April 2021 **Issue 2**

LLITUP NEWS

Sharing all things new in LLITUP

LLITUP v2.021
SIMPLIFIED INNOVATION EXPLORED

LLITUP v2.021
ACTIVE INNOVATION EXPLORED

LLITUP v2.021
STUDENT CENTERED INNOVATION EXPLORED

"SIMPLIFIED, ACTIVE, AND STUDENT-CENTERED" - LLITUP IN 2021

by Annèl van Rooyen and Jody Joubert

While 2021 promises the exploration of innovation, we are also focused on simplification, active learning, and student-centeredness this year. To promote simplicity, we aim to achieve the same results with less expense i.e. working smarter, not harder. We would also like to design for active learning in any given context; be it synchronous, asynchronous or even "multi-platform teaching" as Jody calls it. A key focus of such active learning is student-centered planning and teaching. We aim to ensure that even teaching in an online environment revolves around the student. Instead of planning for interactions (e.g. sessions and workshops), we aim for inter-ACTIONS, where the flow of action moves from student to student, to student and content as well as between lecturer and students continuously.

In this issue, we introduce the new LLITUPians, explore an award for innovative teaching in 2020, introduce our discussion on learning experiences, and showcase OPV212 training aimed at online, active learning. We also look at how a matrix can provide a visual overview of outcomes and assessments. In Froggy's Tech Corner, the potential of *Jamboard* and *Zeoob* is explored.

LLITUP NEWSLETTER

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NEWSLETTER TEAM

LLITUP Lab Official

3 hrs ● 🌐 ● *Lab 3-9*

MEET THE NEW LLITUPIANS

Corlia Smuts

How did you choose Computer-Integrated Education as your postgraduate field of choice?

As a practicing teacher in the 21st century, I became acutely aware of how much my students are learning (and still need to learn) in order to adapt to a world that changes on a daily basis. This need to learn and adapt to a world outside of school that is now so proliferated with technology, was further emphasised by the pandemic and how schooling practically had to change overnight. Therefore, when it comes to the future of education, technology has to be part of the conversation to which I would very much like to contribute.

Share your experience of CTM710 and CIT720 with us

It has been an incredible learning experience - I have grown so much as a teacher and as a person and I have tried to practically apply everything I have learned to my classroom. I can definitely assert how much it has changed my teaching as well as my students' way of learning and their overall classroom experience. CTM and CIT specifically have also changed the way I view teaching and learning and how many possibilities CIE can create for both learners and educators.

What is your vision of your contribution to the LLITUP lab?

For lack of better words: Good vibes! I still have a lot to learn and I can't wait to find my place and add value wherever I can (and of course being part of an incredible team!)

What part of LLITUP (we know you've only had a quick intro) excites you the most at this stage?

The potential - Not only to learn from all of my colleagues, but also to have a space to explore and create as much I can. The possibilities are endless.

Farihah Jaffer

How did you choose Computer-Integrated Education as your postgraduate field of choice?

I vividly remember OPV 312 as if it were yesterday. Prof Callaghan showed us something to do with Science and an Augmented Reality application. I was absolutely astounded, to say the least. I left that lecture hall knowing that this is my field now and this is what I am going to do moving forward. When Honours applications came around, I was elated to know that there is an entire programme where I could finally enjoy and explore all these, literally, endless possibilities. With the way the world of education is progressing, Computer-Integrated Education is a definite answer to where teachers need to be right now and that is where I am positioning myself. My uncle once said that "We have to embrace innovative ideas and a new way of looking at the world. If we don't, we will cease to exist". This is undoubtedly just the beginning of my journey.

Share your experience of CTM710 and CIT720 with us

In all honesty, the pandemic dampened my spirits at the beginning, but the tremendous passion I felt from behind the screen of the CIE team, really motivated me to push my own boundaries and unlock some of my potential. I felt immense growth and it was evident when I received my results. These courses also showed me that we need to adapt to overcome, and old ways do not open new doors.

What part of LLITUP excites you the most at this stage?

Definitely everything! As cliché as it sounds, I am undoubtedly like a kid in a candy store as there is so much to explore, create and just experiment with. I am completely enraptured.

What is your vision of your contribution to the LLITUP lab?

I think my vision is to be invaluable to the LLITUP Lab and the team. I might not bring a whole lot to the table at this point in time, but I am ready to unleash the rest of my potential while surrounded by an excellent team!

NEWSFLASH

OPV312 RECEIVES THE CLICKUP DREAMTEAM AWARD IN 2020

Compiled by Annèl van Rooyen

During an online award ceremony at the end of 2020, LLITUP received the great news that one of our joint modules, OPV312, earned an award. This semester module, focused on globalisation and its impact on education, is jointly presented by the EMPS and SMTE departments. According to Prof Salome Human-Vogel, the criteria to receive this award was focused on lecturer and student activity in the course. Based on data provided by Education Innovation, it was found that this module portrayed equal levels of involvement, both from the students and the lecturers. From LLITUP's side, we created 7 discussion forums and ensured to actively monitor and contribute to students' discussions. It was this experience that made us as LLITUPians realise the value (and pitfalls) of discussion forums.

Such an effort to involve more than 1000 students actively, was not possible without a big team of lecturers and tutors. The module coordinators were Dr N Sing from from EMPS's side and Ms G Mthelebofu from SMTE. The EMPS team consisted of Mr J Botha, Dr C Malatji, Mrs O Agbaje and Ms R Beyers. The SMTE team consisted of Mr J Joubert, Mrs A van Rooyen, Mr M Mampa and Ms D Matsemela. Prof Callaghan, the SMTE HOD, expressed her pride in the number of academic personnel, and specifically part time lecturers in OPV312 at SMTE, for their loyalty and excellent work. She praised the success of the module and everybody's excellent performance with their teaching and learning

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

TEACHING AND LEARNING AWARD CERTIFICATE

hereby awarded to

OPV 312 to the Department of SMTE
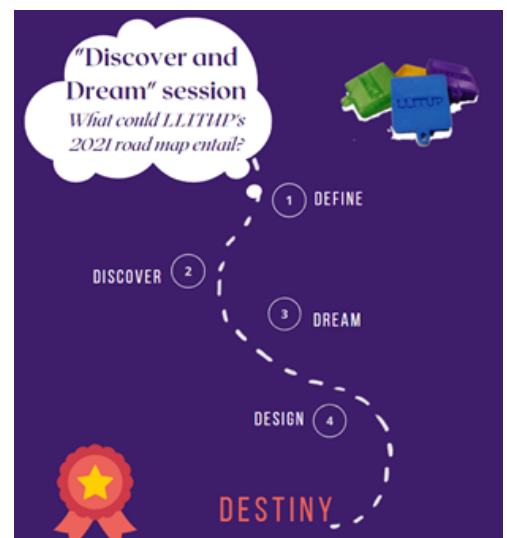
for receiving

ClickUp Dreamteam Award

Signature _____   Signature _____
Professor CT Sehoole   Professor S Human-Vogel

18/11/2020

ABOVE:
The ClickUp Dreamteam award certificate

BELOW:
Invitation to the first "Discover and Dream" session

CREATING DYNAMIC LEARNING EXPERIENCES

by Annèl van Rooyen and Prof Ronel Callaghan

The term 'learning experiences' has captured our thoughts and made way for quite a few meaningful discussions on what the concept entails. On 15 March 2021, the LLITUP team and others involved in SMTE had a "Discover and Dream" session where we considered how LLITUP can contribute to the design of such learning experiences. The conversation went further into an exploration of our own course designs to determine to what extent Learning Experience Design (LXD) is inherently already visible in our own practices. The conversation is ongoing and developing as our understanding of LXD deepens. Watch this space!

E-VENTS
OPV212 TRAINING ON ACTIVE LEARNING AND DISCUSSION BOARDS

By Annèl van Rooyen

Dr Lindiwe Mokotjo ensured to equip her team of lecturers, tutors, and teaching assistants for 2021's teaching with an in-depth training session on the 26th of February 2021. LLITUP's Gontse Mthelebofu shared her experience in designing discussion forums and Jody Joubert hosted an interactive session on active teaching and learning.

Gontse's approach to online discussion forums is founded in the Community of Inquiry model. After introducing the attendees to the model, she provided practical guidelines on the design of discussion forums. Here's some practical advice that others can also take from Gontse's experience:

- Release the discussion forums gradually throughout the course
- Monitor students' activities (more in the beginning, and less later on)
- Be clear about the objective of the discussion board. This can include preparation for a session; reflection after a session; debating a topic; an opportunity to acquire knowledge about a topic
- Use prompts that extend beyond textbook materials e.g. YouTube videos, articles, illustrations, complex problems, and scenarios.
- Include open-ended questions that allow for multiple viewpoints.
- Provide scaffolding on the discussion forums by dividing the learning into smaller chunks, with clear instructions, and by using visual aids.

Gontse provided an example of a poor as well as a satisfactory discussion forum post. This was aimed at lecturers who want to elicit active learning, critical thinking, and engagement.
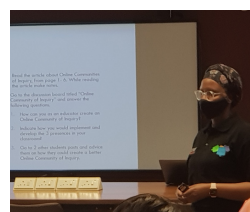

ABOVE (from left to right):
Back: Thabo Tshobo, Anel Schoeman, Janine de Bruin, Stephan Dippenaar and Silindile Mabasa
Front: Jody Joubert, Gontse Mthelebofu, Lindiwe Mokotjo, Kgothatso Malatji and Prudence Lukhele

For Jody, two key values drive his teaching:
"Work smarter, not harder." and "Show, do not tell." During his session, he made the attendees do SWOT analyses of themselves in relation to the module. This introduced the value and use of interactive lesson planning while using games. This links in with board game planning (a visual lesson planning format that incorporates smaller nuggets of teaching and active student engagement). Jody emphasised the importance of the communicated outcomes in all lessons. "Students must know where / what block 100 in the board gamed lesson or series of lessons is."

During another session, Jody had the attendees gain practical experience in group-based app exploration. The attendees explored apps like PollEverywhere and PhotoCircle and considered how these apps can be used in their own contexts. From the attendees' facial expressions and valuable feedback, it was evident that there is room for apps and active learning in OPV212 this year.

BELOW LEFT: Gontse in action
BELOW RIGHT: Attendees participate actively

BOTTOM PHOTO:
Socially-distanced attendees listening to Jody

BELOW LEFT AND RIGHT: Discussion board prompts

GOOD VS BAD PROMPTS

Good

Read the article about Online Communities of Inquiry, from page 1- 6. While reading the article make notes.

Go to the discussion board titled "Online Community of Inquiry" and answer the following questions.

1. How can you as an educator create an Online Community of Inquiry?

2. Indicate how you would implement and develop the 3 presences in your classroom?

3. Go to 2 other students posts and advice them on how they could create a better Online Community of Inquiry.

Bad

List the three pre[...] an online community of inquiry and [...] finition of each.

DEVELOPING DISCUSSION BOARD PROMPTS

Few things to consider when developing discussion board prompts

1. Determine your objective
2. Find inspiration
3. Include open ended questions
4. Find ways to evoke critical thinking
5. Scaffold
6. Decide how students will post

E-LEARNING WITH A BLOOM'S TAXONOMY MATRIX

Compiled by Annèl van Rooyen

2021 saw the redesign of two of the modules presented through LLITUP. JLT330 and OPV312 have both turned over a new leaf, but with LLITUP's 2021 vision in mind – We re-examined our activities and approaches to teaching and learning without re-inventing the wheel. Instead, we used what worked well in the past and adapted it to be even more streamlined and well-suited for the online teaching and learning environment.

During this endeavour of redesign, Jody needed a tool with which to visualise the extent of an outcome. He wanted to be able to assess his outcomes before determining the relevance of the assessments that accompany these outcomes. This is done with one of LLITUP's favourite planning models in mind, i.e. Backward Design. The model entails that assessment is considered only after the outcome has been determined.

Jody kept to the following thinking steps to come up with a Bloom's Taxonomy matrix that succeeds in analysing the correlation among outcomes and assessment. This taxonomy considers two key elements – the six levels of Bloom's Taxonomy on the horizontal axis and the knowledge, skills, and attitudes domains on the vertical axes.

BELOW:
The six levels of Bloom's Taxonomy on the horizontal axis
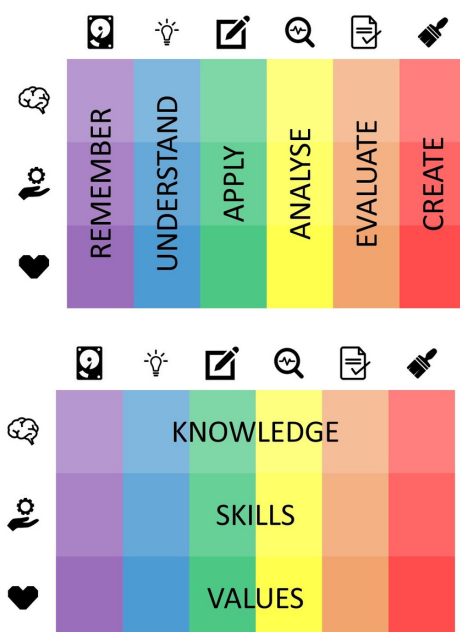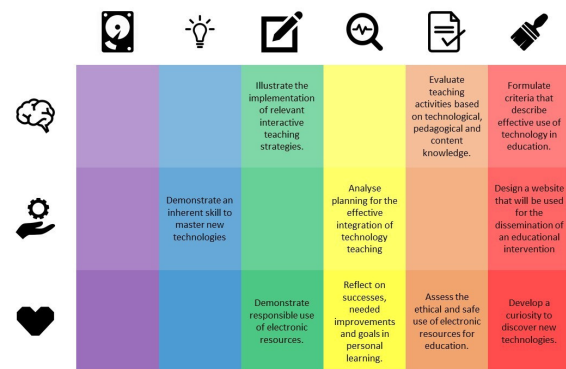

ABOVE:
The three domains (head, hand, and heart) on the vertical axis

While this matrix was developed as a tool to analyse the redesign of module outcomes and the assoicated assessments for JLT330, it was also applied as teaching resource during an online JLT330 lecture. Students had to attend the online class with a chosen topic for a lesson in mind. This was then used in class following the process as indicated below.

ABOVE:
Use of the Bloom matrix during JLT330 class

ABOVE:
The completed matrix for JLT330's outcomes and assessments

Once the matrix was applied, as can be seen in the example above, an outcome and its associated assessment is linked to both a cognitive level as well as domains of knowledge, skills, and/or attitudes. This completed matrix was designed during the planning of the updated JLT330 module.

While JLT330 students used this matrix to analyse their lesson outcomes, Jody believes that this tool has the potential to assist Computer-Integrated Education (CIE) Honours students doing CTM710 to analyse their outcomes at a higher level. This tool can also be used to assist students in escalating the level of their outcomes. Where low-level outcomes dominate, the visual overview provided by the matrix can easily assist with the identification of which outcomes and assessments need to be more cognitively challenging while employing relevant knowledge, skills, and values at various levels.

This tool can still go a long way in helping educators analyse their planned teaching and learning in a more visual way. The matrix's colourful and picture-based nature makes it accessible, easy to understand, and visually stimulating to use.

FROGGY'S TECH CORNER

Tech according to Farihah:
Google *Jamboard* and *Zeoob*
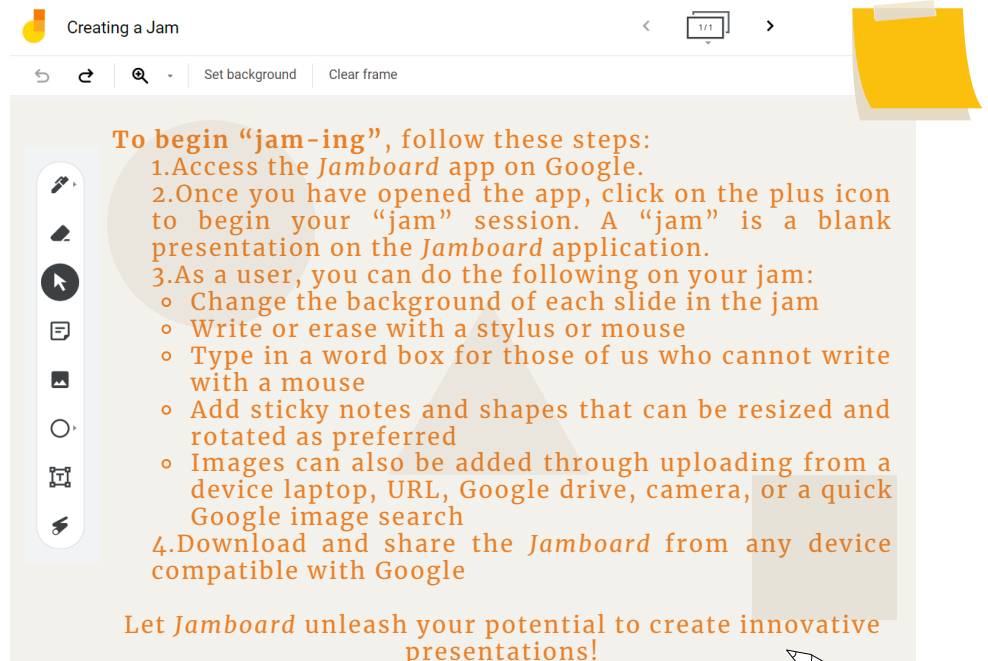
Compiled by Farihah Jaffer

What is *Jamboard*?

While the name might sound like a DJ's turntable, it is quite the opposite. *Jamboard* is a collaborative digital whiteboard that can be conveniently integrated with *Google Classroom* and *Google Meet.* This allows every student to see the presentation as if they are the ones presenting. While *Jamboard* is available as a physical interactive whiteboard screen, it is quite exorbitantly priced and does not offer any more extravagant capabilities than the free version, so its best to stick to the free version.

How can *Jamboard* be used?

It can be used to connect the dots while explaining concepts. It can also be used to illustrate concepts (that is if you are a good artist with a mouse in your hand!)

Creating a Jam   1/1

To begin "jam-ing", follow these steps:
1. Access the *Jamboard* app on Google.
2. Once you have opened the app, click on the plus icon to begin your "jam" session. A "jam" is a blank presentation on the *Jamboard* application.
3. As a user, you can do the following on your jam:
   - Change the background of each slide in the jam
   - Write or erase with a stylus or mouse
   - Type in a word box for those of us who cannot write with a mouse
   - Add sticky notes and shapes that can be resized and rotated as preferred
   - Images can also be added through uploading from a device laptop, URL, Google drive, camera, or a quick Google image search
4. Download and share the *Jamboard* from any device compatible with Google

Let *Jamboard* unleash your potential to create innovative presentations!

ABOVE:
Step-by-step guide on creating a jam on *Jamboard*

BELOW:
Examples of social media posts than can be made using *Zeoob*

Introducing *Zeoob*

With the rise of social media platforms, students frequent these platforms and have become experts in them. So, why not integrate them into their learning too? It might give students a sense of "knowing" and possibly increase their motivation to learn.

Despite its very strange name, Zeoob is a social media generator. The intended purpose of the website is to create "fake" social media posts as a digital marketing tactic. Yet, this can definitely be used to create fake social media posts for educational purposes. There is always innovative ways to capture students' attention to learning content! It is very simple to create, and looks very authentic if you keep to the regular social media "rules" (i.e.280 character limits for tweets).

You can create Facebook, Tweet and Instagram posts and chats, as well as Snapchat snaps and Whatsapp and iPhone chats.