Focus on Discovery, Enrichment, Engagement & Transformation

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AGENDA

- Who and why? – One word...
- Discovery
- Enrichment
- Engagement
- Student and Faculty
- Blended approach
- Transformation
- Rigor
- Survival techniques
Everyone has a voice
Safe to take risk
Allow for alternative paths
Encourage exploration
Making meaning – transformative reflection
Data → information → knowledge
Set the stage
Get out of the way
Set the bar higher
ENRICHMENT

- Embrace the new possibilities
- Instructor as another resource
  - Deeper levels
  - Sharing of experiences
- Avoid the teacher’s curse
- Value student experiences
- Look to students for enhancements
- Go beyond text based
  - Games and Simulations
  - Audio, YouTube, FaceBook, Google Docs, Visuals
To engage learners, requires:

- Sharing of expectations
- Setting the tone for engagement
- Incorporating specific activities
- Assessing the engagement
- Modelling engagement

Note: Be ready for the surprises!
KEY ELEMENTS OF ENGAGEMENT

- Students and Instructors partners in:
  - constructing knowledge
  - answering questions
- Students establish own learning goals
- Students work collaboratively
- Appropriate resources explored to answer meaningful questions
- Tasks are multidisciplinary and authentic
- Assessment is ongoing/performance-based
ENGAGEMENT IS....

- Authentic
  - Realistic and relevant to student
- Problem-based
  - Assignments /Projects instead of exams
- Collaborative
  - Among students
  - With instructors and other experts
- *High energy and high exchange rate*...
PHASES OF ENGAGEMENT

Connect

Communicate

Collaborate

Co-Facilitate
PHASES OF ENGAGEMENT

- Phases of Engagement (Conrad & Donaldson, 2004)
- Phases of Engagement Model
- Begins with faculty modeling engagement
- Creating an online community through activities
- Theory to practice
- It’s not the technology, it’s the planning...
TODAY’S LEARNER

- Generator of knowledge
- Member of online community
- Co-creator of learning environment
- Active participant
- A leader
- Non-traditional
May not ever been allowed to lead

May not have had positive interactive learning experiences

Face-to-face, let alone online
Becomes motivator and facilitator

Online “coach” and manager

Learning experiences engineer
But, Today’s Faculty.....

- May not have learned online
- Are content experts within a new context
  - And perhaps one they didn’t plan on!
- May be uncomfortable with the power shift and loss of control
- May ask themselves before moving online
  “What’s in it for me?”
SO, WHERE DOES THAT LEAVE US?
THE ENGAGED INSTRUCTOR

- Teaching philosophy
- Presence
- Beyond a “text only” world
- Use of images and humor
- Being the “learning concierge”
- *The Excellent Online Instructor* (2011) Palloff & Pratt
ROLE OF INSTRUCTOR

- Learning Concierge
- Additional resources vs content possessor
- Challenger and model for engagement
- Interactivity vs. lecture:
  - Problem-based
  - Collaborative
- Online assessment
HYBRID/BLENDED APPROACH

- Moving PPT online is not engagement...
- Transitional resource
- 3 meeting approach – presence
  - Initial
  - Guest speaker
  - Final celebration
HYBRID...

- Instructor’s role – feedback, sharing, guiding
- Skype – *Cover It Live* chats
- 10-15 min. lecturette
- Flipping the class
- Wikis – Google Docs – embedded rubric
- Activity-driven community building
- Flexibility and evolution
ONE TOE IN THE WATER

- Begin with one class...
- Phase 1 – getting to know your students
- Meeting first night – picture w/word
- 3 Rs approach + 1
  - Read
  - Reply
  - Respond
  - Reflect
ONE TOE....

- Reading Briefs
- Deeper level of understanding
- Depth vs. breadth
- Final projects
- Locus of control
- Learner centered
FULL IMMERSION...

- One class a semester
- 2 week modules
  - Week 1 – individual postings
  - Week 2 – resource-rich & consensus task
- Student voice – How’s my Driving?
- Collaboration
ALL IN THE POOL...

- Assessment
- Risk taking
- Not for all – instructor or students
- Instructor rights
- Meeting learning styles
- Social media
IMMERSION STRATEGIES

- Social presence
  - Cover it Live chats weekly
  - Pink Flamingo Lounge
  - Authentic tasks
- Time considerations
- Class room management
- Technology transparency
“Building inclusive, creative, and collaborative learning environments is especially important in a high technology era, characterized by an extraordinary rate of social change and cross-cultural exchange” (Taylor, Marienau, & Fiddler, 2000, p. 249).
Fifth level – Phases of Engagement Model
Reflection component
How is the participant transformed?
- As a learner
- As an agent for change
- As a leader
- As an instructor
- As a lifelong learner
Focus on authentic application
Activities – entry door and beyond
INSTRUCTIONAL PRESENCE

- Transitioning to engagement
- Instructor’s voice
- Introductory video or audio
- Sharing personal examples
- Case studies
- Emoticons
- YouTube to introduce concepts
  - *How to get a date using ADDIE*
INTERPERSONAL COMMUNICATION

- Interaction is key to success
- Social networking tools
- 24/7 world of instant gratification
- Tech questions – 24 hours
- Student questions – 48 hours
- Written tasks – 5 to 10 working days
JUGGLING TIME

- Time is critical so set boundaries
- Course
  - Assign “tech buddies”
  - Announced day or two off during course
  - Sharing key questions and responses
  - One response per student per day
  - ...and don’t teach something they already know
STILL JUGGLING ...

• Discussion
  – Set deadlines for responses by students
    • Minimize ALL work done on the weekend
    • Friday vs. Sunday
  – Individual responses - One response per student per week
  – Assign student facilitator to report group consensus
  – Prepare summaries in advance
  – Discussion – 1/3 students
  – Log of “lost voices”
WORD CLOUD ACTIVITY

- Word clouds – [www.wordle.net](http://www.wordle.net)
DIFFUSION SIMULATION GAME
<table>
<thead>
<tr>
<th>Phase</th>
<th>Instructor’s Role</th>
<th>Student’s Role</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Connect</td>
<td>Social Negotiator</td>
<td>Newcomer</td>
<td>Introductions Expectations</td>
</tr>
<tr>
<td>2. Communicate</td>
<td>Structural Engineer</td>
<td>Dyad Partner</td>
<td>Critical Thinking Sharing Interaction</td>
</tr>
<tr>
<td>3. Collaborate</td>
<td>Facilitator</td>
<td>Team Member</td>
<td>Consensus 2-level Discussion Group Contact</td>
</tr>
<tr>
<td>4. Co-Facilitate</td>
<td>Community member/Challenger</td>
<td>Initiator/Partner</td>
<td>Group projects Presentations Learner Facilitated</td>
</tr>
</tbody>
</table>

**Phases of Engagement Model**