

USING SOCIAL MEDIA IN THE ONLINE CLASSROOM TO HELP DEVELOP SELF-DETERMINED LEARNING SKILLS

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HEUTAGOGY (SELF-DETERMINED LEARNING)

Heutagogy is the study of self-determined learning and applies a holistic approach to developing learner capabilities with the learner serving as “the major agent in their own learning, which occurs, as a result of personal experience”

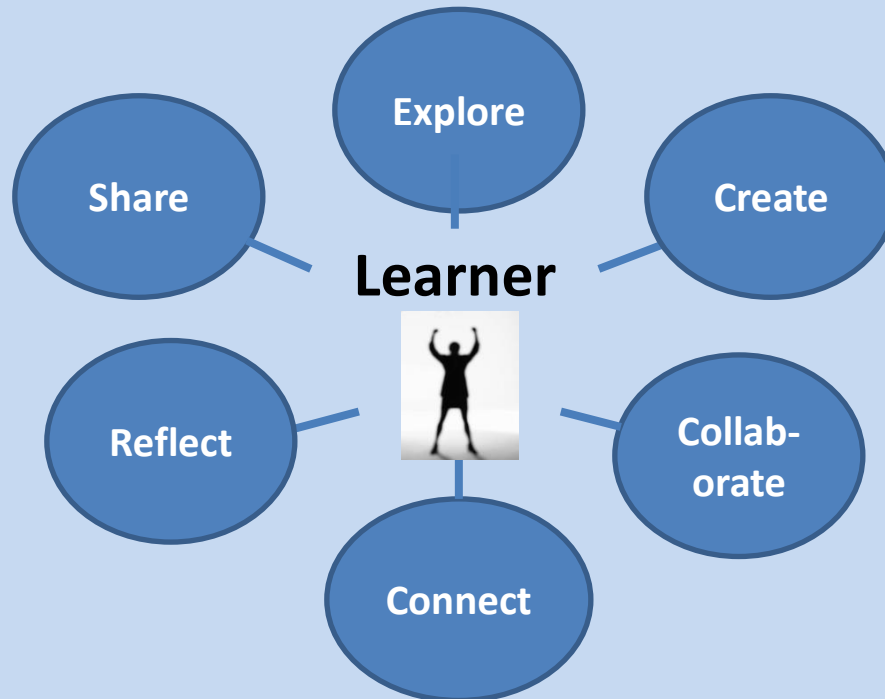
(Hase & Kenyon, 2007, p. 112)

HEUTAGOGIC DESIGN

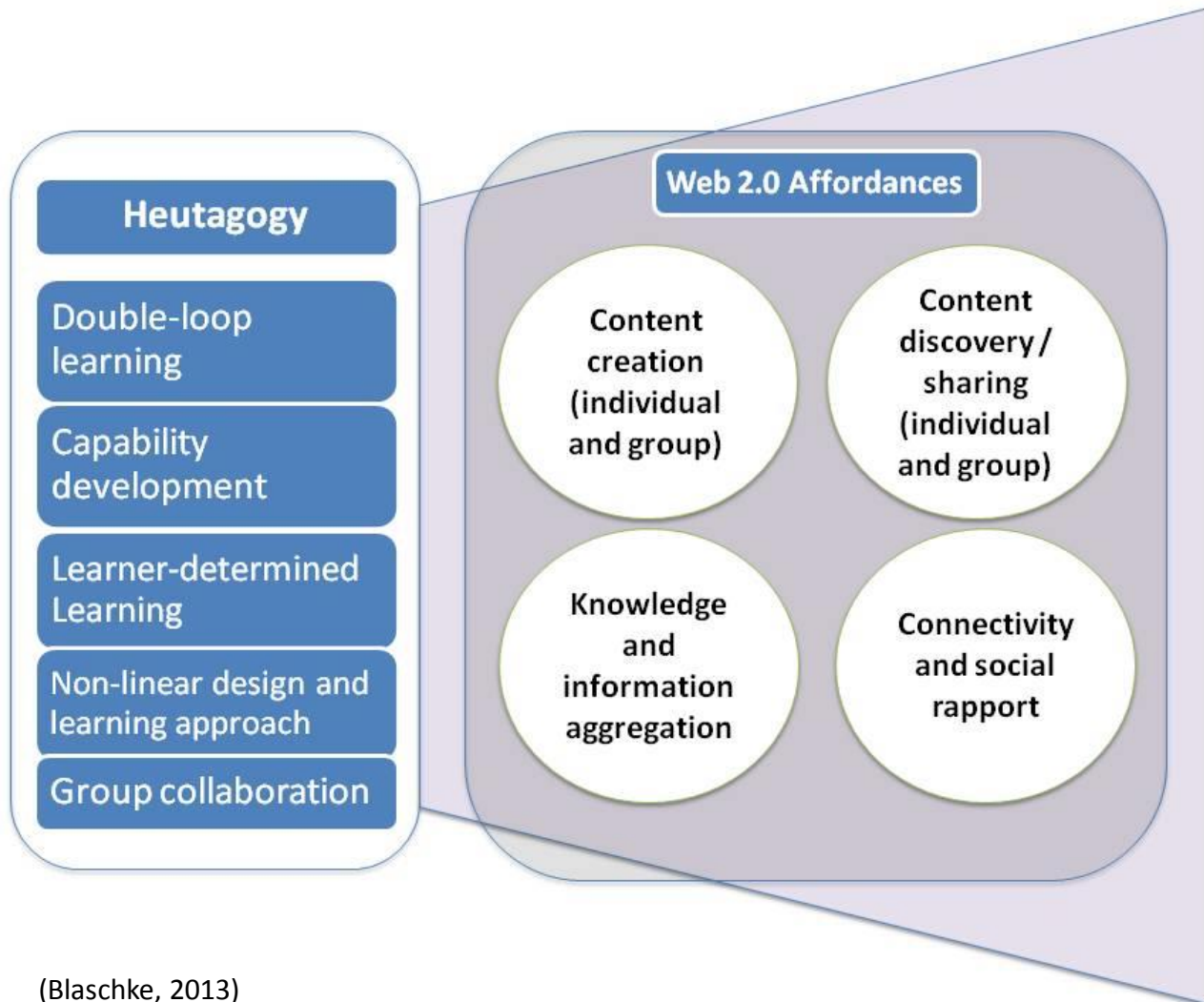


Heutagogy
(Self-determined learning)

Heutagogic Design

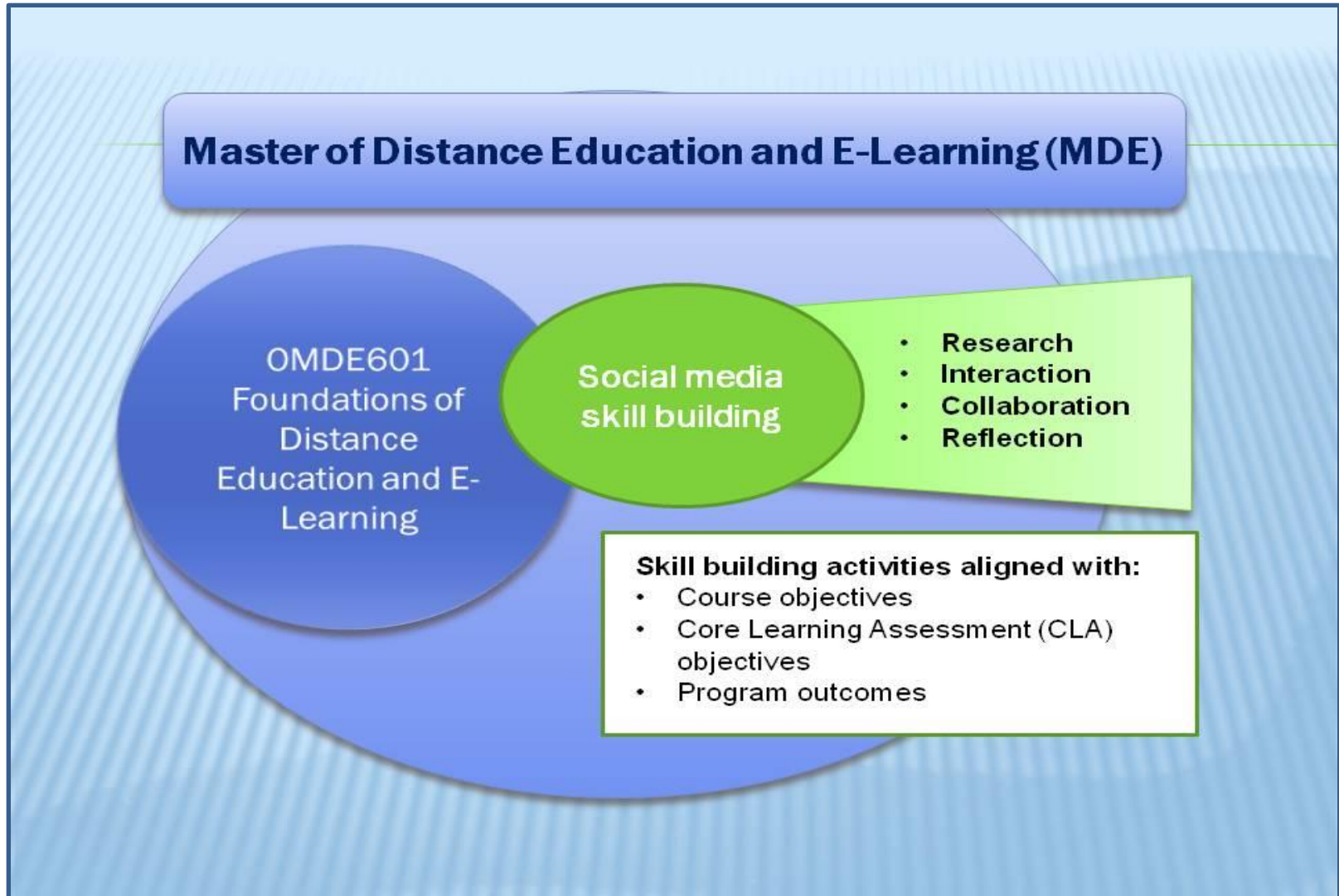


HEUTAGOGY AND WEB 2.0

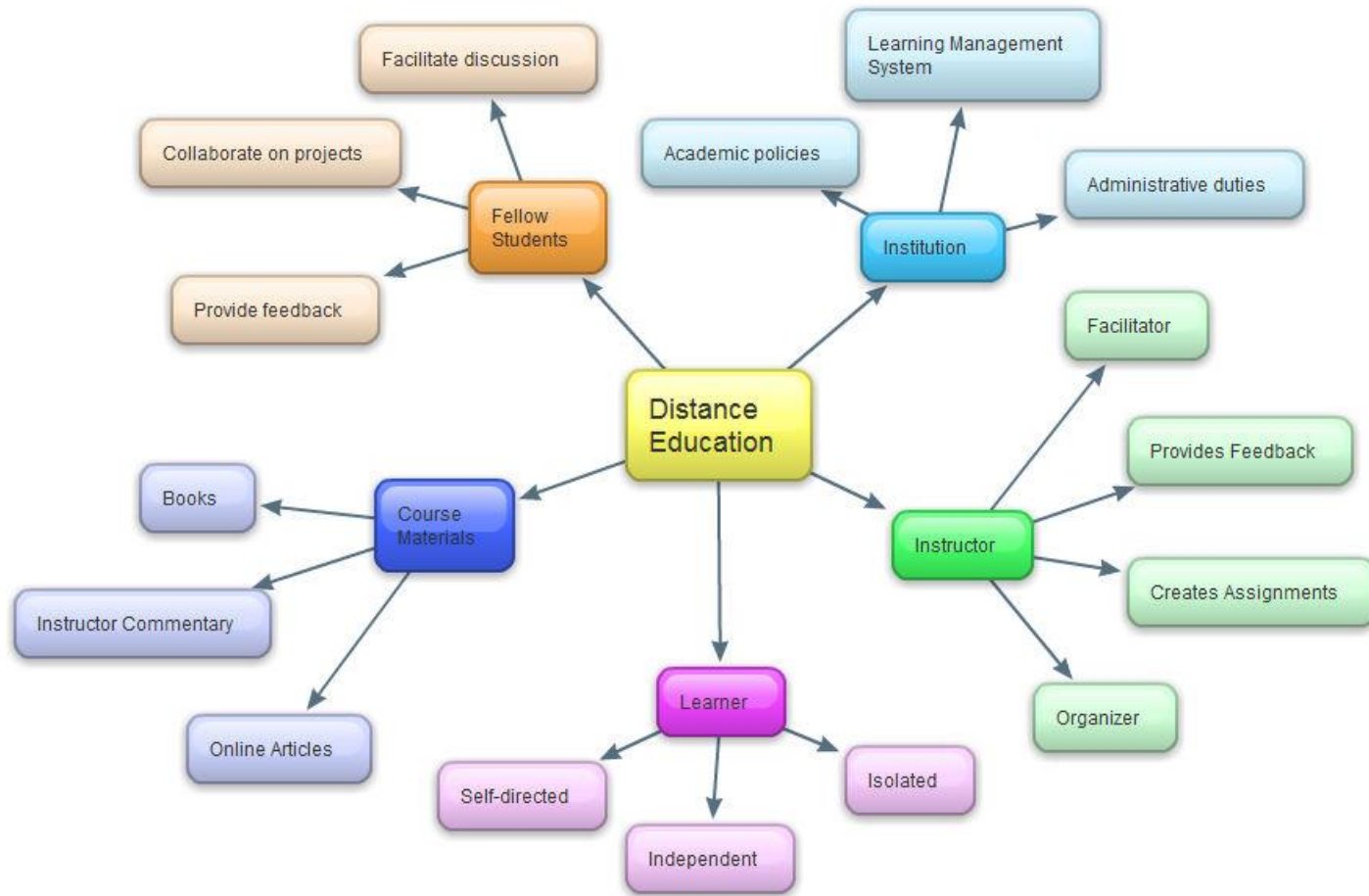


(Blaschke, 2013)

OMDE601: HOLISTIC DESIGN



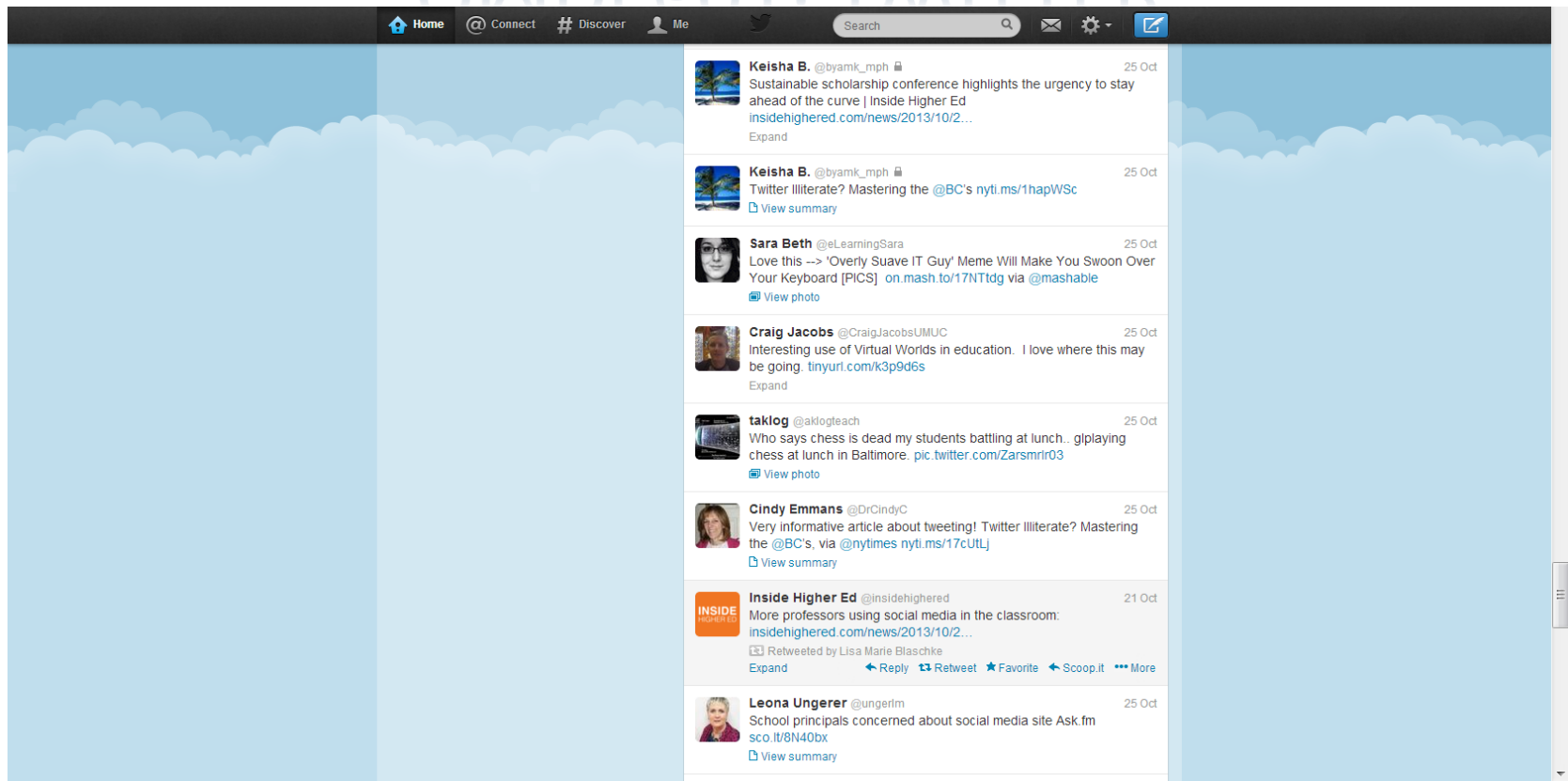
OMDE601: MIND MAP



Skills: Design and create; think critically, deeply, and logically; construct knowledge over time; share knowledge and experience; express yourself

Link: <http://popplet.com/app/#/1153798>

OMDE601: TWITTER



Skills: Communicate (read, write, discuss, interact); collaborate; search; explore; listen; connect; share; think critically; reflect; support others; build community; promote (self); exchange

Link: <https://twitter.com/OMDE601>

OMDE601: E-PORTFOLIO

Jack A. Boeve: Portfolio

Home Bio Courses Artifacts Reflections Resources Resume

Greetings and Welcome

This is the site of my e-portfolio for the Masters in Distance Education and E-Learning (MDE) in which I am enrolled at University of Maryland University College (UMUC); I am pursuing the specialization in Distance Education in Teaching and Training (DETT). The DETT specialization will equip me to be a more effective manager and leader in the growing, dynamic field of distance education as new information and communication technologies emerge. Over time, my portfolio will contain various items as expressions of my coursework, learning, thoughts and ideas, and developing skills. It will be, needless to say, a work in progress.

"The objective of the teaching and training specialization is to educate managers to deal with the specific teaching related aspects of modern distance education both in the traditional teaching setting as well as in the corporate training sector. While the specialization focuses on teaching and training, there are close links to technology related aspects (for example, instructional design) as well as specific management related aspects (intellectual property, accreditation, and quality assurance)." - MDE Program

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Skills: Design and create; think critically, deeply, and logically; share knowledge; share experience; give advice; express yourself

Link: <http://petrikruger.weebly.com/>; <http://lyrahilliard.wix.com/writenow>; <http://vicwang.weebly.com/>

OMDE601: GOOGLE DOCS

OMDE 601-9042 Fall2013 Group 1: (R)Evolutionary Grid Example ☆

Lisa Blaschke@faculty.u

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(R)Evolutionary Grid: Waves in the Evolution of Distance Education


OMDE 601-9042 Foundations of Distance Education & E-Learning, Fall 2013
Developed by: Stephanie Barbee, Jennifer Blackwell, Jack Boeve, Tenika Bryant

First Wave of Development: Correspondence / Independent Study (1840s ...)


1) Larger Context (economics/ politics/ societal values and pressures/ government policies/ technological advances)	2) Theories/ Ways of Understanding	3) Institutional and Organizational Developments/ System	4) Teaching/ Learning Methodologies (role of teacher/role of learner)	5) Predominant Technologies	6) Key Authors / Theorists
<ul style="list-style-type: none"> * Provided educational opportunities to those unable to attend traditional universities or educational institutions due to geographical location or expense * Developed a more skilled workforce and provided opportunities for retraining * Reached a broader group of potential students * Encouraged women to seek higher education * Made educational opportunities available to those with other commitments (job, family, etc.) * Move from agrarian to industrial society; emergence of workers and entrepreneurs; 	<ul style="list-style-type: none"> * Independent learning understood to be an effective method * Most learning is self-paced based upon the needs /skills of the learner * Student must be dedicated and motivated, utilizing tools provided through the course and institution * Breaking space & time barriers * Separating teacher and student * Required use of new devices and media * Delivery to dispersed students * Asynchronous, mediated communication replaces oral 	<ul style="list-style-type: none"> * Transitioned from informal correspondence education typically with one-way communication to a more formal/standardized approach with two-way communication * Universities began seeking charters granting them degree-awarding authority * Educational institutions began partnering with others to develop course content and curriculum * 1728: Caleb Phillips; Boston; shorthand course via mail (perhaps earliest mention of organized DE) * 1833: Lund, Sweden; advertisements to study composition via postal medium * 1836: U. of London begins to serve as examining institution for students from other 	<ul style="list-style-type: none"> * Role of teacher is that of the expert who is active in crafting, preparing, and presenting instruction. * Role of learner is that of passive receiver and receptacle of knowledge passed from the teacher. * Teacher mails work to the student * Student completes work independently * Student returns completed work via postal mail * Teacher receives and grades work * Results/grades returned to student via postal mail * Teacher was often in the role of both instructor and author of course content 	<ul style="list-style-type: none"> * Postal delivery: this method was time consuming and affected the communication between teacher/student * Mass printing: utilizing the printing press to mass produce books and course materials * Communication consisted of letters and books as a way of exchanging ideas * Typewriters used to type research papers * Telegrams consisted of transmitting course discussions over the phone * Radio waves could be used to send telegraph messages through the use of wireless telegraphy 	<p>Primary or Period Authors/Theorists:</p> <ul style="list-style-type: none"> * William Harper (1856-1906); U.S. * H. S. Hermod (1860-1920); Sweden * William Lighty (c. 1915); U.S. * Borje Holmberg (1924-); Sweden * Lev Vygotsky (1896-1934); Russia * Charles Wedemeyer (1911-1999); U.S. <p>References:</p> <ul style="list-style-type: none"> * Bernath, U., & Vidal, M. (2007). The theories and the theorists: Why theory is important for research. <i>Distance</i>

 **Lisa Marie Blaschke**
10:23 AM Oct 21


Thank you for incorporating the feedback from my earlier review of your work. You have again done an excellent job in completing the grid for this wave of DE development!

 **Jack Boeve**
1:29 AM Oct 20


Team: I have addressed and closed some of Lisa's initial comments on Wave 1. I am leaving the others open as encouragement and reminders for all of us as we work on the rest of the grid. Thanks.

 **Lisa Marie Blaschke**
2:38 PM Oct 17

Where possible, include in-text citations and references. Doing so will allow you to easily track the source of your ideas/content.

 **Lisa Marie Blaschke**
2:40 PM Oct 17

Excellent and exhaustive list of the major forces that have influenced this wave of DE development. Well done.

 **Lisa Marie Blaschke**
2:44 PM Oct 17

One of the best descriptions I have read for this dimension. The inclusion

Skills: Collaborate; communicate (write, read, discuss, interact); construct knowledge (individual and group); socialize; navigate; negotiate; solve problems; think deeply, critically, and logically; reflect; evaluate

Links: https://docs.google.com/document/d/1RPnTGjT6LIVEhjr1r5gF2ZLDcK7iONLRXGyt_COZS-M/edit;
<http://popplet.com/app/#/1810072> ; https://docs.google.com/document/d/1fFgNdossEBVMSkfrDSkiAAmqQzmbn_dAlajMUzFrYU4/edit

OMDE601: DIIGO

diigo What's New Go Premium Lisa Blaschke My Library Teacher Con...

My Groups / OMDE601

OMDE601
This group is for annotated bookmarks for the UMUC MDE OMDE601 Foundations of Distance Education and E-Learning course annotated bibliography activity.

Post: Bookmark Topic Invite people

Sort By: Most Recent | Popular Filter: All | Bookmarks | Topics | Images

Annotation : Tait, A. (2008). What are open universities for?. Open Learning, 23(2), 85...
- 9 views
"I have employed the term 'open universities' to cover innovative distance-teaching higher education institutions that have used distance in radical ways to improve openness." The aim of this arti...
OMDE601 Distance_Education Open_Universities Tait
started by James King on 12 Aug 13 | no follow-up yet

Skill Builder 8 Annotated Bibliography - 16 views
Thanks, Sherma and Daryl for posting your annotations. We will post feedback on this skill builder this week.
started by Sherma Edwards on 11 Jul 13 | 2 follow-ups, last by Lisa Blaschke on 14 Jul 13

Skill Builder 8-Connectivism - 1 views
message.diigo.com/...viriniagil
DE Connectivism
shared by Virginia Gilchrist on 06 Aug 13 - Comment - Like - No Cached - More ▾

Virginia Gilchrist on 06 Aug 13
There are great opportunities to apply theories and models in Wave 3, though the Connectivism model. This model assumes that "information is plentiful, and the learner's role is to have the capacity to find and apply knowledge when and where it is needed" (Anderson & Dron p.87). When considering the advancement of technology and social...

Group Info
Last active: about 10 hours ago
Members: 145
Items: 154
Visits: 712
Owner: Lisa Blaschke
Group type: Private, apply to join
Group category: Schools & Education

Most Active Members View

Skills: Communicate (read, write, discuss, interact); collaborate; search; inquire; compare; combine; think critically; reflect; observe; share; build community; promote (self); distribute

Link: <https://groups.diigo.com/group/omde601>

INITIAL RESULTS (1)

- **Most supportive of cognitive and meta-cognitive skills** (knowledge construction, reflection, understanding learning process) and **most relevant to the workplace**: e-portfolio, mind maps, GoogleDocs
 - *The more cognitively engaged with the social media, the more relevant media seemed for use in practice*
- **Most empathy experienced**: GoogleDocs
 - *Learning design and activity context play role in determining cognitive skills acquired*

INITIAL RESULTS (2)

- **Other findings:**

- *Students generally felt more familiar with social media at the end of class than at the beginning, specifically in using Twitter, MindMaps, GoogleDocs, and Diigo*
- *Research skills also improved, in particular using the online library and databases and finding and evaluating journal articles*
- *Students felt most competent in using GoogleDocs (69.5%), blogs (64.2%), Twitter (62.6%), MindMaps (55.7%), wikis (54.9%), and Diigo (41.2%)*



❖ Heutagogy Community of Practice:

❖ Website: <http://heutagogycop.wordpress.com/>

❖ LinkedIn:

<http://www.linkedin.com/groups/Heutagogy-Community-Practice-4776262>

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REFERENCES

Blaschke, L.M. (2013). E-learning and self-determined learning skills. In Hase, S., & Kenyon, C., *Self-determined learning: Heutagogy in action*. London, United Kingdom: Bloomsbury Academic.

Blaschke, L.M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *International Review of Research in Open and Distance Learning*. 13(1), 56-71.

Retrieved from:

<http://www.irrodl.org/index.php/irrodl/article/view/1076/2113>.

Hase, S. & Kenyon, C. (2007). Heutagogy: A child of complexity theory. *Complicity: An International Journal of Complexity and Education*, 4(1), 111-119.

HEUTAGOGIC DESIGN PROCESS

Heutagogic Design Process

