3-2009

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

Amanda J. Rockinson-Szapkiw
Liberty University, aszapkiw@liberty.edu

Follow this and additional works at: http://digitalcommons.liberty.edu/educ_fac_pubs
Part of the Education Commons

Recommended Citation
Rockinson-Szapkiw, Amanda J., "It’s a Small World: Facilitating Collaboration Among Distance Learners around the World" (2009). Faculty Publications and Presentations. 139.
http://digitalcommons.liberty.edu/educ_fac_pubs/139

This Conference Presentation is brought to you for free and open access by the School of Education at DigitalCommons@Liberty University. It has been accepted for inclusion in Faculty Publications and Presentations by an authorized administrator of DigitalCommons@Liberty University. For more information, please contact scholarlycommunication@liberty.edu.
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
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

Amanda J. Rockinson-Szapkiw
amanroc@regent.edu
www.szapkiw.com

- Ed.D. (ABD) in DE
- LPC
- Consultant for Online Course Development
- Lecturer at ODU
- Overseas Missions Work
IT’S NOT ALL ABOUT THE TECHNOLOGY
“A quality educational experience is the dynamic integration of content and context created and facilitated by a discipline expert and pedagogically (and theoretically) competent teacher.”
Sanderson (1996) stated that the teachers are the ones “who initiate and create the collaboration” and the “communication technologies may make it easier to sustain collaboration” (p. 102).

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)
“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.”

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).

Collaboration is a BEYOND THE BOX experience that empowers students to deepen learning potential by working together (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
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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
<th>Topic/Content</th>
<th>Activities</th>
<th>Media</th>
<th>Resp. person/Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
- Identify 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
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)
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

<table>
<thead>
<tr>
<th>Blog Resources</th>
<th>Wiki Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Educational Bloggers Network</td>
<td>- Pbwiki</td>
</tr>
<tr>
<td>- Edublogs</td>
<td>- Wikispaces</td>
</tr>
<tr>
<td>- Weblog-Ed</td>
<td>- Wikibooks</td>
</tr>
<tr>
<td>- Blogger</td>
<td></td>
</tr>
</tbody>
</table>
# 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: 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

Collaborative Activities

- Dyads: Creating a Wiki Text
- Small Groups: Faith and Cultural Presentations
Web 2.0: Weblogs and Wikis

When NOT to Use (or considerations in using)

• 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: 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: 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)

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

<table>
<thead>
<tr>
<th>Benefits - Why?</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Portability</td>
<td>• Mini-lecture</td>
</tr>
<tr>
<td>• Relatively easy to produce</td>
<td>• Assignment feedback</td>
</tr>
<tr>
<td>• Students Choice</td>
<td>• Course announcements or welcome</td>
</tr>
<tr>
<td>• Helpful for the auditory, visually impaired, or dyslexic learners</td>
<td>• Expert interviews</td>
</tr>
<tr>
<td></td>
<td>• Oral history assignment</td>
</tr>
<tr>
<td></td>
<td>• Presenting case studies in dramatic form</td>
</tr>
<tr>
<td></td>
<td>• Assignments</td>
</tr>
<tr>
<td></td>
<td>– Foreign language students record &amp;</td>
</tr>
<tr>
<td></td>
<td>upload their pronunciation dialogues</td>
</tr>
<tr>
<td></td>
<td>from their language lessons</td>
</tr>
<tr>
<td></td>
<td>– Music students record &amp; upload</td>
</tr>
<tr>
<td></td>
<td>their practice sessions for instructor</td>
</tr>
<tr>
<td></td>
<td>critique</td>
</tr>
</tbody>
</table>
Web 2.0: Weblogs and Wikis

Collaborative Activities

- Devo-cast
- Small Group: Case Analysis
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>
- Outroduct ion <30 seconds>
Instructional design and authoring tools
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

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

(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: 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: Social Web Marking

Resources

• Diigo
• Del.ici.ous
# Web 2.0: Social Web Marking Links

## Benefits - Why?

- 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)

## Usage

- 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: E-conferencing Defined

Definition and Resource

• 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
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

<table>
<thead>
<tr>
<th>Benefits - Why?</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enables active participation</td>
<td>• Interactive lectures and presentations</td>
</tr>
<tr>
<td>• Provides collaborative learning environment</td>
<td>• Collaborative projects</td>
</tr>
<tr>
<td>• Allows for the exchange ideas</td>
<td>• Small group discussions</td>
</tr>
<tr>
<td>• Builds community</td>
<td>• Live Supervision</td>
</tr>
<tr>
<td>• Increases the ability to feel connected to group members</td>
<td>• Practice skills sessions</td>
</tr>
<tr>
<td>• Enables participant to hear vocal tones and view nonverbal cues.</td>
<td></td>
</tr>
</tbody>
</table>
Web 2.0: E-conferencing

Collaborative Activities

• Small Group: Archived Case Study Analysis Discussion
• Small Group: Case Study Presentation
• Role Play: Triadic Skill Practice
3-D virtual worlds and simulations
“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-dimensional 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**
- Second Life - [www.secondlifeinsider.com](http://www.secondlifeinsider.com), [www.secondlife.com](http://www.secondlife.com)
- Ohio State University Second Life campus tour – [www.youtube.com/watch?v=aFunFrie8wA](http://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
Content management systems (CMS)
## 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

  Provides 5GB of free online storage. Files can be shared with others.

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

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

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

- **Windows Movie Maker**

- **Hot Potato** ([http://hotpot.uvic.ca/index.htm](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/](http://www.freewarefiles.com/)
  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.

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

OBJECTIVE #5
What would you like to create?