



ESSENCE International Conference

Blended Learning Crossing Borders

Creating an Online Platform for a Joint International Course

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• Essence

Joint Course on Smart Sustainable Cities





Blended Learning ::

Online



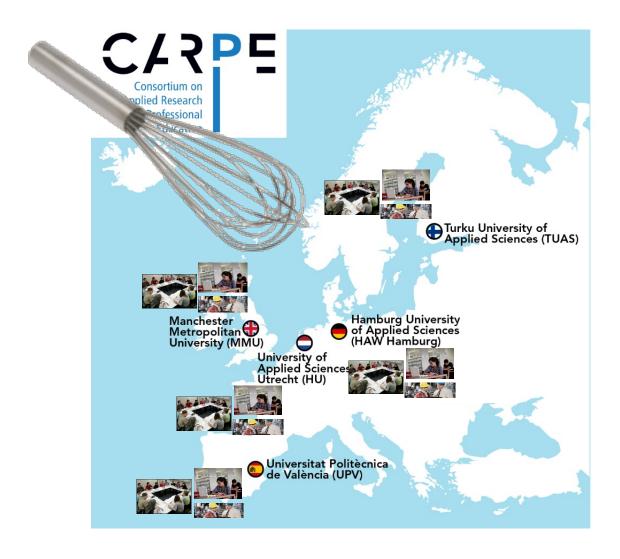
Face to face





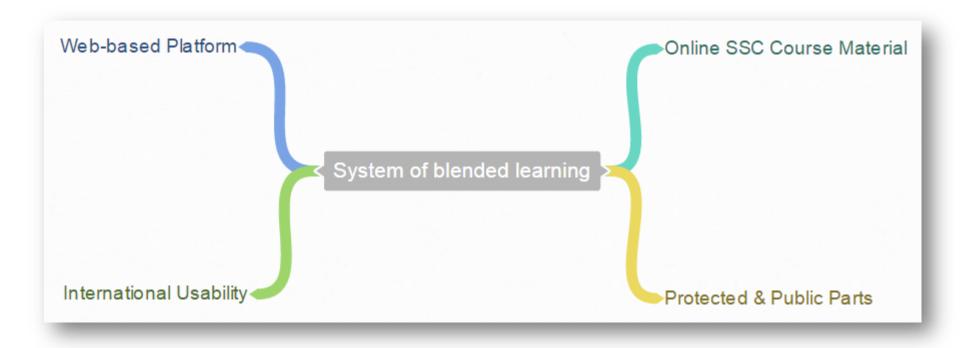


International Blended Learning





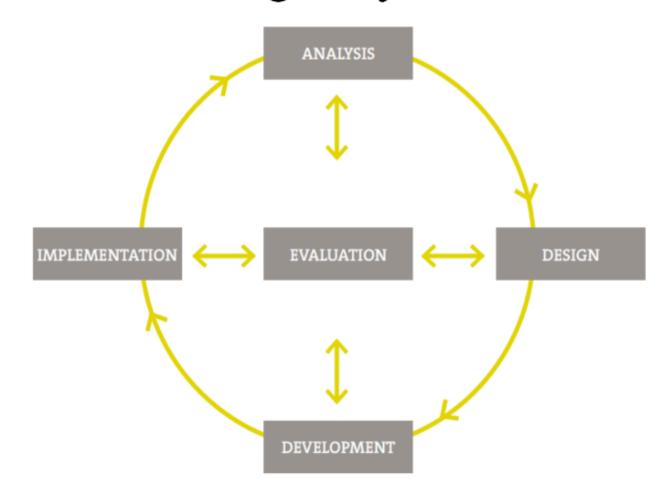
Goal Essence Infrastructure







Model Design Cycle



(Thijs & Van den Akker, 2009)

HU

Individual

Learning Environment

physical digital

socio-cultural setting

activities

tools

documents &

other artefacts

(Goodyear, 2001 in Zitter, Kinkhorst, Simons & Ten Cate, 2009; Zitter, 2010; Zitter, De Bruijn, Simons & Ten Cate, 2010; Zitter e.a., 2011; Zitter e.a., 2012;. Zitter & Hoeve, 2012; Zitter & Hoeve, 2013)

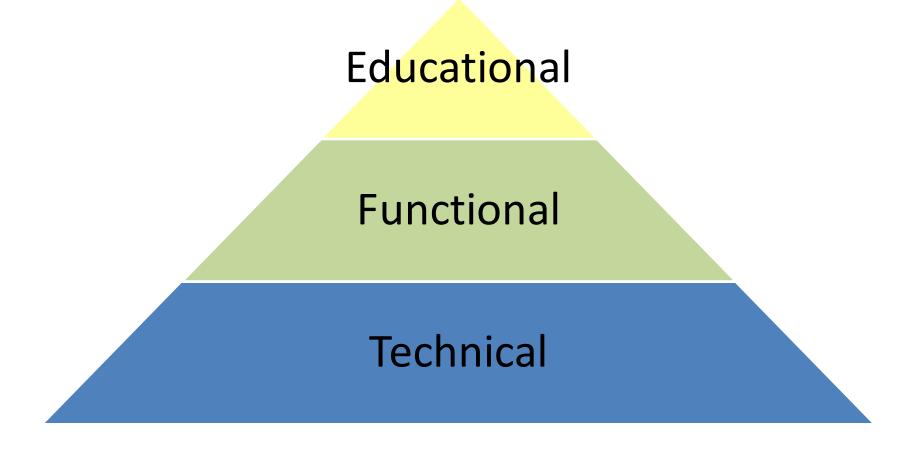
Workplace / Professional assignment / Project

Learning teams

E-learning

Educational spaces

Architecture of Learning Environment





Educational design: dimensions

Dimension learning processes

(Zitter, Kinkhorst, Simons & Ten Cate, 2009; Zitter, 2010; Zitter, De Bruijn, Simons & Ten Cate, 2010; Zitter e.a., 2011; Zitter e.a., 2012; Zitter & Hoeve, 2012; Zitter & Hoeve, 2013)

Acquisition

Theory Understanding Concepts Explicit knowledge

Becoming part of a
'community of pratice'
Competent professionals
Learning by doing, modeling
Knowing, Implicit knowlegde
Partipation

Dimension conditions

Learning on the job

Simulations

Content Exercises Labs Projects

Constructed Figure 1905

Constructed Family Of the job

Constructed Projects

Safe, Examples Authentic assignments:

Complete control Professional products

Simulations

Workplace learning of the job

Workplace learning of the job

Projects

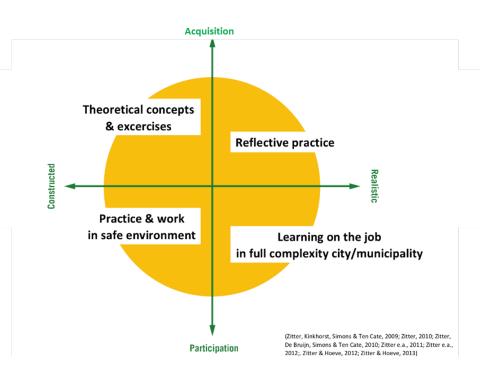
Full complexity,

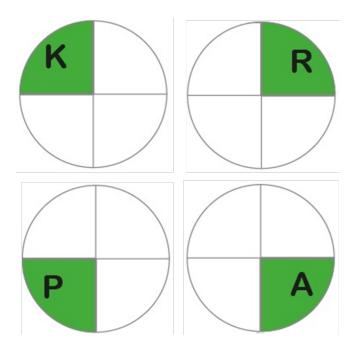
no control



Four quadrants of learning

Traditional learning activities



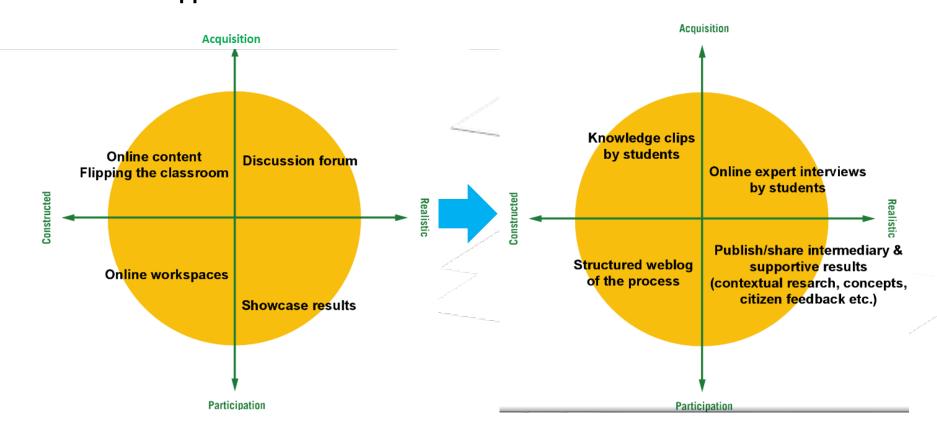




Learning units in four quadrants

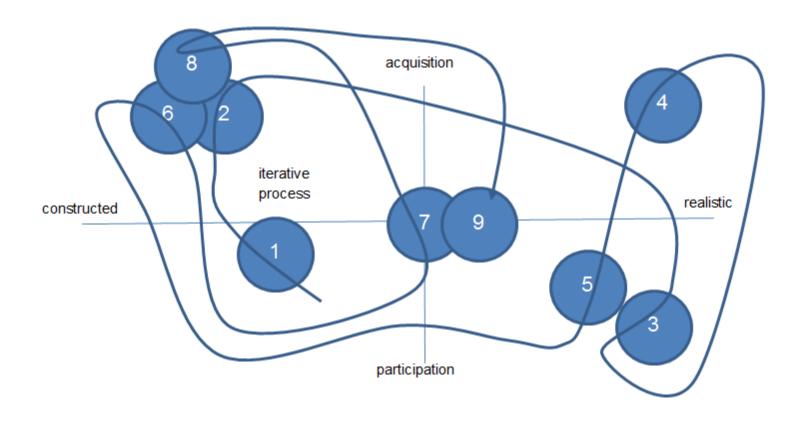
ICT-supported activities

ICT enables co-created education





Learning scenarios





Functional principles

1. System Context

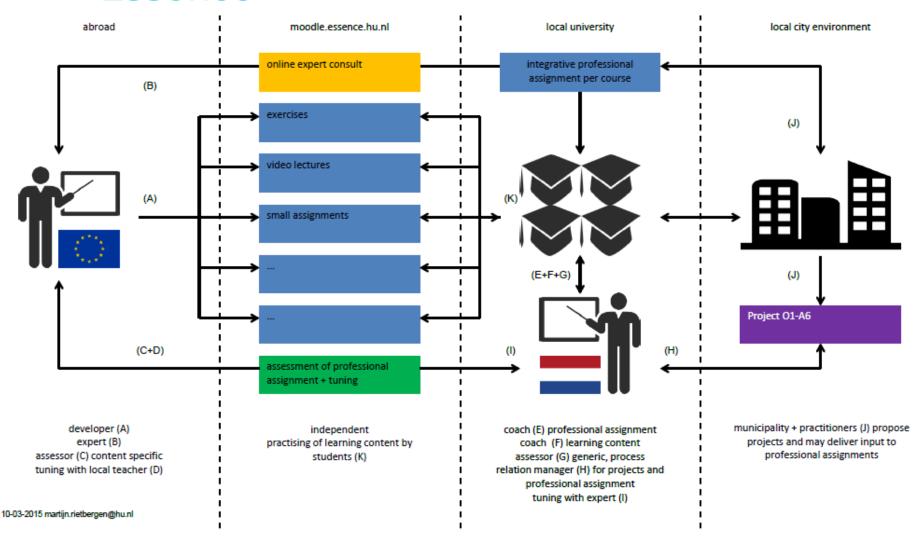
- a) Web-based part of entire Learning Environment
- b) International & joint user experience

2. Requirements Engineering

- a) Providing "standard" ELE-functionalities
- b) Determine user types, roles & permissions



ESSENCE ESSENCE BLENDED LEARNING ENVIRONMENT 1.0





MoSCoW

Technical principles

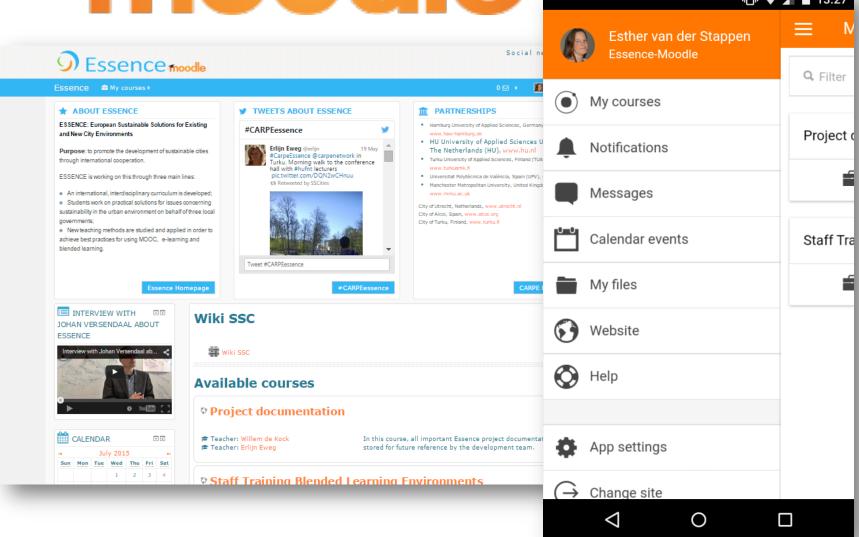
Which infrastructure to enable the desired functionality?

Business architecture

			Users have a	ccess at any time, any place and from any device	
				nation services	
Ad 1: Communication and collaboration between students and teachers;	Moodle	Sakai	Eliademy	ices are cross organisational boundaries	
Internal messaging	Yes, via profile	Yes, https://www.ingiana.edu/~ sakaikb/display.cgi7docid=a yao	No, mailto links only	ormation services	MoSCoW
Discussion groups	Yes, via internal forum	Yes, via forum	Yes, via forum	rmation has one truth, one source and one owner	
Bulletin boards	Yes	Yes	No	on basis of risk analysis/classification	
Internal "News service"	Yes	Yes	No	hitecture	MoSCoW
Project area's	Yes, via groups	Yes, https://www.ingiana.edu/~ sakaikb/display.cei?docid=a tcs	No	uy, before make easy to integrate loosely coupled	
Chat	Yes, chatmodule	Yes, https://www.indiana.edu/~ sakaikb/display.cei?docid=a rcz	No	s are based on standard building blocks ssible, specific when necessary	
Overview of logged in users.	Yes	Yes, https://iira.sakaiproiect.org /browse/SAK-10492	No		
Shared calendar	Yes, via calendar	Yes, via calendar	Yes, via calendar		

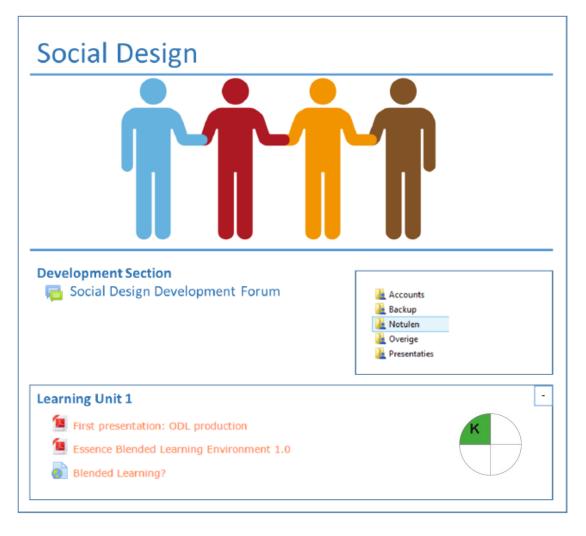








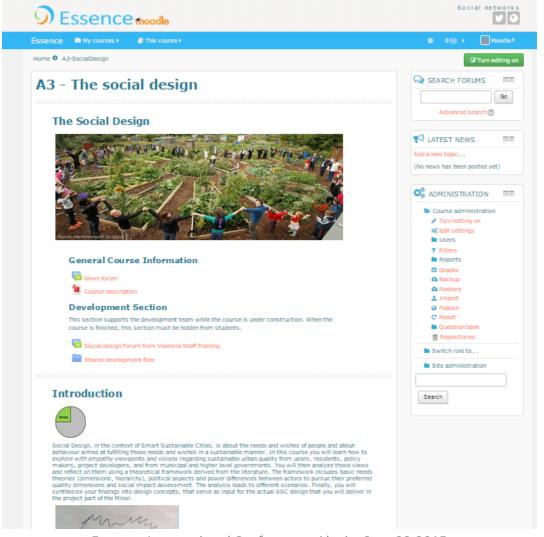
Default Course Structure





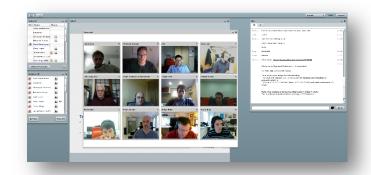
Example of a course

http://moodle.essence.hu.nl/





Next steps...



- August '15:
 - Migrated from test server to production server (professionally hosted)
- Continuous:
 Improve & extend functionalities to support learning!
- November '15:
 Try out with teachers in Turku
- June '16:
 Try out with students in Manchester
- September '16:
 Live with students across Europe!

