



# **Delft University**

*Delft*  
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**17 January 2007**

**Lisa Prince**

# Overview

- Transition to use of technology to solve educational challenges
- Thoughtful application of technology in the 5 Cs
- Best practices translated to online
- Administrator challenges & solutions
- Faculty challenges & solutions
- Wrap Up/Q & A

# Technology as Learning Support

- Roadblocks to student success? There are solutions!
- Some solutions may include the use of technology
- Don't adopt the Cro-Magnon Theory! (Technology=Good)
- Thoughtful application of technology can improve education; spirit we put in is what we'll get out.
- Use IT to support learning opportunities in various ways, from minimal to exhaustive, depending on goals.
- You have the expertise to do this! You have the technology, scholars, and support → Bb, Hive, Collegerama, Open courseware, E-merge, NAP, Focus on Education



# **The 5 Cs**

## ***What can Technology do for Education?***

Thoughtful application of IT in the 5 Cs:

- Course Design
- Curriculum
- Communication
- Collaboration
- Citizenship

# Course Design

- The hybrid (blended) model of teaching/learning has outpaced purely online. (<http://www.blendedteaching.org/>)
- The f2f classroom establishes a social presence
- The hybrid model helps sustain a cognitive presence.
- Broadens definition of achievement.

# Sustain a Cognitive Presence (Bb)

Welcome to Ashford

Instructor Profile

Course Information

LEARNING BLOCKS

Reflective Paper

Communication

Student Web Site

Library

Tools

HELP DESK

quality of your initial post and the depth of your responses.

4

## External Objects and Self Esteem - Week 1

Discuss how we use external objects as a way to enhance self-esteem, such as clothing, automobiles, homes, jewelry, etc. What is the value of these in influencing self-esteem? Which are more useful in altering self-esteem than others? What other types of external objects negatively influence our self-esteem? Why? Respond to at least two of your classmates' postings.

5

## Introspection - Week 1

Practice introspection, analyzing the attributes of your personal identity (self-concept), and the attributes of your behavior when you are in a social situation, the personality you project to others. Is your personal identity and your social identity the same? How are they different? Why? Discuss your ideas. Respond to at least two of your classmates' postings.

6

## Culture and Self-Perception - Week 1

Discuss these questions: How does our culture affect our self-perception? How does it affect our perception of others, especially those of different cultures? Respond to at least two of your classmates' postings.

7

## Boys vs. Girls - Week 2

The text says, "Compared with boys, girls talk more intimately and play less aggressively." How does this early training exhibit itself among adults? How does it influence the personal relationship between a man and a woman? Respond to at least two of your classmates' postings.

# Curriculum

- Know where students might struggle and prepare for it – post online supplemental notes, resources, and activities for students to complete on their own.
- Work is more project based – 60% of jobs involve people as knowledge workers – online projects allow for flexibility and community building
  - Second Life is an excellent tool for online projects!  
<http://www.secondlife.com>
- Provide opportunities for information literacy
  - Do you know how to evaluate the quality of information you find on the web? Here's a tutorial that can help!
    - [http://www3.widener.edu/Academics/Libraries/Wolfgram\\_Memorial\\_Library/Evaluate\\_Web\\_Pages/659/](http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/659/)

# Communication

- Student success is increased with teacher availability, enhanced online communication skills, and timely feedback
- Easier for some students to write than speak in f2f
- Forums for questions, resources, etc. cuts down on time needed to repeat for individual students
  - Bb has variety of communication tools: announcements, discussion forums, messaging, email.
  - YackPack – voice email
  - Horizon Wimba - synchronous communication
  - Second Life – outside of class community building



# Many Forms of Communication in Bb

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Tools


- Communication
- Course Tools
- Course Map

12.12.06 ASHFORD PSY 301: SOCIAL PSYCHOLOGY > ANNOUNCEMENTS

## PSY 301: Social Psychology

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

December 31, 2006 - January 07, 2007

 Mon, Jan 01, 2007 -- *Happy New Year!* Posted by: Li

### PSY 301 – Week 2 Guidance

**Welcome back – I hope you are refreshed and renewed. Happy New Year!**

Please take a few moments to familiarize yourself with the new discussion forum format – if you have any technical difficulties, please contact the HELP DESK right away – the number is 1-866-384-9057.

I am no longer having technical difficulties with my computer. The problem has been fixed! :-)

**We will be covering many concepts this week: behavior and attitudes, genes, culture, and gender, and conformity and obedience.**

*Lisa Prince Consulting*

# Collaboration

- Online teams and group projects; build sense of community that goes beyond 4 walls and geographic boundaries
  - Overall participation increases
  - Examples:
    - International initiatives (domain specific)
    - Second Life [www.secondlife.com](http://www.secondlife.com)
- NY Times Article & Slide Show on Second Life in Higher Ed:  
[http://www.nytimes.com/2007/01/07/education/edlife/07innovation.html?\\_r=2&ref=edlife&oref=slogin&oref=slogin](http://www.nytimes.com/2007/01/07/education/edlife/07innovation.html?_r=2&ref=edlife&oref=slogin&oref=slogin)

# Citizenship/Internationalization

- Global citizenship – bring the world into the classroom
  - Global Communities MBA at Instituto de Empresa in Madrid
- Internationalization – As defined by SURF study, internationalization can include:
  - A quest for foreign students (f2f & online)
  - Curriculum – all students should acquire competencies to function in int'l. prof. world
  - Foreign students whose study abroad alternates with e-learning
  - Regular & foreign students work together at the institution and abroad

Frencken, H., Jacobi, R., & Jager, K. (2006). E-Learning and International Education in the Netherlands. *Educause Quarterly*, 2, 72-73.  
<http://www.surf.nl/publicaties/index2.php?oid=187>

# Translating Good Practices to Thoughtful Use of Technology

- SLOAN Consortium (SLOAN-C):  
Institutions and Organizations Committed to  
Quality Online Education  
<http://www.sloan-c.org/index.asp>
- Effective Practices: *Relationships Between Interactions and Learning in Online Environments*,  
Karen Swan, Kent State University

## Relationships Between Interactions and Learning in Online Environments

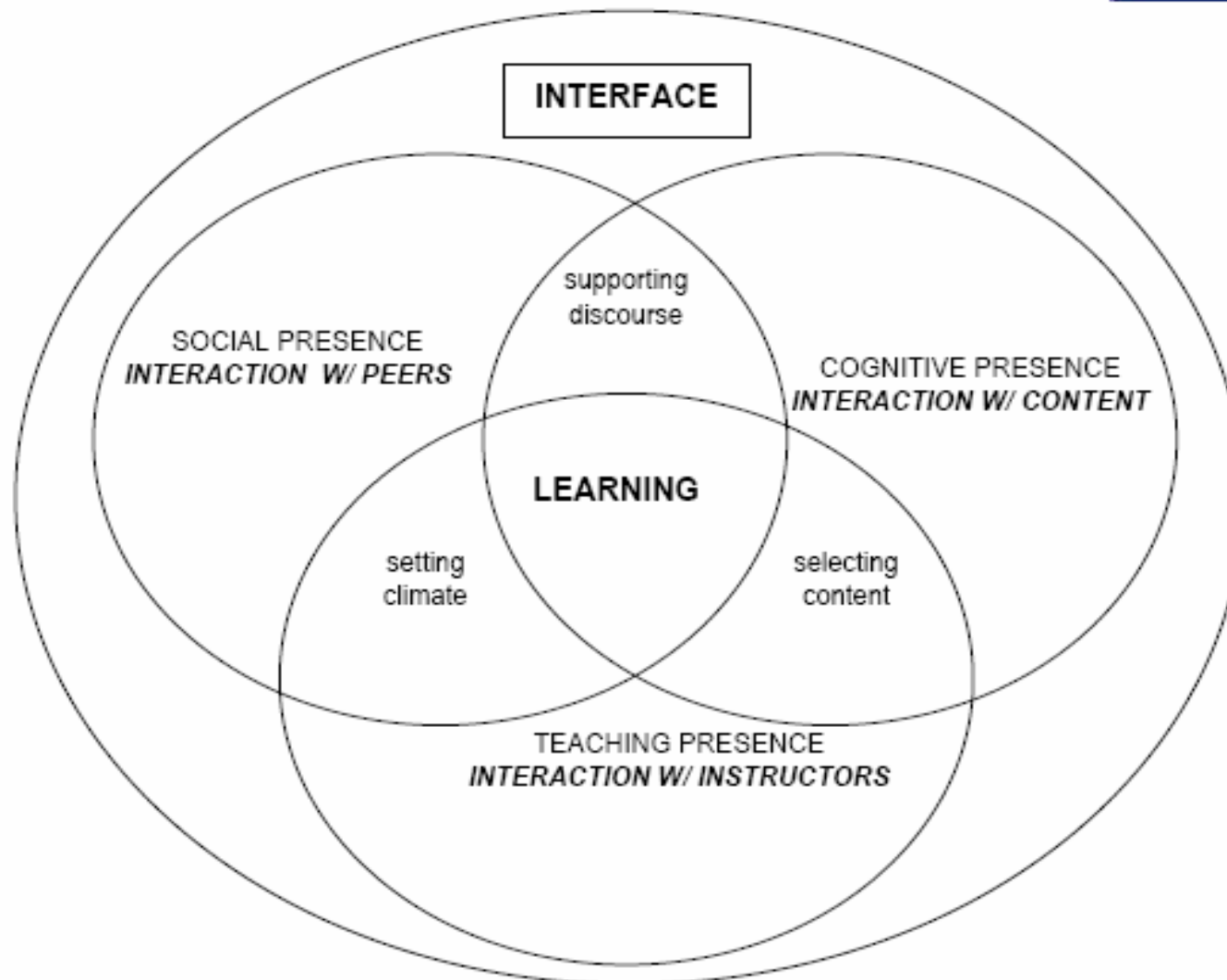


Figure adapted from Rourke, et al.'s (2001) Community of Inquiry Model

# Relationships Between Interactions and Learning

| <b>Learning Effectiveness: Interaction with Content</b>   |  |
|---|--|
| <p>Online discussion/learning may be more supportive of experimentation, divergent thinking, exploration of multiple perspectives, complex understanding, and reflection than F2F discussion.</p> <p><i>(Parker and Gemino, 2001; Picciano, 2002)</i></p> | <p>Encourage experimentation, divergent thinking, multiple perspectives, complex understanding &amp; reflection in online discussion through provocative, open-ended questions, modeling, support and encouragement for diverse points of view.</p> <p>Develop grading rubrics for discussion participation that reward desired cognitive behaviors.</p> <p>Develop initial course activities to encourage the development of swift trust.</p> |
| <p>Online discussion/learning may be less supportive of convergent thinking, instructor directed inquiry, and scientific thinking than F2F discussion.</p> <p><i>(Parker and Gemino, 2001; Picciano, 2002)</i></p>  | <p>Use other course activities to support these such as written assignments, one-on-one tutorials, small group collaboration and self-testing.</p> <p>Develop grading rubrics for discussion participation that reward desired cognitive behaviors.</p>  |
| <b>Learning Effectiveness: Interaction with Instructors</b>   |  |
| <p>Teaching presence—design &amp; organization, facilitating discourse &amp; direct instruction—is linked to student learning.</p> <p><i>(Shea et al., 2003)</i></p>  | <p>Highlight three elements of teaching presence in faculty development and provide examples of how to improve in each area.</p> <p>Provide ongoing support for instructors in each of these areas.</p>  |
| <p>The quantity &amp; quality of instructor interactions with students is linked to student learning.</p> <p><i>(Jiang &amp; Ting, 2000)</i></p>  | <p>Provide frequent opportunities for both public and private interactions with students.</p> <p>Establish clear expectations for instructor-student interactions.</p> <p>Provide timely and supportive feedback.</p> <p>Include topic of instructor interaction in faculty development.</p>   |

# Support is Critical!

- For faculty
- For students



# Support - Faculty

- Faculty need practice in all aspects of online teaching, communication, facilitation, and grading
- Professional development should be available as faculty need it and have time for it
- Organize a group of instructors and students who are experienced (TILT – Technology in Learning Team)
- Brown-bag lunches -- sample topics include:
  - Collaborative Learning in Online Environment
  - Designing & Facilitating Group Activities
  - Facilitating Online Discussions



# Support - Students

- IT (end user training & support) – if you don't have rapid-response technical support staff, make sure you have TILT
- Mentoring
  - Automatically assigned to incoming students
    - Peer Mentoring: coaching, motivating, role modeling  
<http://www.tlt.psu.edu/suggestions/mentor/>
    - Alumni/Community Mentoring: developmental network allows mentees to seek assistance from variety of individuals < Instituto de Empresa Global MBA >

# Administrator Challenges

Example #1 : What are Entrance Requirements?

Example #2: Not all students are prepared to learn

Example #3: Students unfamiliar with online format, functionality, and expectations

# Admin Example #1

Challenge: Entrance Requirements

Solutions: Standardized Testing & Pre-Course Counseling

- General Aptitude - SAT, GRE, ACT
- Domain specific tests:
  - Force & Motion Conceptual Evaluation, Ron Thornton

Results: Better match between student characteristics and environment (eco approach to tailored learning)

## Admin Example #2

Challenge: Not all students prepared to learn online

Solution: Use of an online success prediction tool <ESPRI>  
(81.5% overall prediction rate)

Results: Not a tool of exclusion, but a tool for pre-course counseling, guidance, and placement; side benefit – can identify other at-risk students

What we know about successful online learners:

high technology skill, access, responsibility, risk taking,  
achievement and organizational beliefs

# ESPRI

## SAMPLE QUESTIONS

1. I am a competent person in my schoolwork.  
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
2. I believe that I am a valuable person.  
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree
3. I try to achieve in all my classes, regardless of their level of difficulty.  
Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

(Total of 70 Questions)

*Roblyer, M.D. (2003). Predicting Success of Virtual High School Students: Preliminary Results from an Educational Success Prediction Instrument, JRTE, 32 (2).*

# Admin Example #3

Challenge: Students unfamiliar with online format, functionality, and expectations

Solution: *Introduction to Online Learning* course (could be viewed more as a mandatory, self-paced module) – included time management, study skills, and writing refresher\*

Results: Students felt sense of accomplishment and mastery; better prepared for domain specific courses.

\* Can be used to determine need for remedial courses and to quickly catch at-risk students



# Faculty Challenges

Example #1: Time Spent on Grading

Example #2: Large Classes and Need for  
Individualized Attention/Tutoring

# Faculty Example #1

Challenge: Time spent on grading & feedback

Solution: Use of voice email to 'talk' your feedback can reduce time in ½! <YackPack>

Results: Students enjoy *hearing* feedback, which also helps reduce misunderstandings.



# YackPack ([www.yackpack.com](http://www.yackpack.com))

The screenshot displays the YackPack web interface. At the top left is the 'yackpack' logo. The main area shows a circular arrangement of user avatars, each with a name tag. Names visible include Richard, Michael, Janice, Ruth, Tanna, Gabriel, Dick, Gerry, Jon, Denny, Darren, Bebo, Kim, Stephanie, Judy, Demaris, and Derek. A 'live' speech bubble icon is in the top right. On the left side, there are buttons for 'invite', 'Edu', 'Jor', 'Fri', 'new', and 'create pack my packs'. At the bottom center is a 'select all' button. On the right side, there is a 'help' panel with a close button (X). The help panel contains the following text:

help

yackpack has 3 modes

**new** **yackpack live**  
chat with everyone present in your pack; the light bar above their name shows who is here  
:: try it free ::

**record mode**  
click image to start a message

**listen mode**  
click bar under image to listen  
info & settings

**information**

- ▶ watch a short help video
- 🔍 web page with more help

**support**

- ✉ email support
- ☎ phone support (800) 687-2149

At the bottom right of the main interface is a question mark icon and the word 'help'.

# Faculty Example #2

Challenge: Large classes and/or need for individualized attention

Solutions:

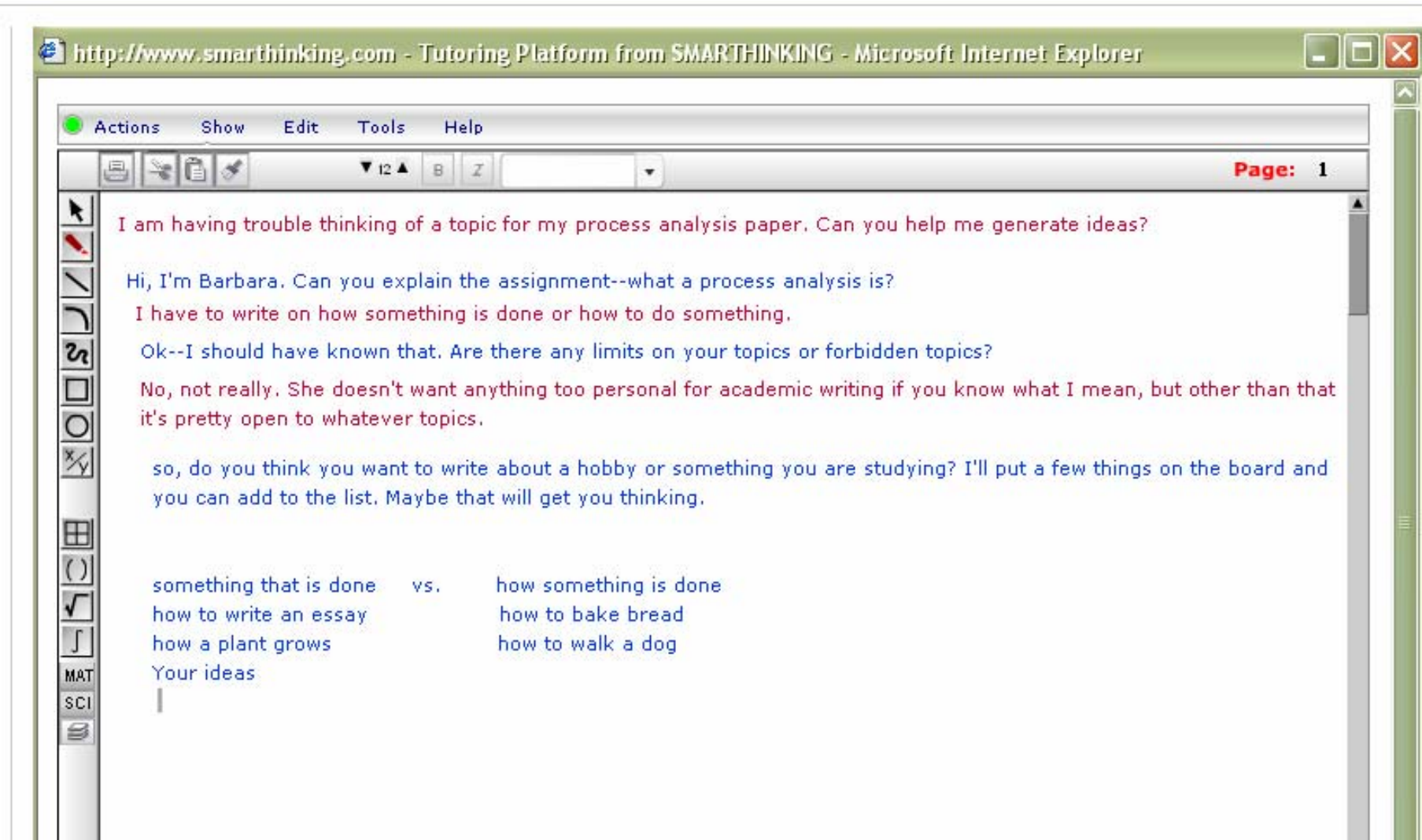
Online TAs

- facilitate discussions
- train students in use of classroom software
- assist with specific problems
- model successful student behavior
- <http://online.uis.edu/peertutors/>

Tutors

- provides online study support and out of classroom training
- <http://smarthinking.com> (24 hours/day)
- <http://www.languageonline.us> (paper grading, writing tutoring)

# Smarthinking.com



# Conclusion – Thank You

Lisa Prince Consulting

[lisa@lisaprinceconsulting.com](mailto:lisa@lisaprinceconsulting.com)

708 River Mill Circle

Roswell, GA 30075 USA

404-664-5346