

# DICAP

## 2024 - Norway

Digital Capacity Building in a post COVID-19 Era

WP 5 - Creating the Digital Learning Environment



Eilert Sundt  
videregående skole



# The participants of DICAP



**Eilert Sundt  
videregående skole**  
Kjørestad, Norway  
Creating the Digital Learning  
Environment



**IES COTES BAIXES  
ALCOI**  
Alcoy, Spain  
Creating Relations in the  
Digital Learning-space



**Rakvere, Estonia**  
Social Inclusion



**Mercantec**  
Viborg, Denmark  
Good Practices Pooling



**Regione Piemonte**  
Torin, Italy  
Didactics Pedagogy

# Tasks for the week

01

How to prepare the students for online distance learning

02

How to incorporate self-determination and autonomous into the learning environment

03

How to implement Computer-Supported Collaborative Learning (CSCL)

04

How to inspire and make use of the Covid19 acquired skills + blended learning



01

# How to prepare the students for online distance learning

# Budget friendly equipment

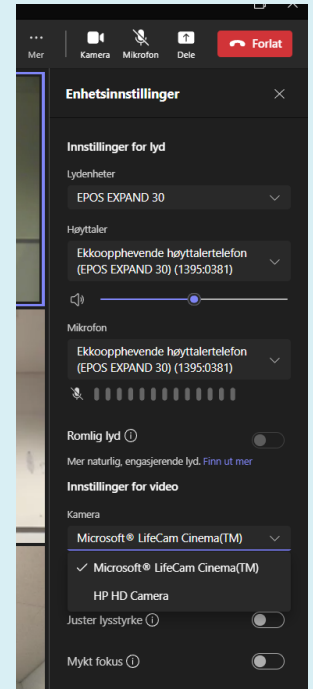
230€



200€



100€



# Teachers tried hybrid learning in 3 different groups

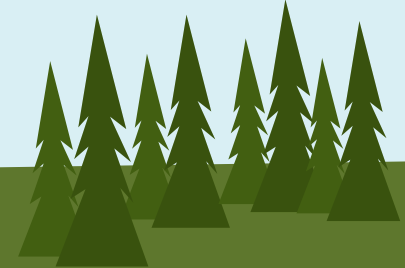
Each group had to make a teacher – student scenario.

Group 1 tried an Ice breaker and showed tips and tricks with making PowerPoint more accessible

Group 2 tried to show a video in the call

Group 3 made use of breakout rooms to make smaller groups in the class

The screenshot shows a Microsoft Teams meeting interface. At the top, there is a row of video thumbnails for participants. The main area displays a presentation slide titled "Progetti GitHub - Principalmente per la codifica". The slide features the GitHub logo on a laptop screen and text in Italian: "Gli studenti assegnano compiti, tengono traccia delle pietre miliari e si responsabilizzano a vicenda." and "Basato sull'apprendimento basato su progetti". A settings panel on the right side of the screen is open, showing options for "Enhettsinstillinger" (Accessibility settings), including "Instillinger for lyd" (Audio settings), "Hjelpetiler" (Help tiles), "Mikrofon" (Microphone), "Rømlig lyd" (Open captions), "Instillinger for video" (Video settings), and "Kamera" (Camera). The Windows taskbar is visible at the bottom of the screen.



# Digital ice breakers such as browser games



Ice breakers can help make a better social atmosphere.

I can be everything from a browser game, to a poll (Would you rather) or a physical exercise



# Evaluation of the exercise

EVALUATION OF THIS WORKSHOP

WHAT WENT WELL? NOT MUCH NOISE SWITCHIN CAMERA GOOD(SOCIAL) CONNETION GOODTECHNICAL CONNETION	WHY? MOTED MICROPHONES TEAMS-OPTIO FIRST MEETING IN REAL LIFE WIFI/BROADBAND
WHAT CAN BE IMPROVED MICROPHONE SENSITIVITY	HOW? SHARE GOOD EXPERIENCE FROM HOME ASK AUDIENSE FOR FEEDBACK SHARE PICTURES/VIDEO FROM THE WS

MIC/LS 2 100€  
CAMERA 2 200€

Testing and general IT-education for teachers is important.

Be prepared before the class start, do test runs and know your equiment.

A premeeting in person makes a better relationship between the students.

Ask for feedback on each class



A stylized landscape illustration. On the left, a white house with a red roof and a chimney sits on a green hill. In the background, there are blue mountains and a light blue sky with white clouds. A red square with the number '02' is centered in the upper half of the image.

02

How to incorporate self  
determination and  
autonomous into the  
learning environment

-

Should we help the students set milestones? If so, how can we help? Produce different experiences and ideas.



# OneNote from Norway – Help the students get started and organize their notes.

The screenshot displays the OneNote interface with a Norwegian curriculum plan titled "UKEPLAN norsk". The plan is organized into a table with columns for "UKE" (Week), "DATO" (Date), "Dag/time" (Day/Time), and "Vg2 BUA/BUV NORSK" (Subject/Topic). The content includes weekly assignments and activities, such as reading fiction, working on assignments, and cultural studies. A "VINTERFERIE" (Winter Holiday) section is also present.

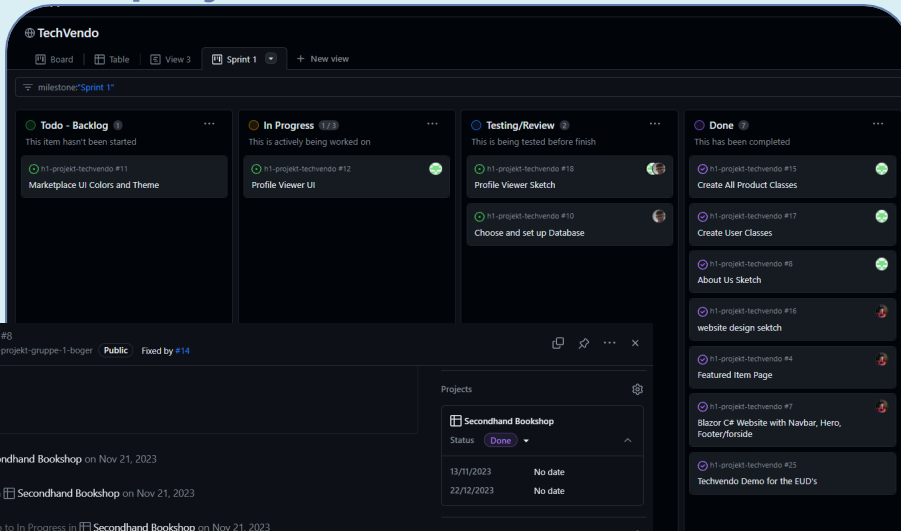
UKE	DATO	Dag/time	Vg2 BUA/BUV NORSK
UKE 2	11.01.	Tor 1-2.1	Nytt tema: Fiksjonstekster/skjønnlitteratur/fortellende/lyriske tekster. 57 min på her her'a
UKE 2	12.01.	Fre 3-4.1	-----  ----- Så episode med førsteavgangstjenesten
UKE 3	18.01.	Tor 1-2.1	-----  ----- Hørt til og med 1:36 s. 76
UKE 3	19.01.	Fre 3-4.1	-----  ----- Hørt til og med 2:11.13, s.101. Åking i 4.time.
UKE 4	25.01.	Tor 1-2.1	Fortsette fiksjonstekster, arbeide med oppgave 6 i OneNote. Lese/lytte videre i Her her'a
UKE 4	26.01.	Fre 3-4.1	-----  ----- fullføre her her'a (høre fra: (2:57:41) s. 135)
UKE 5	01.02.	Tor 1-2.1	Kulturuke, samisk språk og kultur, samiske tekster og filmer. Formorskingspolitikk. Romanutdrag s.381 Slepp meg,
UKE 5	02.02.	Fre 3-4.1	-----  ----- lyriske tekster - kulturtema.
UKE 6	08.02.	Tor 1-2.1	Forberede intervju, skriv søknad + lese tekster.
UKE 6	09.02.	Fre 3-4.1	Intervjuvevelse - tverrfaglig - lærlingintervju (Janne og Mally)
UKE 7	15.02.	Tor 1-2.1	Arbeide med analyse av fortellende tekst og lyriske tekst - PowerPoint.
UKE 7	16.02.	Fre 3-4.1	Innløvere analyse
UKE 8			VINTERFERIE
UKE 9	29.02.	Tor 1-2.1	Vikar for Mally - forberede YFF + skrive tekster, fagartikkel

OneNote is a free Microsoft program. If your school use MS365, you can connect it to your MS or Local AD.

Easy to use and the students can customize their page to fit their own style



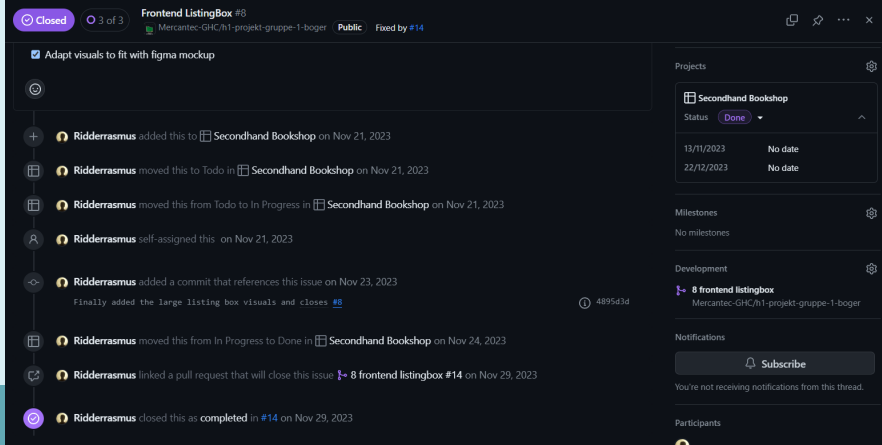
# GitHub from Denmark – Give students a structured way to keep track of their project and collaborate.



SCRUM Board, timeline and tables to sort and get an overview of their project.

Its connected to GitHub where they place all their work (Code etc.)

Highly customizable





03

# How to implement Computer Supported Collaborative Learning (CSCL)

# Following Rubens class with CSCL

Ruben ordered some students to join online from a different room and some student in the class.

The teachers in the project was sitting in the same room and joined the meeting online.

In both of the hybrid meeting rooms the sound was not optimal. Some of it was due to lack of time to do testing and some may have been from the quality of the equipment.



# Evaluation of Rubens class with CSCL

The students talked about that the sound was suboptimal in the rooms with more people.

One student suggested individual microphones and headsets

He also said that Discord might be a better platform for collaboration and meetings because the students already use it, and they may be ahead when it comes to online meetings

Discord might not be suitable for GDPR as of right now



# Different online tools and ideas to create a suitable hybrid learning environment



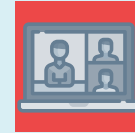
## Studiecafé

A place where all students can ask questions



## Meetings

Preplanned meetings  
Does not need to be at the same time everyday



## Recording

Due to time difference, unreliable connections and fastpaced learning. Recordings of all sessions is important



## Group Work

Group work is even more important and should be instructor led



## Collaborator space

A place with live editing  
GitHub for coding. Google Docs, Teams, Canva, OneNote or Figma



## Self-discipline

The students need help being self-disciplinary  
Goals and PM





04

How to inspire and make use  
of the Covid19 acquired skills  
+ blended learning



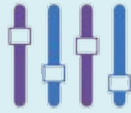
The diagram features two large overlapping circles. The left circle is light blue and contains an icon of a graduation cap and a document. The right circle is light pink and contains an icon of a person at a computer. A horizontal line connects the two icons, and a larger line loops above them to enclose the text 'Blended learning'. The background is a stylized landscape with a light blue sky, white clouds, and a green field. On the right side, there is a stylized illustration of a house with a red roof and white walls.

## Blended learning

Instructor-led Learning  
(in classroom  
or virtually)

Digital Learning  
(self-guided  
or assigned)

# Why Blended Learning?



## Customized Learning

Online Learning offers individual data, timely feedback and flexible pathways



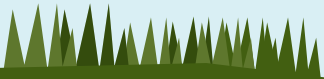
## Competency -based Learning

Control over pace means students based on mastery, not time.



## Anytime, Anywhere Learning

Technology opens a world of opportunities and allows students to reach beyond the classroom



# Models of blended learning



More resources



Station  
Rotation



Lab Rotation



Individual  
Rotation



Flipped  
Classroom



Flex



A la Carte



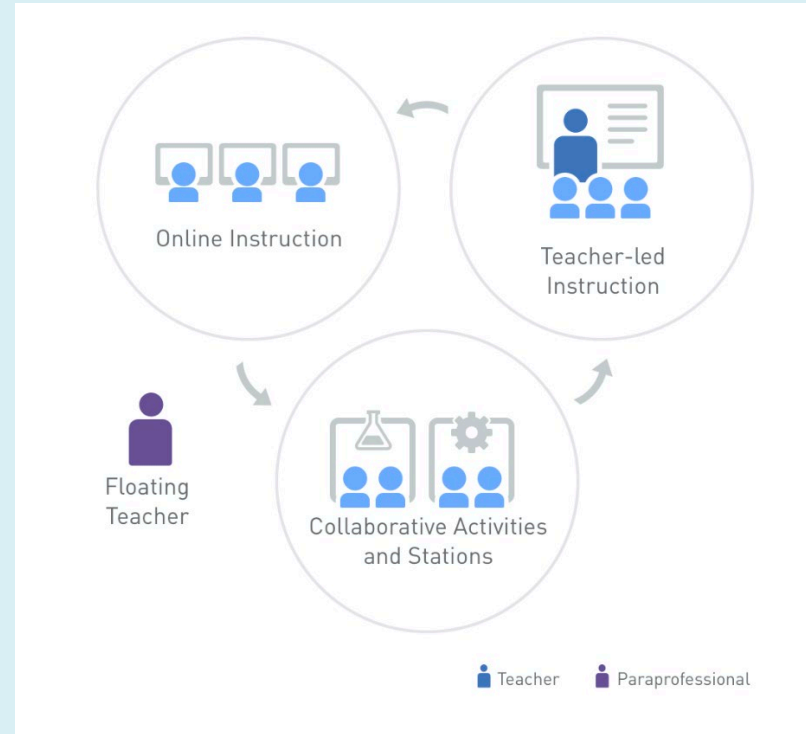
Enriched  
Virtual





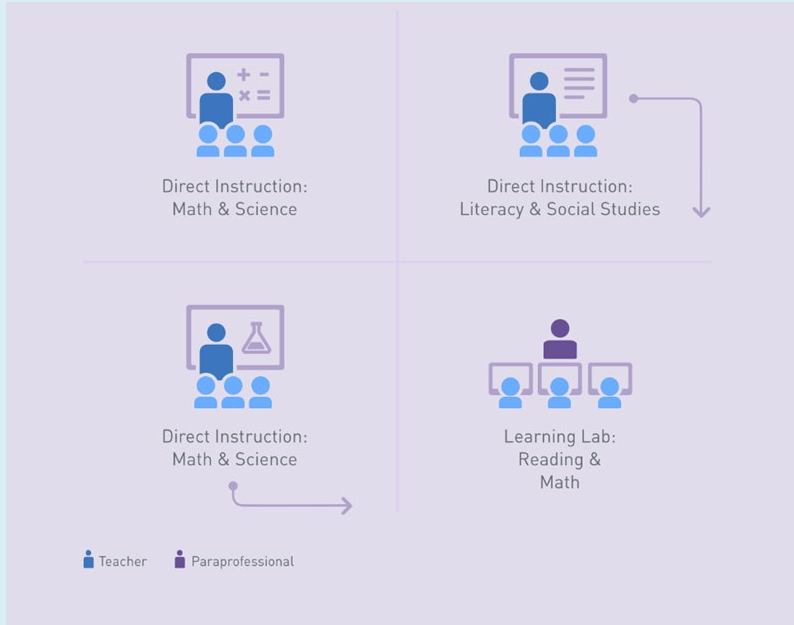
# Station Rotation

- Allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station.
- Most common in elementary schools because teachers are already familiar rotating in «centers» of stations.





# Lab Rotation

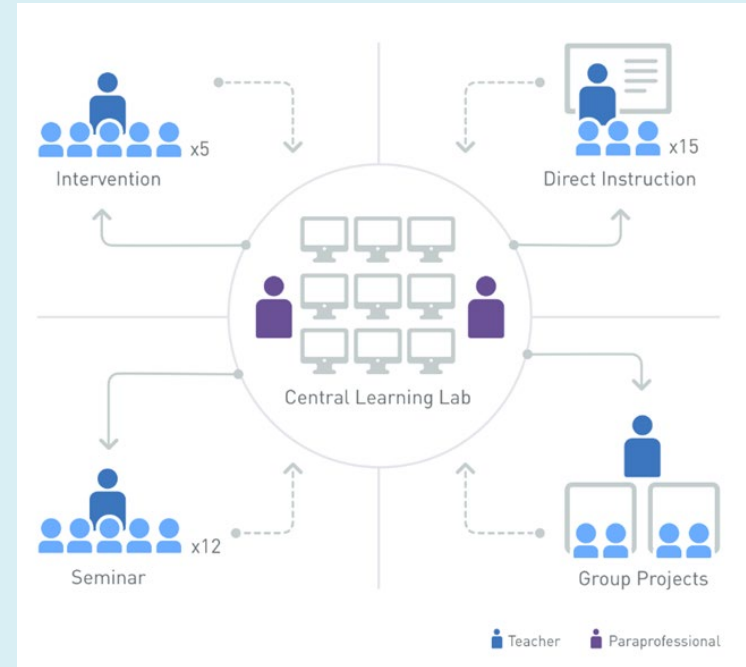


- Allows students to rotate through stations on a fixed schedule (as in Station Rotation).
- Online learning occurs in dedicated computer lab.
- Allows for flexible scheduling arrangements with teachers and other professionals, and enables schools to make use of existing computer labs.



# Individual Rotation

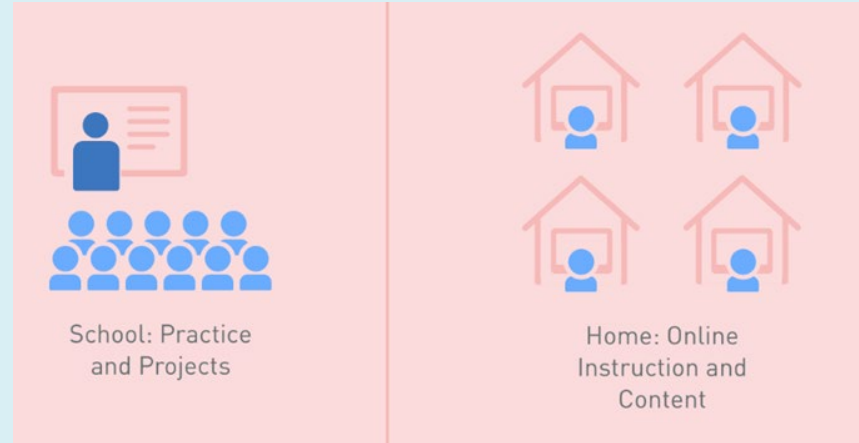
- Allows students to rotate through stations, but on individual schedules set by a teacher or software algorithm.
- Students do not necessarily rotate to every station; only to the activities scheduled on their playlists.





# Flipped Classroom

- Flips the traditional relationship between class time and homework.
- Students learn at home via online coursework and lectures, and teachers use class time for teacher-guided practice or projects.
- Enables teachers to use class time for more than delivering traditional lectures.





# Flex

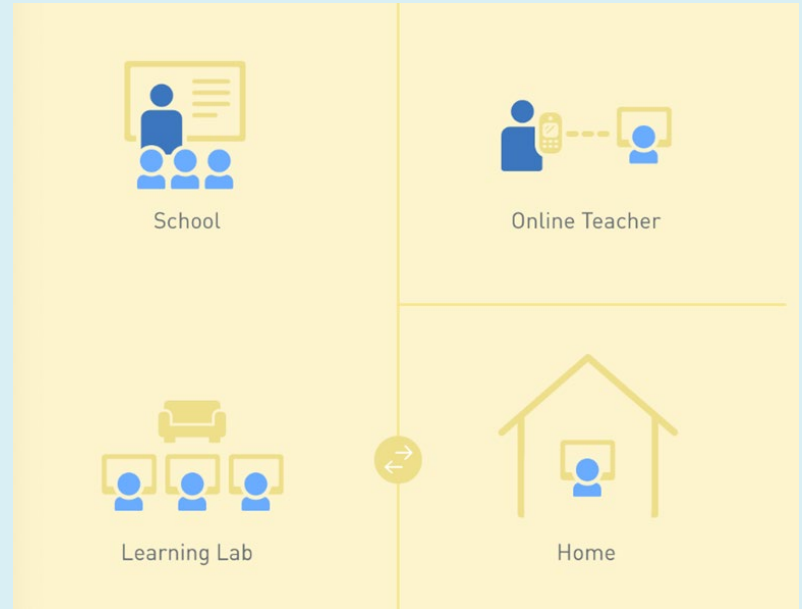
- Lets students move on flexible schedules among learning activities according to their needs.
- Online learning is the backbone of student learning in this model.
- Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content.
- Can give students a high degree of control over their learning





# A La Carte

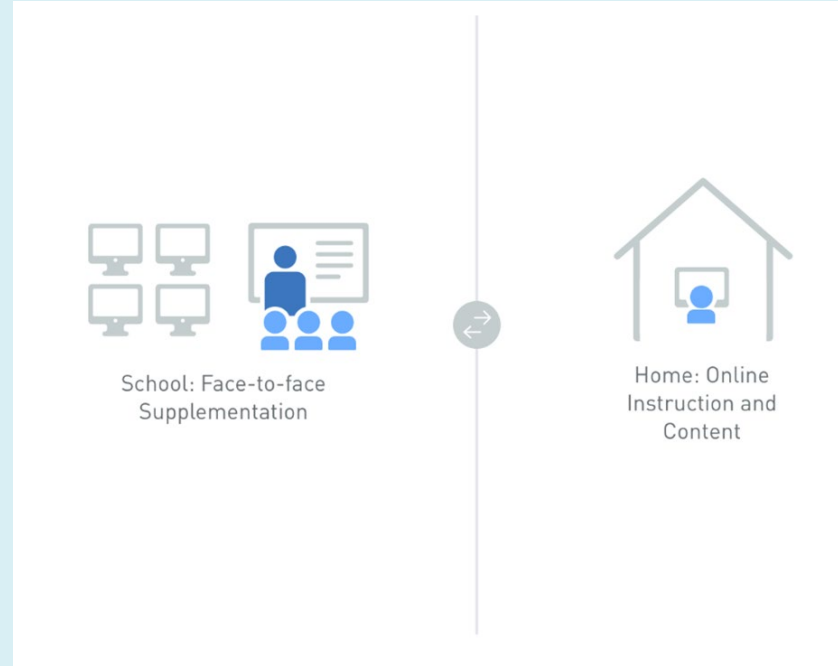
- Enable students to take an online course with an online teacher, in addition to other face-to-face courses.
- Can be a great option when schools can't provide particular learning opportunities, making it one of the more popular models in blended high schools.





# Enriched Virtual

- An alternative to full-time online school that allows students to complete the majority of coursework online at home or outside of school, but attend school for required face-to-face learning sessions with a teacher.
- Usually don't require daily school attendance.



# Advantages of blended learning

- Increasing student **engagement** and **motivation**
- Enhancing student **autonomy** and **self-regulation**
- Providing more **personalized and differentiated instruction**
- Improving student outcomes and **retention**
- Reducing costs and environmental impact?

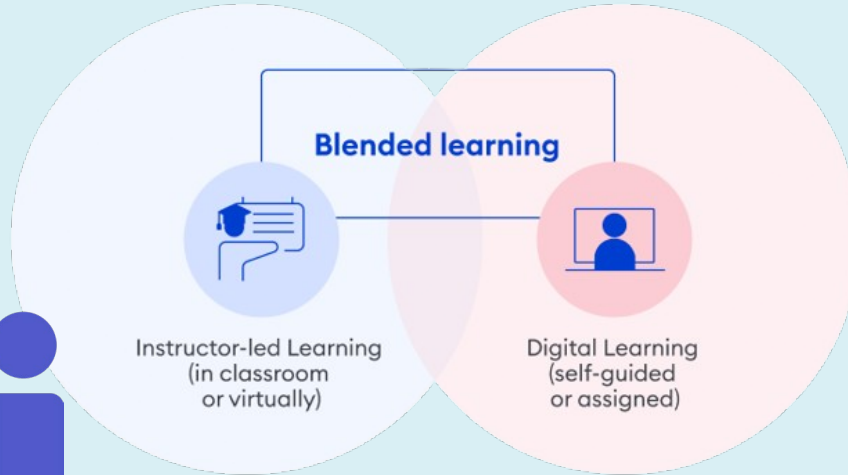
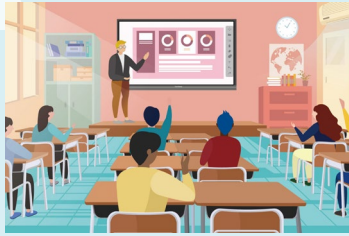


# Challenges of blended learning

- Requires adequate **infrastructure** and **resources**
- Demands more **training and preparation** for teachers
- Raises issues of **quality, equity and access**
- Necessitates more **communication and collaboration** among stakeholders
- Evaluating the effectiveness and impact of blended learning
- Challenging for students who are not good at **self-regulation**



# How we do Blended Learning at Mercantec





# Blended Learning & Hybrid Learning

# Blended Learning & Hybrid Learning



## Blended Learning

- Participants normally meet in-class with the teacher everyday
- May sometimes take advantages of online meetings
- Selfpaced learning with digital & asynchronous platforms like Notion, OneNote or a Moodle based platform

## Hybrid Learning

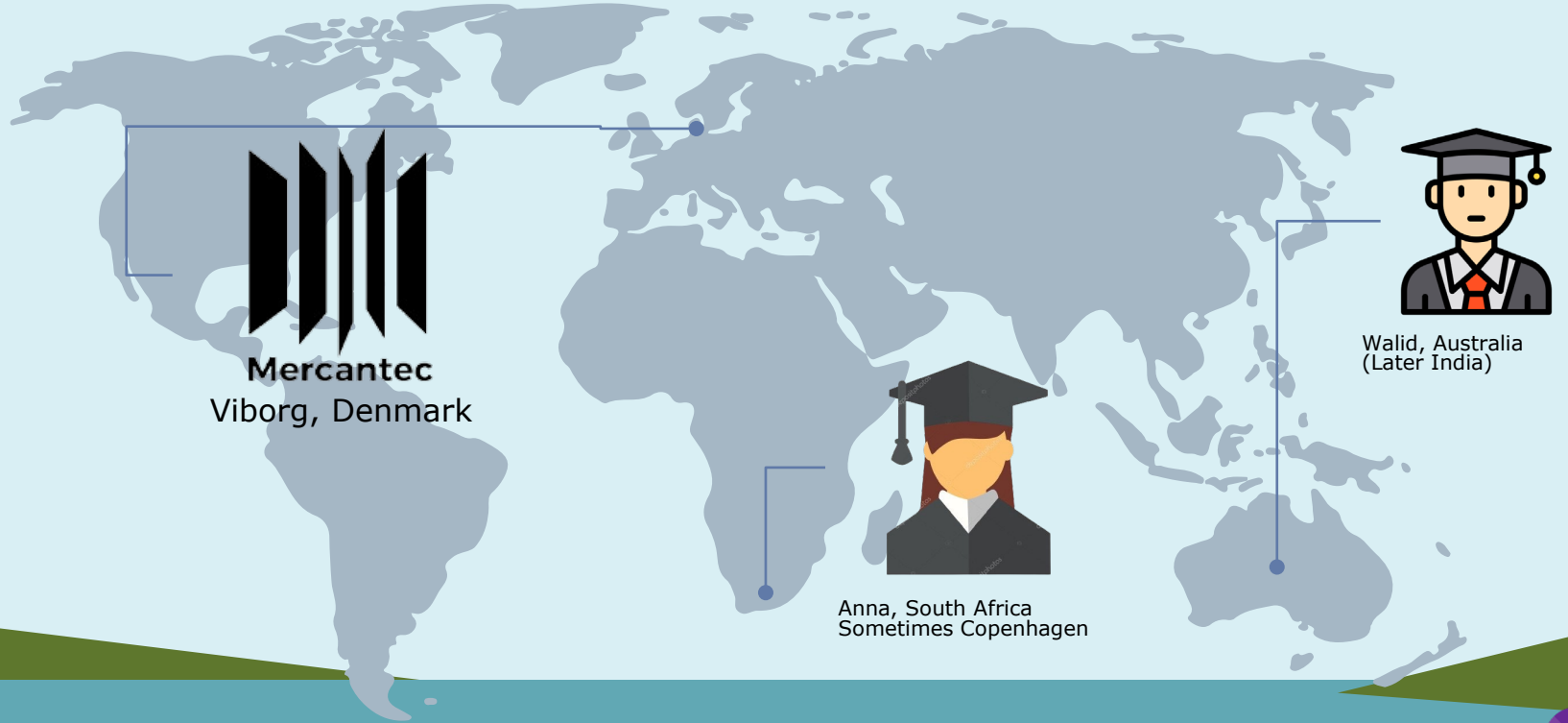
- In person & online at the same time
- The students need to be able to interact with the eachother and the teachers on a common ground
- Like Blended Learning the curriculum is selfpaced on digital & asynchronous platforms





# Benefits of blended/Hybrid learning

Time differences for students



# How we do Hybrid Learning

Live demo on MS Teams from an pure online class and a hybrid one



# Learning in different languages

& general accessibility



Translate text in the  
PowerPoint live

Live subtitles when  
presenting

Live translation of subtitles

Let's try!



# What is the most important aspect?

- **Relations**
  - Learning is more than transfer of information
  - Good relations are fundamentally important to create an inclusive and effective educational experience that promotes both personal and academic growth
  - **Blended = best of both worlds**

