

Master of Information Technology in ICT and Learning (MIL)

Spring Semester 2004

Virtuel Portfolio: CaseUSA (m1k4)

© Design:

Dr. Elsebeth Korsgaard Sorensen (eks@hum.auc.dk), AAU

Professor Eugene S. Takle (gstakle@iastate.edu), ISU

Objectives

- To provide you with some new insight into how ICT technology may support collaborations across borders, both in a geographical sense and from the perspective of collaboration and education across disciplines. Moreover, you are provided with some pedagogical "hands on" in relation to module 1, as your work with the GC course may be viewed as some way of integrating (virtual) practice into the discussions of module 1.
- One of the advantages that we are provided with through the use of communication technologies as frames for teaching/learning is the possibility of transcending geographical borders in our educational concept. Thus, this activity constitutes an example of how it becomes possible, not only with respect to collaborations within research but also as a directly integrated part of a curriculum, to incorporate both international expertise and collaboration in the learning process.
- To provide you with some new insight into how ICT technology may be used to support the design of both on-campus and off-campus education, and into the significant features of the two concepts. To us at MIL, to many other institutions doing research within ICT and the field of educational development, and to you who are trying to learn during this complex development, the concept "mixed-mode" within ICT-based education remains a desirable but somewhat theoretical concept. The research around this is very limited, and though the visions around "mixed-mode" education seem rather clear, the challenge of designing for this still remains rather hazy. One of the reasons that the GC course in this respect appears interesting is that it has developed into a concept that can be fruitfully applied and used in both an on-campus and off-campus context.

The three evaluation tasks (carried out in the time period of January 13-28) are

preparations for the videoconference to be held between the Danish University of Education (DPU) and Iowa State University (ISU) on Friday, January 30, at 18.00 hours.

Our interest in the GC course is not related to its "course content", but to pedagogical form, structure, design and methodology. Professor Eugene Takle is informed of the overall idea of our master in ICT and Learning. While recognizing that he himself is not a pedagogical/instructional expert, he would very much appreciate YOUR feedback, as experts on the integration of ICT and learning, electronically - through the three evaluation tasks for Danish students - on his design of the GC course. This feedback should be given distributed over the time period of January 13-28. It should be delivered (mainly individually) through the solving of three evaluation tasks as they are presented in the virtual portfolio, made available to you from Jan 13. **(See a brief overview of these tasks below)**. The interaction (during the video conference at DPU) between Dr. Takle and us will partly depart thematically from the feedback that he receives from you virtually, during the solving of the three evaluation tasks. So, just to remind you, - once again - the quality of the overall learning process in this course is dependent on a mutual engagement and input :-)

Brief overview of evaluation tasks:

Due date	Subject / Theme	Dialogue / Discussion	Assignments	Preparation method
Jan 18	Quizzes and collaborative learning	Online in portfolio	Web Evaluation I, part 1	Individual
Jan 26	Design of group activity	Online in portfolio	Web Evaluation I, part 2	Group
Jan 24	Online experiments	Online in portfolio	Web Evaluation II	Individual
Jan 28	Portfolio and dialogue	Online in portfolio	Web Evaluation III	Individual
Jan 30	Portfolio, etc.	F2F	Videoconference	Panels

Assessment of m1k4 (Virtual Portfolio: CaseUSA)

© Elsebeth K. Sorensen

The assessment of The ICT & Learning, Module 1, results in one grade. This grade is a result derived from individual results of student work carried out in 3 (of 4 possible) courses.

The tasks included in m1k4:CaseUSA (Web Evaluation I, Web Evaluation II, and Web Evaluation III) are evaluated on the basis of participation. In this context, participation

means demonstrating:

- 1) continuously active, reflective online behaviour in the period of January 13-28, through providing comments in the US virtual portfolio as requested through engagement in the three Web Evaluation tasks
- 2) participation in the videoconference