COURSE JOURNAL

FDP 101x Foundation Program in ICT for Education

Prepared By:
Ms. Ujwala S.Tambe
Assistant Professor
NDMVPS's KBT COE, Nashik

TABLE OF CONTENTS

INTRODUCTION

The Journey of the course offered by IIT Bombay titled (FDP101x Foundation Program in ICT for Education) was a great learning experience. The course provided us an exposure to various ICT applications that are useful in teaching learning process. During the course we learnt a number of latest technological techniques that we will implement during our classroom sessions. We prepared a course journal which discusses the various concepts covered week by week.

Week 1

WEEK 1: MOVING FROM PHYSICAL CLASSROOM TO ONLINE CLASSROOM

LeD 1.1

From Physical Classroom to Online Classrooms.

In a Physical Classroom there are three basic elements i.e The Learner, The Content and The Teacher. Question: Can you list one example of the interactions that happened between these three in a normal classroom? Answer: One such example of the interactions that happened between these three elements in a normal classroom is from the classroom where the teacher is explaining the content from the slides. The conversation between the teacher and the students either as the explanation based on the slides or in the form of question and answer sessions in the class is an example of Teacher-Learner Interaction. The teacher prepares the content to teach and explains the same by using various teaching aids like power point presentations, screen casts, video lectures etc. The student understanding the concept and then doing the problem is an example of a Student-Content interaction. Students discussing among themselves is an example of a Learner-Learner interaction.

LeD 1.2

Pedagogic Adaptation

1: Learning Dialogues or LeDs.

Question: - What is the equivalent of such a video in a regular teaching-learning interaction within your classroom?

Answer: The teacher standing in front of the students, lecturing to them in a class is the equivalent of such a video in a regular teaching-learning interaction within your classroom. In a classroom a teacher can use various teaching aids like power point presentations, screen casts, videos etc to explain the concepts.

LeD 1.3

Pedagogic Adaptation

2 :Learning-by-Doing Activities or LbDs.

Question: - What advantage do you see in answering the practice questions immediately after watching LeDs?

Answer: - Answering the practice questions immediately after watching LeDs will help us gain confidence. It will in fact make our learning process more effective. Moreover it will help in reinforcing the concepts already learnt.

LeD 1.4

Pedagogic Adaptation

3: Learning Extension Resources or LxTs

Question:- What is the function of assimilation quizzes?

Answer:- The assimilation quizzes helps us to test you whether we have assimilated the key concepts/ understood the concept from the resources.

LeD 1.5

Pedagogic Adaptation

4: Learning Experience Interactions or LxIs

Question: Can you think of advantages of having such a structured group discussion

Answer:- Structured group discussions help us to find out ways to handle different problems. The advantages of structured group discussion are that they revolve around the core theme. They help us to learn from our peers. Moreover discussions will be more engaging as the learners are now familiar with the way in which the discussions have to be carried out.

LeD 1.6

Resource Creation

1: Course Journal

Question: What did you learn while doing this entire activity of writing a Course Journal?

Answer: A Course Journal is a continued series of writings. It is made by the learner in response to their interactions with the course content. It is both a process and a record. While doing this entire activity of writing a Course Journal I learnt how to write the concepts in my own language. I also learnt first to think and then write. Thus it supports self-learning with effective interaction.

Week 2

WEEK 2: WEB PRESENCE FOR TEACHERS

In the last week the focus was on moving from physical classroom to online classrooms. We learnt how to prepare a course journal where one is able to write his or her views related to the learning concepts. The current week that is Week 2 focuses on "Web Presence for Teachers"

1. **Self-Exploration Resources:** In this section we got an opportunity to learn about various IT terms like Internet and its working, Domain Name System (DNS), Browser, Use of Web-Based Digital Portfolios in Teacher Education etc We even learnt about the difference between webpage, website, web server, and search engine?

2. **Mentor's Web Presence**: Here we got an opportunity to visit the Web Profile of different Mentors. Under each of these profiles different resources are available that have been prepared by the mentors. I visited the profiles of different mentors and very well got an idea as to how we can use the different online resources to create our web presence.

3. **Tools for Website Creation**: A simple website consists of few pages and simple menus. Wordpress can be used to create simple websites. Here we learnt both about Simple and Multifunctional Websites. Multifunctional websites have deeper structures, linked pages and conference websites. Drupal is used to create multifunctional websites. Drupal and Wordpress both are open source and are freely available. We also came to know about various Free and Open tools for Website Creation.

4. **Basic Customization in Wordpress** : In this section the focus was to learn basically how to customize the appearance of the Wordpress site using some basic configuration. Mysite/wp-admin is used to reach dashboard. The control panel has got various action items that can be used to change the site. We can customize title, name, colour, fonts, menus, widget, themes and static front page.

5. **Adding Content in Wordpress**: In this section of the FDP we learnt about how to add simple content such as pages and blogs in the Wordpress site. A Blog is a short form for web log. Blogs are categorized by date and keywords. We even learnt to add pages .We can even add additional features to blog like categorizing blog, hierarchical keywords or free text. We actually learnt how to publish a page.

6. In this section we learnt how to manage various contents such as blogs, pages and comments in Webpress site. Control panel in admin dashboard help us to manage blogs, media, pages and comments. Edit, quick edit, delete, filter and search filters can be used. Blogs can be drafted / published. We learnt to manage the different posts using the control panel.

7. **Advanced Customization in Wordpress:** In this section we learnt about a few configurations that are not there in the default profile and have to be done through the dashboard. We learnt how to add media to pages, how to add PPTs and PDFs to pages and also the importance of Menus**.**

8. **Learning Experience Interaction-2:** In this section the focus shifts towards creating our Web Presence . We posted "Web Presence In Classroom" to know about what are the advantages and disadvantages of Web Presence for our students. In addition to this we also gave our suggestions to fellow participants.

9. **Learning Extension Resource:** Here we learnt about Drupal Tool which helps in creating multifunctional websites. It is an amazing tool which is free and open source. The course work advised us to carefully go through the following videos

Week 3

WEEK 3: CREATING YOUR OWN VIDEO RESOURCES

In this week the focus was on the creation of video resources using a methodology known as "Screencasting" or "Screen Recording, Learning Dashboards and Resource Creation Assignments. The session on screencasting was followed by a practice activity, where we were asked to create a short video on "How to Create a Website in WordPress" in a local language that we are comfortable with. The week also introduced the idea of "Learning Dashboards" a semi-automatic way of creating visualizations about your engagement with the course. A sample "Learning Dashboard" was provided so that it could help us .The first resource creation assignment of the FDP was released this week, where we have to create a test course using MOODLE. This assignment would then be peer reviewed. To assist all the participants the focus was also on the interaction between the mentors and the mentees with the help of discussion forum.

1. **Spoken Tutorial : Creating A Video Open Education Resource**

In this video Prof.Kannan Moudgalya told us about Open Educational Resources which are also known as OER. He told us about Khan Academy, NPTEL, OCW and MOOCs such as, edX which have a lot of open educational resources that can be accessed any time. He specifically talked about an OER called Spoken Tutorial. It teaches open source software through audio-video tutorials. As a practice activity we were even asked to watch the video 2 in the list "Creation of a spoken tutorial using Camstudio". There was another video where Prof.Kannan Moudgalya told us about how to create spoken tutorials. We even got awareness as to how we can use CamStudio to create a spoken tutorial. We even learnt about the processes involved in creating a spoken tutorial. The various steps were:

1. Write the script

2. The script should be passed to the novice before we start its recording

3. Then we record the script

4. The video should be of less than 10 minutes.

2. **Other Screencasting Softwares**

In this section of this week we came to know about various Screencast Softwares. There are certain softwares with (GNU General Public License) which allow users to freely distribute and modify the original program. Some of the non-GPL softwares are also popularly used namely

1. Screencast-o-matic

2. Techsmith Jing (for Windows and OSX)

3. Techsmith Camstatia (for Windows)

4. Quicktime (for OSX)

3. Learning Extension Resources

Here we learnt about some simple multi-media principles that would help us in designing better screen casts.The video by Matt Gerberick explains 'Multimedia Principles' in three categories

1. Redundancy Principle: People learn deeply from graphics and narration than from graphics, narration and onscreen text.

2. Coherence Principle: People learn better when extraneous material is excluded rather than included.

3. Spatial Contiguity Principle: People learn better when corresponding pictures and words are presented near each other on a page rather than far from each other. An American educational psychologist Prof. Richard E Mayer was the person who is chief contributor behind the 'Multimedia Principles'. In his interview Prof. Richard E. Mayer gave the following suggestions: While answering to question "How might we best design video to achieve its learning objects in a higher education setting", he gave the following suggestions:

a) To give certain assignments

b) The presentation should be simple and focused

c) We should incorporate the Text next to graphics

d) There should be synchronisation between our voice and the video.

According to Prof. Mayer, teachers needed to know following to use video and multimedia effectively:

a) Good interim designs

b) Clear Objective of preparing content

c) Content should focus on main objective

d) Use good instructs and should not more emphasis on sound and videos

Sir, gave more emphasis on the following points while answering question " How should we produce video in order to increase the odds of it achieving its learning objectives for those who use it?"

a) Videos should be very short

b) Focuses on specific learning

c) Limited use of animations

d) Quality of video should be good.

e) Chosen pedagogy should focus on learning of students.

Week 4

WEEK 4: LEARNING MANAGEMENT SYSTEM

There was Face to Face interactive sessions for all the participants (A-VIEW interactions) on 6th & 7th Oct.2018.

In this week we explored the Learning Management Systems (LMS). IITBombayX is also an LMS and is primarily catering to massive open online courses. We explored MOODLE, which is another popular and open source LMS. We were asked to explore the features in a demo Moodle course.

1.Exploring Moodle

In this particular session we explored the MOODLE DEMO SITE as a student.

2.Learning Experience Interaction -3

In this particular session we explored Moodle as a student. We carefully went through the activities in the resource "Forum Etiquette" and posted our answers in the discussion forum to the questions

Q1: Can you identify the pedagogic feature that has been used in the animation video on Forum Etiquettes?

Q2: What is one new thing that you learnt about discussion forum etiquettes?

1. **MOODLE IN IIT BOMBAY**

   MOODLE is a popular Learning Management System used by several academic institutions worldwide. IIT Bombay also uses MOODLE as the LMS to offer various courses. We learned about the basic features offered by MOODLE to a teacher. We went through the course setup, editing sections, adding resources, creating assignments, creating discussion forums and creating quizzes in MOODLE.

4. Exploring Course Settings inside Moodle

In this session we explored the various course settings inside Moodle, We learnt to use the editing Option. Once this editing option is on each of these sections now looked slightly bigger and there was now a button which is available to add information to this section. There is another button which is available to add some activity or resource. In fact I can edit this whole section name, can even change a number of things like the course name itself. We basically explored a number of course settings inside Moodle.

5 Editing Sections in A Course

In this session I logged in to MOODLE DEMO SITE as a teacher. I went to one of the sections and saw its settings. I added a new section and gave it a meaningful title and description. There were a number of options using which I could format the text of my section..

6. Adding Resources in Moodle

In this particular session we basically learnt the process of editing various sections inside a course. We logged in to MOODLE Demo Course and studied the process of editing. We added a new section "Course Journal"

7. Creating Assignments in Moodle

In this session we learnt the process of creating assignments in our own course using Moodle. After logging in we went to the section titled "My Course Journal" that we had created. We added an assignment in this section asking students to upload their course journal. The settings of this assignment should be such that it accepts a single file upload and has a maximum mark of 10.

8. Discussion Forums in Moodle

In this particular session we learnt how to set up a discussion forum in Moodle course. We logged in and went to the section titled "My Course Journal". We added a new discussion forum in this section asking students to discuss their course journal writing experience

9. Creating Quizzes in Moodle

In this session we learnt how quizzes can be setup in MOODLE. This facilitates online assessments. Once logged in we reached the section titled "Course Journal" and added a new quiz in this section which will test the students' understanding about the need for preparing a course journal.

10. Resource Creation and Peer Review

In this section we learnt about the fundamentals of Peer Review. We watched two learning dialogues that explained the idea of Peer Review in an online learning platform and provided us with an example of how "Peer Review" is conducted in IITBombayX platform.

11. Learning Extension Resources

Here we are provided with a video playlist that explains the various features in MOODLE.