

تجارب ناجحة لتوظيف التقنية في التعليم

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اتجاهات حديثة في تعليم تقنيات المعلومات

The Joint Information Systems Committee (JISC)

supports UK post-16 and higher education and research by providing leadership in the use of Information and Communications Technology in support of learning, teaching, research and administration.

The main reference of this lecture is:



www.jisc.ac.uk/elearning_pedagogy.html

Technology in learning- six keys:

Much has been promised about the potential of technology to revolutionize learning, with benefits identified in six key dimensions:

- **Connectivity** – access to information is available on a global scale
- **Flexibility** – learning can take place any time, any place
- **Interactivity** – assessment of learning can be immediate and autonomous
- **Collaboration** – use of discussion tools can support collaborative learning beyond the classroom
- **Extended opportunities** – e-content can reinforce and extend classroom-based learning
- **Motivation** – multimedia resources can make learning fun

“e-Learning is fundamentally about learning and not about technology. Strategic development of e-learning should be based on the needs and demands of learners and the quality of their educational experience.”

Joint SFEFC/SHEFC e-Learning Group: Final Report 2003

What is e-learning?

Defined as 'learning facilitated and supported through the use of information and communications technology', e-learning may involve the use of some, or all, of the following technologies:

- desktop and laptop computers
- software, including assistive software
- interactive whiteboards
- digital cameras
- mobile and wireless tools, including mobile phones
- electronic communication tools, including email, discussion boards, chat facilities and video conferencing
- Virtual Learning Environments (VLEs)
- learning activity management systems

e-Learning can cover a spectrum of activities from supporting learning, to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element. e-Learning is no longer simply associated with distance or remote learning, but forms part of a conscious choice of the best and most appropriate ways of promoting effective learning.

effective practice ⇒ Pedagogy

Exploring the concept of effective practice in either 'e-', or other types of learning, begins with an understanding of the term 'pedagogy'.

Defined as 'the activities of educating, or instructing or teaching' and 'activities that impart knowledge or skill.

effective practice

As a starting point, judgements about effective practice with e-learning can be based on the same criteria as judgements about effective practice in learning generally – that the practice should:

- engage learners in the learning process
- encourage independent learning skills
- develop learners' skills and knowledge
- motivate further learning

effective learning

And in the broadest sense, effective learning is likely to occur when opportunities to learn involve:

- the right resources
- the right mode (or blend of modes) of delivery
- the right context
- the right learners
- with the right level of support

effective learning & technology

Bringing about effective learning, however, is a complex and creative process which involves identifying objectives, recognising the needs of the learners, selecting the most suitable approach, and then striking an appropriate balance between e-learning and other modes of delivery when working within a technology-rich context (one in which practitioners can choose between e-learning and traditional options).

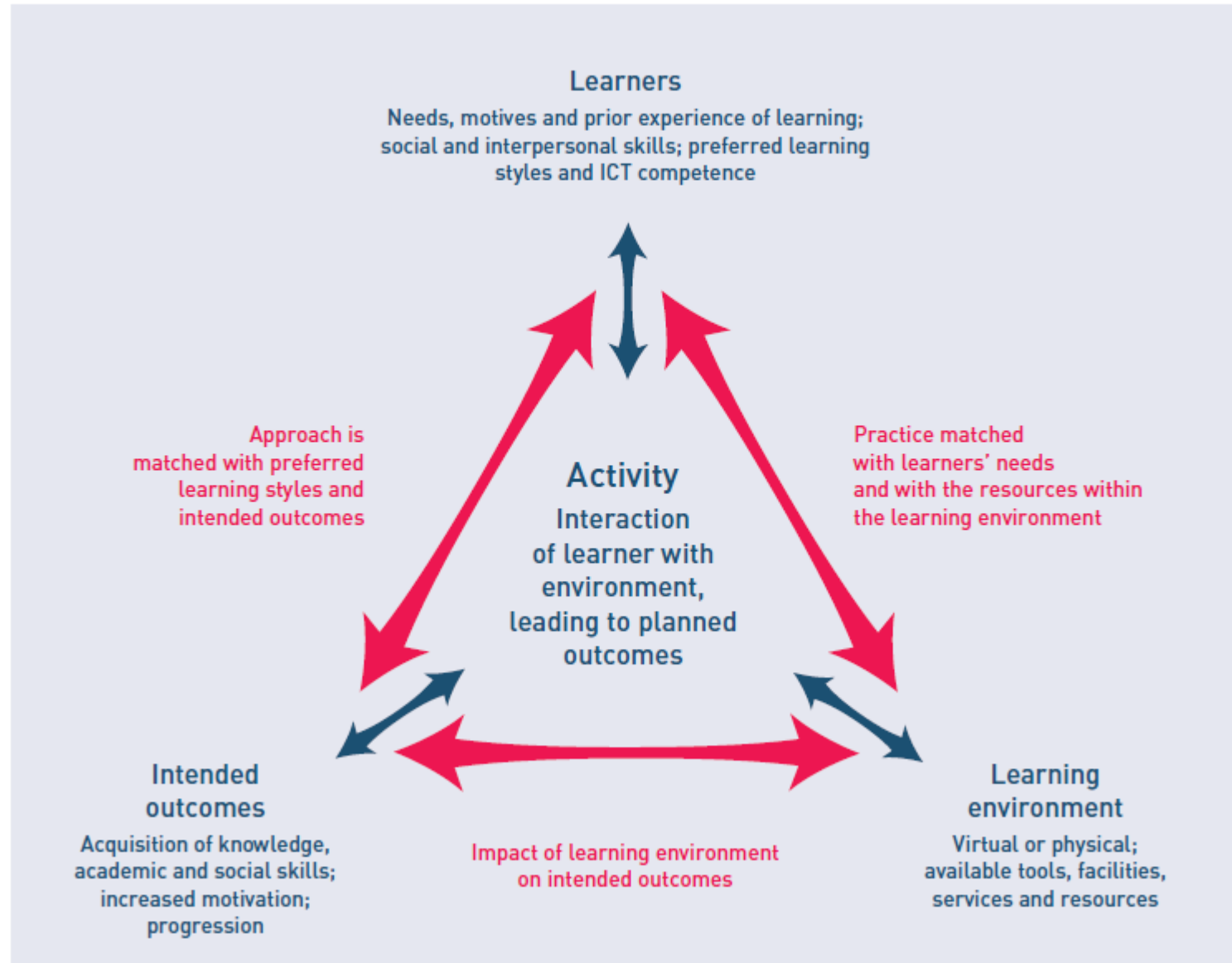
Learning activity

A learning activity can be defined as an interaction between a learner and an environment, leading to a planned outcome.

It is the planned outcome which makes learning a purposeful activity.

“The focus here is on understanding *learning activity*, moving beyond an understanding of e-learning as simply providing content and ‘learning objects’, to thinking about technology as central to contemporary teaching and learning processes, and seeing e-learning as part of the range of resources available to the professional practitioner.” Peter Findlay, JISC Learning and Teaching committee

A model of learning activity design



Case study 1

e-Learning in practice case studies

Solve problems

What is the intended outcome?

Learners can apply knowledge to solve problems and seek solutions.

What is established practice?

- Practitioners provide opportunities for learners to test their understanding through problems or scenarios based on real life contexts presented in print format
- Learners work in face-to-face groups to discuss

Developing problem-solving skills

University of Central England (UCE)

Background

The University of Central England (UCE) in Birmingham serves a diverse range of over 23,000 students. UCE is committed to widening access, encouraging people from many walks of life to study in ways that suit their circumstances, by offering flexible programmes in

Case study 2

e-Learning in practice case studies

Share and discuss

What is the intended outcome?

Learners engage in group discussion to seek information and to analyse and assess their own and others' decisions.

What is established practice?

- Classroom-based discussion is used to reinforce conceptual learning wherever time allows
- Practitioners set guidelines for effective discussion and invite learners to defend and promote a position and maintain discussion as part of course delivery
- Learners collaborate with their peers and understand the different role requirements

Learning through discussion

University of Highlands and Islands,
Perth College

Background

Perth College offers a range of learning opportunities from one-day courses to degrees. As a member of the University of Highlands and Islands (UHI) Millennium Institute, the College also works with partner institutions and a network learning centres to bring learning to rural communities across Perthshire and Kinross.

Case study 3

e-Learning in practice case studies

Assessment for learning

What is the intended outcome?

Learners develop their understanding through formative assessment.

What is established practice?

- Practitioners set formative assessment activities for learners at intervals within a course
- Learners are encouraged to understand the strengths and weaknesses in their performance

Assessing your learning

Oxford Brookes University

Background

Oxford Brookes University offers undergraduate courses in a wide range of subjects for study in full-time, part-time or mixed mode. e-Learning at Oxford Brookes is facilitated through 'Brookes Virtual', which integrates the WebCT Virtual Learning Environment (VLE) with a range of associated technologies.

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