RADICAL IDEAS FOR ONLINE LEARNING

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INTRODUCTION

Learning technologies can be potentially transformative, allowing an array of new interactions between students, teachers and resources. The constructive alignment of learning resources, activities and assessments with the best use of educational technologies is a key component of student success – the best course design is driven not by the application of technologies, but by pedagogical considerations. After you have clearly determined your intended learning outcomes, and how these will be assessed, this toolkit will help you identify the most appropriate learning technologies and integrate these into your courses.

I. LEARNING RESOURCES

Learning Resource	You might like to...
Spoken content (lecture) **Audiovisual and multimedia resources**	▪ Present pre-recorded multimedia resources via YouTube or Vimeo (video), Echo360 Personal Capture (video or audio) or Soundcloud (audio) ▪ Record a series of short **threshold concept** videos or podcasts ▪ **Podcast** lectures via iTunes – talk to our digital media officer Matt Smith ▪ Create a PowerPoint, SlideShare or Prezi **presentation** with an audio track, or create a **screencast** via Camtasia or Screenflow ▪ Provide links to **Open Access** content, such as freely available online videos, audio files and audiobooks sourced via Open Culture, Ted Talks, the Khan Academy, Librivox, etc. ▪ Use La Trobe licensed products available via Kanopy ▪ Publish a rich interactive **eBook** using a platform such as Creatavist or an **iBook** using iBooks Author ▪ Consider hosting your learning resources through a regularly updated **blog** (using WordPress or Blogger, for example)

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Text- and image-based resources	▪ Create a **reading list** using Talis Aspire ▪ Provide links to prescribed **eBooks** via La Trobe's Library ▪ Provide **links** to journal articles, websites, and other online materials ▪ Incorporate **images**, **figures** and **diagrams** sourced freely from repositories, databases (Artstor), galleries (MoMA), libraries (NYPL) or museums (the British Museum), or from La Trobe's Photography and Digital Image Gallery ▪ Incorporate **open access images** from Creative Commons or WikiPaintings
Narrated walkthroughs and digital stories **Interactive games** **Playlists, pin boards, galleries, glossaries and social bookmarking**	▪ Publish a rich interactive **eBook** using a platform such as Creatavist or an **iBook** using iBooks Author ▪ Create a simple narrated **game** using the hypertext tool Twine ▪ Collect resources and tell a **story** using Storify or ScoopIt ▪ Use iTunes U, TedEd, Wikiversity or Moodle Book to curate an **online module** ▪ Create an **online playlist** using Mentor Mob ▪ Curate a **photographic essay** or **image gallery** using flickr or Moodle Lightbox Gallery ▪ Use the **social bookmarking** site Delicious to present a reading list of web links and other online resources ▪ Create a glossary using Moodle Glossary ▪ Create an online **pin board** using Pinterest ▪ Create an online **notice board** using Padlet
App builders	▪ Tools such as Appery.io, LiveCode, AppInventor and The App Builder allow you to create and publish simple **apps**

II. ACTIVITIES & INTERACTION

Activity	You might like to...
Learning through acquisition, assimilation and enquiry **Reading, listening and viewing**	▪ Conduct a **seminar** or **workshop** online using Blackboard Collaborate ▪ Publish an interactive **eBook** using Creatavist or **iBook** using iBooks Author ▪ Provide **links** to prescribed readings, journal articles, websites, video- and audio materials, presented as a narrated walkthrough, with guided questions

	- Use regular **blogs** (such as WordPress) or **e-portfolios** (such as PebblePad, Behance, or LinkedIn) to encourage student reflection - Create a narrated **game** using the hypertext tool Twine - Curate an **online module**, **playlist** or **gallery** - Students can create a **mind map** using Mindmup or iThoughts
Learning through communication, discussion, interaction, collaboration and group work **Synchronous and asynchronous collaboration** **Learning through reflection** **Learning through experience**	- Use Blackboard Collaborate to host a virtual **tutorial** - Students can **collaborate** using Microsoft SharePoint, which allows them to share work from any Office application, manage projects, connect with group members, and store and sync documents - Students can also collaborate and stay in touch using **social media** platforms such as Facebook, UCROO and Yammer - Student can collaborate **synchronously** using WebEx, Skype or Zoom (video) or **asynchronously** using Google Drive (text), Soundcloud (audio), Voicethread or Moodle Workshop (audio, video and text) **Debates** can be staged using the online platform DebateHall - Consider **discussion forums** using Moodle Forum - Students can work on a "real" problem and collaborate on a **wiki** using Wikispaces, PBworks or Moodle Wiki to report the outcomes - Students can work in groups to create a multimedia **presentation** which can be uploaded to YouTube, Vimeo or Soundcloud - Students can develop an **online quiz** using Peerwise - Students can conduct a **peer review** using Moodle Workshop or Praze - Create an immersive "choose your own adventure"-style **game** using the hypertext tool Twine - Students can use the **social bookmarking** platform Delicious or Moodle Database to compile an online database
Learning through production	- Use **surveys** (Socrative, PollDaddy, SurveyMonkey), in-class or online **voting** (Poll Everywhere, Tricider), or **quizzes** (Peerwise) - Use **blogs** or **e-portfolios** to encourage student reflection - Have students write and submit **reports**, **papers**, **essays** or **case studies** online – collaboratively or individually - Have students co-author an interactive **eBook** or **iBook** - Have students produce **a video or audio essay** and submit this via YouTube, Vimeo or Soundcloud - Students can construct **role-play scenarios** or **simulations** using the hypertext tool Twine

	- Alternately, **scenarios** or **simulations** can be recorded and submitted via YouTube, Vimeo or Soundcloud - **Performances** or **exhibitions** can me recorded and submitted via YouTube, Vimeo or Soundcloud

III. ASSESSMENTS & FEEDBACK

Assessment type	You might like to...
Essays, papers, reports, and case studies	- Students can write and submit **reports**, **papers**, **essays** or **case studies** online – collaboratively or individually – using Moodle Assignment - Students could author or co-author an interactive **eBook** or **iBook** - Students might collaborate on a **wiki** to write a report or case study
Writing	- Students could author or co-author an interactive **eBook** or **iBook** - Students might collaborate on a **wiki** to write a short story - Students can write their own "choose your own adventure"-style narratives using the hypertext tool Twine
Reflection and peer review	- You can use **blogs** or **e-portfolios** encourage student reflection on learning - Asking students to publish and share a **weekly blog post** on their studies or readings can greatly enhance both engagement, reflection and interaction - Students can conduct a **peer review** using Praze
Multimedia	- Students might produce **a video or audio essay** and submit this via YouTube, Vimeo or Soundcloud - **Practical skills** can be assessed by requiring students to record a basic instructional or demonstration video - Students can construct their own **role-play scenarios** or **simulations** using the hypertext tool Twine - Alternately, **scenarios** or **simulations** can be recorded and submitted via YouTube, Vimeo or Soundcloud - Students can curate their own **online module**, create an **playlist**, curate a **photographic essay** or **gallery**, create a **pin board** or **notice board** - **Performances** or **exhibitions** for assessment can me recorded and submitted via YouTube, Vimeo or Soundcloud

Group work	- Group work can be assessed using collaboration on **wikis**, **eBooks** or **iBooks**, or recorded **presentations** (video, audio, slideshow or screencast) - Students can curate their own **online module**, create an **online playlist**, curate a **photographic essay** or **gallery**, create a **pin board** or **notice board** - Students can conduct a **peer review** using Praze or Moodle Workshop
Quizzes, tests and exams	**Quizzes** and **texts** (multiple-choice, short answer, etc.) can be conducted online using platforms such as Peerwise or Moodle Quiz **Exams** can be conducted online, and can incorporate a mixture of question types as well as different interactive multimedia (video, audio, images, etc.)
Feedback	**Written** feedback can be provided on word documents, using the track changes function in Microsoft Word, or in simple online forms **Audio** feedback can easily be provided using platforms such as Soundcloud or Voicethread - Some types of assessment tasks can be set up to be **self-correcting**, such as simple multiple-choice and short-answer quizzes, or in more complex ways using choice-based online **games** **Badges** and **microcredit** can also be used to leverage students' natural desire for competition and achievement – check out OpenBadges

The learning resources, activities and assessments above are based on Diane Laurillard's Conversational Model, adapted by Allison Littlejohn and Chris Pegler in *Preparing for Blended e-Learning* (New York: Routledge, 2009).

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