

“E-learning: Opportunities for Effective Communication” Workshop for Journalism Tutors

During the week-long workshop tutors gained a better understanding of digital tools for education, their types and purpose. Moreover, they got acquainted with the basics of building an interactive lesson and effective communication through new media, master the basics of using Google Class, Zoom, and the CABAR.asia Media School platform. The received knowledge was consolidated in practice, the teachers completed their homework every day, earned grades, and successfully graduated this workshop.

Here you will find videos and all materials of the seminar (all materials and videos in Russian)

Day 1 – Google Classroom

Timecodes

- 0:00:00 – Opening, welcome speeches
- 00:03:39 – Intro Session
- 00:07:39 – Types of online tools
- 00:12:08 – Why Google Classroom
- 00:16:13 – Step 1 – Creating Classroom, Overview of General Settings
- 00:30:17 – Step 2 – Content: topics, materials for reading, assignments
- 00:42:00 – Step 3 – Working with students (users tab)
- 00:44:54 – Step 4 – Working with grades
- 00:45:09 – Question: what to do if the task appears above the topic?
- 00:46:14 – Grade Categories
- 00:49:44 – Homework

00:52:44 – Google Drive
00:57:36 – Review: Creating lessons within a course
01:02:56 – Photo gallery
01:04:57 – Where can I find the class/lesson code?
01:06:00 – End of the day

[Google Classroom](#)

Day 2 – Zoom

Timecodes

00:00:00 – Introductory words
00:00:35 – Registration, profile, time zone setting
00: 09: 31- Conference scheduling, conference settings
00: 21: 11 – General settings, rooms
00:22:55 – Screen sharing
00:25:15 – Management of participants
00:33:12 – Rooms
00:37:55 – Homework

[Zoom](#)

Day 3 – Kahoot

Timecodes

00:00:00 – Introductory speech
00:01:59 – Tools for interaction with students
00:08:44 – Kahoot: registration
00:12:21 – Creating a test / game
00:15:44 – Cover design
00:17:12 – Test construction
00:19:26 – Kahoot created, what's next?
00:21:26 – The difference between kahoot.com and kahoot.it
00:22:13 – Clarification of details during registration
00:24:01 – Kahoot mobile app
00:26:32 – an example of playing Kahoot

[Kahoot](#)

[Mentimeter](#)

Day 3 – Google Quiz

Timecodes

- 00:00:00 – Introductory speech
- 01:13:13 – Creating a task with a test
- 01:14:07 – Overview of the interface: the location of the buttons and their purpose
- 01:16:29 – Writing a test, types of questions
- 01:18:53 – Setting up responses
- 01:19:45 – A few more types of questions
- 01:22:56 – Test settings
- 01:26:14 – Creating a test using a ready-made template

[Google Quiz](#)

Day 4 – E -Learning for Journalists

Timecodes

- 00:00:00 – Opening of the session, welcome words
- 00:02:37 – Performance, Clock adjustment
- 00:05:16 – AUCA experience before the pandemic
- 00:07:05 – AUCA E-course system
- 00:21:20 – Intercative: differences between online and offline learning
- 00:33:40 – Features of online education
- 01:04:12 – Bloom's Taxonomy
- 01:08:39 – An example of one lesson
- 01:12:49 – Completion

Notes (there is a spoiler of the meeting ☐ click the button to read it)

- LMS (Learning Management System) – a website template where you can conduct an educational process (examples are moodle, canvas);
- Types of training (joint brainstorming)
- Synchronous training (webinar, guest speaker, online requests, etc.)
- Asynchronous learning (everything that is for the

- student's independent study)
- Interactive training (tests, boards, surveys, etc.)
 - It is important: that every teacher finds a comfortable combination of technology and content;
 - We need to go from need to technology, technology should make life easier, not complicate, this is important;
 - Directing is more difficult than simply giving knowledge;
 - Translate the differences of online education into advantages, rebuild the lesson, revise the formats;
 - At the beginning of the lesson – it is important to do online warm-ups in order to relieve tension, at the end of the lesson it is important to fix the training – using the method of polling what was remembered, what was learned, during the lessons, use group discussions more;
 - The more difficult the task, the more interesting it is for the students to complete it.
 - Build the structure of the lesson according to Bloom's taxonomy (during the sessions, create conditions for the student so that they learn to analyze, do, design, and gain knowledge in the process)
 - At first, when we went online, we went through this period, and now we can already feel the atmosphere that more is expected from online education ...
 - It is important (for teachers) to gather and voice ideas, experiences, experiences regarding the organization of the online learning process, share experiences, so more and better awareness comes ...

[Download the PPT](#)

[View a sample of the online lesson plan](#)

CABAR Talks: the British universities' experience on e-learning

Speaker: [Dilmurad Yusupov](#), PhD student at the Institute of Development Studies of the University of Sussex, participant of CABAR.asia School of Analytics (Tashkent)

Notes (there is a spoiler of the meeting ☐ click the button to read it)

The main approach to education: this is learning from each other, when the goal of learning is the simultaneous development of everyone, and not the transfer of knowledge from teacher to student, and it is important not to miss this in the online learning format;

Zoom Rooms – Helps organize group discussions, but usually requires multiple tutors to oversee the discussions.

Online boards, for example, padlet boards – replace stickers offline, does not require registration;

Kahoot platform as a game assessment method;

Duration of online sessions – 1 hour 30 minutes;

Assessment

usually distributed like this:

20% visit

40% homework

20% active participation

Basically, based on specific assignments, assignments are checked by two tutors, if the grades are different, then they come to the same opinion;

Activity: it is necessary to observe the students, maintain “profiles”, those who are silent or do not express themselves – can show themselves in an individual conversation;

It is better to divide lectures into logical points;

There are pros and cons of video recording –

1) students can watch at any time;

2) the student cannot satisfy his answer in time;

Psychological assistance: teachers can only record the state of the student, but not provide assistance, for this there is a student department inside the university, which assigns psychological support, financial support.

Speaker: [Kanatbek Abdiev](#), *Independent Researcher, Master in Conflict, Security and Development at King's College of London*

Notes (there is a spoiler of the meeting ☐ click the button to read it)

The college has introduced an online learning system, where the teacher can organize the whole process, except for the electronic system, meetings are held in Microsoft TEAM;

The teacher prepares materials for study in advance for the whole semester and places them in the system, and this is very convenient;

Distribute themes for research/presentations in advance;

So, online meetings are intended only for discussions with the teacher, in which the presentation of students takes most of the time;

In order to hand over homework, no physical presence is required, just attach the file to the e-learning system;

The professor can comment on those points with which he does not agree, give his recommendations, put down an assessment;

Now new systems for online activation are being invented – for example, graduation ceremonies are planned to be held (and are already being held somewhere) using VR technologies, where a graduate can virtually climb the podium

When preparing presentations, as homework, we record our voice audio and attach it to the presentation. So the teacher can hear the scoring and interpretation of the slides that the student is preparing.

Media School CABAR.asia

[Download](#)

Follow the news of CABAR.asia Media School on the [Telegram channel](#)

This workshop became possible within the framework of the project "Development of new media and digital journalism in Central Asia".

The project is implemented by the Institute for War and Peace Reporting (IWPR) with financial support from the UK Government. Opinions expressed during project events and/or in project publications do not reflect the official position of the UK Government and IWPR.