

Red-ink RS01: Wrap-up session

What have I learnt?	What will I do?
<i>Lorenzo</i>	
Conole's Research attitude and flexibility	Try COMPENDIUM Learning Design
eLearning as context vs. as explicit strategy (media diet)	Try a research like student voices, with improvements <ul style="list-style-type: none"> • Sample (controlled) • Audiologs (automatic call)
"Reflective teacher"	Nuan, Karl, Rogers
Less expensive scenario builder	Try it on PSP
Quality issues	Invite a colleague from INSEAD
<i>Tobias + Patrick</i>	
Fuzziness in education (complexity)	-
Learning was more on practices and design bits, not on theory. Helpful for our teaching practice.	Try COMPENDIUM Learning Design in the redesign of courses (in f2f you need to leave room for chance and improvisation). Also for (co-)design workshops
Emphasis on distance education, which is rather different from presence education. The difference was not clear.	-
<i>Silvia + Jenny</i>	
COMPENDIUM might be useful to keep track of designs (not really for design)	-
Difficult to get into discussion, because it was general. It would be more interesting to have more concrete applications (like Patrick's and Luca's presentations)	Need to have more concrete presentations, cases and applications, with details that we can discuss. Use also the resources we have in red-ink: we all have all projects and experiences. We might create a red-ink research map. (Luca: Invite juniors?) (Lorenzo: we can start from Lugano's maps)
<i>Chrysa + Anja</i>	
Game making and tool	Reflection on game making process: how can that be used in education?
Cloudworks	Try it again, and reflect on it as knowledge management tool.

Eliciting the learning design process: there is a group and research in progress.

Explore the teacher view of it, using videotaped sessions and diaries.

Patrick's and Luca's sessions: step by step narrative of projects in the making. Clear thinking!

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Wim's method of semi-guided reflection in working on instrumentalism and substantivism.

Emanuele + Son

COMPENDIUM Learning Design

Try it!

eLearning is a complex world, and results are really unpredictable, we cannot always understand why some things work and other do not.

(Lorenzo: look at VUCA – Volatility, Uncertainty, Complexity, Ambiguity)

Methodological: importance of feedback time. Grainne asked for that all the time and was very attentive to that, Wim did ask only in the end and without much interest. The perceived value of the speech is very different.

Can we try to invite not good researchers, but good speakers? Powerful transfer can make the difference in inspiration.

Game maker

Try it!

Andreas + Quentin

Instrumentalism and substantivism: we always have to convince people that there is a point in the technology we develop.

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Creating websites that aggregate resources: they are useful resources for us (not from education).

Check out these websites and learn (more patches on the sail).
Get behavior patterns from Cloudworks.

Luca

Tools!

Try COMPENDIUM

Tools!

Use game maker with a real instructional problem.
