# Basics of Online Learning Session Plan: Tuesday May 5, 2020

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Length** | **Facilitator Activities** | **Participant Activities** | **Notes & Resources** |
| 15 -30 min prior |  | Load slides  Welcome people as they come in | Enter room  Tech check  Orient to space  Add name & location | Welcome slide  Ask people to post in chat where they are from and who they are  Remind them how many minutes we will start  Screen shows basic overview of the platform we are using  Remind them to review code of conduct <https://bccampus.ca/events/code-of-conduct/>  Remind that we will be recording the session & archiving |
| 12:00 | 3 min | **Welcome to the session**  Turn on video and say hi |  | Introduce team & roles (each person)  Turn on recording (A)  Orient to space  Mention resources will be shared in chat area  Gear icon – set your notifications – turn off the ping or popup Gear icon > Notification Settings > disable pop-ups and audio  Keep audio & video off |
| 12:03 | 2 min | **Land Acknowledgement**  Acknowledge land we are on – encourage others to do the same in chat (model). | Enter location in chat | Acknowledgement slide |
| 12:05 | 2 min | **Upcoming webinars** |  | Share links in chat  Subscribe BCcampus newsletter: **bccampus.ca/subscribe**  Archives & resources: **bccampus.ca/about-us/reports-and-reviews** |
| 12:07 | 1 min | **Agenda** |  |  |
| 12:08 | 2 min | **How much experience?** | Making a mark on the slide |  |
| 12:10 | 3 min | **Burning questions** | Adding questions to chat | Moderator: copy and paste questions as they come and we’ll revisit the list at the end  Give some dead air here for people to respond |
| 12:13 | 2 min | **Course Delivery Methods** |  |  |
| 12:15 | 5 min | **Synchronous/Asynch** |  | Expand on advantages & disadvantages  Privacy – showing you their working space – can expose power dynamics  Synch can become asynch thru recording live events |
| 12:20 | 3 min | **Bandwidth** |  | Describe and point out that synchronous is high bandwidth & high immediacy. Green zone is underappreciated workhorse  Emphasize not all students have access to wifi.  Emotional bandwidth.  Immediacy - how quick expect students to respond  Image & blog post from Daniel Stanford DePaul University |
| 12:23 | 3 min | **LMS Tools** |  |  |
| 12:26 | 1 min | **OpenETC** |  | Share link to https://opened.ca |
| 12:27 | 2 min | **Synchronous tools** |  | Poll: What tool do you use?  BB Collaborate  Zoom  BlueJeans  Big Blue Button  Other |
| 12:29 | 5 min | **Community of Inquiry** |  | Share in chat: **Community of Inquiry website** <https://coi.athabascau.ca/> |
| 12:34 | 4 min | **Components of Online Learning** |  | Could frame this as course design considerations Things you want to think about. |
| 12:38 | 10 min | **Considerations** |  | We can walk thru these point by point and expand on them  Good article to share in chat here**: Online educators’ recommendations for teaching online: Crowdsourcing in action** <https://openpraxis.org/index.php/OpenPraxis/article/view/721/421> |
| 12:48 | 5 min | **Open resources for Trades** |  | Share link in chat to open textbook collection  <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?search=trades>  Share Skills Commons link <https://www.skillscommons.org/> |
| 12:53 | 7 min | **Revisit questions from beginning** |  | Have chat monitor bring questions from start of the session back for the end.  Subscribe BCcampus newsletter: **bccampus.ca/subscribe**  Archives & resources: **bccampus.ca/about-us/reports-and-reviews** |