“The 5 (+1) Big Mistakes in Virtual Education”

SEE POWERPOINT

Think about . . .
A form or method of online learning you’ve utilized for a course that . . .

- Worked WELL for you and/or your students:
- Worked NOT SO WELL for you and/or your students:
- Explain “why”

Today You’ll Walk Away With . . .

1. ... **components** of online courses that can cross-over to f2f to increase student learning and engagement.
2. ... **techniques** for all class formats (f2f, online, hybrid) to increase student interaction and active participation of students online.
3. ... **examples** of increased social presence to facilitate “community” in an online environment.
4. ... **methods** to establish “community” and collaboration increase student learning with online activities.
5. ... **tools** to increase your productivity and student motivation.

A Model upon Which to Hang Our Hats

[Diagram]

Social Presence Defined

When participants in an online course help establish a community of learning by projecting their personal characteristics into the course, they present themselves as “real people.”

There are at least 3 forms of social presence:
• **Affective.** Expression of emotion, feelings & mood
• **Interactive.** Evidence of reading, attending, understanding, thinking about others’ responses
• **Cohesive.** Responses that build & sustain a sense of ‘belongingness,’ group commitment, or common goals & objectives.

### Cognitive Presence Defined
The extent to which professor & students are able to construct & confirm meaning through sustained discourse (discussion) in a community of inquiry.

- Cognitive presence can be demonstrated by introducing factual, conceptual & theoretical knowledge into the discussion.
- The value of such a response will depend upon the source, clarity, accuracy & comprehensiveness of the knowledge.

### Teaching Presence Defined

#### Facilitating the Discussion
- Identifying areas of agreement & disagreement
- Seeking to reach consensus /understanding
- Encouraging, acknowledging & reinforcing student contributions
- Setting a climate for learning
- Drawing in participants / prompting discussion
- Assessing the efficacy of the process

#### Direct Instruction
- Presenting content & questions
- Focusing the discussion
- Summarizing the discussion
- Confirming understanding
- Diagnosing misperceptions
- Injecting knowledge from diverse sources
- Responding to technical concerns

### Instructional Design & Organization
- Setting the curriculum
- Designing methods
- Establishing time parameters
- Utilizing the medium effectively
- Establishing netiquette

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2009 “Best Practices in Online Teaching Strategies” -- The Hanover Research Council, Academy Administration Practice

### Class Community: Two Components

1. **Connectedness:**
   - Building social/group spirit
   - Establishing trust

2. **Learning:**
   - Engaging in supportive contact & interaction
   - Sharing educational expectations

### Class Community: Theory to Practice
- Create & provide ample **opportunities for interaction**
- Create & use **activities that build a sense of class community**
• Build/design **activities that create a sense of connectedness** between students & instructor
• Create a **learning environment that is engaging** with supportive contact & interaction

_Pickett, A.M. (2007). Improve your online course: Meeting the needs of diverse online learners._

### Examples to Increase Social Presence

#### 1. Welcome Letter
- Learners feel welcomed
- Instructor’s presence is apparent from the beginning
- **SEE HANDOUT**

#### 2. Personalized Video / Voice Thread
- Adds a human touch
- **VIEW SAMPLE VIDEO**

#### 3. Make Good Use of Email
- Class email for generic blasting info to all
- Group email to provide ideas, guidance, feedback to a portion of the class
- Individual email per student per situation

#### 4. Use Course Announcements
- Minimum of 1-3 each week
  - News events in your field
  - Reminders about upcoming due assignments
  - Humor (course-related)

#### 5. Take Advantage of the Discussion Board (DB)
- Intro bios - you & students
  - Predetermined list of questions
  - **SEE HANDOUT**
  - Importance of adding photo

  **SEE HANDOUT FOR EXAMPLE QUESTIONS.**
  **Add 3 questions to the list to personalize for your own course/students.**
  1.
  2.
  3.

- S.O.S. Questions Forum (a.k.a.--Q&A; Ask the Professor)
  - **VIEW EXAMPLES**
- Active participation is critical for engagement & guidance
- DB is another “teaching space”
- Your social presence increases student accountability

#### 6. Synchronous Communication
- Online Office Hours (a.k.a. “Coffee with Brian”)
  - Clearly posted ahead of time
  - Vary time & duration to maximize availability to broadest cross-section of students
  - **VIEW EXAMPLES**
- “Pop” in, by sending a class email, evenings big projects are due

#### 7. Web 2.0 Tools for Fun/Collaboration
- **Forum, Blog, or Wiki**
8. **Concluding Remarks or Best-wishes Statement**
   - It’s the “bow” on the package of your social presence
   - Leaves students with the feeling you were with them from beginning to end

   Based on: *Tips from the Pros, Online Classroom, November 2008*

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**Increase Active Collaboration – Synchronous & Asynchronous**

- The below can be used for synchronous as well as asynchronous collaboration.
  - **Google docs**
    - PowerPoint
    - Group projects
    - Sharing documents
    - Online journal for practicum/internship
    - Sign-up sheets for team projects, topic selection, presentation date, etc.
    - Formative-assessment surveys
      - Anonymous but share results with the class
    - VIEW EXAMPLES
  - **Dropbox**
    - Shared documents
    - Cloud storage for easy accessibility
  - **Moodle**
    - Group project scaffolding

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**Develop 2 uses for 1+ of the above methods for your own course/students.**

1. 

2. 

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- Tools to Increase Collaborative Productivity for Instructors & Students – SEE “iPadagogy”

   **HANDOUT**
Increasing Learning via Multimedia

- Use of online resources for students to access course content in lieu of expensive textbooks for use in online or f2f courses.
  - PBS Frontline
  - TED-Ed
  - iUniversity
  - edX
  - Coursera
  - Open Culture
  - Academic Earth
  - MIT
  - Carnegie Mellon
  - Harvard Open Learning Initiative
  - Yale Free Courses
  - Stanford Online
  - UC Berkeley Free Courses
  - UCLA
  - Udacity
  - Khan Academy
  - Johns Hopkins

**Peruse some of the above sites & develop 2 ways that you can use those resources in your own course[s].**

1.

2.

Increasing Engagement via Multimedia

- **Discipline-specific online resources**
  - Send students to these sites to boost students’ exposure to the potentials that exist
  - Build assignments around increasing skill set around searching for & evaluating “value” of the resource
    - U.S. Bureau of Justice Statistics
    - NASA Education Resource Database
    - Resources for Teaching Mathematics
    - Science.gov
    - Open Education Resources
    - Merlot II
    - The Beautiful Brain
    - How Stuff Works
    - The 100 Best Web 2.0 Classroom Tools Chosen by You
Developing Grading Efficiencies

- Develop a **rubric** for assignments & DB posts
  - Specific as possible
  - Provide ahead of time
  - Direct students to rubric after DB grading
  - **SEE HANDOUT**

- Develop a set of **“cut & paste” comments** ready for feedback on:
  - Assignments
  - DB posts

- **Macros** - **SEE “Using Macros and Wordlists for Grading Online” HANDOUT**

- **Prep, Write, Reflect (PWR) – a.k.a. 3-2-1 exercise**
  - *Describe 3 new things that you have learned (big ideas/take aways) in this reading assignment.*
  - *Describe 2 connections between something in the reading & something you are experiencing or have experienced in .*
  - *Jot 1 question that comes to your mind as a result of the reading. Be prepared to ask that question during the class discussion of this material.*

- “Hire” a helper

Managing Grading Effectively

- **Change the types of activities for grading**
  - View a video – Answer 4 Questions: *What did you learn, what did you like, what are you left wondering, how does this relate to your life?*
  - DB posts --- Sheer volume with 10 random for quality checks for affirmation of grade

Differentiation

- **Every activity has a menu**
  - Freedom of choice
  - Based on learning styles
  - Could reflect a variety of research requirements
    - Library, interviews, texts/journals, video..
      - *with the caveat that scholarly material is a must*

- **Presentations are varied**
  - Essays, music, art, video support

SUMMARY: What Does All of This Mean?

- Develop a set of **instructor behaviors** that result in diverse online learners feeling engaged in learning & satisfied with the experience!
  1. Create an **engaging online environment**
  2. **Focus on student learning** (not on teaching)
  3. Let the **students do most of the work!**

- Learner-centered, knowledge-centered, assessment-centered, & community-centered
• Promote high levels of “teaching presence”
• Provide & foster a strong & effective sense of online “class community”

Pickett, A.M. (2007). Improve your online course: Meeting the needs of diverse online learners.

Can You Hang Your Hat?

Additional Information