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Strategies to Engage Online Learners & Promote Deep Learning

Tuesday, December 7, 2010

Presented by:

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Strategies to Engage Online Learners & Promote Deep Learning



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Magna presents

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December 7, 2010



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2

Our presenter



Caterina Valentino, PhD
Adjunct Professor at the School of Health
Services Management at Ryerson University and
Sessional Instructor at Athabasca University,
Centre for Nursing and Health Studies.

3

Agenda...

- Build a model of online course delivery and design
- Tips and strategies

4

Model - Two Dimensions...

- Academic
- Relationship

5

Academic...

In your institution academic support is ...

6

White Board Write Responses

7

Academic Support...
Support...

Stable Course Management System

Detailed Technical support Extended hours
Seven days a week
Reliable Consistent
Dean and faculty driven
University belief in online education

8

Relational...

Affective dimensions of learning include...

9

White Board Write Responses

10

Relational Support

Between Instructor
Genuine
Attitudes

Quality Relationship

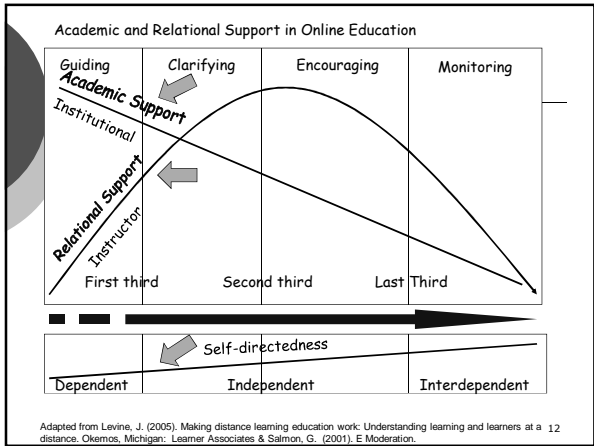
Interpersonal

Motivation

Encourage

Among learners

11

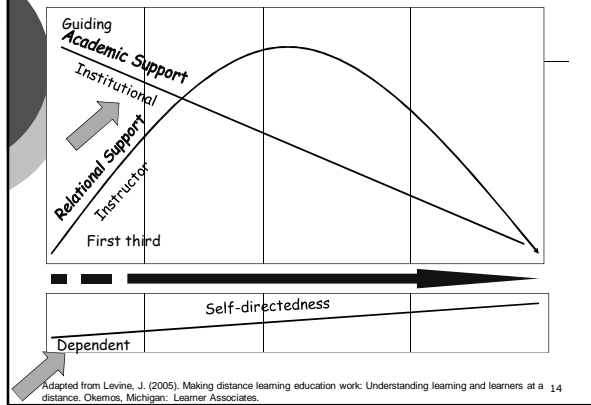


First Third of the Course

During the first third of your online course what one activity takes the majority of your time?

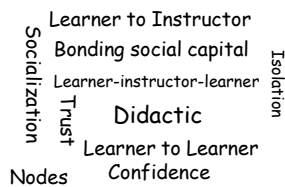
- a. responding to syllabus questions
- b. just-in-time technology support
- c. guiding students to where is what in the course management system
- d. responding to administrative questions

Academic and Relational Support in Online Education



Adapted from Levine, J. (2005). Making distance learning education work: Understanding learning and learners at a distance. Okemos, Michigan: Learner Associates.

Guiding: Online Socialization and Guiding...



Guiding: Tips...

Tips:

- Be prepared
- Customize
- Web 2.0 resources

Jing

Guiding...

Be prepared: have your course site ready

Establish your presence

First Third Course—Act I...

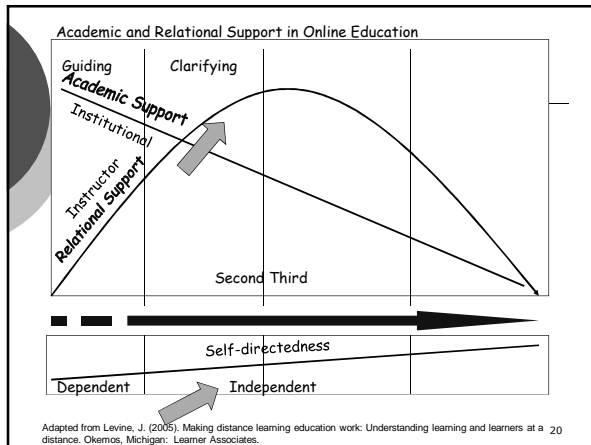
Syllabus Blues

Second Third of the Course

During the second third of your online course what one activity takes the majority of your time from the list below.

- acting as communication node
- clarifying theory
- monitoring student behaviour (time of postings)
- building social capital among students

19



Clarifying: Build Social Capital...

Deliver curriculum
 Spider web hub of communication
 Familiarizing \approx Networks Accessing
 Bridging social capital \approx Buzzing among, between
 Respond to messages and across learners

Independent \rightarrow Interdependent learner

21

Clarifying Build Social Capital...

Build trust by modeling desired behavior

- SME (subject matter expert)
- Network maintenance
- Curriculum delivery

22

Clarifying: Building Social Capital...

Tips:

- Voice Thread
- Continued presence
- Encourage bridging not bonding social capital

23

Second Third -Act II...

Curriculum Delivery

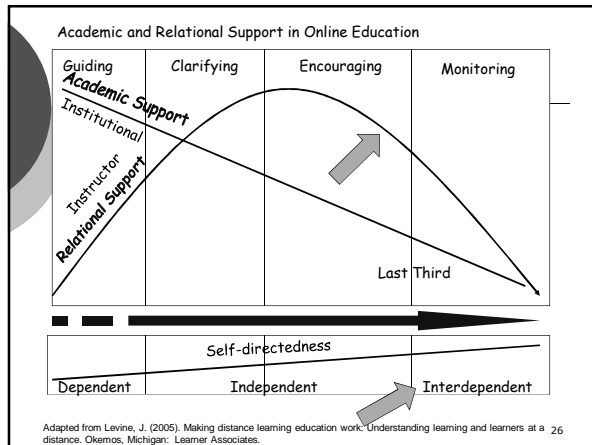
24

Last Third of the Course

During the last third of your online course what one activity takes the majority of your time from the list below?

- a. knowledge creation
- b. challenging students
- c. critical thinking
- d. maintaining nodes of communication

25



Monitoring...

Celebrating and letting go
Congratulations on a job well done
Reap the benefits of planning,
preparation and persistence

27

Encouraging: Challenging
Monitoring: Solidifying knowledge ...



Monitoring and Maintaining...

Tips:

- Innovate VoiceThread
- Allow time for student responses
- Challenge the students
- Begin to let go

Monitoring

Celebrating and letting go

Last Third—Act III

Three Cs

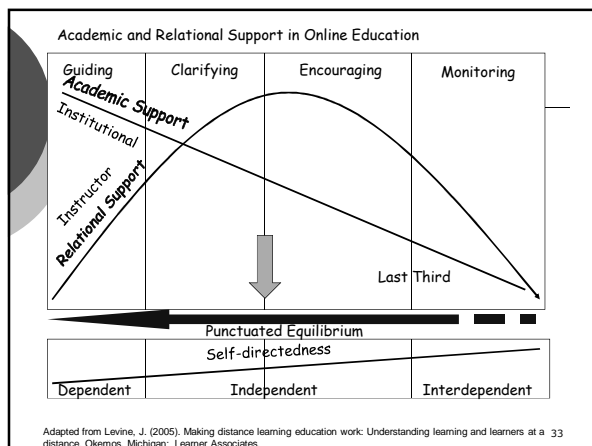
- Challenge
- Critical thinking
- Creation knowledge

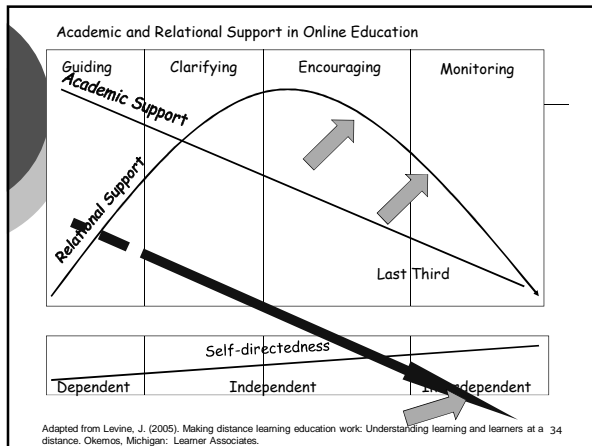
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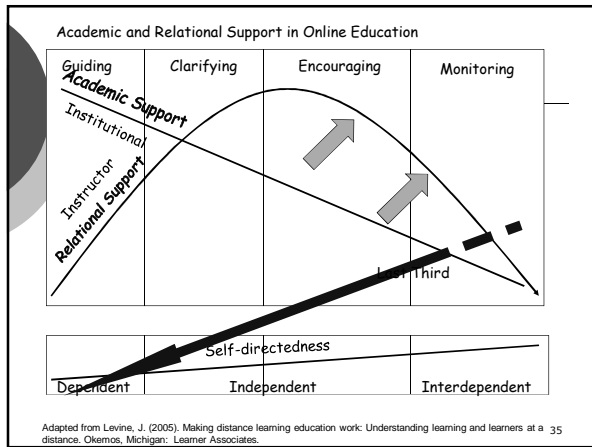
Punctuated Equilibrium

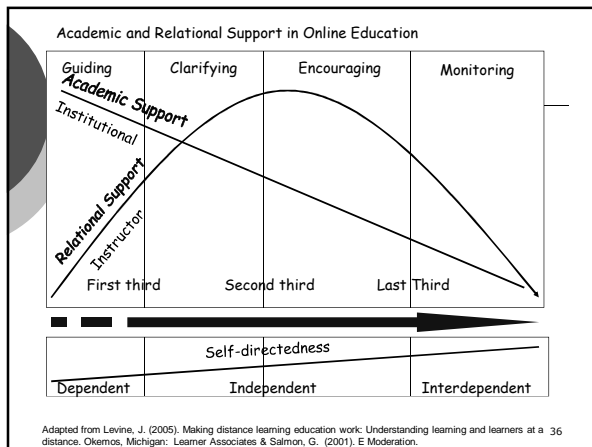
Theory that proposes that organizations go through periods of stability followed by short periods of dynamic, fundamental change that ends with a return to stability.

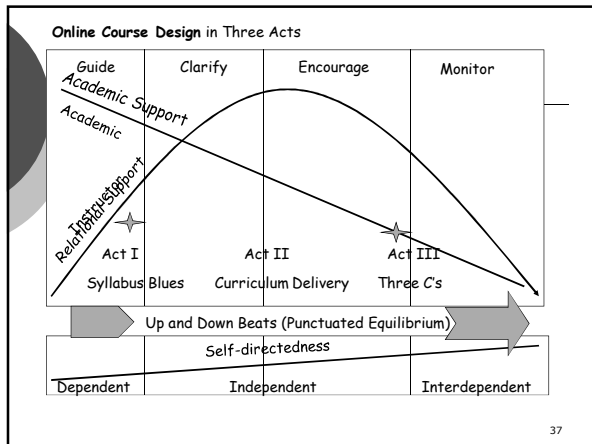
32



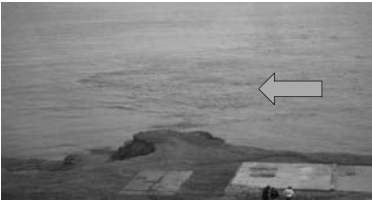








Thank you...



<u>E Storm</u>	Supportive learning networks
Pedagogy	Building relational support
Technology	Dependent → Interdependent learner
Learner's needs	Course Designers

E Storm and East Point Lighthouse Unique

38

Thank you



39

References ...

Levine, S. (2005). Making distance education work: Understanding learning and learners at a distance. Okemos, MI: LearnerAssociates.netLLC

Salmon, G. (2004). Emoderating: The keys to teaching and learning online. Oxon,OX:RoutledgeFalmer

40

Resources...

Jing

<http://www.techsmith.com/jing/>

Voki

<http://www.voki.com/>

Eyejot


<http://www.eyejot.com/>

Voice Thread

<http://voicethread.com/>

41

For further information, please contact Caterina Valentino at cvalentino@ryerson.ca



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43
