

Online Learning Highlights

Beyond the Classroom: An Online
Blueprint for Successful Policy & Learning

A large video conference grid is shown, filled with many small video windows of participants. In the center of the grid, there is a silhouette of a person standing with their back to the camera, looking towards the participants. The participants are diverse in age and appearance. The grid is composed of many small windows, each showing a different person. The overall scene suggests a large-scale online meeting or conference.

Dr. Milad Sebaaly
Chairman, Global Learning Group



**REMOTE
TEACHING**

**BLENDED
LEARNING**

**ONLINE
LEARNING**

EQUITY

ACCESS

INFRASTRUCTURE

AFFORDABILITY

FLEXIBILITY

FUTUREPROOF

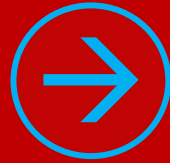
TYPICAL CONSERVATIVE REACTION TO CHANGE

“The horse is here to stay but the automobile is only a novelty – a fad.”
(President of Michigan Savings Bank, warning Henry Ford’s [inventor of the automobile] lawyer not to invest in the Ford Motor Company, 1903)

“We don’t like their sound, and guitar music is on the way out”.

- Decca Recording Co, when rejecting the Beatles in 1962

Contact Hours



Presence

Narrow definition: 'time spent in the same room together'

This is amplified by a cultural attachment to the school or university as a set of buildings.

Tendency to preserve Contact Hours by mirroring what would have been face-to-face sessions with webinar style sessions

Exhausting hours of online sessions
Almost impossible to stay engaged with.



The extent to which a teacher is present and in what mode:

1. A quick, reliable, turnaround to questions and assignments
2. Being active 'live' in forums & chats
3. Engaging synchronous sessions with plenty of Q&A
4. Artfully 'flipped' use of pre-recorded teaching videos and digital content
5. Audio, video or text formative and summative feedback
6. Face-to-face sessions

Presence

We should measure the levels of presence, attention, and engagement rather than the number of contact hours, and beyond the 'time spent in the same room' concept.

Face-to-face or synchronous online, is one of many presence modes.



MODALITIES OF BLENDED LEARNING / ONLINE LEARNING

Self/Collaborative
Learning, Research
Activities

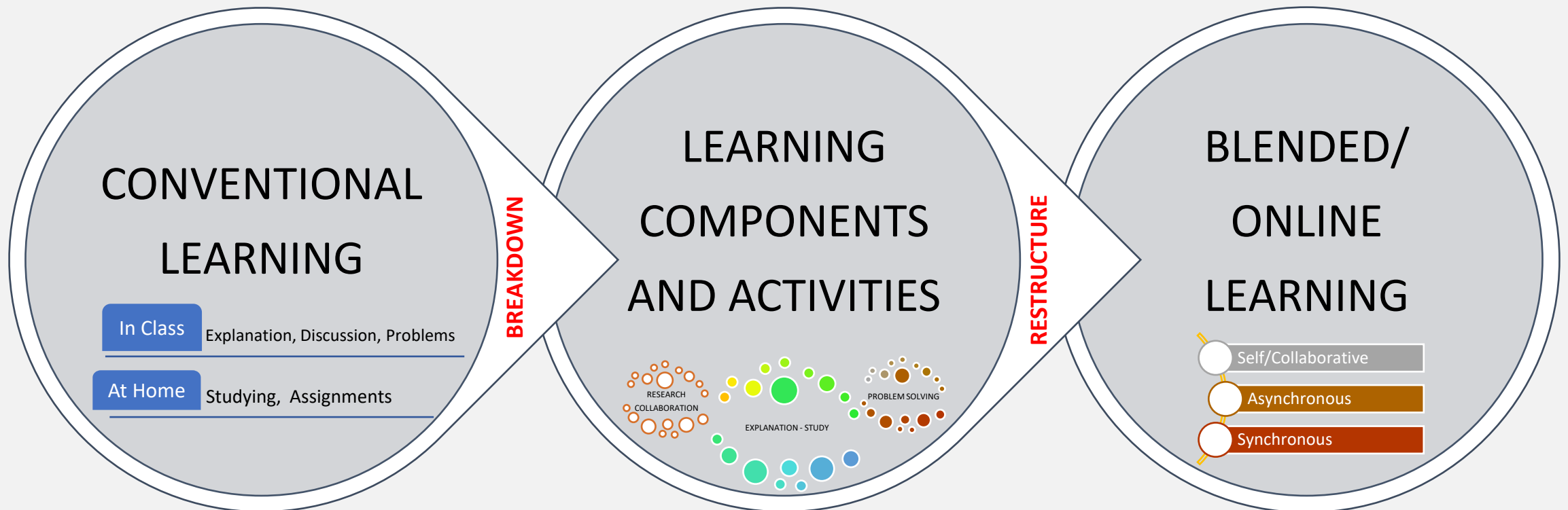
Asynchronous
Online Learning
without Tracking &
Auto-Correction

Asynchronous
Online Learning
with Tracking &
Auto-Correction
(Adaptive LMS)

Synchronous Online
Learning OR In-class
Delivery

Content	Open	Open, Any format	SCORM, xAPI (Tin Can), Adaptive	Any, Tutor notes/ presentations
Feedback & Assessment	Manual, by tutor, post-learning	Manual, by tutor, post-learning	Auto-tracking, auto-correction, manual, during learning	Participation, engagement, pop quizzes, during learning

LEARNING TRANSFORMATION MODEL





WHAT DO WE NEED TO PROVIDE LEARNERS WITH?

SUBJECT COMPETENCIES	LEARN HOW TO LEARN SKILLS	TRANSFERRABLE COMPETENCIES
STEM Humanities Languages Social Sciences Art	Self Learning Collaborative Learning Research Reasoning & Analysis Time Management Self Motivation Safety and Wellbeing Adaptivity and Flexibility Respect for Diversity Growth Mindset Participation & Contribution Advocacy & Confidence	HOTS Critical & Creative Thinking Problem Solving Leadership & Entrepreneurship Citizenship Digital Literacy Communication Collaboration and Cooperation Empathy

LEARNERS DEVELOP AND GAIN EXPERIENCE IN LEARNING

The methods which inform so much of learning and instructional design do not yet, account for:

The diversity of experiences available in online spaces

- The dubious and persistent ways that digital technology, platforms, and literacies are constantly changing

The inequalities that are replicated online in even more invisible ways than in the face-to-face classroom

The ways in which social media has impacted everything from language to identity formation, and more.

The multicultural, global communities and variety of perspectives and interactive content which exist online





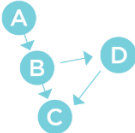


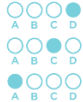

What's needed is a transformation in our understanding of

Digital Pedagogy

Assessment

FUTURE OF ASSESSMENT

The shift from traditional paper and pencil to next generation digital assessments enables more flexibility, responsiveness, and contextualization.

	TRADITIONAL	NEXT GENERATION
TIMING	 After learning	 Embedded in learning
ACCESSIBILITY	 Limited	 Universally designed
PATHWAYS	 Fixed	 Adaptive
FEEDBACK	 Delayed	 Real Time
ITEM TYPES	 Generic	 Enhanced

Education and Change

In the current turbulent times, young people need to develop the essential skills of critical thinking, problem solving, leadership, communication, and understanding the need for perspective now more than ever.

What education, attributes, attitudes, and skills are needed so that society is more resilient and people are better prepared for the continuing (and accelerating) social, political, economical, environmental and technological changes of the rest of the 21st Century?

HOTS

GROWTH MINDSET,

Overcome the “Zoom moment” in education



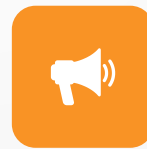
Online Learning during COVID-19

It is unfortunate that what is being counted as online learning during COVID-19 is actually remote teaching using very little of what we have learned about good online learning practices in the past decade.

Quality Online Learning involves *Active Learning*



Student
Engagement



Impactful
Learning
Outcomes



Instant
Feedback



Virtual
Labs



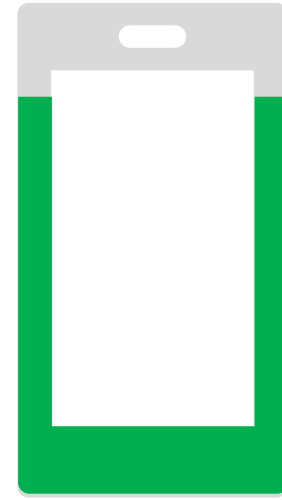
Gamification



78%

of students say the online class experience during COVID-19, up until now, has been not engaging.

[Research by Top Hat](#)



85%

of students who have taken both in-person and virtual classes in pre-COVID-19 times believe the online learning experience was equal to or better than attending in-person courses on campus.

Learning House [2018 report](#)

DIGITAL PEDAGOGY, ADAPTIVE PLATFORMS

Creative but planned and well-rehearsed pedagogical design and delivery processes, with well-prepared tutoring, using the right platforms, tools and applications.

INTERACTIVE, ADAPTIVE CONTENT

Purposeful, iterative co-design achieved in teams including faculty, instructional designers, developers, multimedia and information specialists, students and maybe alumni and employee

BLENDED/ONLINE LESSON PLANNING

Design once, deliver many times.

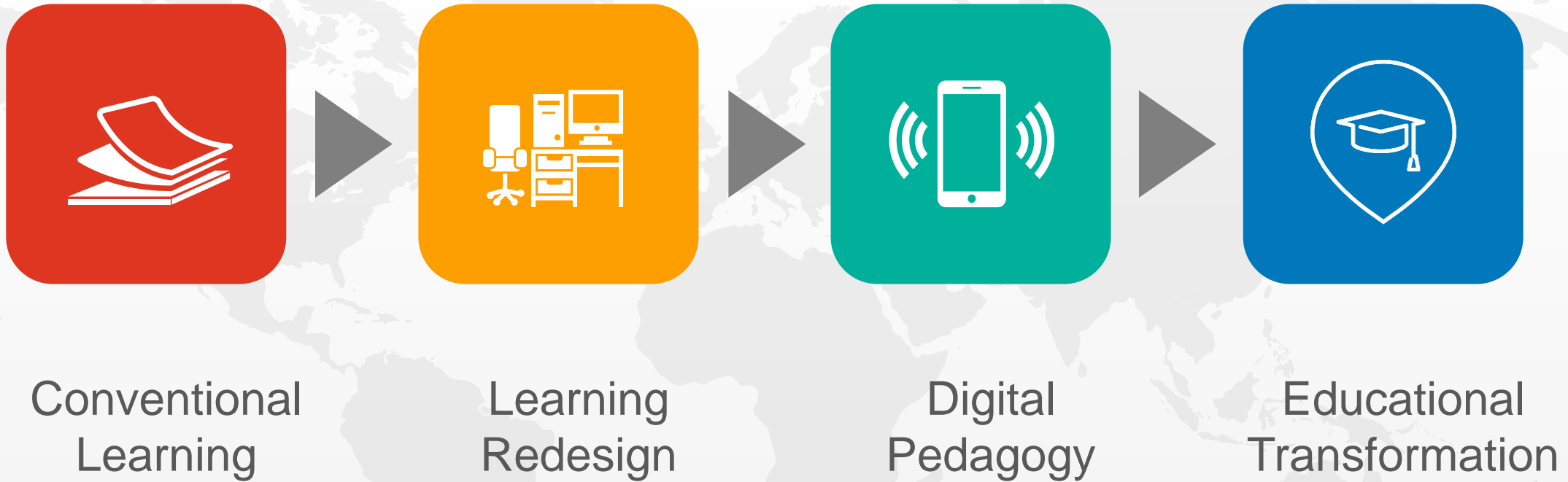
LEARNING REDESIGN, COMPETENCIES, PRESENCE

It's dissimilar from the way we formulate conventional teaching.



Effective Online Learning Requires

We need to shift from Contingency to Sustainability!



How to develop strong academic, vocational and social-emotional skills to help our societies thrive on the opportunities, rather than survive the disruptions and transformations of the 4th industrial revolution?

E-LEARNING ECOSYSTEM

1

Digital Interactive Content



Self-Explanatory Interactive Courses, Certificates, Programs

Engaging learning material for self-learning in various languages

2

Technological Platform



Learning Management

Student Management

Learning Analytics

Assessment Management

Tracking learners performance, deploying large-scale assessments, performing analysis and forecasting

3

Academic and Technical Support



Central Academic and Technical Support

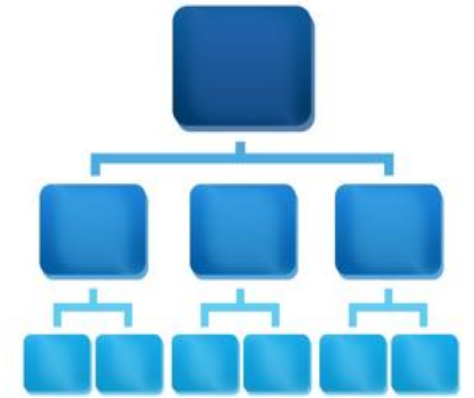


Learning Centers, Teachers Training

Deploying blended learning , academic and technical support to learners in classrooms, learning centers or online

4

SOPs, QA and Certification



Accredited Courses/Programs
Full-fledge Virtual Universities

Providing SOPs . Performing QA verification visits. Certifying Learning Outcomes.

ONLINE LEARNING STRATEGY



CHALLENGES OF NOWADAYS EDUCATION

"The job of educators, nowadays is to prepare learners for jobs that do not yet exist, using technologies that have not yet been invented, in order to solve problems that we do not even know are problems yet."

(Ahmed, 2015)

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