

## Masterclass Part 4: Best Practices Part 2 (What the experts say)



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## 1. Linda Harasim's Model of Online Collaborative Learning



1. **Idea Generating:** implies divergent thinking, brainstorming, verbalization and thus sharing of ideas and positions.
2. **Idea Linking:** involves evidence of conceptual change, intellectual progress and the beginning of convergence as new or different ideas become clarified and identified and clustered into various positions.
3. **Intellectual Convergence:** is typically reflected in shared understanding (including agreeing to disagree) and is especially evident in co-production, whether a theory, a publication, an assignment, a work of art.



## 2. Robin Mason's (1991) 3 Roles Open University, [r.d.mason@open.ac.uk](mailto:r.d.mason@open.ac.uk)



- **Organizational:** set agenda, objectives, timetable, procedural rules
  - Patience, vary things, spur discussion, invites
- **Social:** welcome, thank, provide feedback, and set generally positive tone
  - Reinforce good things, invite to be candid
- **Intellectual:** probe, ask q's, refocus, set goals, weave comments, synthesize comments
  - Know when to summarize and to leave alone

## 3. Study of Four Classes

(Berge, 1995; Bonk, Kirkley, Hara, & Dennen, 2001; Ashton & Teles, 2001)

- **Technical:** Train, early tasks, be flexible, orientation task (passwords & equipment work?)
- **Managerial:** Initial meeting, FAQs, detailed syllabus, calendar, assign e-mail pals, gradebooks, email updates (understand structure?)
- **Pedagogical:** Peer feedback, debates, PBL, cases, field reflections, portfolios, teams, portfolios (interacting, summarizing)
- **Social:** Café, humor, interactivity, profiles, foreign guests, digital pics, conversations (tone)

## 1. Technological Hat



- Address tool/system familiarity
- Require early assignment to test technology
- Have orientation task, early training
- Be flexible, smooth out problems
- Plan, test, support



## 2. Social Hat



- Create community, set tone, motivate
- Welcome, thank, invite, reinforce positives
- Foster shared knowledge
- Support humor and conversational tone
- Use tools such as cafes, profiles, pictures
- Invite to be candid



### 3. Managerial Hat



- Set agenda, timetable/calendar, assignment page
- Set objectives, clear times, due dates, expectations
- Explain rules, assignments, intended audiences
- Assign teams and coordinate meeting times
- Monitor discussions and track logins
- Provide weekly feedback and class updates
- Manage gradebooks; post grading rubrics



### 4. Pedagogical Hat



- Use PBL or inquiry environment
- Refer to outside resources and experts
- Coordinate student interaction, team collaboration
- Assign roles, set goals, foster peer feedback
- Ask probing questions, refocus, nudge, instruct
- Scaffold, give advice, mentor
- Weave, synthesize, link ideas, provide overviews
- Know when to intervene and when to leave alone

### 4. Matrix of Web Interactions

(Cummings, Bonk, & Jacobs, 2002, Internet in Higher Ed)

**Instructor to Student:** Syllabus, notes, feedback.

**to Instructor:** Course resources, syllabi, notes.

**to Practitioner:** Tutorials, articles, news.

**Student to Student:** Comments, sample work, links.

**to Instructor:** Votes, tests, papers, evals.

**to Practitioner:** Web links, resumes, reflections

**Practitioner to Student:** Internships, jobs, e-fieldtrips

**to Instructor:** Opinion surveys, fdbk, listservs

**to Practitioner:** Forums, listservs, prof devel.



### Types of Heavy Scaffolding:

1. Social Acknowledgement
2. Questioning
3. Direct Instruction
4. Modeling/Examples
5. Feedback/Praise
6. Cognitive Task Structuring
7. Cognitive Elaborations/Explanations
8. Push to Explore
9. Fostering Reflection/Self Awareness
10. Encouraging Articulation/Dialogue Prompting
11. General Advice/Scaffolding/Suggestions
12. Management



### 6. A Theory of Critical Inquiry in Online Distance Education, Randy Garrison, Terry Anderson, & Walter Archer

2003, Handbook of Distance Education, Moore & Anderson (Eds.)  
garrison@ucalgary.ca; terrya@athabascau.ca



### 7. Factors in Creating any Community (Rick Schwier)

- (1) membership/identity
- (2) influence
- (3) fulfill of indiv needs/rewards
- (4) shared events & emotional connections

(McMillan & Chavis, 1986).

History, stories, expression, identity, participation, respect, autonomy, celebration, team building, shape group, Rick Schwier, 1999; University of Saskatchewan, richard.schwier@usask.ca)



## 8. How Facilitate Online Community?

(Chao, 1999, 2002; National Chengchi University, Taipei, Taiwan; cchao@nccu.edu.tw)

- **Safety:** Establish safe environment
- **Tone:** Flexible, inviting, positive, respect
- **Personal:** Self-disclosures, open, stories telling
- **Sharing:** Share frustrations, celebrations.
- **Collaboration:** Camaraderie/empathy
- **Common language:** conversational chat space
- **Task completion:** set milestones & grp goals
- **Other:** Meaningful, choice, simple, purpose...



## Community

(Stuckey, Hedberg, & Lockyer)

1. Users are producers, consumers, and builders
2. Multi-dimensional communication
3. Strong reciprocal ties – real names used
4. Shared or team projects/activities; Develop joint artefacts
5. Access to experts and mentoring
6. Level of sustained commitment from developers and members
7. Varied roles for members
8. Moderation from members (Facilitators, mentors, etc.)
9. Success = engagement, ideas, development, trends
10. Members seek or establish f2f contact



## Common Learning Community Principles and Technologies

(Bonk, Wisher, & Nigrelli, 2004)

1. **Shared goals, mission, norms:** calendars, schedules, archives, announcements, team logos, goals.
2. **Trust and respect:** email, profiles, sharing links, social ice breakers, testimonials
3. **Shared spaces and idea exchanges:** annotations, brainstorming, videoconferencing, whiteboards, site glossaries, work galleries



## Common Learning Community Principles and Technologies

(Bonk, Wisher, & Nigrelli, 2004)

4. **Member collaboration, team products:** annotations, application sharing, collab writing, drop boxes, virtual workspaces, announcements
5. **Sense of identity, membership, expertise, growth:** mentoring exchanges, sync group meetings, knowledge management



## Common Learning Community Principles and Technologies

(Bonk, Wisher, & Nigrelli, 2004)

6. **Influence member participation:** member surveys and polls
7. **Sense of autonomy:** course choices, work teams meet by interest
8. **Shared history, sense of belonging, emotional connections:** buddy lists, chat rooms, discussion forums, IM, MUDS, newsgroups, portals, listservs, email, memorable events



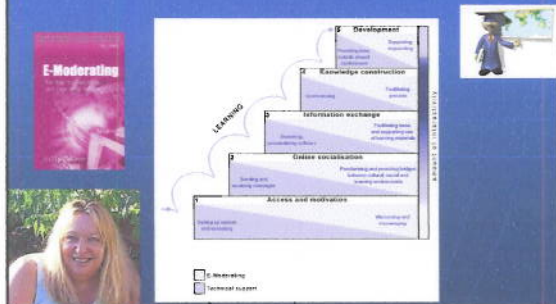
## Common Learning Community Principles and Technologies

(Bonk, Wisher, & Nigrelli, 2004)

9. **Fulfill personal needs, rewards, post member accomplishments acknowledgements:** breakout rooms, intelligent agents, profiles, surveys, mentoring exchanges
10. **Embedded in practice, integration in real world:** applic sharing, online cases, simulations, sync conferencing, translation tools, job and internship reflections, guest chats, PBL



## 9. Model of Teaching and Learning Through CMC (Gilly Salmon, 2000)



## E-Moderating

E-Moderating: The Key to Teaching and Learning Online, (Gilly Salmon, (1999) Kogan Page)



1. Know when to stay silent for a few days.
2. Close off unused or unproductive conferences.
3. Provide a variety of relevant conference topics.
4. Deal promptly with dominance & harassment.
5. Weave, summarize, and archive often.
6. Be an equal (co-) participant in the conference.
7. Provide sparks or interesting comments.
8. Avoid directives and right answers.
9. Acknowledge all contributions.
10. Support others for e-moderator role.



## E-tivities

Salmon, G. (2002). *E-tivities: The key to active online learning*. London: Kogan Page.



There are 5 vital features to e-tivities:

1. A small piece of **information**, stimulus or challenge (the 'spark')
2. **Online activity** which includes individual participating posting a contribution
3. **An interactive or participative element** such as responding to the postings of others
4. Summary, **feedback** or critique from an **e-moderator** (the 'plenary')
5. All the **instructions** to take part are available in **one online message** (the 'invitation') (Salmon, 2002, p. 13).



## Karen Lazenby, Instructor Qualities,

Deputy-Director, Telematic Learning and Education Innovation (now Director, Client Service Center) (University of Pretoria, Nov., 2001, klazenby@tsamail.trsa.ac.za)



- Flexible (ability to shift between roles)
- Be patient, responsive, friendly, positive, supportive
- Limit lecture
- Allow learners to synthesize key pts
- Publish best student work
- Set clear posting/interaction rules
- Involve outside experts



## Online Teaching Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001) guykb@iprimus.com.au

- **Technical:** email, chat, Web development
- **Facilitation:** engaging, questioning, listening, feedback, providing support, managing discussion, team building, relationship building, motivating, positive attitude, innovative, risk taking
- **Managerial:** planning, reviewing, monitoring, time management



## Pedagogical Recommendations

(Berge, Z.L. (1995). Facilitating Computer Conferencing: Recommendations From the Field. Educational Tech. 35(1) 22-30. [http://www.emoderators.com/moderators/teach\\_online.html](http://www.emoderators.com/moderators/teach_online.html))

- Draw attention to conflicting views
- Do not lecture (Long, coherent sequence of comments yields silence)
- Request responses within set time
- Maintain non-authoritarian style
- Promote private conversations



## Facilitating Online Learning: Effective Strategies for Moderators

(Collison, Erlbaum, Haavind, & Tinker, 2000)

- Lead into community bldg activities
- Infuse personality: tone, graphics, humor
- Balance private email & public discuss
- Organize posts and threads
- Highlight tensions in the dialogue
- Avoid publicly praising someone
- Continuously judge when to respond



### Facilitating Student Responsibility

(The Virtual Student, Rena Palloff & Keith Pratt, 2003)

<ul style="list-style-type: none"> <li>Openness: Share from work of life</li> <li>Flexibility: Develop sense of online learning</li> <li>Honesty: Willing to give and receive feedback</li> <li>Willing to Take Charge/Responsibility</li> <li>Willing to Work Collab</li> </ul>	<ul style="list-style-type: none"> <li>Post intros, bios, create social space, mode humor</li> <li>Give up control, co-create, allow time for reflection</li> <li>Model open, honest feedback, approp commun</li> <li>Rotate facilitation or leadership roles</li> <li>Post grading rubrics</li> </ul>
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## Design Considerations for Learner Interaction

(Insung Jung, 2003, Handbook of Distance Education, Moore & Anderson (Eds.))

- Multiple layers of online content & resources
- Inc social presence & interpersonal interaction
- Embed different types of interactions with detailed guidelines and good topics
- Provide quick and frequent feedback
- Include visual layouts where possible
- Allow flexible course structure

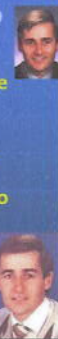


## Ron Oliver, Edith Cowen University, Collab & Constructivist Web Tasks

(McLoughlin & Oliver, 1999; Oliver & McLoughlin, 1999)

- Apprenticeship: Q&A; Ask an Expert forums.
- Case-Based and Simulated Learning: exchange remote views; enact events online.
- Active Learning: Design Web pages & databases.
- Reflective/Metacognitive Learning: Reflect in online journals, bulletin boards
- Experiential Learning: Post (articulate ideas) to discussion groups
- Authentic Learning: PBL, search databases

<http://elrond.scam.ecu.edu.au/oliver/>



## Framework for Pedagogical CMC Techniques

(Paulsen, 1995, The Online Report on Pedagogical Techniques for CMC; morten@nki.no)

- One-alone Techniques:** Online journals, online databases, interviews, online interest groups.
- One-to-one Techniques:** Learning contracts, internships, apprenticeships.
- One-to-many Techniques:** Lectures, symposiums, skits.
- Many-to-many Techniques:** Debates, simulations, games, case studies, discussion groups, brainstorming, Delphi techniques, nominal group process, forums, group projects.



## Pedagogical Techniques of CMC

(Paulsen, 1995, The Online Report on Pedagogical Techniques for Computer-Mediated Communication; morten@nki.no)

- Collective databases, Access to Online Resources
- Informal socializing (online cafes)
- Seminars (read before going online)
- Public tutorials
- Peer counseling, learning partnerships (Online Support Groups)
- Simulations, games, and role plays
- Free Flowing Discussions/Forums
- Email interviews
- Symposia or speakers on a theme
- The notice board (class announcements)



## Considerations: The Event

Jennifer Hoffman, ASTD, Learning Circuits, (2001, March)  
[http://insynctraining.com/Insync\\_Home.html#Home](http://insynctraining.com/Insync_Home.html#Home)

- Log on early; students come 15 minutes early.
- Check to see if students brought needed items
- Vary instructional strategies; maximize interactivity
- Make it visual—color, sound, animation
- Design 10-minute breaks every 90 minutes
- Do tech checks of microphones (sound check).



## Norah Jones, U of Glamorgan Lessons Learned

- Provide photographs of participants
- Encourage, encourage, encourage
- Agree netiquette
- Take care with humour -some does not work on-line
- Set clear goals
- Face to face induction preferred
- Social/contextual aspects
- Don't underestimate the time
- Importance of timely feedback
- Provide technical support



## What is the Interaction Rationale?

(per Ellen Wagner, April, 2004)

- ☑ Interaction is the **most debated construct** in the world of technology mediated learning design and development.
- ☑ In these settings, interaction is the **defining attribute of the quality and value**
- ☑ Interactivity (equated with interaction) is the **most expensive component** of a technology mediated learning design.



## Types of Interactions Possible?

(Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3 (2), 1-7. )

1. Learner-Instructor
  2. Learner-Learner
  3. Learner-Content
- 
- 4a. Learner-Self: highlighted the importance of 'self talking', or internal dialogue when engaging with learning materials (Soo & Bonk, 1998)
  - 4b. Learner-Interface: The learner's ability to use the communication medium facilitating the online course (Hillman, Willis, & Gunawardena, 1994)



## Interaction with Classmates

(Karen Swan (2004) cites Charlotte Gunawardena)

- Design community building activities
- Build trust in initial activities
- Encourage sharing in discussions
- Train faculty about social presence and instructor immediacy
- Model and encourage verbal immediacy
- Require discussion summaries that identify steps in knowledge creation



## Interaction with Instructors

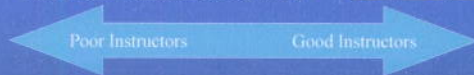
(Karen Swan (2004) cites Peter Shea)

- Provide frequent public and private interactions with students.
- Establish clear expectations for instructor-student interactions
- Provide timely and supportive feedback
- Automate testing and feedback where possible
- Include in faculty development



### Vanessa Dennen's Research on Nine Online Courses

(sociology, history, communications, writing,  
library science, technology, counseling)



- Little/no feedback given
- Always authoritative
- Kept narrow focus of what was relevant
- Created tangential discussions
- Ultimate deadlines
- Provided regular feedback
- Participated as peer
- Allowed perspective sharing
- Tied discussion to grades, other assessments.
- Incremental deadlines

### Elements of a good prompt



- Specifies the desired response type
- Allows for multiple correct answers (perspective sharing, unique application of knowledge)
- Fosters reflection, thinking, or collab
- Provides guidance for peer interaction

### 3-sentence rule

(Vanessa Dennen, 2002)



- ✓ Avoid overwhelming "I agree" type messages
- ✓ Require that all students post messages of 3 sentences or longer
- ✓ The result:
  1. I agree with you.
  2. That's a good idea
  3. Ummm.... I have to actually say something now!



So,  
who  
has  
their  
night life  
hat on?

