

MESSAGES

Public Chat

NOTES

Shared Notes

USERS (2)

Marie Bartlett (You)

Michelle Harrison

< Public Chat

Welcome to **Learning Design - Click here!!**

For help on using BigBlueButton see these (short) [tutorial videos](#).

To join the audio bridge click the phone icon (top center). **Please use a headset to avoid causing background noise for others.**

This session may be recorded.

To join this meeting by phone, dial:
250-434-9460
Then enter 25269 as the conference PIN number.

Please note that dial-in access is still under development. If you experience difficulties dialing in, please try internet audio instead.

Send message to Public Chat

Learning Design - Click here!

Start recording

Marie Bartlett Michelle Harrison

Introductions:

Please use the public chat to share

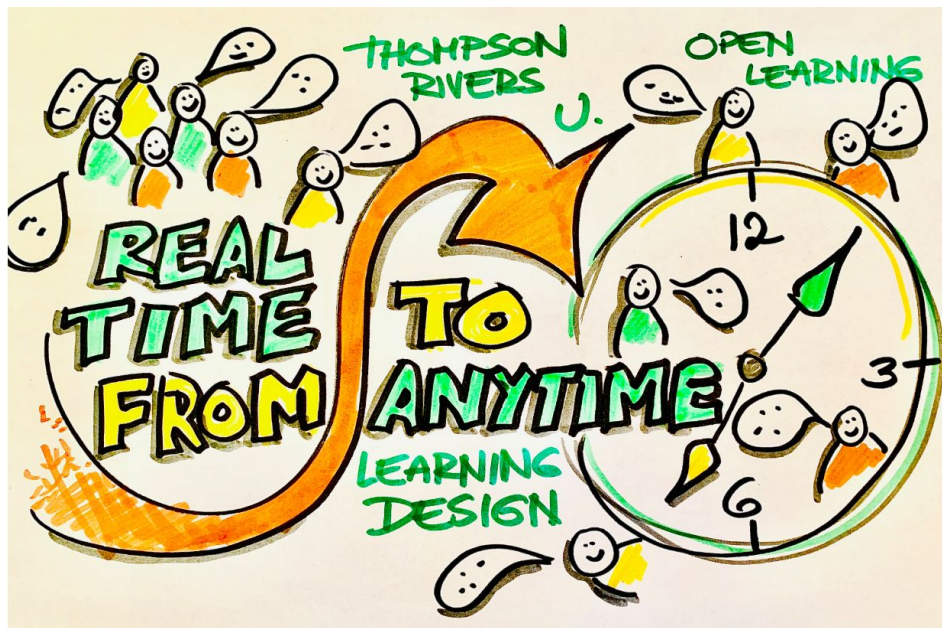
- 1) your name
- 2) your subject area

Audio. Please keep off unless you wish to speak
Video. Camera off saves bandwidth & results in better experience

Hello
Weyt'k



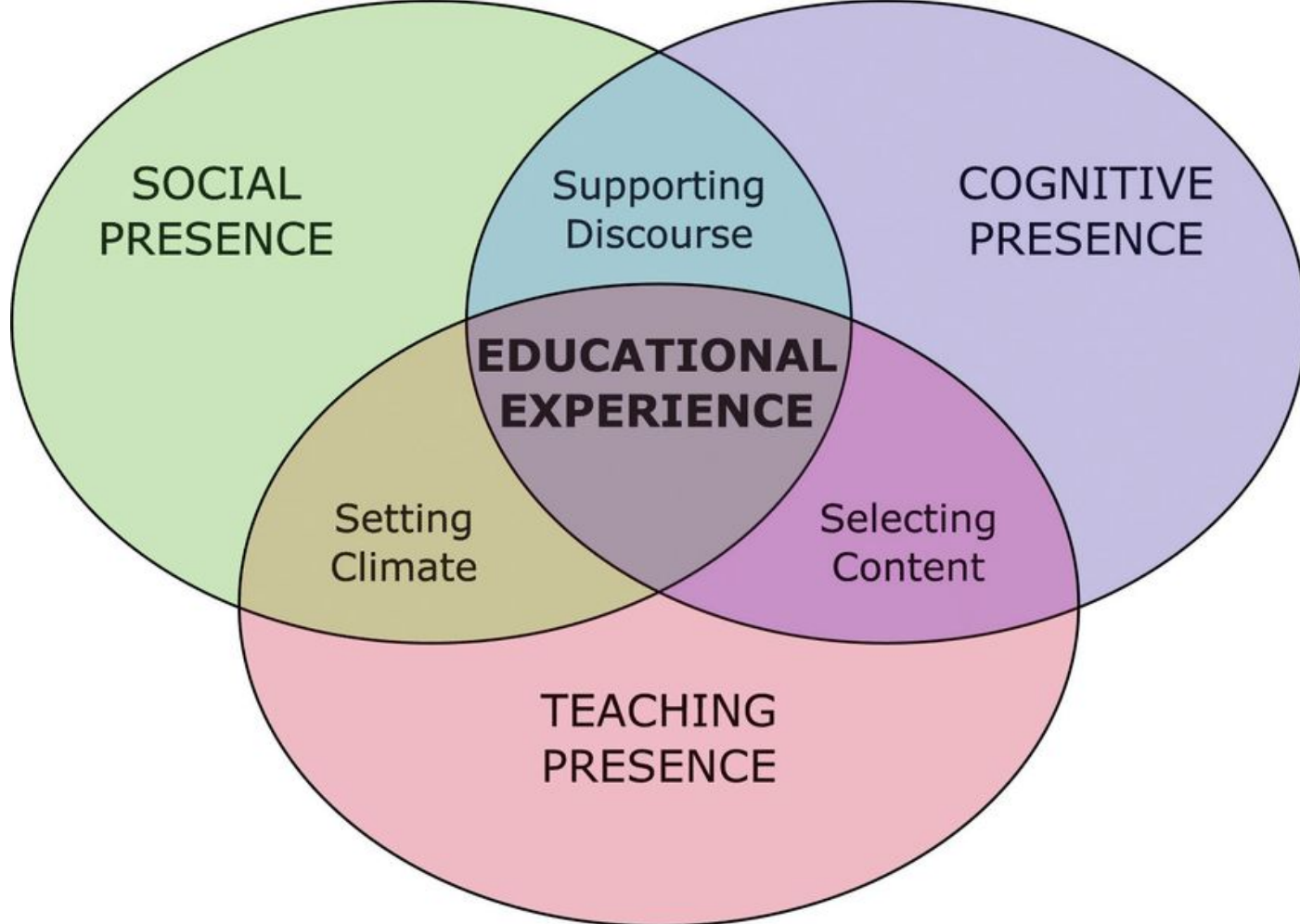
From Real Time to Anytime Learning



What could my course look like outside of the physical classroom?

Agenda

- 1) Theory
- 2) Practical application
- 3) Discussion

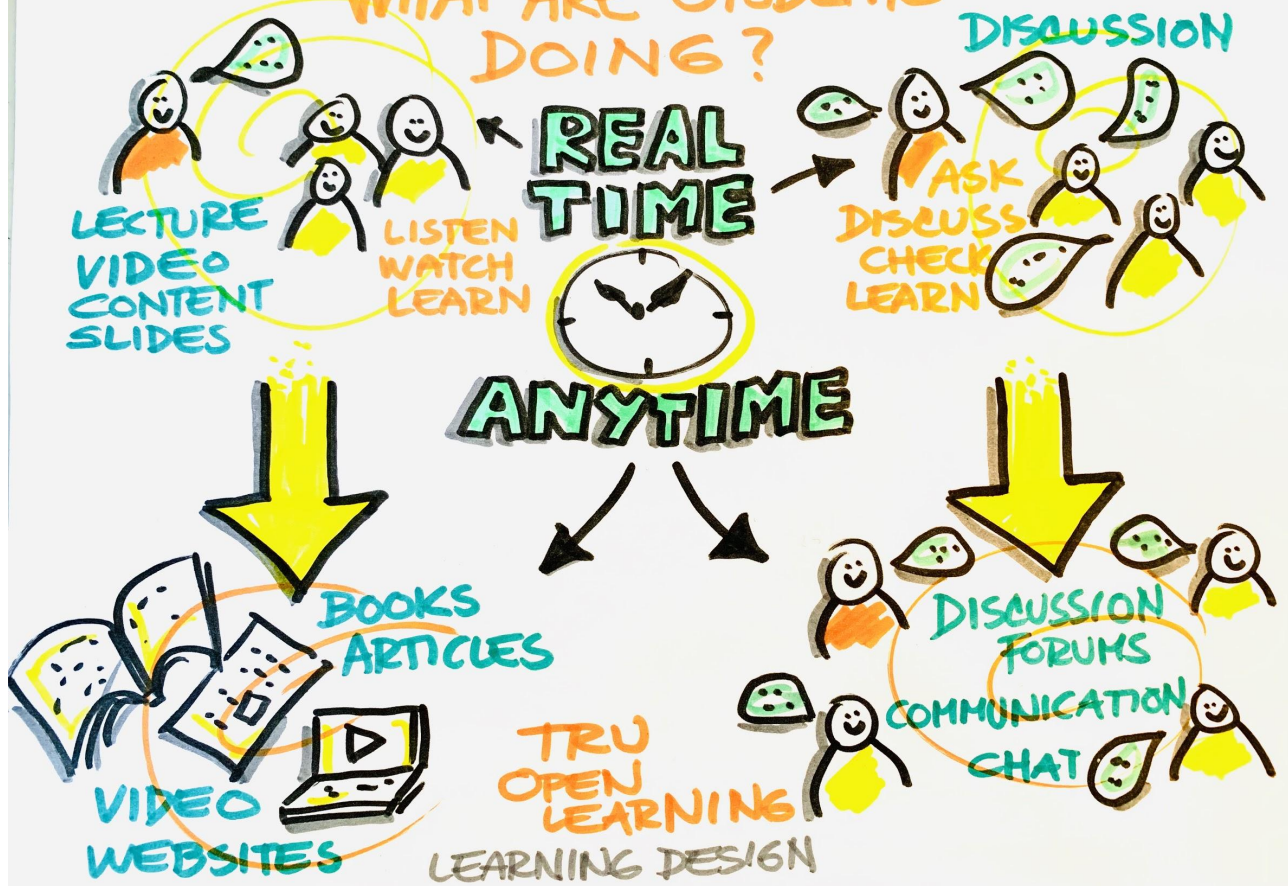


Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

What are my students doing in my **classroom**, in real time?

Lecture	listening, watching, note taking, acquiring information
Sensemaking	asking questions, checking for meaning, clarifying
Discussion	building meaning, critical analysis, peer or instructor interaction
Group work	presentation, research, collaboration
Hands-on	science laboratory, simulations, building artefacts
Assessment	tests, essays, reports, exams (...)

WHAT ARE STUDENTS DOING?



REAL TIME

LECTURE
VIDEO
CONTENT
SLIDES

LISTEN
WATCH
LEARN

DISCUSSION

ASK
DISCUSS
CHECK
LEARN

ANYTIME

BOOKS
ARTICLES

VIDEO
WEBSITES

TRUE
OPEN
LEARNING
DESIGN

DISCUSSION
FORUMS

COMMUNICATION
CHAT

Could this work **anytime**, anywhere?

Lecture	moodle LMS, content delivered through readings, video, slides, etc.
Sensemaking	discussion forums, direct messages, chats
Discussion	moodle discussion forums, other (mattermost/flipgrid/blogs)
Group work	group activities and assessments
Hands-on	lab activities, artefacts built at home
Assessment	formative and summative options available

Where do I **start**?

Content (Lecture) - Identify main topics and support them by readings, videos and other sources of information

Sensemaking - Make a plan and give students clear instructions about how to communicate with you and each other

Discussion- Prepare discussion topics and guidelines, including [netiquette](#)

Group work - Map out group activities, different group types available in LMS

Hands-on - Reimagine tasks, focusing on the most important learning goals

Assessment - Share assessment breakdown as part of your course syllabus, and consider using rubrics for additional clarity

Planning Tools

- Blueprint document
- Schedule
- Weekly/Topic outline

Unit 1: Leadership Today (2 weeks)			
<i>January 27 – February 9, 2020</i>			
February 2	Complete <u>Unit 1 – Activity 1: Introductions</u>		
February 2	Complete Unit 1 – Activity 2:- Admired Leaders Worksheet Team Consensus (Part 1)		Part of Contribution to learning community
February 9	Complete Unit 1 – Admired Leaders Worksheet Team Consensus and Readings (Part 2)		Part of Contribution to learning community
February 4 – 9	Complete <u>Unit 1 Activity 3 – Blog Post – Leadership Reflections</u>	A, B	Part of Contribution to learning community (and opportunity for formative feedback)

Creating Clear Instructions - Writing Learning Activities/Assessments

Activity 1 | Introductions

Before we get started on the more formal learning process let's first take the opportunity to get to know one another. Though many of you have taken courses together before, we will have some learners from other programs or cohorts joining us. To get a sense of where we all are participating from in the course, go to the following link on the map in this [Padlet](#) page, click on your location, upload a photo that represents where you are and write or record a short introduction. Add something about yourself and your space (something you love about where you live and work) as well as one initial idea you may have about what you value in a leader.

Activity 2 | Admired Leaders Worksheet, Team Consensus and Readings

Part 1

Think of leaders you have admired. What do you consider to be the most important attributes that these leaders exhibit? Using this [worksheet](#), rank the order of the listed attributes from most important to least important (start individually). In your [team forum on Moodle](#), work to reach a consensus on the rankings. Once you have completed this activity, post your consensus rankings in the team discussion forum and notify the instructor who will then join you briefly in your team discussion to discuss the rankings. Try to complete this activity *before* you get started on the readings.

Synchronous

Asynchronous

Definition

Require all those participating in the communication to participate together, at the same time.

Enable participants to access information or communicate at different points of time, usually at the time of choice of the participant.

Examples

- Live webinar/video conferencing
- Telephone conference calls
- Instant Messaging

- Discussion forum
- Email
- Pre-recorded video lecture
- Course Readings
- Podcasts

Advantages

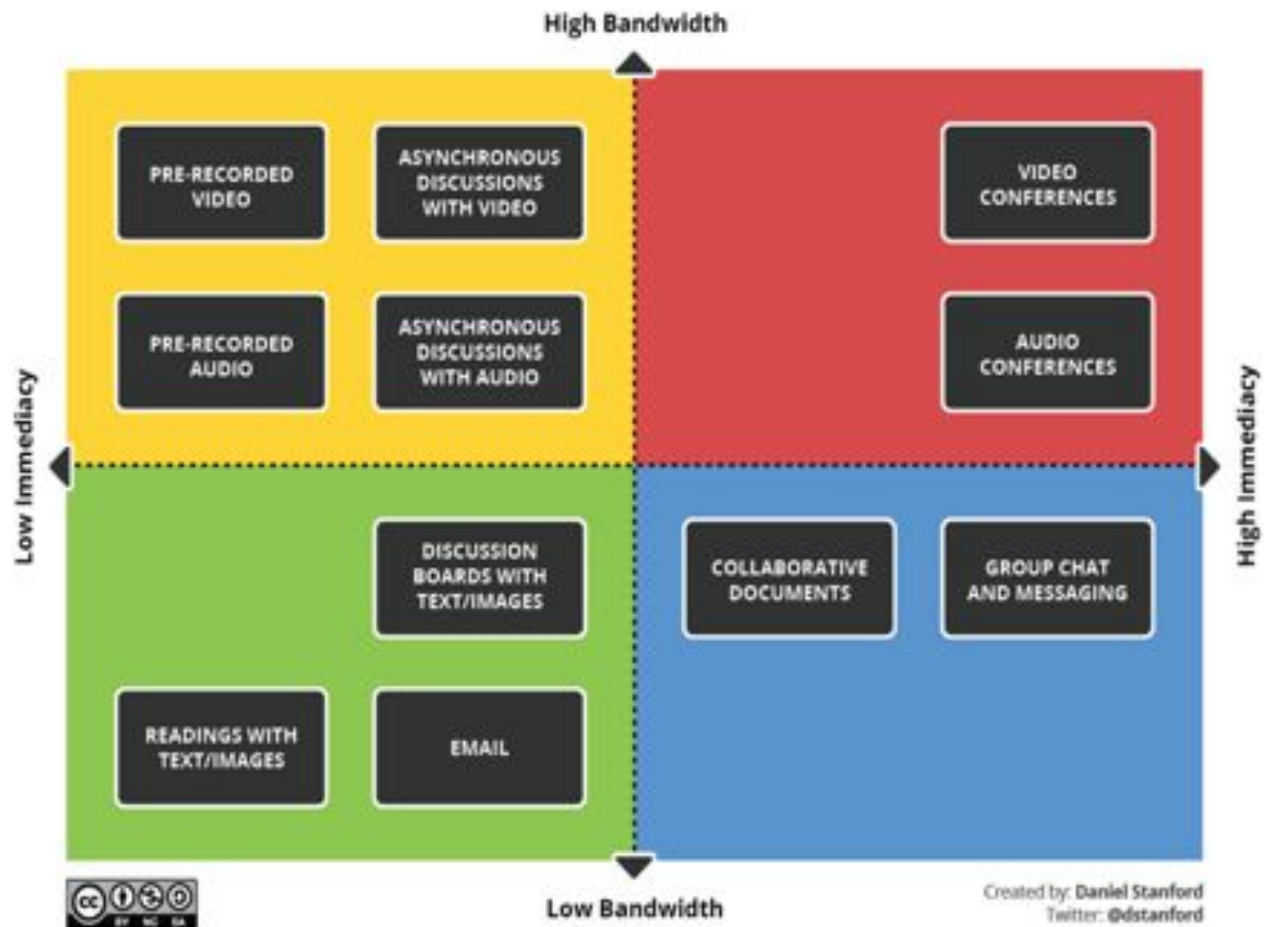
- Connection
- Immediacy
- Increased emotional attachment

- Flexibility
- Learner has more control
- Time to think

Disadvantages

- Resource intensive (bandwidth)
- Scheduling
- Inclusivity & Accessibility
- Technical challenges are live

- Activities take longer
- More difficult to develop community
- Lack of instant feedback



<https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/>

Discussion

- Alternate Modes
- Participants
- Grades
- Sections
- Welcome!
- Learning Design**
- From Real Time to Anytime Learning
- Building that Crucial First Week
- Enrolling Students
- Posting Content
- Posting Links to Moodle
- Creating Assessments
- Creating Assignment

Support for Alternate Modes of Delivery (Formerly COVID-19 Preparedness)

Dashboard / My courses / Alternate Modes / Sections / Learning Design

Welcome! **Learning Design** Enrolling Students Posting Content Creating Assessments Video Tools

Learning Design From Real Time to Anytime Learning Building that Crucial First Week

Webinars!

Are you pivoting to digital this summer? The Learning Design Team is offering the following webinars:

April 21st at 1:00pm - From Real Time to Anytime Learning

April 23rd at 1:00pm - Building that Crucial First Week

You can join the webinars by clicking the big blue button below:

 [Learning Design - Click here!](#)

Questions about Learning Design?

Send a question to learningdesign@tru.ca

An Instructional Designer will connect with you directly to discuss the issue.

Latest announcements

Add a new topic...
(No announcements have been posted yet.)

Resources & Help

- [Pivot to Digital TRU Community Resource](#)
- [Moodle Course Request](#)
- [Preparing for COVID-19](#)
- [Contact Moodle Support](#)
- [Contact CELT](#)
- [Contact Learning Design Support](#)