Responsibilities:

      Barry - get electronic version of chapter 4, scenarios, UBD

      Carol - scenarios, make a PowerPoint to provide instructions for scenarios, connect with Kim, UBD, Solomon's

      Bryan - scenarios, suggested readings, UBD, develop forum post, prepare a brief intro/summary

      Mac

      (Hi Barry, Bryan and Carol. I can write up the other scenarios if you like. I don't yet have a clear vision of what you've discussed so far about the structure of the Week 2 seminar - Mac)

      Hi Mac,

      We are thinking of having them read Chapter 4 of the Kear textbook and "T*he social dimension of asynchronus learning networks"*

      Chapter 4 - I have a PDF of it - Barry (18 mb)

      http://gre-guns2.gre.ac.uk/ET/ELD/KNTI/etutres.NSF/76cf225430685dbc8025651a00759c95/488fccf932adb510802570000031ae79/$FILE/v2n1_wegerif.pdf

      On Monday, January 19th we were going to use break out rooms to discuss the possible scenerios below. If you want to take the last five, sounds good to me. We were also going to have a forum post based on the readings. I believe we were going to select five or six of the scenerios for our synchronus presentation on Monday the 19th. Also, if you have any ideas please feel free to suggest.

      -Carol

PowerPoint
https://docs.google.com/presentation/d/1vlDacGt9MPSt5OQ7L4qkzHKtdEcweK3PmBfJKeA5CEY/edit?usp=sharing

Timeline

      January 12 - Readings selected and blog thread set up, send out email to (how does she suggest we send out the details?) we can use the class email list or under OLTD 503 discussion forums there is a place for seminar 2 to post our stuff.

      January 19 - Seminar

If you reflect back through your online communications both as an educator and a student, what was a time that the communication was working? What was a time that it wasn't? What would have improved it? What did you learn from this?

Please post your answer by the end of the day on Thursday, January 22.

Also look through the other blog posts to find two or three ideas that you would not of thought of, ones that perhaps surprised you. How could you incorporate this into your practice. Please share with your colleagues either in a separate post or as a reply.

Required Reading

Kear, Karen Lesley. "Chapter 4 Benefits and Problems of Online Learning Communities." *Online and Social Networking Communities: A Best Practice Guide for Educators*. New York: Routledge, 2011. Print.

Suggested Reading

http://gre-guns2.gre.ac.uk/ET/ELD/KNTI/etutres.NSF/76cf225430685dbc8025651a00759c95/488fccf932a db510802570000031ae79/$FILE/v2n1_wegerif.pdf

Introductory Overview to chapter to be presented to class--before we break them out into groups? Should we include this in the PowerPoint?

https://docs.google.com/document/d/1SmVnPBn2KqZFSy_bADYa7lSJgSwILWhAG1hOSrXU4_ E/edit?usp=sharing

Six Scenarios - **Here are some rough ideas for scenarios… Barry**

- I was just trying to track down pre-made case-studies from "Online learning and teaching with technology: case studies, experience and practice" on page 76 of my kindle reader. It is available at VIU in the stacks (not electronically) and the other library I have access to UNBC does not have the book either-Carol

I have drafted a rough copy of some potential scenarios--is this too much? Too little? Not addressing the point we were intending? Please critique before I put on PP. Thank-you. THINK THE ONE BELOW IS AWESOME! Just saw the first one - will also look at the others but I totally think you are on the right track. (Barry)

Case study 1: room 1-draft 1-Carol
- Students and administrative staff start to expect the teacher to be "online" 24/7 and answering queries immediately

Loretta is a middle-aged, distance learner who works afternoon shifts at a local retirement home. She was anxious about achieving her Adult Dogwood and had not turned on a computer until she started her English 12 online course. Her e-moderator Fernando guided her through: setting up her username, password, the course modules, and Microsoft Word (Salmon, 2003). He also encouraged her to ask questions by answering her emails sent at 11 pm most evenings. For he believed in individualized learning and that communication tools provide the flexibility of learning anytime anywhere (Kear, 2010).

As Loretta's academic confidence grew she started to email Fernando interesting links and asking in-depth questions most evenings until 2 am. At first, Fernando readily replied to her emails. However, he eventually felt he was expected to be "online" assisting his learners 24/7.

How could Fernando set boundaries so that he can still meet his learners needs but live a life of his own?
 I do not know how to copy and paste from the PP. Below is the table of Pros and Cons summary for room 1.

Interaction extends beyond classroom walls	Student may direct questions towards teacher instead of peers
Convenient for learners with part-time jobs	Online environment can be confusing and frustrating
Notices can be posted online	Feeling of isolation-computer to computer contact

Communicate through forums, instant messaging, social media

Time demanding

?

?

Resources

Kear, Karen. (2010). Online and social networking communities: A best practice guide
        for educators.

Salmon, G. (2003). All Thing in Moderation-E-moderating-The five stage model.

Case study 2: room 2-Carol
- How do you monitor student participation when you are relying more and more on online activities

Matthew, a grade 12 online learner, has low literacy skills. Although he reads every comment in the discussion forums, he is shy about contributing to the required discussions. Matthew is diligent with his individual work, however, his contributions to online discussions is non-existent.

How can his educator monitor his participation in online discussions?

Case study 3: room 3-Carol
- Technical problems creating distance between participants

Tom and Jerry live in a small, remote northern community; they are grade 10 students who participate in online classes at the local elementary school. Tom has a computer at home and dial-up Internet access while Jerry can only work on his course work during school hours. The school computers are outdated and cannot support animated resources or stream videos because Internet is expensive. When Tom and Jerry meet with the e-moderator, once per-week, via Skype, the Internet's bandwidth limits the lesson as the Internet frequently stops working. Tom and Jerry are feeling overwhelmed because they will be writing provincial exams (English, Math, Science) at the end of January.

Please suggest potential alternate resources for the e-educator to provide Tom and Jerry. (stage 3 of Salmon-"Information exchange")

Case study 4:

- Students using online to selectively distance themselves from other specific students or the teacher

- Students using online to selectively distance themselves from other specific students or the teacher

Jack and Jill enjoy the convenience and flexibility that online learning offers. However, Jack is starting to feel overloaded with information and has decided he does not want to participate in exercises that involve group work. Jill does not know how to manage her time and still requires technical support from her teacher. She feels asks too many questions and has decided to distance herself from the e-moderator.

Suggest how the e-moderator could increase Jack and Jill's capacity to engage in online communication (Salmon stage 4-knowledge construction)

- More of a chance that participants will have less understanding of others situation and therefore could be less accommodation of each other. This also with teacher not understanding students situations. for example: in our cohort different participants have very different technology situations and could be less accommodating. Another example is with the type of work I do, unless I put myself out there and make sure to explain I can run into potential problems with profs and other students when they don't understand that I sometimes travel a lot, major time zone differences, when teaching away having an extremely full schedule. Another would be where I am trying to plan ahead for future OLTD courses and they don't list when we have synchronous classes. My work schedule changes all the time and I could be potentially be booking work when I have a OLTD class.

- Lack of experience or expertise online
- teacher needing to take greater care with online notices, instructions, activities as students are not there "in the moment" to ask questions together.
- The type of online structure we are using in OLTD seems to create the environment where students can potentially spend HUGE amounts of time doing activities that perhaps the teacher is not expecting. This seems similar to the situation that often happens with home schooled kids.

- Students and teachers not strongly competent with Netiquette and Conflict Resolution issues and strategies for online
- Students getting overwhelmed with online communication coming from a variety of sources especially when teachers are not aware of how much they may already be getting.

Benefits and Problems of Online Learning: Understanding by Design (UbD) Stages

Stage 1
(G) Established Goals
- Engage with environments of online communication to enhance learning
- Engage in building learning communities and communities of practice
- Critically assess and evaluate communication resources for best practice in online learning

(U) Understandings
Students will understand that...
- While online communication can help to create online community there are also other factors involved in building community.
- Online communities are created, for a variety of reasons, when students feel: supported, flexibility in course demands, and a sense of belonging
- While there may be benefits to online communication, it can also create problems.
- Online communities can feel daunting, cold, unfriendly, impersonal and may lead to low participation rates
- Online communication is not a substitute for effective engagement and teaching skills - it is a component of it.

(Q) Essential Questions
- What new skills and understanding do F2F educators need to develop to be more effective online communicators?
- There is often the perspective that students, especially youth, are much more comfortable and able to communicate online. Given this, how do we identify and teach students skills for more effective online communication?
- What skills and understanding do students need to be taught to be able to communicate more effectively online?
- What structure and processes support the best online communication for a given course or program?

(K) Students will know
- There is more to providing an engaging online learning environment and to effectively communicating than simply adding an online communication component to a course.

- There are options in the methods that will support more effective online communication

(S) Students will be able to
- Assess the effectiveness of an online communication structure.
- Understand how to enhance online communications
- Recognize the problems that may emerge with online communication
- Implement strategies to minimize the potential negative impacts of the online communication system they are using.

Stage 2
(T) Performance Tasks
- Write a reflection in discussion forum describing both effective and ineffective online communication. Tell what could be improved, then explain what you learnt from this situation (students may also share photos, images)
- Create a blog post, including two or three online learning experiences that piqued your interest and curiosity. How could you incorporate this into your practice?

(OE) Other Evidence
- Oral or written response to case studies
- Blog posts
- Asking for commentary on the effectiveness of the synchronous class at the end. Also asking for written feedback towards the end of the week. Providing a venue for this.

Stage 3
(L) Learning Activities

W = Introduction by Bryan and uploaded seminar objectives and goals
Email to students with required readings, optional/suggested readings, Case Study descriptions, Goals and Expectations
Prior knowledge has been accumulated through previous interactions with the cohort. Also we will be able to assess through the blog posts
H = Anecdotal evidence will be used to support written or oral comments. Case Study descriptions.
The Goals and Expectations portion should also provide hook and engagement.
E = Equip students with "The Social Dimension of Asynchronous Learning Networks, Chapter 4 of Kear, and Chapter 4 summary of key notes"
The reflective blogpost will also help in this area, both from personal reflections and examining others posts
R = Collaboration in Case Study break out rooms, blogs
E = Participants have the opportunity to evaluate their work using online communications and its implications, also blog posts, and Case Study breakouts.

T = Activities are tailored to different learning needs and interests of the participants How can we "punch" up the visual components?
O= Activities are organized to have initial and sustained participant engagement and effective learning
Need to ensure that we give clear detailed instructions for the activity and bring students back at promised time. Also manage timekeeping in a light, humorous manner.

Learning Activities to be added in to class

Summary: Gilly Salmon's Five-Stage Model To Teaching And Learning Online

The model, Figure 1, requires the learner to work through various steps of skill development while the e-moderator supports the learner using various e-moderating skills. The first step is "access and motivation".
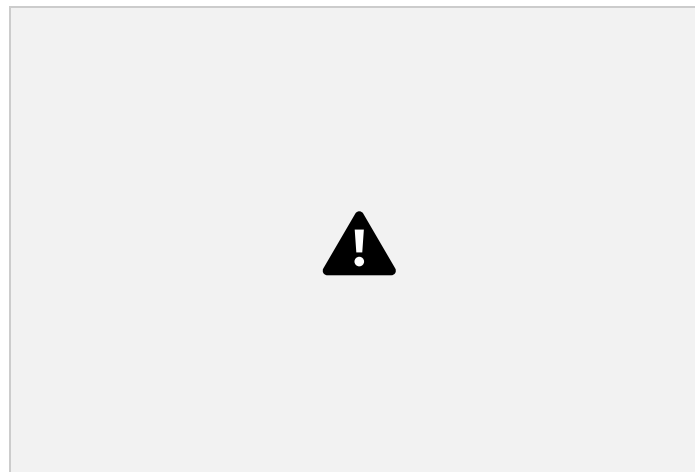
Figure 1 Five-Stage Model

Table 1 step 1: access and motivation

E-moderators Responsibilities To Learners	Learners' Responsibilities
Provide support	Set up usernames and passwords
Allow sufficient time to access course material	Orient themselves with learning platform—finding the modules, etc
Motivate	Become familiar with course/module information and communication tools
Empathy towards learners having access issues that leads to low motivation	
Facilitate-welcome, reassure and encourage	
Know how and where to access learning materials and technical support	
Provide a rationale for use of online learning space and opportunity for learners to practice the course tools	Practice course tools

Table 2 step 2: online socialisation

E-moderator Facilitates & Ensures Learners	Learners Are
Are provided with opportunity to work together	Establishing their identities
Are building social connections	Starting to interact with one another

Table 3 step 3: information exchange

E-moderator Facilitates Exchange Of Information By:	Learners Are
Encouraging learners to share information, connect, build relationships	Engaging and counter-interacting more with peers and e-moderator
Help learners identify what is useful to them	Mutually benefitting from exchanging relevant course material
Be visible online	Developing strategies to minimise risk of information overload
Guide and direct on appropriate and effective use of online communication spaces (netiquette rules)	Identifying what is useful for them
Directing and encouraging learners to participate in activities	
Providing help and support for those who need it	
Ensuring learners know where and how to get technical support	

Table 4 step 4: knowledge construction

E-moderator Facilitates By:	Learners Should Be:
Encourages all learners to contribute	Actively learning & participating in discussion
Asking questions to which there is not definitive right or wrong answer	More confident with time management and collaborating with peers
Encouraging learners to reflect before responding	Needing less technical support
Summarising contributions made by learners	

Table 5 step 5: development

E-moderators Facilitate Learning By:	Learners:
Introduce activities that encourage critical thinking and reflection	Are more responsible for their learning
Welcome feedback from learners	Need little support from e-moderator
Allowing learners ownership of online space	Demonstrate critical thinking and become truly self-reflective
Encouraging learners to refer back to previous online activities	May reflect on impact the online space is having on their learning
	Demand alternative, better technology to support learning

What we are hoping to accomplish by:

___ goals and objectives-by 3 pm
___ email to Kim sent by **Mac**--with objectives by Friday afternoon, tie in with case studies to create six break-out rooms and post, ask if we can meet 15 minutes early on Monday,PowerPoint, if Kim has any questions ask **Carol or Byran**
____Break out in order they are in the list
___Post Readings-d2l
___Responding with personal experience-focus it more towards the readings and combine
____**Bryan** overview of chapter
____Monitor15 minutes 5 minutes to present to class
_____consolidate blog posts
_____Break off into groups--**Barry**
_____each break out group discusses, and clarify what they
_____**Mac** take notes summarizing group comments
____Monitor the texting-**Carol**
_____thinking forward leaving comments onto PP
_____**Mac** start reflection--each write a reflection and send to Mac

Kim's message goes here.Hello Everyone!

Please note that Kim has a message for you at the end of this email.

Group Two here. We will be facilitating your learning excursion from Friday January 16 - 22 and hope to provide you with an engaging, titillating, painless (well mostly) experience!

Goals and Expectations for Learning (we hope..)
Goals
- Engage with environments of online communication to enhance learning
- Engage in building learning communities and communities of practice
- Critically assess and evaluate communication resources for best practice in online learning

Expectations
You will understand that...
- While online communication can help to create online community there are also other factors involved in building community.
- Online communities are created, for a variety of reasons, when students feel: supported, course demands are flexible, a sense of belonging.
- While there may be benefits to online communication, it can also create problems.
- Online communities can feel daunting, cold, unfriendly, impersonal and may lead to low participation rates.
- Online communication is not a substitute for effective engagement and teaching skills - it is a component of it.

Essentially here is the schedule of events for the week.

- **Required reading (by Jan 22)** - Chapter 4 Online and Social Networking Communities, Karen Kear (PDF version attached)
- **Suggested/Optional reading**- The Social Dimension of Asynchronous Learning Networks, Rupert Wegerif
http://gre-guns2.gre.ac.uk/ET/ELD/KNTI/etutres.NSF/76cf225430685dbc8025651a00759c95/488fccf932adb510802570000031ae79/$FILE/v2n1_wegerif.pd

As you read we would like you to keep the following questions in mind. You might want to use these questions to help you frame your reflective blog post (a required asynchronous activity for Seminar 2) :

- What new skills and understanding do F2F educators need to develop to be more effective online communicators?
- There is often the perspective that students, especially youth, are much more comfortable and able to communicate online. Given this, how do we identify and teach students skills for more effective online communication?
- What skills and understanding do students need to be taught to be able to communicate more effectively online?
- What structure and processes support the best online communication for a given course or program?

Blog Post (Required)

Reflect back through your online communications both as an educator and a student:
- What was a time that the communication was working?
- What was a time that it wasn't?
- What would have improved it? What did you learn from this?

Please post by the due date of Thursday Jan 22.

Class Monday Jan 19, 7:00pm

As part of this class you will be breaking into small groups to examine scenarios linked to the benefits and problems of online learning. They are outlined below. We have simply included them in this email for your thinking pleasure, curiosity and reflection. There is **NO** requirement to do anything with these before class **although** you will be examining one with your assigned group and might want to be familiar with them before hand.

Case Study #1

Loretta is a 41 year-old, distance learner who works afternoon shifts as a care aide at a local retirement home. She was anxious about achieving her Adult Dogwood and had not turned on a computer until she started her English 12 online course.

Her e-moderator, Fernando, believes in individualized learning and the flexibility of learning anytime, anywhere (Kear, 2010). He guided her through setting up her passwords, course modules, and Microsoft Word (Salmon, 2003). He also encouraged her to ask questions by replying to the emails she sent at 11 pm most evenings.

As Loretta's academic confidence grew she started to email Fernando interesting links and asking in-depth questions most evenings until 2 am. At first, Fernando readily replied to her emails late into the night. Now he feels like he is expected to be assisting his learners 24/7.

Case Study #2

Matthew, a grade 12 online learner, has low literacy skills. Although he reads every comment in the discussion forums, he is shy about contributing to the required discussions. Matthew is diligent with his individual work; however, his contributions to online discussions are non-existent.

Case Study #3

Jack enjoys the convenience and flexibility that online learning offers. However, he is starting to feel overloaded with information. He has decided he does not want to participate in exercises and discussions that do not directly contribute to earning marks on assignments in the class.

Case Study #4

Tom and Jerry live in a small, remote northern community. They are grade 10 students who participate in online classes at the local school. Tom has a computer at home and dial-up Internet access while Jerry can only work on his course work during school hours. The school computers are outdated and cannot support animated resources, and streaming a video is expensive. When Tom and Jerry meet with the e-moderator once a week via Skype, bandwidth limits the lesson. Tom and Jerry are feeling overwhelmed because they will be writing provincial exams (English, Math, Science) at the end of January.

Case Study #5

Jill is a young woman who has disclosed that she does not know how to manage her time and prioritize, and, a third of the way through the course, she still requires significant technical support from her teacher. She has begun to feel that she asks too many questions, and she has, therefore, decided to distance herself from the e-moderator by becoming "silent" online.

Case Study #6

The instructor in an asynchronous online post-secondary course has been regularly posting announcements and activity instructions. However, he has been replying individually to many emails from students who are seeking to clarify his announcements and instructions. In addition, a few students were upset to discover that the work they completed on the first assignment was not what the instructor had intended at all.

We know you have an assignment due for Kim this weekend which is why we are not requiring anything to be done before class on Monday AND of course the more prepared you are for class, the more you will get out of it….

Here's to having fun!!!