Innovative pedagogy in elearning: beyond evaluation

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What to say beyond evaluation?

- On the basis of J. Viens' article, I was looking for two arguments:

  - One global argument about the proposed evaluation model

  - One focused argument about evaluation levels and factors

Innovative pedagogy in elearning

- Stop and think about the title of Jacques' article:
  « to assess and support <u>innovative pedagogy in elearning</u> »?

- Yes, we want innovative pedagogy
  - ◆ ICT acts as one catalysator for: autonomy, collaboration, contextualisation, high level competencies
  - ◆ but there can be pedagogical innovation without any ICT
  - ⇨ We have to use ICT where they bring an added value to pedagogy

- No, we do not want only pedagogy in elearning
  - ◆ think about EAO's problems (Knowledge transmission model)
  - ⇨ we have to: develop, adapt, integrate & support to reach the point

- Further thoughts about innovation…
  - ◆ innovation is not discovery: different times & change of scale

Evaluation levels and factors

- Global structure of Jacques' evaluation model: OK
  - elearning evaluation to be done at different levels (macro & micro)

- Push and resistance at macro level
  - society pushes for the use of ICT in HE: mobile phones, internet, etc.
  - representation of learning (F2F; passive) resists to innovative pedagogy (distance, autonomy, etc.)

- Are there strict frontiers between levels?
  - 3 factors to evaluate elearning environments: acceptancy, utility, usability (Tricot, 2003)
  - are acceptancy factors coming only from the micro level?

⇨ Importance of antagonist / subjective factors

⇨ Importance of multi-level factors