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

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| **Time** | **Length** | **Facilitator Activities** | **Participant Activities** | **Notes & Resources** |
| 15 -30 min prior |  | Load slidesWelcome people as they come in | Enter roomTech checkOrient to spaceAdd name & location | Welcome slideAsk people to post in chat where they are from and who they areRemind them how many minutes we will startScreen shows basic overview of the platform we are usingRemind 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 areaGear icon – set your notifications – turn off the ping or popup Gear icon > Notification Settings > disable pop-ups and audioKeep 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 chatSubscribe 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 workhorseEmphasize not all students have access to wifi.Emotional bandwidth.Immediacy - how quick expect students to respondImage & 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 CollaborateZoomBlueJeansBig Blue ButtonOther |
| 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 themGood 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** |