

Digital Learning Spaces: SPOCs, MOOCs and COOCs

Lessons from the MirandaNet Fellowship

Dr Sarah Younie,
Director of Research and Innovation
MirandaNet Fellowship
Co-director, Institute for Education Futures
De Montfort University

Dr Christina Preston,
Founder of the MirandaNet Fellowship
Professor at the Institute for Education Futures
De Montfort University

Founded in 1992: approximately 1,000 members in 80 countries

‘MirandaNet follows the tradition of a medieval guild for educators’ Wenger 1998

- Spans national, cultural, commercial and political divides
- A forum for professional educators in industry, research, policy
- Partnership with the profession, industry and government
- Individual learning patterns are celebrated through action research strategies and peer e-mentoring.
- Free to join but members become Fellows by writing an article of 2,000 words or multimodal equivalent
- Non-profit making: funded by international associate companies, international governments, charities and other funding bodies
- Dissemination and publication central to the Fellowship process.

Oh brave new world that hath such people in IT’

What if the new contexts in which collaborative learning takes place are chaotic?...

- ▶ what is important is that the technology is sufficiently **transparent to empower all members to set agenda at the grassroots**. This mirrors young peoples' mobile learning activity outside school in easy to use virtual environments ...
- ▶ significantly MirandaMods encourage **democratic debate** rather than just promoting socialisation (reflection & dialogic learning)
- ▶ in the MirandaMod professionals, men and women, have **equal input** regardless of their differing status in the world of education.



The learning space has diversified, become more democratic and capable of absorbing global voices:

- wikis;
- video streaming;
- Google hang-outs; video conferencing;
- concept mapping;
- Twitter stream back channel
- Moodle/Canvas

www.mirandanet.ac.uk/mirandamods/

Experts in online learning: EU Partners

The Hands-On ICT project aims at facilitating the integration of ICT tools in teaching by developing an open and learning-by-doing environment where teachers will develop their skills with innovative educational tools.



THE CONSORTIUM



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(FUOC), Spain



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(OUNL), The Netherlands



Euro-Mediterranean University
(EMUNI), Slovenia



Miranda.net Ltd. (MNET),
United Kingdom

www.handsonict.eu



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Learn, practice,
teach creativity
and ICT

HANDS-ON

ICT

The aims of the Hands-on project include:

- **Provision of a holistic environment for teachers skills development in ICT**
 - **The integration of ICT tools into teacher and learning**
 - **Matching tools to pedagogical practice**
 - **Enabling collaborative strategies**
 - **Promoting learning by doing**
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HANDS-ON



Partners 2013-2015

Catalonia (leaders)

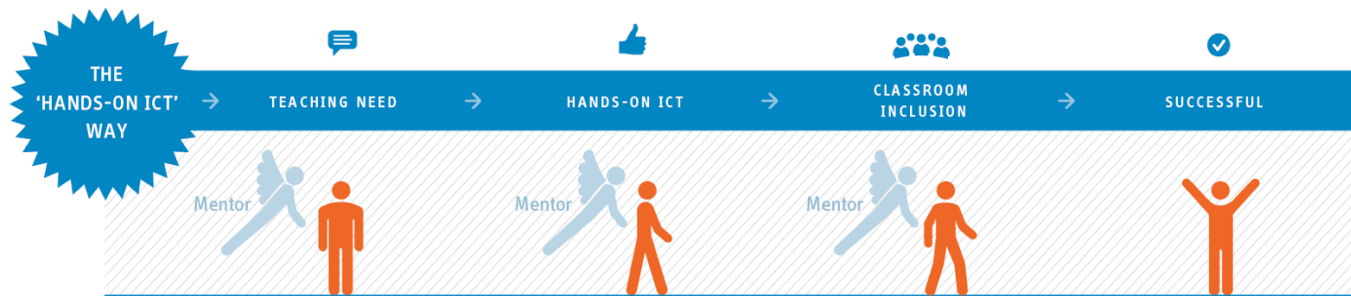
England

Greece

Slovenia

The Netherlands

The rationale: teachers supporting each other as mentors in a community of practice



Project Number: 531086-LLP-1-2012-1-ES-KA3-KA3MP
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HANDS-ON



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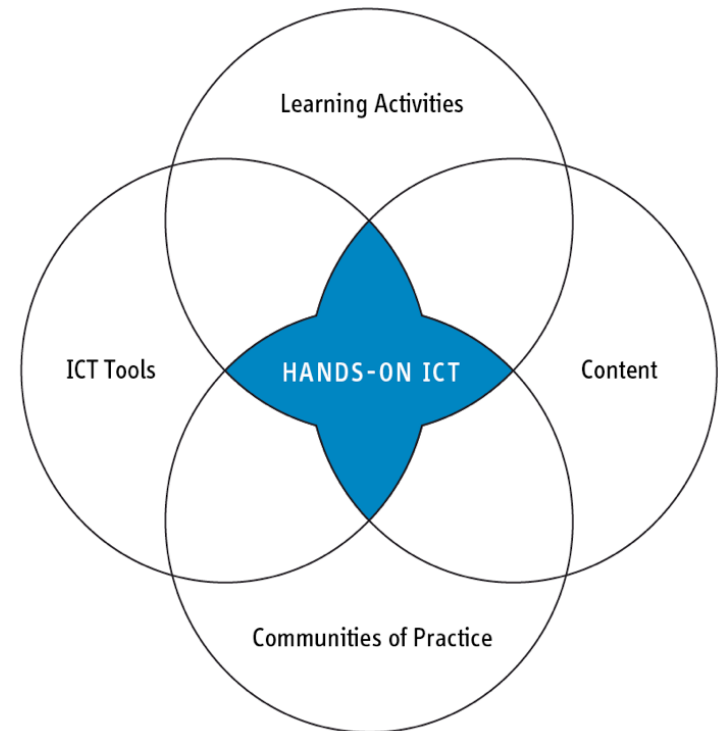
Greece

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To accomplish all this, Hands-on ICT will execute the following **concrete objectives**:

- 1) to analyse the concrete needs of teachers in the context of digital competences;
- 2) to benchmark existing resources, applications, content and communities of practice;
- 3) to design a set of learning activities to learn and practice creativity techniques through ICT;
- 4) to iteratively pilot the environment with teachers and students from the three sectors targeted (SE, VET, HEI), and to evaluate and improve it; and
- 5) to facilitate the emergence of an international community around the platform, composed of teachers, trainers and educators from secondary and VET schools, HEIs and adult education that will ensure the sustainability of the platform in the long run.



HANDS-ON



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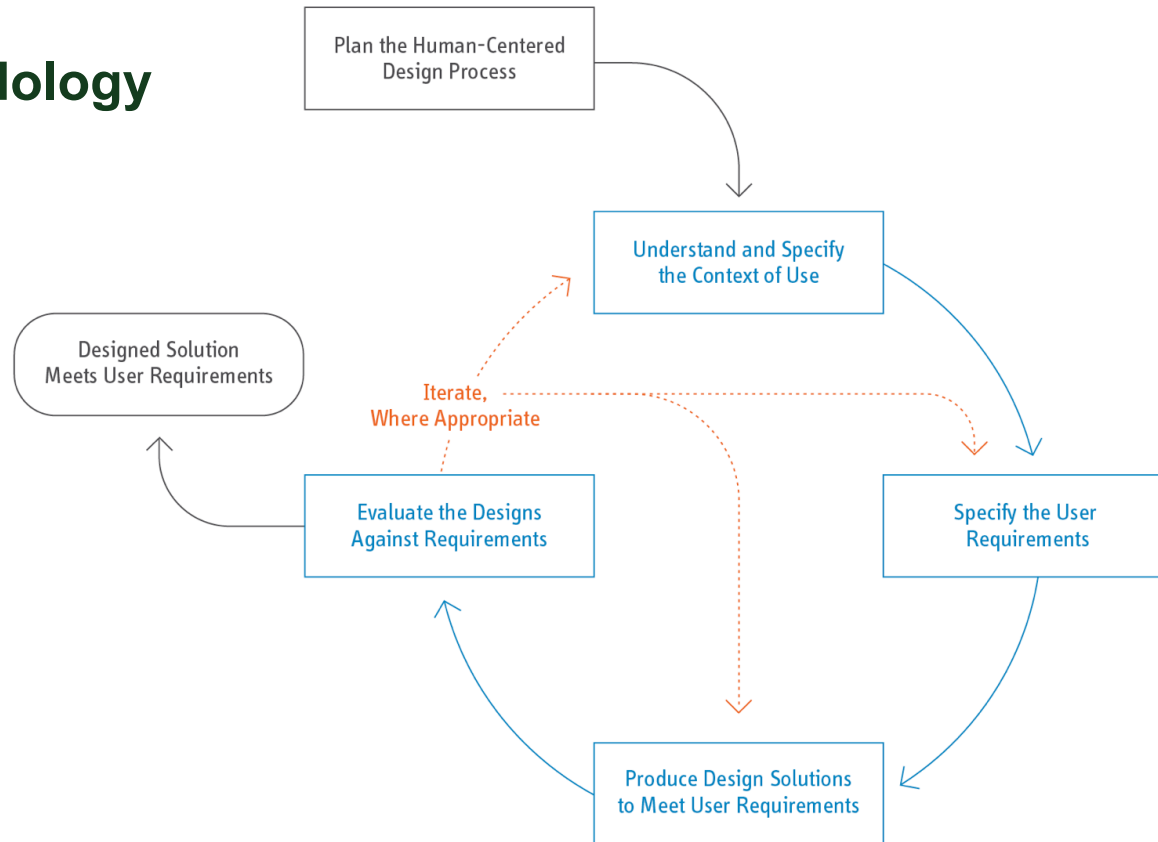
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Methodology

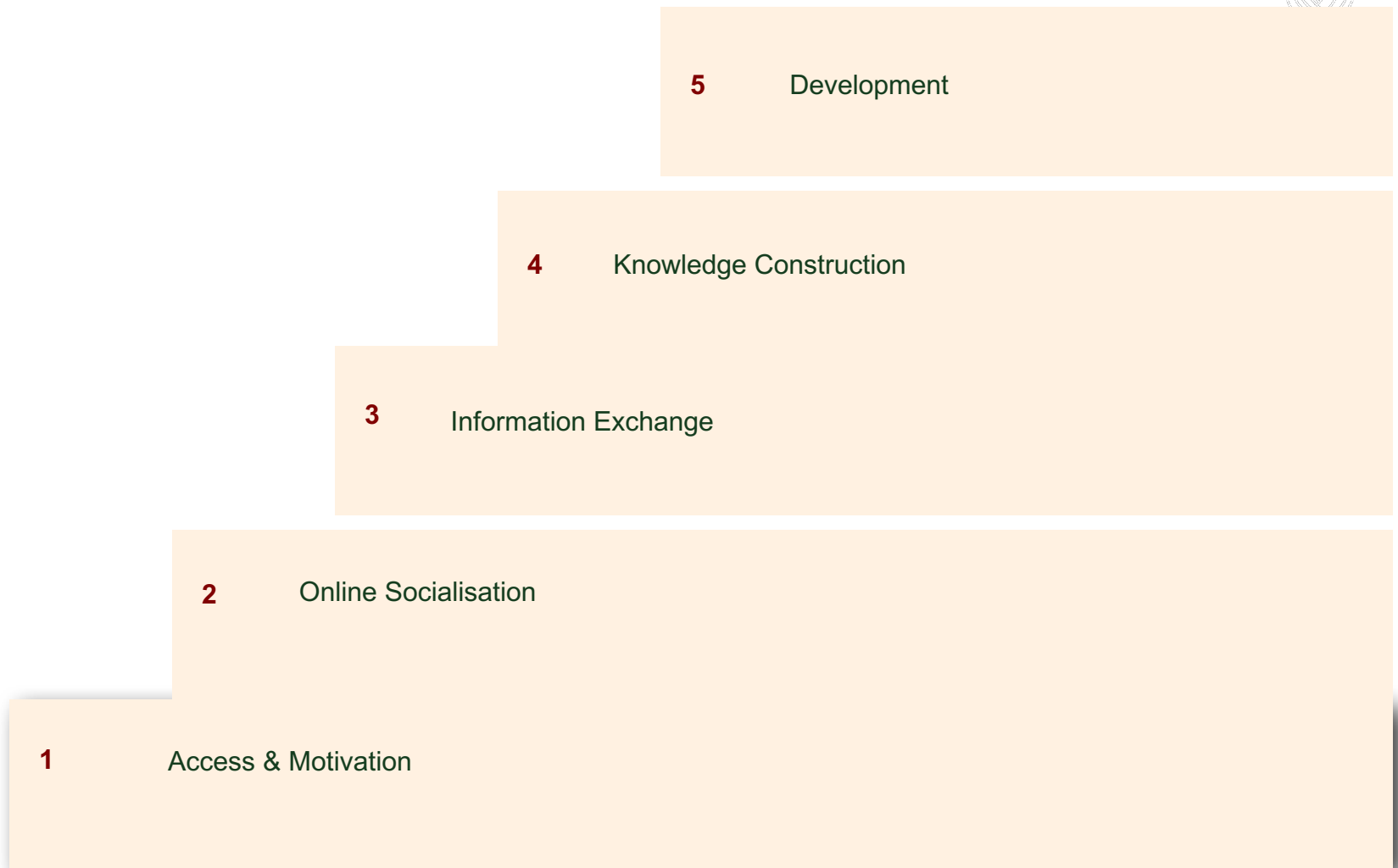


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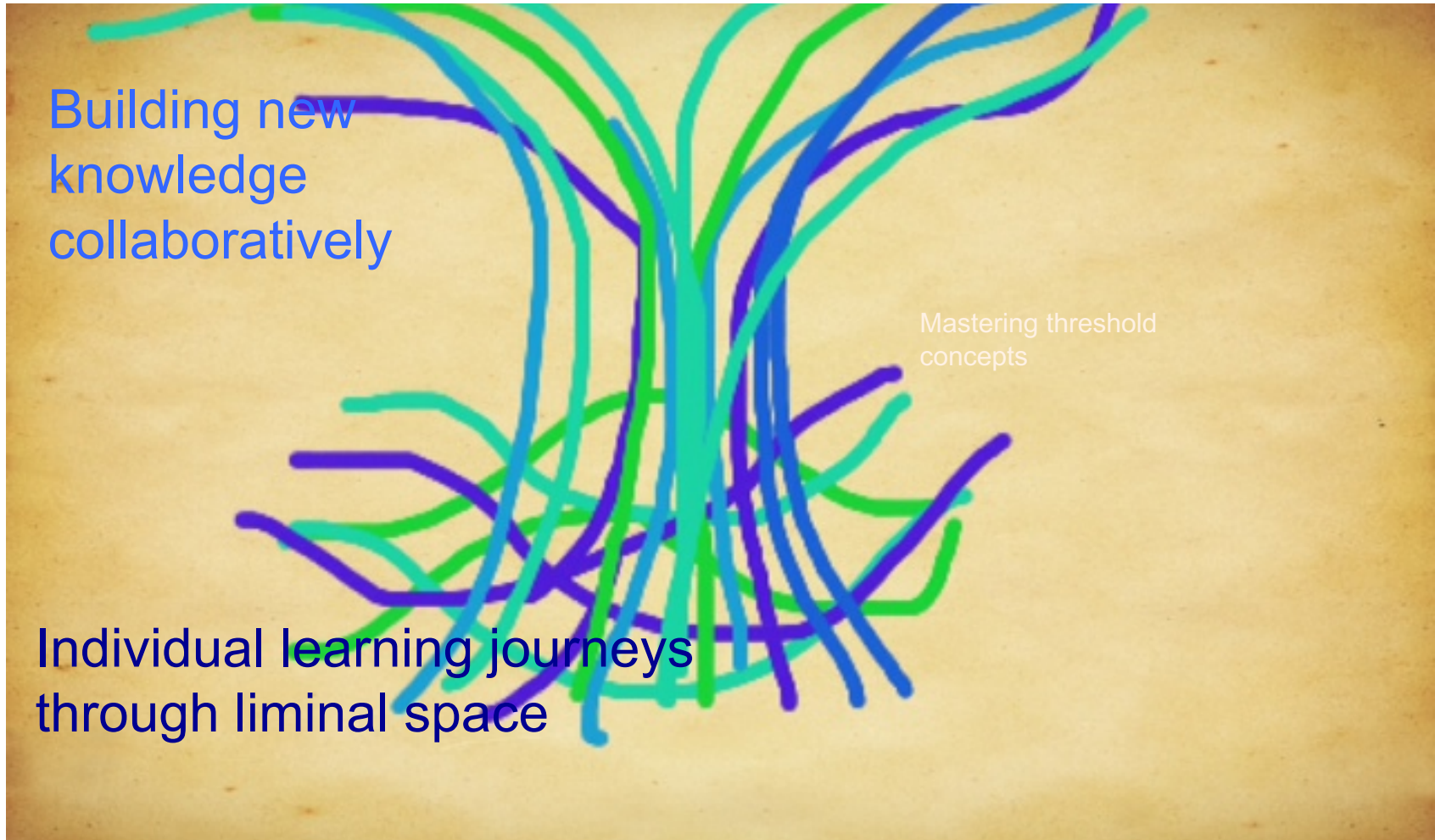


How does learning work in an informal community of practice in contrast to a formal course ?



Innovative learning opportunities
A new image?
A new term?

Braided Learning



The software that was compared

- Unimooc
- Khan Academy
- OpenLearning Initiative
- edX
- MIT Opencourseware
- Canvas
- Mooc2degree
- Coursera
- Udacity
- Class2go
- TED ED
- P2PU (Lernanta)
- OpenMOOC - Ejemplo UNEDCOMA
- CourseBuilder
- Moodle

Canvas VLE

was chosen by teachers, mentors and students

<https://www.canvaslms.eu/schools>

- Easy to use interface
 - Scalable
 - Easy to post multimodal resources
 - Works with social platforms used by the students
 - Canvas network online courses a benefit
 - Supported collaboration
-
- <https://www.youtube.com/watch?v=TFP1t5NvKrl&feature=youtu.be>

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- The integration of ICT tools into teacher and learning**
-



What conditions are required for active learning to take place?

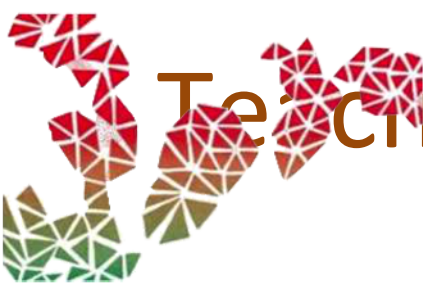
Learning experience needs to be designed

Three cycles of communication between the teacher and the learners must be engaged (Laurillard, 2012)

Teacher communication cycle

Teacher practice and modelling cycle

Peer communication cycle



Teacher and peer communication cycles

- 1. The teacher must communicate their concepts for the learner to understand;**
- 2. The teacher must provide an environment to model the learning and for the learner to practice within;**
- 3. The learners must engage in peer communication, providing their own modelling and practice environments to support each other's learning.**

Using remotely authored concept maps for collaborative professional learning



“Groups of teachers can develop ideas instantaneously. They do the first level of analysis as co-researchers because they can argue about the value of each idea and how the concepts relate in a reasonable time scale. As they work they mentor each other”

Leask and Preston 2010 ICT Tools for Future Teachers

Using remotely authored concept maps for collaborative professional learning

MESH - a new form of publishing

MESH uses online graphical flowcharts/mind maps or pathways (MESH Guides) to present complex knowledge. Each node links a summary to the underpinning research and evidence which may include text, audio or video.

How does MESH operate?

MESH operates in a similar way to that used for the production of edited books or journals. But MESH Guides are regularly reviewed and improved as evidence builds.

<http://www.meshguides.org/>

The aims of the Hands-on project include:

**Enabling collaborative
strategies**

The aims of the Hands-on project include:

Promoting learning by doing

Crowd-sourcing ideas for the Hands-On MOOC

Digital Pedagogy and Creativity

Educators will be asked to concentrate collaboratively on mapping the ways in which digital technologies can be used to promote creative thinking and practice

Look for more details on <http://blogs1.uoc.es/handsonict/>

Digital Pedagogy and Creativity

A workshop asking questions of educators

- What technologies work students in terms of enhancing teaching, learning and assessment
 - What technologies should be explored further?
 - What are the challenges for practice in using technology for educational purposes?
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Look for more details on <http://blogs1.uoc.es/handsonict/>

Digital Pedagogy and Creativity

The workshop is organised as a group activity based on Dr Edward De Bono's "Thinking Hats" – a creative technique that we used to get a good well-rounded perspective on creative ideas.

Colleagues take different roles and adopt different thinking styles. By mentally wearing and switching "hats", the participants focussed easily and redirected thought and ideas.

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Thanks!



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