

MESSAGES

Public Chat

NOTES

Shared Notes

USERS (2)

Marie Bartlett (You)

Michelle Harrison

Public Chat

Welcome to Learning Design - Click here!!

For help on using BigBlueButton see these (short) [tutorial videos](#).

To join the audio bridge click the phone icon (top center). **Please use a headset to avoid causing background noise for others.**

This session may be recorded.

To join this meeting by phone, dial:
250-434-9460
Then enter 25269 as the conference PIN number.

Please note that dial-in access is still under development. If you experience difficulties dialing in, please try internet audio instead.

Send message to Public Chat

Learning Design - Click here!

Start recording

Marie Bartlett Michelle Harrison

Introductions:
Please use the public chat to share
1) your name
2) your subject area

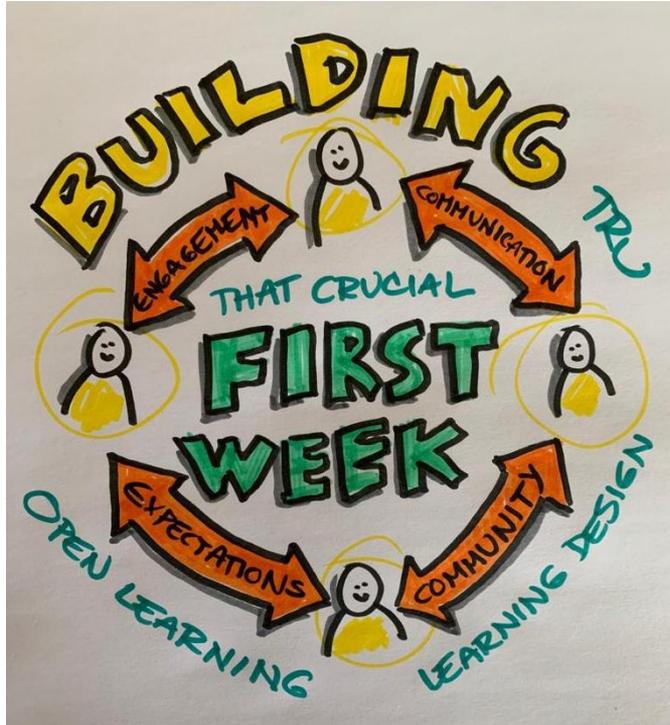
Audio. Please keep off unless you wish to speak
Video. Camera off saves bandwidth & results in better experience

Hello

Weyt'k



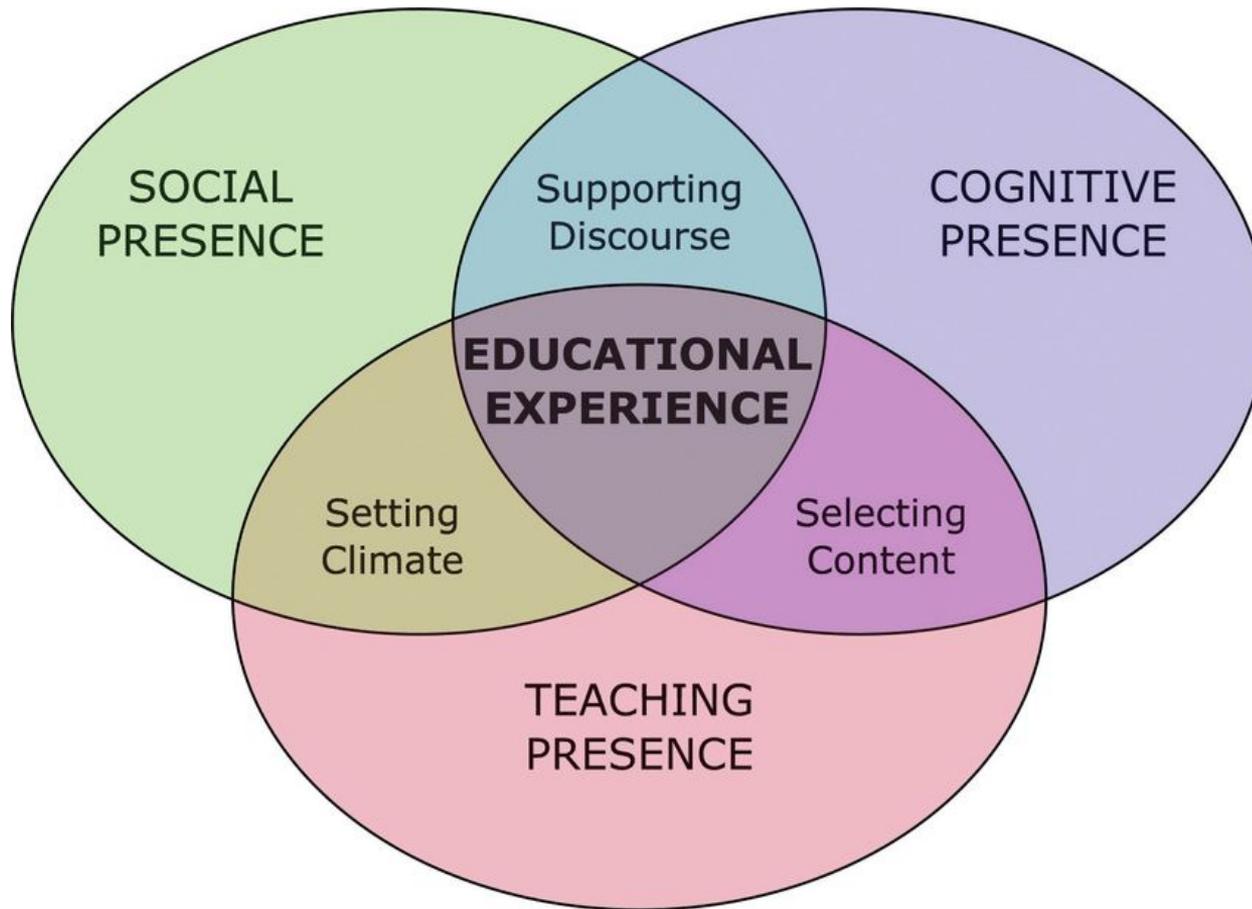
Building that Crucial First Week



How can you build community in a virtual classroom?

Agenda

- 1) Social and Teacher Presence
- 2) Routine and Expectations



Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

Building Community

Social presence is “the ability of participants to **identify with the community**, communicate purposefully in a **trusting environment**, and **develop inter-personal relationships** by way of projecting their **individual personalities**” (Garrison, 2009).

Teaching presence is “the **design, facilitation, and social processes** for the purpose of realizing personally meaningful and educational worthwhile learning outcomes” (Garrison, 2009).

↑

Intersection:

- **Setting climate**
- **Supporting discourse**

Teacher Presence: Where do students see you?

Create a short welcome video. (3 points and 3 minutes max)

- 1) Introduce yourself so they can actually see and hear you at least once.
- 2) Provide a little about your background that shows your qualifications and why you are interested in this course.
- 3) Point to a few highlights of the course that the students can look forward to.
“You will have the opportunity to....”

Remember: This is not a lecture, or even a mini lecture.

If you include a lecture video, make it a separate video.

Send a welcome message to students in Moodle before or on the first day of the course with your contact information.

Teaching Presence

- Contribute regularly (weekly) to the **Announcements** discussion forum
 - Highlight topics or activities to look forward to in the coming week
 - Reflect on previous achievements or topics
 - Encourage students and spur interest in relevant current events
 - Students cannot reply but they will be able to “see” that you are there.
- Invite questions in the **Ask the Instructor** discussion forum
(Use email only for private confidential correspondence.)
 - FAQ - Frequently Asked Questions section
If a question is asked more than once you could add it to an FAQ section.

Making Connections in a Virtual Classroom

Points to consider:

- Direct contact: response times, availability (day/time)
- Synchronous one on one meetings: means (Skype, telephone) and availability options
- Your role within course: Participating in discussions? When checking in each day? Will this change as course progresses?
- Synchronous sessions: when, frequency, how used?
- Expectations of students:
 - Assessment timelines
 - guidance for communicating when can't participate actively for examples
 - expectations of students re: response time

Course Overview



Overview

My Presence

As I highlighted in the overview I am particularly interested in making connections and making our digital learning spaces into places where we feel welcomed and belong. Inspired by another instructor in the program, Clint Lalonde, here is an outline of what you can expect from me in the course and how I will try to be present.

- **Direct contact:** I am usually fairly quick to respond to email messages (mharrison@royalroads.ca), and at the minimum will respond within 24 hours unless there are outstanding circumstances. I work as a full time faculty member at TRU Open Learning, and though I am fairly flexible with my time, I am often busy during the day (8-5 am) PST. If you send me a message during that time, I could be delayed in responding.
- If you do want to connect **synchronously** then send me an email and we can Skype or teleconference. Evenings/Late afternoons Sunday-Wednesday are usually the best times.
- **Presence in the course itself.** I will be checking into the course most evenings (Thursday nights I am not home until after 8) and will participate actively in all the discussions in Moodle. I will be reading all of your blogs posts, but may not get to comment directly on all every week. As this course is built on the community that we are building and I am just one part of it, I am expecting that you will be engaging with one another in the course spaces, and likely out of those spaces as well. As we build throughout the course, I hope that you will be engaging more with one another and I will be less visibly present. During the weeks that you are working with your team, there might be less activity in the discussions and blogs. The course is designed to give you both time to connect with others, and time to work and think independently.
- **Synchronous sessions:** I will try to arrange collaborate sessions, particularly early in the course. I will send out a Doodle poll and will try to set a time to connect with as many of you as possible.
- I also may try to arrange a few **twitter** chats with other courses and will occasionally using the [#RRUMALAT](#) hashtag to draw your attention to interesting things I find/read/watch related to our course material. Consider this optional material and engage with it if you are interested. You can also DM me (@mkinchina).

- **Assessment timelines:** Your first assignment is not formally assessed until the end of week 4. I will be sending you some formative assessment on your early posts so you can work that into your first assignment. I do try to get your formal assignments back to you within a week (though the RRU policy is 10 days). I will also be monitoring your contributions to the learning community, and may occasionally prompt you if I see that you are not engaging regularly.

Your presence

As highlighted above, I hope that we can build a welcoming and engagement community for you to explore the concepts in the course. There may be times where you might not be able to be as present as others. Please let me know, and more importantly your teammates, if there are times where you may not be able to participate as actively.

Icebreakers / Warmers: Purposes

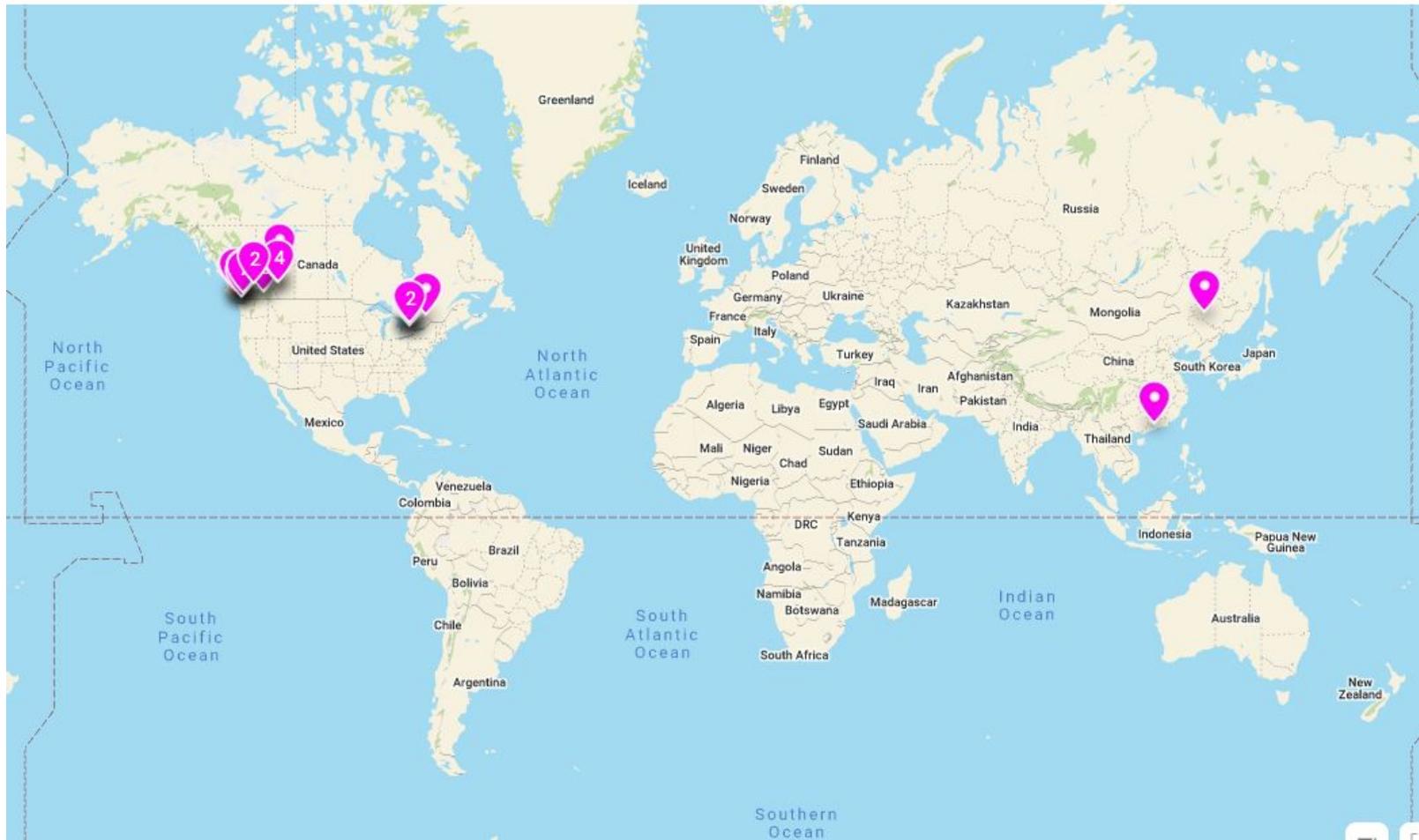
- Team building / introductions
- Assessing prior knowledge
- Introducing a topic

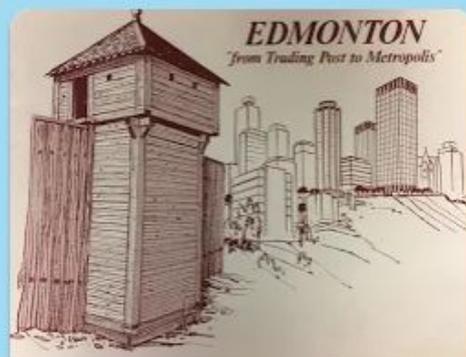
Introductions

- **Self-introductions:**
 - Most interesting combine personal and professional information
 - Interests, goals for course, hobbies, vacations
- **Eight Nouns**
 - Post 8 nouns that describe themselves and explain why each is representative
- **Five Pictures**
 - Collage of pictures or images that best describe themselves
- **Two Truths and One Lie**
 - Share three statements, two are true and one is a lie. Fellow class members ask questions to try to determine which is false.
- **Map Activity**
 - Post introduction and perhaps picture on map, can use padlet
 - https://rru.padlet.org/ctet_admin/LRNT525_2020

LRNT 525 - Jan 2020

Welcome map





Edmonton, AB, Canada

Hi Everyone

Lorne from Edmonton my home town. I love the entrepreneurial spirit and culture of the west. I came back here as a last posting in my military career. My views on leadership were forged by service to this country and I value a grace under pressure and leading by example. "Keep calm and Carry on" (Wikipedia , n.d.)



3

Greenland

Iceland

Introduction: Indigenous Approach

Take a more Indigenous approach when describing yourself in your personal profile. Include any or all of the items listed below.

- What type of land and water is most significant to you? What mountain? What prairie? What river? What ocean? (These elements represent the natural world that you come from and were there before you.)
- Who are your ancestors or people? (The larger group(s) you belong to that is greater than you as an individual.)
- What name do you go by? (Your name comes last to show respect and honouring those things that are greater than you.)

You will likely also want to include something about your teaching and work background, knowledge of the course, hobbies, and so on. Alternatively, consider recording and posting a short, introductory video.

Two Truths and a Lie

I was married in New York.



AshtonNekolah / CC BY-SA
(<https://creativecommons.org/licenses/by-sa/3.0>)



I taught English in Japan.

Girl  Guides

I'm a Girl Guide leader.

Grouping Activities

Students can be asked to describe something and then their responses can be used to sort them into groups for a follow up activity.

Examples include:

- Window Scene: describe the scene outside of their window
- Dinner Party: describe their last or favourite meal
- Favourite _____
- Relate to class content - topic that interests them the most?

EXAMPLE

Below is an example of how to begin the five pictures ice breaker activity.

Ice Breaker Discussion

Instructions

Let's get to know each other better.

- A. Create a single-page document or graphic (.gif, .jpeg, or .png) file that contains five still (not animated) images that visually describe yourself to us. Your description must also contain an explanation of each image's source. If the images are not your own, you need to state the source of the images. Any program capable of inserting and editing graphics may be used. In the past, students have created their assignment in programs such as Adobe Photoshop, Microsoft Word or PowerPoint, Picasa.google.com (free download), and Gimp.org (free download).
- B. Post your file to the Module 1 Ice Breaker discussion area as an attachment to a message. The message's Subject should be "Introducing Yourfirstname Yoursurname" (e.g., "Introducing Jane Smith").
- C. Read at least two other students' postings and respond to them.

Purpose

- Students provide background information and emails for instructors and other participants.
- Students practice searching the Web for graphic images and downloading them.
- Students practice inserting graphic images into a document.
- Students cite references or images used that are not their own.
- Students become acquainted with posting discussion messages and responding to other students' messages.

Assessment

Up to 35 points possible. The Discussion Board Rubric will be used to assess this activity. Please review the rubric to understand the performance levels expected.

<https://ce.uwex.edu/wp-content/uploads/2015/05/IceBreaker.pdf>

Establishing a Routine

- Each week post an announcement or video giving students a sense of what they should focus on that week (teacher voice)
- Establish a weekly rhythm so students know what to expect. For example:
 - Friday: assign readings
 - Monday: virtual office hour
 - Tuesday: discussion forum post due
 - Wednesday: synchronous session - focus on problem solving or concept application
 - Thursday/Friday: response to ss initial forum posts due
- Let ss know if routine changing
 - group work later in course, presentations may alter usual routine.

RULES OF NETIQUETTE

Rule 1

Make it Personal 

Remember the **HUMAN**



Do No Harm

Share and express feelings 

Rule 2

Look around! 

Know where you are in the digital space.

Lurk to Learn

Permissions & practices

@hj_dewaard

Rule 3

Real life

REFLECTS

Online life



Rule 4



Respect time and bandwidth.



Dial-up 3G 4G

Make Messages Meaningful

Rule 5

Check facts and links!



Make yourself look good online.

Quality NOT Quantity

Grammar matters! Edit x!

Rule 6

Share **EXPERT** knowledge. 



Share experiences
Create summaries

Rule 7

Check your **OPINIONS** and **EMOTIONS**

Argue IDEAS not people

Rule 8

Respect other's **PRIVACY** 

Don't publish without permission

Link or share with appropriate license  

Rule 9

Don't abuse your **power** 

Rule 10



FORGIVE MISTAKES

Be Kind

Weave all news once

Turn to wonder

Address issues politely and privately

The Core Rules of Netiquette - Virginia Shea

- Remember the human
- Adhere to the same standards of behaviour online that you follow in real life.
- Know where you are in cyberspace.
- Respect other people's time and bandwidth.
- Make yourself look good online.
- Share expert knowledge.
- Help keep flame wars under control.
- Respect other people's privacy.
- Don't abuse your power.
- Be forgiving of other people's mistakes.

[Netiquette Online](#)

Discussion Guidelines

- Engage frequently. This will get the discussion going and will help the conversation flow. At the same time, don't be offended if people don't respond immediately. Many students are unable to participate every day.
- Use emoticons. Exclamation points, smiley faces and other emoticons may not be appropriate in formal communications, but they can be very useful in online discussions to replace the facial expressions and body language you use in face-to-face conversation.
- Don't leap to conclusions. Without visual and nonverbal cues, it can be difficult to interpret the tone of another's message. Ask for clarification if you are unsure about the intent of a post.
- Keep posts short. Paragraphs should be four to six sentences long and properly capitalized and punctuated.
- Be open to opposing ideas. Expect that at times your ideas may be challenged, perhaps in ways that aren't comfortable.
- Phrase opposing views respectfully. If you disagree with a post or statement, take time to re-read your response before posting it.
- Be a good group member. If you are part of a group discussion, inform group members if you're going to be absent from the discussion for any length of time.

Course Setup Checklist

- Edit and upload a Course Schedule with calendar dates.
- Populate the Moodle course calendar.
- Update your settings in Moodle to ensure that you receive all notifications of messages, assignments, etc.
- Create a welcome announcement.
- Post a welcome video on the course landing page and / or an introduction in the introductory discussion forum.
- Choose an icebreaker activity for the first week. Set up activity in Moodle.

Week One Checklist

- ❑ Send a Welcome Message with your contact information if you haven't already done so.
- ❑ Post an announcement or video directing students to the important tasks they should focus on this week.
- ❑ Communicate “Your Presence” in the course.
- ❑ Set a due date for Icebreaker activity (may have more than one stage) and other expectations
- ❑ Participate in Icebreaker yourself. Suggest making sure first icebreaker isn't dependant upon pairs as some may be arriving late in course and others may drop out.
- ❑ Check in on registered students who have not logged in to the course (suggest early in the week)
- ❑ Check on any discussion forums daily, respond to students and make feel welcome. (Participate in Discussions by providing feedback, guidance, follow-up questions, or recent articles or resources that may be of interest.)
- ❑ At end of week, summarize icebreaker to give sense of community to the group - We all . . . Some of us . . . , etc

A Good Online Facilitator

- Creates a welcoming and safe environment where participants feel they can express their ideas (ensuring netiquette is followed, establishing norms and expectations for participation, modeling good netiquette, providing prompt feedback, managing conflict as needed).
- Uses good questions and probes to further student interest, engagement, and deeper learning (prompt feedback, summarizing answers).
- Provides appropriate course management (monitors discussion forums, organizes group work, provides/follows a course schedule, uses “Announcements” tool to provide course updates).
- Provides prompt and timely feedback and responses where required such as assignments, discussions and student questions.
- Manages own workload and time.

Additional Resources

Ice Breaker Activities <https://ce.uwex.edu/wp-content/uploads/2015/05/IceBreaker.pdf>

6 Engaging Icebreakers for Your Online Students (creative ones here)

<https://www.leveragelearning.com/lcl-blog/6-engaging-icebreakers-for-your-online-students>

Online Warm Ups & Energizers

<https://blog.mural.co/online-warm-ups-energizers#warm-up>

21st Century Icebreakers

<https://www.teacherswithapps.com/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/>

20 Online Energizers

<https://www.sessionlab.com/blog/online-energizers/#three-wishes>