



Planning to Teach High School Credits Online



Today's Learning Goals:

By the end of this workshop I will be able to:

- Identify key components of an online classroom
- Outline necessary features for an online classroom
- Explain which features are essential to include
- Review an online classroom model and evaluate it's effectiveness in meeting ministry expectations



Meeting Agenda

Part 1: Introduction

- Why we are here?
- Who am I?

Part 2: “If you build it...”

- Online Classroom Inspection Requirements
- The Means for Classroom Delivery
- Learning Management System Options
- Online Teaching Methodology: Synchronous Versus Asynchronous
- Technical Requirements
- Roles and Responsibilities
- Course Development
- Innovative Assessment Tools



Agenda Cont

Part 3: Meeting Ministry Guidelines

- Considerations of how we can meet Ministry guidelines
- Mechanisms to Monitor Student Work
- Mechanisms to Monitor Behaviour and Practice
- Tracking of the 110 Hours of Instruction
- How We Demonstrate Balanced Assessment
- Descriptive Feedback in the Assessment of our Students
- Essential Policies

Part 4: Moodle Presentation & Hands-on Learning Opportunity

Part 5: Conclusion



Part 1: Introduction

Why are we here?



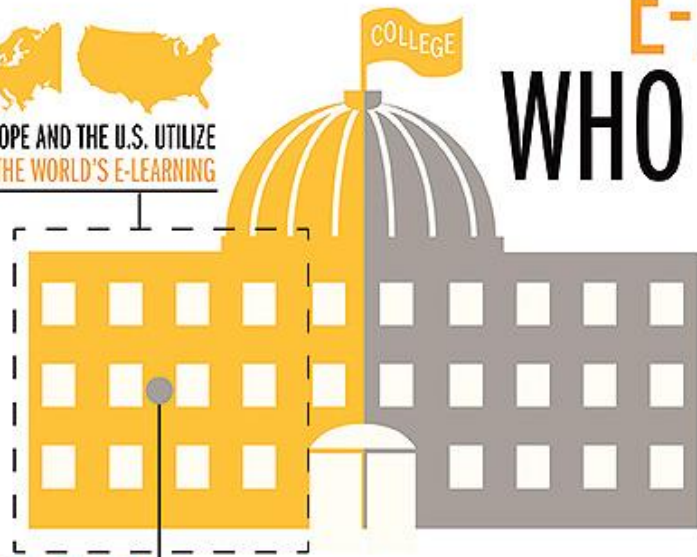
Why are we here?

THE FUTURE OF E-LEARNING



EUROPE AND THE U.S. UTILIZE
70% OF THE WORLD'S E-LEARNING

E-LEARNING WHO USES IT?



BY 2019,
50%
OF ALL COLLEGE COURSES
WILL BE TAUGHT ONLINE.

4.6M+ COLLEGE STUDENTS TAKE AT LEAST 1 ONLINE COURSE
& 6.7M POSTSECONDARY STUDENTS IN THE U.S. TAKE AT LEAST 1 ONLINE COURSE



Why are we here?

E-Learning is by far the fastest growing area in education

The Ministry of Education has not updated its e-learning Policy Document since January 30, 2006. This will no doubt be an area of increased scrutiny and further policy development in the near future by the Ministry of Education.



Why are we here?

A Definition Problem:

e-Learning has become an all-encompassing catch-phrase for the application of computer technologies to education—whether it occurs face-to-face in classrooms, in blended and hybrid courses, in mediated distance education contexts, or in online only e-learning environments



Why are we here?

E-learning can take many forms and can include a range of online applications, including:

- *Web-dependent*: Students use the internet for key “active” elements of the program without significant reduction in classroom time
- *Web-supplemented*: Includes online components such as course outlines, lecture notes, use of e-mail, and links to external online resources.



Why are we here?

E-learning can take many forms and can include a range of online applications, including:

- *Mixed-mode:* Students are required to participate in online activities, as part of course work. These online activities partially replace face-to-face teaching/learning. Classroom attendance remains significant to the course.
- *Fully online:* Students can follow courses offered in one location from another town, country or time zone.



Why are we here?

In contrast to distance education, e-learning is more inclusive and can include both distance and traditional in-class instruction. Purpose:

- To enhance traditional classroom methods
- To present course-related materials online
- A communication tool between students/instructors
- An interactive device for students and course content



Who am I?

My name is Christian Bayly and I am an elementary and secondary educator with ten years of experience working in private schools.

- A decade of Moodle experience creating Ontario curriculum compliant courses for all grade levels and subject areas
- Developed extensive training materials for education professionals.



Who am I?

As a Moodle educator I develop courses, lessons, activities and quizzes for all learners

- Develop lessons and interactive activities
- Created and manage various Moodle databases
- Experience teaching online ESL



Part 2: “If you Build It ...”

Online Classroom Inspection Requirements



Online Classroom Inspection

The Ministry's inspection of an online school is based on:

- a review of posted online content
- a review of asynchronous conferencing between teachers and students
- interviews with the principal and other school staff
- visits to synchronous online sessions and an examination of school documents and records, and of students' work.



Online Classroom Inspection

Online learning provides a course environment for learning **must** include:

- A text-based conferencing system
- Individual and/or group learning activities
- Asynchronous and/or synchronous learning activities
- Interactivity with learning materials and/or students
- Accessibility via the Internet from any location
- Frequent communication between teachers and students



Online Classroom Inspection

If you are delivering your courses synchronously (in real time) you are required to include the inspector as an observer. List the dates of the sessions so that the inspector may choose to attend one or more of the sessions.



Online Classroom Inspection

During a face-to-face visit the inspector will require you to demonstrate all components of course delivery and to outline how the course is delivered on a day-to-day basis.



The Means for Classroom Delivery

The most important first step in discussing what is e-learning and how can use it in our schools we need to understand the software and how we put it into practice.

A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs.



The Means for Classroom Delivery

A LMS is a program that sits on a server (internal or external) that allows you to provide educational experiences for your students



Learning Management System Options

Open Source Learning Management Systems:

Atutor

Canvas

Chamilo

Claroline

Dokeos

eFront

Fedena

ILIAS

LAMS

Moodle

OLAT

Sakai

Totara LMS

WeBWorK



Learning Management System Options

SAAS/CLOUD Learning Management Systems:

DigitalChalk

DoceboLMS

Expertus



Learning Management System Options

Proprietary learning management systems:

Blackboard Learning System

eCollege

Glow

ITWorx CLG

Meridian Knowledge Solutions

QuestionMark

Scippo

SSLearn

SumTotal Systems

Vitalect

CERTPOINT Systems Inc.

Edmodo

HotChalk

JoomlaLMS

My Big Campus

Saba Software

Schoology

Spongelab

Taleo

WebStudy Learning LMS

Desire2Learn

GlobalScholar

Informetica

Latitude Learning LLC

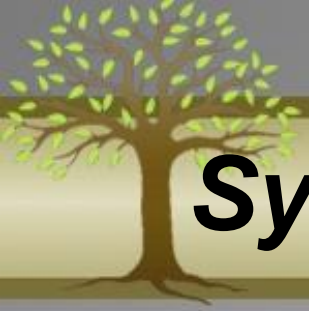
Ning

SAP

SharePointLMS

SuccessFactors

TeamWox



Synchronous Versus Asynchronous

An online teaching methodology is usually presented as a choice between synchronous (real-time) teaching and learning versus asynchronous (not real-time) teaching and learning.



Synchronous Versus Asynchronous

| | Features | Examples |
|------------------------------|---|---|
| Synchronous Learning | <ul style="list-style-type: none">• Real-time• Live• Usually scheduled, time-specific (but can be impromptu)• Collective and collaborative• Simultaneous virtual presence with other learners and facilitators or instructors• Concurrent learning with others | <ul style="list-style-type: none">• Instant Messaging• Online Chat• Live Webcasting• Audio conferencing• Videoconferencing• Web Conferencing |
| Asynchronous Learning | <ul style="list-style-type: none">• Intermittent access or interaction• Self-paced• Individual or intermittently collaborative• Independent learning• Usually available any time• Recorded or pre-produced | <ul style="list-style-type: none">• E-mail• Threaded Discussion boards• Web-based training• Podcasting• DVD• Computer-based training |



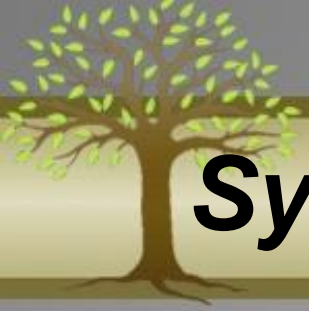
Synchronous

- Use programs like Skype, Adobe Connect or WizIQ
- Lessons are taught as in a traditional classroom
- 110 hours: tracked through the lesson recording
- Ideal for all levels of learners
- It requires a strong internet connection



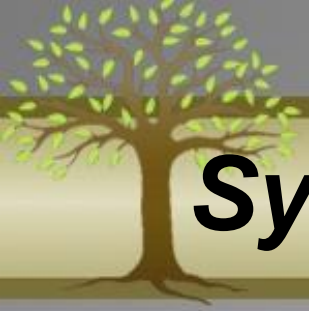
Asynchronous

- Designed around a LMS
- Assignments and course work are provided and submitted online
- Communication between the students, peers and the teacher
- Ideal for students old enough, and mature enough, to regulate their own learning



Synchronous Versus Asynchronous

The difference between synchronous and asynchronous is not really a choice any educator or school should or even can make. The best online school environments make use of both technologies as they deliver educational experiences for their students.



Synchronous Versus Asynchronous

The Ministry of Education expects to see actual teaching occurring between students and teachers on an ongoing basis. Teaching does not need to occur daily but there must be evidence of actual teaching. The reason for this is because only the Ministry has the authority to offer distance educational courses.



Technical Requirements

A Learning Management System's Technical Requirements (Moodle): These are just minimums. It is recommend that you keep all of your software updated.

- Recommended minimum browser: recent Google Chrome, recent Mozilla Firefox, Safari 6, Internet Explorer
- Moodle upgrade: Moodle 2.2 or later
- Minimum DB versions: PostgreSQL 8.3, MySQL 5.1.33, MariaDB 5.3.5, MSSQL 2005 or Oracle 10.2
- Minimum PHP version: PHP 5.3.3
- New recommended PHP extensions: zlib, OPcache



User Requirements

User Requirements: The Ministry requires that you include in your Course Calendar a description of minimum hardware requirements.



Roles and Responsibilities

There are two main administrators for a Learning Management System

- A System Administrator
- A Site Administrator



System Administrator

The System Administrator is responsible for:

- Installing the software and database system
- Upgrading the software with updates and patches
- Installing any and all additional 'plugins'
- If applicable; maintains the network
- If applicable; communicates with the server company
- Creating a system backup and redundancy within the network



Site Administrator

The Site Administrator is responsible for:

- Work within the software and system to create an appealing, user-friendly learning/teaching experience
- Creates courses, tests and lessons
- Teach and holds workshops with staff on software use
- Debug the system
- Maintains site settings
- Maintain the internal database of users
- Site backups of the courses



Principal's Responsibility

- Providing an orientation program to teachers teaching an e-learning course
- Providing an orientation program to students taking their e-learning courses to validate the student's suitability for e-learning and to prepare them for this style of learning
- Ensuring that outlines of the courses of study are available for examination
- Assigning teachers to teach the online courses and ensuring the courses are included in the required teacher workload
- Monitoring the online behaviour of teachers and students



Teacher Responsibility

- Ensuring that when any modifications are made to an e-learning course, the course continues to meet all requirements of the Ontario provincial curriculum
- Providing the final assessment and/or examination to student's home school principal for completion
- Communicating information on student progress to parents and students regularly
- Conducting parent-teacher interviews: telephone, videoconferencing and email



Students Responsibility

- Applying for an e-learning course
- Participating in any e-learning orientation provided
- Following all delivering school policies with respect to acceptable use and student conduct
- Informing the principal and/or guidance counselor if he/she wishes to withdraw from an e-learning course



Course Development

The Ministry of Education views private schools as a business and in a lot of ways a private school must function in that role. When a 'customer' comes into an establishment their experience should be:



Predictable

When a customer takes a class through your school and they have a good experience then they are likely to recommend your school to their friends and become a repeat customer. Creating a high level of consistency in the course design, unit and lesson layout, lesson delivery model and the assessment and evaluation procedures will provide your customers with a predictable experience



Reliable

The stability of your network and the consistent reliable access to the LMS at any given time is essential. The capacity of a server to maintain itself with high traffic is determined by your original agreement with your server company. I recommend always airing on the side of safety and overcompensating on what you need.



Affordability

Students, and parents, need to feel like they are getting an affordable experience. The experience should be of good value for their dollar so they will not feel like they are being mistreated. The average going rate for a 1.0 course is about \$500.



Desirability

The course must meet with their expectations. Resources should be available, communicating with instructors and administration should be easy. The courses should be made presentable and visually appealing. Clutter should be eliminated and rules and procedures should be transparent.



Innovative Assessment Tools

There is a large community of individual programmers who are constantly adding “plugins” that work to enhance the LMS software. There are tons of assessment tools available for download and installation.



Part 3: Meeting MOE Guidelines

***Considerations of how we can
meet Ministry guidelines***



Considerations

The Education Ministry expects a varied assessment strategies over the duration of the course that may include:

- Contributions to online discussion groups (IMPORTANT)
- Completion of online assignments
- Portfolio submissions (IMPORTANT)
- Projects and presentations (real-time video, video or audio recorded presentations, website development, and email submission of assignments)
- Discussion areas, chat rooms and/or real time communication tools are used to clarify learning goals and to co-construct success criteria (IMPORTANT).



Monitoring Student Work

Moodle allows teachers and school administrators to generate a school, class and **individual log report** of all activity that occurs in an activity, course or in the entire school. This log report can be downloaded and saved in Excel, Text or ODS. Tests and quizzes also generate logs for individual and class averages.



Tracking the 110 Hours

Using the log report you can also choose one student alone and monitor their individual usage. When creating lessons and activities it is best to create a conservative view of the time it will take to complete the activity. It is always best to air on the side of caution when it comes to the time it will take to complete the activity. It has also been “recommended” to encourage students to keep a learning log.



Balanced Assessment

Assessment needs to be balanced in the sense that there needs to be an abundance of **For** and **As** learning opportunities for students as well as **Of** evaluations. There needs to be a balance between Product, Observation and Conversation.



Product

Students are constantly creating work when either in a regular classroom or in a virtual one.

Students are submitting assignments, answering quizzes and tests as well as writing reports. All of this information is saved, organized and categorized very carefully by the LMS.



Observation

Students are observed both by the log reports as well as in their participation in collaborative activities with their classmates and instructor. If the course incorporates a program like Adobe Connect, Skype or WizIQ then virtual classes can be recorded.



Conversation

Tools like forums, chat rooms as well as virtual learning environments like Skype, WizIQ or Adobe Connect provide ample opportunity for communication to be provided as evidence during an inspection.



Descriptive Feedback

Feedback is information linked to success criteria. Descriptive feedback can be e-mailed to the student and then a written response with a signature can be uploaded into a dropbox for the instructor to keep.



Essential Policies

The Ministry provides a list of required policies and procedures that need to be created if you are offering online courses:


- Attendance
- Contacting students and parents who fail to log-in
- Log-in Expectations
- Absences Recording
- Indications of online and offline activities
- Exam Proctoring Process
- How are oral communication expectations met



Moodle Plugins

Themes


Themes provide a "skin" to completely change the look and feel of your site (or even an individual course).
Join the discussions about themes in the Themes forum.
Follow @moodletemes on Twitter



Themes: Elegance
theme_elegance

Elegance is a 2 column, clean and highly customisable theme built on the Bootstrap 3 framework.
Latest release: Friday, March 21, 2014, 8:37 AM
Category: Themes Requirements: Moodle 2.6


[DOWNLOAD](#)



Themes: Shoelace
theme_shoelace

A Bootstrap derived theme with a light feel through colour and font selection.
Latest release: Monday, March 17, 2014, 8:31 PM
Category: Themes
Requirements: Moodle 2.4, Moodle 2.5, Moodle 2.6


[DOWNLOAD](#)



Themes: Src2.2 - Universal Design Theme
theme_src2_access

This theme is made for better visual accessibility mode, but with design and colors that retain good look. It doesn't have super-high contrast, which can be set with block Accessibility, but it has bigger and leveled fonts for better visual accessibility.
Latest release: Wednesday, March 12, 2014, 6:52 PM
Category: Themes Requirements: Moodle 2.2, Moodle 2.3, Moodle 2.4


[DOWNLOAD](#)



Themes: Bootstrap
theme_bootstrap

This is a Moodle theme based on the Bootstrap CSS framework. It has minimal styling and can be used to create User Experience optimized themes
Latest release: Friday, February 21, 2014, 3:48 AM
Category: Themes Requirements: Moodle 2.2, Moodle 2.3, Moodle 2.4, Moodle 2.6


[DOWNLOAD](#)



Themes: Aardvark
theme_aardvark

The original menubar based theme for Moodle rewritten for Moodle 2.5+ to draw its base from Bootstrap.
Latest release: Friday, February 14, 2014, 6:16 PM
Category: Themes
Requirements: Moodle 2.1, Moodle 2.2, Moodle 2.3, Moodle 2.4, Moodle 2.5, Moodle 2.6


[DOWNLOAD](#)



Themes: Simple
theme_simple

Simple design, follows the best practice of responsive web design.
Latest release: Wednesday, February 12, 2014, 8:33 PM
Category: Themes
Requirements: Moodle 2.1, Moodle 2.2, Moodle 2.3, Moodle 2.4, Moodle 2.5, Moodle 2.6

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 - General plugins (Local)
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 - Cache
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 - Repositories
 - Portfolios
 - Plagiarism
 - Web service protocols
 - Admin tools
 - Calendars
 - Other



Part 4: Moodle Presentation

Please open a web-browser and type in:

www.baylyacademy.com

Click login and type:

Username: guest#

Password: Guest_#

The number will be provided to you during the presentation



Part 5: Conclusion

Are there any questions?



Thank you very much!





Thank you very much
For attending this workshop