

Kaleidoscope of Online Learning
Best Practices in Online Learning Committee
Fall 2012 Forum

Date: Tuesday, November 13

Hours: 8:00 a.m. to 12:00 p.m.

Location: Rooms 3032/3034, Carl DeSantis Building, NSU Main Campus

AGENDA

8:00 a.m.-8:30 a.m.: BREAKFAST

8:30 a.m. -8:40 a.m. Welcoming by Anymir Orellana, Committee Chair **(Rooms 3032/3034)**

8:40 a.m. - 9:30 a.m. Keynote Panel with Deans Marcie Rutherford, College of Nursing, and Eric S. Ackerman, Graduate School of Computer and Information Sciences **(Rooms 3032/3034)**

9:35 a.m. - 10:05 a.m. Breakout Sessions

- Academic Locus of Control, Meaningful Posts, and Online Learning Objectives, by Sarah Ransdell **(Room 1048)**
- Technology-enhanced Learning with Blackboard, by Marti Snyder **(Room 1049)**
- How to Effectively Handle Collaborative Groups in Online Courses and Still Have Dynamic Synchronous Team Presentations in Elluminate, by Robert Hill and Jennifer Jordan **(Room 1053)**

10:05 a.m. - 10:20 a.m. BREAK

10:20 a.m. - 10:50 a.m. Breakout Sessions

- Ethical and Legal Implications of Electronic Documentation, by Sue Ohrablo **(Room 1048)**
- Opportunities for Faculty and Students Through Professional Distance Learning Organizations, by Al P. Mizell **(Room 1053)**

10:55 a.m. - 11:30 a.m. Roundtable Sessions (Rooms 3032/3034)

- Using More Engaging Resources to Increase Student Engagement in Online Courses, by Sharon Santilli
- My Favorite iPad App: For Faculty who are Using (or want to see how they can use) an iPad to Help Them Teach, by Jamie Althoff, OD
- Web Page Design Made Easy, by Jared Bucker

11:35 a.m. - 11:55 a.m.: “Pearls of Wisdom” presentations and discussions by various presenters **(Rooms 3032/3034)**

11:55 a.m.: Concluding remarks and prize drawing (Rooms 3032/3034)

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BREAKOUT SESSIONS

1. Academic Locus of Control, Meaningful Posts, and Online Learning Objectives

by Sarah Ransdell ransdell@nova.edu

This study was conducted to determine if self-reported Academic Locus of Control (ALOC), an Internal Locus of Control measure (ICI), a short form personality inventory (TIPI), and meaningful posts as tracked in Blackboard would predict online learning. Background. Ransdell, Kent, Gaillard-Kenney, and Long (2010) have shown that some students, digital immigrants from a baby-boomer cohort, fare better than digital natives due to social reliance and meaningful posts. Meaningful posts include discussion comments that reflect meaning-based engagement with the course material. Ransdell (2010) has also shown that students with optimal patterns and types of discussion participation do better than those students who just follow a point system of quantity-based engagement. Methods. Students were given three assessments, ALOC, ICI, and TIPI and then monitored for meaningful posts and successful online behavior during an online graduate health science course Results. A multiple regression shows that a significant percentage of online learning is predicted by internal locus of control, meaningful posts and homework performance while total online activity does not predict learning outcomes. Conclusions. Students with an internal locus of control and more meaningful posts show more engagement with the online materials and better learning than those with external locus of control and less meaningful posts.

2. Ethical and Legal Implications of Electronic Documentation

by Sue Ohrablo ohrablo@nova.edu

As online educators, we rely heavily on electronic communication and documentation to interact with students, fellow faculty members, and members of the staff and administration. Students and other NSU community members can easily reproduce electronic documents without your intent, knowledge, or consent. During this session, participants will engage in thoughtful discussion about challenges they face working in a “virtual” environment, and will be provided direction as to how to minimize risk and maximize effective communication. Topics include: understanding your role in FERPA, accessing and maintaining student records, Blackboard discussion postings, and email uses and abuses. Actual examples of faculty emails and entries in student records will be used to illustrate ineffective communication and documentation which puts the institution at risk legally. Suggested techniques will be provided to assist participants in maximizing their effectiveness with electronic documentation.

3. Opportunities for Faculty and Students Through Professional Distance Learning Organizations

by Al P. Mizell mizell@nova.edu

Do you know what organizations are available for you and your graduate students where you can network, present, learn, and share information about distance learning to help improve our field? A panel of NSU faculty will share information about opportunities that include both virtual and face-to-

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face meetings and conferences. Featured will be FDLA, USDLA, FETC's new Distance Learning Mini-Conference (with sessions selected by some of your NSU colleagues), and the Division of Distance Learning of AECT. Opportunities to publish and examples of current publications as well as those in press will be shared. In addition, do you know about the awards for distance learning that are available? Two are named after our former colleague, Dr. Marsha Burmeister - a leader in online learning. Dr. Fischler and Dr. Singleton just received two of these awards this year!

4. How to Effectively Handle Collaborative Groups in Online Courses and Still Have Dynamic Synchronous Team Presentations in Elluminate

by Robert Hill hillr@nova.edu and Jennifer Jordan jajordan@nova.edu

Presentation will demonstrate strategies and best practices on how to assign teams of 2-3 students, and then get these geographically dispersed students to effectively use the collaborative tools within Blackboard to organize, plan, meet, share, and rehearse for the class's group assignment at the end of the semester. You will learn how to optimize student engagement where each group member pulls his or her "own weight" so that the final team presentation is truly a collective group effort and an enjoyable learning experience for the students, and a fun alternative assignment for the professor.

5. Technology-enhanced Learning with Blackboard

by Marti Snyder smithmt@nova.edu

Designing effective instruction in Blackboard requires a blend of pedagogical, technological, content, and design expertise. In this short presentation, I will describe how I use the Community of Inquiry (CoI) framework, Merrill's First Principles of Instruction, and the tools that are part of the Blackboard Learning Management System (LMS) to create my online and blended courses.

ROUNDTABLE SESSIONS

1. Using More Engaging Resources to Increase Student Engagement in Online Courses

by Sharon Santilli, santilli@nova.edu

I created and teach a course in our Ed.D program entitled "Trends and Issues." It is a required core course for all first semester doctoral students. The focus of the course is on current global trends in broad areas like economics and the environment. Rather than continuing to rely on expensive and continuously outdated versions of printed textbooks or articles, I chose to incorporate readily available, provocative videos into the Blackboard template. The result was surprisingly higher quality entries in the blog areas and a discernibly deeper engagement with classmates.

2. My Favorite iPad App: For Faculty who are Using (or want to see how they can use) an iPad to Help Them Teach

by Jamie Althoff, OD jalthoff@nova.edu

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I will demonstrate how to use ShowMe, an iPad app that allows you to record tutorials and post them online for students to view. I will show how I introduce a new topic by posting the tutorials on Blackboard along with a related "quiz" to assess basic understanding. Class time is then used for more in-depth questions and explanations. If time permits, I can also demonstrate how I use the iPad to lecture and annotate presentations during class. Bring your iPad!

3. Web Page Design Made Easy

by Jared Bucker jared@nova.edu

Set up a basic site and host your own domain in 10 minutes or fewer! Anyone can set up a web site in minutes, just follow the steps, it's as easy as 1, 2, 3! Using the latest software offerings, come learn the basics of web design and learn how to set up your site in minutes...not hours! Faculty with minimal computer experience are able to design, view and edit HTML as well as set up domain name registrations via a series of simple steps.

PEARLS OF WISDOM

1. Tips for Blackboard Tests: How to Create and Post a Test in a Desired Location

by Jamie Althoff, OD jalthoff@nova.edu

I will clarify of various options for instructions ("pre-test" description vs. "in-test" description and instructions), explain options for various test settings (e.g. force completion, due date, password, etc.), and will show how to implement anonymous surveys.

2. Tips for Blackboard Grade Center: Explanation of various Grade Center Options

by Jamie Althoff, OD jalthoff@nova.edu

I will show how to organize columns; edit what you can see and what students can see; use calculated columns, categories, weighted grades, and drop the lowest grade; etc.

3. Tegrity Process for Recording Student Online Testing Sessions

by Randi L. Sims sims@nova.edu

I will show the use of the Blackboard function Tegrity to set the student initiated record new test function. Some results observed have been the ability to document the integrity of the online testing process. Students provide identification when starting their test and they and their desktop are recorded for later review by their instructor. Reviewing student test recordings also provides an opportunity to share testing hints and tips with students with poor electronic testing skills.