

Brebeuf Jesuit Guide to Extended eLearning Design, Practice, and Tools

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3/20/2020 Update collaboratively created by Academic Department Chairs and Greg VanSlambrook (Principal)

3/20/2020 Update After two weeks of running a traditional bell schedule (synchronous meetings every Day 1 and asynchronous work for Days 2-5) we are switching to the schedule below. Brebeuf will begin this schedule April 6th, after our Spring Break.

2020		April				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Spring Break - no classes	31 Spring Break - no classes	01 Spring Break - no classes	02 Spring Break - no classes	03 Spring Break - no classes	04
05	06 Teacher prep day - students still on break	07 Maroon class day	08 Gold class day	09 Maroon class day	10 Good Friday - no classes	11
12	13 Easter Monday - no classes	14 Gold class day	15 Prep day	16 Maroon class day	17 Gold class day	18
19	20 Maroon class day	21 Gold class day	22 Prep day	23 Maroon class day	24 Gold class day	25
26	27 Maroon class day	28 Gold class day	29 Prep day	30 Maroon class day	01 Planned return to in-person classes	02
03	04	Notes: Maroon class day = 8:30 per.1 / 9:45 per.3 / 11:00 per.5 / 1:00 per.7 Gold class day = 7:15 zero hour / 8:30 per.2 / 9:45 per.4 / 11:00 per.6 / 1:00 per.8 Prep day = teacher/student workday; no classes or new assignments; teachers hold office hours				

Here's how it works:

- On Maroon Day, classes that meet during periods 1, 3, 5, and 7 will post activities and/or assignments. They may have live online class meetings at their designated times. Teachers

will post a schedule of virtual office hours where they are available for responses to questions.

- On Gold Day, the same framework repeats, for classes that meet during periods 0, 2, 4, 6, and 8.
- Activities and assignments can take many forms, but they should be given with the goal of taking students not more than one hour of work per class meeting, to complete. One assignment per class meeting at most, not multiple assignments.
- As it takes some students longer, or they have conflicts, or questions as they get stuck - the workday helps everyone get caught up.
- Due dates/times for assignments must occur on one of that class's future meeting days. It could be due by the time the class meets next, or the end of the day of the next class meeting (with no deadline times set later than 5:00pm). In other words, Maroon Day class assignments will have deadlines that are on later Maroon Days, and Gold Day class assignments will have deadlines that are on later Gold Days. No deadlines on workdays or weekends. No same-day deadlines (where the assignment is due the same day it is given). Don't give multiple assignments that are all due on the same day.
- If we all do all of the above properly, this should bring the workload down, reduce the number of assignment deadlines students need to meet, space it out better, and keep it from all piling up.
- On the Prep day (teacher/student workday):
 - Faculty in their academic departments will have a weekly online check-in scheduled together to discuss issues and coordinate.
 - The Principal's Office will hold an open Google chatroom hour for all faculty (optional) to share any questions or issues.
 - Teachers will post a schedule of virtual office hours to students.
 - College counselors will schedule the college counseling seminar meetings with their sophomores.
 - All of this should take place within the window of 9:00-4:00. This does NOT mean you need to be available to students that entire time - it just means that your posted availability should not be OUTSIDE of that time.
- If we needed to continue to do e-learning in May, then this setup can just repeat itself over the last three weeks of school - the weeks of May 4, 11, and 18. We would most likely not hold final exams. We haven't made many specific plans for this scenario, but at least this new structure tells us how we would continue to do e-learning in May and it would just be a continuation of April.

Online Instructional Design – A Very Quick and Dirty Practical Guide

The tools may be different but not the Ignatian Pedagogical Paradigm. The goal is never to flood students with busy work. Content experience should remain centered, significant, and active. The Chronicle of Higher Education ran a decent article on big picture thinking in online learning environments [in this article](#). The biggest take away for our purposes is Organize, Explain in Multiple Formats (visual, auditory, written), and Clarify Expectations right out of the gate.

The Chronicle article looks at instructional design from the lens of intentional instruction and time to plan. This document is for an *emergency* situation where the entire school is required to go online with little time and preparation. In these circumstances, a couple of things to remember:

- Know your focus - what is absolutely necessary to cover in the time out of the building. Look at the curriculum as a department and identify your MUSTS
- Remember that students are adjusting to this as well. Some may be very stressed, others not so much. Be compassionate and open to the experience. Students are sitting at home with everything to do (family, school, personal). Two weeks into this event - we do not have the same capacities as we had a month ago. Be gentle with yourself, your colleagues, and your students.
- Speaking of open - encourage a growth mindset in yourself and your students. The usual tricks and classroom activities may not work online. This is a time for exploration, failure, and try again for ALL members of the community.
- Scaffolding is your friend. Really consider all the step-by-step. See below...
- All accommodations are still applicable in eLearning days. Double check your activities, assignments, and assessments to ensure all student learning needs are met.
- Virtual Office Hours help focus time for quick feedback. We recommend 2 hours of virtual office hours a day. May use email, chats, video pop-in links, or phone calls.
- For more - check out this website on emergency preparedness in K-12 (it's from a vendor so take it with a grain of salt)

<https://www.nextvista.org/advice/continuity/thinking.phtml>

Many online instructional designers use Gagne's Nine Events of Instruction to frame their design. I paired the Gagne pieces with the IPP below.

Context - who am I teaching and what am I trying to accomplish in this lesson.

1. Gain attention
2. Inform learners of objectives
3. Stimulate recall of prior learning

Experience - what content and activities can we experience together to accomplish our goals for the lesson?

4. Present the content
5. Provide “learning guidance”
6. Elicit performance (practice)

Reflection - time to process new content and provide/receive feedback on performance

7. Provide feedback
8. Assess performance

Action/Use - when presented with similar or same circumstances can student replicate action to successfully meet the learning objective (proof of mastery)

9. Enhance retention and transfer to the job

Evaluation – formal assessment of objective

Practice Options to Consider for Online Active Learning

(totally stolen from Carleton University

<https://serc.carleton.edu/NAGTWorkshops/online/design.html>)

Strive for a variety of methods to appeal to a broad range of learning styles. This individual, small group, large group activities. Think formative (small, in-progress) and summative (large, end of unit) assessments.

- Readings, including the textbook, articles, websites, books, or essays
- Written material that you type up
- Video lectures of yourself talking about a topic
- Videos of someone else talking about a topic
- Narrated animations
- Humorous yet educational videos
- PowerPoint slides the students view and read

- Narrated PowerPoint slides with a voice-over by you
- Posts you add to discussion forums - this is a particularly useful place to correct misconceptions or add information when the relevant time comes around
- Real-time question and answer sessions held as synchronous review sessions using instant chat feature (available in many course platforms)
- Questions that lead to directed reading and writing, such as well-framed discussion questions or essay questions within written assignments
- Visualizations, interactive media and simulations, such as PhET's radioactive dating game, that the students use with direction from you

You do not need to create every element of the course content from scratch. Take advantage of the vast array of high-quality, readily available materials online and employ sources like the USGS, NASA, NOAA, art museums, the New York Times, free online textbook visualizations, Indy Public Library system, YouTube, pre-made lessons in EdPuzzle or your online textbook, The Library of Congress.... So many options.

People spend years in grad school learning and perfecting online instructional design – we do not have such time!! For quick learning check out some of these places to go for ideas in online instructional design...

MIT Digital Learning Toolkit - <https://dltoolkit.mit.edu/>

Mesa Community College - <https://ctl.mesacc.edu/teaching/designing-an-online-course/>

Butler University - <https://www.butler.edu/apdi/best-practices-online>

University of Illinois - <https://www.niu.edu/facdev/resources/onlineteaching/design/templates-and-starters.shtml>

Tools available to Brebeuf faculty and students

- **GSuite**
 - Google Hangouts Chat
 - <https://chat.google.com/>
 - Can chat with students individually in text format
 - Google Meets
 - Video call with students one-to-one or the entire class
 - Record the chat for later use (posting online or sending to students that missed the session)
 - How to video here - <https://www.youtube.com/watch?v=2jhTTzFMZkY>

- Google Classroom
 - Keep your classes organized, post assignments/videos/tests
 - Google Classroom gradebook can be linked to your Portals Gradebook
 - <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>
- **Nearpod**
 - Interactive lesson, allows teacher to post questions and students to post their answers live for the class to see (teachers can filter responses)
 - Ready to Run lessons available
 - <https://nearpod.com/how-it-works>
- **WeVideo**
 - Teachers can record themselves talking in a postable video
 - Teachers can show PowerPoint and record themselves speaking while going through the PowerPoint
 - <https://www.wevideo.com/hub#editor/1519322145>
 - “Login with Google” using your Brebeuf email account
- **GradeCam**
 - Online grading application for teachers
 - Your classes are already entered into the system (with students placed in the class) all you need to do is email Kaite for an invitation email
 - <https://gradecam.com/>
- **GIMKIT**
 - “Gimkit is a game show for the classroom that requires knowledge, collaboration, and strategy to win.”
 - Create flashcards
 - www.gimkit.com
- **EdPuzzle**
 - Make interactive video lessons
 - Ready to run lessons
 - <https://www.youtube.com/watch?v=7sNo1sBx63E>
 - <https://edpuzzle.com/about>
- **Microsoft office 365**
 - PowerPoint with narration - decent tutorial video for PPT 2016 is here <https://www.youtube.com/watch?v=wIha2MaoJEk>
 - Email Katie if you have forgotten your password
- **Adobe Creative Cloud**
 - All teachers should have Adobe Create Cloud downloaded onto your device and already have accounts (using your Brebeuf email). If you have forgotten your password, select “Forgot Password” when logging in and reset your password accordingly.
 - Excellent tutorials at <https://helpx.adobe.com/support.html?promoid=RGJ8NLP8&mv=other>
- **New York Times**
 - nytimes.com/passers

- Use the above link to access your free subscription to NYT for faculty and students, please use your Brebeuf associated email address to gain access to the subscription.
- **Zoom - free version**
 - Video conferencing
 - Able to share your screen (possibly a powerpoint) on the video call
 - <https://zoom.us/>
- **Other Miscellaneous subscriptions**
 - Turnitin
 - PollEverywhere

Contacts

Primary Support

Jen LaMaster, jlamaster@brebeuf.org

Katie Colin,

[Helpdesk.brebeuf.org](https://helpdesk.brebeuf.org) will also be monitored but may not be as fast

Secondary Support

Greg VanSlambrook, Principal

Corey Pettigrew, Assistant Principal

Brenda Adams, Dean of Students

Christina Rhodes, Head of Academic Counseling

Patti Brown, Director of the Learning Center

Libby Pollack, Social Worker