# LLITUP NEWS

*The **empowering** edition*

# EMPOWERING OTHERS TO LEAP

BY JODY JOUBERT

This year, LLITUP is taking the LEAP, just like Froggy would do.
What does this LEAP entail? Its an acronym for **L**earn, **E**mpower, **A**ctivate and **P**lay.

**Learn:** Behind teaching lies learning, therefore enabling others to learn through teaching is what our lab for innovative teaching stands for.

**Empower:** A living lab's main purpose is not to solve problems for others, but rather to create a place where problems can be solved. This means that our lab aims to *empower* others to do what they need to do.

**Activate:** We love Frozen's *Let it go*! This means that we believe in providing some information and then allowing others to GO AND DO IT.

**Play:** PLAY IS WHAT WE DO! Nothing in life is so serious that you cannot play through it. Through play we learn, discover unexpected but feasible solutions and even become experts. You might even change the world through play.

## #2020LEAP

LLITUP Collaboratorium

*Logo Maker*

### NEWSLETTER TEAM

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# E-VENTS

In JLT330, learning to teach with technology is filled with vibrant opportunities. Jody Joubert introduced the annual GK Campus Race in 2018. This race is run in six lanes across the central campus. During the race, student groups visit six stations (the 'pineapple', library, gym, amphi theatre, LLITUP lab and the dam) where they solve riddles to get to the next station. At every station, students receive content slips containing the principles of mobile learning, important learning content for the module. By moving around, students experience the efficacy of learning experiences divided into learning stations. The race provides a practical example of modular learning to students.

This race succeeds in **empowering** students with a real-life example of mobile learning.



The participants: 3rd year JLT students

# GALLERY



Student groups arriving at their final destination: The Normaal Hall



LEFT: Students puzzling it out at the dam
RIGHT: Two student groups at the 'pineapple'



Jody briefs the students for the race



Students reading their clues

# E-VENTS

*In preparation for online teaching amid the COVID-19, Jody Joubert presented a three day crash course on teaching online*

Seeing that the virus escalated the need for online learning, Jody was ready to support the SMTE staff with a crash course on planning for online teaching. He based the course content on experiences of teaching online as well as the TIP (Technology Integration Planning) model Roblyer . Every day's content included clear goals, guidelines...and some homework of course. On average, 15 SMTE staff members attended the sessions daily. A summary of the course content is provided.

**Day 1: Creating a clear pathway**
Here the focus was on determining what content and activities had to be done. Attendees were empowered to create their own clear pathways for their teaching.

**Day 2: Chunks of consistent wisdom**
The focus was on step sheets (i.e. micro plans) for students and the design of a ClickUP page geared towards online teaching and learning.

**Day 3: Communication, support, tracking and motivation**
Attendees considered various aspects:
- Three tiers of communication with students
- The types of support available through the establishment of online Communities of Inquiry
- The tracking of students
- Ways of motivating students in an e-learning environment (including Salmon's 5 step model)

Additionally, Jody also provided some guidance on the use of a variety of ClickUP tools including the Grade Center and discussion boards.
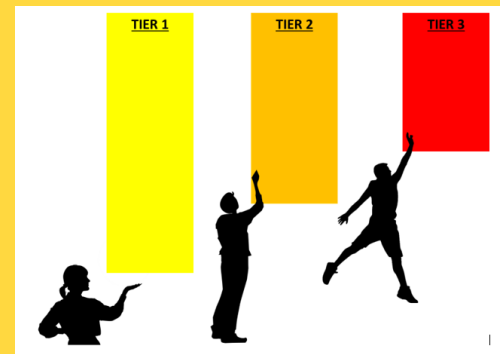
Three tiers of communication:
Tier 1: Easy access
Tier 2: Moderately difficult / demanding acces
Tier 3: Difficult / demanding access
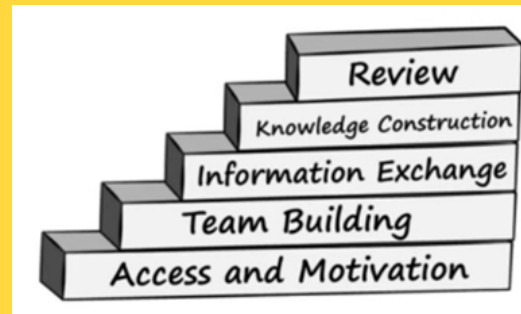
Salmon's 5 step model for student support in online learning (UWA Educational Enhancement Unit, 2016)

# COMMENTS FROM ATTENDEES

"During these sessions the curtain that I kept drawn over these modes of teaching was lifted and gave me the courage (slowly but surely) to think broader and bolder about ways to reach and teach my students in a virtual space."
(Dr Coréne Coetzee)

"The course was very helpful and inspiring. The step sheet Jody shared with us was very helpful in planning for the semester!"
(Ms Nelé Loubser)

"In a 3-day, well organised, interactive and practical course he (Jody) guided and assisted us to plan our own courses and to get acquainted with various technological tools".
(Dr Hanlie Botha)

"The teaching online crash course helped in making me less anxious about online teaching and supported me in the design of aspects of one of my methodology modules."  (Dr Fru Vitalis Akuma)

## ATTENDEES

Dr Mia Abrie, Dr Fru Vitalis Akuma, Dr Hanli Botha, Mr Vernon Candiotes, Dr Celéste Combrink, Dr Coréne Coetzee, Mr Climant Khoza, Ms Nelé Loubser, Dr David Sekao, Mr Edward Mathabane, Dr Ogoriji Ogbonnaya, Dr Lindiwe Mokotjo, Dr Sonja van Putten and others
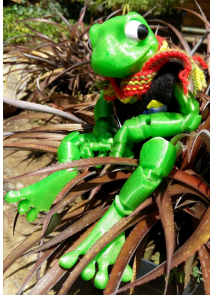
# FROGGY'S TECH CORNER

Exploring apps for education according to Jody



ABOVE: Jody's app folders

Jody started out on his app exploration journey in 2014, motivated by his inquisitiveness about different ways to teach Mathematics with a tablet. By 2016, he started teaching OPV312 aimed at technology-integrated teaching. In a conversation with Annèl van Rooyen about his app exploration methods and journey, he indicated that he has downloaded more than 800 apps since 2018. The most important question would be *Why are apps useful for education?*. He says,

> **"APPS ARE SMALL PIECES OF SOFTWARE THAT WORK ON DEVICES THAT ARE READILY AVAILABLE."**

For Jody, the search for an app is always based on needs in the current situation. These are the and categories of apps Jody uses.

**App criteria:** Apps that are free, have a good number of users and provide detailed descriptions and screenshots on the play store are well worth investigating. If an app receives a rating of below 3,5 Jody tends to steer clear from the app. He warns against apps requiring too much personal information (i.e. Gmail account).

**App categories:** Jody organises his apps into folders on his smartphone. For the *creative apps*, he looks for apps that can create memes, photos, infographics, comics and apps that can change images. Jody loves *video editing apps*. He explained that videos in education have the ability to help the viewer visualise a message through sound and sight, covering large chunks of content within a short amount of time. *Assessment apps* are key to education and any app that offers the user a variety of ways to gather information from people are deemed assessment apps. Jody's "Making my life easier" app category includes apps like @voice, Flip image and Cutlist optimizer. These apps are used for both everyday and educational tasks.

While Jody has become increasingly aware of the usefulness of smartphone's built-in apps, he has a list of 5 best loved apps (and this was a difficult choice!). Jody's top 5, in no particular order, are Kahoot, Canva, Liveboard, WhatsApp and PowerDirector.

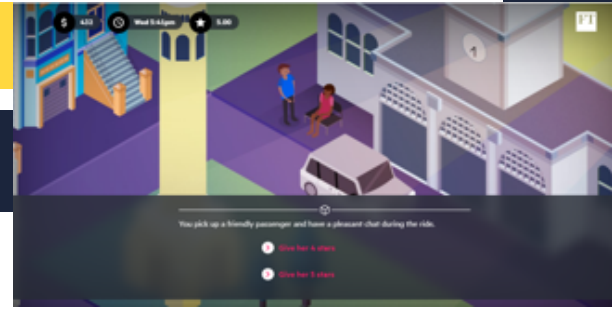> **IF YOU HAVE A PROBLEM, FIND AN APP TO SOLVE THE PROBLEM. JODY'S RESPONSE, "APP-SOLUTELY!"**
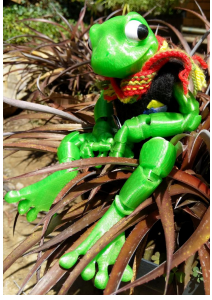
# FROGGY'S TECH CORNER



This edition features apps and online tools

Compiled by Annèl van Rooyen

Annèl explored The Uber Game by Financial Times magazine

ABOVE: The Uber Game in action

In the LLITUP lab, play is the central principle. Seeing that LLITUP believes that games lure students into exciting learning opportunities without them even really realising it, Annèl put that belief to the test. I explored *The Uber Game* as a means of teaching languages with online sources. The game was listed in a post on Edutopia's Facebook page called *10 free financial literacy games for high school students*. The game, developed by the Financial Times, enables students to learn financial literacy by means of game-based learning. The game can be played at **https://ig.ft.com/uber-game/**

### EVERY SCREEN PRESENTS THE PLAYER WITH CHOICES. THE QUALITY OF CHOICES DETERMINE THE LEVEL OF SUCCESS. THE GAME'S FOCUS IS ON READING THE PROMPTS AND MAKING SOUND CHOICES.

While the player does not see the car move from client to client, there is some choice in the type of car, accessories, challenges and how to treat clients and problems. The game was reviewed in terms of its usability across different web browsers, the learning gains afforded by the game and things that other users ought to note.

**Web browsers:** This is an online game that functions well on Google Chrome, Firefox and Safari

**Gains afforded by the game:**
- Based on the game experience, I deduced that life as an Uber driver can be both tough and enjoyable. Players enjoy exposure to careers and work life
- The game has the potential to enable player reflection in terms of life choices as well as financial savvy. Such reflections develop players' critical thinking and expressive skills (i.e. writing and/or speaking)
- By reading and following the instructions in the game, a fair amount of reading comprehension exercise is gained
- Players are also introduced to new concepts e.g. the Gig economy. A linked article on the realities of life as Uber driver provides further insight.
- **An opportunity to play** the game in easy and hard modes can spark further conversation on the quality of choices and their consequences

**Things to note:** Firstly, without proper reading of the instructions, the full experience of the game is lost. Players need to, therefore, be encouraged to read everything thoroughly. Secondly, the lack of movement and sound in the game can make it less attractive to game lovers.