Designing Virtual Learning Experiences

# Preparation

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| --- | --- | --- |
| ***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 introductions Define the scope/focus of the session |  |
| X minutes | Make netiquette transparent Set out ground rules and expectations for engagement. Remember to keep people and learning at the core | [Example netiquette] |

# What - Creating common understanding

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| --- | --- | --- |
| ***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

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| ***Time*** | *Planning the Virtual Experience* | ***Technology, Resources & Notes*** |
| X minutes | Metacognitive activity * Engage in formative assessment or reflection individually, small group, or large group

Conclusion Key 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

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