

Learning with Real Time Communications Technologies

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LIFT

learning, innovation and future technology

CEDIR

Centre for Educational Development & Interactive Resources



University of Wollongong

eLearning 2.0

Web 2.0

Write and read

Social software

blogs, wikis, del.icio.us

Photos (Flickr)

But what about
Video?

Google and
YouTube

eLearning 2.0

- Video for content
 - Student produced
 - Commercially produced
 - Uni produced
- But what about video for interactions?

RTCs in eLearning

- Not always integrated with LMS but often a part of flexible/distance learning
- Access Grid
- Video Chat
- Videoconference

RTCs in eLearning

Access Grid

- multi video
- server/client-no MCU
- IP, multicast
- app'n sharing
- rich experience
- open source

RTCs in eLearning

Video chat

Evolved from IM

2G imminent

Videoconference

replacement

- cheap
- ubiquitous
- portable
- LMS convergence

RTCs in eLearning

Like most learning technologies RTCs
impose on learning activities

“Why do they go to sleep in my videoconferences?”

Teaching and Learning with RTCs

Literature (scant) and practice
concur

Two-way activities

Two-way technologies

Teaching and Learning with RTCs

- Engage to learn - active mindset
- Challenge passive mindset
- Counter-intuitive compared to passive reception from video technology
- Design for interaction

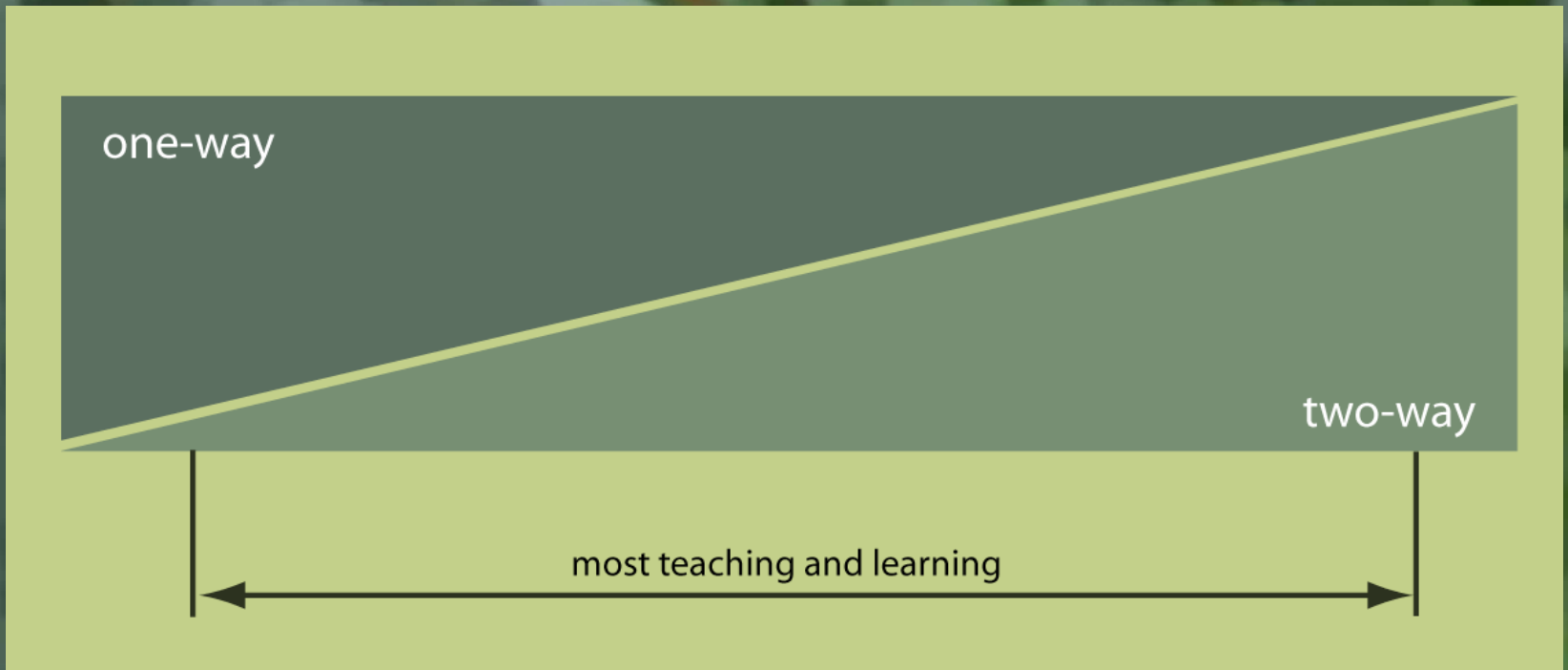
Teaching and Learning with RTCs

- How much interaction?
- None - 50 minute presentation
- Some - 2 x 5 minute opportunities
- More - 5 x 5 minute opportunities
- *Hypothetical approach*

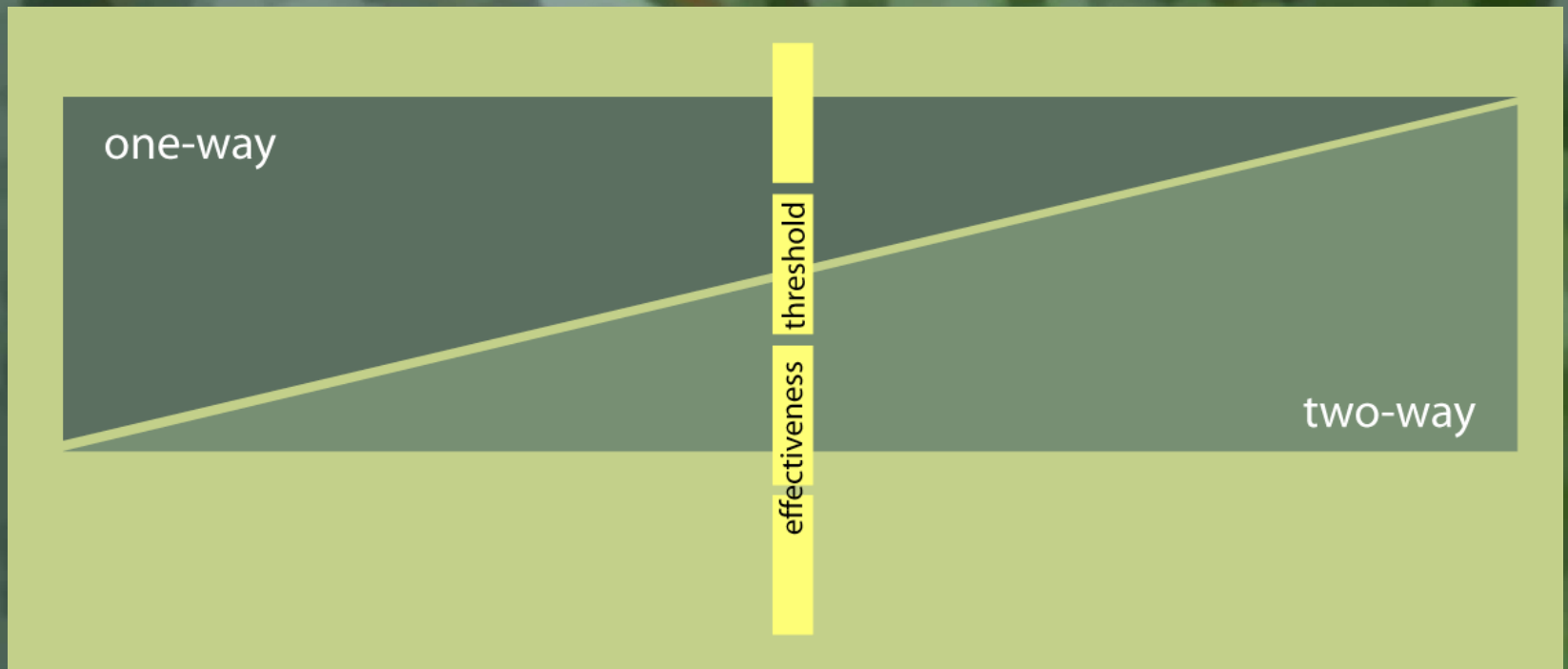
Continuum of Learning Activities



Continuum of Learning Activities



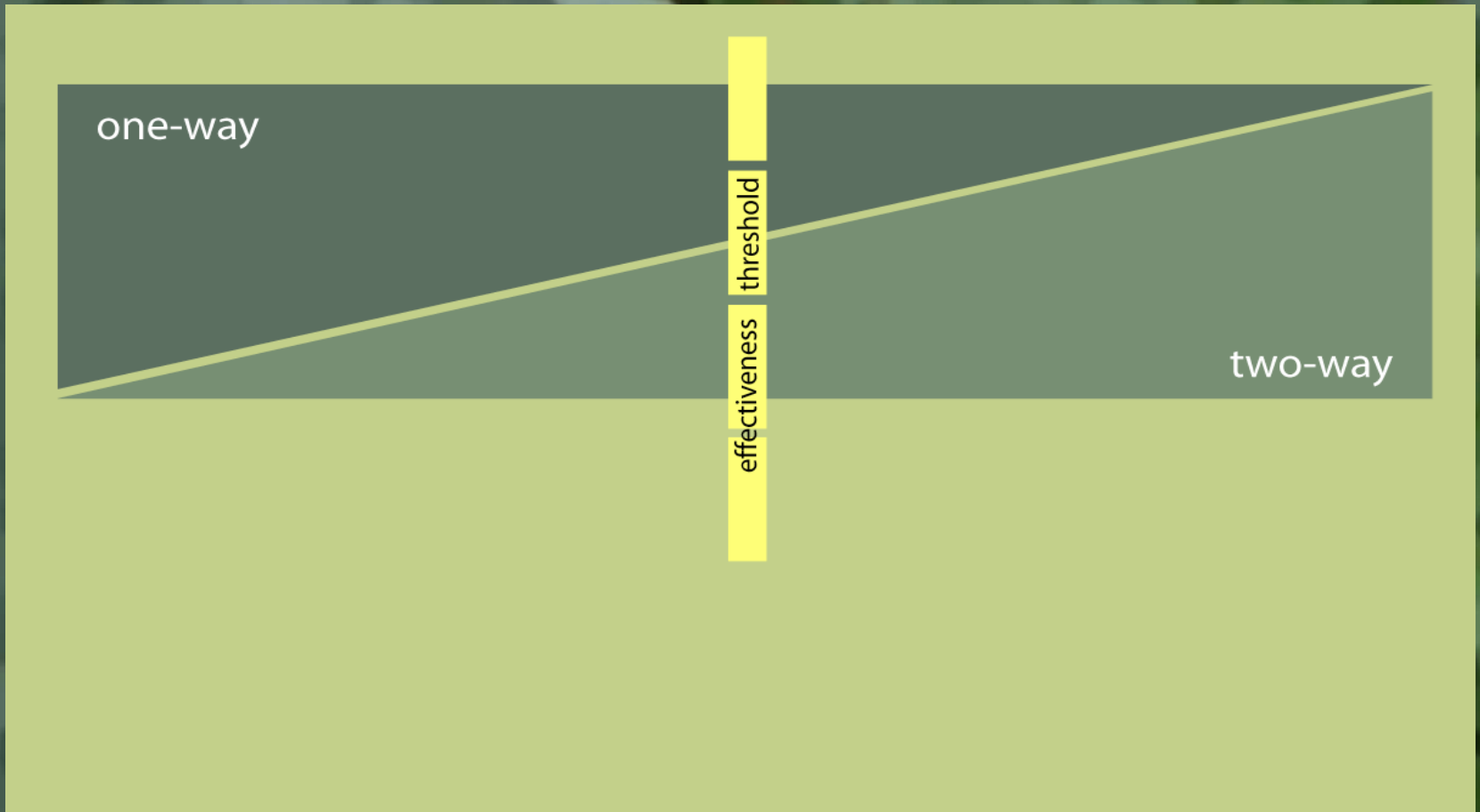
Continuum of Learning Activities



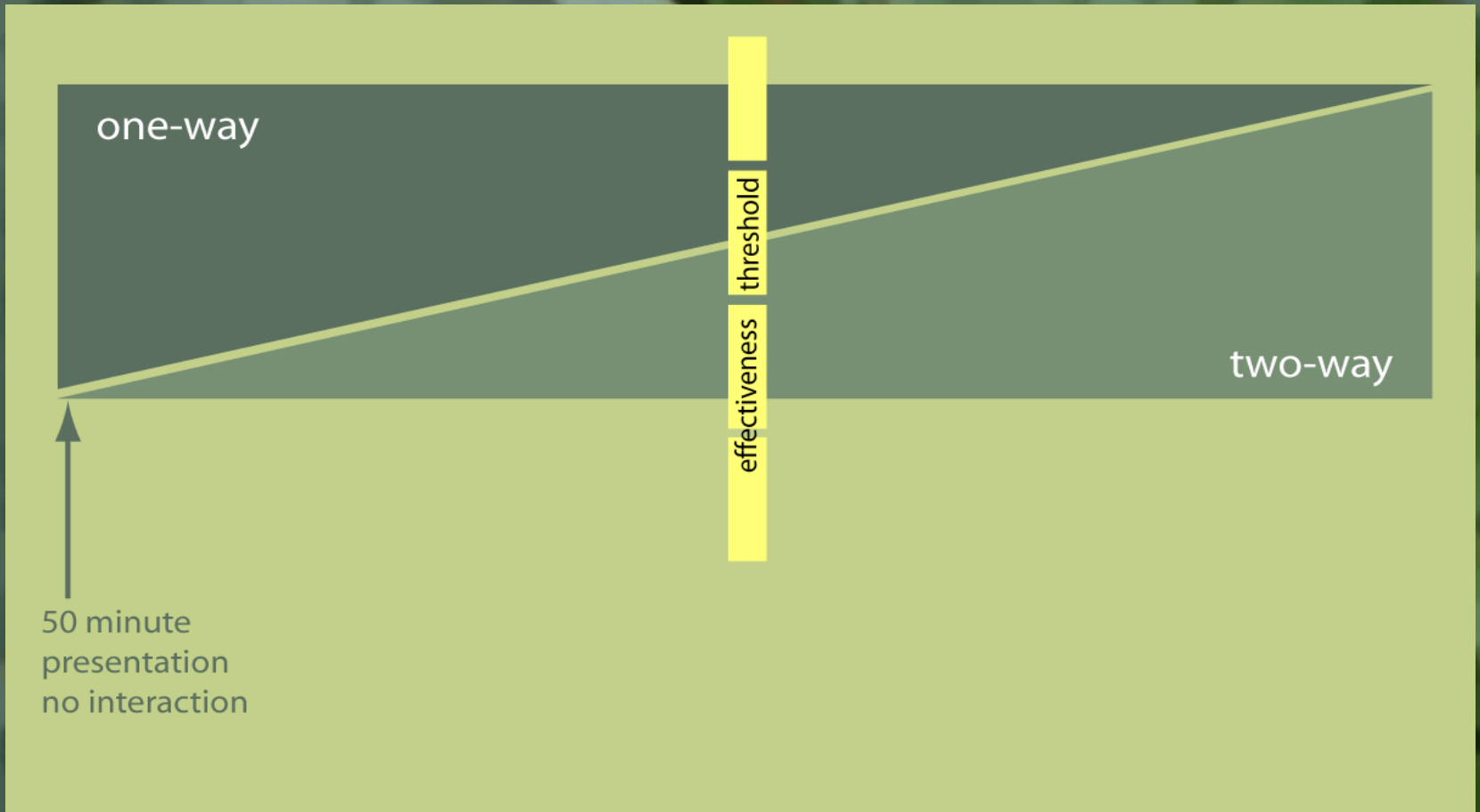
Position of Threshold

- Nature of activities
- Media richness
- Notoriety, respect, fame of presenter
- Presentation skills
- Motivation
- etc

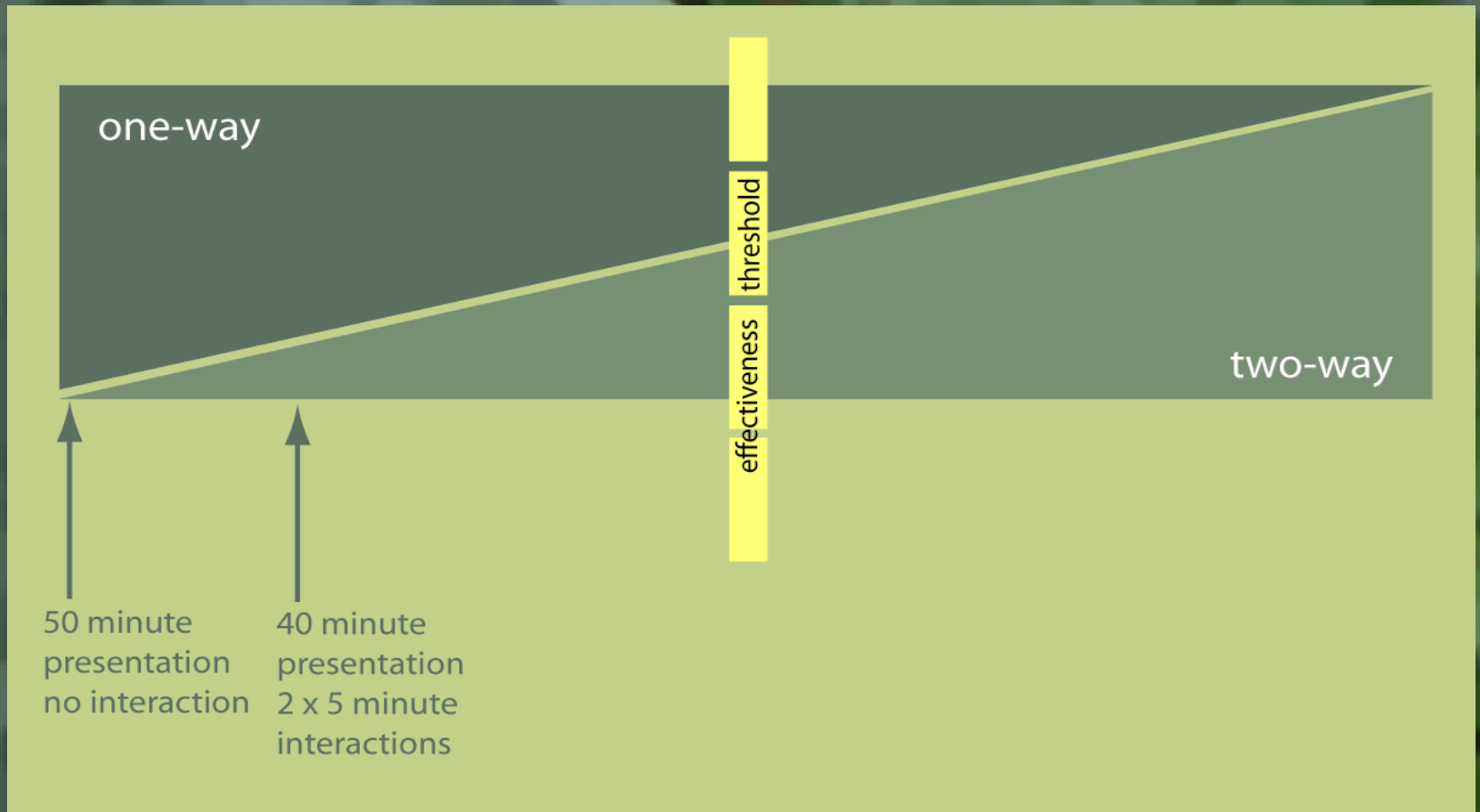
Threshold and Interaction



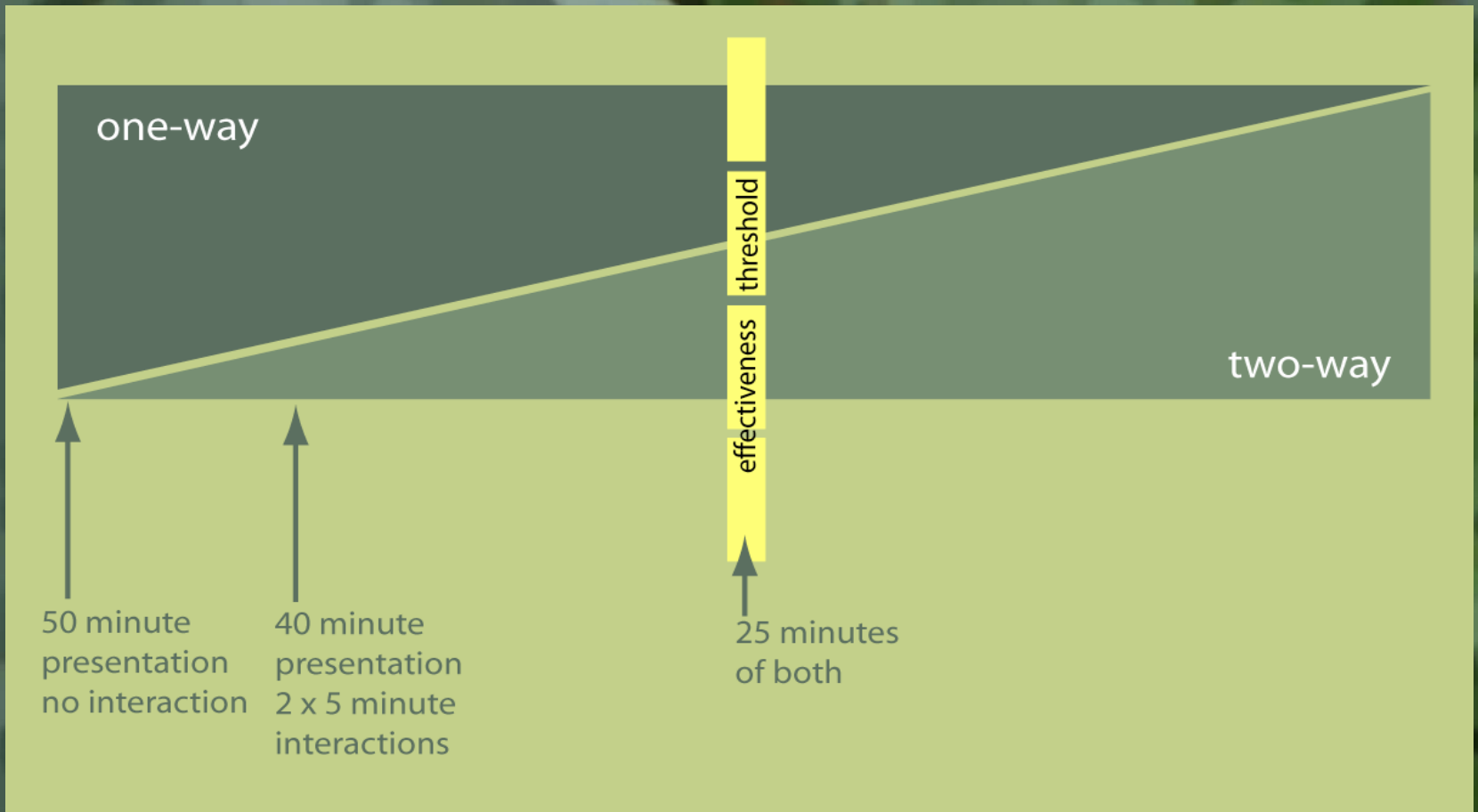
Threshold and Interaction



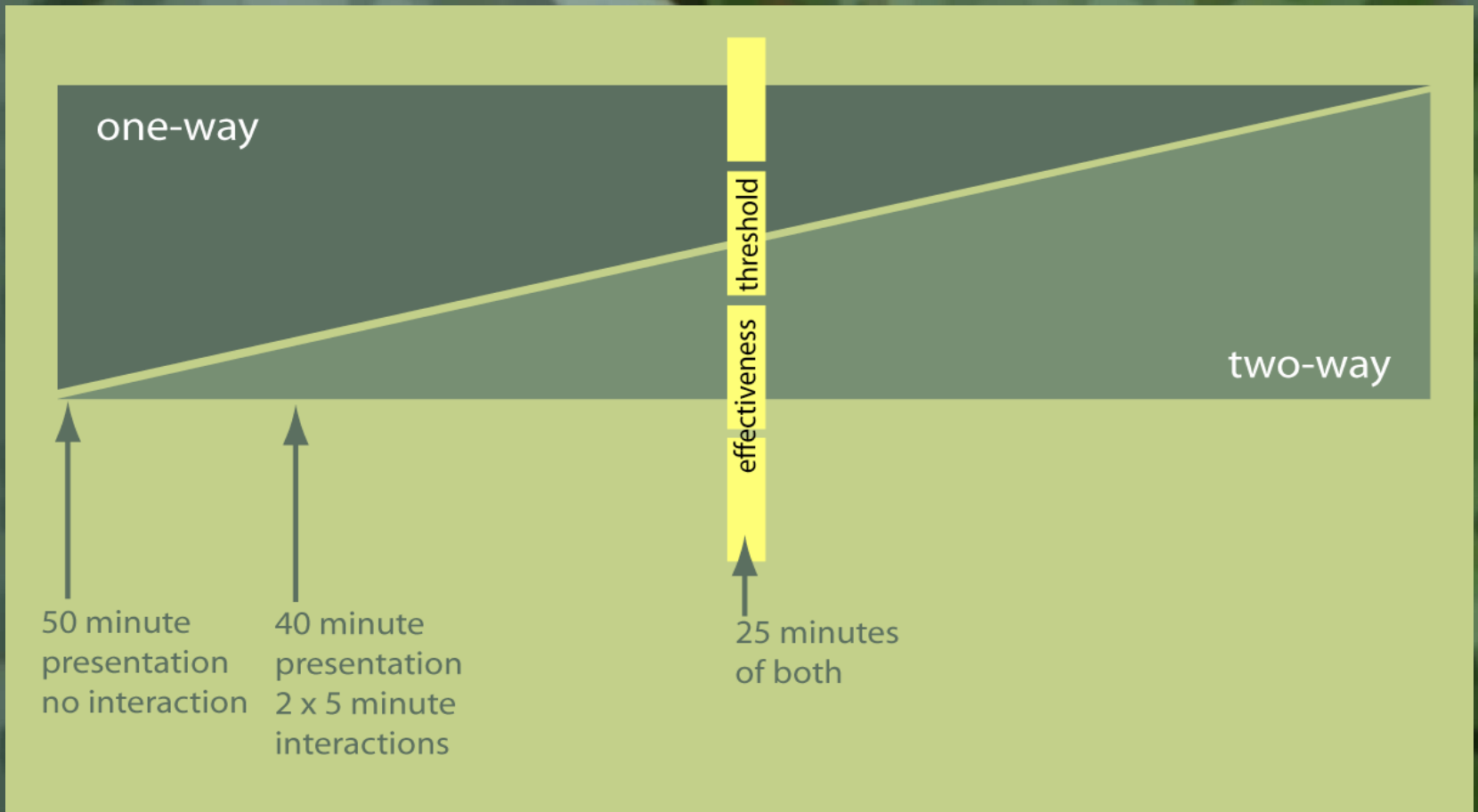
Threshold and Interaction



Threshold and Interaction



Threshold and Interaction



Length and Frequency

- 5 x 5 minute opportunities for interaction is not the same as 25 minutes of interaction.
- Not just how much, but
- How much and how often

Continuum and Threshold

- As mentioned: a work in progress
- More data collection needed
- Guiding principles appear sound

Challenges

- Design appropriately
- Provide staff development
- Contribute to literature/knowledge
 - Guiding theories as well as cases

The background is a pixelated, abstract pattern of green and grey tones. A large, dark brown, irregular shape is positioned on the left side of the image. The overall appearance is that of a low-resolution digital graphic.

Thank you