

Outline













We shape our tools and then our tools shape us...





The digital didactic and remote teaching

Didactical questions:

It is evident that **a thoroughly prepared seminar plan is highly important** in an online learning environment.

Such a plan would have **to integrate technology decisions**, along with other and to what extent the course will be delivered as a **didactical academic decisions**, **such as content**, **reading lists**, **methods of teaching**, **mandatory activities**, and as combination of face-to-face and distance sessions (Nilsen, Almås & Krumsvik 2013, s. 102)









2002

"Technology alone does not lead to educational innovation or better learning" (Krumsvik 2002, p. 32)

2015

"(...) we have not yet become good enough at the kind of pedagogies that make the most of technology" (OECD 2015, s. 5)

2015

"(...) adding 21st-century technologies to 20th-century teaching practices will just dilute the effectiveness of teaching" (OECD 2015, s. 5)



Measures for remote teaching?

Change the teacher's role from the "sage on the stage" to the "guide on the side" (Van Dusen, 2000, p. 14) by increasing the repertoire



Figure 4. Illustration of the distance-based cooperation where 22 PhD-candidates where situated in Bergen and 12 PhD-candidates in Volda (using Cisco advanced video conference system).



What are our own challenges with the the topic

for tomorrows lecture?







Experiences from remote teaching

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(....)the candidates from Volda reported that the videoconferencing system used in this project was much better than similar tools like Skype or Adobe Connect (5,83/7),

"I felt fully integrated as a legitimate participator sitting in Volda".

"The fact that the screen was big and there were few technical problems made Bergen more present". The VUC candidates underlined the importance of having a local course teacher as a facilitator (Krumsvik et al. 2018)

Experiences from remote teaching

(....) The VUC candidates were asked to compare their participation on the PhD-course via the videoconferencing system with their experiences of physical attending other PhD-courses. Surprisingly, the candidates reported that attending this course was slightly better or the same as physical attending other courses (4,13/7).

One of the candidates said that **"It's good for the environment and our economy, and it makes other and perhaps better learning resources available**". Several of the VUC candidates appreciated that courses made available via videoconferencing systems provided them easy and inexpensive access to high quality PhDcourses (Krumsvik et al. 2018)









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Digital didactic: Bridging theory and practice



 "Interactive video, a combination of computerassisted instruction and video technology, is used as an instructional media for teaching and training" (Mayer & Moreno, 2002, p. 88; Hattie 2009, p. 228).



«(...) educational technology in general, is only as good as the teacher who use it» (Castells 2001, s. 258)

Summary



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