Teachers as Designers of Technology-Enhanced Learning (TaD of TEL)

Yael Kali
Ornit Sagy
Joke Voogt
Susan McKenney

Alain Breuleux, Rebecca Cober, Bat-Sheva Eylon, Dan Hickey, Rebecca Itow, Paul Kirschner, Karen Konings, Therese Laferriere, Marcia Linn, Lina Markauskaite, Camillia Matuk, Richard Reeve, Jim Slotta, Hyo-Jeong So, Vanessa Svihla, Esther Tan
Poster session overview

- Rationale and background (15 min)
- Poster introductions (15 min)
- Concurrent poster interactions (30 min)
- Discussant reflections (10 min)
- Plenary discussion (20 min)
Rationale for this session
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learning  →  design  →  change
Rationale for this session

ownership

design

learning

change
Rationale for this session

learning  design  ownership  change
Rationale for this session

- Learning
- Design
- Ownership
- Change
- Support
The road to today’s session

- **ICLS 2012: Workshop**
  - Papers submitted as discussion seeds
  - Working groups formed on 5 emergent topics
  - Convergence and divergence explored

- **Between ICLS 2012 and AERA 2015**
  - Online collaboration
  - Writing teams formed (from working groups)
  - Thematic papers developed (synthesis)
  - Internal peer review process
  - Invited symposium at ICLS 2014
  - Papers published in a special issue of *Instructional Science*
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Posters: A thematic overview

Gather information

Ownership via participatory design (researchers, teachers, students)

Evaluate

Analyze and diagnose

Professional Teachers (=Teachers as Designers)

Professional growth via collaborative design (at course or lesson level)

Customization based on student work and direct feedback

Supporting teachers to develop proficiency (Knowing, understanding and being able to...) in:
(a) domain of teaching, (b) art and science of learning and teaching, (c) science of research and design

Carry out actions

Determine actions
Posters: Brief introductions

- Collaborative design as a form of professional development
  - Joke Voogt, Therese Laferrière, Rebecca Itow, Alain Breuleux, Dan Hickey, Susan McKenney

- Teachers as participatory designers: two case studies with technology-enhanced learning environments
  - Rebecca Cober, Jim Slotta, Esther Tan, Hyo-Jeong So, Karen Konings

- Technology to support teachers using evidence from student work to customize technology-enhanced inquiry units
  - Camillia Matuk, Marcia C. Linn, Bat-Sheva Eylon

- A fingerprint pattern of supports for teachers’ designing of technology-enhanced learning
  - Vanessa Svhila; Richard Reeve; Ornit Sagy, Yael Kali

- Teacher design knowledge for technology enhanced learning: an ecological framework for investigating assets and needs
  - Susan McKenney, Yael Kali, Lina Markauskaite, Joke Voogt

- Do we need teachers as designers of technology enhanced learning?
  - Paul Kirschner and Ornit Sagy
Beyond today…

- Additional information online: https://sites.google.com/site/teachersasteldesigners/
- Additional perspectives welcome
  - Establishing new collaborations
  - Questions for further research
  - Strengthening TaD of TEL as a field of research
  - ...
- Share ideas in plenary discussion following discussant reflections
Discussant reflections

Joke Voogt

University of Amsterdam & Windesheim University

See here