



NEW
NORMAL



Kuliner #10

Kuliah Lewat Webinar

LPPM IAIN Padangsidimpuan



Sharing Knowledge & Experiences

Belajar Pasca New Normal, Susah?
Belum tentu, Ini Solusinya

LPPM IAIN Padangsidimpuan
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[Berita](#)

[Data](#)

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[Edukasi](#)

[Tanya Jawab](#)

[Agenda](#)

[Info Lain](#)

[Hoax Buster](#)



Data Sebaran

Global

Negara

216

Terkonfirmasi

17.660.523

Meninggal

680.894

Update Terakhir: 02-08-2020 | Sumber:
WHO

Indonesia

Positif

118.753

Sembuh

75.645

Meninggal

5.521

Update Terakhir: 06-08-2020

Situasi virus COVID-19 di Indonesia

[Simak Tayangan Data Langsung](#)



PERATURAN

Pedoman Penerapan Kesejahteraan Hewan pada Pemotongan Hewan

TANYA JAWAB

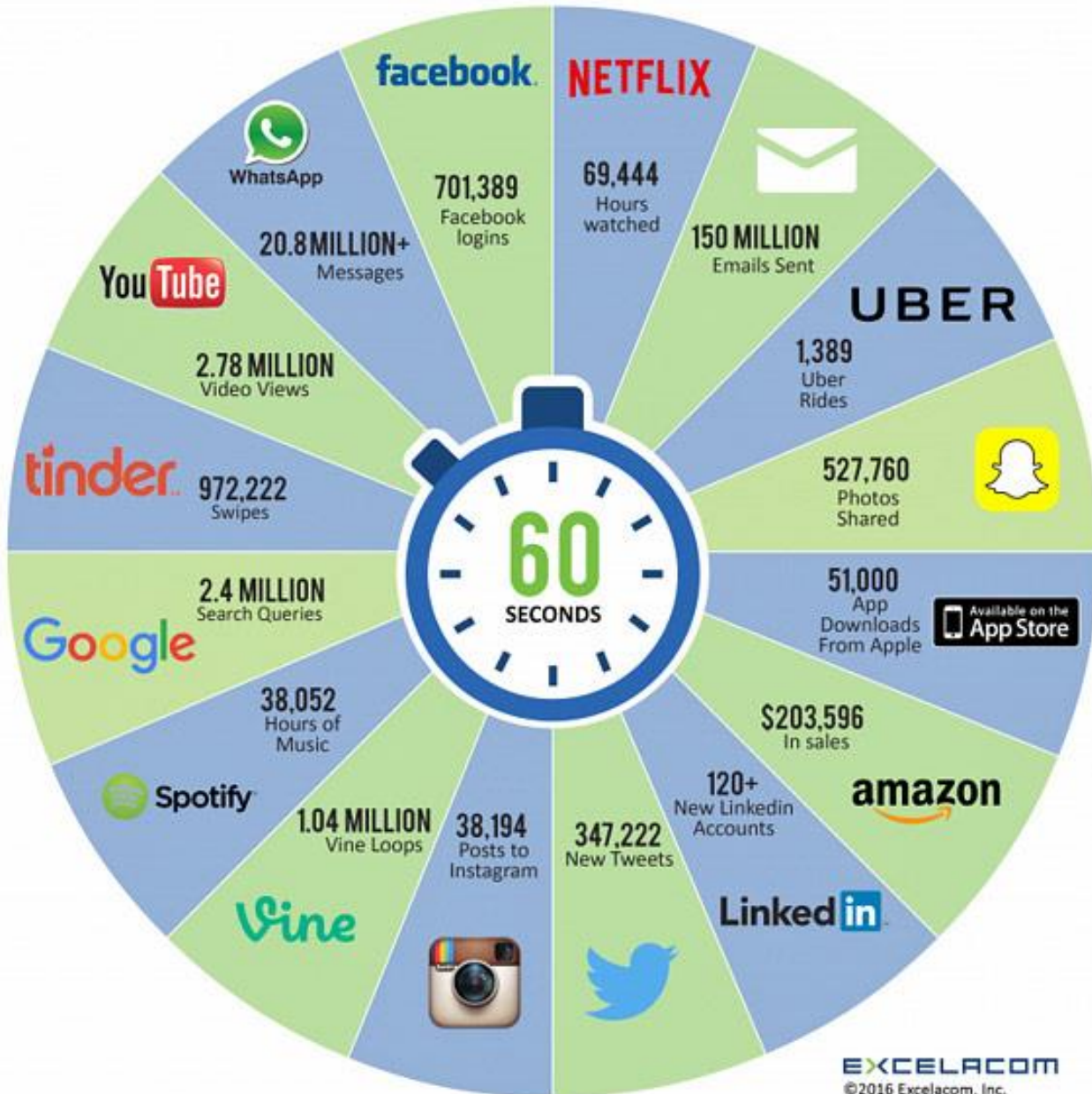
Apakah ada hal yang tidak boleh saya lakukan?

HOAX BUSTER

[SALAH] "hindari Citos byk karyawannya terpanap covid19. Area citos rawan"



2016 What happens in an INTERNET MINUTE?



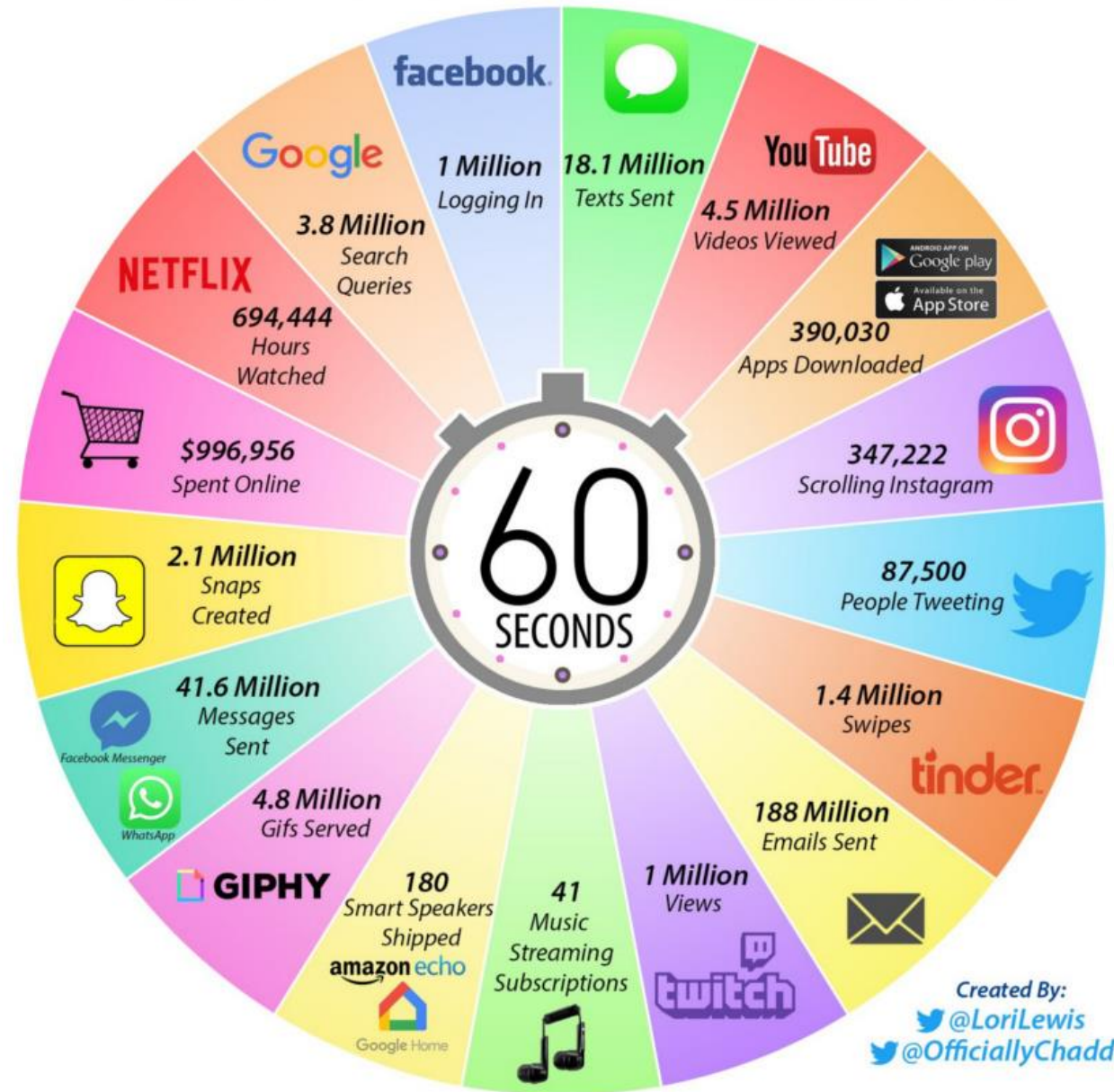
2017 This is What Happens In An Internet Minute



2018 *This Is What Happens In An Internet Minute*



2019 *This Is What Happens In An Internet Minute*



2020 *This Is What Happens In An Internet Minute*



Created By:
@LoriLewis
@OfficiallyChadd

**Siapakah aku
di era COVID-19?**

Zona ketakutan

Zona Belajar

Zona Bertumbuh

Mulai memikirkan orang lain
& bagaimana membantunya

Menggunakan
bakat/kemampuan saya
untuk mereka yang
membutuhkan

Mulai menerima
kenyataan

Stop membaca berita
yang membuat cemas

Hidup di saat ini dan
fokus ke masa depan
(Tidak menyesali masa
lalu / terlalu khawatir
dengan masa depan)

Beli stok masker,
obat, dll berlebihan

Menyebarkan rasa
takut & marah

Stop belanja
berlebihan

Mulai mengenai
emosi diri sendiri

Penuh kasih sayang
pada diri sendiri dan
orang lain

Sering mengeluh

Menyadari situasi &
berpikir untuk
bertindak

Berterima kasih dan
mengapresiasi orang
lain

Mudah marah
Langsung share info
apapun dari medsos

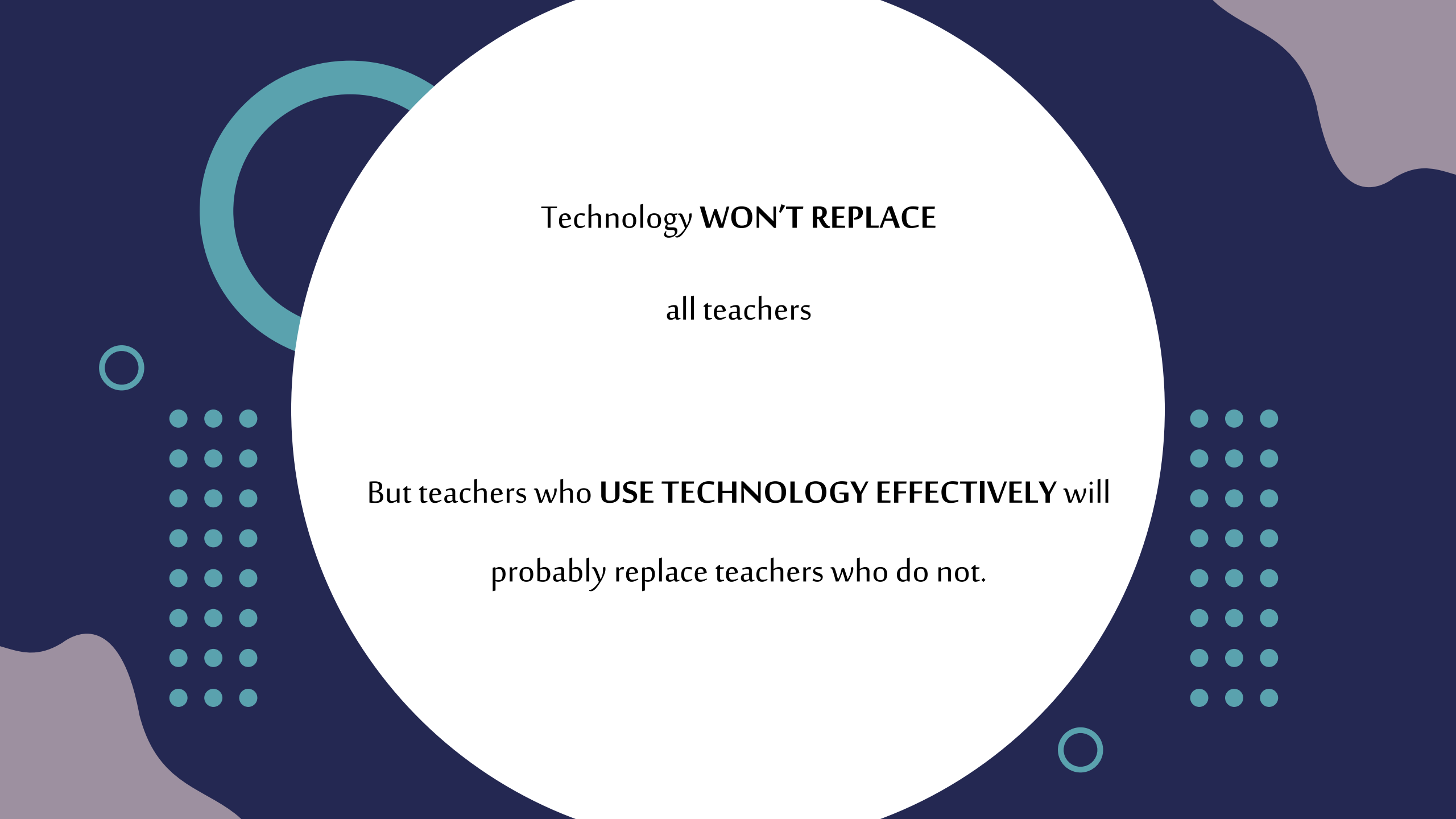
Stop share info dari
medsos yang tidak
jelas kebenarannya

Menjaga emosi tetap
bahagia dan
menyebarkan
optimisme

Menyadari bahwa semua
pihak berusaha untuk
melakukan yang terbaik

Mempraktekkan
keheningan, kesabaran,
menjalin relasi, dan
kreativitas

Mencari cara untuk
beradaptasi dengan
perubahan



Technology **WON'T REPLACE**

all teachers

But teachers who **USE TECHNOLOGY EFFECTIVELY** will
probably replace teachers who do not.

MUAL (MUTU AMAT LEMAH)

TBC (TIDAK BISA KOMPUTER)

LESU (LEMAH SUMBER)

KUSTA (KURANG STRATEGI)

ASMA (ASAL MASUK)

ASAM URAT (ASAL MENGAJAR URUTAN
TIDAK JELAS)

KUDIS (KURANG DISIPLIN)

KURAP (KURANG RAPI)

TIPES (TIDAK PANTES SERTIFIKASI)

What we will cover



01

General Introduction in Technology age

02

Key Concepts That Will Help You Understand Learning
in the Digital Age

03

Types of Online Distance Learning

04

Experiences Sharing





THEN



NOW



THEN

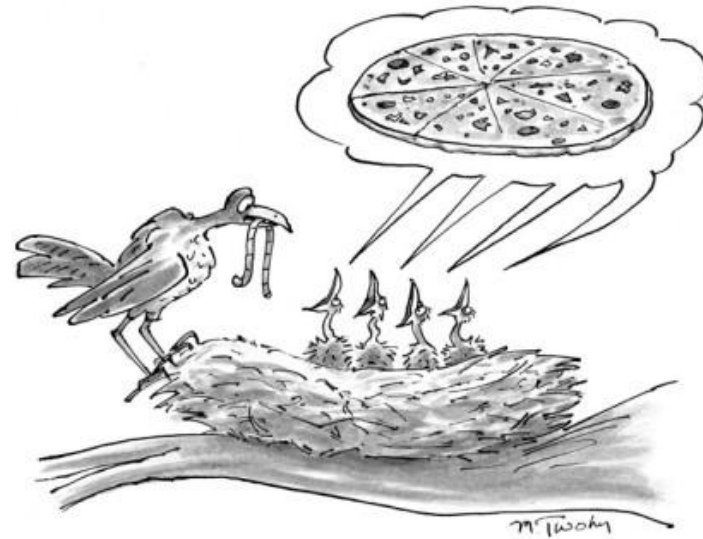


NOW





MURID DULU



MURID SEKARANG



www.clipartof.com · 437472

GURU DULU



GURU SEKARANG



MEDIA DULU



MEDIA SEKARANG



General Introduction in Technology age

PJJ Daring tanpa Bosan dan Beban



Tahap-Tahap Revolusi Industri

1800

1900

2000 now



Fase periode **Revolusi Industri** membutuhkan masa yang semakin singkat dari waktu ke waktu



Wajah Kegiatan **Ekonomi Dunia** saat Ini



Saat ini berbagai macam kebutuhan manusia telah banyak menerapkan dukungan **internet** dan **dunia digital** sebagai wahana interaksi dan transaksi

Sharing economy



Cloud Collaborative



Smart Manufacturing



e-Education



Marketplace



Smart City



e-Government



Online Health Services



Smart Appliances



Era Baru *Industri* Digital



Ancaman:

- Secara global era digitalisasi akan menghilangkan sekitar 1 – 1,5 miliar pekerjaan sepanjang tahun 2015-2025 karena digantikannya posisi manusia dengan mesin otomatis (Gerd Leonhard, *Futurist*);
- Diestimasi bahwa di masa yang akan datang, 65% murid sekolah dasar di dunia akan bekerja pada pekerjaan yang belum pernah ada di hari ini (*U.S. Department of Labor report*).

Peluang:

- Era digitalisasi berpotensi memberikan peningkatan *net* tenaga kerja hingga 2.1 juta pekerjaan baru pada tahun 2025
- Terdapat potensi pengurangan emisi karbon kira-kira 26 miliar metrik ton dari tiga industri: elektronik (15,8 miliar), logistik (9,9 miliar) dan otomotif (540 miliar) dari tahun 2015-2025 (World Economic Forum).

Gejala-Gejala Transformasi di Indonesia

Saat ini beberapa jenis model bisnis dan pekerjaan di Indonesia sudah terkena dampak dari arus era digitalisasi

- Toko konvensional yang ada sudah mulai tergantikan dengan model bisnis *marketplace*.
- Taksi atau Ojek Tradisional posisinya sudah mulai tergeserkan dengan moda-moda berbasis online



Toko Fisik



Market Place Online



Ojek dan Taksi Konvensional



GRABTAXI



U B E R

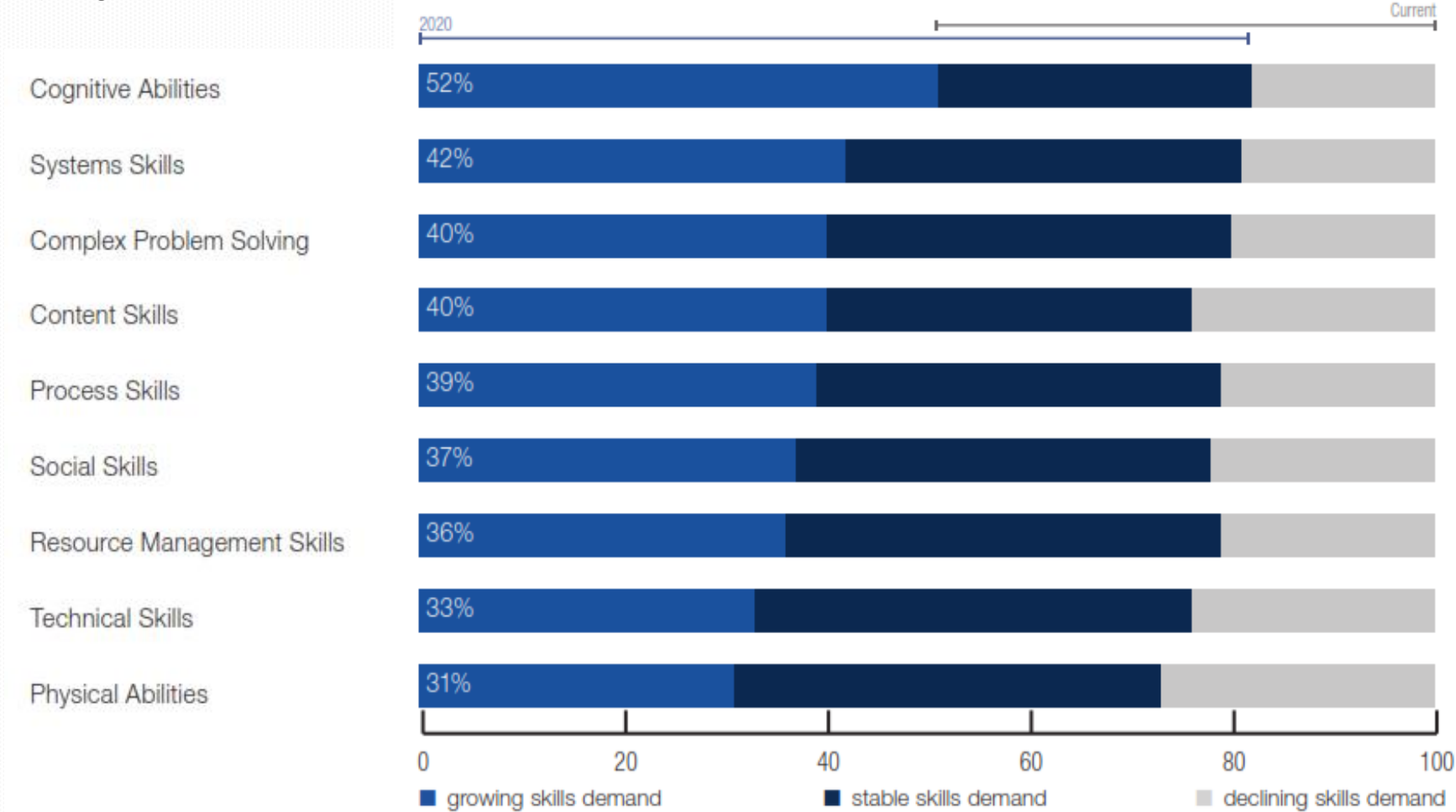
GO-Jek, Grab, Uber, dll.

Tantangan-Tantangan Skill di Industri Masa Depan



Tantangan-Tantangan Skill di Industri Masa Depan (2)

(Change in demand for core work-related skills, 2015-2020, all industries)



Sumber: idem

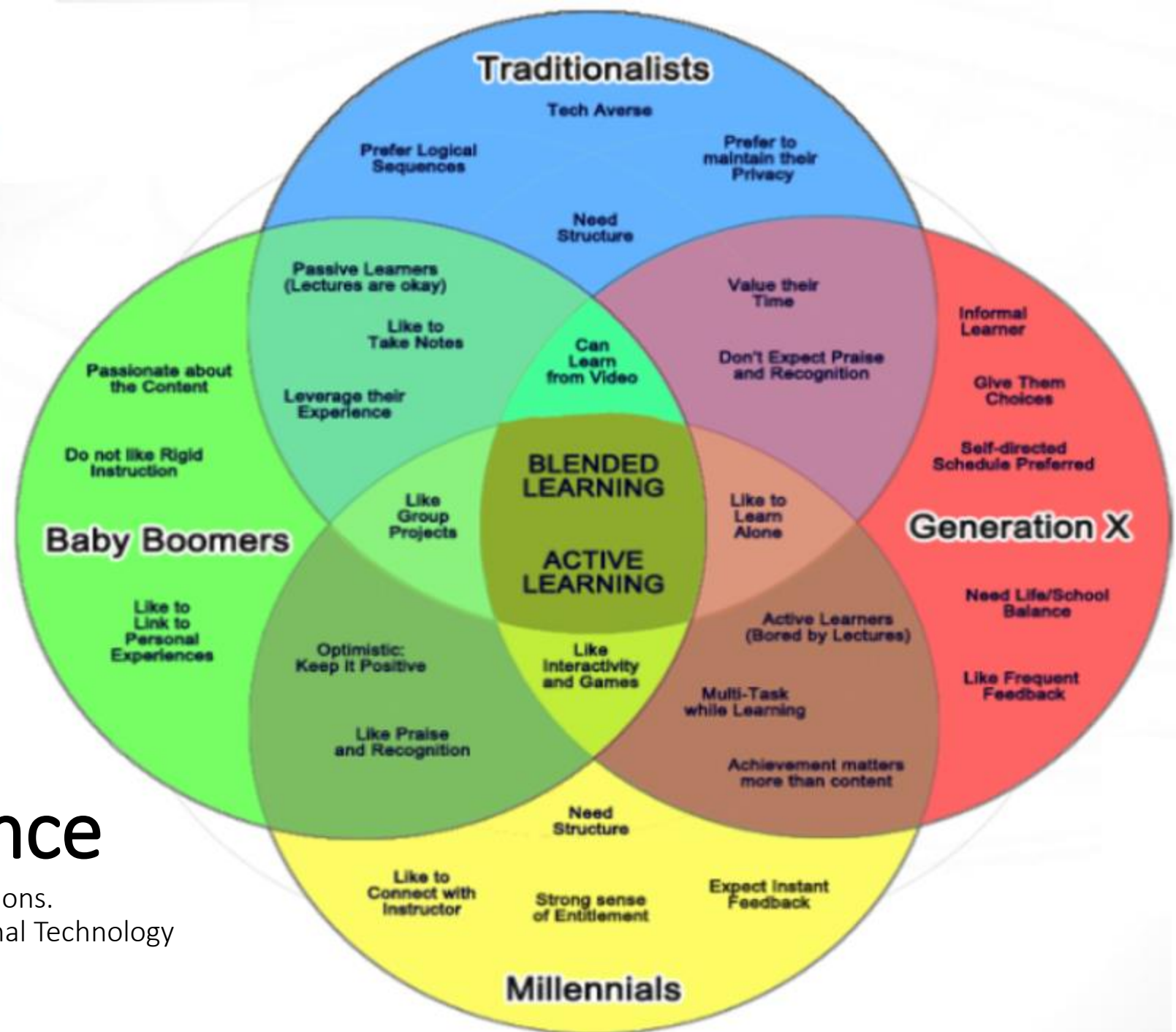
- 1) Cognitive Abilities
- 2) System Skills
- 3) Complex Problem Solving
- 4) Content Skills
- 5) Process Skills

Merupakan 5 *skills* yang pertumbuhan permintaannya akan paling tinggi berdasarkan beberapa sektor industri, di mana sebelumnya sektor tersebut tidak banyak membutuhkannya

Bagaimana Merespon *Masa Depan*

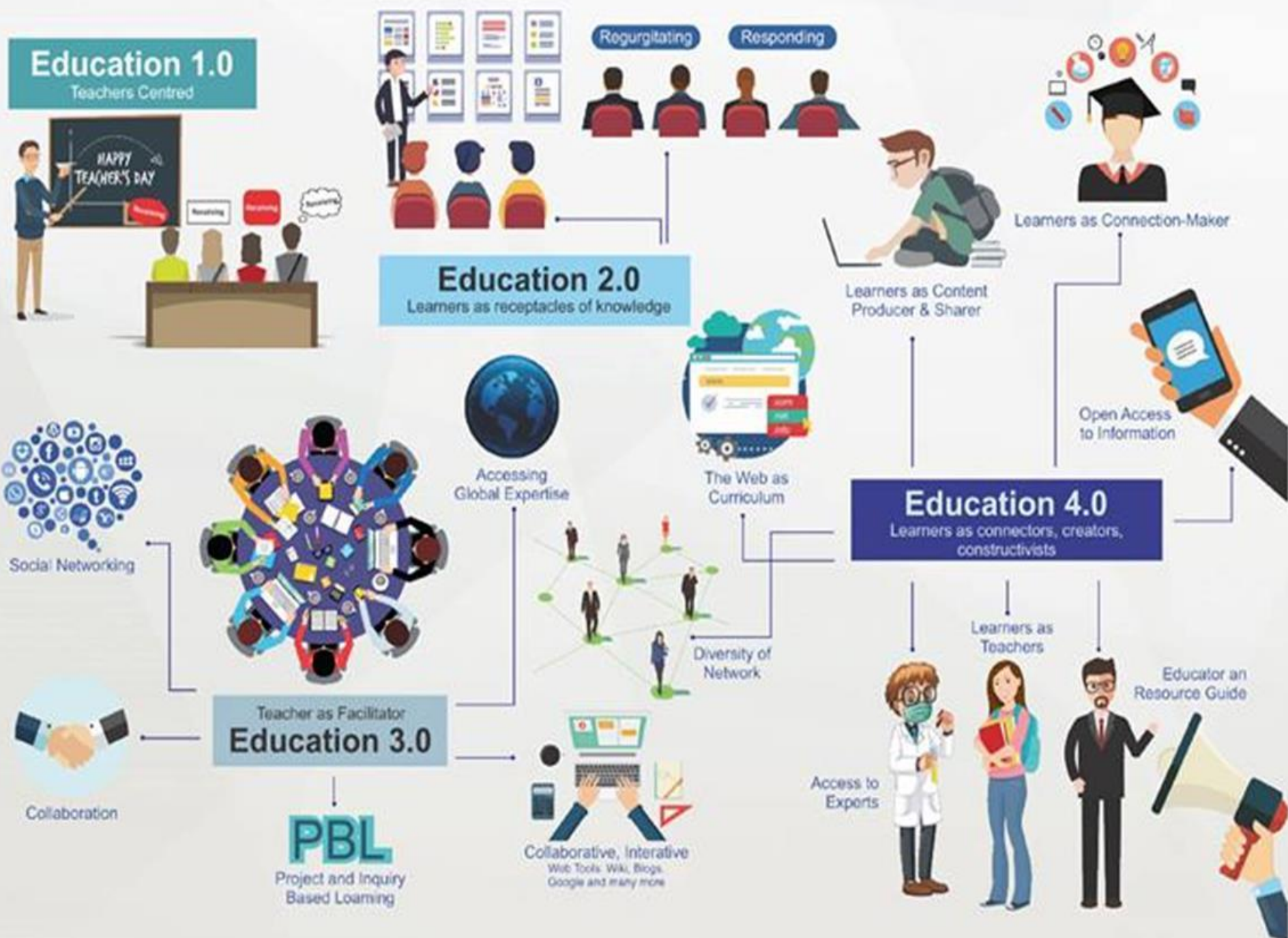


1. Komitmen **peningkatan** investasi di pengembangan *digital skills*
2. Selalu mencoba dan menerapkan *prototype* teknologi terbaru, ***Learn by doing!***
3. Menggali bentuk **kolaborasi baru bagi model sertifikasi atau pendidikan** dalam ranah peningkatan *digital skill*
4. Dilakukanny **kolaborasi** antara dunia industri, akademisi, dan masyarakat untuk mengidentifikasi permintaan dan ketersediaan skill bagi era digital di masa depan
5. Menyusun kurikulum pendidikan yang telah memasukkan **materi terkait *human-digital skills***

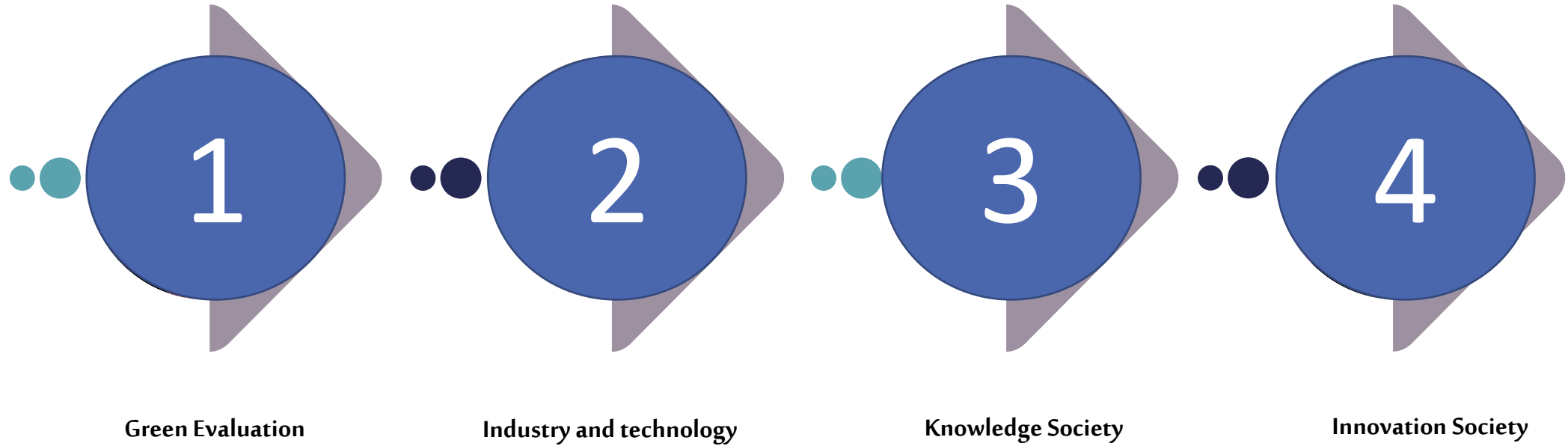


Learning Preference

Corbett, S. (2008). Targeting different generations.
In B. Hoffman (Ed.), Encyclopedia of Educational Technology



Target of Education



Perubahan Paradigma



**From teacher-centered
instruction**

BECOMES

**To student-centered
Instruction**

**From single-sense
Stimulation**

BECOMES

**To multisensory
stimulation**

**From single-path
Progression**

BECOMES

**To multipath
progression**

From single media

BECOMES

To multimedia

From isolated work

BECOMES

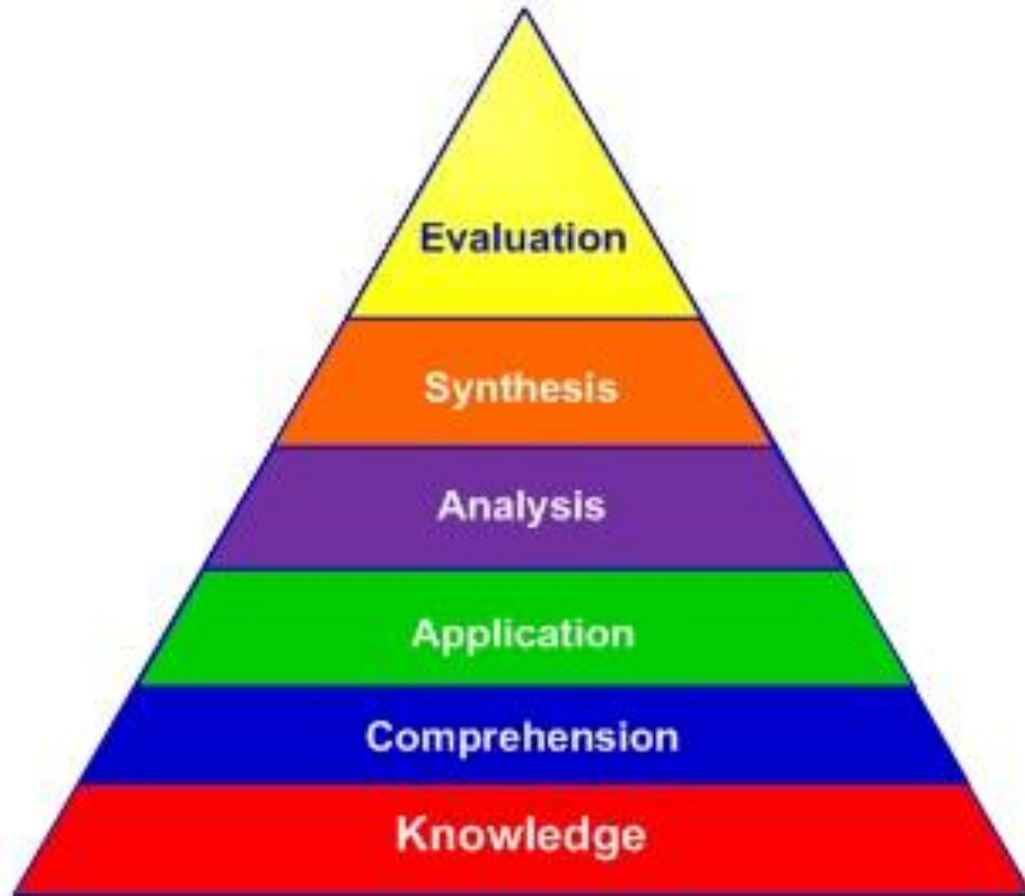
To collaborative work

**From information
delivery**

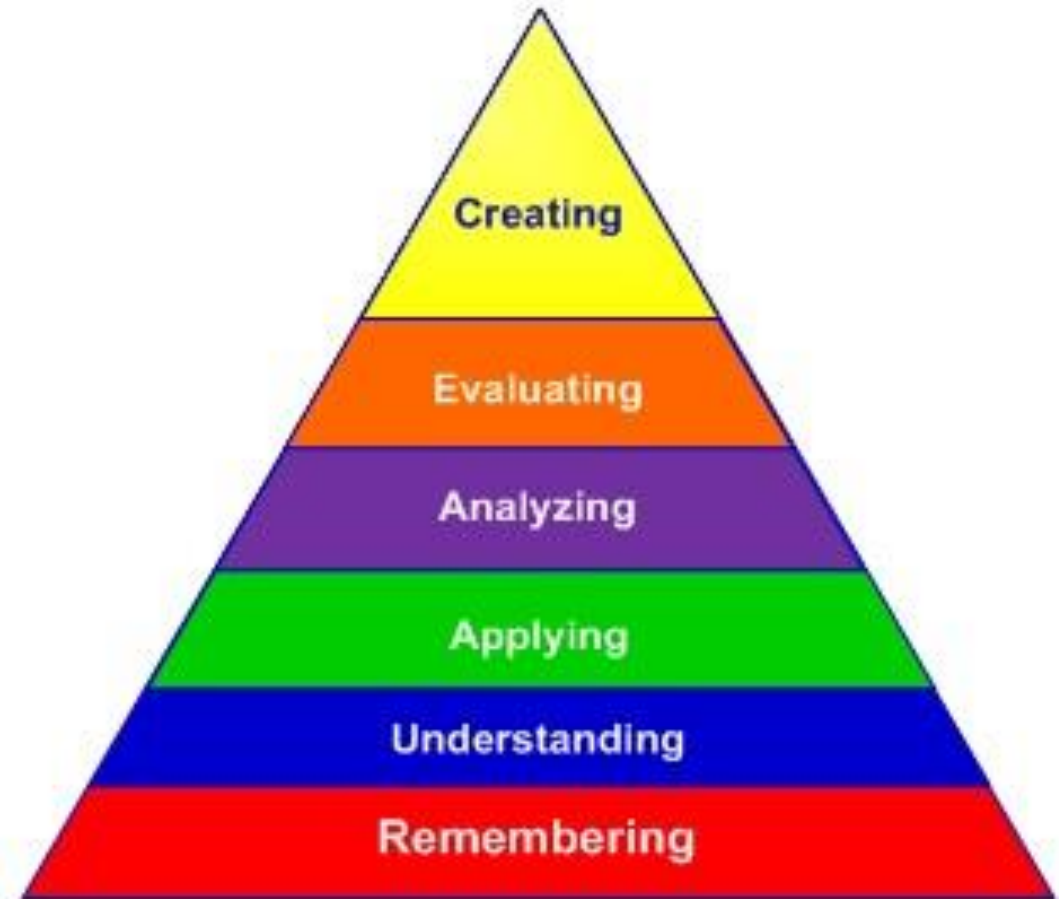
BECOMES

**To information
exchange**

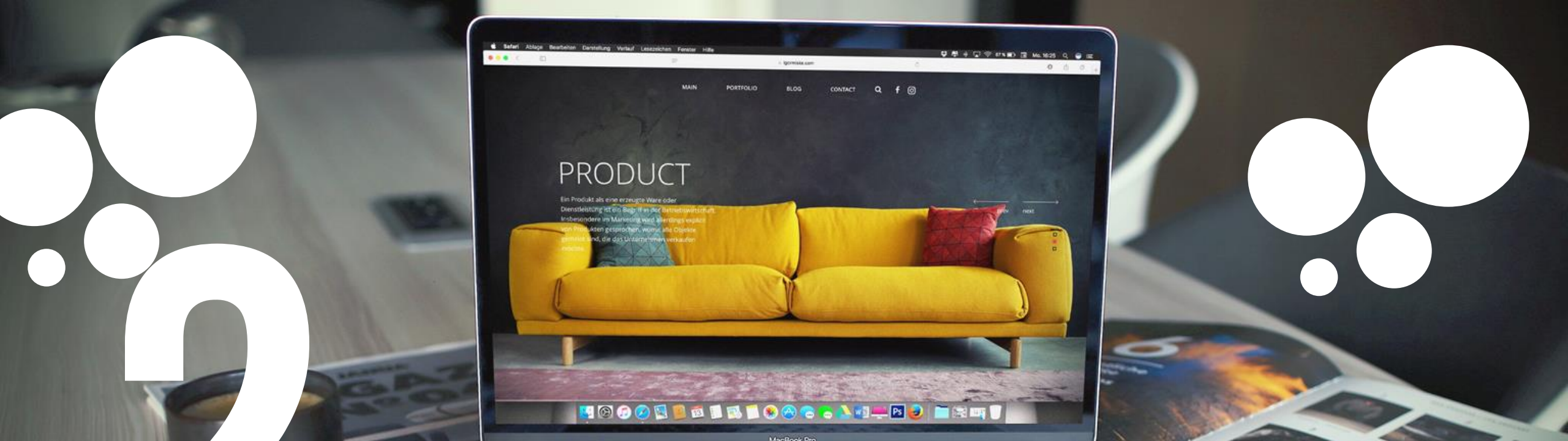
Blooms Taxonomy



Blooms Taxonomy - Revised



The higher you go up the tringle,
the higher your level of thinking



Key Concepts That Will Help You Understand Learning in the Digital Age

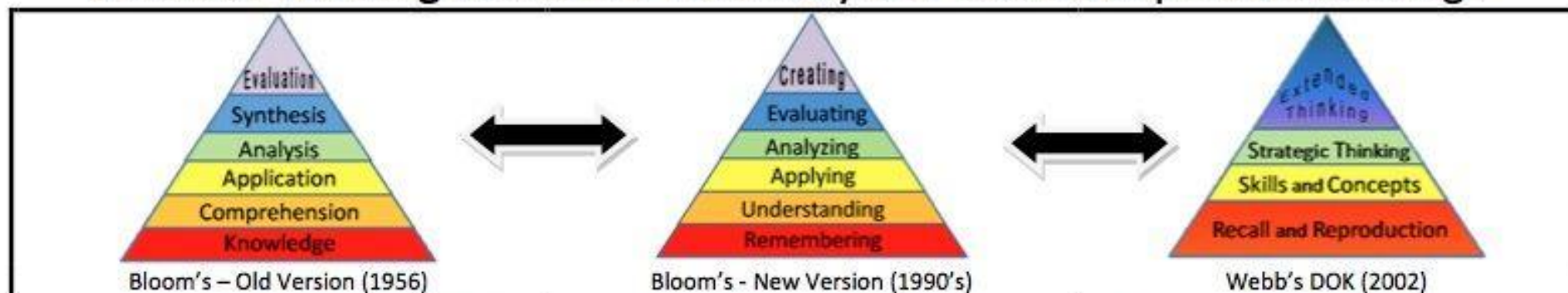
PJJ Daring tanpa Bosan dan Beban

Types of Courses

- Allen, Seaman, and Garrett's (2007, p.5) -

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course, which uses Web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or Web pages to post the syllabus and assignments, for example.
30 to 79%	Blended	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to face meetings.
≥ 80%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
Knowledge	Remembering
	<i>Recall appropriate information.</i>
Comprehension	Understanding
	<i>Grasp the meaning of material.</i>
Application	Applying
	<i>Use learned material in new and concrete situations.</i>
Analysis	Analyzing
	<i>Break down material into component parts so that its organizational structure may be understood.</i>
Synthesis	Evaluating
<i>Put parts together to form a new whole.</i>	<i>Make judgments based on criteria and standards.</i>
Evaluation	Creating (Previously Synthesis)
<i>Judge value of material for a given purpose.</i>	<i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs

**Some verbs could be classified at different levels depending on application.*

Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

Recall a fact, information, or procedure.

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why

Skill/Concept

Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

Strategic Thinking

Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Bloom's Taxonomy for iPads

Creating	 Audioboo	 iMovie	 ComicBook!	 ReelDirector	 SonicPics	 Animoto	 Puppet Pals	 Toontastic	 Doink
Evaluating	 HootSuite	 Skype	 Mobile RSS	 Science 360	 Zite	 FlipBoard	 Instapaper	 Goodreads	 Wunderlist
Analyzing	 iThoughts HD	 Lino	 Popplet	 Today's Documents	 Diigo	 Explain Everything	 3D Cell Simulation	 GoSky Watch	 GoDocs
Applying	 ShowMe	 Poetry Creator	 Keynote	 Visualize	 Posterous	 ZigZag Board	 Presentation Link	 Xperica	 GearHD
Understanding	 ScreenChomp	 Motion Math	 123 Charts	 Idea Sketch	 Corkulous	 Blogsy	 Good Reader	 Touch Draw	 Pages
Remembering	 iBook	 Notesshelf	 Stack the Countries	 Evernote Peek	 NxtApp 4Kids	 Ansel & Clair's Adventure	 Word Seek HD	 eClicker	 Globe

ANDROID APPS TO SUPPORT BLOOM'S REVISED TAXONOMY

ASSEMBLED BY KATHY SCHROCK

C	CREATING	 Storytelling	 Video Editing	 Videocasting	 Mixing	 Animating	 Podcasting
E	EVALUATING	 Moderating	 Conferencing	 Networking	 Posting	 Collaborating	 Critiquing
An	ANALYZING	 Outlining	 Structuring	 Organizing	 Surveying	 Deconstructing	 Mashing
Ap	APPLYING	 Interviewing	 Simulating	 Demonstrating	 Presenting	 Editing	 Illustrating
U	UNDERSTANDING	 Categorizing	 Annotating	 Tweeting	 Blogging	 Subscribing	 Explaining
R	REMEMBERING	 Recalling	 Listing	 Bookmarking	 Searching	 Mindmapping	 Word Processing

The Digital Learning Farm: Apps for iPads

Curriculum Reviewer



Tutorial Designer



Collaboration Coordinator



Official Scribe



Researcher



Contributor to Society



Silvia Rosenthal Tolisano~ GloballyConnectedLearning.com~ based on Alan November's Work The Digital Learning Farm

21st Century Skills & Literacies for iPads

Information Literacy



Media Literacy



Network Literacy



Global Literacy



Create/ Critical Thinking



Communicate/ Collaborate



Silvia Rosenthal Tolisano~ GloballyConnectedLearning.com

Digital Curation Toolbox

Tools



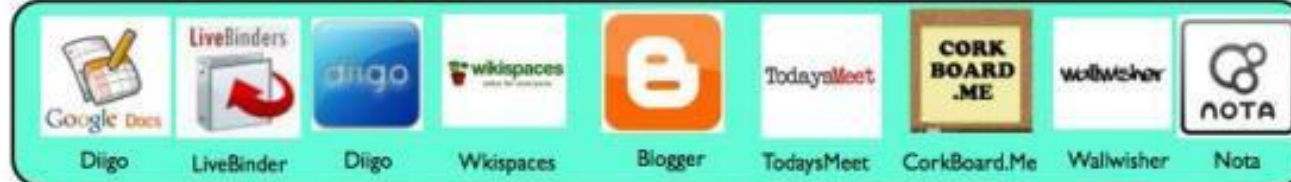
Interactive



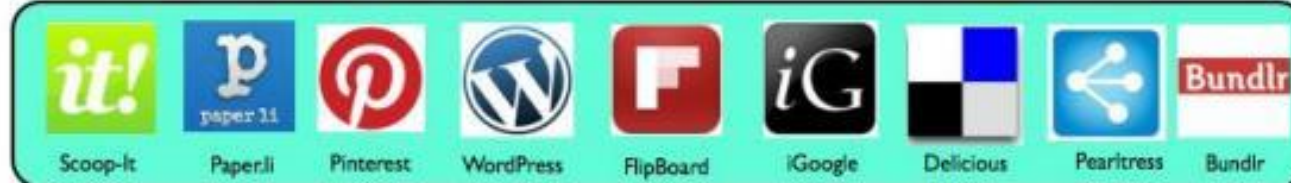
Sharing



Collaboration



Filter



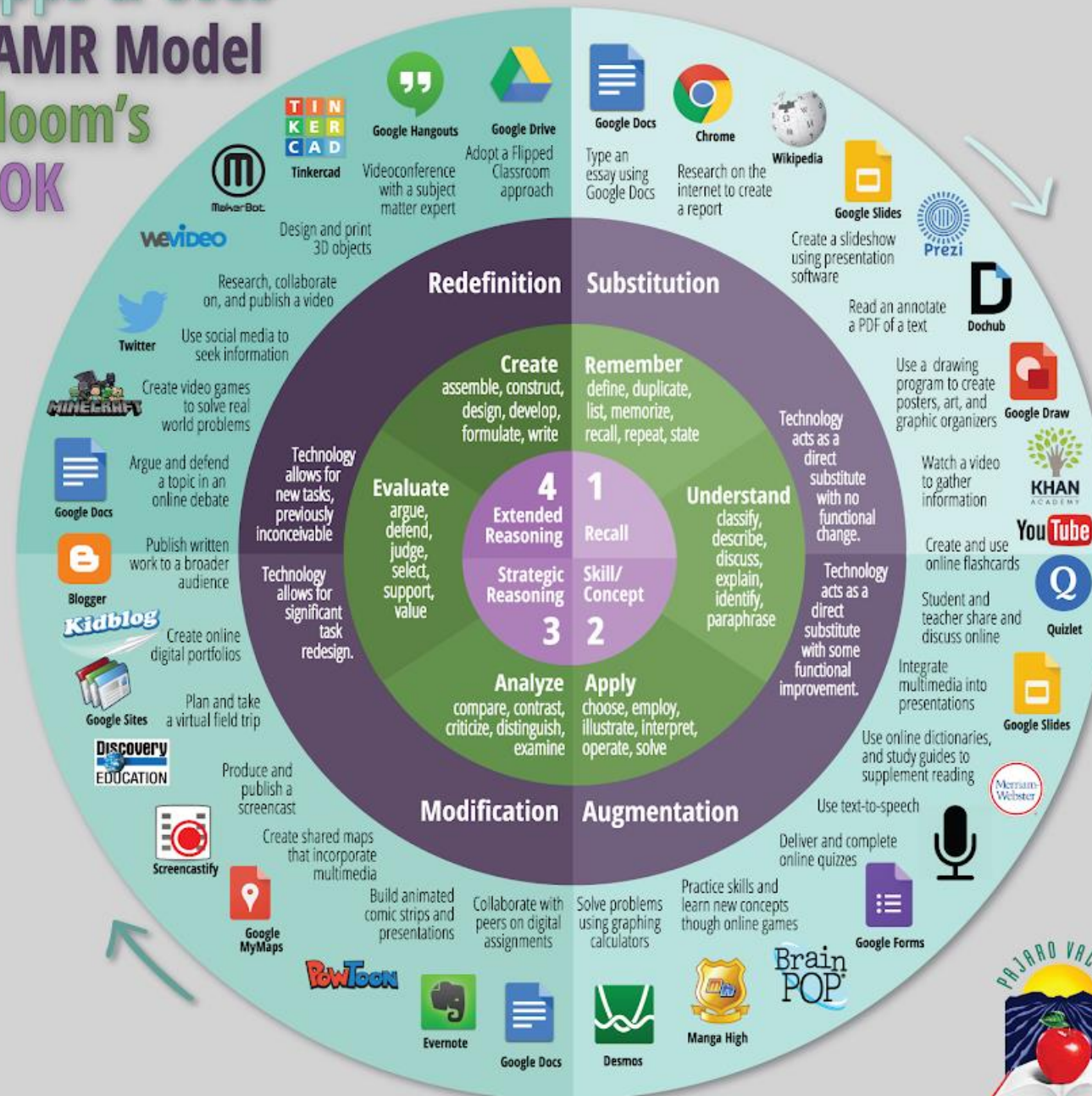
Information



Apps & Uses

SAMR Model

Bloom's DOK





2011

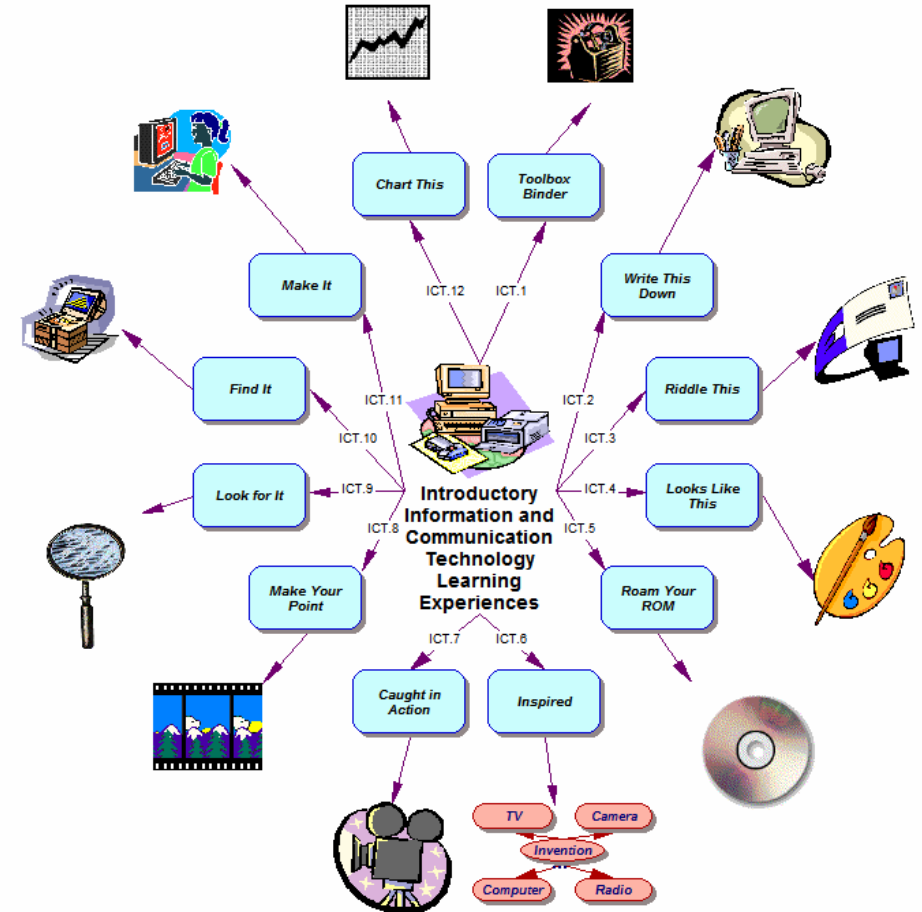


2019

Digital engagement evolution



Source: The "Optimize Customer Experiences With Digital Intelligence [61276]" Forrester report.



PHYSICAL LOCATIONS

- museums
- galleries
- university
- work
- schools
- cafe
- home
- library

AUDIO/VIDEO

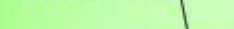


WORDS



COMMUNICATION

ONLINE AUDIO



ONLINE VIDEO



GAMES



COLLABORATE



BOOKMARKS



ONLINE SEARCHING



PRODUCTIVITY/NOTES



TRADITIONAL MEDIA

- books
- journals
- newspapers
- television
- magazines

TECHNOLOGY

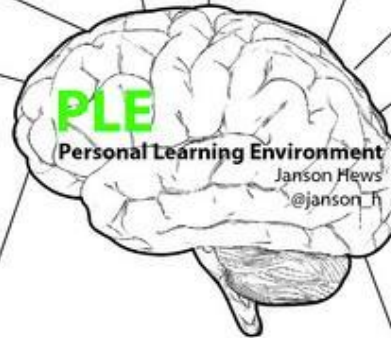


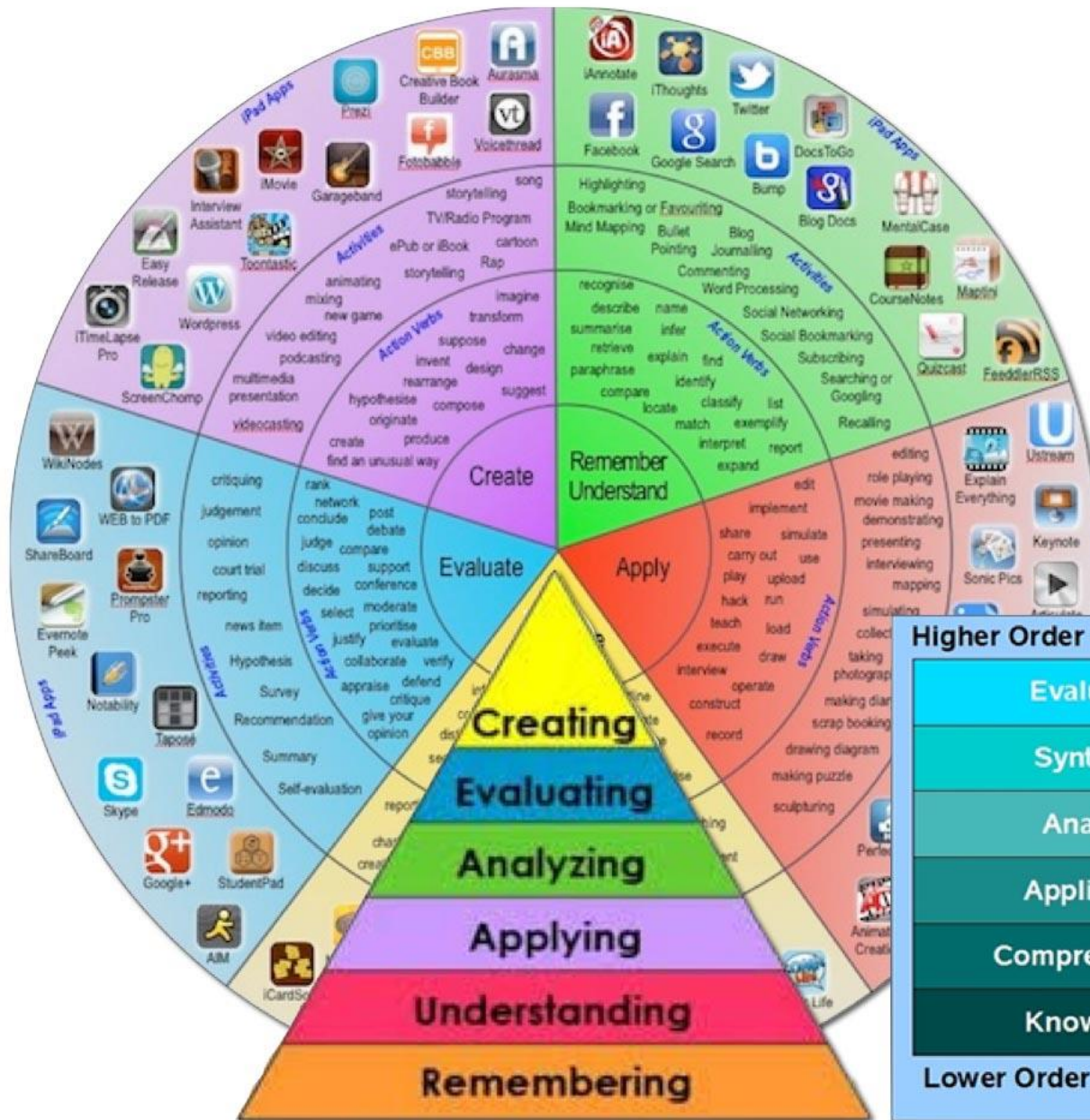
WEB 2.0/ SOCIAL MEDIA/ SHARE



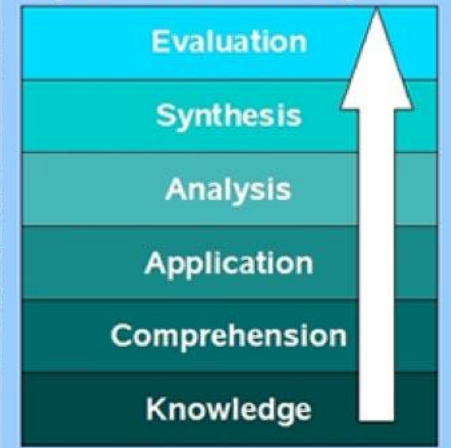
NETWORKS

- personal/ behavioural/ publicly articulated
- friends/ family
- social/ professional/ colleagues/ lecturers/ university peers/ facebook, twitter
- note: these all overlap!



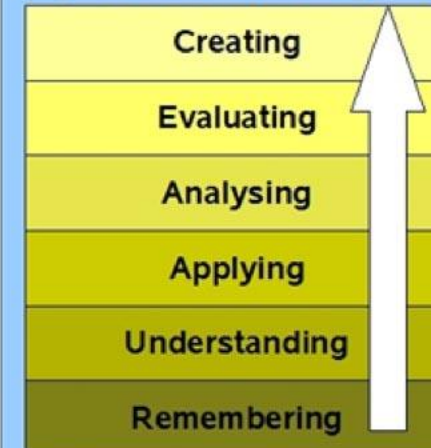


Higher Order Thinking Skills

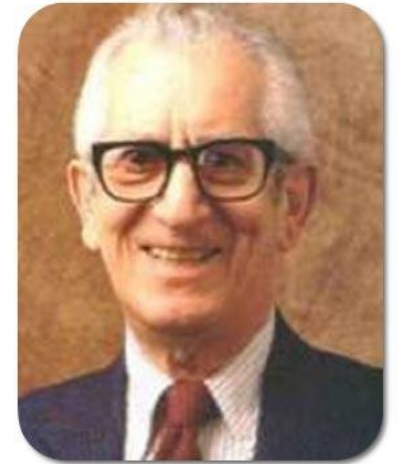


Lower Order Thinking Skills

Higher Order Thinking Skills



Lower Order Thinking Skills



Benjamin S. Bloom
b.1913 - d.1999



Principles:
1. Mixed age classrooms, with classrooms for children aged 2½ or 3 to 6 years old;
2. Student choice of activity from within a prescribed range of options;
3. Uninterrupted blocks of work time;
4. A Constructivist or "discovery" model, where students learn concepts from working with materials, rather than by direct instruction.

Teacher types: lion-tamer, entertainer and new romantic - the problem of self-judgement in assessment.

An educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.

Learn naturally if given the freedom to follow own interests and a rich assortment of resources.

School is damaging to education: "The pupil is thereby 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new."

Optimal learning demands that students receive instruction tailored to their learning styles.

Knowledge is continuously gained through both personal and environmental experiences. The learner must:
1. be able to reflect on the experience;
2. use analytical skills to conceptualize the experience; and
3. make decisions and solve problems to use the ideas gained from the experience.

Modifying the goal of learning activity in the light of experience or possibly even reject the goal. Single-loop learning is the repeated attempt at the same problem, with no variation of method and without ever questioning the goal.

A characteristic of an adaptive organization that is able to sense changes in signals from its environment and adapt accordingly.

An organization is created and defined by communication, communication "is" the organization and the organization exists because communication takes place.

A cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to 'knowing'.

Learning is a social process whereby knowledge is co-constructed and is situated in a specific context and embedded within a particular social and physical environment.

Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Education based on science that modified and improved the individual.

The process that occurs between a teacher and student that infuses direct experience with the learning environment and content.

Knowledge as mental representation:
1a. Knowledge is not passively received either through the senses or by way of communication;
1b. Knowledge is actively built up by the cognising subject;
2a. The function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability;
2b. Cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality.

The learner is not a passive recipient of knowledge but that knowledge is 'constructed' by the learner.

groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings

knowledge is distributed across a network of connections to people and information - learning consists of the ability to construct and traverse those networks

A human being develops cognitively from birth throughout his or her life through four primary stages of development: sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11-). Assimilation is incorporation of new experiences into existing mental schema, accommodation changes mental schema.

The area of capabilities that learners can exhibit with support from a teacher or peer.

The learning of new forms of activity as they are created, rather than the mastery of putative stable, well-defined, existing knowledge and skill.

Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Learners obtain knowledge by forming and testing hypotheses.

New knowledge to acquire is related with previous knowledges.

We have several different ways of learning and processing information, but these methods are relatively independent of one another: leading to multiple "intelligences" as opposed to a general intelligence factor among correlated abilities

In Mastery learning, "the students are helped to master each learning unit before proceeding to a more advanced learning task".

Taxonomy of learning objectives that educators set for students in three "domains": Cognitive, Affective, and Psychomotor. Learning at the higher levels is dependent on achieving lower levels. Designed to motivate educators to focus on all three domains, creating a more holistic form of education.

Learning as a process of forming associations between stimuli in the environment and the corresponding responses of the individual. Reinforcement strengthens responses and increases the likelihood of another occurrence when the stimulus is present again.

Learning Theory

Key concepts

Learning paradigms or 'world views'

Learning theorists

Scientific disciplines

Learning Theory v6 is a hypertextual concept map of established learning theories 30th April 2013.

This is necessarily a reduction of a complete picture of learning theories, but nevertheless it attempts to map and link key scientific disciplines, theorists, concepts and paradigms.

Part of deliverable D2.2.1 for the HoTEL EU project designed by Richard Millwood richard.millwood@brunel.ac.uk

2 DIMENSI KECAKAPAN DAN KOMPETENSI GURU

“DIGUGU”
(dipercaya)

“DITIRU”
(diteladani)

Kecakapan
PEMBELAJARAN

Kompetensi
PEDAGOGIK & PROFESIONAL

Kecakapan
PENDIDIKAN

Kompetensi
KEPRIBADIAN & SOSIAL

GURU INSPIRATIF vs GURU POPULIS

- GURU Inspiratif :

guru yang diterima dengan baik kehadirannya oleh para siswa karena **kecakapan pengajaran** (*materi & metode*) **dan pendidikan** (*motivasi & inspirasi*) yang dikuasainya.

- GURU POPULIS :

guru yang diterima dengan baik oleh para siswa lebih karena **kemampuannya menyenangkan para siswa**, apakah karena ia orang yang humoris, akrab dengan para siswa, atau karena jarang marah.

SOSOK GURU INSPIRATIF

- Memiliki kompetensi **Pedagogik** yang dinamis. Artinya, dalam menjalani **pengelolaan pembelajaran** peserta didik, seorang guru harus memiliki keterbukaan terhadap teknik & metode pembelajaran.
- Memiliki kompetensi **Profesional** yang progresif. Artinya, dalam melaksanakan **profesinya** seorang guru harus meningkatkan kemampuannya dalam **menguasai** pengetahuan bidang ilmu pengetahuan, teknologi, dan/atau seni dan budaya yang diampunya

Memiliki kompetensi **Kepribadian** yang kian **matang**. Artinya, dalam melaksanakan tugas kesehariannya, seorang guru harus secara aktif, mandiri, dan berkelanjutan mengembangkan kepribadiannya menuju terwujudnya **pribadi paripurna**

Memiliki kompetensi **Sosial** yang efektif. Artinya, dalam melaksanakan **pergaulan** sehari-hari, seorang guru harus terus-menerus mengasah kecakapan sosialnya di tengah-tengah kehidupan bermasyarakat

Menjadi **GURU INSPIRATIF** = Menjadi
GURUNYA MANUSIA

Paradigma # 1

Menjadikan 3 sasaran bidang
garap pendidikan (**kognitif,**
afektif, dan psikomotorik)
berkembang secara optimal

Paradigma # 2

Menciptakan pembelajaran
yang mengakui dan
menghargai kecerdasan anak
yang berbeda-beda (**multiple
intelligence**)



Paradigma # 3

Menjalani proses
pembelajaran dengan
menyesuaikan **gaya**
mengajar guru dengan
gaya belajar siswa

Paradigma # 4

Memfokuskan proses pembelajaran pada aktivitas siswa, bukan pada aktivitas guru, melalui komunikasi dialogis



Paradigma # 5

Memfokuskan proses
pembelajaran pada penguatan
kemampuan (*ability*) siswa,
bukan pada ketidakmampuan
(disability) siswa



3

Types of Online Distance Learning

PJJ Daring tanpa Bosan dan Beban





Which is better

ONLINE LEARNING

Versus

DISTANCE LEARNING

Drawbacks

Differences

Advantages



Differences

Interaction

Pembelajaran online akan melibatkan interaksi langsung antara Anda dan siswa Anda secara teratur. Ini karena pembelajaran online digunakan sebagai teknik pembelajaran campuran bersama dengan strategi pengajaran lainnya.

Pembelajaran jarak jauh tidak termasuk interaksi langsung antara guru dan siswa. Namun, Anda semua kemungkinan mengandalkan bentuk komunikasi digital seperti aplikasi perpesanan, panggilan video, papan diskusi, dan sistem manajemen pembelajaran (LMS) sekolah Anda.

Location

Dengan pembelajaran online (kadang-kadang disebut eLearning), siswa dapat bersama-sama di kelas dengan seorang instruktur sambil bekerja melalui pelajaran dan penilaian digital mereka.

Saat menggunakan pembelajaran jarak jauh, siswa bekerja online di rumah sementara guru menugaskan pekerjaan dan memeriksa secara digital.

Intention

Pembelajaran online dirancang untuk digunakan dalam kombinasi dengan berbagai metode pengajaran langsung lainnya. Ini merupakan cara tambahan untuk menggabungkan berbagai hal di kelas Anda untuk memberikan berbagai kesempatan belajar bagi siswa Anda.

Pembelajaran jarak jauh adalah metode untuk menyampaikan instruksi hanya online, bukan sebagai variasi dalam gaya pengajaran Anda.



Advantages

Online

- To start, online learning is an excellent way to increase student engagement when used as part of a blended learning technique.
- Second, using online learning tools makes it easier for you to differentiate your instruction.
- Finally, when you use online learning you'll find that it saves you time with planning and grading.

Distance

- First, distance learning can continue without disruption even in events like snow days or the COVID-19 pandemic.
- Because you were already teaching remotely, these types of interruptions don't affect your classes in the same way as traditional in-person classes.
- In addition, distance learning provides greater flexibility for students to work at their own pace and review work as needed.



Drawbacks

Online

To start, **online learning relies on your students having access to technology in school on a regular basis.**

Second, **online learning brings up many concerns about screen time in the classroom (For instance: healthy problem)**

The final problem that can occur with online learning is that **students may cheat when using digital tools.**

Distance

First, **it's not feasible to use distance learning if your students don't have access to devices or the Internet at home.**

Second, **distance learning makes it difficult to keep tabs on whether your students are actually working.**

Finally, like online learning, **distance learning can result in even more screen time for your students.**



Which is better?

Online

In our experience, online learning works best for middle and high school teachers who want to provide different ways for their students to learn.

Distance

Distance learning typically works best with older students who have consistent technology access at home and will work responsibly on their own.



Virtual Learning

Different approaches benefit different learners

Everyone learns differently, and just like classroom learning, virtual learning allows for different types of instruction. Here are the benefits of asynchronous and synchronous learning.



Asynchronous

Students learning at their own pace through videos, projects, etc.



Students can learn and review at their own pace



Flexibility for students learning in different time zones



Teachers can include a range of student paced learning tools and give feedback accordingly



Less chance for technical difficulties infringing on lessons

Synchronous

Online classes learning together through video conferencing



Allows students to feel connected to one another during a class



Teachers can provide feedback and clarification on the spot



Students follow along with the teacher and ask questions in real time



Similar to the actual school schedule so students have a routine



Teachers may use synchronous or asynchronous learning at different times depending on the learning outcomes targeted. It's important to remember that they are both valuable approaches to learning.

← **Live (synchronous)**

(asynchronous) On Demand →

Face to Face
Classroom



- Physical Classroom
- Field Trips
- Lab

● Web 2.0 Tools

Live
Online



- Virtual Classroom
- Webinar

Coaching



- Coaching
- Mentoring

Collaboration
& Community



- Portal Site
- Blog
- Wiki
- Chat
- IM
- Threaded Discussion
- VoIP

● Elluminate

Multimedia



- Video Streaming
- Podcasts
- Distance Learning
- CD-ROM/DVD

Web-Based
Learning



- Internet/Intranet
- Self-paced Tutorials
- Simulation
- Games
- Web 2.0 Tools

Performance
Support



- Knowledge Management
- Workflow Automation
- Performance Support
- Mobile & Wireless



4

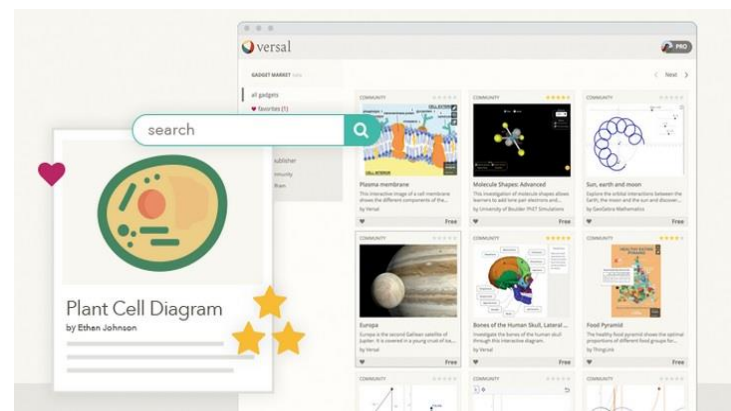


Experiences Sharing

PJJ Daring tanpa Bosan dan Beban



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> The First Meeting

Pada pertemuan pertama ini, adik-adik mahasiswa akan disajikan materi pendahuluan terkait penjelasan awal apa itu Articles writing and publication itu, Kenapa mesti menulis artikel dan melakukan publikasi, serta bagaimana trik dan langkahnya. Pertemuan pertama ini akan ada penjelasan detail terkait peraturan berkala ilmiah terkait kewajiban publikasi bagi mahasiswa S1, S2, dan S3, berikut klasifikasi berkala ilmiah serta ciri pada berkala ilmiah nasional dan internasional.

Tetap semangat.

Good Luck

Best Regards,

Dr. Andi Asrifan

4/30/20 12:00am

> The Second Meeting

Pada pertemuan kedua ini, adik-adik mahasiswa akan disuguhkan dengan penguatan materi pada tataran Tips menerbitkan artikel pada jurnal nasional dan internasional bereputasi. Disini akan ada 6 pokok bahasan yaitu: Menulis artikel, review pra-publikasi, mencari jurnal, mempersiapkan naskah, mengirim naskah, dan keputusan editor jurnal. Semoga penyajian ini dapat lebih memberikan pencerahan dan semangat kepada adik-adik mahasiswa untuk terus eksis menulis terkhusus pada tataran publikasi jurnal nasional dan internasional.

Good Luck

Best Regards,

Dr. Andi Asrifan

4/30/20 12:00am



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Organization Home

Summary

Email Report

Enrollments ⓘ

405

Total enrollments to date

+176 enrollments
in the past 28 days

Learning Hours ⓘ

479

Total hours to date

+328 hours
in the past 28 days

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JUMIATI	Kemarin 18:51
JUMIATI	Kemarin 18:42
HARDIANTI	Kemarin 18:27
Andi Nurman Nst	Kemarin 15:00
Muhammad Nur	Kemarin 12:59

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Presented by: Christine Barry, Ph.D., Pediatric Neuropsychologist at Rainbow Babies & Childrens Hospital, and Associate Professor of Pediatrics at University Hospitals Cleveland Medical Center

Original Airdate: 04/30/20 3:00 PM ET

The goal of this edWebinar is to help educators learn from experts and peers in the content area(s):
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- An introduction to the publishing process
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Module 5 Summative Assessment

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Module 6 Summative Assessment

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Module 7 Summative Assessment

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Module 8 Summative Assessment

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Module 9 Summative Assessment

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Module 32 Summative Assessment

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Module 33 Summative Assessment

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Carolyn Dore
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 Hj.sitti Suhrah

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Classwork



People



4 SD 21 Pangkajene

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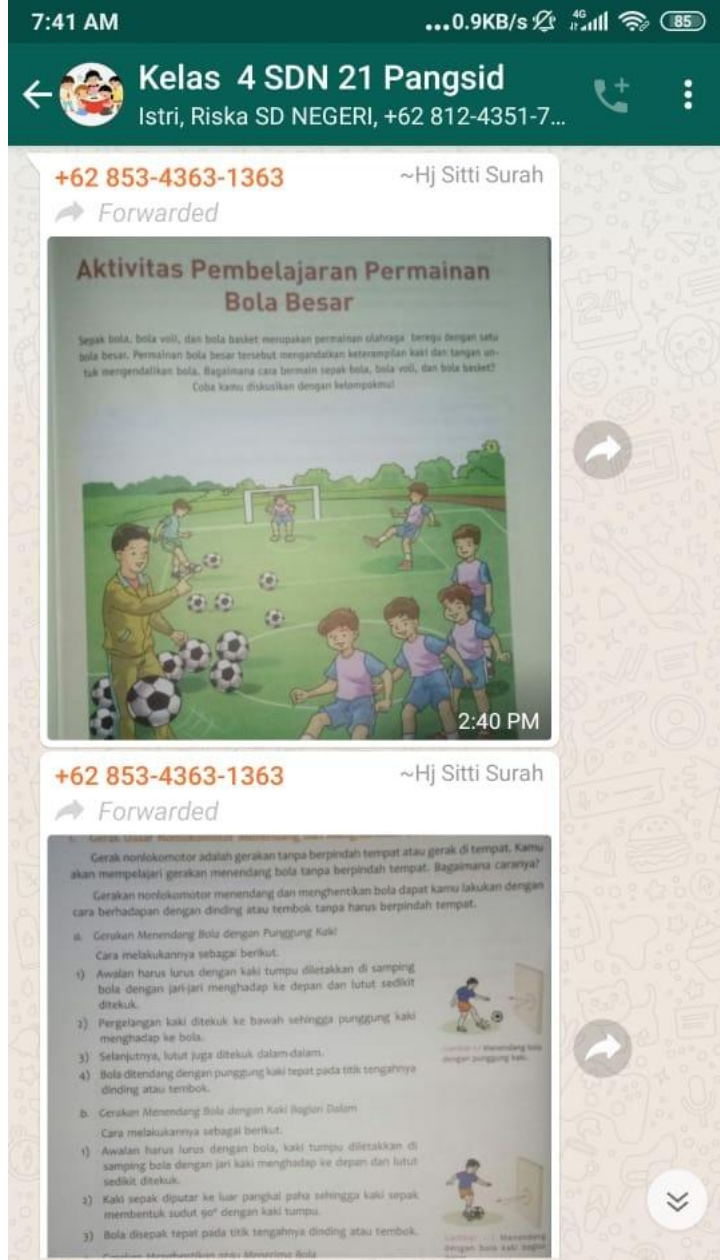
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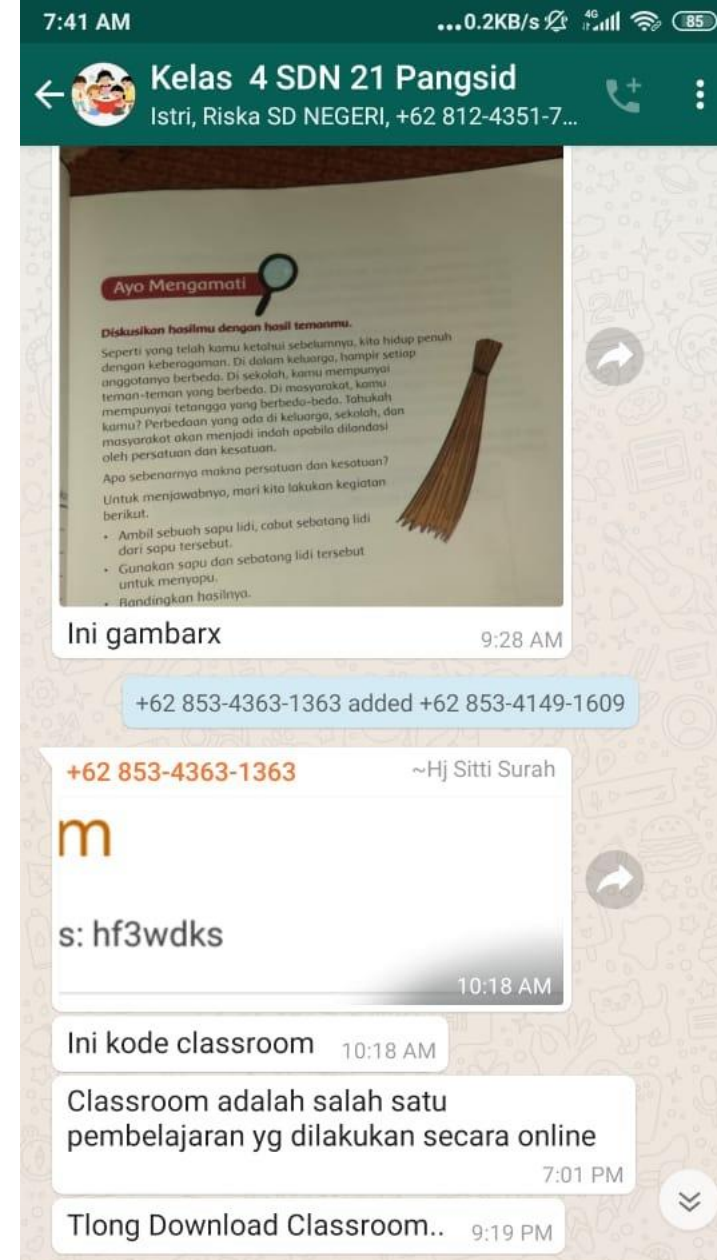
Classwork



People



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VIRTUAL
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BREAK

2 minutes

