

*And when those who guide the future of the higher education sector maintain a watchful waiting stance, **speculating about what opportunities digital learning technologies might eventually provide**, and imagining what colleges might look like in the future, they reflect an **embarrassing ignorance of what has already arrived**. It is as if they are standing on the shore, vigilantly watching for a tsunami that is inexorably moving toward them, somehow **missing the reality that the future they envision is already upon them**. Many of the changes they contemplate, such as a blending of online and face-to-face instruction, are occurring at a dramatic pace worldwide (p.11-12).*

Beaudoin, M. (2016) Issues in distance education: A primer for higher education decision makers. *New Directions For Higher Education*, 2016 (173), 9-19.

LEARNING TO LEARNING ONLINE: LEARNER REFLECTIONS

**CNIE Annual Conference: *Making Waves:
Educational Disruptions and Transformations***

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Agenda

- Demographic characteristics of sample teacher-learners
- Think-pair-share: online learning experiences
- Examples of reflection from LTLO
- Reflect on what you have heard: importance of reflection in online learning

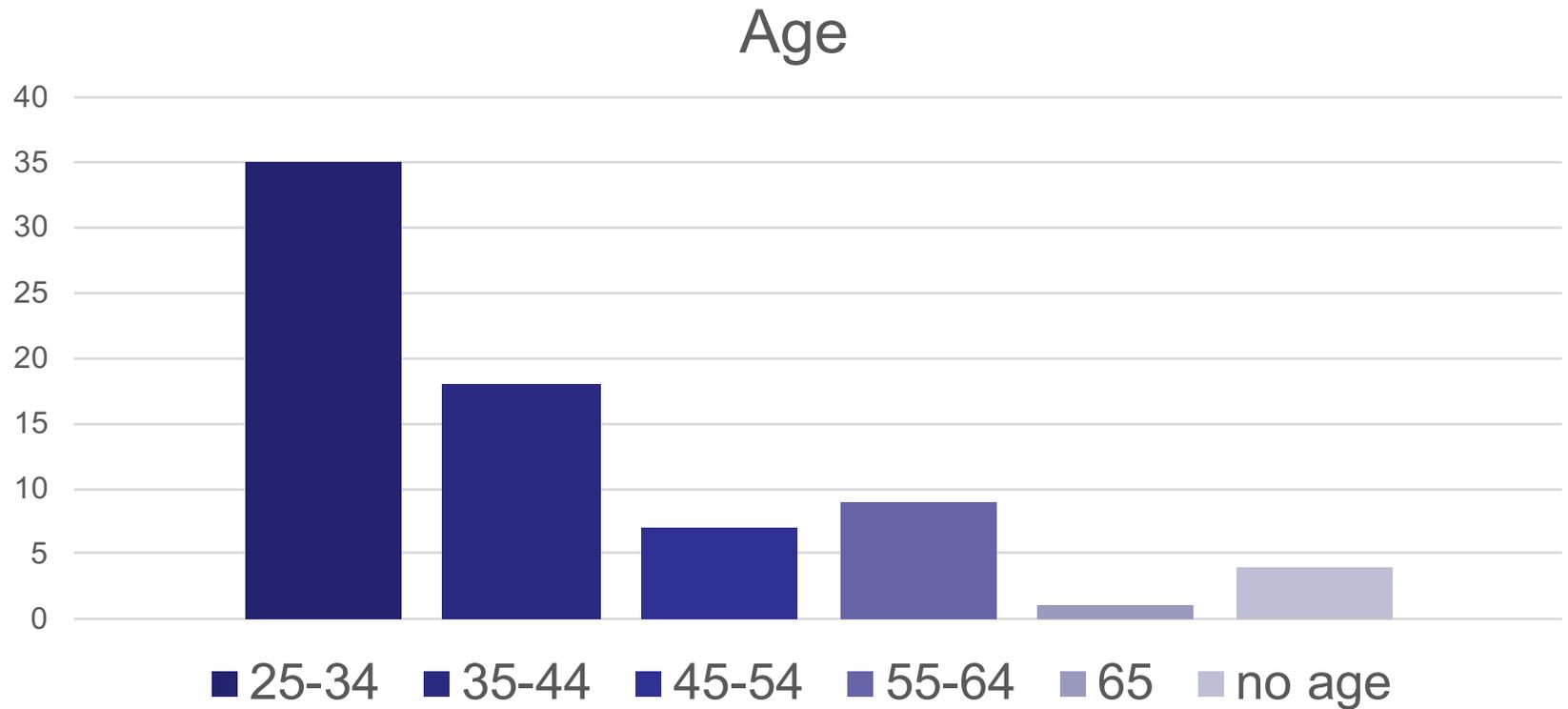
Learning outcomes

- Reflect on your own online learning experiences
- Consider how novice online learners perceive their experiences
- Contemplate changes to your online (teaching and learning) practices

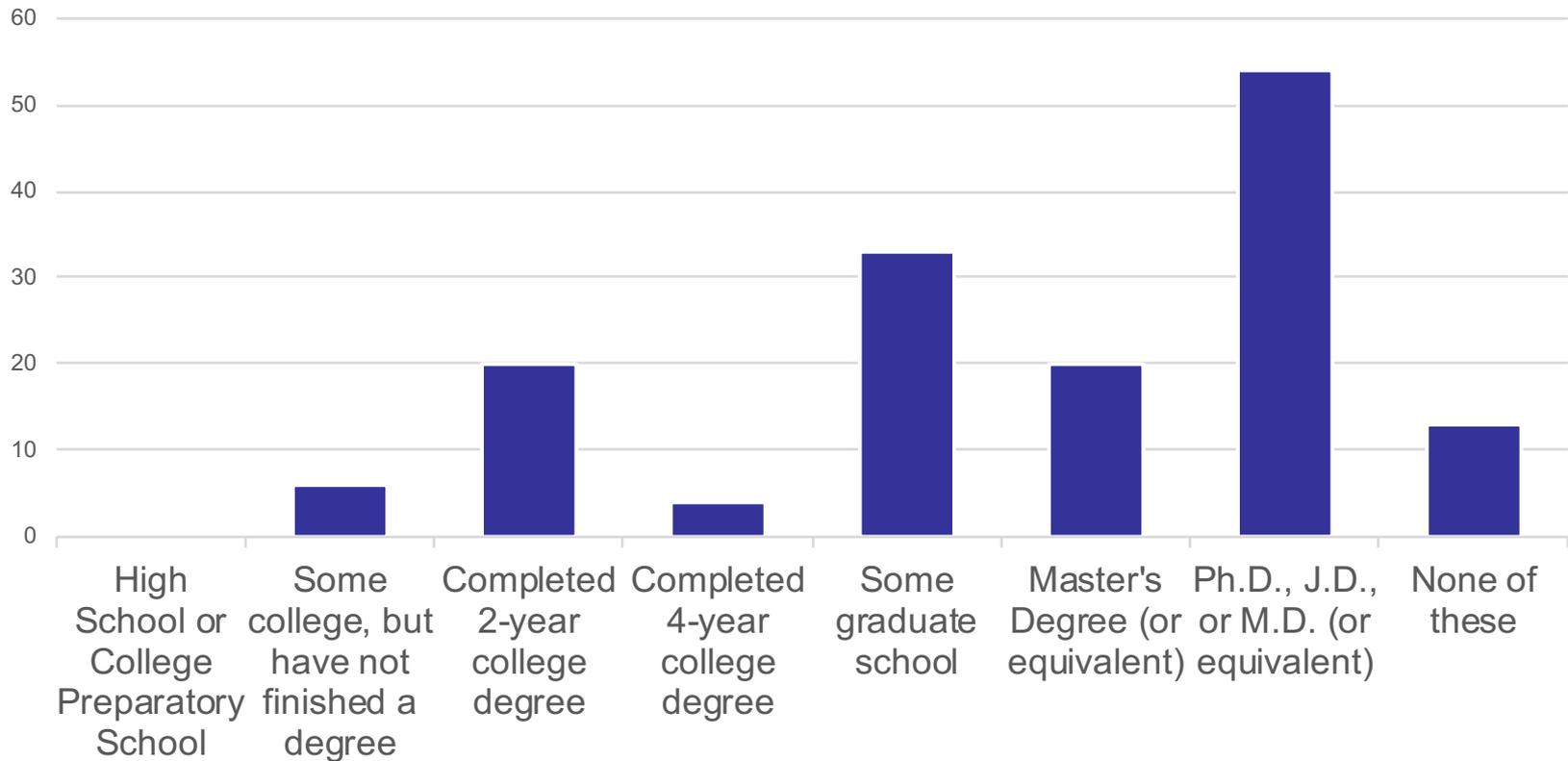
Learning to Learn Online MOOC

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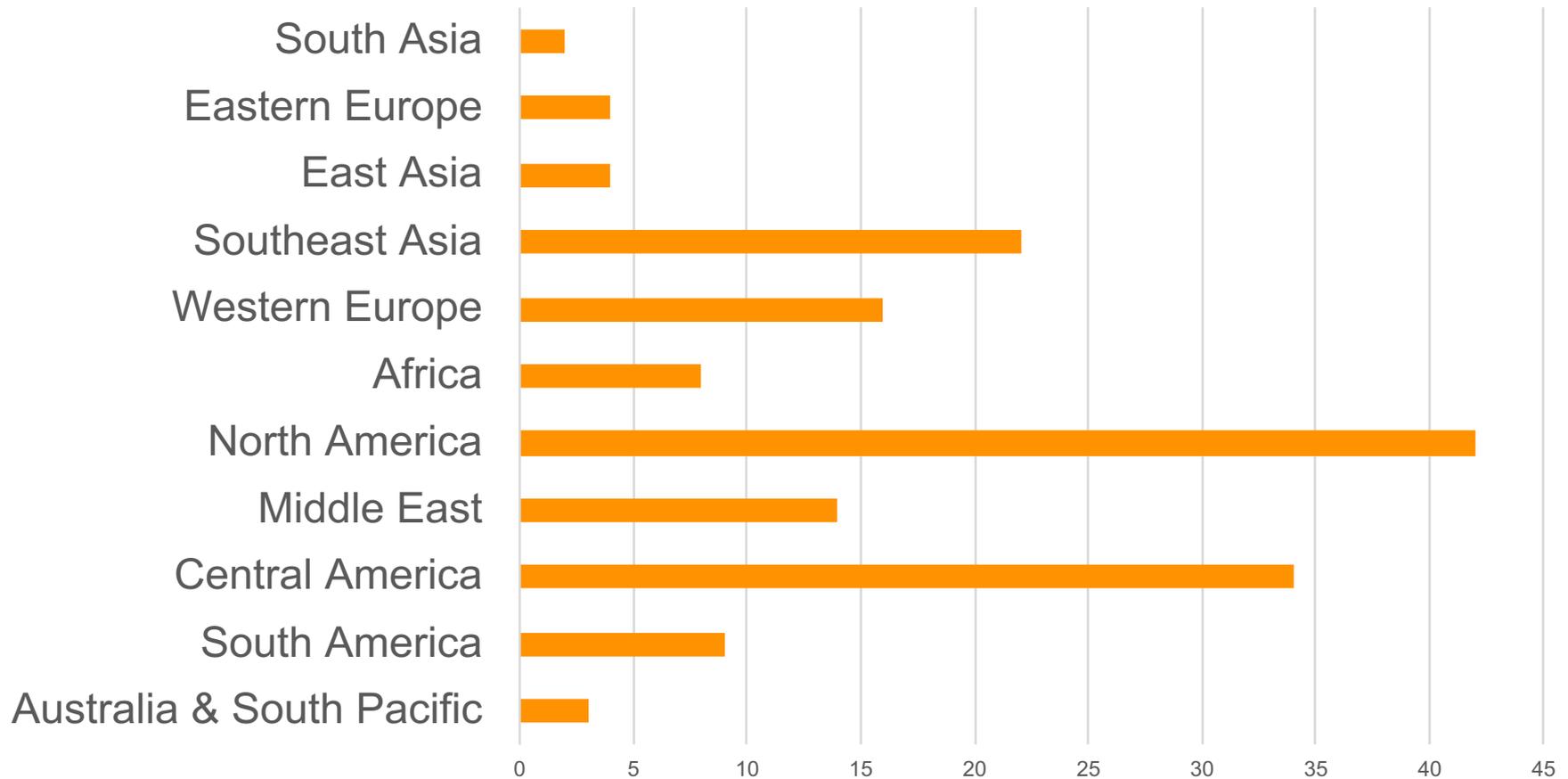
Teacher-learner participants*



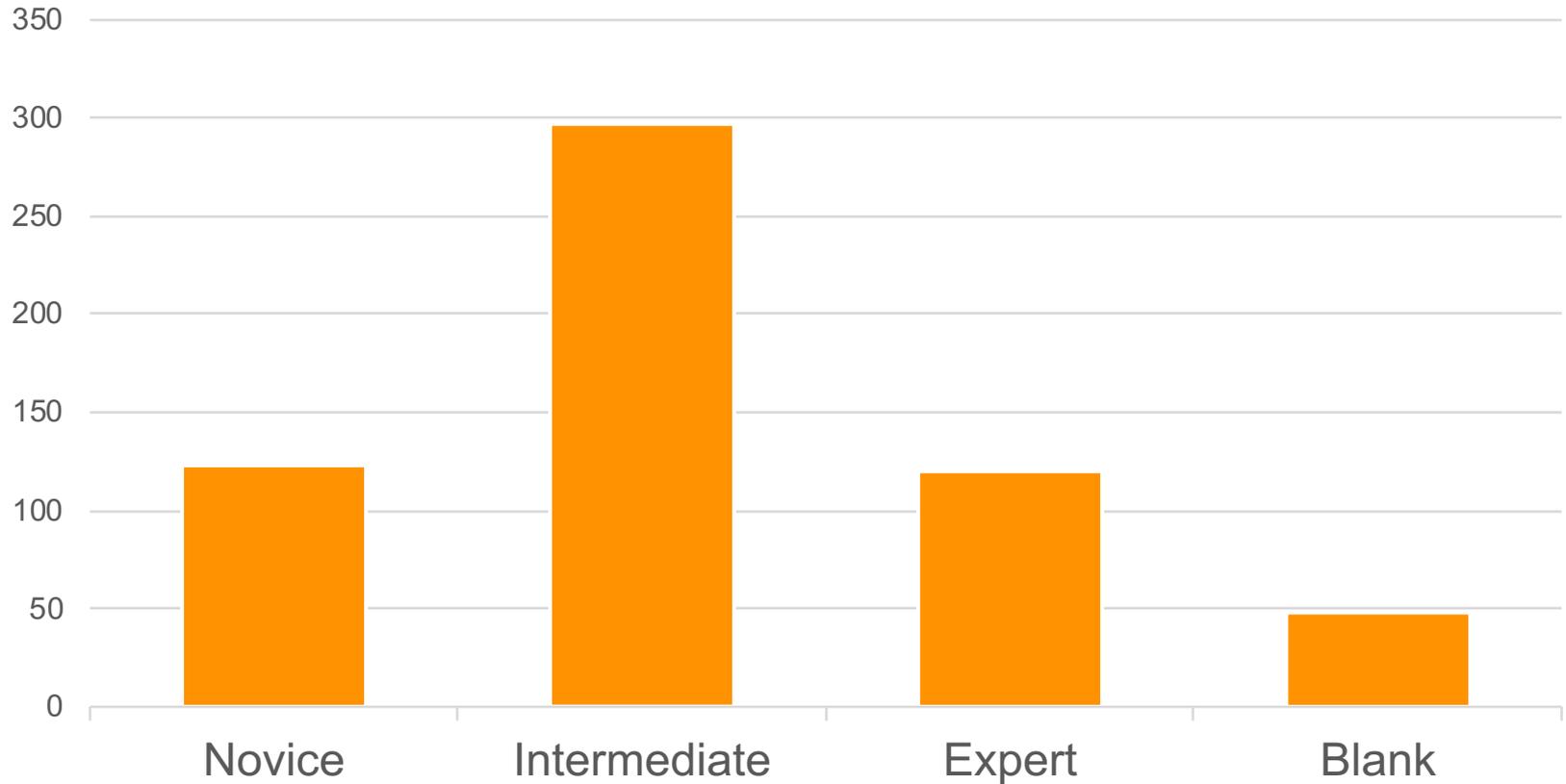
Education



Location



General technical skills



Think – pair – share

- Reflect on your online learning experiences
 - Teacher
 - Designer
 - Learner
- Where/ how was the experience?
 - Disruptive
 - Transformational
 - Inspiring
 - Other

Report back

- 5 minutes

LTLO participant reflections: pre-course educational goals

- Evidence of **intent** as teacher-learners:
 - *I want to be a staff teacher in the university and make use of innovative technologies*
 - *I expect to learn a lot from the MOOC course and then, as a teacher, provide my students with the necessary tools and tips to make them improve on the way they learn*
 - *To become an expert online educator*
 - *To learn all I can about assessment and teaching*

LTLO participant reflections: pre-course personal/ professional goals

- Evidence of **intent** in professional goals:
 - *Learning online techniques will help me*
 - *to succeed*
 - *to improve my teaching*
 - *to encourage my students to learning online*
 - *to understand my role as a teacher and as a student*
 - *to be an effective influencer to our 21st century learners*
 - *to gain confidence*

LTLO teacher-learner reflections: post-course goals

From this course I have learned

- *strategies to share with my students as well as strategies to learn by myself*
- to be aware of learners' online struggles
- *to understand myself better*
- *I can be a better teacher understanding better my students*
- *to better my teaching learning process in the classroom with the ideas*

Other general reflections

- *I like the reflections*
- *I like the portfolio at the end since it was very helpful to reflect upon the things I like to do*
- *I think all of them [the activities] are helpful since I'm a first timer... helped me realize that we should read and understand*
- *If I practice what I have read, my learning becomes stronger*
- *I consider the course helpful! It was good to reflect on my learning preferences*

Think – pair – share

Following Rose: reflection, then action:

- What did you hear? Anything new?
- How have teacher-learner perspectives affected you?
- Do they resonate with your experience?
- What might you do differently in your practice?
 - Teacher
 - Designer
 - Learner

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