Supporting teachers supporting learners: Open learning for teachers

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Some of education’s big problems

By 2025, the global demand for higher education will double to ~200m per year, mostly from emerging economies (NAFSA 2010).

40% Student loan debt in UK will never be repaid

1,600,000 new teaching posts needed for universal primary education by 2015.

3,300,000 by 2030 (UNESCO 2013)

We need technology solutions to meet these challenges
MOOCs do not yet solve the problem of education at scale

Average student numbers per course - UoL

Registered
Week 1: 23367
Week 2: 17275
Week 3: 11377
Week 4: 9592
Week 5: 7730
Week 6: 6747
SoA: 2211

Completed = 9% of ‘starters’
Compare OU’s first online course in 1995: 10,000 students, ~70% completion

MOOC Report 2013: University of London
MOOCs do not yet solve the problem of education at scale

Participant numbers on course – IOE at UOL

MOOC on ICT in Primary Education
Are MOOCs for marketing or education?

IOE MOOC data at the end of each week
The MOOC as undergraduate education

Not for undergraduates (Edinburgh)

Enrolled students

- PG degree: 40%
- Degree: 30%
- College: 17%
- School: 10%
- Less than high school: 3%

70% have degrees

MOOCs @ Edinburgh 2013 – Report #1
The MOOC as undergraduate education

Not for undergraduates (London)

- Doctorate: 4%
- Masters: 29%
- Bachelors: 35%
- Professional: 8%
- A level: 11%
- GCSE: 8%
- Schooling: 3%

68% have degrees

Enrolled students
The MOOC as undergraduate education

Not for undergraduates (all Coursera)

Profile of students

Figure 3: Coursera survey data of prior level of education, January 2013

- Doctoral: 5.4%
- High school: 11.8%
- Associate: 8.2%
- Bachelors: 42.8%
- Masters: 36.7%

MOOCs: Higher Education’s Digital Moment? 2013: UUK

85% have degrees
The MOOC as professional development

Not for undergraduates

- Doctorate degree
- Graduate degree
- Some graduate school
- College degree
- Some college
- Post-secondary school
- High school graduate
- Junior high school

Enrolled participants

IOE MOOC: 89% have degrees
IOE CPD for teachers is a different group

IOE-UNESCO MOOC

North America: 18%
South America: 7%
Oceania: 4%
Europe: 32%
Asia: 32%
Africa: 7%

USA: 18%
Africa: 7%

Coursera average MOOC

USA: 35%
Africa: 4%
Higher proportion from emerging markets

44% Non-emerging markets
44% Emerging markets

37% Non-emerging markets
37% Emerging markets
May-July 2014: MOOC on ICT in Primary Education (with UNESCO)

https://www.coursera.org/course/ictpinprimary
Curating and orchestrating the resources and activities for teacher professional development

### 4.1 Orientation to the week

### 4.2 Choosing the technology

**Activity 4.2.1 (Core) - What do other schools do?**

Schools may have different criteria and preferences when choosing new technology to be integrated into their teaching and learning activities.

**Watch** the audio-slide presentation that introduces several issues reported by schools in this context.

Note: The presentation will open in a new browser window, make sure you come back to this page after you watch it.

**Activity 4.2.2 (Core) - Choosing appropriate technology**

In the introductory presentation to Section 4.2 we mentioned the concept of the developmental appropriateness of an ICT tool. Here we look further at the set of criteria for considering whether a tool (software or hardware) is developmentally appropriate or not. These criteria come from the Early Childhood Education context, and are published in the UNESCO book ‘Recognising the potential of ICT in early childhood education’ (UNESCO IITE 2010). However, we believe that they are equally appropriate to consider for primary education.

**Download** the UNESCO book ‘Recognising the potential of ICT in early childhood education’.

Study guide defines activities as Core or Optional and duration

Study guide sequences and orchestrates work with resources, tools and forums
Padlet: shared ideas on computational thinking

http://padlet.com/wall/ho8667b77501
Diigo: shared resources and tools discovered

https://groups.diigo.com/group/ict-in-primary-education

ICT in Primary Education

This is a diigo group created as part of the MOOC “ICT in Primary Education: Transforming children’s learning across the curriculum” (https://www.coursera.org/course/ictprimary). You are encouraged to contribute, sharing additional resources (web pages, links to publications, ...). You need to (i) Join Diigo and (ii) Add new bookmarks clicking on “Bookmark”, adding a url, then click “Next” (and fill in the details for Title, Comment, Tags) and finally click “Post”.

Educational Technology Is Making Achievement Gaps Even Bigger - 0 views

www.slate.com/..._worsens_achievement_gaps.html

ICT | Education | learning | gap

shared by Marta Turosany-Szabo about 8 hours ago - Comment - Like - No Cached - More

Marta Turosany-Szabo about 8 hours ago

“The very tool designed to level the playing field is, in fact, un-leveling it,” they wrote in a 2012 book based on their Philadelphia library study. With the spread of educational technology, they predicted, “the not-so-small disparities in skills for children of affluence and children of poverty are about to get even larger.”

Inspiring computing booklets I Teaching London Computing - 0 views

teachinglondoncomputing.org/...inspiring-computing-stories

 ICT | technology | Education | learning | teacher

shared by Sheona Smith about 9 hours ago - Comment - Like - No Cached - More

Sheona Smith about 9 hours ago

This looks like it could be interesting for Unit 5 of the ICT in Primary Education course, if you have the time!
Teachers sharing experiences and ideas

As we have been encouraged to create a blog in this course so we could keep track about all the information and activities we are obtaining from this course. We could use it with the kids, ask them to create a blog to register their unit of study, it is a very good choice that allow them to practice what they learned, and also develop their writing skills.

A class blog is also a wonderful ongoing project. Students can work through the editing process and styles of writing before posting. And, if interested in creating a class blog which would also serve as keeping in touch with parents there are a number that are password protected.

I totally agree that teachers should be encouraged to create blogs as a means of allowing students to express themselves freely. The teacher can also use blogs to keep parents up to date on what happens in the classroom so they can see the progress of their child/children.

I feel creating a personal blog is very helpful to share your work and ideas among people in the teaching profession. A class blog keeps parents updated and students are delighted to see their work up there. A gives you an opportunity to reflect and see what worked and what could be better.
The joy and value of sharing

• Thanks to Arturo, I have checked the etwinning, and I think it's a quite amazing platform for teachers and students. I will definitely give it a try. :)  

• I think the use of tools such as ScoopIt and Padlet are very helpful in supporting teachers in being able to understand how one might begin to see the benefits of sharing and it looks like week 4 will be beneficial  (Seal)  

• Thanks so much for that idea, Dan. I am going to try that next year in my kindergarten class. I just need to figure out which unit of inquiry … (Lagrange)  

• That was an excellent idea! I didn't think that Wii could be offered as a teaching tool. (Mavratsa)  

• PS the course and resource rich content that can be shared with colleagues and has positively provoked dialogue both through this online forum and within our school communities has been fabulous. This is my 2nd Mooc - However, it is the first one I am engaged and thoroughly enjoying and will participate in to completion (Kim)
Can we use MOOC technology to multiply the impact of every teacher?
How can teachers share their best ideas?

Build teachers’ community knowledge

1. Publish
2. Test with students
3. Redesign
4. Self review
5. Adapt Create
6. Adopt
7. Build on others’ tested designs
8. Contribute to community knowledge
Discovering and sharing online pedagogies

learningdesigner.org
A power tool for teachers: The Learning Designer

Tool elicits structured details of the teaching idea, built around the simulation

Analysis of the learning experience updating as you design
The Learning Designer: Adapt

Another teacher adapts it for their students

Add your own resource

Export for students and other teachers
Using the Learning Designer tool

Designing is an important aspect of teaching and as the name suggests, Learning Designer is an amazing platform for designing learning materials, activities and lessons. With the wide array of resources available it is important that the teachers make appropriate choices on how to integrate technology to facilitate learning activities. I recently explored Learning Designer and found that it:

- Helps plan, structure and sequence learning activities
- Takes into consideration technology integration for documentation and presentation during/ end of the lesson.

It's indeed an innovative platform to share good learning practices.

I also plan to create a lesson plan using Learning Designer. This lesson would be one that uses a blended approach but would have a significant amount of ICT.

I will be using a class blog like edmodo and hoping to start learning designer for my lesson plans. Edmodo will help students, parents and myself to be prompt about class activities, assignments, tests, ideas, and requests etc. It can also assist parents about what topic is being learned in class so if they want to check their child about his/her understanding, they can do so.

Learning Designer is an excellent tool for reference and also to create a detailed lesson plan. So even if my sub wants to use it, there won't be a problem. I like how you can create different detailed teaching styles.

I am particularly fascinated with the Learning Designer lesson plan tool. I will be commenting on this and introducing it on my blog. So many tech tools available on the internet for teachers to share and implement.
Big data could be shared local data
The Learning Designer Community

Big Data = Crowd-Sourced Local Data
The technology solution to meet the Millennium Goal challenge

1,600,000 new teaching posts needed for universal primary education by 2015.

- 8 teacher global team
- Professional development MOOC @ 1000:1
- 8000 national teachers on CPD
- College training course @ 25:1
- 200,000 regional teacher trainees
- Village support groups @ 8:1
- 1,600,000 local teachers

Could that work?
One problem MOOCs could solve now

Mini-MOOCs as courses to promote online collaborative innovation to professionalise teachers as learning designers at scale