



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

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Outline

How does online pedagogy
achieve student
engagement?

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



How does online
pedagogy achieve
student engagement?

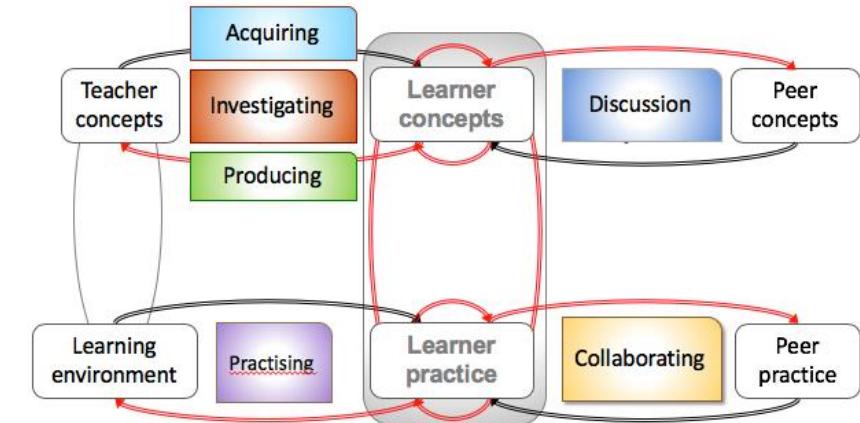
What counts as high quality learning?

The Conversational Framework

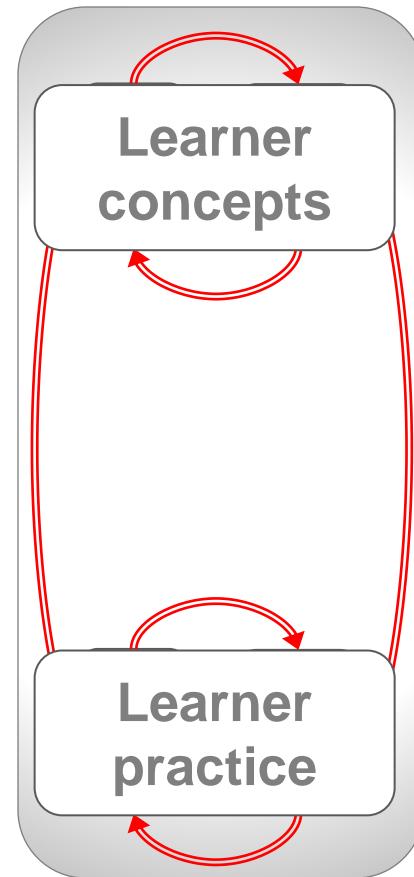
Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

To represent the teaching-learning process as

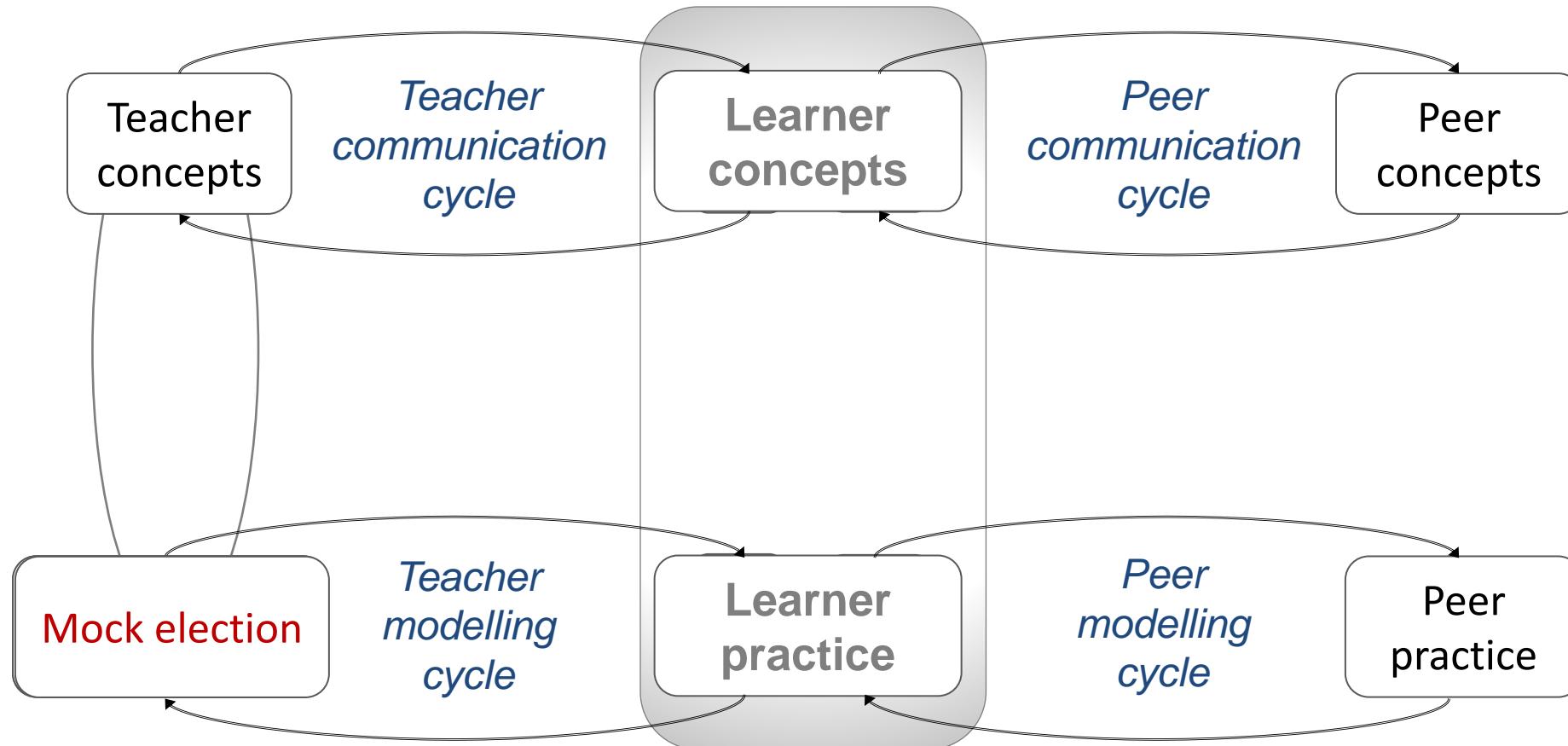
- a series of iterative exchanges
- between the learner and a 'teacher' and
- between a learner and their peers
- at two levels of concepts and practices



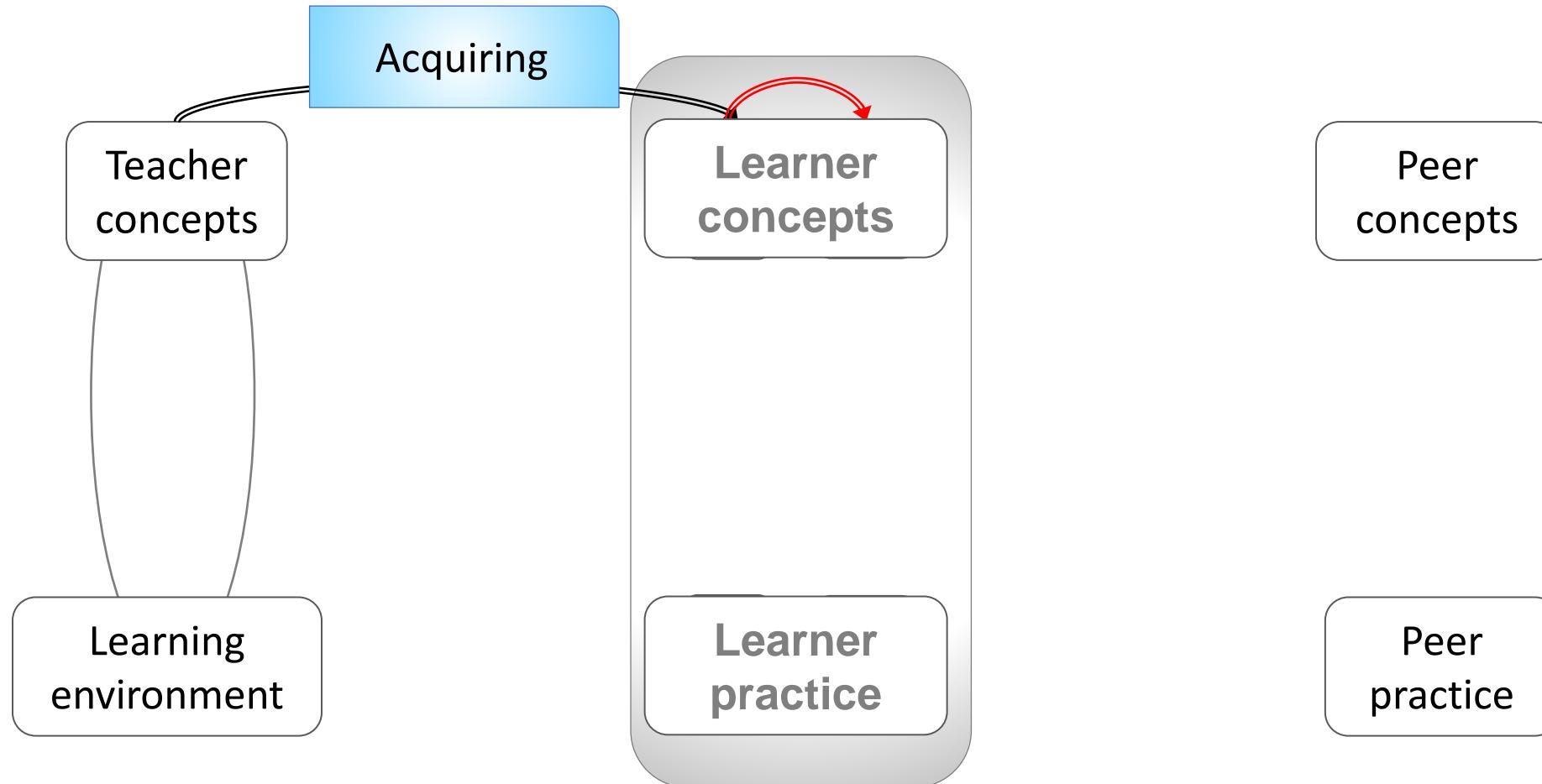
What does it take to learn in formal education?



What does it take to learn in formal education?

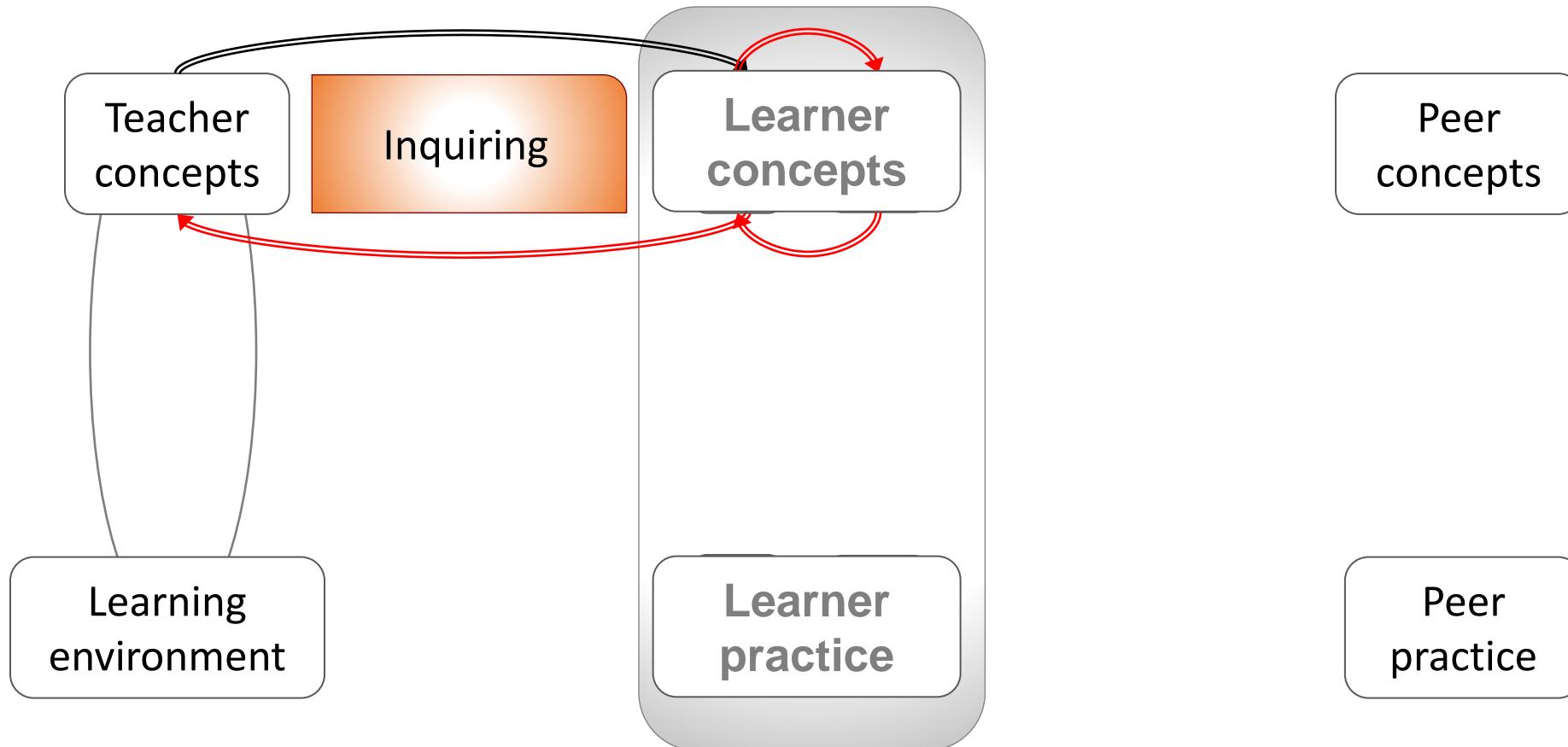


Types of learning mapped to the framework



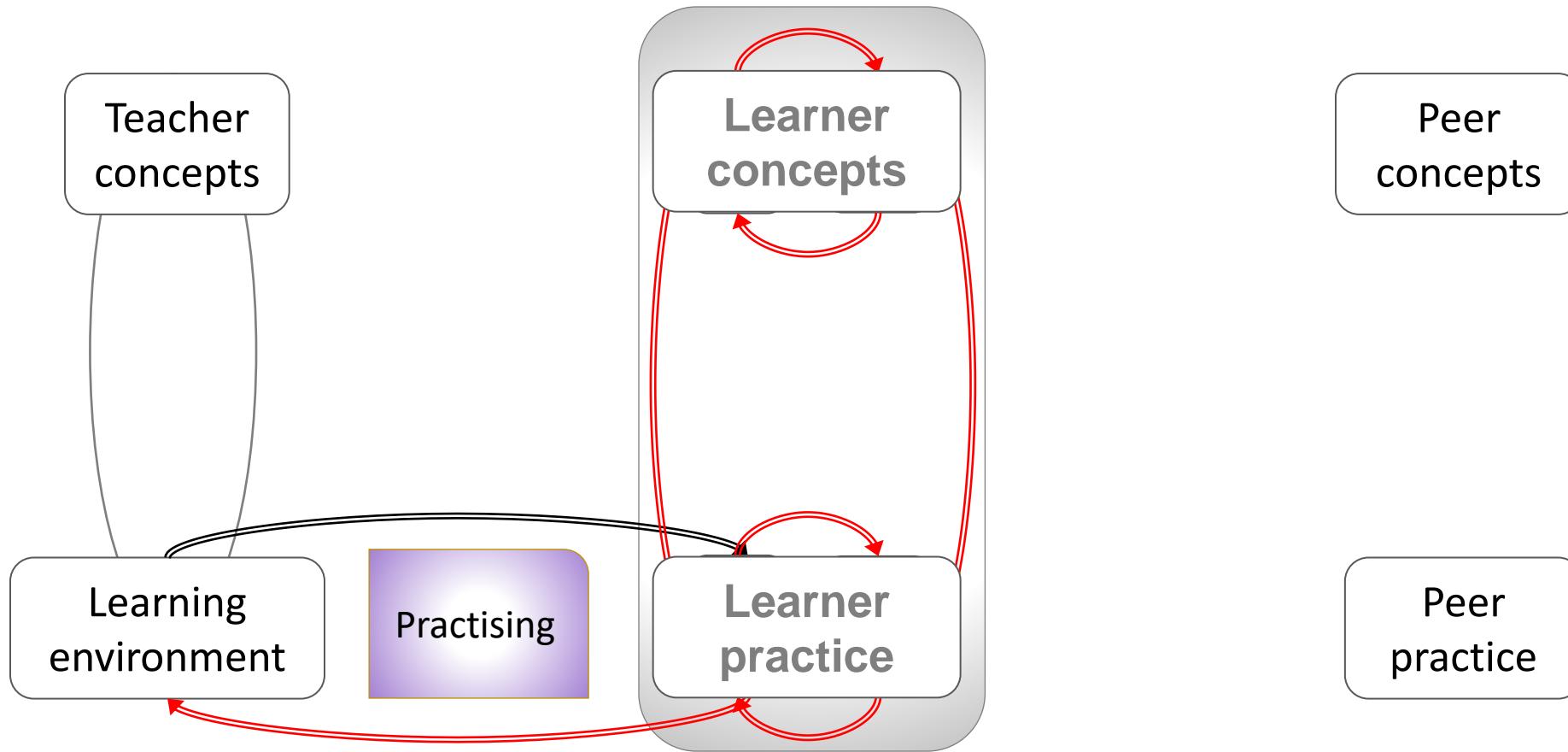
Learning through 'acquisition'

Types of learning mapped to the framework



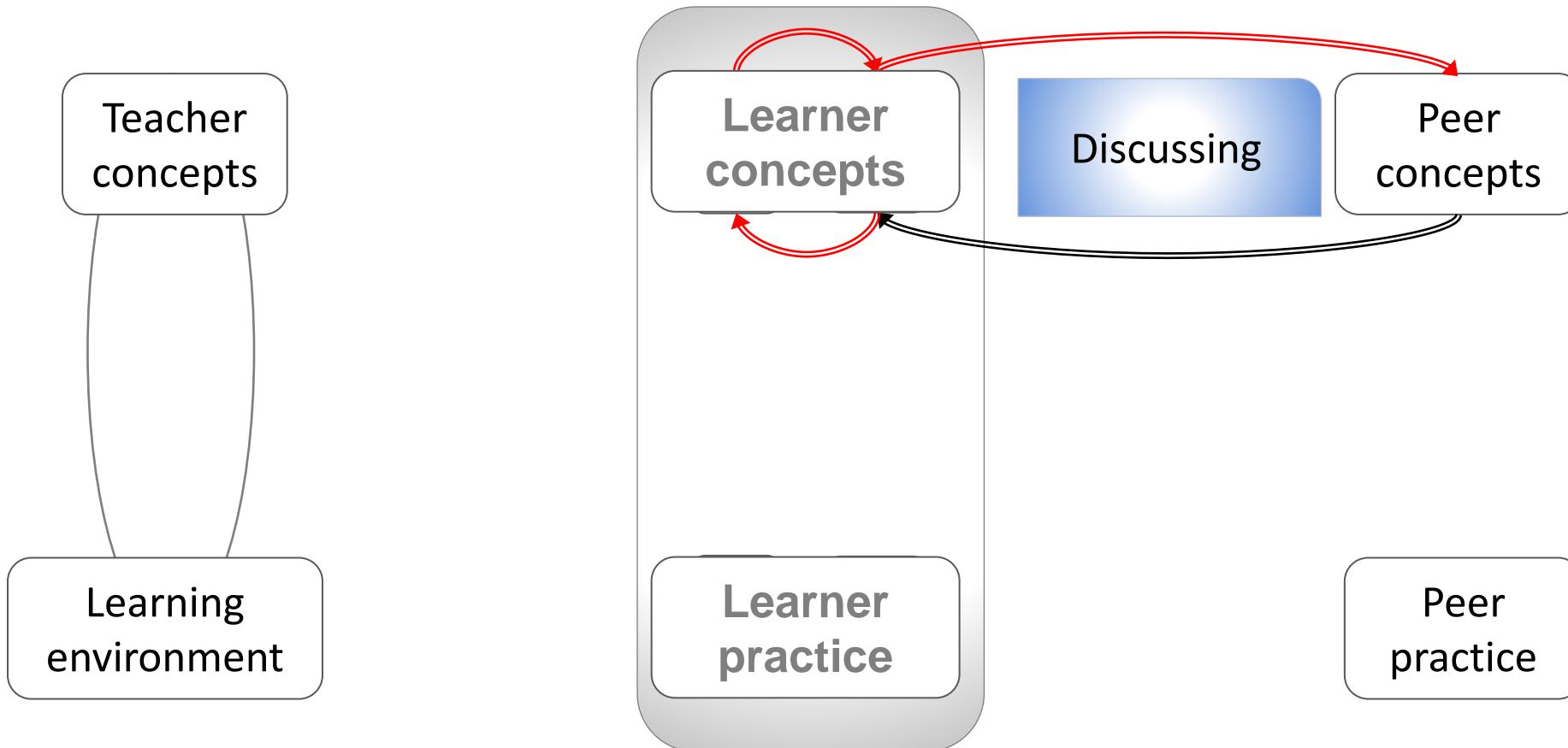
Learning through 'inquiry'

Types of learning mapped to the framework



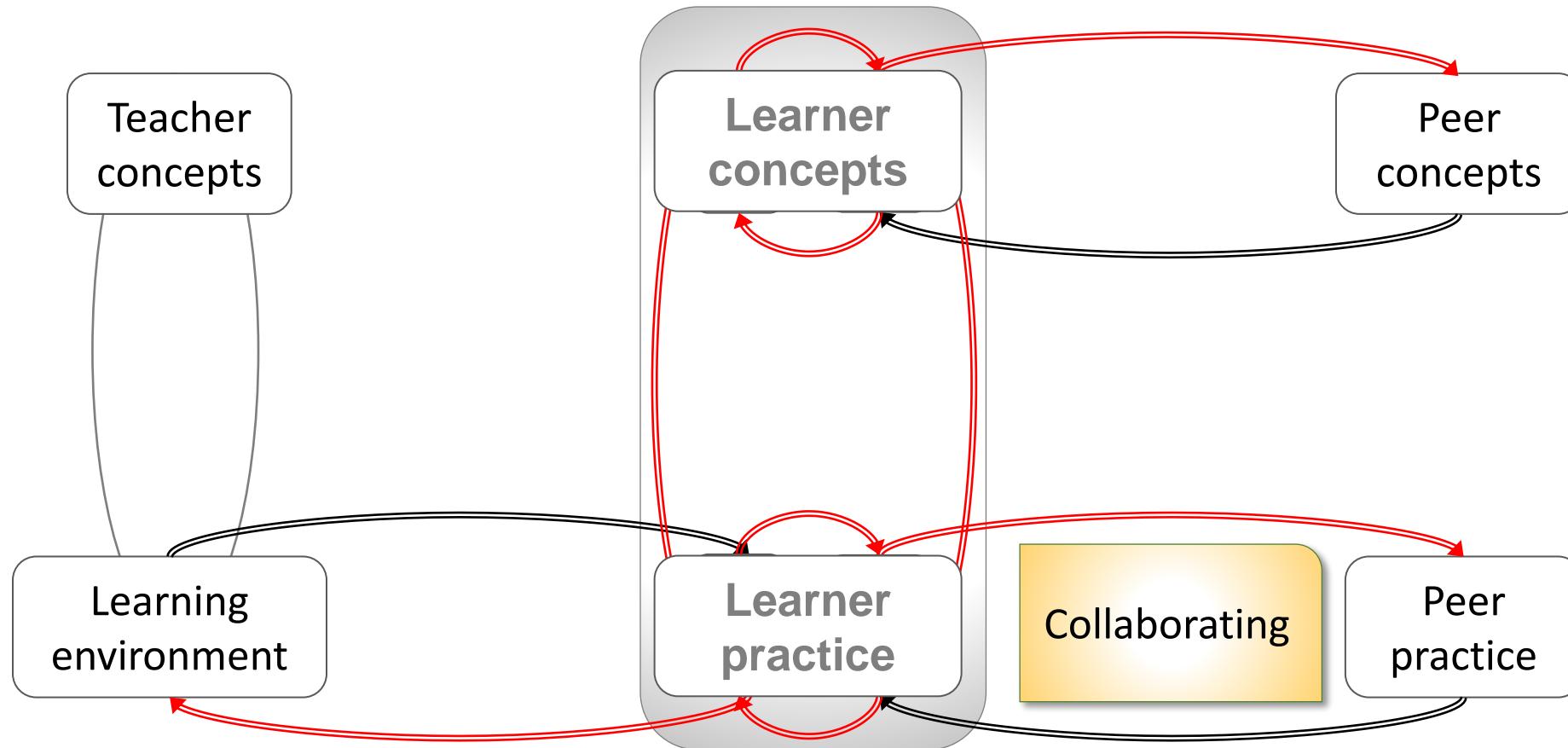
Learning through 'practice'

Types of learning mapped to the framework



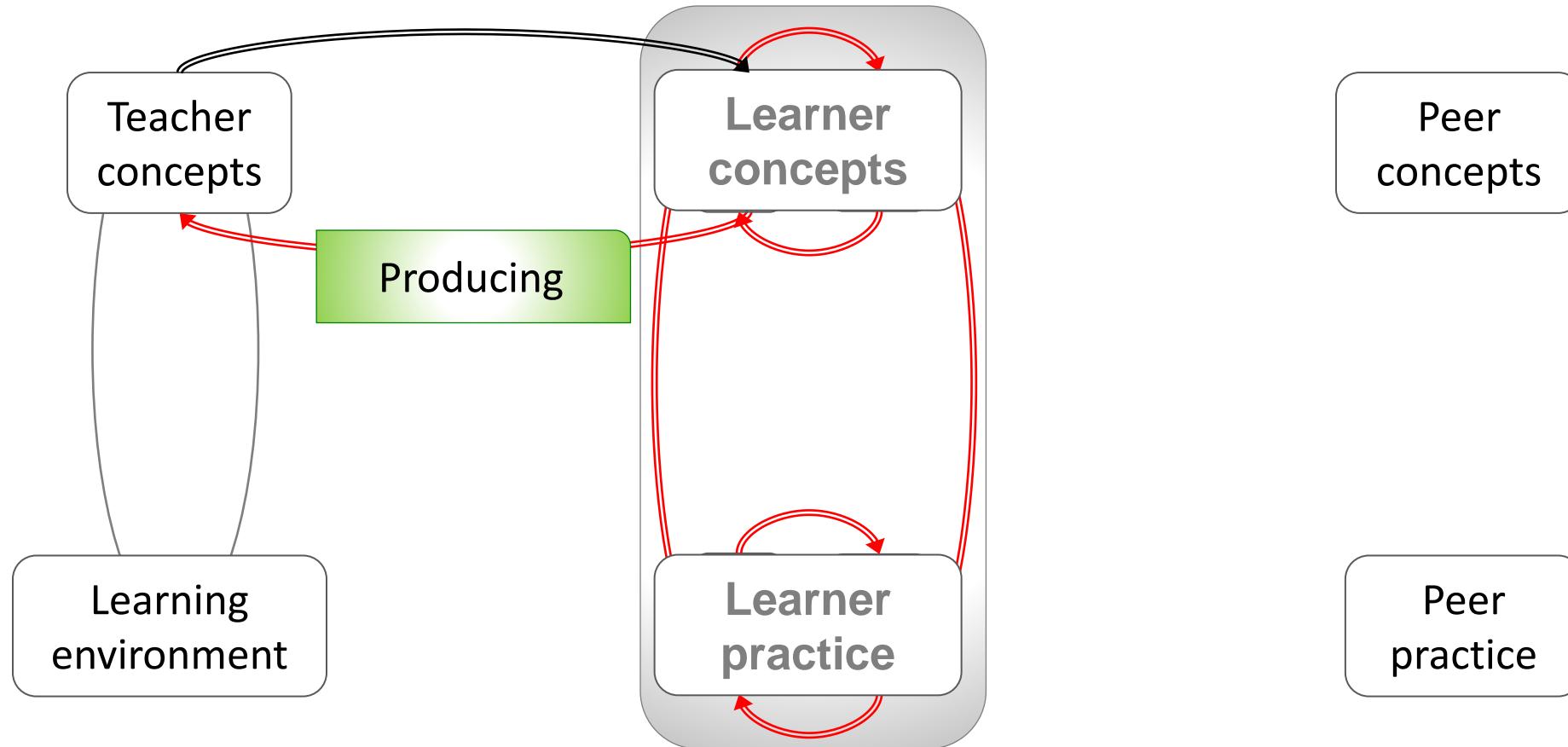
Learning through 'discussion'

Types of learning mapped to the framework



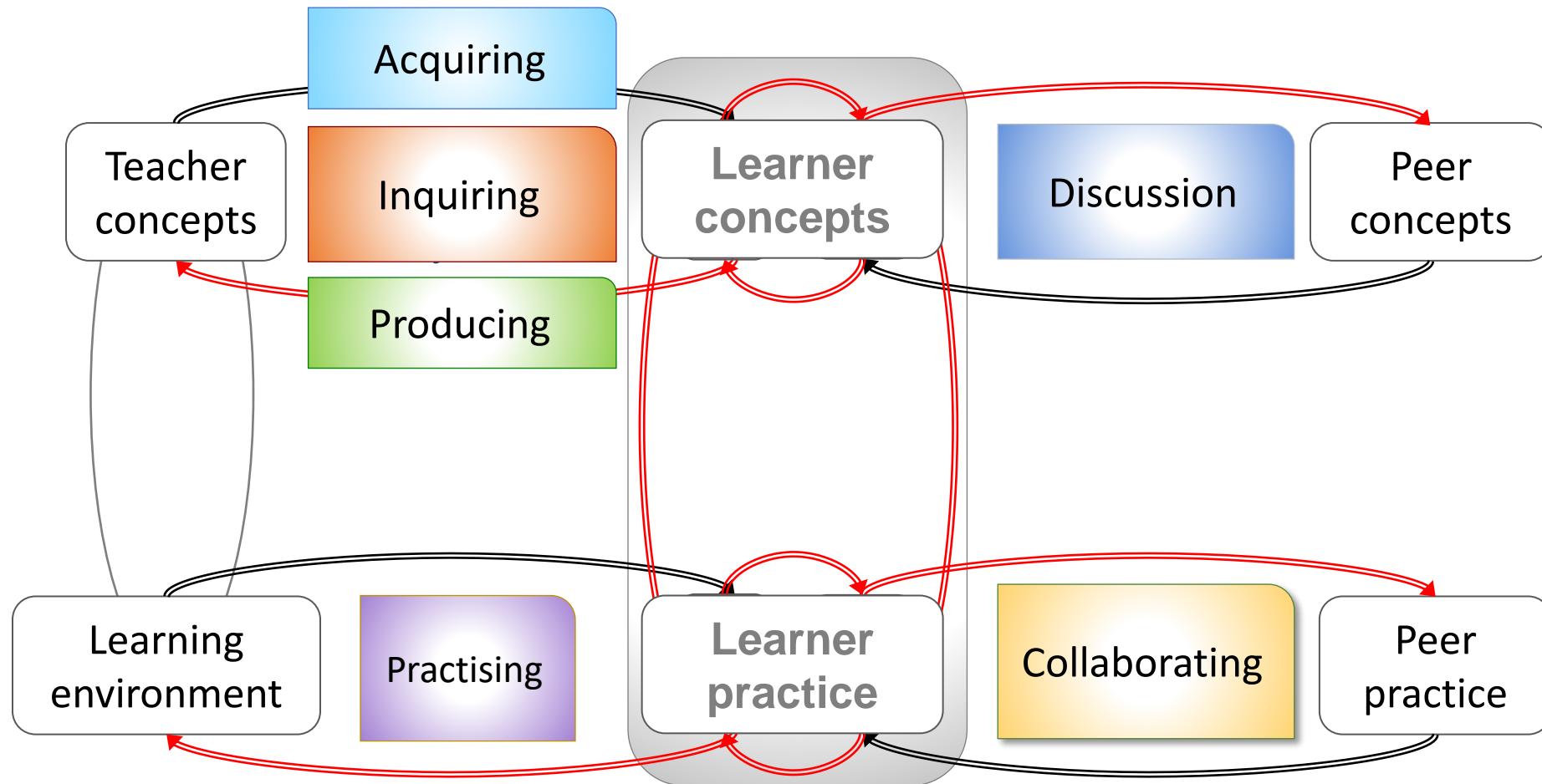
Learning through 'collaboration'

Types of learning mapped to the framework



Learning through 'production'

The Conversational Framework



Bransford

Dewey

Hattie

Piaget

Marton

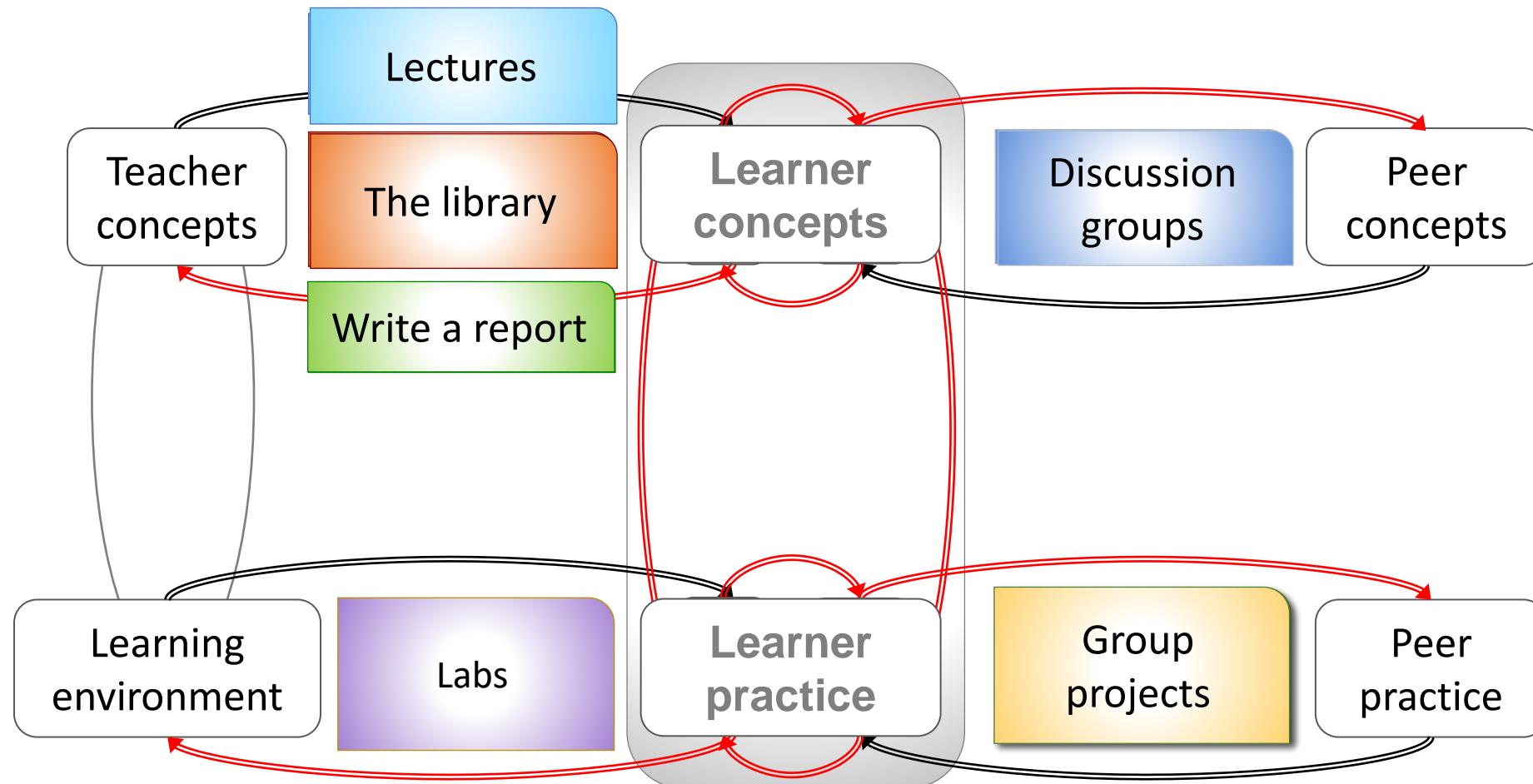
Seely Brown

Papert

Senge

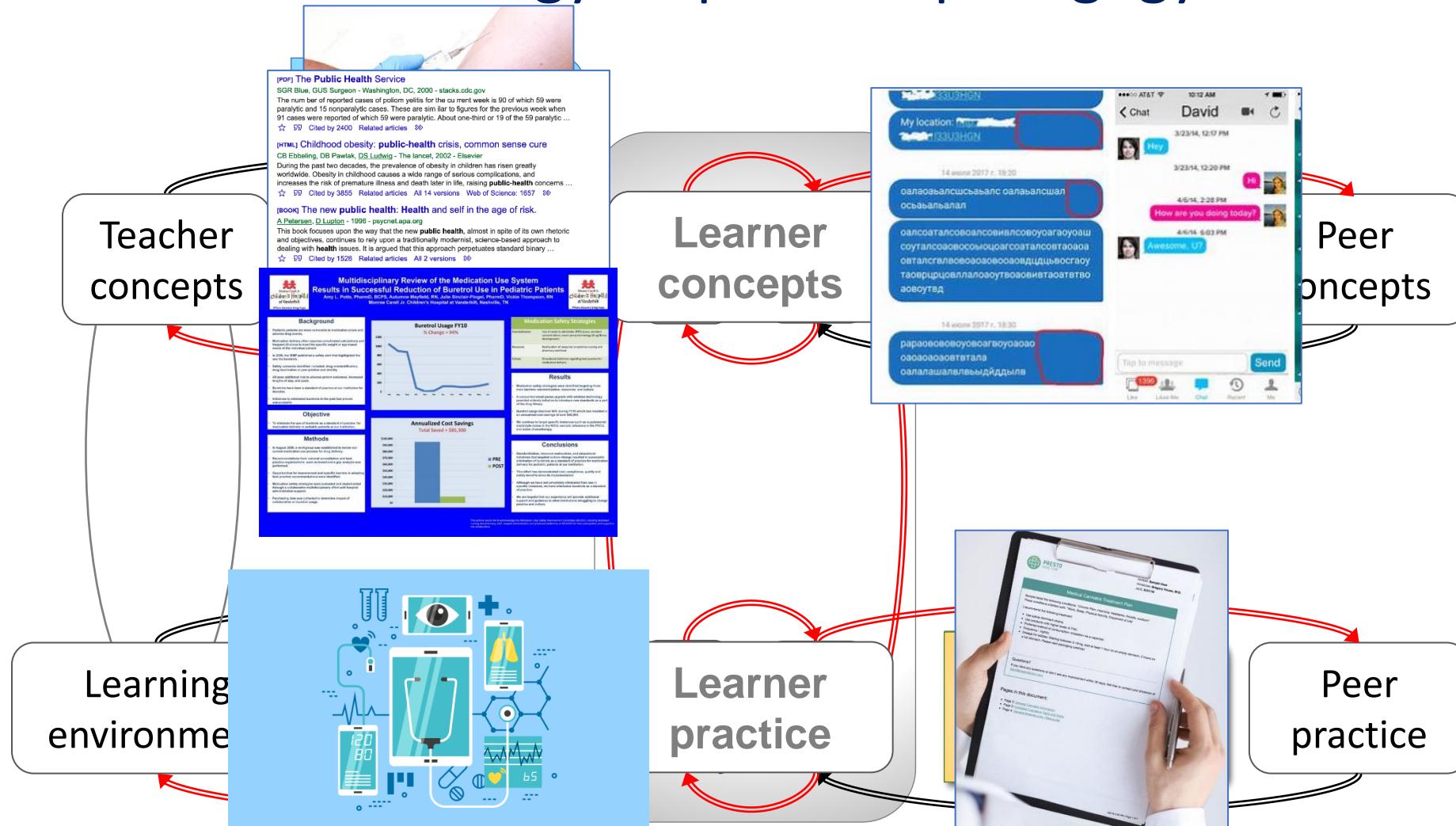
Vygotsky

How does technology help? *Conventional methods*



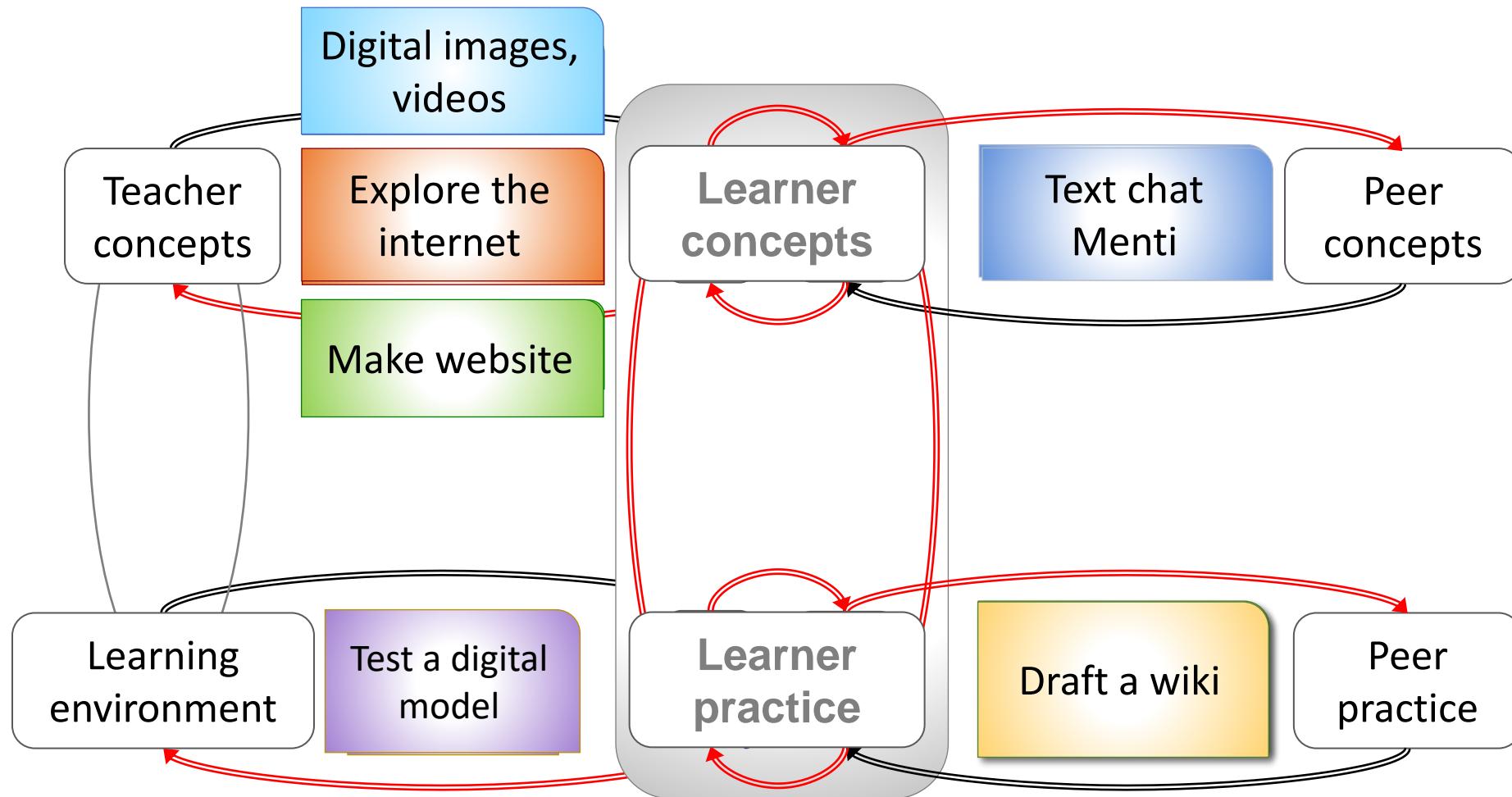
These learning types are encouraged through a variety of conventional methods

How does technology help online pedagogy? Digital methods



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

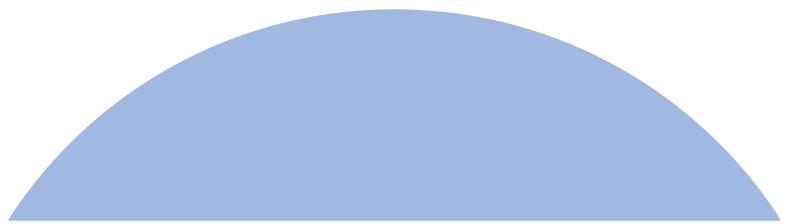
The Conversational Framework: Digital methods



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



Bullding teaching community knowledg

The Learning Designer

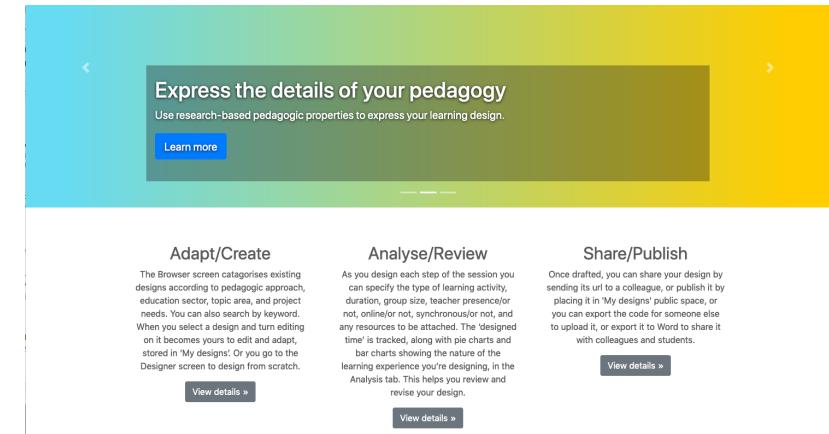
A free open online design tool to help with moving your teaching online.

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>



The screenshot shows the 'Designer' tab of the Learning Designer. On the left, there is a form for creating a new learning activity, with fields for Name, Topic, Learning time, Designed learning t..., Number of students, and Description. On the right, there is a section for 'Aims' and 'Outcomes', with a list of outcomes and a pie chart showing the distribution of outcomes: Production (33.33%), Col..., and Dis... (the last category is partially cut off). At the bottom, there are buttons for 'New design', 'Import design', 'Export design', 'Share', and 'Save'.

The screenshot shows three open windows within the 'Designer' tab. The first window is 'Create a shared resource of learning technologies for education', with a text area and a 'Produce' button. The second window is 'Comment on others' contributions', with a 'Discuss' button. The third window is 'Create a folksonomy for the wiki contents', with a 'Collaborate' button. Each window has its own set of controls and text input fields.

Adapting a learning design

Learning Designer Home Browser Designer x edit user: diana

Learning Designers Timeline Analysis

Home / Browser / Ed

Vocational skills

- Using video to showcase skills Edited by EileenKennedy
- Searching for information Edited by Administrator
- Collaborative learning: D Edited by you
- Developing your own ideas Edited by you
- Developing your own ideas Edited by you
- Inquiry-based learning projects Edited by you
- Understanding the workplace Edited by you
- Understanding the workplace Edited by you
- Using progress monitoring 19:01:23 Edited by you
- BLE activity design session Edited by Administrator
- Apprenticeship Induction Edited by you

Learning design details

Name: Understanding Risk Assessment Online

Topic: Risk Assessment

Learning time: 1 hours 30 minutes

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, and its importance.
- Application: Be able to apply Risk Assessment to a specific context.
- Analysis: Be able to analyse a specific context in a risk assessment.

Design components

+ Add TLA Expand notes

New design Import design Export design Share Save

Introduction to Risk Assessment

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.

Applying Risk Assessment

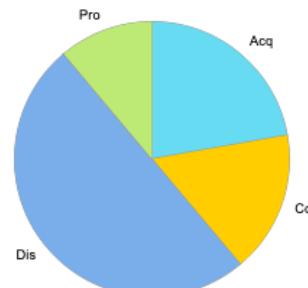
Produce Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group.

Arrange a time when you will meet with your group online.

Analysing how Risk Assessment could guide your future

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

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



Adapting a learning design

Learning Designer Home Browser Designer x ✓ diana

Timeline Analysis

Applying Risk Assessment

Produce 10 1 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

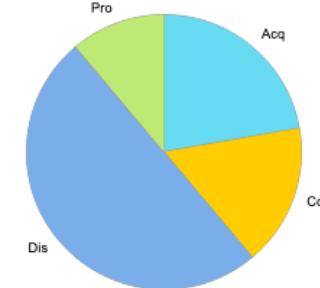
Analysing how Risk Assessment could guide your future |

Read Watch Listen 10 1 0 +

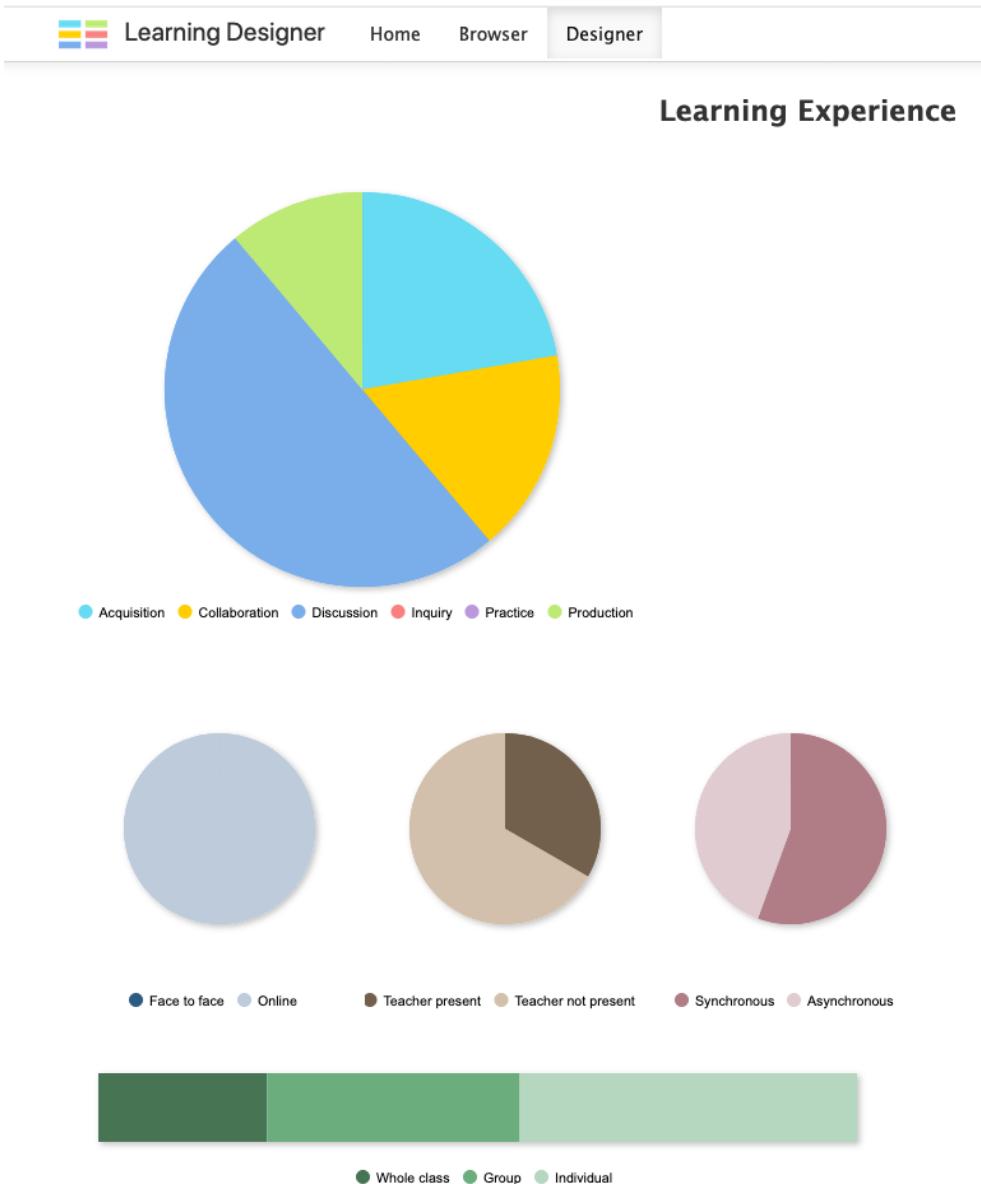
Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss 20 25 1 0 +

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 ~~evaluate~~ 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.

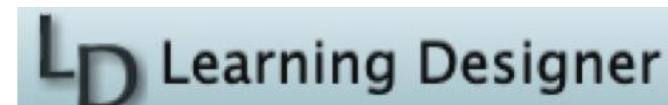
Linked resources

Q&A with the teacher

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

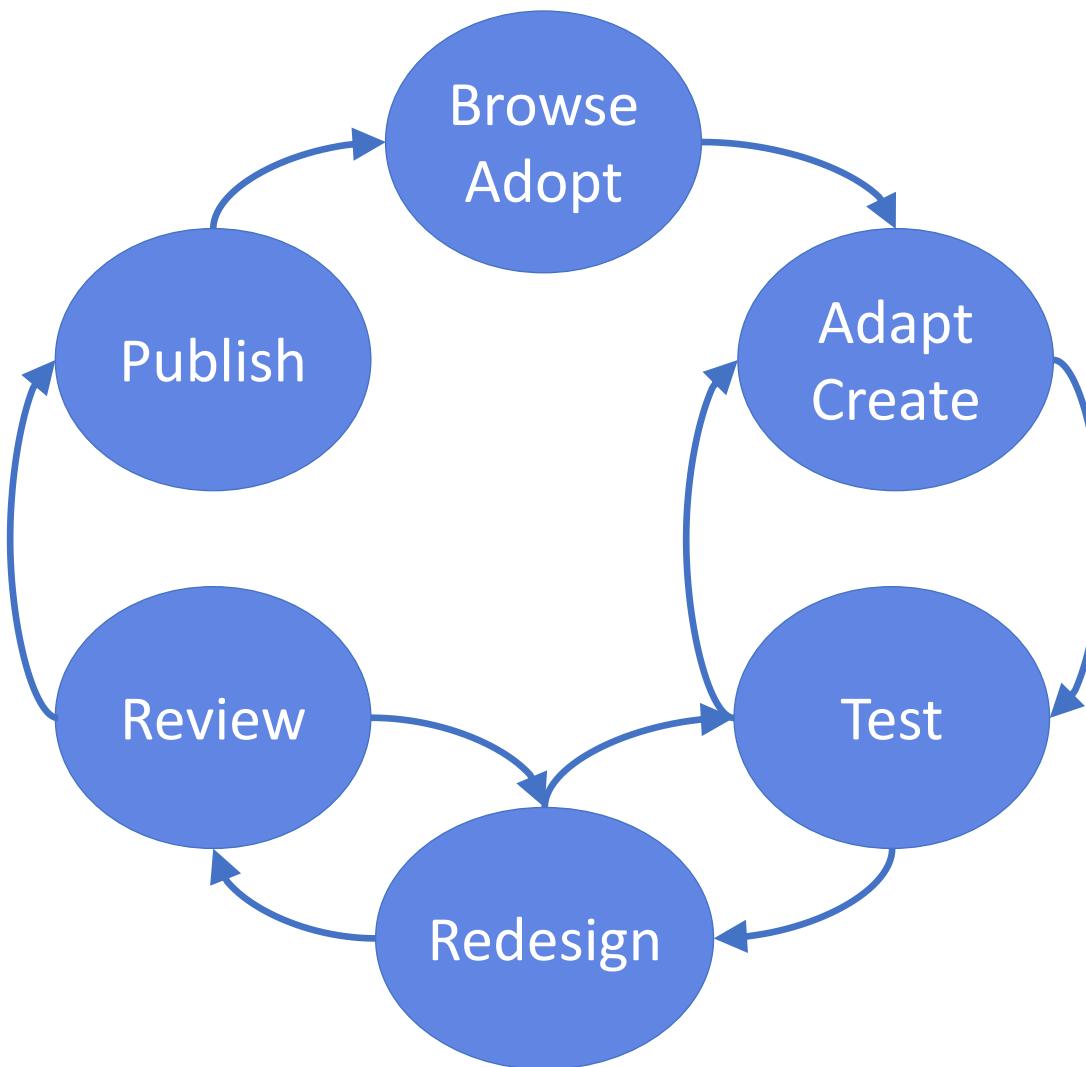
Or Export to Word, to send to learners, or discuss with others

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



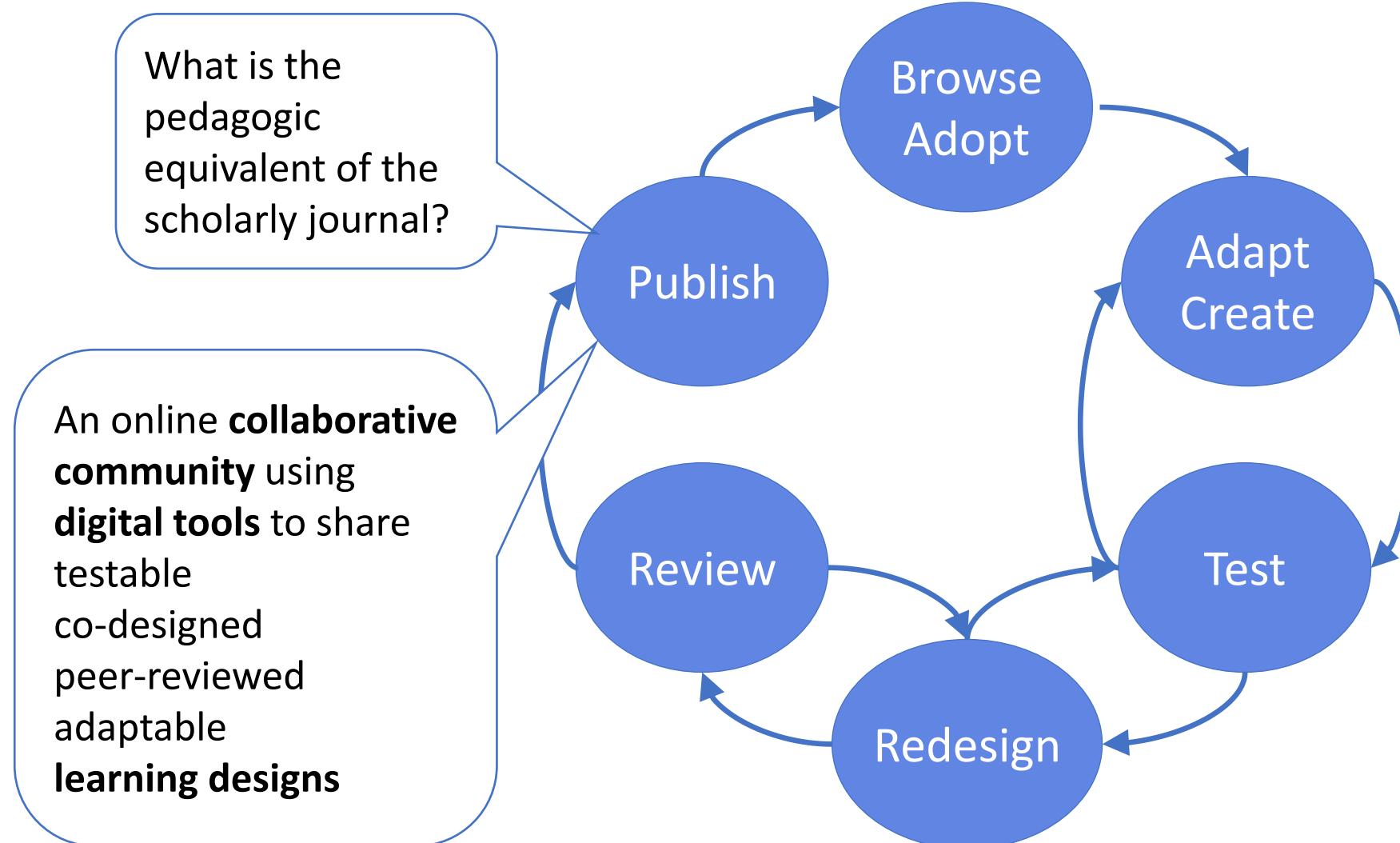
<https://www.ucl.ac.uk/learning-designer>

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

Future Learn Subjects Courses Using FutureLearn

Online Courses / Teaching

Future Learn

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?

 Teacher and student interaction (46%)

Teacher and student interaction (46%)



Access and connectivity (15%)

Access and connectivity (15%)



Structure and direction (9%)

Structure and direction (9%)



Students' own learning environment (18%)

Students' own learning environment (18%)



Two-way peer-to-peer feedback (10%)

Two-way feedback (10%)



Something else (share in the comments) (2%)

Something else (share in the comments) (2%)

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

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


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@miranndanet.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


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


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


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


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




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