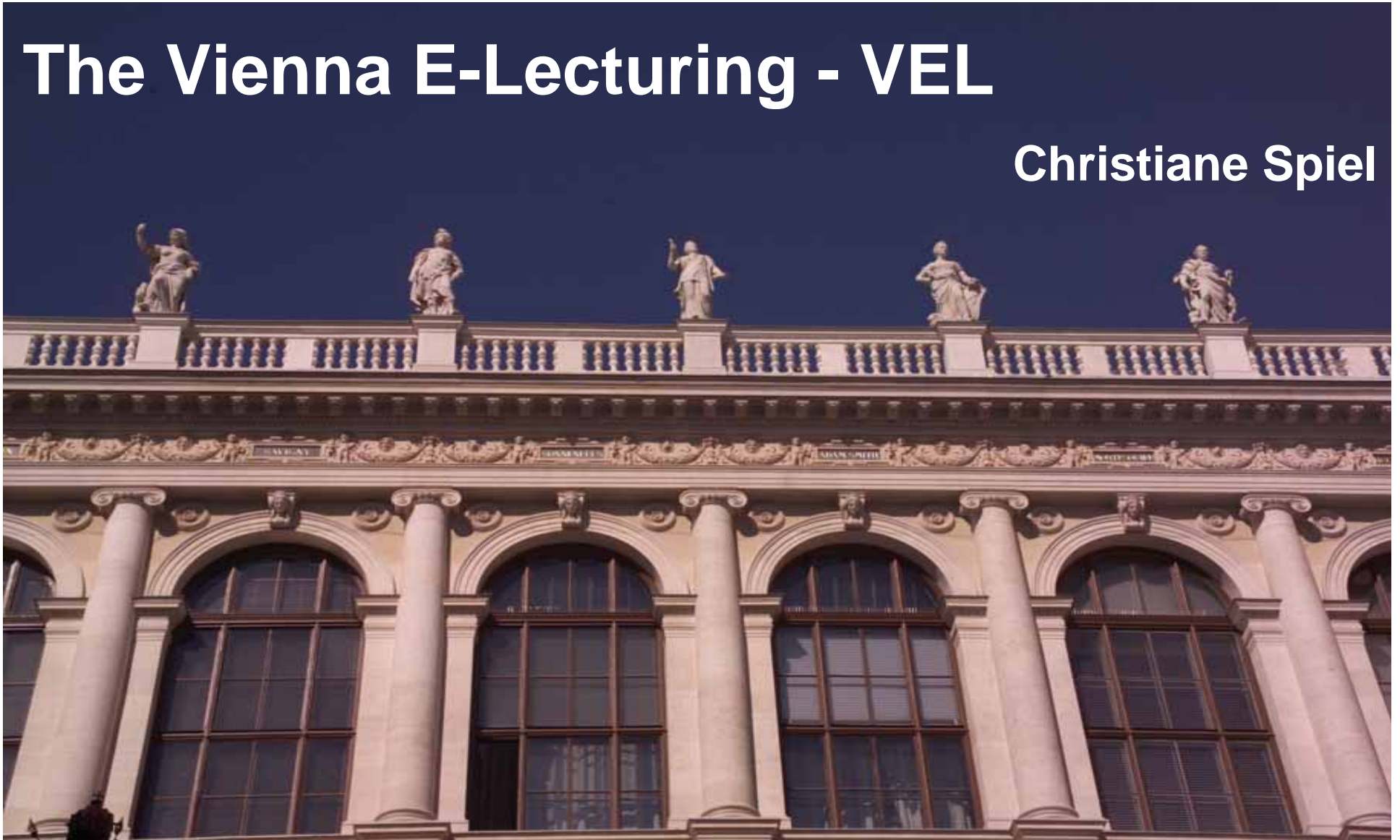




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The Vienna E-Lecturing - VEL

Christiane Spiel





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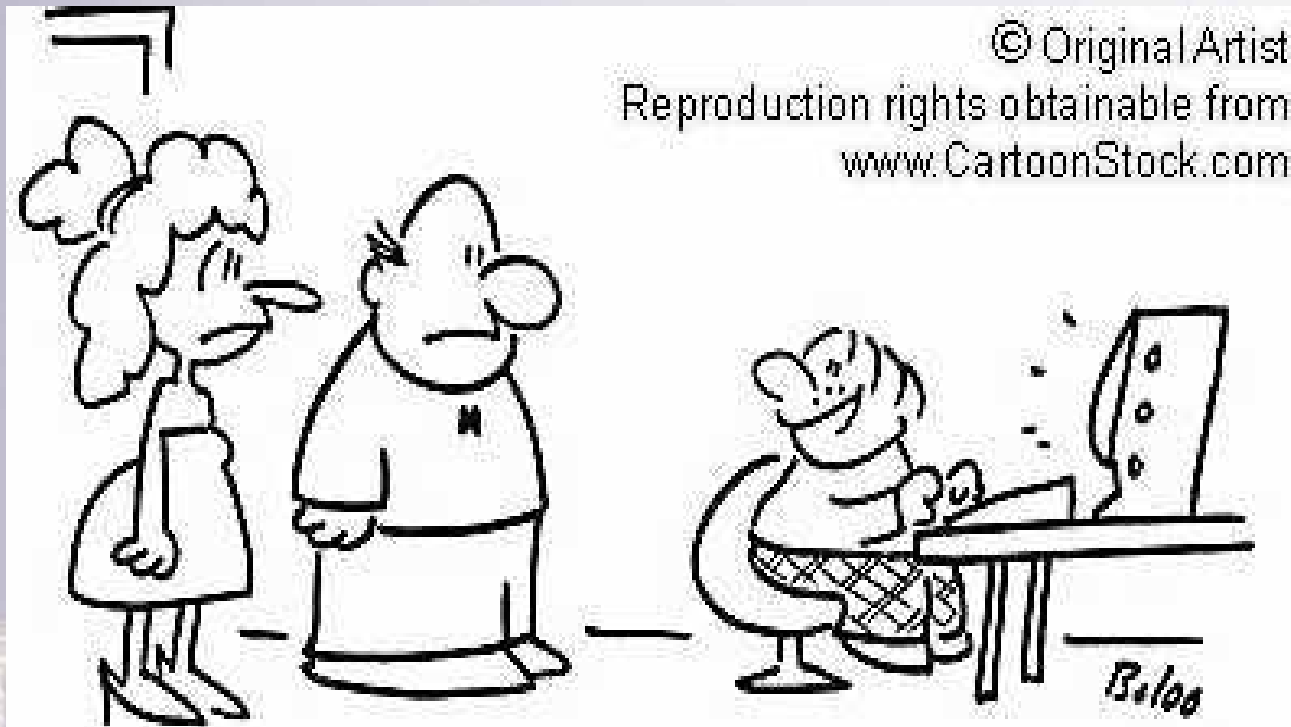
VEL is

- an Internet-supported teaching concept
- that should lead to increased commitment among the students by guiding them to grapple with the material at a deeper level

VEL is implemented in the mandatory two-part course "Research Methods and Evaluation" offered for psychology students.



General Idea



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**"You don't have to worry about my future any more
— I just downloaded an entire college education."**

Challenge – Factual Knowledge

Students of social studies struggle with research methodology (Stark & Mandl, 2000).

Up to 80% of students show anxiety in statistics with negative consequences for performance (Onwuegbuzie, 2004).

Students avoid deep examination of statistics (Lapka et al., 2006).

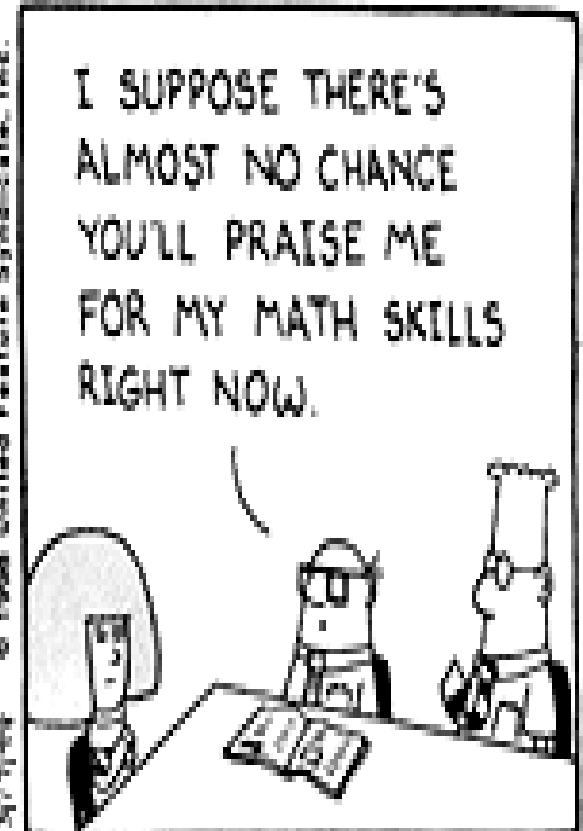
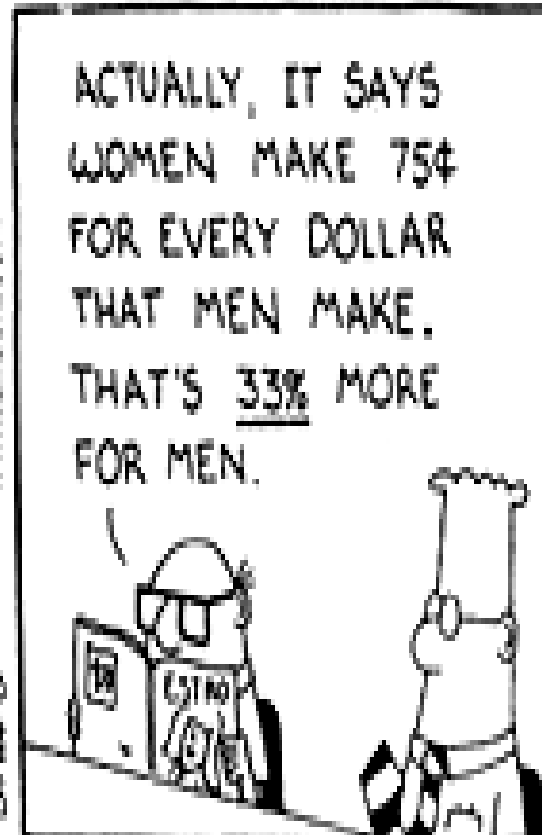
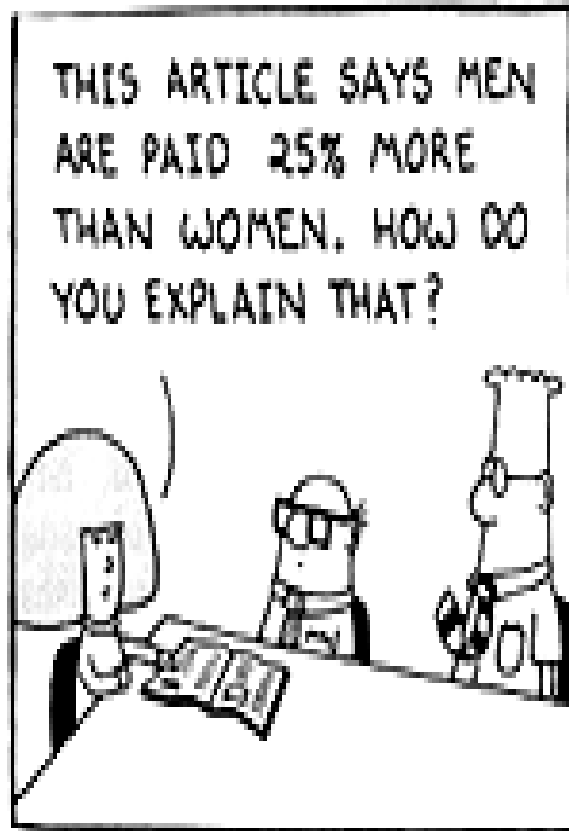
→ only 1% of the students of Psychology focus on research methodology in their studies

→ only 4% students reach the best mark in research methodology at the bachelor level



Challenge – Factual Knowledge

D
I
L
B
E
R
T



Additional Challenges

Effective **self-regulation** is an important competence for optimal adaptation to changing contexts (Zimmerman, 2000), but many students show deficits in self-regulated learning (Spiel & Schober, 2005; Stark & Mandl, 2005).

High performers favour a high amount of communication and **cooperation** (Sonntag, 2000), but many students have problems to work successfully in teams (Stipek, 2002).

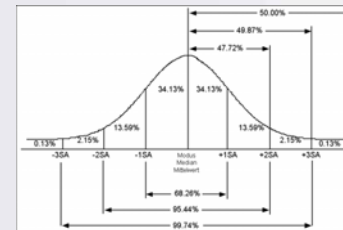
New Media are highly relevant for the future (Weibel, 2003) but universities well equipped with hardware, often don't use them efficiently (Conole & Fill, 2005).



Learning Goals

Vel persues 4 goals: Mediation of ...

1. Factual knowledge



2. Learning Competence (SRL)

3. Cooperative learning

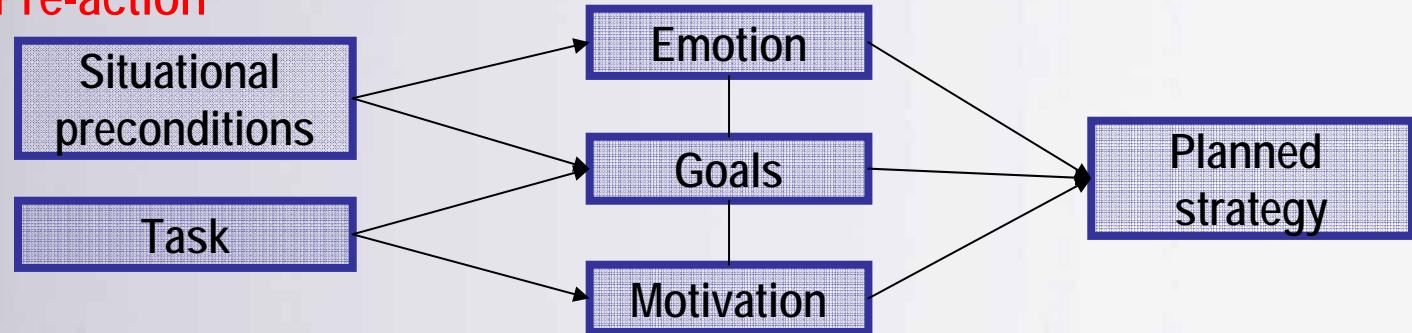
3. e-Competence



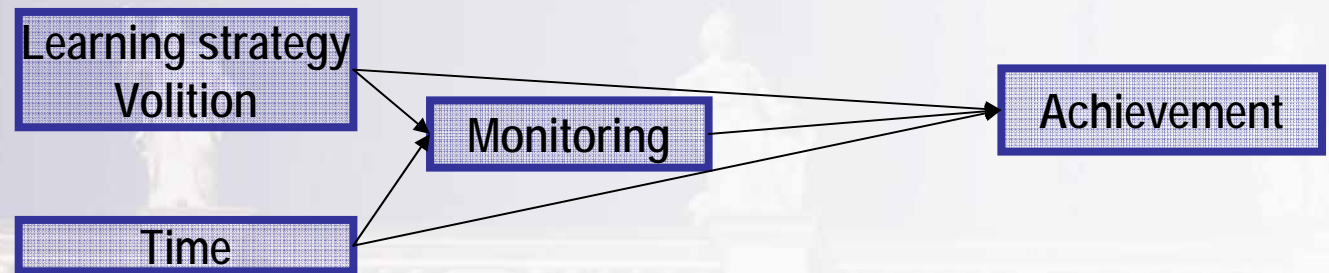
SRL-Process Model (Schmitz, 2001)

learning process

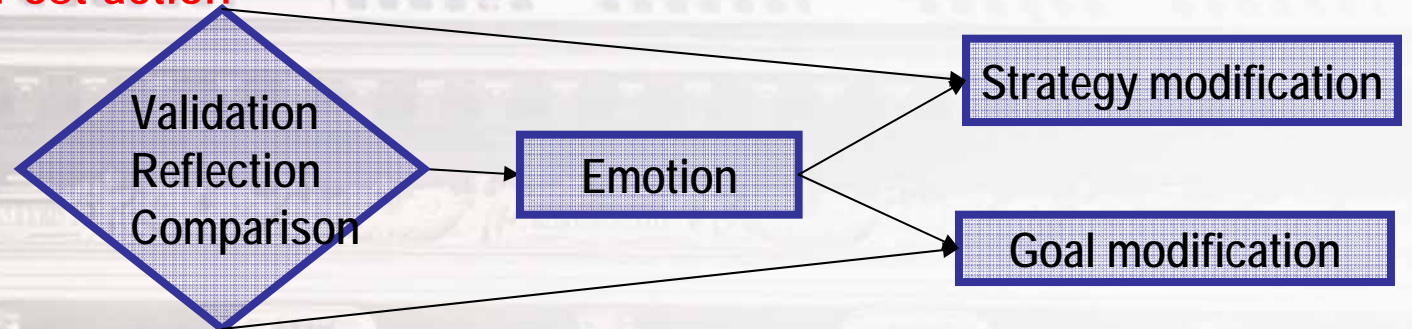
Pre-action



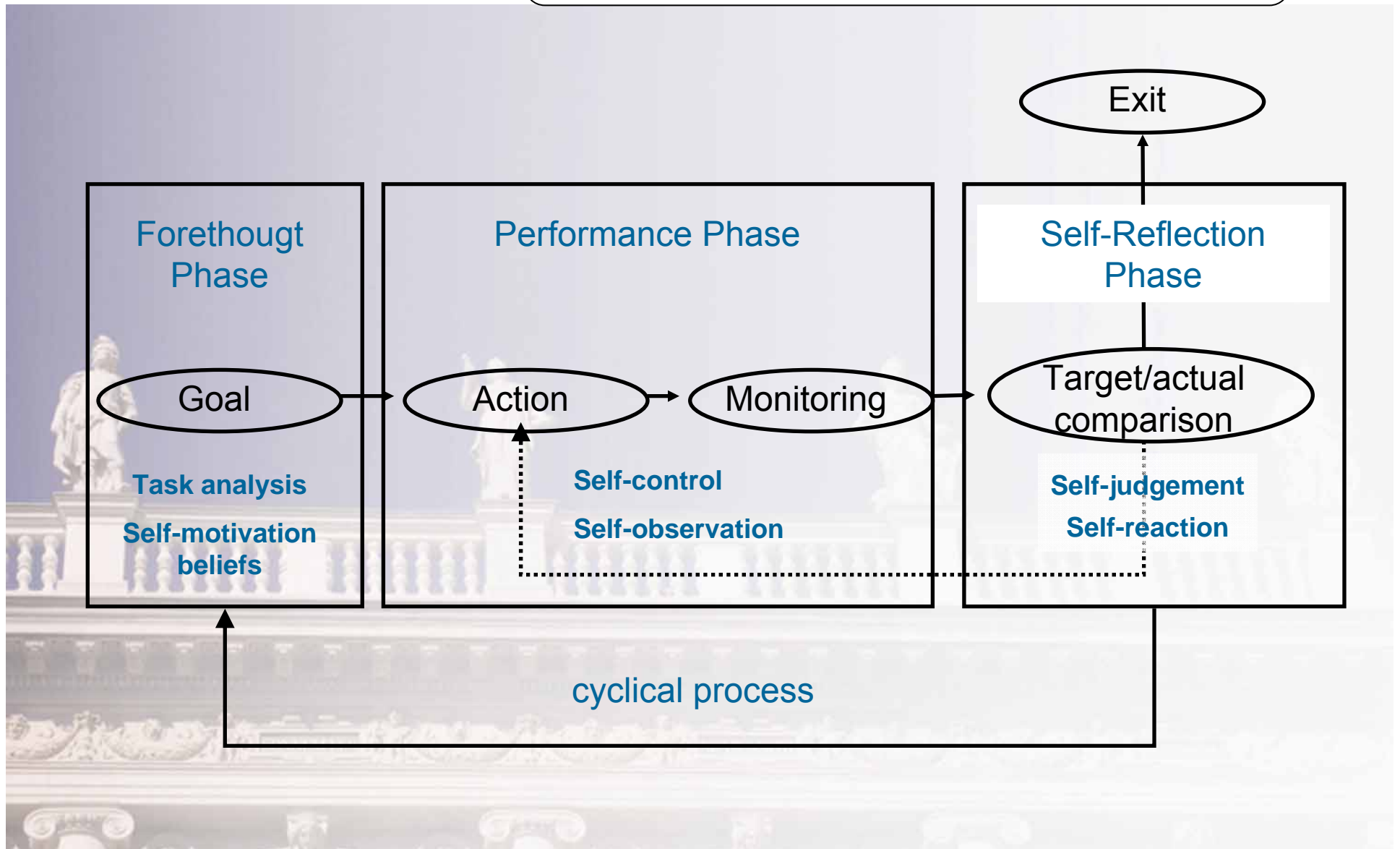
Action



Post-action

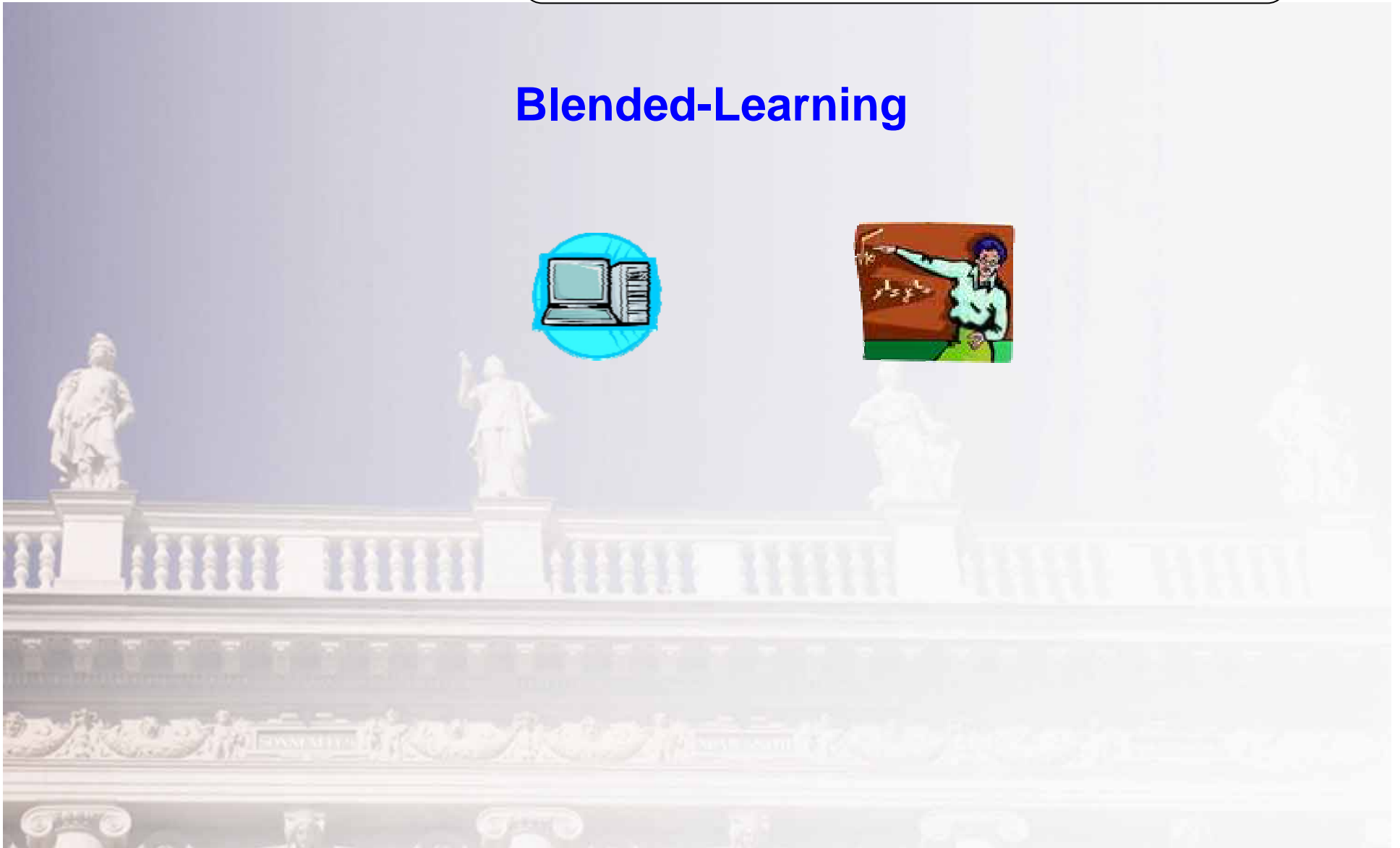


Model of Self-Regulation (Zimmermann, 2000)





Blended-Learning

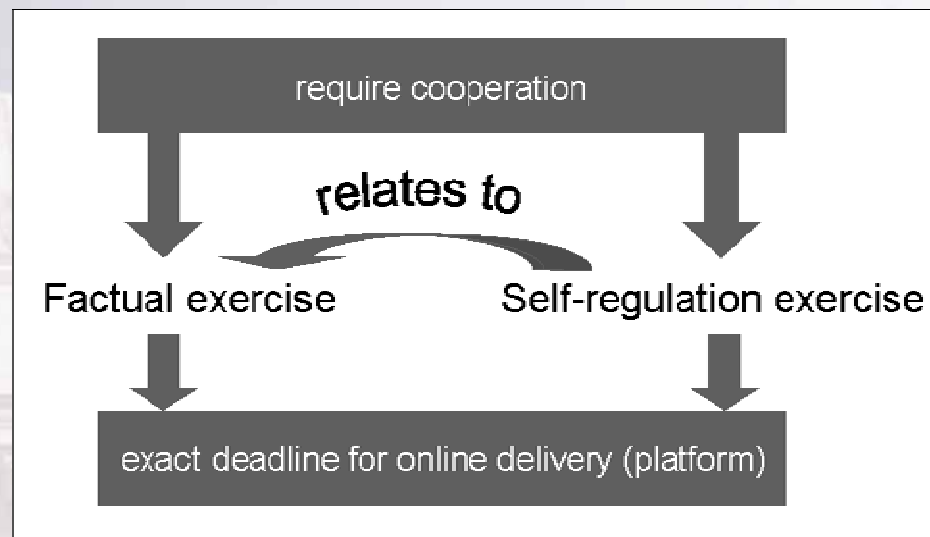




Didactic Principles

Blended-Learning

Interlocking of learning goals





Blended-Learning

Interlocking of learning goals

Inclusion of various types of knowledge

- declarative
- procedural
- conditional



Didactic Principles

Blended-Learning

Interlocking of learning goals

Inclusion of various types of knowledge

Explicit and implicit forms of imparting



Explicit and Implicit Impartment

	explicit parts	implicit parts
Factual knowledge	<ul style="list-style-type: none">• Studying literature• Working on tasks• Online-selbsttests• <i>Face-to-Face in Meet-the-Expert</i>	<ul style="list-style-type: none">• Discussions in small groups and in discussionboards
Self-regulated learning	<ul style="list-style-type: none">• Self-regulation exercises• <i>Face-to-Face in the training</i>	<ul style="list-style-type: none">• Free timeplan for working on modules, except overall deadline
Collaborative learning	<ul style="list-style-type: none">• <i>Face-to-face in tutorials</i>	<ul style="list-style-type: none">• Small group work
E-Competence	<ul style="list-style-type: none">• <i>Face-to-face in tutorials</i>	<ul style="list-style-type: none">• Working with an electronic platform



Face to face units

1 kick off event

welcome and basic information

6 meet the expert units

to promote substantial factual knowledge
specific topics of the learning material are discussed on a deeper level

4 tutorials

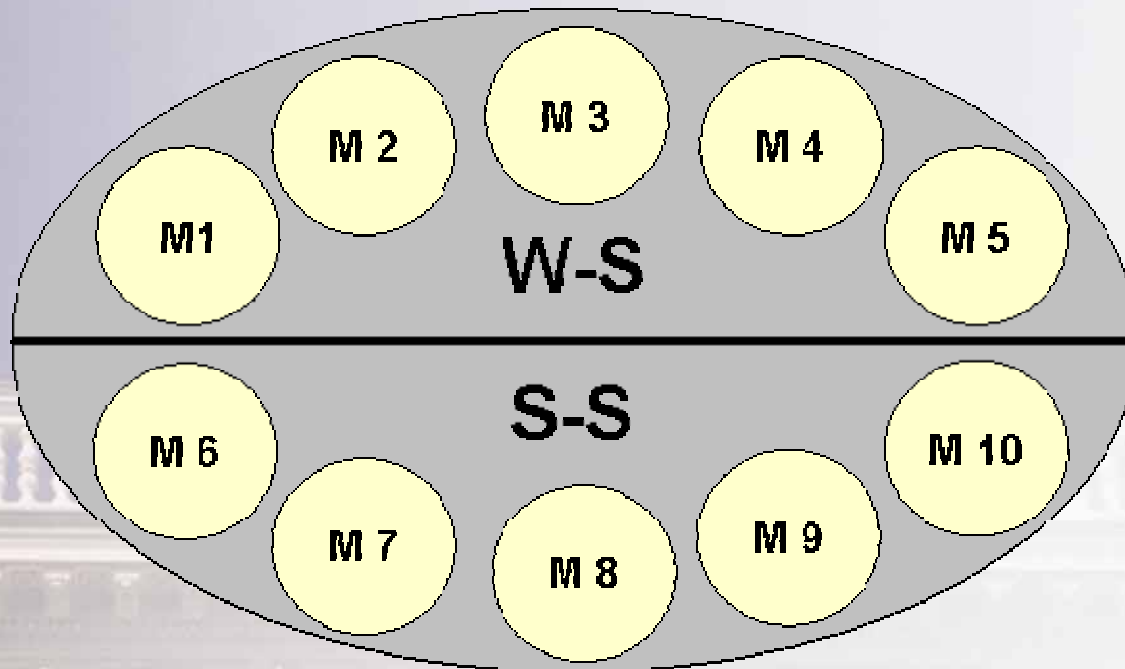
to promote learning competences, cooperative learning, and e-competence

4 SRL-units

to provide concrete guidance on the self-monitoring of learning



Online modules





Online modules


Forschungsmethoden & Evaluation Modul 3 - Mozilla Firefox

Datei Bearbeiten Ansicht Gehe Lesezeichen Extras Hilfe

http://vel.univie.ac.at/m3

VIENNA
VEL ECTURING

- ▶ Home
- ▶ Content
- ▶ Goals
- ▶ Literature
- ▶ Task
- ▶ Selftest
- ▶ Self-regulation-exercise
- ▶ Feedback
- ▶ Checklist
- ▶ Your Opinion



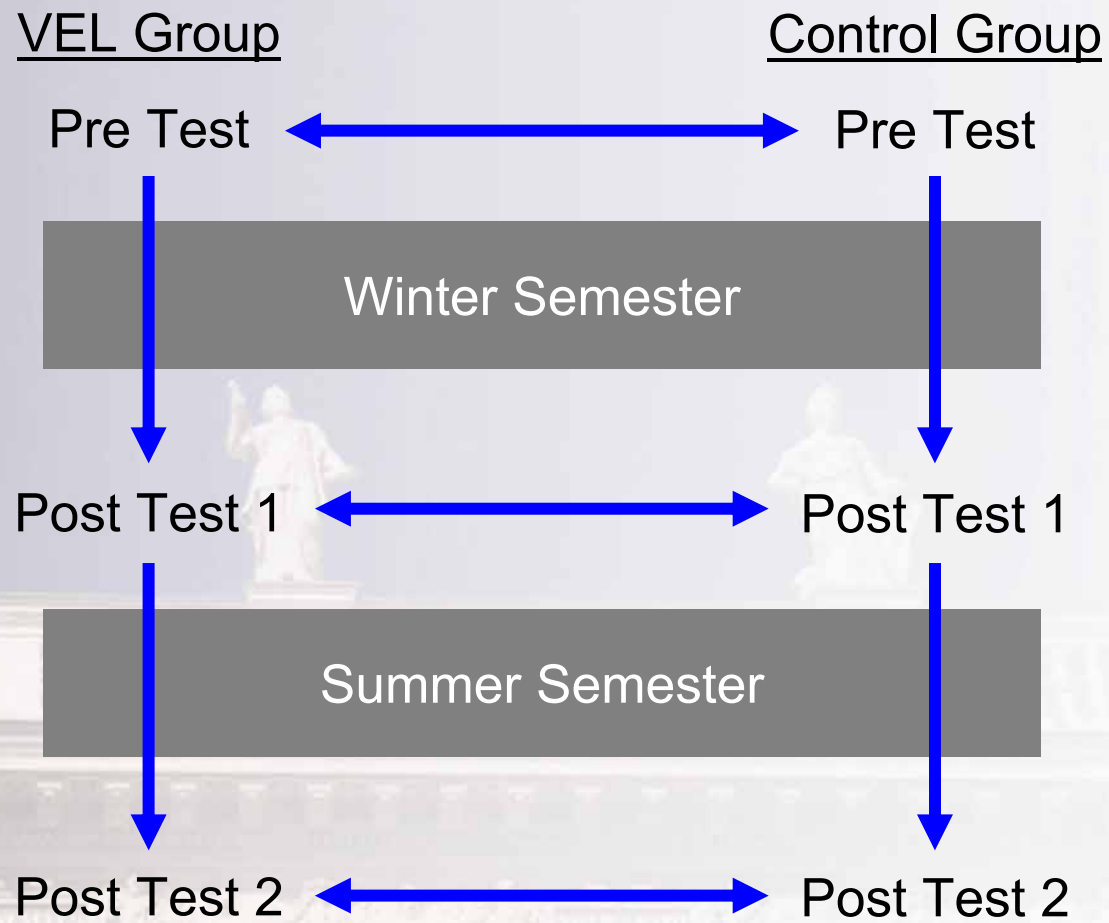
Welcome to Module 3!

During the course of your study you surely have heard
the term "Operationalization" quite often.
What does this really mean?

[go to Content >>](#)

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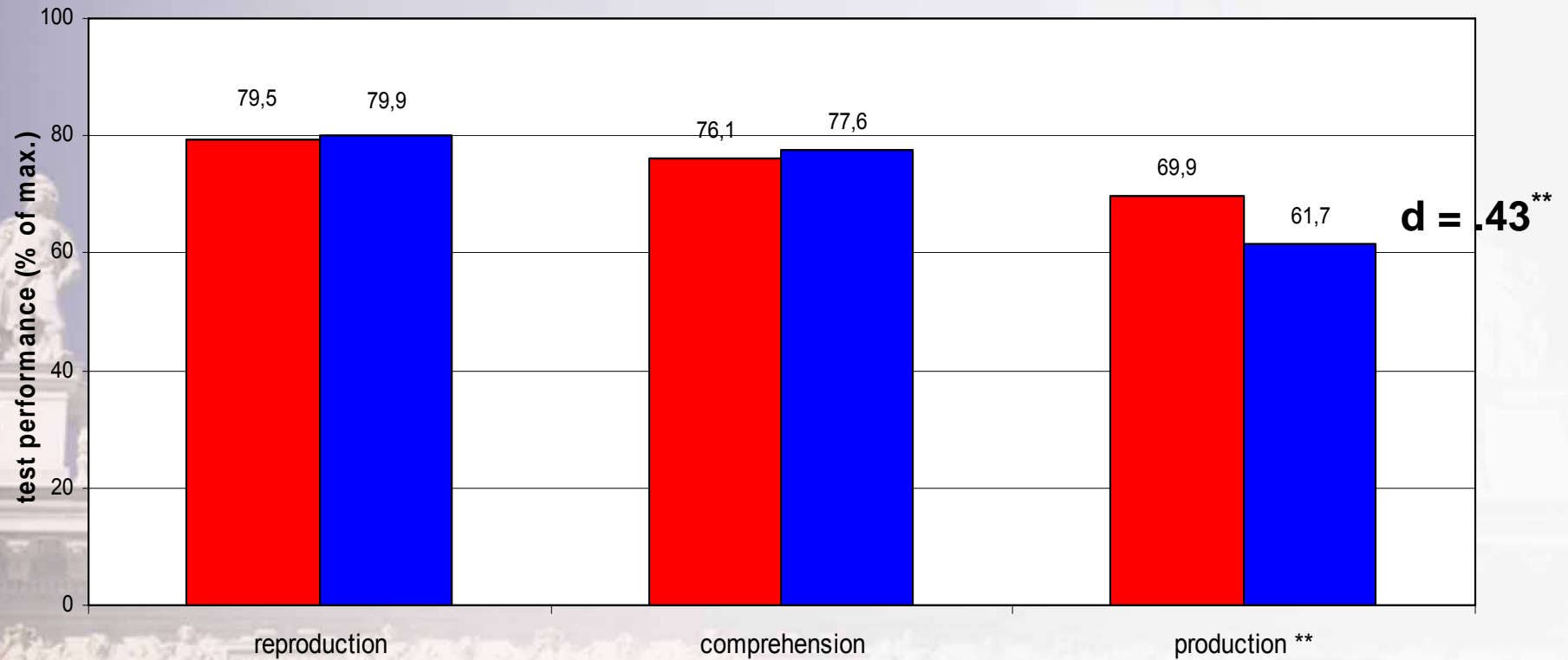
Evaluation Design



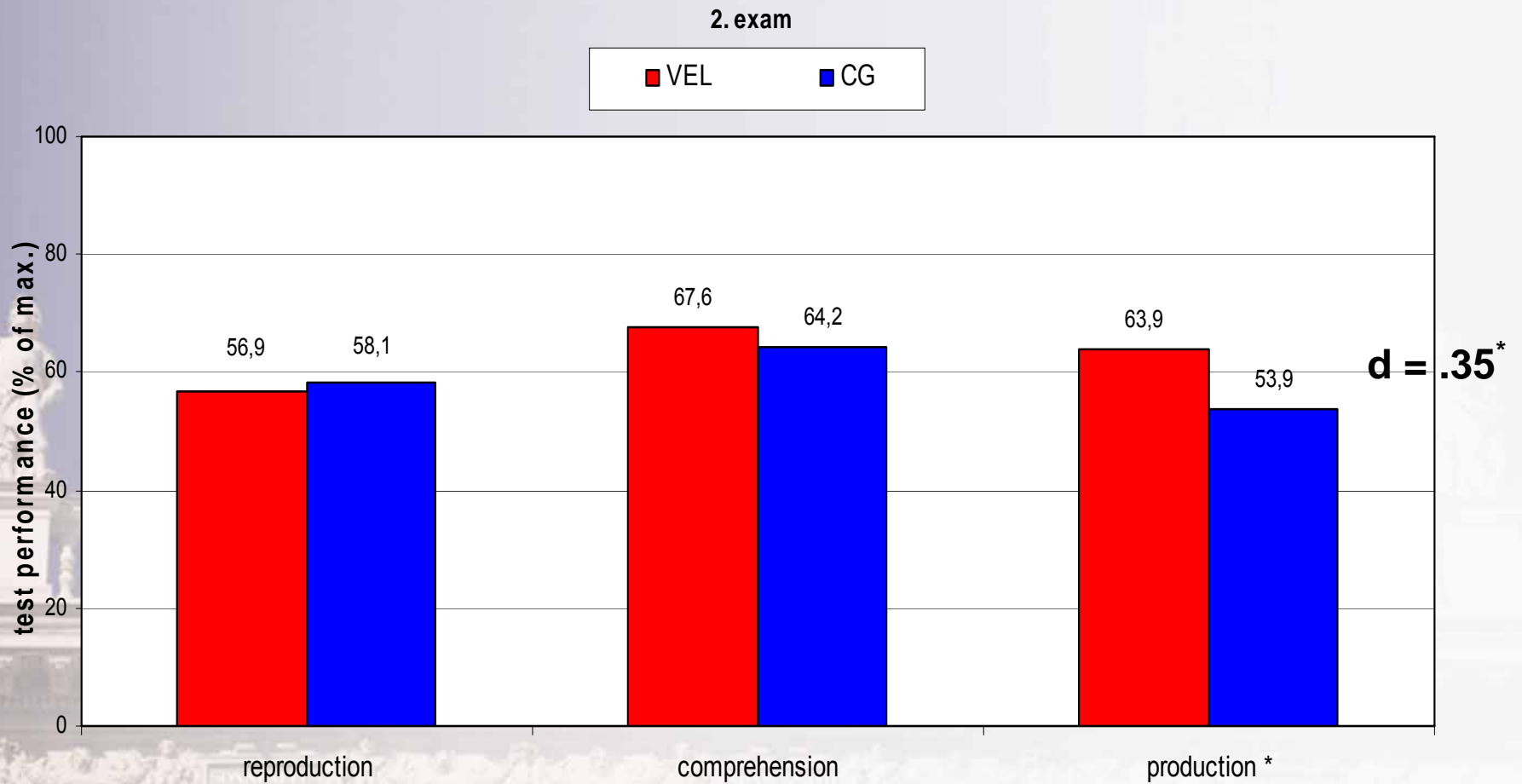
Evaluation Results: Factual Knowledge

1. exam

■ VEL ■ CG

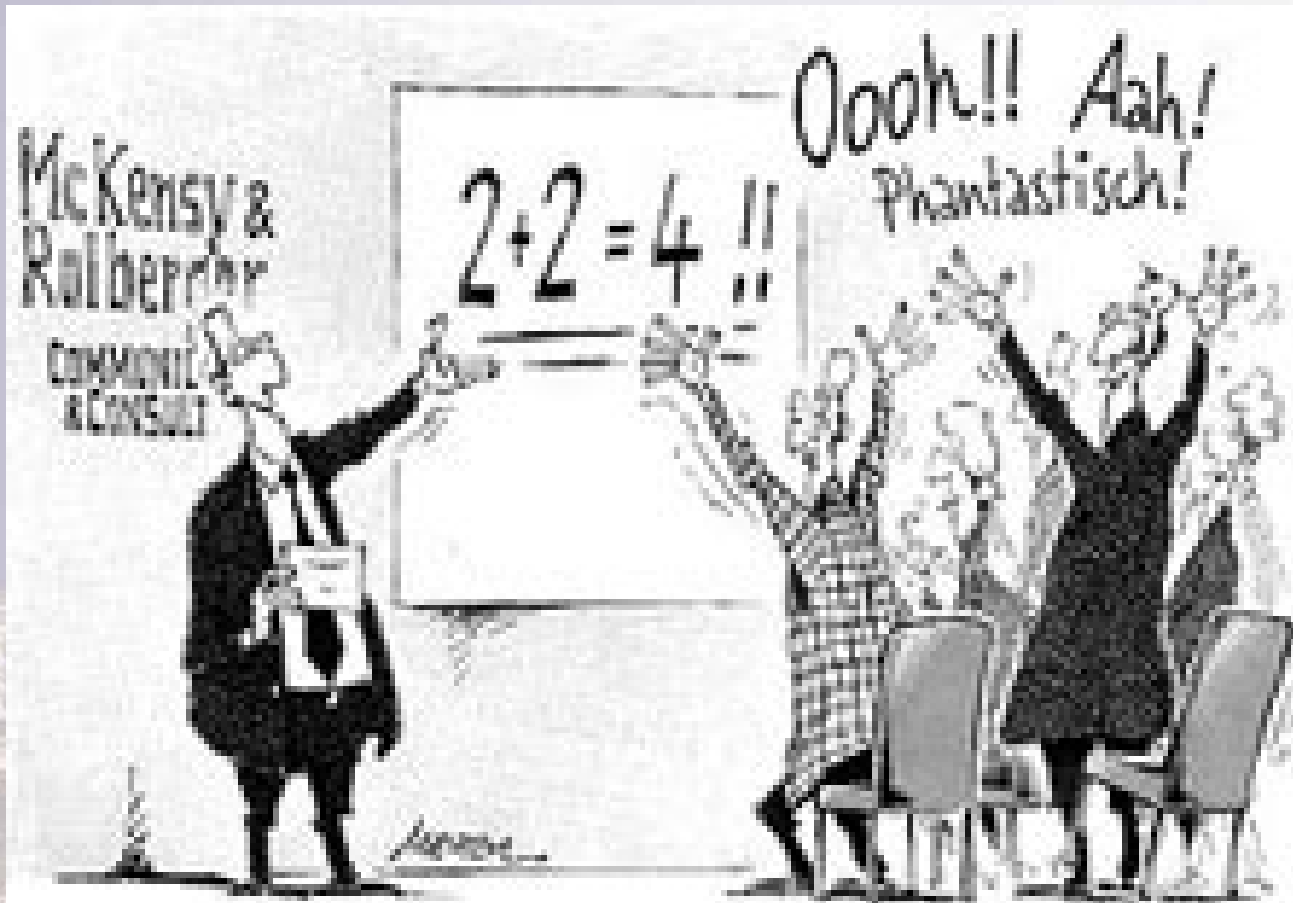


Evaluation Results: Factual Knowledge





Evaluation Results: Factual Knowledge



Positive effects over two semesters are observed concerning

Factual knowledge – production

Learning competencies – regulation of emotions ($d = .22$)

Collaborative learning ($d = .46$)

E-competence ($d = .26$)



Evaluation Results: Summary

Creating a Culture of Evaluation...

Eureka! An evaluation culture has finally been grown in the lab!

Now if only we could figure out how to grow it in the real world.

Hey look, these guys are forming a subcommittee! Wait, nope, they're disputing the results.



Rebecca Andrews
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about VEL:

Schober, B., Wagner, P., Reimann, R., Atria, M. & Spiel, C. (2006). Teaching Research Methods in an Internet-Based Blended-Learning Setting: Vienna E-Lecturing (VEL). *Methodology*, 2, 73-82.

about the matching procedure:

Spiel, C., Lapka, D., Gradingner, P., Zodlhofer, E. M., Reimann, R., Schober, B., Wagner, P. & von Eye, A. (in press). A Euclidean distance-based matching procedure for non-randomized comparison studies. *European Psychologist*.

more articles:

www.evaluation.ac.at



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Thank you for your attention !

