

TRANSITIONING INTO ONLINE EDUCATION AT HLLN

KEY PRINCIPLES FOR ONLINE TEACHING

PHASE 1 – FOR UPCOMING SPRING 2020 PROGRAMS – LIVE, SYNCHRONOUS LEARNING

PRINCIPLE 1: Program instruction hours do not have to be the same as classroom instruction hours. Instead of just substituting hour for hour lecturing in-class to lecturing via web conference technology, think about how some of the hours can be replaced by self-directed or group work, i.e. assignments, demonstrations, reflections, moderated online discussions.

PRINCIPLE 2: Change the teaching method often when teaching live to keep students from getting bored and tired, i.e. use videos, Q&A, polling, online breakout rooms, whiteboard, and periodically check in on student comprehension by asking for “thumbs up” reaction on Zoom (which will disappear on its own after 20 seconds). According to experts, ideally each learning session should be no longer than 20 minutes without a change in activity.

PRINCIPLE 3: Communicate expectations and format clearly before the class. Before the program, HLLN will send out minimum technology requirements (i.e. wifi and computer with camera and microphone or headset), participation and time commitment required for each course component, course map, and communication methods. At the same each Zoom session, ensure that participants are familiar with the mute/unmute button is, the chat function, and the “thumbs up” reaction.

PRINCIPLE 4: Focus on maintaining the same learning objectives as you would with an in-class program. Where possible, tie each learning session or component (i.e. lecture, project, simulation, assignment) to the learning objective(s).

NOTE: Please use the Program Map Template to help you plan your online program to meet these principles. We will send a modified version of the program map to students before the program starts.

PHASE 2 – BEYOND SPRING 2020 PROGRAMS

PRINCIPLE 6: Each program day should ideally be no longer than 3 hours and remember to try to keep each learning session no longer than 20 mins without a change in activity.

PRINCIPLE 7: Use hybrid learning solutions where possible. This can include live synchronous and/or on-demand asynchronous learning. It may be easier to manage larger cohorts with an hybrid program, and on-demand portions. *HLLN will assist you with this on a program by program basis.*

PRINCIPLE 8: Work towards leveraging technologies to modify and redefine learning tasks. You may start with using technology as a direct substitute for how you are already teaching (i.e. lecturing through webinar), but think about how your course can evolve to also leverage technology to engage learners in new ways, and to track their progress (i.e. using online polls, quizzes, assignments).

York University uses Zoom web conferencing platform. It has many features including:

- Breakout rooms
- Polling/ 'Thumbs Up' Reactions
- Waiting rooms
- Whiteboard and annotate
- Sharing screen/video
- Recording including the ability to let students record a short podcast or video presentation:
(<https://www.thepodcasthost.com/recording-skills/record-a-podcast-on-zoom/>)

From the Zoom blog, here are three creative ideas of on how to gamify and get the most out of your trainings using Zoom.

- Jeopardy – Each group selects a Jeopardy square from a shared slide deck and uses a raise hand feature to share their answers. Zoom delivered a recent company training in the format of Jeopardy game, and our teams were excited about it, resulting in high attendance and subject comprehension.
- Roulette – Video breakout rooms are also ideal for hosting a getting-to-know-you roulette. Randomly divide participants into their breakout subgroups. They have five minutes to gather information about each other before rejoining the larger meeting and reporting on their new friend.
- Hunger Games – Divide your employees into video breakout rooms. After participants (tributes) break into small groups (districts), each person presents their demonstration of the company's product or feature. Later, each district selects the tribute to represent them in a competition for the best-recorded demo performance. Zoom's seamless recording and screen sharing features will provide you with the best experience.

Here are some other ideas for better technology integration to transform learning. You can ask students to:

- Participate in virtual icebreaker – ie. Ask learner to choose one word that describes themselves and why they chose the word, ask learners to introduce themselves and describe what they hope to achieve in a course via live webinar or posting on a messaging board etc.
- Prepare a presentation – They can present live via Zoom or upload on YouTube for online comment and chat discussion with peers
- Respond to reflection question or article or video via message board or real-time online chat via YouTube Live
- Participate in virtual simulations live via Zoom
- Watch live or videotaped demonstration. Comment on what went well, what can be improved.

- Use Zoom to record an elevator pitch or podcast demonstrating understanding of knowledge or learning objectives. Recording can be uploaded for feedback and comment, i.e. record your elevator pitch explaining your role and scope as a health coach
- Complete assignments that can be downloaded, completed and uploaded via learning management system
- Post three major takeaways from the learning session on a message board
- Prepare a short reflection paper
- Participate in group work – Assign small groups to collaborate on groupwork using Google Docs, Zoom breakout rooms

Interactive Exercises and Gamification

- Interactive activity/ gamification – scenarios multiple choice quizzes, trivia, matching statements, ranking steps, true or false, drag and drop interactions etc. that can be created for you via Articulate with HLLN support