

Introduction

Getting started

This module introduces you to the course platform and the collaborative and reflective tools you'll be using. You'll find out how to use the platform, get support when you need it and create an online presence. You'll also think about online communication and reflective practice.

By the end of this module, you'll be able to:

- find your way around the site
- access useful resources for each module
- get technical support
- explain the success factors in online learning
- understand the importance of reflective practice
- use a variety of tools to reflect on your learning.

Unit 1 - Introductions

By the end of this first unit of the module, you'll be able to:

- access learning content
- complete a range of interactive activities
- use the forums
- get help when you need it.

Introduction

Welcome to the *Getting started* module.

This module introduces you to the course platform and the collaborative and reflective tools you'll be using. You'll find out how to use the platform, get support when you need it and create an online presence. You'll also think about online communication and reflective practice.

By the end of this first unit of the module, you'll be able to:

- access learning content
- complete a range of interactive activities
- take part in forum discussions
- update your account
- get technical support.



Finding your way around 2

This activity will help you learn more about the platform's features and where you can find them. Match the sentence halves to complete the descriptions of the course features. Select 'Finish' to check your answers.

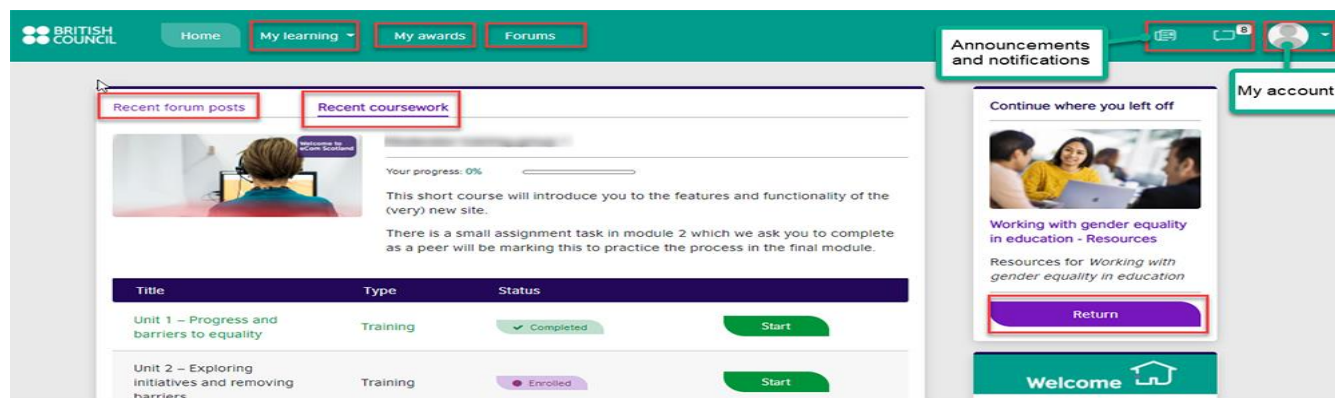
Image description

The homescreen of your online course platform, highlighting the Menu options My learning, My awards, Forums, Announcements and notifications, My account and the central window with Recent forum posts, Recent coursework and Return - which allows you to continue where you left off.

- Recent course work

Done By: Amira Alwadhan

takes you to your current course.



Finding your way around 2

This activity will help you learn more about the platform's features and where you can find them. Match the sentence halves to complete the descriptions of the course features. Select 'Finish' to check your answers.

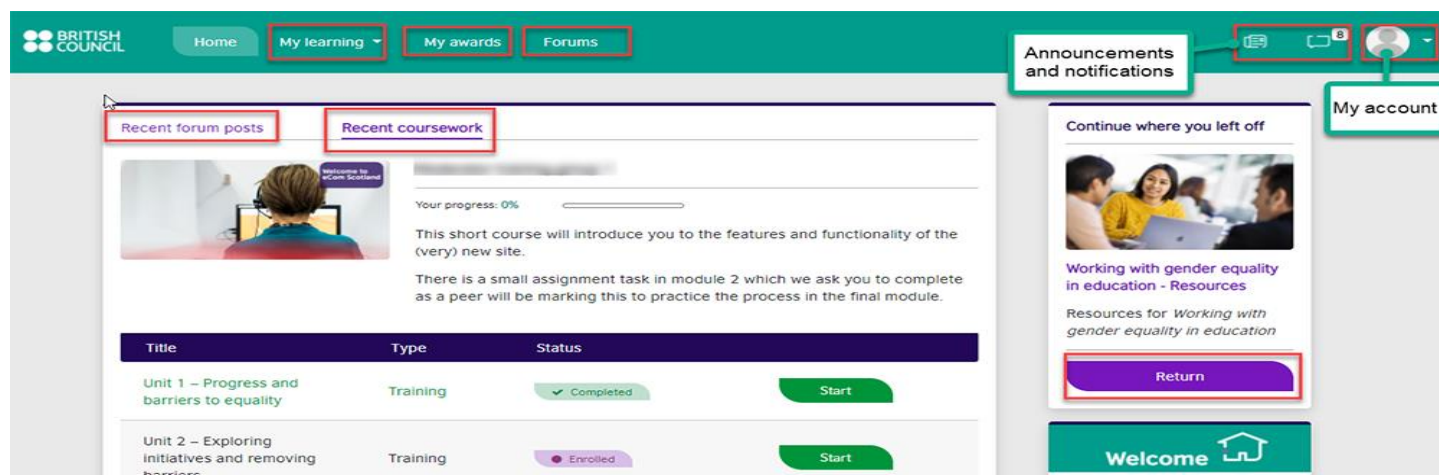


Image description

The homescreen of your online course platform, highlighting the Menu options My learning, My awards, Forums, Announcements and notifications, My account and the central window with Recent forum posts, Recent coursework and Return - which allows you to continue where you left off.

- Recent course work

takes you to your current course.

- Return

(continue where you left off) takes you to the last unit of study you worked on.

Done By: Amira Alwadhan

- **My learning**

takes you to the courses you are enrolled in as well as any Tasks you have to complete.

- **Announcements and notifications**

gives you information about your start / end dates, completion information and information if the site is going to be under maintenance etc.

- **Forums**

help you develop your understanding of the course contents through discussions with your peers. You can put the ideas of the units into your local contexts and complete tasks by your moderator.

- **My account**

is where you can update your profile, change the spelling of your name, etc

- **My awards**

displays the electronic badges and certificates you have received for completing your coursework.

Accessing and completing activities 1

Look at the image. Does it look familiar?

Yes, it's a unit (like the one you're studying now). Compare the image with what you can see on your screen. Even though you can't see the text on this image, you should see which parts of the image are highlighted.

Continue to the next slide to learn more about the highlighted features.

You'll find different activities and learning content in each unit. However, all units are navigated in the same way.

See how to do all of this in the Tutorials in the top menu when you close this unit.



Image description

Image of a unit within this online learning platform. The following features are highlighted:

Done By: Amira Alwadhan

- [a] Whether other pages in the unit are complete, an exit button, your progress page, a menu of all the pages within the unit, arrow buttons for navigation to the previous or next page.
- [b] Click to access a menu of all the pages within the unit.
- [c] The current page number (and total number of pages in the unit).
- [d] Move to the previous/next page.
- [e] Whether the current page is complete.
- [f] See your scores for each activity in the unit.
- [g] Save your progress and close the unit.
- [h] The number of items in this activity that you still need to complete.

Accessing and completing activities 2

Now label the descriptions with the unit features you can see highlighted in the image (a-h).

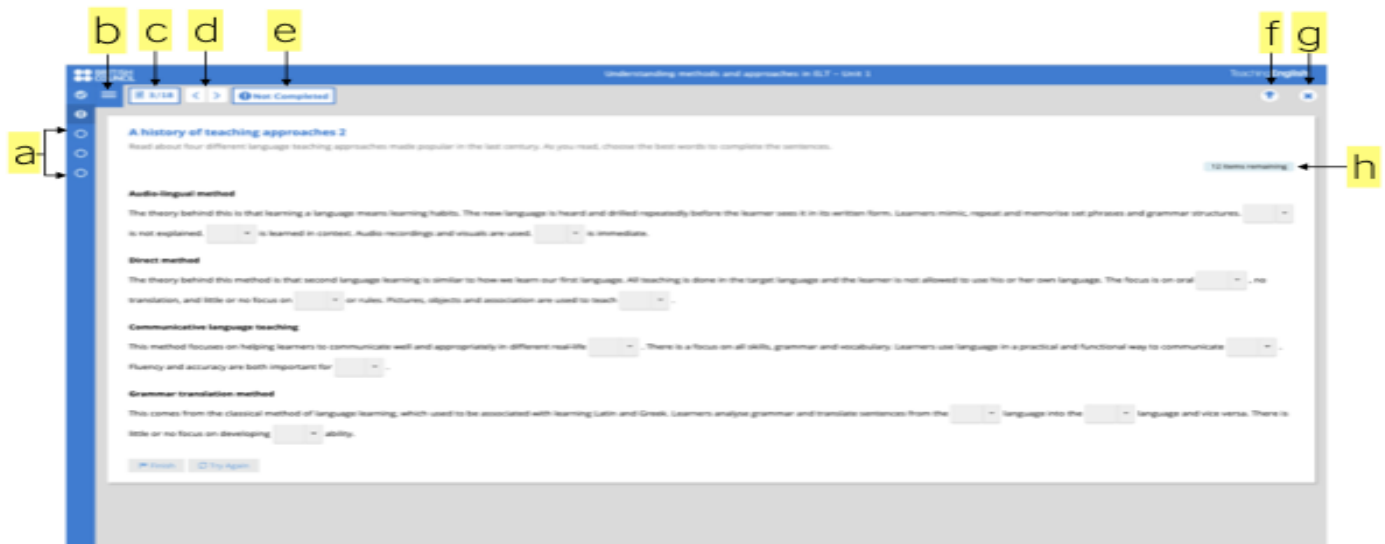


Image description

Image of a unit within this online learning platform. The following features are highlighted:

- [a] Whether other pages in the unit are complete, an exit button, your progress page, a menu of all the pages within the unit, arrow buttons for navigation to the previous or next page.
- [b] Click to access a menu of all the pages within the unit.
- [c] The current page number (and total number of pages in the unit).
- [d] Move to the previous/next page.
- [e] Whether the current page is complete.
- [f] See your scores for each activity in the unit.
- [g] Save your progress and close the unit.
- [h] The number of items in this activity that you still need to complete.

1.Controls

- g

Save your progress and close the unit

- f

See your scores for each activity in the unit

- b

Click to access a menu of all the pages within the unit

- d

Move to the previous/next page

Done By: Amira Alwadhan

2. Information

- c

The current page number (and total number of pages in the unit)

- h

The number of items in this activity that you still need to complete

- e

Whether the current page is complete

- a

Whether other pages in the unit are complete

Accessing and completing activities 3

Your course contains a variety of self-study learning activities. Watch the video and categorise the following statements.

Video transcript

In this video you'll learn how to complete different activity types using a mobile device like a phone or tablet.

Gap fill – tap and tap

Some gap-fill activities involve choosing from a selection of options to complete a text.

Tap on a word or phrase from the selection.

Tap where you want to move it.

If you make a mistake, just tap on the word again.

Repeat until you have filled all the spaces and no items remain.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Gap fill – typing

Some gap-fill activities involve typing the missing words to complete a text.

Tap on a space.

Type the word. Be careful of your spelling.

Repeat until you have filled all the spaces and no items remain.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Gap fill – drop-down

Some gap-fill activities involve completing a text by choosing the correct word from a list of options.

Tap on a space.

Tap on the word or phrase you want to use.

Repeat until you have filled all the spaces and no items remain.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Multiple choice – single answer

Some multiple-choice activities involve choosing the correct option from a list.

In this activity, there is one correct option, and two incorrect ones for each question.

To choose an option, tap on the grey circle next to it.

Repeat until you have answered all the questions.

When you have finished, tap 'Finish'.



Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Multiple choice - various answers

Some multiple-choice activities involve choosing the correct option from a list.

In this activity, there are various correct options and you need to identify all of them.

To choose an option, tap on the text or the grey square next to it.

If you make a mistake, just tap it again.

Repeat until you have selected the correct number of items.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Matching

Some multiple-choice activities involve ordering items.

Tap on an item.

Tap on another item in the list. This will replace the first item with the second.

Repeat until you are happy with the order of the items.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

True or false?

Some activities involve deciding whether statements are true or false.

First, read the statement.

Then tap on 'True' or 'False'.

If you make a mistake, don't worry, just tap on the correct option.

Repeat until you have responded to all the statements.

When you have finished, tap 'Finish'.

Read the feedback, then tap to close the feedback box.

Tap 'Try Again'.

Or tap the right arrow to progress to the next page.

Video

Sometimes you will have a video to watch. The video must be watched until the very end before the system recognises that you have watched it.

I can still see this icon because this video has not been watched to the end.

Tap on the play button to watch the video.

Rotate your device to see it full screen.

Tap the screen again to access the video controls. Here you can pause it, or go backwards or forwards.

When the video has played until the end, you will see this icon, which means that the page has been completed.

Tap the right arrow to progress to the next page.

All activities

- allow you to change your answer
- provide feedback
- can be repeated
- display the '!' symbol until they are complete

Some activities

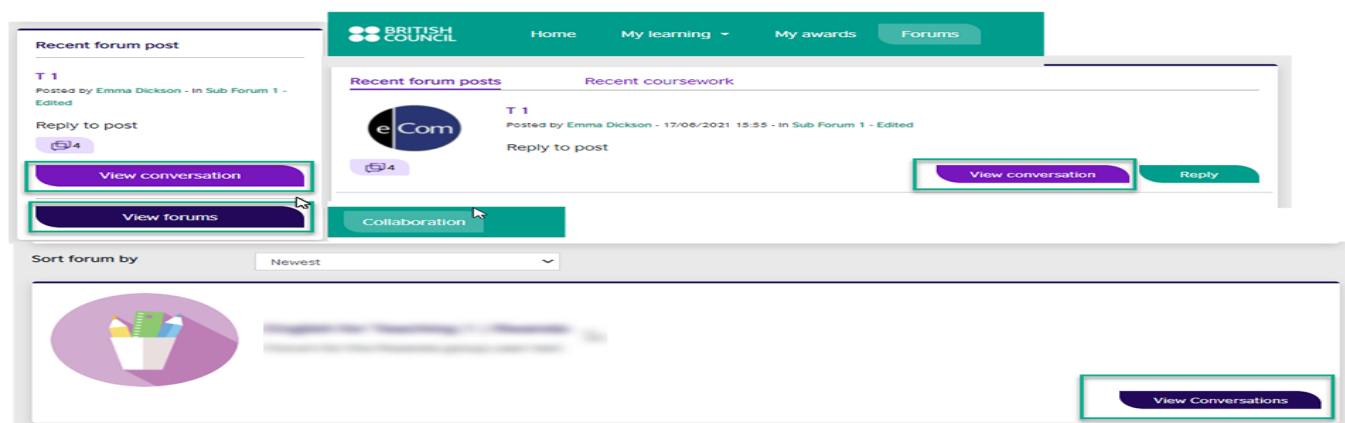
- involve typing
- need more than one answer
- provide detailed feedback
- have video/audio (which must be watched to the end)

Using the forum 1

Each moderated course has a forum. A forum is a place where you can get to know the others in your group, discuss ideas with them, apply the ideas from the units in your local contexts and check if you understand everything. By sharing your ideas and experience, you can develop as a teacher.

You can go to the forum by:

- selecting View conversation or View forum from any of the Recent forum posts
- opening the forum from the Collaboration step in your course
- selecting the Forums tab from the menu.

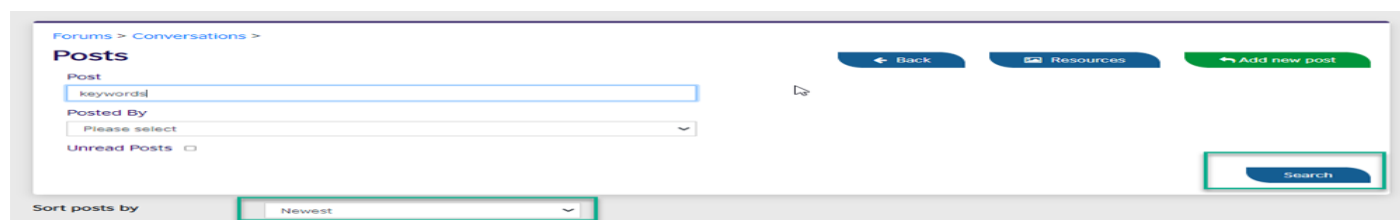


When in the Forums page, click View conversation to see the whole discussion thread.

Your moderator will start discussions and you can see their post at the top of a discussion. You can reply to your moderator or to people in your group to keep the discussion flowing. Select Reply to write your response to a forum discussion. You can also attach a file to your post. Select Post in the bottom right of the box when you're ready to post.

You can sort the discussions with the Newest / Oldest or Most liked replies at the top. You can search the discussions for key words or people.

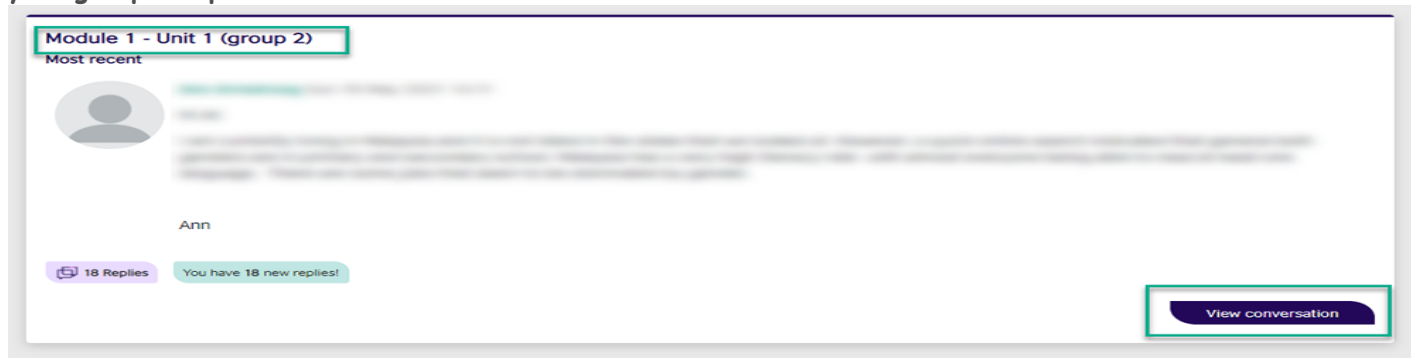
Click the Resources button to see files your group have attached to their posts.



Using the forum 2

Done By: Amira Alwadhan

In the forum, there is usually one discussion for each unit. Find the discussion thread with the current module and/or unit name. To add your ideas, Select View conversation to read your moderator's task and your groups' replies.



Updating your account

To edit your account, follow these steps:

1. Go to the menu in the top-right and select My account
2. Edit and complete any details that you wish to change
3. Tick Email notifications if you'd like to receive an email when there's activity in your forum
4. Tick Email marketing if you'd like to receive further information and promotions from TeachingEnglish.org.uk
5. To upload a photo from your computer or tablet select Upload avatar.

If you're not sure how to do it, use the Help button.

Where can I get help?

If you're not sure how to do something, don't worry. Help is just a few clicks or taps away. Watch the video and complete the text.

You can see how to use the platform by watching the

- Tutorials

from the main menu.

If you still need help, you can contact the technical support team by clicking on the 'Help' button on a

- desktop

device or tapping on the '?' button on a

- mobile

device.

After selecting the type of help you need from a list, you should describe your problem as clearly as possible before tapping/clicking on

- 'Send'

You will then receive an email from the technical support team with some suggested

- solutions

Done By: Amira Alwadhan

If you still need help, then you should reply to the email providing a

- screenshot

of your screen. The technical support team will investigate and get back to you as quickly as possible.

End of unit

That's the end of Unit 1 in the *Getting started* module. You should now be able to:

- access learning content
- complete a range of interactive activities
- take part in forum discussions
- update your account
- get technical support.



You should now visit your forum and post a reply to your group.

In the next unit, you'll learn about some of the success factors in online learning. You'll also find out how to take part in a real-time online meeting.

Unit 2 - Collaborative tools

Unit 3 - Reflective practice

By the end of this third unit of the module, you'll be able to:

- understand the importance of reflective practice
- use a variety of tools to reflect on your learning
- access useful resources for each module.

Introduction

Welcome to the second unit in the *Getting started* module. This module introduces you to the course platform and the collaborative and reflective tools you'll be using.

By the end of this second unit of the module, you'll be able to:

- explain the success factors in online learning
- take part in a real-time online meeting.

This unit takes about one hour.

Successful online learning

This may be the first time you've taken an online course - or perhaps you already have a lot of experience of online learning.

There are a number of strategies you can use to help ensure your learning experience is successful.

What do you need to do in order to be a successful online learner?

Before you move on to the next slide, write down some ideas on:

- time management and organisation
- communication
- participation and interaction
- avoiding plagiarism.



Done By: Amira Alwadhan

Successful online learning - Time management and organisation 1

Successful online learners are organised and able to manage their time. What are some of the ways you can do this?

Match the sentence halves to create some tips about time management and organisation.

Be self-directed, self-motivated

- and responsible for your learning.

Familiarise yourself

- with your course syllabus and content.

Read through your course schedule and any important

- dates your moderator or tutor has highlighted.

Set a target for how many hours you'll spend

- working on your course each week.

Log in 'little and often' rather than

- trying to do everything in one long session.

Manage your time carefully so you can meet

- deadlines during your course.

Tell your moderator or tutor if you're having

- problems which could affect your participation.

Successful online learning - Time management and organisation 2

It's important to have clear reasons for taking an online course and realistic goals for your learning. Why are you doing this course? How will it improve your teaching?

By this stage, you should be familiar with the syllabus, the platform and the course schedule. You should also have made a note of any important deadlines or other events during your course. Remember, each module is three hours' study, so if you're studying one module a week, you might find it useful to spend half an hour to 45 minutes a day, five days a week, working on your course.

By now, you should know to use the Help button to ask for support if you have any technical difficulties. However, if you're experiencing problems in your work or personal life that could affect your participation, don't hesitate to contact your moderator or tutor.

If you're studying without a moderator or tutor, you'll need to set your own deadlines.

Successful online learning - communication

Read some advice about online communication. Decide if each tip is a do or a don't.

Treat people online with the same respect you'd treat them with in person.

Do

Don't

Done By: Amira Alwadhan

Feedback

This goes without saying. Remember that on an online course, you're communicating with real people.

Take care with wording, tone and style when writing a post or message.

Do

Don't

Feedback

In many forms of online communication, you can't see the person you're communicating with - so in written online communication it's particularly important to think about how other people will interpret your post or message.

People may not realise you're joking or being satirical, so it can be a good idea to use emoticons to show this in your writing.

Be ready to thank, acknowledge and support other people.

Do

Don't

Feedback

In written online communication, you can't see other people nod or smile to show they've heard what you said. If you find someone's message or post useful, show your support in writing by thanking them and saying why it was useful. Don't just write I agree, but say why you agree with the other person. Remember, you can also click on the Vote button to show your appreciation of another person's post.

If you disagree with someone, it's a good idea to summarise what they've said first in your own words. This shows the person you've listened to them and have tried to understand them:
So, what you're saying is...

Then write about the issue from your own perspective:

I think...

I feel...

The way I see it is...

Use capital letters in your posts to emphasise a point.

Do

Don't

Feedback

No, not a good idea as this looks like you're screaming or shouting.

Try to write as much as possible in each post or message.

Do

Don't

Feedback

Be as concise as possible. Keeping posts and messages short and to the point makes it more likely other people will read them!

Successful online learning - participation and interaction

Read some advice about online participation and interaction. Decide if each tip is a do or a don't.

Remain passive and anonymous during the course.

Do

Don't

Feedback

Learning online is an active process. By this stage, you should have created your profile and posted in the forum for this module. You should also have responded to some posts in the forum.

Interact with the other people learning with you - not just your moderator or tutor.

Do

Don't

Feedback

Remember, knowledge on an online course comes not only from the moderator or tutor but also from you and other course participants. Be prepared to interact with other people - acknowledge their posts and ask questions to help understand their ideas better.

Share ideas, tips and questions with the other people learning with you.

Do

Don't

Feedback

This course is an excellent opportunity to share your own knowledge and experience. You can also use tools like the forum to ask questions to gain a deeper understanding of concepts on your course.

Wait for your moderator or tutor to help before stepping in to help another person in your group.

Do

Don't

Feedback

If you're able to help someone with any aspect of the course - giving them information, helping them with their teaching or solving a technical problem - you should always step in.

Be ready to respond to feedback from other people on your course.

Do

Don't

Feedback

Feedback might come from other course participants or from your moderator or tutor. Be ready to acknowledge it and respond to it, either in the forum or in your reflective practice.

Successful online learning - avoiding plagiarism

According to the Cambridge English Dictionary, to *plagiarise* is 'to use another person's ideas or work and pretend that it is your own'.

In your posts and assignments on this course, you can and should be ready to use ideas from other sources. However, you should always:

- put them in quotation marks - as with the definition of plagiarism on this page - to show these ideas are not your own
- cite your sources - say where you've taken the ideas from.

Citing your sources with as much information as possible - author's name, title of work, page number, date, URL - is important because it stops plagiarism. It also:

- gives more authority and credibility to your writing
- shows that you've carried out independent research
- shows other people which ideas are your own, rather than someone else's - thus demonstrating your original thinking
- helps other people on your course find out more about your ideas and where you got them from.

Taking part in a real-time online workshop 1

If you're doing your course with a moderator, you'll take part in synchronous or real-time workshops during some modules. You'll do these using a video conferencing platform.

The aim of the synchronous workshops is for you to:

- discuss ideas from your course
- present and try out activities with your group
- get to know your other people in your group in a different learning environment
- ask questions about the course.

Each workshop is designed to be collaborative and participant-centred. This means that rather than listening to your moderator talk, you'll build your knowledge by interacting with other participants and sharing ideas together - just like in a forum. However, workshops allow you to communicate in different ways. For example, in a workshop you can:

- see the person you're talking to, including their facial expression and body language
- hear the person you're talking to, including their tone of voice
- get instant feedback from people, rather than having to wait for a response.

Teaching for Success

3. Causes of SEBDs

In Unit 2, you also looked at how certain risk factors can affect behaviour in the classroom.
Make a list:

Frequently moving house	
Emotional abuse	
Parental mental illness	
Domestic violence	

Zoom onboarding session in Progr 00:02:05

Attendees are now viewing questions 0 of 0 voted

1. How much experience do you have of using Zoom?

This is the first meeting I've attended. (0) 0%

I've attended one or two meetings but I've never facilitated a session. (0) 0%

I've attended meetings and I've facilitated at least one session. (0) 0%

2. Which of the following do you plan to do using Zoom?(Multiple Choice)

host team meetings (0/0) 0%

attend team meetings (0/0) 0%

facilitate training in small groups (0/0) 0%

facilitate webinars with large groups (0/0) 0%

Done By: Amira Alwadhan

Image description

A Zoom webinar, with a slide in the background about the causes of social, emotional and behavioural disorders. On the slide there is a toolbar for users to interact with the slide by drawing on it and adding text. There is also a poll for users to complete.

Taking part in a real-time online workshop 2

Find out more about taking part in a real-time meeting. Choose the correct word or phrase for each gap.

Your moderator will contact you before your workshop to make sure they take place at a time convenient for you.

1. Before attending a session, carry out a

- connection test

2. It will work better if you use a fast

- broadband

internet connection

3. It's very important that you use a

- headset

for every webinar.

4. If you use the built-in

- microphone and speakers

5. In your computer, you and other people in the session will experience

- feedback and echo

, and this will disrupt the session.

6. It's also a good idea to have a

- webcam

. Nowadays, most computers and laptops have one built in.

7. In a typical webinar you can expect to engage in a whole-group discussion using your microphone or by typing your ideas in the

- chat

8. You will take part in a smaller group discussion, in a separate space called a

- breakout room

where you will brainstorm ideas with your group.

9. In some webinars you may answer questions in a

- poll

10. and give presentations using a virtual

- whiteboard .

11. If you can't attend one of the sessions, your moderator will make the

- recording

available to you.

End of unit

That's the end of Unit 2 in the *Getting started* module. You should now be able to:

- explain the success factors in online learning
- take part in a webinar - a real-time online workshop.



Done By: Amira Alwadhan

You can already begin applying some of the tips for successful online learning. If you're doing a course with a moderator, you should now know the time and date for your webinar.

In the next unit, you'll look at reflective practice.

Unit 3 - Reflective practice

By the end of this third unit of the module, you'll be able to:

- understand the importance of reflective practice
- use a variety of tools to reflect on your learning
- access useful resources for each module.

Introduction

Welcome to the third unit in the *Getting started* module. This module introduces you to the course platform and the collaborative and reflective tools you'll be using.

By the end of this third unit of the module, you'll be able to:

- understand the importance of reflective practice
- use a variety of tools to reflect on your learning
- access useful resources for each module.

This unit takes about 30 minutes.

Reflective practice 1

One important aim of your course is for you to think about how you can develop your skills in the classroom and what benefits this will bring to your learners. To do this, you'll need to reflect on your teaching and learning.

Before you move on, think about these questions:

- Why is reflection important?
- When do you reflect?
- How do you reflect?
- What do you write about?

Reflective practice 2

Use these key words in reflective practice to complete the description below.

During this course, you'll naturally spend time reflecting on different ideas and activities, considering what's good about them and how they might be improved. This reflection will influence your own ideas, helping you to develop successful activities that

- build

on your experience of what works well in your classroom.

By reflecting on your learning and experience you'll be able to build on your present knowledge. As you

- extend

your knowledge, you'll want to

- experiment

with new approaches, and this will influence how you

- decide



Done By: Amira Alwadhan

to develop your teaching in the future.

Reflection can occur at any time. It may happen while you're doing course activities online, or it could take place while you're planning or delivering a lesson. In fact, a very good time for reflection is just after a lesson. It's good practice to

- record

your thoughts once you've finished.

Reflective practice 3

If you're not sure how to start recording your reflections, the easiest way is to write about what you're doing or learning.

It's a little bit like keeping a diary, as all you need to do is write about the things you've done each day. As you write about what you've done you'll begin to reflect on how you felt. Did you like a particular activity? If so, why? If you didn't like it, why not? How could it be improved?

You can record your reflections in a traditional diary, a document on your computer, or even a blog - a type of diary that you can keep online. You don't have to share this blog with anyone but if you do share it, this could help motivate you to continue reflecting on your learning.

Blogs are very easy to set up, and there are a number of tools to choose from. For some suggestions, see the *References and further reading* resource.

You can write about anything you want when you record your reflections, but remember, the purpose of reflective practice is to ask yourself questions about your teaching and learning. These could include:

- What did I learn?
- What did I get out of this?
- What did my learners get out of this?
- Did my learners find this learning enjoyable?
- What could I do next time to make this better?



Throughout your course, this icon signals reflective questions to help you reflect on your learning.

Reflective practice 4

Before you watch trainer Rod Bolitho talking about reflective practice, read some statements and decide if they are true or false. Listen to Rod and check your answers. Do you agree with him?

Video transcript

ROD BOLITHO: A newly-qualified teacher is often concerned with the image they project as a teacher and also with acquiring an identity as a teacher, so that this *how* question - how do I teach, how do I manage a class, how do I come across in the classroom... all that is pretty dominant at the beginning stage of teaching, but you need to self-question all the time. If you get into the habit of self-questioning and checking out - probably with the help of a critical friend or with feedback from your learners - you know, how you're doing in the classroom, then you're on the way to development. You know, there are teachers who start out in the teaching profession with very little experience and who repeat their teaching year in, year out, because they have a textbook to follow, they have a syllabus to follow, and that becomes counter-developmental, their teaching becomes *routinised* and they drop into a rut as a result of it. I've met many teachers like that. So if in a young teacher coming into the profession the habit of reflection can be kick-started - and I think it's the responsibility of pre-service trainers to build this into pre-service courses - that young teacher has a starting point for development, and of course, you can't force somebody to develop - it's a process from within - but once you've

started, it's difficult to leave it behind you, you know, because it becomes something that is a habit, but a very good habit.

1. More experienced teachers don't need to reflect as much or as often as teachers who are newly qualified.

True

False

2. Learner feedback can help you reflect on your teaching.

True

False

3. If you follow the syllabus and textbook all the time, teaching can become boring and you don't develop.

True

False

4. Teachers should be forced to reflect, even if they don't want to.

True

False

5. Teacher training courses need to include a focus on reflective practice.

True

False

6. Once you learn how to reflect on your teaching, it's easy to continue reflecting.

True

False

Reflective practice 5

Tip: Keep a record of the learning outcomes for each unit. Then assess yourself on how well you're demonstrating your development of these outcomes in your teaching practice, in assignments and in course forums.

Resources

Unit 3 of each module usually has Resources.

The Resources include a Glossary and a References and further reading document. It may also include additional activities, templates, etc. to use in class.

Working with gender equality in education Resources ✓ Completed Launch task					
Description	Type	Status	Last visit	Score	Actions
References	Text	In progress	N/A	N/A	Launch Download
Glossary	Text	In progress	N/A	N/A	Launch Download

End of module 1

That's the end of Unit 3 in the *Getting started* module. You should now be able to:

- understand the importance of reflective practice
- use a variety of tools to reflect on your learning

Done By: Amira Alwadhan

- access useful resources for each module.

What can you remember from this module? In the following slides, you can do a short review of content from this and earlier units.

End of module 2

Choose the correct answer.

1. If you have a technical problem, what should you do first?

Post a question in the forum.

Send your moderator or tutor an email.

Use the Help button.

Feedback

2. If you use the Help button, you'll receive an email with suggested solutions. If this doesn't solve your problem, reply to the email with a screenshot of your whole screen and someone will get back to you with a personal response.

Which of the following is good advice for writing your profile?

Include a photo of yourself or something important to you.

Include a detailed history of your career in teaching.

Write in the third person.

Feedback

Remember, too, to include something in your profile about your life outside teaching.

End of module 3

Select which is good advice for successful online learning.

-Familiarise yourself with the course platform, syllabus and course schedule.

-Set a target for how many hours you'll spend working on the course each week.

-Once you've logged in to the course platform, keep working as long as you need to to make sure you finish everything.

-Tell your moderator or tutor if you're having problems which could affect your participation.

-Treat people online with the same respect you'd treat them with in person.

-If you like someone's post, the best way to show your appreciation is to post 'I agree'.

-Keep your posts and messages short and to the point.

-Use capital letters to emphasise the most important points in your post or message.

-Interact first and foremost with your moderator or tutor - this person is more knowledgeable than the other people learning with you.

-Share ideas, tips and questions with the other people learning with you.

End of module 4

In forum posts and assignments, it's important to show which ideas are not your own and to say where you've taken them from. Select the reasons why.

-It stops plagiarism.

-It gives more authority and credibility to your writing.

-It shows that you've carried out independent research.

-It allows you to repeat content from the exercises.

Done By: Amira Alwadhan

- It helps other people on your course find out more about your ideas and where you got them from.
- It allows you to use other ideas without relating them to your own teaching.

End of module 5

Forums and webinars are two important collaborative tools on your course.
Read the sentences and decide which describe a forum, a webinar or both.

Forum

- Other people can't hear you
- Other people can't see you
- Communication is all text-based
- People might not reply for a day or two

Webinar

- Other people can hear you
- Other people can see you
- You work together with other people at the same time
- Other people can give you an instant response

Both

- You can get to know other people
- You can ask questions about topics from the course
- You can share ideas with other people
- You can learn from other people in your group

End of module 6

Here are some useful reflective questions. Put them in order of importance that you will ask yourself.
There is no correct answer.

- What did my learners learn?
- What did I learn?
- What did my learners get out of this?
- What did I get out of this?
- What could I do next time to make this better?
- Did my learners find this learning enjoyable?

End of module 7

How much did you remember?

Remember, successful online learning also involves:

- being organised and able to manage your time
- effective online communication
- participation and interaction with other members of your group
- avoiding plagiarism.



Learning can take place at all points during a module - in interactive exercises, forums and webinars, and when writing reflections on your learning. Each of these activities is important in online learning.

Congratulations on finishing the module!

Done By: Amira Alwadhan