DESIGNING FOR SOCIAL LEARNING

Taking the "Groan" Out of Group Work

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Questions
For Designing Social Learning

What is the goal for the social learning?
- How is the assignment aligned with competencies, objectives, transferable skills?
- What other “soft skills” would the group work support?

What type of social learning will you be designing?
- Will it be traditional or non-traditional group work?

What is the length of time students will be expected to work together?
- Will group work be designed in one module, several, or the entire course?
- Are the expectations and timeline realistic and attainable?
Will social learning improve student learning & performance?

- Will this be assumed or measured?
- Will opportunities for self-reflection or peer evaluation be included?

Will additional technology be needed to support the designed social learning?

- What type of tech tool is needed?

What support materials will students & faculty need to be successful?

- Will instructions, FAQs, rubrics, or other media be needed?
Technology Tools for Social Learning

CURATION & ANNOTATION TOOLS
- Hypothes.is
- Diigo
- Wakelet
- Scoop.it
- Hylighter

BRAINSTORMING TOOLS
- Google Docs
- Dropbox Paper
- Trello
- ASANA
- Padlet
- Mindomo
- Tricider
- Mural.co
More Technology Tools for Social Learning

COMMUNICATION TOOLS

- Slack
- Whatsapp
- Google Hangouts
- Zoom
- Talky
- WebEx
- Skype

MEDIA & VIDEO TOOLS

- Canva
- Sutori
- Emaze
- Adobe Spark
- Knightlab
- Flipgrid
- VoiceThread
- Canvas Studio
Principles, Practices, and Theories that support Social Learning
Kuh's Ten Practices

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service-learning and community-based learning
- Internships
- Capstone courses and projects


Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed
Chickering and Gamson's Seven Principles

- Encouraging student-faculty contact
- *Encouraging cooperation among students*
- Encouraging active learning
- Giving prompt feedback to students
- Emphasizing time on task
- Communicating high expectations
- Respecting diverse talents and ways of learning

*Seven Principles for Good Practice in Undergraduate Education* by Arthur Chickering and Zelda Gamson
Bruff's Seven Principles

- Giving students a hard problem or challenging experience can help them get ready for learning.
- To learn new skills, students need practice applying those skills and to receive feedback on that practice.
- The more we understand what and how our students are learning, the more responsive we can be to their learning goals.
- Providing students with visual ways to organize their knowledge can help them remember and use that knowledge.
- When students work with new material using different kinds of media, they are better able to learn the material.
- *Structured ways for students to learn from and with each other can enhance the learning experience for all students.*
- Connecting students to authentic audiences for their work can motivate students toward deeper learning.
Seven Principles for Good Practice

Sorensen and Baylen’s Principles

- Student-teacher contact, a principle focusing on the interaction between a student and instructor in an online environment.
- *Cooperation among students, a principle for effective teaching focusing on cooperation among students.*
- Active learning, a principle emphasizing the importance of students to engage in meaningful learning activities and reflection on the process.
- Prompt feedback, a principle focusing on giving guidance and feedback to ensure students are on the right track in terms of meeting course learning objectives.
- Time on task, a principle concentrating on giving students assistance and guidance for managing their time in an online environment.
- Communicate high expectations, a principle based on the theory that when instructors communicate to their students about high expectations for the course, students will aim to meet these expectations.
- Respect diverse ways of learning, a principle ensuring instructors are developing and implementing a wide variety of instructional strategies to meet the diverse population of students.

Designing a Community of Inquiry in Online Courses
by Holly Fiock
The Community of Inquiry (CoI) Model

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Online educators’ recommendations for teaching online: Crowdsourcing in action by Joanna Dunlap and Patrick Lowenthal
Constructivism
Vygotsky, Piaget, Dewey, and Bruner

"Learners create knowledge through experiences."

Social Learning Theory
Bandura

"Learners acquire modeled behavior and attitudes through observation."

Connectivism
Siemens

"Learners process information networks."

Connectivism: A Learning Theory for the Digital Age by George Siemens
On Social Learning


Chen, Y., Lei, J., & Cheng, J. (2019). What if online students take on the responsibility: Students' cognitive presence and peer facilitation techniques. Online Learning, 23(1). doi: http://dx.doi.org/10.24059/olj.v23i1.1348

Research

On Social Learning


On Social Learning


On Social Learning


