

Pathways for learning: Tertiary Educator programme

Closing webinar – 20th August 2020



Outline

- Retrospective
- Reflect on the learning outcomes of the programme
- Explore the results of the nQuire mission
- Identify different kinds of next steps

Gemma

I'm Gemma, I'm 28 years old and I've been an OU student for 4 years. I'm started out doing a psychology degree, but I've switched to the Open Degree, now. I don't have a diagnosed mental health condition, but I get very anxious and panicky about things.

I didn't get on well at school at all. I'd be doing alright for a while, but then something would throw everything off. I'd have a row with a friend and wouldn't be able to go into school the next day or I couldn't leave them. In the end I left school at 15 with no GCSEs or anything.

I didn't go to college or anything. I just went out to work. I got a job training as a hairdresser. It seemed like a good idea, at first, I like hair. But then one of the stylists started being really mean to me, like targeting me with crude comments and things. I had to quit, I couldn't deal with it.

A couple of my friends told me I'm really good to talk to when they're feeling down. I love listening to people, and feeling that I've helped them in some way, it makes me feel special and valued. I thought maybe I should be a counsellor, so I signed up to the OU psychology degree.

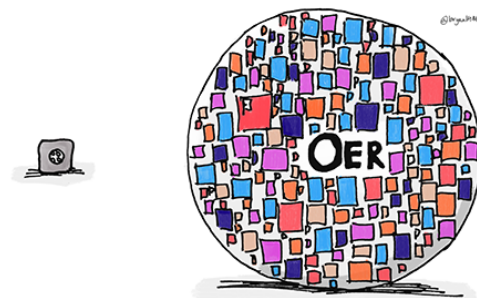
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Learner Profile

Activity 1a: Agree broad topic area

Activity 1b: decide who the learners are - Age, Background, Challenges

Activity 1c – use whiteboard



Don't reinvent the wheel

TeSLA is a step towards this goal

TeSLA system incorporates several tools within a VLE...

Face recognition and anti-spoofing	Voice recognition and anti-spoofing	Plagiarism, and authorship validation	Keystroke patterns
Face recognition	Voice recognition	Plagiarism detection Forensic analysis	Keystroke dynamics

TeSLA

A lot of activity in the last six weeks!

Support Networks

A problem that prompts investigation

Research-based teaching

Inquiry learning

Learning starts when become curious about something

Learners at the centre of learning

Asking questions, exploring, reflecting

Why is this type of learning timely?

Welcome

- Introduce ourselves
- Introduce themes that will be covered in the programme
- Introduce some of the platforms and activities

AFRICAN ACADEMIC COUNCIL | iet Institute of Educational Technology | TESSA | The Open University

nQuire
EXPLORE YOUR WORLD

Plastic - Defender or Destroyer?

Covid-19: Fact or fake

Join missions to explore your world

Activity 2 - Praise as a motivator?

- How should we praise our students?
- What effect does praise have on our students?
- What effect do negative comments have on our students?
- What does feedback tell our students about their ability to change?

We're now going to split you up into break out rooms again to discuss these questions. When you're in the break out room you may find it easier to have one of you lead the discussion

You will have 15 minutes to discuss and then will have a 1 minute warning before being brought back to the main room.

SAME TEACHER

DIFFERENT TOOLS



Retrospective: Week 1

Introduction webinar


Tertiary educator webinar 1

Welcome


- Introduce ourselves
- Introduce themes that will be covered in the programme
- Introduce some of the platforms and activities




Institute of Educational Technology



Teacher Education in Sub-Saharan Africa





Retrospective: Week 1

- TYTO 1 Teaching online is different
 - discuss the main characteristics of online education activities and how these differ from face-to-face teaching
 - begin to determine the kinds of face-to-face teaching activities that might, or might not, transfer successfully to an online environment
 - summarise the elements of online teaching that need a different skillset to face-to-face teaching.



Retrospective: Week 2

Webinar: Assessment and feedback

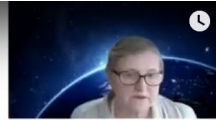
Assessment and Feedback Webinar

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Assessment and Feedback Webinar



Retrospective: Week 2

- TYTO 2 Discovering the connections: principles and theories for understanding digital tools
 - understand some of the essential principles of online teaching
 - be aware of some key learning theories and classifications of online teaching technologies
 - understand the concept of learning objects and some of the different classifications of these.



Retrospective: Week 3

Webinar: Introduction to nQuire and Inquiry Learning

A problem that prompts investigation

Research-based teaching

A form of problem-based learning

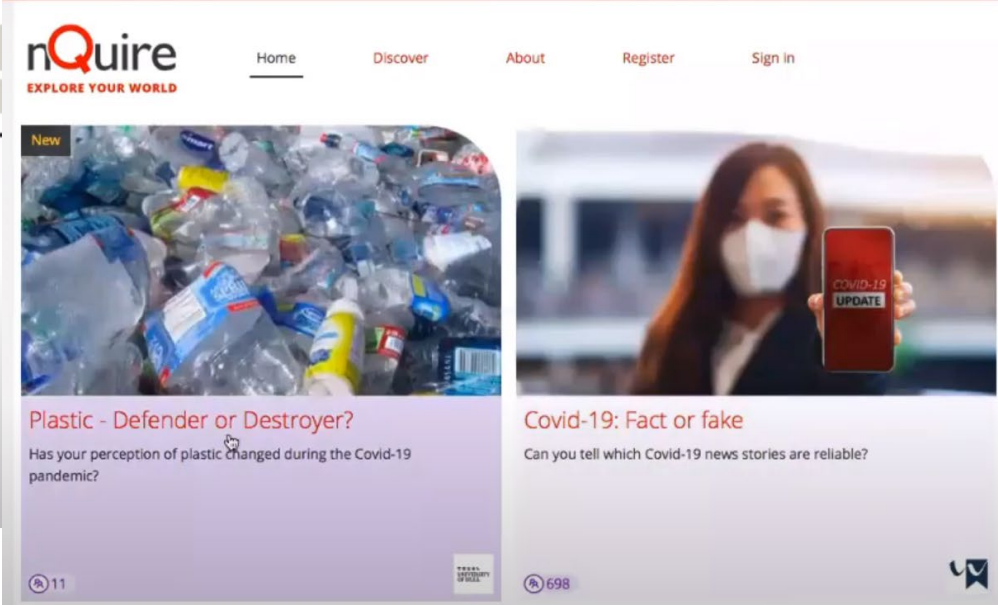
Inquiry learning

Learning starts when we become curious about something

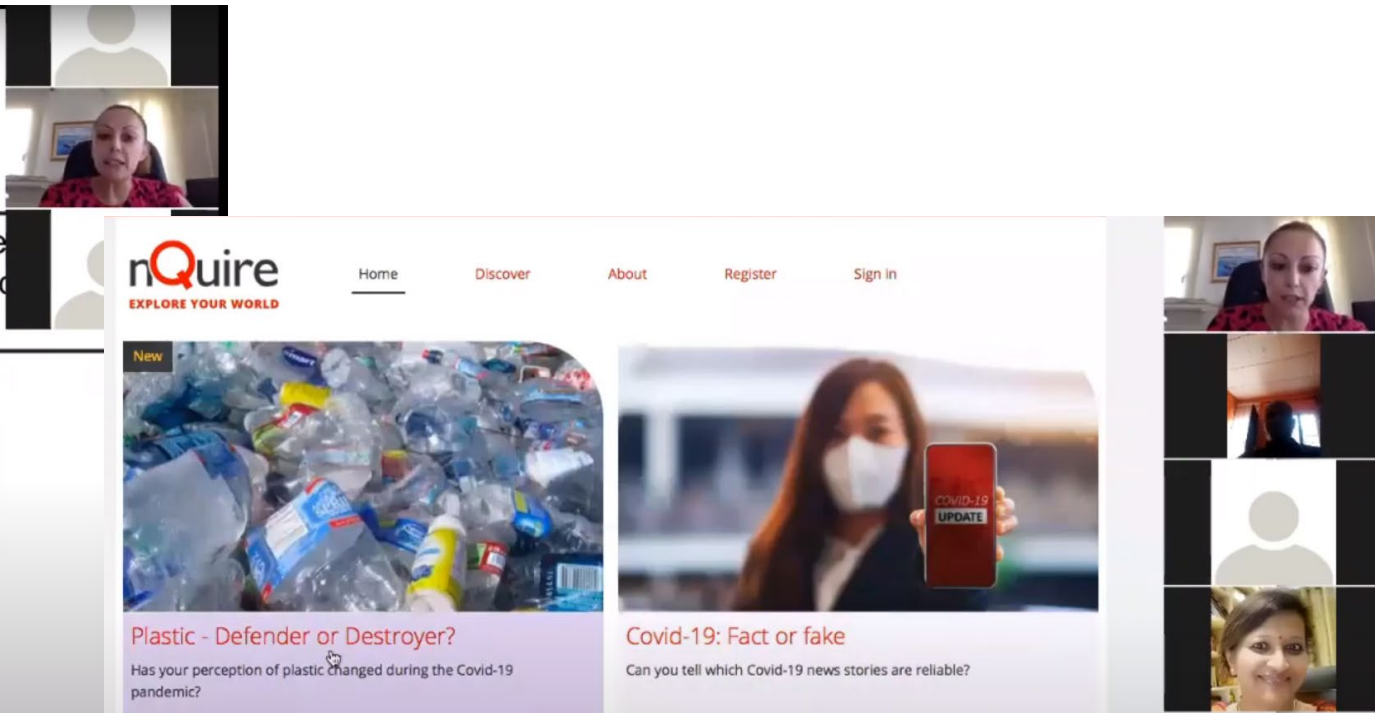
Learners at the centre of learning

Asking questions, exploring, reflecting

Why is this type of learning timely?



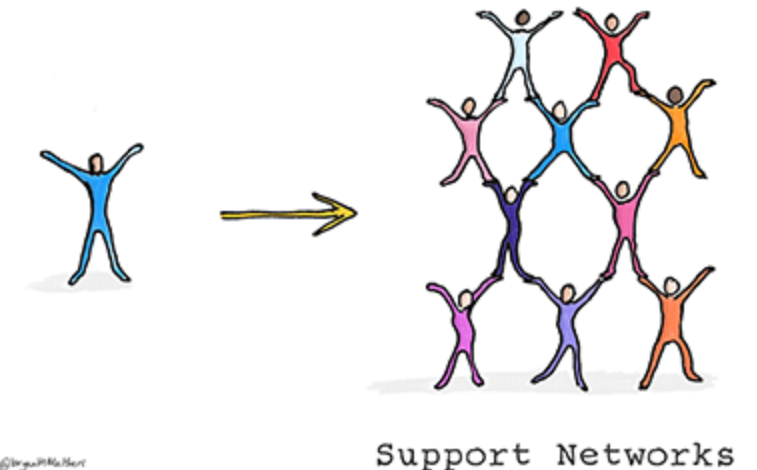
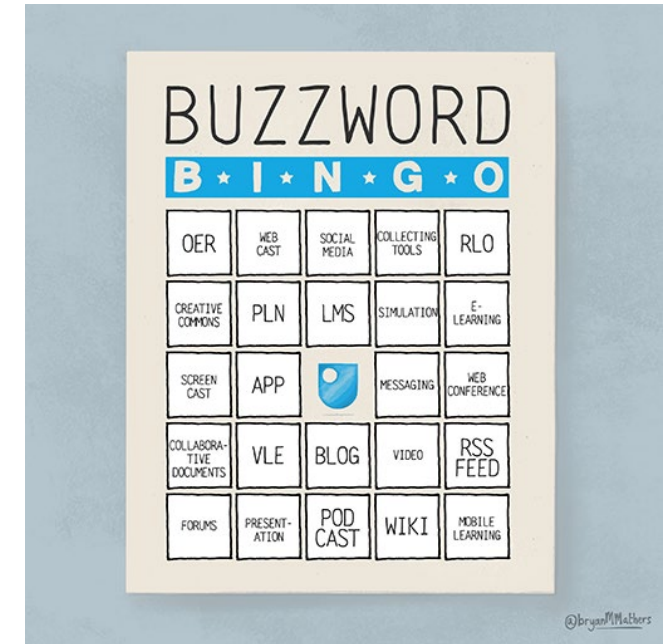
The screenshot shows the nQuire website with the tagline 'EXPLORE YOUR WORLD'. It features two main mission cards: 'Plastic - Defender or Destroyer?' with a photo of plastic waste and the question 'Has your perception of plastic changed during the Covid-19 pandemic?', and 'Covid-19: Fact or fake' with a photo of a woman wearing a mask and the question 'Can you tell which Covid-19 news stories are reliable?'. The website also has navigation links for Home, Discover, About, Register, and Sign in. At the bottom, it says 'Join missions to explore your world'.



A vertical strip of video thumbnails showing participants in the webinar. The top thumbnail shows a woman speaking. Below it are several smaller thumbnails, some showing other participants and some showing placeholder icons.

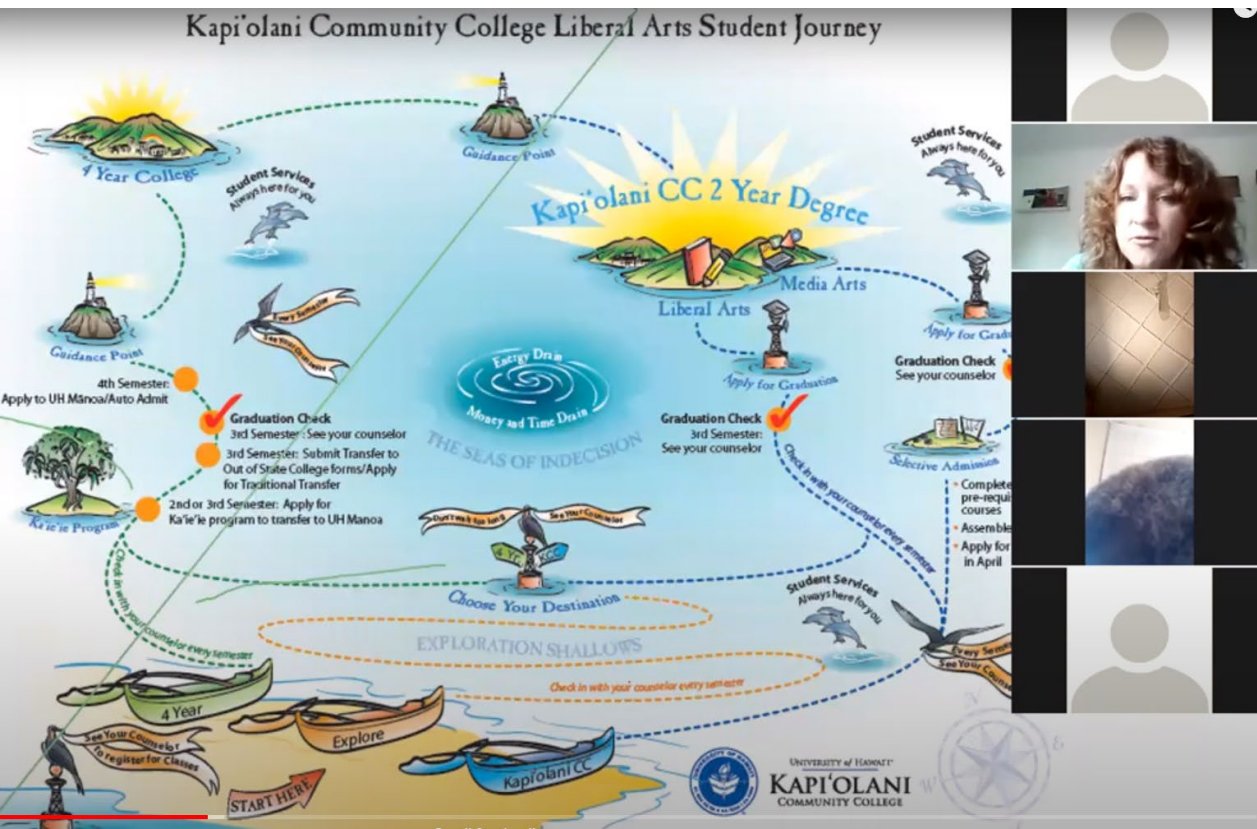
Retrospective: Week 3

- TYTO 3: Selecting technologies: what to look for and how to choose
 - describe some of the ways to categorise educational technologies for online teaching
 - explain how some of the tools available might help with certain learning objectives
 - start making informed decisions about which tools you might try in your own context.
- TYTO 4: The benefits of support networks and how to develop them
 - understand the benefits of networks to the online teacher
 - discuss the concepts of communities of practice and network weather
 - develop useful online networks to augment your teaching practice.



Retrospective: Week 4

Webinar: Our Journey: Supporting students to represent their study journeys and supporting educators to understand their students



Gemma

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REGISTER

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JOB

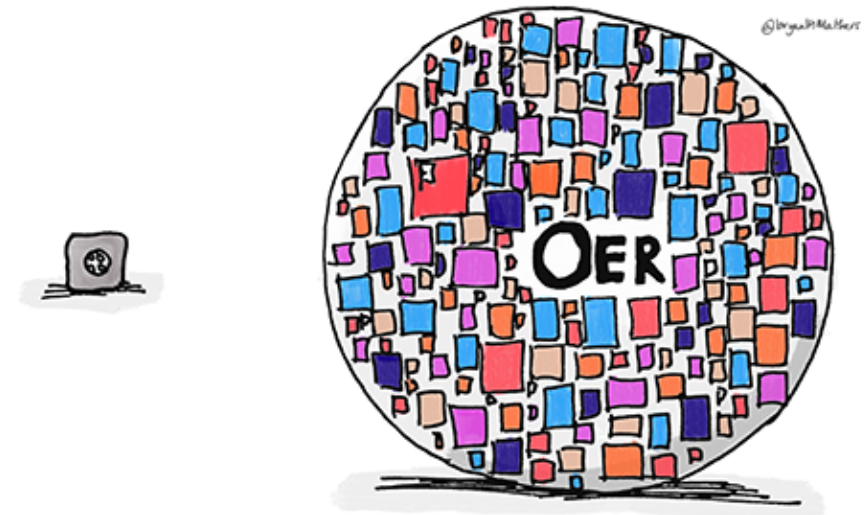
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EXPLORATION

It's quite strange being an OU student! It was a bit scary at first, but then I found the Facebook page for my course. That made me feel better, everyone's as confused as I am! One girl in my class was a counsellor, she had gone up and...

Retrospective: Week 4

- TYTO 5 Finding, using and sharing educational materials online:
 - define Open Educational Resources and list some examples of what this term covers.
 - understand Creative Commons licences and use these properly
 - search OER Repositories and the wider internet for material that you can legally reuse in your teaching.



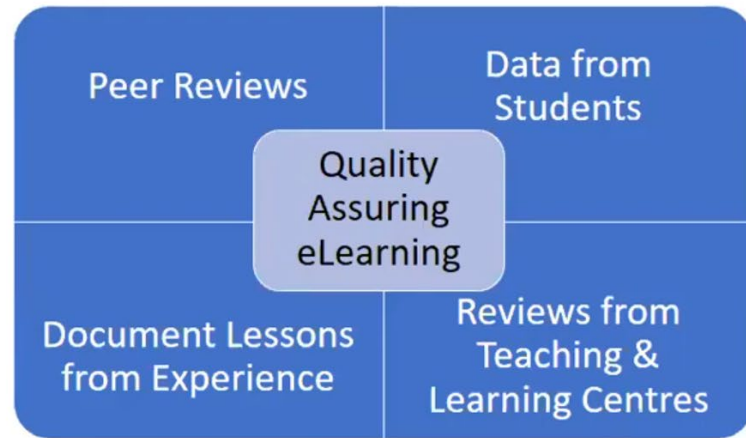
Don't reinvent the wheel

Retrospective: Week 5

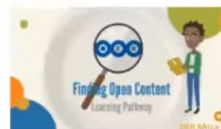
Webinar: Quality Assurance

Measuring Quality in Online Learning

How do we measure quality in eLearning?



Finding Open Content



Learning Pathways Online Tutorials on Open Education



...vative alternative approaches to continuing professional development (CPD) for academics. These app... academic staff that will enable them to improve their teaching and learning capacity using OER.

...d professional development, the standalone online LPs consist of short tutorials that engage partici... to useful, up-to-date Open Educational Resources (OER).

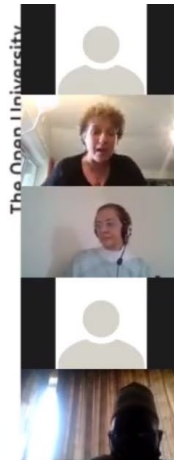
Retrospective: Week 5

Webinar: From instructional design to learning design and beyond



From Instructional to Learning Design and Beyond ...

Prof Anne Adams, Dr Nashwa Ismail
& Rachel Rogers



The Open University



Learner Profile



Activity 1a: Agree broad topic area

Activity 1b: decide who the learners are - Age, Background, Challenges

Activity 1c – use whiteboard



The Open University

Retrospective: Week 5

- TYTO 6 Supporting learners with different needs – accessibility in online teaching
 - define assistive technology and list a variety of examples
 - understand how to make most of your online teaching materials accessible
 - assess the accessibility of OERs
 - understand what alternative formats may be needed in online teaching.
- TYTO 7 Making a change in your teaching
 - explain the concept of technological determinism
 - use the Visitors and Residents model to assess your students' approach to technology in learning
 - make changes to teaching with technologies in a systematic and informed way.



Accessibility in
online teaching

Retrospective: Week 6

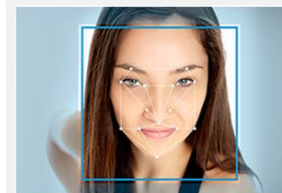
Webinars: Assessing students in online learning Sharing an (Open) Educational Resource

Embedding assessment online

- ◆ Requires online tools usually with student and teacher accounts
- ◆ Possibly within a Virtual Learning Environment (VLE)
- ◆ [OpenLearn](https://bit.ly/OpenLearnCreate) Create one possibility: <https://bit.ly/OpenLearnCreate>
- ◆ Student completes assessment and may receive feedback within environment
- ◆ Many forms of assessment available: individual and collaborative
- ◆ formative with immediate automated feedback...
- ◆ standard written essay questions...
- ◆ recording: audio/video...
- ◆ collaborative building of website or joint presentation – could be in Prezi

TeSLA is a step towards this goal

TeSLA system Incorporates several tools within a VLE...



Face recognition
and anti-spoofing

Face recognition



Voice recognition
and anti-spoofing

Voice recognition



Plagiarism, and
authorship
validation.

Plagiarism detection

Forensic analysis

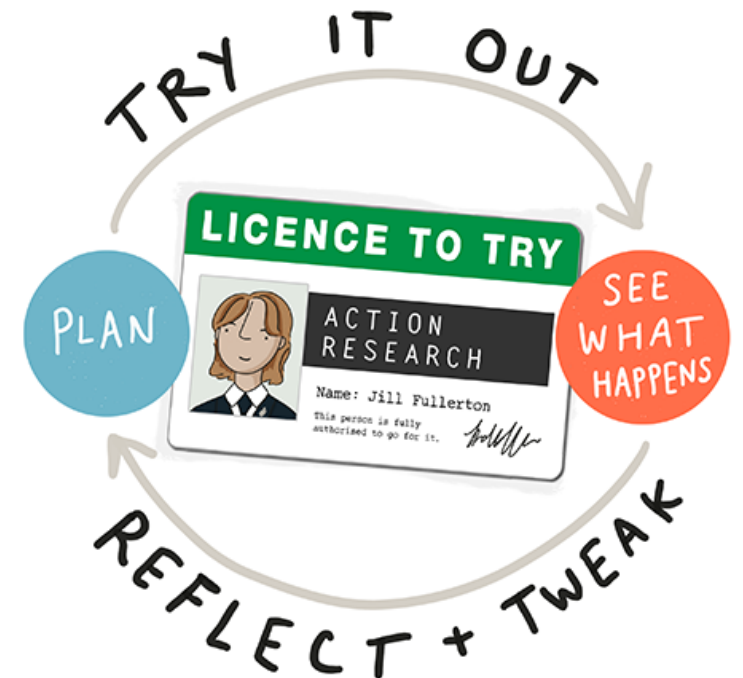


Keystroke patterns

Keystroke dynamics

Retrospective: Week 6

- TYTO 8 Evaluating changes and enhancing practice
 - understand how learning analytics can be used to evaluate learners' behaviour
 - be able to gather and understand student feedback
 - apply some strategies for embedding reflection in your online teaching
 - plan an action research project for scholarship that seeks to improve your online teaching.



Reflection Activity

- What was the most memorable part of the programme for you?
- Share in the chat if you like!

Learning outcomes for the programme

1. understand how teaching online is different to teaching in a face-to-face environment, with benefits and challenges
2. choose suitable pedagogies, tools and resources as part of the instructional design of your courses
3. use online platforms to promote active learning and engagement along the student journey
4. understand approaches to assessment that work online and at a distance
5. assess the quality of different online learning options
6. evaluate and reflect upon the success of different approaches.

Poll 1/2

Which of the learning outcomes have you developed most strongly through this programme?

1. understand how teaching online is different to teaching in a face-to-face environment, with benefits and challenges
2. choose suitable pedagogies, tools and resources as part of the instructional design of your courses
3. use online platforms to promote active learning and engagement along the student journey
4. understand approaches to assessment that work online and at a distance
5. assess the quality of different online learning options
6. evaluate and reflect upon the success of different approaches.

Poll 2/2

Which of the learning outcomes do you feel that you need to develop further?

1. understand how teaching online is different to teaching in a face-to-face environment, with benefits and challenges
2. choose suitable pedagogies, tools and resources as part of the instructional design of your courses
3. use online platforms to promote active learning and engagement along the student journey
4. understand approaches to assessment that work online and at a distance
5. assess the quality of different online learning options
6. evaluate and reflect upon the success of different approaches.

nQuire presentation - Nashwa

Our Journey – complete and share your journey with us

- If you have created a journey already
 - Review your journey
 - Add some more cards where you have missed anything important
- If you haven't
 - Create a retrospective journey of your experience of the programme

ourjourney.ac.uk



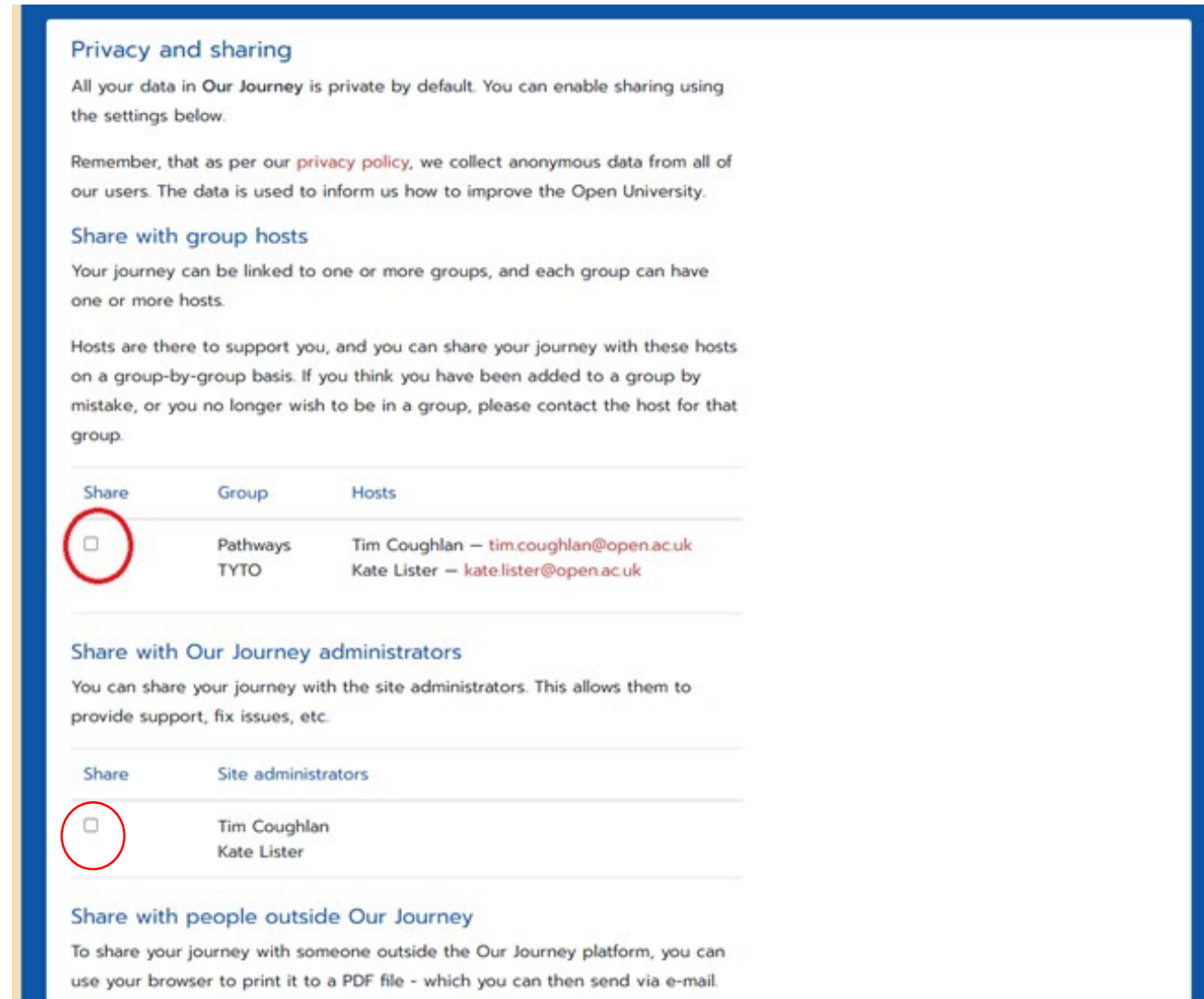
Our Journey – complete and share your journey with us

Tick the box in the 'My account' page to give us permission to see your journey.

It will help us to understand your experiences.



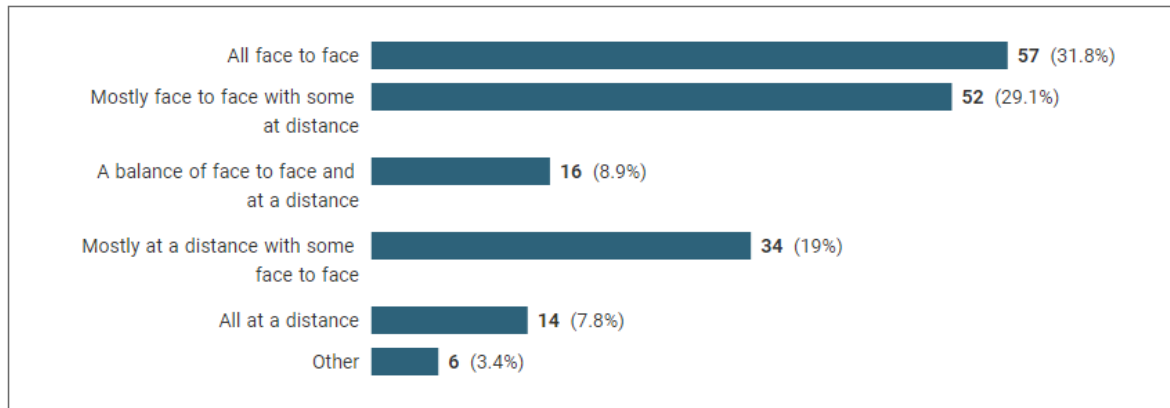
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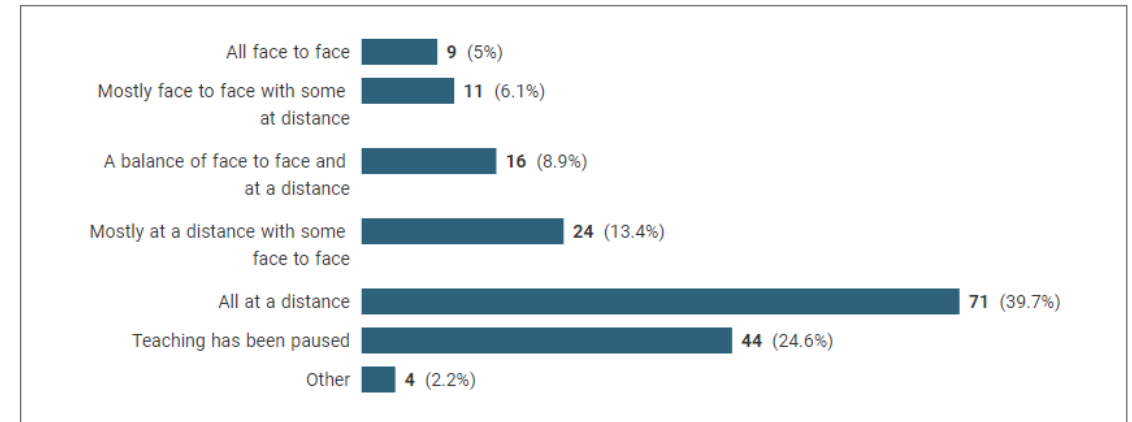
Research and Evaluation

- Thank you for those who completed the start of course survey
- A post course survey is to come in the next two weeks
- A report on the programmes and our findings will be added to the website when complete

18 Before the COVID-19 pandemic, which of the following options best describes your teaching:



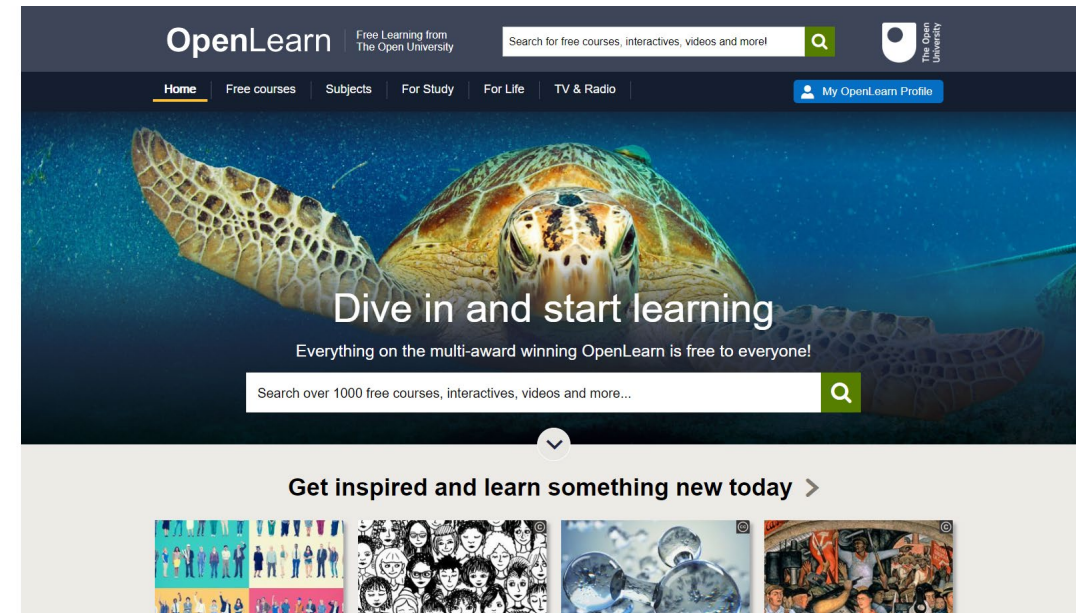
19 At the current time, which of the following options best describes your teaching:



What next?

- All OpenLearn courses are free
- Reuse resources with other learners who can benefit from them
- As well as Take your Teaching Online there is:
 - [Teaching and Learning Tricky Topics](#)
 - [Open Education](#)
 - [Accessibility of eLearning](#)
 - More on [Education and Development](#) and [many other subjects](#).

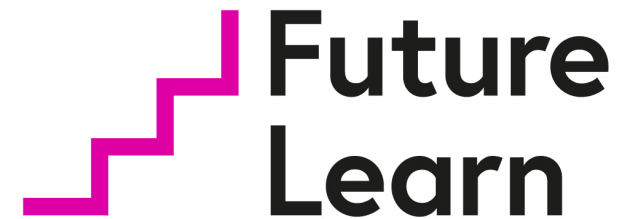
www.open.edu/openlearn



What next?

IET presents paid-for and free courses through FutureLearn:

- [The Online Educator](#)
- [PG Certificate in Online and Distance Education](#)
- Micro credentials in Online Teaching
 - [Creating Courses for Adult Learners](#)
 - [Improving and Evaluating Courses](#)
 - More in development



More resources

- [Open University Learning Design team blog](#)
- [IET Innovating Pedagogy Reports](#)
- [TESSA Network](#)
- [ACDE Website](#)



What is next for you?

- We hope that the programme has inspired you
- Do you have any plans for what you will do next with online teaching?
- Let us know in the chat



Thank you!

- Thank you for participating in the programme
- Well done!

