Wider Themes in Digital Education: flexibility, structure & student agency
Introduction to the course

Rationale & assumptions of the course

Issues & learning

Our responses
MSc in Digital Education

World-class Masters programme that will challenge your thinking about education and technological change

Delivered fully online    Critical and practical    Research-based teaching
Accumulate projects & activities to equivalent of 20 Credits at Level 11
Assessed as a synoptic portfolio
Why that particular framing?

Reflective analysis of that framing through the activities

So what? - implications for the development of theory and/ or practice
Our students
Mid-career professionals
PG Cert
Knowledge & understanding
Self-directing & self-regulating
Self-efficacy
‘incentivise the good citizenship’ of our students by opportunities to gain academic credit through their engagement with emerging technologies & practices in the digital education arena.
Final final thoughts

In which I fulfil my earlier promise that my final thoughts would not be final.

#finalthoughts, #practice, #reflections, #theory

Some final thoughts

In which I offer some very unfinal final thoughts.

#aldinhe, #finalthoughts

“Learning”

In which I try to work through some of the confusing parts.

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Learning Foreign Languages Through Self-Regulated Learning

Bob Steen, PhD
Professor of Japanese, Oglesborpe University

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Informed by the experiences of students I teach and the literature on self-regulated learning, the following notes aim to tease out some of the key aspects of this approach to learning languages. The notes are intended to be a starting point for discussion and further exploration.

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The problem with assumptions

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Please contact support.

ok
Identifying & using conceptual knowledge
Disturbing
Teaching matters