Selected slides from the *Using interactive tools in studentcentral* and *Online Learning Strategies* (2020) – Including staff feedback

These are slides that I created as part of my collaboration with Fiona Handley.

Please note that our VLE (Blackboard Learn) was named studentcentral not My Studies at the time of writing.

Using interactive tools in studentcentral

blogs || journals || discussion boards || wikis

Presenters:

Fiona Handley, Centre for Learning and Teaching

Fiona MacNeill, Information Services

Aims

- Discover Salmon's models of online learning and e-moderation

- Learn about the interactive tools that are available in studentcentral

- Identify which tool to use based on learning outcomes

- Learn about how to setup interactive tools

- Learn how to assess student contributions

Agenda – duration: 90mins

[40mins] Part 1 ||

Interactive Tools: Planning & Selection

~ 10min Break ~

[15mins] Part 2 || Setting up Interactive Tools

[15mins] Part 3 || Assessing Student Contributions

[5mins] Summary/Conclusion

Start with the **purpose & task**

Purpose: learning outcomes - what do you expect to see at the end?

What is the **nature** of the writing task?

Blog (Individual): Wee

Use this blog to write as the basis for the se

This is an individual ex bloggers. Having read

Discussion Board: Ti

This week's topic is:

Art during isolatio

Use this forum to pos

Terminology Wiki

I have added pages to better by adding defin

This is a collaborative

Work Placement Ref

Write a minimum of

To help structure you /reflection/reflectors-
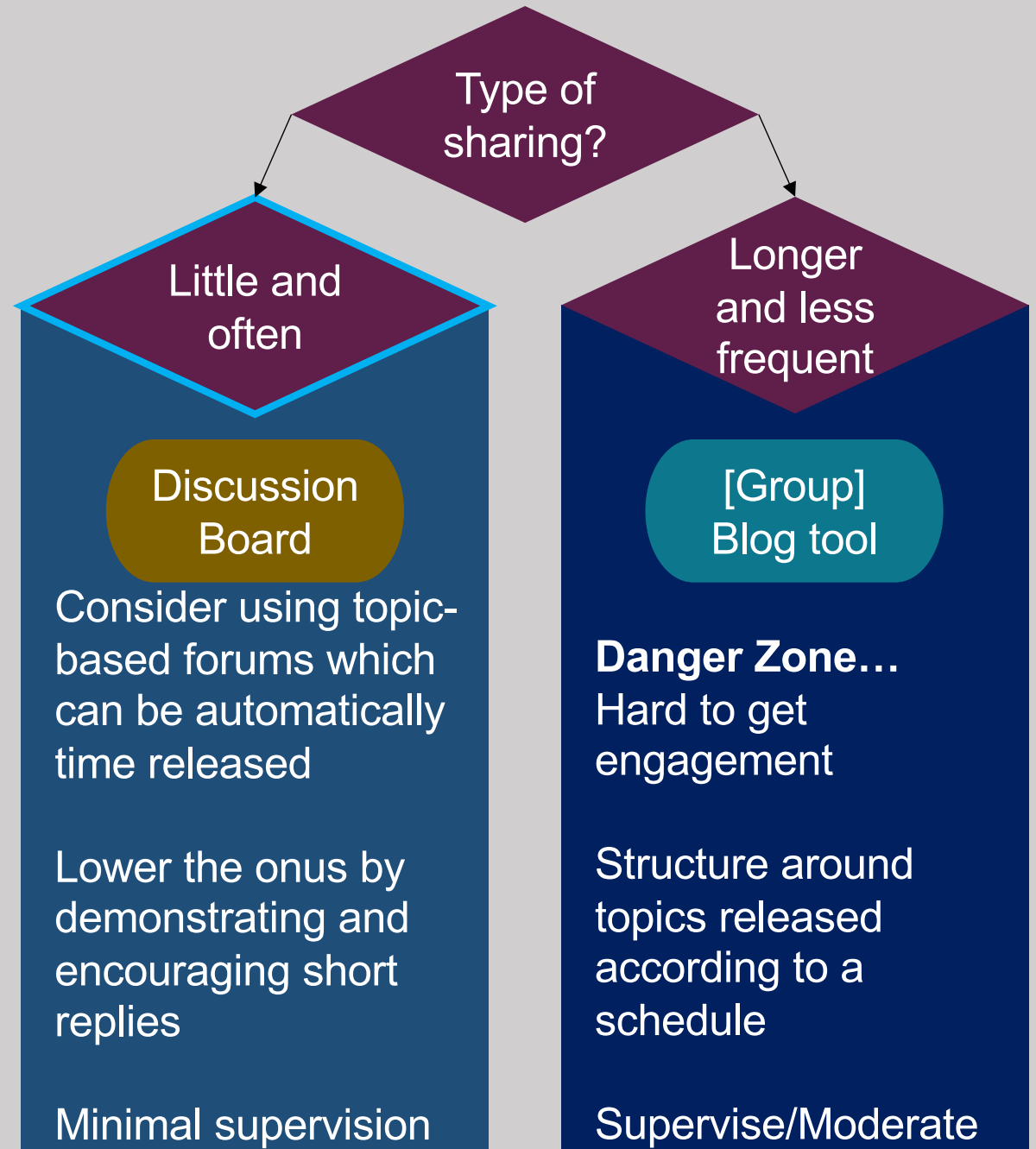
I will review your wor

Interactive Tools available in studentcentral
L-R, T-B: Blog, Discussion Board, Wiki, Journal

Example task [1/5]

Write about and **share** resources related to a specific topic/unit

#ThinkInclusive
Writing-heavy module?
Use a discussion board

Type of sharing?

Little and often

Discussion Board

Consider using topic-based forums which can be automatically time released

Lower the onus by demonstrating and encouraging short replies

Minimal supervision

Longer and less frequent

[Group] Blog tool

Danger Zone…
Hard to get engagement

Structure around topics released according to a schedule

Supervise/Moderate

Example task [2/5]

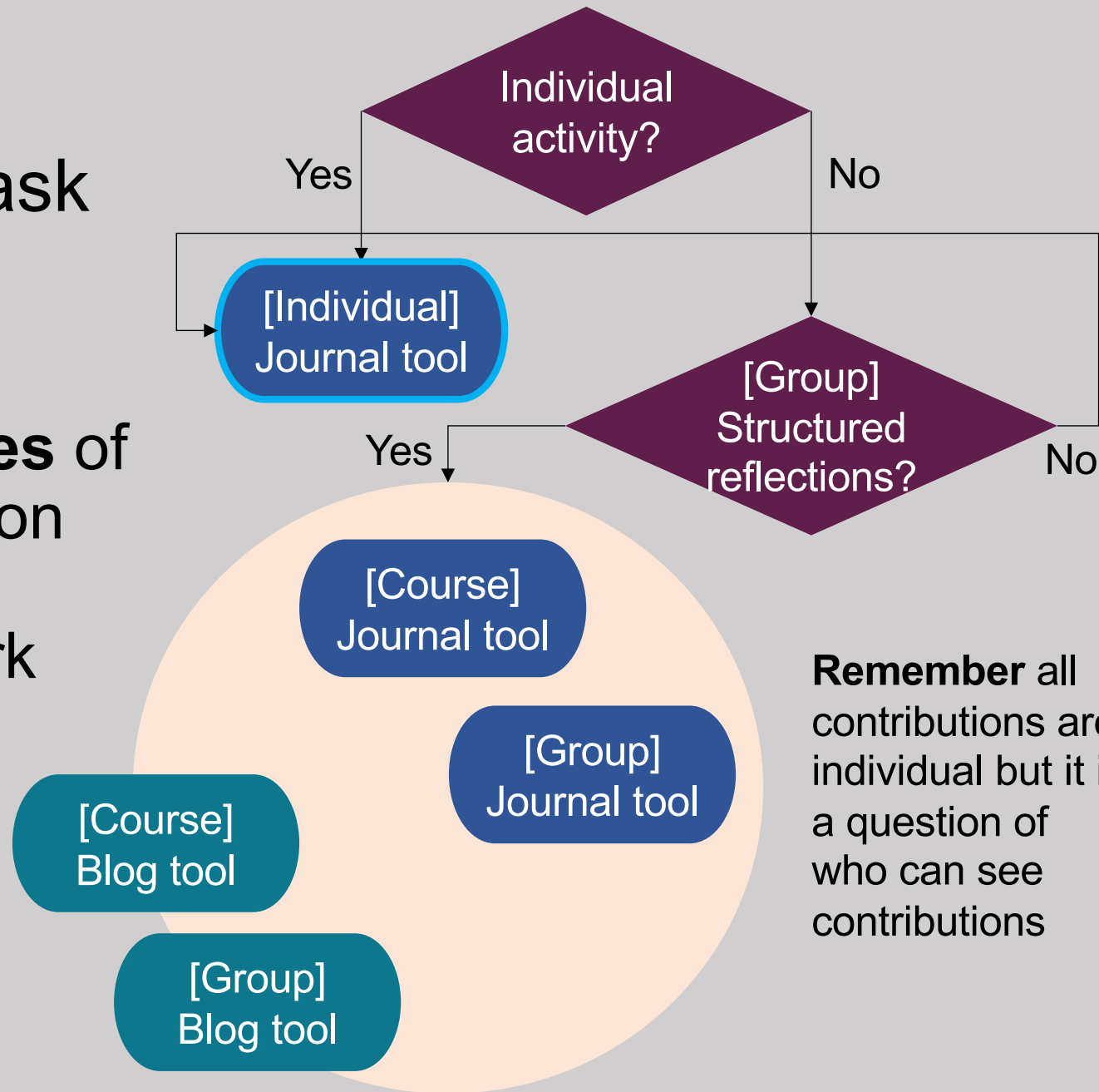**Define** core concepts covered during a unit of study

[Course]
Wiki tool

Possible solution:

- Create starter pages for each concept

- Each student or group of students takes a concept

- Contribute to defining the concept as a type of glossary

Example task [3/5]

Write a **series** of **reflections** on experiences during a work placement

Individual activity?

Yes   No

[Individual] Journal tool

[Group] Structured reflections?

Yes   No

[Course] Journal tool

[Group] Journal tool

[Course] Blog tool

[Group] Blog tool

Remember all contributions are individual but it is a question of who can see contributions

Journal and Blog – what is the difference?… Be digitally authentic.

A Journal

is introspective like a diary.
It is private or access is limited.

A Blog

has one foot in introspection, one foot in critique. It is shared/public.

Photo by Rich Smith on Unsplash

Photo by Markus Spiske on Unsplash

Example task [4/5]

Produce **critical** written responses to a series of case studies or topic prompts

Individual activity?

Yes

[Individual] Journal tool

No

[Course] Blog tool

Yes

Peer critiqued?

No

[Group] Blog tool

Synchronous
Together, same place at the same time

Asynchronous
Together, the same place at different times
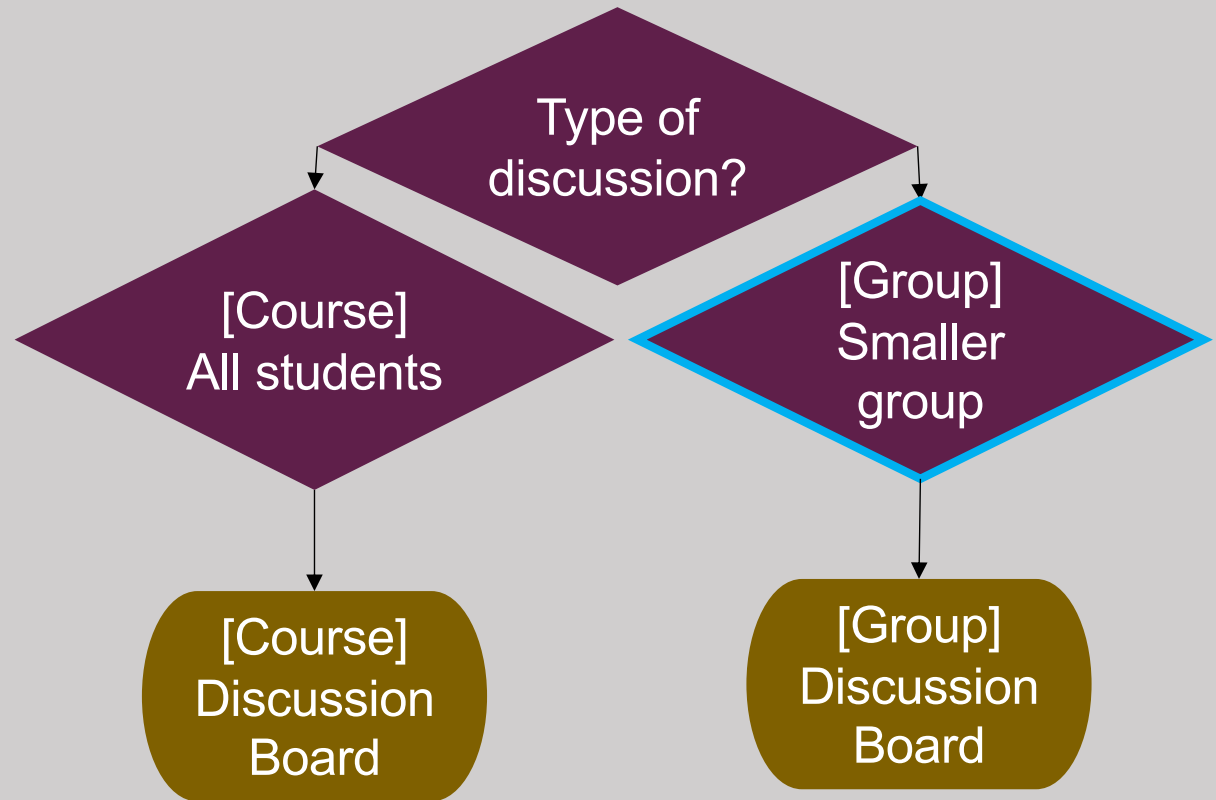
Collaborative document

Collaboratively written?

[Group/Course] Wiki tool
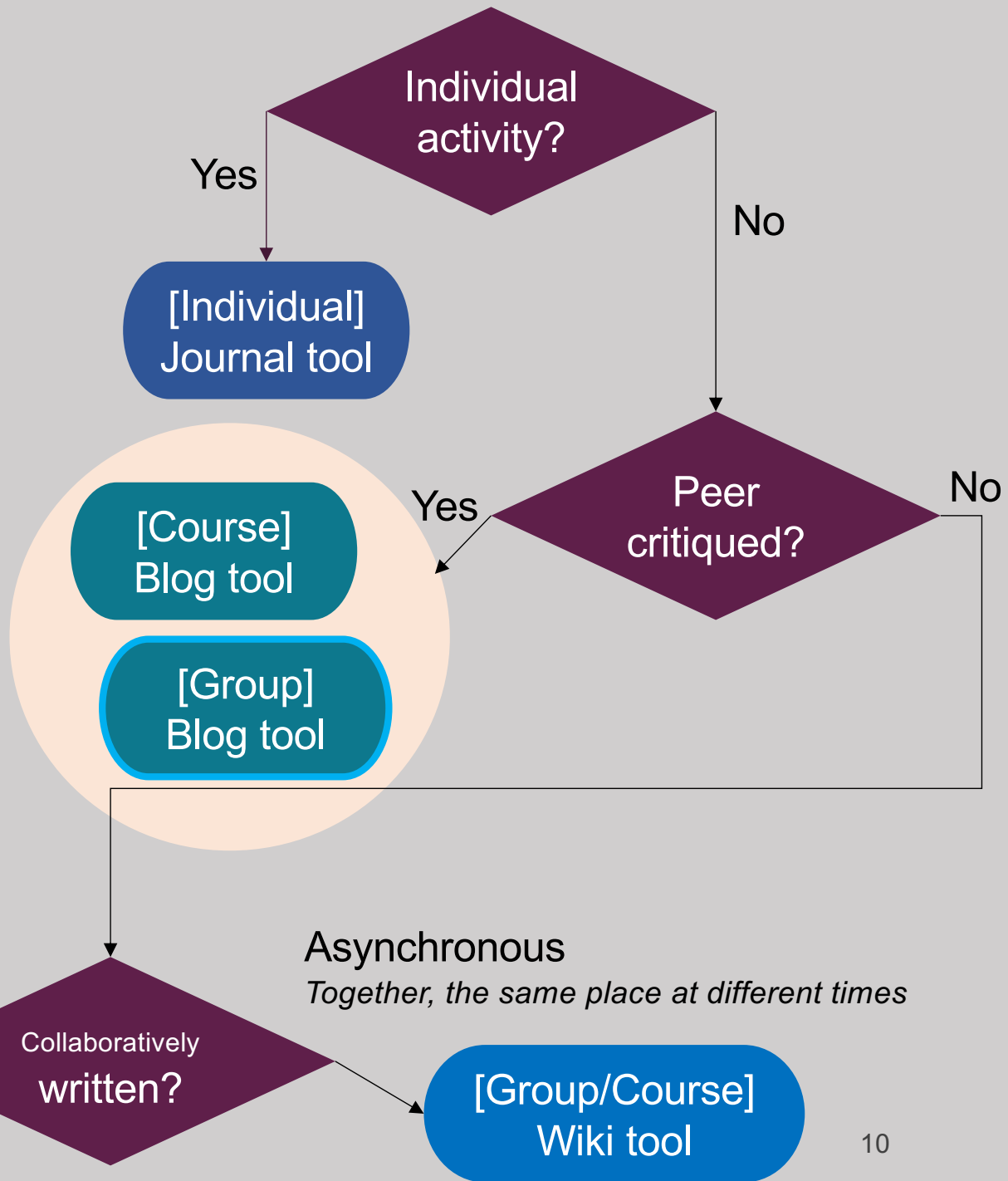
Example task [5/5]

Discuss and **critique** contemporary issues relevant to a discipline or work occupation

```
        Type of
        discussion?

[Course]              [Group]
All students          Smaller
                      group

[Course]              [Group]
Discussion            Discussion
Board                 Board
```

Example Threads from the PGCert:

Activity 1: Share lesson plan with peers and offer supportive critique drawing on the principles of feedforward

Activity 2: Construct a mind map of educator identity to share with your peers (linked to student's Pechakucha presentation at the end of the module)

Online Learning Strategies

Fiona MacNeill, Information Services

Session Aims

- Learn how to identify where and when alternative modes of teaching delivery can happen

- Learn about the range of tools available and the different needs that tools can meet

- Understand the steps that you need to take to plan changes and then implement those changes

Agenda

[14.05-14.40] - Part 1:

Identify challenges and plan solutions

~ 10 min break ~

[14.50-15.20] – Part 2: Review and implement online interaction
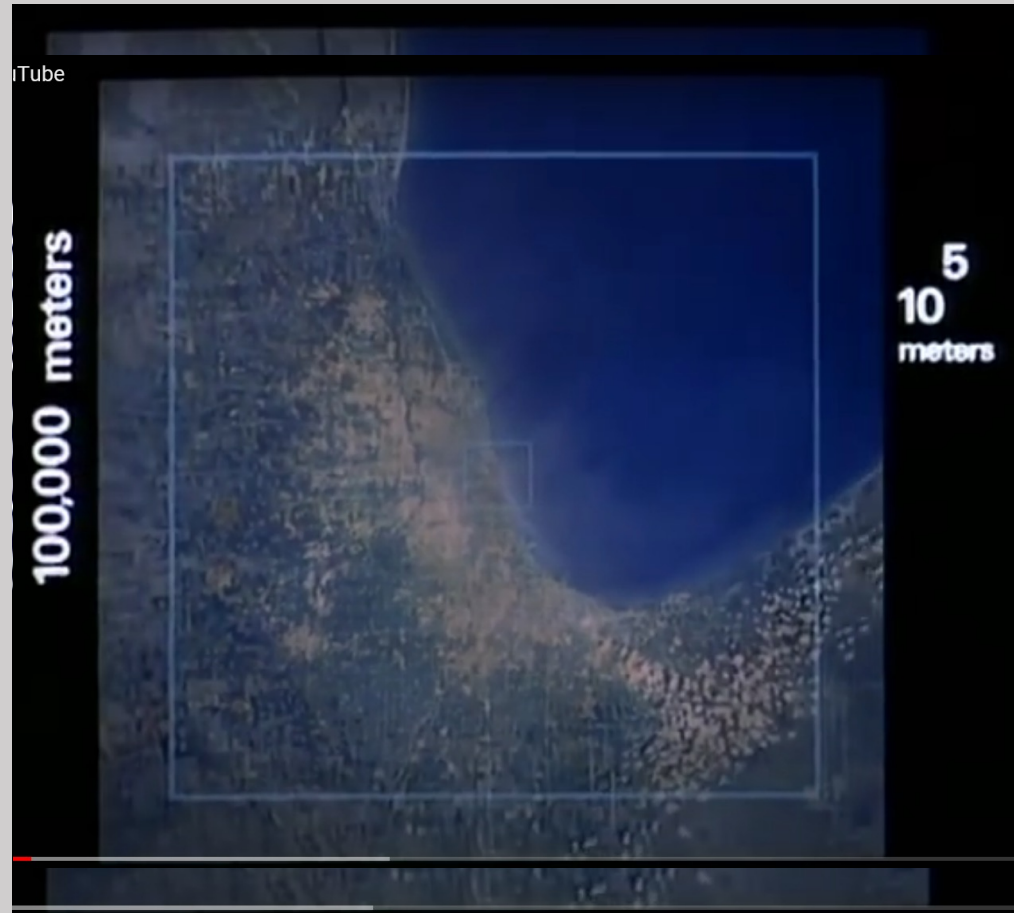
[15.20-15.40] – Part 3:

Platforms and content: My Studies (studentcentral), MS Teams,

Panopto and Blackboard Ally

Remaining time will be for questions.

Module Level

We can look down at our module from above and anticipate potential pinch points

Screenshot from the Powers of Ten (IBM, 1977) – on YouTube

15

At Such Great Heights

Activities to look out for are:
Lectures
Workshops
PBL/EBL
Seminars

Start with the most challenging sessions or aspects of the timetable

Think about the learning activities that take place

Consider mapping out your sessions and what happens between sessions so that you have an overview

Day Level Zooming in…

Looking at the flow and blend of our days

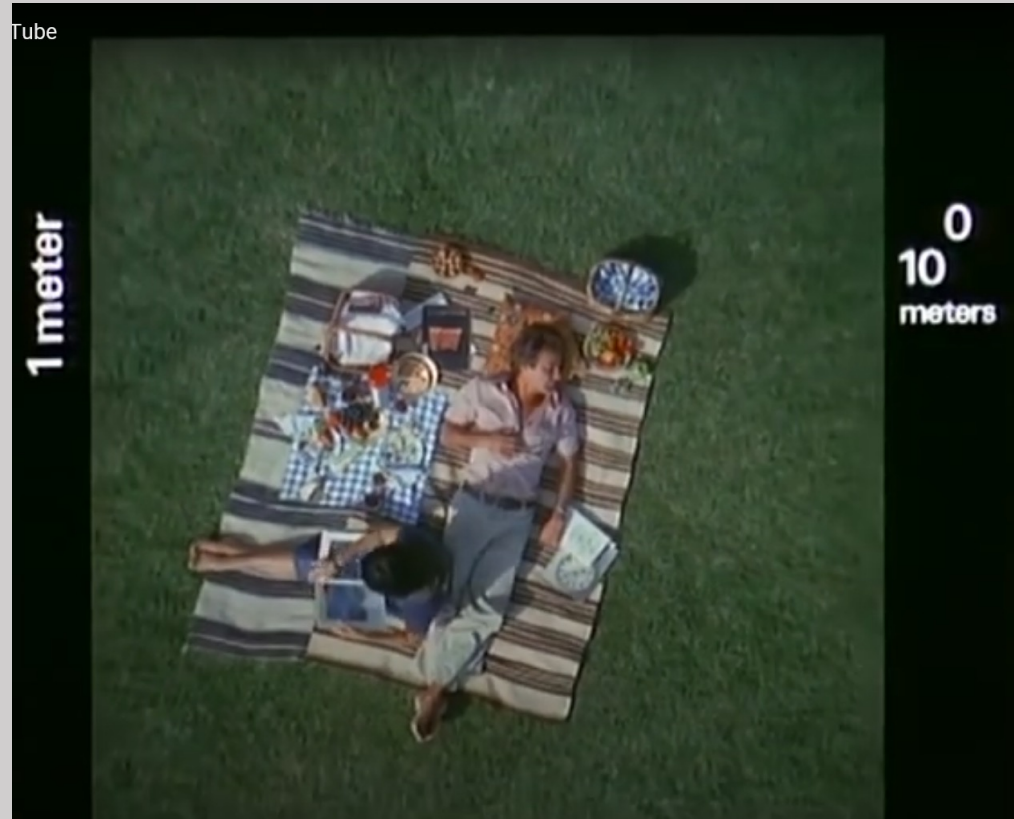Screenshot from the Powers of Ten (IBM, 1977) – on YouTube

For example
A map of the first week of NI407

Please note:
This is Fiona M's example and may not be true to life… lets call it a simulation!

		Day
Needs	Learning Outcomes	Introduction to module
		Care Planning
		Assessing and Identifying the problem
		Appropriate actions/interventions
		How to write goals
	Emotional	How does the module work?
		Reassurance and positive affirmation of pre-existing knowledge
		Build confidence in writing skills
	Attitudes	I am already doing this I think
		I am worried about my writing
		How does this apply to me?

Name: A. Student

Expecta...

On stage Experience	People & Delivery	1. Catherine – Intro [LECTURE format – Teams] 1hr
		2. Catherine – Care Planning [Timed activities] 90mins
		3. Module team – Case Study workshops [WORKSHOP – Teams] 1hr
		4. Nigel – Keynote lecture [Lecture format – Teams] 30mins
		5. Module team – Case Study writing [WORKSHOP – Teams] 90mins
	Asynchronous hours	1.5hours
	Synchronous hours	**4hours**
	StudentCentral	1. Slides
		2. Blog/journal activities
		3. Bewhurst and teams
		4. Slides
		5. Shared document
Back stage support	People	Make sure that the students are joined up to team
		Students: Make sure that students know what technology is used and when during the day
		Staff: aware of expectations and how to use the technology
	...ential	Cotextualise case studies – NHS patient case study videos

Hour Level

Looking at the minutes

Screenshot from the Powers of Ten (IBM, 1977) – on YouTube

So what does a taught session look like now?
There is not one answer to this question

However, the lecture is the first place to look when considering how to minimise synchronous 'screen-time' exposure.

Chunking is one approach

Chunk long lectures into smaller presentation files or videos

E.g., 2hr lecture, consolidate into 45mins with activities – so 3 x 15min videos

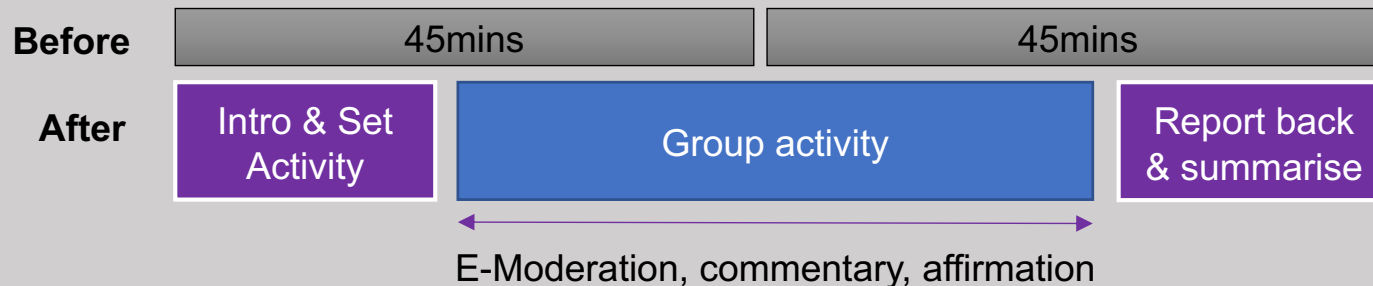|				
Before	Hour 1		Hour 2	
After	Video 1	Activity	Video 2	Activity	Video 3
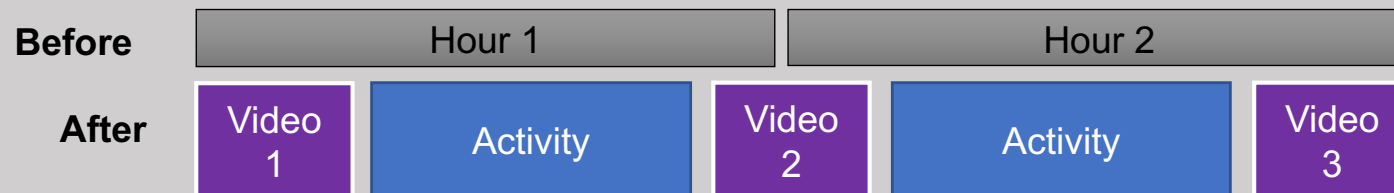
So what does a seminar or workshop look like now?

A seminar or workshop where staff can provide hands-on assistance and guidance to students is a good time to use Microsoft Teams, but sparingly.

Tip:
try not to exceed an hour of *telepresent** screen time.

*asking students to engage in real-time using audio and/or video.

| **Before** | 45mins | 45mins |

| **After** | Intro & Set Activity | Group activity | Report back & summarise |

E-Moderation, commentary, affirmation

How are you communicating with students?

This is the super important in online learning because of the corridor effect™

What have you got?

How you can counteract the corridor effect™

- Repeat information – e.g. break information out from the module handbook and place it contextually.

- Sign-post information with clear written descriptions and images.

- Create accessible announcements [video].

- Use items to provide schedule information for days in context of module. Try not to rely on documents to pass on this information.

Staff feedback from the first sessions in April 2020

Overall, how useful was this session?	Overall, how did you find the balance between presentation and activities?	Was the difficulty/complexity of the material at the right level?	How could we improve the session?
Very useful	About right	About right	
Very useful	About right	About right	this was an excellent session, thanks! really useful and good balance of practical informed by context and Gilly Salmon's principles. Also showcased how to effectively deliver a session in Teams. Great job you two. [redacted]
Very useful	About right	About right	
Very useful	About right	About right	