

2nd EdInnovate 2025:
Innovations in Education and e-
Learning
Hybrid Conference, Tokyo,
Japan
Theme: Driving Educational
Excellence through Digital
Transformation
Session 3: Digital Content
Creation and Curation

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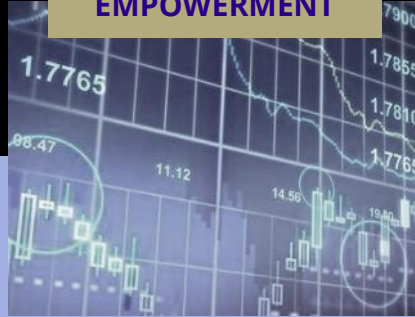


COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand access to education and training

**ECONOMIC
EMPOWERMENT**



**SOCIAL
INCLUSION**



**ENVIRONMENTAL
CONSERVATION**



learning for sustainable development

Overview

01

SDG GOALS

02

STRATEGIES FOR
DEVELOPING
INTERACTIVE
DIGITAL CONTENT

03

OPEN
EDUCATIONAL
RESOURCES (OER)
AND DIGITAL
LIBRARIES

04

USER-GENERATED
CONTENT AND
COLLABORATIVE
PLATFORMS

05

MULTIMEDIA
INTEGRATION IN
EDUCATIONAL
MATERIALS

SDG Goals



Goal 4: Quality Education

- ☑ Delve into the role of digital marketing planning in organising educational content and instructional approaches to cater to various learning preferences and individual requirements, thus creating inclusivity and fairness in education.
- ☑ Examine the impact of digital media-driven educational platforms and digital marketing initiatives in bridging gaps in educational access by delivering personalized learning opportunities and academic materials to underserved and marginalised communities.



Goal 8: Decent Work and Economic Growth

- ☑ Examine how Digital initiatives and planning create equal work opportunities and foster economic growth by generating new jobs, establishing resilient work environments, and driving broader social and economic development.
- ☑ Explore the transformative impact of Digital Media in the establishment of robust work systems, and the promotion of broader social and economic development.



Goal 9: Industry, Innovation, and Infrastructure

- ☑ To explore the impact of digital platforms on sustainable infrastructure development, thereby fostering eco-friendly solutions and sustainable industrialisation across various sectors.
- ☑ To analyse the role of digital platforms and computerised trends in revolutionising the infrastructure development, enhancing sustainability in industrial practices.



Goal 17: Partnerships for the Goals

- ☑ Investigate how digital initiatives foster effective partnerships among public, private, and civil society sectors, leveraging experience and resource strategies to enhance collaboration.
- ☑ Examine how digital media assists in developing and implementing smart solutions, accelerating sustainability efforts in alignment with global partnerships for sustainable development.

Strategies for developing interactive digital content

- Classroom teachers
 - Curriculum mapping
 - ODL design
 - OER
 - Inclusion (incl gender)
 - Assessment
 - Learner Support
- COLcommons1
- <https://colcommons.org/>



Multimedia integration in educational materials

- Digital divide
 - Text & Graphics
 - Add audio & video: Open Textbooks
 - Add H5P etc.
 - Add AR/VR in digital labs



PACIFIC PARTNERSHIP FOR


OPEN, DISTANCE AND
FLEXIBLE LEARNING

LEARN MORE

[Photo by [Jeremy Zero](#) on [Unsplash](#)]

A contextual example

Teacher capacity-building

Using Open Educational Resources for Online Learning: An Introduction

Starting 1 March, 2021



COURSE CATEGORY

Digital skills for OER sharing

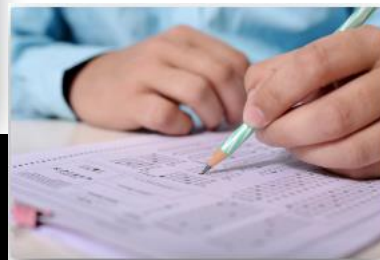
Digital Skills for OER Sharing is an open online course for Pacific teachers to improve digital skills using Free and Open Source Software to develop teaching materials for the classroom and publish these as Open Educational Resources (OER).



COURSE CATEGORY

Communication skills for ODFL

Communication skills for open, distance and flexible learning (CS4ODFL) is an online course to help teachers improve their communication skills in ODFL contexts.



COURSE CATEGORY

Assessment skills for ODFL

Course overview Learning outcome On successful completion of this short course learners will design online activity-based assessment to support teaching and learning. Summary Course code: AS4ODFL Duration: 3 weeks Workload: 3 – 5 hours per week Badges: Two digital badges [Read more...](#)

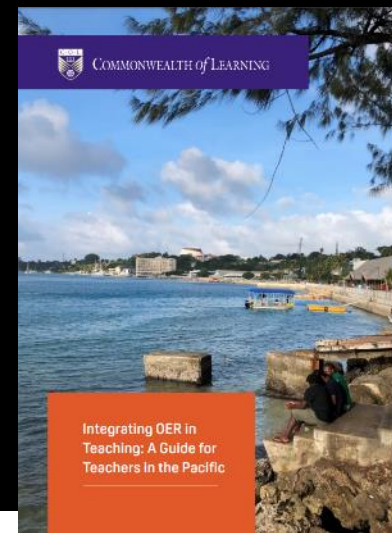


COURSE CATEGORY

Learner support for Open, Distance and Flexible Learning

Course overview Learning outcome Teachers will develop and implement effective learner support practices for Open Distance and Flexible (ODFL) contexts. Summary Course code: LS4ODFL Duration: 4 weeks Workload: 3 – 5 hours per week Language English Level Introductory Badges: Six [Read more...](#)

By [Wayne Mackintosh](#), 5 months ago



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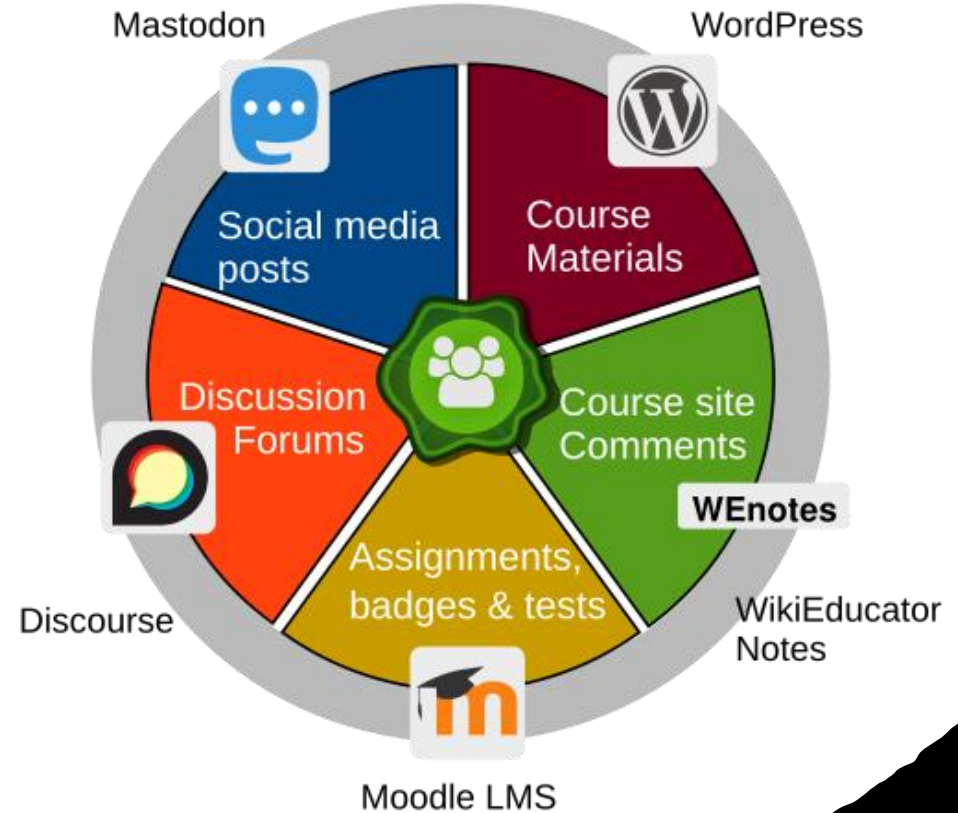
Integrating OER in Teaching: A Guide for Teachers in the Pacific



Reversioning OER: A Guide for Teachers in the Pacific

Open Course Platform

[Pie Chart](#) [Mackiwg](#)
[CC-BY-SA 3.0](#)



Facilitating ownership

Empowered digital teacher for online learning

Published by **Wayne Mackintosh** on 21 May 2022

Course overview

This is an intermediate level course for educators to build digital skills for designing and developing online materials and to publish these on an open website.

Learning outcome

Design and publish an online learning sequence using a Mediawiki-to-WordPress-Multisite toolset, incorporating H5P interactive content elements and rich media.

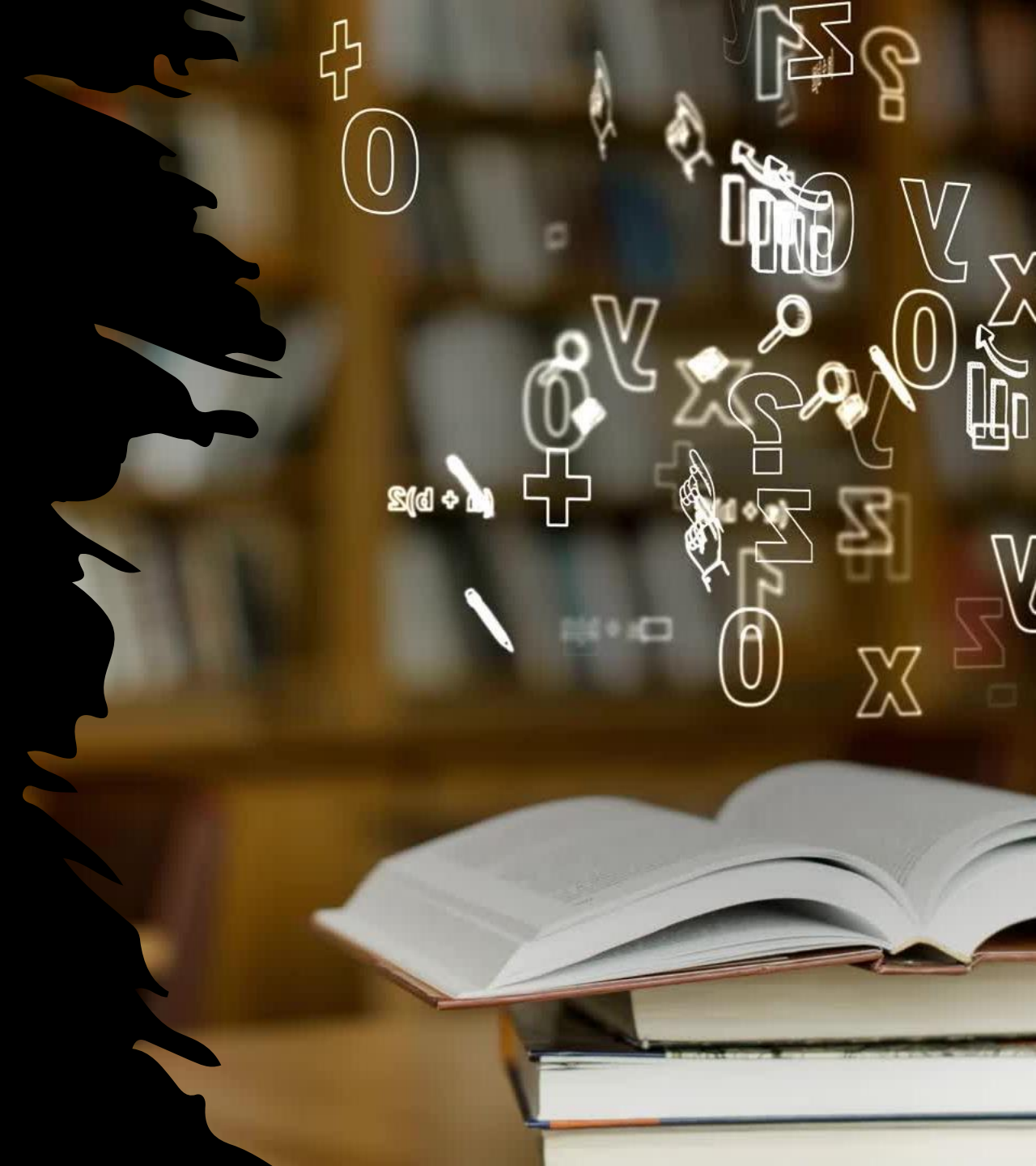
[Sign up. It's Free](#)

Summary

Course code:	EDT4OL
Prerequisites:	Acceptance Portfolio (2 weeks)
Duration:	3 weeks
Workload:	3 – 6 hours per week
Badges:	Six digital badges
Certification:	Certification

Open educational resources (OER) and digital libraries

- COLcommons2 OER course:
 - <https://colcommons.org/welcome/coursedetails/1>
 - 35,160 registrations and counting
- COL Oasis and JL4D
 - <https://oasis.col.org/home>
 - <https://jl4d.org/index.php/ejl4d>
 - Over a million downloads per year
- Pacific OER Regional collection
 - <https://staging.oer4pacific.org/>
 - National collections
- International collection
 - notesmaster.com/library/guest



User-generated content and collaborative platforms

01

OER
Repositories

02

Moodle Bot:
Samoa

03

Semester
Zero: Moodle
and Course
Bot: USP

04

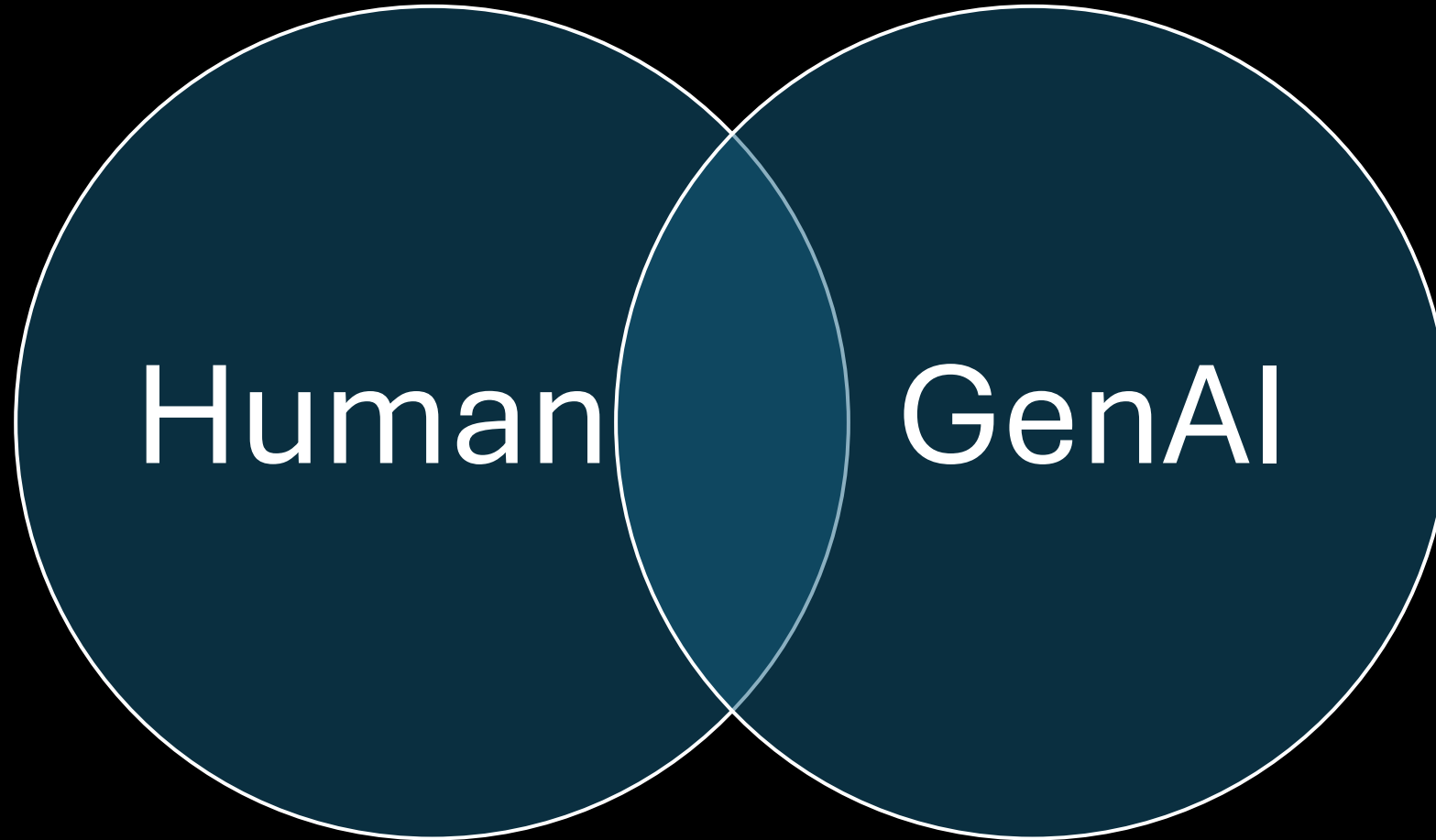
Teacher-in
the-Loop

Evolving pedagogy

- Pedagogy
- Andragogy
- Geragogy
- Heutagogy
- Ubuntugogy
- Peeragogy
- Cybergogy



Exploiting synergies



Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and considering changes to aligned course activities (or, where possible, learning outcomes) that emphasize distinctive human skills and/or integrate generative AI (GenAI) tools as a supplement to the learning process.

All course activities and assessments will benefit from ongoing review given the evolving capabilities of GenAI tools.

Version 2.0 (2024)

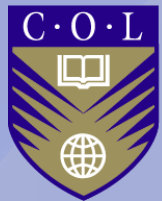


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	Distinctive Human Skills	How GenAI Can Supplement Learning*
CREATE	Engage in both creative and cognitive processes that leverage human lived experiences, social-emotional interactions, intuition, reflection, and judgment to formulate original solutions	Support brainstorming processes; suggest a range of alternatives; enumerate potential drawbacks and advantages; describe successful real-world cases; create a tangible deliverable based on human inputs
EVALUATE	Engage in metacognitive reflection; holistically appraise ethical consequences of other courses of action; identify significance or situate within a full historical or disciplinary context	Identify pros and cons of various courses of action; develop and check against evaluation rubrics
ANALYZE	Critically think and reason within the cognitive and affective domains; justify analysis in depth and with clarity	Compare and contrast data, infer trends and themes in a narrowly-defined context; compute; predict; interpret and relate to real-world problems, decisions, and choices
APPLY	Operate, implement, conduct, execute, experiment, and test in the real world; apply human creativity and imagination to idea and solution development	Make use of a process, model, or method to solve a quantitative or qualitative inquiry; assist students in determining where they went wrong while solving a problem
UNDERSTAND	Contextualize answers within emotional, moral, or ethical considerations; select relevant information; explain significance	Accurately describe a concept in different words; recognize a related example; translate to another language
REMEMBER	Recall information in situations where technology is not readily accessible	Retrieve factual information; list possible answers; define a term; construct a basic chronology or timeline

*AI capabilities derived with reference to an analysis of the MAGE framework, based on ChatGPT 4 as of October 2023. See Zaphir, L., Lodge, J. M., Lisec, J., McGrath, D., & Khosravi, H. (2024). How critically can an AI think? A framework for evaluating the quality of thinking of generative artificial intelligence. arXiv preprint arXiv:2406.14769.

Thank you



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