

# ETBI BLENDED LEARNING SERIES

## Monitoring in an online space



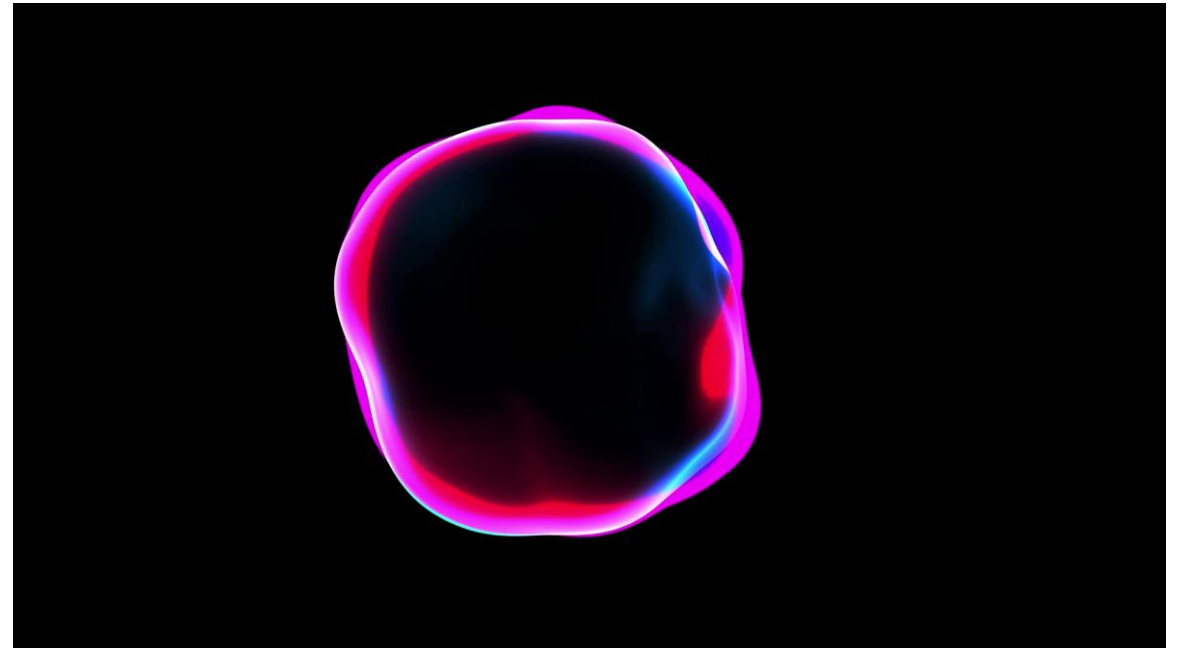
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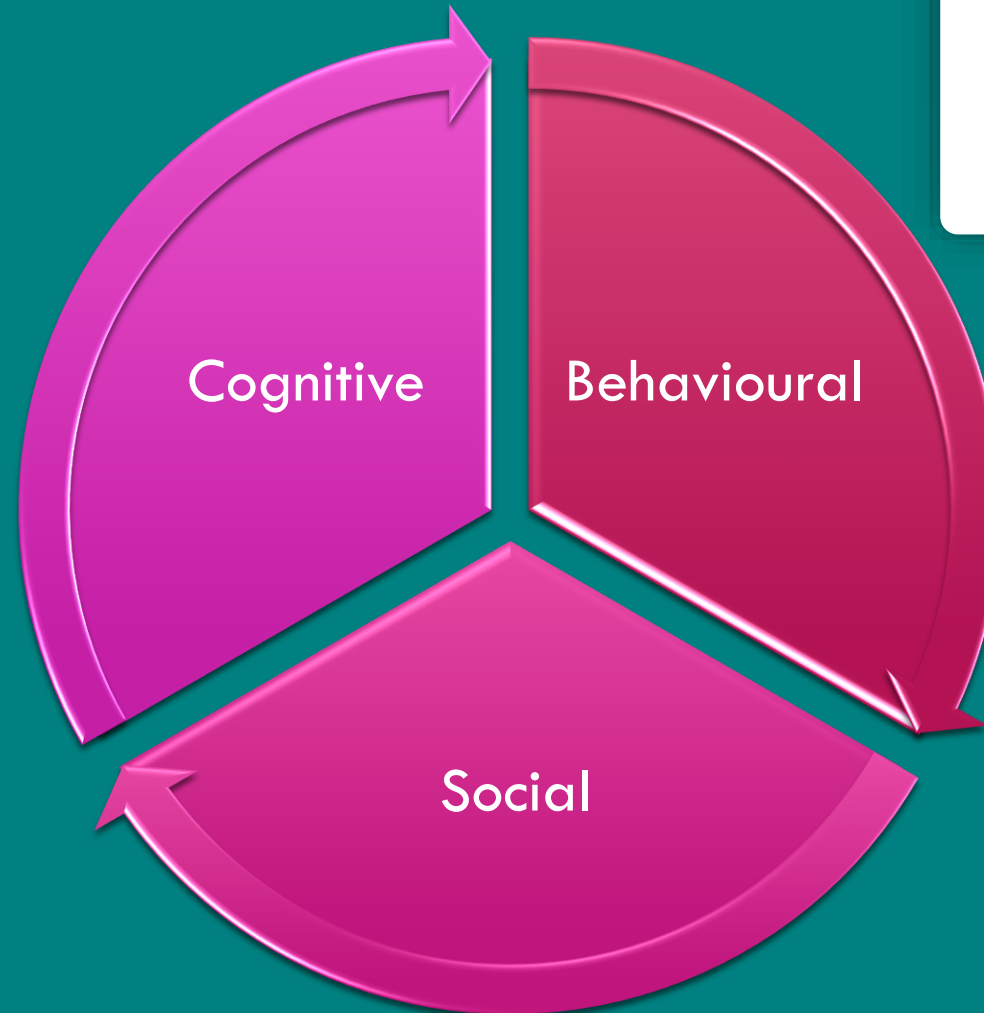
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# REASONS FOR MONITORING



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# MONITORING ACTIVITY



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## Cognitive

- Processing
- Access to information
- Internalisation

## Behaviour

- Learning to learn
- Common culture
- Attendance
- Coursework

## Social

- Interaction: content/  
module
- Peer & class  
interaction
- Navigating social  
environments in VLEs

# Monitoring through maximising engagement

## Consistency & Supports

- Content-appropriate monitoring
- Modular/ Course/ Task expectations
- Linking monitoring to feedback
- Pastoral, holistic

## Using performance analysis & dashboards

- Filtering and collating of reports
- Monitoring activity
- Addressing multiple ways to manage VLE activity



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# Monitoring through 'Insights'

## Microsoft Teams

source: edudownloads.net

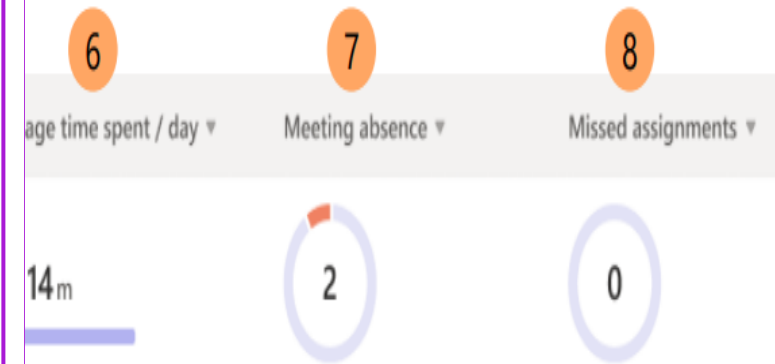
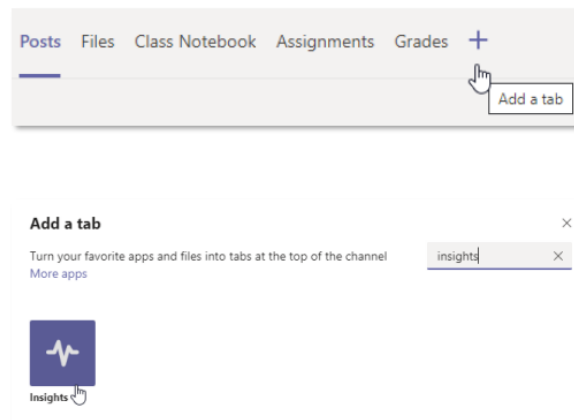
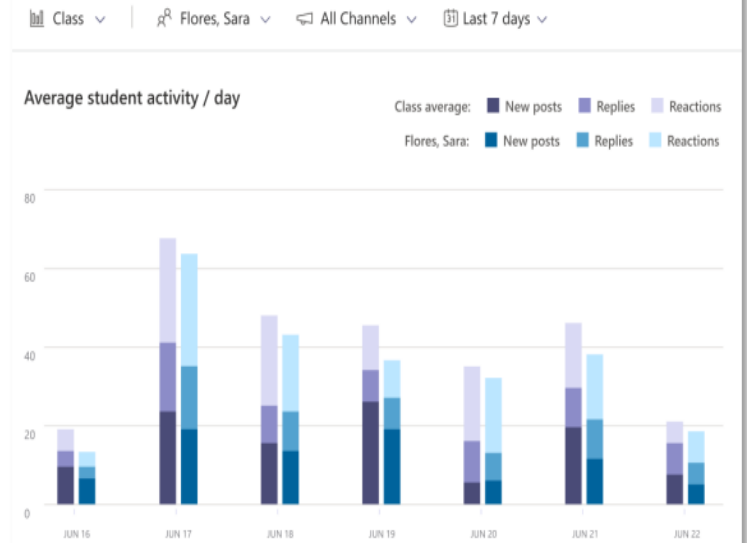


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How will this data support your goals for student **engagement**?  
How will this data support your expectations for your students to communicate with each other? How will this data identify students that may need additional support?



# Exploring pedagogical toolkits for VLEs

VLE communities of practice and supports

Models and stages for monitoring

Using monitoring analytics and models alongside reflective practice and holistically



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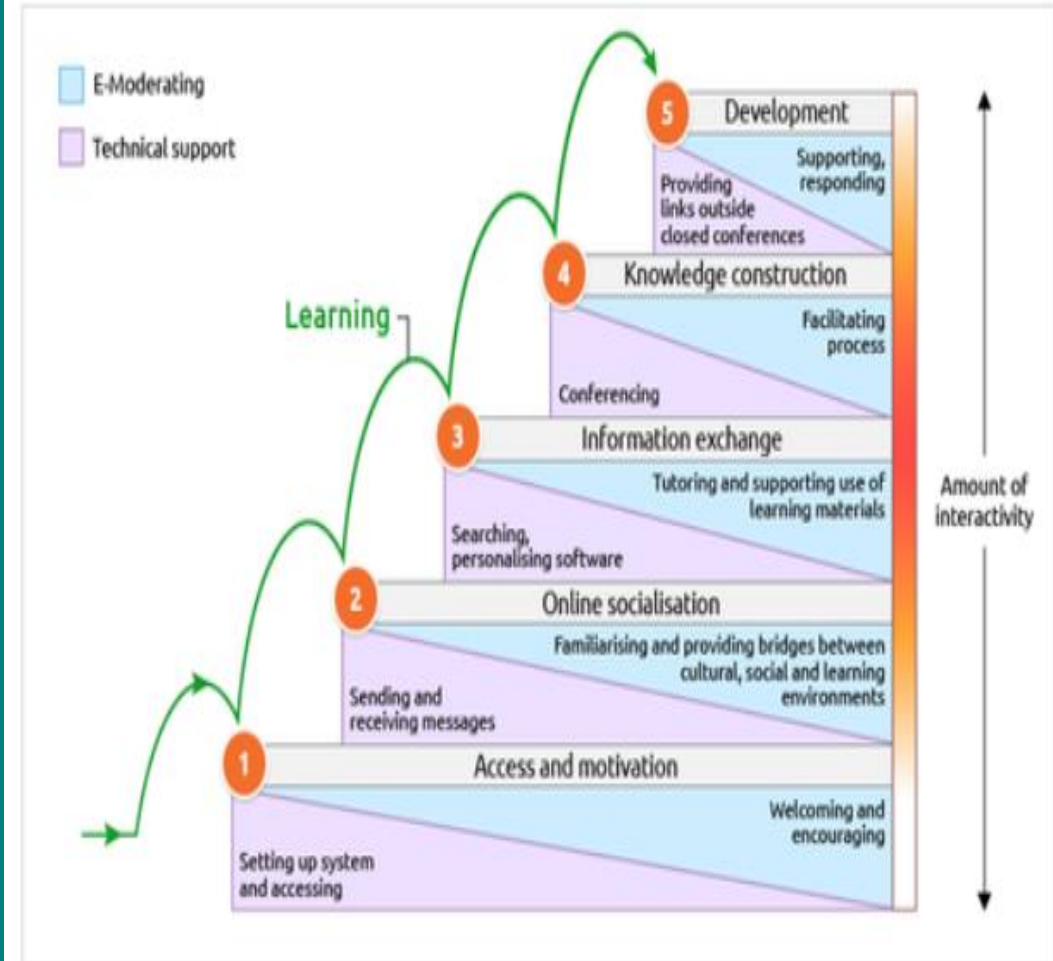
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# Employing Models of monitoring: the online socialisation of learning

- Model E.g., Gilly Salmon 5 Model Stage
- C.o.I Model: Community of inquiry (social, cognitive presence template)
- Consistency with instruments and toolkits used
- Exploring models of monitoring: feedback from practitioners & learners



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## Breakout Rooms

- Please share monitoring tools and techniques in your context
  1. Which monitoring models have you employed?
  2. Which instruments, tools and technologies have been used in your ETB?