

Title:

The New TEAL Deal: a case study of decentralized learning in Norwegian higher education

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Technology-enhanced active learning, decentralized learning, collaborative learning, Virtual Learning Environments, deliberate practice, dual coding, multiple contexts, learner autonomy, self-regulated learning, self-efficacy, multimedia learning, blended learning, student-centred practice

Abstract (150-200 words):

This paper presents a study of technology-enhanced active learning in an undergraduate course in teacher education. The course was a pilot for a model for decentralized learning in Finnsnes, Norway. The study is organized into discussions of theory and practice based on literature and practitioner observations from the course. Second, a quantitative survey and semi-structured interviews were conducted to provide perspectives on student experience. These elements were then synthesized to provide a degree of academic rigor and some qualified conclusions.

The paper asks whether technology-enhanced active learning is a useful model in rolling out decentralized learning in Norway; moreover, whether any necessary changes or considerations in practice might be identified. The practitioner observations pointed to the need for further change away from teacher-centred practices, often as a result of technological constrictions, and highlight the opportunities for increased assessment for learning and development of teacher-student relations and co-learning. The student responses pointed to little perceived differences where practice remained teacher-centred. However, they also demonstrated the clear need for course meetings for student-centred practices in order to build effective communities of practice.

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