Title of Session: Online Teaching and Learning Forum
Moderator: Roger Goodson
Title of File: 20090924otl
Date: September 24, 2009

Room: Online Teaching and Learning Group

BJB2: Roger should be back shortly....

ChrisCo joined the room.

BJB2: Roger should be back shortly, Chris...then we'll start

ChrisCo: ok

BJB2: Have you participated in many TI discussions, Chris?

ChrisCo: No. First time.

BJB2: hmmm..your ID page says you've been a member since July 2008

BJB2: what inspired you to join this discussion?

ChrisCo: Pointed to Tapped In by Grad class, but did not dive in.

GeorgeK: which grad class?

BJB2 nods. Grad class usually keeps you pretty busy

ChrisCo: New class now and reintroduced to Tapped In. Found this discussion which really interested me.

BJB2: is your grad class to teach tech?

ChrisCo: MA in EdTech. I'm a chem teacher, but have been a bit of a tech geek, and it's time to get a masters.

BJB2: excellent, Chris!

GeorgeK: My wife took that degree a few years back, it is a good one

ChrisCo: I love the courses and the project/hands-on nature of the work. And I get to discover new toys to play with.

BJB2 smiles

BJB2 . o O (new toys are major fun!)

GeorgeK: Yes, she loved it, too....if only she were allowed to use what she learned.

BJB2 nods sadly

BJB2 . o O (things will bet better with time...)

BJB2: you just have to hang in there

ChrisCo: I'm pretty lucky. I'm working in a tech savvy private school. They've been incredibly supportive.

GeorgeK: I agree

BJB2: super!'

JeffC joined the room.

GeorgeK: hi Jeff

JeffC waves

BJB2 waves hi to Jeff

ChrisCo: Hello, Jeff.

GeorgeK: As Roger is still MIA, shall we talk?

BJB2: I'll announce and then we can get started. Ok, George?

JeffC: go for it George

GeorgeK: sure, Roger must have a power outage

GeorgeK: I teach management at Lewis University in Illinois...you?

BJB2: I am a retired arts and communication teacher in Pennsylvania

GeorgeK: So, Chris, your favorite new toy?

GeorgeK: and you, BJB, have you a new favorite, too?

ChrisCo: Just got a new Sony handycam with 60gb internal drive. Trying to work on some podcasting and/or streaming video.

GeorgeK: Outstanding! how will you work that in your Chem class?

BJB2: I just came from TI: Learning hub...they shared

ChrisCo: I'm assuming that a number of my kids will be away with flu-like symptoms in the near future. I'm looking to make a more blended environment so they can keep pace.

BJB2: your kids are K-12?

GeorgeK: That's great. I have difficulty getting students to read books, but they will attend a podcast

ChrisCo: yes. Mostly 10th.

RogerMG joined the room.

RogerMG: Finally!!! Hi!!!!

ChrisCo: Hello.

GeorgeK: Hi Roger!

BJB2 cheers. Hi, Roger!

BJB2: This is Chris' first TI discussion, Roger

RogerMG: Kept getting kicked out of Tapped In

ChrisCo: Yep ... noob.

BJB2: but he's very interested in the OTL topic

ChrisCo: Looking to start blending my rather traditional classroom.

GeorgeK: Great Chris. Anything to stay away from 100% lecture

RogerMG: For some reason the chat area isn't working properly.

BJB2: may have something to do with your browser

RogerMG: Anyone reporting problems.

ChrisCo: Fine here

ChrisCo: I was slow for a while, but seem ok now.

RogerMG: Hummm . . .for a while the chat was in my office while I was in OTL.

BJB2: would you like to start with introductions, Roger?

RogerMG: Sure . . .If I leave abruptly you know I'll be right back.

RogerMG: I teach in a small university in Belmont, CA. I have three courses this semester. Two are blended.

GeorgeK: I teach at Lewis University in Illinois...4 semi-blended classes

RogerMG: I know George, Jeff and BJB . . .Chris?

ChrisCo: I'm a HS chem teacher in CT. Hopefully blended soon.

RogerMG: Are any of you members of ISTE+

GeorgeK: no

BJB2 raises her hand

ChrisCo: Check is literally in the mail.

RogerMG: There is a really good article in the Sept/Oct issue of Learning and Leading.

GeorgeK: title?

RogerMG: 'Grounded Tech. Integration'

GeorgeK: I'll read it tomorrow

RogerMG: (An Effective Approach on Content, Pedagogy and Teacher Planning'

ChrisCo: http://www.iste.org/Content/NavigationMenu/Publications/LL/LLIssues/Volume3720092010/SeptemberOctoberNo2/L_L_September_October_2009.htm

BJB2: Thanks, Chris

ChrisCo: What tools are people using for their online portions?

GeorgeK: Blackboard-- but the latest version has diminished my U's response time

RogerMG: Moodle LMS, Wiki, Teama Discussion Forums, Links, Streaming Media

GeorgeK: Chris?

ChrisCo: My old school used Blackboard. I felt pretty constrained and had to click a lot to change anything. Have things changed in the last three years?

GeorgeK: Brand new version- I don't think the bugs are out yet...but maybe it's me

RogerMG: "How can we ensure effective tech integration if technological decisions are such low priority tasks? (For teachers.) By constraining tech options according to the types of learning activities included in the instructional plan."

ChrisCo: My school has a protected wiki that I have yet to migrate to. I have a 1.0 website, but have been playing with ustream, and podcasting

BJB2 . o O (you can use the K-12 Student Campus, Chris)

RogerMG: ("An) . . .activity types approach to technologically integrated instructional planning is focused squarely on students' standards-based, curriculum-related learning outcomes, rather than own the technologies that can assist in creating those outcomes."

ChrisCo: Good to know. I have not been to that side of town, yet.

RogerMG: One of the most interesting points in the article is the 'Eight Corresponding Continua' for matching tech integration strategies.

GeorgeK: I have good luck with the wiki for motivated students..is my experience consistent with yours?

GeorgeK: Roger, what you are passing on takes me back 40+ years to reading McLuhan

RogerMG: Yup

BJB2: do you feel that in tech the 'medium' is the message?

GeorgeK: I have a feeling that things are going that way

RogerMG: I use wikis for: individual and team journals, individual weekly reading analysis, team exam response creation,

ChrisCo: I've used wikis as a grad student with mixed results. My students are fire-crackers (good thing) and eat up my 1994 technology. I'm sure most will dive into to a more active role.

BJB2: let them take the lead and you follow, Chris!

RogerMG: Hey! the nightly news channels seem to think it is BJ

GeorgeK: That is wonderful, send them to my university when they are ready

RogerMG: No, No . . .send them to MY university:-)

GeorgeK: We'll have a tug or war for them, Roger

BJB2 . o O (now boys....)

RogerMG: OK <grin>

GeorgeK: ok

GeorgeK: What makes them firecrackers? self motivation or have you worked your magic on them?

RogerMG: In any case. I find that as I use wikis more I 'see' new ways I can use them.

GeorgeK: I agree, Roger

ChrisCo: I can't take the credit. I'm working at a private school with an acceptance rate in the mid 20% range. I get great kids and try not to screw them up.

RogerMG: Oh . . .I have also tried blogs, but only with VERY limited success.

ChrisCo: I've found some of my kids reluctant to mix their online social life with their academic work. Blogs are a little to close too faceBook for some.

RogerMG: I agree Chris

BJB2: Just don't let the medium (tech) become the message! The tech is just the vehicle that delivers the message

ChrisCo: I'll just use the number 2 from now on.

GeorgeK: Part of MM's message was, I think, that we don't really communicate with language..

RogerMG: One of the most difficult tasks I confront is 'getting' students to 'see' the effectiveness of a 24/7 means for 'doing' assigned work.

ChrisCo: Wondering if tech is the message seems to be like planning your route after you have already arrived.

RogerMG: Their past learnings . . .waiting until the night before the assignment is due

gets in the way of maximizing their learning. I spend a lot of time 'helping' them to unlearn that behavior.

GeorgeK: Not tech, per se, the medium

ChrisCo: Can you help me unlearn that behavior?

RogerMG: Sure . . .I simply give lower rubric scores.

RogerMG: They also have an LMS access score.

RogerMG: So, they lose points by getting low rubric scores and more points for low access rates.

GeorgeK: transactional approach to a desire for transformation? can that work?

BJB2: One example of the medium being the message is the bazillion powerpoint presentations...so involved with the 'toys' that there is no clear message

GeorgeK: Even with good ones...not everyone agrees as to what the message was

RogerMG: Yea ,. . .I'm pretty turned off to PPTs . . .unless they are briefly bulleted and with a limit of about 10 slides. After that I fall asleep.

ChrisCo: Do you consider quality of access and quantity?

RogerMG: Yes Chris . . .that is a standard . . .as well as 'additivity' in the discussion forums. (They can't just say 'I agree' and leave it at that . ..they have to explain 'why' they agree . . .I chase them around a lot on 'critical thinking'

ChrisCo: I have to admit that I'm a ppt slave ... but feel that I have gotten skilled at limiting information and using them as an outline or a framework, and not the whole pie.

RogerMG: In terms of quantity . . .they have to post a min. of one original post re: assignment weekly and respond (additively) to the posts of a min. of two other students original posts.

RogerMG: Those are Min. standards. C level work.

RogerMG: I am blessed as I have two TAs who assist me in the forums.

RogerMG: They are students who have already, successfully, taken the courses and 'know' the standards.

BJB2: Chris, take a look at this when you get a chance.

ChrisCo: In my experience, I still fight the procrastination factor. A flood of posts the last night, and the students that have already completed their work (generally the better students) don't see the majority of posts, so they don't contribute to what the others have to say.

RogerMG: Do you use online discussion rubrics Chris?

ChrisCo: Does anybody spread deadlines out through the course of an assignment or a week?

ChrisCo: My experience has been on the student side, and the rubrics have been a little loose.

RogerMG: Depends on the course and the material to be covered. Some go for a week, some for up to four weeks.

GeorgeK: sometimes...but that cuts off the procrastinators from the rest

ChrisCo: Good to know as I move forward. Haven't considered this issue before.

GeorgeK: the procrastinators are so left out that I have to create another forum for them

RogerMG: My procrastinators get personal messages from me that they are failing early on in the course . . you should 'hear' some of the rationale why they can't seem to get the work in.

ChrisCo: Do you post that forum the night before the assignment is due?

RogerMG: Ohhh you're teachers, you've heard them all :-)

RogerMG: No. I send them an email.

BJB2: Death by PowerPoint: http://www.youtube.com/watch?v=FJ5dbUCu2Ug

GeorgeK: I could stand some humor...thank you

RogerMG: Moodle 'tells' them when they go into a forum how much time is left and how many posts they can make.

ChrisCo: Students are used to a flashy interface now. Do students "look down" on moodle at all?

RogerMG: One thing which turns out to be very useful with the wikis is that it is 'easy' for me to point out grammar, punc., spelling errors. And, if these appear to be 'uncorrectable' in later posts I track the students down and get them to the tutorial or writing center.

RogerMG: We are now setting up what used to be called 'behavoral contracts' with students who have these sorts of problems . . .contacts are between the tutorial ctr. student and teacher.

ChrisCo: Are people using drop boxes anymore, or is everything in the cloud?

RogerMG: contracts . . not contacts.

RogerMG: I do not use them.

ChrisCo: report to the center.

GeorgeK: I use group discussion areas as the drop...their peers read what they do as well as I

RogerMG: The contracts are very specific in terms of what the student MUST accomplish, with the support of tutorial and assistance of the teacher. This is very much a carrot and stick approach. The carrot is passing the course . . .the stick is obvious.

ChrisCo: Issues with the procrastinators reading classmates work before submitting their own?

GeorgeK: always

ChrisCo: In my field, I'm thinking of things like lab reports and research papers.

RogerMG: We get that on our level too . . .usually though, they eventually screw up and it becomes obvious. We've even had students 'bully' others to give up their work.

ChrisCo: That has been going on since Emile's time, but it is sure tempting when you can copy/paste something.

RogerMG: Well, then we get into plagiarism don't we.

ChrisCo: I'm ok swinging a big stick, but I have a problem waving the forbidden fruit in front of the kids.

GeorgeK: I often include an essay question in the final that requires the student to recount what they said in a wiki

RogerMG: I like that idea George.

ChrisCo: Speaking of exams, what are feelings about online tests and assessments?

GeorgeK: It is a gift question for those who did the work and deadly for those who did

not (and cut/pasted)

RogerMG: Well . . .you could teach them 'reincarnation' in a believable way . . .introduce them to the concept of 'Karma' and then let them know they will have to do it all over again if they muck up this time.   (You can tell I'm located in CA . . .right :-)

ChrisCo: Northern Cali ... no less.

RogerMG: Yuppers

RogerMG: How many students in your school Chris?

ChrisCo: K-12: 800. But we coordinate with a neighboring school. (we're a girls school, they're the boys school). Between us, we probably have 600 in grades 9-12.

RogerMG: Is it sectarian or non-sectarian?

ChrisCo: non: http://greenwichacademy.org/default.aspx

RogerMG: Neat website.

ChrisCo: It's their admission cat ... basically.

RogerMG: Are the students of any particular social class(es)?

ChrisCo: It's the richest of the rich, but the school gives out a ton of aid to bring in students from New York and neighboring communities.

RogerMG: I worked in a school like that once up a time. It was a 'public' school in a very 'posh' community on LI

ChrisCo: It blows my mind every day.

RogerMG: I know the feeling.

RogerMG: Well, we're about out of time for this session. Hope it has been useful.

GeorgeK: We seem to be winding down…any special prep for next time, Roger?

JeffC has only taught "the poorest of the poor"... except when I subbed in Piedmont.

ChrisCo: Thank you all! I've got some grading to do, and hopefully the Sox can win a game against KC.

RogerMG: I would really like participants to read that article in Leading and Learning. It is actually the beginning of a series of articles.

GeorgeK: ok, and thank you all.

BJB2 . o O (the next OTL discussion will be on October 29. Please return with your questions, Chris!)

ChrisCo: I'll save the date.

GeorgeK: bye all.

RogerMG: Enjoy the grading Chris.   BJ. Can we post that as the topic for the next OLT?

RogerMG: Bye George.

BJB2: do you know if the article is online?

RogerMG: No. I'm not sure if it is or not.

BJB2: after I read the transcript I'll see if I can find it.

BJB2: will add something to calendar.

BJB2: what is the title of the article, Roger?

RogerMG: I just checked. It's online but restricted to members.

RogerMG: The title is 'Grounded Tech Integration'

BJB2: I'll see what I can find out. It's in the current issue?

RogerMG: Yes. the Sept/Oct issue