



presents

"Pedagogy 202 for Distance Learning: Measuring What Matters"

Participant Packet

November 16, 2005

2:30 - 4:00 PM ET

1:30 - 3:00 PM CT

TABLE OF CONTENTS

Agenda	3
Email/FAX/Call-In Instructions	4
FAX Question Sheet	5
Advisory Committee	6
Presenters and Moderator	7
Worksheets: Video Scenarios.....	9
“Notes and Resources for Online Assessment Practices” by Alice Bedard-Voorhees	13
“A Framework for E-Learning” by Badrul Khan	24
“Assessing Online Collaborative Learning” by Linda Harasim	27
Upcoming STARLINK Programs	40
Evaluation Form	41

There is a supplement to this packet containing the essay “Learning Online: A Collaborative Approach” by Rena Palloff and Keith Pratt. It can be accessed from the same page on the STARLINK website from which you downloaded this packet. Or go directly to it at: <http://www.starlinktraining.org/packets2006/supplement1116.pdf>.

AGENDA

Overview and Introductions	Rena Palloff Moderator
Invitation to Call-In*	Rena Palloff
Assessment Theory and Approaches	Panel
Video Scenario 1: Assessing Onling Discussion	Panel
Video Scenario 2: Grading Student Collaboration	Panel
Video Scenario 3: Student as Teacher	Panel
Video Scenario 4: Forms of Assessment	Panel
Video Scenario 5: Outcomes-Based Assessment	Panel
Video Scenario 6: The Assessment Continuum	Panel
Video Scenario 7: Academic Integrity Online	Panel
Video Scenario 8: Aligning Assessment with Pedagogy	Panel
Close	Rena Palloff

*Questions and comments from participants will be taken throughout the teleconference.
Please feel free to submit them at any time.

E-MAIL/FAX/CALL-IN INSTRUCTIONS

There are three ways in which you can interact with the panelists:



E-MAIL: Before **AND DURING** the program, you may email your questions to the panelists at starlink@dccd.edu.



FAX: Before November 16, fax to 972.669.6699

On November 16, fax to 972.669.6633



CALL: You are encouraged at any time during the program to call in your questions and comments.

The toll-free telephone number for call-in questions is:

1.800.745.0371

HOW IT WORKS: Your call will be answered by a member of our staff, who will ask for your name and site location. You will then be put on hold. While you are on hold, you will be able to hear the videoconference through the telephone. Stay on the line so we can communicate with you if necessary.

If your call should be accidentally disconnected, call again and tell the operator you were disconnected while waiting to ask a question.

When prompted or introduced by the program host, give your name and site location, and state your questions as clearly and succinctly as you can. Please be aware that while you are asking your question and while it is being answered you will be “on the air.” Please remain on the line until your question has been answered and your call has been disconnected.

BETTER AUDIO: To minimize the possibility of any technical or program difficulties that may be caused by audio feedback, we suggest you locate the telephone away from the audio speaker at your site.

ADVISORY COMMITTEE

Andrew Bozylinski
Director of Distance Learning
Texas State of Technical College, Marshall
2400 E End Blvd S
Marshall, TX 75672
Voice: 903-923-3356
Email: agbozylinski@marshall.tstc.edu

C. J. Cavanaugh, Jr.
Art Instructor/Coordinator
Faculty Innovation Center
Tyler Junior College
P.O. Box 9020
Tyler, TX 75711-9020
Voice: (903) 510-2237
Email: ccav@tjc.edu
Website: <http://arts.tjc.edu/ccav>

Bob Crook
Director, Satellite and Studio Services
LeCroy Center for Educational Telecommunications
Dallas County Community College District
9596 Walnut Street
Dallas, TX 75243
Voice 972-669-6532
Email: bcrook@dcccd.edu

Ken Haley, Ph.D.
Associate Dean, Coordinator of Distance Learning/English Instructor
Paris Junior College
2400 Clarksville Street
Paris, TX 75460
Voice: 903-782-0311
Email: khaley@parisjc.edu

G. Erik Zoellner, Ed.D.
V.P. of Student Services
Panola College
1109 W. Panola
Carthage, TX 75633
Voice: 903-693-2055
Email: ezoellner@panola.edu

Special thanks to Suzanne Dunn, Instructional Designer

PRESENTERS



Dr. Linda Harasim is recognized internationally as a pioneer in the design, study and delivery of elearning and for demonstrating the effectiveness of teaching and learning online. Dr. Harasim's research in educational and organizational applications of computer networking spans over 25 years. Her principal focus is the pedagogy of online education, and the design of educational activities and technological infrastructure to support student engagement in collaborative learning and knowledge building. Between 1996 and 2003, Dr. Linda Harasim was the Network Leader and CEO of Canada's TeleLearning Network of Centres of Excellence: a national collaboration with over \$50 million funding to link Canadian researchers and client communities involved in the development, application and evaluation of advanced education technologies. Dr. Harasim also lead the Virtual-U research projects, involving the largest field trials of online post-secondary education in the world between 1995 and 2004. In 1983, Linda completed a Ph.D. in educational theory at the University of Toronto. She has produced three books: *Online Education: Perspectives on a New Environment* (Praeger, 1990), *Global Networks: Computers and International Communications* (MIT Press, 1993) (<http://mitpress.mit.edu>), and *Learning Networks: A Field Guide to Teaching and Learning Online* (MIT Press, 1995) (<http://mitpress.mit.edu>).

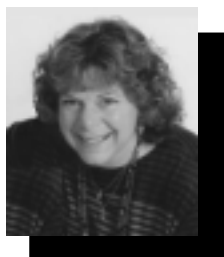


Badrul H. Khan is an international speaker, author, educator and consultant in the field of e-learning and educational technology. Dr. Khan authored the following books: *Web-Based Instruction* (1997), *Web-Based Training* (2001), *E-Learning Strategies* (2004), *E-Learning QUICK Checklist* (2005), *Managing E-Learning* (2005), and *Flexible Learning in an Information Society* (in press). Dr. Khan's e-learning books are translated in several languages. A sought-after keynote speaker on e-learning, Khan is a past President of the International Division of the Association for Educational and Communication Technology (AECT). He served as a consultant/advisor to distance education related projects at the World Bank, various US federal government departments, Ministry of Education in several countries, and academic institutions and corporations in the USA and abroad. Dr. Khan is Associate Professor of Educational Technology Leadership (ETL) program at the George Washington University. Previously, he served as the founding Director of the ETL graduate cohort program at GWU. He also served as assistant professor of education and the founding Director of Educational Technology graduate program at the University of Texas, and served as instructional developer and evaluation specialist in the School of Medicine at Indiana University. He is founder of BooksToRead.com, a recommended readings site on the Internet. His Website is <http://www.BadrulKhan.com/khan>.



Alice Bedard-Voorhees is the Associate Academic Dean of Colorado Community Colleges Online and her instructional experience includes pre-algebra, college success English, Education, online deliveries, and workplace topics in two and four-year institutions and workplaces located in four states. Her continued exploration of effective instruction now extends to national and international locations through online education. She is the co-designer and facilitator of a fully online workshop for online assessment practices titled *Measuring What Matters Online*. Publications include "Assessment of Online Education: Policies, Practices, and Recommendations," (Milam, Voorhees, and Bedard-Voorhees, 2004, Jossey-Bass), and "Creating and Implementing Competency-based Learning Models (2001, Jossey-Bass). In 2005 she was named the League for Innovations in the Community Colleges K. Patricia Cross-Papers Fellow, publishing a monograph as part of the award: *Increasing Engagement for Online and Face-to-Face Learners Through Online Practices: The Cross-Papers #8, 2005*. She also served on the working group for Spec's recently released (July 2005), *The NPEC Sourcebook on Assessment: Definitions and Assessment Methods for Communication, Leadership, Information Literacy, Quantitative Reasoning and Quantitative Skills*.

MODERATOR



Rena Palloff has consulted extensively in health care, academic settings, and addiction treatment for well over 20 years. Rena is faculty at the Fielding Graduate Institute, in the Educational Leadership and Change Program and also in the masters' degree program in Organizational Behavior/Organization Development. She is also adjunct faculty at Capella University in the School of Human Services. Additionally, she has taught classes on organizational behavior and management and leadership on an adjunct basis for the International Studies Program at Ottawa University in Ottawa, Kansas in various sites throughout the Pacific Rim and counseling psychology students at John F. Kennedy University in Orinda, CA. Rena received a Bachelors Degree in Sociology from the University of Wisconsin-Madison and a Masters Degree in Social Work from the University of Wisconsin-Milwaukee. She was a practicing clinical social worker, specializing in work with adolescents and their families. She holds a Masters Degree in Organizational Development and a Ph.D. in Human and Organizational Systems from The Fielding Graduate Institute.

Rena is also a managing partner of Crossroads Consulting Group with Dr. Keith Pratt. They are the authors of the 1999 Frandson Award winning book *Building Learning Communities in Cyberspace: Effective Strategies for the Online Classroom* (Jossey-Bass, 1999), *Lessons from the Cyberspace Classroom* (Jossey-Bass, 2001), *The Virtual Student* (Jossey-Bass, 2003), and their latest book, *Collaborating Online: Learning Together in Community*, which was released by Jossey-Bass in 2005. Written for faculty, trainers, faculty developers, and administrators of distance learning programs, the books are comprehensive guides to the development of an online environment that helps promote successful learning outcomes while building and fostering a sense of community among the learners.

WORKSHEETS: VIDEO SCENARIOS

Scenario One: Assessing Online Discussion

By incorporating effective discussion activities such as online seminars, debates and case analyses, an instructor has noticed an increase in his students' motivation and participation; however, he struggles with the lack of definition as to what determines observable, measurable discussion qualities that support learning and conceptual change. How can he effectively grade online discussion to support these processes?

Notes

Scenario Two: Grading Student Collaboration

A professor teaching a course online has given her students a collaborative assignment, based on small group activities. Many students are actively involved but she is concerned that a few may not be carrying their weight in the group. She is concerned how she can address possible inequities in the level and quality of student collaboration. How can she effectively and fairly grade collaborative assignments?

Notes

Scenario Three: Student as Teacher

An instructor understands that often times in an online collaborative learning environment, students benefit more from giving help rather than receiving it. In his course, he encourages his students to act as facilitators for discussion, lead seminars and give peer feedback. What techniques can he use to assess student lead activities?

Notes

Scenario Four: Forms of Assessment

A professor teaching an online course strives to get her students to demonstrate a deeper understanding of concepts through their demonstration of good analytic and evaluative skills as well as the development of knowledge, concepts and ideas. She understands that her assessment of their work needs to align with these goals. What are some creative and effective assessment tools to encourage the development of these skills?

Notes

Scenario Five: Outcomes-Based Assessment

An online instructor teaches at a school, which is re-defining their curriculum with outcomes-based objectives. In so doing, the institution is de-emphasizing the use of tests and quizzes in favor of other forms of assessment. He is not sure what this means in terms of his assessment practice and how to incorporate outcomes-based assessment into his course. Does this instructor really need to give up the use of tests and quizzes?

Notes

Scenario Six: The Assessment Continuum

A professor agrees assessment requires attention to learning outcomes but is equally concerned about the students' experiences that lead to those outcomes. He's still struggling with creating reflective activities that will allow him to periodically determine how students are doing in the course and if any changes need to be made along the way. What are some means by which he might include ongoing reflection and assessment in his online course?

Notes

Scenario Seven: Academic Integrity Online

After a recent faculty development workshop, a professor returns to her institution enthusiastic about replacing her tests and quizzes with a number of different assessment tools. She worries though that these changes will compromise the integrity of her online course and is concerned that without proctored exams, she won't be able to identify if her students are actually doing the work. How can she know if her student has done their own work online?

Notes

Scenario Eight: Aligning Assessment with Pedagogy

An instructor wants to explore new ways to support and assess effective learning in her online course. After consulting with some of her colleagues with more online experience, she has come to believe that 'effective' online learning incorporates such approaches as 'real world' perspectives including case-based analyses, and collaborative learning. How can she align these pedagogical designs with effective assessment?

Notes

NOTES AND RESOURCES FOR ONLINE ASSESSMENT PRACTICES

by Alice Bedard-Voorhees

Overview

By way of introduction, Dr. Mary Ellen Weimer has established expertise as faculty, author, and editor on the topic of teaching and learning. A summary of a Mary Ellen Weimer's (2002) book chapter is a great starting point for items which follow because the discussion there captures assessment challenges and opportunities. And before moving onto other sections of this packet, you will find a list of assessment options and brief definitions for terms currently on the assessment radar: Standards-Based, Authentic, and Alternative Assessment.

Greetings, All,

It is a pleasure to participate in this professional development event with each of you. Assessment of all learning offers both opportunities and challenges, and admittedly, assessment in online environments adds certain logistics. Yet, the same techniques can enhance all types of deliveries.

The format for this article is as the title suggests—notational and resource-oriented. You're invited to adopt or adapt any of the models included in this section of the packet. Details on their use emphasize discussion tools rather than email since discussion boards are class- vs. individually-oriented communication spaces. Use of anonymous postings, individual conferences, and small groups do have their very good uses as well, and the most recent conference technologies and softwares such as blogs, wikis, and voice-over-internet telephony also support assessment practices.

The goal of today's session is to provide additional frameworks and strategies for both feedback and measurement important to courses and programs where you reside. Thank you for being here with us. We look forward to your exchanges during this panel.

All Best,
Alice Bedard-Voorhees
alice.bedard-voorhees@cccs.edu

Assessment: Another Way to Promote Learning

Weimer's (2002) Overarching Questions in "Chapter 6: The Purpose and Processes of Evaluation," are as follows: If assessment is to prove that learners know the content, does it matter that the learner has more than one chance to demonstrate that level of learning, and does it matter that all learners could demonstrate that level (potentially earn "A's" in the class?)

The author suggests that success is when all learners do well on the assessment because they all have learned what is intended for the unit, chapter, or course. She stresses that assessment is another way to promote learning.

Weimer associates these characteristics with some traditional assessment experiences:

- 1) often are for high stakes
- 2) may have used exams to weed-out or find out how far the learners could take the challenges expressed in the assessment
- 3) often are one-time opportunities to demonstrate course knowledge
- 4) are anxiety inducing
- 5) nonetheless, provide exposure to course content

In contrast, successful learner-centered assessment models have these characteristics:

- 1) are structured so learners can show what they know
- 2) do consider multiple opportunities for exposure to content
- 3) continue the learning experience, rather than functioning as a hit-and-run event
- 4) involve student input and engages student evaluation skills
- 5) can provide opportunities for learners to create questions, grade (but not at lower levels)
- 6) provide feedback that improves learner performance

Assessment Options: Listed below is a wide-variety of both instructor- and learner-generated assessments. Additional examples are welcomed!

Self-evaluation:

- rubrics
- checklists
- self-quizzes
- reflections
- rehearsal loops (Flash exercises, StudyMate, other interactivities)

Classroom Assessment Techniques adapted to online

Just-in-Time Activities/Marginalia

Anonymous feedback mechanisms

Discussion

Debate

Role-Plays

Simulations

Case Studies

Peer reviews

Project Conferences

Online Presentations

Journals

Papers, Essay Exams

Oral/Auditory Performance

Projects

Portfolios

Photographic/Graphic Submissions

Objective Quizzes, Tests

Off-line tasks with defined protocols (what will be done, rubric, signatory if appropriate)

Outcomes-Based Assessment

Outcomes-Based Assessment can be defined as activity which measures what a learner should be able to know or show at the end of a given learning experience.

The verb choice in a stated outcome indicates the level of performance by the learner. Bloom's taxonomy is a common guide for defining levels of learning and related sites suggest verb choices. Here is but one of many websites with information about verbs and domains associated with Bloom's Taxonomy: <http://www.humboldt.edu/~tha1/bloomtax.html>.

Western Washington University provides a number of articles at their site:
<http://pandora.cii.wvu.edu/cii/resources/outcomes/default.asp>.

Alternative and Authentic Assessment

Alternative means choices in assessment, and this site lists guidelines when providing alternative assessment and also refers to performance-based assessments: This ERIC Digest defines, provides examples of technology-facilitated alternative assessments: <http://www.ericdigests.org/1994/technology.htm>

Rubrics

Rubrics for Both Formative and Summative Assessment

Rubrics articulate the “I know it when I see it” elements of non-objective assessment. They define the observable characteristics, and may distinguish various levels of mastery, with or without point or grade designations. Learners can be invited to construct rubrics with faculty before the project begins. Encouraging learners to use the rubric for self-evaluation before submitting a project encourages self-directedness.

The following resources are available for evaluating current rubrics or creating new ones:

- Aunt Olive’s “Show-Me” Mother of All Rubric on Rubrics by Ned Miller Use this rubric to assess rubrics you are using or creating: <http://arc.missouri.edu/pa/olive.html>
- Templates for formatting your Rubrics: Don’t be put off by the fact these templates come from K-12. The formats save some time and add some visual appeal: http://teach-nology.com/web_tools/rubrics/general/

Example 1: DISCUSSIONS RUBRIC

Note: This particular rubric was used in a first-year composition course.

- In this class, we will use online discussions to discuss and practice writing concepts, to practice supporting a written viewpoint, and to share responses with others.
- Expect to post 3-5 times in each unit, and to write 150 - 200 words minimum.
- Have your book or your reading notes nearby, so you can draw from them in the discussion also.
- Do check to see if you are expected to post in more than one topic for the week.
- Q&A (Question and Answer) ARE NOT Graded. That area exists so you can ask questions not related to the week’s discussion.

	Unsatisfactory 0 points	Needs Work 22 points	Satisfactory 27 points	Very Good 30 points
Threaded Discussion Participation	Less than 3 postings are made in the discussion board area.	<p>3-5 entries:</p> <p>Each entry is posted but is brief (less than two sentences).</p> <p>a) It has little in the way of thoughtful, substantive ideas concerning the assignment and/or course content related to it.</p> <p>AND/OR</p> <p>b) It fails to respond to fellow student(s) or in response to a fellow student it is quite simple and just a personal remark not a substantive reply (ex - "Good. I really liked your comment.")</p>	<p>3-5 entries:</p> <p>Each entry has 3 or more sentences:</p> <p>a) Each contains thoughtful, substantive ideas concerning assignment and/or course content related to it;</p> <p>AND/OR</p> <p>b) The entries are responsive to at least two other classmates with detailed remarks about that individual's writing or discussion response.</p>	<p>3-5 entries</p> <p>Each entry includes one or both characteristics in the 25 points box plus:</p> <p>1) Entries include an outside resource, or a relevant, specific real life application;</p> <p>AND/OR</p> <p>2) Your response to class member(s) clearly indicates your position in relation to what fellow student(s) said or wrote (e.g. - <i>agreeing, disagreeing, adding to, modifying, extending or questioning it.</i>)</p>

First published in Bedard-Voorhees, A. (2005). Increasing Engagement for Online and Face-to-Face Learners through Online Discussion Practices. The Cross Papers Number 8. Phoenix, AZ: League for Innovations in the Community College. Reprinted with Permissions.

Example 2: ONLINE DISCUSSIONS RUBRIC + Others

Note: These rubrics were for a class for Adult Basic Education Practitioners. The Lesson Plan Project was based on outcomes for a state-defined teacher certification.

- In this class online discussions will develop knowledge about instructional considerations and applications, and allow us to benefit and build-upon one another's solutions.
- Expect to post 3-5 times in each discussion topic, and to write 150 - 200 words minimum.
- Having your Reading and Reflection notes nearby may be helpful.
- Do check to see if you are expected to post in more than one topic for the week.
- Discussion is a significant activity and counts toward 50% of your total grade in this course.

Unsatisfactory 0 points	Needs Work 22 points	Satisfactory 27 points	Very Good 30 points
<p>Less than 3 postings are made in the discussion board area.</p>	<p>3-5 entries are posted.</p> <p>HOWEVER Each entry is posted but is brief (less than two sentences).</p> <p>OR</p> <p>a) Each entry has little in the way of thoughtful, substantive ideas concerning the assignment and/or course content related to it.</p> <p>OR</p> <p>b) No entries respond to fellow student(s) or response to a fellow student just a personal remark not a substantive reply. (i.e., "Good. I really liked your comment.")</p>	<p>3-5 entries, 150-200 word totals are posted.</p> <p>PLUS Each entry has 3 or more sentences.</p> <p>PLUS (a or b) a) Each contains thoughtful, substantive ideas concerning assignment and/or course content related to it. OR b) The entries are responsive to at least two other classmates with detailed remarks about that individual's writing or discussion response.</p>	<p>3-5 entries, 150 - 200 word totals are posted.</p> <p>PLUS Each entry has 3 or more sentences.</p> <p>PLUS (a or b) a) Each entry contains thoughtful, substantive ideas concerning assignment and/or content related to it. OR b) The entries are responsive to at least two other classmates with detailed remarks about that individual's writing or discussion response.</p> <p>PLUS (c or d) c) Entries include an outside resource, or a relevant, specific, real-life application. OR d) Your response to class member(s) clearly indicates your position in relation to what fellow student(s) said or wrote (e.g. - agreeing, disagreeing, and adding to, modifying, extending or questioning it.)</p>

Example 3: READING AND REFLECTION RUBRIC (20 points maximum per entry)

- Each entry must address the related readings. 12 points
- Each entry must be a minimum of 200 words. 8 points
- * Entries must use quotes around words or phrases taken from an author's work to be awarded any credit.

Example 4: COURSE PROJECT: LESSON PLAN RUBRIC

Unit 5 Project Rubric

(This project is worth 10 percent of your final grade.)

Skill/Measurement	Points
1. The project clearly indicates which if of the three learning levels to which it applies.	10
2. The instructor has stated his or her goal for the lesson.	10
3. The objective states what the learner will demonstrate and names an observable action.	10
4. The readings, software, websites are named; titles, page numbers or URLs are provided.	10
5. I could teach or learn this skill to a learner based on the explanation provided here.	10
6. This writer explains how the material might be processed by learners with different learning styles.	10
7. The assessment activities do measure what the learner is expected to demonstrate.	10
8. I would know what to do next if the learner needed more work on this concept.	10
9. This project describes activities for group learning.	10
10. The project has been spell-checked and is in a readable format.	10
11. This project ties the concepts to SCANS or other life skills :(name the skill).	10 bonus points

End your evaluation by filling completing these statements:

- 1) The best thing about this lesson plan...
- 2) Additional remarks or questions

A Variety of Formative Assessments and Logistics

Article: Do you know where your students are? Classroom assessment and student learning: http://ctl.stanford.edu/Newsletter/do_you_know.pdf

Publication Note: The formative assessments which follow were either first published or adapted from the following source: Bedard-Voorhees, A. (2005). Increasing Engagement for Online and Face-to-Face Learners through Online Discussion Practice. The Cross Papers Number 8. Phoenix, AZ: League for Innovations in the Community College. Reprinted with Permissions.

Goals Discussion

Surfacing the goals defined by the course, surfacing the goals learners have, and sharing faculty goals for the course, is outlined in Cross Papers Number 7, “Goal and Syllabus Review” (p. 11). Online, this practice may even be the first just-in-time online topic for a face-to-face or hybrid course. It not only serves to have learners connect their own goals to the course, but identifies learners with similar goals and interests which also adds to possible connections and support among class members.

Just-in-Time Discussion Activities and Marginalia

Just-in-Time Teaching (JITT) activities are meant to connect the learner’s activity outside the classroom with what to happen in the next class session (Novak, Gavrin, Christian, & Patterson, 1999). JITT techniques engage the learner with a sample problem or some questions as the prelude to fuller presentation on material and are of value for surfacing both faulty assumptions and levels of expertise. Cross and Angelo’s Background Knowledge Probe provides similar opportunity (1993, pp. 121- 125). While the responses to these exercises can be sent to the faculty, having learners post to either an anonymous or signed discussion can help the faculty to respond in a way that benefits the entire class either on-line or face-to-face. If the faculty sets this activity to allow anonymous posts, but wants to award points for the effort, a learner can also email the same post to the faculty so the faculty can award the points.

Marginalia, another preparatory exercise, is the use of margin notes to connect the learner as reader to the class’s discussion of the content (Rankin, 2004). Her request is that learners publish the marginalia including questions and comments for the assigned reading and remarking on one or two comments posted by peers.

Anonymous Q and A and other CATS (Classroom Assessment Techniques)

A number of activities can be set up in an online discussions board for the sake of Feedback about anything going on in a class. Setting a discussion thread to allow for anonymous postings. Tom Angelo and K. Patricia Cross created a very large number of classroom assessment techniques. Here is a link to a few. The question for incorporating these online “How would this work as a discussion topic?”

Other CATS: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-2.htm>

Discussion Topic: Unit 1 Anonymous Question and Answer

Message Title: Instructions for Posting to Anonymous Q and A

Hi All,

If you have questions or concerns about this week’s material or assignments, feel free to ask them in this discussion. There’s a good chance someone else in the class may have the very same questions. Click on “Post anonymously” (upper left of this screen) if you don’t want your name to show up as the author of this question. I routinely check Q and A on Tuesday and Thursday.

Best,

Bringing Homework to Discussion

Homework is the opportunity for learners to practice and demonstrate learning development and is sometimes submitted to faculty for grading. As a feedback mechanism, it is best quickly reviewed and graded by the faculty and turn-around time also becomes an issue. By using the discussion space, learners can be asked to participate in activities in a discussion that are the equivalent of homework.

Best used, such assignments are exercises that also invite participation. So the challenge is to have each learner do more than just post the homework. For example, examples of citations could be posted, asking each learner to put up his or her version of the correct format. Or in the case of wanting to know whether learners could write a comparison contrast thesis sentence, learners were asked to write a paragraph about a common life event, then pick another writer's post, and create a comparison-contrast discussion. The surprising element was how the exercise created community. The other benefit was that the faculty was able to coach learners by using the "Reply Privately" function. Additionally, faculty was able to discourse with the class about various elements demonstrated by the posting and also award points.

Online Project Conferences

Project Conferences

The immediacy of a well-structured one-one conference allows learners to demonstrate how a project is developing, and to express questions or concerns.

One-one conferences allow learners to articulate their learning process with a given project. (John Bean (2001) provides excellent advice for conferencing in *Engaging Ideas*, pp. 226 – 238). A prime example is the research-project conference, which is terrific way to hear about the student's engagement with the topic, as well as coaching documentation form and ethics. Scheduling and long office hours during such conferences have been viewed as inconveniences simply to be borne along with parking and scheduling. Such conferences can be brought online with private discussion threads or with Voice-Over-Internet Telephony software such as Skype (skype.com).

Example:

One faculty decided to try online conferences since she felt that some of the best land-based teaching about research had taken place in one-one twenty minute conferences. The issue was logistics, and here are her efforts to create online conferences.

She decided to schedule them a week or two before the written project was due. (Smaller projects could be scheduled differently, and the faculty might choose to use this technique for the first assignment if there is more than one.)

She proceeded with these steps:

1. Created a private discussion topic for each student with the student and faculty as the only members.
2. Let students know that the conferences were a requirement for the final paper to be graded.

3. Put up sign-up sheets as discussion topics asking for 4 students per day (so the faculty can read and respond to materials in the conference area on the very day the conference was scheduled.
4. Intended the conferences to be motivational, so was generous w/ points for participating in the conference.
5. Provided a list at what had to be presented at the conference: two page draft of 3-6 page paper with at least a couple citations, and bib entries. Questions. (In this course, the student had posted the choice of topic earlier. Another component might include an annotated bibliography if it is a research topic.) Respond the same day to the learner--this is a great opportunity to not only ask technical questions about format, but questions about the content itself—as an exchange.
6. Sometimes the learners did have to make additions or corrections and re-submit items to the conference to earn the conference points.

Colorado Community Colleges, 2004b. Used with Permission.
Figure 4: Example of One Faculty's Online Writing Conferences

Reading and Reflection/Online Journals

Journals can support less-structured reflection in a given course.

Example:

What are your insights? How will you use what you've learned? What did you discover about your own learning and thinking (Brookfield & Preskill, 1991)? As we move through this course, repeat these questions to yourself as you create your weekly entry.

Expect to see an entry from me as the end of each unit. Feel free to support any of your course discussions from this journal as well.

Cheers,

Logistics

- Create a Private Discussion Thread to include only the single learner and the instructor.
- Provide Expectations and Rubric (See sample provided in Rubric examples in this packet.)
- Dialogue w/ Learner (Can be done unit by unit)
- Same Logistics Apply to Journals and Writing Portfolios
 - o Annotated Sites, Bibliographies, Webliographies - Annotations can serve a number of purposes: learner discovery, information literacy, internalization of content by having a learner summarize a site's content or provide an evaluation of it, or as one step along the way to a larger, research-based project (scaffolding and authentication).

Group Work Resources

The ability to work in groups is a 21st century skill (Miles and Wilson, 2004). These sources provide some models for group projects. Private group designations in courseware can be used for group process as can email.

Rubrics for Group Work

<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

Enhancing Group Experience

http://datasearch.uts.edu.au/site_manager_sites/iml_2003/learnteach/enhance/groupwork/index.html

Teaching Strategies: Group Work

<http://www.crlt.umich.edu/tstrategies/tsgwcl.html>

Cooperative Learning

<http://www.ntlf.com/html/lib/faq/cl-utenn.htm>

Grading Group Projects

http://research.umbc.edu/~korenman/wmst/group_grading.html

Sample Grading Form

<http://www.siue.edu/~deder/assess/cats/grp13.html>

Rubric for Individual Contributions to Group

<http://uwacadweb.uwyo.edu/consumerissues/Group%20MembContribRubric.htm>

Group Development

<http://matsone.csu Hayward.edu/bcorreia/web-paper/>

Guidelines

<http://www.bothell.washington.edu/faculty/mgoldberg/students/groupskills.html>

Evaluating Group Projects

<http://www.utc.edu/Units/WalkerTeachingResourceCenter/FacultyDevelopment/EvalGroups/index.html>

Used with permission from Colorado Community Colleges Online

Tips for Managing Grading/Feedback Tasks

- Make sound recordings of overall comments on papers or projects (Davidson & Bornak, 2005). Sound recordings can be made with an inexpensive mic and the Sound Recorder under Accessories (Entertainment) in your Windows Programs Menus. Make and save to desktop, then attach in email. Keeping remarks brief (less than two minutes) limits the size of the file.
- Keep a list of auto-text entries for common remarks that you repeat for many learners (Davidson & Bornak, 2005).
- Have learners paste the rubric into paper.
- If you do give online exams, you might create one for objective items, and one for short-answer or essays: Learners get immediate feedback on some items as you grade the others.

References

- Angelo, T., & Cross, K.P. (1993). *Classroom Assessment Techniques*. San Francisco: Jossey-Bass.
- Bedard-Voorhees, A. (2005). Increasing engagement for online and face-to-face learners through online discussion practices: The cross papers number 8. Phoenix, AZ: League for Innovations in the Community College.
- Bean, J. (2001). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass.
- Brookfield, S., & Preskill, S. (1999). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass.
- Davidson, G., & Bornak, M.E. (2005 October). Time management for online instructors. *Online Classroom: Ideas for Effective Online Instruction*. Retrieved October 26, 2005, from <http://www.magnapubs.com/products/FF1005OC.html?s=gh&p=MEZFCF>
- Miles, C., & Wilson, C. (2004, Summer). Learning outcomes for the 21st century: Cultivating student success for college and the knowledge economy. In A. Serban and J. Friedlander (Eds.), *New directions for community colleges, number 126: Developing and implementing assessment of student learning outcomes* (p. 87 – 100). San Francisco: Wiley/Jossey-Bass.
- Novak, G., Gavrin, A., Christian, W, & Patterson, E. (1999). *Just-in-Time Teaching: Blending Active Learning with Web Technology*. Upper Saddle River, NJ: Prentice Hall/Pearson.
- Rankin, L. (2004, September 30). Listserv posting. Retrieved September 30, 2004, from POD@LISTSERV.ND.EDU.
- Weimer, M. (2002). *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey-Bass.

A FRAMEWORK FOR E-LEARNING

The seeds for the e-Learning Framework began germinating with the question –

What does it take to provide the best and most meaningful flexible learning environments for learners worldwide?

by Badrul H. Khan



There are numerous names for open, flexible and distributed learning activities, including E-Learning, Web-Based Learning (WBL), Web-Based Instruction (WBI), Web-Based Training (WBT), Internet-Based Training (IBT), Distributed Learning (DL), Advanced Distributed Learning (ADL), Distance Learning, Online Learning (OL), Mobile Learning (or m-Learning) or Nomadic Learning, Remote Learning, Off-site Learning, a-Learning (anytime, anyplace, anywhere learning), etc.

Design, development, implementation and evaluation of open, flexible and distributed learning systems require thoughtful analysis and investigation of how to use the attributes and resources of the Internet and digital technologies in concert with instructional design principles and issues important to various dimensions of online learning environments.

After reflecting on various factors important to open, flexible and distributed learning environments, I developed **A Framework for E-learning**. These factors can encompass various online learning issues. Various factors discussed in the eight dimensions of the framework can provide guidance in the design, development, delivery and evaluation of flexible, open and distance learning environments.

1. The **pedagogical** dimension of E-learning refers to teaching and learning. This dimension addresses issues concerning *content analysis, audience analysis, goal analysis, media analysis, design approach, organization and methods and strategies* of e-learning environments.
2. The **technological** dimension of the E-Learning Framework examines issues of technology infrastructure in e-learning environments. This includes *infrastructure planning, hardware and software*.
3. The **interface design** refers to the overall look and feel of e-learning programs. Interface design dimension encompasses *page and site design, content design, navigation, and usability testing*.
4. The **evaluation** for e-learning includes both *assessment of learners and evaluation of the instruction and learning environment*.
5. The **management** of e-learning refers to the *maintenance of learning environment and distribution of information*.
6. The **resource support** dimension of the E-Learning Framework examines the *online support and resources* required to foster meaningful learning environments.
7. The **ethical** considerations of e-learning relate to *social and political influence, cultural diversity, bias, geographical diversity, learner diversity, information accessibility, etiquette, and the legal issues*.
8. The **institutional** dimension is concerned with issues of *administrative affairs, academic affairs and student services* related to e-learning.

The E-Learning framework has the potential to provide guidance in:

1. planning and designing e-learning materials,
2. organizing resources for e-learning environment,
3. designing distributed learning systems, corporate universities, virtual universities and cyberschools,
4. designing LMS, LCMS and comprehensive authoring systems (e.g., Omni),
5. evaluating e-learning courses, and programs,

6. evaluating e-learning authoring tools/systems, LMS and LCMS.
7. designing and evaluating blended learning environments.

Read more about **A Framework for E-Learning** by Badrul H. Khan at <http://BadrulKhan.com/framework/>

The Global e-Learning Framework: An Interview with Badrul Khan by James L. Morrison and Badrul H. Khan at http://technologysource.org/article/global_elearning_framework/

Further suggested readings –

Evaluation of an Asynchronous Online Program by Henry L. Smith and Badrul H. Khan at <http://bookstoread.com/framework/Online-Program-Evaluation.pdf>

100 Pounds of Potatoes in a 25-Pound Sack: Stress, Frustration, and Learning in the Virtual Classroom by Robin Mello at <http://www.uwsa.edu/ttt/articles/mello.htm>

How's the E-learning Baby? Factors Leading to Success or Failure of an Educational Technology Innovation by Alexander J. Romiszowski at http://BooksToRead.com/etp/elearning_failure_study.doc

ASSESSING ONLINE COLLABORATIVE LEARNING: A THEORY, METHODOLOGY, & TOOLSET (draft)¹

by Linda Harasim

Introduction:

This chapter considers the unique opportunities for assessing online collaborative learning (OCL) in both formal (primary, secondary, and tertiary) and nonformal (workplace) education contexts. The chapter provides a theoretical framework, a methodology and a set of tools for understanding and assessing online collaborative learning and conceptual change. Online Collaborative Learning (OCL), it is argued, provides hitherto unprecedented qualities for implementing, supporting and assessing individual and group intellectual progress.

The chapter focuses especially on the unique opportunities whereby instructors, educators, researchers and students can analyze and assess progressive discourse in OCL environments and applications: that is, online discussion that progresses from divergent (brainstorming) to convergent (conclusive statements) using such group processes as seminars, discussions, debates, case analyses, and/or team projects.

This chapter provides a conceptual framework for OCL, an assessment methodology, and a set of tools and rubrics whereby instructors and researchers can study conceptual change and learning in OCL applications. Examples of OCL applications, such as the design of online student-led seminars, and ways to grade both student moderators and student discussants, are provided.

Context: Why Assess? What to Assess? And how?

Traditionally, assessment is performed once a learning activity is completed in order to determine whether the student has successfully stored and can recall the specific knowledge or skill contained in that activity. Conventional classroom approaches emphasize such educational measures as testing of content and/or skills. The recent focus on educational IT (information technology), has led to development of educational assessment technology focused on new tools (familiar but reformulated forms of traditional approaches) such as online quizzes and online tests. The efforts are primarily aimed at automating conventional assessment approaches based on testing. The technologies are new only in the sense of assisting educators in preparing and scoring online tests by providing such features as:

- Easy to build multiple choice quizzes and tests;
- Stored questions (or a database of questions) that could be remixed for each new class semester (either by the instructor or machine generated);
- Multiple choice quizzes/tests that can be machine graded;
- Links from the test results to a class grade book.

The assessment of individualized activities such as essays is addressed by such new technologies as:

- plagiarism checkers;
- use of latent semantic-type engines to grade written essays.

¹ Forthcoming in Badrul Khan (ed.) (2006). *Flexible Learning Environments*.

Overall, however, these assessment tools are based on a traditional didactic view of learning that emphasize retention of information and the evaluation of how well a student can recall and represent this information. The focus is thus on learning as a product, rather than on the process.

This traditional approach to assessment is widespread and deeply ingrained in the culture of the classroom, as viewed by instructors, students, administrators and the public, and is an integral part of the “formal” system of education, based on a view of accreditation as based on retention and recall of information.

New Educational Opportunities and Challenges

Nonetheless, new educational pedagogies—particularly collaborative learning and constructivism—are increasingly adopted by individual instructors, by the field of curriculum development, and by administrators, particularly for OCL applications. Increasing use of online group discussions, debates, seminars, and team projects (employing web-based forums, conferencing systems or bulletin boards) provide teachers and students with powerful new OCL opportunities.

But despite the affordances of new OCL environments, instructors remain bereft of ways to assess online discourse, and moreover, unable to provide students with examples of best practice or frameworks since there is no rubric for judging what constitutes: best.

A general critique of traditional didactic approaches (versus the newer prevailing focus on constructivist approaches) is that didactics focus on learning as a product, at the expense of learning as a process. This means that retention of information as a product (memorizing the ‘right’ answer) is highlighted over knowledge as a process of problem solving or generating new solutions). Learning in the collaborative constructivist models focuses on facilitating conceptual change (new perspectives and skills) utilizing progressive discourse, knowledge building, and problem solving, particularly through group discussion: processes viewed as underpinning work and community in the knowledge society. Testing, quizzes and even individualized assignments are viewed as unable to provide (significant) insight into the level of student understanding of the subject matter, how to analyze or apply it, or how to construct new knowledge relevant to the subject.

Thus, while the introduction of OCL in the 1980’s enabled unprecedented new opportunities for the design and implementation of collaborative learning processes (Harasim 2006), the field of assessment has lagged behind.

Theoretical Framework for OCL: Focus on Conceptual Change

New theoretical frameworks developed over the past two decades contribute to our understanding of how collaborative discourse supports learning and under what circumstances, in face-to-face and online environments. Researchers focusing on how collaborative learning contributes to educational effectiveness at the cognitive and social levels have found that: collaboration facilitates higher developmental levels in learners than accomplished by the same individuals working alone (Stodolski; Webb, 1986; Johnson, Maryuma, 1983); conversation, argument, and multiple perspectives that arise in groups contribute to such cognitive processes as verbalization, cognitive restructuring, and conflict resolution. Moreover, critical social or motivational factors are involved in collaborative learning, such as the reduction of uncertainty as learners find their way through complex activities (Webb 1983; 1986) and increased engagement with the learning process as a result of peer interaction and collaboration (Cohen, 1984).

Bruffee (1999) argues that knowledge is a construct of the community's form of discourse, maintained by local consensus and subject to endless conversation. Learning is a social, negotiated, consensual process. Discourse is key. Bruffee presents a process in which students collaborate in small groups, then in larger or plenary groups to increasingly come to intellectual convergence (even if that means agreeing to disagree), and through this process begin to approximate the substantive and procedural language of the knowledge community towards which they aspire. Thomas Kuhn similarly argued that scientific knowledge changes as scientists revise the conversation among themselves and reorganize their relations (p. 199-203, 209-10).

Roschelle (1996) posited that the "crux of learning by collaboration is convergence", a process of mutual construction of knowledge. "Democratic participation, intellectual progress, and gradual convergence are base attributes of social inquiry practices that enable scientists to undergo conceptual change. A convergent account alone suggests the attractive possibility that students develop their concepts in the course of learning to participate in the practices of inquiry that scientists themselves use to develop scientific concepts" (p. 245). These theoretical developments were associated with face-to-face (f2f) learning environments, although Roschelle did focus on how students worked together in f2f environments such as computer labs.

Harasim (1990) focused on OCL, rather than traditional f2f classrooms or computer labs. The three processes she identifies (Harasim, 1990) focus on collaboration as a key process in conceptual change and are theoretically supported by Roschelle (1996), and by Bruffee's (1999) theoretical position that intellectual convergence through collaborative discourse is key.

Below is a revised framework for understanding OCL discourse in online seminars:

1. **IDEA GENERATING:** This phase includes divergent thinking activities such as verbalization, brainstorming, generating input and information, and democratic participation. Participants engage and contribute.
2. **IDEA LINKING:** This phase involves organizing and elaborating various ideas into intellectual positions or clusters, demonstrating intellectual progress through recognizing multiple perspectives and how these relate or not to one another. Evidence of Phase 2 conceptual change, intellectual progress, and the beginning of convergence appears as new or different ideas become clarified, identified, and clustered into various positions (agreement/disagreement; questions/elaboration).
3. **INTELLECTUAL CONVERGENCE:** This phase involves idea structuring, which through gradual convergence, reaches a level of intellectual synthesis, understanding and consensus (including to agree to disagree). It is especially evident in co-production whether as an assignment, a publication, a theory, a position statement, a work of art, or a similar output authored by the group or subgroup.

Figure 1 illustrates the three stages of collaborative discourse from idea generating to intellectual convergence. At the idea generating stage, individual participants, represented by squares, contribute their ideas and opinions, represented by circles, on the topics to the shared space, represented by an oval. Through the process of brainstorming, the participants begin to relate with each other's ideas. This leads to the second stage of the discourse – idea linking. At this stage, the participants begin to agree or to disagree, clarify and elaborate, and reflect and organize their

own and others' ideas and positions. As a result, discrete ideas start to come together; many smaller ideas become a few large ones; individual understandings grow into group shared understanding. At this point, the discourse is ready to advance to the next higher level – intellectual convergence. At this third stage, the group actively engages the co-construction of knowledge based on shared understanding. The group members synthesize their ideas and knowledge into explicit points of view or products (such as theories, positions, publications, works of art, manifestos, scientific theories/hypotheses). They may also extend their ideas and understanding to new territories. The outcomes of this stage are a consolidated shared understanding and group convergence as evidenced by co-production.

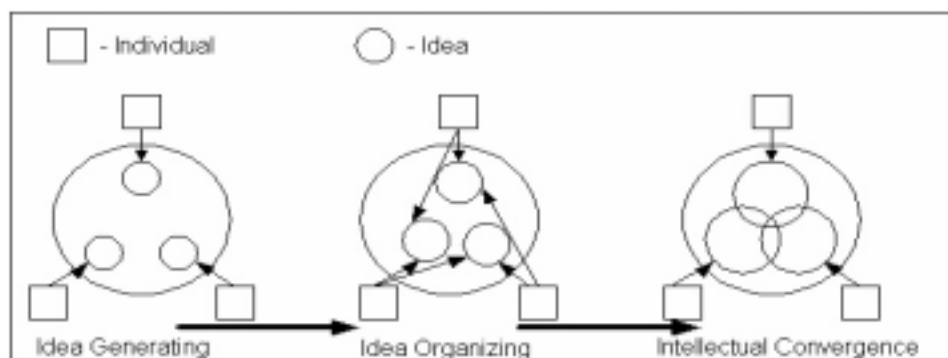


Figure 1. Stages of Collaborative Learning and Conceptual Change

OCL Assessment Methods and Rubrics

Figure 1 offers not only a Theoretical Framework for how OCL contributes to conceptual change, but also suggests a Methodology for Assessment and a Rubric for Studying OCL.

Transcript Analysis of Student Discourse in OCL:

A major benefit of OCL is that the online environment automatically generates and archives a verbatim, date-stamped transcript of each student message. The availability of a verbatim transcript of the online class discourse provides an unprecedented and unequalled opportunity for instructors and for researchers to assess and study student discourse. The archived text-based discussion enables detailed retrospective analysis of one seminar or of the discourse as it evolves over the entire course.

Moreover, the automatic transcript does not require instructors/researchers to individually record, using hand-written notes, a transcript of the student discussion; the software accurately records verbatim the content, time and date sent, of each student message. Hence, issues of transcription bias or omission are overcome.

It is also very significant that participation in online seminars requires the input of written (text-based) messages. Students must comment (input messages) in order to be present. Written discourse is a form of 'frozen thought'. Written (or text-based discourse) discourse represents student thought and understanding. The transcript of student input offers an opportunity for instructors to view how students understand the course materials and theories.

The implications for assessment are significant: transcript analysis of social and intellectual development can illuminate learning and understanding in a far more in-depth, comprehensive and holistic manner than the use of final papers or examinations. Analysis of online discourse enables the study of the process of knowledge building rather than products which reflect short-term retention and recitation of information.

Hence, the text-based, archival, group discussion space afforded by OCL environments (especially asynchronous systems) offers a powerful new environments for reviewing and studying the quality of student participation (in discussions/discourse) over time, to assess whether learning and conceptual change are occurring. And if so, under what conditions?

Nonetheless, a key obstacle is the lack of a theoretical framework of Online Collaborative Learning linked with a Methodology to assess progressive discourse.

This problem has been identified since the early to mid 1980s with the recognition of transcript analysis as a potentially powerful force (Hiltz, 1986; Henri, 19xx; Harasim, 1989; Anderson, 20xx). These early efforts were largely descriptive, describing what was happening, but without analysis of how and why or so what, there was no theoretical framework of collaboration and progressive discourse as a standard against which each case could be studied and analyzed.

The Figure 1 Framework of Collaborative Learning and Conceptual Change is employed to assess student participation and student moderating in an online seminar, and to address such analytical questions as did conceptual change occur, how do we know, and under which conditions?

Two student roles are addressed: Student

1. As Discussant

The unit of analysis is to measure each message input by a student, or to provide a total participation grade for each weekly online seminar (or overall in the course).

2. As Moderator

The unit of analysis is the contribution of a student moderator (the team) to each of 3 activities: Introduction; Moderating; Summary.

1. Assessing the Discussant Role

How well does each student participate and contribute as a discussant IN THE SEMINAR? This may be determined by assessing each message, or by cumulatively assessing the quantity and quality of a students input for each seminar or throughout the course.

Function One: Idea Generating Phase

Indicators: Brainstorming, Resource Sharing, Self Intros, Individual Ideas and Input, use of the “I” pronoun.

Rate each message:

- Low level of thought in message, often short and without a clear point. Sharing a new idea that is not related directly to the topic.
- Sharing a new resource or idea related to the topic.
- New Idea or Resource given with thought and insight included.

Function Two: Idea Linking/Organizing Phase

Indicators: Elaboration, Dis/Agreement, Negotiation, Debate, Enhanced Understanding, Use of Referents

Rate each message:

- Agreement or disagreement statement with out justification or elaboration.
- Contribution to the discussion by linking several ideas, or elaborating on an existing post. Agreement or disagreement statement.
- Replies to one or several others, name mentioning, demonstration of insight, makes use of readings, and formulates or elaborates enhanced understandings of ideas.

Function Three: Intellectual Convergence

Indicators: Conclusions, Position Statement, Summaries, Landscapes, Weaving, Co-production

Rate each message:

- Short General Summary
- Landscape showing the progress of the seminar/course.
- In-depth weaving and idea linking demonstrating the shared group understanding of an idea/ideas or concepts.

2. Assessing the Moderating Role

Moderating is a group project and the 30% total is a group grade, based on performance in the following three functions:

Function A: Introduction

Indicators: Contextualizing, Modeling, Resource Sharing, Opening & Closing messages

Rate each message (or rate overall performance of this function): For example:

1 2 3 4 5....10

Factors to consider:

Was the topic introduced adequately? Quality of the Discussion Questions? (Did these encourage conceptual change?) Were references provided to support the DQs? Were participation expectations identified? met? Were they achievable and appropriate? Were moderators introduced? Were opening and closing messages posted?

Function B: MODERATING Phase

Indicators: Agenda Setting, Feedback, Prompting, Questioning, Guiding Delegating

Rate each message (or rate overall performance of this function):

1 2 3 4 5....10

Factors to consider: Daily moderator log-ons, set agendas, delegated tasks, guides the conference/seminar using: prompting and feedback; and setting the communication model for the seminar.

Function C: SUMMARY Phase

Indicators: Summaries, Landscapes, Weaving, Meta Analysis

Rate each message:

1 2 3 4 5....10

Factors to consider: Name mentioning, depth and breadth of the summaries. Were summaries provided as strategic points of the seminar/conference? Were summaries accurate and complete? Did participants come to convergence? Co-production? Conclusions? Position?

Conclusion:

This chapter addresses the need for a Methodology and Rubric for Assessing Online Collaborative Learning, by providing a Theoretical Framework which drives and contextualizes OCL. A Methodology for Transcript Analysis and assessment of Student Discourse in student-led seminars, focusing on the two key roles (Student Discussants and Student Seminar Moderators) is provided. Assessment based on the Theoretical Framework moves beyond merely describing what happens in OCL, to provide an analysis of the quality of learning (P1-3), and further study of why, and under what circumstances can intellectual convergence be supported.

Finally, two appendices provide specific examples of the Design of a Student-Led Online Seminar, and Methodologies to Assess the Roles of the Student Discussants and Student Moderators.

Appendix 1: Sample DESIGN OF ONLINE STUDENT-LED SEMINARS

To help readers understand and apply my methods and tools, I offer an example of a flexible learning approach (50% f2f, 50% totally online). Whereas my initial online educational experience (1984-1989) were based on totally online courses and projects, since 1990 when I moved to Simon Fraser University, I have focused on a flexible or mixed mode delivery approach.

Among the designs that I feel most distinguish my work is that of OCL, and especially student-led moderating and weaving, especially in totally online seminars (which can be part of a totally online course or one taught in mixed mode).

Student-led seminars involve two distinct roles for students:

1. Moderators (for 1 online week)
2. Discussants (for the remaining online weeks of seminars).

This design is for a class size of 12-25 (or for larger classes, subdivided into parallel streams of 12-25 students each). Online, like f2f, seminars are most effective in promoting progressive discourse (participation quality and quantity) with group sizes of 15-25 participants. The Sample Design assumes that 4 to 5 seminars would be presented entirely online (each seminar takes 1 online week and is moderated by a small group of 3-5 students each week). Online seminars follow consecutively.

1. *Moderating an Online Seminar*: 30% of the total grade. This is a group grade.

Each week a small group of students (3-5) moderate a seminar topic online, for 7 days. Moderating an Online Seminar comprises 3 components (each worth 10%):

- Seminar Introduction: 10%
- Seminar Moderating: 10%
- Seminar Summary: 10%.

The Introduction and Summary are presented as written/composed discourse Moderating supports group process and intellectual skills; hence, conversational and informal comments.

The Online Week:

The Moderators for that week should post their Introduction to the appropriate conference space by noon of the set day, and ends at 6pm seven days later Ensure that the Introduction is posted on time.

Seminar Introduction

The success of your seminar will rest largely upon the way you design it. The accessibility of your introduction (and supporting information), and the quality and clarity of your Discussion Questions will influence the level of participation you get, and the quality of the discussion that is generated.

Introduce the topic (approx. 2-3 screens), based upon the assigned readings and other relevant sources. The introduction sets the tone and the topic: include an overview, examples or illustrations of the topic, and definition of key terms. The introduction launches the online seminar for that week. It sets the context and focuses the topic by providing a brief review of the reading(s) and identifying 3 Discussion Questions to focus the online discussion. Also, set the seminar design and expectations for discussant participation.

Online Seminar Design: consider the following options:

- A seminar, with presentation of the material by Moderators, followed by student discussions monitored by Moderators.
- A debate, formal (with set roles and rules) or informal (volunteered input/positions).
- Research-based: students collect data or resources which they introduce in the discussion.
- Role Play or simulation, whereby students explore the topic by 'participating' in roles enacting some event.

References (approx. 2-3 screens): Provide links to key readings (and where relevant, link these to your Discussion Questions);

Discussion Questions (approx. 2-3 screens): Generate 3 key DQs that will generate informed discussion of your topic and encourage and advance the group discourse into the 3 phases of learning: IG; IO; IC. Consider linking each DQ with a bibliographic entry to stimulate, focus and sustain the discussion.

Self Introduction: who are the members of the moderating team?

Your discussion questions should be related to the topic and to the readings for that week.

When introducing your approach to that topic, be clear on how you delimit that topic: i.e., what is the context. Be clear as to your specific focus, how your focus relates to the media, task, group and what specific issues/implications you are seeking to study and discuss.

Develop DQs that will generate new insights and enable discussion without significant repetition, and that especially will stimulate and encourage conceptual change (Phases 1-3) and informed input.

Designing your online seminar, you may use:

Moderating:

Moderating involves logging on regularly (daily or each 2 days) to

- Keep the discussion flowing
- Keep the discussion focused (on topic)
- Provide regular syntheses to advance the discussion to new levels of analyses, understanding
- Respond to questions, requests for clarification, etc.
- Facilitate with group processes.

The team may wish to rotate the moderating tasks during the online week.

Moderators have difficult jobs. Not only will you have to be well versed in the seminar topics, you need strong communication skills as well as commitment to what you do! To moderate involves facilitation. You as the moderator will encourage and help the participants' progress intellectually so that their responses can converge to form new knowledge. Try not to press the participants into one mode of thinking, as doing so defeats the purpose of the seminars. However, try to recap on what has been said by individual participants and encourage new or deeper directions to advance discussions.

Summary:

Upon concluding your online sessions, summarize the key activities in the conference established for that purpose. Within 4-5 days of concluding your online week, post your summary in your Seminar space. The summary should include:

1. Summary of the key issues raised on that topic
2. The design that you employed

3. Reflections on moderating: what worked best, what didn't, what would you do differently next time & why.
4. Usage statistics: # of participants, # of notes in total and per participant, messages per day of the week, per hour of the day, per question, etc. Analysis of user statistics is important to understanding the week's activity.

The summary is a written reflection and analysis of the online participation for that week. It involves both a) qualitative and b) quantitative analysis.

2. Online Participation:

Online participation refers to participating in the weekly discussions online. During the online sessions, each student is expected to log on regularly, at least 2 times per week: Arrange your logons: 1) towards the beginning of the online week, to respond to the Moderators DQs, and then 2) towards the end of the online week, to respond to colleagues and to synthesize your ideas on that topic (commenting about the readings, responding to or building upon other student's comments, and/or drawing from other sources to expand or illustrate some issue related to the topic).

For this course, 4 substantive comments per student each week are considered minimum participation. Students will be graded on quantity and especially quality of their comments, on posting at least twice per week, and also on reading all of the messages written in the seminar. Grading will especially assess the quality of the comment. Comments of 2-3 screens each are recommended, offering a thoughtful consideration of the issue or question, and an explication of the particular position being presented, or a relevant new idea. References to the readings to add weight or to substantiate a point are important.

Appendix 2: RUBRICS FOR ANALYSIS OF ELEARNING: Grade Sheets for Moderators & Discussants

Grade Sheet for Moderating: GROUP #1

Group Members: _____

Topic: _____

Dates: _____

Final Grade: _____

Each of the following components (I-III) is worth 10%:

I. Introduction: Grade _____

Logistics

Posted in the conference space by NOON, Day 1:

Site Quality: easy to read & navigate; well organized and clearly presented.

Well Written: No Spelling errors, poor grammar

No significant bugs re: tags, links, access, etc.

Overview/Intro (Composed/Written discourse)

Relevant

Adequate
Exciting, Mindful
Identified the design of the seminar (Discussion/Debate/Role Play, etc.)
Provided adequate instructions on the process
Set the tone and the topic
Included a clear overview
Included samples or illustrations
Included definition of key terms
Key Readings:
Provided hot Links to readings to support DQs
Included a bibliography with additional readings
Included 3 questions posed to the group that stimulated, focussed and worked to sustain the discussion (with links to appropriate readings)
Quality of 3 Questions:
DQ 1: 1 2 3 4 5
DQ 2: 1 2 3 4 5
DQ 3: 1 2 3 4 5
Team self-intros
Identified the expectations for student participation during seminar, students were reminded
Site Quality: easy to read, easy to navigate, well organized and presented

Comments:

II. Moderating: Grade _____

Meta Moderating: providing students with rationale for seminar design
Logged on Daily, Monitoring
Kept the discussion flowing and focussed, by stimulating the conversation & monitoring
Provided additional questions when/as needed for contextualizing
Weaving/summarizing was evident, META
Responded to questions/requests for clarification
Facilitated group process, encouraged progressive discourse (to advance and not repeat) by introducing new questions, information
Guided messages, discouraged misinformation or
Encouraged Brainstorming, Organizing and Intellectual Convergence
Encouraged Informed Discussion: Reference to Literature, Evidence

Comments:

III. Summary: Grade _____

Posted within 4 days of end of respective seminar
Summary of the key issues raised on that topic
Summarized the design of the seminar
Provided reflections on Moderating
Provided Qualitative Analyses of the Discussion
Included usage statistics (#of participants, notes, messages, etc) and analysis in the context of understanding the week's activity

Comments:

PARTICIPATION	Week One			Week Two			Week Three			Week Four			Week Five			Total
	Qual	Quan	Total	Qual	Quan	Total	Qual	Quan	Total	Qual	Quan	Total	Qual	Quan	Total	X%
Student 1																
Student 2																
Student 3																
Student 4																
Student 5																
Student 6																
Student 7																
Student 8																
Student 9																
Student 10																

M = Moderating

TOTAL per week: Example /8

Quantity /3

1. ACTIVE WRITING: Posted at least 4 messages with substantive input
2. REPLYING: Logged on at least 2x/week, to respond to DQ and to respond to other Discussants
3. ACTIVE READING: Read all messages

Quality /5

1. Addressed 3 DQ Thoughtfully (3 points)
 - Referenced Readings
 - Added new Insights
 - Posed new Ideas, Questions
2. Built Knowledge (Moved from IG, to IO, to IC). (2 points)

WEEK 1	QUANTITATIVE			QUALITATIVE A			QUALITATIVE B		TOTAL		
	WRE	RPLY	READ	DQ1	DQ2	DQ3	IG-IO	IO-IC	Qual	Quan	Total
Student 1											
Student 2											
Student 3											
Student 4											
Student 5											
Student 6											
Student 7											
Student 8											
Student 9											
Student 10											

UPCOMING PROGRAMS (All times are central)

Dec. 1, 2005 1:30 – 2:30 pm*	“Teaching Adults: A Practical Guide for Educators”
Feb. 24, 2006 1:00 – 2:00 pm	“New Standards for the New Student?”
March 2, 2006 TBA	“Annual Carl D. Perkins Grant RFQ Update”
April 6, 2006 1:30 – 2:30 pm*	“Motivating Students from Day One to Graduation”
April 18, 2006 1:30 – 2:30 PM	Developmental Education Teaching Strategies (working title)

*Indicates a 30 minute audioconference will follow the program.

“NEW LEADERSHIP SERIES FOR STARLINK MEMBERS ONLY”

This is series for both students and faculty, which can be used as part of your campus leadership training. Produced by the Society of Success and Leadership.

Nov. 29, 2006 6:00 – 7:00 pm	Dr. Stephen Covey on Leadership
Jan. 31, 2006 6:00 – 7:00 pm	Jack Canfield on Success

Check our website for special faculty development programs delivered online every month at www.starlinktraining.org.

EVALUATE “PEDAGOGY 202 FOR DISTANCE LEARNING”

On a scale of 1-5, with 5 being the highest, rate the videoconference in terms of its value to you.

	<u>Excellent</u>			<u>Poor</u>	
Timeliness of topic	5	4	3	2	1
Program’s format	5	4	3	2	1
Moderator	5	4	3	2	1
Panelists or Instructor	5	4	3	2	1
Handouts	5	4	3	2	1
Technical quality	5	4	3	2	1
Overall evaluation of program	5	4	3	2	1
Local site activities were held?	_____YES		_____NO		

1. Institution name: _____

2. My current position is: (circle one)

a. Faculty

c. Classified Staff

b. Administrator/Professional Staff

d. Other _____

3. What did you like most about the videoconference?

4. What could have been done to make it more valuable to you?

5. What topics would you like to see addressed in future videoconferences?

Return to: STARLINK, 9596 Walnut St., Dallas, TX 75243.