GUIDELINES FOR REMOTE LEARNING TOOLS

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REMOTE LEARNING TOOLS

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REFERENCES

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24 April 2020

PREFACE

As we are all aware, the teaching and learning (T&L) and assessment activities at the Universiti Utara Malaysia have been affected by the global COVID-19 outbreak and the subsequent nationwide enforcement of the Movement Control Order (MCO) commencing 18th March 2020 until 31st March 2020, which has now been extended until 12th May 2020.

Upon the advice and in reference to the guidelines issued by the Ministry of Higher Education and the Higher Education Programme Management Post Movement Control Order (MCO) COVID-19 by the Malaysian Qualifications Agency (MQA), the University has undertaken due diligence of the lecturers' and students' preparedness and the state of readiness of associated infrastructure. Thus, it has been decided that the T&L process shall proceed as follows:

Firstly, all teaching and learning (T&L) activities will be conducted using online learning or remote learning methods.

Secondly, any forms of assessment, whether mid-semester exams, assignments, quizzes, project presentations and others, including final exams, will be carried out via online or remote learning.

To ensure the smooth implementation of the T&L for all academic programmes at UUM during this uncertain and challenging time, the remote learning mode is adopted in place of the face-to-face (traditional) method. **It is thus essential that a guideline for the implementation of the remote learning tools be developed.**

This Handbook provides a guideline for instructors (whether they are teaching the undergraduate or postgraduate programmes) with several online tools frequently used for remote learning. The handbook is for internal circulation only.

It is hoped that these guidelines will assist instructors to make decisions on best practices that can be adopted and adapted for their classroom use.

REMOTE LEARNING TOOLS

1.0 INTRODUCTION

The following tools are suitable to be used for online and remote learning. Each has its own benefits and limitations. Instructors are advised to choose which tool to use for the classroom activities in relation to the course learning outcomes and the types of assessment.

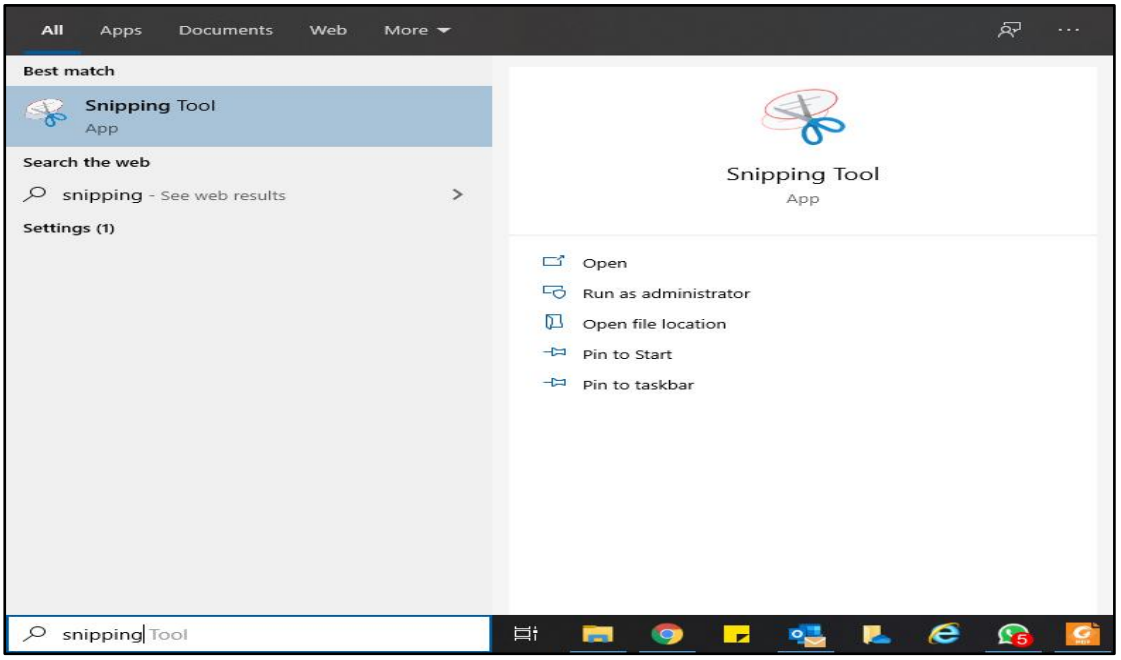
2.0 WHATSAPP AND TELEGRAM

WhatsApp Messenger, or simply **WhatsApp** , is an American freeware, cross-platform messaging and Voice over IP service owned by Facebook, Inc. It allows users to send text messages and voices messages, make voice and video calls, and share images, documents, user locations and other media. **WhatsApp** is available on Android's Google Play and iOS App Store. For desktop version (Windows / Mac), user can download the installer from the following link: https://www.whatsapp.com/download

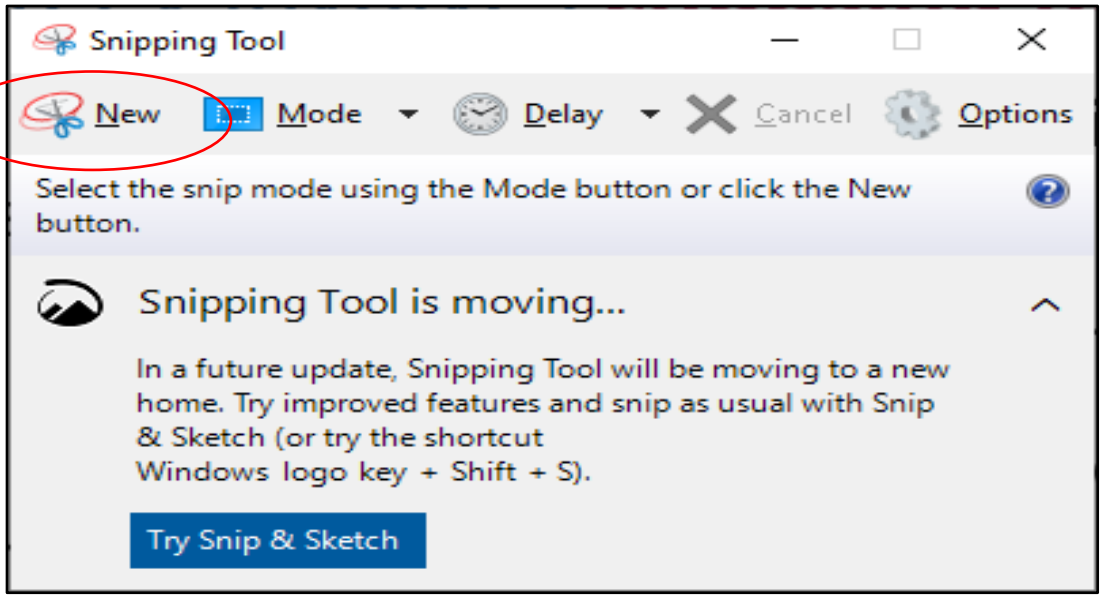
Telegram is a cloud-based instant messaging and voice over IP service. Telegram client apps are available for Android, iOS, Windows Phone, and desktop version (Windows / Mac / Linux). Users can send messages and exchange photos, videos, stickers, audio, and files of any type. **Telegram** is available for desktop installation from the following link: https://desktop.telegram.org/

2.1 Step 1: Convert / Save Each Slide In Your Chapter As Picture.

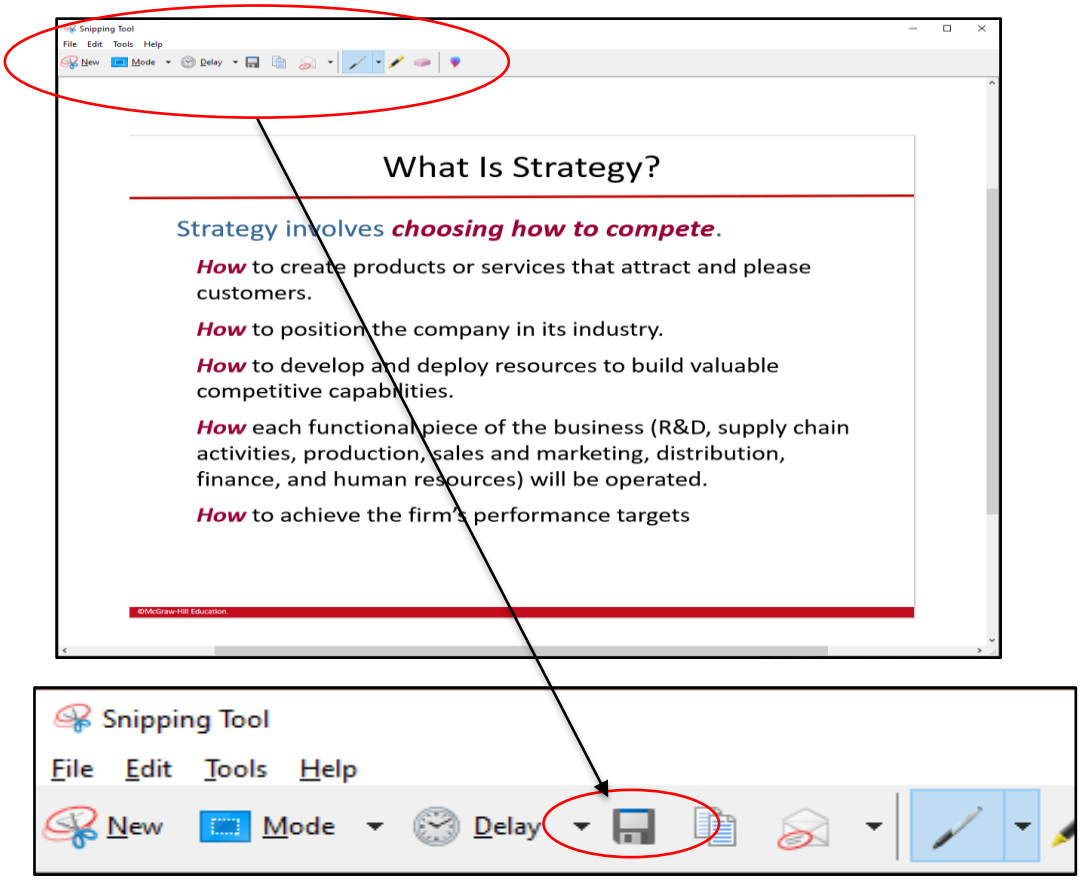
i. Instructors are advised to convert individual slide in their chapter as a picture and save the material into a dedicated folder. The conversion of slides to pictures can be done by pressing "**Ctrl + Print Screen**" or "**Alt + Print** Screen" through the keyboard. Alternatively, for those on the Windows operating system, a handy tool named "**Snipping Tool**" is available for your use.



ii. Once launched, click on "**New**" and the software now enables instructors to screenshot the PowerPoint slides and save it as picture.



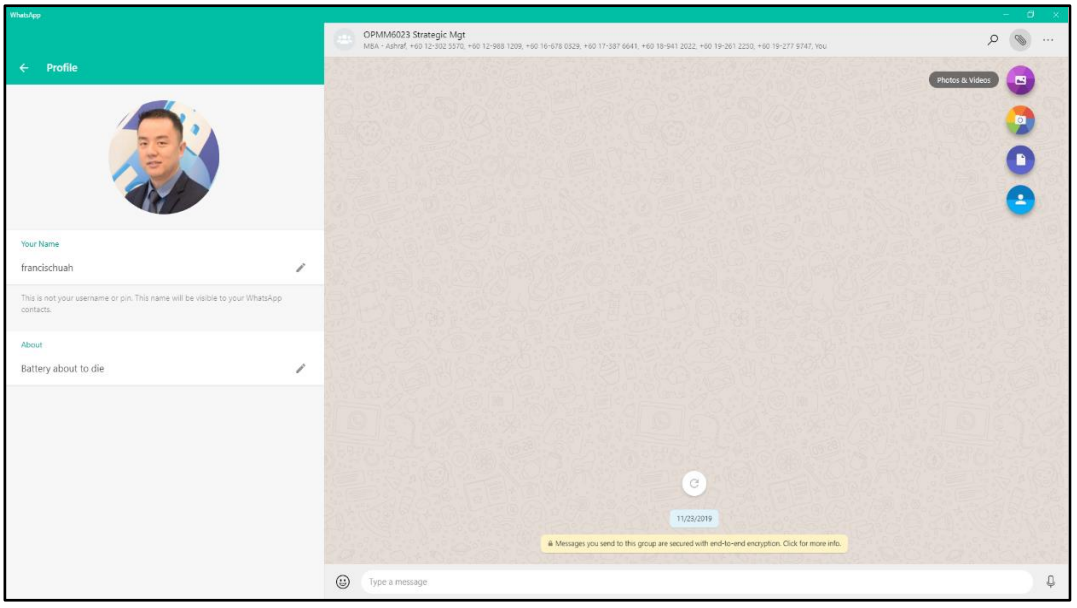
iii. Once the slides has been snapshot, instructors will have to "**SAVE**" the snapshot as picture format to be used as teaching material in WhatsApp or Telegram.



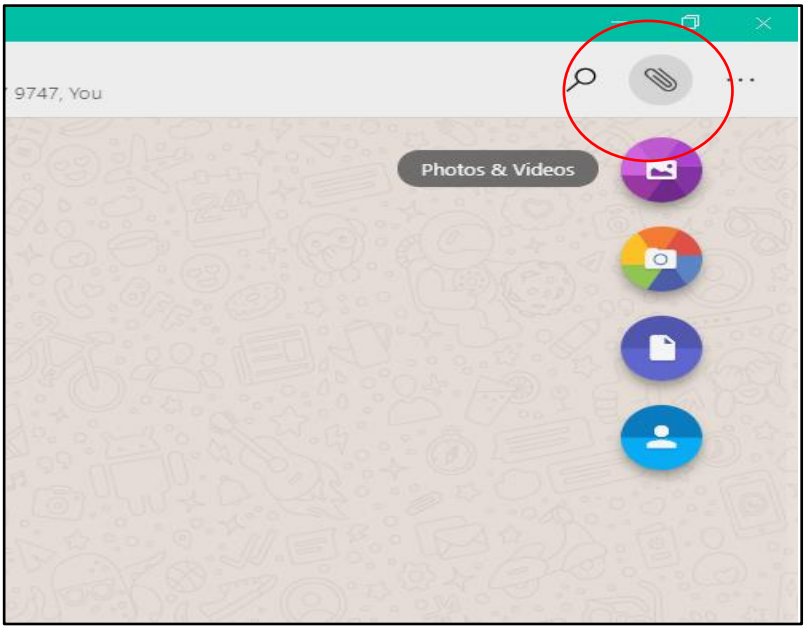
2.2 Step 2: Insert Pictures Into WhatsApp/Telegram Group and Start Lecturing

The next step is to insert the pictures into WhatsApp/Telegram class group.

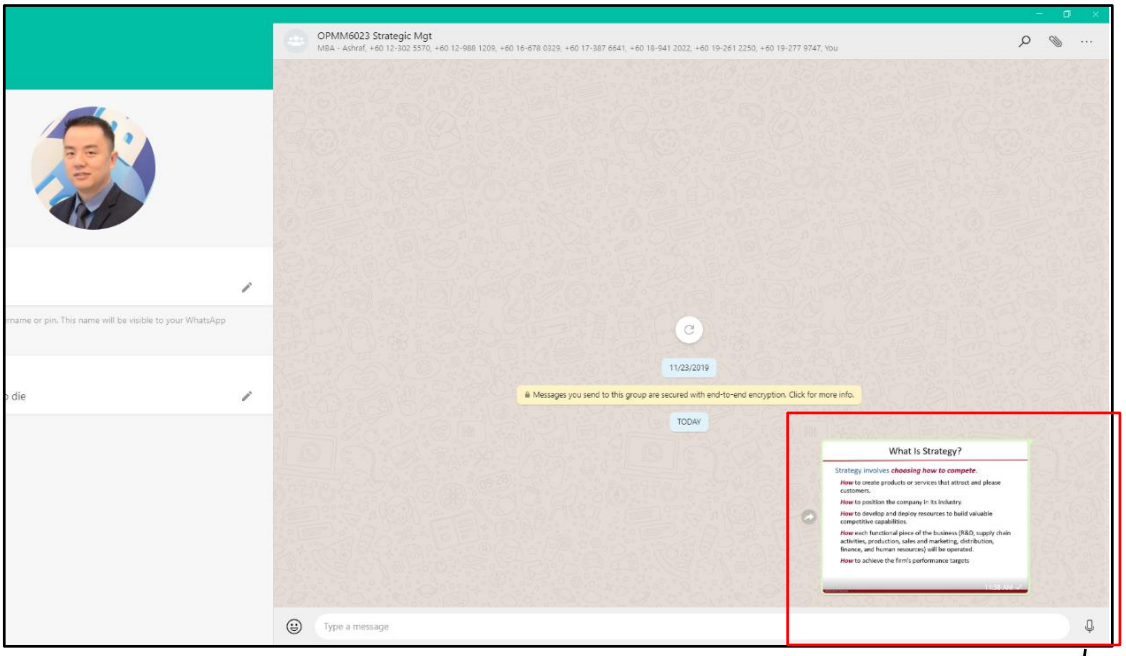
A. WhatsApp

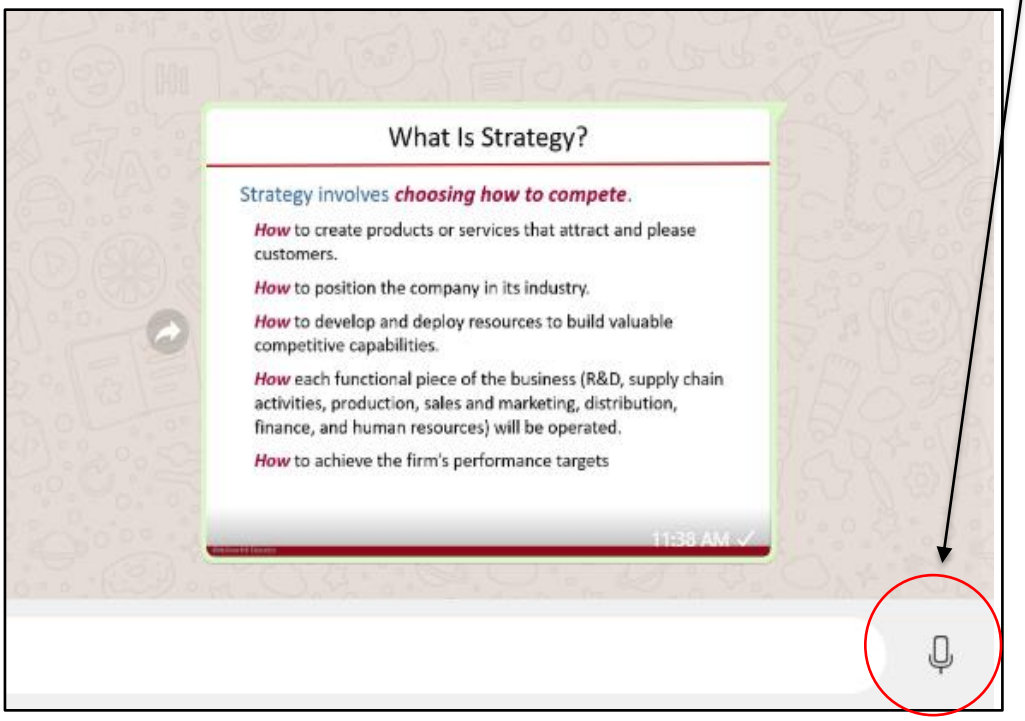


i. Select insert "**Photo & Video**" and navigate to the picture file saved earlier



ii. Once the picture is delivered into the group, instructors can begin lecturing by pressing the microphone button available at the bottom right in the WhatsApp group. The instructor can continue lecturing by uploading the second/subsequent slides repeatedly.


OPMM6023 Strategic Mgt
11/23/2019
Messages you send to this group are secured with end-to-end encryption. Click for more info.
TODAY
What Is Strategy?
Strategy involves choosing how to compete.
How to create products or services that attract and please customers.
How to position the company in its industry.
How to develop and deploy resources to build valuable competitive capabilities.
How each functional piece of the business (R&D, supply chain activities, production, sales and marketing, distribution, finance, and human resources) will be operated.
How to achieve the firm's performance targets
Type a message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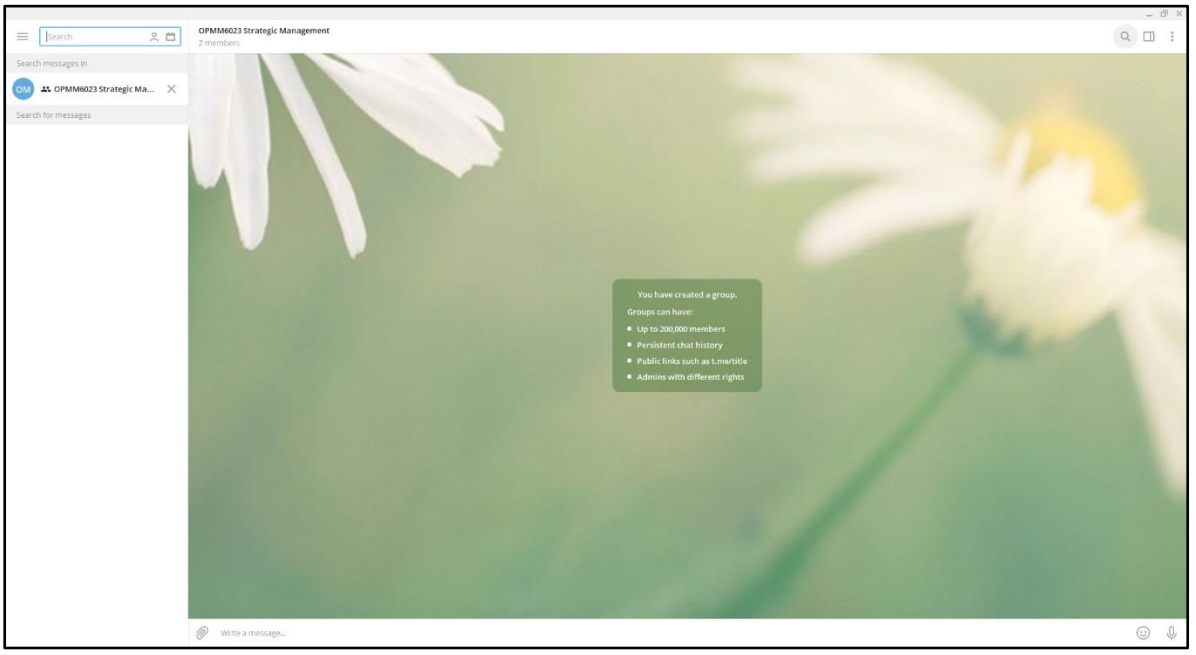
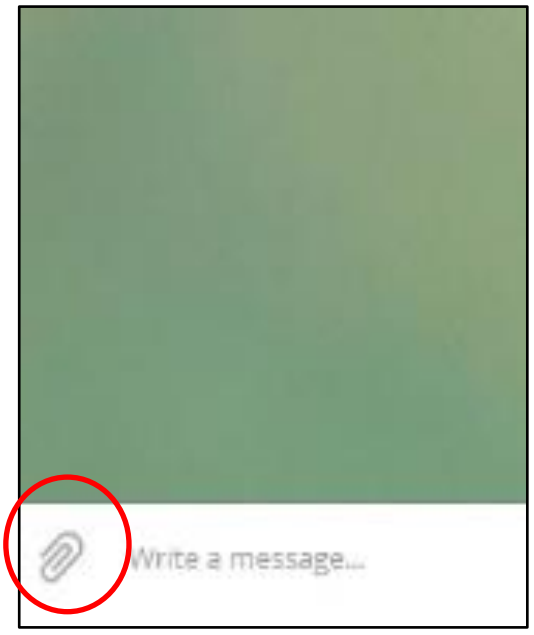
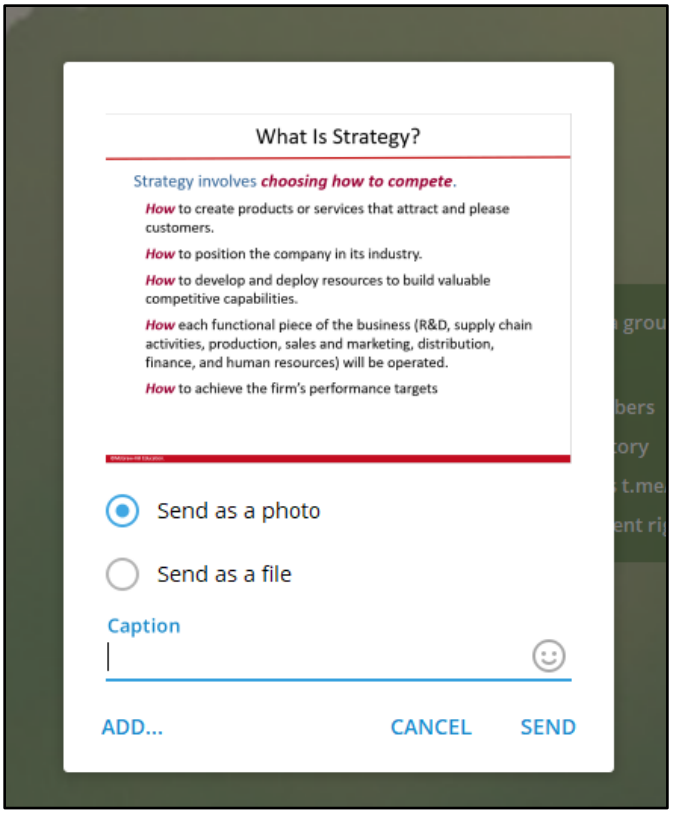
How each functional piece of the business (R&D, supply chain activities, production, sales and marketing, distribution, finance, and human resources) will be operated.
How to achieve the firm's performance targets
11:38 AM

B. Telegram

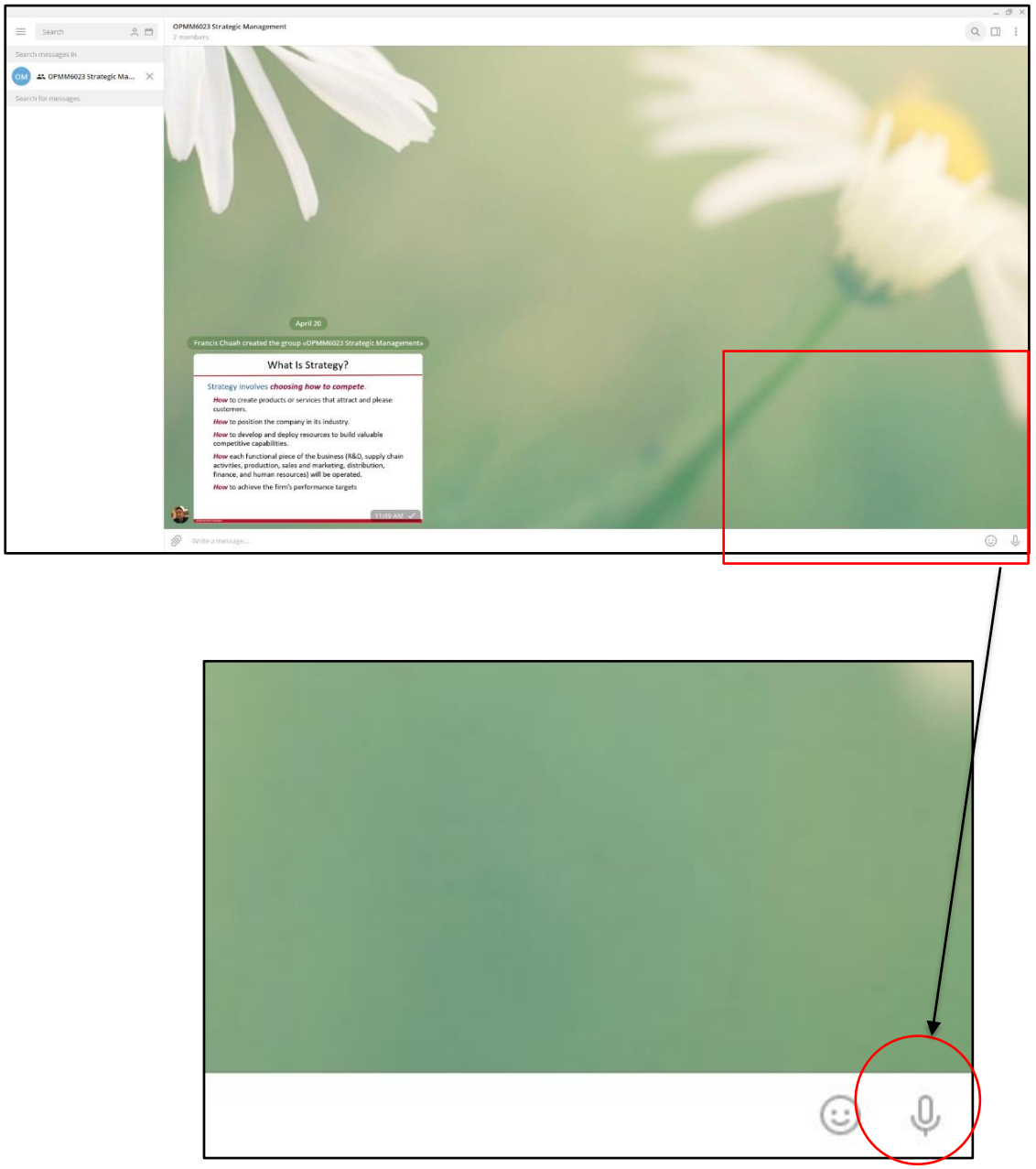


i. Click on the insert button available at the left-hand side of the chat box. Select insert "**Photo & Video**" and navigate to the picture file saved earlier. Choose "**Send as a photo**" and you can as well insert a caption of the slides to send to the group.



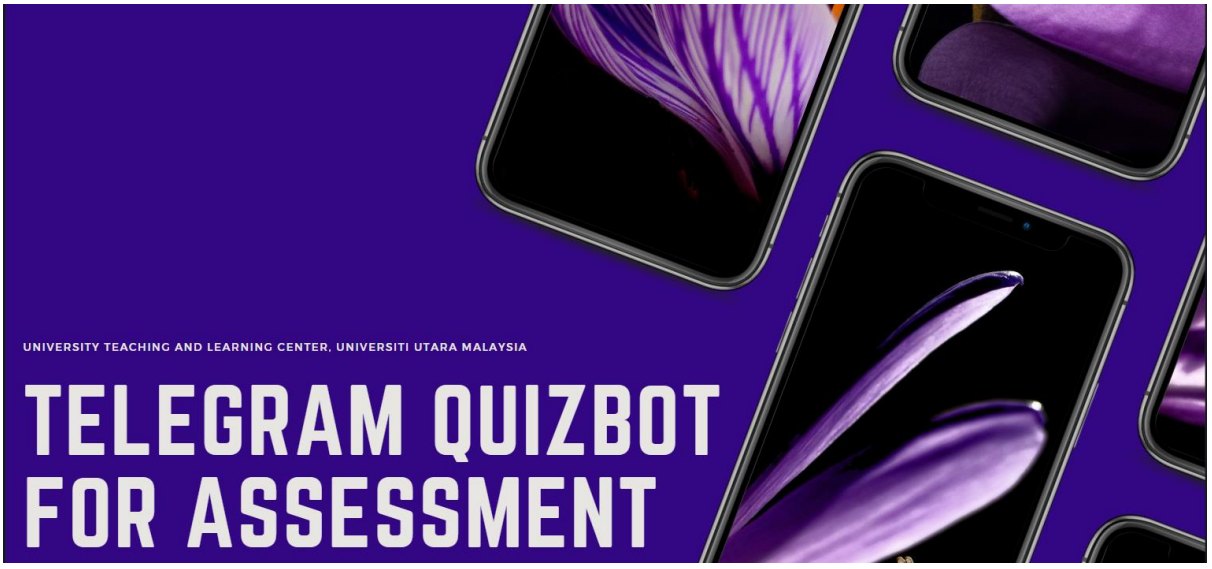


ii. Once the picture is delivered into the group, instructors can begin lecturing by pressing the microphone button available at the bottom right in the WhatsApp group. The instructor can continue lecturing by uploading the second/subsequent slides repeatedly.



iii. Once the picture is delivered into the group, instructors can begin lecturing by pressing the microphone button available at the bottom right in the WhatsApp group. The instructor can continue lecturing by uploading the second/subsequent slides repeatedly.

2.3 Additional function of Telegram in facilitating Teaching and Learning



Telegram quizbot can be utilized to facilitate teaching and learning. For more details please refer to the following links:

https://www.canva.com/design/DAD5bCr6GGk/HLlydLpl0ruHdBJ4y9STKA/view?utm_content=DAD5bCr6GGk&utm_campaign=designshare&utm_medium=link&utm_source=viewer#1

3.0 PADLET

3.1 Remote learning using Padlet

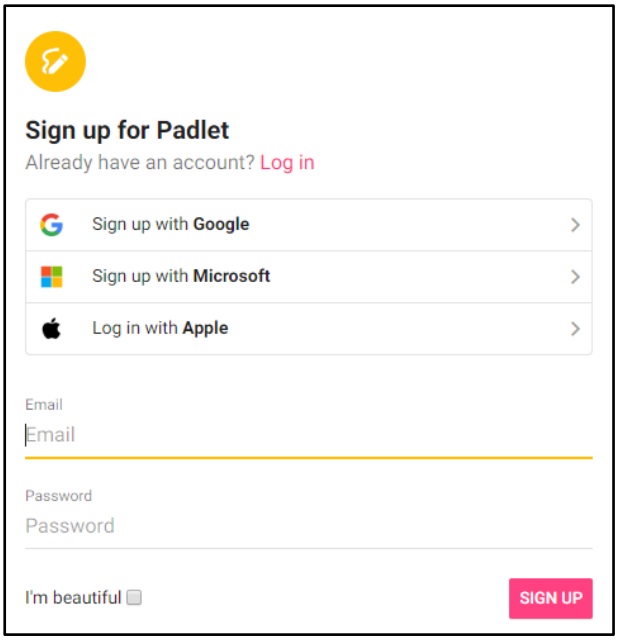
Padlet is an online virtual "bulletin" board, where people use to make and share content with others. Somewhere between a doc and a full-fledged website builder, **Padlet** empowers everyone to make the content they want, whether it is a quick bulletin board, a blog, or a portfolio

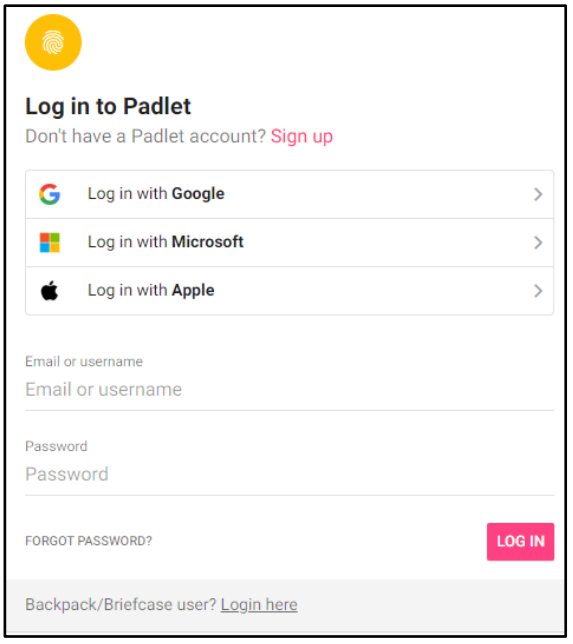
Padlet is:

- **Easy and Intuitive** - you will not find a simpler way to publish original content on the internet.
- **Inclusive** - people of all ages, skill levels, and abilities can use Padlet.
- **Collaborative** – you may invite others to work with you on shared projects, assignments, and activities.
- **Flexible** – you may add any file type you wish, organize however you want, and make it as public or as private as your heart desires.
- **Portable** - iOS, Android, and Kindle apps are available.
- **Beautiful** - many designs to choose and customize.
- **Private and secure** – you can make your padlet viewable only to a select group of people. Data can be transfered via SSL which go through regular security and vulnerability testing, and encrypt all pages.
- **Supportive** – has an interactive support system at hello@padlet.com.

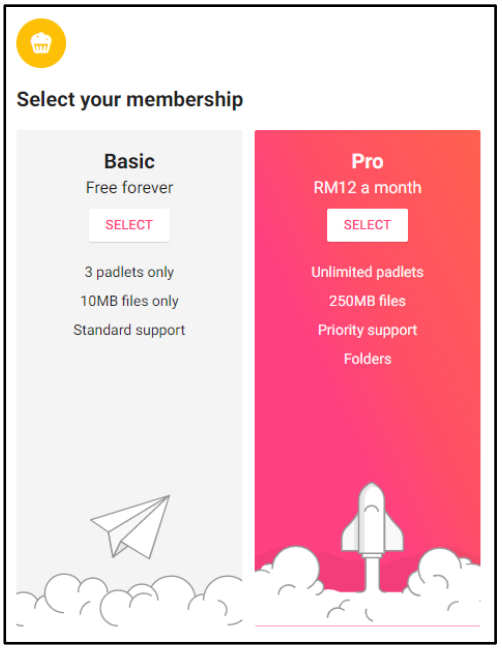
Getting started:

1. Go to www.padlet.com
2. Click on "**Sign Up**" to create a new Padlet or you can "**Login**" if you have already had an account.

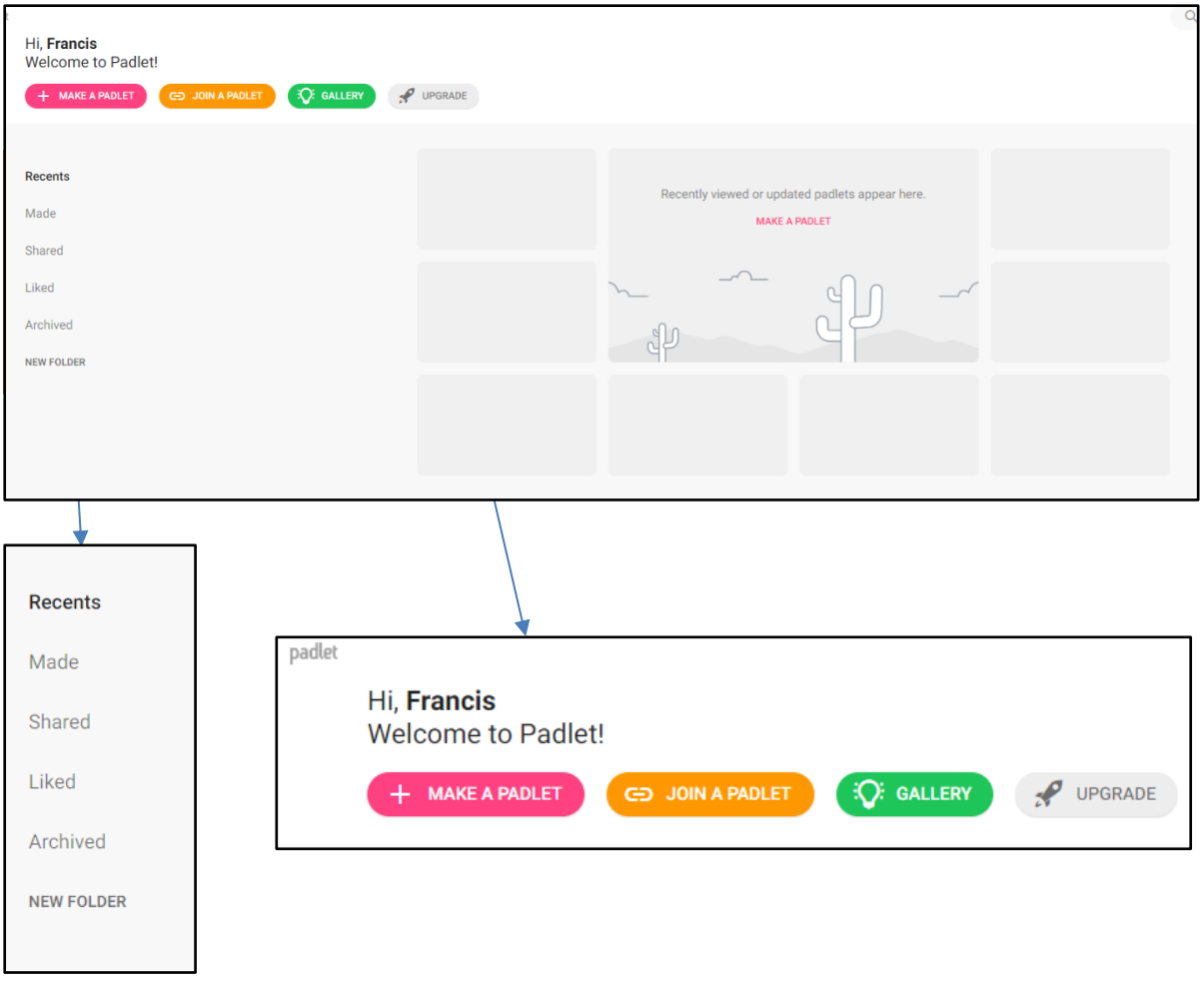




3. For first time sign up, you can choose for "**Basic**" – Free Forever package or "**Pro**" – RM 12 a month package.



Your homepage

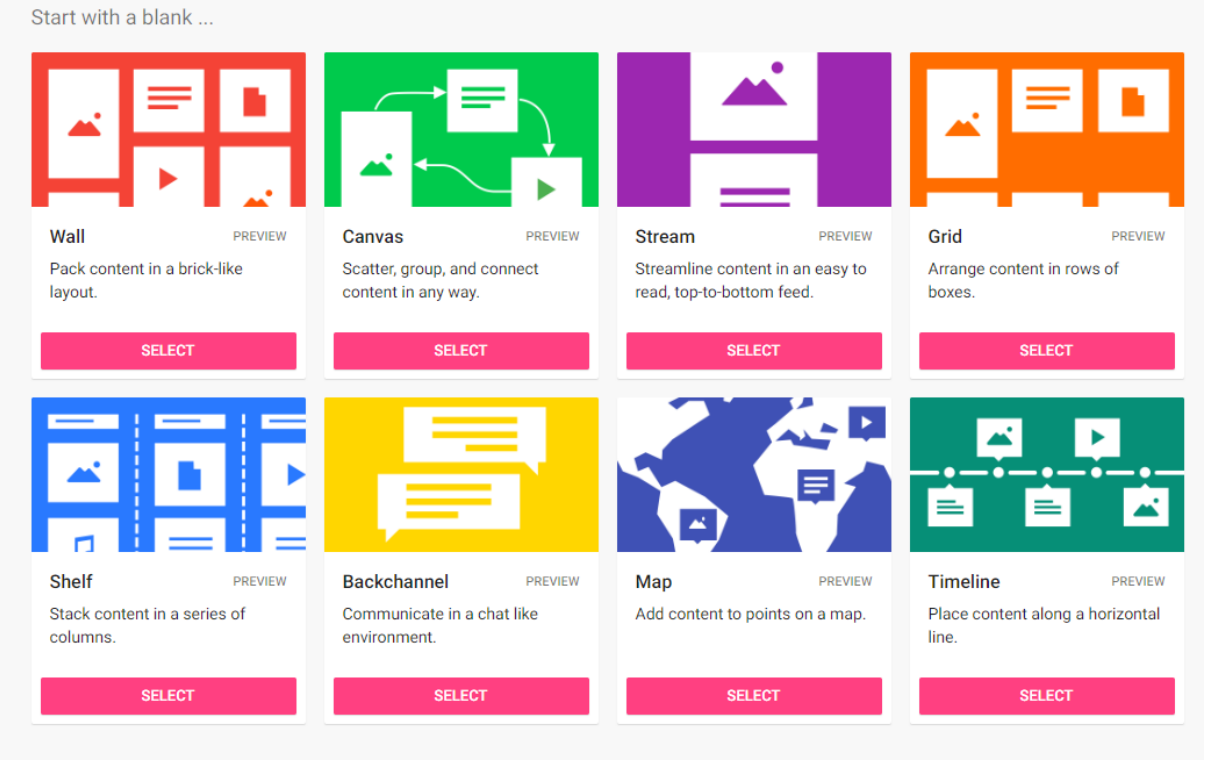


1. **Make a Padlet** – The "**Make a Padlet**" function allows you to create your own Padlet.
2. **Join a Padlet** – The "**Join a Padlet**" function allows you to join a Padlet created by someone else.
3. **Gallery** – The "**Gallery**" function allows you to look for sample Padlet from the Padlet team and user community to be used for inspiration and remade as templates.
4. **Recents** – The "**Recent**" tab on the left of your panel allows you to access your recently viewed or updated Padlets.
5. **Made** – The "**Made**" tab on the left of your panel allows you to view all the Padlets you have made.
6. **Shared** – The "**Shared**" tab on the left of your panel allows you to view all the Padlets shared with you.
7. **Liked** – The "**Liked**" tab on the left of your panel allows you to view all the Padlets that you liked.
8. **Archived** – The "**Archived**" tab on the left of your panel allows you to view all the Padlets that you archived.

9. **New Folder** – The "**Pro**" version of Padlet allows you to create folder to organize your Padlet.

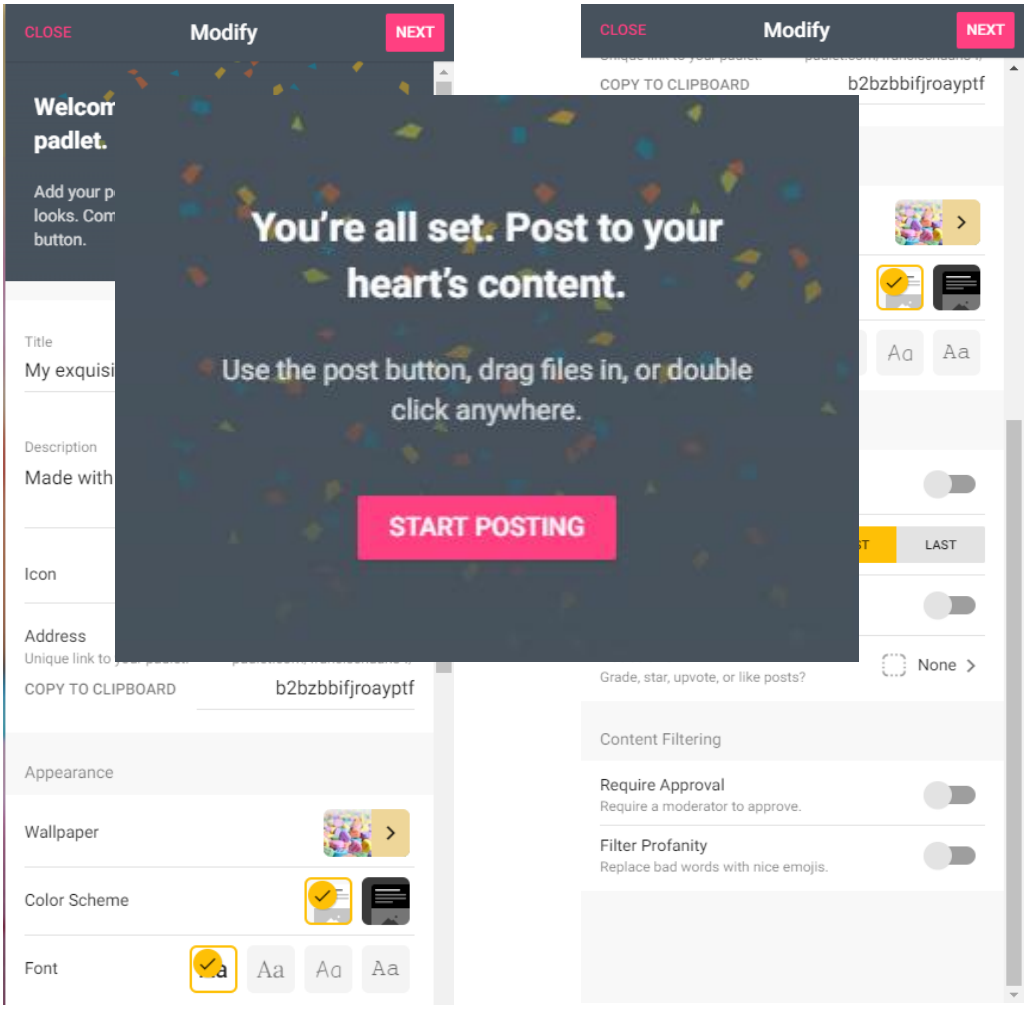
Designing your Padlet

1. Click on "**Make a Padlet**" to create a new Padlet. You will be asked to select a layout for the Padlet. Click on "**Select**" to pick up a layout of your choice.



2. An example of an empty Padlet is now being created below. The panel on the right allows you to edit the properties of your Padlet which includes creating the title and description for your newly designed Padlet as well as creating a unique link to your Padlet.

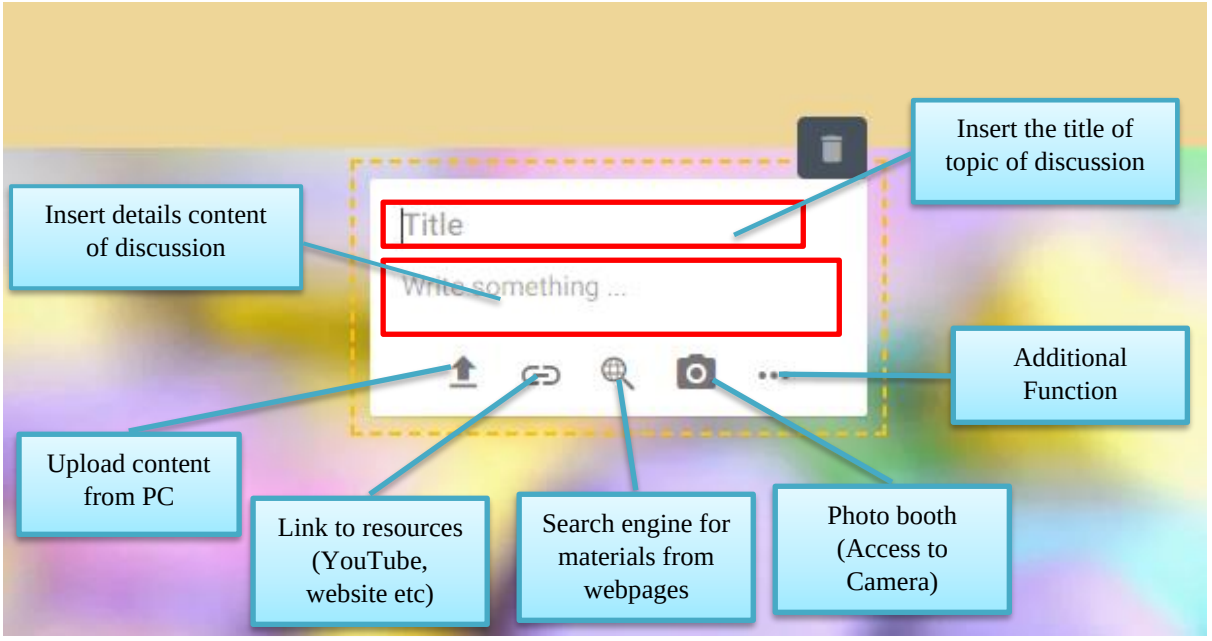
3. The following diagram shows in detail the component of properties of your Padlet that you can edit and setup.



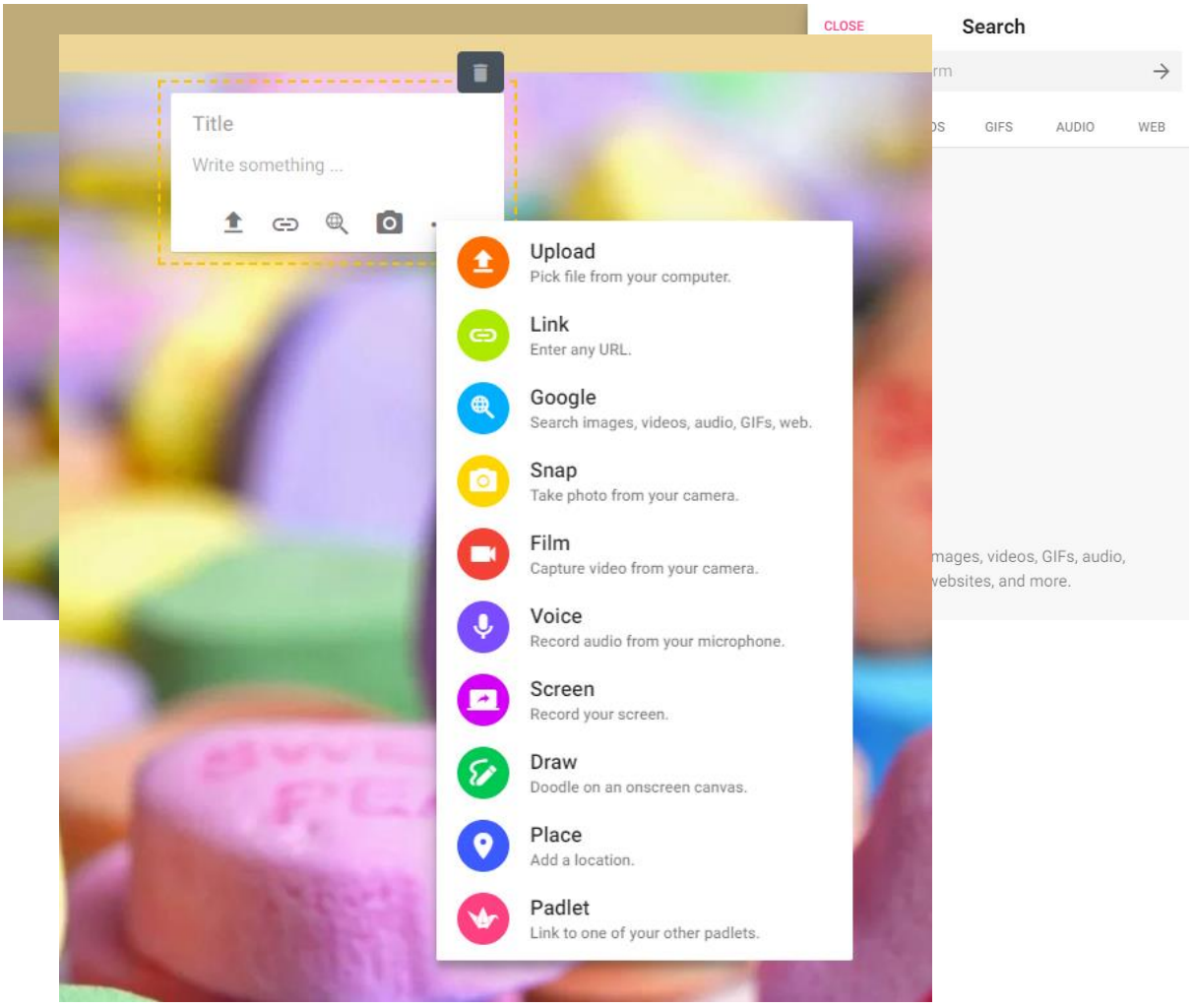
4. Once the setup is done, you will receive a confirmation from Padlet that you are now set to start posting.

Start your Padlet

1. Click on the "+" sign at the bottom right of your Padlet page to begin posting.
2. A simple tab will appear in the Padlet (refer following diagram) that allows you to post your content.



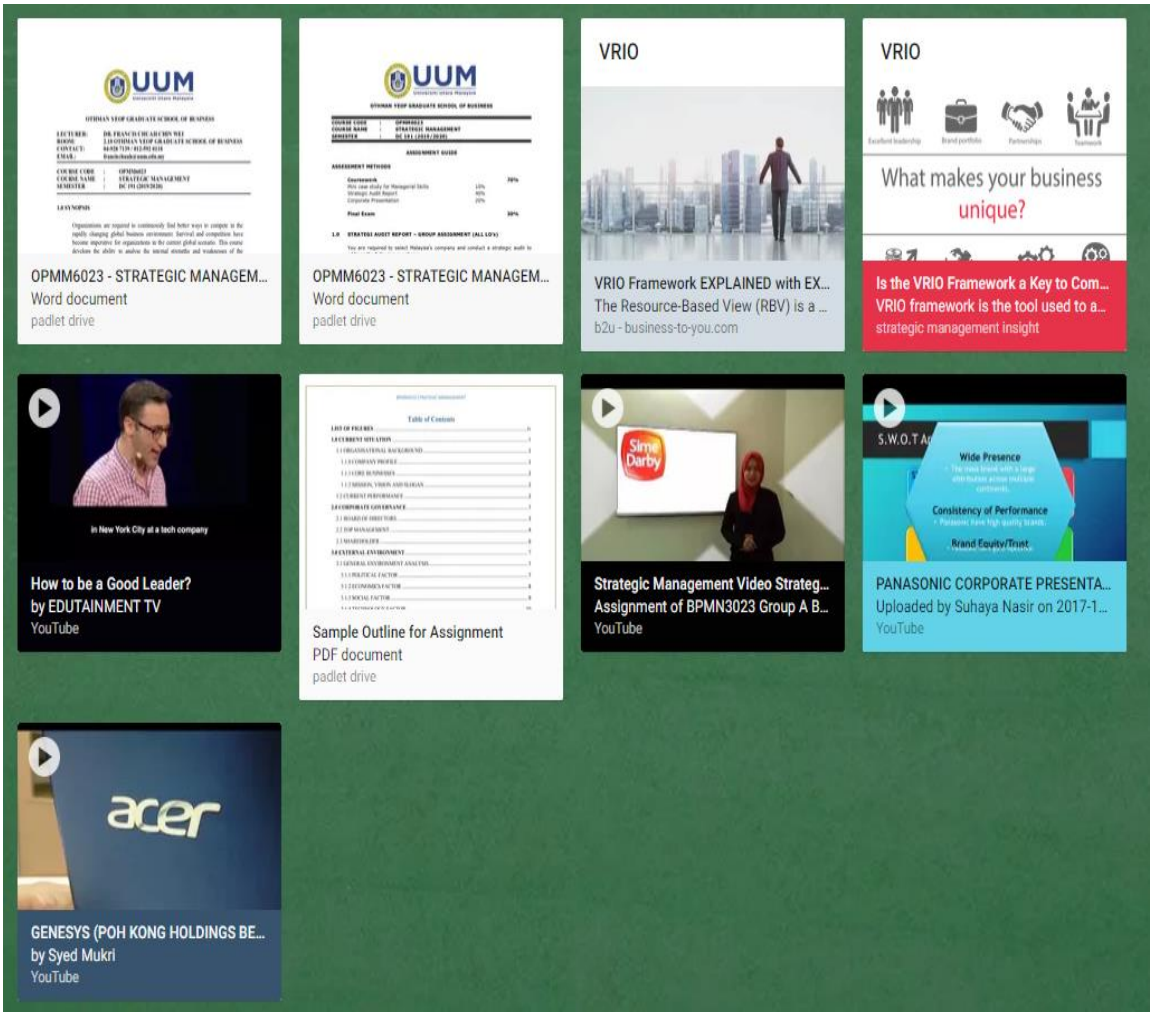
3. Click on the search engine function will allows you to search for images, videos, GIFs, audio, websites, and more. A new tab will appear on your right to facilitate the search.



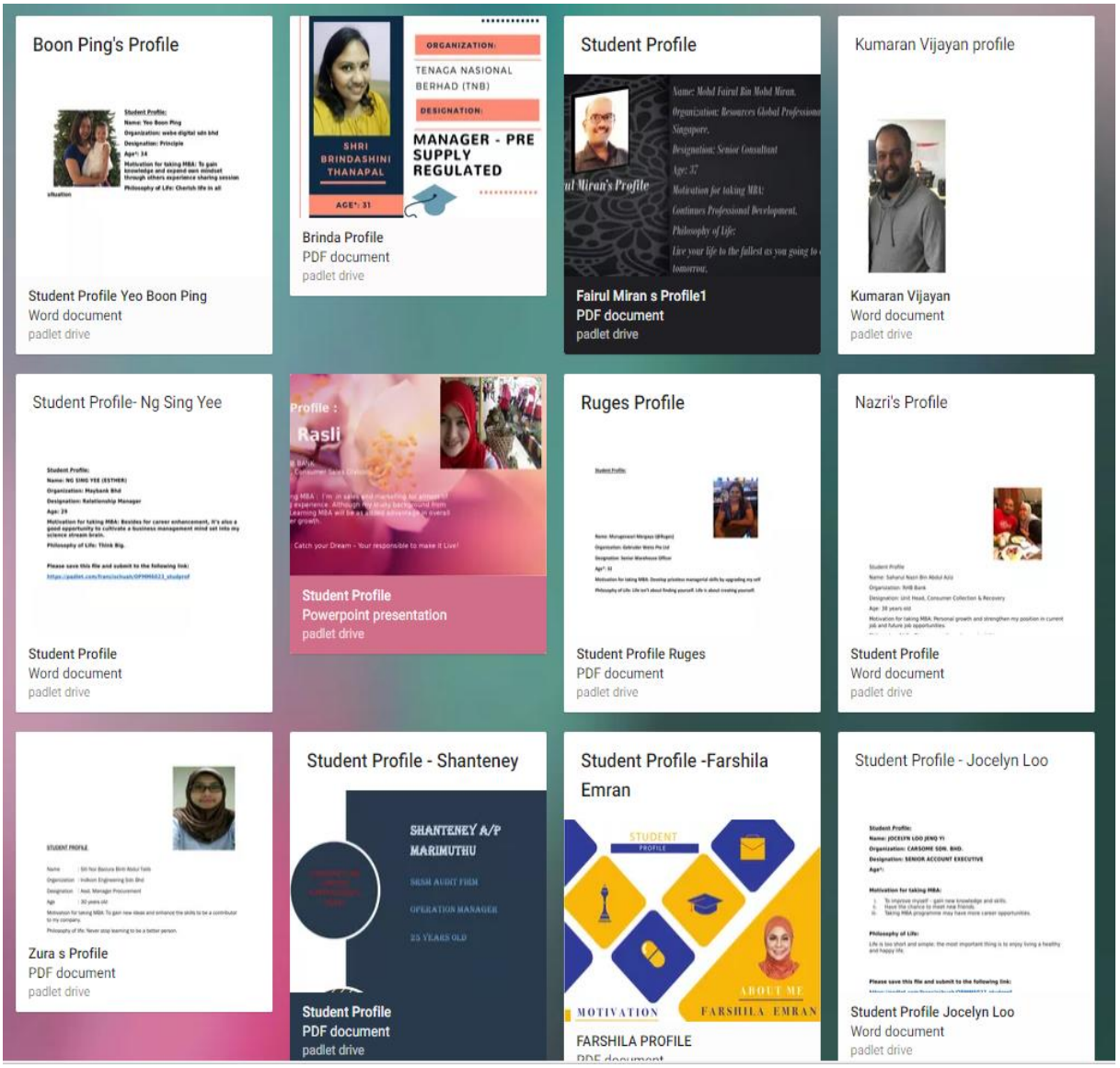
4. Click on the “three dots” (…) to have access to additional function on Padlet.

Using Padlet for classes

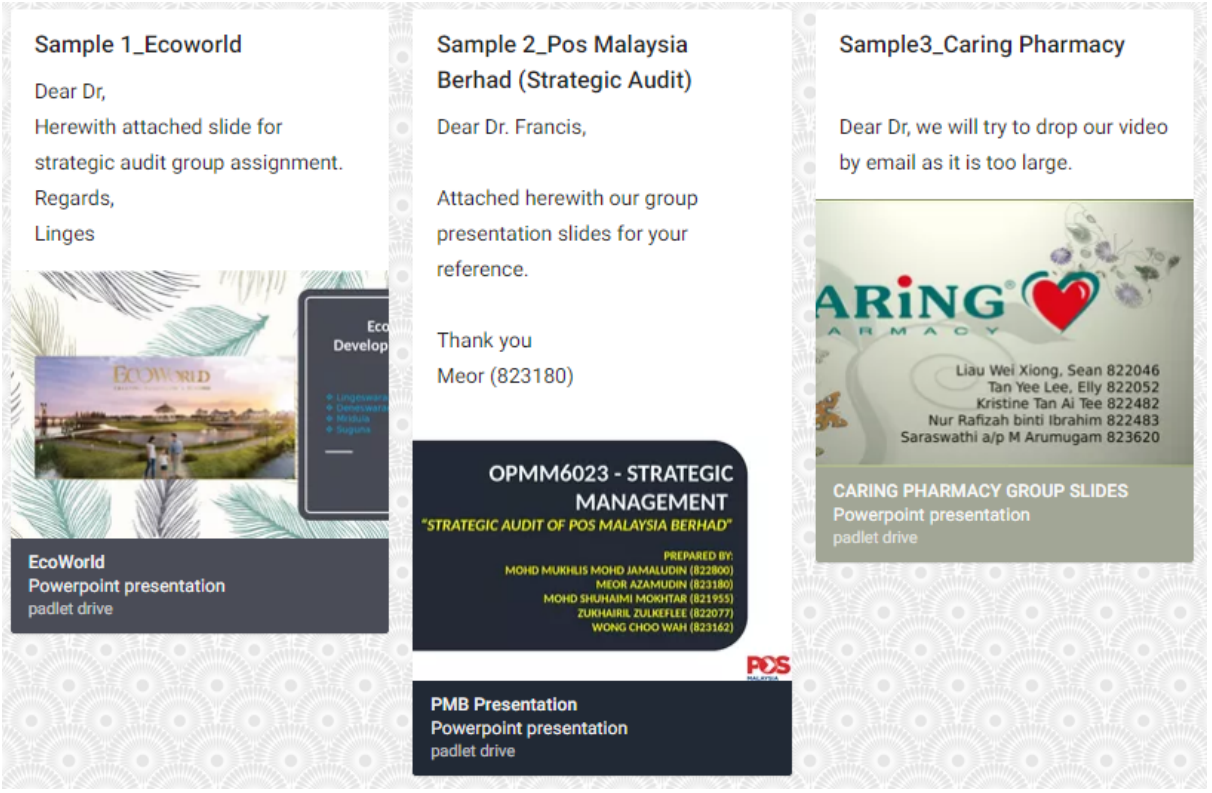
1. Instructors can upload class material such as syllabus for learners as well as guideline for assignments to learners in Padlet. Similarly, instructors can attach useful resources from webpage or YouTube to facilitate classes. The following is an example.



2. The instructors can use Padlet to conduct online activity (synchronous) with learners using Padlet. For example, activity introducing themselves to other learners. The following is an example.



3. The instructors can also consider using Padlet for submission of project presentation file to be used in an online presentation.



4.0 MENTIMETER

4.1 What is Mentimeter?

Mentimeter is a student response system (known as SRS), a software to capture live and real-time responses in the actual presentation whilst it is being delivered. If you have been using 'Clickers', then Mentimeter has very much similar features.

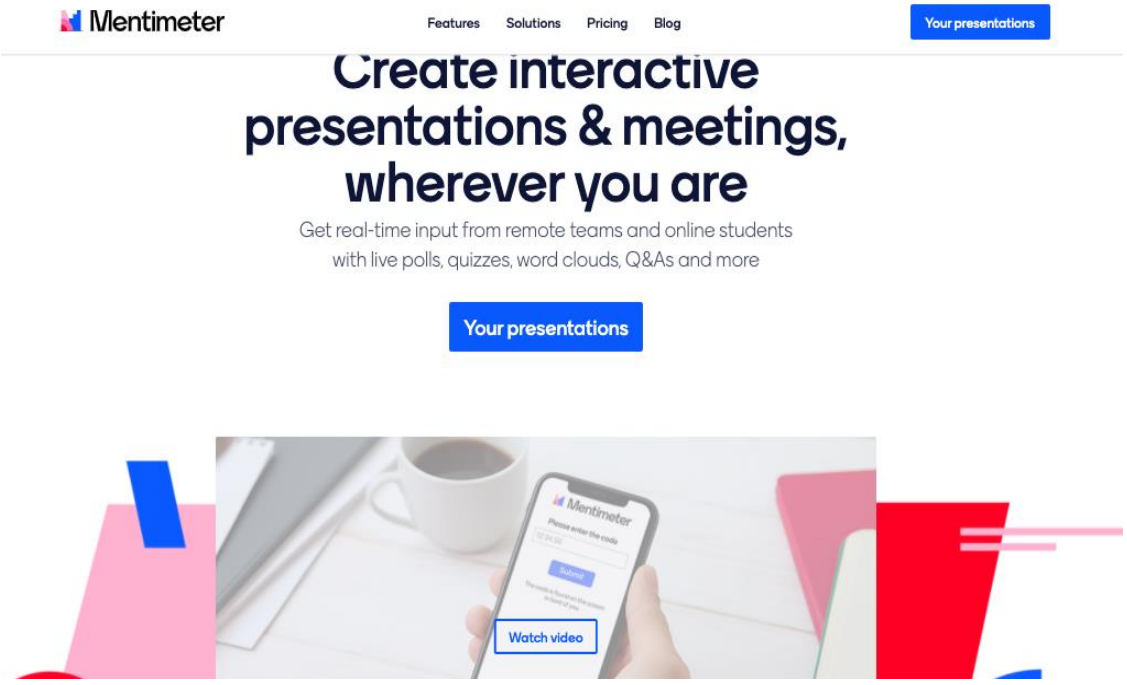


Figure 1: The interface of Mentimeter

Figure 2: The latest Mentimeter logo

4.2 More facts about Mentimeter

4.2.1 It is a web-based system (such as Socrative and Poll Everywhere) which means that preparation and implementation of MM needs the internet connection. While Mentimeter is being prepared, it autosaves the work in the cloud storage.

4.2.2 The most exciting feature of Mentimeter is that presenters are not limited to the use of the online platform.

4.2.3 During preparation and presentation, instructors do not need to download or install Mentimeter, but can simply create an account at www.mentimeter.com.

4.2.4 Learners are given a specific URL and a code to access the portal and from there submit their responses to questions posed.

4.2.5 Mentimeter has a plug-in that can be downloaded and integrated into PowerPoint so that users enjoy the graphics and animation elements of Powerpoint while at the same time utilizing the strong interactive elements of Mentimeter.

4.3 The Advantages

4.3.1 Reduces the logistical burden on the instructor by letting students use their own mobile devices to participate in the activity via the device's internet browser and a six-digit code sign-in to the quiz.

4.3.2 Removes the process of handing out and collecting voting devices, thereby saving valuable time for teaching and learning.

4.3.3 Engages learners as it is capable to project answers on the screen and provide leaderboard to allow students feel a bit of competitiveness.

4.3.4 Can be done in group-challenge, as in quiz format.

4.3.5 More suitable for formative assessment.

4.3.6 Have 13 interactive question types including word clouds and quiz to choose from.

4.3.7 Build entire presentations quickly and easily with Content Slides.

4.3.8 Have options to select from different presentation themes or build your own (paid version).

4.3.9 Integrated with free stock image and GIF libraries.

4.4 The Paid and Free Version

The use of Mentimeter depends on the version of Mentimeter subscribed. The free version offers a variety of usage surrounding teaching, learning and assessment.

Feature	Free version	Paid version
Type of license	Free	Basic, Pro and Enterprise
Audience size	Unlimited	Unlimited

Content slides (number of slides with text and images only, and without questions or quiz)		Unlimited
Questions per presentation (number of slides)	2	Unlimited
Quiz per presentation (number of slides)	5	Unlimited
Q&A		
Import presentations		All
Make presentations private		Enterprise only
Create presentation templates		Enterprise only
Image and PDF export	Only image and pdf, not Excel	Image, pdf and excel format
Create Quick form (collect email addresses and other information just like in google form and export in Excel format for extended use)	Not available	Only Pro and Enterprise

With the free account, you get access to most of the Mentimeter features. If you would like to use more quiz or questions, just create a new presentation.

The paid version offers extended features (among them is additional slide numbers) but the interesting feature is that the data gathered via survey, poll or quiz can be exported to Excel, hence allowing the data to be used for research purposes.

4.5 Why use Mentimeter?

The slogans of equal education as advocated by UNESCO as in 'Every child matters' and "No one left behind" (UNESCO 2009) depict the importance of equal opportunity with regards to access to education by every learner. Hence, the following explains why Mentimeter is favorable and apt as a teaching and learning and assessment tool:

4.5.1 due to its SRS feature, it allows every learner enough room to voice his/her opinion over the query posted by the learners, ensure everybody is heard even in online class meetings.

4.5.2 encourages an immediate feedback to gauge the extent to which learners learn.

4.5.3 learners can be polled, quizzed, questioned, given points and declared winners during a presentation.

4.5.4 engage and interact with colleagues or learners using variety of options including live polls, word clouds, multiple-choice questions and many more.

4.5.5 provides immediate feedback on instructors teaching practices in order to continually improve, both pre and post sessions.

4.5.6 enable Q&A so that queries and questions can be discussed to avoid misunderstandings.

4.5.7 pose a question easily and within a minute or two, can have aggregated responses from every participant, therefore;

4.5.8 avoid prone to omissions, selective bias, and favoring extroverts and those who are articulate

4.5.9 address the difficulties of getting the right information from participants and get the full picture from the participants.

4.5.10 responses can be shared anonymously, or learners can be identified and linked to responses.

4.5.11 responses can be exported and stored in other formats such as Microsoft Excel and used to inform other presentations.

4.5.12 questions placed on the Mentimeter platform can be reused in other presentations and data collected can be added to responses given in previous sessions.

4.5.13 analyzes the data collected to identify trends and patterns and data collected against a question can be erased to facilitate the use of selected questions.

4.5.14 collaboratively rank and prioritize questions and initiatives

4.5.15 hence, capable to be linked to increased examination scores.

4.5.16 instructors can also track how many team members are connected to a presentation.

4.5.17 maintain a strong team culture across distance.

4.6 How can Mentimeter be used in teaching, learning and assessment?

The traditional way of using Mentimeter is for quizzes just as any other SRS does. In other words, Mentimeter is by default an assessment-like quiz infused in teaching and learning activities. Based on that feature, it is suitable for classroom-based assessment.

However, educators are open to manipulate the features in Mentimeter to achieve different objectives. The ultimate goal of using this kind of SRS is to engage learners and navigate them towards meaningful learning.

There are a number of ways to use Mentimeter in order to enhance teaching, learning or assessment activities:

4.6.1 as a learning appetizer – gauging level of students' readiness or their previous knowledge before new lesson/topic is introduced

4.6.2 to design attractive questions that relate with learner's experience

4.6.3 to test learners' previous knowledge

4.6.4 to highlight gaps in learners' knowledge

4.6.5 to test taught content (normally done in a quiz form)

4.6.6 to conduct a survey

4.6.7 as an evaluation tool - Software such as this could offer a method of in-session group completion of module evaluations, affording a rich data set with the varied question types

4.6.8 the word-cloud, 2 by 2 axis and 100-point distribution questions would be useful for performing in-house evaluations of assessments

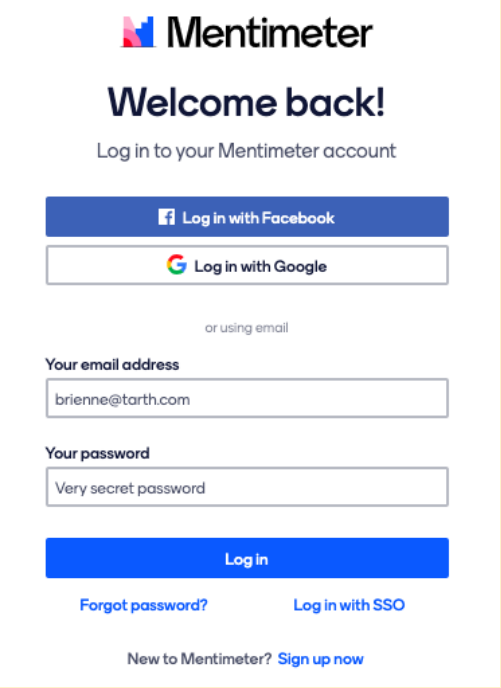
4.6.9 learner-led teaching - While SRS can be used as a method of 'testing' learnt content, there is a significant potential in deploying them to create free-form teaching activities where the session is driven by the learners' answers to in-class questions. This would be particularly useful in the lead-up to assessments, for recapping content or for reflecting upon assessments that have been completed.

4.6.10 smooth presentation as it is can be switched between apps (presentation tool and Mentimeter)

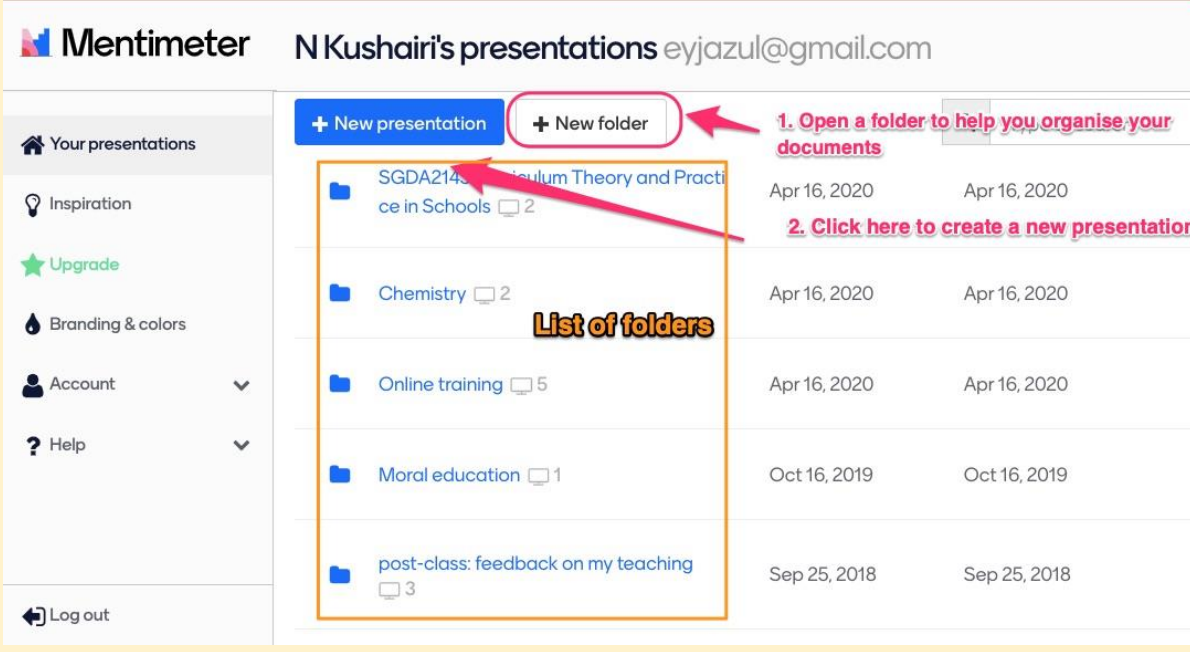
4.6.11 display the results on a 2x2 matrix to impress learners.

4.7 How to create engaging Mentimeter presentation

4.7.1 Getting started in three simple steps:

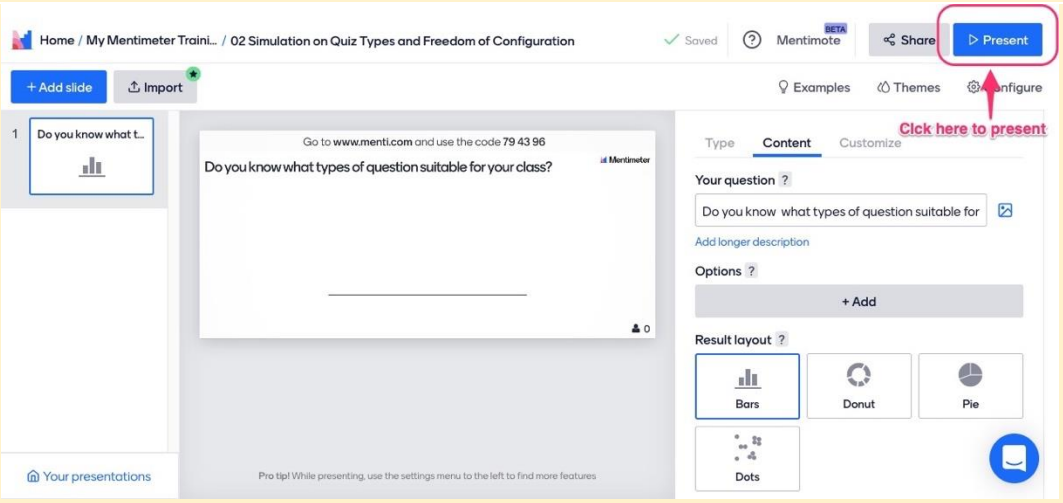


STEP 1: In google, go to: www.mentimeter.com.
No installations or downloads needed.
Just simply create an account on the website.



STEP 2: Create your first presentation (go to 1.4.2 for details)
Fill your presentation with questions that you would like to ask your learners or audience.
Gifs can be a unique way to enhance the visuals your presentations. As not many presenters use Gifs, your learners will find your presentation fresh and engaging.

An audience that is more engaged is more likely to really understand and appreciate your message.



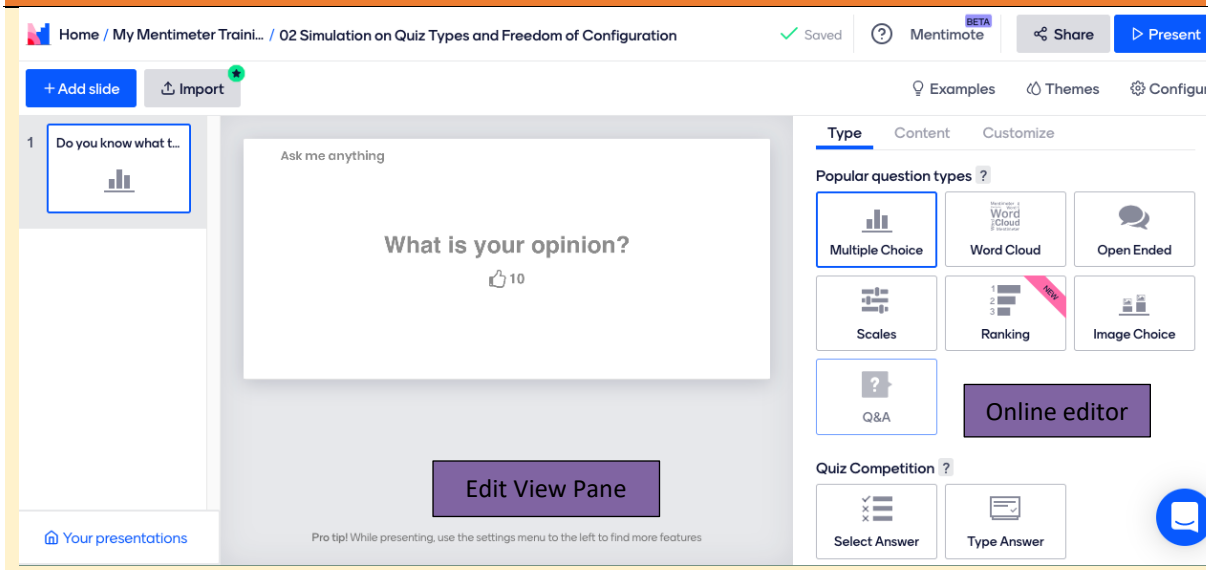
STEP 3: Engage your learners

Once done, show your presentation to begin audience participation. Share the code for your audience to join.

4.7.2 How to create a presentation

The following steps illustrate the details of creating a presentation

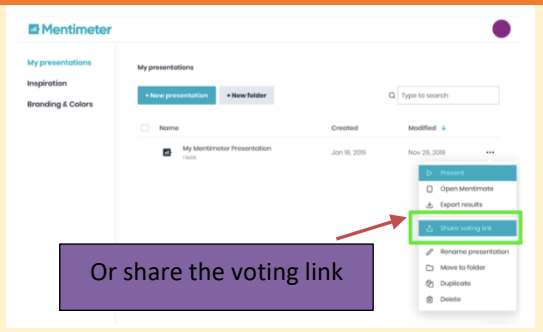
STEP 1: Prepare



Log into Mentimeter. Use the online editor to build interactive presentations. Depending on your objectives, you have many options from merely building content slides, to building quizzes or polls. You can use and add images, gifs and more to your presentation to create fun and engaging presentations.

STEP 2: Engage

Share the code

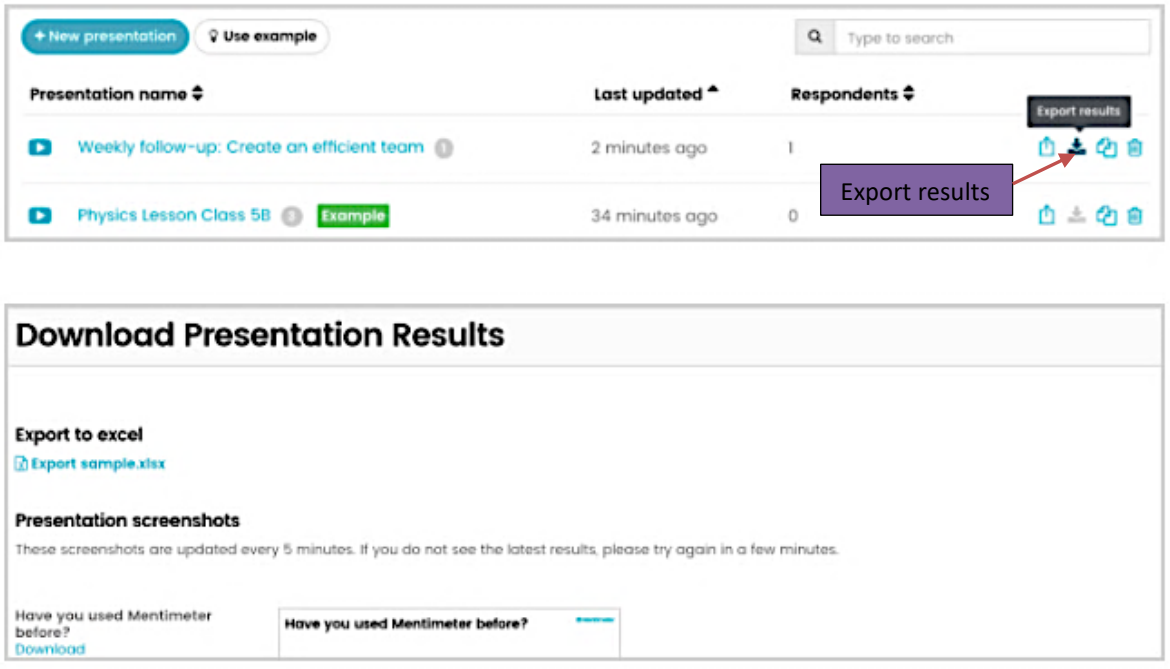


Or share the voting link

a) Once created, ask your learners to use their smartphones to connect to the presentation where they can answer questions. To connect, learners need to type in the code which can be seen on your screen, on their mobile.

b) Engage them by projecting their answers on the board or screen (remote through your computer screen shared over virtual platform, or physically if you are having the session in a physical building).
c) you can add some bursts of fun to your presentations by using gifs
d) Visualize their responses in real-time to create fun and interactive experiences.

Step 3: Follow-up



Once your Mentimeter presentation is over, share and export your results for further analysis and even compare data over time to measure the achievement.

4.8 How to join Mentimeter presentation (for learners)

Figure 3 illustrates the steps to join the presentation for learners, or audience. Make sure you pass the code to the audience by projecting your screen.

Figure 3 How to join Mentimeter as voters or participants

4.9 How to use Mentimeter for remote working

Figure 4 shows the steps to present Mentimeter remotely, that is, when you and your learners are not at the same place.

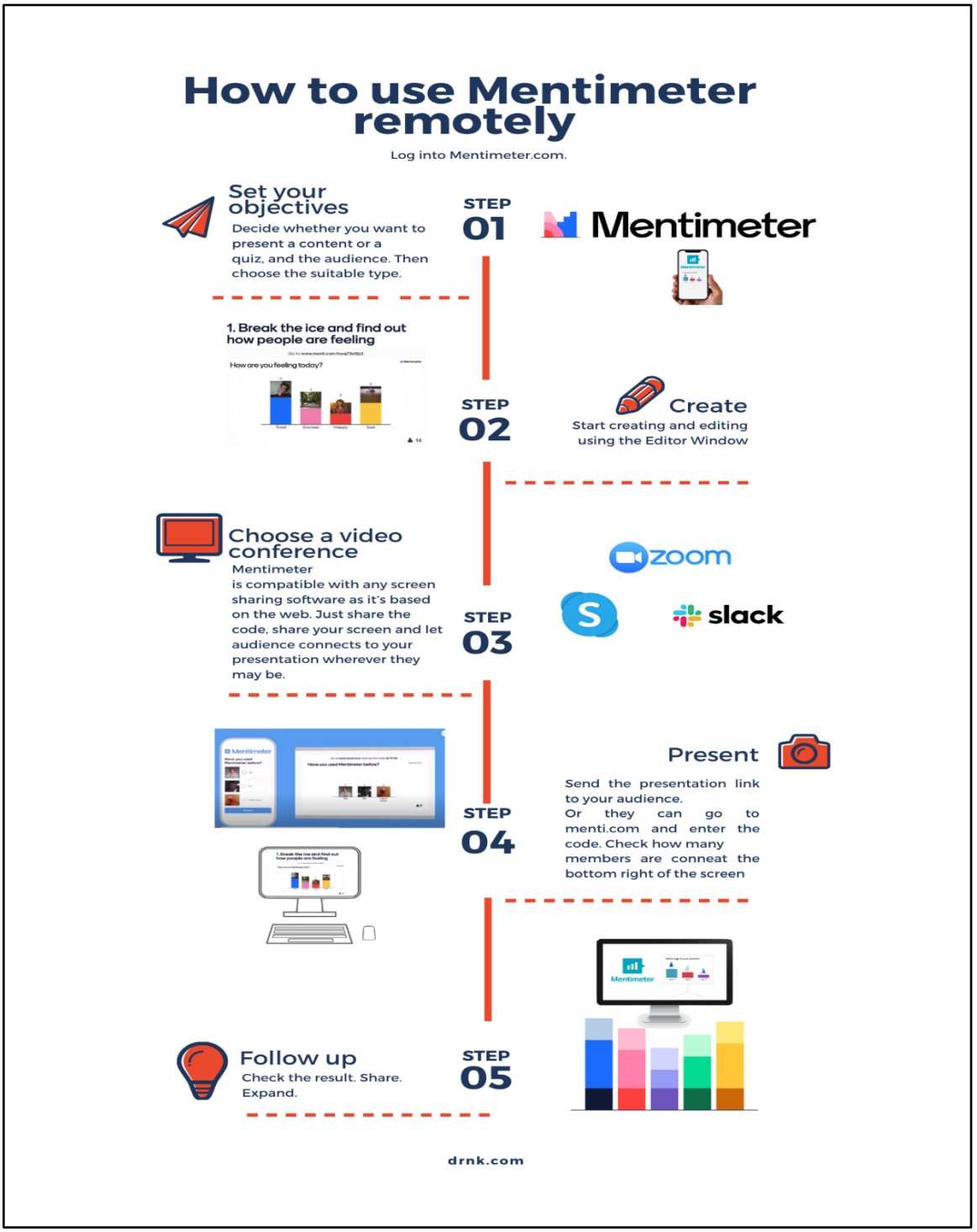


Figure 4: Steps to present Mentimeter remotely

4.10 The Do's and Don'ts of Using Mentimeter

Dos	Don'ts
When using image (particularly emoticon or smileys) check whether you need the background or not. It is advisable to use transparent image. Hence, if you capture the image from the Internet, remember to include the word 'transparent' or 'png' in the search box.	Don't choose image without the Creative Commons (CC) license.
Use Gifs to grab attention Do add video from youtube by giving the link.	Don't think of adding a video of your own from your computer because, the feature is still not available.
Open both your Mentimeter and presentation tool in "Presentation' mode if you would like to use between them while presenting.	Don't forget to close other apps and documents irrelevant with your presentation to ensure smooth delivery.
Do check the Configure settings: In the edit view of Mentimeter, there is a Configure option in the top menu. Here you can find some important settings that you should adjust whilst creating your presentation (voting pace, language, etc. to help the flow of presentation).	Don't manually advance the slide if you would like the learners to answer at their own pace. Setting to 'audience pace' ensures automatic slide advancement.
Make sure that you set the quiz or presentation to the "audience pace", if you would like to the slides to automatically advance by itself (means instructors don't have to manually move the slide), and for the learners to respond at their own pace. Set to "teacher pace" if time is an important factor in your assessment.	
Remember to share a different code after you leave a presentation more than four hours. The presentation content and results aren't affected by the code expiring).	Don't leave the presentation more than four hours if you want to use the same code. The code is only temporary and valid for four hours.
Share the voting link with your learners or give the QR code (print) if you plan to use the presentation some other time. These are	

unique to your presentation and always stay the same.	
Follow the recommended maximum number of answer options you can set for your questions: Multiple Choice - 10 100 Points - 10 Scales - 6 2 by 2 Grid - 10 Who will Win? - 10	Don’t add more options than allowed, so that the content you input (text, images, etc.) do not get too small or crowded out by one another.
	In Quick Slides, don’t add more than 7 bullet points.
	For Quiz, don’t put more than 6 answer options so that your audience can see all of them on their smartphone screens.
	For the Image Choice question, do not have more than 8 options as the feature only supports 8 to visualize your images nicely.
The free account is limited to 2 questions (of any type) and 5 Quiz questions. If you need more questions, you can simply create another presentation!	Don’t panic if you cannot add more slides or use more features. Check your license credibility and eligibility.
If you want to reuse the same presentation with different audience and want to generate new data with the new audience, do download the results first before clicking ‘reset results’. Otherwise you will lose the previous data.	Don’t panic if your copied question doesn't show up in your presentation straight away. Do refresh your browser and the question should appear.
Do test run your presentation before the presentation time.	Don’t assume nothing will go wrong. The internet connection malfunction is your worst enemy while presenting.
To help give you a better understanding of how Mentimeter works for your audience and will make you a more confident presenter, do rehearse the presentation by playing the role as a voter using your smartphone to connect to the presentation	
Make sure your audience has a smartphone or computer	

Ensure that you have a good internet connection on the computer you are using to show your presentation	
To introduce Mentimeter to your learners for the first time, do start off your presentation using Mentimeter as an icebreaker. It will be fun, and a good simulation of Mentimeter.	Don't expect your learners or audience will cooperate in your presentation. Have some chat to build rapport with your them. Starting off with 'Do you wanna play a game?' would sound attractive.
Remind your audience to bring their smartphones to the presentation so they can vote.	
To ask your audience to use Mentimeter, simply say "Go to menti.com and enter the code on the top bar of the screen to vote".	
Show the audience the expanded instructions you have set up, do press the 'i' on the keyboard or simply click the bar at the top of the screen	Don't talk too much on the instruction. Just present the instruction.
	Don't ignore learners who have difficulty in handling their device or the connection. Remember to attend the learners with difficulty and assist them before starting the quiz.
Avoid clumsiness and clutterness. Do organize your presentations into different folders in Mentimeter.	Don't straight away start with a new presentation. Consider avoiding frantic searching amidst presentation.
Please note that it is not possible to create folders within folders. So do plan on how to organise the folders.	
Check that you are presenting from the first slide. Check that your screen is connected to your computer, and is working;	Don't rush into a presentation. Avoid "syok sendiri' situation.
Make sure you hide the edit view by pressing "Present". Go into full screen by pressing "F"	Do not start the presentation unless the number of the members enrolled has reached your target. Let's say there are 50 learners, in the room and you'd like all of them to participate, wait until the learners joined reaches 50.
Remember to take into account that your audience will need time to connect their smartphone if you have a time limit on your presentation.	

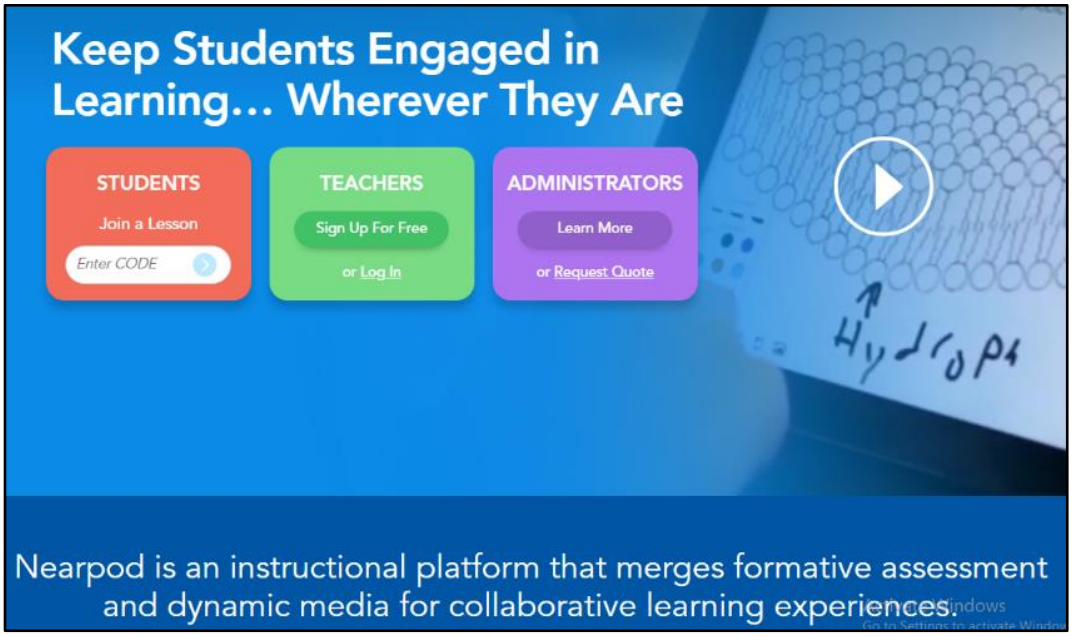
Make sure that you give enough time for your audience to answer questions that you have included in the presentation.	
If you want to discuss the results of your presentations, you should allocate time for this too	
Do read mentimeter's blog article, for more presentation tips: The ultimate guide to creating amazing presentations.	Don't panic if you are caught in the middle of problems.
Audience to download results: In this configure option you can decide if at the end of your presentation you want to give your audience the option to fill out their email address in order to receive the results of the presentation.	Don't panic if the agent does not response to you immediately. Check your license. Only paid version will have direct support. Otherwise, go to 'Help' for FAQs.
Check that Quiz questions have a right answer selected.	Don't select wrong answers as this affect your credibility as the instructor. Learners must not outsmart the instructors!
Add any Reactions you want to use to your presentation slides to add more fun hence engagement.	Don't show that you are not ready and well-prepared with your presentation. Learners must not sense the instructor's incompetence. But you may welcome them as your co-learner in a co-learning atmosphere.
Get familiar with keyboard shortcuts. Run through your presentation in Presentation View by pressing the "Present" button in Mentimeter; Press F on your keyboard to go into full-screen mode. This will hide your browser tabs and anything else showing on your screen; Show bullet points, and go to the next slide by pressing the right arrow on your keyboard; Start a quiz question by pressing the return key on your keyboard;	

Make sure that the audience has access to the internet. For larger audiences we recommend that they use their mobile data rather than the WIFI;	Make sure that the audience has access to the internet. For larger audiences we recommend that they use their mobile data rather than the WIFI.
Once you are happy with the content, you should run a test vote. You should do this for two reasons. Firstly, to make sure you know how the voting function works, and secondly, to help you understand the audience experience. This will help you to become a better presenter.	
If you want to preview your presentation with test data, you can show test votes; Remember to delete after testing.	

5.0 NEARPOD

5.1 What is Nearpod?

Nearpod is an interactive teaching and learning application that can be used synchronously and asynchronously to support remote learning. Nearpod also integrates formative assessment tools within the application.



5.2 Why use Nearpod?

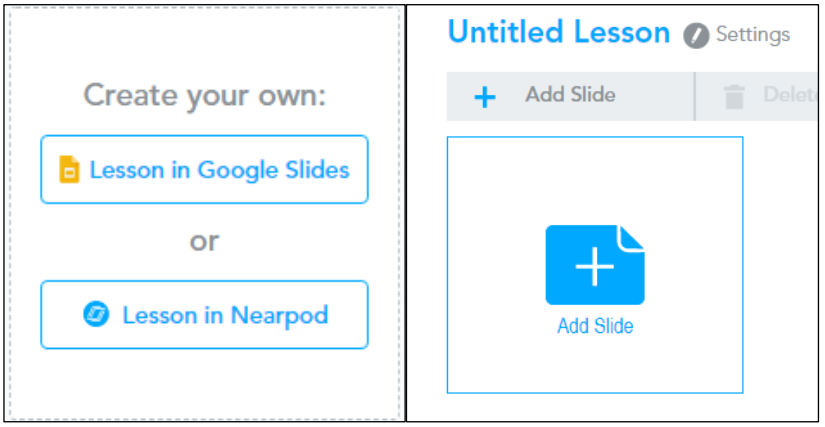
Instructor can create interactive presentation that contains Quiz, Polls, Open ended-questions, Drawing-Boards, Web Content and others in between the presentation. The learners can access the Nearpod lesson with a code. When conducted synchronously, the instructor has the capability to control the viewing slides of the learners. Whereas, when conducted asynchronously, learners can go through the lesson and complete the activities at their own pace. Both ways, instructor can track and analyse students' participation and performance.

5.3 Creating a Nearpod Lesson

5.3.1 Go to www.nearpod.com. Sign up for an account or login to your account.

5.3.2 To create a new lesson, choose either 'Lesson in Google slides' or 'Lesson in Nearpod'.

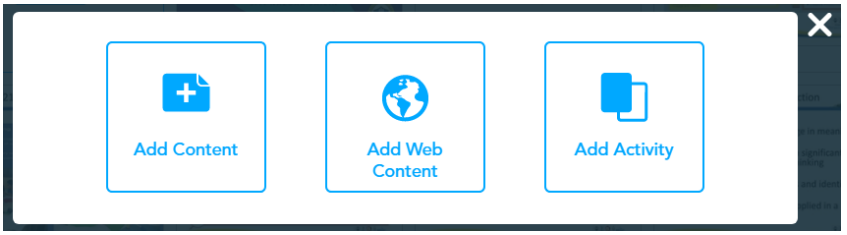
5.3.3 You can either 'Drag & Drop' or 'Upload Files' (Power Point, PDF or Google Slides) to convert it into a Nearpod lesson or make your own by clicking 'Add Slide'.

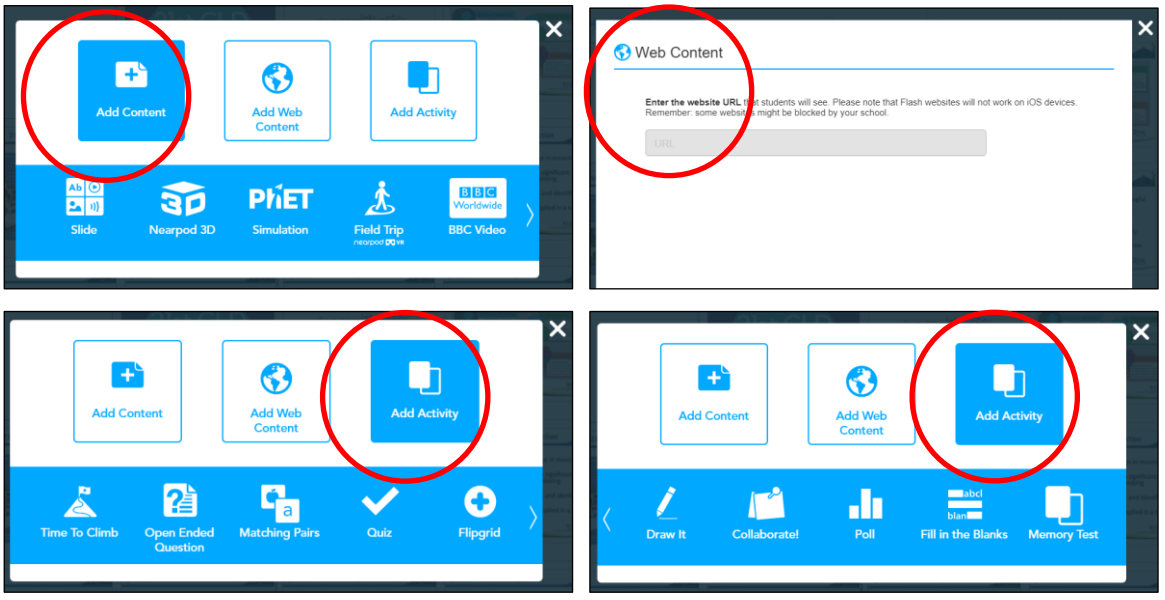


5.3.4 This example shows the slides that have been added by uploading an existing Power Point file. Limits your slides to 10-15 pages only to reduce the uploading times. (*Tips: Preparing slides in MS Power Point is easy to design. However, when uploaded, the slides are converted into image files and difficult to be edited further*).

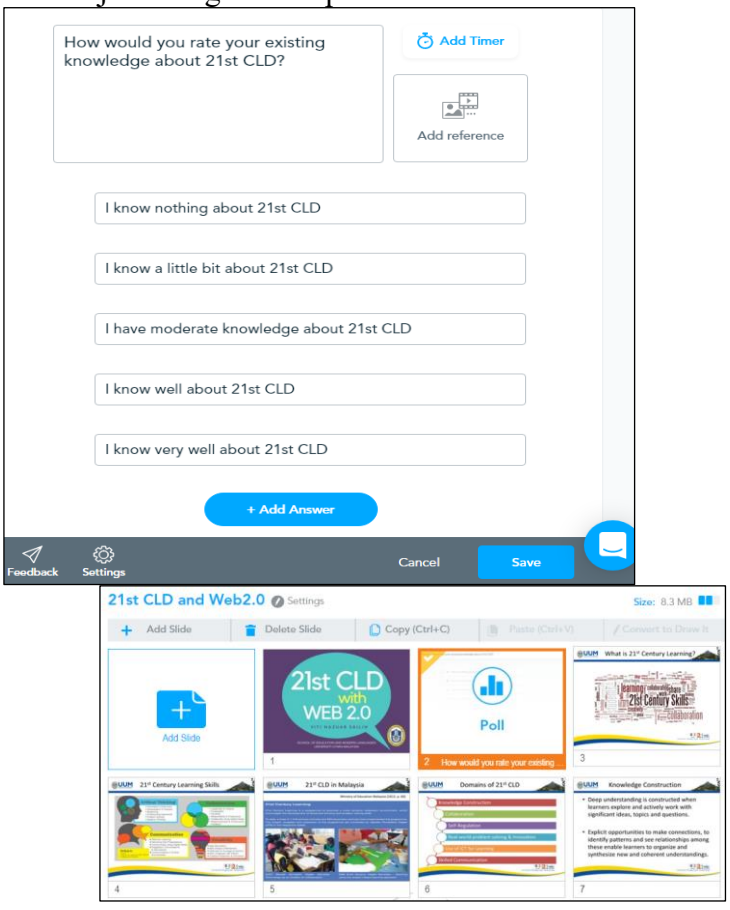
5.3.5 To add more slides, click on 'Add Slide'. A new menu appears. Then, select between 'Add Content', 'Add Web Content' or 'Add Activity'. More options are available under each menu.

5.3.6 To add activities in between slide, 'Add Activity' and choose the option. For example, instructor can add 'Poll' or 'Open Ended Question'.

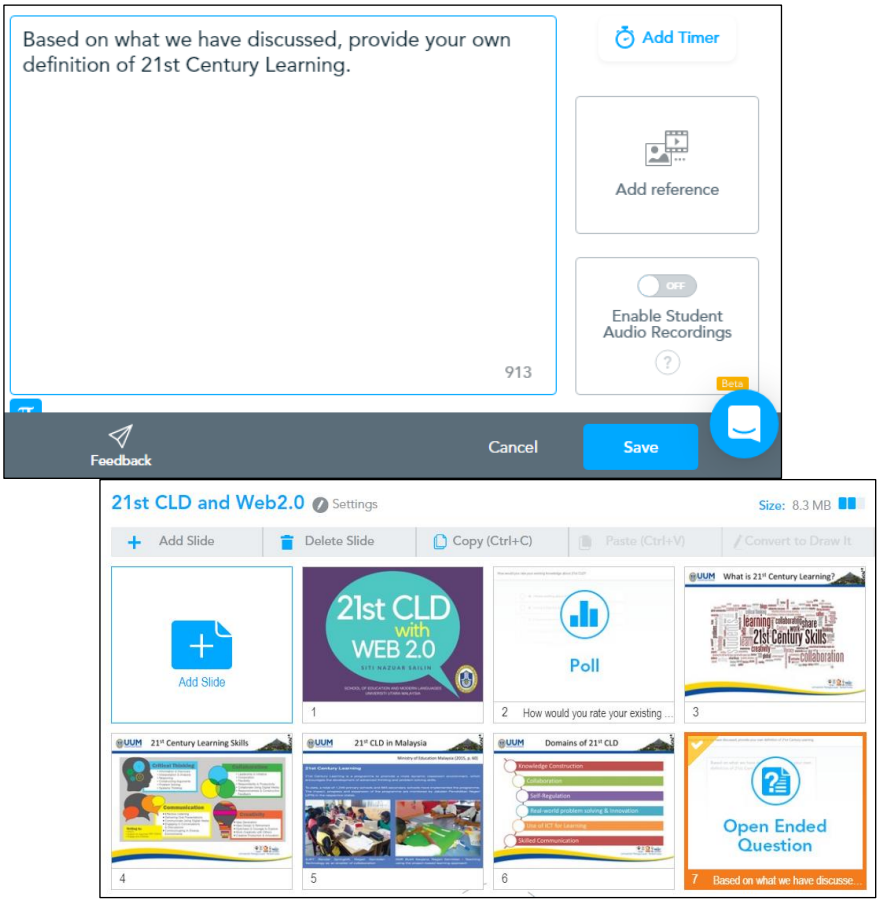




5.3.7 Instructor can add poll at the beginning of a lesson, to collect some preliminary information on the learner's knowledge. Click on 'Poll', add question and answers. Instructor can 'Add Timer' and 'Add reference' (image/audio) in the poll. Click 'Save' when done. Notice a poll has been created at the second slide. To change the position, just 'drag and drop'.

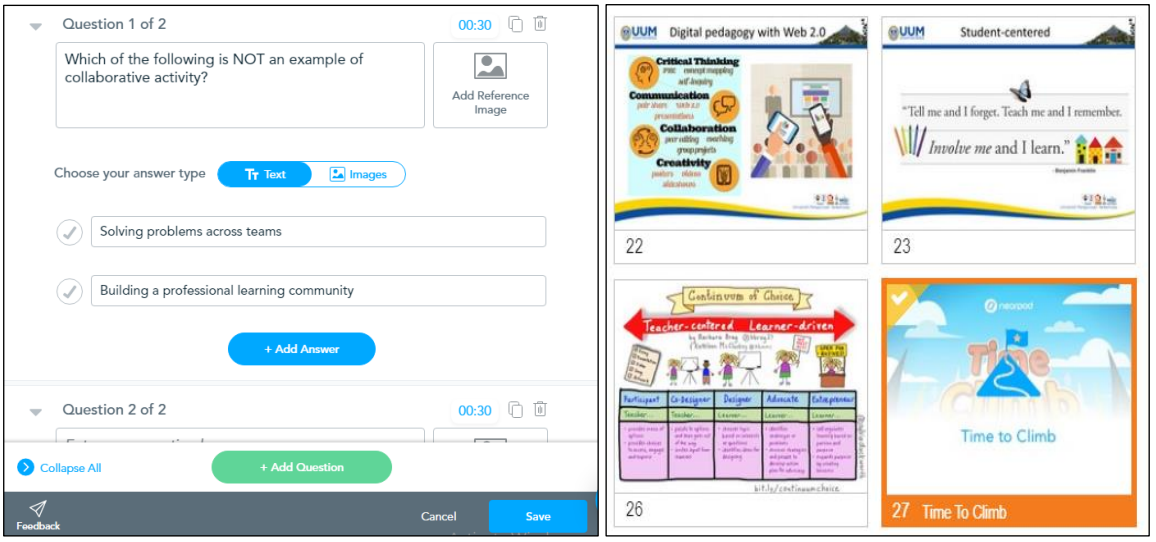


5.3.8 Instructor can conduct open-ended question in Nearpod to check on students' understanding after discussing the topic based on several slides. Click on 'Add Activity', then choose 'Open Ended Question'. Type in the question, 'Add Timer' and/or 'Add reference'. Instructor can 'Enable Student Audio Recording' in Beta version. Click 'Save' when done. An open-ended question slide has been created. To change the position, just 'drag and drop'.

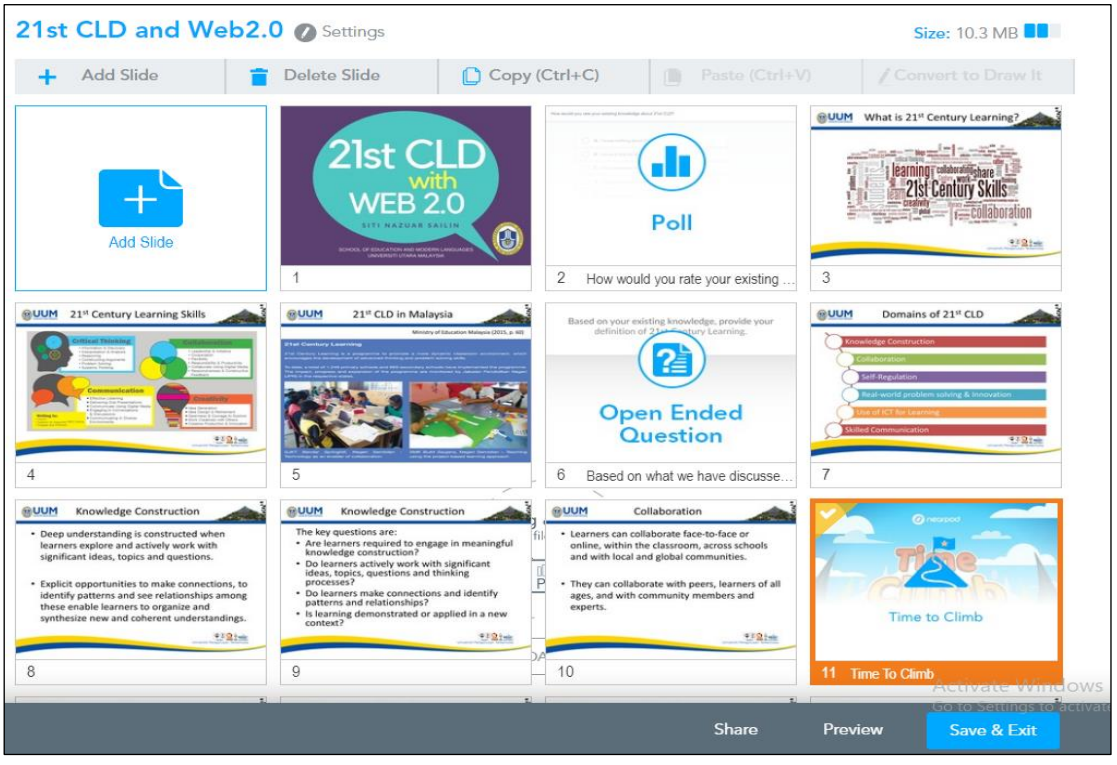


5.3.9 Instructor can gamify the lesson by adding 'Time to Climb' activity. It is a "competition-like" activity to foster learners' engagement, while assessing learners' understanding. In this game, learners will race to the top of the mountain against the clock, by answering multiple choice questions. Instructor can embed this activity for reviews, exit tickets and others.

5.3.10 Click on 'Time to Climb'. Type in the question and provide the answer options. Click 'Add Answer' to add more options. Click 'Add Question' to add more questions. Repeat the process until done, then click 'Save'. The 'Time to Climb' activity has been created. To change the position, just 'drag and drop'. (*Tips: Time to Climb does not support Student-Paced mode*).

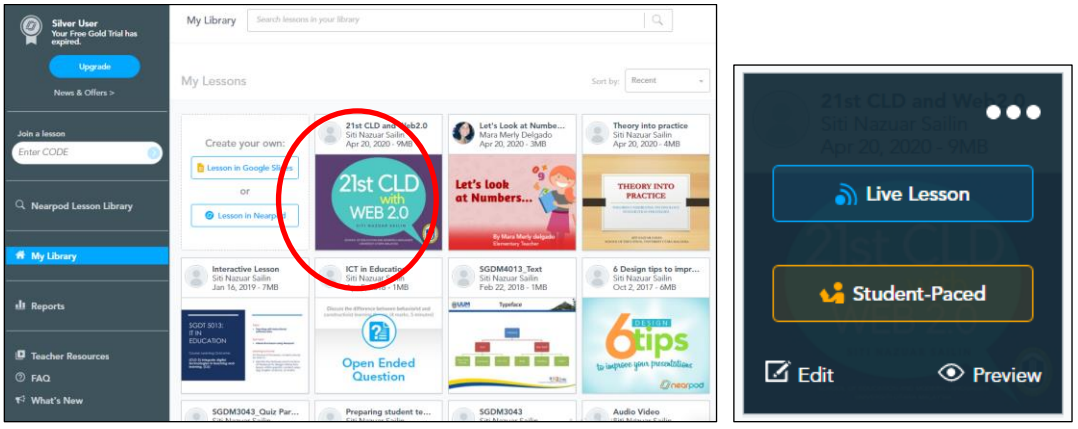


5.3.11 When you are done adding activities and organising the slides, select 'Preview' to see how the learners will see the lesson. Then, click 'Save & Exit'. A pop-up will appear to insert lesson's details, such as grades and subject. Then, the lesson will be added into your Nearpod Library.

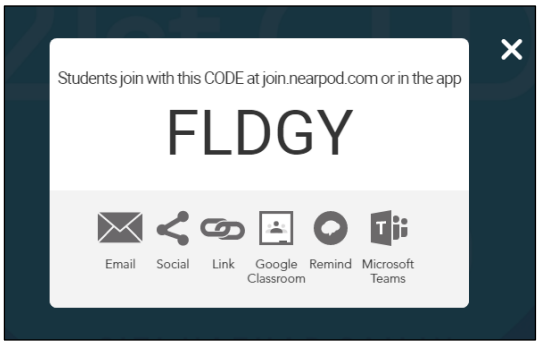


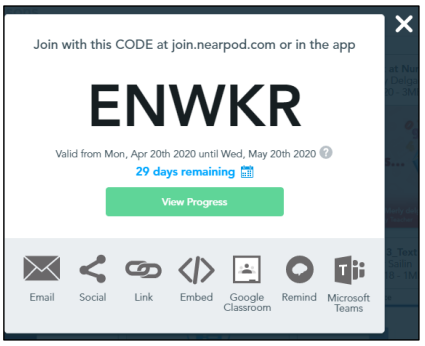
5.4 Launching an engaging Nearpod Lesson

5.4.1 To launch a Nearpod lesson, choose the lesson from 'My Library'. Decide if you want to launch the lesson as a synchronous 'Live Lesson' or in 'Student-Paced' mode.



5.4.2 Share the generated code with the learners. For the Student-Paced mode, instructor can set the time frame for students to access. Learners need to key in the code to join the session at the Nearpod site (join.nearpod.com) or on the mobile app without signing in.





5.4.3 **Live-lesson (synchronous)** connects learners with the instructor's device and creates an engaging learning experience. Instructor can see which learners have joined the session and control students' view of the slides and activities. Instructor can see learners reply to the interactive activities and push the selected results of quizzes to learners' devices. **Student-paced (asynchronous)** is self-paced and independent. The instructor receives all formative assessment data from each learner in a Nearpod Report. Students can join a lesson anytime, from anywhere.

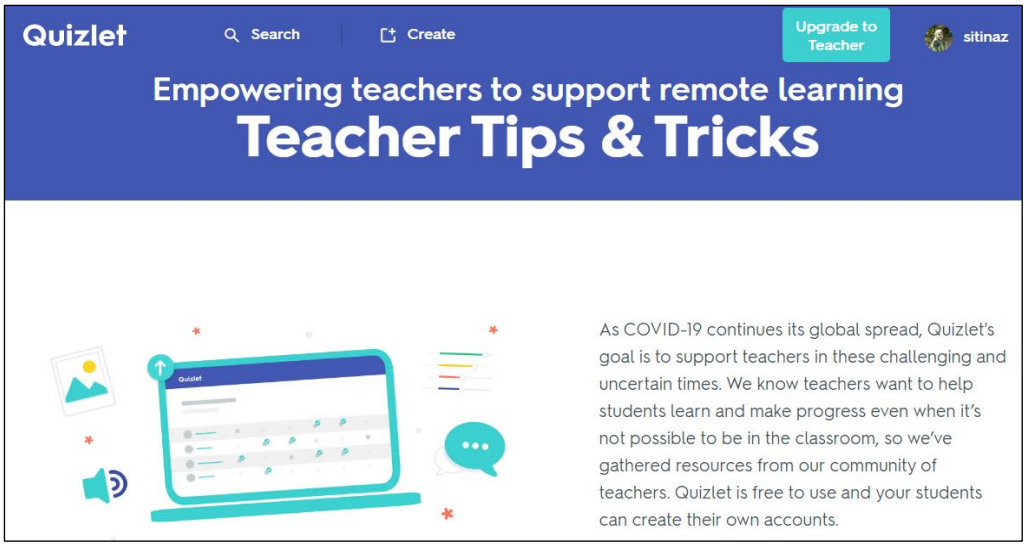
5.4.4 In a student-paced mode, instructor can monitor and moderate learners' responses in teacher view. Click 'View Progress' to view student responses in real time or to remove students from the lesson/report. Learn more about teacher view at https://youtu.be/pP1avvwTCV4.

5.4.5 Instructor can analyse report of the formative assessment conducted within the Nearpod Activities for each lesson that has been conducted either synchronously or asynchronously by accessing the 'Report'. Learn more about 'Report' at https://youtu.be/QlnJcKR7CkA.

6.0 QUIZLET

6.1 What is Quizlet?

Quizlet integrates self-learning tools or known as study sets, and formative assessment. A study set in Quizlet is a list of terms paired with their matching definitions or a set of questions with their matching answers. Study sets can include words, images, diagrams, and audio.



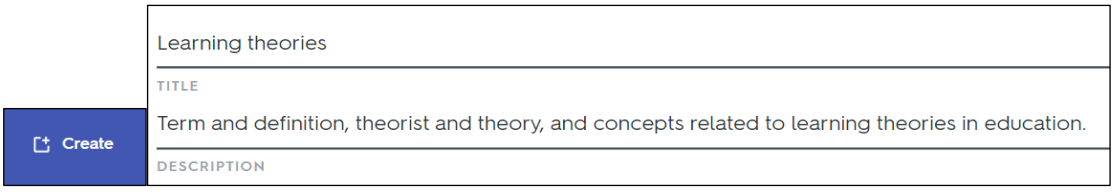
6.2 Why use Quizlet?

Quizlet can be a powerful tool for supporting remote learning. Instructors can convert a study set into different learning modes, from basic flash cards to tests that mix and match question types (e.g., true and false, multiple choice, written answer). Learners can use study sets that instructors assign, create their own, or use one from the content library. Learners can study the contents using Quizlet's study modes and games at their own-paced. During synchronous lesson, instructor can gamify the learning activities by conducting Quizlet Live, a quiz-based learning activitiy.

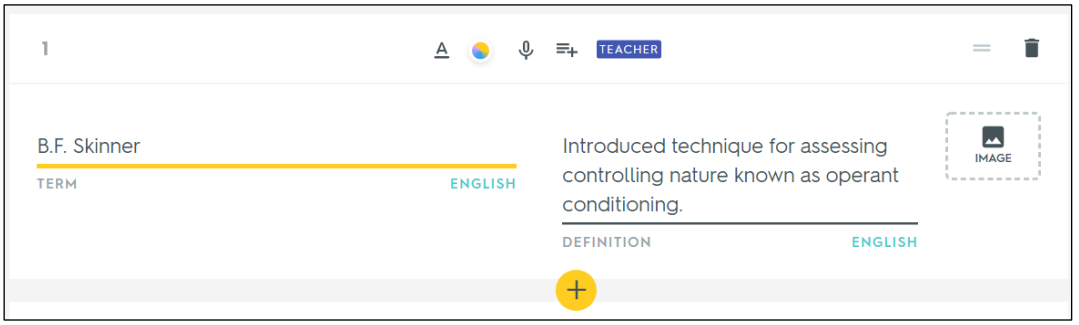
6.3 Creating Quizlet study set

6.3.1 Go to www.quizlet.com. Sign up for an account or login to your account.

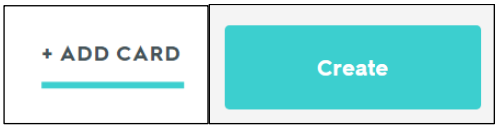
6.3.2 To create a new study set, select ‘Create’, then enter a ‘title’ and ‘description’ for the set.



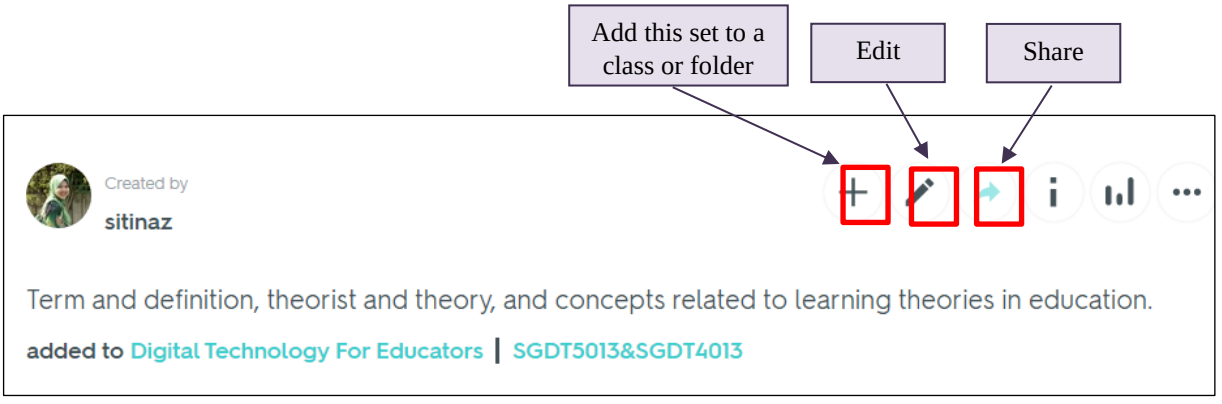
6.3.3 Add the ‘term’ and ‘definition’. Choose the language if needed. Chemistry and Math/Symbols are available in addition to other languages.



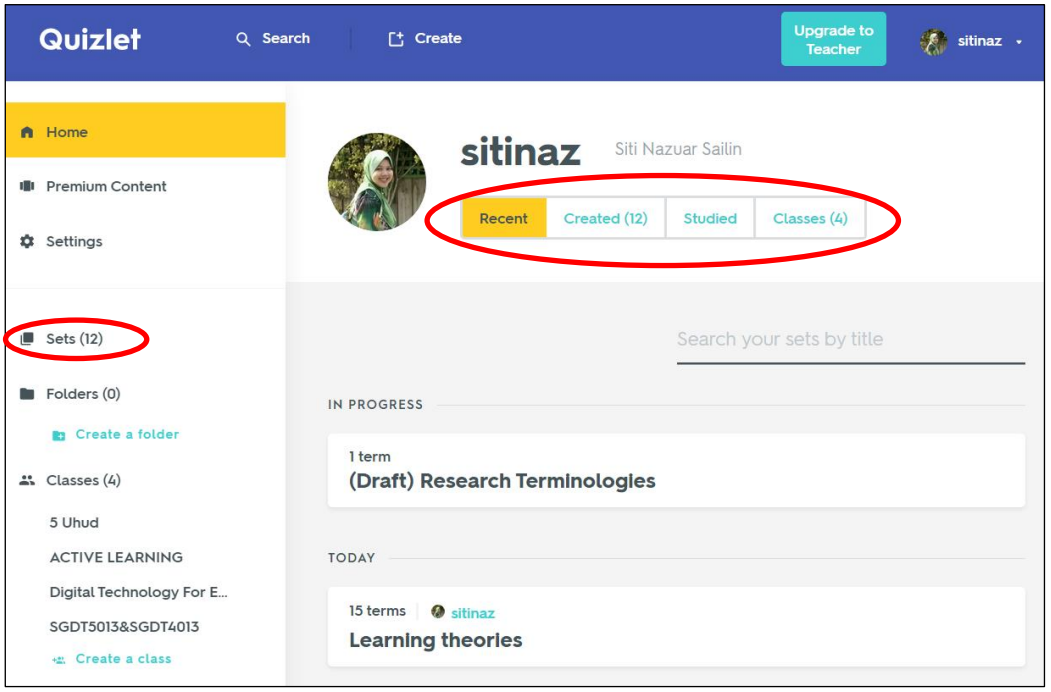
6.3.4 Click on ‘+’ symbol or select ‘Add card’ to add more terms and definitions. Click ‘Create’ to save and publish the study set.



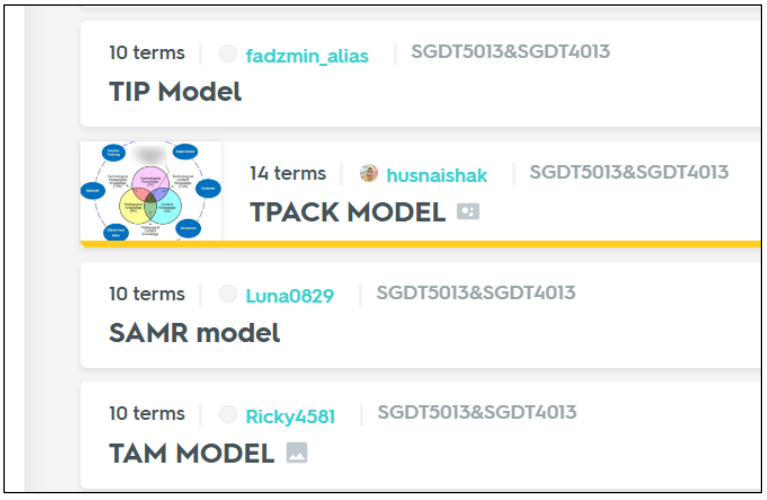
6.3.5 The study set can be added into a class or a folder, edit and share with learners and other instructors.



6.3.6 Study sets that have been created or studied can be found on the instructor’s or learner’s dashboard.



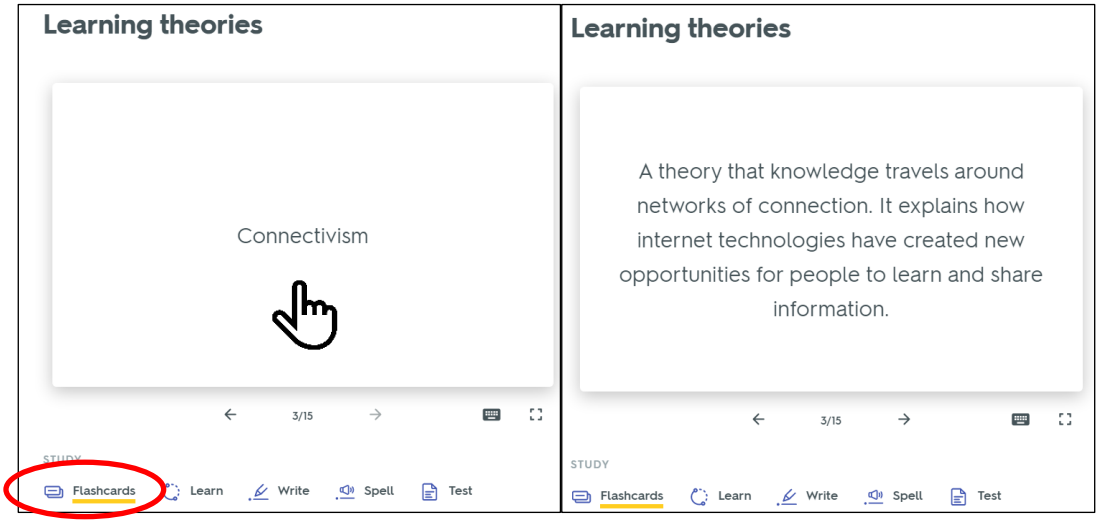
6.3.7 Instructor can ask students to create their own study set and share it with the instructor as well as their peers. These are examples of study sets created by learners. (*Tips: Instructor can divide topics to individual student for them to come up with a study set. Share with the whole class so that every student can get access to all study sets of different topics*).



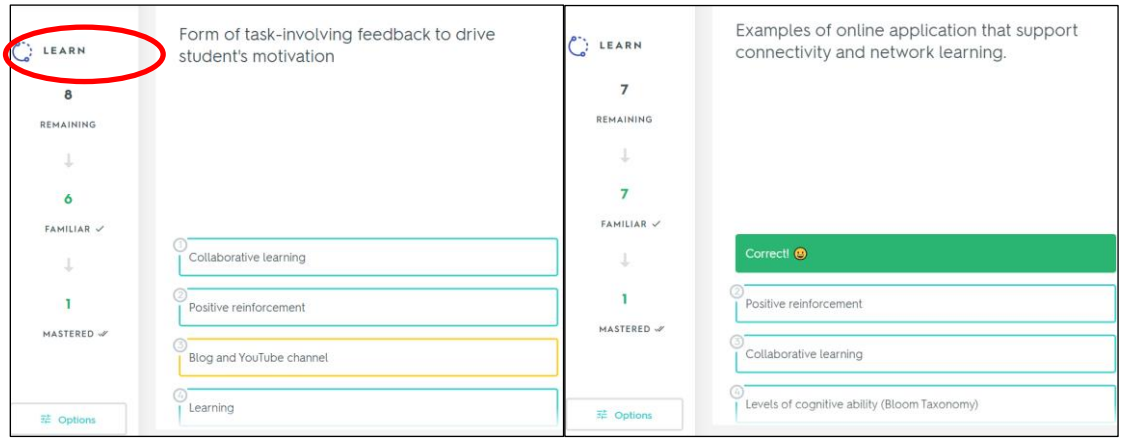
6.4 Creating Engaging Learner-paced Quizlet lesson

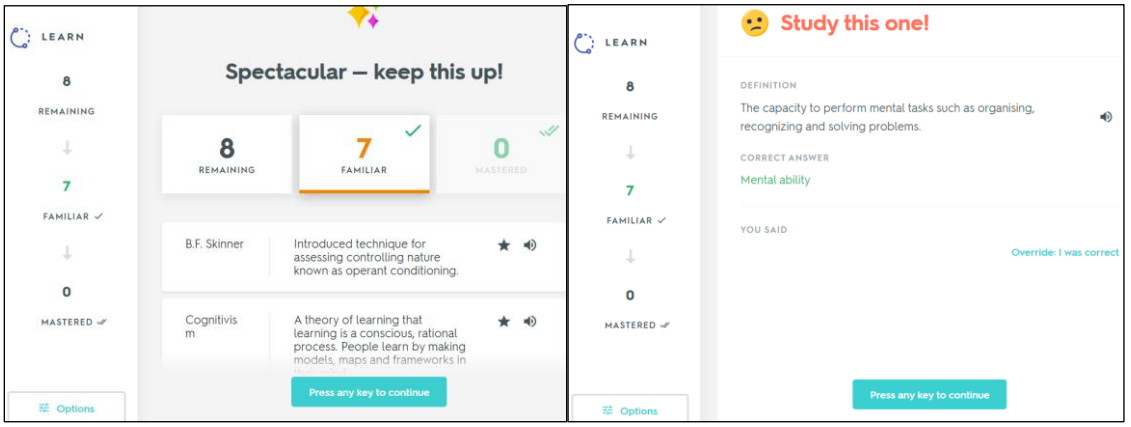
6.4.1 Instructor can share the link of the study set created earlier with the learners. Learners can study the contents in various modes such as Flashcards, Learn, Write, Spell or Test at their own pace (asynchronous).

6.4.2 'Flashcard' study mode. Learners click anywhere on the term card to flip for definition.

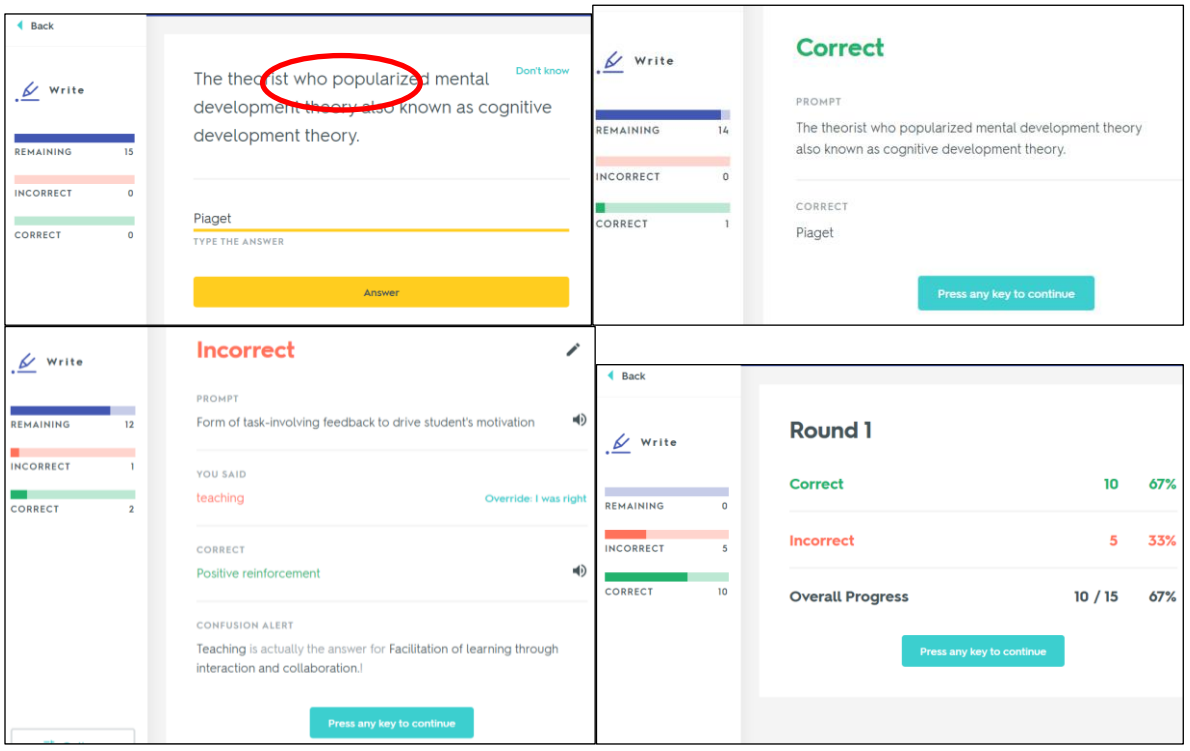


6.4.3 'Learn' study mode.

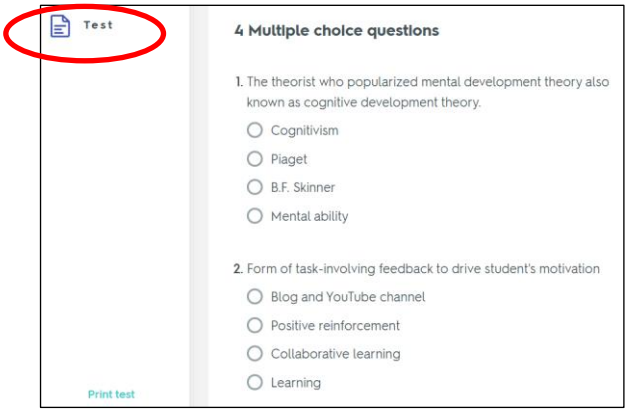


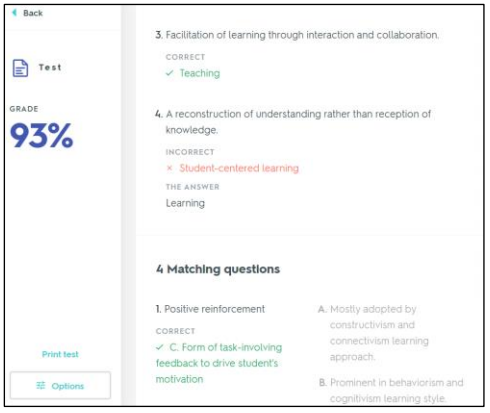


6.4.4 'Write' study mode.



6.4.5 ‘Test’ study mode.

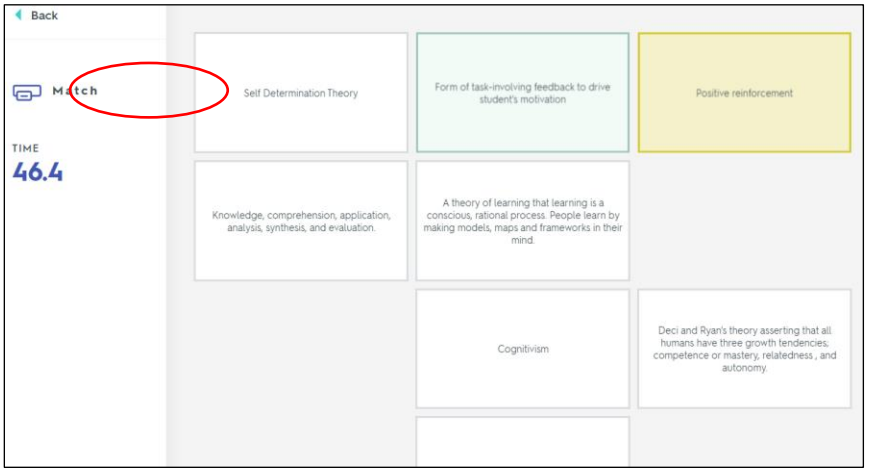


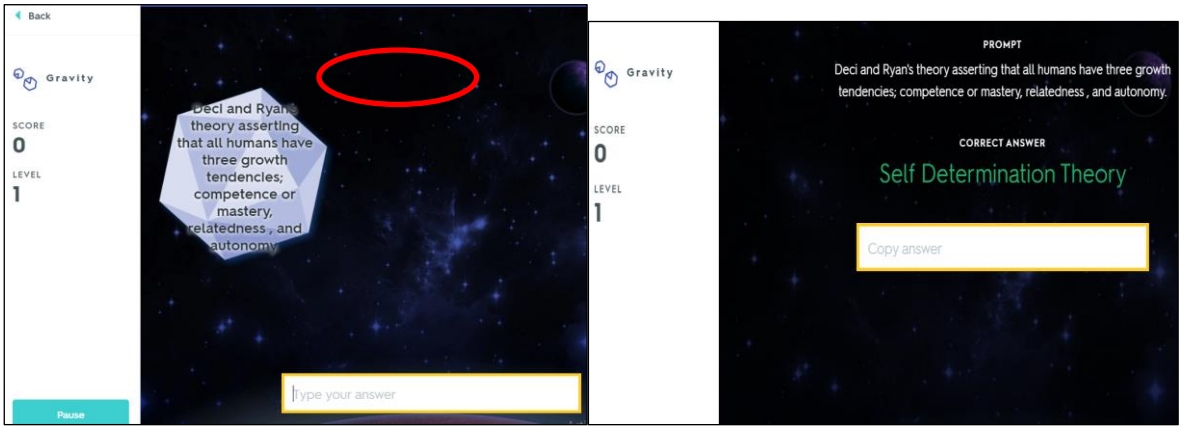


6.5 Fun learning and gaming using Quizlet

6.5.1 Quizlet also support fun learning and gamification. Using the ‘Play’ feature, learners can do self-assessment through a time-based quiz-like activity namely ‘Match’ and ‘Gravity’.

6.5.2 These are the examples of ‘Match’ and ‘Gravity’ play. (*Tips: These games might not be suitable for higher education learning, but it depends on the learning outcome to be achieved.*).

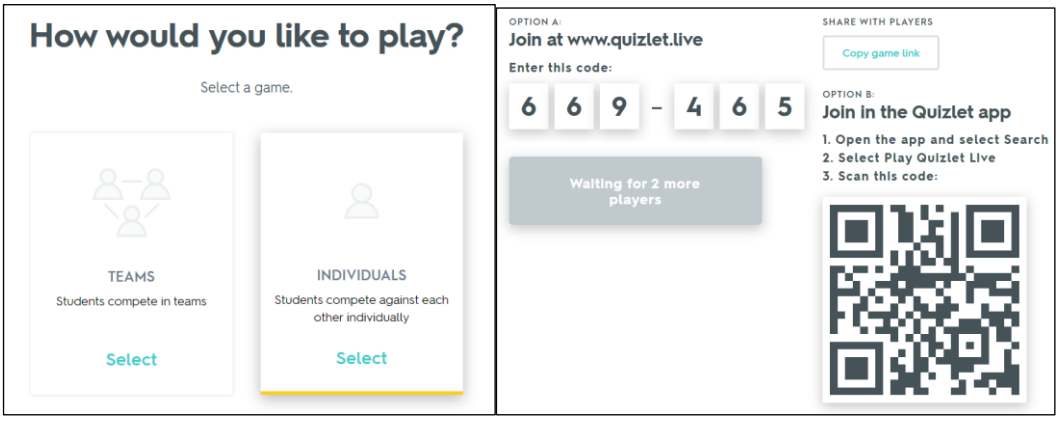




6.5.3 Quizlet is popular for its Quizlet Live, a team-based or individual competition learning game.

6.5.4 Learners need to work together in 'TEAMS' to correctly match a Quizlet set's terms and definitions. The first team to match all in a row will win. Each student needs his/her own device such as a smart phone, tablet, or laptop as he/she will go around the class to find the team members. It is also helpful to have a projector in front of the class so instructor can display the scoreboard.

6.5.5 For supporting remote learning, instructor can choose 'INDIVIDUAL' setting to run the Quizlet Live. The game can be run during synchronous lesson supported by video conferencing tool such as Webex or Zoom to screen the scoreboard.

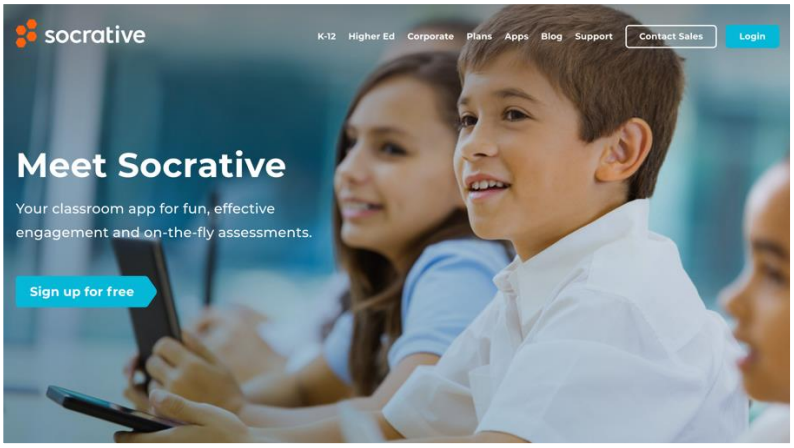


6.5.6 To learn more about Quizlet Live go to https://youtu.be/q64qTBfK0iE.

7.0 SOCRATIVE

7.1 What is Socrative?

Socrative is a teaching and learning tool that empowers instructor to engage with learners in classroom or remote learning. Socrative provides a platform to generate quiz questions, observe learner scores and monitor students' progress (Mohamad et al., 2019). It also offers an efficient way to evaluate learning that saves time for instructor while delivering fun and engaging interactions for learners.



7.2 Why Socrative?

Socrative is cloud based and free where learner can access using any device. Activities can either be instructor-paced (for use during a classroom discussion) or learner-paced (for use as a more traditional class-end "exit ticket" or quiz). There is also a gaming element called "Space Race" and this feature can set up a quiz so that teams of learners can compete against one another to launch rockets into space. Besides that, Socrative quizzes can also be shared with other instructors. Importantly, instructor would have a "paperless" way to track learner performance based on content they have chosen.

7.3 How to create Socrative?

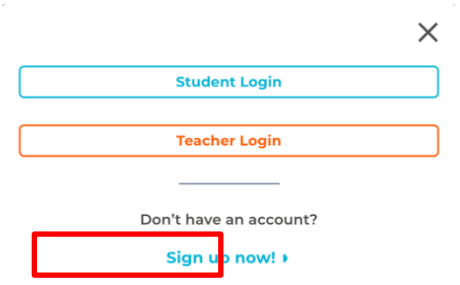
There is simple procedure to login this tool and it can be run on laptops, smartphones and tablets.

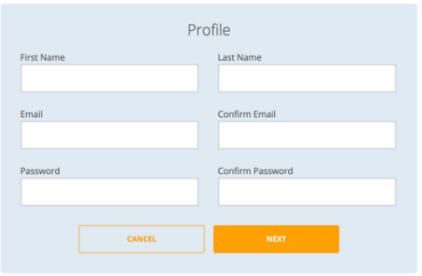
7.3.1 **Register & Log In**

a) Go to www.socrative.com. Click "login" and "Sign Up Now".

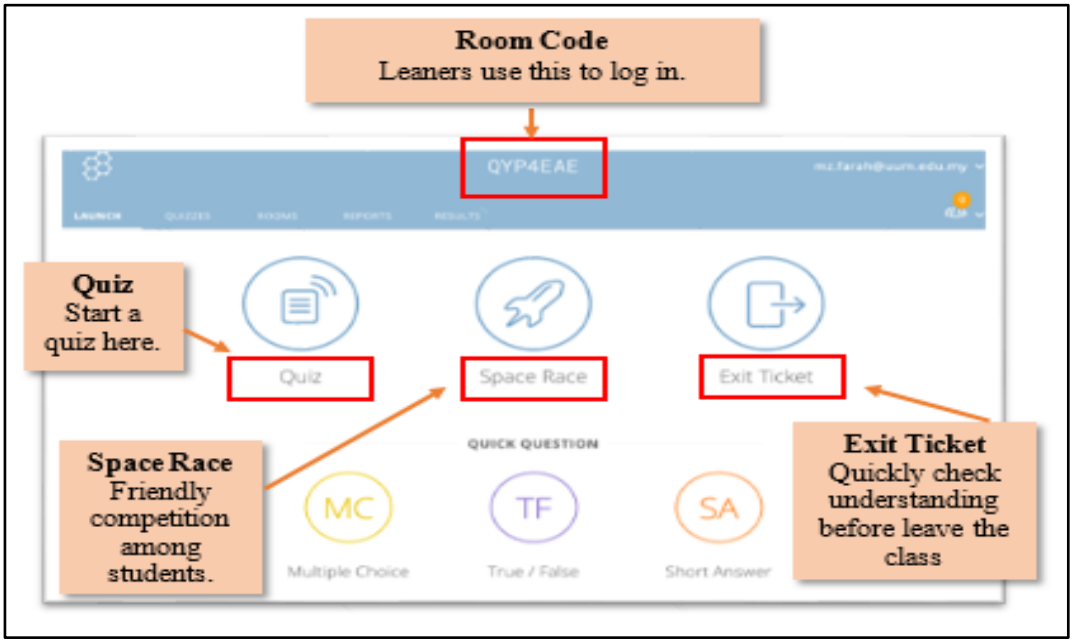
b) You have to choose between signing up for the free plan or paying a fee called "pro" plans.

c) The free version allows instructor to work with 1 room, 50 students and 1 activity at a time, whereas the pro plans allow to use 10 rooms and up to 10 activities at once.





d) Once, we have registered, a classroom code will always appear at the top of the dashboard. Instructor will give this code to learners so they can join the session.



e) Learners do not register for personal account. They only enter instructor's unique Room Code.

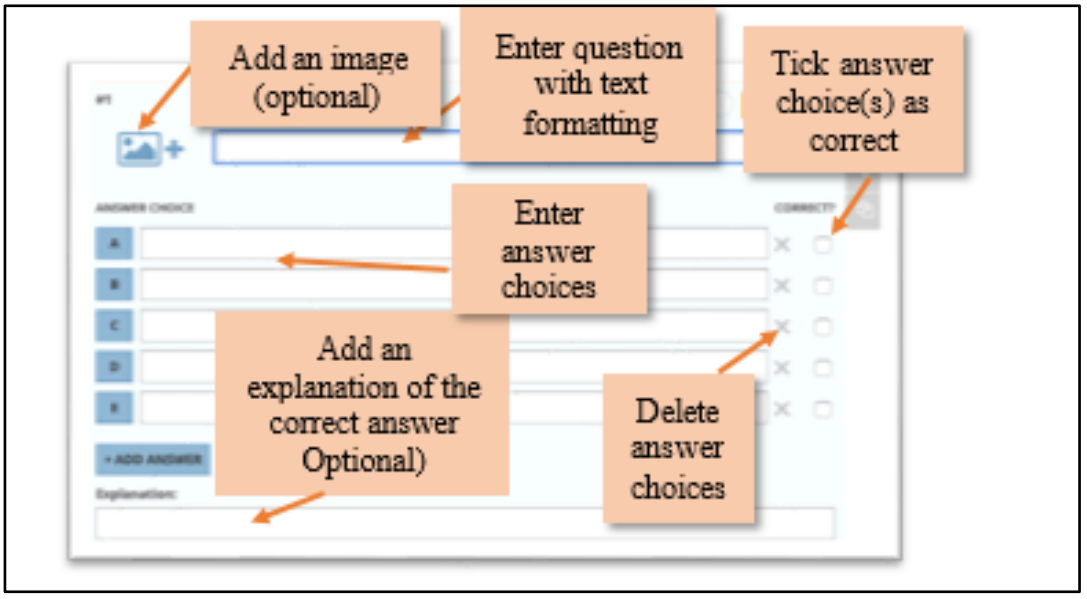
7.3.2 **Creating & Editing Quiz**

a) Instructor can combine different types of question (true/false, multiple choice and short answer).

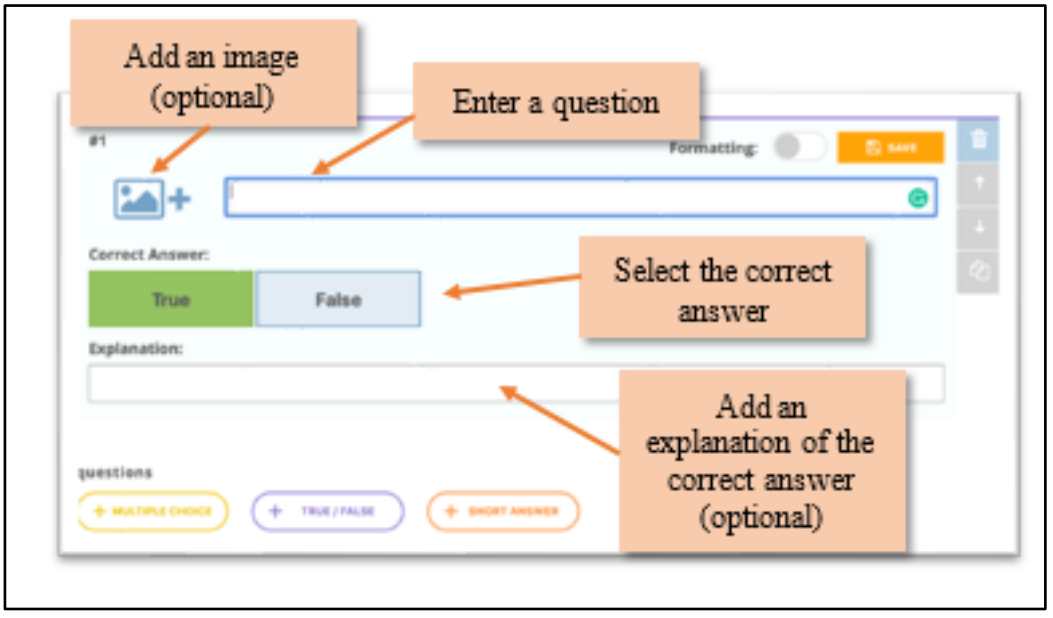
b) There is no limit to the number of questions per activity or quiz. Instructor can also store the quizzes and share them with other instructors.

c) Choose "QUIZZES" and click "ADD QUIZ".

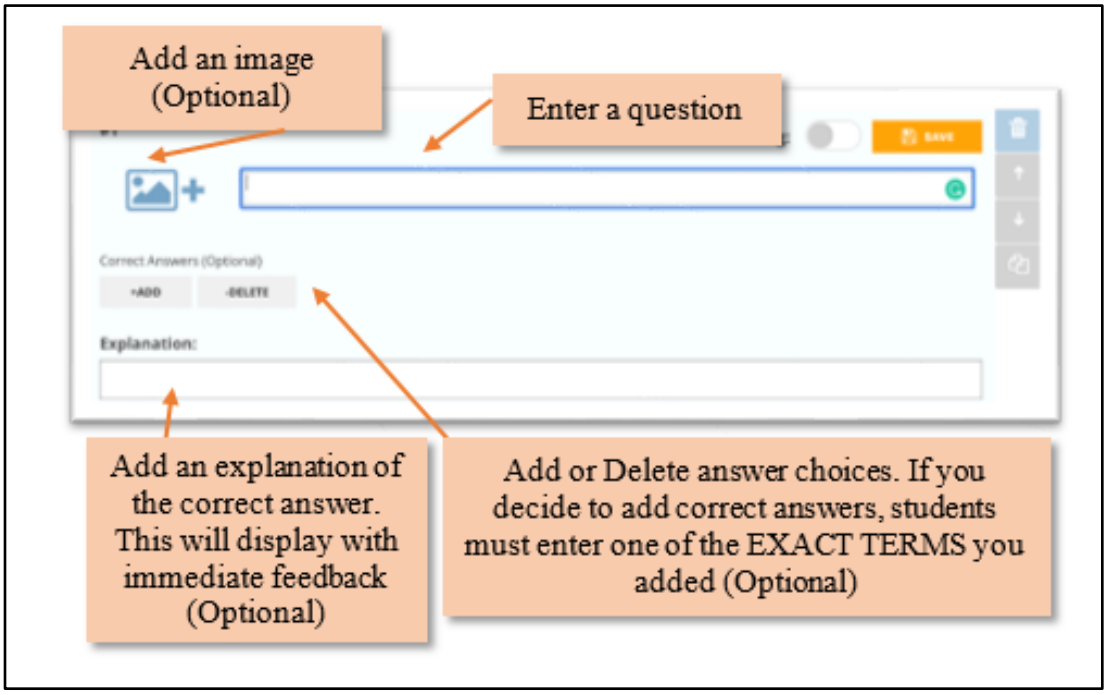
d) Create Multiple Choice. A combination of multiple choice question with new technologies offer an active, creative and comprehensive learning experience.



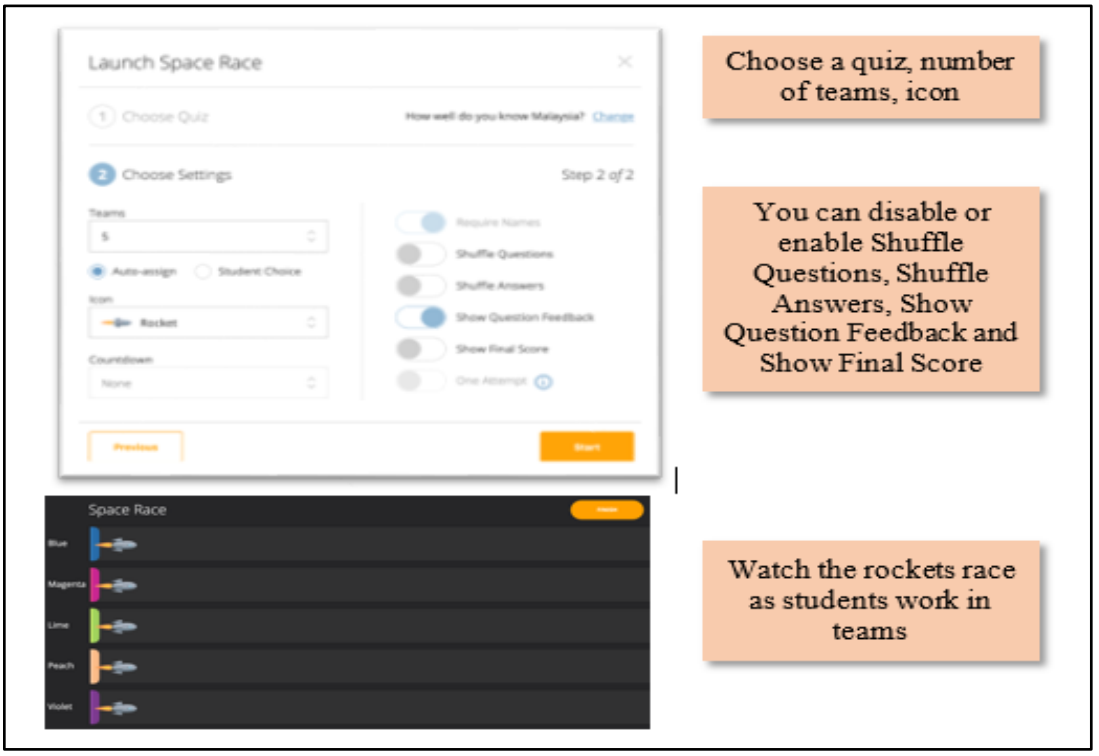
e) Create True False is a way to run a quick poll.



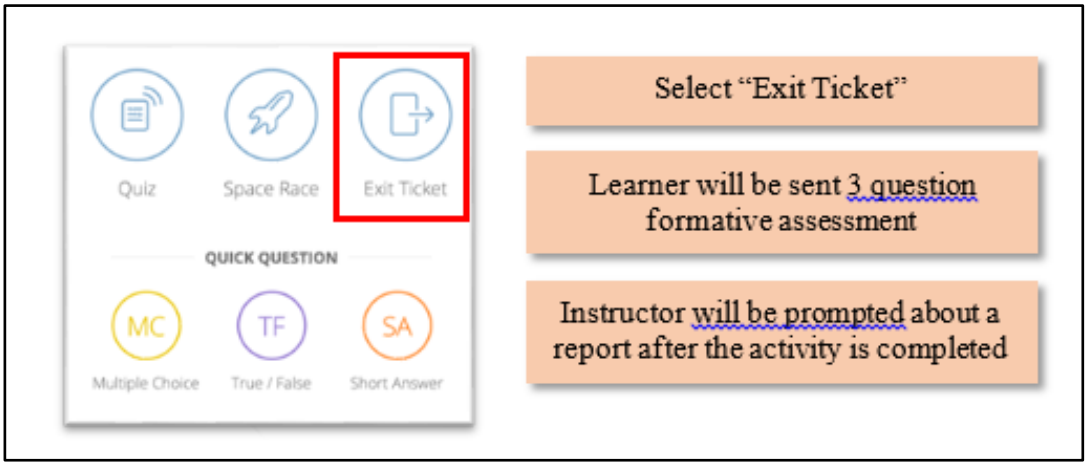
f) Create Short Answer. Using the short answer will give each learner an opportunity to share their ideas before engaging in class discussion. For those students who might need more time to formulate their thoughts, this can be a great way to share their ideas.



g) Create Space Race to provide some element of competition for learners. This feature allows learners to work in pairs or small groups.



h) Create Exit Ticket. Exit ticket is an effective way to gather end-of-class feedback. It gives learners an opportunity to reveal what they have learned and for instructor to confirm that teaching objectives were achieved.

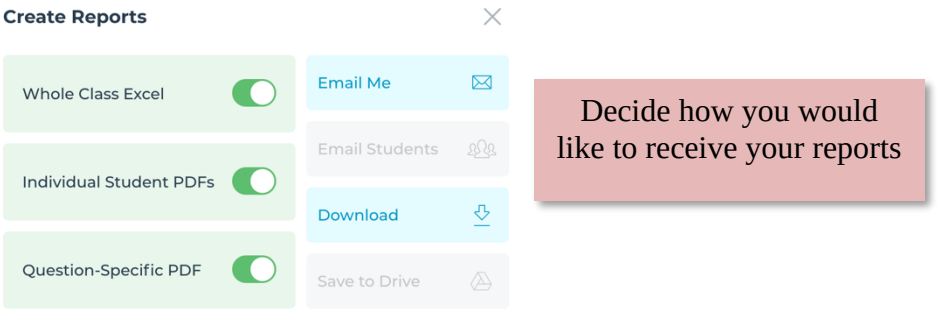


7.3.3 **Reports & Results**

a) Socrative can also be used for assessment purposes.

b) After a session, instructor can receive an Excel report in the email account. This shows each learner or group's answers for each question.

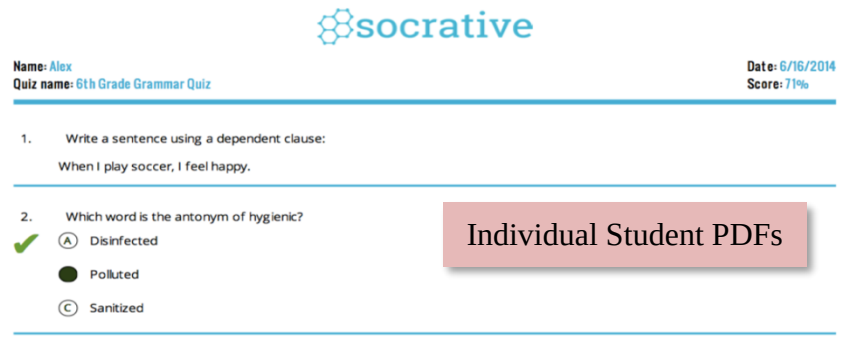
c) In smaller groups, instructor can send each of their learner individual pdf including the questions and their answers, which can be used for reviewing or recording purposes.



Whole Class Excel

Imaginary Numbers
Monday, September 30 14:22 PM
Room: socrative14 (benny@socrative.com)

Student Names	Total Score (0-100)	Number of correct answers	Simplify: (1 + i)(2 - 3i)	Simplify: i^59	What is the area of a rectangular room with a length of 5 -3i and a width of 2i?	Simplify: 8/2 + 2i	What would you like more help with?
Hansot, Tyler	50	2	2 - i	(-i)	10 + i	4 + 2i	nothing
Washington, Callie	25	1	2 - i	-1	10 + i	4 + 2i	multiplying
Tyne, Jennifer	75	3	5 - i	(-i)	10 + i	4 + 2i	big numbers
Blanco, Jose	100	4	5 - i	(-i)	6 + 10i	4 + 2i	I'm all good
Doucette, William	50	2	2 + i	(-i)	6 + 10i	10i	simplifying
Merkes, Samantha	100	4	5 - i	(-i)	6 + 10i	4 + 2i	adding i numbers
Jones, Mia	75	3	2 - i	(-i)	6 + 10i	4 + 2i	word problems
Ortiz, Alex	75	3	5 - i	(-i)	5 - 6i^2	4 + 2i	multiplication
Class Scoring	69%	2.75	50%	88%	50%	88%	0%



7.4 How can Socrative be used in Remote Learning?

7.4.1 Deliver self-paced, practice, check for understanding assessments

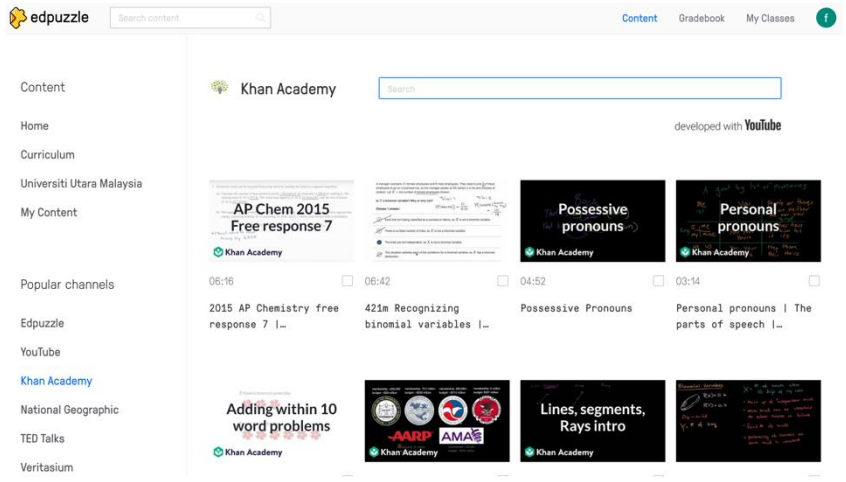
7.4.2 Unit testing and exams

7.4.3 Asynchronous and synchronous room modes

8.0 EDPUZZLE

8.1 What is EdPuzzle?

EdPuzzle is an interactive visual tool where instructor can make any video lesson or find video lessons created by other teachers, including formative assessment. It is a great way to encourage deeper thinking and to check how learners are engaging with the course. Instructor can choose video from a variety of the most popular online video sources including YouTube, Khan Academy, National Geographic, TED Talks, Veritasium, Numberphile, Crash Course, and Vimeo. Each of these sites can be searched by course topics or by video title. Once a video has been chosen, EdPuzzle offers a variety of tools to supplement students' learning experiences. These tools include cropping, voiceover, quizzing, text boxes, reporting, and sharing (David, 2017). This tool is suitable for remote learning because it allows learners to learn about topics at their own pace and speed.



8.2 Why EdPuzzle?

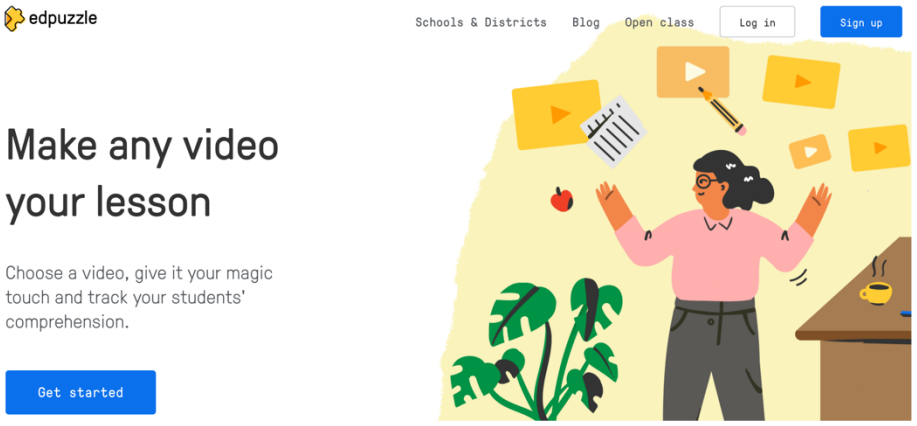
EdPuzzle allows the instructor to insert questions directly into a video to focus attention and retention. When learners are watching the video, they must answer the question that pops up on the screen. Learners can watch the video without skipping any parts of the video. EdPuzzle also puts the learner in control as they can re-watch and respond to written questions or quizzes.

8.3 How to create WdPuzzle?

There is a simple procedure to login this tool and it can be run on laptops, smartphones and tablets.

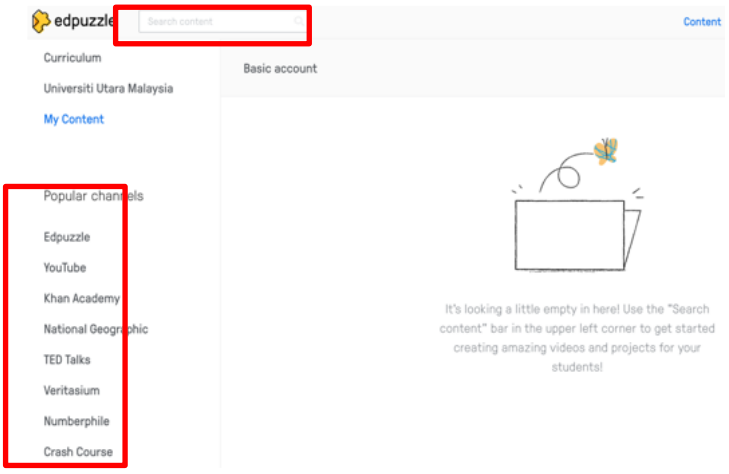
8.3.1 Register & Log In

Go to www.edpuzzle.com and click "Sign Up". Then, sign up as a teacher.

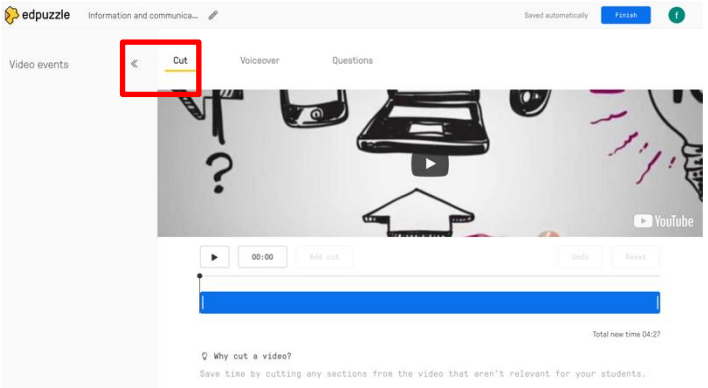


8.3.2 **Creating Video Lessons**

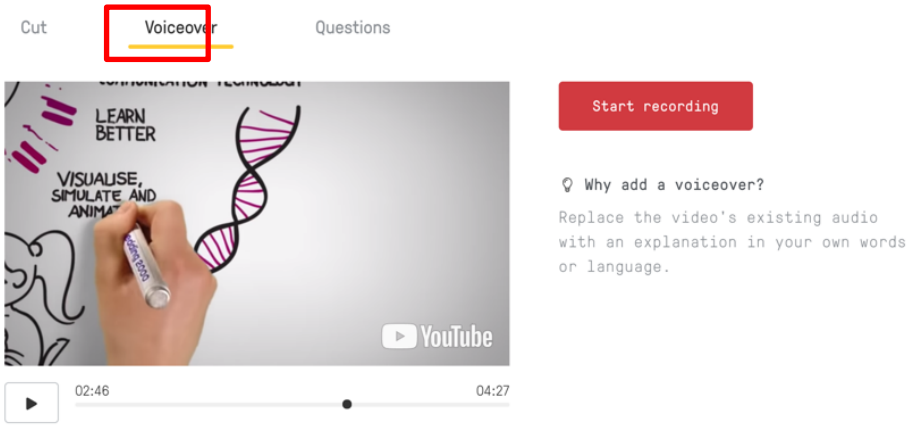
a) Instructor can search or choose video from a variety of the most popular online video sources.



b) The video can now be edited. Instructor can use the CUT feature in the editing section to include only what he needs.

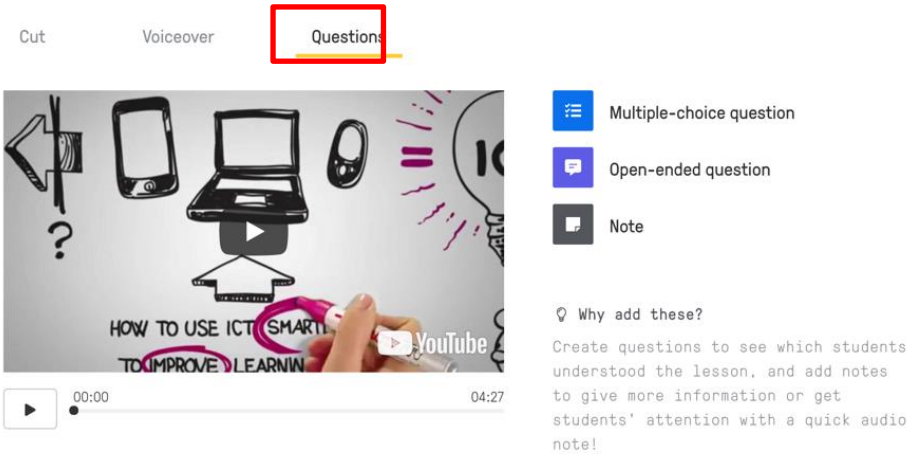


c) To record a voiceover, click on the “voiceover” and select the spot in the video where you want to record audio by clicking on the timeline bar. A voiceover is an audio recording that plays over the original audio of the video. This is useful to add a new lecture or commentary to an existing video.



d) Click on the “Questions” to embed a question in your video. Select “Multiple-choice question”, “open-ended question” or “Note” from the options given and add the question or note. You can click the play button to confirm that they appear in the video at the right spot and timing.

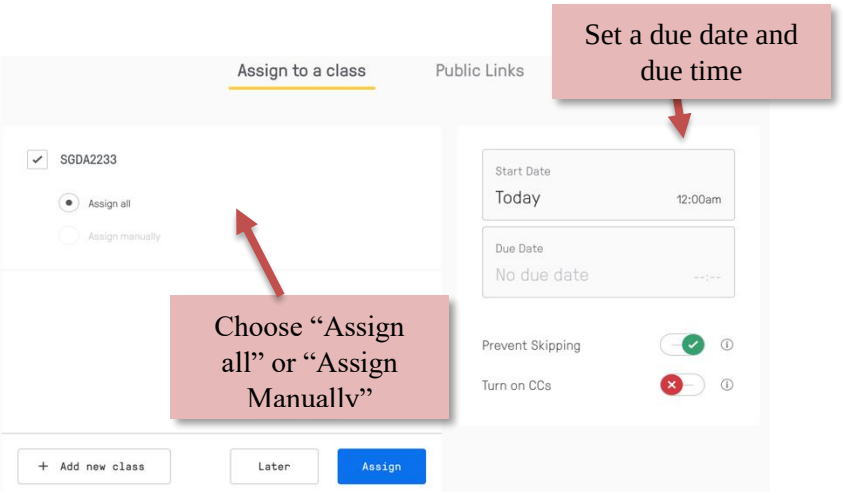
Adding a quiz can ensure learners are engaging with the video and paying attention to the video as it plays, rather than testing at the end.



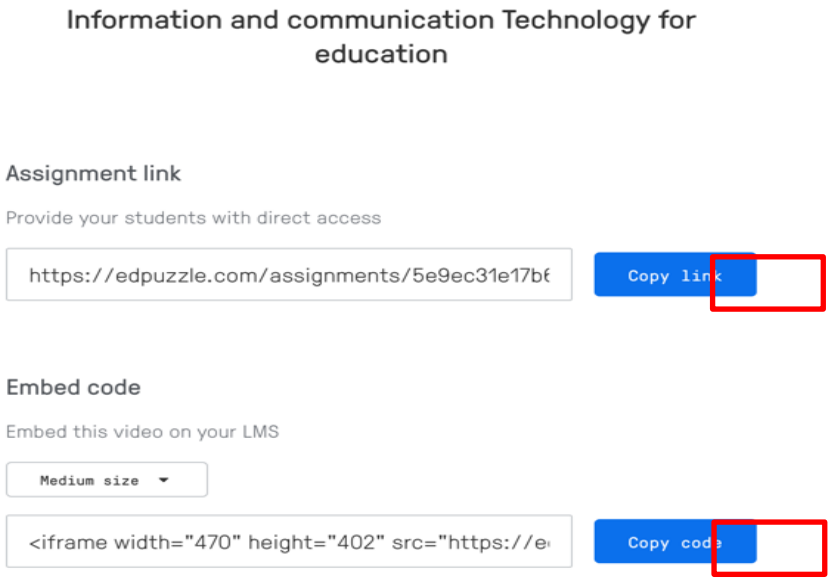
8.3.3 **Saving and Assigning a Lesson**

a) After the instructor has edited video lesson, assign it to a class directly.

b) Choose the classes you want to assign the video to:
"assign all" to assign the video to all the learners in your class.
"assign manually" to assign the video to specific or certain learners in your class.



c) Learners can join the classroom by the given link or embed this video on LMS such as Google Classroom or Edmodo.



d) Instructor can also check their learner's progress in "Gradebook". It shows the total score, total time spent, turned in late, individual student report and also download progress

8.4 How can EdPuzzle be used in Remote Learning?

8.4.1 Pre-assessment for course or topic - Create an introduction video to introduce the instructor to the class or topic and review the course learning objectives.

8.4.2 Peer-to-peer learning - Learner can create their own video and upload to YouTube. Then the instructor can add those YouTube videos into EdPuzzle and assign learner to peer review one another's work using the comments feature.

8.4.3 Instructional lesson/demonstration – create a demonstration video of a difficult-to-understand topic area.

8.4.4 Interactive instructional videos – Embed questions to assist students in analyzing, reflecting and making connection on topics.

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