

Wednesday 26th August 3-5 CET

# DISTANCE LEARNING - ADAPTING TO NEW CHALLENGES



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Marketing Opportunities

How to Create Presence  
and Interactivity Online

Learning Online - New &  
Old Challenges

Q&A Session

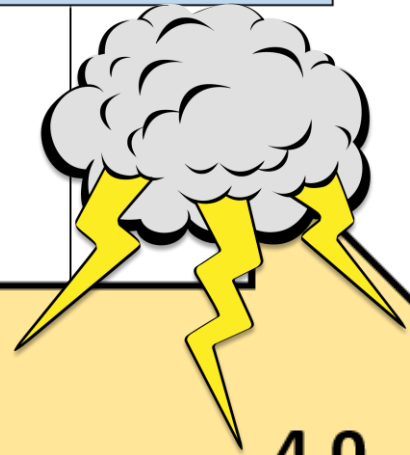
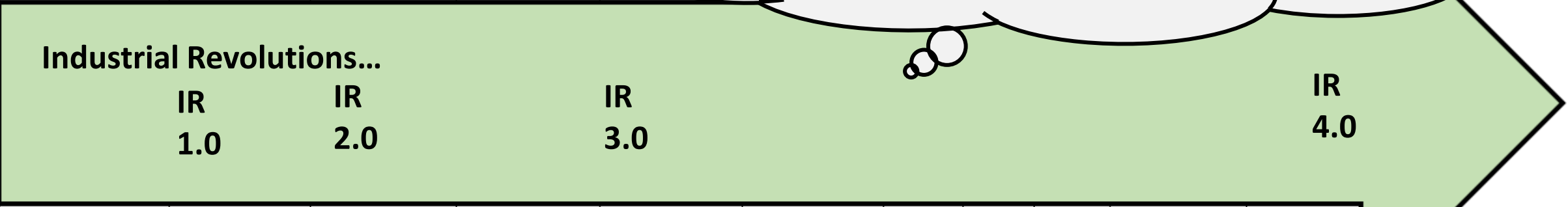
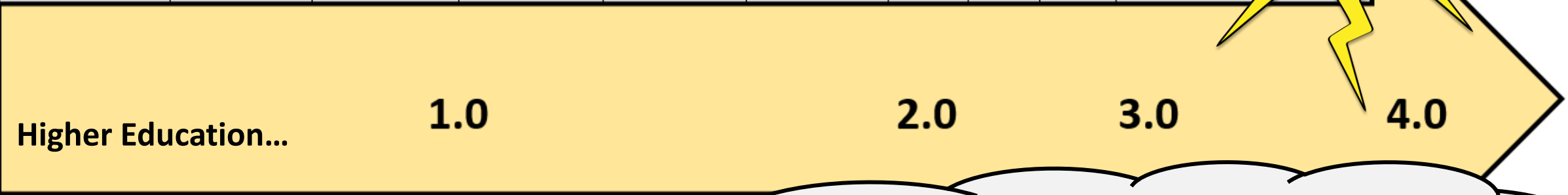
Wednesday 26 August, 3-5pm CET



**Professor Gilly Salmon**  
[www.educationalchemists.com](http://www.educationalchemists.com)



1088      1765      1870      1969      1989      2000      2004      2005      2006      2016      2020



# Lightening Strikes



1

**Lack of control... 'foresight'**

2

**Viability of traditional education**

3

**Student Expectations**

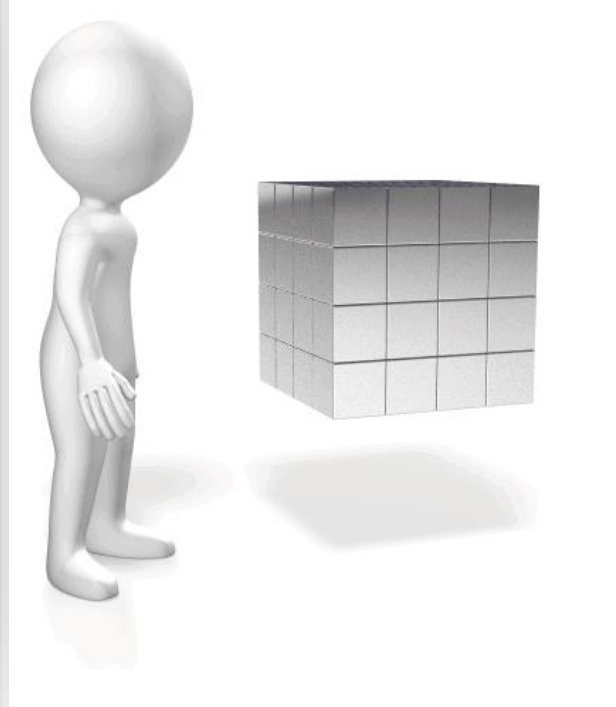
4

**Forced fast 'pivot'**

# Education in 'emergencies' - Emergency 'education'

## STAFF

- Lack knowledge/practice of DL/OL concepts
- Communication
- Deadlines
- Assessment integrity
- Availability & hours
- Life pressures



## STUDENTS

- Expectations
- Space to work
- More self direction
- Equipment
- Isolation
- Value for money



‘Threshold Concepts’ may be considered to be ‘akin to passing through a portal or ‘conceptual gateway’ that opens up ‘previously inaccessible way[s] of thinking about something’

Meyer and Land

Threshold knowledge:  
the ‘rite of passage’

Core concepts that once  
understood, transform  
perception of a subject

# Threshold concepts for the pivot

'lone wolf'

academic hours

Campus/placed based

lecturer focused

On campus

digital learning



collaborative team design

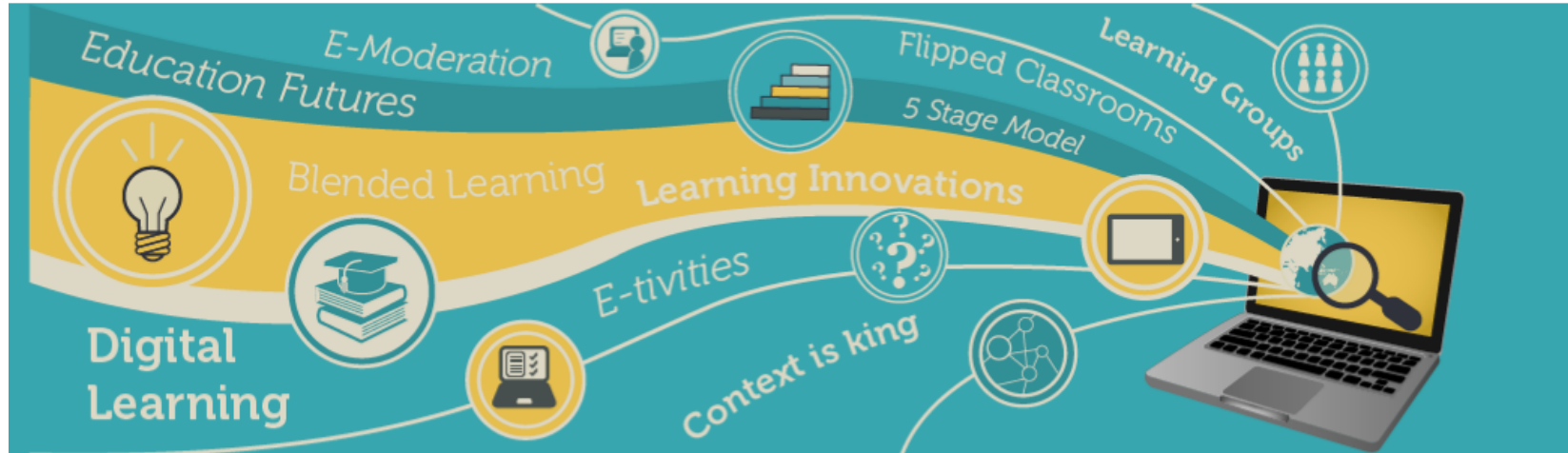
design once, deliver many times

scaffolding: structure, pacing

teaching online – process & feedback

equivalence

alignment



## Carpe Diem - A team based approach to learning design

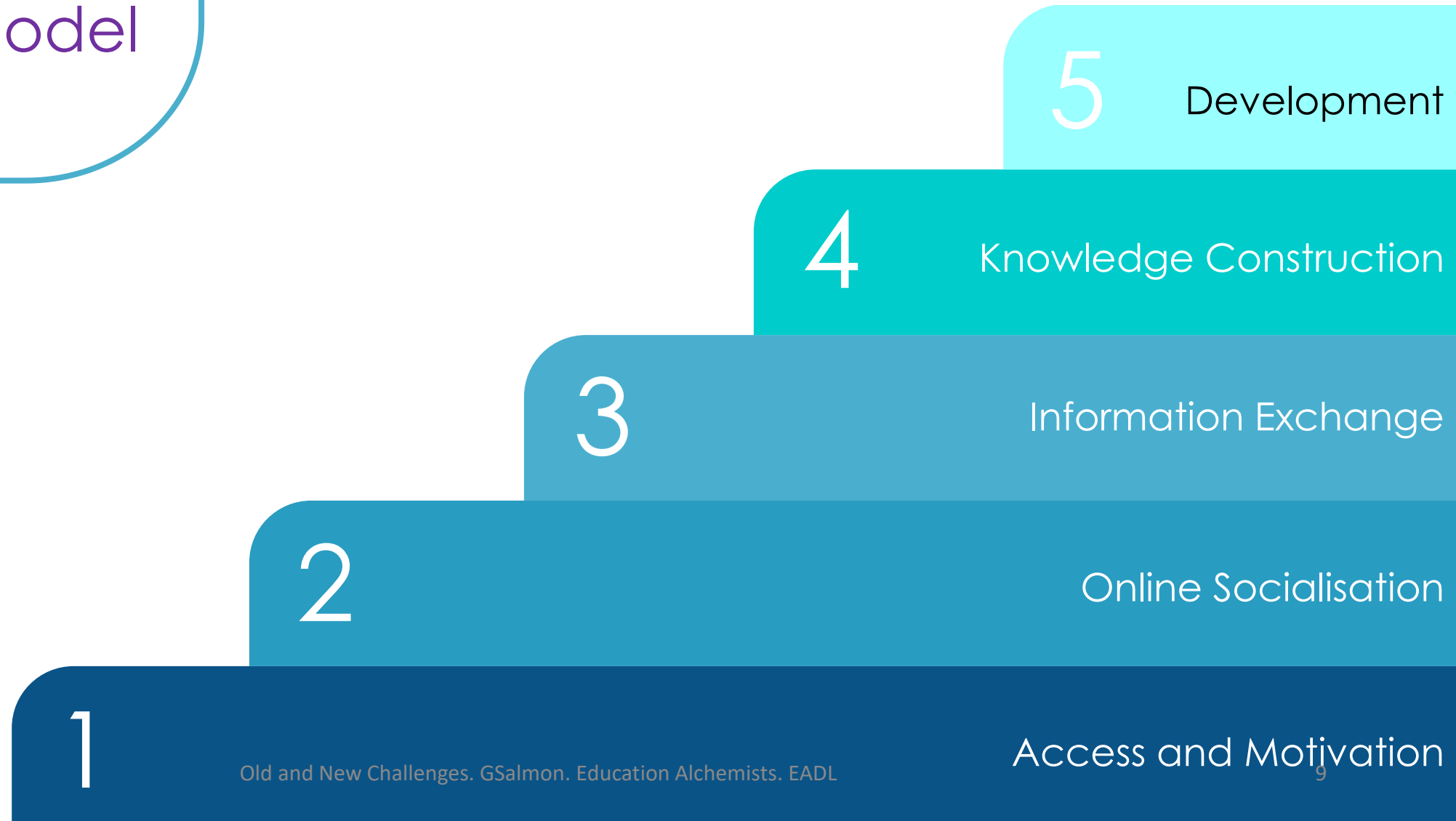


A good way of creating fast, effective, forward looking learning design is to use a team-based learning design process called Carpe Diem. The idea behind Carpe Diem is that every moment of the time during the workshop is spent on designing something that can be put into immediate use with learners – so I use the term ‘Carpe Diem’, Latin for ‘Seize the Day’.



# Scaffolding Learning: 5 stage model

Salmon, G. (2013) E-moderating: the key to teaching and learning online. 3<sup>rd</sup> Edition.  
London and New York: Routledge.  
See also [www.gillysalmon.com](http://www.gillysalmon.com)



# Scaffolding Learning E-tivities

- A small piece of information, stimulus or challenge (the 'spark')
- Online activity which includes individual participants posting a contribution
- An interactive or participative element- such as responding to the postings of others
- Summary, feedback or critique from an e-moderator

All the instructions to take part are available in one online message.

Salmon, G. E-tivities (2013) the key to active online learning 2<sup>nd</sup> Edition Routledge: London & New York

<https://www.gillysalmon.com/e-tivities>

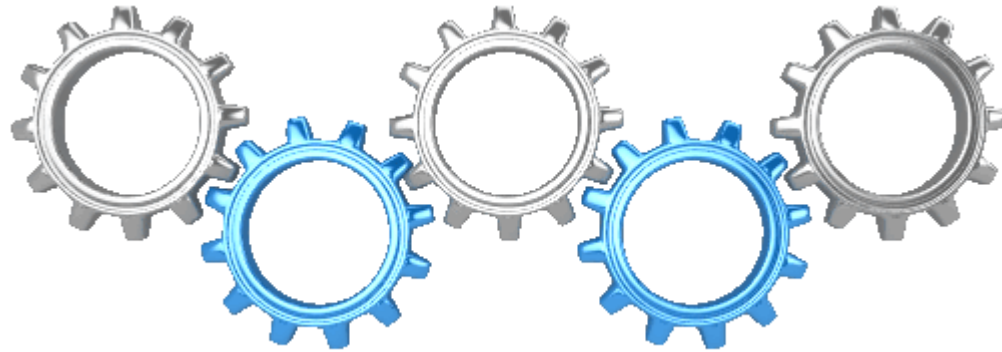
## Equivalence



- Equivalent experiences = same learning outcomes.
- Events that provide experiences with equal value for learners regardless of mode
- Delivery should lead to key threshold concepts and desired outcomes

<https://wonkhe.com/blogs/testing-the-equivalence-of-online-and-on-campus-learning/>

# Alignment



‘Constructive alignment’ means:

- the learner constructs his or her own learning through relevant learning activities.
- The designer creates a ‘learning environment’ to ‘support the activities to achieve the learning outcomes.
- The key - the curriculum, the intended outcomes, the design, the delivery ,the assessment tasks - are connected to each other to make a coherent pathway- the meaning of ‘pedagogy’.

<https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning>

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# EDUCATION ALCHEMISTS

“Never doubt the power of a small group of people to change the world. Nothing else ever has”.  
**Margaret Mead**

Thanks for Listening  
Let's discuss !



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No budgets or humans were harmed in the making of this presentation