

# Technology-enhanced learning and designing for uncertainty



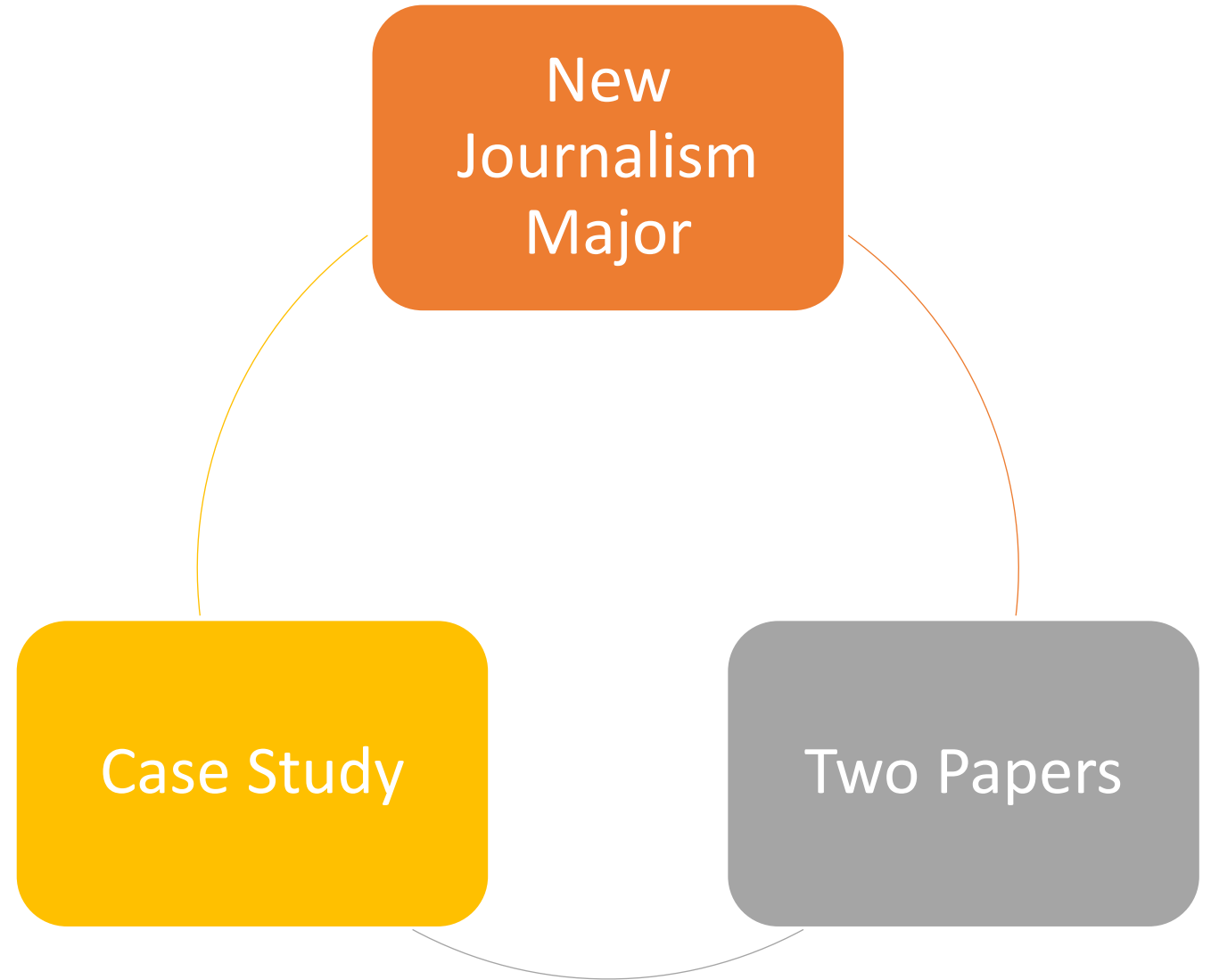
Helen Sissons

Auckland University of Technology

Danielle Mulrennan

Auckland University of Technology

A new degree  
programme



# Theory

- Social Constructivism
- Connectivism





# Theory

- Social Constructivism
- Connectivism
- **Heutagogy**

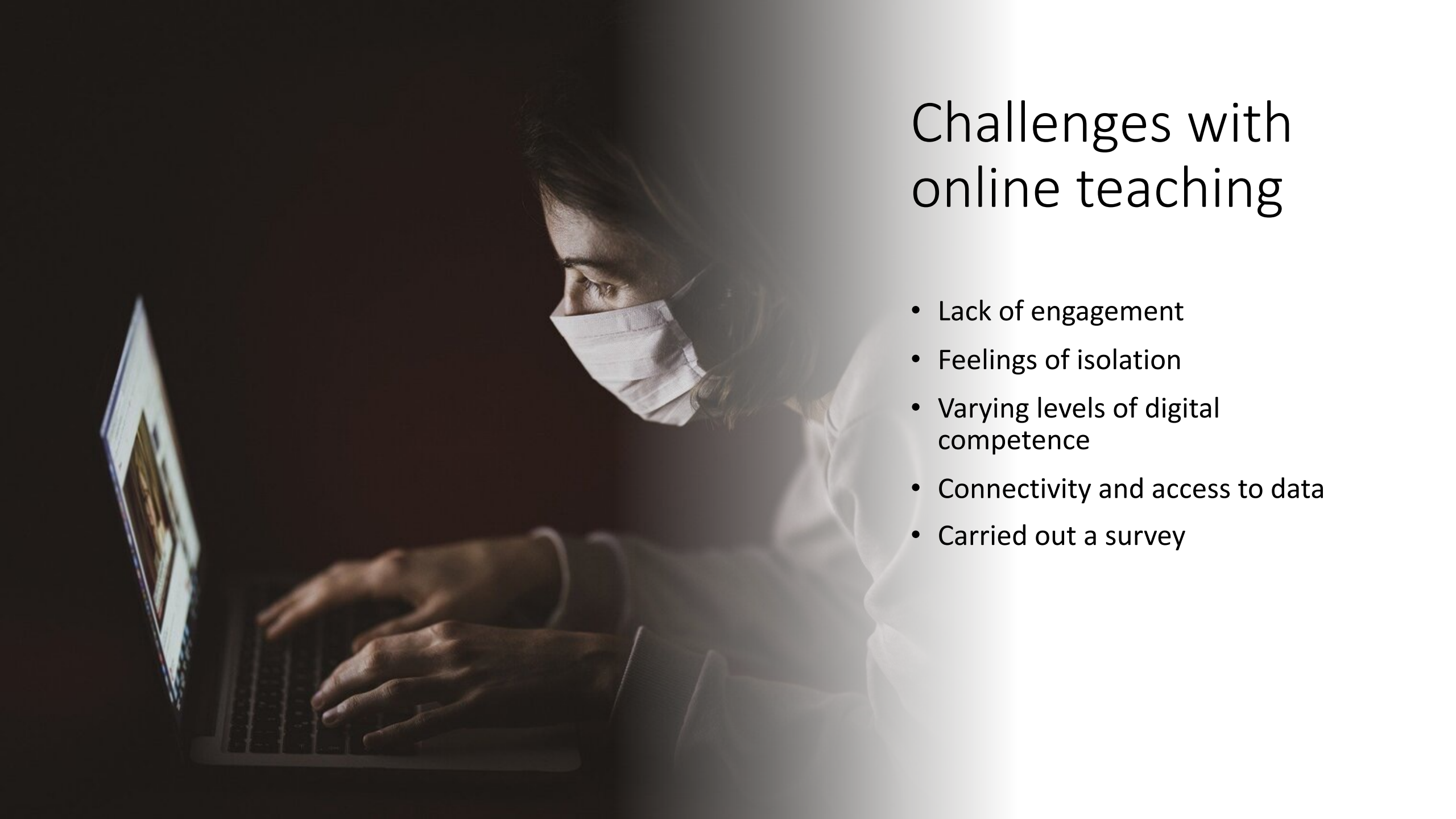






## Theory

- Social Constructivism
- Connectivism
- Heutagogy

A person wearing a white face mask is shown in profile, looking down at a laptop screen. Their hands are on the keyboard. The scene is dimly lit, with the primary light source being the laptop screen, which casts a soft glow on the person's face and hands. The background is dark and out of focus.

# Challenges with online teaching

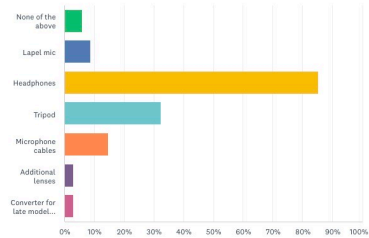
- Lack of engagement
- Feelings of isolation
- Varying levels of digital competence
- Connectivity and access to data
- Carried out a survey

Q4

Customize Save as

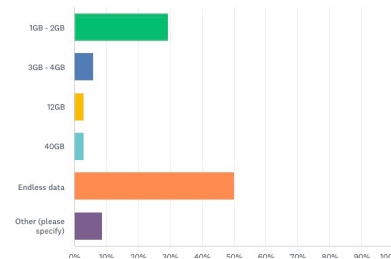
Which is any of these do you own?

Answered: 34 Skipped: 0



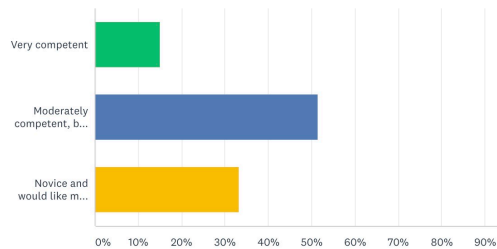
What is your mobile data plan? Give answer closest to your plan.

Answered: 34 Skipped: 0



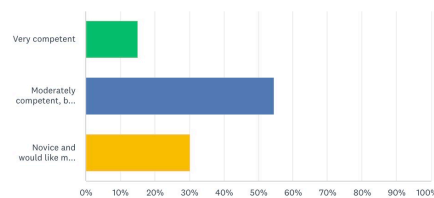
How do you rate your competence on Premier Pro

Answered: 33 Skipped: 1



How do you rate your competence on Audition

Answered: 33 Skipped: 1



ANSWER CHOICES

RESPONSES

# Survey results



#### This week's tutorial

Posted on: Tuesday, 27 April 2021 11:17:15 o'clock NZST

Kia ora,

A reminder that this week we will be recording and editing audio interviews. A handout on the basics of audition is included in the material uploaded to Week 7 in Course Content. If you feel unsure about editing in Audition, please check out any or all of these videos:

#### An overview of Audition

<https://www.youtube.com/watch?v=MSaIR9b-ho>

#### A basic walk-through of how to edit an interview

<https://www.youtube.com/watch?v=7AeaEVBWBAg>

**A more in-depth look at some of the things you can do with Audition**

[https://www.youtube.com/watch?v=MzLV\\_XSgHfE](https://www.youtube.com/watch?v=MzLV_XSgHfE)

Cheers, Helen and Danni



# Mobile Learning

---





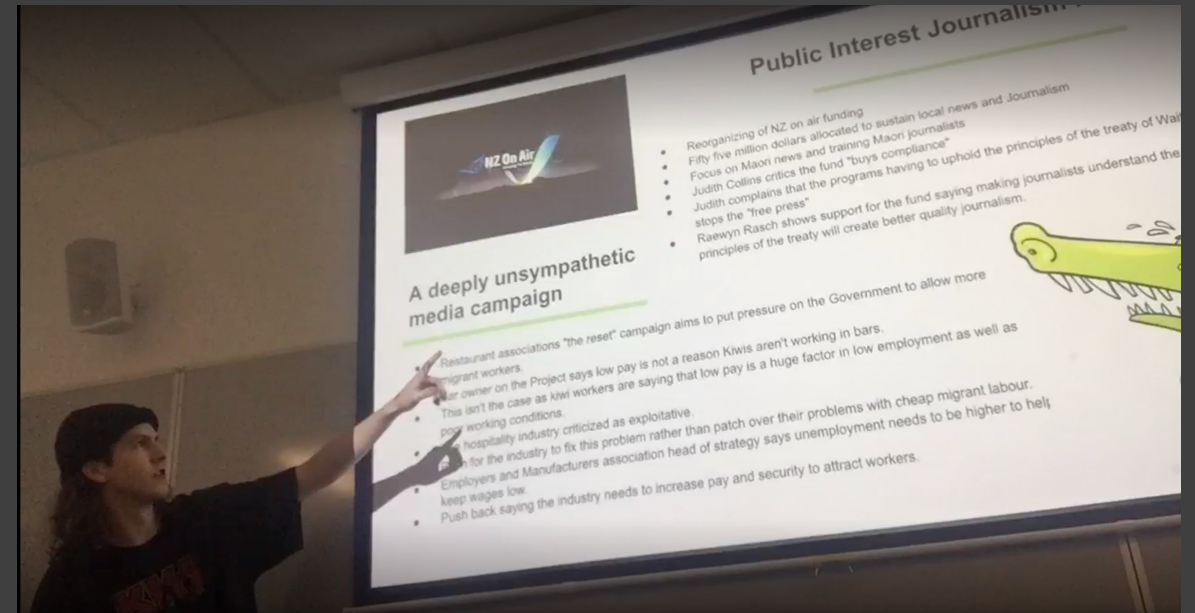
Something about journalism  
and technology





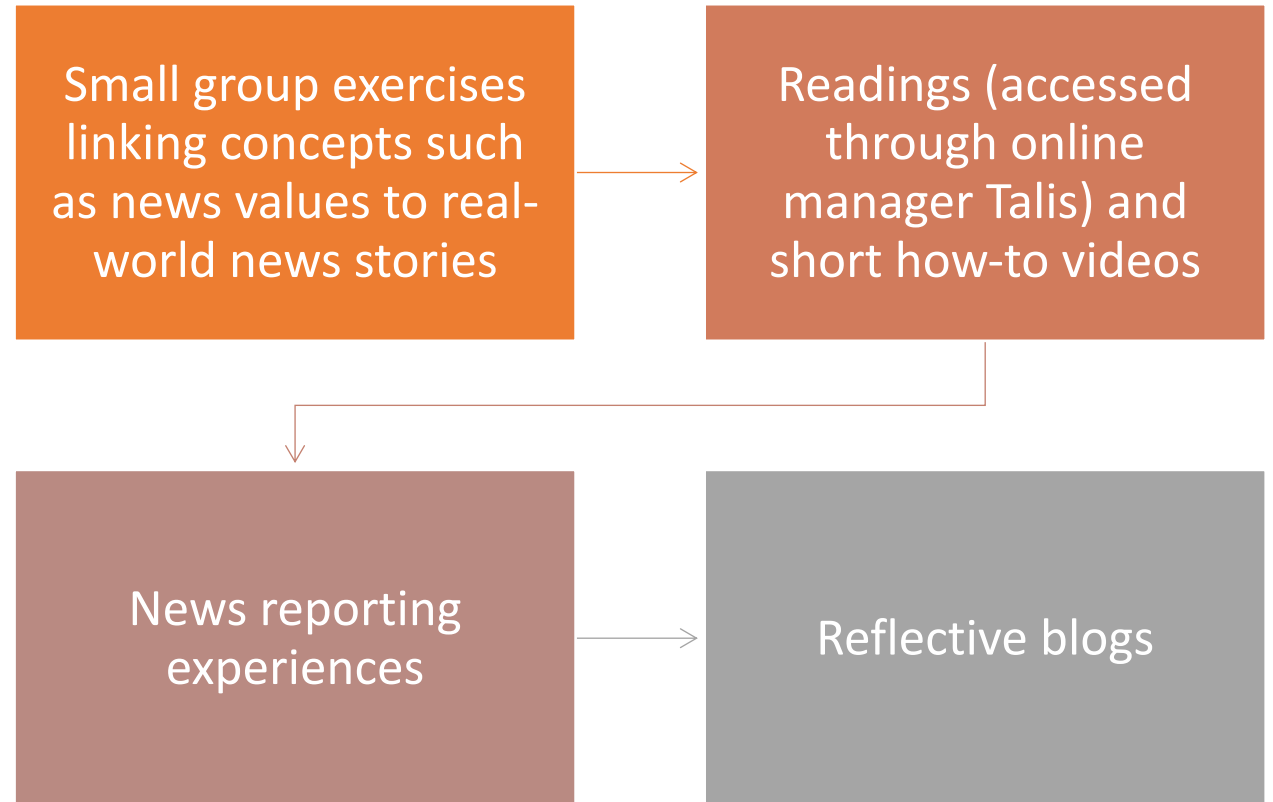
- Live radio 2-way
- Sending material to digital desk
- Recording and sending script from roadside





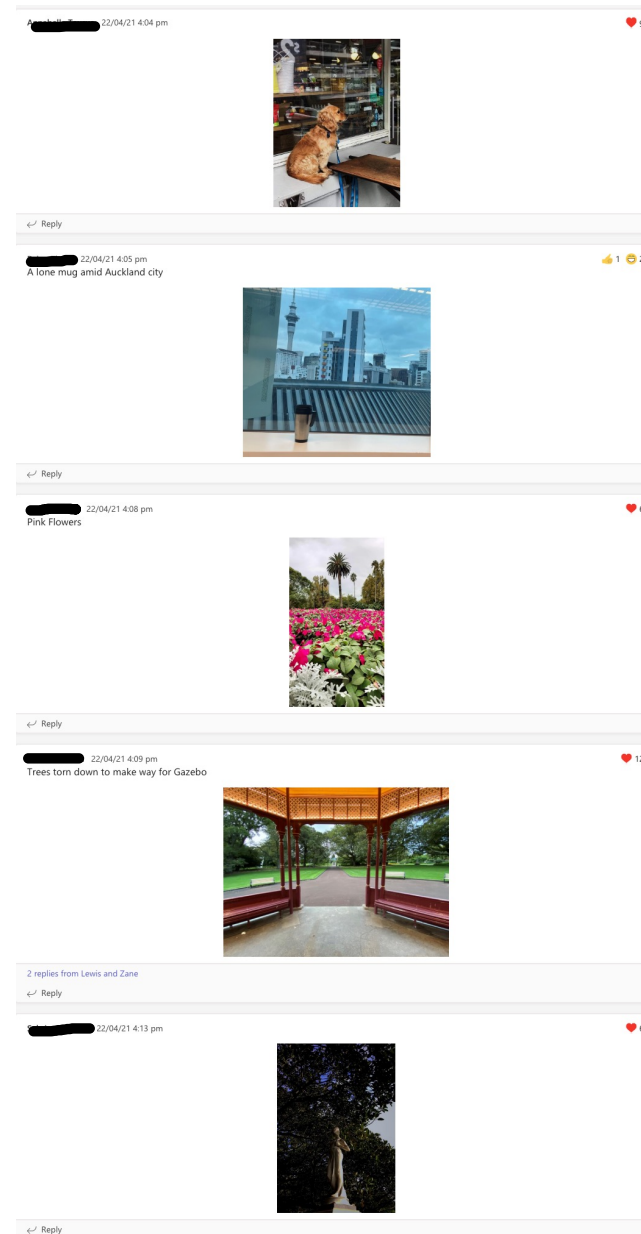
How we saw ourselves

# First Semester Paper: Experiential learning and meaning- making



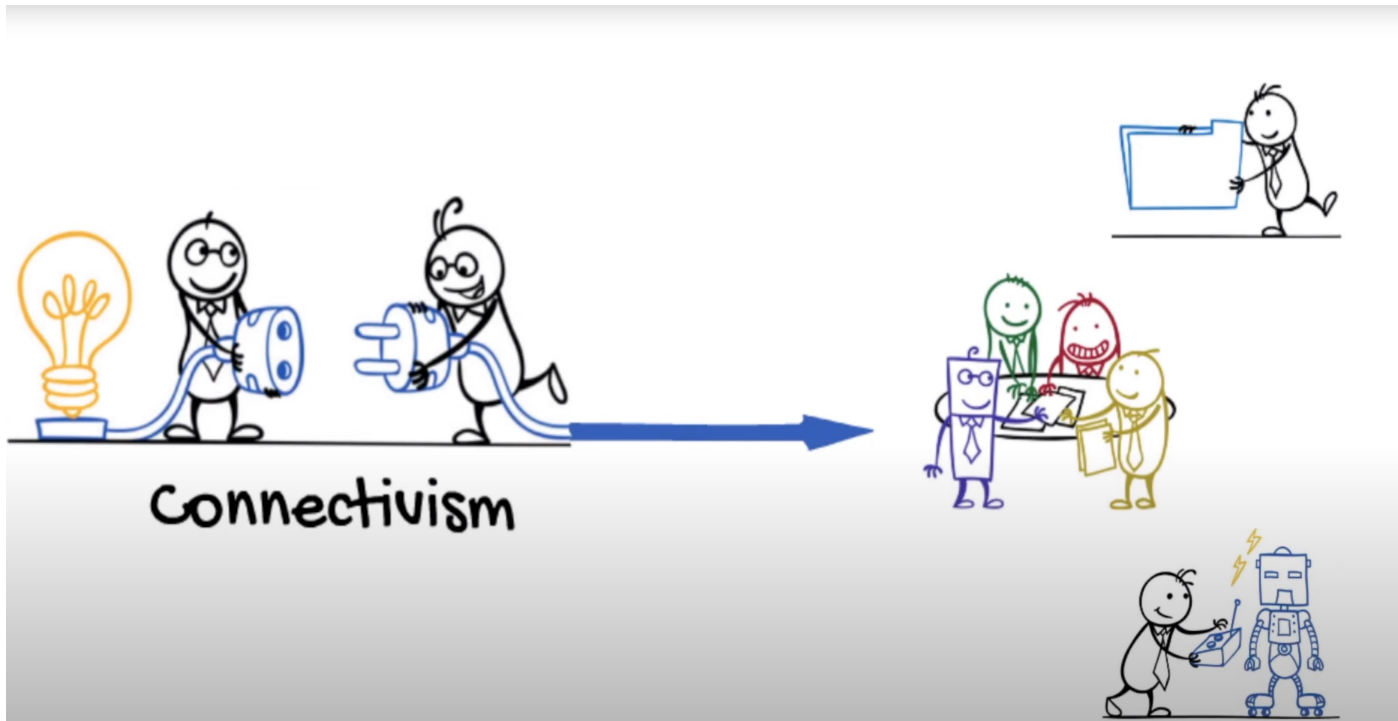
# Sharing and peer-review

---



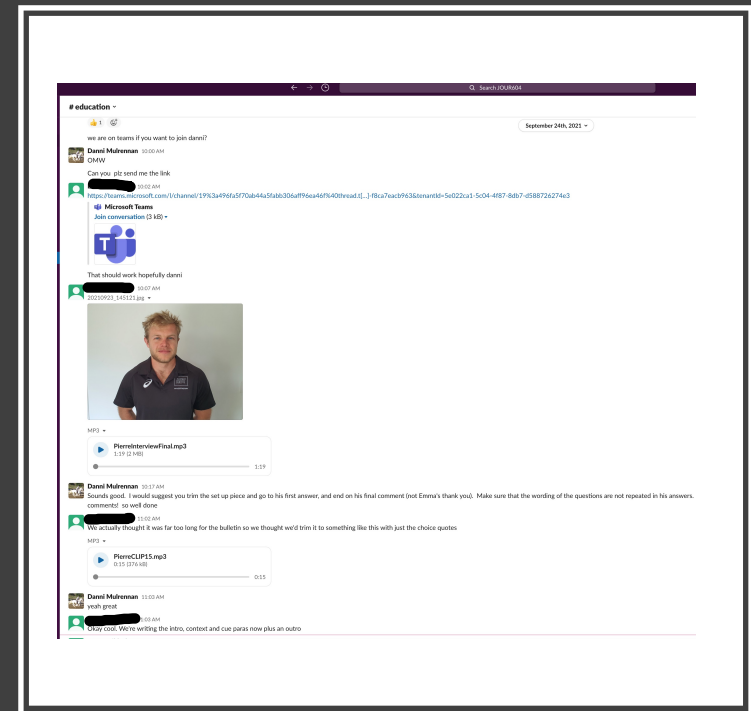
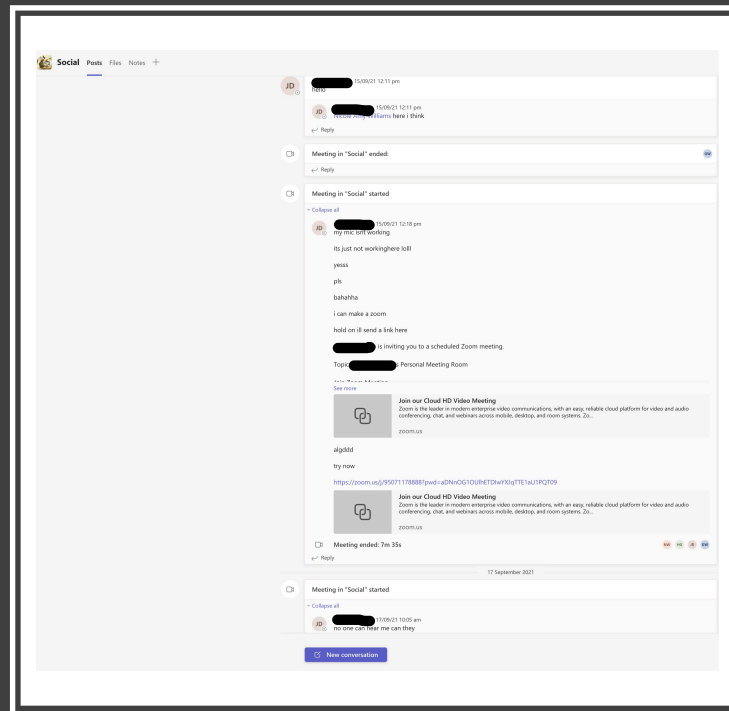
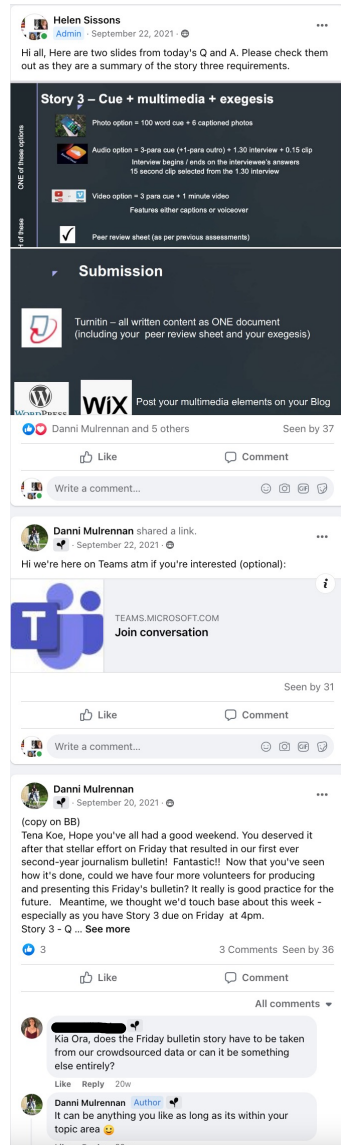


# Connectivism and the second semester



From Zolzaya Shagdar <https://www.youtube.com/watch?v=SvhY70C6Drk>

- “Know-how and know-what is being supplemented with know-where (the understanding of where to find knowledge needed).” Siemens 2005
- Evaluating information
- Connecting information from many different sources



# Digital learning: NewsLab Live

## 1. CLASSROOM SOCIAL MEDIA:

Internal digital communications: TEAMS, Slack, Facebook

**Kahoot!** Home Discover Library Reports Groups AccessPass

**Kahoot!**

**Duplicate of JOUR604 week 6**  
1 play · 5 players  
[Start](#) [Assign](#) [Practice](#)

A private kahoot

**helensissons**  
Updated 6 months ago

**Questions (10)**

1 - Quiz  
**What affected 20,000 New Zealanders last week?**

2 - Quiz  
**What seasonal sport kicked off on Sunday?**

3 - Quiz  
**The sudden death of Olivia Podmore has cast a shadow on what?**

4 - Quiz  
**How many seats will the new Chch stadium hold now?**

5 - Quiz  
**Which former Black cap fighting for his life in an Australian hospital?**

6 - Quiz  
**Which tv series will no longer be shot in NZ?**

7 - Quiz  
**Who is this man?**

8 - Quiz  
**So who is this then?**

9 - True or false  
**Meghan Markle and Kate Middleton are 'considering working together' on a brand-new**

10 - True or false  
**Luxury real estate agent Michael Boulgaris is in hospital after a horse riding accident.**

**Danni Mulrennan** · October 14, 2021 · 🌐

Hope to see you tomorrow at 9am on Teams with our "Bumper" edition of Kahoot, because you asked for it!



👍❤️😄 You and 7 others 3 Comments Seen by 39

[Like](#) [Comment](#) All comments ▾


👤 [redacted] Prepare to be destroyed  
Like Reply 17w 👍 1

👤 [redacted] replied · 1 Reply

👤 [redacted] Raise the stakes I reckon winner gets automatic A+  
Like Reply 17w 🍷👍 2

**Who is helping sue the government over Pike River?**

4

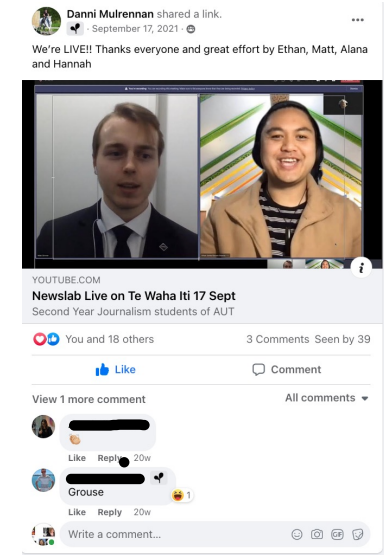
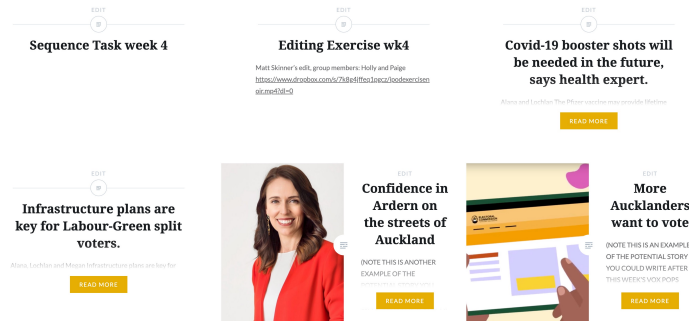
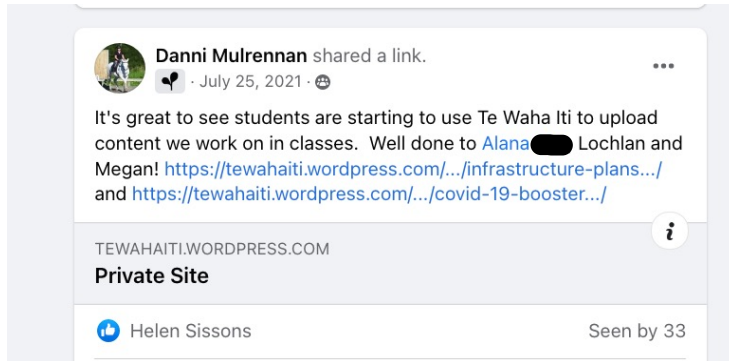


▲ Judith Collins	◆ Gerry Brownlee
● Winston Peters	■ David Seymour

# Digital learning: NewsLab Live

## 2. GAMIFICATION:

Kahoot for current affairs quizzes and added grammar quizzes in the second-semester.



# Digital learning: NewsLab Live

## 3. SIMULATIONS:

Online media conferences, bespoke private news site, simulated newscast.





## Semester 2: NewsLAB Live

### PRESCRIPTOR:

Critically assesses the strategies for producing news in contemporary Aotearoa New Zealand. Develops and sustains individual and group-based tools and techniques to participate professionally within a dynamic, real-time newsroom.



Unite  
against  
COVID-19

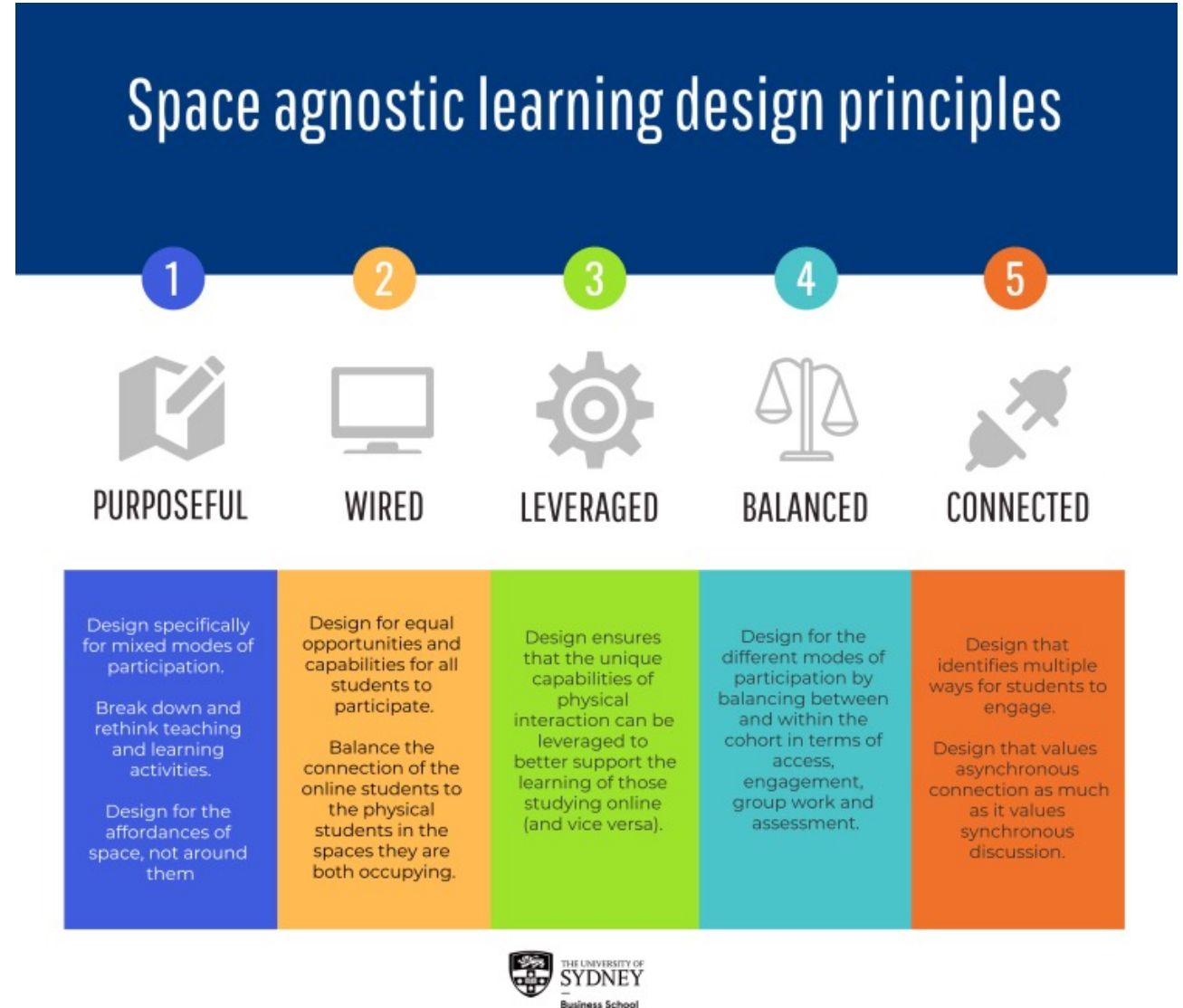
Semester 2:  
NewsLAB Live

... assesses the strategies for producing news in contemporary  
... New Zealand. Develops and sustains individual and group-based  
... and techniques to participate professionally within a dynamic, real-time  
newsroom.



“SAL designs teaching and learning activities so that *where* they occur does not limit the engagement and participation of students.”

(Bryant, 2021)



# Space agnostic learning design principles



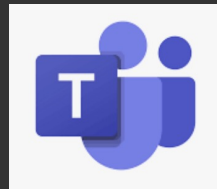
**DAILY SCHEDULE BEGINS AT 9AM**

**9AM NEWS CONFERENCE** - representatives from each news group attend a news conference.

**1PM NEWS CONFERENCE** - group has selected at least one story to feature in the day's bulletin

**4PM NEWSLAB PRODUCTION MEETING** - deadline for all content and scripts for the production of an "as live" bulletin. Volunteer news readers, line-up producers (these roles change every week).

**APPROX. 5PM NEWSLAB BULLETIN** - goes online / uploaded to Te Waha hi. Handover for next week.



Mixed modes of participation for learning AND assessment:

**AUT** | Te Kura Whakapāho  
UNIVERSITY | School of Communication Studies  
TE WHANAKA ARORU O TAMAU HAKAU KAU  
BACHELOR OF COMMUNICATION STUDIES

**JOUR604 NEWSLAB LIVE - STORY 4 - COVID VERSION**

**Introduction:** This document discusses the second of two news stories to be produced as part of your final portfolio assessment in the final six weeks of the semester. Note that Story 3 can be altered any time up until the deadline, with the final version of the story submitted via your Blog. It is not necessary to resubmit your peer review or exegesis for story 3. (Assignment 2 – Final Portfolio Assessment 60%, deadline 4pm, Friday 15 October, 2021.)

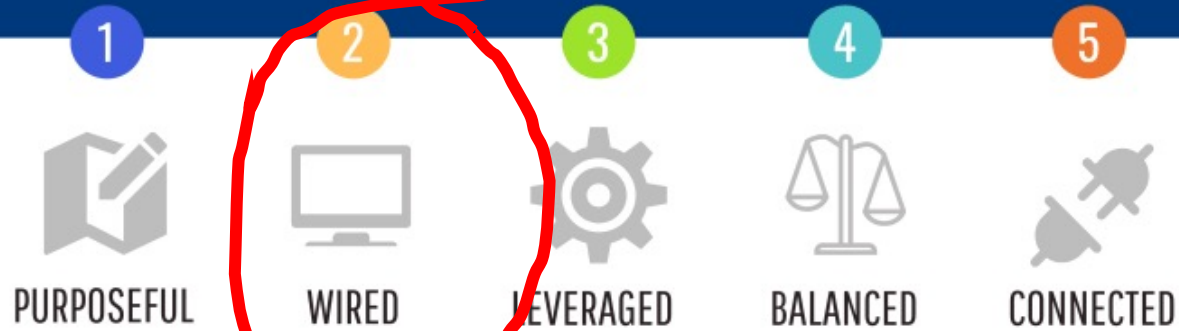
**Story 4 - Multi-media story of your choice PLUS vlog exegesis.** (30 marks)

This story is based on any newsworthy topic of your choice, or if you prefer, it may result from content gathered during either of the two Media Conferences conducted online as a group on Friday 1 October. You should select one of the following options, and we encourage you to choose a form of multi-media that you did not use for story 3 in order to demonstrate your range of skills/knowledge:

- A written cue (100 words or four paragraphs) and **six captioned Photographs**, OR
- A written cue (three paragraphs including intro, context and introduction/paraphrase of your interviewee) and a **1 minute 30 Audio interview**; plus a written cue (three paragraphs) to accompany a **15 second Clip** from your interview, OR
- A written cue (three paragraphs including intro, context and lead-in to your video) and a **1 minute video** featuring either captions or voiceover, and containing at least one continuous sequence of a minimum of four shots, OR
- A written cue (three paragraphs including intro, context and lead-in to your video) and a **3 minute interview recorded using a video-conferencing** such as Skype, Zoom, Facetime or Teams. You should also submit your questions as part of your paperwork.



# Space agnostic learning design principles

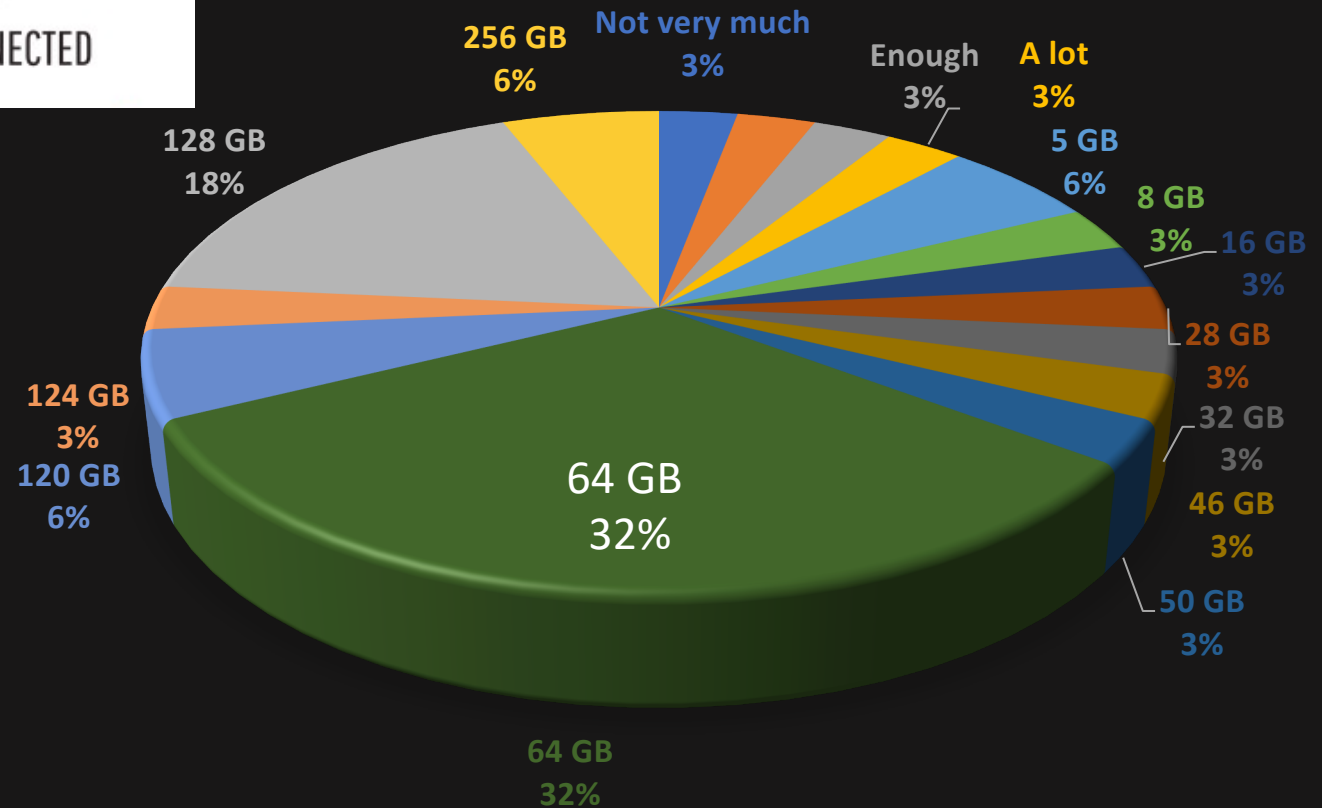


**ALL** had smart-phones

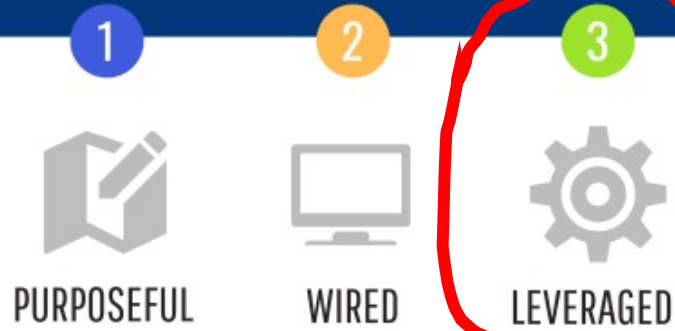
Storage – 32% had 64GB or more

Data – 50% had unlimited plans

## STUDENTS' PHONE STORAGE



# Space agnostic learning design principles



Example of a storyboard created under lockdown conditions



# Space agnostic learning design principles

Meeting in "General"

01:34:35

**You're recording** You are recording this meeting. Make sure to let everyone know that they are being recorded. [Privacy policy](#) Dismiss

Meeting chat

I would agree Sam - so did the last class

CB 2:12 pm 1  
So if Im not mistaken, over the mid-sem break we are crowdsourcing by gathering / containing information from an online source (due to the restrictions)

HT 2:13 pm 1  
And for our questions when crowdsourcing, are we aiming to keep them open or just yes/no?

NP 2:14 pm  
would it be a good idea to create a new account or social pg that is specific to the issue?

CB 2:16 pm  
I understand, yes. So crowdsourcing means containing data online and in the public?  
Thank you for the clarification. Yes

LN 2:19 pm  
old

Type a new message





# Space agnostic learning design principles

The image shows a Zoom meeting interface. On the left, there are two video thumbnails: a man with dark hair and a beard, and a woman with blonde hair wearing a headset. Below the thumbnails is a row of participant icons: a purple circle with '+13', a pink circle with 'JJ', a green circle with 'IS', a red circle with 'BB', a light blue circle with 'NS', a teal circle with 'PT', a yellow circle with 'EH', and a blue circle with 'GW'. A small thumbnail of a woman with glasses is visible on the right. On the right side of the interface, a 'Meeting chat' window is open, displaying a list of messages. The messages are from participants PT, NS, PT, and BB, with timestamps and reaction counts. The chat window has a 'Last read' indicator and a 'Type a new message' input field at the bottom.

**Meeting chat**

8:49 am Meeting started

**Last read**

PT 9:00 am 1  
i got my results back in less than 24 hours!

NS 9:00 am 1  
My results have taken 7 days so far

PT 9:00 am  
waimauku doctors

BB 9:03 am 1  
im glad to be fully vaccinated

Type a new message





# Synchronous learning

**AUT UNIVERSITY** JOUR604 CUE & CLIP PEER REVIEW

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed By: \_\_\_\_\_

**Instructions:** Complete the following review sheet for your designated partner. Circle the appropriate numbers and provide two pieces of feedback at the bottom of the page.

5 – Well above grade level/standard; truly exemplary work going above and beyond expectations  
4 – Above average grade level/standard output; a good effort has been made  
3 – At grade level/standard; standards have been met at minimum capacity  
2 – Slightly below grade level/standard expectations; a stronger effort or remedial instruction may be needed  
1 – Well below grade level/standard expectations; low effort has been given, or remedial instruction is needed, as the content at this point is proving too difficult

**News angle**  
The cue focuses clearly on the news angle, covering what, who, where, how and - if relevant - when, within 24 words or fewer

5 4 3 2 1

**Structure**  
The cue follows an inverted pyramid news structure, that features a hierarchy of facts from most to least important, and sets up the interviewee's clip effectively.

5 4 3 2 1

**Clarity**  
Every paragraph is clearly understood by me, featuring one main "thought" and demonstrates a broad command of language including no repetition of words or chunky sub-phrases

5 4 3 2 1

**Spelling/grammar**  
The story has obviously been spell-checked, as I see no spelling errors, nor American spellings. Names of people are consistently correct, tenses are consistent, with a strong focus on the present tense. Grammar and punctuation around the quote is correctly applied.

5 4 3 2 1

**Peer Review Comments**  
\*One area I truly enjoyed about your presentation was...  
\*One possible area of improvement to consider is...

# Space agnostic learning design principles



## Asynchronous learning



## HOW DO YOU DECIDE ON A CROWDSOURCING THEME?

THERE SHOULD BE GOOD REASON, MOTIVATION FOR THE PUBLIC TO CONTRIBUTE TO YOUR CROWDSOURCING PROJECT

THEY NEED TO FEEL MOTIVATED TO HELP OR HAVE THEIR SAY

THEY MAY ILLUMINATE AN INJUSTICE OR REVEALING TRUTH ON SOMETHING THAT IS MISUNDERSTOOD

<https://youtu.be/yu4o6MSAjHI>



“Change is no longer an exception in the current world we inhabit. It is the normal stage and is discontinuous. The ability to learn, for both individuals and institutions, is critical to survival...

We have the tools to be able to learn quickly and effectively: whenever and wherever we are. What needs to happen now is a concomitant shift in our thinking....

Learners, learning practitioner, policy makers and politicians, and managers of organisations need to be prepared to use this science and to adjust their thinking about learning in the twenty-first century. Heutagogy, or self-determined learning, provides them with a framework to think about learning in a revolutionary way.”



# References

- Blaschke, L.M.. (2021). The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning. *British Journal of Educational Technology*, 52(4), 1629-1645. DOI: 10.1111/bjet.13105
- Blaschke, L.M. & Hase, S. (2015). Heutagogy: A holistic framework for creating 21st century self-determined learners in M.M. Kinshuk & B.Gros, *The future of ubiquitous learning: Learning designs for emerging pedagogies*. Heidelberg,: Springer Verlag, 24-40.
- Blaschke, L.M. & Hase, S. (2019). Heutagogy and digital media networks: Setting students on the path to lifelong learning. *Pacific Journal of Technology Enhanced Learning*, 1(1). <https://doi.org/10.24135/pjtel.v1i1.1>
- Bryant, P. (2021). *Making the most of the spaces we have: Design principles for successful hybrid and hyflex learning*. Retrieved from <https://cdrg.blog/2021/10/08/making-the-most-of-the-spaces-we-have-design-principles-for-successful-hybrid-and-hyflex-learning/>
- Cochrane, T., & Munn, J. (2020). Integrating Educational Design Research and Design Thinking to Enable Creative Pedagogies. *Pacific Journal of Technology Enhanced Learning*, 2(2), 1-14. <https://doi.org/10.24135/pjtel.v2i2.58>
- Cowie, N., & Sakui, K. (2019). Enhancing student retention rates on open non-formal online language learning courses. *Pacific Journal of Technology Enhanced Learning*, 1(1), 15-24. <https://doi.org/10.24135/pjtel.v1i1.17>
- heutagogy): *Where have we come since 2000? Southern Institute of Technology Journal of Applied Research, Special Ed*(May), 1–21. <https://www.sit.ac.nz/Portals/0/upload/documents/sitjar/Heutagogy - One.pdf>
- Hase, S. & Kenyon, C. (2007). Heutagogy: A child of complexity theory. *Complicity: An International Journal of Complexity and Education*, 4(1), 111-119.
- Jandrić, P., Hayes, D., Levinson, P. *et al.* Teaching in the Age of Covid-19—1 Year Later. *Postdigit Sci Educ* **3**, 1073–1223 (2021). <https://doi.org/10.1007/s42438-021-00243-7>
- Greenhow, C. & Lewin. C. (2021). Online and blended learning: Contexts and conditions for education in an emergency. *British Journal of Education Technology* 52(4),1301-1305. <https://doi.org/10.1111/bjet.13130>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27, 1–12. Retrieved from: <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Lockey, A., Conaghan, P., Bland, A. & Astin, F. (2021). Educational theory and its application to advanced life support courses: a narrative review. *Resuscitation Plus*, 5. <https://doi.org/10.1016/j.resplu.2020.100053>.
- Mulrennan, D. (2017). *Mobile Social Media and the News : Where Heutagogy Enables Journalism Education*. *Journalism and Mass Communication Educator*. <https://doi.org/10.1177/1077695817720762>
- Siemens, G. (2004). Connectivism: A learning theory for the digital age. *eLearnSpace* (12 December). Retrieved from [http://www.itdl.org/Journal/Jan\\_05/article01.htm](http://www.itdl.org/Journal/Jan_05/article01.htm)
- Thomann, J. (1973). *Meta-methodology: An overview of what it is and how it was developed*. *Annual Convention of The American Educational Research Association, March*.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Cole, M., John-Steiner, V., Scribner, S. & Souberman, E., Eds.) Cambridge, Mass.: Harvard University Press.

# full quote from slide 28

*Change is no longer an exception in the current world we inhabit. It is the normal state and is discontinuous. The ability to learn, for both individuals and institutions, is critical to survival. While it has always been so, adaptation in the past could comfortably take place over a long period of time. Now, that is no longer possible. And we have the tools to be able to learn quickly and effectively: whenever and wherever we are. What needs to happen now is a concomitant shift in our thinking about educational and training systems that keeps pace with both the need to learn effectively and the technology that enables it. This change in our cognitive schema about how we learn needs to become based on the readily available science that tells us clearly about how people learn best rather than outdated models that were built for the industrial revolution. Learners, learning practitioners, policy makers and politicians, and managers of organizations need to be prepared to use this science and to adjust their thinking about learning in the twenty-first century. Heutagogy, or self-determined learning, provides them with a framework to think about learning in a revolutionary way.*