



@x_erasmus
<https://erasmusxproject.github.io>

ErasmusX

Best Practices for Online Teaching

based on Vai, M & Sosulski (2017)

Riga 28 May 2019



Universidad
de Alcalá

soraya.garcia@uah.es

Differences in online teaching

- Absence of a physical meeting space
- Time spent planning and creating online content
- Communication via mediated online channels
- Delayed feedback to students
- Emphasis on visual design of content
- Flexible schedule
- Time online instead of the classroom
- Class participation replaces attendance
- Office hours change to online web conferences

What good online learning is not

- Self-paced
- Primarily a set of recorded videos
- Anti-social
- Boring
- Devoid of an instructor

Or just giving a students a bunch of tasks

Read chapter 1

- Complete assignment 1
- Read chapter 2
- Complete assignment 2
- Read chapter 3
- Complete assignment 3

Roles of the teacher and the learners

Teacher	Student
<ul style="list-style-type: none">• Designing the course• Teaching in the course– Modeling– Coaching– Scaffolding– Providing feedback– Assessing student progress– Contributing to conversation	<ul style="list-style-type: none">• Engaging in assignments and activities• Collaborating with peers• Asking questions of peers and the instructor• Reflecting• Sharing experiences•

Assess student prior knowledge to inform your course design

Learn more about your students' prior knowledge and preconceptions before class

Pre-class survey

- Students have diverse experiences and knowledge.
- Learn more about what they know and what they don't by asking a pre-course survey.
- Incorporate the findings into the class discussion and lecture.

Data Visualization: Skills Intake Questionnaire

The purpose of this survey is to learn more about your background, knowledge, and skills. You will be asked to rate your knowledge and skills. Next, you'll be asked questions about the content of several data visualizations. Finally, as your professor I'd like to learn more about your objectives and goals for this course. This survey should take about 10 minutes to complete.

* Required

Your Name *

Your degree program *

- Full Time MBA
- Part Time MBA
- MS-IS (Stern / Courant)
- Data Science
- Other:

Define data visualization in your own words. *

(Don't Google it)

Build the survey in Google Forms

Ask questions about

- stds. Background & skills
- to assess their understandings of content

The screenshot shows a Google Forms interface with the following details:

- Title:** DataVis MBA: Intake 2015
- Header Buttons:** File, Edit, View, Insert, Responses (36), Tools, Add-ons, Help.
- Toolbar Buttons:** Edit questions, Change theme, View responses, View live form.
- Section Title:** Data Visualization: Skills Intake Questionnaire
- Description:** The purpose of this survey is to learn more about your background, knowledge, and skills. You will be asked to rate your knowledge and skills. Next, you'll be asked questions about the content of several data visualizations. Finally, as your professor I'd like to learn more about your objectives and goals for this course. This survey should take about 10 minutes to complete.
- Text Input:** Your Name*
- Radio Buttons:** Your degree program*
 - Full Time MBA
 - Part Time MBA
 - MS-IS (Stern / Courant)
 - Data Science
 - Other:

Types of questions

- 1) Perception questions: Ex.“how confident are you in using the following technologies: Python, PowerPoint, Excel?
- 2) Content questions: Ex., “which of the following data visualization chart types is most appropriate to show time series data: pie, line, histogram, or scatterplot?”
- 3) Open ended questions: Ex.,“Define data visualization.”
Open-ended questions allow students to share their understandings of the content in their own words

Which of the following charts could you use to show categorical data?*

Select all that apply

- Stacked Bar Chart
- Column Bar Chart
- Parallel Coordinates Chart
- Choropleth Map
- Histogram

Distribute the link to students

Add the link to the first module.

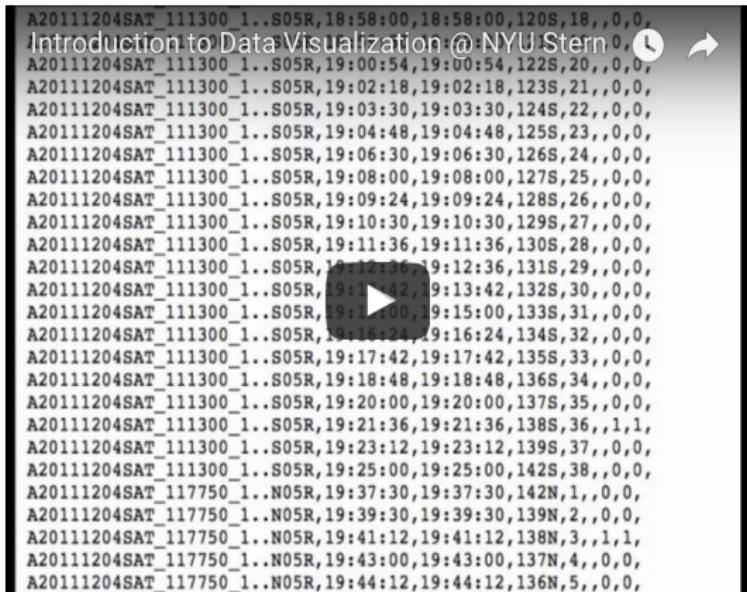
- Send an email with the link in advance of class or during class.

Complete the following survey: →
<http://bit.ly/datavismba2015>

Lessons > Week 1: 9/17 - Introduction to Data Visualization

I. Welcome to Data Visualization!!!!

For a course preview, watch the video below.



II. In preparation for our first class on 9/17, please complete the following:

- Review the final syllabus.
- Complete the following survey: <http://bit.ly/datavismba2015>
- Skim, Chapter 2 of Data Points (required text).

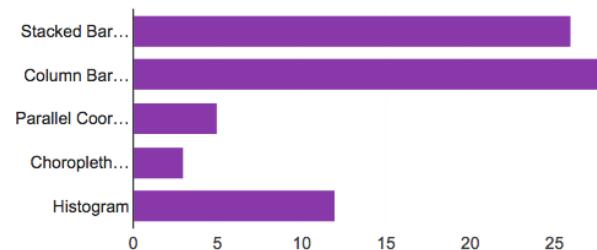
Also, please make a habit of bringing your laptops to every class. If you have any questions, feel free to reach out to me at ksosulsk@stern.nyu.edu.

Share results

The instructor can see data presented in spreadsheet or summary form

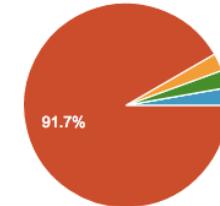
- Summary pages can show students where they rank in class

Which of the following charts could you use to show categorical data?



Stacked Bar Chart	26	72.2%
Column Bar Chart	29	80.6%
Parallel Coordinates Chart	5	13.9%
Choropleth Map	3	8.3%
Histogram	12	33.3%

Which chart type is best for displaying time series data?



Pie Chart	0	0%
Line Chart	33	91.7%
Parallel Coordinates Chart	1	2.8%
Histogram	1	2.8%
Boxplot	0	0%
Treemap	1	2.8%

Incorporate the results

Incorporate student responses into the online content and discussion.

- Show students where they rank in relation to the class.
- Use results to modify your content.

Your definitions

1. Being able to report data in a way that facilitates decision making
2. A visual representation of the insights gained from the analysis of data or from the structure of the data itself.
3. Data on its own is just... data. Data Visualization brings data to life, where a story can be told, and decisions can be made.
4. Making drab data come alive with exciting visual graphs or pictures that quickly and viscerally illustrate a message
5. Using graphical representation to persuade/info our target audience with data you manipulated in order to fulfill your agency or goal. Note that "manipulated" is key word in the sentence prior in that the graphical illustration used may be skewed in order to satisfy your agenda.

Instructions to do it:

Go to GoogleDrive

- Select New > Google Forms
- Add title, form description, and begin entering questions.

Select from a wide-array of question types.

- When finished select > Send
- Copy URL or enter email addresses
- Share with students
- View results by selecting >

Responses on the for

The screenshot shows a Google Form interface. At the top, there are two tabs: 'QUESTIONS' (which is underlined in blue) and 'RESPONSES'. Below the tabs, the form title 'Untitled form' is displayed, followed by a placeholder 'Form description'. On the right side of the screen, there is a question card. The question is titled 'Untitled Question' and is set to 'Multiple choice' (indicated by a selected radio button). The question itself has one option, 'Option 1', which is also a radio button. There is also a link 'Add option or ADD "OTHER"'. A three-dot menu icon is located at the top right of the question card.

STRATEGY: Instructor Presence

Strategies to stay present and keep students engaged

- Greet the class with a welcome message
- Post weekly announcements
- Introduce new topics
 - Deadline reminders
 - Reflections on the progress of the class as a whole
- Provide frequent feedback on student work
- Contribute to online discussions
- Advertise and promote your availability for office hours
- Respond to questions in a timely fashion
 - Clear guidelines for communication

EXAMPLE 1: Welcome

Universidad de Alcalá | CAMPUS ONLINE

Mi Campus online GestionAV

El modo de edición está: ACTIVADO

2018-19: EL PROCESO DE ENSEÑANZA APRENDIZAJE EN EL AULA BILINGÜE

Plan de Estudios Módulos de aprendizaje Discusiones/Foro Evaluation Correo Comentarios Actividades Calendario Mis calificaciones

ADMINISTRACIÓN DE CURSOS Panel de control Archivos Herramientas del curso Evaluación Centro de calificaciones Usuarios y grupos Personalización

Plan de Estudios

Presentation

Archivos adjuntos: [Guía aMásterBilingüismo18-19.pdf](#) (669,45 KB)

Welcome to this on-line course on teaching and learning in bilingual classrooms that will start via Aula Virtual (Campus online) on 11th February.

My aim is to share with you some insights into what constitutes not only a current approach to teaching but also a fascinating field of study.

Please read the attached Study Guide for detailed information about the subject and remember that since this is a course taught entirely in English, students are expected to use the English language at C1 level according to the CEFR.

I hope you enjoy it!

Dr. Soraya García

e-mail: soraya.garciae@uah.es

https://portal.uah.es/portal/page/portal/epd2_profesores/prof12820



shutterstock.com • 433860316



Example 2: & evolution messages

The screenshot shows the 'Anuncios' (Announcements) section of the Universidad de Alcalá Campus Online platform. The announcement is titled 'Deadlines reminder' and was published by Soraya García Esteban on April 12, 2019, at 11:35 CEST. The message encourages students to post their last thoughts on the chat and provides a link to a study carried out by the British Council indicating that 72.5% of 15-year-old students in Madrid have B1 and 86.5% B2 (CEFR) in English language. It also encourages students to start working on their assignment and upload it/them in the platform by May 18th. The message ends with a note to contact the professor if any questions arise.

Anuncios

Los nuevos anuncios aparecen directamente debajo de la barra de posición ajustable. Para modificar el orden, arrastre los anuncios a una nueva posición. Mueva los anuncios prioritarios sobre la barra de posición ajustable para anclarlos a la parte superior de la lista y evitar que sean reemplazados por anuncios nuevos. El orden aquí mostrado es el que verán los alumnos. Los alumnos no verán la barra y no podrán modificar el orden de los anuncios.

Crear anuncio

Los nuevos anuncios aparecen debajo de esta línea.

Deadlines reminder

Publicado el: viernes 12 de abril de 2019 11H35' CEST

Good morning,

Just 5 days before the deadline and closing of the forum, I would like to encourage you to post your last thoughts on the Chat. Congratulations so far for the usually well-documented discussions and responsive participation.

Just for your information, I would like to share a link about the results of a study carried out by the British Council indicating that 72,5% of 15-year-old students in Madrid have B1 and 86,5% B2 (CEFR) in English language, can you believe it?

https://es.slideshare.net/mobile/innovacion_edu/evaluacin-del-programa-bilingue-de-la-comunidad-de-madrid

Finally, I would like to encourage you to start working on your assignment in the next weeks and to upload it/them in the platform. I will contact you directly to confirm that you have successfully submitted your papers on 18th May.

Do not hesitate to write me if you have any question. Till then, I hope you also have time for a:

Publicado por: Soraya García Esteban
Publicado para: 2018-19: EL PROCESO DE ENSEÑANZA APRENDIZAJE EN EL AULA BILINGÜE

Oct 16 at 11:38am

Welcome to week 5 of Collaboration Technologies. For this week please continue reading *Here Comes Everybody*. The details are explained in the week 5 lesson.

Later this week I will be posting the final paper assignment. I will make an announcement in the course and send an email notification indicating where you can find the assignment description details.

Please feel free to contact me with any questions! Happy reading!

Best,

Professor Sosulski

Ex. 3: Advanced organizer

Create organizer for upcoming sessions to ensure students better prepared.

The screenshot shows a web-based course management system for the University of Alcalá's online campus. The top navigation bar includes the university logo, the text 'Universidad de Alcalá', and 'CAMPUS ONLINE'. Below this, a blue header bar indicates the current location: 'Módulos de aprendizaje > Course contents > Timetable'. The main content area is titled 'Timetable' and displays a table for the module 'El proceso de enseñanza aprendizaje'. The table has two columns: 'Date' and 'Activity'. The activities listed are: 'Master starts. WebCT platform accesible for students' (5th February), 'Students should start working on Unit 1 & Foro discussion' (26th February), 'Students should start working on Unit 2 & Foro discussion' (5th March), 'Students should start working on Unit 3 & Foro discussion' (12th March), 'Students should start working on Unit 4 & Foro discussion' (19th March), 'Students should start writing the assignment' (16th April), and 'Upload final assignments (section "Evaluation")' (18th May). On the left side of the page, there is a vertical sidebar with various course-related links such as '18-19: EL PROCESO DE APRENDIZAJE EN EL AULA BILINGÜE', 'Calendario', 'Actividades', 'Calificaciones', and 'Panel de control'.

Date	Activity
5th February	Master starts. WebCT platform accesible for students
26th February	Students should start working on Unit 1 & Foro discussion
5th March	Students should start working on Unit 2 & Foro discussion
12th March	Students should start working on Unit 3 & Foro discussion
19th March	Students should start working on Unit 4 & Foro discussion
16th April	Students should start writing the assignment
18th May	Upload final assignments (section "Evaluation")

Ex. 4. Assessment & feedback plan

Universidad de Alcalá | CAMPUS ONLINE

Módulos de aprendizaje > Materials for assessment

018-19: EL PROCESO DE APRENDIZAJE EN EL AULA BILINGÜE

1. Effective CLIL pedagogy

2. Examples of effective CLIL pedagogy

Materials for assessment

Desarrollar contenido Evaluaciones Herramientas Contenido de colaborador

Effective CLIL pedagogy

Examples of effective CLIL pedagogy for language learning

Universidad de Alcalá | CAMPUS ONLINE

Evaluation

Desarrollar contenido Evaluaciones Herramientas Contenido de colaborador

Final Assignment 1: Video analysis

Please upload in this section your Assignment 1:

Critical comment of video sequences of CLIL teaching (35%)

This assignment is based on the analysis of some video recordings of bilingual classes. You can find them in the section called "Módulos de aprendizaje". When you go to "Materials for assessment" you'll need to read and click on the links. Once you have done this, take a look at these recordings of good practice. These short video recordings all exemplify "good practice" in CLIL, but sometimes it is not so easy to locate what they are supposed to show, and sometimes what is considered "good" may not be so successful after all. Please select one video from each of the four categories available, and identify the behaviour that is described in the middle column of the table from which you access the videos. Describe as precisely as possible what the desired teacher behaviour consists in. Once you have done this, please comment on anything interesting, or that called your attention, in the videos.

Conditions for Successive Language Acquisition (SLA) - Parte II (Skeat, 2002)

Final Assignment 2: Adaptation of Learning material

Please upload here your Assignment 2:

Adaptation of learning material for use in bilingual teaching (30%)

Look for materials to work on a given topic for native English speakers on the web. These could be materials for English language or for a content subject. How would you adapt the materials and tasks proposed to make a lesson plan suitable to bilingual students and help students develop the 4 skills? Think of all the methods suggested to "bridge the language gap" in Unit 4. In your assignment, please include both the original version of the material (or provide a link) and your adaptation of it explaining how you adapted it and why.

Assessment and Feedback Plan

Week #	Learner Activities	% of Grade	Feedback Given By	Feedback Turnaround
1	Practice Exercise	0%	Automated	Immediately
	Class Discussion	5%	Teacher Peers	Throughout the week's discussion
	Online Journal	5%	Teacher	Within a week
2	Practice Exercise	0%	Automated	Immediately
	Class Discussion	5%	Teacher Peers	Throughout the week's discussion
	Group Project	10%	Teacher Peers Guest	Within a week
3	Class Online Glossary	5%	Teacher Peers	Over the course of the week
	Class Discussion	5%	Teacher Peers	Throughout the week's discussion
	Quiz	15%	Teacher	Within a week
4	Class Participation Discussion	5%	Teacher Peers	Throughout the week's discussion
	Group Activity	10%	Teacher Peers	Within a week
5	Class Participation Discussion	5%	Teacher Peers	Throughout the week's discussion
	Homework Assignment	10%	Teacher	Within a week
6	Final Project	20%	Teacher Peers Guest	Within a week
	Total =	100%		

Sosulski, K. (2011)

22

Ex. 5. Provide structured help sessions

Optional Online synchronous meetings

To assist in your learning of data visualization online, there are 3 optional scheduled online working sessions. These sessions are designed around your needs and questions. You are not required to attend. If you wish to attend, please sign up below. In advance of the online meeting, you will receive an email from GoToMeeting with information on how to attend.

Tuesday: 10/7: 8-9am EST: [Sign up here.](#)

Tuesday: 10/14: 3-4pm EST: [Sign up here.](#)

Wednesday: 10/15: 5-6pm EST: [Sign up here.](#)

Ex. 5. Add a communication strategy

Communication Strategy

There are several ways to contact me:

- Office Hours. I will be available for onsite office hours every Tuesday and Friday from 1pm to 3pm and online by appointment.
- By Phone Appointment. I am available for phone appointments. Please email me to schedule an appointment.
- Email. I am available by email and will respond within 24 to 48 hours. For urgent matters, I would suggest following up by phone.
- Question and Answer Discussion Forum. Always check the Question and Answer discussion forum to ask a question of the class and see if a response has been posted to your question.

PART II

Design of the online education experience Context Tutor Content



**Describe some ways that you can present
or introduce content to students in an
online course**

What is content?

What is content?

The knowledge that an expert possesses and demonstrates to students.

Categories

- Domain knowledge
- Heuristic strategies
- Control strategies
- Learning strategies

Organizing lesson/module contents

Organize lessons according to the timeframe of the course

Week 1: 5/23 – 5/29

Week 2: 5/30 – 6/5

Week 3: 6/6 – 6/12

Week 4: 6/13 – 6/19

Week 5: 6/20 – 6/26

Week 6: 6/27 – 7/3

The screenshot shows the 'Course contents' section of the Universidad de Alcalá Campus Online platform. The left sidebar lists various course modules and administrative links. The main area displays a hierarchical table of contents under 'Course contents'. The first item is 'Presentation of the subject', followed by 'Timetable', 'Documents & Links databank' (with a note about opening links), 'Unit 1', 'Unit 2', 'Unit 3', 'Unit 4', 'Unit 1', 'Unit 2', 'Unit 3', 'Unit 4', 'Description of assignment', and 'Assignment rubrics'. A toolbar at the top provides options for developing content, evaluations, tools, and collaborator content.

Lessons or modules sequence

The sequence of lessons should be chosen to support students needs at different stages of learning.

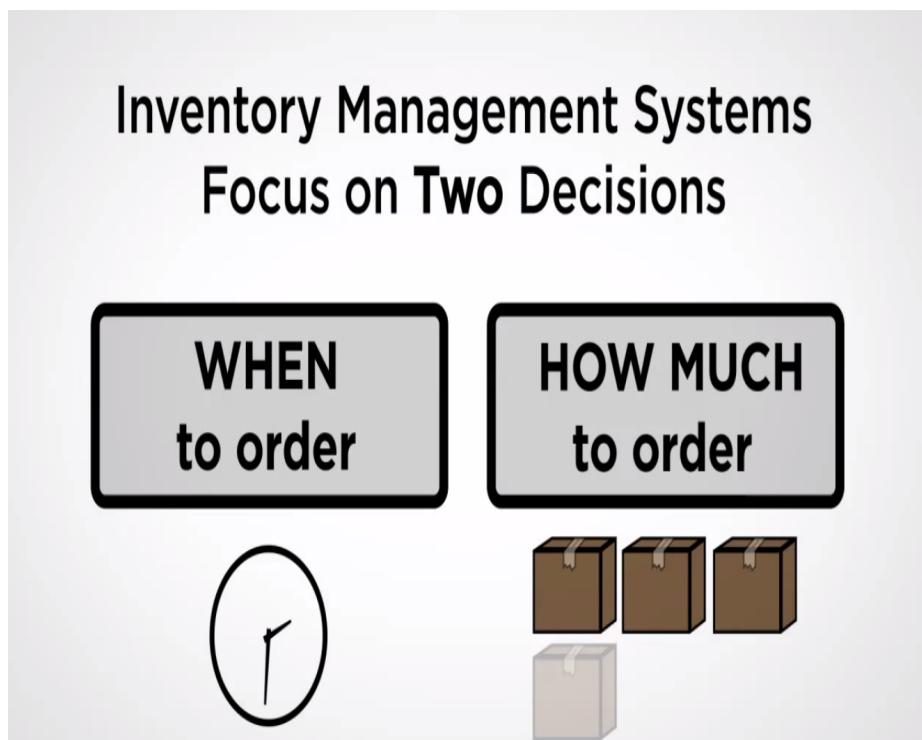
- **Week 1: 5/23 – 5/29**
 - Topic: Data Visualization as Communication
 - Overview
 - Demonstration
 - Exercise
 - Discussion
 - Advanced Exercise
- **Week 2: 5/30 – 6/5**
- **Week 3: 6/6 – 6/12**
- **Week 4: 6/13 – 6/19**
for the content

Lessons: A basic structure

1. Introduction to new concept
2. Demonstration of new concept
3. Application of new concept

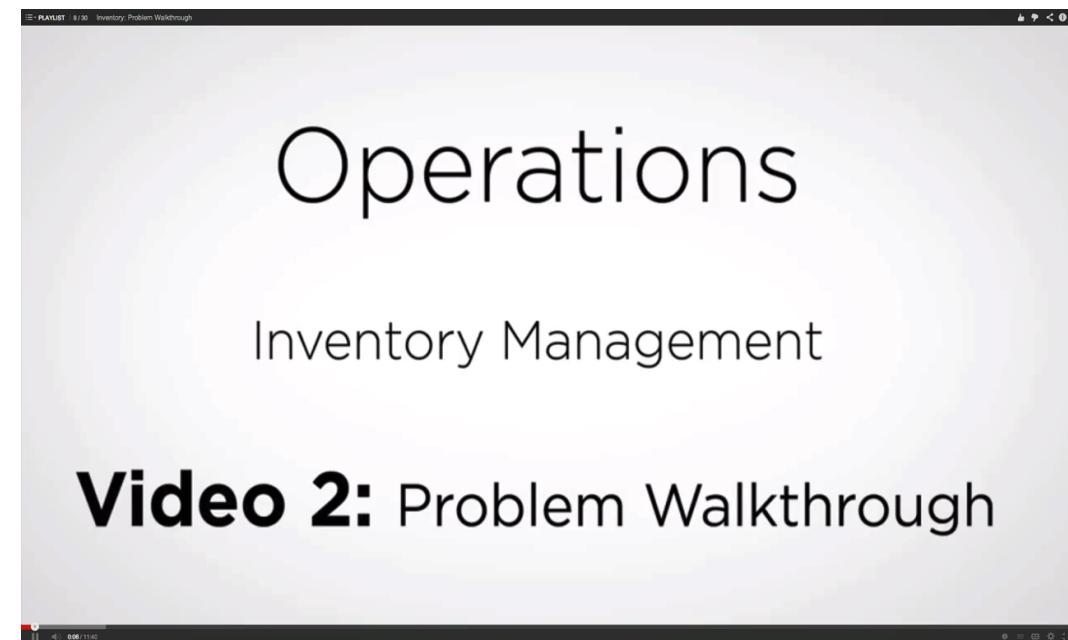
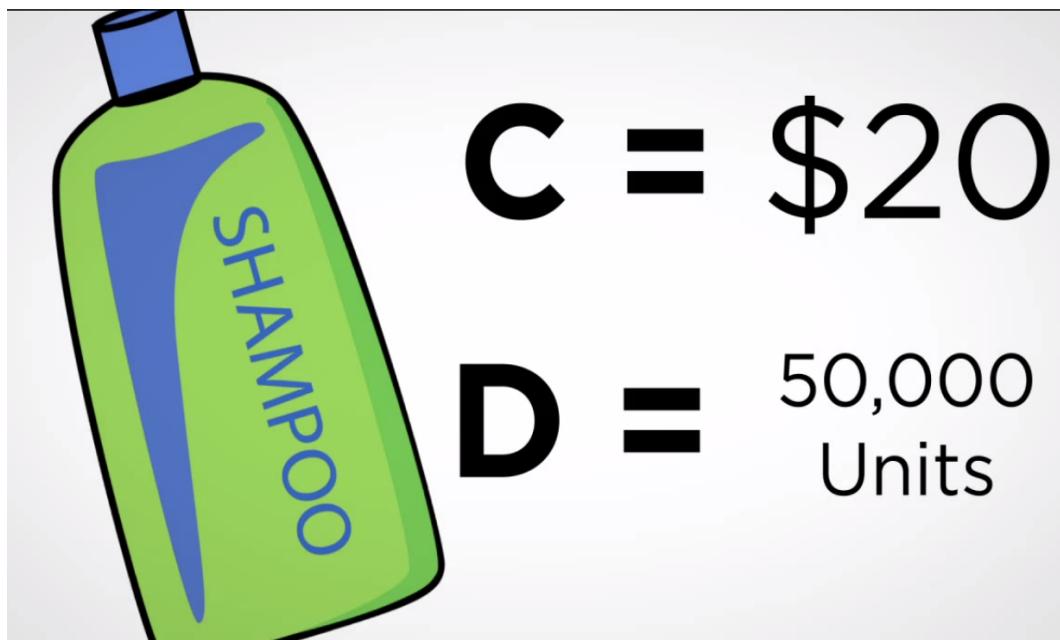
Example 1.1. Introduction to new concepts

Topic introduction



Example 1.2. Introduction to new concepts

Problem – solution demonstration



Example 1.3. Introduction to new concepts

Call to action – student assignment

Assignment:

What is the inventory level at which you would you place the order?



Lead Time: 1 Week

Weekly Demand: 1000 Units



2. Presentation of content

- Many lecturers propose the development of robust video lectures
- Short videos can replace long lectures.
- However, how do we know if students are watching the videos?

Why use video / resources in your course?

- Introduction to some concept or phenomena
- Demonstration of problem solving
- Illustration of a technique or approach
- Inclusion of alternative viewpoints or perspectives
- Evaluation of the source (the video content itself)

What is the expectation when assigning a resource

Example 1

Watch these three videos (link 1) (link 2) (link 3) in advance of class 3

Example 2

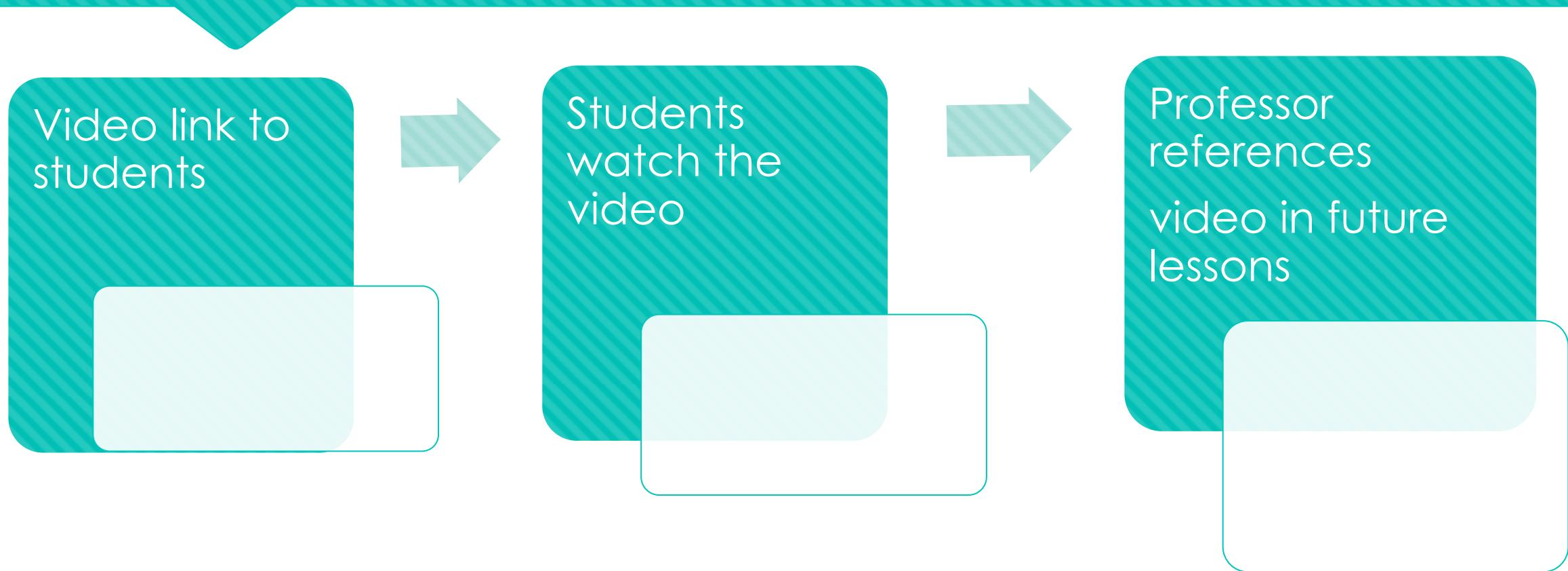
Watch these three videos (link 1) (link 2) (link 3) in advance of class 3

As you watch the videos consider the following questions: Q1, Q2, & Q3.

What is the expectation when assigning a resource

Example 3	Example 4
Watch these three videos (link 1) (link 2) (link 3) in advance of class 3.	Watch these 3 videos (link 1) (link 2) (link 3) in advance of class 3.
As you watch the videos consider the following questions: Q1, Q2, Q3.	As you watch the videos consider the following questions: Q1, Q2, Q3.
Draft a one page summary of your responses to the questions.	Draft a one page summary of your responses to the questions.
	Submit your responses before class 3.

Use case #1: The black box approach



The educational challenges

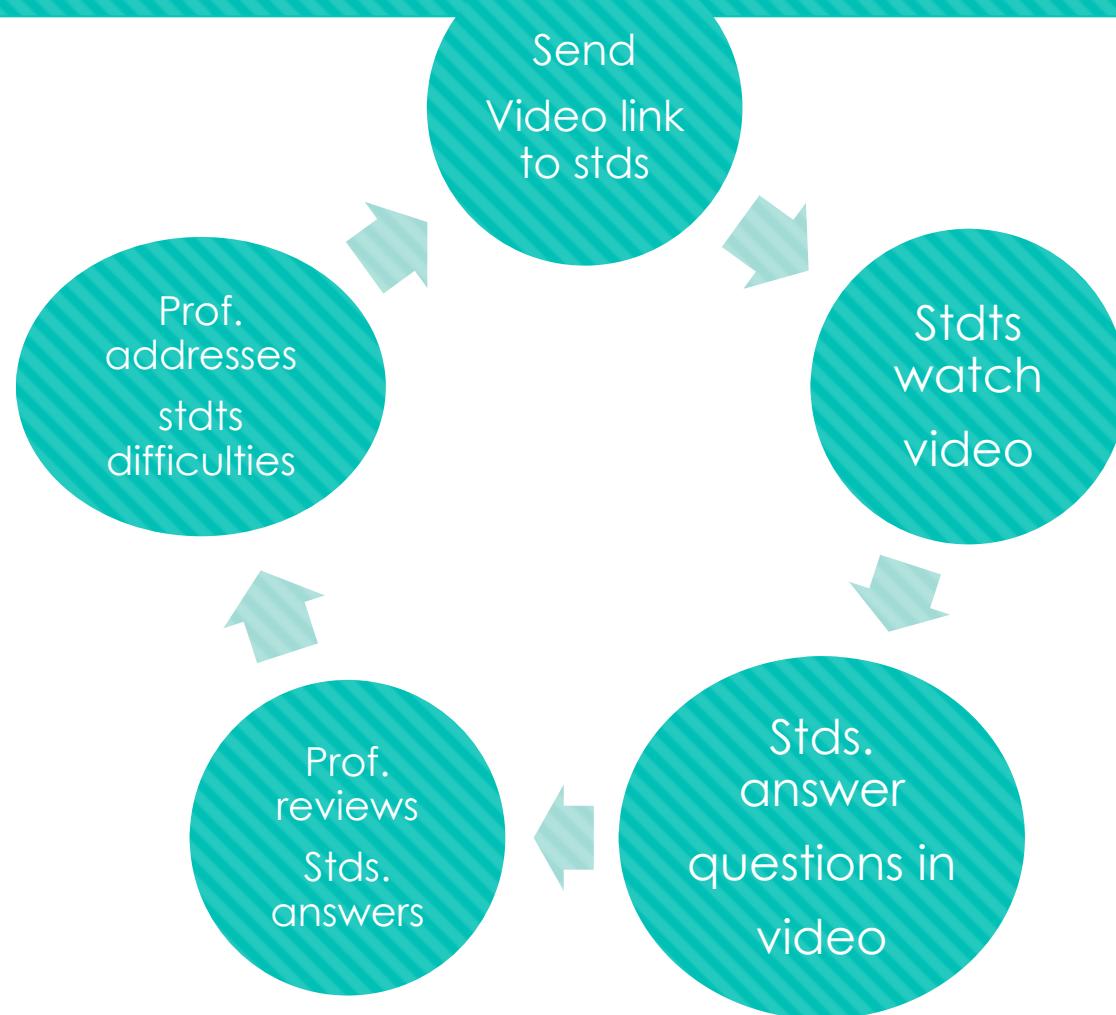
- Preparation
- Understanding
- Integration

How can we address these challenges?

Preparation → Required deliverable

- Understanding → Question / prompts / tests
- Integration → Discussion

Use case #2: The transparent approach



Insights on student preparation and their understandings as they watch the videos

Interactive videos provide:

1. opportunities to actively participate in the video lecture by responding to question & discussion prompts
2. robust analytics that show data by student including responses to questions, viewing time, date / time viewed,
3. the ability for students to rate the video & for tutors to incorporate the results into their teaching
4. opportunities to comment and generate discussion around the content and concepts viewed

Interactive Video

Use programs like Zaption to create interactive videos guided with quiz questions and information.

The interface displays three types of charts:

- Scatter:** A plot of 'Total Online' (Y-axis, 0K to 3K) versus 'Proportion...' (X-axis, 0K to 12K). Data points show a positive correlation.
- Bubble:** A bubble chart where bubble size varies by a third dimension. Most bubbles are blue, with one green and one orange.
- Network:** A graph showing relationships between five nodes: Steve, Doug, Jackie, Tim, and Noah. Steve, Doug, Jackie, and Noah are purple, while Tim is orange.

Below the charts is a YouTube-style video player bar with a progress bar, volume control, and standard video controls (play, pause, forward, backward).

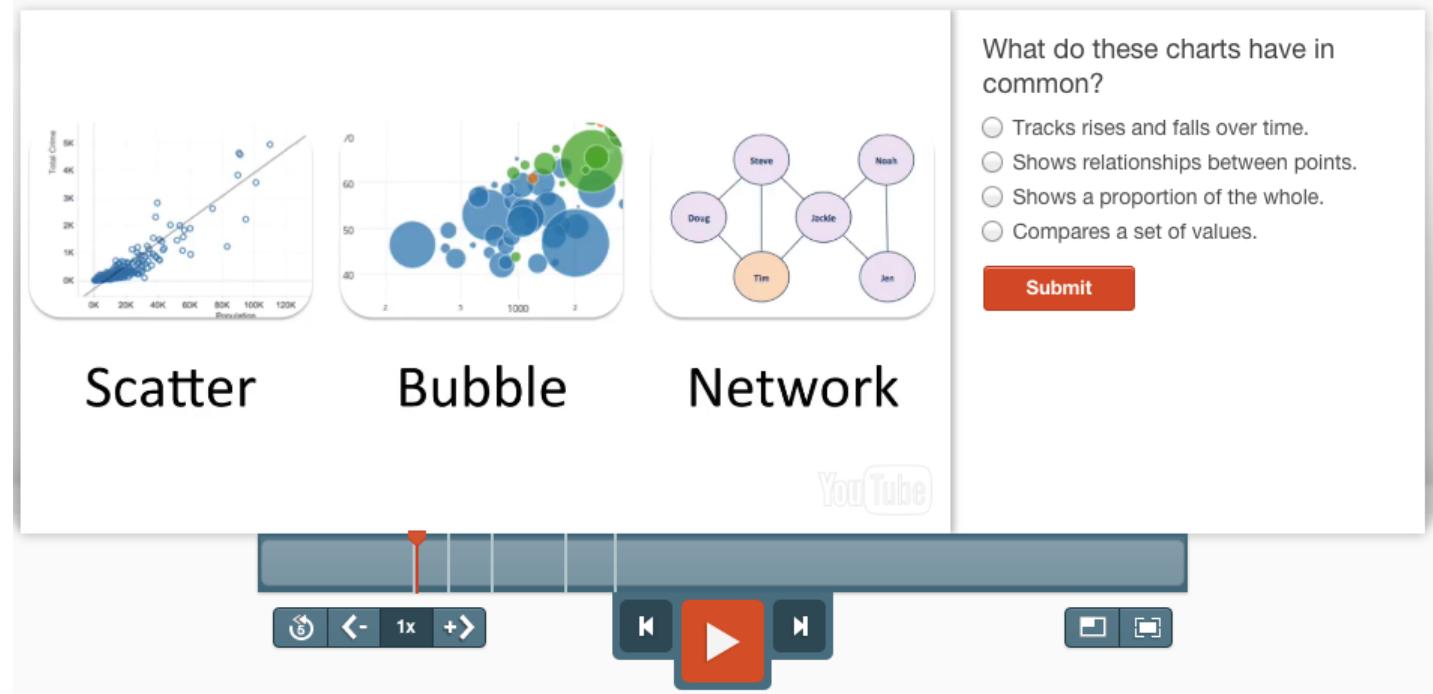
What do these charts have in common?

- Tracks rises and falls over time.
- Shows relationships between points.
- Shows a proportion of the whole.
- Compares a set of values.

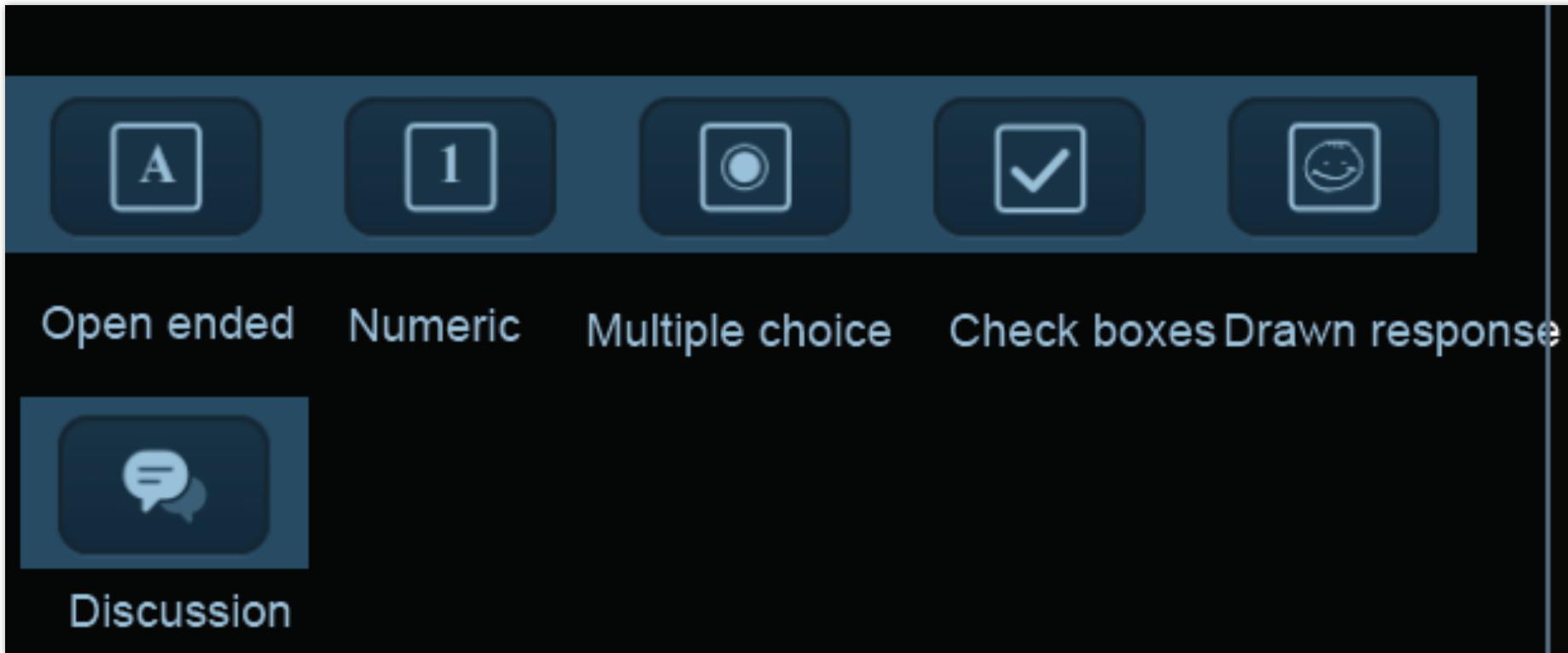
Submit

How do students interact with the video?

- While a student is watching a video, a question or prompt to discuss the topic appears on the screen, pausing the video.
 - Students can then respond appropriately, after which, the video resumes.
 - Feedback is provided to the student based on their response.



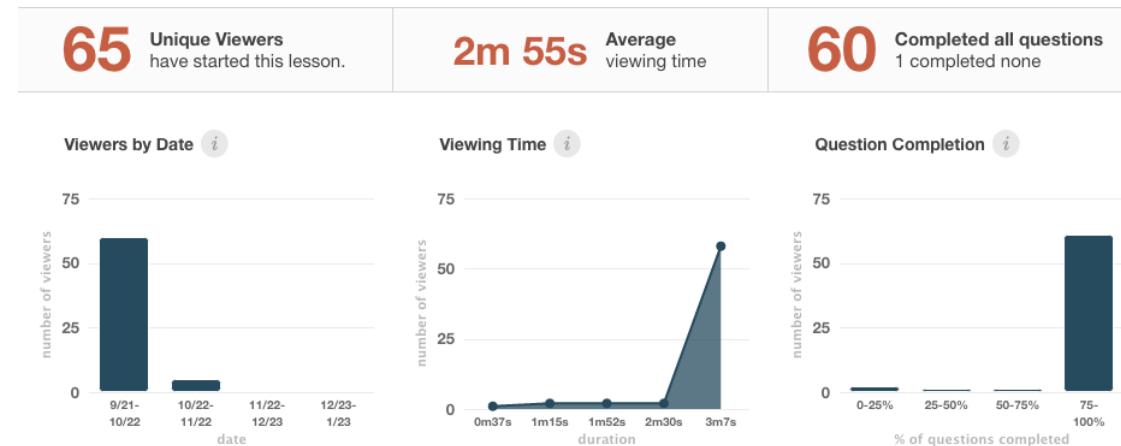
Types of questions & prompts



How do you know that students have participated?

For each video:

1. the number of unique viewers,
 2. the average viewing time,
 3. the % of stds. dents who completed the questions
- is available through Zaption's analytics interface.



How do you know if students participate?

The prof. can see:

1. the average score &
2. the average N° of “skips forward” that the students made during the video, &
3. the average rating students gave the video from 1 to 5 ****



Can you see the data by student?

Yes, in addition to summary data, there are data that the prof. can view by stds.

- The analytics provided by student are powerful.
- For each student you can see the response by question, the question responses with the correct response highlighted, and the distribution of answers by the class.

The screenshot shows a learning platform interface. At the top left is a "Multiple Choice" question icon with a dropdown arrow. The question text is: "What do these charts have in common?". At the top right are "Previous Question" and "Next Question" buttons. Below the question is a "Video Context" section containing three small charts labeled "Scatter", "Matrix", and "Network". Below this is a "Choices" section with four options: A, B, C, and D. Option A is highlighted in orange. The options are:

- A Track rises and falls over time.
- B Show relationships between points.
- C Show a proportion of the whole.
- D Compare a set of values.

To the right is a "Distribution of Answers" bar chart. The y-axis is labeled "number of viewers" with ticks at 0, 25, and 50. The x-axis is labeled "answers" with ticks A, B, C, and D. The bars show approximately 40 viewers for answer B, 20 for answer D, and negligible counts for A and C.

How I can use this data?

- To inform my weekly minilecture.

With slides to show how well the class as a whole did on the questions asked in the video.

- To customize my lecture and identify areas that may need more clarification.
- It signals to students that I am engaged in the learning & monitoring their progress.

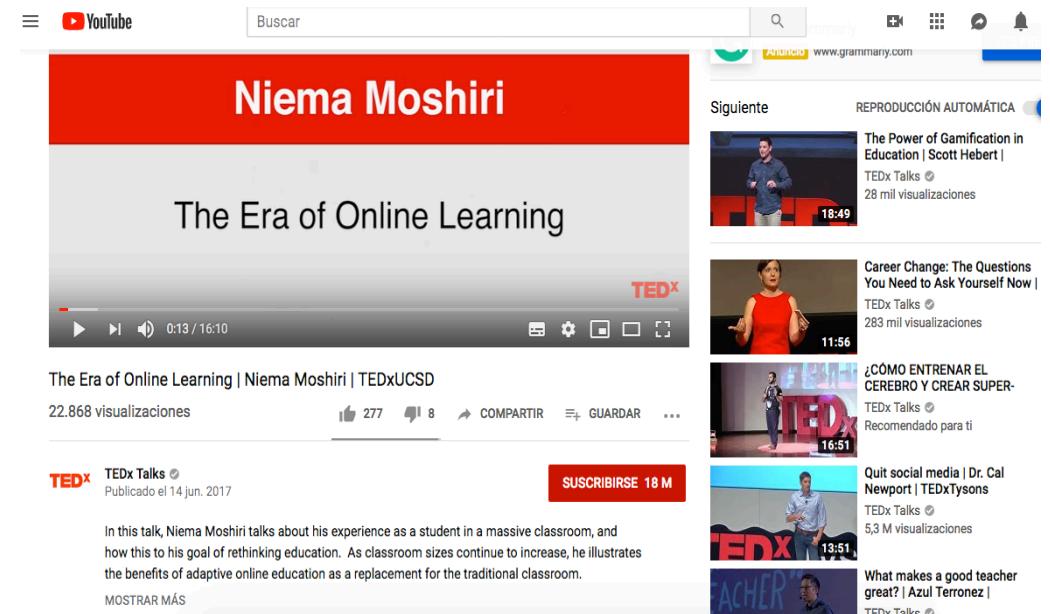
78% Average Score
4.7 of 6 graded questions



STRATEGY: Present ideas or concepts in diverse ways using open content.

Open Content: Ted Talks

- For new topics/concepts consider providing multiple explanations and/or diverse perspectives.
- Share multiple viewpoints in a few three to five minute videos
- For example, share the voices of data scientists, & information designers.



Example 2. Open Content:

Khan Academy

- Has a rich set of resources for math, computing & arts.
- Resource for students to review statistical models such as regression or constructing scatter plot. (See the example)
- Good for demonstrations and tutorials.

Aubree wanted to see if there is a connection between the time a given exam takes place and the average score of this exam. She collected data about exams from the previous year.

Plot the data in a scatter plot.

Class	English	Math	History	Computer Science	Arts	Biology	Physics	Chemistry	Spanish
Period	1	6	2	4	4	1	3	1	3
Average Score	93	87	70	62	86	73	73	80	96

Avg. Score

The figure shows a blank grid for plotting the data points from the table above. The y-axis is labeled 'Avg. Score' and ranges from 70 to 98 with increments of 2. The x-axis represents the period of the exam, which is not explicitly labeled on the grid but corresponds to the values in the 'Period' column of the table.

Answer
Plot the data.
Check Answer
Show me how
I'd like a hint

Example 3. Distributing content to students

- Embed in a lesson in your LMS
- Share the link with students in your syllabus or via email.

Exercise A: Observing and commenting on the use of data visualization in a presentation

Task	Hans Rosling is a professor of international health and director of the Gapminder Foundation. Using a tool called Trendalyzer, Rosling runs an animation that shows the changes in poverty by country. He does this during a talk that first draws you in deep to the data and by the end, everyone is on their feet applauding. Watch this video below and answer the questions that follow: www.youtube.com/watch?v=jbkSRLYSOjo
Questions	<ul style="list-style-type: none">○ Describe those attributes of Hans Rosling's presentation that you find particularly effective. Explain why.○ What questions are being addressed by the presentation?○ What data is used to create the visualization?○ What visual cues are used to represent the data?
Reading	After completing the exercise, read Yau, Chapter 1. The first chapter aims to provide you with an argument for creating meaningful visualizations. You'll notice Yau references Hans Rosling's infamous presentations.
Submission	Provide answers to each of the questions.

STRATEGY: Use synchronous communication

Adding real-time teaching to your class...

- Office Hours
- Guest speakers
- Student presentations
- Class make-up
- In-class substitute
- Tutorials
- Study sessions
- And much more...

Use web meeting

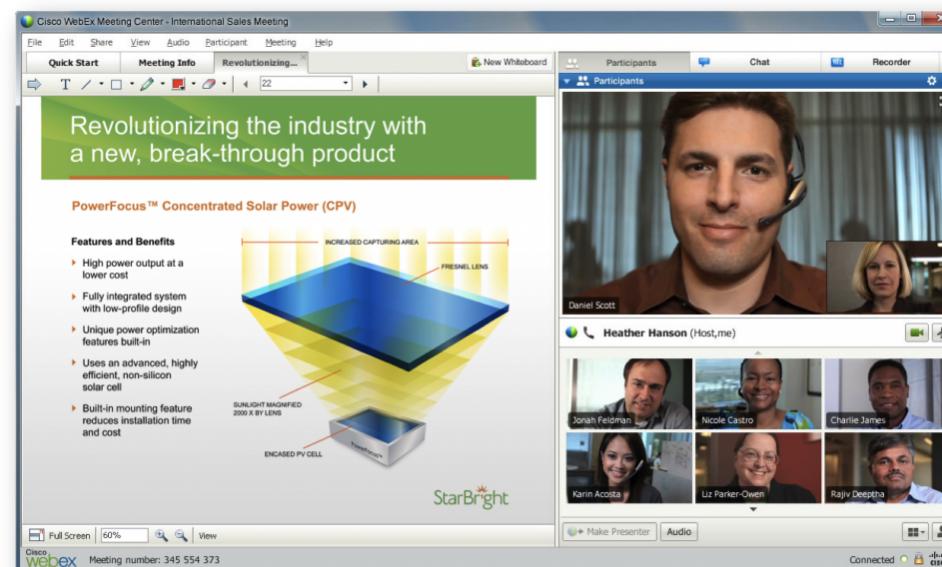
- Virtual method when f2f interaction is limited.
- Each student has a voice
- Allows profs. & students meet online at the same time.
- Tools:

WebEx,

GoToMeeting,

Adobe

Connect

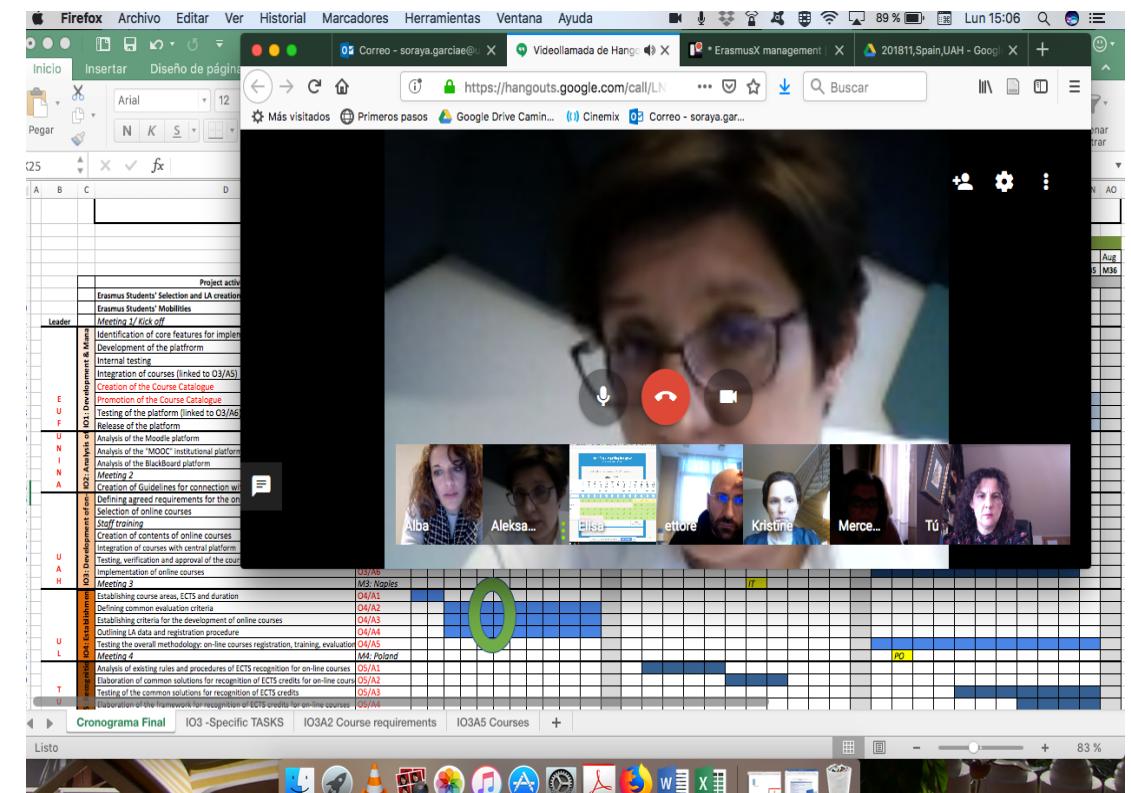


Online Presentations led by tutor &/or students



How to...

- Arrange a time/date with participants to have the web meeting
- Make sure you have a secure connection and the same program to engage in the meeting
- Conduct various agenda through the platform (e.g. interactive class, discuss an idea, work through a presentation, etc.)



Establish communication guidelines

How will you respond to chat messages?

- Who can talk and when?
- Encourage the use of audio and video for max. engagement.

Examples: Foro discussions

The screenshot shows the 'Tablero de discusión' (Discussion Board) page from the Universidad de Alcalá Campus Online. The top navigation bar includes links for 'Universidad de Alcalá', 'CAMPUS ONLINE', 'Mi Campus online', and 'GestionAV'. A message at the top right indicates 'El modo de edición está: ACTIVADO' (Edit mode is: ACTIVATED). The left sidebar contains a navigation menu with sections like '2018-19: EL PROCESO DE ENSEÑANZA APRENDIZAJE EN EL AULA BILINGÜE', 'Plan de Estudios', 'Módulos de aprendizaje', 'Discusiones/Foro', 'Evaluation', 'Correo', 'Comentarios', 'Actividades', 'Calendario', and 'Mis calificaciones'. Below this is another section for 'ADMINISTRACIÓN DE CURSOS' with 'Panel de control', 'Archivos', 'Herramientas del curso', 'Evaluación', and 'Centro de calificaciones'. The main content area is titled 'Tablero de discusión' and contains a brief description: 'Las discusiones son una buena manera de alentar a los alumnos a pensar en forma crítica acerca del trabajo del curso e interactuar con las ideas de otros. Puede crear discusiones sobre lecciones de un curso individual o para un curso en general.' A link 'Más ayuda' is provided. A 'Crear foro' button is located at the top of the discussion list. The table lists seven discussion topics:

<input type="checkbox"/> Foro	Descripción	Publicaciones totales	Publicaciones no leídas	Respuestas para mí	Participantes totales
<input type="checkbox"/>	Discussion activity: Are you bilingual (Unit 1)	15	10	0	12
<input type="checkbox"/>	Discussion activity. Bilingual programmes (Unit 1)	16	16	0	12
<input type="checkbox"/>	Discussion activity: Culture clash (Unit 1)	12	11	0	11
<input type="checkbox"/>	Discussion activity: Have you met prejudices against bilinguals? (Unit 1)	14	13	0	12
<input type="checkbox"/>	Discussion activity. Rephrase Cummins's theory.(Unit 2)	13	13	0	12
<input type="checkbox"/>	Discussion activity. Basque Country & Galicia (Unit 2)	13	13	0	12

Student Presentations

Firefox ▾ Traductor de Google ▾ Video commentary – Spanish unempl... X +

https://sophieaboutbusiness.wordpress.com/2011/12/13/video-commentary-spanish-unemployment/

Más visitados Comenzar a usar Firefox Noticias Últimas noticias

But they all agree change, if it comes, will be slow.

"Maybe things will be better in six years, if the economy changes," suggests Patricia, who's 20 and about to participate in her first general election. She will be voting for the PP.

"But if I finish my degree now, it's impossible to find work," she adds.

Her brother has already moved abroad, and Patricia is fully expecting to do the same

"You have to go out of Spain to seek a job," she says. "It's crazy!"

Source:

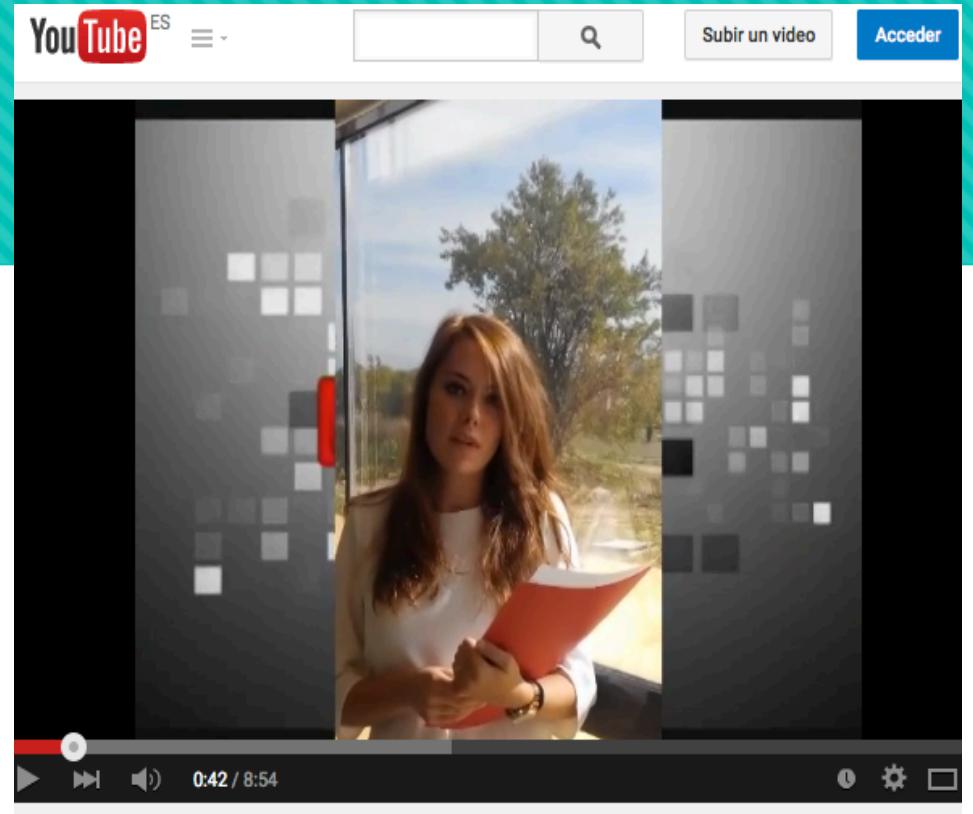
<http://www.bbc.co.uk/news/business-15762517>

My comment:



Follow

AELFE Murcia 08 MATSDA22jun13.pptx TEFLLisbon24.pptx PRESENTACION PO... Video commentary ... ES 12:13



the all whatching eye?

Guest Speakers

Wimba Classroom - Class 3 - 07/14/2010
http://nyuscpsonline.wimba.com/main/classroom.html?channel=9959_2010_0714_1805_13&x=1289427720

Mtn DEW

Social Media

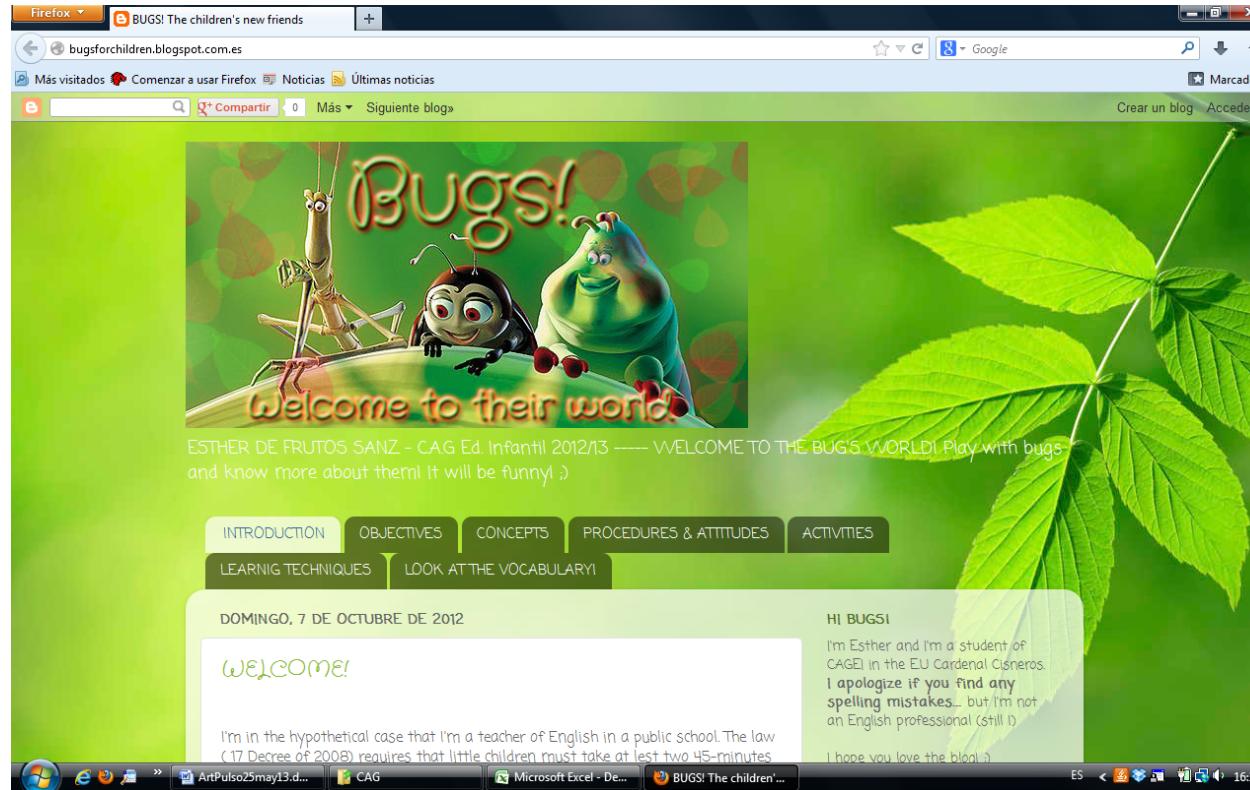
www.mountaindew.com
Facebook.com/MountainDew
@mtn_dew
YouTube.com/MountainDew

Angie Gentile, Assistant Marketing Manager
at PepsiCo (Mountain Dew brand team)

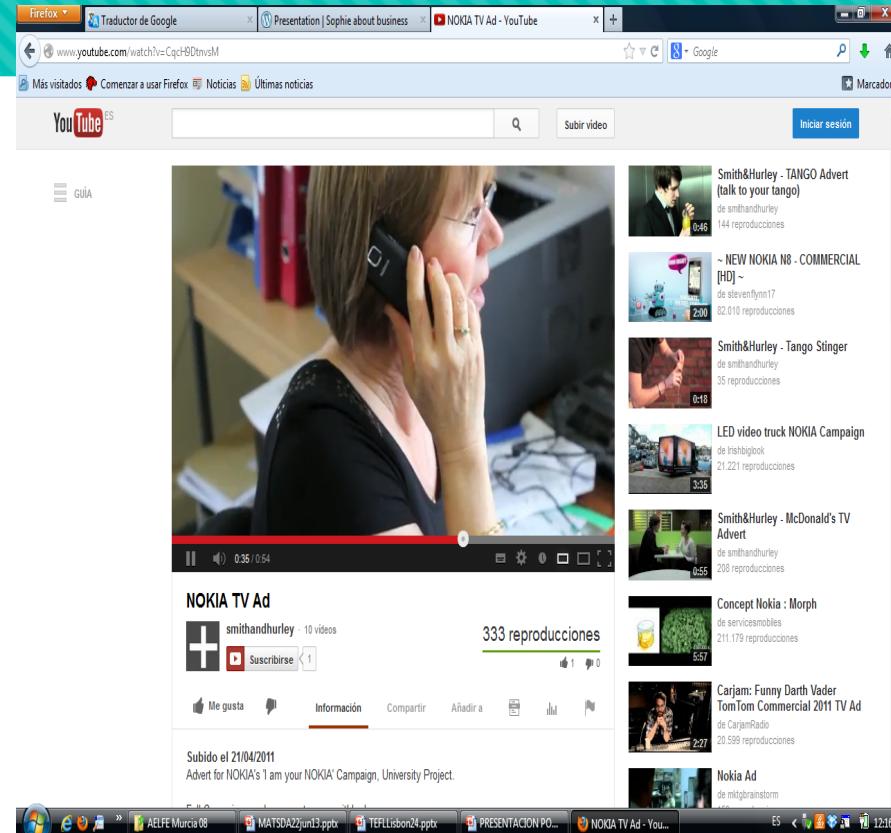
Wimba Classroom - Video

36:26 / 03:00:35

STRATEGY: Students as content creators



Example: Student video project: USPS



Student video project: Brooklyn Brewery

<https://www.youtube.com/watch?v=ykxZ9WUkrk8&feature=youtu.be>

Objective: To create a 2 minute video presentation with images and narration.

Process

- Step 1: Begin with a PowerPoint deck.

Include images and text in the order in which you want to narrate over them.

- Step 2: Have a script or talking points handy.
- Step 3: Record your narration.
- Step 4: Match your narration (your audio track) to the images you want displayed.
- Step 5: Edit and deploy

Tips

Do not read what is written on the slide.

- Avoid using too much text, use images instead.
- Try tell a story rather than deliver a report.
- Consider how you will engage your audience.
- Ask questions, demonstrate, show & tell.

How to...

Tools: Screenflow and PowerPoint

- Begin by exporting PowerPoint slides as images (File > Save as Pictures)
- Bring up Screenflow. Record your narration.
- Save file and edit by adding your Powerpoint images.

Save & export as AppleTV format.

- Upload movie to your YouTube.

STRATEGY: Self-Assessment

Use self-assessment quizzes and practice exercises

Allow students to self-assess to gauge their knowledge and understanding of content—also signals important concept to know/learn.

- Textbook resources such as Pearson or McGraw Hill, chapter by chapter quizzes
- Use quiz tool in LMS to create short weekly self-assessment quiz
- Embed questions into timeline of video mini-lecture that students can respond to and receive feedback on responses

Example:

Foundations of Stats in R Quiz Force Adaptivity Kristen Sosulski (Score : 0)

Screen List

- 1. Introduction
- 2. Guidelines
- 3. Exercise 2 A.1
- 4. Exercise 2 A.2
- 5. Exercise 2 A.3
- 6. Exercise 2 B.1
- 7. Exercise 2 B.2
- 8. Exercise 2 B.3
- 9. Exercise 2 C.1
- 10. Exercise 2 C.2
- 11. Class Notes for C.2
- 12. Exercise 2 C.3
- 13. Direction Sheet
- 14. Exercise 3 Advanced A.1**
- 15. Exercise 3 Advanced A.2
- 16. Exercise 3 Advanced A.3

Exercise 3

1) An Investor wants to analyse the Facebook **daily** stockprice from **Jan 1 2015 to Dec 31 2015**. Load the concerned data into R from the given link. (<http://finance.yahoo.com/q/hp?s=FB>)

Data can be downloaded from the link at the bottom.

Make sure to set the search filter as following to get the correct data:

Note: We will be working with the same dataset in the proceeding questions. Make sure not to delete it.

Set Date Range

Start Date: Jan 1 2015 Eg. Jan 1, 2010

End Date: Dec 31 2015

Daily
 Weekly
 Monthly
 Dividends Only

2) Now, the investor wants you to provide a table of all the observations from the given dataset where the **High is greater than or equal to the Low by atleast 1.03 times (High greater than equal to 1.03*Low)**. What are the total number of observations (rows) on the new dataset?

Enter Answer:

Next

Tools for testing and quizzing

LMS supported engine

- Google Forms / Survey Tools
- Smart Sparrow for adaptive learning

STRATEGY: Structure group work to promote collaboration. Include yourself in the process

Example: Have students work on collaborative documents

The screenshot shows a Google Docs document titled "G4 - October 2013 Session". The document contains several paragraphs of text, some of which are highlighted in yellow or red. A sidebar on the right lists six comments from a user named Dustin Hosseini, each accompanied by a small profile icon. The comments are: "good usage", "very good example overall", "good", "good", "good", and "good". The interface includes a toolbar at the top with various editing tools like bold, italic, and underline, and a status bar at the bottom showing "All changes saved in Drive".

Google Docs,
Presentations,
Spreadsheets allow for
multi-user authoring and
creation of content

Different colored markers indicate to the instructor who contributed what sections, who made comments, and how an assignment came together

While working on a document participants can simultaneously chat about the edits

Google Docs: Instructor Feedback

The comments features allows the instructor to add feedback in-text or in the margin of document

Executive Summary

QMSS would like to develop an online community which will engage prospective students, current students, and alumni. However, their current online efforts have been disorganized and lacking in content, and as a result, they have not gained much of a presence in social media. Luckily, none of their direct competitors have gained much traction in this space, and given the profile of their target audience, there seems to be opportunity for QMSS to become the leader in online marketing. To accomplish this, QMSS needs to first fix the "cover pages" of their social media world, then find a way to develop relevant and engaging content, and finally create a comprehensive strategy for integrating the different media through the school year.



sosulski

6:21 PM Jul 24

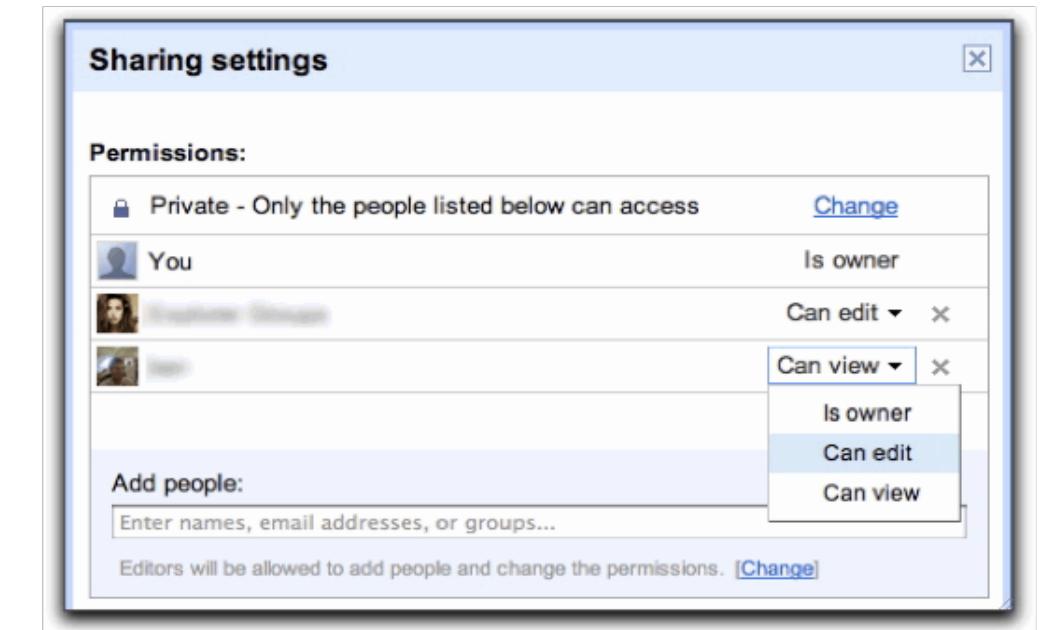
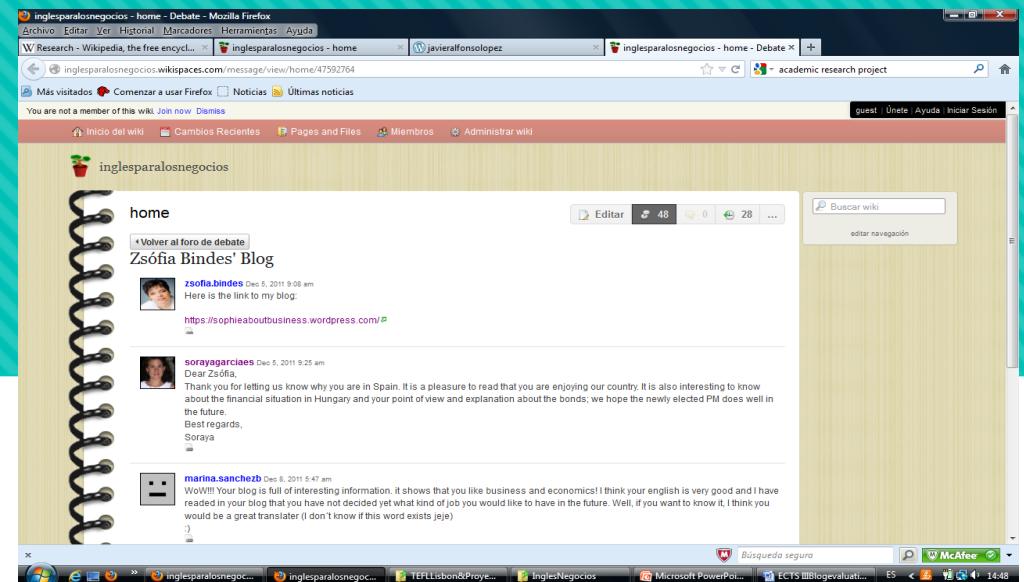
So the assumption here is that social media will be used for marketing purposes. What are you marketing to the "current students" or the "alumni". You can certainly market to the prospective students.

Web-based tools

Google Docs

Enables faculty and students to collaborate more efficiently and effectively on papers, spreadsheets, and presentations

- Several people can collaborate simultaneously (both comments and content)
- Revision history allows to revert to previous versions, if needed.
- Encourages accountability of collaborators and auto-save ensures work will not be lost.



Sharing settings in Google Docs. 76

How to set up GoogleDocs

Google docs are easily accessible through:

<http://www.google.com/docs/about/>

or the Google doc icon in your Gmail apps

- Create a Google doc you wish to collaborate on
- Invite/share to other participants through Gmail

Further Practical training

:

- Creating visuals (slides and videos) for online teaching
 - Developing interactive videos, ex. create a 2 minute video presentation with ppt./images and narration.
 - Using programs like Zaption to create interactive videos guided with quiz questions and information (ex. questions in the same video)
-
- Ref. Val, M. & Soluski, K (2017)



Thank you for your attention

@x_erasmus

<https://erasmusxproject.github.io>



Universidad
de Alcalá

soraya.garcia@uah.es
elisa.rojas@uah.es
mercedes.burguillo@uah.es



**Co-funded by the
Erasmus+ Programme
of the European Union**

EN This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ES El presente proyecto ha sido financiado con el apoyo de la Comisión Europea. Esta publicación (comunicación) es responsabilidad exclusiva de su autor. Ni la Comisión, ni el Servicio Español para la internacionalización de la Educación (SEPIE), son responsables del uso que pueda hacerse de la información aquí difundida.