

Towards a systemic model to assess and support innovative pedagogy in eLearning



Inte^{RS}TICES

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IntersTICES, Towards a systemic model to assess and support innovative pedagogy in eLearning



PLAN

- Goals
- Major concepts
- Model (+ examples of factors)
- Recommendations
- Questions

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Goals

Workshop

- 1- To **share our early stage model** as a work in progress that will benefit from **your input**
- 2- To **identify and organize factors** who seem to influence the **development, integration and adoption** of innovative pedagogy
- 3- To discuss **field tests, implementation and sustainability** issues within a **systemic framework**

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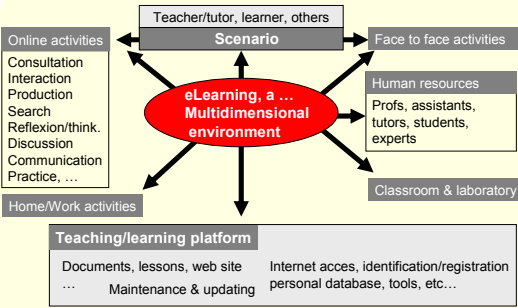
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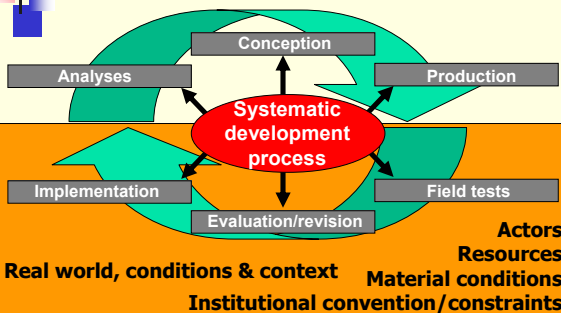
Major concepts

- eLearning... multidimensional environment
- Innovation... for who?
- Innovative pedagogy... key factors
- Evaluation and support... a systemic app.

Major concepts : eLearning



Major concepts : eLearning



Major concepts : innovation

- Spontaneous or systemic & systematic process (units/phases and degrees/levels)

Chins (1976)

Units (Individual, Group, Institution, Culture)

Levels (Substitution, Alteration, Perturbation, Restructuration, Value changes)

Major concepts : innovation

- **Added value** by a change in practice/tools
- Innovation and added value ... **for who ?**
 - Learners
 - Teachers
 - Developers
 - Institution
 - Society (industry)

Major concepts : innovation

eLearning Added value

- **Access**, but what do you provide access to ?
- **Individualization**, but globalisation ?
- **Feedback**, yes but from who? How rich ?

Major concepts : innovation

eLearning Added value

Require to make things explicit

Basic pedagogy principle = **Harmony**

Objectives + **objects** (contents)





Processes, specific support & tools

Products (evaluated, applied)

Major concepts : Innovative pedagogy

Added value : 4 key dimensions ...

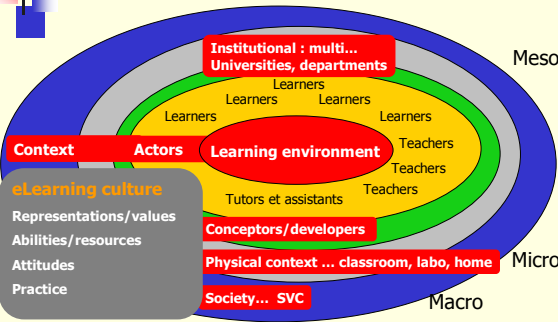
A continuum... How do you integrate/support :

1. Learners' **autonomy** and deep **involvement** 
CBL, hypertext, responsabilization (goals, content, strategies...)
2. Contextualised activities (**real world**), projects 
Simulations, microworlds, (context of action & culture)
3. Collaboration, **co-elaboration** of knowledge 
Social skills, production strategies and objects of negotiation
4. Deep learning, **high level cognitive skills/activities** 
metacognition, reflexive/critical thinking, Cognitive tools

Major concepts : Evaluation/support

- Beyond the learning kit ... (Stufflebeam)
 - Context, inputs, processes, output (products).
- Context (Bronfenbrenner) (micro, meso, macro)
- Added value for the consumers (Scriven)
- Consider the changes in actors values (Stake)
- Economic/short term evaluation may be misleading
- Systemic (Viens)

A multidimensional model



A systemic organisation of factors

- **Societal aspects (Macro)**
- **Institutional aspects (Meso)**
- **Learning environ./dispositive (Micro)**
 - Technology (Interface, tools)**
 - Pedagogy (scenario: goals, processes,...)**
 - Development process/strategies**
- **Human aspects (repre, abilities, att., practice)**
(Learners, teachers, tutors, developpers, administratives, ...)

Societal aspects (Macro)

Examples

- Imposed condition of **partners from at least 3 universities** ... often not collaborators as start, impedes the effectiveness;
- **Managing multi-uni projects** is time consuming and complex, goals, interests, practice, programs, resources, management;
- **Multi-languages activities** are high cost/time/energy for all ;
- **3 years is short for innovation**: 6 months/1 year is required to launch/establish the collaboration and a shared vision;
- **SVC orientations/expectations vs real life** for projects

Institutional aspects (Meso)

Examples

- Culture of eLearning to be developed and officially supported (vision, curriculum, evaluation, resources, recognition);
- Conditions differ (goals, programs, resources, involvement)
- Inter-institutions contracts ...
- Internal management rules/procedures not adapted

Learning environment (Micro)

Technology Examples

- Platform limits and constraints, inter-operability, standards (identification, versions, software, ...)
- Interface (web pages) design has a low priority level...
- Platform tools/design foster a traditional delivery approach
- Communication and knowledge construction tools are new

Learning environment (Micro)

Pedagogy Examples

- Too much content is targeted, in eLearning everything needs to be more explicit/planned/addressed, so what is essential ?
- Text-based conception inherited from traditional teaching/writing
- Goals not always clear, harmonised with activities/evaluation
- New roles: students, tutors and teachers need guidelines and procedures support for active eLearning;

Learning environment (Micro)

Development process examples

- Mostly intuitive, no systematic design/development experience
- Main energy is invested in production, very little analyses, design, evaluation, implementation concerns
- Evaluation and implementation issues are just being considered... but should be at start
- Coordinators are overloaded, management and development (content, web pages, pedagogical models and procedures...).

Emerging recommendations

- Projects evaluation should emphasize the evolution process towards innovative eLearning pedagogy, not only the product.
- Pedagogy should be addressed and supported at start, even before the deposit of the projects (guidelines and meetings).
- A clear and shared vision of eLearning, innovation and pedagogy should be initiated/fostered by the SVC.

Emerging recommendations

- A clear commitment of institutions and professors to invest energy, resource and time should be made.
- Define/delimit the roles and responsibilities of all actors, consider a new role: "agent of change/innovation".
- Officially provide instructional activities for actors (professors, coordinators, tutors, students), require minimal participation.



Questions ?
