Pedagogical Uses of Digital Technology

Sophie Depoterre
Manuela Guisset
Christine Jacqmot
Flore Louette
Pascal Vangrunderbeeck

September 2023

PLAN

1. Educational and Open Educational Resources for Teaching and Learning
2. Personal Learning Environment (PLE)
3. Pedagogical Activation
4. Supporting Resources

Educational & **Open** Educational Resources for Teaching & Learning

OpenEducation-LLL@uclouvain.be

1. Educational and Open Educational Resources for Teaching and Learning
2. Personal Learning Environment (PLE)
3. Pedagogical Activation
4. Supporting Resources

We spend **45 minutes** together to

Become **aware**

o   of the **diversity** of educational resources

o   of your **freedom** as a teacher to **share** educational resources

o   of the **benefits of opening** educational resources to other teachers & students

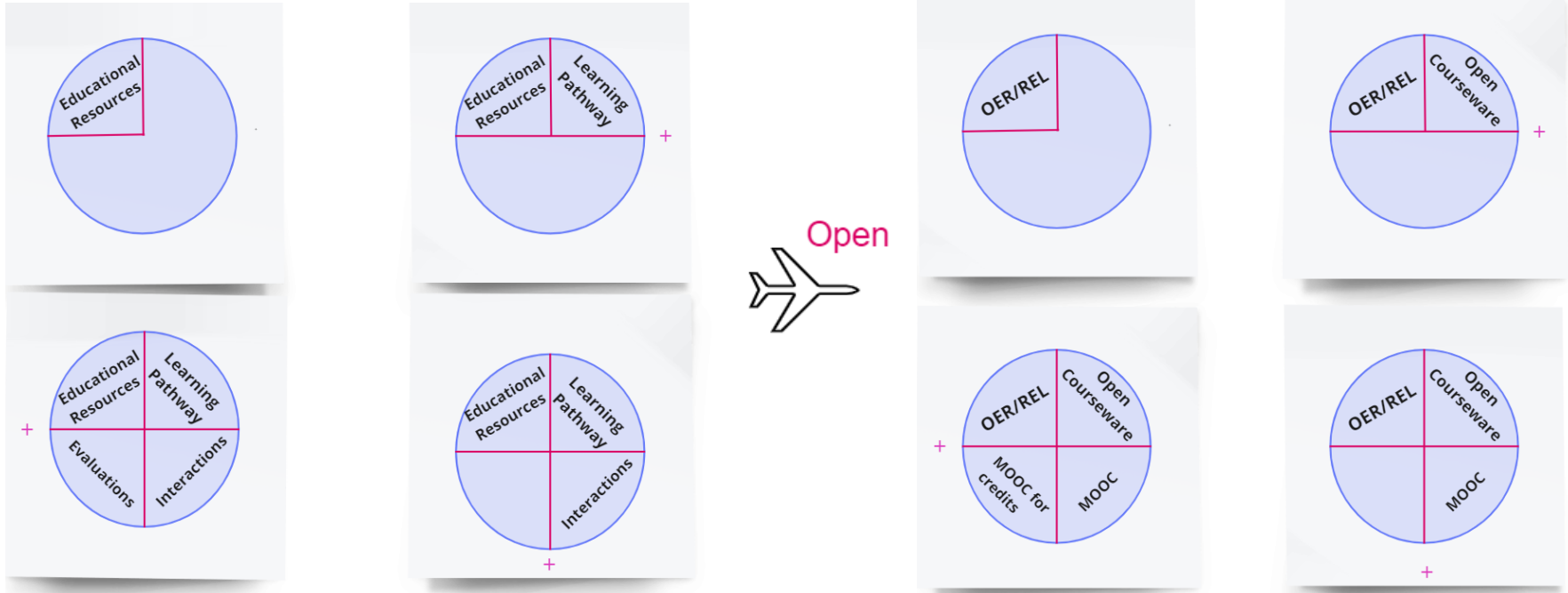o   of the fact that we are **at your disposal** !

Who are we ?

Sophie Depoterre sophie.depoterre@uclouvain.be

Flore Louette flore.louette@uclouvain.be

Manuela Guisset manuela.guisset@uclouvain.be

Pascal Vangrunderbeeck pascal.vangrunderbeeck@uclouvain.be

Part 1 : The 4 Components of Teaching

Witthaus G., Inamorato dos Santos A., Childs M., Tannhäuser A., Conole G., Nkyub watsi B., Punie Y. (2016). *Validation of non-formal MOOC-based Learning: An Analysis of Assessment and Recognition. Practices in Europe (OpenCred).* DOI: 10.2791/809371.

Jacqmot C., Docq. F, Deville Y. (2020). *A Framework to Understand, Analyse and Describe Online and Open Education in Higher Education.* DOI: 20.500.12279/783.

An (open) educational resource is

A numerical or non-numerical entity

Subject to copyright

Its author(s) can decide to

- Sell it

- Or make it freely available (e.g. Creative Commons)

Translated from Utiliser des ressources pédagogiques existantes by Pôle Ingénierie pédagogique et production audiovisuelle de l'Université Clermont Auvergne

Part 2 : Formats, Uses and Opening of Educational Resources

Pick 3 cards from your group's table:

> ➢ I used this resource as a **teacher**;

Or
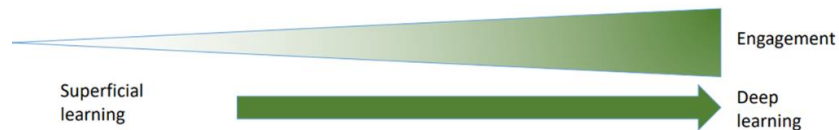
> ➢ I appreciated this resource as a **student**;

Or

> ➢ I would **love to use** this resource as a teacher;

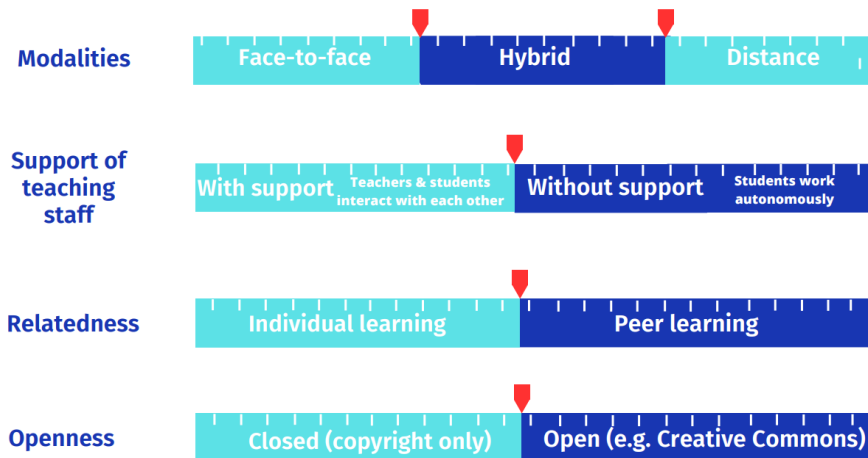# Part 2 : Formats, Uses and Opening of Educational Resources

Here are 2 models to associate (open) educational resources (your cards) with :

The ICAP Model

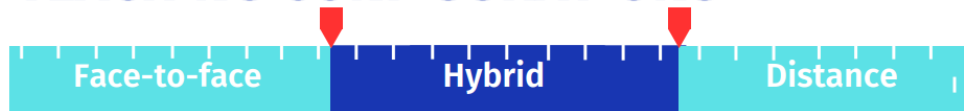PASSIVE *Receiving*   ACTIVE *Manipulating*   CONSTRUCTIVE *Generating*   INTERACTIVE *Dialoguing*

Engagement

Superficial learning   Deep learning

Teaching Configurations

Modalities

| Face-to-face | Hybrid | Distance |

Support of teaching staff
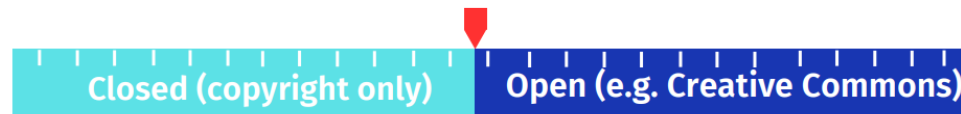
| With support Teachers & students interact with each other | Without support Students work autonomously |

Relatedness

| Individual learning | Peer learning |

Openness

| Closed (copyright only) | Open (e.g. Creative Commons) |

Part 2 : Formats, Uses and Opening of Educational Resources

Place your **cards on both models** where you find it most relevant.
As an example :
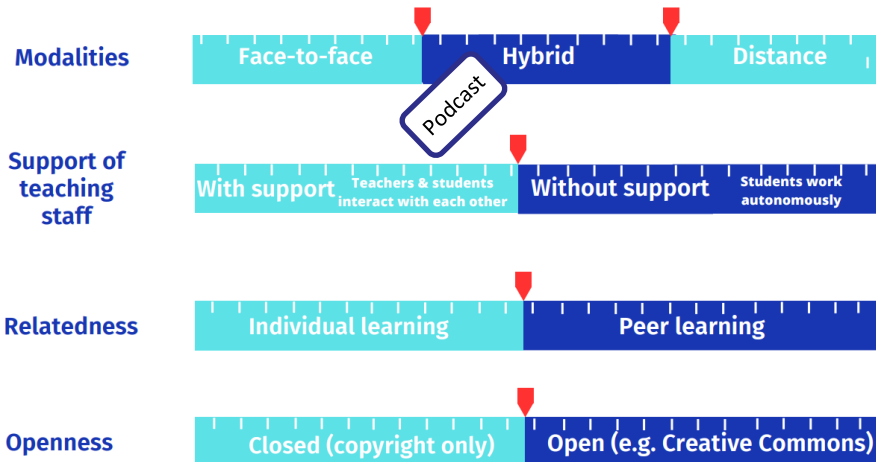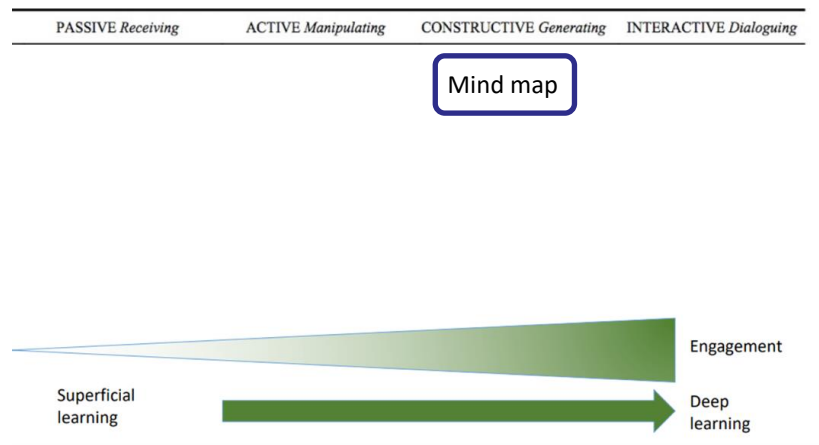
Part 2 : Formats, Uses and Opening of Educational Resources

Answer the questions in **2 rounds /** Each round takes **7 minutes.**

➢ Round 1 : The ICAP Model

➢ Round 2 : Teaching Configurations

Round 1 : The ICAP model – 7 min

- Justify the **placement** of the cards on the model.

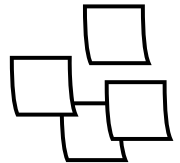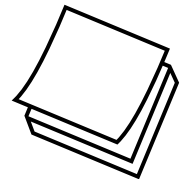- **Compare different modes** of cognitive engagement for the **same resource**.

- How to push a resource towards **a higher ICAP level** *or* how to encourage **deeper learning**?

Round 2 : Several teaching configurations – 7 min

- **Justify** the **placement** of the cards on the model.

- **Move** a card to the **left** or to the **right** on its slider. To what extent would the teaching **configuration** be **changed** if you moved the card

  - o Towards more distance, face-to-face or hybrid teaching ?
  - o Towards more or less support of the teaching staff ?
  - o Towards more individual or peer learning ?
  - o Towards more opening ?

- Slider 4 : What are the **benefits** of Open Education for **teachers** ? And for **students**?

- How to make an educational resource **open or more accessible** while protecting Copyright?

- **Where** can you **publish** an Open Educational Resource ?
  - o Do you know open repositories and metarepositories ?
  - o Who is www.oer.uclouvain.be aimed for ?

Let's imagine ....

In the context of your new courses and lectures, you create a (huge) number of digital resources and you are proud of them, hopefully!

These resources will be at the heart of your competences and experience. Preparing them takes time. Therefore, you would like to share them with the entire world and other HEI but you do not want to lose your ownership.

How to proceed?

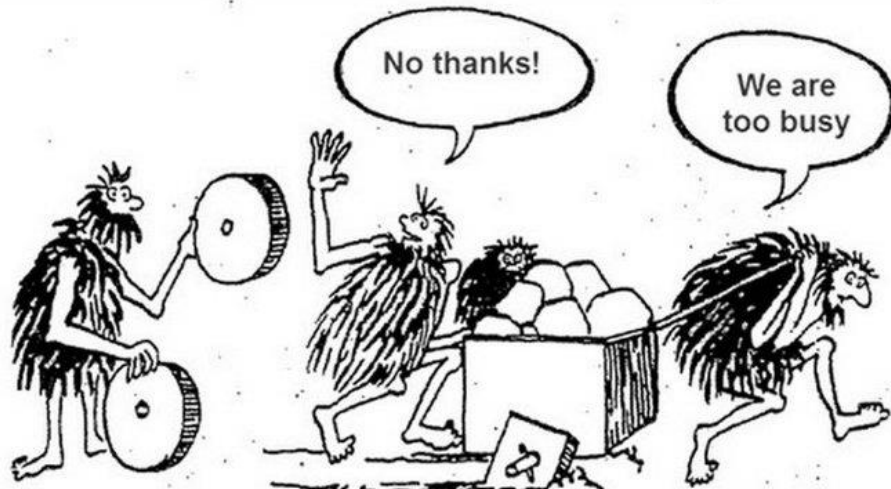In: https://teacherhead.com/2017/02/27/reinventing-the-wheel-again/

Let's imagine ….

In the context of your new courses and lectures, you create a (huge) number of digital resources and you are proud of them, hopefully!
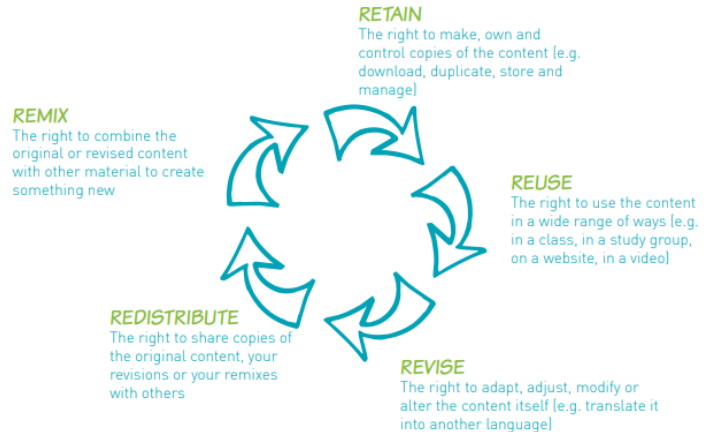
These resources will be at the heart of your competences and experience. Preparing them takes time. Therefore, you would like to share them with the entire world and other HEI but you do not want to lose your ownership.

How to proceed?

"Reuse could take the form of using our materials in the classroom, directing othe r individuals toward the freely available m aterials and tools, drawing on the content in your own writing, study or research. **Re mixing** could take the form of **reworking**, **rewriting**, and **translating** units."
([OpenLearn Create](#))

THE 5 PRINCIPLES OF OERS

RETAIN
The right to make, own and control copies of the content (e.g. download, duplicate, store and manage)

REMIX
The right to combine the original or revised content with other material to create something new

REUSE
The right to use the content in a wide range of ways (e.g. in a class, in a study group, on a website, in a video)

REDISTRIBUTE
The right to share copies of the original content, your revisions or your remixes with others

REVISE
The right to adapt, adjust, modify or alter the content itself (e.g. translate it into another language)

5R

These five principles are made possible by Creative Commons licences, which permit the authors to retain the right of authorship of the resources while assigning some usage rights (depending on the licence) so that anyone can use them (subject to certain conditions) without the need to request prior permission.
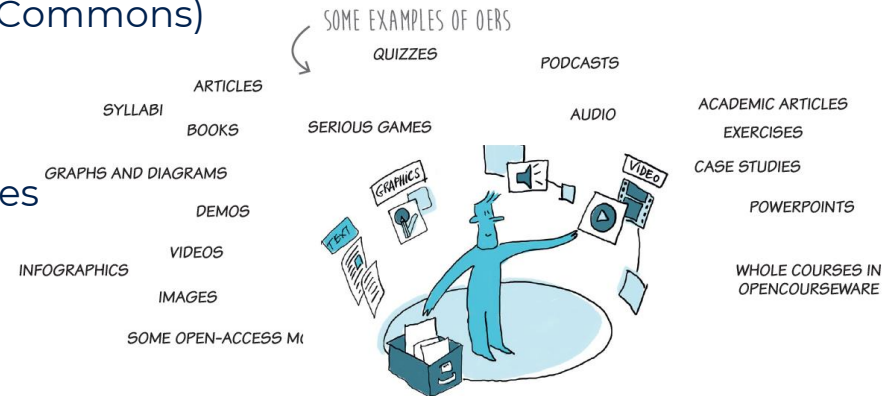
Open Educational Resources (OERs)
Ressources éducatives libres (RELs)

OERs : "Any type of teaching material freely available and accessible to the public. Teachers are encouraged to use, copy, adapt and re-share open resources to suit their needs and the needs of their students" (UNESCO2012)

o   Training materials in a digital format
o   Books, videos, images, exercises, lessons, online coursewares, case studies, serious games, assessments, simulators...
o   Can be Retained, Reused, Revised, Redistributed and Remixed (5 Rs)
o   Protected by an open license (e.g. Creative Commons)
o   Compared to MOOCs or Moodle :
     - Static
     - Accessible at any time
     - No formal assessment of learning outcomes
     - No credit, no certification

SOME EXAMPLES OF OERS

QUIZZES   PODCASTS
ARTICLES
SYLLABI   SERIOUS GAMES   AUDIO   ACADEMIC ARTICLES
BOOKS   EXERCISES
GRAPHS AND DIAGRAMS   GRAPHICS   VIDEO   CASE STUDIES
DEMOS   POWERPOINTS
VIDEOS
INFOGRAPHICS   WHOLE COURSES IN
IMAGES   OPENCOURSEWARE
SOME OPEN-ACCESS M(

Rights, Ownership : How to Protect your Resources?

[How To Attribute Creative Commons Photos](#) by Foter is licensed under [CC-BY-SA](#)

CREATIVE COMMONS LICENSES

	COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHANGE LICENSE
PUBLIC DOMAIN	✓	✗	✓	✓	✓
CC BY	✓	✓	✓	✓	✓
CC BY-SA	✓	✓	✓	✓	✗
CC BY-ND	✓	✓	✓	✗	✓
CC BY-NC	✓	✓	✗	✓	✓
CC BY-NC-SA	✓	✓	✗	✓	✗
CC BY-NC-ND	✓	✓	✗	✗	✓

✓ You can redistribute (copy, publish, display, communicate, etc.)

✓ You have to attribute the original work

✓ You can use the work commercially

✓ You can modify and adapt the original work

✓ You can choose license type for your adaptations of the work.

Choose the appropriate license

Follow this Open Courseware about Creative Commons

Advantages of Sharing & Opening your Resources

Teachers

- Increases visibility and thereby creates new opportunities for collaboration
- Saves time: one can use quality resources colleagues have produced
- Incentive to develop better-quality educational resources that they are proud to show to the outside world
- Can reach students that would never travel to Belgium to take the course (virtual mobility)
- Allows new approaches to teaching (such as multimodal, flipped learning, etc.)
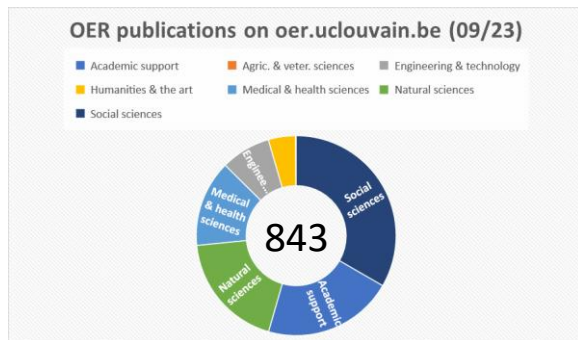- ....

Institution

- Impact on the quality of teaching
- Increases visibility and reputation
- Internationalization
- Demonstration, attractiveness
- Lifelong learning opportunities, service to alumni
- Democratization of access
- Guidance : students can explore a discipline before choosing their studies
- More than speaking of Openness : doing Openness
- ....

Students

- Free (+gratis) access
- Can come across materials that contribute to the understanding of the course (Remediation, leveling up, Deepening)
- Micro Learning
- Self paced learning
- Can access learning material from other (top) universities
- Latest version of course material available online

http://oer.uclouvain.be

Where to Access & Deposit Educational Resources?

OER publications on oer.uclouvain.be (09/23)

- Academic support
- Humanities & the art
- Social sciences
- Agric. & veter. sciences
- Medical & health sciences
- Engineering & technology
- Natural sciences

843

- [Oer Commons](#)
- [Merlot](#)
- [Khan Academy](#) (Eng); [Khan Academy](#) (fr)
- [Oasis](#)
- [OpenStax](#) and [Pressbooks](#) (Open Textbooks)
- [Oxford Open Conted](#)
- [Wikimedia Commons](#), YouTube (licensed under CC)
- [Open Moodle](#)

TYPE OF OPEN EDUCATIONAL RESOURCE USED
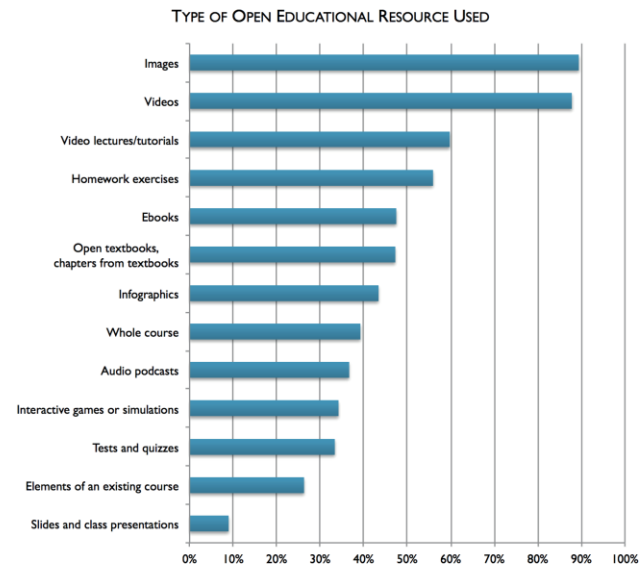
[[Allen & Seaman, 2014](#)]

Learn how to reuse & deposit OERs

Open Educational Resources

Communities in OER-UCLouvain

Choose a community to browse its collections.

Academic support	178
Resources for Academic Support and Professional Development	

Agricultural and veterinary sciences	1

Engineering and technology	68

Humanities and the arts	37

Medical and health sciences	118

Natural sciences	160

Social sciences	281

Discover

Author

PLUMAT, Jim	103
DE KESEL, Myriam	100
BODART, Vincent	51
CONTINO, Francesco	42
KAMINSKI, Ludovic	35
RAUCENT, Benoît	30
VAN DER LINDEN, Bruno	29
JACQMOT, Christine	28
RAUCENT, Benoit	21
HINDRIKS, Jean	19
	next >

Subject

SS to PSI	90
fiche pédagogique	81
physique	71
orthopédie	66
vidéo	66
expérience	62
emploi	45
marché du travail	43
chômage	42
pédagogie active	32
	next >

Educational Level

Master	418
Baccalaureat	325
Doctoral	264
longlife	228
Secondary	121
Bachelor	110
	next >

OERs : One component of Open Education

- A movement aimed at making education universal, available to the greatest number of people
- Based on the sharing of educational resources and practices in order to break down barriers to access
- Encourages everyone to take advantage of the growing number of learning opportunities.

Discover Openness at UCLouvain :
[Université numerique](FR) or
[Digital University](ENG)

Bibliography

The 4 Components of Teaching

Jacqmot C., Docq. F, Deville Y. (2020). *A Framework to Understand, Analyse and Describe Online and Open Education in Higher Education*. DOI : 20.500.12279/783.

Witthaus G., Inamorato dos Santos A., Childs M., Tannhäuser A., Conole G., Nkyubwatsi B., Punie Y. (2016). *Validation of non-formal MOOC-based Learning: An Analysis of Assessment and Recognition. Practices in Europe (OpenCred)*. DOI: 10.2791/809371.

Open Education and OERs

Depoterre, S. (2023). *Open Education : Trouver des ressources pédagogiques - Finding Educational Resources*. https://openmoodle.uclouvain.be/course/view.php?id=149

Depoterre, S. (2023). *Open Education : Réutiliser et publier des OER*. https://openmoodle.uclouvain.be/course/view.php?id=141

Fabrique REL. *Qu'est-ce qu'une REL ?* https://fabriquerel.org/rel/

Louette, F.(2023). *Partager ses ressources tout en protégeant ses droits. Focus sur les licences libres - Creative Commons*. http://hdl.handle.net/20.500.12279/889.4 .

Louette, F. (2023). Partager ses ressources avec les licences Creative Commons. https://openmoodle.uclouvain.be/course/view.php?id=44

Mathelart, C. (2019). *Les cahiers du LLL - N°6 : Open Education. Quelques clés pour s'en emparer*. Presses Universitaires de Louvain. https://oer.uclouvain.be/jspui/handle/20.500.12279/889.2

UCLouvain (2017). *Les OERs : un axe majeur de l'Open Education, 4 vol*. https://www.youtube.com/watch?v=AGpAz3x4xFQ&list=PL3KHgL7BQvbVcYsmj4vRekHXBtm92uo2g&index=5

UCLouvain

Personal Learning Environment (PLE)

✉ num-LLL@uclouvain.be

1. Educational and Open Educational Resources for Teaching and Learning

2. Personal Learning Environment (PLE)

3. Pedagogic Activation

4. Supporting Resources

"

« PLE is the way people are using technology for learning and which allows them to shape their own learning spaces, to form and join communities and to create, consume, remix, and share material. »
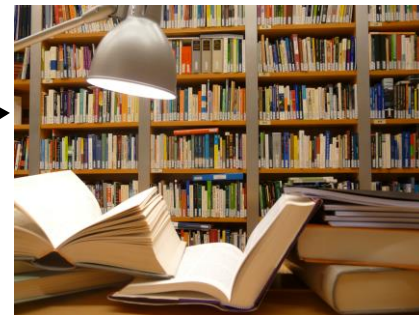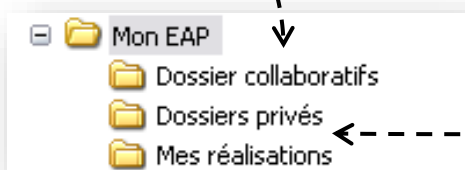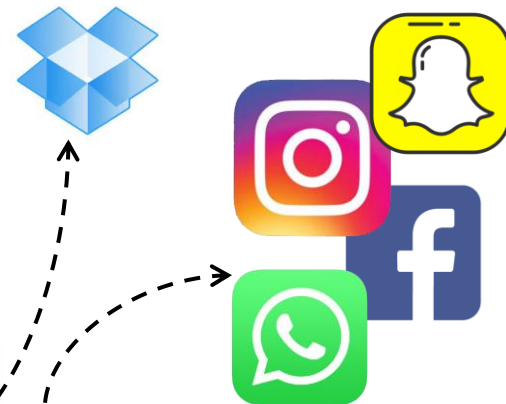(Attwell, 2006)

« Un écosystème de personnes et d'outils analogiques ou numériques que l'individu mobilise et agence dans le cadre d'activités de construction de connaissances.»
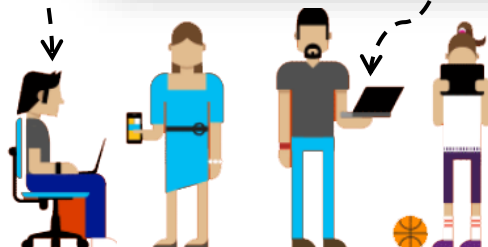(Nicolas Roland, 2013)

An example of Personal Learning Environment (PLE)

Microsoft Teams

Office 365

Mon EAP
- Dossier collaboratifs
- Dossiers privés
- Mes réalisations

10/09

moodle.uclouvain.be

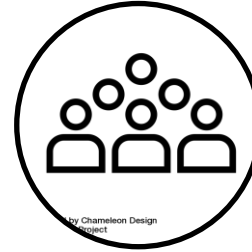# Pedagogical Activation

UCLouvain

Different interactions

with the content

between teacher and students

between peers

How does interactivity **with course content** enhance student learning ?

How, which digital tool ?	What is the added value ?

How does interactivity **between teacher and students** enhance student learning ?

How, which digital tool ?	What is the added value ?

How does interactivity **between peers** enhance student learning ?

How, which digital tool ?	What is the added value ?

Various educational practices with digital technology

UCLouvain

Définir le scénario et les modalités du cours

- Hybrider les enseignements
- Donner cours à distance
- Emprunter du matériel pour enseigner
- Donner cours en comodal
- S'inspirer d'exemples de scénarios
- Investir des locaux d'enseignement innovants

Partager des ressources

- Exploiter des ressources existantes
- Générer du contenu interactif
- Réaliser une vidéo pédagogique
  - Smartphone
  - Screencast
  - Animation
  - Vidéomaton
  - Montage
- Créer un jeu pédagogique
- Réaliser un podcast pédagogique
- Créer un diaporama efficace
- Créer des parcours d'apprentissage autonomes
- Proposer des notes visuelles

Favoriser les interactions

- Dynamiser son auditoire avec des quizz
- Proposer des activités collaboratives
- Donner la parole en présence et à distance
- Faire intervenir un expert à distance

CONSTRUIRE MON COURS DANS L'ENVIRONNEMENT NUMÉRIQUE UCLOUVAIN

MISE À JOUR 28/07/23

UCLouvain

LOUVAIN LEARNING LAB

CC BY SA

Proposer des activités

- Organiser un travail de recherche
- Proposer des exercices en différé
- Proposer une activité de lecture

Organiser le suivi des acquis et le feedback

- Se faire aider pour la correction
- Evaluer les étudiant.es à distance
- Accompagner les stages à distance
- Accompagner les mémoires à distance
- Organiser une évaluation continue
- Organiser un travail évalué par les pairs
- Donner du feedback aux étudiant.es
- Proposer une auto-évaluation
- Demander du feedback aux étudiant.es

Supporting Resources

1. Educational and Open Educational Resources for Teaching and Learning

2. Personal Learning Environment (PLE)

3. Pedagogical Activation

4. Supporting Resources

Training in digital practices & a contact address

4 LLDays & on demand trainings

SAVE THE DATE

Louvain Learning Weeks

09 > 13 OCTOBRE
04 > 08 DECEMBRE

Contact adress : num-lll@uclouvain.be