

How to work with others to create and distribute technology for learning

PRUDMET Workshop no. 2

PRUDOMET Contents

1. Working with students to co-create technology for learning
2. Determining responsibilities for technologies
3. Recognising different levels of competence in technology use
4. Spreading good practice



Co-creation of learning

What is co-creation of learning?

Definition of „co-creation“

- „Co-creation involves **developing deeper relationships** between student and teacher, and between students and other students. Education is perceived as a shared endeavour where **learning and teaching are done with students** not to them.“ (Cook-Sather et al. 2014)
- “a way of **working together where people from different backgrounds** are invited to **jointly produce a product or service** that will benefit all of them.” (MacMillan, Meriam Webster, Collins online dictionaries)
- “collaborative, reciprocal process through which all participants have the opportunity to **contribute equally**, although not necessarily in the same ways, **to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis**” (Cook-Sather et al. 2014)

Co-creation of learning

- Co-creation of learning is a joint and collaborative work of teachers and students in developing curriculum components and/or pedagogical approaches (Bovill et al., 2016)
 - **collaborative learning** - „creating, working jointly“
 - **value co-creation** - “creating something new together”, “getting value/mutual benefit in collaborative process”
 - **partnership** - “to contribute equally”

The role of students

- **Evaluators** of their HE experiences
- **Participants** in decision-making processes
- **Partners, co-creators** and experts
- **Agents of change**





Technology for learning

Determining responsibilities for technologies



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Space for learning

- **Physical**
 - Classroom
 - Virtual
 - Blended
- **Imaginary**



Methods of learning

Synchronous

- instructors and students gather at the same time and place (virtual or physical) and interact in “real-time”
- Examples:
 - educational video conferences
 - interactive webinars
 - chat-based online discussions
 - lectures broadcasted at the time of delivery

Asynchronous

- students access materials at their own pace and interact with each other over longer periods
- Examples:
 - watching pre-recorded lecture videos or lessons
 - viewing video demonstrations
 - reading and writing assignments
 - research projects

Variety of co-creation learning methods

- Dialogue
- Field studies
- Interviews
- Narratives
- Technologies enhanced methods (flipped class, digital storytelling)
- Negotiated decision making



Support of technology

- **Learning management systems**
- **Workspaces** for real-time collaboration and communication, meetings, file and app sharing



Levels of technology competence

Recognising different levels of competence in technology use



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Digital literacy frameworks

- [DigComp](#) - Digital competencies framework for Citizens defines what it takes to be digitally competent
- [DigCompEdu](#) - The European Framework for the Digital Competence of Educators is a scientifically sound framework describing what it means for educators to be digitally competent
- [DigCompOrg](#) - this framework can be used by educational organisations (i.e., primary, secondary and VET schools, as well as higher education institutions) to guide a process of self- reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies
- [EntreComp](#) - this framework describes entrepreneurship as a lifelong competence, identifies the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning.





PRUDMET Matrix of competencies



Click the image to fill out the questionnaire



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Good practices

Spreading good practice



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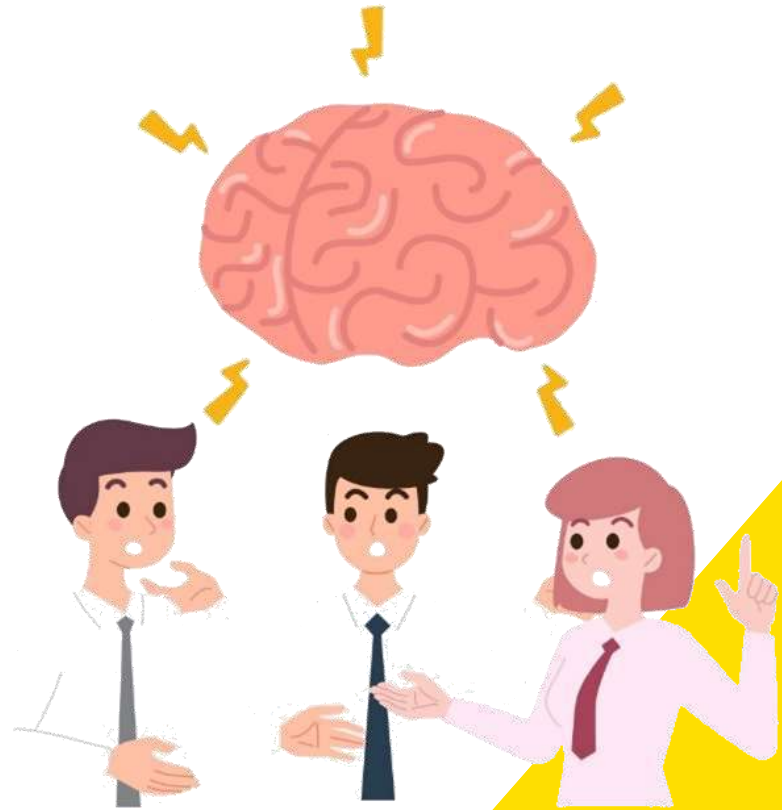
3 good practices

- Collaboration in virtual space
- Virtual collaborative learning (VCL)
- Digital storytelling



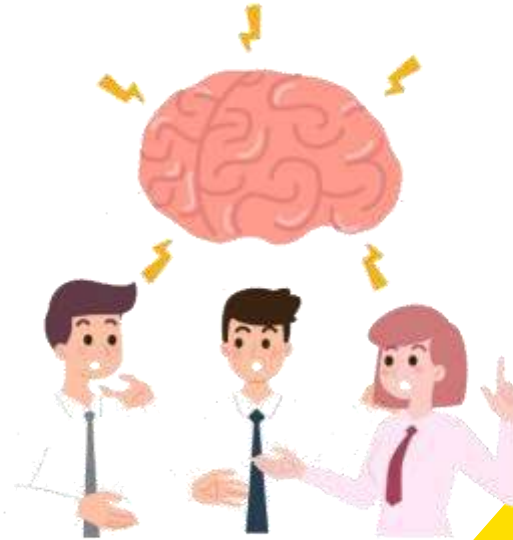
Collaborating in a virtual space

- A collaborative workspace offers a digital work environment that gives workers **secure access** to apps, files, and resources so they can **collaborate** efficiently and effectively on **any device**, from **any location**.



Examples of collaborative workspace tools

- Online Whiteboards Collaboration Tools
- Project Management Tools
- Shared Calendars
- Instant Messaging Tools
- Cloud Storage And File Sharing Tools
- Video Conferencing Tools
- Wiki Tools





Virtual collaborative learning (VCL)

Collaborative virtual learning environment aims to produce **technology-based learning processes** where **participants can work together as a group to construct and share knowledge**



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Directions for successful implementation of VCL

- **Design of collaborative task**
– learning outcomes, active learning approaches,
- **Technical environment** – communication, tasks and deliverables, coordination, feedback & assessment
- **Group configuration**
- **Support** – functional, personalised, technical, organisational



- Digital Storytelling uses multimedia tools to bring narratives to life.
- Digital stories can be used to explain a concept, to reflect on a personal experience, to retell a historical event, or to make an argument.
- Digital stories are typically videos that combine audio, images, and video clips to tell a story.



Why digital storytelling?

- Digital stories allow teachers to genuinely **engage students in the story's message**.
- Digital storytelling **persuades the brain and the heart**.
- Digital stories can **teach students** the value of **emotional rhetoric**, allowing them to **explore new ways of acting or thinking** differently.



Creating a digital story

1. Development of an idea
2. Choosing a topic & planning a digital story
3. Conducting a research on the topic
4. Creating an outline/script
5. Finding, creating and adding images
6. Respecting copyrights
7. Storyboarding
8. Filming and recording
9. Finishing and submitting





Reflection exercise

Consider presented examples of co-creation of learning and find an opportunity to include a similar approach to your teaching practices.



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Thank you for your participation

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