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E-lärande: Erfarenheter, lärdomar och vägen vidare

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REDAKTÖRERNAS FÖRORD / EDITORIAL FOREWORD

E-lärande i någon form ingår i alla studier på Arcada och är därmed en del av studentens och lärarens vardag. Dialogen mellan lärare, studenter och aktörer i arbetslivet är en central förutsättning för lärande, men närvaron på de sociala och kognitiva arenorna kan ske både i fysiska och virtuella miljöer. Idén med online-utbildning och nätstöd flerformsundervisning är ökad flexibilitet och resultatorientering i studierna. All undervisning är förankrad i lär plattformen Itslearning, med mångsidiga digitala tillämpningsmöjligheter. Föreliggande rapport visar hur plattformen kan användas exempelvis för att distribuera information om kursen och bandade videoföreläsningar, som kommunikationskanal och för kursfeedback. Digitaliseringen inom utbildningen innebär både möjligheter och utmaningar, som ställer höga krav både på lärarens pedagogiska digitala kompetens och på förändrade arbetssätt. För att utvecklingen skall ske på önskat sätt är förankring på strategisk nivå och pedagogiska ramar för ett gemensamt pedagogiskt tänkande en förutsättning. Rapportsamling innehåller ett flertal exempel på god praxis i undervisningen och visar på ett kritiskt grepp i det pedagogiska arbetet. Rapporten ger också belägg för att mångfalden i en flerbranschhögskola kan utgör en styrka också för det pedagogiska förändringsarbetet.

When reading this collection of experiences, it quickly becomes clear that there are strong parallels between the individual perspectives, student encounters and course adjustments based on student feedback. From the first online course at Arcada, to new initiatives still under way, notions of ’presence’ and ’engagement’ have become increasingly core to how educators choose to navigate online courses. While there is no doubt that online material may enrich university offerings, it is most apparent that simply having learning opportunities available online does not necessarily improve the learner’s experience and depth of knowledge. Many in this book indicate that it is more nuanced than that, and have found blended learning approaches and/or the constructive use of discussion forums to be essential to enhancing the potential for student development. Notably, there is a direct correlation between staff and student expectations for the online space, as well as a general agreement between both parties as to what constitutes ’best practice’. This is despite the lack of clarity as to what that may actually mean in practical terms. Fortunately, lecturers and instructional designers exhibit a sense of adventure and a willingness to try new things.

Ett stort tack går till de skribenter som medverkat och delat med sig av sitt kunnande. De erfarenheter och lärdomar som diskuteras i rapportsamlingen utgör en stabil grund för vidareutveckling inom online-utbildning och nätstöd flerformsundervisning mot målet att utnyttja digitaliseringens möjligheter mångsidigt med studenten i fokus.

Helsingfors 10.11.2016

Nathalie Hyde-Clarke Camilla Wikström-Grotell

Självstyrt lärande och blandade lärmiljöer i en digital professionshögskoleutbildning – möjligheter och utmaningar för lärare och studenter

Carina Kiukas[i] & Camilla Wikström-Grotell[ii],

Abstract

The digitalization of professional higher education has not yet been utilised to its full potential. The development of this approach to teaching, which entails a change in existing education culture, is anchored in the Arcada University of Applied Sciences (UAS) strategy and pedagogical policy. These are based on the premise of the student as a subject, with a focus on self-directed learning. This approach positions the dialogue between the student and the teachers as central to deep learning. Students' and teachers' digital expertise and the dissemination of good practices are therefore promoted at relevant forums through collective dialogue and reflection.

Nyckelord: self-directed learning, pedagogical competence, pedagogical policy

1 INLEDNING

Högskoleväsendet står idag inför många utmaningar: bestående nedskärningar i ekonomin, minskade årskullar som innebär större konkurrens om studenter och förändringar i arbetslivet som medför att innehållet i utbildningen och de kompetenser som lärandet fokuserar på ändrar karaktär. (Wood & Smith, 2014; EK 2015). Enligt OECD (Education at a Glance 2016) tar närmare 70 % av högskolestudenterna mera tid på sig för att avlägga examen än förväntat. Snabbare studietakt och flexibla studiestigar är centrala högskolepolitiska mål. Arcada lyfter fram digitalisering av utbildningen och ökad digital kompetens bland medarbetare och studenter[1] som ett svar på dessa utmaningar. Flera utredningar både i Finland och internationellt visar att högskolorna tillämpar nätbaserat lärande i allt högre omfattning (European Union 2014; Opetusalan Ammattijärjestö 2016), men man framhåller också flera svagheter i utvecklingen. Ofta saknas en klar förankring på strategisk nivå för hur den digitala utvecklingen leds och därmed finns det risk för att riktningen för det pedagogiska utvecklingsarbetet blir otydlig (Pruikkonen, 2016). En annan nyckelfråga handlar om lärarnas kunnande och stöd för teknisk och pedagogisk digital kompetens. När nya plattformar för E-lärande tagits i bruk har betoningen ofta legat på bättre tillgänglighet för information- och litteratur, medan möjlig-

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[1] Arcada tillämpar en modifikation av det Europeiska ramverket för digital kompetens som ett verktyg för att kunna evaluera digital kompetens för medarbetare och personal. Se närmare Pedagogisk kompetens https://intra.arcada.fi/sv/pedagogiskt-arbete/pedagogisk-kompetens.

heterna gällande flexibilitet i studieprocesser gällande tid och rum och social virtuell dialog inte utnyttjats fullt ut.

Arcada framhåller i sin policy (Arcada 2016) betydelsen av blandat lärande och flerformsundervisning som stöd för självstyrt lärande. Det gemensamma pedagogiska tänkandet är förankrat i rekonstruktionism som pedagogiskt grepp och studenten som subjekt, vilket innebär att studenten tar ansvar för sitt eget lärande och är aktiv i nyskapande problemlösning. Den kompetensdrivna studieplanen kopplar studierna till samhällsrelevant kunskapsutveckling. Lärarlagsarbetet ses som en förutsättning för konstruktivt samordnad undervisning (KSU) (jmf. Biggs & Tang, 2007) och som en nödvändighet för att garantera tillräckligt djup och bredd i kunskap och pedagogisk utveckling. Allt lärande bygger på dialog. Arcada värdesätter den personliga kontakten och kommunikationen mellan studenter och lärare men ser digitaliseringen som en möjlighet att utveckla flexibilitet och kvalitet i studierna. Nätstött lärande och digitalisering är en integrerad del i det dagliga pedagogiska arbetet och alla kurser finns i en nätmiljö (Its-Learning). Tillgången till kunskap och information ökar och studentens aktiva och livslånga lärande stöds via mångfald och flexibilitet i studierna gällande tid och rum. Den virtuella närvaron på sociala och kognitiva arenor utnyttjas för ökad kvalitet i studierna.

Den framtida utvecklingen handlar dels om de möjligheter digitaliseringen erbjuder gällande flexibilitet i studierna och kvaliteten i utbildningen och dels om de krav på digital kompetens som krävs i det kommande arbetslivet. Vi fokuserar denna framställning på nätstött lärande ur lärar- och studentperspektiv.

2 VAD INNEBÄR DIGITALISERING I EN PROFESSIONSHÖGSKOLA?

Digitaliseringen innebär en kulturförändring som påverkar all utbildning, kräver nya pedagogiska tillvägagångsätt och ett kritiskt förhållningssätt (Keltikangas-Järvinen, 2015). De digitala lösningarna utgör en möjlighet till utveckling, men det finns utmaningar i hur och när man tar digitala lösningar i användning.

2.1 Studenten som subjekt – digitala verktyg som stöd för lärandet

Att se studenten som subjekt och betona det självstyrda lärande utgår ifrån att vi kan se studentens utvecklingspotential och att vi därmed ser som vår uppgift att skapa förutsättningar för lärande. Detta innebär att möjlighet till mångfald och flexibilitet behöver tas i beaktande. Med de digitala verktygen stärkts detta bland annat i vilka möjligheter studerandens har att söka och ta till sig kunskap. Blandat lärande med starkt nätstöd och där det är ändamålsenligt helt och hållet online-helheter ger möjlighet till lärande oberoende av tid och rum. Detta stärks ytterligare med att Arcada som många andra gått in för principen BYOD (Bring Your Own Device) för studenter. Digitaliseringen ger möjlighet till att stöda struktur och kommunikation och därmed stöda studenters aktiva heltidsstudier.

2.2 Kompetens som fokuserar på hållbar samhällsutveckling

Betoningen på rekonstruktionismen som pedagogiskt grepp och strävan efter att arbeta för en hållbar samhällsutveckling gör att vi strävar efter ett nyskapande problemlösande arbetssätt som sker i gränsöverskridande samarbete. Den kompetensstyrda studieplanen (Wikström-Grotell, 2014; Ahonen et al., 2016), som kopplar lärande och kunskapsutveckling till samhällets behov och social hållbar utveckling medför att forskning, utveckling- och innovation (FUI) förankras i ett integrerat och nätverkande arbetssätt. Utbildning sker inte längre enbart i dialog mellan läraren och studeranden. Stora delar av studierna sker i samarbete med samhället och det arbetsfält som hör ihop med varje utbildning. FUI verksamheten sker i nätverk både nationellt och internationellt. Digitala lösningar av olika slag är här nödvändiga. Det finns även möjlighet att med hjälp av digitaliseringen utöka möjligheten till samstudier med andra studeranden eller studentgrupper både inom utanför högskolan.

Å andra sidan finns det pedagogiska utmaningar när det gäller digitalisering av professionsutbildning, som strävar efter handlingsberedskap och byggs upp av kunnande och färdigheter. För att utveckla färdigheter behövs övning i konkreta verkliga och verklighetsnära situationer. Det är viktigt att vi här är realistiska med vad som kan göras digitalt och vad som kräver att vi är fysiskt närvarande och aktiva tillsammans med andra. Därtill kan lyftas fram att kompetensstyrda studieplaner siktar på professionsutveckling vilket innefattar att man ser på lärande som en progression och att en del av den processen innefattar skapande av yrkesidentitet. Yrkesidentiteten omfattar i sin tur en viss värdegrund och ett visst förhållningssätt. Denna typ av lärande kräver dialog och reflektion tillsammans med andra medstuderande i grupp. Även här bör vi noggrant överväga vad som kan ske digitalt och vad som kräver möten ansikte mot ansikte. Vi ser det även som högskolans uppgift att stöda studeranden även när studierna inte går planenligt framåt. Ett handledande förhållningsätt har utvecklats i olika former bland annat som lärartutorering. I en liten högskola som Arcada finns möjlighet att ha en personlig kontakt i kommunikationen mellan studenter och lärare. Detta lyfts fram i Arcadas strategi, som något att värna om också i framtiden.

Ett uttalat mål är att skapa innovativa lärprocesser som inte bara sker i redan etablerade grupper och sammanhang utan även i gränsöverskridande samarbete av olika slag. Fortgående utökad samverkan mellan forskning och utbildning och ständigt samarbete med olika fältaktörer kräver insatser på flera olika nivåer. Att skapa nytt kräver således samarbete med nya människor kring komplexa teman. Detta kräver fysiska möten för dialog och samreflektion.

2.3 Lärarens digitala kompetens

När förväntningarna på att utveckla utbildningen genom digitala pedagogiska lösningar är stora blir lärarens kompetensutveckling aktuell att diskutera. Då högskolan slagit fast sin syn på lärande gäller detta inte bara studerandens lärande utan även medarbetarnas lärande. Det delade behovet av nytt kunnande och intresset av att utvecklas som professionella stöds av en professionell lärande gemenskap (jmf. Stroll et al., 2006; Hord, 2004) eller praktikgemenskap (Wenger, 1998). Betydelsen av att genom reflektion till-

sammans lära av varandra och skapa gemensam förståelse understryks. Detta benämns kollektivt lärande i Arcadas pedagogiska strategi. Som centrala faktorer för lyckat utvecklings- eller förändringsarbete och fortgående professionell utveckling lyfts således dialog och samarbete ofta fram som avgörande faktorer (Silius-Ahonen, 2008).

Betoningen på självstyrt lärande innebär att den lärande tar ansvar för sitt eget lärande, identifierar de lärandebehov som finns i det arbete man ska utföra och tar ansvar för utvecklandet av denna nya kunskap. För att detta ska vara möjligt krävs flexibla förhållanden där medarbetarna kan vara aktiva och kreativa. Eftersom behoven av kompetensutveckling är individuellt och mycket varierande har Arcada utgått ifrån att medarbetaren själv tar ställning till på vilket sätt man skaffar sig ny kunskap. Kurser med en nätverksfrämjande dimension har arrangerats tillsammans med Diak AMK, Helsingfors Universitet och en del medarbetare har valt att delta i olika internationella nätpedagogiska moduler. Bland annat har man valt att delta i en nätpedagogisk modul arrangerad av Karolinska institutet i Sverige[2].

Det kompetensstyrda aktiva lärandet har fokus på att utveckla handlingsberedskap och betonar ett problemlösande grepp för kommande professionsutmaningar. För detta behövs arenor som ger ideér och uppslag till vad som kan vara möjligt och användbart, vilket stöder utvecklingen av nya koncept och främjar att alla medarbetare kan hitta sin egen väg för utveckling. Det förutsätter bland annat möjlighet till handledning i de verktyg och lösningar som känns aktuella och att man har tillgång till nätpedagogisk handledning i grupp och individuellt. Detta har på Arcada förverkligats t.ex. som Pop up och Drop in tillfällen av olika slag.

2.4 Lärarlag och referentstöd

Ett kollektivt närmelsesätt till lärande och utveckling där vi alla lär oss med och av varandra förutsätter som redan framkommit arenor som främjar dialog och reflektion. Lärarlags- och teamarbete i nära anslutning till förverkligandet av själva undervisningen är här av avgörande betydelse. På ett mera övergripande plan har vi på Arcada de senaste fem åren erbjudit pedagogiska cafeér som dialog arena (Silius-Ahonen & Kiukas, 2014). Här har en delande kultur där god praktik spridits stötts genom att medarbetare från olika enheter bidragit med inledning och egna exempel till de diskussioner som sedan förts. Exempel på rubriker med anknytning till digitalisering som caféerna haft är ”Flipped learning – vad är det?”, ”Gör vi de rätta sakerna på närstudietillfällena?”, ”Är du digital kompetent – eller tittar du bara på kattvideon?”

Med konceptet *A place for space* (Silius-Ahonen & Grotell, 2013; Silius- Ahonen & Wikström-Grotell, 2014) som även det gäller både studenter och lärare betonas arenor för nyskapande aktiviteter i samarbete med externa aktörer. Pedagogisk digital utveckling är utmanande, men ska även kunna uppfattas som spännande och inspirerande. Detta förutsätter att man har en viss frihet att pröva sig fram och att det finns en trygghet så att man vågar ta sig an nya saker och ibland också misslyckas. Det handlar om att försöka utveckla en kreativ och tillåtande kultur som alla är delaktiga i att skapa.

[2] Se närmare https://opennetworkedlearning.wordpress.com/ open networked learning.

3 AVSLUTANDE REFLEKTIONER

Sammanfattningsvis kan konstateras att en förankring i högskolans strategi har varit till stor nytta i det utvecklingsarbete gjorts när det gäller digitalisering. Likaså har de policy dokument som berört den pedagogiska och digitala utvecklingen gett riktning och mål i arbetet. Genomgående har insikten varit att de pedagogiska lösningarna i första hand kommer till via reflektion och pedagogiska argument. De digitala lösningarna vävts in som ändamålsenliga och värdefulla verktyg för att möta upp mot de mål som ställts upp när det gäller flexibla självstyrda studier för våra studenter. Lärarnas centrala roll i detta arbete bör betonas. För att det skall vara möjlighet att stärka den pedagogiska digitala kompetensen och därmed utveckla verksamheten krävs stora insatser både av lärarna själva och av högskolan. Genom pedagogisk reflektion i lärarlagsarbete och på andra arenor tillsammans med kollegor utvecklas kompetens och digitala pedagogiska lösningar får sin form. Högskolans uppgift är att i så stor utsträckning det är möjligt skapa arenor, genom att ge frihet och ansvar åt lärarna, betona lärarlagsarbete, dialog och kritisk reflektion samt tekniskt stöd och handledning. För att främja utvecklingen av lärarnas tekniska och pedagogiska digitala kompetens har högskolan tagit fasta på tre linjer: 1) kurser och moduler i pedagogisk digital kompetens i samarbete med andra högskolor 2) möjligheter för individuell handledning som drop in, pop up och nätpedagogisk konsultation och 3) arenor för dialog och reflektion kring digitala teman som pedagogiskt café och workshops.

Kvantitativa mål för högskoleverksamhet ligger i tiden. Arcada följer upp exempelvis antalet nätstödda studiepoäng, andelen timmar självstudier per kurs och andelen studenter avlägger kursen. Arcadas kursutvärderingsbatteri tar fram studentperspektivet på kvaliteten i undervisningen överlag. Utmaningarna i att mäta utvecklingen gällande den digitaliseringen finns på ett djupare plan där fokus också måste ligga på både den flexibla studieprocess och de kompetenser som eftersträvas. Finns det en konstruktiv samordning mellan lärandersultat, stoff och examination? Stöds den kognitiva och sociala dialogen upp på ett ändamålsenligt och flexibelt sätt i relation till student- och lärarnärvaro på olika fysiska och virtuella arenor?

Digitala lösningar i professionshögskolans utbildningar har redan på många sätt funnit sin plats. Precis som med digitaliseringen generellt, har man inte inom utbildningen utnyttjat dess fulla potential (Andersson et.al., 2016). Det är emellertid viktigt att digitaliseringen i sig inte blir ett självändamål utan alltid utgår ifrån den grunduppgift som alla professionshögskoleutbildningar är bör utgå ifrån - att stöda den lärande i ett självstyrt aktivt lärande.

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Creating online courses that enhance student motivation

Mirko Ahonen[i]

Abstract

Education is moving online, and the demand for online courses is rising. This article discusses how to plan an online course, and what kind of content one should create to motivate students. The author examines what makes students motivated and how instructors can keep the student's interest by creating engaging video content. The ARCS motivation model and its components are discussed through select topics, including active learning and student self-efficacy.

Keywords: e-learning; online courses; student motivation

1 INTRODUCTION

This paper is aimed at teachers who are planning an online course, and thinking about how to create e-learning content. It is based on the material from the master's thesis about developing engaging online courses by Ahonen (2015). The key issues throughout the paper concern creating material that enhances student motivation. The first part discusses how to get started with one's online course, and what kind of content one can create; and the second part concentrates on the motivational design of online courses and how to engage the students.

2 GETTING STARTED

Keeping it simple is key when starting out anything new and this also holds through for staff creating their first online course at Arcada. We cannot all be ICT or media experts, and we do not have to be. The first thing to realize when starting this process is that one is going to need help and not everything needs to be done by oneself. There is a support system that can help with planning, creating and updating the content, and solving technical problems (in keeping with suggestions made by Williams et al., 2012). One option is to first talk to an instructional designer for ideas on how best to proceed. Instructional designers are specialized in designing, creating, and delivering online learning material. Their job is to work closely with the subject matter expert (the teacher) to develop the online course and to create efficient, effective, and appealing learning content. (King & Alperstein, 2014). In addition, it is valuable to have additional ICT support in an online teaching team to solve technical problems; and remember to speak to colleagues, as Boling et al. (2012) point out the importance of peer support between

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faculty members. They suggest regular meetings and common discussion channels for developing and discussing the online courses. These roles are discussed in more detail later in the paper.

Early online courses relied heavily on text-based lectures, and had many reading and writing assignments. These were often found to limit the development of students' creative thinking and cognitive skills. Teachers noticed that these courses demotivated students as students complained that there was too much reading required. These students were also less satisfied in their online learning experience than students who enrolled in more interactive courses that used various types of multimedia. Appropriate use of text, graphics, audio, and video is important for course-content development, student motivation and student learning. (Boling et al., 2012)

2.1 Planning the course

Planning the online course does not have to be that different from planning a traditional course; some of the same elements are still important. One has to determine the learning goals and outcomes, the competencies students should master, the material to be used, the activities student should engage in to activate learning, and the assessment strategy (King & Alperstein, 2014; Williams et al., 2012).

Ben-Naim (2015) points out different steps that one has to consider when creating a successful online course. Firstly, one has to be clear about the objective of the lecture. Every lecture should be kept simple and focused on the learning goal. The lecture should be driven through action-oriented learning that achieves the learning outcome. The second point is to think as a private tutor and not necessarily as the teacher. The bottom line is that students today want and need the learning to be tailor-made for them. The key is to find the right tools and technologies that will create meaningful learning for everyone. Also, one should sketch the main outlines of each lecture before developing it. This helps to include the different learning mediums that one can use in the course and forms a unified structure to create a meaningful learning experience. Additionally, one goal has to be to activate the learner to achieve higher order of thinking. This can be achieved by integrating tools that makes the student think for themselves and lets them create and reflect with other students. Lastly one should keep in mind that in the online teaching role, one is learning too. By reflecting on one's own work and evaluating how the students performed, one can adapt teaching in the future.

2.2 The instructional designer

Instructional designers are specialists in creating and delivering educational content online, and can be the most important colleague and ally for the teacher. They are crucial for the first time creating a successful online course, as one might not have the time or knowledge to design and create all the material needed. Instructional designers are expected to understand the technologies used in e-learning and how they can be used in

the best way. Furthermore, instructional designers can even create content for the course by themselves, in particular video content or content that needs graphical design. Additionally, the technical knowledge they bring can also help identify appropriate instructional material that can be used in the course along with providing insights in how the material should be used. They co-create and/or manage the course development and can also be an instructor, and work as support staff (King & Alperstein, 2014).

Instructional designers have to work closely with the teachers in different online courses. This cooperation can sometimes be difficult as the teacher might not want help and is content by just putting the slides and other material online without any consultation. Another scenario is that the request comes too late, making it difficult to create working solutions. Also the lack of enthusiasm to stand in front of a camera (or web camera) can make the process more laborious than necessary. In any case, it is important for the success of the online course that the cooperation works, as skills and techniques used in traditional classrooms might not transition well to the online platform. Online lectures will generate a different feel for the student, no matter how well produced. With recorded online lectures, spontaneity and informality are lost. The instructor will not be able to correct mistakes as easily online as when the student is right in front of the teacher; and judging if the course is too difficult may also be hard without interacting with the students in the same room. Chat rooms or video conferences bring interaction to the course but will not be the same as a discussion in a classroom. With the help of an instructional designer, these problems can be worked around or minimized. (King & Alperstein 2014)

3 THE CONTENT

Once the subject matter expert and the instructional designer are clear on the overall course outcomes, and the learning goals have been established, it is time to look at what content needs to be created. An online course usually consists of online lectures, online discussion, self-study material, quizzes, and assignments. The material can be built using text, graphics, audio, video multimedia presentations, or simulations. The learning environment needs to provide adequate tools for interaction and for supporting the learning experience. Learning services provided by the course would consist at least of: a discussion forum; a clear way of contacting the teacher; a tool to collect notes; a calendar to keep track of upcoming deadlines; and a means of setting goals (Williams et al. 2012, Shen et al., 2013; Vieira et al., 2014; Heidke 2015).

Online courses are usually divided into modules - with their own set of learning aims - that are meant to be completed in a fixed period of time. Lectures, discussions, and group work can all be used online in a similar fashion to a traditional course, but some additional planning might be required for the communication part to keep everyone up to date and informed about the progress. It mostly comes down to the technology being in its place, and the lecturer being comfortable with the new challenges. The important thing is that the content aligns with the course goals and feels valuable to the student (Heidke 2015).

3.1 Educational videos and online lectures

Videos can have a central role in online courses as the traditional- in- class lectures are usually fewer, and using only reading material is not found to be as engaging as video content (Boling et al., 2012). Kay (2012) divides teaching videos into four categories according to purpose:

1 Lecture-based videos that are recordings of traditional lectures to be viewed instead or after face-to-face meetings
2 Enhanced video podcasts: videos of PowerPoint slides with audio explanation
3 Supplementary videos that build on the teaching, real-world demonstrations, summaries of class lessons or textbook chapters, and additional material that can broaden or deepen student understanding
4 Tutorials that provide video explanations of specific problems that students need to solve in a particular course.

Kay (2012) continues to divide the videos into different pedagogical strategies: receptive viewing; problem solving; and "created video podcasts". Ninety-five percent of videos in his study are made for receptive viewing. These are videos that are made for relatively passive viewing with the main pedagogical strategy of delivering information. Problem-solving clips are designed to explain and assist students with solving specific problems from the course (tutorial type of video). With these, the main pedagogical strategy is still to deliver information, but the focus and the learning objective is much narrower. The third type of pedagogical strategy involves students planning and creating their own videos. Students learn by investigating, collaborating, researching, and - finally - making an academic-based video. This last activity is discussed in more detail in the next section.

According to a study by Kim et al. (2014) the production quality of video did not have a decisive difference to student engagement when comparing videos filmed in a professional study and teachers filming at their own desk. Actually the more informal videos were conceived as more interesting and enjoyable because of the fact that they were more personal. Other conclusions from this study include the observation that seeing the teacher in the video is better than just seeing PowerPoint slides, and that tutorial type videos (step-by-step guides, problem solving) are more engaging than long video lectures.

Guo et al. (2014) mention the importance of dynamic visuals; for instance, constantly changing from slides to the instructor and not showing the same image through-out the video. The content in itself can also be made more dynamic with the use of practical examples including external people and props. Using pictures, graphics, and text, on the video, will also make them more dynamic and thus more engaging.

The following are the main recommendations for producing an engaging video for an online course:

1 Brevity: shorter videos are found to be more engaging while students tend to stop watching during longer videos

2 Informality: students engage more with a teacher seated at her desk than behind a podium
3 Dynamic: visuals rather than static PowerPoint slides
4 Fast talkers: students find faster talking instructors more engaging and energetic
5 More pauses: for students to understand complicated ideas and charts
6 Web-friendly lessons: videotaped classroom lectures or other existing videos divided into shorter segments and uploaded to online courses are not as appealing as videos planned to be shown online.

One common factor affecting all video types is the length, so - although instructors are accustomed to one-hour lectures - keeping the videos brief is encouraged. Studies show that students watch most of the video if it is short, but regardless of the length, the average engagement time does not usually exceed six minutes (Guo, 2013). In videos over nine minutes long, students often stopped watching before they were half-way through, and fewer students answered the post-video questions after a longer video. One possibility for the difference in engagement is that perhaps the shorter videos were better planned and have higher quality instructional content. Speaking rate has also shown to affect engagement. The study by Guo et al. (2014) shows that students find faster speakers more interesting. The speed itself might not be the only reason, because faster speakers also tend to convey more energy and enthusiasm, so lecturers are advised to bring out their natural enthusiasm and not be afraid to talk fast (Guo et al., 2014).

As a final note: the Internet is filled with great educational content in video and text form that can be used in an online course. Obviously one has to be sure it can be used and there will not be any copyright issues, but there is no reason to re-create something that already exists and is free to be used. Arcada staff have the option to use educational videos available from Lynda.com.

3.2 Activating the students to create content

To further stimulate active learning and engagement, students should be able to use online tools (like audio and video recording) provided by the learning environment for their projects (Yengin et al., 2010; Kay 2012). While these media products are an interesting addition to the course, one should keep in mind that assessment of them can introduce both technical and educational challenges for institutions (Williams et al., 2012).

Students creating audio or videos files supports learning in a variety of contexts and purposes. Allowing students to generate their own content helps to achieve higher-level learning and creative learning, as the content is based on the student's own design and decisions. It can boost creativity and motivation, and thus improve learning and gratification in the course. (Popova & Edirisingha, 2010)

Baepler and Reynolds (2014) found in their study that giving students the opportunity to make videos for the course (such as online presentations) made the course more engaging and developed digital literacy at the same time. Students can verbalize their

knowledge through presentations of self-made videos. These interactive practices promote student motivation, the development of expertise, and are a way to add more value to an online course (Boling et al., 2012).

4 MOTIVATIONAL DESIGN

Motivation has a central role in anything one does in life, it makes us persistent, and it drives us to accomplish things. Motivation is also essential for learning, which is why it is crucial to foster successful and satisfied students. Instructors should try to understand what makes students motivated and how they can create their e-learning material with that goal in mind.

> *Seldom do the arguments about the boundaries of teacher's responsibilities or whether teaching is an art or science become more animated than when discussing the motivation of students.* (Keller, 1987)

If one follows the traditional model of education, then the teacher is responsible for the teaching, and the student is responsible for taking it in and learning. But who is responsible for motivation? The responsibility is easily shifted onto the shoulders of the students, as one could argue that they have the most to gain (or lose) by this arrangement. These days that line is being challenged by the fact that schools get paid for how many students pass classes and graduate. Students cannot graduate if they do not feel motivated to learn and pass courses, thus making this a mutual problem. The next section will look at motivational design and different ways to boost student motivation in an online course.

4.1 The ARCS model of motivational design

Motivated students are crucial for successful courses and especially important for online courses, which tend to have higher dropout rates and less committed students. Students who are interested in the subject, and emotionally invested to complete the assignments, are more likely to complete the online course (Yengin et al., 2010). For this reason, motivation and motivational design interest teachers and instructional designers, so they can create better e-learning content. This is where the ARCS model of motivational design comes in, one of the leading models for learner motivation.

The model was developed by John Keller who has devoted his career to understanding motivation, and the model is meant to be used as a systematic way to identify and solve motivation problems. The base of the ARCS model is in expectancy-value theory: a theory that assumes people are motivated if the learning satisfies their personal needs (value), and they can see themselves succeeding (expectancy) once having achieved learning it. Keller expanded on this, and his model has four conditions that must be met for students to be motivated. The model is evolving but the four conditions have stayed the same from his first book in 1987 to his latest in 2009. The four conditions, briefly

described in the following sections, include: attention, relevance, confidence, and satisfaction (Keller, 2009).

Attention is the first condition in the model. It is an element of motivation, and it is imperative for learning. Both getting and maintaining attention is important, with the "maintaining" aspect usually the more challenging. The key is to connect with the students and awaken their curiosity. So a good idea is to start with a bang to grab the students' attention. One could show the students interesting examples of what they will be able to achieve after the course. For example, in a web design course, an instructor could show the students examples of websites created by former students and explain how the students will benefit from the course after it is over. Students could create personal websites to promote themselves or websites about their interests or start an online shop. Connecting with students is important, because if instructors know what students want to achieve, they can allude more specifically to these goals, helping them to see how they can use the course to maximise their own benefit.

In the following table (figure 1), Keller suggests his key attention strategies.

Table 1
Attention Strategies

A1: Incongruity, Conflict
- A1.1 Introduce a fact that seems to contradict the learner's past experience.
- A1.2 Present an example that does not seem to exemplify a given concept.
- A1.3 Introduce two equally plausible facts or principles, only one of which can be true.
- A1.4 Play devil's advocate.

A2: Concreteness
- A2.1 Show visual representations of any important object or set of ideas or relationships.
- A2.2 Give examples of every instructionally important concept or principle.
- A2.3 Use content-related anecdotes, case studies, biographies, etc.

A3: Variability
- A3.1 In stand up delivery, vary the tone of your voice, and use body movement, pauses, and props.
- A3.2 Vary the format of instruction (information presentation, practice, testing, etc.) according to the attention span of the audience.
- A3.3 Vary the medium of instruction (platform delivery, film, video, print, etc.)
- A3.4 Break up print materials by use of white space, visuals, tables, different typefaces, etc.
- A3.5 Change the style of presentation (humorous-serious, fast-slow, loud-soft, active-passive, etc.).
- A3.6 Shift between student-instructor interaction and student-student interaction.

A4: Humor
- A4.1 Where appropriate, use plays on words during redundant information presentation.
- A4.2 Use humorous introductions.
- A4.3 Use humorous analogies to explain and summarize.

A5: Inquiry
- A5.1 Use creativity techniques to have learners create unusual analogies and associations to the content.
- A5.2 Build in problem solving activities at regular intervals.
- A5.3 Give learners the opportunity to select topics, projects and assignments that appeal to their curiosity and need to explore.

A6: Participation
- A6.1 Use games, role plays, or simulations that require learner participation.

Figure 1. Attention Strategies (Keller, 1987)

Maintaining students' interest in the subject is at the core of Keller's attention strategies. Adding an activity that requires student participation will engage them with the task and, with appropriate variation, the engagement will last. This is a perfect place to use games, narratives, and problem solving tasks. One could divide the students into groups and give them a problem to solve. The problem could include steps that would lead them through a series of clues and finally to the answer. It could be a programming task where the group gets a piece of broken code, and when they fix it, they find a link to the next puzzle. The tasks would involve searching the internet, solving riddles and logic puzzles, and thinking outside of the box. These kinds of assignments would also teach students about persistence and problem solving in addition to the course subject.

The next condition is **relevance**. It is obvious that content can and will make the learning experience relevant, and using real life-related assignments and showing clear career opportunities will keep the content relevant. But perceived relevance can also be given by the way one teaches and not from the content itself, and this is a new way of thinking of relevance. According to Keller, there are students who find relevance by working in groups and students who are more competitive and motivated by challenges or goals. Figure 2 shows the relevance strategies that Keller suggests.

Table 2
Relevance Strategies

R1:	*Experience*	
	R1.1	State explicitly how the instruction builds on the learner's existing skills.
	R1.2	Use analogies familiar to the learner from past experience.
	R1.3	Find out what the learners' interests are and relate them to the instruction.
R2:	*Present Worth*	
	R2.1	State explicitly the present intrinsic value of learning the content, as distinct from its value as a link to future goals.
R3:	*Future Usefulness*	
	R3.1	State explicitly how the instruction relates to future activities of the learner.
	R3.2	Ask learners to relate the instruction to their own future goals (future wheel).
R4:	*Need Matching*	
	R4.1	To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk.
	R4.2	To make instruction responsive to the power motive, provide opportunities for responsibility, authority, and interpersonal influence.
	R4.3	To satisfy the need for affiliation, establish trust and provide opportunities for no-risk, cooperative interaction.
R5:	*Modeling*	
	R5.1	Bring in alumni of the course as enthusiastic guest lecturers.
	R5.2	In a self-paced course, use those who finish first as deputy tutors.
	R5.3	Model enthusiasm for the subject taught.
R6:	*Choice*	
	R6.1	Provide meaningful alternative methods for accomplishing a goal.
	R6.2	Provide personal choices for organizing one's work.

Figure 2. Relevance Strategies (Keller, 1987)

Presenting concrete, real-life cases is key when trying to show relevance to students and explaining why it is important to learn the subject. The use of alumni can be a useful

strategy to show how the skills learned in class will be beneficial in the future. Or a field related assignment could be given with a video or over a Skype call by a person working in that field, to make it more authentic. Here it is also important for the instructor to explore what students actually want to learn and, in doing so, show that he/she cares about the students and their professional futures. Giving the students freedom to choose their own methods for accomplishing tasks will build their feelings of independence and help them find their own purpose for learning new skills.
The third condition is **confidence**. Without confidence one can be great but never achieve their goals, and with confidence one can be mediocre and still excel. There are many factors which may affect confidence or the belief that one can succeed. Confident people believe they can complete tasks using their own abilities and are not afraid of failure. The fear of failure may present a challenge in many aspects of life, including learning. It is therefore important that students have the impression that, with a manageable amount of effort, goals can be achieved, and even if mistakes are made, the learning process can be enjoyable. Confidence can be boosted with the following strategies by Keller (figure 3).

Table 3
Confidence Strategies

C1:	*Learning Requirements*	
	C1.1	Incorporate clearly stated, appealing learning goals into instructional materials.
	C1.2	Provide self-evaluation tools which are based on clearly stated goals.
	C1.3	Explain the criteria for evaluation of performance.
C2:	*Difficulty*	
	C2.1	Organize materials on an increasing level of difficulty; that is, structure the learning material to provide a "conquerable" challenge.
C3:	*Expectations*	
	C3.1	Include statements about the likelihood of success with given amounts of effort and ability.
	C3.2	Teach students how to develop a plan of work that will result in goal accomplishment.
	C3.3	Help students set realistic goals.
C4:	*Attributions*	
	C4.1	Attribute student success to effort rather than luck or ease of task when appropriate (i.e. when you know it's true!).
	C4.2	Encourage student efforts to verbalize appropriate attributions for both successes and failures.
C5:	*Self-Confidence*	
	C5.1	Allow students opportunity to become increasingly independent in learning and practicing a skill.
	C5.2	Have students learn new skills under low risk conditions, but practice performance of well-learned tasks under realistic conditions.
	C5.3	Help students understand that the pursuit of excellence does not mean that anything short of perfection is failure; learn to feel good about genuine accomplishment.

Figure 3. Confidence Strategies (Keller 1987)

If a task is perceived as too difficult, one risks discouraging students and damaging confidence. On the other hand, tasks that challenges the students - but are beatable - will build confidence. Clarifying how much work a task will require will help students know the minimum effort they should put in before they feel overwhelmed, and maintaining a supportive environment removes the fear of failure. The key is to keep up a meaningful dialogue with the students online, and to be open about the requirements that are needed

to accomplish the assignment. Additionally, giving the student ways to check their progress and giving them meaningful feedback will keep their focus on the task.

Satisfaction is the last of the four conditions. It is important to feel appreciated and to feel good about an accomplishment. Everyone likes to be rewarded after accomplishing something, be it with a prize, some complimentary words, or a good grade. This does not always work, as students can resent the feeling of lack of control, as it is the teacher who decides who receives the reward and why. A student who feels strongly about maintaining control will dislike not having it. The key is to find a way to make the student think he is in control and wants to learn for his own sake. This is also why student autonomy is important. Keller suggests these strategies to create satisfied students:

Table 4
Satisfaction Strategies

S1:	*Natural Consequences*	
	S1.1	Allow a student to use a newly acquired skill in a realistic setting as soon as possible.
	S1.2	Verbally reinforce a student's intrinsic pride in accomplishing a difficult task.
	S1.3	Allow a student who masters a task to help others who have not yet done so.
S2:	*Unexpected Rewards*	
	S2.1	Reward intrinsically interesting task performance with unexpected, non-contingent rewards.
	S2.2	Reward boring tasks with extrinsic, anticipated rewards.
S3:	*Positive Outcomes*	
	S3.1	Give verbal praise for successful progress or accomplishment.
	S3.2	Give personal attention to students.
	S3.3	Provide informative, helpful feedback when it is immediately useful.
	S3.4	Provide motivating feedback (praise) immediately following task performance.
S4:	*Negative Influences*	
	S4.1	Avoid the use of threats as a means of obtaining task performance.
	S4.2	Avoid surveillance (as opposed to positive attention)
	S4.3	Avoid external performance evaluations whenever it is possible to help the student evaluate his or her own work.
S5:	*Scheduling*	
	S5.1	Provide frequent reinforcements when a student is learning a new task.
	S5.2	Provide intermittent reinforcement as a student becomes more competent at a task.
	S5.3	Vary the schedule of reinforcements in terms of both interval and quantity.

Figure 4. Satisfaction Strategies (Keller, 1987)

Student satisfaction is crucial, as it directly affects course feedback. Even if is a good course and necessary for the education, it can get bad feedback if the students are unhappy with some aspect of the course. Positive feedback and unexpected rewards will inspire students to try harder and form a feeling of gratification. In an online course, it is especially important to notice students that initiate discussions and make the extra step in assignments, as the lack of face-to-face contact makes it harder to give extempore compliments. Students that improve the atmosphere online and inspire a community feeling should be encouraged actively. Avoiding negative feedback is advised because feedback should always feel constructive.

In an interview, Keller answered the question about which strategy he thinks is the most important (a question he admits he receives frequently). He pointed out that the most

important category is the one with which the instructor has the most problems. If the students are bored in a theoretical course because they do not think it is relevant, then the relevance category is the most important, whereas in a difficult class the biggest problem might be confidence, etc.

5 THREE WAYS OF IMPROVING MOTIVATION ONLINE

5.1 Active learning

Active learning, a popular topic among discussions on engaging teaching styles, occurs when learning takes place by a means other than mere passive listening to the instructor. The Center for Research on Learning and Teaching (2016) describes active learning the following way: "active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content". Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. Even though buzzwords like active teaching can be overused -- it is exactly what universities need to make learning more appealing. Learning by doing, teaching, collaborating, problem solving, and doing this with the help of practical cases and simulations - is what modern teaching encourages. The student's own involvement in their education is important.

Teaching is not a one-way monologue, where the teacher just transfers information, but a dialogue and purposeful interaction. This notion is even more important to remember in online courses where the interaction is more easily forgotten, and even harder to achieve. There are many types of learning activities that can be labeled as active, for example: group discussions, debates, collaborative assignments, games, role playing, learning by teaching, and reacting to reading, writing, watching videos etc. Many of the examples need live communication between students, so one option in an online course where scheduled times are given for discussion opportunities. There are many online communication tools that can be used to achieve this, but creative solutions from both the teacher and the instructional designer will be required to make it worthwhile for the students. The learning feels valuable when it is situation-driven and emerges from the tasks. Therefore, if the assignments mimic real-life cases in content and complexity, it will feel purposive to the student. When the students see the usefulness of what is being taught, they can also connect it with their future careers and reflect on the applicability of what is being learnt (Yengin et al., 2010).

Boling et al. (2012) emphasize the importance of self-reflection and the importance of students seeing the results of their work and identifying how it can be applied in real life. Students need to participate in their learning process, explain their views, and connect their education to real-world experiences, as learning is influenced by both cognitive and social processes. Students need to build their own knowledge, not only by gaining information, but by problem-solving and performing meaningful tasks based on context. Students that feel they are completing the assignments for themselves and not for

the teacher, find it more meaningful. They also build their knowledge better by self-reflecting and interacting with the instructors and other students. (Toven-Lindsey et al., 2015; Boling et al., 2012)

5.2 Promoting self-efficacy

Self-efficacy is what controls human agency, the ability to coordinate one's learning skills and motivation to reach a goal (Social Cognitive Theory and Application, 2016). Self-efficacy - the belief in one's own ability to accomplish a task - is obviously very important for anyone, but it is especially important for a student in an online course with less contact to peers and teachers. But how does it differ from confidence, which was already deemed necessary for motivation in the ARCS model? There is no denying that they are very similar, but self-efficacy is a more specific term, and it refers to the subject's behaviour (the subject's judgement about his own ability to follow a needed action). For example, one can be confident about their skills in programming, but that does not mean that he/she will complete the programming assignment. On the other hand, one can know that he/she is able to do the assignment, even though he/she is not very confident in his/her programming skills.

Self-efficacy is at the centre of Albert Bandura's social cognitive theory. He also calls attention to the rapid evolution of technology and how students' self-efficacy to use these technologies is paramount if they need to use them in their learning (Shen et al., 2013; Bandura, 1977).

Bandura identifies four sources of self-efficacy:

1 Performance accomplishments: "The experience of mastery" is the most important source. Success in accomplishing tasks leads to greater confidence in the future.
2 Vicarious Experience: Observing someone else (with a teaching style similar to oneself) accomplish a task, increases one's own belief that one can accomplish a related task.
3 Verbal persuasion: Constructive feedback and encouragement to convince oneself that one is capable of accomplishing the task.
4 Emotional arousal: A sense of anxiety decreases efficacy, when excitement and the feeling of being ready increases it.

These sources emphasize the importance of learning by doing and being active rather than by participating in a passive manner. Success promotes success, so it is important to build in an encouragement system to minimize the chance of failure while still being challenging. According to Bandura, constructive feedback and inspirational talks can help promote self-efficacy. Feedback is well known to be important for learning, but according to this it is also essential for determination. Building a good and supportive atmosphere seems to be at the core of the positive feelings that leads to confident and productive students. (Beaudoin et al., 2009)

The significance of self-efficacy is emphasized within the context of e-learning, where learning is more independent and student engagement is harder to obtain. Beaudoin et al. (2009) found that even with good institutional support, it seems that the main factor in reducing problems in an online course is when students use their own resources and are persistent. Shen et al. (2013) follow Bandura's path by linking the importance of believing that one can use new technology and tools to actually managing to use them. With education advancing towards the online space and new technology being used, it is important that students feel comfortable using the proper tools, be it in a traditional course, blended learning course, or a fully online course. In their study about self-efficacy and learning satisfaction they found that only the confidence to complete an online course influenced learning satisfaction. The four other criteria for successfully completing an online course are:

1 self-efficacy to handle the online tools
2 self-efficacy to interact with the instructor
3 self-efficacy to interact with classmates for academic purposes
4 self-efficacy to interact with classmates for social purposes

All these criteria are deemed important in a successful online course. Interestingly enough all but one mention interaction, and obviously the interaction will be harder in an online course where students and teachers meet less face to face, making it a challenge that one has to overcome. Roby et al. (2013) see a strong instructor presence as the most important element for successfully creating good interaction online. They point out that presence can be established by frequently starting conversations, asking questions, giving constant and valuable feedback, calling students by their names, etc. Boling et al. (2012) mention that individualized feedback helps to build a strong student-instructor connection. Good feedback seems to be key in good student-instructor relations and for building student self-efficacy.

Beaudoin et al. (2009) find that the most important factors for success in an online course are self-motivation, time management, and the ability to learn with limited support. These things are as important in traditional courses as they are in online courses, their importance is just emphasized online. The problem with limited support is one aspect that is harder in an online course, as one cannot as easily interact with the teacher and one might have to battle technical difficulties without external support. Time management can be more important in an online course if the timeframes are more flexible, but on the other hand a more self-paced course should be a blessing for someone with a tight schedule. All these studies mention motivation and self-efficacy as being important for a successful course. These are traits that are linked to the students, and not to the course content. The challenge is use the identified tools to better facilitate these characteristics needed for a positive learning experience.

5.3 Student self-determination

Bachman and Stewart (2011) agree that motivation is key for success in an online course. They base their paper on the self-determination theory, and why building stu-

dents' determination will lead to increased motivation. Self-determination theory is a theory of motivation and personality that explains what makes people motivated. The theory relies on three psychological needs that have to be fulfilled so motivation can be achieved:

1 Autonomy: the feeling of being free and having choices when considering or performing an activity and not feeling controlled or pressured to do it.
2 Competence: the need to feel capable of mastering challenges and to effectively interact with the environment.
3 Relatedness: the need to feel close to people who are important, to maintain meaningful contact with others, and to belong to a group.

Autonomy was mentioned as a part of student satisfaction in the ARCS model. This shows that the feeling of being in control and having a say in matters is important for students. The feeling of freedom is important as one cannot motivate anyone by forcing them to do tasks. This can be capitalized on by allowing students to choose from among a selection of different assignments or by giving them the opportunity to develop their own projects. Perhaps every week there could be a lecture dedicated for working on students' own projects. Learning through peer teaching is also something that could promote student autonomy, by having the more experienced students in class help others through peer review mechanisms or discussion forums.

Learning by teaching also builds confidence. The concepts crystallize when one tries to make someone else understand the things one is teaching. This builds confidence as well as competence, as they seem to go hand in hand, or as the French moralist Joseph Joubert put it: "to teach is to learn twice". Active learning, opposite to passive listening, appeals to students in any case. Learning by doing builds confidence by mastering a challenge, and students become better learners when they perceive that they mastered a task. Confidence is one of the objectives of the ARCS model (Keller, 2009) and the feeling of being able to complete an online course is seen to be crucial by Shen et al. (2013).

The third point being relatedness also resonates with the importance of interaction. It shows that team spirit and community building in the online course is beneficial, and emphasises that a unified class is essential for a successful learning environment. Everything points to good teacher-student relations with the help of constructive feedback and meaningful interaction through online communication channels that feel natural and easily accessible to the student.

Seeing the connection between courses and how it all leads to a unified goal is important for the student. It can be beneficial to create a timeline with all the courses in a programme and see how they connect to each other and build on top of each other. The programme should not be shattered with inconsistent pieces, but every section should continue the work from the last one; the programme should have a clear bigger picture that all courses strive towards.

6 CONCLUSION

Staff at universities face new challenges when crossing into the realm of online courses. The literature reviewed for this article suggest that teaching should be driven through active learning with students building their knowledge through problem solving, games, narratives and real-world problems. These are good ways to connect information to content and activating the learning process. Students of today relate better to a teacher with a coaching role than with an all knowing professor who tells them what they should learn. Students should receive proper instructions on any technical task they need to perform so they feel confident that they are able to do the task. Appreciation should be shown when a student does a good job, initiates discussions, creates a good atmosphere, or performs tasks voluntarily. Regardless of content the students' needs to feel that they are able to pass the course, and situations that promote feelings of helplessness in students should be anticipated and remedied. There are many more topics to discuss when it comes to student motivation, but the ARCS motivation model gives a good base for discussion. By trying to satisfy the four key components of the model one can create e-learning content that motivates students.

To summarise, when planning online courses, remember the following tips:

- Engaging video lectures should be planned from the beginning to be used in an online course, as recorded classroom lectures have proven less engaging than short, well planned videos meant for the web.
- Brief (under six minutes long), informal videos with dynamic visuals are shown to be more engaging for students.
- Incorporating video assignments in which students generate their own content can be used as a tool to make class more interesting.

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The way forward:
The dawn of the post-digital age in education?

Matteo Stocchetti[i]

Abstract

Data drawn from students attending Arcada University of Applied Sciences, as part of the MEDA Survey 2016, suggests that the "digital turn" in education may have come to an end and a "post-digital age" is dawning. Despite having access to and being familiar with e-learning, most respondents seem far from enthusiast about the possibility of further digitalization of higher education. Based on these responses I suggest that, at least in cases where available technology is extensively used in learning, we may be witnessing the dawn of the post-digital age or "generation" in education: an age characterized by a more critical, articulated and self-conscious use of digital technology in education by the younger generation.

Key words: Post-digital, education, MEDA

1 INTRODUCTION

In the last twenty years or so, professional educators have grown accustomed to the idea that, in education as well as elsewhere, the "future is digital". While this idea has been and still is widely contested, the digital turn in education has been enforced despite resistance and records of failure (OECD, 2015; Selwyn, 2011).

The debate about the pros and cons of this turn is one between "celebrants" and "sceptics" (McChesney, 2013, pp. 12-13). One influential resource in the argumentative arsenal of the "celebrants" is the representation of the "learning youth": that sector of society that, being young and having education as their main activity, receive a great deal of attention by all those individuals and groups with a stake in the future. This youth is important because from its ranks will emerge the future leaders: those individuals that as intellectual, politicians, educators, corporate and military leaders, etc. will have the possibility to change or preserve the existing social order. In this debate, construing the learning youth as "digital natives", for example, and e-learning as the "future" of education is a move that seeks to control the future by controlling the attitudes of those who may, or may not, bring it about.

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In addition to construe young learners in opposition with older generations (e.g. the "digital natives vs. digital immigrants" binary contains some interesting innuendo concerning the right to "inhabit" the digital "world"), some of the main features of this debate can be summarized as follows:

- The "digital turn" in education is both the effect and the cause of a radical discontinuity with the past, what Mosco calls "the denial of history" (Mosco, 2004, p. 35).
- In the narratives of the celebrants, technological proficiency is not only a mere skill but as a source of legitimation for educational or pedagogical authority and as mechanism of exclusion in the debate about the role of technology in education. This result in the classic argument that teachers' resistance to digitalization is caused by lack of digital competences.
- The role of teachers is further undermined by the alleged greater autonomy of young learners constructed as "digital natives": a self-sufficient generation of learners who supposedly know what they need to know and they know how to learn it.
- The alleged technological proficiency of younger generation supports their educational autonomy ("self-learners") and a pedagogical "pseudo" egalitarianism and a form of philistine pseudo-democracy in which the opinions, orientations, values, ideas, etc. of the learner are as influential as (if not more than) those of the educators.
- The informational affordances of the digital turn in education promotes (a parody of) postmodern anti-foundationalism and the idea of knowledge without foundations to challenge the influence of tradition and history.

The techno-enthusiasts case for a radical digital turn in education is supported by the discoursive construction (and celebration) of the young learner as a sovereign individual, emancipated from tradition but also the rest of community. This argument reflects the ideological biases of the Neoliberal project and carries with it pedagogical implications damaging for the youth and society in general. The Neoliberal pedagogy of radical individualism promotes egocentrism, isolation, insecurity, and ultimately individuals willing to give up freedom in exchange for security, paving the way for the decline of democracy and the rise of authoritarian regimes – a dynamic that Eric Fromm described already in 1941 in his *Escape from Freedom*.

Results from the MEDA Survey 2016 conducted among students at Arcada, however, reveals a rather different picture.

This survey looks at the usage of digital technology among youth with a special attention to social media, news and education. Preliminary evidence suggests that the large majority of the students who participated in the survey's approach to learning, teachers and technology is fundamentally different from that postulated by the celebrants of the digital turn in education. Perhaps even more interestingly, the data seems compatible

with the "post-digital" hypothesis: the idea that the responses to risks and challenges of digitalization are already influencing the process of digitalization itself[1] (Berry, 2014).

Below I will first offer some empirical grounds for this claim and, secondly, an early illustration of the way ahead in terms of *post-digital learning*: a concept that perhaps will help us to capture fundamental traits of the changes signalled by available data – and the broader debate about the so called post-digital age.

2 MEDA_SURVEY 2016

The MEDA Survey is a yearly initiative that aims to collect data about the usage of digital technology among Arcada students. The 2016 edition consisted of four sets of questions about: 1) personal media use, 2) media and news consumption, 3) attitudes towards the public service, and 4) digital media and education.

A total of 2255 emails were sent to invite students to participate in the on-line survey. A total of 342 participated in the survey (262 complete and 80 incomplete responses).

In this chapter I will discuss only the results of the last set of questions that concern digital media and education. This set comprised of the six questions listed below:

1. Have you experienced online or e-learning at Arcada?
2. If you could choose between e-learning and more conventional forms of learning:
   2.1. I would like to spend more time learning online and have less formal lectures
   2.2. I am quite happy with the current mixture of e-learning and traditional learning
   2.3. I would prefer to have more traditional teaching and less e-learning
3. What is the relative balance between e-learning and traditional learning in your program?
4. The reasons for wanting more or less e-learning
   4.1. Can you please tell us about the reasons why you would like MORE e-learning?
   4.2. Can you please tell us about the reasons why you would like to have LESS e-learning?
5. What is, in your opinion, the impact of digital technology in education?
   5.1. Digital technology always increases the quality of education
   5.2. Whether or not digital technology may increase the quality of education depends on the competency of teachers
   5.3. For a good education, to have competent teachers is more important than having access to digital technology
   5.4. To increase the quality of education, more money should be spent on computers and digital infrastructure

[1] See, for example (Berry, 2014) available at http://er.educause.edu/~/media/files/article-downloads/erm1433.pdf. 19, October 2016. For the post-digital in art see Mel Alexenberg (Alexenberg, 2011).

5.5. To increase the quality of education, more money should be spent on teachers and teachers' education
5.6. To study on e-books or e-articles is better than to study on traditional, printed books or articles
5.7. If I could, I would take all my courses on e-learning
5.8. I like to have a direct contact with my teachers rather than learning only through e-learning (please explain why in the next question)

6. Can you please tell a bit more about the reasons that makes it important for you to have direct contacts with your teachers?

I will now discuss the questions and the answers in more detail below.

2.1 Have you experienced online or e-learning at Arcada?

The first question of this set was aimed at assessing the actual percentage of students who had a chance to experience e-learning at Arcada. While the vast majority of them did, 8% of the respondents were not sure if they did or not. This confusion may be explained due to the differing definitions of what constitutes an 'online course'. These are discussed in more depth by other contributors to this book (see Tornqvist, Kelly and Ahonen).

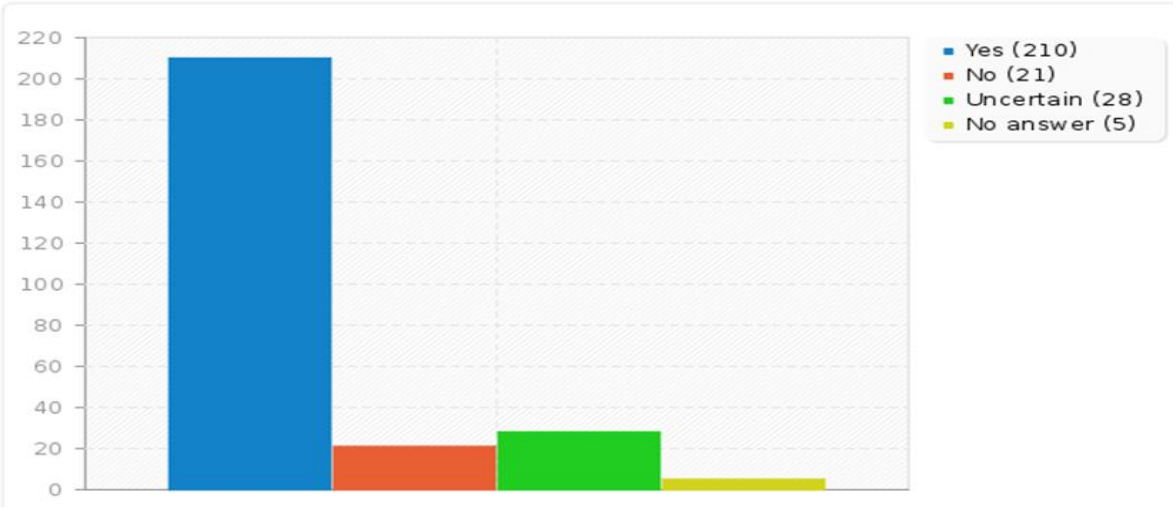

Figure 1. Experience with online or e-learning.

2.2 If you could choose between e-learning and more conventional forms of learning

The answers to this question are responses to a question that has to do not only with the use of digital technology in education, but with the possibility of change and the direction of change. If one were to believe the representation of youth in terms of digital natives, one would expect a strong inclination towards more e-learning and less conventional learning in the classrooms. The reponses to this question, however, are surprising in at least two respects. First the majority of the respondents were quite happy with the current balance at Arcada. Secondly, among those seeking change, those who wanted LESS e-learning are almost three times more than those who wanted MORE e-learning. The figures are reproduced below. About half of the responding students (53.79%) say they are happy with the current mix. But if one looks at those who would like to see a change (44.70%), almost three quarters of these would rather have more traditional learning (32.58%).

Table 1. If you could choose between e-learning and more conventional forms of learning....

Answer	**No.**	**%**
I would like to spend more time learning online and have less frontal lectures (A1)	32	12.12%
I am quite happy with the current mixture of e-learning and traditional learning	142	53.79%
I would prefer to have more traditional teaching and less e-learning (A3)	86	32.58%
No answer	4	1.52%

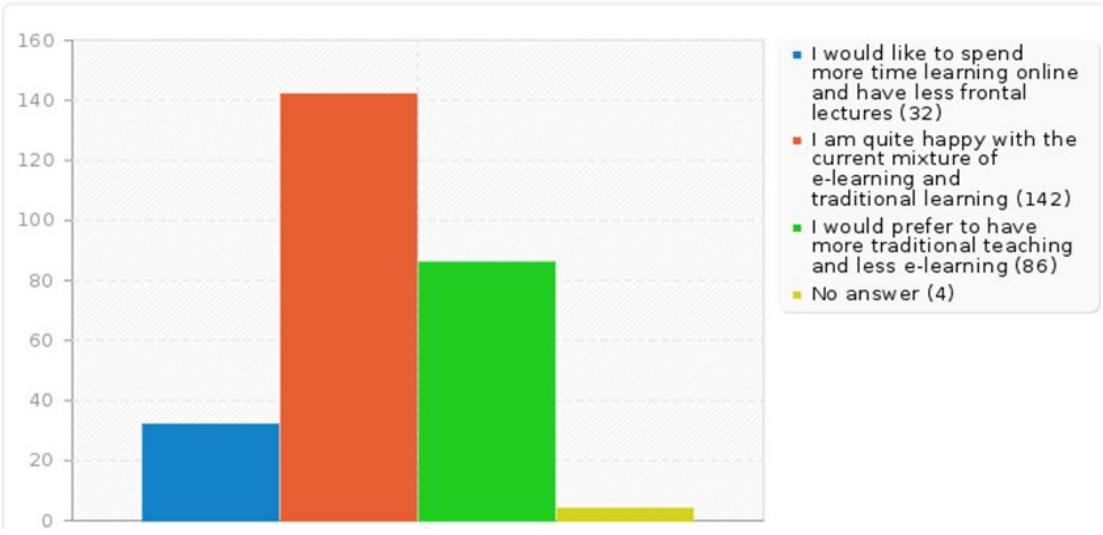

Figure 2. If you could choose between e-learning and more conventional forms of learning.

2.3 What is the relative balance between e-learning and traditional learning in your program?

To put the answers to the previous question in context, we wanted to learn the relative influence of e-learning in the curriculum of Arcada Students. The respondents can be roughly divided in two groups: a larger one, of about two thirds of the respondents, for whom e-learning represents less than half of their curricular activities and a smaller one for whom e-learning counts as half or more of their learning

Table 2. What is the relative balance between e-learning and traditional learning in your program?

Answer	No.	%
We don't use e-learning at all (A1)	13	4.92%
Less than 50% of my learning at Arcada depends on e-learning (A2)	148	56.06%
About 50% of my learning at Arcada depends on e-learning (A3)	65	24.62%
More than 50% of my learning at Arcada depends on e-learning (A4)	30	11.36%
All my learning at Arcada is e-learning (A5)	1	0.38%
No answer	7	2.65%

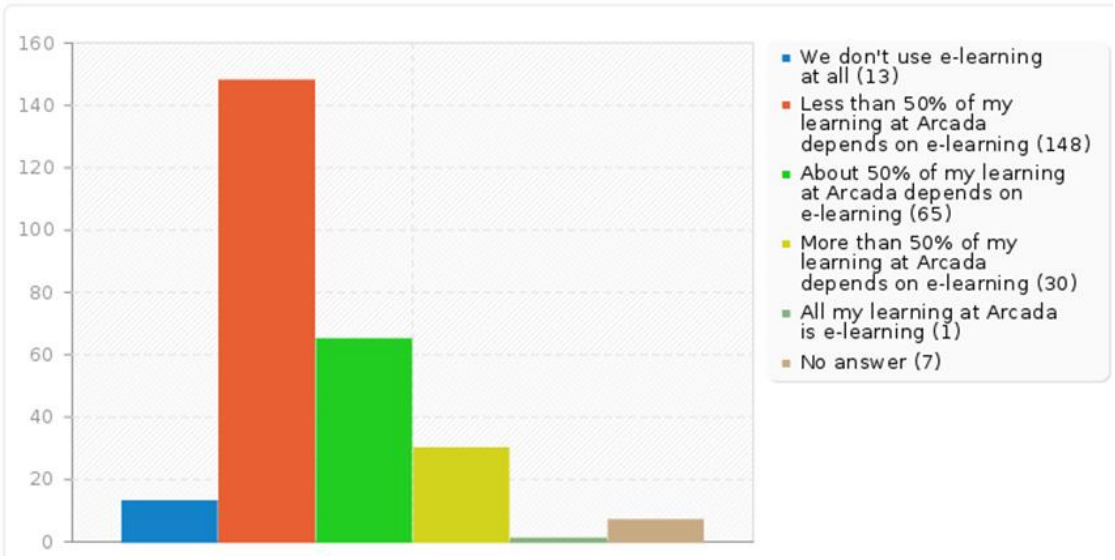

Figure 3. What is the relative balance between e-learning and traditional learning in your program?

2.3.1 Can you please tell us about the reason why you would like MORE e-learning?

This questions looks into the grounds or motivations of those respondents who wish to have more e-learning. With this question we also wanted to see if the arguments provided were compatible with the representations of younger "digital" generations in the

rhetoric of the "celebrants" of the digital turn in education. If these representations were accurate we would then expect grounds like personal autonomy or "the future is digital" to be quite frequent. The results are only partially confirming these expectations.

The answers to this question were "open" and for our purposes they can be discussed in relation to four or five main groups, as shown in table 4, below. More than half of those who participated to the survey choose not to answer this question. The number of those who did answer is however greater than those who asked for more e-learning in the previous question (116 and 86 respectively).

For the larger group of respondents, the desire of more e-learning is motivated on the ground of **logistics**, e.g.:

> *Because I could be more in my home town or travel than having to be in Helsinki for just a couple of funny lectures* (N.13)

For the second largest group, e-learning is preferred in relation to considerations concerning the possibility of having more **control** on own learning process, e.g.

> *It is both a burden and a gift to be able to schedule when and how you are learning yourself. But ultimately I feel that I am in charge of learning, so I should take the responsibility to teach myself. I also find it easier to learn by doing*. (N.23)

Taken together these two main groups account already for about ¾ of the motivations for more e-learning.

There are, however, some responses which are interesting not because of their frequency but because of their content. At least 11 respondents, for example, want more e-learning when classes or teachers are of poor quality, e.g.:

> Sometimes some lectures are quite unnecessary, and the lecture could be replaced with for example an online quiz (N.27)

> I would only endorse more e-learning if the teacher's quality is low (N. 53)

For some it is a matter of marginal utility: e-learning is more useful after or in addition to (rather than instead of) traditional learning, e.g.

> *Lessons face to face can be better if you have done some e-learning on the subject first (N.51)*

> *Some subjects require large amounts of practice. E-learning should be used to encourage studying in your spare time, not replace hours otherwise spent in the classroom (N. 123)*

> *It depends on the course... Sometimes it is good to have more e-learning sometimes not (N. 304)*

While the motives of "control" and partly that of "logistics" are compatible with the depiction of the digital youth in the "celebrants" discourse, only 2 respondents motivate their preference for more e-learning on the grounds that "e-learning is the future". These responses, however, are interesting because they are the most explicit endorsement of mainstream justification/legitimization of digital technology in relation to the digital

future and the relevance of digital training for future generations – which is also the argument of the government.

> *Tech. is future. There is no reason in developing an already existing model: if Arcada wants to become the futuristic school it portrays itself as, I'd say e-learning is rather crucial in achieving that. The way we (the students) learn now, affects how we market the school in, say, 5 years after graduating. The tech. cycle is roughly 4,5 months right now. Future proof schools must be more flexible in e-learning by providing studying opportunities for everyone, everywhere at any time. If managed correctly, it is a cash-cow.* (Öppna YH)

> *With time we will be using more technology and e-learning will be the future. In that sense it's good for students to learn more about it and get comfortable with it. This also allows the student to grow and find out more themselves about searching online and finding the information they need. For these reasons among others, I find it good to have e-learning. The school I believe will save money on it as well.* (N. 281)

The last remarks in both quotes are interesting because students have interiorized the managerial perspective and consider e-learning to be a good way to earn or "save money".

Finally, while one respondent is explicit about the fact that it is easier to cheat through e-learning, at least 17 respondents reject even the possibility of more e-learning. These do not give reasons why e-learning is NOT preferred but felt they had to write their dissent with simple "no" (N. 164), "no please" (N. 93), "it is fine the way it is now" (N. 195), etc. This is an interesting category: these students felt they have to take the time to express their discontent with the possibility of more e-learning even where/when they were asked to express the ground in support of more e-learning.

Table 3. Why would you like MORE e-learning?

	No.	**%**
Answer	116	43.9
No answer	148	56.06
Logistics	48	41,3
Autonomy	44	37,9
Logistics & Autonomy	18	15,5
"NO MORE please"	17	14,0
"Because better than class or because of teaching/teachers are bad"	11	5,1
"Because is fun/easier to learn"	3	2,5
"Because is the future"	2	1,7
Total	143	118[2]

[2] Total is bigger than the respondent and percentage more 100% because some answers contains more than one argument, e.g. "logistics" and "control" and "bad teaching".

2.3.2 Can you please tell us about the reasons why you would like to have LESS e-learning

If we look into why students would prefer to have LESS e-learning we find three major reasons having to do with the greater effectiveness of conventional learning, the importance of direct contact with the teacher and with the social dimension of conventional learning respectively.

For almost half of the respondents to this question, conventional learning is just better for personal or general reasons. In the answers of this group, conventional learning means having direct contact with the teacher and participating in classes with their fellow students. These respondents felt they learn more effectively in these conventional conditions than they do with distant or e-learning.

> Personally I learn better when I interact with people, and to be able to have a dialogue with teacher and class mates. If I'm just supposed to read stuff on my computer, I lose focus. Also, I think having classes etc. makes me obliged to attend so it fosters more discipline and structure and also healthy habits!! (N. 47)
>
> When you are in a classroom you are "forced" to listen and study, but when you´re home on your computer it becomes much harder to actually find the motivation to study. It often ends with students doing the assignments in the last minute which is not good. (N. 164)
>
> I like traditional teaching, because that's how I learn best. Listening and taking notes. Not via internet, it feels very un-personal (N.168)
>
> That is a better way for me to learn. And I get too tired from being at a computer for too long (N. 170)
>
> It is not as clear as traditional learning (N. 174)

The second largest group consists of students who were explicit about having direct contact with their teachers as the main reason for preferring less e-learning. In some of these responses, the digital future is a dystopia and at least five of these express explicit concern about the possibility that e-learning may bring about the decline of conventional teaching and the role of the teachers, even in terms of jobs – voicing the counter-argument to the managerial "saving money" argument, e.g.

> The experience of a direct interaction with a lecturer in a classroom is and will probably always be more rewarding than a learning experience via remote connection. (N. 122)
>
> With the right teacher any topic is interesting and highly rewarding - this is taken away by e- learning. It makes learning impersonal [sic]. I think most students get unmotivated [sic] by it - I get at least. Also, probably an irrational fear, it feels like a step towards *1984*. (N. 93)
>
> People should get their education face to face! Internet should not steal the good teachers' jobs! (N. 266)

Almost all those who wanted less e-learning, were more or less explicit about the idea that conventional learning is more social than e-learning. In about a quarter of these respondents, however, the argument was explicitly made that a) sociality is fundamental

for learning and b) conventional learning is social and e-learning is not. In this group the possibility of working from home is not associated with autonomy or freedom but rather to loneliness and lack of motivation.

> I prefer a physical discussion and a communication with my teacher and fellow students. I'm getting tired sitting in front a computer screen all day (N. 20)

> I learn much better when I am confronted by a live human being, get to discuss in class and ask questions and immediately get an answer or response. And if I would only have e-Learning I wouldn't get anything done because I would lose my sense of accountability to someone. I also like the school environment for learning. It feels organized to be in school, because school shouldn't be in your home... according to me. I know that e-Learning can be done in school as well on the computers there, but then it's the same thing as sitting in on an ordinary lecture. (N. 125)

> Having too much e-learning can lower the amount of in-person social interactions (N. 145)

> It is easier to have and keep a rhythm in the studies and to ask questions. I also think that people spent too much time on the internet overall so why increase that even more? It's not good for humans to lose all the real contact to others. And when you have to come to school you always get a bit spare time which you can use to be social (face to face) and speak to people. (N. 221)

> Because we need human contact. (N. 229)

> Because people's social skills are getting so bad. We need more interacting with other human beings than a computer/smartphone/tablet (N. 279)

Also in this question, small groups are interesting to consider more closely. As in the question about MORE e-learning, some respondents felt necessary to express their support for e-learning even when they were asked to tell about the reasons for LESS. The presence of "dissidents" signals, in my opinion, that the issue is quite emotionally or I would say ideologically charged: perhaps not only a matter of preferences or circumstances but a matter of identity. The discoursive power of partitions like digital "natives vs immigrants" consists in this: it moralizes the relationship with technology. In at least some of these answers the grounds for rejecting less e-learning is argued in relation to the "future" and the distinctive traits of our time (naturalization of technological development as in technocentrism)

> No reason, e-learning is future (N. 25)

> No. I do not see any reasons for that. E-learning is today! (112)

Finally, at least 5 respondents would prefer less e-learning because of the physical effects of prolonged exposure to screen, e.g.:

> I already spend a lot of time reading ebooks (not school books) and in the end of the day it's much more comfortable to have the physical thing in front of you. Staring into a screen starts hurting my eyes after a while. (N. 143)
> I can't stand sitting hours next to a computer, my eyes start hurting and my mind feels like it´s about to explode, that´s why I prefer to meet people at school, go to class, LISTEN to what the teacher is saying and by simulations participate in the lesson (N. 268)

The answers are summarized in the table below.

Table 4. Why LESS e-learning?

Why LESS e-learning?		
Answer	134	50,76
No Answer	130	49,24
	No.	**%**
Traditionalists	63	47,01
Direct contact with teachers is more important & Concerned about the digital future	36	26,86
Sociality, direct contact with fellow students	28	20,89
Dissidents	10	7,46
Because of physical problems. e.g. eyes hurt if too much screen	5	3,73
Total	142	101,95[3]

2.4 What is, in your opinion, the impact of digital technology in education?

This question is articulated in a group of statements concerning the impact of digital technology in education, and the respondents were asked to express the intensity of their agreement or disagreement (so called "Thurstone scale")

2.4.1 Digital technology always increases the quality of education

The respondents' beliefs concerning the perceived benefits of digital technology in education seem in marked contrast to what the "celebrants" may expect from their "digital youth". In fact, only about a quarter of the respondents agree with the idea that digital technology always increases the quality of education, while another quarter completely disagree. The largest group "neither agree nor disagree"

[3] The total is larger than 134 or 101,95% because some answers are counted in more than one category e.g. those who argued for the importance of direct contact with the teacher and for the sociality of conventional learning.

Table 5. Digital technology always increases the quality of education.

Answer	No.	%
I completely disagree (A1)	11	4.17%
I disagree (A2)	69	26.14%
Neither agree nor disagree (A3)	89	33.71%
I agree (A4)	60	22.73%
I completely agree (A5)	12	4.55%
No answer	23	8.71%

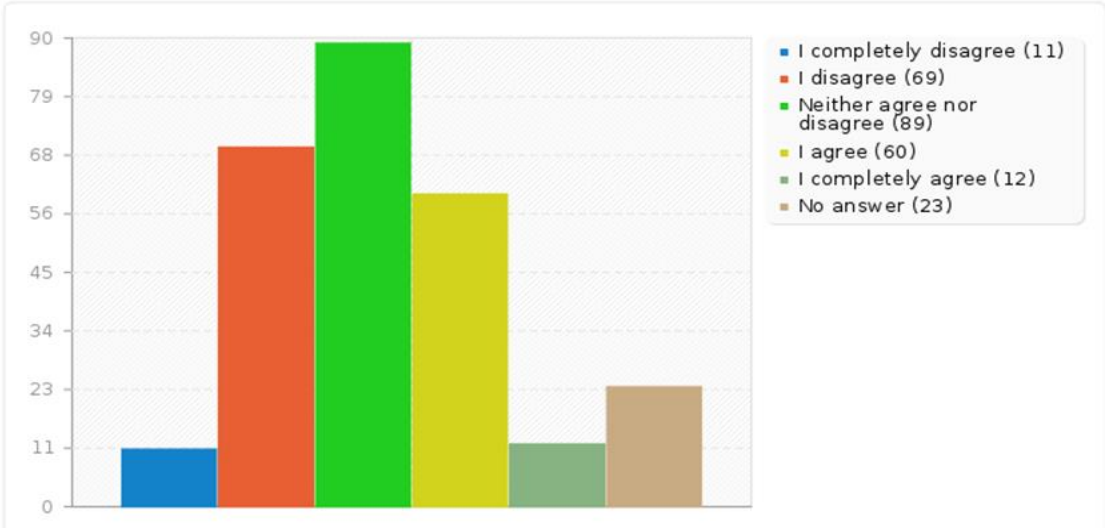

Figure 4. Digital technology always increases the quality of education.

2.4.2 Whether or not digital technology may increase the quality of education depends on the competency of teachers

While the previous question asked to comment on a clear-cut and perhaps radical opinion about the impact of digital technology, this question presents the role of digital technology in more ambivalent terms and ask an opinion about the role of teachers as an "interface" or intervening variable in the effective use of digital technology. More than two thirds of the respondents believed that the actual impact of technology on education depends on teachers' competence, with about 10% unable to agree or disagree and only 8 respondents (3,03%) disagreeing.

Table 6. Whether or not digital technology may increase the quality of education depends on the competency of teachers.

Answer	No.	%
I completely disagree (A1)	0	0.00%
I disagree (A2)	8	3.03%
Neither agree nor disagree (A3)	29	10.98%
I agree (A4)	148	56.06%
I completely agree (A5)	53	20.08%
No answer	26	9.85%

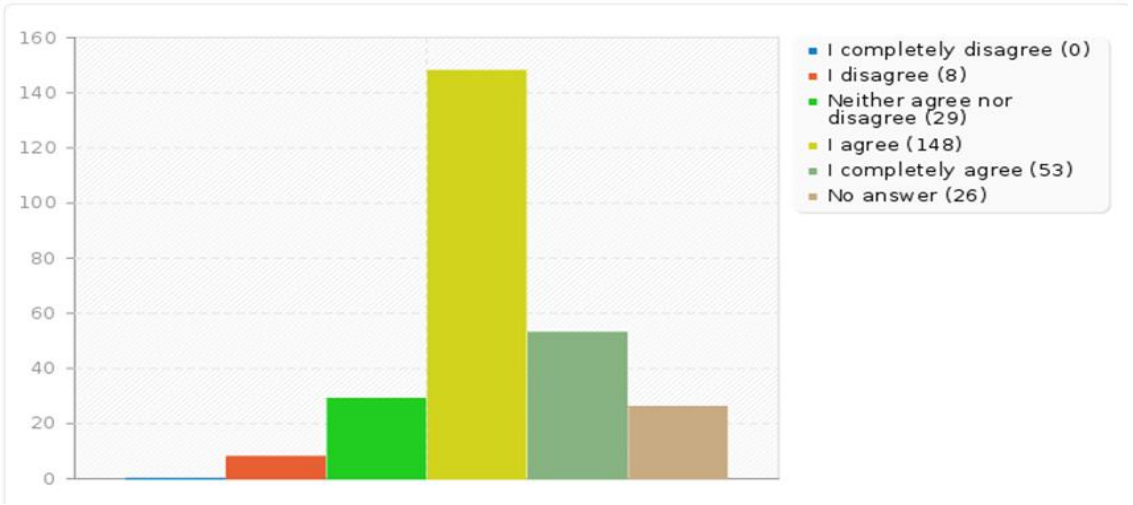

Figure 5. Whether or not digital technology increase the quality of education depends on the competency of teachers.

2.4.3 For a good education, to have competent teachers is more important than having access to digital technology

In the conditions set by the digital turn in education school managers may have to choose how to allocate scarce resources: teaching personnel or technology? In this question we asked students to express a clear-cut opinion concerning the relative importance of the competence of teachers vs. access to technology. If the representations of the digital youth promoted by the digital celebrants were accurate, one would have expected a greater support for access. One may also suggest, however, that these results reflect the specific education at Arcada: a situation in which students already have enough access to digital technology.

Table 7. For a good education, to have competent teachers is more important than having access to digital technology.

Answer	No.	%
I completely disagree (A1)	0	0.00%
I disagree (A2)	8	3.03%
Neither agree nor disagree (A3)	24	9.09%
I agree (A4)	98	37.12%
I completely agree (A5)	109	41.29%
No answer	25	9.47%

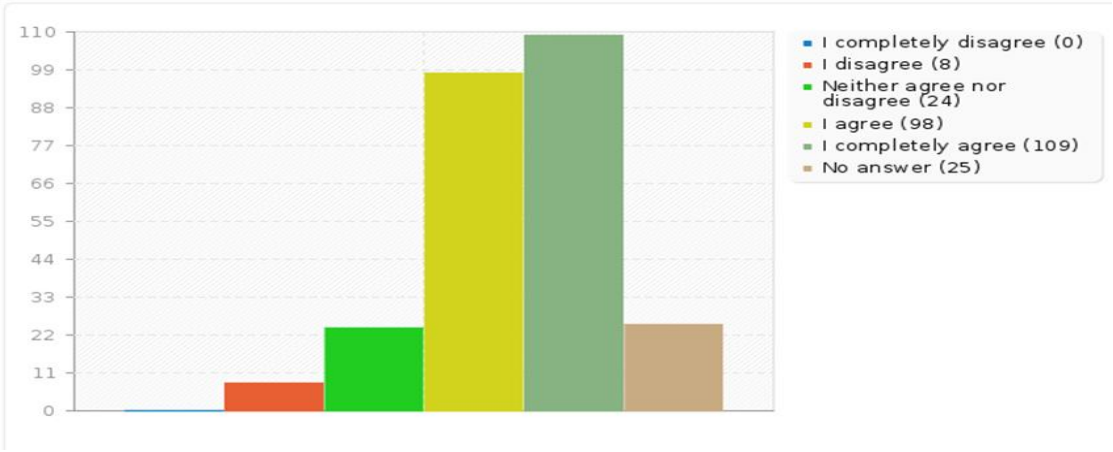

Figure 6. For a good education, to have competent teachers is more important than having access to digital technology.

2.4.4 To increase the quality of education, more money should be spent on computers and digital infrastructure

The sense of this question was to force the managerial view of the budgettarian dilemma on students and asked their opinion on the distribution of resources.
While the largest group of respondents disagreed in part or completely with this statement, equally large is the group of those who cannot agree nor disagree, while those who agree completely are less than one quarter. It is perhaps significant, in the light of the next question, that if "no answer" were put together with "neither agree nor disagree" this group includes almost half of the respondents.

Table 8. To increase the quality of education, more money should be spent on computers and digital infrastructure.

Answer	No.	%
I completely disagree (A1)	14	5.30%
I disagree (A2)	80	30.30%
Neither agree nor disagree (A3)	93	35.23%
I agree (A4)	44	16.67%
I completely agree (A5)	6	2.27%
No answer	27	10.23%

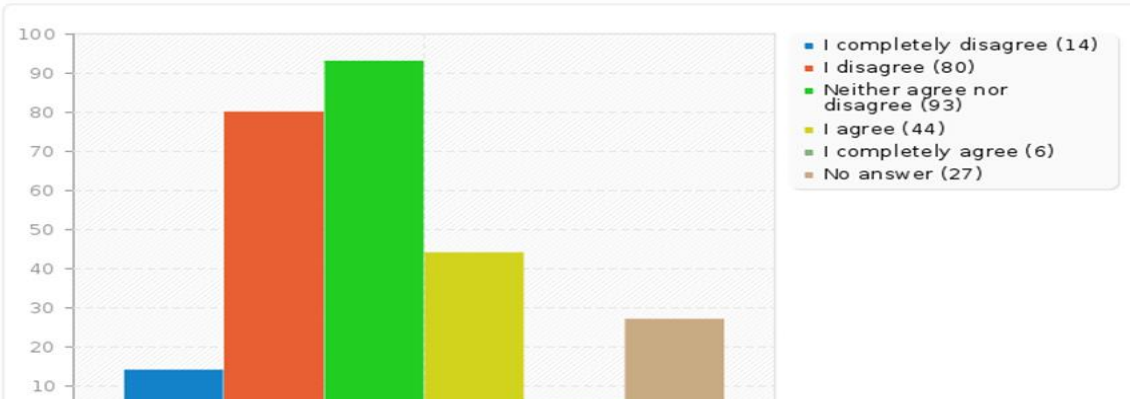

Figure 7. To increase the quality of education more money should be spent on computers and digital infrastructure.

2.4.5 To increase the quality of education, more money should be spent on teachers and teachers' education

The respondents seemed unsure if money should be spent on technology but much less unsure if they should be spent on teachers and teachers' education instead.

Table 9. To increase the quality of education, more money should be spent on teachers and teachers' education.

Answer	No.	%
I completely disagree (A1)	1	0.38%
I disagree (A2)	7	2.65%
Neither agree nor disagree (A3)	26	9.85%
I agree (A4)	126	47.73%
I completely agree (A5)	79	29.92%
No answer	25	9.47%

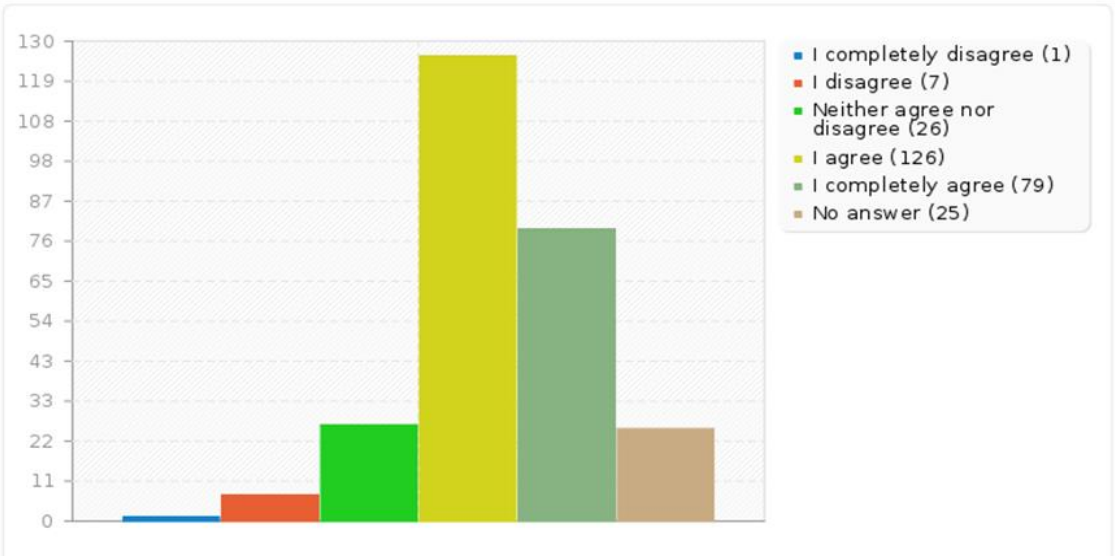

Figure 8. To increase the quality of education more money should be spent on teachers and teachers' education.

2.4.6 To study on e-books or e-articles is better than to study on traditional, printed books or articles

Another dimension of the digital turn concerns e-books and the debate about the relative advantages and disadvantages of e-reading. With this question we wanted to check the alleged greater inclination of "digital youth" to study e-texts. The largest group here consisted of those who, in some measure, disagreed, followed by those who "neither agree nor disagree", while those preferred e-readings were 17,42% of the respondents

Table 10. To study on e-books or e-articles is better than to study on traditional, printed books or articles.

Answer	**No.**	**%**
I completely disagree (A1)	43	16.29%
I disagree (A2)	79	29.92%
Neither agree nor disagree (A3)	74	28.03%
I agree (A4)	30	11.36%
I completely agree (A5)	16	6.06%
No answer	22	8.33%

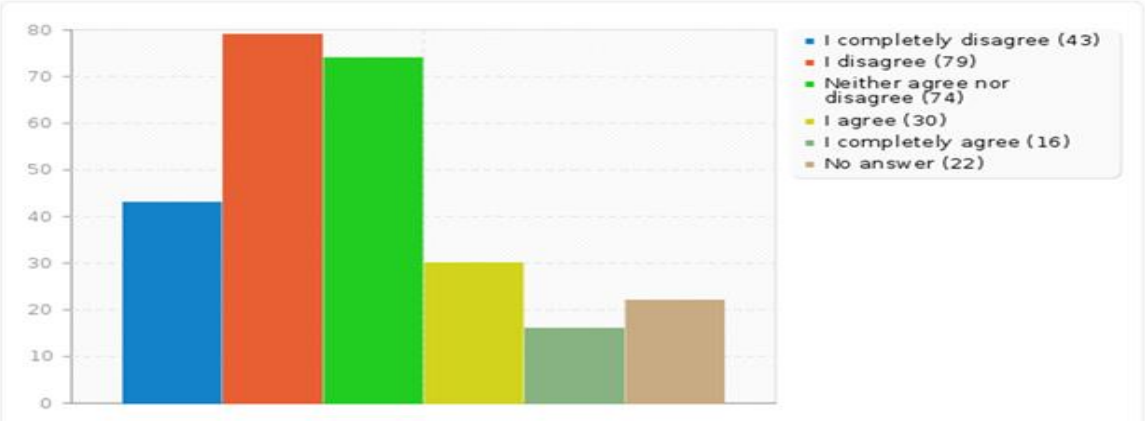

Figure 9. To study on e-books or e-articles is better than to study on traditional, printed books or articles.

2.4.7 If I could, I would take all my courses on e-learning

The vast majority of the respondents in various measures disagreed with the idea of having all their courses through e-learning.

T*able 11. If I could, I would take all my course on e-learning.*

Answer	**No.**	**%**
I completely disagree (A1)	117	44.32%
I disagree (A2)	77	29.17%
Neither agree nor disagree (A3)	29	10.98%
I agree (A4)	12	4.55%
I completely agree (A5)	4	1.52%
No answer	25	9.47%

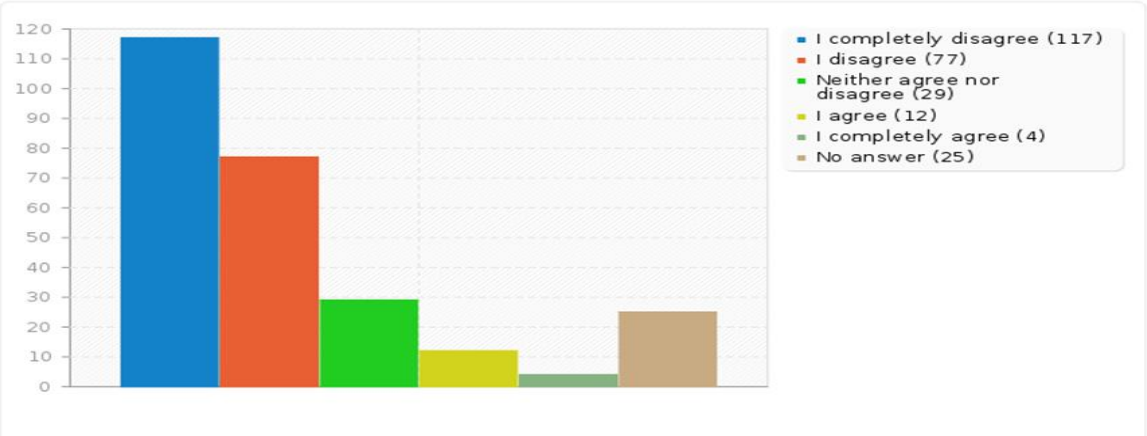

Figure 10. If I could I would take all my course on e-learning.

2.4.8 I like to have a direct contact with my teachers rather than learning only through e-learning (please explain why in the next question)

Table 12. I like to have direct contact with my teachers rather than learning only through e-learning.

Answer	No.	%
I completely disagree (A1)	1	0.38%
I disagree (A2)	15	5.68%
Neither agree nor disagree (A3)	38	14.39%
I agree (A4)	103	39.02%
I completely agree (A5)	81	30.68%
No answer	26	9.85%

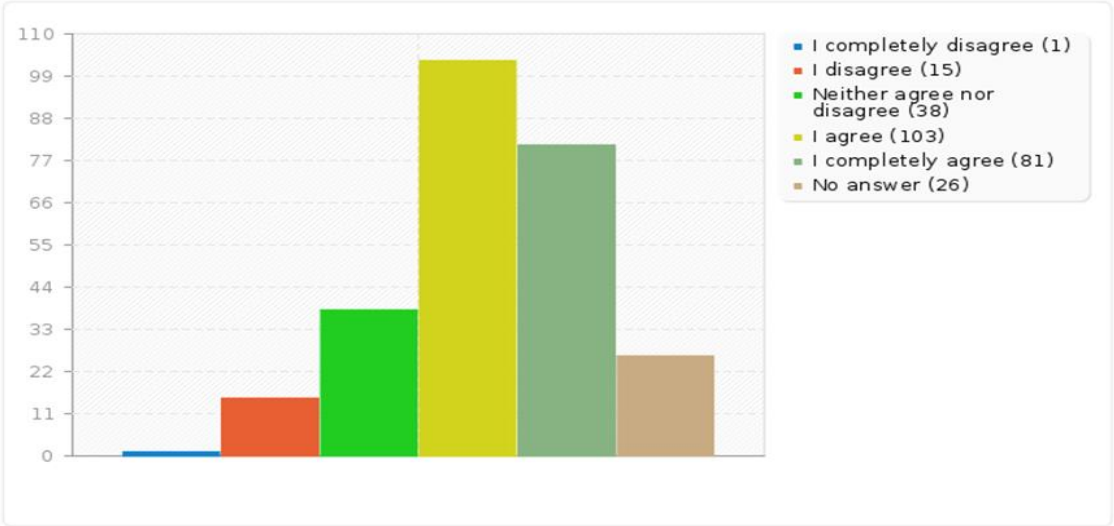

Figure 11. I like to have direct contact with my teachers rather just learning only through e-learning.

2.5 Can you please tell a bit more about the reasons that make it important for you to have direct contact with your teachers?

What are the actual reasons why students want more direct contact with their teachers? What are, in other words, the nature of the "affordances" that make direct contact preferable to mediated contact?

Table 13. Can you please tell a bit more about the reasons that makes it important for you to have direct contacts with your teachers?

Answer	**No.**	**%**
Answer	172	65.15%
No answer	92	34.85%

An interesting aspect here is that more students answered this questions than the question about having less e-learning (174 vs. 134). This suggests that students are keener to discuss "direct contact" than "less e-learning" and perhaps that some students want both more e-learning *and* direct contact.

When it comes to the actual content of the answer, for a preliminary analysis of the responses, I have grouped responses based on a "word search" of the following set of keywords:

Questions, question - 62
Discuss, discussion, discussions - 58
Interact, interactive, interaction - 22
Help, helpful - 15
Social, socializing – 14
Personal, personally - 13
Misunderstand, -ing (avoiding, less, minimize) - 10
I/you learn better - 9
Interesting - 9
Information (more, better, from teachers) - 8
Motivations, motivating, motivate - 7
Practice, practical (related to skills/learning) - 6
Inspire, inspiration, inspiring - 6
Concentration, concentrating, concentrated – 5

As this list shows, the idea that direct contact is preferable in relation to the possibility of asking, or having better and faster replies to, questions covers the largest explanatory grounds. This is closely followed by arguments relating to the possibility to discuss or

having more and/or better discussions with the teachers. The social dimensions of learning as expressed through "interaction", "help" and "social", is also quite frequent and, if considered as an aggregate, represents the third largest explanatory grounds. The idea that direct contact is better because more "personal" is next while a variety of notions as to the impact of direct contact on the quality of learning appears with less frequency. When however, these notions are taken together and grouped in relation to the quality of learning accessible through direct contact, their frequencies constitute the most frequent explanatory grounds for the reasons why direct contact is preferred.

A particularly interesting aspect emerging from the responses to this question is that students seem aware that direct contact with (good) teachers, gives them access to a form of knowledge and "soft skills" that are not accessible through online education. This awareness is formulated in personal terms:

> I feel it is important for me to know that they actually care and it is easier to ask questions (N.31)

Or in more general terms, like here:

> Teaching without direct contact is unlikely to go beyond knowledge itself, it doesn't develop soft skills (N. 195)

> Well, digital improvement is really important, but as I know if you give a book to stupid and leave him alone, he will never become smarter. That is why we always need good teachers, because they teach how to build your thoughts and how to think in specific area of studies. (N. 25)

> Well for the same reason that I like to have direct contact with people over all? Makes communication easier, creates less misunderstandings etc.… Also it's easier to not get distracted in class with the teacher talking to you, than in your room in front of your computer. (N. 109)

The important aspect of this question is connected to number of responses –it was higher than in other open questions, even though it appeared at the end of the questionnaire where the respondents may be expected to be more tired or bored and therefore more inclined to give short or no answers. This seems to confirm the relevance of teachers not only as a 'manager' of digital education but as a person with whom to establish a direct, non-mediated connection in a relationship whose "affordances" cannot be covered, nor even less, surrogate, by the "digital turn". This may suggest that, more or less consciously, students seem sensitive to the importance of the human dimension in education.

3 THE WAY FORWARD: THE POST-DIGITAL AGE IN EDUCATION

With all the limitations of the survey presented for analysis, these results nevertheless suggest that certain representations of young learners' digital inclinations, preferences

and expectations should be profoundly revised. E-learning is far from being perceived as a desirable alternative to more conventional learning and the idea of a "digital future" is present more in dystopian than in utopian terms: associated to fear more than hopes. The role of teachers seems far from being challenged by the digital turn in education. Quite the opposite, the teacher is construed as a necessary precondition for the effective use of digital affordances.

At the same time, however, it is clear that these affordances have become so entrenched in education and learning that there is no way back. The future may not be digital but it will not be non-digital either. What these data also suggests, in my opinion, is that the way ahead may be usefully discussed in terms of the possible dawn of a post digital age in education.

Based on this preliminary interpretation of this survey, I suggest that the post-digital age in education is a condition by these fundamental features:

1. disenchantment with e-learning and computer mediated learning;
2. re-evaluation of the role of the teachers as educator: not only in relation to knowledge but more subtly as 'guidance' in the learning process;
3. problematization of self-guided learning;
4. re-evaluation of the social dimension of learning;
5. re-evaluation of the classroom as the physical space where direct contact with teachers and fellow students is possible; and
6. a pragmatic approach to the affordances of digital technology: simplifying logistics, reducing costs, compensate when teacher/teaching is inadequate (the plan "B" works for education but not on pedagogical grounds).

The post-digital in education is a concept "in the making" that requires more research. In practical terms, however, this is a useful concept to the extent it rejects the ideological simplifications of techno-enthusiasts and may give us a useful standpoint to look into the complex interplay of dialectical tensions: digitalization as part of the neoliberal project towards the global marketization of society and the many forces resisting this project. Ultimately the social construction of the future is a process still completely open.

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Undervisningsnärvaro på nätbaserade kurser och flerformskurser: Exempel från kursen *Digital kompetens*

Filip Levälahti[i]

Sammandrag

Att ha en modell att utgå ifrån när man bygger upp digitala kurser är en stor fördel. I den här artikeln har jag lyft fram ramverket Community of inquiry och använt det till hjälp att bygga upp kursen Digital kompetens. Ramverket ger tankar på vad man bör tänka på och varför för att ett djupare lärande ska kunna ske. Fokuseringen har varit på lärarens roll i den digitala lärandekontexten. Ramverket kan ses som ett stort stöd i uppbyggandet av nätbaserade kurser och flerformskurser, inte minst när det gäller att kunna hitta ett gemensamt språk att utgå ifrån.

Nyckelord: pedagogik, ramverk, nätbaserad, flerform, lärande, community of inquiry

1 TEORETISKA REDSKAP FÖR PRAKTISK KURSPLANERING

Det är ingen nyhet att allt fler kurser blir mer och mer digitaliserade och får formen av en flerformskurs eller till och med en helt och hållet nätbaserad kurs. Att kunna utnyttja digitala verktyg som ger mervärde åt undervisningen, gör den mer effektiv och flexibel är en god tanke, inte minst med tanke på hur samhället utvecklats och hur studenternas beteende har ändrats. I och med fokuseringen på mer nätbaserad undervisning behöver man hitta arbetssätt och tillvägagångssätt som kan vägleda en att bygga upp nätbaserade kurser (eller flerformskurser).

Jag har länge sökt efter teorier eller modeller som skulle kunna underlätta uppbyggandet av nätbaserade kurser och flerformskurser. Detta har varit utmanande kanske mest beroende på att pedagogik är oberoende av kontexten där själva lärandet sker.
I det här arbetet vill jag lyfta fram Garrisons (2000) ramverk Community of Inquiry (CoI, på svenska ungefär ”undersökande gemenskap”) och hur det kan vara en hjälp när man bygger upp nätbaserade kurser eller flerformskurser. Även om Garrison byggt upp modellen med tanke på nätbaserade kurser så är den även relevant i traditionell klassrumsundervisning (Hosler & Arend, 2012 s. 219). Kursen Digital kompetens är ett konkret exempel på hur jag tillämpat ramverket.

Under själva processen att skapa kursen dök frågor upp om vad lärarens roll i en nätbaserad (eller flerforms-) kurs innebär. Hur ska läraren förhålla sig till studenterna som

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man eventuellt inte träffar och till undervisningsämnet överlag? Hur sker interaktionen mellan lärare och studenter och mellan studenter och studiematerial för att nå de uppsatta läranderesultaten? Enligt Garrison (2000) ger modellen en helhetsbild över väsentliga element som en nätbaserad kurs bör bestå av för att kunna leda till ett djupare lärande.
År 2016 moderniserades det traditionella IKT-körkortet (en kurs i grundläggande databehandling), som utvecklades till en helt nätbaserad kurs. Tidigare har kursen varit en flerformskurs som bygger på konceptet ”flipped classroom”1 med klassrumsundervisning i form av övningar. För att flytta den tidigare fokuseringen på ett tekniskt kunnande (datorn som isolerat verktyg) till en fokusering på kompetenser (datorn som redskap i studier och arbete) bytte vi namn på kursen till Digital kompetens. Orsakerna till att kursen blev nätbaserad var bland annat: 1) mängden studenter (ca 500 studenter), 2) själva ämnet som handlade om digital kompetens och 3) huvudmålet som var att lära studenterna att själv söka fram den information och den kunskap de behöver för sin digitala vardag, vilket är en viktig del av den digitala kompetensen.

CoI är indelad i tre ömsesidigt beroende element (social närvaro, kognitiv närvaro och undervisningsnärvaro) där jag främst ville fokusera på undervisningsnärvaron (teaching presence) eftersom lärarens roll är tydligast där. Mycket har skrivits om CoI-modellen och bland annat Bush (2010 s. 11) menar att just undervisningsnärvaron är en viktig grund för att tillgodose studenters lärande och för att skapa själva kontexten där lärandet kan äga rum.

Nedan följer en kort beskrivning av modellen.

2 COMMUNITY OF INQUIRY – ETT RAMVERK FÖR NÄTBASERADE KURSER

Community of Inquiry är inte en teori om lärande utan en modell eller ett ramverk som lyfter fram element som är väsentliga för att ett effektivt och fördjupat lärande ska äga rum. Ursprunget kan ses från Deweys arbete och ett konstruktivistiskt närmande i högre utbildning. För Dewey var studenten inte en passiv mottagare, utan en aktiv deltagare med beteenden, förväntningar och meningsskapande förankrat i tidigare erfarenheter (Neubert 2009 s. 8). Dessa används (byggs på, omformas eller förändras) när studenten skapar ny mening tillsammans med andra studenter.

Syftet i CoI är att kunna nå en högre nivå av lärande genom en diskurs, d.v.s. en interaktion mellan studenter och mellan studenter och kursmaterialet. För att detta ska bli möjligt krävs struktur och ledarskap av läraren eller instruktören (Garrison & Arbaugh, 2007 s. 164).

[1] “Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.” (Flipped Learning Network 2014)

Garrison (2000 s. 88) menar att lärandet sker i interaktion mellan tre olika centrala element. Genom att förstå dessa anser bland annat Bush (2010 s. 7) att instruktören eller läraren kan förbättra erfarenheten av lärandet. Dessa element är (se även figur 1):

- Kognitiv närvaro (cognitive presence)
- Social närvaro (social presence)
- Undervisningsnärvaro (teaching presence)

Elementen är beroende av och påverkas av varandra. T.ex. skapar undervisningsnärvaron det klimat som finns i social närvaro vilket möjliggör en öppenhet att dela tankar kring själva lärostoffet. Genom undervisningsnärvaron väljs innehåll och aktiviteter ut för att en kognitiv närvaro ska vara möjlig. Detta stöder även den diskurs som sker i förhållandet mellan social och kognitiv närvaro och i detta skapas även en erfarenhet av lärande.

Figur 1: Element av lärandeerfarenhet (Garrison 2000 s. 88).

2.1 Kognitiv närvaro

Det som kanske mest är förknippat med lärande i högre utbildning är den kognitiva närvaron. Den definieras som ”det omfång inom vilket studenterna är kapabla att konstruera och befästa mening genom en upprätthållen reflektion och diskurs” (Garrison & Arbaugh, 2007 s. 161).

I den kognitiva närvaron formas en undersökande process eller cykel som sätts igång av en utlösande fråga, händelse eller i en diskussion, d.v.s. en s.k. *trigger*. Därefter följer en *forskande* process där studenterna söker efter information, kunskap och alternativ som hjälper dem att skapa förståelse och mening av problemet. Nästa steg är att *integrera* det de hittat till ett sammanhängande koncept. Sista steget i processen är själva *upplösningen* av triggern, vilket beskrivs som en tillämpning av en idé eller hypotes (Garrison, 2001 s. 99).

I denna process har studenten inte enbart hittat ett svar eller lösning på problemet utan även tillägnat sig ny kunskap. Processen slutar inte alltid med själva upplösningen utan kan fortsätta i och med att nya frågeställningar dyker upp. När detta sker så medvetandegörs nya utmaningar och problem som bör utforskas, tillämpas och konceptualiseras. En svårighet med den undersökande processen är att kunna föra den till en form av upplösningsfas. Enligt Garrison (2007 s. 162) tycks det ändå vara så att när aktiviteterna är problem- eller case-baserade, när klara förväntningar ges och rätt undervisningsnärvaro tillhandahålls så borde inte deltagarna i en CoI ha större problem att nå detta.

2.2 Social närvaro

Den sociala närvaron definierar Garrison (2000 s. 94) som ”deltagarnas förmåga, i en CoI, att socialt och emotionellt visa sig själva som ’verkliga’ individer genom att använda kommunikationen som medium.” (fritt översatt).

Garrison (2000 s. 99) delar in den sociala närvaron i tre kategorier: det *emotionella uttryckandet*, den *öppna kommunikationen* och *gruppsammanhållning*. *Känslor* är förknippade med både motivation och uthållighet och inverkar därför på den kognitiva närvaron. *Med öppen kommunikation* menas ett ömsesidigt och respektfullt utbyte. Detta leder till ett ömsesidigt erkännande och ett medvetandegörande om varandras insatser vilket bygger upp *gruppens sammanhållning.* Resultatet blir ett engagemang att genomföra gemensamma uppgifter där studenterna mera ser sig som en grupp istället för enbart individer. Målet med den sociala närvaron i utbildning är att skapa en undersökande och reflekterande interaktion med målet att tillsammans nå ett läranderesultat (Garrison & Arbaugh, 2007 s. 161).

Vikten av den sociala närvaron varierar naturligtvis beroende på vilken typ av kunskap man vill förmedla. Handlar det enbart om inhämtande av information så blir den sociala närvaron mindre viktig jämfört med om det handlar om ett djupare lärande (Garrison & Arbaugh, 2007 s. 159). Men för att kunna uppnå en fördjupad kognitiv närvaro så är den sociala närvaron nödvändig. Orsaken är att studenterna ser problemen och lösningarna utifrån flera perspektiv och infallsvinklar vilket gör att de blir tvungna att sätta flera synsätt mot varandra för att komma fram till en gemensam lösning. Den sociala närvaron är grunden för att en högre nivå av diskurs ska kunna äga rum. Undervisningsnärvaron skapar den omgivning där den kognitiva närvaron kan utvecklas (Garrison & Arbaugh, 2007 s. 163).

2.3 Undervisningsnärvaro

Undervisningsnärvaron (teaching presence) definieras som "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcome" (Anderson et al., 2001 s. 5). Undervisningsnärvaron är det centrala elementet för att bygga upp en CoI eftersom den skapar klimatet för den sociala närvaron och väljer innehåll och inriktning för den kognitiva närvaron och för att en reflekterande diskurs ska vara möjlig.

Enligt Garrison (2000 s. 89) består undervisningsnärvaron av två allmänna funktioner vilka i stort sett kan handhas av vem som helst inom modellen, men vanligast är att den ansvaras av läraren eller instruktören. Den första funktionen är *design av lärandeerfarenheten*. Detta inkluderar bland annat val, organisering och presentation av kursmaterial och utvecklandet av studieaktiviteter. Den andra funktionen, *underlättandet*, har som mål att stödja och öka den sociala och kognitiva närvaron för att nå ett läranderesultat.

Anderson (2001 s. 5-10) lyfter fram tre kategorier för att beskriva undervisningsnärvaron.

Dessa är:

- Design och organisering
- Underlätta diskursen
- Direkta instruktioner

Anderson (2001) beskriver *design och organisering* som själva planeringen och designen av strukturen, processen, utvärderings- och interaktionskomponenter i en online kursen. När det gäller nätbaserade kurser tvingas man att vara mer tydlig med detta (Anderson, 2001 s. 5). Till denna kategori hör bland annat att skapa och upprätthålla en undervisningsplan med innehåll och aktiviteter, designa metoder, organisera och skapa riktlinjer. En viktig bit är även att kunna visa på helheten och försäkra studenterna om att de aktiviteter de deltar i också leder till att nå de upplagda läranderesultaten. Det har även sig att instruktörens och diskussionernas funktioner effektiveras av en tydlig och konsekvent kursstruktur (Garrison & Arbaugh, 2007 s. 163).

Att *underlätta diskursen* är väsentligt för att kunna upprätthålla intresset, motivationen och engagemanget bland studenterna och för att de ska kunna interagera med det kursmaterial som finns (Anderson, 2001 s. 7). Detta betyder att läraren eller instruktören bör vara en aktiv deltagare i CoI. Rollen är att stödja och uppmuntra deltagandet i diskursen för att kunna föra den mot önskat mål. När läraren själv är aktiv i diskursen kan hen förtydliga missförhållanden, identifiera motsättningar och hålla diskussionen på rätt spår. I och med detta skapar man klimatet för den sociala närvaron med målet att stimulera individuellt och grupplärande med hjälp från den kognitiva närvaron.

Under *direkta instruktioner* ligger fokus på lärarens eller instruktörens egen pedagogiska och ämneskompetens och hur detta förmedlas till studenterna. Lärarens kompetens och expertis har en betydande roll i CoI-modellen. Hen kan inte enbart vara den som underlättar studenternas självstyrda lärande utan läraren är även den som besitter

den pedagogiska expertisen och ämneskompetensen genom vilket hen kan styra diskursen, diagnosticera missuppfattningar, ge vägledande riktlinjer, sammanfatta diskussioner o.s.v.. Lärarens ansvar, förutom att underlätta diskursen, är att kunna presentera innehållet, skapa relevanta aktiviteter och ge konstruktiv kritik och feedback (Garrison & Arbaugh, 2007 s. 164).

3 ATT BYGGA EN COI – KURSEN I DIGITAL KOMPETENS

I CoI modellen är alla tre elementen viktiga och ömsesidigt beroende för att ett djupare lärande ska kunna formas. Undervisningsnärvaron har en betydande roll i detta genom att skapa och upprätthålla en social och kognitiv närvaro vilket gör att studenterna tillsammans aktiveras och interagerar med studiematerialet.

Frågan är hur denna modell ser ut i praktiken. Hur designar, organiserar, upprätthåller och kommunicerar läraren för att kunna nå upp till en ”högre nivå av lärande”? Syftet med kursen Digital kompetens är att studenterna ska skapa en grund av verklig kompetens som de sedan kan utveckla under sina studier och i arbetslivet. Det primära målet är att de ska få grundläggande färdigheter att hantera högskolans digitala verktyg och effektivera sina egna studier. Men det finns även andra mål som att studenterna ska inse vikten av att utveckla sin digitala kompetens och att de ska lära sig att självständigt kunna lösa problem och utmaningar som uppstår.

3.1 Design och organisering

Hosler (2012 s. 223) har studerat förhållandet mellan undervisningsnärvaro och kognitiv närvaro. Det som uppmuntrade till kritiskt tänkande, och där med skapar en kognitiv närvaro bland studenterna är en väl organiserad kurs som ger känslan av att hålla sig på rätt spår och vara engagerad. Utöver detta påverkar tydliga syften med uppgifterna och hur dessa är relevanta och relaterade till kursmålen.

Att bygga upp en nätbaserad kurs utifrån dessa premisser och med CoI som grund kräver att man är extra tydlig i det som sätts ut på lärplattformen. I traditionell klassrumsundervisning har läraren lätt att förtydliga instruktionerna när hen märker att studenterna inte förstår samt att studenterna har möjlighet att fråga läraren direkt. I kursen Digital kompetens gällde det att strukturera hela kursen på ett logiskt sätt och kunna föra in den logiken i lärplattformen. Instruktionerna i uppgifter och test gjordes mycket tydliga så att studenten skulle förstå vad som förväntades av dem och framför allt när. (Frågor om deadline var mycket vanligt förekommande.)

Eftersom jag inte träffade studenterna personligen, behövde jag effektivt kunna kommunicera vad som var aktuellt de olika veckorna kursen pågick. Detta gjordes främst genom att använda lärplattformens *planerar-funktion* (planeraren) i vilken jag kunde strukturera hela kursen och sedan synliggöra den del som var aktuell när studenten besökte kursen. Varje del hade en kort introduktion (i form av videopresentation eller text)

och länkar till de aktuella aktiviteterna och resurserna (så att studenterna inte skulle behöva söka efter dessa i kursinnehållet).

3.2 Underlätta diskursen

Även om läraren inom CoI modellen förväntas vara en aktiv deltagare så betyder det inte att hen bör övervaka det som händer 24 h per dygn. T.ex. Campbell (2014 s. 165) hittade inget stöd för att studenterna skulle lära sig bättre p.g.a. att läraren ständigt är närvarande. Han menar att kognitivt lärande mer associeras med hur mycket tid studenten tillbringar med själva studiematerialet. Så att underlätta diskursen handlar mer om att skapa en öppen atmosfär där studenterna tillsammans kan reflektera över det ämne som ska läras och nå en förståelse.

Även om det inte finns något stöd för att en ständig närvaro av läraren effektiverar lärandet så visar Skramstad (2012 s. 187) att kommunikativ punktlighet[2] påverkar studenternas uppfattning av undervisningsnärvaron. Hosler (2012 s. 226) menar också att uppmuntrande, punktlig och relevant feedback inverkar på studenternas kritiska tänkande.

I kursen Digital kompetens fanns det inga gemensamma uppgifter för studenterna. Även om jag uppmuntrade studenterna att göra uppgifterna tillsammans så var det enbart ca 10 % som gjorde det. Den främsta ”diskurs” som då fanns var mellan läraren och den enskilde studenten. För att stödja detta och på så sätt hindra studenterna att fastna i sina uppgifter skapade jag tre olika ”kommunikationskanaler”.

Först skapades ett diskussionsforum där studenter hade möjlighet att ställa frågor när de fastnade. Dessutom uppmuntrade jag studenterna själva att svara på frågor som dök upp. Även om forumet inte var så flitigt använt så hände det ändå att studenterna själva svarade på frågor som andra studenter ställde och på det sättet löste problemen tillsammans.

För det andra användes även lärplattformens meddelandefunktion flitigt. Detta gav ett effektivt sätt att ge snabba svar på korta frågor och på det sättet hålla igång en diskussion. Studenterna är vana vid sådana former av snabbmeddelanden, genom t.ex. Twitter och Facebook, vilket gjorde att funktionen kom igång snabbt. Eftersom jag inte behövde författa långa välformulerade e-post så var detta ett sätt att snabbt svara på de frågor studenterna hade och på det sättet hålla igång en diskussion. Studenterna behövde i sin tur inte vänta så länge med att fortsätta där de fastnade.

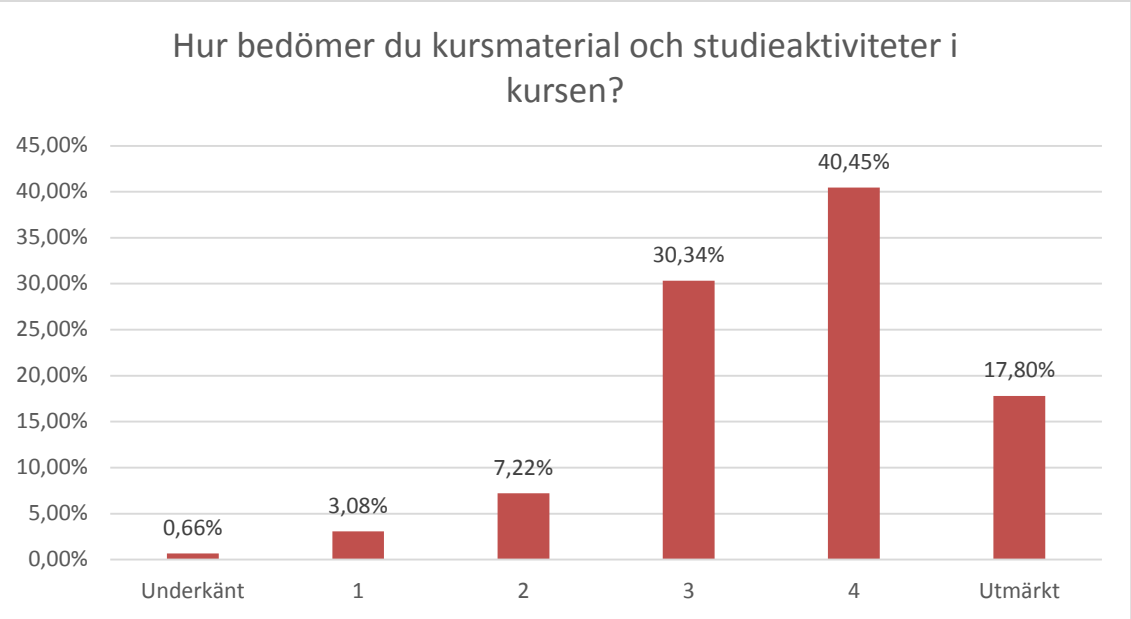
Den tredje kanalen var s.k. Dropin två gånger i veckan dit studenterna hade möjlighet att komma om de fastnade i någon uppgift. Även om vissa studenter uttryckte uppskattning över att denna möjlighet fanns så var det inte många besökare på de tillfällen som erbjuds.

[2] Kommunikativ punktlighet är den tid det tar att ge feedback på t.ex. diskussionsforum och inlämningsuppgifter (Bush, et al., 2010, s. 183)

3.3 Direkta instruktioner

Lärarens roll som pedagogisk expert och kompetent i ämnet lyfts fram i CoI modellen. Det handlar inte enbart om att studenterna ska bli aktiverade och självgående, utan även om att läraren eller instruktören ska kunna presentera själva ämnet på ett pedagogiskt och motiverande sätt.

Kursen digital kompetens har ett studiematerial[3] som är indelat i fyra olika moduler. Det handlar alltså mycket om ett självstyrt lärande där studenterna själva har ansvaret att ta till sig kunskapen. För att ”motivera” studenterna sattes varje vecka nya uppgifter ut i form av små förhör, uppgifter eller inlämningsuppgifter. Poängen med uppgifterna var inte att bedöma studenternas kunnande, även om kraven var att få godkänt i de obligatoriska uppgifterna, utan att de med hjälp av dessa skulle närma sig materialet och reflektera över det. Därför hade de flera chanser att utföra uppgifterna (frågorna var dock olika eftersom de plockades från en databas). I inlämningsuppgifterna (ett där de skulle producera ett dokument och en annan där de skulle skapa en presentation) gavs också feedback på vad som skulle kunna förbättras och länkar till sidor där de kunde hitta mer information. Detta gjorde att de inlämningsuppgifter som fanns i kursen blev ett verktyg för lärande istället för något som skulle bedömas. Den mest positiva responsen från kursutvärderingen hängde samman med dessa uppgifter (se figur 2). En orsak är antagligen att dessa uppgifter var en stor del av själva kursen. Dessa fungerade som ”triggers” för den aktuella modulen.

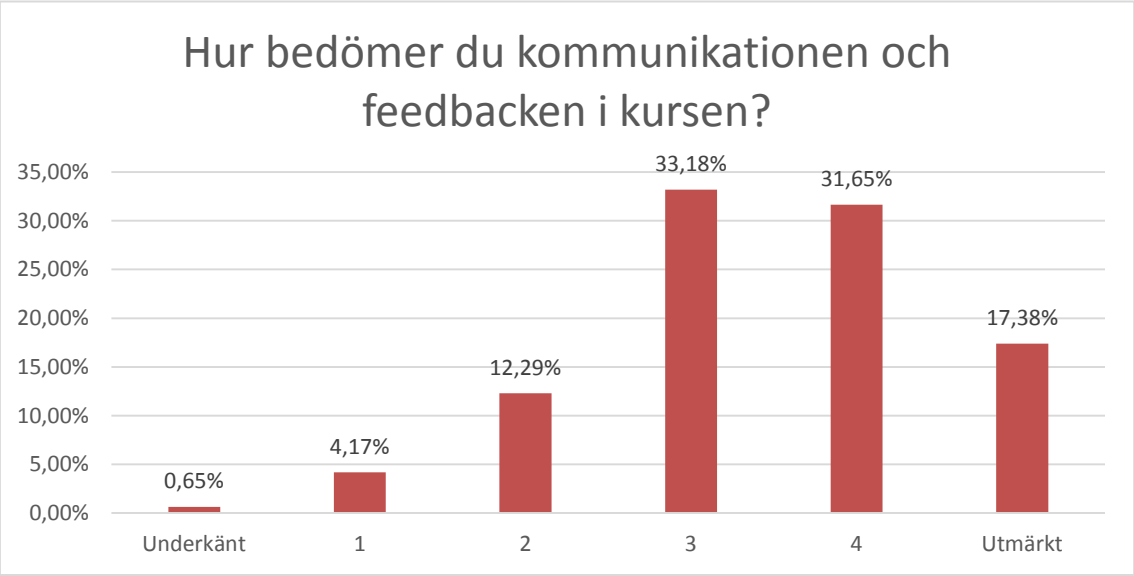


Figur 2: Hur bedömer du kursmaterial och studieaktiviteter i kursen? - Kursutvärdering i kursen Digital kompetens 2016 (455 respondenter).

[3] http://ikt.arcada.fi

En viktig del av kursen var att studenterna skulle reflektera över sin digitala kompetens och hur detta förhåller sig till deras framtida profession. Den första uppgiften i kursen var att svara på en undersökning vilket skulle sätta igång hela tankeprocessen. Därefter fanns detta tema med i alla arbeten de skulle lämna in. Efter att ha läst ett antal reflektionsrapporter från studenterna så verkar de också ha funderat och reflekterat över temat.

Största felbedömningen när det gäller kommunikationen var själva introduktionen av kursen. Istället för att själv presentera kursen i klass så försökte jag mig på att jag en video som studenterna fick titta på när de träffades under introduktionstillfällena. Samma videosatte jag ut på lärplattformen. Eftersom det under de första dagarna kommer en mängd information åt studenterna så är risken stor att de även missar en fem minuters video. Flera studenter efterlyste en bättre introduktion till kursen där de får se läraren live. Att ha en riktig ”kick-off” för att visa att kursen börjar och ge möjlighet åt studenterna att ställa frågor är uppenbarligen viktigt. Frågan är hur man ordnar sådant för 500 studenter. I övrigt var responsen på kommunikation och feedbackpositiv (se figur 3).

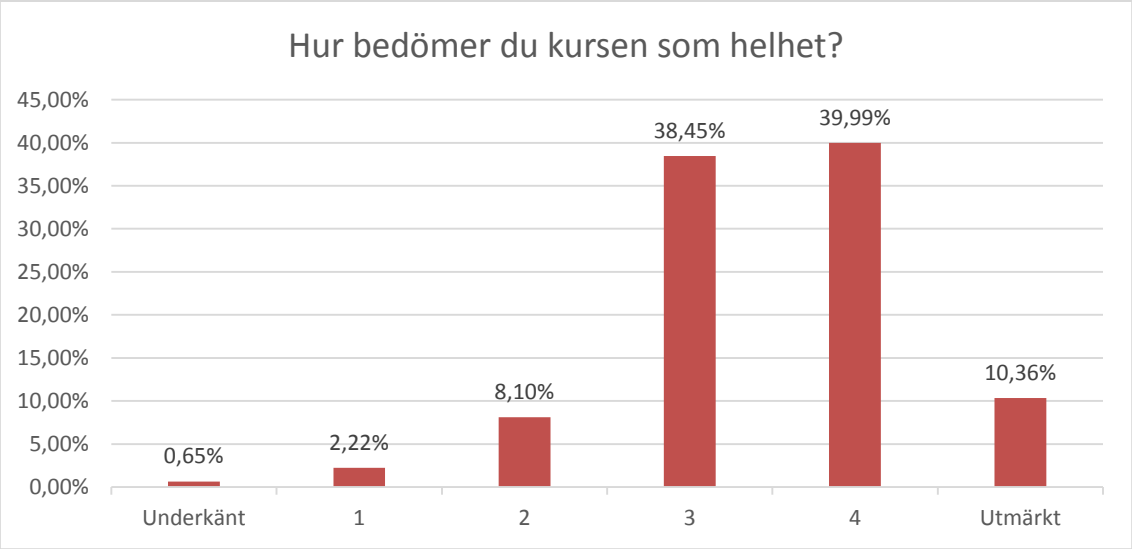


Figur 3: Hur bedömer du kommunikationen och feedbacken i kursen? - Kursutvärdering i kursen Digital kompetens 2016 (455 respondenter).

3.4 Kursutvärdering

Jag har redan förevisat statistik från kursutvärderingen för att belysa resultaten av undervisningsnärvaron. Helhetsbedömningen av kursen var relativt positiv i kursutvärderingen. Ca 89 % av de 455 studenterna som svarade gav mellan 3 och 5 (på skalan 0 – underkänt till 5 – utmärkt). Det positiva resultatet förvånade mig en aning, eftersom jag antog att en helt nätbaserad och nyskapad kurs skulle få betydligt sämre resultat.

De studenter som gav låga poäng ansåg bland annat att uppgifterna antingen var för svåra och krävande eller för lätta och onödiga, att traditionella klassrumsövningar vore bättre för deras lärande eller att det saknades en introduktion när kursen började. De som gav höga poäng uppskattade främst friheten och det flexibla arbetssättet i kursen, d.v.s. att de fick göra uppgifterna när de ville och var de än befann sig.



Figur 4: Hur bedömer du kursen som helhet - Kursutvärdering i kursen Digital kompetens 2016 (455 respondenter).

4 ATT ANVÄNDA COI FÖR ATT SKAPA KURSER

Att utgå från CoI modellen när man skapar en kurs (oberoende om det är en traditionell kurs eller nätbaserad) ger ett mervärde. Dels får man en *översikt* på väsentliga funktioner som ingår i lärandekontext samt hur dessa förhåller sig till varandra. Dessutom får man en begreppsapparat som hjälper en att kunna tänka i dessa banor. Det har även forskats en hel del kring ramverkets olika element samt förhållandet mellan dessa. Av detta får man verktyg och en förståelse på vilket sätt man kan effektivera ett fördjupat lärande. Målet med CoI är att skapa en diskurs för att nå en djupare form av lärande. Användbarheten av ramverket beror naturligtvis också på typen av kunskap som ska förmedlas. Själva ramverket kanske inte direkt ger svar på frågorna jag ställde inledningsvis men det visar på hur viktigt det är att tänka igenom frågorna. Erfarenheterna och utvärderingarna från kursen Digital kompetens visar också på detta samt ger indikationer på vad som fungerar och vad som inte gör det.

En fokusering på kommunikation och planering blir viktigare ju mer nätbaserad kursen är. Även om CoI inte direkt ger en praktisk tillämpning på hur detta ska gå till så ger den en förståelse i hur bitarna påverkar *hela* lärandeprocessen. Tydliga strukturer, klart innehåll, god kommunikation, relevanta uppgifter och inspirerande presentation av innehållet skapar engagemang hos studenterna att nå läranderesultaten. Här krävs en pe-

dagogisk och ämneskompetens av läraren för att kunna skapa motiverande ”triggers” och leda processen vidare. Detta är en viktig och intressant iakttagelse i och med att begreppen självstyrd, aktiv, individualiserat, flexibel ofta förekommer när man diskuterar nätbaserade kurser. Men det betyder inte att lärarrollen blir mindre viktig.

Svårigheterna i den här kursen var att skapa en sådan social närvaro där studenterna *tillsammans* skulle kunna interagera med varandra för att nå kompetensmålen. Orsaken är dels mängden av studenter och dels att största delen av kursen bygger på övningar. Med det senare menas att det inte finns så många teorier att reflektera över. Samtidigt tror jag att den sociala biten skulle kunna vara till stor nytta, inte minst med tanke på den variation av digital kompetens som finns bland studenterna. Att tillsammans lösa olika slags problem som uppkommer är i sig en lärandeprocess. Dessutom skulle man med fördel kunna låta studenterna ge feedback åt varandras arbeten och på det sättet reflektera över innehållet.

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What makes an ’online course’ effective? Student-centred learning experiences and the flipped classroom technique.

Jutta Törnqvist[i]

Abstract

While many are concerned that in universities around the world “web technology...[is]...primarily used for support of logistical processes rather than for pedagogical change” (Siemens & Tittenberger, 2009, p. 3), the very focus of a specialization in Online Media does infer online activity. However, it would be a mistake to think that this eliminates the need for face-to-face lessons. The nature of my courses within Online Media have always had a very practical approach in order to facilitate student-centred learning. This paper questions how we consider ’online courses’ and the use of online material in terms of effective teaching practices at a university of applied sciences.

Keywords: e-learning, online courses, flipped classroom, learning styles, learning environments, student-centred learning

1 THE ART OF ADAPTATION

> We don’t know what the jobs of the future will look like. We know that people will work from wherever they want, whenever they want, in whatever way they want. How is present-day schooling going to prepare them for that world? (Mitra, 2013)

Arcada University of Applied Sciences has adopted the digitalization of education as part of its strategy. As part of the audit to determine the extent of digital education at Arcada, I was recently asked how many online courses I teach. I couldn't answer that right away: "What defines an online course?". This started a discussion with my colleagues in the Department of Culture and Communication, where opinions varied from "it all has to be video lectures" to "it doesn't need to have video lectures at all". So I started thinking more about the content in my courses and what it meant to be ‘online’ in terms of effective teaching practices. This paper aims to clarify my thoughts around this matter, as well as what it means to be able to produce better course content that works both online and in class. Many of our Online Media courses are designed to meet the requirements for students physically in class, and those enrolling off campus, while at the same time supporting both groups between lectures. I entered this process of writing with the hypothesis that online courses do not necessitate the replacement of classroom teaching with online videos. Knowing the target group and their needs is the key to efficient use of online material.

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2 THE ART OF LEARNING

2.1 MOOCS

The massive open online course, or MOOC, has revolutionized education by making learning online as valued as taking traditional courses. With MOOCs becoming a huge trend, delivering course after course of knowledge in different fields, the phenomena has set some standards and suddenly everybody is interested in replicating the MOOC experience. The first clearly identified MOOC was offered in 2008. George Siemens and Stephen Downes created an open online course on the topic of connectivist learning theory at the University of Manitoba. The course was called “Connectivism and Connectivist Knowledge", also referred to as CCK08. The course was a huge success with roughly 2300 additional non-credit learners beside the group of about two dozen students that took the course for credits. This course can be seen as a signpost in the changing landscape of online education (Rhoads, 2015, p.24). But does the video format guarantee learning? This is one of the questions we as Online Media teachers grapple with every day, especially as our education infers a large online presence.

2.2 Flipped classroom

> Schools as we know them now, they’re obsolete. I'm not saying they're broken. It's quite fashionable to say that the education system is broken. It’s not broken. It’s wonderfully constructed. It’s just that we don’t need it any more. It’s outdated. (Mitra, 2013)

The practical applied field of Online Media has meant that my lectures mostly have had a structure of short theoretical introductions, and then the students have dived into the practical work, building upon the theories. So already my class time has been more working together than talking to the students. It is very much a collaborative learning experience. Looking back over my years of teaching Web design, I would say there has been a clear division between theory and practice, and more specifically homework. I am using this traditional and maybe a bit old-fashioned expression "homework" on purpose. I have noticed that homework is not present in the vocabulary in Universities of Applied Sciences. There seems to be some kind of unspoken agreement that homework sounds childish and has to do with lower levels of education. I have tried this out in practice underlining the working on your own by calling it homework. It has awoken amusement but still the concept of homework lives on as a very strong principle amongst learners. Students understand the concept of doing tasks at home after a lecture. It is an entrenched and understood habit or behavior. However, when I have switched it around so that students should do homework preparing for a lecture, they have a hard time grasping it. Let's look at this idea of a ‘flipped classroom’ a little closer:

> **Flipped classroom** is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom.

> It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor." (https://en.wikipedia.org/wiki/Flipped_classroom)

Looking back at times before the flipped classroom was introduced, students expected to do practical work on their own, finishing tasks that they had started working on in class. This meant that I was relying on the assumption that they, with my theory input in class, would cope on their own and finish the tasks without any problems. Some courses were split up so that we had lectures twice a week or depending on how the course ran, we could have lectures once a week. This meant there was time in between classes to work on the tasks, but also time to forget all about what I had told them in class (even if the material of course was available online). Many students did not finish their tasks because they would get stuck unable to solve problems. Instead of asking for help in between lectures, they would wait for the next class where we would have to repeat parts of the previous lecture to get those students going again. This was frustrating, not only for me but especially for the students who had completed the work at home. My colleague, Owen Kelly, and I always felt that this meant we did not come that far in our courses even if we had talented students. We got through the basics but not to a level or pace where we could have produced bigger products or educational outcomes.

As a result, we have set up most of the Online Media courses so that we lecture three days in a row every other week. The lessons function as workshops. This workshop thinking gives the students the possibility to understand the work together, and reach a steady flow of output, while they focus on one subject at a time. Of course it requires the same self-discipline during the weeks in between workshops when they are supposed to work on their own, but it does mean that any early problems are addressed in class and they have demonstrated some ability to complete the task before they attempt it at home.

Flipping my courses has been very easy. It has not been about big changes. It has been about putting in more material between classes, and trying to let go of old lecturing material and habits that I considered as functioning parts. I have to admit that I do not trust the students to take in and understand the theories they are provided with via links, books and Lynda.com. I want to talk them through some of the key concepts, and assess their ability to discuss them, so I always have chunks of theory that I take up in class. This is more than just a rooted habit. It is about active learning and the demonstration of understanding. The truth is that even if they are in class, it does not mean they are actually learning. – I have often had this experience when teaching in computer classes. There I am, lecturing while thinking that they are listening, when actually one is on Facebook, another one is playing Pokémon GO and the third one is reading the lunch menu because breakfast was not big enough. We all know how to fake interest and look like we are present. We all know how hard it is to focus and just sit there and listen, even if the subject is interesting. When students engage with my lectures in concrete ways, then they are educating themselves and others.

I see the strength in Flipped classroom being very concrete. Due to my new setup, students study some theory before a workshop block, and then I continue talking about the same subject, presenting more material in class while inviting them to participate in the

discussion. This means they have some knowledge to build upon and then the information is being concretized by tasks that they work on in class under supervision. The practical work in class helps them forward and they can develop further as they get help with problem solving as the problems occur.

The material they use to prepare, and the material we work on in class, is delivered completely online, but without the actual real class intervention, students were unable to complete tasks to the same level as they do now, when we use the online information in a flipped classroom context. If we consider my question 'what defines an online course?', then clearly the delivery of material is only one aspect of the learning experience. In simple practical terms, yes, all the information is online and we could classify my courses as 'online'. But in educational and teaching pedagogical terms, it is not that simple. The continued use of traditional classroom time structured in workshops makes for a better learning experience.

2.3 Lynda.com

We use online material developed and delivered by Lynda.com as part of our Online Media courses. Lynda.com was founded in 1995 and is, in their own words, a leading online learning company that helps anyone learn business, technology and creative skills to achieve personal and professional goals. We are in the third academic year of using Lynda.com for our courses.

Comparing the use of online videos produced by Lynda.com as supplementary teaching material to MOOCs, I see a clear difference in the pedagogic thinking. While MOOCs might seem like classroom material been recorded for online use, Lynda.com seems more holistic in its approach to learning. In my MA thesis "Educational podcasts - Towards a pedagogy for mobile learning" (Törnqvist, 2009) I focused on different learning styles, and that is why I am able to consider their style of presentation of a high educational quality. It is not only about moving lectures online from the classrooms. The videos are not just lectured with a 'talking head'. Instead, they use illustrating material or snippets of code to explain matters thoroughly. But also the fact that not all students learn through watching or listening to the videos has been taken in consideration. If one learns by reading (and writing), one can use the transcript of the videos instead of watching or listening. This fact gives me more peace of mind, imagining that more or all students have been taken into consideration while choosing the material for learning on their own.

3 STUDENT-CENTERED LEARNING AND ONLINE COURSES

3.1 Understanding the target group

> Designing for everyone is designing for no one (Weinschenk et al. 1997, p. 20)

We normally talk about design and usability when it comes to web pages. In their book *Homepage Usability: 50 Websites Deconstructed*, Jacob Nielsen and Marie Tahir (2002) point out the importance of putting the user in the center. They support this argument through the use of an example where a web shop was redesigned and two different models were tested. One model focused on the users and their Internet habits, resulting in using navigation and a search bar on the page. The other model focused on the company, and the structure of the content was based upon production lines and the personnel's view on the products, resulting in a plain list of links. When these two versions of the web shop were put through usability tests, the result was clear. The first model with the user in the center was 80% successful, and the model with the company in the center had only 9% success (Nielsen & Tahir, 2002). This finding can be extended to the digitalization of education: only by putting the student at the center of the learning process, can online material be an effective learning tool.

So, how can we as educators create an online learning experience based on the students we educate? As with any user study, we need to begin with identifying our target groups and their learning needs.

I have noticed that using online material in a flipped classroom setting means my thinking has moved away from a strict content approach with thinking like "this is the course and this needs to be done like this" towards "these are the tasks in the course and these are the ways this course could be done". The latter thinking is largely influenced by the diversity of student ability in the courses, as well as their own needs in terms of course delivery. Some students take my Online Media courses as an elective and the workshop approach may result in clashes in their schedules. In these cases, students tend to prioritize differently. It also can be about a student already having some knowledge in the subject. For these cases, I think a solution needs to be found instead of slowing down their studies or killing their motivation. Already we can see different needs and different situations in a target group we often look at as homogeneous. A ‘one size fits all’ approach will not be effective from the student's perspective.

3.2 A student survey about the flipped classroom experience

To better understand the target group, I decided to ask a purposive sample of students about the flipped classroom approach in my courses. The result of the questionnaire is limited to two courses I teach, and cannot be inferred to the larger field of study. While the sample is small and statistically insignificant, the open-ended nature of some of the questions means that the findings are worth noting in terms of the actual student experience. The student group included second year Online Media students as they had one course with me during their first year and are completing a course with me at the second year level at the time of writing this paper. Both courses followed the flipped classroom paradigm.

3.2.1 Free reflection on course structure

The first section asked them to consider the flipped classroom in practice. The result showed that 9 students out of 12 liked that they may work on practical tasks in class. The other 3 students had mixed feelings since they like working on their own. The group reflected over the fact that there is always a bit of theory served in the beginning of topics, just enough to get them started with the practical work. All admitted that they lacked the motivation to take in theory on their own. However, one student thought that the theory part is too light over all, but the others admitted that they disliked the theory part and would have avoided it completely if it were not included in the tasks and the classroom.

3.2.2 Theory vs. practical work

When students were asked to choose what they wanted to do most in class based on options of 'only theory', 'only practical work'; or 'a combination', they ranked the options in this order:

1. A combination of theory and practical
2. Only practical work
3. Only theory

No student put only theory as a first option. This finding is significant and supports the need for those discussions to be held in class.

3.2.3 Study material

To get an idea of what kind of material the students consumed, I asked them to list study material in preferred order. The study material I had as options were: reading (book or electronic source); listening to Podcasts; watching video on Lynda.com; watching video on YouTube; doing practical tasks solving problems; or to identify other study material. Their preferred choice of study material was doing practical tasks solving problems. Other choices were ranked as second, third or fourth options, with no clear preference being indicated. Still it gives me the knowledge that practical tasks are the preferred study material, and this makes me think about delivering the theory more often through practical tasks to make it more attractive and accessible for students.

3.2.4 Supporting the learning

Students were asked to give concrete examples of supporting material and tasks they used when learning on their own. The result gave some insight, especially when students had referred to online material I use in my courses and mention what works for them. There was a bit of diversity in the answers but still 7 of 12 students specifically mentioned practical work, some in combination to Lynda.com videos, and some togeth-

er with reading or group work. Notably, none of the students mentioned using only online material. In all cases, they were naturally supplementing this information with other peer-to-peer activities or teacher support. This choice was investigated in more detail in the following section.

3.2.5 Group work

I have experienced lecturing many student groups during my years at Arcada. The groups identify themselves not only as students within Culture and Communication, or Media culture, but mostly as Online Media students. This position is strengthened by the fact that the group is separated from the rest of the class after their first semester in their first year due to the specialization courses required as part of their degree. Also, the concepts in some of their first courses make them notice they are a group on their own, and as a result they tend not to strongly identify with the bigger group. From an outsider's perspective, this could suggest that the group becomes strong and works well together. Still I have had some rare Online Media groups that I immediately have found to be non-functioning. The positive learning group dynamic has just not set in. In cases like this there has been no spontaneous peer-support, very little communication in the group and no feeling of togetherness unless put in extreme situations. This of course has been a challenge in courses that rely on group work. I would like the group to communicate much more in class, to help each other and supporting each other's learning experience - while learning themselves at the same time.

I wanted the student's opinion on how they experience the group's influence on their learning and how the group could be used more efficiently. I asked them to grade this influence, and most answers were awarded a 3 on a scale from 1-5, with 1 meaning no affect at all. Two students gave a 5 and one thought the group has no effect whatsoever on learning. It is clearly a difficult process to demarcate, and most were clearly unsure of exactly how influential group work was on their own education. Yet, their own learning patterns outside the class showed the use of peers as a support. This disparity needs to be examined in more detail.

As concrete examples on how the group could be used more efficiently some embraced techniques that already are in use and ideas from working in groups or pairs to getting opinions and grading each other were mentioned. So far this student group has been working in pairs and later in their studies they will have courses that build upon group work. The most useful insight for me is that I could use the peer-review much more, even for grading. Grading each other is something I have been thinking about very much but have not dared to set into action as I have felt it is my job as the course designer and educator, and that the responsibility should not be put on the student's shoulders.

3.2.6 Summary of survey findings

The survey mostly strengthened my previous thoughts on how students experience the course structure and flipped classroom, in that they are active in class but not keeping

deadlines working on their own in between the workshops. Still I got new ideas on how to make theory more efficient through practical tasks and how I could engage the group more in the learning process. I feel that using the flipped classroom is a balance between giving the students more freedom, while also steering them more.

Looking at the course material in between workshops reflects best the concept of online courses. Students in general found the theoretical parts less motivating than the practical work in class. Therefore, the format of the theory material becomes even more important, and it has to address and suit the target group. The survey highlighted that some of my already existing material is already seen to support learning; files I have produced around theories. A concrete example was summaries on books that are experienced as being in a comfortable reading format. A comparison was made to theory material in form of poorly scanned books that become hard to read, not only because of the amount of text but also the readability. Another format of online material that was addressed in the answers was the Lynda.com video courses and the fact that it is not very pleasant to watch big chunks of video courses in a short time and that there needs to be time for the material to be digested also. This does not yet clearly answer 'what defines online courses', but the survey at least strengthens the hypothesis that online courses do not necessarily need video lectures to be effective, but knowing the target group is the key to efficient use of online material.

3.3 Reflection on the current situation

George Siemens and Peter Tittenberger (2009) have in their *Handbook of Emerging Technologies for Learning* reviewed existing literature on learning and narrowed learning down to four broad components and three distinct processes. I will just mention these components as quoted by Siemens & Tittenberger and focus on reviewing the processes through the student survey I made.

- **Social**. Learning is a social process.
- **Situated**. Learning occurs within particular situations or contexts. Both "learning and cognition...are fundamentally situated".
- **Reflective**. Learners require time to assimilate new information. Learners require the "opportunity to reflect on, defend, and share what they have learned if it is to become part of their available repertoire".
- **Multi-faceted**. Learning incorporates a range of theory, engagement, "tinkering" or bricolage, and active construction.

Siemens & Tittenberger (2009) claim that the social, situated, reflective, and multi-faceted aspects of learning are expressed through various educational approaches. These educational approaches are now being presented as bullet points and used to reflect over the survey, flipped classroom and the use of online material on Lynda.com.

• **Self-paced**. Reflected in traditional distance education models relying on open enrolment.

The flipped classroom makes part of the course self-paced. In my courses, these self-

paced parts are between workshops when students absorb most of the theory. The self-paced periods are about maintaining the rhythm from the workshops in class. It is worth noting that the practical work in class is also self-paced and supervision is given individually when needed. In both instances, engagement will depend on the student's self-discipline. The difference is the amount and type of learning support available.

The use of Lynda-videos supports the self-paced learning as well. Some students need repetition in order to better understand the tasks, as discussed earlier in the paper, and for that Lynda.com is very well suited. Also the fact that Lynda has material for different kinds of learners makes the platform very useful. With a valid Lynda-subscription, the students can return to the courses at any time during their studies.

The survey showed that the self-paced learning alone is not always just a strength in a course – as suggested by the advocates of MOOCs. Some students mentioned that they like the flipped classroom as a way of working in a course because they recognized their own self-discipline as a weakness in the strategy. This often means that if they had the option to work completely on their own, they would leave the theory studies to last minute, no matter the format of the study material. I think it is important to support the self-paced learning in courses, steering it with deadlines and clear tasks. It is a matter of learning time management and study techniques, which vary from student to student. Students should be left with the responsibility of their learning but at the same time the self-paced learning should be facilitated by the educator to keep track on the overall pace of the course.

• **Guided**. Increased assistance (through tutors or instructors) provided to learners. May be self-paced in an open enrolment model or through a paced format (fixed start/end date)

The main idea of flipped classroom is exactly the chance to guide students instead of leaving them on their own doing practical work and often getting stuck without tools to solve problems. At the moment, the workshops are exactly this; supervised work together with the students. Also the other side of the flipping system, the use of preparatory homework, is guided with the help of playlists on Lynda.com.

Using Lynda.com in smaller fractions by building up playlists instead of giving long courses in big chunks guides the students through the material underlining the most important parts. This might ensure the intake of the right bits and pieces. Too much information might mean risking that the students do not have the focus to watch hours and hours of videos, and therefore possibly missing out on exactly the parts the teacher expects them to watch. This is crucial as the idea is to build the practical work upon the theory they take in before the workshops.

Most answers in the survey spoke very well about doing practical work in class, being able to get help when problems occur. Students that are more skilled within a subject, such as Web design, do not feel the assistance and supervision in class is as important. Instead they see their role differently, and tend to want to add input in class and work on the practical parts their own. Guiding them is usually about making individual solutions

that challenge them more. Again a need to adjust the course is required, as discussed in section 3.1.

• **Cohort**. With peers - paced and guided

While working in class the flipped classroom through peer-work in form of presentations, feedback and discussions, some students use their fellow students to solve problems together, to get inspiration and other spontaneous things that just happen within the group. In some courses, the group is being activated in the discussion forum on Itslearning.

Lynda.com as a stand-alone solution does not support peer work. This is something to think about. Maybe it would be possible to divide a whole video course between students and ask them to share their part with each other, reflecting over what they have learned, in writing or by presentations.

4 THE ART OF MEETING THE NEEDS

The biggest challenge when considering ’what defines an online course’ has to do with student-centred learning and the amount of different needs one might have to consider. Is it possible to be prepared for all situations? I think the big question becomes how to manage and serve the content so that a student can consume a course individually, without missing out on anything. At the moment even if a student can do a course off-campus, he or she is missing out on all the valuable discussions about theory and how the rest of the group is approaching the practical tasks that we have now in class. I still think you cannot replace face-to-face interaction with discussions online.

A wide spectrum of working methods used in class (independent work, teacher-lead studies, project studies and collective functioning) can be applied to web teaching. The basic character of web teaching is communicative and it supports interaction. Independent web studies have been discovered to be burdensome if the social part is neglected. (Tella et al., 2001, p. 131)

I have had ideas of having different learning paths for a course, all depending on the student's knowledge and needs. In an ideal world this would suit everyone better when the situation is mapped out at the beginning of a course. Offering a fixed range of course paths would enable handling the material and have standard solutions for the student to choose from, instead of having to make up individual solutions that might vary every time, increasing the work load of the teacher.

As I have been thinking about the different learning paths I have been looking at the six patterns of interactive storytelling. I chose to look at a set of patterns that I have reflected over.

4.1 Linear

Traditionally a course can be seen as linear where events unfold in a pre-scripted way and the audience (students) has no influence on the events. The storyteller has full control. This is the most common storytelling pattern and is compared to reading books and watching movies. (http://www.slideshare.net/mindcaffeine/six-pattern-of-interactive-storytelling). In many ways, this approach describes a large number of MOOCs that cater to thousands of students. There is a very set path to follow that makes no provision for individual learning styles and needs.

4.2 Linear interactive

The flipped classroom could be seen as linear interactive as events enfold in a pre-scripted way and the audience has limited influence in certain parts of the story. In this case, the storyteller (or teacher) still has a lot of control over the path chosen. (http://www.slideshare.net/mindcaffeine/six-pattern-of-interactive-storytelling)

The small space for self-directed influence in flipped classroom at the moment is the amount of theory students goes through on their own. Often I have extra material and bonus reading and it is up to the student to consume these. Linear interactive is used by most videogames e.g. Super Mario; the story is linear but the player can control how Mario gets through the levels (http://www.slideshare.net/mindcaffeine/six-pattern-of-interactive-storytelling). Also interactive books and digital newspaper fall into this category.

4.3 Multiple ending

The two first paths are representing the current situation, but now we are moving towards solutions that I have not implemented yet and that are up for discussion as to whether they could work or not. Often we build our courses from the assumption of what a specific group of students will need for working life. This could exclude a group of other students who have not chosen that specific career. Thinking of web design, we have concrete aims for what the students should know after a course and we work with a set of criteria that prepare students for a specific role, working as a web designer for example. Could we in fact offer a course with a multiple ending? This would include students that do not need to know coding on a deep level but be able to use less professional tools, training a more general knowledge of web design. I claim that e.g. students within production, entrepreneurship or economics could study web design with a different outcome than the Online Media students. So the interesting question is could we develop one course that uses online material to facilitate a couple of paths with a different outcome?

4.4 Branching paths

Another way to facilitate different levels of knowledge in a course could be the branching paths where pre-structured key-events can be reached via different paths. Some parts of a course would separate into paths and then be brought back together at certain points. This would give different experiences from the same course. This pattern is typical for classic adventure game and alternate reality games (http://www.slideshare.net/mindcaffeine/six-pattern-of-interactive-storytelling). It could allow for different specializations to be discussed within a common field. So, for example, in project management, students could branch off to follow a learning path specific to their own area of interest, and then rejoin the group for common activities towards the same goal/project.

4.5 Open World and Toy Box

When moving further away from educator control, and thinking solely about offering knowledge as self-directed learning, we encounter the notions of Open World and Toy Box. These patterns, if one can imagine them as patterns, spread narratives and events in a fictional space. In Open World, the audience moves freely between the events and the user is building his own story based on his movements and the pre-script by the storyteller. The Toy Box can be seen as the wild card offering complete audience freedom and the storyteller only creates the framework, stage and playground like e.g. in The Sim. (http://www.slideshare.net/mindcaffeine/six-pattern-of-interactive-storytelling).

Even with these kind of structures, offering a range of material and tasks within every subject might not be enough. In the educational sense, this is almost completely self-directed learning and in a digital strategy, it would suggest that the student could navigate material online deciding what is or is not important for consumption. It does assume a certain level of pre-existing knowledge as to where to look or what to seek. There would probably need to be an element of levels in the offered material such as ensuring basic knowledge is consumed first. Reflecting back at the survey results, it can be concluded that these kind of course structures would possibly only be effective for more advanced students at postgraduate levels.

One can look at some of these paths as requiring a lot of work for a single course. But also the paths might become a matter of reducing the amount of special cases and individual solutions. It would be like offering a couple of pre-written formats of the same course. This method especially needs Student-centered thinking and knowledge of specified target groups for a course.

5 CONCLUSION

As mentioned in the Introduction, I started with the hypothesis that online courses do not necessitate the replacement of classroom teaching with online videos. Knowing the target group and their needs is the key to efficient use of online material. As demonstrated through the use of the flipped classroom paradigm, and the student feedback of

that learning experience, student-centred information is the most important aspect to consider when choosing what material should be available online. The most effective solution seems to be in the combination of practical exercises and carefully managed online theoretical readings and exercises.

Starting with the flipped classroom approach and analysing the online aspect between workshops already shows that these short periods of self-paced studies seems to be challenging for some students. The self-discipline when it comes to reading or watching videos about theories instead of working with practical tasks is admittedly poor. This puts requirements on the online material to be engaging, and means that lecturers must take the target group into consideration when planning in order to make the online phase an effective teaching tool.

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The digital experiment: Changing dynamics of student participation and teaching practices

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Abstract

Traditional university courses tend to have student attendance criteria. Failure to arrive for a specified number of classes often results in dismissal from the course, or some form of grade penalty. This expectation is founded in the belief that every class is important, and student participation in class improves performance. But how relevant is that argument in degree programmes of applied sciences where students are also expected to work on projects or as interns outside the university as part of their education? This paper examines student engagement and shifting teaching practices in à *kunskapsutveckling* course after the content was moved online for the first time in 2016.

Keywords: e-pedagogy; presence; teaching practice; student engagement

1 MUSICAL CHAIRS

It had to be the most frustrating teaching experience. The students' attendance was confounding me to the point of distraction. It felt as though we had somehow got trapped in a time loop of never-ending musical chairs.

It wasn't that the attendance rate had dropped off. The course had started with 60% of the class in attendance and in every class it remained at 60% of all those registered. It wasn't that there were students who never arrived. By the end of the course, 100% of the students had at some point been in attendance. The frustration was that only 20% of the class were attending all the time. The other 40% comprised of the remaining 80%, who seemed engaged in a complicated game of *musical chairs* – you never knew who would be sitting when the class started. It was also frustrating, because due to this sporadic pattern of attendance, I knew that the work submitted in no way reflected the potential of the students enrolled.

In situations such as these, the first thing lecturers do is examine their own teaching practices: is it interesting?; is it relevant?; have I set the right tasks at the right level?; and when the faces in front of you keep changing from week to week: am I losing my mind?

There is so much pressure on educators to maintain high throughput rates that it is becoming increasingly normal for the spotlight to fall firmly on 'the person standing in front' when things go less-than-well. But, after discussing it with students in a few of

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the classes, the real reason quickly became evident: as part of their education in *kulturproducentskap* at Arcada University of Applied Sciences, students are required to complete several practical components throughout their degree. This includes one six-month internship.

They were actually very interested in the course. They understood its relevance. Thankfully, most realised the necessity of attending and that was why they had all made an effort to be there when they could. It was that they simply could not be in two places at the same time. "Poor scheduling!" you shout. Not entirely. In today's competitive market, students must accept internships when they are offered, and while our degree programme has dedicated two periods at the third year level to facilitate the experience, there will always be a little spillover into neighbouring teaching periods. Industry needs and public event management does not always work strictly according to academic calendars. This course just happened to be offered on the fringe of that overlap.

Regardless, one thing was clear: we could not offer this course this way again. The answer seemed to lie online, and thus began our 'digital experiment' in terms of attendance, or rather 'presence' as we began to term it, and how that related to best practice.

2 CHANGING DELIVERY TO CHANGE DYNAMICS

Student attendance, or more specifically the lack thereof, is a global topic and a shared concern across a broad range of academic disciplines (Cleary-Holdforth, 2007). There are a number of studies demonstrating significant statistical evidence supporting the direct positive correlation between attendance and academic performance in face-to-face courses[1] (see Stanca, 2004 and Thatcher, et al., 2007). Several factors may account for the direct correlation between the two. Some studies have suggested student motivation (Xie, et al., 2011), while others suggest comprehension acquisition or deficit (Thatcher, et al., 2007). Motivation may be related to a number of situational contexts, for example socio-economic conditions (economic well-being; travel time; employment etc.), or incentives (additional grades or permission to write the final examination). It may also be a result of individual characteristics, such as effort and ability (Stanca, 2004, p. 2).

It is worth noting that when reading this research, how 'attendance' is defined in various studies must be considered. Attendance in many instances assumes engagement. This cannot be a given. Many educators will attest that 'just showing up' is not enough to pass a course. There needs to a level of participation and understanding involved. This is related to pedagogy and course delivery. The conventional face-to-face lecture is often a one-way communication process that cannot address the diverse needs or learning styles of students in the class (Cleary-Holdforth, 2007, p. 5). Depending on the size of the class, delivery may not allow for interactive learning opportunities. Students are able to play a more passive role, and may withdraw from the learning process if not intellectually stimulated.

[1] A face-to-face course may be defined as such in terms of contact lectures, tutorials and/or seminars. This is still the preferred model adopted in many traditional universities.

If one considers the argument made above, then concerns of a perceived lack of student participation or interaction online due to a lack of physical attendance are not entirely well-founded. In a 2005 study by Grabe, results suggested that psychology students who used online notes as a substitute for at least six classes achieved no discernible difference in terms of examination performance than the results of students who had attended all classes (Cleary-Holdforth, 2007, p. 8). This finding was corroborated by Neuhauser (2002, p. 99), who lists several studies where students enrolled in online courses performed better or equally well as students in face-to-face settings. Interestingly enough, when one elects to take a course online, one may feel tempted to create more entertaining content, however the finding that "there is no significant difference in student engagement levels between those (courses) reporting active vs. passive activities indicates that a myriad of content activities can be used to engage students in online courses" (Dixson, 2010, p. 7). As with face-to-face interaction, the focus should be on establishing meaningful communication connections between the instructor and the student through good teaching practices. Teacher presence supports cognitive presence – even if students do not have direct contact to the lecturers (Kop, et al., 2011). In this discussion, teacher presence is defined as the design, organisation, instruction and facilitation of the course, while they characterise cognitive presence as "an exploration of ideas and points of view, a consensus of the points of view (reached by communication with and feedback from others), and then a testing and discussion of found solution" (Kop, et al., 2011, p. 3).

As mentioned, the purpose of migrating the course to an online platform was apparent from the start: increase overall student presence in the course to allow for the sustained interaction with course material required to improve the quality of work produced. The aim was to meet a common objective shared by all educators: "producing a holistic course in which the pedagogy, learning object approach and assessment strategy were an integrated whole" (Mason, et al., 2004, p. 726). The desire to motivate students to adopt an independent and self-directed learning style meant that the course package needed to be designed slightly differently. In some cases, such as reading lists, it was a matter of simply transferring the material online. In other instances, it meant completely changing the mode of delivery. Face-to-face lectures were replaced with educational videos. These were supplemented with online academic content from reputable sources, such as Lynda.com. This is in keeping with the belief that online courses "disrupt the notion that learning should be controlled by educators and educational institutions as information and 'knowledgeable others' are readily available on online networks through the press of a button…" (Kop, et al., 2011, p. 1). To keep it interesting, we created quick pop quizzes for students to test comprehension and concept definition. A discussion forum was created to encourage student-led interaction. Provision was made for assignments to be submitted and assessed online.

Merely taking a course online does not necessarily mean that the teaching or learning experience has been improved. It is vital that good teaching practice prevails. For this reason, the same assessment technique was used in the face-to-face class and the online platform: carefully scaffolded tasks that allowed the student to demonstrate, reflect and build on knowledge gained. The advantage of scaffolding is that it supports independent and active learning (Mason, et al., 2004), and is therefore a good choice for online courses as well. These tasks were designed to allow students to answer the question of

what would be the better method for their own topics through a series of pilot studies, and as such were part of a problem-solving approach.

We tracked student presence online. We could see when students accessed videos. We could see when they submitted their assignments – it was always a little scary that more than one student would routinely submit at 23:59 on the day a task was due. We were also able to monitor and determine individual and class intellectual progress and grade averages throughout the course.

In 2016, twice as many students registered for the course online. From an early stage, we knew that our student attendance was 100%. All students were logging in each week, all were opening the videos (although we never knew if they watched the whole video or just a part of it), and all were submitting the main tasks. The pop quizzes were completed by the majority of students (90%) but as these only accounted for a small percentage of the overall course, a few students elected to concentrate instead on the main tasks. When the course ended, we had a 100% completion rate. All students passed and – more importantly from my perspective – they did so while achieving an appropriately high standard of work, in terms of quality and analysis. We had met our student learning objective. But what had we learnt in terms of teaching practice during the digital experiment?

3 UPHOLDING "THE SEVEN PRINCIPLES FOR GOOD PRACTICE" WHEN TEACHING ONLINE

In order to elicit discussion about key teaching practices in online courses, Graham et al. (2001) elected to evaluate and develop Checkering & Gamson's "Seven Principles for Good Practice in Undergraduate Education". Their study presents an interesting way to engage with what does and does not work in online delivery – and more importantly, how best to engage students outside the traditional classroom. This list was not consulted when we decided to design our *kunskapsutveckling* course, but it has been a useful tool for reflection. Our digital experiment definitely resonates with some of their findings. This paper will therefore address each principle, in terms of its objective, their recommendation and our own experience.

3.1 Principle 1: Good practice encourages student-faculty contact

3.1.1 Recommendation

Instructors should provide clear guidelines for interaction with students.

- *Establish policies describing the types of communication that should take place over different channels.*
- *Set clear standards for instructor's timelines for responding to messages. (Graham, et al., 2001, pp. 1-2)*

3.1.2 Our experience:

When we first offered the course, I was fortunate to have one of my colleagues, Mirko Ahonen, offer to provide important technical support and e-pedagogy advice. With his recommendation, we communicated our different functions to the students from the start. If there were access or technical issues, then they should email Mirko. If there were any academic queries or requests for extensions, then they should email me. It worked for a while, but then a couple of students started to loosely interpret the notion of 'support' and started to ask Mirko to consult on academic work as well. We had to be a bit firm about this in order to re-establish that they communicated the correct types of messages to the assigned person. It was interesting that stating the roles at the start had been insufficient. I would therefore add to Graham et al.'s recommendation: reiterate the roles and functions at regular intervals (especially near deadlines).

The suggestion to set a timeline for responding to a message is a good one. The difficulty with online courses is that a number of students expect instant or nearly instant response. The challenge is that most are doing the work late in the evening or over the weekend. I often found myself responding to task queries late into the night. We definitely could have enhanced communication if we had specified when students could expect a response, and I will include that clause in the next cycle. If one is working as part of a teaching team, then it may be beneficial if all staff shared the same or similar policy. I know about courses where students have become frustrated with one member of the team due to a perceived delay in response time, simply because one other staff member appeared to be available 24/7. If lecturers are going to have a specified timeline, then this could be an important point for discussion in the teaching team: should there be a negotiated compromise so that the communication practice is consistent throughout the course?

3.2 Principle 2: Good practice encourages cooperation among students

3.2.1 Recommendation

> *Well-designed discussion assignments facilitate meaningful cooperation among students (Graham, et al., 2001, p. 2).*

3.2.2 Our experience:

It is often argued that the learning experience is improved through cooperation, information sharing and networking, and online courses certainly have the tools to facilitate this (Kop, et al., 2011, p. 2). In hindsight, this is the one teaching practice that was never fully developed in the course. A discussion forum was opened on the course website, but it was never used for this purpose. In fact, it was not really used at all. This may

have been an oversight, but upon reflection, it can be justified to a certain degree. I knew from a previous experience, where the use of Facebook as a discussion forum had been flawed (see Hyde-Clarke, 2013), that if one decides to use a forum, it requires a concerted effort to be effective. Unless we completely restructured certain components of the course, there was no real need to add more tasks for that purpose. We were also relying completely on an individualised study approach where students identified their own topics in order to increase student motivation and interest in completing the tasks. From their own behaviour, it appears that there was no natural tendency to discuss their topics with each other – again confirming the need for coercion to do so. However, from a good practice perspective, this should be addressed. If we were to consider the impact of peer review as a pedagogy tool and feedback mechanism, then this space could facilitate an important learning function. This role would need to be very carefully explained, and the expectations for participation and possible evaluation identified at the start of the course.

3.3 Principle 3: Good practice encourages active learning

3.3.1 Recommendation

Students should present course projects (Graham, et al., 2001, p. 3).

3.3.2 Our experience:

There is definitely a solid learning experience when students are required to explain their work, as well as how they approached the task, to someone unfamiliar with their topic. In this course, students needed to identify their own research topic or case study (internship) and then apply the various methodologies to it in order to determine the most appropriate. For each task, the student had to first identify their research topic, explain the purpose of the study and then define and apply the method. After each task, feedback was provided and the student could then rethink their topic or project and revise it for the next task. The final assignment was therefore based on potentially four cycles of reflection and revision while students advanced their knowledge at every stage. Very few students did not use this opportunity to improve. The result was that the quality of work kept getting better until it had completely eclipsed the level of work produced in the face-to-face course the year before. Of course, it would be remiss to suggest that the online delivery was directly responsible for encouraging active learning and a higher standard of work produced. There are too many variables. That said, the ability to set more regular tasks coupled with better online presence meant that more students were engaging with their topics on a sustained level. In this instance, online delivery had indeed had a positive effect on teaching and learning outcomes.

Students also needed to exercise agency in their choice of what educational material to consume (videos, readings, etc.) as well as whether or not to complete the online surveys or pop quizzes. At every level, the responsibility to participate was placed firmly

with the student. While Mirko sent regular reminders to the class on the announcement board and their class Facebook site, the actual decision to participate still resided with the student – in much the same way as attendance. Of course, the course was more accessible and this helped tremendously. By the end of the course, all students had completed all assignments. There was evidence of an independent and self-directed learning style being adopted by those enrolled.

3.4 Principle 4: Good practice gives prompt feedback

3.4.1 Recommendation

> *Instructors need to provide two types of feedback: information feedback and acknowledgement feedback (Graham, et al., 2001, p. 3).*

3.4.2 Our experience:

The Department of Culture and Communication has a policy that all course feedback and grades should be provided within two weeks of submission. This therefore applies to online courses as well, although the decision to use scaffolded tasks meant that the whole two-week period could really only be implemented for the summative assessment. The fortnightly tasks required faster evaluation, and this was provided within three to four days of submission. It does mean a lot of marking for the lecturer, but the results obviously made the effort worthwhile. In this way, information feedback was efficient and effective.

Acknowledgement feedback was in part provided by the University learning website itself. ItsLearning does acknowledge receipt of an assignment. We really only needed to acknowledge student emails, and these issues were all addressed within 12 hours of receipt due to the fast-paced nature of the course. That said, it may be worth including a note when outlining communication practices at the start of the course (principle 1) mentioning that should a student not receive a response within an acceptable (and predefined) time period, then they should confirm that the lecturer has seen the message. There are times when student emails accidently end up in the ‘junk’ or ‘spam’ folder. This would be a good way to avoid any unnecessary upset, or feelings of isolation. This relates back to ensuring teacher presence online.

3.5 Principle 5: Good practice emphasizes time on task

3.5.1 Recommendation

> *Online courses need deadlines (Graham, et al., 2001, p. 4).*

3.5.2 Our experience:

Some advocates of digital learning maintain that flexibility of access should also apply to content completion. Students should be able to submit at their own pace. This was not possible in terms of the scheduling of the course in the larger degree curriculum, and it was also not desirable. We had strict deadlines at every step. The rationale for using a sequence of scaffolded tasks was to maintain a continuous and intense cycle of revision and reflection. Momentum was a vital component to motivate engagement. The high quality of work produced was testimony to the effectiveness of this approach.

3.6 Principle 6: Good practice communicates high expectations

3.6.1 Recommendation

> *Challenging tasks, sample cases, and praise for quality work communicate high expectations (Graham, et al., 2001, p. 4).*

3.6.2 Our experience:

Since online courses rely completely on written or computerised feedback, it is essential that communication is clear and firm, while still being supportive. I did find that the first task was not always taken as seriously as I hoped. A few students seemed to consciously or unconsciously use it to 'test the waters'. In these cases, I was quick to establish parameters of what was acceptable or unacceptable in terms of quality. For example, in one instance a student literally provided one sentence in response to a task comprising of four sub-questions. That lone sentence was not even related to the task. In my feedback, I acknowledged their contribution and then provided indepth commentary on how their answer could have been improved. At the end of that feedback, I also pointed out that they had missed an opportunity to work on their own topic of interest and develop it. Essentially, they had cheated themselves of what could have been a beneficial experience and placed themselves at a disadvantage for the next task. I offered them a chance to resubmit their work within two days (and noted that this was a 'one time' offer). The student chose to resubmit their work. It addressed the task and the student showed signs of having considered my original feedback as part of their response. My first comment praised their decision. It may not have worked out this way, some students would have just left it, but I do believe that high expectations and positive reinforcement can give students that extra little boost, if used in a constructive fashion.

Many online courses use multiple-choice assignments that can be graded electronically. Their level of assessment is very much dependent on how the questions are asked, and how they are weighted. Coming from a social sciences and humanities background, and teaching in a related discipline, means that I place more emphasis on the written word. We did have online quizzes, but these were used purely for video and reading compre-

hension exercises. They only counted towards 10% of the final grade. The course required the demonstration of critical analysis and application in order to pass.

3.7 Principle 7: Good practice respects diverse talents and ways of learning

3.7.1 Recommendation

> *Allowing students to choose project topics incorporates diverse views into online courses (Graham, et al., 2001, p. 4).*

3.7.2 Our experience:

In *kulturproducentskap*, students are encouraged to use their internship experience to inform their thesis. Not everyone decides to do this. Instead they may suggest an alternative topic for consideration. Either way, the topic is self-selected, suggesting that there should be some interest in completing the study. The course merely provided guidelines and tools as to how data may be collected and how the general purpose of the study could be better elaborated. Active learning and participation was an investment in their own education in a more personal way. Going forward though, it may be interesting to start to employ more peer review mechanisms to allow students to share those topics and findings with each other. This returns us to the challenge of using the discussion forum in a meaningful way (principle 3).

4 TAKING THE DIGITAL EXPERIMENT FORWARD

It would be foolhardy to believe that we will be able to maintain 100% student attendance, presence and completion in every cycle that follows. On average, throughput rates are generally closer to 80%. However, there is every reason to believe that we can maintain and develop the level of knowledge and skill demonstrated by students throughout the course if we employ good teaching practice online. Our greatest challenge appears to be the second principle of student cooperation and collaboration.

Based on my own teaching experiences and the students' past poor use of the discussion space, I am still not entirely convinced that the ItsLearning discussion forum offers the best means of meeting that need. As a result, I have decided to include two face-to-face workshops that will be designed to encourage peer-to-peer discussion and review instead. One is scheduled for the start of the course, and the second will be offered at the end, ahead of the final deadline. This decision moves the course into yet another learning approach: blended learning. It will be interesting to see whether this shift will improve the course, and how many students will elect to attend the workshops. Arguably, a blended learning approach should combine the best practices and features of both

course formats. However, the real-world pressures may continue to affect students' ability to physically manifest in a classroom at the allotted time – even if it is only for two sessions. This course continues to offer a wonderful space to experiment.

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e^3 i kursen *eCities* - *eKompetenser för eHälsa genom eLärande*

Jonas Tana[i] & Maria Forss[ii]

Sammandrag

För att i fortsättningen kunna erbjuda högklassiga och effektiva tjänster inom social- och hälsovården, och för att kunna utnyttja och använda sig av den potential som digitalisering medför krävs kompetens, kunnande och förståelse för nya beteendemönster samt ett nytt förhållningssätt. Kursen eCities på 15 studiepoäng skapades och erbjöds under läsåret 2015-2016 via Arcada Sommarskola. Kursen utfördes med e-lärande som utgångspunkt eftersom e-lärande erbjuder möjligheter till lärande oberoende av tid och rum och ger deltagarna möjlighet att flexibelt själv råda över när, var och hur lärande sker. Ytterligare var detta pedagogiska val något som stöder studenterna att bemöta medborgare, klienter och patienter som i framtiden blir att mer digitala. Kursens syfte var att introducera studenterna till nuläget och framtida visioner av den pågående digitaliseringen inom social- och hälsovården och att erbjuda utrymme för innovativt tänkande samt deltagande i utvecklingen av nya digitala hälsotjänster. I kursen eCities utvecklade studenterna tre olika e-relaterade digitala kompetenser; *eKompetenser* om *eHälsa* genom *eLärande* i syfte att förbereda studenter för det framtida digitala arbetet inom social- och hälsovården.

Nyckelord: eHälsa, eLärande, eKompetenser, digitalisering

1 INLEDNING

Den pågående digitaliseringen i samhället påverkar allt och alla. Aldrig tidigare har utvecklingen inom tekniken erbjudit sådana möjligheter att hantera och utnyttja informations- och kommunikationsteknik (IKT) som idag. Digitaliseringen har redan inom flera samhällsområden skapat omfattande förändringar i de sätt som människor möter och interagerar med varandra och det omringande samhället. Den utveckling som började inom bank- och reseindustrin har även påverkat andra branscher, och i allt större grad har digitaliseringen medfört en förflyttning från fysiska lokaler till digitala rum, som är oberoende av tid eller plats. Digitaliseringen har även medfört att människor i allt högra grad kan sköta olika ärenden när och var det passar dem bäst, utan de begränsningar som den analoga världen presenterade. Denna utveckling visar inga tecken på att avstanna, snarare tvärtom. Inom social- och hälsovården har inverkan av digitaliseringen fått en långsam start, men har sedan starten gått in i fas av explosionsartad utveckling med snabba framsteg (Lam et al., 2016). Utvecklingen har även gett upphov till ett helt nytt begrepp, elektronisk hälsa, eller eHälsa (Eysenbach, 2001). Den snabbt framskridande digitaliseringen har medfört både för- och nackdelar. Ett allt mer digitaliserat samhälle medför höga förväntningar från medborgarnas sida på digitala tjänster, även inom social- och hälsovårdssektorn. Digitaliseringen skapar även nya beteendemönster hos medborgare, klienter, och patienter men även inom social- och hälsovårdens pro-

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fessioner, som alla i allt högre har blivit digitaliserade, och efterlämnar allt mer digitala data. Data som kan ha stor betydelse för utvecklingen av tjänster samt kvaliteten på social- och hälsovården.

Det är inte bara medborgare, klienter och patienter som blivit digitaliserade. Även studenten har genomgått samma omvandling. Digitala studenter definieras som studenter som vuxit upp med ett aktivt deltagande i olika digitala vardagliga uppkopplade egenskaper, så som e-post, meddelandetjänster och appar. Den digitala världen har även haft inverkan på deras kognitiva funktioner (Andone et al., 2005). De vill lära sig genom att göra och de förväntar sig att själv få utforska, växelverka och samarbeta, samt att få erfarenheter i stället för mera traditionella föreläsningar. Utnyttjandet av IKT för kunskapsorganisation och – integration är naturligt för dem, och därför ställer de även specifika krav och förväntningar på lärmiljöer (Andone et al., 2005). Dessa förväntningar och krav kan bemötas genom att skapa lärandemöjligheter i digitala miljöer.

För att i fortsättningen kunna erbjuda högklassiga och effektiva tjänster inom social- och hälsovården, och för att kunna utnyttja och använda sig av den potential som digitalisering medför krävs kompetens, kunnande, förståelse för nya beteendemönster och ett nytt förhållningssätt. Enbart innovationer inom teknologi i sig förändrar inte branschen om inte aktörerna inom branschen involveras (Booth, 2006; Honey et al., 2016; Lam et al., 2016; Skiba et al., 2008). En av de stora utmaningarna har varit, och är fortfarande att få både studenter och professionella inom social- och hälsovården att se den potential som eHälsa har att erbjuda, dels genom att bygga på de nuvarande IKT kunskaperna, men även genom ett innovativt nytänkande med en tillämpning till den egna professionen. Behovet av mera utbildning och fortbildning inom eHälsa har påvisats redan tidigare, och behovet kvarstår fortfarande i dag (Booth, 2006; Honey et al., 2016; Lam et al., 2016; Skiba et al., 2008). Även om alla nuförtiden har tillgång till digitala tjänster kan endast de som innehar kompetensen fullt ut utnyttja de nya innovativa digitala välfärdstjänsterna (Gummesson & Nordmark, 2012). Denna kompetens är inte något någon generation får medfött, inte heller så kallade digitalt infödda, utan skapas, utvecklas och förnyas genom utbildning och erfarenhet (Lam et al., 2016).

Kursen eCities planerades och skapades vid Arcada sommarskola 2016 som en breddstudiehelhet för att utveckla och förnya social- och hälsovårdsstudenters digitala kompetenser samt införa innovativa tankesätt kring utnyttjandet av digitala tjänster. Kursen utformades även som ett svar på det utbildningsbehov som finns inom området eHälsa. De digitala kompetensbehov som låg som grund för kursens uppbyggnad var ekompetens, ehälsa och elärande. Syftet med denna artikel är att diskutera samt summera på vilket sätt kursen eCities skapade, utvecklade och förnyade dessa kompetenser hos studenterna.

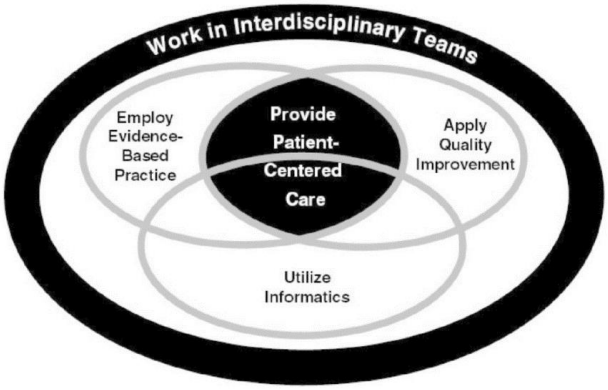
2 E³

Digitala kompetenser uppfattas som en av de värdefullaste överförbara generiska kompetenserna eftersom digitalt kunnande uppskattas stort i hela Europa (Evangelinos et al., 2014). Efterfrågan på digitalt kunnande fortsätter att växa. I det följande presenteras e³,

vilket syftar på eKompetenser för eHälsa genom eLärande vilket användes i förverkligandet av kursen eCities.

2.1 eKompetenser

eKompetens syftar till en allmän och omfattande kompetens som kan anpassas för olika kontext så som eHandel, eBank och eHälsa. I den europeiska referensramen för eKompentens (e-CF) för ICT kunnande ingår följande moment: planera, skapa, upprätthålla, möjliggöra och leda olika aktiviteter digitalt. Planera betyder bland annat att göra en behovsanalys och en omvärldsanalys före en digital tjänst/service sedan skapas. Att upprätthålla betyder att hantera olika tekniska utmaningar och att möjliggöra betyder att lära olika användare om tjänsterna. eKompetenser för ledarskap av digitala tjänster innefattar bland annat etisk granskning, utveckling och riskhantering (http://www.ecompetences.eu/). Det är denna kategorisering tillsammans med vårdprofessionernas kompetenser som utgör grunden för kursens uppbyggnad. I figur 1 synliggörs sambandet mellan de olika kompetenserna väl (Greiner & Knebel, 2003). Det är önskvärt att alla professionella inom social- och hälsovården besitter dessa kompetenser för att möta framtiden. Att utnyttja information (eng. *utilize informatics*) betyder att besitta kompetenser för att kommunicera, hantera kunskap, undvika fel och stöda underbyggd beslutsfattning genom att använda informationsteknologi.



Figur 1. Relationerna mellan vårdprofessionellas kompetenser (Greiner & Knebel, 2003:46)

2.2 eHälsa

Begreppet eHälsa, eller elektronisk hälsa, är en relativt ny och generell term för aktiviteter eller åtgärder där informations- och kommunikationsteknik används för att främja, bibehålla eller återskapa hälsa. Själva begreppet användes sällan före slutet av 1990-talet, men blev en sammanfattande term för alla de nya aktiviteter och möjligheter som uppgången av Internet medförde (Eysenbach, 2001). Sedan början av det nya millenniet har begreppets popularitet ökat och definitionen innefattar inte endast ”internet medicin” utan bredare allt från hälsoinformation på nätet till mobila hälsoapplikationer och stödsystem för professionella. Mera generellt kan man säga att den gemensamma nämnaren är och har varit användandet av information och kommunikationsteknik inom

social- och hälsovård i syfte att utveckla och effektivera social- och hälsovården. Den mest etablerade och citerade definitionen av eHälsa är Günther Eysenbachs (2001) definition:

> e-health is an emerging field in the intersection of medical informatics, public health and business, referring to health services and information delivered or enhanced through the Internet and related technologies. In a broader sense, the term characterizes not only a technical development, but also a state-of-mind, a way of thinking, an attitude, and a commitment for networked, global thinking, to improve health care locally, regionally, and worldwide by using information and communication technology.

eHälsa har prioriterats högt och har fått en framskjuten ställning av såväl Europeiska Gemenskapernas kommission (EC) som Världshälsoorganisationen (WHO) som båda utformat strategier och initiativ för hur utnyttjandet av digitaliseringen inom social- och hälsovården skall nå full potential (Europeiska Gemenskapernas kommission 2004; Europeiska Gemenskapernas kommission 2012; WHO 2005). Även på mindre, nationella nivåer prioriteras eHälsa högt. Omfattande satsningar inom digitaliseringen av social- och hälsovården görs i Finland i syfte att förnya och effektivera arbetssätt genom nya innovationer, förbättra kvaliteten av social- och hälsovårdstjänster samt öka hälsofrämjande (Statsrådets kansli 2015). Prioriteringarna är dels drivna av de ökade kostnaderna och kraven inom social- och hälsovården. Men som påverkande faktorer finns även pressen och kraven som ett digitaliserat samhälle ställer på både individer, klienter, patienter samt professionella inom branschen, som alla förväntas vara välinformerade om nya metoder och innovationer (Europeiska Gemenskapernas kommission 2012). En drivande kraft är även det ökade ansvaret för upprätthållande av hälsa som individer tilldelats i och med fokusskiftet från en mera professionsbaserad till en allt mer individcentrerad syn på upprätthållande av hälsa (Hill et al., 2013; Johnson & Meischke, 2003). Patienter och klienter har i och med digitaliseringen möjligheter att påverka sin hälsa på sätt som tidigare inte varit möjliga, men förväntas samtidigt också kunna välja mellan en myriad olika alternativ i relation till hälsofrämjande och -förebyggande samt självdiagnostisering och vårdmetoder (Johnson & Case, 2012). eHälsa kan alltså ses som ett verktyg som kan ge betydande produktivitetsvinster och fungera som ett instrument för omstrukturerade, möjliggörande och användarvänligare hälsotjänster (Europeiska Gemenskapernas kommission 2012). Med en effektiv tillämpning leder eHälsa till en personligare, mera målinriktad och effektiv social- och hälsovård. Men trots de möjligheter och fördelar som eHälsa medför finns det fortfarande utmaningar som kan stå som hinder för ett framgångsrikt införande av eHälsa på ett bredare plan. En av utmaningarna är den begränsad kunskap om och förtroende för digitala hälsotjänster bland såväl klienter och patienter som professionella inom social- och hälsovården (Europeiska Gemenskapernas kommission 2012).

För att effektivt kunna driva vidare den pågående utvecklingen inom området eHälsa och för att kunna garantera delaktighet, patient- och klientsäkerhet samt ett omfattande stöd för individcentrerad social- och hälsovård kommer det i framtiden att behövas bredare kompetens och mera kunskap inom ämnet. Detta gäller såväl för medborgare som för professionella, både generellt och ur ett individ- och användarperspektiv (Ahonen et al., 2015; EC 2014; Scandurra et al., 2015). För att uppnå detta krävs satsningar redan vid ett tidigt skede, under utbildningen av nya professionella inom social- och hälsovården samt inom andra relaterade branscher men även som fortbildning för redan verksamma professionella inom social- och hälsovården. För att göra det framgångsrikt be-

hövs även innovativa undervisningsmetoder som ger stöd för och motsvarar det arbete inom de digitala arenor där även social- och hälsovården i framtiden dels kommer att befinna sig (Gummesson & Nordmark, 2012).

2.3 eLärande

eLärande skiljer sig från traditionellt lärande på minst tre olika sätt (Koch, 2014). För det första handlar eLärandet om asynkrona tillfällen då studenter lyssnar på föreläsningar i olika takt. Tiden för lärandet är inte den samma för alla längre. För det andra är eLärandet decentraliserat i förhållande till traditionellt lärande. Platsen har inte längre en avgörande roll när det gäller lärandet. Att besöka Spanien för 3 veckor är inte längre något hinder för att delta aktivt i en finländsk kurs. Och för det tredje består kommunikationen i eLärandet av elektronisk kommunikation.

Den exponentiella tillväxten av användandet av internet och utvecklingen av IKT har medfört att också kursplanering och -utveckling påverkats och e-lärandet integrerats i allt större grad i allt fler kurser för att möjliggöra aktivt självstyrt lärande (Gummesson & Nordmark, 2012). Samtidigt har flera ifrågasatt formatets effektivitet och möjlighet att nå djupt lärande för vårdstudenter. Lahti et al. (2014) visade i en omfattande litteraturöversikt att både kunskapsbehållningen och sjuksköterstudenters förnöjsamhet var densamma för web-baserade kurser som för face-to-face lärande. Eller som Triola et al. (2012:18) uttrycker det:

> Superior learning will result from superior methods regardless of whether these methods are implemented using Computer Assisted Instruction (CAI) lecture, paper-based cases, etc.

eLärandet innehåller element som möjliggör ett flexibelt självstyrt lärande på ett nytt sätt. Samhälleliga förändringar gör att studenter per lärare blir fler, att möjlighet till praktik krymper och att studenters livsvillkor varierar. Därför blir eLärandet ett attraktivt alternativ eftersom verklighetsanknutna case blir tillgängliga på samma sätt som högklassiga föreläsningar närhelst student vill och har möjlighet att delta. Att vara lärare handlar inte enbart om att undervisa ett visst stoff utan det handlar också om att *lära studenterna att lära sig*, något synnerligen uppenbart i kursdesignen för kursen eCities.

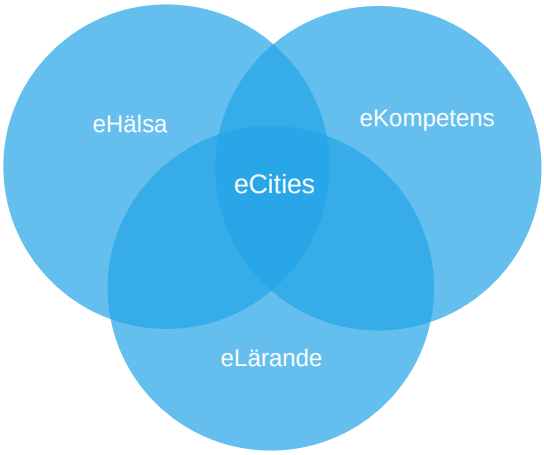
Vidare förändrar eLärandet premisserna för läraren, för även om pedagogiska frågeställningar i eLärandet och traditionellt lärande liknar varandra finns det vissa delar som inte är lika. Vid eLärande är studenten inte längre bunden till tid och rum samtidigt som det finns en risk för att lärprocesserna blir mer individualiserade. Studenterna kan när som helst ta sig an lärandet, medan var och en sitter vid sin egen skärm och inte längre i klassrum tillsammans (Koch 2014) Det betyder att fördelar med eLärande så som en ökad flexibilitet eventuellt riskerar att förändra den sociala pedagogiska effekten.

3 ECITIES

Kursen eCities på 15 studiepoäng skapades och erbjöds under läsåret 2015-2016 via Arcada Sommarskola. Kursen genomfördes digitalt med hjälp av en online lärplattform. Orsaken till varför kursen utfördes med utgångspunkt i e-lärande är de möjligheter till lärande oberoende av tid och rum, som ger deltagarna möjlighet att flexibelt själva råda över när, var och hur lärande sker (Gummesson & Nordmark, 2012). På samma sätt som medborgare, klienter och patienter allt mer blir digitala, så var utgångspunkten även att studenterna i kursen var digitala. Kursens syfte var att introducera studenterna till nuläget och framtida visioner av den pågående digitaliseringen inom social- och hälsovården och att erbjuda utrymme för innovativt tänkande samt deltagande i utvecklingen av nya digitala hälsotjänster. Syftet var även att stöda upp en nätbaserad kompetensutveckling för e-kompetens, som den pågående digitaliseringen i framtiden kommer att ställa på blivande professionella inom social- och hälsovården. För att effektivt kunna utnyttja de möjligheter som digitaliseringen medför är det viktigt att aktivt sporra till användandet av digitala tjänster och internet som plattform även för inlärning.

Kursens erbjöd även studenterna en möjlighet att ingående, och i praktiken, bekanta sig med existerande digitala hälsotjänster och den IKT-infrastruktur som utvecklas för och inom social- och hälsovården av olika aktörer. Dessa digitala tjänster granskades mera ur perspektivet hur och varför, än vad, för att ge en mera djupgående analys av och ett bredare kunnande om de existerande tjänsterna. Detta för att låta studenterna identifiera, inse och utvärdera dels den potential som digitaliseringen har inom deras profession men även för att låta studenterna identifiera sina befintliga styrkor och svagheter i utnyttjandet av IKT, specifikt inom den egna professionen.

Kursen som var uppdelad i tre moduler, hade en genomgående uppgift där studenterna i samarbete med lärare skrev en artikel om digitala tjänster inom social- och hälsovården. Meningen var att uppmuntra studenter att publicera, och producera tillsammans med lärare. I stället för att gömma examinationer, utnyttjades detta sätt för att tillgängliggöra kursexaminationen för en bredare allmänhet och på det sättet möjliggöra ett bredare kunskapsutbyte av mera bestående karaktär. Detta hävdar Gummesson & Nordmark (2012) att leder till en ökad autonomi att själv vara kapabel att skapa och producera hållbar kunskapsförmedling. I kursen tillämpades även ett faciliterande närmelsesätt för att skapa förutsättningar för kursdeltagarna att vara aktiva medproducenter och samtidigt sporra till ett kreativt och nyfiket tankesätt för livslångt lärande.



Figur 2. Kursen eCities i relation till eKompetens, eHälsa och eLärande.

4 DISKUSSION

I kursen eCities utvecklades tre olika e-relaterade digitala kompetenser; eKompetenser om eHälsa genom ett eLärande i syfte att förbereda studenter för de nya kompetenser som arbetslivet i dag ställer på individen och för arbete i digital kontext.

eKompetenser så som definierade av den europeiska referensramen för eCF (http://www.ecompetences.eu/) mötte studenterna genom att individuellt och tillsammans arbeta stegvis och på ett utforskande sätt. Stegen studenterna arbetade sig igenom följer den europeiska referensramen på så sätt att först fokuserade studenterna på att sålla och diskutera den information och de digitala tjänster som flödar på internet om hälsa och välfärd för att sedan kategorisera, jämföra och skapa ny service eller testa någon av de befintliga digitala hälsotjänster som finns på marknaden i syfte att förbättra utbudet av digitala tjänster inom social- och hälsovården. Slutligen arbetade sedan studenterna med att utvärdera produkten och/eller servicen både ur ett samhällsperspektiv och framförallt ur ett brukarperspektiv. Med hjälp av en digital inlärningsmiljö stärktes studenternas digitala kompetenser för ett digitalt arbete inom social- och hälsovårdsbranschen.

eHälsa är en innovativt och ännu underutnyttjad potential för att möta social- och hälsovårdens framtid (Statsrådets kansli 2015) lärde sig studenten genom att dels själva testa en tjänst, men även genom att granska den ur ett brukarperspektiv och ur ett etiskt hållbart perspektiv. Det är också genom start i det egna engagemanget studenterna lärde sig om på vilket sätt upprätthållande av hälsa genom eHälsa i framtiden eventuellt kan få ett mer individcentrerad fokusskifte (Hill et al., 2013; Johnson & Meischke, 2003).

eLärande kompentenser är inte enbart viktiga för studenter utan för alla professionella och deras lärprocesser i arbetslivet. I kursen eCities användes olika pedagogiska lösningar för att främja ett aktivt och självstyrt lärande, något som Gummesson och Nordmark (2012) menar att deltagare behöver utveckla. I kursen skapade studenterna slutprodukter, artiklar, i vilka studenterna visade rika och välgjorda behovs- och omvärldsanalyser för olika digitala tjänster inom social- och hälsovården. Studenternas förslag på

serviceutveckling placerade slutanvändaren i centrum av eHälsotjänster på ett förtjänstfullt sätt. Slutligen visade studenterna på ledarskaps- och förändringskompetenser för den allt mer digitala social- och hälsovård de kommer att möte i sina framtida arbeten. Kursen undervisade digitala studenter på samma sätt som digitala kunder och patienter guidas till inlärning via digitala kanaler och arbetsmetoder (Koch, 2014).

Förändring sker långsamt inom social- och hälsovården men klart är att olika eKompetenser blir centrala för morgondagens professionella. Som svar på detta beredde och byggde kursen eCities på e-relaterade digitala kompetenser. Kursen bestod helt och hållet av elektroniska resurser i olika format som verktyg för lärande kring temat eHälsa. Gummesson och Nordmark (2012) konstaterar att det är viktigt att inte bara okritiskt använda digitala resurser och material, utan att kritiskt utvärdera användningsområden där det digitala kan ge mervärde. I kursen var användning av digitala verktyg inte ett självändamål, men eftersom syftet var att se på social- och hälsovårdsbranschen ur ett innovativt och nytänkande perspektiv var även innehållet delvis baserat på detta. Innehållet valdes specifikt ut för områdena där de gav mest mervärde, men även där användandet inte ännu fått en så djup förankring och inte endast där digitaliseringen kompletterar det analoga utbudet. Detta gjordes för att utmana rådande praxis och tankesätt och för att erbjuda alternativa handlingssätt, men också för att tillåta att ett kritiskt förhållningssätt i synen på det digitala och analoga utvecklades i studenterna. Kunskap om samverkan mellan dessa två dimensioner, det uppkopplade (online) och det frånkopplade (off-line), som Granholm (2015) kallar flerdimensionell, eller blended, service är kompletterande. Den ena utesluter inte den andra, men kunskap om båda dimensioner är viktigt, speciellt då man utvecklar tjänster för nya generationer med annorlunda beteendemönster. Detta är något som professionella inom social- och hälsovården i framtiden måste ta i beaktande.

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Separately together, that's how we learn – online learning in *Making Sense of Leadership*

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Abstract

The students of today acquire and anticipate flexible learning solutions which have been made possible through new and alternative technological solutions. Flexible learning solutions for lifelong learning opportunities are offered to students at a time and in a place convenient to them. However, learning is still a social activity and students learn more from discussing and interacting with each other than from only reading and writing on their own. We present and discuss how asynchronous interactions in multi-professional student groups enables deep learning in highly flexible learning environments. In a summer school course on leadership for students (N=165) we offered multiple solutions for enhancing interactions among students, such as: guided discussions; online synchronized lectures; and peer review. By collecting feedback on each activity in the course we were able to conclude that students helped each other to broaden the horizon of understanding the topic. Discussions online also diminishes any unhealthy power structure between student and teachers enhancing deep learning to take place. We conclude that as learning becomes more and more flexible, it can still offer as much social activities as wished for.

Keywords: Online learning, flexible learning, social interaction, collaborative learning

1 INTRODUCTION

The students of today acquire and anticipate flexible learning solutions which has been made possible through new and alternative technological solutions. Students desire to be in control of their own learning process. But at the same time, they appraise that being part of an active learning community enhances their deep learning. This seemingly paradox of individual flexibility meeting active social community for learning was one of the main pedagogical challenges we focused on when designing an online summer school course: Making sense of leadership. In this article we therefore present a course design where the elements of individual freedom were intertwined with learning as a social act.

Work and the workforce is changing and as is leadership, which now also requires digital leadership competence. The growth of digital solutions in everyone's workplaces integrate technology and all elements of work in new and different ways (Beer et al. 2016). Students preparing for working life, and especially students with interest and ambition striving for leadership positions, should learn how to navigate in the digital future. Building compelling visions and transforming work by relying on digital channels will be expected of futures leaders. Techniques for encouraging the development of

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digital leadership competencies have been main influences behind designing the course 'Making sense of leadership' at Arcada UAS.

Further, the online leadership course at Arcada set out to enhance students' reflexivity and collaborative working competencies. When students work with real-life questions in a collaborative manner, there is an opportunity for deep learning and in best cases students become *teachers for each other* (Cornelius et al., 2014). This requires a course design with well planned activities focusing on deep learning and on examinations that are not merely exams *of* learning but rather exams *for* learning (Nichols & Edmondson, 2016).

2 FLEXIBLE LEARNING FOR LIFELONG LEARNING

Flexible learning solutions for lifelong learning opportunities are offered to students at a time and in a place convenient to them. In this section the key ideas – acknowledging diverse learners, taking responsibility for learning and changed teachers' role in eLearning – are outlined.

All learners are diverse. Everyone takes part in courses at different stages in life, for different reasons and with different earlier experiences of learning. Further, students might belong to different study programs preparing them for totally different future professions. But, as Cornelius et al (2011) note, acknowledging this difference is one thing, responding to them in course design is something quite different.

Students are taking responsibility for their own learning as well as for their own individuality and cultural heritage (Sims, 2008). Hence, designing courses would focus on promoting activities that allows for everyone to find their place. Teachers create opportunities and learners make them local and contextual. This, of course, requires learners to take responsibility for not only ones' own learning but for the whole group's interactions. In flexible learning solutions, the learning community evolves in creating shared meanings, values and practices (Cornelius et al., 2011).

Mobile learners are no longer dependent on teaching in class or formal education solutions. But the students are dependent on networks of knowledge that can be accessed at their own decision. Hence a course design for the next generations of learners embraces collaborative and connected learning (Sims, 2008). The collective or collaborative approach in class, both for students and teachers, is rewarding. This is also a topic which we see can be developed and investigated much more within the field of higher education. Traditional lecturing will still work in some learning situations, but there are many more approaches and techniques and technologies out there to be explored and combined in new ways, and this happens by still valuing the closeness of a traditional setting but as seen in a new light.

3 LEARNING AS A SOCIAL ACT IN MAKING SENSE OF LEADERSHIP

Learning is still a social activity and students learn more from discussing and interacting with each other, than from only reading and writing on their own. Even if online solutions provide us with the possibility to learn on our own when we want to, we here want to emphasize the importance of the sense of feeling connected and feeling togetherness in an online milieu. This has been investigated by a number of scholars (Rae et al., 2006; Khor, 2015; Leppisaari et al., 2011). For example, Rae et al. (2006) stress that the feeling of being part (cognitive independence) of the same experience and being able to share this together (social interdependence) online is a necessity for the successful digital or online learning experience. Being separately together seems to matter. This has been found to be important especially for adult learners or learners in higher education. Both self-directed learning, or self-governed, and collaborative learning, or what we also have called a collective approach to learning matter, are relevant. Generally speaking, one notes that collaborative learning has been seen as effective in higher education (Rae et al 2006).

These two things we have been seeing as useful approaches to learning in our context (both online and face to face) at Arcada UAS. We have aimed at increasing self-directed learning (Tigerstedt (red), 2014) and at adding the collective or collaborative perspective to the learning. Especially these four points are seen as relevant when we talk about the following perspectives on learning: 1) a variation in learning activities (flexible learning) 2) the role of the teacher as a coach or mentor 3) responsibility, reflection, inspiration, motivation, understanding, interest and activity as guiding words in the processes of learning 4) multiple forms of examination and formative evaluation (Tigerstedt (red.), 2014). A lot of effort has been put into organizing learning activities and into increasing the insight into how the students actually learn and make progress. One example of studying this, has been for us to actively look into how our students use our learning platform and the tools for among other things collaborative learning there. Knowles (1984) argues that self-governed learning is a process where the student him/herself single-handedly or with someone's help sees the need for learning, puts up goals for himself and chooses the strategies needed for his learning and evaluation (Knowles 1984).

According to Zimmerman (1989) on the other hand, students are autonomous to a degree they are metacognitive and motivationally and behaviourally active in their learning processes. Garrison (1997) has identified self-governed learning and motivation as important components in reflective learning processes. At Arcada, self-governed learning has included, the student's active approach towards the studies, responsibility of the own studies as well as an ability to be self-going and proactive in one's learning (Tigerstedt (red), 2014). The students need, on top of the things mentioned, to become fully aware of their responsibility as to how their studies progress. They should take own initiative and look for relevant study materials themselves as well. Marton, Hounsell & Entwistle (1984) argue that there are many conditions for self-governed learning. One needs to acknowledge one's strengths and weaknesses, and to be aware of which abilities and skills are required.

Motivation is another crucial component (Fabricius & Tigerstedt ,2015) which we have discussed; for example, being able to relate new knowledge to earlier experiences is seen as important. This is how the students start to build the inner motivation according to Knowles (1984). The studies by Lundgren (2015) show that one can create motivation by offering a variety of different types of contexts for the learning and for the examinations. In this case we argue that our way of introducing discussion forum and peer review triggers the necessary motivation and therefore enhances deeper and more motivated students that are self-directed in the way they work together online. Research supports the idea that motivation, student satisfaction, as well as achievement, is enhanced by learning together online through, for example, discussions (Khor, 2015; Yazici, 2005).

The discussion forum environment is an essential factor of motivation – the comments and reflections changed between peers affect the discussion intensity and level. We also learned that in this kind of fruitful and positive online environment, students dare to discuss much more openly with each other than in class face-to-face. The constructive atmosphere in the groups has encouraged students to share personal experiences about the different discussion topics, which has been very appreciated and inspiring in the groups.

The presence of the teacher plays a crucial role as well for the student's as for the teacher's motivation. Even though the teacher is not teaching in class, the continuous, almost every day - several times - interaction with the students is highly appreciated and recommended in order to gain a fluent flow in the weekly programs from the very beginning. Some groups could be thanked for being active, while other groups might need some encouragement to become active.

Collaborative learning is a philosophy of teaching where students work together on a common task (Hron & Friedrich, 2003, in Rae et al., 2006 p. 227). Collaborative learning in an online context requires a lot from the teacher or the coach, the student and the learning platform. In our case we have used Itslearning - Arcada's online learning environment - and here we especially discuss the impact of the discussion forums as a collaborative tool for learning. We wanted to encourage dialogue among students on the course content. For each week, there was a discussion with a new topic and the requirement was that each student contributes with at least 5 inputs/discussion in order to obtain 5 points per week. The students were divided into groups by the examiner and they were not allowed to change groups during the course. It is said that sharing and discussing online trigger critical and reflective thinking. It is also said that students tend to become motivated to look for more knowledge on top of the course material when being invited to discuss with their peers online (Beckmann & Weber, 2015).

Another form of collaborative learning we used in the course was peer review, which is seen as having a big role in the student’s skill development. The students each wrote an essay and shared it within the group. This meant that all students read 5-6 essays about leadership, and received in that way diverse views of leadership. The peers evaluated the group member's essays by giving every author well written constructive feedback as points, according to the assessment scale given by the examiner. This learning method did not only encourage students to explore and write about a topic they were truly interested in, whether it was within the field of sports, business administration or nursing.

The method also broadened the views of the readers about the wide context of leadership by allowing the possibility for group members to share and read others' essays.

4 NEXT GENERATION TEACHER ROLES IN AN ONLINE CONTEXT

The teacher's role in a collaborative and self-directed context becomes more like acting as a coach (Yazici, 2005) and is the role of supporting the students' active acquiring of knowledge. In fact, the teacher's role is the role of a coach in very many cases or learning situations at Arcada UAS. The collective approach has been encouraged in the form of study circles, workshops, discussions and other collaborative exercises. Chelliah & Clarke (2011) stress the teacher's role here as an integrator, facilitator and guide. At Arcada, the word 'coach' has been used to describe this function.

Radcliffe (2009) and others like Hermans, Kalz & Koper (2014) highlight the importance of connecting the space to the pedagogy and to the technology. The technology, as such, will not bring much if it is not connected and used in the right way. And, the right way includes a connection to the organizational culture and the changes that possibly have to take place within the organization to make this work. (Chelliah & Clarke, 2011.) At Arcada, we have discussed this and illustrated our thinking with the help of the following model. The model highlights the space: ItsLearning (discussion forums etc.); the pedagogy; self-directed and collaborative learning and the technology; and the online context in general.

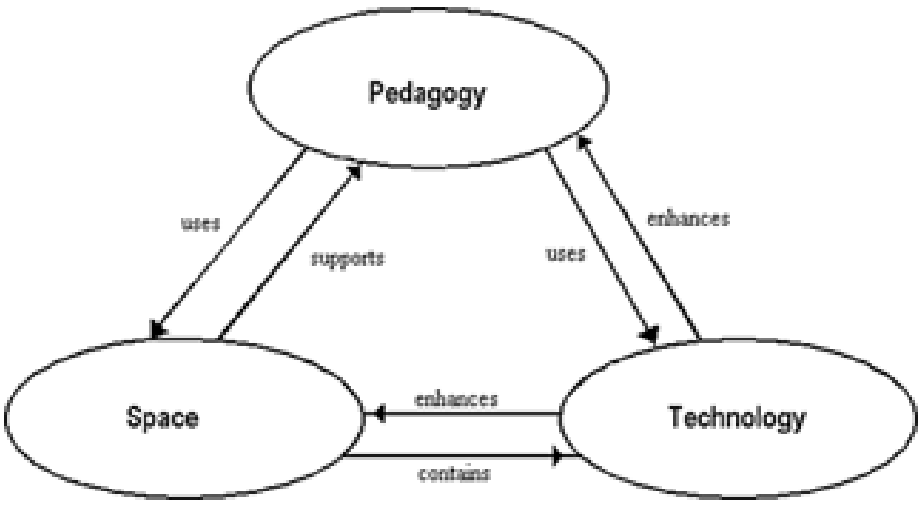

Figure 1. It is crucial to connect the discussion between space, pedagogy and technology (Radcliff, 2009).

5 METHOD

The course ‘Making sense of leadership’ was offered as an online summer course at Arcada UAS in 2015 and 2016. In the first year, the course attracted 76 students with 35 passing the course. In the next year, 165 enrolled and 130 student finished the course. We systematically collected course feedback from the start for our result's analysis. Students were asked to evaluate the course content, the course activities, their own learning efforts and finally their own learning. Further, our material for analysis includes our own written reflections after each course. This approach can be described as auto ethnographic, where we have been using our own reflections as a starting point for placing our personal understandings in a wider context.

Such exploratory practices where feedback and self-reflections form a starting point for further development is what explorative teaching is all about. To write up the reflections in an article form, to reflect on course feedback, course design and course activities as we do here is what makes us understand our own work better (Best et al., 2015). Our emphasis is not on solving any specific problem but rather to understand and learn in order to develop the course.

The research method has been participatory research (Bergold & Thomas, 2012), which means that we have been maintaining the research process as we teach and with our students, rather than researching our students. This means that focus on our research has developed out of two perspectives – that of earlier studies and that of practice. As designers of this course and as teachers or coaches we have stepped back and reflected on our situations and on our strategies in the course. However, we claim that by no means is this active reflection an easy process. Rather it is a process of two fields meeting – science and practice.

We have applied a deductive approach to our material (Wellington, 2015), meaning that our analysis starts from existing theories and concepts. One could also say that we are moving from general to particular as guided by earlier research. Even if we are not out to develop any hypothesis, we are interested in understanding our practices by following the path of earlier work done in the field.

6 ANALYTICAL DISCUSSION ABOUT ONLINE LEARNING

We have presented and discussed how asynchronous interactions in multi-professional student groups enables deep learning in highly flexible learning environments. In our summer school course ‘Making sense of leadership’, we offered multiple solutions for enhancing interactions among students, such as: guided online group discussions, online synchronized lectures and student peer reviewing each other’s papers.

By collecting feedback on each activity during the course we were able to conclude that students helped each other to broaden the horizon of understanding related to the topic and they also learnt a great deal by evaluating the learning input from the students.

In this course students' diversity became an enrichening factor. Each student was able to bring their own *story* into the context:

> *In this part, it was fascinating to exchange personal stories with other members in my groups, since everybody already has some sort of working experience. I think everyone of us has learned a thing or two from our peers through these discussions. To me, this activity consolidated the advantage of working as part of a group. Each of us has different points of view and background, as well as different methods for a common problem. It was enchanting to see how knowledgeable and experienced people are and I looked forward every week to read their opinions from the discussions. Therefore, I found the energy of group participation made me feel more energetic about contributing something.*

Personal experiences became starting points for others' learning processes. Learning about leadership is dependent on contextualizing content. Everyone does it in their own way, and by offering an online discussion forum, students helped each other trigger new learning circles:

> *It was really rewarding to get personal experiences from other students.*

Leading for the future includes reflexivity and reflections as leadership is a craftwork dependent on these core competences. Leadership starts with oneself, and this most important tool needs to be tuned constantly through reflections:

> *Over the course of the past five weeks, my perceptions and views on leadership has drastically change, the topic on personal leadership has given me a foundation on leadership, broaden my horizon and left me with more questions than answers about my leadership potentials, questions such as am I a leader? What are my leadership characteristics traits, how can I influence people, what type of leadership style suit my personality?*

By adding weekly discussions, we were able to transform fellow students into teachers. As we teach someone else we really need to understand the topic ourselves. Teaching others is therefore dependent on deep learning:

> *However, the way I see it, no one is fully learned and du to great inputs from my group members, I learned a lot. Those are the moments that I feel I developed the most during the course and those are the moments I grew most as a person. Those are also the moments when I changed the way I thought. The same goes for listening to my fellow students, hearing their thoughts and ideas and how they see things. Therefore, it is safe to say that the highlight of this course has been the weekly discussions.*

In this course, examinations aimed at not merely being examinations of learning but also being examinations <u>for</u> learning. The written exam, essay, was developed over time and was then discussed and peer-graded:

> *I really enjoyed writing my study case and am even now considering writing my thesis on a similar subject: A report of gender to leadership methods.*

The following two students describe how they through discussion with others also learned more about themselves.

> *The personality quizzes allowed me to feel more confident about my strengths and on which aspects of my personality I should work to improve my social capacities and potentially become a great leader.*
>
> *Looking back at this course I noticed I have developed an understanding of leadership, its theories and structure in a way I could only hope I would learn during such a short period of time.*

After this course I have established an understanding for leadership, my strengths and weaknesses regarding the subject as well as my own personality and come to the conclusion that I have the potential to develop into a great leader.

Discussions online met the students' need for feeling connected. Each input in the discussion forum was recognized by someone. However, it seemed that talking about personal experiences was made easier in online settings, than in traditional classrooms.

Personal leadership was for me an amazing course because I had the opportunity to participate in discussions with others students from the school that I never met before. The online discussion about different topics every week was very useful I guess. Indeed, it allowed me to talk about interesting subjects without having any problems of giving my ideas. I believe that when you are in a big auditorium it can be more stressful to speak in front of everyone and give his opinion about a specific subject. I'm not the one who likes to raise his hand and speaks. That's why I would like to point it out the fact that online discussions are very good to help people to feel more relax, to feel free to speak without retain their thoughts.

In flexible learning situations, as in any pedagogy, teachers wish for students to be creative. Promoting creative thinking among students in not always easy:

The learning process of this course was very reasonable in my point of view, because it was totally different from what I was expecting. I though it is going to be very boring at the beginning, but when it came to discussion within the group, it became very fascinating, all group mates had very creative thinking on each and every topic I found more explanation and I tried to make big research in the internet, found a lot of useful information.

As leadership is a relational and contextual action developed over time, we tried to establish the same kind of mood in this course. The course design and the course content aimed at developing practical knowledge for the students:

Moreover, I have been noticing that all of the elements that are crucial in accomplishing work-related goals are also present in this learning environment. For example: the collaboration between members of the team (group members) helped accomplishing the goal (what we want to learn), the communication skill between group members in order to achieve as best results as possible. Meanwhile, as a distance-learning student, I found that it was also important to work independently to find solutions to problems. This motivated the ability of critical thinking skill and gave me the opportunity to improve as an independent learner and achiever.

Overall the course gave me valuable, practical knowledge as well as opportunity to explore and understand myself through some brand new lens. Although there were times I feel lost and exhausting due to the difficulty of the topic, but together with other members of the group I have overcome these challenges. I think the course was well design. It contains equal part of fun and challenges and that keeps us on our toes.

In the course, the students were also supposed to take three different personality tests in order to get a more accurate description of themselves and their traits. These results are analysed by the students in a reflection diary. The insights are eye-opening for many, emphasizing the importance of knowing one's strengths and areas for development in order to improve as a person and to enhance one's capability as a leader.

7 DISCUSSION

Based on both the observations by us, the coaching teachers, as well as on the analyzed course feedback, we can see that the online discussions have really triggered the stu-

dents' wish to contribute and to teach each other. As Cornelius et al. (2011) stated, we see that the conditions and activities for learning have to be created, they may not just be left for students to create. Furthermore, the amount of inputs, and the quality of inputs, by the students clearly exceeded our expectations as coaching teachers. We were surprised to see the variety and the number of thematically wise contributions that the students shared with each other and actually discussed in a dialogical manner in the weekly online discussions. Knowledge sharing was enhanced and again we can agree with studies by Chellaih & Clarke, 2011; Beckmann & Weber, 2015; Khor, 2015 and Cornelius, et al., 2011.

It is also important that the online collaboration is guided, happen with a certain frequency and that it is relevant and trigger's the learning motivation. It is said that tasks where the student can develop knowledge or share knowledge and not only learn the concepts collaborative learning is suitable (Chellaih & Clarke, 2011; Cornelius et al., 2011). Collaborative learning allows the student to use former knowledge, to bring it into the new milieu in the online community and then to further elaborate on it there together with others when solving the problem at hand. This is important also in the way it prepares the student for the real world – the generic skills are once again developed (Rae et al., 2006).

In many online discussion forum posts during the courses, we could see how the students searched for additional material in form of relevant articles or films according to the theme and shared the material with the fellow students. We could sense collaboration between the members of the team - a willingness to inform and help and to share tips and advice to the peers in the groups. It was clear to us that even though the students met in class only once in course introduction, they created a strong team spirit within the group by communicating several times per week to each other, online. One interesting reflection was made when following the discussions – the students thanked their peers for feedback or for sharing thoughts and learnings much more than we are used to hear in class. Discussions online also diminishes any asymmetric power structures between student and teachers enhancing deep learning to take place. Concluding that as learning becomes more and more flexible, it can still offer as many social activities as desired.

We also see that without being able to create a togetherness in the online learning space this level of learning could not have been obtained, and it was a new insight for us to see how well togetherness online can work. We will continue to explore and develop this in our teaching in order to learn more, and, of course, help our students to learn better 'separately together'.

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Från klassrummet till nätet - en kommersiell produkt i placeringsrådgivning

Stig Blomqvist[i]

Sammandrag

Denna artikel beskriver hur Arcada Fortbildning (AF) omformade och utvecklade en traditionell utbildning i klassrummet till en kommersiell produkt på nätet. Först beskrivs Finansbranschens Centralförbund (FC) och den examen i placeringsärenden (APV1) som FC utvecklat. Efter detta beskrivs utvecklingen av AF:s APV1-utbildningar samt de fördelar och utmaningar som ordnandet av APV1-utbildningar på nätet har.

Nyckelord: Finansbranschens Centralförbund (FC), Examen i placeringsärenden (APV1), Arcada Fortbildning (AF), Nätutbildning

1 BAKGRUND

FC har utvecklat en Examen i placeringsärenden (APV1) för personer inom sektorn för investeringstjänster. FC:s rekommendation är att alla personer verksamma inom sektorn för investeringstjänster skall avlägga denna examen.[1]

Finansbranschens Centralförbund (FC) är en branschorganisation för företag inom den finansiella sektorn. FC:s mål är att för medlemmarnas del säkerställa en god verksamhetsmiljö, en fungerande finansmarknad och ett effektivt betalsystem. FC arbetar också för att befrämja skadeskyddet och öka tryggheten och välfärden i samhället. Förbundet företräder de banker, försäkringsbolag, finansbolag, värdepappersförmedlare, fondbolag och finansarbetsgivare som bedriver verksamhet i Finland. En del av medlemmarna sköter också den obligatoriska trafikförsäkringen samt de arbetspensions- och olycksfallsförsäkringar som hör till vår lagstadgade sociala trygghet. Praktiskt taget alla finländska företag och konsumenter är kunder hos FC:s medlemmar. FC har omkring 390 medlemsföretag med sammanlagt omkring 38 000 anställda.[2]

De finländska APV1 och APV2 examina är också erkända och godkända i Sverige och de motsvarar svenska SwedSec- licensen[3]. Detta ger arbetsmöjligheter i Sverige för personer som avlagt finländsk APV1 och APV2 examen. På samma sätt godkänns SwedSec-licencen i Finland.[4]

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[1] http://www.aaltoee.fi/sites/aaltoeefi/files/courses/apv1_auktorisointisaanot_final_sv.pdf Hämtad 28.9.2016

[2] http://www.finanssiala.fi/meista/sv Hämtad 27.9.2016

[3] http://www.swedsec.se/om-swedsec/om-oss/swedsec-licens/ Hämtad 6.10.2016

[4] http://www.finanssiala.fi/uutismajakka/Sivut/Suomalaiset_sijoituspalvelututkinnot_kayvat_nyt_myos_Ruotsissa.aspx Hämtad 6.10.2016

1.1 Examen i placeringsärenden

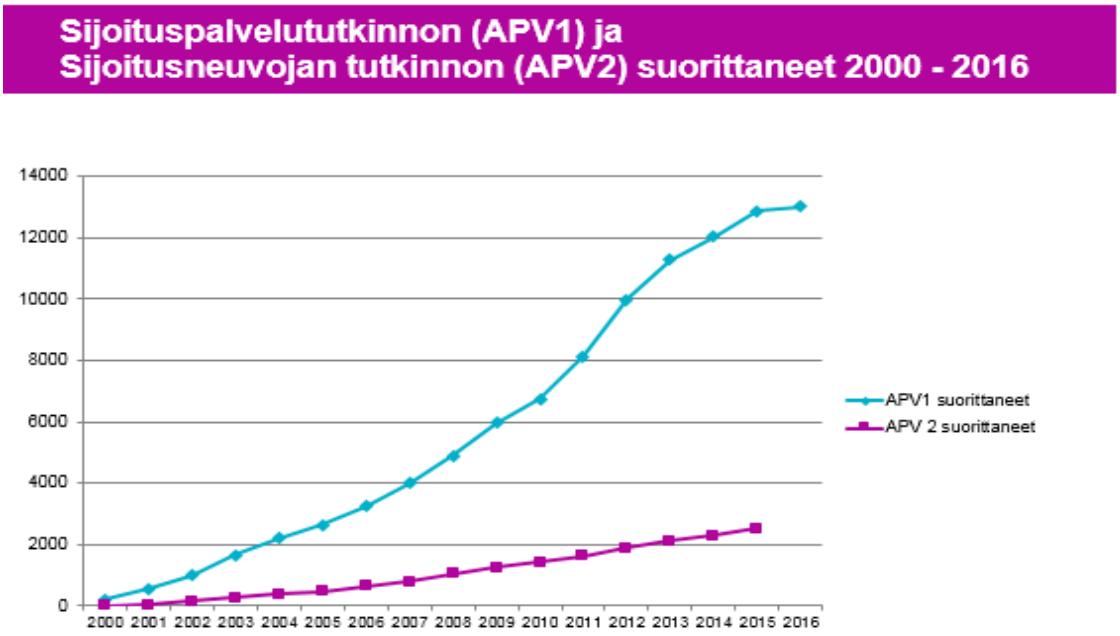
Tanken bakom Finansbranschens Centralförbunds Examen i placeringsärenden APV1 är att anställda inom sektorn för investeringstjänster behöver mångsidig kunskap på många olika områden. Även EU-regleringen framhäver allt mer betydelsen av att personer som arbetar med investeringstjänster har en tillräckligt specifik kunskap inom sitt område. APV1-examen är en del av den självreglering med vilken FC och finansbranschen strävar efter att upprätthålla och utveckla branschens anseende samt säkra personalens kunnande. FC har därför utfärdat en rekommendation om att alla som är verksamma i värdepappersföretag med uppgifter i anslutning till investeringstjänster avlägger APV1-examen, som avlagts av 13.000 personer i Finland på 2000-talet (Figur 1). Kunskapskraven för APV1-examen är mångsidiga och täcker grunderna inom olika kunskapsområden som behövs i arbetsuppgifter i anslutning till investeringstjänster (Finanssialan keskusliitto 2016). Kunskapskraven är indelade i fem faktaområden, varav de två första behandlar marknadens struktur och företagsekonomi. Följande delområde behandlar investeringsprodukter och investeringsverksamhet. De två sista delarna täcker de procedurregler som gäller tjänsteproducenten samt familje- och arvsrättens grunder ur investerarens synvinkel.

APV1-examen är riktad till alla anställda i värdepappersföretag, banker och försäkringsbolag som arbetar med kundbetjäning i anslutning till investeringstjänster. Examen är också riktad till personer som önskar få en överblick över hur värdepappersmarknaden fungerar och om de tjänster och produkter som där erbjuds. APV1-examen avläggs som en skriftlig tentamen. Tentamensdatumen och -platserna fastställs årligen. FC eller APV-sijoitustutkinnot Oy som är ansvarig för examenskraven arrangerar inte förberedande utbildning. Det är inte heller obligatoriskt att delta i sådan utbildning för att få delta i tentamen. I praktiken har de flesta som tenterat dock deltagit i någon förberedande utbildning före tentamen. APV1-examen bedöms enligt skalan godkänd/underkänd. Deltagarna delges också sina personliga poängtal.

APV1-examen består av fem ämnesområden som avläggs vid samma tillfälle. Målet är att fastställa en sådan poänggräns att godkänd prestation kräver grundkunskaper inom alla ämnesområden. Ämnesområdena för APV1-examen är:

1. Nationalekonomi och finansmarknaden
2. Företagsekonomi
3. Investeringsprodukter och investeringsverksamhet
4. Lagstiftning om tillhandahållande av investeringstjänster samt privaträttens grunder
5. Beskattning av investeringar samt familje- och arvsrättens grunder.[5]

[5] http://www.aaltoee.fi/sites/aaltoeefi/files/courses/apv1_vaatimukset_2016_01_sve.pdf Hämtad 28.9.2016



Figur 1. Under åren 2000-2016 har ca 13000 personer i Finland avlagt APV1-examen.[6]

2 APV1 UTBILDNINGARNA VID ARCADA FORTBILDNING (AF)

Arcada Fortbildning (senare AF) har ordnat APV1-utbildningar sedan år 2001. AF planerade de första utbildningarna i samarbete med Börsstiftelsen[7] och dess viceverkställande direktör Nina Tallberg[8]. De första APV1-utbildningarna ordnades vid Arcadas enhet på Drumsö i Helsingfors. Från och med hösten 2004 ordnades utbildningarna vid Arcada i Arabiastranden i Helsingfors.

Under åren 2001-2010 ordnades utbildningarna som ”traditionella” utbildningar med föreläsningar i klass, övningar och hemuppgifter. Utbildningarnas innehåll motsvarade innehållet i APV1-examen. Utbildningarna ordandes på finska, med möjlighet vid behov att avlägga övningar och uppgifter på svenska. Beslutet att ordna utbildningarna på finska fattades, eftersom marknaden för att ordna motsvarande utbildningar på svenska var och fortfarande är för liten, för att utbildningarna skulle vara ekonomiskt lönsamma. AF anlitade både Arcadas egna föreläsare och experter från arbetslivet som föreläsare och utbildningsledare. Två utbildningar per år ordnades omgående. I snitt var deltagarantalet per utbildning 30 personer. Under årens lopp har personer från samtliga, i Finland verkande banker deltagit i AF:s APV1-utbildningar. Dessutom har privatpersoner,

[6] http://www.aaltoee.fi/ohjelma/sijoituspalvelututkinnot/yleista-tietoa Hämtad 28.9.2016
[7] http://www.porssisaatio.fi/se/ Hämtad 28.9.2016
[8] Från Arcada deltog lektor Andreas Stenius, prorektor Jan-Erik Krusberg, lektor Mikael Forsström, fortbildningschef Lars Wessman och fortbildningsplanerare Stig Blomqvist.

personer från olika placeringsfonder och journalister från Kauppalehti deltagit i utbildningarna.

AF har varit en aktiv aktör allt sedan APV1-examina påbörjades i början av 2000-talet. Under årens lopp har över ett tusen deltagare deltagit i AF:s APV1-utbilningar. De flesta av de personer som deltagit i AF:s APV1-utbildningar har även deltagit och avklarat den nationella APV1-tentamen, som ordnas fyra gånger årligen. Ett antal gånger har AF:s deltagare varit bäst i den nationella tentamen. Personer som deltagit i AF:s APV1-utbildningar har i snitt klarat sitt bättre i den nationella tentamen än övriga deltagare.

2.1 Från klassrummet till nätet

Fram till år 2010 var det inte möjligt att delta i AF:s APV1-utbildningar på distans, eftersom utbildningarna ordnades som traditionella utbildningar i klass. Under årens lopp fick AF emellertid flera förfrågningar om att ordna utbildningarna som distansutbildningar. Förfrågningarna gav upphov till startskottet för att utveckla en APV1-utbildning på nätet.

Våren 2010 tillsatte AF en arbetsgrupp för att utveckla och producera en 100% APV1-nätutbildning för den nationella marknaden. Arbetsgruppen utgick från APV1:s tentamenskrav och skapade utgående från dem strukturen för nätutbildningen. Följande skede var att utveckla de fem olika modulerna, som tidigare har nämnts. Även externa experter anlitades för utvecklandet av den nya produkten. Därefter kartlade arbetsgruppen vilka föreläsare som hade den bästa sakkunskapen inom de olika modulerna. Det externa samarbetet med experter var av avgörande betydelse för att kursen kunde utvecklas till en högklassig produkt.

2.2 Nätutbildningens upplägg- bakgrund

År 2010 använde Arcada lärplattformen ”Black Board”, vilket resulterade i att även AF:s nya APV1-utbildning byggdes på denna lärplattform. Arbetsgruppens tanke var att utveckla och skapa en innehållsmässigt bra och tekniskt väl fungerande kommersiell produkt.

Från första början var själva layouten sekundär i förhållandet till innehåll och teknisk funktionalitet. En ledande tanke var också att utveckla en levande, aktiverande och intressant utbildning för deltagarna. Utbildningen skulle definitivt inte enbart vara en prepkurs för APV1-tentamen, utan en utbildning med ett djupt, analytiskt innehåll som motsvarade examenskraven. De övergripande målen för utbildningen definierades på följande sätt i viktighetsordning:

1. *I första hand avser utbildningen ge deltagaren nya, djupa och analytiska kunskaper, för att denne skall i sitt dagliga arbete allt bättre kunna rådge placeraren i olika situationer.*

2. *Genom att avlägga utbildningen, erhåller deltagaren tillräckliga kunskaper för att avklara tentamen i APV1-examen.*

Efter att nätutbildningen fanns på ”Black Board”, testades den. Testpersonerna var tio till antalet. De erbjöds möjligheten att utföra nätutbildningen utan avgift, mot att de utvärderade nätutbildningen. Det som utvärderades var själva innehållet och upplägget, men också hur lång tid det tog att utföra hela nätutbildningen. Testpersonernas utvärdering medförde smärre modifieringar av nätutbildningen. Arbetsgruppen hade uppskattat 2-3 veckors arbetstid per modul och testpersonerna verifierade detta. Arbetsgruppen ansåg efter detta att nätutbildningen var klar för lansering och AF:s första APV1-nätutbildning påbörjades hösten 2010. Parallellt med denna nätutbildning ordnades APV1-utbildningen ännu några gånger som traditionell utbildning in klass. Denna avslutade då intresset för nätutbildningen var klart större och idag förverkligas utbildningen helt online.

2.3 Nätutbildningens upplägg och koncept

Grundtanken med AF:s APV1-nätutbildning var att den kunde genomföras oberoende av tid och rum. En förutsättning var att deltagaren hade internetkontakt. Utbildningens samtliga delmoduler hade dock en egen tidtabell. Delmodulerna öppnades med en på förhand fastslagen tidtabell, som sedan var öppen fram till slutet av utbildningen. På detta sätt kunde deltagaren vid behov gå tillbaka för att repetera.

Modulerna var med avsikt olika till sitt upplägg och karaktär. Detta var ett medvetet val som gjordes, då utbildningen utvecklades. Tanken var att de olika uppläggen av modulerna skulle aktivera deltagarna, eftersom den största utmaningen med nätkurser var och är att hålla intresse uppe, då deltagaren studerar för sig själv utan stöd från andra deltagare eller lärare. AF:s APV1-nätutbildning hade dock möjlighet till kontakt till lärare via ett s.k. diskussionsforum på lärplattformen.

Modulerna bestod av bandade föreläsningar med möjlighet att printa ut föreläsningsmaterialet (PDF-format), olika typer av självkorrigerande uppgifter (rätt-fel, räkneövningar samt självstudieuppgifter med modellsvar). Allt det material som deltagare behövde fanns i respektive modul. Anskaffning av litteratur var inte nödvändig, men dock fanns det en litteraturförteckning vid varje modul. Uppgifterna kunde göras bara en gång, men kunde dock nollställas på begäran. För att bli godkänd i utbildningen krävdes att minst 50% av samtliga uppgifter i utbildningen var godkända.

3 DISKUSSION

Fördelarna med AF:s APV1-nätutbildning är många. För deltagaren är det möjligt att studera oberoende av tid och rum. Det enda deltagaren behöver är internetkontakt. Genom att avlägga utbildningen erhåller deltagarna centrala kunskaper för sitt dagliga arbete och har därmed också goda möjligheter att klara av APV1-tentamen.

APV1-nätutbildningen ställer givetvis krav och utmaningar på AF. Utbildningen har utvecklats, omformats och uppdaterats flera gånger under årens lopp. Idag kan utbildning avläggas även via platta och mobiltelefon. Den största utmaningen är att utbildningen måste vara ”up to date” för att den skall kunna säljas på marknaden. Speciellt modulerna som behandlar lagstiftning och beskattning kräver ständig uppdatering. Utbildningen är uppdaterad senast sommaren 2016. Arcadas IT-stöd har hjälpt till, då uppdateringar i utbildningen har gjorts. Att bygga upp och uppdatera utbildningar på nätet kräver i allra högsta grad ett gott teamarbete. Ett fungerande teamarbete krävdes också då utbildningen för några år sedan överfördes från ”Black Board”-lärplattformen till ”It´s Learning”-lärplattformen.

Arcada Fortbildning har redan under sex (6) år erbjudit APV1-nätutbildningen. Utbildningen har under årens lopp haft hundratals deltagare från hela landet, allt från Helsingfors till Rovaniemi. Marknadsföringen av utbildningen har givetvis spelat en stor roll i framgången. Finansbranschens Centralförbund (CF)[9] och Aalto EE [10]nämner på sina respektive webbsidor AF som arrangör av APV1-utbildningar, vilket kan ses som ett erkännande.

Utbildningen utvärderas kontinuerligt och har fått god feedback under årens lopp. Citatet är beskrivande:
"Kurssi antoi erittäin hyvän tietopaketin sijoitusalasta ja se on netin kautta helposti käytettävissä. Tämän tyyppinen opiskelumuoto on internetin parhaita mahdollisuuksia. Kurssia voi suositella alalla työskenteleville, alalle aikoville ja myös yksityissijoittajille".
Seppo Julkunen, 23.3.2011

Arcada Fortbildning har som avsikt att i fortsättningen erbjuda APV1-nätutbildningen. Detta förutsätter en kontinuerlig utvärdering av nätutbildningen och uppdatering av kursinnehåll så att det motsvarar kraven i arbeslivet. AF:s APV1 nätutbildning är ett exempel på god praxis i en nätutbildning som byggdes från ”noll” till en kvalitativt högklassig kommersiell produkt. Beslutet att omforma APV1-utbildningen till en nätutbildning visade sig vara en lyckad satsning, eftersom kursen fortsättningsvis är eftertraktad och därmed samhällsrelevant.

KÄLLOR

Finanssialan keskusliitto 2016. *Sijoituspalvelututkinnon (APV1) vaatimukset. Tutkinnon perusteet, rakenne ja vaatimukset*.

[9] http://apvtutkinnot.fi/tutkintorakenne/sijoituspalvelututkinto-apv1/ Hämtad 3.10.2016
[10] http://www.aaltoee.fi/ohjelma/sijoituspalvelututkinnot/yleista-tietoa Hämtad 3.10.2016

Learning in public

Owen Kelly[i]

Abstract

This chapter offers a progress report on an ongoing project that has three aims: to increase students' control over their own learning; to enable students to act as producers as well as consumers of information; and to encourage students to see themselves as genuine contributors to the spread of common and open knowledge. The chapter outlines theoretical reasons for embarking upon the project, and describes three stages of practical development and testing. The first stage concerns the production of an online course in MOOC format to test pedagogical and technical ideas. The second stage involves devising and production of a 5 credit (ECT) course for second year BA students in which the students spend their time devising and producing the online course they would like to have taken. The third involves the devising of a 5 credit (ECT) book examination, in which students create an online lecture for public viewing. The chapter concludes with some suggestions for how Arcada might further refine and develop this approach.

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Keywords: learning, teaching, pedagogy, practice

1 THEORETICAL CONTEXT

From its inception, Arcada has adopted an active-learning, social constructivist approach to education. This recognizes each student as: a unique individual; understands that learning occurs socially; and believes that students learn best through discovery. These principles form the keystone of the pedagogical approach within the Department of Culture and Communication, where first year students begin working on practical projects within a few weeks of enrolling for their respective degree programmes.

In Online Media, a specialisation in the mediekultur degree, we have based our pedagogical approach on two key revisions to *Bloom's Taxonomy* (Bloom et al., 1956). The first was created by Lorin Anderson, a former student of Bloom, and David Krathwohl; and usually referred to as *Bloom's Revised Taxonomy* (Anderson & Krathwohl, 2001). The authors completely revised the terminology, replacing all the nouns in the original taxonomy with verbs, making a crucial change to how the taxonomy can be applied. They also made an important adjustment to the order of the scale. The scale changed from:

Knowledge > Comprehension > Application > Analysis > Synthesis > Evaluation
To
Remembering > Understanding > Applying > Analysing > Evaluating > Creating

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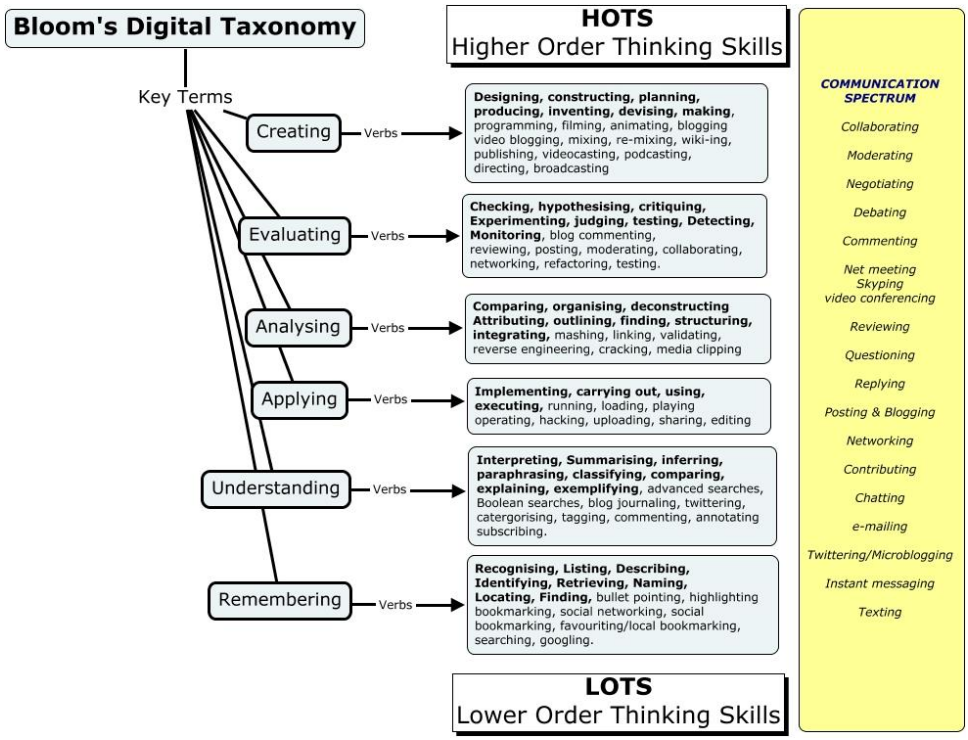
The second revision was created by Andrew Churchs, and attempts to bring the taxonomy in line with the changes brought about by digitisation. He visualises the taxonomy thus:



We have found this a useful framework to use when considering project-based learning-by-doing, since it aligns an acknowledged pedagogical theory with the kind of learning outcomes we need to promote.

We have used this approach to devise methods of instruction that complement students' ongoing practical work, in ways that challenge students to solve problems in a range slightly ahead of their current development; in line with the suggestions of constructivist theorists that learning occurs within a zone of proximal development, defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under … guidance, or in collaboration with more capable peers" (Vygotsky, 1978).

2 PRACTICAL APPLICATIONS

In the last four or five years, we have sought to utilise this approach more effectively by altering the structure of the courses we teach, and the ways in which we teach them. Previously we tended to teach all our classes in weekly or twice-weekly face to face sessions. In these sessions we would typically teach the group by taking them through a new technique or a new application of a technique. We would them set an assignment that required them to repeat what they had learned and to develop it further.

We found, however, that many students spent the week between classes forgetting much of what they had learned, with the result that some assignments failed to be completed and each class had to devote a considerable amount of time to revision. We have since reconfigured all our courses as sets of four or five intensive one-week blocks. In this structure, each block effectively becomes an autonomous mini-course with its own goals and learning outcomes, and each block builds upon the outcomes of the previous blocks. We have found that this concentrated burst of activity results in greater concentration and longer lasting learning. Working for three or four consecutive days on a focused set of tasks gives time for the repetition necessary for understanding.

Crucially, we have also flipped our classes by making wide use of the instructional videos available in Lynda.com. Students begin courses with a pre-course assignment that usually consists of watching a carefully compiled playlist of videos. In classes, we then work together on projects that rehearse and extend the knowledge they have gained from their self-study. Assignments then become another playlist of videos. In this method, students are in charge of their own learning and spend their time in class working through the kinds of task-based problem solving that previously acted as assignments.

This has proved successful in all our practically orientated classes in which learning and doing naturally work hand in hand. Students learn best how to build websites by building websites, just as music students learn to play the piano well by playing the piano badly and (hopefully) learning from their mistakes. The practical activity is where the learning-by-doing takes place, and we have found that the pace of the courses has increased since we introduced this new system, and the depth of material we can cover has also increased.
This kind of constructivist approach has worked well, but we have struggled to find ways of applying it to the more theoretical courses such as Theory of Games Design, and our optional book examinations. We have not found it easy to create real-world learning-by-doing for courses such as these. At the same time we have faced a problem in terms of the lack of enthusiasm with which many students approach theoretical study in our syllabus. Our students do not necessarily like writing essays, nor have the skill to write them to the standard they would wish.

3 LEARNING BY TEACHING

Learning by teaching is an idea with a two-thousand-year history. In his moral letters to Lucilius, written in AD 63-64, the Roman philosopher Seneca argued that people should "associate with those who will make a better person of you. Welcome those whom you yourself can improve. The process is mutual; for men learn while they teach" (Gummere, 1917, 1,7,8). More recently, Lev Vygorsky has been quoted apochryphally as saying that "the one who talks does the learning" (QB, 2015), and everyday experience suggests that this is often the case.

Anne Murphy Paul, writing in *Time* magazine, has suggested that the "benefits of this practice were indicated by a pair of articles published in 2007 in the journals *Science*

and *Intelligence*. The studies concluded that first-born children are more intelligent than their later-born brothers and sisters and suggested that their higher IQs result from the time they spend showing their younger siblings the ropes."

Teaching somebody to do something, or helping somebody understand something, requires a process of explanation and demonstration. Explaining something, whether by lecturing or demonstrating, requires you to have your ideas ordered into a coherent pattern. It requires you to analyse what you already know, arrange it into a narrative and then fill in any gaps by research. Richard Rusczyk (2016) has claimed that "when learning, we can fool ourselves into believing we have a complete grasp of an idea before we really understand it. If we can do a couple of problems, we think we're set; however, we might have only seen such easy problems that we didn't hit the boundary of our understanding. Teaching removes this possibility of self-deceit."

Arguably, self-learning and peer-teaching have become increasingly absorbed into the lives of young people through the advent of gaming culture. Most computer games no longer come with a manual, but rather begin with a simple training mission that effectively teaches the new player the basic skills needed to play the game, while the player is playing the game. John C. Beck and Mitchell Wade (2006) conducted a large study of the effects of gaming on young people's approaches to learning and discovered that "members of the game generation embrace risk even more often than they realize. That's because they know, from countless attempts to manoeuvre through fictional mazes and dungeons, that trial and error is the preferred way to tackle any problem. There's no time to read boring manuals…" (Beck & Wade, 2006, p144).

Trial and error has traditionally been viewed as a cumbersome and stupid way to solve problems but, as Beck and Wade suggest, this view has now been inverted. In start-ups, and in game and software companies, the current mantra is often "release early and release often" in the belief that an idea, once it has reached conception, can evolve in the wild; that the best way of creating a great game is to create a good game and let it evolve through a process in which the developers react to feedback. In this view, the users teach the developers what the developers should be doing next. They have moved, full circle, back to Seneca's position that "the process is mutual".

The growth of YouTube has also fuelled an idea of peer teaching. Teenagers increasingly turn to YouTube as a matter of course to learn how to use software, how to cheat at a game, how to apply false eyelashes, how to cook a specific meal, and more. They turn to YouTube channels which they know through reputation with no regard for the formal qualifications of the presenters. This has many possible disadvantages but nonetheless it is an increasingly important factor in the lives of our students.

We asked ourselves whether we could apply these ideas to the development of our more theoretical courses, and we decided to start the process by creating an optional online summer course in the form of a MOOC.

4 THE INITIAL MOOC

Work on a MOOC began in April 2014 when Erik Östergaard from one of our partner institutions, Lillebaelt Academy in Odense, Denmark, worked with us to build an experimental MOOC. For several months we researched existing MOOC providers such as Coursera and iVersity; and joined courses in order to understand and evaluate the structures of the courses, the balance between the different elements, the modes of delivery, and the styles of presentation. After the initial research we evolved a list of evaluation criteria. In this, we were aided by Mirko Ahonen, who was conducting research on techniques for effective e-learning for his MA thesis.

We asked students to evaluate several existing online courses in terms of the delivery of the information, the assignments used to test student knowledge, and the level and speed of the course. From this, we discovered that students had definite and consistent opinions about the videos they watched, and about the tests they took.
For the videos, they:

1. disliked lectures longer than approximately ten minutes;
2. disliked lectures shorter than about three minutes;
3. liked lectures in which the lecturer was animated and appeared emotionally engaged with the material;
4. disliked videos that created "fake movement" by zooming text or moving graphics around the screen.

The students also disliked multiple choice tests that allegedly tested whether you had watched the video but were easy to cheat, either by offering choices that were easy to guess, or by allowing the learner to take the test again and again until they had passed. Some said that they found it more interesting to skip the videos and play the tests as a guessing game than to watch the videos.

The testers also said that they disliked downloading material that:

1. appeared to be random;
2. appeared to be the same as they could have found themselves by searching online;
3. seemed to have a purpose that remained unclear or unexplained.

From this evidence we devised a format for our course in transmedia storytelling. It had five modules, and each module consisted of three lectures, with a downloadable pack containing additional material and an assignment. The first video in each module laid out the themes or ideas, and the other two explored aspects of these in more depth. The downloadable Explorer's pack contained a standard set of contents that included a READ ME FIRST file that was always laid out in the same format, using the same design. The assignments built upon each other, and we decided to make no efforts to test whether the students had, in fact, watched each video, relying instead on the assignments to show us their level of understanding.

We then developed a technique for producing ten minute videos that would engage the students. Much of this technique hinged on apparently small but important decisions. Experiment showed, for example, that it was much easier to appear engaged with the

subject standing up than sitting at a desk. We also learned that it was much better to perform the mini-lectures in one continuous take than to edit them together. We spoke directly to camera in front of a green screen, and then created backdrops in Adobe Photoshop which varied from the atmospheric to the informative. Using only four or five simple techniques in Adobe Premiere we faded the background slides in and out, and then faded ourselves in and out over them. Sometimes we talked to camera in front of a background and sometimes we provided a soundtrack over an animated set of illustrative slides.

5 WHAT WE LEARNED

We ran the course for the first time during the summer of 2015, when about thirty students from Arcada took it as an optional extension study. We explicitly informed the students that the course was an experiment and that they were testing them. Their final task on the course involved filling in a feedback form and answering a questionnaire. Student feedback supported our research. Students agreed that the videos were dynamic and engaging and that they contained information that was useful and easy to follow.

We analysed the feedback at some length and based on this we tweaked the format. We decided that the initial video in each module should remain at approximately ten minutes, but that the subsequent videos where we expanded the arguments through examples should be shorter. In the first iteration these videos each contained three or four related topics. We now felt that these would be better done as three or four minute single-topic videos. These would be easier to produce, extend and update, and also easier for students to engage with, since they could be viewed in any order and referred back to more easily.
We ran the course again, unchanged, in the summer of 2016 and obtained more or less the same results from the student feedback. Student satisfaction remained high, with 80% of students saying that the course had exceeded their expectations.

6 PLANNING A COURSE IN WHICH STUDENTS LEARN THROUGH TEACHING

In the autumn of 2015, we agreed that we should use what we had learned from the MOOC experiment to gamify our new *Theory of Games Design* course. We decided that the students would not write essays but scripts. Given an initial research framework, and some initial sources, both published books and articles online, the students would construct a short online course which they would then make as their final project. They would, in effect, spend their time creating the learning outcomes for the course that they would have liked to take, had it been available.

With this agreement I then devised a course for second year BA students that would make use of the formats we had devised. The *Theory of Games Design* course is offered in five modules, each of which lasts for three days. There is also an introductory meet-

ing during which the content and the road map for the course are laid out and discussed. At the end of this, the students are given a pre-course assignment that involves reading and summarizing one of the key texts, *A Theory of Fun for Game Design* by Raph Koster (2013)
During the actual course, students learn by teaching. They create an online course introducing games theory to anyone interested in learning about it. They do this by researching, reading, playing, and then distilling their results into a storyboard and a set of downloadable material for an online course using the formats described above. They write scripts, not essays, for assessment purposes and they use these scripts to assemble the video components of their proposed course. They also devise the downloadable packs and the course assignments. They have to ask themselves what tests would demonstrate the level of participants' learning in the kind of course they are devising, and then create them.

The first four modules in the course they take (and thus also the course they devise) are:

1. What is a game?
2. Game Mechanics
3. Games and Stories
4. Design Strategies

The fifth module is a project module in which they gather all the material they have created, assemble it into an online course, and finally upload this course to eliademy.com.

7 THE COURSE IN PRACTICE

The course began with a mutual reading session in which we built up a group consensus about the arguments in *A Theory of Fun for Game Design*. We moved from this to team research, in which people found material to expand of different aspects of the key argument. The students read, researched, sifted and filleted. They produced short scripts on the topics they had researched. They then filmed themselves presenting their results. They turned their research into a concept map using cMapTools software.

Concept maps different radically from mind maps, and are notoriously difficult to construct, since each node must only appear once, and can only appear as part of a logical statement.

> Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts. We define *concept* as *a perceived regularity in events or objects, or records of events or objects, designated by a label.* The label for most concepts is a word, although sometimes we use symbols such as + or %, and sometimes more than one word is used. *Propositions* are *statements about some object or event in the universe, either naturally occurring or constructed. Propositions contain two or more concepts connected using linking words or phrases to form a meaningful statement.* Sometimes these are called semantic units, or units of meaning. (Novak & Cañas, 2008)

We used this format to give a formal and coherent structure to the research. The map that the students produced went through many iterations as our joint view of the relationships of all the elements involved in games design became more clearly focused. The students each took branches of this map to research further, and came together to create a syllabus from this. Finally, they took each topic in the syllabus and turned it into a storyboard for a pecha kucha.

We make regular use of the pecha kucha format which, put simply, "is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images" (Klein & Dytham, 2003). We use this format because it defines a clear length, pace and structure leaving the student free to concentrate on the content. We instruct students to imagine a script or essay that consists of twenty chapters, paragraphs or scenes. This forms the structure of their commentary. Since each slide is on screen for exactly twenty seconds, and since people tend to talk at about 120 - 150 words per minute, this means that each chapter or scene needs to be approximately 40 - 50 words.

The challenge in making a short lecture using a pecha kucha format is therefore to create a script containing twenty bullet points, each of approximately forty words that build a single coherent argument point by point. This answers immediately the question "how much is enough?" and also forces students to edit ruthlessly, paring down flabby presentations to their bare essentials.

By the end of the course, the students had produced fourteen videos about different aspects of the theory of games design, linked by their places on a concept map. To do this they had worked voluntarily for an extra week. The results, although varied, were uniformly more interesting, more engaging, and better prepared and presented, than a set of essay questions that we might have devised.

8 THE BOOK EXAMINATION

Based on lessons learned from the MOOC and the theory course, in August 2016, I devised a new format for the Online Media book exam. Previously the examination had asked students to read two books and then write a short essay based on a question that they received when they sat down to take the examination. This had, frankly, produced uniformly mediocre results. The examination is an optional course that students take when they need additional credits. Almost inevitably students do as much work as they think they need to do, and no more; and write something solely designed to gain a pass in the test. Rarely do they display a genuine interest in the topic that makes itself apparent in the essay they write.

The new format, as presented to the students, states that the course is a self-study course that requires you to be able to read and analyse a text, to write a script explaining the key points made in the book, and turn that script into a pecha kucha style movie. It explains that the aim of this exam is to enable students to take what they are learning and use it to make a social contribution. Students taking the book exam will therefore read

and analyse a book, and make a six minute audio-visual presentation that provides a summary of the book in a series of easy-to-understand points. This summary will be created in pecha kucha style and will be handed in as a movie consisting of approximately twenty slides with a recorded commentary. The movies will be reviewed by staff members from the Department of Culture & Communication. Those movies that pass the course will be uploaded to a YouTube channel for public display. Any students who do not wish to have their movies displayed publicly will be able to request this when they take the course.

The instructions declare that:

> Since our aim is to create a series of short lectures about key texts that relate to your studies in Culture and Communication, and then to make these lectures public as a contribution to Arcada's Open Learning policy, we will provide a short list of book titles which will change as assignments are completed and movies are uploaded. At any point you may also propose a book that you wish to address. We will decide whether we accept your choice or not. If we do then you can use the book you chose. If not, then you will choose a book from the current list.

Finally, it offers a clear explanation of the pecha kucha format, as well as technical explanations of how the final movie could be made. As of the time of writing, one student has worked with us to review the guidelines, and will take the course immediately after Christmas to test the suggested workflow, and measure the amount of time and effort the format requires.

9 MAKING LEARNING PUBLIC

We intend that a public open knowledge channel on YouTube and Arcada's own website will tie these three courses and projects together. The idea behind this is simple and requires only a brief explanation. As noted earlier, young people are increasingly used to the idea of seeking out instructional videos on the web, and the idea of "a YouTube star" increasingly seems like something one might aspire to. At the same time many universities are placing some or all of their lectures online, making them publicly available as part of a burgeoning Open Knowledge movement. Open Knowledge International, for example: "envision a world where:

1. knowledge creates power for the many, not the few.
2. data frees us to make informed choices about how we live, what we buy and who gets our vote.
3. information and insights are accessible – and apparent – to everyone.

This is the world we choose. We want to see *open knowledge* being a mainstream concept, and as natural and important to our everyday lives and organisations as *green* is today." (OKI, 2016)

We intend to combine these two parallel ideas by creating a dedicated online venue in which staff and students can make their research (trivial or important) available for public viewing. We intend to develop this as a core part of our theoretical framework in or-

der to enable students to see themselves as producers as well as consumers of knowledge, and to see their studies as a part of, and not a precursor to, their adult media lives.

10 THE FUTURE

We have several plans to expand the ideas behind the *Theory of Games Design* course in different directions. We will look to extend the process described above into other courses where essays might usefully be turned into scripts. We will also revise the course based on student feedback thus far. This will include efforts to vary the approach in order to try to make the course more inclusive, while attempting to lower the potential for confusion.

We are currently exploring the possibility of a second option for our book examinations, in conjunction with Lillebaelt Academy in Odense, in which students will write summaries of a given book as a kind of short *Cliffs Notes*. They will summarize arguments and conclusions, using a mixture or original writing and judicious quotation. The best of these will then be published online as freely available e-books. In outlining an author's key arguments for an external readership, students who do not, for whatever reason, wish to make a visual presentation will move beyond the seemingly pointless essay done merely to obtain the grades to become a published contributor to an ongoing series.

We will explore ways of ensuring that lectures and presentations can be put together into different blocks, and that each presentation can be treated as a learning object in its own right. In the longer term, we want to move from the production of courses to the production of topic-based learning objects that can be assembled into courses by the addition of extra material.

Behind all of these initiatives is a desire to help students to (literally) author their own learning. Students have the ability to produce knowledge as well as consume it, and we should encourage them to do this wherever we can. Producing knowledge requires additional effort but offers additional rewards. It enables students to participate in building the culture in which they live. Producing knowledge requires engaging in collaborative debate, requires challenging your own biases and opinions, and requires you to develop the ability to marshal and deploy arguments in ways that make sense to your audience. This in turn means learning empathy; the ability to see things from the perspective of another.

Students are in a powerful position to contribute open knowledge because they have no economic need to publish. Learning-by-doing simply replaces the traditional outcomes, such as essays which have no life and no purpose once they have been graded, with public outcomes that contribute to public culture. In doing this we are merely taking our students seriously, by offering them something better than make-work, and requiring them to demonstrate their learning by creating the means by which others can learn. In a small but meaningful way we hope that this approach we are developing will give stu-

dents a stake in their future world through recasting their studies as a means of production rather than consumption. They will move from acting as pupils inside an industrialised teaching machine to learning in public by contributing to a revitalised dialogic process.

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Community learning and learning environments: Junkcommunity and/or junkspace?

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Abstract

The working paper explores community learning, e-learning and learning environments. It suggests that an unquestioning application of the word 'community' exists in higher education. The paper presents observations and findings from the design process of a course in Visual Culture to illustrate the challenges of blended learning environments. It also includes an innovative aspect as it proposes that Universities of Applied Sciences could learn from urban co-working spaces that are a current trend in Helsinki, Finland.

Keywords: e-learning, learning environments, learning community, e-learning skills and competences, multiple project management

1 THE COURSE IN VISUAL CULTURE: MY JUNKCOMMUNITY?

"Vi skulle vilja ha mera timmar med närvaro." The students request translates to "We would enjoy more hours of *presence.*" It is a rather existential statement when you think about it, since it implies non-*presence*, or a different kind of *presence* (non-human, cyber?) in online learning environments. Twenty-five student and I were evaluating an online course in Visual Culture. It had elements of blended-learning, and the majority requested more face-to-face encounters: It would be nice to share our findings from the assignments with each-other." "This is great", I thought, and when I went back to the drawing board of the course I added community learning instances, such as learning events and group exams (based on lectures and documentaries), to the course.

A year later, I stand in front of three students. That is three students out of a possible 31: present. "This sucks", I am thinking, and the three students can obviously sense this because they start comforting me: "Oh, everyone really wanted to come, but you see, we have this other course…" "That has no lectures right now," I interrupt. "Yes, but, it's a production, and there are all these joint tasks, and they take all our time." "Hmm," I nod, and reward the students with an improvised plan B, which goes really, really well, and as the students walk out of class an hour later, I hope they will tell the rest of the students what "a fantastic learning experience they missed " Some months later, in an-

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other similar course, I encounter the same situation and the same arguments. The students choose one learning community above another, why is that? Should we be more critical in not just the design of the learning environments but also in our "imagining" of the communities that are supposed to inhabit them? Communities seem to be the answer to everything right now: crowdfunding & sourcing; Big Society; co-work; Peer2Peer; and community learning. But do we along with communities (of learning) also create dysfunctional communities? Are we also creating the meltdown of community, its apotheosis, the *Junkcommunity*[1]?

2 AIM AND SCOPE OF THE PAPER

In this paper, I present some findings from learning environments where a community learning aspect has been used. My research approach is inductive. It combines a case-study with the findings from research with a *Human Centred Design* (IDEO) process that has been going on for one year. By way of analogy I finally synthetize these environments with a current trend of co-working spaces in Helsinki. This I do, because, such a hybrid could point to potential innovation. Secondly, I do it in order to create a "leap of understanding" by interweaving specialized knowledge of individual cases with more general changes in work. A "proposition" is the end result of this. The application of the word "proposition" is inspired by Barbara Stafford and Bruno Latour. A proposition, is not a statement, but rather an *offer* extended by one body or thing to another, inviting it to relate in a new manner (Stafford, 1999).

3 LEARNING ENVIRONMENTS AND THE COMMUNITIES THAT INHABIT THEM

Learning is "an aspect of personal (and community) development that is never not happening" (Lemke and Helden 2009). According to Lemke and Helden, "life biographies and our learning biographies are increasingly indistinguishable, and both in living and learning we participate in diverse, multiple communities, each with its own culture of resources and models for identity development" (Lemke and Helden 2009). Universities of Applied Sciences (UAS) build their pedagogy on a proximity to real life situations. Sometimes the relation is not even one of proximity, but of inter-connectedness. The liminal space between work life and the university is the joint learning environment of UAS, connecting formal, and informal learning (Rautkorpi, 2014). In an UAS, the learning communities are frequently organised around projects. Project learning is also community learning. For example in the Learn-by-Developing (LbD) model: "a project

[1] JunkCommunity is a play with a concept created by Rem Koolhaas. In 2002, in a text that has been described as the most important piece of writing on architecture of the 21st century, he put a name to the new kind of space that is advancing over the face of the planet: *Junk Space.* The text is very performative. *For example:* "Junkspace is a web without a spider, although it is an architecture of the masses, each trajectory is strictly unique. Its anarchy is one of the last tangible ways in which we experience freedom. It is a space of collision, a container of atoms, busy not dense… There is a special way of moving in Junkspace, at the same time aimless and purposeful" (Koolhas, 2002). Basically, Koolhaas explains how the contemporary architecture of shopping malls and business centers and devalues architectural contexts: huge and full of *absence*.

forms a learning environment, where progress is made through the identified stages and the outcome is learning in individuals that is seen as new ways of action, leading to personal professional growth, as well as learning in a community […]" (Raij, 2014). According to Raij, such a community is based "on authentic partnerships between lecturers, students, working life partners and clients as end users" (Raij, 2014). In the pedagogy of UAS', focus has been put on the creation of learning environments with an emphasis on the creation of learning experiences, for example Problem-Based Learning and LbD, that are close and authentic to situations and challenges that the students are likely to encounter in work. Practical experiences enhance conceptualisation, "as they are tested in practice in order to create 'conceptual artefacts'" (Hakkarainen cited in Kallioinen 2014). In Metropolia, the move from physical learning environments to digital learning platforms is interestingly enough presented as a move *from learning environment to learning community*. Mäkinen and Sipari describe the emergence (in the Net) of digital meeting environments (platforms) where customers and organisations interact, and the need to create similar platforms in UAS as a necessity (Mäkinen & Sipari, 2013). The authors describe different kinds of communities and, based on research done by Kalliala-Toikkanen (2009), show how a "new communality" (uudenlainen yhteisöllisyys) is made possible thanks to technology (Mäkinen and Sipari, 2013). Parallel to traditional learning environments, we need environments that build on the expertise in this new communality. Environments where the participants feel that one gains from the community (Mäkinen and Sipari, 2013). So according to these authors, in a digital environment, we encounter both a new kind of environment and community. But how do you design a) for such a community, and b) such an environment?

According to McConnell, we have to adopt a different mind-set in relation to our practice of teaching and learning, when implementing courses based on collaborative e-learning groups and communities. It "will require some serious reappraisal of existing ideas about the nature of learning and teaching, and indeed the purpose of higher education generally" (McConell 2006). E-learning *events* and courses *need to be designed* so that they bring people together and give the learners a strong sense of belonging. McConell uses the term "networked collaborative e-learning" and describes it as "the bringing together of students via personal computers linked to the Internet, with a focus on them working as a `learning community', sharing resources, knowledge, experience and responsibility through reciprocal collaborative learning" (McConell, 2006 s.12). Three broad models of e- learning are suggested by him: 1) the transmission/dissemination model; 2) the transmission plus discussion model; and 3) the learning community model. The communities inhabiting the digital learning environments can be divided into 1) learning community, 2) community of practice, and 3) knowledge-building community. The second community, communities of practice, resonates well with the kind of community that is described above in the context of the UAS, and according to McConell, they are particular kinds of communities where members focus on the development of professional practice. These social networks of like-minded people exhibit, according to him, "three characteristics of community: joint enterprise; mutual engagement; and shared repertoire" (McConell, 2006 s.17). A learning community is a cohesive community that embodies a culture of learning. Members are involved in a collective effort of understanding (McConell 2006). The learning community, as defined by McConell, is at first glance, similar to the knowledge-sharing community. Knowledge-building communities, however, have four characteristics: "a

focus on knowledge and the advancement of knowledge rather than tasks and projects; a focus on problem-solving rather than performance of routines; dynamic adaptation in which advances made by members of the learning community change the knowledge conditions requiring other members to re-adapt, resulting in continual progress; intellectual collaboration as members pool intellectual resources, making it possible for communities to solve larger problems than can individuals or small groups. (McConell, 2006).

The understanding of what kind of community for whom you are designing the e-learning environment is key to successful course design. And according to McConell (2006 s.27) "the idea of community is currently being applied in too many educational contexts with little apparent understanding of what it might, or should, mean." An unquestioning application of the word 'community', together with an unquestioning understanding of what key skills and competencies this community has, seem to represent major pitfalls in the design of e-learning. Digital natives do not necessarily possess the active, critical and metacognitive skills required for true learning in an e-learning environment. As supported by Theodoros who argues that the "youth does not acquire miraculously the key skills and competencies to actively get involved to participatory culture by merely interacting with popular culture (Theodoros 2010)." Building on Jenkins et al. (2005) , Theodoros proposes the following competencies young people should acquire in their learning experiences[2]: play; performance; simulation; appropriation; distributed cognition; collective intelligence; judgment; transmedia navigation; networking; and negotiation. According to Theodoros (2010) and McConells (2006), the application of these skills in course design means that the majority of content is focused on the learning experiences of students in individual courses, while there seems to be a gap in the research about how students balance and orient themselves when faced with many courses and communities, be they learning communities, communities of practice, or knowledge-building communities.

[2] Play: the capacity to experiment with one's surroundings as a form of problem-solving.

Performance: the ability to adopt alternative identities for the purpose of improvisation and discovery.

Simulation: the ability to interpret and models of real-world processes. construct dynamic models of real-world processes

Appropriation: the ability to meaningfully sample and remix media content. Multitasking: the ability to scan one's environment and shift focus as needed to salient details.

Distributed Cognition: the ability to interact meaningfully with tools that expand mental capacities.

Collective Intelligence: the ability to pool knowledge and compare notes with others toward a common goal.

Judgment: the ability to evaluate the reliability and credibility of different information sources.

Transmedia Navigation: the ability to follow the flow of stories and information across multiple modalities.

Networking: the ability to search for, synthesise, and disseminate information.

Negotiation: the ability to travel across communities, discerning and respecting multiple views, and grasping and following alternative norms.

4 ANALYSIS OF THE COURSE IN VISUAL CULTURE BASED ON THE LITERATURE

”Community”, “Community”, “Community” – I would like to think that a knowledge-creating community is established, preferably on some uncharted epistemological territory, in every course I start. Most of the pedagogies at UAS’s with their emphasis on acting together in projects, which are connected to real–life situations, support this idea (Raij, 2014; Wikström-Grotell et al., 2014). And, individual learning, community learning, and innovations are the outcomes produced by these communities (Raij, 2014). Did I say communities are both the structure and outcome? Yes, I did. Because the outcome of these activities is also a number of communities created. Each course that builds on this pedagogy, aims at creating a community. This could mean that, during the academic year, the student is part of up to twelve knowledge producing communities. In theory, this sounds great. It correlates nicely with Manuell Castells concept of networked individualism. According to Castells (2009), networked individualism is a culture, not an organizational form. A culture that starts with the values and projects of the individual but builds a system of exchange with other individuals, thus reconstructing society rather than reproducing society (Castells 2009). So we are not only producing knowledge, we are also changing the world. But based on my experiences from the course in Visual Culture I raise concerns about our capacity as individuals, however well-networked, to truly engage in multiple communities with the same fervour. As teachers we would like to think that all engage. As members in these communities we certainly hope so. As humans experiencing the tension of being both individual and community/ies, existential questions might arise.

Little of the literature reviewed in this paper increased the understanding and experience of students and teachers facing the demands of learning and working in *many* communities at the same time. However, referring to McConell’s three different models gave insight to some deficiencies in the design of the course in Visual Culture. The assignments in the course represent model 2: the transmission plus discussion model. And the "learning events" in the course followed this model rather than a learning community model (model 3), which was my aim. The three different communities in McConell’s conceptualization could shed some light on why the students, confronted with different communities, chose one community over another. The community of practice is the dominant community in the pedagogy in the UAS. As mentioned above, UAS build their pedagogy on a proximity to real life situations. In the Institution of Culture and Communication at Arcada these real-life situations are associated to projects and productions, such as films and events. In the discourse and communication at Arcada UAS, this community of practice is often presented as specific to the UAS and presented in contrast to "academic" and "more theoretical" university learning community. McConell’s division however shows that such a juxtaposition is unnecessary. The learning community and the knowledge-building community have features that should resonate well with students. The challenge is rather how to teach the students how to balance and co-exist in multiple communities.

Project management theory could be of help here. According to Dobson & al. formal project management process assumes that "you are responsible only for a single project,

and that you have organizational control over the resources necessary to accomplish the work (Dobson et al., 2011 s.27). This is how the literature often presents e–learning. The teacher and the student share **one** common project. As my experience from the course in Visual Culture shows, the students and the teachers actually work in a bigger learning environment, with multiple projects and communities. Similarly to "multiple project managers", we have to split time, resources, and energy across a range of projects, and often a "range of operational responsibilities (Dobson et al., 2011 s.27)"simultaneously. Further critical insight presented itself in the reading of Theodoro's skills that students should acquire in their e-learning experience. The course design did not really develop the student's skills in for example play, simulation or transmedia navigation. These three aspects needed to be addressed when revising and improving the online course.

5 VISUAL CULTURE COURSE 3.1: TAKING THE COURSE ONE STEP FORWARD

At the same time as I was doing the research for this working paper, I had the opportunity to apply some of the findings from the research to the next version of the course in Visual Culture: Visual Culture 3.1.

I had two challenges. If the liminal space between work life and the university is the joint learning environment of UAS, what kind of practice should I refer to in order to better convince the students to engage in the learning community of the Visual Cultures course? And how could I support the students in acquiring the necessary skills for e-learning?

The second challenge was solved by a new assignment design, where students: 1) *play* by experimenting with the surroundings of Alexander street " a multidisciplinary collection of videos that touches on the curriculum needs of virtually every department" (Alexander street 2016); 2) *appropriate*, as they sample and remix media content into their own playlist; 3) *multitask*: the students do two other courses, where one is a production; 4) the students exercise distributed *cognition*: as they interact with tools that expand their mental capacities; 5) pool knowledge and compare notes with others toward a common goal that hopefully produces *collective intelligence*; 6) encounter the challenges of *transmedia navigation*, as they are to follow the flow of stories and information across multiple modalities; and finally the students *network* as they synthesize, and disseminate information in learning events designed for this purpose.

The second challenge was solved by synthetizing e-learning communities with another current community-oriented trend in Helsinki. A decade long trend, triggered by changes in work in general, has transformed working spaces in Helsinki into co-working spaces for "communities." MOW (Mothership of Work), UMA, and Flux are all sponsored by big corporations and imitate the "kindergarten professional" that thrived in co-working places like *Anteeksi (as seen in Figure 1)*, and *Company* in the beginning of 2000. The difference being, that the earlier spaces were driven by mainly design and architecture students in need of working space, and the community, with their wonderful spin-offs of low-tech courtyard fashion-shows, events, movies etc., seemed less "branded" and strategic (Träskman 2006). These new co-working spaces are interesting for the UAS, for three reasons: 1) they also aim at creating a community and a commu-

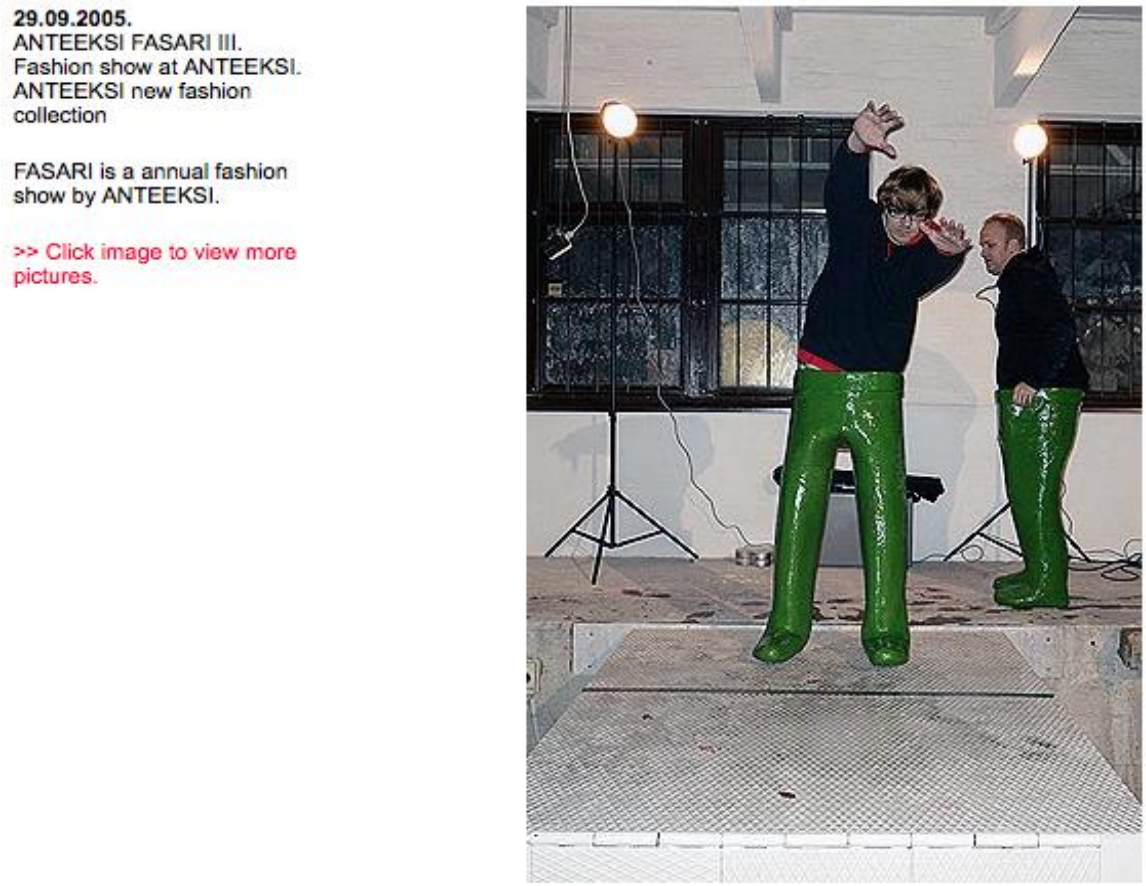

Figure 2. Anteeksi Fasari. Screenshot 2016.

nity competence; 2) they represent contemporary professional practice and practical experiences; and 3) a majority of the people working in these spaces try to balance multiple projects (and communities). My *proposition*, described earlier, is that new kinds of community learning spaces might be developing, and not only in the virtual realm. The co-working spaces popping up in Helsinki are open to students as well, if we fail to identify and learn from this phenomena, and only focus on our *own* learning environment, the campus for example, we might actually end up constructing the "ivory towers", that we thought we had abandoned.

A final observation: with the group of students in my current course in Visual Culture, we made an excursion to one of these co-working spaces. We encountered an environment filled with simple but sophisticated facilitation "gadgets" (for example, free coffee, stickers saying "talk to a stranger") signalling that this was indeed a networking and knowledge-building space. What we, however, quickly learned from an alumni working there, was that the community aspect "is not really working." My first thought: -More junkcommunity. There is much to be done.

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