Blended Learning Essentials: Getting Started

Crib Sheet: Audacity

What is Audacity?

Audacity is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems available from http://web.audacityteam.org. Programs like Audacity are called 'open source software', because their source code is available for anyone to study or use. You can download the software from the website above and then it use to record, edit, mix and export sound files as .Wav or .MP3 format sound files. Audacity can be used to create educational sound files, which are known as 'podcasts' (from iPod – the Apple device for listening to digital music).

Where can I find out how to use Audacity?

The best way to find out how to use Audacity is to access the many useful video tutorials on 'Youtube'. Rebecca Wilson has created two video tutorials: the first is a basic Audacity tutorial along with a slightly more advanced tutorial here. But there are loads more to choose from. If you have a Lynda.com account there are detailed training videos there as well.

How can Audacity be used in learning and teaching?

Audacity is a very easy to use and popular sound recording and editing tool and many institutions will already have it available on their network or it can be easily downloaded. Many learners find it easier to process auditory information and tone of voice can communicate a tutor's sincerity much more effectively than writing. Learners also have their own device such as iPods and smartphones to listen to sound in any location. It is very easy for learners to create a sound piece using Audacity either on their own, in pairs or as a whole class activity. There are websites with free sound effects which can be easily incorporated into Audacity, for example FindSounds. The finished sound file or podcast can be shared on Moodle, or many audio hosting websites for example Podcast Machine or SoundCloud. There are also free and easy online sound recording and editing tools available which have similar features to Audacity such as Soundation Studio.

Within the Vocational Education and Training sector, possible uses of Audacity that could be adapted to your own educational context are:

- Teachers or trainers use Audacity to record a welcome message for distance learners posted in Moodle
- Learners in a work place setting create a create audio diaries using Audacity;
- Performing arts learners import the audio they created in Audacity into Windows Moviemaker and turn it into a news flash-style promotional video using still images;
- Teachers or trainers interview specialist practitioners in the fashion industry e.g. pattern cutters, retail,

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fashion retail about their routes into the profession and how it has changed, future developments;
- Learners revise a topic using Audacity to create a short audio summary of a key elements of the topic to post to a peer support forum in Moodle;
- Modern Foreign Language or ESOL learners create a radio show incorporating news, interviews and weather reports;
- Learners create group podcast with good ideas, revision tips, and ways to learn things;
- The teacher or trainer creates a model audio recording for MFL speaking exam;
- Learners tell a story recorded in Audacity and incorporate appropriate sound effects.

Using Audacity in the Vocational Education and Training Sector

Level 3 Creative Media Production

The teacher or trainer has set an assignment for Creative Media Production learners, who have been taught to use Audacity for recording and editing sound, to create a 30 second radio advertisement.

- Learners use audacity to record speech from a script.
- Learners use use the effects options to time-compress their recording to precisely 30 seconds.
- As an extension task, learners add in music and sound effects they have recorded themselves and located on the web.

Level 3 Plumbing Studies

The teacher, trainer or mentor has created a bank of short audio tutorials to guide apprentices through fault recognition posted on Moodle:

- Apprentices are able to listen to the tutorials whilst travelling to their work place to prepare and are able to access them via their mobile phone on site if required.

Level 2 Business Administration

The teacher or trainer introduces the weekly assignment for a distance learning course that can be downloaded and listened to by learners on the move:

- The teacher or trainer explains the assignments requirements and refers them to the handbook for further guidance.
- The teacher or trainer emphasises their availability and ways that learners can get support.

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Crib Sheet: Blogs and Reflective logs

What is a blog or reflective log

A blog or (weblog) is an online journal that learners can use to record their opinions, activities, and experiences along with their reflections and comments. Bloggers often provide hyperlinks to other content on the web, and include images and videos. A reflective log, however, is a record often kept by learners in the workplace to record their reflections on a daily or weekly basis, typically identifying incidents that have occurred, the feelings they provoked, the learner's evaluation and analysis, and a plan of action for the future. Commercial blog services provide free versions, and VLEs such as Moodle provide users with their own blogs, while other activities such as forums, wikis and portfolios can often be adapted to support blogs.

Blogs are usually seen by other learners so they can see - and comment on - how their peers are interpreting ideas in the course or experiences of the workplace. However, reflective logs are largely private communication for the learner, shared only with their assessor/tutor, and most colleges and workplace settings provide their own template for recording reflections of this kind. As a result, templates are often simply text files such as MS Word or Google documents.

Where can I find out how to use a blog or reflective log?

Learners can create a free blog on any of the commercial blogging platforms, for example, http://wordpress.com (note that this is different from the .org site); Blogger.com or Tumblr, which all provide help pages. Reflective logs often require a template, and MS Word is often used for offline reflective logs. These can be emailed to tutors or submitted online (e.g. via services such as Turnitin). An alternative is to use an online document such as Google Docs, which allows the learner to keep their log private or share it with specific individuals.

How can blogs or reflective logs be used in learning and teaching?

Blogs can support learners in sharing ideas and processes, disseminating information, or documenting their personal experience or research and development. If the blog platform is public (i.e. seen by readers outside of the educational or vocational setting) then the blog can be used to communicate with future employers or consumers/fans (for example, for aspiring beauticians, song writers or dancers). Bloggers can build professional networks whilst studying and retain their work after successful course completion. This builds basic literacy, digital literacy and enhances employability. In addition, reflective logs deepen professional competence by encouraging learners to apply their theoretical and vocational knowledge to practical situations, and develop self-knowledge as well as emotional literacy. They promote critical self-awareness, enabling continual professional and personal development.

Within the Vocational Education and Training sector, possible uses of a blog or reflective log that could be adapted to your own educational context are:

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- Final show art and design blogs to explain creative process;
- Reflective logs in Early Years Education, HRM, Business and Finance, Access to Nursing, Social Work and all Work Based Learning settings;
- Blogs for Performing Artists to showcase work and promote events;
- Blogs for Graphics, Art and Design, Hair and Beauty and Digital Media learners to create virtual galleries, develop and display digital skills;
- Blogs for Hospitality learners to reflect on front of house experience, or food blogs to document menu choices.
- Sports Science blogs to document working with teams and reflect on the impact of sport on communities and individuals.

Using Blogs or Reflective Logs in the Vocational Education and Training Sector

Level 3 Music Technology

The teacher or trainer sets learners a 'podcast radio show' project to assess beat matching skills and knowledge of different musical genres (such as House or Hip Hop):

- In groups of four, learners set up a shared, public blog on WordPress or Blogger;
- Learners take turns uploading their chosen tracks to Mixcloud;
- Using the blog, group members link to their Mixcloud uploads, and describe the track list and the musical styles and invite discussion from other groups and a wider audience;
- The remaining members of the group use the blog's commenting function and social media to generate interest in the blog from other groups and the general public;
- Learners reply to comments on the blog and on Mixcloud.

Level 4 Early Years Education

Learners must keep a reflective log using a Google Doc during their four week work placement in an Early Years setting (e.g. a nursery). They will be assessed on completion of the reflective log entries. For each daily entry:

- Learners select a key incident (positive or negative) on which they can reflect;
- Learners describe the incident and their feelings and evaluate their own and others' professional responses within the setting;
- Learners analyse the incident in relation to the setting's guidelines, roles and responsibilities, theoretical frameworks and legal requirements;
- Learners create an action plan for continual professional development;
- Learners invite their assessor, mentor or tutor to edit their Google Doc, who provides feedback using the comments function and edits in text using the suggested edits facility;
- The completed reflective log forms a basis for one-to-one tutorial.

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Blended Learning Essentials: Getting Started

Crib Sheet: Feedback and Assessment Tools

What are Feedback and Assessment Tools?

Electronic feedback and assessment tools often have features that act as 'drop boxes' for documents and other digital files, such as Moodle's Assignment activity, and may also allow options to provide grades and feedback to the learners. Turnitin is an example of an assignment drop box that has a powerful plagiarism checker as added functionality, and allows a teacher or trainer to mark and grade the submissions online. Teachers or trainers can drag and drop pre-scripted QuickMark comments onto the learners' submission, or write their own comments (which can then be saved as a new QuickMark for use on later submissions). Turnitin also allows teachers or trainers to allocate comments according to a graded rubric and to add voice comments to supplement the written feedback. Learners can also be involved in providing feedback to each other through the Turnitin's PeerMark function.

Where can I find out how to use Feedback and Assessment tools?

Information about Moodle's Assignment drop box functionality can be found here and information on Turnitin is available here and also directly from Turnitin's own website with a number of training resources for teachers, trainers and learners.

How can Feedback and Assessment tools be used in learning and teaching?

Assessments are extensively used to evaluate the level of knowledge and/or understanding of learners both at the end of a unit, module or course and also during a unit, module or course. Assessment at the end of a course is a way of determining whether they have learnt or mastered the contents of the course and frequently required, however, assessing during the presentation of a unit, module or course allows you determine early on if learners are having problems with understanding part of the course and to be able to respond to put it right.

The main advantage of using a tool like Turnitin its powerful plagiarism checking functionality. Turnitin checks the textual component of any document submissions not only against other submissions made by the class, but also against a large database of other submissions and resources found on the web, such as academic journals and blogs. However, if Turnitin is offered as a drop box for drafts of their work and learner feedback enabled, Turnitin can be used as a teaching tool and help learners properly use and cite quotations and ideas. It is advisable to disable the option of adding drafts to the database, otherwise learners get a very high comparability score when they submit their final work.

Within the Vocational Education and Training sector, possible uses of Feedback and Assessment Tools that could be adapted to your own educational context are:

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- Using plagiarism checking in Turnitin's draft submission to help learners understand the importance of acknowledging their sources and limiting the amount of direct quotation;
- Using QuickMark in Turnitin to provide personalised teacher or trainer feedback online in a timely manner;
- Using PeerMark in Turnitin to enable learners to review their peers' submissions in a supportive manner;
- Using PeerMark in Turnitin to help learners understand the criteria to succeed in a task by applying the rubric to peers' submissions;
- Using the voice comment function in Turnitin to add warmth and a personal touch to written feedback (for example, for distance learners) or assist learners make sense of written feedback comments (for example, SEND learners);
- Using plagiarism checking in Turnitin to check the authenticity of learners' submissions.

Using Feedback and Assessment tools in the Vocational Education and Training Sector

Level 4 Marketing

The teacher or trainer has tasked learners to submit a report on the use of branding in the Rugby World Cup to include at least 5 sources via Turnitin:

- The teacher or trainer has enabled PeerMark within the Turnitin settings to automatically assign 2 papers to each learner to Peer Review.
- Learners submit their work to Turnitin and are allocated 2 assignments to review.
- Learners add comments directly onto their peers' assignments by clicking on the paper to add a comment which will appear on the assignment itself.
- Learners use the commenting tool to add notes as if they were writing in the margins of the assignment.
- Learners add a summary comment by clicking in the text box below the question and adding their response and a rating for the question.
- Learners receive the peer reviews on their own paper and amend their assignment before resubmitting for summative feedback from their teacher or trainer.

Level 3 Early Childhood Studies

The teacher or trainer has required learners to submit a 1000 word research report on three different theories of early years language acquisition, demonstrating the correct use of Harvard citation and referencing style. To develop learners' understanding of plagiarism and the legitimate use of others' work, the teacher or trainer has enabled learners to submit a draft assignment via Turnitin, advising them that a guideline percentage of 20% similarity is acceptable:

- Learners research and write 1000 words together with a list of references in Harvard style.
- Learners submit their draft assignment via a draft Turnitin link in Moodle.
- Learners receive a plagiarism report within 24 hours.
- Learners review the report and take part in a whole discussion about strategies to achieve the expected standards.
- Learners amend their draft assignment where Turnitin has indicated similarity to materials in the public domain that they have not acknowledged correctly and submit their final assignment via Turnitin for teacher or trainer feedback.

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Crib Sheet: Flipped Learning

What is Flipped Learning?

It is increasingly possible for teachers and trainers to create their own educational media resources (for example, using a screencasting tool or a lecture capture system) or use media created by others, such as videos on YouTube or resource banks like Khan Academy. As a result, much of the learning involved with 'acquisition' (watching or listening to a presentation, or reading an article) can be moved online, leaving more time for active learning in face-to-face sessions. This is the idea behind the 'flipped classroom' or 'flipped learning'. However, for this to be effective, it is essential to design teaching or training sessions carefully, involving discussion or collaboration activities, and providing opportunities for observation and feedback. This is undoubtedly more demanding for both teachers and learners, but may be much more rewarding.

Where can I find out how to use Flipped Learning?

Ufi has a primer on flipped learning for the vocational education and training sector which includes a video and links to further resources. The Flipped Learning Network also has a range of materials to guide educators using this approach, including a handout, a range of videos, and a review.

How can Flipped Learning be used in learning and teaching?

The Flipped Learning Network (FLN) has identified 'four pillars' of a flipped classroom approach that are necessary for success with this approach. Teachers or trainers need to create a flexible environment for study, so that learners can learn at a time that suits them. There needs to be a shift to a learning culture that promotes knowledge construction over more traditional approaches. Teachers or trainers need to select materials that enable learners to use their time outside the classroom most productively and use effective strategies for active learning during sessions. Finally, the teacher or trainer needs to adopt the role of Professional Educator, which may involve a less visibly prominent role during the sessions, but be highly reflexive, adaptive and open to change.

Within the Vocational Education and Training sector, flipped learning can enable learners to get to grips with theory online, and use valuable face-to-face time for practical applications. The teacher or trainer can then spend more time observing, coaching and providing personalized feedback to learners. Many of the approaches described within these crib sheets could be termed 'flipped learning', and you may already be engaging your learners in this way if you are using technology to extend learning beyond the classroom.

Possible uses of flipped learning that could be adapted to your own educational context are:

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- Creating screencast tutorials (e.g. cake making) in advance of a session so learners come prepared to practice in class (e.g. icing a cake);
- Embedding a series of YouTube videos in Moodle on techniques (e.g. hair and beauty) so that learners are primed to experiment in their face-to-face session;
- Providing links to web pages for learners to explore individually (e.g. contextual studies for art and design) and designing collaborative activities in class for learners to share and build on what they have learnt;
- Linking to Khan Academy or Lynda.com tutorials (e.g. on statistics for Business and Finance learners) and creating peer teaching pairs in class, where one learner explains a concept or technique to another learner.

Using Flipped Learning in the Vocational Education and Training Sector

Level 2 Gas Installation

The teacher or trainer has selected an online PDF and video on procedures for checking the safe condition of hand and power tools used for the installation of system components and embedded links to the resources in Moodle, and designed a short quiz to check learning:

- Learners read/watch the resources before class and take a quiz in class to test their knowledge.
- Learners work in groups to create a checklist and schedule for care and maintenance tasks.
- Learners attend a face-to-face workshop session, where they demonstrate their ability to safely carry out required care and maintenance checks.

Level 2 Access to Education and Training

The teacher or trainer has selected a BBC news item and a variety of online resources on World Book Day and placed links to the resources on Moodle:

- Learners watch/read the resources before class.
- In class, learners work in small groups of 4, using their knowledge of year 1 children's literature to plan a day's activities for children to celebrate World Book Day.
- Learners present their plan of activities to the whole group, including a page of resources, referenced according Harvard Referencing System and receive tutor and peer feedback.

Level 2 IT Users

The teacher or trainer records a screen cast to demonstrate how to use a presentation software package:

- The teacher or trainer uploads the video to Moodle (or uploads to YouTube and then embeds the video in Moodle).
- The learners watch the tutorial before attending the workshop.
- At the workshop, the learners use the software to create a 3 minute presentation to showcase their setting (e.g. the college or training provider).

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Crib Sheet: Learning Objects

What is a Learning Object?

A learning object can be thought of as a small package of learning content with elements of interactivity. This might mean that visual materials are presented as a series of pages, and the learner clicks through them. A quiz may be included, or audio and video may be embedded within the pages, which the learner can choose to play. Ideally, Learning Objects can be reusable in different contexts enabling teachers and trainers to share Learning Objects they have created. Free software tools to create Learning Objects include Xerte and Glomaker. Xerte Online Toolkits (XOT) can be installed on an institutional server (for example, by an organisation's learning technology team) to allow tutors to create learning objects in Flash and HTML5. In addition, the Moodle Lesson activity can also be used to create interactive Learning Objects by combining content with Quiz pages. Future developments in this area include the Adapt authoring tool which will support mobile learning by creating content that will run on multiple devices such as desktops, smartphones and tablets.

Where can I find out how to use Learning Objects?

Downloads and guides to creating Xerte Learning Objects can be found at http://www.xerte.org.uk. Xerte was developed at the University of Nottingham, and their Xerte project site contains information about the project along with Xerte resources. You can browse examples of Xerte Learning Objects here. Consultant Ron Mitchell, who has a background in FE, has also created series of video tutorials, including how to use Xerte Learning Objects within Moodle. Glomaker software downloads, samples and tutorials can be found at http://www.glomaker.org/index.html and there is a community site at http://glomaker.wikifoundry.com/ with a gallery of reusable learning objects. However, this site does not appear to be being updated.

How can Learning Objects be used in learning and teaching?

Learning Objects may operate as stand alone tutorials or lessons, or act as 'just in time' resources that learners can consult as they need them. The capacity to incorporate multimedia and interactivity can be motivational for the learner. Learning Objects can give teachers or trainers the opportunity to design a path through resources for the learner, along with opportunities to practice what they have learnt. Learning Objects focused on generic skills such as information searching or referencing can be easily reused in different contexts. Learning Objects can be used to create self-study units that enable learners to test their understanding. This makes Learning Objects an effective way of training learners in the practices and procedures of a workplace, or delivering material that requires recall such as anatomy or languages.

Within the Vocational Education and Training sector, possible uses of interactive Learning Objects that could

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be adapted to your own educational context are:

- Motivating learners to engage with content online by combining text, images, audio and video and interactive quizzes;
- Producing electronic assessments to test learners' understanding of key principles and procedures using content combined with interactive quizzes;
- Presenting different perspectives on a topic by incorporating audio or video from contrasting sources within one learning object;
- Producing self-study materials with dynamic content and opportunities for learner interaction and feedback (for example, for distance or work based learners).

Using Learning Objects in the Vocational Education and Training Sector

Level 3 Performing Arts

Learners are taking part in a project to stage a live music event where they are required to take on different roles in groups (e.g. some students are responsible for performing the music, others for setting up the PA, microphones, performing sound checks and monitoring the performance):

- The teacher or trainer has created a Glomaker learning object in order to help the learners understand how collaboration works in the performing arts and how their collaboration will be assessed;
- The teacher or trainer has interviewed a musical performer and a sound engineer and made two digital audio recordings;
- The teacher or trainer embeds these within the learning object;
- Learners interact with the learning object by playing the interviews embedded beneath images of the performer and the sound engineer;
- Learners take an interactive quiz within the learning object on the criteria used to assess collaboration.

Level 2 Construction

The teacher or trainer has created an interactive learning object in Xerte (like this Xerte created at Lewisham Southwark College) to teach learners about fire-related safety at work, and to assess their learning:

- The teacher or trainer uses Xerte Online Toolkits to add pages on a) the different types of fire, b) the types of fire fighting equipment and their uses, and c) emergency procedures.
- The teacher or trainer adds images of fire and fire fighting equipment to the pages.
- The teacher or trainer adds a video of a fire marshall supervising an emergency evacuation (filmed during a college or work place fire drill).
- The teacher or trainer adds quiz pages after each section to test the learner's understanding.
- The teacher or trainer adds an audio commentary to introduce the topic.
- Learners work through the learning object and take the quizzes to test their understanding.

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Crib Sheet: Moodle Activity Completion

What is Moodle Activity Completion?

To support a learner's progress and decide on interventions, it is useful to follow the learner's online activity. While basic statistics such as login frequency can provide an indication of basic student engagement, a VLE can also compile performance-related data, such as completion of learning activities, based on criteria such as access or, for quizzes, automatic grades. In Moodle, the Activity Completion function can be used to track engagement, and even to release materials based on prerequisite activities. Once enabled, any activity or resource in a Moodle course can be programmed to be automatically marked complete when criteria set by the teacher or trainer are met, or require a manual confirmation from learners when they have completed the activity. For example, a forum activity could be set to require a minimum of three postings from each participant. Moodle can then use each completion marker to unhide follow-up activities. Teachers or trainers can easily view activity completion of all learners in their class in a single table, thus enabling them to quickly identify learners who are falling behind and to ensure that learners complete all mandatory activities.

Where can I find out how to use Moodle Activity Completion?

Information on Activity Completion in Moodle can be found here. Activity Completion is particularly useful when combined with Course Completion to let Moodle decide when a course has been completed, and Conditional Activities to hide activities until prior activities are complete. You can view a video tutorial on combining activity completion with course completion here, and a video tutorial on conditional activities here.

How can Moodle Activity Completion be used in learning and teaching?

Activity Completion is widely used to ensure completion of mandatory ungraded or formative activities. Setting up completion to track minimum contributions to forums or other Moodle activities frees up time for the teacher or trainer to focus on teaching and supporting learners. This enables teachers, trainers and administrators to track student progress quickly, while leaving the administrative task of collecting the tracking data to Moodle. Activity Completion can also provide a level of personalisation for learners, when used in combination with Conditional Activities. For example, a low score in an automatically graded quiz can trigger the release of additional resources and activities to help address the learning deficit. Ultimately, Activity Completion and Conditional Activities can be used to create a self-learning resource that reacts to the input of the individual learner.

Within the Vocational Education and Training sector, possible uses of Moodle Activity Completion that could be adapted to your own educational context are:

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- Motivating learners to complete activities by setting conditions for the release of subsequent materials and activities;
- Adding elements of gamification to learning by using conditional release of activities tied to SMART completion of activities;
- Enable learners to track their own progress through a unit, module or course - learners can quickly see what has been completed and what remains for them to do;
- Helping teachers or trainers to identify learners who have not participated or completed activities or courses and set up supportive interventions;
- Personalising Moodle courses for learners by providing feedback when they have completed an activity (for example, triggering the automatic release of a certificate of course completion).

Using Moodle Activity Completion in the Vocational Education and Training Sector

Level 2 Legal Studies

The teacher or trainer has switched on Activity Completion within the Moodle-based VLE and tasks the learners to research organisations that can assist the consumer to exercise their rights:

- Each learner must post one example of an organization to the forum.
- The teacher or trainer uses the course participation report to identify learners who have not completed the task and send an email to encourage them to participate.
- Once the learners have posted to the form, the teacher and trainer has activated the Moodle settings for a follow up quiz activity to be revealed.
- Learners are then able to access a quiz on consumer rights.

All Levels Work Placement

The teacher, trainer or mentor has created a standard Moodle discussion forum in blog format to create a network of peers for support during learners' work placement:

- The teacher or trainer sets up activity completion for a series of weekly forums over the course of the placement in order to motivate participation. Completion of the activity each week is set to require learners to post 3 times.
- By the end of Sunday of each week learners post 200 – 300 words to the forum detailing their experience and reflections during the week.
- During the following week, learners make 2 replies to each others' posts to make comparison with their experiences and provide advice on issues that have arisen.
- The forum activity is automatically marked as complete for that week.
- Only when the forum activity is marked complete can each learner proceed to the next week's activities.

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Crib Sheet: Moodle Forums

What is a Moodle Forum?

A discussion forum is a key feature of a VLE such as Moodle that enables students to exchange ideas on a topic by posting comments and replies over a period of time (i.e. asynchronously). There are various types of discussion forum in Moodle, with some settings restricting options to post (for example, the Q and A forum in Moodle requires a learner to post before they can see the replies, and the standard forum blog format emphasises the initial post and shows replies beneath). Tutors can set subscription options for learners in Moodle forums so that they are automatically subscribed, or so they can give learners the option to subscribe themselves. This function allows learners to keep up with the discussion while they are not logged in (e.g. in a work based learning setting) but can lead to email overload, and profile settings may need to be managed. Moodle forums allow attachments, and will display images. This can enhance communication, for example, in a welcome forum by enabling learners to personalize their posts. The News Forum in Moodle is a special type of forum that is automatically created with every course, and can be used to send one-way communications (e.g. announcements) to all learners, but replies are not possible in this type of forum.

Where can I find out how to use a Moodle Forum?

Information on using forums in Moodle can be found here. A video tutorial on the Moodle forum activity can be watched here. If you want practical tips on initiating and facilitating forum discussions, then Edutopia have produced this wide-ranging guide to mastering online discussion forum moderation.

How can Moodle Forums be used in learning and teaching?

Forums are widely used in educational context to encourage communication and discussion between learners and teachers or trainers, and between learners and each other. While some forums may be specifically designed for course Q & As, and so interactions are kept to a minimum, if the teacher or trainer wants to create a space for genuinely interaction then the discussion needs to be carefully scaffolded with clear, structured questions and detailed tasks for learners, including deadlines (e.g. add 1 post and 1 reply to a post by Wednesday morning), and the teacher or trainer needs to take an active part in the discussion.

Within the Vocational Education and Training sector, possible uses of a forum that could be adapted to your own educational context are:

- A forum for professional practice as top tips (e.g. in teacher training; hair and beauty; fashion; automotive engineering; work placements)

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- A forum for sharing experience of successful studying for learners moving into a post-16 environment for the first time;
- A social forum for distance learners to get to know each other at the beginning of a year;
- A news forum for course announcements (e.g. to learners on work placement);
- For a peer discussion task about how use a video, podcast or reading to meet course outcomes;
- For a discussion task to extend a face-to-face activity in class to develop and extend class-based learning for part-time learners;
- For staff to exchange teaching and training ideas or share innovative solutions to issues following CPD sessions;
- A Q & A forum where tutors and students can give advice;
- For extension activities, for example providing case studies for business students to investigate and suggest solutions;
- To allow literacy learners to practice their writing skills in an informal way, for example to examine and discuss the argument within newspaper articles.

Using Forums in the Vocational Education and Training Sector

Level 3 Business and Finance

The teacher, trainer or mentor has created a discussion forum in Moodle for learners working in groups of 4 to discuss the positive and negative effects of raising the Bank of England interest rates in preparation for a presentation at the end of the week:

- The tutor assigns each learner to a category from the following list: a) micro, small and medium-sized enterprises (SMEs) b) the British economy c) the EU and d) the global economy.
- Each learner researches the effect of raising the Bank of England interest rates for their assigned category and posts 200 words (with references) to the forum by day 3.
- For the remainder of the week, learners make 2 replies to their peers, providing additional sources of evidence and arguments that support or challenge their position, providing further clarification and explanation, or drawing comparisons with their own research.
- At the end of the week, the group finalises their presentation using Google slides.

Level 5 Initial Teacher Training

The teacher or trainer has set up a discussion forum in Moodle for learners to discuss plans for teaching and learning interventions in action learning sets:

- In action learning sets of 6 people, learners submit a plan for an intervention that will change and enhance learning outcomes e.g. to improve anti social behaviour among young men using football; increasing vocabulary of adult learners of French from non-standard backgrounds by reading novel extracts and tracking through action cards; making YouTube video case studies to support cake making.

- Learners use the forum to feed back to their peers with advice to improve, adjust, clarify and deliver the learning.

- Each learner summaries their feedback from the set, adjusts their project parameters and posts the reformulated plan for the intervention to the forum.

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Blended Learning Essentials: Getting Started

Crib Sheet: Moodle Quiz

What is a Moodle Quiz?

One of the key interactive tools in Moodle is the Quiz. Moodle has a ‘question engine’ that enables you to create a range of question types, including multiple choice, True or False, short answer, numerical or essay. You can also add images, videos and sound files within your questions. When a teacher or trainer has created questions, they are stored in a ‘question bank’ so that they can be re-used in other quizzes. This means that the initial investment in time and effort that is required to create your first quiz can pay off in the long run as you recycle questions for quizzes in the future. Once you have created the questions, you can assemble the quiz. There are many adjustments you can make within the quiz settings to change the way the questions are displayed (for example, you can randomize the questions) and you can choose when to give feedback (and grades) to learners – e.g. after a question has been attempted or at the end of the quiz. Learners can be given the opportunity to try again following the feedback, providing personalized formative feedback. There are other activities in Moodle that create quiz interactivity. For example, the Lesson activity enables the tutor or trainer to present content followed by choices or quiz questions, and learners can be redirected back to review relevant content if necessary before proceeding.

Where can I find out how to use a Moodle Quiz?

Information on using the Moodle quiz module can be found here and you can view a video tutorial on the quiz activity here. Moodle has also created a list of tips for quiz creation. The Moodle Lesson activity can be tricky, but you can find out more by following this video tutorial on using the Lesson activity to create a decision-making exercise.

How can a Moodle Quiz be used in learning and teaching?

You can use a Moodle Quiz to help learners practice what they know and gain formative feedback to help them consolidate their knowledge. You can also use a quiz for summative assessment, for example at the end of a unit, module or course. Simple Quizzes can help learners remember what they have learnt, or motivate them to fill in the gaps. Quizzes can be used as a pre-test in order to give the learner confidence and motivation by showing them how much they already know. Alternatively, a pre-test will allow teachers or trainers to assess learners’ existing knowledge and enable them to personalize their programme of study. Quiz pages within the Moodle Lesson activity can support interactive self-guided study.

Within the Vocational Education and Training sector, possible uses of a Moodle Quiz that could be adapted to

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your own educational context are:

- An end of session Quiz to consolidate learning;
- A summative Quiz to assess learning of key legislation for example, a Health and Social Care or Early Years Education Quiz on the Equalities Act, Safeguarding, SEND;
- A self-evaluation Quiz on performance in Work Based Learning prior to mentor meeting;
- A diagnostic Quiz to determine readiness for entry for an examination;
- A role-play activity as a Moodle Lesson, for example, HRM learners making decisions on the correct approach to dealing with long term absence from work;
- An assessment Quiz for literacy or numeracy to demonstrate proficiency for study;
- A weekly Quiz on current affairs or trending topics in social media to foster community cohesiveness and inclusivity in tutorial groups.

Using Moodle Quizzes in the Vocational Education and Training Sector

Level 3 Public Health and Social Care

The teacher or trainer has selected a YouTube video case study about living with HIV for a group of online learners to watch:

- The teacher or trainer embeds the video within the Moodle course. The teacher or trainer creates a short quiz beneath the video focusing on key points of learning during the video.
- Learners watch a video about living with HIV and take a short quiz to test their understanding and provide formative feedback before moving onto the next activity.
- In the event that the answers given are incorrect, the teacher or trainer has created feedback that direct learners back to key points in the video so that they can watch again before the next attempt.

Level 3/4/5 Work Placement

The teacher or trainer has created a self-evaluation quiz in Moodle for learners prior to going on work placement:

- The teacher or trainer designs the quiz to assess the learner on their vocational and professional skills and interpersonal skills and provide feedback on areas of strength or in need of improvement.
- Learners take the self-evaluation quiz and identify areas of skill development to focus on during their work placement.

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Blended Learning Essentials: Getting Started

Crib Sheet: Online Glossaries

What is an Online Glossary?

An online glossary can be any online space that allows learners (or their teachers or trainers) to create a list of specialized vocabulary relevant to their studies or workplace setting. Any easily editable website can be used to support a glossary, such as a wiki provided free for educators from PBworks or Wikispaces for example. More simply, an online document that can be edited by groups of learners such as a Google Doc or Primary Pad could be used. However, the VLE Moodle provides its own glossary activity that has greater functionality than will be provided by wikis and online documents. Moodle's glossary allows learners to add their own terms and definitions, comment on entries added by others, and the teacher or trainer has the option of enabling the entries to be auto-linked across the Moodle course. For example, if auto-linking is enabled for the glossary, and the learner (or teacher/trainer) has selected for their entry to be auto-linked, then whenever the word is used in a resource or activity, a hyperlink to the definition will appear.

Where can I find out how to use an Online Glossary?

Information on using the Moodle glossary module can be found here and you can view a video tutorial on the glossary activity here. Follow the links above to the sites for wiki tools and online documents to find out more about their use.

How can Online Glossaries be used in learning and teaching?

Glossaries are widely used in educational context to provide just-in-time support for learners when they need it. Online glossaries enable co-construction by learners and therefore promote active, collaborative learning experiences helping learners to feel ownership over the vocabulary of their chosen field. The resulting glossary can then be accessed in class, at home and in the workplace by means of a mobile phone, tablet or computer, meaning that learners have support wherever and whenever they need it. Co-constructed glossaries can build confidence and community as learners can track their growing, collective understanding as more and more entries are added to the glossary. The auto-link function of the Moodle glossary presents this visually as the terms in the Moodle course become highlighted as hyperlinked definitions.

Within the Vocational Education and Training sector, possible uses of an online glossary that could be adapted to your own educational context are:

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- Supporting specialist vocabulary for ESOL learners;
- Building scientific and technical vocabulary e.g. tool use and practical application in fields such as forensic science, carpentry, plumbing, hair and beauty;
- Extending written and spoken vocabulary for developing communication skills.
- Supporting core skills (e.g. numeracy) for apprentices;
- Extend the written and spoken vocabulary both technological or vocational or enriching and developing communication skills;
- Supporting specific language learning (e.g. French, German);
- Supporting specialized vocabulary in contextual studies for art and design.

Using Online Glossaries in the Vocational Education and Training Sector

Level 3 Business Studies

The teacher or trainer has created a glossary within the Moodle-based VLE and tasks the learners to add entries for all the terms they will need in order to interpret financial statements.

- Each learner must add 3 terms per session, along with an image where possible (for example, learners can take a photo of a balance sheet with their mobile phone and attach it to their definition).
- At the end of the session, the teacher or trainer selects the terms that have been correctly described and defined to auto-link within the Moodle course.
- When the learners access the Moodle course, each auto-linked term is highlighted, and when they click on the term the definition appears.

Level 1 ESOL

The teacher or trainer has created the following practice scenario for the learners: somebody has asked you for directions from Nelsons Column (in Trafalgar Square, London) to Embankment Underground Station.

- Learners must work in groups of 4 using a Google doc, to make a list of words they will use to give directions. Learners have up to 30 minutes for the task.
- Google Maps is set as a resource for the task.
- When their lists are complete, each group is asked to share the link to the Google doc via the VLE with a) their teacher or trainer and b) other students in the class.

As an extension task for those that have time, groups should add 5 more words to direct the person from Embankment Underground station to the Royal Festival Hall.

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Blended Learning Essentials: Getting Started

Crib Sheet: Padlet

What is Padlet?

Padlet is an attractive web application that allows users to create simple online spaces that look like a piece of paper, or a blank wall. Users can attach 'sticky notes' by double-clicking anywhere, and upload - or link to - images, files, videos and sound recordings. Web pages and media will appear and play directly on the Padlet wall, providing a very appealing user experience. This provides an easy way for learners to collaborate and curate web-based resources, or generate ideas together. Padlet describes itself as a "multimedia friendly, free-form, real-time wiki". Unlike many other kinds of wiki, it allows for multiple users to edit at the same time. There are multiple settings to allow users to modify the Padlet wall, by adding different 'wallpapers', setting privacy and permissions and customizing the wall's weblink. While the default format is free-form, other formats (list or grid) may provide an easier viewing experience if a large number of posts is expected. The classic version of the tool is free, but there are premium versions that offer more privacy, security, branding, user management and monitoring, including a version specifically for educators, Padlet Backpack.

Where can I find out how to use Padlet?

Padlet is very easy to use and simple instructions can be found here. Many video tutorials made by educators are available, including videos by the Blended Learning Essentials team.

How can Padlet be used in learning and teaching?

Padlet can be used to increase learner interactivity in a number of ways. In class, a link to a Padlet wall can be shared with learners (for example, as a QR code that learners can scan with their smart phones or tablets). The ease with which it is possible to add to the wall encourages engagement, and the results are instantly shareable with other learners. Padlet can be linked to or embedded within a VLE such as Moodle, and learners can view or share multimedia resources with each other easily.

Within the Vocational Education and Training sector, possible uses of a Padlet that could be adapted to your own educational context are:

- Sharing evidence of learner practice e.g. construction apprentices share photos of their work;
- Performing arts learners sharing photos or videos of productions;
- Literacy learners compiling a CSI-style evidence wall of quotes, articles or images to explore an issue, fictional character or debate;
- Learners brainstorming ideas within and beyond the classroom;

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- Ice breaker activities for online courses, e.g. learners share photos and introductions
- Teachers or trainers sharing images, websites and videos
- Learners curating a collection of web-based resources for project work individually or in groups e.g. a wall of hairstyles for short hair.

Using Padlet in the Vocational Education and Training Sector

Level 2 Marketing

The teacher or trainer creates three Padlet walls dedicated to the following groups: over 65s, children under 11 and college students.

- In pairs, learners search the web for 20 minutes to find examples of successful marketing targeting the three groups;
- For each target group, pairs post links to images, videos or webpages that provides an exemplar of marketing aimed at one of the three groups on the on the relevant Padlet wall;
- Pairs add their names to the post and provide at least one reason for their selection;
- The teacher or trainer shares the Padlet walls with the whole group via the Smart Board or projection screen and invites the learners to justify their choices

Level 3 Travel and Tourism

The teacher or trainer creates a Padlet wall for each group of four learners to build a profile of a specific country with potential as a tourist destination for British visitors.

- Over the course of a week, groups add tourist resources to the Padlet wall, in the form of images, maps, videos, hotel information, sports and leisure activities, food and drink, natural resources, music, local language and menus.

- In class, each group presents their Padlet wall to the others, explaining their choices;

- The groups analyse the potential of each country for tourism aimed at the following groups of British visitors - singles, couples, families, honeymooners, stag or hen parties and creates a list of their top 5 destinations for each group.

- As an extension task, groups compare their top 5 lists to similar lists created by holiday guides such as Lonely Planet.

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Blended Learning Essentials: Getting Started

Crib Sheet: Prezi

What is Prezi?

Prezi is an online presentation tool which has a large virtual 'canvas' where you can place text, images and video within 'frames'. You can then create a 'path' (sometimes indicated by arrows) and navigate between these to tell the story of your presentation. This creates a dynamic, effect as you present, zooming between the frames. There are some excellent templates you can use within Prezi. It is really worth taking a few minutes to scroll through the templates to find one that fits conceptually and visually with the content of your presentation. If you prefer you can start with a blank 'canvas' but it's worth sketching out your ideas first. Have a look at some of the examples on the Prezi website to get some inspiration for your own. You can sign up and make a free public presentation or Prezi offers discounts when signing up with a school/educational email address or of course you can pay to get the full functionality.

Where can I find out how to use Prezi?

The best way to find out how to use Prezi is to access the videos, webinars and screen casts at https://prezi.com. The website is updated and improved on a regular basis so it's important to keep checking the website regularly. There are also useful introductory videos on YouTube and if you have a Lynda.com account there are detailed training videos there as well.

How can Prezi be used in learning and teaching?

Prezi is a very popular presentation tool in education as an alternative to PowerPoint. The range of excellent templates are really useful to explore concepts and ideas in a visually engaging way. It is also very easy to collaborate on Prezi presentations and work together online. You can also access your presentations anywhere if you have internet access. Prezi also has an enormous searchable database of existing presentations which if the presentation creators allow can be reused by others. This creates a vibrant online community with lots of inspiring examples often in an educational context. The open ended nature of the presentation tool also allows for a very creative approach to presenting concepts and information.

Prezi is also a very practical context to explore web 2.0 tools for developing learners' and tutors' critical digital literacy: the online access to presentations, the social network of users sharing their presentations, issues of copyright and the continual updating and changing of resources and content.

Within the Vocational Education and Training sector, possible uses of Prezi that could be adapted to your own educational context are:

- Learners and tutors gradually adding content to a Prezi over the duration of a course, unit or module to develop a useful overview and revision tool;
- Teachers on trainers uploading a PDF to Prezi and use 'Frames' to focus on key aspects;
- Asking learners to revise or break down a topic by creating their own Prezi;
- Art and Design teachers or trainers adding a frame and arrow to zoom in on key details of a complex

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painting, diagram, or map;
- Teachers or trainers embedding YouTube videos in Prezi to create a dynamic visual effect and avoid unwanted commercial or inappropriate content around your video;
- Cross-college or international collaborations between learners studying in different locations;
- Teachers or trainers creating video course trailers by using screen casting tools to record your Prezi playing on your computer screen;
- Trainers or managers creating an online induction by adding frames to a workplace plan in Prezi to highlight key areas the learner will need to access.

Using Prezi in the Vocational Education and Training Sector

All Levels Library Induction

The college librarian wants to create an online induction to the learning spaces and resources within the college library:

- Learners play the Prezi presentation to move through a plan of the library to get an overview of the layout, then zooming into areas such as digital resource areas, book shelves, photocopiers, help desks, IT labs, book issuing stations, silent study areas, group study areas, bookable carrels.
- Learners click on the Prezi to zoom in further for more details (e.g. how to book a study carrel).

Level 4 Marketing

The distance learner teacher or trainer has set up an international collaboration between learners located in different countries comparing national differences in marketing strategies for personal hygiene products:

- In groups of 4, learners research the marketing of personal hygiene products in their own country including identifying brands on sale in supermarkets, their shelf position, amounts of space occupied. advertising campaigns, and sales figures.
- Learners also collect visual data by taking photographs and making videos of products on sale and associated advertisements (e.g. hoardings and posters) with their smartphones.
- The group creates an online presentation of their research results together as a Prezi presentation, using frames to zoom in on the visuals and data presented in graphs.
- Learners take part in a synchronous web conference, where they use Prezi's online presentation function to present their work to the whole group and discuss the implications of their research.

Level 3 Art and Design

The teacher and trainer sets an assignment for learners to create a collaborative Prezi presentation of research on Bauhaus design, to include history, politics, product design, gender, design for living, furniture, architecture fabric designs, influences, contemporary Bauhaus-inspired products:

- In groups of 4, learners collect visual illustrations of the history and influence of Bauhaus design and create a Prezi presentation.
- In class, the groups present to their peers.
- Learners provide peer feedback to each other using a rubric created by the tutor or trainer.

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Blended Learning Essentials: Getting Started

Crib Sheet: Screen Casting

What is Screen Casting?

A **screencast** is a digital recording of computer screen output, also known as a *video screen capture*, often containing audio narration. There are a variety of tools you can use. The most comprehensive tool is Camtasia which you need to buy and download on your computer. If you use a Mac, Screenflow is very easy to use, relatively inexpensive and allows you to choose to record your screen, yourself, your voice, your computer's audio or any combination. For a free alternative, QuickTime Player comes installed on Mac computers, and can be used to make screen and audio recordings.

However, there are many free screen casting tools available. Jing is a free screen casting tool made by TechSmith who also make Camtastia. Jing can be easily downloaded onto your computer. Jing also allows you to upload your finished video to screencast.com, which will host the video for you and you can then link to or embed the video in Moodle. There are other screen casting tools that are free to use, and do not even require you to download any software before you start. For example, screencast-o-matic allows you to upload your video directly to YouTube. The interface of these screen casting tools is very similar, so once you have tried one you can transfer your skills to another.

There are also a range of mobile apps where presentations and screen casting options are combined to create video presentations for example Adobe Voice and Adobe Slate (for iPad) and Explain Everything (available on the App Store, Google Play, Windows Store, and Chrome Web Store). As an easy alternative, PowerPoint presentations can also now be exported as videos on a PC.

Where can I find out how to use Screen Casting?

A comprehensive guide to screen casting tools and techniques can be found here. Most screen casting websites have excellent videos on their website, for example, https://www.techsmith.com/tutorial.html. Apple provides comprehensive guidance on how to use Quick Time Player on a Mac. Office provides guidance on turning Powerpoint presentations into a video. If you have a Lynda.com account there are detailed training videos there as well as a general explanation of screen casting and it's potential.

How can Screen Casting be used in learning and teaching?

You can use screen casting to make audio visual tutorials - these can be particularly useful if you want to show your students how to do something using your computer (e.g. browsing databases in the e-library or accessing a complex website). You can also give students feedback on their assignments, by recording your comments as they watch you go through their essay on the screen. You can ask your students to create their own screen casts, as an alternative to a written assignment or a presentation in class. Students often appreciate this multi-media approach and some find it an easier way to access information than text. More and more multi-media resources are being made and uploaded to YouTube using these tools and are often being used in the

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‘Flipped classroom’ as a starting point for students to watch at home and then come to the lesson or lecture to discuss or explore the complexities of the topic.

Within the Vocational Education and Training sector, possible uses of screen casting that could be adapted to your own educational context are:

- Creating flipped classroom resources, for example, in Teacher Training, a tutor creates a video explaining a diagram of Bloom’s Taxony for learners to watch before coming to class, where they discuss the ideas with their peers;
- Creating a screen cast to explain a complex website or demonstrate a software application, e.g. creating graphs in Excel;
- Learners creating their own screen cast to explain a topic or concept visually to provide evidence for an assignment;
- Using screen casting to give audio-video feedback on learners’ written (or visual) assignments;
- Recording an oral explanation of a marking scheme created as a Word document to enhance distance learners’ understanding;
- Creating a audio-video guide to Moodle as a learner induction;
- Learners creating a screencast to demonstrate their skills and knowledge of software packages.

Using Screen Casting in the Vocational Education and Training Sector

Level 3 Visual Merchandising

The teacher or trainer has set an assignment for learners to create designs to to realise visual merchandising ideas and submit them as digital artefacts in order to demonstrate the required competencies

- Learners create designs using digital mock up tools such as Balsmiq or taking digital photographs of their drawings.
- The tutor or trainer provides formative feedback to their learners by creating a screencast.
- The learners add the feedback and their reflections to their portfolio.

Level 3 Music Technology

The tutor or trainer has asked learners to submit a music project that requires them to create a music track in a Digital Audio Workstation (DAW) e.g. Cubase, Logic or Ableton:

- The learner submits their assignment online (if electronic submission system is set to accept large file sizes) or on CD if not.
- The tutor opens the project on their computer and gives constructive feedback by using a screen casting tool to record their screen and voice as they scroll through the project, playing sections and highlighting positive aspects and improvement strategies.

Level 2 IT Users

The teacher or trainer records a screen cast to demonstrate how to use a presentation software package:

- The teacher or trainer uploads the video to Moodle (or uploads to YouTube and then embeds the video in Moodle).
- The learners watch the tutorial before attending the workshop.
- At the workshop, the learners use the software to create a 3 minute presentation to showcase their setting (e.g. the college or training provider).

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Blended Learning Essentials: Getting Started

Crib Sheet: Social Media

What is Social Media?

Social media can be thought of as any web based tools that enable people 'to create, share or exchange information, ideas, and pictures/videos in virtual communities and networks'. This crib sheet focusses on 'Facebook' and 'Twitter' two of the most widely used social media tools. Both 'Facebook' and 'Twitter' are very popular, free social media sites. It is very easy to create groups on Facebook as well as pages promoting an event or shared interest. The 140 character limit on Tweets is a great function to help summarize key information. It is also a great way to discover breaking news before conventional news channels. Twitter also uses hashtags # to group information which is a great way to crowd source and share relevant information.

Where can I find out how to use Social Media?

Social media changes quickly so using the help pages on the service's own website is often the best way to get the most accurate and up to date information. Find out how to use Twitter or Facebook by accessing their help pages: https://support.twitter.com/ or https://www.facebook.com/help/. But there are also lots of video tutorials on YouTube, like this beginner tutorial about Twitter for teachers and this one about educational pages in Facebook. Check the date to find the most up to date information. If you have a Lynda.com account there are detailed training videos there as well.

How can Social Media be used in learning and teaching?

Social media is very easy to use and popular and many students will already be familiar with how to use Facebook and Twitter. Don't be afraid to learn from your learners about the latest features and issues. At its most basic Facebook or Twitter can be used as a 'broadcast' account, that is, one-way communication from the institution or teacher to learners as a simple information portal. You can also create groups in Facebook which can be private and do not require members to be friends with each other. Members of the groups can exchange files, links, information, polls and videos very quickly. This can provide an alternative Virtual Learning Environment which will be much easier for learners to use.

Teachers or trainers can set up subject or class Twitter accounts that learners can follow and find out useful information via Tweets, hyperlinks and images. Whichever social media you use it is important to keep it up to date and relevant so learners will keep checking the information. Within the Vocational Education and Training sector, possible uses of social media that could be adapted to your own educational context are:

- Creating a Twitter Timeline or Facebook Group to support the teaching of any curriculum subject
- Running Facebook debates on topical issues and hot issues in the media, for example in Public Health and Social Care.
- Creating a Twitter Chat around a hashtag, as a Twitter virtual 'meeting' for peer tutoring, discussion and support, for example https://twitter.com/ukedchat

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- For professional development for teachers and trainers, for example, using your Twitter account to post, share ideas, videos and resources;
- Developing a creative writing task for students (e.g. ESOL) using the 140 character restriction on Twitter.

Using Social media in the Vocational Education and Training Sector

Level 3 Performing Arts

The teacher or trainer has set an assignment to explore the use of social media for publicizing events:

- In groups of 4, learners choose a high profile singer, actor or dancer and follow them on Twitter over a week/2 weeks.
- The groups use Storify to collect and share the tweets with each other.
- The groups create a mind map (on paper or using a tool like Mindmeister) of the different kinds of tweets and suggest ways of developing the celebrity's twitter activity.
- The groups present their findings and suggestions to the whole group for tutor and peer feedback.

Level 1 Sport and Recreation

The teacher or trainer creates a slow Twitter Chat over the course of a fortnight by requiring learners to post tweets using the hashtag #healthylifestyle and embedding the Twitter feed into Moodle:

- Learners tweet ideas for nutrition and exercise to encourage more people to take up a healthy lifestyle.
- Learners tweet links to articles or websites that feature healthy lifestyle tips.
- Learners create a poster on achieving a healthy lifestyle with some of best examples.

Level 3 Business and Marketing

The teacher or trainer has created a project assignment for groups to create a Facebook page to launch a small business:

- The teacher or trainer uses a flipped classroom approach and posts a video about creating a business Facebook page on Moodle for learners to watch before coming to class.
- In class, learners work in groups of 4 to set up a Facebook page to advertise their business idea, including a logo, cover photo, a mission statement and at least 3 status updates.
- Learners present their page to the whole group and receive tutor and peer feedback.

Level 3 Fashion Design

The teacher or trainer has created a project assignment to create design ideas around the theme of "myths and fairy stories":

- Learners take photographs of street trends they can relate to the theme over the course of a week and post onto Instagram, and share on Twitter using the hashtag #justasreal.
- Learners search Twitter for #justasreal to collect the whole group's images, and use these as a starting point to create their design ideas by incorporating or reacting against the group's collected images.

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Blended Learning Essentials: Getting Started

Crib Sheet: Tricider

What is Tricider?

Tricider is a free 'social voting tool' for generating ideas and making decisions. Tricider acts like a virtual 'suggestions box', whereby any user (registered or not) can post a question online, and collect initial responses from others by sharing a link. Responses are not restricted to words – respondents can add images too. Anyone taking part in the decision making process can then provide arguments for and against any of the ideas, indicate support for other people's arguments (using a 'thumbs up') and eventually vote for the best idea or solution. The decision making process can be time constrained, and the results displayed as a graph and downloaded to Excel. In addition, users can access basic analytics such as the number and geo-location of the contributors.

Where can I find out how to use Tricider?

The Tricider website provides an overview of the features and a video guide to the tool. Educators have created their own guides to using Tricider. For example, Russell Stannard provides a video overview along with tips for usage here and Nebraska ESU5 has a step-by-step guide here.

How can Tricider be used in learning and teaching?

Tricider supports learning as both discussion and collaboration. In terms of discussion, the tool's argument feature encourages learners to articulate their thinking on a topic, increasing competence and confidence and enabling teachers or trainers to see whether learners have really understood the ideas or concepts. The tool encourages social learning by allowing learners to provide both light-touch and more considered feedback to each other. The tool also supports collaboration between learners, as they work together to make a shared choice. Learners are able to model learning for each other by presenting their responses, and learners can build on their peers' responses to produce collective knowledge. Possible uses that could be adapted to your own educational context include:

- Simple learner surveys to activate prior learning;
- Supporting complex decision making processes e.g. informed decisions on moral dilemmas;
- 'Gamified' learning within a classroom setting;
- Social learning for learners in distributed locations (for example, learners located in various work place settings);
- Enabling easy access the links embedded via the VLE (e.g. Moodle)
- Promoting BYOD use in class or workplace settings;
- Supporting 'visual thinking' by creating opportunities to respond with pictures;
- Enabling teachers or trainers to meet SMART objectives (Specific, Measurable, Achievable, Results focused, Time bound).

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Using Tricider in the Vocational Education and Training Sector

Level 3 Early Years Education

The teacher/trainer has set up a Tricider question for each group of 4-6 learners: “At your work placement setting a child has fallen over and bruised their arm - what do you need to do first?”

- Each team member must refer to legal requirements and procedures in their setting and post their response to Tricider.
- Each learner reads the others’ responses and gives at least one reason why they agree or disagree (indicated by + or – responses).
- Everyone reads the whole team’s responses and votes for the best answer.
- The teacher/trainer sets an extension task, to be completed before next week: “Respond to another Tricider question ‘what should you do next?’”

Level 2 Music Technology

In order to celebrate 808 day, the teacher/trainer has set up groups of four, and asked each person to answer the question, “What is the best track ever created using the Roland TB-808 drum machine?” The winning choice will be played at the end of the session.

- Each person nominates a single track and gives their reason (by clicking ‘add argument’ and tagging their response with +).
- Group members read their group’s responses, and comment on at least one other person’s choice (tagging their comments + or - as appropriate).
- Group members look back at the comments their group has made and if they approve of them, they give a ‘thumbs up’.
- Group members vote for the best track.

For an extension task, the group members will each provide a response on Tricider to the question, “What are the individual drum sounds in the 808?”, and indicate whether they agree with their group’s responses, by the end of the week.

Level 2 Hospitality

The teacher/trainer creates a Tricider challenge: “You are designing the Christmas menu for your work setting (e.g. the practice restaurant). What would you choose for a vegetarian option?”

- Each learner adds a description and a picture of their suggested dish.
- Learners add arguments for and against the various options and vote for the best one.

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Blended Learning Essentials: Getting Started

Crib Sheet: Typeform (and other survey tools)

What is Typeform?

There are a number of free survey tools (or tools with free versions) that can be used to create quizzes and polls for your learners. Typeform is one of these – the free version lacks some of the tool's advanced functions. Others include Google Forms (free) and SurveyMonkey (free basic version with up to 10 questions). Typeform prides itself on creating an attractive user experience which adapts to the device used to access the quiz. For example, it is easy to incorporate images and videos into the welcome screen or quiz questions, and you can customize the background image and font type. Once you have created the poll, survey or quiz, Typeform, like the other tools, provides a weblink to the poll or quiz to send by email to learners or embed in a VLE (such as Moodle). The results can be shared with learners as a chart, and downloaded as a spreadsheet. Typeform also enables you to track number of participants along with the type of device they are using.

Where can I find out how to use Typeform and other survey tools?

Typeform provides a video tour of the tool, FAQs and a two minute tutorial as well as a video overview. SurveyMonkey provides a help center and a (fairly lengthy) Quick Start Guide as a PDF. A guide to using Google Forms to create a survey can be found here.

How can Typeform be used in learning and teaching?

Typeform can be used to create polls in a classroom setting, with learners participating via their mobile phones, tablets or laptops. For example, a poll to survey initial responses to a question can be used to start a discussion. A quiz question can be used to test for understanding during a presentation. In all cases, the results can be displayed on a screen or on a web page or VLE (e.g. Moodle) for all to see. The benefits to learners are multiple: interaction can be increased in large group settings, creating opportunities for social learning, and providing feedback. If small group discussion is included before a response to the question is required, then learners are also able to learn from their peers. Quizzes as formative assessment provide opportunities for learners to receive feedback and improve their performance, and as summative assessments enable the teacher or trainer to see whether learning has occurred. Possible uses that could be adapted to your own educational context include:

- Self-assessment in work based learning settings or personal tutor meetings, for supporting learners to create SMART targets for themselves;

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- Testing knowledge and competencies e.g. manual handling procedures in Health and Social Care;
- Setting starter tasks to stimulate discussion and activate prior learning;
- Engaging learners in active learning during a presentation or watching a video;
- Creating a formative assessment for learners to practice their use of concepts, e.g. a quiz on chord progression after listening to a piece of music;
- Setting an online exam or final test.

Using Typeform in the Vocational Education and Training Sector

All Levels Work Based Learning

The teacher or trainer has created a self-assessment quiz using Typeform:

- Learners rate their performance against a range of criteria, using a visual rating scale (“thumbs up”).
- Short answer questions allow learners to set themselves targets and rate the degree to which each is SMART (Specific, Measurable, Assignable, Realistic and Time-related).
- Individual learners discuss their responses with their tutor, mentor or line manager.

Level 4 Teacher Training

The teacher or trainer has set a task for trainee teachers to create a self-assessment quiz for themselves using Typeform:

- In groups of 4, trainees discuss which questions and question types would elicit the most honest, reflective and actionable responses and creates the quiz on Typeform.
- Each group invites another group to take their quiz.
- Groups give feedback to each other on the quiz they have taken and discuss the wider role of self-assessment quizzes in learning and teaching in their specific discipline or field.

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Blended Learning Essentials: Getting Started

Crib Sheet: Video Case Studies

Image by : opensource.com

What is a Video Case Study?

A video case study can be any video or video clip you use to enhance learning in some way. A video case study can be drawn from specially created training videos, popular broadcast TV, videos available on the web, or videos you or your students have created yourselves. You could use clips from TV dramas or documentaries, training videos or websites. An abundance of video clips are available from video hosting services such as YouTube, Vimeo or DailyMotion. Or you can find videos through educational video hosting websites, such as Khan Academy or TED. The MOOC platforms, EdX, Coursera and FutureLearn are also a good source of videos. There are specialist services that you may have access to via a college or institutional subscription, such as BoB (Box of Broadcasts) National, an online off-air TV and radio recording service for UK higher and further education institutions. You can create your own video clips using freely available screencasting software (to record what you are doing on your computer screen as you talk over the top) or you could use a video camera, smart phone or tablet to record yourself – particularly useful for demonstrating practical tasks.

Where can I find out how to use Video Case Studies?

You can find search for relevant resources by following the links to the sites or conducting a video search on Google or other search engines. Some services such as YouTube and BoB allow you to make your own playlists to order to tailor your videos more directly to your learners' needs. There are tools that make creating clips and highlights very easy such as TubeChop and Vibby – Vibby also allows users to make comments on the video and to track views.

How can Video Case Studies be used in learning and teaching?

There are multiple uses for video case studies in education. For example, a video clip can be used to explain a concept, demonstrate a skill, stimulate discussion or show an idea in practice. One of the most straightforward uses is to supplement a presentation by a teacher or trainer, or take the place of the presentation altogether by placing a video online (e.g. in a VLE such as Moodle). While the audio-visual resources can provide a welcome change of pace for learners, the best use of video case studies requires the teacher or trainer to pay attention to the activities they have designed around the video. The teacher or trainer should embed the video within a framework of structured tasks. For example, questions or prompts to guide note taking while watching will support deeper learning and a more critical engagement with content. It is also advisable to keep video clips short, particularly when learners are viewing online – for example, evidence from MOOCs suggests that it is better to keep videos to 6 minutes or less. Longer videos can be divided by tasks at timed intervals.

Possible uses of video case studies that could be adapted to your own educational context are:

- Documentary clips to provide social and historical background to issues in health and social care or creative arts;

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- Examples of performing arts productions (or sports performances) for learners to analyse (e.g. compare the portrayal of Lady Macbeth in two contrasting productions);
- Demonstrations of practical skills and crafts e.g. cake making, painting and decorating, plumbing;
- Analysing the framing of an issue (e.g. obesity) within a TV news programme to encourage critical thinking and media literacy in nursing;
- Using fly-on-the-wall TV series focusing on sectors such as retail, hotels, restaurants, ambulance service, to illustrate issues e.g. health and safety, crisis management;
- Creating role play and simulations for learner in early years education, business and finance, HRM.

Using Video Case Studies in the Vocational Education and Training Sector

Level 3 Access to Nursing (literacy)

The teacher or trainer has gathered a range of resources offering different perspectives on the Ebola epidemic: written extracts the BMJ, the Daily Mail and a video created by the World Health Organisation available on YouTube.

- Learners are asked to read the extracts and watch the video, noting examples of the following in all sources: factual information, emotive language, opinion, optimistic and pessimistic outlooks.
- Learners discuss their findings and use them to write a short essay of around 750 words to evaluate the way the Ebola epidemic has been portrayed in different media, acknowledging their sources.

Level 3 Early Years Education

The teacher or trainer has designed a session to extend learners understanding of early language acquisition:

- Learners are asked to write on post-it notes what they know about their own first words (or those of children they know) and attach them to the wall;
- Learners discuss the differences and similarities among the responses;
- Learners watch Deb Roy's TED talk on "The birth of a word" and apply their existing understanding of the steps of language acquisition (developed in a previous session) to examples in the video;
- In pairs, learners create a flow chart of the process of language acquisition before the age of 2, using examples from previous reading, the textbook and the video.

Level 3 Music Technology

The teacher or trainer wants to expand the learners' contextual knowledge of the hardware predecessors of software instruments such as drum machines and synthesisers.

- Learners watch the section of BBC documentary Synth Britannia on the TB 303 synthesiser used to make the iconic "Acid House" sound;
- Learners are asked to make notes on what makes an "authentic" acid sound;
- Learners discuss which Virtual Studio Technology (VST) instruments can reproduce a similar sound on their digital audio workstation (DAW) software;
- Individual learners create a 16 bar house drum beat and add one acid bass line (or two as an extension task).

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Blended Learning Essentials: Getting Started

Crib Sheet: Web Conferencing

What is Web Conferencing?

Web conferencing refers to a technology combination that enables participants to have voice communications over the Internet, accompanied with a variety of visual presentation aids and collaboration tools. These aids and tools typically include a virtual whiteboard for displaying and annotating slides or drawing collaboratively in real time, and text chat. Additional functions can include presence indicators, visual cues such as emoticons, instant voting options to elicit quick responses, screen and application sharing, breakout rooms for group work, and live or streaming video. A moderator usually has many options to co-ordinate participants by managing access to functional components, controlling the visual display, or grouping learners. Popular systems used in education are for example Adobe Connect, Blackboard Collaborate, Google Hangouts or the open source alternative Big Blue Button, though there are numerous other options.

Where can I find out how to run a Web Conference?

The Web Conferencing sector is currently highly dynamic, and information can become outdated very quickly. The Web Conferencing Toolkit from the former JISC Regional Support Centre Wales compiles an overview of many core aspects. The leading providers have extensive information on how to run web conferences on their websites. Follow the links above for further information.

How can Web Conferences be used in learning and teaching?

Web conferencing has many use cases. An obvious case is distance learning, as web conferencing is typically used to connect with remote learners to give them an opportunity to participate in sessions as they happen. Simply talking with and seeing teachers, trainers, and fellow learners for remote participants can be a huge motivational experience. Teachers and trainers have also used web conferencing as a meeting environment for dispersed groups, to bring in remote guest experts, or to relay face-to-face sessions. Other uses include web conferencing as a substitute for a more expensive lecture capture system, as a virtual office for one-to-one training, to connect multiple classrooms, or to enhance classroom interaction in combination with learners bringing their own device. Typical activities include using the virtual whiteboard for collective brainstorming, application sharing for software tutorials, polling and quizzes for tests of knowledge and understanding, or text chat for feedback and questions during a presentation.

Within the Vocational Education and Training sector, possible uses for web conferences that could be adapted to your own educational context are:

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- Incorporating learners located at a distance from the training site by inviting them to a web conference;
- Distance learners taking part in a welcome web conference to get to know each other and facilitate better interactions in the online forums;
- Fortnightly web conferences as Q & A sessions for distance learners working on a research project;
- One-to-one web conferences with apprentices or work based learners with a mentor;
- Facilitating feedback from trainees following intensive onsite training days (e.g. a human resources training day followed by a web conference with trainees 3 weeks later);
- Professional development web conferences for teachers and trainers in the Vocational Educational Training sector (e.g. web conferences for BLE Digital Champions).

Using Online Glossaries in the Vocational Education and Training Sector

Level 4 Computer Helpdesk Support

The teacher, trainer or education manager has set up a web conference to assess learners' problem solving, group work and skills for interacting with users:

- The teacher or trainer creates break out rooms using the functionality within the web conferencing software.
- In groups of 4, learners are given a scenario featuring system failure in a medium sized organisation and required to create a small group response to the emergency.
- The tutor brings the groups back into the main web conference room to share responses and participants give peer constructive feedback to each other.

Level 2 Customer Service

The teacher or trainer has set up a coaching session via web conference and invites participants based in workplace settings:

- The teacher or trainer outlines a variety of challenging situations and guides learners through strategies for responding.
- In pairs, learners role play their responses to each of the challenging situations.
- The rest of the group provides peer feedback, and the tutor provides formative and summative assessment.

Level 5 Social Care

The tutor, trainer or mentor has arranged a one-to-one web conference with learners on work placement:

- The tutor, trainer or mentor starts the web conference in a private space where (s)he will not be interrupted, and invites the learner to the conference.
- The learner updates the teacher/trainer/mentor with their progress according to the pre-agreed goals. The trainer provides feedback and arranges the next web conferencing session.

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