

Bite Sized CPD: Introduction to Learning Online

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Layout of the course


Thank you for joining us!

This short course is designed to give you an insight into the experience of being an online learner. By completing fun educational tasks you will be able to reflect on your own readiness for online learning & teaching, to evaluate a range of Moodle and other web tools that can support online learning in your discipline, and to begin planning how you might support and enhance the experience of students learning in online contexts.




Your progress 

 [Start Here - Course Introduction](#)


 [Course Forum](#)

Please use [this space](#) for any comments, questions or problems you are having with the course activities. We'll post any course announcements here and will be checking in regularly while the course runs.

▶ Open all ▼ Close all

▶ Understanding Online Social Presence 

▶ Identifying Digital Literacies 

▶ Exploring Assessment for Online Learning 

▶ Finding your Digital Resources 

▶ Pulling it all Together 

▶ Webex Resources 







Completion Progress



Progress: 100%

Mouse over touch bar for info.

Activities

-  [Assignments](#)
-  [Choices](#)
-  [Forums](#)
-  [Glossaries](#)
-  [Lessons](#)
-  [Resources](#)

Online Users

(last 5 minutes: 1)

 [Stephen Bruce](#)

Audio and video communication

▼ Webex Resources



These sessions will provide you with a guided tour of the Webex features and a chance to connect with course participants in real time. There are four sessions scheduled which run from **12-1pm** so let us know which session you wish to attend.

Please read the Webex joining instructions to get your computer ready.

Check the completion box when you have attended a Webex session.



Welcome to the course

by **Stephen Bruce** Monday, 25 March 2019, 7:34 AM

Hello everyone, and a warm welcome to the course! It's Monday morning, and we're very much looking forward to exploring some of the themes around learning online over the coming two weeks. If you have any problems then post a message to this forum and feel free to respond to anyone else's message. I've recorded a short audio message by way of a course welcome, and I hope you enjoy getting started with the activities.
Stephen



Theme 1 - Online Social Presence

Understanding Online Social Presence



In this activity you are to use the resources below to explore online social presence and its impact on effective learning and teaching.

1. Listen to the podcast which is available within the theme.
2. Share a memorable journey on the Padlet Post-it notes.
3. Share your thoughts and experience in the theme discussion.

Online Social Presence resources



Me



Or

Online Social Presence discussion



Please contribute to this forum by sharing your thoughts and experiences on any of the aspects below:

- your experience with online learning, whether academic or professional study, or for personal interest. Was it self-directed learning or working collaboratively with others? How was an online social presence encouraged?
- your experience with teaching online and your approach to creating an online social presence. What has worked well and what have you found to be challenging?
- your approaches to effective community building in your campus modules. What aspects of these could be adapted for an online cohort?

Stephen Bruce +10 · 2d

Memorable Journeys....

Last summer I dropped my kids at my friend's house in *****. They stayed there for 4 weeks but I just got a few days when I took them (too young to fly alone) and then again when I picked them up. My friend is a western rider so I borrowed his partner's horse and we went on a lovely ride through some forest which opened up into an unexpected sandy landscape. Challenge. Which country are we in?

I have managed our big teaching related trip - off to Accra (pic below), Lagos and Abuja to help with and understand how international recruitment works.

I'd go back to Accra any time - great city, lovely people, tasty food. One regret is not trying of the giant land snails.

Why this picture? Its because the postboxes were made in Falkirk.

Theme 2 - Digital Literacies


▼ Identifying Digital Literacies



In this activity we are going to explore the concept of Digital Literacy and how to support learners through the use of technology as a way of enhancing their learning experience. Your tasks are to:

1. Watch the two videos in the resource page which will describe different frameworks for considering digital literacy.
2. Complete the iTest to view your personal tech academic context.
3. Contribute to the theme discussion forum below.

 [Digital Literacies resources](#)

 [Complete the iTest](#)

 [Digital Literacies discussion](#)

| Welcome | Questions | Scores |
|---|-----------|--------|
| Q10: I'm aware that future employers may research my online profile | | |
| <input type="radio"/> Not true of me | | |
| <input type="radio"/> Sometimes true of me | | |
| <input type="radio"/> Definitely true of me | | |

Digital Dodger
(Medium)

9

Digital Guru
(High)

14

Information
Junkie (Medium)

8

Career Builder
(Medium)

10

Media Mogul
(High)

11

Online
Networker
(Medium)

8

Theme 3 - Assessment for Online Learning

▼ Exploring Assessment

You are logged in as stephen [Logout](#)

Reputation score
46
Questioning: 0
Answering: 13
Rating: 7

Answer score
74

| Click to view | Preview |
|---------------|---|
| 1 » | What is the LEAST likely to significant issue with a sum... |
| 2 » | One of the key concepts in curriculum design is const... |
| 3 » | The educationalist Jack Me associated with which con... |
| 4 » | How many landlocked coun there around the world? |

Stephen Bruce + 7 + 1d

Exploring Assessment for Online Learning

You can contribute to any of the topics by posting in the column.

Thoughts about PeerWise

I'm not sure about this. The first sticking point is the reputation score. A really good student could put up questions that others found too difficult to answer and thus reputation would suffer. I may use it for some bridging materials / activities I need to make for Chinese students still in China. However, having interacted on the Peerwise page for this course, I will have no idea how to set up a page of my own.

1 comment

Stephen Bruce 10d
I can see why you'd be concerned by this. Students earn reputation based on other students' activities, not their own. So your reputation score will not increase if you put a question up & it will increase when another student, after you, rates that question and also gives it a 3. I can create a course for you then.

[Add comment](#)

Practicalities of groupwork

I have sometimes found that introducing a new digital tool or technology creates a further barrier for students. Some students find it hard enough to engage with the Moodle and for them, the prospect of engaging with another interface of together might be a step too far. Personally, I very much enjoy engaging with Peerwise and I think that it encourages students to spend time on task as they devise the questions and the plausible alternatives. I also think it helps them to think about multiple choice questions in a deeper way which can be useful if this is a format in which they are summatively assessed. I think group questions are likely to be of a better quality than individual ones, notwithstanding the challenges associated with groupwork.

1 comment

Adapting your assessments for online

Adapting might be possible

It was interesting to see PeerWise though I am not particularly keen on badges. I am not sure about how it will ensure students focus on and develop a deeper understanding of a subject. But I think with guidance perhaps asking them to work in groups to develop questions and answers we might then see how they are using their learning and possibly gaps or areas of misunderstanding that we or other students may be able to address.

2 comments

Stephen Bruce 10d
Not sure about the gamifying aspects myself but it's described well here: https://peerwise.waikato.ac.nz/files/2016/05/peerwise_community_learning_for_future_learning.pdf

10d
Yeah - I find badges and leader boards motivating. Many of us want that competitive... unless we know we could win, of course.

Theme 4 - Affordances of Educational Media

▼ Finding your Digital Resources

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Browse by alphabet Browse by category Browse by date Browse by Author

Edit categories

All categories

ADAPTIVE

COMMUNICATIVE

All categories ▾

All categories

Not categorised

adaplive

communicative

interactive

narrative

productive

SPICE International + Comments (2)

Pedagogical research + Comments (0)

Language motivation + Comments (1)

Stephen Bruce - Wed, 7 Apr 2019, 5:04 PM

I [redacted] enjoyed listening to this presentation. When looking at your questions it made me think about listening skills exercises where students are provided with a set of questions that could be in any order. If so do students usually listen to a clip several times to get all the answers? If these questions were overlaid on the video at the relevant times (ie. in order) will this make the exercise easier, and the learning any less effective?

Stephen

Add a comment...

Save comment

Reflective Activity

▼ Pulling it all Together



In the
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Reflect

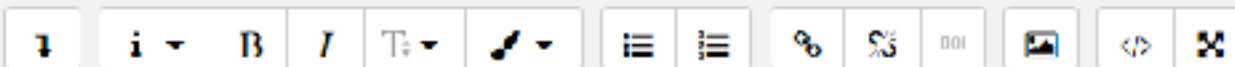
+ (279 words)

This has been a useful taster session. I found it practical and a good reminder that it is important to find time to think about what we ...

Grade

Current grade in gradebook

Feedback comments



Hello [redacted]

Thank you very much for posting this reflection. I think that you raise two important points here that apply in most online learning contexts. First of all the importance of designing learning activities which have to be undertaken without the opportunity for iterative dialogue with the tutor.

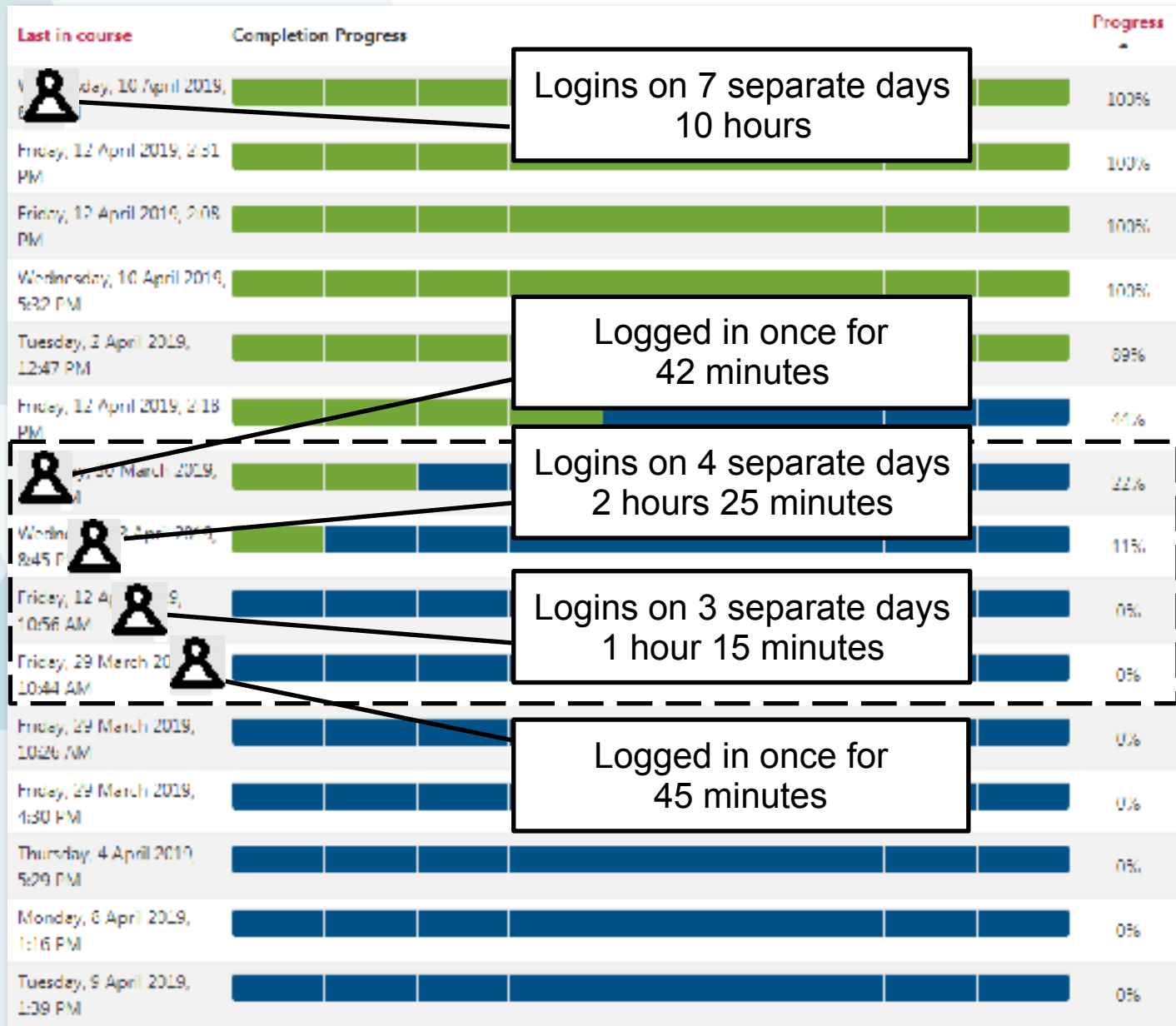
Notify students

Save changes

Save and show next

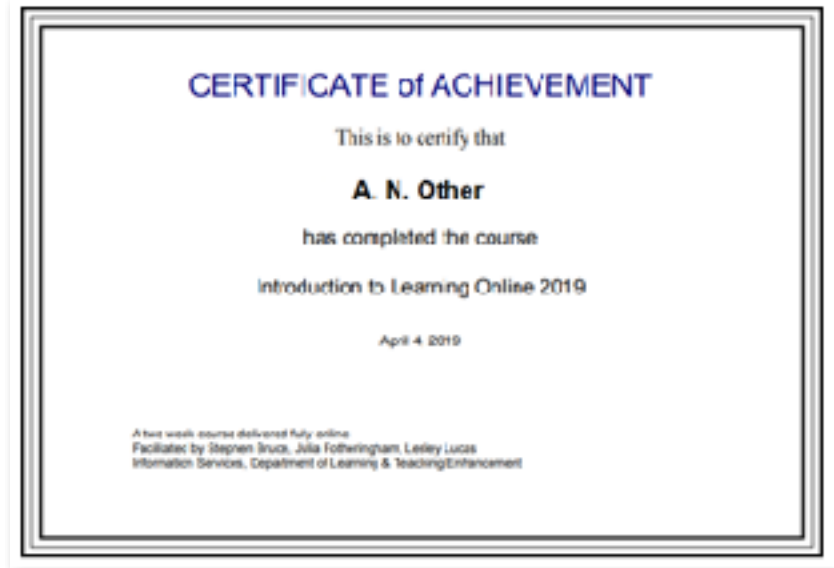
Reset

Course Participation



Conclusions

- Model good practice in course design and facilitation
- Showcase a range of available tools at your institution
- Course duration is important for maintaining momentum
- Give choice of contributions to make discussions inclusive
- Include synchronous learning opportunities
- Some forms of participation are less visible than others



References

- Garrison, D. R., & Anderson, T. (2003). E-Learning in the 21st Century: A Framework for Research and Practice. London: Routledge. (social presence classification and indicators are detailed in chapter 5)
- Jisc Advice (2014). Developing digital literacies. <https://www.jisc.ac.uk/guides/developing-digital-literacies>
- Palloff, R.M., Pratt, K. (2009). Assessing the Online Learner : Resources and Strategies for Faculty. United Kingdom: Dawson. Jossey-Bass Guides to Online Teaching and Learning. Web.
- Laurillard, Diana, and NetLibrary, Inc. Rethinking University Teaching : A Conversational Framework for the Effective Use of Learning Technologies. 2nd ed. Dublin, Ohio: NetLibrary, 2003. Web. (Conversational Framework and the five media forms are detailed in Pt 2, p.81)