

# Workshop: Novel Methods of Learning and Teaching Based on Blended Learning

(Community based, Learner centered, Learning Elements, Active learning, Result oriented) **CLEAR**

The workshop is designed for all instructors working in teaching and learning area (either online or in-person). The material is designed based on need assessments (especially in Covid-19 pandemic) from teachers / students / staff.

After finishing the workshop, the learner s able to:

- Design and perform a complete blended course
  - Use learning theories to make an effective teaching either online or in-person
  - Make an active and student-centered course
  - Complete his/her instructional design
  - Define learning outcomes
  - Identify instructional resources of the course.
  - Design teaching scenario and makes learning video for that.
  - Define activities of the course.
  - Perform flipped classroom
  - Employ gamification methods in the course
  - Monitor and evaluate the academic progress of students during the course.
  - Perform learning analytics with machine intelligence to predict the state of learners
- Perform all these things in a practical way, both in-person and online with synchronous and asynchronous methods, and in a blended method.

This workshop contains nine courses.

## 1 Learning theories

### 1.1 Objectives

- Becomes familiar with the school of thoughts in learning.
- Learns the theories of behaviorism, cognitivism and constructivism.
- By using theories, the instructors improve his/her course design.

### 1.2 Topics

- What is learning theory?
- Acquaintance with schools related to theories.
- What is the behaviorism theory?
- How to use behavioral principles to make content?
- What is cognitivism theory?
- Kolb learning cycle and learning styles
- Cognitive styles

- Implications of learning styles in designing the course
- How to apply cognitive principles to make content?
- What is constructivism theory?
- How to use the principles of constructivism to make content?

### 1.3 Completing the course

Total videos: two hours

The sum of the activities of the students and the time spent for the successful completion of the course: six hours

## 2 Instructional design, USeFUL model, blended learning template

### 2.1 Objective

- will become familiar with the theories of instructional design.
- Learns USeFUL model and uses it practically to design the course.
- Gets acquainted with the concept of e-Learning and learning paradigm.
- Understands the differences between e-Learning and face-to-face learning.
- Analyzes various blended learning methods.
- Can use the appropriate model for the implementation of advanced teaching and learning in the course.

### 2.2 Topics

- Familiarity with the concept of instructional design and its importance
- Acquaintance with some of the existing instructional design models
- Familiarity with USeFUL model
- Getting to know the components of online course design based on the USeFUL model
- Definition of eLearning
- Comparison of online and face-to-face learning
- Blended learning
- A variety of blending methods
- Expressing the benefits of e-Learning and face to face learning for the blended implementation
- Synchronous and asynchronous execution
- What points should we consider for designing the course?
- A suitable model for course implementation

### 2.3 Completing the course

Total videos: one hour and a half

The sum of the activities of the students and the time spent for the successful completion of the course: five hours

## 3 Learning Objectives

### 3.1 Objectives

- Becomes familiar with the types of educational goals and learning outcomes.
- Designs the objectives of the lesson using Bloom's classification

### 3.2 Topics

- Acquaintance with the types of educational goals
- The level of goals from total to detail
- Bloom's triple objectives and their classification
- How to determine the goals of the cognitive domain
- How to determine the goals of the emotional sphere
- How to determine the goals of the psychomotor area
- Instructions for designing educational objectives

### 3.3 Completing the course

Total videos: one hour and a half

The sum of the activities of the students and the time spent for the successful completion of the course: five hours

## 4 Syllabus design, Instructional Units and their types in LMS

### 4.1 Objectives

- Designs the syllabus, instructional units and resources according to the course objectives.
- Becomes familiar with the method of organizing contents and teaching.
- Becomes familiar with all kinds of learning systems.
- Becomes familiar with all kinds of resources in the system and be able to implement in the LMS.
- Designs various types of resources in the course considering different learning styles

### 4.2 Topics

- Acquaintance with various teaching strategies
- The advantages and disadvantages of the lecture method for teaching
- Types of learning content
- Sequence of topics for better learning and syllabus design
- Mind mapping tools
- LMS introduction
- Learning content management system
- Collaborative systems and virtual class
- Acquaintance with Moodle
- Virtual class systems (synchronous) - Adobe Connect, BigBlueButton and...
- Familiarity with the structure of the course
- Familiarity with resources in the system
- Course page layout

- Getting to know SCORM

### 4.3 Completing the course

Total videos: two hours

The sum of the activities of the students and the time spent for the successful completion of the course: six hours

## 5 Teaching Scenario and Education Videos

### 5.1 Objectives

- Story telling and teaching scenario for instructional design and e-Learning.
- How to design e-content using PowerPoint.
- Effective and interactive video creation.
- Edit training videos based on PowerPoint.
- High quality video creation.

### 5.2 Syllabus

- Story telling and scenario for instructional design in e-Learning
- PowerPoint design for the implementation of instructional design.
- Using PowerPoint
- The principles of Mayer multimedia design
- Slide creation check list
- Basic principles of filming
- Creating the training video based on PowerPoint
- Filming, recording in Camtasia
- Film editing based on green screen, desktop recording and film recording
- Final editing of the video in Camtasia and rendering
- Interactive video editing

### 5.3 Completing the course

Total videos: one hour and a half

The sum of the activities of the students and the time spent for the successful completion of the course: eight to ten hours

## 6 Activity based and student-centered learning

### 6.1 Objectives

- Getting familiar with student-centered, activity-based and content-centered learning.
- Getting familiar with active learning techniques for deeper learning
- Implementing activities and interactions in LMS.
- Manages students' reflection.
- Executing a variety of systematic and human feedback methods (by the teacher and the assistants).

## 6.2 Completing the course

Total videos: two and a half hours

The sum of the activities of the students and the time spent for the successful completion of the course: nine hours

# 7 Flipped class

## 7.1 Objectives

- Get acquainted with the concept of flipped class.
- Learns how to divide students' work into before class / during class / after class.
- Can run the flipped classroom.

## 7.2 Completing the course

Total videos: one hour and a half

The sum of the activities of the students and the time spent for the successful completion of the course: five hours

# 8 Gamification

## 8.1 Objectives

- Gets familiar with the concepts of the game, the elements of the game and its mechanics.
- Can use all kinds of simple games in the course.
- Gets familiar with the methods of making games and can gamify the course.
- Can gamify the course in the LMS.

## 8.2 Completing the course

Total videos: one hour

The sum of the activities of the students and the time spent for the successful completion of the course: five hours

# 9 Evaluation and Assessment

## 9.1 Objectives

- Designs assessment for different levels of knowledge, skill and attitude.
- Design formative assessment for better learning.
- Evaluates the progress based on summative assessment.
- Monitors the activities and progress of the students.
- Designs effective tests.
- Employs the grade book to view instant progress.
- Gets familiar with learning analytics and its methods.
- Learns the methods of conducting the safe exam.

## 9.2 Completing the course

Total videos: four hours

The sum of the activities of the students and the time spent for the successful completion of the course: twelve hours

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List of courses:

- 1) Learning Theories
- 2) Instructional Design, Proposed Model and Blended Learning Template
- 3) Learning Objectives
- 4) Syllabus design and instruction units
- 5) Teaching Scenario and Education Videos
- 6) Active Learning and Student-Centered Learning
- 7) Flipped Learning
- 8) Gamification
- 9) Evaluation and assessment