Title of Session: Online Teaching and Learning
Moderator: Roger Goodson
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Room: Online Teaching and Learning Group

RogerMG: We can save some time if you will go to the OTL Files and look at the two new links I have placed there. One deals with Team Evals. and one is an Online Discussion Rubric.

RogerMG: Go to the menu on the left and click on files.

RogerMG: OK. Let's start with intros. Please tell us who you are and what you are currently involved in . . .and of course why you are here.

MichaelMR: okay I am a college student enrolled in a teacher education program, and I am here for a class assignment

GeorgeK: I am a management prof at Lewis U. in Illinois. I use on-line tools to augment my f2f class, especially...sigh...when snow interrupts our ability to meet f2f.

KristineMu: My name is Kristine Munger. I am a student teacher at University of Houston and I am here to participate in my first online chat with the requirements of a technology class.

BJB2: Jennifer, we've just started intros

VaughanC: I am an ESOL teacher from New Zealand interested in using computers in class

JustinR: I am also a college student involved in teacher ed and need this for a class assignment.

MichaelMR: yeah that's right Ridge represent

JustinR: I hear ya Mikey

MichaelMR: okay, so u are a teacher in New Zeland? that's great! I've always wanted to visit there

RogerMG: I am a University Prof at Notre Dame de Namur University in Belmot, CA. Like George, I teach management and organizational studies courses.

VaughanC: NZ is a pretty good place

GeorgeK: Is this the Miriam Z I know?

JenniferEs: Sorry having difficulties...University of Houston student teacher

MichaelMR: wow, have you ever been to the states?

VaughanC: Yeah, LA, New York, and New Orleans

RogerMG: Has everyone had a chance to look at the two files?

MichaelMR: okay okay, well that's cool

KristineMu: yes

VaughanC: yes

JenniferEs: Yes

MiriamZ: Yes, this is the Miriam Z; since it's my first time and I haven't looked at the two files, I should just lurk for awhile.

MichaelMR: how does the teaching world compare from here to New Zealand?

VaughanC: I don't really know I haven't taught in the States

RogerMG: Miriam, you can find the files by clicking on 'files' in the left menu and finding the one's marked New.

GeraldL: Sorry I am late, My name is Rocky and I am also Franklin college student

GeraldL: Doing this for an assignment

RogerMG: Hi Rocky. Take a look at the new files, located in the left hand menu under 'files'

MichaelMR: okay so I am checking out the files now

JustinR: I am looking at the files also.

MichaelMR: okay so I read the files...

RogerMG: OK, Given a number of you are students, how would you feel about being scored in the manner suggested by the rubric ? And, if you are a teacher, how might you modify it? (I should let you know that these are used within my LMS, Moodle. Moodle allows each discussion post to be scored using the rubric scale).

GeraldL: I am finished as well

MiriamZ: I just finished looking at the files and it seems as if the topic of discussion is creating a rubric to assess student participation in online discussions. Does everyone else know what a "Moodle" is?

JustinR: I am finished too.

RogerMG: Moodle is like WebCT or Blackboard. A learning management system.

MichaelMR: okay, so let me get this straight... we are getting graded on this conversation?

MiriamZ: Got it, thanks.

GeraldL: I feel that these rubrics evaluate the student in a fair manner

JenniferEs: I think the rubric is great

MichaelMR: yeah me too

RogerMG: The rubric is used with asynchronous discussions, not in real time, synchronous discussions.

JustinR: I believe the rubrics are fair.

VaughanC: I think the requirements in the rubric are transparent, attainable and motivating

MichaelMR: ohh okay, I like the rubrics, they are very fair

KristineMu: Well, for each category, 1,2,3, etc...It is not designated one certain letter grade.

GeorgeK: I guess I would hope for an "exhibition game" to see what being graded under the rubric was like-- a "no fault" exercise. Then I would know how to operate and would not mind using it for-real.

KristineMu: I do however like rubric since it spells out what you will be graded on and what the instructor is looking for.

MiriamZ: I like the rubrics because the "operationalize" standards of excellence so that students know more clearly what they need to do to perform well.

RogerMG: Kristin, The letter grade range is not there because I wanted it. The students

requested it.

GeraldL: I think that if there is a small number of students then the evaluator could sit down one on one with the students and allow them to discuss the group participation for the project

RogerMG: Good point Gerald.

JenniferEs: I agree Gerald

KristineMu: same here

MiriamZ: How many is a "small number?"

MichaelMR: yes, and I agree, very strong point made

GeraldL: if they know that they are going to be sat down one on one before hand then they might work hard to participate

RogerMG: The class size where this is used ranges from between 20 and 30 students.

GeorgeK: Gerald, what if the students are scattered...I have had reservists, on active duty in the middle east...and you can't "sit" with them...

JustinR: Me too, very good point Gerald.

GeraldL: oh, maybe 35

GeraldL: I meant 25

JenniferEs: 35 is a big group..

RogerMG: I consider a small class, 10 or less.

JenniferEs: Exactly

KristineMu: That is too many students to keep track of

MichaelMR: well, where I am currently student teaching, 20 would be considered a small class

JustinR: I agree Michael, the class that I am observing has 33 students and 20 would be a great number.

JenniferEs: I have 15 students in second grade and if feels as if I have 30

KristineMu: I have 22 students in a Kinder class and it would be time consuming and less learning time to implement this type of rubric

JenniferEs: I think it all depends what kind of children we are dealing with..

JustinR: I agree

JenniferEs: grade level and knowledge based

MichaelMR: 10 would be a great # to teach. all of that one-on-one attention is great for the students, and great for a college student like me who is interested in teaching

KristineMu: that is true to an extent

RogerMG: Of course, I am using this with university students, Kinder would seem a little early for this. But, I could see it being used at upper ele. and certainly secondary grades.

GeraldL: True, if you are dealing with an advanced class it might be a little easier than a general ed. class

KristineMu: No way in Kinder, haha

MichaelMR: yes, very good point, I like it

JustinR: I would agree with the fact that one-on-one attention is good, but students also need to learn to deal without a teacher.

JustinR: We can't base everything on one-on-one attention. We have to teach students to teach themselves.

GeraldL: I am also talking about talking a very short one on one conversation and you can always still do an evaluation on paper as well

MichaelMR: what do you mean by saying this Justin?

JenniferEs: Good point Gerald

MichaelMR: yes, Gerald... you have had some wonderful points so far

VaughanC: Learner autonomy is important especially for university students

JenniferEs: I think he means have them explore and experience, gain knowledge at times on their own

RogerMG: OK, Keep in mind that we are talking technology here and not f2f. So let's

stay focused on the use of rubrics to score online discussions.

GeraldL: thx Michael

JenniferEs: Ok Roger

MichaelMR: ohh I am sorry okay, so let's get started

JustinR: Yes, lets get started

CindyMP: I came in a little late and am sorry if I missed this, but where would this online discussion be hosted? I teach high school English and would like to see students participating in such discussions online.

RogerMG: How many of you are engaged in online discussions in your classes, and if so, how are they scored?

MichaelMR: yes, I would like to know as well

VaughanC: Is there a possibility of construct irrelevant variance, if participants have poor keyboarding skills?

GeraldL: I have not

BJB2 . o O (you could have online discussions with your students in the Tapped In Student Campus, Cindy.)

JustinR: I have not been in an online discussion before.

MichaelMR: same here

JenniferEs: I am we get graded by how many post we make throughout the semester relating to providing online resources

CindyMP: We have a Yahoo! group where students share information about assignments, but it's not graded.

JenniferEs: It's through WebCt Vista

GeraldL: Yes I think so Vaughan, but there are always going to be kids that are slower than others in anything you do

JustinR: We are just supposed to experience this early in our education.

KristineMu: We have online discussions, and they are basic on scoring such as logging in on time, participating, appropriate manners

GeorgeK: quantity of posts, but more important, quality and timing of posts

JenniferEs: Well our are not timed we are just required to post resources

RogerMG: Jennifer, Gerald, what George stated is important.

MichaelMR: yes, so are we going to start on the actual topic?

JenniferEs: Agree

MiriamZ: My online discussions haven't been too good if the criteria is to get everyone engaged. I teach on the university level using WebCT. We always have a couple of superstars who comment on all the different topics but it is as if these three or four are talking in a vacuum. Few respond; little actual discussion takes place. I use WebCT.

GeraldL: I guess I don't understand what he said

MichaelMR: what who said?

GeorgeK: in K-12 we learn disciplinary content, but also accepted social behaviors...in today's world punctually responding to emails is an accepted social convention

RogerMG: One problem that recurs frequently in online discussions as they can quickly turn away from the topic (sort of like what happened here earlier in this discussion. They can become gossipy or irrelevant to the topic at hand. Rubrics can help keep the quality up and the discussion on target.

KristineMu: Punctuality seems to be one of those on top of the list

VaughanC: Is one of the benefits of online discussions that shy students who may not participate in f2f discussions can make points without being overshadowed by more confident students?

KristineMu: Focused and on target, very true

MiriamZ: Is it realistic for primary students, grade 1 to 3, to meet the same requirements as older elementary students?

GeraldL: Yeah, I guess staying on task could be on the rubric

JustinR: I agree Gerald, staying on task is very important.

JenniferEs: It definitely has to be on the rubric

GeorgeK: The Pygmalion theory suggests that all people live up to the reasonable

standards that are set for them.

RogerMG: Vaughan, there has been some research on more introverted students that indicates that they do better online.

MichaelMR: yes, I agree, it has much value

JenniferEs: I agree many people are afraid to speak in a crowd and online they feel more comfortable

GeorgeK: Especially the (introverted) students native to China and certain other far-eastern countries

CindyMP: Does anyone else face issues of access? Some of my students don't have computer access at home. Are these discussions done during school hours?

MichaelMR: I'm sorry but I'm very confused. is this the actual webinar that was starting at 7pm tonight, and that we are getting graded on?

GeraldL: I think you should maybe make time if schools have the technology

JenniferEs: A lot of my students are from lower income families the only access they have to technology is during school hours

VaughanC: I have been working at a school where every student has a laptop to use in class on a wireless campus

KristineMu: Cindy brings up a good point

KristineMu: What happens to students who don't have a computer?

RogerMG: OK. We're halfway through this discussion and I would now like to turn it away from rubrics and towards using team evals. (actually another type of rubric) to evaluate team writing done in a wiki. One problem we have both in f2f class and online, is that when team assignments are given, we always have some freeriders and social loafers.

JenniferEs: Yes they become dependent on others to do all the work

KristineMu: I am not fond of team work for that reason!

MichaelMR: ok, I'm sorry, I just have done it another way before

RogerMG: Jenn. Right. Or they simply hide out and don't do the work for whatever the reason.

JustinR : I agree, some students who are shy rely on others to do the work.

VaughanC: Sometimes it can work if each member of the team has a different role

JenniferEs: I believe that every student should be assigned a specific job that way they still have a responsibility of their own to complete

MiriamZ: Telling students that peer evaluations will be part of their grade might motivate the loafers to participate.

KristineMu: A great way to find out who did what, is to have the team grade each student using a separate rubric

RogerMG: There are multiple reasons why people engage in such behavior, and trying to find ways to minimize need to be imposed.

JustinR : I think that students in a group should be graded on separate assignments but at the end it is presented as a group.

KristineMu: when I say student, I mean each person in the group

MichaelMR: I agree this is why a mixture of group work and individual work can be a vital asset

RogerMG: Now, the downside: When I have been using this with UG students, they hate it! They want to evaluate everyone on the team the same.

JenniferEs: It is also important when a teacher groups the students..Friends being together and the knowledge of each

JenniferEs: sorry of each student I meant

MiriamZ: The instructor can also assign both a group grade that is the same for everyone and individual grades based on individual participation & contribution to the group effort.

JenniferEs: I agree Miriam

MichaelMR: yea each student should be graded based on their own work, because some students may not put in as much effort as others

KristineMu: Very true, I agree

JenniferEs: That's what tends to happen majority of the time

JustinR : I agree Michael, I have had many experiences with one student doing the work and the others getting the same grade and not doing the work.

GeraldL: I have seen many cases when students compromise and say, if you give me a good evaluation then I will give you a good one

VaughanC: Getting an idea of student preferences at the beginning of a course can be a good way of identifying whether they want to be assessed individually or on a team basis

JenniferEs: Lol....I've seen that too Gerald

GeorgeK: In my HR classes, I remind students that HR is always involved in firings in organizations. I tell them that they must deal with freeriders/social loafers by firing them or taking the consequence of a lousy grade. The groups resist for a while, but always eventually get around to firing the loafer. BTW, the loafer seldom loafs in a group again.

RogerMG: When I used this team eval, students did not like it at all . . .numerous complaints, and even though they were not allowed to eval. everyone the same (they would lose points) two teams did just that, evaluated everyone the same rather than follow the rules of the eval.

JenniferEs: The bad thing is the teacher can't be there all the time to observe the groups and their work

MichaelMR: yes, it is most definitely a part of life no matter in college or a career

GeorgeK: On the individual choice, also, something like 90 % of US organizations operate via teams, esp. self-directed teams. We can't afford to let kids go though K-12 without learning to be team workers.

RogerMG: Right!

KristineMu: team workers is vital. It needs to start early even in Kinder

JenniferEs: You bring up a good pt George

GeraldL: Team-building is essential in every aspect of leadership.

KristineMu: People need to learn to work collaboratively with each other

MichaelMR: they really do

JustinR: I agree

RogerMG: . . .And of course, online teams also make up a significant part of what George is talking about.

MiriamZ: How do you balance the tension between peer evaluations and the team esprit

de corps?

MichaelMR: of course!

JenniferEs: In my second grade it is impossible for the students to work together…they argue and fuss and well the teacher has just stopped the practice and I think that is a big mistake

RogerMG: Good question Miriam.

VaughanC: Providing rubrics for peers can be a good way

KristineMu: The teacher needs to figure out how to change this problem rather than dismiss it, Jennifer

GeorgeK: When people really do play as teams, variation in effort tends to decline among members, except in application of specialized skills.

JenniferEs: I agree

RogerMG: Interesting Vaughan. How would you do that?

PattiF: Hi, Roger. I am new to this site but I have taught on-line in the past.

PattiF: I am a ms science teacher

VaughanC: Rubrics can make it very clear what criteria need to be met so the pressure to evaluate peers is reduced

MiriamZ: I think we are now talking about rubrics as motivating tools (perhaps, ideally).

JenniferEs: I agree and the expectations are pointed out clearly

KristineMu: Expectations need to be clear and measurable

VaughanC: absolutely

JustinR: I like rubrics because you know exactly what is expected. There are no surprises that the teacher can use.

JenniferEs: The student also gets to see their problem and can work to improve

MiriamZ: If I know what the criteria are to achieve excellence, then I am motivated to meet that standard.

KristineMu: true, Miriam

JenniferEs: By seeing rubric grading that is

GeorgeK: Expectations must be communicated--in the classroom and in the workplace---or you can't expect the student or worker to know what is expected of them.

JenniferEs: Exactly

PattiF: I am new to your group.

PattiF: I understand you are discussing the use of rubrics.

JeffC: throws up (not literally) Rubistar... for those who'd like to create rubrics online, and/or use ones that have already been created: http://rubistar.4teachers.org/index.php

JenniferEs: Hello Patti welcome

MiriamZ: Why is it we teachers often do not make our expectations clear? Mea culpa!

RogerMG: Thanks Jeff.

PattiF: I have had teachers in my virtual classrooms use rubrics for the purpose of authentic assessment of projects

PattiF: Hello Justin

MichaelMR: I agree, because if they don't know the rubric, then how can they complete the assignment efficiently?

PattiF: Knowing the rubric and using it with a "critical" eye is important

JenniferEs: Rubrics are a great tool and should be used throughout a classroom to evaluate students work

PattiF: I found that my "teacher" students enjoyed the rubric concept once they became comfortable with the process.

PattiF: Many of these teachers were learning how to correctly evaluate technology projects as they utilized technology in their science classrooms.

GeorgeK: Once the students make it to the workplace, they will find that BARS (Behaviorally Anchored Rating Systems) are in use in most big firms and have been for 3 or more decades. BARS is the workplace equivalent of a rubric.

JenniferEs: interesting George

KristineMu: never heard of the term

GeraldL: I don't think it is technology but rather how you teach it

PattiF: I have not heard of BARS. I will have to look it up. :)

MichaelMR: have you guys had an opportunity to work with memio?

RogerMG: BARS can also help weed out social loafers, or, make them aware they have to produce.

PattiF: I have not heard of memio either. I am learning lots today. :)

KristineMu: That's very nice

KristineMu: What is memio?

JenniferEs: I know this is helping me learn a lot as well..

GeraldL: Yes Mike, but I think that it is strictly a luxury and you can do all the essentials without it

JenniferEs: I have no clue what a memio is?

MiriamZ: Maybe Michael can explain what "memio" is.

GeraldL: explain Mike

JenniferEs: Please do

MichaelMR: it's a computer based program that allows the students to interact with a wand

MichaelMR: using a white board without ink

JenniferEs: Awesome...

KristineMu: Wow, sounds cool

PattiF: We have Smart Boards in some of our classrooms. Any relation to that technology?

MiriamZ: I saw that demonstrated at a social studies teachers convention last year. It is amazing technology.

MichaelMR: its the newest technologically advanced product for education

RogerMG: OK . . .and there are rubrics there? (He said, a bit confused.)

JenniferEs: I have heard of smart boards

MichaelMR: yes similar to whiteboards

KristineMu: My school is not that techno inclined

JustinR: Memio is a very cool program.

PattiF: Thanks, Michael, for the clarification.

MichaelMR: anytime! ;)

GeorgeK: Miriam, smartboards in CU6 and a few other rooms in CU

RogerMG: OK, We only have a few minutes left. Any closing comments on rubrics, evals. for online work?

KristineMu: it is very easy to get off track of the discussion at hand

PattiF: My comment about technology based projects was to support the use of rubrics.

MiriamZ: I'll have to check them out. Thanks, George

KristineMu: I like rubrics and think they are a valuable tool for assessment

JustinR: I agree with rubrics because I like knowing what is expected of me.

PattiF: Some teachers are not sure how to clearly differentiate between great tech. but poor content. A rubric takes away some of the "wow" factor.

JenniferEs: I love rubrics and plan to use them in my classroom

BJB2: A reminder that Roger holds the OTL discussion on the fourth Thursday of the month. The next OTL is April 24

MiriamZ: I like the clarity rubrics provide; I also see them as a motivating tool--to motivate students to do their best.

GeraldL: Rubrics are important

JenniferEs: Yes expectations clearly defined

PattiF: Rubrics are impartial

KristineMu: is has to state measurable items

PattiF: I appreciate an approach that is linear and helps to remove bias

MichaelMR: without rubrics the expectations are defenitely not clear

MiriamZ: Thank you, Roger, for moderating this interesting discussion.

GeorgeK: Well, Roger, should you give us a rubric to keep our participation in line on TI?

RogerMG: Don't forget the Rubistar resource that Jeff provided. It can be of great assistance in setting up rubrics.

PattiF: You can tell I teach science!!!!!!!

JenniferEs: Yes Patti...lol.good info though thanks!

MiriamZ: George, I'd like to stay in touch. How do I send a private message?

BJB2: The next discussion is Faculty Resistance to Online Learning. Roger is also leading that discussion which will take place in the FROL group room.

RogerMG: Double click on George's name.

GeorgeK: go to actions and click private message

BJB2 gives Roger a break till the hour

MiriamZ: Thanks.

JenniferEs: Thank you Roger this has been very beneficial for me..

GeorgeK: bye all.

BJB2 heads to the FROL group room

RogerMG: I'll be moving in that direction now. Thank you all for participating in this discussion.

KristineMu: Thank you, I have learned a great deal

CindyMP: Thank you!

VaughanC: Thanks, bye

JenniferEs: Thank you all bye!!

JustinR: This has been great. I am happy with my first online discussion.

PattiF: I am headed home from school to cook dinner. Thank you for allowing me to join your lively discussion.