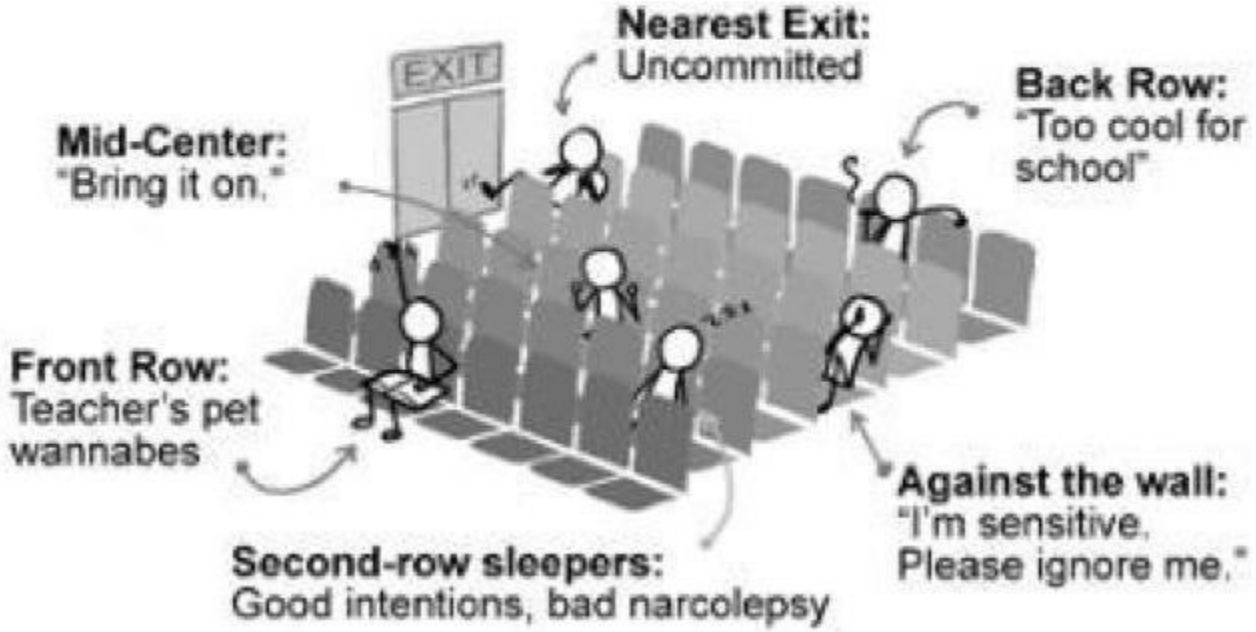
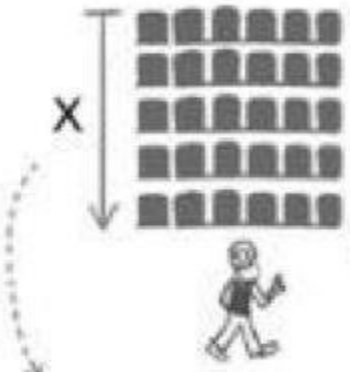

Making e-Learning
Work for Us

WHERE YOU SIT IN CLASS/SEMINAR

And what it says about you:

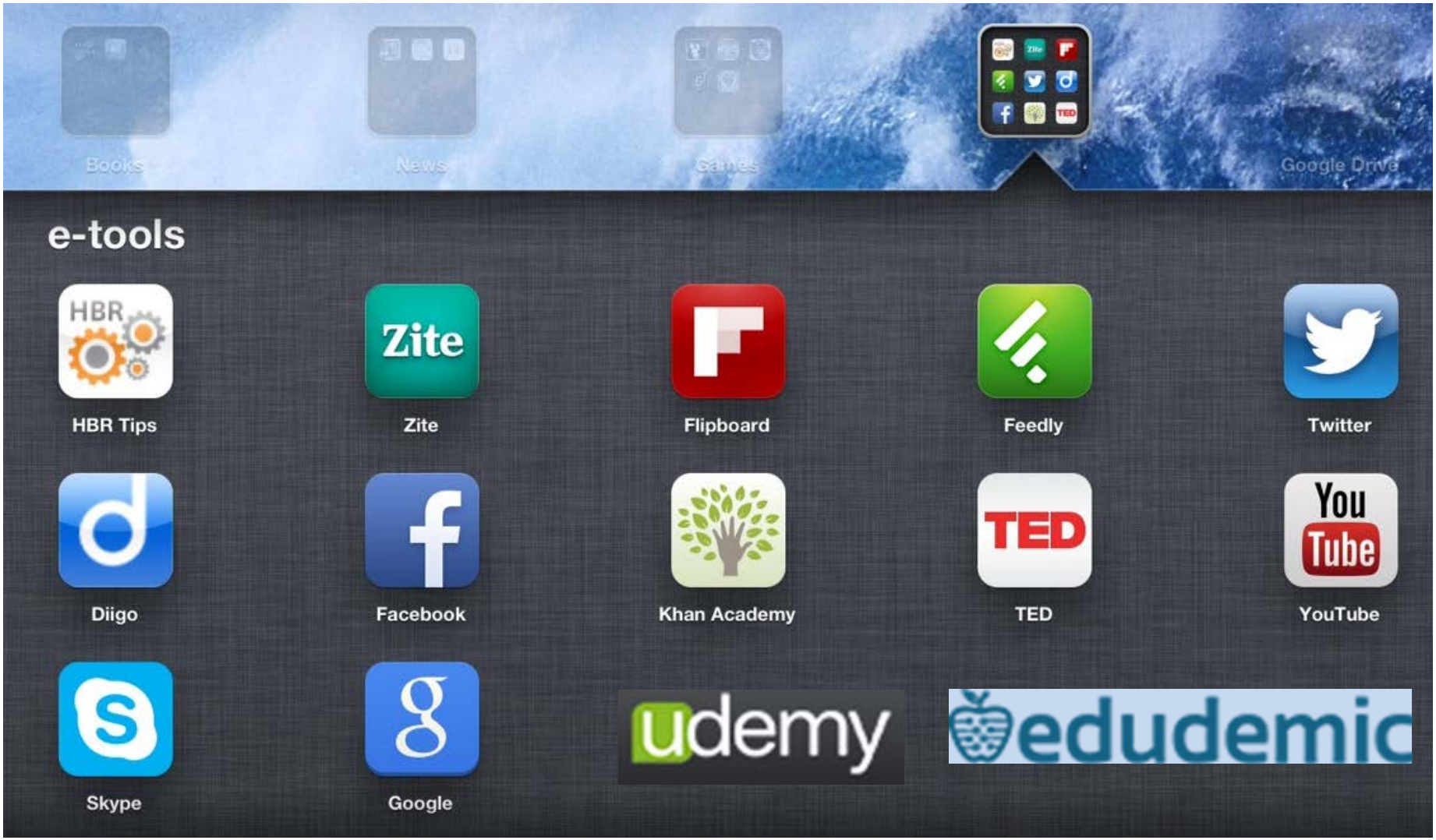


Proximity to Lecturer:



$$X = \frac{\text{How much you care}}{\text{How sleepy you are}}$$


E-LEARNING
TEACH
INTERNET
LEARN



http://www.unsiap.or.jp/StatOS/index.php

e-Learning in this Workshop

- Online
  - Fully structured online courses
    - With or without ‘live’ instructors (synchronous/asynchronous)
    - With or without granting of certificates of completion
  - Fully structured online courses leading to or contributing to a formal degree

No longer a question of ‘should we?’

News Feed Item

IMF and edX Join Forces to Pilot Online Economics and Financial Courses

Organizations collaborate to improve understanding of economic policy issues by governments and individuals around the world

BY PR NEWSWIRE

ARTICLE RATING: ★★☆☆☆

JUNE 19, 2013 12:01 AM EDT

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PR Newswire
United Business Media

WASHINGTON and CAMBRIDGE, Mass., June 19, 2013 /PRNewswire/ -- The International Monetary Fund (IMF) and edX, the not-for-profit online learning initiative composed of the leading global institutions of the xConsortium, announced a collaboration today to strengthen economic expertise worldwide. The collaboration will extend the reach of the IMF's training courses in macroeconomics and finance to governments and the public through the edX platform. EdX's open learning platform is used by universities worldwide to develop innovative online, on-campus, and blended teaching and learning models, and was chosen for this first-of-its-kind initiative because of its cutting-edge online learning environment, educational expertise, and global reach. The collaboration marks the first time edX has been used as the educational platform of an international governmental organization.

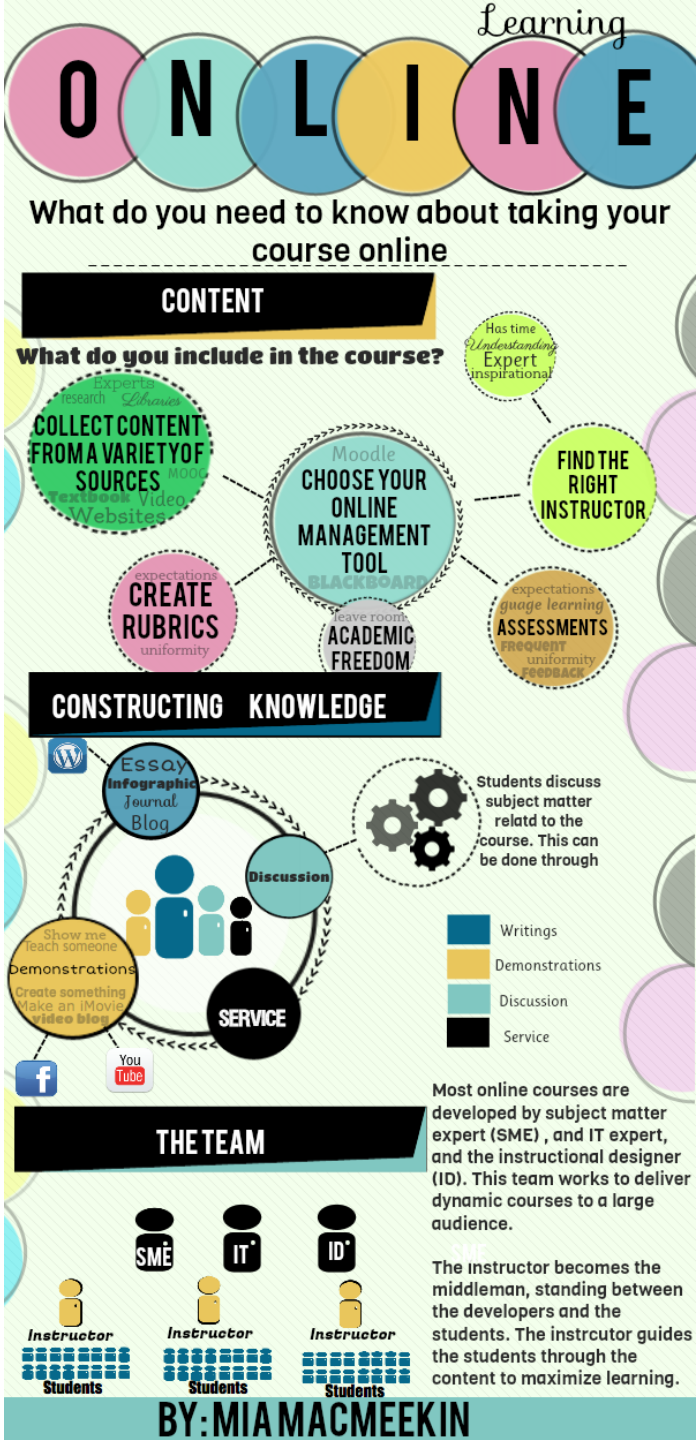
Pilots of the first two online courses—*Financial Programming and Policies* and *Debt Sustainability Analysis*—will be rolled out to small groups of government officials in the coming months, with plans to open access to the general public during 2014. Through edX, the IMF will be able to provide interactive education free of charge wherever there is internet access.

Comments

What CIOs Need to Know Today About SDN

By Marc Cohn

Michael Bushong wrote: It's rare that you see these articles pointing out most or all of the emerging SDN trends - automation, DevOps, optical, WAN, Open. I do think that the discussion about Open and Closed probably needs a bit more precision. Open can mean a lot of things: Standards Interoperability Interchangeability Open Source Access I think the focus has been on Standards, but in an emerging space, Standards will lag. The real desire is to make things interoperable to enable heterogeneous environments and interchangeability to prevent lock-in. Mike



Discussion of "How to do it?

- Content
- Constructing knowledge
- The team: SME, IT, ID, Instructor

Yours and Ours

- How have we done it?
- Why haven’t we done it?

Instructional Design

http://onlinelearninginsights.wordpress.com/2013/05/28/start-here-instructional-design-models-for-online-courses/

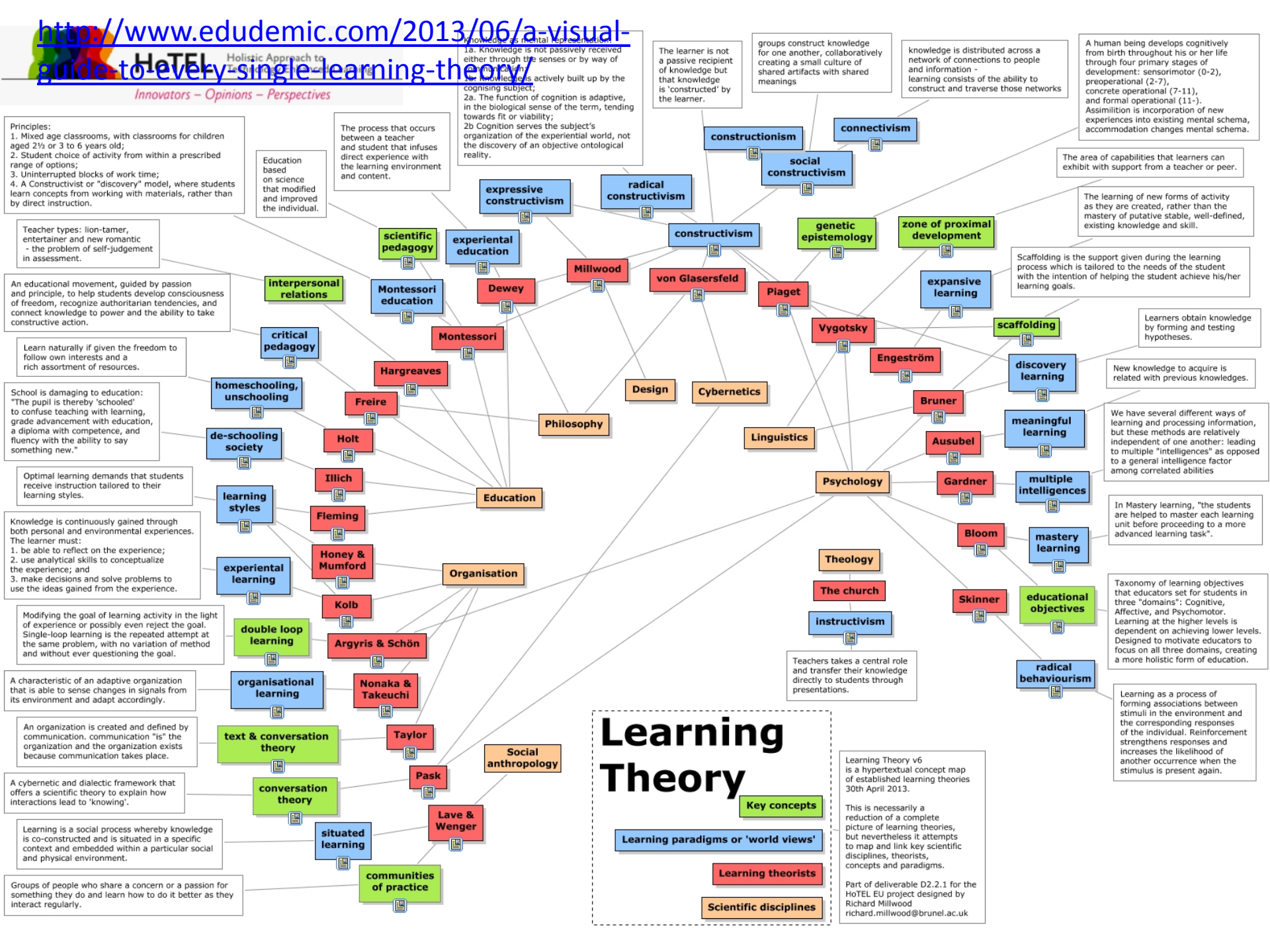
… process through which a trainer

- determines the best teaching methods
- for specific learners
- in a specific context
- attempting to obtain a specific goal

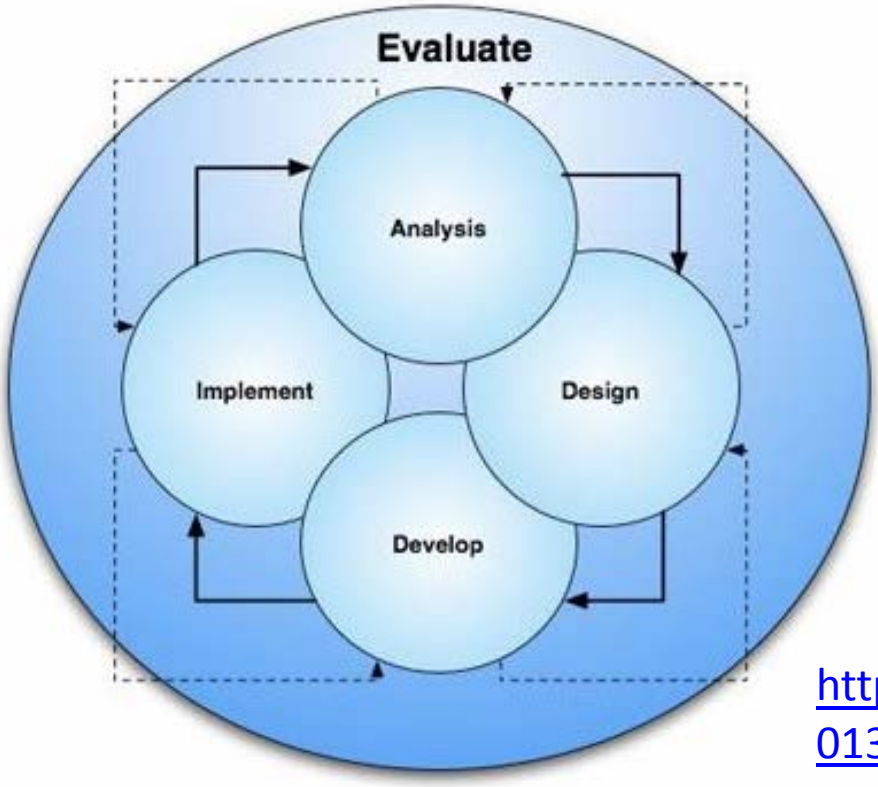
Instructional Design

- Learning approach
- Choice of instructional media
- Clustering and sequencing of learning
- Range of exercises, activities, and assessments included in the course

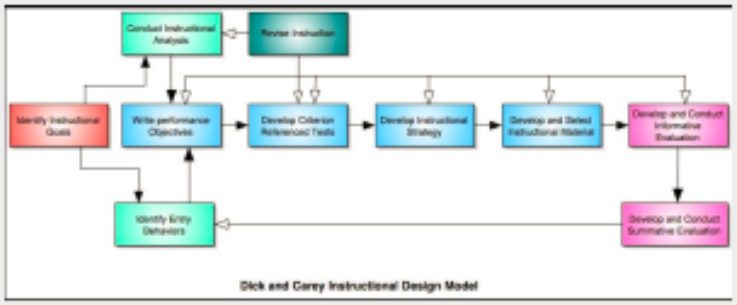
http://www.edudemic.com/2013/06/a-visual-guide-to-every-single-learning-theory/



Instructional Design Models …



The ADDIE model: Analyze, Design, Development, Implement, Evaluate



— Dick, Carey and Carey Instructional Design Model

http://onlinelearninginsights.wordpress.com/2013/05/28/start-here-instructional-design-models-for-online-courses/

Engage, Explore, Explain, Elaborate, Evaluate

Constructivism

Constructivism is a learning strategy that draws on students' existing knowledge, beliefs, and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information.

The constructivist teacher sets up problems and monitors student exploration, guides student inquiry, and promotes new patterns of thinking. Working mostly with raw data, primary sources, and interactive material, constructivist teaching asks students to work with their own data and learn to direct their own explorations. Ultimately, students begin to think of learning as accumulated, evolving knowledge. Constructivist approaches work well with learners of all ages, including adults.

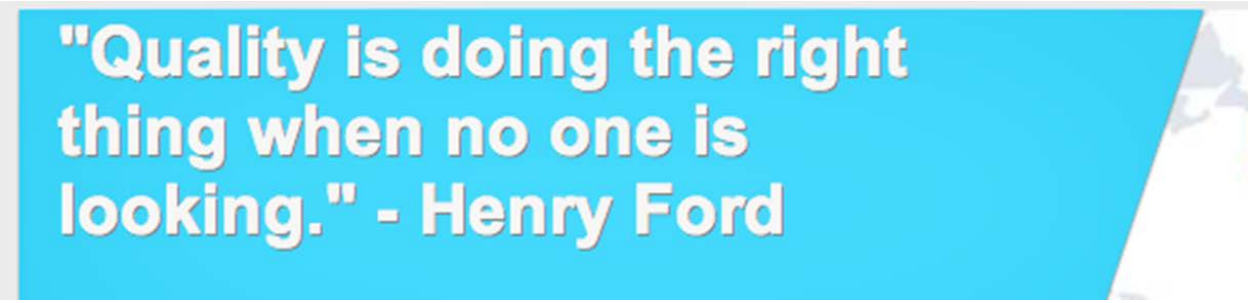
http://enhancinged.wgbh.org/research/eeeee.html

Instructional Media

- Video
- Graphics
- Audio
- Animation
- Simulation

Online Course Materials

- Instructional design + content

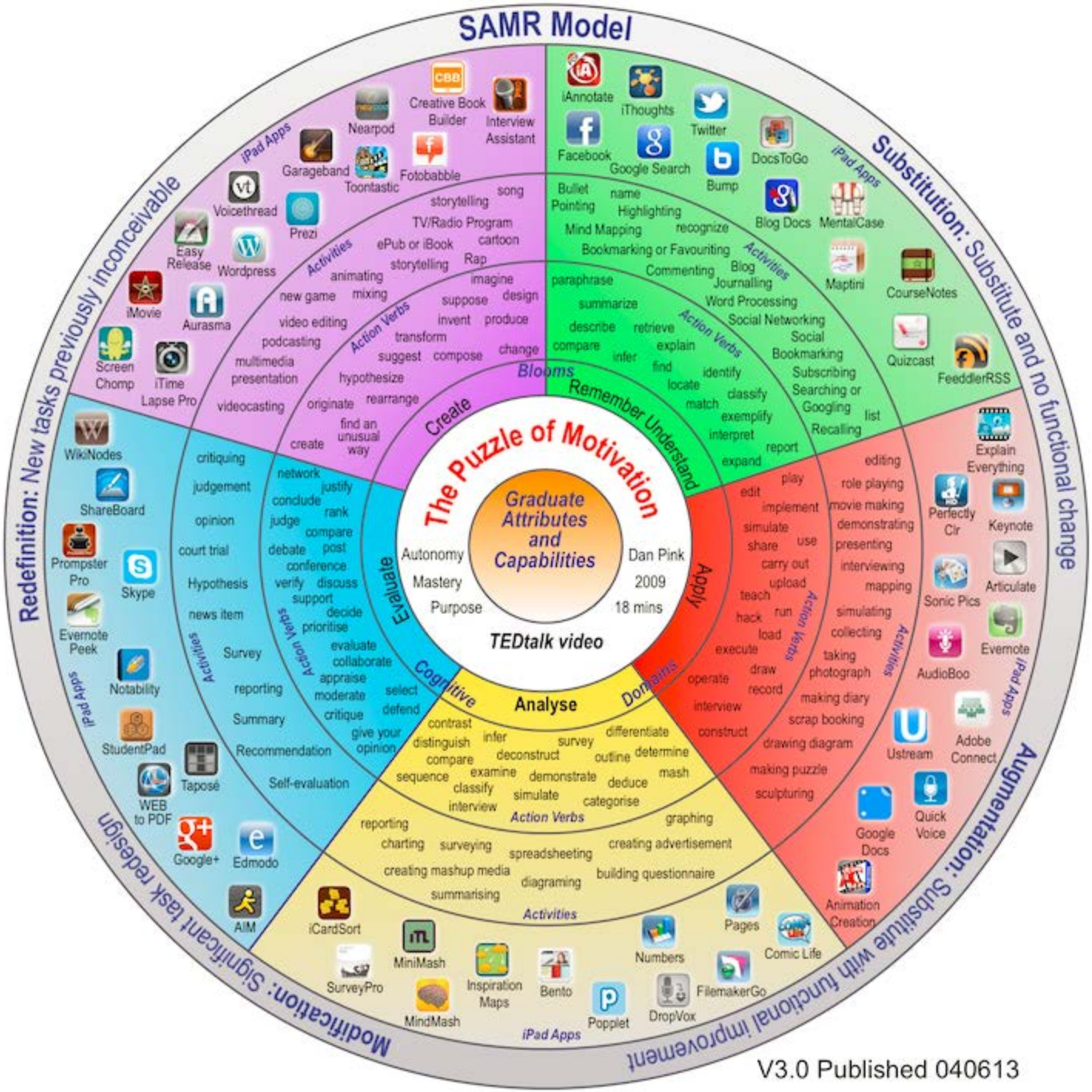


Online Course Materials

- Instructional design + content
- Materials development requires a range of skills
  - Subject matter experts
  - Instructional designers
  - Curriculum specialists
  - Technology specialists
  - Assessment specialists
  - Language editor

Virtual Learning Environments

http://www.edudemic.com/2013/06/a-step-by-step-visual-guide-to-being-an-effective-instructor/


SAMR Model
Redefinition: New tasks previously inconceivable
Substitution: Substitute and no functional change
Augmentation: Substitute with functional improvement
Modification: Significant task redesign
The Puzzle of Motivation
Graduate Attributes and Capabilities
Autonomy
Mastery
Purpose
Dan Pink
2009
18 mins
TEDtalk video
Blooms
Remember
Understand
Apply
Analyse
Evaluate
Create
Cognitive Domains
Action Verbs
Activities
iPad Apps
iAnnotate
iThoughts
Twitter
Facebook
Google Search
Bump
DocsToGo
Blog Docs
MentalCase
Maptini
CourseNotes
Quizcast
FeeddlerRSS
Explain Everything
Perfectly Clr
Keynote
Articulate
Sonic Pics
Evernote
AudioBoo
Adobe Connect
Ustream
Quick Voice
Google Docs
Animation Creation
Pages
Comic Life
Numbers
FilemakerGo
DropVox
Popplet
Bento
Inspiration Maps
MindMash
MiniMash
SurveyPro
iCardSort
AIM
Edmodo
Google+
WEB to PDF
Taposé
StudentPad
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Evernote Peek
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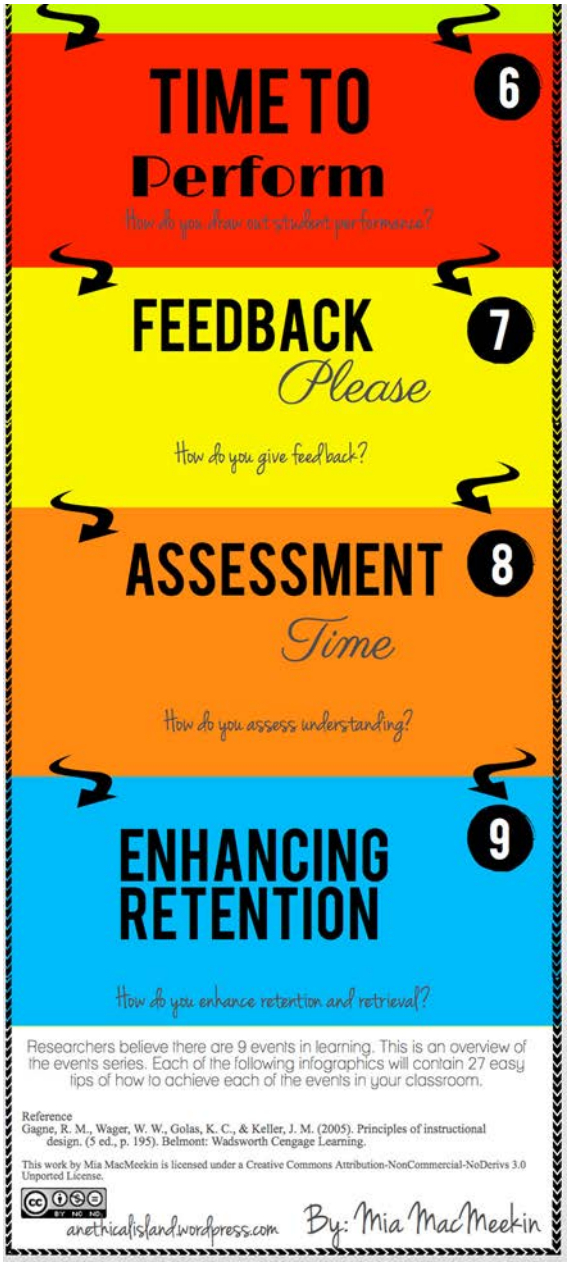
V3.0 Published 040613


6
TIME TO
Perform
How do you draw out student performance?
7
FEEDBACK
Please
How do you give feedback?
8
ASSESSMENT
Time
How do you assess understanding?
9
ENHANCING
RETENTION
How do you enhance retention and retrieval?
Researchers believe there are 9 events in learning. This is an overview of the events series. Each of the following infographics will contain 27 easy tips of how to achieve each of the events in your classroom.
Reference
Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design. (5 ed., p. 195). Belmont: Wadsworth Cengage Learning.
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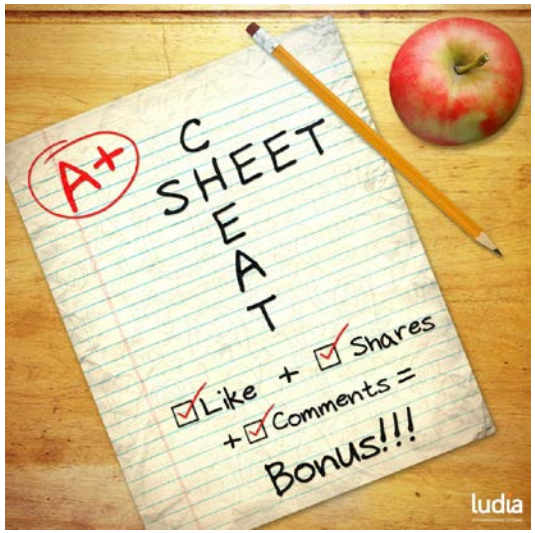
anethicalislandwordpress.com
By: Mia MacMeekin


A+
C
SHEET
E
A
T
Like + Shares
+ Comments =
Bonus!!!
ludia

Cost Drivers: Resources

- Planning
- Design and development
- Delivery
- Maintenance
- Overheads

Elements of Quality e-Learning

"Quality is doing the right thing when no one is looking." - Henry Ford

"Quality is free. The 'unquality' things are what cost money." - P. B. Crosby

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http://ecbcheck.efquel.org/

http://info.shiftelearning.com/blog/bid/297719/The-Ten-eLearning-Commandments-Infographic

Certification

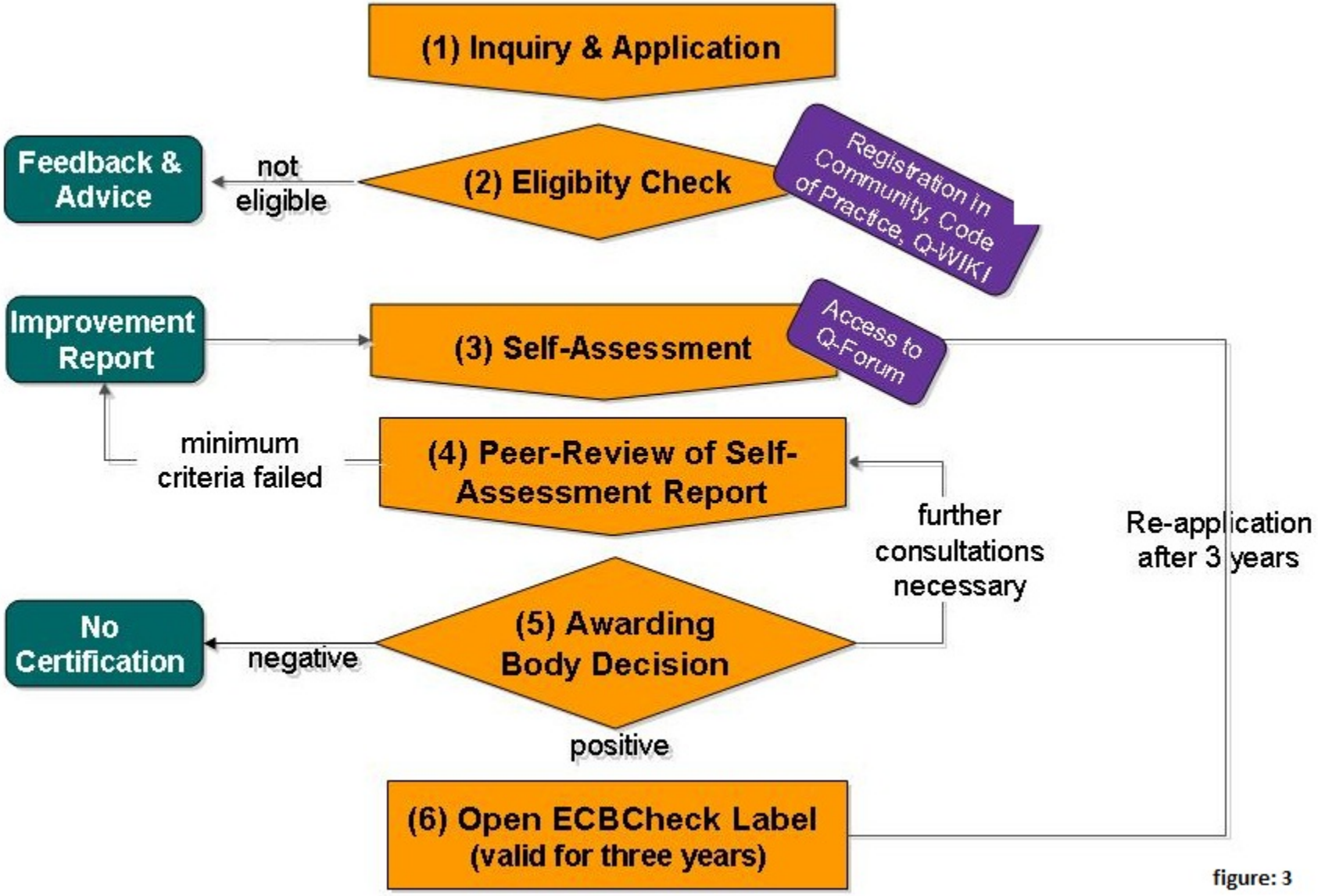
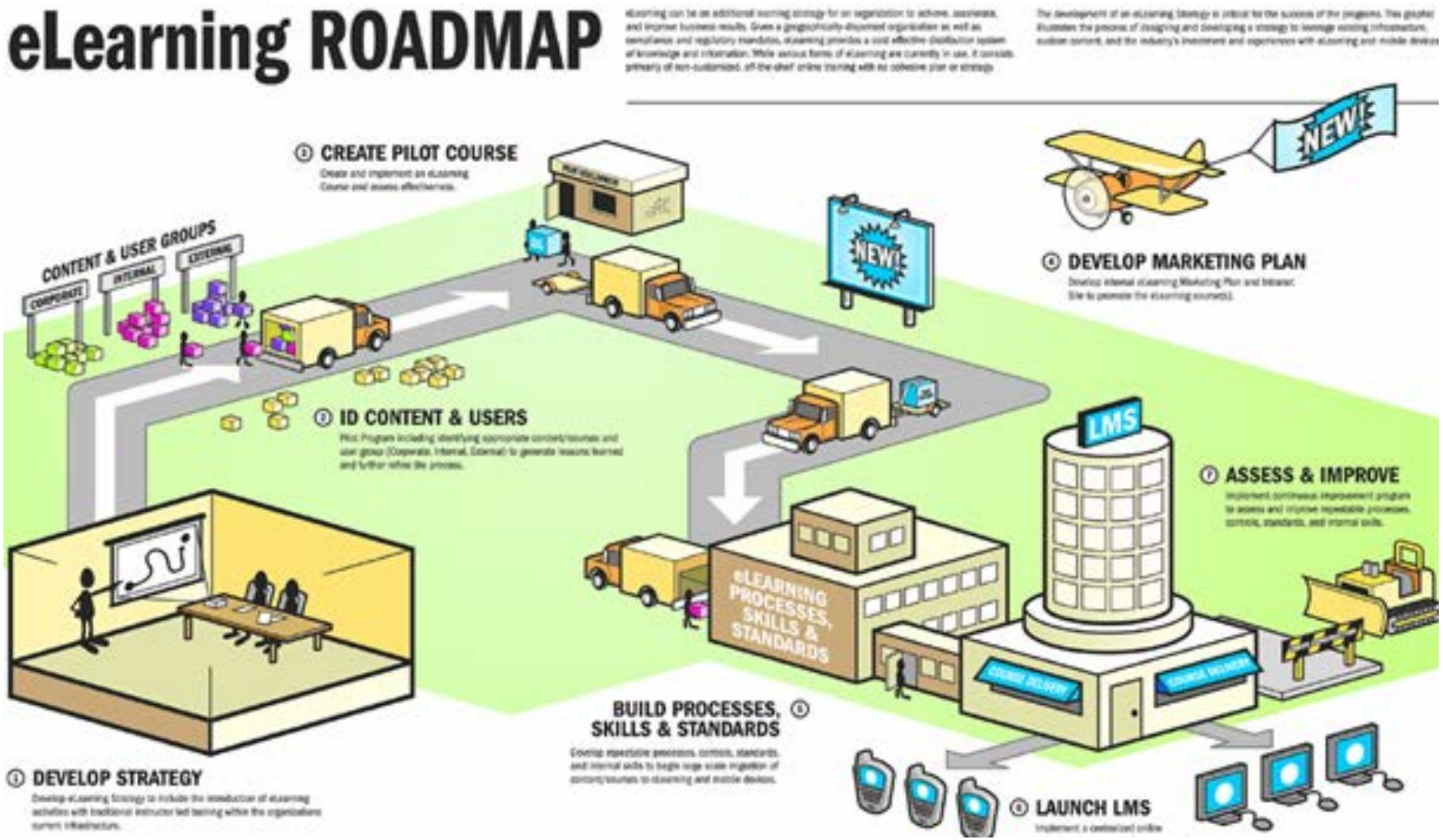


figure: 3



http://www.cae.net/blog/implementing-elearning-training-into-an-enterprise/

CAN E-LEARNING BE USED TO DEVELOP ANY TYPE OF SKILL?

A training program may aim at developing different types of skills:

- **cognitive skills**, which can involve knowledge and comprehension (e.g. understanding scientific concepts), following instructions (procedural skills), as well as applying methods in new situations to solve problems (thinking or mental skills);
- **interpersonal skills** (e.g. skills involved in active listening, presenting, negotiating, etc.); as well as
- **psychomotor skills**, involving the acquisition of physical perceptions and movements (e.g. making sports or driving a car).

How can e-learning address these diverse domains?

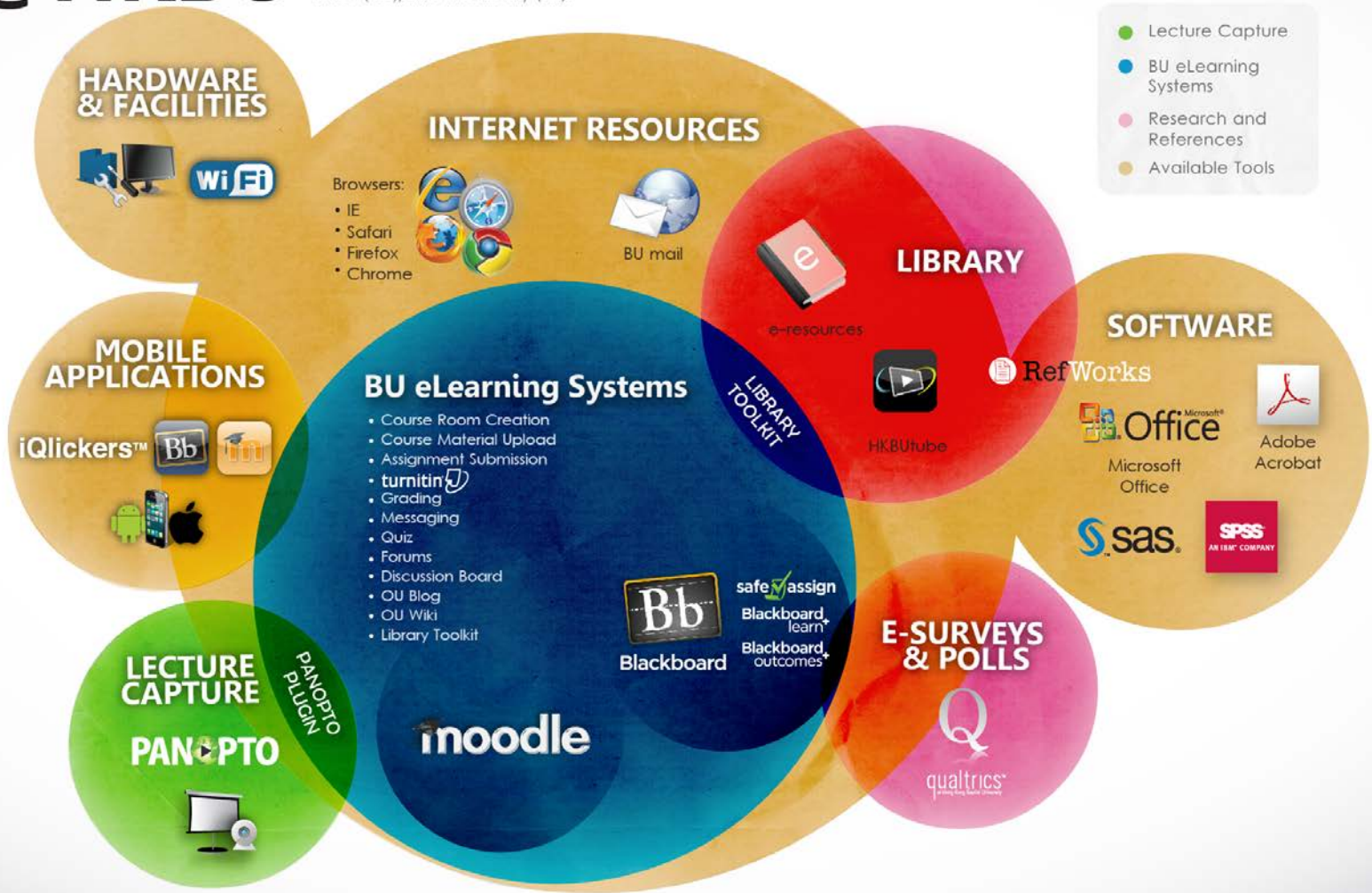
Most e-learning courses are developed to build cognitive skills; the cognitive domain is the most suitable for e-learning. Within the cognitive domain, thinking skills may require more interactive e-learning activities because those skills are learned better "by doing".

Learning in the interpersonal domain can also be addressed in e-learning by using specific methods. For example, interactive role playing with appropriate feedback can be used to change attitudes and behaviours.

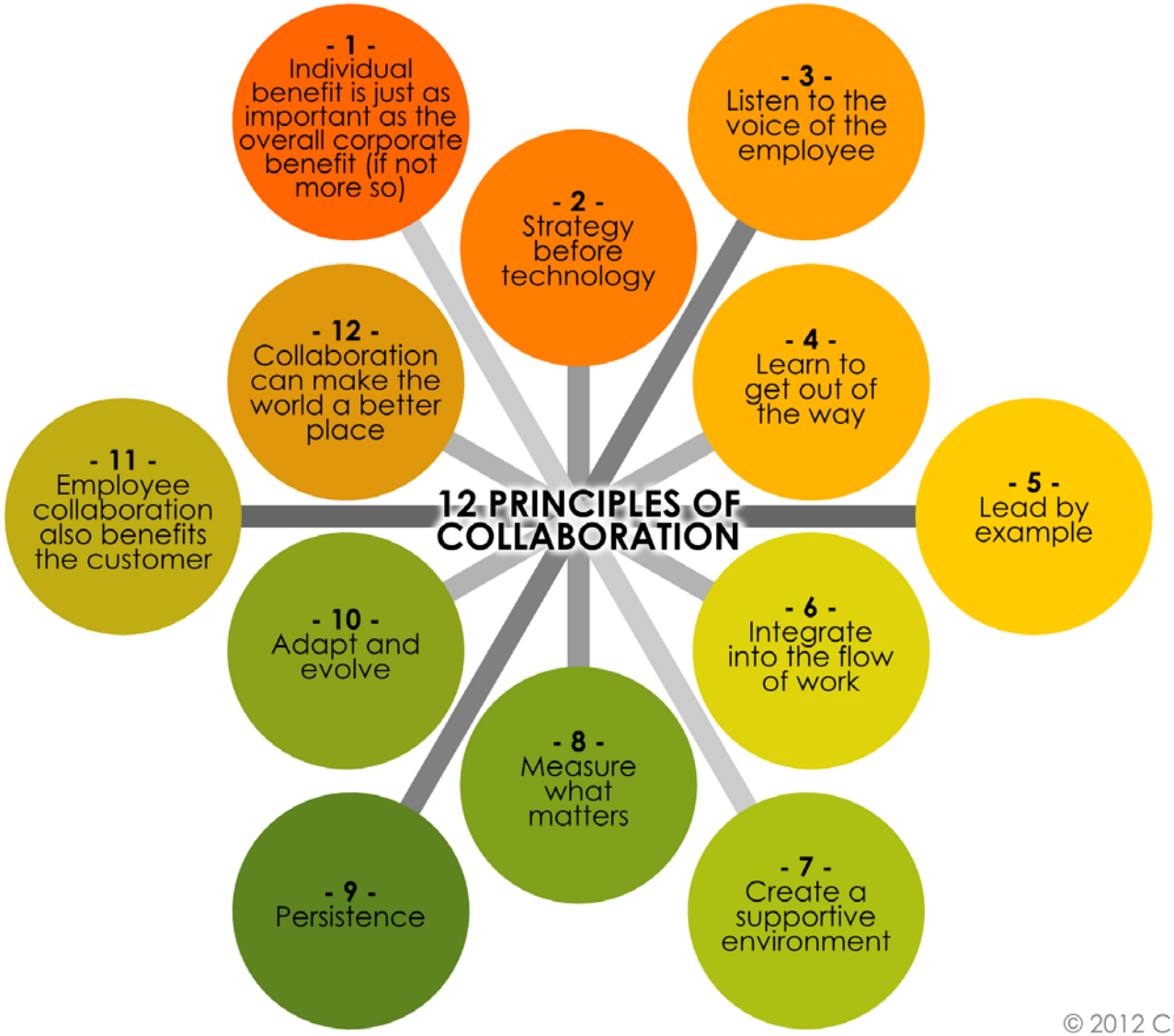
eLearning ecosystem @HKBU

香港浸會大學
HONG KONG BAPTIST UNIVERSITY

eLearning@HKBU is jointly supported by the Centre of Holistic Teaching and Learning (CHTL), the Information Technology Office (ITO), and the Library (LIB).



Why do it collaboratively? And how?



http://westxdesign.com/2013/04/collaboration/

Massive Open Online Courses Are Multiplying at a Rapid Pace - NYTimes.com

The Year of the MOOC

Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

By LAURA PAPPANO
Published: November 2, 2012

http://www.youtube.com/results?search_query=mooc&oq=mooc&gs_l=youtube.3..0l10.15547.16413.0.17180.4.4.0.0.0.0.107.342.3j1.4.0...0.0...1ac.1.11.youtube.h22kAkyRKcQ

The year of a sTaTs.MOOC?

What do we need to do?

Source: evolllution.com

edX

Future Learn

HarvardX

UDACITY

coursera

iPad 22:16 82%

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P A I N S T O R M I N G before BRAINSTORMING	
Person	Who are we innovating for?
Activities	What do they do, why and to what ends in their everyday lives?
Insights	What are the processes, tools or activities they unnecessarily do or that they invented themselves to ‘work around’ the way things are supposed to be done?
Needs	What are activity/job specific pain points?