Course Journal

for

FDP101x

Foundation Program in ICT for Education

conducted by

IIT Bombay

3rd August to 8th September 2017

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Contents

Introduction

Foundation Program on ICT in Education (FDP101x) is the first part of the two workshops conducted by IIT Bombay under T10KT ('Train 1000 Teachers') programme under the project 'Empowerment of Students/Teachers,' sponsored by the National Mission on Education through ICT (MHRD, Government of India).

I) FDP101x: Use of Technology to facilitate Hybrid Learning

II) FDP201x: Pedagogy for online and Blended Hybird Teaching-Learning Process.

For this workshop hybrid MOOC platform of IIT Bombay is used that is IITBombayX

FDP101x course will give exposure to the participants about the various ICT applications useful in the teaching-learning process. Participants will learn to design teaching materials and activities for topics in their own domain using ICT tools. It is expected that at the end of FDP101x the participants will become informed teachers and well prepared to integrate ICT in their regular teaching-learning activities.

Prof Deepak Phatak,Dept of CSE, IIT Bombay who is main workshop coordinator spoke on "Academic Ethics & Integrity" and also discussed on the various graded activities to be adopted for FDP101X.

WEEK 1: Moving from Physical Classroom to Online Classroom
(03rd August to 10th August 2017)

Week 1 of this course focused on foundational aspects of **ICT (Information & Communication Technology)**. It mainly introduced the participants about the pedagogy adaptations to be implemented for moving from a 'physical classroom' to an 'online classroom'. The various pedagogic adaptations introduced were:

- **Learning Dialogues (LeDs)** are basically teaching material videos which are equivalent to a teacher delivering a lecture in a class but has lot of additional features to it.

- **Learning By Doing (LBD)** activities which are practice questions immediately after watching the LeD.

- **Learning Extension resources (LxT)** which are additional links to videos, webpages etc to extend the learner knowledge

- **Learning Experience Interaction (LxI)** This are interactions with peers after completion of designated activity.

Above features need to be kept in mind while integrating the ICT technology. Watching the week one Learning Dialogues, which is one of the learning pedagogy, the facilitator used reflection spots (short pause to give a thought to the query asked); the answers to which are given below:

LED 1.1: FROM PHYSICAL CLASSROOM TO ONLINE CLASSROOMS

Can you list the various interactions between the three components of physical classroom i.e. learner-teacher, teacher-content and learner-content?

Ans: Example of interactions: Teacher & Learner: Lecture delivery, Discussions in classroom

- Teacher & Content: Preparation for lectures using books, online sources of content

- Learner & Content: Reading assignment

LED 1.2: PEDAGOGIC ADAPTION 1: LEARNING DIALOGUES

1.   What is the equivalent of instructor video in physical classroom?

Ans: Lecture delivery.

2.   What additional features does the video provide in an online setting?

Ans: Replaying the video, Pausing the video feature available. Also a good source for refreshing the subject topic after a long time.

LED 1.3: PEDAGOGIC ADAPTATION 2: LEARNING BY DOING ACTIVITIES

1.   What advantage do you see in answering these questions immediately after watching LeD videos?

Ans: Check understanding of the learner about the video content.

LED 1.4: PEDAGOGIC ADAPTATION 3: LEARNING EXTENSION RESOURCES

1.   What is the function of assimilation quizzes?

Ans: To grade/ evaluate the learner knowledge.

LED 1.5: PEDAGOGIC ADAPTATION 4: LEARNING EXPERIENCE INTERACTIONS

What is the purpose of structured group discussion with focus question and specific instruction?

Ans: It is mainly to set the stage for the class so that the topic of discussion does not get diverted. Also focus question helps the students to align their thoughts on the topic at hand.

LED 1.6: RESOURSE CREATION 1: COURSE JOURNAL

1. Write one advantage of maintaining a course journal.

Ans: During the reflection spot, it ensures that we give sufficient thought to the activity at hand. It will later help in recollecting the dialogues that have taken place.

At the end of Week 1 some additional self exploration resources were provided:

1)**'Basics of ICT'** by Prof T.V.Prabhakar, IIT Kanpur. He spoke on typical ICT applications along with the hardware and software required for ICT.

As part of Resource Creation (Week 1):

We were asked to create COURSE JOURNAL by selecting familiar document editor, create an outline structure and recording the entries in it.

Later we had to review the course journal of our peers. I reviewed journal of 3 peers

1) Megha Nayak 2) Smita Aldonkar and 3) Prajakta Kulkarni

As part of Learning Experience Interaction (Week 1):

The **focus question** was "Introduce yourself and tell us abou challenges that you face in your classroom while using technology"

After we **post** our answer to the above focus question in the **discussion forum**, we need to respond to minimum 3 peers to address their challenges and provide solutions to them.

I responded to:

 1) Payel Thakur 2) Harish Anand 3) Pranoti K and 4) K. Ravindra

As part of Learning Extension Resources (Week 1)

1) We listened to TED talk by Anant Agarwal, CEO of EdX talking about the MOOC (Massive Open Online Course) culture. He spoke on the key ideas that make MOOC work.

2) Professor Deepak Phatak from IIT Bombay spoke on Education in 21st century, ICT in education and about MOOCs, shortcomings of MOOC and blended MOOC approach

WEEK 2: WEB PRESENCE FOR TEACHERS

(10th Aug to 17th Aug)

Assignment Submission deadline: 20th Aug 2017

In Week 2 resources and activities to create a simple website using the free and open source software WordPress will be covered.

1. Self-Exploration Resources

Following video links, webpages and research papers were provided in the beginning of Week 2

a) WHAT IS THE INTERNET?

- Video link of Geoffrey Challen (Assistant Professor, Computer Science and Engineering, University at Buffalo) where he tries to explain what the Internet is.

Notes: He talks about three different levels: 1) Huge computer networks, 2) Set of protocols and 3) People

- Understanding how the Internet actually works watch the below video from Internet Foundation in Sweden by Hasse Wilsson

Notes:

They talk about how internet actually works, about servers, ip address, top-level domains etc.

b) WEB PAGES AND WEBSITES

Check this link about Webpages, Websites, Webservers and Search Engines and see if you can contribute to the section related to "Active Learning" inside it

Notes:

They mention the difference between webpage, website, web server and search engine

Watch the video posted by Google below explaining "Web Browsers" and read this Wikipedia article.

After getting a good idea about web browsers, now you should read about **"Browser extensions".**

USE OF WEB-BASED DIGITAL PORTFOLIOS IN TEACHER EDUCATION

Teaching Portfolios or Course Portfolios are one of the popular uses of webpages/websites. Read about them on this webpage.

Read the following journal papers that describe how portfolios are used extensively in teacher education

1. Leah M. Herner-Patnode, & Hea-Jin Lee. (2009). A Capstone Experience for Preservice Teachers: Building a Web-Based Portfolio. Journal of Educational Technology & Society, 12(2), 101-110.

2. Gathercoal, P., Love, D., Bryde, B., & McKean, G. (2002). On implementing Web-based electronic portfolios. Educause Quarterly, 25(2), 29-37.

3. Milman, N. B. (2005). Web-based digital teaching portfolios: Fostering reflection and technology competence in preservice teacher education students. Journal of Technology and Teacher Education, 13(3), 373.

2. Mentor's Webpage

List of 84 mentor links to their website to get an idea about website design/layout of faculty and how webpages can be created and shared with learners

3. Tools for Website creation

Prof Sunthar, IIT Bombay introduces tools for website creation. He starts with introduction on simple and multifunctional websites. The two tools for Content Mangaement System (CMS) are: 1) WordPress and 2) Drupal. He talks about WordPress Installation and explains how to create an account on WordPress.

4. Basic customization in Wordpress

Prof. Sunthar explains the basic customization steps in WordPress. In parallel we created our account on WordPress for website creation and understood the basic customization commands in WordPress

https://hari1058.wordpress.com

5. Adding content in Wordpress

Adding basic content in WordPress was explained by Prof Sunthar. He suggested to add 'Research' web page to our site. He spoke on simple content types like:

- Blog

- Page

Demonstration on creating a Blog and Page was given.

6. Managing content in Wordpress

The control panel of WordPress was introduced and accessing Dashboard to futher manage content

https://hari1058.wordpress.com/wp-admin

7. Advanced customization in Wordpress

How to add media through dashboard was shown, how to customize widgets, themes and menu was shown

As part of Learning By Doing Activity(Week 2):

- **Create simple faculty profile which will tell us about yourself**

- **Create a blog post where you will upload one video and one image that will explain how to use web profiles effectively in teaching-learning.**

8. Learning Experience Interaction -2 (Week 2)

Answer following **focus questions**

Web Presence in Classroom - harichandekar

1. What are the advantages of "Your Web Presence" for your students?

- I can upload videos and/or images on my website related to topic to be covered in forthcoming classes, which will enable student's ease of understanding during lecture.
- Can post list of youtube videos, list of pdfs or websites to be referred for completion of home work assignment.
- Instructions/ Description of any specific curriculum activity by means of blog for ready reference for students can be made available.

2. What are the limitations of "Your Web Presence" for your students?

- Whether student really takes benefit of the Web presence is difficult to ensure, also whether students have understood or interpreted the matter posted on the website correctly.
- Descriptive assignments given to the students cannot be accessed through Web presence.
- Student having access to internet/ computer at home (if rural area) needs to be considered.

As part of Learning Experience Interaction (Week 2):

After posting the above post in the discussion forum, as required I responded to 3 peers.

    1) Patil Prajakta 2) Sanjeev Kumar Agarwal and 3) Ankita Vaish

9. Learning Extension Resources

Youtube playlist containing 63 video lessons on Drupal was provided.

Out of which the following 5 videos were mandatory to watch:

Lesson 2: Introduction to Drupal

Lesson 3: Why choose Drupal?

Lesson 8: Drupal content (Navigating a fresh installation)

Lesson 12: Extend ((Navigating Drupal)

Lesson 18 : Creating a Basic Page.

WEEK 3: LEARNING MANAGEMENT SYSTEMS

(17th Aug to 24th Aug)

Assignment Submission deadline: 27th Aug 2017

In week 3 the focus will be on the "Learning Management Systems" (LMS). Introduction to the open source LMS - MOODLE. Videos and activities will allow you to explore a demo course of MOODLE.

Exploring MOODLE

The moodle environment is explored by visiting

school.demo.moodle.net/login/index.php

Visited a course titled "**Digital Literacy**"

The various sections in the course were:

- About this course
- Background Reading
- Group Work and Assessment
- Extra Resources
- Self-Reflection

Some of the videos were:

2.1 Video Introduction

2.4 One Approach to Digital Literacy: Eight essential element of Digital Literacies

2.6 Common terms used in Digital Literacy

3.1 Forum Netiquette

Rule 1: Don't shout

Rule 2: Be discerning with emoji's and emoticons

Rule 3: Use meaningful subject titles

Rule 4: Use the 'granny test'

Rule 5: Don't argue

Rule 6: Thou shalt not steal

Some quiz questions in the video were

You need an image to illustrate a forum post. Is it OK to get one from google?

Answer: YES!, if you check the licenses carefully

Learning Experience Interaction 3

FOCUS QUESTION FOR DISCUSSION

After going through the activities in the resource "Forum Etiquette", reflect on your own participation in FDP101x's discussion forum till now.

Q1: Can you identify the pedagogic feature that has been used in the animation video on Forum Etiquettes?

Learning Dialogue (LeD)

Q2: What is one new thing that you learnt about discussion forum etiquettes?

The one new thing I learnt from forum etiquettes is the careful checking of image licences available on google. I immediately did a advanced image search to check the creative commons licenses of the images I used in my wordpress site and appropriately cited the reference.

MOODLE in IIT Bombay

Prof Jayakrishnan M briefs about the use of Moodle used by many IIT B Professors

He refers to set of 6 videos explaining the basic features

- Course Setup
- Editing Sections
- Adding Resources
- Creating Assignment
- Creatign Discussion Forums
- Creating Quizzes

Exploring Course Settings Inside Moodle

Prof Jayakrishnan M leads to videos by Prof Upendra Bhandarkar

On the noodle page, under

Administration > Course administration > Turn Editing On

The course example was for Engineering Graphics & Drawing

Weekly arranged: 4 Jan to 10 Jan

11 Jan to 17 Jan	(o)
()	+ Add an activity or resource

18 Jan to 24 Jan	(o)
()	+ Add an activity or resource

:

:

Administration > Course administration > Edit Settings

Course full name: Engineering Graphics and Drawing

Course short name: ME 119-2015

Course category: Spring 2016

Course format

Format: Weekly format

                Topic format

Number of section: 15 weeks

- ➢ Appearance
- ➢ Files & Upload
- ➢ Guest Access
- ➢ Groups
- ➢ Role renaming

LbD 3.1

Visit: school.demo.moodle.net/login/index.php

Log in

Username: teacher

Password: student

Go the course: **New Staff Induction** Teacher Jeffrey Sanders

Go to settings > Edit settings

    General

        Course full name

        Course short name

        Course category

        Course start date

        Course end date

 Description

Course summary

Topics to be covered in this course

1. The Electromagnetic Spectrum
2. Absorption and Emission of Electromagnetic Spectrum
3. Microwave Spectroscopy
4. Infrared Spectroscopy
5. UV-Visible Spectroscopy
6. Interpretation of Spectra

Editing Sections in a Course

Prof. Upendra Bhandarkar showed a moodle demo on Computational Methods in Heat Transfer

Section name: WEEK 8

Summary :

What happened in the week 21st August to 27th August 2017

21/08/2017

I taught the following in the class: Schmids Law for determing critical resolved shear stress

22/08/2017

Solved numericals on critical resolved shear sress for BCC and FCC single crystal metal

24/08/2017

Ganesh Chaturthi vacation from 24/08/2017 to 30/08/2017

Here we can insert symbols, equations, tables etc

LbD 3.2

Visit: school.demo.moodle.net/login/index.php

Log in Username: teacher   Password: student

Go the course: **New Staff Induction**

Teacher Jeffrey Sanders

 Go to settings > Edit settings

Step 4: Go to any one of the section and see its settings

Step 5: Add a new section and give it a meaningful title and description

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✛ Course Journal ✎   Edit ▾

   The course journal of FDP course titled "Foundation Program in ICT for Education" conducted by IIT Bombay can be uploaded here by the
   participants.

                                                          ✚ Add an activity or resource

✛ Topic 7 ✎   Edit ▾
                                                          ✚ Add an activity or resource
                                                                    ✚ Add topics

(Click +Add topics to add a new section)

Adding Resources in Moodle

Prof. Upendra Bhandarkar showed a moodle demo on his course ME 119

Lecture slides are arranged week wise all in pdf format. The student can refer them later at their convenient time

Resources such as course notes, assignment, powerpoint slides can be added to moodle.

LbD 3.3

Visit: school.demo.moodle.net/login/index.php

Log in Username: teacher   Password: student

Go the course: **New Staff Induction** Teacher: Jeffrey Sanders

Go to settings > Edit settings

Step 4: Go to any one of the section and see its settings

Step 5: Add a new section titled "Course Journal" and give it a description

Step 6: Upload your course journal till Week 3 in the section

Following activities were explored in the demo Moodle site:

- **Creating Assignments in Moodle**
- **Discussion Forums in Moodle (for learner-learner interaction)**
- **Creating Quizzes in Moodle**

Resource Creation and Peer Review

The need and significance of Peer Review process was elaborated by Prof. Jayakrishnan. The phases in peer review process are:

1. Submission
2. Allocation
3. Review
4. Consolidation

An example of peer review was through LeD was shown.

1) Submission : Response posted by the participant
2) Allocation: Done automatically i.e. random allocation
3) Training in peer review process: Few example submission with criteria for reviewing are provided here for training/practice
4) Assess peers
5) Consolidation

Learning Extension Resource

"Learn moodle MOOC 2015" was provided to further enhance Moodle usage skills.

Here 37 videos are available in Creative Commons for Moodle version 2.8.

A-VIEW Interaction
(19ᵗʰ and 20ᵗʰ August 2017)

Schedule for 19-Aug-2017

Session Number	Time	Title	Session Type
Session 1	9:30 AM - 11:00 AM	Introduction Session	Interactive
Session 2	11:30 AM - 1:00 PM	Interaction with Prof. P. Sunthar	Interactive
Session 3	2:00 PM - 3:30 PM	A-VIEW Demonstration	Demo+Interactive
Session 4	4:00 PM - 5:30 PM	Lab Session	Lab

Schedule for 20-Aug-2017

Session Number	Time	Title	Session Type
Session 1	9:30 AM - 11:00 AM	Making the best use of this FDP	Interactive
Session 2	11:30 AM - 1:00 PM	Visual Presentation Skills	Interactive
Session 3	2:00 PM - 3:30 PM	Queries and Clarifications	Interactive
Session 4	4:00 PM - 5:30 PM	Lab Session	Lab

Day 1 (19ᵗʰ August 2017)

Prof. Deepak Phatak, IIT Bombay gave the introductory talk during the face-to-face interaction, followed with activities guided by Prof. Sunthar, IIT Bombay. Some of the them were: User story to understand the audience well for our WordPress site.

Also session on A-VIEW synchronous interaction demonstration was given. This interaction is also called mentor-mentee interaction. List of mentor and allotted classroom will be provided and the synchronous interaction will be possible through A-VIEW.

 The Lab session involved submitting the quiz on days talks that took place.

Reading Assignment:

WEEK 3 : Flipped Classroom Activity

A presentation on Visual Presentation Skills by Prof Sameer Sahasrabudhe

He spoke on various graphics categories and the guidelines for using Graphics

In the Visual Presentation skills he spoke at length on colour schemes, colour guidelines, typography, and general guidelines while making a presentation

Day 2 (20ᵗʰ August 2017)

Making the best use of FDP involved use of discussion forums and other A-VIEW interactions. Many remote centers got a chance to interact with IIT B resource faculty during this interaction.

Prof Sameer Sahasrabudhe tried a Think-Pair-Share activity and further answered queries on his presentation we were asked to go through the previous day.

Mentor-Mentee interaction

As part of the mentorship model being experimented in this edition of FDPs, the registered participants (also called "Mentees") were grouped under the associate faculty (also called "Mentors") for the course. The mentees benefit from the experience and expertise of the mentors, who had completed the same FDP last year and emerged as top performers.

To facilitate better mentorship experience, A-VIEW interaction slots for the mentor-mentee group in the final two weeks of this FDP were provided. Each group gets two interaction slots.

Mentor details:

Muralidhar Sharma, JIT, Bangalore

sharmakvm@gmail.com

Interaction slots

29th August 2017: 9 to 12 noon

5th September 2017: 9 to 12 noon

WEEK 4: Creating your own Video Resources

(24th August to 31st August 2017)

In week 4 the focus was on "Video Creation". We were introduced the technique of screencasting or screen recording that can be used for low cost video creation.

Introduction to a Video OER (Open Educational Resource): Spoken Tutorials by Prof. Kannan Moudgalya.

Some of the familiar OERs are Khan Academy, nptel, ocw and edX

Visit: **spoken-tutorial.org**

How to create Spoken tutorials?

Creation of spoken tutorials using **Camstudio,** an open source screencasting software.

How to use Camstudio was demonstrated.

Prof. Kannan Moudgalya spoke on various softwares available like Camstudio, RecordMyDesktop, Kazam, Moviemaker and Openshot.

He emphasized on the guidelines checklist to be referred while preparing spoken tutorial.

As part of Resource Creation (Week 4):

We were asked to make a **Screencast** on "How to create a Webpage using WordPress?" with audio narration in your local vernacular language.

Screencast on "How to create a webpage using WordPress?"

youtube link: **https://youtu.be/_CsZ7vMgpw8**

After creating the screencast, we had to publish on youtube by keeping the video in Creative Commons.

As part of Learning Experience Interaction (Week 4):

FOCUS QUESTION

Q1. What all guidelines did you follow while creating your own screencast?

a) I have used LATEX Beamer for slides.

b) I have made sure that the user will learn substantial amount of useful things in the spoken tutorial.

c) The tutorial is approximately 10 minutes long.

d) All the topics in the tutorial outline stated at the beginning of the tutorial are covered.

e) More than 75% of the spoken tutorial is devoted to demonstration that the learner can reproduce.

f) Preparation for recording duely followed.

Q2. What were the challenges that you faced while creating the screencast?

a) Installing the screencast software. The video was not being allowed to save on computer. Later I switched off the Antivirus Protection.

b) Difficulties while formatting slides using LaTeX Beamer. It was time consuming as I am a novice using Beamer.

Later we had to review the screencast uploaded by our peers. I reviewed screencast of 3 peers

1) Mahajan Swati 2) Sakshi Rajput and 3) Deepali Hejib

As part of Learning Extension Resources (Week 4)

1) Multimedia Principles by Matt Gerberick

And

2) Interviews with Prof Richard Mayer available on youtube

WEEK 5: Putting it all together

(31st August to 5th September 2017)

In the final week, the focus is on the application of the skills that we have learnt during the past

four weeks. This week contain the following graded activities as part of this week:

Assimilation Quiz 04 (AQ04)

Reflection Quiz 04 (RQ04)

Summative Assessment (SA)

Resource Creation Assignments (RCA01 & RCA02)

Learning Extension Resources:

1) Creative Commons Licensing posted on wikimedia

Creative commons is a set of licenses which give permission to copy, share and remix

Hundreds of sites use these licenses:

- Wikipedia
- Youtube
- Archive.org
- Vimeo
- Soundcloud
- Flickr
- Bandcamp
- Boundless
- Jamendo
- TED
- Musopen
- The Metropolitan Museum of Art
- Free Music Archive
- Free Sound

https://commons.wikimedia.org

Visit http://creativecommons.org

To know about licensing considerations while sharing your work.

2) "Licenses and Example" Webpage

1) **Attribution CC BY**

Examples: Arduino and P2PU

2) **Attribution ShareAlike CC BY-SA**

Examples: PLOS, Saylor.org and Chris Zabriskie

3) **Attribution –Noncommercial CC BY-NC**

Examples : Brooklyn Museum, Jonanthan Coulton and Wired.com Photography

4) **Attribution –NoDerivs CC BY-ND**

Examples: Drupal Security Report, Behance and GNU & FSF

5) **Attribution – NonCommercial-SharAlike CC BY-NC-SA**

Examples: MIT Open Courseware, Cory Doctorow and Jonathan Worth

6) **Attribution – Noncommercial –No Derivs CC BY-NC-ND**

Examples: TPB AFK (The Pirate Bay Away From Keyboard)

TED Talks Videos

Propublica

2) Creative Commons License Chooser by Sarah Morehouse

A demonstration on how to get the license for our work on Creative Commons

3) Tools for Smart Classsroom

Free and Open Source tools to assist in Smart classroom.

1. Open Sankore for Interactive Whiteboards

2. Mediawiki for asynchronous collaborations

3. Github for collaborations particularly useful for CS Teachers

The above tools are free and open source. If you are looking at paid/proprietory applications the following might be useful:

1. ConceptBoard or Realtimeboard for realtime collaborations

2. Confluence by Atlassian as a team collaboration software

Summarizing FDP101x

LeD on Understanding the learning purpose of activities by Prof Jayakrishnan M

WEEK 1	
TECHNOLOGY	**ACTIVITIES**
IITBombayX	**Online Pedagogy**
Document Editors • **MS Word** • **Libre Office** • **Google Doc**	**Course Journal**
File Sharing Sites • **Google Drive** • **Dropbox** • **One drive etc**	**File Sharing**

WEEK 2	
TECHNOLOGY	**ACTIVITIES**
WordPress	**Content Management system**
Drupal	**Multifunctional websites**

WEEK 3	
TECHNOLOGY	**ACTIVITIES**
MOODLE	**Learning Management system**
A-VIEW	**Synchronous Interaction at Remote Centres** • **Prof. Deepak Pathak,** • **Prof. Sunthar,** • **Prof. Sameer Sahasrabudhe &** • **Prof. Jayakrishanan**

WEEK 4	
TECHNOLOGY	**ACTIVITIES**
Camstudio / Screencast-O-matic	**Screencast**
A-VIEW	**Mentor-Mentee interaction**

As part of Learning Experience Interaction 5

FOCUS QUESTION

1. Among the various technologies that you have been exposed to which will be an easy technology to integrate into your classroom immediately (current academic semester/next academic semester).

1) Use of my wordpress site to post blogs relevant to the subject I teach.

https://hari1058.wordpress.com/blog/

2) Use of moodle to post powerpoint presentations and reading assignments. Also to list the topics covered in the classroom weekwise.

https://harichandekar.gnomio.com/

3) Prepare screencast for certain topics.

Example: https://youtu.be/_CsZ7vMgpw8

2. What challenges do you expect while integrating this technology into your classroom?

1) Internet connectivity and power failures can be a major issue to tackle.

2) For Moodle, I need to create student account: login & password (approx. 80 students) for them to access my course.

3) While conducting quiz on moodle, making available 80 computers will be difficult. Assignment submission can however be handled.

Resource Creation Assignments (RCA01 & RCA02)

RCA01: Course Journal

Uploading course journal on our WordPress site by creating a new page **"FDP101x"**.

Share the journal using Creative Commons CC-BY license

RCA02: Learning Management System & Screencast

1. Create online course either on

    a) gnomio or b) moodlecloud

2. Use screencst software to create

    a) Learning Dialogue Video with a reflection spot of one topic in your domain.

    b) Create Learning by Doing activities

3. Use Quiz feature of Moodle

4. Upload the screencast and the pdf of the slides that were used for this video within the moodle course by creating a folder.

5. Create 1-2 test student login so that peers can assess.

Provide this link to moodle course in the **FDP101x** webpage