Mode of delivery

Wholly online

Aims

This session introduces Risk Assessment, and invites students to apply it to a context they are familiar

Outcomes

Knowledge

Be able to explain Risk Assessment,

Application

Be able to apply Risk Assessment to a

Analysis

Be able to analyse a specific context in

Pro

Acq

Col

Dis

+ Add TLA

Expand notes

New design

Import design

Export design

Share

Save

Introduction to Risk Assessment

Read Watch Listen

10

1

Watch the presentation about Risk Assessment. It explains why... how... what... Does Risk Assessment make sense to you? Please pause the video to note any questions you have.

Discuss

10

1

Post your questions to [the Discussion site] by [date, time]. Click 'Like' for any other questions you would like to know the answers to. Check the site on [date, time] when the trainer will show the answers to your questions.

Applying Risk Assessment

Produce

10

1

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss

15

3

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate

15

3

In your group, decide on your best example, and what you will post to the class site.

Analysing how Risk Assessment could guide your future

Read Watch Listen

10

1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss

20

25

The class discussion of Risk Assessment is on [date, ti Discuss with the trainer, using the audio and the chat, the groups have posted to the class site, and how you your actions in future by applying Risk Assessment.

Adapting a learning design

Learning Designer

Home

Browser

Designer

diana

Timeline

Analysis

Applying Risk Assessment

Produce

10

1

0

+

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it.
Make notes to share with your group.
Arrange a time when you will meet with your group online.

Discuss

15

3

1

+

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate

15

3

1

+

In your group, decide on your best example, and what you will post to the class site.
Post a brief description of how you would use Risk Assessment in which situation.

Export design

Share

Save

Analysing

how Risk Assessment could guide your future

Read Watch Listen

10

1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

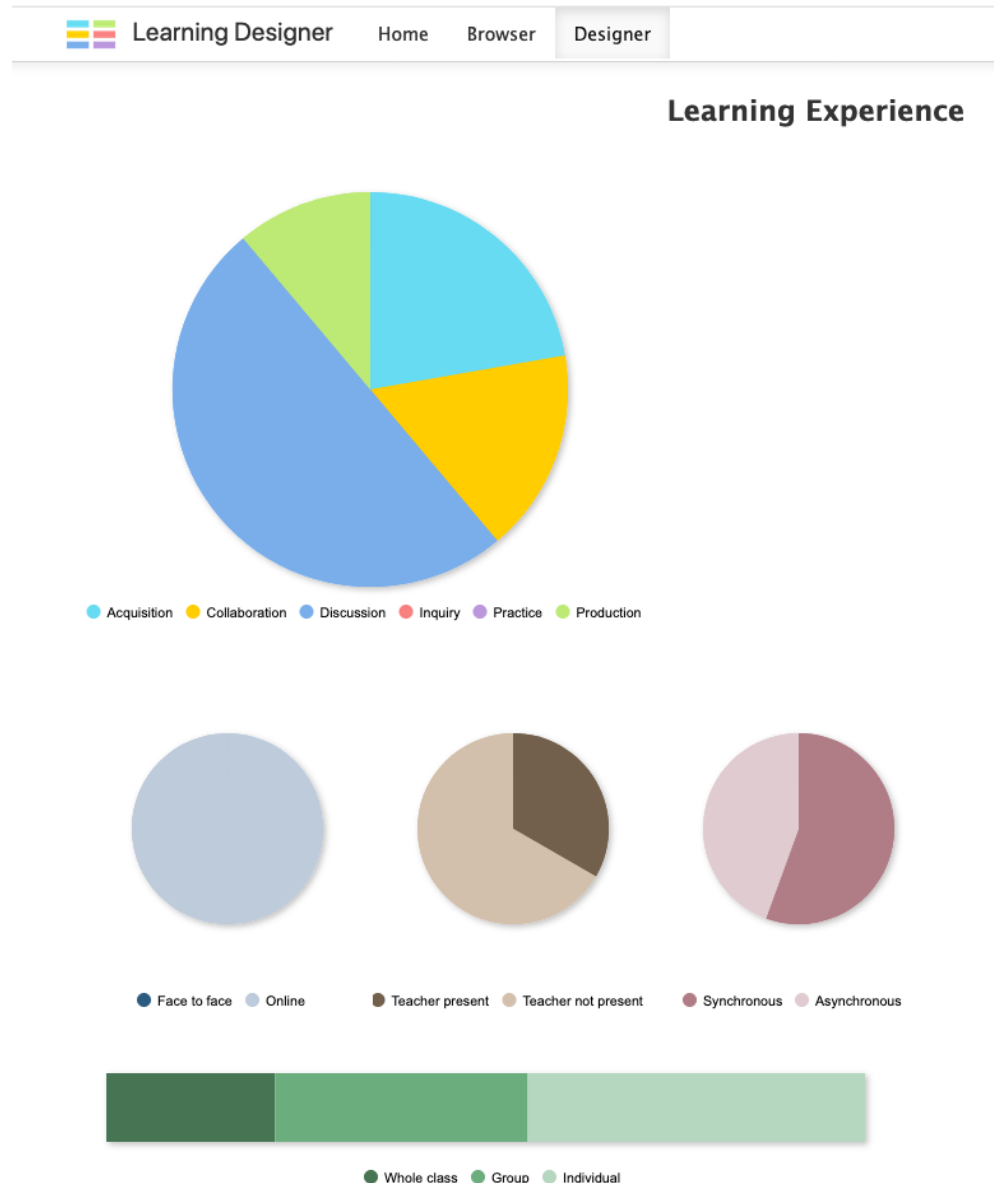
Discuss

20

25

The class discussion of Risk Assessment is on [date, ti
Discuss with the trainer, using the audio and the chat,
the groups have posted to the class site, and how you
your actions in future by applying Risk Assessment.

Analysing a learning design



The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion. There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate

It is entirely online (pale blue), no f2f

There is some trainer presence (dark brown) to respond to questions, and conduct the plenary discussion

More than half is synchronous (dark pink) - with a group and with the trainer

There is mostly individual work (pale green), then groups, then whole class

Sharing a learning design

Learning Design for: Understanding Risk Assessment Online

Context

Topic: Risk Assessment

Total learning time: 1 hour and 30 minutes

Designed learning time: 1 hour and 30 minutes

Size of class: 25

Description: This is a design for a class using wholly online methods.

Mode of delivery: Wholly online

Aims

This session introduces Risk Assessment, and invites students to apply it to a context they are familiar with.

Outcomes

Knowledge: Be able to explain Risk Assessment,

Application: Be able to apply Risk Assessment to a specific context

Analysis: Be able to analyse a specific context in the light of [the Topic] and identify how it might change future actions

Teaching-Learning activities

+ Introduction to Risk Assessment

Read Watch Listen 10 minutes 1 student Tutor is not available Online

Watch the presentation about Risk Assessment.

It explains why... how... what...

Does Risk Assessment make sense to you? Please pause the video to note any questions you have.

Linked resources

Screencast or video

Discuss 10 minutes 1 student Tutor is available Online

Post your questions to [the Discussion site] by [date, time].

Click 'Like' for any other questions you would like to know the answers to.

Check the site on [date, time] when the trainer will show the answers to your questions.

Linked resources

Q&A with the teacher

On the Designer screen you can Export your design to Moodle (upcoming version)

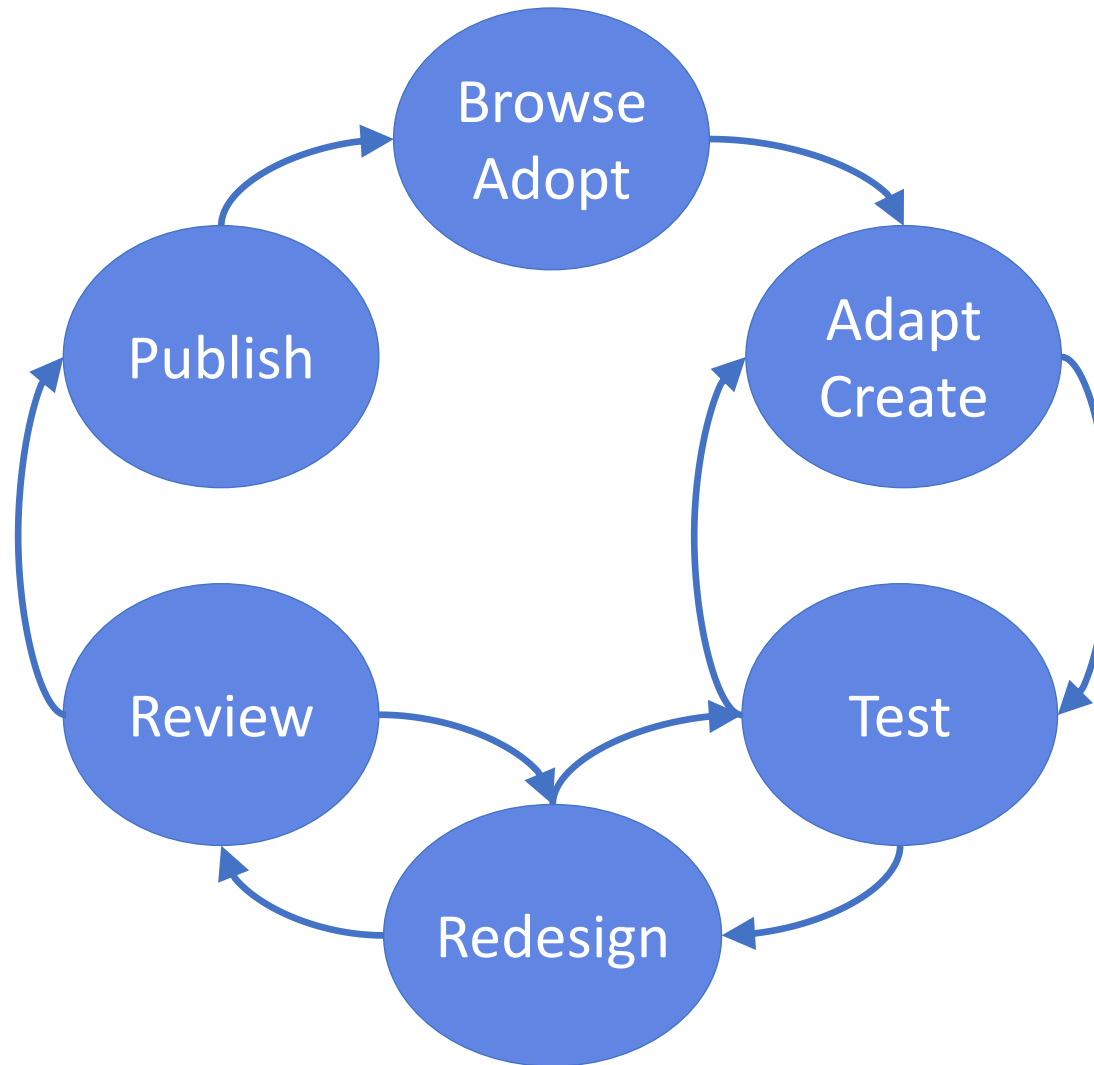
Or Export to Word, to send to learners, or discuss with others

You can also Share it by creating a url to send to colleagues



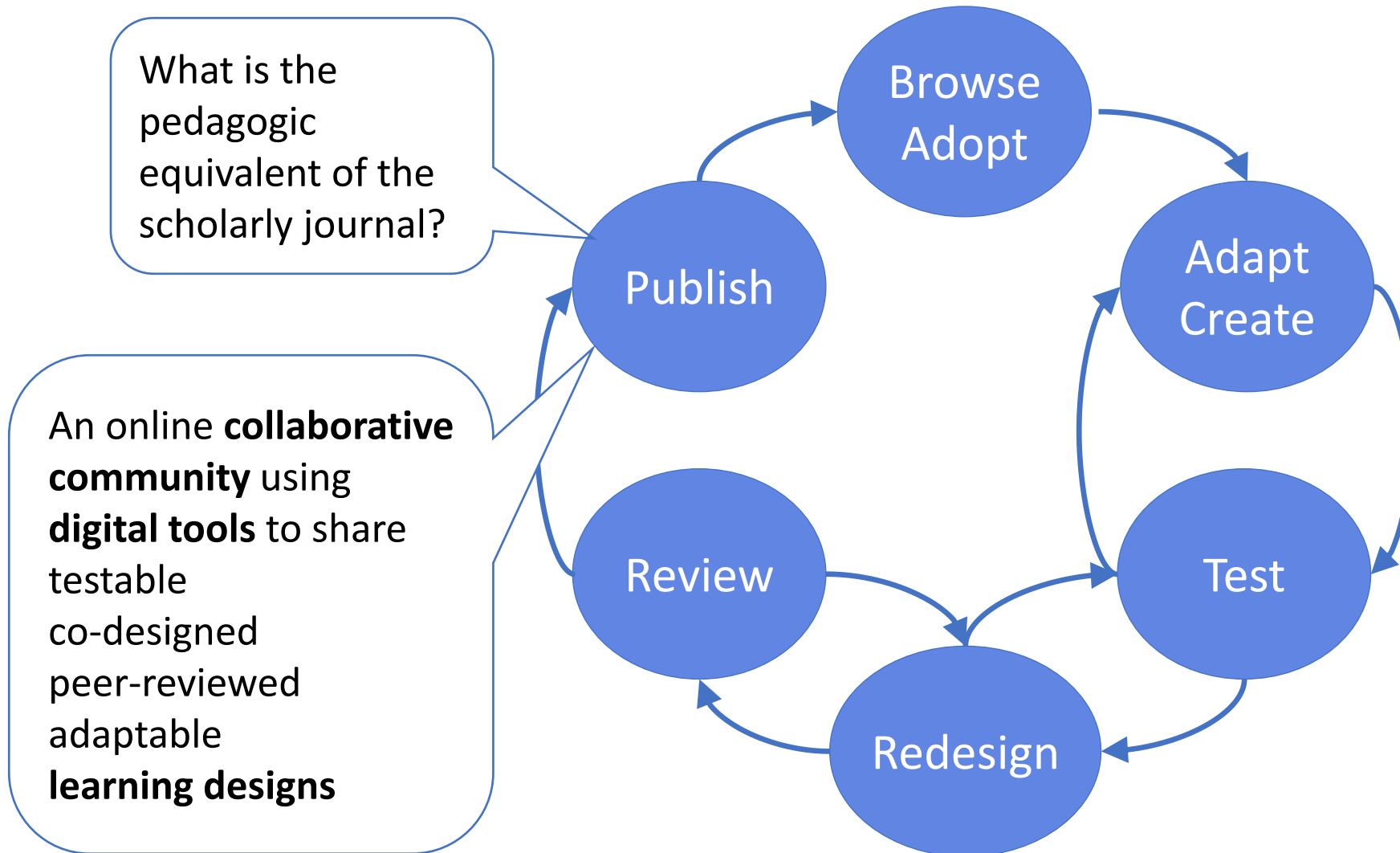
<https://www.ucl.ac.uk/learning-designer>

A community of practice: innovating, testing, and sharing new ideas for effective design




Building knowledge for science and scholarship





A community of practice: innovating, testing, and sharing new ideas for effective *online learning* design






Building knowledge of online learning design


Large-scale online courses to orchestrate collaborative knowledge development by education professionals

 FutureLearn

 [Subjects](#)  [Courses](#)  [Using FutureLearn](#) 


[Online Courses](#) / [Teaching](#)





How To Teach Online: Providing Continuity for Students


Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.


[Go to course - started 27 Apr](#)



 Duration
3 weeks

 Weekly study
2 hours

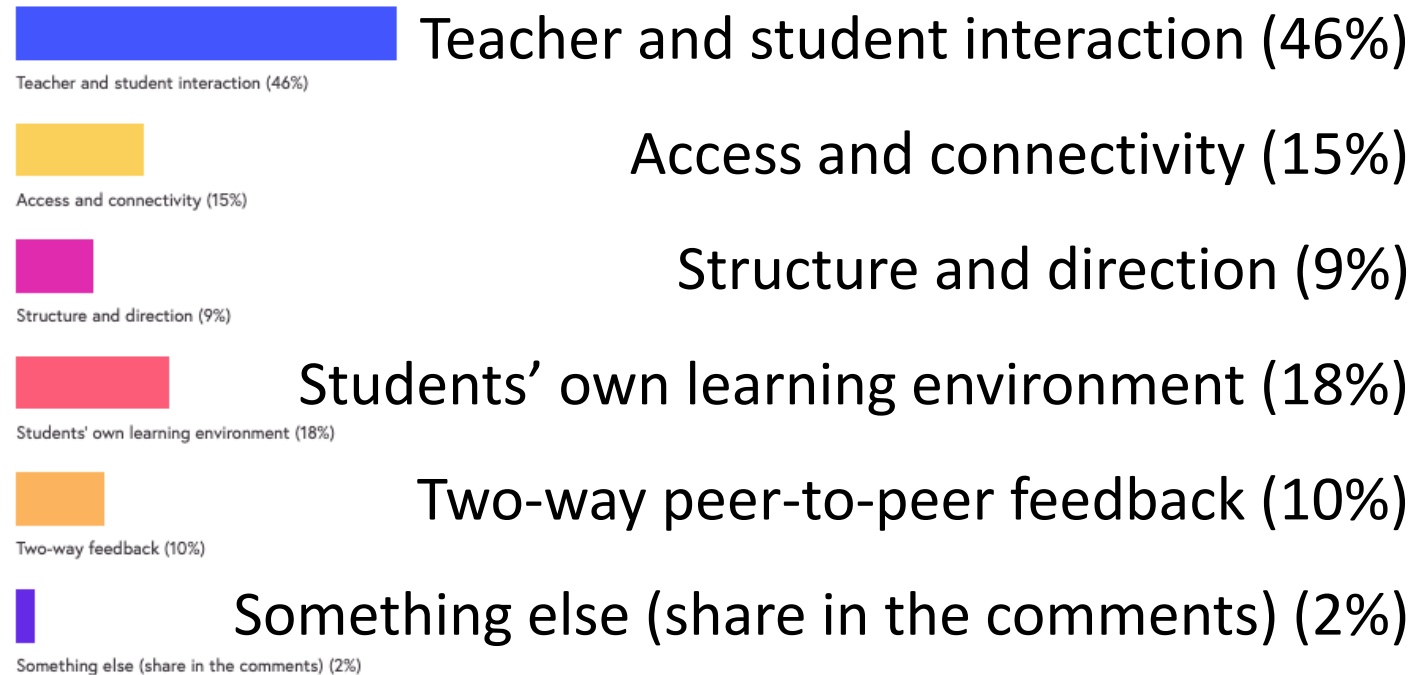
 Learn
Free

 Digital upgrade
Free

[Support](#)

Poll to assess teachers' sense of engagement issues

Which aspect of maintaining interest and engagement do you think has impacted your student's experience since going online so far?




Education professionals sharing learning designs on Padlet

Learning Designs for Peer Review

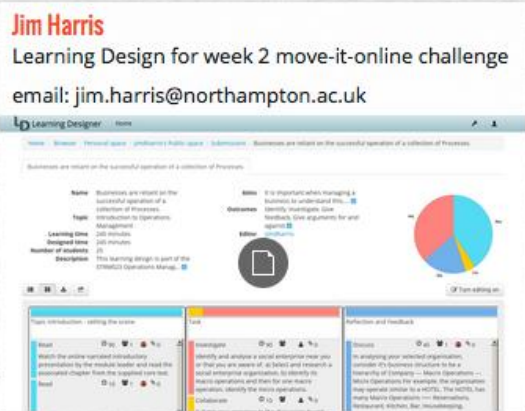
Once your design is completed use the long url to add the design to the wall. Make sure your name and email is easy to identify.

Example

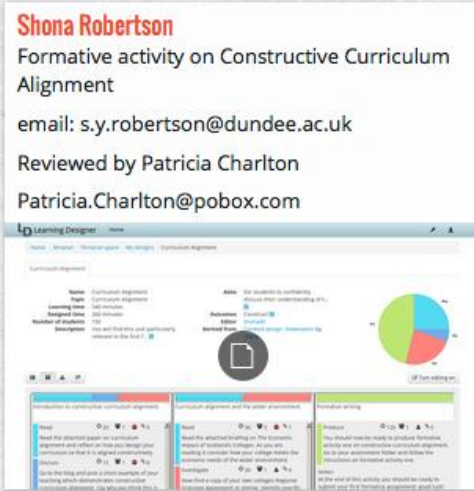


Lynne Taylerson
Learning Design for week 2 of MIOC:
Year 2 Diploma in Education & Training session -
Economic & Political Initiatives in the FE & Skills Sector
email lynne@realtimeeducation.co.uk

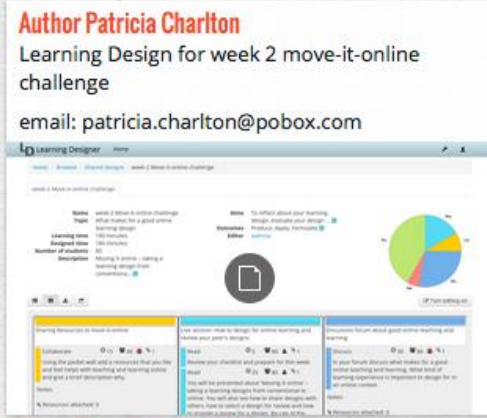
Jim Harris
Learning Design for week 2 move-it-online challenge
email: jim.harris@northampton.ac.uk



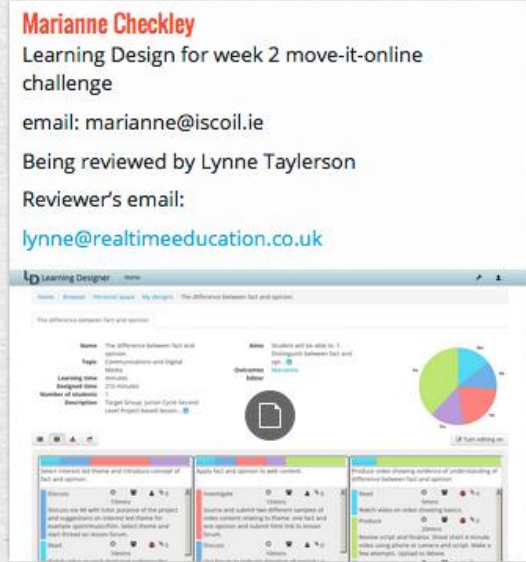
Shona Robertson
Formative activity on Constructive Curriculum Alignment
email: s.y.robertson@dundee.ac.uk
Reviewed by Patricia Charlton
Patricia.Charlton@pobox.com




Author Patricia Charlton
Learning Design for week 2 move-it-online challenge
email: patricia.charlton@pobox.com




Marianne Checkley
Learning Design for week 2 move-it-online challenge
email: marianne@iscoil.ie
Being reviewed by Lynne Taylerson
Reviewer's email:
lynne@realtimeeducation.co.uk




Viktorija
I'm not finish it y
email: viktorija.fl



Eileen Kennedy/Lindy Zubairy
From Face-to-face to Online in 3 hours
email: e.kennedy@ioe.ac.uk
Being reviewed by Christina Preston
Reviewer's email
christina@mirandnet.ac.uk



Christina Preston
Using a VLE to improve learning in schools and beyond
email: christina@mirandnet.ac.uk



Online pedagogy, equity and engagement: a research-led approach

Online pedagogy achieves student engagement through

- active participation by individuals and small groups
- different types of feedback, from self, peer, computer, and teacher

We now have the technologies to build community knowledge of how to manage engagement and equity online