

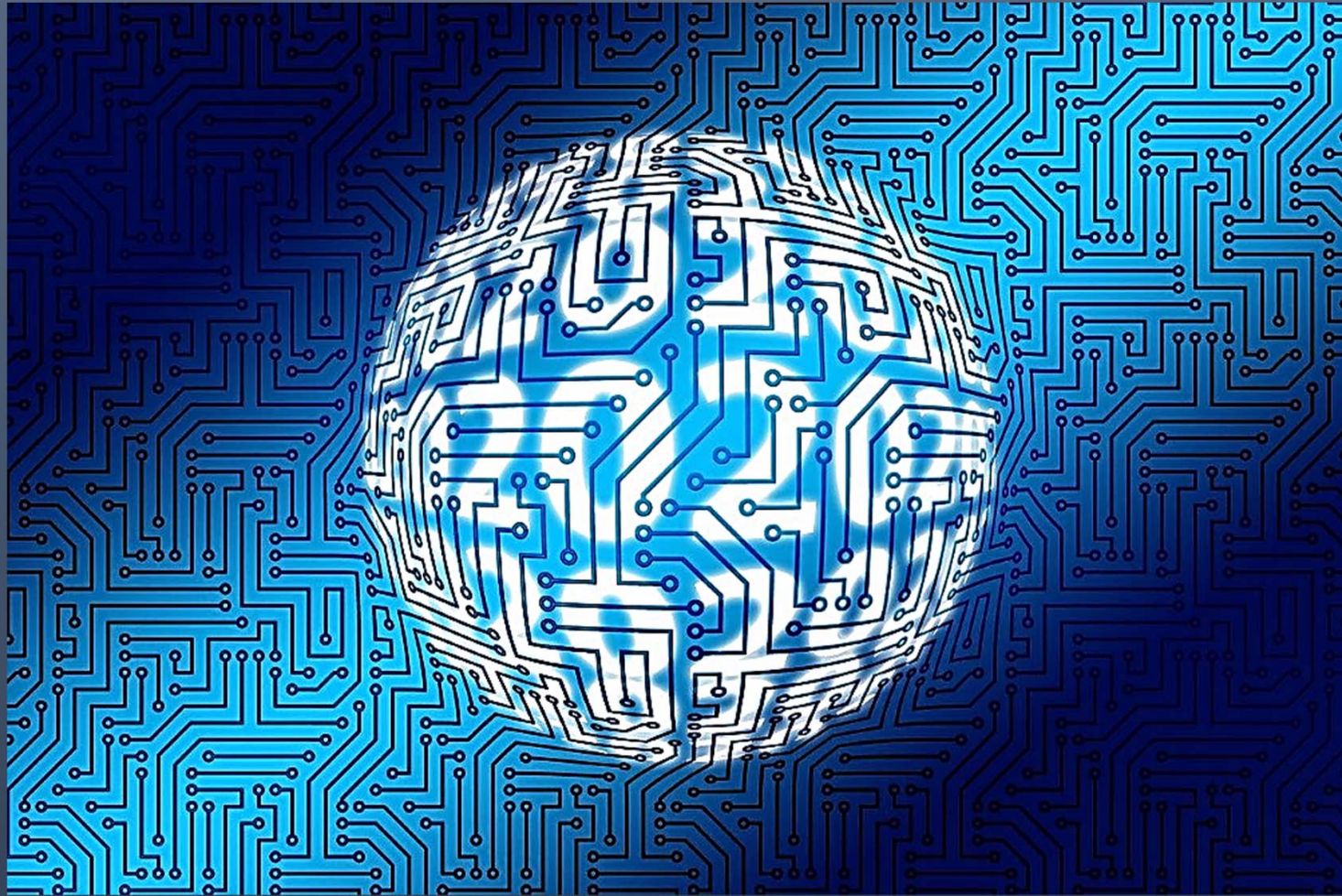
Making the Most of Online Teaching

Naima Sarfraz

Session Description

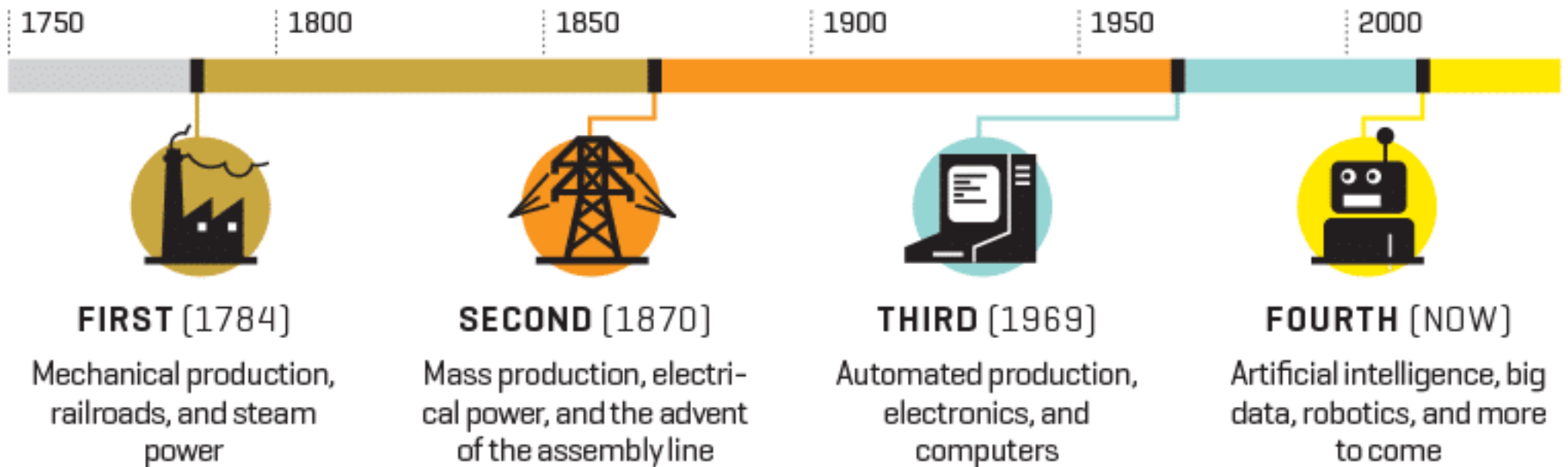
With the rapid spread of the COVID-19 pandemic across the globe, educators are faced with various professional and instructional challenges. However, it has also created new opportunities for progress and development. The presenter will share what **she thinks** works and what does not when we teach courses remotely, and how to use this opportunity to retool and revamp our teaching practices.

Digital Darwinism



Navigating the Revolution 4.0

THE FOUR INDUSTRIAL REVOLUTIONS



2022 Skills Outlook

Growing

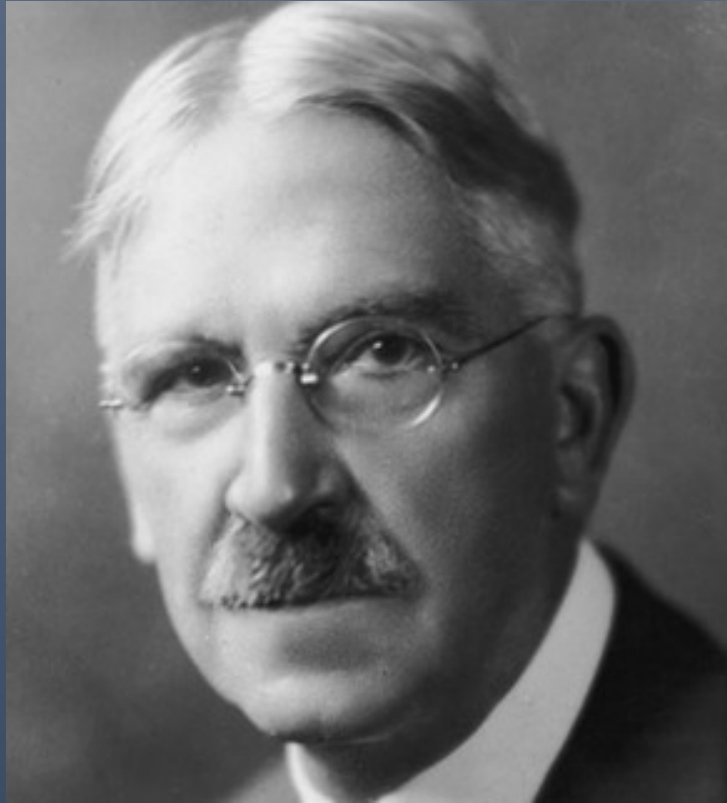
- 1 Analytical thinking and innovation
- 2 Active learning and learning strategies
- 3 Creativity, originality and initiative
- 4 Technology design and programming
- 5 Critical thinking and analysis
- 6 Complex problem-solving
- 7 Leadership and social influence
- 8 Emotional intelligence
- 9 Reasoning, problem-solving and ideation
- 10 Systems analysis and evaluation



COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

Declining

- 1 Manual dexterity, endurance and precision
- 2 Memory, verbal, auditory and spatial abilities
- 3 Management of financial, material resources
- 4 Technology installation and maintenance
- 5 Reading, writing, math and active listening
- 6 Management of personnel
- 7 Quality control and safety awareness
- 8 Coordination and time management
- 9 Visual, auditory and speech abilities
- 10 Technology use, monitoring and control




If we teach today's students as we
taught yesterday's, we rob them of
tomorrow.

— *John Dewey* —

1859-1952

Things have changed.



*COVID-19 will reshape our world.
We don't yet know when the crisis will end.
But we can be sure that by the time it does,
our world will look very different.*

JOSEP BORRELL

Two Million Dollars Questions?

What to keep from the existing classroom?

What to drop from the existing practices?



ADD



EDIT



DELETE

1. Discussion Board

Provide Platform – Discussion Board



- To encourage social interaction
- To ask questions
- To bounce ideas and improve task comprehension

Both for teachers and students

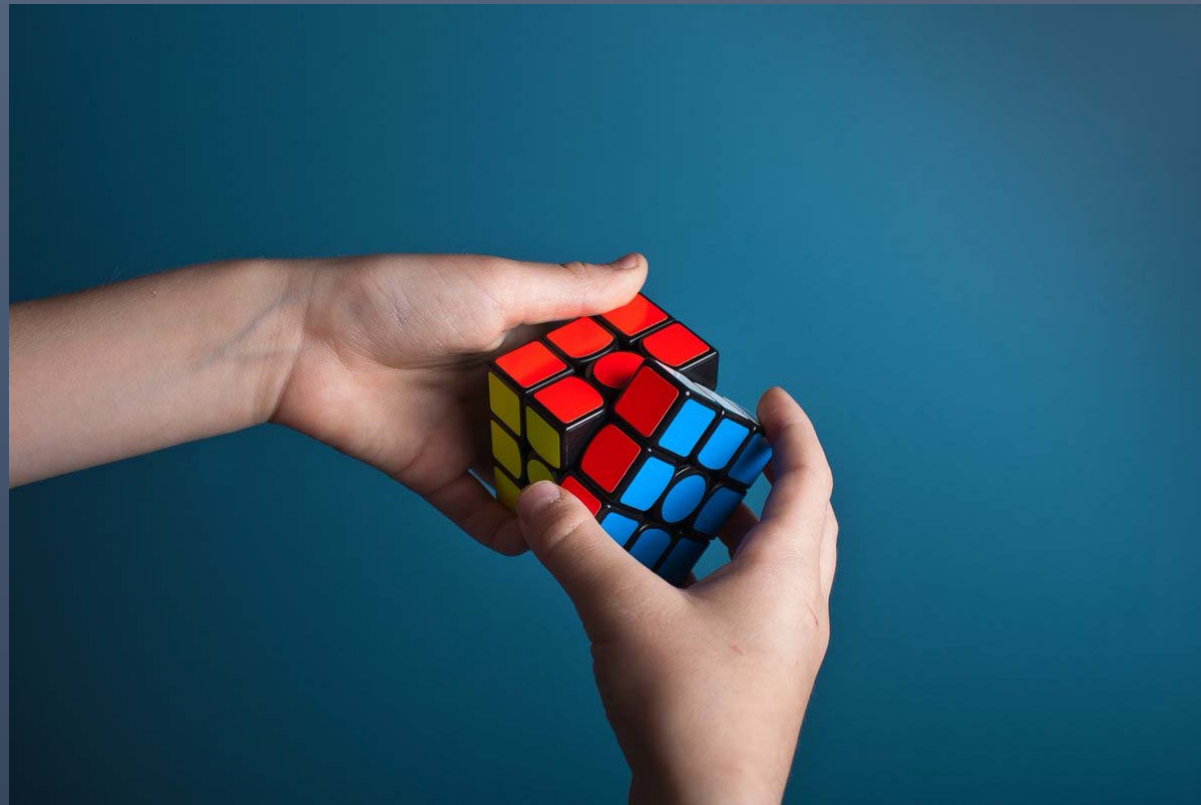
2. Fewer Platforms

Use Fewer Platforms

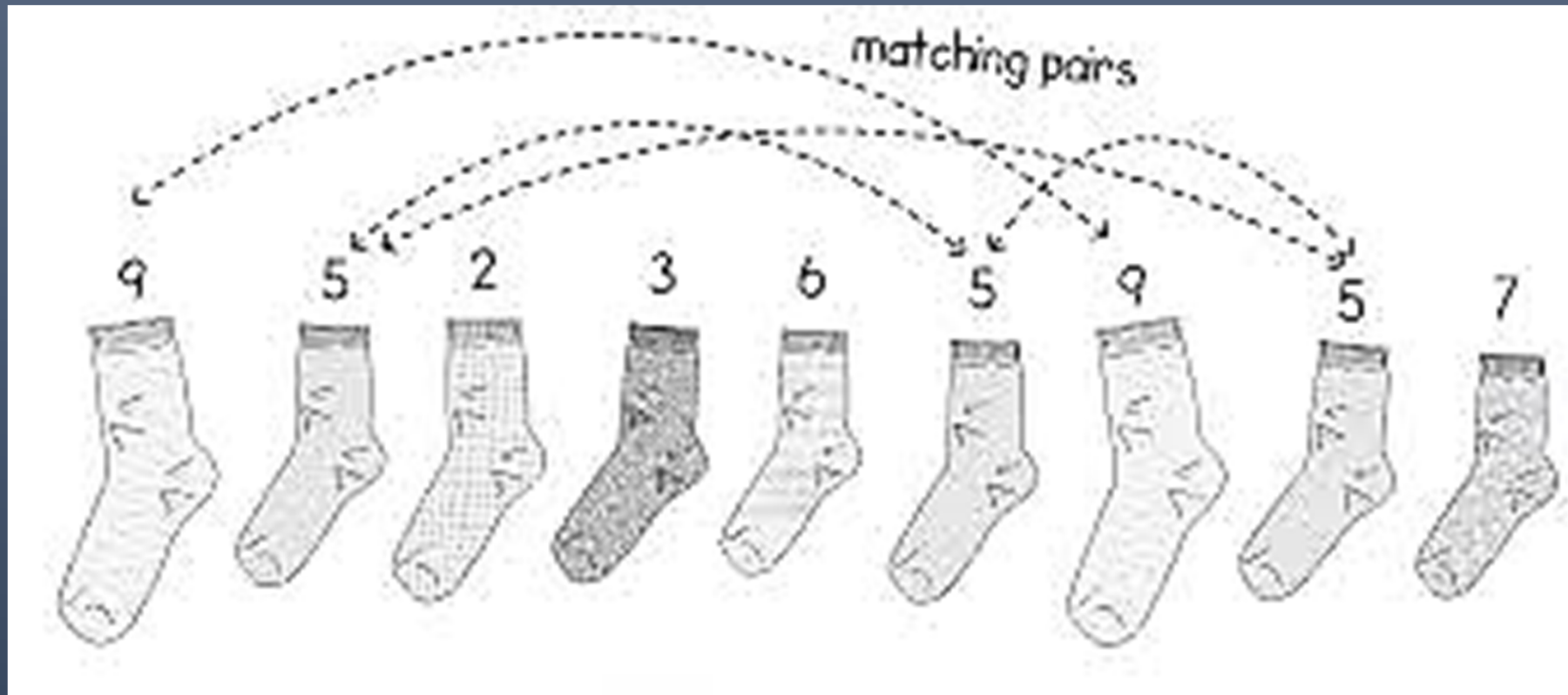


3. Master These Platforms

Use Fewer Platforms and Use Them Completely



Online Submission



Neat folders

→ ↻ mybb.qu.edu.qa/webapps/blogs-journals/execute/viewBlog?course_id=_6.

Apps Blackboard Collabo... Vulnerability: The K... Notion – The all-in-...

Courses

Critical thinking folder Unit by Unit: Naima Sarfraz Khan

- Aljazi Almarri (2)
- Asma Al-Sarari (3)
- Asmaa Al-Musafri (2)
- Baraa Taha (2)
- Dalal Al-nabet (2)
- Dana Al-Hajri (2)
- Dana Haseel (1)
- Hanan Almkhyari (2)
- Haneen Amireh (2)

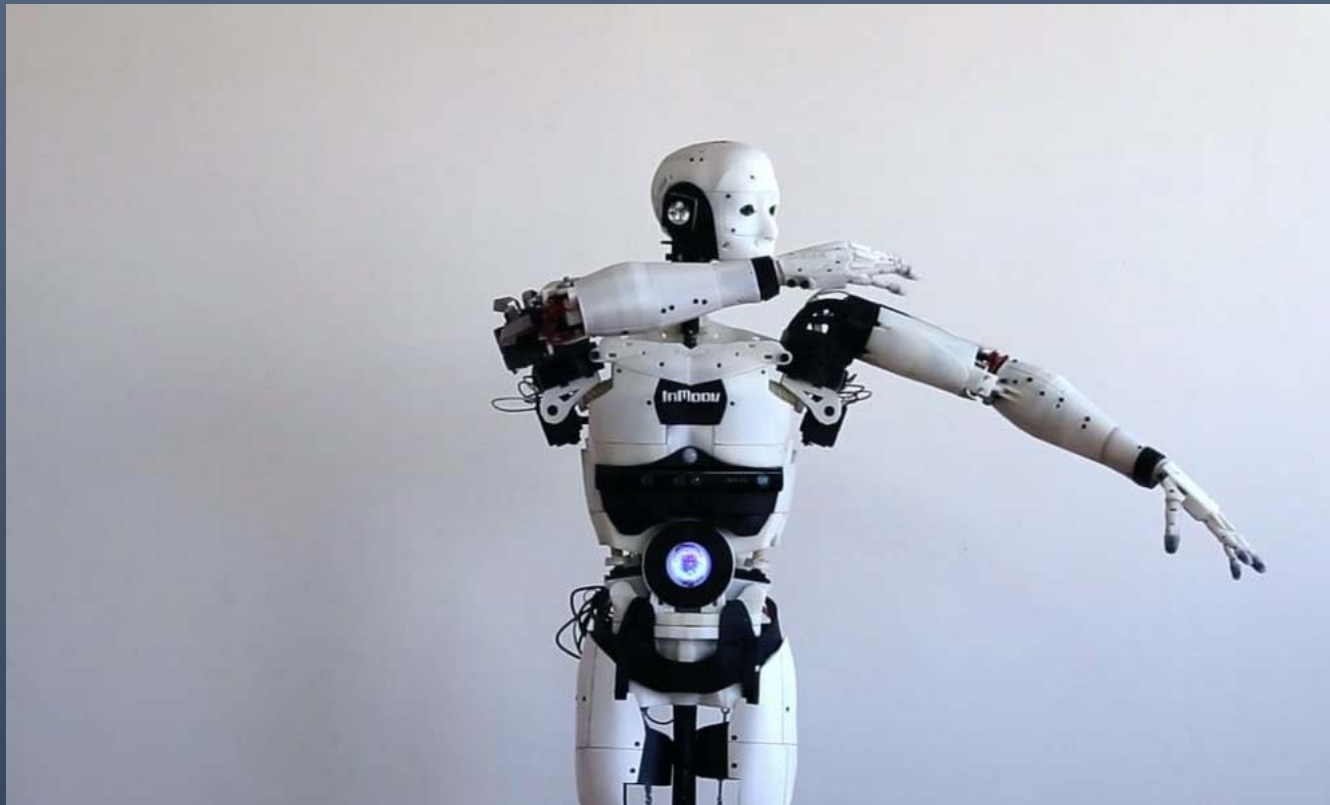
4. Weekly Memos

Weekly Student Memos



5. Realistic Expectations

Realistic Expectations



6. Plan – Plan – Plan

Plan – Plan – Plan

- Instructional video
 - Welcome to the new set-up of the class
 - The general plan for the semester
 - How to access the course materials
 - How to submit assignments
- Set the rules for the lesson's attendance, submission, questions
- Beware of an unknown audience!

7. We Are Also Learning

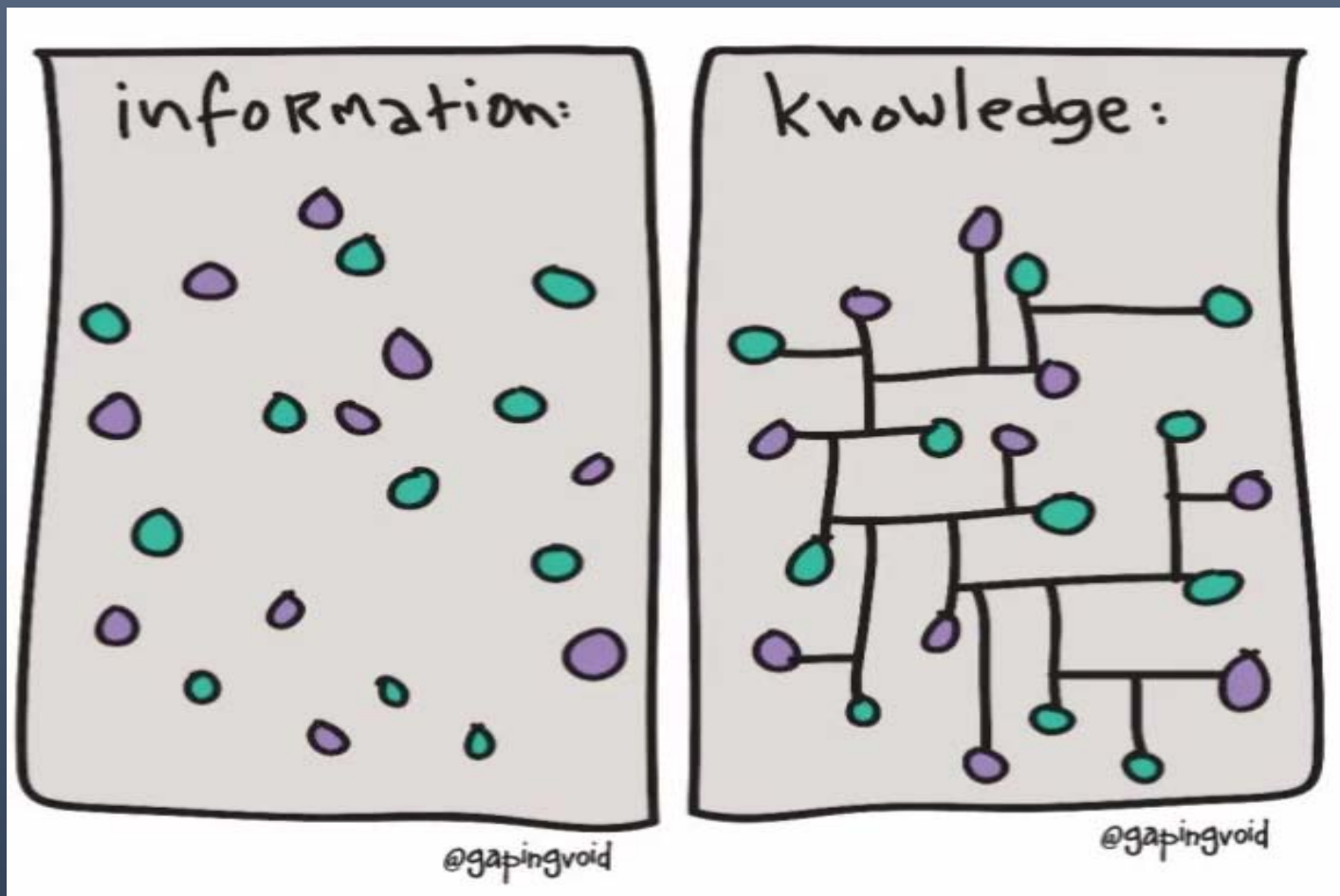
Vulnerability is a bridge to build connection.

8. Set Boundaries

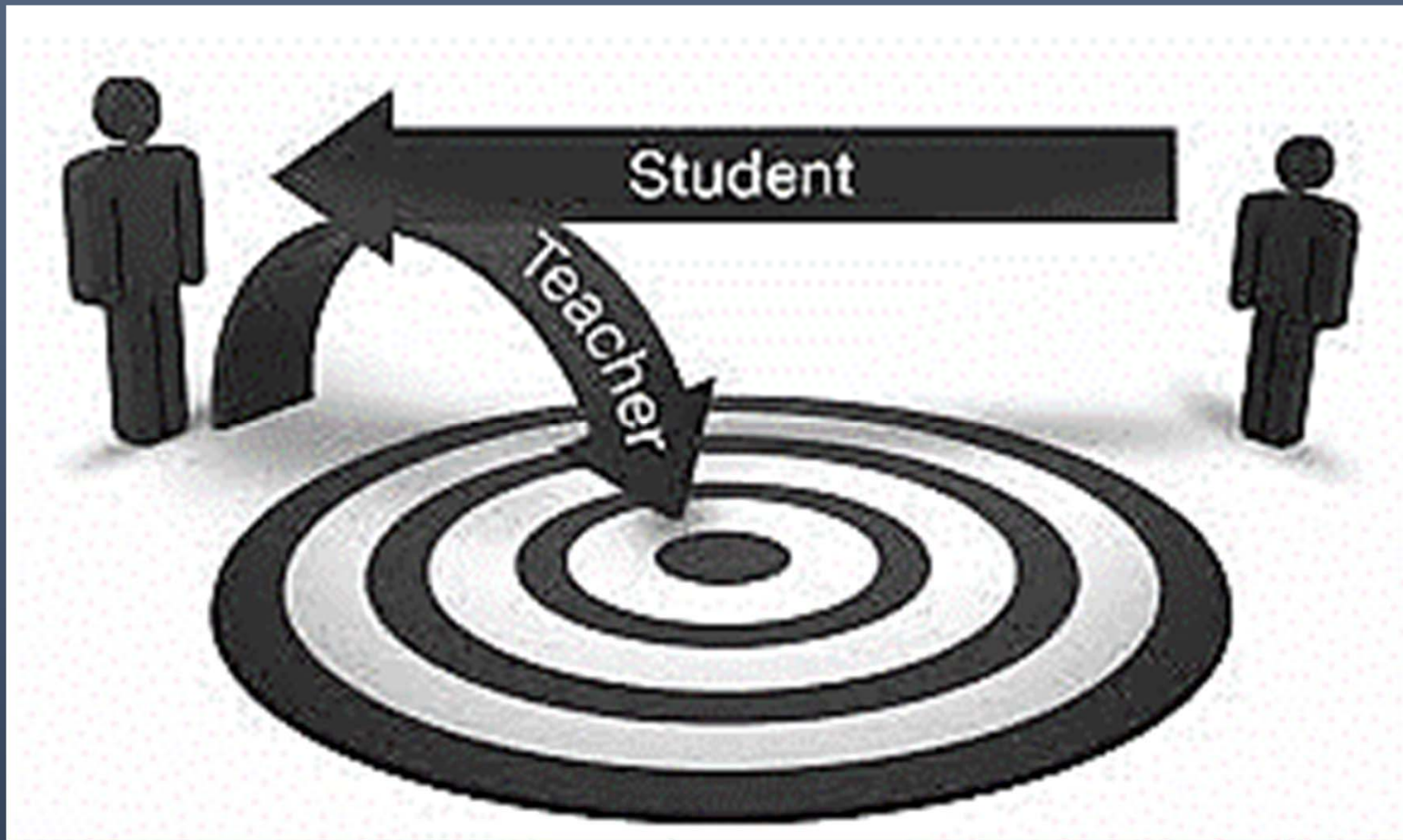


9. Establish Communication

The Name of the Game is Communication



The Learning Objectives



The Learning Objectives



10. Communicate Your Expectations

Communicate Clearly

- What students can expect from the course in chunks

Communicate Clearly

- Students' responsibility for doing their work

Communicate Clearly

- How they can find the things they need to meet those responsibilities

Communicate Clearly

- What is the sequence of the activities

Communicate Clearly

- What are the deadlines and modes of submission of their work

Communicate Clearly

- How will their work be evaluated

Communicate Clearly

- Where to turn to if they face any difficulties in the process

Communicate Clearly

- What students can expect from the course in chunks
- Students' responsibility for doing their work
- How they can find the things they need to meet those responsibilities
- What is the sequence of the activities
- What are the deadlines and modes of submission of their work
- How will their work be evaluated
- Where to turn to if they face any difficulties in the process

11. Provide Clear Instructions

Clear Instructions are Still Important

- 1) **Read** my initial questions and any peer responses.
- 2) Find an interesting **comment** by one of your classmates and click **Respond**.
- 3) Use your classmate's name and briefly **summarize** what that person said.
- 4) **Share** new information from the assigned readings and apply it using your critical thinking skills.
- 5) **Sign** your name.

12. Ask for Help

(Did you?)

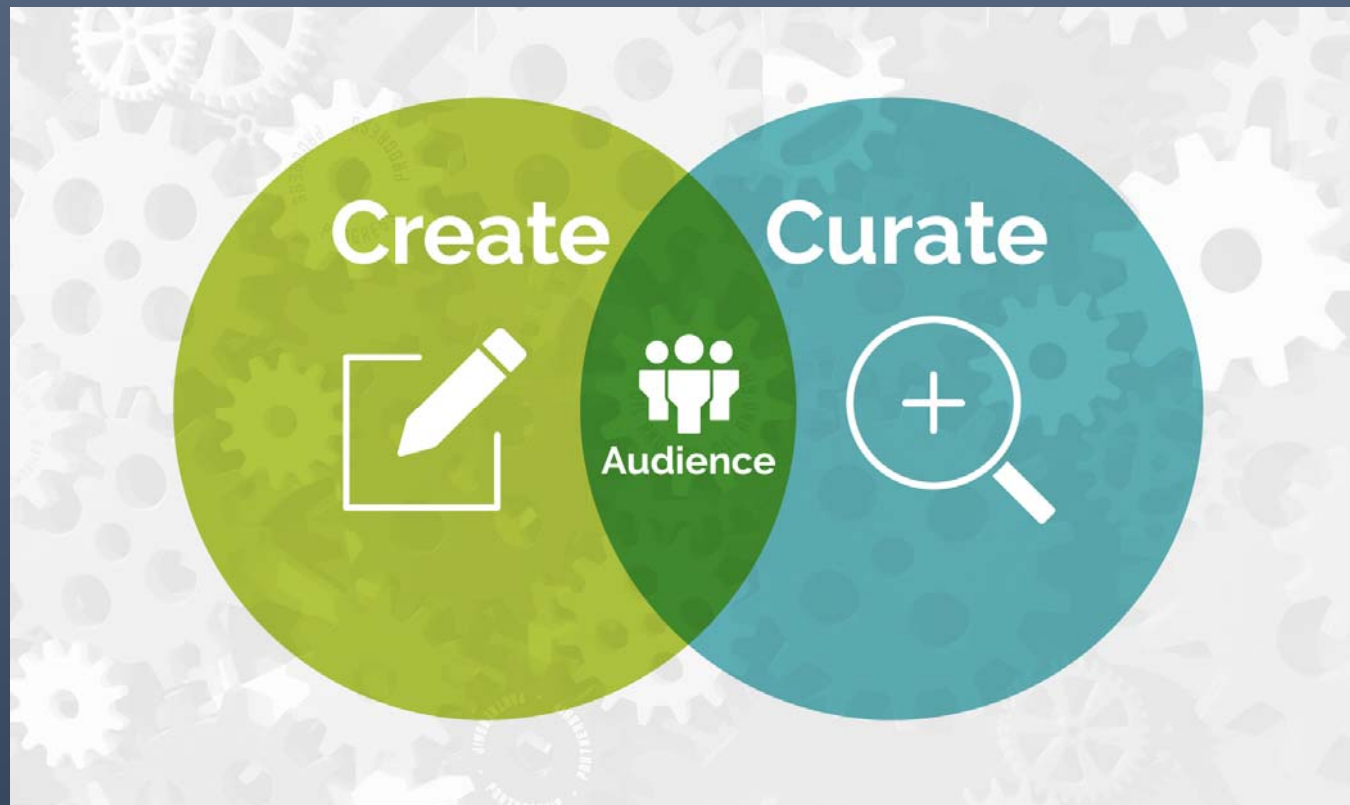
Student Support Center

Reach Out
For Help.

You're Not
Alone.

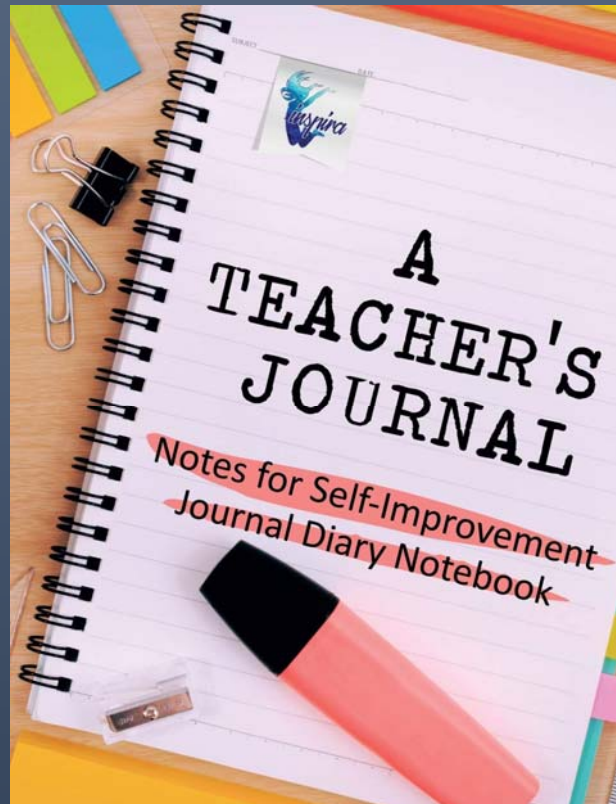
13. Create + Curate

Make Smart Choices



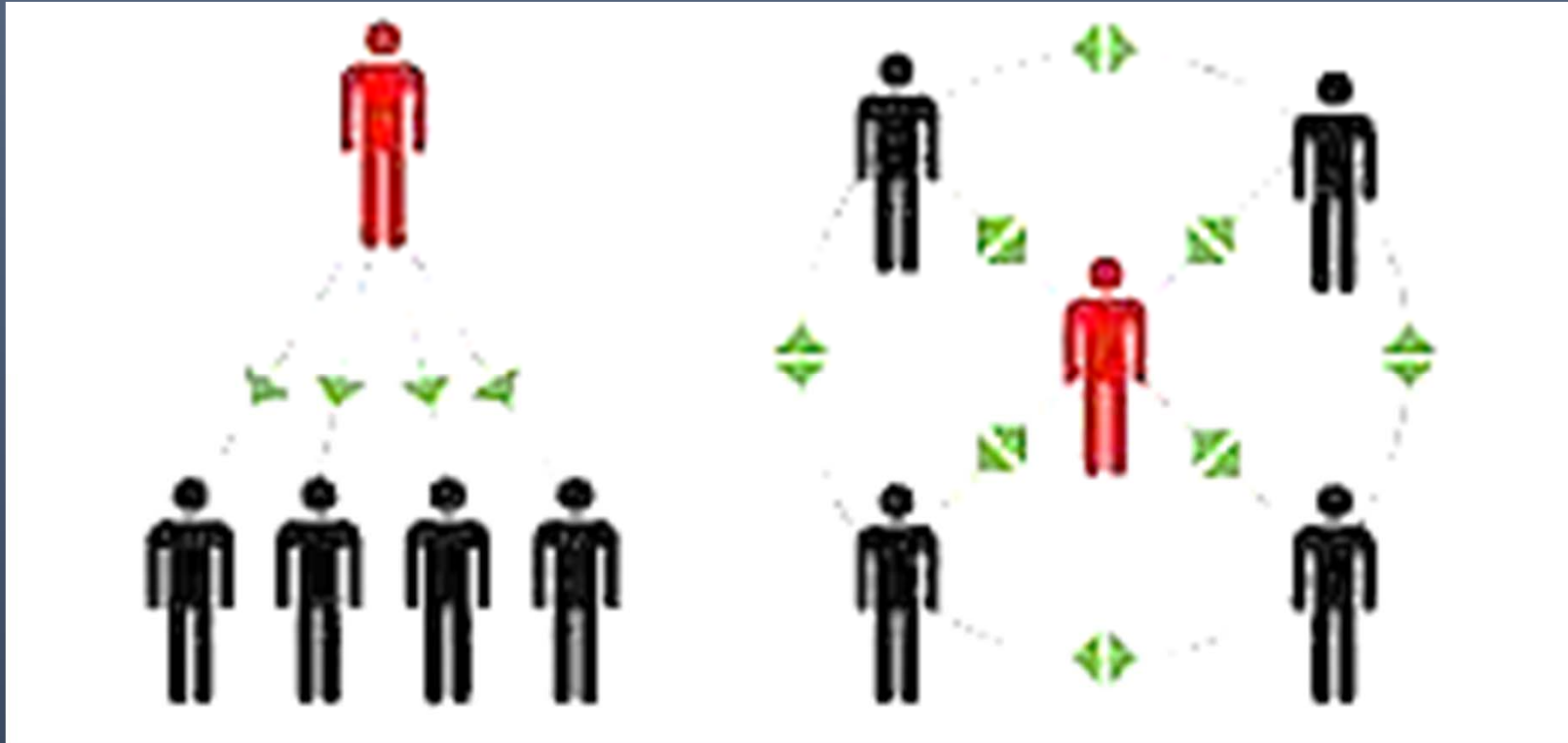
14. Reflective Teaching

Reflect and Record



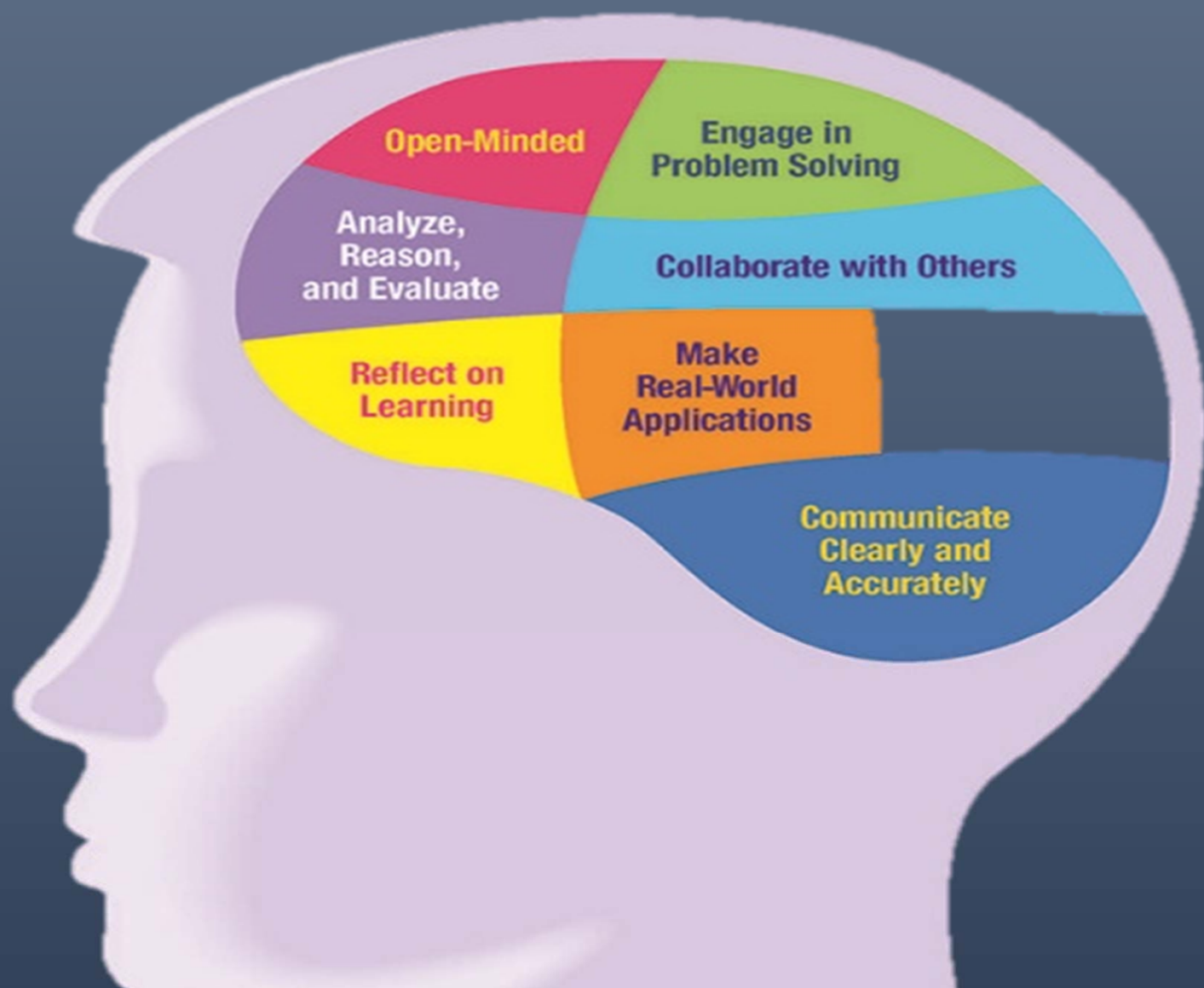
15. Be Your Own Judge

The Best of Both Worlds



16. Shoot for HOTS

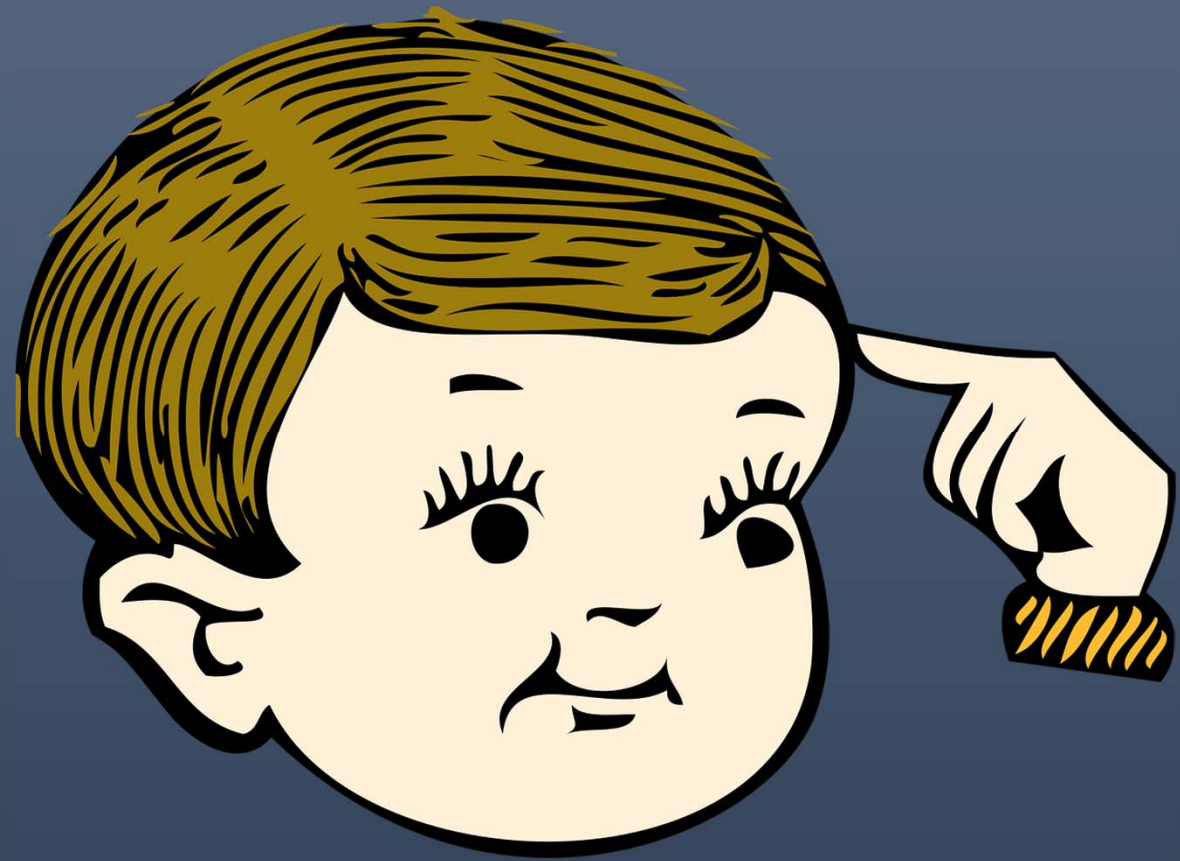
(Higher Order Thinking Skills)



What doesn't work

1. Rote Memorization

What Hasn't EVER Worked!

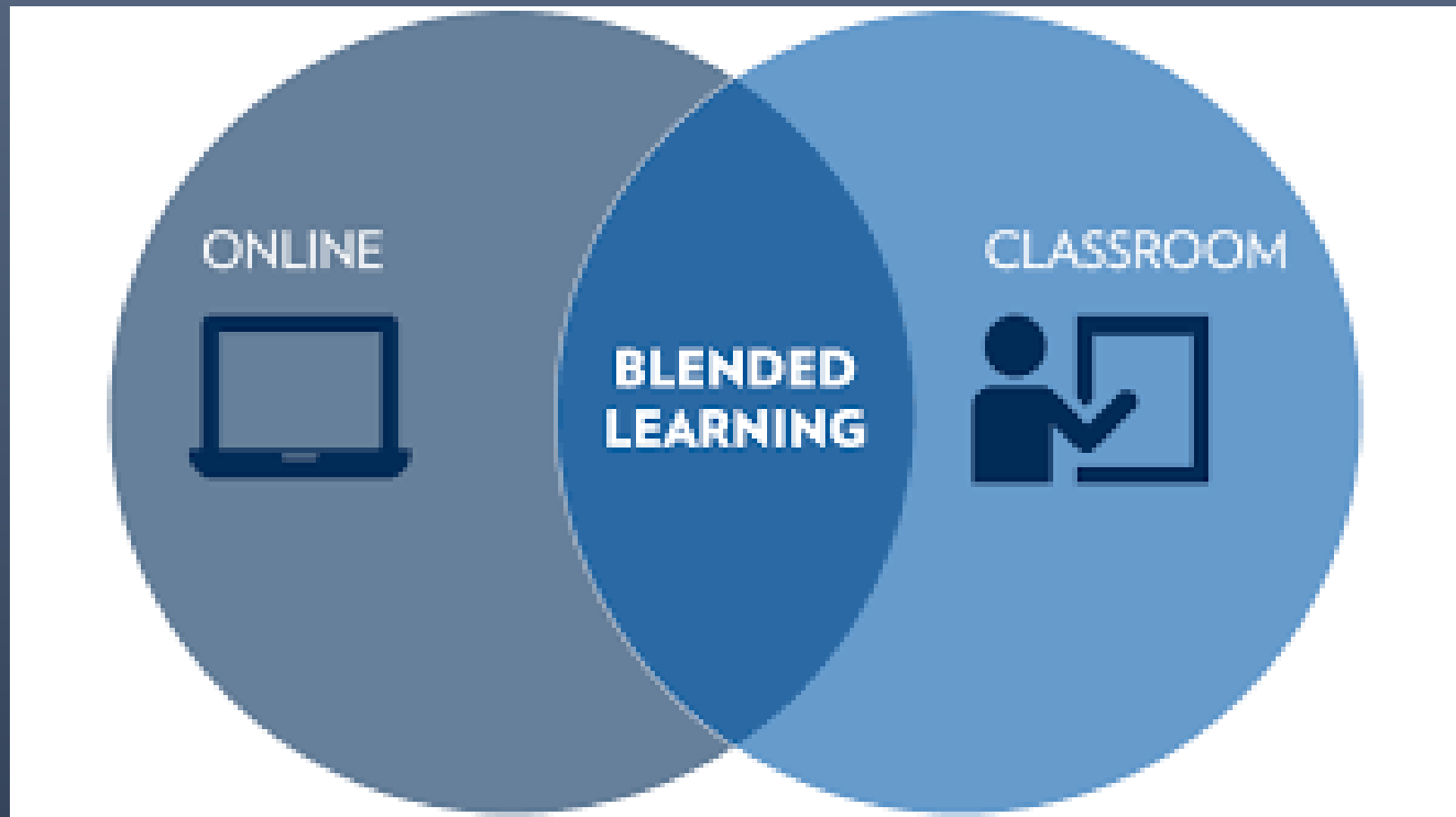


Solution:

One Good Teaching Strategy

Why is everyone talking about the
blended learning model ?

Blended Learning Model



3 Key Features of Blended Learning

- Part of the learning happens online, which allows the students to have control of the pace, with which they engage with the content.
- Part of the learning happens inside the classroom led by a teacher.
- The combination of both factors lead to an engaging learning environment and outcomes.

Blended Learning Model



Blended Learning Benefits

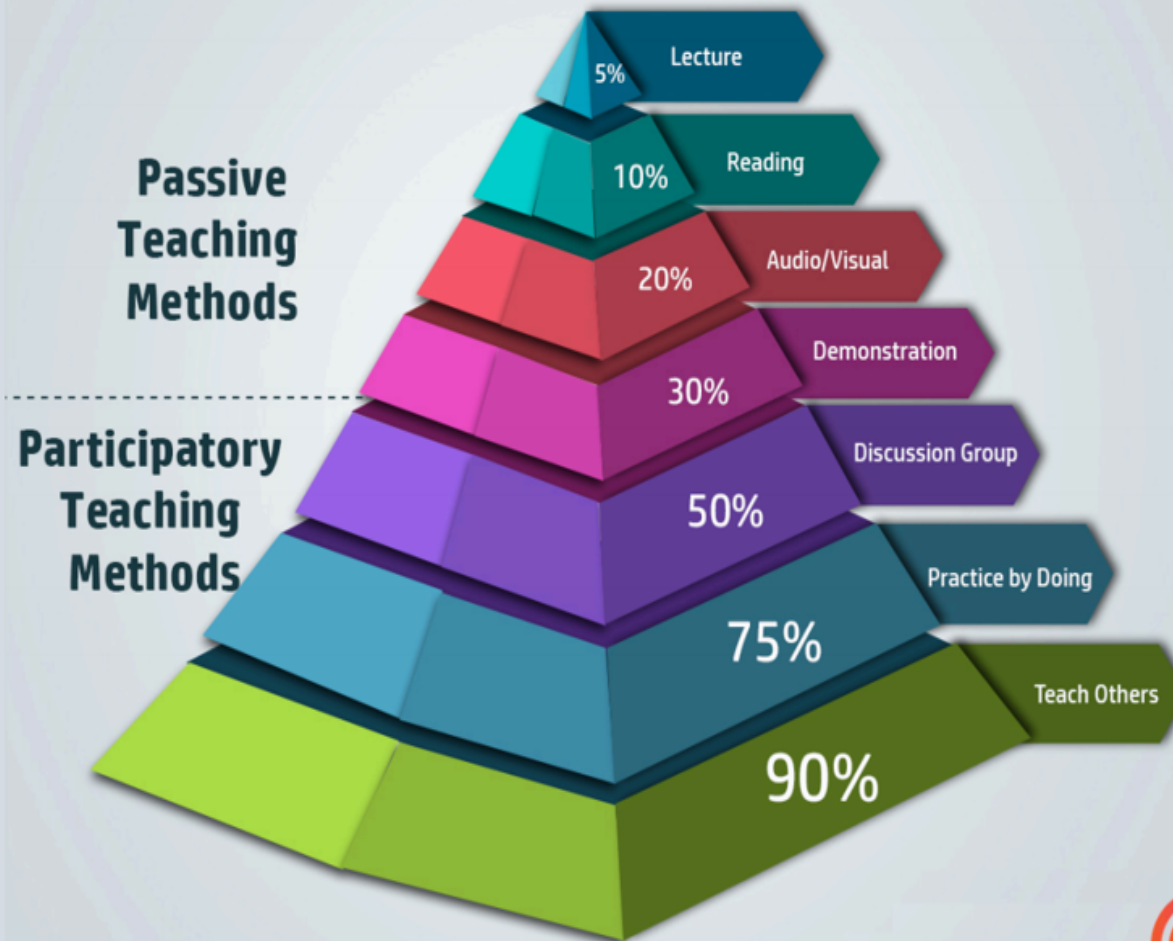
- Deeper understanding
- Flexible pacing
- Collaborative learning
- Student autonomy

Blended Learning Challenges

- Time Investment
- Basic Knowledge of Associated Technology
- Credibility of Online Content
- Resistance to Change

THE LEARNING PYRAMID

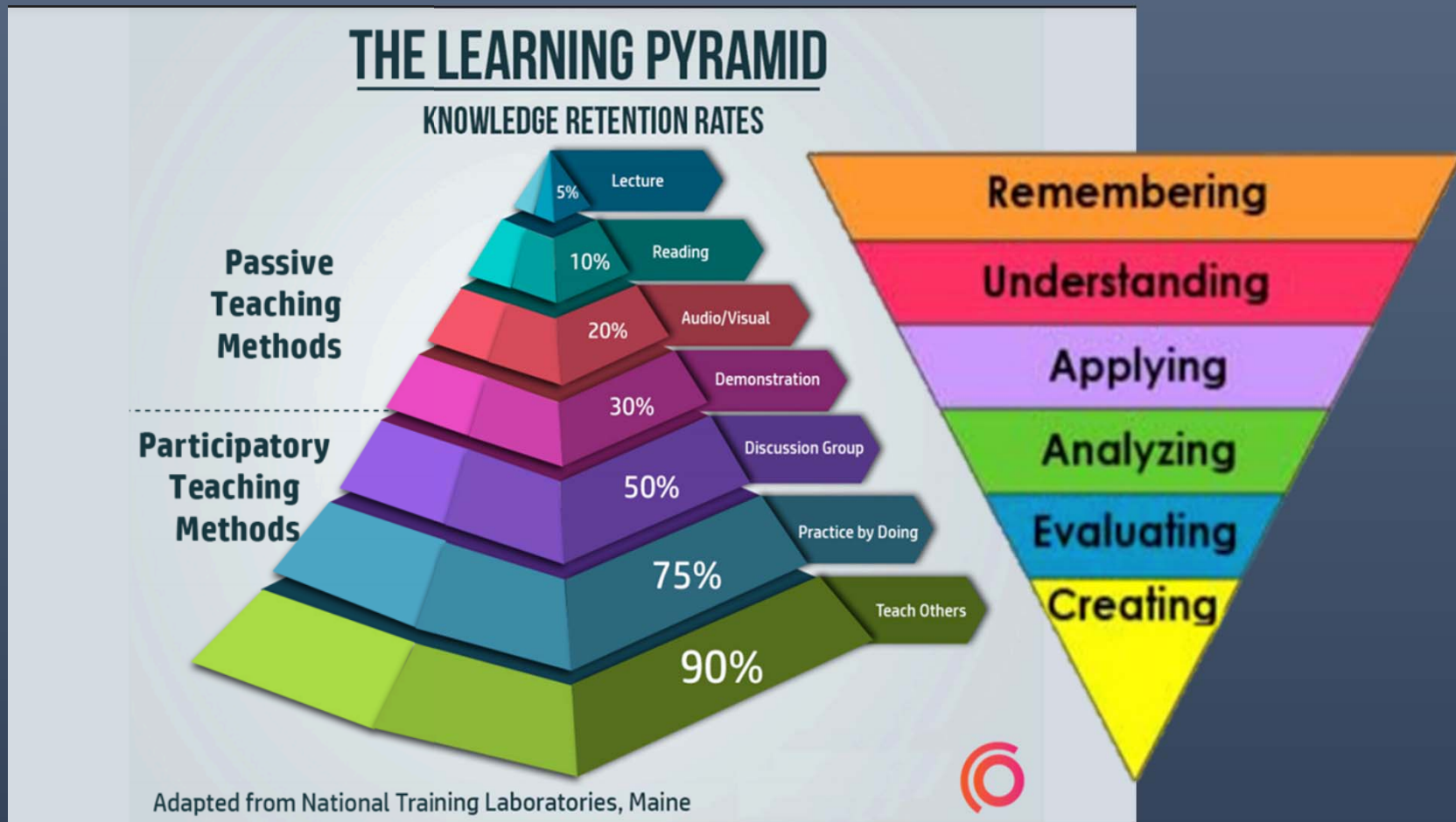
KNOWLEDGE RETENTION RATES



Adapted from National Training Laboratories, Maine

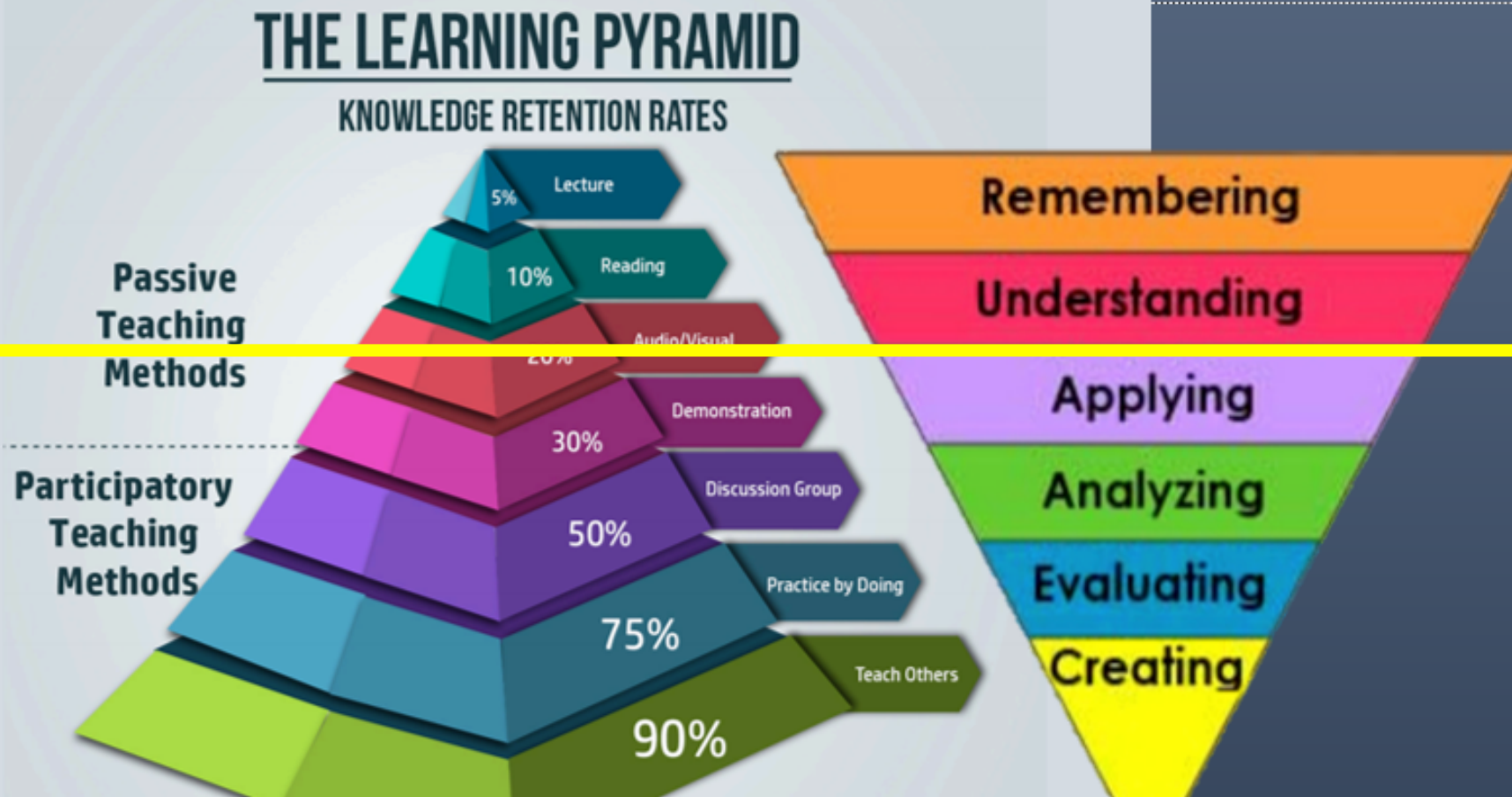


Knowledge Retention Rates

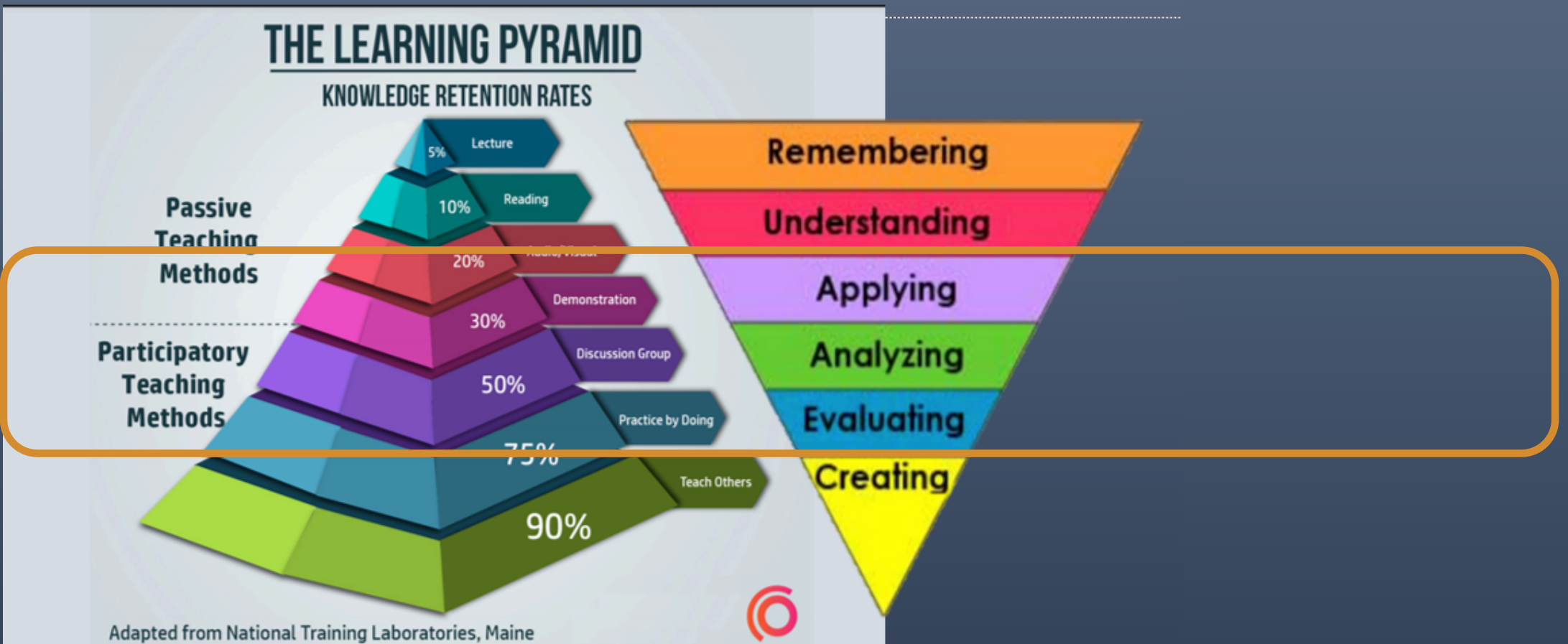


Flipped Model of Blended Learning

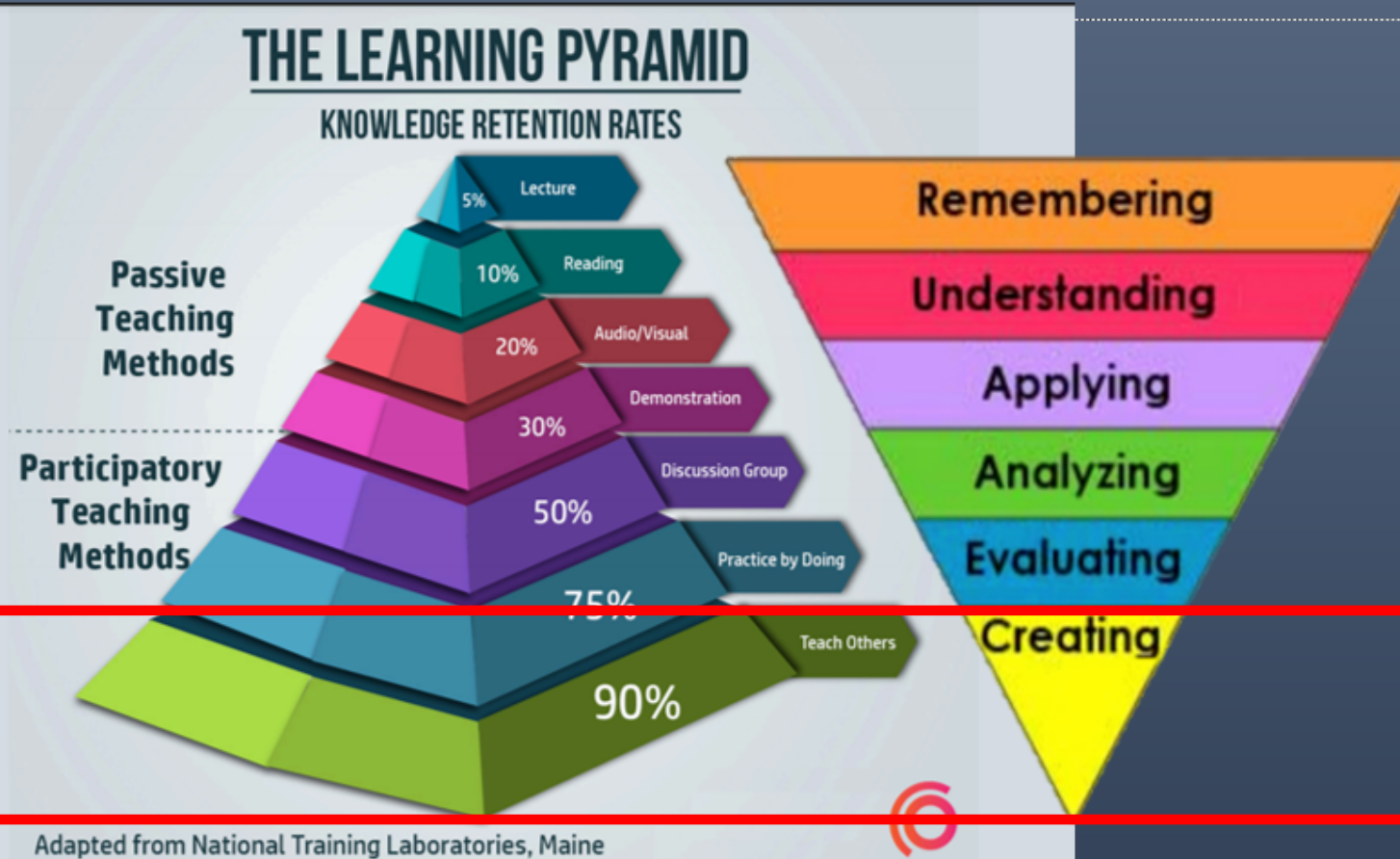
Pre-Class Activity



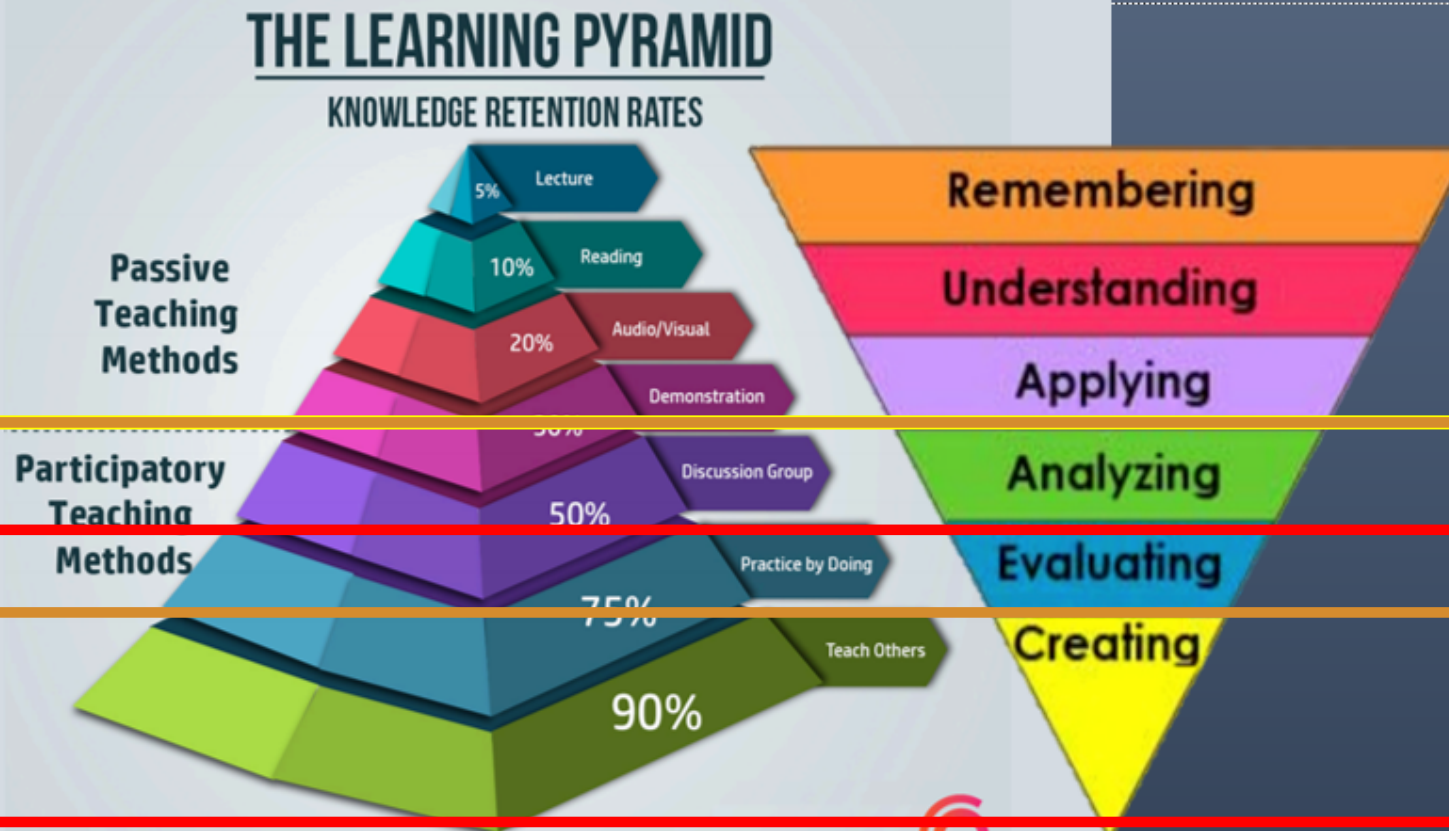
Flipped Model of Blended Learning During-Class Activity



Flipped Model of Blended Learning Post-Class Activity



Target Achieved



Adapted from National Training Laboratories, Maine



The Take-Away Point



Back to Our New Normal

The biggest future benefits of virtual instruction will come after our teachers and students return to their physical classrooms.

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