# EMBRACING INFORMATION

The student learns by absorbing and getting information when, e.g., following actively a lecture, reading literature or webpages, watching videos or listening to podcasts.





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# **EMBRACING INFORMATION**

#### **CLASSROOM**

Reading books and artcles

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 Listening to a lecture in a classroom

Following demonstrations

#### **ONLINE**

- Online materials, web-pages, e-books or reading other digital material
- Listening to recordings and podcasts
- □ Following lectures and broadcasts online
- ☐ Watching animations or videos
- Videos: guidance/tutorials, i.e., screenshot videos and online guides

- Moodle, e.g., Page, Files, Book, Video embedding
- □ Blogs, wikis
- Databases
- UniTube Viewer (videos)
- Youtube, Vimeo

# PRODUCTION



In learning through production, the student processes, combines, and demonstrates what he has learned. In this way, he shows what he has learned, how he currently understands the concepts related to the course and how he applies them in practice.











- Esseys
- Reports and learning ledgers
- Presentations
- Comics
- Models
- Quizzes, Tests and

Exams

- Portfolios
- Performances (plays, speeches, music)

#### ☐ Mindmaps

## ONLINE

- Multimedia (videos, recordings, animations, picturest)
- □ Slideshows
- Digital models, 3D printing
- □ Blogs
- Digital portfolio
- Web pages and materials
- Online tests and quizzes
- AR and virtual reality materials
- Digitaal mindmap applications

- Moodle
- ☐ Blogs and wiki
- ePortfolio
- Flinga, Presemo
- □ UniTube-studio and – rooms
- AR applications (e.g., HP Reveal)
- □ MS Office programs
- Video editing apps (iMovie, Movie Maker)
- Prezi



Collaborative learning

Learning together and building knowledge, with, e.g., discussions, practice, and production of materials.

Supports knowledge acquisition and research by constructing, i.e., building knowledge together.











- Discussions
- Commenting each others work, opponing
- Team work
- Producing and creating material together

### ONLINE

- Online discussion, wiki, chat, also in team work
- Online discussions, blogs or online meetings, commenting others' work, opponing
- Producing digital material together, and building it to, e.g., wiki, blog, recording voice or video or AR

- Moodle, e.g., Discussion, Workshop,
  Dictionary, Database, Wiki
- □ Blogs
- Flinga
- □ OneDrive (e.g., Word Online)
- □ UniTube, Vimeo, Youtube
- Online meetings (Adobe Connect, Skype for Business)

# DISCUSSION ....

Student learns:

- To clearly form and present own ideas and questions.
- To answer teacher's and other students' qustions and to challenge them to present thoughts.

The discussions are inherently related to the notion of collaborative construction of knowledge.











- Seminars
- □ Reading groups
- Interactive lectures
- □ Collaborative jigsaw activity
- Learning café"
- Roleplay in discussions (see, e.g., de Bono "6 thinkinghats")
- □ Simultaneousity

## ONLINE

- Online seminars and conferences (videocalls, webinars)
- Online meeting groups, e.g., "Jigsaw"activity
- $\hfill\square$  Roleplay in online discussions
- □ Simultaneousity and non-imultaneousity

#### TOOLS:

- □ Moodle. i.e., online disucssion
- Blogs ja wikis
- Sosial media: e.g., Yammer, WhatsApp, Teams
- □ Adobe Connect, Skype for Business

Flinga

# RESEARCH-BASED LEARNING



Research-based learning guides everyone to search for and compare information if it has been criticized and the texts, documents, and other materials used, and to use it as a teacher on topics, and course content and concepts.

Research-based learning against pain argumentation skills and understanding task objectives











#### Text-based studyguides

- Source criticism, strategic literacy
- Analyzing ideas and knowledge from different (printed) materials and sources

 Methods of traditional data gathering and analyzing: library, handouts, whiteboard, paper analysis

- □ Comparing texts
- Commenting the works at dass/in a seminar
- Gathering information and ideas, applying and assesment
- Problem-based learning, Casebased learning, investigative learning etc.

# RESEARCH-BASED LEARNING M ONLINE

- Guidance and advice available online
- □ Multiple media literacy, source criticism
- Research, analyzing and implementing ideas and data from various digital sources
- Information gathering and analyzing with digital tools
- Saving the process to, e.g., platform or shared file
- □ Comparing digital texts
- Benefiting from digital tools in serach and evaluation of facts and ideas

#### TOOLS, FOR EXAMPLE:

- eLibrary/reserach database OneDrive (e.g., Word Online)
- □ Blogs, wikis
- Academia.edu, Researchgate, University of Helsinki Research Portal



Typically, training involves authentic assignments, context-based learning, and learning through experience. In particular, authentic tasks in working life, such as internships, fieldwork, laboratory work, poster writing, etc., are suitable as internships.

The importance of feedback and reflection is important in the learning process. Note that feedback can be internal or external.











Practical work training

#### Laboratory work

- Field trips
- Rehearsing academic skills
- Internship
- Assignments
- □ Working life cooperation
- Roleplay activities

Note. Combining to, e.g., production

# ONLINE

- □ Using models
- Utilizing simulations
- $\hfill\square$  Virtual laboratories and field trips
- □ Online roleplay activities
- □ Rehearsing academic skills online
- □ Learning environments

- Moodle lecture
- □ Adobe Storyline
- □ HP Reveal
- □ H5P
- Virtual patients/case studies
- ePortfolio for documentation