

Course journal- Archana30

WEEK 1- MOVING FROM PHYSICAL TO ONLINE CLASSROOMS

1. Introduction of the FDP- video by Dr. Deepak Phatak
 - Changes in 21st century and how teachers should deal with it
 - How is this FDP helpful
2. Maintaining academic ethics and integrity- video by Dr. Deepak Phatak
 - Intellectual property rights
 - Citing the sources
 - Creating open resources
3. Learning objectives
 - Identifying devices and their application
 - Ethical practices
 - Use of best practices
4. Course syllabus- general outline of the syllabus and the modules
5. Grading policy
 - Knowledge quiz-30%
 - Assimilation quiz=10%
 - Reflection quiz-10%
 - Resource creation assignment-15%
 - Lab assignments-10%
 - Summative assessment-25%
6. General instructions
7. LeD1.1- learning dialogue
 - Three elements in a physical classroom- LEARNER, TEACHER, CONTENT and their interaction
 - ***Reflection spot- an example of these interactions***
 - ***My answer- teacher is imparting knowledge and the students are assimilating it by means of listening and taking notes of the content***
 - ***Answer- teacher- learner dialogue, teacher-content and student- content interaction***
 - Online learning- elements remain the same but teacher becomes facilitator as he is preparing content and discussion forums become the mode of facilitation
 - Practice activity
8. LeD1.2- learning dialogue



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- **Reflection spot- 1. An equivalent of a video in a regular classroom 2. Additional features in a video**
 - **My answer- 1. The lecture of a teacher 2. Can be seen multiple times for better understanding**
 - **Answer- 1. Teacher's lecture 2. Additional features- play, pause, rewind, forward, volume control, screen size, transcript**
 - Practice activity
9. LeD1.3- learning by doing activity (LbD)
- **Reflection spot- the advantage of doing practice activity after the LeDs**
 - **My answer- helps in practice and getting clarity, the answer is tallied by show answer button**
 - **Answer- reinforces the concepts learnt, show answer button gives detailed explanation**
 - Analogy of LbD activity in a physical classroom- teacher asking questions and students responding by what they understood in the lecture
 - Difference in this course- learner gets a feedback so it is learner centric
10. LeD 1.4- learning extension resource (LxT)
- Videos
 - Assimilation quizzes
 - **Reflection spot- function of an assimilation quiz**
 - **My answer- better assimilation of what we learnt**
 - **Answer- assimilation of key concepts**
11. LeD 1.5- Learning experience interactions (LxI)
- Physical classroom- teacher elaborates the content, initiates discussion in classroom, gives specific points and instructions for discussion
 - **Reflection spot- advantages of such structured group discussion**
 - **My answer- encourages the students to initiate dialogue with other students, helps the teacher in figuring out how much a particular student assimilated, and encourages innovative ideas of the students**
 - **Answer- revolves round the core theme, more engaging for the learners**
 - Online courses- learners should exchange their experiences so the LxIs consist of focus discussion followed by graded quiz
12. Basics of ICT- Video by Prof. Prabhakar T V
- What information and communication technology is all about
 - Wikipedia link about the evolution of computer
13. LeD 1.6- course journal
- **Reflection spot- advantages in writing course journal**



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- ***My answer- description of various videos and activities, reflections with my answers tallied with that of the instructor, record of progress so far, can get back to it whenever needed***
 - ***Answer- a process of writing in a disciplined manner, record of the content and activities, facilitates examination and deriving conclusions, can be shared with the others.***
14. LeD 1.7- course journal
- Step 1. Select a document editor- word, notepad etc.
 - Step 2. Create an outline structure- weekwise/daywise(temporal) or modules/ topics (thematic) or as you go ahead.
 - Step 3. Mention date and time. May add pictures and videos
 - ***Reflection spot- what structure you want, what you want to include***
 - ***My answer- simple structure- written in Word, includes a summary of what I learnt and the explanations.***
 - Some examples of reflective questions
15. Learning experience interaction- the technologies I used in the classrooms and challenges faced
16. Learning extension resources- video on history of technology in education
17. Learning extension resources- talk by Mr. Anant Agarwal, introduction of the FDP by Dr. Deepak Phatak, web link to the project page of Katy Jordan
18. Graded activities

WEEK 2. WEB PRESENCE FOR TEACHERS

1. Introduction and general instructions about this section
2. Video on the origin and working of internet
3. Working of internet
 - ***Reflection spot- how does information travel from a computer to other networks***
 - ***My answer- never gave it a thought really***
4. Video on working of internet- wires, cables and WiFi
 - Binary code-Bits and bytes- 8 bits= 1 byte, 1000 bytes= 1 kilobyte and so on
 - Sent to other networks by electricity, light and radio waves
 - Bandwidth- maximum transmission capacity of a device- measured in bits per second
 - Fibre optic cables and wireless signals
5. Internet- HTTP AND HTML



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- **Reflection spot- What happens when you write and send an email to your friend. What do you think are the activities/processes taking place from the time you send it to the time you receive a response**
 - **My answer- my technical knowledge is limited in this respect. But i guess the same activities as shown in the previous video i.e. sending and receiving information in binary codes through wires, cables and WiFi.**
 - When you type an address in a web browser, the computer connects with a server and sends a 'get request' and when you post something, that's a 'post request'.
 - HTTP (Hyper Text Transfer Protocol) is the language used in this communication.
 - HTML (Hyper Text Markup Language) is related to the appearance of a page- fonts, bolds , italics etc. Or link up pages.
 - Cookie data is the way that the website remembers the computer making these requests.
 - Internet is open and thus hackable.
 - Secure channels- Secure Sockets Layer-SSL and Transport Layer Security –TLS
 - Active when a small lock is visible in the address bar
 - Digital certificates for websites, without which, the browser warns against that website
6. Tools for website creation
- Various options available for website creation
 - Two types of websites- simple and multifunctional
 - Simple website- simple menu and a few pages and blogs
 - Multifunctional website- deeper structured content, multiple fields, pages linked to each other, interaction component (where the user can post information)
7. LeD 2.2- The process of creating a website using Wordpress and customising it.
8. LeD 2.3- adding content to the website created in Wordpress.
9. LeD 2.4- managing content in Wordpress- use of control panel to manage content pages, media pages, blogs
10. LeD 2.5- advanced customisation in Wordpress- adding media pages to themes, use of menu etc.
11. Multifunctional websites using Drupal- video lessons about creation of website using Drupal
12. LxI 1. Wordpress websites created by previous participants in various languages
13. LxI 2. How to use web presence in regular teaching- learning
- **Scenario- You have a class of 60 students, each of them with diverse abilities and from diverse backgrounds. Each of these students have a device (mobile or computer) with basic internet access and are able to operate it. You are planning to take a topic which requires these students to go through additional information,**



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collaborate with each other (inside and outside classroom) and also express their thoughts to effectively learn it.

- *Focus question- Think of one way in which you can use a WordPress webpage to achieve the above goal*
- *My answer- my discipline is Political Science and International Relations so I would post a question which involves some data collection by the students, its analysis and then posting back their reflections, conclusions and suggestions on the question based on their own research done while doing the data collection and its analysis.*
- *For example, question- Why did the U.S. withdraw from the Paris Agreement and what would be the repercussions?*

Instructions- study the contents of the Paris Agreement , other international efforts regarding the climate mitigation, the objections of the U.S. regarding the provisions of the Paris Agreement, post your conclusions/suggestions on the basis of your research.

The final step would be going through the responses of the students.

14. Graded activities

Week 3. Creating your own video resources

1. LeD 3.1- Visual Presentation Skills -1

- *Reflection spot- Assume that you are planning to create a slide with your subject content and uploaded it to your WordPress website. You are creating this as an open educational resource (OER) so that everyone can access and use it. What visual parameters will you take care of during your slide design so that your website visitors find it easier to understand?*
- *My answer- 1. The selection of the topic in fair accuracy and planned manner, 2. Keep it simply bulleted to facilitate explanation, 3. Use pictures to make it more effective and 'catchy', 4. Avoid using dark background colours as they make the content unclear.*
- *Three steps- plan, execute, impress*
- *Planning- discussion, analysis of the content*
- *Execution- outlines, bulleted details, graphic support*
- *Impress- colour scheme, fonts, visual effects*
- *Using graphics- static graphics (illustrations, photographs, charts, tables, graphs) and motion graphics (videos and animations)*



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- Types of graphics- 1. Decorative graphics to add aesthetics or humour, 2. Representational graphics (photographs, screenshots) for realistic description, 3. Mnemonic graphics to convey an idea in a visual form, 4. Organisational graphics – maps for qualitative purposes and graphs and charts for quantitative, 5. Transformational graphics to show changes over time and space, 6. Interpretive graphics to illustrate a theory/principle in art form.
2. Visual Presentation Skills 2.
- ***Reflection spot- Given that you know how to design visuals from the previous learning dialogue, what do you think are the considerations you have to make when using fonts and colours in slide design? How many font types, font sizes and colours will you use in the design of your slides?***
 - ***My answer- colours- light and neutral background colours with dark font colours for better visibility***
 - Fonts- one type, preferably times new roman or Calibri, font size- bigger for title, smaller for description, bold/italics for special emphasis
 - Colours communicate moods, expression, convention, and meaning
 - Colour guidelines-1. More contrast=more visibility. 2. Dim lit room=white text on black background. 3. Bright room= black text on white. 4. Vivid/pale colours= less readability. 5. Choose a colour scheme to suit your topic.
 - Typography/use of fonts to emphasise a particular word- bold/ italics/underline/change colour. Using all at once would unnecessarily overemphasise, thus killing the actual content.
 - Preferably use maximum 2 fonts- one for heading and other for text
 - Use left alignment
 - Text transitions- flashy text transitions take the attention of the audience away from the actual message in the presentation.
 - Content- the quality of the content is the basis of whatever medium are being used. It is the content that has to be well researched and organised first.
 - Along with the presentation, printed handouts should be prepared.
 - LbD 3.3
3. Learning experience interaction- power point presentation
4. Creative Commons Licensing-
- Videos explaining the various modes of getting public licenses while sharing our resources to other people through the Internet or when we use readymade content from the Internet.
 - The details about Creative Commons Licensing.
 - Video containing the method of using the Creative Commons Licensing.



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5. LeD 3.3- Spoken tutorial project
 - Open educational resources
 - spoken-tutorial.org – an initiative of MHRD, GOI, to teach open source software through audio-visual tutorials
 - creates spoken tutorials in many languages suitable for the use even by beginners and hence suitable for self learning
 - Uses side-by-side method i.e. opening two windows on one screen
6. LeD 3.4- Creating spoken tutorials
 - Creating spoken tutorials using CamStudio and other software
7. Other software
 - The software packages that can be used to create open educational resources
8. Learning experience interaction- resource creation in local languages
9. Multimedia principles
10. Resource creation and peer review

To tackle the problem of evaluating vast variety of resources, peer review is employed
11. LeD 3.5- Peer review process
 - In teaching it is useful in assessing open ended assignments
 - Best practices- 1. Provide clear instructions
 - 2. explain the criteria in detail
 - 3. provide training to the students
 - 4. get detailed review comments from the students
 - Advantages- helps in creating good feedback, helps gain clarity.
 - The process of review
12. LeD 3.6- Example of peer review process in IITBombayX

Four phases- submission, allocation, actual review, consolidation

Grading done on this basis
13. Graded activities

Week 4.

This week is about the use of Moodle in assignment creation. It contains videos about the creation of a moodle account and its uses.

Week 5.

This week is about summarising whatever we have learned so far.



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