

00:40 Dr. June Garwin  
West Chester Area School District  
Content is online.

00:45 West Chester Area School District

00:57 Suburban district about 25 miles west of Philly.

01:22 12, 000 students, 16 schools

01:33 K-12 Online Options

01:39 Online Course brokers

01:46 Select individual courses

01:52 Cyber-academics

01:56 Online school option within traditional district

02:07 Blended Learning

02:10 Face to face and tech.

02:17 Rational for Blended Learning

02:23 More learning options for students

02:29 Scheduling flexibility

02:35 Leverage the expertise of teaching staff.

02:43 Teacher as diagnostician

02:49 TEacher as connection to school community

03:00 U.S. DOE Report (May 2009) for higher ed

03:19 Blended Learning >online>face to face

04:04 Our task:

04:11 Collecting homework online

04:22 does not equal

04:31 Good online teaching and learning

04:40 Professional Development

04:45 Objectives

04:46 Online pedagogy best practices

04:57 Communities of Learners/PLCs

05:07 Approach

05:10 Model online learning

05:57 4-5 day summer "boot camp"

05:29 4-5 week workshop during the school year

05:43 Research-based

05:45 Focus on pedagogy, not technology

06:24 Online Teaching Standards

06:34 iNACOL

06:38 National Standards of Quality for Online Courses

06:47 National Standards of Quality for Online Teaching

## National Standards for Quality Online Programs

### Reference list

What's worrying teachers?

What's the impact on student achievement?

How much time will it take?

How will I be able to teach without using my "personality?"

How will I be observed and evaluated for my blended learning?

Prerequisite: Understanding Digital Natives

### Books and Videos

Don Tapscott, Ian Jukes, Marc Prensky, John Medina

Look at the intersection of your own learning and communication style and Digital Native characteristics.

Learning style inventory (Penn State University)

<http://www.personal.psu.edu/bxb11/LSI/LSI.htm>

Communication Style Inventory (Orange Coast College)

<http://occonline.oc.ccd.edu/online/kee> . . .

A teacher has both a teaching and a social role in an online course.

### Phases of an Online Course

1. Building an online community

2. Transition from traditional teaching style to collaborative learning

3. Become partners in learning

Community of Inquire Model (Garrison, Anderson, and Archer, 2000)

### Critical Element #1: Provide Explicit Expectations

Welcome email or announcement

Syllabus and/or calendar

Standards for communication

Detailed expectations for assignments, rubrics, and grading

Where, when and how to get help (both technical and academic)

Activity that requires reading of expectations.

### Critical Element #2: Build a safe learning community

Icebreaker discussions

Increased fluency with online tools in low-risk exercises

Establishment of online personalities, both student and teacher

Monitor communication patterns and deal privately with any student discomfort or confrontations.

### Critical Element #3: Establish Weekly Routine and Pacing

Set consistent work pattern week to week.

Provide scaffolding

Checklists (assignment due dates)

Templates (team roles, discussion responses)

17:42 Extra resources, how-to videos

17:51 Model good online behavior.

19:01 **Critical Element #4: Introduce Teamwork Early**

19:17 Use low-irk team assignments

19:26 How will they communicate?

19:34 How will they divide the work responsibilities?

19:49 Discuss what makes a good team

19:53 Let students know that each team member will be providing feedback about  
20:07 individual contributions and overall teamwork.

21:27 **Critical Element #5: Use a variety of content**

21:39 Multimedia, multimedia, multimedia

21:47 No more than 5 minute clips

22:02 Learn how to create a narrated Powerpoint

22:21 CamStudio: <http://camstudio.org/>

22:32 Include a discussion every week

22:37 Use activities that allow choice, multiple paths of learning and/or  
22:59 differentiation

23:03 Moodle Lesson Module.

24:15 **John Medina's 12 Brain Rules**

24:27 1. Exercise boosts brain power

24:36 2. The human brain . . . this is bunk.

25:03 **Adapting Classroom-Based Activities**

25:12 Identify things that work, things you'd like to change, things that don't work  
25:25 well, lessons where you already have online activities.

25:36 For each "topic" find Internet materials to enhance or extend the topic.

25:55 Students can help here

26:01 Match the activity with the appropriate phase of the course.

26:16 "Hot" topics, completed problem-solving later.

26:33 **Write for the computer screen**

26:42 Don't justify text, limit underlining and capitalized text, and don't use tiny  
27:06 fonts.

27:09 Brain research tells us that Digital Natives read in an F pattern on the screen  
27:21 so don't put important information in the lower right side of the page.

27:34 Show numbers and numerals.

27:41 See website

27:45 **For Lower Literacy Students**

27:55 Place main points and ideas at the top of the page

28:06 Minimize the need to scroll.

28:14 Don't use anything that distracts (e.g. animation, fly-out text, many colors)

28:30 Use both audio and visual (graphics) enhancements

28:41 Provide . . .

28:44 Ideas for online content

28:53 Podcasts, videos, e-books, informational internet sites.

29:06 Interactive news, charts, graphs, simulations,

29:14 Virtual field trips

29:19 site

29:21 Further Thoughts

29:29 Include the ability to repeat, re-learn, and/or review

29:39 Allow students to pause and restart or come back later

29:51 Short, intense segments are better than long.

30:01 Digital Natives can greatly benefit from reflective activities

30:11 Journals

30:13 Electronic portfolios

30:18 Summaries

30:49 Critical Element #6: Stay Organized

31:00 Develop a logical naming scheme

31:09 File names, assignment names

31:17 Folder structure

31:22 Consistency between online and offline files

31:30 Take into consideration that files sort alphabetically.

32:19 Critical Element#7: Learn to facilitate online discussions

32:30 Role of Discussion forums

32:38 Creating community and sharing knowledge

32:50 Expressing diverse opinions or deeper meaning

32:59 Increasing engagement

33:02 Promoting creating problem-solving

33:10 Making connections to the world and personal experience

33:19 Assessing student understanding.

33:27 Require participation

33:32 Assign learning objectives for each discussion.

34:07 Examples of discussion questions:

34:13 Essential questions, Socratic questions

34:21 If you had access to all resources, how would you deal with . . ?

34:34 What was the turning point in ...?

34:40 What would happen if ...?

34:46 See site

34:50 Key facilitator roles

34:54 Guide on the side

34:58 Moving participants to a new level of understanding

35:16 Instructor

35:19 Providing feedback and knowledge

36:22 Keep a checklist and respond to posts and check off the ones you responded too (students).

36:33 Summarizing and archiving

35:28 Social negotiator

35:31 Reinforcing social norms

35:37 Resolving conflicts and problems

35:42 Use of Tone

37:04 Neutral/analytical

37:14 Boring!!!!

37:23 Curious

37:26 Avoids grilling the participants

37:35 Nurturing

37:36 When dialogues are going the wrong way.

37:50 Whimsical/humorous

37:52 Do carefully to avoid misinterpretation

38:03 Informal

38:05 Maintain appropriate style and language.

38:24 Sources of conflicts

38:30 Disinhibition effect

38:33 People say things online that they wouldn't say face to face.

38:45 Projections and transference

38:51 People read based on their own experiences and feelings.

39:11 Communication failure, personality clashes, value and goal differences.

39:50 Maps of Online Student Discussions

39:59 Engaging students in Distance Learning by Jim Waters and Susan Gasson, the iSchool at Drexel (2009)

40:12 Individual participation

40:26 Active Course involvement

40:33 Wanted: Interactice social engagement.

41:04 Further Thoughts

41:08 Invite an expert to a discussion

41:17 Summarize the discussion (or have a student or student team do it)

41:29 Develop students' facilitation skills so that they can facilitate.

41:40 give positive feedback to early postings

41:49 Create backup questions and postings

41:55 make sure that you achieve your learning goals through the discussion.

42:05 Critical Element #8: Be sure Everyone Agrees to the Definition of Plagiarism.

42:24 Interntional vs. unintentional

42:37 Mapping the extent of Plagiarism

42:44 1. Copying a paragraph verbatim from a source without any  
43:05 acknowledgment.

43:08 2. Copying a paragraph and making small changes - e.g. replacing a  
43:22 few verbs . . .

### 43:26 Simple Assessment Strategies

43:33 Expectations and contracts

43:38 Teach summarization skills, referencing, citation

43:49 Randomized questions and answers

43:55 Knowing student' "styles"

44:05 Require links to personal experience

44:11 Randomly check for familiarity with ideas in responses

44:19 Use multiple, frequent tasks to make it hard for students to receive "help"

44:33 Ask for evidence.

### 45:02 Critical Element #9: Manage your time

45:10 Be explicit about due dates and t turnaround times for emails and  
45:23 assignments

45:24 If more than one person asks a question, create a FAW section

45:34 For "how-to" questions, create a short video or narrated PowerPoint

45:45 Don't spend more time commenting/grading an assignment than the student  
46:05 spent on it.

46:08 Let students ask each other for help.

46:16 Establish a routine for yourself so you're not locked into answering emails

### 46:27 24/7

### 47:51 Further Thoughts

47:56 Hide topics that are note active

48:02 Provide check-in points

48:06 Spread out labbor intensive grading and use peer reviews

48:17 Use rubrics to make grading easier.

### 49:25 Critical Element #10: Have Fun with It!

49:34 You may see facets of your students that you don't see face to face

49:44 Remember that the first time is the hardest because you are creating a lot of  
49:55 materials.

49:57 Online learning communities work!

### 51:14 Questions?

### 51:17 Contact Info:

51:23 Dr. June Garwin

51:28 Director of Information Technology

51:41 jgarwin@wcasd.net

51:54 Go into the program and look for the handout section for the handout.

They do elective classes online.