QLT Online Workshop

How to improve online interaction in your subjects

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These slides are available from the Quality Learning and Teaching FoArtsEd website:

http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/
Sharing the power of...

I2 landing pages

p2p interaction (peer-to-peer)

s2s interaction (staff-to-student)
With a focus on these three ACTIONS:
Build an online learning community
Establish teacher presence and interaction
Encourage student interaction
Why is it important to build an online learning space where students can interact?

- Research shows the sociability of online learning impacts improved student engagement and outcomes
- It provides opportunities to either replace or amplify on-campus learning
- It supports alternative learning modes and use of different technologies
- It can impact student motivation, expectation and engagement and address anxiety amongst learners
What is ‘Teacher Presence’?

“The question is not as much about creating a teacher presence, but about creating your presence. While we can learn a lot from imitating how others act online, the goal is to allow your own authentic presence to emerge.”

*Carole Hunter, QLT Leader*

Read Carole’s blog post ‘Finding your own online presence’ on the QLT Online Blog
Teacher role during the asynchronous discussion process:

- Expect students to contribute at a higher level than f2f
- Important as moderator, motivating participation,
- Socializing in the online context,
- Facilitating information exchange
- Encourage peer moderation


Announcements

Interact 2 announcements are **NOT ‘social media’**. They are official university communication.

- Clear subject line
- Adhere to protocol for official communication - greetings and closings
- Add correct signature
- Regular
- Informative
- Consider a weekly ‘template’ approach
- Include hyperlinks and images
Announcements - suggested template

Subject line: (Subject code) Week 1 (Name of module or focus)

Dear students

An interesting comment about the previous week, something about the learning that has taken place
Any important information that needs to be shared up front.

What you should be working on:
  ● List module and other reading material
  ● List pending assignments
  ● List online meetings or activities to be part of

What you should be planning for:
  ● Assignments coming up
  ● Meetings and activities coming up

Closing greeting

Full name
Signature (with email and telephone)

READ Judy O’Connell’s blog post, ‘Images in Announcements - what’s the catch?’ on the QLT Online blog
Read more about Teacher Presence....

HAAS | LEARNING (Fred Haas, 2015)
“The value of teacher presence early and often in online learning”
https://haaslearning.wordpress.com/2015/02/04/the-value-of-teacher-presence-early-and-often-in-online-courses/

TRANSFORMING EDUCATION (Virginia Vigil, 2014)
“Teacher presence and learner engagement in the online classroom”

Look! Great list of behaviours and strategies!
http://page.teachingwithoutwalls.com/instructorpresencestrategiesci
CSU Examples of Teacher to Student interaction

EMR441 - Deb Clarke
EMH441 - Paul Grover
EMR441
Deb Clarke

As a subject in the CSU Online Teaching and Learning Model pilot study, *EMR441 Curriculum Method 1: Health, PE and Outdoor Education* was redesigned to include one of Garrison, Anderson and Archer’s (2000) overlapping lenses – teacher presence – to promote student engagement in learning by “strengthening the students’ sense of their learning being facilitated by a caring and skilled content and online learning specialist”


- TOP 3 - according to Deb!
- Welcome page
- Announcements
- Screencasts
- Paraphrase: For the first time in 14 years DE students marks have not been LOWER than Internal - this may be due to screencasts and an enhanced Teacher Presence, including student engagement with assessment.
Getting Started in the Subject

Hi folks and welcome to EMR441 Curriculum Method 1: Health, Physical and Outdoor Education. I'm Dr Deb Clarke and I am your subject coordinator. If you have any questions or wish to chat please feel free to contact me:

dclarke@csu.edu.au
+61 26338 4475 or post a question in the Staff Room.

Read my posting to learn a little more about me, and post your own Blog so your peers/colleagues can learn a little about you too.

In Week 2 of the session I will arrange for an online meeting which will provide you with the opportunity to meet your colleagues.

Stacey is a past student who shares her experiences of the subject. Click on her photo and she will provide you with some key tips relating to studying this subject by distance.

To get started on the Module learning activities click the START button below. The learning activities in the Modules have been designed to assist you to achieve the outcomes of the subject. As a distance learner you will need to manage your time carefully so the study schedule in your subject outline suggests a week by week sequence of learning.

I wish you well in your studies and hope that together we enjoy the session.

Dr Deb Clarke

Don't you just want to push the button?

Previous student shares

Alternative approach to navigation

Greeting!

Alternative contact methods

Personal blog post - sharing, building empathy
EMH441 & EED408
Paul Grover

Curriculum Method 1: Society and Environment
Successful Teaching

- Teacher presence elements:
  - Engaging multimedia on landing page
  - Hyperlinks from landing page to discussions
  - Discussion forum design for communication and teacher feedback on contributions
  - Weekly podcasts
  - Regular online meetings in Adobe
Navigation that has sub-headings and includes all modules

Discussion forum with summarised lecturer feedback
Regular podcasts shared in navigation

Teacher shares title, description and length of each meeting
Adobe Connect Tutorial Online meeting

Adobe Connect Online Meeting Room

Click on this link to enter the Adobe Connect Meeting Room - then please login as a 'Guest' to enter the live tutorial meeting.

Adobe Online Tutorial 12 (17 mins)

The final live Tutorial was held this evening, and it was a short meeting (17 mins) as most people are focusing on final planning for assessment item 2 of course (thank you for joining me in this given some tips and hints for making best use of our subject site resources, and provided some first comments for your subject study). The address for the 17 min recording is:

https://connect.ceu.edu.au/p7ztv5q3vc/

Adobe Online Tutorial 11 (1 hour)

This week's live tutorial focused on the following topics:

1. Questions on assessment item 2 - word count for EED802 Part 2, research method in EED802 Part 2, resources for assessment item 2 (10mins-15mins approx)
2. What is the most important thing to remember when teaching as a teacher? (A question for an experienced teacher) (15mins-25mins approx)
3. How have you remained so passionate for so long? (Insights from teaching experience) (25mins-35mins approx)
4. If there was one thing you would have done differently when you first became a teacher, what would that be? (A question for an experienced teacher) (35mins-45mins approx)
5. How have you managed to incorporate multimodal texts into your class to cater for all students' abilities? (Insights from practice) (45mins-55mins approx)
6. Concluding comments - and next week's final live tutorial.

Adobe Online Tutorial 10 (25 mins)

This is a shorter tutorial (25 mins) as we had a smaller number of questions and issues that people are focused on their planning for assessment item 2. The topics for support your assessment item 2 planning:

1. Key resources for finding evidence from the literature (EED408) and research informed practice (EED802) (8mins-10mins approx)
2. Locating literature and research resources for assessment item 2 - from the library and Google Scholar (about 10-15 mins approx)

https://connect.ceu.edu.au/p3t6cbbv4kg/

All the best for your topic studies and learning activities, and for assessment item 2 planning.

Chairs,

Paul

Clear meeting headings, times, and description of what took place
Discussion forums

Designed strategies for engaged interaction
Setting up a Discussion Forum

- Forum = A main discussion topic/theme
- Thread = Second-level discussions around the forum topic/theme

Example:

Module 1 Forum
- Topic 1 (Thread)
- Topic 2 (Thread)
Discussion Forum Settings

FORUM INFORMATION

* Name

Description

Path: p

FORUM AVAILABILITY

Available

Enter Date and Time Restrictions

Display After

Display Until
More Discussion Forum Settings

If a Due Date is set, submissions are accepted after this date, but are marked 'late'.

- **Viewing Threads/Replies**
  - Standard View
  - Participants must create a thread in order to view other threads in this forum.
    
If participants are required to create threads in order to view other threads in the forum, they cannot delete or edit their own posts, and cannot post anonymously. Those options will be set for you automatically.

- **Grade**
  - No Marking in Forum
  - Grade Discussion Forum: Points possible: [ ]
  - Grade Threads

- **Subscribe**
  - Do not allow subscriptions
  - Allow members to subscribe to threads
  - Allow members to subscribe to forum
    - Include body of post in the email
    - Include link to post

- **Create and Edit**
  - Allow Anonymous Posts
  - Allow Author to Delete Own Posts
  - Allow Author to Edit Own Published Posts
  - Allow Members to Create New Threads
  - Allow File Attachments
  - Allow Users to Reply with Quote
  - Force Moderation of Posts

- **Additional Options**
  - Allow Post Tagging
  - Allow Members to Rate Posts

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**Important:**
- Forum Subscription
- Include body of post in email
- You may not always want new threads created
A typical discussion area with many forums

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory discussions</strong></td>
<td>Access discussions from the Introduction Module here.</td>
<td>23</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td><strong>INF537 - The Cafe is Open!</strong></td>
<td>Use this forum to discuss any topic and build your PLN throughout this subject. Create threads and interact as you build our community of learning.</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Guest Colloquium: Resources and discussion</strong></td>
<td>There will be 4 guest colloquiums during this session. For each of these a group of students will create a summary and discussion points. Although this is not an assessable item it will help everyone focus on the key issues and ideas and generate further discussion around the presentation.</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Module 1 Discussions: Colloquium - Is there an expert in the room?</strong></td>
<td>Access discussions from Module 1: Colloquium - Is there an expert in the room?</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Module 2 Discussions: Digital Futures</strong></td>
<td>Access discussions from Module 2: Digital futures</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Module 3 Discussions: Specialist research project</strong></td>
<td>Access discussions from Module 3: Specialist research project</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Assessment Item 2 Digital Scholarship Interpretive Discussion Paper</strong></td>
<td>Assessment Item 2, Digital Scholarship Interpretive Discussion Paper - Let's discuss here - questions, comments, resources etc. Add your own threads to this discussion as needed</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Assessment item 3 - Case study and critical reflection</strong></td>
<td>Use this forum to create threads sharing ideas and resources and questions for this final assessment item</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Subscribe to a Discussion Forum

**Forum: Module 2 Discussions: Digital futures**

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the end of each column. [More Help]

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/06/16 07:07</td>
<td>Module 2.1: Communities of practice</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Subscribe to a Discussion Thread

**Forum: Module 1 Discussions: Colloquium - Is there an expert in the room?**

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. More Help

### Create Thread

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/06/16</td>
<td>Module 1.3: Peer colloquium - participatory learning</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Important:** Thread Subscription (drop down box – select threads)
‘Tree View’ of a Discussion Forum

View thread responses in ‘tree’ view (or list view)
Designing a Discussion Forum

Start with adding Forums

Within the Forums, add Threads

Important – Do you want students to start their own threads?
## Discussion Forum Design: Student Threads

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
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<td>27/05/16 09:24</td>
<td>Required documents</td>
<td>Sarah Pade</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26/05/16 21:29</td>
<td>Recommendations</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>26/05/16 18:47</td>
<td>Referencing multiple course material</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26/05/16 11:06</td>
<td>Spelling</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26/05/16 06:58</td>
<td>dot points</td>
<td>Glenda Morris</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25/05/16 22:33</td>
<td>Blog/Forum posts</td>
<td>Samantha Ellis</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>25/05/16 20:44</td>
<td>solving the barriers from Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>25/05/16 20:19</td>
<td>Referencing an unpublished interview</td>
<td>Kelly Roach</td>
<td>Published</td>
<td>1</td>
<td>5</td>
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<tr>
<td>25/05/16 17:57</td>
<td>Bullet points in Rationale</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>1</td>
<td>3</td>
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<tr>
<td>25/05/16 17:50</td>
<td>References in the Executive summary</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>1</td>
<td>3</td>
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<tr>
<td>23/05/16 23:10</td>
<td>Barriers &amp; enablers Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
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<td>2</td>
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<td>23/05/16 17:46</td>
<td>Section 3</td>
<td>Karen Malbon</td>
<td>Published</td>
<td>0</td>
<td>5</td>
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<tr>
<td>23/05/16 14:43</td>
<td>Executive summary?</td>
<td>Lisa Plenty</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Student initiated threads in Assignment Forum
Lecturer provides a feedback thread the following week after reading and interacting with students ideas from the module.

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people’s summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities – in the classroom, with colleagues, within the school culture/context, in their professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher’s professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation,

Paul
Discussion Forum Design: Some considerations

Teacher Presence
• It is important that the teacher is present and active in learning forums
• How will you design and manage this?

Student-to-Student Interaction
• Students build knowledge as they interact, share, synthesize the subject content and build discussions around this
• How will you design and manage this?

Teacher-to-Student Interaction
• This goes beyond teacher presence to become a learning environment where the teacher and students interact, share ideas, discuss concepts in more depth etc.
• How will you design and manage this?
Advanced Discussion Forum Management

Forum dropdown box, select ‘Manage’

Manage Forum Users

Edit a course member’s forum role by selecting a new role in the forum role select menu.

Manage user roles
Student moderators in a group will manage discussion and provide summary feedback.
Discussion Forum Student Moderators

Student moderation of module forums may include:

- Posting pertinent questions within the forums and inviting student response
- Responding to students - questioning, asking for deeper explanations and discussions
- Sharing additional resources
- Sharing personal insights into the module content and topic

Module summaries will:

- Include an overview of the discussions
- Use paragraph and/or bullet-point format
- Be 2-3 paragraphs long
- Not repeat the discussion!
- Synthesise the discussion into main areas and main points.

Above all moderation is meant to keep the conversations alive and to promote a learning community where there is explanation and synthesis of the module content to support enhanced understanding.
<table>
<thead>
<tr>
<th>Date / Module</th>
<th>Topic</th>
<th>Students - Please add names below. 2-3 students needed per topic</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Philosophy of Information</td>
<td>Darren Kay Miriam Meehan Hyacinth Steele</td>
<td>July 25</td>
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<td>July 11-18</td>
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<tr>
<td>Module 2</td>
<td>The Connected Educator</td>
<td>Kelly Hobson Jacques du Toit Jordan Grant (TBC)</td>
<td>August 1</td>
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<tr>
<td>July 18-25</td>
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<tr>
<td>Module 3</td>
<td>Network Literacy, Peer-to-peer Principles</td>
<td>Andrew Press Emma Hinchliffe</td>
<td>August 15</td>
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<tr>
<td>July 25-August 8</td>
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<tr>
<td>Module 4</td>
<td>Info Curation and Knowledge Networks</td>
<td>Karen Malbon Julia Petrov Kathryn McGilvray</td>
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<td>August 8-15</td>
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<td>Module 5</td>
<td>Supporting Connected Learners</td>
<td>Lisa Plenty Yvette Drager</td>
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<td>August 15-22</td>
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<tr>
<td>Module 6</td>
<td>Curriculum and Learning Design</td>
<td>Cameron Innes Kath Ellis Joanne McLeod</td>
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<td>September 5-12</td>
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<tr>
<td>Module 7</td>
<td>The Future</td>
<td>Jillian Goudie Sam Cowley Graham Bowker</td>
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<tr>
<td>September 12-19</td>
<td></td>
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</tbody>
</table>

Use of an open, editable Google doc to capture student choice for moderation schedule.
Interesting to note that there are connected educators from all levels of connectedness from those who have just signed up for their first Twitter account to those who have been active users over social media for a number of years.

There still are many educators that are not ‘connected’, and we need to be mindful of where they are on their own journey to discover PLN’s. As Eric Mazur (2013) said, “The more of an expert you become in any field the more difficult it is to understand the struggles of first time learners”.

General consensus that the readings from this module were enjoyable and easily relatable by most.

Contributing/curating valuable information has been noted as being one of the most important principles of participation when it comes to being a connected educator.

Conversing and building relationships are key to creating a PLN that is supportive; and allows everyone the opportunity to learn from one another.

The quote shared by Hyacinth from Rheingold highlights exactly how PLN’s are personal and each one unique “A good example of a network that can (and should) be cultivated and authentic, instrumental and social is the PLN—something all digital citizens need to grow and maintain (Rheingold, 2012, p. 226).”

Connected and Social Learning is definitely starting to blend for many educators with ideas, resources, links and more not just confined to one social media platform, but rather cross-posting with multiple platforms.

Many have noted the attempts to keep their edu-life separate to their social life, however, some note that the two can blend together in some respects. A few even mentioned the fact that using their personal social media accounts to promote ideas/resources/events to their ‘real life’ friends has helped them to see that there can be a blend between the two.

Here are some images that we found that related to the discussions from this week’s Module and being a connected educator:
Blogging Buddies – Reflective Practice

Google Form to capture data

Google Spreadsheet to share data

Blog Buddies colour coded

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**INF537 201660 Cohort**

Students are invited to complete this form so we can collect and share information.

The blog URL is mandatory, as is your name. Other details are optional with respect to student privacy; however, you are encouraged to share and be an active visible member of this learning community.

*Required

**Name**

*Your answer

**Blog URL (for INF537 work)**

*Your answer

**Location**

Country State

*Your answer

**School / Organisation**

*Your answer

**Position**

*Your answer

**Comments (anything else you wish to share?)**

*Your answer

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<thead>
<tr>
<th>Name</th>
<th>Blog URL (for INF537 work)</th>
<th>Location</th>
<th>School / Organisation</th>
<th>Position</th>
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<tbody>
<tr>
<td>Kath Herbert</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>South Australia</td>
<td>DECD</td>
<td>Online Learning Manager</td>
</tr>
<tr>
<td>Yvette Drager</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia, Western Australia</td>
<td>Department of Training</td>
<td>Senior Program Officer -</td>
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<td>Yvonne Barrett</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Singapore</td>
<td>Australian International S</td>
<td>Upper Elementary Teacher</td>
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<td>Jo Quinian</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia: NSW</td>
<td>Barker College</td>
<td>Teacher Librarian</td>
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<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Qld Australia</td>
<td>Lourdes Hill College</td>
<td>Teacher Librarian (6 mths)</td>
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<td>Helen Stower</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Qld</td>
<td>Mt Alvernia College, Brist</td>
<td>Programme Leader - iCer</td>
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<td>Cameron Innes</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>U.A.E. Abu Dhabi</td>
<td>Abu Dhabi Education Co</td>
<td>Grade 8 Science Teacher</td>
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<td>Graham Clark</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Melbourne, Victoria</td>
<td>Gaccon Learning Solutions</td>
<td>Educational Developer, T</td>
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<tr>
<td>Glenda Moms</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Melbourne</td>
<td>Methodist Ladies College</td>
<td>Teacher Librarian/Volunteer</td>
</tr>
<tr>
<td>Kathryn Schravemade</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia, Queensland</td>
<td>St Rita’s College</td>
<td>Head of Library</td>
</tr>
<tr>
<td>Michelle Cook</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia, NSW</td>
<td>Good Samaritan PS</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Lori Korodej</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia, ACT.</td>
<td>Lake Tuggeranong College</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Chantal Hochstrasser</td>
<td><a href="http://thinkspace.co">http://thinkspace.co</a></td>
<td>Australia Queensland</td>
<td>Padua College</td>
<td>Head of Library</td>
</tr>
</tbody>
</table>
Interaction to complete assessment tasks

Considerations

• How are students encouraged to interact, share and discuss in preparation for an assessment?

• Important formative process

• Discussion forum

• Online chat sessions

• Adobe Connect meetings

• What else?
Assessment & Discussion Forums? Pros and Cons?

Pro:
• Fosters forum activity
• Links in with module content and knowledge development
• Can provide interesting opportunities for considered debate

Con:
• Fosters trivial responses
• Does not in itself foster peer-to-peer interaction
• Evidence of repetition of answers
Other ideas and tools

The following is a sample of student interaction practices that could be used for DE and Internal subjects
Twitter hashtag feed (useful for during an internal class)

http://twitter.com

Glenda Morris @jasmont 1 - May 22
Pleased to be part of the learning journey @julielindsay in #ETL523

Julie Lindsay @julielindsay
I am really impressed with hard work & sharing by mature-age students in #ETL523 in the @CharlesSturtUni degree csu.edu.au/digital

In reply to Kathleen Ellis
Julie Lindsay @julielindsay - May 22
@kathelli74 LCL so now we are using Twitter to ask for assignment marks and extensions...? #ETL523

Kathleen Ellis @kathelli74 - May 22
@julielindsay if I sign up for your break-out at @EduTECH_AU do I get extra assignment marks?? Please say yes. Or an extension? #etl523

#ETL523

Jordan Grant @JTrGrant81 - May 21
#ETL523 Ready for a solid day of work on assessment 2! Feel free to message if you need to bounce ideas off someone!

Matt Ives @hunch_box - May 17
After preliminary pitch of good idea, I’ve come away with lots of "barriers". Useful for upcoming assignment, I guess... #ETL523 :

Heather Bailie @hbailie - May 17
Have I been pwned? Check if your email has been compromised in a data breach peartrees.com/p/QbcbO #ETL523

View conversation

Have I been pwned? Check if your email has been compromised in a data breach peartrees.com

You’ve just been sent a verification email, all you need to do now is confirm your address by clicking on the link when it hits your mailbox and you’ll be automatically...

peartrees.com

Jacques du Toit @jdriver - 10h
Thank you @julielindsay for a fantastic #ETL523 unit on 'Digital Citizenship'. Challenging, authentic, relevant and well structured

Lisa Plenty @berry_blue - May 22
Important thoughts for parents and schools #ETL523

Amanda Lucas liked

SBS Australia @SBS
Is it a good idea to share photos of your children on social media? goo.gl/tUhv1G
ETL523 Digital Citizenship in Schools
This resource has been created as part of the Digital Citizenship in Schools subject offered by the Charles Sturt University, Faculty of Education as part of the Knowledge Networks and Digital Innovation Masters Degree.

Digital Citizenship Wiki

Working in teams, students defined a sub-topic based on one of these four main areas:
- Digital Learning Environment (DLE)
- Digital citizenship in the curriculum
- Content creation and curation in digital environments
- Social media and networking
- Leading for digital citizenship in the DLE

Each team wiki, as listed in the menu, presents a researched aspect of digital citizenship and provides resources for key stakeholders to use to raise awareness and initiate activities within their respective learning environments.

To fully access these resources we invite requests to join this wiki.
Please note the Creative Commons license on all work shared here.
Peer-to-peer commenting via blogs & journals

4 Comments on Learning without walls

Glenda Morris
May 14, 2016 at 11:09 am (2 weeks ago)

I feel very lucky to have been part of the fantastic Team 5.2. We worked really well together and made the most of the DLE environment that this course and subject has provided. We made the most of our locality within Melbourne to meet up over a working lunch, but as you rightly stated the cafe wifi struggled so we made use of our phones’ hot spots to make the learning happen.

Heather
May 19, 2016 at 2:25 am (1 week ago)

We did make a great team, didn’t we? I’ve written my own reflection [http://thinkspace.csu.edu.au/hbailee/2016/05/19/assignment-one-reflection/](http://thinkspace.csu.edu.au/hbailee/2016/05/19/assignment-one-reflection/) Very much agree with all you’ve said.

Julie Lindsay
May 19, 2016 at 4:57 am (1 week ago)

You make me smile Karen -- and thank you for reminding me about that Tapscott quote! I was in touch with Tapscott in those days -- around 2008-9, in fact we brought him in virtually to speak at our first Flat Classroom Conference in Doha in 2009.
Interaction via live meetings - Adobe Connect

Teacher ‘prompts’ via slides

‘Student-led discussions

Brainstorm

- Issues
- Challenges
- Enablers
- Barriers

Chat (everyone)

Is that the point?
greg: you could go as large as ACARA general capabilities?
Sammy: How about an animoto or slideshare as one of the 5 resources?

Janet Thompson: I was thinking about the school community and having annotated bibliographies with an admin, teacher, parent, student focus so that the head would have a go to when talking to various audiences
Sarah: It the annotated bibliography included in the word count
greg: wow, so it is almost a sales pitch support vid etc
Miriam Meehan: No Sarah.....
Sarah: thanks
Trisha B: but don’t be negative??
Trisha B: umm

greg: Different people at different levels - who in charge? .... a few of what is their thing
Mairi: Do we name the people in leadership, obviously if we interview them this would be in our references?
Glenda Mc: How many issues should we outline in this section of the report, Julie?
Glenda Mc: Great it’s just to get an idea - thanks julie
greg: So funny though, from the library, we still are justifying our position of more that just books and learning space!!! lol
Miriam Meehan: I’m not on microphone sorry ......
Jodi: My biggest issue is without doubt the digital divide
Sammy: how do I metric?
Miriam Meehan: One issue I can think of is a disconnect between ICT (outsourced) and teaching needs
QLT Online Workshop 3
How to establish a strong online teacher presence

KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space

Adobe Connect - managing online meetings

Layout of room to maximise interaction via a large chat window

Teacher video - ‘paused’ to maximise bandwidth and continue to have the teacher image visible.
Leading Learning in a Web 2 World

Where are we up to? Where to next?

Example taken from INF532 Digital Future Colloquium session, August 2016
Technologies (some examples)

**Synchronous**
- Video conferencing - Adobe Connect, Skype, others
- Online *Chat* or *Backchannel*
- Second life or other virtual world platform
- Google *Docs* or similar platform
- Socrative

**Asynchronous**
- Discussion board
- Wikis
- Blogs
- Social media (*Twitter*, FB)
- Voicethread
- Padlet

Those in **orange** work in both synchronous & asynchronous modes.
Learning community

Student interaction

Teacher presence

Designed navigation for visible learning

Introductions & resource sharing via Padlet

Regular announcements

Wiki community for collaborative group work

12 Discussion management

Twitter community

12 announcements are NOT 'social media'. They are official university communication.
Online Learning Model

- Learning Communities
- Interaction Between Students
- Interaction with the Professions
- Teacher Presence
- Flexible & Adaptive Learning
- E-Assessment
- Interactive Resources
http://uimagine.edu.au/csulx/

The CSU Learning Exchange
What strategies would you like to know more about?
Quality check in Session 2

27 June (Landing page)

Session 2 Mid-session break (Interaction)
KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space
What you **need** to do (KPI11)

This is about having a **clear strategy** - and implementing that - to encourage students to interact with each other.

**Designed interaction:** You should be providing students with an **opportunity for interaction**, such as through Discussion Boards.

**Level of interaction:** During the semester, there should be evidence of online student interaction, such as through **students responding** to each other on the Discussion Boards.
KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space.
Communication: You should be communicating subject information with students **clearly and regularly** (e.g. announcements or...)

Facilitation: There should be some **planned strategies** for building teacher presence throughout the session (e.g. using online meetings, or...). You should also **initiate** discussions (e.g. via the Discussion Boards, or...), not just respond to queries, and make sure you respond to questions at least once a week.
QLT Online – Blog and Community

http://uimagine.edu.au/qltonline/

Blog posts
advice & tips

Search by ‘category’ and ‘keyword’

Community – login, discuss & share
QLT Online – FoArtsEd Page

http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/

Faculty of Arts and Education – Professional development sessions for ALL staff, including sessional staff

Julie Lindsay – QLT Leader (Online) – jlindsay@csu.edu.au

RESOURCES to support QLT Online Professional development sessions

1. LOOK! A NEW i2 organisation with LOTS of resources to improve your online learning – the QLT Online FoArtsEd Sandpit – landing page makeovers, HTML to copy for static and dynamic pages, faculty banner, strategies for interaction and more….this resource is growing each week!

2. QLT Online Information for academic staff – A summary document of the QLT online baseline standards for KPI9, 11 and 12
FoArtsEd Site to support online learning

https://interact2.csu.edu.au/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=930063_1&course_id=22323_1&mode=reset

Welcome to QLT Online FoArtsEd sandpit

THIS IS WHERE YOU WILL FIND NEW IDEAS AND STRATEGIES FOR IMPROVING APPROACHES TO ONLINE LEARNING. IF YOU WANT TO KNOW SOMETHING...JUST ASK!

Hello everyone!

This organisation is designed for all schools and subjects in the Faculty of Arts and Education to support improving online learning across all subjects. This applies specifically to KPI9, KPI11 and KPI12.

Participants are also invited to read and learn from the QLT blog/website - and join in the community discussion!

For more 'How to...' inspiration and to view the complete collection of workshops, videos and support material across KPI9, 11 and 12 access the FoArtsED QLT 'How To' doc.

How can online learning approaches improve and enhance student engagement in subjects?

A little about me...

I am the Quality Learning and Teaching Leader (online) for the Faculty of Arts and Education. I am also an Adjunct for the School of Information Studies.
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anytime