

Active digital education for inclusive pedagogies

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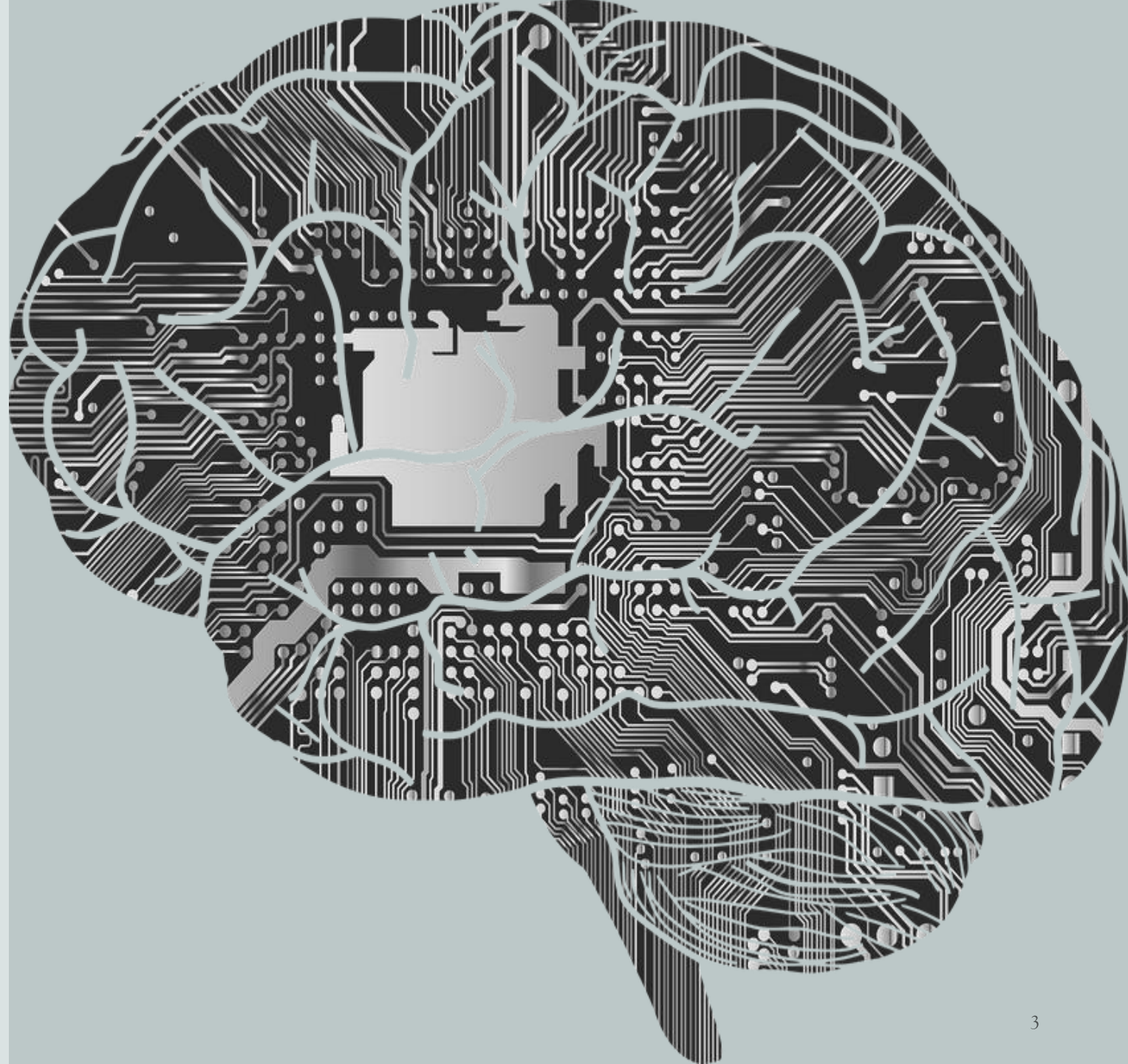


Introductions



Agenda

- Introductions
- UDL as a framework for inclusivity
- Introduction to Active Digital Education
 - Discussion

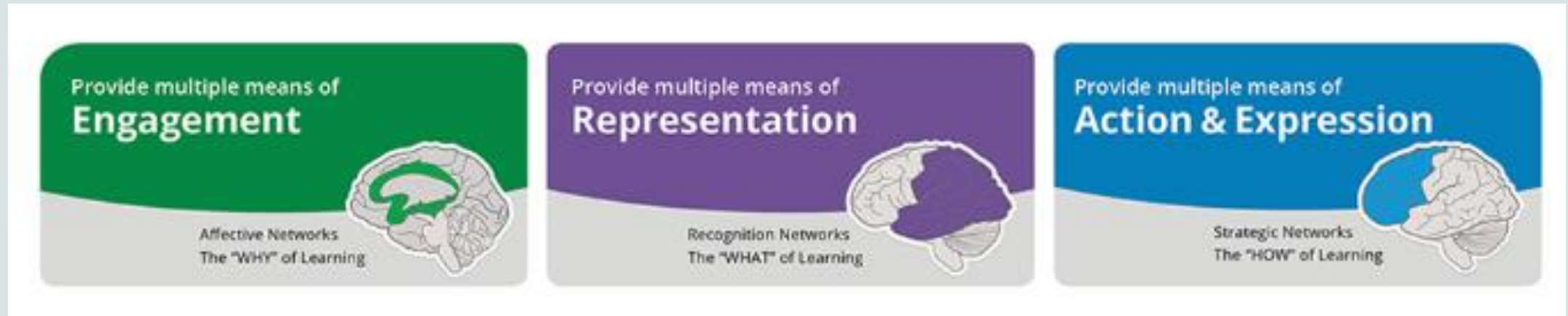


Introduction to Universal Design for Learning



(CAST, 2018)

Universal Design for Learning (CAST,2018)

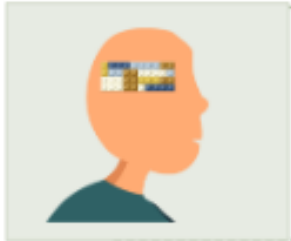




Introduction to Active Digital Education

Theoretical Background

3 Cs learning theories: An emphasis on social learning



Constructivism



Constructionism



Connectivism

Examples from Practice

Digital pedagogies and tools in action in learning



Pace



Collaboration



Engagement

- Active Digital Education (ADE) teaching and learning strategies:
 - Are characterised by a digitally rich learning environment
 - Involve collaboration between students and tutors



Constructivism



Constructionism



Connectivism



Overview of ADE Attributes



ADE attributes align with the 3 Cs that view learning as a social process.



They demonstrate that establishing engaged communities of learners increases enjoyment of learning.

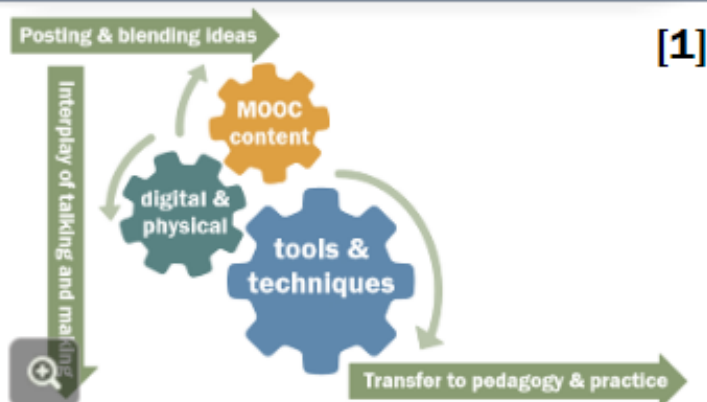


The making of digital artefacts prompts re-discussion and re-mixing of content.



A learning journey may move in and out of cognitive, digital and physical domains.

The Process of Collective Knowledge Building Within an ADE Learning Community



A rich collective content and shared understandings can represent different connections.

Example 2: The lived experiences of neurodiverse learners at the University of Northampton

'Asking us what we want and how best we learn would be appreciated.'
Participant Q

Physical things that help me to learn.

- Visual cues and diagrams
- Quiet with frequent breaks
- Practical activities
- Demonstrations and being guided
- Face to face interactions

Physical things that stop me from learning.

- Noise and loud open spaces
- Big groups
- Overstimulation (multiple tasks or messy slides)
- Fatigue
- My phone

Emotional things that help me to learn.

- Reassurance and support (from peers and lecturers)
- Being able to ask questions
- Interesting content
- Staff having time for me

Emotional things that stop me from learning.

- Big groups
- None direct instructions with abstract interpretations
- Expectations of socialisation
- Feeling stressed and anxious.



In person sessions with time to reflect and catch up on missed information

Clear instructions that are staged and sequential

For open ended assignments- support to filter the choices

Active tasks that involve me so I don't lose focus

Concise, simple to the point slides.

A clear structure on NILE- content, timeline, assessments and dates.

Resources available in a range of formats

Pre and post learning to reduce anxiety and direct my study focus

Worked examples and summarised key points

Private study spaces that are quiet and plain.

Using the extension system and Mitigating Circumstances without feeling guilty

Definitions of key terms and an example in context.

Regular wellbeing check-ins and a chance to ask questions 1:1

Reminders and repetition of notable dates



ADE Examples From Practice

- These examples demonstrate tools related to aspects of ADE learning including:

Inclusion

Sensemaking

Student
engagement

Learner
experience

Communities
of practice

Collective
knowledge
building



**Example 1:
Remaking and
Reconceptualising
Digital Artefacts**



**Example 2: A Student's
Perspective of Student
Engagement and
Learner Experience**



**Example 3:
Enhancing Student
Skills Through Personal
and Collective
Collaboration**



**Example 4:
Creating
Collaboratively Online**



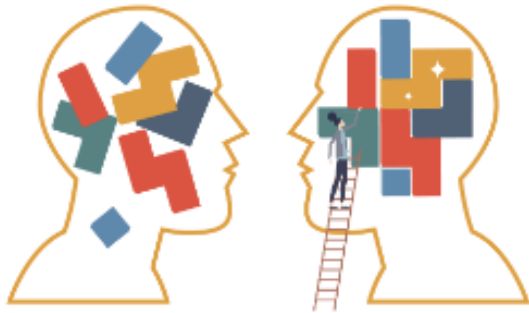
**Example 5:
Building Graduate
Skills Through
Simulation**

Example 1: Remaking and Reconceptualising Digital Artefacts

Sensemaking



- Sensemaking is integral to ADE.



Students interpret ideas and demonstrate their understanding.

- There is an interplay of action and interpretation as ideas are reconceptualised and re-represented.

Remodelling, Reinterpreting and Reordering Existing Material

:Padlet

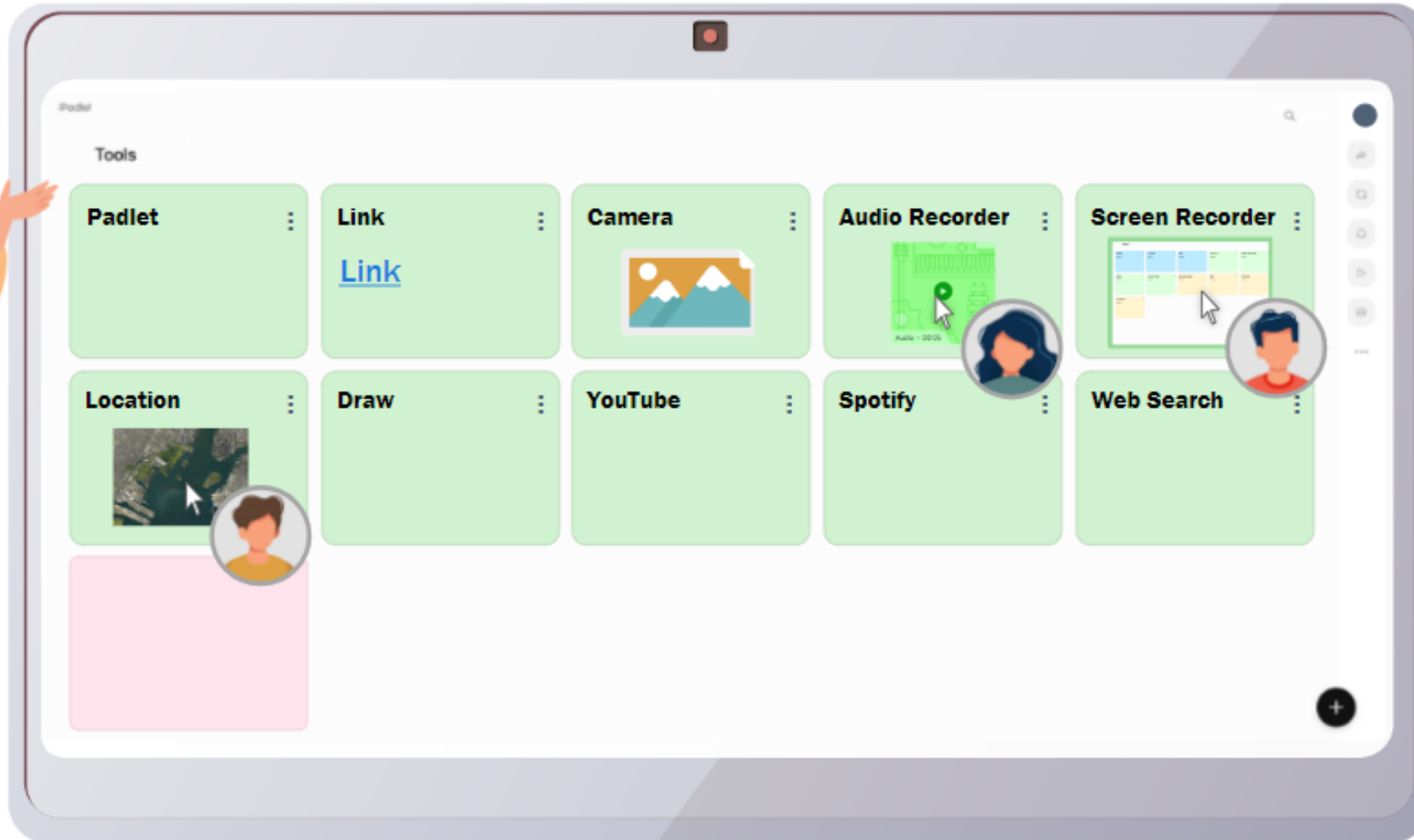


[1]

- Students experimented with, and designed, digital artefacts to best communicate the material.
- Their posts served as a catalyst for further reflections and reinterpretations.

Example 1: Remaking and Reconceptualising Digital Artefacts

Activity: Remaking a Padlet



[1]

Example 2: A Student's Perspective of Student Engagement and Learner Experience

Online Experiences



ADE offers choices and greater freedom within a digital environment.



- Meaningful interaction with other learners



- Collaborative opportunities



- Increased authenticity



- Potential for thoughtful responses to course content



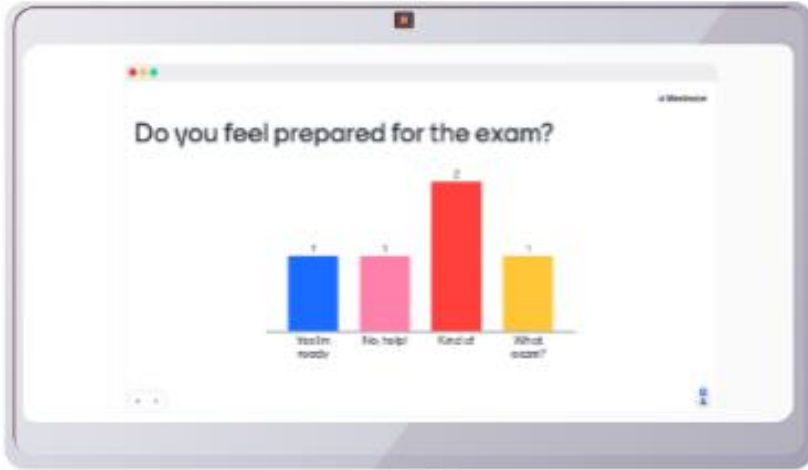
Choose Your Learning Environment



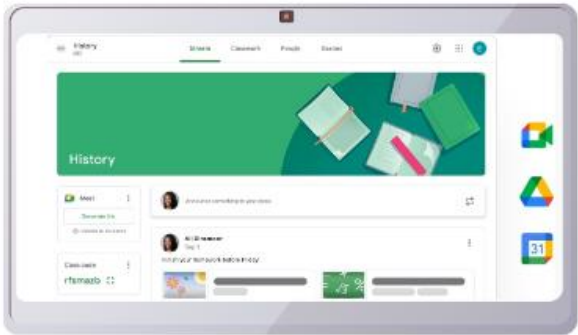
 Jamboard



:Padlet 

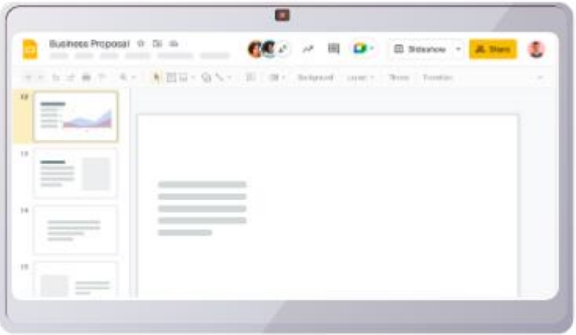


 Mentimeter



 Trinity College
The University of Dublin

Google Classroom



Google Slides



ADE offers a range of ways to engage with learning.

Example 3: Enhancing Student Skills Through Personal and Collective Collaboration

Collaborative Content Creation Focusing on Classroom Behaviour Management



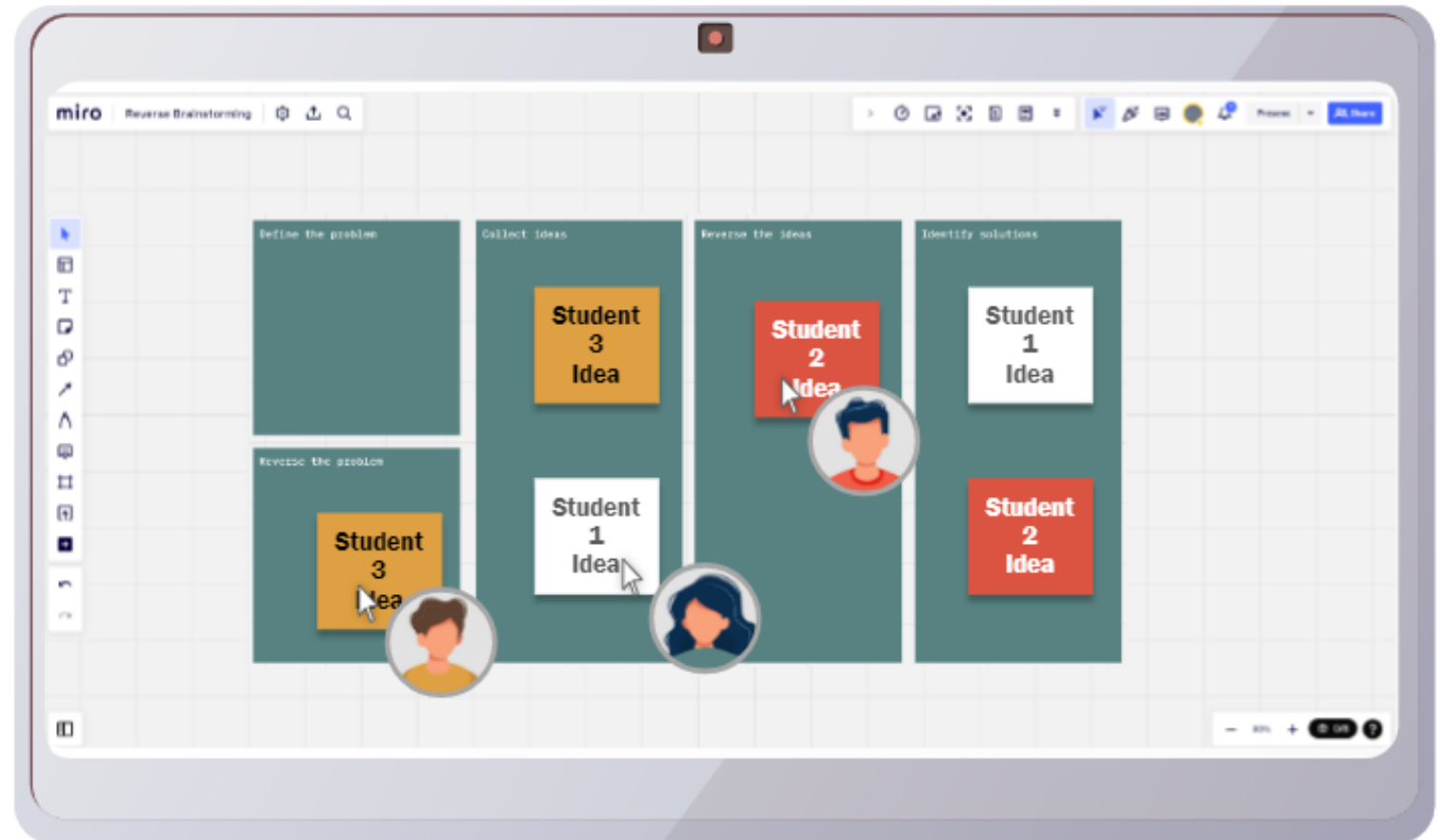
Collaborative content creation:



Allows learning to evolve out of social behaviours and engagement with others

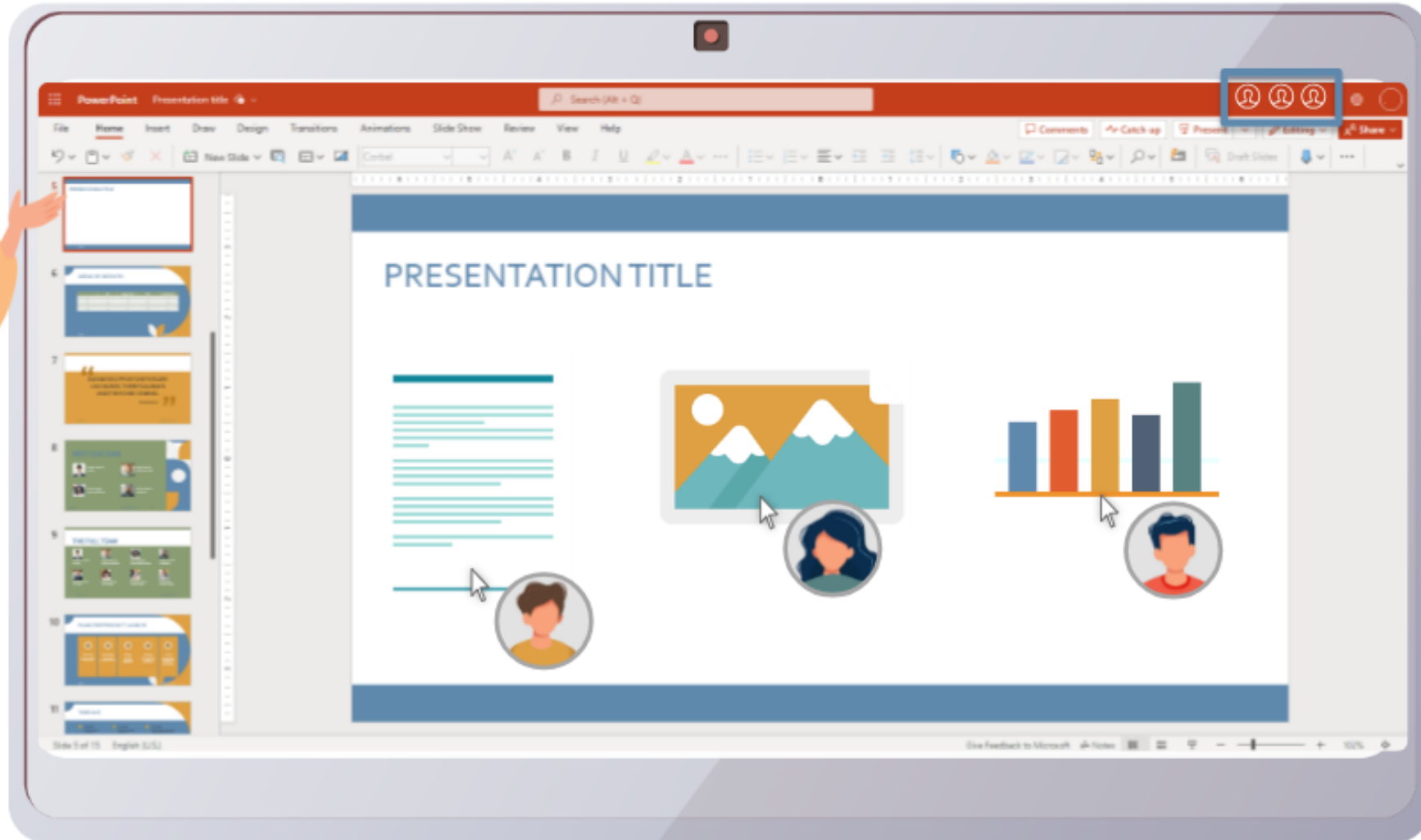


Promotes critical thinking



Example 4: Creating Collaboratively Online

ADE Increases Student Autonomy and Engagement



Example 5: Building Graduate Skills Through Simulation

Using Virtual Reality to Create a Simulated Teaching Placement



Requiring individuals to work in teams fosters:



- Time management



- Cooperation




- Responsibility





ADE combines:

- Sensemaking activities
- Focused and engaging interactions




The digital environment enables students to focus on:

- Knowledge construction
- Reflection
- Critique



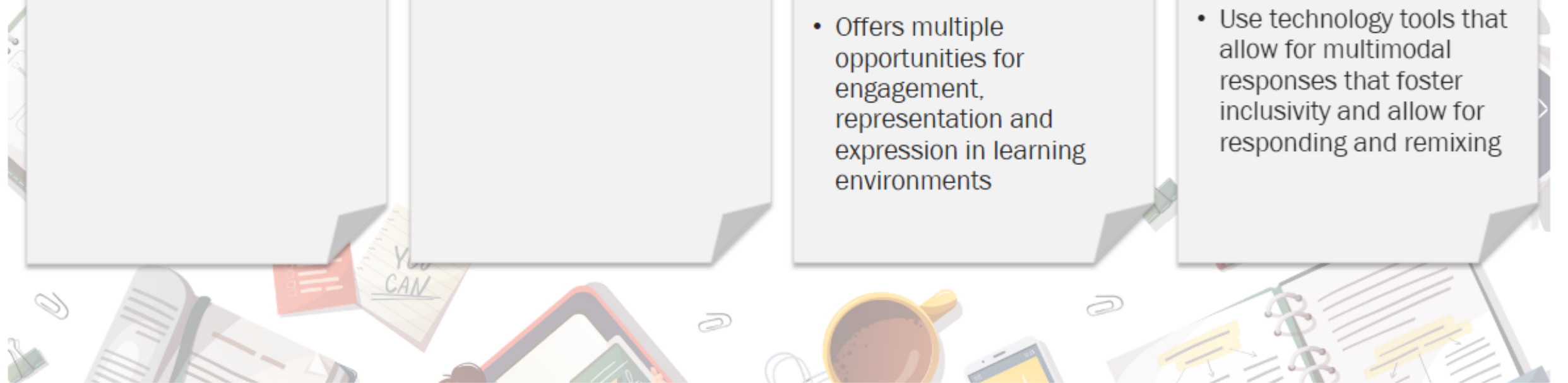
Universal Design for Learning (UDL):

- Can be used with ADE to enhance inclusivity
- Enables learning design or modification for the greatest diversity of learners
- Offers multiple opportunities for engagement, representation and expression in learning environments



Recommendations when planning or reflecting upon ADE:

- Recognise the process of active and creative social learning leading to collective knowledge-building
- Use technology tools that allow for multimodal responses that foster inclusivity and allow for responding and remixing



References

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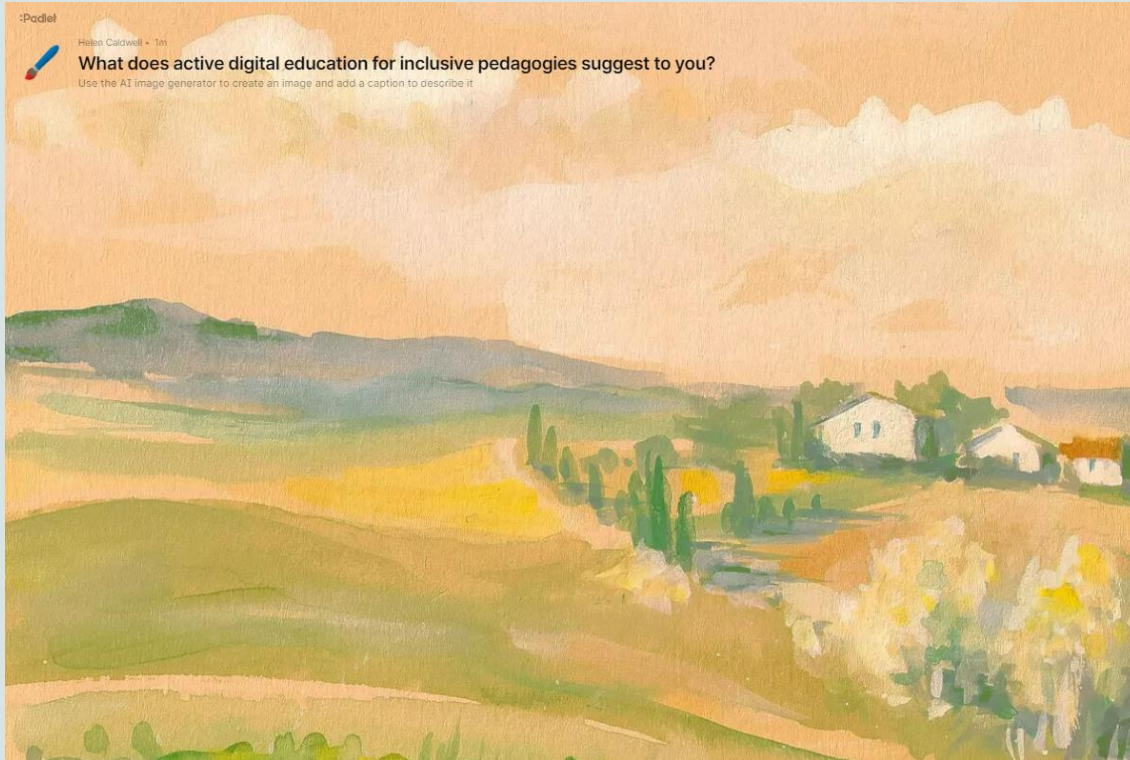
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Task



https://uon1.padlet.org/helen_caldwell2/active_digital_education



What does active digital education for inclusive pedagogies suggest to you?

Use the AI image generator to create an image and add a caption to describe it.

