ICOPER D4.2: Feedback on reuse of Web 2.0 learning

Does your institution / learning context support the use of things you might call Web 2.0 technologies?

Yes

Describe University innovations and/or individual staff developments. Examples of Web 2.0 stuff.

- Emergo: Web based story line learning game,
- OpenER: Open educational resources offered by university faculties.
- IMS-LD (tools): Recourse editing tool, for sequential learning design structures.

What Higher Education level are the courses that use Web 2.0 tools? Level 0 (access course), 1 (1st year), 2 (2nd year), 3 (3rd year), or level 4 (Masters course)

- Essentially all levels, but especially access courses.

How many students are using the Web 2.0 tools, how & when? Numbers, place in module/course and programme of study; as individual learners or in groups.

- 5500 users registered

Describe the teacher/lecturer intervention i.e. minimal - directed guidance - mixture of teaching methods

- OpenER is the result of a strategy change within OUNL. Moving from offering course contents based on postal delivery, OpenER resources are freely accessible via internet.
OpenER is flexible, open, time-independent, easy accessible (standard PC, Internet access, web browser are sufficient)

- OpenER requires an individual to invest time and effort but does not incur any out of pocket expenses.
- The content is self-contained.
- No materials have to be bought
- Research and measurements of effectiveness around the project
- Almost all learning material offered is in the Dutch language

Is the Web 2.0 tool related to assessment? Describe how it is used. Formative, summative, self assessment, none.

The assessment scenario of OpenER is twofold:

- within the offered OpenER courses, online self assessments may be provided, that may be used by the students to evaluate their own performance. These self assessments are not used for formal evaluations.
- for some of the OpenER courses formal examinations (paid service) are offered. When successful, students are awarded with a certificate (equal of one European credit). Five of these certificates may be traded for one credit for formal education

How is the Web 2.0 tool made available? e.g. via Moodle, other LMS, via dedicated website...

Moodle, Blackboard, Plone

How does your institution support / foster 'active' learning communities? Describe formal & informal examples i.e. ones inside & outside University environment that students actively use as part of their studies.

Modulair, monthly news journal.
What technologies does the institution use to quality control the student experience in learner communities? e.g. student surveys/questionnaires, describe both formal and informal mechanisms; online or paper based...

Online and paper based questionnaires/surveys are performed.

What do you perceive as the key problems with using web-2 technologies in learning in your context? e.g. staff/student engagement, technical issues, infrastructure...

Web 2.0 can be problematic when the learners are confronted with too many different types of web2 based learning environments. The users get confused and might stop using the web2 all together.

Also the availability of other offers “just one click away” makes it harder to continuously stay connected to the learner, they can easily switch their learning provider.

Do you reuse "learner generated material"? e.g. dissertations, theses, other student work.

Reusability is one of the intended goals in future web 2.0 enhanced learning technologies currently explored by our TEL research incentives.

What is the coolest thing that your learners do? inside University or informally outside University but related to their studies.

High degree of ownership of learning can lead to self directed web 2.0 based generation of PLE’s and associated communities of practice.

Even though learners are highly separated active communities have been built up.
Are your learners using their most effective learning technologies outside of your learning context? e.g. engaging with non-University learning technologies to study or using University systems for their own purposes

This information is not available at the current point of time. Our learners are mainly distance learners and consequently this information is hard to get.