

The 4 JEMS

1. Who should read this guide?

This guide has been developed for all Tutors, eModerators and Assessors involved in the 'Death by Powerpoint' virtual debate activity. Tutors considering running similar style virtual debates will also benefit from reviewing this guide.

We recommend that you review this guide before developing the virtual learning environment space or deciding on the technology forum for this activity.

2. Introduction to the Activity - 'Death by Powerpoint' Virtual Debate

What? This is a virtual debating activity. Learners will use a modern debate format, broken into teams of 'for' and 'against' a motion, interacting and engaging in a socially collaborative format which is facilitated 100% online through a Virtual Learning Environment (VLE) and web conferencing technology.

Importantly, there is a strong focus on practical application of knowledge and skill required alongside academic referencing to support positions and arguments throughout this debate. Learners are encouraged - through the format of the activity - to engage with learning technologies and find practically focused tools and features which will benefit teaching in both classroom and elearning scenarios.

Please refer to the 1 pager learner brief for more clarification on the specifics of this brief.

Why? Through engagement with this virtual debating activity, students will develop a broad knowledge and skill base in the use of both advanced PPT features and alternate technologies available. This learning will in turn improve their overall capability as teaching faculty in HE and professional development specialists in industry.

How?

- Participation in a schedule of structured virtual debate activities over a 4 week period
- Independent and group learning tasks
- Interaction with various learning technologies including PPT
- Synchronous and Asynchronous interaction

When?

- Recommended time allocation is 8 hours online activity per week with 5 hours independent research per week also
- Learners are expected to factor this time allocation into their time schedules

Where?

- Activities will be deployed and submitted through the VLE
- Discussion forums will be available for debate teams to access in the VLE also
- Learners are encouraged to optimise their group working and communication through the broad variety of technologies now available i.e. web conferencing tools, Skype, Facebook, Google Drive, WhatsApp, Slack etc.
Note: it is important not to be prescriptive about this.

3. Aims / Learning Outcomes

The aim of this programme is to support learners (in HE and industry) in their use of PPT and other learning technologies available for teaching. It is expected that learners will also gain ancillary learnings in the areas of instructional design and elearning in general.

Through active participation in this learning activity, learners will:

- Develop an ability to implement intermediate and advanced PPT features

- Demonstrate an ability to identify alternative learning technologies to PPT
- Show an ability to engage in a social learning environment; collaborating with other learners
- Demonstrate an ability to navigate successfully within a VLE

4. Description of Learning Model Chosen

The learning model chosen for this project is the Collaborative Learning Model (Salmon, 2013). This model supports the learner through 5 key phases of learning:

Learning Model Phase	Virtual Debate Activity	Impact for Learner	Tutor / eModerator Role
Engagement	<ul style="list-style-type: none"> • Group collaborative networking and activities • Team 'forming' activities 	<ul style="list-style-type: none"> • Settling in period • Peer alignment 	<ul style="list-style-type: none"> • Support • Passive • eModeration
Exploration	<ul style="list-style-type: none"> • Week 1 activity – formation of opening statement and gathering of supporting evidence from all team members • Online group dialogue 	<ul style="list-style-type: none"> • Independent research – critical learning • Peer learning • Peer to peer critical feedback 	<ul style="list-style-type: none"> • Support • Constructive guidance • eModeration
Transformation	<ul style="list-style-type: none"> • Week 2 & 3 activities – challenging beliefs and positions • Forming new mindsets and skill sets 	<ul style="list-style-type: none"> • New skill and knowledge base • Potential for transformational learning 	<ul style="list-style-type: none"> • Support • Constructive guidance • eModeration
Presentation	<ul style="list-style-type: none"> • Week 4 activity – provides forum to showcase transformational learning and benefit from peer feedback and further deeper learning 	<ul style="list-style-type: none"> • Consolidation of learning 	<ul style="list-style-type: none"> • Constructive guidance • Direction • eModeration • Assessment
Reflection	<ul style="list-style-type: none"> • End of programme critical reflection activity 	<ul style="list-style-type: none"> • Consolidation of learning • Deep learning 	<ul style="list-style-type: none"> • Passive • Provision of feedback

5. Programme Support Roles

Below are the the various roles involved in this project. While the same person may fulfill one or many of the roles, it is useful to differentiate between the key areas of responsibilities under each.

Tutor	eModerator	Assessor
<ul style="list-style-type: none"> • Set up and maintenance of VLE • Posting content and materials to VLE • Posting briefs and project deadlines on VLE • Hosting 'Dragons Den' virtual pitch at end of project 	<ul style="list-style-type: none"> • Contribution to and moderation of VLE Discussion Forums • Responding to Q&A submitted through the VLE • Management of web conferencing technology for 'Dragons Den' virtual pitch • Moderation of live chat during virtual pitch • Learner technical troubleshooting 	<ul style="list-style-type: none"> • Constructive feedback on weekly activity submissions and interactions with opposing groups • Alignment of weekly activity submissions and supporting resources against module assessment rubrix

6. Pre-Activity Preparation

The following resources should be developed and in place/completed before the commencement of the activity:

- **Pre-activity questionnaire** – this can be used to establish participant preferences for online engagement. This will inform timings for online engagement, technology preferences and

- **Ground rules and etiquette for online communications** – set out the expectations for appropriate behaviour in online discussions and group work.
- **Sample technology demonstrations** – provide links to past-student examples and/or standalone samples of relevant technology presentations.
- **List of suggested technology applications** for video demonstrations including links to websites.
- **Online Induction** - Provide an online induction which outlines the structure of the activity, the technologies used to host discussions and web conferencing, use of Wikis.

7. Motivating Learner Participation

Course participants will typically be experienced teachers/trainers with significant capacity for self-directed learning. However, learner motivation will usually vary dependent on tasks and individual participant's level of experience of online forums for communications and group work activities. The e-moderator will be expected to provide support in the following ways:

- Clearly outline the expectations for the level of online participation necessary, e.g. number of posts, responses to posts, time on weekly tasks. Relate this to the assessment criteria for the activity and ask participants to read and acknowledge that they have understood the expectations.
- Incorporate an Icebreaker activity at the beginning of the activity which is fun and informal and opens up the channels of communications. This activity should use the discussion forum format that is used to facilitate group communications, familiarising students with the platform from the outset.
- To promote initial engagement on the topic, post a link to videos demonstrating good and bad practice in use of PowerPoint and invite responses in a discussion forum
- Compose a weekly audio/video message for posting to the home page in order to outline weekly tasks while acknowledging work to date and providing a presence which reassures learners that you are engaged and supporting.
- Provide timely feedback on tasks/activities – In the first week, the e-moderator should provide feedback on individual contributions, making a connection with each of the participants while encouraging engagement and critical thinking.
- Respond to learner questions within 24 hours, providing a dedicated discussion forum for technical issues.
- Ensure that resources are made available to support learners in their tasks and that these are updated regularly as appropriate

8. Managing Online Communication

It is strongly recommended that the e-moderator develops a communication plan in advance of the activity that captures scheduled task management, conflict management, management of inactivity and encouraging critical thinking. The following is a suggested framework for a communications plan:

1) Task management:

- Set times for regular checking of posts to discussion forums
- Time allocated for responding to posts

2) Conflict management:

- Monitor discussion threads regularly for any signs of conflict or discomfort among participants
- If minor issues arise, use the weekly audio/video message to remind participants of the ground rules and netiquette guidance with which they were provided
- Request the course administrator to contact individuals or groups to highlight inappropriate communications and reiterate rules and etiquette
- Use email or phone to contact individual or groups if issue is escalating and needs more immediate attention

3) Encouraging critical thinking:

- Respond to posts in the first two weeks of the activity with questions that encourage participants to explore a topic/technology more deeply
- Provide feedback to Wiki posts on work in progress with links or suggestions which are designed to encourage critical thinking

9. Structure of Online Platform for Activity

The activity will be hosted on a Learning Management System (LMS) with the following structure in place to allow for monitoring of activity in streams which are clear for the learner and manageable for the e-moderator:

- The LMS will be structured to have a main menu page which provides links to the following pages:
 - i. Icebreaker activity page.
 - ii. Group discussion page.
 - iii. Dedicated group page for each side of the motion – this will also provide debate team with a dedicated discussion forum and a Wiki space for posting work in progress (WIP).
 - iv. Debate posting page for opening statements, questions to the opposition and responses.
 - v. A page for joining the web conferencing tool selected for the closing statement ‘virtual pitch’.
- Links to technical demonstrations are via video portals of the learner’s choice posted to the appropriate section of the debate posting page.
- The ‘virtual pitch’ closing statements are to be hosted via a web conferencing tool such as Adobe Connect, Webex, Blackboard Collaborate. This tool will also be made available to the debate teams via the LMS for synchronous communications over the course of the activity.

10. Activity timeline

The following table outlines the tasks that are required by both the E-Moderator and the Learners to ensure progress through the task and also provide the learners with ongoing feedback to ensure they are on track throughout the activity.

Day	E-Moderator	Learners	Collaborative learning model stage
1	Send around an online meeting request to introduce the topic and the groups.	Sign up for the Online meeting	Engagement Phase
2	At on-line meeting outline the teams describe the activity to the teams, including milestones and deadlines	Note deadlines and start thinking about the topic	
3	Upload Teams, team members and documented instructions and timelines posted up to LMS.	Confirm access to the online repository	Exploration stage
4	Any other reference material the tutor has is posted to the LMS	Confirm access to the online repository	
5	Ensure location is set up on LMS for team members to upload videos.	Post a video introducing themselves to the other members of the team	
6	Monitor the LMS to see minutes of meeting and to provide feedback.	Arrange online meeting to decide Team name, method of communication and platform for submission of project artefacts. Minutes of meeting to be posted onto module LMS	
7	Check weblink to ensure it is working	Set up submission platform and submit link to E-moderator	Transformation stage
8	View the Opening statement in the platform and confirm that other team members can access it also.	Opening statement is submitted to their Platform and shared to the members of the other team as well as the e-moderator	
9	Review questions submitted and provide feedback.	5 questions to be submitted to the platform and shared out to other team	Transformation stage

10	Review answer submissions to the 5 questions and provide feedback	Upload audio representation of answers to the 5 questions, submission may be via link to files on external site (youtube, Google Docs, Soundcloud etc)	
11	Confirm that meeting is accessible and shared to all other team members	Set up online meeting to arrange the presentation of the 5 effective ways to use PPT, or Alternative tool and 5 benefits. Invite other team members and e-moderator to online meeting.	
12	Attend online meeting and give feedback	Present 5 points to other team with live video and some form of presentation/ screenshare.	Presentation stage
13	Confirm the recording can be accessed from the platform	Upload recording (or link) of the meeting to the Submission Platform	
14	Watch closing statement and provide feedback	Closing statement submitted via video link to Youtube. In the submission platform	
15	Review reflection and provide feedback.	Each team member to submit a reflective piece on the task to include: New tech learned Thoughts on the submission platform used How the team work went How to work differently as a team in future General personal reflection.	Reflection stage
16	Send an evaluation sheet to the learners requesting feedback on the activity	Fill in evaluation sheet with comments on what worked well and what could have been done better	

11. Assessment

This activity is assessed on a pass fail basis and is based on the groups meeting all milestones adequately and each learner playing an active part.

Individual assessment is based on:

- Submission of video introducing themselves
- Submission of one question for the opposing team
- Submission of one answer to the opposing team
- Active involvement in the presenting the 5 key points in the webinar.
- Reflective report on the activity.

12. E-Moderator Reflection

As an educator it is important to reflect on every activity to assess its effectiveness from a leading point of view for the learners and a moderating point of view for the E-Moderator.

Student:

- Key information to ascertain from the Evaluation sheet includes but is not limited to:
- Was there enough time for each task?
- Did each task involve a learning opportunity?
- Did the group work help you learn?
- Was the supporting documentation useful?
- Was there enough reference material/ too much reference material?

E-Moderator

- Was much clarification of the tasks and objectives required after the initial webinar and subsequent description document?
- Did the teams have many challenges with researching and finding new technologies?
- Was it difficult to manage three different platforms (moderators LMS and each teams individual platform)?
- Did you spent more time online guiding the learners than you initially anticipated?

References

Salmon, G. (2013). *E-tivities: The key to active online learning*. Routledge.