



**Vilnius
University**

International Doctoral Consortium



Doctoral Consortium: dialogue, engagement, open minds, life-changing experience

2011-2021



**Vilnius
University**





2011



2012



2012



2012



2012



2012



2013



2013



2013



2013





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... (secondary) CS
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... various new ideas
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... would enable us to
... ble way.

EDUCATION WORKS IN INFORMAL

Abstract

Research focuses on social networks (SN) in informal education. It's very actual topic with a potential. SN are important and powerful tool with online **participation**, immediately **feedback** and **possibilities of sharing**. We know that SN have educational potential. But it's necessary to find out what benefits can bring to learning, how to effectively use them. We will be observing user **interaction** and the impact to their studying performance.

Background

Using of SN is a way of **social interaction** (Vygotsky). There is interaction with peers → concept of **Zone of Proximal Development**. We have to not only create educational sources but also **create them in our Personal Learning Environment** (Dowson). Some educational theories extend by **connectivism** (Siemens).

Methods

Quantitative research, qualitative research (interviews and focus groups), mixed methods research - **coding data, analyzing, interviews**.

Research questions

How students use social networks for education in their free time?
How to use these tools effectively and what are the benefits?
How often is this tool used in the context of education?
What is the effect of online participation and social interaction?

Conclusions

We can say that **FB has a potential educational value**. Benefits are sharing information between students - **it supports basic educational theories**. There can be some problems with verification of the data.

Sticky notes on the left board:

- What actually do you use for...
- How will you measure & what...
- How will you measure & what...
- How will you measure & what...

Analyzing the effect of different feedback policies

Context: 1st programming course with 300 students (CS, IT, Math, etc)

Data: **grades, assignment submissions, event logs from a Python IDE, questionnaire answers** (just a bunch)

Groups & expected outcomes:

- Some cases of superficial understanding?
- Decent grades in average?
- Many cases of giving up?
- Good results for those who persist?

↑ Detailed feedback (i.e. about individual cases)

- Most submissions on average?
- Set of cases with superficial understanding?
- Some cases of giving up?
- Decent grades in average?

Left board sticky notes: "Not submitted assignments", "Very good", "Good", "Average", "Bad", "Very bad"






Open University NL

ing education, Science education

knowledge; students' learning
-based education; design-based education

an national curriculum
ee for informatics

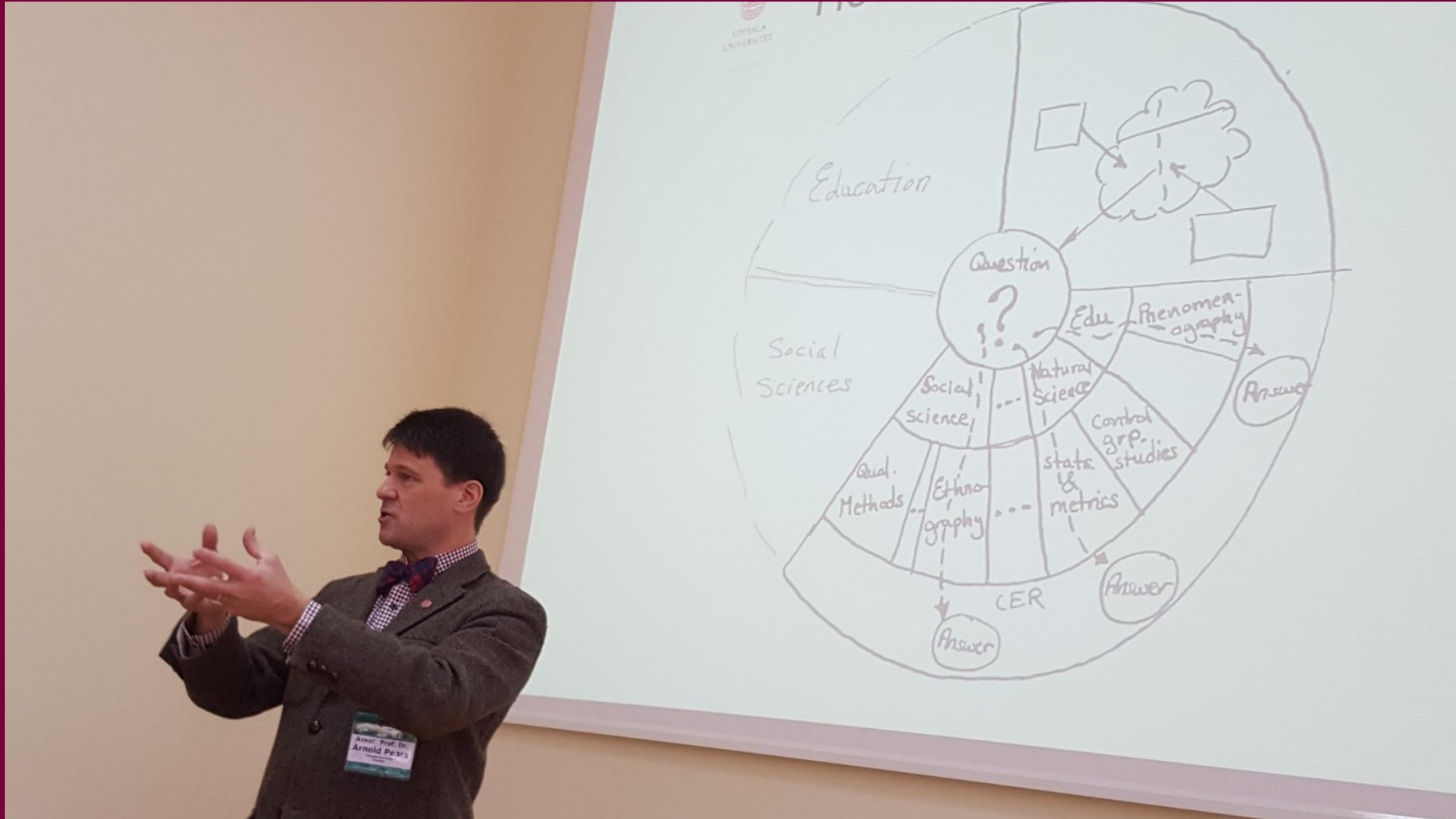


Radboud University 

2015



2015





2017



2017













2019



While so many things in educational research changed....

One thing stays the same, and it is a very shocking procedure, exclusive to consortium in Driuskininkai....



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2013



2019



2013



2019





2013



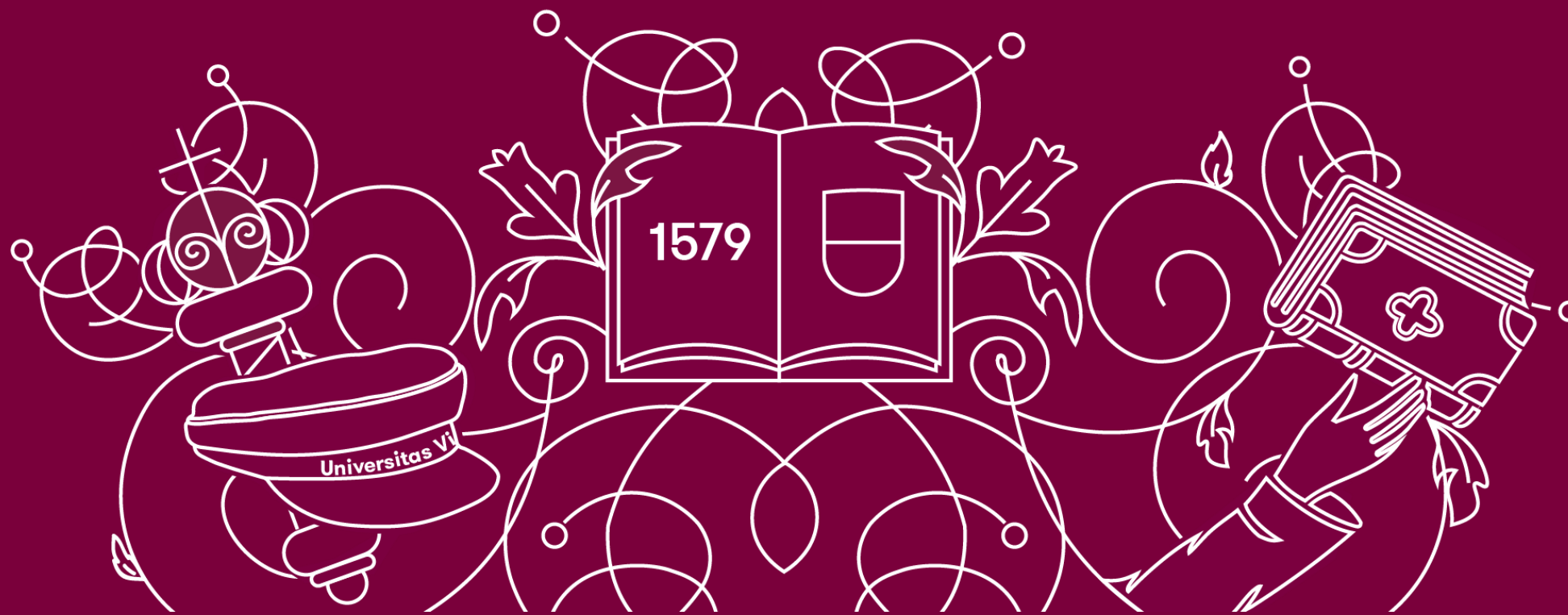
2019



**Here we transform hot-hearted professors
to extremely cold-minded researchers...**



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Thank you