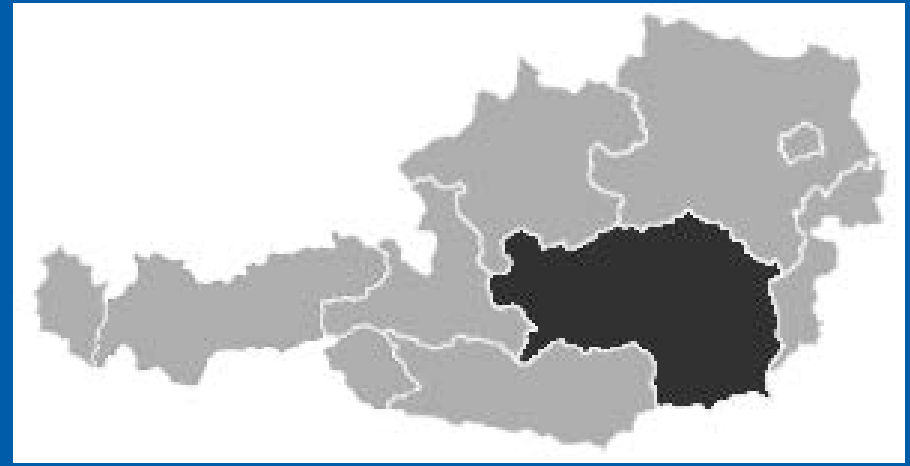


FH JOANNEUM GRAZ@

MODULE 3: Online learning activity design - Supporting students learning online

Training - November, 2018

Anastasia Sfiri



Help David Beckham!



Quelle: <https://www.mirror.co.uk/3am/celebrity-news/david-beckham-texts-while-driving-his-motorbike-1391450>
Copyright: Splash

Anastasia Sfiri, MSc, BSc

- Psychologist
- Human Communication and Computing
- Senior eLearning Expert
 - eModerating: PRINTeL autumn 2018 😊
 - Instructional Design for eLearning
 - eContent
 - Virtual Communities of Practice
 - Games-based Learning
 - E-Learning and Gender

Learning Outcome

Upon completion of the first module you

- can apply **motivational aspects** in the design of your online teaching and learning activities
- have discussed main **learning principles** and **learning strategies**
- can integrate different **learning strategies** in your online learning activities

Schedule	Activities
09:00-09:15	Arrivals
09:15-10:20	Topic 1: “What do students need to keep their motivation in learning?”
10:20 -10:40	<i>Break</i>
10:40-11:25	Topic 2: Efficiency in learning, main learning principles and strategies from the learner’s perspective
11:25-11:40	Topic 3: Integrating learning principles and strategies in online activity design
11:40-12:00	<i>Break</i>
12:00-12:45	Continue after the break ...
12:45-13:00	Good byes and training evaluation

ARRIVALS

Netiquette

- Mute, if you do not speak
- Turn camera on
- I will be addressing you, please say no, if you do not want to speak
- Raise your hand, if you want to take a turn

1. Show us an object from your environment and associate it with yourself in the training session today!
 - *If you do not have a camera: associate a word with your self in the training session today!*
2. Tell us: who should speak next?

MOTIVATION

The student's perspective

- Long hours sitting
- stay concentrated
- getting distracted
- learning things, I am not interested in
- procrastination
- being lazy
- “Zoom-fatigue”
- Attention span



What do students need to keep their motivation in learning?

- Discussion in Buzz groups
- Discussion in groups

Selfdetermination Theory (STD)

...individuals naturally and actively orient themselves toward growth and self-organization (Legault, 2017, p 1)

People act in a self-determined way if they are able to **make choices** and **manage their own life**. In psychology this aspect is important for our **psychological health** and **our well-being**.

According to the STD people have an inherent need for

- ***autonomy*** (the need to feel free and self-directed),
- ***competence*** (the need to feel effective), and
- ***relatedness*** (the need to connect closely with others)

in order to flourish and grow. (Legault, 2017, p.

How can we teachers apply this in class?

- **Autonomy:** trust in the (online) group, a clear framework (emergent learning) and feedback are needed.
 - Self-motivated, autonomous students learn harder, are more attentive and get better grades. (Vansteenkiste et al. 2004)
- **Competence:** Making their competences visible
 - Asking for and involving students' competence: for example as an expert in a topic (learning through

Learning in the “Wunderkammers”

Wunderkammers: Powerful Metaphors for
‘Tangible’ Experiential Knowledge
Building. (Charlton et al, 2018)

- use real and virtual **artefacts** in a blended world, where the artefacts are mostly created by the learners themselves

Achieve

- With respect to our students this would mean:
 - They are committed to learn because they are curious.
 - They are motivated to explore content in relation to the task, together with others and on their own, and
 - they are co-creators of the product that serves their purpose and has meaning for them.

Buzz Groups

Aim: process information on motivation

Activity: You will be allocated in Pairs in Breakout-rooms for 5minutes. Please discuss: What is the self-determination theory and the Wunderkammer?

- What was interesting for you?
- What is not clear?

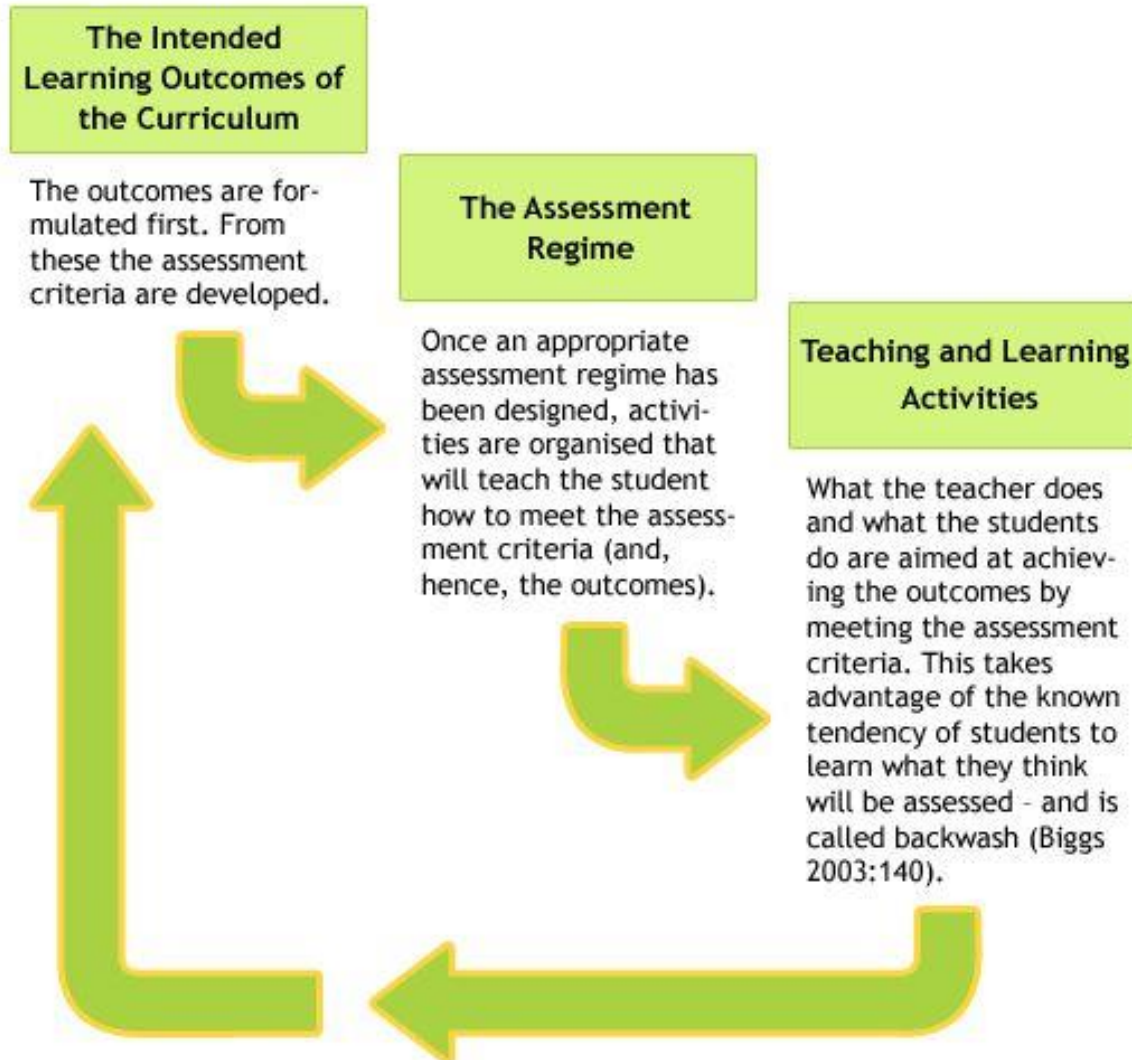
Groupwork

Choose one of **your online activities** from your own teaching and assess it in your group – how does it support the three motivational aspects of

- *autonomy,*
- *competence* and
- *relatedness?*

An example

Online-Portfolio in the study program Content Strategy at FH JOANNEUM



Constructive Alliance

Portfolio Example

Title of Module: Online Portfolio

Outcomes: On completion of this module you should be able to:	Assessment:	Teaching / Learning Activities
Students acquire competences in: <ul style="list-style-type: none"> – reflection of own learning processes, – online documentation, – improving their presentation in a portfolio 	Create, keep and reflect on a Portfolio Quantitative and Qualitative criteria in German and in English → see link below	<ol style="list-style-type: none"> 1. Research on Portfolios 2. Portfolio concept 3. Technical implementation 4. Keeping a portfolio 5. Improving own portfolio strategies 6. Portfolio reflection

Zoom-Fatigue

physical and
mental tiredness

concentration
impatience
irritated
dissatisfied
unbalanced

...



Delays and „wierd“ information

voice?
gestures?
Position in room?
Body posture?
movement?
Facial expressions?
Position in relation to others?



Do you understand me?
Have I understood?
Shall I speak?
How long is it appropriate to speak?

Dealing with delays

- prioritise content and organise it in short bites
- build in interaction before or after each bite
- build in pictures and videos, change medium
- walk the talk: use your phone
- written documentation of the activities
- use shared spaces: miro.com, wonder.me, gather.town, ..
- Use discussion forums: PRINTeL E-Moderating training in autumn 2018

Morris, B. (2020). Why does zoom exhaust you? Science has an answer. Wall Street Journal, March, 27. Online:

https://www.darley.com/documents/general_content/Why_Does_Zoom_Exhaust_You_Science_Has_an_Answer_-_WSJ.pdf

[retrieved on: 30.01.2021]

Keep sessions short

Children interrupt BBC News interview - BBC News: <https://www.youtube.com/watch?v=Mh4f9AYRCZY> [retrieved on 30.01.2021]

– use for coordination of activities, overviews, direct contact,

Low relatedness

sessions are unpersonal

cameras are closed

our own image in front of the mirror

big faces

all very close together



Image by [febrian eka saputra](#) from [Pixabay](#)

Foster personal contact

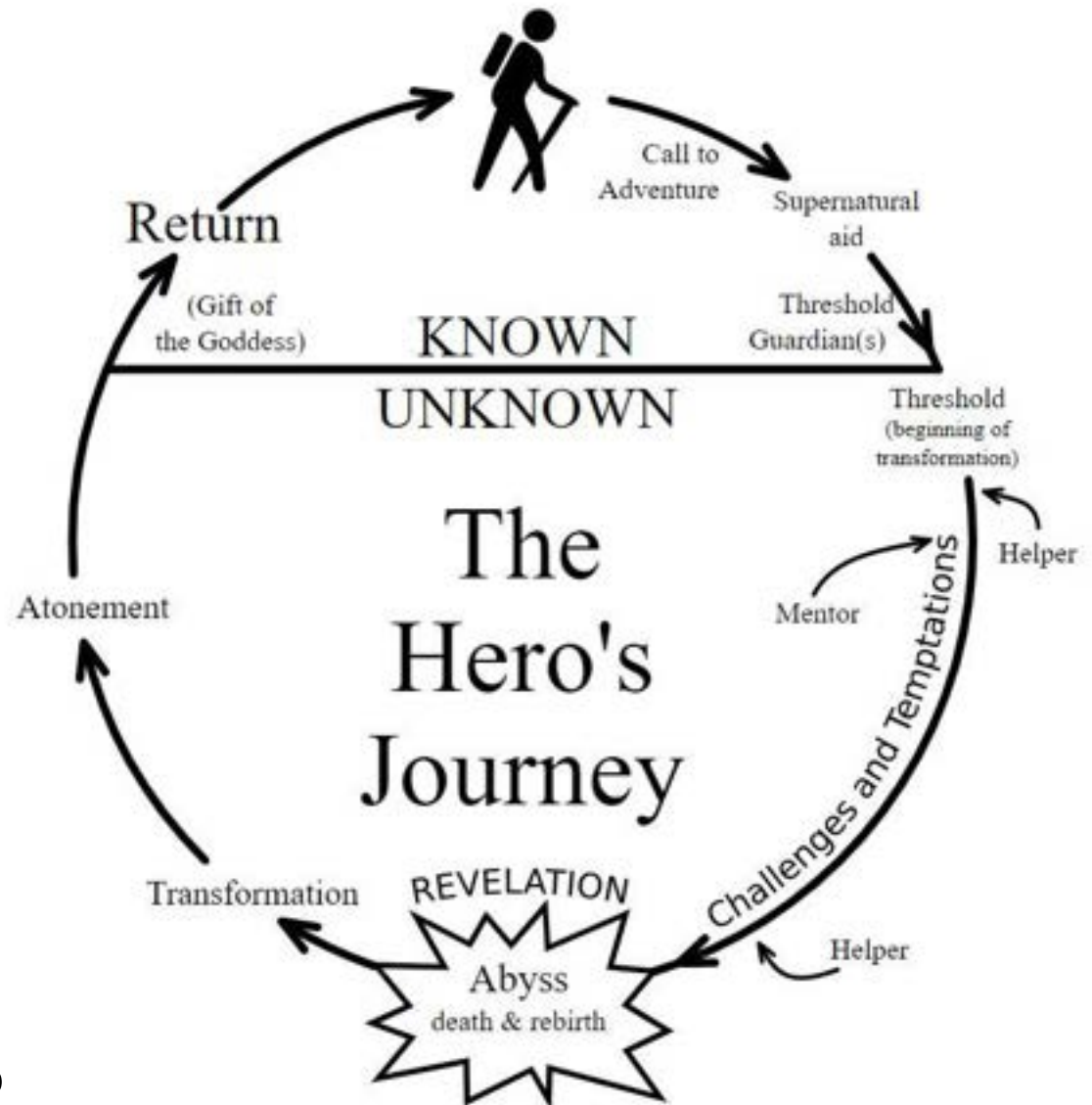
- small talk and humour,
- address students with their name
- arrivals and goodbyes
- agree on a Netiquette: camera, audio, use of chat, ...

Instructional Storytelling: How to Use the Hero's Journey for Training

A good
story ... is
a
marriage



Photo by [Engin Akyurt](#) from [Pexels](#)



- Picture: By scan from an Unknown authorpublication by an / anonymous poster, in a thread, gave permission to use it. Re- Vectorization: Slashme - 4chan.org,

- hgk

Learning strategies

The student's perspective

Inadequate learning strategies lead to problems with:

- lasting learning and long-term memory
- jargon foreign words and specific terminology



Photo by [Suzy Hazelwood](#) from [Pexels](#)

Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou



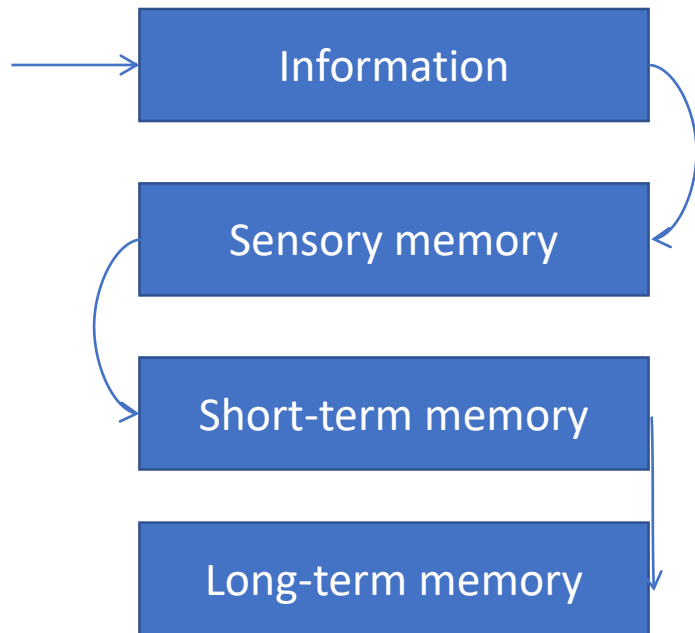
Memory and Retrieval

Learning Principles

Strategies:

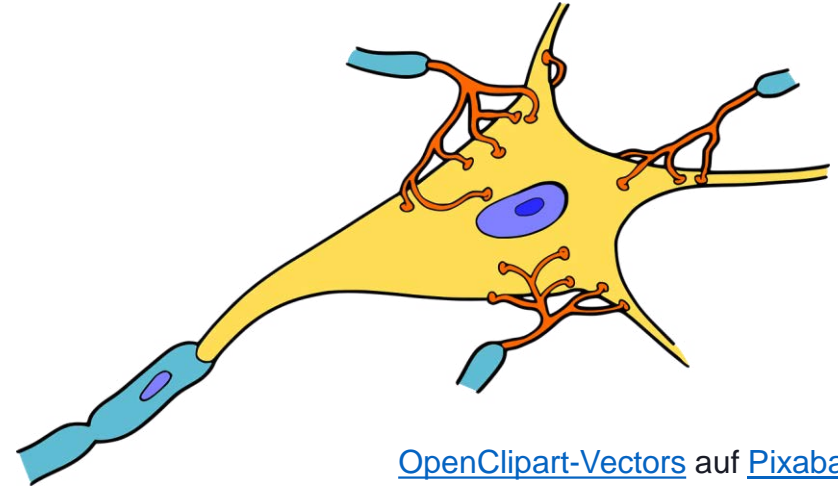
Creating associations:

- building on content – building understanding
- learning buddies and learning groups



- use
- retrieve
- repeat
- associate
- variation in modality

First retrieval...



[OpenClipart-Vectors](#) auf [Pixabay](#)



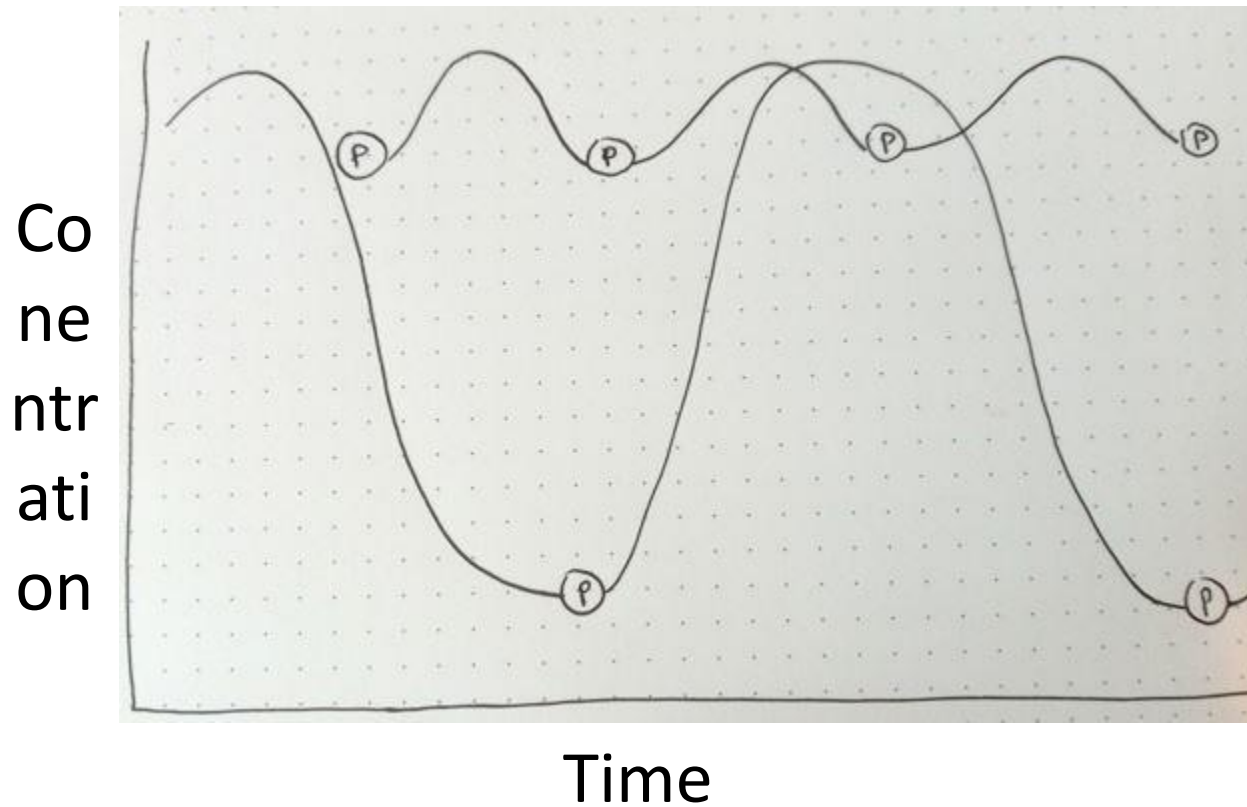
Repetition ...

Learning principles

! Arrange in small portions: deal with large amounts of content

- 1/3 of time -> encoding new information
- **2/3 of time** -> recall information from memory
- Continuously switch between the two

Use time wisely with breaks – 25min/break/25min/break, ...



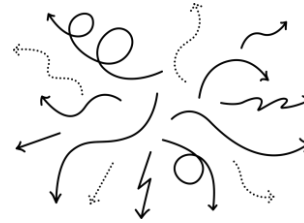
Use good breaks...

- Move
- Get out of the house
- Switch off
- Sleep
- Eat and drink good stuff
- Play
- ...

NO SCREENS during small breaks!



Use multiple modalities ...



Choose a strategy

- Associations:
 - draw, mindmaps, scetchnotes, graphics, infographics, ...
 - create learning cards
 - find similarities
 - think of **test** questions for the assesment
 - abstractions and stories – if this happens, then ...
 - think of metaphors – looks like, feels like, ...
 - create hierarchies
 - structure content

Buzz Groups

Aim: process information on learning principles and strategies and reflect on your role as a teacher

Activity: You will be allocated in Pairs in Breakout-rooms. Please discuss:

1. What are the main learning principles and learning strategies?
2. Which ones do you use in your learning activities?

Online learning activity design

Group Work

Aim: Design an online learning activity

Activity: You will be allocated in Groups in Breakout-rooms. Please design one online learning activity. If you like, use the handout: online activity design

Report!

- Please write a short report (300-400 words) with a **reflection** on your learning experience and **how you can integrate** it in your learning practice!
- Send it to: ingrid.kienberger@fh-joanneum.at

THANK YOU FOR
YOUR ATTENTION.

Anastasia Sfiri, MSc, BSc

Anastasia.Sfiri@fh-joanneum.at

Farewell and goodbye!



[Gustavo Fring](#) from [Pexels](#)

References

- Biggs, J (2014). Constructive alignment in university teaching. HERDSA Review of Higher Education Vol. 1 p5-22
https://www.herdsa.org.au/system/files/HERDSARHE2014v01p05_0.pdf
- Charlton, P., Koumpis, A., Kouroupetroglou, C., & Grenon, M. (2018). Wunderkammers: Powerful Metaphors for ‘Tangible’ Experiential Knowledge Building. *Multimodal Technologies and Interaction*, 2(3), 34.