INF5790 – Spring 2013
Technology-enhanced learning (TEL)
(Teknologistøttet læring)

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Introduction to course

- What this course is about
- Learning outcomes
- How the course is organized
  - Student roles
  - Teacher roles
- Project work
- Learning design
- WIKI technology
- Teaching plan

What this course is about

- How information and Communication Technology (ICT) might support individual learning and learning in groups

- The relationship between collaboration and learning

- Co-located and distributed settings

- Asynchronous and synchronous technologies for collaborative interaction

- Research methods and theories

- Central concepts and emerging trends

- See more on web page:

- http://www.uio.no/studier/emner/matnat/ifi/INF5790/

Learning outcomes

- Evaluate the merits (pros and cons) of different technologies to support collaboration and learning
- Conceptualize the basic processes constituting collaborative learning activities.
- Be acquainted with some research methods in the learning sciences
- Be able to apply theory to design ICT and to evaluate findings in the use of ICT for learning
- Know the differences between formal, informal and non-formal learning, by giving examples

Student activity: Article presentation and asking questions for discussion

- Each student will choose one article from syllabus and present it to class during the course (note if more students than articles, students will work and present in small groups)

- Each student will lead the discussion of one article by presenting 3 questions about the contents

- Together this activity amounts to 10% of final grade

How to present an article

- Focus
  - What is the theme of the article/study?
  - Research questions (explicit or implicit)

- Theoretical perspective
  - What theory or conceptual framework is made use of
  - Can you compare it with the key concepts we use in the course (ZPD, mediation, acquisition, participation, etc.)

- Locus
  - Setting & Participants
    - E.g. Informal vs. formal learning, distributed vs collocated
  - Subject matter
  - Technology
    - E.g. Scaffolding

How to present an article cont'd

- Methods
  - Qualitative/quantitative?
  - Types of data
  - Analysis methods
- Findings and conclusions
- Discussion points
  - Strengths and shortcomings of the study
  - Do you agree / disagree about conclusions reported

What to do: Presenter

- Give a presentation
  - Spend about 20 minutes (or 10 min. per person)
  - Allow for 25 minutes discussion afterwards
    - Open issues
    - Critical comments
    - Give the word to the discussant
- Be as faithful as possible when you read and summarize the the paper even though you do not share all the authors' views
- Submit PowerPoint or PDF file to Anders the evening before lecture or latest 8:30 the day of the presentation (put your name(s) and name of article on the front)

What to do: Discussant

- Present three questions you like to discuss with the group (if more students than papers, the it will be 2-3 discussants per paper)

- Do not be afraid to focus on elements/issues that you find hard to understand

- How does this article fit in with other articles you have read?

- It is also ok to give positive comments to the presenter and to identify points that was missing or require further clarification

Teacher activity: Present articles, provide meta comments, and organize project work

- For each lecture one of the articles will be presented by a teacher (PhD student, postdoc, faculty member)
- The teacher will also be responsible for practical exercises and 2nd and 3rd hours
- Teachers will also be responsible for organize the project work, which will be partly carried out online

Project report

- All students work in small groups (3-4) and carry out a semester project that will end in a written project report carried out as a set of collaborative learning activities

- The assignment for the project will be given the first week of March

- The work with the project will be carried with different types collaboration technologies

- The successful completion of the project constitute 40% of course grade

Examples of project assignments

- Small empirical study of an existing collaboration software or e-learning system, using a research methods, with implications for design

- Video scenario of interaction with a (new) learning environments (e.g. based on shortcomings of a current system)

- Use existing empirical data and to perform an (qualitative or quantitative) analysis, using theories and concepts syllabus literature

- Compare different collaboration software and consider strengths and weaknesses to identify improvements for design

Work plan

- 06.03 Work on semester project starts

- 15.03 One-page project proposal.

- 22.03 Feedback on proposal

- 19.04 Midterm report

- 26.04 Feedback on midterm report

- 24.05 Submit final report.

- 29.05 Presentation of report

Oral exam (tentative)

- 1-2 questions about the project report (i.e. division of labor in the group, what did you learn, what are the findings)

- 2-3 predefined questions from the syllabus, randomly selected (concepts, main argument in an article)

- 1-2 open questions from particular themes

- Date for exam: June 6-7 (tentative)

- Note: If more than approx. 20 students signed up we may arrange written exam

Teaching plan

http://www.uio.no/studier/emner/matnat/ifi/INF5790/v12/undervisningsplan.xml