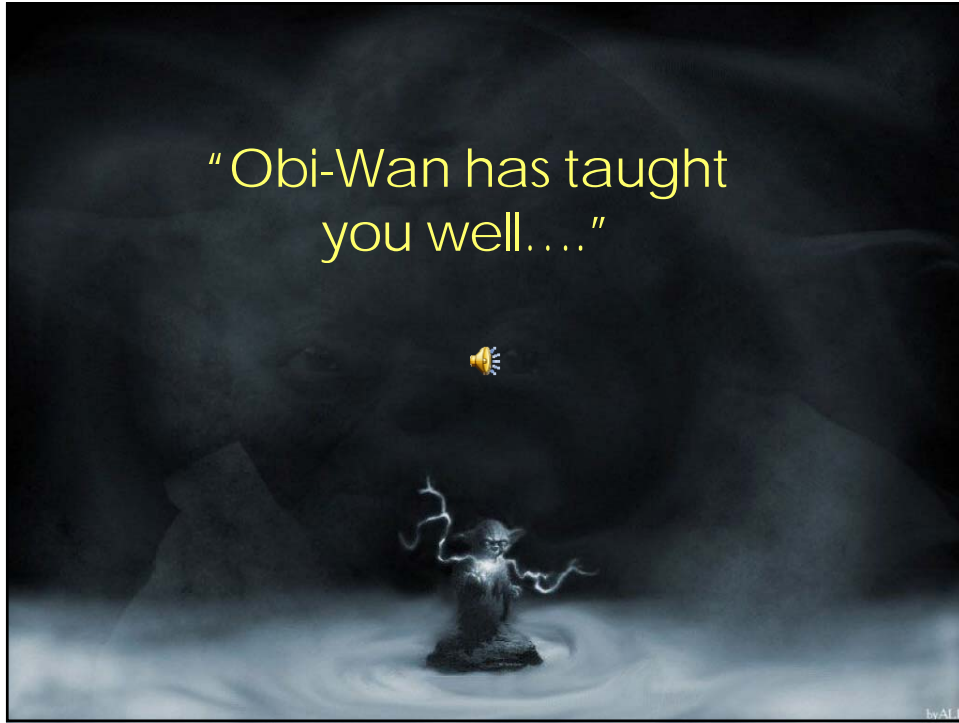



"Obi-Wan has taught  
you well...."





## Introduction

- The Research
- Brick & Mortar vs. Click & Brick
- How can we talk?
- Sharing Time



## THE RESEARCH




## Research

- Critical factors in determining student satisfaction in online courses were instructor variables, technology, and interactivity (Bolliger & Martindale, 2006).
- The timeliness of the feedback and the amount of interaction with the instructor are important criteria for students deciding whether to stick with a distance learning program (Dahl, 2004).
- There is a general view that faculty need to be "seen" to be perceived as present in online learning communities (Picciano, 2007).
- Human interaction in e-learning is critical predictor of success. (Cheney, 2008).
- Improvement of 7.76% in student retention after one year through a number of measures including the quality of instructor's online interaction with students (Deden, 2005).



## Online Faculty

- The role of the instructor in an online class differs from that in the traditional classroom (Hutchins, 2006).
- Online instructors spend more time designing and planning, facilitating, and mentoring than they do leading and lecturing (Gillespie, 1998, Young, 2002).
- To deliver a quality course online, today's instructor needs effective interpersonal communication and facilitation skills in addition to subject-area expertise (Australian National Training Authority, 2006, White & Weight, 2008).
- For faculty, personal interaction with students is one of teaching's most gratifying aspects (Bower, 2007).



## Classroom Instruction That Works


- 1. Identifying similarities and differences
- 2. Summarizing and note taking
- 3. Reinforcing effort and providing recognition
- 4. Homework and practice
- 5. Nonlinguistic representations
- 6. Cooperative learning
- 7. Setting objectives and providing feedback
- 8. Generating and testing hypotheses
- 9. Cues, questions, and advance organizers



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- 2. Summarizing and note taking
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- Setting Objectives
- Reinforcing Effort
- Providing Recognition
- Providing Feedback



**BRICK & MORTAR  
VS.  
CLICK & BRICK**



## Feedback:

Brick and Mortar

- Eye contact
- Facial expressions
- Gestures
- Posture and body orientation
- Proximity
- Paralinguistics
- Humor

Click and Brick




## Feedback:

Brick and Mortar

- Face-to-face interactions
- In class questions
- Conferences
- Office Hours

Click and Brick






## Feedback:

Brick and Mortar

- Assignments
- Notes
- Quizzes
- Tests
- Emails

Click and Brick



## CAN WE TALK? OR HOW CAN WE TALK?

## Comment box

The screenshot shows a web browser window displaying the Blackboard Learning System interface. On the left is a navigation menu with categories like 'Course Tools' and 'Instructor Tools'. The main content area is titled 'Demonstration course - MSC EDUC 501 (November 2010)'. It features a 'Submissions' section with a text input field and an 'Add attachments' button. Below this is a 'Grader/Reviewer Comments' section with a larger text area. At the bottom, there are 'Save Options' with radio buttons for 'Save for further review and editing' and 'Return graded submission to Student with the following grade: [ ] out of 10'. 'Save' and 'Cancel' buttons are at the bottom right.


## In the document

The screenshot shows a Microsoft Word document titled 'Lesson Plan (Compatibility Mode)'. The document content includes:

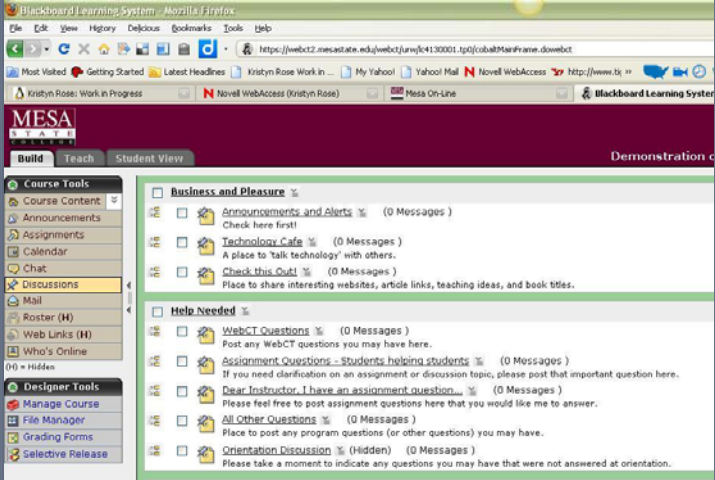

- Lesson Plan Title:** Plate tectonics
- Grade Level:** 9-10
- Subject:** Physical Science/Geology
- Standard(s):** The theory of plate tectonics helps explain relationships among earthquakes, volcanoes, mid-ocean ridges, and deep sea trenches.
- Objective(s):** Clarify definitions of earthquakes, volcanoes, mid-ocean ridges, deep sea trenches; Refresh geological knowledge of crust, fault, magma, plate; Discuss theory of plate tectonics and its principles.
- Required Materials and Equipment:** Videos in points of plates on a map, topographical map of the world, 1999 map of area.
- Anticipatory Set (approximate time):** 10 minutes to pretest. Do we remember our terms crust, fault, magma, plate? What are they? How do they interact? What happens when they interact? What are these interactions called?
- Direct Instruction (approximate time):** 15 minutes

Two red comment boxes are visible on the right side of the document:

- Comment [A1]:** Refer to understanding of the format. Students will...
- Comment [A2]:** The anticipatory set needs to have a more specific question or task. Do not have the kids get them themselves? Having predictions made is a nice activity, but what you are starting to do is to make an activity. Make an activity where you could ask the students to make a prediction about...

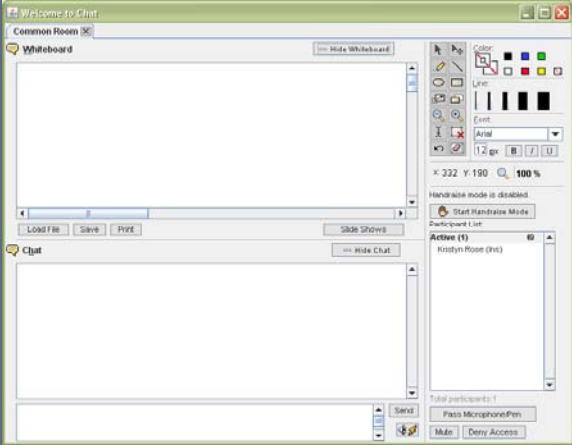


## Boards, blogs, wikis

## Real-time feedback


- Chat with whiteboard





## Web-conferencing

- Audio/visual options
- Commercial products
  - Wimba
  - Elluminate
- Open-source products
  - DimDim
  - Big Blue Button



## Screen captures

- Create short movies of your screen
- Use a mic to add audio
- Jing
  - [Example](#)
  - [Jingproject.com](http://Jingproject.com)



## Something new

- Instructure Canvas
  - Speedgrader feature
- Being developed by others



Questions? Comments? Experiences?

## SHARING TIME



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