Brochure for Master teacher training on digital teaching and learning

Empowering Higher Education Institutions for Digital Teaching and Learning in Egypt

Facilitator's Biography:

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Grace Oakley has over 20 years of experience teaching in Higher Education contexts and is currently the Deputy Dean of the Graduate School of Education at the University of Western Australia. Grace has extensive experience in course design and has won awards for quality teaching. She had several years as Associate Dean of Teaching and Learning at the Graduate School of Education and coordinates a Graduate Certificate unit for university educators called Curriculum Design for Learning.

Target Trainee:

Master teachers from IIOE Egypt National Centre partener HEIs.

WORKSHOP I

Workshop 1	Curriculum Design for Online and Blended Learning	Start Date	Tuesday September 27th, 2022 10.00am – 1.00pm (Cairo time)
Introduction	This workshop will focus on principles and practices in curriculum design for online and blended learning		
Learning Objectives	1. Investigate principles and frameworks to support quality curriculum design for online and blended learning (OLBL). 2. Prepare to analyse an existing course in terms of engagement, interaction and presence.		
Duration & Activities	3 hours of synchronous interactive lecture and discussion activities. There will be a 20-25 minute break.		
Trainee Preparation Work	1. Prepare a 1 minute introduction – you can share an image if you like – to help peers and the teacher get to know the you. 2. Read: Designing the new normal Designing the New Normal: Enable, Engage, Elevate, and Extend Student Learning	EDUCAUSE https://er.educause.edu/articles/2022/1/designing-the-new-normal-enable-engage-elevate-and-extend-student-learning 3. Listen to: Randy Garrison podcast on the Community of Inquiry Framework (2020) – approx. 30 minutes https://reflectiveteaching.buzzsprout.com/1384834/5950516-dr-randy-garrison-community-of-inquiry-coi-framework-and-online-teaching?play=true.		
Assignment Deliverables	**Assignment 1**: Analysis of existing course, with a focus on the learner interactions that are currently supported in the course. For this assignment, you will analyse an existing course to assess how it currently supports learner interaction, namely: 1. learner - teacher interaction (how do learners engage with teachers?) 2. learner - learner interaction (how do learners engage with each other 3. learner - content interaction (how do learners engage with content?) (Anderson, 2004[1])		

Guidance for Learning	In order to complete this assignment, you will: (1) Discuss your course with at least one other peer to relate how, when and why the **three modes of student engagement** occur and, broadly, how these interactions could be improved in a blended or online version of the course. Seek feedback and suggestions from your peers regarding the strengths and weaknesses of your current course in terms of the three modes of engagement. In doing this, it will also be useful to think about the **six learning types**[2] that are included, and whether/how the interactions best support the learning type/s. (2) Using the PowerPoint template provided, or an alternative tool using the same headings, upload a 10-minute recorded presentation to explain how, when and why the three modes of engagement currently occur in your course and, broadly, how these interactions could be improved in a blended or online version of course. Use whichever screen capture technology you wish to record your presentation. Please be strict with your timing as over length presentations will not be acceptable. It is advisable to write your 10-minute script (roughly 1500 words) and use the slides to support your narrative rather than just 'talking through' or reading out your slides.
Tools & Platforms	Participants will be invited to attend the interactive workshop via **ZOOM**. Asynchronous learning activities are enabled on the e-learning platform of ASU2Learn.

[1] Anderson, T. (2004). Toward a Theory of Online Learning. In T. Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning*, Athabasca University, pp. 46-51.
https://www.academia.edu/704637/Towards_a_theory_of_online_learning
[2] Laurillard. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. (3rd ed.). Taylor & Francis Group.

WORKSHOP II

Workshop 2	Tools and processes for delivering Online and Blended Learning	Start Date	Thursday October 13th, 2022 10.00am – 1.00pm Cairo time
Introduction	This workshop will focus on tools and processes for delivering online and blended learning		
Learning Objectives	1. Identify and critique digital tools for delivering OLBL. 2. Investigate how digital tools might support the different learning types		
Duration & Activities	3 hours of synchronous interactive lecture and discussion activities. There will be a 20-25 minute break.		
Trainee Preparation Work	Read and View: Technologies for Blended Learning by the Commonwealth of Learning (n.d.) https://openbooks.col.org/blendedlearning/chapter/chapter-5-technologies-for-blended-learning/		
Assignment Deliverables	**Assignment 2**: Design or re-design of a sequence of at least *six* classes or sessions, showing how they will be delivered in online or blended mode. Use a variety of digital tools such as recorded videos, podcasts, discussion boards, blogs, online quizzes, surveys (Audience Response Systems ARS), digital content creation tools, simulations, XR tools, digital games, video dialogue apps, online timelines, ebooks, etc. For this assignment, build on Assignment 1 and draw on your learnings about the Community of Inquiry model and the other frameworks presented. Describe how you will include the three modes of engagement and/or how you will ensure cognitive, social and teacher presence. You will also list the digital tools and resources you will use in implementing the sequence of classes. A template will be provided but feel free to modify this template.		
Tools & Platforms	Participants will be invited to attend the interactive workshop on ZOOM. Asynchronous learning activities are enabled on the e-learning platform of ASU2Learn.	In this session, participants will also be examining some of the web tools available such as Blogger, Tiki Toki, Padlet, etc.	

WORKSHOP III

Workshop 3	How to Evaluate Blended Courses	Start Date	Thursday 27th October 2022 9.00am – 12.00pm Cairo time
Introduction	This workshop will focus on criteria and processes for evaluating the quality of online and blended courses.		
Learning Objectives	1. Criteria for evaluating online and blended courses 2. How to design a course evaluation plan		
Duration & Activities	3 hours of synchronous interactive lecture and discussion activities. There will be a 20-25-minute break.		
Trainee Preparation Work	Read: Mirriahi, N., Alonzo, D., & Fox, B. (2015). A blended learning framework for curriculum design and professional development. *Research in Learning Technology*, *23*. https://doi.org/10.3402/rlt.v23.28451 - with special attention to the rubric/ framework – pages 5 to 6		
Assignment Deliverables	**Assignment 3**: Evaluation of course design and implementation In this assignment, you will construct a brief evaluation plan that will include a peer-review component as well as a self-evaluation component. 1) List the criteria for evaluation that you will use. (*What* will you evaluate?) 2) State how you will gather and analyse data to inform the evaluation of your course. (*How* and *when* will you evaluate?) 3) Design or select an evaluation template that a peer- reviewer could use to evaluate your course design and explain why you chose this template. (*How* will you engage peers to assist you in your course evaluation?) N.B You are advised to consider using the Community of Inquiry indicators for blended learning[3] as part of your evaluation plan. Maximum word length: 1500 words plus appendixes.		

Other Key messages:

The sequence of three workshops will be highly interactive and participants will be expected to have done the preparation for the classes so that quality learning and interaction can occur.

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[3] Guide to Blended Learning by Commonwealth of Learning.
https://openbooks.col.org/blendedlearning/chapter/chapter-8-evaluating-successful-blended-learning/