Teaching Interactive Tutorials Online
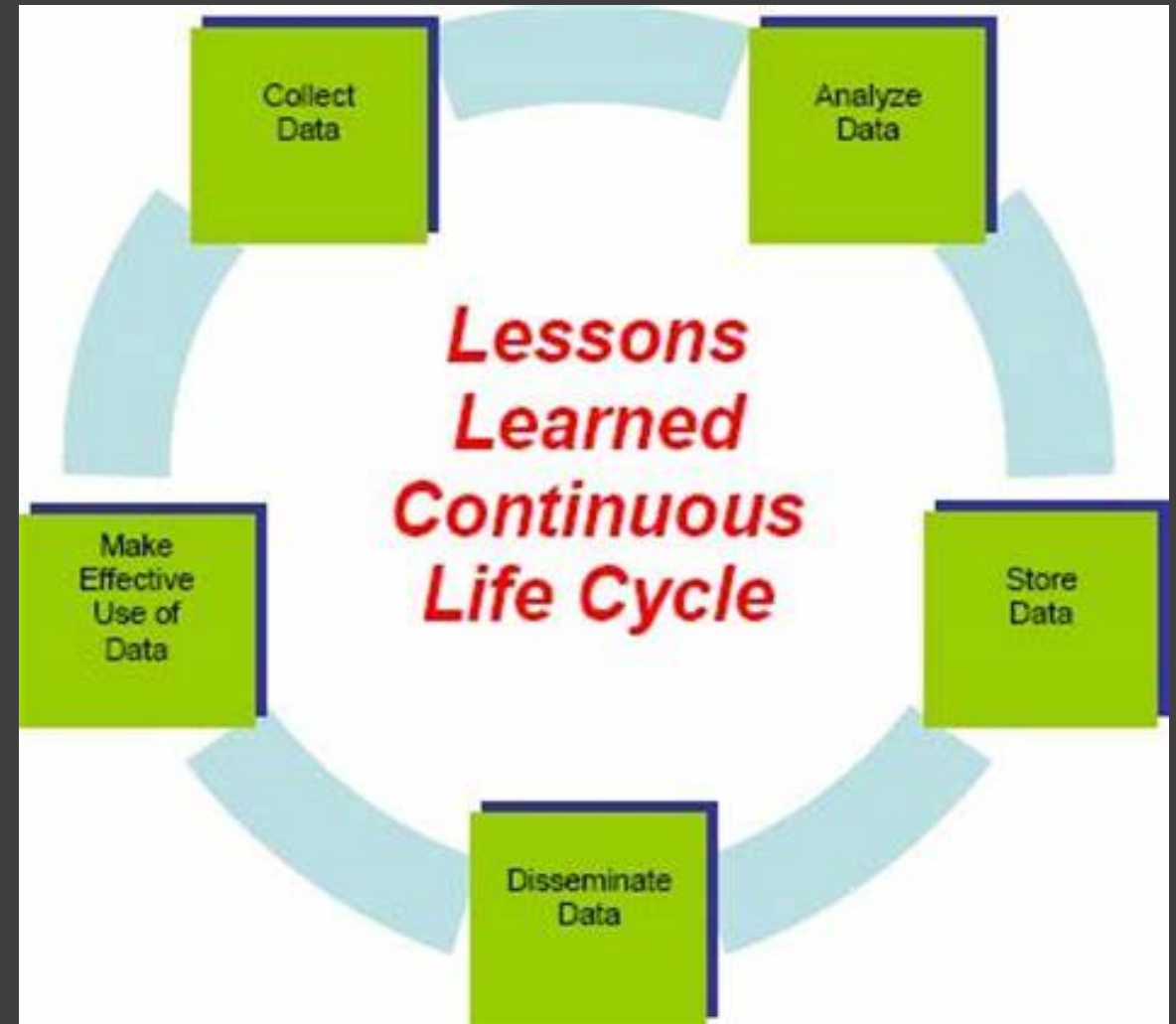
'*Structure, Content, Approach*'

By Marie B. Fisher, SFHEA

Lecturer, Academic Development, LTC

23 July 2020

Aim

1. Welcome, Introductions, admin and what to expect today.

1. Structure: Suggest ways to <u>organise</u> tutorials.

2. Content: Present and engage in strategies for <u>introducing</u> learning activities.

3. <u>Approach</u>: Present and engage in strategies to help students <u>construct</u> their own learning.

4. <u>Technology</u> – organise, test, time, adjust and have a backup plan.

Collect Data

Analyze Data

Make Effective Use of Data

Store Data

Disseminate Data

Lessons Learned Continuous Life Cycle

Reflect upon…

1. Suggest ways to <u>organise</u> tutorials
   - Establish clear objectives
   - Explore, Explain, Design how the session will run
   - Key messages and expected learning as it relates to ILOs
2. Present strategies for <u>introducing learning activities</u>
   - Describe task, model, tutorial sheet, image
   - Should be achievable, simple, scaffolded;
   - Focussed on the students – less talking more doing
3. Present strategies to help students <u>construct their own learning</u> grounded in Educational theory
   - Think, pair, share

Breakout Activities

- **TASK: Social Work**
- Develop an interactive lesson for this case study.
- Identify key questions that need to be resolved.
- What are the care issues (hidden ones)?
- Identify legislation that protects children and families
- Identify theory that supports an approach to be discussed in lectures

There is a family in crisis. Mother is very ill. Maternal grandmother trying to help out at home but starting to show signs of physical frailty. Children missing school (truancy). Mother's Partner is working away.

Breakout Activities

- **TASK: Science (Online Experiment)**
- Testing reaction time
- Outline instructions, resources and process for recording results for students so they are able to conduct this experiment. You may only have time to outline the instructions.
- Task: Develop an interactive lesson for your students
- Students need to conduct an experiment to record reaction times of a student partner who reacts when a beep is heard by using a pencil to knock on a table. Link importance of reaction time in real world.

Breakout activities

- **TASK: Law (representing a client)**

- Brainstorm the key considerations when preparing to represent a client in court.

- Consider – client, legal issue, approach, legal rights, implications if preparation is poor.

- Use a real world example if possible to summarise your findings.

Breakout activities

- **Theology/Religious Studies**
- How does Catholic Social Teaching guide into our lives?
- Brainstorm responses to this question and identify examples.
- Consider how you would construct a lesson to introduce real world learning and decision making for the students.
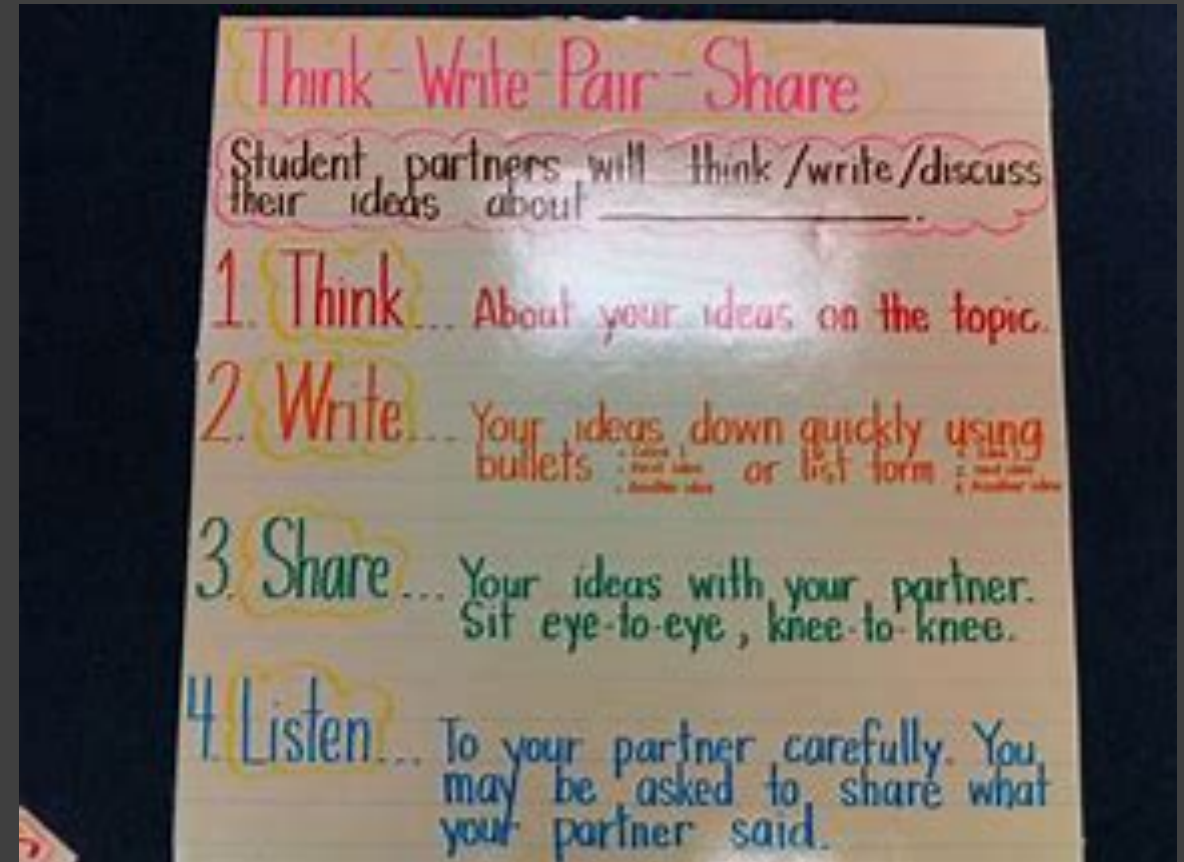- Identify resources

Reflect upon...

1. Suggest ways to <u>organise</u> tutorials
   - Establish clear objectives
   - Explore, Explain, Design how the session will run
   - Key messages and expected learning as it relates to ILOs
2. Present strategies for <u>introducing learning activities</u>
   - Describe task, model, tutorial sheet, image
   - Should be achievable, simple, scaffolded;
   - Focussed on the students – less talking more doing
3. Present strategies to help students <u>construct their own learning</u> grounded in Educational theory
   - Think, pair, share

Teaching online (real world example)

- Students design and develop a lesson plan to teach their peers an activity;

- They need to produce a lesson plan, categories in the lesson plan and bring to the tutorial.

- Present a 2-3 minute mini lesson

- Engage the class

- Receive feedback

- Discuss in groups how feedback could be incorporated.

- Class to construct activities to help them improve lesson plan design and their performance.

Think-Write Pair-Share

Student partners will think/write/discuss their ideas about _____.

1. Think... About your ideas on the topic.

2. Write... Your ideas down quickly using bullets or list form

3. Share... Your ideas with your partner. Sit eye-to-eye, knee-to-knee.

4. Listen... To your partner carefully. You may be asked to share what your partner said.

Teaching online (real world example)

- Students are split into breakout groups and given a short reading to prepare. Each group has a couple of paragraphs (activity 1).

- Students need to read the paragraphs and answer the questions.

- Then they discuss the reading and responses in groups.

- After breakout finishes they engage their tutorial group and be prepared to share what they learned from the article, be able to show how it informs their decision making. So this could be a brief presentation by each group and a 100 word summary submitted in chat. Very useful for teaching theory.

- Receive feedback from peers and tutor.

- Discuss in groups how feedback could be incorporated (activity 2)

- Class to construct activities to help them improve lesson plan design and their performance.
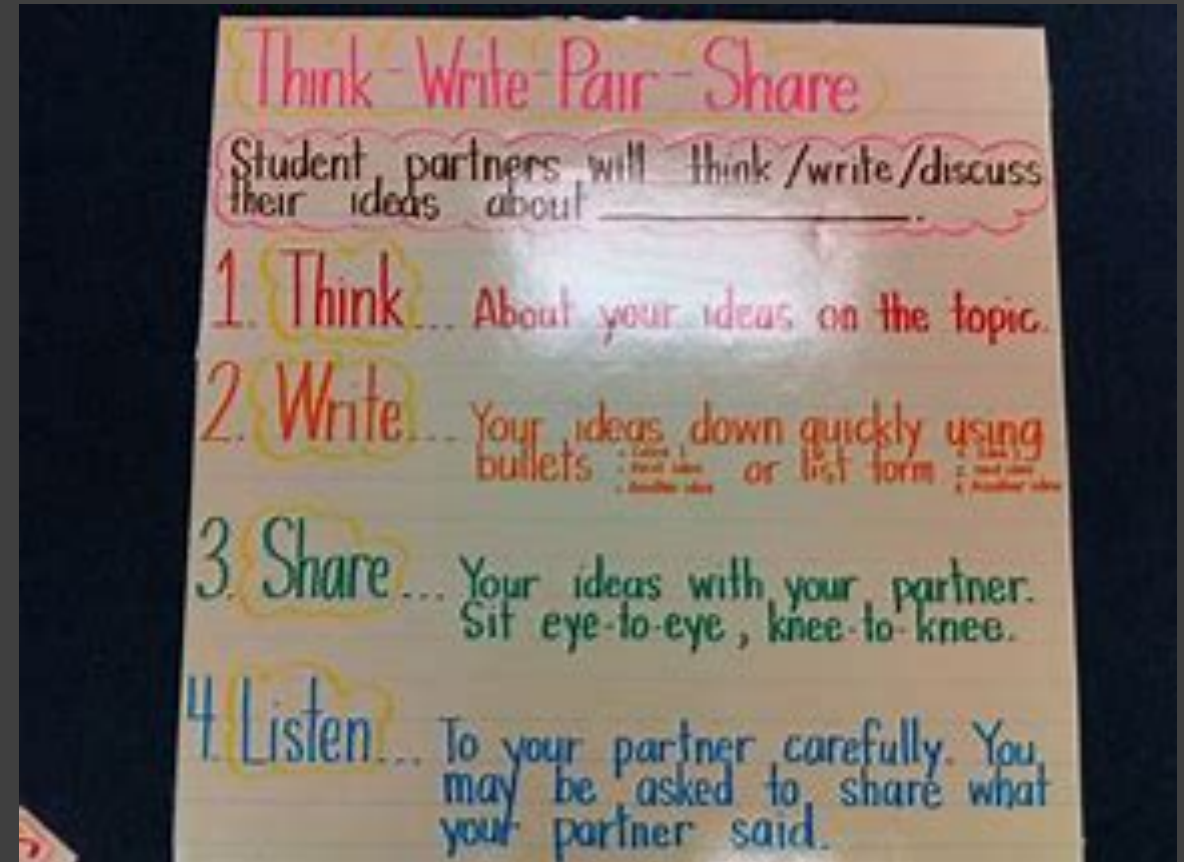
Tutor closes

- Summarises what happened with input from students and how objectives were met or not met;

- Asks students – what worked, what did not, what they would do differently;

- Asks students to write up their notes as short reflections (template provided for the students eg key questions).

- Submit this reflection within 24 hours.

- Discussion about the activity and reflections next tutorial. Study questions will be posted for students as a guide.

Source for Images: Google free images.
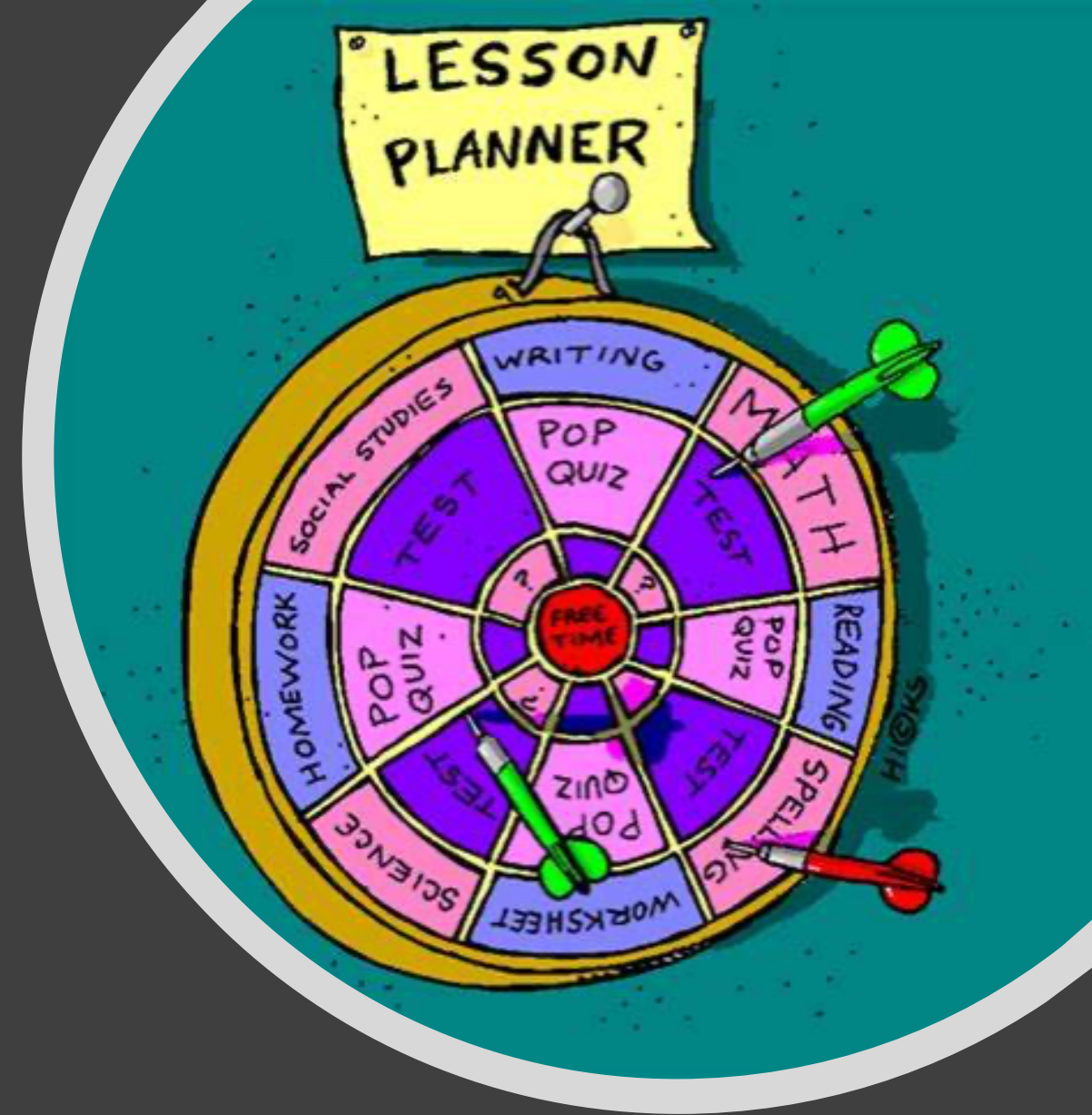
Now to the Technology side – The Plan

Time	Activity	Notes
2 mins	Review last lecture, etiquette agreement, engagement, rules of engagement	Checklist Students check Tech (prior to session)
5 mins	Icebreaker/get to know you	Is it appropriate? Test with colleagues
2 mins	Objective for the session	
10 mins	Group activity 1/report back	Learning points Transform learning Links to learning
5 min	Break	Check time to recommence
10 min	Group activity 2 – break this down further	Use breakout groups and assign a leader for group activities with key questions.
5-10 mins	Q & A	Suggest guided so that key learning points scaffolded and linked to prior and future learning. Then Close.

Practical Ideas with Zoom

- Tutorial plan

Test your technology first, etiquette, rules of engagement. Have a short lesson plan.	Introduce the lesson objectives (LO s)	Introduce an Icebreaker or quick review of last lesson (students)	Organise into groups for activity 1 and repeat for activity 2 (breakout)
Each group has a leader Each group has task and guiding questions Time limited	Each group reports back, asks questions, posts key learning points on whiteboard or in chat	Tutor debriefs activity, links to past and future learning	Tutor closes the session.

References & Links

- https://www.aare.edu.au/blog/?p=2618

- https://learninginnovation.duke.edu/blog/2020/02/zoom/

- https://onlinelearningconsortium.org/news_item/ten-ways-overcome-barriers-student-engagement-online/

- https://elearningindustry.com/9-tips-improve-online-learners-engagement

- https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james

- https://www.prodigygame.com/blog/experiential-learning-activities/

- https://laverne.libguides.com/c.php?g=34855&p=221908

Effective Teaching Online

- https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online

Scholarship & Theory

- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. Online Learning, 21(3), 166-190. doi: 10.24059/olj.v21i3.1225