

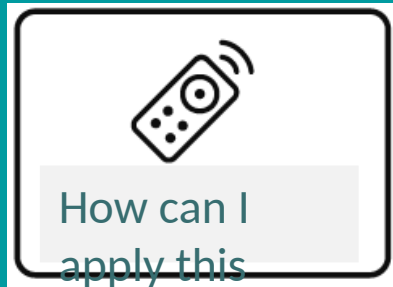
Introduction to E-Learning

Section 1, Unit 1, April 30, 2020

Welcome & Introduction

- Modeling – Record and insert a one-minute video that introduces this section and provides an overview of this course (i.e., by the end of this training, participants will be able to successfully transition to online teaching and learning and train their faculty colleagues as well). Briefly touch on your expectations such as active student participation, completing assignments in the digital classroom and homework on time.

Session Objectives



By the end of this session you will be able to:

- Demonstrate the need for e-learning across higher education institutions in Iraq
- Review key principles and best practices in e-learning
- Identify instructional strategies that can be adapted for online classrooms
- Define the roles, responsibilities, knowledge and skills required for successful online teaching
- Explain how technology can support teaching and learning

Poll

Use your hand: show the 'thumbs up' or 'thumbs down' sign to respond:

- How many of you have participated as a student in an online class?
- How many of you have led an online class or facilitated training as an instructor?

Introduction to E-Learning Methodologies

E-learning: teaching or training that is delivered via the internet using a computer or another digital device



Some common e-learning methodologies include:

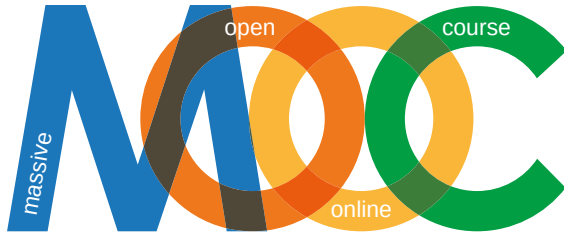
- Asynchronous
- Self-directed and synchronous
- Facilitated and synchronous
- Blended

Introduction to Common E-Learning Terminology

zoom



Google Classroom



Some common e-learning terms include:

- Learning Management System (LMS)
- Video conferencing system
- Module
- MOOC

Discuss

Why is e-learning necessary for universities within Iraq's higher education system today?

Think for one minute, then write your answer in the chat box in Arabic or English!

Current Need: E-Learning in Iraq

- Necessary for student progress
- A new world for learning and teaching
- The most efficient way to complete the academic year
- Access to material and assessment
- Coordinated e-learning makes it possible to reach most students
- Contributes to building 21st-century skills
- Provides an opportunity for faculty and students to learn both content and the digital skills needed in educational environments and workplaces
- Offers students the chance to continue learning and interacting from home with each other and faculty

Core Principles and Best Practices in E-Learning

Question: Which of the principles and practices below need to be adapted to fit an e-learning environment? Enter your answer in the chat box!



Course and lesson structure
Teaching methods
Learning materials
Classroom activities
Student participation
Assessment and evaluation
Ease of access to materials

Many of you are already trying to apply e-learning. What have you already begun to change to adapt to e-learning and what are you currently doing about it?

What areas can you start modifying now to prepare for online teaching?

We will return to this topic again later in the unit!

Adapting to E-
Learning:
Pause for Reflection

Basic Principles and Best Practices in E-Learning

- This requires planning. Plan carefully, think about details, and maintain their variety and simplicity!

Teaching
Methods

- The materials must be of high quality with attractive images. Use the available templates or standard structures!

Educational
Materials

- Activities should be appropriate for the topic level and provide opportunities for interaction.

Classroom
Activities

- Stimulate students' interest and curiosity with interactive materials relevant to real-world application.

Student
Participation

- Assessments measure the previously clarified learning objectives.
- Diversity in assessment methods.

Assessment and
Measurement

Instructional Strategies for Online Teaching

Focus on active learning

Use a mix of video, collaborative assignments, discussion, hands-on exercises, chat and peer review.

Chunk your lessons

.Break your lessons into 10-minute chunks of information and activities and vary them

Manage your time

Be responsive to students but set clear hours and expectations for virtual office hours, responses to their queries and feedback
.on their answers

Vary the assignments

.As students become more comfortable with digital technology, incorporate recurring assignments into the course

Transitioning to Remote Teaching

Insert a screenshot here in PDF format



Practical example:

Create a pre-recorded video using your mobile phone and post it on Google Classroom or share it via WhatsApp.

Use the group creation feature on WhatsApp for students to allow them to ask questions.

Teacher's Role

Do you provide learner-centred lessons that consider students' levels, skills and needs?

Do you use different strategies online instead of traditional lectures?

Teacher's Responsibilities

Do you provide appropriate instructions and materials that meet learning needs and relate to your students' realities?

Does your teaching approach consider different technical abilities, limited internet access, and audio or visual capabilities?

Are your language and visuals online inclusive?

Successful Digital Teaching: Reflection Questions, Part One

Knowledge and Skills

Do your units include activities that require learners to be active, creative and think critically?

Do you know how your content and activities will lead to achieving your learning objectives?

Does your course material include the student perspective and apply the material within their own contexts?

Successful Digital Teaching: Reflection Questions, Part Two

How has technology affected your life?

What is one way technology has saved you the most time and made you more efficient?

What are other teachers doing with technology in the classroom that you'd like to try?

Pause and Reflect

Key Takeaways from Unit One



- E-learning is essential to meet current educational needs in Iraq
- Best practices in e-learning include innovative ways of structuring and designing the training course, teaching strategies, student participation and assessment
- Effective instructional strategies focus on active learning and “chunked lessons”
- Successful online teachers design materials that meet learning needs and relate to students’ current realities
- Technology can expand opportunities for students and showcase their creativity!

True or False:

A Learning Management System (LMS) is a platform that includes communication tools, content delivery and assessment to facilitate the teaching and learning process.

Type T for a correct answer and F for an incorrect answer in the chat box!

Quiz:
Question One

Examples of instructional strategies for e-learning include (check all that apply):

- A. Varying the lesson with a mix of video, discussion, hands-on activities and chat to enhance active learning
- B. Finding innovative ways to assess
- C. Asking questions and prompting students to pause and reflect
- D. All of the above

Question Two

Choose the statement that best reflects what we know about technology, teaching and learning:

1. Trainers must have absolute expertise in technology to start e-learning.
2. Technology is a tool to support teachers in their efforts to enhance student learning.
3. In facilitated synchronous learning, student interaction happens at their own time, convenience and pace.

Question Three

Please complete your assignment by
Sunday, May 3.

Next unit topic: Conceptual framework
for e-learning design
Questions and answers

What happens after
this session?

Review the “Best Practices in E-Learning” list and the “Transition to Distance Learning” guide. Share your answer in Google Classroom. (See Section 1, Homework 1)

1. What areas have you already modified to adapt to e-learning? How?
2. What three new areas will you use when teaching your class online? How will you integrate them?
3. What two areas do you hope to improve through this training, and why?

Homework: Best Practices for E-Learning