ITS ONLINE?

ONLINE VS ERT

Differentiated understandings

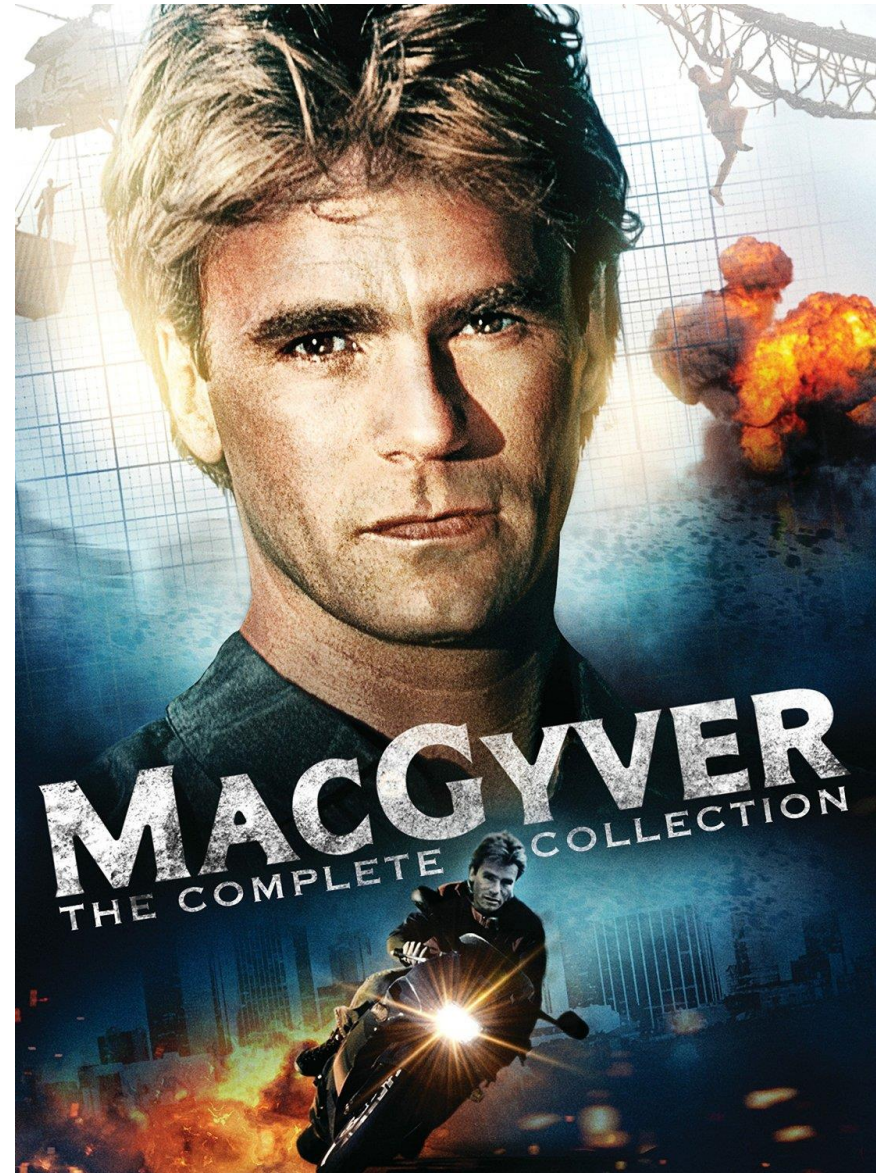Poor cousin

Learning?

ERT?

Big Blue Button
   Issues

Online solutions

MacGyver - https://en.wikipedia.org/wiki/MacGyver

ONLINE SOLUTIONS 1

Use PowerPoint to record your screen

Make videos of 2-5 mins covering one point

Videos can be PPP or looking at Moodle, at AutoCAD, at a monkey eating a banana

Add video directly to Moodle or to Youtube (unlisted) and embed

Students watch and then do 'something' which they then submit –

. using an Moodle 'Assignment' or

. using an Moodle 'Quiz' or

. using an Moodle 'Forum' or

. using an Moodle 'Choice' or

. using a BBB 'Poll'

ONLINE SOLUTIONS 2

Use PPP or BBB to record you working on ActivBoard (use a new one)

Make videos of 2-5 mins covering one point

Videos can be PPP or looking at Moodle, at AutoCAD, at a monkey eating a banana

Add video directly to Moodle or to <u>Youtube (unlisted)</u> and <u>embed</u>

Students watch and then do 'something' which they then submit –

. using an Moodle 'Assignment' or

. using an Moodle 'Quiz' or

. using an Moodle 'Forum' or

. using an Moodle 'Choice' or

. using a BBB 'Poll'

ONLINE SOLUTIONS 3

Use your phone to record yourself explaining something physical – like an engine or a monkey eating a banana.

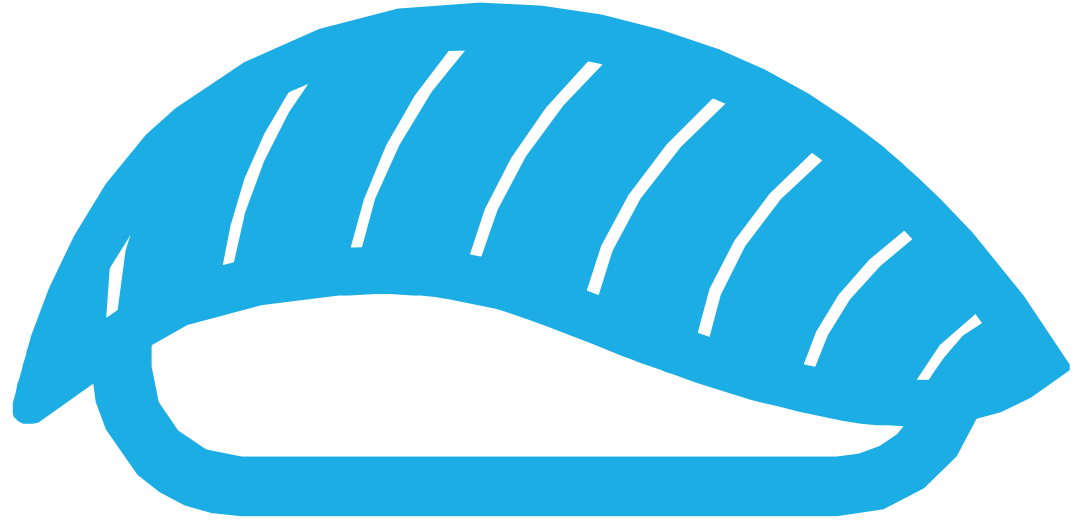Make videos of 2-5 mins covering one point

Send the video file from phone to computer

Add video directly to Moodle or to Youtube (unlisted) and embed

Students watch and then do 'something' which they then submit –

- using an Moodle 'Assignment' or
- using an Moodle 'Quiz' or
- using an Moodle 'Forum' or
- using an Moodle 'Choice' or
- using a BBB 'Poll'

日本語

THE NINE DIMENSIONS THAT MUST BE CONSIDERED ARE:

1. modality;
2. pacing;
3. student-instructor ratio;
4. pedagogy;
5. instructor role online;
6. student role online;
7. online communication synchrony;
8. role of online assessments; and
9. source of feedback.

4 LEVELS OF ONLINE COURSES:

Level 1: Passive Interaction (Click-next courses)

Level 2: Limited Interaction (Simple click-to-reveal interaction)

Level 3: Complex Interaction (Storytelling and play)

Level 4: Advanced/Real-time Interaction (Interactive video)

ONE HOUR OF INSTRUCTION NEEDS....

22-82 hours of preparation	Instructor Lead Training	including front end analysis, design, lesson plans, handouts, workbooks, PowerPoint, SME reviews of content to be used during live, face-to-face learning events.
46-125 hours of preparation	Level 1 eLearning Basic	Including content pages, text, graphics, perhaps simple audio, perhaps simple video, test questions. NOTE: PowerPoint-to-eLearning often falls into this category. Basically pages with assessment
127-267 hours of preparation	Level 2 eLearning Interactive	Level 1 eLearning content plus 25% (or more) interactive exercises, allowing learners to perform virtual "try it" exercises, liberal use of multimedia (audio, video, and animations)
217-716 hours of preparation	Level 3 eLearning Advanced	Highly interactive, possibly simulation or serious game-based, use of avatars, custom interactions, award-winning caliber courseware

CURRENT COURSES

Study SKills Topic 2 ✎
Edit ▾

Study Skills Lesson Plan Topic 3 ✎
Edit ▾

Study Skills Power Point Topic 3 ✎
Edit ▾

Critical Thinking Resource ✎
Edit ▾

Study Skills Lesson 4 ✎
Edit ▾

Lesson Plan Week 4 Notetaking ✎
Edit ▾

Week 4 Note taking ✎
Edit ▾

searching the net CRAP ✎
Edit ▾

Searching the Net Study Skills PDF ✎
Edit ▾

Lesson Plan Searching the net (2) ✎
Edit ▾

Active Searching the net (old PAL) ✎
Edit ▾

Paragraph 5 Sources of Pollution ✎
Edit ▾

Presentation Script (2) ✎
Edit ▾

COGNITIVE LOAD

Germane cognitive load – the mental effort required to process the task's information.

Intrinsic cognitive load – the mental effort required to perform the task.

Extraneous cognitive load – the mental effort imposed by the way that the task is delivered. Includes:
- New technology
- How the task is set up
- Where to find info
- # of clicks

CONTEXT QUESTIONS

- Given the need to shift to remote instruction, what internal and external resources were necessary in supporting this transition?

- What aspects of the context (institutional, social, governmental) affected the feasibility and effectiveness of the transition?

- How did the polytechnic interactions with students, families, personnel, and local and government stakeholders impact perceived responsiveness to the shift to ERT?

INPUT QUESTIONS

- Was the technology infrastructure sufficient to handle the needs of ERT?

- Did the campus support staff have sufficient capacity to handle the needs of ERT?

- Was our ongoing faculty professional development sufficient to enable ERT?

- How can we enhance opportunities for immediate and flexible learning demands related to alternative approaches to instruction and learning?

PROCESS QUESTIONS

- Where did faculty, students, support personnel, and administrators struggle the most with ERT? How can we adapt our processes to respond to such operational challenges in the future?

PRODUCT QUESTIONS

- What were the programmatic outcomes of the ERT initiative (i.e., course completion rates, aggregated grade analyses, etc.)?

- How can challenges related to these outcomes be addressed in support of the students and faculty impacted by these issues?

- How can feedback from learners, faculty, and campus support teams inform ERT needs in the future?

REFERENCES

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

https://www.chronicle.com/article/5-Myths-About-Remote-Teaching/248688