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ReThink Finance - integrating innovative paradigms and digital technologies into financial teaching and literacy

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Funding Scheme: ERASMUS+ KA220

LTT2: "Development of Digital Skills and Modern Teaching Methods for Finance Lecturers"

Period: From 27th June to 4th of July 2022

Training materials

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Course Overview

1. Presentation of the teaching team
2. Introduction to the course
3. Rest of Day 1: Theory and practice
4. Day 2: Theory and practice
5. Day 3: Theory and practice
6. Day 4: Theory and practice
7. Day 5: Theory and practice
8. Day 6: Presentations and feedback

Day 1: Monday 27th June 2022

1. Presentation of the teaching team
2. Introduction to the course
3. Conceptual framework of online teaching and new academic environment in finance
4. Technical environment of online teaching
5. Practice: Familiarisation activities with online platforms. From the simple to the most complex

Presentation of the teaching team

Presentation of the teaching team

- Dr Lucas Pérez
  - Director of the International Campus of ULPGC
  - Lecturer in Law & former Secretary of the e-Learning School

- Mr Norberto Ramos
  - Director of the Virtual Campus of ULPGC
  - Lecturer in Telecommunication Engineering

- Dr Desiderio J. García-Almeida
  - Director of Cooperation of ULPGC
  - Lecturer in Management & researcher on Management and Education

- Dr Valentina Grasso
  - Technical staff of the project

Introduction to the course

Introduction to the course

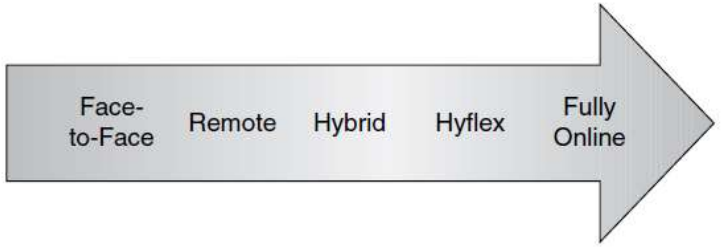
- General aim: To improve finance lecturers' skills on digital learning
- Objectives: To develop and construct skills and knowledge on basic and advanced aspects of digital learning courses and techniques
- Content: Theoretical and practical knowledge to address online teaching in finance
- Method: Presentation of theoretical concepts and methods in a participative way (morning sessions) and practical application (afternoon sessions)

Conceptual framework of online teaching and new academic environment in finance

Conceptual framework of online teaching and new academic environment in finance

- Several trends and events have pushed universities to offer courses completely or partially online:
  - Covid 19, although it was already important before
  - Increasing nontraditional student population, for which online education is a more interesting option
  - Climate change, where the online model is more sustainable
- Online learning offers a long-term solution to all these challenges
- Faculty must be prepared to teach in a variety of modalities beyond face-to-face—specifically, hybrid, remote, hyflex, and fully online.

Conceptual framework of online teaching and new academic environment in finance



- Teaching modes: a continuum from more to less synchronous anchored by two ends
  - Face-to-face model: students meet with their instructors at the same time and in the same place
  - Remote model: learning that takes place outside of the physical classrom (web conferencing)
  - Hybrid/blended model: courses that combine face-to-face classroom meetings with asynchronous online learning
  - Hyflex (hybrid-flexible) model: courses taught by attending on-campus classes, participating online, doing both, or viewing the video of the class later
  - Fully online model: students access all the learning materials and activities through the Internet, whether within a Learning Management System or a course website

- One question for you: Should students pay more, or less, for online courses, compared to face-to face ones?

Conceptual framework of online teaching and new academic environment in finance

- Online education has been growing in recent decades
  - Its growth has been faster than on-campus course
  - Comparison just in two years: between 2016 ansd 2017, there was a 39% growth in the number of students enrolled in online courses in the US
  - Correspondingly, the number of faculty teaching online courses also increased:

Some pre-Covid data from the US… (Jaschik & Lederman, 2020: 7)

A new high of 46 percent of faculty members in 2019, up from 39 percent in 2016 and 30 percent in 2013, say they have taught an online course (98% taught a face-to-face course)

An increasing number of instructors say they fully support the increased use of educational technologies — 39% do so, up from 32% in 2018 and 29% in 2017

Conceptual framework of online teaching and new academic environment in finance

- Challenges of online learning
  - Challenges from the students
    - Completion rates of online courses remains a problema (10-20% below compared to face-to-face courses). This gap has disappeared in elite institutions.

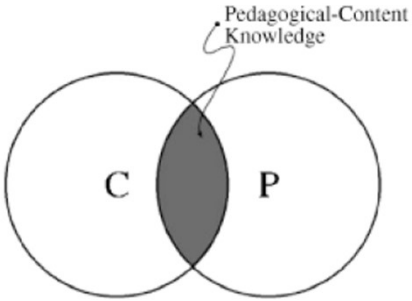
- Why does this happen?

Conceptual framework of online teaching and new academic environment in finance

- Challenges of online learning
  - Challenges from the faculty
    - Only 44% of experienced online faculty believe that online instruction is just as effective as face-to-face teaching
    - The push for faculty to develop more and more online courses as quickly as possible can leave inadequate time to learn how best to use the technology
    - In the 2020 rush to remote learning, many faculty aired their negative experiences with unfamiliar technology, inexperience, and too little support
    - Due to faculty reservations and weak pedagogical training, many online instructors have not yet incorporated the best teaching practices throughout their courses.

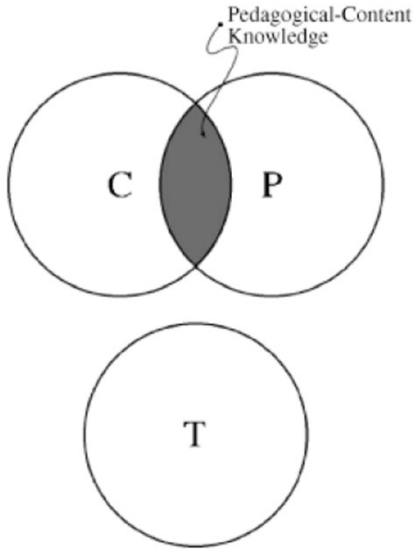
Conceptual framework of online teaching and new academic environment in finance

- Research in the area of educational technology has often been critiqued for a lack of theoretical grounding
- Until mid-2000s the notion of a unifying conceptual framework was lacking in the educational technology literature
- Traditional view of a good lecturer/teacher by Shulman in 1985: having constructed three types of knowledge…
  - Content knowledge
  - Pedagogical knowledge
  - And pedagogical content knowledge



Conceptual framework of online teaching and new academic environment in finance

- The development of the TPACK framework by Mishra & Koehler (2006) took the technology field by storm



- TPACK: a conceptual framework for educational technology by building on Shulman's formulation of 'pedagogical content knowledge' and extend it to the phenomenon of teachers integrating technology into their pedagogy

Conceptual framework of online teaching and new academic environment in finance

- Based on the model, a high-quality teaching-learning process demands a thoughtful interweaving of all three key sources of knowledge: technology, pedagogy, and content
- Mishra and Koehler defend that there is no single technological solution that applies for every teacher, every course, or every view of teaching
- Lecturers who are effective in the face-to-face environment can be effective as online lecturers, but it is not automatic, and it does not happen overnight
- However, there's no need to start from scratch to teach online:
    - A lecturer can apply what s/he already knows and add to it by using new tools and techniques adapted for the online environment

Conceptual framework of online teaching and new academic environment in finance

- Quality teaching requires developing a nuanced understanding of the complex relationships between technology, content, and pedagogy, and using this understanding to develop appropriate, context-specific strategies and representations

- "If we teach today's students as we taught yesterday's, we rob them of tomorrow.“ (John Dewey)

Conceptual framework of online teaching and new academic environment in finance

- Rethinking what we teach:
  - Global citizenship skills (including awareness of the wider world, and sustainability)
  - Innovation and creativity skills (including problem-solving and analytical thinking).
  - Technology skills (including data science and programming, that could be offered as a language option as standard).
  - Interpersonal skills (including emotional intelligence, empathy, cooperation and social awareness).

Conceptual framework of online teaching and new academic environment in finance

- Rethinking how we teach:
  - More digitized content and online learning - a trend that has drastically been accelerated by the COVID-19 pandemic
  - More personalized, self-paced, and self-directed learning - in which learning becomes much more flexible and is paced to suit the needs of each student
  - More collaborative, project-based and problem-based learning – which better reflects the 21st century workplace
  - More bite-sized learning
  - More immersive learning - harnessing technologies like virtual reality and augmented reality to bring topics to life and immerse students in a subject.

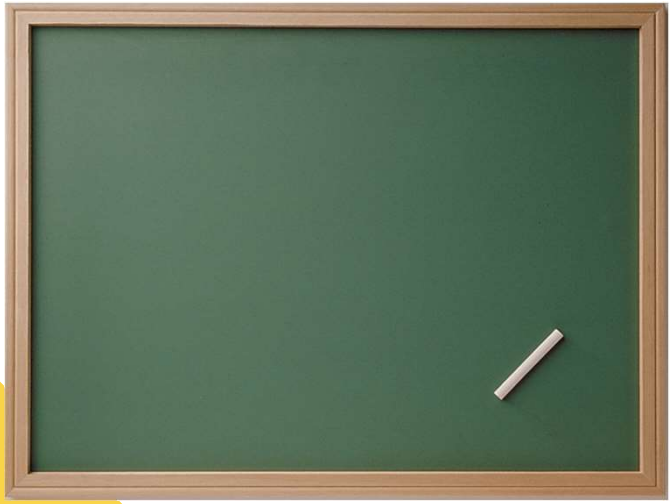
Technical Environment of Online Teaching

Learning Management System

Basics of Online Teaching

Before XXI century

- Blackboard
- Chulk



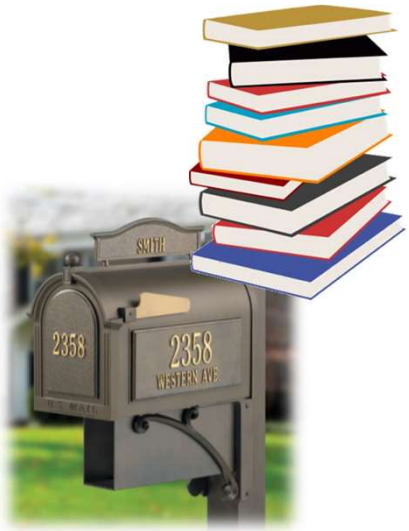
After XXI century

- Computer
- Internet

Basics of Online Teaching

Correspondence courses

- Books
- Mail
- Tutor



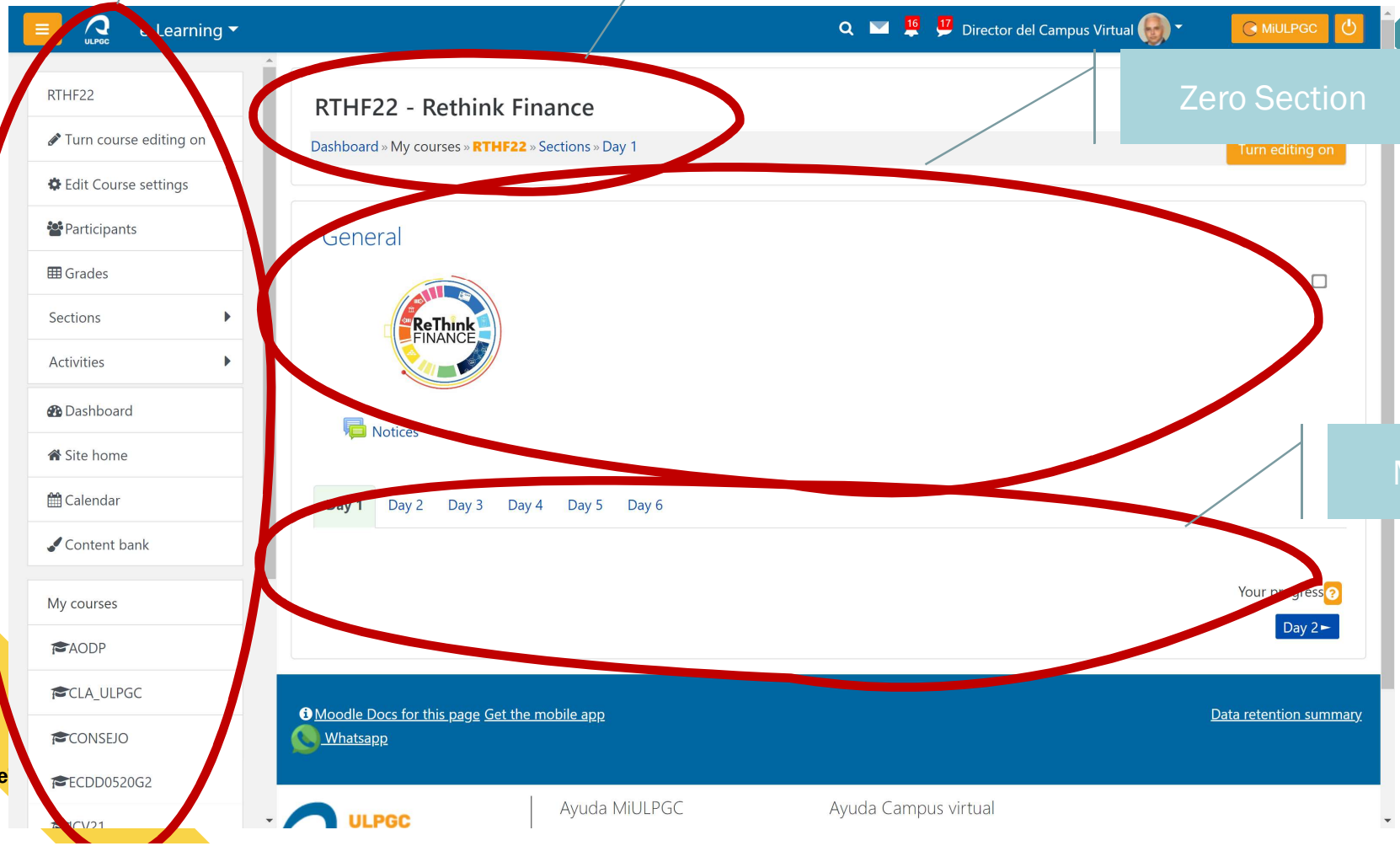
Online education

- Computer
- Internet
- LMS
  - Moodle
  - Blackboard
  - Canva

Learning Management System

- Born in base of Correspondence Courses
- The teacher is the tutor
  - Send the study material
  - Send tasks
  - Tasks are reviewed
  - Loopback is closed by teacher feedback

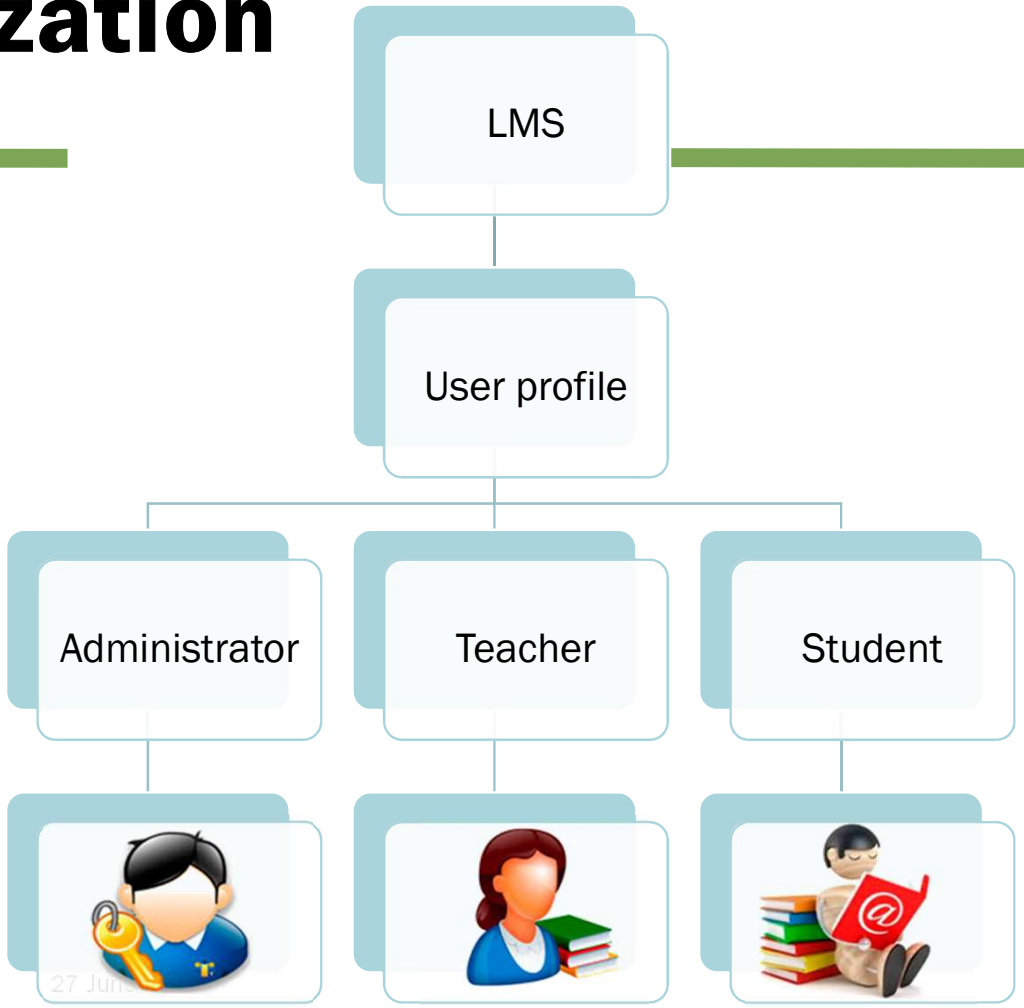
Moodle


Shortcuts
Breadcrumbs
Zero Section
Main Space
Learning
Director del Campus Virtual
MiULPGC
RTHF22
Turn course editing on
Edit Course settings
Participants
Grades
Sections
Activities
Dashboard
Site home
Calendar
Content bank
My courses
AODP
CLA_ULPGC
CONSEJO
ECDD0520G2
RTHF22 - Rethink Finance
Dashboard » My courses » RTHF22 » Sections » Day 1
Turn editing on
General
ReThink FINANCE
Notices
Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Day 2
Moodle Docs for this page
Get the mobile app
Whatsapp
Data retention summary
ULPGC
Ayuda MiULPGC
Ayuda Campus virtual

Organization

Roles

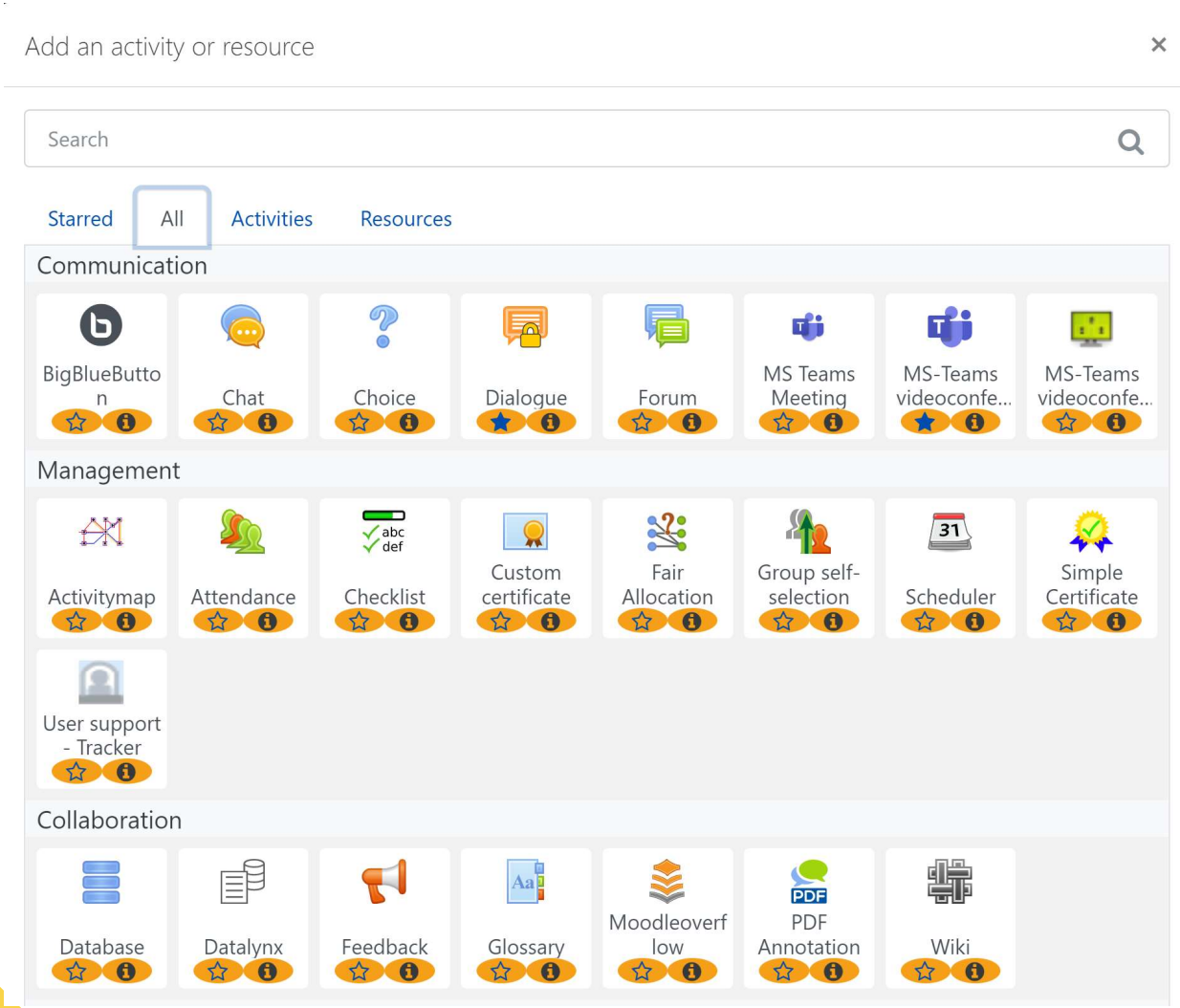
- Security
  - Permissions
- Administrator
- Teacher
- Students



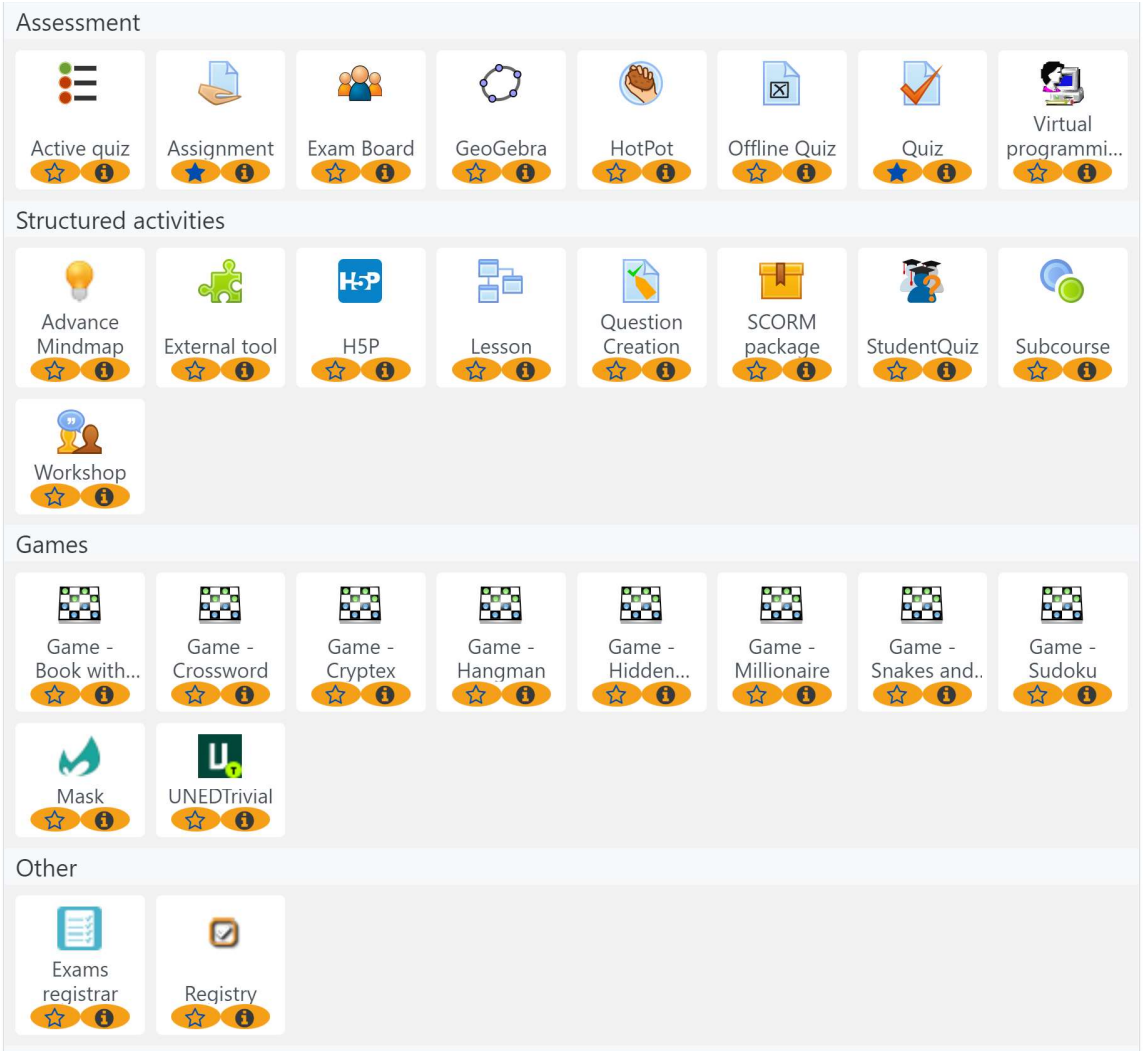
Content

- Courses
  - Sections
  - Documents
  - Tasks
  - Quizzs
  - Communication
  - Gradebook
- Categories
  - How to organize the virtual space

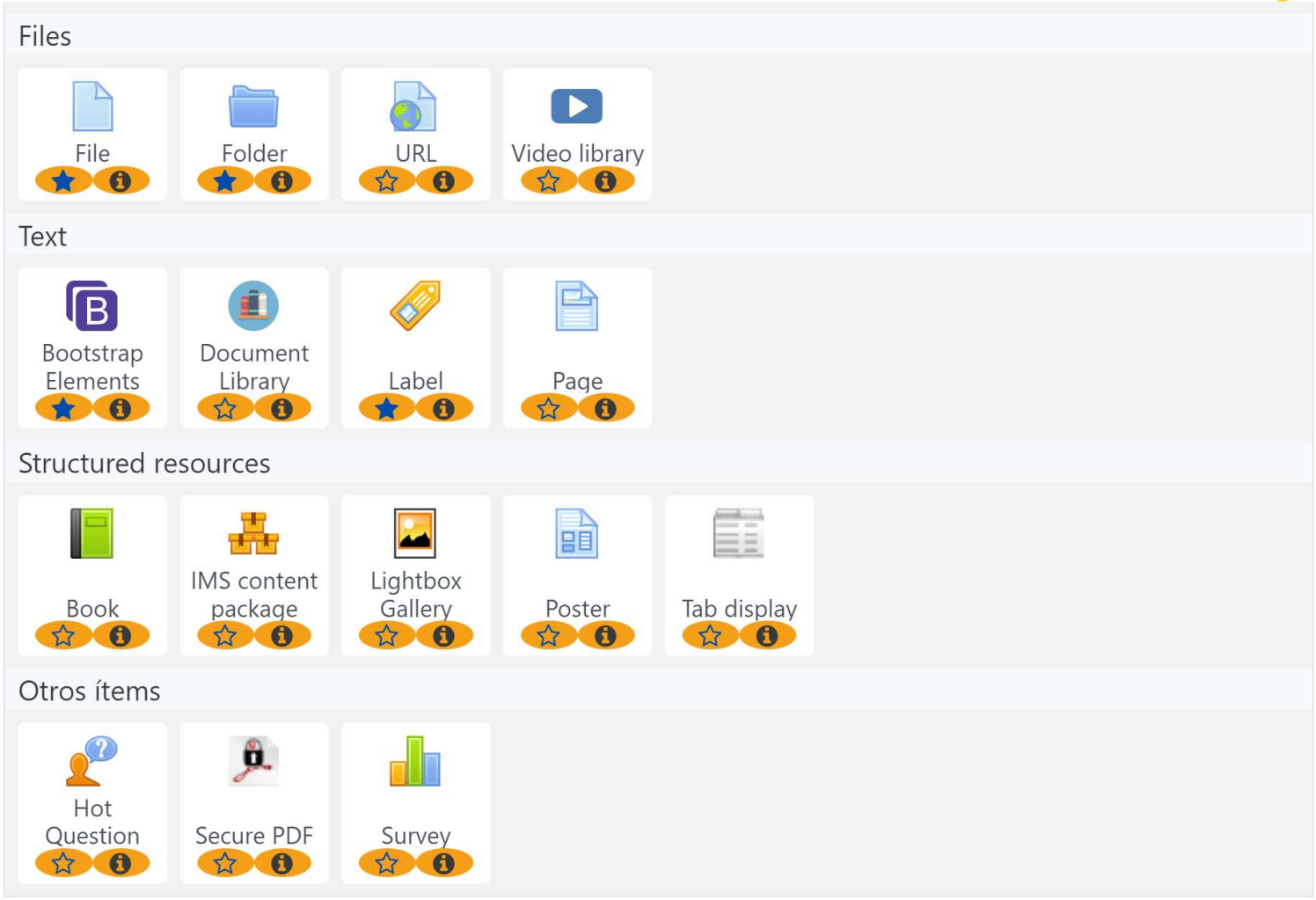
Teaching Activities



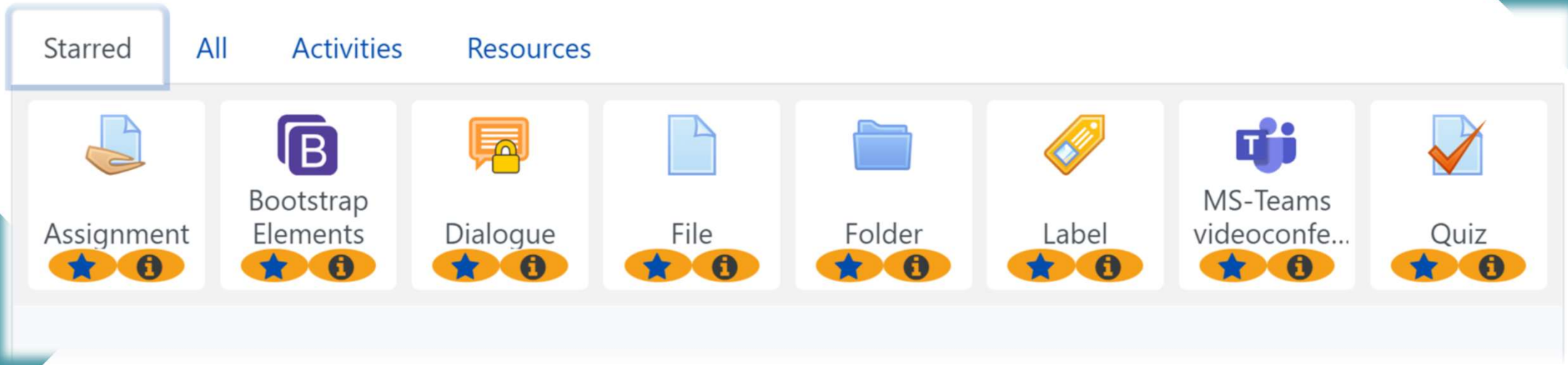
Teaching Activities



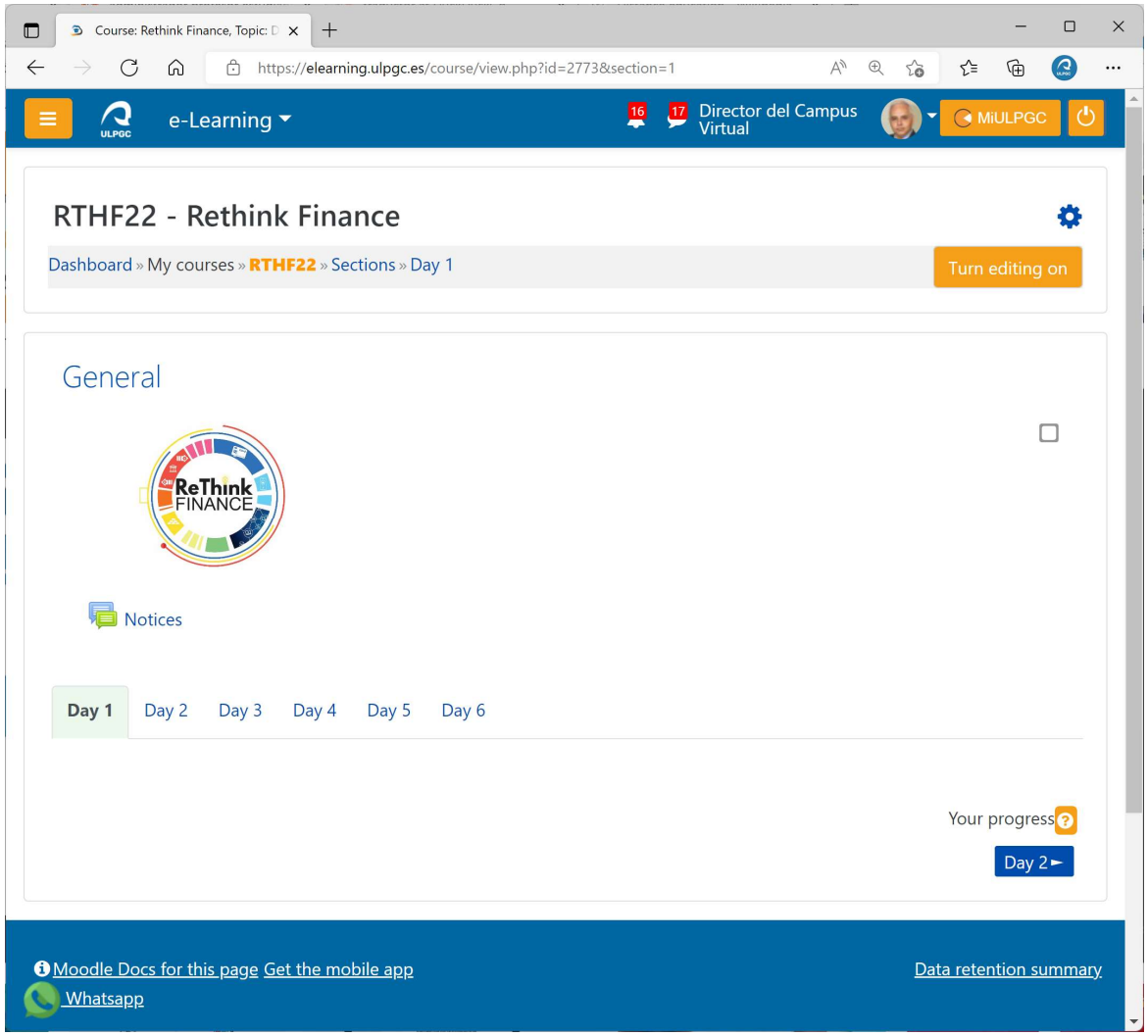
Teaching Activities



Teaching Activities



Teaching Activities Practical Lesson

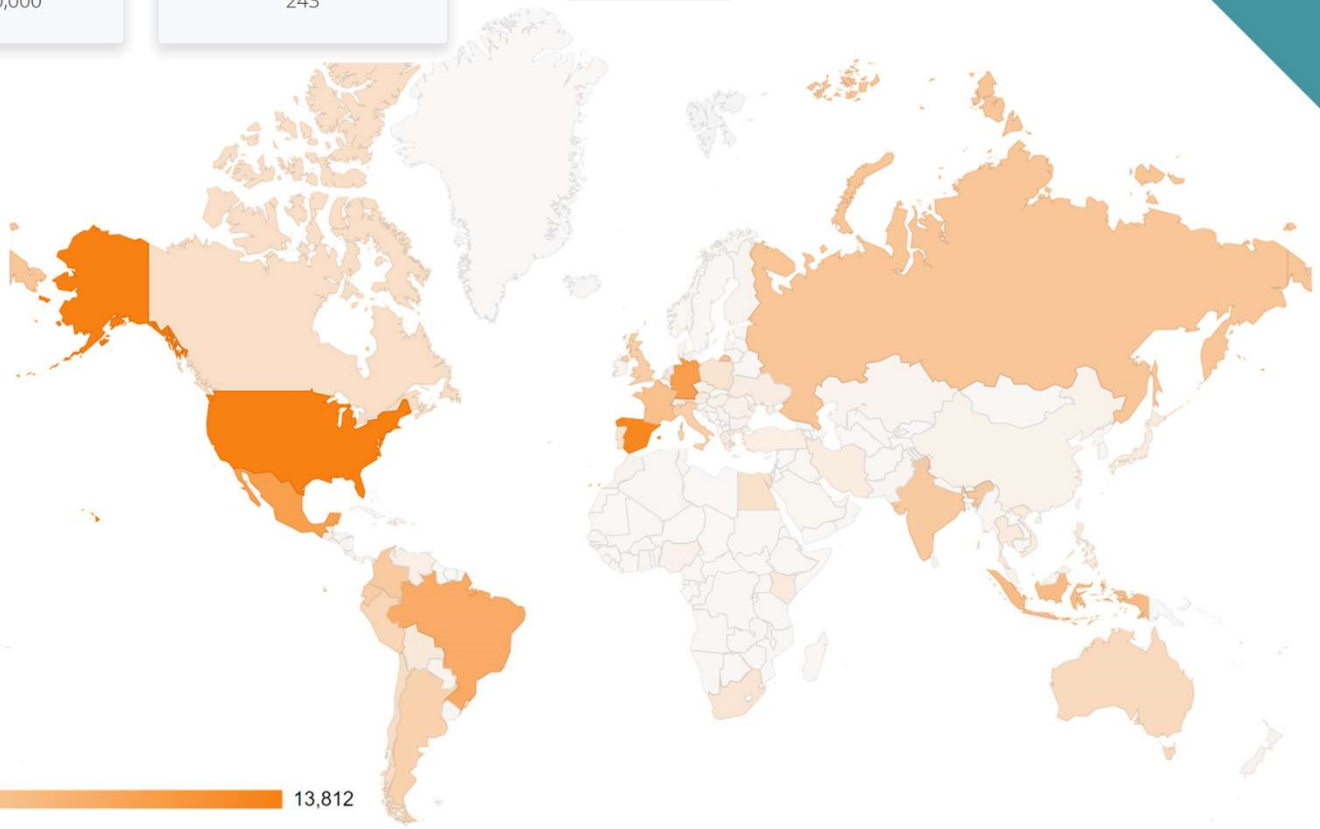


Moodle World Usage

Statistics

Sites	Courses	Users	Enrolments
178,000	41,000,000	321,000,000	1,860,000,000
Forum posts	**Resources**	**Quiz questions**	**Countries**
715,000,000	356,000,000	6,888,000,000	243

Moodle registration map



Technical Environment of Online Teaching

Learning Management System

Practical Lesson

Moodle – Practical Lesson

- Create a label
  - Text: “Completed activity”
- Create an Assignment
  - Upload a .pdf file with dummy content

Course Overview

1. Presentation of the teaching team
2. Introduction to the course
3. Rest of Day 1: Theory and practice
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5. Day 3: Theory and practice
6. Day 4: Theory and practice
7. Day 5: Theory and practice
8. Day 6: Presentations and feedback

Day 2: Tuesday 28th June 2022

1. Different learning profiles in digital settings

2. Strengths and weaknesses of online teaching and learning in finance

3. Practice

Different learning profiles in digital settings

Different learning profiles in digital settings

Learning goals and activities

- 1. Learning Objective: Become aware of the different types of approaches to learning that students may have in online environments.
- 2. Workshop methods used: trainer presentation; discussion; case study
- 3. Expected result of the session: Achievement of understanding of the different target audiences that we can face in the university teaching in finance

Agenda

- • Student knowledge profiles about online teaching
- • Discussion of future finance students

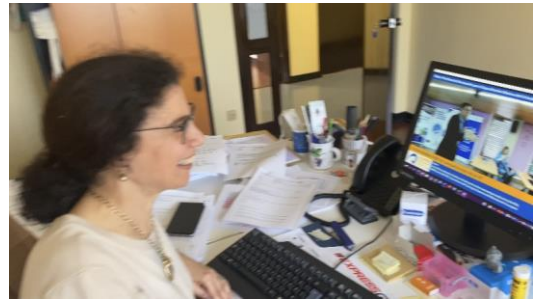
Different learning profiles in digital settings

0. Case study, discussion with participants

- We are beginning for the first time, or after 15 years of teaching, a new group of students online.
- How many profiles have we found?
- How do we think we should classify students?
- How many different classifications could we make?

Different learning profiles in digital settings

0. Case study, discussion with participants



- Two reflections;
- ***My experience in Azores***. This summer the person in charge of mobility in Azores knew me because she had seen a session of mine 3 years later. Which of course I thought I hadn't seen anyone.
- ***My experience in Madrid***. Congress in Madrid on migrations. 30 participants in the online system, zoom. Broadcast on Youtube. 150 views.
- ULL professor, followed him.
- Professor of my discipline, she din´t follow it because something came up to her

Different learning profiles in digital settings

0. Case study, discussion with participants

- Conclusions?
- We cannot pretend that online teaching is the same as face-to-face.
- We must adapt and take advantage of the special characteristics of online teaching and after that

Different learning profiles in digital settings

0. Case study, discussion with participants

- Types of teaching that we want to impart
- Simply transmittivity teaching
- Transmissive and informed teaching
- Transmitting, informed and channeled teaching.
- Teaching with punctual interaction with the student.
- Teaching with regular interaction with the student.
- Teaching with regular interaction with the student and between students.

Different learning profiles in digital settings

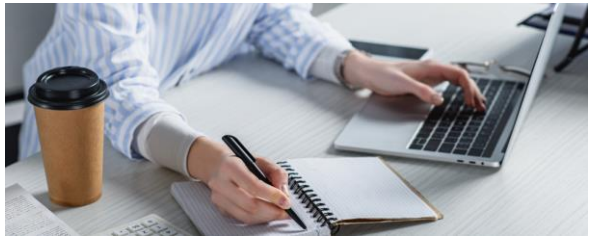
1. The online teaching student profile

- How many types of classifications can we make of online students?

Different learning profiles in digital settings

1. The online teaching student profile

1.1. Introduction, profiles and classifications

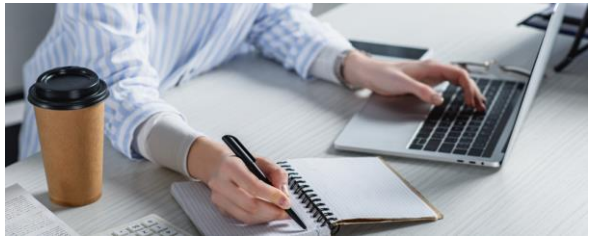


- Types of classifications that we propose:
- For technological knowledge
- For personal occupations and time they can dedicate
- By motivation
- For personal training

Different learning profiles in digital settings

1. The online teaching student profile

1.2. Classification by technological knowledge



- General classification;
- Student without technological knowledge
- Student with essential knowledge of technology
- Student with knowledge of technology for being a regular user
- Student with extensive knowledge of technology for having technological knowledge

Different learning profiles in digital settings

1. The online teaching student profile

1.2. Classification by technological knowledge

- **Student without technological knowledge**
- • Does not have prior skills in the use of technology
- • Requires prior technical support from the institution
- • They must receive clear instructions on basic aspects of the digital relationship
- • They must have a period of adaptation to the environment
- **Student with essential knowledge of technology**
- • They do not necessarily have to know the technology used Díaz-Arce & Loyola-Illescas, 2021
- • They must have a period of adaptation to technological use
- • They will be able to pass normally the teaching given

Different learning profiles in digital settings

1. The online teaching student profile

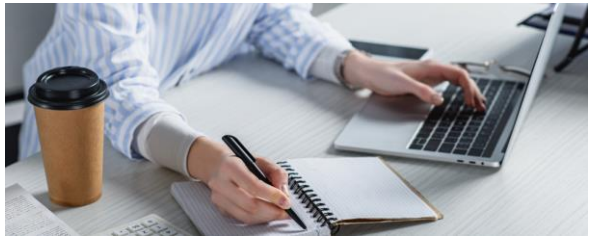
1.2. Classification by technological knowledge

- **Student with knowledge of technology for being a regular user**
- • Not always will adapt well to the technological environment
- • They may need an adaptation period
- • They will quickly be able to pass normally the teaching given
- **Student with extensive knowledge of technology for having technological knowledge**
- • They will be able to follow the sessions without difficulty
- • They will require the lecturer to use new, more modern pedagogical resources.

Different learning profiles in digital settings

1. The online teaching student profile

1.3. Classification by personal occupations (by time available)



- General ranking;
- Student with no other occupation
- Student with family occupations
- Student with work occupations
- Student with work and family occupations

Different learning profiles in digital settings

1. The online teaching student profile

1.3. Classification by personal occupations (by time available)

- Student with no other occupation
- • They will not necessarily always spend more time studying
- • They will need to organize yourself to meet the demands of the developed course
- • They will need lecturer discipline
- Student with family occupations
- • They will have a lot of difficulty keeping to the schedule
- • They can adapt to moments of course activity that are not always established

Different learning profiles in digital settings

1. The online teaching student profile

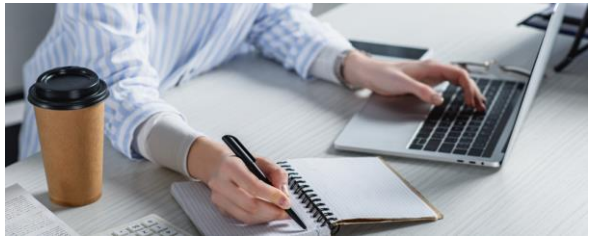
1.3. Classification by personal occupations (by time available)

- **Student with work occupations**
- • They will have great obligations to adapt to schedules
- • They may have to organize the course in stages, overcoming some and postponing others
- **Student with work and family occupations**
- • They will have great obligations to adapt to schedules
- • They will need adaptability from the lecturer and the possibility of having individual tutorials

Different learning profiles in digital settings

1. The online teaching student profile

1.4. Classification by motivation



- **General classification;**
- Student without any motivation
- Student with the motivation to pass the subject without fanfare
- Student with motivation to get a good grade
- Student with the motivation to improve in his job
- Professional student with the motivation to improve in his work

Different learning profiles in digital settings

1. The online teaching student profile

1.4. Classification by motivation

- **Student without any motivation**
- • They will need organization and guidance by the tutor
- • They will need discipline and rigor in monitoring activities
- **Student with the motivation to pass the subject without fanfare**
- • They will need rigor and discipline to overcome it
- • They need clarity in the rules you will be able to pass the subject
- **Student with motivation to get a good grade**
- • A good organization of the course will allow you to pass it
- • They will need motivation to improve content

Different learning profiles in digital settings

1. The online teaching student profile

1.4. Classification by motivation

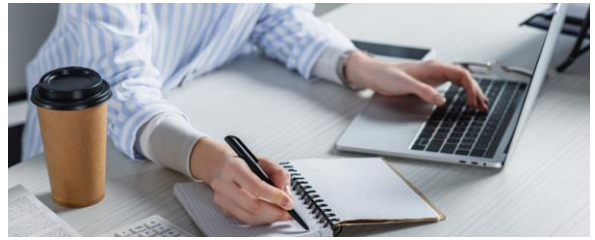
- **Student with the motivation to improve in his job**
- • They will need significant learning
- • They will need an adequate and enriching feedback
- **Professional student with the motivation to improve in his work**
- • They will demand compliance with deadlines
- • They will motivate an improvement in the content of the course
- • Their knowledge can be used to improve discussions

Different learning profiles in digital settings

1. The online teaching student profile

1.5. Classification by personal training

- **General classification;**
- Student without any training, neither digital nor in finance
- Student with basic digital training
- Student with advanced digital training
- Student with training only in finance
- Student with digital and finance training



Different learning profiles in digital settings

1. The online teaching student profile

1.5. Classification by personal training

- **Student without any training, neither digital nor in finance**
- • They will require progressive beginnings in the development of the course
- • They will be required to offer content that updates your knowledge of bail bonds
- • They will require an adaptation to the teaching system and content
- **Student with basic digital training**
- • They will require adaptation to basic digital activity
- • They can gradually adapt to the course
- **Student with advanced digital training**
- • They may have an initial difficulty using the platform
- • They will adapt correctly to the subsequent development of teaching
- • They will be able to contribute new technical innovations to the development of teaching

Different learning profiles in digital settings

1. The online teaching student profile

1.5. Classification by personal training

- **Student with training only in finance**
- • They will need an initial adaptation to online teaching
- • This delay may cause delays in the other tasks that you will finally be able to overcome
- **Student with digital and finance training**
- • They will be able to advance in finances
- • They will be able to develop a correct activity in teaching
- • They may require additional content to develop your learning

Different learning profiles in digital settings

1. The online teaching student profile

1.6. Assessment of the diversity of origin and social characteristics

- We must be aware that online teaching improves the democratization of teaching
- We will have in our classrooms students from different state, social, cultural, ethnic, or religious backgrounds
- This reality will cause us to take into account the approach to the way of empathizing with teaching
- This fact will enrich the delivery of teaching

Different learning profiles in digital settings

2. Methods to address these profiles

- The profiles are many, and there are no unique keys
- The method is global and general, which must be adapted to the profile of each student explained
- We must apply a single line of action (there is no other option)
- We need to make the rules and regulations clear
- But that in turn can be adapted to the characteristics of each of the students
- Motivation for classes will serve everyone to improve their chances, not to follow everything satisfactorily

Different learning profiles in digital settings

2. Methods to address these profiles

2.1. Whose method is it, the lecturer or the student?

- The method belongs to the lecturer
- But it must be interactive with the student
- Demand clarity and simplicity in information
- Clear criteria for activity and information requirements
- The lecturer must clarify when he participates and when he interacts
- Preparation, start, development (how many actions) and evaluation
- Very clear and structured information
- Beware of collective interaction. It is not always positive and well organized.

Different learning profiles in digital settings

2. Methods to address these profiles

2.1. Whose method is it, the lecturer or the student?

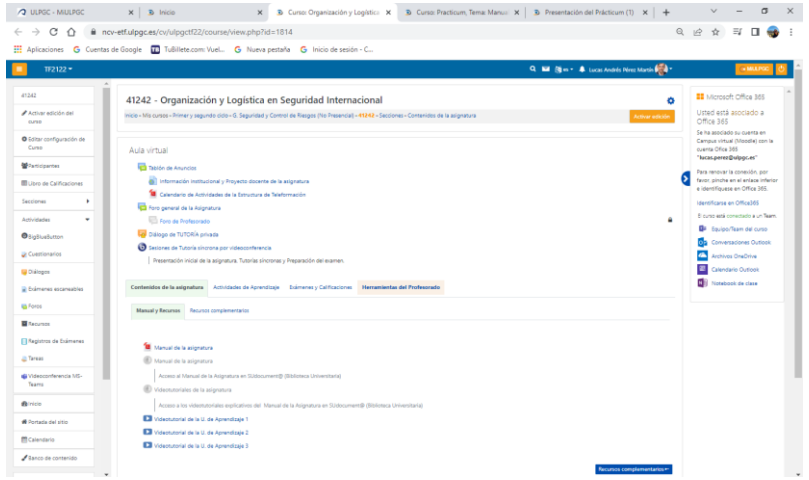
- BASIC COURSE DEVELOPMENT SCHEME;
- Information on course requirements
- Information from traditional reading materials about basic content
- Audiovisual communication materials
- Interaction and dialogue between participants
- Feedback and collaborative and meaningful interaction
- Evaluation

Different learning profiles in digital settings

2. Methods to address these profiles

2.1. Whose method is it, the lecturer or the student?

- KEY ASPECTS;
- Requirement
- Contents
- Timing
- The tool
- The collaborative work dynamic



Different learning profiles in digital settings

2. Methods to address these profiles

2.2. First objective, the environment

- I didn't learn today, but I was good
- Next step, be fine, but learn
- We cannot create problems. If we create them, we encourage distance and lack of communication.
- Online, as we know, it is easier to hide.
- We must create adequate socio-affective conditions to create that good learning climate

Different learning profiles in digital settings

2. Methods to address these profiles

2.2. First objective, the environment

- A session or a first connection that creates the conditions is good and necessary;
- Make a personal presentation of the lecturer
- Request a personal introduction from the student
- Consult the necessary basic profile on the subject
- Motivation consultation regarding the subject
- Consultation of self-perception of knowledge of the subject
- Search for the use of their characteristics and personal circumstances

Different learning profiles in digital settings

2. Methods to address these profiles

2.3. Second objective, the participation

- Explain the content of the class
- Point out the objectives and fundamental milestones
- Ask about the difficulties they observe for each session
- Stop every 10-15 minutes and ask something
- Do not continue until no response is achieved
- Go consulting several participants, writing down the results of the participation

Different learning profiles in digital settings

2. Methods to address these profiles

2.4. Method for non-intensive studies

- We assume that what is essential is basic, rote or superficial knowledge
- We do not intend an individualized interaction with each participant
- The starting materials are of great importance
- Materials must be combined, but the written text is the fundamental
- The interaction should be solely focused on the basic knowledge of the content taught

Different learning profiles in digital settings

2. Methods to address these profiles

2.5 Method for intensive studies

- We can go to deeper, more meaningful and quality knowledge objectives in the reinterpretation of the knowledge that students acquire.
- It tries to offer a greater interaction with the student body
- The student's relationship with the material is more varied and rich, it can be more flexible
- The materials are important, but the subsequent interactions and their flexibility are even more so.

Different learning profiles in digital settings

2. Methods to address these profiles

2.6. Role of the student in development of teaching

- They must be clearly informed of your role and responsibility. Her role should be;
- Learn autonomously; Not all knowledge should be obtained from the lecturer. This great problem of the face-to-face student is a significant advantage in the distance student
- Proper time management; The timing of the course is very important, but that of the student even more so. Who overcomes it acquires a great competence for the future
- learn metacognitively; Being the protagonist of learning and discarding erroneous solutions. Sending the doubts of the less successful approaches

Different learning profiles in digital settings

2. Methods to address these profiles

2.6. Role of the student in development of teaching

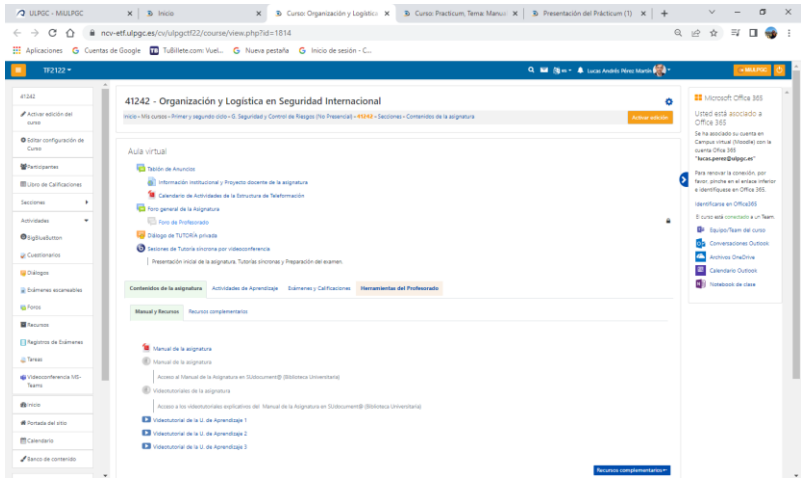
- They must be open to teamwork; Teamwork with unknown people opens you up to a more inclusive knowledge and allows you to avoid mistakes that you would not avoid alone
- Search for significant sources of information; know the possibility of basing their knowledge on sources provided by the teaching staff and also obtained by themselves
- The need to express oneself correctly in private and public communications; Causes knowledge to need to be meaningful, varied and epistemic
- Know how to handle frustration; in the event of a connection problem, deadlines, or exceeding the activity

Different learning profiles in digital settings

2. Methods to address these profiles

2.6. Role of the student in development of teaching

- In learning they become important;
- Comprehensive reading ability
- Identification and solution of problems
- Analysis and criticism
- ability to investigate
- Ability to communicate results.



Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- We must be clearly informed of your role and responsibility. His role should be;
- Properly prepare teaching materials; The preparation and channeling of the materials has a much greater value in this teaching, the materials of the face-to-face cannot be transferred, another approach is necessary
- Correct calendar design; The scheduling of activities is essential, it must be made clear when to work and how

Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- Impulse of the activity in the day to day; This is the most complex task, participation should be encouraged knowing that it may be highly unlikely
- Promotion of collective work; Need to clarify the role of each student in collective work and in the development of teaching

Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- Correct development of synchronous sessions; In which theoretical knowledge is not the most important, in which participation and resolution of problems that will occur in the study are affected
- Intense work of correction and information of the student body; It is not feasible that teaching does not have feedback, it is our most critical and complex activity
- Possibility of responding to the volume of doubts in a reasonable period of time, taking into account the number of the professor's student body

Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- Four keys to the lecturer's activity in ours teaching;
- Organize the contents to study well
- Encourage discussion to facilitate learning
- Encourage reflection on what has been learned
- Provide academic and emotional support in the process

Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- Four keys of the lecturer's activity for the student;
- Clear and precise instructions to students
- Quick responses
- Activity Tracking
- Climate of trust they generate.

Different learning profiles in digital settings

2. Methods to address these profiles

2.7. Role of the lecturer in the development of teaching

- Specific skills for online teaching;
- Techniques; use of information technologies and didactic-pedagogical activities in the context of online education
- Management: administrative activities, calendar management, planning, organization, control, decision-making and leadership.
- Social; interacting with students and enhancing learning involving building a pleasant online environment, good relationships, and individualized support and motivation
- There are no differences in gender, but in age; Hidalgo, B. & Gisbert, M (2021)

Different learning profiles in digital settings

3. Specialty of finances students

- What differences do you see in finance students with the characteristics we have mentioned?

Different learning profiles in digital settings

3. Specialty of finances students

- We can say that all finance students meet the above profiles
- We can say that all finance professors who meet these competencies will be prepared to overcome the problems of the discipline in better condition.
- There will be adaptations and specialties that we must apply to finances

Different learning profiles in digital settings

3. Specialty of finances students

3.1. Introduction, finance profiles

- Need for good digital skills to avoid disconnection by these skills from financial content, it is important to assess general digital knowledge
- We have no knowledge of the English proficiency that the course participants will have
- Essential to assess previous knowledge in finance, consulting and knowing it
- We may need to provide the information on performing simple and basic exercises to bridge the knowledge gap from previous essential institut

Different learning profiles in digital settings

3. Specialty of finances students

3.2. Specific characteristics

- Students in finance will require basic knowledge in mathematics and sciences specific to the rest of the students
- Students in finance will require a specific knowledge of English to meet these academic challenges
- Students in finance will require prior knowledge of the functioning of the financial and business market

Different learning profiles in digital settings

3. Specialty of finances students

3.2. Specific characteristics

- The activities will be more complex and rich as they are developed and completed.
- The term for feedback will be very important for the acquisition of the global knowledge that the student requires in finance.

Different learning profiles in digital settings

3. Specialty of finances students

3.3. Keys to overcome those characteristics

- We may need to provide the information on performing simple and basic exercises to bridge the knowledge gap from previous essential institutions
- The visual system of videos from third parties or from the lecturer himself explaining the performance of exercises or previous positions before doing them can be a positive contribution
- You will need more complete and meaningful feedback

Different learning profiles in digital settings

3. Specialty of finances students

3.3. Keys to overcome those characteristics

- It would be positive to make this public feedback regarding the most complex aspects of each of the exercises or content
- Profiles with higher occupations will require greater attention to a greater extent than in other degrees

Strengths and weaknesses of online teaching and learning in finance

Strengths and weaknesses of online teaching and learning in finance

Learning goals and activities

- 1. Learning goal: To reflect and understand the strengths and weaknesses of the online student in finance
- 2. Workshops methods used: Trainer's presentation; discussion; case study
- 3. Expected outcome of the session: Obtaining learning resources to be able to overcome the weaknesses and built on the strengths of online students in finances

Agenda

- • Online teaching strengths in finance
- • Online teaching weaknesses in finance
- • Methods to take advantage of strengths and to limit weaknesses

Strengths and weaknesses of online teaching and learning in finance

0. Case study

We know our student in finance. It has the following characteristics, you have to face them.

- 18-year-old student, with no knowledge of finance
- A 35-year-old worker who complements his superiors in finance education, he is not a graduate
- 35-year-old student, graduate in finance, participant in a specialization course
- 55-year-old student, early retired, never specifically studied finance
- How do we treat them?

Strengths and weaknesses of online teaching and learning in finance

0. Case study

- Let us remember the keys (or the evidence)
- Distance learning is not going to change
- Distance learning will never be the same as face-to-face
- Distance learning allows perfect access to knowledge
- Knowledge is accessed differently
- We are the ones who must adapt our teaching
- We are the ones who must adapt how we teach and how we evaluate

Strengths and weaknesses of online teaching and learning in finance

1. Taking back the student profile on teaching in finance

1.1. General characteristics

- From the surveys we derive that there is a lot of frustration with not having the student cameras open.
- We cannot focus on the disadvantages that we are going to have and that we are not going to avoid. You have to focus on the advantages and potentialities.
- It doesn't matter if they are open or closed

Strengths and weaknesses of online teaching and learning in finance

1. Taking back the student profile on teaching in finance

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Strengths and weaknesses of online teaching and learning in finance

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Strengths and weaknesses of online teaching and learning in finance

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Strengths and weaknesses of online teaching and learning in finance

1. Taking back the student profile on teaching in finance

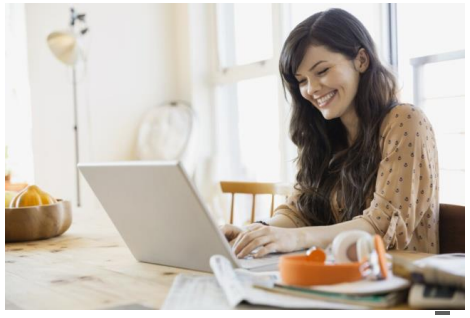
1.1. General characteristics

- The students will need more complete and meaningful feedback
- It would be positive to make this public feedback regarding the most complex aspects of each of the exercises or content
- Profiles with higher occupations will require greater attention to a greater extent than in other degrees

Strengths and weaknesses of online teaching and learning in finance

2. Strengths of online teaching in finance

2.1. Multiplication of students receiving teaching



- The possibility of receiving teaching anywhere in our area of influence allows access to more students, democratize knowledge and practice a more inclusive teaching
- Remote areas and people with less economic resources can be accessed
- The teaching of finance democratizes, allowing a fairer economic system and a more balanced citizenship
- Teaching becomes more inclusive, in terms of physical accessibility as well as access by sectors that could not participate in another context

Strengths and weaknesses of online teaching and learning in finance

2. Strengths of online teaching in finance

2.2. Possibility of granting detailed explanations and content

- The ability to create documented audiovisual materials based on third-party content allows students to provide better explanations
- Explanations that in face-to-face classes may not be understood in online classes are available, can be analyzed and studied again
- These explanations can be changed, adapted, modulated to the difficulties shown by the students in the learning process.
- The most complex mathematical explanations can be divided into different sectors according to their difficulty

Strengths and weaknesses of online teaching and learning in finance

2. Strengths of online teaching in finance

2.3. Possibility of offering third-part resources that guide learning

- In distance teaching, the use of videos, explanations, third-party open access materials is advisable, while in face-to-face teaching it is sometimes unattractive
- The advice to follow master exhibitions by great masters of the discipline as complementary material outside the content of the classes is advisable.

Strengths and weaknesses of online teaching and learning in finance

2. Strengths of online teaching in finance

2.4. Ability to adapt to reality and new trends with third-party resources

- In online teaching it is more feasible to adapt to current news and new trends
- Referring students to the content of a theoretical modification is more flexible in distance learning

Strengths and weaknesses of online teaching and learning in finance

3. Weaknesses of online finance teaching

3.1 Difficulty of not being able to see the students

- We cannot see the reactions of the student body to teaching
- Students often turn off their cameras, and there are no rules to force them
- Sometimes they must turn off their cameras because the system does not allow them to be open
- Planning.
- We must adapt our teaching to be delivered without the cameras turning on. Sometimes they just won't turn on
- We must avoid that frustration

Strengths and weaknesses of online teaching and learning in finance

3. Weaknesses of online finance teaching

3.2 Time difficulty

- The programs are limited and there is little capacity to expose the content of the teaching in such a short time
- Much time is wasted on bureaucratic and connection issues and on non-financial issues
- Problems in finance are very specific and complex and it is very difficult to explain them sometimes
- It is not feasible to know and explain the specific problems of each student
- The course is too short to be able to correctly explain all the syllabus have.

Strengths and weaknesses of online teaching and learning in finance

3. Weaknesses of online finance teaching

3.3 Difficulty explaining the contents

- Finance content has technical content that is difficult to explain online
- The previous knowledge of the students of the subject greatly conditions their possibility of knowing what is explained to them
- The doubts of some students cause class delay and the anger and demotivation of other students
- The lecturer is overwhelmed to be able to meet the conditions of the course

Strengths and weaknesses of online teaching and learning in finance

3. Weaknesses of online finance teaching

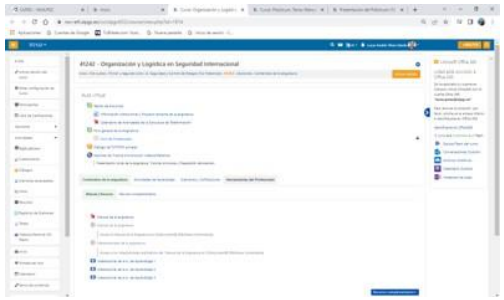
3.4 Difficulty due to the volume of students

- The number of students in class prevents all doubts from being explained
- The number of students causes many to hide behind the large number of them so as not to participate in class.
- The number of students makes it impossible to explain individual
- The number of students makes it impossible to evaluate with enough content in the feedback

Strengths and weaknesses of online teaching and learning in finance

4. Methods to use strengths and limit weaknesses

4.1 Planning



Work clearly on a teaching plan, informing about each deadline and each obligation

That all students have a clear explanation period and consultation period

- Follow the schedule
- Clearly inform when planning is modified, why and its effects
- Inform of the essential milestones of the planning
- Put collective correction dates after the individual correction.

Strengths and weaknesses of online teaching and learning in finance

4. Methods to use strengths and limit weaknesses

4.2 Attitude in the classroom and teaching

- Encourage participation by dedicating time to participation, but ordering it by topic and doubt
- Organize periods of general “magisterial” explanation of the most characteristic doubts
- This will cause limiting the content that is taught in teaching; it is not so transcendental, it is on the platform and it is the rules of the game

Strengths and weaknesses of online teaching and learning in finance

4. Methods to use strengths and limit weaknesses

4.3 Informed control of the vale of class participation

- Propose participation in the class. With simple questions, easily answered
- Have a record of interventions in class, positive and negative
- Collectively report the existence of the record and its value for the final grade (even though it is not an evaluation criterion)
- The student body that has doubts will ask and will want to participate when asked

Strengths and weaknesses of online teaching and learning in finance

4. Methods to use strengths and limit weaknesses

4.4 Feedback

- It has several essential features, it must be;
- Assertive, based on the context and the recognition of the student's ignorance
- It should be as wide as necessary
- Must be clear and honest
- Must be consistent and transparent
- It must be precise, both in the aspects to be assessed, and in the evaluation criteria and indicators used.

Strengths and weaknesses of online teaching and learning in finance

4. Methods to use strengths and limit weaknesses

4.4 Feedback

- It has several essential features, it must be;
- It must be so specific that you know what has gone wrong and so vague that you have to find out.
- Must be motivating and empowering
- They must be suggestive towards the path that the student should follow
- Put collective correction dates after the individual correction.
- The individual correction is brief and with general and stereotyped content, the collective explanation details it and explains it only onc to all the interested parties

Day 3: Wednesday 29th June 2022

1. Basic principles to design an online course
2. Online activity formats
3. Practice

Basic principles to design an online course

Basic principles to design an online course

- Big tasks to design an online course
  - Setting significant outcomes
  - Designing a coherent course

Basic principles to design an online course

- Preparing an online course means more than merely copying the content of a face-to-face one into an online format, if available
    - Converting a course to an online environment means adapting it to use some of the tools available in the new environment and taking advantage of some of the capabilities offered by online models
        - If it is a blended class, the conversion involves using online to complement what the lecturer does in the face-to-face class
        - If it is an exclusively online class, it involves recasting your entire class into a new online format
    - Creating an entirely new course for delivery online is a challenge and an opportunity
- In all these cases, the lecturer must think about purposeful design and development of the course in order to offer a coherent and effective learning experience

Basic principles to design an online course

- Faculty must design and teach courses with a clear purpose and relevance for students
- “Backward design” by Wiggins & McTighe (1998):
    - Identify desired results
    - Determine acceptable evidence
    - Plan learning experiences and instruction
- It is hence important to design the basic structure of a course before building it out

Basic principles to design an online course

- Being very knowledgeable about a field should not act as “donkey blinders”
- Designing an online course is a huge opportunity to reflect on all the steps of the learning process
- A 3-step process to create a course:
  - Analysis
  - Course goals and learning objectives/outcomes
  - Design

Basic principles to design an online course

1) Analysis

- Collecting information and reflecting on key topics to start the process

- Questions involved:
  - Role of the course in the programme
    - What are the different expected employability options for the alumni of the programme?
    - What role plays the course in the programme curriculum?

  - Characteristics of the audience (i.e. students)
    - How many students will be enrolled? (15 vs 100)
    - Is the course for beginners or advanced students?
    - What is the average age range of students and the percentage of working adults?
    - What is the language level of the students?
    - What is the students' prior knowledge on the course field?

Basic principles to design an online course

1) Analysis (cont.)

- Questions involved:
  - Organisational support
    - What support will you have available to assist you in creating online course materials?
    - Will new students have an orientation to online prior to taking your course?
    - Is there an established suite of tools or learning management software available to house your course, or will you have to create everything on your own web pages or use free resource sites?
    - What types of materials must be made available to students only online? For example, will any on-campus activities or labs be available? Or must all class activities be delivered online?

Basic principles to design an online course

2) Course goals and learning objectives/outcomes

- Why do students need what we teach?
- The first stage of course design should answer the “So what?” question.
- The answer provides meaning and relevance to course content: it should shape instructional goals, objectives, outcomes, and ultimately the whole design of a course
- Connecting course content to real-world problems gives the knowledge and skills application and purpose
- The tricky relationship between student satisfaction and significant learning

Basic principles to design an online course

2) Course goals and learning objectives/outcomes (cont.)

- Significant learning: a learning experience resulting in something that is truly significant in terms of the students' lives (Fink, 2003)
- Significant learning presumes that we first desire that what our learners gain is significant, and not insignificant
- "One of the first tasks teachers face when designing a course is deciding what they want students to learn or get out of their course. Students will always learn something, but good teachers want their students to learn something important or significant, rather than something relatively insignificant. This leads to a question that is key to the whole teaching enterprise: What are the ways in which learning can be significant?" (Fink, 2003: 1)

Basic principles to design an online course

2) Course goals and learning objectives/outcomes (cont.)

- As current experts in our fields, we are in a unique position to determine what is considered as significant learning in our disciplines
- But significant learning is not only determined by the faculty: the role of accreditors and other agencies within our discipline to which we are accountable
- The professionalization of a field depends on a common agreement of what is significant learning

Basic principles to design an online course

2) Course goals and learning objectives/outcomes (cont.)

- Students cite many reasons for dropping out of online courses, including the irrelevance and inapplicability of the content
- Dense content becomes a barrier to significant learning because it leaves little time to show its relevance and apply it
- Lecturers' passion for their field: "firehose effect"
- Need for time for comprehension in the course and development of critical analysis and problem-solving skills
- Avoiding content that will not matter much in students' lives and has no authentic purpose or meaning in the real world

Basic principles to design an online course

2) Course goals and learning objectives/outcomes (cont.)

- Difference between course goals and competencies (not easily measured) and learning objectives
- Goals, like purposes, set the parameters of what we expect to gain from the learning experience
    - The words know, learn, and understand belong in the realm of goals
- Learning objectives are also referred to as learning outcomes and they are usually expressed as expected outcomes—what we can expect students to be able to do as a result of learning
- Concentrate on the overall course objectives
- The main point is to express as clearly and plainly as possible what it is you want students to learn and how they can evaluated based on it

Basic principles to design an online course

3) Design (of the course)

- “Design” means the shape and direction a lecturer wants the course to take
- The move to an online format offers opportunities to try out new methods and approaches
- Preserving the quality of the course does not require finding an exact translation of what has been always done in the past

Basic principles to design an online course

3) Design (of the course) (cont.)

- Course designs have traditionally focused on content questions, such as what content to present, in what order and what depth
    - As a result, instructors focus on covering the material and getting through the book
- Trends in higher education since the late 1990s have encouraged a focus on learners as a priority

Online activity formats

Technical Environment of Online Teaching

Advanced Quiz 2

Safe Exam Browser

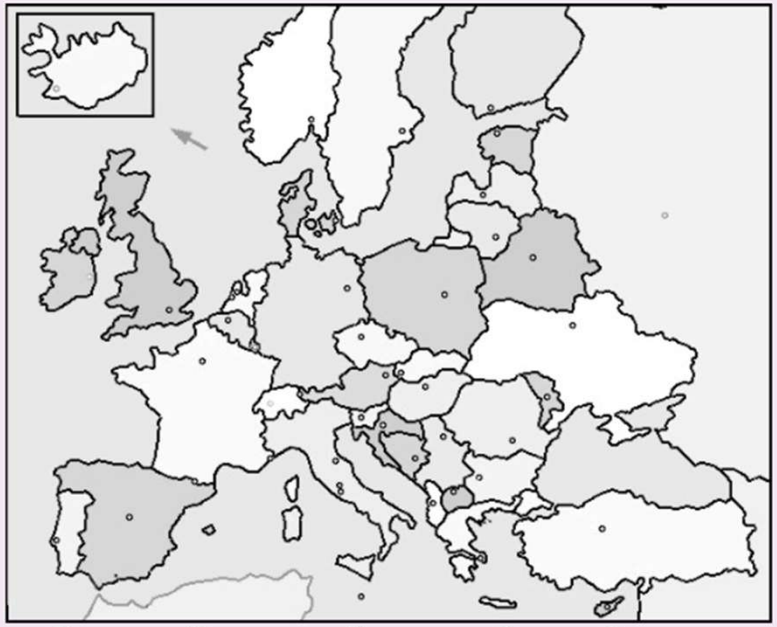
Advanced Quiz Markers

Pregunta **1**

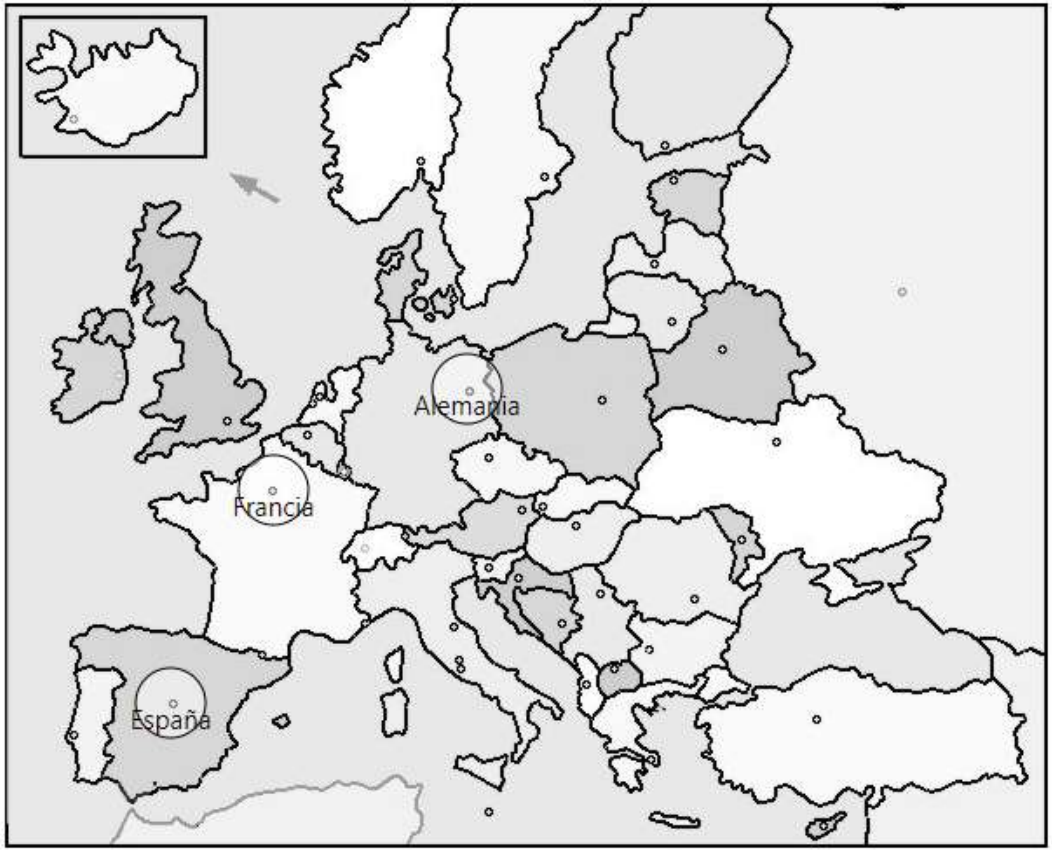
Sin responder aún

Puntúa como 1,00

Coloque los nombres de los países en su sitio (sitúe el marcador en los puntos situados en la capital de cada país).

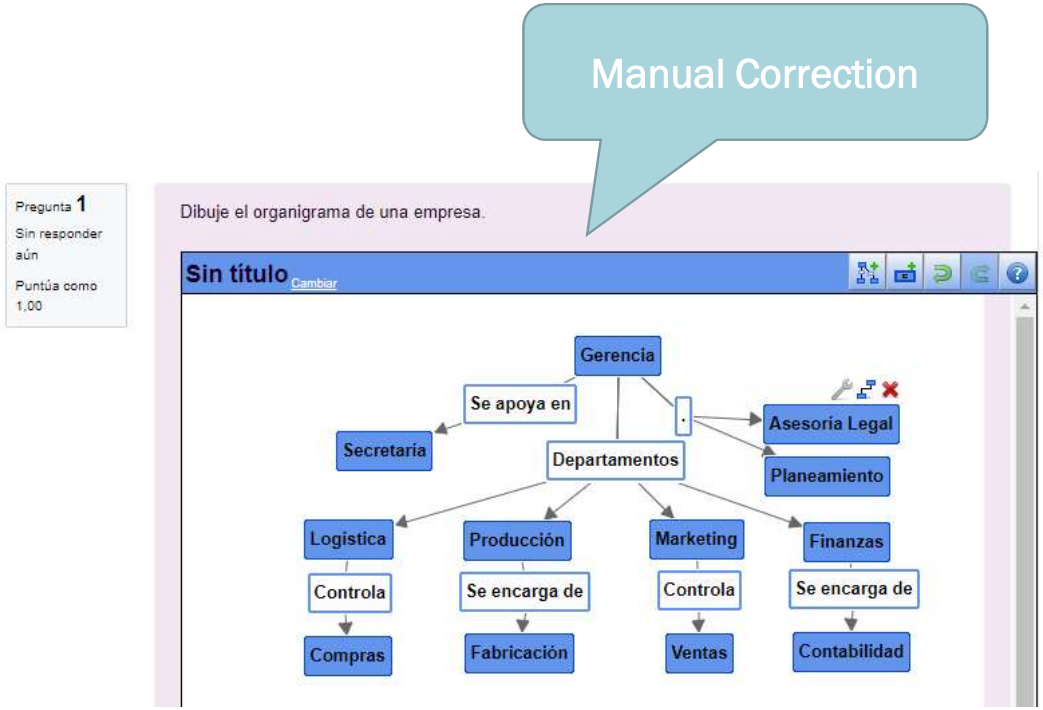


Francia | Alemania | Australia | Perú | España

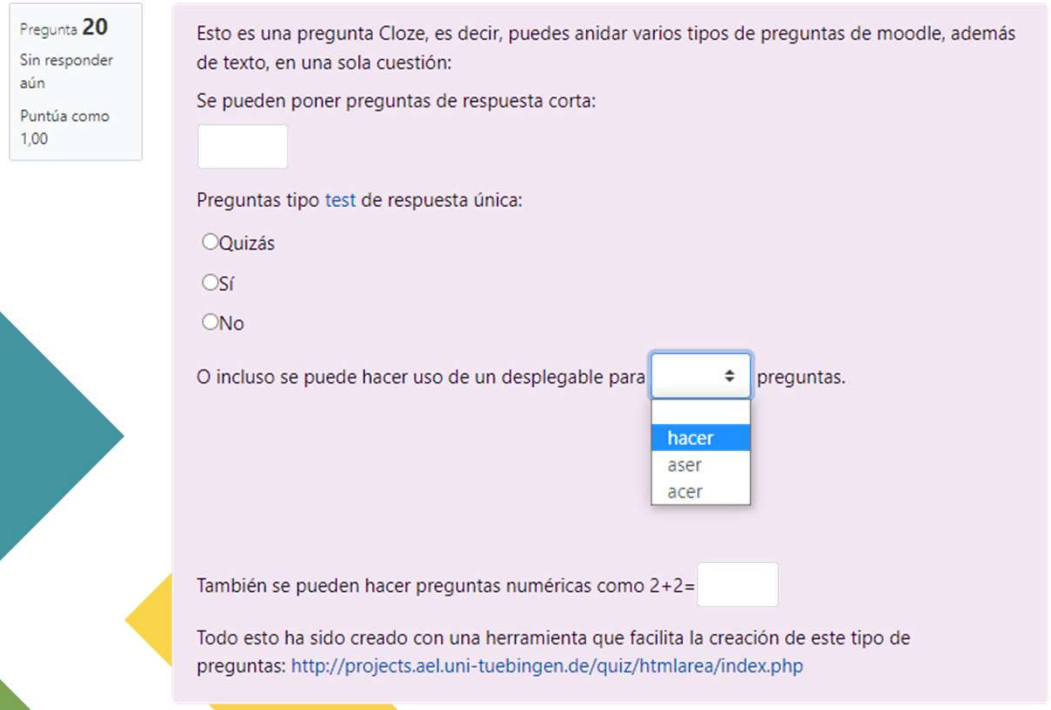


Advanced Quiz Conceptual Map

- Conceptual maps
- Schemas
  - Ilimitated ítems
  - All relations you need
- Manual Correction



Advanced Quiz Cloze



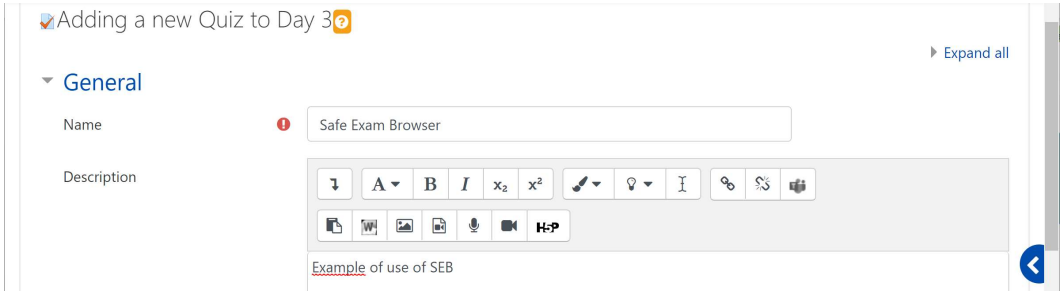
- One question
  - Multiple types of answers
- Short answer
- Dropdown
- Numerical answer
- Use as many times you need

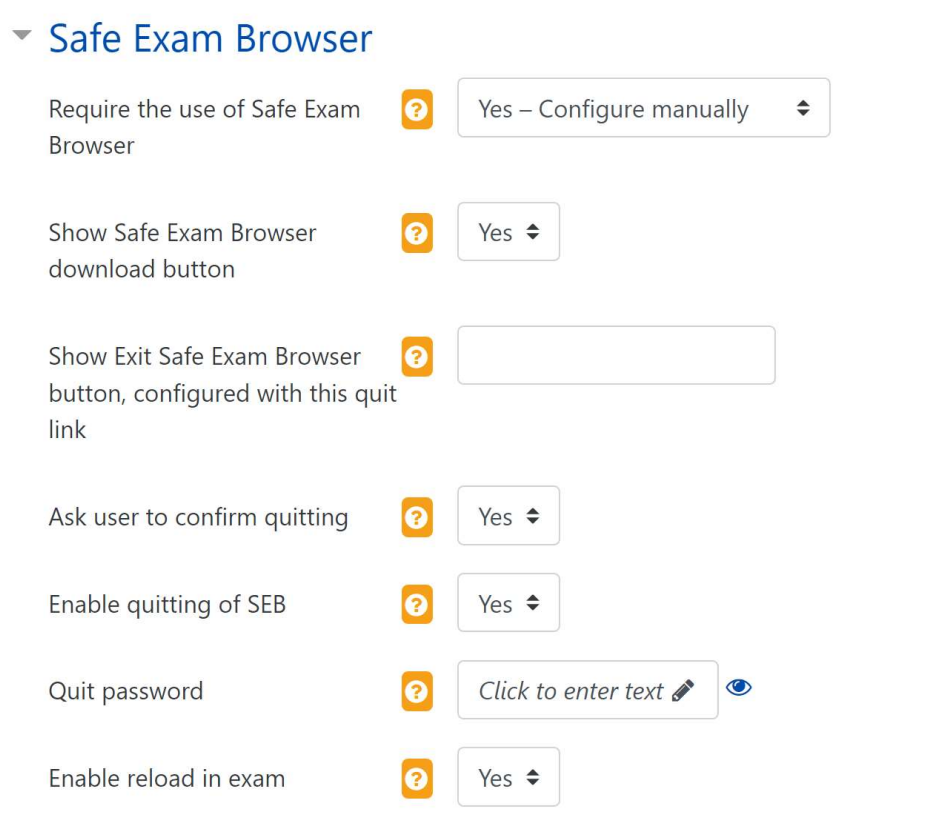
Safe Exam Browser

- Special Browser
- Block the computer during the exam
- Permits the use of apps you want
  - Excel
  - Calculator
  - Filtered web pages
- Based in secure keys

Safe Exam Browser

- Configuration in Moodle
- Student must download the browser
  - Button to download
  - Password to quit
  - Enable reload
  - Show time
  - Show wifi control
  - Show audio controls
  - Enable spell checking
  - URL Filtering





Try yourself

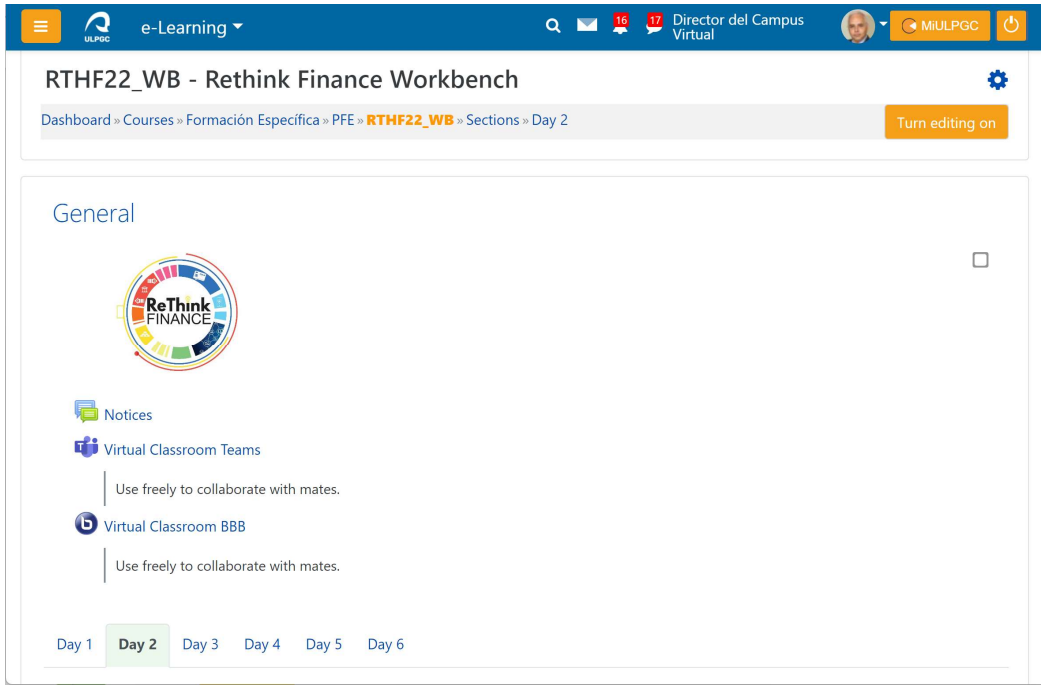
Advanced Quiz

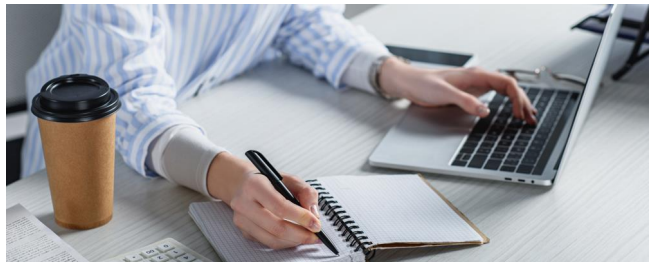
Advanced Quiz

- Create a quiz for Finance with
  - Markers
  - A conceptual map
  - A cloze
    - Two Short Answer
    - Multiple option
    - A dropdown
    - A numerical answer
- Configure the quiz to use SEB

Advanced Quiz

- Rethink Finance Workbench
  - Play as a Teacher
- Create a Quiz
  - Calculated answers
  - Calculated answers with complex formulae
  - Export and import question banks
- Use synchronous virtual classrooms
  - Teams
  - Big Blue Button





Day 4: Thursday 30th June 2022

1. New methods in online teaching in finances
2. New materials in online teaching in finances
3. Cognitive science and online teaching
4. Practice

1. New methods in online teaching in finance

New pedagogical methods of the online finance lecturer

Learning goals and activities

- 1.Learning goal: To learn about some of the new online teaching methods in finance
- 2. Workshop methods used: Trainer's presentation; discussion; case study; reading to be comment
- 3. Expected outcome of the session: Knowledge of the modern trends of online teaching in finance

Agenda

- • New pedagogical methods of the online finance lecturer
- • New methods of audiovisual teaching in finance

New pedagogical methods of the online finance lecturer

0. Case study

I have, for the first time, or after 15 years of teaching, a new group of students online.

How many ways do I have to give the classes?

How much time do I have?

How can I innovate in my classes for this course?

New pedagogical methods of the online finance lecturer

0. Case study

How many types of university lecturers are there for teaching online?

What kind of lecturer am I?

Types of lecturers in online teaching...

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

- Some practices favor autonomous and self-regulated learning by students, as well as collaborative training actions and the transformation of school practices (Ellis et al., 2020; Kidd and Murray, 2020; Bas et al., 2021; Morocho, 2021; Trujillo, 2021)

- Other practices hinder students' autonomous work and their acquisition of significant knowledge

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

- What happened to Covid, that some lecturers did not change the methodology (they could’t)
- We moved from face-to-face teaching to online teaching with the face-to-face system
- The online system has its own characteristics, and they must be met
- Our problem cannot be that they do not turn on the camera, but that they do not learn
- It would be better if they turned on the camera, yes, but if they don't turn it on, we have to make sure they learn

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.1. General introduction

- The lecturer must facilitate with his previous work the organization of the content course that favors the student to be reflective, critical and creative during his learning process.
- The student must autonomously develop his and her own metacognition
- Skills to "learn to learn"
- We must try to make the student, in her process, understand if she is learning significantly and how she would achieve it.

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.1. General introduction

- The lecturer builds the infrastructure, resources and activities in a personalized way appropriate to the skills or learning to develop.
- Before the course carries out preparation activity of;
- Content schemes
- Conceptual maps
- Knowledge structures
- Information of basic ideas
- Feedback

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.1. General introduction

Four keys to the lecturer's activity;

- Clear and precise instructions to the students of each and every one of the learning processes of the subject
- Clear outline of the content and the obligations assumed by the student and the lecturer
- Quick responses
- When speed cannot be granted, it is reported, and the deadline is changed

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.1. General introduction

The uncertainty of the student is the worst enemy (and publicist) of the lecturer

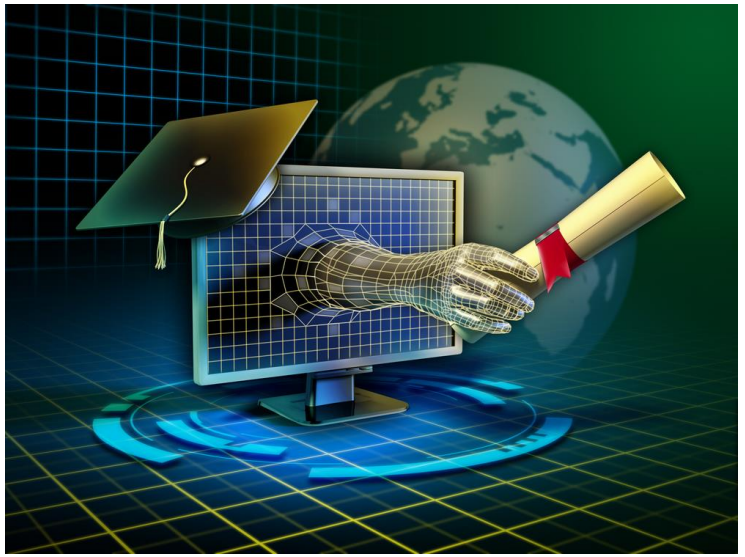
- Activity Tracking
- Individual monitoring, but above all collective
- Individual feedback, and also collective
- Climate of trust that it generates to favor learning, even through error
- Climate of trust generated for

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.2. Good design of activities

- What should have a online activity:
- In the form:
- Clarity in the requirements
- Correct organization of the task
- Diversity of teaching strategies and resources
- Good resources to do
- Creative proposals that provoke meaningful thinking
- They can be individual or collective

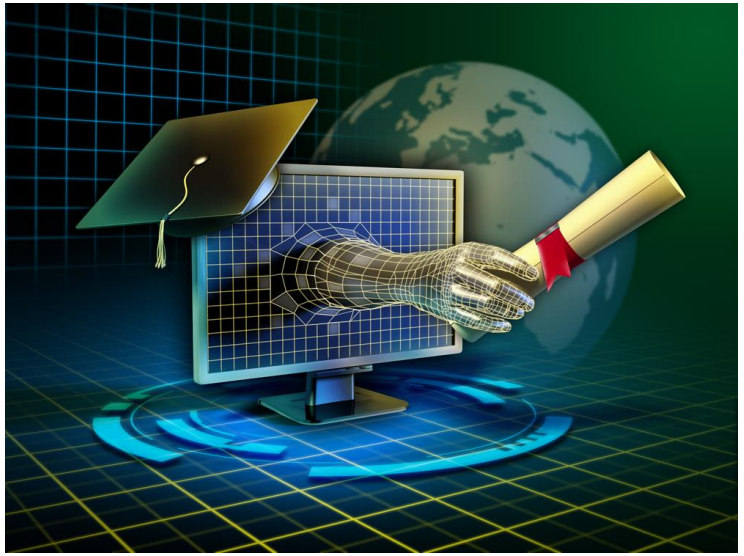


New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.2. Good design of activities

- What should a online activity have In the content of the matter:
- Relevance of the contents
- Progressive complexity
- Sufficient time allotment
- Reasonable volume of work
- Assessment according to knowledge
- Authentic, meaningful and generous evaluation
- The role of the rubric



New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.2. Good design of activities

- Some examples

- Description, objectives, requirements, resources, materials, evaluation criteria, grade, time of execution

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.3. Good development of activities

- The student must be able to understand the instructions
- There must be follow-up by the lecturer
- Rubric that does not induce doubts
- Correct and clear information in the correction
- Clarity in assigning the grade
- Climate of trust with the lecturer
- Possibility of collective reporting

New pedagogical methods of the online finance lecturer

1. New pedagogical methods in economics teaching

1.3. Group activities

The requirements for the group, the obligations of each must be clear

- Either the lecturer puts them or the students put them (and notify to the lecturer)
- There must be some kind of interaction with the individual content and the group content
- Students can present a single result, a group result, or parts of the result relationed
- The evaluation must be related to what is required and presented
- Students have individual and collective assessment and grade
- Students can evaluate the contribution of each other in the activity

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.1. General introduction

The videos have a more easiy follow-up of our students

- They don't read books anymore, they must read books

Video is the medium to capture their attention to what they need to read and watch

- The video must be meaningful, brief, short and with incentives and interests

- The video should not be enough to pass, but it should be a good way to start studying

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.1. General introduction

Before making the video:

- Objective, what is the pedagogical reason for creating the video?
- Need, will it be necessary for them to access the video?
- Utility, what will video learning be useful for?
- Relevance, what is the value that we will give to the video in relation to the rest of the content?
- Impact, what do we intend to achieve regarding pedagogy and knowledge?
- Evaluation, what evaluation will we give the video?

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.2. Features of the videos

Value of the videos (Cabero 2002):

1) motivational instrument

2) instrument of knowledge,

- 3) evaluation instrument
- 4) resource for laboratory process research
- 5) means of training and improvement of lecturers in the contents of their area

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.2. Features of the videos

- Value of the videos (Cabero 2002):

6) iconic student communication and literacy tool

7) means of lecturer training and improvement, within their didactic and methodological strategies

- 8) psychodidactic research tool

- 9) information transmitter

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.2. Features of the videos

Applications of the use of video resources in class:

- Recording of lectures or conferences
- Recording of laboratory practices
- Recording of mathematical procedures
- Video lessons
- Reports on topics of interest
- Simulation recording
- Explanations on the operation of mechanisms, machines and other equipment

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.3. Video and its educational context

The video does not teach, it does its context, situation, motivation and subsequent follow-up

- The video must be accompanied by content, since the only vision of the lecturer does not enrich knowledge
- The video must have images, texts, graphics, it can be accompanied by a PWP presentation that specifies its content
- If feasible, the video should have multiple shots and visual references.
- The video is permanently at their disposal
- The video can be used so that it is the student who exposes his knowledge

New pedagogical methods of the online finance lecturer

2. New pedagogical methods in audiovisual teaching

2.4. Video context

- To record a video before we have to be clear:
- What will improve this video to students
- What do I want to teach students with this video?
- Medium in which I will record the video
- Video outline, story board
- Video script
- Accompaniment of the video (PWP, graphs, formulas, links…)
- Let’s go to record the video

New materials in online teaching in finance

New materials in online teaching in finance

Learning goals and activities

- 1. Learning goal: To learn about some of the new online teaching materials in finance
- 2. Workshop methods used: Trainer's presentation; discussion; case study
- 3. Expected outcome of the session: Knowledge of modern materials of online teaching in finance

Agenda

- • Written materials for the innovation of online teaching in finance
- • Audio-visual materials for the innovation of online teaching in finance

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

As we have discussed, the materials must be related to the content

If we want the first stages of knowledge, we must opt for simple materials

- If we seek advanced stages of knowledge we must do other types of activities
- The materials of the face-to-face activity can be used, but we may have to make specific materials
- In distance education **less is more**
- The more technology the better for the packaging
- The academic content depends entirely on us

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

Differentiation between didactic material and educational material:

- The didactic material is that prepared by the lecturer:
- It has didactic justification in its explanation
- It is made directly by the lecturer
- It must have the final meaning centered on the lesson itself
- They only make sense when you relate them to the subject

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

The educational material is that provided by the lecturer:

- It is complementary to your explanation
- It can be own or third party
- It must be put in relation to the context of teaching
- They make sense even outside the subject

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

- The materials we have to know:
- What content does each material have?
- What is the purpose of each material?
- What should be the extension of each material
- The writing style of each material
- The extension of each material
- The way the material will interact

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

- As less we send it's better
- The technical subject to the didactic
- Legibility vs Irritability
- Avoid boring
- Interactivity
- Flexibility
- Hypertextuality
- User Participation

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.1. General introduction

- Criteria to evaluate them:
- Effectiveness / Easy to use / Bidirectionality
- Content quality / Quality and quantity of links
- Text navigation / Technology used
- Adequacy for purpose
- Adaptation to the students

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.2. General manual

- Information distribution
- It will be the basis for supporting the academic content of the subject
- The manual should always have the same structure
- It must have a general contextualization and of each content
- Each of the contents must have:
- Introduction / epigraphs / objectives / conceptual scheme
- Academic content
- Glossary of terms / Bibliography / Theoretical control questions / Practical activities

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.3. Second written materials, short presentations

- Training and instruction, clarification of content:
- Conceptual schemes of knowledge
- Basic summaries of essential contents of the discipline
- Basic summaries of definitions
- Interaction between essential concepts
- Relationship and application of theory to practice

New materials in online teaching in finance

1. Written materials for the innovation of online teaching in finance

1.4. Other written materials

- Complements to teaching, they allow us to expand, enrich, avoid
- We must always relate them to teaching
- They can be more complex, broader, but always previously explained
- List of terms
- List of processes
- Explanations of essential definitions
- FAQ
- Explanations of interactions with practice
- All these materials can be processed only once

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

2.1. General introduction

- Let us remember that the basic aspects of the video that we must be clear about:
- To record a video before it’s necessary to have clear:

- What is going to improve, what do I want to show, medium in which I record it
- Outline, script, accompaniment
- Allows graphics, animations, image dimension, colors

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

2.2. First audiovisual materials, content explanation pills

- We must have a very clear didactic value
- We must prepare the script beforehand
- We can accompany it with images or not (preferably yes)
- The videos can be in the content of the general agenda
- The videos must also give a second step of explanation of my subject
- The videos y are very useful to explain formulas or complex concepts
- We can play with the duration, three basic extensions: 20, 10 and 5 minutes
- The videos depend on the length of the content and how we structure it
- The videos must be independent and at the same time need the manual

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

2.3. Second audiovisual materials, doubt clarification pills

- The videos should be short and direct
- The videos must wait until we have the doubts of the students clear
- The videos can have a lot of graphic and explanatory content
- The videos must start from their own vocabulary to reach that of the subject
- We must start from the images of the agenda and provide new images
- We must insist only on the most complex content
- The videos should have about 5 minutes maximum

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

2.4. Other audiovisual materials, expert's videos

- The videos allow us to expand the information and focus
- The videos allow us to resort to experts and great messages
- In online teaching they are very well seen, in face-to-face teaching not so much
- The videos allow us to avoid spending time on backward students
- The videos allow us to expand the explanation in contexts of limited times

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

2.5. Other audiovisual materials, student's videos

- They have many possible applications.
- They make the student the protagonist of knowledge
- Allow group work
- They encourage problem solving
- Students are required to take a proactive attitude

New materials in online teaching in finance

2. Audiovisual materials for innovation in online finance teaching

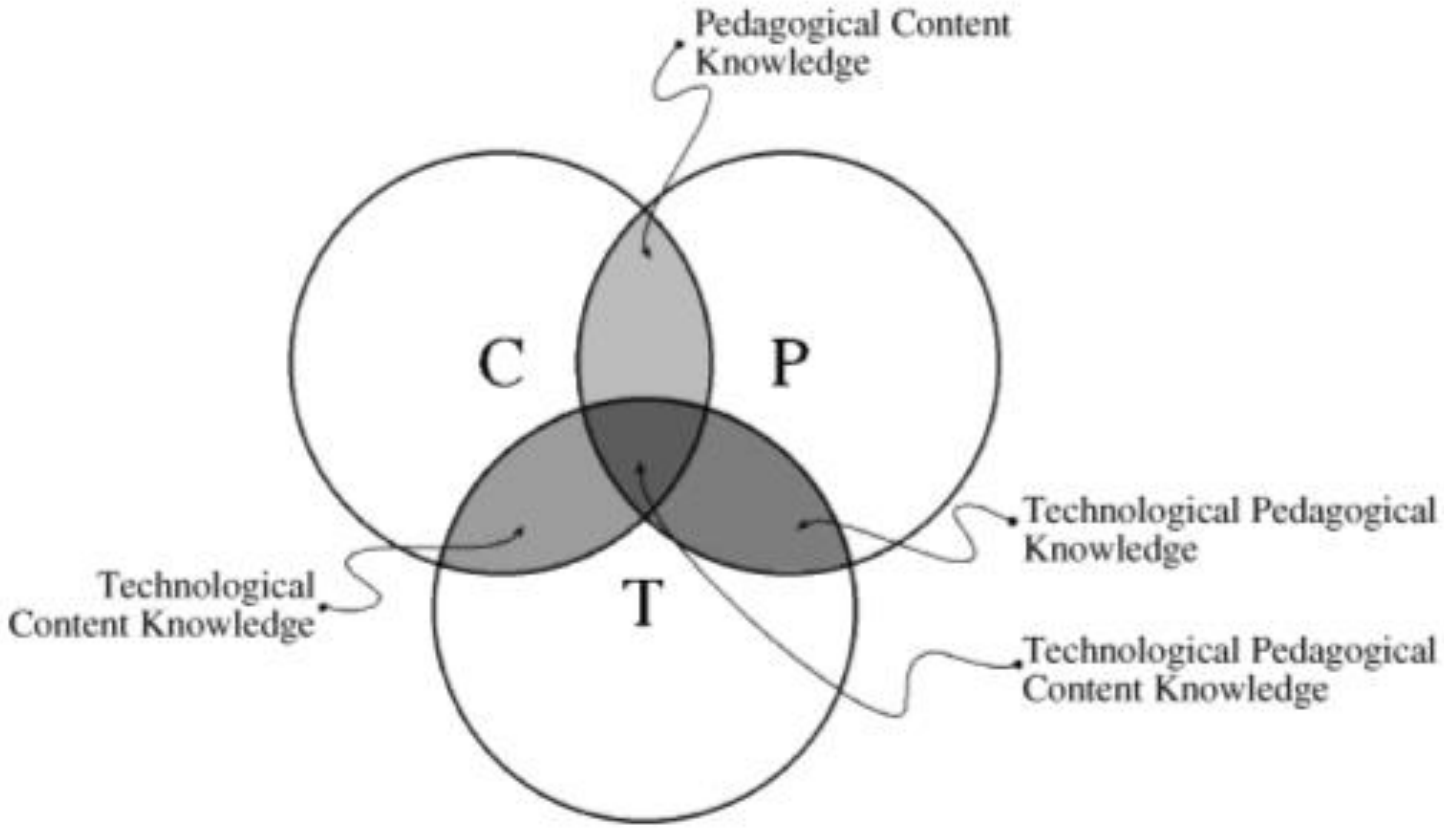
2.5. Other audiovisual materials, student's videos

- They require the student to study the base and expand with new content
- They allow us to explain the subject to other students with the same vocabulary
- Give us a very simple evaluation method
- Other courses can be studied

Cognitive science and online teaching

Cognitive science and online teaching

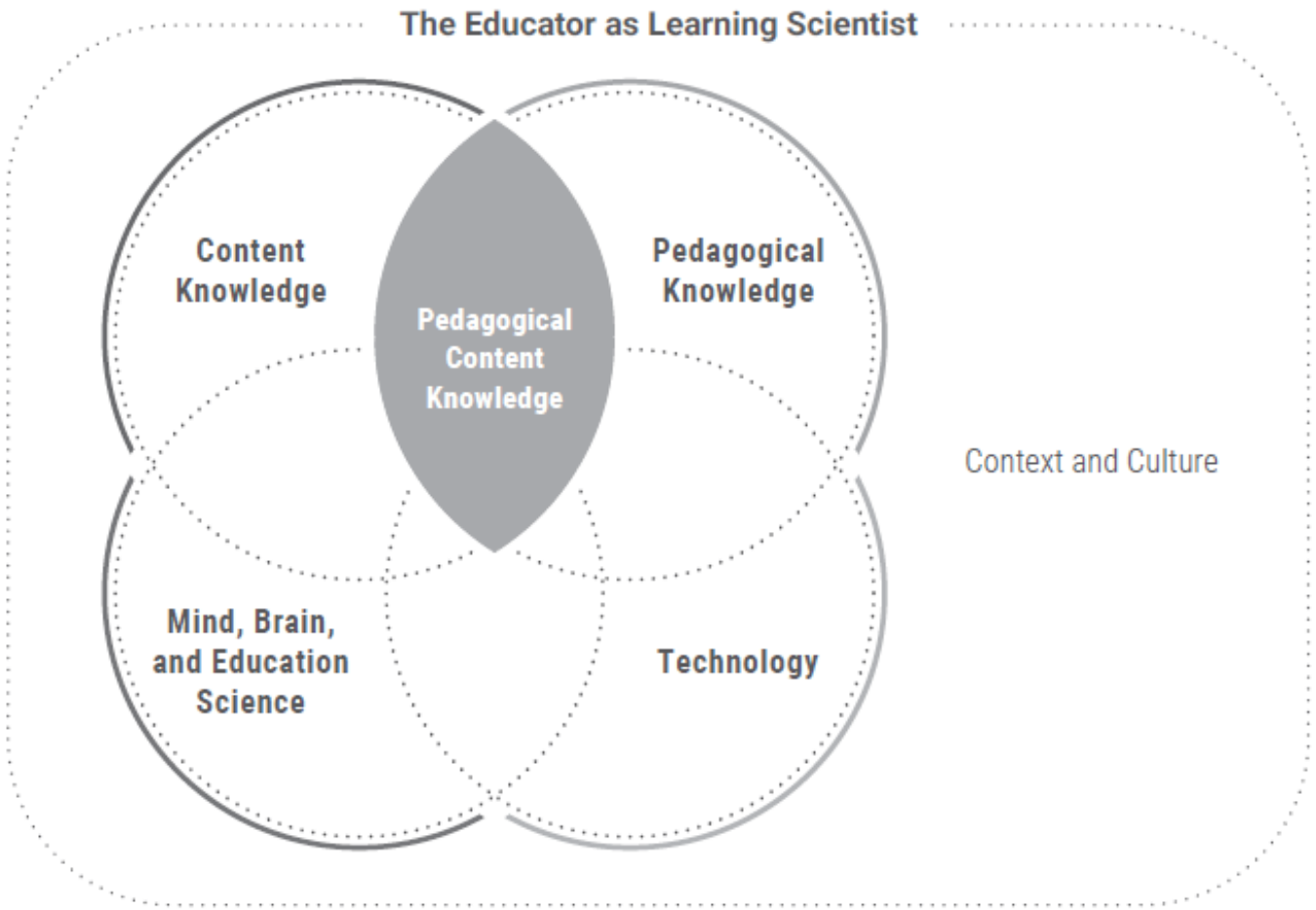
As we saw on Monday, TPACK was a solid framework for online education:



But OECD's recommendation that teachers receive more neuroscience and technology training in their initial teacher education demands changes…

Cognitive science and online teaching

Tokuhama-Espinosa (2021):



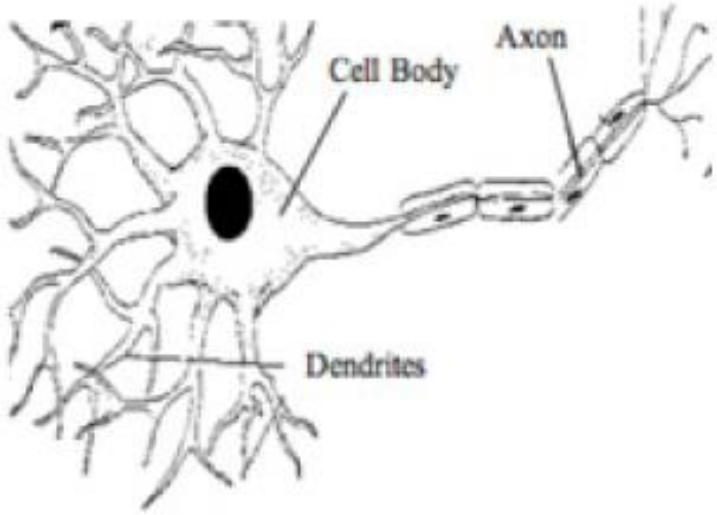
Cognitive science and online teaching

- Recent technological breakthroughs make research in biology and cognitive science more relevant for education than ever before
- Powerful brain imaging tools enable neuroscientists to study the learning brain in action
- Innovative cognitive science methods for analyzing learning enable researchers to track alternative learning pathways
- The field of mind, brain, and education: it aims to synthesise research in biology, cognitive science, and education to create a trans-disciplinary learning science that can inform education policy and practice

Cognitive science and online teaching

- The most important insight for education from the field of neuroscience may be that the brain is highly adaptive (a property called plasticity)
- Students' brains continuously adapt to the environments where they live and work, including school, home, workplaces, community centers, etc.
- As students learn in these places—mastering reading, playing online chess, or practicing typing— these experiences gradually sculpt the architecture of the brain

Cognitive science and online teaching



- The brain is made up of networks of interconnecting nerve cells called neurons and supportive glial cells
- Learning experiences are translated into electrical and chemical signals that gradually modify connections among neurons in certain areas of the brain
- Over time, these changes in neuronal connectivity can aggregate to significant reorganization of brain areas involved in certain types of learning

Cognitive science and online teaching

- The brain and how it learns best has become a key topic in educators' development
- There are some fundamental aspects to teaching online that are shared by all teachers from kindergarten to university or adults trainers
- Teachers need to
  - (1) understand how to identify, choose and compile digital resources,
  - (2) think through the best differentiated evaluation methods,
  - (3) select the right communication options,
  - and (4) know which pedagogical approaches are supported by the learning sciences

Cognitive science and online teaching

- The best way to help a person learn something new is to relate it to something already known
- All new learning passes through the filter of prior experience
- Stimulating prior knowledge is one of the key triggers in new learning

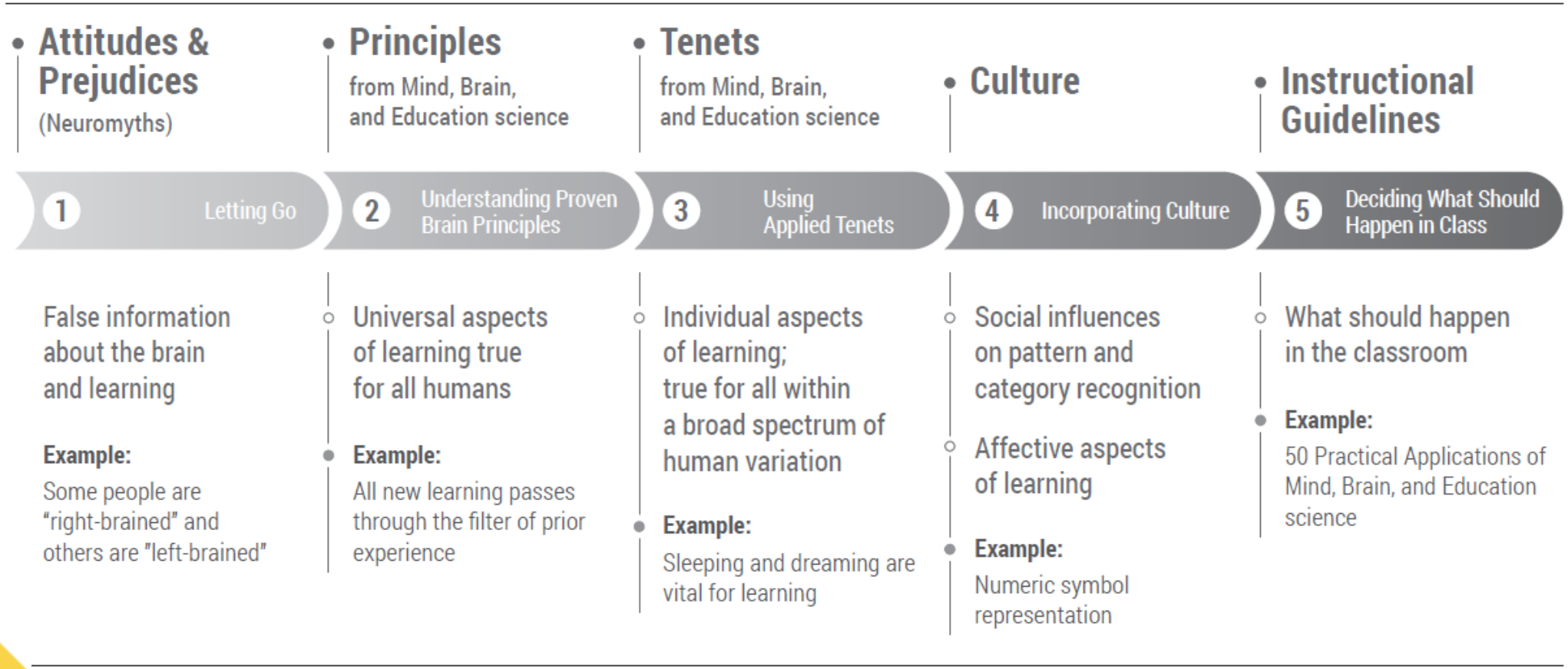
Cognitive science and online teaching

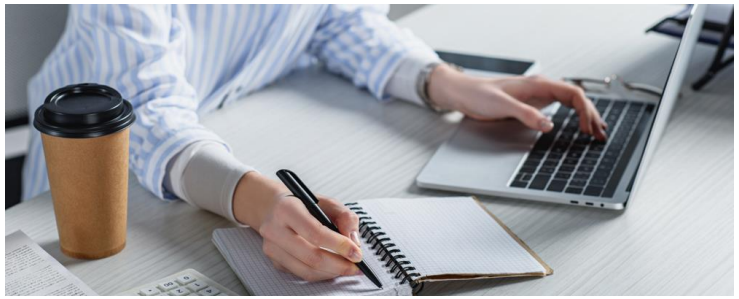
- What happens when a student has to learn something that is completely unrelated to anything s/he already knows?
    - His/her brain still craves a reference point, without which it can find itself in an infinite search loop
- The brain neuroconstructively scaffolds information
    - The brain builds up foundational networks before trying to learn more difficult ideas
    - That is why students who have no reference points on which to hang a new idea will resort to imagining how to relate and connect concepts
        - Wonderful or terrible consequences…
    - When a student cannot rely on prior knowledge to lay a clear path toward a learning objective, analogies are the next best option

Cognitive science and online teaching

- Mind, Brain, and Education science (MBE) adds an additional step to grow professional knowledge about how to improve teaching

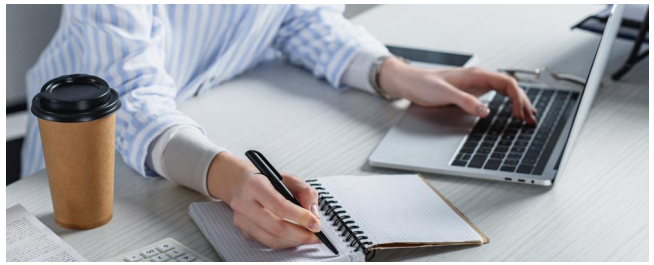
- The new steps in teachers' professional development (Tokuhama-Espinosa, 2021):





Course Overview

1. Presentation of the teaching team
2. Introduction to the course
3. Rest of Day 1: Theory and practice
4. Day 2: Theory and practice
5. Day 3: Theory and practice
6. Day 4: Theory and practice
7. Day 5: Theory and practice
8. Day 6: Presentations and feedback



Day 5: Friday 1st July 2022

1. Evaluation

2. Future

3. Practice

Evaluation

Evaluation

Learning goals and activities

1.Learning goal: To know the strengths and weaknesses of the different types of online evaluation applied to finance

- 2.Workshop methods used: Trainer's presentation; discussion; case study; reading to be comment

- 3. Expected outcome of the session: Achievement of familiarity with the different types of online evaluation applied to finance

Agenda

- • Evaluation through multiple choice questions.
- • Evaluation by role-play.
- • Evaluation of joint work.
- • Evaluation through problem solving.
- • Textual coincidence tools.

Evaluation

0. Case study

Is there a better evaluation method in online teaching?

Why do I want to evaluate in online teaching?

What do I want to evaluate in online teaching?

Do I take my exams with all the materials in front of me or not?

Evaluation

- Evaluation Keys;
- The value of continuous evaluation
- The value with meaningful feedback
- Structure learning, acquire content better, trust in their acquisition of knowledge, interact with the teacher
- The need a authentic evaluation

Evaluation

1. Types of evaluation in finance teaching

Really in eLearning teaching you can do any type of evaluation

- It all depends on how much we want to automate the procedure
- We will analyze:
- General aspects of evaluation are the most important
- How to apply them to the different types of evaluation:
- multiple choice questions
- Teamwork / Role playing game / Problem resolution
- We will also see how to use different online matching methods

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- General criteria to take into account (prior to the configuration of the activity and the evaluation);
- Evaluation design
- Relationship with the teaching process
- Relationship to meaningful content
- Charity in the general and specific evaluation criteria
- Ease and feasibility to be corrected

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- As in the whole process, we must adapt the evaluation to the online situation
- We must look for different types of evaluation for the process
- Analyze and justify why I am going to use this evaluation
- Look for the authentic evaluation
- Be efficient in evaluation

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- Evaluation to learn: It is evaluated differently at the beginning than at the end
- At the beginning I evaluate with more value the correct approach of the solution
- In the end I evaluate the result with more value
- In teamwork I evaluate teamwork on the one hand and the result on the other

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- Difference between assess and measure (Scriven 2013)
- Evaluate, value judgment on quality / Measurement, assign a value to the action
- Characteristics: Comprehensive, continuous, systematic, participatory, flexible
- Evaluate the results of the evaluation according to the difficulty of the tasks
- Evaluate the time invested

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- The evaluation may be different in the first moments of the course
- Correct feedbacks made to tasks
- Reasonable time in which they are received
- Utility to improve later works

Evaluation

1. Types of evaluation in finance teaching

1.1. General introduction

- Odds:
- Types of evaluation:
- Diagnostic / formative / summative evaluation
- Using the Assessment Portfolio: Gradebook
- Teacher evaluation / Peer evaluation
- Types of evaluation: Individual, self-assessment, group co-assessment

Printable Test - Question

4.1.5 Perfect Competition, Imperfectly Competitive Markets and Monopoly Performance

2. Traditional models of the theory of the firm are based on the assumption that the firm has the objective of

A profit satisficing.

B sales revenue maximisation.

C maximising the quality of the output.

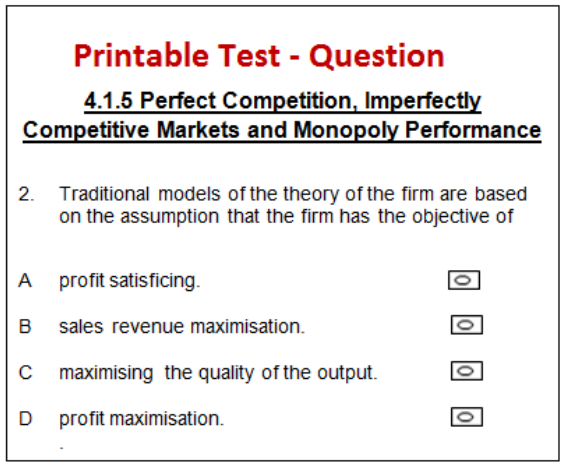
D profit maximisation.

Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- Choose well what type of knowledge you want to evaluate
- It can be simple, advanced or practical
- It all depends on the type of question
- The positive aspect is that they correct themselves
- There are systems to upload them to the database automatically
- The system sets the value of the correct and incorrect
- Choose (and inform) of the questions of each part that will enter



Printable Test - Question

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C maximising the quality of the output.

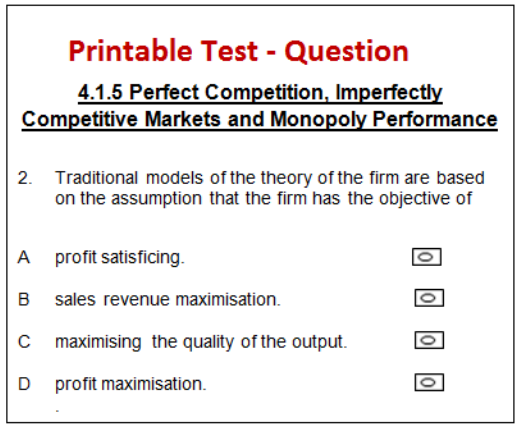
D profit maximisation.

Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- Type of multiple-choice questions:
- Calculated Simple / Multiple Choice: Variations of the calculated questions.
- Conceptual map: the answer must be a conceptual map (concept map, mind map).
- Fill in the blank / Select hidden word: simplified interface variations
- For questions to fill spaces



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C maximising the quality of the output.

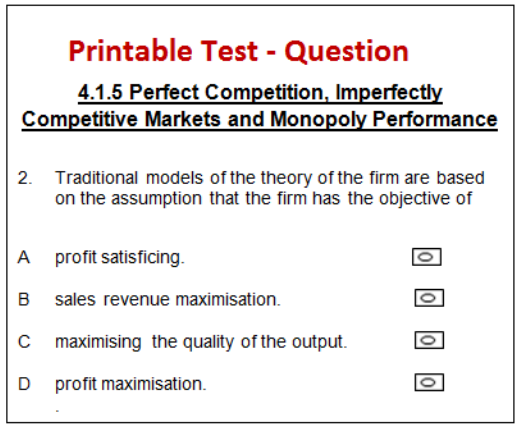
D profit maximisation.

Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- Criteria for making the correct answers and distractors:
- Ask about essential and authentic knowledge aspects of the subject
- It is possible to combine difficulties according to the level of existence that we want to put
- It is possible to ask for memory aspects or for practical applications of authentic knowledge
- The correct answer should be the one essential for your future knowledge and job
- Denials should be noted



Printable Test - Question

4.1.5 Perfect Competition, Imperfectly Competitive Markets and Monopoly Performance

2. Traditional models of the theory of the firm are based on the assumption that the firm has the objective of

A profit satisficing.

B sales revenue maximisation.

C maximising the quality of the output.

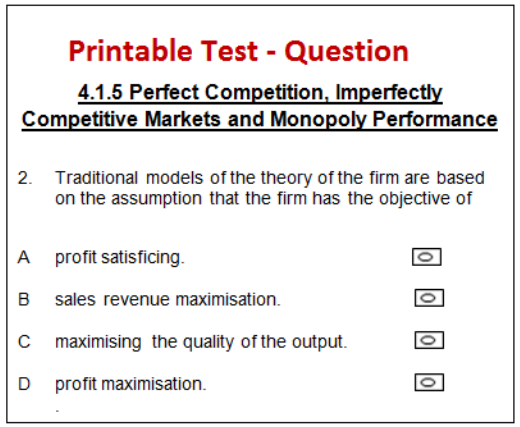
D profit maximisation.

Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- The distractors must be homogeneous in shape, none stand out in anything (they are usually clearly false)
- The distractors must be within the same category as the correct answer unless we want one to be very obvious.
- The distractors should not cause errors to those who have studied the discipline well
- It is not accepted to interrelate the answers
- There must be a relationship between the correct answer and one that focuses on an important concept of the subject matter being asked.



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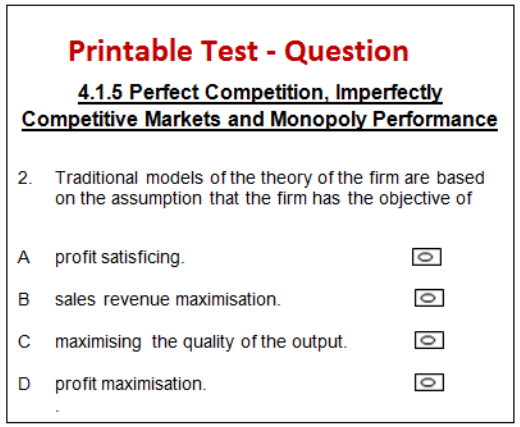
Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- Most frequent mistakes:
- Asking for opinions or using imprecise terms
- Propose options or distractors that have no grammatical correspondence with the statement (they are discarded only because of this lack of relationship, not because they have studied)
- Propose mutually exclusive or obvious options



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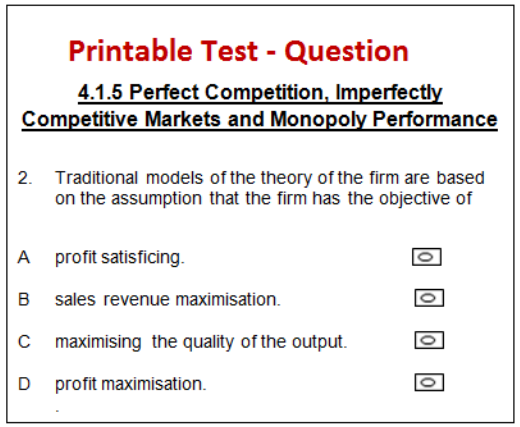
1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- Most frequent errors:
- Propose heterogeneous options: the longest is usually the correct one
- Repeat words in the statement and in the options that give the clues to answer
- Include options that encompass other options, 'none of the above' or 'all of the above' or 'options A and B are correct'. With 'none of the above', we turn all the options into true/false questions and there is a tendency for it to be the correct one: getting it right or not does not depend on having studied or on other factors



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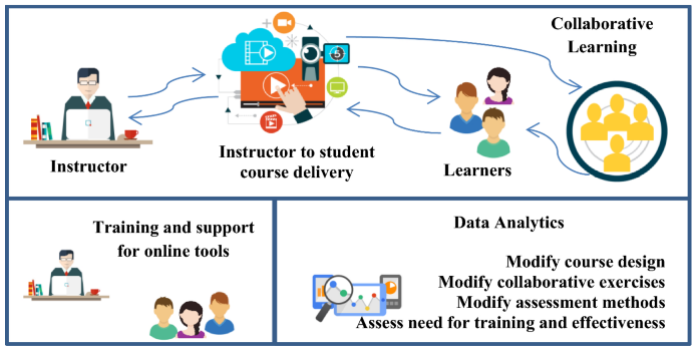
Evaluation

1. Types of evaluation in finance teaching

1.2. Assessment in multiple choice question activities

- How to ask remotely
- Let's put a 30 question exam
- Limited time
- Random order of appearance of questions with students
- Random order of appearance of answers
- Limited time (assess content and length of statement and answers)
- Impossibility of going back, when you choose, you don't change

Evaluation

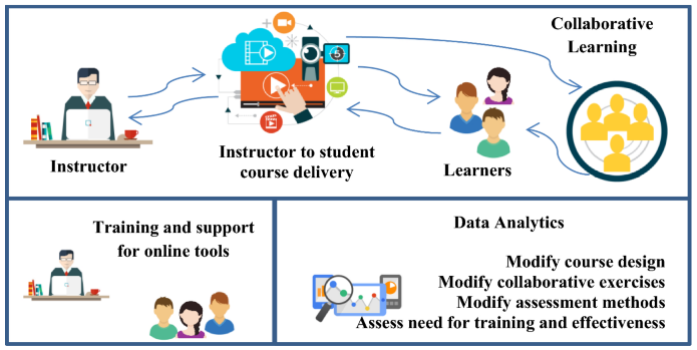


1. Types of evaluation in finance teaching

1.3. Team work evaluation

- We use it because we want to assess how they interact
- We must make the global goal very clear
- We can have individual and collective goals
- Each student takes care of the individual, all of the collective
- The questions asked should identify the process and the result
- The questions formulated must identify individual and collective work
- Peer review is very helpful.

Evaluation

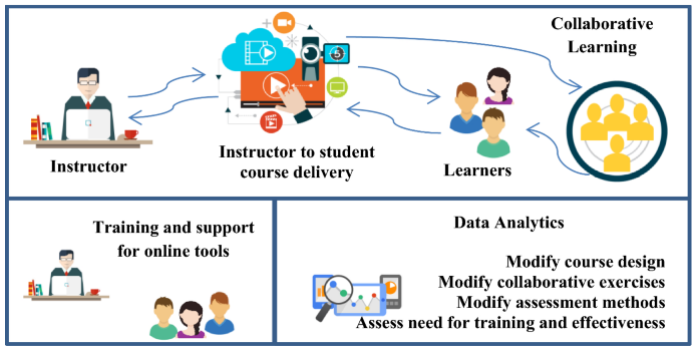


1. Types of evaluation in finance teaching

1.4. Role play evaluation

- We use it because we want to value the decision-making process
- Connects to authentic assessment
- Get the participant involved in the process
- After the role-play, the evaluation is guided with specific questions
- The questions asked should identify the process and the result
- The questions formulated must identify individual and collective work
- Peer review is very helpful.

Evaluation



1. Types of evaluation in finance teaching

1.5. Evaluation through problem solving

- It will seek to evaluate the process and the solution
- The process and the solution will have a different evaluation and measurement
- They will be sequenced from simpler to more complex problems.
- If individualized information cannot be given, standard solutions are prepared for the most common problems

Evaluation

1. Types of evaluation in finance teaching

1.6. Text matching tools

- Types of evaluation in finance teaching
- Text matching tools
- Plagiarism

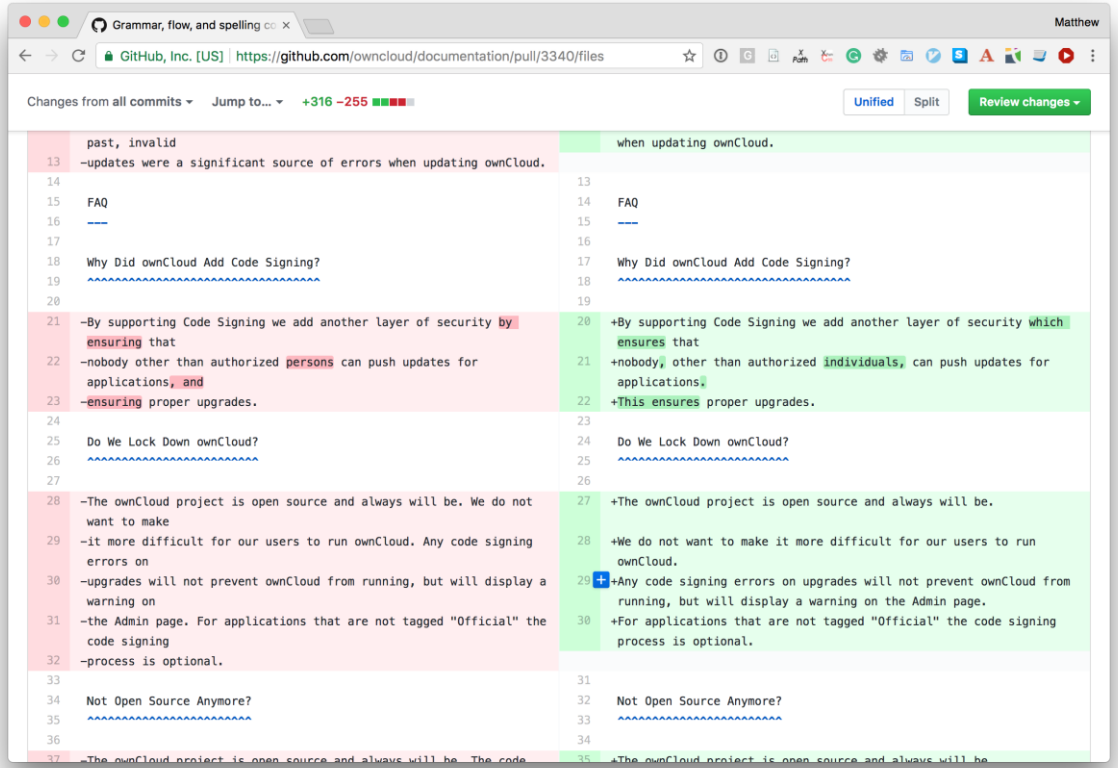
Evaluation

1. Types of evaluation in finance teaching

1.6. Text matching tools

Plagiarism

- Textual coincidences
  - Long term utilities
- Tools easy the process for teaching and investigation
  - Turnitin
  - Ouriginal
  - Urkund
  - ...



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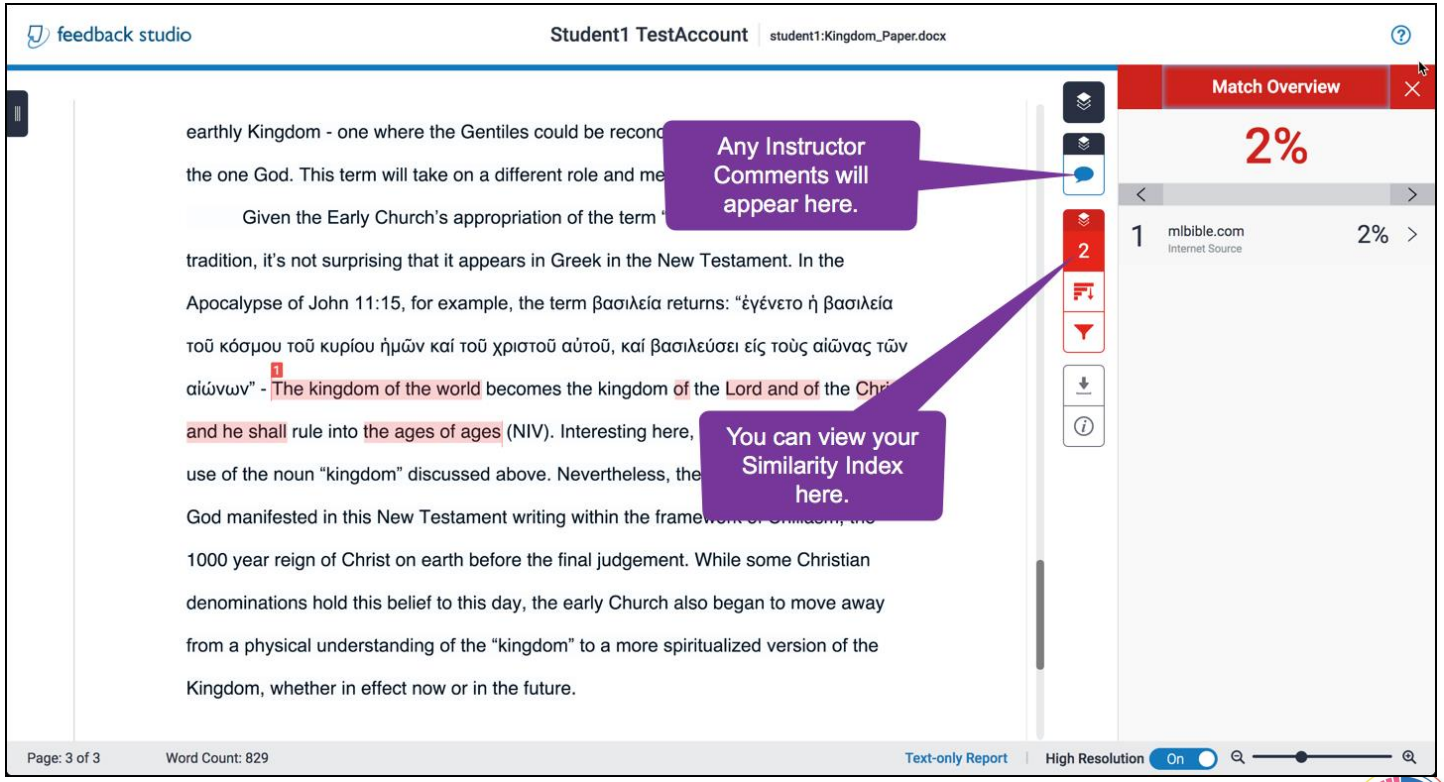


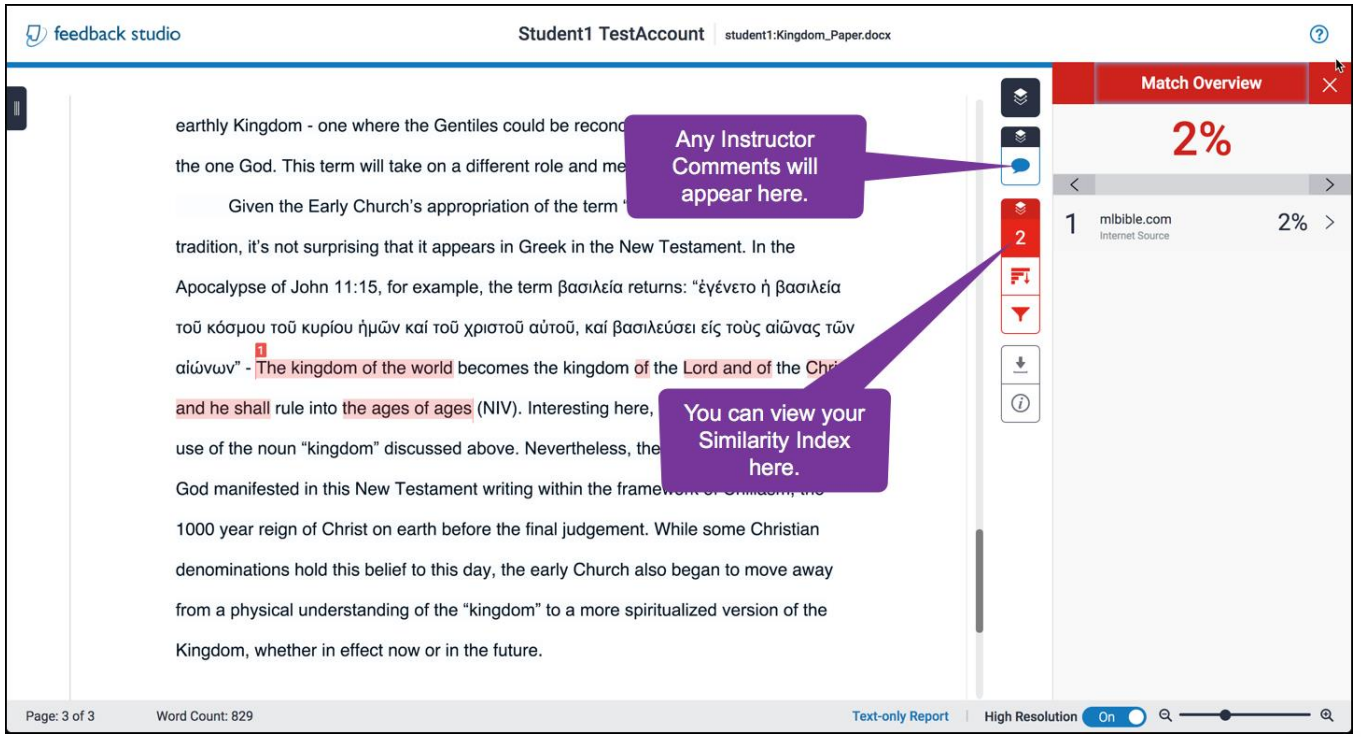
Evaluation

1. Types of evaluation in finance teaching

1.6. Text matching tools

Plagiarism

- Do not
  - Do Early checking
  - Let students view feedback
  - Check final revisions global
- Best practices
  - Check without putting in global repository
  - Only put in repository
    - Works you have permissions to do

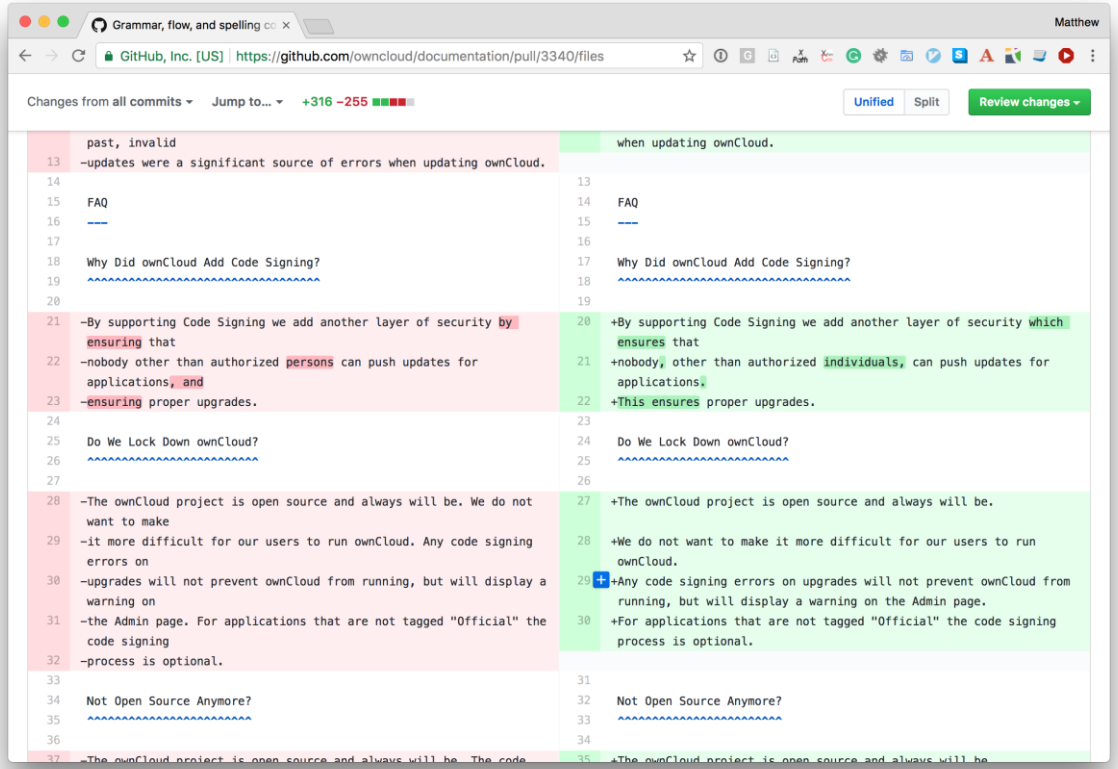


Evaluation

1. Types of evaluation in finance teaching

1.6. Text matching tools

- Coincidences level
  - You must analyse
    - Low coincidence is strange
    - Large coincidence is strange
  - 20% to 30% is normal coincidence
  - Citation is mandatory
  - Legal norms and rules
    - They must be copied literally
  - Compendia has a mark over 60%



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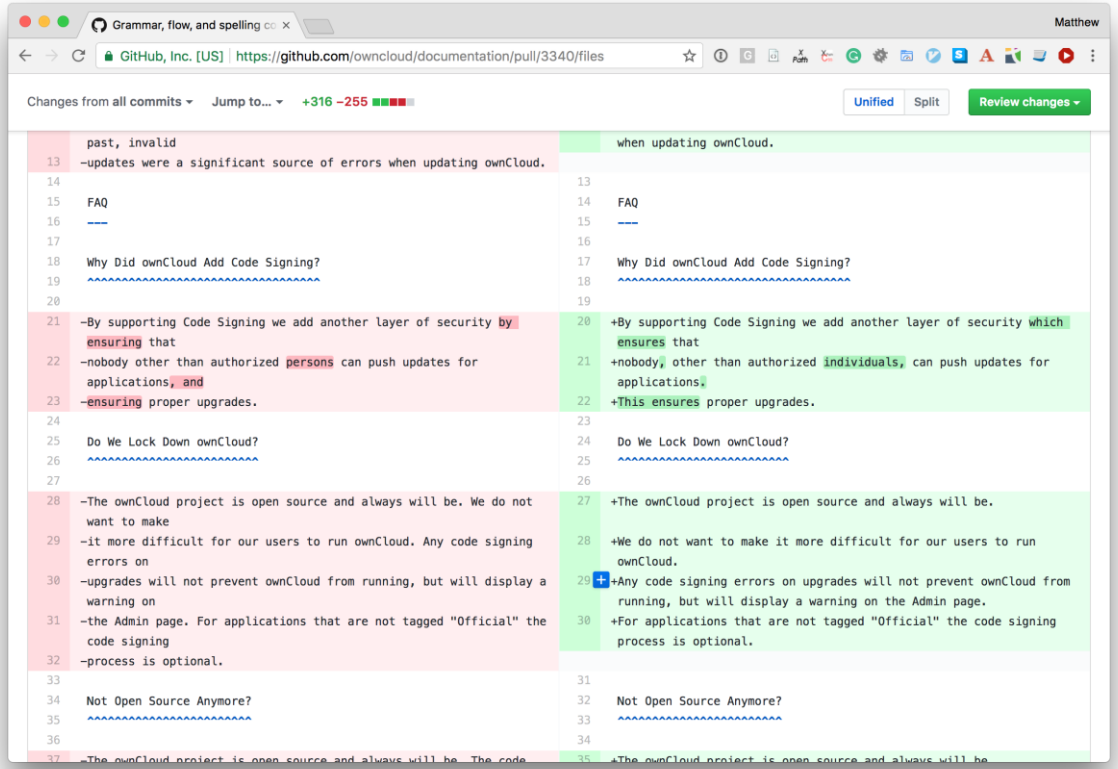

Future

Future

- New internet
  - Distributed internet
    - Without servers
    - Lidered by Tim Berners Lee
      - Original web creator
    - Peer to peer
- Faster internet
- Automatic text and images generation
  - Fake news
- Automatic readers
  - Conceptual comprehention of AI

Future

- Text to image model
  - Parti – Google
- Natural Language Processing
  - Text generation

Future – Automatic Text

- Finance teaching with moodle in a near future (https://smodin.io/writer)
  - Finance education is an important academic discipline that has a significant impact on people's lives. In the 21st century, finance has become more complicated and there is an increased need for professional financial advisors. A great way to provide this training is through using Moodle in the classroom setting. Moodle provides educators with a versatile platform that can be used to create custom courses, deliver lectures, and manage student records. Using Moodle in finance teaching allows students to access course materials from anywhere, at any time.
  Moodle is a flexible learning platform that has a wide range of uses. It falls predominantly in the category of online teaching tools and has rapidly gained appreciation in recent years for its versatility and versatility. In this paper, we will be discussing its use in finance teaching.
  Moodle works on a modular system, which makes it very user-friendly for those who are not used to working on complicated software systems. Moodle can be divided into two parts- the administration panel, which deals with all the core functions of Moodle, and the teaching platform, which provides the interface for the user to create courses, manage students, track assessment results, and so on.
  Finance educators have found Moodle an ideal platform for a number of reasons. Moodle's modular design allows for a very quick and easy adaptation to any teaching situation. Moodle is also very versatile and can be used to teach a wide range of topics. Most importantly, Moodle is a relatively cheap and easy-to-use teaching platform, making it a good option for teachers who are unwilling or unable to invest in more expensive software.
  Moodle is a versatile and cost-effective teaching platform that can be used in a variety of finance-related courses. Its modular design makes it quick and easy to adapt to any teaching situation, and its versatility makes it a good option for teaching a wide range of topics.

Future

- The future is here
- Investigators are 2 year forward
- Not all investigations arrive to good port
- I was working in Web 2.0
  - Web 2.0 is social web
  - We fail, we thought 2.0 was semantic web
  - Semantic web is far from to be here
- We can’t inferre the future

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Day 6: 4th/7th July 2022

1. Learning activity and evaluation

Learning activity and evaluation

LEARNING ACTIVITY AND EVALUATION - RETHINK FINANCE (DAY 6)

GENERAL DESCRIPTION OF THE ASSIGNMENT

In line with the development of practical competencies associated with the course on online teaching, the skill linked to the preparation of effective audiovisual material as support tool for online learning has been chosen. In that regard, the participant is required to prepare a short video oriented to explain a selected topic of interest in one of his/her courses (the explanation of a concept, the presentation of the subject, some frequent doubts...).

The video must contain three parts: 1) introduction (explaining the general idea, its importance, its connection to the students' interests, etc.); 2) development of the presentation (the longest part of the presentation with some connections to prior learning but at the same time advancing the knowledge about the topic to let further knowledge construction by the student); and 3) conclusion (summing up the presented ideas in the development and ending up with an element to reaffirm the interest of the topic).

As explained during the session of the course in Day 4 (see the material of that session for further information), we strongly recommend the preparation of a script and storyboard before recording the final video, but the outcome to evaluate will be only the recorded video. The length of the video should be between 1 and 3 minutes, and the video must be recorded by Wednesday 6th June at 23:55.

The video will be recorded in the main section of the eLearning ReThink-Finance website by accessing the Virtual Classroom BBB. For further information about recording a video with BBB, please read the instructions in the material of session S4P4 video pills (Day 4). Slides can be used or not based on the personal.

Once you have recorded the video, please wait until the video is shown in the eLearning ReThink-Finance website (this usually takes 10 minutes) and change the title to name the file with the participant's first name and surname followed by the expression "_ReThink_Finance_video" (to do that, please click in the pen icon and proceed to change the name).

The video will be evaluated based on the following criteria:

1. Correct video recording and upload in the Learning Management System (i.e., Moodle).

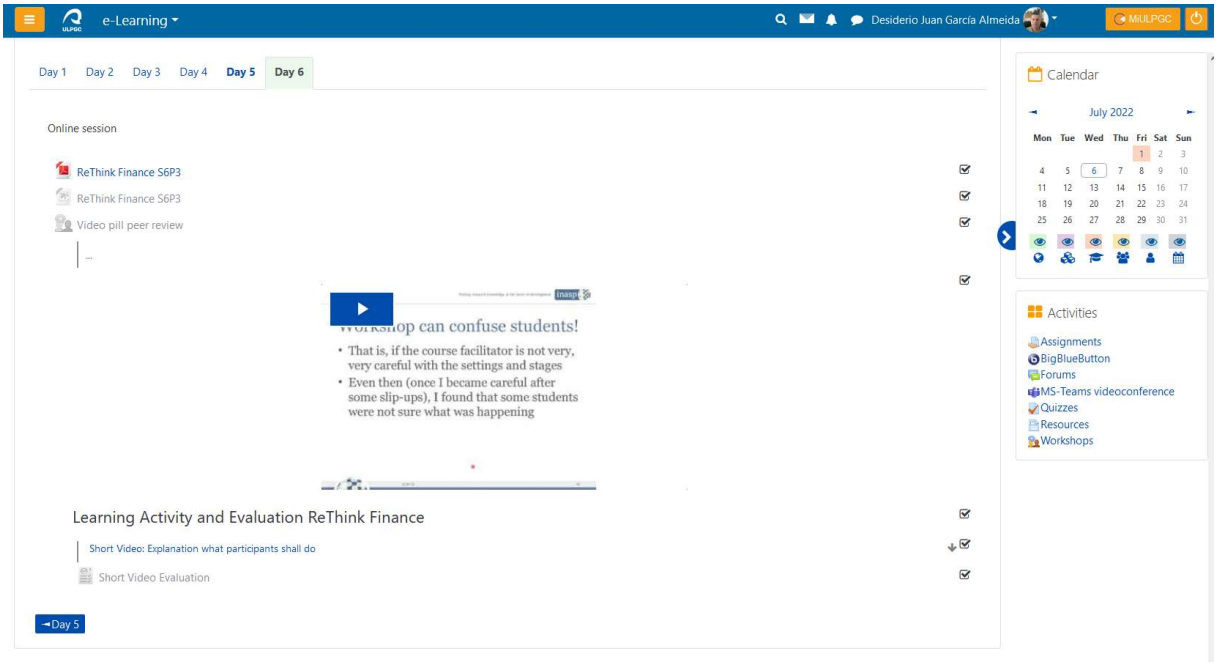
2. Successful technical performance regarding video, sound, image and supporting visual aid.

3. Organisation of the information.

4. Quality and fluency of the speech.

5. Pedagogical quality of the message.

The criteria will be graded with the following items: "excellent", "good", and "needs to be improved".


e-Learning
Desiderio Juan García Almeida
MiULPGC
Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Online session
ReThink Finance S6P3
ReThink Finance S6P3
Video pill peer review
...
Learning Activity and Evaluation ReThink Finance
Short Video: Explanation what participants shall do
Short Video Evaluation
Day 5
Calendar
July 2022
Mon Tue Wed Thu Fri Sat Sun
Activities
Assignments
BigBlueButton
Forums
MS-Teams videoconference
Quizzes
Resources
Workshops

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ReThink FINANCE

For more guidance and information about this topics please register on the project platform: **https://rethink-finance.ro/log-in/?redirect_to=https%3A%2F%2Frethink-finance.ro%2Fplatform%2F**

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