

Title of Session: Online Teaching and Learning

Moderator: Roger Goodson

Title of File: 20061026otl

Date: October 26, 2006

Room: Online Teaching and Learning Group

BJB2: Welcome to today's Online Teaching and Learning discussion. Please tell Roger your location and what interests you about the topic.

BJB2: I teach communication and spend a great deal of time in Tapped In

RogerMG: Sure. I am a professor at Notre Dame de Namur University in Belmont. CA. I have an interest in e-learning generally and have taught and teach full online and blended courses.

PatriciaLe: Instructional Designer for the 1400 faculty at Western Washington University here in the beautiful (but currently chilly) Pacific Northwest

DoraR: Hi, my name is Dora, I am in Houston, Texas. I am a preservice teacher from University of Houston. Technology is what interests me.

PatriciaLe: My online interests: authentic, constructivist learning; synchronous and asynchronous communication and collaboration; building community--of-practice activities; effective and accessible multimedia design; ongoing authentic assessment tied to clearly articulated instructional objectives and content/activities which best support these objectives

MerryKu: Hi! It's my first time, so I'm just trying to figure out what's going on.

RogerMG: Tell us something about yourself Merry.

EricSa: Eric Sampson. Currently taking a class in Education Technology Leadership. Interested in the topic at hand.

BJB2 hopes Patricia considers leading groups in Tapped In!

GregT: Hello this is my first time in here as well

GregT: Also taking a course in Educational Technology Leadership

PatriciaLe: To BJB: can I increase the size of the Chat window so that I can see more of everyone's postings without having to scroll so much?

MerryKu: I'm currently on a break from teaching. So I'm taking some classes to get ready for my next job in a new school.

EmilyW: I am Emily and I am a helpdesk volunteer at Tapped In. I studied Instructional Technology in college and learned a lot about online learning.

BJB2: ahhh...thanks, Pat. Please go to the Actions menu in the top right of the chat window and click on detach

BJB2 . o O (you can also go to larger text)

PatriciaLe: To BJB: Thanks! Guess I need to attend one of the current TappedIn Tours!

MerryKu: That really helps! I was going blind trying to read.

SusanR: I am Sue in Ottawa, Ontario. I facilitate the K to 3+ Great Resources sessions here at TI.

BJB2 gives a drum roll for Roger...she's all yours!

RogerMG: I have added a few new links that people here might find interesting . . .most are focused on 'blended/hybrid' learning. I thought we might focus on that for this session, particularly focusing on your experiences with it.

GregT: What is blended/hybrid learning? Roger

PatriciaLe: 95% of my work is with faculty teaching in a hybrid environment

RogerMG: What is your definition of hybrid Patricia . . .in answer to Greg:-)

PatriciaLe: course is taught partly F2F and partly online, with students required to participate in both environments

EricSa: Gregg: That's Face to Face

GregT: Thank you Eric for the interpretation

GregT: Stick to your spelling lessons

BJB2 senses some sibling rivalry between Greg and Eric

RogerMG: There is, in higher ed. often as not, a trade off between f2f and online time.

PatriciaLe: In comparison, some faculty use BlackBoard (or WebCT) for "administrative" benefit - such as posting a Syllabus or links to material which will be

printed out and used offline. No interactive teaching and learning occurs online and students are not required/not graded on their use of online resources

GregT: just being a little playful that's all :_

EricSa: The info is just simply there for the student's use, correct?

GeorgeK joined the room.

RogerMG: Hi George.

GeorgeK: Hi Roger

BJB2: welcome, George. We're discussing hybrid/blended learning

RogerMG: We are focusing on experiences in/with blended/hybrid learning.

PatriciaLe: To Roger: I agree and identifying what is best achieved during F2F time and what can be most effectively accomplished online is a fundamental issue when I'm working with faculty on online course design

GregT: Not necessarily Patricia we do get feedback from the professors if needed

GeorgeK: I have had some experience but am no expert.

PatriciaLe: To Greg: Agreed. I'm just making a basic distinction between those who use BBB or WebCT as a teaching and learning resource vs. those who use it for administrative benefit (which is of value - no denying) in support of entirely F2F classes

RogerMG: Patricia, what do you find is the most common problem experienced by new faculty who become involved in teaching a hybrid course?

GregT: I see

GeorgeK: Patricia, what seems to be the motivation of/for the faculty using hybrid?

EricSa: Personally I would like to use the hybrid method in my own classes. You could make assignments, syllabus, ets, and have students get them at home, do them and bring them back.

PatriciaLe: Identifying what is best done F2F vs. what is most effectively done online. Many beginning faculty see it as either an administrative or archival "add-on" rather than a powerful learning environment with unique benefits

RogerMG: (reminder: if there is a 'lull' in traffic here, there are a number of new links re: blended/hybrid learning available in this room.)

GregT: Good idea Eric, but what about the students that don't have computer access?

BJB2: http://en.wikibooks.org/wiki/Blended_Learning_in_K-12

EricSa: I see a lot of benefits. Knowing students are responsible for accessing info at home means they will be actively engaging the info at home.

GeorgeK: When done well, (or with good luck) I have seen some faculty with marvelous hybrid results but have no way to show that off to motivate others.

EricSa: In a perfect education system, all students would have access.

DoraR: That is true, there are students that don't have access to a computer at home.

EricSa: Call it wishful thinking

PatriciaLe: To George: Those using online interactively see it as a way to extend and enhance their teaching. For those teaching large lecture classes it allows them to have small group work and reflective assignments not possible before. For others, it allows them to prepare students for class sessions rather than spending class time covering content which could have been review ahead-of-time

EricSa: I love the idea and possibilities

GeorgeK: Yes, for the choir, but what about the many who are not yet singing?
(metaphorically, of course)

PatriciaLe: and there's always the opportunity to include outside guest and visiting experts from anywhere in the world

EricSa: Love it!

DoraR: As a student I feel that there are some benefits, but I also feel that F2F teaching is very effective.

EricSa: Face to face is tried and true. We are looking at a million possibilities with hybrid learning.

DoraR: That is very true, there are many more possibilities

RogerMG: I would agree that f2f work is no doubt superior in some ways to online work . . . particularly in establishing the 'social' dimension of learning. I do think that as far as 'learning' is concerned, the online aspect can be equally as effective.

GregT: I agree Roger no doubt if done correctly this can be effective as well

EricSa: Roger if the student(s) actively engage the course and information, a lot can be learned]

DoraR: Erica, I think that is the key, the student to be actively engaged, that is a problem for many students to do

PatriciaLe: To George: I'm worried that I'm being overly talkative - don't mean to dominate - but this is what I do every day so I love it. Your question about those "not in the choir" is an excellent one. Working at a university which does not require faculty to use online resources, and there is no requirement that they receive BB training either, means that every faculty member is a unique conversation - understanding their instructional objectives and desired outcomes, then "gently" providing a variety of options for supporting these appears to work well no "one size fits all" approach - that would really meet with heavy resistance

GeorgeK: Thank you.

RogerMG: Of course, the ultimate strength of a hybrid course is interactivity. I have some doubts about it just being used to submit assigned work (I am not saying that this should not be done, only that students interacting with students and the teacher is critical to online learning effectiveness. What do you think?

EricSa: Dora: I have students that are not actively engaged in F2F classes as well

GregT: Must be the teacher:)

MerryKu: I'm taking two online classes and really missing the f2f aspect of learning.

DoraR: Your right, but f2f you can motivate them to stay engaged

EricSa: I love my online courses. Convenient and useful

GregT: Yes it can Dora

PatriciaLe: To Merry: what are the F2F aspects of learning that you miss?

MerryKu: It's convenient because it saves time from traveling to class, but I find it a bit lacking because the interaction is not live.

DoraR: I agree with Merry, I like to interact with my instructors

MerryKu: I find that if I'm short on time, then I would write a short response for my assignment and not disclose completely what I think because there isn't enough time to type up all I want to say.

GeorgeK: I have a class going now with 34 students. I had them read a short book. I posed a simple, one line question. I have over 100 detailed, thoughtful interactions from students...some with just one, some with many. I am happy with the results but am not sure how I got them and how to replicate the student performance. It may have been a fluke, but what if it was not? Patricia, how do you identify the fluke vs the effective technique?

PatriciaLe: To George: if it's reproducible with a variety of students and classes - understanding that different subject matter (MATH versus Environment Policy, for example) will elicit quite different interactions from students

GeorgeK: I understand that but I won't be in this situation, with the same exercise often enough to know for sure.

GeorgeK: I suppose I am suggesting that a few techniques or likely effective exercises should be shared widely and the results tracked. Is anyone doing that? Is this the right kind of forum to get that kind of research started?

RogerMG: I have had the opportunity to teach the same class a number of times . . .I find myself 'weeding' the online discussions based on prior experiences. And, over time, I have found some that appear to work for each iteration of those classes. Others I delete.

PatriciaLe: To George: Did you provide guidelines/a rubric for this discussion? If not, what I would do in this situation is identify the characteristics from these excellent responses since the students themselves have set a standard - I might even involve students in developing the rubric

GeorgeK: Thanks, the student-developed rubric is a great idea. I may have this group debrief the exercise, too.

RogerMG: What sorts of standards are set for teachers who wish to create a hybrid class . . ., or, what should they be?

BJB2: I'm going to put the urls for blended learning into the transcript

BJB2: <http://www.rite.ucf.edu/presentations.htm>

BJB2: <http://www.learningcircuits.org/2003/jul2003/rossett.htm>

RogerMG: At my University we do not have established standards as yet, but we are currently working on them in the school I am in.

BJB2: <http://www.knowledgeability.biz/weblearning/>

BJB2: http://en.wikipedia.org/wiki/Blended_learning

PatriciaLe: To Roger: In general, I use the same standards that I do for completely OLL: Bloom's Taxonomy, Gagne's 7 effective practices transitioned to an online environment and the Quality Matter rubric from the Maryland consortium

RogerMG: Are there accreditation issue with standards in Washington?

PatriciaLe: Faculty don't get a "shotgun blast" of these . . . I do a selective release based on the content and activities which they'll be developing

RogerMG: Could you give a brief example?

PatriciaLe: To Roger: not as far as I know . . . at least, not required at my university

GeorgeK: yet

RogerMG: <smiles>

PatriciaLe: To Roger: If they are developing interaction activities (instructor > student; student> student) but still doing formal assessment offline then I'll have pretty deep discussions around effective interaction and how this could potentially be added to their assessment strategies. Otherwise, I don't push them on the Assessment

RogerMG: It would almost appear that to get faculty to use IT that engaging them in hybrid learning might be a good start . . .perhaps, for instance, the idea of technology is too overwhelming for many and this would allow them to 'ease' into using it.

PatriciaLe: To George: Are you a K12 educator, CC or HE?

GeorgeK: Does HE mean male or Higher Ed :) University

PatriciaLe: To Roger: I agree absolutely. Many faculty will apologize for not embracing all of the OTL possibilities at once, but I let them know that - unless I'm teaching a completely distance course - I always prefer hybrid because it allows for incremental change and evaluation

PatriciaLe: To George: If HE meant "male" I'd be in a Yahoo Chat Room not Tapped In <smile>

PatriciaLe: Reason I asked is because I was a K12 educator for 14 years, so my comments in our discussion right now are definitely HE in nature

BJB2 chuckles...interesting, Patricia.

GeorgeK: In about 2 hours, I am going to have the students develop their own rubric to assess the "fruitful" discussion and have them debrief the exercise. Thank you for the great ideas.

RogerMG: To Patricia: Actually, chances are that you 'know' how to teach as a result of that experience . . . would that many university profs. had similar backgrounds

PatriciaLe: Excellent - that will be so interesting

RogerMG: OK. We're about out of time. Please provide some summative remarks, words, ideas, wishes.

GeorgeK: Thank you all.

DoraR: Very interesting discussion. Thanks!!

PatriciaLe: This is the first time that I've been back to TI in over 2 years - it's been a great pleasure discussing ideas with you all. I'm a one-person resource on my campus and web-based community of practice brainstorming is essential

RogerMG: Thanks for your input tonight Patricia. It was very useful . . . please join us again next month.

PatriciaLe: I'll be making it a priority to participate in this group. Thank you for being so generous Roger

RogerMG: My pleasure.