LAUREA
UNIVERSITY OF APPLIED SCIENCES

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LbD4All Guidebook Series

E-learning with the LbD4All Action Model

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E-LEARNING WITH THE LBD4ALL ACTION MODEL

Tell me, I'll forget. Show me, I may remember. But involve me, and I'll understand.
-Chinese Proverb

This guidebook is a part of a series of guidebooks concentrating on the LbD4All action model. The series of guidebooks consists of eight guidebooks that introduce the five dimensions of the LbD4All action model. The dimensions are authenticity, research-oriented approach, partnership, experiential nature and creativity. Furthermore, assessment, project and teamwork, as well as e-learning are introduced. In addition, the series of guidebooks includes five videos on the five dimensions.

The guidebook describes the LbD4All action model. The LbD4All action model is based on the action model Learning by Developing (LbD) that has been developed by Laurea University of Applied Sciences. LbD4All is an action model developed in the LeTeEm (Learners, Teachers and Employers) project by Laurea University of Applied Sciences for comprehensive schools and secondary education. The guidebooks and videos have been created as part of the LeTeEm project.

This guidebook concentrates on **e-learning**. E-learning is an important part of the working process of LbD4All (Learning by Developing for All). The aim of this guidebook is to describe the nature of assessment in practice and give concrete examples on how to implement assessment with the LbD4All methodology in secondary education.

E-learning is the use of digital media and information and communication technologies (ICT) in education. It allows pupils, teachers and working life representatives to work collaboratively, discuss ideas, and build new knowledge. E-learning can be used in the classroom and outside the school in authentic environments.

E-learning platforms (Optima, Moodle etc.) as well as digital tools on the Internet (e.g., Google Apps for Education) offer space for working together, tools for communication, and resources for presenting information. Digital collaboration can be synchronous or asynchronous. In practice we have noticed that even though the students may be active in their personal communication with digital tools, they are unsure and hesitant to interact with new members when it comes to communication and networking for education and project work.

Notice!

Especially the services offered by the educational institution to younger pupils are a safe working environment in which information, security, and privacy protection can be secured. There is an age limit of 13 years in many services of social media. When using social media in education, it is highly recommended that the pupils have permission from a parent or guardian.

Safe and ethical use of social media requires that:

- pupils have enough information about copyright laws
- confidential information is not exported onto the social media services
- terms and age limits of the services are followed
- good behavior and respect of other people are also important in social media, cyberbullying is not allowed
- privacy protection and the creation of safe usernames and passwords are taught to pupils

These recommendations are based on the instructions provided by the Finnish National Board of Education.

Working together

Working together is a substantial component of acting according to the LbD4All model. The writing of project documents together with team members can be done for example in Google Drive, when each project has its own documents online. The pupils log into Google Drive and write a communal document. They can also comment on other documents and use the chat function. It is easy and quick for the working life representatives to read and give feedback on project documents in Google.

In addition to computers, mobile phones and tablets have become familiar tools that can be utilized both inside and outside the classroom. Pupils take pictures and short videos from authentic situations and then upload them onto a communal online platform of the project. A company representative or clients can be interviewed on video. Pupils can upload information from their own devices to smartboards or other kinds of intellectual boards used in the classroom. The information can be worked on communally.

Communication

Online communication between different stakeholders of the project can happen either simultaneously or unsynchronized. Company representatives can meet pupils with the help of web conferences or virtual meetings, which are provided by, for example, Skype, Google Hangout and Adobe Connect. The teacher opens a virtual meeting connection to the classroom, where the picture and sound are being transmitted into the classroom as well as the connection from the classroom to the company. During these kinds of meetings, students can also communicate via chat. It is convenient for the company partner to meet the pupils in their own office with their own computer via video connection to save the time of travelling from place to place. To take part in these meetings, the company representative needs to have a computer connected to the Internet, a microphone headset and a web camera. The class computer needs to have Internet access, speakers, a web camera and a table microphone.

Unsynchronized communication happens on different discussion forums and by commenting on the output material of the project group. Blogs and learning diaries are a good way to inform fellow participants about the progress of the project. Also, the company representatives have a chance to comment on the group's writing. In the microblog Twitter (age limit 13), pupils can communicate and follow the newsfeed of a company. It is also possible to have a real-time chat in Twitter with an agreed upon moderator who is leading the discussion. Every participant must use a hashtag sign (#) that has been agreed on to identify the messages of the topic.

Building new knowledge

There are several digital tools available that can be used in project planning. For example, a mind map is a diagram used to visually outline information. A mind map is a visual map of thoughts that are placed on the map with the main idea or concept in the center. The various ideas and concepts related to the main idea or concept are placed around the main idea. These, in turn, can have more ideas and concepts added to them, placing them around the idea with which they are associated. There are many free electronic tools for creating mind maps available on the Internet, for example by Google. If a team does not have a digital mind map tool available, they can easily draw with a pen and paper, then take a picture of it and upload it onto an e-learning platform.

What does it generate/produce?

There are also many creative options for presenting the outcomes of a project. The outcomes can be published as a blog, a webpage, a digital storyline, a visual presentation or a video. Pupils can also compile an e-Portfolio consisting of the new knowledge they have learned. One example of presenting the results of a project is an elevator pitch, which is a short summary used to introduce the key elements of the project achievements quickly and simply. When the students make a digital elevator pitch, the length of the video should not be more than 2-3 minutes.

How is it visible?

- Digital tools become as natural as pen and paper
- Pupils, teachers and working life experts work together simultaneously and asynchronously online
- The tools for teaching are selected for the project and actors according to suitability
- Information stored on the Internet is continuously available

Whom does it influence?

- Pupils
- Teachers
- Company
- All participants

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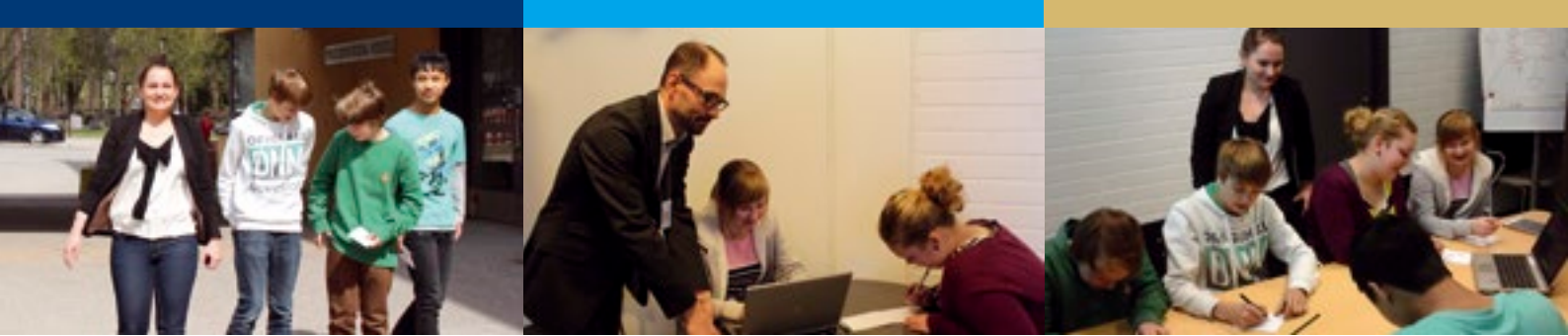Laurea University of Applied Sciences

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