BUILDING LEARNING COMMUNITIES FROM A DISTANCE

AMY MONIOT

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MANDALAY UNIVERSITY, MYANMAR

Community of Inquiry
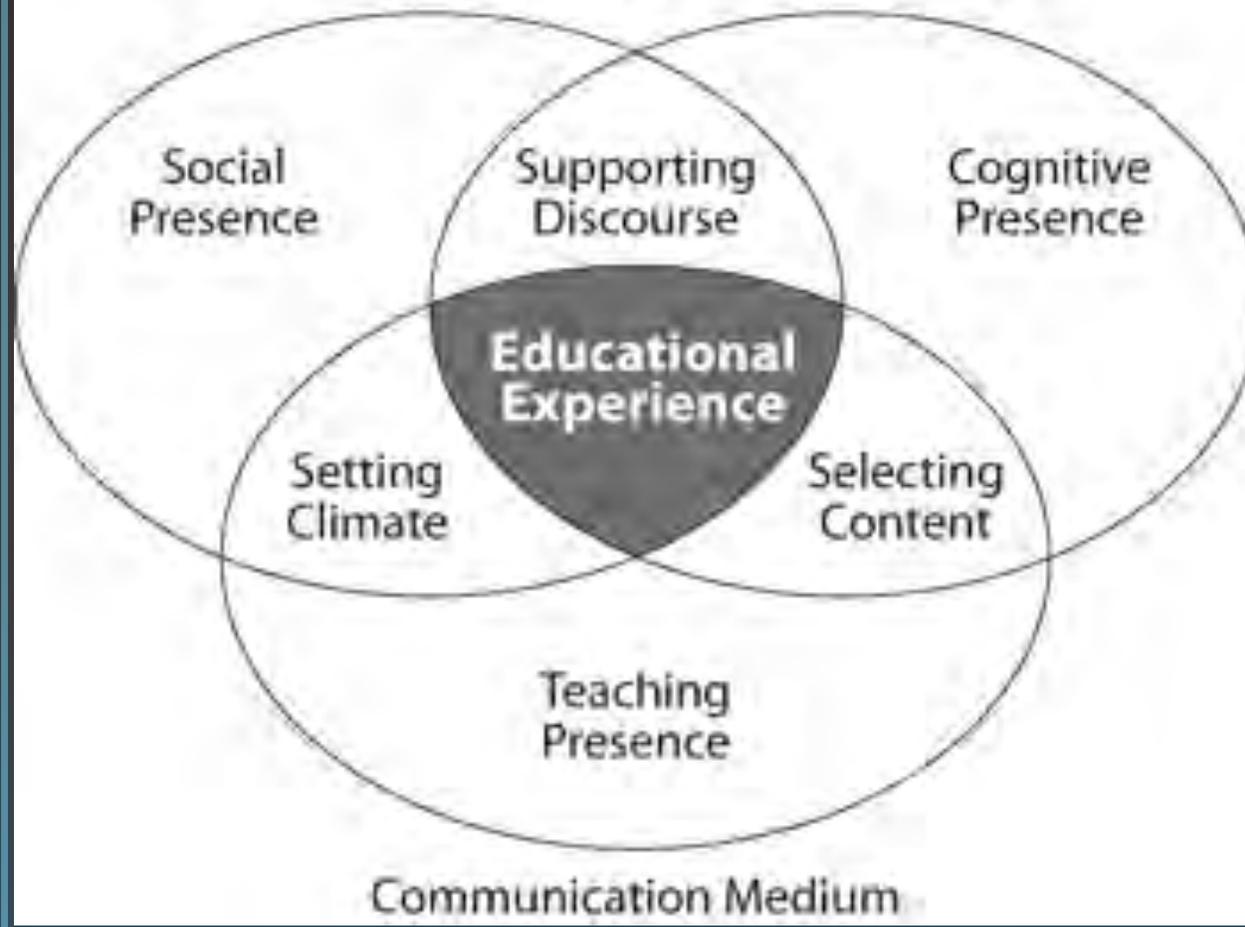
Garrison, Anderson & Archer, 2000

SOCIAL PRESENCE

Learners' ability to:

- assert their social and emotional selves

- view their classmates as real people

- communicate openly online

Garrison, Anderson & Archer, 2000

EMBRACE THE AWKWARD!

Find something in your house that begins with an "O"

(My dog Ozzie!)

CHALLENGING NORMS THROUGH SOCIAL PRESENCE

Writing is often viewed by our students as:

- Solitary

- One-way

- Product (vs. Process)

COMPARE & CONTRAST PARAGRAPH

Assignment

- Write a compare and contrast paragraph about one song as performed by two different artists.

BUILDING SOCIAL PRESENCE

- Share observations of a shared experience

- Analyze reactions

- Respond to classmates' experiences

- Create personal and meaningful content

CREATE SHARED EXPERIENCES

Summertime!

SOCIAL STEPS TO THE WRITING PROCESS

Observation

Examples

Analysis

"I can't understand Joplin's words, but it is easier to understand Blackwell"

Blackwell: Your mama's good lookin' and your daddy is rich.

Joplin: yeah, yeah, I said your mama's mighty good lookin'

Joplin is less formal than Blackwell

REFERENCES

Chih-Hsiung Tu, & McIsaac, M. (2002). The Relationship of Social Presence and Interaction in Online Classes. *American Journal of Distance Education, 16(3)*, 131.

Swan, K. (2002). Building Learning Communities in Online Courses: the importance of interaction. *Education, Communication & Information, 2(1)*, 23–49.

Tucker, Catlin R. (2020) Successfully Taking Offline Classes Online. *Educational Leadership Special Report, 77*, 10-14.

Swan, K., Garrison, D. R., & Richardson, J. C. (2009). A constructivist approach to online learning: The Community of Inquiry framework. In C. R. Payne (Ed.), *Information technology and constructivism in higher education: Progressive learning frameworks.* Hershey, PA: IGI Global, 43–57.

THANK YOU!

Up Next: Louise Borden

with presentation skills online

Building Presentation Skills

Louise Borden

The Colburn School

Best Fit Education LLC

Reluctance to

- speak in the classroom
- ask for clarification
- start a discussion
- volunteer and answer
- question the teacher
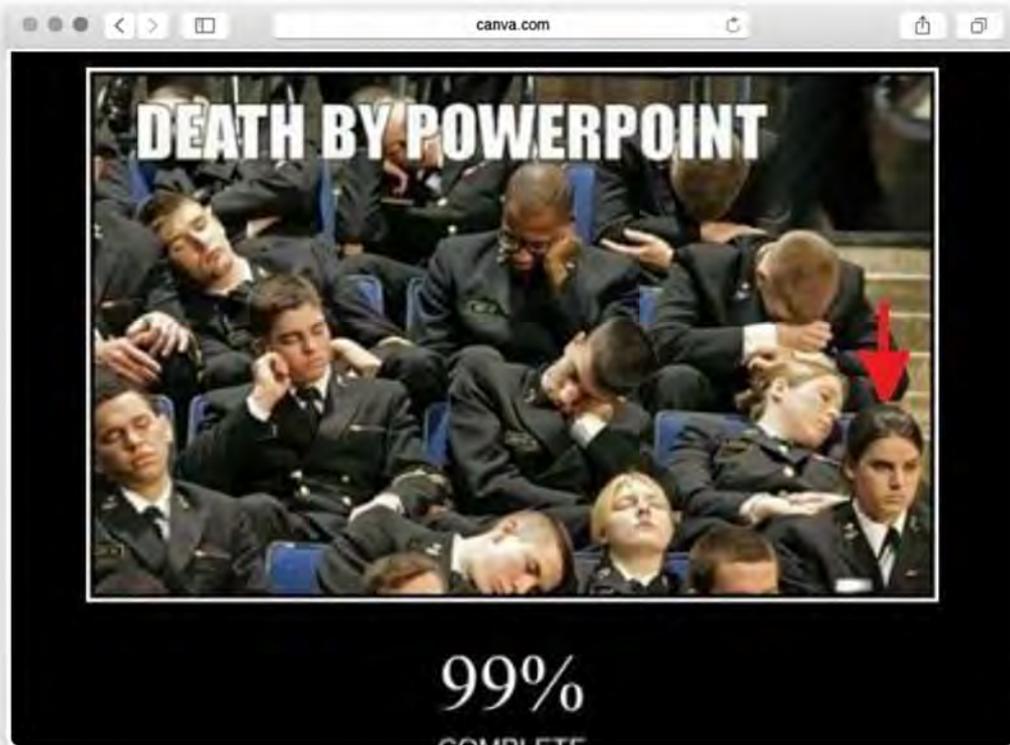
Presentation Problems

- too long
- too short
- too many words
- volume
- pacing
- reliance on notes
- no eye contact

A more concise, engaging presentation style

- build language skills: especially pronunciation, fluency
- improve general communication skills
- increase confidence
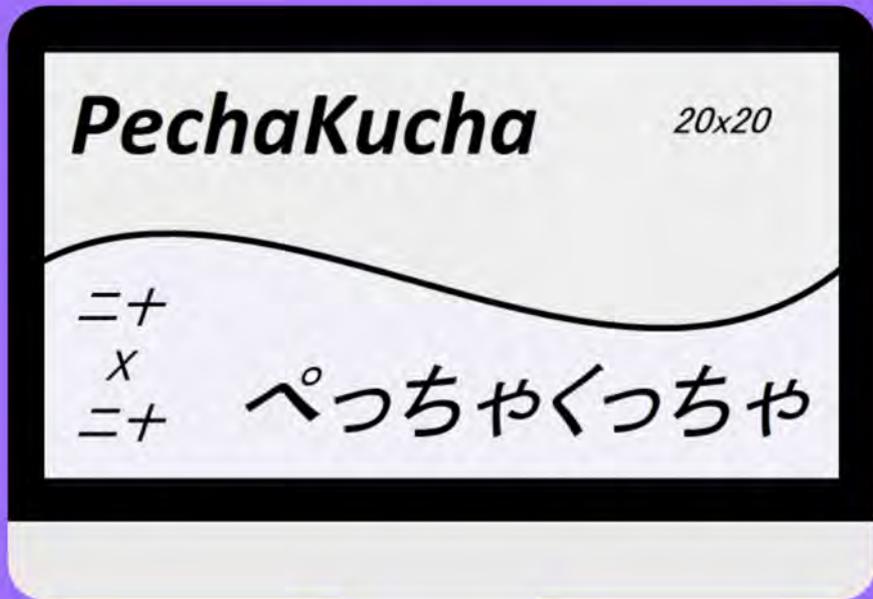
In Japanese it is pronounced pe-cha-ku-cha (ie as written) with equal stress on each of the 4 syllables.

680 cities

PechaKucha
20 X 20
IMAGES SECONDS

ATTEND · WATCH · CHANNELS · ABOUT · DAILY BLOG · Login · Signup

13年9月6日金曜日

Topic Tips

1. Choose a topic you're PASSIONATE about.

2. Have something interesting and different to say.

3. Keep it simple.

4. Figure out the main points you want to make.

Design Tips

1. Outline your slides

2. Keep slides simple and visual
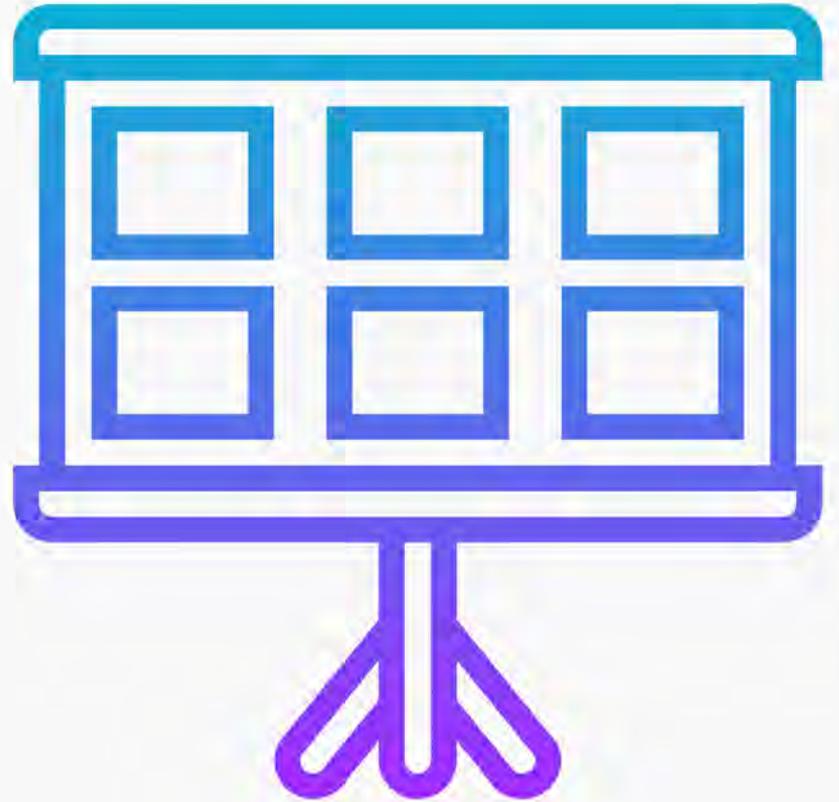
Presentation Tips

1. Practice, Practice, Practice

2. Use notes as needed

3. Adjust timing and pacing

4. Just keep going
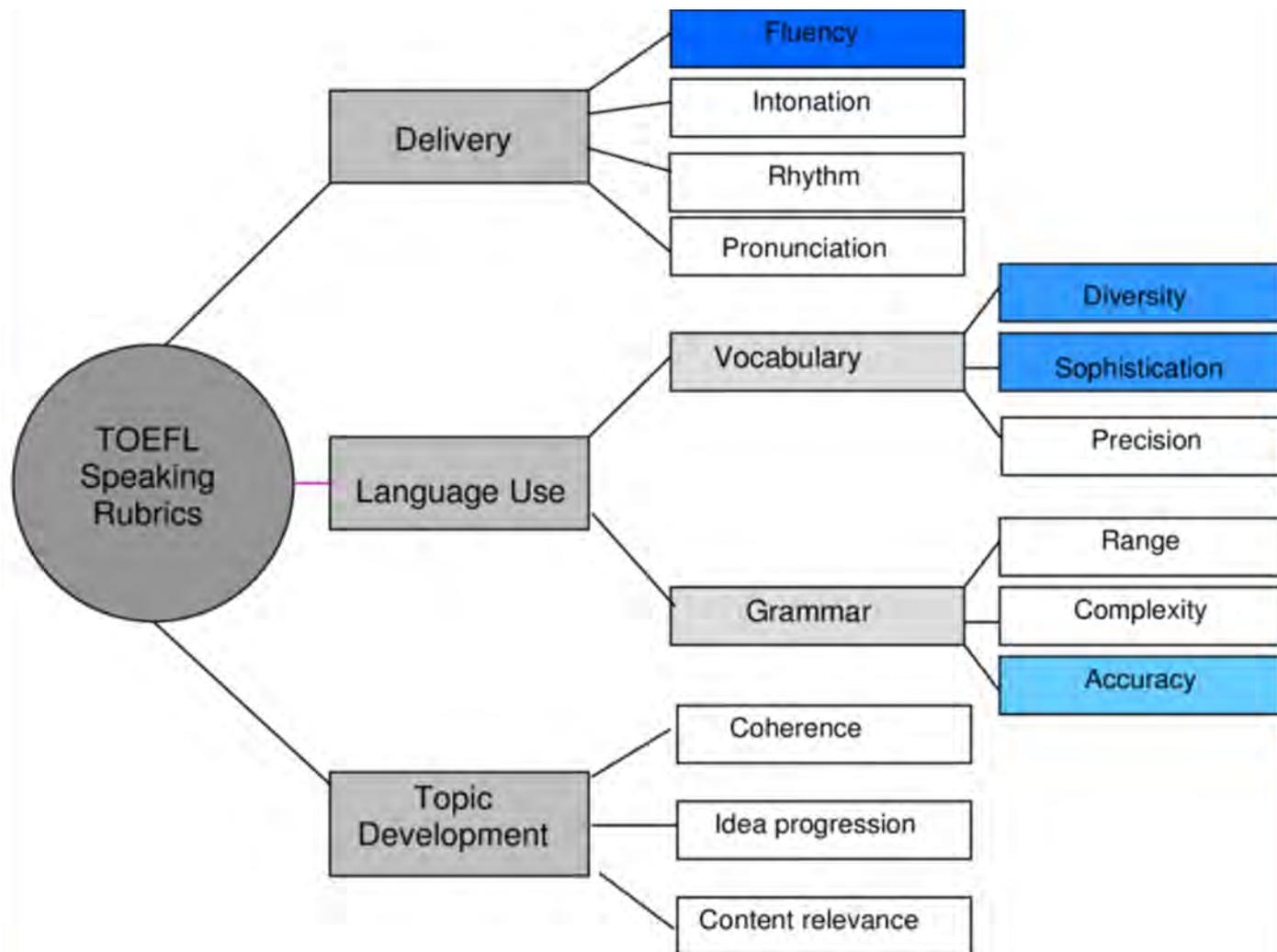
LINGUISTIC

Intonation
Pronunciation

Pro nun ci a tion is im POR tant.

Syllabic-timed language

Stress-timed language

syllable =
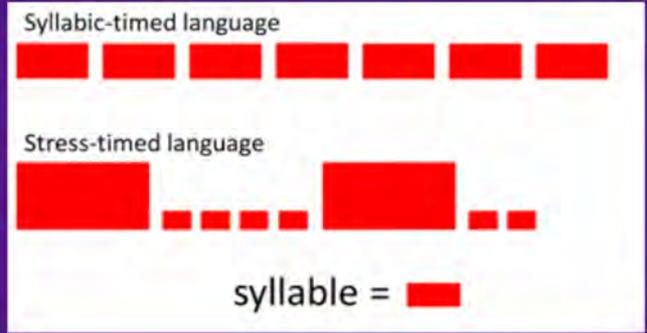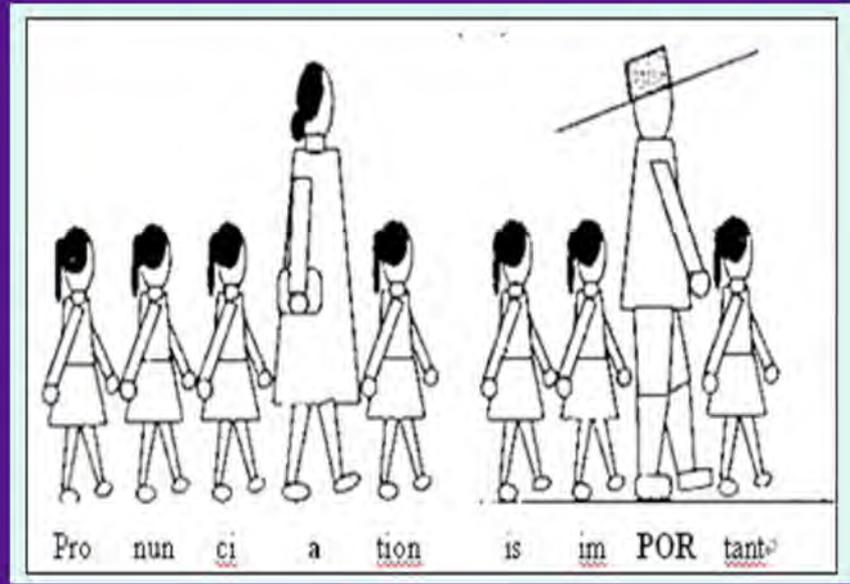
Findings

PARALINGUISTIC

PITCH
VOLUME
RATE
PAUSES
SILENCE

Findings

INTEGRATED ENGLISH LANGUAGE

Findings

reading - research

writing - notes

listening - questions

PERSONAL

Reduced anxiety

capable of communicating ideas calmly, confidently and effectively.
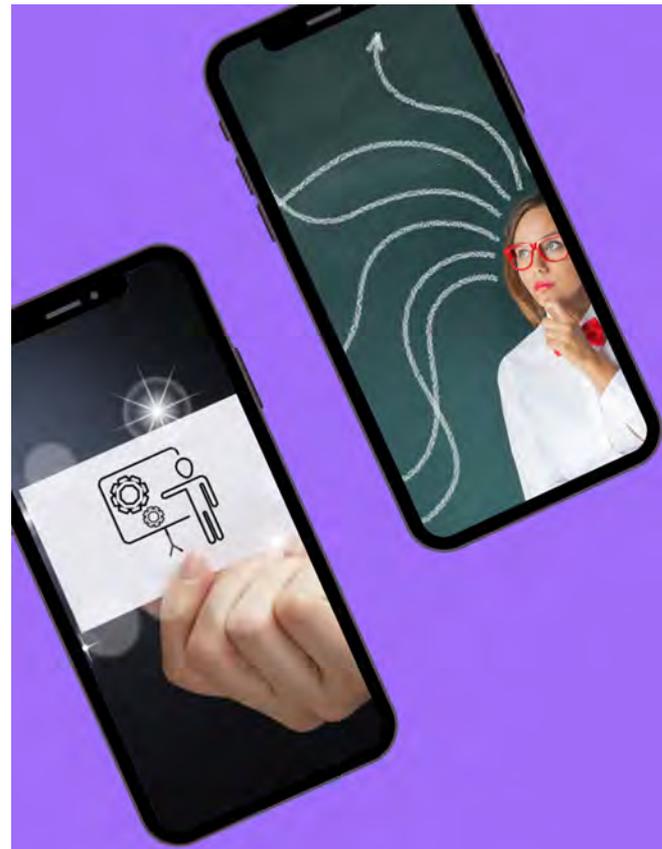
Findings

EVEN MORE

Decision making
Critical thinking
Technology

Findings

PechaKucha
20 X 20
IMAGES   SECONDS

They were all very confident, especially compared to last time around.

Guest Audience Member

It's a fun and efficient way of learning.

It helped me with everything - with my speaking, writing and reading - because I had to explain and try so that the audience can understand what I'm saying.

I do think that Pecha Kucha helped me to improve my English, especially my speaking skills. As speed is very important, I really needed to practice a lot before my presentation. It is very different , as usually we have many words in our power point and read it out loud, but in Pecha Kucha, we just use pictures and talk more, therefore the audience can really focus on us, not just read the words on the power point. -

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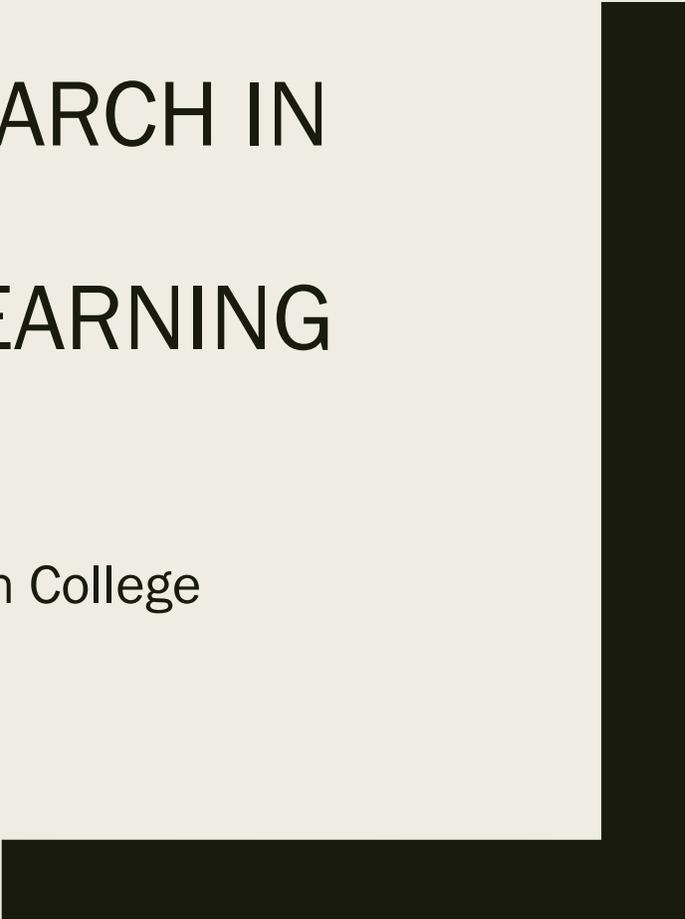
BALANCING VOICE AND RESEARCH IN ACADEMIC WRITING REIMAGINED FOR REMOTE LEARNING

Larissa Fekete

ESOL Program Director and Instructor, Oberlin College

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Overview

- Current research on remote learning

- Transition a lesson to remote learning
  - *Advanced ESOL Writing Course*
  - *Monday, Wednesday, Friday*
  - *3 – 50 minute sessions*

- Highlight content of the lesson synchronous

The Virtual Classroom

- Use LMS to consciously develop a Community of Inquiry in the Virtual Classroom (Swan, Garrison, & Richardson 2009)

The following based on research by Catlin R. Tucker:

- One hour in the classroom is not equal to one hour at home. Use many modular activities both synchronous and asynchronous.

- Plan a week at a time and post all content and assignments that students will need

- Clearly identify specific tasks, due dates, and student roles

- Have a consistent format (Tucker 2020)

IN PERSON

Lesson 1

- Library Visit

- Model Database Research

- Workshop Research and Exploration
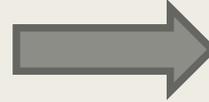
Lesson 2

- Lecture – Incorporating Sources
(review and new content)

- Workshop – Premise Analysis

Lesson 3

- Lecture – Additional Research

- Workshop Research and Exploration

- Guided Writing

REMOTE

Synchronous – 1 hour

- Direct Instruction (new content)

- Collaboration and Practice

Asynchronous

- Discussion Board

- Modeling

- Research and Exploration

- Review

- Assessment

- Office Hours

The Lesson Objectives

- Maintain social presence and community

- Review how to incorporate secondary source information into academic writing

- Develop database research skills

- Analyze secondary source information as premises for a conclusion

- Write multi-sourced paragraphs that demonstrate a conclusion

(Add a reflective activity – 'Can Do' Statements)

Monday	Wednesday	Friday

1. Discussion Board (Due Monday by Midnight)
    Answer the following: Who is your favorite famous musician? How do you know they are famous? Respond to two of your classmates
2. Modeling (Due Monday by Midnight)
    Watch Video on how to use Grove Music Online and do database research
3. Research and Exploration (Due Monday by Midnight)
    Using the musician you have chosen for the final assignment:
        Find one paragraph in Grove Music Online that proves your musician was/is famous
4. Review (Optional)
    Watch Video on Incorporating Research - Quotes, Paraphrases, Summaries
    Watch Video on Argumentation - Premise, Inference, Conclusions
	5. Direct Instruction (In Class)
	    Lecture: Analyzing Premises and Multi-Sourced Paragraphs
	6. Collaboration (In Class)
	    Breakout Rooms
	        Do a Line by Line analysis of your premises
	        What information is missing to prove your musician was/is famous?
	        Use Database research to find missing information
		7. Research and Exploration (Due Sunday by Midnight)
		    Make a virtual appointment with the librarian
		    Meet with the librarian to fill in research gaps to prove premises
		8. Assessment (Due Sunday by Midnight)
		    Write a multi-sourced paragraph proving your musician was/is famous.
		    Provide in-text citations as well as a works cited
		
		Office Hours:
		Thursday 8:00-9:00am
		Friday 2:30-3:30pm

Developing the Skill
Incorporating Secondary Sources

Long Quotes

Beethoven is the most famous classical musician of all time. "German composer. His early achievements, as composer and performer, show him to be extending the Viennese Classical tradition that he had inherited from Mozart and Haydn. As personal affliction – deafness, and the inability to enter into happy personal relationships – loomed larger, he began to compose in an increasingly individual musical style, and at the end of his life he wrote his most sublime and profound works. From his success at combining tradition and exploration and personal expression, he came to be regarded as the dominant musical figure of the 19th century, and scarcely any significant composer since his time has escaped his influence or failed to acknowledge it. For the respect his works have commanded of musicians, and the popularity they have enjoyed among wider audiences, he is probably the most admired composer in the history of Western music"(Kerman 2001).

Bad Paraphrase

Grove Music Online highlights the career of Beethoven with the following achievements. The German composer and performer used Viennese Classical tradition that he got from Mozart and Hayden. His personal problems like deafness made him unable to have happy relationships. However, he started to compose his own musical style and finished his life writing his best works (Kerman 2001). According to Grove Music Online, "his success at combining tradition and exploration and personal expression, he came to be regarded as the dominant musical figure of the 19th century, and scarcely any significant composer since his time has escaped his influence or failed to acknowledge it" (Kerman 2001). His music has received respect from musicians and has been popular to many audiences. In Western music, he is very admired as one of the best composers (Kerman 2001).

Good Paragraph

The German composer was born Ludwig Van Beethoven in 1770 (Kerman 2001). He was influenced by Viennese Classical tradition of Mozart and Hayden and "made his long-awaited public debut in Vienna on March 29, 1795... Shortly thereafter, Beethoven decided to publish a series of three piano trios as his Opus 1, which were an enormous critical and financial success"(biography.com). He began to compose in his own style and composed his most notable work at the end of his life, "Ode to Joy". The first public performance of "Ode to Joy" was in 1824, in Vienna and was being performed worldwide only a year later with its third performance in 1825, in London (Parnerkar 2014). It is still performed today and is even integrated in modern culture such as the flash mob performance on the city streets of Spain in 2012 which has been viewed of 86 million times on youtube. (Banco Sabadel 2012 and Classical FM 2020). The success of this piece comes from Beethoven's "success at combining tradition and exploration and personal expression" (Kerman 2001). Consequently, Beethoven has been "regarded as the dominant musical figure of the 19th century, and scarcely any significant composer since his time has escaped his influence or failed to acknowledge it" (Kerman 2001). For example, Benjamin Zander, current musical director of Boston Philharmonic Orchestra – a world renown orchestra, conducted "Ode to Joy" at Carnegie Hall in October 1983. Beethoven's achievements have left a profound musical legacy which continues his fame for generation after generation of musicians.

Multi-Sourced Premises

A line by line analysis

<u>Ninth Symphony – Ode to Joy</u>
- First symphony to successfully combine singing
"it is matter of astonishment to see how completely Beethoven has adapted his imaginative powers to the text, and how he has been enabled to keep down his otherwise rich instrumentation, so as not to overpower the vocal parts" (The Music World 1824)

"he began to compose in an increasingly individual musical style, and at the <u>end of his life </u>he wrote his <u>most sublime and profound works</u>" (Kramer 2001)

<u>Worldwide Performances within a year of debut</u>
The first public performance was on 7 May 1824 at the Karntertor Theatre in Vienna and its third in 1825, in London. (Parnerkar).

Pop Culture – Flash Mob 2012
Over 86 Million views on Youtube
(Banco Sabadell 2012 and Classical FM 2020)

Benefits

- Use existing lessons

- Break the week up into modules

- Keep lecture/modeling videos short

- Focus synchronous time on most demanding cognitive skills

- One-on-one was weekly and more focused

- Students responsible for review

- Be conscious of building community each week

References

- Swan, K., Garrison, D. R., & Richardson, J. C. (2009). A constructivist approach to online learning: The Community of Inquiry framework. In C. R. Payne (Ed.), *Information technology and constructivism in higher education: Progressive learning frameworks*. Hershey, PA: IGI Global, 43–57.

- Tucker, C. (2020) Successfully Taking Offline Classes Online. *A New Reality: Getting Remote Learning Right*. Educational Leadership Special Report, 77, 10-14.

Questions?