

CHANGING THE MIND SET AND USING TECHNOLOGY TO ADVANCE YOUR COLLEGE CAMPUS.

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Participate online via Connect

<http://eseminars.adobeconnect.com/empower2018>

Log in as a Guest with your name

- Permission to record the talk [Do talk on Adobe Connect – delegates can text Q&A]
- Ask participants to bring smart phone with QR code reader and Flash player
- Get live text questions for Q&A and FAQ resource in Connect live chat
- Discuss some questions
- QR code hunt – do treasure hunt.



Audience profile

<http://tinyurl.com/ya27rbzg>



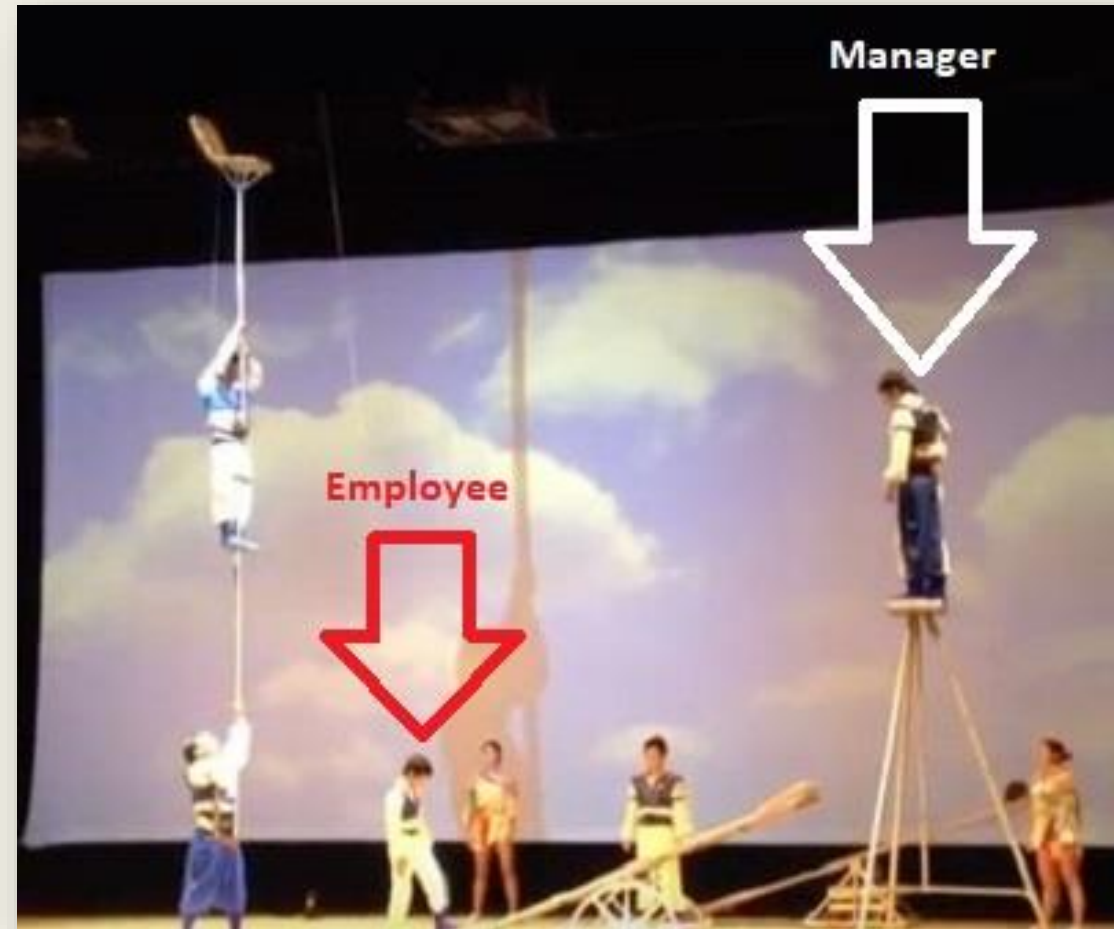
What is your role in the organisation?

Do the online polling tool:

- Managerial – decision maker, policy and strategy, influence practice
- Technical – research, design, develop, support learning technology
- Research – you find the data to inform the purchase, use and modifications to learning systems
- Human resources – provide training on learning systems
- Academic – you use the system to promote and support learning events
- Student – you are an ‘end-user’ of the learning system, resources, communication tools, etc.
- Other – I don’t know what I do really ;-)

Identify and express the trick tutors and the SLT are missing / lacking

- Change management strategy needed.



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- Take a bottom-up approach, as well as SMT lead-by-example



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- Identify Learning Champions



Identify and express the trick tutors and the SLT are missing / lacking

- Change management strategy needed.
- Take a bottom-up approach, as well as SMT lead-by-example
- Identify Learning Champions
- Web 2.0 Learner-generated resources



Identify and express the trick tutors and the SLT are missing / lacking

- BT Dare to share:

<https://youtu.be/gtVYkEdGtfo>



Pedagogical drivers



**‘Don’t let the technology drive the pedagogy.’
<or instructional design>**

*Thorp, M. (1998) Institute for Computer Based Learning, Heriot-Watt University
TLTP Conference Keynote*

Instructional design first

- What is epistemology?

<https://drive.google.com/file/d/1xFpFAs4wnjJI4NE8PUKMoRPIH9kTSZod/view?usp=sharing>



Instructional design first

- What is epistemology?

Our perception of '(virtual) learning reality'

See the online discussion at:

<https://abasiel.wordpress.com/augmentedreality>

Scroll to the bottom of the page



Instructional design first

- What is Telepistemology?

Epistemology	General face-to-face learning paradigm	
Theory of knowledge →	Models of learning	Instructional
		Research-based
		Informal/unplanned

Table 31 Macro level relationship between epistemology & pedagogy

IF KNOWLEDGE IS SEEN AS...	Then, face-to-face (f2f) instruction can be...
an amount of content for students...	a product to be delivered
a cognitive state as seen in a person's schemas and procedural skills...	a set of instructional strategies aimed at changing individual's schema
a person's meaning is constructed by interaction with their environment...	a learner drawing on tools and resources within a rich environment
enculturation or adoption of a group's way of seeing and acting...	participation in a community's everyday f2f activity
the result of a tacit experience	structured to accommodate informal, learner managed learning or work based learning opportunities

Table 32 Knowledge to instruction transition

Instructional design first

■ What is Telepistemology?

If knowledge is seen as...	f2f instruction is seen as...	Web-based instruction is...	a research VLE is:
an amount of content for students...	a product to be delivered	static and interactive text & graphics	digital libraries for literature review
A cognitive state as seen in a person's schemas and procedural skills...	a set of instructional strategies aimed at changing individual's schema	sequential instructions and/or activities	a place for a/synchronous research seminars
a person's meaning is constructed by interaction with their environment...	a learner drawing on tools and resources within a rich environment	online multimedia tools and resources to achieve learning objectives	online multimedia tools and resources to answer research question/hypothesis
Enculturation or adoption of a group's way of seeing and acting...	participation in a community's everyday f2f activity	participation in a virtual community's everyday activity for the specified learning outcome	collaborative participation in a virtual community's activity for sharing research issues
the result of a tacit experience	structured to accommodate informal, learner managed learning or work based learning opportunities	an online communication space supporting serendipitous learning opportunities	research network opportunities that promote lateral thinking, brainstorming, mind mapping, etc.

Table 33 Analogue-to-web opportunities

Instructional design for Augmented Reality

If knowledge is seen as...	<i>AR/VR-enhanced learning can be seen as....</i>
an amount of content for students...	<i>An engaging multimedia platform to deliver information.</i>
A cognitive state as seen in a person's schemas and procedural skills...	<i>An opportunity to apply the procedural knowledge by blending virtual info in a real-world context.</i>
a person's meaning is constructed by interaction with their environment...	<i>A medium to construct new meaning making by linking the environment to virtual text, images, animations, etc. and provide new associations to form 'Ah Ha!' moments.</i>
Enculturation or adoption of a group's way of seeing and acting...	<i>A virtual collaboration environment to provide geographically dispersed stakeholders a place to share culture, perspectives and points of view.</i>
the result of a tacit experience	<i>The closest thing to 'really being there' through multimedia stimulation in an immersive learning experience</i>

Instructional design first

- *Our perception of ‘(virtual) learning reality’*
- *Do the circling pen perception test*

Do the pencil test:

- Take your pen and look down while making a **clockwise circle.**
- Keep circling but hold the pen up so you are looking at it from beneath.
- ?????? Is it still going in the same direction, or is it counter-clockwise now?
- See my YouTube video:

<https://youtu.be/m3EsRvF0y8M>

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Identify appropriate supporting tools

- Content / context – *media type, time ‘chunks’, blended recipe*
- Activity – *on/offline discussions (my PM workshop(s)), gamification, simulations, etc.*
- Reflection – *on/offline learning journals, mind maps, etc.*



How can technology add value?

- Promote communication / collaboration
- Live and/or recorded.
- Help develop autonomous learners – go from spoon-fed passive receptors to active researchers who can search, analyse, conclude and predict future trends.



Learning styles? Mixed media

- If you believe in 'learning styles' or preferred modality of learning....
- Interactive media design. On/offline role play
- Do the CPR video

<https://life-saver.org.uk/>



Opportunity to apply learning

<https://tinyurl.com/yd46bwxp>

What is the best way to learn?
(best defined as long-term memory vs. short-term recall)



Do online survey?

- Lecture
- Group Discussion (from case study, role play, etc.)
- Through formative assessment e.g. online quiz feedback?
- Passing exams
- Other?

Opportunity to apply learning.

What is the best way to learn? (best defined as long-term memory vs.. short-term recall)

Do online survey?

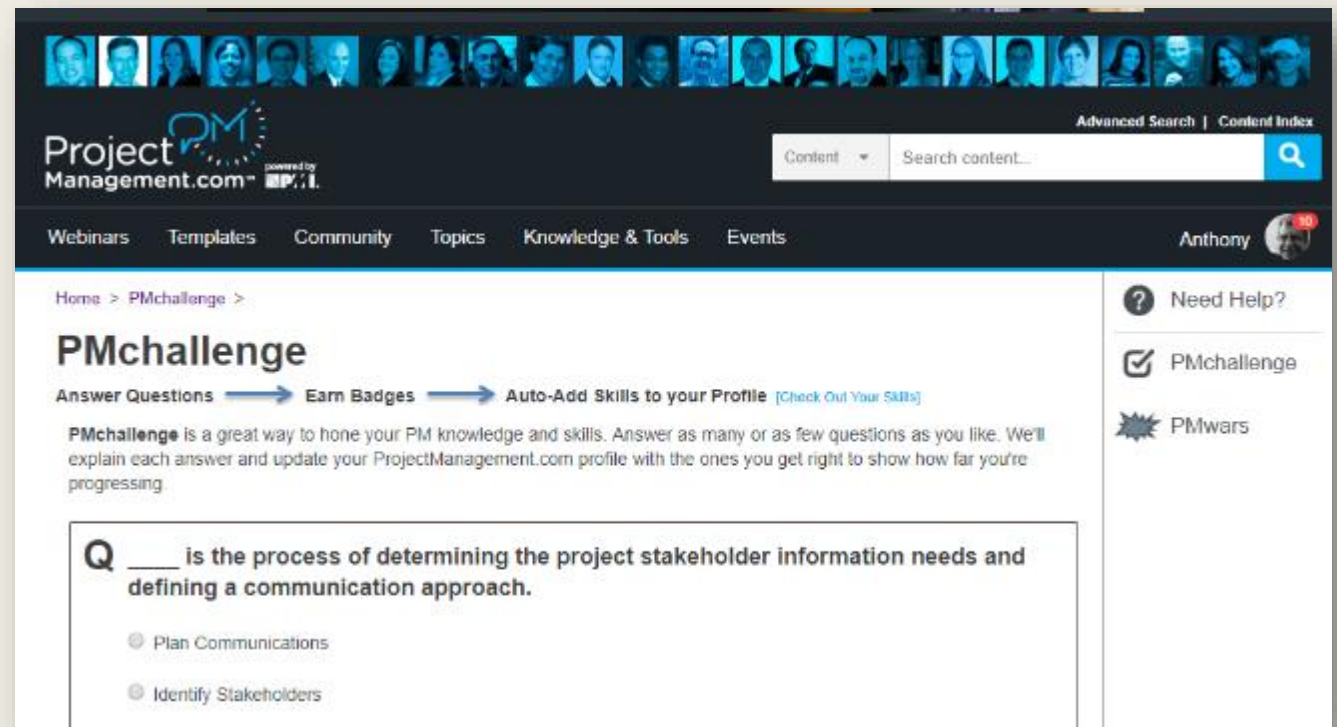
- *Other?*
- *Teaching – getting students to become the experts and share / explain / justify their new knowledge.*
- *Through on/offline presentations – record with smart phones for peer review*



Gamification design

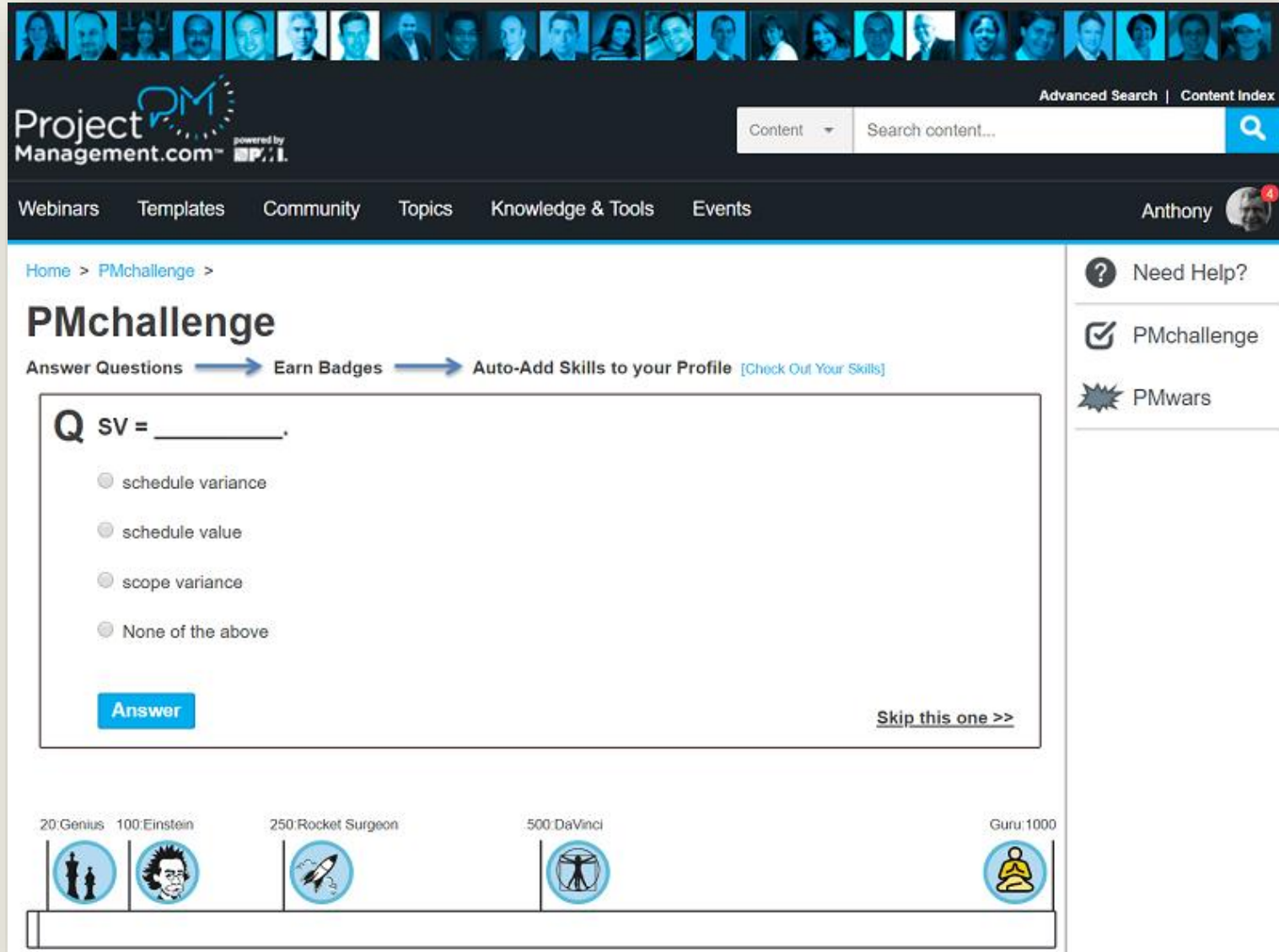
- What is learning game design?
- How can we use it to teach?

<http://projectmanagement.com>



The screenshot shows the Project Management.com website interface. At the top, there is a navigation bar with the site logo, a search bar, and a user profile for 'Anthony'. Below the navigation bar, the main content area features a breadcrumb trail 'Home > PMchallenge >', the title 'PMchallenge', and a flow: 'Answer Questions' → 'Earn Badges' → 'Auto-Add Skills to your Profile'. A descriptive paragraph explains that PMchallenge is a way to hone PM knowledge and skills. Below this, a question is displayed: 'Q ____ is the process of determining the project stakeholder information needs and defining a communication approach.' Two radio button options are provided: 'Plan Communications' and 'Identify Stakeholders'. On the right side, there is a sidebar with a 'Need Help?' link and a list of items including 'PMchallenge' and 'PMwars'.

See if you can identify any elements



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Content Search content...

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Home > PMchallenge >

PMchallenge

Answer Questions → Earn Badges → Auto-Add Skills to your Profile [\[Check Out Your Skills\]](#)

Q SV = _____.

- schedule variance
- schedule value
- scope variance
- None of the above

[Answer](#) [Skip this one >>](#)

20 Genius 100 Einstein 250 Rocket Surgeon 500 DaVinci Guru 1000

Need Help?

- PMchallenge
- PMwars

See if you can identify any elements

The screenshot displays the Project Management.com website interface. At the top, there is a navigation bar with the site logo, a search bar, and a user profile for Anthony. Below the navigation bar, the main content area features a "PMchallenge" section with a question: "Q SV = _____." and four radio button options: "schedule variance", "schedule value", "scope variance", and "None of the above". A blue "Answer" button is located below the options, and a "Skip this one >>" link is at the bottom right of the question box. To the right of the main content is a sidebar with a "Need Help?" section and a list of items: "PMchallenge" (checked) and "PMwars" (with a starburst icon). A large green arrow points from the "PMchallenge" item in the sidebar to the question box, and another large green arrow points from the "PMwars" item to the "Answer" button. At the bottom of the page, there is a progress bar with icons and labels for "20: Genius", "100: Einstein", "250: Rocket Surgeon", "500: DaVinci", and "Guru: 1000".

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Content Search content...

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Home > PMchallenge >

PMchallenge

Answer Questions → Earn Badges → Auto-Add Skills to your Profile [Check Out Your Skills]

Q SV = _____.

- schedule variance
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- scope variance
- None of the above

Answer Skip this one >>

Need Help?

- PMchallenge
- PMwars

20: Genius 100: Einstein 250: Rocket Surgeon 500: DaVinci Guru: 1000

See if you can identify any elements

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Content Search content...







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Home > Connections > Anthony Basiel > Manage Requests

Manage Requests

NETWORK REQUESTS

These people want to join your network. [accept all](#) [decline all](#)

 Network:17554	John Duncan Sr. Project Manager, Cracker Barrel Old Country Store LEBANON, TN, USA	I.T. Project Manager https://www.linkedin.com/in/johnduncan/	  	Received: 3/8/2018 accept decline
 Network:0	Andrew Matthews , United Kingdom			Received: 2/28/2018 accept decline

See if you can identify any elements

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Content Search content...







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Badges....

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Home > Connections > Anthony Basiel >

Anthony Basiel

Inbox Edit Profile

21 Influence

Increase your influence

eLearning Consultant, Freelance eLearning Consultant - Virtual Docent
London, Herts, United Kingdom

Contact me about: Career opportunities, Consulting/freelance opportunities, Expertise requests,

My knowledge and capability in learning and development has grown from an innovative blend of higher education and industry through work based learning. I have leadership, project and talent management skills developed through clear communication and professional collaboration. I am an eLearning research & development thought-leader with 20 years of experience in UK Higher Education as Postgraduate Programme Leader, eLearning Consultant, UK/EC Project Manager & bid writer.

★ 🐝 🎬 🧠 📢

Badges



- ✓ **Celebrity** – public profile
- ✓ **Networker** – Link with other members
- ✓ **Producer** – Contribute resources
- ✓ **Brain** – Quiz
- ✓ **Contender** – Profile details

Some theory

Alternate Reality Game Theory



Some more theory

Web 2.0 – Learner generated content

Examples:

- Moodle – student generated quiz questions/answers/feedback with references
- BT Dare to share: <https://youtu.be/gtVYkEdGtfo>
- I love bees: <https://youtu.be/SNhurUnOWKQ>

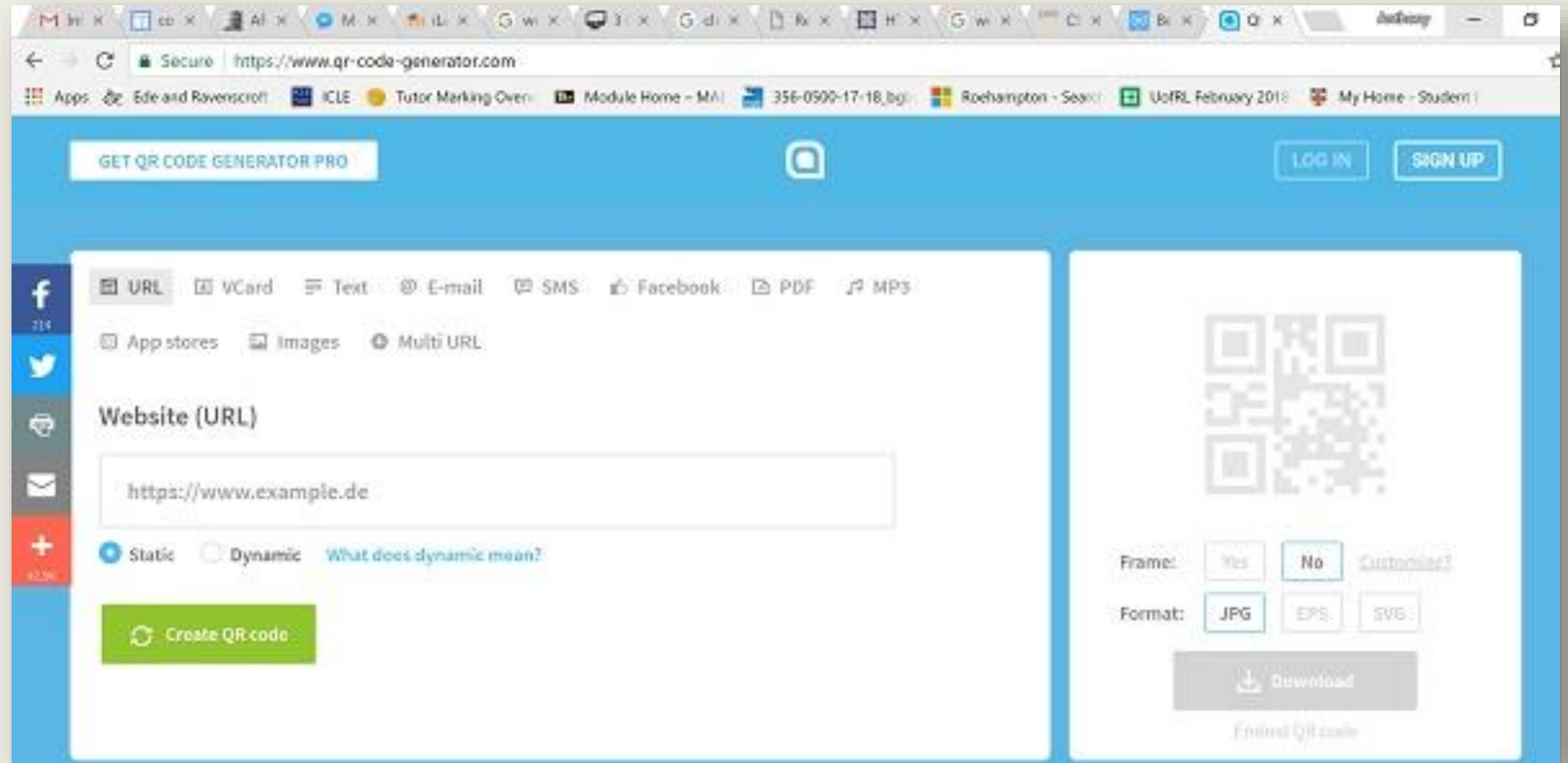
Case Study: Fire extinguisher

- What is a real life situation in your office that can provide a training design where you engage with the environment and technology?
- Imagine you are the office 'Fire Marshall' and you want the staff to know where the fire extinguishers are located.
- You can give them a QR code clue and send them on a hunt.



QR code generator

<https://www.qr-code-generator.com/>



A QR Hunt:



Take your mobile QR scanner to read the code below for the first clue....

QR Hunt! Begin



Scan me

QR code hunt.....



Read the clues on the website to find the next clue to win the prizes!

**Well done
to the winners of the hunt!
Come up to claim your
prizes.**



Conclusion:

- Learning technology can make learning happen without realising it. It can be an enjoyable experience.



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