



etbi
Education & Training
Boards Ireland
*Boird Oideachais &
Oiliúna Éireann*



ETBI Blended Learning Series

Session 15: Monitoring in an online space



Blended Learning Series- Session 15 Summary

Monitoring in an online space

I. Discussion and presentation summary: tenets to consider for online monitoring:

Cognitive: looking at how learners process information, proceduralisation and internalisation of new content
Accessibility and access to appropriate information

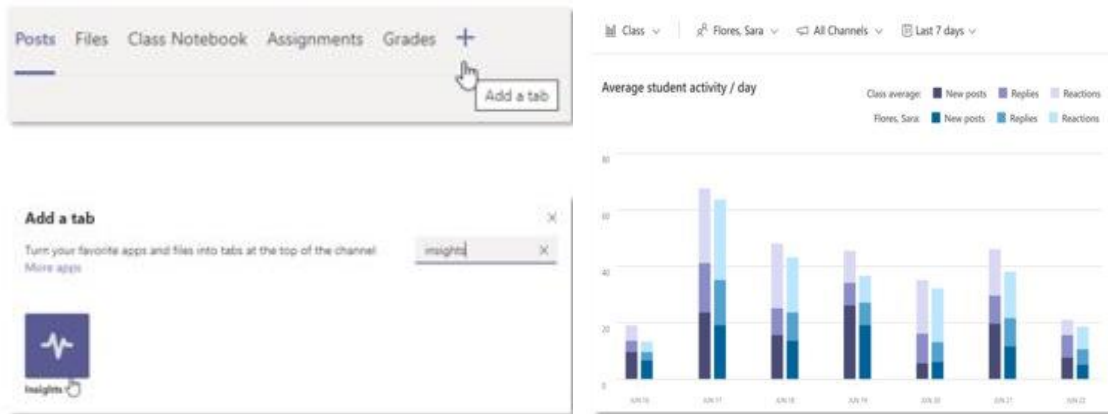
Behaviours of learning: re-integration and/ or integration into a new learning space, developing common learning habits and cultures using tools: i.e. Microsoft tools
Monitoring coursework and attendance: balance between monitoring and guidance/ support

Social aspects of learning: Monitoring interactions: suitability of content/ module design, class interaction through engagement tasks and routines
Observing how learners navigate new social spaces and the impact of accessibility and the digital divide

II. Breakout Rooms

II.1 Using data and dashboards to support monitoring

Discussions in breakout rooms included the viability and appropriateness of using dashboards and indicators that show attendance, participation and online presence- Using Microsoft Teams, for example- see below:



II.II Activity anomalies and nature of the course being taught

Group discussions pointed out the balance in generating data reflecting learner output and progress. Looking at reasons for monitoring may provide some reflection of engagement but the use of such tools may not always explain learner activity: some learners may still produce work without spending considerable time on a given platform.

III. Breakout Room Questions

Question: Please share monitoring tools and techniques in your context

- Which monitoring models have you employed?
- Which instruments, tools and technologies have been used in your ETB?

Highlights from breakout discussions and feedback:

- ✚ Some of the monitoring models were highlighted for effective monitoring, such as the Gilly Salmon 5-stage Model (see link below) and CoI (Community of Inquiry Model).
- ✚ Consistency and incremental use of tools and technology was highlighted to gradually allow users to engage with technology and lesson content simultaneously
- ✚ Reasons for monitoring and objective applications of tools: E.g. Using breakout rooms and learner representative groups to monitor engagement and address support needs: more holistic and less punitive models
- ✚ Infrastructure and maintaining a monitoring system were discussed as areas of importance
- ✚ Importance of management and use of data for its intended purpose
- ✚ Moodle analytics highlighted at admin level. Some providers also found Google classroom to be useful for monitoring learning activity
- ✚ Challenges discussed regarding data sets across different platforms, especially data protection and access, storage, filing of learning and teaching records etc.
- ✚ Moodle analytics being provided on request rather than as standard
- ✚ Limitations of analytics without the full context- important to engage a model that links pedagogy to use of analytics and tools
- ✚ Challenge regarding training requirements for teachers and practitioners were discussed

IV. Some useful monitoring resources

<ul style="list-style-type: none"> • Professor Gilly Salmon 5-stage Model: See video and article
<ul style="list-style-type: none"> • By TeachNet: 'Mapping Student Learning Journeys using Google Sites!' See blog for the management of lesson materials and accessible resources that can be created through teacher-learner collaboration.
<ul style="list-style-type: none"> • Intel guide to monitoring e-learning
<ul style="list-style-type: none"> • See guide on using PowerBi for data collation and management
<ul style="list-style-type: none"> • For more technical applications of online tools: Azure- See free tutorials comprising a six-part series on basic cloud concepts which could be applied in class monitoring
<ul style="list-style-type: none"> • Microsoft Cloud guide for Healthcare
<ul style="list-style-type: none"> • Great article by Mershad & Said 'DIAMOND: A tool for monitoring the participation of students in online lectures' in which authors present a 'novel system m for monitoring students' participation during online sessions that are conducted via a virtual classroom tool'. Of particular relevance to this session are pp. 7-10 and 12-15.
<ul style="list-style-type: none"> • Article for high-level QA and blended learning, including engagement with QQI See pp.275-279 also for relevant sections. Reference list in article also have some very useful titles
<ul style="list-style-type: none"> • Blog by iSpring: 9 Ways to Assess Student Learning Online, including instructional design
<ul style="list-style-type: none"> • Free interventions and progress monitoring toolkits by Panorama Education
<ul style="list-style-type: none"> • A number of educational summit recordings is accessible on the Panorama Education site, featuring some very useful topics: '<i>Practical Trauma-Informed Strategies to Reduce Anxiety in Students</i>', '<i>Creating a Shared Understanding & Partnering with Families to Support the Social-Emotional Growth of Students</i>', '<i>School Counsellors as Leaders within a Multi-Tiered, Multi-Domain System of Support</i>'. Access recordings here.
<ul style="list-style-type: none"> • Quality Matters rubric for course design- contains some of the fundamental structures discussed around QA systems and infrastructure

Thank you for attending the ETBI Blended Learning series. Content for the next event will be selected from attendees' suggestions for upcoming sessions.

*** Due to formatting, please open this document in 'Desktop view' mode/ Word format.**