

SOPAN SUMBA E-LEARNING PROJECT

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OMDE 610
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UMGC – Spring 2023



THE FORD FOUNDATION - INDONESIA



- Ms. Farah Sofa – Program Officer/Grantmaker
- Funding program:
 - Gender, racial, and ethnic justice
 - Education
 - Human rights

SOPAN SUMBA

Vision:

To achieve an inclusive society that guarantees the rights of women, children, and other marginalized groups and gender equity that is fundamental to sustainable development.

Mission:

- Eradicating gender-based violence through e-learning program that focuses on gender literacy
- Gender empowerment through English language e-learning

THE SIGNIFICANCE OF THE PROJECT

- 1) Exercising one's human freedom – equal rights between males and females
- 2) To encourage other stakeholders to become active participants in helping the marginalized group

WHY E-LEARNING

- 1) It is flexible with time, distance, and learning pace
- 2) It reaches diverse socio-economic and cultural backgrounds of learners
- 3) It is cost-effective

THE DETAILED LEARNING ACTIVITY

| Feb | | Mar | | Apr | | May | | Jun | | Sep | | Oct | | Nov | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Week | | Week | | Week | | Week | | Week | | Week | | Week | | Week | |
| 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th | 2 nd | 4 th |
| Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | | Sat, 9:30 am | |
| EL | EL | GL | EL | EL | GL | EL | EL | GL | EL | EL | GL | EL | EL | GL | EL |
| I-D | L-D | D | F-A | W-D | R | C-D | L-A | D | O-D | W-D | R | G-A | L-D | S-A | A |

Sat: Saturday; EL: English Language; GL: Gender Literacy. Intro: introduction; L: listening; D: discussion; F: family; A: Assessment; W: writing; R: reciprocal learning; C: challenges; O: opportunity; G: goal; and S: storytelling.

THE DETAILED LEARNING ACTIVITY (CONT'D)

- Ten months per year, excluding July and December
- Learners: instructors' ratio is 10: 2
- One-hour class
 - 30 mins learning material
 - 30 mins discussion/assessment
- Twice a month
 - 2nd and 4th week
 - Saturday, 9:30 am local time
- Topics
 - Practical conversation
 - Gender empowerment-related

ONLINE ETIQUETTE



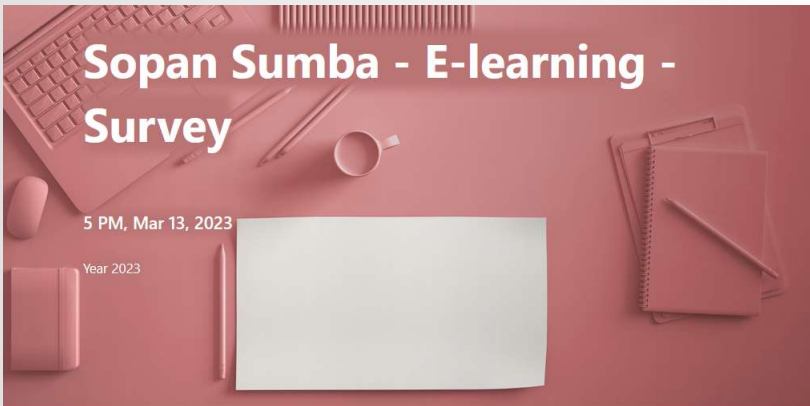
TECHNOLOGY

- ZOOMS → Synchronous
- Visualization of Material:
 - Video
 - YouTube
- Canva and/or Piktochart
 - PDF contents
 - Asynchronous
- Microsoft Forms or Google Forms
 - Quizzes, surveys, and feedback form
- WhatsApp
 - Learner-learner and learner-instructor interactions
 - Content sharing

THEORY OF LEARNING & LEARNING IMPLICATIONS

| BEHAVIORISM | COGNITIVISM | CONSTRUCTIVISM |
|--|--|--|
| Theory assesses behavioral changes influenced by external stimuli and measured quantitatively (Ally, 2008, Bates, 2009). | Learning is an internal process of acquiring & storing information using taxonomies: cognitive, affective, psychomotor, and creating (Bates, 2009). Learners are the focus of learning. | Learners also are the focus of learning; but with emphasis on “human consciousness, free will, and social influences” (Bates, 2009, para 1). |
| Pre-determined learning objectives | Creating content that is shorter in duration. | Collaborative learning – group work, discussion, reciprocal learning. |
| A contract between learners & instructors | Visually appealing content | Storytelling |
| Reinforcement of rewards & punishments | Alteration based on learner’s different learning style | Instructor serves as facilitator. |
| Timely feedback for correction purposes | Instructor serves as subject matter expert. | |
| Multiple-choice quizzes with feedback, survey, | | |
| Instructor serves to control the classroom and learning to achieve the intended behavioral changes. | | |

THE ASSESSMENT



Sopan Sumba - E-learning - Survey

5 PM, Mar 13, 2023

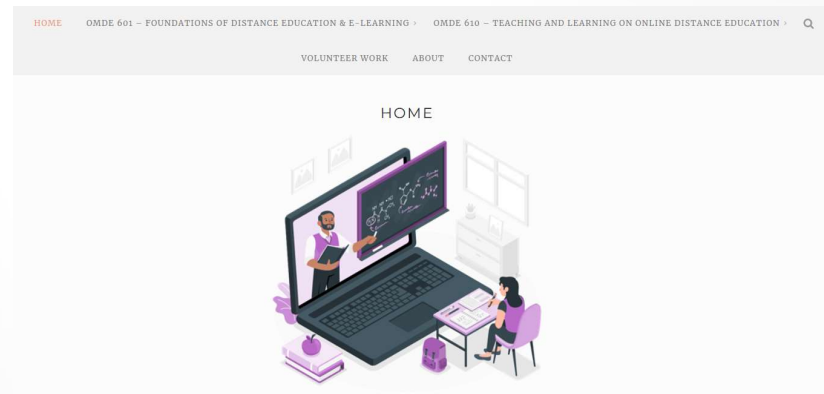
Year 2023

1. This learning experience was a worthwhile investment of my time

Agree

Disagree

E-Learning Survey



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HOME

NIA ENGLISH E-PORTFOLIO

This webpage serves as my E-portfolio as an Master of Distance Education (MDE) candidate. It is a compilation of my academic works pertaining to Distance Education & E-learning. Thank you.

E-Portfolio

THE ASSESSMENT (CONT'D)

- In-lesson Polls
- One-minute Paper

In-lesson Polls
Review What We Learn Today

1. How do you rate today's class?

☆☆☆☆☆

2. Do we need to repeat the material in our next meeting?

Yes
 No

3. Explain what part of the topic you do not understand very well

Enter your answer

Submit


One-minute Paper
What do you get out of this class?

1. Today I learned about? What do I think of it?

Enter your answer

Submit

THE ASSESSMENT (CONT'D)

| ESSAY WRITING RUBRIC | | | | | |
|---|--|--|---|--|-------|
|  | Excellent | Good | Satisfactory | Needs Improvement | Score |
| Introduction | <p>3 Introduction states the issue examined with clear thesis.</p> | <p>2.67 Introduction states the issue, clear thesis, but phrasing and organization may be awkward.</p> | <p>2.37 Introduction does not state the issue clearly. Thesis is there but a little broad. Organization is not cohesively organized.</p> | <p>0 Introduction is missing or significantly underdeveloped.</p> | 3 |
| Content | <p>3 Clearly focused and cohesive throughout, with clear topic sentences and relevant details.</p> | <p>2.67 Focused and cohesive. Topic sentences a bit vague. Need more relevant details for coherence.</p> | <p>2.37 Lack of topic sentence and coherence, resulting difficulty to understanding the writer's intent</p> | <p>0 No topic sentences. No cohesiveness. The content is significantly underdeveloped.</p> | 3 |
| Grammar & Organization | <p>3 Excellent grammar, spelling, syntax and punctuation. Well laid out paper, including introduction, thesis, body paragraph, transition, conclusion, and references.</p> | <p>2.67 A few errors in grammar, spelling, syntax and punctuation, but not many. Overall organization is good.</p> | <p>2.37 Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Perhaps lack of proofreading. Organization is there but somewhat weak.</p> | <p>0 Significant errors and no sense of organization.</p> | 3 |

THE ASSESSMENT (CONT'D)

- Grade Tracker
- Rubrics & Grade

The 'Grade Tracker' application interface features a title bar with 'English' and window control icons. Below the title bar is a search bar with 'Month/Year:' and 'Name:' labels and a magnifying glass icon. The main title 'Grade Tracker' is centered. Below the title is a table with the following structure:

| Date | Subject | Score | Target | ✓ | ✗ |
|------|---------|-------|--------|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Below the table is a 'Notes' section with a text input field.

The 'Rubrics & Grade' application interface features a title bar with 'English' and window control icons. Below the title bar is a search bar with 'Month/Year:' and 'Name' labels and a magnifying glass icon. The main title 'Rubrics & Grade' is centered. Below the title is a table with the following structure:

| Rubric Score | Grade | Target |
|--------------|-------|-----------|
| 9 | A+ | Excellent |
| 8 | A | Very Good |
| 7 | B+ | Good |
| 6 | B | Good |
| 5 | C | Fair |

Below the table is a 'Notes' section with a text input field.

The End – Thank You