3-2009

It's a Small World: Facilitating Collaboration Among Distance Learners around the World

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It's A small World

Facilitating Collaboration (Community, Interaction, Presence, and Critical Thinking) Among Distance Learners Around the World

Amanda J. Rockinson-Szapkiw, LPC
Access/Next Step Conference
March 2009

It's a small World

Presentation Description

Web-based technologies afford distance educators the opportunity to facilitate collective intelligence, contribution, and collaboration among learners around the world. The presenter will detail the features, the innovative uses, and the significance of Web-based technologies including open source content management systems (CMS), open source instructional design and authoring tools, podcasts/vodcasts, 3-D virtual worlds and simulations, collaborative conferencing software, social Web marking tools, blogs, and wikis. These details will be highlighted with demonstrations and examples pertinent to those who are interested in incorporating these new technologies into their curriculum or program. A discussion of how these devices are transforming learning will ensue. Time for questions and answers will be provided.

Presenter's Information

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- Ed.D. (ABD) in DE
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IT'S NOT ALL ABOUT THE TECHNOLOGY
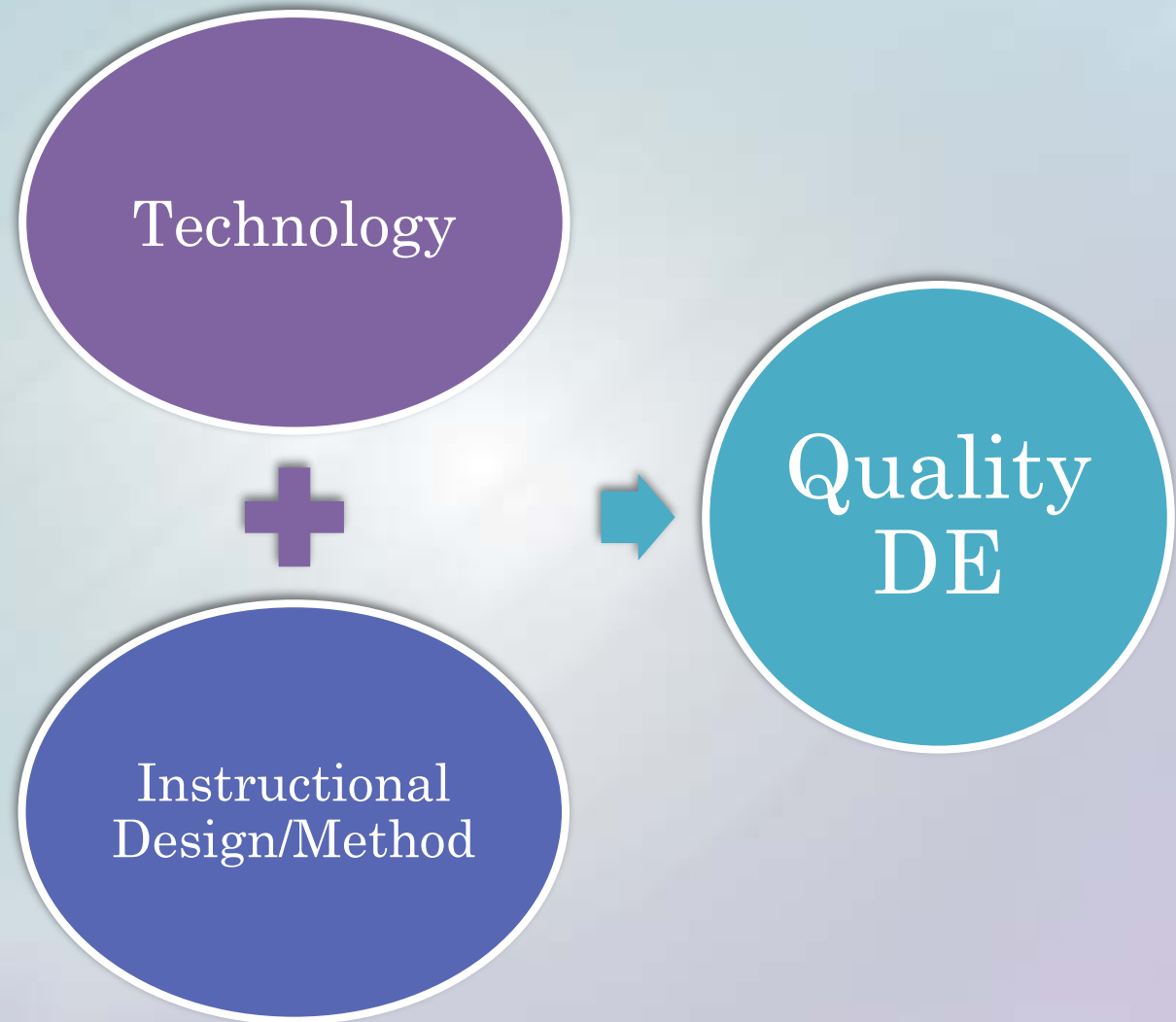
Keys to Quality DE

"A quality educational experience is the dynamic integration of <u>content</u> and <u>context</u> created and facilitated by a <u>discipline expert</u> and <u>pedagogically</u> (*and theoretical and theologically*) competent teacher."

Keys to Quality DE

Technology

+

Instructional Design/Method

→

Quality DE

Clark, 1983; Cobb, 1997; Kozma, 1994; Ullmer, 1994

Presentation Objectives

Identify factors critical to effective online teaching and learning

Identify purpose for integration of technologies, specifically Web 2.0, in courses

Identify Web 2.0 technologies to assist in the creation of quality and effective online learning experience for learners

Identify creative usages and benefits of Web 2.0 technologies to enhance online teaching and learning

Understand the procedures to design, to produce, and to publish Web 2.0 learning products -- Create!

Identify factors critical to effective online teaching and learning

OBJECTIVE #1

Keys to Quality Education

Traditional

- Knowledge is objective; to be transmitted
- Instructor is the expert
- Learner is passive
- Instruction is teacher-centered ; independent
- Learning is surface approach

Constructivism

- Knowledge is constructed
- Instructor is the facilitator
- Learner is active
- Instruction is student-centered

Social Constructivism

- Knowledge is socially constructed
- Instructor is the collaborator
- Learner is active
- Instruction is collaborative
- Learning is deep approach (critical thinking and reflection)

Keys to Quality Education:
"hallmark of constructivism"

Collaboration

Keys to Quality Education:
The Importance of Collaborative Activities

Promotes critical thinking skills

Promotes reflection

Encourages innovation and creativity

Supports co-construction of knowledge and meaning

Decreases feelings of isolation

Contributes to positive learning outcomes

Increases learners satisfaction

(Brookfield, 1987; Palloff & Pratt, 2003; Tu & Cory, 2002)

Keys to Quality Education

"collaborative acquisition of knowledge is one key to the success of creating an online learning environment. Activities that require student interaction and encourage a sharing of ideas promotes a deeper level of thought."

- Conrad & Donaldson, 2004, p. 5

COMMUNITY

Sense of community includes the components of spirit, trust interaction, and learning (Rovai, 2001); it includes the dimensions of both social community (connectedness) and learning community (learning and satisfaction) (Rovai & Gallien, 2005; Rovai & Ponton, 2005).
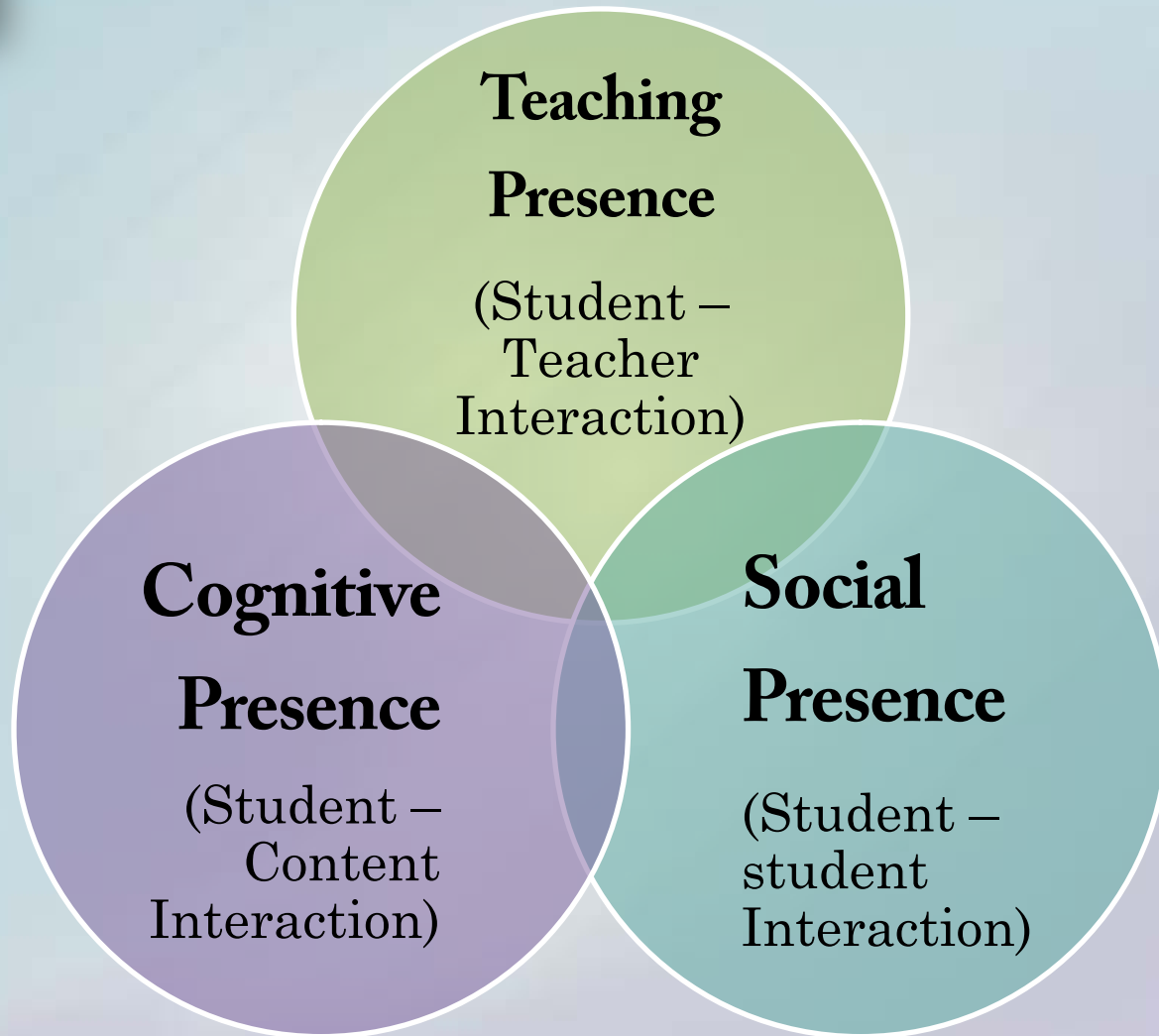
INTERACTIVITY

Collaboration is a BEYOND THE BOX experience that empowers students to deepen learning potential by working together (Palloff & Pratt, 2005).

COLLABORATION

(MODEL OF INTERACTIVITY IN THE CLASSROOM ADAPTED FROM PALLOFF & PRATT, 2005)

Keys to Quality DE

Teaching Presence

(Student – Teacher Interaction)

Cognitive Presence

(Student – Content Interaction)

Social Presence

(Student – student Interaction)

Garrison, Anderson, & Archer (2000); Moore 1989; 1993

Keys to Quality Education: Effective Introductory Activities

- Fun
- Nonthreatening
- Student-focused, not content-focused
- Requires students to interact and respond to one another (verbally talk, read one another's posts)
- Requires expression of openness or self
- Begin to establish a shared purpose

Keys to Quality Education: Introductory Activities

The Web of Connection Introductory Activity

Keys to Quality Education: Introductory Activities

Three Truths and a Lie	• Learners name with one true and one not so true fact about themselves; peers try to guess the false statement
Bumper Sticker / One Image that Describes Me (Guess why or guess who?)	• Learners post an image; peers guess who posted it or what it may represent based on reading the person's profile
Classmate Scavenger Hunt	• Learners are provided with a list of traits. Through peer profiles and e-mails, learners complete the scavenger hunt. • Can also be applied to tech- course hunt
Creating a Common Purpose	• Each learner posts three goals for the course related to their life goals. Students work in teams to create a list of three common themes. The entire class then works to create class themes.

Keys to Quality Education: Collaborative Activities

- Group Case Study Analysis
- Collaborative Research Assignment
- Simulations or Role Plays
- Presentations with Peer Reviews
- Asynchronous Discussion Forums
- Dyadic Assignments
- Jigsaw or Think, Pair, Share

"'Read and discuss' online classes are no longer seen as the best way to deliver content." – Palloff & Pratt, 2005, p. 4

Keys to Quality Education: Selecting a Mode of Delivery

Objective	Assessment	Topic/Content	Activities	Media	Resp. person/Resource

Good instructional design is founded on solid andragogy and theory. It follows these steps:

Set time frames
Define clear goals and objectives
Design assessment procedures
Structure individual and collaborative activities
Select media
Address technology concerns
Indentify resources

Keys to Quality Education: Creating Successful Collaborative Activities

- Provide students with a rationale for collaborative activities
- Encourage the establishment of ground rules
- Takes longer than F2F
- Provide clear guidelines for completing the activity, but don't "micromanage"
- Model and Guide the way
- Take Temperature Checks
- Choose technologies
  - Media richness and social presence
  - Consider bandwidth and disabilities; Always provide an alternative !!!
  - Plan for the technological novice
- Ensure students are comfortable with the technology

A mode of delivery that supports collaboration.

WEB 2.0 TECHNOLOGIES

WEB 2.0 TECHNOLOGIES

Identify purpose for integration of technologies, specifically Web 2.0, in courses

OBJECTIVE #2

Web 2.0 - "Participatory Web"

Defined

Where Web 1.0 technologies use push-pull methods of resourcing, Web 2.0 technologies utilize "collective intelligence."

Web 2.0 uses the Web as a "platform" and includes services offered rather than packaged software, individual and collaborative contribution and participation, transformation of data, the usage of multiple connected components, and cost effective collaboration.

(O'Reilly, 2005)

Web 2.0 Technology: Why?

Aligns with what we research that constitutes as effective and quality online education

Aligns with what we understand about learners (adult and digital)

Aligns with Biblical principle of community

Good stewardship – it's free or nearly free!

Youtube: [Web 2.0](); [Pay Attention]()

- Identify Web 2.0 technologies to assist in the creation of quality and effective online learning experiences for learners
- Identify creative usages and benefits of Web 2.0 technologies to enhance the online teaching and learning

OBJECTIVE #3 & #4

Blogs and Wikis

Podcasts/Vodcasts

Instructional design and authoring tools

Social Web marking tools

E-conferencing and chat

3-D virtual worlds and simulations

Content management systems (CMS)

WEB 2.0 TECHNOLOGIES

Blogs and Wikis
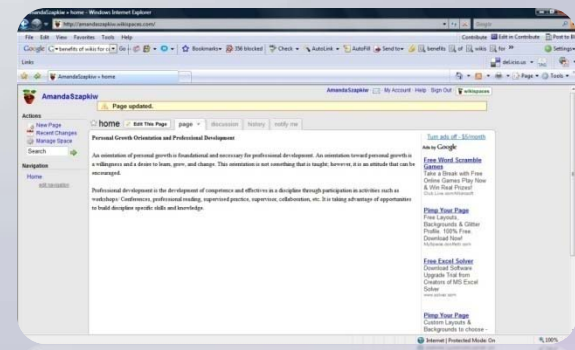
Web 2.0: Weblogs and Wikis Defined

Blog

- An online diary or journal that provides a commentary, news, or reflections on a specific topic. Contains text, images, and links.

- **Weblogs** are personal pages, whereas **wikis** are communally created.

Wiki

- A website in which any individual can add and edit information without needing special administrative access rights

Web 2.0: Weblogs and Wikis

Blog Resources

- The Educational Bloggers Network
- Edublogs
- Weblog-Ed
- Blogger

Wiki Resources

- Pbwiki
- Wikispaces
- Wikibooks

WEB 2.0 TECHNOLOGIES

Web 2.0: Weblogs and Wikis

How to Use

- Create an account with a blog or wiki service – most are free
- Adds content to website using the editor provided
- If private, invites class to blog or wiki
- Approves student requests for accounts to post to blog or wiki

Tools Needed

- Computer
- Internet Connection

WEB 2.0 TECHNOLOGIES

Web 2.0: Weblogs and Wikis

Benefits - Why?

- Receptive
- No Web publishing skills required
- Access
- Collaborative knowledge building
- Increases writing ability
- Improves teamwork skills
- Ownership and responsibility for learning

Usage

- Course Administration
- Personal reflections and journals
- Learning and research portfolios
- Peer coaching and peer review
- Dyad/Small group cooperative learning
- Incorporating links and references can extend learning beyond the discussion topic
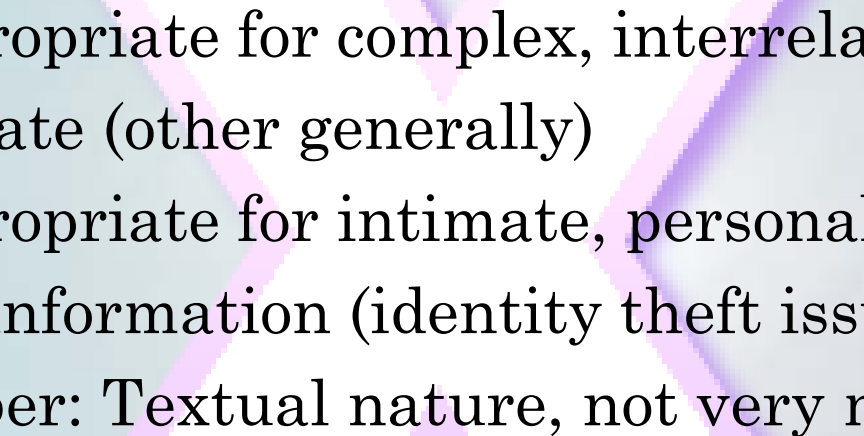- Upload videos, podcasts, and vodcasts for public or small group viewing

Web 2.0: Weblogs and Wikis

- Dyads: Creating a Wiki Text

- Small Groups: Faith and Cultural Presentations

Web 2.0: Weblogs and Wikis

- Not appropriate for complex, interrelated materials
- Not private (other generally)
- Not appropriate for intimate, personal reflections
- Private information (identity theft issues)
- Remember: Textual nature, not very media rich

WEB 2.0 TECHNOLOGIES

Podcasts/Vodcasts

Web 2.0: Podcasts and Vodcasts Defined

Podcasts

- "The process of capturing an audio event, song, speech, or mix of sounds and then posting that digital sound object to a Web site or a blog" (Meng, 2005, p. 1).

- The name "podcast" started as a combination of Apple's "iPod" and "broadcasting," although one need not own an iPod; any MP3 player or computer will do.

Vodcasts

- "Video-On-Demand"

- Same as podcasting, only with the addition of video in the digital object.

This 2-minute podcast is an interview of a 16-year-old TCK, who spent 3+ years living overseas. Podcasts can be used to bring multiple cultures into the classroom.
(Recorded with Audacity)

WEB 2.0 TECHNOLOGIES

Web 2.0: Podcast Resources

Resources

- **Switchpod** - *podcast hosting service; 450mb free to 2000mb for $30/month*

- **Gabcast** - *podcasting and audioblogging platform that offers an easy way to create and distribute audio content; 5 minutes free*

- **iTunesU**

- **Blog or Wiki**

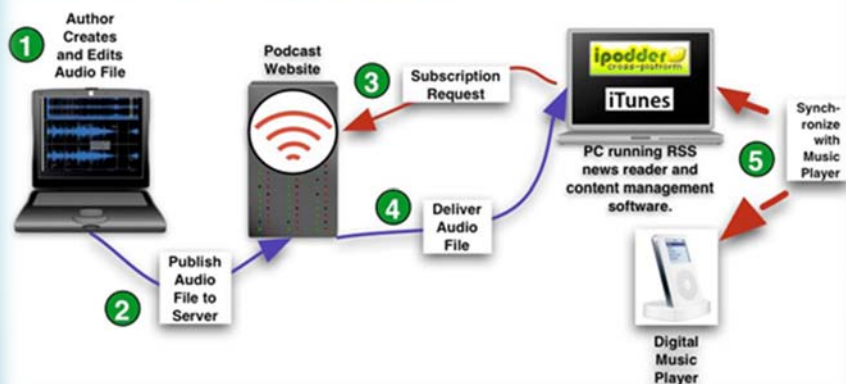- **Audacity** *- free audio recording and editing device*
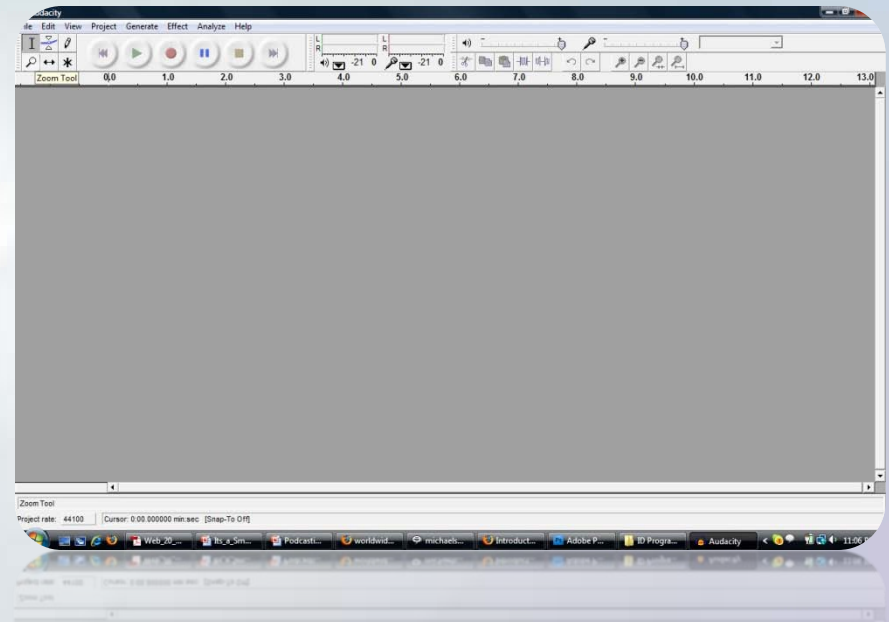
Web 2.0: Podcasts

How to Use

1. Create and edit your audio file

2. Upload/Publish your podcast to your website or course

3. Subscribe to the content (the audio file) using an "RSS News Reader" (if applicable)

Podcasting publish and subscribe model.

1	Author Creates and Edits Audio File
2	Publish Audio File to Server
	Podcast Website
3	Subscription Request
	ipodder cross-platform
	iTunes
	PC running RSS news reader and content management software.
4	Deliver Audio File
5	Synchronize with Music Player
	Digital Music Player

Tools and Skills Needed

- Computer and Internet Connection

- Headset (microphone and speakers) and sound card

- Basic computer abilities for simple audio file creation

- Moderate computer abilities for more advanced audio editing

- Interest in learning new things

- Digital music player (optional)

Note: Most podcasts are created by non-professional audio editors and often have a less-than-polished quality

Web 2.0: Podcasts and Vodcasts

Benefits - Why?

- Portability
- Relatively easy to produce
- Students Choice
- Helpful for the auditory, visually impaired, or dyslexic learners

Usage

- Mini-lecture
- Assignment feedback
- Course announcements or welcome
- Expert interviews
- Oral history assignment
- Presenting case studies in dramatic form
- Assignments
  - Foreign language students record & upload their pronunciation dialogues from their language lessons
  - Music students record & upload their practice sessions for instructor critique

Web 2.0: Weblogs and Wikis

- Devo-cast

- Small Group: Case Analysis

Web 2.0: Podcast

Effective Usage: Creating a 10-minute Podcast

|						
Introduction <20 seconds>	Summary of the Podcast <60 to 90 seconds>	Main Story or Content <5 minutes>	Reminder <30 seconds>	Sidebar <2 minutes>	Personal Connection <30 seconds>	Outroduction <30 seconds>

WEB 2.0 TECHNOLOGIES

Instructional design and authoring tools

Web 2.0: Instructional Design (ID) Tool Defined

eXe Defined

- Open Source authoring application to assist teachers and academics in the publishing of Web content without the need to become proficient in HTML or XML markup.

http://exelearning.org/
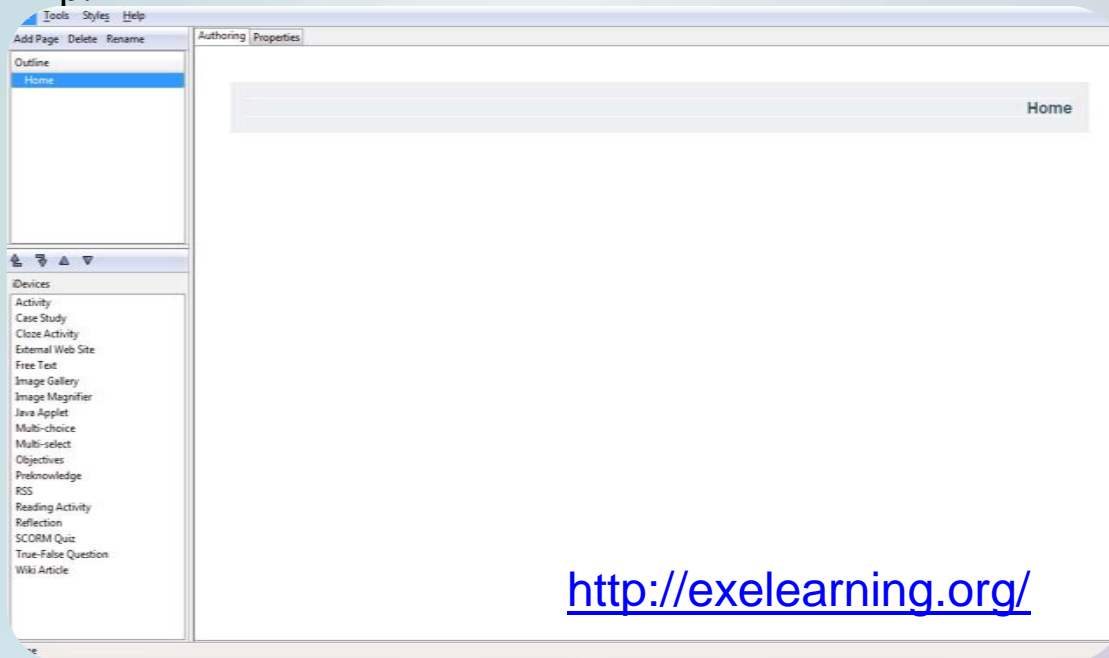
Web 2.0: ID

Benefits - Why?	Usage
• Free and easy to use • Increases quality of instructional material • Access – anytime, anywhere • Creates student-content interaction • Pedagogically sound iDevices	• Interactive lectures • Interactive learning material - the possibilities are endless! • Student presentations • Webquests/ Inquiry-oriented activity *(Note: There are several low cost authoring systems)*

Web 2.0: Weblogs and Wikis

Collaborative Activities

- WebQuests
- Interactive Learning Units

http://amanda.szapkiw.com/grant_writing_learning_unit_exe/index.html

Social Web Marking tools

WEB 2.0 TECHNOLOGIES

Web 2.0: Social Web Marking Defined

Store, Organize, and Search Your Favorite Links

Share Your Links

Discover New Links

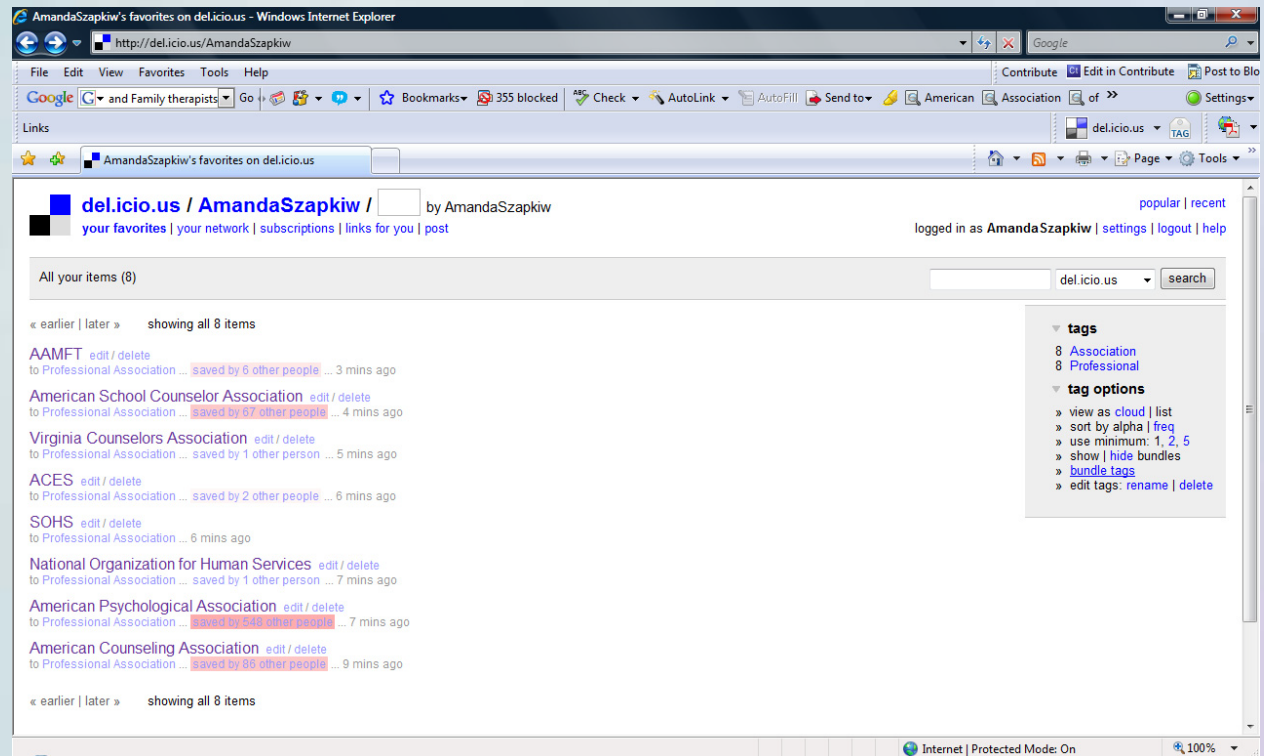**Tags** -- one word descriptors you assign to your links

WEB 2.0 TECHNOLOGIES

Web 2.0: Social Web Marking

Resources

- Diigo
- Del.ici.ous

Web 2.0: Social Web Marking Links

Benefits - Why?	Usage
• Access – anytime, anywhere • Promotes collaborative knowledge building/research • Decrease learners' perceptions of isolation • Foster a sense of connection and linking • Promotes teamwork • Folksonomy - "people", "management". Users create informal social categories to organize content (also greatest weakness)	• Incorporating links and references can extend learning beyond the discussion topic • Collaborative research • Topic scavenger hunt • Identify Web readings

E-conferencing / Chat

WEB 2.0 TECHNOLOGIES

Web 2.0: E-conferencing Defined
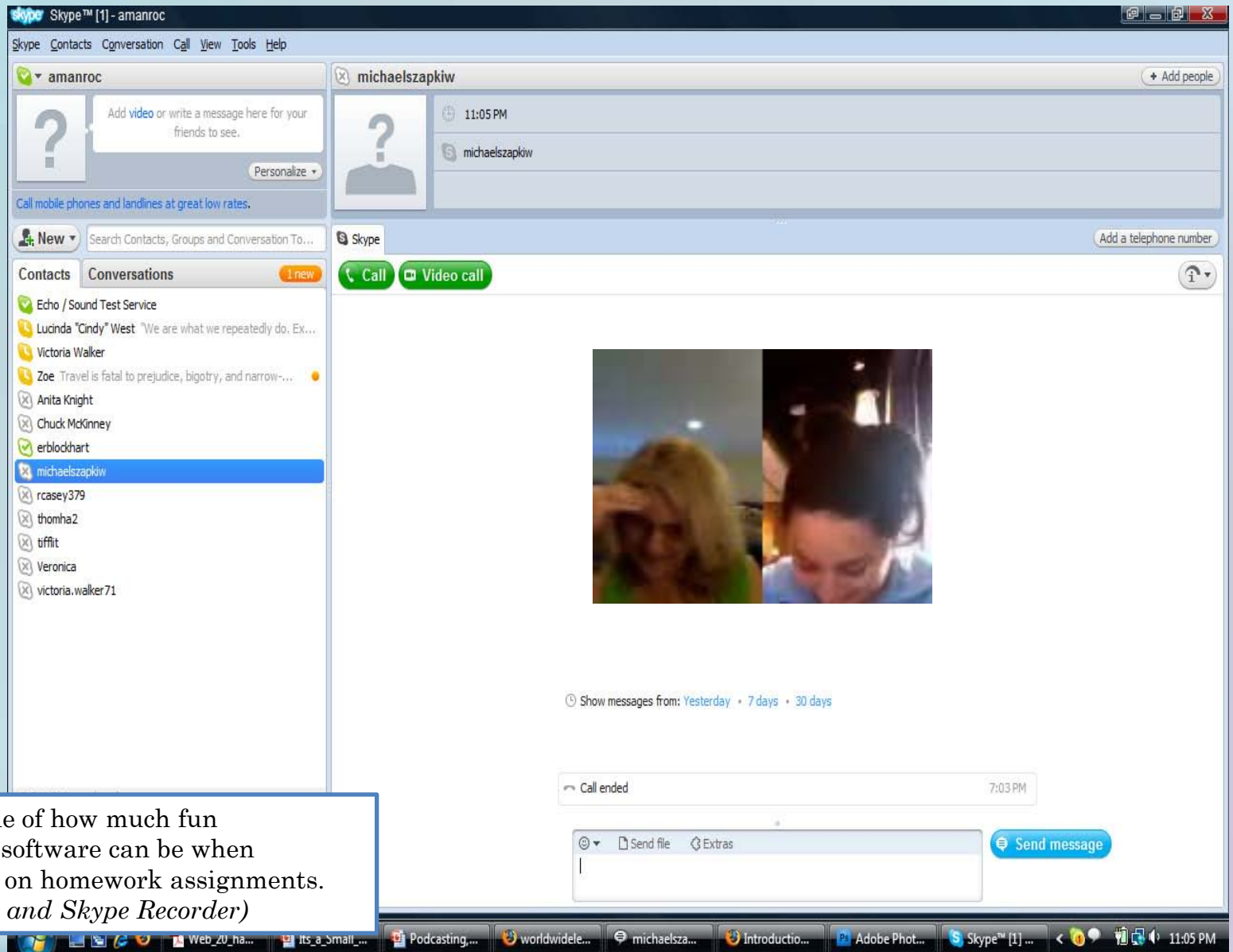
- Software that enables multiple users to connect on the screen at the same time.

- Enables users in remote geographical locations to share ideas and work together using:
    - real-time chats
    - shared whiteboards and file transfers
    - break out sessions
    - live video images and audio

- Skype

WEB 2.0 TECHNOLOGIES

Web 2.0: E-conferencing

A brief sample of how much fun conferencing software can be when collaborating on homework assignments.
(Using Skype and Skype Recorder)

Web 2.0: E-conferencing Defined

Skype Extras

- Skype Extras (For Free!)
  - Skype Recorder / Sharer
  - Full e-Conferencing Features (File Sharing, Meeting Rooms, Screen Sharing, Polling, Whiteboard, etc.)

- Get Skype Extras
  - In Skype Program Tool bar, click on Conversations>Extras>Get Extras.
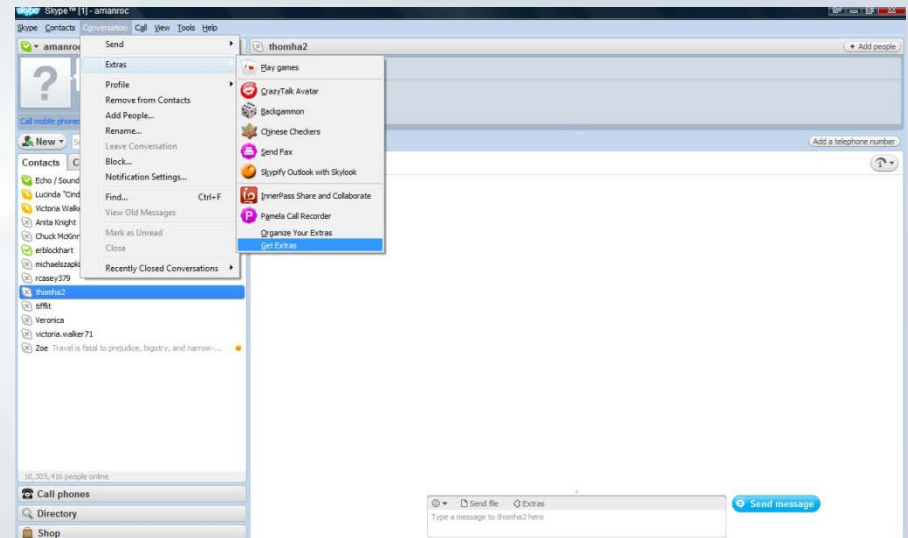
Web 2.0: E-conferencing

Benefits - Why?

- Enables active participation
- Provides collaborative learning environment
- Allows for the exchange ideas
- Builds community
- Increases the ability to feel connected to group members
- Enables participant to hear vocal tones and view nonverbal cues.

Usage

- Interactive lectures and presentations
- Collaborative projects
- Small group discussions
- Live Supervision
- Practice skills sessions

Web 2.0: E-conferencing

- Small Group: Archived Case Study Analysis Discussion

- Small Group: Case Study Presentation

- Role Play: Triadic Skill Practice

3-D virtual worlds and simulations

Web 2.0: Simulations and Virtual Worlds

"Teaching and learning methods in which participants are *directly* involved in making decisions and learning from the outcomes of these. Their active, student centered nature means that they are memorable and highly motivating. They enable the exploration of the complex nature of the *real world* and interdisciplinary, interacting subjects as well as the more basic need of understanding, doing and skills practice" (Society for the Advancement of Games and Simulations in Education and Training, SAGSET, 2002).

Web 2.0: Simulations and Virtual Worlds

Definition

- "replicate real-life situations"

- *Second Life* - Universities are utilizing one of the fastest growing three-dimentional virtual worlds where users are known as "residents" vs. players. With the use of a customized avatar residents make purchases with the use of "Linden Dollars." They can buy land (server space), own homes, develop property, conduct business, participate in social activities, take classes, dissect a frog, practice architecture, and attend counseling sessions to name a few (Hof, 2006). Entire university campuses (i.e Ohio State University, Duke and others) are recreated in the virtual world of Second Life.

Links

- www.simteach.com/slccedu07proceedings.pdf - conference proceeding paper, *Second Life Education Workshop 2007, part of the Second Life Community Convention, Chicago.*

- Second Life - www.secondlifeinsider.com, www.secondlife.com

- Ohio State University Second Life campus tour – www.youtube.com/watch?v=aFunFrie8wA

Web 2.0: Simulations and Virtual Worlds

Benefits- Why?

- Training
- Low-cost for multicultural experiences
- Allows you to perform "what if" scenarios without the risk of harming clients
- Teach persistence, creativity, appropriate help seeking, and cooperative teamwork
- "Instruction through active involvement"

Usage

- Interact with various cultures in their environment
- Experience DSM IV-TR diagnoses (Peter Yellowlees' *Virtual Psychiatric Ward,* based on Sacramento County Mental Health Treatment Center and schizophrenic patients)
- Practice skills using role plays
- Develop scenarios where students can analyse and make decisions in real-time format

WEB 2.0 TECHNOLOGIES

Content management systems (CMS)

Web 2.0: Course Management Systems/Learning Management Systems

Define

- Course management systems (CMS), also known as learner management systems (LMS), are computer software programs developed for the delivery of online training and course content.
- A CMS is Internet-based software used by academic institutions and organizations for the organization, management, distribution of course materials, and communication with students.

Usage

- Deliver material (the course syllabi, notes, PowerPoints slide shows, podcasts, learning units, flash activities, and assignments)
- Threaded text-based and pod-based discussions
- Assignment submission
- Quiz, test, and survey
- Gradebook
- Keep a roster
- Track participation

Resources

- Open source CMS
- Moodle
- Sakai
- Seul/Edu Educational Application Index
- MIT OpenCourseWare

Benefits- Why?

- Management
- Organization
- Anytime, Anyplace Access
- Familiar Territory for Many

…And More

- ***Windows Live Sky Drive*** (http://skydrive.live.com/)
Provides 5GB of free online storage. Files can be shared with others.

- ***Box.net*** (http://www.box.net/)
Online file storage that can be shared for collaboration on projects.

- ***Slide Share*** (http://www.slideshare.net/)
 Host your presentations and *share* them with others.

- ***Screen Book*** (http://www.screenbooks.net/)
Screenbook Maker makes it easy to create web-based tutorials and post them to a website.

- ***Windows Movie Maker*** (http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.mspx)

- ***Hot Potato (***http://hotpot.uvic.ca/index.htm)
Program for creating interactive educational exercises; includes crosswords, gap-fills, cloze tests, matching, multiple choice and jumbled exercises

…Additional Software

- *Free Software* http://www.freewarefiles.com/
- *TechSmith SnagIt* - **http://www.techsmith.com/snagit.asp**

  A screen capture program. Select anything (an image, an article, a Web page, and more) on your commuter screen and capture it. Use for media rich presentations.

- *Camtasia Studio* - **http://www.techsmith.com/camtasia.asp**

  A screen recorder program combined with a video editor. Create training, demonstrations, presentations, etc.. you are only limited by your imagination. Connect with your students by including screen recordings, audio, voice narration, PowerPoint, Picture-in-Picture and webcam video. Edit and enhance your video with callouts, titles, credits, zooming, panning, quizzes and additional audio tracks

- *Adobe Captivate* (similar to Camtasia) **http://www.adobe.com/products/captivate/**

Understand the procedures to design, to produce, and to publish Web 2.0 learning products - Create!

OBJECTIVE #5

What would you like to create?