

FDP301X

COURSE JOURNAL

FDP301x Course Journal

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RC1100

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IITBombayX: FDP201x

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Section 1

FDP301x Course Journal

1.1 About the Course Journal

Courses Journal (CJ) is an important resource that we need to create and share. There is a lot of pedagogic value of this CJ.

We think, reflect and write in our course journal how the discussed content will be applicable in our own context.

A CJ is a continued series of writings made by the learner in response to their interactions with the course content. It is both a process and a record.

As a process It forces you the writer to say what you know in a disciplined manner and is a very good exercise in thinking. A course journal may include descriptions about various content, activities that we have come across in this course, but most importantly it also contains learners' reflections on the content being discussed and expresses emotions and understanding about them.

As a record As a record of our thinking, it provides you with the opportunity to examine the process by which you approach the content and arrive at conclusions or inferences. We don't have to be a great writer, perfect speller or creative thinker to keep a course journal. Journal writing means that you regularly write down our thoughts and experiences. What we have to keep in mind is that a course journal is not a private diary in which one writes for oneself.

As we write our journal, we should remember that we are writing to self or to anyone else with whom you want to share your journal. Our goal is to tell others what you know, what you understood, what you think, and what you believe in the clearest possible terms.

The details about this CJ is given here:

- CJ is downloadable from: <https://vsat2k.wordpress.com/fdp301x/>
- This resource is licensed under CC-BY-SA ver 4.0. You are free to use, distribute and modify it, including for commercial purposes, provided you acknowledge the source and share-alike. To see more details about the license visit



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1.2 Learning Objectives

The CJ should be consolidated, having minimum three sections/chapters on:

- Learning
- Reflections
- Mentorship

The learning and reflection sections will also include our participation experience in the MOODLE courses designed by our peers, along with the FDP301x course.

After using this CJ, learner will be able to:

- tell others what you know
- tell others what you understood
- tell others what you think
- tell others what you believe in the clearest possible terms

1.3 Helpful Documentation for Tool Use

The workload distribution among team member for FDP Activity Design is given in Section 6.

This Section is about the tools used for preparing Course Journal by me. The helpful tools used to prepare this documentation and CJ is as follow:

- [2] About Course Journal by JK in IITBombayX: FDP101x Foundation Program in ICT for Education [Part I]
- [4] About Course Journal in IITBombayX: FDP301x Mentoring Educators in Educational Technology
- [3] for design and development of Lesson Activity in MOODLE (an Open Source Tool)
- [5] for viewing [FDP301x Design Activity](#)
- [6] for preparing presentation in \LaTeX [1] in-side and out-side class activity

Section 2

Learning

2.1 Nature of Decisions taken

Learning Objectives of FDP 301x where the participants will be able to:

1. Familiarise the TPACK model in teaching-learning scenario.
2. Analyse the design of FDP 101x and 201x based on TPACK model.
3. Mentor the assigned groups online, in the creation of OER content as part of fulfilment of FDP201x
4. Design a FDP on a topic covered in FDP 101x or 201x using TPACK model.
5. Evaluate their own mentorship efforts through surveys filled by mentees and self reflection

We start the course first with Course Entry Survey.

2.1.1 Module 1: Technology, Pedagogy and Content Knowledge in FDP

The resource on TPACK includes two video and two written materials:

- Video 1: "TPACK in 3 Minutes" created by Royce Kimmons
- Video 2: "TPACK model explained with Activity" created originally by Heath Sawyer

TPACK Framework A brief explanation to the concept of TPACK model by Matthew J. Koehler, co-founder of the TPACK framework in the official site tpack.org [here](#) The Seven Components of TPACK:

1. Content Knowledge (CK)
2. Pedagogical Knowledge (PK)
3. Technology Knowledge (TK)

4. Pedagogical Content Knowledge (PCK)
5. Technological Content Knowledge (TCK)
6. Technological Pedagogical Knowledge (TPK)
7. Technological Pedagogical Content Knowledge (TPACK)

Paper on TPACK Details on TPACK model can be read in the paper “What is technological pedagogical content knowledge?” written by Matthew J. Koehler & Punya Mishra. Use [link](#) for details.

Resources on Technology Integration is designed to give teachers an overview of the basic considerations concerning integrating technology in the classroom. Read [here](#) for more details.

Section 3

Reflections

3.1 Module 2: TPACK components reflection in FDPs

There are four video that give the guidelines on Mentoring Teachers Online. The Video 1 is How to Be a Mentor-Jennifer Bridges Various aspects of mentorship:

- , A more experienced or knowledgeable person guides another who is less experienced or knowledgeable.
- The mentor has to be committed, patient, honest, reliable and open towards the mentee.
- Mentorship can be reciprocal so that both the persons learn from each other.

The Video 2 is about challenges of Teaching Online- Stephen Murgatroyd. It includes:

1. Student Engagement
2. Differentiated Instruction
3. Volume of Activity
4. Quality of Feedback
5. Assessment of Participation

The Video 3 is What not to do when mentoring. It teaches the following:

1. Don't make your trainee feel unwelcome
2. Don't overload your trainee with mountains of information
3. Don't fail to make time for your trainee
4. Don't cancel mentor sessions... they matter
5. Don't fail to listen
6. Don't discourage your trainee... try to give balanced feedback

The Video 4 gives the following guidelines on Mentoring Teachers Online:

- Align with the Objective(s)
- Encourage Critical Thinking
- Provide Example Discussion Responses or Response Choices
- Add Rubric Criteria
- Have Students Reflect on their Learning
- Provide Non graded Discussions
- Include Small Group Discussions
- Ask Students to Share their Research
- Provide Synchronous Discussion Opportunities

It helps students to work together, share work before and after it is assessed, and provide feedback to each other without worrying about a grade: brainstorming, ideas, drafts, research, critiques, final projects, papers or presentations. Instead of jumping directly from learning to assessment with no opportunities to practice: nongraded discussions provide students with practice and feedback before submitting work for a grade.

3.2 Reflection on Discussion Forums

Here we visit the discussion forums of FDP101x and FDP201x and do the following:

1. We see posts/comments which are deviating from the topic/thread.
2. The comments repetitive like “Yes, I agree” in not correct. The participants should be encouraged to give better and descriptive comments.
3. Proper instruction about the comments is required
4. There should be encouragement among participants

Instead of watching and giving comments participants avoid taking responsibility to help others. In such cases the participants need to understand the thread.

There are certain useful comments for better understanding.

Section 4

Mentorship

The participants will be able to mentor the assigned groups online, in the creation of OER content as part of fulfillment of FDP 201x.

4.1 Module 3. Effective Mentoring Practices

1. Learning Community Model
2. Best practices in mentoring online
3. Practicum for Mentoring

4.1.1 How to Be a Mentor

Mentorship is a multi-dimensional activity. When you think of mentorship, be it offline/online, many questions may popup in your head like, “When do people start thinking of you as a mentor?”, “What do they expect from you in this role?” or “How do you set goals for a successful mentorship?” and so on.

In this video developed by [Project Management Videos](#), Jennifer Bridges introduces you to different aspects of mentorship. She also delves into how the mentor-mentee relation mutually benefits both the participants.

4.1.2 Challenges of Teaching Online

In this video, Stephen Murgatroyd from [Contact North](#) shares his experience about online mentoring. As he explores the different challenges, Stephen puts forth some perspectives of looking at each challenge and urges you to think and reflect upon different lines of action. He also shares tips on how to deal with the challenges faced by mentors during the online mentorship.

4.1.3 What not to do when mentoring [Click to addBookmark this page](#)

Even though it’s important to be familiar with your role as a mentor, it is equally important to avoid certain behavior during the mentorship. This will help you build a great

relationship with your mentees and help you make it a successful association. Although [this video](#) is not about online/virtual mentoring, the scenarios shown can be easily applied during virtual mentorship.

4.2 Guidelines on Mentoring Teachers Online

Designing Quality Online Discussions includes a [video](#). Here as a mentor, we will be often engaging with your mentees virtually. This study talks about some of the important guidelines you can use to facilitate effective online discussions.

A survey for Office Hours is filled during this week.

4.3 About CJ Link

For checking the CJ, you may access the Guest Course - FDP301x - “FDP Course Design” in the [Moodle - Satishkumar Varma](#)

The course link is <https://vsat2k.moodlecloud.com/course/view.php?id=5>

Section 5

FDP Design Assignment

For FDP Design Assignment there is a handout provide for clear understanding. The form FDP301x FDP Design Activity Team Details is provided to make the team and team leader.

All participants have to design a MOODLE course in a MOOC model. The topic of the course should be one of the topic covered in FDPs 101x or 201x:

- WordPress
- MOODLE
- Screencast
- Flipped Classroom
- Active Learning - Peer Interaction (PI) and Think-Pair-Share (TPS)
- Open Education Resource (OER)
- Academic Ethics and Integrity

The first task of every team is submit details about their FDP course.

5.1 Components of your FDP course

The component of this FDP Design includes:

1. Learning Dialogue (LeD)
2. Learning by Doing (LbD)
3. Learner Experience Interaction (LxI)
4. Learning Extension Trajectories (LxT)
5. Quizzes
6. Resource Creation Assignment (RCA)

7. Progress bar
8. Feedback
9. Grading Policy
10. MOODLE tools and activities

The course has to engage the learner for one hour (excluding the Resource Creation Activity).

5.1.1 Course Evaluation

Each courses will be reviewed by 4 peers. It is an individual activity. The peer reviewers are assigned by FDP301x team. The peer reviewer need to participate in all the course activities such as LeD, LbD, LxT, LxI, RQ, AQ, KQ, etc.

The peer reviewers have to share feedback based on:

- Perception of Engagement
- Perception of Learning
- Perception of Usability

5.1.2 Module Evaluation Report

Duration: 21st June-26th June The FDP Design Activity Team need to submit a report based on:

1. Analysis of Course Engagement based on activity log of the peers
2. Analysis of Learning based on the scores of peers
3. Analysis of Learner Feedback based on the survey
4. Self-Reflection based on analysis of the above three analysis
5. Work distribution among team members

The evaluation report prepared by team is uploaded in WordPress site or Google Drive by team leader.

5.1.3 Evaluation by FDP301x team

All courses must have fdpict@gmail.com enrolled as teacher/staff. The Self-Evaluation Report and MOODLE course will be evaluated by the FDP301x team based on:

1. Effective use of course elements LeD, LbD, LxI and LxT
2. Appropriateness of KQ, RQ and AQ
3. Resource Creation Assignment
4. Grade book setup

5.2 Discussion on Mentoring

The discussion topic is LxI / LxI-Discussions on Mentoring.

This discussion forum can be used by the participants to discuss about various matters regarding the mentoring process. For example, the technologies used, the challenges faced, sharing experiences related to mentoring. It is meant to learn from each other.

Section 6

Workload Distribution

6.1 Details of Workload Among Team Members

The team consisted of 4 participants. The workload is distributed among them as follows:

1. Satishkumar Varma: (Team leader)
 - (a) Preparing the workload distribution
 - (b) Moodle Gradebook setup and configurations
 - (c) Guest Access
 - (d) Self Enrollment
 - (e) Moodle administrator (setup)
 - (f) Grading Policy
 - (g) Completion Progress Bar and Ticks
 - (h) FDP design report: reviewing and compiling reflections by team members
2. Rajani Sambharam
 - (a) Discussion Forum
 - (b) Course Entry Survey
 - (c) Graded Quizzes RQ, AQ, KQ
 - (d) LxT
 - (e) Feedback Form
 - (f) RCA
 - (g) Rubric for Evaluation of RCA
 - (h) Uploaded all the above in moodle
 - (i) Activation of self enrollment.
 - (j) FDP design analysis report: analysis and reflection of engagement
3. Alka Narula

- (a) LeD 1, LeD 2, LeD 3, LeD 4 and LeD 5
 - (b) LbD 1, LbD 2, LbD 3, LbD 4 and LbD 5
 - (c) Two questions for each LbDs
 - (d) Uploaded all LeDs on Moodle
 - (e) Uploaded all LbDs on Moodle
 - (f) FDP design analysis report: analysis and reflection of learning
4. Saraswathi Srinivasan
- (a) LxT
 - (b) PPT on WordPress
 - (c) PPT on How to Embed Wordpress
 - (d) PPT on Wordpress Plugins
 - (e) WordPress Tutorials
 - (f) Uploaded all PPTs and LxT
 - (g) Discussion Forum
 - (h) FDP design analysis report: analysis and reflection of perception

6.2 Grading Policy Decided by Team Members

There are five graded activities:

1. Knowledge quizzes (KQ): 25% Assessing the knowledge gained by learning content.
2. Assimilation quizzes (AQ): 10% Learning extension resources – 10%
3. Reflection quizzes (RQ): 5% Discussion forum
4. Resource creation assignments (RCA): 25% Ceating resources using the ICT reviewed – 15%
5. LbD and LeD Creation Assignemnts: 10%

Participant should note the following:

1. Minimum score to qualify: 50%
2. One mark per question
3. 50% score is passing
4. No negative marking

6.3 Interaction and Discussion on WhatsApp Group

All team members were actively participated in the FDP Design Activity. Lots of discussion happened over emails and WhatsApp group. The video on WhatsApp group is given [here](#) for your reference. The link for same video is also available [here](#).

References

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- [6] Satishkumar Varma. (june, 2018). fdp301x design activity. <https://vsat2k.moodlecloud.com/user/index.php?id=5>. [Online; accessed 25-June-2018].