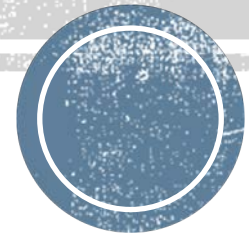


2020: education disrupted

COVID19





376.9
million

**students around the world are
out of school due to COVID-19**

*Last update 12 March 2020

**12 March
2020**





861.7
million

students around the world are
out of school due to **COVID-19**

Last updated 18 March 2020 - 6PM GMT+1

18 March
2020





1.37 billion

students around the world are
out of school due to **COVID-19**

*Last update 24 March 2020

**24 March
2020**





OceanTeacher Global Academy



Delivering IOC capacity development
for the ocean we need for the future we want







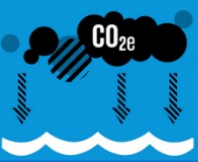

OCEANTEACHER GLOBAL ACADEMY: IOC'S CAPACITY DEVELOPMENT TOOL

Cláudia Delgado
Greg Reed
Peter Pissierssens

UNESCO/IOC Project Office for IODE



OTGA 2.0

 <p>Scientific Knowledge and Research</p> <p>Course topics include Research data management, OBIS, HAB</p>	 <p>Sustainable Use of Marine Resources</p> <p>Course topics include Marine Biodiversity Data Management</p>	 <p>Marine Spatial Planning</p> <p>Course topics include Marine spatial planning, GIS applications for ICZM.</p>	 <p>Marine and Coastal Ecosystems</p> <p>Course topics include Marine GIS applications, Coastal mapping & monitoring.</p>
 <p>Disaster Risk Reduction</p> <p>Course topics include Tsunami awareness, Storm surge forecasting.</p>	 <p>Implementing International Marine Law</p> <p>Course topics include Marine Scientific Research under the UNCLOS.</p>	 <p>Ocean Acidification</p> <p>Course topics include Impacts of ocean acidification.</p>	 <p>Marine Pollution</p> <p>Course topics include Prevention and reduction of marine pollution.</p>

Delivering as One

The Science We Need for the Ocean We Want



The United Nations
Decade of Ocean Science
for Sustainable Development
(2021-2030)



Flanders
State of the Art



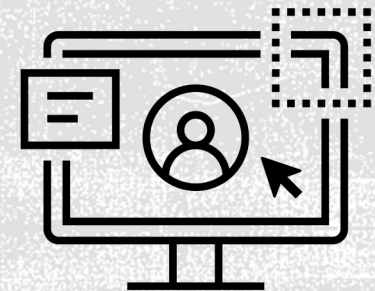


School closures have affected our education. But with the **use of technology and online learning platforms** things have become much easier.

Vivian
Student (Greece).

(online) (distance) (remote) e-learning?

E-learning can be defined as the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance.



A training program may aim at developing different types of skills:

cognitive skills

- which can involve knowledge and comprehension (e.g. understanding scientific concepts), following instructions (procedural skills), as well as applying methods in new situations to solve problems (thinking or mental skills);

psychomotor skills

- involving the acquisition of physical perceptions and movements (e.g. making sports or driving a car).

interpersonal skills

- e.g. skills involved in active listening, presenting, negotiating, etc.;

Can e-learning be used to develop any type of skill?

Source:

E-learning methodologies: A guide for designing and developing e-learning courses. FAO 2011.



When is it adequate to use e-learning?

Source:

E-learning methodologies: A guide for designing and developing e-learning courses. FAO 2011.

there is a significant amount of content to be delivered to a large number of learners;

learners come from geographically dispersed locations;

learners have limited mobility;

learners have limited daily time to devote to learning;

learners do not have effective listening and reading skills;

learners have at least basic computer and Internet skills;

learners are required to develop homogeneous background knowledge on the topic;

learners are highly motivated to learn and appreciate proceeding at their own pace;

content must be reused for different learners' groups in the future;

training aims to build cognitive skills rather than psychomotor skills;

the course addresses long-term rather than short-term training needs;

there is a need to collect and track data.



An overview of the history of learning theory

Knud Illeris

Danish School of Education, Aarhus University, Denmark

Correspondence: Knud Illeris, Svaneholm Gods 4A, DK 4050 Skibby, Denmark. Email: kii@edu.au.dk

Abstract

This article is an account of the history of learning theory as the author has come to know and interpret it by dealing with this subject for almost half a century during which he has also himself gradually developed the broad understanding of human learning which is presented in his well-known books on "How We Learn" and a lot of other books and writings.



Computers & Education
Volume 85, July 2015, Pages 14-22



To provide or not to provide course PowerPoint slides? The impact of instructor-provided slides upon student attendance and performance

Debra L. Worthington ^a, [✉], David G. Levasseur ^b



Available online at www.sciencedirect.com

ScienceDirect

Procedia

Social and Behavioral Sciences

Procedia - Social and Behavioral Sciences 238 (2018) 63 – 72

SIM 2017 / 14th International Symposium in Management

Influencing Factors and Outcomes of the Learning by Sharing Process

Ionuț Viorel Herghiligiu^a, Alexandru Pohoțu^{b,*}, Marius Pislaru^a, Adrian Vilcu^a

^aGheorghe Asachi^{*} Technical University of Iasi, Department of Engineering and Management, 29 D. Mangeron Blvd., 700050 Iasi, Romania
^bUniversity of Angers, LUNAM, GRANEM, 13 François Mitterrand Blvd., 15633 Angers, France



Computers & Education

Volume 52, Issue 4, May 2009, Pages 868-881



The timing of online lecture slide availability and its effect on attendance, participation, and exam performance

Kimberley A. Babb ^a, [✉], Craig Ross



Available online at www.sciencedirect.com

ScienceDirect

Procedia

Social and Behavioral Sciences

Procedia - Social and Behavioral Sciences 174 (2015) 34 – 42

INTE 2014

The validation of web-based learning using collaborative learning techniques and a scaffolding system to enhance learners' competency in higher education

Kwanjai Deejrjing^{*}

Department of Computer Education, Faculty of Science and Technology, Nakhonratchasima Rajabhat University, Thailand



Available online at www.sciencedirect.com

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Social and Behavioral Sciences

Procedia - Social and Behavioral Sciences 238 (2018) 231 – 238

SIM 2017 / 14th International Symposium in Management

Correlations between student's online activity on the Virtual Campus and the exam results

Camelia Ciuclea,^{*} Andrei Ternauciu, Rafael Leucuța

University Politehnica Timisoara, Timisoara, Romania

European Journal of
EDUCATION
RESEARCH, DEVELOPMENT AND POLICY

European Journal of Education, Vol. 50, No. 4, 2015
DOI: 10.1111/ejed.12157

Learning, the Future, and Complexity. An Essay on the Emergence of Futures Literacy

Riel Miller

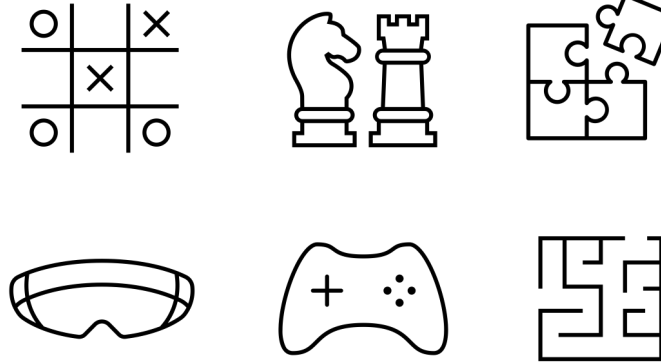
Effectiveness of distance learning

A growing body of knowledge and best practices on how to deliver online and blended training



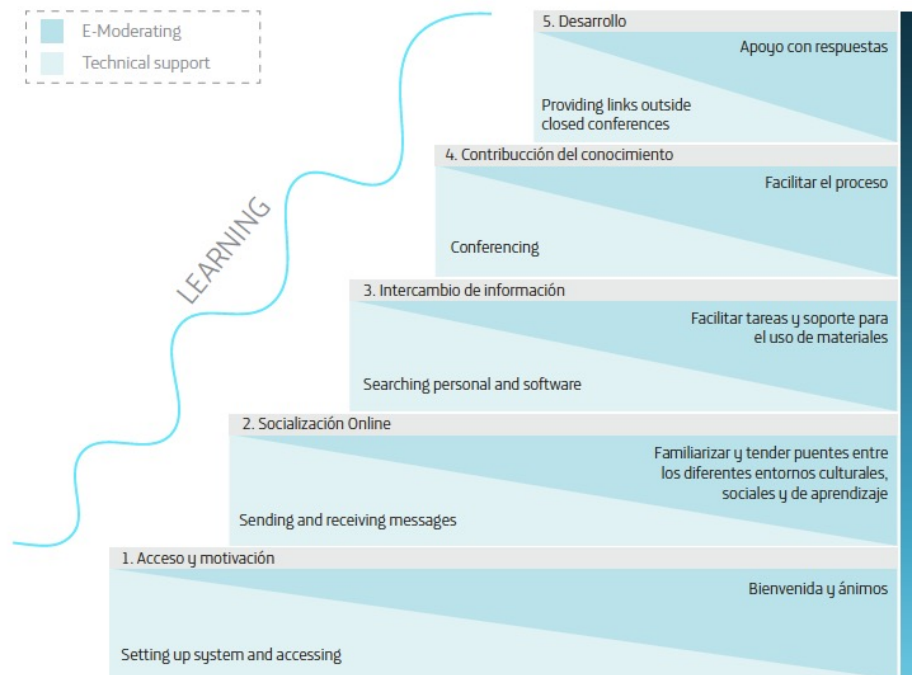
- Gamification

- Simulators and Virtual Reality




Effectiveness of distance learning

vs the Digital Divide



Designing the different phases & types of interaction when designing a MOOC. Adapted from Salmon, 2003


Insufficient Internet capacity is a concern for all **education** systems

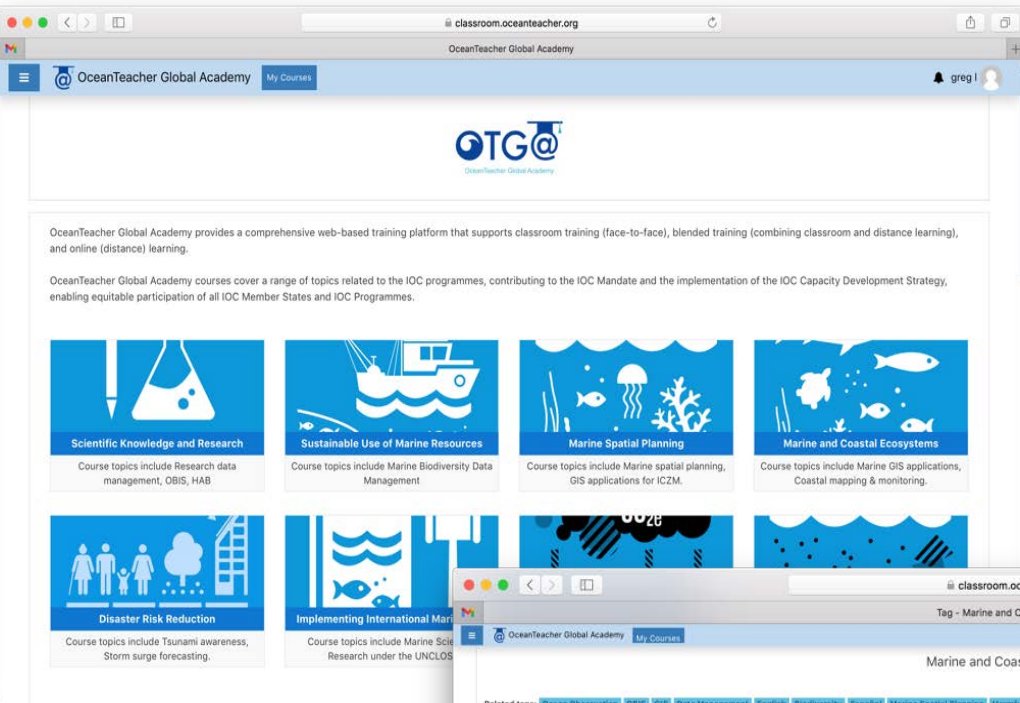


No internet

Try:

- Checking the network cables, modem, and router
- Reconnecting to Wi-Fi

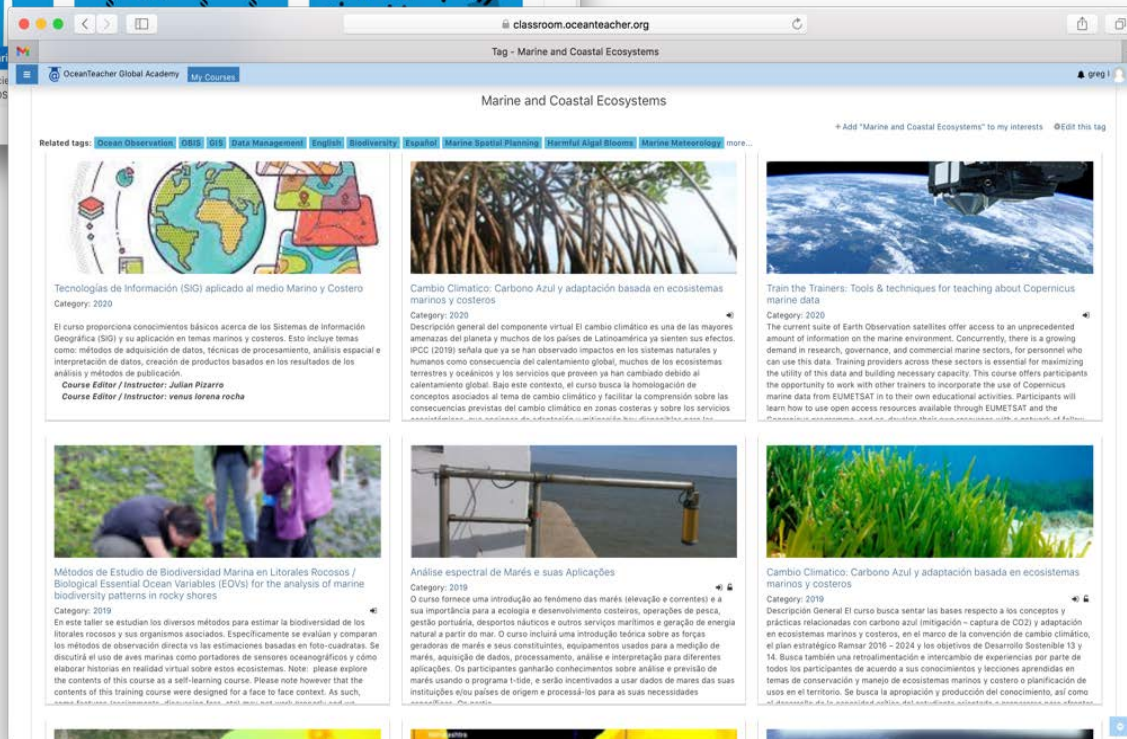


Learn anywhere,
anytime



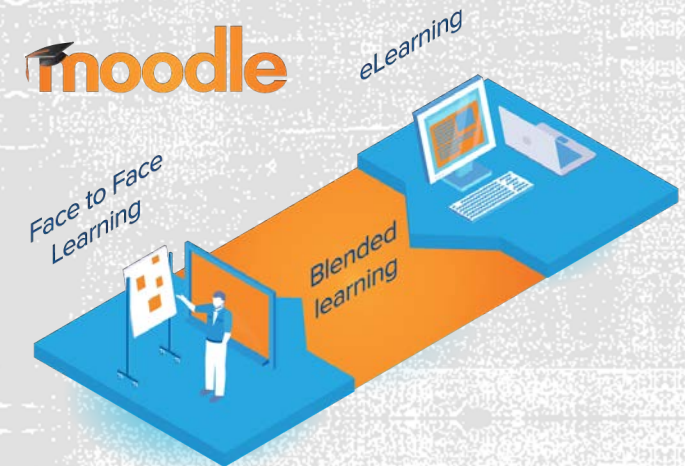
Open Access



Moodle:
Modular
Object
Oriented
Dynamic
Learning
Environment

OceanTeacher e-Learning Platform

OT eLP (in short)



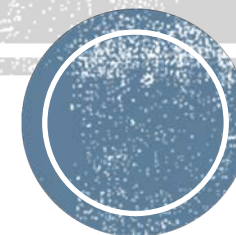


OTGA 2.0: global network of Training Centres



2021: teaching and training are changing

LearningNeverStops





OceanTeacher Global Academy

Delivering IOC capacity development
for the ocean we need for the future we want

www.ioc-cd.org
www.oceanteacher.org
ioc.training@unesco.org

