Waterford Institute *of* Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Online Orientation
– our experience

- Introduction
- CTEL
- Part-time and Online Programmes
- Before
- During
- After
- Please feel free to ask questions
- But, I might not know the answers!

Ken McCarthy

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Waterford Institute of Technology

CTEL

(Centre for Technology-Enhanced Learning)

The Centre for Technology-Enhanced Learning (CTEL), first established in 2008, resides in the School of Education and Lifelong Learning.

CTEL is committed to the ongoing development of a vibrant culture of Technology-Enhanced Learning in WIT.

We provide support to all staff and students on the use of our VLE. (Moodle)

Centre for
Technology
Enhanced
Learning

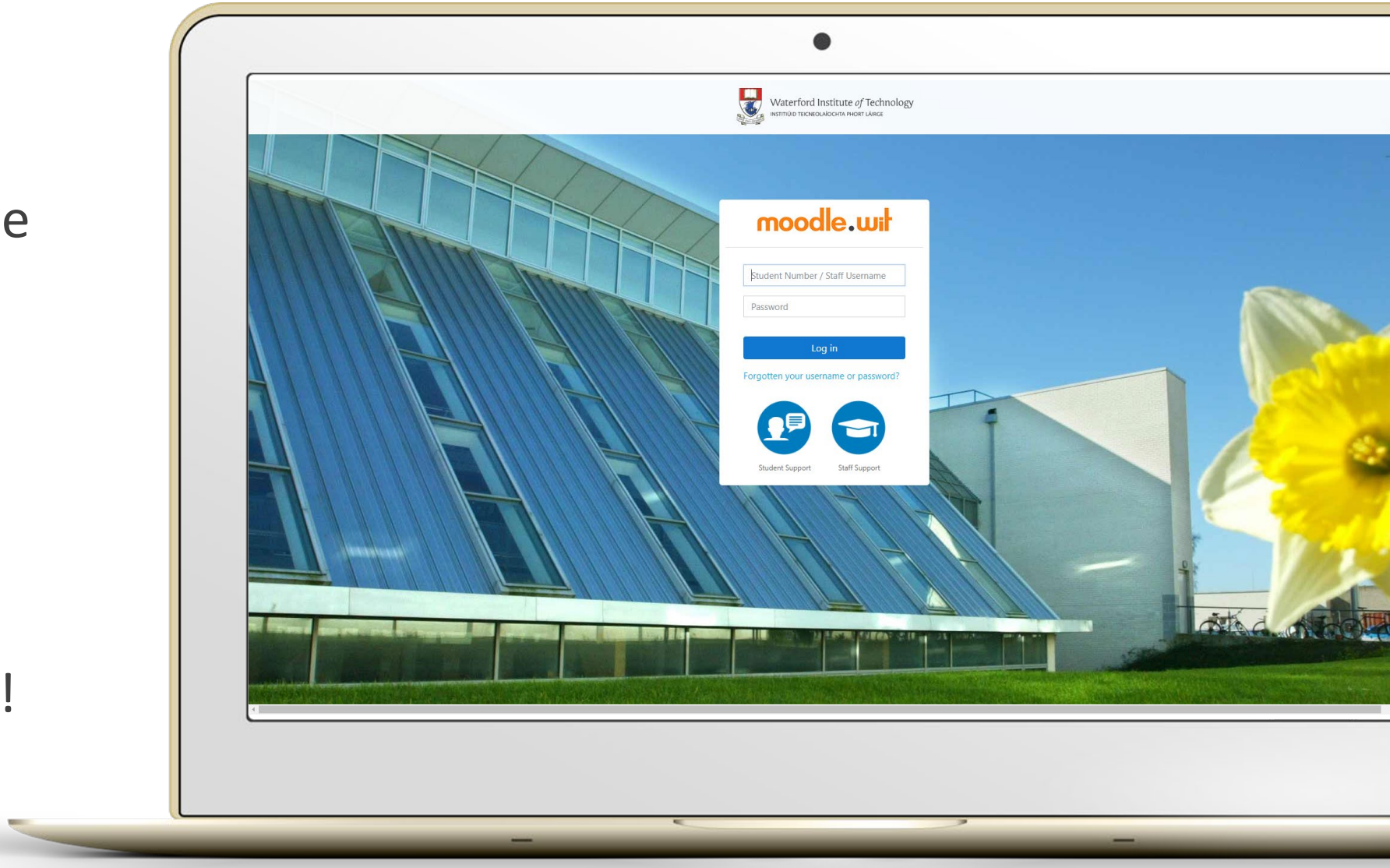
(More than) Moodle

Digital Teaching & Learning Strategy

Some elements include the tools:

- Moodle
- H5P
- Turnitin
- Adobe Connect / Zoom
- TEL PODs

But also the approach!



orientation

noun

noun: orientation; plural noun: orientations

1. the action of orienting someone or something relative to the points of a compass or other specified positions.
2. an introduction, as to guide one in adjusting to new surroundings, employment, activity, or the like.

Part-time and Online Programmes

Part-time and Online Programmes

Enterprise Support Initiative – COVID-19 Response

- 5 x Single Module (5 Credits) – Business / Marketing
- 1 x Two Modules (10 Credits) – Healthcare
- Short Course – Six Weeks
- 120 Students in Total (6 groups of 20)
- Entirely Online

ICT Skills – Springboard

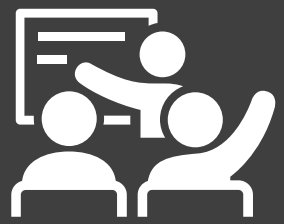
- 2 Year (90 Credits) Level 8
- 50 Students per year (3 Years)
- Hybrid Orientation

Before

Who will be involved in the session?

- Course Leaders
- Lecturers
- Administration
- IT / TEL
- Library

Agree a format for the session



DURATION

CONTENT

PLATFORM

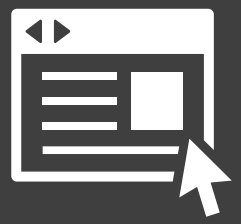
INTERACTION

EXPECTED OUTCOMES

Consider the student profile

- Digital Literacy
- Access Issues
- Technology Requirements
- Communicate Links
- Make Instructions Clear

Virtual Learning Enviroment



- Create a dedicated area within the VLE
  (Moodle, Blackboard, Canvas, etc.)
  - Orientation Information
  - Session Recording
  - Additional Resources
  - Links
  - Video Clips

During

Some Ideas

- Get everyone to introduce themselves including all the students
- Ask people to keep their camera on during the session
- Direct people to the chat/messaging function so people can share their questions during any presentation
- Keep presentations short and easy to understand
- All presenters use the same presentation file format for consistency reasons - maybe someone coordinated the collection of presentations and builds one large file.
- Take a break for questions after each segment

Some More Ideas

- Try to include more images in presentations and make sure the language is clear
- Appoint a host for the session who invites each contributor to present/share their input
- Ask more questions to students during the presentation
- Consider using Mentimeter (https://www.mentimeter.com/) for questions to students (This may mean they may need two devices)
- Keep the session to about 45 minutes
- Be clear on when the next or first session is and what we expect them to do next
- Get the lecturer to introduce course content

After

Some Considerations

What worked and why?

What didn't work?

What kinds of questions were asked?

Upload recording and resources used to VLE area

Give the students an online task / icebreaker

Study Buddy / Virtual Groups

Any Questions?

Thank You