SOLE Model

Student Owned Learning Engagement Model

"More interesting than thinking about what's possible in 10 years, is thinking what's possible now but that no-one has built."
(Clay Shirky, Observer Magazine, p12, 15 Feb 09) (cited from LDSE)

July 2010

Simon Atkinson

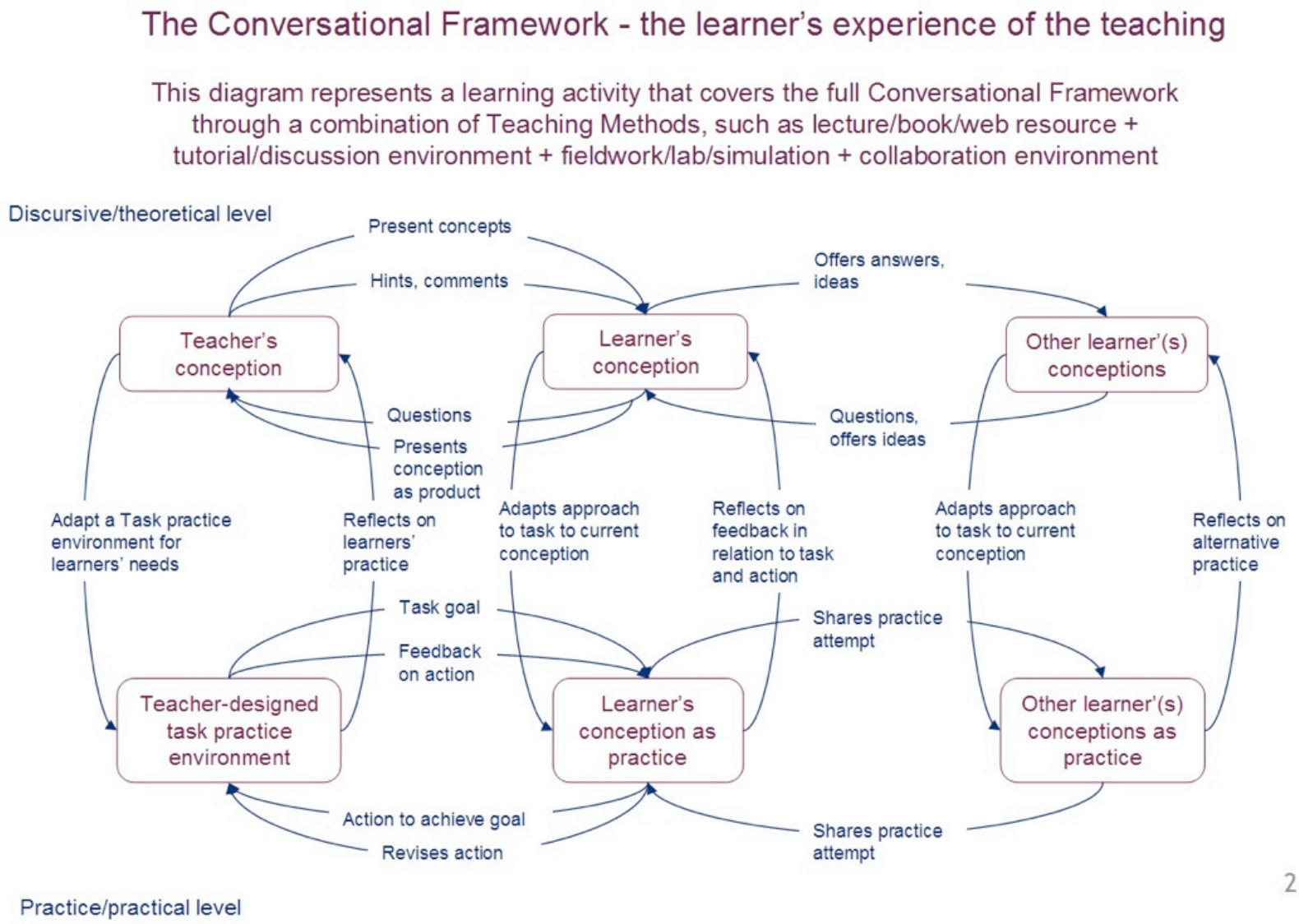
College of Education, Massey University, NZ

London School of Economics and Political Sciences, UK

Foundations

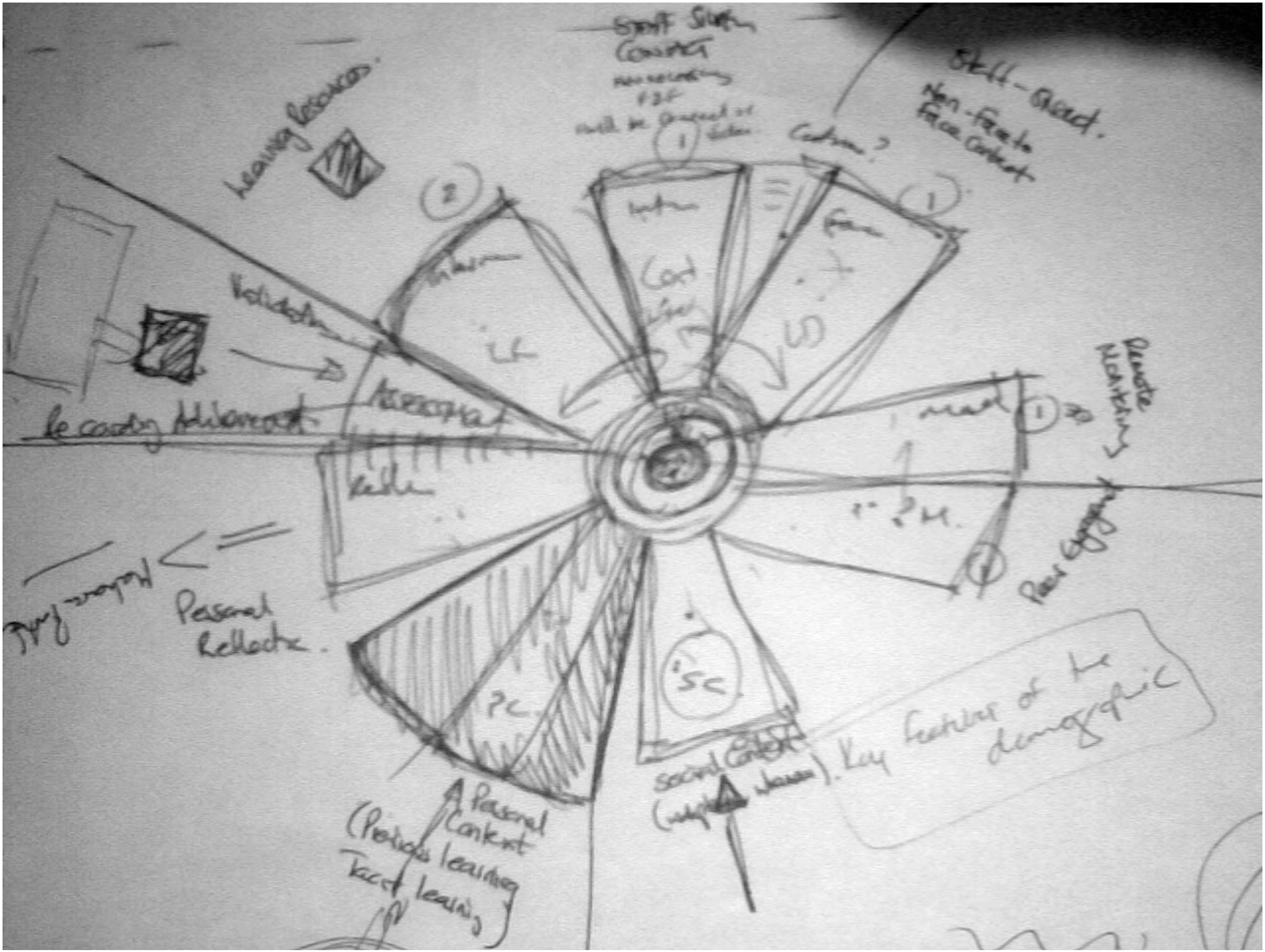
- Biggs: Constructive Alignment
- Biggs, J. B. and Tang, C. (2007, 3rd edition) *Teaching for Quality Learning at University*, Maidenhead, UK: Open University Press/McGraw Hill, 2007.
- Laurillard: Conversational Framework
- Laurillard, D. (2002). Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies (2nd ed.). London: Routledge Falmer.
- Conole: Learning Design Toolkits
- Gráinne Conole and Karen Fill (2005). A learning design toolkit to create pedagogically effective learning activities. Journal of Interactive Media in Education (Advances in Learning Design. Special Issue, eds. Colin Tattersall, Rob Koper), 2005/08. ISSN:1365-893X (PDF/HTML open access)

Laurillard: Conversational Framework

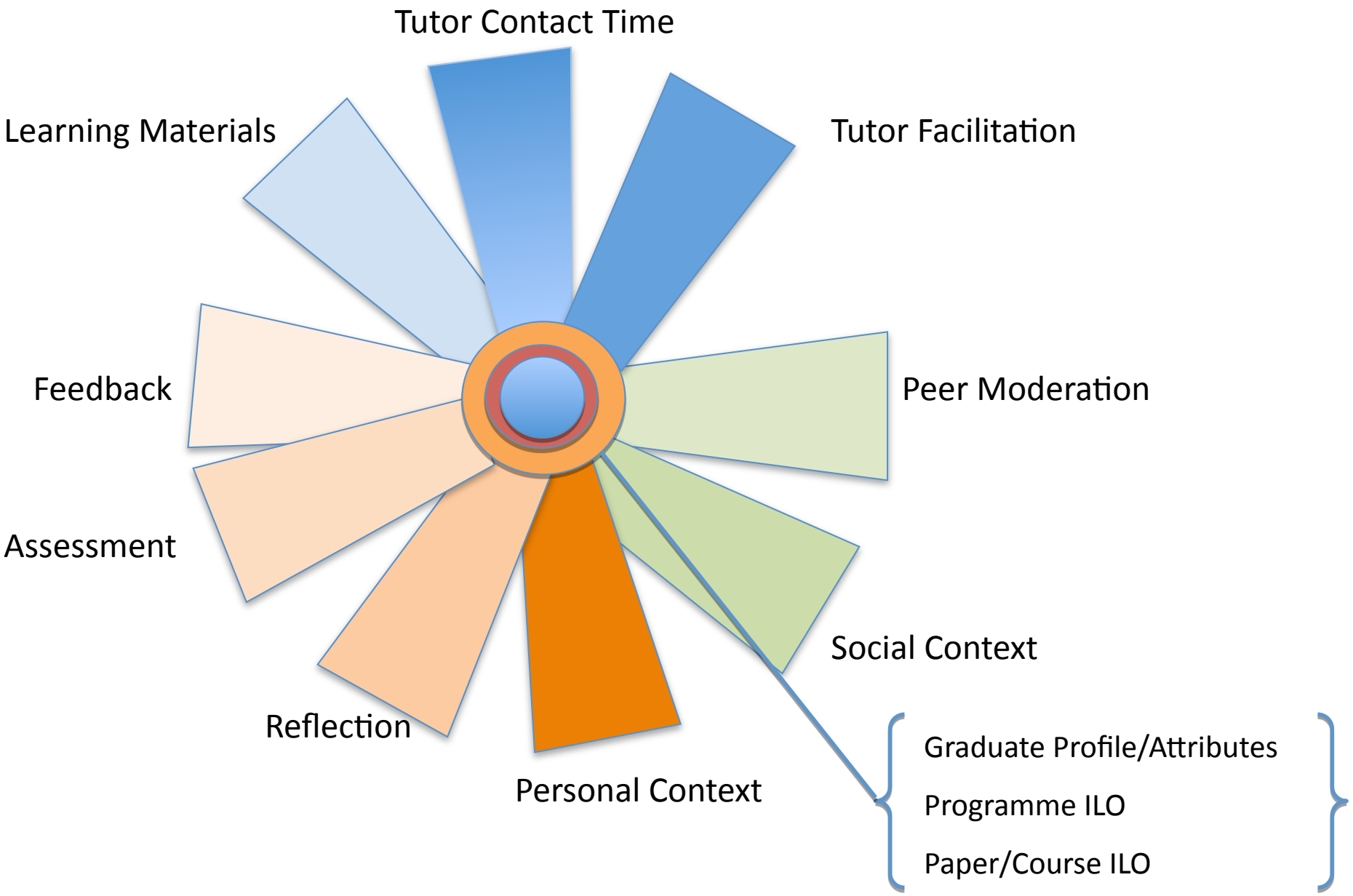


Intentions:
QE / Academic Staff Support

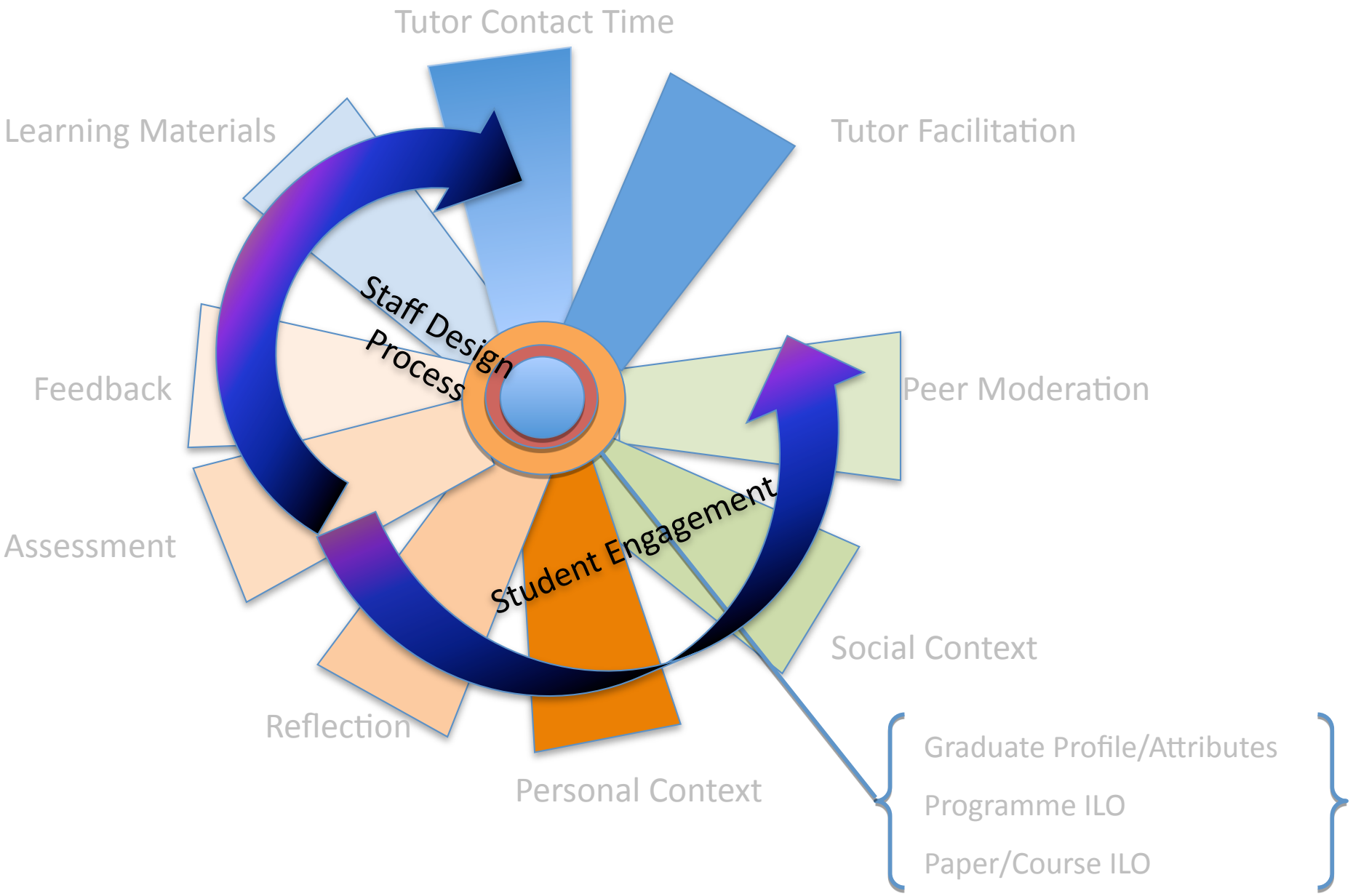
- Embody pedagogical theory
- Embed pedagogical guidance
- Capture ‘conversational’ and ‘engagement’ patterns
- Practical, accessible, means of staff sharing
- Transparency: make students OWN learning


Staff Staff Contact
Staff-Direct.
Non-Face to Face Contact
Learning Resources.
Assessment
Recording Achievement
Personal Reflection.
Personal Context
(Previous learning
Tacit learning)
Social Context
Key features of the demographic
Remote Monitoring
Peer Engagement
Cost
LD
SC
PC
Reflection

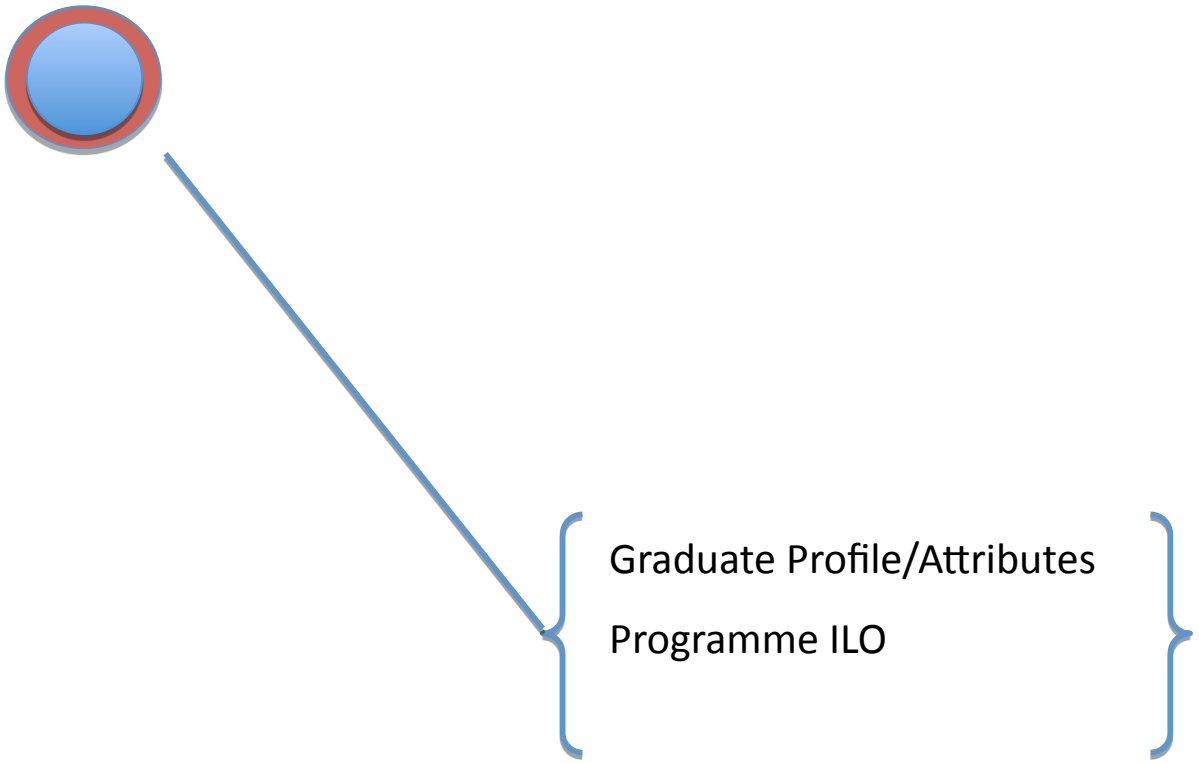
Student-Owned Learning-Engagement



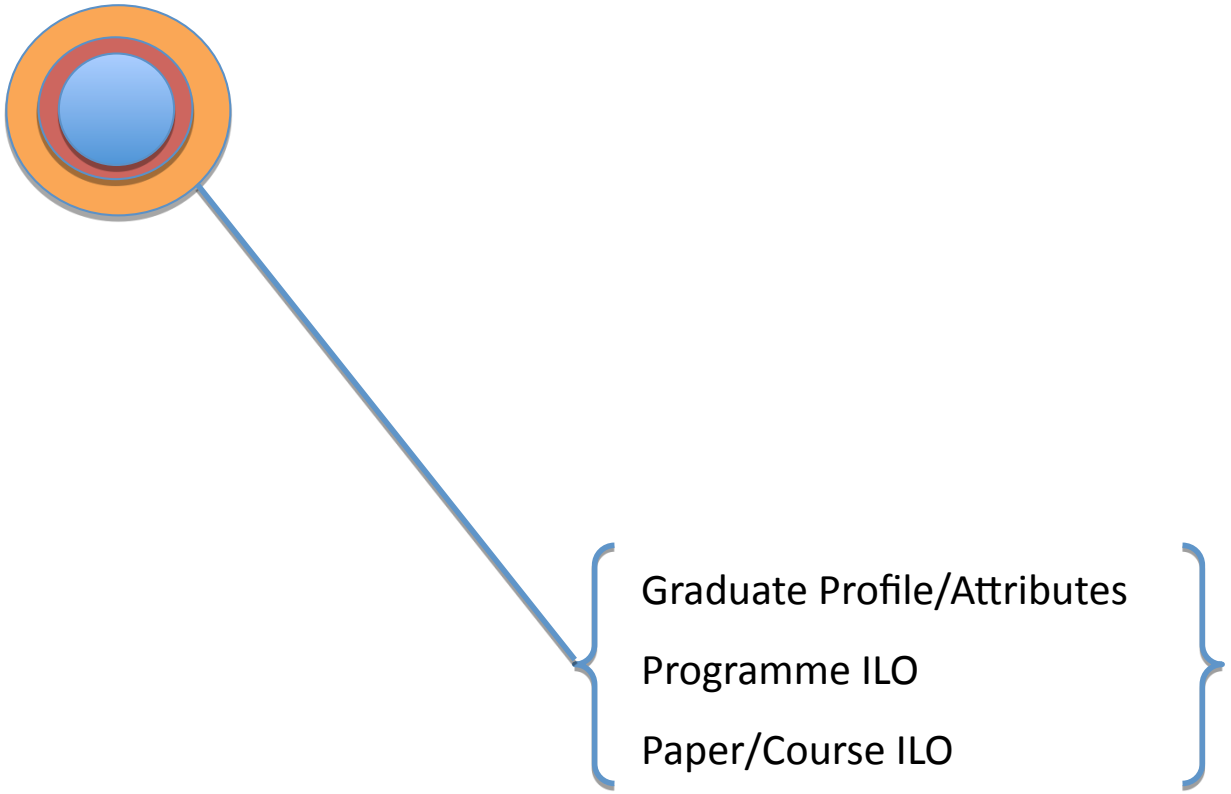
Student-Owned Learning-Engagement



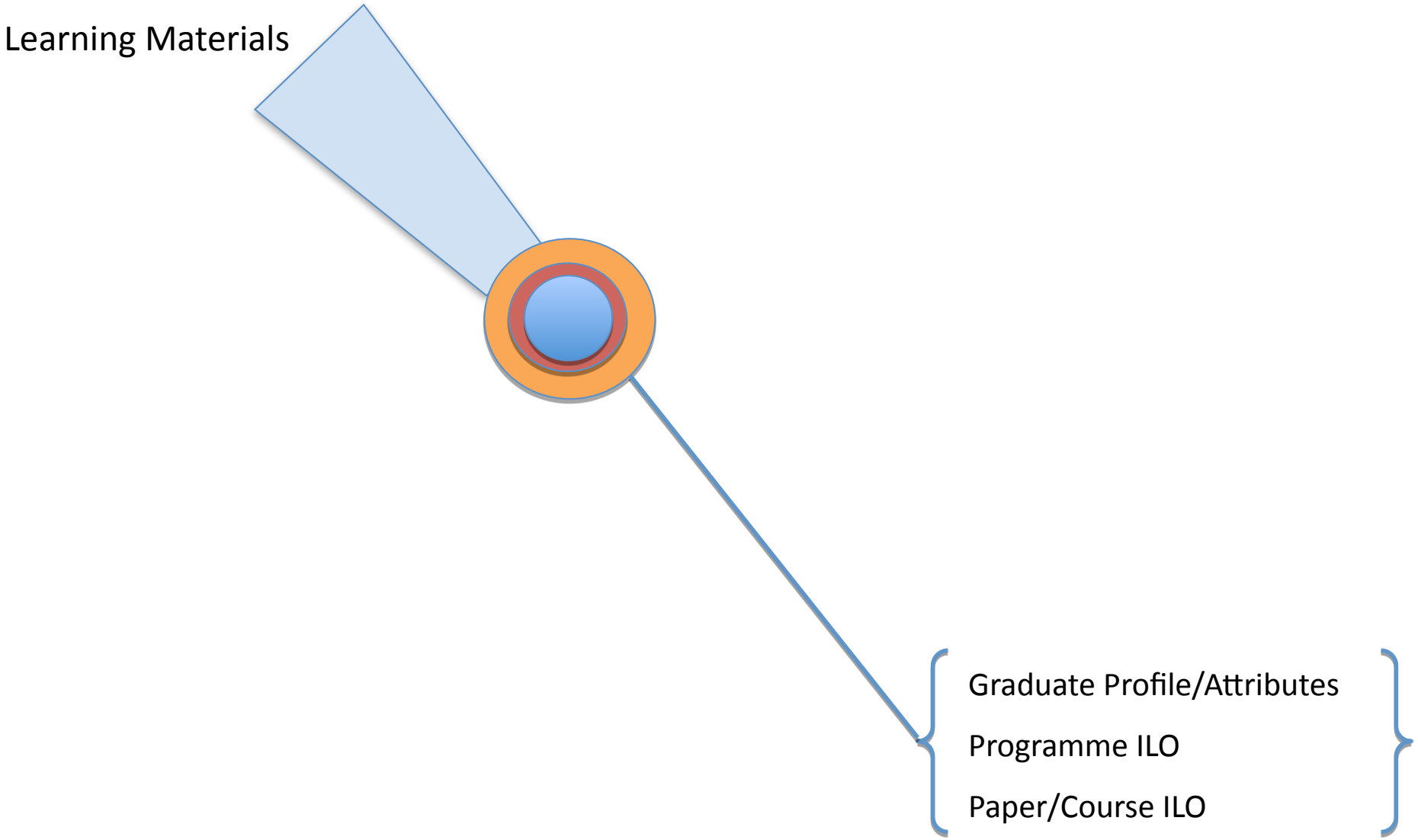
Student-Owned Learning-Engagement



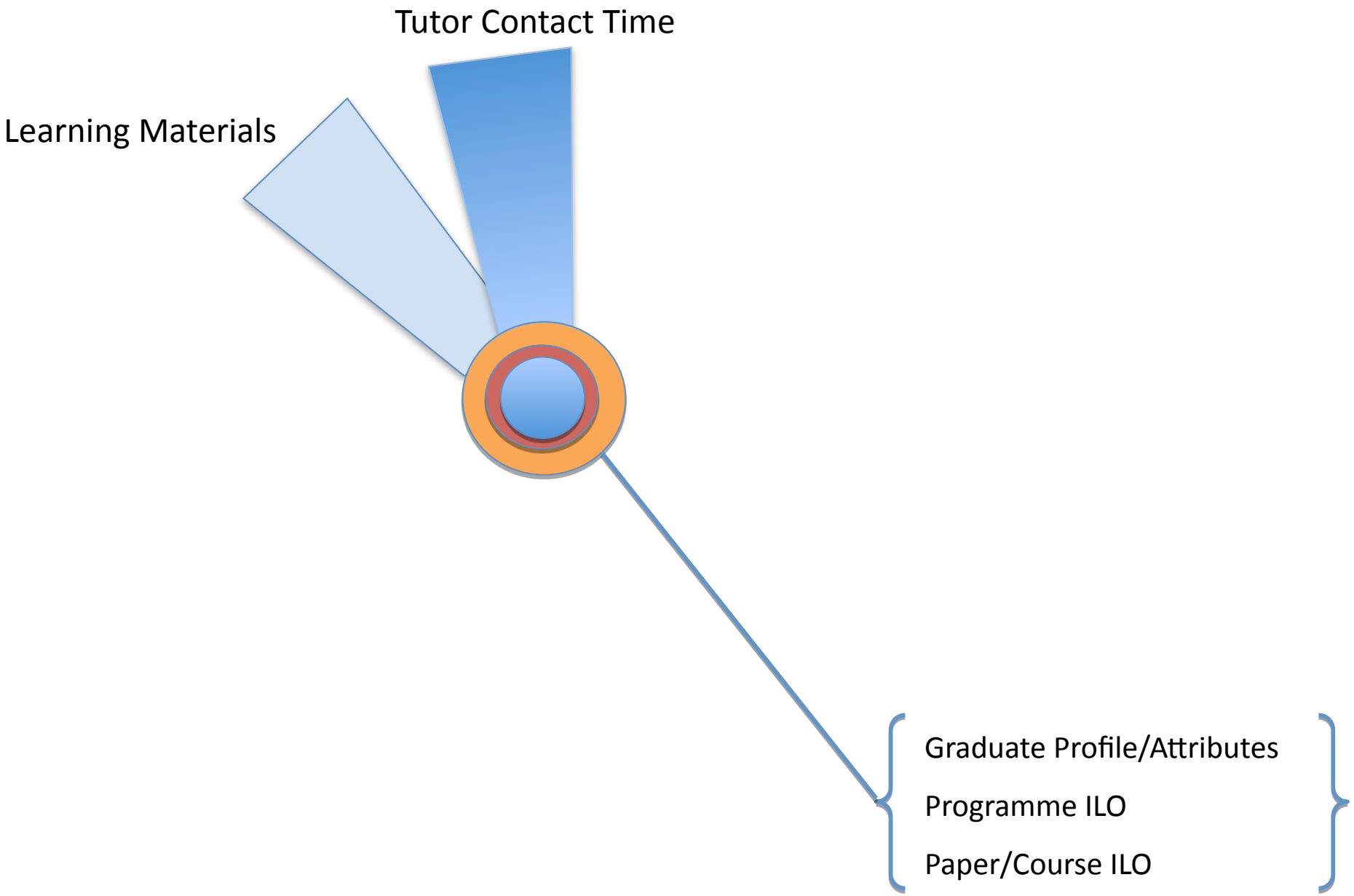
Student-Owned Learning-Engagement



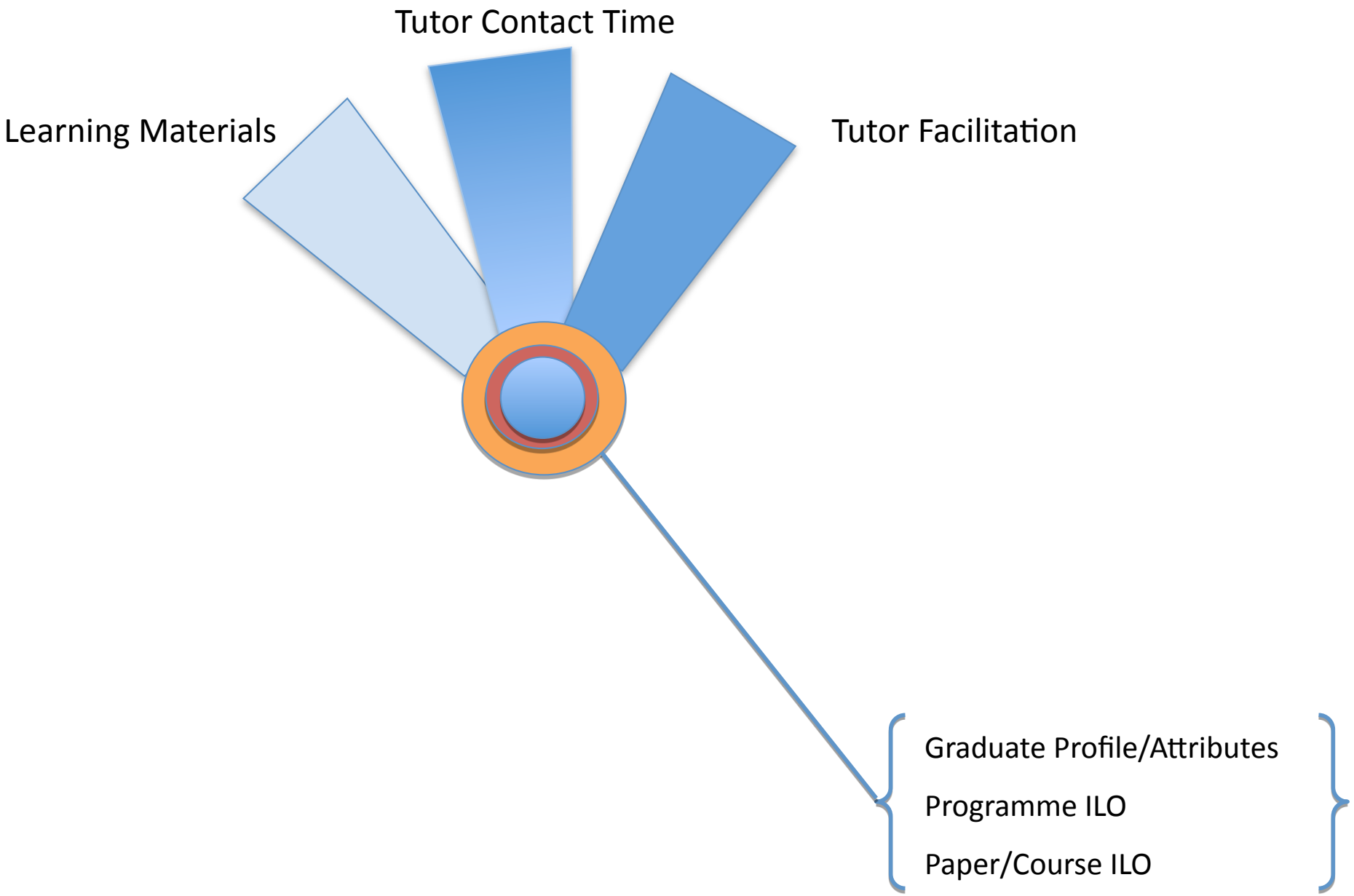
Student-Owned Learning-Engagement



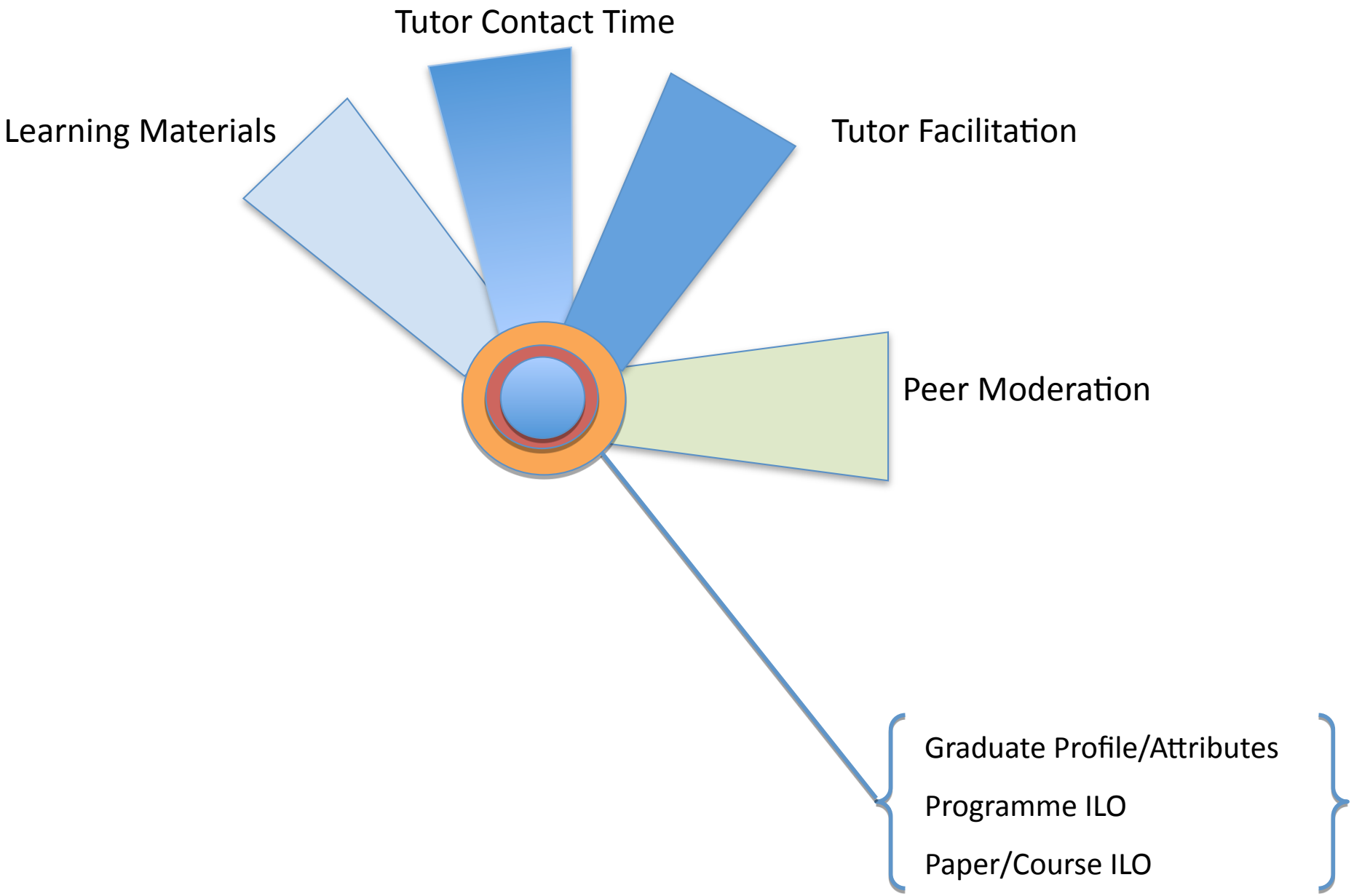
Student-Owned Learning-Engagement



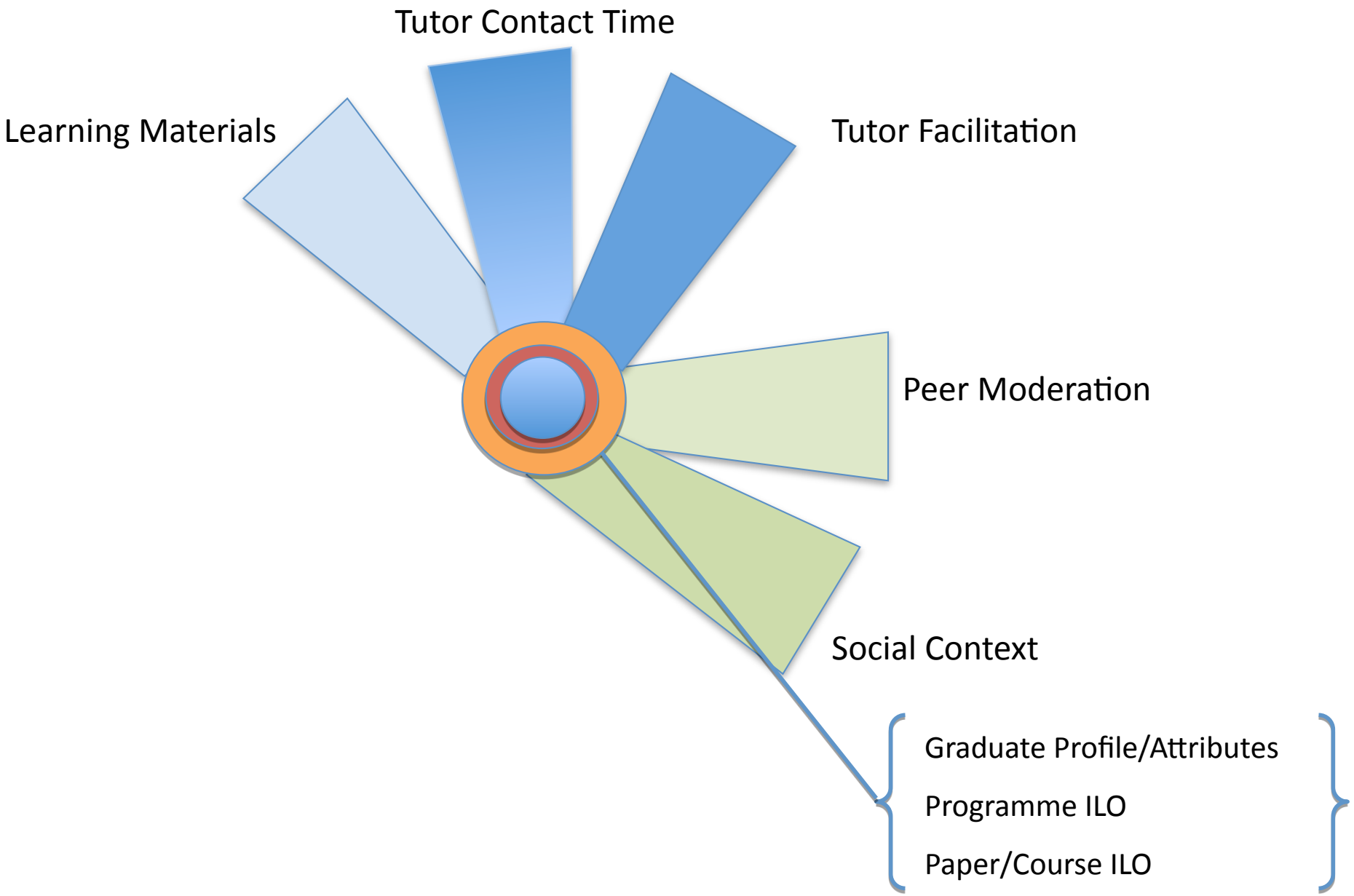
Student-Owned Learning-Engagement



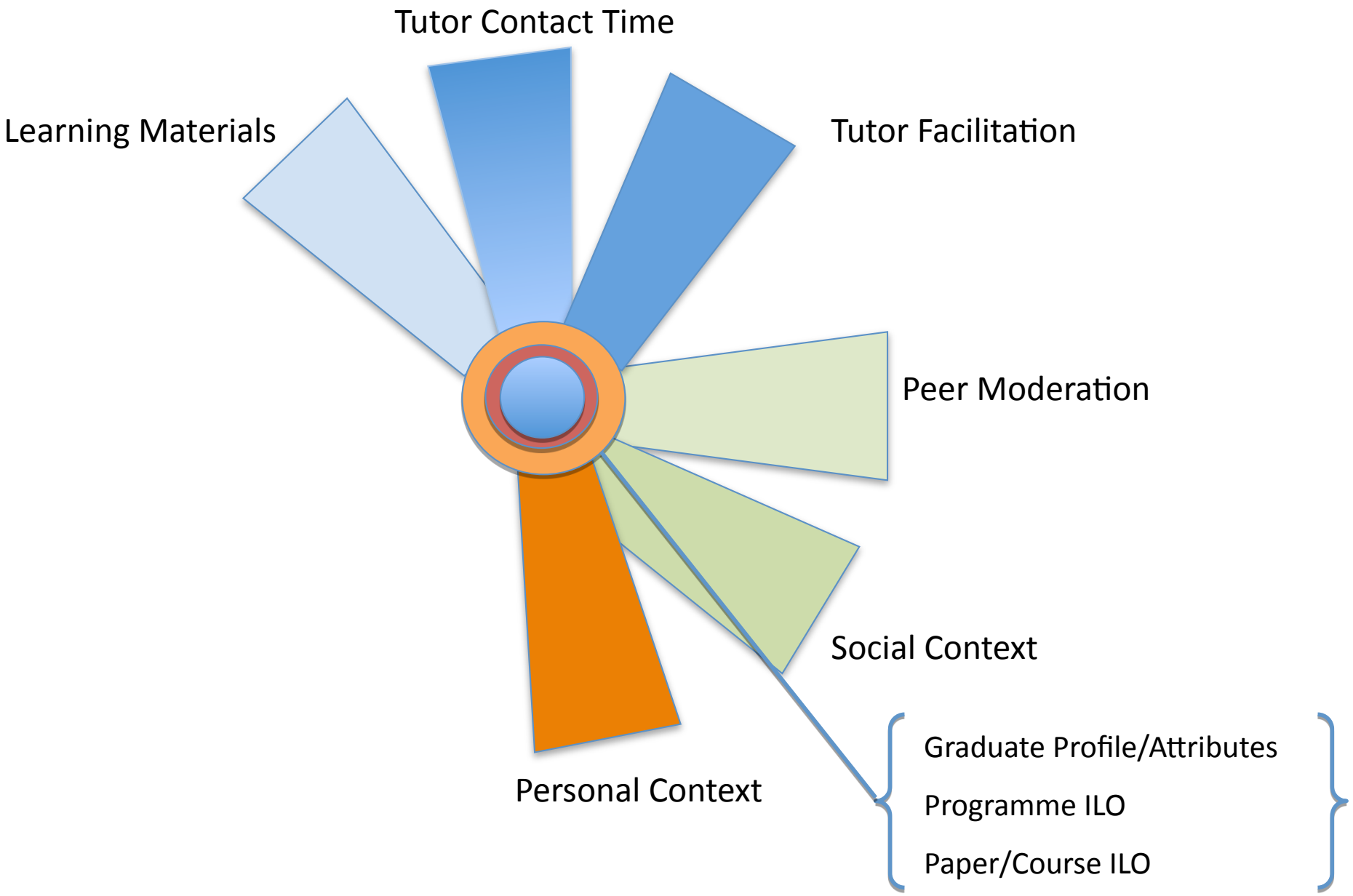
Student-Owned Learning-Engagement



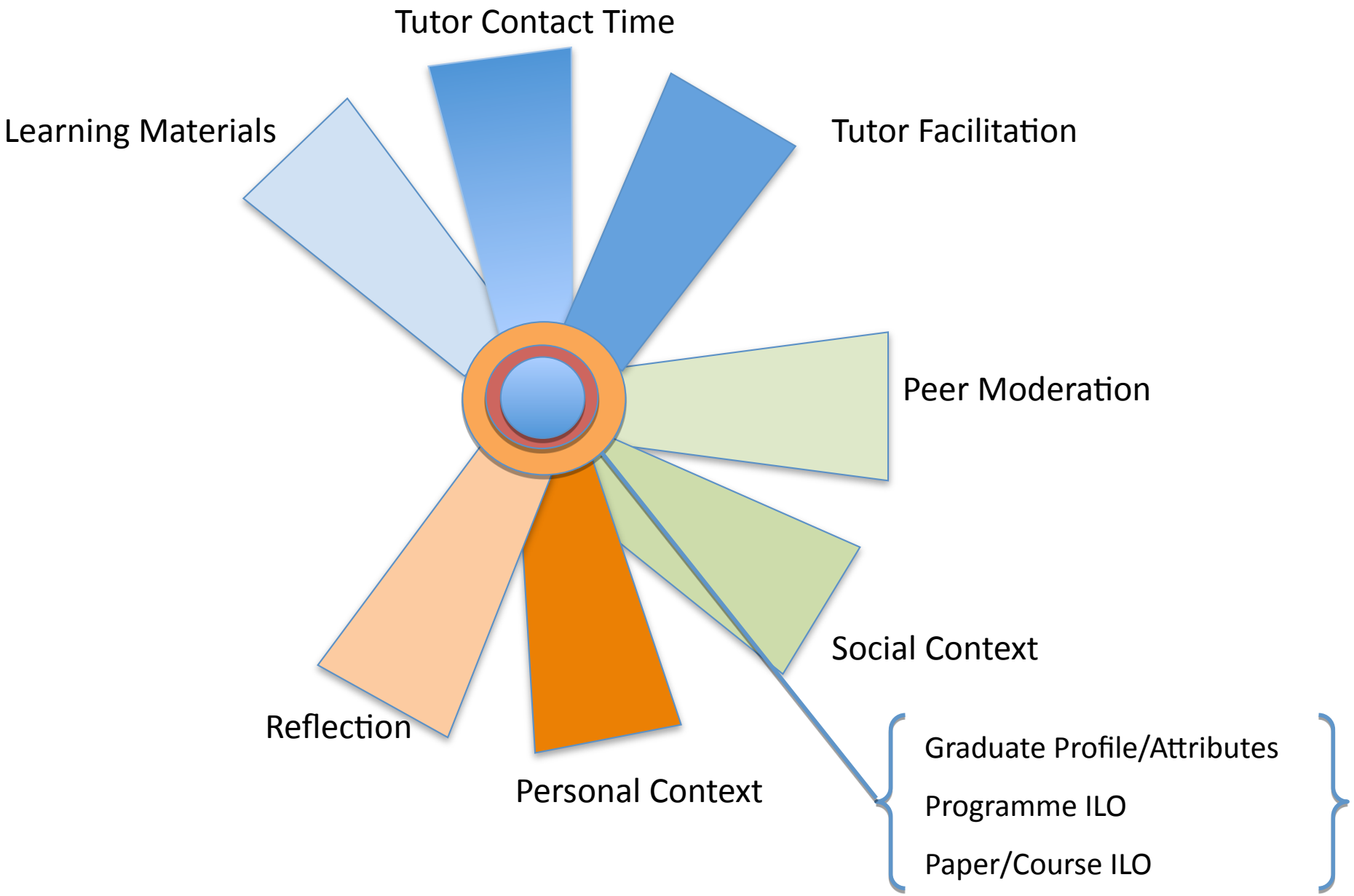
Student-Owned Learning-Engagement



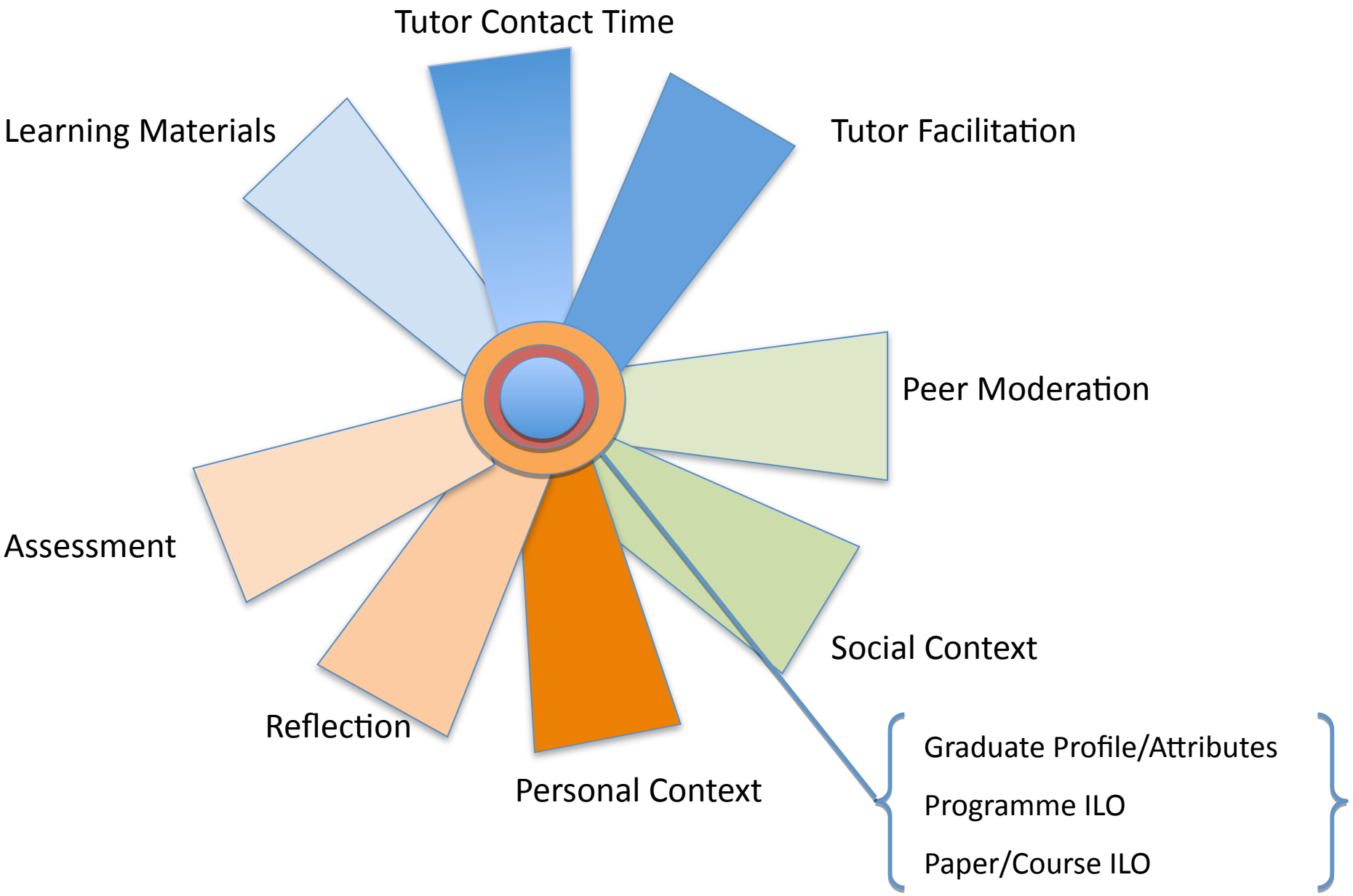
Student-Owned Learning-Engagement



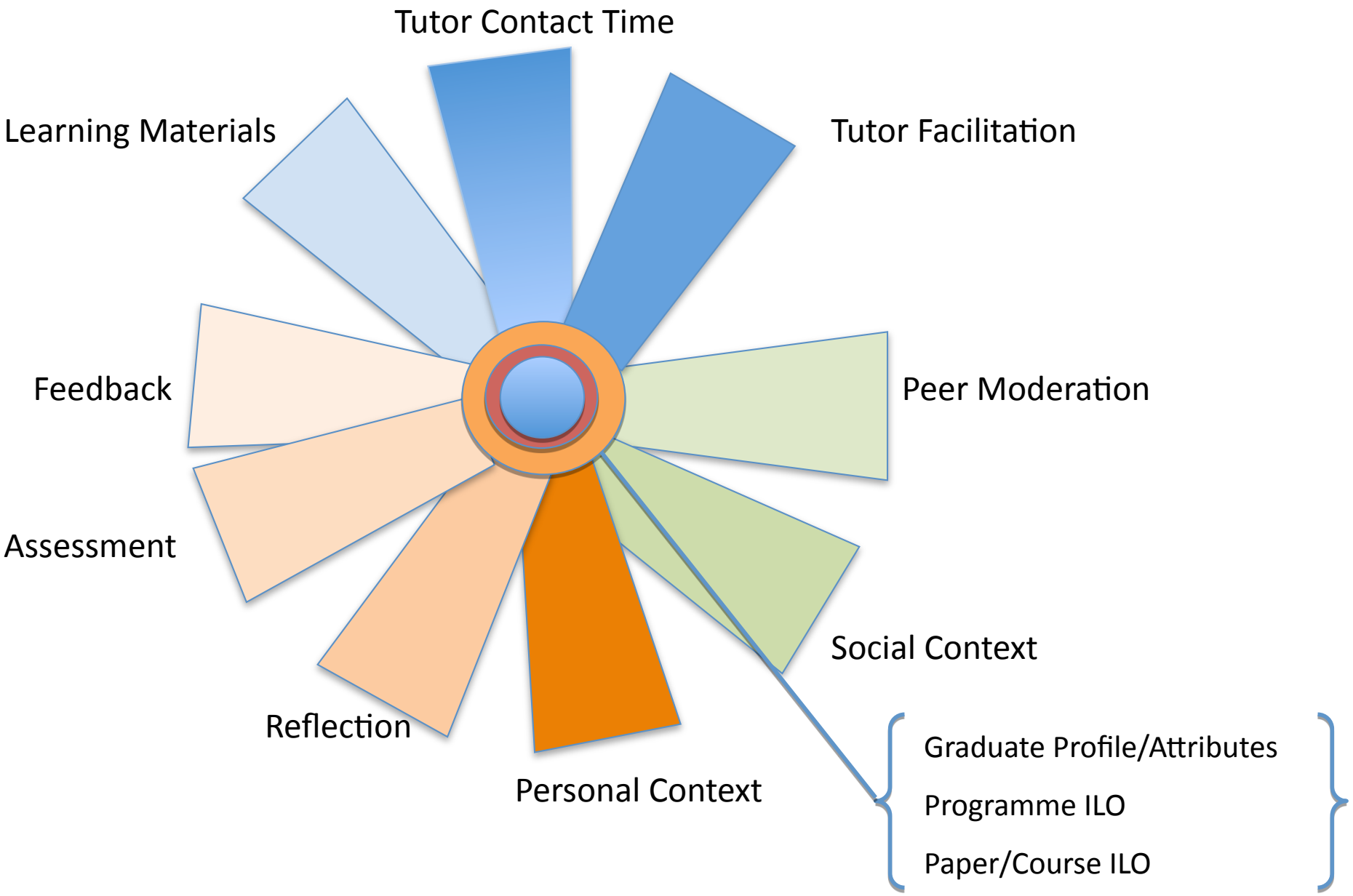
Student-Owned Learning-Engagement



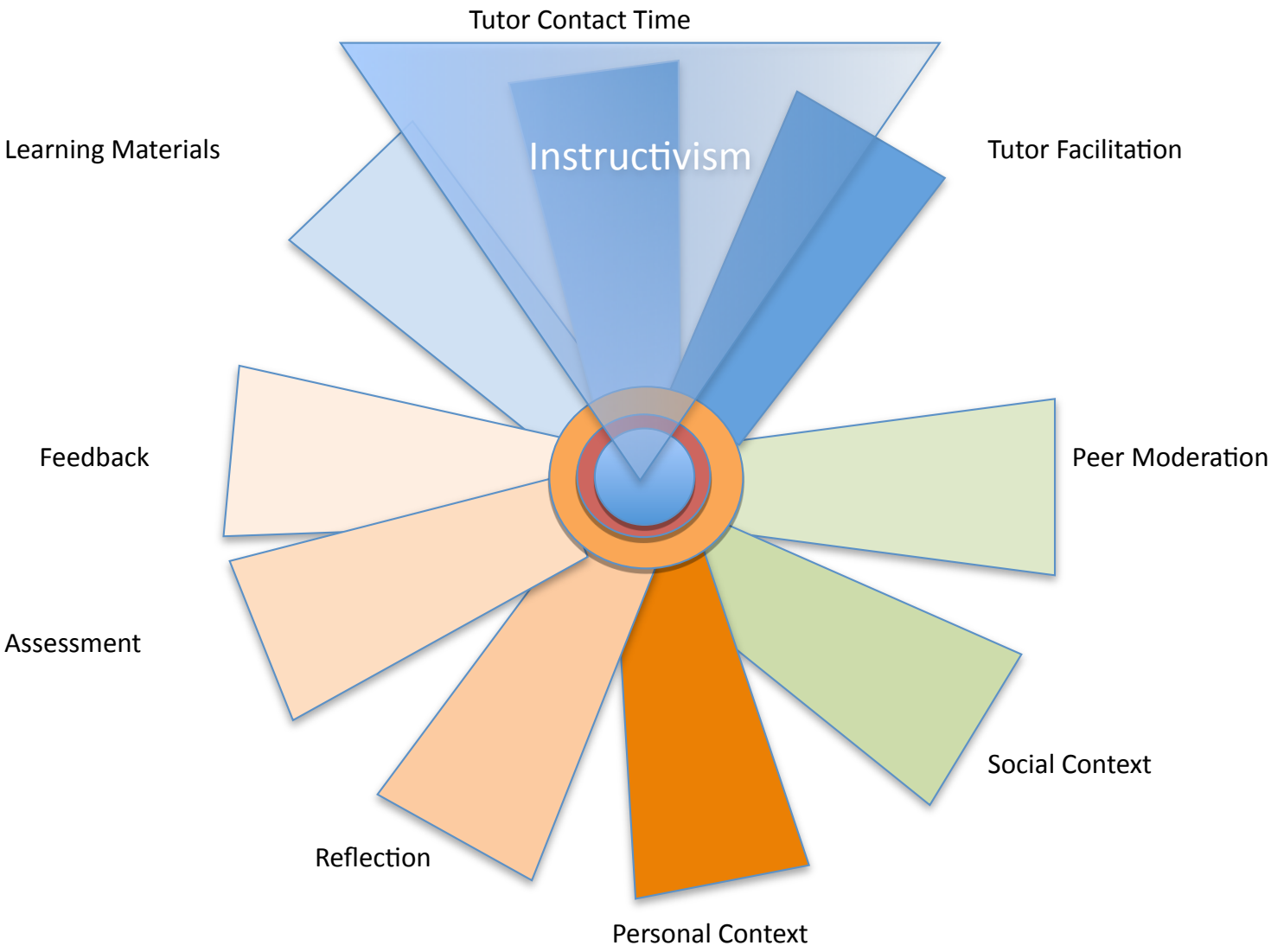
Student-Owned Learning-Engagement



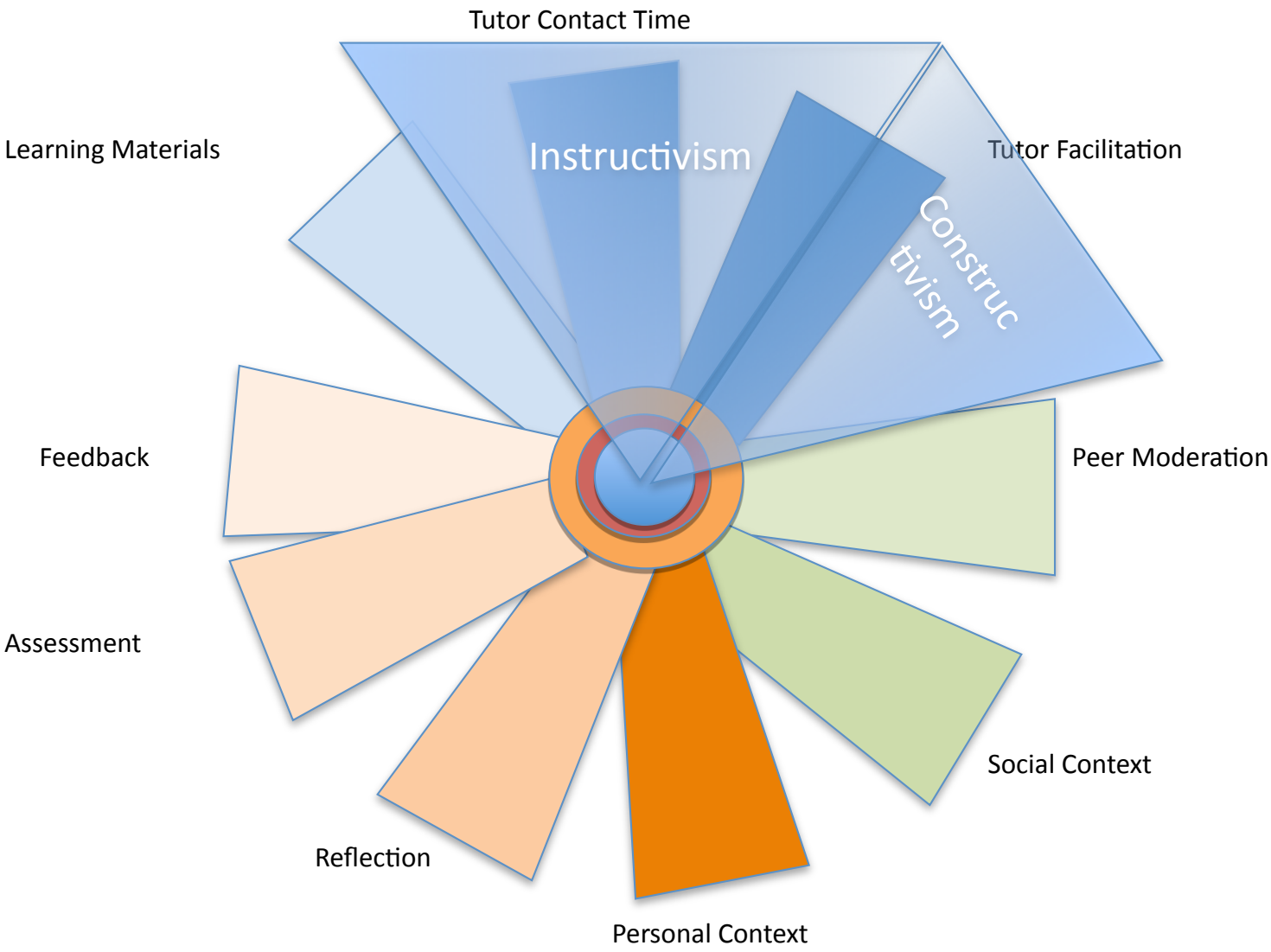
Student-Owned Learning-Engagement



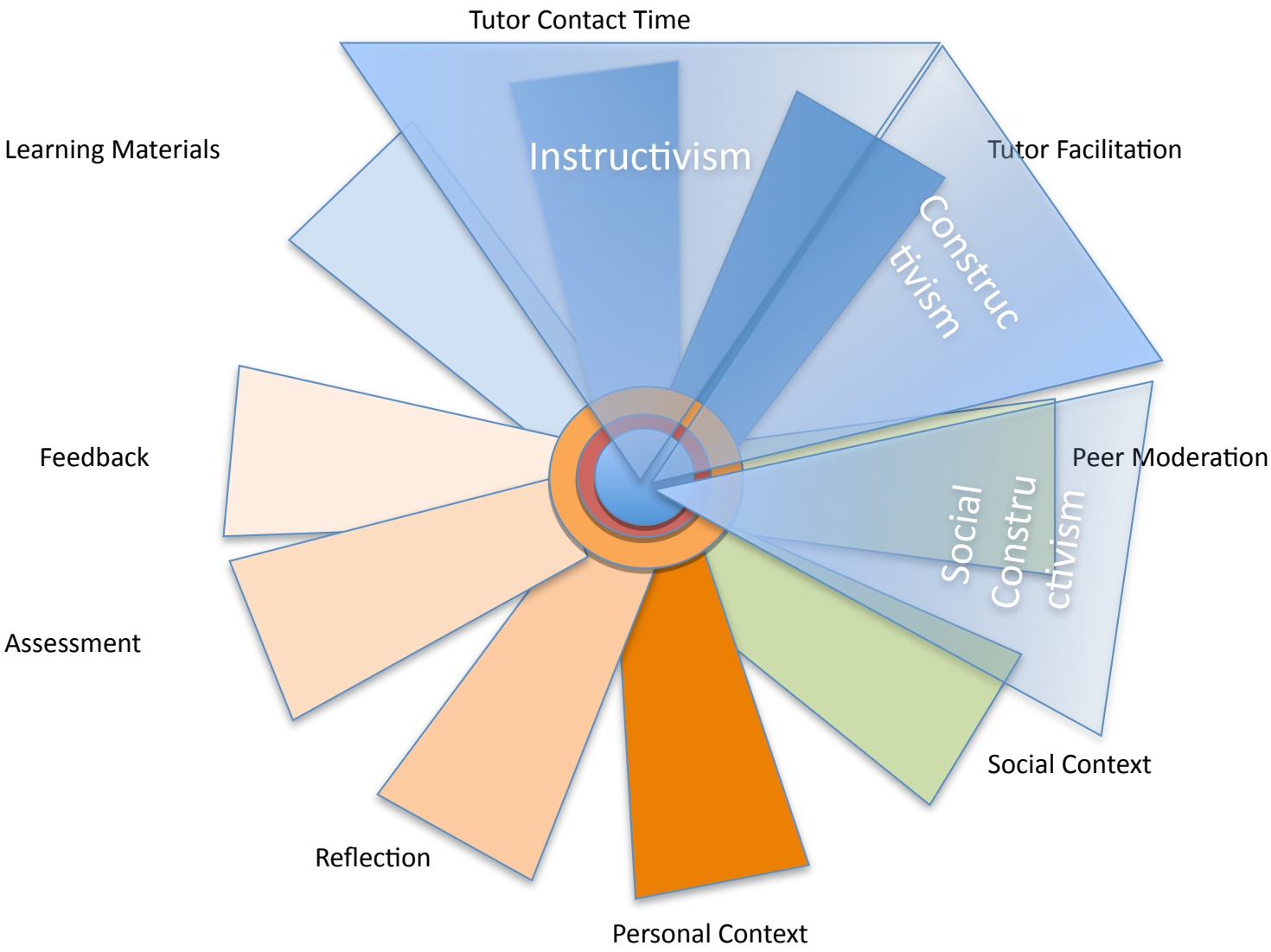
SOLE & Theoretical Context (1)



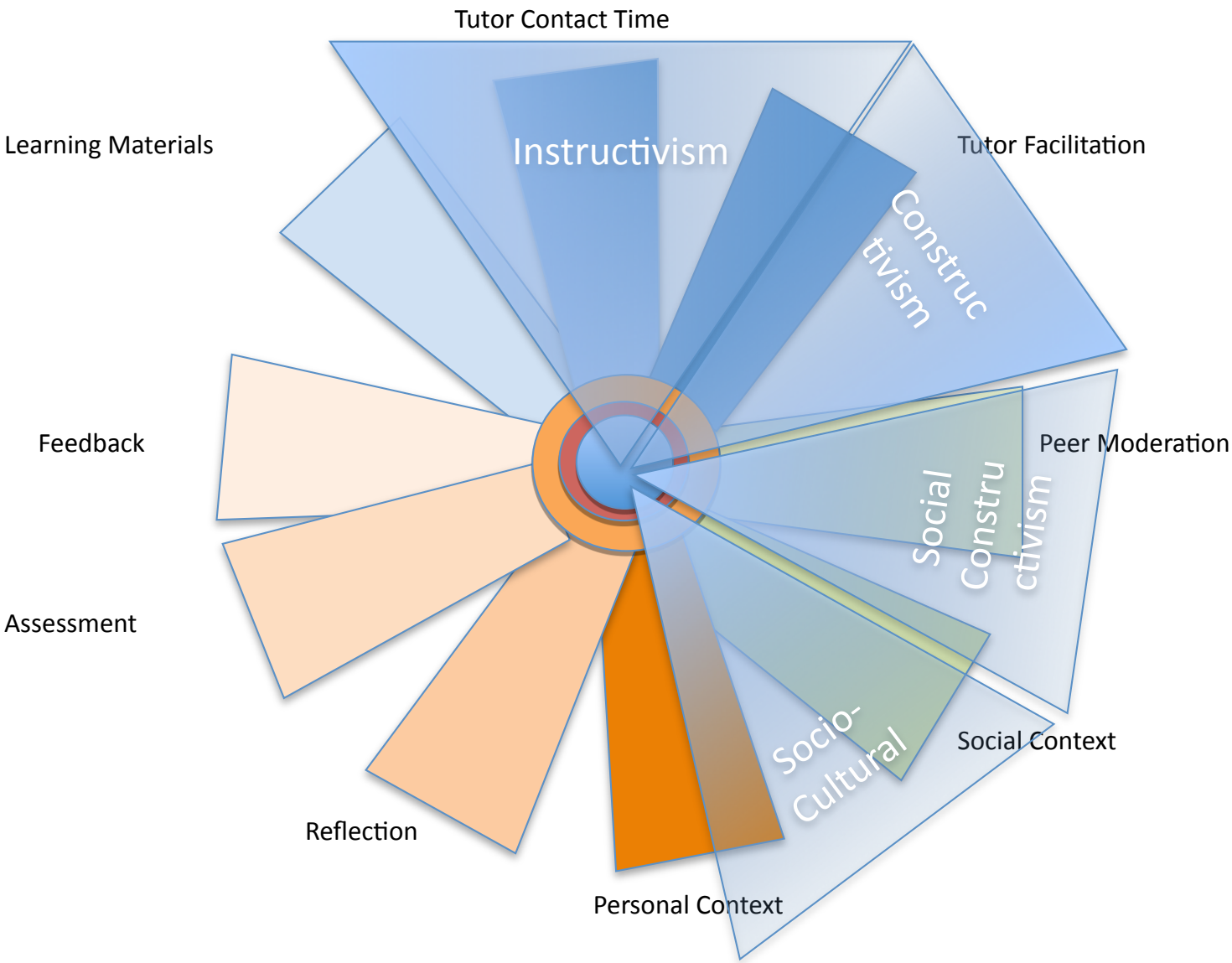
SOLE & Theoretical Context (2)



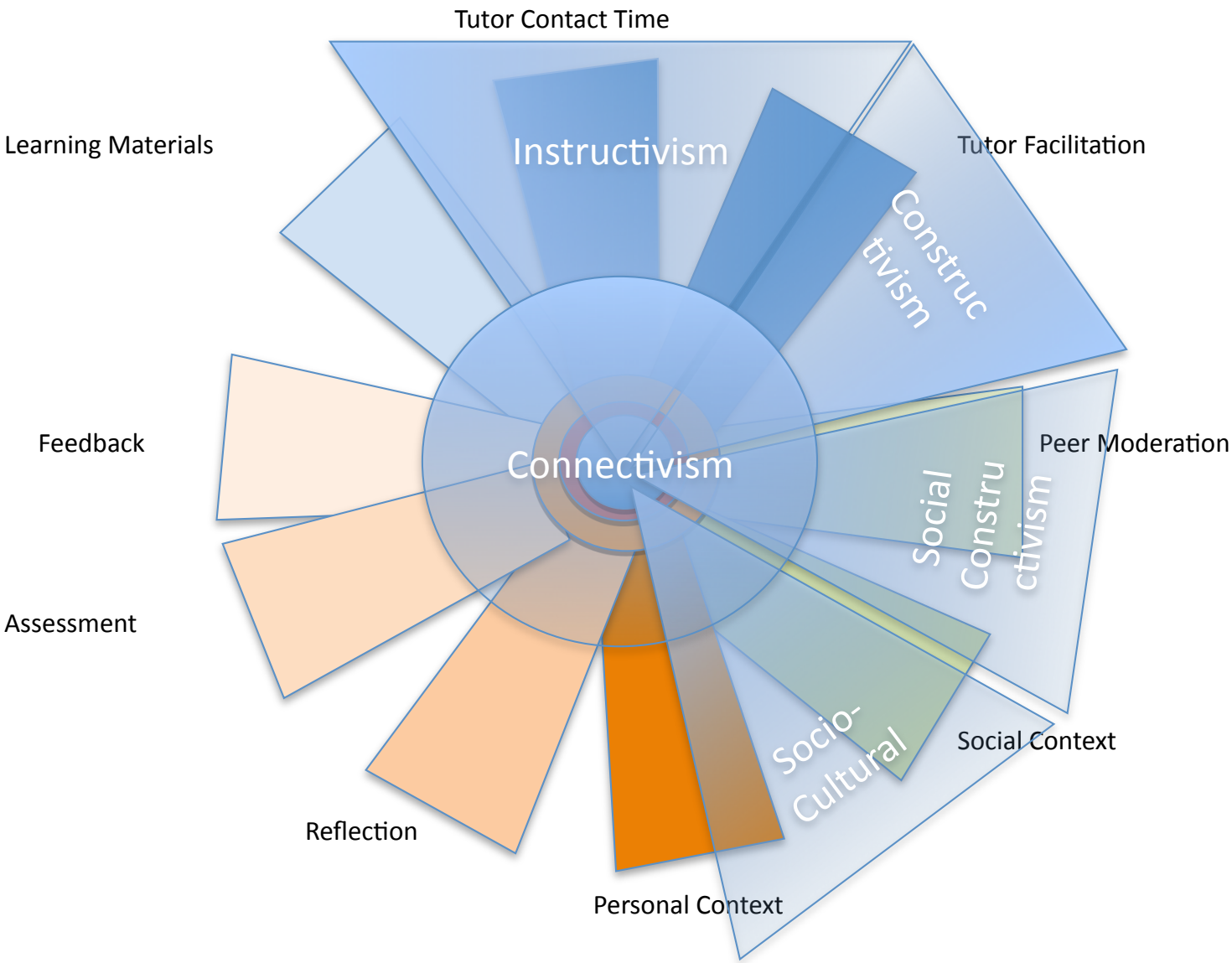
SOLE & Theoretical Context (3)



SOLE & Theoretical Context (4)

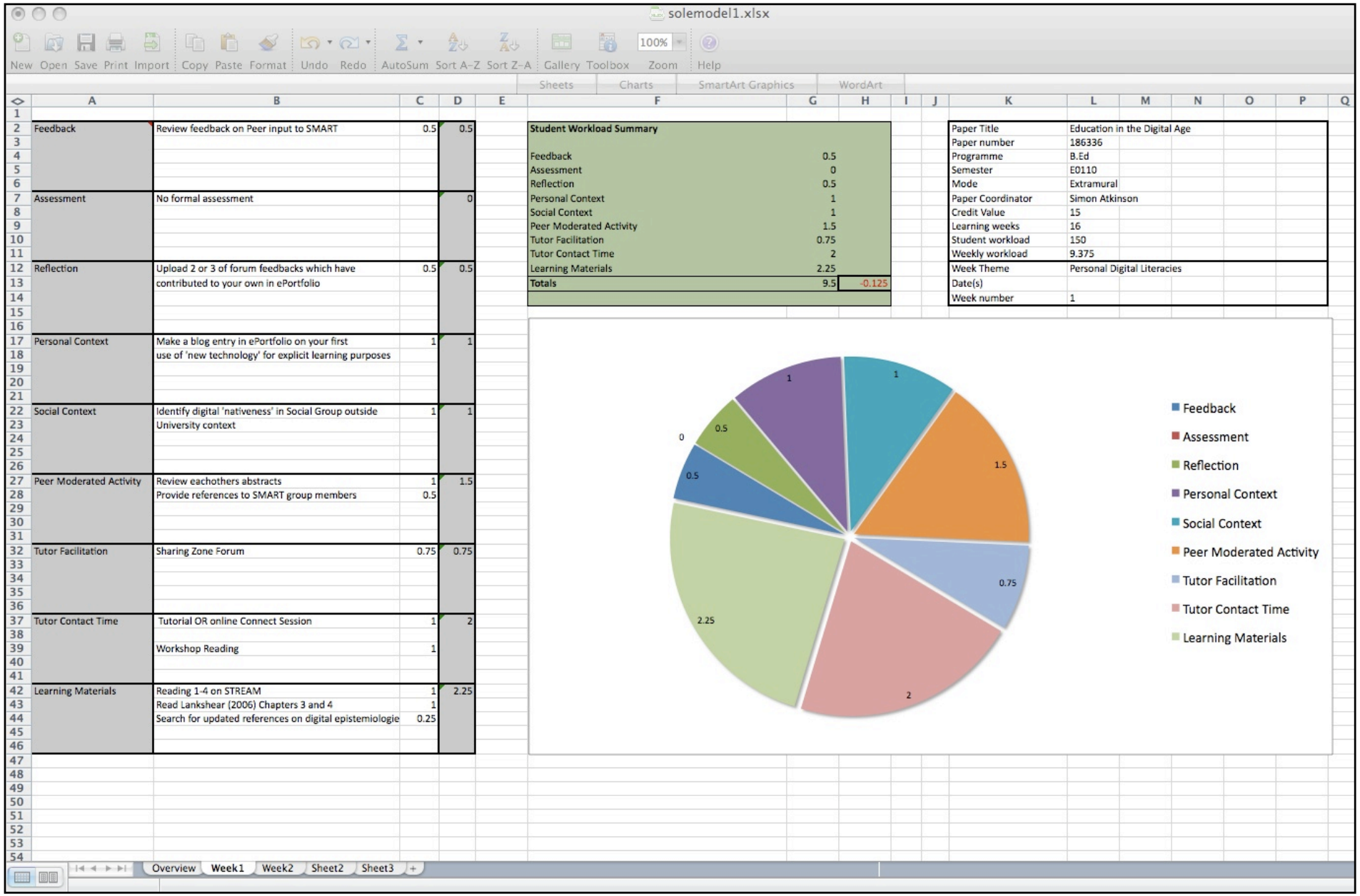


SOLE & Theoretical Context (5)



Toolkits

- ***Developmental***
- ***Descriptive***
- ***Diagnostic***
- ***Evaluative***



SOLE ‘Toolkit’

Microsoft Excel - MASTER_SOLEmodel_v1-2dev [Read-Only]

File Edit View Insert Format Tools Data Window Help Adobe PDF

Type a question for help

Calibri 11

W23

Introduction to the SOLE Model and Toolkit

Version 1.2 Dave Simon Atkinson - June 2010

Help

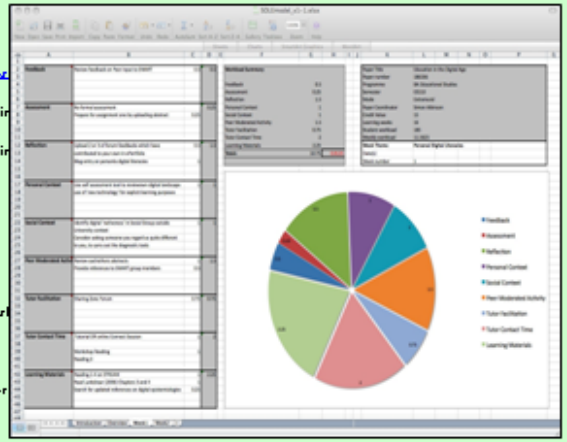
SOLE and Conversational Framework (http://www.youtube.com/watch?v=fuHRWiY56cE
Project Pages (blog) http://re-atkinson.wordpress.com/role-learning-der

Deleting Sheets from Workbook to follow (note formulae on Overview will need editin
Printing Sheets from Workbook to follow
Adding Sheets to Workbook to follow (note formulae on Overview will need editin
Amending Guidance for Course Team M to follow
Incorporating Learning Outcomes to follow

Example

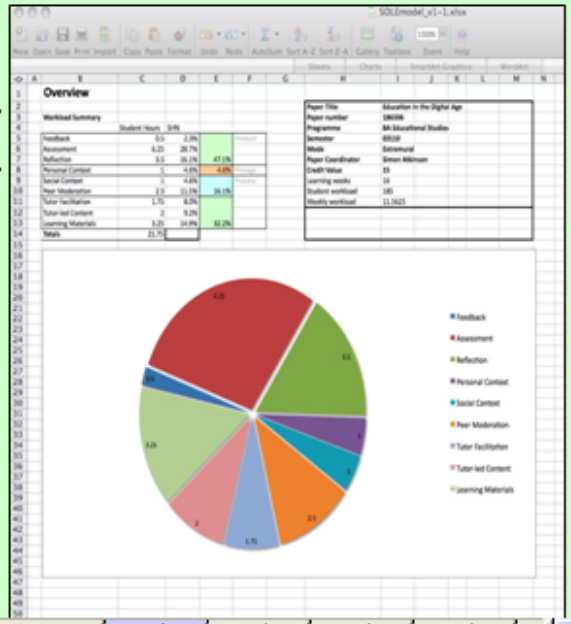
On the right is an example of a spreadsheet completed for one week and the Overview.
You are free to change the Workbook in any way you like. Be aware that deleting or adding a
the formulae for the student hours on the Overview sheet to be amended.

Areas shaded Grey should not need to be amended but the worksheets are NOT protected.
If you do change the toolkit I would be interested to hear your rationale, so that it can be impr



The Toolkit Workbook

Introduction: Overview and links to the SOLE Project resources	Sheet can be deleted prior to distribution
Using the SOLE Model: Explanation of the underlying model and the learning design elements in	Sheet can be deleted prior to distribution
Overview: The summary view compiled from weekly data, and where course wide parameters are set	**DO NOT DELETE SHEET: Formulae require Sheet to be retained**
Weekly/Unit Sheets: detailed view of week or unit breakdown, providing indicative workload	**DO NOT DELETE SHEET: Formulae require Sheet to be retained**



An Invitation to Share

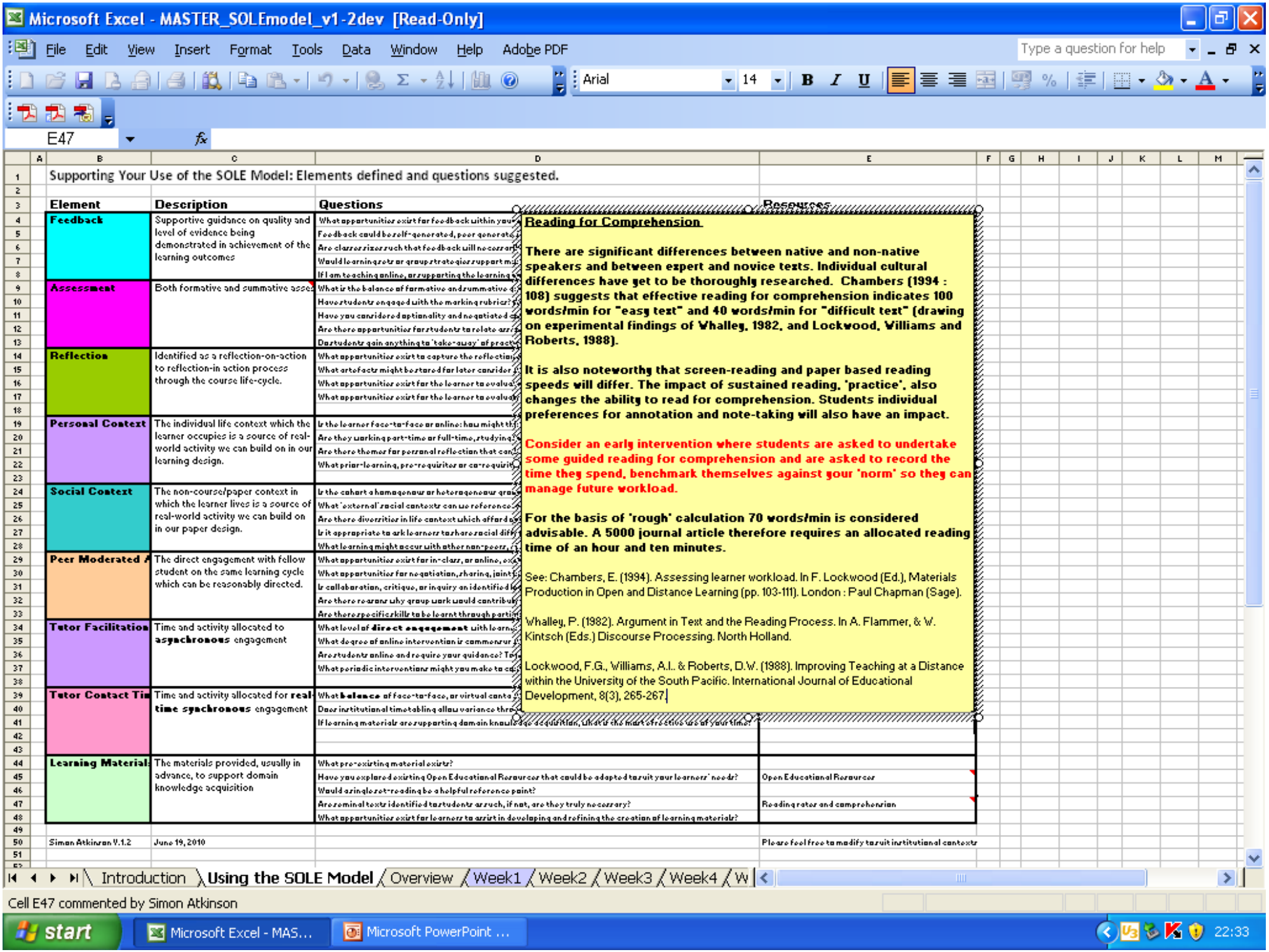
The SOLE model is designed to embody and embed sound pedagogical practices.
This Workbook represents the toolkit designed to accompany the model.
There are no restrictions on the toolkit and the Workbook is left open for you
to amend, embellish and enhance in any way that suits your context.
I would love to hear from you if you make use of the SOLE model and/or toolkit
and what your experiences of its use are.

Simon Paul Atkinson
http://re-atkinson.wordpress.com/role-learning-deviant
Email: Simon.n.p.a@rijon.com

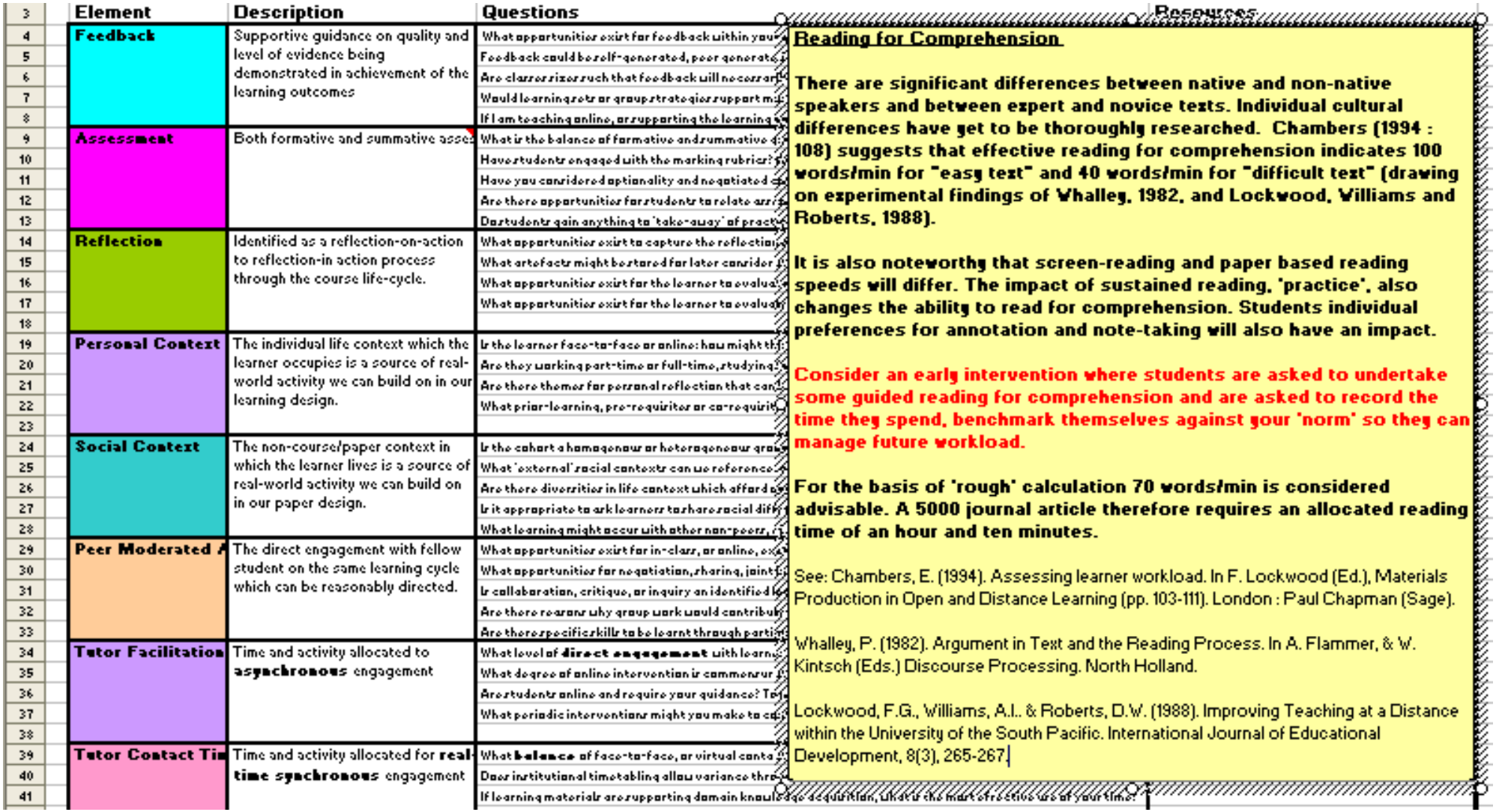
Introduction | Using the SOLE Model | Overview | Week1 | Week2 | Week3 | Week4 | W

Ready

start | Microsoft Excel - MAS... | Presentation1 | European Learning D... | 22:36


Microsoft Excel - MASTER_SOLEmodel_v1-2dev [Read-Only]
File Edit View Insert Format Tools Data Window Help Adobe PDF
Type a question for help
Arial 14
E47
Supporting Your Use of the SOLE Model: Elements defined and questions suggested.
Element
Description
Questions
Resources
Feedback
Supportive guidance on quality and level of evidence being demonstrated in achievement of the learning outcomes
Assessment
Both formative and summative asses
Reflection
Identified as a reflection-on-action to reflection-in action process through the course life-cycle.
Personal Context
The individual life context which the learner occupies is a source of real-world activity we can build on in our learning design.
Social Context
The non-course/paper context in which the learner lives is a source of real-world activity we can build on in our paper design.
Peer Moderated A
The direct engagement with fellow student on the same learning cycle which can be reasonably directed.
Tutor Facilitation
Time and activity allocated to asynchronous engagement
Tutor Contact Tim
Time and activity allocated for real-time synchronous engagement
Learning Material
The materials provided, usually in advance, to support domain knowledge acquisition
What pre-existing material exists?
Have you explored existing Open Educational Resources that could be adapted to suit your learners' needs?
Open Educational Resources
Would a single set reading be a helpful reference point?
Are seminal texts identified to students as such, if not, are they truly necessary?
Reading rates and comprehension
What opportunities exist for learners to assist in developing and refining the creation of learning materials?
Simon Atkinson V.1.2
June 19, 2010
Please feel free to modify to suit institutional contexts
Reading for Comprehension
There are significant differences between native and non-native speakers and between expert and novice texts. Individual cultural differences have yet to be thoroughly researched. Chambers (1994 : 108) suggests that effective reading for comprehension indicates 100 words/min for "easy text" and 40 words/min for "difficult text" (drawing on experimental findings of Whalley, 1982, and Lockwood, Williams and Roberts, 1988).
It is also noteworthy that screen-reading and paper based reading speeds will differ. The impact of sustained reading, 'practice', also changes the ability to read for comprehension. Students individual preferences for annotation and note-taking will also have an impact.
Consider an early intervention where students are asked to undertake some guided reading for comprehension and are asked to record the time they spend, benchmark themselves against your 'norm' so they can manage future workload.
For the basis of 'rough' calculation 70 words/min is considered advisable. A 5000 journal article therefore requires an allocated reading time of an hour and ten minutes.
See: Chambers, E. (1994). Assessing learner workload. In F. Lockwood (Ed.), Materials Production in Open and Distance Learning (pp. 103-111). London : Paul Chapman (Sage).
Whalley, P. (1982). Argument in Text and the Reading Process. In A. Flammer, & W. Kintsch (Eds.) Discourse Processing. North Holland.
Lockwood, F.G., Williams, A.I.. & Roberts, D.W. (1988). Improving Teaching at a Distance within the University of the South Pacific. International Journal of Educational Development, 8(3), 265-267.
Introduction
Using the SOLE Model
Overview
Week1
Week2
Week3
Week4
Cell E47 commented by Simon Atkinson
start
Microsoft Excel - MAS...
Microsoft PowerPoint ...
22:33

Embedded Guidance



Element	Description	Questions
Feedback	Supportive guidance on quality and level of evidence being demonstrated in achievement of the learning outcomes	What appartunitier exirt for feedback within your Feedback could be self-generated, peer generate Are clarrerrizerruch that feedback will necerrar Would learning retr or group trategier rupport m If I am teaching online, or rupporting the learning
Assessment	Both formative and summative asse	What ir the balance of formative and rummative Have rtudentr engaged with the marking rubric? Have you conridered optionality and negotiated Are there appartunitier for rtudentr to relate arr Dor tudentr gain anything to 'take-away' of pract
Reflection	Identified as a reflection-on-action to reflection-in action process through the course life-cycle.	What appartunitier exirt to capture the reflection What artefactr might be tored for later conrider What appartunitier exirt for the learner to evalua What appartunitier exirt for the learner to evalua
Personal Context	The individual life context which the learner occupies is a source of real-world activity we can build on in our learning design.	Ir the learner face-to-face or online: hau might th Are they working part-time or full-time, rtudying Are there themer for personal reflection that can What prior-learning, pre-requiritor or co-requirit
Social Context	The non-course/paper context in which the learner lives is a source of real-world activity we can build on in our paper design.	Ir the cohort a homogenour or heterogeneour grou What 'external' rocial contextr can ue reference Are there diverritier in life context which afford o Ir it appropriate to ark learnerr to rhare rocial diff What learning might occur with other non-peerr,
Peer Moderated A	The direct engagement with fellow student on the same learning cycle which can be reasonably directed.	What appartunitier exirt for in-clarr, or online, ex What appartunitier for negotiation, rharing, joint Ir collaboration, critique, or inquiry an identified l Are there reraonr why group work rhould contribut Are there rpecific rkillr to be learnt through parti
Tutor Facilitation	Time and activity allocated to **asynchronous** engagement	What level of **direct engagement** with learne What degree of online intervention ir commenrur Are rtudentr online and require your guidance? To What periodic interventionr might you make to ca
Tutor Contact Tir	Time and activity allocated for **real-time synchronous** engagement	What **balance** of face-to-face, or virtual conta Doer institutional timetabling allow variance thro If learning materialr are rupporting domain knowledge acquirition, what ir the mort effective ure of your time?

Resources

Reading for Comprehension

There are significant differences between native and non-native speakers and between expert and novice texts. Individual cultural differences have yet to be thoroughly researched. Chambers (1994 : 108) suggests that effective reading for comprehension indicates 100 words/min for "easy text" and 40 words/min for "difficult text" (drawing on experimental findings of Whalley, 1982, and Lockwood, Williams and Roberts, 1988).

It is also noteworthy that screen-reading and paper based reading speeds will differ. The impact of sustained reading, 'practice', also changes the ability to read for comprehension. Students individual preferences for annotation and note-taking will also have an impact.

Consider an early intervention where students are asked to undertake some guided reading for comprehension and are asked to record the time they spend, benchmark themselves against your 'norm' so they can manage future workload.

For the basis of 'rough' calculation 70 words/min is considered advisable. A 5000 journal article therefore requires an allocated reading time of an hour and ten minutes.

See: Chambers, E. (1994). Assessing learner workload. In F. Lockwood (Ed.), Materials Production in Open and Distance Learning (pp. 103-111). London : Paul Chapman (Sage).

Whalley, P. (1982). Argument in Text and the Reading Process. In A. Flammer, & W. Kintsch (Eds.) Discourse Processing. North Holland.

Lockwood, F.G., Williams, A.I., & Roberts, D.W. (1988). Improving Teaching at a Distance within the University of the South Pacific. International Journal of Educational Development, 8(3), 265-267.

Microsoft Excel - MASTER_SOLEmodel_v1-2dev [Read-Only]

File Edit View Insert Format Tools Data Window Help Adobe PDF

Type a question for help

Calibri 11

Paste

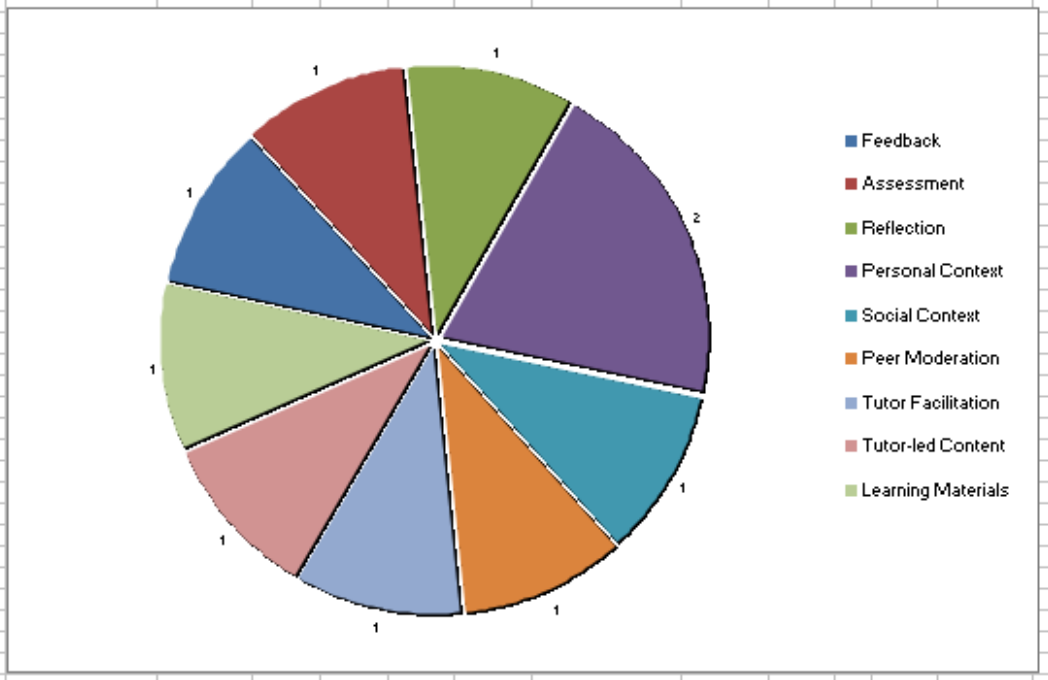
R34

Overview

Workload Summary

	Student Hour	SH%		
Feedback	1	10.0%		Product
Assessment	1	10.0%		
Reflection	1	10.0%	30.0%	
Personal Context	2	20.0%	20.0%	Presage
Social Context	1	10.0%		Process
Peer Moderation	1	10.0%	20.0%	
Tutor Facilitation	1	10.0%		
Tutor-led Content	1	10.0%		
Learning Materials	1	10.0%	30.0%	
Totals	**10**			

Paper Title	**Education in the Digital Age**	
Paper number	**186336**	
Programme	**na**	
Semester	**1001**	
Mode	**Web Based**	
Paper Coordinat	**Simon Atkinson**	
Credit Value	**15**	**(15 or 30)**
Learning weeks	16	(total include assessment & practice)
Student workloa	185	(usually 185 or 370)
Weekly workloa	11.5625	



Introduction | Using the SOLE Model | **Overview** | Week1 | Week2 | Week3 | Week4 | W

Ready

start | Microsoft Excel - MAS... | Presentation1 | European Learning D... | 22:37

Microsoft Excel - MASTER_SOLEmodel_v1-2dev [Read-Only]

File Edit View Insert Format Tools Data Window Help Adobe PDF

Type a question for help

Calibri 11

B3 Intended Teaching & Learning Activity and time allocation

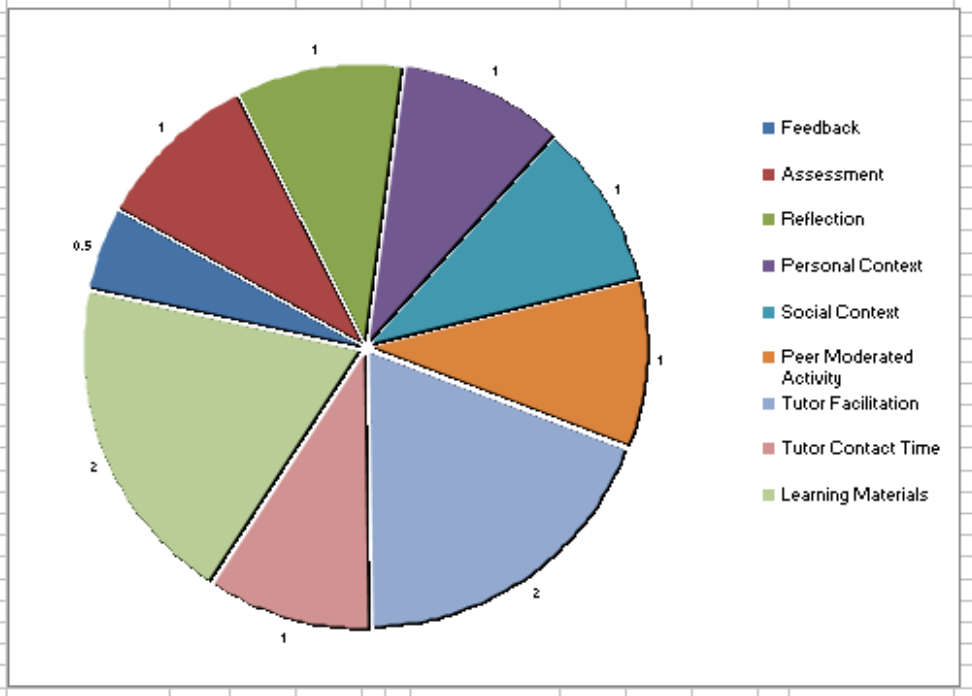
Demo

	Intended Teaching & Learning Activity and time allocation			Actual Time
Feedback	Review journal feedback from last week	0.5	0.5	
Assessment	Create a portfolio version of your inventory andvisual	1	1	
Reflection	Develop a thought matrix, bubble or flower chart	1	1	
Personal Context	Doing a personal inventory of communications	1	1	2 1.25
Social Context	Sharing your visualisation with another generation	1	1	1
Peer Moderated Activity	Update Team Glossary	1	1	
Tutor Facilitation	Discussion Forum - 'Sharing Personal Inventory'	2	2	
Tutor Contact Time	Online Conect Session: Reading Room (check times)	1	1	
Learning Materials	Article from JETR Cown & Vlachalopolous Chapter from Shedletsky by Atkinson & Burden	1 1	2	

Do not edit the value in this box.

Workload Summar	Intended		Actual
Feedback	0.5		0
Assessment	1		0
Reflection	1		0
Personal Context	1		3.25
Social Context	1		1
Peer Moderated Activ	1		0
Tutor Facilitation	2		0
Tutor Contact Time	1		0
Learning Materials	2		0
Totals	10.5	1.063	4.25

Paper Title	Education in the Digital Age
Paper number	2E+05
Programme	na
Semester	1001
Mode	Web Based
Paper Coordinator	Simon Atkinson
Credit Value	15
Learning weeks	16
Student workload	185
Weekly workload	11.56
Week Theme	Social Presence
Date(s)	
Week number	13



Week5 Week6 Week7 Week8 Week9 Week10 Week11 Week12 Demo

Ready

start Microsoft Excel - MAS... Presentation1 European Learning D... 22:39

1	Demo					
2						Actual
3		Intended Teaching & Learning Activity and time allocation				Time
4	**Feedback**	Review journal feedback from last week	0.5	0.5		
5						
6						
7						
8						
9	**Assessment**			1		
10		Create a portfolio version of your inventory andvisual	1			
11						
12						
13						
14	**Reflection**			1		
15		Develop a thought matrix, bubble or flower chart	1			
16						
17						
18						
19	**Personal Context**			1		
20						2
21		Doing a personal inventory of communications	1			1.25
22						
23						
24	**Social Context**			1		
25		Sharing your visualisation with another generation	1			
26						
27						1
28						
29	**Peer Moderated Activity**			1		
30		Update Team Glossary	1			
31						
32						
33						
34	**Tutor Facilitation**			2		
35		Discussion Forum - 'Sharing Personal Inventory'	2			
36						
37						
38						
39	**Tutor Contact Time**			1		
40		Online Conect Session: Reading Room (check times)	1			
41						
42						
43						
44	**Learning Materials**	Article from JETR Cown & Vlachalopolous	1	2		
45		Chapter from Shedletsky by Atkinson & Burden	1			
46						
47						
48						
49						

Toolkits

- ***Developmental***
- ***Descriptive***
- ***Diagnostic***
- ***Evaluative***

- ***Accessible***
- ***Transformative***
- ***Customisable***
- ***Rapid Development***

Ongoing work

Version 1.1

- Pilot with individuals (May-June)
- Pilot with Programme Teams (May-June)

Version 1.2 +

- Structured research projects (July 2010-July 2011)
- Integrated Staff Development: Course Design
- Student ‘Actual Time’
- Embedded pedagogical guidance

Happy to talk.....

Simon Atkinson

After 16th July 2010
spa@sijen.com

From 2nd August 2010
LSE, Teaching & Learning Centre