FRIENDS UNIVERSITY

LIVE SUPPORT ONLINE

Launch the Moodle Help Center

Creating the Online Learning Experience - ITEC 2922-02

Navigation

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Turn editing on

Your progress ❓

Creating the Online Learning Experience

Essential Questions:

- How can a framework be used to guide the design of my workshop, course, or class?
- What strategies can I use to connect and communicate with my online students?
- How can I structure my workshop/course/class to be dynamic and engaging using an online medium?

💬 News forum

📕 Workshop Syllabus ☐

💬 General Forum for your comments and questions

Introduction

Welcome to our Workshop!

Upcoming events ▬ ◄

There are no upcoming events

Go to calendar...
New event...

Activities ▬ ◄

📄 Assignments

ⓑ BigBlueButtonBN

💬 Forums

📋 Questionnaires

✅ Quizzes

📊 Resources

Ⓦ Wikis

People ▬ ◄

👥 Participants

I'm very excited to have all of you participating, and we are going to have a great time!

Welcome message (.wmv format, 3:08 minutes)

📕 **Welcome Message**

Transcript of Video

📊 **About the Instructor**

📕 **Workshop Syllabus**

💬 **Ice-Breaker**

In many of the activities and exercises in this workshop, we will be working together in pairs or small groups. Take time to introduce yourself and meet the other participants...Don't forget to come back at the end of the week to review all the introductions! 😀

Expectations

- Participants will complete all the activities and assignments marked with a checkmark in the course Moodle shell.

- Each participant will be provided an empty Moodle shell. Throughout the workshop, participants will complete assignments that can be added to his or her own Moodle shell. At the end of the workshop, participants will have an entire

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Moodle Resources - Instructors ▭ ◁

 Moodle Orientation Resources

Moodle Resources - Students ▭ ◁

 Moodle Orientation Resources

School Resources ▭ ◁

📖 Edmund Stanley Library

Atomic Learning

📚 Bookstore

📝 Writing/Resource Center

Student Services

Course categories ▭ ◁

📖 Online

📖 Web Assist

All courses ...

Logged in user ▭ ◁

online workshop outlined in their Moodle shell. Grading is based on the rubric below. A sample course outline that illustrates what is needed to meet the 'A' criteria is provided below. For our purposes, all the content does not need to be developed, but the outline (with sample files) should be completed.

- Much of the content provided in the workshop (ie. recommended readings) is optional and is provided for your benefit and reference. Use what you can!

📄 Sample Course Outline that Meets the 'A' criteria

Student Resources

Take time now to become familiar with the basics of using Moodle as a student and the other resources to which we have access.

📄 Moodle Information Sheet

Short overview of Moodle from a student's perspective.

🌐 Moodle Orientation

Videos and short tutorials on using Moodle as a student.

Pre-Assessment

Please take time to complete the pre-assessment survey. Your responses will allow me to better customize the workshop to meet your individual needs.

📄 Pre-Assessment Survey ☑

🌐 Technology Skills and Level of Interest ☑

This survey is longer and it has a few questions that don't apply directly to online learning, but it will give me valuable information for working with you.

Using a Framework

Transitioning from face-to-face instruction to an online medium can be challenging.
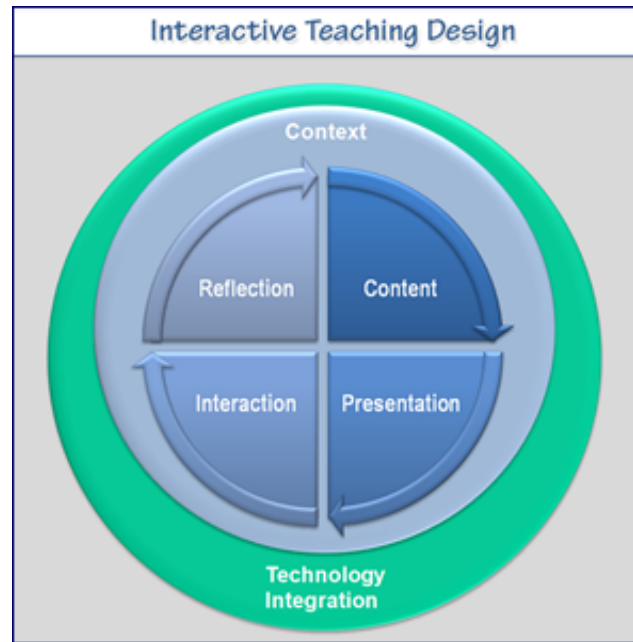
Linda Merillat
Country: United States
City/town: Wichita
linda_merillat@friends.edu

One way to approach the challenge is to use a framework to guide your efforts. For purposes of this class, we will be using a framework I developed based on my research.

 Interactive Teaching Design Overview

An overview of the Interactive Teaching Design framework.

 Faculty Support Center

A link to the Faculty Support Center. We'll be using resources from the site throughout the workshop.

Evaluating the Quality of an Online Learning Experience

There are different ways to evaluate the quality of an online learning experience. For this activity, we will examine several tools or strategies that can be used, and then you will create your own rubric or checklist to guide the design of your own workshop/course/class.

 Quality Matters Rubric

Quality Matters is a well-known and respected rubric that was originally developed over ten years ago.

My comments:

- Quality Matters was developed at a time where more emphasis was

placed on the how to design a learning management sytem itself. With our new systems, many of these features are now standard.
- It is a technical rubric, and you may not be familiar with all the terms being used.

Chico Rubric for Online Instruction

Developed by California State Univerity, the Chico is another popular tool for assessing the quality of an online course.

Learning House Quality Review Rubric

The vendor of our Learning Management system, Learning House, has developed their own quality rubric.

My comments:

- The rubric focuses on the structure of a course.
- It requires certain elements to be included in each unit. This may not be appropriate or necessary for all learning experiences.

Online or Blended Workshop Benchmarks

These benchmarks are designed to correspond to Interactive Teaching Design framework we are using in this course. Rather that a rubric, the benchmarks are scaled from 1 to 3, where in general you start with the first benchmark, add the second, and then add the third.

Your Own Rubric/Checklist

Developing an effective online learning experience is a process. It is very difficult and time-consuming to achieve excellence in all areas when a workshop/course/class is first developed. For our workshop, I would like you to develop your own rubric or checklist to guide your own design efforts. At the end of the workshop, you'll be using this instrument to assess your own efforts. My only requirement is that your instrument address in some way each area of our framework:

- Understanding the Context
- Planning the Content
- Preparing the Presentation
- Facilitating the Interaction
- Reflecting on the Results

When you are done with your instrument, click on the link to upload it for my

review.

Design Features to Notice

- Essential Questions - help to set frame of reference and direct student efforts throughout course.
- Engaging image - sets tone and adds interest.
- Introductory video - sets context and add personal dimension to the course. The video includes a transcript.
- About the Instructor - information about instructor including contact information.
- An ice-breaker - always recommended if group activities are planned.
- Course organized as units. Set up to display only one unit/topic at a time. Always leave your course as you want your students to see it.
- Formatting - Headings are used to set off sections of unit. Topics or activities within a section are indented.
- Most documents are formatted as .pdf and set up to open in a new window.
- Orientation to using Moodle is provided.
- Pre-assessment is administered.
- Images to highlight key ideas or concepts are included.
- As a graduate workshop for credit, authentic sources are used and provided.
- For this workshop, to build on workshop emphasis and to meet diverse needs of students, student assessment is individualized.
- Completion tracking (the checkmarks) is used, but only for key activities. In most cases, it should be set to 'Do not indicate activity completion'. This is the last setting in most of the Moodle forms.

Understanding the Context

Guiding Questions

- What environmental factors will be influence my workshop/course/class?
- What cultural factors will influence my workshop/course/class?
- What social factors will influence my workshop/course/class?
- What personal factors will influence my workshop/course/class?

Readings

Visit Understanding the Context at the Faculty Support Center. The recommended resources are:

Recognize Who Your Students Are

>   From Carnegie Mellon, Enhancing Education series, a short overview of student factors that impact learning.

Characteristics of Adult Learners with Implications for Online Learning Design (save file to read)

>   Comprehensive article on topic written by Kathleen Cercone from Association for the Advancement of Computing in Education (AACE) Journal.

Teaching a Diverse Student Body

>   From University of Virginia, Teaching Resource Center, practical strategies for enhancing student learning.

Discussion

One of the most common ways to promote interaction in an online course is with the discussion board or forum. There are many different ways to manage this interactive tool. I've included a couple of resources about using discussion boards effectively, a rubric, and a link to a discussion on the content for this unit.

Improving the Use of Discussion Boards

>   From Worcester Polytechnic Institute, Academic Technology Center, guidance on improving the use of discussion boards.

Moderating Effective Online Discussions - 39 Tips

>   From Arizona State University, College of Extended Education Distance Learning and Technology, instructive tips of moderating discussion forums.

Discussion Board Rubric

Providing students with rubric to guide their c
improve the quality of a discussion forum.

💬 Understanding the Context Discussion Forum   ⬚

Your Moodle Course Shell

For this workshop, I have created empty course shells for you to use throughout as a place to work and to complete your assignments. For those of you teaching online in the near future, we will be able to copy over your work into your "official" course shells. You can access your project shell from the main page when you log into Moodle.

Your Project Shell - ITEC-2922-LASTNAME

Learning More About Moodle and Getting Help

Below is an overview of Moodle features from an Instructor's perspective. Other resources you can use are the Moodle Resources - Instructor (a sticky block in every course) and Atomic Learning (short how-to videos). For quick questions, you can also contact 'Live Support Online' or launch the Moodle Help Center (upper right within Moodle). For me, sometimes the quickest way to get an answer is to simply Google it. 😀

📄 Moodle 2.4 Basics   ☐

   Introduction to Moodle from the perspective of an instructor.

🌐 Moodle Resources - Instructor

   Once you are in Moodle, down the side, click on Moodle Resources -
   Instructor (Resources) for quick answers to your questions.

* Click on the '**Live Support Online**' button in the upper right corner of Moodle.

Pre-Assessment Survey

One way to gather information about students to gain a better understanding of the context is to administer a Pre-Assessment Survey. In Moodle, a Pre-Assessment survey can be created as a questionnaire (Add an activity - Questionnaire). Your assignment is to create a pre-assessment survey for your workshop/course/class project.

Creating a Questionnaire in Moodle

▶

0:00 / 6:15

Creating a Questionnaire in Moodle (YouTube, 6:14 minutes)

Add a Questionnaire Activity in Moodle

Introductory Video

In a face-to-face teaching situations, we tend to provide context to our students in several ways:

- A 5-10 minute overview at the beginning of class.
- Making connections as we transition from topic to topic during class.
- A summary or recap at the end of the class.

In our online workshops/courses/classes, it is important to be more explicit about providing this context to our students. A simple way to accomplish this is to provide an introductory video to the class as a whole or, when possible, to each unit in the class.

Your assignment is to create and upload an introductory video to your project course.

1. Write a script for your video. It will help clarify and organize your thoughts.
   However, you do want to avoid looking down to read from your script.
2. Create a video using any method you have available to you:
   --phone
   --tablet
   --webcam
   --video camera
   --have video recorded in COLAT offices on Wichita campus
3. Upload/embed your video into your Moodle shell using one of the methods in the
   'Using Video in Moodle' document below.
4. Upload and post a transcript of your video (Add a resource - File). This is a best
   practice and also follows ADA guidelines.

   Using Video in Moodle

   Alternatives with step-by-step directions on using video in Moodle.

   Another Way to Add a Video to Moodle

   Turn editing on. Add a new activity or resource, and select label. Paste the URL
   to your YouTube video into the edit window. Moodle will automatically recognize it
   as YouTube video and embed it.

   This works for Moodle, but other systems work differently. You will have to Google
   a solution. Use "embed video YouTube" and the system you are using.

Assignments

   Pre-Assessment Survey Completed

   Click here to send me a message when your pre-assessment survey is
   completed. I'll then go and view it in your course shell.

   Video Uploaded

   Please click here to send me a message when you have uploaded your video. I
   will then go to your course shell to view it.

Design Features to Notice

- Guiding Questions - help to focus attention for students as they work through material in a unit.
- As a graduate course, a mix of readings and resources are provided.
- For the discussion board, a rubric is included.
- To add interest and supplemental content, a YouTube video was embedded.
- The video included a caption, with name, type of video, and length of video.
- Links and sections include comments -
  --**Add a resource - Label** to add a block of text.
  --For other objects, add a description, and click on the checkbox to **Display desription on course**.

Planning the Content

Guiding Questions

- How will the content of my workshop address my students' needs?
- What sources can I use to broaden what content is delivered to my students?
- What copyright and fair use guidelines do I need to consider when using online mediums?

Readings

Visit Planning the Content at the Faculty Support Center. The recommended resources are:

A Self-Directed Guide to Designing Courses for Significant Learning

From Dr. L. Dee Fink, Director, Instructional Development Program, University of Oklahoma, a full course-design worksheet.

A Taxonomy for Learning, Teaching, and Assessing

From Iowa State University, Center for Excellence in Learning and Teaching, a revision of Bloom's Taxonomy of Educational Objectives.

Essential and Guiding Questions

What is an Essential Question?

By Grant Wiggins, a short article that defines an essential question.

Essential and Guiding Questions

Andi Stix, educational consultant & coach, discusses how essential and guiding questions can be used together.

Is it an essential or a guiding question?

Just for fun - a short quiz that asks you to identify a question as an essential or guiding question.

Finding Materials

In today's world, there is so much more content that is available to use in our workshops, courses, and classes. In this activity, you are provided a worksheet to use to guide through finding additional materials. I'm sure many of you have excellent ideas to share, so I'm setting it up as wiki.

Materials Worksheet

A worksheet that can be used to explore additional resources and to share your own ideas and favorites!

Using the Learning Experience Designer

Most of us are very skilled at teaching in a classroom. There are many things we do intuitively in that environment. The Learning Experience Designer is a tool we can use to consciously think through all the steps we want to occur, how activities build upon one another, and how they can be optimized for an online presentation. The Learning Experience Designer is also set up in a way to encourage you to design activities that:

1. Consider beginning and ending activities of a learning experience.

2. Consider activities that promote higher-order thinking skills.
3. Consider activities that promote a higher degree of interaction among your students.

One of your assignments this week is to complete the Learning Experience Outline for your workshop project.

[Learning Experience Designer Overview](#)

A short instruction sheet on where to find and use the Learning Experience Designer tool.

[Learning Designer Outline](#)

The Learning Experience Designer tool is optimized to plan for one unit of instruction. In many situations, you might want to link or chain several units together. This spreadsheet allows you to document your design on several units simultaneously.

[Sample Learning Experience Design Outline](#)

Copyright and Fair Use for Digital Materials

Whenever materials are presented in a class, it is appropriate to determine how they can be used legally under the applicable copyright laws. In the United States, the TEACH Act and Fair Use Guidelines provide guidance on how instructors may use copyrighted materials for educational use within a classroom. The policies are based on the media format and different conventions apply for materials that are presented in a face-to-face classroom versus in an online setting. The laws and their interpretation are always changing, so it is advisable to stay current with your institution's published policy.

[What Faculty Need to Know About Copyright for Teaching](#)

Developed by the American University Library, an extensive, but easy to read, summary of how faculty members can be affected by copyright and fair use laws.

[Exceptions for Instructors in U.S. Copyright Law](#)

A free, online tool that steps you through a series of questions to help you determine if your intended use of copyrighted materials conforms to copyright and fair use standards.

Fair Use Checklist

Developed by the Copyright Advisory Office, Columbia University, an in-depth checklist that addresses the topic in the language of faculty members.

Assignments

Moodle Project Update

In your Moodle projects, make the following updates:

1. Set the number of topics based on the number units/topics. You may want to include an introductory section. Also, the first section or heading appears on each page when the topics are collapsed.

   --Under Settings - Edit Settings, set number of topics.

2. Change the topic headings. The default is Topic 1, Topic 2, etc.

   --Click on the wrench at the very top of the heading. Enter the name of the topic. IMPORTANT! Toggle off the checkbox to use default heading names.

3. Add Essential and Guiding Questions to your course and units.

Update Headings and add Essential/Guiding Questions to project

When you are done with your updates, send me a message so I can review your work.

Upload Learning Experience Design

To gain some experience with the tool, your assignment is to:

1. Use the tool to design a unit of instruction.
2. Work in pairs to review each other's designs and to gain feedback from each other. As pairs, feel free to use any method for communcation that works for you (e-mail, phone, chat, Facebook, etc.)
3. As an individual, upload for my review at least one unit of design. The preferred file formats are Word and Excel.

Design Features to Notice

- Provided link to article by accepted authority on subject (Grant Wiggins).
- Implemented a short quiz for formative assessment.
- Used a wiki to allow entire class to share and work collaboratively.
- Provided access to interactive tools (Learning Experience Designer, Exceptions for Instructors in U.S. Copyright).
- Provided templates and resources (Learning Designer Outline, Fair Use Checklist).
- Students can turn in work by uploading files. The advanced loading of files activity is the recommended one to use.
- To manage assignments that are done offline, students are directed to complete on online text activity. This makes it easy to manage it like other assignments such as uploading a file.
- When a link to a document or external website is provided, it is setup to open in a new window.

Preparing the Presentation

Guiding Questions

- What strategies can I use to improve the presentation of my materials?
- What strategies can I use to make my materials more dynamic or adaptable?
- What different mediums can I use to make my presentations more effective and engaging?

A PERIODIC TABLE OF VISUALIZATION METHODS

Mid-Point Evaluation

An opportunity for you tell me what's working and what's not so I can make adjustments to the remainder of the workshop.

This is an optional, anonymous questionnaire (Respondent Type = Anonymous vs. Full name).

Readings

Visit Preparing the Presentation at the Faculty Support Center. The recommended resources are:

- Presenting with PowerPoint
  From University of Oregon, Teaching and Learning Center, best practices for using PowerPoint.

- Information Visualization Tools
  From Carnegie Mellon, Enhancing Education series, an overview of using information visualization tools in the classroom.

- A Periodic Table of Visualization
  Easy way to view a variety of different presentation models.

Guidelines for Formatting Your Presentation

Applying basic design principles can make it easier for students to understand the ideas and concepts you are trying to convey. The narrated PowerPoint presentation below outlines a few of these key principles.   The links referenced in the presentation are provided as well for easy reference.

Guidelines for Formatting Your Presentation

This is a mini-lecture to provide you with some guidelines for formatting your materials for presentation. (PowerPoint Slideshow, .ppsx, 3.5MB)

Guidelines for Formatting Your Presentation Transcript

Notes handout (transcript) from PowerPoint slide show.

Baddesigns.com

A myriad collection of what happens when design goes bad. There are dozens of examples...you don't have to review all of them.

Color Blindness Check

A sight for seeing how an image or a web-page would be viewed by a colorblind person.

Gestalt Laws of Perceptual Organization

Interactive site that illustrates the principles of Gestalt organization.

Advanced Organizer

Advanced organizers are a proven way to organize information in a way that makes it easier for students to learn. In our online world with limitations and constraints on our ability to communicate, they can be powerful tool for scaffolding our lessons for our students.

Advanced & Graphical Organizers: Proven Strategies Enhanced through Technology

A brief overview of Advanced Organizers.

Create Your Own Advanced Organizer

One part of the assignment for this week is to complete your own advanced organizer. It doesn't have to be complex. The advanced orgnaizer used for this course was the image associated with Interactive Teaching Design and its elements (Context, Content, Presentation, Interaction, and Reflection). The Periodic Table referenced above is a great source for ideas!

(For this activity, it is set so you can check the box when you are completed.)

Effective Lectures

When preparing "lecture" materials for an online presentation, it is important to follow best practices in delivering a lecture. This is an article I have found useful:

Improving Lectures

From Kansas State University, Center for Faculty Evaluation & Development, guidance on improving lectures.

I also found this list developed by Cornell University Center for Teaching Excellence to be useful in sparking ideas for presenting information using different models:

1. Continuous series of lectures and reading assignments, periodically interrupted by 1 or 2 mid terms.
   ("hear - read - test")
2. Sequence of reading, reflective writing, and whole class discussion (sequence repeated for each topic).
   ("read - write - talk") (A variation is "read - talk - write")
3. Start with lab or field work observations, followed by readings, and whole class discussions.
   ("do/look - read - talk") (Write-ups of lab/field work are sometimes included)
4. Present lectures, followed by field work or lab observations.
   ("hear - see/do")
5. Students do assigned readings, followed by mini-tests done individually and/or in small groups; then move on to group-based application projects.
   ("read-individual/group tests - DO")
6. Work through a series of developmental stages: build knowledge and/or skills (3-5 weeks); work on small application projects (3-5 weeks); and then work on larger, more complex projects (3-5 weeks).
   ("know/know-how - do - DO")
7. Contract for a grade: (for example; read text and pass exams = C, + do research paper = B, + extended project = A).

Narrated PowerPoint or Podcast

Online courses tend to be skewed toward visual static presentations. Videos are one way to add a dynamic dimension that includes audio. Two other alternatives for including audio are narrating a PowerPoint and creating a podcast (audio-only lecture).

Atomic Learning Tutorials

Atomic Learning has tutorials for learning how to narrate PowerPoint slides. This is also the type of topic that can be often found on YouTube.

http://www.atomiclearning.com

Username: grad_workshop
Password: Friend$01

Using Audio in Moodle

A summary of how audio can be used in Moodle. This article is from MoodleDocs. MoodleDocs can be a great source for information, although it

may be "too technical" at times.

Audacity

A free software package for creating and editing sound files.

Online PowerPoint Presentation Checklist

A short checklist developed by myself to use when developing online presentations.

Create Narrated PowerPoint or Podcast   ☐

The next part of this week's assignment is to create a narrated PowerPoint or podcast. At a minimum, you will need access to microphone for your computer. If you are in Wichita, we can lend you one from the COLAT office in the Library.

(As before, you can mark this activity as completed.)

Creating a .pdf

Portable Document Format (PDF) is a very popular and accessible way to share documents among individuals using different types of devices and/or browsers. It is so popular that most users have a .pdf reader installed on their systems. The most popular reader is Adobe (the creator of the PDF format) and it is free. In a browser, it is a plug-in. To create a .pdf document requires different software. From Adobe, there is Adobe Acrobat, but it is not free. There are other free options:

PrimoPDF

A reasonable and easy-to-use choice, PrimoPDF is the option used by Friends University.

CutePDF

Cute PDF is another free option and the one I used while I was at Arkansas State University.

Once you install the PDF Creator software, they all work in a similar manner.

- Open the document you want to convert.
- PRINT the document.
- In the Print dialogue, you will have a new printer installed named after the PDF

Creator software. Select this option as your printer.
- Start Printing. You will be prompted to name your printed file.
- There are different options you can select, but 95% of the time I use the defaults.

Virtual Classroom Participation

Virtual Class Session Scheduled: Monday, Nov. 18th at 7:00 pm or 7:30 pm - *optional attendance*

It is often beneficial to provide students with an opportunity for real-time interaction. In Moodle, we can use the "BigBlueButton" for this purpose. The capability is added to a course upon request. The application provides for:

- Whiteboard
- Desktop Sharing
- Intergrated Voice over IP (VoIP) - voice conferencing
- Presentation of documents
- Web Cam display of attendees
- Record and playback of sessions

Big Blue Button Classroom

Big Blue Button Recordings

Assignments

Moodle Project Update

For this week, add these items to your project:

1. An advanced organizer. It doesn't have to be complex - use the Periodic Table for ideas.

2. A narrated PowerPoint or Podcast. Again, it doesn't have to be complex. You might use it to summarize or introduce a topic.

3. Upload more of your content materials.

Presentation Projects Completed

Click on the link and send me a message when you have completed this week's projects for my review.

Design Features to Notice

- Included a mid-point evaluation to solicit explicit feedback from students.
- The image in the heading is linked to an external website.
  In a label, insert an image (the tree picture icon). Click on the image, and then click on the Insert/Add Link (closed chain link icon). Change setting to have link open in a new window.
- Included a narrated PowerPoint. A handout provided the content in an alternative, accessible format.
- Updated content of unit based on pre-assessment survey. Several of you asked for content on podcasts and creating a .pdf.
- Hosted a virtual classroom opportunity. One of the benefits of an online class is that can by asynchronous - students are not all present at the same time. However, it is often beneficial to provide at least some synchronous activities when all the students are present. In general, I make these activities optional. When possible, these sessions should be recorded so those that cannot attend can still view the session.
- Not all students have the same level of technical knowledge. When making assignments, it is often useful to provide students with detail "how-to" information. For example, in the Narrated PowerPoint or Podcast assignment,

links to "how-to" instructions were provided.

Group Project

2nd Virtual Class Session
Tues., Dec. 3rd, 7:30 PM

Click on Big Blue Button under Activities.

After our Virtual Class session we decided to have another Virtual Class session! For this session, you will be presenting group team projects.

Team A   Team B

- Cory
- Jeff
- John

- Amy
- Neva
- Tangela

    How To Succeed in a Virtual Group

Google Docs

Google docs is a suite of tools that allows you to share and create documents collaboratively. For example, a group can edit the same spreadsheet at the same time. These mini-applications have the basic functionality, but some of the advanced features may not be available.

If you are not familiar with Google Docs and how to use them, Atomic Learning has tutorials.

Atomic Learning: http://www.atomiclearning.com
Username: grad_workshop
PW: Friend$01

Once in Atomic Learning, search for 'Google'. These lessons are available:

- Google Docs - Creating & Editing Presentations Training
- Google Docs - Creating & Organizing Documents Training
- Google Docs - Sharing & Publishing Presentations Training | Viewing and Collaborating | **Sharing a presentation**

To facilitate working in a group:

1. If you don't already have a Google or gmail account, sign up for one.
2. Decide what format your group is going to use - Word or PowerPoint.
3. Have one member of the group create a blank Document or Presentation.
   --Go to http://www.google.com
   --Click on **Drive**.
   --Sign up or Sign in.
   --Click on Create.
4. The member can then 'Share' the document with the other team members. He or she will need everyone's Google account information (ie. merillatfriends@gmail.com).

Design Features to Notice:

- Small groups were assigned by instructor and defined within Moodle.
- Group presentation project was graded using Moodle rubric.

Group Presentation

The focus of this project is more on the understanding how virtual groups work together rather than on the presentation itself - Let's keep it fun!

For each team -

1. Decide on a topic for your presentation.
2. Decide on the format - Word or PowerPoint.
3. If you do not already have a Google account, sign up for one (http://www.google.com).
4. Use Google tools to collaborate on your presentation.
5. Click on the link above to submit presentation (only one team member needs to submit it).
6. Be prepared to share your presentation with the class at our next Virtual Class session.

Rubric for Project

Category	Excellent	Good	Needs Improvement
Quality of Presentation	The presentation was engaging, delivered a clear message, and was visually appealing.	The presentation was engaging and delivered a clear message.	The presentation was lack luster and/or delivered a confusing message.
Team Participation	The presentation reflected equal participation by all team members.	The presentation reflected participation by most members.	The presentation was dominated by one team member.
Supplemental Resources	The presentation referenced and displayed more than one supplemental resource.	The presentation referenced and displayed one supplemental resource.	The presentation referenced no supplemental resources.

Facilitating the Interaction

Guiding Questions

- What strategies can I use to facilitate interaction of students with the content, with other students, with myself, and with the community?
- What strategies can I use to promote higher-order thinking in students?
- What strategies can I use to optimize the learning experience for my students?

Reading

Visit Facilitating the Interaction at the Faculty Support Center. The recommended resources are:

- Ten Best Practices for Teaching Online
  By Dr. J.V. Boettcher, a quick guide for understanding the different interaction elements in a course.

- Teamwork Skills: Being an Effective Group Member
  Tips to help students with group climate and process from the University of Waterloo.

- **Synchronous Discussion in Online Courses: A Pedagocical Strategy for Taming the Chat Beast**
  Short article by Craig W. Smith that provides helpful hints for using chat in a course.
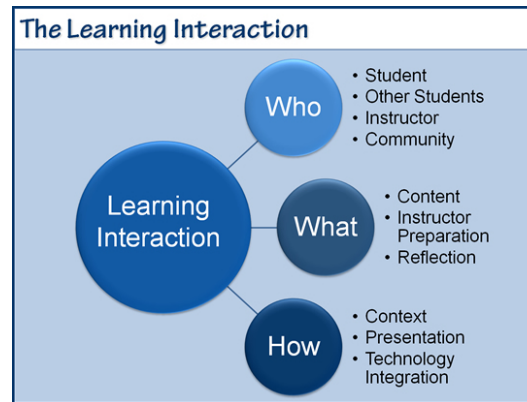
Using the Forum in Moodle

The forum or discussion board is one of the most commonly used student interaction tools. There is an almost endless array of options from which to choose.

As with most activities in Moodle, the easiest and simplest approach is to use the defaults when you '**Add an Activity**'. To create a forum, enter your course, **Turn Editing On**, drop-down the list '**Add an Activity**', and select **Forum**.

To learn more about the Forum options, visit:
http://docs.moodle.org/24/en/Forum_settings

To learn more about how to use the Forum, visit:
http://docs.moodle.org/24/en/Using_Forum
(Each image has a small 'enlarge' icon to see the image full-screen)

▶

◯

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Grading Forum Assignments in Moodle 2.1 (YouTube Video, 12:33 minutes)

Using Ice-Breakers

One option for using forums is to have an ice-breaker at the beginning of the course. An ice-breaker can help build a sense of community among the students and can be especially beneficial in fully online courses. From a practical perspective, it can give students a chance to familiarize themselves with the tool before it is used in other assignments.

Using Online Icebreakers to Promote Student/Teacher Interaction

From University of South Alabama, guidance on using online ice-breakers.

Icebreakers for Online Courses

Discussion thread on Chronicle forum about using ice-breakers.

Forum/Discussion Board Rubric

As we discussed in Topic 2 - Understanding the Context, it is often useful to have a rubric to help guide your students on your expectations for using the forum/discussion board.

Discussion Board Rubric

Providing students with rubric to guide their contributions is a proven way to improve the quality of a discussion forum. (An example)

RubiStar

Have you ever used RubiStar? It one of several online tools developed by ALTEC at the University of Kansas. It is hugely popular and hundreds of thousands of teachers use RubiStar every month.

A forum/discussion board rubric is not one of their standard templates, but you can search for one. On the main screen or click on Find a Rubric, enter 'Forum' for the Search term.

(If you've never used RubiStar, take time to explore the tool. On the main page, click on one of Topics. Select a sub-topic.)

Creating Groups in Moodle

In Moodle, students can be added to groups for class management purposes. Unlike Blackboard, student groups do not have group tools available to them (group discussion board, files, e-mail lists). Both Google and Yahoo offer groups that include these features.

Group in Moodle

Visit this site to learn more about groups in Moodle and how to create them.

Assignments

📄 Adding Forum (Discussion Board) to Your Project

For this assignment, add at least one forum to your project. It might be an ice-breaker or another type of forum.

I've added a Test Student to each of your courses if you want to experiment with using the forum and then grading it.

Username: test_student2
PW: Friend$01

You will need to make your course available before you can access it as a student.

📄 Upload Discussion Board Rubric

For this assignment, develop a rubric that can be used for a forum/discussion board in your course project.

In the next unit, you will learn how create and use rubrics for other types of Moodle assignments. Unfortunately, rubrics are a "new" feature for Moodle, and they aren't set up to be used for forums yet.

When you are done with your rubric, click on the link above to upload it for my review.

Adding Activities to Promote Interaction in Your Courses

How are you going to promote interaction in your courses? There are a lot of different strategies, and we've used several in this course:

- Introduction - Ice-Breaker
- Introduction - Pre-Assessment Survey
- Understanding the Context - Discussion Board/Forum
- Planning the Content - Essential or Guiding Questions (formative quiz with feedback)
- Planning the Content - Materials Worksheet Wiki
- Planning the Content - Pair-N-Share Activity
- Preparing the Presentation - Mid-Point Evaluation
- Preparing the Presentation -,Virtual Classroom Participation
- Facilitating the Interaction - Group Collaborative Project and Virtual Classroom Presentation
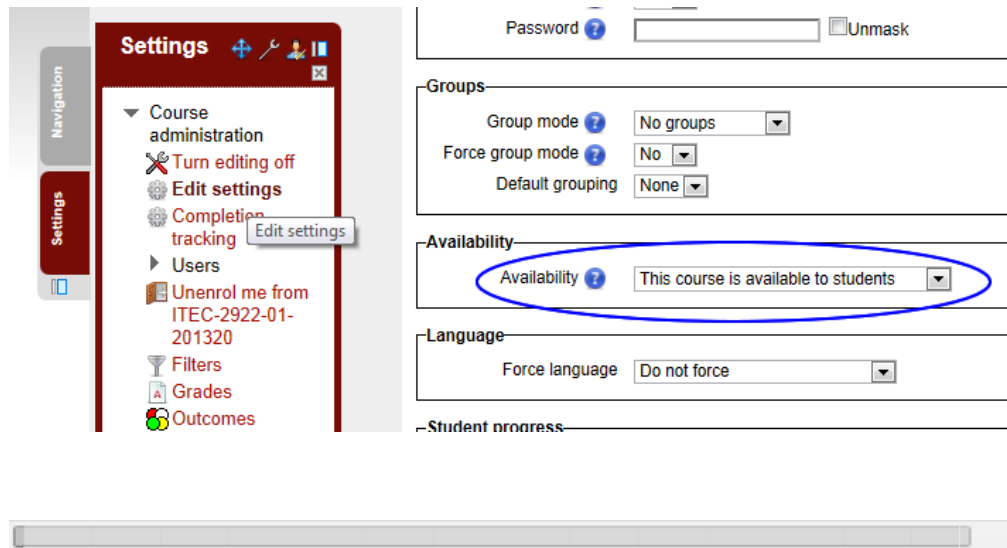
Many of the interaction tools can be used in more than way. For example, a forum can be used to introduce a topic, engage students, have students apply what they have learned, evaluation of content, assessment of student learning, or a summary/recap of a unit.

For your project courses, add additional interaction activities to engage your students.

Making Your Course Available

By default, when your course is created it is not available to students. Once you have your course shell ready, you will need to change the settings to make it available to your students.

1. Open the course.
2. Under **Settings**, select **Edit Settings.**
3. Scroll down to **Availability**, toggle the option to make it avaiable to students.

Reflecting on the Results

Guiding Questions

- What strategies can I use to promote internal reflection?
- What strategies can I use to record student performance?
- What strategies can I use to solicit real-time or immediate feedback?

Readings

Visit Reflecting on the Results at the Faculty Support Center. The recommended resources are:

- Faculty Support Center - Reflection Tools
  From a technology perspective, tools that can be used to support assessment, evaluation, and reflection.

- The Teaching Assessment and Evaluation Guide
  From York University, this guide provides starting points for instructors to reflect on their teaching.

- Authentic Assessment Toolbox
  Authentic Assessment Toolbox is a how-to text on creating authentic tasks, rubrics, and standards for measuring and improving student learning.

Blogs, Wikis, and Discussion Boards (Forums)

These are three of the most commonly used tools used by online students to interact and to communicate their thinking. They are versatile tools and can be used in a variety of ways:

- to introduce a topic
- activate a student's prior learning
- communicate knowledge
- allow students to apply what they know
- use higher order thinking skills: analysis, evaluation, and creation/synthesis
- promote self-assessment and reflection

They can be used to promote interaction or can be used individually by students.

Comparison of Blogs, Wikis, and Discussion Boards

Gathered by Michelle Rodems, The Center for Teaching and Learning, Bowling Green State University, a comparison of these three tools.

Using Blogging for Reflective Learning

A short article I wrote on how to use blogging to promote reflective learning.

Moodle - Online Text Assignment

In our current version of Moodle, the Online Text Assignment can be used for a "journal." A new blog activity will be available in future versions. To learn more, click on the link above.

 Blogger.com

An easy-to-use and free tool for blogs. It's one of the Google tools and uses a Google account. You could create your own blog or have your students create blogs.

 Moodle - Wikis

Wikis can also be used by individuals or groups. To use for an individual, create a group for each student, assign the student to the group, and then when making the assignment, set the Group Mode.

Online Quizzes

Online quizzes can be a powerful tool as well. They can be used for both summative and formative assessment. Quizzes can include different types of questions, can include feedback for both correct and incorrect answers, and for certain question types can be graded automatically.

Moodle also supports surveys. They are set up in mostly the same way with this major exception - quizzes are graded and surveys are not.

 Moodle - Quiz

An overview of how to use quizzes in Moodle.

Rubrics

For assignments only, Moodle now supports using rubrics. However, the functionality was poorly implemented.

1. Rubrics are associated with your profile and are only accessible through assignments.
2. When creating the assignment, in grading method, select **Rubric**. When you click on **Save and Display**, you will be able to add your rubric criteria.
3. Rubrics only appear when points are used in the grading. For example, I created a rubric for our group presentation activity, but it did not appear because I was

used Complete/Incomplete for Grading.

How to Create a Rubric for Grading and Student Preview

Video Tutorial - Create Rubric from Scratch

How to Copy or ReUse a Rubric (Creating from Template)

Video Tutorial - Creating Rubric from Template

Self-Assessment of Project

At the beginning of this course you created your own rubric for self-assessing your own project. As you complete your projects, take time now to revisit your rubric/checklist and complete your self-assessment.

Assignments

Adding Quiz to Your Project

For this assignment, add one quiz to your project. The quiz could be formative, a quick check on student progress, or a summative test. When you are done, please send me a message by clicking on the link above.

Adding Assessment Activities to Your Courses

How are you going to assess student learning and the effectiveness of your teaching?

For your project courses, add additional assessment activities to evaluate your students and your teaching.

Upload Final Self-Assessment

For your final assignment, go back to the rubric or checklist you created for the first assignment. Write a summary of how you would assess your final project based upon your rubric or checklist. When you are done with your self-assessment, upload a file for my review.

Course Evaluation - Required

All Graduate Workshop participants complete the same general course evaluation. Each evaluation is customized based on the standards covered in that course. When you receive your course shell COLAT will set up the course evaluation at that time. You may keep it hidden until the end of the course. Please emphasize that course evaluations are required.

Workshop Evaluation

Tips for Managing Your Course - Next Section

Course Management Techniques

Managing Your Student Users

For Friends, access to Moodle is normally controlled by enrollment in courses through Banner. For Graduate Workshops, however, instructors and students must be manually added to the system.

Once your course is approved, the Graduate Workshop staff sends a notice to the COLAT office. A Moodle course shell is then created and you are added as the instructor. In the week before the start of your workshop, the Graduate Workshop office sends a file of student enrollments (name, e-mail address, password) to COLAT. A list of registered students is sent to you as the instructor at the same time. The student enrollments are manually processed.

Basic format of student user names and passwords:

Student Name: Jane Doe
Student e-mail: jdoe@gmail.com
Student Username (first part of e-mail address): jdoe
PW: Jd*12345 (Moodle is case-sensitive)

It is strongly recommended that you encourage all your students to access the course shell 1-3 days prior to the start of the course to confirm everyone can login successfully.

Making the Course Available to Students

By default, new course shells are unavailable to students. To make your course available:

1. Under Settings | Course Administration, click on **Edit Settings**.
2. Scroll toward the bottom. Under **Availability**, toggle the option to make course available to students.

E-mailing Your Students

You can use Moodle to e-mail or send a message to your students. However, it will only send a message, not attachments. For that reason, I create a group in my Outlook for when I need to send attachments.

1. In the sticky block, People, click on **Participants**.
2. Select the users (or **Select All** at the bottom).
3. At the bottom, **With selected Users, Choose Send a Message**.
4. Write your message. Click on **Preview**.
5. Click on Send **Message**.
6. If the student is logged into Moodle at the time, they receive it as a Message, otherwise, an e-mail is sent.

Assigning Grades

The Gradebook in Moodle can be simple or complex to use depending on what you are trying to accomplish.

By default, the gradebook is available to students and it can be viewed under Settings | Course Administration | Grades. Items are automatically added the Gradebook if when they are added to the course they are identified as being graded. To grade an off-line activity, choose **Add an Activity | Offline activity**.

To Grade an Assignment

1. From the course, click on the name of the assignment.
2. In the upper right, a message will indicate how many submissions are available for grading. Click on this message.
3. In the **Status** column, click on **Grade**.
4. If something has been submitted, you can click on it to view it.
5. Set your grade and add your feedback. Feedback is essential for online courses!
6. Click on **Send notifications**.

7. Either **Save** or Save and show next.

For this workshop, I opted to just mark assignments as Complete/Incomplete. The grading scale is set when the assignment is created.

Viewing the Gradebook

Alternatively, grade assignments can be made directly into the Gradebook.

1. From Settings | Course Administration, click on **Grades**.
2. For each student/assignment, **click on the magnifying glass**. Once to show detail, again to edit.
3. The grader report can be cumbersome to use if you have a lot of students and/or assignments because of how you have to scroll. You have to scroll to the bottom in order to scroll to the right.
4. To organize the Gradebook, click on **Categories and Items**.

It can be very confusing. If you need help ask Live Support Online, try Atomic Learning, or call the COLAT office. For most answers, I find it easiest just to Google it.

Grader report

Grader report

View	Categories and items	Scales	Outcomes	Letters	Import	Export

Grader report   Outcomes report   Overview report   User repo

			Creating the Online ... ⊟	
Surname ⬆ First name		Email address	📄 Your Own Rubric/Checklist ✛	📄 Pre-Assessment
Janice Crowley	▦	jpcrowley@cox.net	. 🔍	
Patricia Jordan	▦	jordanp@turnerusd202.org	Complete 🔍	
Angela Knapp	▦	dknapp9@cox.net	Complete 🔍	
Lisa Lajoie-Smith	▦	llajoie@sped618.org	Complete 🔍	
Davis Laughlin	▦	dlaughlin57@cs.com	Complete 🔍	
Jon Maska	▦	jonmaska@hotmail.com	Complete 🔍	
Yvonne Michaud	▦	yvonne.michaud@gmail.com	Complete 🔍	
Al Sersland	▦	alsersland@pixius.net	Complete 🔍	
Glenda VanSant	▦	gvansant@gmail.com	. 🔍	
Overall average			Complete	

Alternatives for the Blended Classroom

Many of you are planning on developing supplemental materials for your classes rather than creating a fully online experience. In this section, I'll give you alternatives to achieving the same objectives using other tools rather than Moodle.

Finding a Place to Put Your Materials

The options available to you can vary widely. Most school districts offer you access to your own web space where you can post materials. However, it may not be easy to use, or you may be restricted in what types of information you can post.

One option you have is to take advantage of the free tools offered by Google. If you don't already have a gmail or Google account, you can create one by visiting http://www.google.com, and cliciing on Sign In in the upper right corner.

WARNING!
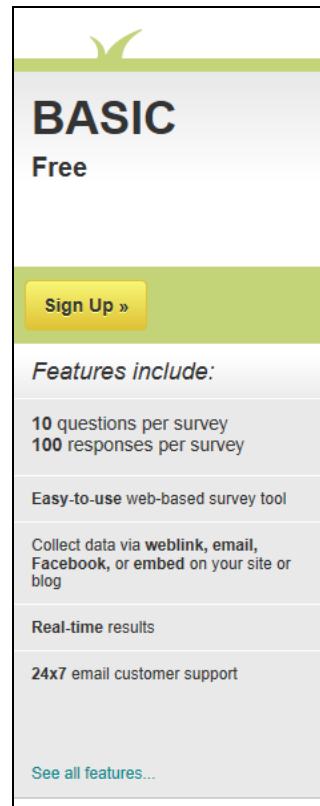
I love Google tools, but they do have one big characteristic you have to consider - they are always changing them! It seems everytime I log in, they have something new or have changed the interface. The result is you are always trying to learn and adapt to the changes. If you use the tools with your students, it means you also have to update instructional materials with the changes.

Online Surveys

Online surveys can be used in a variety oi ways -

- pre-assessment survey
- discover more about your students
- mid-course evaluation
- end of term instructor evaluation
- student preferences
- parent questionnaire

One of the most popular free online survey services is Survey Monkey (now merged with Zoomerang). It is also the one I recommend. Visit http://www.surveymonkey.com to learn more.

Posting Videos

The easiest way to deal with videos online is to use YouTube. You can just post the URL, or you can embed the video. See video below. If you run into problems, Google your problem.

How To Embed A YouTube Video | 2014

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Adding Videos to PowerPoint

You can also add videos to your PowerPoint presentations. The directions vary slightly from version to version with PowerPoint, so I recommend you Google "add video PowerPoint". There is also step-by-step on Atomic Learning for the different versions of PowerPoint. Look for adding a media object or a content object.

Atomic Learning: http://www.atomiclearning.com/login/friends

Username: grad_workshop
Password: Friend$01

Virtual Classroom Alternatives

Depending on your age-group, you may or may not be able to use a virtual classroom with your students. You still might be able to use it for a video conference with parents.

There are lots of choices for free web-conferencing software. The one I have used succesfully in the past is Mikogo (http://www.mikogo.com/).

Forum Alternatives

Options for hosting a discussion forum online include Google groups, Yahoo groups, and Facebook. They all require that you have an account with the service before you can create and manage a group. In general, members are added by e-maill address or existing account. This means that it can take some time to set up in advance. Also, some institutions restrict usage of Social Media.

Blogs

Blogs are a strategy you can use with your students, as a classroom tool, or as a way to communicate with parents.

There are several options, and the one I recommend is Blogger.com (another Google tool).

(FYI...this another Google tool that continues to evolve and change.)

Another option to try is Wordpress.org.

Wikis

I think Wikis are a great collaborative tool, but not everyone finds them easy to use. I suggest you provide training and frequently model using them.

By far, the most popular free wiki tool for education is WikiSpaces.

Online Quizzes

As with the other tools, there are lots of options. The one I recommed is QuizStar (http://www.quizstar.org). You will need to set up the quiz and assign your students in advance.

Other Tools

ALTEC, which developed QuizStar and RubiStar, has developed other tools that you
might find useful available at http://www.4teachers.org/.

4T 4TEACHERS FAMILY OF TOOLS

QuizStar

RubiStar ENG/ESP

Arcademic Skill Builders

PersuadeStar

Classroom Architect

Equity

TrackStar

Assign-A-Day

Casa Notes ENG/ESP

PBL Checklists ENG/ESP

Teacher Tacklebox

Web Poster Wizard

NoteStar

Think Tank

KidsVid

You are logged in as Linda Merillat (Logout)