Reflecting on our experience as learners in an iQualify course...

EXAMPLE

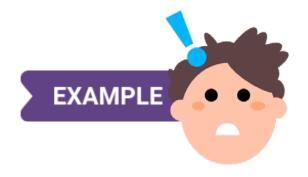| We liked...	So we could think about...
Look, hear, listen, write	Checking my course has multiple modes of representation, engagement and expression. This could include variety in how you present ideas, the activities you use and the ways to navigate or complete the course. See the Universal Design for Learning guidelines to find out more.
Video clips	Using the in-built video feature (or just my phone) to take some lo-fi videos or interviews with experts or learners. Remember the the video Pale made telling his story and how quick and easy that was...
Structure	Planning a structure for my course *before* I begin... should the structure focus around content topics, weekly tasks or stages in the reflective cycle?
Self-paced	Checking that my structure (above) allows for flexibility for my busy adult learners. For instance, activities can be completed over a week period and asynchronous meetings a) are presented with options to see what works best for learners b) are recorded and available for learners who couldn't attend.
Clean look + feel	Using a style guide (Mailchimp's style guide is a quite excellent example) and working with a reviewer to check I've formatted things consistently and cleanly. Remember, white space is our friend.
Opportunity to embed bi-lingual	Checking that my computer keyboard is set up to let me easily add macrons. - Making use of the built in glossary to support learners remembering new terms. - Using H5P to embed dictation or speak the words.

Reflecting on our experience as learners in an iQualify course...

We struggled with...   So we could think about...

Finding the time

Ensuring the task instructions are clear and concise.

- Giving a time indication for the pages (and specific activities as appropriate).

- Chunking the content and activities into "bite-sized" chunks (20-30 minutes).

Being engaged for long enough

Including incentives such as giving learners a chance to be creative or make their mark.

- Telling learners "what's in it for them"
  e.g. Why should they do these activities? What will they get out of it?

- Running a pulse to get them to re-engage.

- Make it interesting through being...
  Unscripted
  Authentic
  Humorous
  Varied – tone, pace, activity types
  Quiet – get the learners doing the talking!

Not having an easy way to navigate past things I already know

Getting a sense of flow

Planning for alternative pathways e.g. including a task they can skip to and try to see if they have to go through any of the content.

- Using internal links to give learners direction on where they should start or go next.

- Including a set of "diagnostic" activities which have feedback to direct them to where they should go (based on if they got it right first time).

- Using clear titles for your units (pages) so that learners can read the title, understand what it's about and skip it if they want to.

Having meaningful reflections for learners to take away

Prepare learners for what's coming up by telling 'em what you're going to tell 'em (also supports above navigation past topics you know).

- Plan your structure before you start building to see the big picture flow.

- Use linking phrases (segues) at the beginning or ending of units
  e.g. "Now that you've... let's take a look at..."

Supporting their reflections with a template or module.

- Providing feedback which gives questions to encourage learners to dig deeper into their initial reflection.

- Providing ideas and examples for how learners could measure the impact (for themselves or learners) on applying what they've learned.

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It made us think about ...   But how to do it...?

Icebreakers

Use the talk channels and do a quick search for online icebreakers to find one that suits you. (There'll be a knowledgebase article with ideas soon.)

Ensuring activities link with content

Use Biggs constructive alignment and a planning sheet which allows you to compare content, activities and outcomes.

Importance of relatable video

Include video in your constructive alignment plan. And... think about including an activity either within (using EVA or EDpuzzle) or after the video.

Making a flow for my course

See suggestions above for "Getting a sense of flow". To test this, you might ask a reviewer to complete their review over a number of days (as a learner would). That's when you can spot the kinds of support needed for greater flow.

Providing feedback

Use feedback to incorporate more teaching via explaining rationale and linking out to further resources.

It can be difficult to write feedback for open-ended questions or questions that ask learners about their context as there is no one right answer. You could use some of these tactics:

- Give feedback that focuses on one example, but one you think would be common across many people. For instance, "Some people find that they revert to a different teaching style when they're tired or stressed. This is not surprising because...." This way you can use the activity to slip in some more learning.

- Give feedback that asks more questions. For instance, "As you read over your response, think about why that activity might have resulted in more discussion. Are there particular steps or strategies you used? What is it specifically about steps that encouraged more discussion?" When you do this, you can use the feedback to get learners to dig deeper and really explore their response. Often with these questions, you might also want to prompt learners to do something with their digging deeper or use it as a segue to a more complex idea.

- Feedforward to give learners their next steps. This can also support their view of themselves as a life-long learner or reflective practitioner.

Importance of interactives and engaging activities

Check you are supporting active learning through including regular activities. If you are asking them to reflect, scaffold them to reflection with activities along the way which break down the elements of experimenting, reflecting and evaluating.

Using more visuals

Make use of multiple modes of representation (described above) and think about whether you can communicate a concept or model visually. For images that are more "supporting" than teaching Lots of free images through places like pixabay, digitalnz, Wikimedia commons and using the re-use filter in google images.