



@x\_erasmus  
<https://: erasmusxproject.github.io>

# ERASMUS X

## Best Practices for Online Teaching

based on Vai, M & Sosulski (2017)

Riga 28 May 2019



Universidad  
de Alcalá

[soraya.garcia@uah.es](mailto: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

- Designing the course
- Teaching in the course
  - Modeling
  - Coaching
  - Scaffolding
  - Providing feedback
  - Assessing student progress
  - Contributing to conversation

## Student

- 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. \*

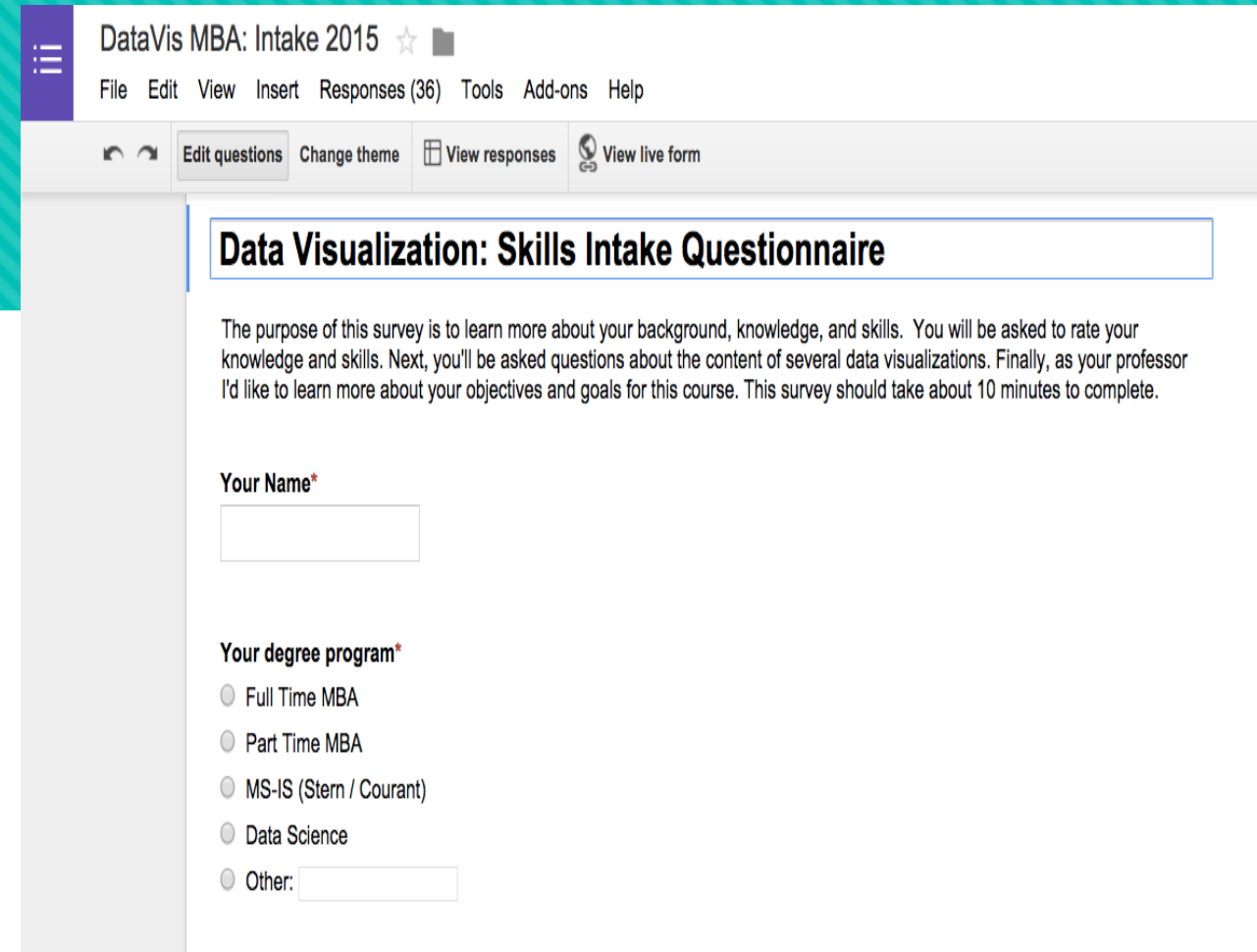
(Don't Google it)



# Build the survey in Google Forms

Ask questions about

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



The screenshot shows a Google Form interface. At the top, the title is "DataVis MBA: Intake 2015" with a star icon and a folder icon. Below the title is a menu bar with "File", "Edit", "View", "Insert", "Responses (36)", "Tools", "Add-ons", and "Help". A secondary menu bar contains "Edit questions", "Change theme", "View responses", and "View live form". The main content area has a title "Data Visualization: Skills Intake Questionnaire" in a blue-bordered box. Below the title is a paragraph of introductory text: "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." The first question is "Your Name\*" with a text input field. The second question is "Your degree program\*" with radio button options: "Full Time MBA", "Part Time MBA", "MS-IS (Stern / Courant)", "Data Science", and "Other:" followed by a text input field.

# 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.

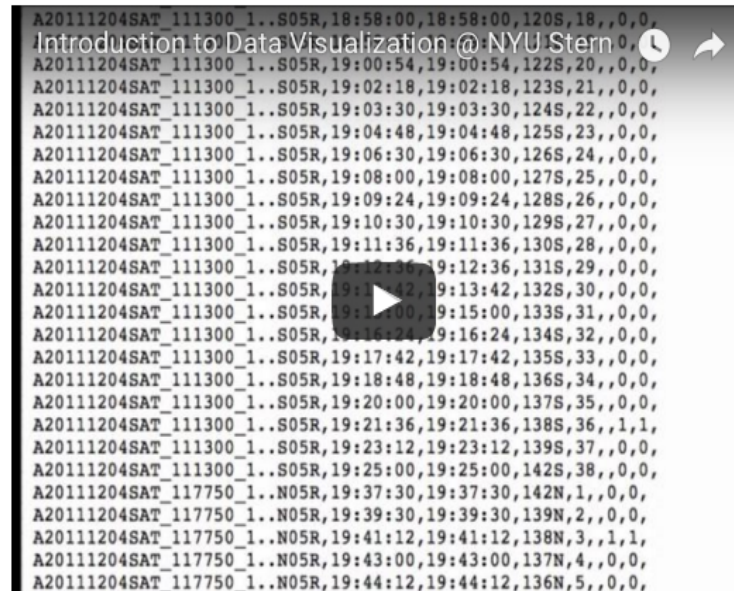
- Send an email with the link in advance of class or during class.

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).

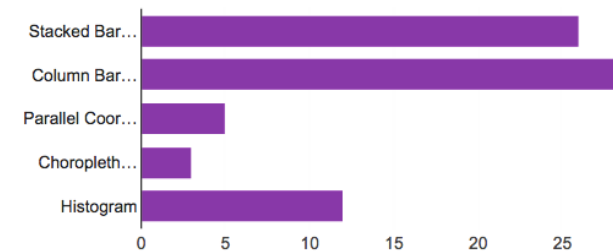
Also, please make a habit of bringing your laptops to every class. If you have any questions, feel free to reach out to me at [ksosulsk@stern.nyu.edu](mailto:ksosulsk@stern.nyu.edu).

# Share results

The instructor can see data presented in spreadsheet or summary form

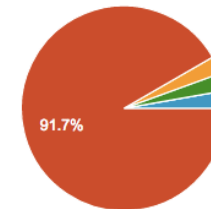
- Summary pages can show students where they rank in class

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:

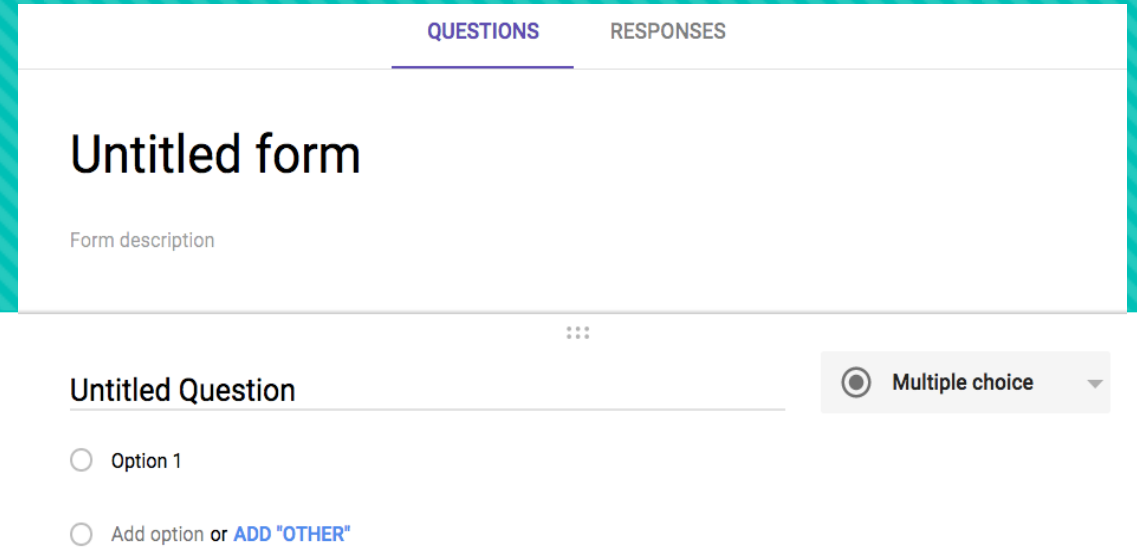
Go to GoogleDrive

- 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 displays the Google Forms editor interface. At the top, there are two tabs: 'QUESTIONS' (which is active and underlined) and 'RESPONSES'. Below the tabs, the main form area is titled 'Untitled form' and contains a placeholder for 'Form description'. A vertical ellipsis menu is visible on the right side of the form area. Below the form area, a question titled 'Untitled Question' is shown. The question type is set to 'Multiple choice', indicated by a radio button and a dropdown menu. There are two options listed: 'Option 1' and 'Add option or ADD "OTHER"'. The 'Add option or ADD "OTHER"' option is highlighted in blue.

# 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

The screenshot displays the 'Campus Online' interface for the Universidad de Alcalá. The top navigation bar includes the university logo, 'CAMPUS ONLINE', and user options like 'Mi Campus online' and 'GestionAV'. A secondary bar shows 'Plan de Estudios' and a status indicator 'El modo de edición está: ACTIVADO'. The main content area is titled 'Plan de Estudios' and features a menu with options: 'Desarrollar contenido', 'Evaluaciones', 'Herramientas', and 'Contenido de colaborador'. The selected 'Presentation' slide contains the following text:

Archivos adjuntos: Guí aMà sterBilinguismo18-19 .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](mailto:soraya.garciae@uah.es)

[https://portal.uah.es/portal/page/portal/epd2\\_profesores/prof12820](https://portal.uah.es/portal/page/portal/epd2_profesores/prof12820)

At the bottom of the slide, there is an image of a person working on a laptop with the word 'LEARNING' on the screen, and a small 'shutterstock.com' watermark.

The left sidebar contains a navigation menu with sections: '2018-19: EL PROCESO DE ENSEÑANZA APRENDIZAJE EN EL AULA BILINGÜE' (with sub-items like Plan de Estudios, Módulos de aprendizaje, etc.) and 'ADMINISTRACIÓN DE CURSOS' (with sub-items like Panel de control, Archivos, etc.).

# Example 2: & evolution messages

The screenshot shows the 'Anuncios' (Announcements) page in the 'CAMPUS ONLINE' system of the Universidad de Alcalá. The page is titled 'Anuncios' and includes a 'Crear anuncio' button. Below the button, there is a dashed line indicating where new announcements appear. The main content is a 'Deadlines reminder' message published on Friday, April 12, 2019, at 11:35 CEST. The message is signed 'Good morning,' and contains three paragraphs of text. The first paragraph mentions a deadline for a forum. The second paragraph shares a link to a study by the British Council. The third paragraph encourages students to start working on their assignment. The message is published by Soraya García Esteban for the 2018-19 course. The interface also shows a sidebar with navigation options and a top navigation bar with 'MI Campus online' and 'GestionAV'.

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!

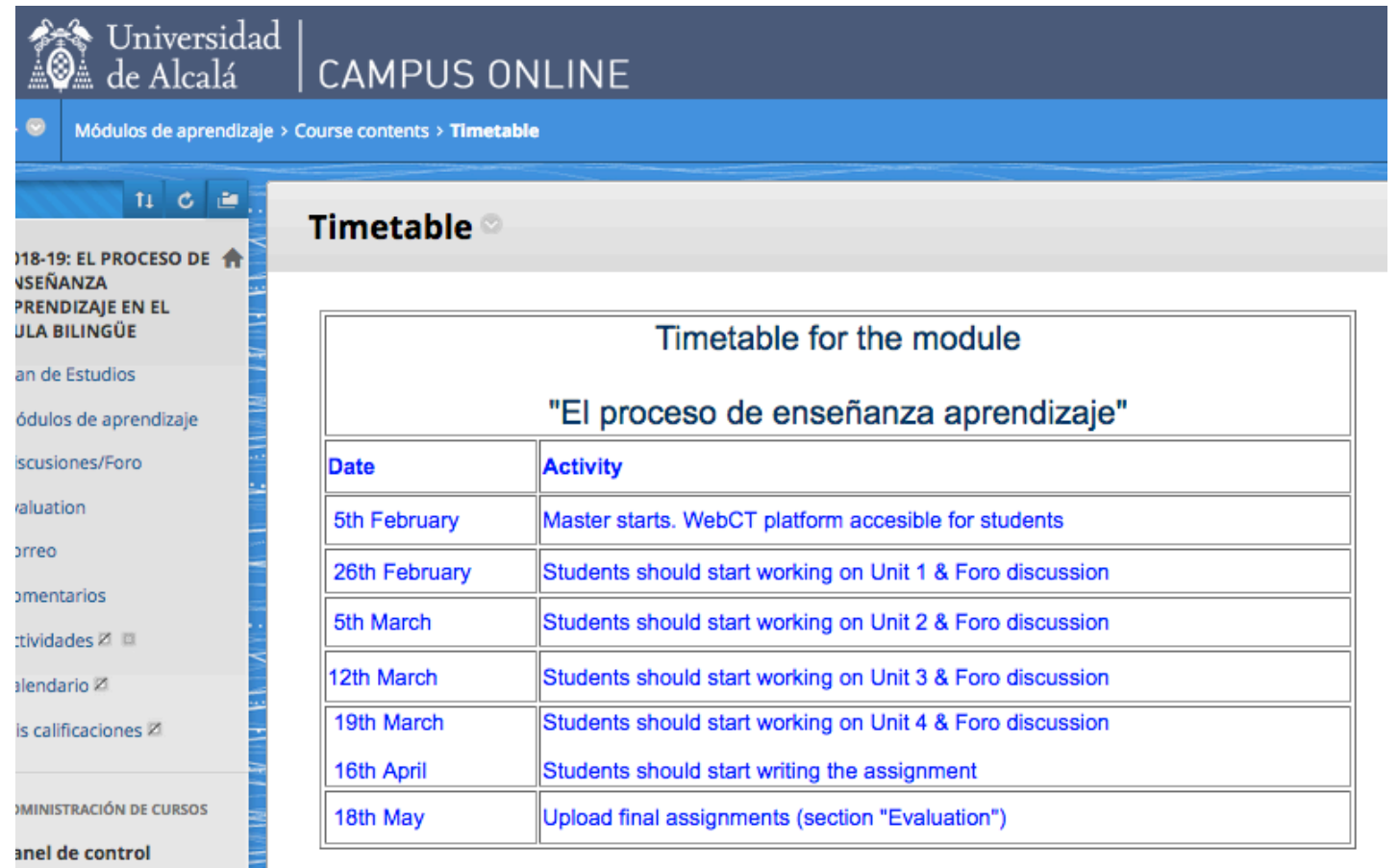
Best,

Professor Sosulski



# Ex. 3: Advanced organizer

Create organizer for upcoming sessions to ensure students better prepared.



The screenshot shows the 'Campus Online' interface for the Universidad de Alcalá. The breadcrumb trail indicates the user is in 'Módulos de aprendizaje > Course contents > Timetable'. The main content area is titled 'Timetable' and contains a table titled 'Timetable for the module "El proceso de enseñanza aprendizaje"'. The table lists dates and corresponding activities for the course.

Date	Activity
5th February	Master starts. WebCT platform accessible 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

## 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
		<b>Total = 100%</b>		

# 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 displays the 'Campus Online' interface for the Universidad de Alcalá. The main content area is titled 'Course contents' and shows a list of course materials. The left sidebar contains a navigation menu with options like 'Plan de Estudios', 'Módulos de aprendizaje', 'Discusiones/Foro', 'Evaluación', 'Correo', 'Comentarios', 'Actividades', 'Calendario', 'Mis calificaciones', 'ADMINISTRACIÓN DE CURSOS', 'Panel de control', 'Archivos', 'Herramientas del curso', 'Evaluación', and 'Centro de calificaciones'. The main content area is divided into sections: 'Presentación of the subject', 'Timetable', 'Documents & Links databank', 'Unit 1', and 'Unit 2'. The 'Documents & Links databank' section includes a note: 'In case you had any trouble opening up a link, in this file you can find the most relevant documents you may need for the topic discussions. Otherwise please click on each unit to read the contents of the unit.' The top right corner shows the user's name 'Soraya García Esteban' and the status 'El modo de edición está: ACTIVADO'.

# 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

Inventory Management Systems  
Focus on **Two** Decisions

**WHEN**  
to order

**HOW MUCH**  
to order



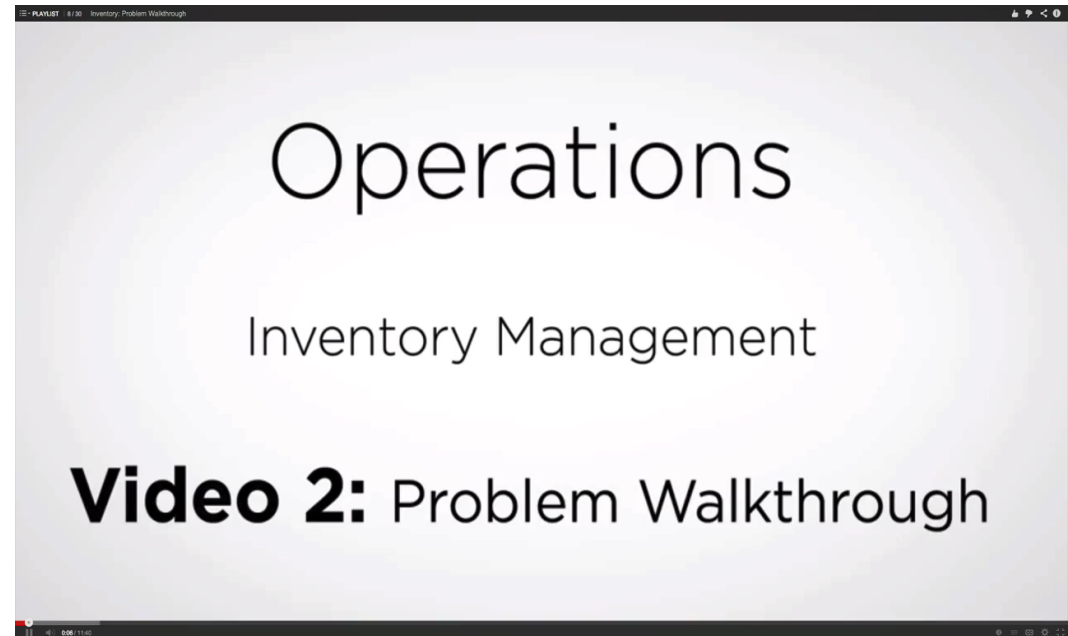
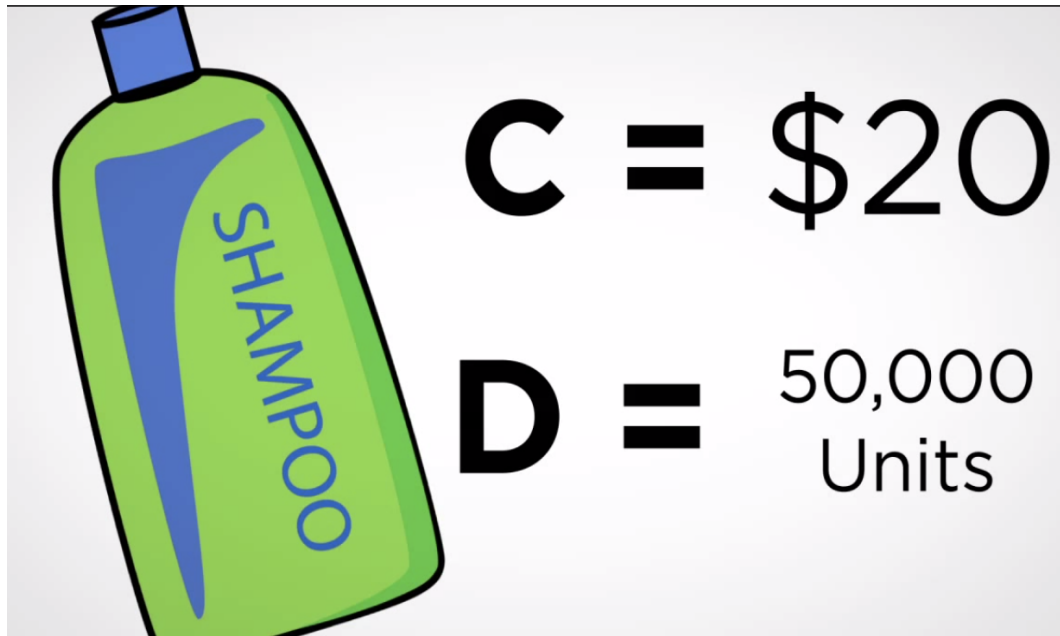
Operations

Inventory Management

**Video 1: 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 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

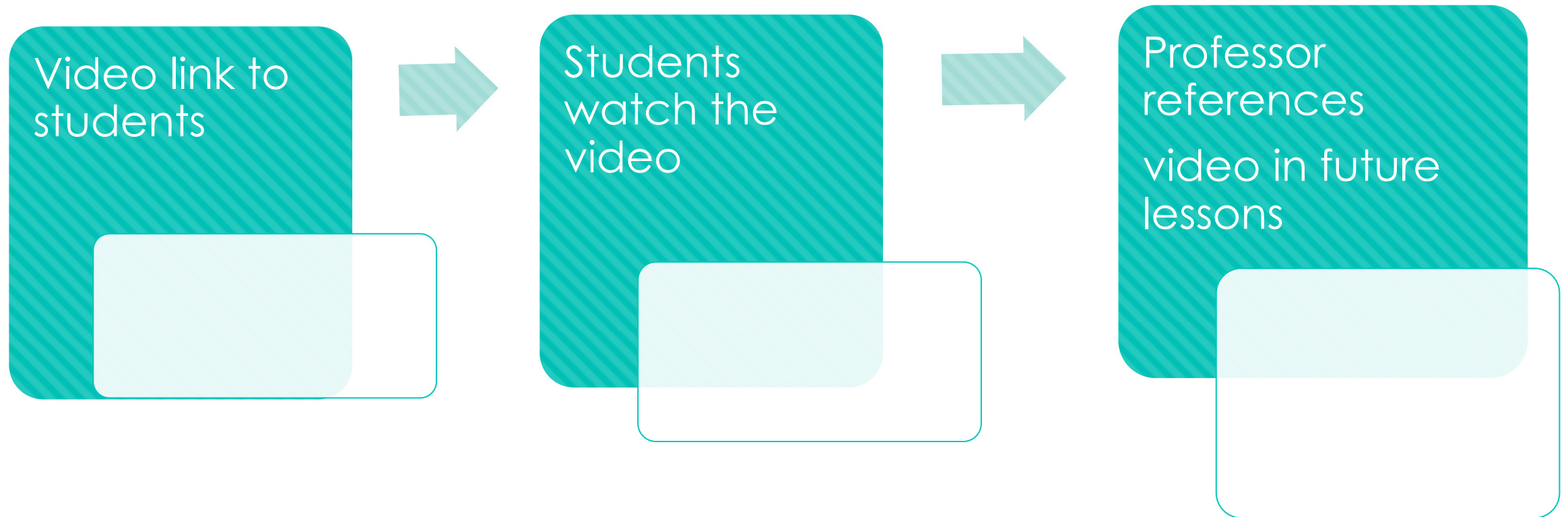
As you watch the videos consider the following questions: Q1, Q2, & Q3.



# What is the expectation when assigning a resource

<b>Example 3</b>	<b>Example 4</b>
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

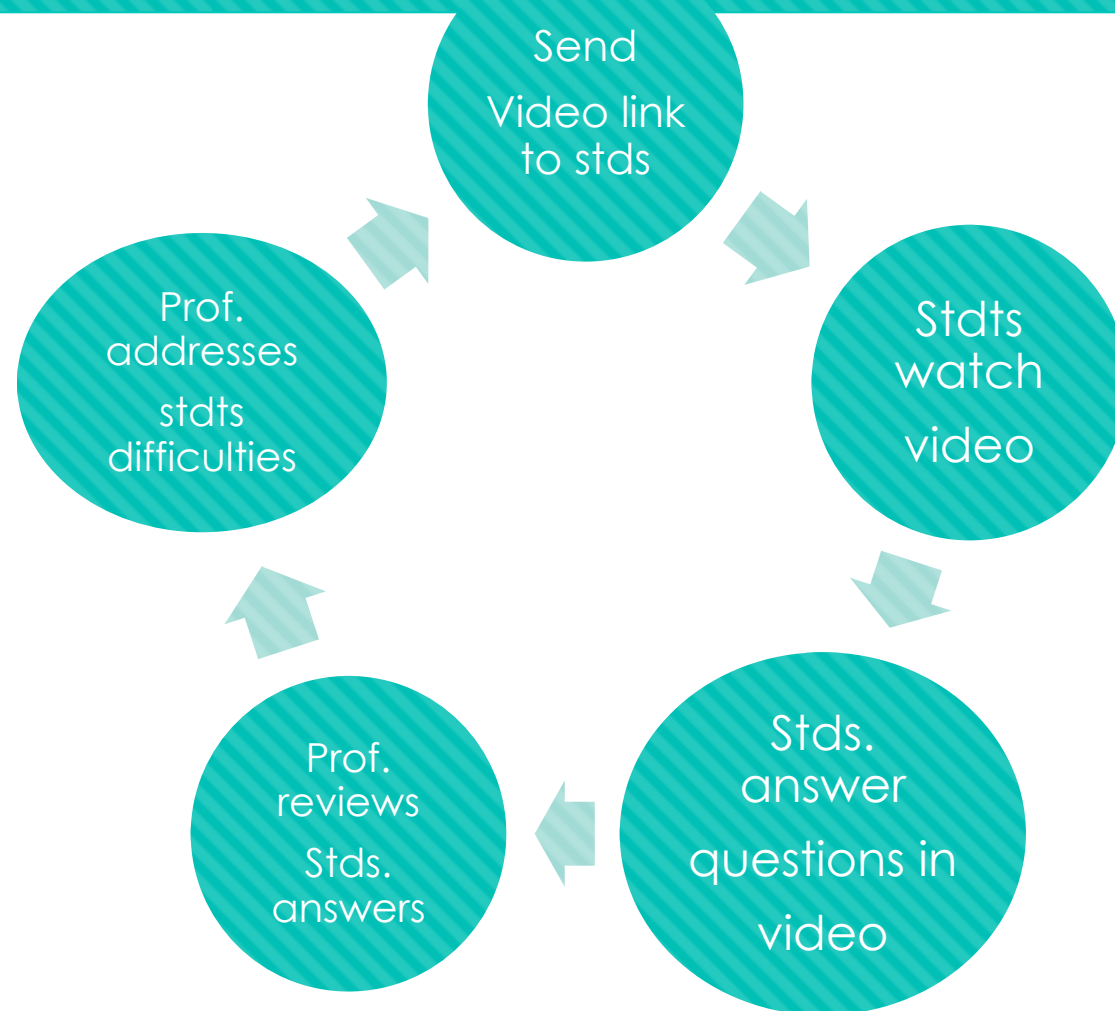
- Preparation
- Understanding
- Integration

# 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 screenshot shows an interactive video player interface. At the top, three charts are displayed: a Scatter plot, a Bubble chart, and a Network diagram. Below each chart is its respective label: 'Scatter', 'Bubble', and 'Network'. To the right of the charts is a quiz question: 'What do these charts have in common?'. Below the question are four radio button options: 'Tracks rises and falls over time.', 'Shows relationships between points.', 'Shows a proportion of the whole.', and 'Compares a set of values.'. A red 'Submit' button is located below the options. The video player interface includes a progress bar and playback controls at the bottom, such as a play button, a '1x' speed control, and a 'YouTube' logo.

# 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.

The screenshot shows a video player interface. The video content displays three charts: a Scatter plot, a Bubble chart, and a Network diagram. Below each chart is its name: Scatter, Bubble, and Network. To the right of the charts is a question prompt: "What do these charts have in common?" with four radio button options: "Tracks rises and falls over time.", "Shows relationships between points.", "Shows a proportion of the whole.", and "Compares a set of values." Below the options is a red "Submit" button. The video player interface includes a progress bar and playback controls (rewind, play, fast forward, volume, and full screen).

Scatter

Bubble

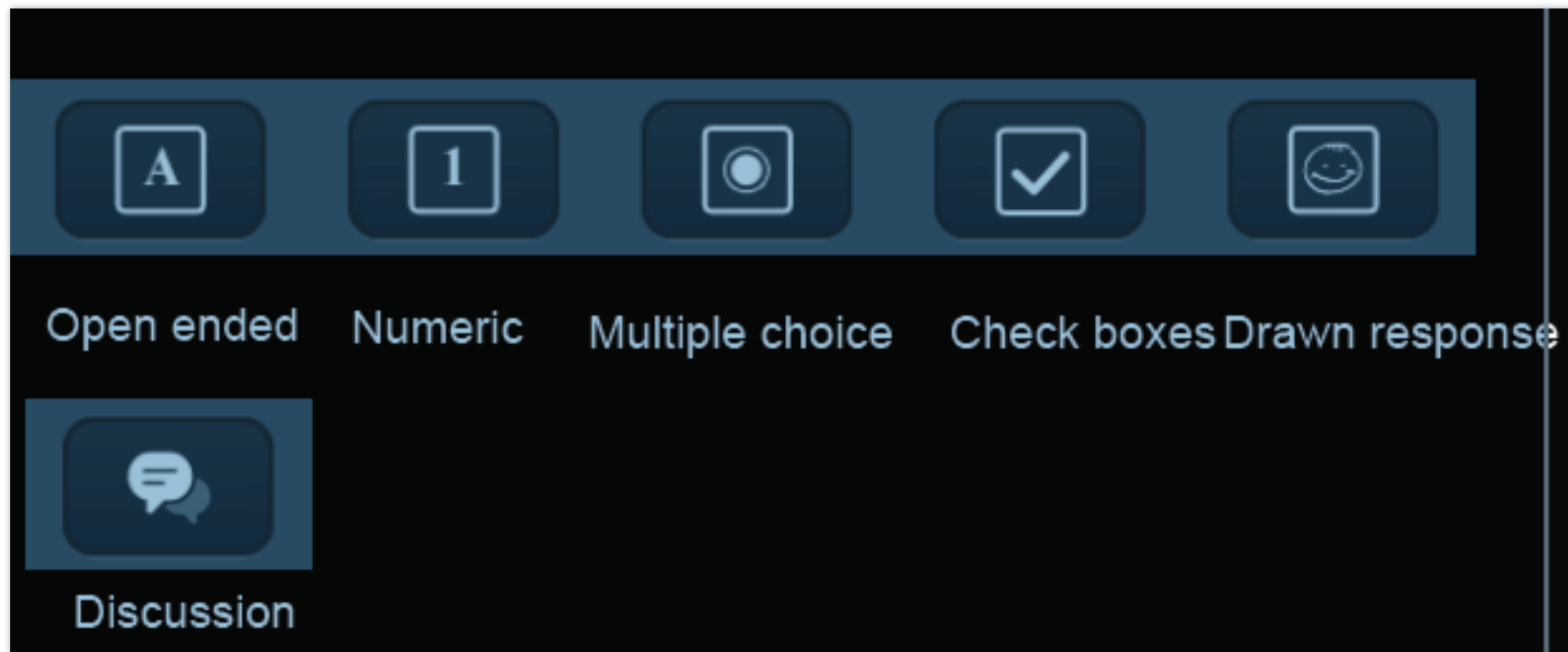
Network

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

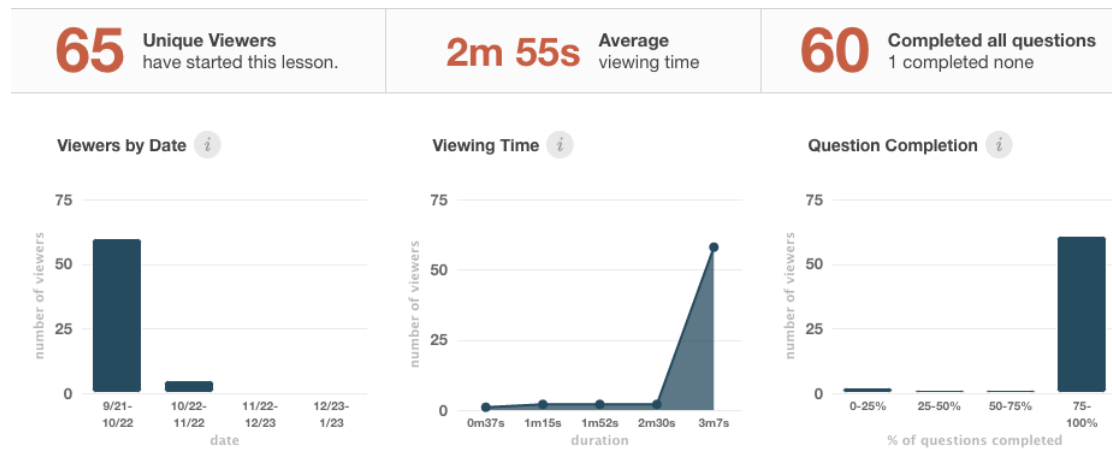
# Types of questions & prompts



# 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 students who completed the questions
- is available through Zaption's analytics interface.

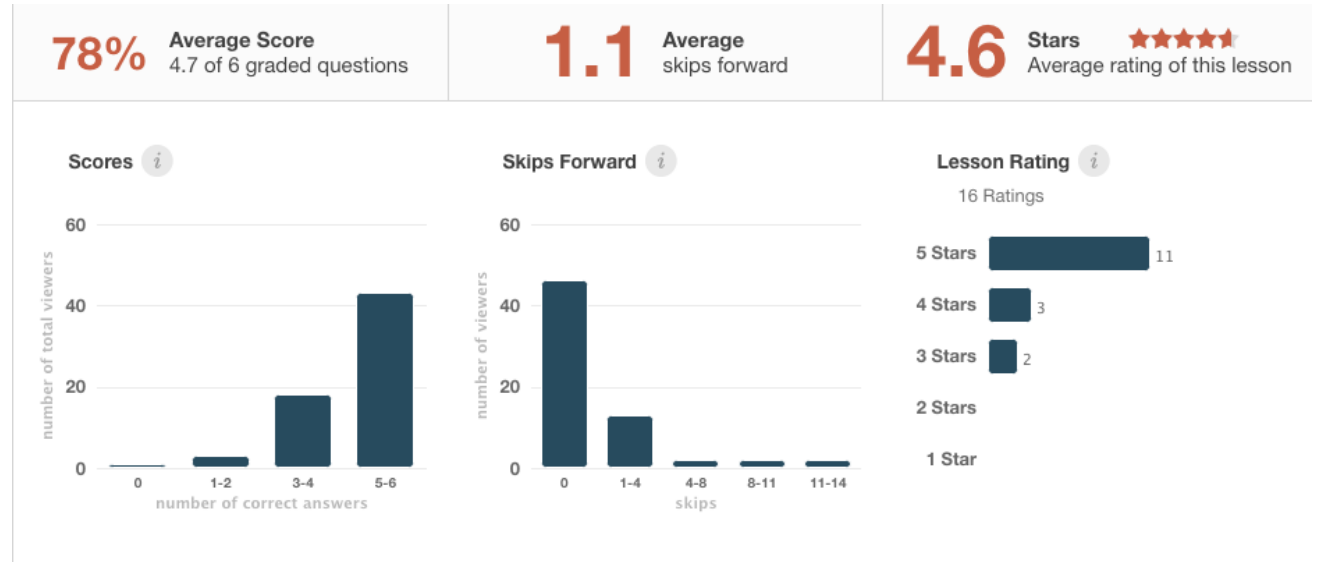




# How do you know if students participate?

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 displays a 'Multiple Choice' question interface. At the top, it says 'Multiple Choice' and 'What do these charts have in common?'. Below this, there are three panels: 'Video Context' showing three charts labeled 'Scatter', 'Matrix', and 'Network'; 'Choices' listing four options (A, B, C, D); and 'Distribution of Answers' showing a bar chart with the y-axis 'number of viewers' (0, 25, 50) and the x-axis 'answers' (A, B, C, D). The bar for 'B' is the highest, reaching approximately 40 viewers.

Answer Choice	Number of Viewers
A	0
B	40
C	0
D	25

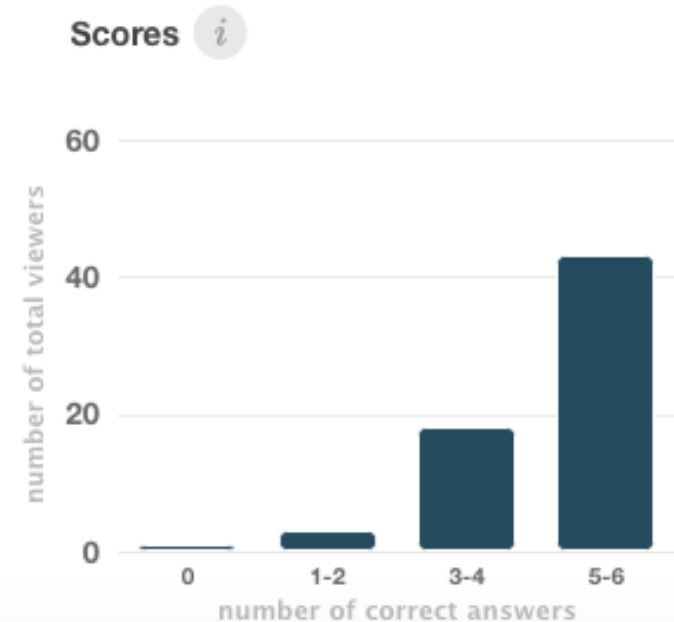
# How I can use this data?

- 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.

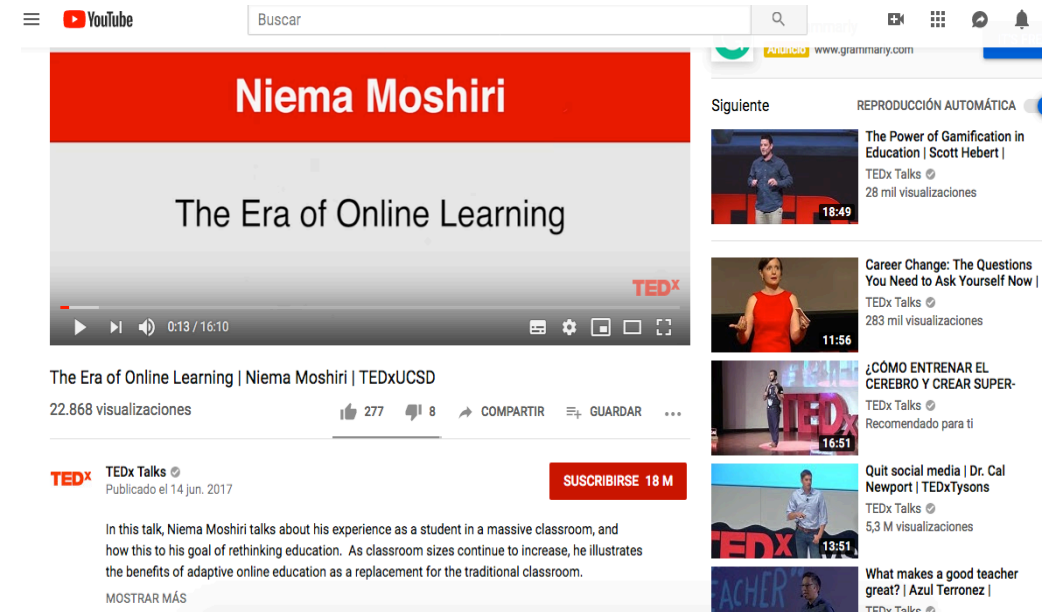
**78%** Average Score  
4.7 of 6 graded questions



# 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.



The screenshot shows a YouTube video player interface. The main video is titled "The Era of Online Learning" by Niema Moshiri, TEDxUCSD. The video has 22,868 views, 277 likes, and 8 dislikes. The video player shows a progress bar at 0:13 / 16:10. Below the video, there is a description: "In this talk, Niema Moshiri talks about his experience as a student in a massive classroom, and how this to his goal of rethinking education. As classroom sizes continue to increase, he illustrates the benefits of adaptive online education as a replacement for the traditional classroom." To the right of the video player, there is a "Siguiente" (Next) section with a "REPRODUCCIÓN AUTOMÁTICA" (Auto-play) button. The "Siguiente" section lists several recommended videos, including "The Power of Gamification in Education" by Scott Hebert, "Career Change: The Questions You Need to Ask Yourself Now", "¿CÓMO ENTRENAR EL CEREBRO Y CREAR SUPER-", "Quit social media | Dr. Cal Newport | TEDxTysons", and "What makes a good teacher great?".

# 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

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	<p>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.</p> <p>Watch this video below and answer the questions that follow:</p> <p><a href="http://www.youtube.com/watch?v=jbkSRLYSojo">www.youtube.com/watch?v=jbkSRLYSojo</a></p>
Questions	<ul style="list-style-type: none"><li>○ Describe those attributes of Hans Rosling's presentation that you find particularly effective. Explain why.</li><li>○ What questions are being addressed by the presentation?</li><li>○ What data is used to create the visualization?</li><li>○ What visual cues are used to represent the data?</li></ul>
Reading	<p><b>After completing the exercise, read Yau, Chapter 1.</b> The first chapter aims to provide you with an argument for creating meaningful visualizations. You'll notice Yau references Hans Rosling's infamous presentations.</p>
Submission	<p>Provide answers to each of the questions.</p>



# 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

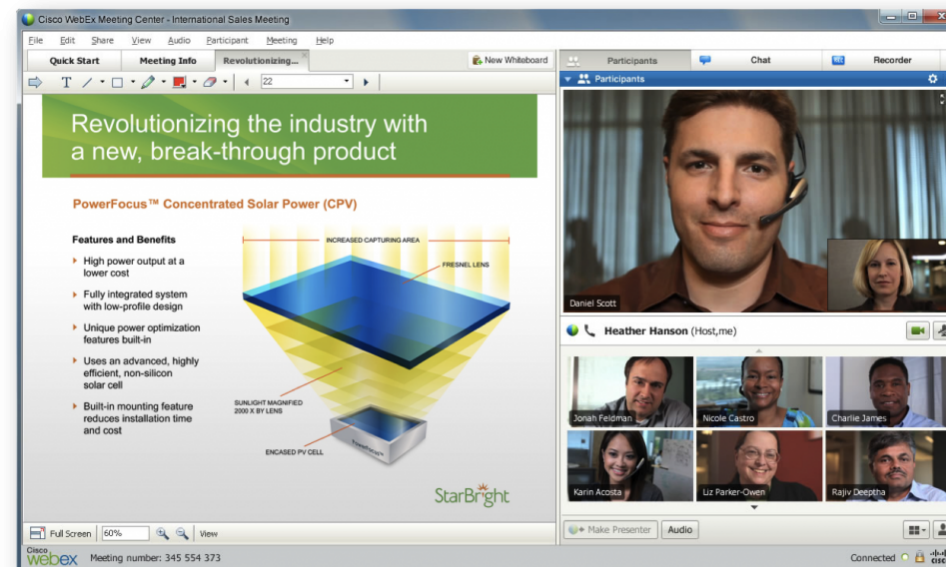
- Virtual method when f2f interaction is limited.
- Each student has a voice
- Allows profs. & students meet online at the same time.
- Tools:

[WebEx](#),

[GoToMeeting](#),

[Adobe](#)

[Connect](#)

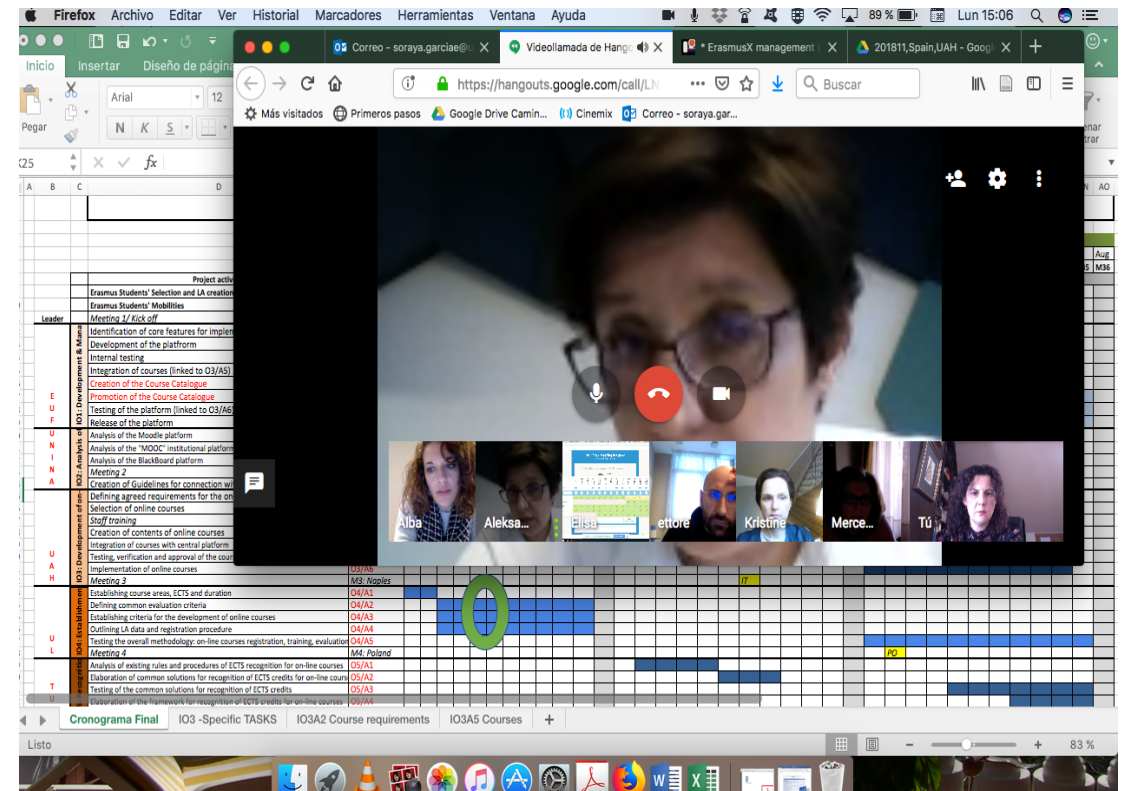


# Online Presentations led by tutor &/or students



# 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) interface. At the top, the University of Alcalá logo and 'CAMPUS ONLINE' are visible. The user is logged in as 'Soreya García Esteban'. The page title is 'Tablero de discusión' and it indicates 'El modo de edición está: ACTIVADO'. A sidebar on the left contains navigation options like 'Plan de Estudios', 'Módulos de aprendizaje', and 'Discusiones/Foro'. The main content area features a 'Crear foro' button and a search bar. Below this is a table listing discussion activities with columns for 'Foro', 'Descripción', 'Publicaciones totales', 'Publicaciones no leídas', 'Respuestas para mí', and 'Participantes totales'.

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

The screenshot shows a Firefox browser window with the following details:

- Address bar: <https://sophieaboutbusiness.wordpress.com/2011/12/13/video-commentary-spanish-unemployment/>
- Page content: A text-based video commentary in Spanish discussing unemployment. It includes quotes from a 20-year-old named Patricia and mentions her brother moving abroad.
- Source: <http://www.bbc.co.uk/news/business-15762517>
- Video player: A small video player at the bottom of the page shows a young man in a grey hoodie speaking.
- Taskbar: Shows several open applications including AELFE Murcia 08, MATSDA22jun13.pptx, TEFLLisbon24.pptx, PRESENTACION PO..., and Video commentary ...

The screenshot shows a YouTube video player interface with the following details:

- Header: YouTube ES logo, search bar, and buttons for "Subir un video" and "Acceder".
- Video: A woman with long brown hair, wearing a white top, is standing in front of a large window. She is holding a red folder or envelope. The video is partially obscured by a grey overlay with a grid pattern.
- Player controls: A progress bar at the bottom shows the video is at 0:42 out of 8:54. Other controls include play/pause, volume, and settings.

the all whatching eye?

# Guest Speakers

The screenshot shows a web browser window titled "Wimba Classroom - Class 3 - 07/14/2010" with the URL [http://nyuscponline.wimba.com/main/classroom.html?channel=9959\\_2010\\_0714\\_1805\\_13&x=1289427720](http://nyuscponline.wimba.com/main/classroom.html?channel=9959_2010_0714_1805_13&x=1289427720). The main content is a green slide with the Mountain Dew logo on the left. To the right of the logo, the text reads "Social Media" followed by the website [www.mountaindew.com](http://www.mountaindew.com), Facebook page [@mtn\\_dew](https://www.facebook.com/MountainDew), and YouTube channel [YouTube.com/MountainDew](https://www.youtube.com/MountainDew). At the bottom of the slide, it identifies "Angie Gentile, Assistant Marketing Manager at PepsiCo (Mountain Dew brand team)".

Overlaid on the right side of the slide is a video player window titled "Wimba Classroom - Video". The video shows a woman with long dark hair, identified as Angie Gentile, smiling. The video player controls at the bottom show a play button, a progress bar at 36:26 / 03:00:35, and a full-screen button.

# STRATEGY: Students as content creators

Firefox | BUGS! The children's new friends | bugsforchildren.blogspot.com.es

Más visitados Comenzar a usar Firefox Noticias Últimas noticias

Más visitados Comenzar a usar Firefox Noticias Últimas noticias

Crear un blog Acceder

## BUGS!

Welcome to their world!

ESTHER DE FRUTOS SANZ - CAG Ed. Infantil 2012/13 — WELCOME TO THE BUG'S WORLD! Play with bugs and know more about them! It will be funny! :)

INTRODUCTION OBJECTIVES CONCEPTS PROCEDURES & ATTITUDES ACTIVITIES

LEARNIG TECHNIQUES LOOK AT THE VOCABULARY

DOMINGO, 7 DE OCTUBRE DE 2012

WELCOME!

I'm in the hypothetical case that I'm a teacher of English in a public school. The law (17 Decree of 2008) requires that little children must take at least two 45-minutes...

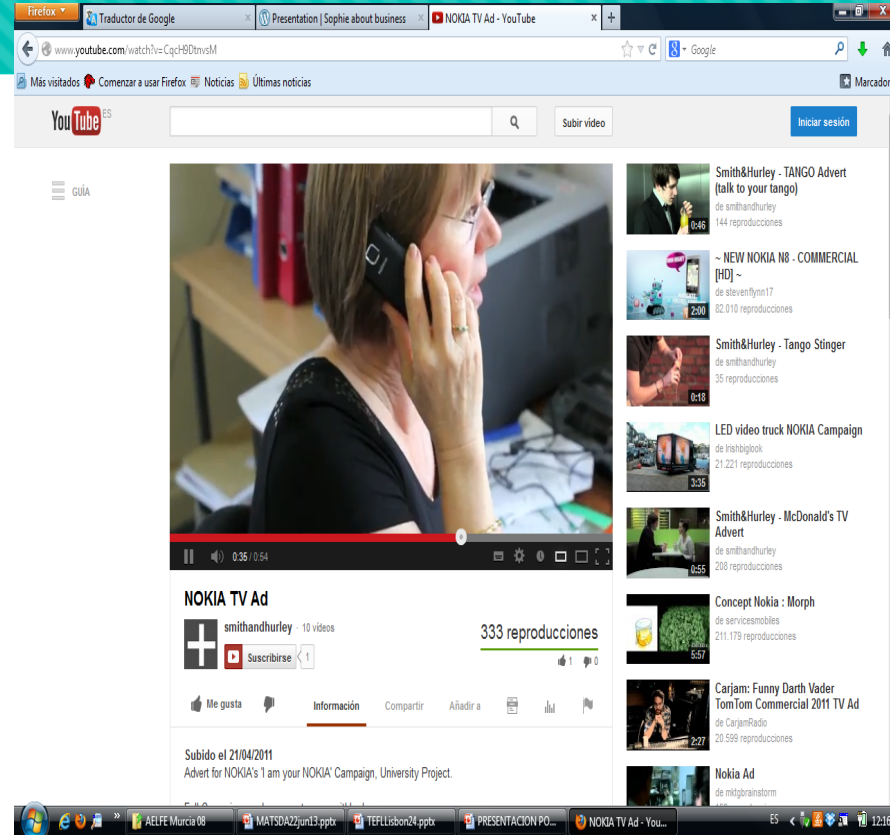
HI BUGS!

I'm Esther and I'm a student of CAGE in the EU Cardinal Cisneros. I apologize if you find any spelling mistakes... but I'm not an English professional (still I) I hope you love the blog!

ES 16:35



# 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 you which 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:

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

Get Prices

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

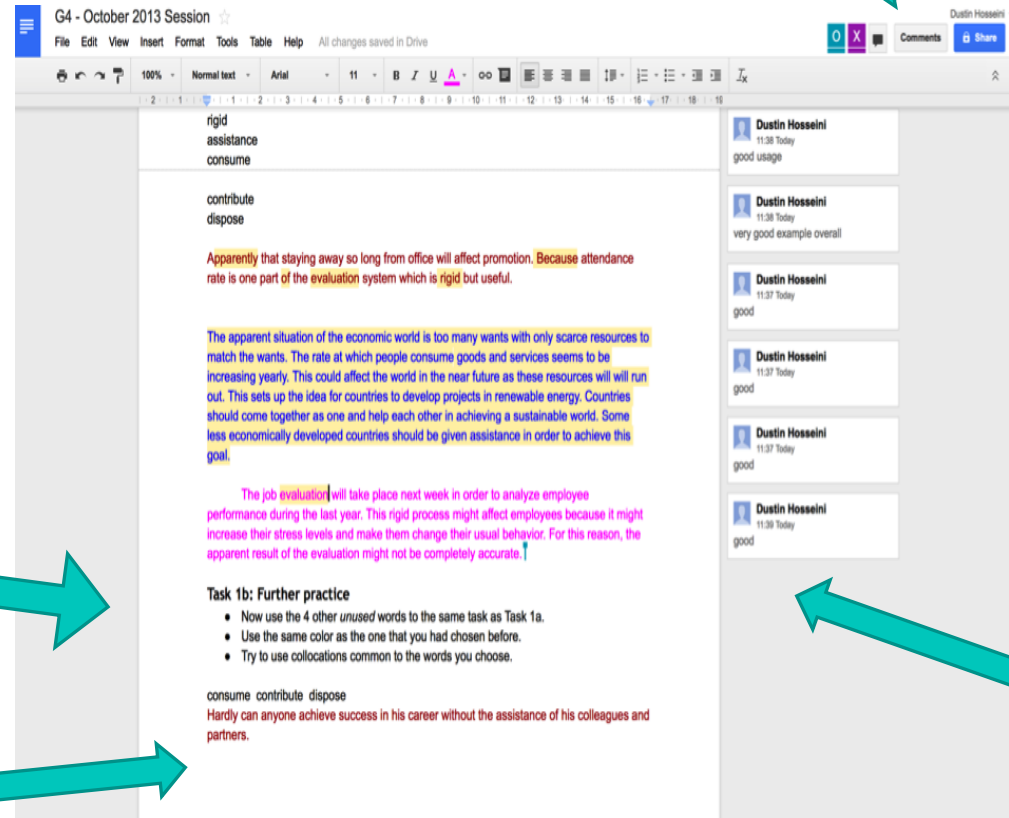
# Tools for testing and quizzing

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



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

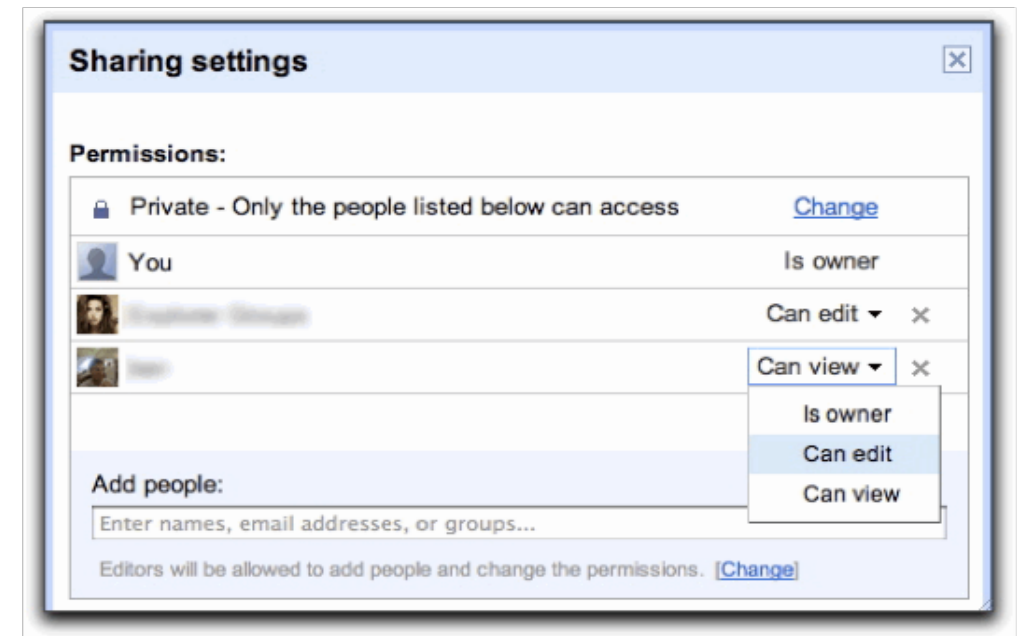
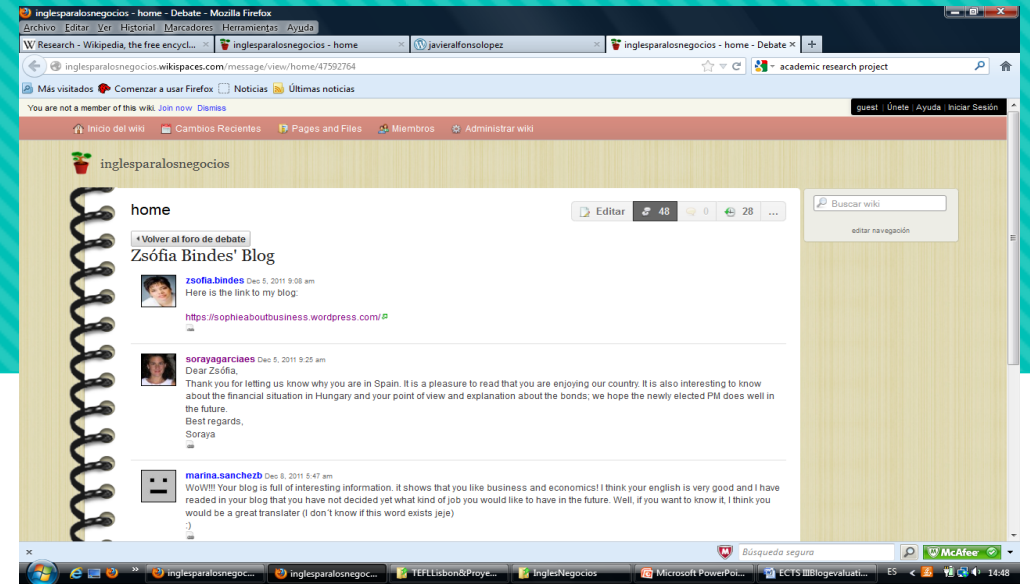
So the assumption here is that social media will be used for marketing purposes. What are you marketing to the "current students" or the "alumni". You can certainly market to the prospective students.



# 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](https://:erasmusxproject.github.io)



Universidad  
de Alcalá

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



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