What’s in Your Tool Box?

TOOLS TO OPTIMIZE SOCIAL PRESENCE AND STUDENT ENGAGEMENT IN AN ELEARNING ENVIRONMENT

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Presenters

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Presentation framework

• Introduction
• Laying the Framework
• The Presences and Connection to Student Engagement and Learning
• When It’s Not Present
• Foundational Tools
  • Strategies and Tools
• Workshop – Break Out Session
• Share What You Ideate
• Questions and Discussion
Which Member of the Team are You?

Instructional Designer
Faculty / SME
Instructional Technologist
An Avenger
Curriculum Development …
I AM GROOT!
Go to www.menti.com and use the code 41 13 54

Which Member of the Team are YOU?
POLL

TIME

What are your favorite tools?

- Mjolnir - Thor’s Hammer
- Discussions
- Voice/ Audio Tool
- Synchronous Chat
- Black Widow’s Wrist Cartridges
- Black Panther’s Suit of Vibranium
- Email/ Messaging
- Video Tool
- Cap’s Shield
- Live Meeting Room
- Digital Presentation/ Slide Deck
- Announcements
Go to www.menti.com and use the code 29 00 00

Word Cloud
We realize some of you may be new to online instructional strategies and next level innovators.

We are looking to reach all—those with nothing in their toolbox and those with few tools and those looking to add some organization to their tool set.

There’s always an opportunity to reorganize and renew our toolbox.
• We are expected to have 21st century tools though we may still be working like it’s 1999
• It’s challenging to do quality work, even innovation, without tools and skills and strategies for using such tools
• Some of us are new or newer to the tools or concepts—we are looking at some foundational items from which to start
• SMEs and faculty are not necessarily hired for abilities in tool use
• Meet them where they are at and then increase their game
The basis for the theoretical framework and pedagogy of the Community of Inquiry guides practitioners in their creation and application of methods and tools that can support student learning and add to the opportunity’s students have for deeper engagement in the course, increased academic success, and continued persistence in their education.

eLearning – educational experiences of the online learner: student engagement, student learning, student satisfaction.

Teaching presence, Cognitive presence, and Social presence

(Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson, & Swan, 2009)
Teaching Presence

Teaching presence is the design, facilitation, and direction laid out for the cognitive and social presences to create a navigational map for a learner.

The instructional elements of the teaching presence must connect the student meaningfully to learning outcomes.

Through advanced planning and organization, and active utilization in real time, instructional faculty can operationalize tools and strategies to expand the positive impact of teaching presence.

(Garrison, Anderson, & Archer, 2000)
Social presence, how an individual connects with and perceives the online environment, is important for learning and engagement (Richardson, Maeda, Lv, & Caskurlu, 2017; Irwin & Berge, 2006; Richardson & Swan, 2003).

This factor in student engagement and academic achievement is increased by the perception of those in the classroom being real people.

Instructors must break down barriers and connect on the personal level as well as model such behaviors for others in the environment to emulate.
Design, facilitation, and direction laid out create the navigational map for a learner. This incorporates social presence.

Creating pathways for learning, scaffolding of content, construction of meaning.

Activities within the course, the framework of the discussion and flow of facilitation, as well as contact with students through direct instruction, focusing and resolving issues with the transfer of learning, complete the presence.

(Garrison, Anderson, & Archer, 2000; Swan, Richardson, Ice, Garrison, Cleveland-Innes, & Arbaugh, 2008)
Student Learning
And
Student engagement
Critical to the mission

(Wingo, Ivankova, & Moss, 2017; Kebritchi, Lipschuetz, & Santiague, 2017)
Communication with students
- Setting expectations
- Intros/summaries/connecting objectives
- Content and instructions

Collaborative learning spaces
- Student feedback and reteaching
- Evaluation: Formative and summative
COMMUNICATION WITH STUDENTS

• Announcements, messages, emails

• Tool within a tool – Video/Digital Presentation/Audio Tools
  • Voki, Adobe Spark, PowToon, Animoto
SETTING EXPECTATIONS

- Calendar, Interactive Syllabus
- Tool within a Tool – Welcome Video/Audio/Digital Presentation
**INTROS/SUMMARIES/CONNECTING OBJECTIVES**

- Intro or Summary
  Video/Audio/Digital Presentation—Kaltura, PanOpto, Adobe Spark,
  Audiocast—Vocaroo, Vidcast
CONTENT AND INSTRUCTION-DESIGN AND DELIVERY

- Screencast OMatic, Infographics, Piktochart, Adobe Spark, Podcasts, Micro Lessons, PowToon, Animoto, Digital Storytelling
COLLABORATIVE LEARNING SPACES

• Asynchronous
  • Discussions, Wikis, Blogs, Flipgrid, Google Docs, Informal Spaces.

• Synchronous
  • Live Chat, Google Hangouts, Skype
  • Live Meeting Rooms/Apps, Office Hours, Zoom
  • Informal Spaces
STUDENT FEEDBACK AND RETEACHING

- Vocaroo, Jing, ScreencastOMatic, YouTube
- Video feedback
- Audio feedback
EVALUATION—FORMATIVE AND SUMMATIVE

- Survey Monkey, Poll Everywhere, Kahoot, Google Forms
Workshop Time

- Assemble your team at your table
- Determine one of the 7 areas that you feel could be enhanced with tool use
- Select a tool and ideate its use within that area
- Connect your ideation to the COI
- Be ready to share your ideas to the group
- Communication with students
- Setting expectations
- Intros/summaries/connecting objectives
- Content and instructions
- Collaborative learning spaces
- Student feedback and reteaching
- Evaluation: Formative and summative
TABLESHARE—time for another poll!

**Of the seven areas, which did your group choose?**

<table>
<thead>
<tr>
<th>Communication with students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Expectations</td>
<td></td>
</tr>
<tr>
<td>Intros/summaries/connecting objectives</td>
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<tr>
<td>Content and instructions</td>
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<td>Collaborative learning spaces</td>
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<tr>
<td>Student feedback and reteaching</td>
<td></td>
</tr>
<tr>
<td>Evaluations: Formative and Summative</td>
<td></td>
</tr>
</tbody>
</table>
Each table will take some time to share their collaborations with the rest of the group.
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SESSION EVALUATIONS AND DRAWING

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
THANKS!

Any questions?
**PRESENTATION DESIGN**

This presentation uses the following typographies:

- Titles: Bangers
- Body copy: Sniglet Regular

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