

## My e-tivity

**Name** Sylvia

**Title of e-tivity** Things I need for my baby – in plain English ;-)

### Assumptions

This e-tivity will form one part within the learning-area toddler and children. Knowing what equipment a baby needs, is next to care of babies, the development of babies, issues of hygiene and safety, children diseases and nutrition are other contents with the toddler learning area.

### Stage of programme

The care of toddlers is normally the last learning area taught within a school year. Care of sick and older people and people with disability are the three other learning-areas taught during one school year. The students know each other and are familiar with Moodle and its communication features, e.g. forum, wiki, chat, herefore the e-tivity forms part of Stage 3 to 5 of Salmons 5-stage model.

<b>Name of e-tivity</b> (choose an enticing one)	Things I need for my baby – in plain English
<b>Purpose</b> Really sell this to your participants. Check that you can use it too to evaluate for quality and outcome	What equipment do expecting parents need to buy for their baby? And what do they need to consider when buying the equipment. How should the sleeping area be designed to ensure issues of safety and hygiene? Assume you are a midwife, baby nurse or Medical office assistant of a paediatrician and you should give a presentation to a group of parents-to-be. <b>Competences students should acquire</b> <ul style="list-style-type: none"> <li>Knowing what equipment a baby needs</li> <li>considering safety and hygiene issues as well as the avoidance from allergies when buying clothes, care products, toys and/or baby cot</li> <li>present information to parents</li> </ul>
<b>How many participants?</b> Suggest 6–15 maximum first time	The class is during the on-the-job training split in groups of about 12 up to 15 people
<b>Structure?</b> Design. 3 days on this, 4 days on that, 4 days for summary & feedback etc.	<b>Day 1 - 2</b> Icebreaker – exchanging own babyfotos and comment on it <b>Day 3</b> – Introduction of the e-tivity, agenda, group finding <b>Day 3 – 5</b> Online research to find information about necessary equipment <b>Day 4– 6</b> Group wiki to collect brief description about the internet websites, with rating how good or bad they are <b>Day 7</b> Net conferencing (e.g. with Elluminate or Skype) to discuss findings and discuss possible structure for the presentation <b>Day 8 -9</b> Groups compile a mind map with a structure for their presentation <b>Day 10 – 13</b> Group work – compiling presentation <b>Day 14</b> Presentations of group work <b>Extras</b> <b>Day 1 – 14</b> maintain a personal blog to report about the own learning experience.
<b>Associated media and other</b>	Computer with Internet access

<b>resources</b>	<p>VLE (Moodle)</p> <ul style="list-style-type: none"> <li>• Wiki</li> <li>• Forum</li> <li>• Social bookmarking</li> <li>• mindmap, e.g. xmind (open source)</li> <li>• presentation software – e.g. Google presentation</li> <li>• reading material</li> <li>• list with possible Internet resources</li> <li>• net conferencing (e.g. Skype or Elluminate)</li> </ul>
<b>E-lapsed time needed</b> I.e. Calendar time, usually at least a week!	2 weeks
<b>E-moderators time</b> Estimate your time (Then double...)	<p>Total time: 20 hours</p> <p>Time for preparation: (3-4 hours)</p>
<b>E-moderator actions</b> What you'll do and when...most important part is keeping participants going and providing summary 7 feedback	<p><b>Day 1 - 2</b> facilitates Icebreaker activity, upload e.g. a own babyfoto, but steps back (1 hour)</p> <p><b>Day 3</b> setting out the task and the agenda, facilitates group finding (net conferencing (1 hour)</p> <p><b>Day 3 – 5</b> Provide list with possible resources, support internet research (3 hours)</p> <p><b>Day 4– 6</b> Supervise group wikis and provide technical help (1 hour)</p> <p><b>Day 7</b> Moderate Net conferencing (e.g. with Elluminate or Skype) introduce and present Xmind (1 hour)</p> <p><b>Day 8 -13</b> technical and academic support, monitor task, asking question to seeking understanding, monitoring activity and keeping people on targets, motivate and encourage, provide summative feedback (6 hours)</p> <p><b>Day 14</b> facilitate final presentations of group work, assess presentation, provide formative feedback (1 hour)</p> <p><b>Extra</b></p> <p><b>Day 1 – 14</b></p> <p>Encourage to work on the blog and set up the glossary for the learning area, comment on blog (2 hours)</p>
<b>Student time</b> Asynchronous working needs plenty of time to work	<p>Icebreaker activity (2 hours)</p> <p>Net conferencing (1 hour)</p> <p>Internet research (2 hours)</p> <p>Setting up the wiki (1 hour)</p> <p>Net conferencing (1 hour)</p> <p>Create mind map (2 hours)</p> <p>Group work (6 - 8 hours)</p> <p>Final presentation (1 hour)</p> <p>Maintaining blog (5-6 hours)</p> <p>Work on glossary (30 minutes)</p>
<b>Student actions</b> What will they DO, (don't forget to include responses to others)	<p><b>Day 1 - 2</b> Icebreaker – exchanging own babyfotos and comment on it</p> <p><b>Day 3</b> – Introduction of the e-tivity, agenda, group finding (synchronous)</p>

	<p><b>Day 3 – 5</b> Online research to find information about necessary equipment</p> <p><b>Day 4– 6</b> Group wiki to collect brief description about the internet websites, with rating how good or bad they are</p> <p><b>Day 7</b> Net conferencing (e.g. with Elluminate or Skype) to discuss findings and discuss possible structure for the presentation</p> <p><b>Day 8 -9</b> Groups compile a mind map with a structure for their presentation</p> <p><b>Day 10 – 13</b> Group work – compiling presentation</p> <p>Day 14 Presentations of group work</p> <p>Extra</p> <p><b>Day 1 – 14</b> maintain a personal blog to report about the own learning experience.</p>
<p><b>How evaluated?</b> Against what criteria will you judge success, and how will you get that information?</p>	<p>The final group presentation can be marked and/or writing a test using the test area from Moodle.</p>

**Action notes:**