STARLINK®

Moving Students From Good To Great: E-Learning Strategies

Award-winning distance-learning professors share their favorite teaching tips for engaging and motivating online learners.

Topics include:

- Reaching resistant learners
- Establishing the tone of a class
- Learner-chosen content
- Teaching in "The Cloud"
- Successful feedback to inspire students

Online 24/7
Oct. 17 - Oct. 31, 2011
www.starlinktraining.org

Presenters Include:

Dr. Curtis Bonk
Professor of Education
Indiana University

Dr. Alexandra Pickett
Associate Director
SUNY Learning Network

Dr. Rebekah K. Nix
Senior Lecturer
The University of Texas at Dallas
Teacher Development Center

Resource Packet

Ed Bowen
Director of New Product
Design and Development
DCCCD

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Workshop Outline and Notes

1. Ed Bowen – Introductory Comments
   - What is engagement?
   - What is "The Cloud"?
     - Alexandra Pickett gives brief explanation of "The Cloud"

2. Dr. Curt Bonk – Introduces the TEC-VARIETY model

   T = Tone/Climate: Psych Safety, Comfort, Belonging
   E = Encouragement: Feedback, Responsiveness, Supports
   C = Curiosity: Surprise, Intrigue, Unknowns
   V = Variety: Novelty, Fun, Fantasy
   A = Autonomy: Choice, Control, Flexibility, Opportunities
   R = Relevance: Meaningful, Authentic, Interesting
   I = Interactivity: Collaborative, Team-Based, Community
   E = Engagement: Effort, Involvement, Excitement
   T = Tension: Challenge, Dissonance, Controversy
   Y = Yields: Goal Setting, Products, Success, Ownership

3. Tone
   - Curt Bonk
     - Create a safe-haven for learners
   - Rebekah Nix
     - Make the course a welcoming environment
       - Personalize it
       - Create Welcoming video
   - Manoucher Khosrowshahi
     - Orientation sessions
     - Questionnaire
   - Alexandra Pickett
     - Voice Thread www.voicethread.com
     - Voki www.voki.com
   - Student Comments
     - Students express an appreciation for teacher introductions

4. **Discussion Question:**
   - **"Which one of the ideas presented for setting the Tone or Climate would you like to incorporate into your classroom?"**

5. Encouragement/Feedback
   - Curt Bonk
     - The #1 thing students want in an online class is feedback.
     - Critical friends
     - Quick turn-around on student papers
     - Interactivity on posts

- Manoucher Khosrowshahi
  - Be gentle with words
- Rebekah Nix
  - Be very responsive to student email
    - Be clear in syllabus about your response time
    - It's sometimes okay to let them wait and wrestle with the problem
- Student Comment
  - Teachers should avoid short answers or directing students to technical assistance, the book or frequently asked questions because students have most often already checked those

6. Curiosity
   - Curt Bonk
     - Peak students' interest through games, news, guest experts, former students
   - Manoucher Khosrowshahi
     - "Push and Pull"
   - Rebekah Nix
     - The use of video with experiential training activities

7. Variety
   - Curt Bonk
     - Randomizing tools for synchronous sessions
       - Stopwatch www.online-stopwatch.com/full-screen-stopwatch
       - Bomb countdown: www.online-stopwatch.com/bomb-countdown
       - Coin toss: www.random.org/coins
       - Draw a card: www.random.org/playing-cards
   - Manoucher Khosrowshahi
     - Invites his online classes to participate in "International Day"
   - Student Comments
     - Students like video clips, illustrations, diagrams, cartoons, movies

8. Autonomy
   - Curt Bonk
     - Empower students
       - Cool Resource Provider
       - Flexibility and options
       - Person in the hot seat
       - Top Ten Summarizer
     - Give students choices in schedules and content
   - Rebekah Nix
     - Let students choose order in which they address the topics

9. Relevance
   - Curt Bonk

- Things happen on a daily basis you can incorporate into your classroom
- Ed Bowen
  - Motivational Objectives
    - Scaffolding – learning has to stick to something you already know or it fades away
    - Control Responsibility
      1. Subject
      2. Assessment
      3. Media
      4. Time, place, pace
      5. Relationships
    - Give control for part of the course to students
      1. Example: Have students write the course objectives in words that have meaning to them.
    - Benefits
      1. Scaffolding takes place
      2. Control Responsibility
      3. Faculty member can assess students' learning

- Student Comments
  - Teachers for online classes are tempted to put too much information and too many options on the interface. It can be confusing.

10. Interactivity
    - Curt Bonk
      - Businesses want us to produce students who work well in teams
      - Skype video conferences
      - WIKI critiques www.wikispaces.com/
      - NING www.ning.com
      - PB Works http://pbworks.com/
      - Wiki Books http://en.wikibooks.org/wiki/Main_Page
    - Manoucher Khosrowshahi
      - Millenials have learned teamwork from childhood and enjoy it
    - Rebekah Nix
      - Sometimes it is best to "sit on the sidelines"
    - Alexandra Pickett
      - DIIGO www.diigo.com
        - Social bookmarking tool that allows storage of bookmarks in "The Cloud"
        - Teachers and students can post sticky-notes
    - Student Comment
      - Student comments that he loves group projects because it makes the class feel interactive.

11. Engagement

- Curt Bonk
  - Timeline Tools
    - Martin Luther King Memorial timeline in USA Today article www.usatoday.com/news/destinations/story/2011-08-25/Martin-Luther-King-Jr-Memorial-in-Washington-A-closer-look/50136470/1
- Manoucher Khosrowshahi
  - Need to have less text, more videos, more online activities
- Rebekah Nix
  - Describes her experiential training activities
    - Community Juggling
- Manoucher Khosrowshahi
  - Considerations for rural students
    - High speed internet often not available or too costly
    - Keep most text and images in black and white
    - Create links for videos, etc.

12. Tension
- Curt Bonk
  - Wake people up to the other side of a point of view
  - Explore controversial topics
- Rebekah Nix
  - Peer Review http://serc.carleton.edu/introgeo/peerreview/

13. Discussion Question:

- **"Of the ideas presented so far, which ones will you integrate into your courses?"**

14. Yields
- Curt Bonk
  - Capstone experiences
    - Items for student resumes
- Rebekah Nix
  - Designs projects like writing a grant
    - Great for student portfolios

Panelist Roster

Dr. Curtis J. Bonk
Professor of Instructional Systems Technology
School of Education at Indiana University

Dr. Curt Bonk is Professor of Instructional Systems Technology in the School of Education at Indiana University and adjunct in the School of Informatics. He has received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. Curt has given more than 800 talks around the globe related to online teaching and learning. In addition, he has given over 200 publications on topics such as online learning pedagogy, massive multiplayer online gaming, Wikibooks, blogging, open source software, collaborative technologies, and synchronous and asynchronous computer conferencing. He is author of the The World is Open: How Web Technology is Revolutionizing Education (2009) as well as Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing (2008).

Ed Bowen
Director of New Product Design and Development
Email: Ebowen@dcccd.edu

Ed Bowen is the Director of New Course Design & Development at the R. Jan LeCroy Center for Educational Telecommunications a campus of the Dallas County Community College District. As the Director he oversees the creation and distribution of high quality, technology-based distance learning products and services to students and educational institutions worldwide. Prior to this he served as the Executive Dean of Distance Learning for the Dallas TeleCollege. In this capacity he oversaw the design, development, and delivery of online courses for the Dallas County Community College District and developed online faculty training workshops Under his leadership, the Dallas county Community College District, implemented Quality Matters and he is a certified Master Reviewer. He has been serving in Distance Learning leadership roles for over ten years and frequently presents at national, state, and local distance learning conferences.

Dr. Manoucher R. Khosrowshahi
Professor of Political Science
Tyler Junior College/ University of Texas at Tyler

Dr. Manoucher R. Khosrowshahi (Dr. K.) is the 2008 Texas Professor of the year, Piper Professor, Fulbright scholar, and founder and Director of the Middle East Center at Tyler Junior College and the University of Texas at Tyler, Texas. Futhermore, he is the recipient of “Endowed Chair

Award for Teaching Excellence" by his peers, and the winner of Baker award (teaching excellence) and Dr. Martin Luther King's Award for non-violent social change. He has been a Post Doctoral Fellow at the University of Texas at Austin, the United States Institute of Peace and Rice University, a Fulbright Scholar at Turkey, Thailand and Mexico. He serves as a board member and web master at the Middle East Outreach Council (Nationwide network of Middle East centers). Dr. K. is an Internet veteran of 16 years and an e-learning expert.

Rebekah K. Nix
Senior Lecturer
The University of Texas at Dallas
Teacher Development Center

Rebekah K. Nix centers her teaching and research on enhancing learning environments, focusing on information technology and professional development. Recipient of the 2010 UT System *Innovations in Online Teaching Award* and 2007 USDLA *Best Practices Gold Award for Distance Learning Teaching Online*, she has taught her completely online Educational Technology courses since 2000. She completed her Ph.D. in Science Education on *Virtual Field Trips: Using Information Technology to Create an Integrated Science Learning Environment* (2002) at Curtin University of Technology, where she is now an adjunct Research Fellow.

Alexandra Pickett
Associate Director
SUNY Learning Network

Alexandra M. Pickett is the Associate Director of the SUNY Learning Network (SLN), the asynchronous learning network for the state University of New York. Ms. Pickett has since 1994 led the development & delivery of fully online courses by SUNY campuses & faculty. Working with 50+ of the 64 SUNY institutions, she has directly supported or coordinated the development of more than 3,000 SUNY faculty & their fully online courses. Her leadership & direction of this area of the program were recognized in 2001 with the first Sloan Consortium Award for Excellence in ALN Faculty Development. In 2002 SLN received the Sloan-C award for Excellence in Institution-Wide ALN Programming, & the Educase award for Systematic Progress in Teaching & Learning for 2001, SLN was also honored with the 2006 USDLA 21st Century Award for Best Practices in Distance Learning

TEC-VARIETY Model for Online Motivation and Retention

1. **T**one/Climate: Psych Safety, Comfort, Belonging
2. **E**ncouragement, Feedback: Responsive, Supports
3. **C**uriosity: Fun, Fantasy, Control

...

4. **V**ariety: Novelty, Intrigue, Unknowns
5. **A**utonomy: Choice: Flexibility, Opportunities
6. **R**elevance: Meaningful, Authentic, Interesting
7. **I**nteractive: Collaborative, Team-Based, Community
8. **E**ngagement: Effort, Involvement, Excitement
9. **T**ension: Challenge, Dissonance, Controversy
10. **Y**ields Products: Goal Driven, Products, Success, Ownership

Engaging students online: 8 simple things faculty can do

Rebekah K Nix, PhD

Over the past dozen years teaching online I've implemented a few simple 'tricks' that most anyone could adapt to most any course. This brief overview includes examples from my actual courses in hope that readers will benefit from my personal experience. These 8 tips are nothing monumental in terms of doing, but have greatly enhanced my online classes – for both my students and myself!

1. Welcome students to class, seriously!

Ed Tech is taught completely online so it's imperative we get off to a good start. Just before the course opens, I use our Student Information System rosters to email a non-technical introductory welcome each semester.

It takes just a few minutes to save hours with the few who don't have a clue where, when or how to begin.

I provide links to the same comprehensive information that is available 24/7 on my faculty website.

- Getting Started in EdTech
- ED4372 Fall 2011 Syllabus
- EdTech Course Overview

[Available online: http://www.utdallas.edu/~rnix]


You should be able to access your online course(s) on the first day of classes for this semester. Online coursework is delivered through UTD's eLearning system.

If you have any problems with your account, contact the UTD Help Desk at assist@utdallas.edu or 972-883-2911.

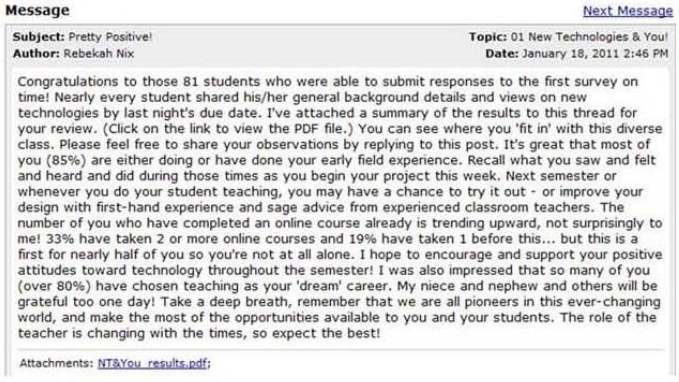
Educational Technology

ED 4372: *Offered in the Fall and Spring full sessions.*

Emphasis is placed on the use of technology to support the teaching and learning process. Information about specific instructional applications is presented to provide concrete examples of principles and procedures. Focuses on electronic instructional media, multimedia, telecommunications, multi-user networks, and their real-world applications to the secondary classroom. (3 semester hours)

- EdTech Course Overview
- ED4372 Fall 2011 Syllabus - *updated August 4*
- Getting Started in EdTech

To continue that sense of belonging throughout the course, each week begins with a complete/incomplete survey. Submission is required to release the lesson content, including the quiz which is powerful incentive!


Message Next Message

Subject: Pretty Positive! **Topic:** 01 New Technologies & You!
Author: Rebekah Nix **Date:** January 18, 2011 2:46 PM

Congratulations to those 81 students who were able to submit responses to the first survey on time! Nearly every student shared his/her general background details and views on new technologies by last night's due date. I've attached a summary of the results to this thread for your review. (Click on the link to view the PDF file.) You can see where you 'fit in' with this diverse class. Please feel free to share your observations by replying to this post. It's great that most of you (85%) are either doing or have done your early field experience. Recall what you saw and felt and heard and did during those times as you begin your project this week. Next semester or whenever you do your student teaching, you may have a chance to try it out - or improve your design with first-hand experience and sage advice from experienced classroom teachers. The number of you who have completed an online course already is trending upward, not surprisingly to me! 33% have taken 2 or more online courses and 19% have taken 1 before this... but this is a first for nearly half of you so you're not at all alone. I hope to encourage and support your positive attitudes toward technology throughout the semester! I was also impressed that so many of you (over 80%) have chosen teaching as your 'dream' career. My niece and nephew and others will be grateful too one day! Take a deep breath, remember that we are all pioneers in this ever-changing world, and make the most of the opportunities available to you and your students. The role of the teacher is changing with the times, so expect the best!

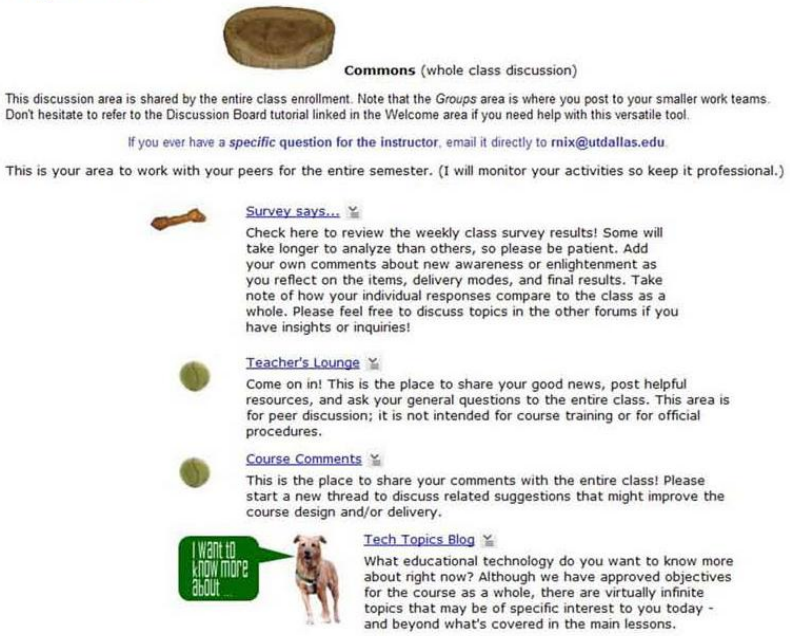
Attachments: NT&You_results.pdf;

Some are truly anonymous and use the survey tool; a few are actually quizzes so that I can track responses and return feedback on certain items. This is one way I can expose them to emerging trends and topics without overloading the lesson content.

After the Ed Tech week ends, I share the summary statistics and comment on what I find interesting in a whole class discussion. They can see where they fit into those results and add their own insights.

2. Provide meaningful feedback, regularly.

I provide a lot of feedback via personal emails in Ed Tech. In addition to the survey results, there are class discussion forums for technical questions and course comments, but students are to email me directly when they have an immediate or unique issue.



In a methods course, I wrote extensive feedback for each unit quiz item. The "quiz" was as close to a personal challenge game as I could get with no budget, so that course management function was used in a non-traditional way successfully.

Especially in the online environment it's imperative to set expectations up front.

Digital users are pre-conditioned for immediate feedback. Last semester most of my Ed Tech students started their coursework between 8p and 9p. It's no secret that I'm not usually in teaching mode then! They know that I will respond within 24 hours though – unless I have posted an announcement otherwise.

There ought to be *no excuses* by the time an online course is deployed; but we're dealing with human subjects AND new technologies, so there quite likely will be glitches every now and then. Keep in mind that the student view may be very different from yours for any number of reasons. *Let your Student Help Desk do their job!*

My best advice is to always consciously be professional. The more you can offload to the course management system, the more time you will have to investigate possible technical issues and to focus on each student as an individual. And you'll have more energy to maintain that critical objectivity in your tone, which can be misinterpreted wildly in a distant learning environment.

3. Personalize your course, comfortably.

You're probably wondering about the dog theme evident in the screen grabs…

After a few years of teaching online, it was no surprise that I spend far more time in class than anyone else on the planet, so I decided to make it a place I was happy. Fostering a positive attitude toward the course was a real game-changer on both sides of the server!

Dr. Nix and Sundance in front of Pikes Peak, CO

Rebekah K. Nix centers her teaching and research on enhancing learning environments, focusing on information technology and professional development. Recipient of the 2010 *Innovations in Online Teaching* award and 2007 USDLA *Best Practices Gold Award for Distance Learning Teaching Online*, she has taught her completely online

I felt that Sundance was good imagery because of the connotations of companionship, fidelity, friendliness, energy, protection, and guidance. I make it a point to display my laptop background image of her at every presentation I make because it always seems to warm up the audience by reminding them that I am a caring human - and it makes me smile! Also, because I'm overly sentimental - *and because not everyone loves dogs* - I recolored the 'ET man' icons from the former course offerings for use in this new design to serve as visual cues for the projects.

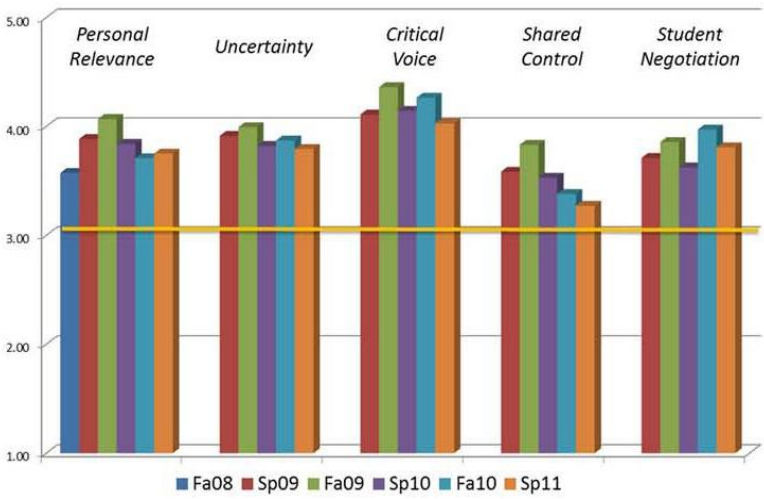
I balance the content and context with custom visuals. I happen to love being in the mountains with my long-time friend Sundance. It wasn't hard to clean up a few pictures to use for the lesson page titles. It was loads of fun putting together a set of my own course icons. Immediately the students know this class is going to be unique!

I am comfortable with sharing a lot of my personal joys, like Sundance. I don't give up a lesson to tell them about me, but rather set up a Welcome module that they can revisit when it's convenient. I can't believe my optional introductory video makes the top 10 most viewed items each semester! Of course, they may be laughing with me… but that's okay. It reminds them I'm human too which comes in handy when I make a mistake.

I teach online pretty much the same way I do face-to-face. That's who I am and what I do!

4. Continually improve your course, incrementally.

I put a lot of effort into making learning more compelling, engaging, personalized and professionally relevant for all of my students. It's not just my job; it's a passion to realize the potential of educational technologies. As such, I continue my doctoral research of learning environments in all of my classes.



The 20-item Constructivist Learning Environment Survey affords a longitudinal look at student perceptions of my teaching.

The beauty of teaching online is that you can take things step-by-step. It takes several semesters to fully develop a high-quality course. But that's okay! It's too easy to throw any and every thing you like at online learners. Remember that they have the same mental thresholds and physical limitations as the students sitting in a real classroom for a couple of hours twice a week!

What does work, though, is providing a more variety, a list of options that employ multiple representations of the same information. Take advantage of the many Open Educational Resources available! These can improve understanding in ways that might not be your best teaching style. *Why not?*

When Ed Tech became a required course in our undergraduate program, I added a textbook – but I was careful to select one that is available in several formats. They choose whether or not to order on Amazon, or rent an electronic copy from the publisher, or to head over to the off-campus bookstore to find a used copy.

5. Incorporate opportunities for individualization, practically.

Online education has opened the possibilities for new ways of delivering and designing learning. You don't have to replicate the traditional classroom so be creative! Teach the course you would want to take, today. I've managed to give students a few minor freedoms so far. The trick is to do that within a clearly defined structure so that you can document fair scoring and not have to spend all day (and night) answering individual questions!

For example, take a look at the schedule section of the syllabus for Integrated Earth Science for Teachers (below). In this small enrollment graduate course the order of topics really didn't matter to me or the learning. I let each student sequence the units in whatever way was most comfortable for him/her.

Assignments & Academic Calendar

The course will follow the official UTD academic semester schedule at www.utdallas.edu. Specific procedures and requirements for the content modules and/or projects are detailed in the course. The following outline is intended as a guide only and is subject to change as announced in the course.

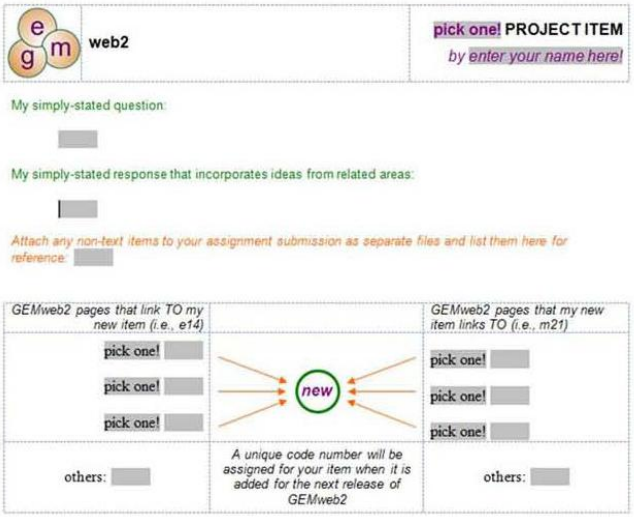
In addition to the welcome, midterm, and final lessons, you must complete 6 content units. Each of the content units lasts 2 weeks and consists of a Texas map investigation, an electronic probeware laboratory, 2 lesson subtopics, a virtual field trip to a Texas State Park, and comprehensive evaluation components.

All units are available on course opening. Students self-select the unit order for their semester. Unit choices I, II, and III are addressed in the midterm exam; unit choices IV, V, and VI are addressed in the final exam.

Complete the following outline by inserting each of these unit topics once:

☐ Astronomy ☐ Historical Geology ☐ Meteorology
☐ Oceanography ☐ Physical Geology ☐ Structural Geology

Week	*Topic(s)*	*Open on*	*Due by*
01	Course Overview and Introductions	Jan 15	Jan 21
02-03	Unit *choice I:* _____	Jan 22	Feb 4
04-05	Unit *choice II:* _____	Jan 22	Feb 18
06-07	Unit *choice III:* _____	Jan 22	Mar 4
08	Midterm Review	Mar 5	Mar 18
09-10	Unit *choice IV:* _____	Jan 22	Apr 1
11-12	Unit *choice V:* _____	Jan 22	Apr 15
13-14	Unit *choice VI:* _____	Jan 22	Apr 29
15	Course Summary and Final	May 7	May 13



In my summer seminar course, I let students pick any subject within one of the three areas noted on the assignment form (above). They really enjoy writing an item that connects from and links to others that I put up in the related learning web – and it's a breeze for me to plop that in to grow the public resource.

In Ed Tech, I let the undergraduates fill in the blanks for their project titles: *Using <name of the technology you select> to enhance <descriptor of the audience you select>' understanding of <title of the topic you select>.*

6. Leverage new tools for learning, collaboratively.

While I don't advocate implementing social media or new learning technologies for the sake of seeming current or cool, if the form fits the function you owe it to your students – and yourself – to at least consider options.

When Ed Tech became required, I had to figure out a way to maintain the level of achievement I had enjoyed with the smaller enrollment elective course. Skeptically, I started exploring the literature and available tools. Peer review proved to be a phenomenal solution. Through my university's course management system we use PeerMark now, which is an add-on module for TurnItIn (see turnitin.com).

Grading Criteria for Innovation Memo

The PeerMark system will automatically assign 2 of 3 classmates who will review your memo. You may select one memo of interest based on what is available for review. You are also required to self-critique your own submission! Feedback and your overall score for the Constructive Peer Review task should be provided by the end of **Week 06.** Any 3 of your classmates may provide feedback on your work according to the following criteria:

1. Was a current issue or problem clearly identified?
2. Was a seemingly feasible solution generally described?
3. Was a reasonably available technology leveraged in this proposal?
4. Does this proposed technology application have potential to improve and/or enhance the given context for teaching and/or learning?
5. Was the proposed solution (and/or issue) supported with reputable literature and/or first-hand research?
6. Was a 'next step' for action precisely stated in terms of advancing the proposal?
7. Does the suggested 'next step' logically lead to successful implementation?
8. Was the document effectively written in memorandum style (clear, concise, and with a specific intent)?
9. Was the memo appropriate for the given audience (i.e., grammar, spelling, and tone)?
10. Assuming the role of decision-maker, would this memorandum have convinced you that the proposed idea is worth pursuing?

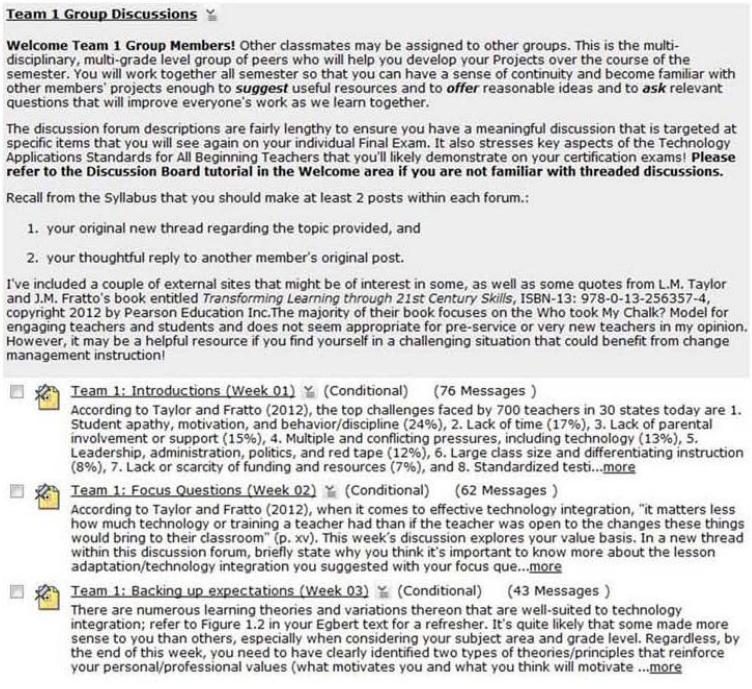
After working for several weeks within their small groups, students must produce an artifact for review. As soon as we start on any 1 of the 3 project phases, I make the review criteria available so there are no surprises. I have set the reviews to be anonymous to encourage honest comments, and that has been interesting to say the least! It's a fantastic learning experience for all as they gain practice giving and receiving often pointed feedback. They really don't appreciate superficial pats-on-the-back to avoid confrontation, so some really powerful learning occurs on many important levels that I could never address in a single rubric.

7. Encourage students to contribute, appropriately.

Much to my surprise I have added pom-poms to my professional arsenal, figuratively! I say that because I often feel like a cheerleader on the sidelines as I watch my students learn together, on their own, within the virtual stadium I have created for them. That famous line from Field of Dreams absolutely applies to online education: "If you build it, they will come". The hardest thing for me to internalize in the asynchronous electronic environment was appropriate wait time. That hesitation is what fosters those 'teachable moments' that happen so often when you can sense the class energy in real time.

The literature notes the importance of effective tutoring and acknowledges that it's one of the toughest nuts to crack – in any setting. I think I've finally figured out how to make small group discussions work. The trick is to word a discussion topic that everyone can answer – and elaborate on – and want to continue as a conversation.

It's also important to create the right groups for interaction. In Ed Tech, I have larger teams now, usually 15-20 students. They are required to post one original thread and to reply to at least one other original thread for credit. Because these forums are directly correlated to their project development, they usually go far beyond that each week!



Team 1 Group Discussions

Welcome Team 1 Group Members! Other classmates may be assigned to other groups. This is the multi-disciplinary, multi-grade level group of peers who will help you develop your Projects over the course of the semester. You will work together all semester so that you can have a sense of continuity and become familiar with other members' projects enough to ***suggest*** useful resources and to ***offer*** reasonable ideas and to ***ask*** relevant questions that will improve everyone's work as we learn together.

The discussion forum descriptions are fairly lengthy to ensure you have a meaningful discussion that is targeted at specific items that you will see again on your individual Final Exam. It also stresses key aspects of the Technology Applications Standards for All Beginning Teachers that you'll likely demonstrate on your certification exams! **Please refer to the Discussion Board tutorial in the Welcome area if you are not familiar with threaded discussions.**

Recall from the Syllabus that you should make at least 2 posts within each forum.:

1. your original new thread regarding the topic provided, and
2. your thoughtful reply to another member's original post.

I've included a couple of external sites that might be of interest in some, as well as some quotes from L.M. Taylor and J.M. Fratto's book entitled *Transforming Learning through 21st Century Skills*, ISBN-13: 978-0-13-256357-4, copyright 2012 by Pearson Education Inc.The majority of their book focuses on the Who took My Chalk? Model for engaging teachers and students and does not seem appropriate for pre-service or very new teachers in my opinion. However, it may be a helpful resource if you find yourself in a challenging situation that could benefit from change management instruction!

Team 1: Introductions (Week 01) (Conditional) (76 Messages)
According to Taylor and Fratto (2012), the top challenges faced by 700 teachers in 30 states today are 1. Student apathy, motivation, and behavior/discipline (24%), 2. Lack of time (17%), 3. Lack of parental involvement or support (15%), 4. Multiple and conflicting pressures, including technology (13%), 5. Leadership, administration, politics, and red tape (12%), 6. Large class size and differentiating instruction (8%), 7. Lack or scarcity of funding and resources (7%), and 8. Standardized testi...more

Team 1: Focus Questions (Week 02) (Conditional) (62 Messages)
According to Taylor and Fratto (2012), when it comes to effective technology integration, "it matters less how much technology or training a teacher had than if the teacher was open to the changes these things would bring to their classroom" (p. xv). This week's discussion explores your value basis. In a new thread within this discussion forum, briefly state why you think it's important to know more about the lesson adaptation/technology integration you suggested with your focus que...more

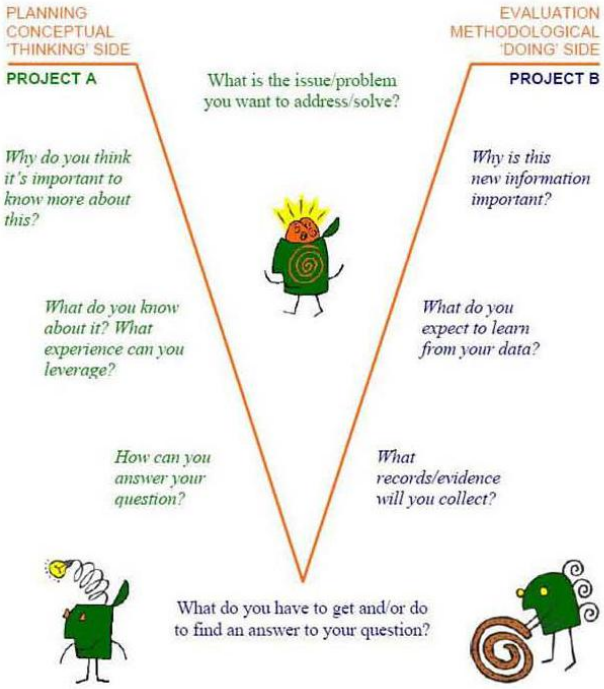
Team 1: Backing up expectations (Week 03) (Conditional) (43 Messages)
There are numerous learning theories and variations thereon that are well-suited to technology integration; refer to Figure 1.2 in your Egbert text for a refresher. It's quite likely that some made more sense to you than others, especially when considering your subject area and grade level. Regardless, by the end of this week, you need to have clearly identified two types of theories/principles that reinforce your personal/professional values (what motivates you and what you think will motivate ...more

I do monitor all new posts at least twice a week, but once they get going I try to stay out of the way… and that's proved to be more than okay with them.

It's hard to not take things personally sometimes. I used to get all uptight about drops and folks who weren't achieving. Not yet has that been about me or the course. I do appreciate it when students let me know that they have had a change in their home life or a job promotion or just bit off more than they could handle – and I just say that I look forward to "seeing" them in Ed Tech again soon! You can't let yourself get tangled up in all of the possibilities, personally or professionally. Maintain objectivity and take advantage of the time lag you control!

8. Require applicable products, objectively.

Since less than half of my Ed Tech students have ever taken an online course that, in itself, is novel. On top of that, most of the online courses they have taken have been more training tutorials rather than the full-blown, hands-on, interactive courses you see in a preparation program like UT-Dallas' Teacher Development Center. Nevertheless, they still seem to be uncomfortable with a project-based learning which requires the same self-discipline and creativity that's needed to complete a completely online, 100% asynchronous course!

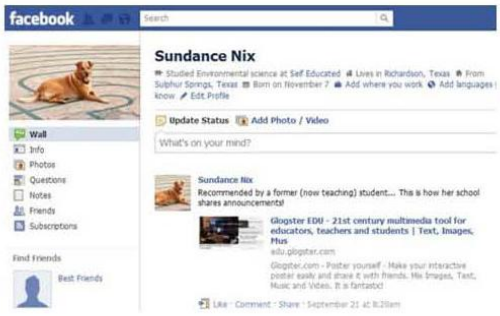


When I updated the Ed Tech course to Web 2.0 and 21st century teaching ideals, I thought I was going to have to ditch the projects, but on reviewing student comments over the years, that was the most valuable element, so I decided to use it as the basis for the new course design!

Because it fits my course, I use Gowin's Vee heuristic to help them break the semester-long development down into practical chunks. We start drafting their focus question in Week 1 so that by Week 15 they can present a solid executive summary for their Final Exam.

Concentrating on the fundamentals of your subject will help you design and deliver scalable assignments that meet multiple objectives. Teaching is not an exact science. Learning online is the culmination of a series of decisions the designer and instructor and student make for each context of objectives, resources, and time.

I consistently gain satisfaction by being open to my students' ideas, then finding ways to empower them to follow those notions that tend to arise during informal collaborative learning moments. I love it when they tell me about receiving a grant award to realize their project dream a year later, ask about Sundance when our paths cross on campus or at a conference, actually do the experiential training activities with their families, or incorporate the class surveys and other resources into their own practice.



By popular demand Sundance has her own Facebook page to perpetuate this constructive learning environment for life-long learners who graduate to become my new colleagues!

Teaching and Learning in the Cloud

Alexandra Pickett
SLN workshop 7: fall 2010 and spring 2011

This workshop is offered as part of SLN's faculty development process(stage 4/step7 see: http://slnfacultyonline.ning.com/page/effective-practices) that targets online course iteration and continuous improvement of online teaching and learning practices by returning experienced online instructors. The purpose of this workshop is to make you aware of emerging technologies and to ask that you consider possibilities in your own instruction. The intention is also to provide you with a framework and criteria you can use to evaluate and select the use of tools to enhance the presentation of content, to facilitate interaction and collaboration, and to provide engaging student feedback.

Teaching and learning in the "cloud"
How can you use web2.0 to present engaging online content? How can you use web2.0 to facilitate engaging online collaboration and enhance interaction? How can you use web2.0 to enhance online student feedback and assessment? Have you thought about using blogs in your course so that your students can reflect or make their thinking visible to you? How would you assess and give them feedback? Have you thought about podcasting or screencasting to provide engaging online student feedback? Could video enhance how you present your content? What would that look like? Have you ever wanted to open your course and invite the world in? Would you dare? This workshop will answer these questions by showing you what it looks like to teach and learn in the "cloud." You will also consider criteria that you can use to evaluate technology for instructional purposes, and review examples and resources you can use to help you incorporate learner-generated content, the social web, and web 2.0 technologies in your instruction to enhance interaction and engage your students. This session will ask you to step into the "cloud" with me to consider possibilities for your own instruction. I will show you my "cloud" and how I am exploring what it really means to be learner-centered. I will show you what happens when several web 2.0 technologies (twitter, voicethread, diigo, edublogs, jing, youtube, podomatic, audacity) are stitched together into one fully online course. I will talk about how I did it and why, and what the students thought about it. And I will also invite you to explore selected tools for yourself, and to join my networks, so you can share with me and others in the SLN/SUNY online teaching and learning community.

SLN Workshop #7: Teaching and Learning in the Cloud Presentation
demo of embedded prezi

enhancing content presentation and interaction: social presence/class community
(voicethread)

content presentation: social presence, teaching presence, engagement, interaction, microlearning/blogging
(microblogging: twitter)

reflection and metacognitive journaling: developing a public voice, presence and contibuting to the read/write web and social discourse
(blogs: edublogs)

enhanced and engaging feedback
(screencasting: jing)

enhancing student engagement: student-generated content, shared resources, social bookmarking
(social bookmarking: diigo)

engaging audio feedback
(podcasting: audacity and podomatic)

engaging presentation of content, feedback, interaction
video: YouTube

Resources

Alexandra Pickett's Links

Hand out of links: http://etap640.edublogs.org/2010/10/07/teaching-in-the-cloud/

Links to tools I use to enhance my instruction to engage online learners: http://etap640.edublogs.org/2011/07/14/tools-i-use-to-enhance-my-instuction-to-engage-online-learners/

Web2.0 and the cloud: http://prezi.com/yyzcr9_btox6/teaching-learning-in-the-cloud/

Voki avatars examples: http://www.netvibes.com/alexandrapickett#avatars
http://www.voki.com/
How to: http://www.voki.com/learn.php
Large example: http://vhss-d.oddcast.com/vhss_editors/voki_player.swf?doc=http://vhss-d.oddcast.com/php/vhss_editors/getvoki/chsm=b6ba1a5010a9231c7c3f5ee783db633e%26sc=3781886

Voicethread: http://voicethread.com/
example: http://voicethread.com/share/1991825/
How to: http://voicethread.com/support/howto/VoiceThreads/Creating/

Community of inquiry
http://communitiesofinquiry.com/model
The CoI with indicators: http://www.slideshare.net/alexandrapickett/community-of-inquiry-1070383

Diigo
Note the spelling -->Diigo – social bookmarking
http://www.diigo.com
How to: http://help.diigo.com/how-to-guide
My library: http://www.diigo.com/user/alexandrapickett
Example course group: http://groups.diigo.com/group/ETAP687
Example of a dynamic shared annotated bibliography of resources displayed as a diigo link roll (bottom left of the page) http://slnfacultyonline.ning.com/ - I would love to invite anyone interested to join this community of practice.

Ed Bowen's Resources

"Engage Me or Enrage Me" WHAT TODAY'S LEARNERS DEMAND, by Marc Prensky
EDUCAUSE Review, September/October 2005

The Hexagon Of Cooperative Freedom: A Distance Education Theory Attuned to Computer Conferencing, Morten Flate Paulsen - http://nettskolen.nki.no/forskning/21/hexagon.html

Makeover: Turn objectives into motivators - http://blog.cathy-moore.com/2007/12/makeover-turn-objectives-into-motivators/

Scaffolding As A Teaching Strategy, Linda Lawson

Blank page for Participant - Notes

2011- 2012 Tentative Titles

Oct. 24, 2011	A Few of the Secrets of my Semi-Moderate Success - Alton Brown
Nov. 7, 2011	Rise N' Thrive: From Great Potential to Exceptional Performance – Al Duncan
Nov. 28, 2011	Strategies to Increase Student Motivation and Engagement
Dec. 5, 2011	Why A+ Students Work for C- Students: The Power of Financial Education – Robert and Kim Kiyosaki
Jan. 23, 2012	Curriculum Issues in Workforce Education
Feb. 13, 2012	Curriculum Development for Online Courses
Feb. 27, 2012	Learning To Project the Person You Really Are – Linda Papadopoulos
Mar. 19, 2012	New Core Curriculum Guidelines
Mar. 26, 2012	Play is Serious Business! – Kevin Carroll
Apr. 9, 2012	How to Get What You Want – In the Real World - Mel Robbins
Apr. 30, 2012	Strategies for Dealing with Different Learning Preferences

EVALUATE "Motivating Students from Good to Great: E-Learning Strategies"

On a scale of 1-5, with 5 being the highest, rate the video/conference in terms of its value to you.

	Excellent				Poor
Timeliness of topic	5	4	3	2	1
Program's format	5	4	3	2	1
Program Host	5	4	3	2	1
Panelists or Instructors	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1

Local site activities were held ____YES ____NO

1. Institution name:_____

2. My current position is: (circle one)
   a. Faculty
   b. Administrator
   c. Classified Staff/Professional Staff
   d. Other_____

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243
Fax: 972-669-6699
Email: starlink@dcccd.edu