

ISTE 2017 – San Antonio, Texas – Sunday, June 25 - Workshop #WH117

Fostering Online Student Engagement & Collaboration (see wksht 4)

Worksheet 1: Structuring Your Course

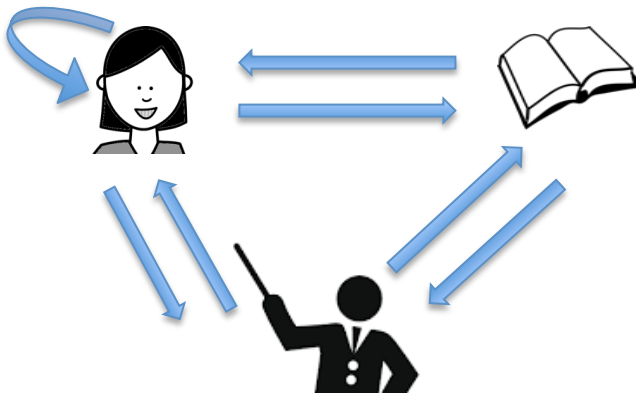
	Kind of Course	Students expected to
<input type="checkbox"/>	Content Delivery	Learn same content (congruence, right answers)
<input type="checkbox"/>	Project-Based Learning	Design / develop projects (divergence)
<input type="checkbox"/>	Making Personal Meaning	Construct knowledge through dialog & presentation

Course Values (check most important and/or number priorities)

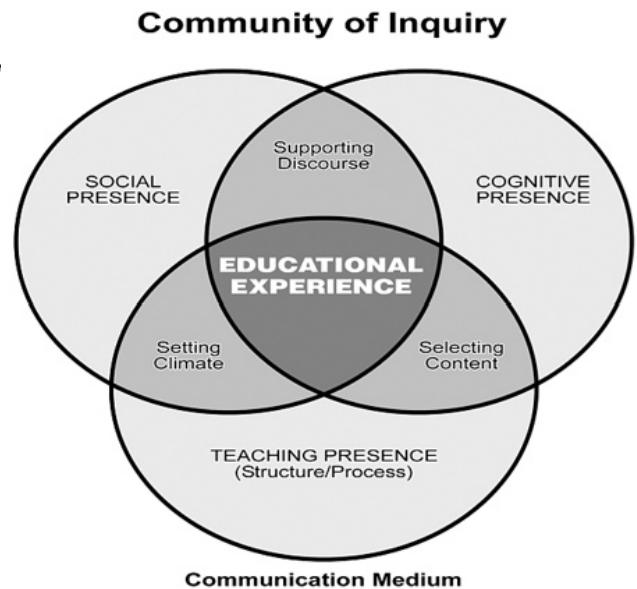
- | | |
|--|--|
| <input type="checkbox"/> Introduce material, awaken interest | <input type="checkbox"/> Interaction |
| <input type="checkbox"/> Teach & develop skills & knowledge | <input type="checkbox"/> Student leadership & control |
| <input type="checkbox"/> Master skills & knowledge | <input type="checkbox"/> Autonomy |
| <input type="checkbox"/> Construct knowledge | <input type="checkbox"/> Control |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Synchronous (together live) |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Asynchronous (no live meetings) |
| <input type="checkbox"/> Show what you KNOW | <input type="checkbox"/> Instructor presence |
| <input type="checkbox"/> Show what you CAN DO | <input type="checkbox"/> Support |

Moore's Transactional Distance Model

(relationships among students, instructor & content)



The **Community of Inquiry Model** is another way to envision the transactional distance from the student perspective (Garrison, Anderson & Archer, 2000)



Content Structure (and how fixed, flexible, emergent)

- class-based (daily, each class, weekly)
- content-based (chapter, topic)
- project-based (paper, project, team activity)
- student-driven (cMOOC, student direction & autonomy, emergent structure)

LMS Platform

- | | | | |
|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Blackboard | <input type="checkbox"/> Moodle | <input type="checkbox"/> Canvas | <input type="checkbox"/> Desire2Learn |
| <input type="checkbox"/> OpenEdX | <input type="checkbox"/> Don't Know | <input type="checkbox"/> Other | <u>OWN WEBSITE</u> |

Fostering Online Student Engagement & Collaboration

Worksheet 2: Interactions Within Your Course

How does class meet: together (synchronous)? or not (asynchronous)?

- every class meets together online for live presentation, questions, and discussion
- the class never meets together. Interaction via forums, mail, Slack, social media.
- class is “blended” or “hybrid” with some classes *synchronous*, others *asynchronous*
- they’re only online “activities” within a normal classroom course
- the course isn’t a “class,” but rather individuals signing up and progressing on their own

Student-Instructor Interaction: Critical! Valuable Not relevant/applicable

- students sends assignments/questions to instructor, instructor briefly responds (1-way)
- instructor engages students through substantive responses, questions, dialogue (2-way)
- instructor facilitates interaction without being a gatekeeper or bottleneck (guide-on-side)

Student-Content Interaction: Critical! Project-based Student-generated content

- students receive content/instruction from course – maybe by textbook (1-way)
- students react to and modify content as posted critiques, reviews, proposals (2-way)
- students create shared/published content as expected generative engagement

Student-Student Interaction: Maximize! Good, not critical Not relevant/applicable

- students read & respond to forum posts
- web conferences, forum, social media posts generate engaged student dialogue
- students work as partners or teams in some or all assignments
- students critique and evaluate each other’s assignment (peer assessment)

How are students assessed? How is their work evaluated?

- right/wrong content (auto-graded quiz, forum post, creative application in project)
- skill (successful APPLICATION of skill, best approximation of application)
- understanding (discussion, explanation, example, creative application)
- behavior (teamwork, leadership, creativity -- valuable but challenging!)
- papers & projects (use rubric, ideally developed with class)
- papers & projects (peer evaluation w/ training and rubric)

Projects: Maximize! Good, not critical Not relevant/applicable

- written projects submitted to instructor, graded by rubric
- written projects with peer review and/or evaluation (with rubric)
- presentation/performance in web conference or video will follow-up discussion
- stand-alone project (website, computer program, game, app, construction, activity)

How can you optimize learning?

- are students **engaged** in learning? Do they **talk and ask questions about content**?
- how are topics **introduced**? (problem? story? importance? relevance?)
- do students receive optimal **feedback**? (frequency? response time? quality?)
- how is learning **retrieved** after each learning activity? (quiz, forum post, social media?)
- how is learning **practiced**? (weekly quizzes?)
- how do students reflect on their learning? (orally, discussion, forum post, social media?)

Design & Teach Your First Online Course: Surviving, and Enjoying It

Worksheet 3: Sanity, Survival, and Balance

Student Concerns: I've never had an online course, or I took an awful online course.

- is technology available? (any computer or tablet should work. Some smartphones)
- internet access needed. Good internet access for video. Home? Friend? Library?
- how much time is needed? How much help do I need to manage my learning?
- do I need special software? headphones, microphone for audio? Camera for video?
- will I be or feel alone in the course? How do I get help? Who can I trust?
- what is expected of me that I don't know about? How can I feel more comfortable?

Teacher Concerns: it's usually harder and more time consuming to teach online

- how do I keep up with workload? Especially paper and project grading?
- how much help and feedback should I (can I) give individual students?
- Do I *direct* students (their responsibility to keep up? Or am I *herding cats*?)
- how responsive should I expect to be?
- how can I minimize normal student confusion, misunderstanding, and concern?
- what is my role in student forum posts?
- how controlling should I be? Is it "my," "our," or "their" course?
- can I manage group/team projects? Can that REDUCE my grading?
- who can help me when things go wrong?
- I'm not very tech savvy. What do I need to know? KEEP IT SIMPLE for initial success.

Technology Concerns and Media Balance

- is my course mostly text and/or numbers? Is it based on an existing textbook?
- can I add relevant images to augment and balance text? Should students use images?
- does/should recorded audio and video have a strong role in my course?
- should new ideas be introduced with live or recorded video?
- should instructors and students be expected to create and post video?

Common Technologies

- LMS content entered through web page forms (very easy)
- each LMS can manage text, math, images, and links to video
- use Creative Commons or public domain images from web (avoids copyright issue)
- use Creative Commons or public domain videos (TED.com, Archive.org, Google search)
- use headphones/earbuds for clear audio
- scribing can be done with graphics tablets, iPads, Android tablets (*Explain Everything*)

Recording & Posting Videos: short videos seem to be highly effective teaching tools

- interactive whiteboards can record any lesson that is posted as a video (Flipped classrm)
- videos can be uploaded to school or personal website or to YouTube or Vimeo
- laptops and tablet computers (iPads) can record presentations with audio and video for tablet computers, try *Explain Everything* app
- use screen capture system to record PowerPoint or Keynote with voice narration
- software like Camtasia or Screenflow (Mac) can add instructor video (picture-in-picture)
- iMovie (Mac) can edit & upload, solving most video needs

Worksheet 4: Your Student Engagement & Collaboration Plan

YOUR Engagement and Collaboration Strategies (prioritize or select 2-4):

- Instructor Presence
- Build Relationships
- Live Web Conferences & Presentations
- Debates
- Brain Rules (select or prioritize)

- Visual Images
- Make Relevant Connections
- Creative Application of Content
- Feature Student Work Online
- Peer Review / Editing / Grading
- Team Projects
- Public Presentation / Publishing

How will YOU foster engagement and/or collaboration using 2-to-4 strategies?

What technologies or web services will help you?

How hard (or easy) will this be FOR YOU? What might be hardest? Will you try in advance?

How will YOU GET HELP if you run into problems? Do you have a Plan B?

Scott's Software/Webware Choices

Instructor Presence: Creating short videos (narrated Powerpoints):

- Mac: Screenflow (less than \$100)
- Win: Camtasia
- iPad (Android?): ExplainEverything app

Build Relationships: use whatever is comfortable & convenient: social media, etc. (NOT institution's)

Live Web Conferences:

- ZOOM.us – convenient, simple, mobile friendly. Free version supports up to 25 student simultaneous video feeds (faces and voices), simple for anyone to present, whiteboard (shared part is tricky).
- Adobe Collaborate – (formerly Elluminate): requires Java, great for instructor-led presentations and low bandwidth environments. More sophisticated than ZOOM, but also a bit harder to learn & use. Free 3-connection version available (3 students or 3 “sites”).

Debates: any live web conference system. Zoom is more convenient for smooth dialog.

Brain Rules: just check out John Medina's website at <http://brainrules.net> (or buy his book)

Images: several sources for Creative Commons or public domain images

Any image on Wikipedia

Almost any video on YouTube

<http://everystockphoto.com> (specializes in freely usable images. Those from Flickr are simplest.

<http://images.google.com> (select “Tools -> Usage Rights”)

Any image from U.S. government (NASA, etc)

<http://LOC.gov> Historic images from U.S. Library of Congress

<http://archive.org> - The Internet Archive has videos whose copyright has expired

Relevance: so special tools

Creative Application of Content: depends on content (paper, video, project)

Feature student work online (internal):

- Create shared folder in your LMS
- Post shared work as forum post or attachment
- Post to shared Google Drive (anyone with Link is simple way to share, but with minimal security)
- Google Class and most K-12 LMS systems make this easy

Peer Review/Editing/Grading: I just use M.S. Word or RTF files (PDFs are a pain)

Team Projects: depends on content. My Second Life example was unusual

Public Presentation/Publishing (external)

- <http://medium.com> - great high-visibility blog for posting short papers, opinion pieces
- <http://wikibooks.org> - create a book! They have a specific format to follow
- iBook Author – create interactive book