Formativ vurdering, flipped classroom og student response system i fjernundervisning

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Outline

1. Introduction
2. Digital didactic and remote teaching
3. Digital competence and remote teaching
4. Example case studies

Norge: Morsmålsundervisning og forsøksordninger i andre fag
Digital didactic? Digital competence?
Formative assessment
Class management? Teacher/pupil contact?
We shape our tools and then our tools shape us...

Digital competence: For teachers? For teacher educators? For teacher students? For pupils?
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).

### Digital didactic

1. The quality of didactic
2. The quality of the technology
3. The quality of formative assessment
4. The quality class management

The pupils: Is digital competence a “moving target”?
How can we bridge the gap…?

Remote teaching classes

Ordinary teaching classes

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)
“(...) 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

What are our own challenges with the topic for tomorrow’s lecture?
The pedagogical framework of the course

1 month before the course ——— 2 course days ——— 1,5 month after the course

1. "Flipping or flopping" (Preparation for the course, articles, video-clips, etc.)
2. "Chalk and talk" (Plenary, Literature reviews main elements)
3. "Telling and showing" (Peer discussion, case/videocases)
4. "Learning by doing" (Reflection attached to own thesis, academic paper)

Feed up, feed back and feed forward (Hattie and Timperley 2007) in remote teaching

Formative assessment

Coherence

Before lecture  ——— In lecture  ——— After the lecture  ——— Next lecture

Feed up  ——— Feed up & feedback  ——— Feed up and feedback  ——— Feedback & feed forward

Experiences from remote teaching

(...)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 PhD-courses (Krumsvik et al. 2018).

The need for “a epistemological step back”: What is the learning objective and what should be assessed?

1. Theory <-> Practice
2. Processes <-> Learning outcome
3. Surface <-> Deep
4. Auth. Experience <-> Abstraction

What is the learning objective and what is the best teaching forms for different learning purposes?

“FLIPPING OR FLOPPING”...?
«CHALK AND TALK»....?
«TELLING AND SHOWING”....?
«LEARNING BY DOING»....?
OR A COMBINATION ---->REPERTOIRE
Where, What, When...

Digital didactic: Bridging theory and practice

- “Interactive video, a combination of computer-assisted 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

1. What is the learning objective and what should be assessed? Where, when, how....
2. Digital competence, formative assessment and remote teaching
3. Increasing the teachers’ repertoire in remote teaching
4. Digital didactic and remote teaching

References


References


