Compiled learning activities posted during #tooc14 Week 2

Note: these have been compiled from attachments to the learning activity design Moodle forum. Relevance contextual information posted on the forum has not been included here.

Resources	Tasks	Supports
Instructions in the Moodle activity area.⟶	1) Identify a problem that you or a member has faced	⟵ Emotional support maybe needed (by phone or email) as members likely to bring their own history of problems with them. Getting it out in the open to start with is a kind of initial assessment.
Forum to arrange chat sessions in.⟶ + video	2) Chat to a fellow learner using the chat function in Moodle.	⟵ Learners will need instruction on how to find and use the chat facility (video instructions online)
Forum to post summary of discussion ⟶ + video	3) Summarise what your partner said and post it in the Moodle course forum.	⟵Learners may need instruction in how to post to a Moodle forum (video instructions online).

Speaking before speaking – use of Voki in second language acquisition

Resources	Tasks	Supports
A short handout of how to access and use the Voki tool Instructions of how to add a link of the Voki recordings to the class' wiki page	1. Plan out a topic (e.g. what it was like living in the USSR). 2. Go to the Voki site, choose your speaking avatar and record your presentation. 3. Listen to your own recording. If you want to improve it or edit, re-record it again. 4. When happy with your recorded essay, add its link to a classroom wiki page. 5. Listen and comment on your classmates' recordings.	Planning and practicing speaking before the assessment Enhancing listening comprehension and self- and peer evaluation. Tutor monitors the wiki page and continuously offers technical assistance Tracking the individual progress throughout the course (by going back and listening to the recordings to see how more fluent and eloquent the students have become).

Using Peerwise for writing mcqs

Resources	Tasks	Supports
Online guide on writing good MCQs with explanation Examples of good MCQs and explanation	Students post trial MCQs and explanation to discussion forum	Tutor monitors and gives advice and guidance
Ground rules for commenting on MCQs and explanation	Students comment on trial MCQs on discussion forum	Tutor monitors and gives advice and guidance
How to register for student PeerWise account	Register for PeerWise account	Tutor sets up class in PeerWise
Links to PeerWise videos on creating, editing, inserting images and searching questions	Student joins class	Tutor posts joining instructions on VLE
	Questions authored and answered	Tutor checks that all students have joined
Task details – how many questions to author and how many questions to answer by deadline	Comment on, add explanation, rate and follow (optional)	
	Use the accumulated bank of questions as learning resource (optional)	End of task: Tutor checks student activity for minimum task compliance Award of prizes for best question(s)?

1. Podcast activity

My students find listening comprehension difficult: some of the comments are,native speakers speak quickly, have accents, use contractions, and use unknown words and idioms – the list is endless. How can using podcasts help?

Podcasts can be used in similar ways to streaming audio and video. The main difference is the fact that they can be downloaded and stored. This means that you can find and select podcasts to use with your learners and prepare material such as comprehension questions, vocabulary sheets, etc. Since podcasts are portable, easily distributable and can be played on a variety of devices, listening activities can provide self-study activities or be set as homework.

a) Extensive listening

Podcasts offer students the chance to listen to a huge variety of authentic recordings, supplementing their work from course book CD. Choose a podcast they listen to. These podcasts are usually around 30 minutes. In order to provide a focus for the students' report on the content of the podcast, issue a universal worksheet, which sets tasks such as:

• Summarize the key points of the podcast.
• Note something which surprised you.
• List three new / useful terms in the podcast, and explain their meaning.

Students can listen to the podcast; listen more than once; listen to selected parts of the podcast several times; or pause it in order to take notes.

b) 2 Intensive listening

Many podcasts are short sound-bites and can be studied intensively. I usually download a podcast before a lesson, right-click on the podcast link, click on 'Save as' and then you can save the file on to your computers' hard drive. There are some ready-made podcasts written for language learners available on the web, including lesson material. Some examples to visit are;

http://www.arabicpod.net/learnarabic/lesson/

http://www.arabicpod101.com/

http://welovearabic.wordpress.com/2012/05/27/al-jazeera-arabic-language-podcasts/

Step 1: Ask students what they know about such topic.

Step 2: Play the podcast. Ask students to tell you everything they can remember from the podcast.

Step 3: Students can follow the transcript at the same time as listening. This can help learners notice expressions which they have only half caught.

Follow-up: you can give them the website address and they can download it themselves.

c) **Homework**

Learners can be encouraged to find podcasts that meet their interests or language needs and start to download and listen to them on a regular basis.

1. **What's my line? Activity**

This listening activity works as a homework activity or even in a face to face class if you have a connection to the internet. But I've used it in distance courses too. First, choose a series of movie trailers for movies that are out or coming out now. Four to six should do. Watch each trailer and make a note of two phrases you hear in the trailer. Then add a "distracter", a phrase that isn't in the trailer but that could be. Give the students the title of the trailer and the three phrases. They have to watch the trailer and identify the distracter. This activity is always very popular.

1. **Binomials Activity**

This is a synchronous activity, which means you and the learners are online at the same time, for example in a chatroom. In fact, this activity needs to be in a chatroom so learners can type answers at the same time. I have found that chats work really well for social stuff and helping a group to "gel", as well as for little language quizzes. In this activity, I start by typing half of a binomial, e.g. bread and… The learners all then type as quickly as possible the first word that comes into their head (in this case, butter). Continue with other "halves" of binomials, but slowly widening these out so that there may be more than one choice. Here are a set you can use:

war and…; love and…; man and…; right and…; king and…. I use this activity as a warm-up, and I like using binomials. But you could do the same with irregular verbs, synonyms, antonyms or any other word pair.

Resources	Tasks	Supports
Links to reading material for different theories/frameworks: • Journal articles • Book chapters Group sign up facility Small group discussion forums Discussion forum for all course participants Week 3 podcast	**Familiarisation with a set of different theories/frameworks** in a collaborative group activity (potential time-saver for all learners, and helps with diverse backgrounds in a group) Individual tasks (week 1): • Decide for a theory/framework • Sign up for a group accordingly • Share reason for your decision with other group members, and what you will read/summarise • Write and post summary of your reading • Read summaries of other group members Group task (week 2): • Discuss and summarise findings in small group • Post summary to discussion forum for all participants • Read all summaries/ask questions	Introduction to theories within a specific area, for example frameworks for learning design Tutors set up group sign-up activity and associated discussion forums for each theory/framework, provide links to resources Tutors follow up group dynamic, encourage postings, read and comment Tutors provide advice on 'Online group work' (how to make it run smoothly …) Tutors read and answer questions Week 3: Podcast with observations on how group activity went, reflection on outcomes

Design Activity – An Introduction to Research Project Design

Who are the students	Final year students on project placement
Intended Learning Outcomes	The aim of this activity is to help students think about the range of considerations in designing a research project.
Where will this take place	Moodle activities
Learning technologies available	Web resources, webcasts
Learning resources available	Examples of research project plan outlines Links to research council (and other funders) research proposal headings/subheadings Links to further reading
Challenges	Students will be thinking as project designers rather than fulfilling their usual role of delivering components of a project.
What learners will do	Students will reflect on their experience of working on a research project and identify their role/contribution e.g. evaluation of study sites or methods, data collection, data analysis. Students will produce a short PowerPoint presentation detailing: the title of the project that they worked on, their role(s), what they gained from this role. Students will read through some examples of headings/subheadings of research project plans As part of a small group, students will compile a word document listing the headings/subheading they would expect to find in a research project proposal
How learners will be supported	Tutors available in Moodle forums to address queries
How learners will receive feedback	Tutors will post feedback on Presentations and group Word document Vidcast summarising the outcome of student tasks and look ahead to focussing on individual aspects of a research proposal
What resources they will use	Introductory presentation outlining who writes research project proposals and why they write these proposals Vidcast of staff describing what they like/dislike about writing research proposals
What technologies they will use	Moodle, PowerPoint, Word, discussion forums
Why e-learning	Accessibility for students on placement

Resources	Tasks	Supports
Introductions in moodle of self and experience →	Learner able to explain rational for new approach and benefits of this for parents and children	Tutor presence and facilitation important especially for new learners of this way of learning. Encourage students to respond to each other – to start building a 'community of learning'
Power point presentation with audio.	Watch power point presentation re development of baby's brains. Read supporting literature.	Students may need support accessing online materials.
Webinar and discussion boards to enable discussion of topic	Watch 2 video clips portraying 2 scenario role plays.	Synchronous and asynchronous learning helps student to avoid isolation when learning. Webinar can assist in clarification in tricky topics. Discussion boards enable students to share concerns re new material and its introduction. Facilitator role to guide and facilitate and support learning.
	New knowledge put into practice in clinical area.	
Discussion boards and end webinar.	Reflective feedback and evaluation of new tool via discussion board.↔	Students gain support for new ways of working, feedback concern and learn from others – what worked well and not so well.←

My students are lecturers who have just started teaching in HE, undertaking professional development, a cohort of 10-15.

Teaching in small groups is one of the topics they will explore, and I have designed this activity in order for the participants to:

1. gain an understanding of how students learn
2. explore teaching strategies for small group teaching

Resources	Tasks	Supports
Online Paper posted on course website ⟶	Students to read a paper about how students learn	Tutor available to answer questions, reply to messages and summarise discussions Learning technologist available to answer technical questions
video including powerpoint presentation	Students to watch a video on teaching small classes	
	Students to reflect on their own experiences with teaching small classes and in particular:	
Screencast about how to use google Google presentation	1. Post strategies they have used and rationale. Receive comments from others	Tutor gives feedback
Discussion Forum	2. In groups discuss strengths and weaknesses of these strategies	Tutor seeds discussion, moves on the discussions comments summarises and makes connections to theory
Google presentation And webinar presentation	3. Groups to Present top tips to the rest of the cohort↔	Tutor gives feedback Learning technologist helps with the webinar Tutor leads webinar discussion

Computing.

Instructions on how to do the online activity.

The thing that i would want them to learn would be to know what parts of a computer that you can touch are called because i have done computing for four years so far and might be doing a foundation degree in September if i get onto the course.

The things i would want you to do would be to follow the instructions because it will tell you what to do.

The way that i will make a judgement so i know everyone has learned it is to ask them to write their own opinion about the activity.

1) First make yourself a new username and a new password. Students need to make a new username and password because they might not be registered onto the website and when they have done this they can access the website. The type of system that they will be authenticating into is their own home page which will show all their details.
2) Then you will see a grid like this with pictures of hardware and software for a computer like this one below.

3) Then you will see a list of definitions of what the hardware are called.

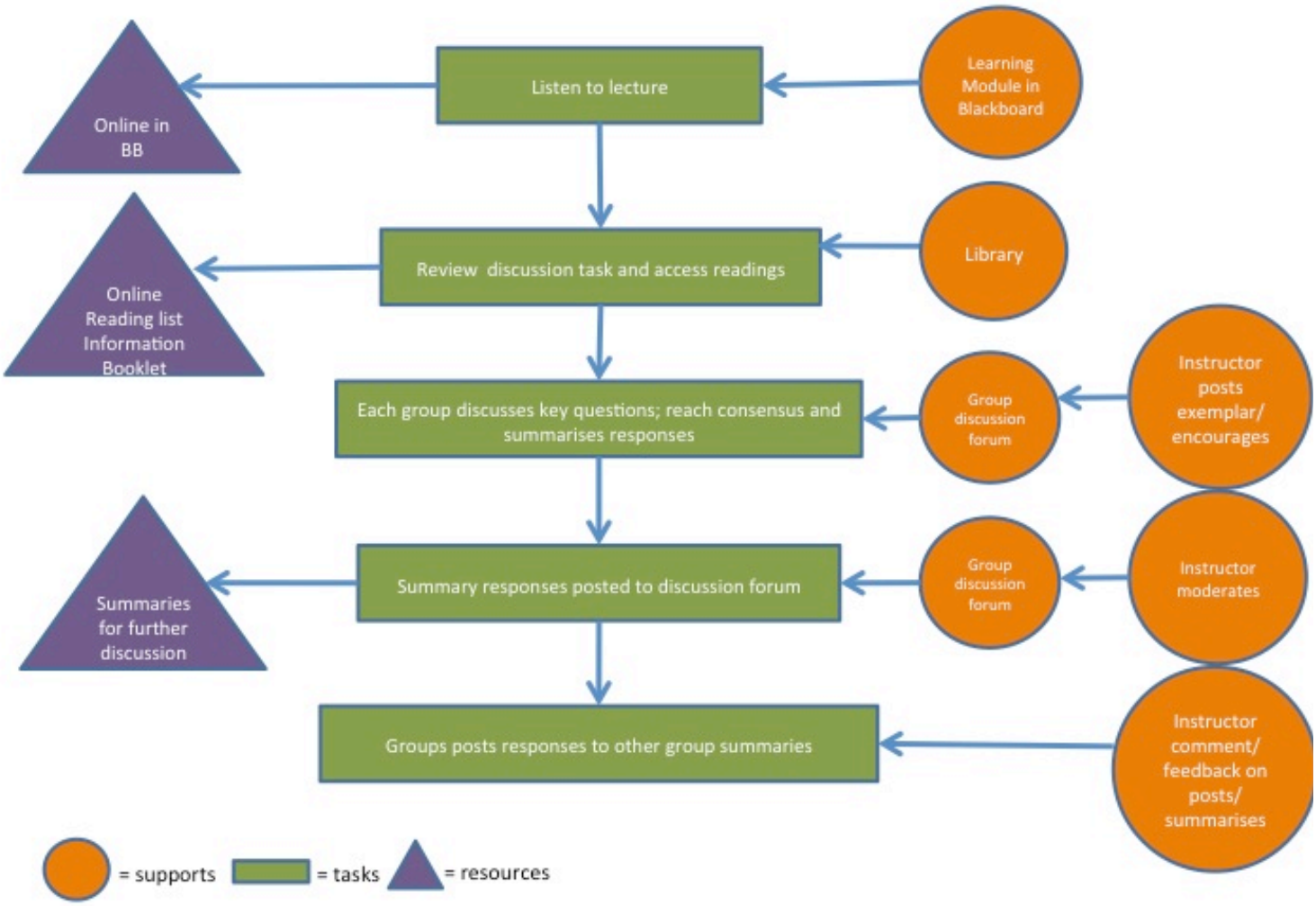
Keyboard
Mouse
Floppy drive
Speakers
Video card

Sound card
Motherboard
Network card

4) Then you will have to match up the word with the picture like this below. The matching thing will work by the user dragging the word to the picture that matches it. The way that this will work is all you have to do is click on the text box and drag it near a picture. The software that they will need to make this work would be java and the internet.

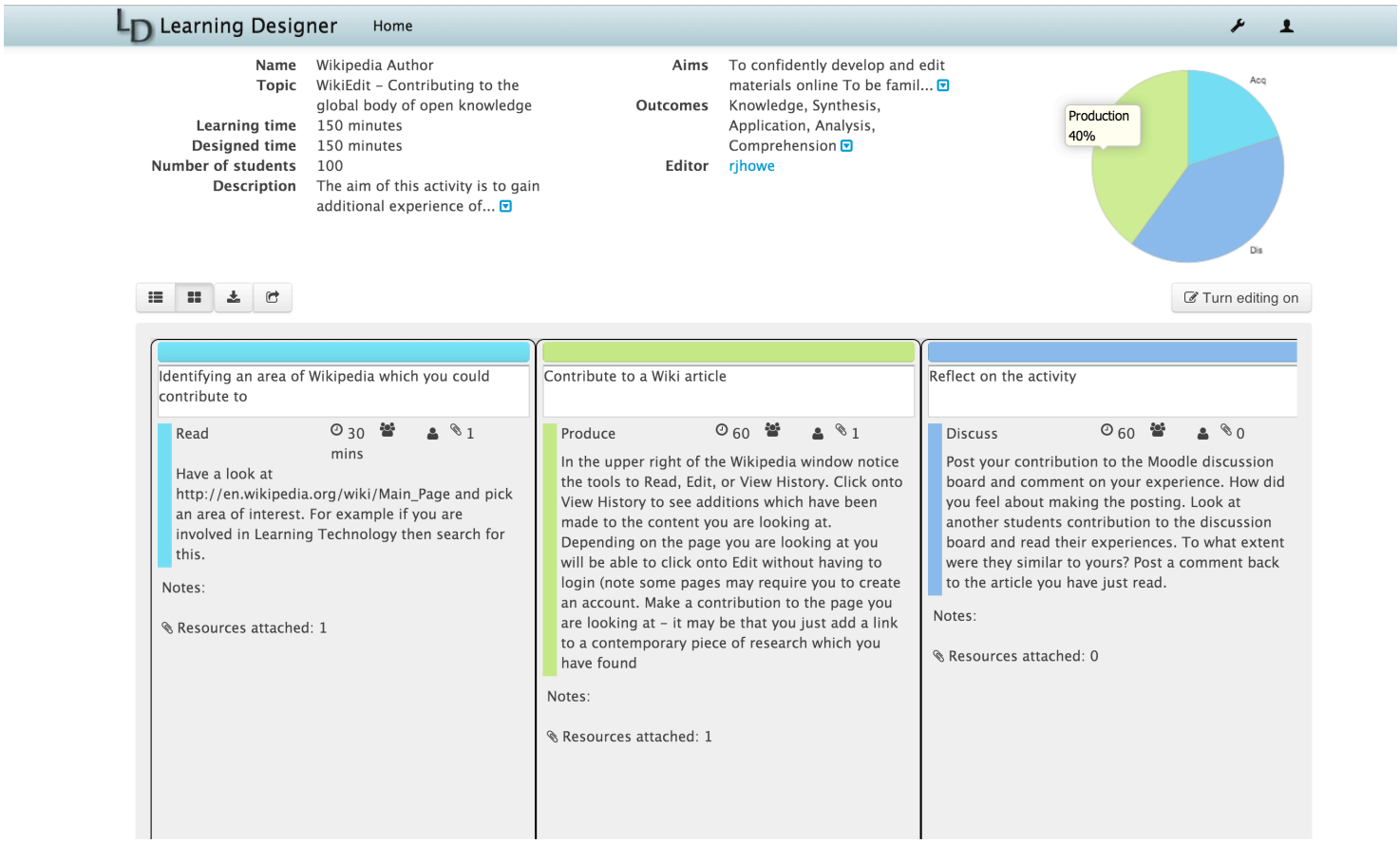
Motherboard

Week One: Learning Design Sequence



The Learning Outcomes for this activity are:

To become familiar with openly available content
To evaluate a resource area on Wikipedia and identify an area which could be enhanced.
Use a range of technical skills to update openly available content
Reflect on the activity and discuss with other colleagues
One of the enhancements which could be added would be to see if the content is still available 2 weeks after the original posting. This would imply that the 'community' have accepted the work into their ' body of knowledge'.



View this Learning Designer page online at http://v.gd/YdOGwj

Resources	Tasks	Supports
Moodle Powerpoint with narration introducing topic. Transcript of narration. → moodle guidance including discussion fora (included in course induction/introduction)	↓ watch & listen to powerpoint List key elements of students' experience today which may impact on their learning experience – post to the 'Challenges students face' forum, comment on other students' contributions	Online tutor/s : • Respond to any technical queries or difficulties • Set up discussion forum and wiki • Start of discussion on the forum • Engage in discussion on the forum and wiki, responding to students' contributions
pdf for download on transition and retention, with links to What Works → report	Read the Transition and retention pdf ↓ Read the relevant section of the What Works report Find out ↓ your programme/course retention rate	
Moodle page on supporting students → through their journey	Read the moodle page → note down (without checking) key support services and staff in your HEI → check the 'Challenges students face' forum. Identify issues raised there where there is no clear source of help in your list of support services/staff.	
Wiki guidance notes and resources → Wiki with Yorke & Longdens' 'Reasons for leaving'	Annotate the wiki list of 'reasons for leaving', noting which of these you think areas where academic staff can help; and how can they help. Respond to the comments of other students on the wiki	

Wiki activity presented using JISC learning design framework

At the beginning of a short online course designed to support staff to use a vle, colleagues do a wiki activity (see below) and then reflect on it. This is designed to begin to build an online community of practice and inquiry. It also gives a useful indication of individual ways of working with online. Biggs constructive alignment model frames the activity structure.

What will students learn? Recognise who else is on the course, understand the course design is activity based, experience a wiki tool, engage in communication with colleagues, reflect on the process in their course journal.

How will students learn this? Select an online tool or resource which can be used to support learning in their own subject discipline, add the resource to the wiki with a paragraph of text explaining why they chose it and how they use it in their teaching. Comment on one/two (depending on group numbers) other contributions. Write @200 words in their reflective journal on the process on how they felt at the start the activity and at the end.

How will the learning be assessed? Participation on the wiki, comments by peers , tutor comments on the reflective journal. After the actvitiy the tutor then reflects on the process.

I thought it might be useful to work through the **JISC Learning Design Activity** document http://www.jisc.ac.uk/uploaded_documents/Learning%20activity%20design.doc

How would you define intended outcomes in your own context of work?

Start with appropriate QAA level descriptors http://www.qaa.ac.uk/Publications/InformationandGuidance/Documents/Quality-code-Chapter-A1.pdf Bloom is useful for constructing learning outcomes with active verbs.

What do you need to know about your own learners, and how do you find out?

At the start of a course it's helpful to know more about the discipline colleagues are working in, get a sense of where they are on a continuum of digital literacies and their

familiarity with reflection. The task involves evaluation and authentication of online content in their subject area plus vle tools for communication and collaboration, so offers a useful insight into comfort levels with online text and reflective practice.

What environmental considerations are important in your context of work?

Allocating time to engage with the course, ability to work within the institutional vle, using the internet to source materials, validating online content, communication through digital text, confidence with finding technical support if needed.

How are dialogue, collaboration, and tutor interaction valued in your context of work?

The learning is experiential, built around collaborative online activities which include peer assessment, and a reflective journal. Communication is via weekly tutor summaries, comments on reflections, a personal email per learning block and responses to individual emails/Q&A discussion forum posts. Additional support is offered through subject librarians. I'd like to bring in other staff as mentors or to gain experience as online teaching assistants but work loads are high and I haven't yet persuaded anyone to take on these roles.

Teach your Interest

Summary:

Learners were asked to use the Forums to teach something to other students. To do this, learners should start a new discussion thread on an interest of their choice and proceed in a style of their choosing. Learners should also respond to threads started by other students.
The LOs I deduce were as follows:

- be able to start a new discussion thread
- be able to post to a discussion thread

Additionally, it did give learners the opportunity to practice writing posts, of a suitable length and in sufficient detail, and getting to know fellow learners (these may have been intentional LOs as well, but I cannot be sure.)

Resources	Tasks	Supports
Document on how to start a new thread on Moodle and how to post to a thread	Start a new thread in the assigned forum and 'teach' a topic of your choosing. Respond to the threads started by other students. Start a new thread and 'teach' a topic of your choice View new threads of other learners and post replies	Understanding Moodle forum functionality (starting new thread, posting) Practice at phrasing posts Socialising with others learners Tutors and TAs monitor course 'help' forum Tutors and TAs monitor these new threads and post encouragement

Reflection:

The activity was quite open probably because it was intended to get beginners used to using a forum and nothing else. Because it was so simple, the support was minimal and tutor/TA intervention not really needed (unless, perhaps, a learner received no replies to their posting).
If I used this activity, I would plan the activity in such a way that made it clear that responding to the posts of others was as much a part of the activity as starting your thread. I may also make suggestions as to how you could start your thread in such a way to encourage replies, because being able to hold a discussion on a forum is an important skill.