

Unit 1, Module 1: Introduction to E-Learning

Session 1, April 30, 2020 3:30 – 5:00 p.m. (Baghdad time)

Instructor Name: Dr. Lori Mason

Session Objectives: By the end of this session, participants will be able to:

- Demonstrate need for e-learning across higher education institutions
- Demonstrate understanding of basic principles and best practices in e-learning
- Identify transferrable instructional strategies for the online classroom
- Describe the roles, responsibilities, knowledge, and skills needed for a successful online instruction
- Describe how technology can benefit teaching and learning

Session Evaluation: How will you know if objectives are reached?

- Polls throughout the session
- End of Session Quiz
- Post-training Survey

Session Outline: (include time) 90 minutes

1. Welcome and Introduction (2 minutes)
2. Session Learning Objectives (3 minutes)
3. Introduction to E-learning Methodologies & Terms(5 minutes)
4. Current need for e-learning in Iraq: Discussion and Overview (5 minutes)
5. Basic Principles and Best Practices in E-learning (20 minutes)
6. Instructional Strategies for the Online Classroom (15 minutes)
7. Making the Switch to Remote Learning (15 minutes)
8. What is Needed for Successful Online Instruction? (10 minutes)
9. Key Takeaways and Formative Evaluation Quiz (5 minutes)
10. Closing: What to Expect Ahead, Questions and Answers, Homework (10 minutes)

Session Description

In this session, you will be provided with an overview of e-learning, concepts, methods, basic introduction to LMS and LMS content management, the role of the online instructor, and MOOCs. This overview session will provide a strong foundation to understand the current need for e-learning, and a common vocabulary for further lessons throughout the unit.

Session Preparation

Resources and Materials Needed:

- *Best Practices in E-Learning checklist,*
- *Introduction/welcome video (slide 2),*
- *Handout 'Making the Switch to Remote Teaching' (slide 13) ,*
- *If used, create a poll ahead of time for the quiz (www.directpoll.com)*

Materials Preparation:

- *Update the 'Best Practices in E-learning checklist' prior to distribution*

Virtual Set-up

- *Power Point Presentation uploaded to Zoom 15 minutes before start time; poll questions created and saved as poll files*

Track for Completion

- Did participants respond to polls and chat box questions?
- Post session: did participants complete homework assignment by designated deadline?

Session Component	Resources	FACILITATOR'S NOTES
1. Welcome and Introduction Time: 2 minutes Goal: Emphasize importance of training to participants	Slide 2	<ul style="list-style-type: none"> • This slide will include an embedded video from MOHE colleagues welcoming participants and providing a short vision for the training program, expectations, and significance
2. Learning Objectives Time: 3 minutes Goal: Participants know what to expect from module	Slide 3	<ul style="list-style-type: none"> • What will you learn as a result of this session? During this session, we will discuss the need for e-learning in Iraq, and also how technology can benefit teaching and learning. You will learn some of the basic principles and best practices in e-learning, identify instructional strategies for the online classroom, and explore the knowledge and skills needed for successful online instruction.
3. Introduction to E-Learning Methodologies & terms Time: 5 minutes Goal: Participants learn common vocabulary terms related to e-learning methodologies	Slide 5 Slide 6	<ul style="list-style-type: none"> • Let's discuss some of the basic terms related to e-learning to ensure that we have a common vocabulary moving forward. E-learning, simply put, can be defined as education or training that is delivered online through a computer or other digital device. Some common e-learning methodologies include asynchronous, synchronous, facilitated and synchronous, and blended learning. Let's go over a brief definition of each (<i>refer to notes in PP for definitions</i>). Now, let's discuss a few common e-learning terms that you've probably heard before. These include learning management system, video conferencing system, module, and MOOC (<i>refer to notes in PP for definitions</i>).
4. Current need for e-learning in Iraq: Discussion and Overview Time: 5 minutes Goal: Discuss and understand nuances and need for e-learning in Iraq	Slide 7 Slide 8	<ul style="list-style-type: none"> • Let's take a moment to reflect on the need for e-learning in Iraq today. Respond to the question prompt "Why is e-learning needed for higher education institutes in Iraq today?" in the chat box!(Instructor pauses, allows time, and reads/reacts to several of the responses or similar threads that emerge) • Now that we've heard from one another let's go over a few additional thoughts if they haven't already been mentioned: these include that e-learning is essential for student progress, it allows for reach and scale, it provides opportunities for 21st century skills building,

		and it offers students the opportunity for constructive engagement during this time at home.
<p>5. Basic Principles and Best Practices in E-learning Time: 15 minutes Goal: Participants learn and discuss basic principles and practices in E-learning</p>	<p>Slide 9</p> <p>Slide 10</p> <p>Slide 11</p>	<ul style="list-style-type: none"> • Let's consider what should be adapted for e-learning when you consider approach, methods, and tools as you shift to the e-classroom. Which of these would require a change? (allow participants to consider and enter their answer into the chat box) • Many of you are already trying e-learning. Now that you've considered some of the different areas to adapt to e-learning, take a moment to pause and reflect: What have you already started adapting for e-learning and what are you currently doing? What are the areas could you start to adapt now to prepare for teaching courses online? • Let's now discuss a few basic principles and best practices in e-learning. We'll touch on methods of instruction, instructional materials, class activities, student engagement, assessment, and measurement. You can also go more in-depth by taking a look at the 'best practices in e-learning checklist' handout.
<p>6. Instructional Strategies for the Online Classroom Time: 15 minutes Goal: Participants identify transferable and new instructional strategies for e-learning.</p>	<p>Slide 12</p>	<ul style="list-style-type: none"> • Now we'll take a few moments to consider some of the teaching and learning strategies that you have already used in the classroom and talk about some new strategies specifically for e-learning. The asynchronous virtual classroom looks a lot different than a traditional lecture. Let's discuss a few instructional strategies for online learning. These include a focus on active learning, breaking lessons into smaller parts than a traditional lecture, managing time and communication with students, and varying assignments (<i>instructor goes into more depth with bullet points on slide</i>).
<p>7. Making the Switch to Remote Teaching Time: 15 minutes Goal: Provide practical, concrete tools and tips for envisioning how to make this shift</p>	<p>Slide 13</p>	<ul style="list-style-type: none"> • This can seem overwhelming to many faculty who have learned and always taught in face to face classroom models. • However this shift is not as hard as it may seem if we creatively use existing technology and learn a few new tools to help make the switch to remote teaching. • Use the hand out to guide faculty through a few tips and ideas they can begin to do now in the areas of <i>communicating with students, sharing and organizing course materials, engaging students and assessing learning</i>.
<p>8. What is needed for Successful Online Teaching Time: 10 minutes Goal:</p>	<p>Slide 14</p>	<ul style="list-style-type: none"> • Now that we've spoken about some of the strategies, what else is needed for successful online instruction? Understanding the role and responsibilities of the instructor is key. In addition, a clear understanding of the knowledge and skills it will take to engage students in online learning is also critical. Remember,

	<p>Slide 15</p> <p>Slide 16</p>	<p>we want students to find online learning interesting and engaging. This requires an informed approach - one that you can learn and practice! Let's first consider the role and responsibilities of the online instructor. Pause and reflect on these questions (<i>refer to slide 12</i>). Does anyone have any thoughts to share? (<i>instructor notes comments in chat</i>). Now, let's think about the knowledge and skills needed for effective, engaging online teaching and learning. Please think about the questions here (<i>refer to slide 13</i>). For those of you already involved in e-learning what examples can you share? Put a note in the chat box! (<i>instructor looks at chat box and summarizes based on common threads</i>). We will be visiting these themes in much more depth throughout this training program.</p>
<p>9. Takeaways and Quiz Time: 5 minutes Goal: Recap highlights of lesson and check comprehension of key topics</p>	<p>Slide 17</p> <p>Slides 18-20</p>	<ul style="list-style-type: none"> • Let's revisit some of the main themes we learned about today (<i>instructor bases comments on slide content</i>) • And now, a short quiz! For questions 1 and 2, please type your answer in the chat box (q 1 – answer is true, q 2 – all of the above) • For question 3, please use the poll (<i>alternately if not available they can use they chat</i>); answer is statement #2 • Instructor checks chat box for understanding, compliments if majority of participants selected the correct answers
<p>10. Closing Time: 10 minutes Goal: Explain next steps, take Q&A, explain homework</p>	<p>Side 21</p> <p>Slide 22</p>	<ul style="list-style-type: none"> • Every module will have a short assignment to help you reflect on and revisit themes from the lesson. We'll use these assignments as building blocks to help you master the essentials of e-learning. Your assignment for this module will be due in two days. More information will be found on the next slide. Our next module will be taught by our MOHE colleagues and the title is "Conceptual Framework for E-Learning Design." I'd like to pause now and take any final questions before sharing the homework assignment (time permitting, take questions). • And finally, your homework assignment! Please take a look at the 'best practices in e-learning checklist.' In your google classroom, write a one-paragraph response to each of these questions: <ul style="list-style-type: none"> ○ What areas have you have already adapted well to e-learning? How? ○ What area(s) are you excited to improve on through this training course? Why?

	<ul style="list-style-type: none"> • Notify your university’s coordinator when your assignment is complete. • Thank you for a productive session and see you again soon!
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Post-Session Follow-up:	
	<ul style="list-style-type: none"> • Send participants post-training survey • Collect assignment from participants (at university level)

Session References and Resources	
	<ul style="list-style-type: none"> • ASU Online Faculty Expectations, retrieved from: https://drive.google.com/file/d/1YVdKE8m5XSlme34JxsEoBmUy63nbr8HZ/view April 14, 2020 • Bigatel, Paula (2016). Student Engagement Strategies for the Online Learning Environment, retrieved from: https://www.facultyfocus.com/articles/online-education/student-engagement-how-to-help-students-succeed-in-the-online-environment/ April 17, 2020 • Darby, Flower. “How to Be A Better Online Teacher Advice Guide,” retrieved from The Chronicle of Higher Education at: https://www.chronicle.com/interactives/advice-online-teaching, April 14, 2020 • Google for Education Teacher Center, Fundamentals Training, Unit 1: Get Ready to Use Technology in the Classroom. Retrieved from: https://teachercenter.withgoogle.com/fundamentals/unit?unit=1&lesson=2, April 14, 2020. • IREX Remote Training Handbook: Introductory Virtual Training Guide (2020). IREX. • O’Malley, Sharon (2017). “Effective Teaching Online,” Retrieved from Inside Higher Ed at: https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online, April 14, 2020 • Peralta Community College District. “Making the Switch to Remote Teaching,” Retrieved from https://peralta.instructure.com/courses/419/pages/make-the-switch-to-remote-teaching-and-learning?module_item_id=859086, April 21, 2020