

ERASMUS +
KA2: Cooperation for innovation and the exchange of good practices - Sector
Skills Alliances



EISEN

Building the **implementation workforce**
for health and social care

Project acronym: EISEN

Project full title: Building the implementation workforce for health and social care
Project Number: 2018-1-NO01-KA203-038834

Introduction

The purpose of this report is to provide an overview of the main activities and main deliverances of the IO2: Developing the TEL- concept; a purposeful and innovative technology enabled approach to learning. The report outlines the activities of the participants of IO2, and the issues that we were exploring. At the end of the report we provide the final evaluation of the students as far as the digital course design is concerned.

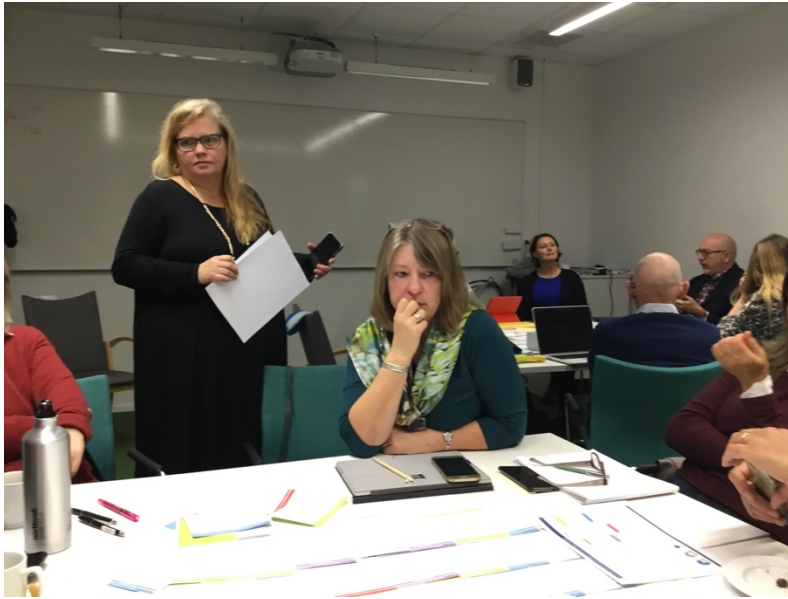
The objective of IO2 was to enhance the participating students' and teachers' digital competencies and skills by using technology enabled learning (TEL) and innovative education practices. This encompasses a range of elements that are referred to as TEL and they include concepts, tools, methods, digital materials, videos, processes, systemic thinking etc. **The responsible for IO2 were Lars Wallin Dalarna University (DU) and New Generation Learning-Centre team (DU).**

The main goal of IO2 was to develop a TEL concept approach to support master's and doctoral courses for lectures, seminars, meetings and interactions between students and teachers as well as self-directed learning. TEL concepts were developed in order to **create an active learning environment** and provide a student centered approach during both PhD and Master Courses developed within EISEN project. The TEL framework with tools was also needed to support networking between the partner organizations in EISEN. Through the whole project, Zoom was used as a platform for collaboration and learning.

TEL Workshops

A curriculum development workshop (ABC workshop, which stands for an effective and engaging hands-on 90 - minute workshop where academic teams work together to create a visual "storyboard" outlining the type and sequence of learning activities required to meet the learning outcomes of a course was held live during a Stockholm meeting at Karolinska Institutet November 12, 2019, led by Marie

Tapper DU. Two teams (Master Course team and PhD course team) worked to create a visual “storyboard” representing learning activities required to meet the learning outcomes of the two new courses.



Marie Tapper (DU) and EISEN participants during ABC workshop. Karolinska Institutet 2019

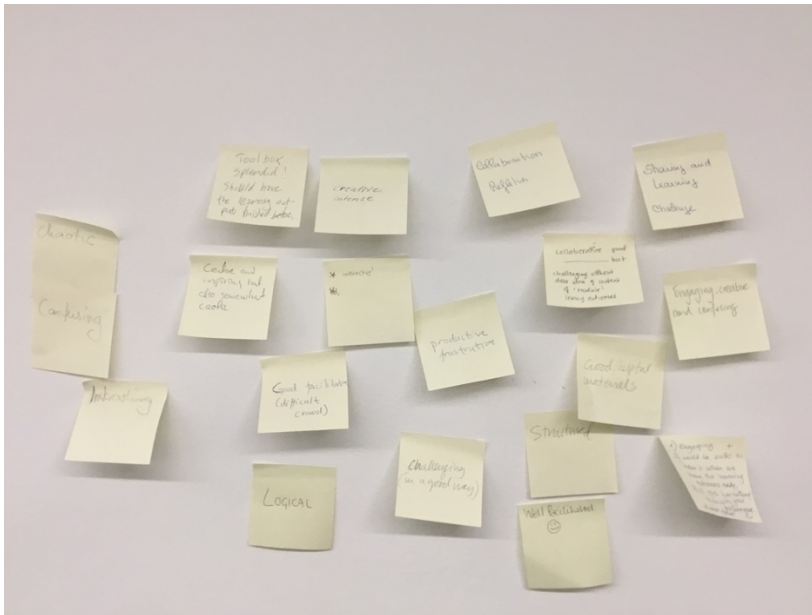




Picture description



The ABC workshop implied cooperation among the participants while working with course development



To produce a TEL framework, five additional workshops were organized online, led by experts in the field, in order to raise competence and knowledge among EISEN participants. See table below for an overview of workshop leaders and topics.

9/10/2019	Lena Dafgård	Using digital recorded video in teaching and learning
21/10/2019	Åse Tieva	Creating Space for Active Learning: Lessons Learned from Active Learning
7/11/2019	Alastair Credman	Openness in higher education – creating a sharing culture.
5/12/2019	Lars Uhlin	Open Network Learning
16/12/2019	Madelaine Johansson	PBL (Problem Based Learning)

When planning and organizing the workshops, the focus was on finding the leading specialists in Sweden who would help EISEN participants to produce a TEL framework with technologies that can enable multiple institutions to collaborate in

order to develop digital pedagogical competence and learning on implementation science. The activities that promote active learning among the students were given high priority and several digital technologies and methods were introduced and tested during these workshops. During the workshops, conditions for online collaborative learning were discussed and several pedagogical frameworks were presented.

During workshops 3 and 4 Alastair Creelman, an e-learning specialist at Linnaeus University in Kalmar, focused especially on the areas that widen participation in higher education and develop effective digital meetings and webinars, open education and virtual mobility. He introduced PADLET - a collaborative resource that can be used as a way to immediately communicate with the students and teachers, without limits of simultaneous users. Padlet could also be used as a reference and space to collaborate at the users' convenience. Several EISEN participants felt that they needed: 1) a tool to use with their students to gain feedback and show each other their work/ideas, supporting simultaneous access to the work on the Padlet wall. In addition, they needed 2) a space for collection of a wide variety of materials easily accessible from everywhere. Padlet also seemed to be a tool that was suited better than other available tools to be used interactively to engage students' participation. We decided to dedicate a couple of internal smaller workshops led by staff at NGL-C at DU to further explore the tool, create own Padlets and start communicating using Padlet within EISEN.

A final online two days Active Learning Seminar **Using TEL in Higher Education. A Purposeful and Innovative Technology Enabled Approach to Learning** was organized on September 25 -25, 2020 to provide additional technologies to enhance the participants' digital competencies and skills by using technology enabled learning (TEL) and innovative education practices. The focus was on the participants' active participation and practical tutorials. During that seminar the participants had a chance to test technologies, methods and digital materials. Mini activities were offered during the sessions. All the participants produced their own video during this seminar and upload it on Padlet. The Padlet tool was then

frequently used during the Master and PhD level courses and provided students of these courses with an opportunity to build networks and cooperation with other students.

The following specialists working in different universities were engaged as workshop leaders:

Alastair Creelman is an e-learning specialist at Linnaeus University in Kalmar, south-east Sweden. He is active in several national and international organisations, networks and project in the field and his present focus areas are widening participation in higher and adult education, developing effective digital meetings and webinars, open education and virtual mobility.

Lena Dafgård is an Educational Developer with specialisation in digital competence at NGL centre at University Dalarna. She holds a PhD in Applied Information Technology towards Educational Sciences. She has been working with teaching and learning in higher education since 2007 at several Swedish higher education institutions. Her research interests are net-based learning, the use of digital video, and how technologies can be used from a pedagogical point of departure to enhance student learning.

Lars Uhlin works as an Educational Developer at Karolinska Institutet and Linköping university and Mälardalen university. He has a background in nursing and has long experience of health care education and problem-based learning (PBL). For the last 20 years he has worked with educational development in different settings both on the national and international arena. He is also coordinating a nordic network for PBL and is a member of steering group for the Swedish network for Information Technology in Higher Education (ITHU).

Madelaine Johansson is an Educational Developer at NGL Centre, Dalarna university and holds a PhD in Environmental Science. She has previously served as Head of Centre for Teaching and Learning at Karlstad university and as an educational developer at Linköping university and Örebro university. She is well experienced in problem-based learning as teacher at the Environmental Science program in

Norrköping and has also been course director for the introduction to PBL and tutor education course at Linköping university.

Marie Tapper works as an Educational Developer at Next Generation Learning Centre, Dalarna university and has a background in English linguistics in the field of language learning. At Dalarna university, she is the course director for the first qualifying course in teaching in higher education, and the introductory course in teaching in higher education for new teachers. She facilitates workshops on teaching in higher education, and provides individual coaching on teaching in higher education, course design and course development.

Andreas Åberg is an ICT instructor at Next Generation Learning Centre at Dalarna university. He has his background in adult education and has primarily taught English as a Second Language and Media and Communication Studies. Andreas' main focus at Dalarna university is to find ways to use technology as a mean of meeting the educational challenges of today's society. His role is to create workshops and spread ideas connected to student and participant driven activities to widening participation and improve communication in digital events.

Students' reflections about the use of technology in the PhD course

The objective of IO2 was to enhance the participating students' and teachers' digital competencies and skills by using TEL and innovative education practices. The overall impression of the course was that it was well designed and structured (figure 1) and gave the participating students opportunities for active engagement during the course (figure 2):

4. The course design facilitated achievement of the intended learning outcomes.

The course design facilitated achievement of the intended learning outcomes.	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	0 (0.0%)
To some extent	3 (18.8%)
To a large extent	5 (31.3%)
To a very large extent	8 (50.0%)
Total	16 (100.0%)

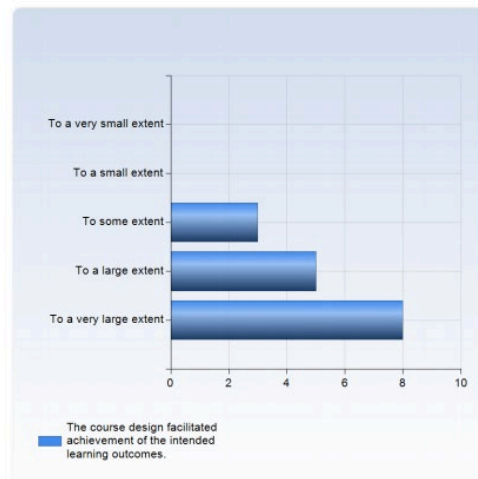


Figure 1: The facilitation of the intended learning outcomes by the course design.

7. I have actively engaged in the course.

I have actively engaged in the course.	Number of Responses
To a very small extent	0 (0.0%)
To a small extent	0 (0.0%)
To some extent	2 (12.5%)
To a large extent	7 (43.8%)
To a very large extent	7 (43.8%)
Total	16 (100.0%)

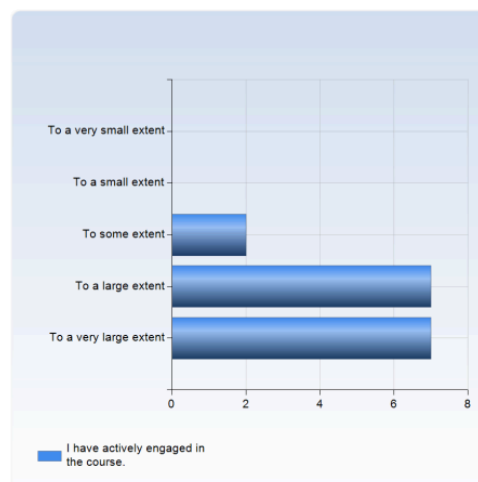


Figure 2: Students' engagement during the course

Active engagement and the possibility to see each others' faces was brought up in the evaluative focus group discussions: *"It's so nice to see people and interact with people because due to Covid I have been working at home for over a year and I don't have many meetings with my supervisors either so I'm 97% of the time working on my own and so to see everybody else's faces during this course online is actually a treat"*.

As far as Padlet is concerned, the students found Padlet to be «a good tool» that was «easy to use». They «liked to work with Padlet» and found it to be «something new». The students also liked «the mix of technologies used» and the way «it all was set up». Many of the students did not use Padlet before and some of them found the instruction for Padlet «a bit difficult to follow» in the beginning but even they «liked the way to use it as a platform for presentations».

Canvas was used as the LMS (Learning Management System) for information, course materials, instructions, preparatory work, and communication between teachers and students and among students. The course was structured in seven modules in Canvas, one module for each course meeting. The Canvas platform was highly appreciated by the students even though several of them mentioned that they had not used Canvas before: *"in the beginning I though it was quite overwhelming, the amount of information there. So I think the introduction like what was done on the first day is a good thing and then you get used to it after a while and it's quite self-explanatory"*. According to the participants, the information on the platform was well structured and provided a good overview of the overall course structure.

Apart from the TEL tools provided by the instructors, the participants also chose to use familiar tools for private communication among themselves during the seminars: *«because it's easier to get in contact with people»*. The students also seemed to need a more private forum for contact with each other to «have contact between the lessons» and created a messenger group for the course that they found very useful: *«I think definitely that our Messenger group was a success, that*

we had this Messenger group together was very helpful». Students mentioned that «It was easy to go in there and ask the others for help». The students even recommended teachers to «encourage people to make a Messenger group so it will «easier to get in touch with their group». This is something that could be considered in the future. However, it should be up to the students themselves to choose a forum that is most convenient for their private communication. It should not be the teacher's responsibility to provide detailed suggestions for such matters.