



CASE STUDY 1

UNIVERSITY

OSLOMET





Case study based on the following source document:

https://wydawnictwo.umcs.eu/js/elfinder/files/Ebook/Innovative_Teaching_Methods_Project_Management_in_Practice.pdf



Oslo Metropolitan University (OsloMet) is a public university in Oslo and Kjeller in Norway. Established on 12 January 2018, it is the second youngest of university in Norway. It emerged as a result of mergers between around 30 colleges in Oslo, as well as the Oslo and Akershus University College. It prides itself in the use of innovation in education.

During classes, the students work on interactive documents, which be edited by participants. One of the innovative teaching methods the university focuses on is project-based learning and peer assessment. To facilitate groupwork, Padlet is often used as it contains class plans and topic agenda, case studies, student exercises, further educational sources, guides, hints, or project templates. Apps such as Playing.cards, Jigsawplanect, Thinglink or MazeMap are often used to review student knowledge through play and games (gamification). One application that the whole of OsloMet uses is a Canvas e-learning platform which is financed by the university.

Some lecturers also pay an additional subscription to platforms they deem as more suitable for their students such as Eduflow. The globally popular Norwegian app Kahoot is also often used during classes as well as to monitor student knowledge and effectiveness of the lectures and learning. Other apps such as Slack, Brightspace, Blackboard, Socrative, Jamboard and Pitch2peer are also integrated into education.



To make sure all lecturers can use innovative technologies in their lessons, training courses are provided to highlight the functionalities of the apps. The lecturers are part of a university network so they can share their knowledge, ideas, and resources to encourage innovative learning.

In a university survey, students were asked which forms of activity on the e-learning platform were the most useful. The results show that the most useful activities on e-learning platforms are related to student requests, possibility of posting files with documents and participation in discussion. The option to post links to external websites was the least popular preference.

Questions in relation to the OsloMet case study above:

- How many of the e-learning platforms mentioned have you:
 - Heard of?
 - Used?
 - Would like to find out more about?
- What are your next steps in finding out more information about e-learning platforms?
- Do you think that even if distance learning is not the primary way of teaching at a workshop/institution, e-learning platforms can still be used with high effect and participant satisfaction? Give reasons supporting your point of view.
- Name three advantages and disadvantages of e-learning platforms in working with disadvantaged or vulnerable participants. Think about diversity, inclusion, equity and belonging in your answer, as well as the practical benefits.