



Make relevant choices in educational technology

Study guide MARCH^{ET} module:

Supervising students in distance learning

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Introduction

By using technology in your teaching, you can promote active participation by your students. Yet how do you make sure that you use all the possible didactical advantages? In the MARCH^{ET} modules you will work on this issue. You will get to know the different technologies that you can embed into teaching your subjects and you will redesign your own educational setting or course. You will get support from the course moderator and colleague teachers.

Some facts:

- One module will take 12 weeks to complete.
- The total investment for one module will be around 25 hours.
- You can take part in one or more modules.
- In the module you will work specifically on your own educational setting.
- In the module you will work on competencies: designing and evaluating teaching.

This study guide provides you with information on the module Supervising students in distance learning. In this module you will learn how you can use technology effectively in distance supervising. In this study guide you will find general information on the module, e.g. learning objectives, an overview of the different parts of the module and corresponding assignments, time of investment and deadlines. The assignments are in the appendix.

This manual is also available in the virtual learning environment (VLE) of this module. The VLE we use is SURFgroepen. Once you have registered for the module, you will receive an invitation to the SURFgroepen team site *MARCH^{ET} module Supervising students in distance learning* where you can find all the information and meet your moderator and fellow participants.

Learning objectives

Overall aim:

The participants are able to use technological tools for supervising students in distance learning in a didactically way in their own teaching environment.

After this module you are able to:

1. understand the main theoretical concepts about supervising students in distance learning
2. choose relevant tools for supervising in distance learning for your specific educational setting
3. practice with at least two supervising tools
4. redesign your educational setting
5. implement, evaluate and reflect on your redesign (and implementation)

Content of the module

This module starts from the didactical point of view and ends in teaching practice. The use of technology affects teaching, and thus the educational design of a learning situation. The module starts with your own input of a didactical situation (the problem) which you share with your fellow participants. Next, you will make an informed choice based on a tool to improve the learning situation or to solve the didactical problem. After redesigning the educational situation/setting, you will implement the tool in your educational setting and you will evaluate the effect with the help of an impact assessment.

The module consists of 4 online meetings and 12 assignments. The content focuses on orientation on supervising students in distance learning and a number of relevant tools. This way you can make a well-founded choice for a tool and you will be able to redesign your teaching activities. After assignment 10, the first part of the module ends. The following activities are optional but strongly recommended. Because once you have redesigned your course or part of it, you will have to put your redesign product into practice and evaluate the result.

By following the eight steps described below, you move along the module.

Step I Intake procedure

To register, you fill in the registration form available via the link on www.marchet.nl. After registration, one of the moderators will contact you by phone to complete the procedure. This will be followed by an invitation to the Virtual Learning Environment (VLE).

Step II Test session video conferencing

In this module you will meet your colleagues online in 4 video conferencing sessions. To make sure your equipment works, we will first have a test session. Once this operates smoothly, you are ready to start the module.

Step III Orientation on the subject and tools

In this step you will learn more about supervising students in distance learning and the tools that can support it. You will study relevant literature on the subject and there is ample time to practice the tools. For this module we selected a range of tools ranging from discussion forum, weblog, wiki to Google docs.

You will share your experiences with the other participants about supervising students in distance learning in Surfgroepen by using a discussion board, share documents in your personal folder, working in a wiki and writing blogposts.

Step IV Make a relevant choice for a tool

Once you have finished your orientation on the subject and the tools, it is time to select the most effective tool for your educational setting. You will discuss your choice with the moderator and the other participants.

Step V Redesigning your educational setting

During step 5 you will redesign a part of your educational setting, using the selected tool(s) effectively. In redesigning, you will take into account the alignment between content, didactics and technology. You will receive feedback from participants and give feedback to two other participants.

You will also work on an evaluation instrument so that you can measure the effect of your redesigned product once you have implemented it.

Step VI Reflection on the module

In this step you will reflect on your experiences in this module. What was the situation at the start, what is the situation now and what have you learned from it, what do you want to share with your colleagues and future participants?

After this step, the group process ends. The next steps are optional and will take place during and after the period where you implement your redesigned product.

Step VII Implementation and evaluation

You will implement your redesigned product and evaluate the effects. This takes place during the period in which you teach your (online) course and have to supervise your students in distance learning.

Step VIII Presentation of the results: MARCH^{ET} conference

We will invite you to the MARCH^{ET} conference. During the conference you will share your experiences in the module and your results of the evaluation with other teachers by giving and attending presentations about this subject.

For the latest information, program and important dates please visit the Conference website <http://www.conference.marchet.nl>

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Appendix 1: Assignments

Assignments module Supervising students in distance learning

Assignment 1 Preparation

Estimated workload: 1 hour

Tools used: format (re)design page 1, personal folder

Goal: Investigating your own situation with regard to the relevant aspects for this course.

Introduction

For the start of this course you prepare yourself by describing the educational setting you want to redesign.

Test session Video conferencing

We invite you to test your equipment in a preparation video conference. More information on Adobe Connect (our videoconferencing tool) can be found in [this manual](#).

Activities

1. Think about the educational situation of your course. Is there a clear problem in your course you want to work on in this module? Ask yourself the following questions:
 - Is the situation really problematic? Does it really need to be improved?
 - For whom is it a problem?
 - What caused this situation?
 - What is the added value of SSDL in your situation? What do you want to achieve with SSDL?
 - What are your initial thoughts as how to use SSDL? Using which tools?
 - How do you know in the end whether redesigning your education was successful? What results would make you satisfied as a teacher?
2. Fill in the [format \(re\)design](#) in which you describe your educational setting which you want to redesign. Attention: only page one.
3. Upload your format in your [personal folder](#) on the teamsite.

Assignment 2 Orientation on theory and tools

Estimated workload: 2 hours (1 hour preparing, 1 hour videoconferencing)

Tools used: Blog Orientation, filled format (re)design from assignment 1, Video conference

Goal: Introduction participants and their case & orientation on the module

Introduction

For your orientation on the theme you can have a look at the theoretical background. You can use this information for the introduction of your educational setting in the first video conference.

During the first videoconference you meet the other participants and the moderators for this module. During the session you introduce yourself and your case. You discuss the

educational contexts together.

Activities

1. Take a look at the [theoretical background](#) and [case descriptions](#) we have prepared for this module. We introduce some models about online education, integrating ICT in your distance education and we tell you about the interaction and feedback between moderator and students.
2. During the video conference you will be asked to introduce yourself. Prepare yourself for this using these questions:
 - Who are you, both personal and professional?
 - Describe the educational situation/problem you want to work on in this module, using the format you filled in at assignment 1.
 - What's your reason to participate in this module?
3. We ask you to write your first blogpost by shortly introducing yourself, using the above mentioned questions. For this, go to the [Blog Orientation](#).

The videoconference meeting

- The moderators will welcome everybody and give a short outline of the meeting.
- All participants introduce themselves.
- The moderators will shortly present the structure of the module, like the theoretical background, the tools you are going to work with and aspects of knowledge sharing and building with each other.
- There will be time for a short discussion about the theoretical background.

Assignment 3 Integration: Theory and tools in your case

Estimated workload: 1 hour

Tools used: Wiki Supervising distance learning, Blog Orientation

Goal: reflection on your educational setting related to the theme and the tools

Introduction

You will orient yourself on the tools to be used for SSDL with regard to your own setting and the presented theory, taking into account your own setting and the theory presented to you earlier.

Activities

- Take a detailed look at the [Wiki Supervising distance learning](#) in this module. Here you will find information about distance supervising and possible tools to use in your distance education.
- Think about your own educational situation. Is there a clear problem in your course you want to work on? Which of the presented tools do you use, or do you want to use? And why? How will this relate to the theoretical framework?
- Write a blogpost ([Blog Orientation](#)) in which you reflect on your case: what is the situation, what do you want to improve, how do you want to do that, with which tools and what are your expectations?
- Take a look at the blogposts of your fellow-participants and give reactions.

Assignment 4 Exploring the tools

Estimated workload: 3 hours

Tools used: Wiki (and the tools that are part of the wiki)

Goal: which and how ICT tools can be used in SSDL

Introduction

Now you have a clear vision on the situation you want to redesign, you can start exploring the tools. In this assignment you will read about educational applications and you can get some hands-on experience with the tools. You will explore and read about the pro's and cons of the tools via the wiki.

Activities

1. Read the information of the tools and their use in education (Educational setting). Maybe you also have some own examples (for example tools already used in your institute).
2. Practicing with the tools: explore each of the tools and consider which one(s) would be suitable for your situation. There might be general (dis)advantages (like the practicality of the tool itself) or aspects more specifically related to your educational situation. Keep in mind that choosing a method (for example a wiki) again leads to a choice of several tool options (for example a wiki in Wikispaces or in Wetpaint).
3. Add your own advantages and disadvantages to the [Wiki pages](#) of the specific tools. You can do so by clicking 'edit' in the top right corner, and start writing in the textbox below, after which you can click 'save'.

Assignment 5 Choosing the best tool

Estimated workload: 3 hours (2 hours tool choice, 1 hour video conference)

Tools used: Blog Orientation, Video conference

Goals: which (combination of) tools suits your setting

Introduction

Based on your experiences in assignment 4 choose two tools from one or two clusters. Again you write a blogpost in which you reflect on your choice. The blogposts will be discussed during a VC.

Activities

1. Describe your argumentation for your tool choice in a new blogpost ([Blog Orientation](#)). While writing your blogpost keep the following questions in mind:
 - What objective do you have for using the tools in your course?
 - How does the tool of your choice contribute to supervising students?
 - What do your students have to be able to do?
 - What does using the tool imply for your role as a teacher?
 - How does the use of the tools relate to the theoretical framework?
 - What are your expectations with regard to the implementation of the tool?
2. Take a look at the blogposts of the other participants and give a comment.
3. Take part in the video conference. You present the tool(s) you have chosen and why to the moderator and the other participants. In the meeting everyone comments on each other. Therefore, please read the blogposts of your colleagues before the meeting.

Assignment 6 Course (re)design

Estimated workload: 4 hours

Tools used: Format (re)design page 2, Personal folder, Blog Redesign

Goals: which tool suits your setting

Introduction

You made your choice. Now you start (re)designing your education to integrate the tool. You can (re)design the course by following the steps given below.

Activities

Make a redesign of your course by filling out the second page of the format (re)design in your [personal folder](#). Take the following questions into account:

- Are there any conditions, risks and assumptions you have to take into account, e.g. number of ECTS, skills and motivation of both teaching staff and students, needed training to be able to work with the tool? The risks you might have to take into account are:
 - Do you have to get other lecturers, supervisors, tutors on board?
 - Do you know how many students your course will have beforehand?
 - Does every student have access to computers/internet?In some cases you have to make assumptions. If so, it is helpful to make these explicit, so you can check them later. Some examples:
 - I assume every student has a webcam and a headset (and knows how to use it).
 - I assume that the IT-department supports me with the technical implementation.
- Consider the e-learning tool(s) you have selected in more detail, e.g. availability, costs, technical support during development phase and during implementation; do students and/or teaching staff need to be trained? How? When?
- Describe the instructional formats/learning activities/work forms, e.g. lectures, tutorials, discussion groups. How does the tool of your choice fit in all this?
- When you start using interactive, collaboration tools your role as a teacher will change.

Because of the changed medium, for example when you change from face-to-face contact to online contact. And/or because you have introduced other learning activities (or instructional formats), for example when you ask your students to work together on a paper rather than individually. Relevant questions are:

 - Why does your role as a teacher change?
 - How does your role as a teacher change in your new educational plan?
- If possible, make a (general) plan for each individual meeting/lecture/tutorial (including learning objectives for each meeting, teacher activities, learning activities, tools you plan to use, assessment/feedback methods).
- Make a plan for the assessment. Will you integrate formative assessments during the course or only one summative assessment at the end of the course? Will you assess with an exam, an assignment, a presentation etc.? How does the assessment align with the learning objectives and the teaching and learning activities?

Upload your format (re)design in your [personal folder](#).

Write a short blogpost ([Blog Redesign](#)) in which you tell in brief the essence of your redesign.

Assignment 7 Giving feedback

Estimated workload: 2 hours (1 hour feedback, 1 hour Video conference)

Tools used: Blog Redesign, Video conference

Goal: Feedback on your redesign

Introduction

You have added your course redesign in your personal folder and wrote a short blogpost. Now it is time to have a look at the redesigns of your colleagues before meeting in a Video conference to discuss the results.

Activities

1. Give feedback on the redesigned products of 2 other participants that will be assigned to you by the course moderator using the following questions:
 - Does the redesign help the teacher to supervise the students? If so, in what way?
 - Will it work as expected? Do you have comments on the feasibility?
 - What is according to you the most positive aspect of this redesign?
 - Which suggestions do you have to improve the redesign?
2. Post your feedback as a reply on the blogpost ([Blog Redesign](#)).
3. In the video conference we will discuss the redesigns and the given feedback. Therefore, also please read the blogs and replies of your colleagues before the meeting.

Assignment 8 Final redesign

Estimated workload: 4 hours

Tools used: Blog Redesign, Format (re)design, selected tools, teaching materials in Personal folder

Goal: Check and adjust your final redesign and put your tool in position

Introduction

Your colleagues have provided your course design with feedback. Take good notice of the feedback you received in the Video conference and the reactions on the blog. Adjust your redesign and construct your teaching materials.

Activities

1. Which part of the feedback make sense to you? What does this imply for your design? Reflect on this.
2. Adjust your redesign where you think this is necessary.
3. Upload your final redesign in your [personal folder](#).
4. Put your tools in position and make it ready for the desired use.
5. If you need additional teaching materials, construct them.
6. Write a short blogpost ([Blog Redesign](#)) in which you tell what you did and give access to your materials.
7. Take a look at the blogposts of your fellow-participants and give comments.

Assignment 9 Preparing the evaluation

Estimated workload: 1 hour

Tools used: Blog Redesign, Format questionnaire and Guidelines expectations in Personal folder

Goal: form for student evaluation

Introduction

After implementation of your redesign you evaluate your students' experiences in order to find out whether your redesign was successful. For this evaluation you need a questionnaire. In this assignment you will make that questionnaire. You will also evaluate whether your expectations have come true. You can use guidelines to formulate your expectations about the implementation of your redesign.

Activities

1. Develop a questionnaire to evaluate your course, you can use this [format](#). You can add questions which are specific for your educational setting.
2. For yourself, formulate the expectations you have at the start of the implementation. You can use these [guidelines](#).
3. Upload the questionnaire and your expectations in your [personal folder](#).
4. Write a short blogpost ([Blog Redesign](#)) describing the results of this assignment.
5. Take a look at the blogposts of your fellow-participants and give reactions.

Assignment 10 Reflection on the module

Estimated workload: 3 hours

Used tools: Blog Reflection, Video conference

Goal: Reflection

Introduction

In this assignment you will look back at your experiences in this module and we will discuss this in more detail during the final video conference.

Activities

1. Describe in a blogpost ([Blog Reflection](#)) your personal learning process until now. You can look back at the actions you have taken, the choices you have made, the reasons for these actions/choices and the effect it had on your education. Has this changed you as a teacher? How or why (not)? You can also discuss the way you can use the knowledge/skills you have learned in the future.
2. Take a look at the blogposts of your fellow-participants and give reactions.
3. During the final video conference, the other participants and the moderators will look back at the module. This is your last chance to share and build knowledge together! What is your 'golden' tip with regards to using a tool/technology in teaching? What would you like to share with your fellow participants and with future participants..?

Assignment 11 Implementation of the redesign

Goal: Execute your redesign

Introduction

You have finished the group part module some time ago, but you are now at the point where you will actually implement your redesign.

Activities

1. Make a final check. Have you thought about everything? Is the equipment you need working? Are you ready?
2. Implement your redesign into your educational setting.
3. Ask your students to fill in the evaluation questionnaire you developed in assignment 9 at the end of the course to find out whether you were successful.

Assignment 12 Evaluation of the implementation

Estimated workload: 1.5 hours

Used tools: Blog Evaluation, E-mail

Goal: Evaluate your redesign

Introduction

Your students have evaluated your course and you have thought about your own expectations. It is time for the final evaluation to find out to what extent your redesigned course was successful.

Activities

1. Add a post to the blog ([Blog Evaluation](#)) about your final evaluation by describing the following aspects:
 - the original educational setting
 - the expectations with regard to the tools
 - the expected results of the redesign and your personal expectations
 - the effect of the implementation of the redesign using the experiences of your students (and possibly assessment results)
2. Send an E-mail to the other participants informing them about the information you added.

We invite you to the MARCH-ET conference. During the conference you can share your experiences in the module and your results of the evaluation with other teachers by giving and attending presentations about supervising students in distance learning.

Appendix 2: Test session videoconferencing

Goal

In this session we test whether the equipment you need for a videoconferencing meeting works. You will also receive instructions on how you can share documents with your fellow participants and we will discuss a protocol for successful VC-meetings.

Time

The test session takes place March 31, 2011. Your moderator will be online from 9.30 until 11.00 h. You can log in at any time, but make sure to do so before 10.30 am. Once you are logged in, you will receive further instructions.

Preparation

Please read the protocol for successful VC-meetings. You can find the protocol in this document, after the technical instructions.

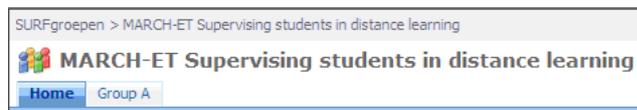
For the session you need a webcam and a headset.

Instructions on logging in

Entering the meeting

Log in at www.surfgroepen.nl and go to team site 'Module Supervising students in distance learning'.

Click in the upper bar on the tab of your group (Group B).



Click on the Webconferencing icon on the right side of your screen.



(be sure to have your popup-blocker disabled for this site)

You will now be asked to log in again.

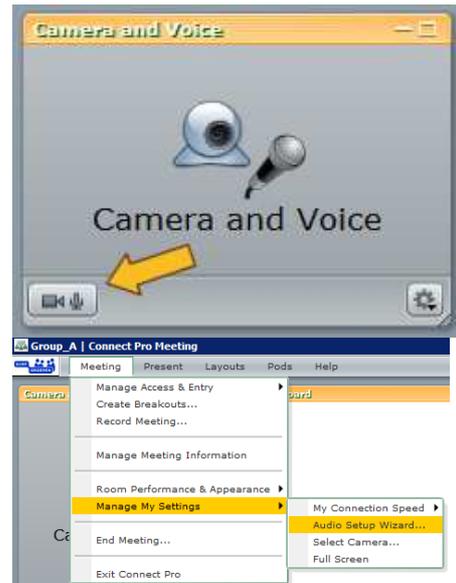
Note: When using Adobe Connect for the first time on a PC, you will be asked to install an Adobe Acrobat Connect plug-in. Please, install the plug-in so to make sharing possible.

Activating camera and sound

The webcam and the microphone are inactive (default) and must still be activated.

To activate your camera and microphone, click the Start my camera and voice-button in the Camera and Voice window.

Note: Before activating the camera and microphone it is important to configure the settings for optimal image and sound during the session.



To configure the settings, click Menu *Meeting*, *Manage My Setting* and choose *Audio Setup Wizard* and/or *Select Camera* and carry out the on-screen instructions.

A notice now appears that surfgroepen.nl is requesting access to your camera and microphone. Click to *Allow*.

The camera will now be activated.



To avoid having to repeat these actions, the settings can be saved.

To save the settings, right mouse click anywhere in the VC-room and click *Settings*.

Choose *Remember* to save the settings to the computer you are working on.

The microphone can be operated by pressing:
- Hands-free button (lock)
- Hold to Talk button (mic)



When the microphone is active a green bar underneath the buttons indicates the sound level. Also, behind the name in the *Attendee List* window a microphone will now be visible.

Sharing files and applications

More information on sharing files and applications can be found in the Quick Start Adobe Connect. During the test session the moderator will instruct you further on this subject.

Appendix 3: Protocol videoconferencing (vc)

To make sure that a VC-meeting is conducted in the most effective way, we have developed the following protocol.

Protocol

- Everyone is on time in the online meeting space. This means that you will have to check beforehand whether your camera and audio works.
 - Check the sound of your computer. If necessary, go through the audio set up wizard again (upper bar: meeting, manage my settings, audio set up wizard)
 - Check your camera.
 - Check the role you have. Only the moderator is host, the other participants are presenters (upper bar: present, make me a presenter).
- The moderator prepares the meeting. This means that the moderator:
 - determines the lay-out of the VC
 - presents the agenda
 - uploads presentations (see 'sharing information')
- One of the presenters will be appointed as minutes writer. This person writes down the most important conclusions in the notes-field.
- At the start of the meeting the moderator will check the following things:
 - Check whether every participant can hear the other participants clearly. The participants might have to adapt the volume on their computer.
 - Does the moderator have all the information that has to be shared and is this information uploaded?
 - Appoint a minutes writer.
 - Check whether the meeting needs to be recorded (the moderator records).
- To make sure the conversation runs smoothly we make the following agreements:
 - When a person speaks, the others turn off their microphones.
 - If you want to speak you can click the 'raise your hand' button. The moderator will make sure you get your turn.
 - In discussions it might be useful sometimes not to use the raise your hand button. The alternative is to turn on your mic. The others will see that you want to speak by the volume icon behind your name.
 - In the beginning of the meeting we will discuss whether we will use the raise your hand button or not.
- The moderator is the only one who can modify the lay out or the content of the page during the meeting.

Sharing information

- Before meetings the moderator will upload the presentations of the participants.

In case you want to videoconference with other participants, you can upload files in the following way:

- PowerPoint files can be uploaded and shared directly.
- Word, Excel, webpages etc. have to be converted in Macromedia Adobe Flashpaper. You can download this for free at:
<https://connect.surfgroepen.nl/admin/home/homepage/FlashPaper.exe>
- During the meetings you can share other programs/applications with 'Share Screen'. This way you share your computer screen with the other participants.