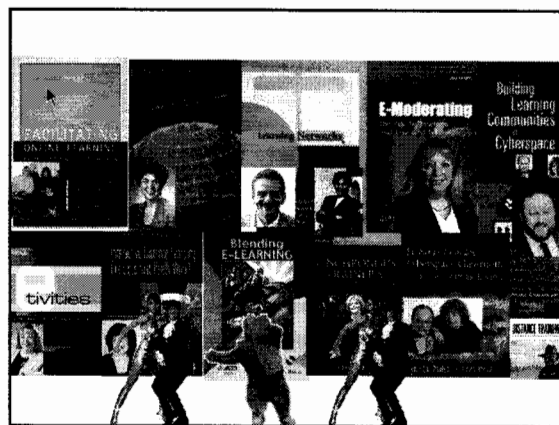
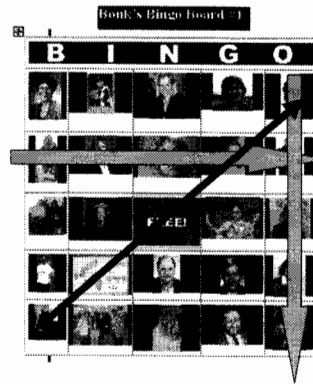


Best of the Best of Online Pedagogical Practices



Dr. Curtis J. Bonk
Indiana University,
SurveyShare and CourseShare
<http://php.indiana.edu/~cjbonk>
cjbonk@indiana.edu



Linda Harasim, Simon Fraser and TeleLearning Centres of Excellence
(Quote: June 4, 2002, Global Educators' Network)

"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...students collaborate in small groups, then in larger or plenary groups to increasingly come to intellectual convergence."



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



- **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)

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.

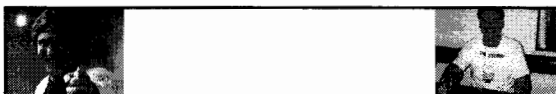
to Instructor: Votes, tests, papers, evals.

to Practitioner: Web links, resumes, reflections

Practitioner to Student: Internships, jobs, e-fieldtrips

to Instructor: Opinion surveys, fdbk, listservs

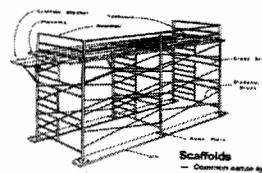
to Practitioner: Forums, listservs, prof devel.



5.

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



Social (and cognitive)
Acknowledgement: "Hello...", "I agree with everything said so far...", "Wow, what a case," "This case certainly has provoked a lot of discussion...", "Glad you could join us..."



Questioning: "What is the name of this concept...?", "Another reason for this might be...?", "An example of this is...", "In contrast to this might be...", "What else might be important here...?", "Who can tell me...?", "How might the teacher...?", "What is the real problem here...?", "How is this related to...?", "Can you justify this?"

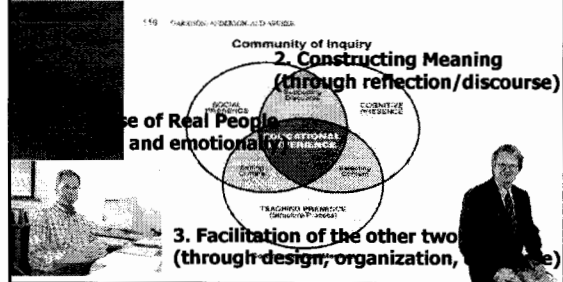


Cognitive Task Structuring: "You know, the task asks you to do...", "Ok, as was required, you should now summarize the peer responses that you have received...", "This is a difficult task, so you might start with..."



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

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



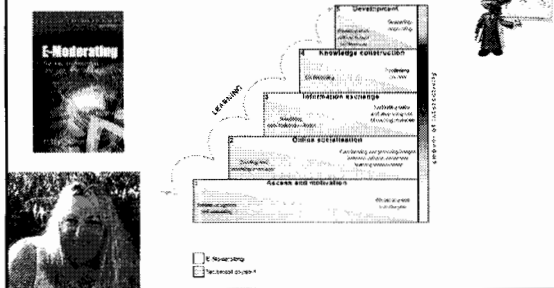
8. How Facilitate Online Community?

(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...



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



Salmon's 5 Stage Model of E-Moderating in Action in Wales

1. Access and Motivation
2. Online Socialisation
3. Information Exchange
4. Knowledge Construction
5. Development



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



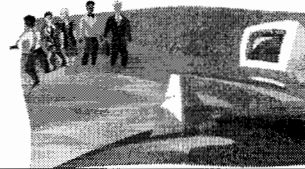
Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)



Let's brainstorm comments
(words or short phrases) that
reflect your overall attitudes
and feelings towards online
teaching (facilitating)...



Feelings Toward Online Teaching

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)
(Note: 94 practitioners surveyed.)

- Exciting (30)
- Challenging (24)
- Time consuming (22)
- Demanding (18)
- Technical issue (16); Flexibility (16)
- Potential (15)
- Better options (14); Frustrating (14)
- Collaborative (11); Communication (11); Fun (11)



Robin Mason (1998)

http://www.aln.org/alnweb/magazine/vol2_issue2/Masonfinal.htm
ALN Magazine Volume 2, Issue 2 - October 1998

- Computer conferencing ideal medium to break down distinction between teacher and taught
- Create communities with resources, places, & people
- Need to motivate students to participate; use sync events to maintain interest and enthusiasm
- Need to design activities for nonparticipants
- Lack of time is a challenge
 - learners want short courses, learning objects, and just-in-time teaching



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)

- 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



Managerial Recommendations

(Berge, 1995, The role of the online instructor/facilitator)

- Distribute lists of participants
- Provide timely administrative info books, enrollment, counseling, etc.
- Change procedures that are not working
- Change misplaced subject headings
- Decisively end discussion sessions
- Don't overload



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.



Online Techniques & Moderator Action

Gilly Salmon, The Open Univ., Business School

Type:

- 1) Idea Generation
- 2) Deepen Engagement
- 3) Interest Groups
- 4) Debating
- 5) Market Research
- 6) Resource Recog.
- 7) Exam Preparation

Moderator Action:

- Emphasize BS rules
- Challenge, test, share
- Summarize, current info
- Moderate, lobby, detail
- Ask key q's, follow-up
- Offer feedback, prizes
- Post q's, facilitate discuss



E-tivities

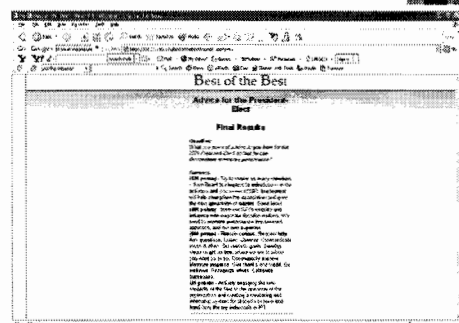
Salmon, G. (2002). *E-tivities: The key to active online learning*. London: Kogan Page.

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).



Delphi/Nominal Group Process Online (Best of the Best)



Selecting Distance Learning Instructors

(Karen Mantyla, July 2000, Learning Circuits; author of Distance Learning: A Step-by-Step Guide for Trainers' QuietPower@aol.com)

- › Exude enthusiasm
- › Be learner-centered (ask if satisfied, active)
- › Be flexible and willing to learn new skills
- › Be adaptable to student and team needs
- › Learn new tech and rehearse delivery
- › Willing to create and use interactive tasks
- › Display a sense of humor



Bill Brescia's (2000) Doctoral Research on Online Mentoring

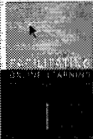
- Simple feedback vital, student clarification too
- Want professor opinions & resource suggestions
- Model at start; summarize at end of semester
- Most students saw value of reflection, not all
- Student resistance to reading long posts
- Students were resistant to weekend posting; continued posts
- Changing subject link important to discussion



Facilitating Online Learning: Effective Strategies for Moderators

(Collison, Elrbaum, 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

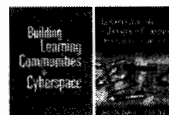
(The Virtual Student, Rena Palloff & Keith Pratt, 2003)

- Openness: Share from work of life
- Flexibility: Develop sense of online learning
- Honesty: Willing to give and receive feedback
- Willing to Take Charge/Responsibility
- Willing to Work Collab
- Post intros, bios, create social space, mode humor
- Give up control, co-create, allow time for reflection
- Model open, honest feedback, approp commun
- Rotate facilitation or leadership roles
- Post grading rubrics



Steps in Building an Electronic Community (Palloff & Pratt, 1999)

- Clearly define the purpose of the group.
- Create distinctive gathering place for group.
- Allow members to resolve their own disputes.
- Promote effective leadership from within.
- Define norms and a clear code of conduct.
- Allow for a range of member roles.
- Allow for and facilitate subgroups.



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)

1. **Apprenticeship: Q&A; Ask an Expert forums.**
2. **Case-Based and Simulated Learning: exchange remote views; enact events online.**
3. **Active Learning: Design Web pages & databases.**
4. **Reflective/Metacognitive Learning: Reflect in online journals, bulletin boards**
5. **Experiential Learning: Post (articulate ideas) to discussion groups**
6. **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)

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



Ideal Environment of Synchronous Trainer

Jennifer Hoffman, Online Learning Conference, 2001, Oct.;
Synchronous Trainers Survival Guide, August, 2003)

- A private, soundproof room.
- High-speed connection; telephone; powerful computer; additional computer; tech support phone #
- Studio microphone and speakers
- A "Do Not Disturb" sign
- Near restroom; pitcher of water



Considerations: The Event

Jennifer Hoffman, ASTD, Learning Circuits, (2001, March)
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).



E-College Wales: The Change Agenda

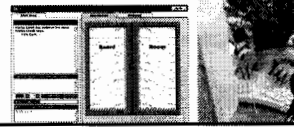
Hierarchical challenges

- Multi disciplinary teams
- Emergent strategy
- Role of lecturer
- Staff development
- Quality Assurance



Lessons Learned

- Induction
- Delivery Model
- Content/Assessment
- Staff Development
- Student Support
- Time
- Interactivity



E-College Principles and Points

- Learners based anywhere
- Defined by quality of service and support to the learner
- On-line resources-library, knowledge base
- 24/7/52 Learner accesses courses when they choose
- ICT used for the improvement of the learner experience



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



Did We Forget Anyone?

Yes, Curt Bonk and Vanessa Dennen



Vanessa Dennen's Research on Nine Online Courses

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



Poor Instructors

Good Instructors

- 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

Deadlines (Dennen, 2002)

- Deadlines motivated participation
 - Message counts increased in the days immediately preceding a deadline
- Deadlines inhibited dialogue
 - Students posted messages but did not discuss
 - Too much lag time between initial messages and responses



Modeling (Dennen, 2002)

- Instructor modeling increased the likelihood of student messages meeting quality and content expectations
- Modeling was more effective than guidelines



Reasons why...



Students don't participate

- Because it isn't required
- Because they don't know what is expected

Students all participate at last minute

- Because that is what was required
- Because they don't want to be the first

Instructor posts at the last minute



Common problems with online discussion prompts

(Dennen, 2002)

Too vague

- Learners have no idea how to respond

Too fact-based

- Only one or two persons need to respond

Lack directions for interactions

- Learners don't know what acceptable participation looks like



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

Building Interactivity

Initial Response

- Select and read one of your classmate's contributions, and post a message under their thread that discusses what major issues this article relates to and support your assertions with references to our course readings. If there are secondary issues, mention those as well. Please respond to a message that has not yet received a response so that we can make sure everyone gets at least one response. You may, of course, respond to multiple threads if you wish.

3-sentence rule

(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!



Just a Lot of Bonk....



#1. The Web Integration Continuum (Bonk et al., 2000)

- Level 1: Course Marketing/Syllabi via the Web
- Level 2: Web Resource for Student Exploration
- Level 3: Publish Student-Gen Web Resources
- Level 4: Course Resources on the Web
- Level 5: Repurpose Web Resources for Others
- =====
- Level 6: Web Component is Substantive & Graded
- Level 7: Graded Activities Extend Beyond Class
- Level 8: Entire Web Course for Resident Students
- Level 9: Entire Web Course for Offsite Students
- Level 10: Course within Programmatic Initiative

#2. RIDIC⁵-ULO³US Model of Technology Use

Tasks (RIDIC):

- Relevance
- Individualization
- Depth of Discussion
- Interactivity
- Collaboration-Control-Choice-Constructivistic-Community



RIDIC⁵-ULO³US Model of Technology Use

Tech Tools (ULOUS):

- Utility
- Learner-Centeredness
- Opportunities with Outsiders Online
- Usable (or Ultra Utopian Low Cost)
- Supportive



#3. Let's Explore These Hats Again With Specific Examples!

- Technical
- Social
- Managerial
- Pedagogical



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

Just a Lot of Bonk



- Make learners also the teachers
- Offer multiple ways to succeed, choices
- Market/Share what do
- Archive work, repurpose it, use it, simplify it
- Take course online as a student
- Find a tech mentor
- Be flexible



Facilitating Electronic Discussion (Curt Bonk, Indiana University, 2003)

- Provide Guidelines and Structure
- Weave and Summarize Weekly
- Be patient, prompt, and clear
- Assign Due Dates, Times, and Points
- Constantly Monitor, Converse, Guide
- Assign Buddies/Pals or Include Mentoring
- Extend Beyond Class with Experts



Pedagogical Tips

(Curt Bonk, Indiana University, 2003)

- Simplify (everything!!!)
- Tell stories of the past to convince
- Work with colleague on Web site
- Scheduling something due early
- Create variety: tasks, topics, participants, etc.



So who has Bingo?



BINGO			
chick	pet	car	bedroom
water	car	dog	light
rubber	bug	snake	tree
egg	rock	porch	snake

