Starter manual for online education.

Version 1.0, 23 March 2020

We don't want students to fall behind when our university of applied sciences closes. Unfortunately, we cannot offer our students the normal education, but we can offer online alternatives to the physical classroom, to allow certain knowledge transfer and group activities to continue. This introductory manual for online education explains how to start facilitating online education. Of course, it is always challenging to change your educational practice, but remember that there are always colleagues who can help. Best of Luck!

Here is a step-by-step plan to help you create online education.

1. Beginning: defining the most important topics for the session (one or two)

2. Quick and simple production methods: How do you want to communicate this?

3. Tips for digital opportunities in (DBE) education.

4. Tips for online coaching.

1. Defining the most important topics for the session

You might be tempted to first concentrate on *how* you facilitate education, but it is wise to consider *what* you want to convey. Focus on the theoretical concepts that lend themselves to online lectures and discussions; practical activities are secondary.

Online classes tend to be more challenging in terms of maintaining focus and energy, so give priority to the 1 or 2 core concepts that students need to know for your module and/or are difficult to understand.

2. Fast and simple production methods: How do you want to communicate this?

So you have chosen the most important topics- what now?

The quickest approach: now that you have decided what you want to cover you choose 1 or 2 key topics within your core topic(s). Think about how you want to convey these to your target group. You can place them in the learning environment, such as the Teams (read the Starter Guide Teams), and then place them within existing Blackboard Collaborate courses. The RUG has written a handy quickstart for this.

As a slightly slower approach you can add a voice-over to your PowerPoint by making a voice recording.

The more elaborate approach: If you've already made a lesson video, post it via Presentations2go. If you haven't made video yet, you can use video recording or screen capture software such as Camtasia (available through service desk NHL Stenden /30 days free trial is also available) or Blackboard Collaborate's recording capabilities. Camtasia also makes it possible to import PowerPoints and add voice-over and video (the producer of Camtasia has developed many instructional films.

There are also possibilities to interact with the core concepts. For this purpose, an online feedback/question-and-answer session can be organised. For example, give a quiz/film or similar with 3 questions the students have to answer (e.g. Feedback Fruits, Kahoot, Socrates) or provide a discussion forum with questions about how this theory could be applied. In order to increase the involvement of the students, it is important to actively participate. More advice on the use of various applications in the table on phases DBE.

Here a collection of relevant articles and instructions.

3.Tips for digital opportunities at DBE education

We have made an inventory below of how you can use digital possibilities in the DBE phases to create a rich learning environment. Under the software heading are green and yellow shaded software. The green shaded software is supported by the University, the yellow shaded software is not offered by the University and is therefore not supported (digital and therefore not for support questions). We strongly advise to use NHLStenden equipment in order to get the best service and because of privacy issues.

6 phases of DBE	Target phase	Software	Use of tool
0Group phase	Goal: to create a safe learning environment where learning can take place; and to create a close-knit group whose members know each other well in terms of personality, typologies (DeBono thinking caps, Quinn or Belbin Team player, etc), but also who are able to go through the phases of team formation quickly and efficiently (forming, storming, norming, etc), so that they can perform quickly.	Teams Collaborate	Group formation
1. Research the question from practice	In this first phase, the aim is to learn as much as possible about the issue and to understand the visions and needs of all those involved. An open basic attitude, empathy and putting one's own assumptions aside are important. Various sources and existing knowledge are used. It is	Padlet Mindmeister Tricider Teams Collaborate	Collaboration and brainstorming, Mind mapping Screencast

	about understanding and discovering the question behind the question and overseeing the challenge.		
2. Determine the demand based on knowledge	In this phase it is about analysing the information from the previous phase, using various sources and existing knowledge to define the core problem / research question. This gives direction and focus to the follow-up. When formulating the core problem, the design task or the research question, the stakeholders think from the following perspectives	Peergrade Feedback fruits Thinglink Libguides Teams Collaborate	Collaboration and peer feedback
3. Generate ideas	The aim of this phase is to generate as many different solutions to the core problem as possible. The more the better. It is not yet about selecting the best ideas, but about thinking out of the box and unleashing creativity. This is an important basis for innovation.	Padlet Feedbackfruits Notion Google drive Socrative Teams Collaborate	Learning conversations about complex case histories Collaborate Discussion board
4. Create a design or prototype	On the basis of the demand, wishes of those involved and the ideas and options from the previous phase, a number of ideas will be selected or integrated on the basis of which one or more designs / prototypes will be developed. The designs / prototypes can be improved within these phases in a number of iterations on the basis of feedback.	Pixton Quest, PeerWise Mindmeister Teams Collaborate	Digital storytelling Making comic strips based on literature Creating a gamebook based on literature questions about learning materials

5. Apply it	The most promising designs / prototypes are tried out in this phase and / or submitted to those involved. Preferably in as realistic a situation as possible. By presenting prototypes to those involved at an early stage or by testing them in practice, you know whether the solution meets expectations, you create support and gain insights to identify the best solution direction.	Teams Collaborate	
6.Investigate the effect/prototype	In this phase it is a question of properly investigating the effect, making use of the feedback from those involved and evaluating what this means for the follow-up. It may mean repeating one or more phases. For example, the research question needs to be adjusted, another solution direction needs to be found and/or the prototype / design needs to be adjusted. Reflecting and learning from the experience is important for making the following improvements	Socrative Flubaroo Feedback fruits Formative Questbase Mentimeter, Kahoot Teams Collaborate	Review Formative testing via peer feedback

Table 1: Examples of education with ICT

4.Tips for online coaching

How do we guide the students in the home situation? We already have the portfolio and the reflections online, so that's easy. You can easily call each other via Teams in a group (with or without video). You

can also share your screen, so you can discuss files together. In any case, communicate clearly about when you are available, and be proactive when approaching students.

NB. The policy of NHL Stenden is to use the software made available by the University of Applied Sciences because it is supported by the university and therefore can guarantee the students privacy.

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