



**Wider Themes in Digital Education:
flexibility, structure & student agency**



Introduction to the course

Rationale & assumptions of the course

Issues & learning

Our responses

<http://digital.education.ed.ac.uk/>



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MSc in Digital Education

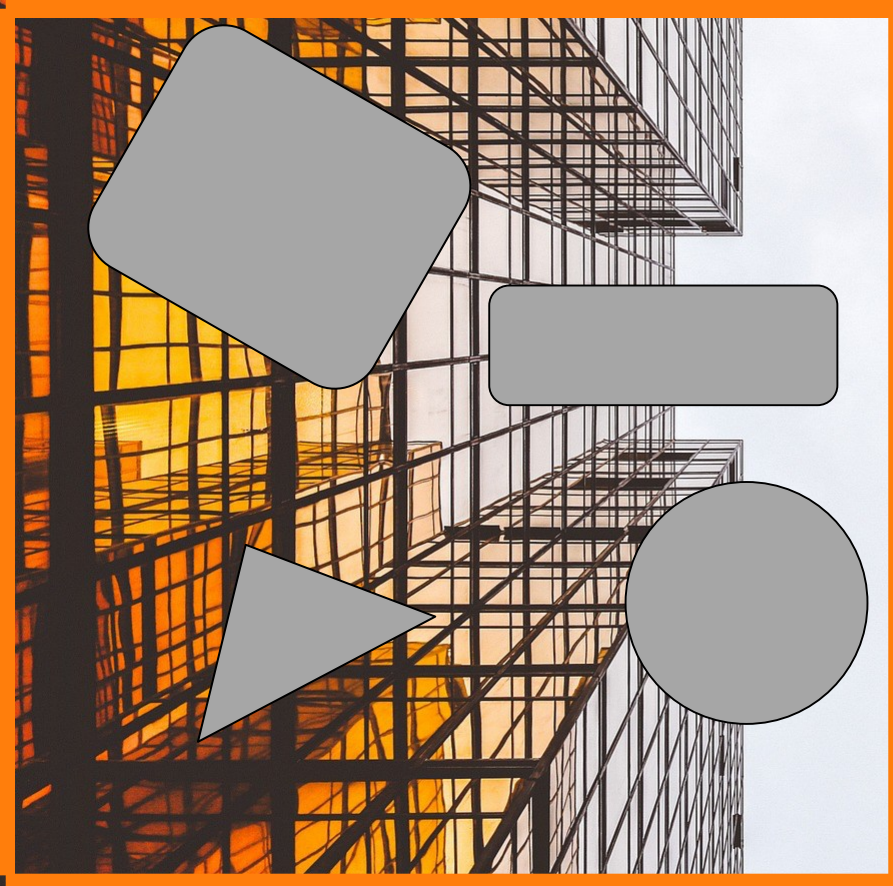
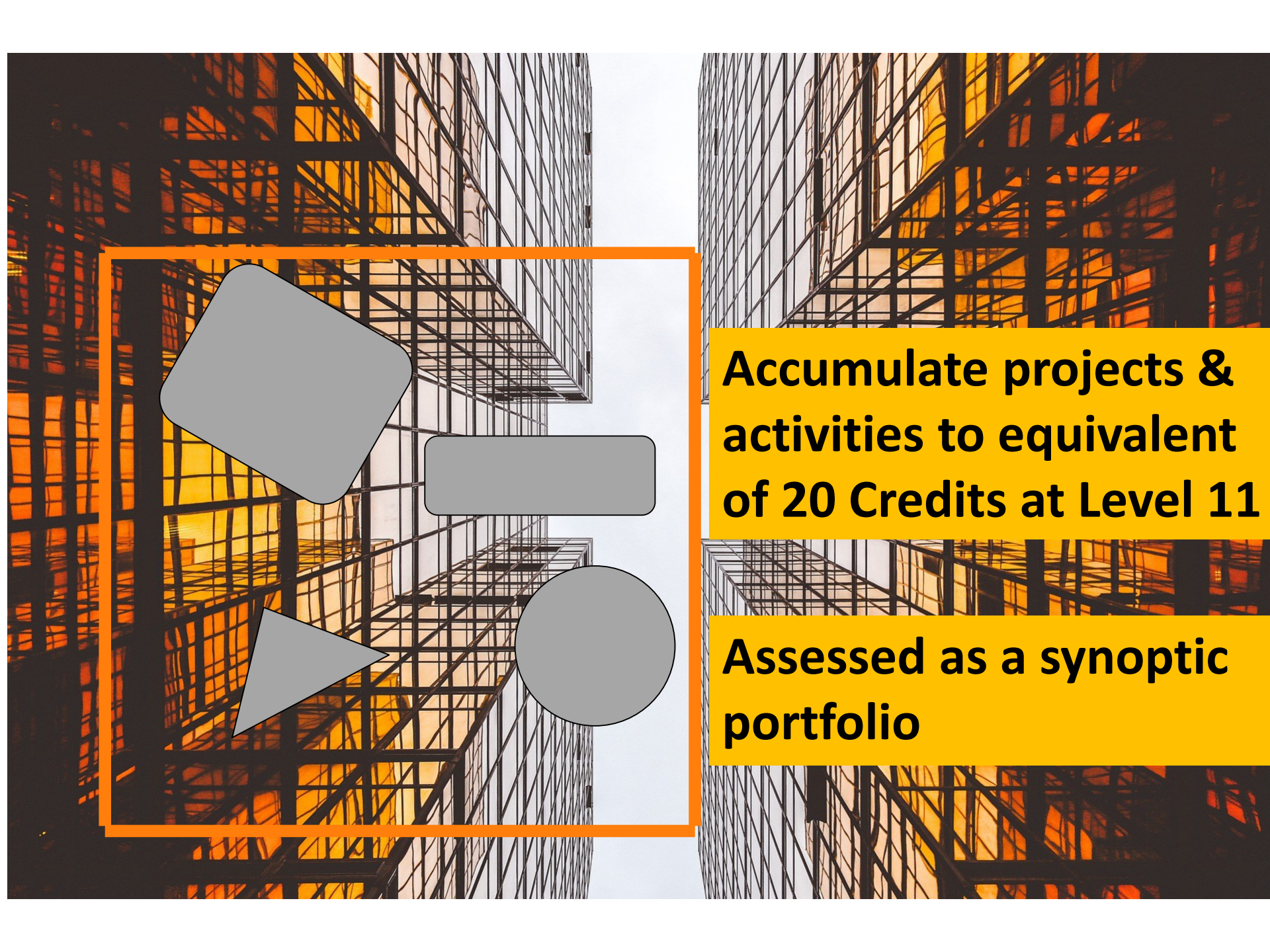


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Why that particular framing?

Reflective analysis of that framing through the activities



So what? - implications for the development of theory and/ or practice

The background image shows an outdoor art studio. A rustic wooden table is set up against a stone wall. On the table are various art supplies: paint jars, brushes, and a palette. A person's hands are visible, working with a brush. Above the table, a framed abstract painting with warm colors (red, orange, yellow) is displayed. The wall is covered in ivy and other greenery, creating a natural and artistic atmosphere.

Our students

Mid-career professionals

PG Cert




Knowledge & understanding
Self-directing & self-regulating
Self-efficacy

LOST

FOUND

SEARCHING



‘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.

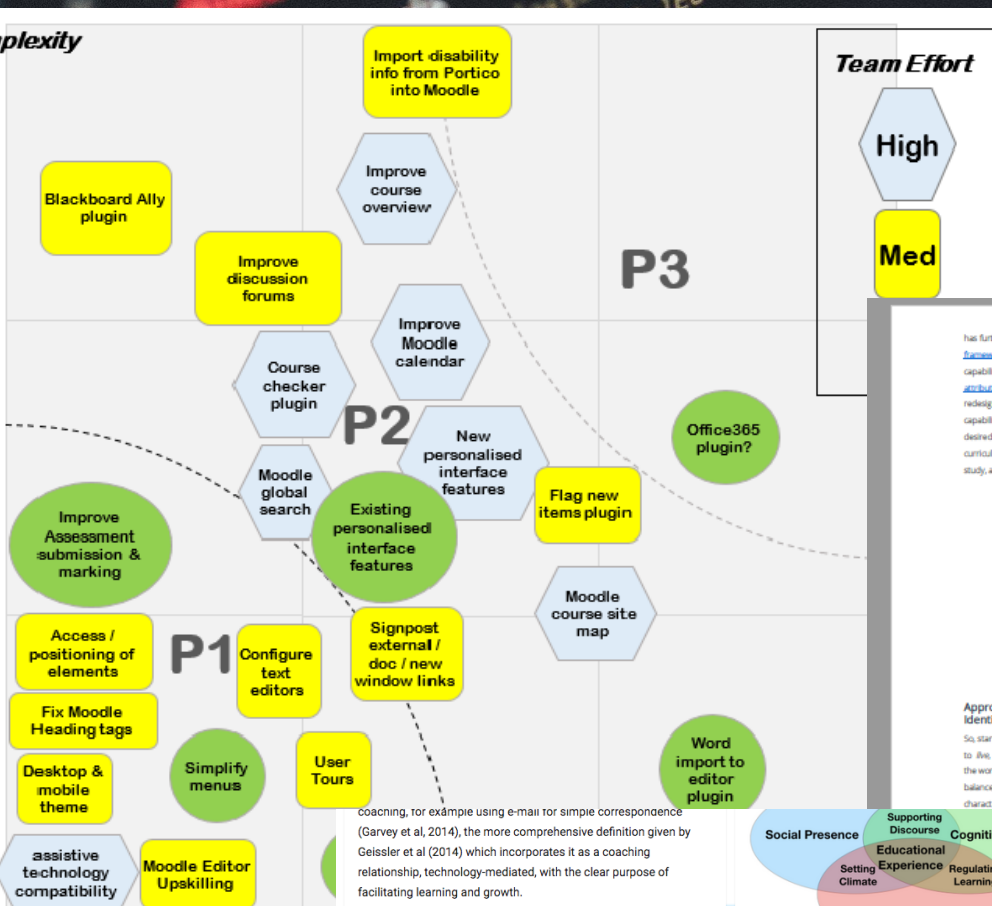
Complexity

High

Medium

Low

High



Team Effort

High

Med

has further beneficial implications. Looking at the context of the framework's development there is a strong attempt to take digital capabilities 'into existing processes. These might be work on graduate attributes, employability, transferable skills, or a complete course redesign' (JSC, 2015). So, adopting this broader outlook, designing capability skills development involves a three-way alignment between desired digital capabilities, employability (graduate attributes) and curriculum (learning outcomes). In the case of the redesign for this case study, activities are the hub of this triangular alignment.

<http://www.ed.ac.uk/employability/graduate-attributes/framework/communication>



Appropriating the JSC Framework 2: Skills & Identities

So, starting from the premise of developing in students 'the capability to live, work and learn in a digital world' TTW's particular interest with the workplace calls for an activities-design approach that adopts a balanced approach between these areas, harnessing the different characteristics of each, but with a certain focus on the 'work' aspect. This

is, and its optional writing signing up are replace skills to



Source: Garrison, Anderson and Archer, 2000.

Benefits and Obstacles to e-coaching

Benefits	Obstacles
Text based communication enables dialogue to be reviewed over time	Lack of non-verbal cues in communication and dialogue
Enhanced possibilities for reflection on recorded and asynchronous communication	Complexity of using technology which may not be familiar to coach/coachee
Visual anonymity can lead to deeper levels of participation	Lack of face-to-face communication may be an obstacle to building the coaching relationship
More regular contact allows for 'chunking' of goals into shorted objectives, maximising potential for success and increasing motivation and self-efficacy	Written communication more open to interpretation
Asynchronous activities enables third parties, resources and collaboration outside of the coach/coachee relationship	Issues with confidentiality across technology platforms
Coaching is not related to time or geographical restrictions	

social exchanges need to have cognitive purpose if they are to prosper (Garrison and Anderson, 2003)

CSF3 - Developing the coaching relationship

Successful coaching is dependent on the establishment of an authentic, confidential relationship (Schofield, 2011) and the development and maintenance of the coaching relationship has been shown to be critical in the success of all coaching activities (Geissler, 2014).

Difficulties in developing such an authentic relationship online, including the lack of non-verbal clues seen as important in the development of the coaching relationship, has been the focus of resistance to e-coaching (Garvey, Stokes and Megginson, 2014). Though there is some validity in this, the use of active listening, strategies to encourage and frequent communication can help to

complement the theory-centred curriculum of the MSc programme.

Along these lines, when preparing activities in line with the course's curriculum the 6 Elements Framework provided a blueprint in terms of skills to be developed. In particular, I drew on the *Learner's Profile* for Researcher, Learner within HE and how the 6 elements can relate to that specific role. From a design perspective, working from this template of the learner's profile provides a user-friendly template for accessing and utilising the digital capabilities framework.

The Six Elements Defined

In brief, the Six Elements of Digital Capabilities can be listed as follows:

- ICT Proficiency
- Information, data and media literacy
- Digital creation, innovation and scholarship
- Digital communication, collaboration and participation
- Digital learning and development
- Digital identity and wellbeing

Based on this general framework the Learner's profile provides a nuanced profile of abilities a learner can/should develop during their studies from a digital capabilities perspective. As said above, this is a really useful resource as it provides a set of specific skills and abilities that can be incorporated into the course syllabus. The model/profile makes no reference to use of specific tools or technologies (other relevant models, such as the *all About Digital Skills Map* developed by the University of Brighton, do make this connection) so the course designer has more leeway in adapting it to their own institutionally supported or specific to



Final final final thoughts

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

#final thoughts, #practice, #reflections, #theory



Some final thoughts


In which I offer some very unfinal final thoughts.

#aldinhe, #final thoughts



“Learning”

In which I try to work through some of



Taking Charge:
Learning Foreign Languages Through Self-Regulated Learning

Bob Steen, PhD

Professor of Japanese, Oglethorpe University

Research Question

To what extent can students take charge of their own language learning through training in self-regulated learning and the construction of personal learning environments?

Introduction

In the Japanese classes I teach at Oglethorpe, I have begun investigating how emerging digital spaces give students the opportunity to take charge of their own learning. In “Intermediate Japanese II,” I have adopted a pedagogy that revolves around self-regulated learning via authentic materials on the internet. To make the course work, students are trained in self-regulation, language learning strategies, and the creation of a personal learning environment. (PLe)

Students used ACTFL Can-Do Instruments to set goals and chart their progress.



In its all, action of “connected learning” informed my approach to the course. Connected learning, written by, is “Peer-supported. In their everyday exchanges with peers and friends, young people are contributing, sharing and giving feedback in inclusive social experiences that are fluid and highly engaging. Interest-powered. When a subject is personally interesting and relevant, learners achieve much higher-order learning outcomes. Academically-oriented. Learners flourish and realize their potential when they can connect their interests and social engagement to academic studies, civic engagement, and career opportunity.” (2013, p. 12)

Following Buege’s notion of constructive alignment (2011), I specified what I want students to be able to do at the end of the course, set goals, identify appropriate strategies, monitor performance, and document learning. This is different from traditional approaches that the students to a rigidly defined set of words, grammar and functions, which discourages them from learning to learn on their own. The self-constructed outcome (see “Learning Outcomes”) is also constructively aligned insofar as students will be assessing their articles along the way by reporting on the effectiveness of strategies in their blogs.

Delivery Format

Blended format

The Blended format allows for the creation of a “community of practice” that affects post-to-peer learning. Integrating digital and face-to-face environments accommodates an expansive repertoire of practice: role playing, stories, experimenting with tools and strategies, etc. (Wenger-Treynor and Wenger-Treynor, 2013)

Cloud-based environment

Delivery through a cloud-based environment (Google Docs and Drive) is less content-driven and more flexible than a traditional Learning Management System. Students can freely share their work and have access to it after the course is over.

Personal Learning Environment

Good language learners use learning strategies consciously and systematically. Examples include organizing by category, color coding, note-taking information, managing questions, guessing based on context, and seeking assistance. Good learning strategies make language learning easier, faster, more enjoyable, and more effective. (Oxford, 2016, sec. 1.3.2)

E-portfolios

E-portfolios allow learners to “make learning visible” in the form of digital artifacts that retain value beyond the end of the course, e.g. for job seeking or participation in other communities of practice. As noted by Atwell (2007, p. 3), formal, academic credentials “are increasingly only seen as one aspect of competence.” E-portfolios can be used to illustrate competencies to potential employers.

Informing Theories and Concepts

Self-Regulated Learning

To engage in self-regulated learning (SRL) means taking control of the learning process, from setting goal and selecting learning aids to monitoring and evaluating learning. Schunk and Zimmerman define it as “the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals.” (1994, p. 300)

Researchers have found a significant relationship between a student’s ability to set goals and language achievement. (Module, et al., p. 164)

Language Learning Strategies

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Personal Learning Environment

A Personal Learning Environment can be defined as “technology for learning, focusing on self-directed and self-regulated use of tools and resources by the learner” (Boschen et al., 2013). There is no reason why a PLe should be defined strictly as digital, as friends and peers in a learner’s offline surroundings are just as much a part of a rich and vibrant learning environment. A desk in a quiet place is also a tool.

Learning Outcomes

- Design authentic language learning tasks in several different communicative modes and use digital and non-digital tools to implement them.
- Employ a variety of second language learning strategies in appropriate ways.
- Document language learning through the presentation and self-assessment of learning artifacts.

References

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St. Michaels, Kim Oglethorpe, David L. (2014). *Self-regulation of learning and performance: Issues and educational applications*. Lawrence Erlbaum Associates, Inc.

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The problem with assumptions

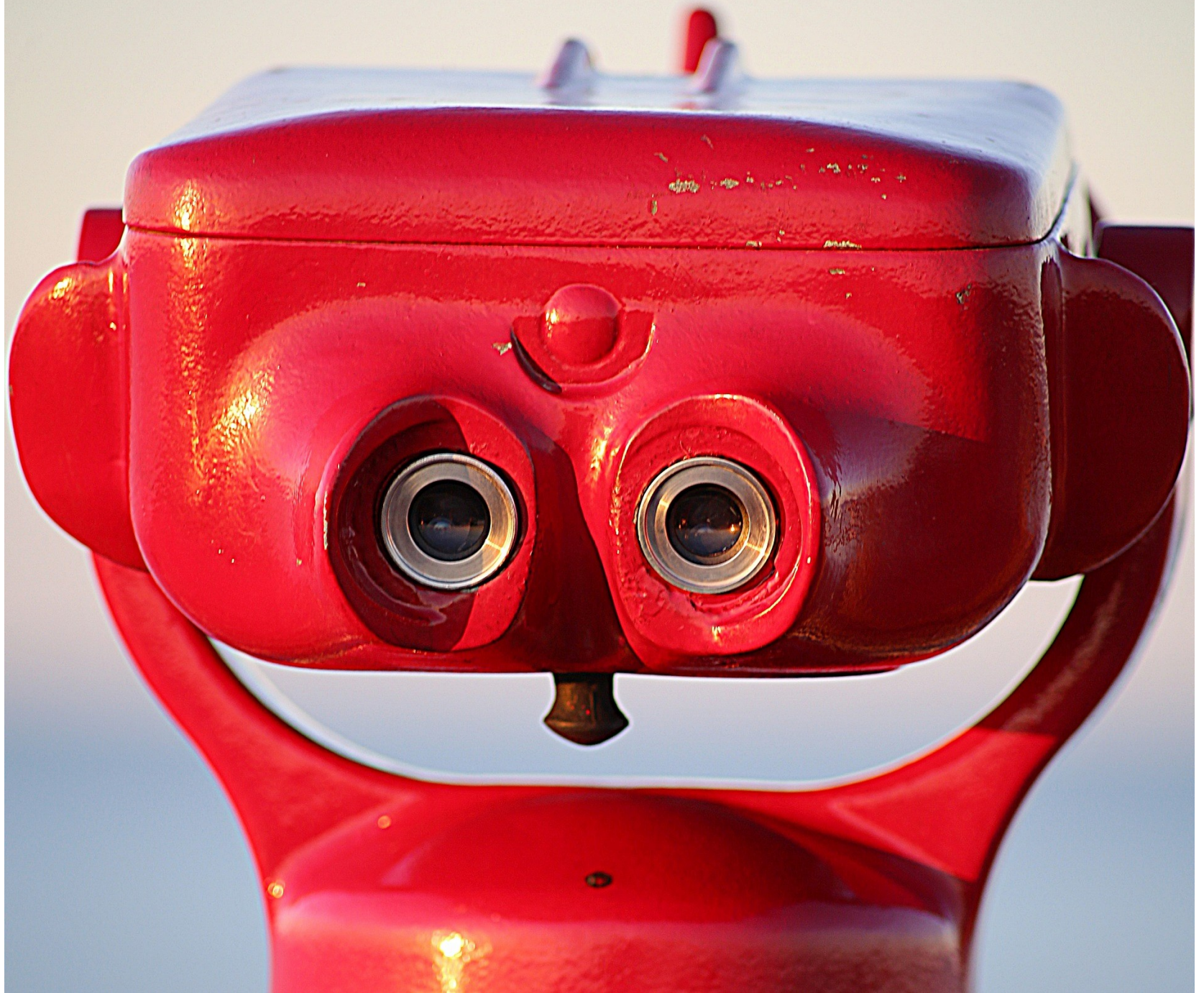


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Please contact support.

ok





Identifying & using conceptual knowledge

ZENELY PHOTOGRAPHY

A photograph of two hikers on a snowy mountain. One hiker stands in the center, looking towards a steep, snow-covered mountain face. Another hiker is partially visible in the lower left, also looking towards the same direction. The foreground is covered in snow and dark evergreen trees. The sky is overcast and grey. A dark grey rectangular box is overlaid on the right side of the image, containing the text "Keeping on track" in white.

Keeping on track



Discover

A close-up photograph of a brown, textured mask, possibly made of leather or a similar material. The mask has a single, prominent green eye and a small, dark, circular feature below it. A thick, white, fringed beard or hairpiece is attached to the bottom of the mask. The mask is hanging from a rope, which is part of a larger structure, possibly a pulley or a suspension system. The background is a blurred green, suggesting an outdoor setting with foliage.

Disturbing



Transfer

A black and white photograph of a foggy street scene. In the foreground, a tall, ornate black lamppost stands on a grassy area. A paved path leads from the bottom center towards the horizon, flanked by grass and trees. The fog is thick, obscuring the background and creating a sense of depth. The overall mood is quiet and contemplative.

Teaching matters

[illegible]



The End