“Online-communication as an aspect of student learning competencies“

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Zentrum für Lehrqualität und Hochschuldidaktik Hochschule Magdeburg-Stendal
„Online-communication as an aspect of students learning competencies“

1. Context of research project and link to Master Cross Media
2. „online-communication“ as an issue in our empirical data
3. The e-portfolio concept of the Master Cross Media

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Transition into Higher Education

phase 1: Arriving

phase 2: Conflict

phase 3: Integration or drop-out

drop-out of students

well-being

academic & professional development
Development of competence facet of creativity

Identity building during study progress

**TEACHER**
- Observational or model learning
- Learning from an expert

**PEERS**
- Learning by discussing and understanding

Project work online

Handle technical tools

Doing creative work with technical tools
development of competence facette of creativity

*identity building during study progress*

- observation or model learning
- learning from an expert
- learning by discussing and understanding
- project work online

handle technical tools

Doing creative work with technical tools
Online communication is a „gatekeeper“ for the development of creative competences.

Development of competence facette of creativity
identity building during study progress

Online communication is a “gatekeeper” for the development of creative competences.

Identity building during study progress.

Online communication environment

TEACHER
observational or model learning
learning from an expert

PEERS
learning by discussing and understanding

PROJECT WORK ONLINE
Doing creative work
with technical tools
handle technical tools

Online communication is a “gatekeeper” for the development of creative competences.
6 levels of teaching Creativity

Supporting ...

1. the **production** of **new innovative ideas** (inviting and error friendly environment)

2. the enhancement of **new thinking cultures** (multiple perspectives, multiple norms etc.)

3. **creative learning formats** (learning by doing creative work)

4. **curiosity** and **enthusiasm** and **learning motivation** (enabling reference to practice and experience)

5. **autonomous learning and working** (leave space for own projects, students define their own aims and learning outcomes)

6. **critical thinking** and **reflective learning**

(Jahnke et al. 2010, 2011)
Research design

- Qualitative Interviews, semi-structured
- Cross Media was part of the field:
  2 interviews with lecturers
  5 interviews with students
- Online-Collaboration has a crucial role for
  • building academic competencies in general and
  • creativity in project environments in particular
  This is the focus of this presentation
- Cross Media works with a number of tools, most notably Adobe Connect (Online Conferencing)
Lecturers‘ view

– No unified view of online communication
– Collaboration and teamwork are central to at least one
– Collaboration is not necessarily seen as problematic
– One lecturer had elaborate views about the importance of creativity:
  
  • That there is no clear direction, that you have to move in different directions, that you can open your mind and do not immediately assume you have a solution.
(Online) project work is central, but ambivalent

• Q: And what do you particularly enjoy?
  I particularly enjoy project work. Because you collaborate with so many different people. But that is also the most demanding thing. (S1)

External restrictions create differences (heterogeneity)

• [Communication] takes place during the day and decisions are made during the day. I can only log in in the evening, i can’t do that from my work place. (S2)
Students‘ view II

– It‘s important to „keep up“ with communication
  • At times, it‘s not so clear what‘s going on. I have lost connection for a few days, since I was gone on the weekend. And have to find my way back in tomorrow. S3

– Social problems also come into play
  • I‘m very surprised that the HUMAN factor is the hardest to handle. S9
One case of Drop-Out

– Heterogeneity can lead to (self-)exclusion
  • He had really good ideas, brought in a different perspective, but he really disturbed collaboration. In the sense that he didn’t understand things everybody else understood. He repeated things that were clear for everyone and asked questions that didn’t make sense from the others point of view or didn’t fit the subject. S4
Conclusions from the interviews

• Online-communication is not seen as problematic by the lecturers, but various problems come up often from the students’ perspective
• It’s vital to keep up with group communication
• Differences in online communication skills can amplify other heterogeneities

→ How can we support inclusion into online groups with learning support measures?
# Evaluation of E-Portfolio Software Overview (May 2008)

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2010 Himpsl-Gutermann
Curricular implementation

- System installing
- Exploration and structuring
- Documentation and reflecting
- Specializing, deepening

4 weeks
- 1. semester
- 2. semester
- 3. semester

1. consultation
2. consultation
curricular implementation

handle technical tools

Doing creative work with technical tools

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online communication environment

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observational or model learning
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PROJECT WORK ONLINE
Conclusions

• Learning creativity requires learning environments that enable learning on a high level
• Collaboration and teamwork are crucial
• From a student’s perspective, it’s crucial to „keep up“ with communication (in all aspects)
• What does that mean for learning support measures?
  – Technically, social media could possibly further communication among students
  – Processes of collaborative learning could be addressed via ePortfolios

➔ How can we support inclusion into online groups with learning support measures?