Topic 2 notes

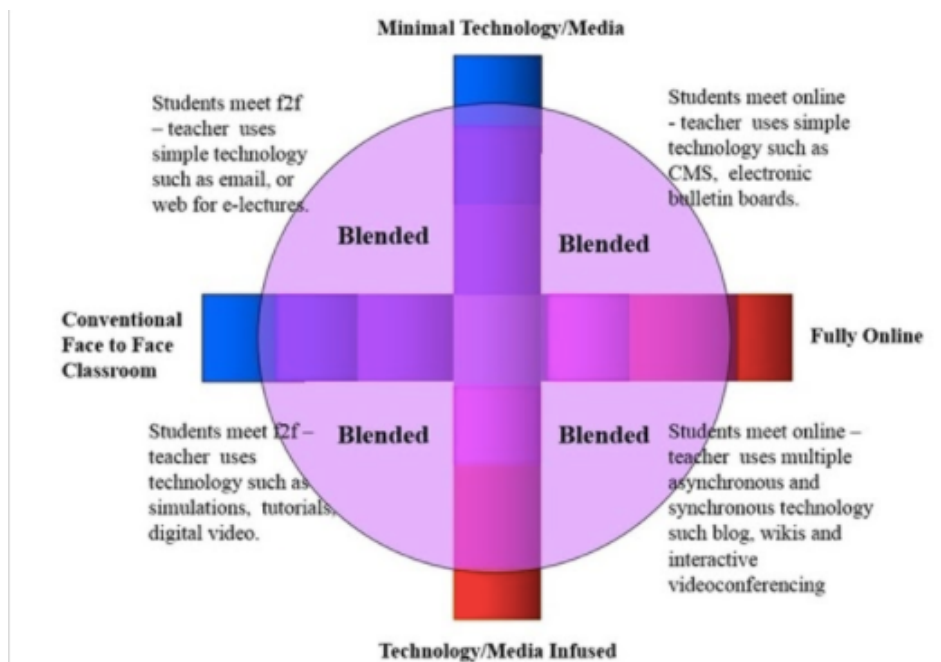**History and Context of distributed and open learning**

Part 1: Overview and Connections Human-Centered Learning
- Human Centred learning:
  - Building relationships
  - Clear communication pathways
  - Transparent process
  - Flexible
  - Student-centred
  - Digital & face-to-face (multi-modal)
  - Intentional
  - Authentic & relevant
  - Meaningful
  - Inclusive
  - Community-based
- Guiding questions "*To what extent can human-centred learning be integrated into k-12 distributed (online) & open learning?*
- Learning theories and online learning:
  - Bates…
  - Focuses on the different theories of behaviourism, cognitivism, constructivism and connectivism
- Looking at history of elearning and online learning
  - Barbour…
  - History of e-learning is contextual
  - BC offered correspondence education 1919
  - Every Canadian province and territory has some form of online distance education or e-learning program
  - However, it is important to note that, unlike in the united states, the primary driver of k-12 e-learning in Canada is government not independent corporations providing services as charter schools
  - First Canadian virtual schools around 1994
  - Highest per student capital enrollments (pre-covid) was in Canada
  - Most e-learning programs across Canada are using either an asynchronous online delivery medium or a blended format

Learning Spaces (First three based on mediums)

- **Distributed Learning:**
  - Increases student access, choice and flexibility for study outside of classroom schedules
- **Blended learning:**
  - Blended learning involves leveraging the internet to afford each student a more personalized learning experience, including increased student control over the time, place, path, and/or pace of eLearning
- **Online e-learning**
  - The implementation of computer technologies to education. E-learning can take many forms, whether it is used face-to-face in classrooms, as a share or required classroom activities or stroke work (online discussion), or to deliver a fully online course. E-learning can include distance education as well as traditional in-class instruction
- **Open learning:**
  - Describes an intentional design that expands learning opportunities for all learners beyond classroom walls and across cultures through interactions with alternative modes of learning, collaboration, knowledge sharing, and networked participation
  - Focused on pedagogy and product

- Learning mediums:

o How do we go beyond the digital tools? It is how we decide to use it

- Traditionally e-learning is single used learners, they don't necessarily interact with others in k-12 (different in higher up) they do things at their own pace, cost is reduced, they claim the content is the focus
- In the classroom the learners are in the same place at the same time, inquiry projects going on, multiple learners learning together, lots of interactivity, may have more costs and you don't necessarily need to use digital tools
- What happened with COVID is that teachers tried to take their interactive classroom elements and put it into e-learning context when they didn't have the digital literacy or digital tools

How to support at home learning: advice from k-12 online teacher?

Time-Pace-Place
- Blended, Flex block, New traditional, team teaching
- Seamless, classroom, face-to-face
- Home schooling

- Outline, cohort, self-paced
- Remote-emergency access
- Community outreach

SAMR
**-Goal is to get to the R**

Transformation
- Redefinition: Tech allows for the creation for new tools
- Modification: Tech allows for significant task redesign

Enhancement
- Augmentation: Tech acts as a direct tool substitute, with functional improvements
- Substitutions: Tech acts as a direct tool substitute, with no functional change

The SAMR Model for Technology Integration
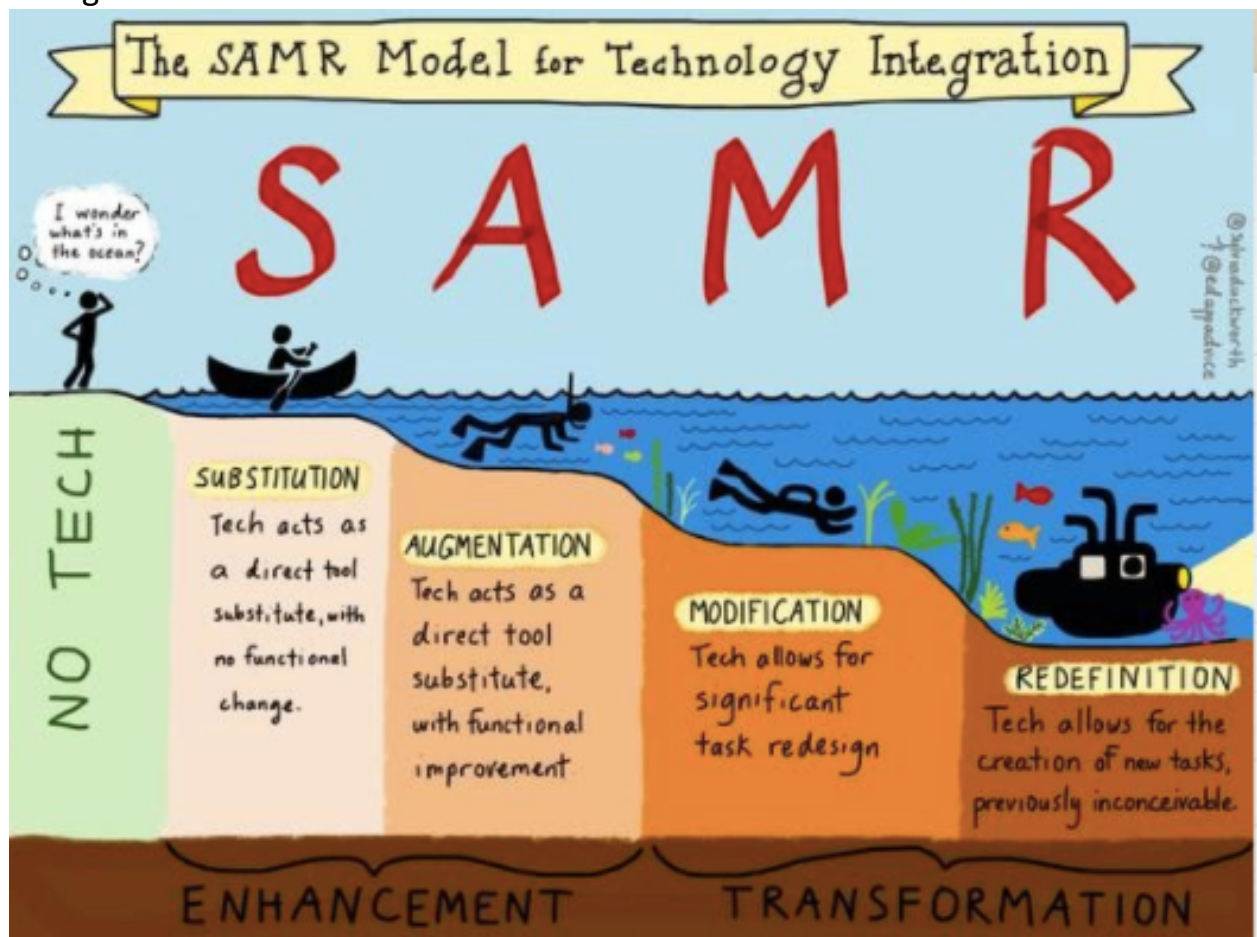
History and context of k-12 open learning
- 1978 Vygotsky
- 1916 Dewey
- 1969 Barth
- 2014 Scardamalia & Bereiter

4 underlying themes connecting the chosen theories are:
1. A focus on sociocultural learning
    a. Constructivist and connectives
    b. One teacher can't share all the different perspectives unless they design for how to do it
2. How access to multiple interactions from different cultural contexts help develop new learning opportunities
3. The importance of student voice and choice
4. The importance of considering zones of proximal development to expand personal learning experiences

- Networked teachers (Couros)
- Networked publics (Boyd)
- Social media space for learning (Greenhow)
- Open readiness (Cronin)
- Personal learning networks (Drexier)
- Connected learning (Ito)
- Participatory culture (Jenkins)
- Open learning design (Conole)

Principals of open learning design in K-12 learning contexts:
- Open learning is dependent upon the opportunity for learners to co-design personally relevant learning pathways
- Learners collaboratively and individually share their learning experiences through open and closed feedback loops that include multiple people spaces, perspectives, experiences and modes of learning
- Learners need to transparently demonstrate their learning in meaningful ways that integrate curriculum and competencies
- Open learning occurs through stages and continuums and is a personal learning experience that transcends formal learning environments

- Open learning emphasizes the learning process in order to build upon and share community knowledge

Safe learning space:
- Failure and risk taking is encouraged and recognized and does not jeopardize the learning of others
- People can share and listen to multiple perspectives
- People have a choice about how they participate
- Relaxed and low stress atmosphere
- People can gather information and resources without feeling threatened
- Freedom to choose what you want to learn and how you want to learn it
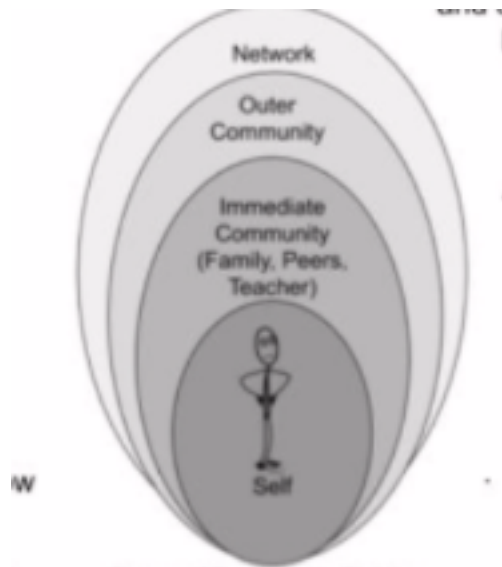
When we think about open learning we think about:
- MACRO: Will I share openly?
- MESO: Whom will I share with? (context collapse)
- MICRO: Who will I share as? (digital identity)
- NANO: Will I share this?

K-12 learning continuum

| Teacher-Led Walled Garden Of Open Exploration	Transition Between Teacher-Led Walled Garden & Independent Open Learning	Developing Personal Learning Networks
Up to Age 11 AND/OR Emerging Open Readiness Learners	Ages 11-14 AND/OR Low & Medium Open Readiness Learners	Ages 14+ AND/OR High Open Readiness Learners
Example: Teacher connects with their PLN to Share Classroom Learning Experience using classroom social media identity	Example: Teacher co-designs for learning pathway that includes inside/outside experts & open/closed sharing of learning experiences	Example: Teacher co-designs for learning pathway which encourages inside/outside classroom experts, nodes of learning & perspectives in order to solve problem with choice open/closed sharing of learning

Open learning design intervention (OLDI)
1. Building relationships
2. Co-Designing learning pathways
3. Building and sharing knowledge
4. Building personal learning networks (PLN's)

(Reflections)

Teaching Effectiveness Framework
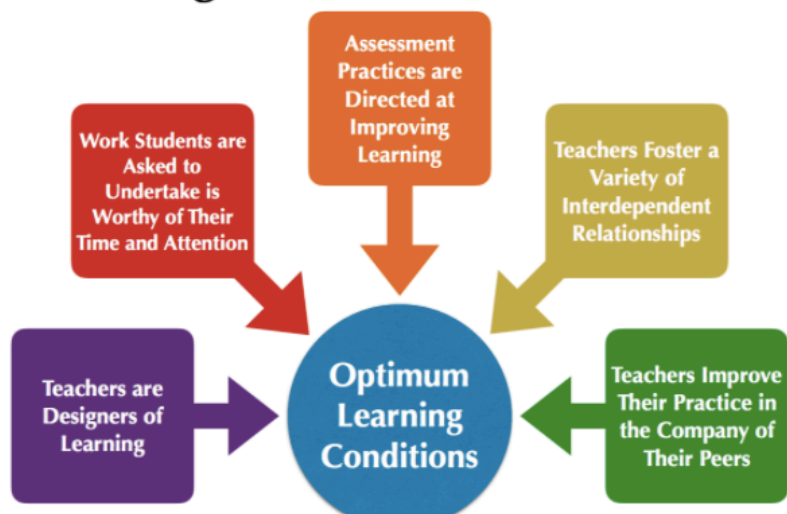
Blog notes:
- Remote access learning was practiced during the time before covid
- There were so may inequalities that occurred when learning became online, not everyone had access to online services, wifi, hardware or the time to learn
- The first thought for teachers was to substitute what they were doing in their brick and mortor to their online