NETWORK DIGITAL EDUCATION
What strategies work best when teaching in a technology-rich environment? – different models

Virtual Pedagogical Model
NETWORK DIGITAL EDUCATION

Cognitive presence

Speech support

Learning Experience

Content selection

Teaching presence

Social presence

Climate adjustment

Media

Community of Inquiry

Garrison, Anderson e Archer (2000)
E-Moderating Model

1. Access and Motivation
   - Welcoming and encouraging
   - Setting up system and accessing

2. Online Socialisation
   - Familiarising and providing bridges between cultural, social & VLE
   - Sending & receiving messages

3. Information Exchange
   - Facilitation of tasks & support
   - Searching; personalising software

4. Knowledge Construction
   - Facilitating process
   - Conferencing

5. Development
   - Supporting & responding
   - Providing links outside closed conference

Getting to know you

Feedback

Communicating

Coaching

Pre-course

Salmon (2000)
Interaction in virtual environments

Faerber (2002)
Collaboration in virtual environments

NETWORK DIGITAL EDUCATION

- Communication
- Coordination
- Commitment

Henri e Basque (2003)
Problem solving learning

A. Modeling

1. Problem/Project:
   1.1 Context
   1.2 Representation
   1.3 Manipulation Space

B. Coaching

2. Related Cases

C. Scaffolding

3. Information Resources

4. Cognitive Tools

5. Conversation/Collaboration Tools

6. Social/Contextual Support

Jonassen (1999)
How is communication and interaction in digital network education scenarios

- Use clear language that allows students to understand the information and guidelines regarding the activities they have to perform.
- Use a friendly, positive and closeness tone, creating an auspicious environment for students learning.
- Plan the communication moments so that they reach students in time - ex. a message announcing the start of the weekly activities.
- Suggestive spaces for asynchronous collaborative communication - guide, mediate and direct debates towards learning objectives and contribute to the construction of the sharing of knowledge and experiences.
- Establish communication and participation rules for different spaces.
- Being an online teacher doesn't mean being always online.
Pedagogical design – e-activities and e-assessment

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Salmon,
https://www.gillysalmon.com/blog/from-lecturing-to-engagement-with-video
| **Numbering and pacing and sequencing** | Number as follows: week, sequence of task.  
(e.g. 2.4 would be week 2, task 4) |
|----------------------------------------|----------------------------------------------------------------------------------|
| **Title**                              | • Enticement to open the invitation to take part.  
• Very brief descriptor.  
• Be inventive and creative but keep it very short. |
| **Purpose**                            | • Explain. If you complete this activity you will be able to...  
• You will understand better how to...  
• You will find it essential for assignment X...  
• Use verbs!  
• Link directly with your outcomes and/or objectives for the unit, module, course, and programme. |
| **Brief summary of overall task**       | • If you find you have more than one major activity or question, divide into more e-tivities.  
• Clear brief instructions on how to take part and what to do.  
• One question or task per message.  
• When you have written this part, check that the task is self-contained. |
| **Spark**                              | • Spark to light the fire for the topic, interesting little intervention.  
• Directly link with topic for this week.  
• Opportunity to expose ‘content’ but with the purpose of a spark to start a dialogue with others. |
| **Individual contribution**            | • Give clear instructions to the individual participant as to what he or she should do in response to the spark.  
• Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected.  
• Create a link from this part of the invitation to the location for posting. |
| **Dialogue begins**                    | • Request response from an individual to others, what kind of response, how long, where and by when.  
• Key point: students come online to see if others have read and responded. Make this happen.  
• Create a link from this part of the invitation to the location for posting the response to others. |
| **E-moderator interventions**          | • Clearly indicate what the e-moderator will do and when.  
• Explain that the e-moderator will: summarise, give feedback and teaching points and close the e-tivity, and when this will happen. |
| **Schedule and time**                  | • Total calendar/elapsed time allowed for this e-tivity.  
• Completion date.  
• Estimate total study time required (e.g. 2 x 1 hour) |
| **Next**                               | • Link to next e-tivity.  
• You can suggest additional resources to help with the task—indicate whether they are required or optional, place the links at the end of the invitation. |
PrACT Model

Practicality
- Costs
- Efficiency
- Sustainability

Consistency
- Instruction-assessment alignment
- Multiple indicators
- Relevance of the criteria
- Skills-assessment alignment

Institutions

Society

Teacher

Student

Authenticity
- Similarity
- Complexity
- Adequacy
- Meaningfulness

Transparency
- Democraticity
- Involvement
- Visibility
- Impact

Amante & Oliveira (2019)
How to maintain high quality in teaching in a rapidly changing learning environment while managing workload?
How to maintain high quality in teaching in a rapidly changing learning environment while managing workload?

- Decide how you want to teach
- Decide on mode of delivery
- Work in a team
- Build on existing resources
- Master the technology
- Time management
- Evaluate and innovate
- Communicate, communicate, communicate
- Design course structure and learning activities
- Set appropriate learning goals

Bates, 
https://opentextbc.ca/teachinginadigitalage/front-matter/introduction/
Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015
This is an example?

Specialized Training in Addictions Prevention

Henriques, Burkhart, Miovsky, (2019)

The Portuguese Open University – UAb, ICUDDR member
References


Bates, T. https://opentextbc.ca/teachinginadigitalage/front-matter/introduction/


Salmon, G. https://www.gillysalmon.com/e-tivities.html