

# Innovative education online: Ideas for the future of learning and the Internet

## A Workshop on Using Web 2.0 Technologies for Online Teaching

Associate Professor Matthew Allen

Australian Learning and Teaching Council Teaching Fellow 2008

---

### Part One: Introduction and Challenge (30 minutes)

I will provide an overview of three key questions which animate my interest in how to use the Internet for innovative education

- What does it mean to think about university students' learning as being part of knowledge networking?
- How might we apply 'Web 2.0' thinking so as to produce learning which is more like participation in networks of knowledge?
- How might assessment be used to motivate and engage students with this process?

I then conclude with a short challenge that asks how to be innovative in online education at a time when the learning management system seems to be out of date.

### Part Two: Innovative Internet Education I - ideas and pedagogies (50 minutes)

You will work in small groups to share examples of their own and others' innovative practices of Internet-enabled higher education, focusing first of all on *innovation*, and thinking about the changes to curriculum and pedagogy which these innovations enable or require. Each small group will be asked to present briefly on what it has been discussing, in a semi-structured way, and I will then sum up and facilitate interaction between groups.

(see next page for more instructions)

*Break for refreshments (20 minutes)*

### Part Three: Innovative Internet Education II – technologies (50 minutes)

Working first on your own, then with a partner, and then in groups you will think about the technologies which are available, which you might want to be available, or which could be used with modification to give effect to the kinds of innovations you have been discussing. The emphasis here is on linking technological affordances to educational ends.

(see next page for more instructions)

### Part Four: The Learning in Networks of Knowledge (LINK) Project (30 minutes)

I will finish the workshop by summarising the three main research activities underway in the LINK project, in particular providing some examples of the way we are exploring authentic assessment in units of study in Internet Communications over the next semester.

## TASK INSTRUCTIONS

---

### Part Two: Innovative Internet Education I - ideas and pedagogies

- **Brief:** working as a small group, produce a 3 minute presentation to the whole of the workshop which summarises your discussion of ‘innovative pedagogies for Internet-enabled education’. You have about 25 minutes. Keep the summary focused and refer to brief examples.
- **Process:** briefly introduce yourselves and then get straight into discussing innovation in Internet education (which can be fully online or any degree of ‘blended’ learning); share innovations you have heard about, want to do, or have already implemented – compare them; review them; don’t discuss technologies here, focus on what is different in curricular or pedagogic terms because of the innovation.
- **Outcome:** Please write down your summary as best you can (dot points, key themes). I will collate all of these summaries and, via email, distribute the collated, organized outcomes to all participants. Each group will briefly present its summary to the whole group, allowing exchange of ideas and opinions (15 minutes); there will then be 10 minutes of discussion.

### Part Three: Innovative Internet Education II – technologies

- **Brief:** a different approach, this exercise involves working as individuals, then pairs, and only towards the end as a group. Discuss technologies – focusing on specific examples (real or imagined) and attempt to link features of the software to educational uses.
- **Process:**
  - First, on your own, spend 5-10 minutes thinking about technologies you have used, seen, or want to find – pick a specific example: briefly note down the key features of the technology you have chosen (or that wished existed!); note down the way these features could be used educationally.
  - Second, with a partner, explain what you have written to one another, each in turn. Then discuss and amplify – are you thinking in the same way? Do you have very different approaches? Between you, choose another technology with which you are both familiar – and again describe features and what they afford educators.
  - Third, each pair needs to present this last example to the small group of which they are a part. Discuss. Now, as you approach the end, list 5 specific software sites, services or applications that you collectively think could be really innovative, and in one sentence say ‘why’.
- **Outcome:** Each group will, in turn, contribute its ideas to the ‘pool’ for all: we will try and see whether any particular applications and sites come out consistently as rating more important than others. I will collate your written summaries and circulate to all of you afterwards.