

Title of Session: Online Teaching and Learning

Moderator: Roger Goodson

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Room: Online Teaching and Learning Group

BJ: Roger has agreed to be the moderator for future discussions. We usually start all the Tapped In events with introductions

RushtonH: Hi Roger - I have about a half hour, and am looking forward to learning more about your group.

BJ: please tell us where you are located and what interests you about the topic

FredK: I am a tutor for the Pushmataha County Literacy Council in SE Oklahoma

RogerMG: If you are new to chat, one of the things you might wish to do is to 'detach' chat so that it takes up the full screen. . .that way it's easier to follow the thread. To detach click on Actions, then on 'Detach'.

RogerMG: Hi Fred.

NormaSp: I am a teacher at an alternative center at La joya TX deep south Texas

FredK: I am having a tutor training on Oct 11 and need to connect them with the internet

JeffK: I am in the masters program for CSUSM taking on online course with Dr. Hayden. I teach middle school math

RushtonH: I'm in Santa Clara, California. I run a nonprofit which is building a free online library of video resources by and for teachers and students. Perhaps that will be helpful to your group. I also spent eighteen months as principal of an online high school.

NormaSp: I am also pursuing my doctorate in Educational Leadership and have worked for South Texas College in McAllen TX and am currently a business Computer Information System Teacher

NormaSp: I would like to incorporate more technology in my classroom

NormaSp: very interesting Rushton

RogerMG: I am a professor of business and management at Notre Dame de Namur University in Belmont, CA. My major interests is in the area of organizational learning and knowledge management . . .currently focused on E-learning.

RogerMG: OK . . .seems like everyone has introduced themselves. Are we ready to start identifying a topic . . .I have a couple in mind.

RogerMG: There are two that I had in mind for today: E-learning Mentoring, is one.

RogerMG: The other is 'Constructing Student E-learning Teams'

NormaSp: The teams one sounds interesting

RogerMG: Any other suggestions?

FredK: The mentoring looks great to me

JeffK: I am interested in the mentoring also

RogerMG: OK . . .we can do a bit of both if you wish.

FredK: good

NormaSp: Sound Great

JeffK: Sounds good

RushtonH: Good, here.

RogerMG: Let's start with 'teams' as Norma got her dibs in first:-)

RogerMG: One of the problems that many teachers with large classes have, is managing their classes online asynchronous discussions. Creating small student teams can alleviate this situation. Does anyone in the group have experience in doing this sort of thing?

NormaSp: The only experience I have is actual groups where I have grouped students to help each other out as they go through the lessons...it has worked very well

RushtonH: The work I did with the high school was individualized, so we didn't deal with group discussions.

RogerMG: You mean f2f groups Norma, right?

JeffK: a little! We have met as a group to tackle a group project as students

NormaSp: yes..

FredK: We do mostly one on one

RogerMG: Jeff. Tell me a bit about that experience.

BJ: I only have experience with doing this in Tapped In...where groups meet in offices and then get together in the group room to share conclusions

BJ . o O (probably much like what Jeff has done)

JeffK: I thought it was great. We chatted and split up the workload, then met again with ideas. Finally e-mailing our part to each other to compose a group paper. It was a little like an assembly line

NormaSp: Oh I have done it myself in online classes where the class is divided into groups and we are given a topic and then research it online in a chat room and then go back to the general chat room

NormaSp: and share our findings

RogerMG: At the current time, I have three classes. 2 with 25 students and one with 15 students. Setting up asynchronous discussions around 'topics' and around shared experiences for entire groups become unwieldy.

NormaSp: so how do you manage this

RogerMG: So, I break the groups down into teams . . . I also 'manage' the membership of the groups so that they are diverse, and as much as possible mixed between self-motivated learners and what I call 'reactive' learners.

NormaSp: that is important

NormaSp: even in f2f

RogerMG: Some of the shared experiences consist of classroom showing of feature films, which are later discussed online. (Films such as: Pirates of Silicon Valley, Norma Rae, Bartleby, Office Space.

RogerMG: That is in one class that is focused on mgmt. and organizational behavior.

RogerMG: I also set them up in teams to do project work, much like what Jeff K was describing.

NormaSp: roger that is great with college students any suggestions for high school students for in class projects only

RogerMG: Now, to clarify a bit. I am working with an LMS in doing this . . .so setting up the teams is relatively easy.

BJ: Norma, there is a safe and secure student campus where you can have your high school students log in, have team discussions, and post conclusions to the discussion board in the group room

RogerMG: Norma. Are you referring to f2f or online?

JeffK: In the online courses that I have taken discussion boards have been used very effectively to share ideas and analyze topics...

NormaSp: a f2f and online course

JeffK: then we reply "value added" responses to some of our classmates

NormaSp: what I meant I would like to supplement my f2f instruction

RogerMG: Then setting up these sorts of teams would be a good way to do it. However, I have found that I had a lot to learn when I first started to do this sort of thing 3 years ago.

RogerMG: One has to really 'map' out what they expect to occur online in the teams . . .guided discussion, yes . . .but beyond that 'controlling' the dynamics a bit.

JeffK: It seems that it would be harder to "redirect" a class if it is headed down the wrong path. Much harder than a f2f classroom

RogerMG: For instance: setting 'standards' concerning the number of accesses (to team forums) that are expected, as well as how many responses to the messages and ideas of others are expected. Beyond that, there is the issue of 'additivity',

NormaSp: yes Jeff because in a f2f you can actually see it happening

RushtonH: "additivity"?

NormaSp: You are right roger the course has to be clearly mapped out

RogerMG: Additivity . . .meaning that students (some of them) will react with one liners ('I agree.', 'interesting', etc.) they must 'add' their thoughts and ideas to the messages of others . . .

NormaSp: What I have done so far is added online projects one at a time

RogerMG: Sounds like a good idea . . .with teams you might consider having more than one project going at a time.

NormaSp: That is true and then in a f2f have them all share their projects

RogerMG: Great idea!

RogerMG: If you have whiteboards available that is something else you can do with teams.

RogerMG: We only have a little over 15 minutes left. Would you like to continue this or move on to the 'mentoring' topic?

NormaSp: move on

FredK: move on

JeffK: Move on

BJ . o O (this group will meet again on October 26)

RushtonH: move on

RogerMG: OK, on to the 'wonderful world of mentoring:-)'

RogerMG: My guess is that everyone here has been a mentor to someone in their lives . . .that is of course an assumption.

NormaSp: yes...

RushtonH: definitely

JeffK: Yes, but surely not for technology

FredK: oh yes

RogerMG: So, if my assumption is correct, then we already know something about its importance to the growth of knowledge in others . . .

RogerMG: One of the problems we encounter at my University is that we have limited IT training staff, and when they do training regarding say, our LMS, it tends to be on the technical end of things, and not on actually hands on developing of courses . . .methodology if you would (although in some places methodology is a bad word.)

RogerMG: Another assumption I have is 'that we are not alone' . . .in confronting this issue.

RushtonH: Roger, I apologize, but I have to get to a meeting. I look forward to learning more in the future. Thanks everyone (no need to do a good-bye - this is enough of an interruption).

NormaSp: yes. that is true there is always a limited amount of staff trained in the latest technology in the schools

RogerMG: Once teachers have moved from novice online teachers, to intermediate, and later to expert . . .it would probably be a good idea to 'formalize' the mentoring ideal using them, don't you think?

NormaSp: yes....

RushtonH left the room.

RogerMG: Right now, most mentoring goes on in an 'informal way' . . .formalizing it could potentially yield promising results.

JeffK: We need our administration to help this happen

NormaSp: I think it would be best that the teacher that is designated as the technology point of contact...comes back to the school and trains a small number of teacher at a time

JeffK: That sounds good,

NormaSp: by doing this teachers get one on one direction and can later share with other teachers

NormaSp: they also should start with those teacher that are already technology oriented

RogerMG: One of the benefits of this would be to have intermediate mentors working with novices, and expert mentors working with the intermediates.

JeffK: It must be an ongoing training, hence "mentoring"...

RogerMG: By the way, there is a link I placed on the homepage re: mentoring.

NormaSp: it is them that will make the implementation of technology so easy that other might want to include it in their classrooms

RogerMG: OK, we meet again Oct. 26, same time, same place. This has been fun for me, and it is new for me too . . .I have another discussion group which deals with Faculty Resistance to Online Learning, but I really don't get a chance to discuss these 'nuts and bolts' aspects in that one. We can continue our discussion next time, or we can choose other topics.

JeffK: Thanks Roger!

NormaSp: thx everyone bye--

RogerMG: Thank you all for being here.

FredK: Thanks Roger