THE ROYAL VETERINARY AND AGRICULTURAL UNIVERSITY

KVL eLearning - KVLs nye e-læringsportal

Anne Cathrine Trumpy

FAGLIGHED, VIRKELIGHED, ANSVARLIGHED

DISPOSITION

- Præsentation
- Informationskompetence på KVL og i nordisk perspektiv
- KVL's politik og handlingsplan for IT i undervisningen
- KVL eLearning
- Hvordan bliver de studerende aktive i KVL eLearning?
- Vejen videre
- Til inspiration

FORMÅL

KVL er Danmarks universitet inden for

- veterinærvidenskab
- jordbrugsvidenskab
- levnedsmiddel- og ernæringsvidenskab samt
- andre almene videnskaber i tilknytning hertil

KVL virker til gavn for

- det danske samfund
- rådgivningssystemet
- erhvervslivet

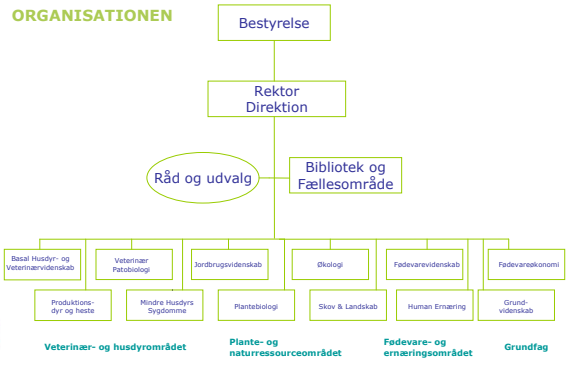
OPGAVER

- Forskning
- Forskningsbaseret uddannelse
- Efter- og videreuddannelse
- Innovation
- Rådgivning og beredskab
- Nationalt og internationalt samarbejde
- Aktiv faglig deltagelse i offentlig debat

UDDANNELSERNE ETABLERES

Veterinæruddannelsen	1773
Jordbrug	1858
Havebrug	1863
Skovbrug	1863
Mejeribrug	1921
Landskabsarkitekt	1960
Levnedsmidler	1971
Jordbrugsøkonom	1992
Miljøkemi	1995
Human ernæring	1996
Landskabsforvaltning	2000
Biologi - bioteknologi	2002
Parasitology	2002
Agricultural development	2002
Miljø- og naturressourceøkonomi	2003
Klinisk ernæring	2004

ORGANISATIONEN



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HOVEDPRIORITETER I 2005

- Ny strategi
- **Uddannelsesreform**
- Veterinært meroptag
- Innovation og videnoverførsel
- Leder- og projektlederuddannelse
- Internationalisering
- Kommunikationsstrategi
- Økonomisk råderum/flere eksterne midler



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Bibliotekets kompetencemål for undervisningen

"Den studerende må være i stand til at vurdere, hvornår der i studiearbejdet og i det projektorganiserede arbejde er behov for faglig information og have evne til at finde, fremskaffe, vurdere og anvende den fremfundne information hensigtsmæssigt. Den studerende skal kunne være i stand til at udvikle effektive søgestrategier og teknikker for at finde kvalitetssikret information i relevante kilder"

(Internt notat om informationskompetence ved DVJB)

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Forslag til nye kurser

- Introduktion til biblioteket – alle nye studerende
- Informationshåndtering for bachelorer
- Informationshåndtering for masterstuderende
- Informationshåndtering for kandidatstuderende

Referencehåndteringsværktøjet Reference Manager kan indgå I alle uddannelserne, inkl. På masteruddannelserne

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Promoting Information Literacy in the NOVA University

Formålet med projektet er at styrke samarbejdet omkring informationskompetence mellem bibliotek og undervisning i NOVA Universitetet

Nærmere information om projektet:
http://www.tiedekirjasto.helsinki.fi/nova/proposal2004.html

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Samarbejde bibliotek og læringsmiljø

"Informationsteknologi har skabt forandring eller ubalance i positiv forstand, i både biblioteks- og uddannelsesmiljøet. Dette fælles vilkår, at skulle tilpasse sig nye måder at drive de respektive virksomheder på har skabt grobund for at miljøerne har kunnet finde sammen i nye og kreative løsningsmodeller"

(Karen Harbo: Fleksibel uddannelse på nettet – en videns- og læreproces i uddannelsesinstitutionen: om samarbejde mellem bibliotek og uddannelse. I: Fleksibel læring og undervisning – erfaringer, konsekvenser og muligheder med IKT, Aalborg : Aalborg Universitetsforlag, 2004, s. 141)

THE ROYAL VETERINARY AND AGRICULTURAL UNIVERSITY

KVLs politik og handlingsplan for IT i undervisningen

IT Learning Center (ITLC)
er et center under IT afdelingen, der er etableret for at rådgive og vejlede KVLs undervisere i den tekniske og pædagogiske brug af IT i undervisningen. For yderligere at styrke indsatsen inden for IT i undervisningen, anvendt såvel som supplement til den traditionelle undervisning som til ren fjernundervisning, har ITLC på foranledning af KVLs ledelse udarbejdet en politik og handlingsplan for de næste to år.

Formål med øget brug af IT i undervisningen på KVL:
(1) At forbedre og udvide de studerendes muligheder for læring
(2) At lette de administrative forhold omkring planlægning, gennemføresle og evaluering af undervisningen
(3) En øget synlighed

KVL's politik for IT i undervisningen:
http://www.it.kvl.dk/medarbejdere/itlc/projekter/politik/politik_handlingsplan.aspx

CAMPUSNET

I forbindelse med UR2005 vil der være et stigende behov for IT støtte til underviserne.

• Campusnet er et konference og studieadministrativt system, hvor KVL's kurser er samlet. Kurserne opretttes separat og er ikke knyttet sammen. Funktionerne er adskilt, således at der ikke er indbygget en sammenhæng mellem eksempelvis diskussioner, dokumenter og chat.

• Der lægges ikke op til samarbejde, hvor de studerende i grupper arbejder selvstændigt og evt. vejledes af underviseren.

Som et supplement til Campusnet er der derfor et behov for et LMS som blandt andet har
• Muligheder for multimedier og diverse test (multiple choice)
• Fildeling (kursuslitteratur, video/audio af forelæsninger og øvelsesintro, metadata søgemaskiner)
• Interaktion (mail, FAQ, chat, multitrådsfora
• Test, aflevering af opgaver og eksamen

Løsning: KVL eLearning!

KVL eLearning

- **kan bruges med Internetadgang og Microsoft Explorer på elearning.kvl.dk**
- **Log on med brugernavn og password**
- **KVL eLearning befinder sig i toppen af e-læringssystemer:**
  Inkluderer 3. generationsværktøjer: Diskussionsforum, chat, grupperum og video
- **KVL eLearning er tilpasset til moderne universitetspædagogik**

Moderne universitetspædagogik:

Læringsteoretisk bygger KVL eLearning på konstruktivisme og socialkonstruktivisme

I praksis betyder det at :
De lærende konstruerer selv deres mening –
underviseren kan ikke "hælde viden på" som en tankpasser ☺

Studerende har forskellige måder at lære på

Dialogen med underviseren og de andre studerende tilbyder flere perspektiver,
som giver den enkelte mulighed for at skabe mening og forståelse

Hvad igangsætter læring hos den studerende? (Der er enighed blandt læringsteoretikere om:)

- **Refleksion**
- **At den studerende er aktiv**

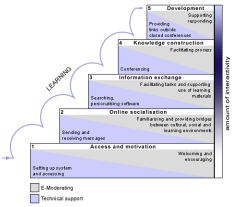
Skriftlig dialog øger refleksionen

I KVL eLearning kan man føre trådede diskussioner (asynkron diskussion) og tage en chat (synkron diskussion) med andre studerende og underviseren

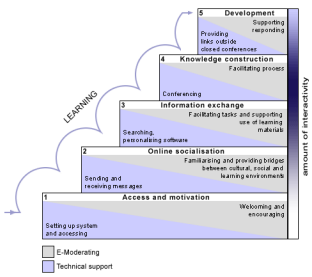
Hvordan bliver de studerende aktive i KVL eLearning?

- **Mundtlige kommunikationsformer og interaktionsformer lader sig ikke bare overføre til tekstbaserede kommunikations- og interaktionsformer uden problemer**
- **Ny pædagogisk tilgang: Vi tager udgangspunkt i Gilly Salmons fem-trins model til at gøre studerende i e-learning til aktive lærende**
- **E-tivities øger motivationen til at studere online og gør studerende mere aktive**

Salmon, G. (2002). E-tivities. The Key to Active Online Learning. Taylor & Francis
http://www.atimod.com/e-tivities/intro.shtml



Gilly Salmons five-stage model:



From the book: E-tivities – the key to active online learning, 2002

Stage 1:
Individual access and the induction of participants into online learning are essential prerequisites for online conference participation.

Stage 2:
Involves individual participants establishing their online identities and then finding others to whom they interact.

Stage 3:
Participants engage in mutual exchange of information. Up to and including stage 3, a form of co-operation occurs whereby each person supports the other participants' goals.

Stage 4:
Course-related group discussions develop and the interaction becomes more collaborative. Knowledge construction and working towards a group goal. Collaboration requires an active sharing of information and intellectual resources amongst the participants.

Stage 5:
Participants look for more benefits from the system to help them achieve personal goals and reflect on the learning processes.

Stage 1 – Access and motivation:

• E-tivities need to concentrate on providing explicit motivation and set the pace and rhythm. E-tivities need to be designed carefully to enable the participants to find their way around the online learning platform whilst taking part in relevant and authentic tasks.

• The participants might be nervous at this stage about how participants are expected to behave and who is online with them.

• Try to avoid the "Post your first message here and say who you are" type of message. It will frighten some of the participants.

Remember:

• Make sure everyone log on – otherwise e-mail those students who haven't logged on

• Use the monitoring function for this

• Be very welcoming and supporting in the messages (look at the examples of KVL eLearning)

KVL eLearning example:

Welcome to the first e-tivity! You are a member of the Swietenia group. Swietenia is a single species genus - made up of the beautiful and highly demanded big leafed mahogony, Swietenia macrophylla, found in Latin America.

The purpose of this first e-tivity is to make all group members announce that they are here. Joining us in cyberspace. Ready to start the course. To let the other group members know that you have arrived, answer this welcoming message. Press the "Answer" button below and write just a couple of words. Then you have completed the first e-tivity.

Carsten
Your humble e-moderator and teacher

Deadline: Thursday 1 September at 22.00 CET.

Stage 2 - Socialization:
E-tivities at stage 2 need to focus on enabling participants to relate to a few others and on reasonable stretching tasks.

E-tivities at this stage should provide ways of knowing who else is in the shared space and how this knowledge can be used to guide participants' work.

Provide practice, practice and practice – not in the technology, but in working together. Relate e-tivities to the traditions of the discipline because this provides the important cultural context for learning and makes later knowledge construction easier to achieve.

Remember:

- A teacher presentation
- Take care of those who finds it difficult to write in English
- The teacher does the summary
- log on every day to follow the participants

KVL eLearning examples

E-tivity 1.1: Share your favourite forestry site
Purpose:
to let other group members know a little more about you

Task: Write a message in your group where you provide the internet address of your favourite forestry site. Add a few lines to explain why you have chosen it. Respond to another participant's message, for instance by visiting her favourite site and commenting. Remember to be constructive.

Deadline: Wednesday 7 September 16.00 CET.

E-tivity 1.2: Conduct an email interview
Purpose: to prepare a personal profile of another student

Task: Make an email interview with another student using the list below. You find the email addresses on the "Participants" page in the left-hand menu. You can ask about motivation for doing this course, geographical preferences, field work experience, family stuff, preferred study methods, etc. Try to get information on both general issues and forestry stuff. The person interviewed (the interviewee) decides what to tell. When you have finished the interview, you write a short presentation and email it to the person you have interviewed.

Deadline: Wednesday 7 September 16.00 CET.

Stage 3 – Information Exchange: E-tivities at stage 3 should have a strong task and action focus. Use stage 3 e-tivities for prioritizing content, enabling participants to impart information to each other and explain and clarify.

They should be shown how to provide feedback to each other and explain and clarify. They should be shown how to provide feedback to each other in the spirit of deepening understanding. This will help them prepare to move to stage 4 e-tivities.

E-tivities at stage 3 may focus on exploring co-ordination and communication between the participants so that each participant work towards his or her own objectives within the overall e-tivity.

Later e-tivities at stage 3 can look towards more co-operation and support for each person's needs and objectives. At this stage you can experiment with the structure of groups and the techniques for group working. (for example: each group has an assigned task which culminates in a plenary debate).

Remember:

- Make sure everyone log on – otherwise e-mail those students who haven't logged on
- Use chat to get a good contact with the students
- Be very supporting in the messages (look at the examples of KVL eLearning)

KVL eLearning examples

E-tivity 1.4: Working with the first case

Purpose: to gain experience with working together in the small groups on a case

Task: Read the newspaper article "They speak for the trees". You will find this case text under exercises in the "Paradigms in tropical forestry" module. You can also click here .Think about: (i) what is the main conflict described in the article? Can you describe the conflict in your own words? (ii) how can the conflict be explained using the forestry paradigms introduced in the compendium? Each group member should contribute to answering these two questions by posting messages and responding to comments. Your e-moderator will summarise the discussion.

Deadline: Friday 9 September 14.00 CET.

Stage 4 – Knowledge construction:

Arrived at stage 4 the students should now be able to: become adept to working online, managing their time and at working with each other.

Objectives at stage 4 can be related to broadening understanding, providing different viewpoints and perspectives and examples. Avoid specifying in advance exactly what has to be learnt at this point, but ground e-tivities in real-world contexts.

At stage 4 you can move increasingly towards peer-directed e-tivities and participant work teams. You could try, for instance, defining a group outcome, or asking the group to provide its own goal and objectives and give directions on how to collaborate.

Stage 5 – Development:

E-tivities here can be about gaining self-insight and on reflecting and making judgements on the experience and the knowledge surfaced and built.

To develop e-tivities that enable evaluation and critique of all kinds.

Ask participants to demonstrate their ability to work with content and defend their own judgements.

Encourage them to explore their metacognitive awareness of positions they adopt – for example: How did you arrive at that position? Or which is better and why?

Don't forget to explore feelings and emotions about learning, as an experience of the topics.

Fordele ved e-læring:

- **Skriftlighed øger refleksion og dermed læring**
- **Diskussionerne bliver stående, så de studerende kan vende tilbage til tanker og repetere stoffet og diskussionerne**
- **Der produceres noget skriftligt som kan bruges i rapporter, opgaver etc.**
- **Fleksibilitet – der kan læres (og bliver lært) på alle døgnets timer**
- **Underviseren får et bedre kendskab til den enkelte studerende**
- **Brug af video som forberedelse til undervisning eller til øvelser på egen hånd**
- **Brug af video som repetition**
- **Og ikke mindst: mulighed for at udbyde KVL's kurser til resten af verden !**

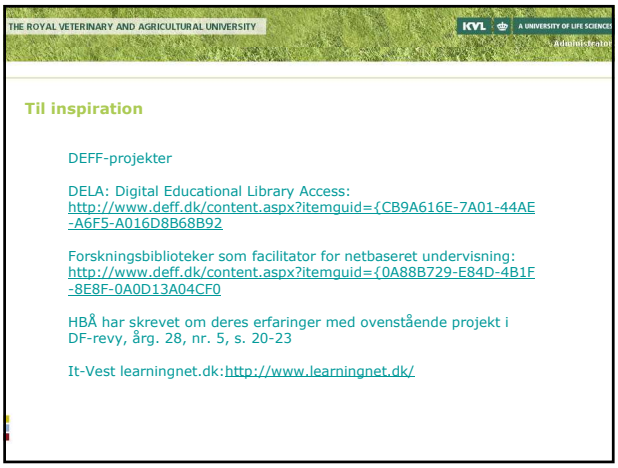
Præsentation af KVL eLearning på CLF møde den 29. september 2005
Henrik Kaas og Anita Monty
IT Learning Center

Vejen videre

Vi står overfor mange spændende og nye udfordringer –

- Udvikle de studerendes informationskompetencer igennem nye kurser og e-læring
- Vidensdeling og samarbejde på tværs af faggrænser
- Spydspidser for videre udvikling

TAK FOR OPMÆRKSOMHEDEN!


THE ROYAL VETERINARY AND AGRICULTURAL UNIVERSITY
KVL
A UNIVERSITY OF LIFE SCIENCES
Administrationen
Til inspiration
DEFF-projekter
DELA: Digital Educational Library Access:
http://www.deff.dk/content.aspx?itemguid={CB9A616E-7A01-44AE-A6F5-A016D8B68B92
Forskningsbiblioteker som facilitator for netbaseret undervisning:
http://www.deff.dk/content.aspx?itemguid={0A88B729-E84D-4B1F-8E8F-0A0D13A04CF0
HBÅ har skrevet om deres erfaringer med ovenstående projekt i DF-revy, årg. 28, nr. 5, s. 20-23
It-Vest learningnet.dk:http://www.learningnet.dk/