



Development And Validation Of 'Teaching-Innovate': A Capacity Building Program

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ARTICLE INFO

ABSTRACT

This paper documents the development and validation of the 'Teaching-Innovate' program, a capacity-building initiative designed to enhance the online teaching competencies of secondary school teachers. Initially, after preliminary selection of the course content, subject matter experts conducted a thorough review of the course content, providing detailed feedback that was used to refine and enhance the program. Subsequently, instructional designers evaluated the course structure, learning activities, assessments, and engagement strategies to ensure alignment with learning objectives. The validation process, conducted in five comprehensive stages, ensured the program's content accuracy, instructional effectiveness, technical functionality, and overall usability. A technical review by an IT professional ensured seamless functionality across multimedia elements and accessibility of content. A pre-pilot study involving a group of twenty secondary school teachers provided critical insights into the program's usability and learning experience, leading to further refinements. This rigorous validation has established the program as a robust and effective tool for professional development, capable of significantly enhancing teachers' abilities to teach on online platforms.

Keywords: Teaching-Innovate, capacity building, secondary school teachers, online teaching, validation.

1. Introduction:

In the wake of the global shift towards digital education, the necessity for effective online teaching has become increasingly paramount (Mishra et al., 2020). Traditional teaching methodologies, while still valuable, require significant adaptation to fit the online environment, where different pedagogical and technological challenges arise. This shift has prompted the need for targeted professional development programs designed to equip teachers with the necessary skills to thrive in an online teaching context.

'Teaching-Innovate' is a capacity-building program specifically developed to address these needs. The program aims to enhance the online teaching competencies of secondary school teachers, focusing on both pedagogical strategies and technological integration. This initiative is particularly relevant in the context of the National Education Policy (NEP) 2020, which emphasizes the importance of leveraging technology in education to improve access and quality.

The primary objective of 'Teaching-Innovate' is to provide teachers with a comprehensive set of tools and techniques that can be seamlessly integrated into their online teaching practices. The program includes a range of engaging video lectures, hands-on activities, and collaborative discussions, all designed to foster a supportive and effective learning environment. Developed entirely in Hindi, 'Teaching-Innovate' ensures that it is accessible and relevant to teachers in Hindi-speaking regions, thus addressing the linguistic and cultural barriers that often impede effective professional development.

This paper aims to document the development and validation of the ‘Teaching-Innovate’ program. It explores the program’s design, development, and validation process.

2. Literature Review:

The rapid transition to online learning, accelerated by the COVID-19 pandemic, has highlighted the critical need for teachers to develop robust online teaching competencies. Online teaching competencies encompass a range of skills and knowledge areas, including digital literacy, pedagogical strategies for online environments, and the ability to engage and motivate students remotely (Baran, Correia, & Thompson, 2011). Effective online teaching requires teachers to be proficient in using digital tools and platforms, designing interactive and engaging content, and managing virtual classrooms (Bates, 2015).

A study by Mishra, Koehler, and Henriksen (2011) introduced the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology into teaching in a way that enhances learning. The TPACK framework has been widely adopted as a model for understanding the essential competencies required for effective online teaching. Research has consistently shown that professional development programs that focus on building TPACK competencies result in improved teaching practices and better student outcomes (Koehler & Mishra, 2009).

Numerous capacity-building programs have been developed to address the need for enhanced online teaching competencies. Programs such as the European Union’s DigiCompEdu framework and the ISTE Standards for Educators provide comprehensive guidelines for the skills and knowledge teachers need to effectively integrate technology into their teaching (Redecker, 2017). These programs typically include training on digital tools, instructional design for online environments, and strategies for fostering student engagement and collaboration.

Studies have shown that targeted professional development programs can significantly improve teachers’ digital competencies. For instance, a study by Lawless and Pellegrino (2007) found that teachers who participated in technology integration training demonstrated greater confidence and effectiveness in using digital tools in their classrooms. Similarly, the Enhancing Teacher Effectiveness in Computer-Based Classrooms (ETECC) program reported positive outcomes in terms of teachers’ ability to integrate technology into their instructional practices (Inan & Lowther, 2010).

Despite the availability of numerous capacity-building programs, several gaps remain in the literature. One significant gap is the lack of programs specifically designed for non-English speaking regions. Many existing programs are developed in English, which can be a barrier for teachers in regions where English is not the primary language. This highlights the need for programs tailored to the linguistic and cultural contexts of different regions.

3. Development & Validation of the Teaching-Innovate Program:

The ‘Teaching-Innovate’ program was systematically developed to enhance the online teaching competencies of secondary school teachers. This study focused on the design and validation process of the program, aiming to meet the growing need for effective online teaching skills in the modern educational landscape.

3.1 Development of the Teaching-Innovate Program:

The development of Teaching-Innovate program contains the following steps:

3.1.1 Program Content Selection:

The Teaching-Innovate program equips teachers with essential pedagogical and technological competencies needed for effective online teaching, enhancing their capabilities in digital learning environments. Through targeted training and practical guidance, the program empowers teachers to confidently navigate the complexities of online education, aligning with the objectives outlined in NEP 2020.

For the development of the program, initially some topics were selected after a thorough review of NEP 2020, which emphasized the critical need for training teachers in online pedagogy and technology. Additionally, taking the insights gleaned from the literature review, the areas where teachers of secondary level commonly encounter challenges in online teaching were sorted. In all twenty topics were selected in the initial round mentioned in Table 1.

S. No.	Aspect	Topic
1	Pedagogy	Classroom Management
2	Pedagogy	Flipped Classroom Approach
3	Pedagogy	Culturally Responsive Classroom
4	Pedagogy	Instructional Strategies
5	Pedagogy	Collaboration & Communication
6	Pedagogy	Blended Learning Approaches

7	Pedagogy	Classroom Interaction
8	Pedagogy	Socio-emotional Learning in online environment
9	Pedagogy	Assessment and Feedback
10	Pedagogy	Student Engagement
11	Pedagogy	Differentiate Instruction to Meet Diverse Learning Needs
12	Pedagogy	Time Management for online class
13	Technology	Integration of Technology in Teaching
14	Technology	Online Platforms and Tools Proficiency
15	Technology	Adaptive Learning Technologies
16	Technology	Content Creation and Sharing
17	Technology	Technical Troubleshooting and Management
18	Technology	Use of AR & VR in learning
19	Technology	Virtual Laboratories and Simulations
20	Technology	Digital Citizenship and Online Safety

Twenty topics for the course were initially chosen after a thorough review of NEP 2020 and an extensive literature review, ensuring alignment with the policy's emphasis on training teachers in online pedagogy and technology. To validate the selection, the inter-rater reliability was tested by having six experts from the field of education rate the proposed topics.

The inter-rater reliability was measured using Fleiss' kappa.

The kappa value has been calculated using the formula-

$$k = \frac{po - pe}{1 - pe}$$

Where-

$$pe = \sum p_j^2,$$

$$po = \frac{1}{N.n.(1-n)} (\sum_{i=1}^N \sum nij^2 - N.n)$$

N = number of items (20 for this calculation)

n = number of raters (6 for this calculation)

Here the calculated kappa value is 0.63

Eleven topics with Fleiss' kappa values above 0.63 were selected (Table 2), indicating a significant level of agreement among the experts. This rigorous selection process ensured that the finalized eleven topics accurately reflected the consensus of the experts, encompassing both pedagogical and technological aspects crucial for enhancing educators' effectiveness in online teaching environments.

Table 2 Finally Selected Topics

S. No.	Aspect	Topic
1	Pedagogy	Classroom Management
2	Pedagogy	Instructional Strategies
3	Pedagogy	Collaboration & Communication
4	Pedagogy	Classroom Interaction
5	Pedagogy	Assessment and Feedback
6	Pedagogy	Student Engagement
7	Pedagogy	Differentiate Instruction to Meet Diverse Learning Needs
8	Technology	Online Platforms and Tools Proficiency
9	Technology	Content Creation and Sharing
10	Technology	Technical Troubleshooting and Management
11	Technology	Digital Citizenship and Online Safety

Pedagogical competencies are a cornerstone of effective online instruction, and thus, the program prioritizes addressing the seven critical aspects of this domain: 1) classroom management, 2) online communication and collaboration, 3) classroom interaction, 4) instructional strategies, 5) differentiated instruction to meet the diverse learning needs, 6) assessment and feedback, 7) student engagement.

Transitioning to technological competencies, the program addresses key areas of technology where teachers often encounter challenges, including 1) technical troubleshooting and management, 2) content creation and sharing, 3) proficiency in online platforms and tools, and 4) digital citizenship and online safety.

3.12 Program Objectives:

On the basis of the topics selected, 'Teaching Innovate' program is aiming at following objectives-

1. To equip secondary school teachers with the skills to establish a positive learning environment, manage class behavior in online class, and effectively balance asynchronous and synchronous activities.
2. To enhance teachers' ability to facilitate effective collaboration and communication among students in online class.
3. To enable teachers to cultivate classroom community, promote interaction through polls and surveys, manage student queries in online teaching.
4. To enhance teachers' ability to employ diverse instructional strategies.
5. To develop teachers' capacity to differentiate instruction by providing frameworks for addressing diverse learning needs.
6. To enhance teachers' proficiency in assessment and feedback by equipping them with the skills to design effective assessments and manage feedback tools.
7. To enhance teachers' ability to promote student engagement by facilitating engaging activities.
8. To equip teachers with proficiency to work on various learning management systems and online tools.
9. To develop ability in teachers to create digital content like presentations, videos, audios, and share them by utilizing cloud-based storage platforms.
10. To empower teachers with technical troubleshooting skills to address online session issues.
11. To enable teachers to handle plagiarism detection, copyright laws, ethical considerations, and privacy setting issues.

3.13 Module Breakdown:

Table 3 presents the module wise course structure adopted in Teaching-Innovate program.

Module No.	Topic	Sub-Topics
1.	Classroom Management	a) Creating and maintaining a positive, productive learning environment. b) Teaching online class behavior- Netiquettes, managing discipline, Class attendance. Organizing and delivering course content, strategies for balancing asynchronous and synchronous activities.
2.	Collaboration & Communication	a) Criteria for setting up and structuring groups. b) Managing and facilitating group projects. c) Communicating teaching presence through emails, announcements and discussion forums. d) Creating and designing discussions. e) Managing and evaluating discussion postings, queries and responses.
3.	Classroom Interaction	a) Strategies for building classroom community. b) Tools to enhance interaction and participation: Polls and surveys. c) Handling students' queries and responses. d) Fostering social relationship between teachers and students.
4.	Instructional Strategies	a) Entry tickets and Exit slips (Initiating and wrapping up the class.) b) Designing activities to promote critical thinking and problems solving skills- Concept mapping. c) Constructivist based instructional design in an online teaching. d) Instructions using multimedia.
5.	Differentiate Instruction to Meet Diverse Learning Needs	a) Framework for diverse needs including different aspects of diversity: Aspects of diversity. b) Designing learner support for diverse online learning. c) Creative and inclusive live online learning. d) Culturally responsive classroom.
6.	Assessment and Feedback	a) Designing Assessments- Quizzes, Assignments. b) Managing feedback tools like rubrics, quizzes and peer review. c) Feedback on assignments: being timely and efficient. d) Assessment related challenges in online teaching.
7.	Students Engagement	a) Engaging Activities: Group discussions, quizzes, case studies, virtual field trips, and collaborative projects- Need and Characteristics. b) Innovative Teaching Methods: Innovative teaching methods and technologies to keep the class engaging and exciting-Use of virtual reality, gamification, or interactive simulations. c) Icebreaker Activities- Introduce your self, Emoji Introduction, collaborative story telling, Show and Tell, Bingo, Name pronunciation.
8.		

	Online Platforms and Tools Proficiency	<ul style="list-style-type: none"> a) Familiarity with online learning platforms (LMS- Google Classroom). b) Video conferencing tools. c) Familiarity with Google Workspace (Jamboard etc.). d) Use of Interactive whiteboards.
9.	Content Creation and Sharing	<ul style="list-style-type: none"> a) Creating digital learning materials (presentations, documents, infographics, interactive slides), b) Creating instructional videos and tutorials using screen recording software. c) Creating Audios, Editing audio and video. d) Cloud-based storage and sharing (Google Drive, Dropbox)
10.	Technical Troubleshooting and Management	<ul style="list-style-type: none"> a) Basic troubleshooting skills for addressing technical issues during online sessions (audio-video problems, connectivity issues, platform navigation, Login and access issues, chat and Q &A management). b) Managing virtual classrooms (creating breakout rooms, Recording and playback, Monitoring attendance, session moderation, Muting unmuting students, virtual hand raising etc. Managing breakout rules, content sharing etc.)
11.	Digital Citizenship and Online Safety	<ul style="list-style-type: none"> a) Plagiarism, Softwares for plagiarism checking: Turnitin, b) Copyright issues, Ethical issues- privacy and confidentiality, digital rights, the ethics to access. c) Password and Account Security, Effective Use of Privacy Settings: Demonstrating students how to adjust privacy settings on online platforms. Helping students control who can access their personal information and posts.

3.14 Module Description:

1. Classroom Management:

Teachers will learn how to create and maintain a positive learning environment conducive to online teaching. This includes strategies for managing discipline, fostering class attendance, and balancing asynchronous and synchronous activities.

2. Collaboration & Communication:

Teachers will explore criteria for setting up groups in class, facilitating group projects, and communicating effectively through various channels such as emails, announcements, and discussion forums.

3. Classroom Interaction:

Strategies for building classroom community, enhancing interaction and participation through tools like polls and surveys, and fostering social relationships between teachers and students will be covered.

4. Instructional Strategies:

Participants will learn about entry tickets and exit slips, designing activities for critical thinking and problem-solving, constructivist-based instructional design, and using multimedia for instruction.

5. Differentiated Instruction:

This module will focus on designing instruction to meet diverse learning needs, including aspects of diversity such as cultural responsiveness and inclusive learning environments.

6. Assessment and Feedback:

Educators will explore strategies for designing assessments, managing feedback tools, and addressing assessment-related challenges in online teaching.

7. Student Engagement:

Engaging activities, innovative teaching methods, and icebreaker activities will be discussed to enhance student engagement and participation in online learning environments.

8. Online Platforms and Tools Proficiency:

Participants will gain familiarity with online learning platforms, video conferencing tools, Google Workspace, and interactive whiteboards to effectively deliver online instruction.

9. Content Creation and Sharing:

Educators will learn how to create digital learning materials, instructional videos, audios, and utilize cloud-based storage and sharing platforms for content dissemination.

10. Technical Troubleshooting and Management:

Basic troubleshooting skills, managing virtual classrooms, and addressing technical issues during online sessions will be covered to ensure seamless online teaching experiences.

11. Digital Citizenship and Online Safety:

Participants will learn about plagiarism detection, copyright issues, ethical considerations, and promoting online safety and privacy among students.

3.15 Development Approach:

The Teaching-Innovate has been designed using a unique four-quadrant approach of course design. It's built around four main areas: video lectures, e-content, assessment, and discussion. Video lectures are used to present information in an engaging way. E-content provides additional resources for teachers to explore more as per their learning needs. Assessments evaluate participants' progress through quizzes and assignments. Lastly, the discussion and activity part encourage teachers to write and share ideas with each other, promoting teamwork and critical thinking.

3.16 Time Duration-

Teaching-Innovate is structured to accommodate the busy professional schedules of secondary school teachers, with the entire course spanning **six weeks**. Participants will be engaged in learning activities for approximately two hours per day, providing a manageable and flexible approach to skill development in online teaching. This timeframe allows teachers to delve deeply into each module's content while balancing other professional responsibilities. The concise yet comprehensive nature of the program ensures that participants can efficiently acquire the necessary skills and knowledge to excel in online teaching within a reasonable timeframe.

3.17 Delivery Method:

The course will be facilitated through asynchronous activities on the Gnomio.com LMS platform, ensuring flexibility and accessibility for participants. They can customize their learning experience to suit their individual schedules and preferences. Through this platform, participants will engage in a variety of learning modalities, including recorded lectures, online discussions, self-paced modules, and hands-on practical exercises. Participants will also benefit from access to a wealth of open access learning materials available on the platform. They will have the opportunity to interact with peers through collaborative discussions and receive valuable feedback on their progress and assignments.

3.18 Outcome Assessment:

The assessment process in Teaching-Innovate is designed to provide participants with a comprehensive understanding of their progress and achievements throughout the program. It consists of two steps: pre-course assessment and post-course assessment, aimed at fostering self-awareness and facilitating continuous improvement.

A. Pre-course Assessment:

Before embarking on the program, participants will undergo an initial assessment to establish a baseline of their knowledge and skills in online teaching. This assessment will help participants identify their strengths and areas for growth.

B. Post-course Assessment:

Upon completion of each module, participants will engage in a short assessment to evaluate their understanding and application of the module concepts. This assessment includes one quiz, and one assignment based on each module's learning objectives.

Following the completion of the entire Teaching-Innovate course, participants will undergo a comprehensive post-course assessment. This assessment aims to evaluate participants' overall understanding and proficiency in online teaching concepts and practices acquired throughout the program. By comparing their pre-course and post-course assessments, participants can track their progress and recognize the knowledge and skills they have acquired throughout the program.

4.1 Validation of the Teaching-Innovate Program-

The 'Teaching-Innovate' program has been validated before its implementation to ensure it meets its objectives, is effective in delivering content, and provides a positive learning experience for the participants. The validation process was conducted in the following five stages.

4.11 Content Review by Subject Matter Experts:

To ensure the accuracy, relevance, and comprehensiveness of the course content, subject matter experts from education were approached for the content review. Review sessions were conducted through online meetings where experts examined each module in detail. Structured feedback forms were utilized to collect detailed input on content quality, alignment with learning objectives, clarity, and completeness. Based on the feedback gathered, necessary revisions were implemented to enhance the course.

4.12 Instructional Design Evaluation:

The instructional design evaluation for the 'Teaching-Innovate' program was done to assess its effectiveness in supporting learning objectives. Instructional designers, including expert from NCERT, New Delhi and CIE, University of Delhi renowned experts in online learning design, were consulted for this purpose. They rigorously evaluated the course structure, learning activities, assessments, and engagement strategies against established criteria. Feedback gathered from this evaluation process was carefully analyzed and used to make necessary adjustments to enhance the overall instructional design.

4.13 Technical Review:

The technical review of the 'Teaching-Innovate' program was done to ensure seamless functionality across all technical aspects. An IT professional from MJPRU, specializing in educational technology, undertook this critical task. Her evaluation included verifying the proper functioning of multimedia elements such as videos and pdfs within the course. She rigorously checked the functionality of links and ensured that all content was accessible to users. Throughout this process, any technical issues identified were promptly addressed through troubleshooting and necessary adjustments.

4.14 Pre-Pilot Study with a Small Group:

The pre-pilot study for the 'Teaching-Innovate' program involved a small, representative group of 20 secondary school teachers. These teachers participated in a condensed version of the course, focusing on key modules. Throughout the pilot execution, feedback was collected through survey and interviews. This comprehensive approach allowed for detailed insights into various aspects of the course, including content relevance, usability of the Gnomio Moodle LMS platform, and overall learning experience. Feedback data underwent thorough analysis to identify strengths and areas for improvement. Based on these findings, necessary adjustments were made to address minor identified challenges.

5. Conclusion & Recommendations:

The development and validation of the 'Teaching-Innovate' program demonstrate its potential as a valuable tool for enhancing the online teaching competencies of secondary school teachers. The program's comprehensive design and the multi-stage validation process demonstrates its thorough and meticulous approach to ensuring quality and effectiveness. Through rigorous content review by subject matter experts, instructional design evaluation, technical review, and a pre-pilot study, the program has been refined to meet its objectives comprehensively. Each stage of the validation process contributed significantly to enhancing the course content, instructional design, technical functionality, and overall learning experience. As a result, the 'Teaching-Innovate' program stands as a robust and effective capacity-building tool for enhancing the online teaching competencies of secondary school teachers.

It is recommended that policymakers should consider implementing the 'Teaching-Innovate' program on a larger scale to train secondary school teachers across various regions. This will help build a robust foundation for online teaching competencies nationwide. As the program is developed in Hindi, it should be prioritized for implementation in Hindi-speaking states. This will ensure language barriers do not impede the training process and that teachers can fully benefit from the program.

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Appendix:

Program Blueprint Glimpse-

Teaching-Innovate: A Capacity Building Program							
Program Blueprint							
Program site- https://mjpruedu.gnomio.com/course/view.php?id=4							
Week	Module	Topic	Quadrant 1 Video-lecture	Quadrant 2 E-content	Quadrant 3 Assessment	Quadrant 4 Activity/ Discussion	Total Time
Week 1	-	Pre-Course Assessment Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=21					1 hour
Week 1	Introductory Video https://mjpruedu.gnomio.com/mod/url/view.php?id=137						10 min
Week 1	Module 1	Classroom Management	Lecture 1.1 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=26 Lecture 1.2 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=29 Lecture 1.3 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=30 Lecture 1.4 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=31 Lecture 1.5 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=36 Duration- 60 min	Learning Material- M1 PDF- Classroom Management https://mjpruedu.gnomio.com/mod/resource/view.php?id=28 Duration- 15 min	Assessment- M1 Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=33 Duration- 10 min Assignment- M1 Link- https://mjpruedu.gnomio.com/mod/assignment/view.php?id=61 Duration- 20 min	Activity 1.1 https://mjpruedu.gnomio.com/mod/forum/view.php?id=120 Activity 1.2 https://mjpruedu.gnomio.com/mod/forum/view.php?id=121 Discussion M1- Strategies for maintaining discipline in online class https://mjpruedu.gnomio.com/mod/forum/view.php?id=79 Duration- 1:30 min	3 hours 15 min
Week 6	Post-Course Assessment Link- https://mjpruedu.gnomio.com/mod/url/view.php?id=23						1 hour
Week 6	Feedback Form- https://mjpruedu.gnomio.com/mod/url/view.php?id=89						10 min