

# Making effective use of real-time environments - Teaching with synchronous technologies symposium

Friday 15<sup>th</sup> December 2017

12:30 – 13:10

## Teaching and learning with synchronous and mobile technologies

Sarah Cornelius,  
University of Aberdeen



Synchronous  
Communities  
Technology  
Social  
Personalisation  
Participation  
Video Conferencing  
Collaboration  
Race  
Voice  
Online  
Learning  
Team

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# Teaching and learning with synchronous and mobile technologies

Sarah Cornelius



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Synchronous

Mobile

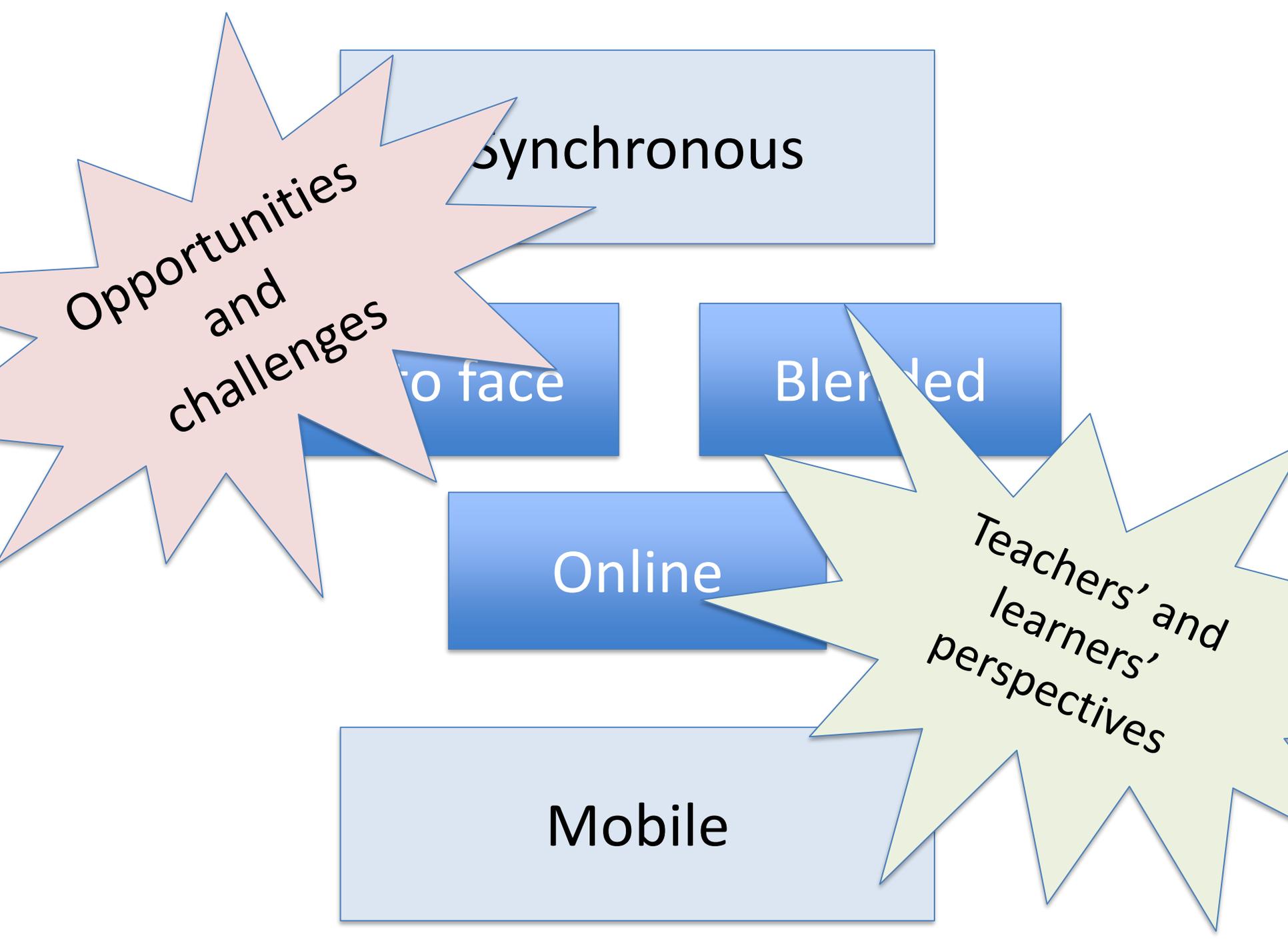
Synchronous

Face to face

Blended

Online

Mobile



Synchronous

Opportunities and challenges

Face-to-face

Blended

Online

Mobile

Teachers' and learners' perspectives

Which **technologies and tools**  
do you use for synchronous and  
mobile learning and teaching?

Apps

Online courses



MOOCs

Skype

UNIVERSITY OF ABERDEEN

Courses Home Student Services For Staff Help

ED303A, ED50JH (2017-18): ED303A, ED50JH : Successful Learners in Further Education Home Page

ED303A, ED50JH (2017-18): ED303A, ED50JH : Successful Learners in Further Education

Home Page

Start Here!

Announcements

Discussion Board

Programme Information

Virtual Classrooms (Collaborate Sessions)

Banner

Successful Learners in Further Education Home Page

Home Page

Add Course Module



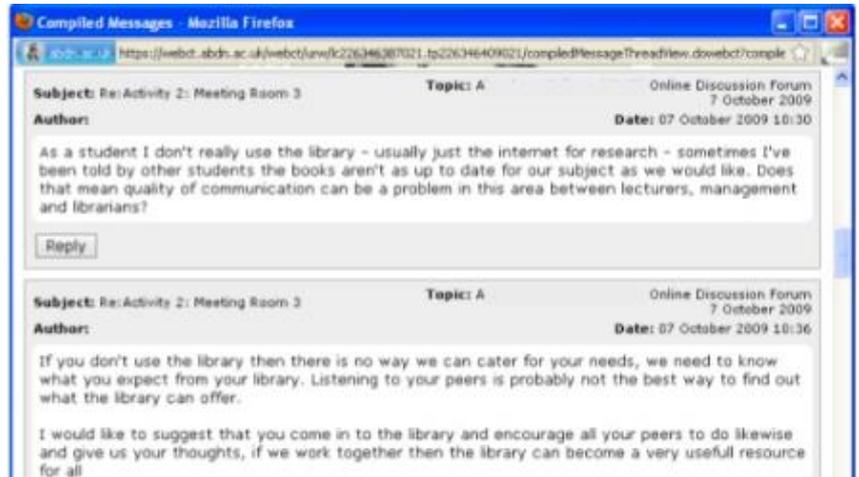
Today'sMeet



Mentimeter

How can we use technology to do things that we cannot do in any other way?

# Synchronous anonymous online role play



College managers:  
Formal language,  
use of 'we'

*Good morning [...] it is clearly important as management that we ensure that standards are maintained...*



Lecturers:  
educational  
jargon

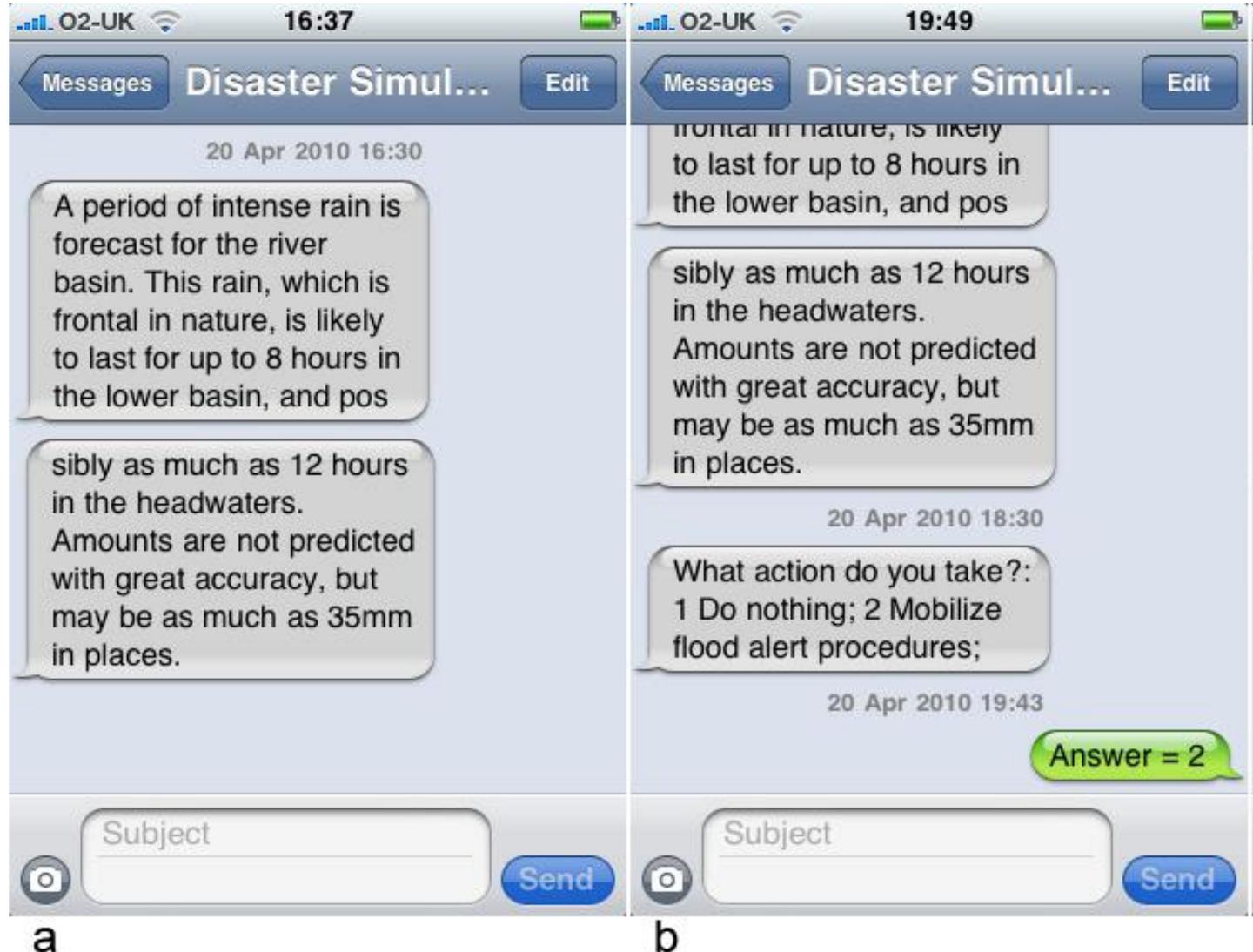
*...surely their [sic] should be differentiation*



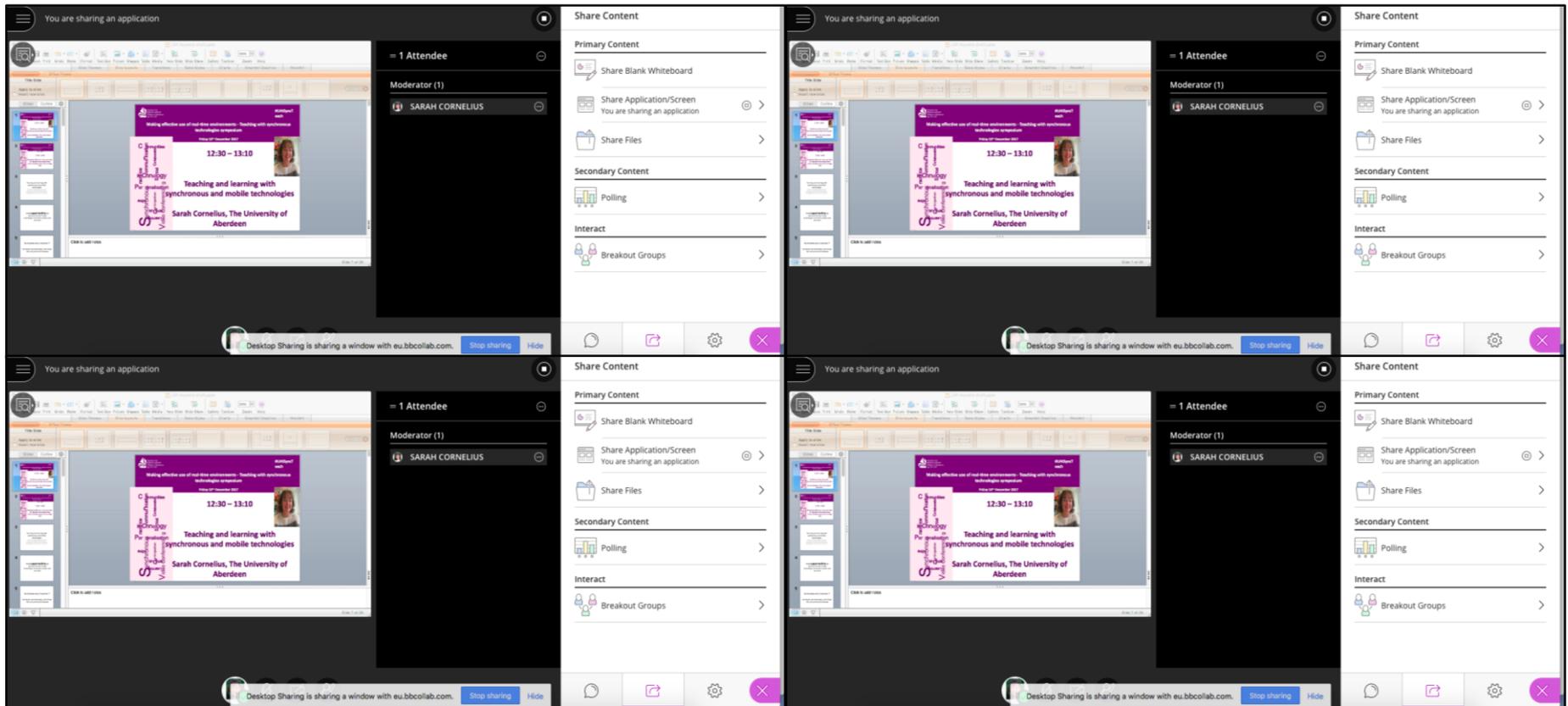
*there is nothing worse than being talked at for hours at a time!!! BORING*

Students:

# SMS Flood disaster simulation



# Managing multiple classes



# Distributed learning



Face to face  
Video conferencing  
Collaborative tools

padlet

s\_cornelius +12 • 1mo

## Strategies for getting to know your learners

Post your suggestions and comments

**Coat of arms activity**

Get students to draw a coat of arms with symbols that would represent them

0

1 comment

Anonymous 1mo  
don't be silly!

Add comment

**I am.... activity**

0

Add comment

**Try and have an conversation with each student about what their hobbies are etc.**

1

Add comment

**have some conversation with them that will help to remember their name.**

1

Add comment

**Tell them if they participate, you will remember them far better**

0

Add comment

**Take a seating plan in first class. Refer to this during and after class to familiarise myself. Photos with names**

Seat students in order of registration

**Take pictures (with permission) and label them**

Which **challenges**

does synchronous and mobile  
learning and teaching create for  
teachers?

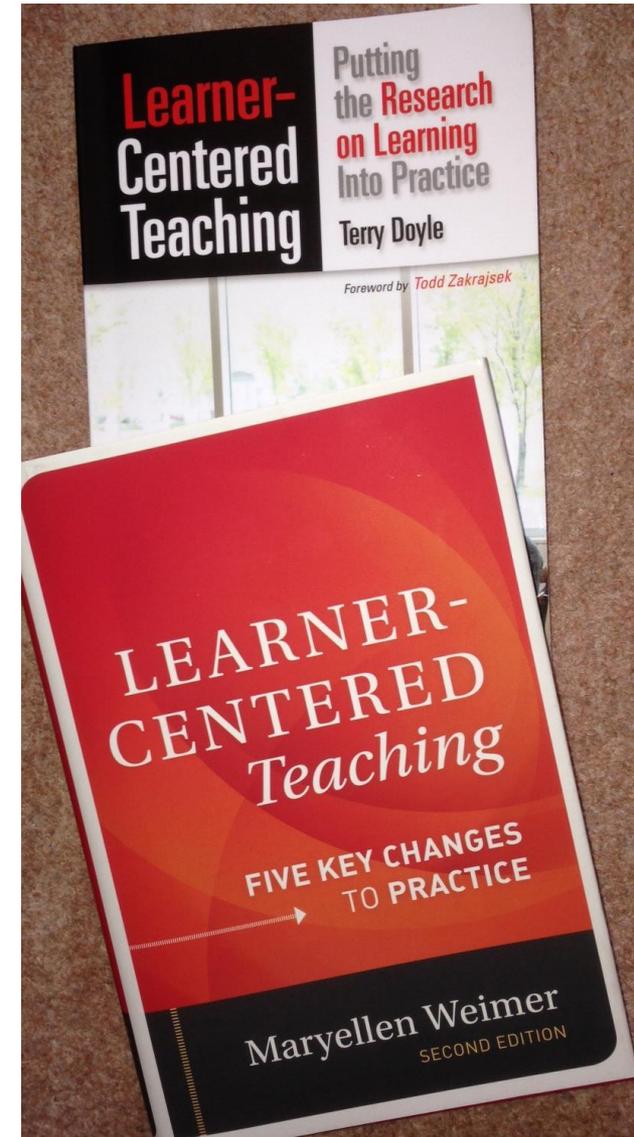
# Learner-centered teaching

## Putting learner first

- Engaging learners in learning ('hard, messy work')
- Motivating learners by putting them in control
- Encouraging collaboration within a learning community
- Providing opportunities for reflection on learning
- Paying explicit attention to learning skills

Doyle (2008)

Weimer (2013)



# Teaching and learning challenges

1. Building relationships
2. Issues of power and control



Diversity



Accessibility

# International collaborative learning



Finland

You are here: [Main page](#) » [Vocational Teacher Education](#)

## Vocational Teacher Education

## Teaching Qualification Further Education (TQFE)

### Who is the Programme For?

The TQFE is designed for in-service lecturers in Scotland's Colleges. The programme aims to help practitioners review their own practice, extend their skills and knowledge and enhance the experience of all learners in further education.

### Programme Features

The TQFE is approved by the Scottish Government and accredited by the General Teaching Council for Scotland ([GTCS](#)). Successful completion provides eligibility for voluntary registration with the GTCS.

The programme consists of four courses at SCQF level 9 (degree route) or level 11 (masters route) delivered **On-Campus** or **Online**.



Aberdeen

# Teaching and learning challenges

1. Building relationships – shared understandings of teaching approaches, developing social presence, trust and reciprocity
2. Issues of power and control – learner ‘control’, invisibility of interactions



## Facilitators' experiences



Cornelius, 2014

## Learners experiences

Learners' experiences of  
synchronous online activities



Project report

May 2012

Cornelius and Gordon, 2012

# Building relationships

## Minimalists



Don't put me on the spot with an academic question, my mind goes blank

### Privacy and respect

I don't like giving out personal information in a public forum, e.g. what I did on my holidays...I felt under pressure to join in and this turned me off in terms of participation



It creates a level of stress that possibly you [tutors] aren't aware of

This has probably been the most stressful part of the course for me...we make plans, they don't turn up

**try to be ...consistent**



**I definitely make sure, even in [a] bossy or more pushy way, that everybody has at least their chance to speak**

**I needed to have control**



**[learners] would normally have more responsibility [...] face to face**

# Control and power



- Complex multi-modal environment
  - Sometimes induces a retreat to ‘tutor-led’ approaches to deal with complex demands or unexpected problems
  - Difficult to understand learners’ experience and get feedback

# Control and power: software

- Classroom metaphor
  - learner expectations and experiences
- Access/permission issues
  - moderator ‘in charge’, has power to enable/disable
- Language/terminology
  - ‘randomly distribute’, ‘drag’

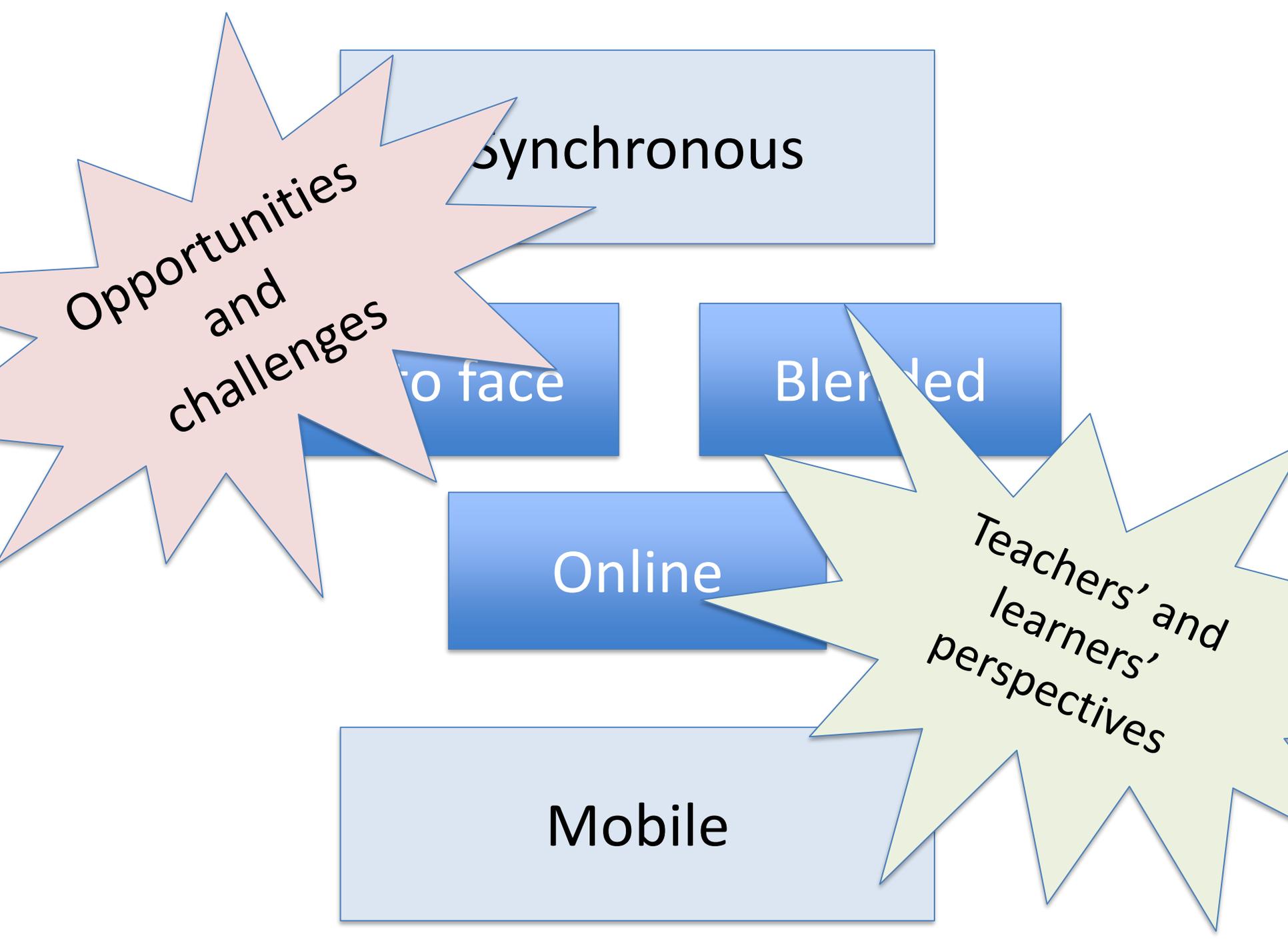


I think [allowing participants to move themselves to rooms] gives participants autonomy as well, to know that you can do that yourself, instead of someone taking you

# Teaching and learning challenges

1. Building relationships – respect and privacy, managing minimalists, retreat to teacher-centred approaches
2. Issues of power and control – giving learners control, software issues





Synchronous

Opportunities  
and  
challenges

Face-to-face

Blended

Online

Teachers' and  
learners'  
perspectives

Mobile

# More information on research and examples

Cornelius S, Gordon C and Schyma J (2014) *Live online learning: strategies for the web conferencing classroom*. Palgrave Teaching and Learning Series

Cornelius S (2014) Facilitating in a demanding environment: experiences of teaching with web conferencing. *British Journal of Educational Technology* 45(2) 260-271

Cornelius S and Gordon C (2012) *Learners' experiences of synchronous online activities*. University of Aberdeen. [www.slideshare.net/sarahcornelius](http://www.slideshare.net/sarahcornelius)

Cornelius S, Gordon C and Harris M (2011) Authenticity, role engagement and anonymity in online role play. *International Review of Research in Open and Distance Learning*. 12(5)

Cornelius S, Marston P, Gemmell A (2011) SMS text messaging for real time simulations. In Traxler J and Wishart J. (eds.) *Making mobile learning work: case studies of practice*. HEA ESCalate publication. <http://escalate.ac.uk/8250>

Stevenson B and Cornelius S (2014) Developing an online collaborative approach to global education in vocational contexts. *Journal of Perspectives in Applied Academic Practice*. 2(1) 25-28

MINE (Mobile Learning in Higher Education) [blog.mine-project.eu](http://blog.mine-project.eu)

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**Next up!**

**13:20 – 14:00**

**Teaching in the here, there and then: BA  
Applied Music programme  
Simon Bradley, Lews Castle College UHI**

**VC Code: 79672**