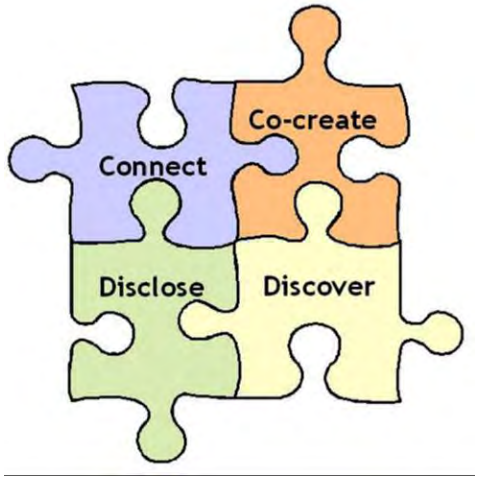


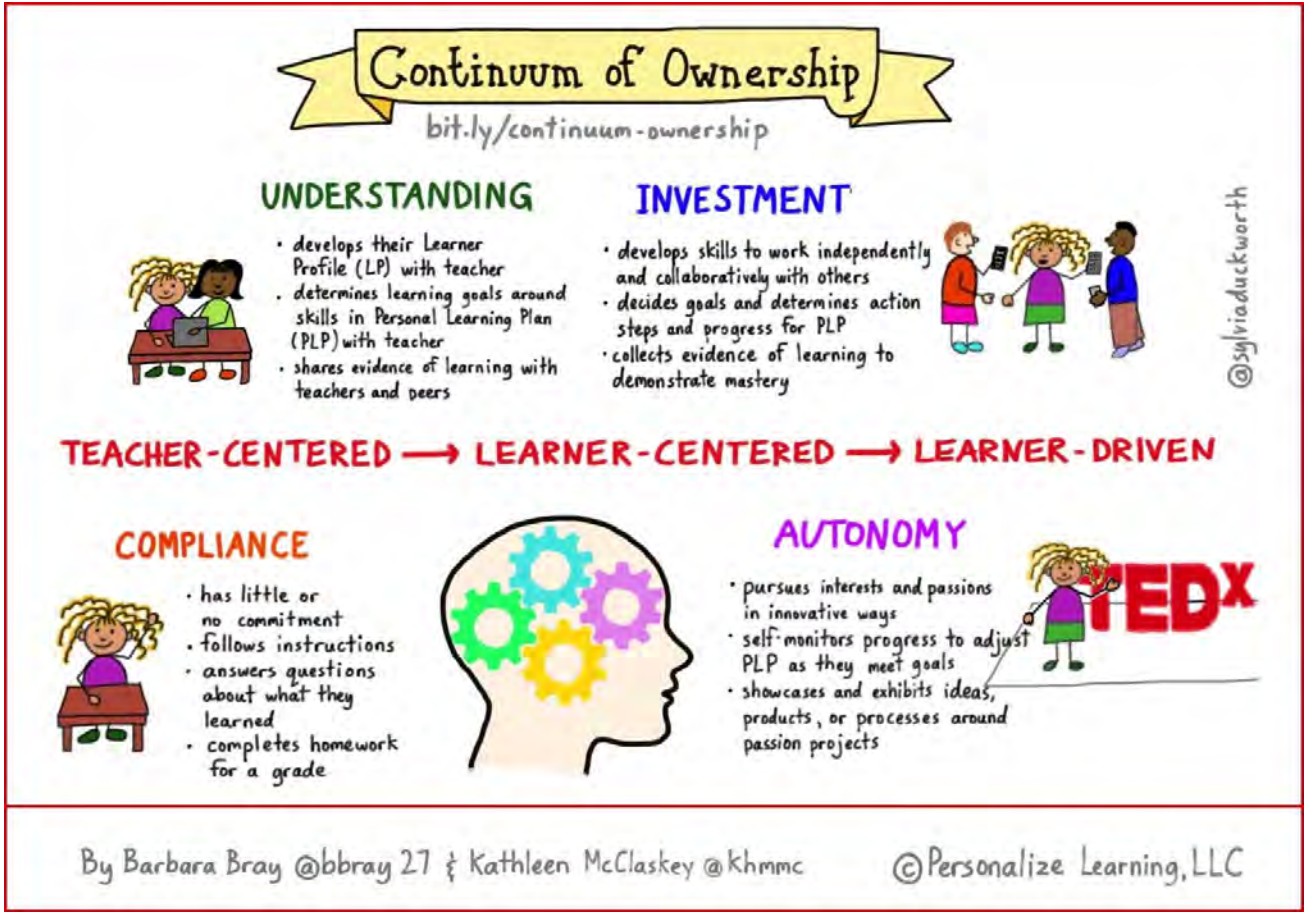
Digital Learning

Co-created Learning is Global Learning

Joel C. Yuvienco and Jed Loma

Discover

Ownership of Learning



Disclose

Sharing vs. Privacy

Disclose

Implications

Disclose

GDPR*

Connect

Competency-based

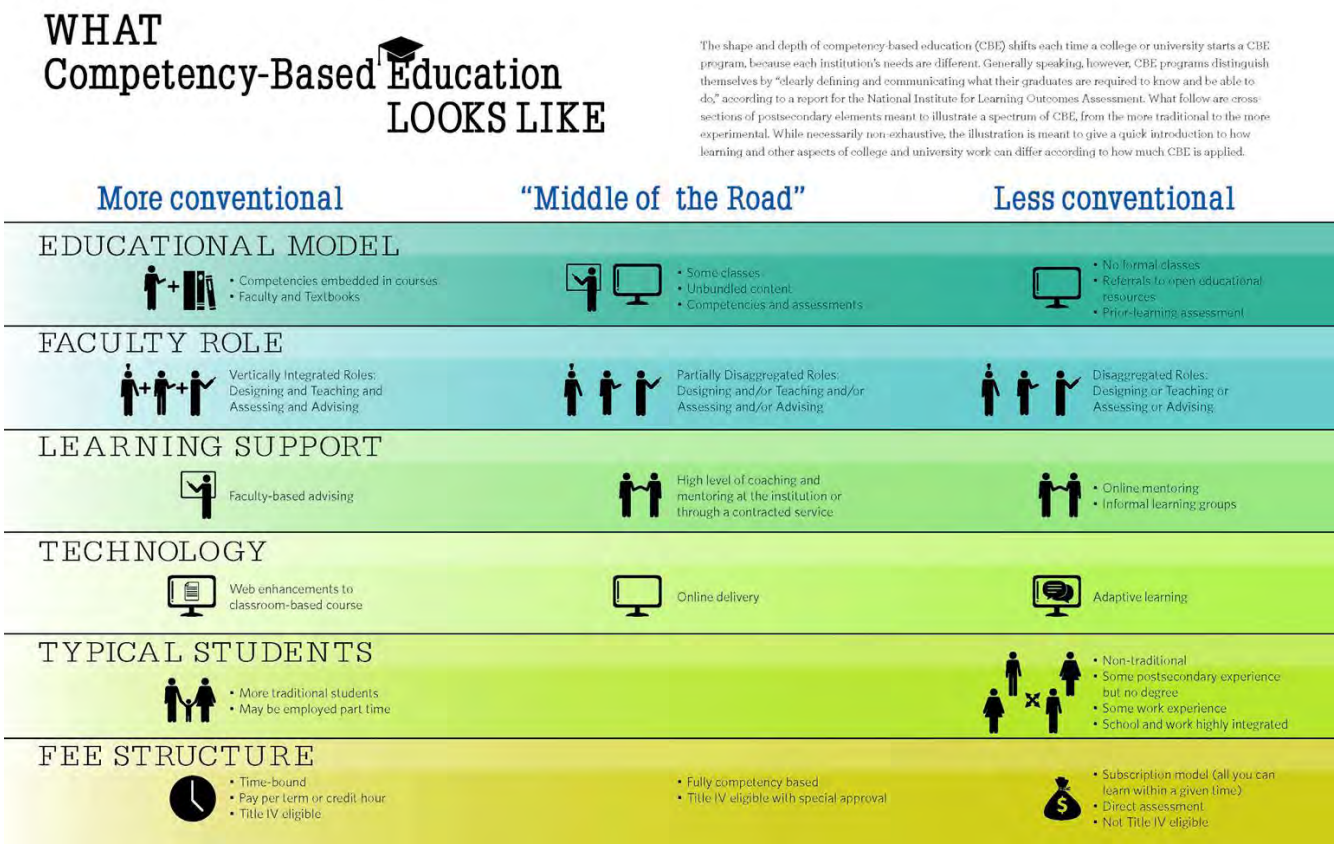


Image source: http://www.acenet.edu/

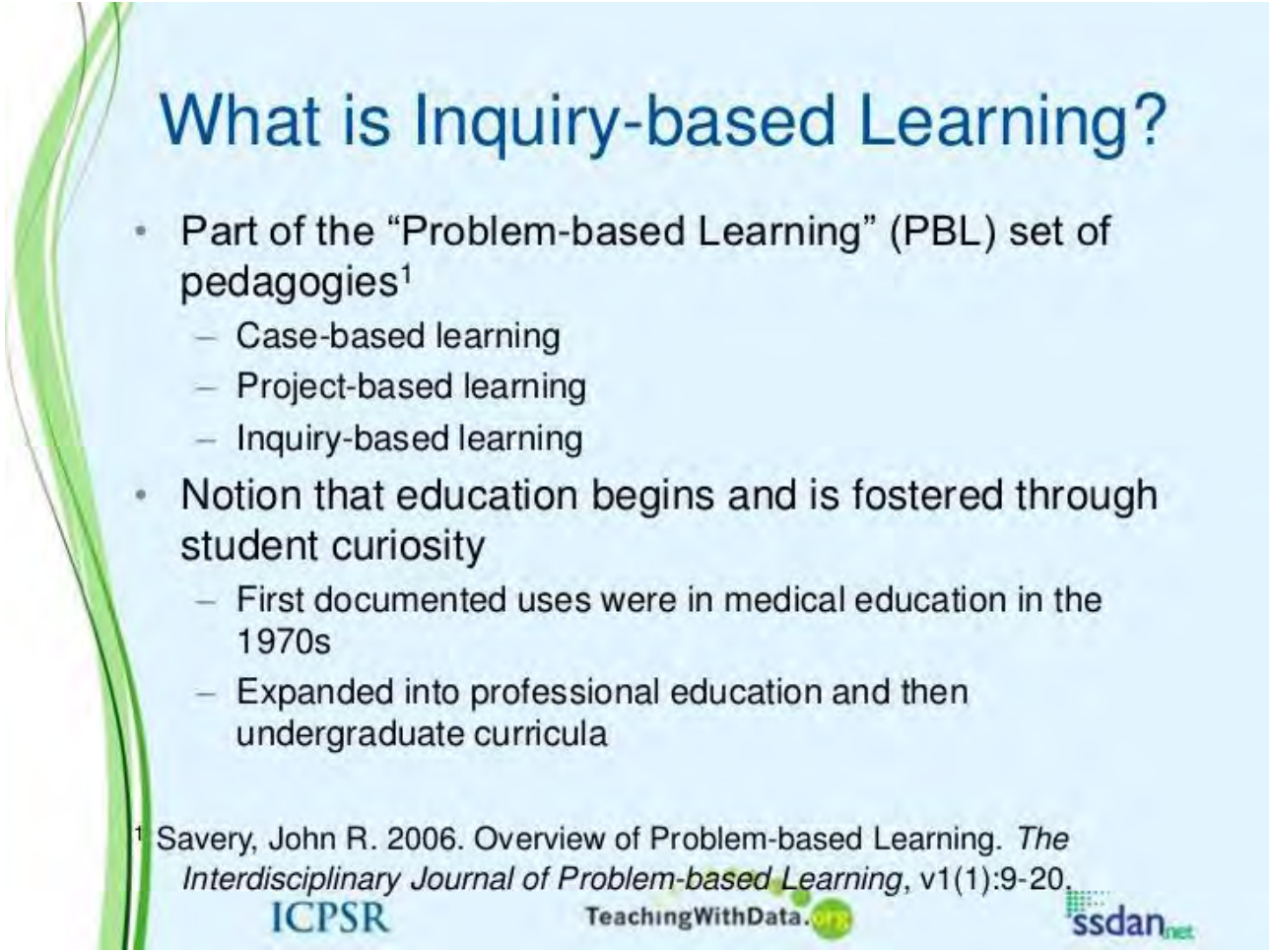
WHAT Competency-Based Education LOOKS LIKE

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 courses • Unbundled courses • Competencies and assessments	• No [illegible] • [illegible] 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

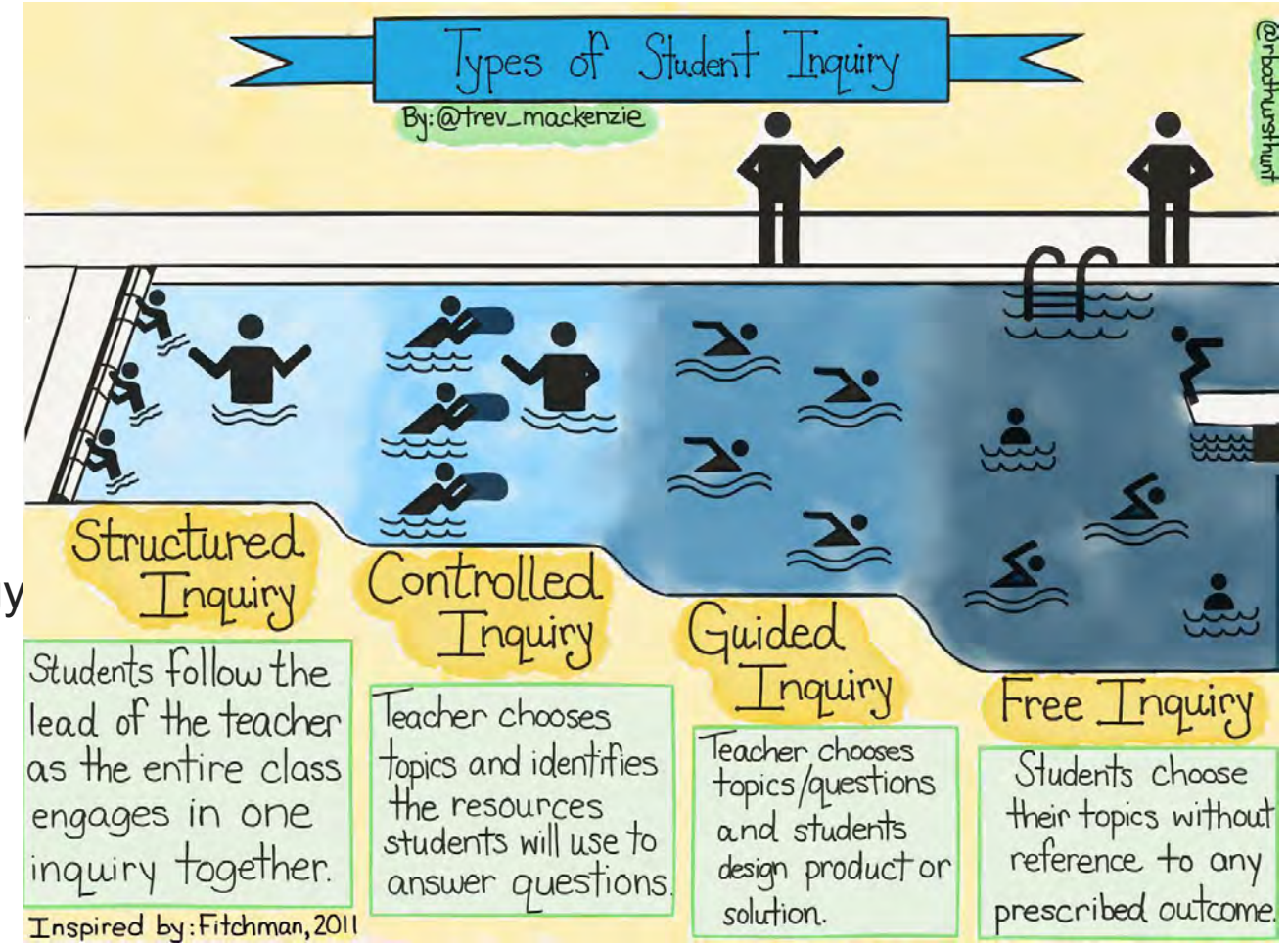
Connect

Inquiry-based



Connect

Inquiry-based, typology



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}

Co-create

Shared ownership

Image source:
http://d20innovation.d20blogs.org/2013/07/08/changing-students-to-learners/

Co-create

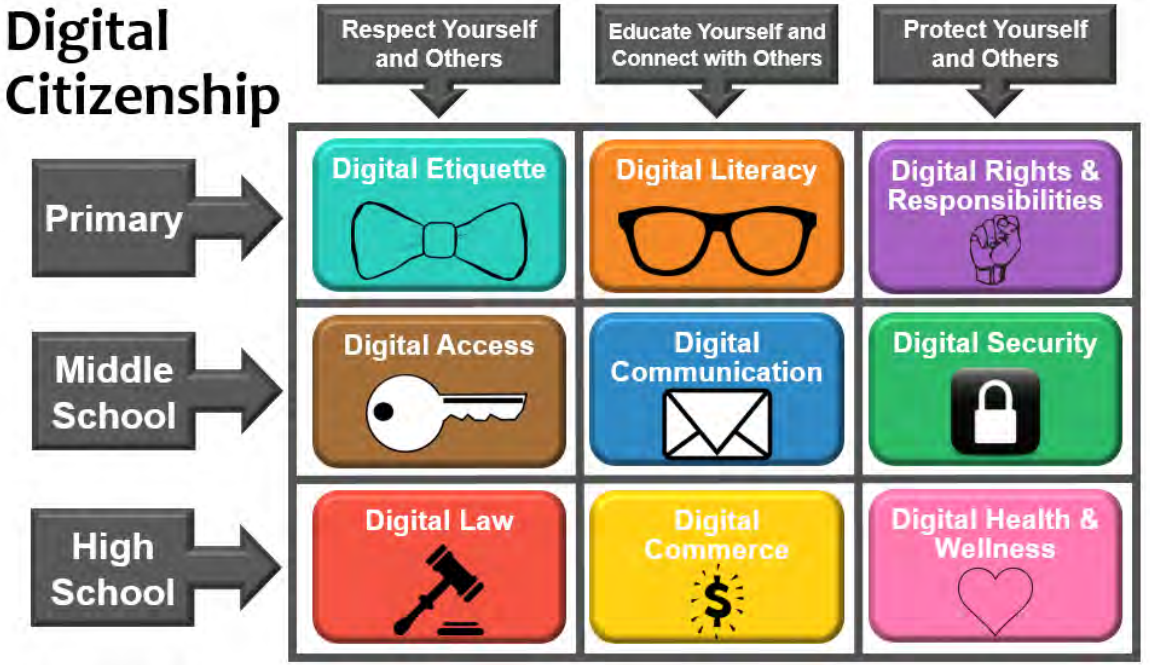


Image source:
http://learningnetwork.setbc.org/sd68digitalcitizenship/2017/02/27/digital-citizenship-rep-image/

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

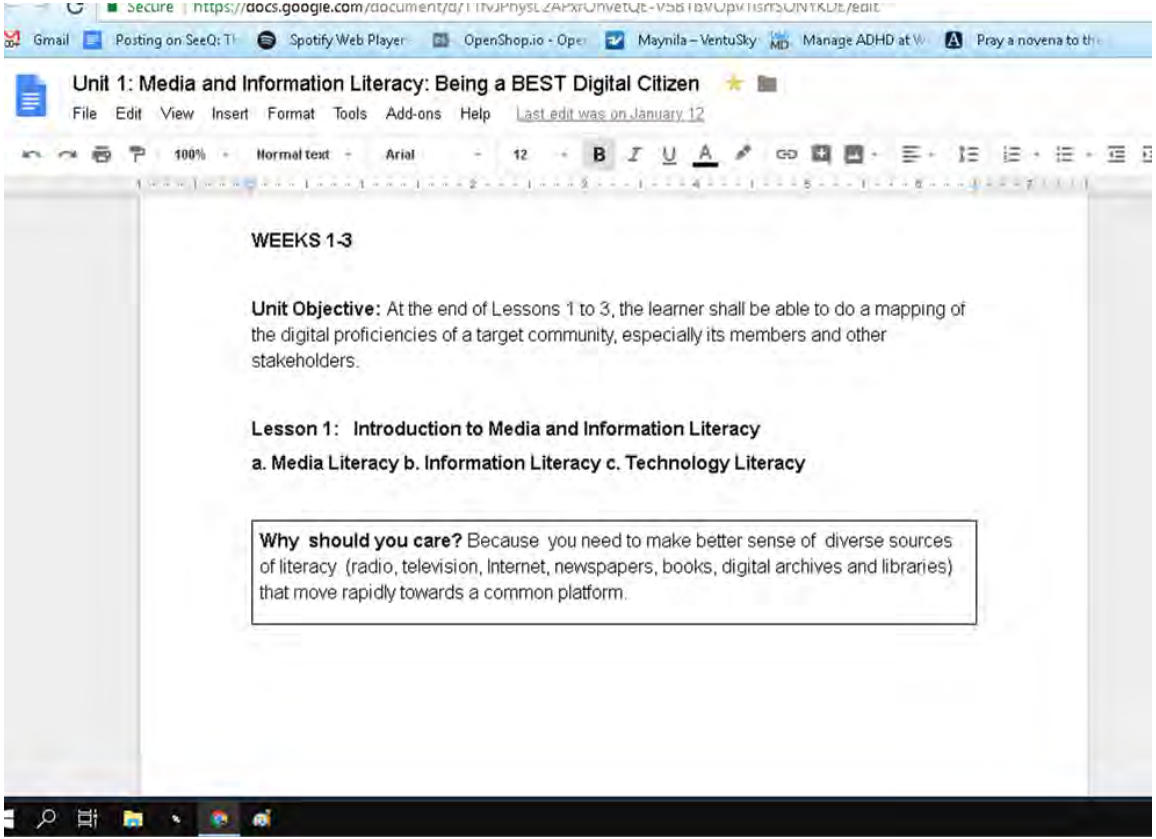
A **digital citizen** refers to a person utilizing information technology (IT) in order to engage in society, politics, and government. K. Mossberger, et al. define **digital** citizens as "those who use the Internet regularly and effectively".

Image source:
https://sklawyers.com.au/recent-changes-australian-privacy-laws/

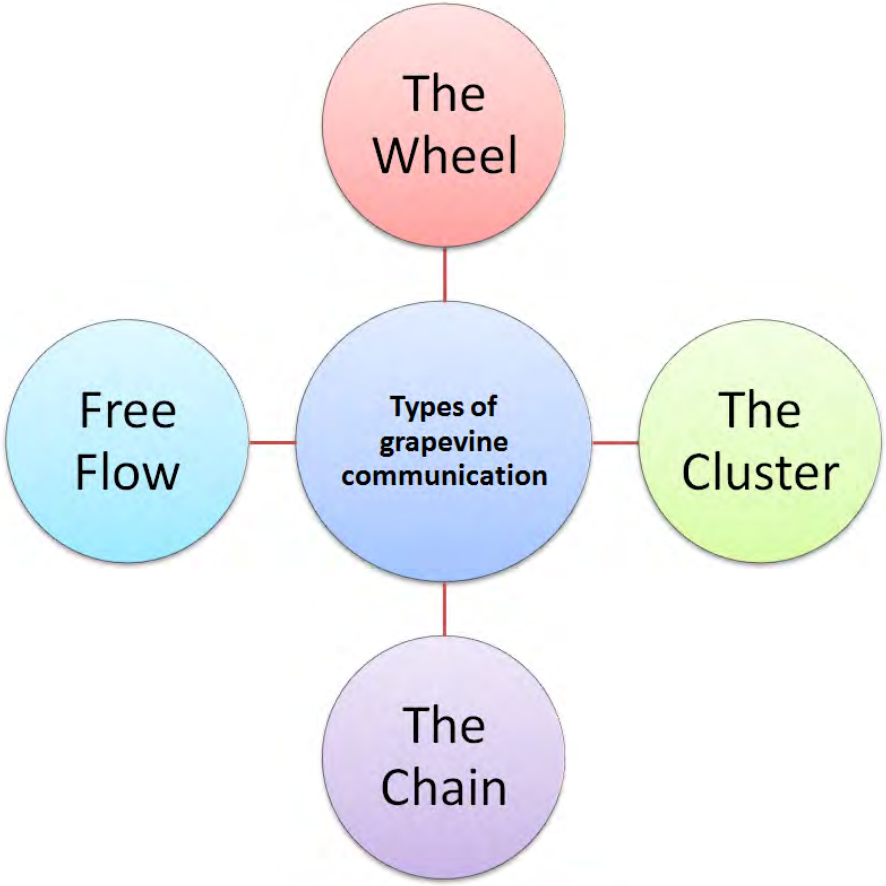
Towards Digital Citizenship

Image source:
https://www.groton.k12.ct.us/

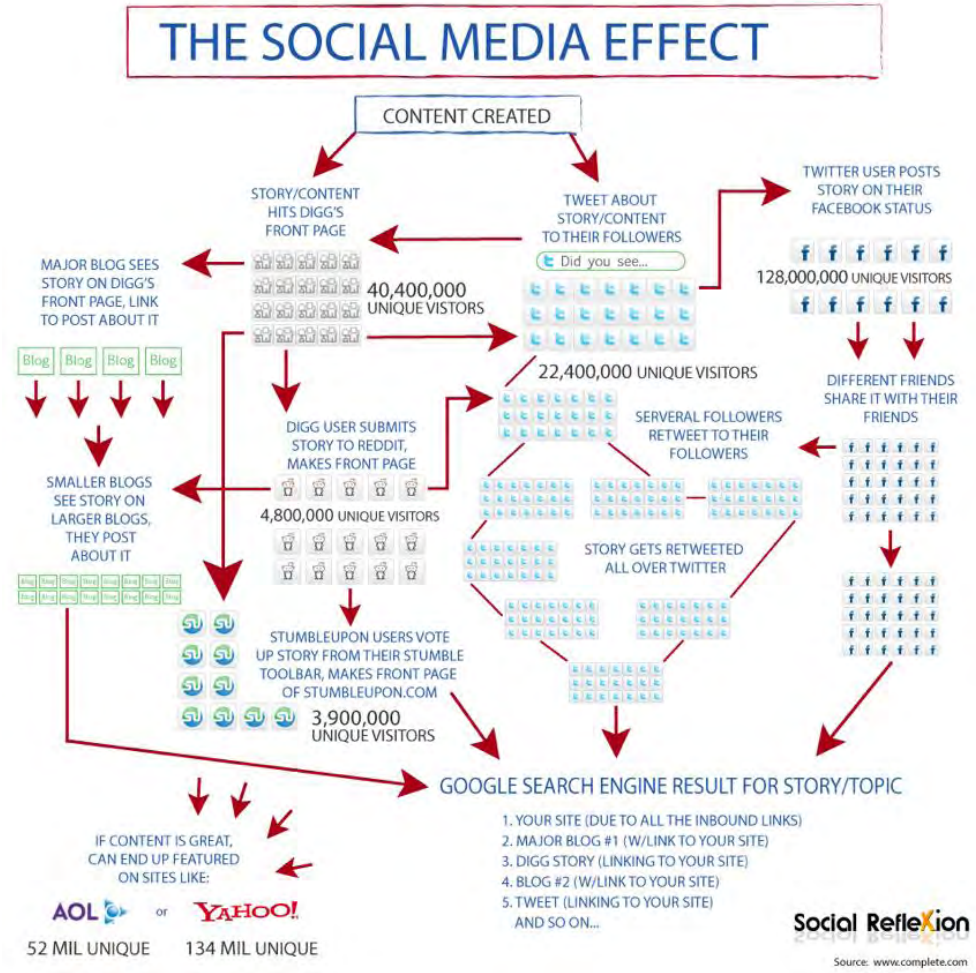
Towards Digital Citizenship: Sample Lesson



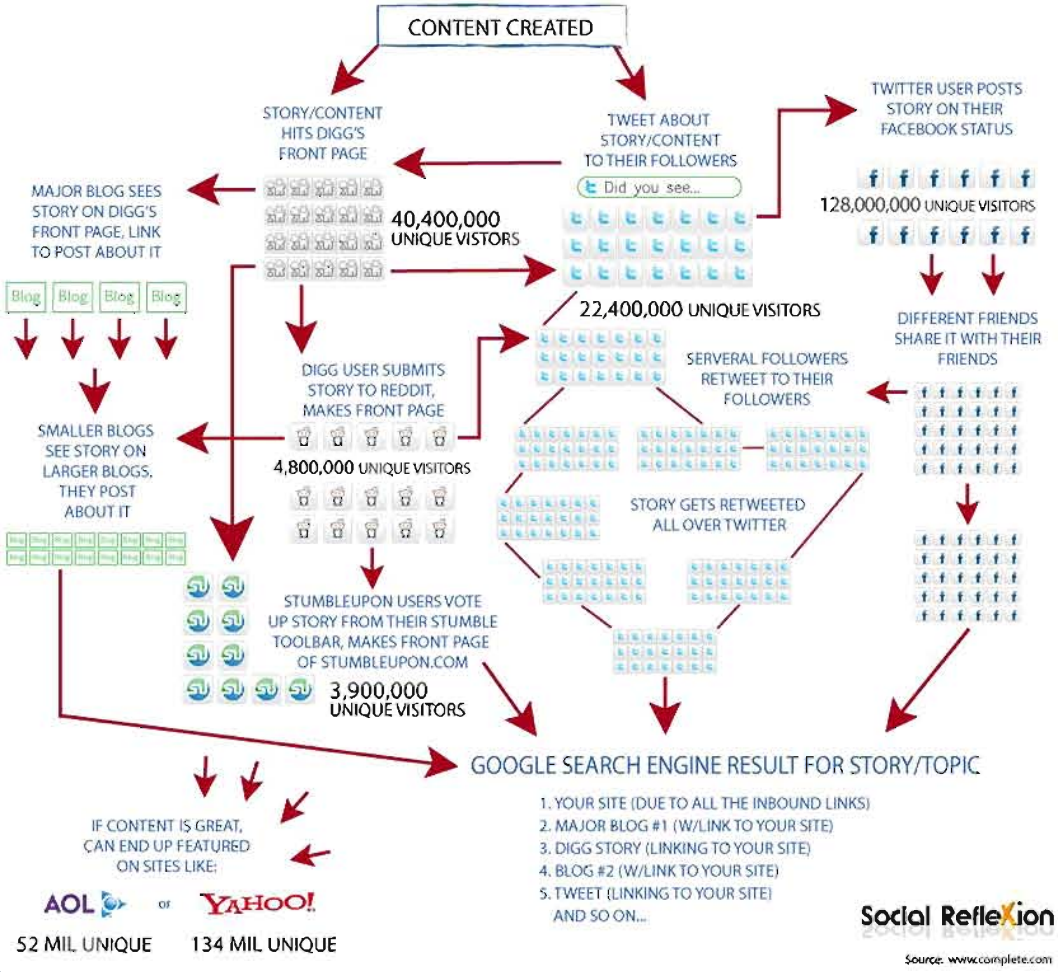
Build


The Wheel
Free Flow
Types of grapevine communication
The Cluster
The Chain
articles-junction.blogspot.com

Build


THE SOCIAL MEDIA EFFECT
CONTENT CREATED
STORY/CONTENT HITS DIGG'S FRONT PAGE
TWEET ABOUT STORY/CONTENT TO THEIR FOLLOWERS
TWITTER USER POSTS STORY ON THEIR FACEBOOK STATUS
MAJOR BLOG SEES STORY ON DIGG'S FRONT PAGE, LINK TO POST ABOUT IT
40,400,000 UNIQUE VISTORS
Did you see...
128,000,000 UNIQUE VISITORS
Blog
22,400,000 UNIQUE VISITORS
DIFFERENT FRIENDS SHARE IT WITH THEIR FRIENDS
DIGG USER SUBMITS STORY TO REDDIT, MAKES FRONT PAGE
SERVERAL FOLLOWERS RETWEET TO THEIR FOLLOWERS
SMALLER BLOGS SEE STORY ON LARGER BLOGS, THEY POST ABOUT IT
4,800,000 UNIQUE VISITORS
STORY GETS RETWEETED ALL OVER TWITTER
STUMBLEUPON USERS VOTE UP STORY FROM THEIR STUMBLE TOOLBAR, MAKES FRONT PAGE OF STUMBLEUPON.COM
3,900,000 UNIQUE VISITORS
GOOGLE SEARCH ENGINE RESULT FOR STORY/TOPIC
IF CONTENT IS GREAT, CAN END UP FEATURED ON SITES LIKE:
AOL or YAHOO!
52 MIL UNIQUE
134 MIL UNIQUE
1. YOUR SITE (DUE TO ALL THE INBOUND LINKS)
2. MAJOR BLOG #1 (W/LINK TO YOUR SITE)
3. DIGG STORY (LINKING TO YOUR SITE)
4. BLOG #2 (W/LINK TO YOUR SITE)
5. TWEET (LINKING TO YOUR SITE)
AND SO ON...
Social ReflexIon
Source: www.complete.com

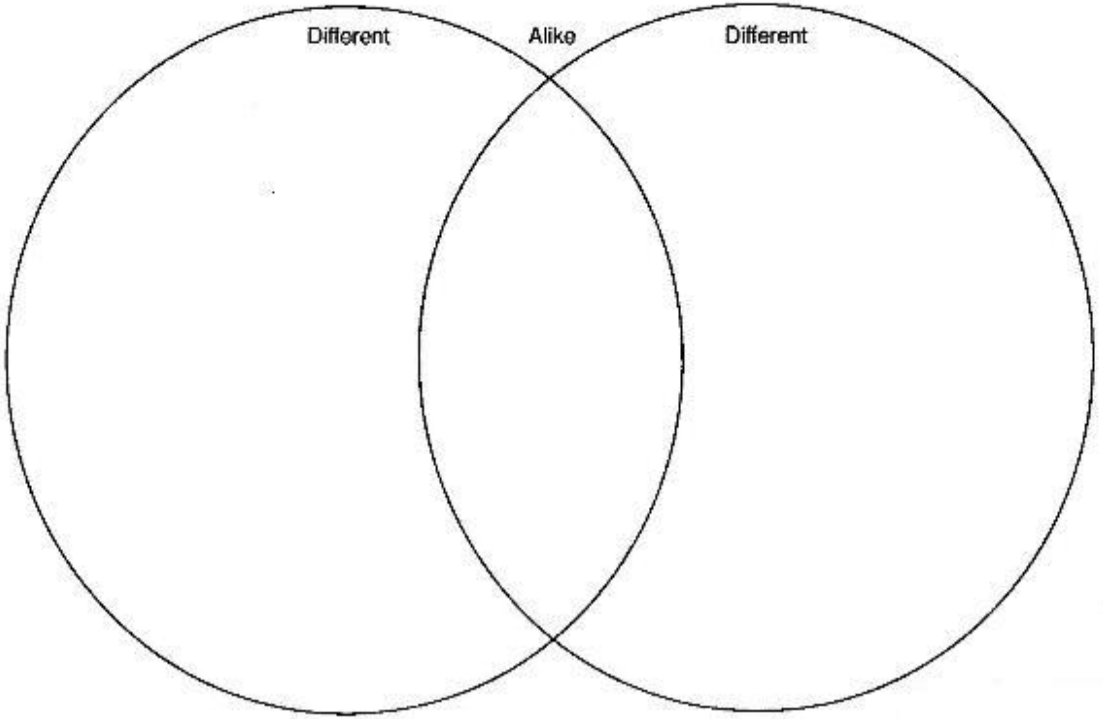
THE SOCIAL MEDIA EFFECT



Engage

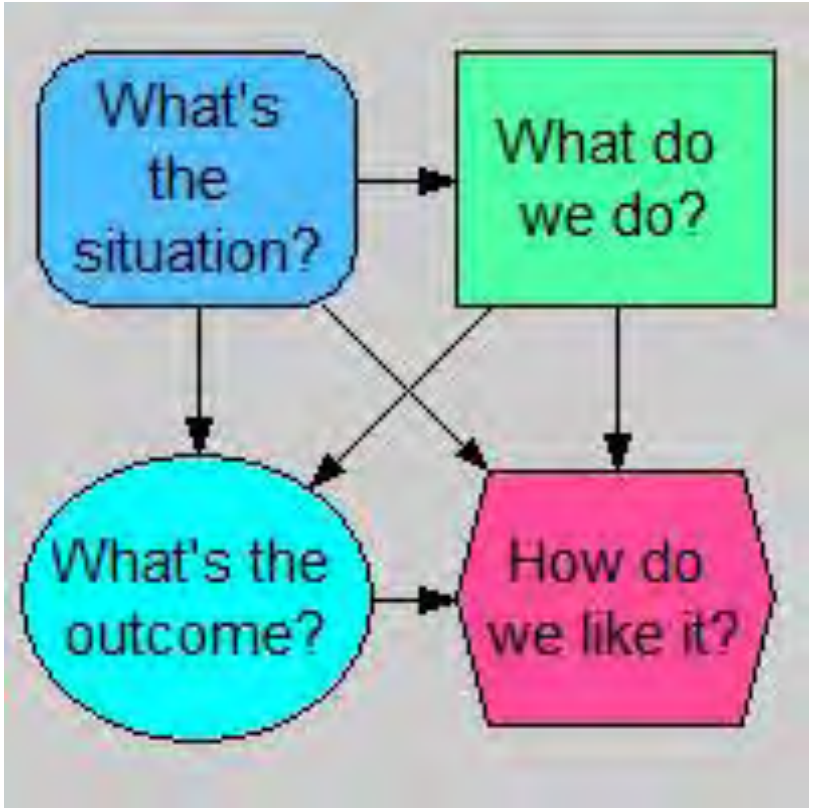
Media Literacy vs. Information Literacy

Compare / Contrast Chart



Sustain

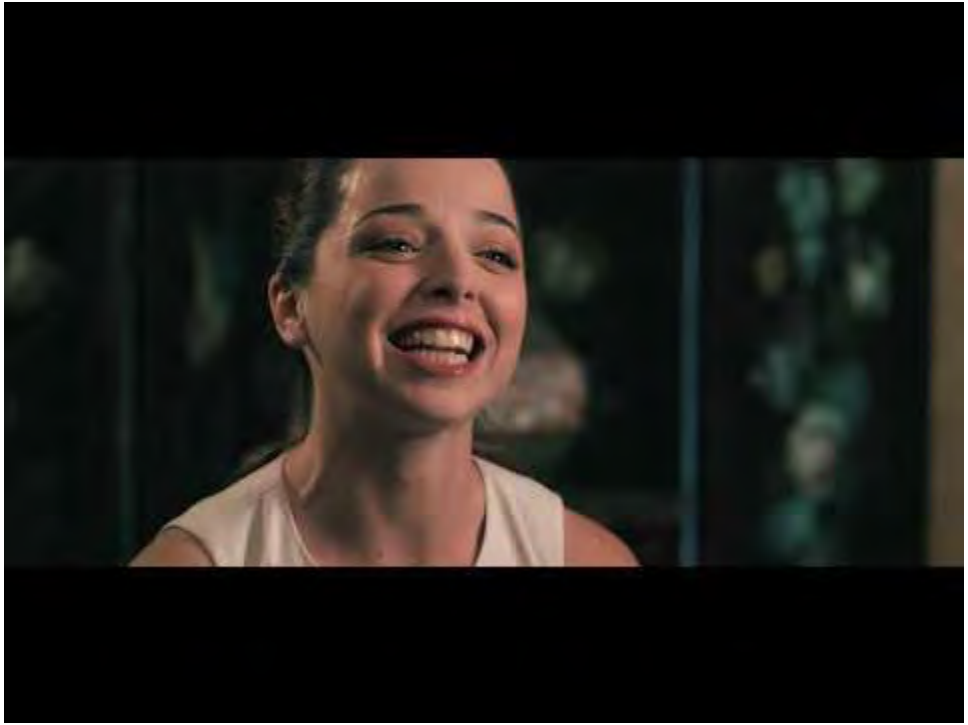
Focus: Advocacy



Transform

Bridging Real and Virtual Worlds

Entitled students, a challenging mindset



Empowering students, a role model

joel.yuvienco@gmail.com