# Approaching Digital Teaching & Learning - OER

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# Welcome to Approaching Digital Teaching & Learning

**Hello and welcome to Approaching Digital Teaching and Learning!**

This OER has specifically been designed in tandem with the Approaching Digital Teaching & Learning Massive Open Online Course (MOOC) to assist you in using digital skills to enhance your teaching practices when working with adults of basic skills. It will introduce you to technologies used in the blended learning classroom and equip you with the tools to evaluate the use of technology in your teaching context. This OER has been developed as part of the EBSN project with South East Technological University (SETU) and the School of Education and Lifelong Learning. Content has been designed by Mr. Neill Wylie and Dr. Clare Bolger of SETU.

## *OER Objectives*

This OER aims to enable you to:

- Demonstrate an understanding of digital pedagogical practice and the benefits of using technology to support blended learning.
- Assess key digital technologies and identify how to integrate appropriate digital technologies for blended learning purposes
- Identify strategies to increase learner interaction with technology and apply these strategies to the learning process for adult learners.
- Implement digital teaching practises.

Check out the welcome video below from the corresponding Approaching Digital Teaching & Learning MOOC
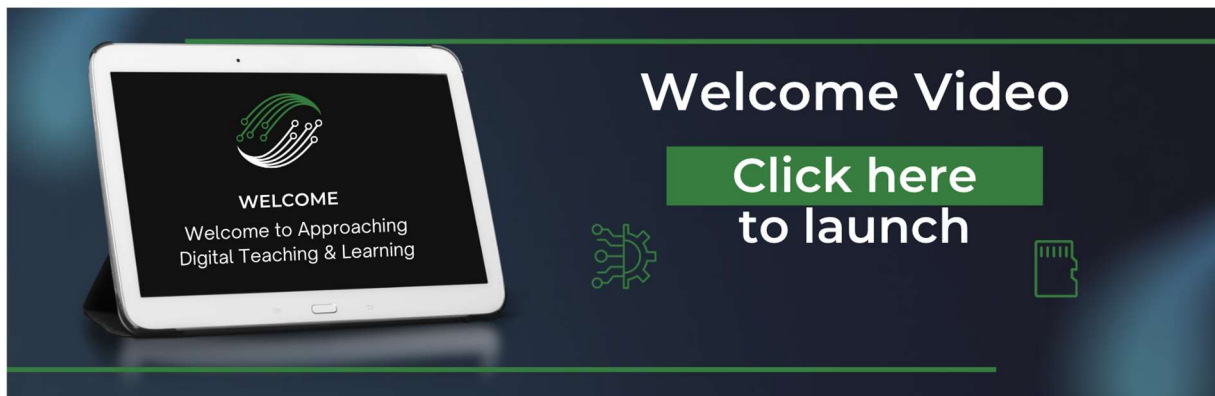
# Topic 1: Digital Basic Skills Blended Programme Design

## *Welcome to Digital Basic Skills Blended Programme Design*

When you complete this topic you will be able to:

1. Understand the concepts of blended learning
2. Understand the impact of using blended learning for basic skills learners.
3. Find and evaluate digital technologies appropriate to the basic skills classroom.

1

In this topic you will learn about eLearning in general and its various forms. You will be introduced to blended learning and its benefits in the digitised education environment. You will get the opportunity to explore some digital tools for education and learn how to evaluate their use in your own context.

Take a look at this topic's Welcome Video below taken from the corresponding Approaching Digital Teaching & Learning MOOC



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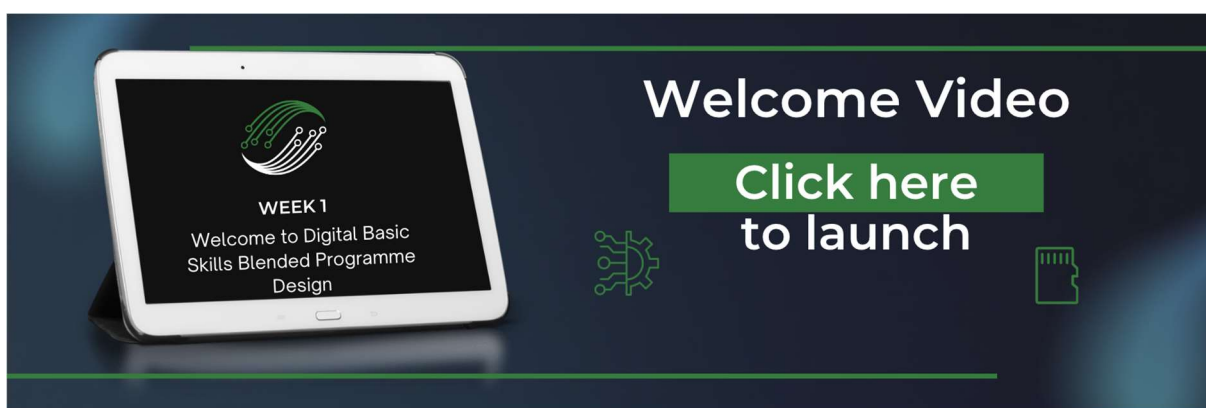
[1] This Photo by Avel Chuklanov is licensed under Creative Commons 0

> ***"Technology will never replace great teachers, but technology in the hands of great teachers is transformational."***

-George Couros

## *Defining eLearning*



[2] Adult educators and basic skills practitioners, as well as other teachers have all experienced a sudden need to shift to an online environment when COVID made classroom-based learning programs impossible. Although it has long been discussed how to build online learning opportunities for adults, it is still not evident how to do so when it comes to adults with basic skills challenges.

The ever-increasing need for digital solutions in adult learning has motivated the emergence of many new initiatives that take online learning environments into the adult learning institutions, workplaces and into homes as well. It is, however, essential to dedicate special attention to adult learners who may lack basic digital skills, have challenges in literacy, numeracy to make sure that they too can successfully complete their learning online.

eLearning is a much used term and can come under various categories and types. This can at times cause confusion, especially for people who are not used to learning in this way or teachers who are unfamiliar with this method of instruction.

It's likely that anyone who uses eLearning will tell you how impactful and convenient it is. In today's "always-on" world, eLearning offers many benefits to both learners and teachers. But what is eLearning, exactly? Whether you're an eLearning expert or beginner, a teacher or a student there's no denying its popularity has increased over the past decade and accelerated further due to COVID19. In education contexts. it offers an affordable, time-efficient way to teach learners without having to worry about
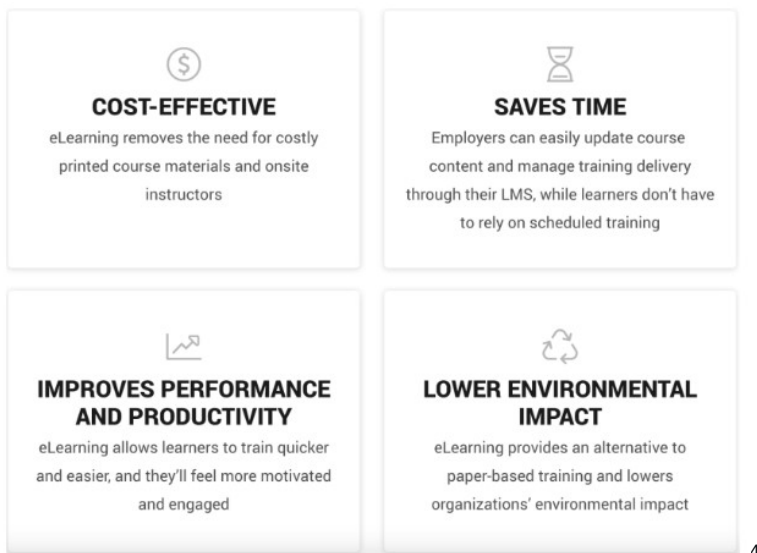
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[2] Photo by JESHOOTS.COM on Unsplash is licensed under Creative Commons 0

physical space. In return, learners benefit from convenient training that enhances their skills and knowledge.

To get started, let's establish an eLearning definition.

So, what is eLearning? eLearning, or electronic learning, is the delivery of learning and training through digital resources. Although eLearning is based on formalised learning, it is provided through electronic devices such as computers, tablets and smartphones that are connected to the internet. This makes it easy for users to learn anytime, anywhere, with few, if any, restrictions. Basically, eLearning is training, learning, or education delivered online through a computer or any other digital device.

Content adapted from Caroline Lawless, Digital Marketing Manager at LearnUpon[3]

| COST-EFFECTIVE | SAVES TIME |
|---|---|
| eLearning removes the need for costly printed course materials and onsite instructors | Employers can easily update course content and manage training delivery through their LMS, while learners don't have to rely on scheduled training |
| IMPROVES PERFORMANCE AND PRODUCTIVITY | LOWER ENVIRONMENTAL IMPACT |
| eLearning allows learners to train quicker and easier, and they'll feel more motivated and engaged | eLearning provides an alternative to paper-based training and lowers organizations' environmental impact |

[4]

The Covid-19 pandemic changed the online teaching context radically, shifting online from the periphery to the mainstream. The pandemic has impacted on 1.5 billion students worldwide and precipitated a move to emergency remote learning (Bozkart et. al., 2020). Since March 2020 in Ireland, higher and further education has largely been delivered online to 233,973 students without prior experience of online learning (Bozkart et. al., 2020). Additionally, the pandemic has thrust 17,521 higher education staff into teaching online, the majority without previous experience of this mode of education (Bozkart et. al., 2020). Similarities occurred in the adult basic skills context where face-to-face classes were no longer an option.

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[3] https://www.learnupon.com/blog/what-is-elearning/

[4] Image by Caroline Lawless, Digital Marketing Manager at LearnUpon

Synchronous online teaching using videoconferencing tools such as Zoom and Microsoft Teams were widely used to support the emergency remote education (Bozkart, et. al., 2020). In the space of a year, teaching online moved from a niche to a mainstream activity. This massification of synchronous teaching and learning due to the pandemic has highlighted some challenges such as zoom fatigue[5], equity issues around camera usage[6], and access issues related to broadband and devices, and has shone a light on the importance of digital competencies for both educators and students to engage effectively in online education (Bozkart, et. al., 2020; Bali, 2020).

Those who were immersed in online education prior to the pandemic, emphasised the differences between the emergency remote education which was adopted and a typical systematically designed online course. Online educators feared that the rushed unplanned online education delivered during the early months of the pandemic would tarnish the broad perceptions of online education.

## Learning Apps: Improving Basic Skills

- Alphabet Literacy[7] is an app "that allows users to explore multimedia content for improving their literacy skills. Users can interact with articles, songs, videos, and more within the app." The app is available on Google Play.
- AmritaCREATE[8] is a "personalised learning app along with engaging, culturally appropriate e-content linked to life skills." It is available on Google Play.
- Cell-Ed[9] is a text messaging app that runs on feature phones as well as smartphones. Originally designed for adult ESL/ESOL learners, it is now also for basic literacy learners. It's available on Google Play.
- "With the Learning Upgrade[10] app, adults can make reading breakthroughs on their own phones. The engaging lessons filled with songs, video, and games move adults step-by-step from the fundamentals to advanced comprehension. Learning happens everywhere: on the bus, during breaks at work, or while waiting for a child at school. Adults earn five certificates as they progress through 300 sequenced lessons. The program prepares adults for success at work,

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[5] https://www.insidehighered.com/digital-learning/blogs/online-trending-now/are-you-victim-zoom-fatigue

[6] https://blog.mahabali.me/educational-technology-2/about-that-webcam-obsession-youre-having/

[7] https://play.google.com/store/apps/details?id=www.goalphabet.org

[8] https://play.google.com/store/apps/details?id=org.amritacreate.reading
[9] https://play.google.com/store/apps/details?id=com.celled.webapp
[10] https://www.newreaderspress.com/Learning-Upgrade_2

earning a diploma, or taking more advanced classes." The app is available on Google Play (Android) and in the App Store (Apple).

## eLearning vs Traditional

### eLearning vs Traditional Learning

The infographic below from the eLearning Academy provides a quick comparison of eLearning and Classroom learning.



*Image Source: Venngage*

The following is a helpful website which provides more examples of eLearning types[11].

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[11] https://www.ispringsolutions.com/blog/what-is-elearning

Traditional learning involves students travelling daily to a physical space, at a specific time, to receive face-to-face instruction. Traditional instruction can take the form of lectures, group projects, labs, collaborative work, PowerPoint presentations, etc. However, this form of learning does not include online learning. Moreover, educators often also assign additional content for students to complete,, as homework which they complete in their own time. Students will repeat this process over the course of several weeks or months until the course ends. According to Dewey (1938), in traditional education settings, educators are responsible for systematically communicating information, skills, standards, and rules of conduct to students, and enforcing that system.
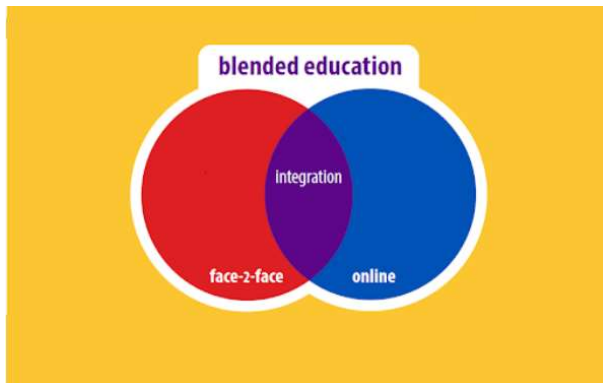
As the name suggests, online learning takes place over the Internet. Students do not attend courses in person, and the course content and instruction are delivered primarily online. In order to participate in an online course, a student must have access to a computer and the Internet, and have basic computer literacy skills to take an online course (e.g. able to browse the Internet, use a word processor, send emails, and upload/download files). (Courtesy of Edx.org.)

This four minute Educause video gives a nice overview of some key concepts related to teaching online, it was created in 2013 by: Joanna Dunlap, Assistant Director for Teaching Effectiveness, University of Colorado-Denver and Patrick Lowenthal, Instructional Designer, Boise State University. Click on the link below to play the video[12].



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[12] Link to the video: https://youtu.be/Bp4BG4Me7TU

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## *Defining Blended Learning*



Blended Learning is a term used widely in educational contexts. However, it is not always clear what the term actually refers to.

The short video below will help explain this.



The next video provides more insight



Click on the image to play videos

## Blended Learning: Why bother?

Blended learning programs can have a series of benefits. In a recent publication the following reasons were listed to argue for blended learning program design:

- **inclusive**: "it enables programs to provide educational opportunities to learners not previously reached"
- **central to basic skills**: "has been shown to be more effective for adult basic skills learners than only face-to-face or only online learning"
- **more efficient**: "extends learning outside of classes or tutorials so learners can make progress more quickly"

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- **integrative**: "provides a way for learners to review what was covered if they need reinforcement, or to "make up" missed classes"
- **flexible**: "supports flexible programming that helps learners persist"
- **motivating**: "makes home assignments more convenient and appealing"
- **digital**: "creates opportunities for learners to build digital literacy and online learning skills"
- **transparent**: "affords easier, systematic monitoring of learner progress"

It is important to add that whereas in cases it makes courses more accessible, in some settings blended learning design is not necessarily the best option for adult basic skills programs. There are conditions that make it impossible for learners to travel (e.g. lack of financial capacities, geographical difficulties, lack of time for travelling to learn etc). Nonetheless, it may still be possible to come up with a flexible blended learning solution, if those limiting conditions are carefully analysed.

For a more detailed list of benefits, look up the book titled The What, Why, Who, and How of Blended Learning for Adult Basic Skills Learners[13] (pages 8-14)!

## A More Detailed Look at blended learning

Blended learning can be defined in many ways depending on where one places the emphasis, but generally there seem to be a few characteristics that are commonly held about blended forms of learning.

**Examples for definitions:**

Blended learning is an instructional approach that has a face-to-face class or tutorial integrated with online learning in which students have some control over time, place, path, and/or pace (Clayton Christensen Institute).

The first definition highlights the composition of learning programs made up of online and presence-based constituents. It also postulates a certain amount of learner autonomy directed to some of the learning's external conditions.

The modalities along a student's learning path are connected to provide an integrated learning experience, which may mean using data from online learning to inform and drive a student's offline learning (Horn & Staker, 2015).

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[13]
https://www.newreaderspress.com/site/Additional%20Resources/ProLiteracy_BlendedLearningGuide_2020-11.pdf

The second definition depicts a learning context in which online units are placed to motivate the 'offline' process, hence primarily referring to a setup which includes online learning merely as a supplement.

Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialisation opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model (Dziuban, C. et al., 2004).

The third attempt to define blended learning promotes it as an overall approach in which online and offline elements work together for the creation of an efficient, personalised learning program. This definition represents a synthetic and integrated "instructional model". Other authors also emphasise the fact that in blended learning the face-to-face and the online learning elements are integrated in way that they reinforce each other. For example, foreign language instructors may use blended learning models to integrate individualised instruction (online) with providing interactive language practice to learners (in the classroom).

**References:**

- Rosen, D.J. & Vanek, J. (2020). The What, Why, Who, and How of Blended Learning for Adult Basic Skills Learners. New Readers Press (electronic document)[14] (page 8.).
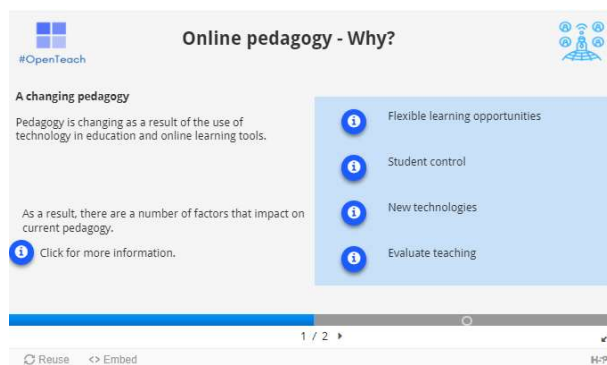- Clayton Christensen Institute. Blended Learning Definitions. (webpage)[15].

**What is online pedagogy?**

Pedagogy can be defined as the method and practice of teaching. As an academic subject, pedagogy is the study of how knowledge, skills and professional practices are imparted in an educational environment. Online pedagogy refers to how teaching is practiced using the internet and associated tools.

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[14] https://www.newreaderspress.com/blended-learning-guide

[15] https://www.christenseninstitute.org/blended-learning-definitions-and-models/

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Being able to select and evaluate appropriate digital tools for your teaching context is important. Below, we present a downloadable template which can be used to review digital tools specific to your teaching context. In the below video we use the popular tool, Kahoot[16]  to demonstrate the template in use.

# Topic 2: Planning Blended Learning Courses

## *Welcome to Planning Blended Learning Courses*



Welcome to Planning Blended Learning Courses! When you complete this topic you will:

- Understand how to apply the blended learning wave
- Understand the importance of  constructive alignment in blended course design
- Be mindful of the potential disadvantages of blended learning courses.

17

In this topic, you will learn about the so-called blended learning wave and how it can be amended to suit many teaching contexts. You will get the opportunity to design a blended learning week using the wave in your context. You will be introduced to constructive alignment and its role in designing and planning

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[16] https://kahoot.com/

[17] Photo by Firmbee.com on Unsplash is licensed Creative Commons 0

blended learning courses and will touch upon some potential disadvantages of blended learning courses.

Take a look at this topic's Welcome Video below taken from the corresponding Approaching Digital Teaching & Learning MOOC



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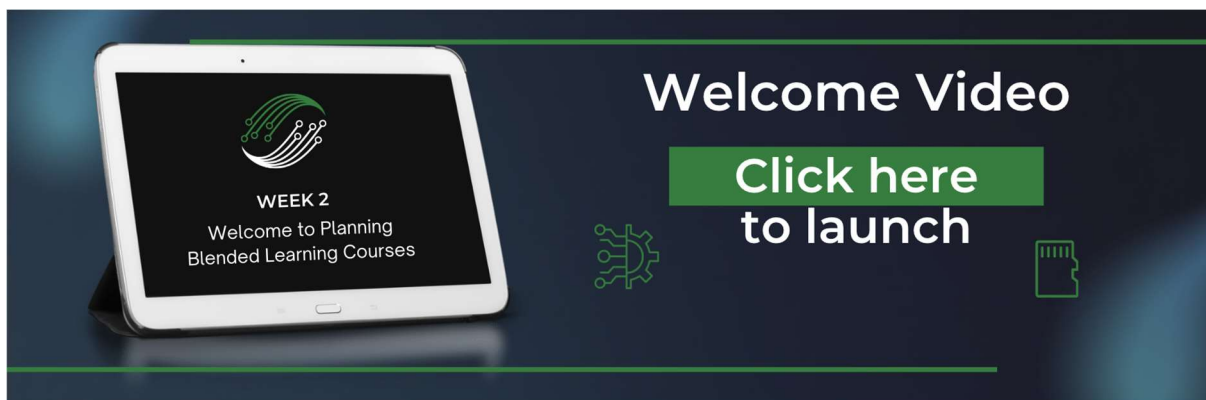
## *Immediate Use of Blended Learning for Basic Skills*

The following websites and apps can be commonly used in the basic skills classroom. Take a look at each and determine its applicability to your teaching context.

### Google Maps

Google Maps is an excellent resource to engage adults of basic skills and can be used in many ways. Check out the link below which provides 5 engaging examples of using this tool in the classroom.

**Google maps Activity**

### Zoom

Zoom has long been the preferred way to host classes online since the beginning of the pandemic. It is also a great tool to engage your learners. Take a look at the below resource which contains short videos on nearly every aspect of this great tool.

**Zoom Resource Bank**

### Kahoot

Kahoot has been engaging learners of all backgrounds since well before COVID 19. This free user-friendly tool can help you boost your learning outcomes by immediately engaging your audience. Take a look at the short video below[18] on how to best use it.



## The Blended Learning Wave



Creating a coherent blended learning course is important to ensure our learners remain engaged. However, designing a coherent course is not without its challenges.

The blended learning wave has been implemented in many blended courses at universities to great effect.

Furthermore it gives not only an overview of what works well in the online context and the face-to-face context, but also a visual way of designing your module. The Blended Learning Wave uses icons to describe various activities related to your teaching context which work well in the face-to-face context and the online context.

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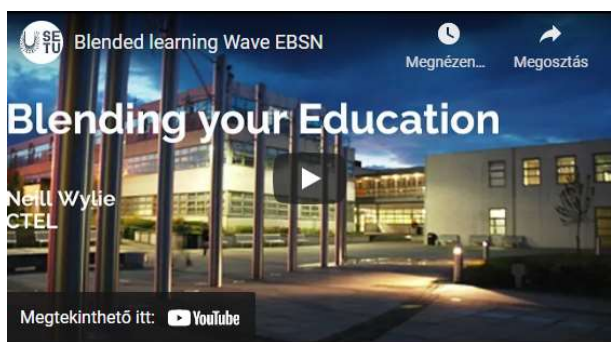
[18] Link to the video: https://youtu.be/7XzfWHdDS9Q
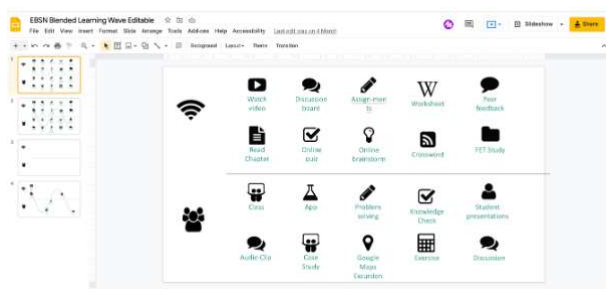
**Blended Learning Wave**
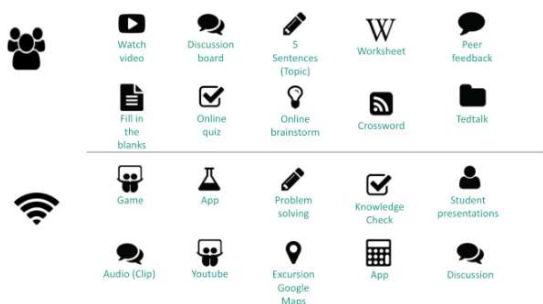


The following video provides an example of its use on various accredited university programmes and how it may be used in the adult basic skills context.

Click on the video image to play the video.



The image below contains the link to the **Blended Learning Wave**.. Simply download or save a copy to edit your own wave. The Blended Learning Wave can be equated to one week's work involving some online and face-to-face contact. Alternatively, it could be spread across several weeks depending on your teaching context.



The image below contains the link which allows you to create your own **Blended Learning Wave** by including a blank slide which can be added to using the icons in the first slide:

**Blank Slide**
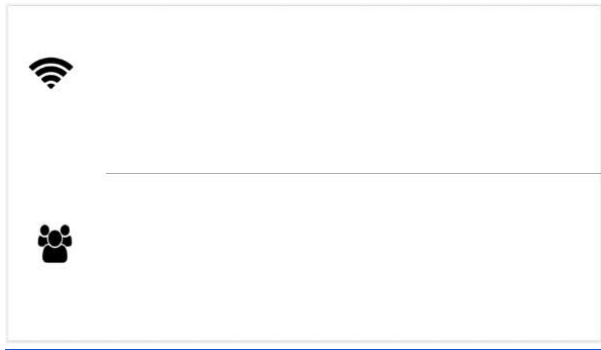
In order to customise your own Blended Learning Wave to suit your context, simply copy the icons you wish to use onto the blank slide provided in the link. You can also copy the wave itself (blue line) and use this to visually show how the activities tie in together as per the image below.

An example has been provided below (also in the link provided)

**Blended Wave Example**
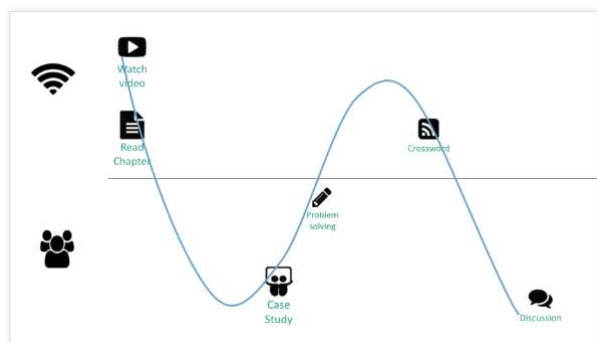


In the above Blended Learning Wave example, the teacher has set the students a video and a chapter to read while working online. In the next class which is face-to-face, the teacher has introduced a case study and set some problem  solving work before setting a crossword for the students to complete online. Note that both the case study and the crossword would be linked to the video and chapter. In the next face-to-face class, the class engages in a group discussion based on the weeks' work. This would be an example of a week of blended learning for students.

## *Disadvantages of Online Learning*



### Isolation

Everyone learns in their own manner. Some students possess the ability to work independently, while others find comfort in their community on campus with easy access to professors or their fellow students. The good news is online virtual classroom[19] platforms have been working to bridge those gaps, recreating the feeling of community in the virtual space by producing a series of tools that encourage learners to actively participate in live sessions. Online education must support the social aspect of learning to match the effectiveness of traditional classes.

Source: Sam Thompson, Kaltura 2021[20]

### More self discipline

Being part of a community and physically attending classes increases accountability. If a student does not feel they are getting the proper guidance, they may not have enough self-discipline to fully engage in the lessons themselves. Moving to virtual, real-time classes instead of just online courses gives a greater sense of accountability. Tools like live quizzes[21] help assess understanding in real-time, while breakout rooms encourage group activity. These tools help foster accountability and keep students engaged.

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[19] https://corp.kaltura.com/education-video-platform/virtual-classrooms/

[20] https://corp.kaltura.com/blog/advantages-disadvantages-online-classes/

[21] https://corp.kaltura.com/video-content-management-system/interactive-video-quizzes/

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### More staff training

Online classes imply an initial learning curve and extra effort on the teacher's behalf to create a successful online course. Instructors need to get a deep understanding of the different approaches to teaching and learning to avoid just replicating the physical class environment and miss out on all the added advantages and tools that eLearning and blended learning have to offer.

Of course, instructors also need proper training to tackle the technical aspect of online learning: the use of video and audio recording equipment, virtual classroom and lecture capture software[22], and of course the Learning Management Software (LMS). The combination of all these new skills represents a steep learning curve for the teacher, but thoughtful investment in proper training will pay off tenfold for the institution, the teacher, and the students alike!

### Technical issues

The classic disadvantages of online learning centre around technical problems. Nothing disrupts an online lesson more than audio, video, or connection issues. Many times in the past, students were required to download and/or install cumbersome apps or technology that would deliver inconsistent performances. Luckily nowadays, online classes can be accessed through the click of a link without the need to install anything. Internet connections throughout the world have improved dramatically. Additionally, people's devices have gotten significantly better.

### Increased screen time

It's pretty much inevitable in 2022, but we do spend a frightening amount of time in front of screens. Online learning sadly contributes to this problem. Excessive screen-time can lead to all sorts of physical ailments like poor posture or headaches. But it can also be a personal issue to students who struggle with learning from or focusing on screens. Especially since the internet is geared to distract students with social media and entertainment just a click away from the learning material. The better online learning platforms and software out there have all kinds of tools and features to help students stay attentive and engaged.

Source: Sam Thompson, Kaltura 2021[23]

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[22] https://corp.kaltura.com/blog/top-video-lecturing-software/

[23] https://corp.kaltura.com/blog/advantages-disadvantages-online-classes/

# Topic 3: Engaging Adults of Basic Skills

*Welcome to Engaging Adults of Basic Skills*



At the end of this topic you will be able to:

1. Define engagement in the classroom and its importance
2. Understand the difference between effective and ineffective online teaching
3. Explore the benefits of  emoderation in blended course

Take a look at this topic's welcome video below taken from the corresponding Approaching Digital Teaching & Learning MOOC



WEEK 3
Welcome to Engaging Adults of Basic Skills

Welcome Video
Click here to launch

## *Engagement in Adult Skills*


[24]
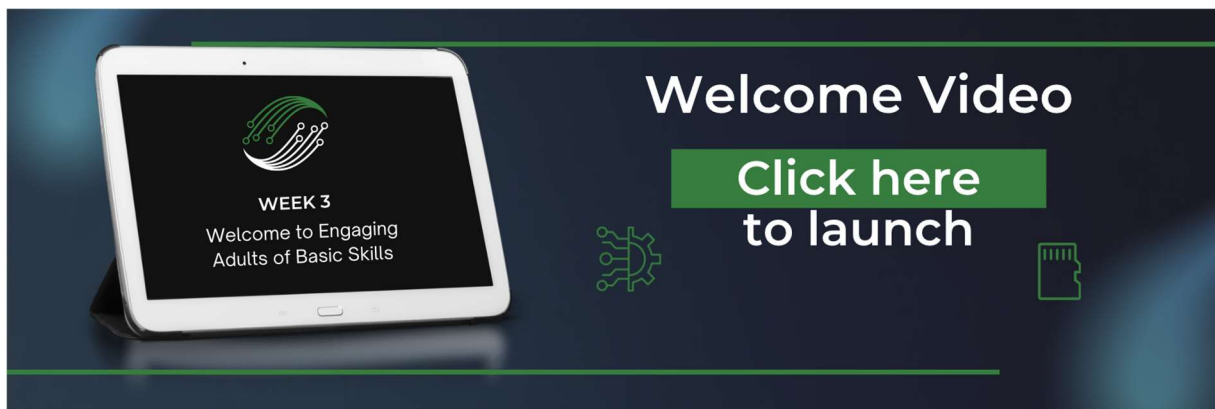
Engaging in the online classroom, while a little more complex, stems from the same basic principles as engagement in the classroom - utilising learner motivations.

Evidence on learner motivation suggests that neither the desire to acquire qualifications nor the desire to improve labour market position are the primary motivations for adults to engage in literacy and numeracy learning.

Adult motivations to learn are complex; and there is reason to argue that one way to achieve greater participation in and engagement with learning is to more closely align provision to motivation.

Not all learners are motivated by the desire to acquire qualifications; they may be motivated by intrinsic goals (for example, regaining confidence lost at school), or extrinsic goals such as career development, better wages and improved employment. Wolf et al. (2009) found that when learners interviewed were asked about the benefits they expected from their workplace learning, increased earnings was ranked last and increased chance of promotion second last, demonstrating that short-term gains had a low priority. Instead, learners wanted or expected to learn new skills (just over half the sample) and to be more effective in their current job role. In research drawing on data from the same three-year project on the 'Impact of policy on learning and inclusion in the learning  and skills sector' (UK) concurred that for employees participating in basic skills courses, career development was not as prominent a motivator as might have been expected.

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[24] This photo by Kelly Sikkema on Unsplash is licensed under Creative Commons 0

Many of the learners simply wanted to 'brush up' on their literacy and numeracy to make up for learning they had missed out on in the past.

Source: Future of Skills & Lifelong Learning Evidence Review Foresight, Government Office for Science[25]

## The Motivational Framework for Culturally Responsive Teaching

The Motivational Framework for Culturally Responsive Teaching includes four motivational conditions that instructors can create or enhance.

1. **Establishing inclusion** – create an atmosphere in which users feel respected and connected to others.
2. **Developing attitude** – create a favourable disposition toward learning through personal relevance and choice.
3. **Enhancing meaning** – create a challenging, thoughtful experience that includes learners' perspectives and values.
4. **Engendering competence** – create an understanding that learners are effective in learning something they value.

The Expectancy-value theory suggests that people are motivated to learn if there is value in the knowledge presented and if there is an optimistic expectation for success.

Expectancies for success refer to learners' beliefs of whether they will do well on an upcoming task.

The more they expect to succeed at a task, the more motivated they are to engage with it.

Task value refers to the rationale for doing a task. It answers the question: Why should I do this task? There are possible answers to the question: intrinsic value (the enjoyment a learner feels from performing a task), attainment value (the importance of doing well on a task), utility value (the perception that a task will be useful for meeting future goals) and cost (what an individual has to give up to engage with a task). Several studies have shown that learners' expectancies for success and task values positively influenced achievement behaviours and outcomes.

Strategies for applying expectancy-value theory in practical settings are: define clear, attainable goals; ensure that tasks/activities allow students to be successful in order to raise their expectancy.

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[25] https://dera.ioe.ac.uk/28521/1/skills-lifelong-learning-motivating-engagement.pdf

Provide learners with positive role models and stress that the achievement of these role models may not have been great from the start but improved as their confidence increased and they gained more knowledge and experience.

Source: Wigfield, A., & Eccles, J. S. (2000). Expectancy-value Theory of Achievement Motivation. Contemporary Educational Psychology, 25, 68–81. doi:10.1006/ceps.1999.1015.

Wlodkowski, R.J. (2008). Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults; Jossey-Bass: San Francisco.

## *Engagement in Adult Skills: NALA Case Study*


[26]

The following case study relates to engaging adults of basic skills and is taken from research conducted by NALA on Strategies for Motivating Learners in Adult Education in Ireland[27]. The resource contains a background to NALA's research and many more case studies. We have chosen one which is presented below but feel free to explore more in this excellent resource[28].

**Mairéad, freelance adult education tutor, Dublin.**

### Teaching style

Mairéad describes her general teaching style as engaging active learning strategies. She prefers to work in a learning environment that has a buzz about it and where the learners are actively doing things.

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[26] Photo by Rita Morais on Unsplash is licensed under Creative Commons 0
[27] https://www.nala.ie/wp-content/uploads/2019/08/Meeting-the-challenge-strategies-for-motivating-learners-in-adult-education-in-Ireland.pdf

[28] https://www.nala.ie/wp-content/uploads/2019/08/Meeting-the-challenge-strategies-for-motivating-learners-in-adult-education-in-Ireland.pdf

Typically she breaks the learners into groups and has one group working on maths at a board and another group working out a problem on the computer.

*'I love when people are doing different things, working away, it's great to see people working together,'*

Mairéad promotes peer learning among the group and she believes that this way of working benefits everyone involved. However, it is something she has to keep an eye on so that learners do the actual work and do not copy from each other.

Mairéad believes it is vital to get learners involved in their own learning, to build their confidence and foster a sense of control and empowerment. She encourages them to reflect on the differences between learning as an adult, where they can control and direct their own learning experience and learning when they were at school.

## The learners

Mairéad works with groups of learners who have mixed abilities and are at varying levels. Some might have completed the Leaving Certificate (final state school exam), others the Junior Certificate and some might be early school leavers.

This situation can be problematic and challenging for her especially when trying to blend a class together. Many of the learners who attend her classes have been referred by the Department of Social Protection. Many have made clear that keeping their benefits is the only reason for being there and their main reason for staying there.

Mairéad has noticed that some will arrive in the classroom to get a tick on the register and make an excuse to leave early. Over time many of the learners will eventually see the benefit of attendance and stay on but others will 'flip out' and leave for good. Those learners who stay on usually progress to the next QQI level. For example, if they come in at level 3 they will stay on and complete level 4. According to Mairéad the retention rate is quite high, usually around 90%.

## Learner goals

A particular challenge is managing the different needs and expectations among the group.

*'One person might want to learn how to multiply, while another will want to do something more complex,'*

One solution is to come up with a list of topics that everyone in the class agrees to. For example, one week she will concentrate on teaching multiplication and another week the focus will be on learning fractions. Mairéad finds this group approach more successful than teaching learners individually or in isolation. She believes that asking people what they want to do is the key to success. She will check in with them about what they want to do, what they liked, what they did not like and what they felt about each of the lessons on the various topics and subjects.

## Teaching and motivation strategies

When preparing for her first class with a new group of learners, Mairéad encourages the learners to work on a learning plan. She values an ongoing dialogue and discussion between herself and the learners about the content and direction of the course. From the start Mairéad will identify and agree with them a list of subjects and topics that will be covered in each session. If the course is accredited at QQI levels 3 or 4 then there is a syllabus that needs to be taken into consideration. Once the topics are agreed Mairéad will plan and structure the session accordingly. She puts the completed list on the wall and ticks the topics off as they go along. Mairéad also finds ice-breaker exercises are good for helping people relax.

Rather than use a standard one such as 'introduce yourself to the group', she will set the learners a simple maths problem and ask them to solve it. Initially, some learners are reluctant to get involved, however, with encouragement and support from Mairéad they usually engage. She describes the sense of achievement for herself and more importantly the learners when they realise they have solved a maths problem and start discussing what might be next.

## Active learning strategies

Mairéad finds active learning strategies are both useful and effective in the classroom. It is her view that when people are interested and understand why they are learning certain things in a certain way, it increases the motivation of everyone involved. For example, when teaching geometry she observed that terms such as 'perpendicular' and 'parallel' were irrelevant and nonsense words to the learners. However, these are terms that they need to know, learn and understand. So, she gives the learners some catalogues and asked them to start marking off shapes or lines that they recognised and were familiar with.

According to Mairéad, active learning gets the learners excited and doing things. Active learning strategies make the work relevant to the learners' lives and helps the learners to understand in a deeper way the relevance of maths to their everyday lives. It is Mairéad's experience that using real-life examples works really well, for example, looking at grocery and household bills. These are things that learners can understand and respond to. Mairéad finds that using money is a fantastic way to get people thinking about numeracy and maths in a way they can relate to. She also uses real-life resources when teaching a subject like fractions and percentages.

Mairéad believes that active learning strategies work unbelievably well. They make the learning more relevant and interesting because people can see and understand why they are learning certain topics and subjects. She also finds that they increase the motivation of all the learners to learn. Mairéad provides an example of a learner who was disinterested and disengaged from what was going on in the class and from his peers. Having talked to him about his interests outside of the classroom she discovered that he loved scuba diving. With the consent of the other learners in the class she designed a lesson around fractions and scuba diving. The lesson was based on the air tank used in diving and the class were to work out how many minutes' air you have in a full tank, how much time you have left if the tank is half empty or a quarter empty. The lesson went 'fantastically well' and confirmed to her that if you give learners input and control over what they do it pays dividends in the long term.

## The use of discussion

Mairéad finds that having ongoing discussions with the learners is a good way to get feedback from lessons. The information she gets from the discussion informs what can be changed and improved upon. It is a good way to avoid making assumptions about what works and what does not work. She has had times where she has designed a lesson plan, implemented it and thought the class went brilliantly. But when she asks the learners for feedback it is often the case that they are not as enthusiastic as her about the lesson and make some suggestions for change. She writes up the feedback at the end of the lesson and incorporates the changes into revised lesson plans.

Mairéad believes that the key to motivating learners, in particular, reluctant learners, is making people feel comfortable, and feel that their opinions are valued and listened to. Some learners may have had a negative experience in the formal school system so it is important that they understand from the outset that this is not school and that they have input into what, when and how they learn. Mairéad believes that the tutor needs to build a positive relationship with the learners. She also believes it is the role of the tutor to provide a safe and positive learning environment where learners feel valued and their opinions are heard. Mairéad believes that she, as a tutor, is responsible for building positive affirmation into her lessons for everyone, for making sure learners enjoy the experience and that they leave the class with a sense of having achieved something new.

## Interaction in Online Classes

The below infographics provide a quick glance at some important elements of interaction in online classes before we delve deeper into this topic.

Tips for educators

## What our Student Interns Say

### Ways of Interacting

- Responding in the chat box can feel less daunting than turning on your microphone and camera. It also avoids the awkwardness of trying not to interrupt others when they're speaking. Acknowledging chat box contributions too encourages further interaction.
- Being called out by name to answer a question can help a wider range of students to participate. Let us know that you will be doing this at the start as this sets the tone for interaction throughout the class.
- 'Warm-calling' is an alternative to calling individual students out by name. Randomly select a few students at the start of class who can then present their opinions on the topic at the end. This gives us a bit more time to collect our thoughts and develop our ideas.
- Chat bombing is another enjoyable way to get everyone involved. This is where students are given time to type an answer into the chat box and then everyone sends their contribution into the chat at the same time.
- Shared ways to communicate, such as polls or whiteboards, can be a great way to get everyone involved without having to volunteer to speak.
- Asking short or easy questions helps us to contribute especially when you give us different options to respond in a way that feels comfortable.
- While it's great to have access to recorded classes, we can be nervous speaking when class is being recorded. This means that interaction may be more likely in a small breakout group which isn't being recorded.

### Breakout Groups

- Breakout groups are most useful when they are short, have a clear task and consist of 4 students at a maximum.
- Sometimes it can be useful if the lecturer nominates a spokesperson for each breakout group to report back their findings to the class. This avoids the possibility of nobody volunteering. Setting expectations of how we should interact in the group is helpful too and gives us direction on what to do if group members are unresponsive.
- We don't always know the others in our class very well and breakout groups are a great way to tackle this. But keeping groups consistent for a while at least allows us to become familiar with each other and this helps us to feel comfortable and learn with each other.

*Enhancing Interaction in Online Teaching and Learning Project funded by:

**TL** NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

**Enhancing Digital Teaching and Learning**
Irish Universities Association

*Effective online teaching*

**TL** NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

#OpenTeach in collaboration with the National Forum, Dublin City University and the National institute for Digital Learning created an Open Education Resource on the effective use of online teaching. Below you will find a summary of their findings and the full report can be found in the Resource Bank at the end of this module.

During the analysis process, the two questionnaire datasets and focus group datasets were combined and analysed thematically.

The combined findings are presented thematically below, in two parts:

1. Student perspectives about teaching online
2. Educators perspectives about teaching online

## Student Perspective about Online Teaching

In the combined data set, student participants identified seven features of effective online teaching:

1. Educators that are responsive and approachable;
2. Engagement with assessment and feedback;
3. Clear communication;
4. Meaningful online interaction/community;
5. Engagement with discussion forums;
6. Active live online tutorials;
7. Peer support.

In their questionnaire responses, when asked to rate the features of effective online teaching on a likert scale, the features that students found extremely effective were (see figure 1 below):

- Active, online tutorials;
- Engagement with discussion forums;
- Educators that are responsive and approachable;
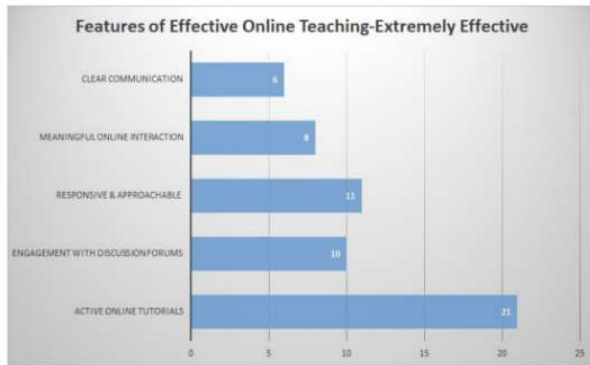- Interaction;
- Clear communication.

Figure 1. Features of effective online teaching rated extremely effective by student participants.

## Active Online Tutorials



According to participants, effective teaching online, in the context of live online tutorials, should include a variety of teaching and learning approaches, should be well structured, and provide students with opportunities for asking questions and real time discussion. In addition, participants equated educators being competent and confident in the use of online classroom technology with effective online teaching. The data indicated that a variety of online teaching and learning approaches were effective in the live online classroom context. Participants valued live online tutorials that had a range of structured active engagement approaches such as discussions, acquisition of content, powerpoint slides, video, diagrams and group work using breakout rooms.

One of the key perceived benefits of live online tutorials for student participants was the ability to ask questions and to clarify points in real time, in contrast with the waiting involved with asynchronous discussion forums.

### Engagement with discussion forums

A thematic focus for student participants related to the variety of uses of online discussion forums in their modules: to ask questions; to talk about assignments; to discuss topics; to share resources; and to get information. The social element of class discussion forums was reported by participants as contributing to the feeling of community in the group.

> *"forum interactions were also effective and encouraged group cohesiveness"*

The prompting of discussion in the forums by educators was described as a feature of effective online teaching. A range of online educator discussion forum prompt types were reported in the data. There were prompts to encourage targeted student support.

There were also prompts used to provoke discussion of the module topics.

> *"Be proactive, not just from our side but also on the teacher side. Like put something up, put some interesting article or some facts or something on the discussion forum".*

### Educators that are responsive & approachable

In the data, responsiveness was highlighted by students as a key feature of effective online teaching. Participants reported that educators who were responsive to their students' needs and prompt in their replies were highly valued. Educator responsiveness was described as a willingness to be helpful, available, supportive, approachable, and actively listening to student queries and concerns.

According to participants, educators that engaged proactively and communicated frequently with their class in online discussion forums were perceived as being more responsive. In their responses, participants valued educators who created a safe space where students feel comfortable and supported to ask questions.

### Meaningful online interaction

Meaningful online interactions with peers and online educators were articulated by participants as key to their successful engagement in their studies. Interactions with fellow students and online educators were reported to take place in discussion forums, at live online tutorials, during group work assignments, during collaborative activities and through informal peer-led Whatsapp groups. Interaction that was nurturing and encouraged a sense of belonging was valued by participants.

Through these online interactions, participants described feeling part of the DCU community.

Clear communication A strong theme in the student participant data relating to the way in which communication is mediated by technology in the online context, with the majority of communication being written, creating a need for style, wording and tone to be carefully constructed and considered.

In the data, clear communication, as described by participants, was an important feature of effective online teaching. Clear online communication by educators involved active listening, clarity, regular contact and delivery of consistent and accurate information using unambiguous language.

Engagement with assessment and feedback Participants reported that a key aspect of effective online teaching, with regard to assessment, was the clear communication of assessment guidelines and expectations. With reference to feedback, student participants perceived that online educators should focus on quality, detailed personal and constructive feedback from online educators.

## Peer support

In the student focus group data set a further theme of peer support emerged. The data indicated that participants placed a high value on the role of peer support during their online study journeys. The majority of peer interaction and support was reported as taking place in Whatsapp groups outside of the formal institutional structures of the Virtual Learning Environment (VLE) called Loop and did not involve the participation of online educators.

In the data, a distinction was made by participants who viewed Loop discussion forums as being for academic interaction and Whatsapp groups for social interaction. The immediate response from an informal social forum such as WhatsApp was viewed as more effective than a more delayed response through the formal discussion forum:

Participants reported that class Whatsapp groups were an important form of social support that enabled them to feel like a community.

## *Ineffective Online Teaching*

This section reports on the findings related to student participant perspectives on the features of ineffective online teaching. In the combined data set, student participants identified seven features of ineffective online teaching:

1. Passive online tutorials;
2. Isolation and lack of community;
3. Issues with assessment feedback;
4. A lack of online interaction;

5. Poor communication;
6. Problems with technology;
7. Unresponsive to students.

The ineffective features most reported by students were passive online tutorials, unresponsive to students and issues with assessment and feedback (see figure 2).
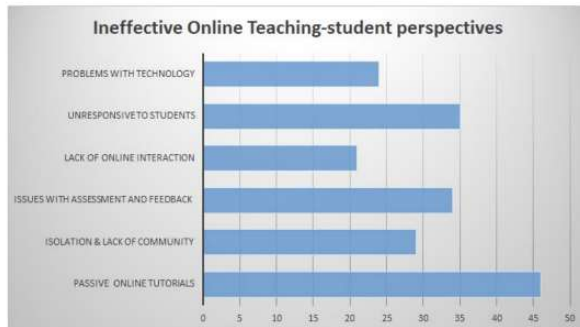


Figure 2. Features of ineffective online teaching identified by student participants.

In their questionnaire responses, when asked to rate the features of ineffective online teaching on a likert scale, the features that students found extremely ineffective were: isolation-lack of community; and unresponsive to student queries (see figure 3).
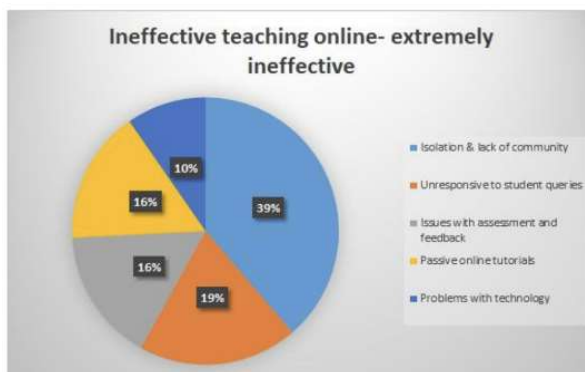


Figure 3. Features of ineffective online teaching rated extremely ineffective by student participants.

Farrell, O., Brunton, J., Costello, E., Donlon, E., Trevaskis, S., Eccles, S., Ní Shé, C. (2019). An investigation of effective online teaching: a needs analysis of online educators and online students. Dublin: #Openteach Project.

For a more detailed breakdown of these perspectives please see the full report[29].

## eModeration in Online Courses





- eModeration can mean different things to different people.
- Since the pandemic eModeration has become more important in online courses?
- Evidence suggests that learners benefit from it

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29    https://hub.teachingandlearning.ie/wp-content/uploads/2021/11/Openteach-Needs-Analysis-Report-.pdf
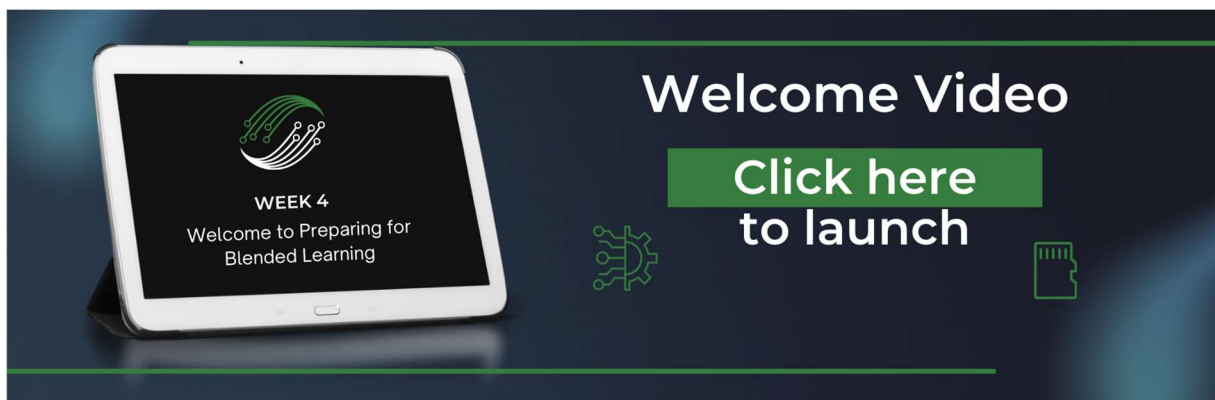
# Topic 4: Preparing for Blended Learning

## *Welcome to Preparing for Blended Learning*



By the end of this topic you will:

- Understand the importance of the role of the instructor in blended learning courses.
- Be mindful of the inclusion of media in your blended learning course.
- Be able to use storyboarding as an effective means of planning blended learning courses.

Welcome to our final topic! In this topic the focus lies on the importance of the instructor in blended learning courses and the fact that the online part of a course should be much more than content only! You will consider media and how to create variety when deciding upon which media to incorporate. Finally we will delve into Storyboarding and its crucial role in creating a blended learning course. Check out this topic's welcome video below taken from the corresponding Approaching Digital Teaching & Learning MOOC

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Progress   USETU   NALA   PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS   Folkeuniversitetet   GOVERNMENT OF MALTA MINISTRY FOR EDUCATION SPORT, YOUTH RESEARCH AND INNOVATION

## *The Role of the Instructor*

On campus, in traditional face to face settings, teaching is done most of the time by lecturing to a class of students. We can critically say that this is a mode of delivering content, of trying to transfer it into students' heads, even though we all know that learning doesn't automatically happen this way.

Although there has been more emphasis on constructivist approaches[30] for teaching and learning in higher education in the past years, like for example active learning strategies and problem based learning, most of what happens inside a traditional classroom is still teacher and not student centred. We have to move from "sage on the stage" that is, a teacher centred approach, to "guide on the side", where students benefit from a highly interactive environment with the instructor and peers. This idea clearly states the changing role of the instructor in educational settings. We need to take into account the learning context,… that is, "on making learning happen within activity-rich, interaction-rich, and culturally rich social environments (…), that the intelligent use of technology is making possible, and where different paradigms apply" (Figueiredo & Afonso, 2006:4).

In this way, here at the South East Technological University we believe that an online course is much more than only content. This is an idea shared among several educational researchers that work on changing old ineffective educational practices that last for too many years. We need to add interaction to our courses, we need to add a human touch.

For most academic learning goals human interaction is needed where students are challenged to question ideas and to acquire deep understanding. Dialogue and conversation among students and between instructor and students is critical in modern education. This points to the critical role of the e-moderator in facilitating this dialogue in online courses which have had a massive boost in enrolments since the spring of 2020.

In fact, interactive, active and supportive are some of the key principles of the pedagogical model for online learning, and by supportive we mean providing guidance and feedback, encouraging and motivating your students.

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[30] https://www.wgu.edu/blog/what-constructivism2005.html

In online education, the role of the teacher is to facilitate learning. Teachers need to be flexible to guide and support students, to activate and motivate them, to provide timely feedback regarding their performance so they can build confidence and advance on their learning.

Research tells us that instructor presence is really important, and that it influences students' success or failure in an online course. "Where students feel the instructor is not present, both learner performance and completion rates decline." as Tony Bates refers. Learners need to feel a sense of presence to avoid feeling isolated. The e-moderator is key for successful learning in online environments.

## Adapting to the Online Format

Let's look at certain aspects of online learning in more detail because when you teach in a blended format, as we know, part of the course will be online.

Likely you have taught in the face-to-face environment before and are very familiar with teaching in person. Thus this section focuses on how to teach online and particularly how the instructor role changes in an online course format.

Watch this video[31] to understand how the role of the instructor is different online or in blended course formats.



## The Human Connection

### The Importance of the Human Connection

This optional video, TED Talk: Every kid needs a champion | Rita Pierson, focuses on the value and importance of human connection. The speaker, Rita Pierson, taught mainly to children, thus her

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[31] Link to the video: https://youtu.be/FLwjcWxCU6c

perspective focuses on children, but can be applied to adult learners. "Kids don't learn from people they don't like."

View this video to consider human connections in learning and how it is more important than ever in our e-permeated world. Click on video image to play



## *Student Readiness for Online Learning*

The below presentation is an optional extra should you wish to explore student readiness in online learning:
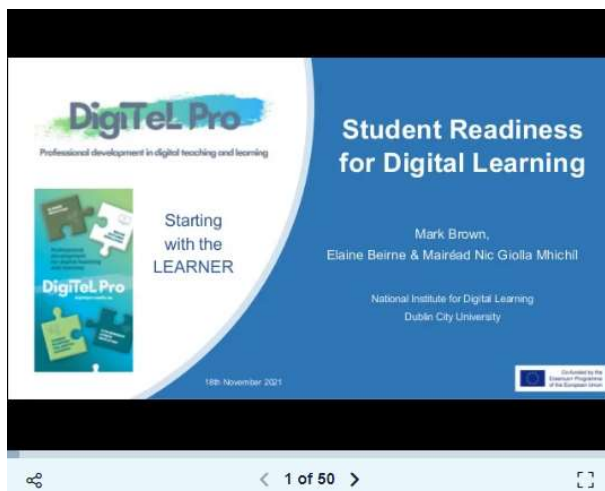


DigiTeL Pro Launch student readiness[32] from EADTU[33]

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[32] https://www.slideshare.net/EADTU/digitel-pro-launch-student-readiness

[33] https://www.slideshare.net/EADTU

## Creating Variety in Media

As with any course, variety in the resources used is an important motivational factor for students.

In the below webinar recording[34]Naomi Wahls, Learning Developer at TU Delft, talks about VideoScribe and other media options that can be used to create a variety of media for an online or blended learning course.



## Choosing your Media

Online and blended education provides us with a massive amount of media to use. When designing the online aspect of your course you may intend to include multiple media which can be simply creating videos or PowerPoint presentations, for example or more complex media such as animations.
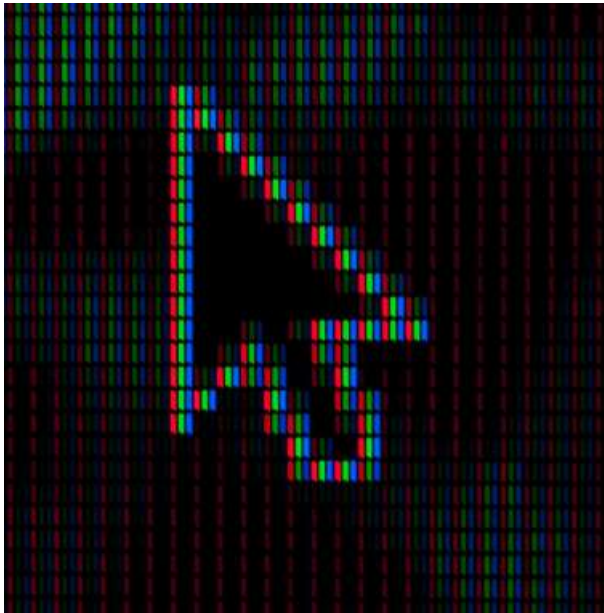
The below video[35] delves into choosing the best media for your course.



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[34] Link to the video: https://youtu.be/up34yLknrAQ

[35] Link to the video: https://youtu.be/pQKCw58Fp0Y

## Design Principles for Blended Learning



[36] As we know, Blended Learning is a form of education in which students learn through a combination of face-to-face and online education. Many of you will have face-to-face courses already designed but the question that sometimes trips people up is how to transform this material into the blended format in a planned pedagogical way. Online technologies make it possible to have more interaction during the lecture time. So one idea is to move the presentations out of the lecture and start interacting!

### 1. Start Small

Start small If you want to change your course into a blended course, start small. Move a couple of activities from your lecture to the internet (by using videos for example), and change a part of your lecture. Changing your course step by step is more convenient and doable than changing the whole course at once and will lead to fewer problems and student worries!

### 2. Something in, Something out

Something in, something out It's very tempting to let your students watch a lecture, let them read a couple of articles and let them take a quiz before your class. Keep in mind that students only have a certain amount of time for your course. So, for every new activity, an existing activity must go.

### 3. Sequence Activities

Make sure that activities follow upon each other in your lesson plan (think of the Blended Learning Wave!). When your students watch a video, you don't need to give a lecture on the same topic - you need instead to create coherence. Think about other activities where students can apply the new knowledge. Let them for example participate in a discussion or use peer instruction or do some collaborative work.

### 4. Use the Existing

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[36] This photo by Umberto on Unsplash is licensed under Creative Commons 0

There are a lot of educational materials available on the internet. Before you create your own video or other material search on YouTube or use Open Educational Recourses. This can save you a lot of time and will provide you with peer reviewed activities that can be readily employed in your teaching! NALA is another excellent resource bank which can be take advantage of.

**5. Change the Classes**

One of the advantages of Blended Learning is that you can use your class time in another way. Instead of presenting you can interact with your students. Keep in mind that you probably need to develop new skills as a teacher (for example: more coaching instead of lecturing).

**6. Be Crystal Clear**

Be crystal clear It's very important for students that they know what to expect. Be crystal clear on what they need to do and when. Give an outline of your course with all the activities they need to do. Discuss this outline in the first lecture and place it on Blackboard.

## *Beware of the Pitfalls*



[37] As with any course design framework there are pitfalls that need to be navigated which can range from student resistance to a lack of preparedness.

Below we explore some common ones in this phase of blended learning course design.

**Teachers don't promote Blended Learning**

Some students may resist the implementation of Blended Learning. Adult students tend to hold on to their habits and don't want to change. It's important to be as transparent as possible about the motivation behind the change as well as the benefits. Also make sure that students understand the new structure and systems. They need to know when they need to do what and what is expected of them. Guiding them along this process is key.

**Students don't show up for lecture**

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[37]

When all the classes are moved online, it can be tempting for students to skip class. Especially when students don't see the added value in the sessions. A way to combat this is to make sure that the class time is engaging and interactive. This can be done using peer instruction, team based learning, explaining difficult concepts & inviting guest speakers into your sessions.

**Students don't complete the out of class work**

Some teachers experience that students don't complete the assigned work when it has been given in the online component of the class. It's important that students understand the benefits of Blended Learning. You can use online quizzes to encourage students to watch videos or complete any reading activities. Students can also make a summary, write down key messages, think of questions and make assignments based on the online materials.

**Lectures are unable to blend large lectures**

When a course has 100 students it can be harder to blend your course successfully although in adult basic skills courses the numbers tend to be lower. It's harder to have an interactive face-2-face session with a larger group of students. If you do have a larger group, consider co-teaching with a colleague and break your audience into smaller groups. Also engaging activities such as peer instruction and team based learning can be used during the lecture time.

*Materials adapted from TU Delft Blended Learning Factsheet licensed under CC-BY-NC-SA*

## Pandemic Pedagogy: Blended and Online Learning

Many would agree that online teaching and learning has been the saviour of the last academic year. In many ways, it saved education during the terrible time that the pandemic has been. In many others, teachers and students had to be saved from it due to the huge amount of work required to move a massive amount of practices and materials from the offline to the online world. Indeed, online education and technology have proven to be able to enrich students' retention of knowledge, especially when it is about enhancing group work and interactivity in class. However, few studies have gathered empirical evidence upon which to base these feelings. The Faculty of Lifelong Learning at South East Technological University, Carlow Campus[38] one of the largest providers of part-time learning in the Irish

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[38] https://https://www.itcarlow.ie/study/lifelong-learning.htm

sector, undertook a study of its learners in January 2021, to ascertain their experiences of the online pivot.

The below paper identified 5 themes which emerged from both survey and focus group data on the impact of Emergency Remote Teaching on adult learners. The themes identified were:

- Quality of instruction on accessing online teaching;
- Engagement with peers;
- Benefits of remote learning;
- Drawbacks of remote learning;
- Future institutional supports.

The findings of the below paper mirror large bodies of emergent research, which suggest that 'online teaching and learning may proffer certain added benefits that could even lead to better course outcomes, notwithstanding technological and socio-economic issues faced by disenfranchised and marginalised social groups that limit equitable access to education' (Lemay et al., 2021).

Link to paper: Pandemic Pedagogies: in impact of ERT on part-time learners in Ireland[39]

Susan Flynn, Joseph Collins & Lindsay Malone (2022): Pandemic pedagogies: the impact of ERT on part-time learners in Ireland, International Journal of Lifelong Education, DOI: 10.1080/02601370.2021.2022792

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[39] https://www.tandfonline.com/doi/abs/10.1080/02601370.2021.2022792?journalCode=tled20

## Storyboarding for Blended Learning
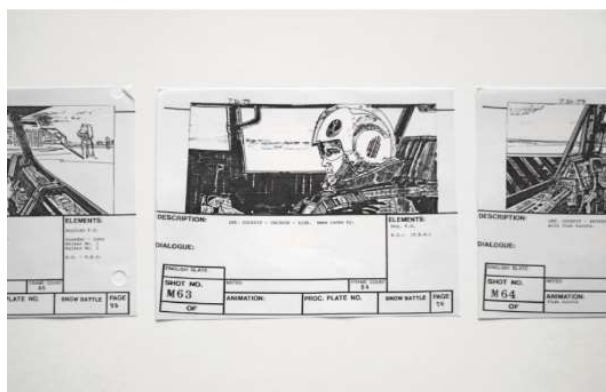


Storyboarding means visually representing a process that you can later build. It needs to have something of the climate, what the key players do, how they move through the process, what the critical moments are in the 'story' and of course what it's all leading to and what happens in the end. If you are good at drawing, try a comic strip approach – look at some of the great storyboarding videos on YouTube.

### Begin with the End in Mind

The focus now is how you are going to assess the impact from your learning design. Starting with the end in mind, before you plan your programme, means that you get a very strong handle on what you are designing to achieve, the directions you need to take and the destination. You may find that you need to revisit your learning outcomes or your mission again.

Assessment can be contentious but do your best to think differently about it. If you start creatively with assessment, designing uncommon, non-traditional approaches for learning come a little easier!

What are your learning outcomes, as specified in your unit/module/programme description?

Example Storyboard for Blended Courses:

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Progress    SETU    NALA    Pécsi Tudományegyetem UNIVERSITY OF PÉCS    Folkeuniversitetet    GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH LIFELONG LEARNING AND EMPLOYABILITY

## Example Wave Storyboard for Basic Skills Blended Learning

| Assimilating e.g. read, watch, listen, think about, observe, review… | Finding & handling information e.g. find, list, use, analyse, classify… | Communicating e.g. discuss, debate, share, collaborate, question… | Producing e.g. create, build, complete, refine, contribute, write, draw, design… | Experiencing e.g. practice, apply, mimic, explore, investigate, engage with, perform… | Adapting e.g. experiment, trial, improve, build on, simulate, model… | Assessment |
|---|---|---|---|---|---|---|

| Class Theme: Day 1 An Introduction to Online Shopping Face to Face |||||
|---|---|---|---|---|
| **Description** | **Time** | **Resources** | | **Component** |
| Brainstorm: What is online shopping and what is it used for? | 10 | Group discussion | | Face to Face |
| Worksheet: Vocabulary related to online shopping | 15 | Learners work on worksheet individually: Link to worksheet | | Face to Face |
| Word bank: Create word bank on new vocabulary for online shopping | 15 | Learners discuss vocabulary and create word bank | | Face to Face |
| Short break | | | | |
| Video:  step by step process for shopping online | 20 | Learners watch video on steps for online shopping | | Face to Face |
| Demonstration: Teacher demonstrates online shopping for the class via the projector | 10 | Learners watch teacher demonstrate shopping online | | Face to Face |

## *Storyboard Design*

### Design your own storyboard!


[40]

As mentioned, storyboarding is visualising your content in a structured way so that you can create a coherent blended learning course. It is a process that with a bit of practice and dedication will stand to you as you design your blended learning courses in the future. In Topic 2 we looked at the Blended Learning Wave[41] and how it can be used to help you visualise your course in terms of the face-to-face and online aspects of course design. Now the focus takes a wider scope as we look at the development processes of an entire course via storyboarding.

This activity allows you to use our Editable Template to create your own storyboard for your own course. We have just designed two classes for one week of an Adult Basic Skills course focusing on an Introduction to Online Shopping. However, you can create a storyboard for as many weeks as you like thus designing a coherent blended learning course.

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[40] This Photo by dix sept on Unsplash is licensed under Creative Commons 0

[41] https://docs.google.com/presentation/d/1R47d9n5wGIkvOjBfsx9IU3XuwICKnejiayPFlTVlVgo/edit

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## Activity

Please feel free to use our Editable Template  to create your own storyboard for your own course. You can choose to create an entire module (which may consist of 8 weeks or more of content) or you can choose to design just a few weeks of content. The key idea is to use existing course materials and based on the teachings in this course design a coherent blended learning experience.

Link to Template            :
https://docs.google.com/document/d/1fIXtt3Pc9qE7BLXV9Z5qS1_oGCjgcwlb/edit?usp=sharing&ouid=103600150075614978192&rtpof=true&sd=true

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