

COVID-19 Leap – not only digital but also pedagogical



By Suvi Valsta &
Tuija Marstio,
Laurea University of
Applied Sciences



Introduction

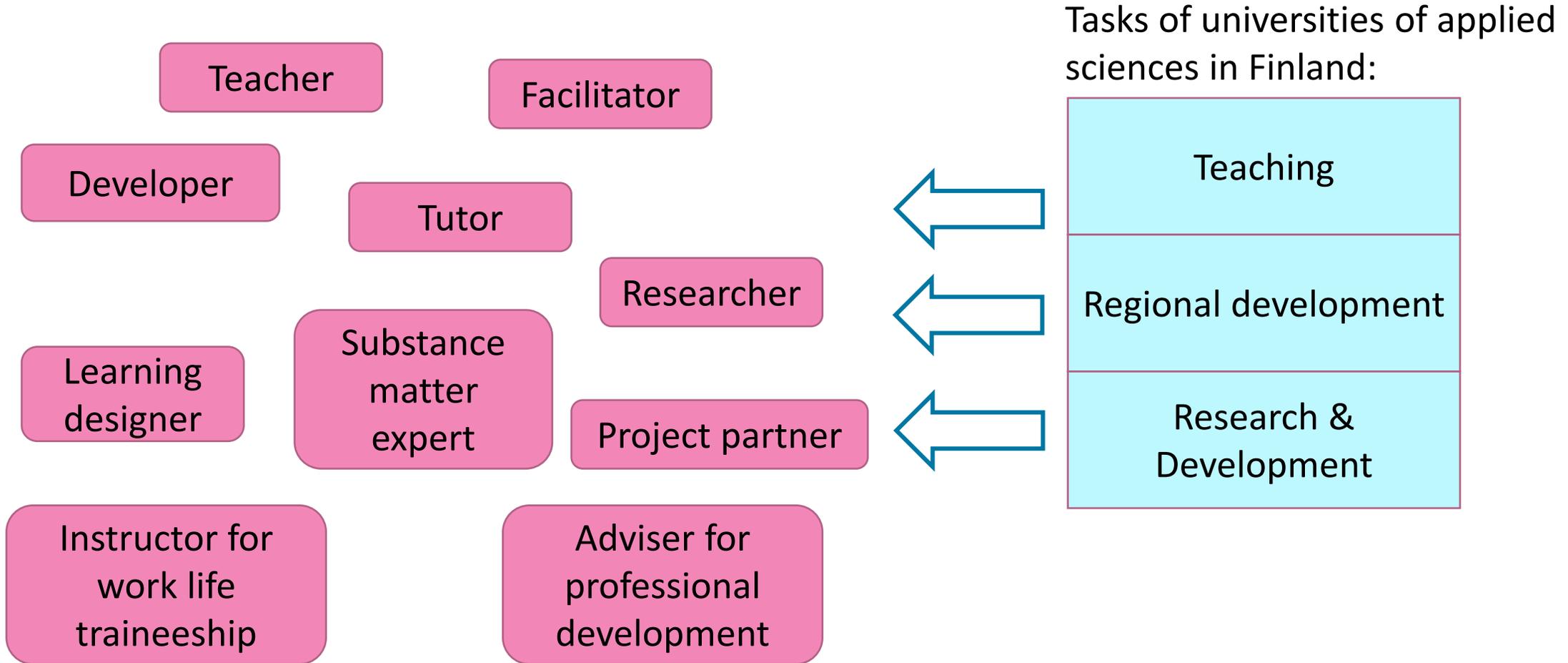
- Laurea University of Applied Sciences is a Finnish UAS with appr. 7800 students on six campuses in Helsinki-Uusimaa region, <https://www.laurea.fi/en/>
- Laurea specialises on Learning by Developing methodology (LbD) that combines studies with real working life and RDI projects
- authors:
 - Suvi Valsta, MOOC Coordinator
 - Tuija Marstio, Expert in Digital Pedagogoy
 - Virve Pekkarinen, Expert in Digital Pedagogy
 - Anssi Mattila, Senior Lecturer

Finland

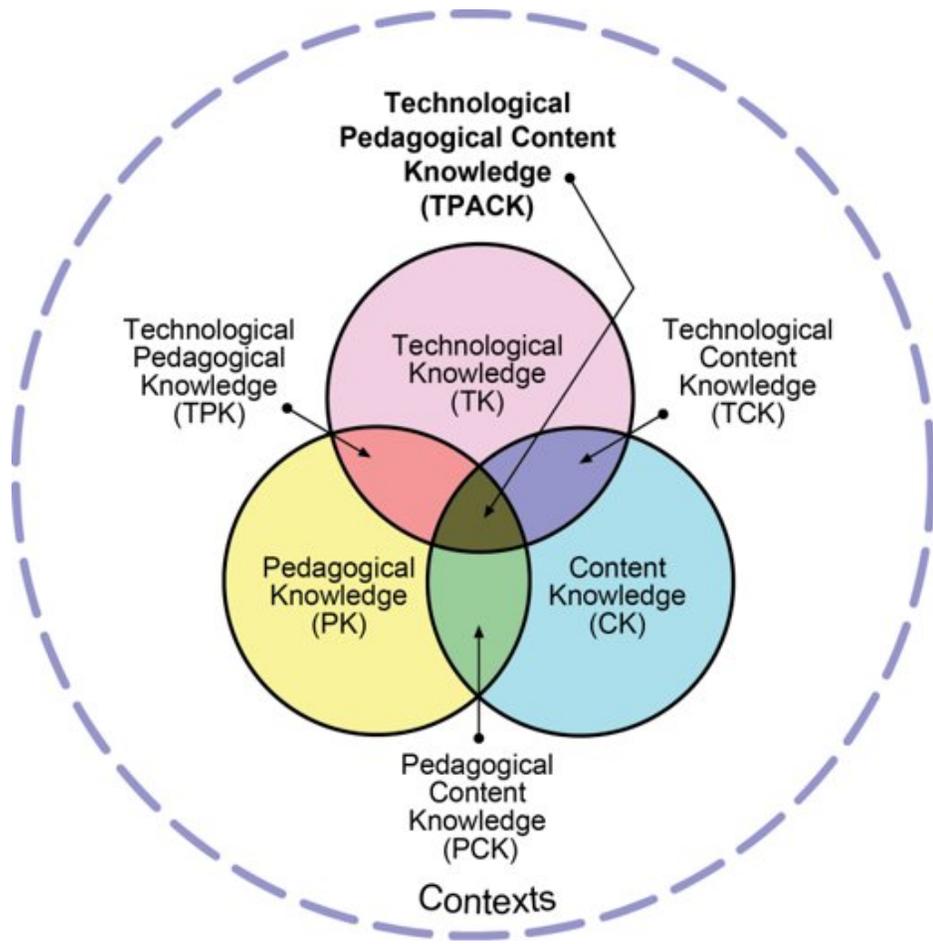


Uusimaa

HE teacher of today: multiple roles



HE teacher of today: multiple skills



Online learning design

Production of digital material

Selection and use of suitable digital platforms & tools

Online guidance, feedback and assessment

Collaboration & facilitation online

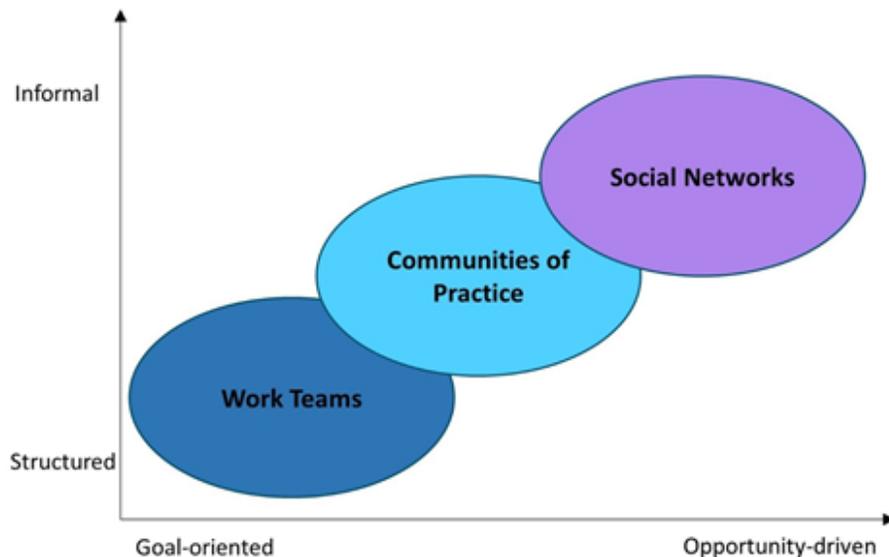
Application of pedagogical models online (e.g., LbD)

Online interaction

Learning design through Communities of Practice

Learning Design:

- A student-centred approach to plan learning tasks or activity
- Thinking about the whole time the student is learning, not just the moments when the student is with the teacher



Communities of Practice:

- A group of individuals who share a common passion, shared interest and a shared body of knowledge, experiences, and techniques
- A space between loose social networks and focused work groups.

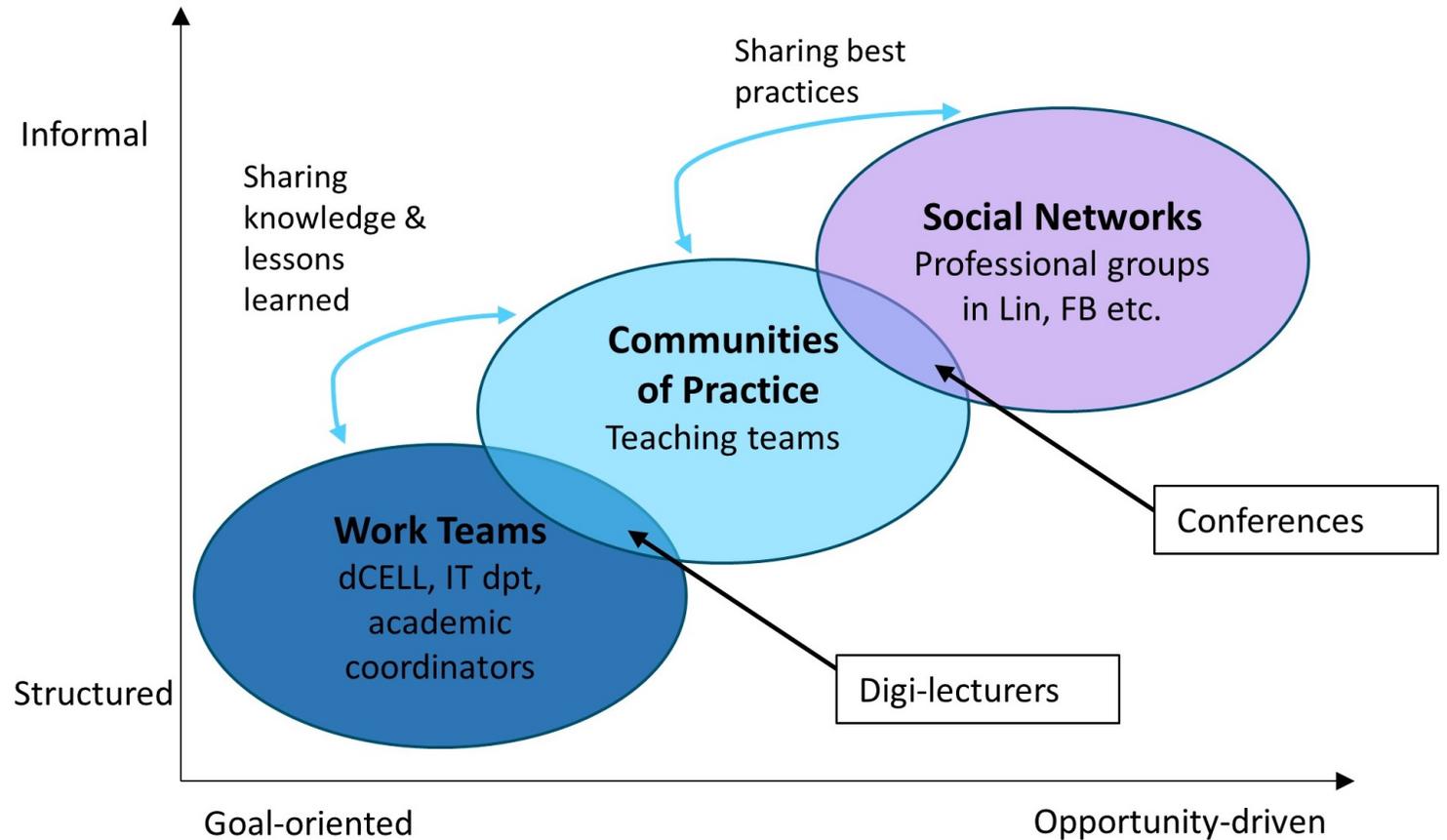
Digipedagogical support at Laurea

- responsibilities:
 - dCELL specialists focus on technical and pedagogical training
 - digi-lecturers on pedagogical and peer support
- types of support include:
 - frequent online events
 - in-depth thematic workshops
 - MS Teams support channels
 - informal collegial support

Type of support	Who?	What?
Technical training	dCELL specialists, Canvas agents (teacher volunteers)	Support clinics, thematic workshops
Pedagogical	dCELL specialists, digi-lecturers	Pedagogical workshops, thematic training
Peer support	Digi-lecturers, peers in Microsoft Teams support channels	Collegial support at the campuses, thematic Microsoft Teams channels for discussion and Q&A

Communities of Practice at Laurea

- At Laurea, Communities of Practice play an important role in promoting digitalisation and leveling up the quality of teaching and learning.
- in formal domain, **dCELL** is responsible for the **digital pedagogy and digital learning environments & tools**, IT provides infrastructure and hardware level support
- digi-lecturers are in the **intersection of formal work teams and CoPs** (spending 20-50% of their hours on digipedagogical support on top of their teaching work)



(CoPs at Laurea by Tuija Marstio, based on Jarche, 2016)

Trends & observations from feedback data

- **What works?**
 - low threshold support channels
 - extensive help documentation
 - frequent short training sessions
- **Why:** Peer support network compliments the formal support functions and creates a sense of community + psychological safety
- **What are the challenges?**
 - teachers do not always know the right way to contact support → support channels should be designed with the user in mind, not the organisation!
 - also support teachers' general skills, such as information seeking, tech skills
- Also, consider not renewing intranet portal during stressful times unless it has really good search functions! 😊

Recommendations from us

- When designing teaching, it should be designed with “online” in mind, not just converting traditional lecture to online lectures
- Combination of support channels allows giving for personalised support to teachers
- Having cross-team roles helps building awareness on how different parts of your organisation perceive your services and what kind of help they seek and need
- Aim to facilitate your teachers to create that change
- Allocate enough resources for different support functions, be it formal teams or informal CoPs

LAU
REA

Thank you!



- Jarcho, H. (2016). Implementing network learning. Retrieved May 21 2021, from: <https://jarcho.com/2016/08/implementing-network-learning/>
- Koehler, M. J. & Mishra, P. (2008). Introducing TPACK. In AACTE Committee on Innovation & Technology (Ed.), *Handbook of technological pedagogical content knowledge for educators*, 3–29. New York, NY: Routledge.
- Koehler, M. J. & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The technological pedagogical content knowledge framework. In J. Spector, M. Merrill, J. Elen, & M. Bishop (Eds.), *Handbook of research on educational communications and technology* (pp. 101–111). New York, NY: Springer. doi:10.1007/978-1-4614-3185-5_9.