Online Teaching Series: Creating Online Learning Activities

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What to expect this morning

- Introductory Task (10 min)

- Part 1: Conceptual Overview & Questions (15 min)

- Part 2: Types and Examples of Activities (50 min)

- Part 3: Selecting & Crafting Activities (60 min)

- Part 4: Sharing & Feedback (30 min)
Goals For Today

• To introduce a framework for exploring possible learning activities for our online classes

• To overview, explore, and be exposed to a variety of different types of activities and examples of those activities

• To allow us to create (at least a framework for) an online learning activity based on the first half of this session
Introductory Task

• Use the handout titled “Activity Analysis Sheet”

• Take 5-8 minutes completing this form individually

• It’s about what we do now (face-to-face or online), and what we know about what we do
PART 1: CONCEPTUAL OVERVIEW

Or… Activities, Outcomes, and Assessment – Oh, my!

PART 1: CONCEPTUAL OVERVIEW
Question

What constitutes an online class to you?
THE PLACE OF ACTIVITIES
IN OUR ONLINE COURSES
Question

What is an “activity?”
Activities, Objectives & Assessment

What should my students know?
What should they be able to do?

Objectives

What type of activities can help students achieve the learning objectives?

Activities

How will I know that students have achieved the objectives?

Assessment

Outcomes and Objectives

• “Why do we do this?”

• What is it that you REALLY want your students to know, do, perform or be?

• What are your desired learning outcomes?
  – At the end of your course, what should your students be able to do, model, or know?
  – These should always drive our choices, then we’ll figure out the rest
Question:

For the activities you have listed, what are the learning outcomes that drive that activity, that make it worthwhile?
Assessment and Activity

• Assessment as evidence gathering, guidance, and challenge
  – How do you know that your students are learning? Have learned?
  – Teacher “intuition” does not work as well (or at all, sometimes) in online course
  – A variety of means of assessment

• Assessment as a part of everyday life (in a course)
  – Anecdote: Grant-writing project
Question:

What are one or two ways that you could quickly assess learning in an online class?
Activities, Objectives & Assessment


• How does this relate to learning activities?
Activities and Types of Desired Actions

• The need to align learning activities with the type of learning that you are asking for

• Bloom’s Taxonomy

• Learning Domains
Learning environments?

• What if your lecture-hall course was moved to a science lab room, or vice versa?

• A change in time and space is a change in time and space, regardless of the online
  – Thinking about teaching online as a new “environment” dimension

• Q: How can this help us reimagine activities for use in an online “environment?”
Issues of space and time

• What are our digital spaces?
  – IUPUI provided?
  – Third party tools?

• What are our time options?
  – Asynchronous
  – Synchronous
What’s Next?

• That said, today is about thinking about activities

• Exploration of new activities and tools
  – Activity/Tool affordances
  – Activity/Tool limitations
A NOTE ON 3RD-PARTY CLOUD-BASED TOOLS AND UNIV. POLICIES
A series of demonstrations, examples, and explorations

PART 2: TYPES & EXAMPLES OF ACTIVITIES
Types of learning activities

• Not comprehensive – just “today’s list”

1. Content Delivery as an activity
2. Learning through interaction (with others)
3. Assessing and Building on Prior Knowledge
4. Reflection Activities
5. Production Activities
6. Critical Thinking Activities
7. Problem-Solving Activities
8. Inquiry-Based Activities
Content delivery as an activity

• Pre-existing videos, documents, and activities
  – Fair use & copyright
  – Quality control

• Learning objects and repositories

• Examples: YouTube, Vimeo, TED videos

• Example: MERLOT repository
Content delivery as an activity

• Documents, lectures, videos, and activities that you create yourself

• Modular experiences

• May require human and/or computer interaction

• Modules (in General)
  – Example 1: Oncourse Modules
  – Example 2: History

• Adobe Presenter

• Adobe Connect

• Softchalk
Learning through interaction (w/others)

Creating opportunities for students to:

- Collaborate on projects (co-labor, not just gather)
- Challenge and critique each other (and learn how to do that well)

MUST be intentional in an online class

- Much lower chance of incidental/accidental peer interaction & support
- The “around class time” effect online
Learning through interaction (w/others)

• Chat, Forums, and Messaging
  – Example – Oncourse and asynchronous communication
  – Example – Oncourse and synchronous communication

• Peer Interaction and Collaboration Tools
  – Example: Google Docs and other Google Apps
  – Example: Social networking tools (NOTE)
  – Example: CourseNetworking
Assessing and/or building on prior knowledge

• Quizzing/surveying to see what students know

• Interactive and adaptive computerized activities [if this, then that]

• What about drill and practice?
  – It’s in the use… mostly
  – The role of drill and practice

• Example: HotPotatoes
  – What is it?
  – Demonstration

• Example: Quizlet (examples)

• Back to Content Delivery

• “Assessment Activities”
Assessing and/or building on prior knowledge

• Collaborative knowledge building
  – Similar to research process
  – Create an “artifact” that demonstrates past knowledge and new knowledge

• Example: Oncourse Wiki

• Example: Google Docs, revisited
Reflection activities

• Critique and analysis of:
  – Own work
  – Work of others
  – Meta-analyses

• Structured versus semi-structured or unstructured

• Different forms for different learning outcomes

• Example: Blogging and Reflection
  – Oncourse Blogs
  – Third-party tools?
  – Comments and peer reflection

• Example: Self-critique of work
  – Using a guide or a rubric
  – Possibility: Google Doc with comments
Production activities

• Students create something:
  – To demonstrate what they have learned
  – To learn “how to” do something
  – To learn content through a relevant task

• Includes presentations

• Includes creating artifacts

• Collections of artifacts → portfolios

• Example: Digital storytelling and video production
  – Quick explanation
  – Tool: WeVideo
  – Tool: iMovie (iPad)

• Example: Prezi and online presentations
Critical thinking activities

• Students take information that has been learned and use it in a new or different way

• How the activity is used
  – Questions asked?
  – Structure for type of thinking desired?

• Example: Peer Review using a rubric and guidelines in Google Docs

• Example: Mind Mapping & Bubbl.us (or FreeMind, Inspiration, MindNode, etc)

• Bloom’s & Examples:
  – Discussion Forum
  – Watch a recorded lecture
  – Create a digital story
Problem-solving activities

• Cases and scenarios
  – Simple to complex
  – Scope: small to large

• Projects and problems
  – PBL and PBL

• Inquiry-based activities
  – Learn through researching
  – Scope: term papers to original investigation

• Example: Analyzing scenarios in groups online

• Example: collaborative project to offer a solution for a (real or imaginary) client
A note on academic integrity online

• How do we know that a student:
  – Took a test/quiz?
  – Wrote a paper
  – Completed an activity

• If we cannot see them take a test, how can we know they took it? Wrote a paper? Created a product?
  – A frank discussion about academic integrity
TurnItIn as a Tool

### Assignments

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### Submissions for Demonstration Assignment - Grademark

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### Article/Manuscript Critique

**Article/Manuscript Reference**


**Abstract**

This chapter focuses on the importance of developing high-performance schools as a practical guide to organizational development and change. It draws on Duffy's model of school transformation, which emphasizes the need for new structures and processes within the school environment. The authors highlight the role of leadership in facilitating change, and they argue that successful school transformation requires a deep understanding of the school's context and the needs of its stakeholders. The chapter concludes with a discussion of the implications of the Duffy model for future research and practice in leadership and school improvement.

**Article Critique**

My first reaction to the content of this article was one of disagreement and skepticism towards the Duffy approach to school reform. Although I have been a proponent of transformative practices, I am concerned about the apparent emphasis on quick fixes and the potential for overlooking the complexities of organizational change. The authors provide a detailed and comprehensive analysis of the Duffy model, which offers valuable insights for practitioners and researchers in the field of educational leadership.
A note on academic integrity online

• Tools for academic integrity (papers)
  – TurnItIn: strengths and limitations

• Solutions for non-paper-writing activities?
  – Simple remedies?
  – Less simple remedies?
  – Accountability through checkpoints
  – Accountability through multiple modes
PART 3: SELECTING & CRAFTING LEARNING ACTIVITIES

Allowing you to try some of what we learned in a “safe” environment
Part 3 – Creating an Activity

Expectations
• Choose desired learning outcomes for a class that you could teach online
• Think of how you would measure learning
• Think of an activity that may produce that learning and evidence that it happened
• Create a framework
• Get as far as you can, knowing that this type of activity takes time
• Explore tools and see what you can do

Resources
• Anything in this presentation and on the workshop website
• Peers in the room
• Web-based resources
• Facilitator and other CTL staff in the room
Part 3 – Creating an Activity

• You will be crafting an activity based upon an existing course for an online version.

• Use the Activity Planning handout to help

• Explore and work with the tools we explored to create the materials and outlines for this activity

• Use your me, your peers, and other resources provided to begin this process
Where are we, where can we go from here, and what have we learned?

PART 4: SHARING & FEEDBACK
Sharing our work

• Divide into groups of 3-4, and share what you have created, including
  – Learning outcomes
  – Evidence of learning
  – Activity overview and procedures
  – Tools and technology related to the activity
  – Why you chose this activity

• Provide feedback as a group: strengths of ideas and areas for improvement
Final Comments

• It’s about looking for possibilities

• Looking for new tools and activities

• Sharing ideas with each other (and results of trying out new ideas “in the wild”)
References


• Bloom’s Taxonomy. Iowa State CELT. http://www.celt.iastate.edu/teaching/RevisedBlooms1.html
