




e-Learning during Coronavirus Crisis

How to find correct blend for implementing online learning during
Covid19?

Hasnain Zafar Baloch



CODE BLUE: BLENDED LEARNING TO THE RESCUE



Overview

Introduction

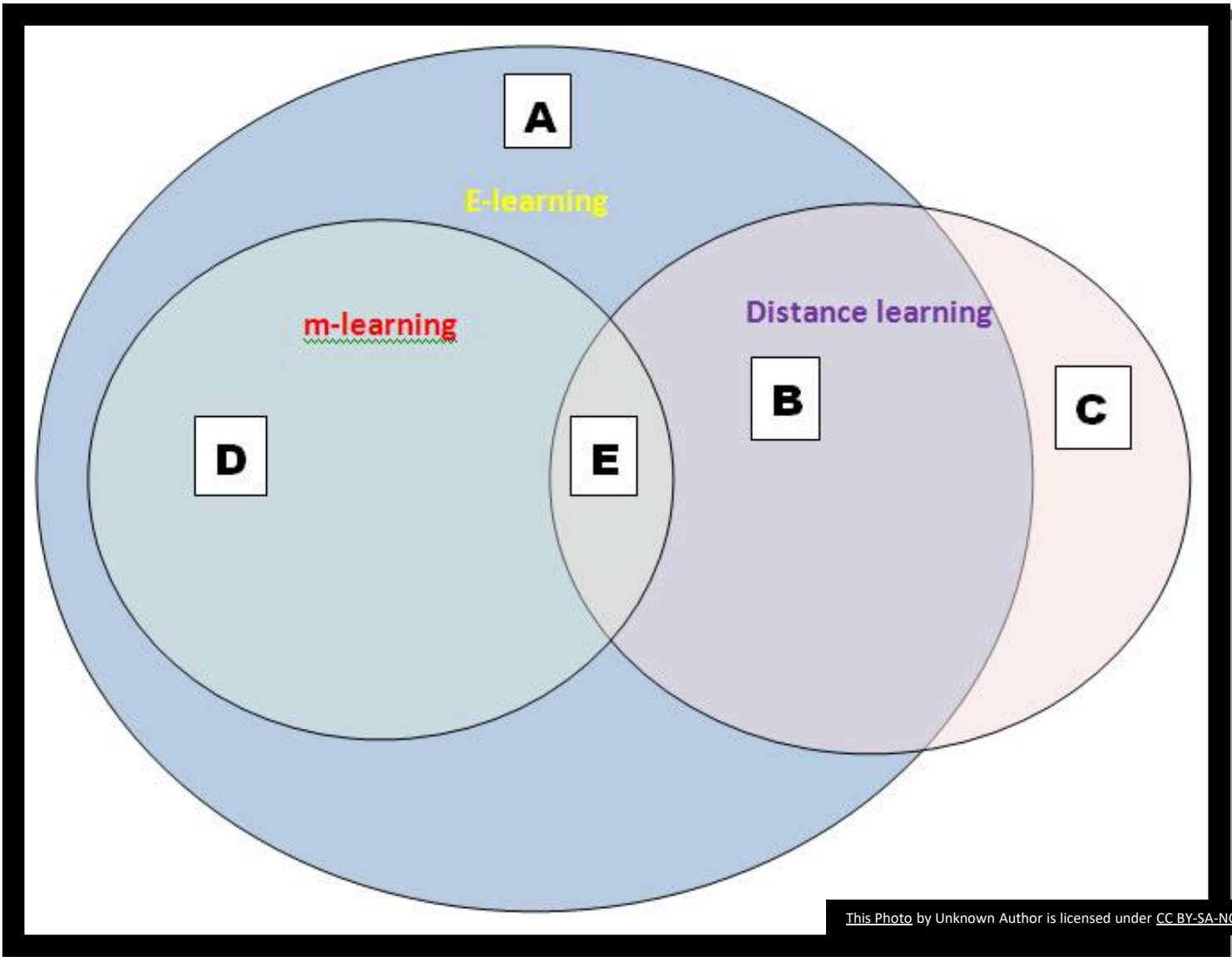
**Theoretical
Background**

**Appropriate
Blend for
e-Learning**

**e-Learning
tools/applications
/technology**

Q&A

Intorduction



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ZPD-II

sketchplanations.com

“WHAT A CHILD CAN DO IN COOPERATION TODAY, HE CAN DO ALONE TOMORROW”

LEV VYGOTSKY

173

ANXIETY ZONE

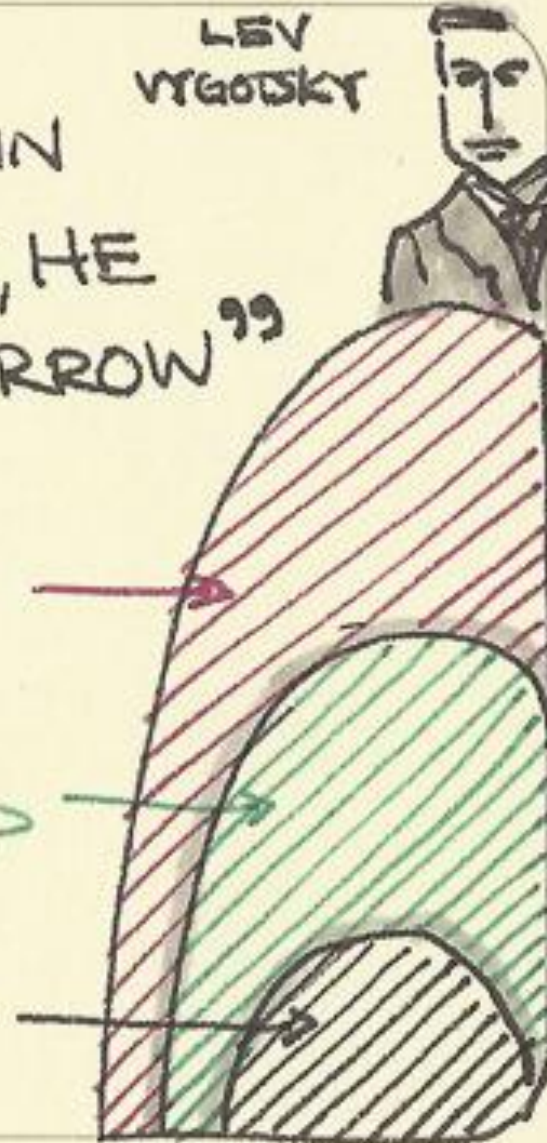
CAN'T DO NOW

LEARNING ZONE

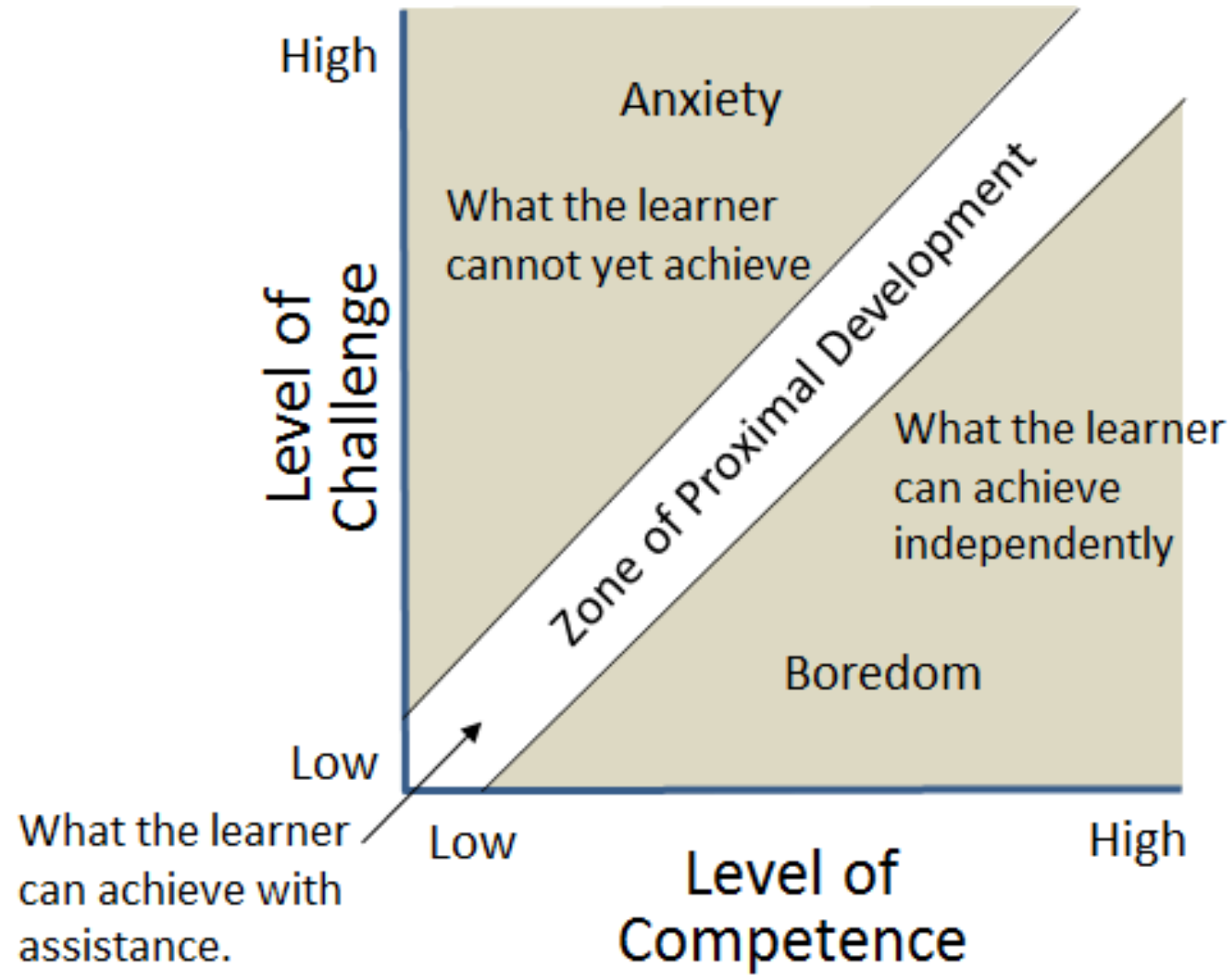
CAN DO WITH HELP

COMFORT ZONE

CAN DO NOW



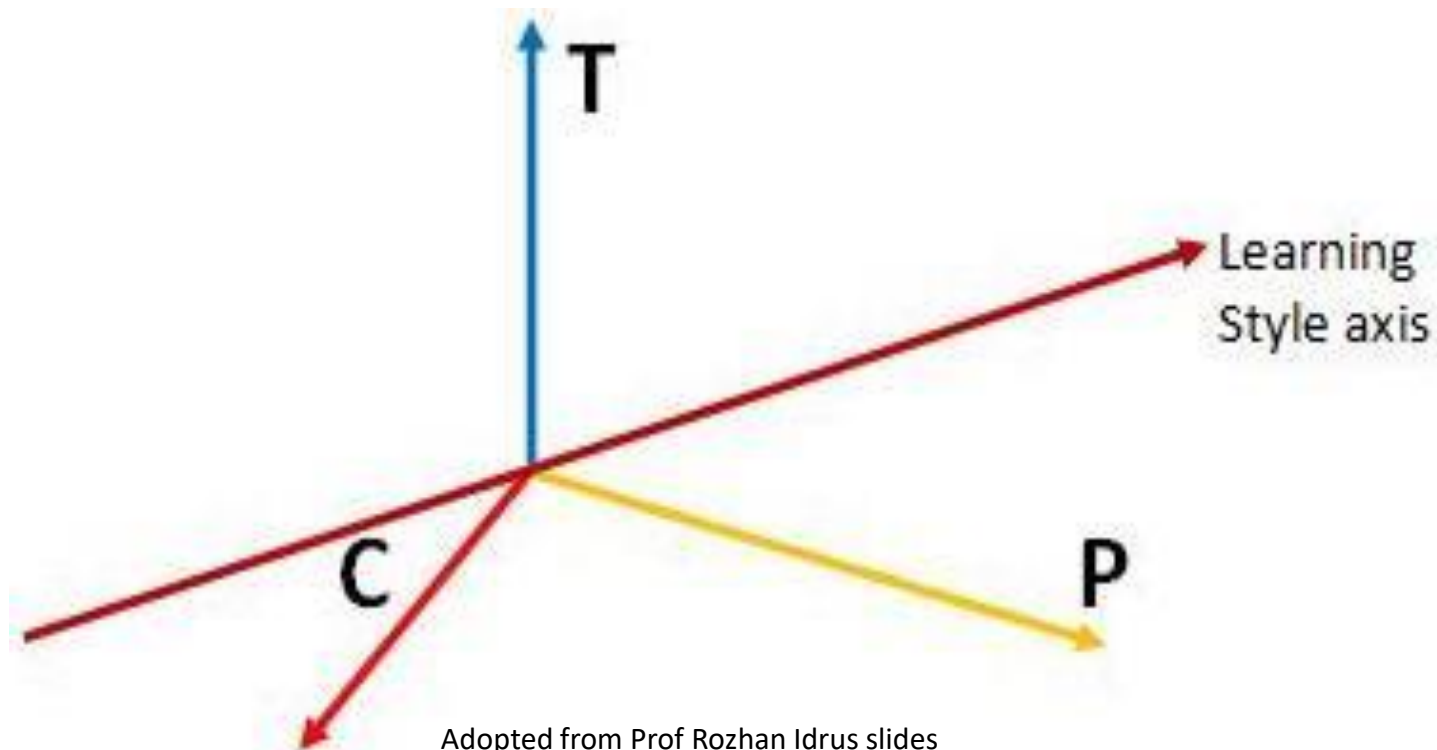
ZPD-III



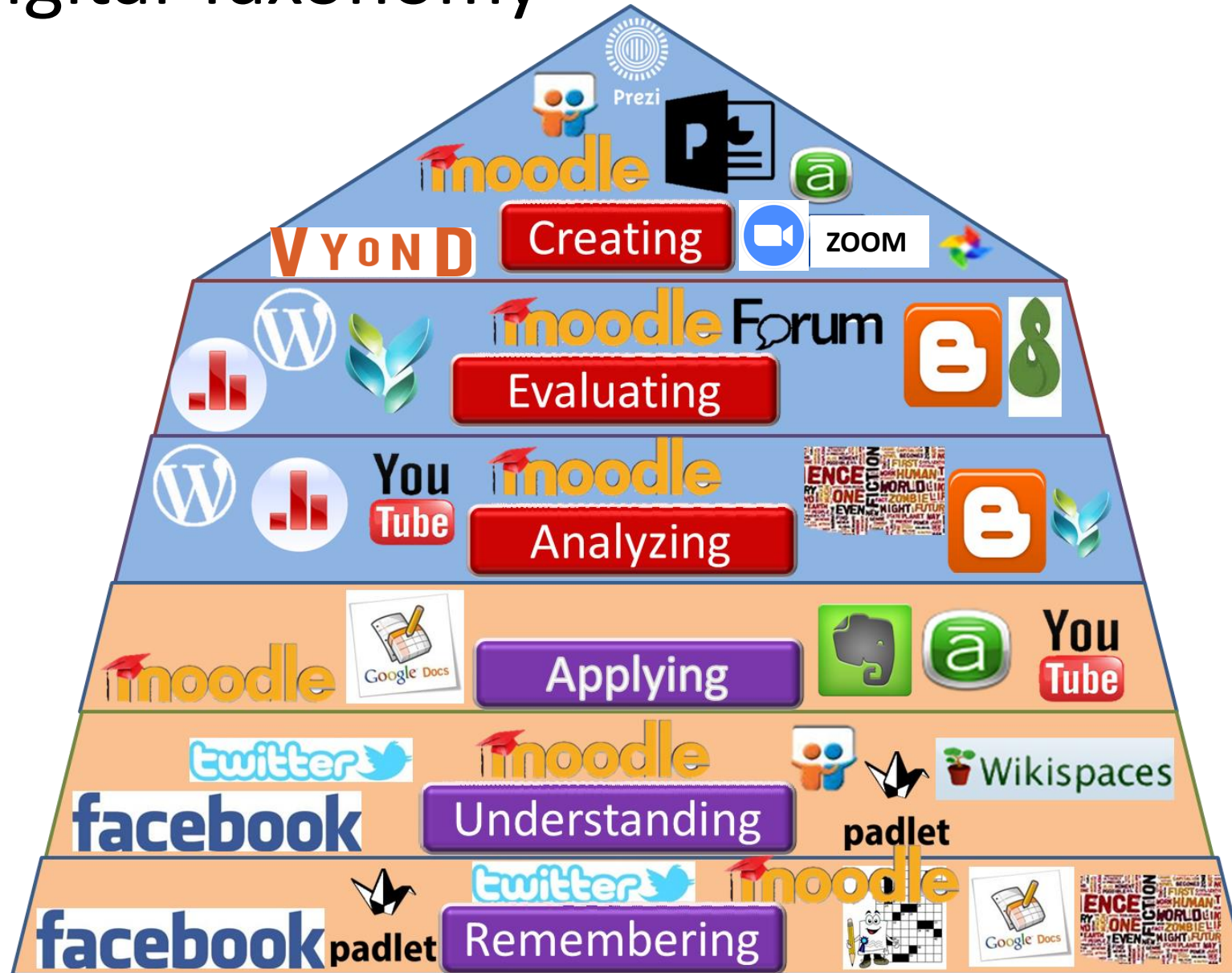
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Technogogy..

- Defined as the convergence of pedagogy, technology and content (learner-focused) in the transformative use of technology to foster learning (Idrus, 2007, 2009)



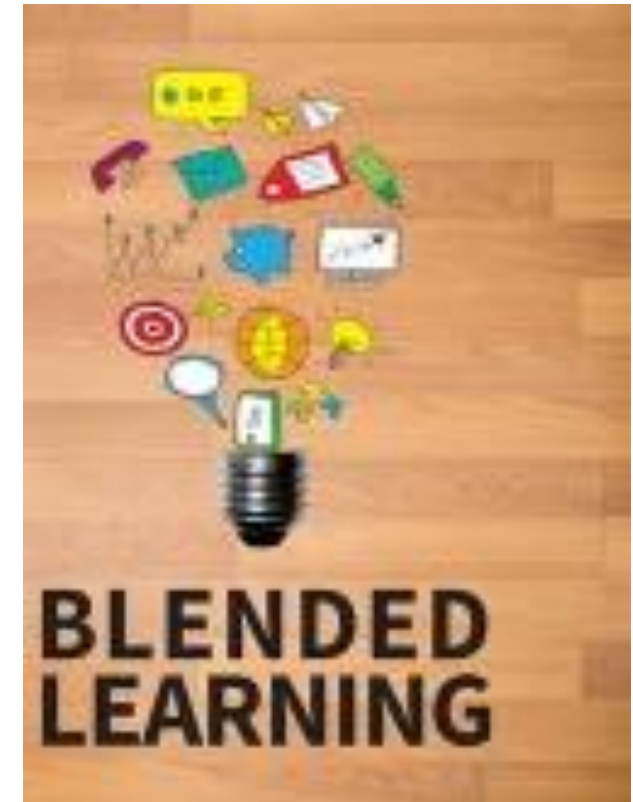
Blooms Digital Taxonomy



<https://hasnainzafar.wordpress.com/2014/03/19/blooms-taxonomy-tools-appropriation/>

Defining Blended Learning..

- Defined simply as the mixture of different forms of education or training for a single purpose (Horton, 2006)
- **Not limited to mixtures of e-learning and classroom learning**
- **A blend can constitute ANY mixture of any form of learning possible:**
 - **Face to face classroom**
 - **Virtual-classroom**
 - **Standalone e-learning**



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- **A blend may be a mixture of ;**

- CD-ROMs
- Web sites
- Books
- Video broadcast
- E-mail exchanges
- Forum

- **A blend may be a mixture of strategies;**

- Informational
- Behavioral
- Cognitive
- constructivist



**BLENDED
LEARNING**

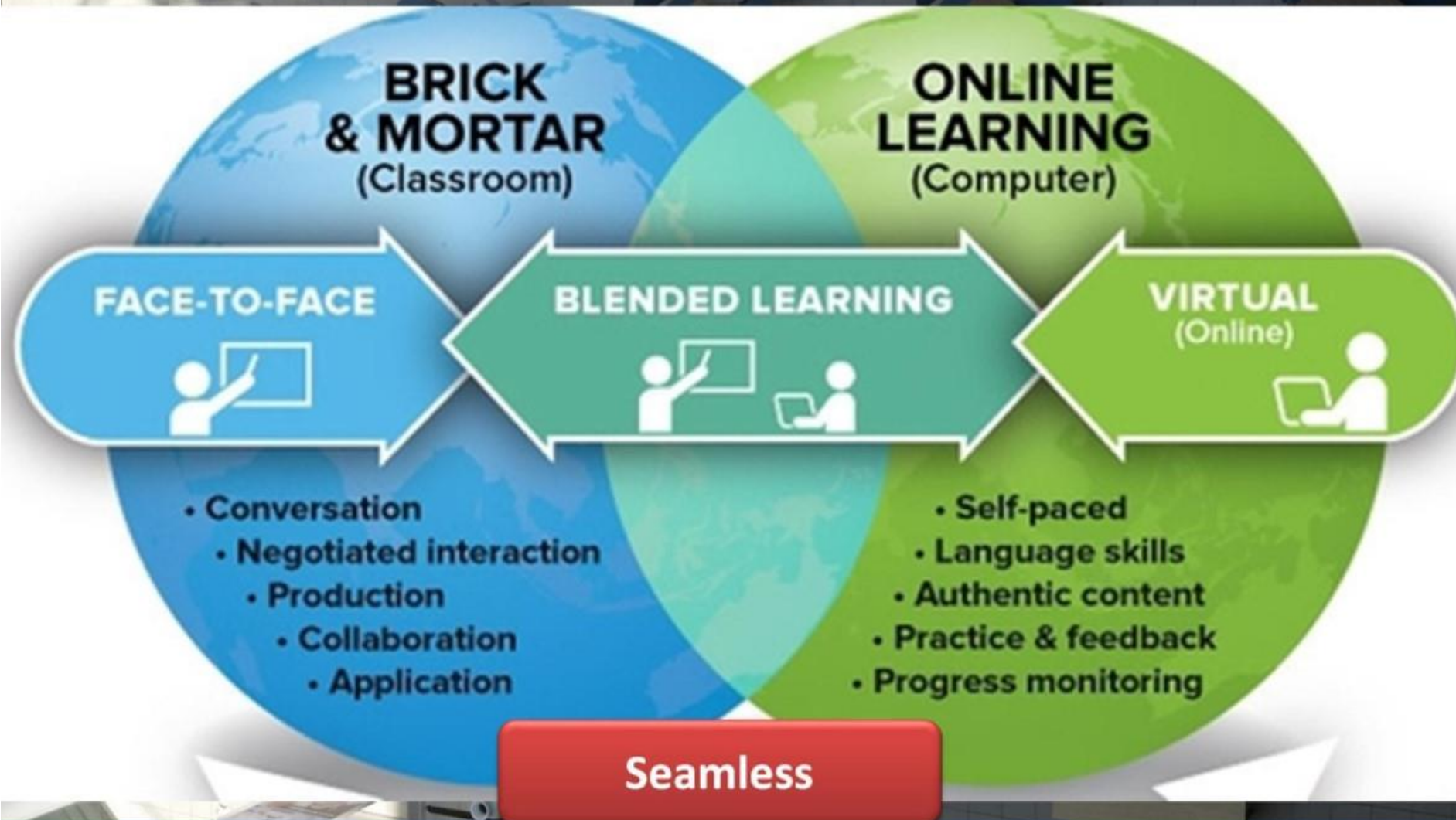
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Blended Environment

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.



Delivery Methodologies



Getting the right blend..



Planning framework ..

Category of learning needs	Examples	Possible methods	Benefits	Constraints/ Difficulties	Effectiveness	Possible blend

Key questions for blended learning ..



What programmes in your organisation are **best suited** for BL?



What models in BL are **most appropriate** for your institute?



What **support mechanisms** are necessary to ensure the success of BL in your institute?



How can BL become an **effective mechanism** for meeting the strategic initiatives of the institution?



How will you **assess the impact** of BL?

Key Elements



Readiness



LMS



Content



Learner/
Faculty



Management

Online Learning landscape

Emergence of online education provision over time

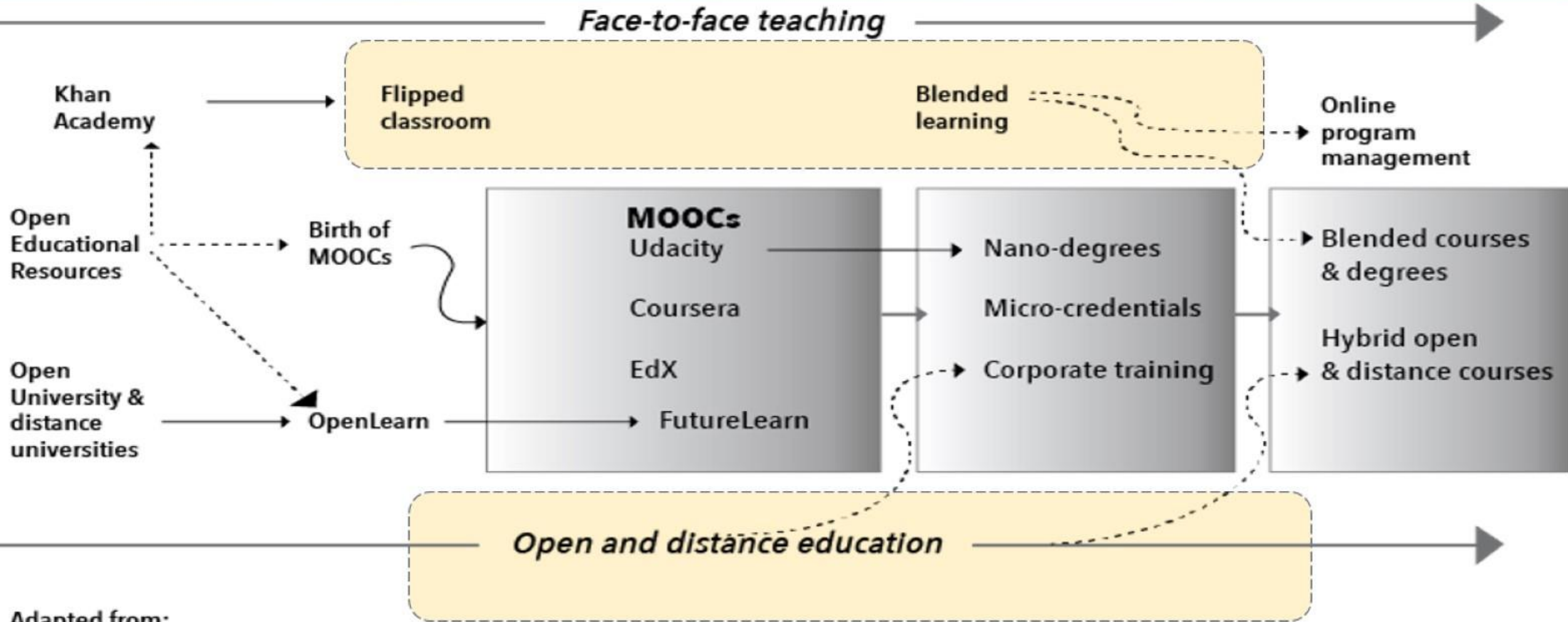
2000-07

2006-11

2012-13

2014-16

2017-18



Adapted from:

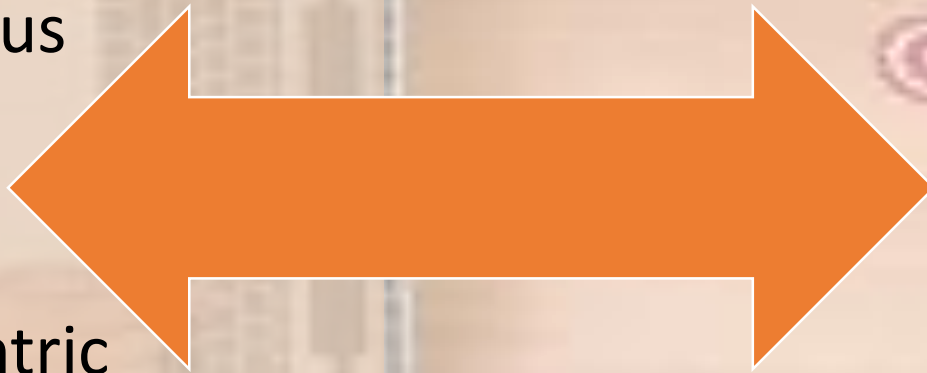
https://commons.wikimedia.org/wiki/File:Timeline_of_MOOC_and_open_education_development_with_organisational_efforts_in_the_areas.png



<https://twitter.com/sharplm/status/1034562474064924682>













Discovering the correct blend

- Offline
- Asynchronous
- Text
- Structured
- Teacher Centric
- On campus(formal)
- Guided(Learning Paths)

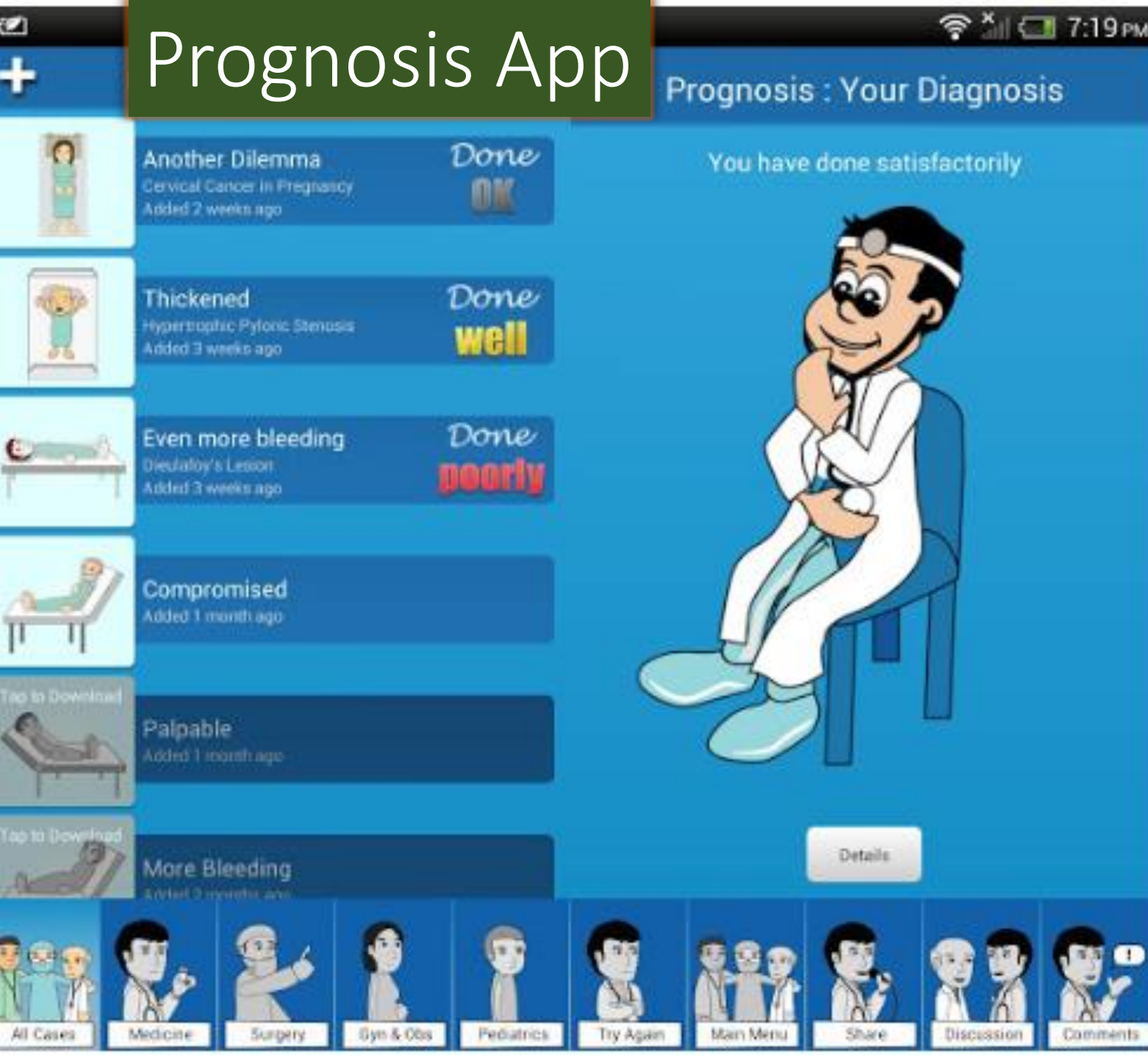


- Online
- Synchronous
- Multimedia
- Open
- Student Centric
- Off campus(informal)
- Self paced(Personalized)

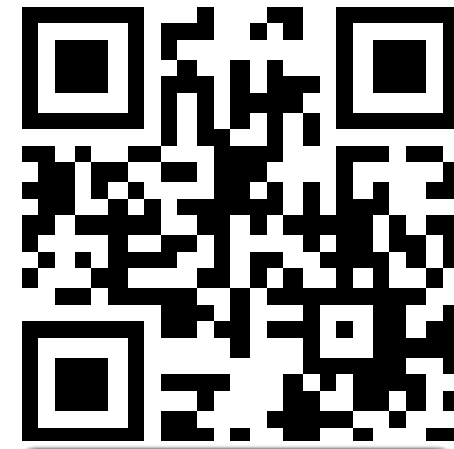
BLENDING
LEARNING

Bandwidth	Applications	Approaches	Action
Low  Below than 1.5 Mbps	Group messaging . Whatapps . Telegram . Instagram . Podcast	Micro learning . Voice memos . Image . Slide (PDF) . Text . Webpage	. Identify the main slide/content that focused on learning outcomes. . Convert slide to the image. The explanation can be recorded through voice message or the description can be written for that image. . Conduct Q&A session . Active engagement with students
Medium  1.5 Mbps to 2.5 Mbps	Knowledge & Learning Management System . Youtube . Kahoot . Padlet . EDpuzzle 	. Slide . Digital content . Survey . Quiz . Collaborative activities	. Upload interactive learning content . Conduct collaborative activity . Create assessment using gaming apps . Active engagement with students
High  More than 2.5 Mbps	Virtual Conference  ZOOM Apps  Webex  Skype  Google Meet  Keynote  Youtube Live	All approaches of   . Virtual conference	. Conduct virtual conference using various functions . conduct collaborative activity . Create assessment using gaming apps . Active engagement with students

Prognosis App



Google Play






DxR Clinician



Welcome to the DxR Clinician software demo

Virtual Medical Clinic (VMC)



Virtual  Learning Space

<http://elearnzone.imu.edu.my/ves/>

Click here

Virtual Medical Museum (VMM)



Click here



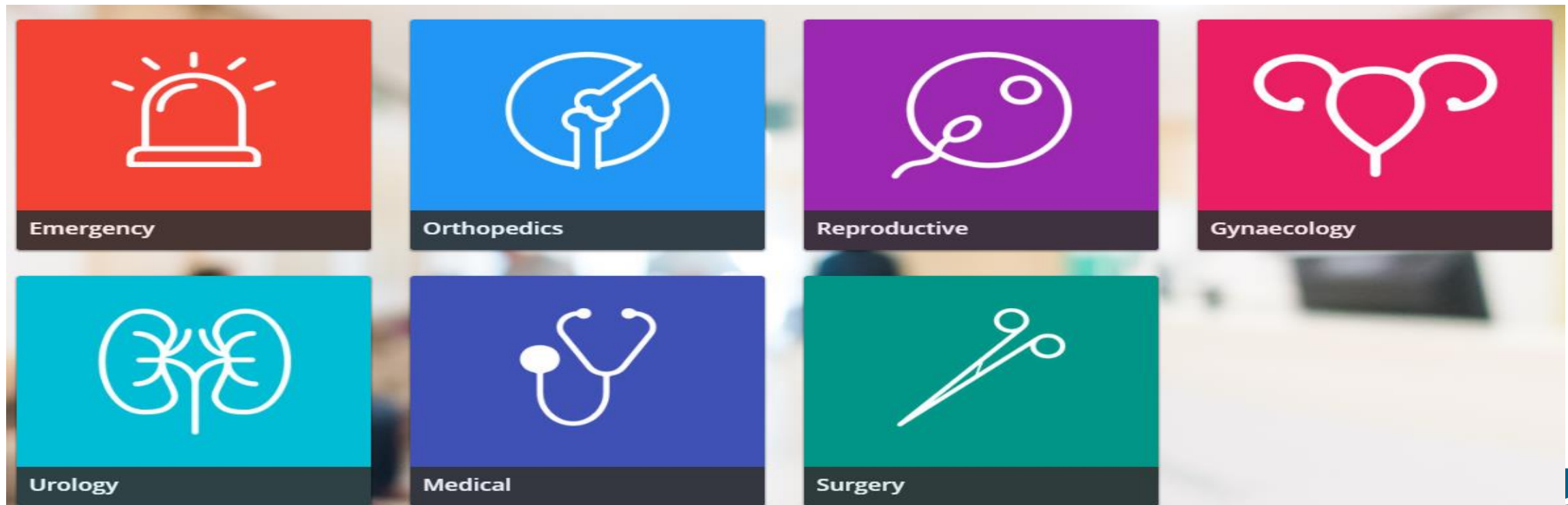
Extended Reality (XR) Apps



Click here

Virtual Medical Clinic (VMC)

- (VMC) is an initiative by IMU Academics, the Medical Museum and e-Learning team to simulate a real world Medical Museum by using the latest virtual reality technology available today.
- The VMC imitates the actual physical environment of the Medical Clinics making it easy for students to navigate and explore.



Emergency

Home / Courses / Emergency

e Learning **History** Examination Management Finish

Head Injury

Content by Dr. Daniel Rajesh Babbu

Patient Details
Name: Mr Kumar
Age: 28

Social history: A football player is brought to emergency room with history of injury to head while playing. Two hours ago while playing accidentally he sustained injury to the head by his fellow player and immediately he lost his consciousness for a brief period of time.

Appointment type: Emergency **Start**



e Learning **History** Examination Management Finish

Do you want to add anything else?

I'm just worried about the headache and vomiting. He has also been looking unusually a bit sleepy.

Verify Fits Other **Proceed**




e Learning History **Examination** Management Finish

Please identify the problem
Click or tap to examine the patient

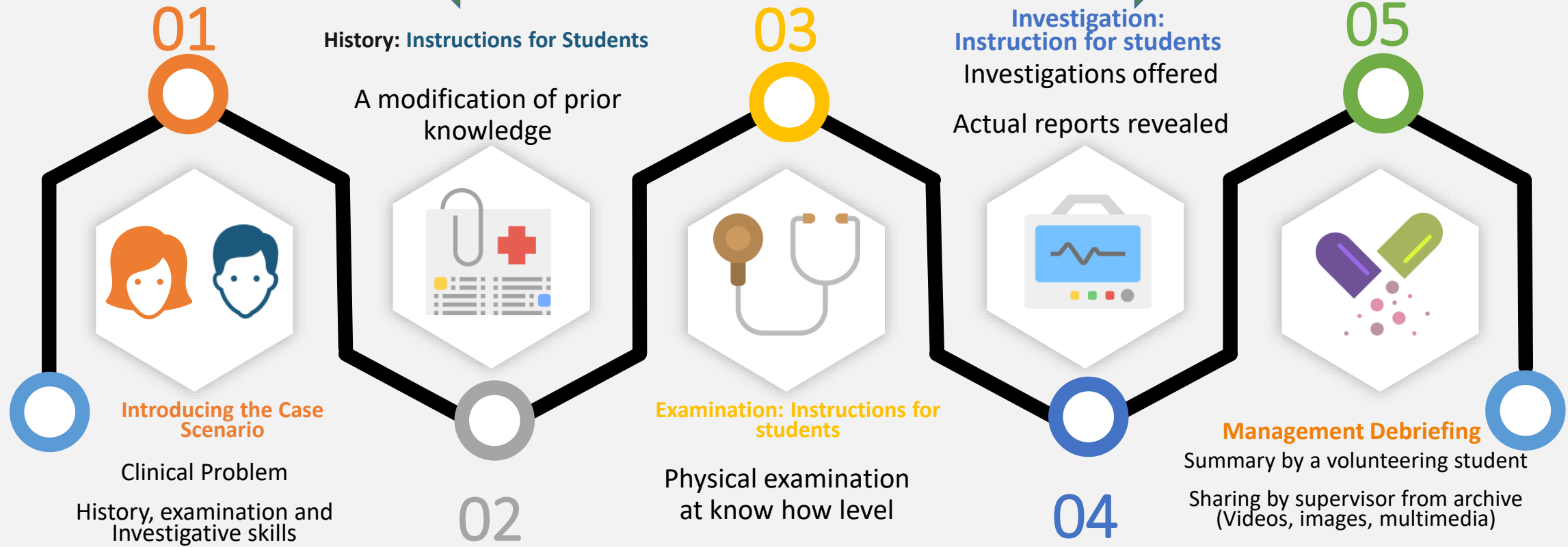
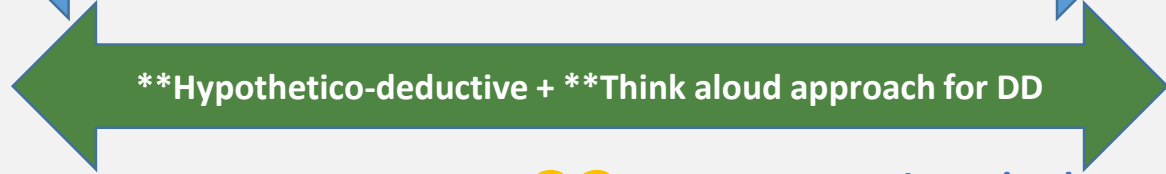
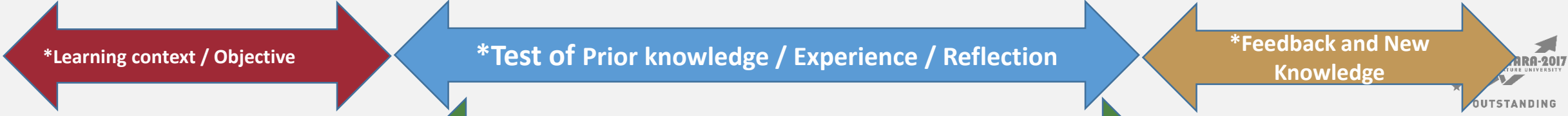
No clinical evidence of long bone injuries noted

- Air way, Breathing, Circulation, No abnormality noted
- His GCS E3V4M6.
- PERL
- No facial lag
- No obvious weakness of limbs noted
- No evidence of ear, nose or throat bleed

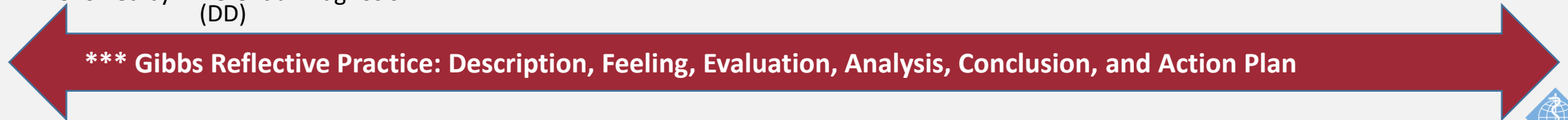
Proceed



<http://elearnzone.imu.edu.my/ves/course/view.php?id=9>

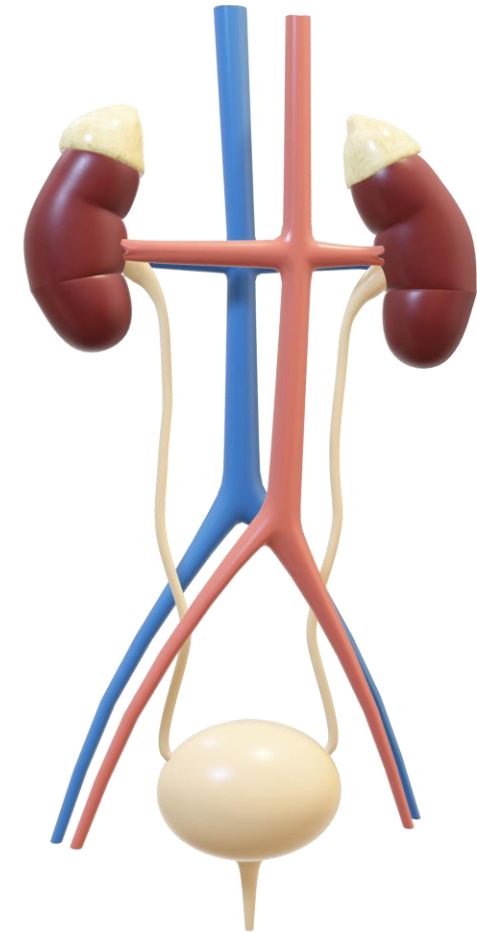
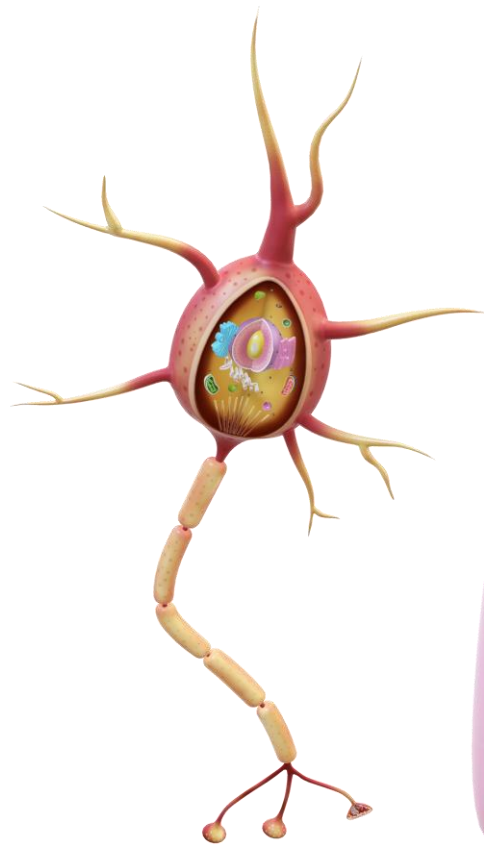
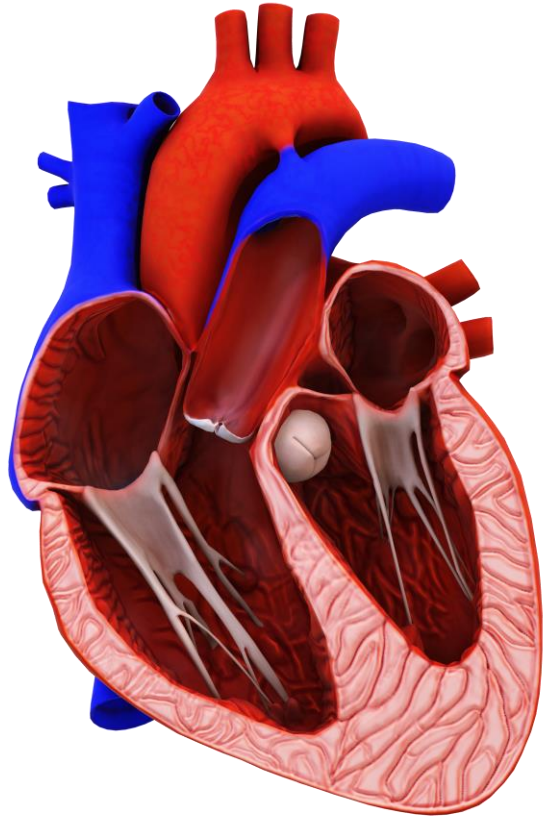


Followed by Differential Diagnosis (DD)

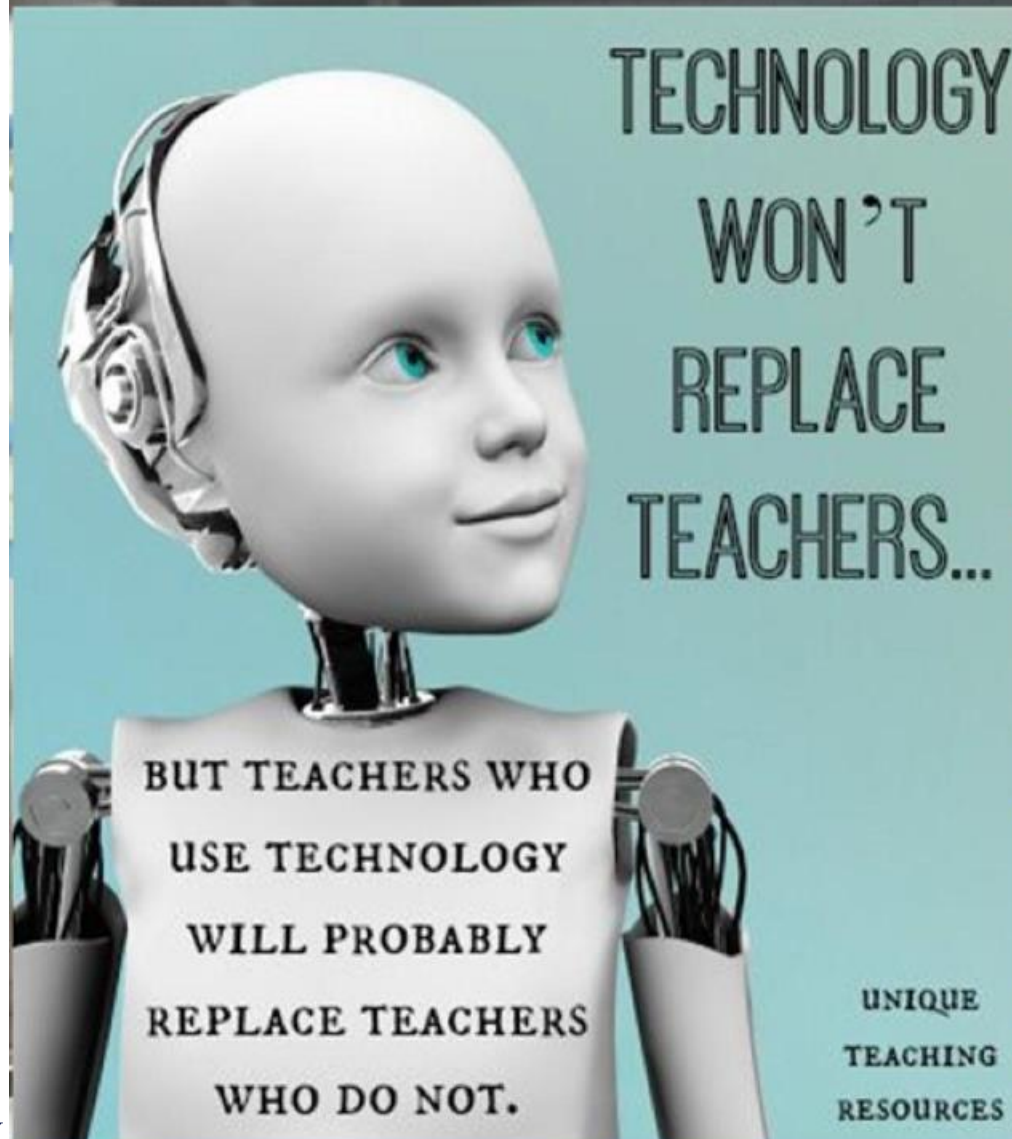


Be(Side) Teaching (BeST) with Authentic Scenario (Protocol and Principles)

PowerPoint Content



Teacher Role



Facilitator

Dynamic Grouping

Intervener

Specialist

Content, Skills and
mind-sets

Pedagogy is the driver

Pedagogy is the driver,
technology is the accelerator, and
passion is the gas!



You might want more....

<https://hasnainzafar.wordpress.com/>

www.slideshare.com/hasnainzafar



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WORDPRESS



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Q & A

Mohd Hassan Mohd Osman ©

Thank you

IMU GROUP OF COMPANIES



Blended Learning

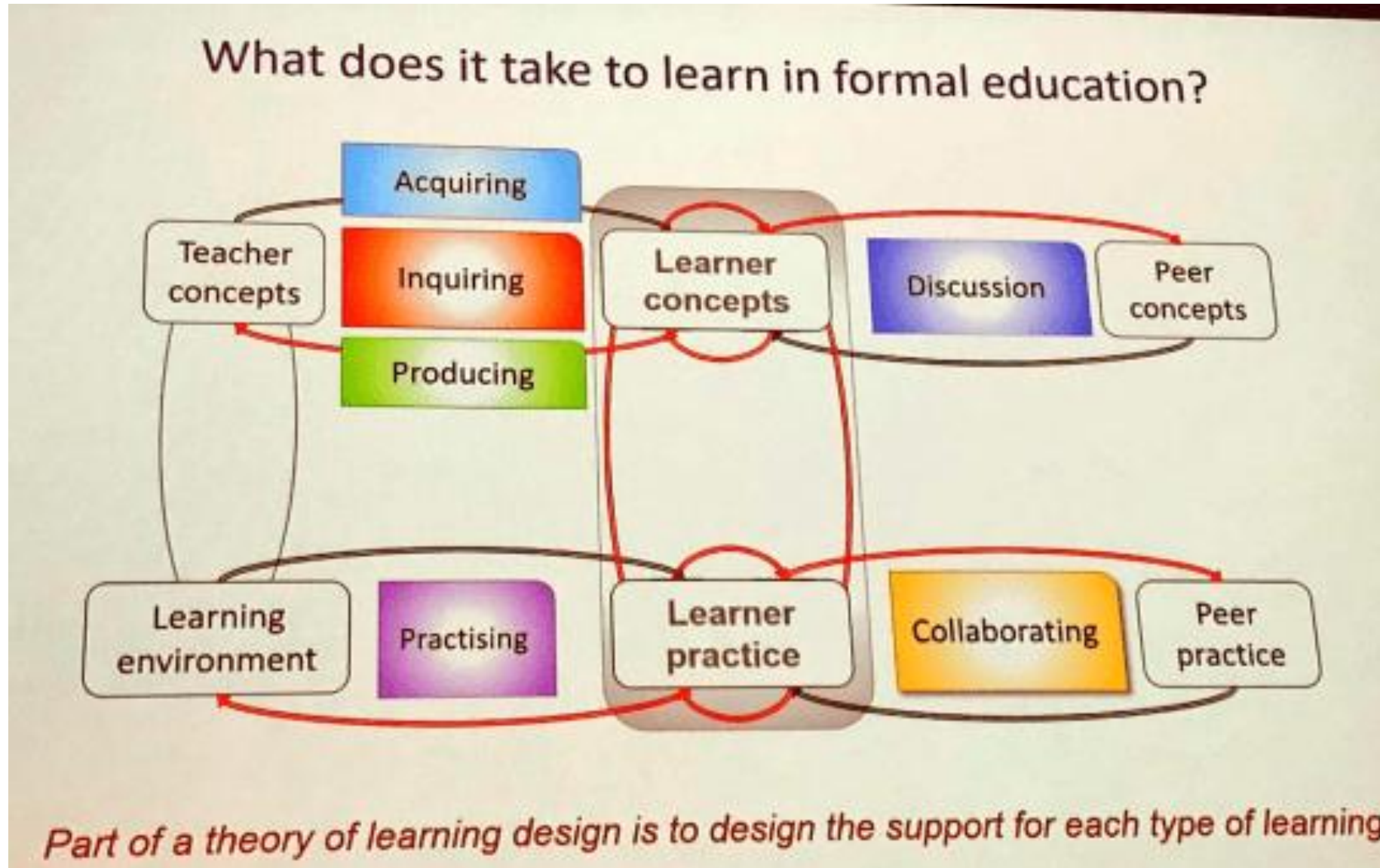
Blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via **digital and online media** with some element of student control **over time, place, path, or pace.**

Operationalising Technology..

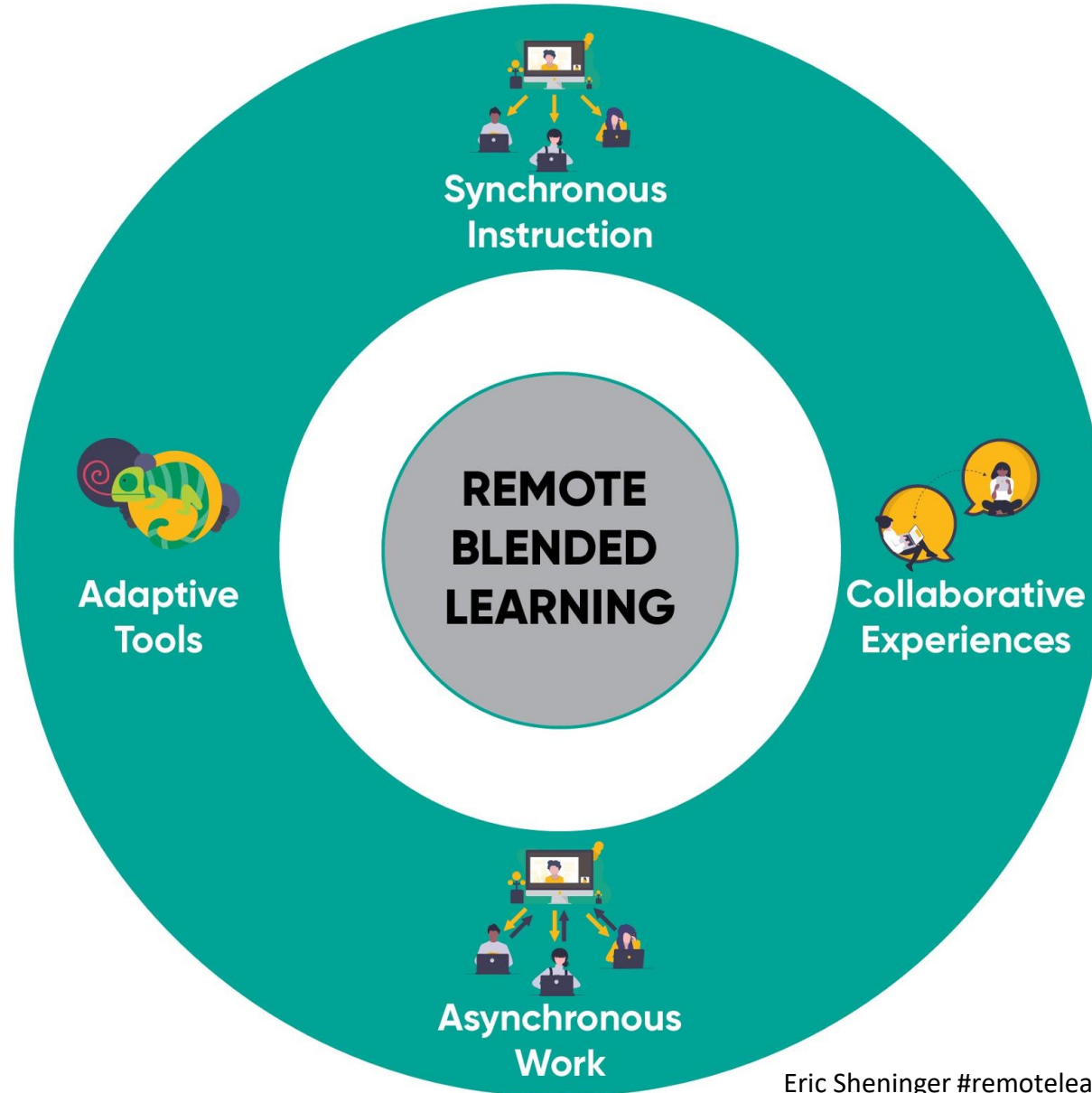
- **Based on technology, the lesson design is ‘forced’ to consider the elements of the content, learner, pedagogy and technology. Most of the time, the learner is ignored and one is left to wonder for whom the lesson was designed.**

Content	Learner	Pedagogy	Technology

Laurillard Conversational Framework

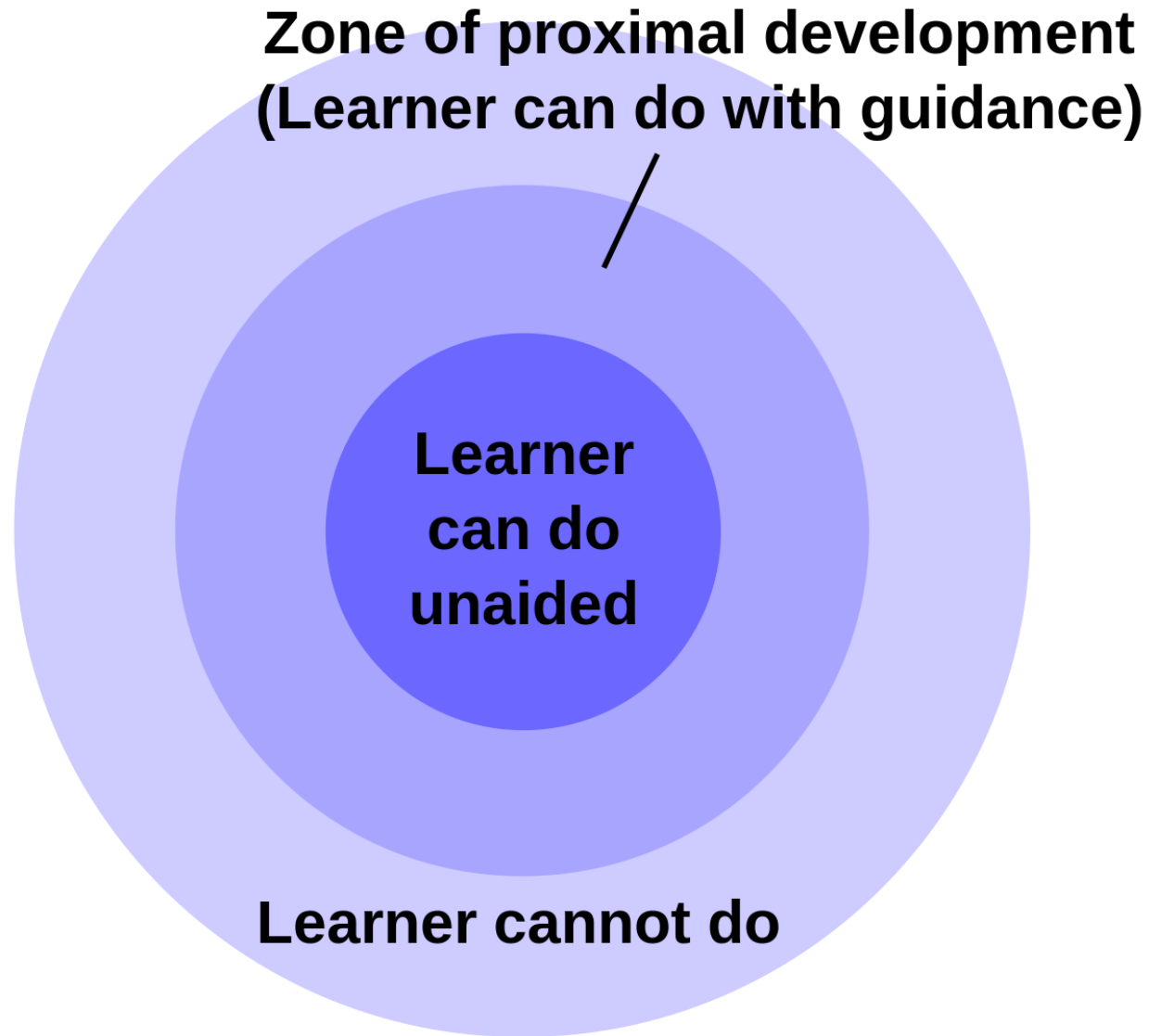


Remote Blended Learning



Eric Sheninger #remotlearning #twitter

ZPD



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