UCL Knowledge Lab

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

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UCL Knowledge Lab

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?

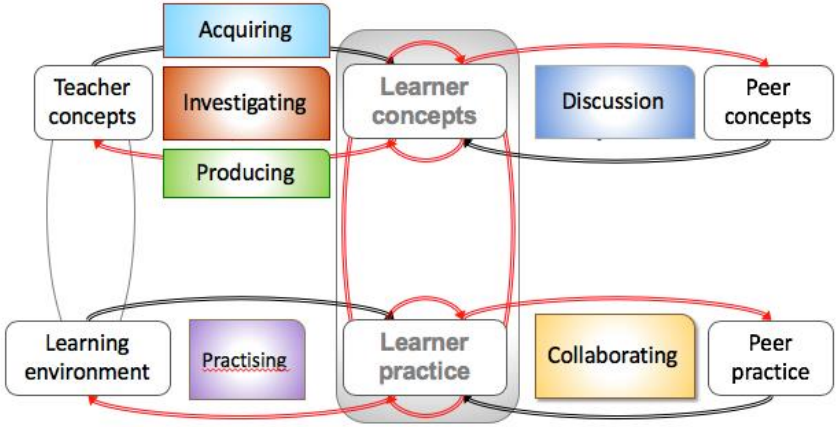
What counts as high quality learning?

The Conversational Framework

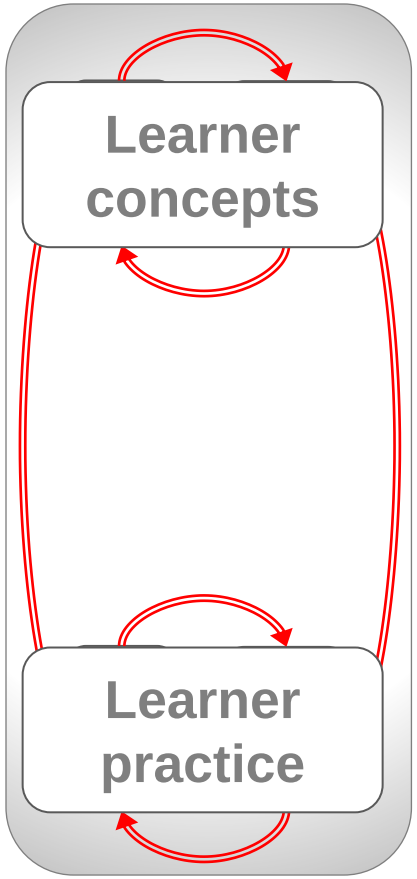
Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

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?



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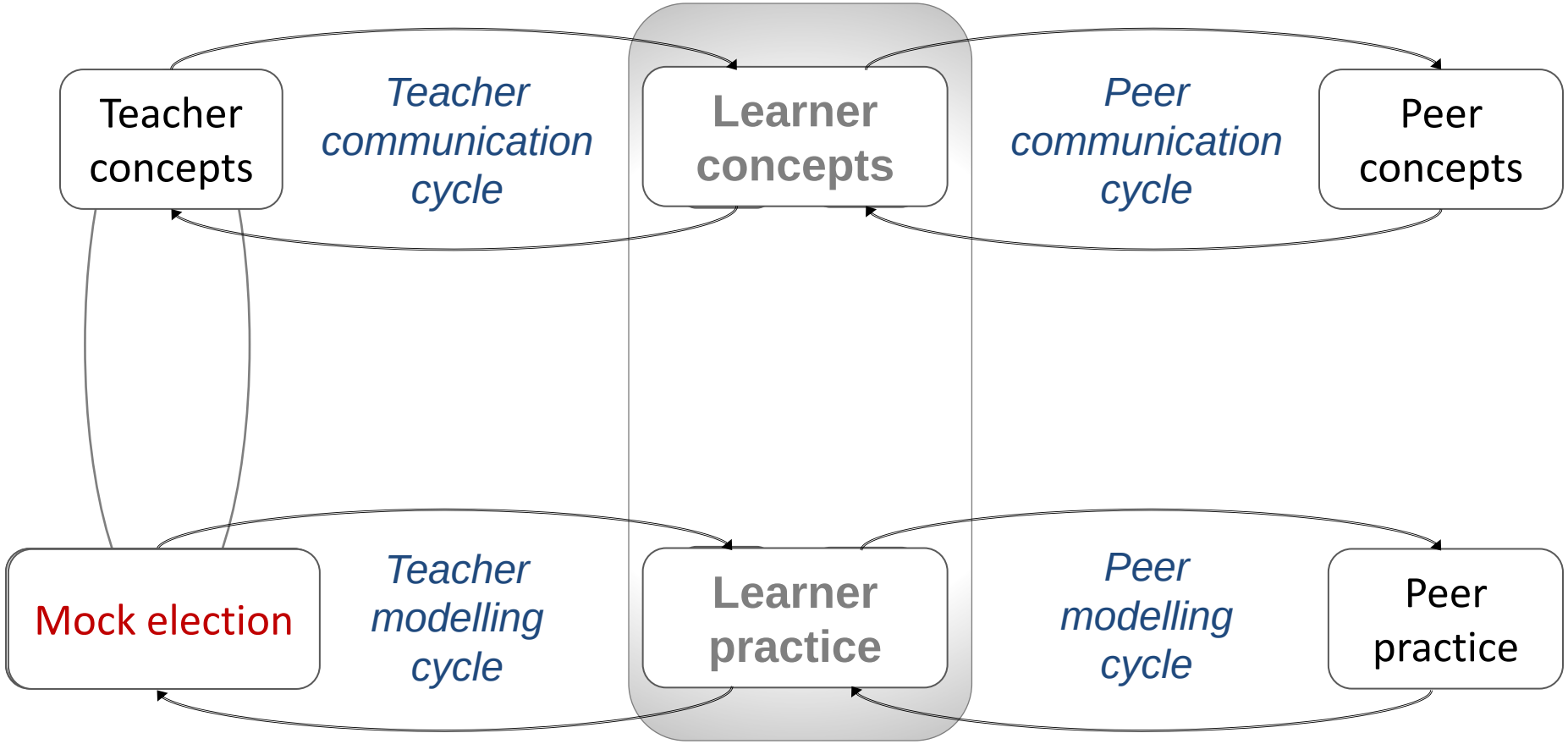
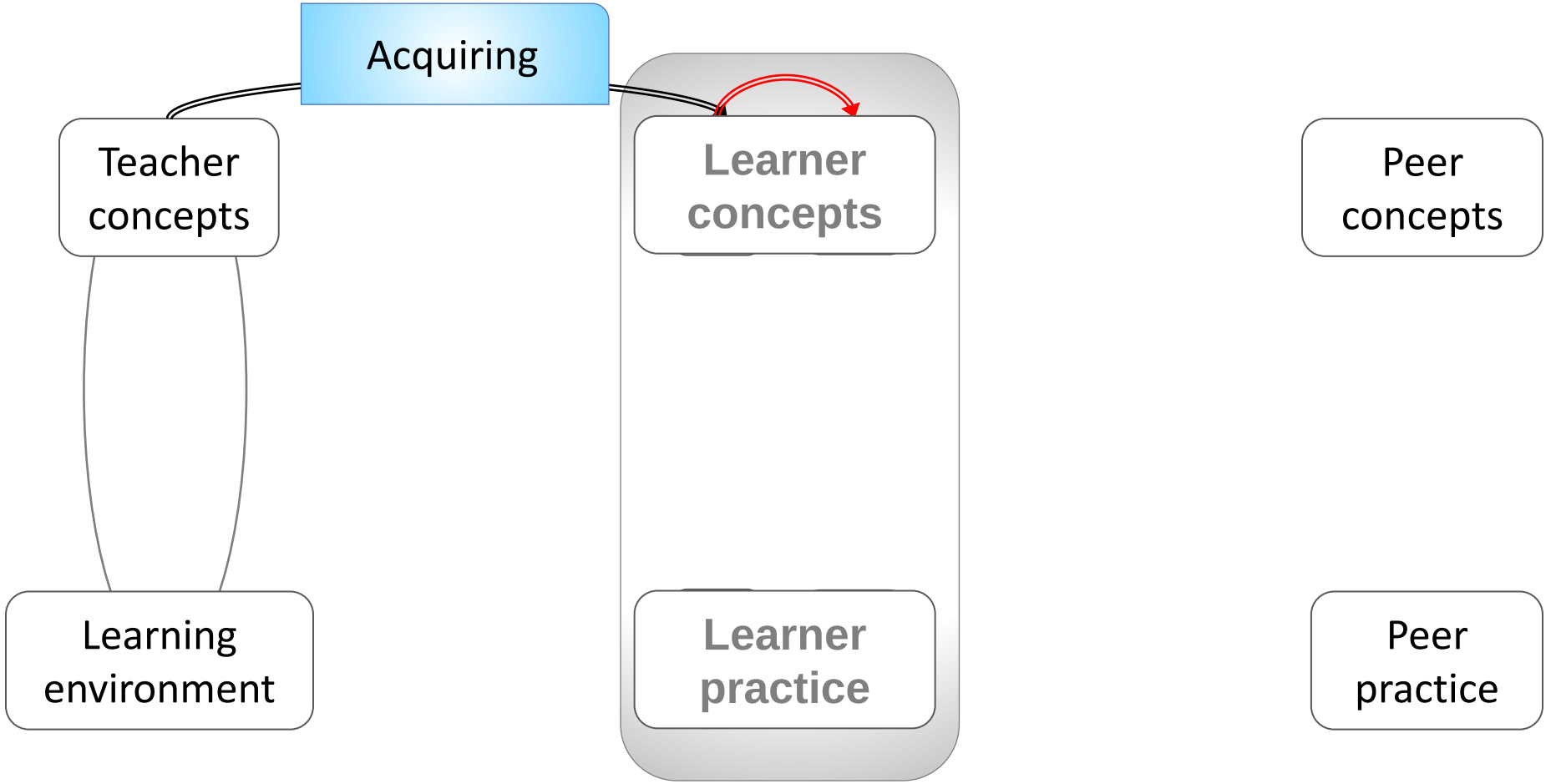
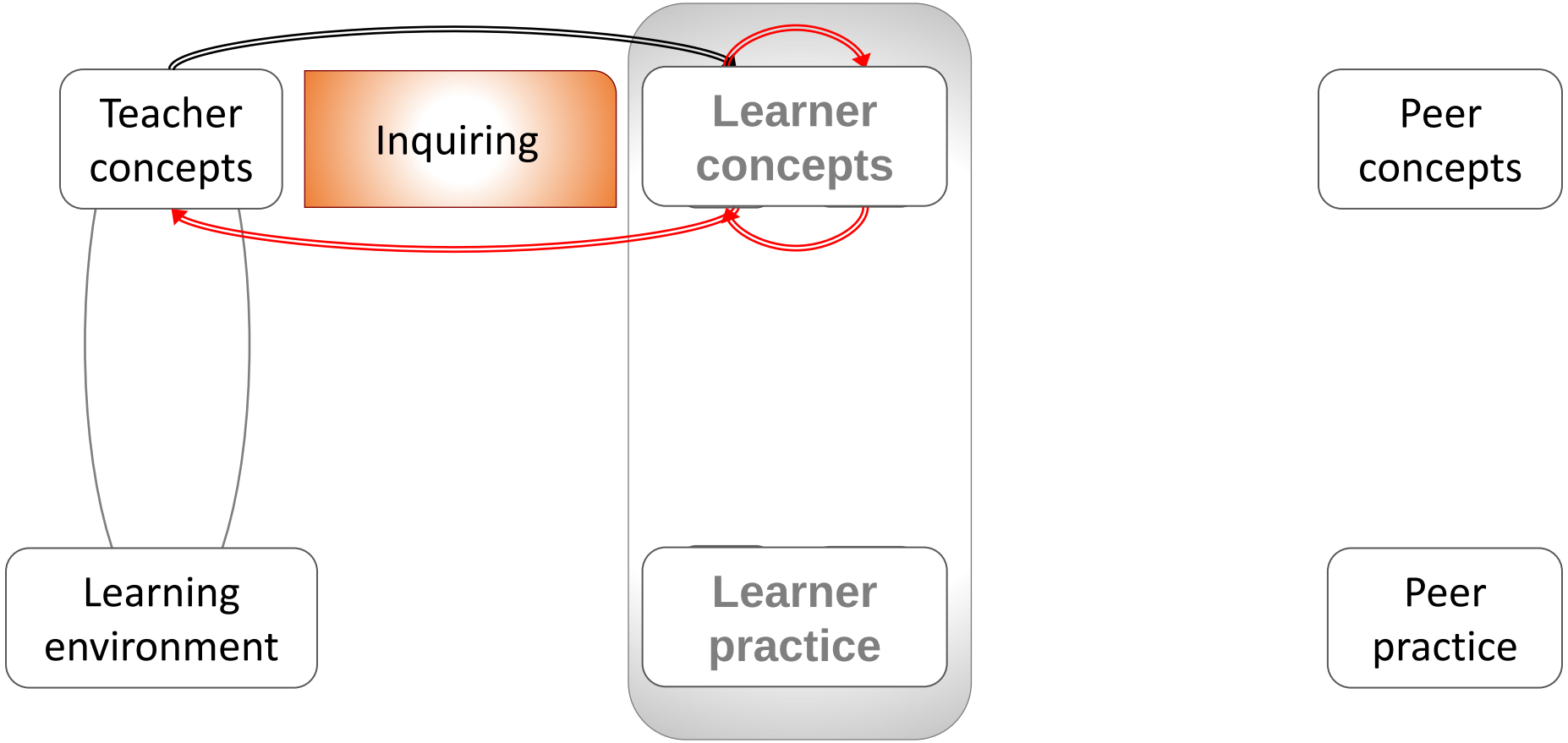


Types of learning mapped to the framework



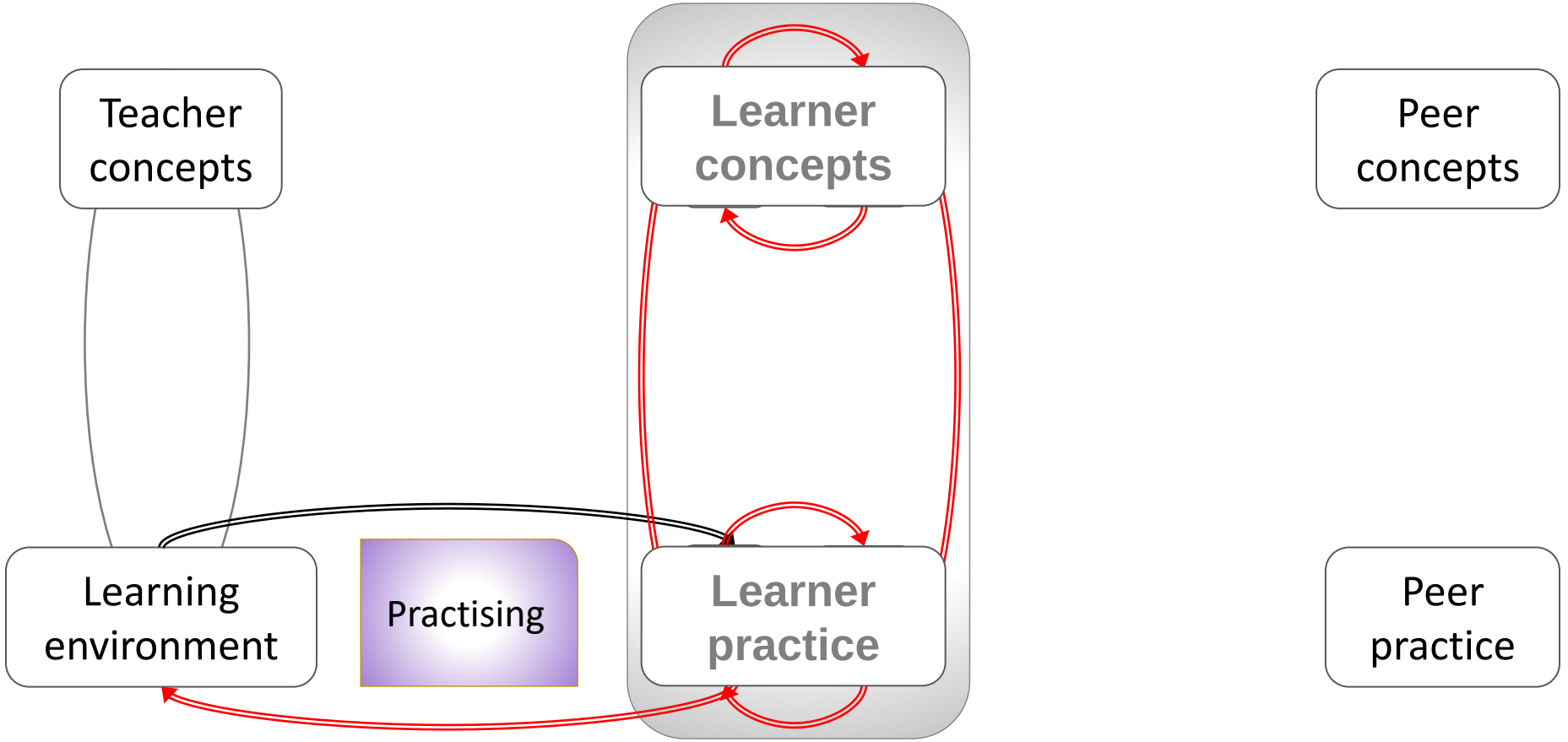
Learning through ‘acquisition’

Types of learning mapped to the framework



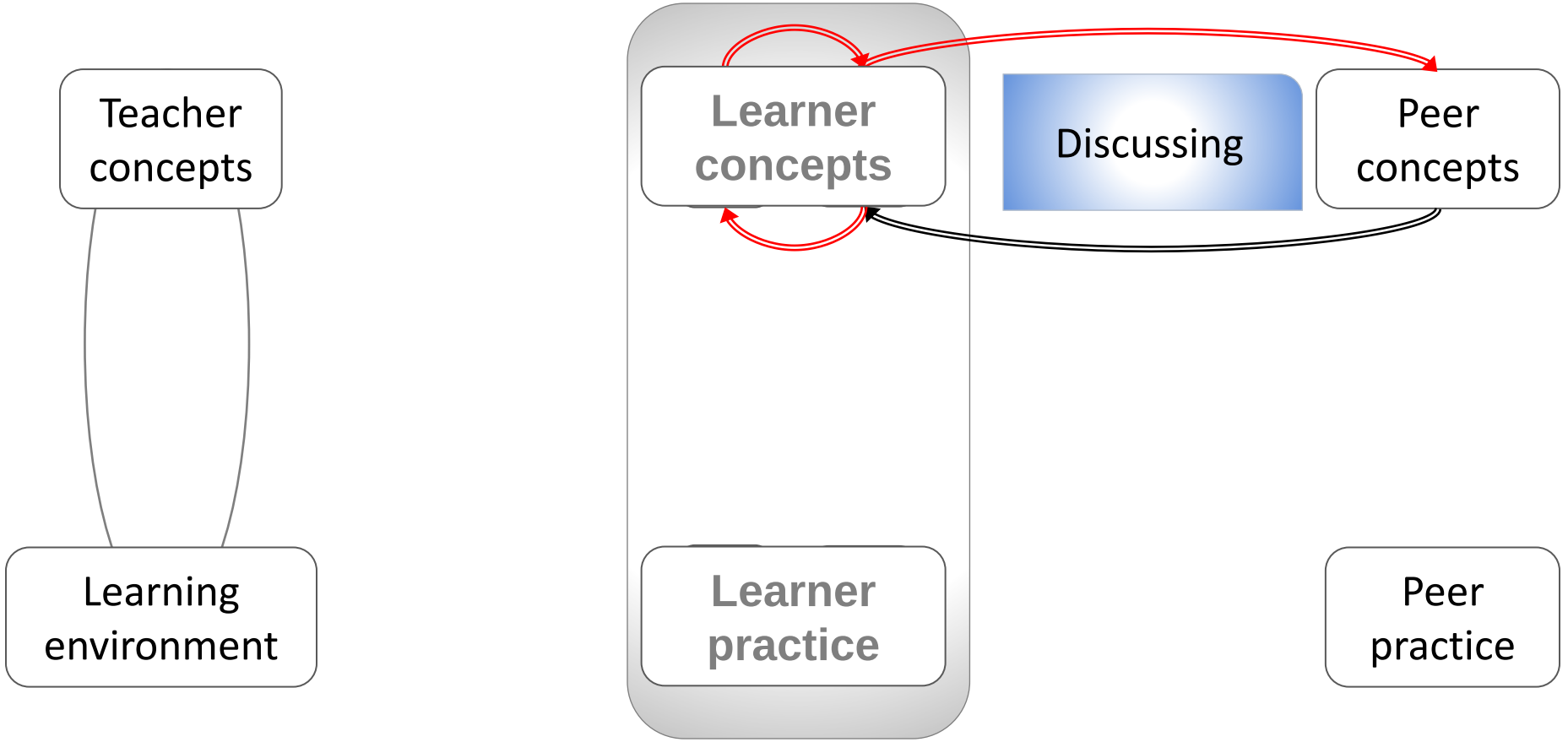
Learning through ‘inquiry’

Types of learning mapped to the framework



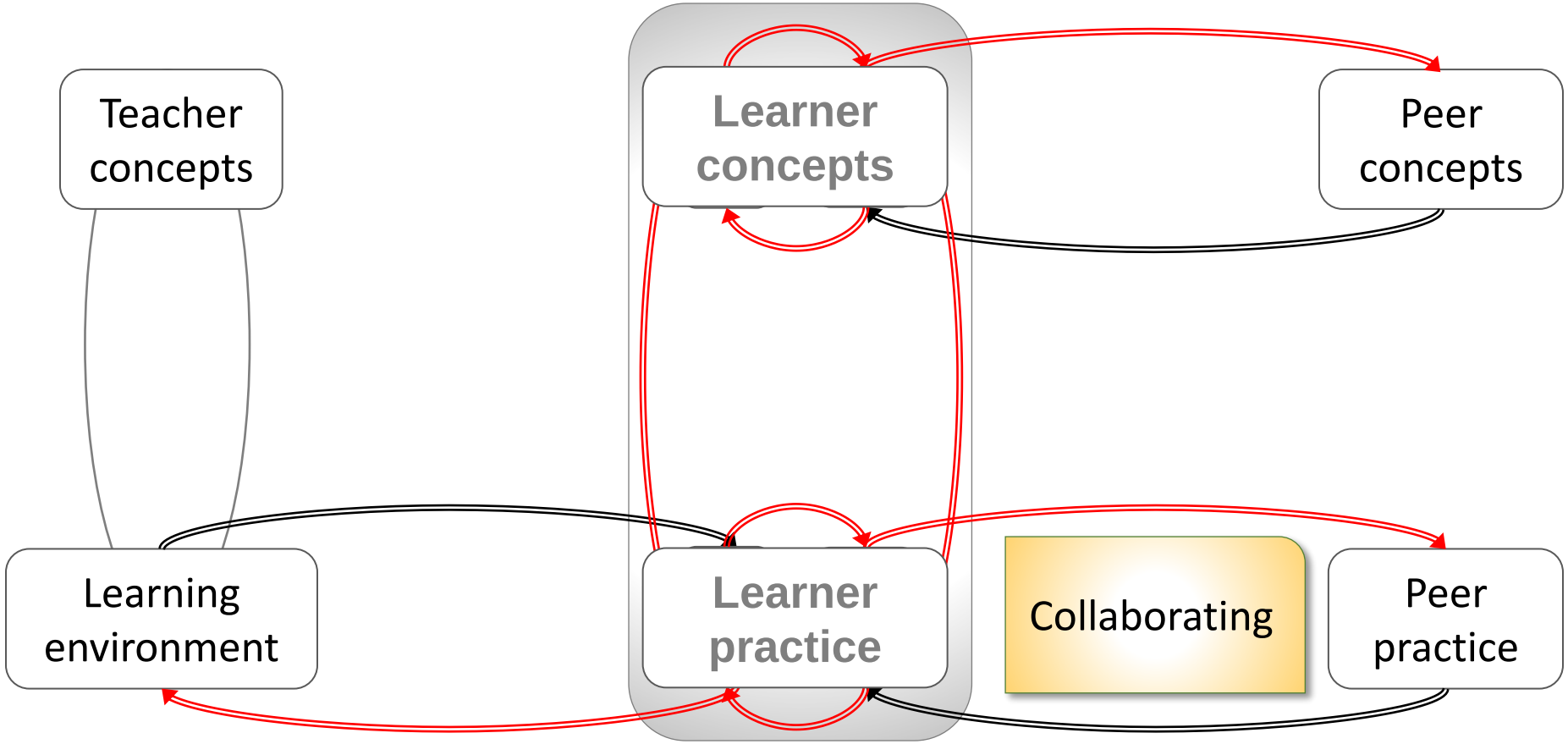
Learning through ‘practice’

Types of learning mapped to the framework



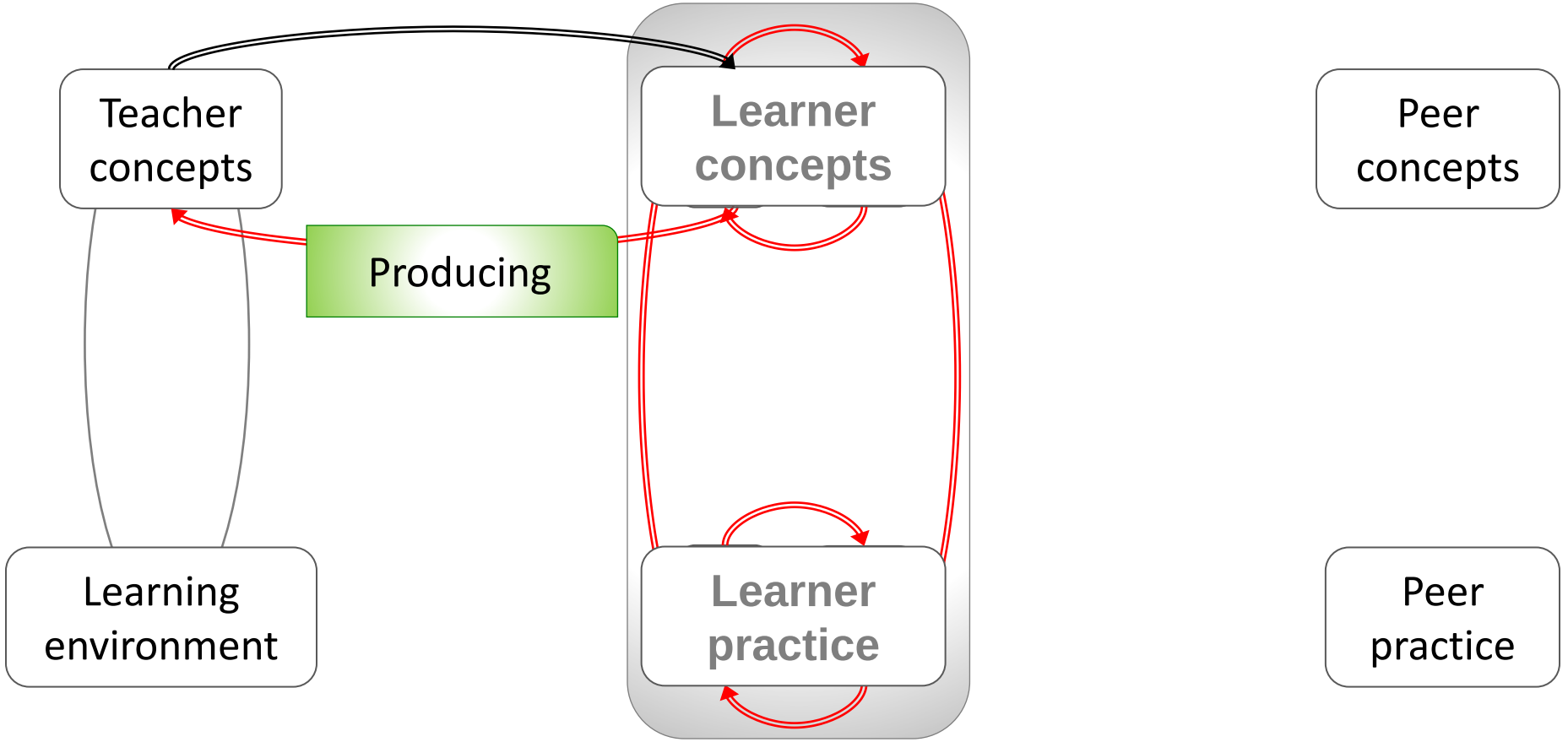
Learning through ‘discussion’

Types of learning mapped to the framework



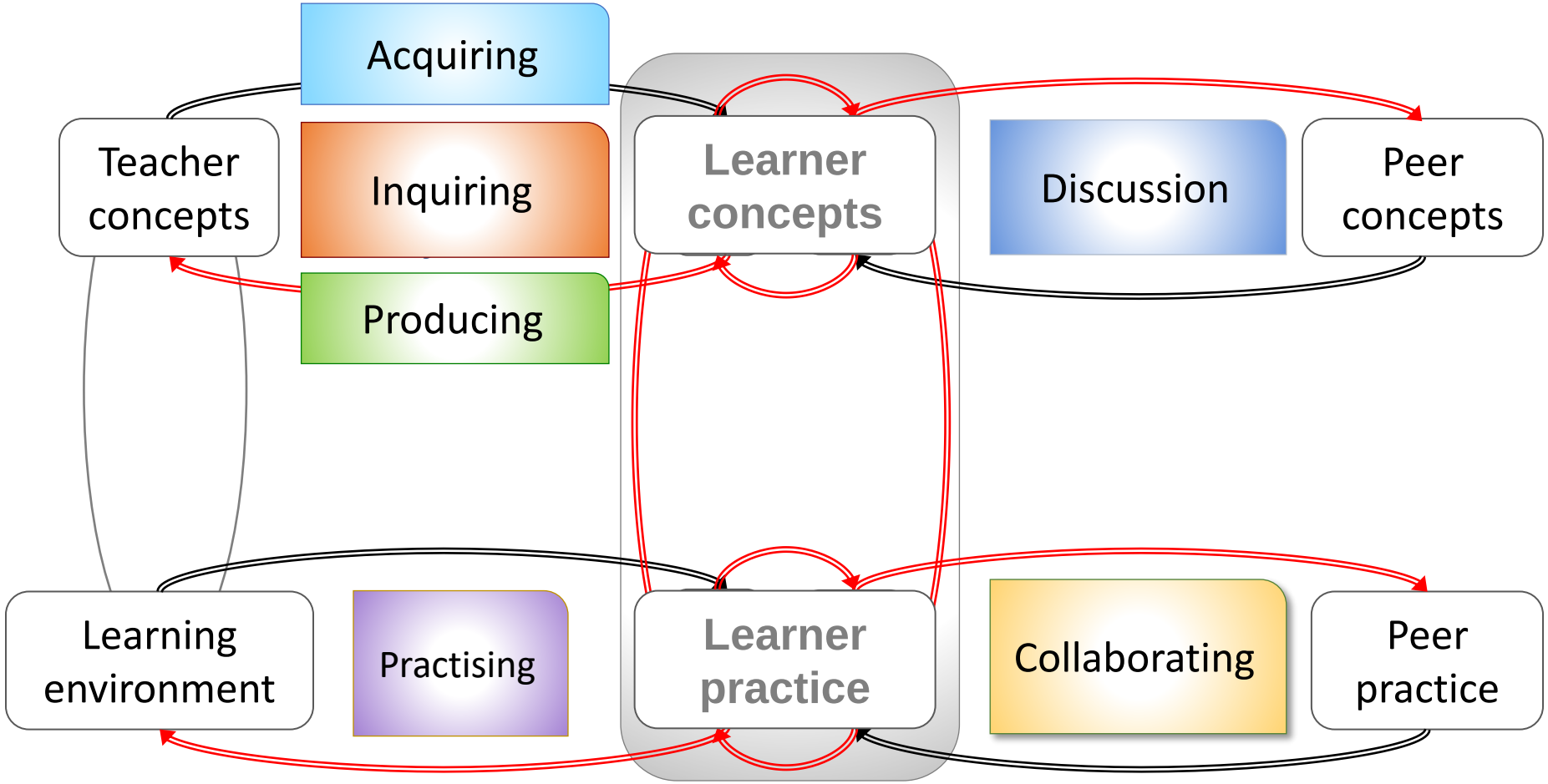
Learning through ‘collaboration’

Types of learning mapped to the framework



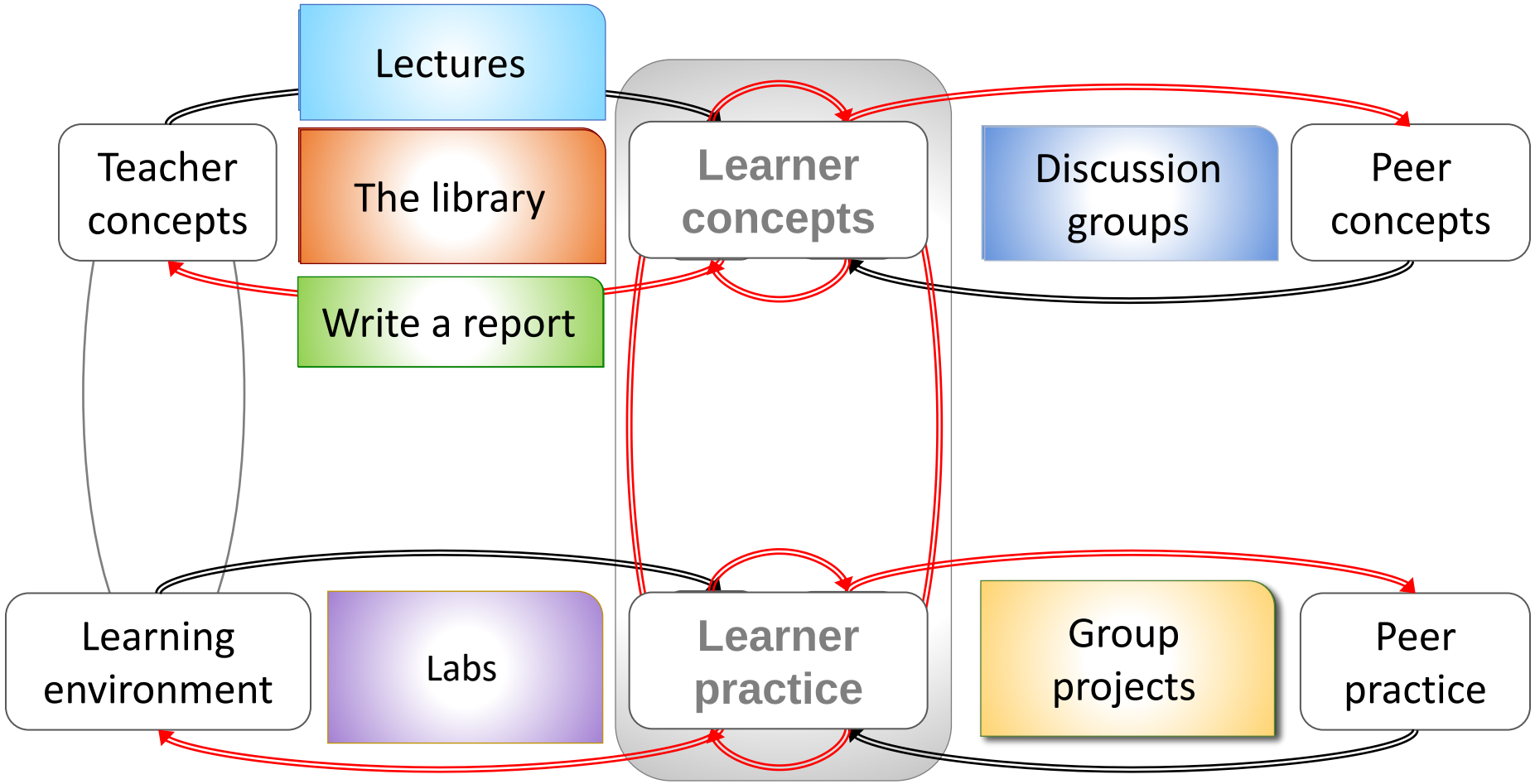
Learning through ‘production’

The Conversational Framework



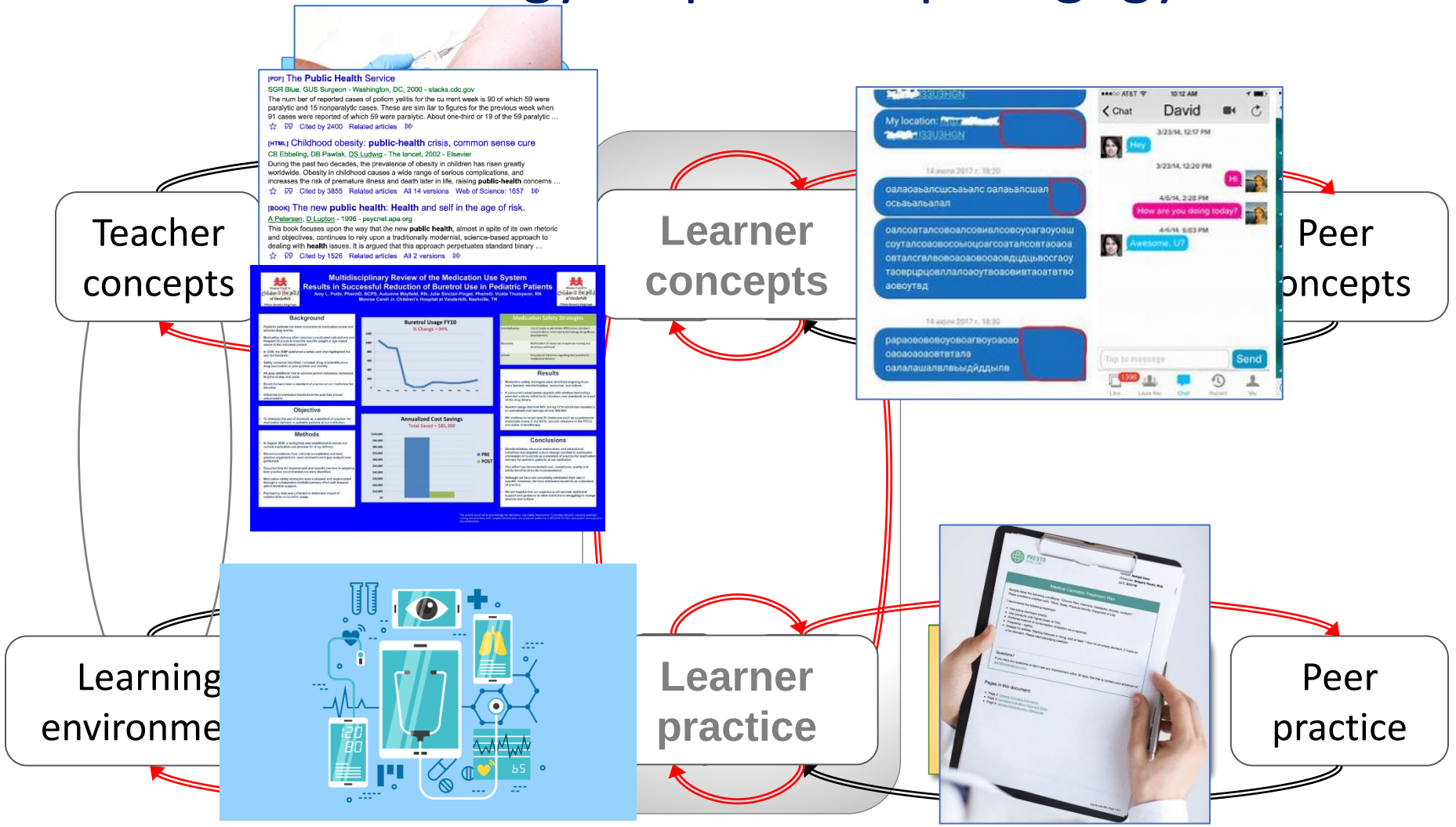
Bransford Dewey Hattie Piaget Marton Seely Brown Papert Senge Vygotsky

How does technology help? *Conventional methods*



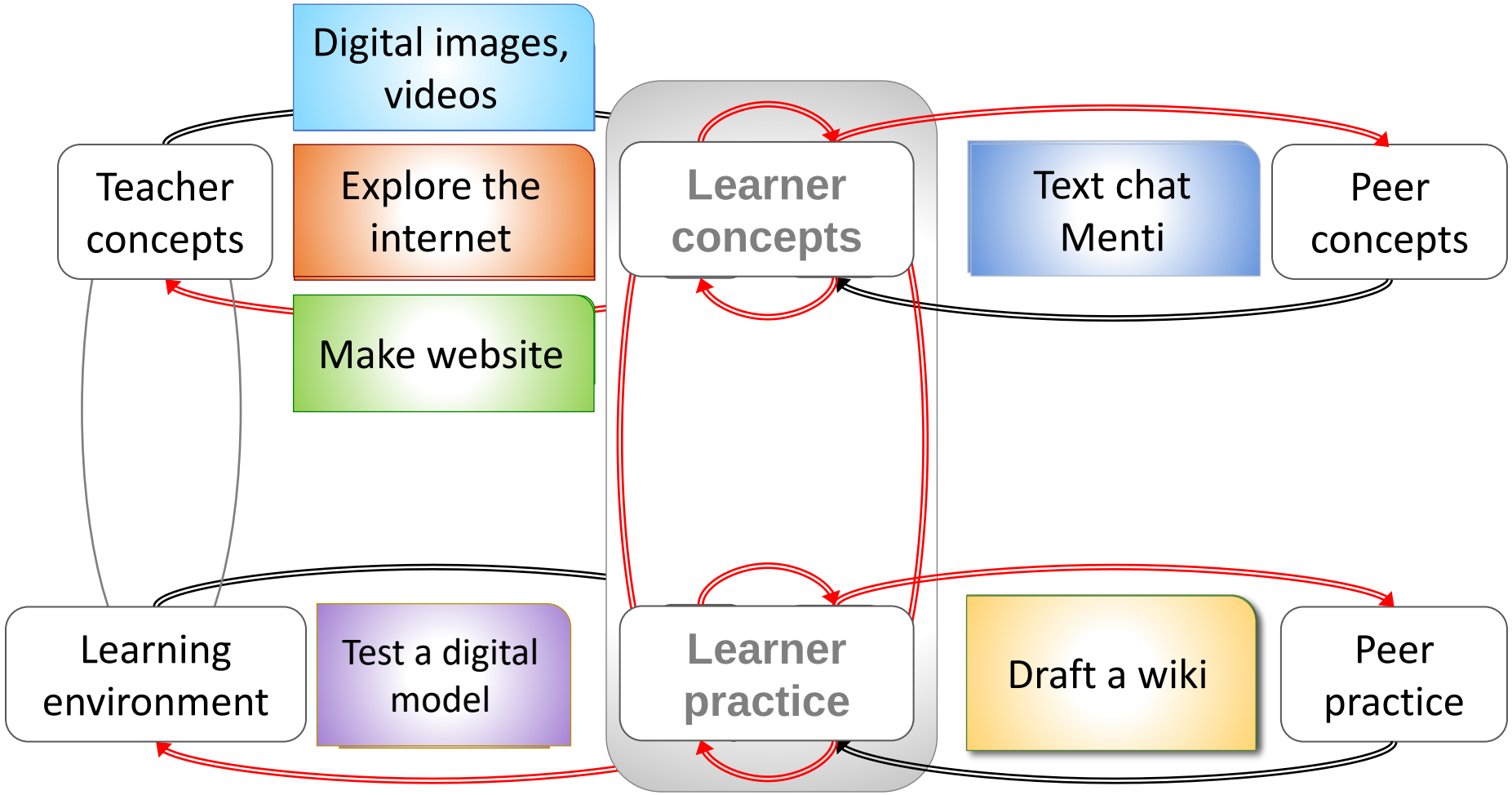
These learning types are encouraged through a variety of conventional methods

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

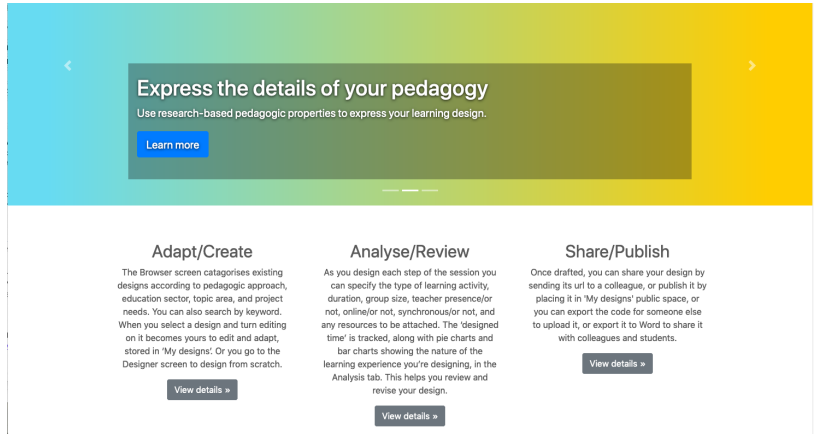
A free open online design tool to help with moving your teaching online.

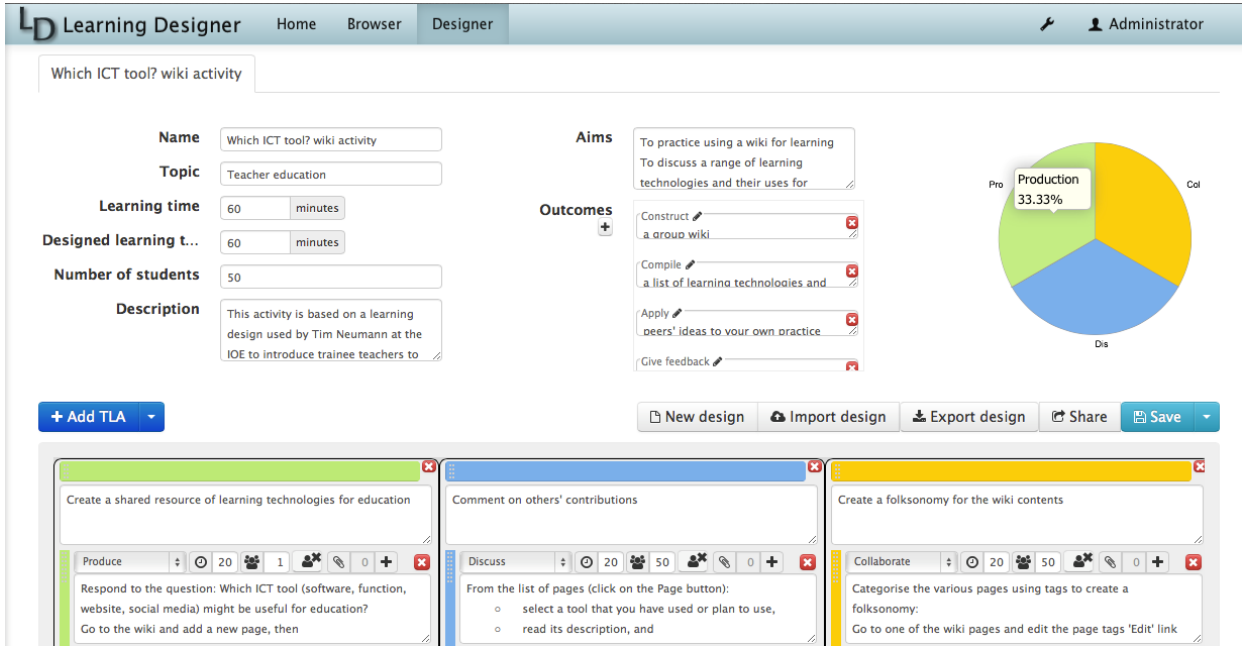
Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to

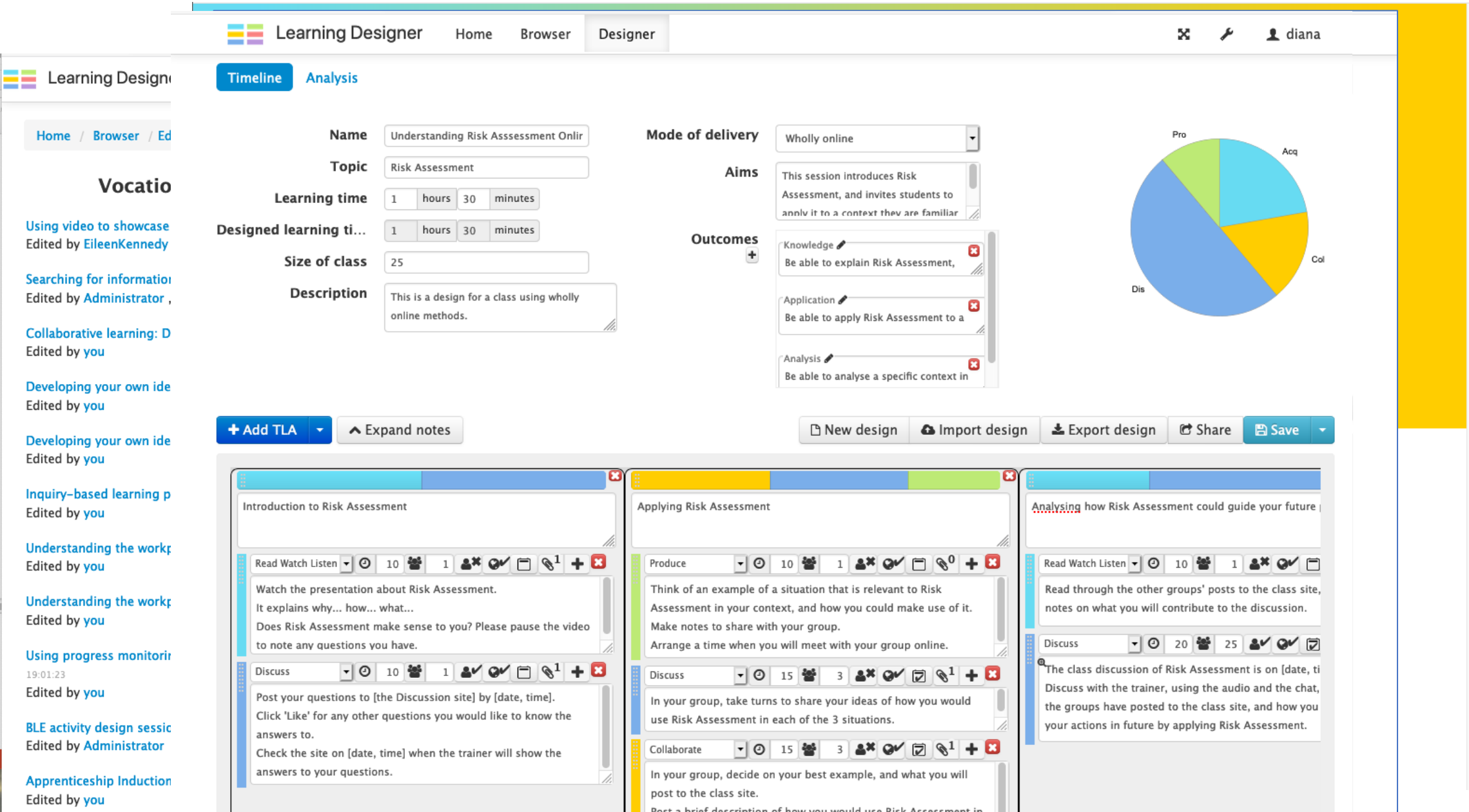
- design a sequence of blended and online teaching and learning activities
- analyse their pedagogic design
- share their learning designs with each other

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





Adapting a learning design



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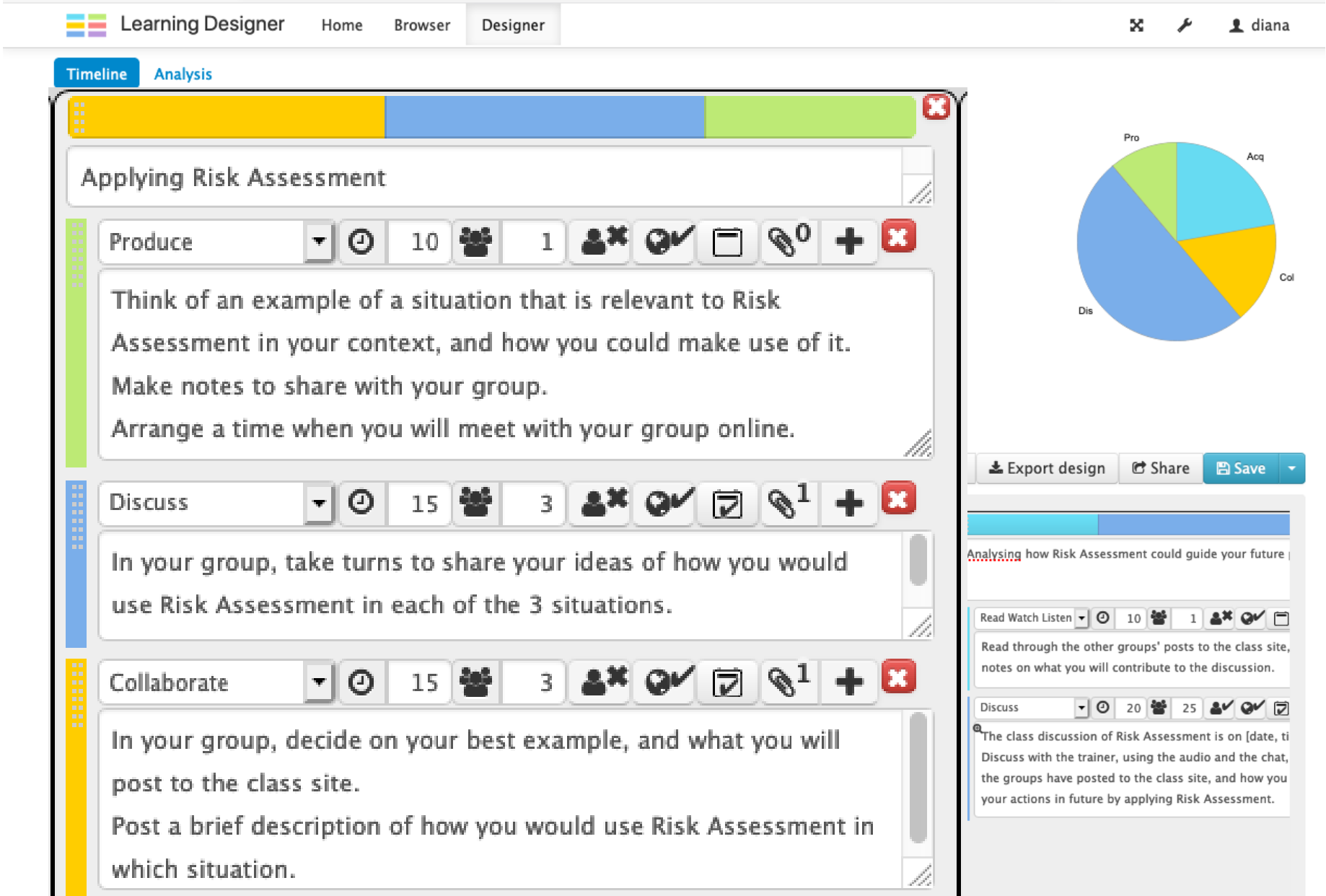
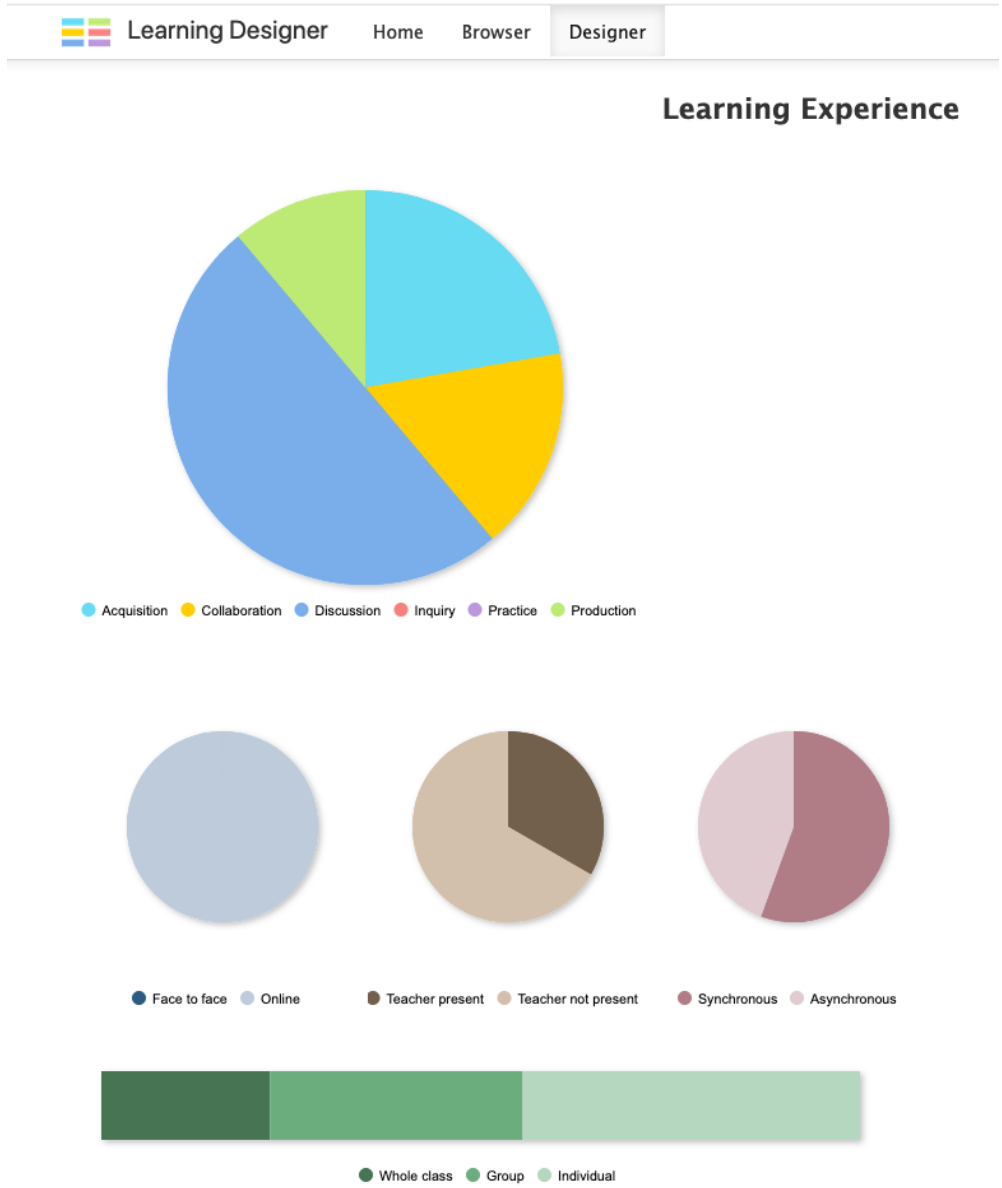


Analysing a learning design

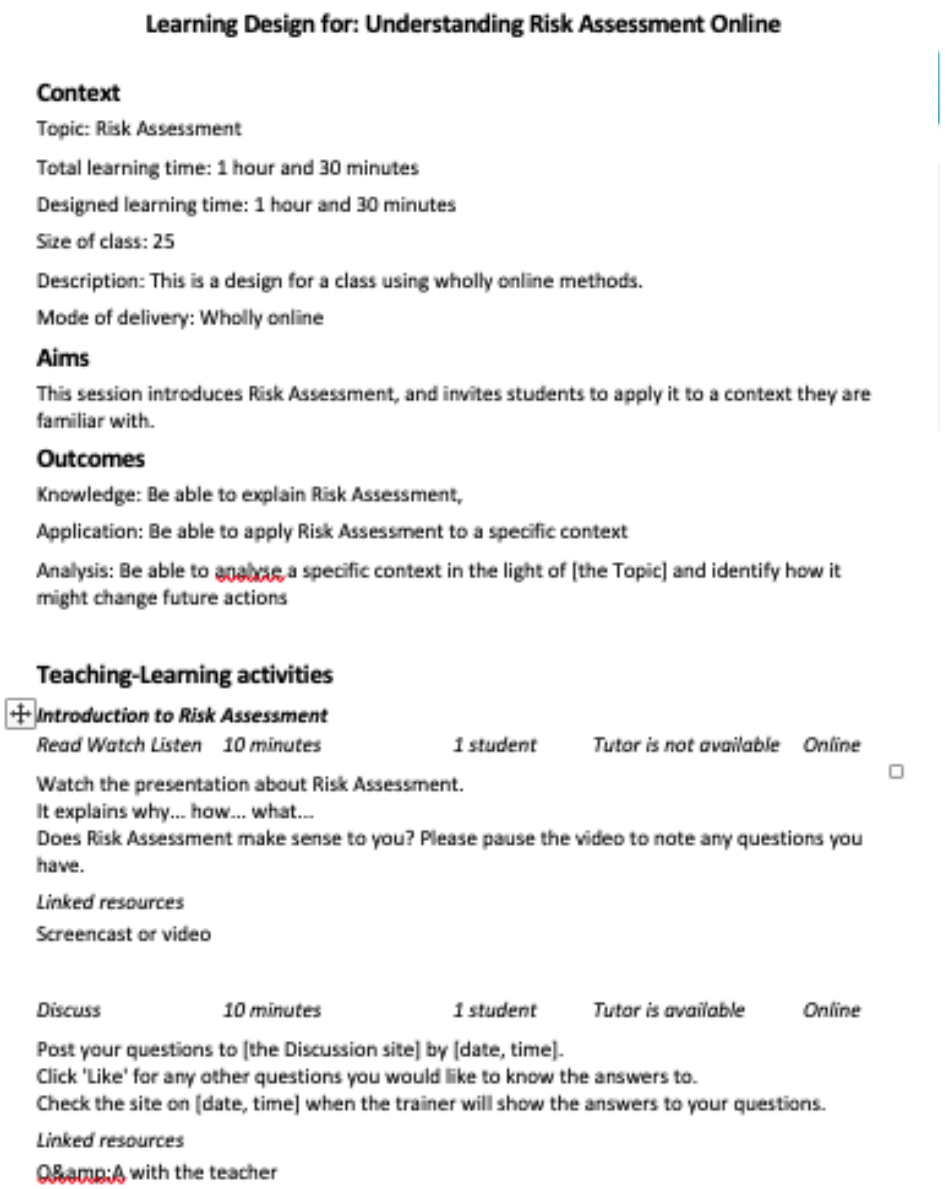


The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion. There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate

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)

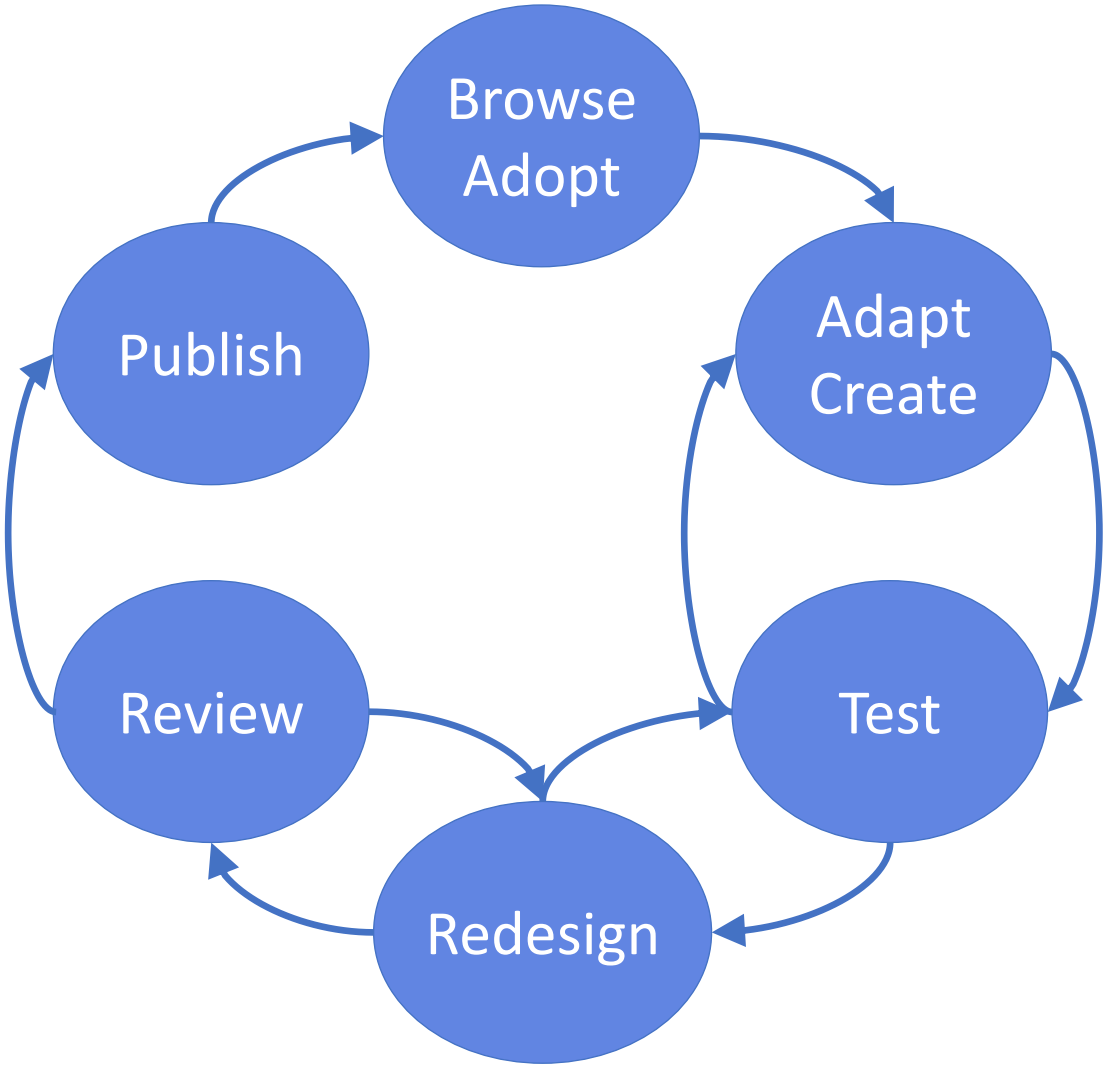
Or Export to Word, to send to learners, or discuss with others

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

LD Learning Designer

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

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

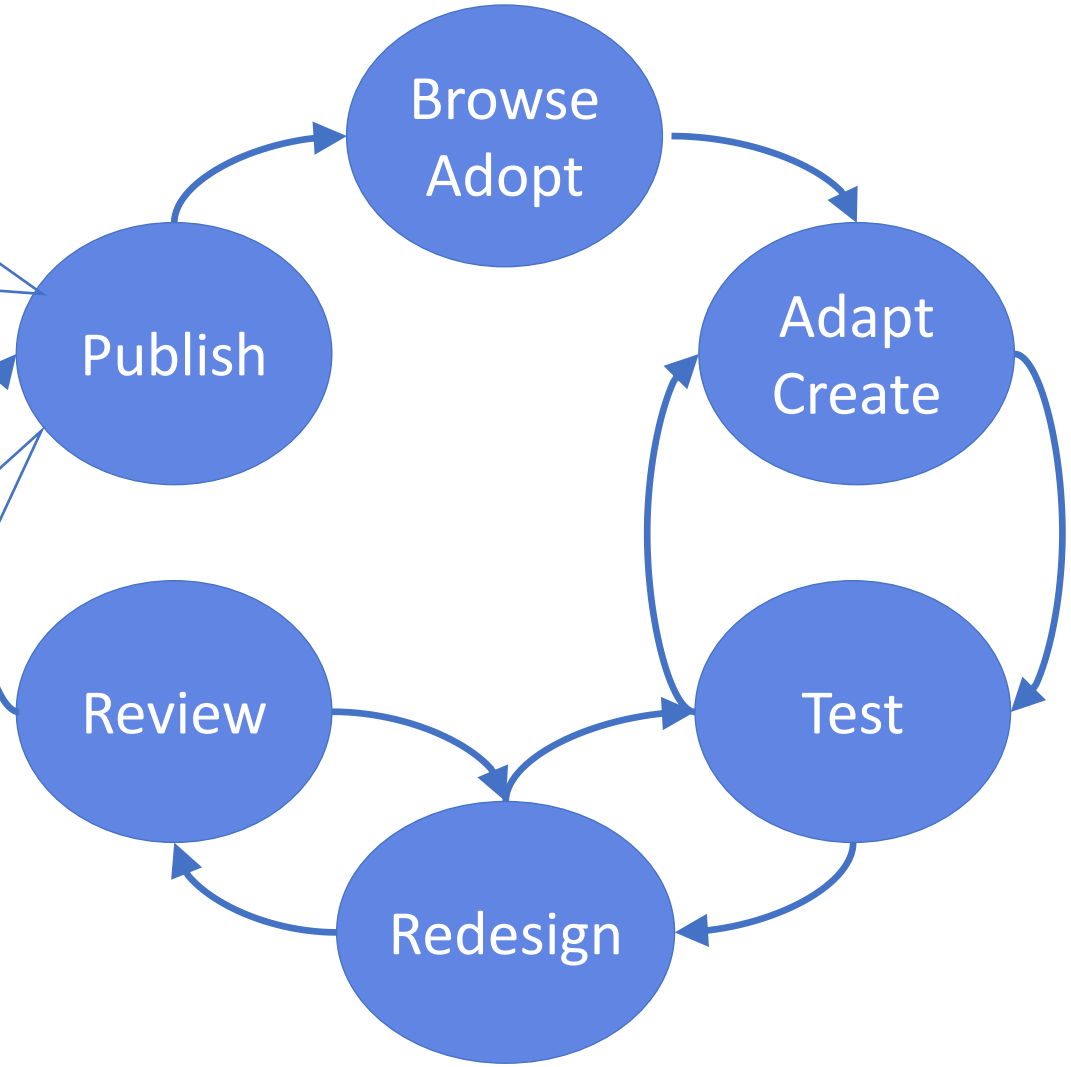


Building knowledge for science and scholarship

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

What is the pedagogic equivalent of the scholarly journal?

An online **collaborative community** using **digital tools** to share testable co-designed peer-reviewed adaptable **learning designs**



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

FutureLearn

Future Learn Subjects Courses Using FutureLearn 50+

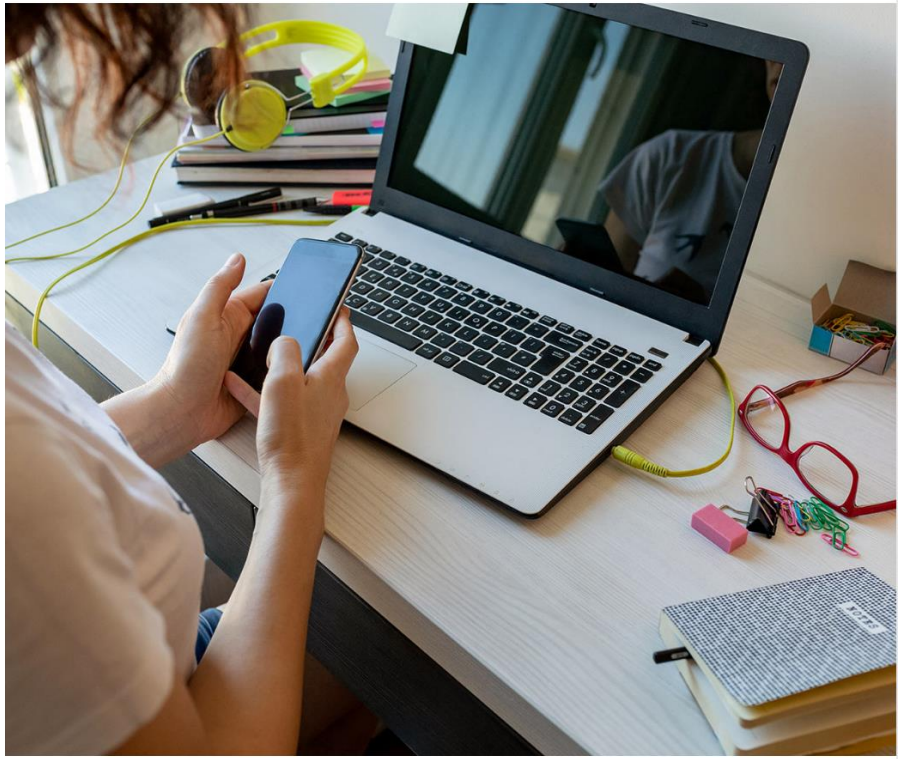
Online Courses / Teaching

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.

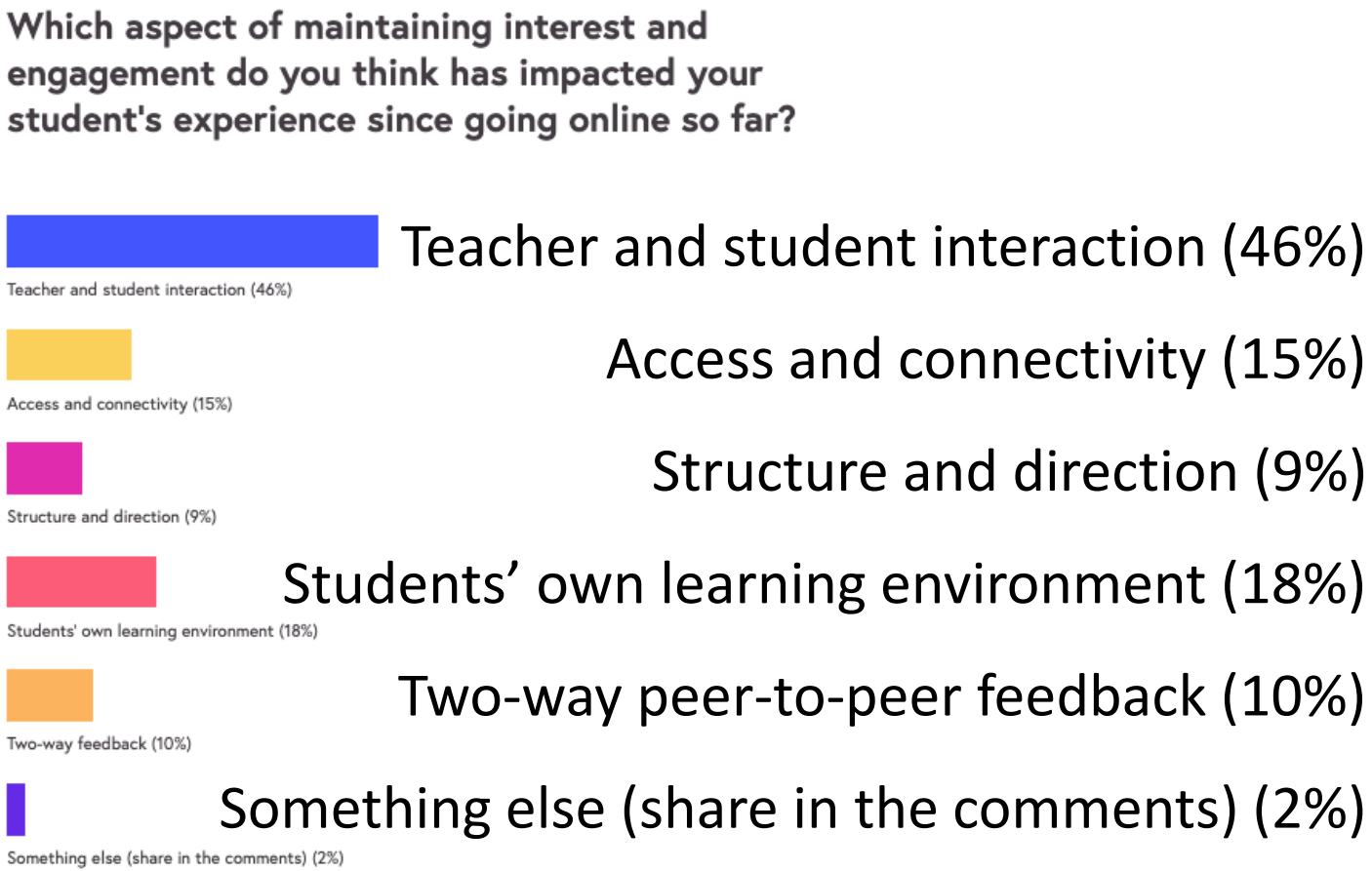
Go to course - started 27 Apr



Duration **3 weeks** | Weekly study **2 hours** | Learn **Free** | Digital upgrade **Free**

Support

Poll to assess teachers' sense of engagement issues



Teacher and student interaction (46%)

Access and connectivity (15%)

Structure and direction (9%)

Students' own learning environment (18%)

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

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

Education professionals sharing learning designs on Padlet

UCL Knowledge Lab

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