

DESIGN AND DEPLOYMENT STRATEGIES FOR ONLINE CLASSES

In this e-book the reader will be able to internalize on educational techniques and teaching tools recommended for an excellent online class.



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EXECUTIVE SUMMARY

This ebook is designed for members of educational institutions, NGOs or companies interested in developing new creative and innovative online training proposals.

This document offers a description of: web conferences and types of (communication, distribution or content presentation and collaboration) tools, technical requirements and roles, the history of the web conferences. (S)he offers an ADDIE model for the design and deployment of Live Learning, types of activities suggested for virtual meetings, recommendations for the elaboration of materials for Live Learning. Cases and recommendations for Moderators and Participants of Live Learning are presented.

INTRODUCTION

This document, named Design and Deployment Strategies for Online Classes, is the second one of a series of three.

The first document, Design and Deployment Strategies for Online Courses, set the concept of Live Learning, a way of conceiving e-learning that focuses on the potential of interaction and collaboration among people from the comfort of their homes or offices. In this context, e-learning is currently a very spread way of providing and taking classes over the Internet. Online tools make it possible to create educational environments and offer new high-quality completely distance learning experiences.

The previous digital book, Design and Deployment Strategies for Online Courses, offered a model of instructional design (ADDDA), dynamics to organize Live Learning courses, recommendations for: designing activities, designing a course, creating, managing and organizing contents, moderating forums, customized follow-up through progress reports of the students, designing learning assessment tools. Also, suggestions were provided according to the role in a Live Learning environment as well as dynamics for organizing Live Learning courses illustrated with interest cases for educational institutions, NGOs or CSO and companies.

Following the same line as the previous document, this White Paper is designed for members of educational institutions, NGOs or companies interested in developing new creative and innovative training proposals. Any educational institution, NGO or company may have its own web conference room to offer Live Learning, sharing audio and video, projecting documents, drawing on a virtual board, recording all events, and measuring Participants' progress.

This document offers a description of web conferences, and types of communication, distribution or content presentation and collaboration tools. Moreover, it explains the technical requirements, role-based tasks, and a brief history of the web conferences. The application of an ADDIE model is proposed for the design and deployment of live learning.

Likewise, types of activities for the different moments of the virtual meeting are presented (opening, development and closing.) (S)he provides recommendations for building materials that complement live learning and, to illustrate, cases and recommendations for live learning Moderators and Participants are presented.

WHAT IS A WEB CONFERENCE?

A web conference is a virtual meeting carried out in a web conference room through especially developed platforms, that allow Participants to communicate and interact with each other through chat and audio casting, video and slides. The meeting is made in real time and Internet connection is needed. It is possible to access the room where the meeting is carried out from any electronic device with Internet connection: mobiles, computers and tablets.

In this way, the web conference can be accessed from different geographic locations. For example, a presential work meeting in an office can be replaced by a work meeting via web conference.

There are differentiated roles for the development of a web conference: Administrator, Moderator and Participants. The Administrator is the one who creates the meeting, sets up the necessary technical aspects for the web conference, schedules the date and time and sends the invitations to the Moderators and Participants to attend the meeting. The Moderator is the one in charge of coordinating the overall meeting, mediating in the exchanges and waiving the floor to other presenters or attendants.

Participants are all those who have been invited to the conference. Generally, they have access data that are different from those of the Moderator, since they do not have the same attributes for managing the room but, rather, they depend on the Moderator to grant those permissions (audio, video, etc.)

The exchange of voices in the exchange between the Moderator and the Participants may vary according to the proposed activities. Later, activities for different moments of the web conference will be suggested: beginning, development and closing.

History of Web Conferences

Audio and video communications can be tracked back to the time of the invention of television. Then, systems of closed circuit television through coaxial cable or radio were used. Agencies such as the post offices in Europe in the '30 and '40 are examples of this type of technologies. The television channels and the NASA in the first crewed flights used radio frequency connections. Then, mobile connections with satellites started being deployed, which was an expensive technique that could not be used by most of the companies and educational institutions. It was until the 80s that regular telephony networks were used to transmit video, when transmission digital networks were implemented.

Finally, in the 90s, Internet-based video-conference systems were developed, having better video compression technologies, resulting in sustained advances in the efficiency and quality of audio and video. In the beginning, equipment was expensive and the required connectivity was not accessible. Video-conferences were organized by companies and educational institutions with access to expensive technologies and software. In general, these systems were used when it was necessary to

communicate people who were far apart. It was very common that several people actually met in a classroom or office to communicate by video-conference with another or with a group of people. Communication was slow and the type of dynamics used to be argumentative, organized in turns and with few possibilities of participation and collective construction due to the technical impediments and the lack of tools in the platforms used.

During this decade and into the 2000s, it evolved quickly and many educational institutions, small and medium sized companies, as well as homes could access to this type of communication alternatives.

Currently, video-conference became remarkably popular due to the access to broadband connectivity, the simple and accessible multiplication of home appliances with the necessary requirements as well as to simple and accessible software and applications. It was no longer necessary to gather people in the same place to optimize costs; all Participants with a minimum and affordable equipment, and with no additional costs, can connect from their homes or offices and participate in Live Learning, work meetings, presentations, and various events via video-conferences. Environments are more and more stable, user-friendly, customizable, dynamic and participation encouraging. Conferences can offer with multimedia material with the meeting, and all attendants can participate and share. In this way, interactions are achieved, that are not only efficient and less expensive but also more enriching and collaborative.

LIVE LEARNING VIA WEB CONFERENCES

Live Learning is that class that is taught using real time communication tools such as, for example, a web conference.

This type of means makes it possible to explain through audio and video, to have demos, group activities, and participant queries through chat or audio, among other means, according to the teaching proposal.

Below, the types of usual tools in the web conference platforms will be presented for live learning.

Types of Tools for Live Learning Classes

For carrying out live learning classes, it is possible to find communication, distribution or content presentation and collaboration tools.

Communication tools are essential in Live Learning because they allow for the exchange between members. For example, chat and audio and video streaming.

Chat

Chat is a synchronous communication tool by means of which a written conversation can be carried out. The chat conversation can be useful for the communication between the presenters of the live learning class with the attendants as well as among the attendants.

The written communication in the chat requires that answers are provided as soon as in an informal talk. For this reason, this type of synchronous conversation can be a good option for:

- Meetings between students to pull ideas for performing tasks;
- Online queries to instructors.

Audio and Video Streaming

Audio and video streaming is a synchronous communication tool by means of which the live learning class presenter or attendant can be seen and listened to.

It can be made in real time or through a recording that is played in the live learning class; in this way, it would be an asynchronous tool.

The audio and video streaming, if performed in another time, requires the preparation of the shooting and production of the video file so that it can be included in the live learning class. However, if the audio and video streaming are made live, it requires a web camera and a microphone.

Audio and video can be a good option for:

- Presentations on a subject;

- Interviews to specialists;
- Activities with the Participants.

Tools for the Distribution or Presentation of Teaching Contents

So that the Presenters of the live learning classes can share with the contained attendants, there are different resources. For example, multimedia materials, videos, audio, text documents, documents in pdf.

In order to make documents available, no advanced computer literacy is required, since with the basic knowledge at user level it is possible to publish and to manage contents. According to each used platform, the contents displayed in the room may or may not be available for download, depending on copyright.

Collaboration Tools

Collaboration tools are those that allow making collaborative activities between two or more people. For example, through one collaborative **online board**.

They turn out very useful for Participants to express ideas, doubts, desires or, to make a summary of the class.

Technical Requirements

Live learning classes can be carried out if the following requirements are available:

- A web conference room for the live learning class;
- Internet access through a device (mobile, tablet, notebook, desktop computer.)

If there is going to be video streaming, it will be also necessary:

- Earpieces (to avoid interference with one's own voice;)
- Web camera.

Each web conference platform has some specific technical requirements. For that reason, it is advisable to consider them at the time of implementing a web conference or when participating in a virtual meeting.

ROLES IN THE LIVE LEARNING CLASS

Most of the platforms for web conferences offer three roles with specific rights: Host, Presenter and Participant.

Below, the actions that each one can perform are shown.

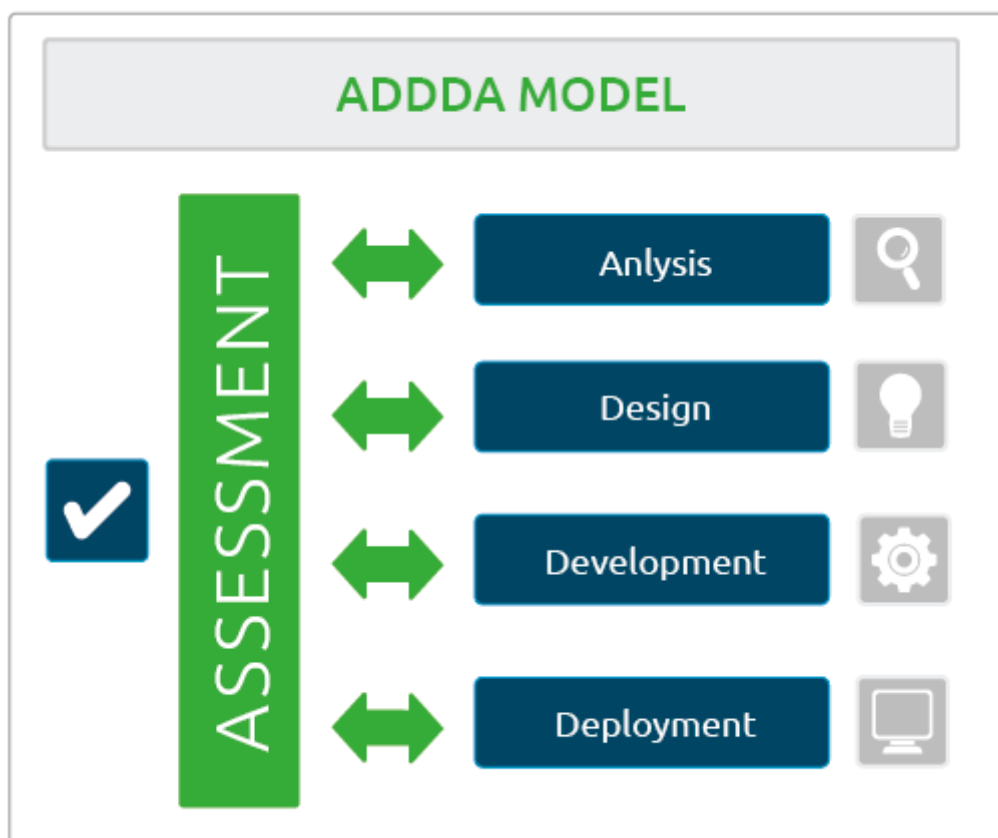
HOST	PRESENTER	PARTICIPANT
(S)he creates and schedules a live learning class and invites the attendants.	(S)he shares the already loaded content in the live learning class.	(S)he participates in public and private chat and in the digital board.
(S)he grants rights to Presenters or Moderators of the class.	(S)he transmits audio, video; (s)he can take part in chat and share the screen from his/her desktop.	(S)he can see and download the class materials live.
(S)he adds content to the media library to show it in the class. (S)he can enable or not downloading.	(S)he grants rights the Participants to share audio or video or to participate in the digital board.	(S)he can request permission to take part live in the class.
(S)he enables audio and the video for the Participants.	(S)he can make outlines in the board.	
Enable the recording of a live learning class.		

ADDDA MODEL FOR THE DESIGN AND DEPLOYMENT LIVE LEARNING CLASSES CYCLE

In the first e-book Strategies for the Design and Deployment of Online Courses, the model ADDDA was presented, which consists of a model of instructional design made up of five phases: Analysis, Design, Development, Deployment and Assessment. This model can be applied to the design and deployment of online conference cycles.

When we think of cycles, we think of series of three, six, nine or twelve consecutive sessions. They typically have a core topic that binds all meetings. The frequency between meetings can vary. For example, it can be weekly or monthly cycle of conferences. Moreover, the types of activities can vary, always maintaining certain air of affinity which makes the Participant recognize which is going to be its structure. For example, as it happens in television shows that keep the same structure chapter after chapter.

In order to plan the meeting, they can be scheduled on the same day of the week, or, on the contrary, the day can change. Another possibility is recording the meeting and replaying them on another date.



Phase 1: Analysis

In this phase, the following actions take place:

- Testing of different communication, distribution or content presentation and collaboration tools;
- Identifying needs;
- Identifying the contents that is more advisable to offer through live learning;
- Defining the characteristics of recipients;
- Writing general and specific objectives;
- Designing the cycle of web conferences.

Phase 2: Design

In this phase, the following actions take place:

- Identifying common and different elements throughout the cycle; those contents that will be cross-sectional and those specific for each web conference;
- Establishing the training structure and cycle duration, as well as of each web conference;
- Selecting the most suitable technological tools for the cycle of web conferences of the live learning class;
- Defining materials that will be in each live learning class (teaching material and others, such as, musical separators for each moment of the virtual meeting;)
- Selecting the aesthetic environments of web conferences (logo, background color.)
- Creating a trial. Phase

3: Development

In this phase, the following actions take place:

- Generating training material for the live learning class;
- Making tutorials to send to the Participants before the beginning of the cycle, making an audio-visual presentation of the cycle including description, purpose, objectives, duration and agenda.
- Identifying the profile of the Presenter or of the equipment that will moderate the cycle.
- Internal training of the Participants, Moderators or Guests;
- Searching the web for audiovisual material that can be useful give examples in the cycle;
- Generating broadcast activities;
- Calling the Participants, Moderators or Guests to the web conferences.

Phase 4: Deployment

In this phase, the following actions take place:

- Sending invitations, reminders of attendance and tutorials;
- Developing the course;
- Making a post-cycle survey;
- Issuing certification;
- Inviting students or Participants to take part in other cycles.

Phase 5: Assessment.

This phase is transverse to the previous four stages.

It makes it possible to review, redesign and modify deployment strategies based on the specific needs identified.

Generally it is conveyed in an end product that is an assessment report.

ACTIVITIES FOR AN ONLINE CLASS

In web conferences it is important to include activities that foster the participation and collaboration between the Presenters and the Attendants.

Although it is important that who moderates makes presentations sometimes, presentations are not the only activity that is recommended for web conferences. It is suggested that they are intermingled with other activities that foster the participation of the attendants to make it more dynamic and enriching. Other resources -such as audio or video- can be used to complement the presentation.

There are different proposals that can be useful for different moments of the virtual meeting (opening, development and closing) and for achieving objectives of the meeting.

Below, a series of activities that can be made in a web conference is suggested. It is necessary to point out that these activities can be adapted according to the duration of the proposal, the objectives, the contents and the needs, expectations and interests of the addressees.

According to the moments of the web conference, three types of activities are presented:

- Type 1: Opening Activities
- Type 2: Development Activities
- Type 3: Closing Activities

Type 1: Opening Activities

They are the proposals that are introduced at the beginning of the virtual meeting. Usually, they are designed in order that the Participants:

- get to know each other;
- have a clear idea of the meeting attendants profiles;
- show their expectations;
- take confidence to participate and communicate with the Moderator and the other attendants.

This type of activity is recommended to start a cycle of live learning classes, web conferences or to a specific webinar. For the Moderator, a proposal of this type will allow them to identify the places of origin and the previous experience of the Participants with this type of meeting. On the other hand, knowing the audience quickly will make it easier to make adjustments in real time so that the meeting is interesting and according to the expectations of the Participants. From this perspective, this activity is an ice breaker and generates a relaxed and trust environment for the virtual meeting.

Task Examples	
Introduction of the Institution	Once the Presenter begins the web conference, indicate if they knew the institution previously and in what activities they have participated.
Introduction of the cycle of live learning classes	Share the doubts with respect to the agenda, contents and programs of the cycle.
Introduction of the Moderator and the Participants	Indicate the name, last name, place of residence, expectations and institution to which they belong.
Introduction to the environment	Navigating the options of the toolbar of the web conference room.

Type 2: Development Activities

They are the proposals that are made during the development of the web conference.

According to the dynamic chosen for the web conference, the most suitable activities may be proposed.

Task Example	
Analyzing a concept	Share all together the different ways of conceptualizing globalization, from social, economic and political perspectives.
Developing one idea	Brainstorm on an online collaborative board during the web conference.
Debating subjects	List which are the high-priority subjects that they will consider in the work plan for the year.
Interviewing an expert	Analyze a cultural or academic production.
Conducting a collaborative action	Share the main difficulties found in the sale of products.
Assessing group learning	Present in teams the practical works made. The presentation will be in charge of the coordinator of the group.

Type 3: Closing Activities

They are those that usually take place when finishing a web conference. The purpose of this type of activities are:

- Making a summary of contents
- Sharing conclusions
- identifying needs and interests for next web conferences;
- announcing coming activities;
- Farewelling

Example:	
Making a summary of contents	Make a summary of the main treated subjects in three minutes.
Sharing conclusions	Make a round where each participant takes the floor to leave a message with two main ideas that they take from the virtual meeting.
Identifying needs and interests	Share two subjects that they want to approach in the next web conference.
Announcing coming activities	If it is already defined, an announcement of when the next class will be and which are going to be the contents.
Farewelling	List a word that it synthesizes what the web conference means.

In the final section, suggestions for each one of the types of activities will be made according to the role in the live learning class.

MATERIALS INCLUDED IN LIVE LEARNING

Live learning classes, or web conferences, usually are offered together with audio-visual materials. These are essential both during the class and after so that Participants can review and deepen knowledge.

In some types of conferences, the materials have a central place, for example, in the case of presentations, panels or exhibitions. In other cases, audio-visual materials are complementary to some instances of the live learning class according to the needs.

The main types of materials that can be designed and offered in a live learning class are:

- Multimedia presentations (for example, Impress or Power Point documents;)
- Audio and videos;
- The ideal is combining different formats and types of materials to offer a more dynamic and comprehensive class.

Designing Multimedia Presentations for a Live Learning Class

Multimedia presentations may be made in software such as Impress, Prezi or PowerPoint. Some of their main advantages include, but are not limited to, being easy to operate, having a variety of pre-established templates that make it easy to design and allow incorporating different formats, such as text, image, links, videos and animations. Another important aspect of a multimedia presentation is that the contents are organized in slides that are shown as the class advances.

The multimedia presentations have various uses in live learning:

- They illustrate or complement what it is presented orally;
- They help the Participants to fix central ideas or to understand a complex idea;
- They are a guide or note for the Participant, who can then download the material;
- They provide guidance to the presenter during the presentation.

A multimedia presentation must maintain certain basic organization and design criteria so that it is suitable for a live learning class. A good presentation includes introduction, development and closing.

INTRODUCTION

The introduction of a presentation is crucial, since it generates the interest, anticipates the topics to be dealt with, organizes the work and defines objectives. The slides of the introduction include:

- A brief, attractive title that generates impact and interest; it may go together with an image;
- Photo and main data of the presenters;

- Objectives of the conference;
- Work methodology;
- Agenda or roadmap.

Development

The development of the presentation is the main phase of the live learning class or conference. The introduction conveys the objectives and the proposed work methodology, and it presents the main content of the class.

The presentation of a live learning class or conference can be structured in different ways according to the topic that is going to be presented, the objectives of the class and the proposed methodology. Some examples of presentation structures are:

- **Theoretical exhibition:** the first slides give an introduction, problem posing questions or hypothesis, the following ones present the arguments, and finally, the last slides of the development present the theoretical conclusions.
- **Temporary:** The first slides show how something was before, the following ones present it how it is at the moment and the last ones make a proposal of change for the future. It is an ideal format to convey the need of a change of attitude, strategy or thought.
- **Search of Solutions:** The first slides pose a problem, then its causes and effects, and the last slides propose a solution. A variant is that the solution is thought of collectively; therefore, it will not be included in the presentation.
- **Debate or Collective Constructions:** If the live learning class proposal is a debate or a collective construction, in the first slides of the presentation, a problematic situation, a topic, a need, a slogan or a question is posed. Then, participation is opened, which may or may not include previously designed slides.
- **List or Cross-checking:** It is one of the simplest structures, beginning with an introductory slide, then a set of consecutive slides is offered each containing an element, aspect, dimension, concept or idea to treat, and it finishes with a summarizing slide.

Closing

The closing of a multimedia presentation will be the last idea that Participants take home. It is crucial that it summarizes the work done and offers relevant information. The closing of a presentation includes slides with:

- Summary and conclusions of what has been done in the live learning class;
- Resources, references, links;
- Next meetings, dates or tasks;
- Contact information;
- Farewell and acknowledgement phrase or image.

STYLE AND GRAPHICAL DESIGN RECOMMENDATIONS

In order to create a good multimedia presentation for a live learning class or conference, it is not necessary to be graphic design literate; however, some criteria general can be followed:

- Use text to emphasize the main ideas and to clarify complex ideas;
- Combine different formats (text, image, videos;)
- Offer graphs, mental maps and computer graphics that summarize, clarify or complement the information that is provided orally;
- Avoid long paragraphs and plain text (without format;)
- Use fonts with different sizes, colors and bullets to organize the information;
- Preferably, use a different slide for each item or point;
- Avoid overloading with animations, transitions, decorations and effects;
- Make sure that they are clear and legible, for example: use rather big fonts and easily readable fonts, make sure that the text is clearly different from the background;
- Make sure that the amount of information is not excessive and that it can be read in the time in which each slide is displayed.

Using Audio and Video as Material in a Live Learning Class

At any time in the live learning class, audio and videos can be included, or to supplement the presentation. Some of the alternatives for which it is interesting to include audio or video are:

- to provide audio or video contributions from role models, figures, specialists who cannot attend live;
- to provide testimonials that serve as examples, cases or experiences, through previously made interviews;
- to play videos about the analysis case, the problem at stake or the concept to work that serve as introduction, complement the explanations or allow to reach conclusions;
- to provide songs, film scenes, radio theater fragments or spots that serve as inspiration to generate new ideas, as triggers to approach a subject, open debates or generate reflections.

Recommendations of Audio and Video Selection for the Presentations

There are countless audio and video resources that can be used in a live learning class, many of which can be in different websites. At the time of selecting an audio-visual resource to include in a live learning class, it must be made sure that:

- they are relevant and appropriate to the main content of the class;
- they are interesting for the attendants according to their interests and characteristics;

- they comply with a minimum of technical specifications so that they can be played, viewed and/or heard clearly in the web conference. It is strongly recommended that they are tested previously;
- they are not excessively long since web conferences have limited duration.

Below, there are some sites where to find audio-visual contents:

Site	Description	Link
YouTube	Site for video hosting.	http://www.youtube.com
Vimeo	Site for video hosting.	http://vimeo.com/
CDA	Repertoire of series, documentaries and short films.	http://cda.gob.ar/
TED	Site that compiles the conferences offered in TED events.	http://www.ted.com/
Conectate	Viewing and download site for cultural and education contents.	http://www.conectate.gob.ar
NFB	National Film Board of Canada.	http://www.nfb.ca/
Khan Academy	Audio-visual material with different educational topics.	https://es.khanacademy.org/
Cinema argentino	Argentine cinema video library.	http://www.cinemargentino.com/
Las 400 clases	Audiovisual classes.	http://www.las400clases.com.ar/
Goear	Site for audio hosting.	http://www.goear.com/
Ivoox	Site for audio hosting.	http://www.ivoox.com/

Below there are concrete examples of audio and video productions with teaching potential:

Format	Description	Link
AUDIOS:	Cortázar lee a Cortázar	http://www.ivoox.com/podcast-cortazar-lee-a-cortazar-julio-cortazar-1966_sq_f18165_1.html
	Audios históricos	http://www.elortiba.org/media.html
VIDEOS:	La Educación Prohibida	http://www.youtube.com/watch?v=-1Y9OqSJKCc
	Norman McLaren – Neighbours	https://www.youtube.com/watch?v=4YAYGi8rQag

There are free-download browser add-ins that allow having a clean interface of advertisements to transmit them in a live learning class. For example, ClenTube: <https://addons.mozilla.org/es/firefox/addon/cleantube/>

Recommendations for Audio and Video Editing for the Presentations

If it is desired to produce or to edit audio or video material to include it in a live learning class, the following aspects must be considered:

- write a brief script that serves as guide at the moment for making the production; test camera and/or sound, to rehearse outside if necessary; if it is an interview, prepare the questions previously;
- in the case of audio content production, for example, conducting an interview, it is important to try that there is interference, environmental sound or elements that can distort the audio;
- in the case of audio-visual content production, for example with a filmed testimonial, it is crucial to choose the appropriate environments, to procure good light and to avoid environmental sound;
- if the choice was editing the material, the most relevant fragments are to be chosen, unnecessary pauses or errors are to be deleted, subtitles are to be included in case the sound were not suitable or that an idea is emphasized, as well as images that complement the material can be included;
- if not proprietary content is going to be edited, the corresponding license for editing must be procured and acknowledgement must be included;

Once the live learning class is finished, is ideal that all the used materials are available for the Participants, along with other additional resources that may be of interest, or digital versions of the materials that allow them to deepen the developed contents in the conference.

CASES

Return to class - Charlone School (Province of Buenos Aires - Argentina)

Context	Scheme	Description of the Proposal
The teachers that live in different locations need to meet to get trained on the institutional project.	1 conference of 2 hours.	One internal training organized in two blocks with a 10-minute break. In the first block, the Headmaster introduces the institutional project. In the second block, the Pedagogical Consultant provides orientation to each one of the teachers in the design of their classroom projects.

Electronic Waster Problem - Argentine NGO

Context	Scheme	Description of the Proposal
A NGO offers a cycle aimed at the educational community on electrical and electronic waste.	3 conferences of one hour. Once per week.	A cycle of three web conferences. In first one, the subject is introduced and a specialist who lives in Holland is invited. In the second one, local legislation is discussed. In third one, the design of a project is proposed to raise awareness on the topic in the region.

Study Trip - Institute of Teacher Education

Context	Scheme	Description of the Proposal
An institute of teacher education needs to show to the future teachers the students in school contexts in a virtual tour over different schools of the country.	Cycle of 6-8 conferences. Once per week.	In the first conference, the purpose, objectives, cases and analysis dimensions are presented. In the following conferences, the cases of the schools pertaining to different regions of the country are presented (with interviews to headmasters and teachers.) In the last conference, an analysis is made and conclusions are drawn.

Live University Classes - Presential Private University

Context	Scheme	Description of the Proposal
In an annual subject of a program of studies it is needed to complement the presential content with a cycle of web conferences.	Cycle of 9-12 conferences. Once per week.	One cycle of web conferences. In each conference, the Financial Mathematics professor chooses the central topic and approaches it with different activities. For example, concept analysis, debates, development of ideas, collaborative productions.

RECOMMENDATIONS FOR RACH ROLE

Moderator

Before	Opening	Development	Closing
Define the objectives	Have the presentation, videos and other materials that will be included in the class already loaded.	Promote interaction between Participants and rotation of voices.	Allow a moment for questions.
Plan the duration, contents, number of Participants.	Check the use of earpieces and webcam previously.	Check and to enforce the set times for each block.	Invite the attendants to participate in the next meetings.
Notify timely the date and time of the meeting.	Lave a few minutes for the Participants to log in.	Follow the conversations in the chat. If necessary, contributions on the participations can be made.	Before finishing, make a brief summary of the meeting.
Share the local time to which one talks about so that there are no misunderstandings.	Make a presentation and invite everyone to do it by chat.	Encourage the Participants to query if there are doubts on the topic.	Provide other asynchronous communication channels to stay in touch.
Practice the technical possibilities previously.	Introduce the platform, and its technical tools.		Send the class materials by e-mail.
Make tutorials available for the Participants.	Introduce the blocks that the class will have and the topics to be dealt with.		Send attendance certificates.

Participant

Before	Opening	Development	Closing
Check the starting time.	Access the class on time.	Make contributions that are relevant and appropriate to the Moderator's proposal and to the topic.	Stay until the closing of the class.
Review the technical requirements to participate.	Take part in all introduction activities.	Avoid making personal contributions that do not have to do with the topic.	Check that all available documents are downloaded.
Have the tutorials sent by the Moderator available.		Take part in all proposed activities.	Tell doubts or concerns.
Have earpieces and a webcam available (if audio is going to be broadcasted.)		Download the documents.	Schedule next events.

USEFUL LINKS

FAQs

<http://www.wormholeit.com/es/ayuda/campus>

App for iPhone and iPad:

<https://itunes.apple.com/es/app/wormhole-classroom/id661296837?mt=8#>

App for Android devices:

<https://play.google.com/store/apps/details?id=air.com.wormholeit.rtc.mobile>

Wormhole Campus video tutorials:

<http://www.wormholeit.com/en/help/classroom>

Interactive Demo of Wormhole Classroom:

<http://www.webconf.me/images/stories/demo/WWC.html>

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GLOSSARY

3G Telephony: 3G is the abbreviation for third-generation of voice and data transmission over mobile telephony through UMTS (Universal Mobile Telecommunications System.)

Administrator: It's the user profile with more management, configuration and general environment management rights.

Closed Invitation: That which is sent through a personal invitation with a private access code.

Closed Meeting: That which in order to join the meeting a private access code is required.

Customization: Each institution can add their logo and set their colors. In this way, the institutional image is kept.

Internal Messenger: Asynchronic communication tool between users of the campus.

iOS Mobile Device: Operative System from Apple.

Live Learning: It is a way of conceiving e-learning that focuses on the potential of human interaction.

Media Library: Space for storage and download of digital documents in multiple formats.

Open Invitation: That which is shared through a URL. Any person with the access link can join the meeting.

Open Meeting: That in which any person with the access link can join the meeting.

Participant: User profile for recipients of courses, web conferences and live transmissions. It has no administrative rights.

Presenter: This is the host of a virtual meeting or web conference conducting the event, moderating exchanges and providing rights for participation.

Recording: Audio log of conferences and live transmissions. It can be downloaded in digital file format.

Share Desk: This is a functionality that makes it possible to transmit from the presenter's or host's screen in a virtual meeting or web conference.

Smartphone: Smartphone with more functions than a regular mobile phone that supports the installation of software. Typically, they include e-mail, GPS, reading documents from Microsoft Office, PDF, among other possibilities.

WiFi: Wireless Internet connection.

Credits

Contents María Ximena García Tellería, Marta Libedinsky, Paula Pérez and Ana Laura Rossaro - Evolución Fundación - www.fundacionevolucion.org.ar

Buenos Aires:



Contact

info@wormholeit.com

U.S.A.: (+1) 415 992-7270

ARG.: (+5411) 5254-0115

Website: <http://www.wormholeit.com/en/>

Twitter: <https://twitter.com/WormholeIT/>

Facebook: <https://www.facebook.com/WormholeIT/>

Google +: <https://plus.google.com/u/0/113492974507224520601/posts>

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