

MOLIG Event, November 2019



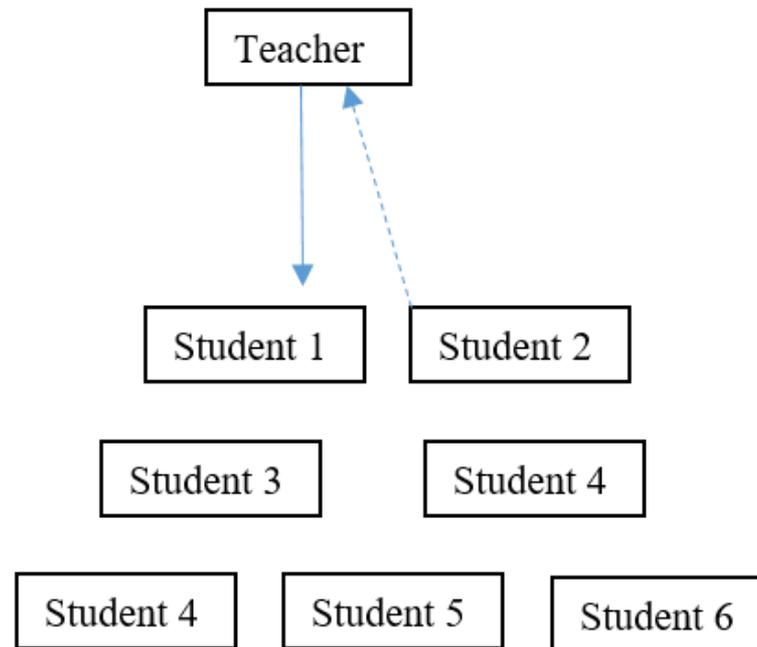
Online versus distance versus face-to-face

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A bit about my context

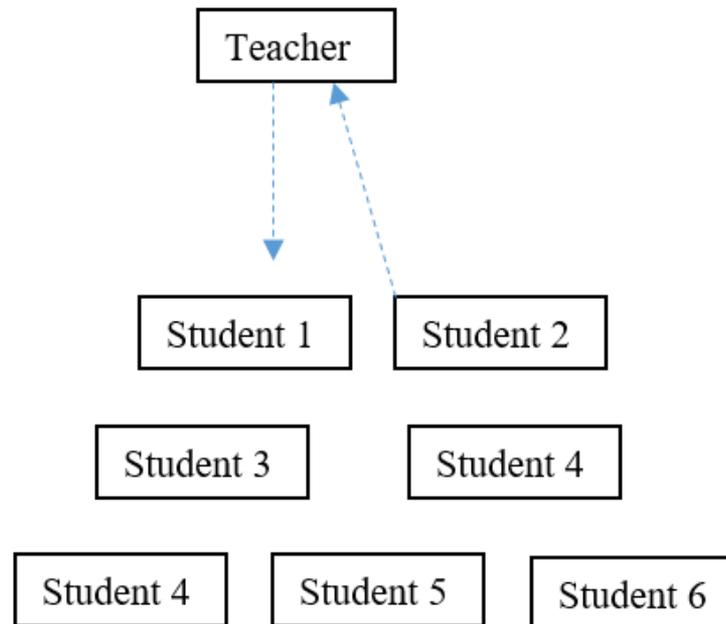
- In the Department of Educational Research we run 4 PhD programmes as well as supporting ‘traditional’ PhDs
- The e-Research and TEL programme is largely online, with one-week residential in years 1 and 2
- In years 1 and 2 we run a modular programme
- In years 3, 4 or more, students undertake a longer study
- We work with annual cohorts
- Cohorts come from across the world
- We start to work with our 13th cohort in January 2020

Face-to-face – strengths and weaknesses



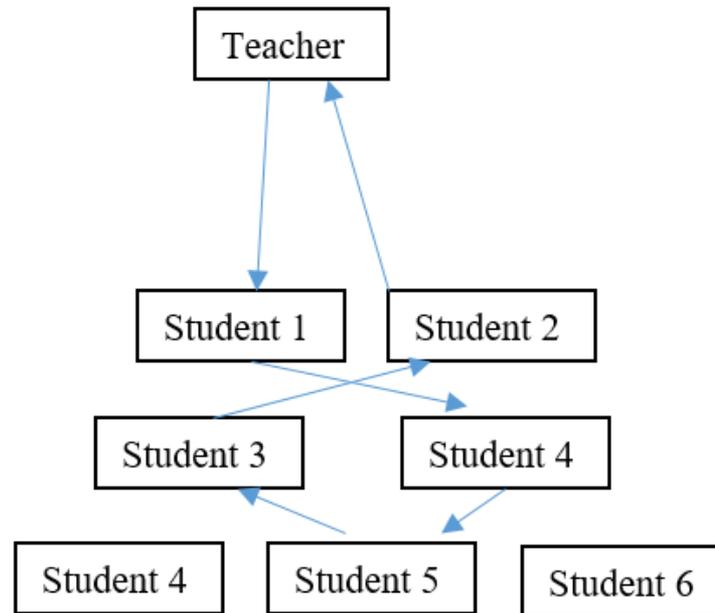
Interaction – during activity; after activity

Distance – strengths and weaknesses



Interaction – during activity; after activity

Online – strengths and weaknesses



Interaction – during activity; after activity

Starting points

The analysis of literature and practice suggests that those developing blending learning provision should consider:

- At a programme and module level which elements must be undertaken on site, what time needs to be devoted to these, and where in the overall time plan onsite activities should be located.
- For other elements, identify learning aims and objectives, and how these relate to 'new' ways of learning - problem-based learning (PBL), authentic learning (AL), dialogic learning (DL), situated learning (SL), technology enhanced learning (TEL), networked learning (NL), computer supported collaborative learning (CSCL), or mobile learning (ML), for example.
- Consider forms of learning activities that can be used to enable the aims and objectives to be met, based on a selection of appropriate interactions – instruction, explanation/illustration, direction, demonstration, discussion, scaffolding, questioning, speculation, consolidation, summarising, initiating/guiding exploration, or evaluating learners' responses.
- Consider the educator mode or modes to support these selected activities and learner interactions – teacher, tutor, facilitator, or guide.
- Select digital technologies that will support or fulfil these educator-supported activities and interactions - topic-specific resources and software, curriculum-wide learner-centred software, curriculum-wide tutor-centred software, or online learner support.

'New' ways of learning

Some 'new' ways have been proposed:

- Problem-based learning PBL
- Authentic learning AL
- Dialogic learning DL
- Situated learning SL
- Technology enhanced learning TEL
- Networked learning NL
- Computer supported collaborative learning CSCL
- Mobile learning ML

Relating interactive approaches and pedagogy

Type of interaction	Teacher	Tutor	Facilitator	Guide
Instruction	√	√		√
Explanation and illustration	√	√	√	
Direction	√			√
Demonstration	√	√		
Discussion		√	√	√
Scaffolding	√	√	√	√
Questioning	√	√	√	√
Speculation		√	√	
Consolidation	√	√	√	
Summarising		√		√
Initiating and guiding exploration		√	√	√
Evaluating learners' responses	√	√	√	√

Selecting forms of technologies

Type of interaction	Video	Audio	Text	Discussion forum
Instruction	√	√	√	?
Explanation and illustration	√	?	?	?
Direction	?	√	√	?
Demonstration	√	?	?	?
Discussion	?	?	?	√
Scaffolding	?	?	?	√
Questioning	?	?	?	√
Speculation	?	?	?	√
Consolidation	√	√	√	?
Summarising	√	√	√	√
Initiating and guiding exploration	?	?	?	√
Evaluating learners' responses	√	√	√	√

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Thank you for your kind attention

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