

Flex Presentation - Learning Modules January 2012

Access to mobile reading resources from
 All content has been reviewed for
 accessibility. If you have any questions
 about this content, please contact your
 instructor or the Accessibility Services
 Department at 781.552.3100 or
 accessibility@mcneese.edu.

Resources

Additional resources
 are available in the
 Learning Modules
 section of the course
 website.

How are you feeling?

Confident/
Ready To Try

Want to learn
more about...

Write your thoughts and post them as you go!

Steps we will discuss:

1. Activities: What are the activities you do in face-to-face or online classes to help students learn?
2. "Here" work: What are things you have students do each week to help with their learning outside of in-class time?
3. Organizer: In what order do you want to present the activities? e.g. do you expect that they read before class?
4. Syllabus: How does this relate to your syllabus?
5. Format/Topic: How do you want it to look?

OBJECTIVE

Students will be able to...
 Identify the types of activities used in face-to-face or online classes to help students learn.
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What do you do?

Using the resources provided, identify some to brainstorm and list out the things you do in face-to-face or online classes to help students learn outside of in-class time. Please include the name of the activity, the format, and the topic.

Examples:
 Face-to-face
 Discussion
 Group
 Individual
 Small group
 Large group
 Online
 Discussion
 Group
 Individual
 Small group
 Large group



Needed Technology Tools

Consider the types of tools you may need:

- Poll Everywhere?
- Blackboard?
- Canvas LMS?
- Moodle?
- Turnitin?
- Canvas LMS?
- Moodle?
- Canvas LMS?
- Moodle?

Five Examples

1. Andrea Perri's Example
2. "Syllabus" Example: Bill Alexander and recorded workshop by Lisa Lew and Joe Roberts
3. "Top" Example: Sandra
4. "Bib" Example: Video and Session
5. Bruce Aron's Example

Organize yourself and your students

Organize the activities you brainstormed earlier and put them in an order of what you would likely see happen in a typical learning module (we will keep in mind that some weeks might have a different format, like an exam).

Note: You can rearrange items in a learning module or in a list format by dragging them up and down.

Content/Activities - Tools Needed

You can do this in a Word document or in your course website. You can actually add them as items in a list or as a part of a learning module. As you do this, consider what technology you might need to use to create your activities. I can help you hide the folder in which you are working if you want to use BB.

Example: If you want students to discuss, you will need to set up a discussion board. If you want students to work as a group, you will need to create an area where that can happen.

SUPPORT For BB: You can access many helpful learning modules in the POT Blackboard course.

Objectives:

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Template: By the end of this session, the hope is that you will be prepared to create at least a template for a learning module which integrates your own style and teaching methods.

Resources: By the end of this session, you will be able to identify some resources where you can look in the future when you are creating your learning modules.

Inspiration: By the end of this session, you will hopefully leave inspired by several examples of learning modules that will aid you as you create or modify your own!



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2. “Home” work: What are things you have students do each week to help with their learning outside of in-class time?

3. Organize: In what

*3. Organize: In what order do you want to present the activities?
- e.g., do you expect that they read before class?*

4. Syllabus: How does this relate to your syllabus?

*5. Format/Style: How
do you want it to look?*

What do you do?

Using the handout provided, simply start to brainstorm and list all of the things you do or have students do that help them learn your class material. This can include in-class and out-of-class assignments. Write your thoughts in the first box.

Examples:

Case studies

Presentations

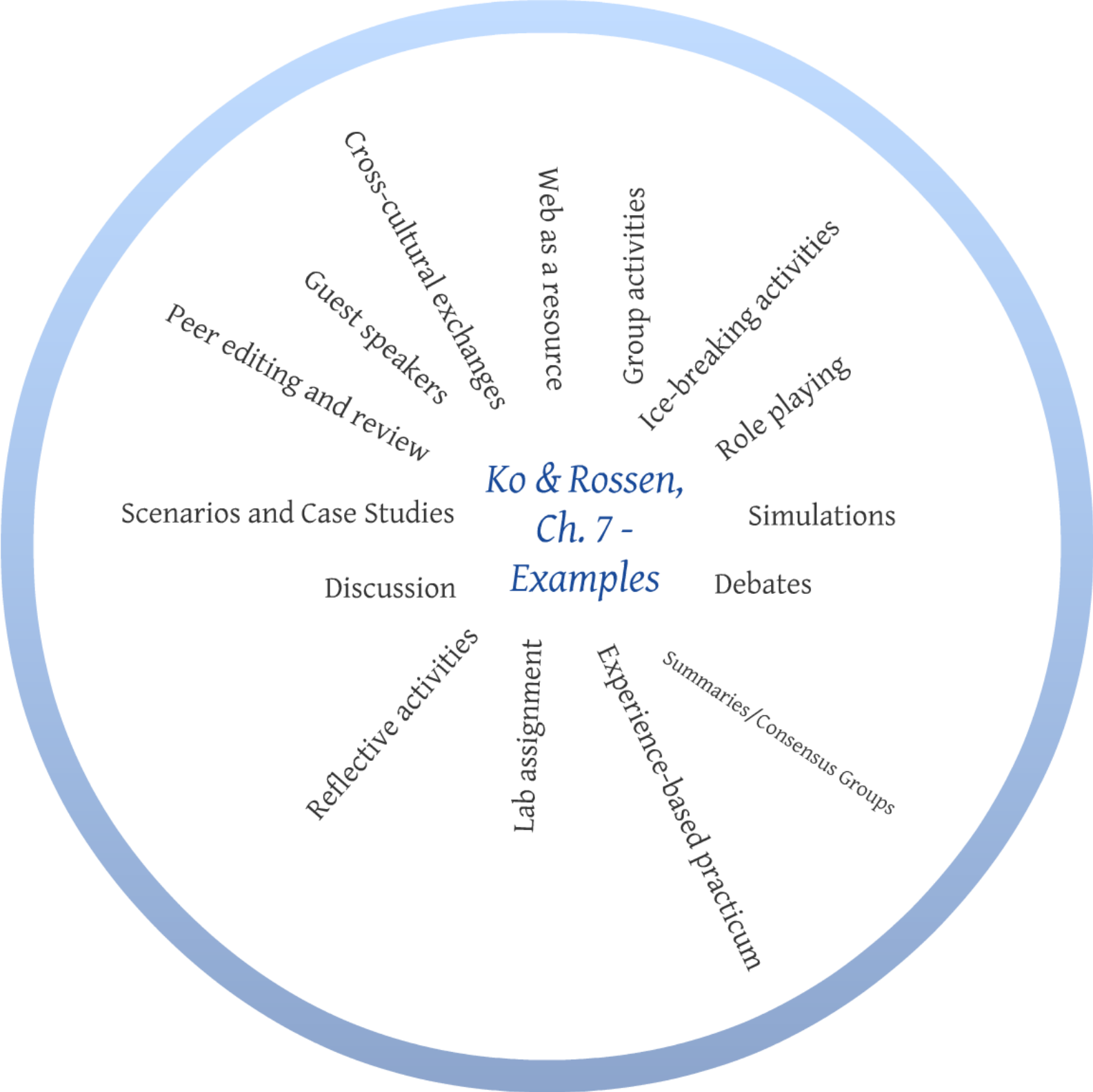
Videos

Images

List of learning objectives/introduction

Pre-test and post-test

Etc.....



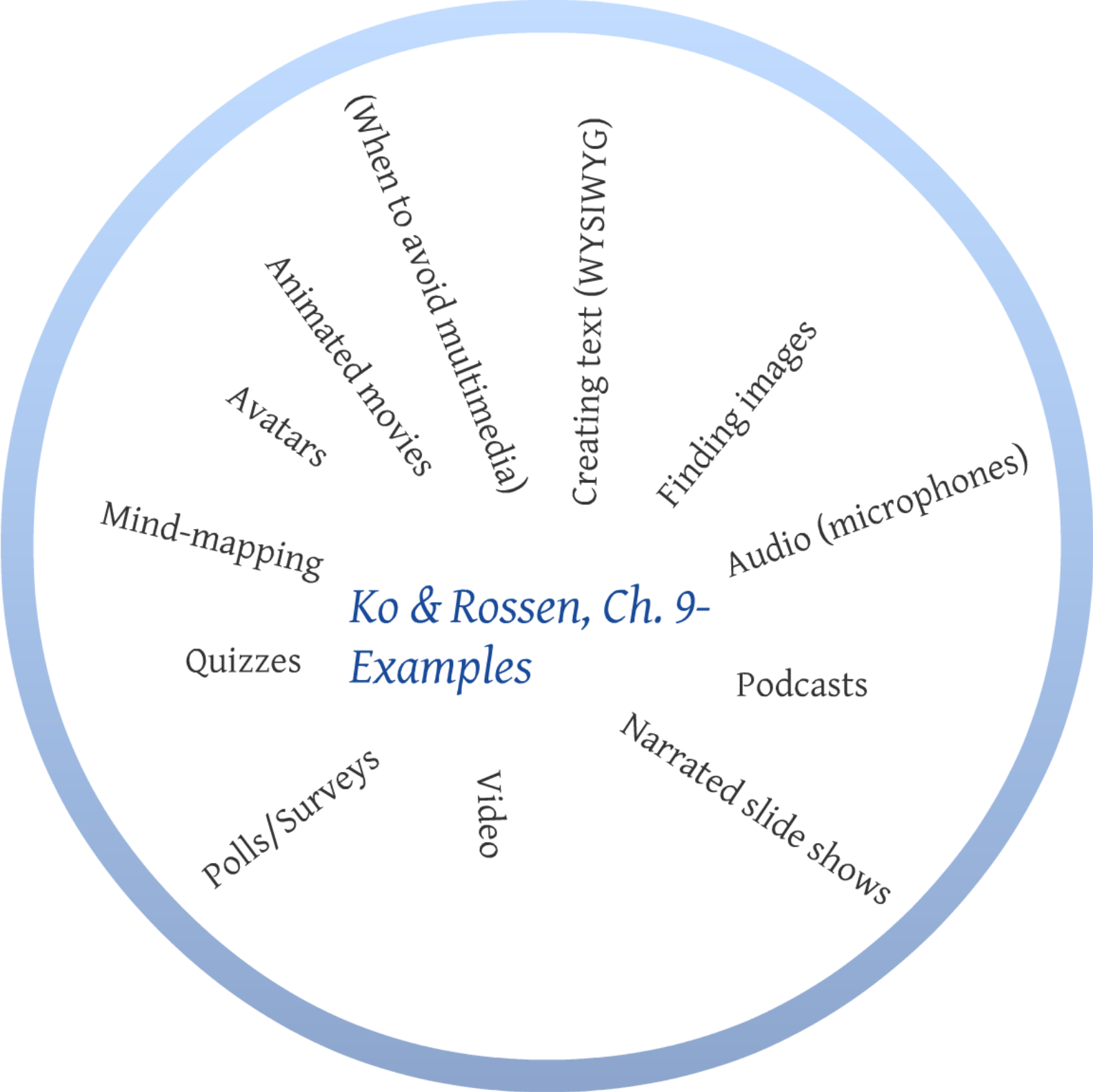
*Ko & Rossen,
Ch. 7 -
Examples*

- Cross-cultural exchanges
- Web as a resource
- Group activities
- Ice-breaking activities
- Role playing
- Simulations
- Debates
- Summaries/Consensus Groups
- Experience-based practicum
- Lab assignment
- Reflective activities
- Discussion
- Scenarios and Case Studies
- Peer editing and review
- Guest speakers

Needed Technology Tools

Consider the types of tools you may need:

- *Photo sharing site?*
- *Wiki?*
- *Wimba (audio)?*
- *Prezi (presentations)?*
- *YouTube (videos)?*
- *Test?*
- *Survey (Google or Blackboard)?*
- *Jing?*
- *Elluminate?*
- *Voicethread?*
- *More????????????????????*



*Ko & Rossen, Ch. 9-
Examples*

(When to avoid multimedia)

Animated movies

Avatars

Mind-mapping

Quizzes

Polls/Surveys

Video

Creating text (WYSIWYG)

Finding images

Audio (microphones)

Podcasts

Narrated slide shows

Five Examples

1. Andrea Petri's Example

2. "Syllabus" Example: Pilar Hernandez and recorded workshop by Lisa Lane and Jim Sullivan

3. "List" Example: Sandbox

4. "Bb's" Example: Video and Sandbox

5. Rosa Arceo's Example

Andrea Petri's Example:

- Create items*
- Tables used to space items*
- Visual components*

Syllabus Examples:

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<http://vimeo.com/17456807> (Pilar's Interactive Syllabus Example)

<https://sas.illuminate.com/site/external/jwsdetect/playback.jnlp?psid=2010-12-03.1500.M.2E819EA17D733D778B5E90D4F84668.vcr&sid=2007049>

(Recording of "Interactive Syllabus" workshop with Lisa Lane and Jim Sullivan)

*Chapter 5, Ko & Rossen (2010) - "The Syllabus"
- Schedules are highlighted on pages 122-125, 132-134, and 140-142*

List Examples:

- One item created for each activity in a folder*
- "Mark reviewed"*

To see a video on "Mark Reviewed" and how to use it:

<http://mccpot.org/wp/2011/06/interactive-checklists-for-students-in-blackboard/>

Blackboard format:

http://ondemand.blackboard.com/r91/movies/bb91_course_content_building_learning_module.htm

Examples in Sandbox

<https://portal.miracosta.edu/Resources/knowledgebase/Blackboard/Bb%209%20Wiki/Create%20Learning%20Module.aspx>

Rosa Arceo's Example:

- *Uses Bb "Learning Module"*
- *Visual components*

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Example: If you want students to discuss, you will need to set up a discussion board. If you want students to work as a group, you will need to create an area where that can happen.

SUPPORT For Bb: You can access many helpful learning modules in the POT Blackboard Course.

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Note: You can rearrange items in a learning module or in a list format by dragging them up and down.

How are
you feeling?

*Confident/
Ready To Try*

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*Want to learn
more about...*

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Write your thoughts and
post them as you go!

1. First Fridays (2-3pm) - Hybrid where we chat and try things on computers
2. Third Thursdays - Fully Online Workshops - Part of the POT certificate program

Ko and Rossen text: Copies of the second edition are on reserve with Rica and Louise in the Flex office.

Resources

Helpful chapters from Ko & Rossen:

Chapter 5: Creating an Effective Online Syllabus (pp. 115-142)

Chapter 6: Building an Online Classroom (pp. 143-172)

Chapter 7: Student Activities in the Online Environment (pp. 173-226)

Chapter 8: Copyright, Intellectual Property, and OERs (pp.

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Chapter 6: Building an Online Classroom (pp. 143-172)

Chapter 7: Student Activities in the Online Environment (pp. 173-226)

Chapter 8: Copyright, Intellectual Property, and OERs (pp. 227-246)

Chapter 9: Creating Courseware and Using Web 2.0 Tools (pp. 247-283)

Ko, S. & Rossen S. (2010). Teaching online: A practical guide (3rd ed.). New York: Routledge.

Program for Online Teaching Resources (POT):

POT website: <http://www.mccpot.org/wp>

Blackboard help: Visit the "POT: Program for Online Teaching 2012" course (you are a student)

Keep an eye out for flex workshops:

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