



# The Future of Online Learning 在线学习之未来

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**Why** do we need high quality online learning?

**为什么** 我们需要高质量的在线学习内容?



**What** counts as high quality online learning?

**什么** 才算是高质量的在线学习?



# Outline 概述

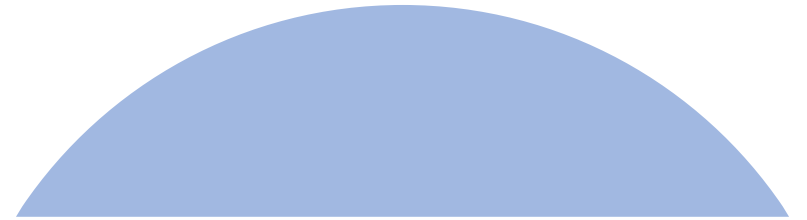
- Why do we need high quality online learning?  
我们为什么需要高质量在线学习？
- What counts as high quality online learning?  
什么才算是高质量在线学习？
- What makes a good online learning design?  
什么是好的在线学习设计？
- Building knowledge about high quality online learning  
建立关于高质量在线学习的知识





Why do we need high quality  
online learning?

为什么我们需要高质量在线学习？



# The UN Sustainable Development Goals

## 联合国可持续发展目标



Quality education for all underpins all the SDGs  
全民素质教育是所有可持续发展目标的基础

# Why do we need high quality online learning? 我们为什么需要高质量在线学习

## Pandemics 疫情大流行

- Globally, over 1.2 billion children are out of the classroom 全球有超过12亿儿童离开了教室
- All university students will be studying at least partly online this year 今年所有的大学生将至少在线进行部分的学习
- A collaborative global approach to health and wellbeing requires universal education 一个全球合作地改善健康和幸福的方法需要普及教育

## Sustainability 可持续性

- Around 2.4% of global CO2 emissions come from aviation. The industry is responsible for around 5% of global warming. 全球约2.4%的二氧化碳排放来自航空业。该产业要对5%的全球变暖负责。
- Globally, only 20% of the population have ever taken a flight. We frequent flyers contribute a very disproportionate share of emissions. 全球范围内，只有20%的人乘过飞机，经常乘飞机的人群所占的比例较小，但他们因此排放了大部分的温室气体，完全不成比例。
- Reducing air travel is one of the most effective things individuals can do to shrink their carbon footprints. 减少航空旅行是个人缩小碳足迹最有效的方法之一。





What counts as high  
quality online learning?

什么才算是高质量在线学习？

# What counts as high quality learning? 什么才算是高质量在线学习?

## The Conversational Framework对话框架理论

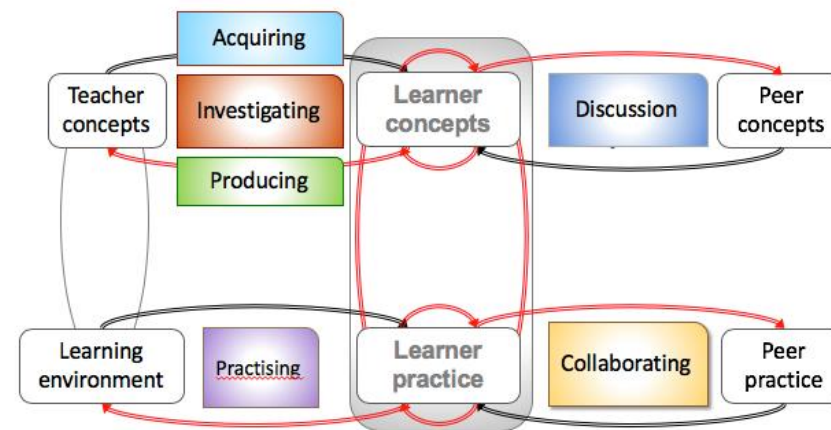
Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

来源于学习与教学的理论与研究(Laurillard, 2002, 2012)

To represent the teaching-learning process as

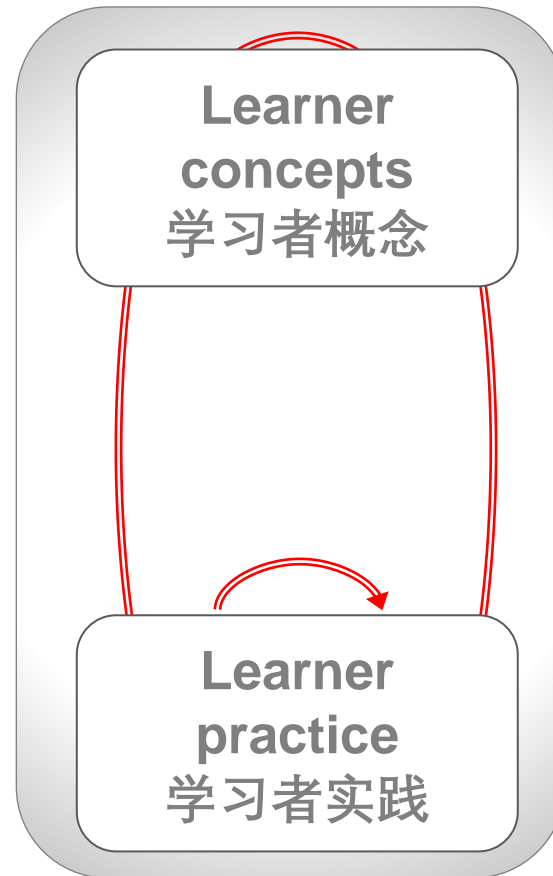
将教—学过程表示为

- a series of iterative exchanges 一系列的反复交换
- between the learner and a 'teacher' and 学习者和教学者之间
- between a learner and their peers 学习者和同龄人之间
- at two levels of concepts and practices 在概念和实践的两个层面

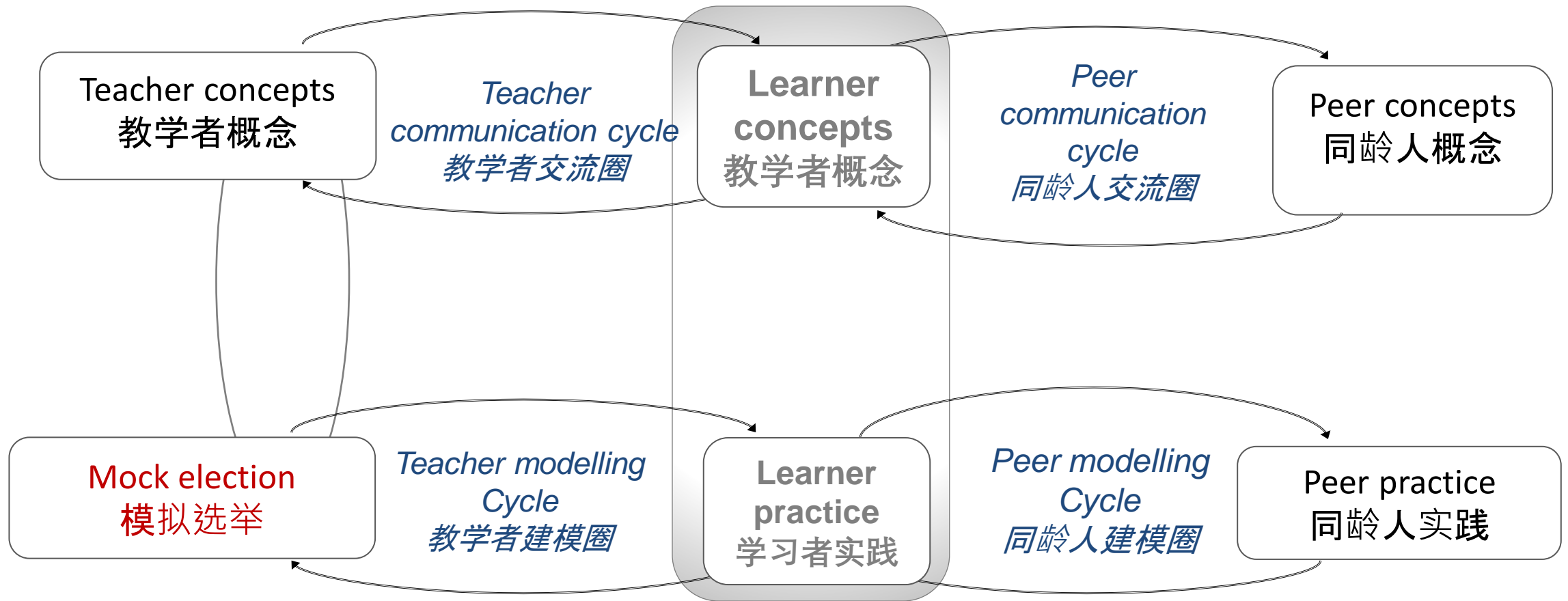




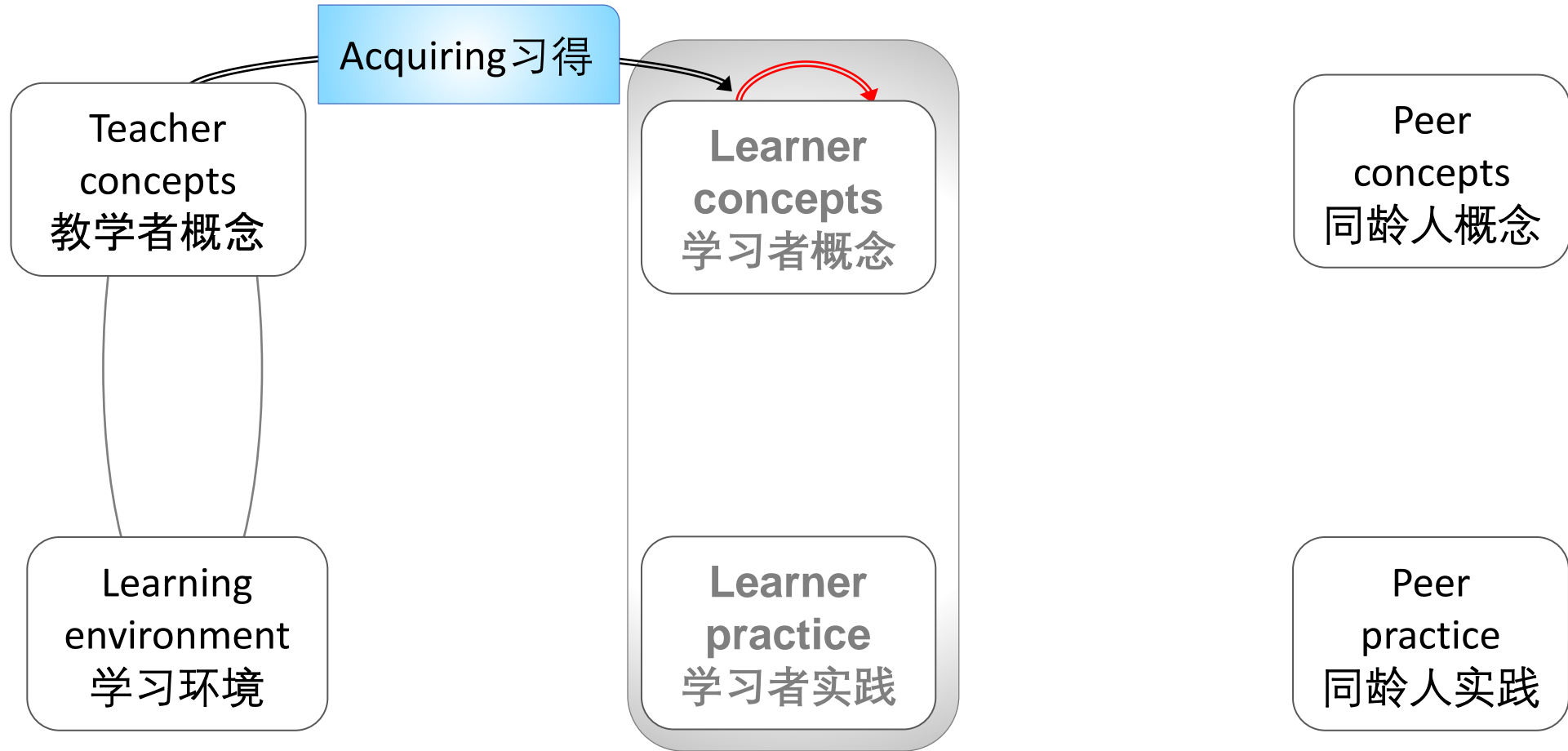
# What does it take to learn in formal education? 在正规教育中学习需要什么？



# What does it take to learn in formal education? 在正规教育中学习需要什么？

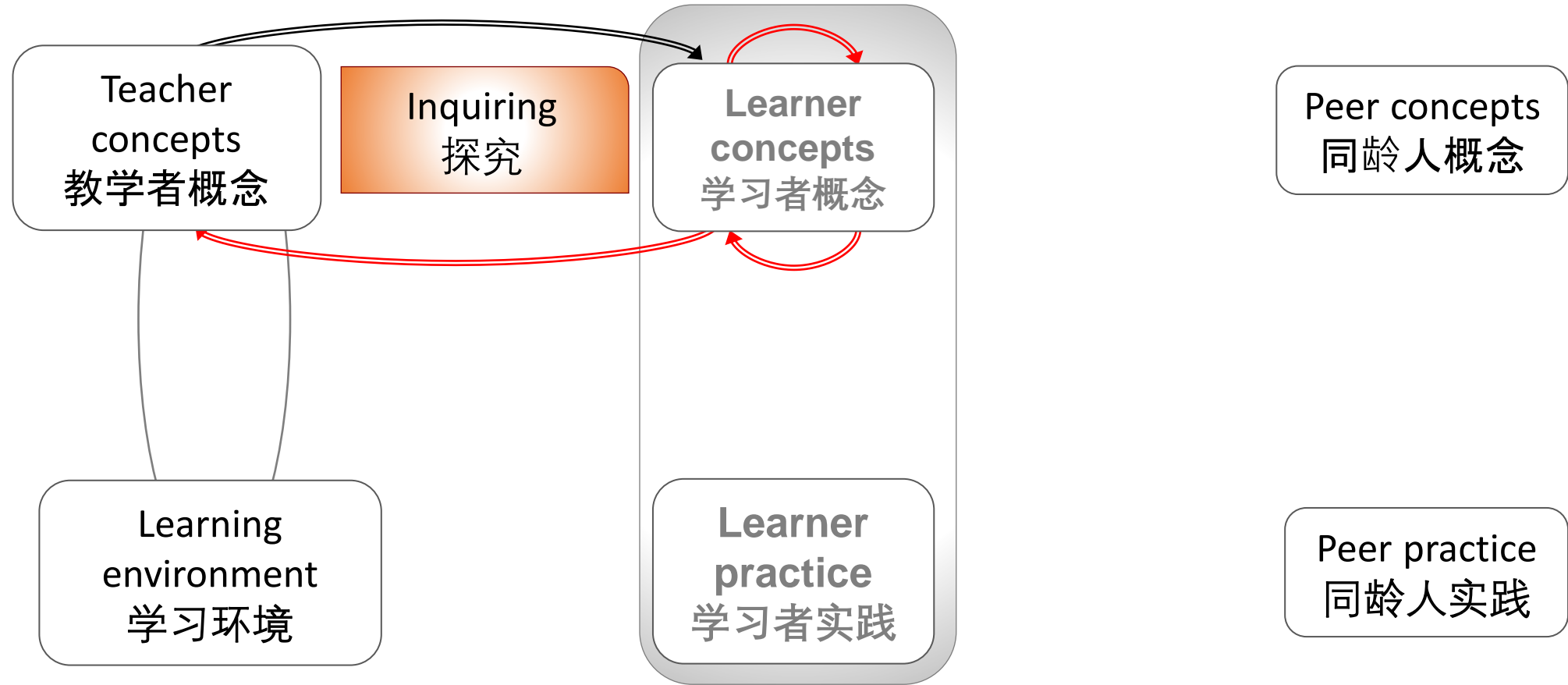


# Types of learning mapped to the framework 与框架对应的学习类型



Learning through 'acquisition'  
通过“习得”来学习

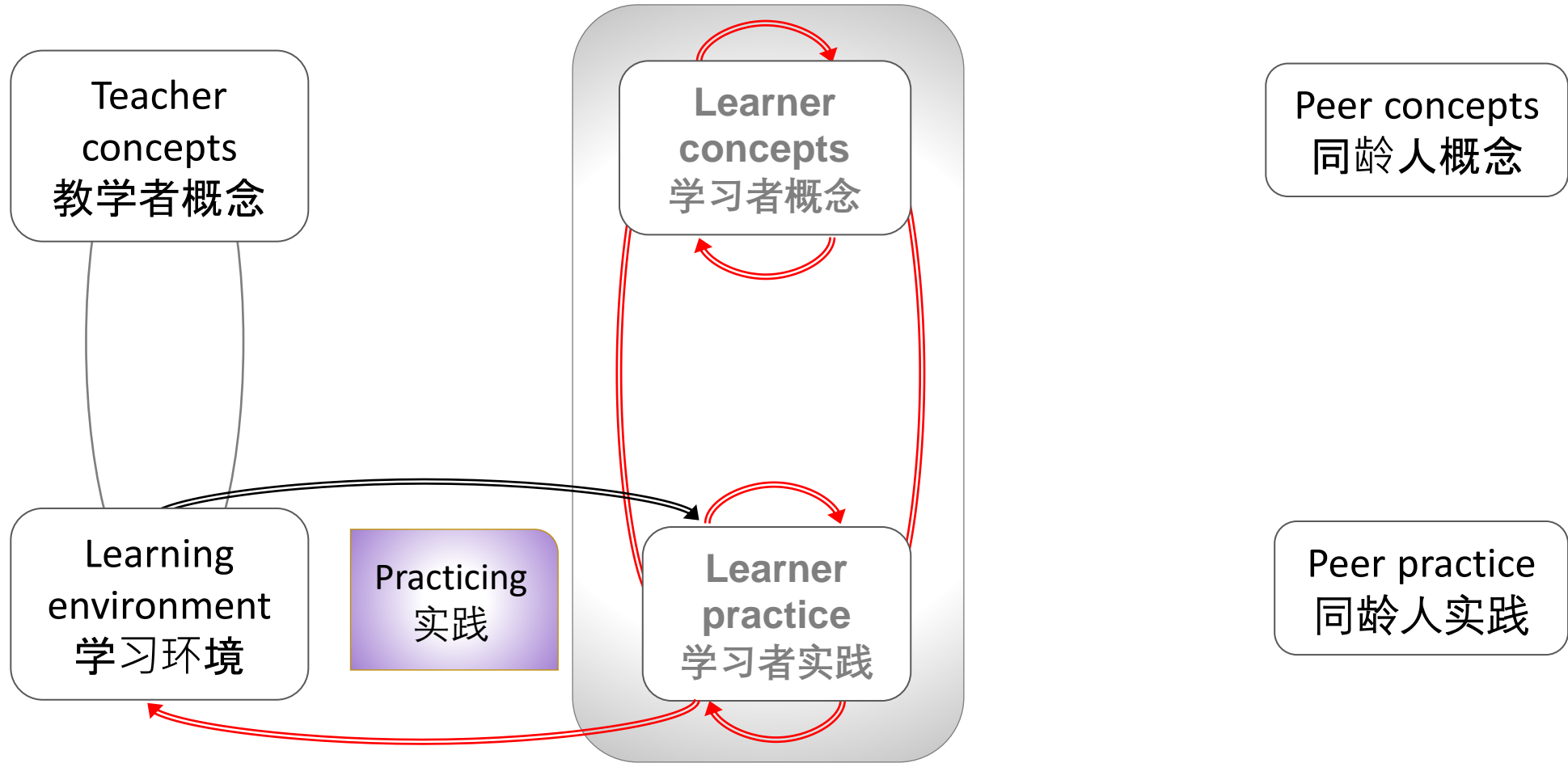
# Types of learning mapped to the framework 与框架对应的学习类型



Learning through 'inquiry'  
通过“探究”学习

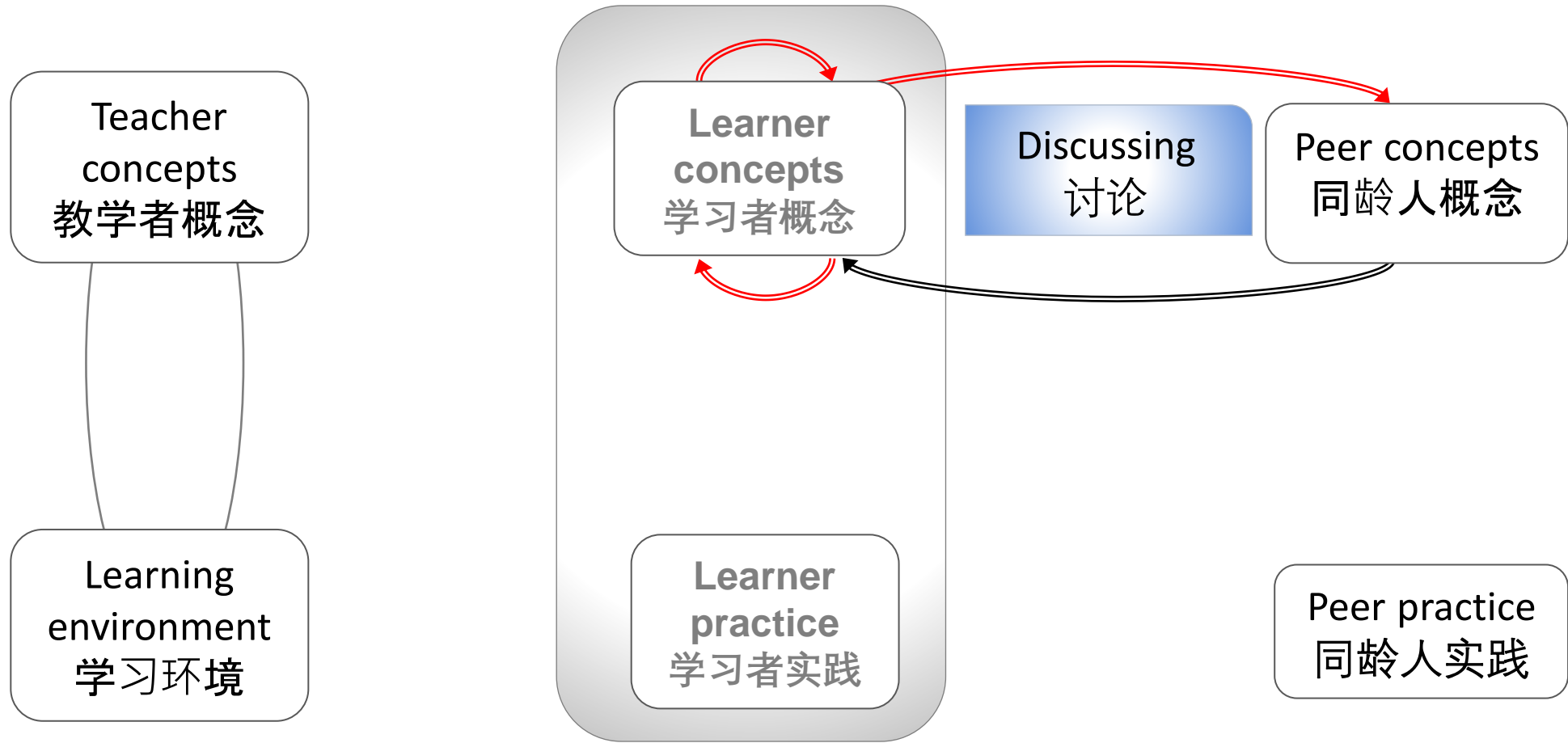


# Types of learning mapped to the framework 与框架对应的学习类型



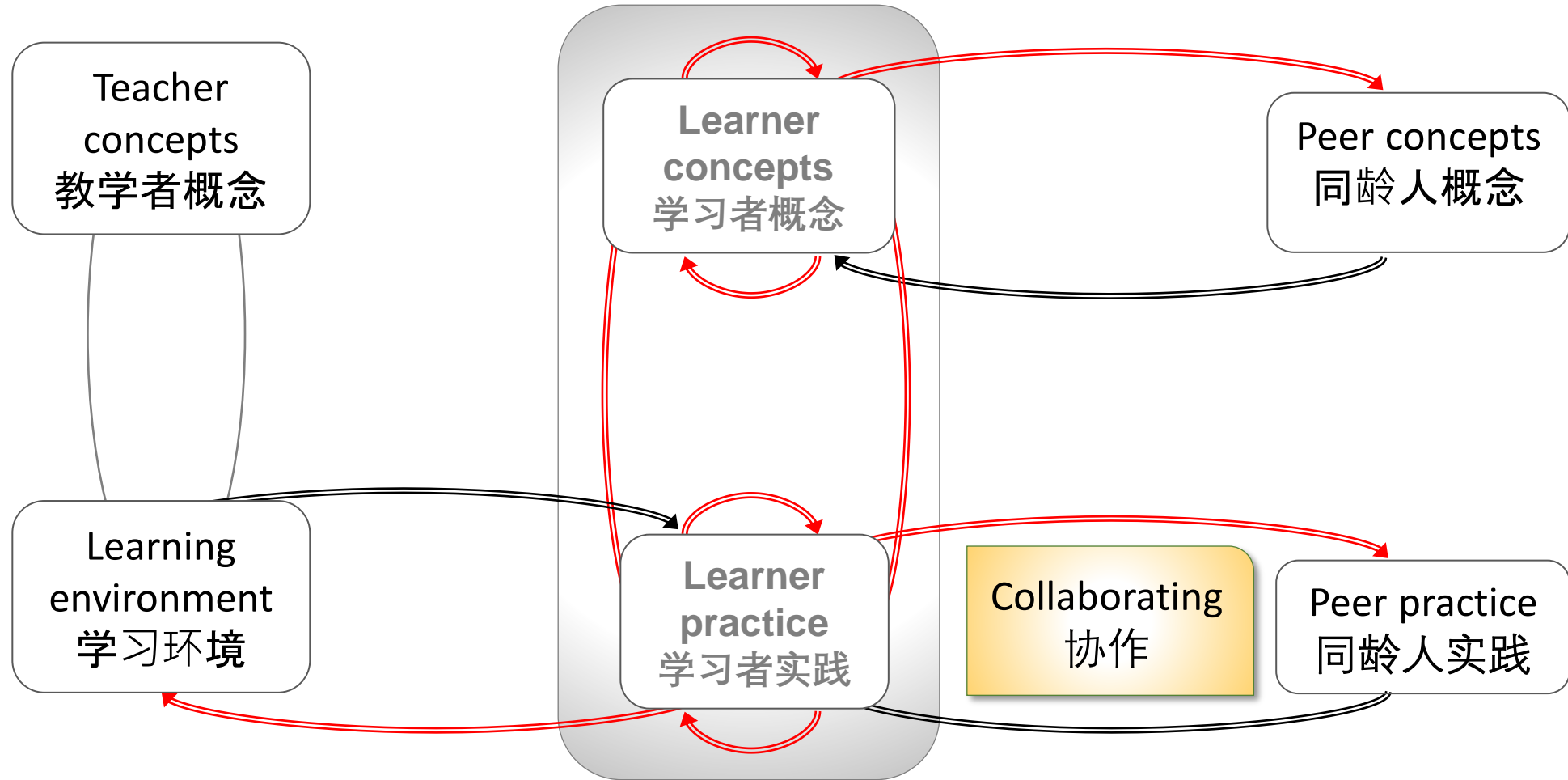
Learning through 'practice' 通过“实践”学习

# Types of learning mapped to the framework 与框架对应的学习类型



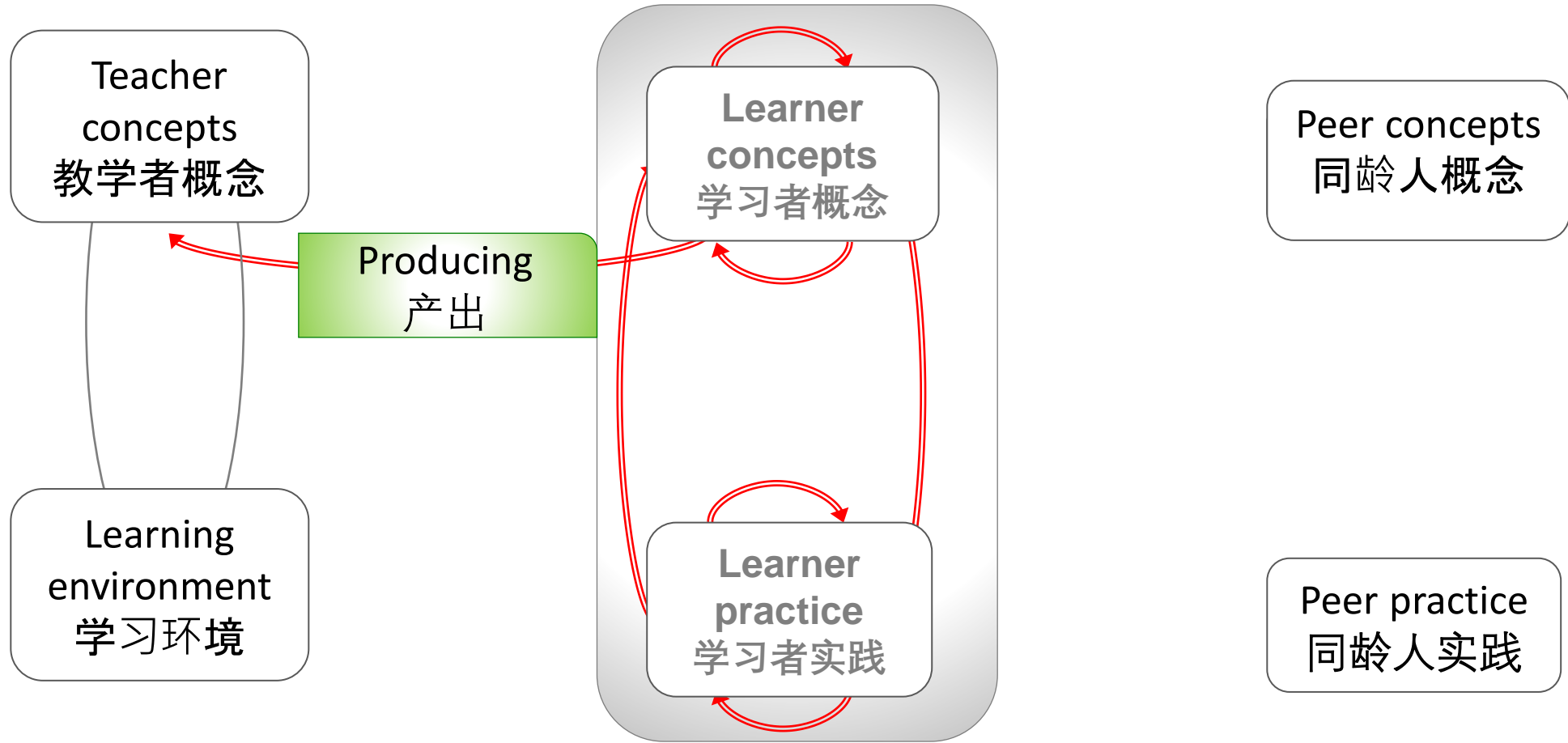
Learning through 'discussion'  
通过“讨论”学习

# Types of learning mapped to the framework 与框架对应的学习类型



Learning through 'collaboration'  
通过“协作”学习

# Types of learning mapped to the framework 与框架对应的学习类型

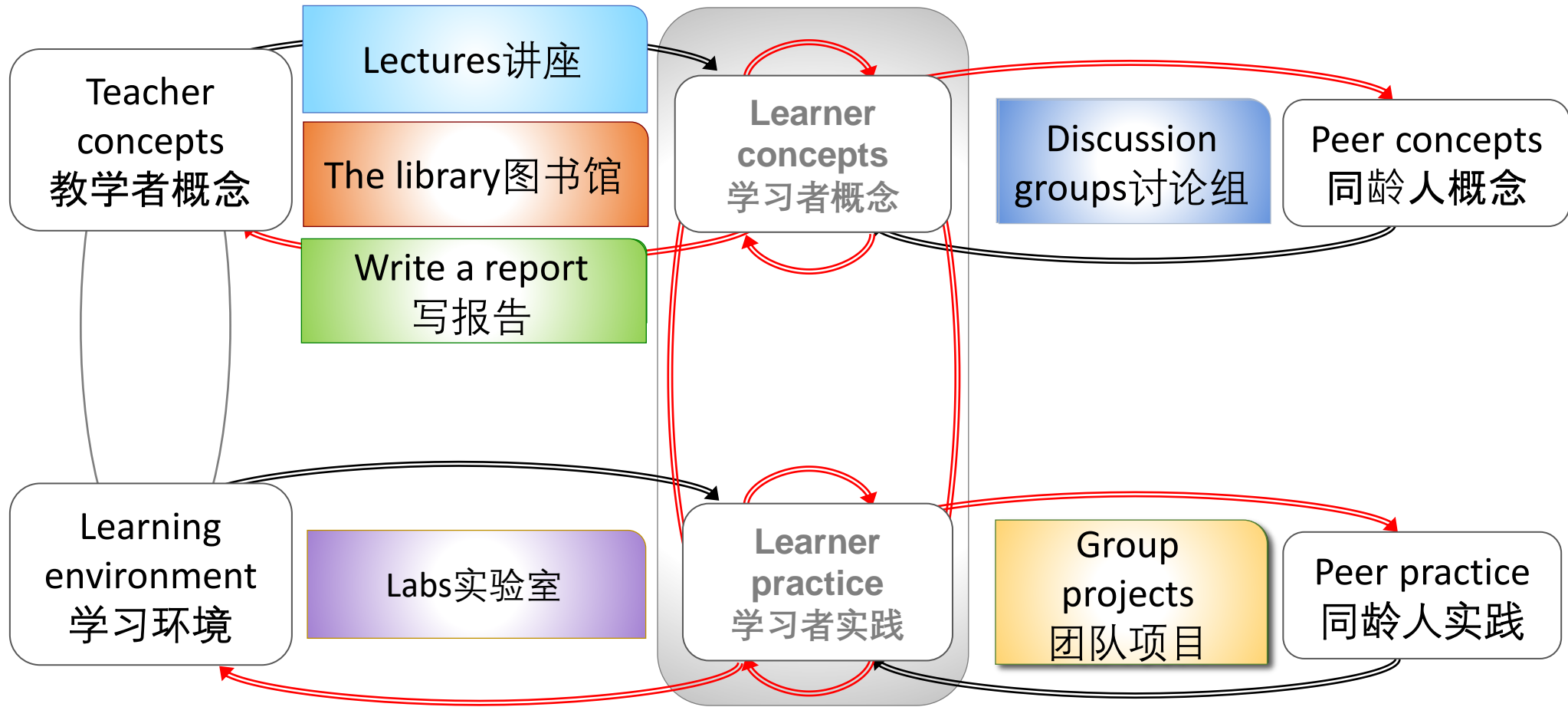


Learning through 'production'  
通过“产出”学习



# How does technology help? *Conventional methods*

## 科技在这有什么用？常规方法



*These learning types are encouraged through a variety of conventional methods*  
通过各种传统方法驱动的这些学习类型

# How does technology help CPD? Digital methods

# 科技如何助力CPD? 数字工具

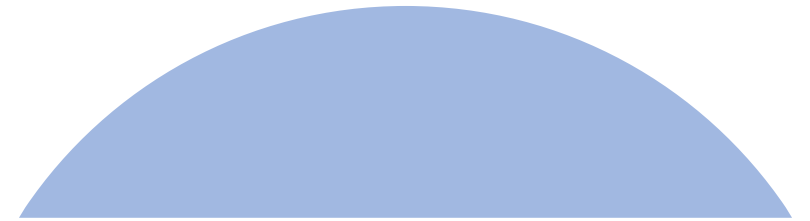


*The same learning types are encouraged also through a variety of digital methods*  
*这些同样的学习类型现被各种数字工具驱动*



What makes a good online learning design?

什么是好的在线学习设计？



# What makes a good online learning design? 什么是好的在线学习设计?

## The Learning Designer 学习设计器

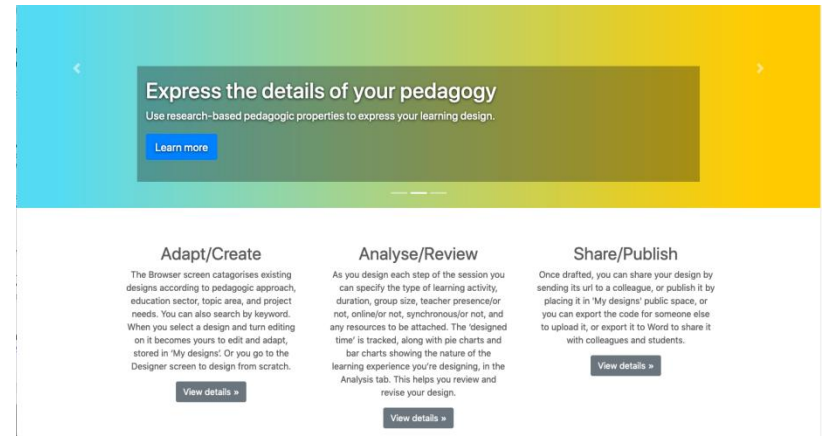
A free open online design tool to help with moving your teaching online. 一款免费开放的帮你将教学移至线上的设计工具

Based on the six learning types from the Conversational Framework – a model of what it takes to learn. 基于对话框架（学习所需模型）的六种学习类型

Supports teachers and educators to  
可以支持教师和教育者

- design a sequence of blended and online teaching and learning activities 设计一系列混合的在线教学活动
- analyse their pedagogic design 分析他们的教学设计
- share their learning designs with each other 彼此分享学习设计

<https://www.ucl.ac.uk/learning-designer>





# Adapting a learning design 调整学习设计

Learning Designer Home Browser Designer diana

Learning Design

Home / Browser / Ed

## Vocatio

Using video to showcase Edited by EileenKennedy

Searching for information Edited by Administrator ,

Collaborative learning: D Edited by you

Developing your own ide Edited by you

Developing your own ide Edited by you

Inquiry-based learning p Edited by you

Understanding the work Edited by you

Understanding the work Edited by you

Using progress monitor Edited by you

19-01-23 Edited by you

BLE activity design sessio Edited by Administrator

Apprenticeship Induction Edited by you

**Timeline Analysis**

**Name** Understanding Risk Assessment Onlir

**Topic** Risk Assessment

**Learning time** 1 hours 30 minutes

**Designed learning ti...** 1 hours 30 minutes

**Size of class** 25

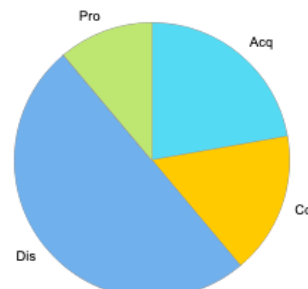
**Description** This is a design for a class using wholly online methods.

**Mode of delivery** Wholly online

**Aims** This session introduces Risk Assessment, and invites students to apply it to a context they are familiar

**Outcomes**

- Knowledge Be able to explain Risk Assessment,
- Application Be able to apply Risk Assessment to a
- Analysis Be able to analyse a specific context in



+ Add TLA Expand notes

New design Import design Export design Share Save

**Introduction to Risk Assessment**

Read Watch Listen 10 1

Watch the presentation about Risk Assessment. It explains why... how... what... Does Risk Assessment make sense to you? Please pause the video to note any questions you have.

Discuss 10 1

Post your questions to [the Discussion site] by [date, time]. Click 'Like' for any other questions you would like to know the answers to. Check the site on [date, time] when the trainer will show the answers to your questions.

**Applying Risk Assessment**

Produce 10 1

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss 15 3

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate 15 3

In your group, decide on your best example, and what you will post to the class site.

**Analysing how Risk Assessment could guide your future**

Read Watch Listen 10 1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss 20 25

The class discussion of Risk Assessment is on [date, ti Discuss with the trainer, using the audio and the chat, the groups have posted to the class site, and how you your actions in future by applying Risk Assessment.

# Adapting a learning design 调整学习设计

Learning Designer Home Browser Designer diana

Timeline Analysis

Applying Risk Assessment

Produce 10 1

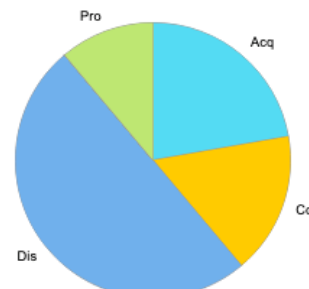
Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss 15 3

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate 15 3

In your group, decide on your best example, and what you will post to the class site. Post a brief description of how you would use Risk Assessment in which situation.



Export design Share Save

Analysing how Risk Assessment could guide your future

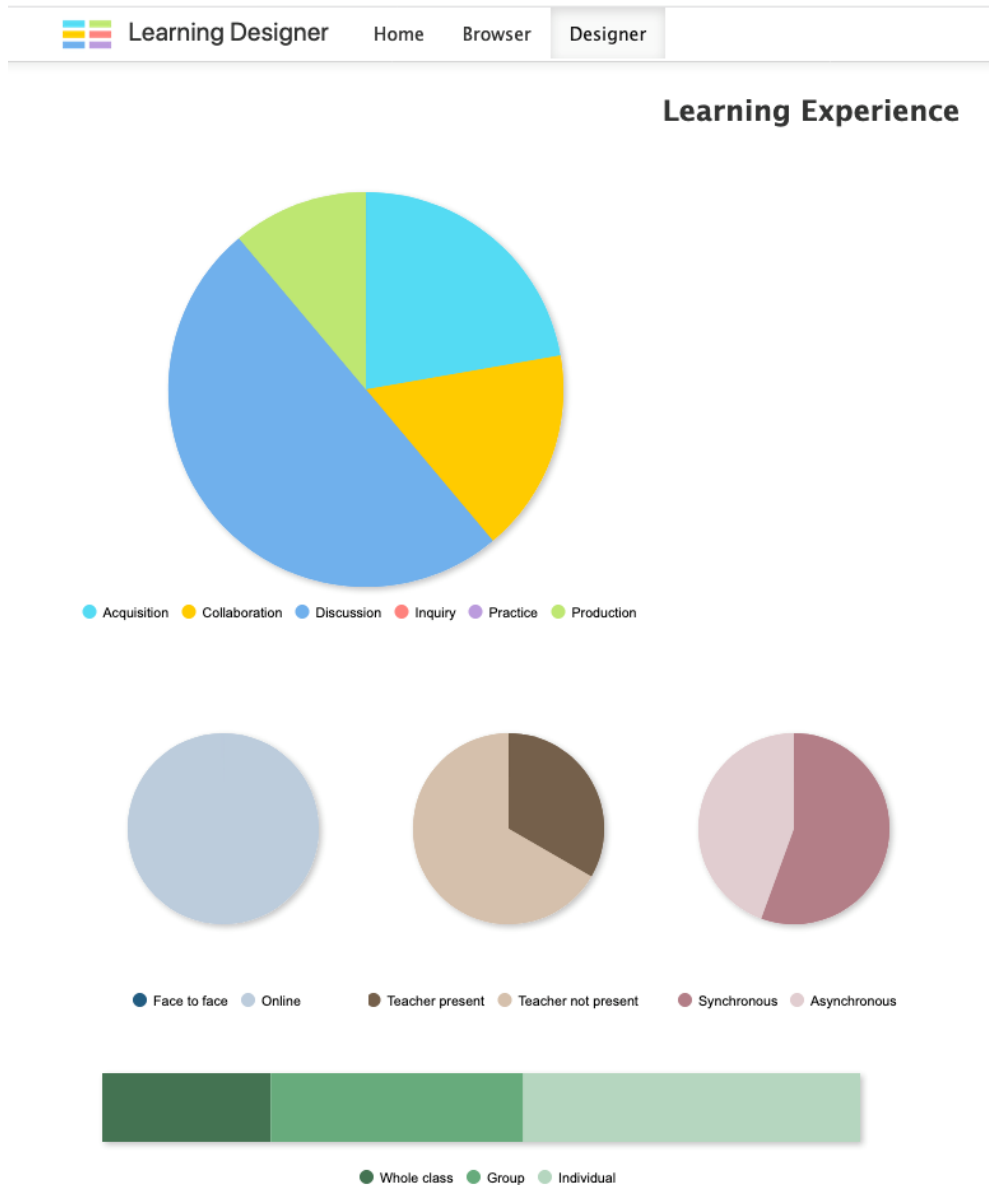
Read Watch Listen 10 1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss 20 25

The class discussion of Risk Assessment is on [date, ti Discuss with the trainer, using the audio and the chat, the groups have posted to the class site, and how you your actions in future by applying Risk Assessment.

# Analysing a learning design 分析学习设计



The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion. 饼图分析了设计中学习类型的分布，在这种情况下，是习得、合作和产出，但主要是讨论。

There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate 没有关于它应该是什么的规则，但是现在你有机会考虑这是否合适

It is entirely online (pale blue), no f2f 它完全在线（浅蓝色），没有面对面的

There is some trainer presence (dark brown) to respond to questions, and conduct the plenary discussion 有一些培训师在场（深棕色）回答问题，并进行全体讨论

More than half is synchronous (dark pink) - with a group and with the trainer 超过一半是同步的（深粉色）-与团队和培训师

There is mostly individual work (pale green), then groups, then whole class 主要是个人作业（浅绿色），然后是小组，然后是全班

# Sharing a learning design 分享学习设计

## Learning Design for: Understanding Risk Assessment Online

### Context

Topic: Risk Assessment

Total learning time: 1 hour and 30 minutes

Designed learning time: 1 hour and 30 minutes

Size of class: 25

Description: This is a design for a class using wholly online methods.

Mode of delivery: Wholly online

### Aims

This session introduces Risk Assessment, and invites students to apply it to a context they are familiar with.

### Outcomes

Knowledge: Be able to explain Risk Assessment,

Application: Be able to apply Risk Assessment to a specific context

Analysis: Be able to analyse a specific context in the light of [the Topic] and identify how it might change future actions

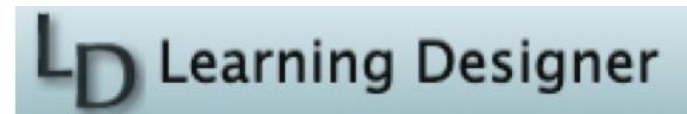
### Teaching-Learning activities

+ Introduction to Risk Assessment				
Read Watch Listen	10 minutes	1 student	Tutor is not available	Online
Watch the presentation about Risk Assessment. It explains why... how... what... Does Risk Assessment make sense to you? Please pause the video to note any questions you have.				
Linked resources				
Screencast or video				
Discuss	10 minutes	1 student	Tutor is available	Online
Post your questions to [the Discussion site] by [date, time]. Click 'Like' for any other questions you would like to know the answers to. Check the site on [date, time] when the trainer will show the answers to your questions.				
Linked resources				
Q&A with the teacher				

On the Designer screen you can Export your design to Moodle (upcoming version) 在设计器屏幕上，您可以将您的设计导出到Moodle（即将发布的版本）

Or Export to Word, to send to learners, or discuss with others 或输出到Word，发送给学习者，或与他人讨论

You can also Share it by creating a url to send to colleagues 您也可以通过创建一个链接发送给同事来共享它

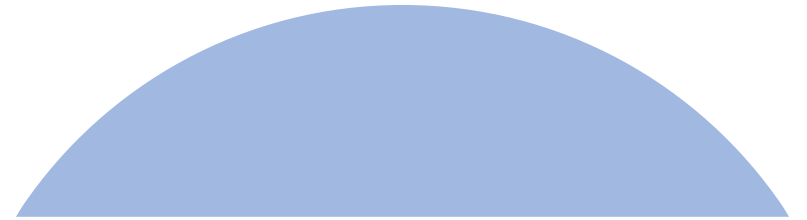


<https://www.ucl.ac.uk/learning-designer>



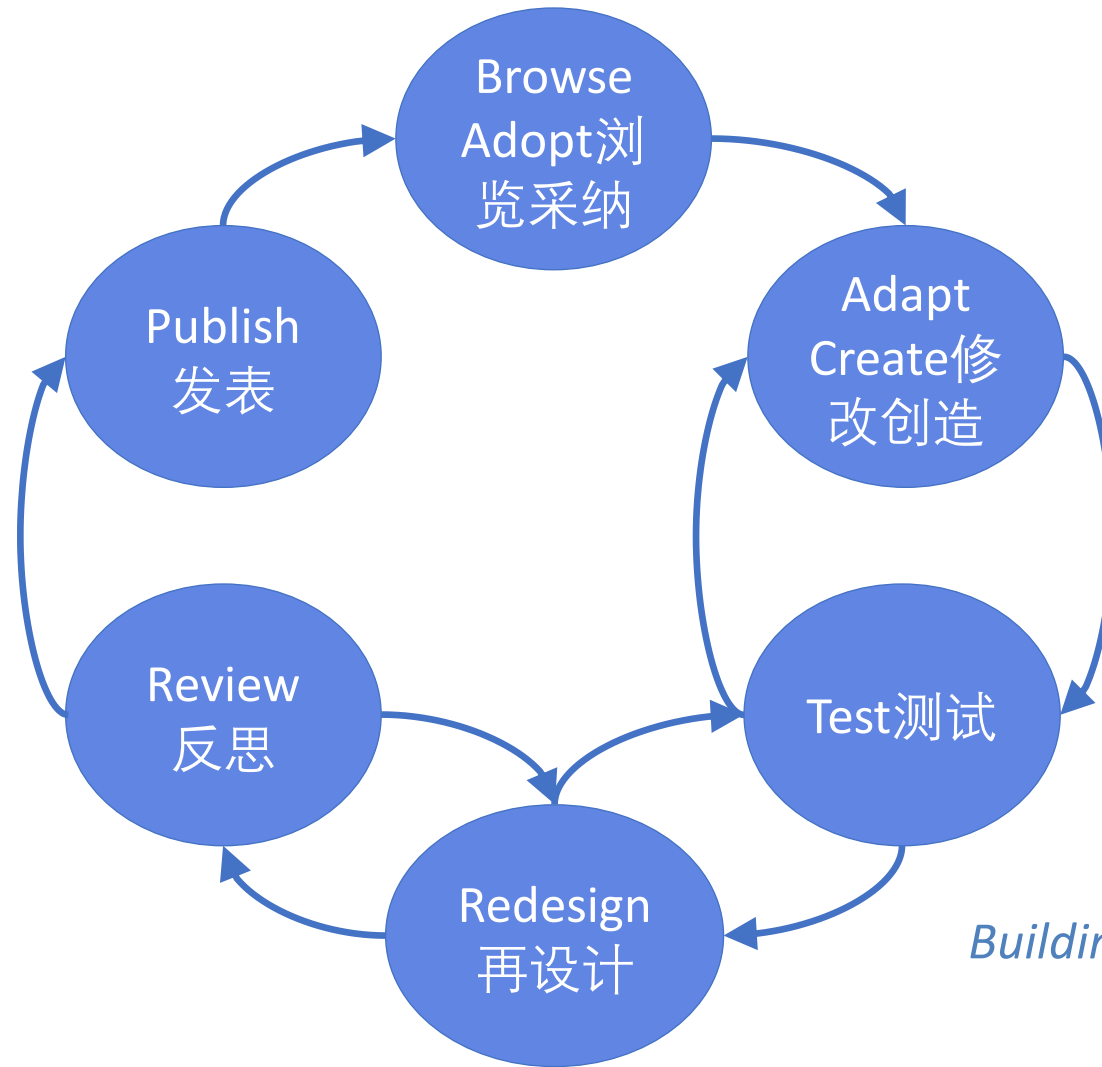
How can we build  
knowledge about high  
quality online learning?

如何建立关于高质量在线学习的  
知识？





A community of practice: innovating, testing, and sharing new ideas for effective design  
实践社区：创新、测试和分享有效设计的新想法

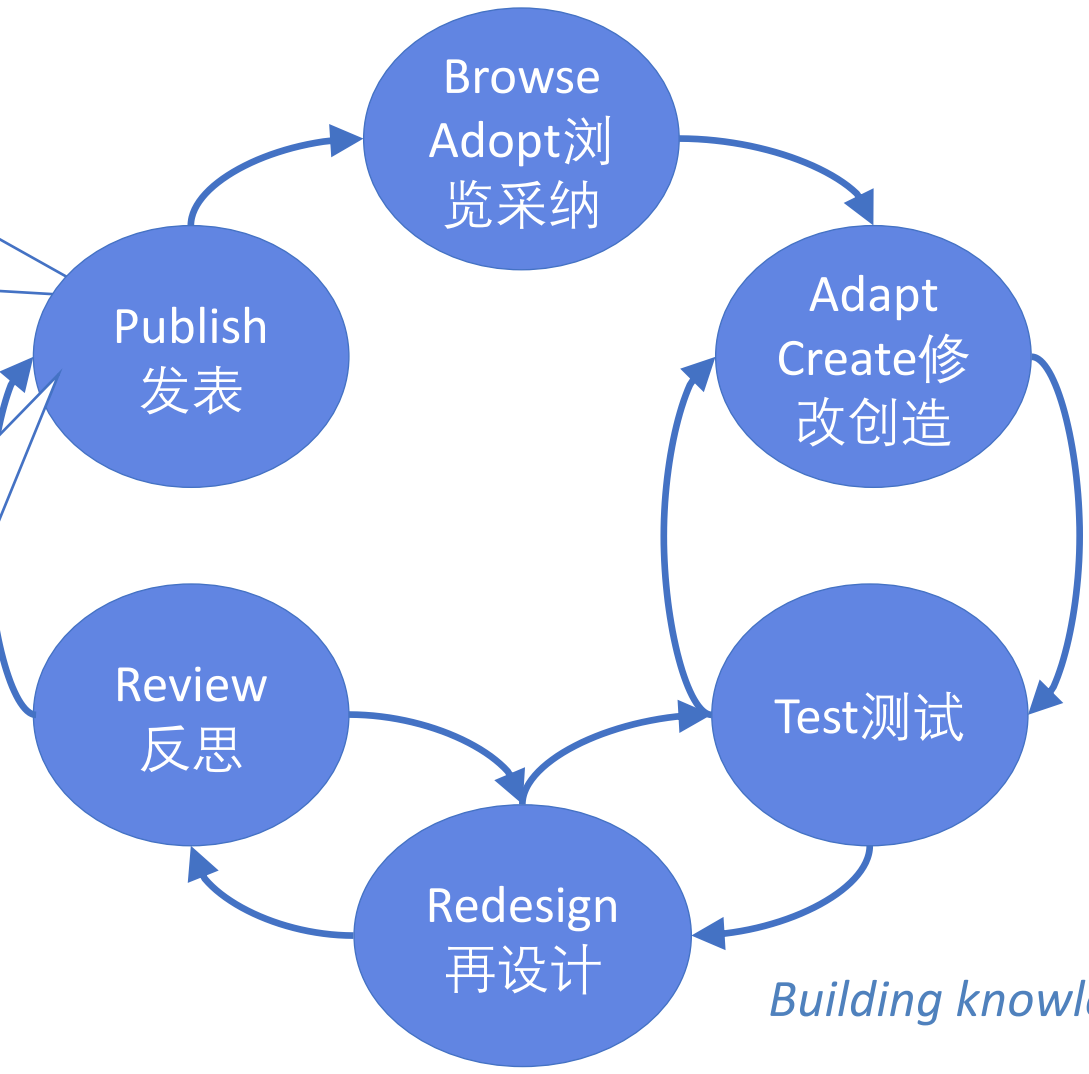


*Building knowledge for science and scholarship*  
建立科学和学术知识

A community of practice: innovating, testing, and sharing new ideas for effective **online learning** design 实践社区：创新、测试和分享有效在线学习设计的新想法

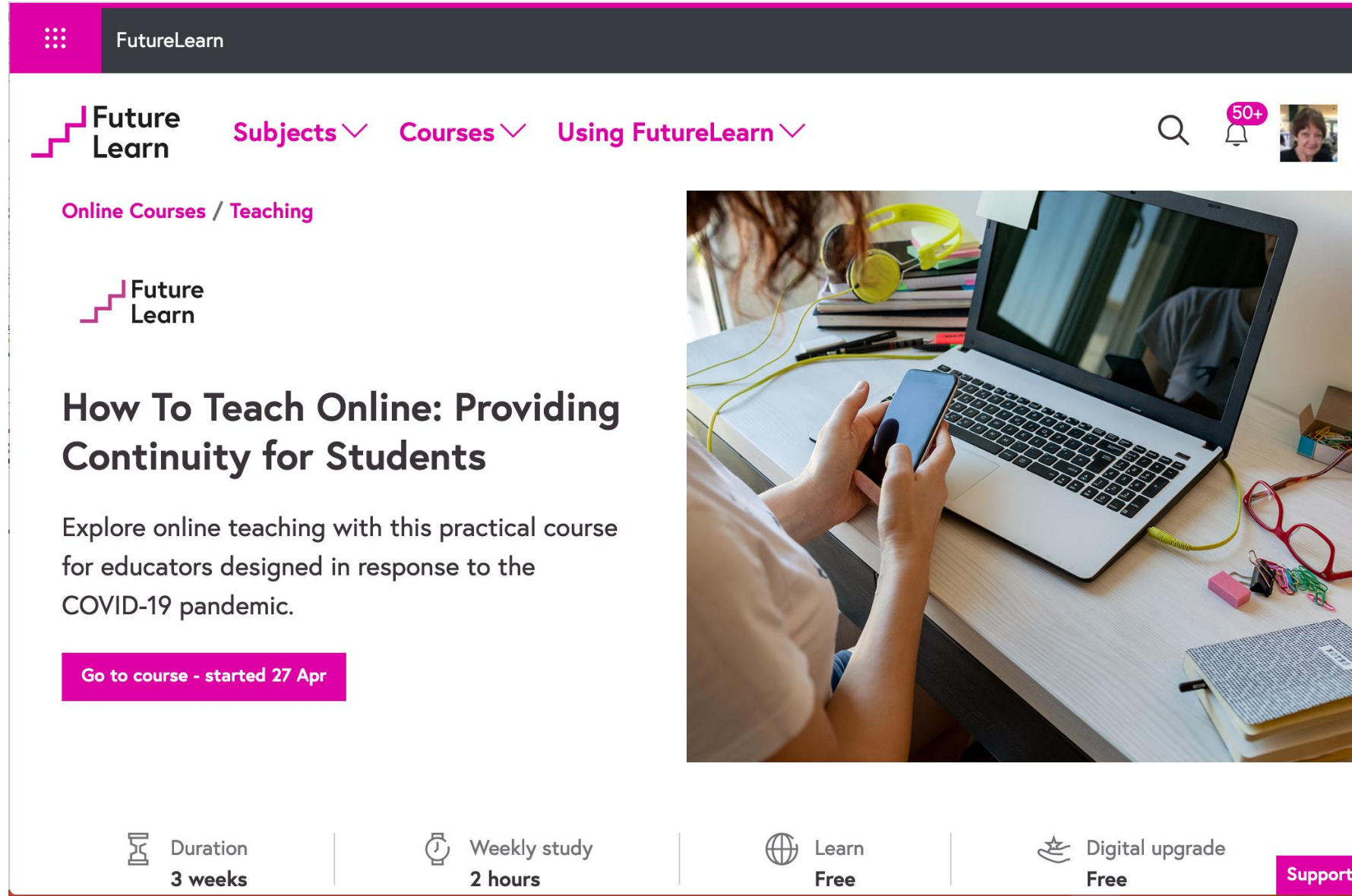
What is the pedagogic equivalent of the scholarly journal?  
什么是与学术期刊同等的教学法?

An online **collaborative community** using **digital tools** to share testable co-designed peer-reviewed adaptable **learning designs**  
在线**协作社区**使用**数字工具**共享可测试的共同设计的同行评审的可适应的**学习设计**



*Building knowledge of online learning design  
建立在线学习设计知识*

# Large-scale online courses to orchestrate collaborative knowledge development by education professionals 大型在线课程，由教育专业人士协作编配知识开发



The image shows a screenshot of a FutureLearn course page. The page has a dark blue header with the FutureLearn logo and navigation links for 'Subjects', 'Courses', and 'Using FutureLearn'. Below the header, there is a search bar, a notification bell with a '50+' badge, and a user profile picture. The main content area features the course title 'How To Teach Online: Providing Continuity for Students' and a description: 'Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.' A pink button labeled 'Go to course - started 27 Apr' is visible. At the bottom, there are four icons representing course details: Duration (3 weeks), Weekly study (2 hours), Learn Free, and Digital upgrade Free. A pink 'Support' button is located in the bottom right corner. On the right side of the page, there is a photograph of a person's hands holding a smartphone in front of a laptop on a desk, with various office supplies like headphones, glasses, and a notebook visible.

FutureLearn

Future Learn Subjects Courses Using FutureLearn

Online Courses / Teaching

Future Learn

## How To Teach Online: Providing Continuity for Students

Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.

Go to course - started 27 Apr

Duration 3 weeks

Weekly study 2 hours

Learn Free

Digital upgrade Free

Support

# Large-scale online courses to orchestrate collaborative knowledge development by education professionals

## 大型在线课程，由教育专业人士协作编配知识开发

padlet

Eileen Kennedy • 8d

### Posts from observation skills padlet on Edraak

**تجهيزات ال**

شادي نجيب

من أكبر المشاكل في محيطي هي عدم تجهيز صفايات الأمطار في الطرق ومنظومة الصرف الصحي أو تجهيز أماكن الانتظار للمواصلات العامة بمظلات الحماية من المطر او الشمس . إضافة لعدم جودة الاسفلت في الطرق السريعة والكباري مما يسبب وجود نقر وحفر وتشوهات في الطرق بفعل عربيات النقل .



**التنقل أثناء النهار**

The lack of traffic regulation and the lack of pedestrian crossing places cause many accidents for pedestrians, the elderly, children

**تجهيزات ال**

One of the biggest problems in my environment is the lack of processing of rain storms in the roads and the sewerage system or the processing of waiting areas for public transport umbrellas protected from rain or sun. In addition to the lack of quality asphalt in highways and bridges, which causes the existence of tapping and digging and distortions in the roads by transport vehicles.



**التنقل أثناء النهار**

عدم تنظيم المرور وعدم وجود أماكن

**مهدي الحمصي**

ان وجود سيارات مركونة على الرصيف مع وجود اصحاب محال يعرضون سلعهم على الرصيف امر يؤدي الى ازدحام الرصيف مع وجود عوائق تؤقر سلباً على ذو الاحتياجات الخاصة



the presence of obstacles and afflicts negatively on the special needs

خصيصاً للمشاة , كما عدم وجود اماكن مخصصة لقطع الشارع وصعوبتها للشهاس ذوي الاحتياجات الخاصة



**بعض التحديات من حولي**

As we share the challenges of people from a comprehensive design perspective. I will share some pictures from my surroundings, where you can see how to exploit magazine encroach on sidewalks speed designed for pedestrians, as well



# The UN Sustainable Development Goals

## 联合国可持续发展目标





# The future of online learning 在线学习之未来

We need high quality online learning to reach all who need it, and for sustainability

我们需要高质量的在线学习，以惠及所有需要它的人，以保证可持续性

High quality online learning will focus on making the learner an active participant in learning

高质量的在线学习将致力于使学习者成为学习的积极参与者

A good learning design will sequence a range of types of learning

一个好的学习设计将包含一系列的学习类型

We now have the technologies to build community knowledge about high quality online learning

我们现在有技术来建立关于高质量在线学习的社区知识

# CONTACT



[pscinitiative.org](http://pscinitiative.org)



[info@pscinitiative.org](mailto:info@pscinitiative.org)



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+44 (0) 7794 557524



[PSCI](#)



[@PSCInitiative](#)

WeChat

[制药供应链组织PSCI](#)

For more information about the PSCI please contact:

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#### About the Secretariat

Carnstone Partners Ltd is an independent management consultancy, specialising in corporate responsibility and sustainability, with a long track record in running industry groups.

