



Robert Hickey ePortfolio



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OpenTeach Blog Post

The Search is Over

Having just finished the OpenTeach online course “Professional Development (PD) for Open Online Educators”, it is now time for some reflection. PD has always played an important role in my professional life. Eager to learn and improve what I am doing or not doing is essential in order for me to move forward. It can be difficult to learn in isolation, so any opportunity to interact with other educators is welcomed.

Unlike other similar courses I have undertaken, this one seemed to skip straight to the good bits. From its initial ice breaking exercise (post one word or one image that best describes you), to its role-playing scenario inspired dilemmas to be explored and solved. It is rare that such courses attempt to answer the hard questions as why and how I can engage my students online. However, through the use of very simple short teaching scenarios this seemed to be achieved. It is difficult to understand a situation until you have lived it. So, the idea of using a variety of simple teaching scenarios in order to place yourself into the teacher and or students’ shoes, tries to do exactly this. With the added layers of support and feedback from peers and facilitators this made the whole experience very rewarding, and most importantly useful for anyone who teaches or is about to start teaching online.

“Keep it secret, keep it safe” is what Gandalf said to Frodo Baggins at the start of The Fellowship of the Ring. But this course is too good to keep it secret, so tell everyone you know, because your search for the PD course for online teaching and learning is over, whether you are a novice, intermediate, or advanced practitioner.

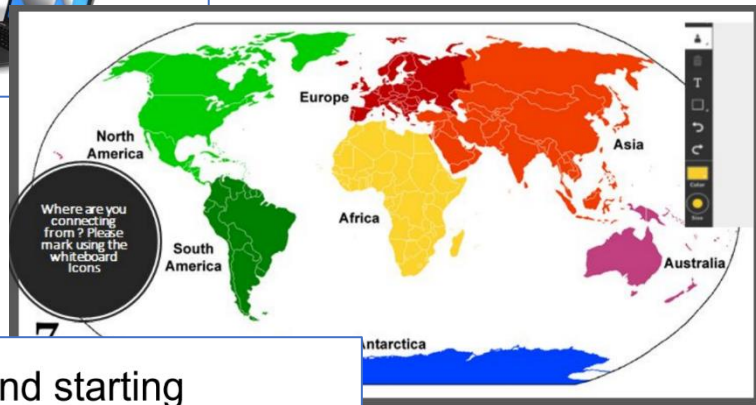


Webinar 1 Teaching Online

#OpenTeach
PROFESSIONAL DEVELOPMENT FOR OPEN ONLINE EDUCATORS

So who do we have here...?

Introduction



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Preparation and starting

Test everything!

Welcome slide

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Icebreakers and Introductions

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Interactive class

Flipping the class

Breakout Room

Participants (3)

- Lee Sheng Shun (me, host)
- Jack Barker
- Eren Yaeger

Participants - Hands raised

Flipped CLASSROOM

Chatting

Protocol Omega is in effect

2 replies

Carly Shannon: What is that again?

Yes

We'll discuss at the mission brief.

Add a reply...

Polling

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Sample online class plan

Time	Activity
10 minutes	welcome and check mics and cams, give session plan in a slide
5 minutes	Icebreaker (Think of one word, or an image that best describes you or an aspect of your life and post to the chat)
15-20 minutes	lecture style content delivery
15 minutes	Activity to check understand- a few polls, Q&A, break out rooms
5 minutes	What's happening next... prep for next class, assignment, work they have to prepare etc

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What makes you think of Summer?

What makes you think of Winter?

Ice Breaking Activities

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How is the weather where you are? Please mark using the whiteboard icons

It's sunny It's cloudy It's rainy

It's stormy It's windy It's snowy

It's cold

Openteach Word search

Online
Open
Learning
Connect
Engaging
Presence
Fun

F	Y	E	U	R	E	Q	P	Y	E
O	U	E	N	M	J	C	R	T	N
L	T	N	I	C	E	T	E	E	G
K	Z	B	V	F	O	C	N	S	A
T	O	N	L	I	N	E	S	T	G
S	E	B	R	Z	E	N	E	O	I
C	L	N	S	D	P	N	N	H	N
O	P	E	N	R	S	O	C	Y	G
R	E	V	T	B	I	C	E	N	P
L	E	A	R	N	I	N	G	U	R

Find the words and cross them out with the drawing tool

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Break out room activity

How have you adapted your teaching to support your students in the current situation?

- Use your mic or the chat box
- Discuss for 5 minutes

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Whole group discussion

What did you think of breakout room experience?
Would you try it with your class?

Webinar 2 Teaching Online

Icebreaker-using annotation

How are you feeling about your skills as an online educator?

Please use the annotate option to select your answer

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Chat Box Interaction

Using Poll's

What do you think is the most important characteristic of an online educator?

Use the text annotation tool to write your answers

#OpenTeach

Online Class : Tuesday 30th: What would you like to cover?

1 Which of the following topics would you like covered in the second online class of the #openteach course, Tuesday 30th March.


Response	Average
Selecting and evaluating technology tools	17%
Managing discussion forums	33%
Online group activities	50%
End of course assessment	33%

Course noticeboard

Short Webquest

Topics	Links	Your thoughts
Selecting and Evaluating tools	https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education https://www.toptools4learning.com/	How do you evaluate?
Managing Discussion Forums	https://lto.unsw.edu.au/conducting-effective-online-discussions/	What has worked or not in this course?
Online Group activities	https://www.insidehighered.com/blogs/gradhacker/teaching-google-docs https://www.mindmup.com/	Just wait...
End of course assessment	https://loop.dcu.ie/mod/assign/view.php?id=1266544	Any questions?

Group response to dilemmas using <https://drive.mindmup.com/>



#OpenTeach
PROFESSIONAL DEVELOPMENT FOR
OPEN-TEACH EDUCATORS

Break out room extended activity

- Create a dilemma about teaching online
- In group fill in [this template](#)
- Nominate a team leader
- Use your mic & share screen to complete g-doc template
- 15 minutes to discuss & complete

Template for Dilemma

Group names	
Online educator persona: Describe the person who is having the problem. <ul style="list-style-type: none">● What age are they?● What context do they teach?● How experienced are they at online teaching?● Are they full-time or part-time?● What qualifications do they have?● Give them a name and image	
Describe the dilemma: think about educational context, asynchronous or synchronous, make sure to give a problem to solve	
Questions for student discussion: Think of a few prompts about the dilemma	
What resources could you point to help solve the dilemma?	

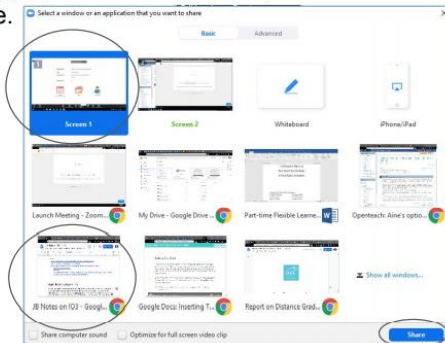
Tips for using G-docs and breakout



1. In bottom options ribbon click on share (or Alt+S)



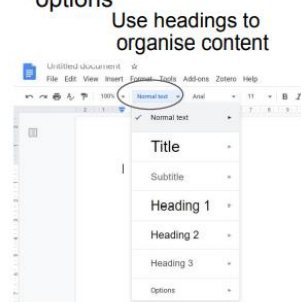
2. Choose share screen or the specific browser app with the shared G-doc, and then click share.



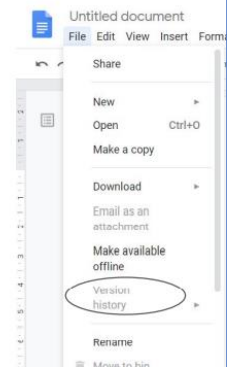
3.

- If you have not live-edited an online doc before there will be a learning curve
- If you have not used G-docs before it will take a minute to get used to the options

If something gets accidentally deleted use version history to go back a bit



Use headings to organise content

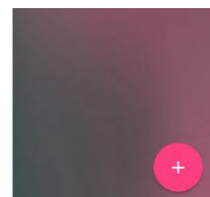


Whole group discussion

- Each team leader briefly presents dilemma to whole group
- How did it go?
- What did you learn from the experience?
- Would you try with your class?



How did you find this session?



https://padlet.com/orna_farrell/xbnyks4aqfn2

Call the student – Activity Role Play

Groupwork: In groups of four, form a team and allocate the following roles:

- Conor, the student
- Áine, the online educator
- Two observers (own names)

Role play: The activity requires you to act out what would occur in the call between Áine and Conor.

Observer 1 – Coordinator of the group. Obtain agreement of who is who within the team, arrange discussion of the team contract and get all to sign it, set and agree schedule of groupwork with the team.

Observer 2 – This person takes on a role as an observer of the process. This person should consider what she/he would say if she/he were Áine and create a tick box list. This tick box can be used as part of the observation, i.e., is this what actually happened. In addition, the observer should make notes on how the groupwork element of the project works out, ie was the team contract adhered to.

Conor (Student) - You are aggrieved, you expected more support in the form of synchronous classes, and you are unhappy that the educator, Áine, pointed you to more ‘online resources’ and ‘rubrics’ when you complained. There is too much left to the students, and Áine, the educator, doesn’t teach you. She runs one tutorial every three weeks, that is far too few as far as you are concerned. For this discussion forum project, you want more instruction on how design factors are implemented in practice in order to be able to weigh them up. You have agreed to this call as you want to give voice to your concerns. You are going to be prepared, you will be armed with all the problems you have identified with this course. You are under pressure at work and you need to get the certification associated with the course. And you have a particularly busy home life at the moment.

Áine (Educator) - Áine hasn’t come across this situation before, students are usually happy once they receive a response to their complaints, and they like getting extra resources. Áine is not really sure what this student’s problem is. Áine is very unhappy that this seems to have split the group, though she suspects that part of the negativity from other students is to do with their current personal workload. And most of the other students seem to be getting on OK. Áine has reluctantly arranged to call the student, Conor, as she dislikes confrontation.

Suggested timings.

Activity	Duration	Outcome
Form the groups	10 minutes	Agreed roles and team contract
Prepare for the role play	15 minutes	Individual work, examine #openteach resources and plan what to say
Role Play	15 minutes	Enact the call
Review	15 minutes	Discussion on what happened. Fill out the activity sheet.

To be uploaded

1. Team Contract agreed and signed.
2. Role Play
3. Observers notes.



Figure 1 Role Play Meeting (Student/Lecturer/Observer1/Observer2)

Online Activity Plan

Task 1(a)

Template

Online Activity Plan	
Title	Webquest Jigsaw
Aim	To introduce students to the concept of triad working groups, and the power of sharing the workload, with a view to utilising teamwork throughout a module.
Learning Outcomes	<ol style="list-style-type: none">1. To complete a small group exercise using Google Docs2. Familiarise yourself with the concept of (triad) teamwork.3. Explore methods of active learning in an online environment
Timing	2 hours
Activity Description	Each student is assigned to a triad group via a breakout room in the live lecture. Group members communicate and discuss how to split up and complete their allocated task during the live 2 our lesson. Populating the Google doc as they chat in the breakout room.
Tools	VLE for sharing links and documents. One Google Doc for all students to fill in. Live lecture tool such as Zoom or Adobe Connect.
Resources	Link to a Google Doc template for all students to populate with their content. Link to the live lesson on Zoom or similar.
Instructions	Within your allocated triad group, complete and fill in your assigned section of this class Google Doc. Follow the instructions as outlined in the Google Doc. https://drive.google.com/file/d/1rfYLC5oYUfnyZMsrocCGX9-RXKKyFP0N/view?usp=sharing
Feedback	Each triad will receive feedback during and after completing their online exercise. The facilitator will keep an eye on the group work by reviewing the live Google Doc during the lesson, and a reflective discussion will take place in the next live lesson.

Task 1(b)

Reflections

What?

As part of a short online CPD course for open online educators, I was asked to create a lesson plan for making online learning more interactive. A template and example were provided which really helped me to focus on the action, and not worry too much about the deliverables, e.g., what exactly are they looking for? I can't say I was highly motivated for a number of reasons. I had opted to complete task 4 of the course using a role-playing scenario (I thought this looks a bit different and to be honest I found the discussion boards a bit undersubscribed to). Task 4 overran for some reason, so I was trying to focus on both task 4 and 5 at the same time. Plus, I had all of my own work to do, and am completing a BTech over the next couple of months also (just as a distraction from life:-).

So What?

OK, I sat down and spent about 3 hours trying to force myself to concentrate on developing the lesson plan. I could have just used one I already had but sure what's the point of that. I do like the idea of using live Google docs for collaboration and have used them quite successfully with other colleagues for writing papers/research proposals and the like. I wanted something that was going to be easy to follow, achievable and of course interactive for the students. I first used webquests years ago and thought that they were a quintessential online "eLearning" activity, that were also perfect for group work and encouraging social constructivism. I have also used the jigsaw method for teaching which students seem to like. So, I decided to put all of these together, Google doc, webquest and jigsaw. I don't think the actual topic for this example is that important, so I just chose "active learning exercises that could be used online". Maybe I have tried to put too much all into one exercise?

Now What?


After spending another 3 hours messing around, I think I got something that is passable. I would really need to run the actual exercise a few times to see how it works. I suspect I will actually have to use this exercise template that I have created, "all that is required is to change the hyperlinked topics in the right-hand side column" depending on your chosen topic, as we will probably all be teaching online in September. I am glad I forced myself to complete the exercise and hope to try it out at some stage.



**SCENARIO 1
SOCIAL PRESENCE**

0:07 / 1:49

**Unit 2:
Eimear's
dilemma**



**SCENARIO 2
ONLINE CLASS & ONLINE COLLABORATION**

0:07 / 3:35

**Unit 3:
Michael's
dilemma**



**SCENARIO 3
SUPPORTING STUDENTS & DISCUSSION FORUMS**

0:07 / 2:43

**Unit 4:
Aine's
dilemma**