Designing Virtual Learning Experiences

# Preparation

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| Critical | Testing & preparing technologyAssign pre-readings or activities | * Assess Internet Connection * Test Audio and Video |

# Why

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Establishing the ‘Why’Provide a frame of reference or hook |  |
| X minutes | State goals & provide introductionsDefine the scope/focus of the session |  |
| X minutes | Make netiquette transparentSet out ground rules and expectations for engagement. Remember to keep people and learning at the core | [Example netiquette] |

# What - Creating common understanding

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Discovering & interacting with the topic  * Develop a foundation/core information  Assess prior knowledge or experience | [Integrate pre-readings or activities]  [Option to use micro-lecture format] |

# So what? - Collaboratively applying & analysing

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Connecting with tangible application  * Provide concrete examples * Engage learners collaboratively in application * Support formulation of concepts  Check for understanding | [Integrate pre-readings or activities]  [See features & references list on next page for ideas]  [Integrate formative assessment throughout] |

# Now what? – Creation

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Integrating into practice  * Experiment with learning into relevant context  Foster large and small group interactions | [See features & references list on next page for ideas] |

# Reflection & conclusion

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Metacognitive activity  * Engage in formative assessment or reflection individually, small group, or large group  ConclusionKey messages & Take-aways | [See features & references list on next page for ideas] |

# Post–experience

|  |  |  |
| --- | --- | --- |
| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
|  | Be available  * Specify Virtual Office Hours  Check in with your learners |  |

# Features for engaging learners virtually

|  |  |
| --- | --- |
| ***Tool*** | ***Use example*** |
| **Annotation** | Highlight words, drawn on the screen |
| **Audio** | Allow verbal responses from remote participants |
| **Breakout rooms** | Allow remote participants to work alone or in small groups |
| **Chat** | Allow written/text responses from remote participants |
| **Collaborative documents** | Allowing participants to co-create in a document during the session – for example a Padlet, or online Office document |
| **Distrubuting material** | Provide links and handouts for all participants |
| **Polling** | Advance from basic to challenging questions to invite participant responses |
| **Raise hand** | Ask yes/no or agree/disagree questions |
| **Screensharing - Application** | Facilitate using only specific application (.pptx, docx, etc.) |
| **Screensharing** | Facilitate while navigating websites, animations, or software/applications |
| **Whiteboards** | Facilitate drawing/typing on a common virtual whiteboard or visual |

# References

Brookfield, S., & Preskill, S. (2005). *Discussion as a way of teaching: tools and techniques for democratic classrooms (*2 ed). San Francisco: Jossey-Bass. Churches, E (2008). Blooms Taxonomy, Bloom's Digitally: Link

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Hurtubise, L., Hall, E., Sheridan, L., & Han, H. (2015). The Flipped Classroom in Medical Education: Engaging Students to Build Competency. Journal of Medical Education and Curricular Development. 2: 35–43.

Kay, D. & Kibble, J. (2016). Learning Theories 101: Application to everyday teaching and scholarship. Adv Physiol Educ. 40(1):17-25. Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, *2*(1), 3-10.

Stewart, B. (n.d.). Scholarship in Abundance: Influence, engagement, and attention in scholarly networks. Retrieved September 20, 2017, from http://bonstewart.com/Scholarship\_in\_Abundance.pdf

Strommel, J., (2014). Critical digital pedagogy: a definition: http://hybridpedagogy.org/critical-digital-pedagogy-definition/