### https://www.youthworkandyou.org

## YouthWorkAndYou.org

### YWeLP Modules



Youth work is a dynamic field and there are many themes in contemporary youth work on which we could have chosen to focus. In making our decisions we

considered the practice and policy context of youth work across Europe and the wider world choosing to prioritise those that are particularly relevant right now:

» Communicating Youth Work

» Youth Participation and Non-formal Learning in Youth Work

» Ethics and Human Rights in Professional Youth Work

» Youth Work in Diverse Societies

» Youth Work in the Digital World

#### Micro learning units, 2019

Project Modules Team Sources & Resources

Module 6 – International Youth Work – NEW!

Module 5 – Youth Work in the Digital World

Module 4 – Youth Work in Diverse Societies

Module 3 – Ethics and Human Rights in Professional Youth Work

Module 2 – Youth Participation & Non-formal Learning

Module 1 – Communicating Youth Work

### Challenges on collaborative online learning – reflecting the community education studies 22.9.2022, Helsinki

- Päivi Timonen, Humak University of Applied Sciences
- Senior lecturer, online learning specialist
- Ph.D. Candidate, Faculty of Education, the Media Education Hub at the University of Lapland.
- My research topic: Coaching pedagogy for synchronous collaborative online learning
- First substudy article: <u>https://doi.org/10.1177/1834490921991430</u>



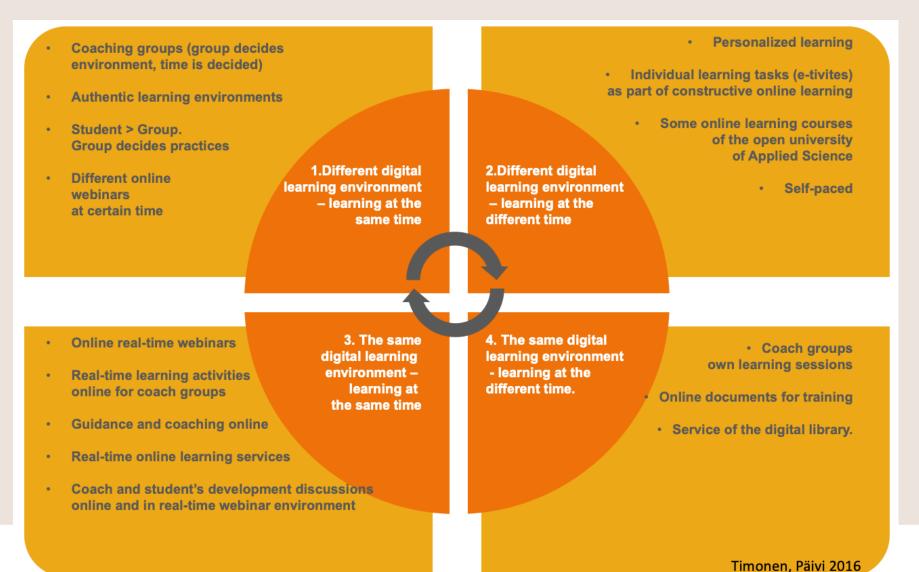
# Challenges of Teachers, students, universities, and society around us for collaborative online learning

- Values: what kind of students do we educate? Individuals for work life? Co-workers?
- Pedagogy, online pedagogy, digital pedagogy: is it discussed enough?
- The time available: do we invest time in correct targets and times?
- Threats: do we have enough courage for jumping into collaboration?
- Curriculum: Whole curricula will be available online, not only single courses or modules.
- Work life: Interaction and collaboration skills and competences are needed in todays and future work life also in digital environments.
- Resources

MAK UNIVERSITY OF APPLIED SCIE

University students should have the right to learn knowledge and skills required in their future profession in traditional learning environments as well as in synchronous and asynchronous online learning environments – with the same learning results.

# Background for the theme: Four dimensions of online learning by time and space by Päivi Timonen 2016



### cMOOCs were a success story of collaborative online learning

- cMOOC project 2014–2016
- Digital Perspective on Youth Work
- Three different cMOOCs
- In co-operation with Humak UAS, Metropolia UAS, Verke and Koordinaatti.

Project cMOOC Digital Perspective on Youth Work (3 etc) was created with aim

### 2015-2016 cMOOCs

> constructive, collaborative > get information, raise knowledge, gain skills, study in groups, coach, online learn, peer evaluation ....



Humak University of Applied Sciences, Finland

# Challenges: cMOOCS and e-Coach (teacher and work life specialist)

- Activity on/by discussions, a lot to follow by the coach but this results in collaborative online learning.
- Get a common perspective of the current situation for a lot of students and teachers.
- Following up on the e-Coach group, there are many groups and many e-Coaches. Same principals of communication, guidance, and coaching of e-Coach groups.
- The technical know-how of online learning environments.

### Challenges on cMOOCs and e-Coach are possible to solve by knowing better technically online learning environment

#### Some of the results written in a research article: Which factors facilitate collaborative learning on cMOOCs? Ruhalahti, Söderlund & Timonen 2018.

#### Which factors facilitate collaborative learning on cMOOCs?

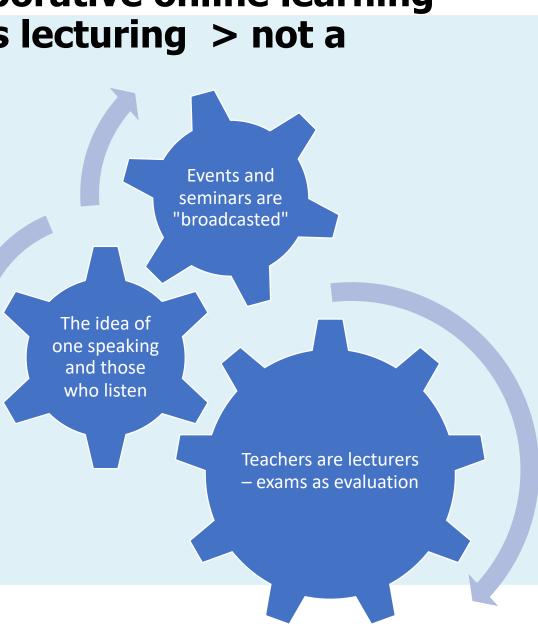
Collaborative learning was promoted especially by participation, interaction skills and commitment to the community-driven learning process. The quantitative results of the inductive analysis of the open responds given by the three cMOOC implementation groups are presented in Table 3.

| CODE CATEGORY          | OCCURRENCE (F) |
|------------------------|----------------|
| Participation          | 104            |
| Interaction            | 55             |
| Commitment             | 46             |
| Resourcing the time    | 22             |
| Collaborative learning | 20             |
| Having the courage to  | 13             |
| Motivation             | 4              |
| Other                  | 3              |

https://tinyurl.com/cmoocs2018

### Challenges on synchronous collaborative online learning teaching is used to ... Teaching as lecturing > not a collaboration of students

- Some of the backgrounds why I decided my research topic to focus on synchronous collaborative online learning.
- Community education in mind: cowork, group work
- An ongoing need to develop:
   \* skills in online pedagogy and its applications
   \* technical skills



A M U

### Principles of practice for the coaching pedagogy of synchronous collaborative online learning

(Timonen & Ruokamo 2021)

RQ: What kind of Coaching pedagogical model is for Synchronous Collaborative Online Learning? Principles of practice for the coaching pedagogy of synchronous collaborative online learning Timonen Päivi, 2019 Cognitive Presence (CP)

## Social presence (SP)

• Strengthen learner-learner dialogue and reflection through collaborative methods.

Ensure a holistic group-based learning design of webinars.
Ensure that groups create the

code of conduct of webinar learning.

• Reduce social distance by tools and methods of synchronous environment.

Establish emotional

engagement and human touch

with the help of breakout groups.

Strengthen the online presence

of learners by connections

Synchronous collaborative online learning by coaching pedagogy

Teaching

presence (TP)

Plan for collaborative and explorative assignments for knowledge construction using flipped learning.
Ensure groups for peer learning and co-constructing problem-based

co-constructing problem-based learning.

• Establish coaching processes for supporting cognitive goals and creating social cohesion

• Plan the pedagogy that supports assignments for dialogue and discussion through coach activities.

• Qualify as a coach for pedagogical tips and treats in a webinar.

• Plan coach activities that affect collaborative learning and facilitate discussion, as well as foster student's commitment.

• Ensure webinar content, protocol, and technology preparations before hand, along with and after the webinar.

• Plan diverse activity types and prevent technical incompetence.

• Create and nourish interaction, curriculum, rules, facilitation of learning.

• Redesign the webinar with a variety of pedagogical methods and exercises.

• Ensure professional backing for a coach.

• Establish continuous, timely assessments with the help of learning analytics

https://doi.org/10.1177/1834490921991430

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Päivi Timonen, Humak University of Applied Sciences paivi.timonen@humak.fi

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WWW.HUMAK.FI/EN