

Title of Session: Online Teaching and Learning

Moderator: Roger Goodson

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Room: Online Teaching and Learning Group

BjB: Roger has asked that you read ISD and ADDIE doc under Files in featured items, Melvin

BjB: did you find the file, Melvin?

MelvinL: where

BjB: do you see the Welcome note above this chat?

MelvinL: got it reading now

BjB: good job!

MelvinL: Read it, 1 for the military

BjB: now look at the welcome note again, Melvin...

BjB: find the green i in the welcome note and click on it

MelvinL: where

RogerMG joined the room.

BjB waves hi to Roger

MelvinL: got it

BjB: when you click on the green i you will see the group ID page

RogerMG: Hi BJ, High Melvin . . .How are things in Corpus Christi?

BjB: join this group, please

MelvinL: Great, I see the page

BjB: when you have successfully joined, click on Room View at the top of your screen

RogerMG: Same here in Bay Area, CA. Clouding up though . . .supposed to be a big storm coming in off the Pacific.

MelvinL: got it

BjB: dealing with snow on the east coast!

BjB . o O (still)

MelvinL: Keep dry

RogerMG: You bet!

MelvinL: Not in TX

MelvinL: I should say not in south TX

RogerMG: There's tons of snow up in the Sierra, but would have to drive three hours to see it.

BjB: want me to send you some? ;-)

RogerMG: No thanks . . .I like it when I can take it or leave it. :-)

RogerMG: 'm using a new browser . . .Google Chrome, so we'll see how that works out t-nite.

BjB understands

BjB: I'm also on chrome. Works well for me

GeorgeK joined the room.

BjB: Hi, George

GeorgeK: Hi

MelvinL: hi g

GeorgeK: Hi Melvin

GeorgeK: Hi Roger

MelvinL: training start in 2 min

BjB nods to Melvin

BjB: I'll announce. You can ignore the announcement. You're in the right room, Melvin

MelvinL: k

JeffC joined the room.

GeorgeK: hi Jeff

JeffC: sup homies?

JeffC figures he'll go gangsta today

MelvinL: hi j

BjB: |** ANNOUNCEMENT: Online Learning and Teaching is starting in the group room. The topic is Instr. System Design and ADDIE. To participate type /join **RogerMG** in the main chat window **|

JeffC: howzitgoin' Mel?

GeorgeK: I am still waltzing...

JeffC thinks Bj is preaching to da choir.

JeffC hasn't waltzed since Dickens Faire in SF.

GeorgeK: My son was at the fair this year.

BjB: Jeff, did you read the ISD and ADDIE doc?

GeorgeK: I read the document

JeffC: nope

BjB hands Jeff a detention....that was your homework!

JeffC does something to get out of detention...

BjB . o O (try reading the doc ;-)

JeffC does better...

MelvinL: what are we doing

GeorgeK: waltzing

GeorgeK: It goes well with reading documents

BjB: tying Jeff to a post, covering him with honey and setting the ants loose!

BjB sighs...we're reading the document, Melvin.

BjB: I'm not sure I totally understand it, Roger

RogerMG: Hi all. Sorry for the delay...we're going to post something on whiteboard.

MelvinL: just history of isd

MelvinL: The military could not get it to work so they pass it on to the civilian world

GeorgeK: but the Japanese got it to work...it is the basis of their quality movement that took them from poverty to success.

RogerMG: OK There it is. Click on 'Whiteboard' Please.

MelvinL: where

BjB: in the blue menu, Melvin, on the left...but you've already read that info

JeffC: <http://snurl.com/isddoc> is a shortcut to the ISD doc

JeffC has to go afk and lurks.

RogerMG: OK. George and I ran a session last month about evaluation . . . particularly of online 'lessons', 'assigned work' etc. In it we passed on the rubrics we used, which are still 'stored' in files of this group.

RogerMG: Since then, I've been working on researching the literature on evaluation and in the book referenced, came across this . . .on the whiteboard.

RogerMG: What's interesting about this to me, is what 'isn't' in the quotation, but is sort of jumbled in the rest of the chapter.

BjB . o O (Patti Shank is with SRI...cool)

RogerMG: Generally it's this: evaluation is included in ISD (using ADDIE) but usually is a component that is either left out, or ignored in many cases.

BjB wonders why that is...assessment is important

GeorgeK: but it is unpleasant, as Al Gore might say

BjB . o O (how can we know where we're going if we don't know where we are?)

RogerMG: So, given that all people putting lessons/assignments online have gone through a

process similar to ADDIE (one would hope) what is the status of evaluation from your experiences?

GeorgeK: inconvenient

RogerMG: Much of the literature on creating online courses focuses heavily on both 'Design' and 'Development-

MelvinL: kool

RogerMG: Consider that one has 'assessed' the students and the course is designed to create a learning situation, wherein 'learning objectives' are developed.

RogerMG: and implementation strategies are also developed.

RogerMG: It would follow that evaluation 'should' measure in some way whether the 'objectives' have been met . . .shouldn't it????

BjB nods solemnly

GeorgeK: yes

RogerMG: And, if there is no assessment, how do we go back and re-analyze the course, redesign, develop, implement to make 'corrections' in the previous design. ???\

RogerMG: Now. I have taught high school, been a principal of one, been an organizational trainer . . .and from my experience and observations the biggest disconnect in the whole process is at the evaluation level. How about your experiences?

GeorgeK: we guess, we rely on the intuitively appealing

RogerMG: ?

BjB: or you find out what has been learned with the current system....

GeorgeK: I still see most not doing formal assessment.

BjB: and see how that merges with instructional objectives

GeorgeK: But, when I get them to assess, they "see the light" and tend to repeat the process.

RogerMG: I forgot to include university teaching, but that is likely to be a bigger 'culprit' than the other levels of my experience.

BjB: how do you do your assessment, George?

RogerMG: Allow me to give a 'for instance':

BjB listens

GeorgeK: Plan the learning outcomes and develop rubrics, which I continually improve, Kaizen-style

RogerMG: An instructor of today's students in a f2f classroom has a learning objective focused on students learning some historical theory or other. s/he stands in front of the class and with PPT (in hand_ proceeds to lectures about the theory for 50 minutes without a break. A week later s/he gives a multiple choice test.

RogerMG: Does this

GeorgeK: yes Roger, that happens too often

RogerMG: inform him/her how to modify design? development? implementation of the actual instructional activities?

RogerMG: I agree George. I see it all the time. Now, in having students work online, are we more 'careful' about ADDIE, or do we continue to do the same thing as in my example?

GeorgeK: unfortunately...

RogerMG: So . . .there is a 'disconnect' between what is espoused to occur . . .and an avoidance of actually occurs perhaps?

BjB always tries to avoid more work!

RogerMG: \what actually occur?

RogerMG: Uh - huh . . .I don't think you're alone BJ :-)

GeorgeK: actually...the behavior of their professors is modeled...

RogerMG: Help me understand what you mean George.

GeorgeK: Well, what you described was the way my professors taught back in the 60s...the way I taught when I first became a prof...

GeorgeK: We model what we see as right and successful behavior...

BjB agrees

BjB: Melvin is taking a course....is this the way you are being taught, Melvin?

RogerMG: That's my question too BJ . . .So when we look at how Ed. School profs. are teaching their students . . .we should expect change?

MelvinL left the room (signed off).

BjB: if we expect different outcomes, yes

BjB . o O (Melvin couldn't take the heat)

BjB: but I agree that we teach as we've been taught....

BjB: so, where do we start that change?

RogerMG: So, we're back to design, and development and implementation. The only reason I like this model is that it is 'sooooooo' simple. And, easy to remember, difficult as all get out to do, but easy to remembers.

BjB chuckles.

GeorgeK: but Roger, my wife, taught by those ed profs in the 90s knows Addie...

RogerMG: Well, BJ, you have assessment at both ends of this 'conundrum' if it's missing from either end then we just produce 'myths' and 'good feelings' perhaps:-)

GeorgeK: So those profs must have known Addie...they knew but did not practice?

RogerMG: That's my guess George . . .a lot of espoused 'virtue' but little on the 'action' part.

GeorgeK: Maybe we need to do Argyris' left side-right side exercise in Ed schools?

RogerMG: By the way, I'm not saying that 'all' educators fall into this 'trap'. But it does seem rather common. My concern is whether the 'trap' is also being 'transferred' into online course development or that the demands of working in that medium are significantly different enough to cause the addie 'thing' to work better????

BjB: to whom are the course designers accountable?

GeorgeK: we should be accountable to our primary stakeholder- the student

RogerMG: Actually, one of my friends from Harvard just published a book on just that, advocating the Argyris left side rt side thing. He's dean of an Ed. Admin. grad program in Michigan.

GeorgeK: off line, let me have the title..

RogerMG: Well . . .yes. The students . . .primary stakeholders. But school boards, st. depts. of

ed, NCLB, etc., etc. are rather insistent on a 'paper trail' . . .I think in many cases they become the primary stakeholders.

RogerMG: I forgot accreditation assn's

RogerMG: BJ Question???

RogerMG: I have one for you???

BJB listens

RogerMG: There is an 'Action Research' forum in TI. Do they deal with this sort of issue we are discussing here tonight?

BJB: they discuss how teachers can assess the effectiveness of their teaching

BJB: which is basically the same thing

RogerMG: OK. What models do they use?

RogerMG: Or is it a 'free for all'?"

BJB: you'd have to ask Diane Painter, who leads the discussions....

BJB: Classroom assessment is a forum for talking about and understanding more about creating and using good assessment that inform instructional practices to meet student learning needs.

GeorgeK: Maybe we should join them once and invite them to join us?

RogerMG: I think that's a good idea George.

BJB: oops, that was from Classroom Assessment....but still related

BJB: perhaps you should ask to collaborate with both groups, Roger

RogerMG: So. BJ, Classroom assessment seems to be using some kind of ADDIE-like model(s).

BJB: Diane has several links in the Action Research group room

BJB: yes, Roger.

RogerMG: Seeing there are few of us here. Could we go there and 'peek' at them?

BJB: sure....type /join BJB2 in this chat

BJB: start with the /

RogerMG left the room.

GeorgeK left the room.

BjB left the room.

Room: AR_Grp

BjB joined the room.

RogerMG: You designed, developed and implemented that well BJ and here's the eval . . we're all here:-)

BJB2 nods to Roger. Project Based Learning

BJB2 sends BJB2 to Reception

BJB2 left the room.

GeorgeK: what happened to Jeff?

BjB: there is something else that is going to take place in this room during March, Roger and George

BjB . o O (Jeff was shuttling kids from school)

GeorgeK: I see 3/4.

BjB: if you look on the welcome note you will see that the next event in this room is Knowledge Sharing

BjB nods to George. If you read the February newsletter....

BjB: there was an article about that. Rutgers is doing a study

BjB . o O (not directly the topic we were discussing, Roger, but interesting....)

GeorgeK: isn't assessment "knowledge sharing behavior"?

BjB: partly...but this study is about community building, George

GeorgeK: "Bridging" in social capital terms

RogerMG: There . That's better:-)

BjB smiles. Attached?

RogerMG: Yuppers.

RogerMG: Ohhh It's a special interest group of AERA. I

RogerMG: I'm a member.

RogerMG: You know George, some subject matter areas are easier to evaluate and adapt and adjust design , dev. and Imp. than others . . .I was looking a ESL here, for instance. Also, 'hands on areas' such as in fine arts, etc.

RogerMG: It's when we get into the more 'abstract' areas that I think eval begins to get lost and disappear.

GeorgeK: yes, but they resist formal assessment too

RogerMG: That's true . . .I hadn't thought of that, but I do have some examples on campus.

GeorgeK: I take that back, they resist formal assessment if it is quantified

RogerMG: Right. I go back to my 'history theory' teacher . . .highly abstract 'stuff'. Difficult to assess.

RogerMG: Shall we go back to OTL?

GeorgeK: How about some on the spot assessment, BJ, are we driving people away from us

GeorgeK: ok,

JeffC joined the room.

RogerMG: Doesn't look like there are a lot of people online.

BjB: I don't think so, George. I think what the problem is is that there are only so many people online and their participation is being fragmented by many conflicting events

BjB: there is an elluminate discussion and an edutopia discussion that I specifically know about

BjB: and this happens about every day....a person can go crazy trying to participate in everything!

RogerMG: If we want to return to OTL. How would we do that BJ?

JeffC: I'll add a passageway

JeffC: done

BjB: Roger, you have OTL listed in your favorite places menu next to Go!

BjB: George, you joined the group!

RogerMG: OK. I see it. I'm going to head back to OTL. Thanks Jeff.

BjB: that means that you also have OTL listed in the drop down menu next to Go! in the top right of your screen

RogerMG left the room.

GeorgeK left the room.

BjB left the room.

Room: OTL_Grp

BjB joined the room.

RogerMG: I feel like a TI dilettante :-)

BjB . o O (at a waltz cotillion?)

GeorgeK: no, with bob dillontont's music

JeffC joined the room.

RogerMG: one two three, one two three, one two three,

JeffC: sibilance, sibilance

BjB smiles

GeorgeK: we are getting silly

BjB: I was talking with a new TI member who was a researcher....

RogerMG: Did either Jeff or you (BJ) get a chance to read our paper?

BjB: and he felt that the very thing that TI tried to do when it was designed....

BjB . o O (create a community using the metaphor of a university campus)

JeffC: which one Roger?

BjB: was the thing that made it more difficult for new users to figure out

JeffC: that's odd... you'd think that would be a familiar framework

BjB nods to Jeff. But then think about learncentral and the nings

JeffC: the ISD one, yes @roger

JeffC: right... and I haven't been active at all on either

BjB: is your paper under files, Roger?

JeffC: teacher2.0 wants moderators

JeffC: @roger if you want me looking at another paper just tell me the url

BjB: Roger, there is a problem with the link to The Future of Education

JeffC: yup... don't click it!

JeffC will look into fixing it

BjB: the url is

<http://tappedin.org/tappedin/do/WelcomeAction?state=displayChatRoomFrame&controller=com.sri.opentap.controller.WelcomeAction>

JeffC: I'm editing it

JeffC: erasing that

JeffC: where *should* it go Roger?

RogerMG: You can find the paper we just published in 'Featured' Q09 18626 Online Faculty Learning and Communities of Practice

JeffC: uh... url?

RogerMG left the room (signed off).

RogerMG joined the room.

RogerMG: So much for Google Chrome browser.

JeffC: lol

JeffC: I just need the url for that paper Roger, I'll edit the link here

BjB: same with the Q09, Roger...it's a TI url rather than an uploaded doc

BjB . o O (in files)

RogerMG: I can see it . . . a pdf file

RogerMG: Can you open it?

BjB:

http://tappedin.org/tappedin/do/FileAction?ROOM_ID=12859&FILE_ID=55918&state=doDownloadFile

JeffC: this shows the need for different online storage

JeffC: pdf files are a pain to begin with

JeffC: I could convert it to word, make it a google doc and then snurl it

JeffC: think about that for a minute... afk

RogerMG left the room (signed off).

RogerMG joined the room.

BjB: pdf should be fine

RogerMG: I hate this browser HATE IT I SAY!!

BjB: I opened something.... UBIQUITOUS LEARNING: AN INTERNATIONAL JOURNAL

GeorgeK: yes

BjB hugs Roger.

JeffC: here's the point though... you don't want to spend minutes, etc. opening docs online

JeffC: or mis-linking to them

JeffC: let alone remembering where they are

RogerMG: There is no URL I can give you, unfortunately.

JeffC: all the twits, etc. that are out there...

JeffC: I'll make one Roger

RogerMG: Thxs. Jeff.

RogerMG: Well. Almost out of time. and I'm almost out of Chrome.

RogerMG: Going back to Mozilla

RogerMG: I think Jeff is going to fix that BJ

BjB sighs and nods.

RogerMG: In any case, dinner calls. Been great talking with you guys.

RogerMG: Next Mo. Same time same station?

BjB: Thanks, Roger and George

BjB: sounds good...same topic?

GeorgeK: I start teaching on Thursday evenings after March 11, so I'll be delinquent until May.

GeorgeK: Thanks all, as always.

BjB: bummer, George!

RogerMG: OK. We'll miss you George.

GeorgeK: Gotta earn a living

JeffC: almost done

BjB understands. Roger will send his transcripts to you

JeffC: the url will probably be <http://snurl.com/ubiquitous>

RogerMG: Night all!!

JeffC: but don't count on it

BjB: finally opened ok in firefox

BjB: must be a big file

JeffC: yup... and it works

BjB: have to log in to google to see it

JeffC: give me a minute on that

BjB . o O (from that url)

JeffC left the room.

JeffC joined the room.

JeffC: try clicking <http://snurl.com/ubiquitous> and see if you need to sign in now (sign out of google if you're already signed in)

BjB: it's good.