

Symposium, Sydney University, Australia. November 8, 2005:

Crafting Sydney's Future. Learning in the 21st century.

Panel: Designing the campus - learning and teaching perspectives

Making collaborative dialogue the center of online learning: A participatory approach

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Presenter

- Dept. of Communication, Aalborg University, Denmark
- Director of MS in ICT & Learning (delivered online):
<http://www.kommunikation.aau.dk/mil/>
- Doctoral level:
International Leadership in Educational Technology (ILET):
<http://www.iastate.edu/~ilet/homepage.html>
- Research interests: How to design for:
 - establishment of collaboration, reflection, and collaborative knowledge building (CKB) online
 - enhancing the quality of online CKB dialogue
 - assessment of online CKB
 - project work online
 - virtual portfolios as tools for enhancing online CKB



Outline

- Ms in ICT & learning (MIL)
- The context
- How is it built?
- Organisation
- The collaborative pedagogy
- The future

Ms in ICT & learning (MIL)

(<http://www.hum.aau.dk/mil>)

- Launched in 2000, as a shared national collaborative initiative between five Danish universities
- The study subject is ICT and Learning
- Accredited virtual part-time 2-year programme, organised as blended learning
- Students:
 - Teachers at all levels, publishers, project or human resource managers
 - People working full-time (public and private sector)
 - Age range 30-50
- Part time students, full time student and students who sign up for an accredited module
- Builds on the pedagogical framework of project pedagogy (POPP)
- Run virtually, by a secretariat and the MIL steering committee (the founding academics)
- The study program (four modules, project and master thesis)
- Fundament - research network

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Master in ICT & Learning

Fall semester 1	MODULE 1: ICT-Based Learning Processes (required: 3 out of 4 courses)	MODULE 2: ICT and Interaction Design (required: 3 out of 3 courses)	15 ECTS
	Technology module 1		
Spring semester 1	PROJECT WORK		15 ECTS
Fall semester 2	MODULE 3: ICT and Organizational Learning Processes (required: 3 out of 3 courses)	MODULE 4: ICT and Didactic Design (required: 3 out of 3 courses)	15 ECTS
	Technology module 2		
Spring semester 2	MASTER THESIS		30 ECTS

The context

- 
- Master degrees established in DK in late nineties based on:
 - European coordination of University studies
 - Attempt to provide better collaboration between universities and working life within further and continuing education
 - National political initiative (funding) to ensure continued education in relation to ICT integration in teaching and learning
 - Accepted for a four year "trial" period
 - Memorandum of understanding/agreement

“Collaborative dialogue” and “participatory approach” - permeating principles

- Organizational equality - steering group decision making
- Economical equality - earnings and risks
- Equal commitment - to deliver faculty
- Transparency
- “Laboratory” for experimentation
- Exemplarity

Organisational level

- “In the middle of nowhere”:
 - No existing legal, economical or administrative system to lean on/relate to
 - Economical basis (funding from ministry + fee)
- A shared degree, but awarded by the organizational system at AAU (collaborative document between partners)
- Run by the steering committee, secretariat and student counselor:
 - Highly respected professors/researchers (five universities)
 - Long tradition for research collaboration in ICT & Learning
 - A common “language” to overcome differences when pasting five different educational cultures/traditions
 - The possibility for involving qualified colleagues locally
- VLE provided by AAU (support services “bought” by MIL)
- Overall uni-collaboration model:
 - Mainly virtual (“Virtual-U”)
 - 4-8 coordination f2f meetings
 - A number of teacher meetings

The MIL study programme

- Structure:
 - Mainly online
 - 2 x 2,5 day f2f sem. per semester (shifting uni-locations)
- Basic consistency in design of online spaces
 - Course fora
 - Meta fora
- Pedagogic diversity of modules
 - Ranging from high interaction to low interaction
- Assessment
 - Course modules (fall)
 - Project and thesis work (spring)
 - Exam seminar (each year)

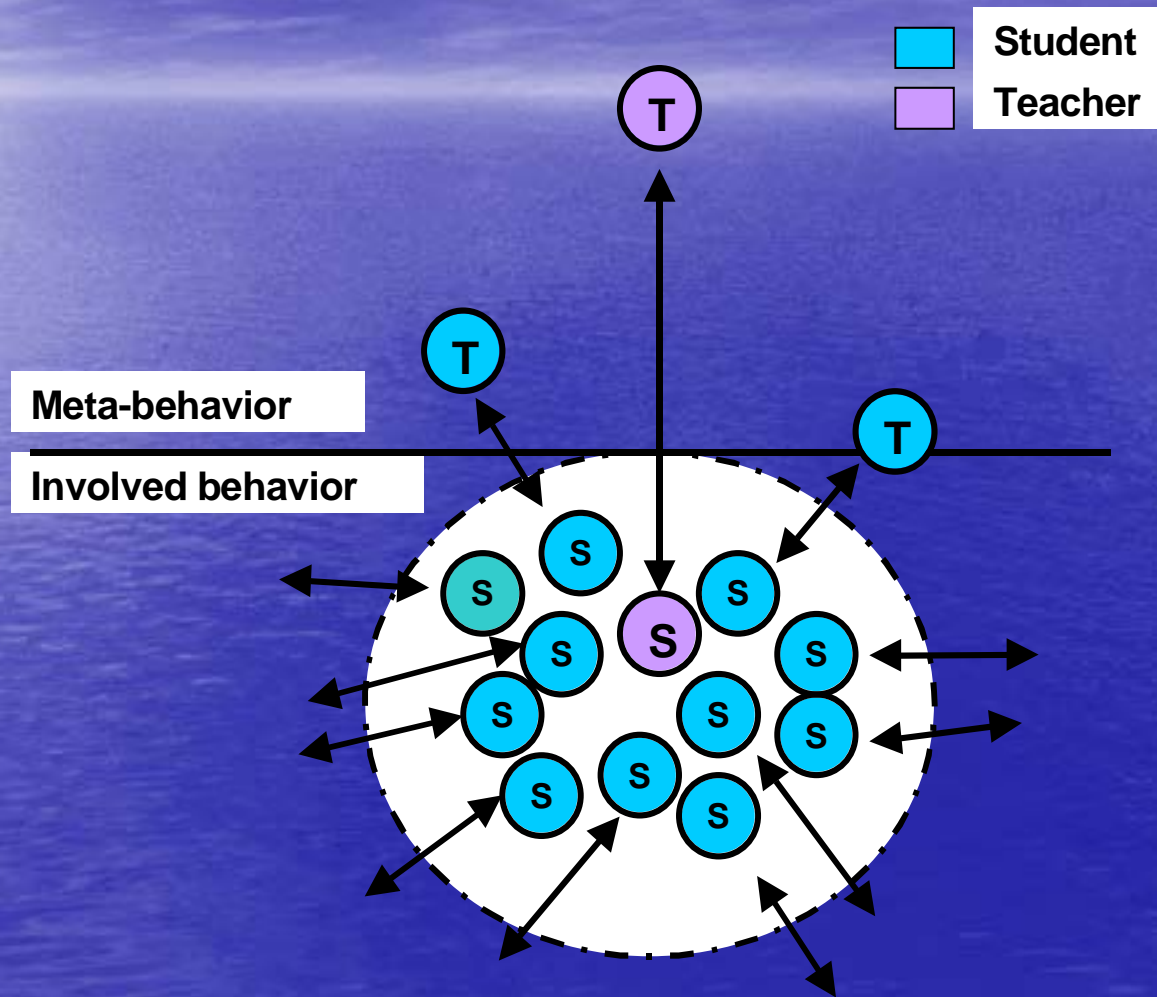
Overall pedagogic approach

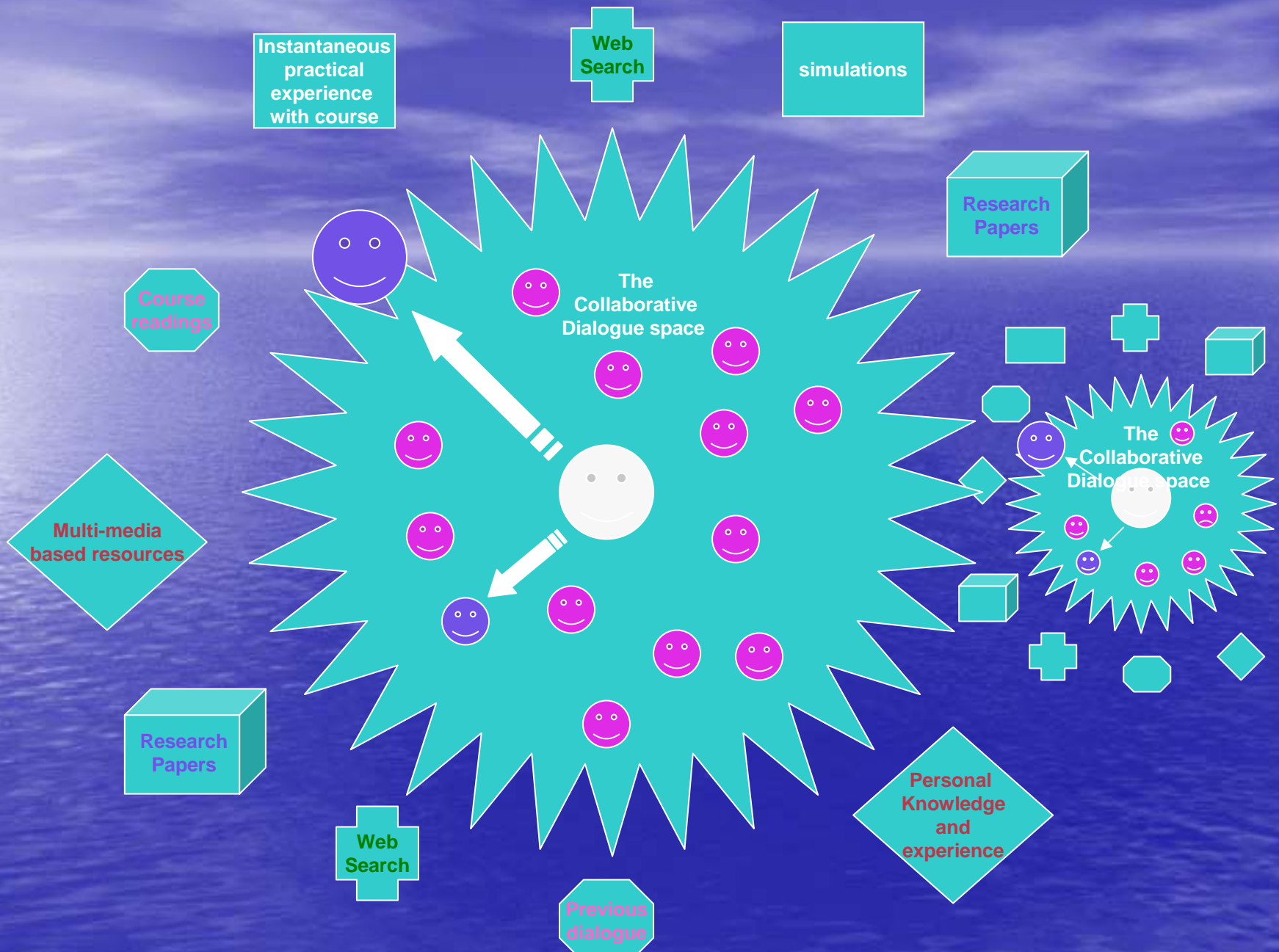
Criteria of quality

- Awareness: We cannot design learning - only VLEs of good pedagogic quality
- DK-tradition for dialogue in teaching/learning
- The collaborative pedagogy - POPP
 - Problem-orientation
 - Transparency
 - Cross-disciplinary
 - Collaboration/interaction (shared construction of meaning, mutual engagement)
 - Quality (knowledge building process)
 - Reflection, self-reflection, meta-reflection
 - Creativity
 - Improvisation
 - Democratic non-authoritarian process
 - Student-centeredness, participant-driven:
 - Initiative, motivation, leadership

Overall pedagogical approach

Learning - the ultimate goal of teaching



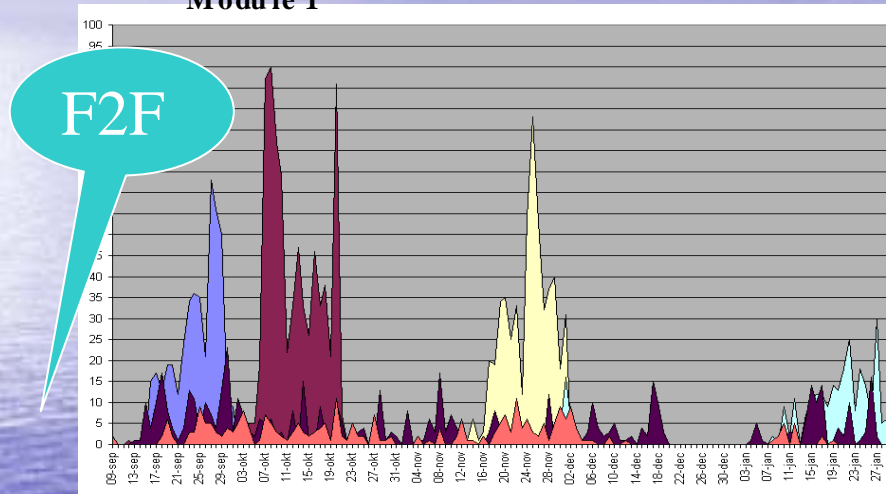


The MMD Model - A Collaborative Dialogue Space

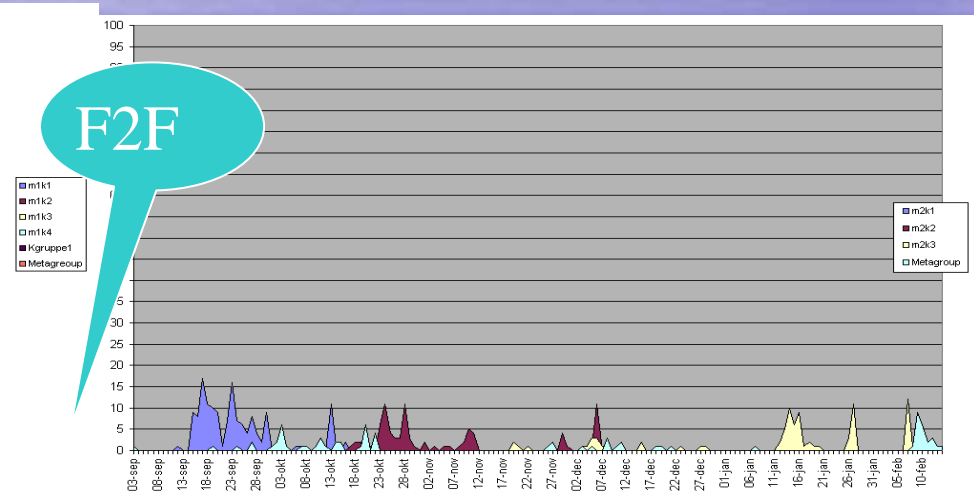
Overall pedagogical approach

Interaction over time (a continuum)

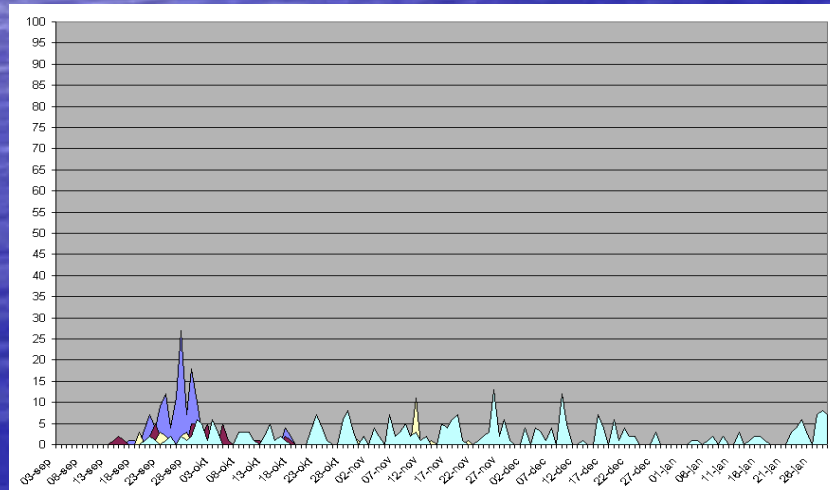
Module 1



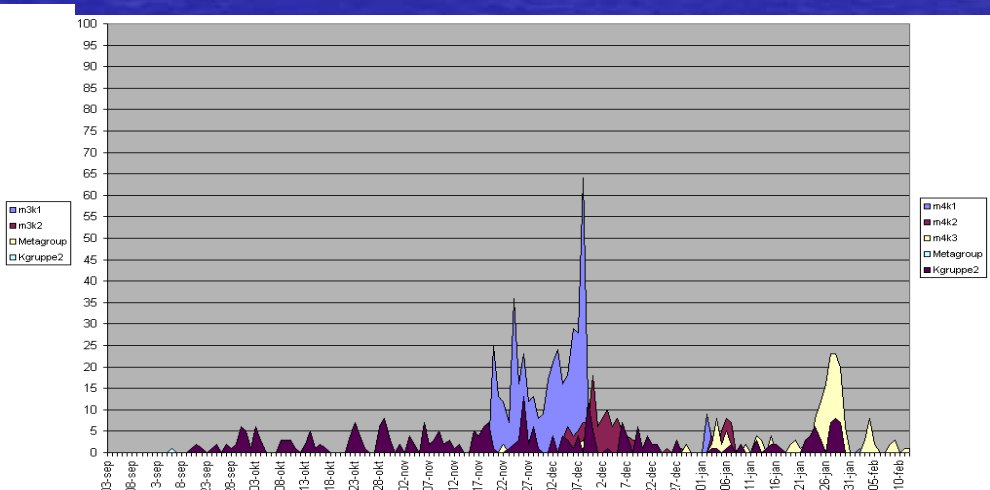
Module 2



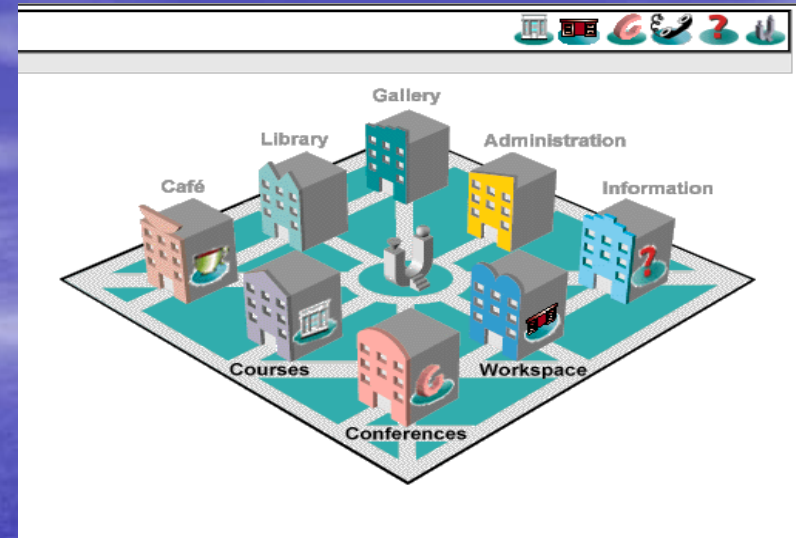
Module 3



Module 4



The technology



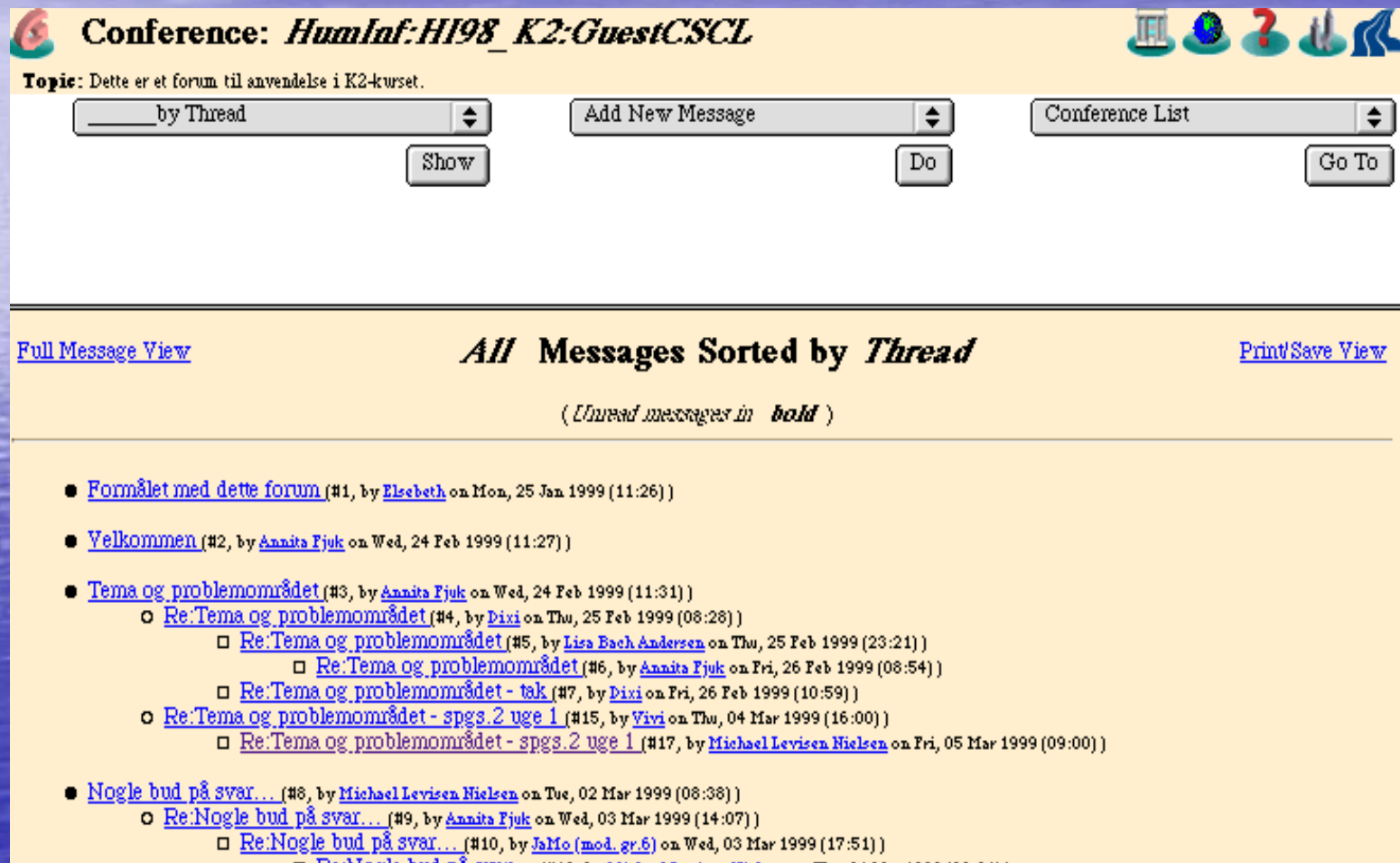
- VLE used for the online master programme:
 - Virtual-U
- A variety of alternative technologies (VLEs, VMEs, video conferencing, chat rooms, document sharing, technologies, etc.) used as resources in the modules for experimentation, investigation and analyses
- Optional workshops on a range of software programmes

Virtual-U

Supporting dialogue

Virtual-U

Supporting dialogue



6 Conference: HumInf:HI98_K2:GuestCSCL

Topic: Dette er et forum til anvendelse i K2-kurset.

____ by Thread Add New Message Conference List

Show Do Go To

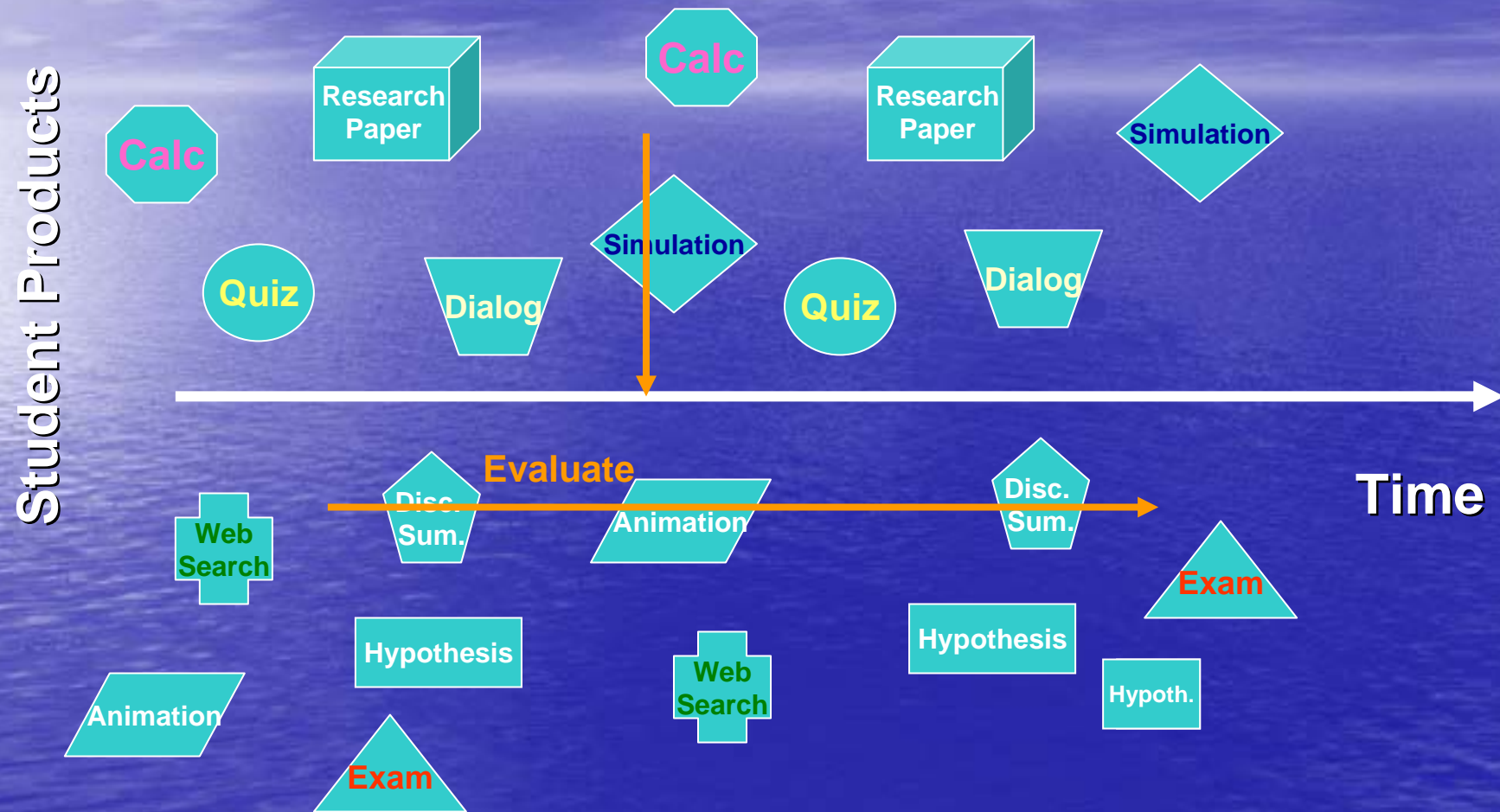
[Full Message View](#) **All Messages Sorted by Thread** [Print/Save View](#)

(Unread messages in **bold**)

- **Formålet med dette forum** (#1, by [Elsebeth](#) on Mon, 25 Jan 1999 (11:26))
- **Velkommen** (#2, by [Annita Fjuk](#) on Wed, 24 Feb 1999 (11:27))
- **Tema og problemområdet** (#3, by [Annita Fjuk](#) on Wed, 24 Feb 1999 (11:31))
 - **Re:Tema og problemområdet** (#4, by [Dixi](#) on Thu, 25 Feb 1999 (08:28))
 - **Re:Tema og problemområdet** (#5, by [Lisa Bach Andersen](#) on Thu, 25 Feb 1999 (23:21))
 - **Re:Tema og problemområdet** (#6, by [Annita Fjuk](#) on Fri, 26 Feb 1999 (08:54))
 - **Re:Tema og problemområdet - tak** (#7, by [Dixi](#) on Fri, 26 Feb 1999 (10:59))
 - **Re:Tema og problemområdet - spgs. 2 uge 1** (#15, by [Vivi](#) on Thu, 04 Mar 1999 (16:00))
 - **Re:Tema og problemområdet - spgs. 2 uge 1** (#17, by [Michael Levisen Nielsen](#) on Fri, 05 Mar 1999 (09:00))
- **Nogle bud på svar...** (#8, by [Michael Levisen Nielsen](#) on Tue, 02 Mar 1999 (08:38))
 - **Re:Nogle bud på svar...** (#9, by [Annita Fjuk](#) on Wed, 03 Mar 1999 (14:07))
 - **Re:Nogle bud på svar...** (#10, by [JaMo \(mod. gr.6\)](#) on Wed, 03 Mar 1999 (17:51))

Assessment

Needs to incorporate both product and process!



Assessment at Macro Level

(Model: POPP)

- First year:
 - project work - POPP concept (groups/individual)
- Second year:
 - master thesis: POPP concept (groups/individual)

Assessment - dialogue

(Model - Sorensen & Takle, 2001)

QUANTITATIVE REQUIREMENTS ON CONTRIBUTIONS

- produce a number of contributions
- a number of those should be responses to a number of other students' contributions
- elicit a number of responses from other students

QUALITATIVE REQUIREMENTS ON CONTRIBUTIONS

Examples of characteristics in the content of contributions, which stimulate knowledge building:

- questions that ask for clarity
- to add new knowledge to the discussion
- relevance of contributions
- views that build on logical argumentation
- summery/syntheses of contributions, which point to new directions and conclusions
- etc.

RATIONALE BEHIND THE CRITERIA:

- The objective is to establish a democratically oriented online community supporting development of collaborative knowledge building (CKB), i.e.:
 - Ω participation in discussion (that a student is active in the process towards the shared goal)
 - Ω reactions to - and building on - other students comments (that a student listen to others)
 - Ω release responses from others (that a student contributes with relevant views)

Student Outcomes - Change of Identities?

1. As a whole the study must be said to have fulfilled all my expectations to the education
2. **Very large benefit... - beyond comparison that of my different educations from which I have gained the largest professional/personal benefit**
3. **To me MIL has to a very large degree been a process of formation – for good and bad :-)**
4. **I have benefited very much from the education that has been very relevant and close to practice**
5. **It has certainly been an education that has moved me forward.** I have gained insight in working methods at an academic level and thereby I have overcome my educational feeling of inferiority (in the daily life I am associated with a lot of academics). I have become ready to take on tasks that I would never before MIL have dared to accept (e.g. doing a presentation on Problem Based Learning)
6. **The study area of my thesis has meant something to my future career**
7. Beneficial
8. **Exciting assignments/projects**
9. **Good comradeships**
10. Good well functioning arrangements
11. **Great planning (possibility for improvisation a big strength)**
12. Beneficial with teachers very rich on initiative and from various institutions
13. **Extremely good with seminars**
14. Good that groups were formed from the start
15. Possibility of working in depths with the different subjects
16. Possibility for networking
17. Good theoretical teaching and foundation
18. **Great variety in the study**
19. Good mixture between theory and practice
20. **The structure of the subjects - the modules supplement each other well – both professionally and pedagogically**
21. **The cross-institutional structure means (contrary to other educations) that one gets 'hands-on' experience with educational cultures**
22. **Good possibilities for testing out theories in practice**
23. **The exemplary structure of many of the courses e.g. when we work with portfolios we do so in a portfolio environment**
24. Fellow students with different experiences make the shared 'database' big and increases the value of discussions, group work etc.
25. Freedom of choice in relation to assignments/projects ensures that everybody can select something that is relevant to them
26. **The education is based on collaboration**
26. **The dynamics between process and product was seen in large perspective – very beneficial**

Problems

- Bridging learners with little knowledge of learning with learners with much knowledge of learning
- Virtual-U good for dialogue, not for project work
- Etc.

Future plans

- English - September 2005
 - International collaboration
- Revised overall concept