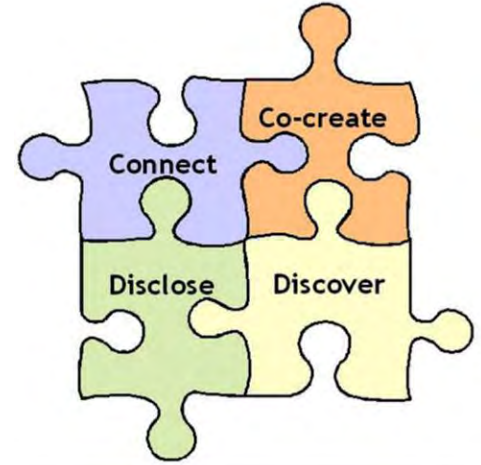


# Digital Learning



Co-created Learning is Global Learning

Joel C. Yuvienco and Jed Loma

# Discover

## Ownership of Learning

### Continuum of Ownership

[bit.ly/continuum-ownership](http://bit.ly/continuum-ownership)

#### UNDERSTANDING



- develops their Learner Profile (LP) with teacher
- determines learning goals around skills in Personal Learning Plan (PLP) with teacher
- shares evidence of learning with teachers and peers

#### INVESTMENT



- develops skills to work independently and collaboratively with others
- decides goals and determines action steps and progress for PLP
- collects evidence of learning to demonstrate mastery

TEACHER-CENTERED → LEARNER-CENTERED → LEARNER-DRIVEN

#### COMPLIANCE



- has little or no commitment
- follows instructions
- answers questions about what they learned
- completes homework for a grade



#### AUTONOMY



- pursues interests and passions in innovative ways
- self-monitors progress to adjust PLP as they meet goals
- showcases and exhibits ideas, products, or processes around passion projects

By Barbara Bray @bbray27 & Kathleen McClaskey @khmmc

©Personalize Learning, LLC

@sylviaaduckworth

# Disclose

## Sharing vs. Privacy





Disclose

GDPR\*

# What is personal data?



- Name
- Address
- Localisation
- Online identifier
- Health information
- Income
- Cultural profile
- and more

**COLLECT  
STORE  
USE  
DATA?**

You have to abide by the rules.

**Process data** for other companies?  
This is for you too.

# WHAT Competency-Based Education LOOKS LIKE

The shape and depth of competency-based education (CBE) shifts each time a college or university starts a CBE program, because each institution's needs are different. Generally speaking, however, CBE programs distinguish themselves by "clearly defining and communicating what their graduates are required to know and be able to do," according to a report for the National Institute for Learning Outcomes Assessment. What follow are cross-sections of postsecondary elements meant to illustrate a spectrum of CBE, from the more traditional to the more experimental. While necessarily non-exhaustive, the illustration is meant to give a quick introduction to how learning and other aspects of college and university work can differ according to how much CBE is applied.

## More conventional

## "Middle of the Road"

## Less conventional

### EDUCATIONAL MODEL



- Competencies embedded in courses
- Faculty and Textbooks



- Some classes
- Unbundled content
- Competencies and assessments



- No formal classes
- Referrals to open educational resources
- Prior-learning assessment

### FACULTY ROLE



- Vertically Integrated Roles:  
Designing and Teaching and  
Assessing and Advising



- Partially Disaggregated Roles:  
Designing and/or Teaching and/or  
Assessing and/or Advising



- Disaggregated Roles:  
Designing or Teaching or  
Assessing or Advising

### LEARNING SUPPORT



- Faculty-based advising



- High level of coaching and  
mentoring at the institution or  
through a contracted service



- Online mentoring
- Informal learning groups

### TECHNOLOGY



- Web enhancements to  
classroom-based course



- Online delivery



- Adaptive learning

### TYPICAL STUDENTS



- More traditional students
- May be employed part time



- Non-traditional
- Some postsecondary experience but no degree
- Some work experience
- School and work highly integrated

### FEE STRUCTURE



- Time-bound
- Pay per term or credit hour
- Title IV eligible

- Fully competency based
- Title IV eligible with special approval



- Subscription model (all you can learn within a given time)
- Direct assessment
- Not Title IV eligible

Connect

Competency-based

Image source: <http://www.acenet.edu/>

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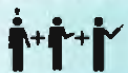


- Service courses
- Unshared or lone
- Competencies with assessments



- Full-time students
- Relevant to program educational objectives
- Prior learning assessment

### FACULTY ROLE



Vertically Integrated Roles:  
Designing and Teaching and  
Assessing and Advising



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Connect

Inquiry-based

# What is Inquiry-based Learning?

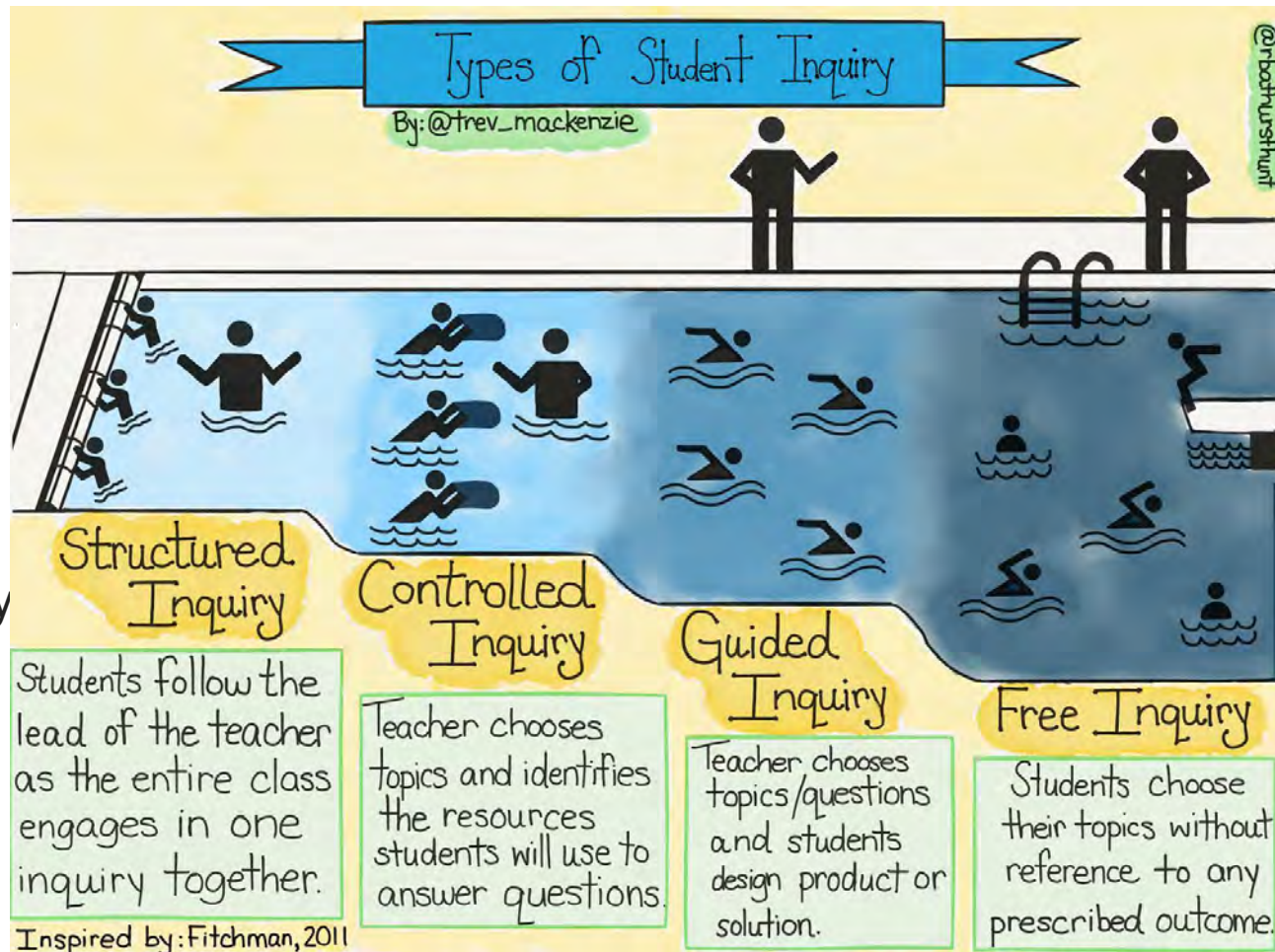
- Part of the “Problem-based Learning” (PBL) set of pedagogies<sup>1</sup>
  - Case-based learning
  - Project-based learning
  - Inquiry-based learning
- Notion that education begins and is fostered through student curiosity
  - First documented uses were in medical education in the 1970s
  - Expanded into professional education and then undergraduate curricula

<sup>1</sup> Savery, John R. 2006. Overview of Problem-based Learning. *The Interdisciplinary Journal of Problem-based Learning*, v1(1):9-20.



# Connect

Inquiry-based, typology



## Inquiry Framework: Levels of Student Ownership

inquiry mode	research question	study system & methods	data collection	analysis & presentation	scholarly goal of the activity
closed-ended demonstration	given	given	given	given	teach existing knowledge by showing or guiding students to it
guided inquiry	given	given	student/ given	student	
bounded inquiry	student/ given	student/ given	student	student	teach the process of knowledge construction
open-ended inquiry	student/ given	student	student	student	
collaboration w/ researcher	given	student/ given	student/ given	student/ given	create knowledge new to discipline

{Sundberg & Moncada 1994, Ohlhorst 1995, D'Avanzo 1996, and Grant & Vatnick 1998}

Connect

Inquiry-based, typology

# Co-create

## Shared ownership

Image source:

<http://d20innovation.d20blogs.org/2013/07/08/changing-students-to-learners/>

### Do More of This



- Be a co-learner: model learning
- Building relationships with students
- Laugh! Play!
- Collaborate
- Connect every learning experience to the real world
- Challenge each individual student
- Teach students to question, and create a culture of questioning
- Give students voice and choice
- Focus on understanding and growth
- Help students set individual learning goals
- Help students find and pursue their passion!

### Do Less of This



- Being an authority figure
- Giving students rewards
- Silent seatwork in straight rows
- Teaching in isolation
- School for school's sake
- Whole group instruction/lecture
- Asking all the questions
- Everyone does the same project and the teacher grades it
- Using grades as carrots
- Teaching to the middle/average
- Focus on covering content

Co-create

## Digital Citizenship

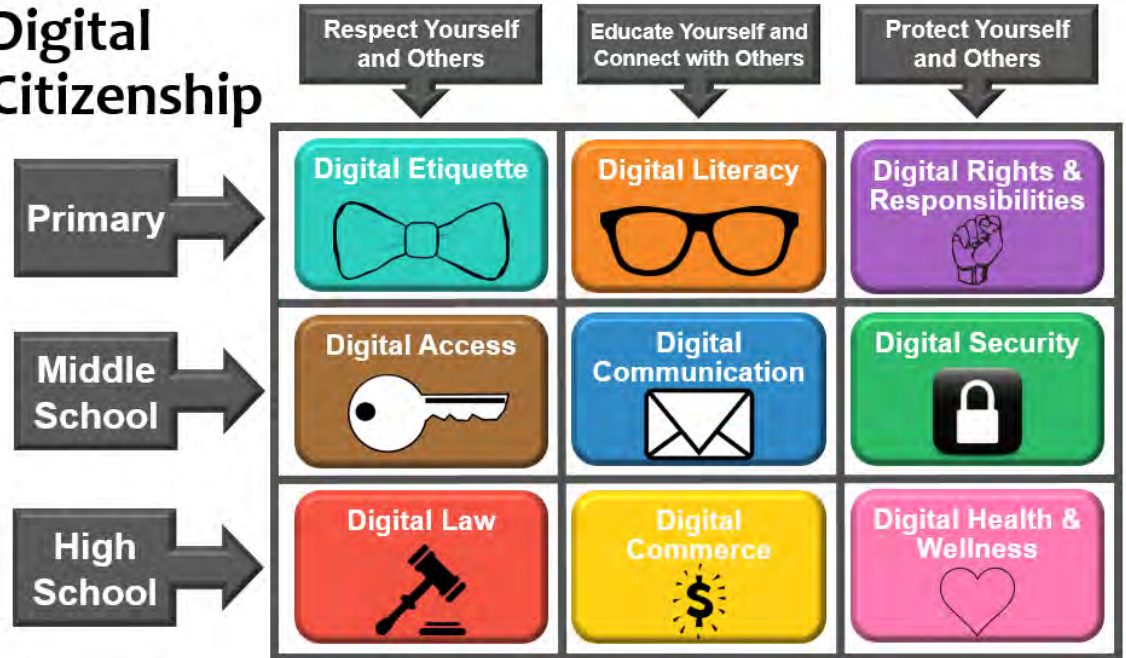


Image source:

<http://learningnetwork.setbc.org/sd68digitalcitizenship/2017/02/27/digital-citizenship-rep-image/>

# Translocal Competencies

- eAssessment
- ePortfolios
- Learning Management Systems
- Intelligent Classroom Behavior Management Systems, e.g.

<https://www.facebook.com/techjuicepk/videos/1456154984489020/>

# Translocal Competencies, in practice



Build,  
Engage,  
Sustain,  
Transform:

Towards  
Digital  
Citizenship

Image source:

<https://sklawyers.com.au/recent-changes-australian-privacy-laws/>

A **digital citizen** refers to a person utilizing information technology (IT) in order to engage in society, politics, and government. K. Mossberger, et al. define **digital citizens** as "those who use the Internet regularly and effectively".



# Towards Digital Citizenship

Image source:

<https://www.groton.k12.ct.us/>





# Towards Digital Citizenship: Sample Lesson

Secure | <https://docs.google.com/document/d/11VJPhySLZAPXrUwvetQe-V56I6VUOpvH5rMSQNTKDE/edit>

Gmail | Posting on SeeQ: T | Spotify Web Player | OpenShop.io - Open | Maynila - VentuSky | MD | Manage ADHD at W | Pray a novena to the

## Unit 1: Media and Information Literacy: Being a BEST Digital Citizen

File Edit View Insert Format Tools Add-ons Help Last edit was on January 12

100% Normal text Arial 12 B I U A

1 2 3 4 5 6 7

**WEEKS 1-3**

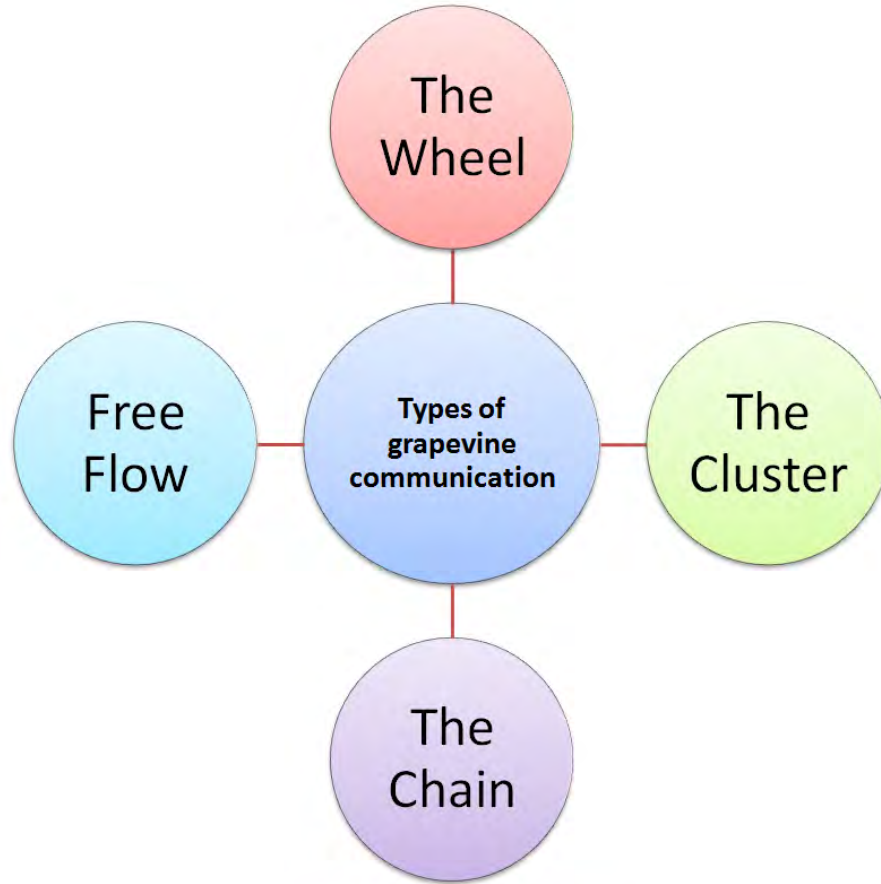
**Unit Objective:** At the end of Lessons 1 to 3, the learner shall be able to do a mapping of the digital proficiencies of a target community, especially its members and other stakeholders.

**Lesson 1: Introduction to Media and Information Literacy**

**a. Media Literacy b. Information Literacy c. Technology Literacy**

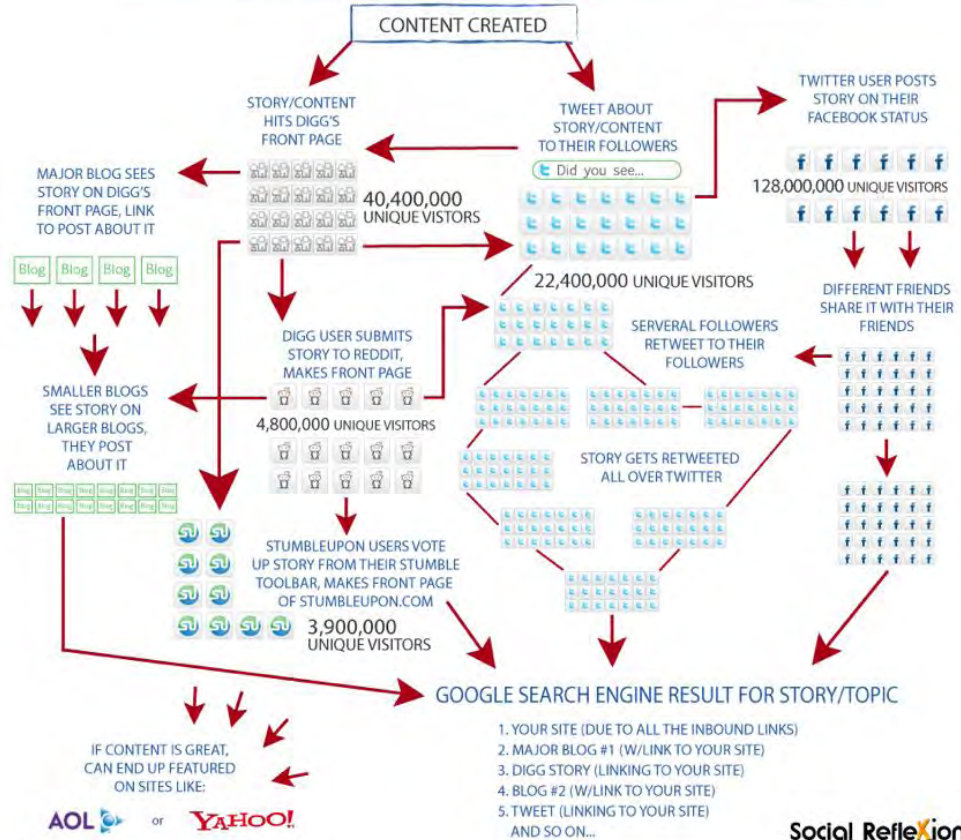
**Why should you care?** Because you need to make better sense of diverse sources of literacy (radio, television, Internet, newspapers, books, digital archives and libraries) that move rapidly towards a common platform.

Build

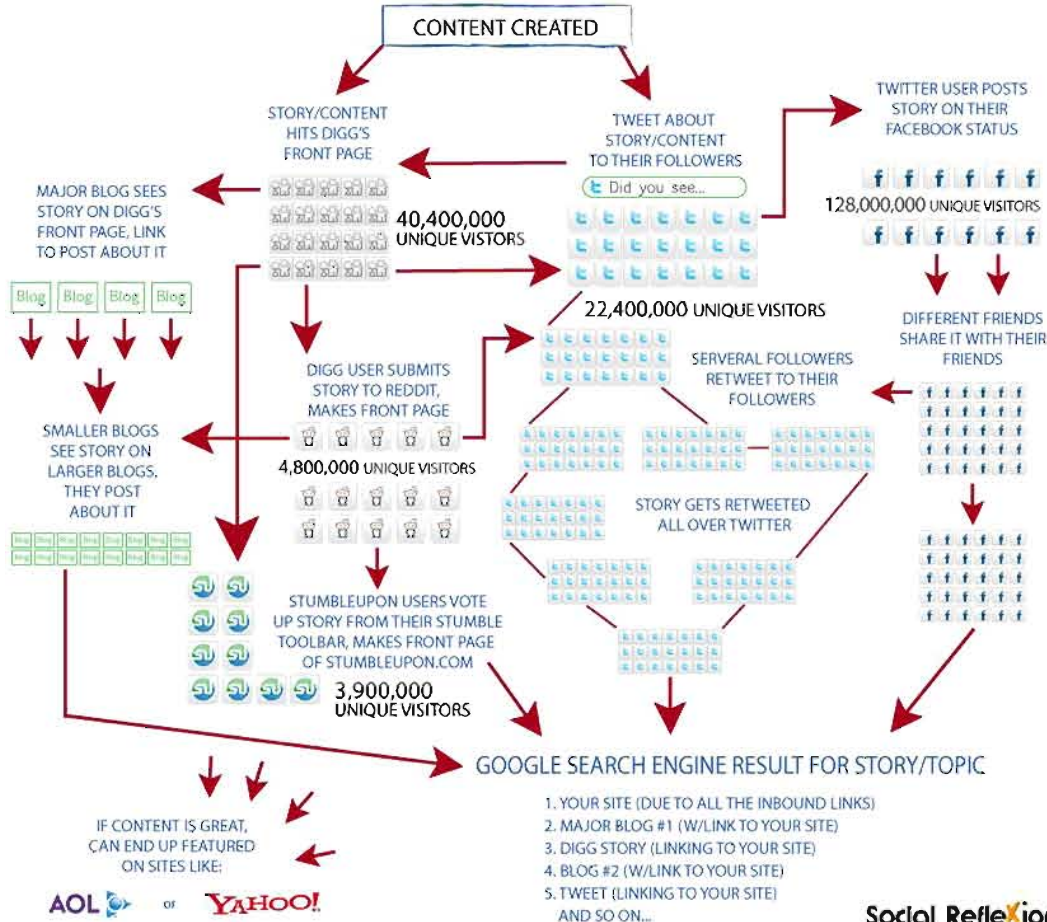


# THE SOCIAL MEDIA EFFECT

Build



# THE SOCIAL MEDIA EFFECT



52 MIL UNIQUE

134 MIL UNIQUE

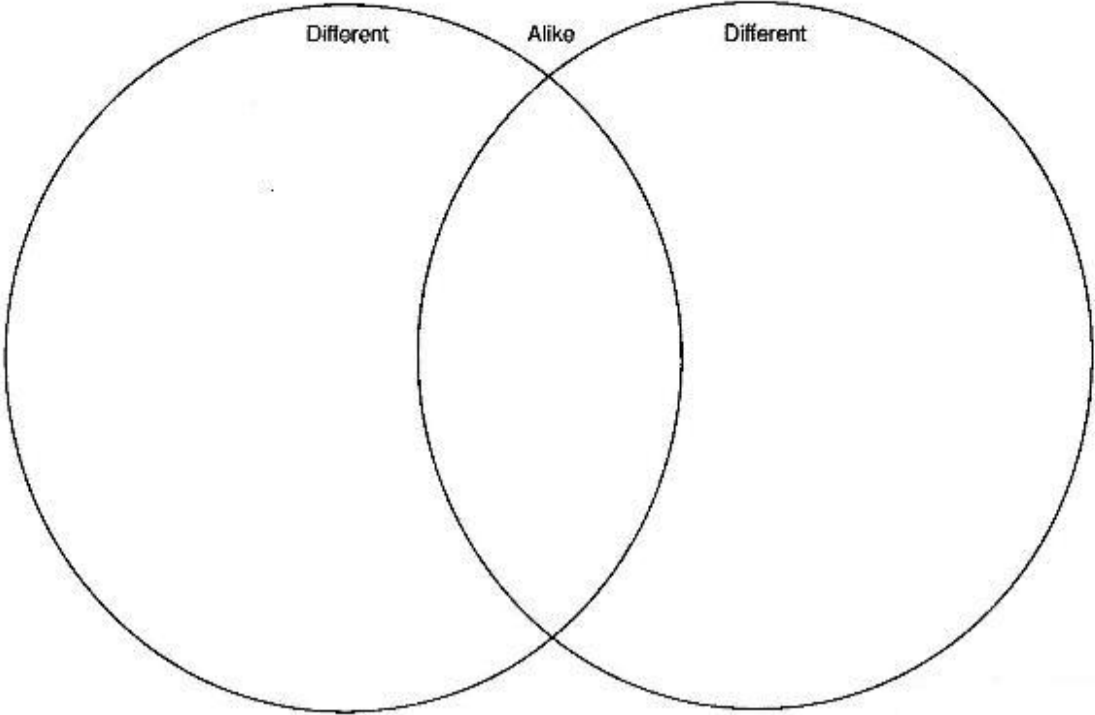
Social Reflexion

Source: www.complete.com

# Compare / Contrast Chart

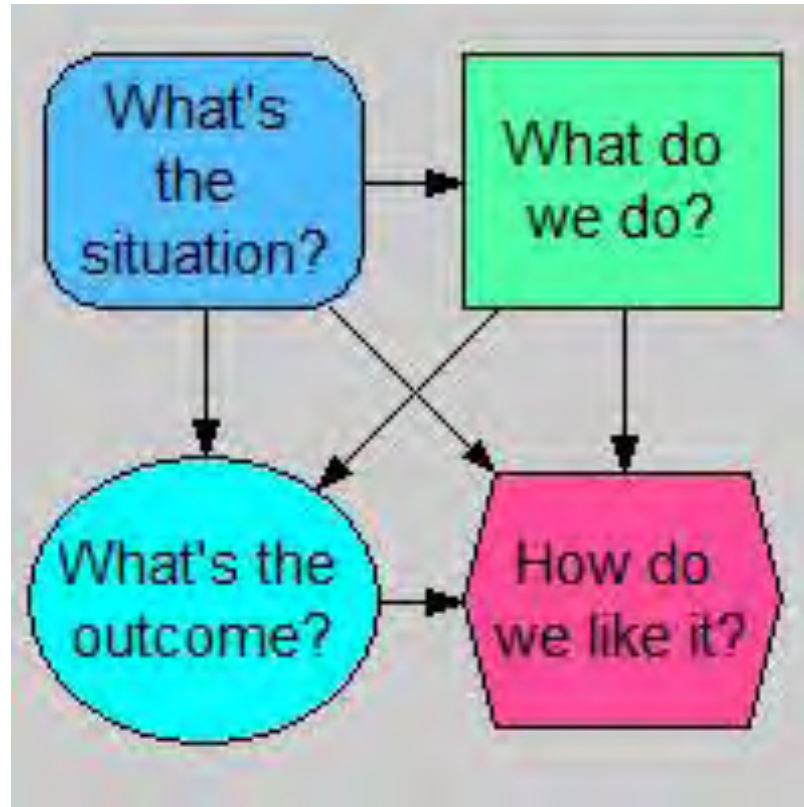
Engage

Media Literacy vs.  
Information Literacy



# Sustain

Focus: Advocacy



# Transform

Bridging Real and  
Virtual Worlds

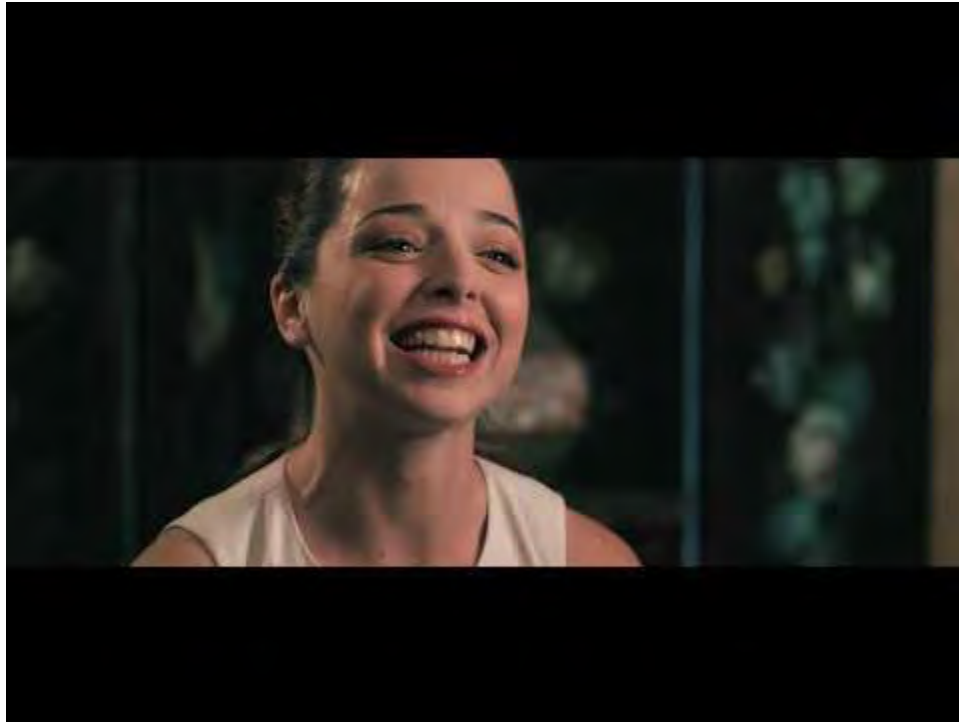
The screenshot shows a web browser window displaying an article on the EBSCOhost platform. The browser's address bar shows the URL: connection.ebscohost.com/c/articles/93460516/media-literacy-information-literacy-similarities-differen. The page features a green navigation bar with the EBSCOhost logo and menu items: HOME, US, WORLD, POLITICS, BUSINESS/FINANCE, TECHNOLOGY, HEALTH, and MORE TOPICS... A search bar is located in the top right corner.

The article title is "Media Literacy and Information Literacy: Similarities and Differences". The author is listed as A. Y. L. Lee; C. Y. K. So. The publication date is January 2014. The source is "Communication2014, Vol. 21 Issue 42, p137". The source type is "Academic Journal" and the document type is "Article".

The abstract text reads: "In knowledge society, there is currently a call for cultivating a combination of media literacy and information literacy. This, however, requires cooperation from these two separate fields of study, and uncertainty regarding their boundaries hinders a smooth merger. It is unclear whether they are subsets of each other or separate entities. In this study, we have explored the relationship between these two fields by empirically mapping out their territories and discussing their similarities and differences. We have made use of the Web of Science database to delineate the content and boundary of these two fields. Our findings from 1956 to 2012 show that the two fields have different authors, university affiliations, and journals; they also differ in terms of academic origin, scope, and social concern. Information literacy has a closer tie to library..."

On the right side of the page, there is a "SHARE" section with social media icons for Twitter, Facebook, LinkedIn, and others. Below that is a "READ THE ARTICLE" section with a "Public Libraries Near You" link and a search box for library names. At the bottom right, there is an "Other Topics" section with links for "Afghanistan" and "AIDS / HIV".

# Entitled students, a challenging mindset





# Empowering students, a role model



kamsa hamnida tesekkür ederim  
tack  
spasibo  
grazie  
istutiy  
salamat po  
dankie  
ta asante  
efharisto  
toda thank you  
sukria gracias  
tak kiitos takk  
dêkuji arigato  
merci  
shukran  
obrigado  
dziekuje  
danke kawp-kun krap/ka terima kasih do jeh

Gracias  
xie xie  
Thank You

Salamat po!

Source: <https://worditout.com/word-cloud/1745877>

[joel.yuvienco@gmail.com](mailto:joel.yuvienco@gmail.com)