



# **CGST Faculty Training**

## **For**

# **Online Instruction**

**Presenter: Dr. Beverly Crooks-Johnson**



# Order of Presentation

**Welcome**

Prayer

Introduction

Re-Scheduling of Training Session Time

Workshop Objectives

Overview of Module 1

Working Through Module 1

***Question and Answer***



# Workshop Objectives

**By the end of this Module you will be able to:**

1. Briefly review distance education (DE) concepts - historical and contemporary models.
2. Distinguish F-2-F, Online and Blended/Hybrid learning modalities.
3. Critique key elements of the face-to-face (f-2-f) and Online learning approaches.
4. Appraise essentials conditions for an Online learning community:
  - The *Personal Touch*
  - Communication Language(s)
  - Fostering Online Community
5. Justify modification of relevant sections of f-2-f curriculum for Online modality.
6. Briefly review the Moodle LMS
7. Access CGST eCampus/Moodle Platform to navigate the Moodle Site Page and Dashboard Elements
8. Complete end-of -Session Assignment/Activity



# Module 1

1. Overview of Distance Education (DE)
2. Online Learning – The Contemporary DE Model
3. Face-to-face (f-2-f) vs Online Teaching and Learning
  - ✚ Pros and Cons
  - ✚ The Blended Approach
  - ✚ Online Learning - the Essential Personal Touch
  - ✚ Communication Language(s)
  - ✚ Fostering Online Community
  - ✚ Synchronous and Asynchronous elements
  - ✚ Modification of f-2-f curriculum for Online Modality
4. What is Moodle?
5. Logging in and Accessing CGST eCampus and Moodle Platform
6. Navigating the Moodle Site Page and Dashboard Elements
7. End of Session Assignment/Activity



# What is Distance Education?

## Definition

An **institution-based, formal education** where:

- ✚ The learning group is separated, by
  - Space
  - Time
- ✚ **Interactive telecommunications** systems are used to connect
  - Learners
  - Resources
  - Instructors

(Simonson, 2006)



# Distance Education - Overview

## Definition (cont'd)

\* **Interactive telecommunications** systems include:

- Internet and World wide Web (WWW)
- Communication Infrastructure – wired and/or wireless (WiFi) access
- Computer systems – personal computers, including:
  - Desktops and laptops
  - Web Cams
  - Mobile Devices – Tablets, smart phones
  - Educational Software Platform – e.g. Moodle

[Simonson, Smaldino, Albright, & Zvacek, 2006]



# Distance Education (DE) - Overview

## Traditional DE Model

- ✚ Post Office mail correspondences – written and cassette tape recording instructions
- ✚ Radio broadcast programmes
- ✚ Television broadcast programmes

## Contemporary DE Model

- ✚ Online teaching and learning – today's most common DE modality
- ✚ Instructors' interactions with students take place through Internet-based software platform.
- ✚ Learning platform accessed through telecommunication devices



# Contemporary DE Model



**Telecommunication Systems Connecting:  
Learners | Resources | Instructors**





# Learning Modalities

## Face to Face Mode - Instructor and learners are:

- ✚ present in the same physical space
- ✚ at the same time.

## Online Mode - Instructor and learners:

- ✚ are in remote locations
- ✚ are connected by telecommunication media,
- ✚ can meet **asynchronously**: at different times
  - e.g., text-based comments in a discussion forum, video tutorials, video recordings
- ✚ and/or **synchronously**: at the same time
  - e.g., live sessions via videoconferencing or teleconferencing

## Blended or Hybrid Approach

- ✚ a combination of both Face to Face and the Online modes.



# Face to Face vs Online Learning

## Online

- ✚ Greater accessibility - students will be able to study at/in their own **place**, **time** and **pace**.
- ✚ Less costly overall
  - Students: save time, travel, tuition, etc.
  - Institution: costly initially, but cost saving over time
- ✚ Ability to Modify and Re-Use – course resources, activities
- ➡ *Infrastructure Acquisition challenges*
- ➡ *Instructor/Learner Access to technology*
- ➡ *Instructor/Learner technology competence*



# Online Learning – Best Practices

## The Essential Personal Touch

**The New Focus → learners given high priority.**

- + Create a supportive online course community
- + Share a set of expectations for the course.
- + Learners cannot see body language/facial cues, as in F-2-F
- + Therefore – use of pleasant, polite communication language to instruct/respond.
- + Practice patience with slower and non-cooperating students.
- + Use a variety of large group, small group, and individual work activities.
- + Encourage informal feedback from learners as course progresses.

[Boettcher, 2013]



# Face to Face → Online Learning

## Areas for Curriculum Modification

- ✚ Student Learning Objectives – to include Online use/student engagement student:
  - » Participation
  - » Communication
  - » Collaboration
- ✚ Resources – include key technological resources to be used
- ✚ Method(s) of Delivery – synchronous and/or asynchronous
- ✚ Assessment Method(s) – Online Quiz type(s)
- ✚ Etc.



# Moodle LMS

## What is Moodle?

- ✚ Moodle stands for **Modular Object-Oriented Dynamic Learning Environment**
- ✚ It is a free open-source **learning management system (LMS)**.
- ✚ The most widely used LMS internationally, for both academic and enterprise level purposes.
- ✚ Currently has a user base of over 207 million.
- ✚ Allows educators to create online courses to facilitate interaction and collaboration between/among instructors and learners.



# Moodle LMS

## Why use Moodle?

- ✚ Moodle supports teaching and learning:
  - Provides collaborative learning environments
  - Empower both teachers and learners.
- ✚ Easy to use, having a simple interface with drag-and-drop features;
- ✚ Open Source software - free with no licensing fees.
- ✚ Is robust, secure and private and is always up-to-date.



# Log on to CGST eCampus

1. Enter the following site address in your browser address bar:

Site Address: [cgstelearning.org](http://cgstelearning.org)

2. Enter your Username and password in the Log in Screen below.

Username

bcrjohnson

Password

.....

Remember username

Log in



# Log In to CGST eCampus

## Important Information

**Username:** Type in your email address

**Password:** Enter your password

### Please Note

- A temporary password is provided for every **New User**.
- User then forced to change password after logging in.
- Password must be at least **8 characters** in length; and must include a **symbol**, at least **one capital letter** and a **number**.

**Example:** *Password\_12*



# Navigating Your Moodle Site

**Navigation Block**

**Dashboard**

**Side Block (Right)**

Navigation

- Dashboard
- Site home
- Site pages
- My courses

Administration

Resources & Links

- (NEW) (COVID-19)**  
Limited Time offer Free Access to some EBSCO HOST ebooks
- Plagiarism Checker (Dupli Checker)
- EBSCOHost Database Access
- KOHA - Zenas Gerig Library
- Digital Library of the Caribbean

CGSTeCampus

Dr Beverly Crooks-Johnson

CGST  
EQUIPPING THE CALLED...

Dashboard > My courses > Moodle Tutorials for Lecturers

Your progress ?

## Faculty Training for Moodle Online Platform

Announcements

- Teaching Online at CGST - A Lecturer's Manual

### Module 1

- Course Layout and Navigating Moodle 3.6 overview
- Finding your way around
- Assignment 1 - End of Module 1 Practice activity

Search forums

Go

Advanced search ?

Latest announcements

Add a new topic...

(No announcements have been posted yet.)



# Thank You For Listening

## Questions ??



# Sources

1. Boettcher, Judith V. 2013. "Ten Best Practices for Teaching Online: Quick Guide for New Online Faculty." Designing for Learning. 2013.  
[www.designingforlearning.info](http://www.designingforlearning.info).
2. Schiano, B., & Anderson, E. (2017). Teaching with cases online. *Brighton, MA: Harvard Business Publishing*.
3. Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2006). Teaching and learning at a distance: Foundations of distance education (3rd ed.). Upper Saddle River, NJ: Pearson.