Stephen Grono: Planning your activities

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00:00:06,400 --> 00:00:12,200
Hi, my name is Stepheen Grono. I am a learning designer here at the School of Education at UNE.

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00:00:13,000 --> 00:00:24,500
That means I work with stuff, building their online units and helping them support students in a way that's meaningful for the students and I hope that is something I will quickly talk about in this video.

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One thing I particularly look at is making sure students feel connected within that online learning space to make sure they are involved.

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So, they have got a space to see and communicate with both their teacher and the peers and I think that would apply in a classroom as well.

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So, spaces like forums where students can interact with each other.

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If they are having trouble and if they want to talk about different subjects they are interested in, they can amongst themselves and with the teacher to facilitate as well.

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Chats to be able to engage with students and teachers in real time and the idea of virtual classroom sort of an online space where people can see each other and interact.

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But also for one-on-one communication also important in making sure the student feels connected within that space.

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So, e-mail, getting timely responses to e-mail and engage in that way and Skype so they can be at a distance but still feel connected within the space.

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And I think for the teacher, for you as the teacher and facilitator within that space, it's important to be active and visible, be seen as someone who is part of that space, not just a static unmoving space where they can get files, but engage and make meaning together.

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I think that has a long way with building rapport as well and building relationships with students.

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I guess the second part to talk about is the importance of clear navigation within that space and making sure it's connected to the learner.

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So, finding that balance as you build these online learning spaces that students will come into and engage with you.

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A balance between being thorough and informative, but also clear and concise.

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And that goes back to making sure there's clear direction in what you are saying and building between activities and the expectations of the task and that the students have access to support both yourself and other students, but support materials as well if they get stuck in this topic or that topic, where can they go

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if they don't know how to use this activity, how can they go, and that's the difference between the activity that works really well and one that doesn't that the students know what they are doing and that they can help and they are willing to find help and that sort of space is made available.

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And just to reflect as you build these sort of tasks, why I am adding this particular thing and is it clear, helpful as it's just for the sake of adding a particular task, is it clearly identifiable with the purpose around it and will it be helpful?

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I think that's the ultimate question when adding things to one learning space, why I am adding it and will it be helpful for my learners?

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And I think that's just the really important bit to focus on why I am adding this particular thin? Is it because and is it for the sake of it or is it because it has a clear purpose to help the learner in their experience in understanding the topic, is it clear and is it helpful?

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00:03:18,900 --> 00:03:19,500
Thank you.