



**LUND**  
UNIVERSITY

Department of Educational Sciences  
Division for Higher Educational Development

## **Course Description Open Networked Learning (ONL) LU** *2 weeks*

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### **Details of approval**

Ratified by AHU (CED) 2016. The syllabus is valid from 2017-08-28.

### **General information**

This course addresses teachers, course designers, educational developers and learning technologists in higher education. It presents opportunities to explore a multitude of aspects of Open Networked Learning with colleagues from around the world in a multidisciplinary and cross-cultural context.

ONL is offered in collaboration with the Unit for Medical Education (UME) at Karolinska Institutet (KI) and other universities nationally and internationally.

The course is given in two different formats; as an open course freely available on the Internet and as an institutional course, see below. Lund University uses the Open Networked Learning course, developed with a Creative Commons Attribution-NonCommercial 4.0 International License.

### **ONL as an institutional course at Lund University**

In addition to attending the ONL course as open learners, the participating institutions offer their teachers to participate in the course as a continuation course in higher education pedagogy equivalent to two weeks of full-time work, i.e. 80 hours.

The course aims for participants to explore and gain experience from collaborative, open online learning in order to understand the value, possibilities and challenges of using digital tools to support teaching and learning.

## **Learning outcomes**

The objective of the course is for the participant to acquire knowledge, understanding, skills and abilities in order to make her/him able to:

- explain, discuss and assess different aspects of eLearning such as digital literacy, collaborative, open and online learning.
- critically reflect on questions concerning eLearning related to own teaching practice.

## **Course design**

ONL utilizes open, collaborative learning practices, a problem-based learning (PBL) format and aims to build personal learning networks. The course models the use of freely available social media tools and a platform that does not require extensive technical expertise to be mastered and implemented. The focus is on how available digital technologies can support course design and extend opportunities for collaboration, engagement and learning.

## **Course realisation**

The content of the course is divided into a number of topics, each covering one or two weeks. Participants from different contexts and disciplines interact in an open course community but are also divided and mixed into PBL groups of approximately 5-8 learners. The work within the PBL groups is focused around the weekly/biweekly topic and a suggested scenario and is based on the idea of collaborative learning. Each group has weekly synchronous, online meetings and also collaborate asynchronously using digital tools. Digital artefacts produced by the groups are shared within the course community. All PBL groups are facilitated by a teacher from either of the collaborating institutions.

Participants also write individual reflections to summarize the work for each topic as it relates to their own practice, to be included in a personal portfolio for the course. The portfolio will also include peer feedback.

The course starts with a compulsory face-to-face meeting, and an optional workshop on digital tools is offered.

## **Assessment**

For course certification, active participation in PBL group-work (N.B. including weekly synchronous online meetings and collaborative work), attendance at the face-to-face course meeting and a completed portfolio - consisting of a collection of reflective posts and feedback related to the different topics plus a final summative reflection - is required. The reflective posts (one for each topic) should relate to pedagogical theory and literature. The first post, however, is an orientation to the field and a reflection of the participant's own situation, and does not have to include references. Each reflective post should be approximately 400 words with focus on experiences from ONL and one's own development, challenges, learning, practice etc. As a conclusion, each participant writes a post, based on her/his previous posts and experiences gained throughout the course, summarizing her/his development and learning. It should also include some thoughts about using technology to enhance learning in one's own context and suggestions for development of eLearning (an activity and/or in general) in own context. This summative reflection should also be about 400 words.

## **Entry requirements**

Having studied basic higher education pedagogy or equivalent, corresponding to the pedagogical introduction course at LU, is recommended but not necessary to participate.

## **Further information**

### **Course literature and resources**

The course builds upon open educational resources, all of which are available through the course website. Additional resources are collected and shared by course participants on the website.