



# JUMPSTART

December 3  
@bonstewart

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Community  
Building in Online  
Courses

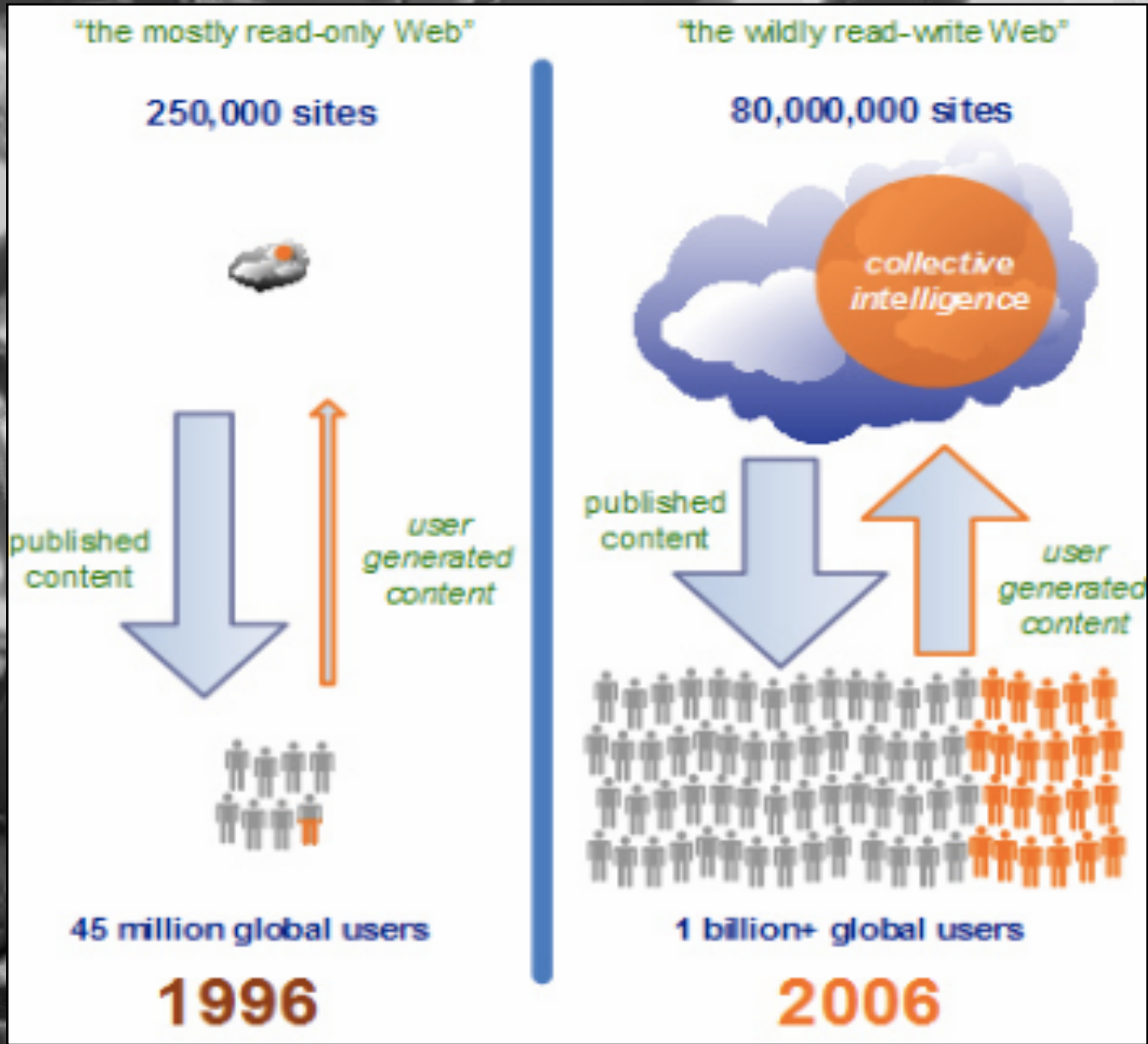


Online  
community  
IS actually possible.  
And matters to  
students.

## A few premises:

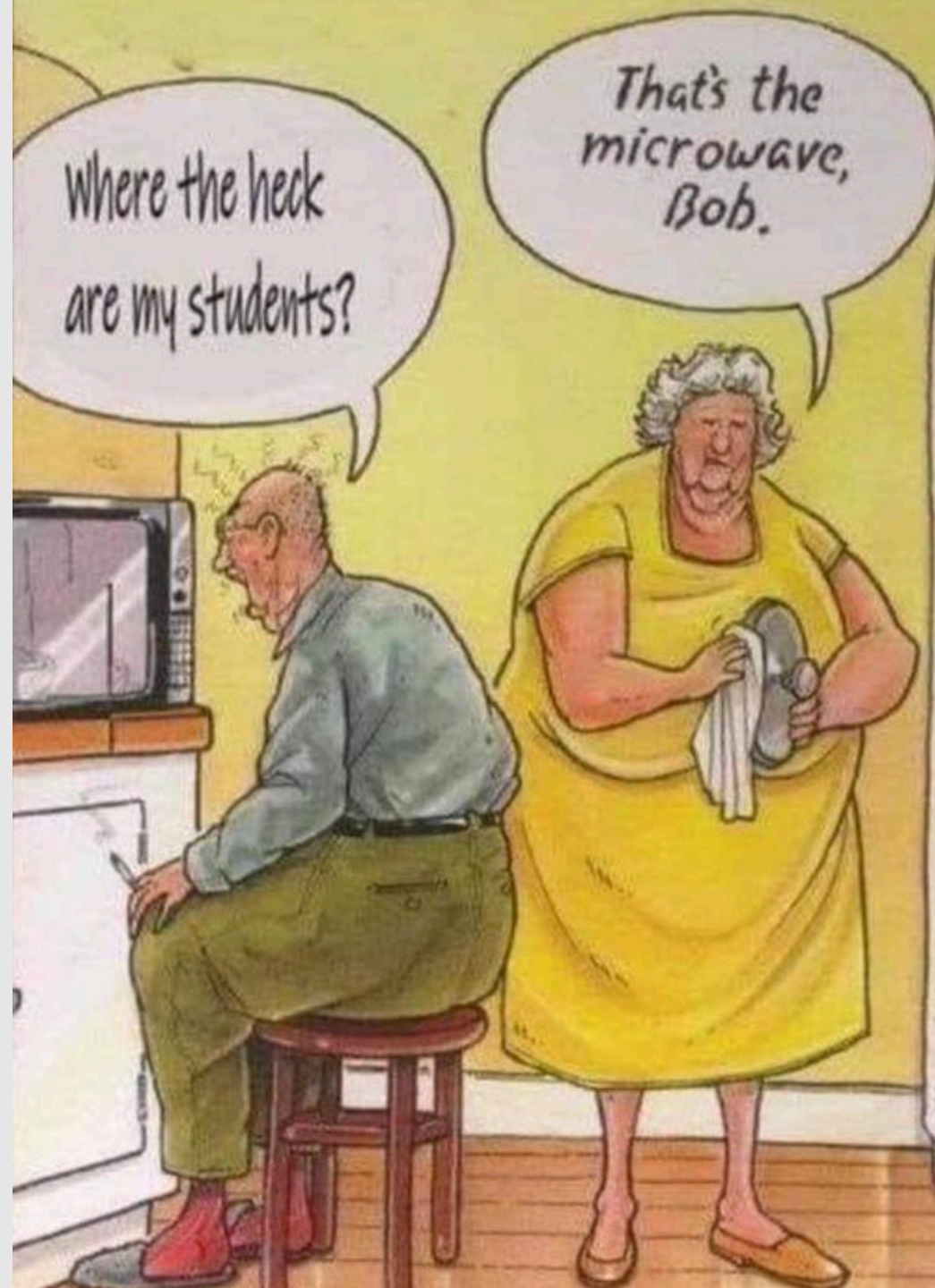


- online ≠ lesser
- teaching ≠ content-sharing
- learning is social & networked



architecture of Web 2.0

2020 hasn't been the community most of us are used to.

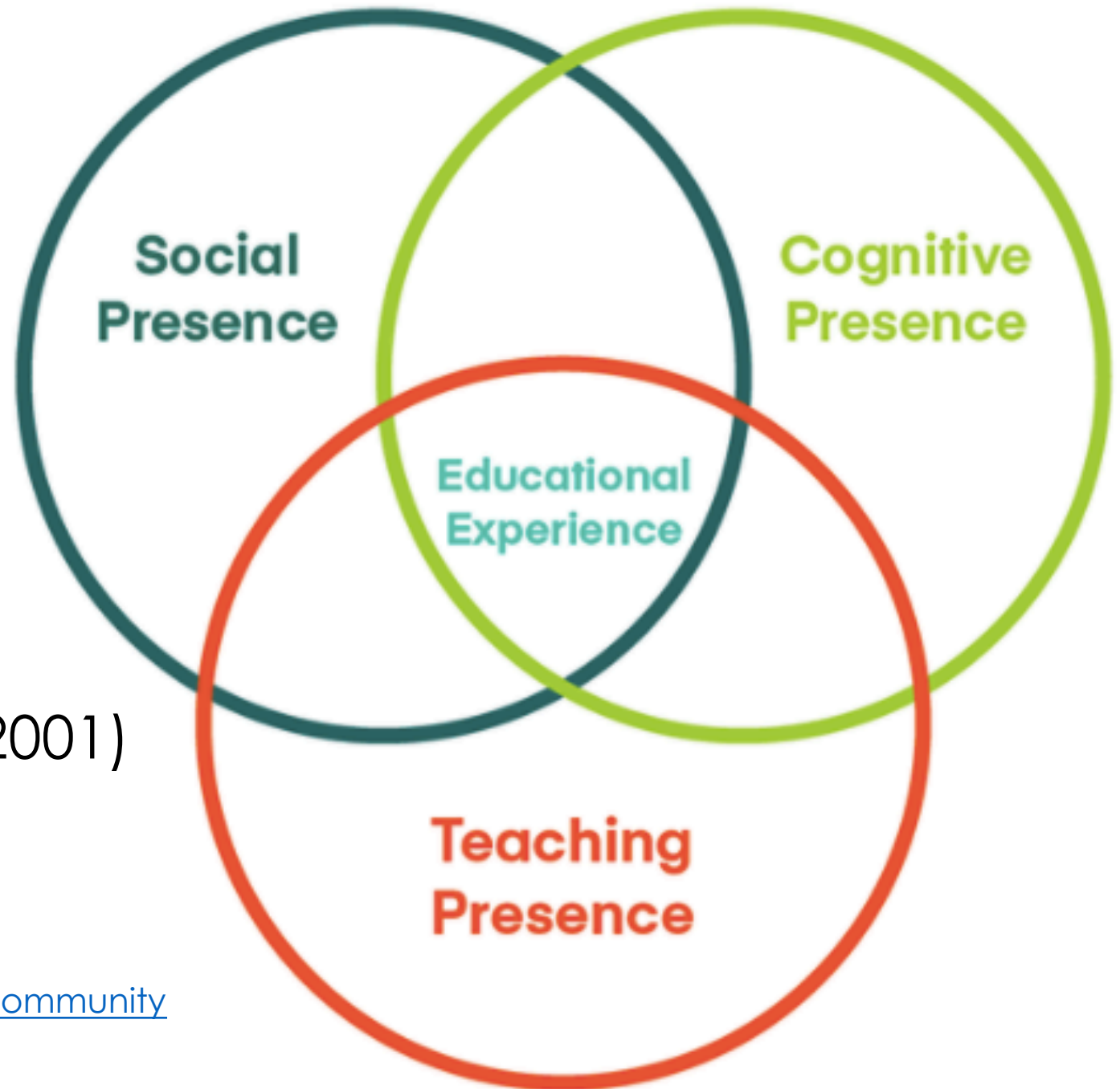




KEY MESSAGE:  
community is built via presence.

Garrison, Anderson, Archer (2001)  
Community of Inquiry model

<https://www.insidehighered.com/digital-learning/article/2017/07/26/ideas-building-online-community>

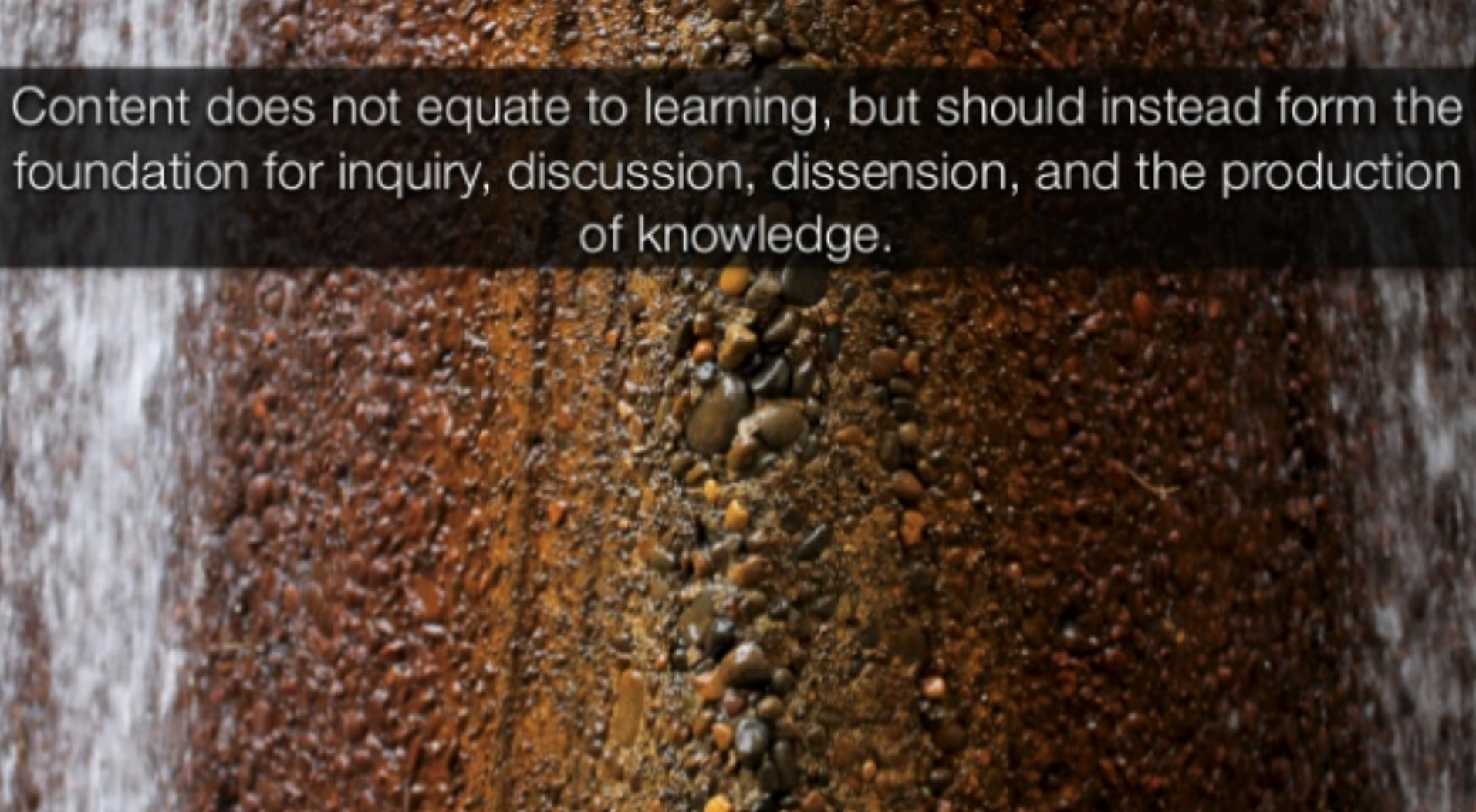


Very little the web enables is actually new

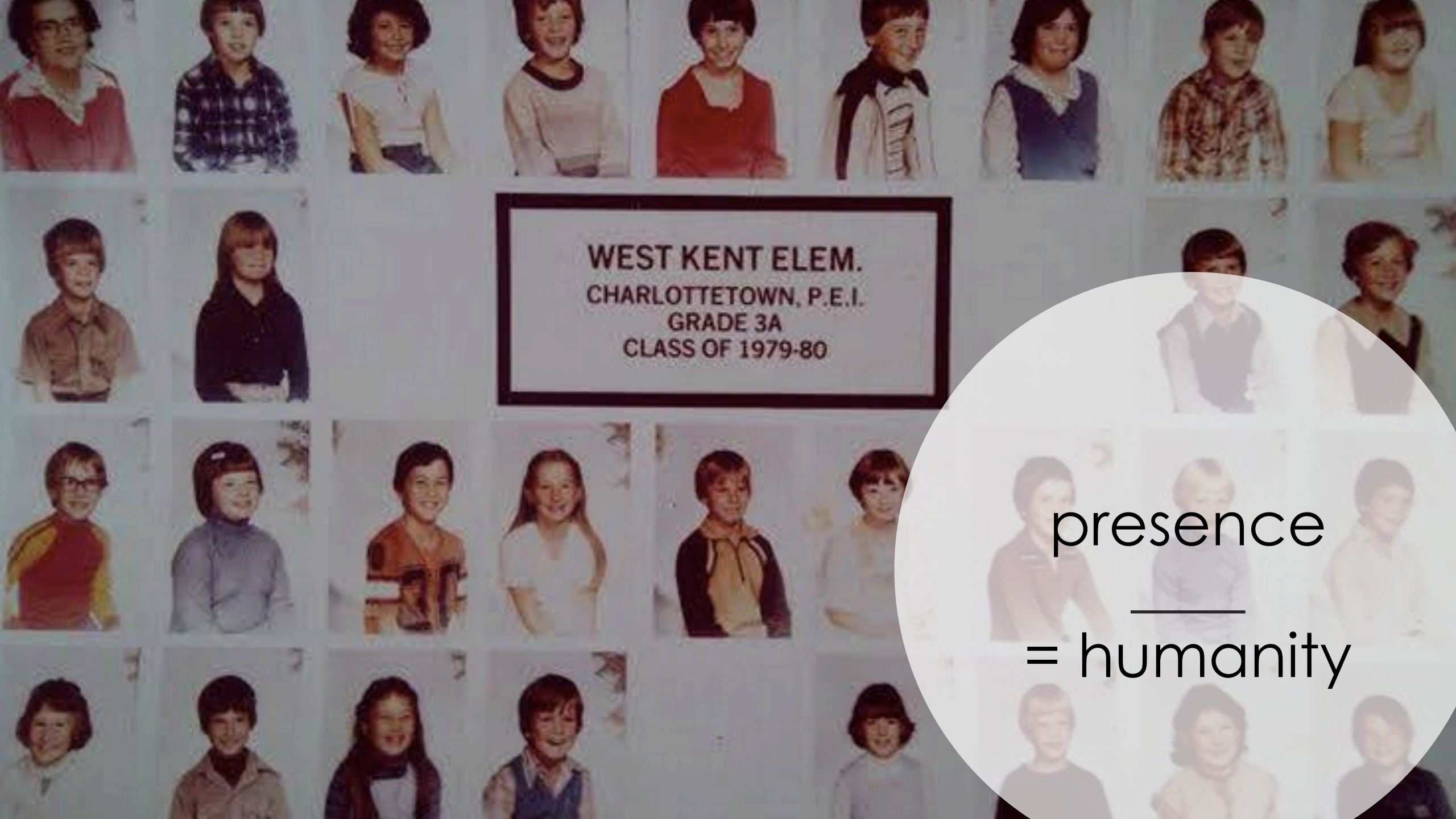




It's easy in **online** courses to prioritize content / cognitive presence

A photograph of a stream with a dark horizontal band containing text. The stream is composed of small, dark, rounded stones and pebbles, with water flowing over them. The water is dark and turbulent, creating white foam and spray. The dark band is a solid black rectangle with white text centered within it.

Content does not equate to learning, but should instead form the foundation for inquiry, discussion, dissension, and the production of knowledge.



WEST KENT ELEM.  
CHARLOTTETOWN, P.E.I.  
GRADE 3A  
CLASS OF 1979-80

presence  
= humanity



<https://www.flickr.com/photos/76345608@N00/3633789400>

To establish presence, we need  
to be able to communicate our  
experiences & understandings

# Not easy to do in an LMS

creating communities Advanced search

Board index < Main Topic < Fist part of topic

User Control Panel (0 new messages) • View your posts FAQ Members Logout [ 7ghost ]

[ Moderator Control Panel ]

## Fist part of topic

NEWTOPIC\*   Mark topics read • 6 topics • Page 1 of 1

TOPICS	REPLIES	VIEWS	LAST POST
Topics are also known as threads (this has a report) by <b>7ghost</b> on Sun Sep 14, 2008 10:07 am	3	7	by User 01 on Sun Sep 14, 2008 10:34 am
A thread with a poll by <b>7ghost</b> on Sun Sep 14, 2008 10:12 am	0	2	by <b>7ghost</b> on Sun Sep 14, 2008 10:12 am
Other topic 00 (part II) by <b>7ghost</b> on Sun Sep 14, 2008 10:10 am	0	1	by <b>7ghost</b> on Sun Sep 14, 2008 10:10 am
Other topics 00 by <b>7ghost</b> on Sun Sep 14, 2008 10:09 am	0	1	by <b>7ghost</b> on Sun Sep 14, 2008 10:09 am
Another topic by <b>7ghost</b> on Sun Sep 14, 2008 10:07 am	0	1	by <b>7ghost</b> on Sun Sep 14, 2008 10:07 am
First Topic by <b>7ghost</b> on Sun Sep 14, 2008 10:06 am	0	3	by <b>7ghost</b> on Sun Sep 14, 2008 10:06 am

Display topics from previous:  Sort by

NEWTOPIC\* Mark topics read • 6 topics • Page 1 of 1

[Return to Board index](#) Jump to:

**WHO IS ONLINE**  
Users browsing this forum: **7ghost** and 0 guests

**FORUM PERMISSIONS**  
You can post new topics in this forum



<https://www.flickr.com/photos/39908901@N06/7028125619/>

where teacher **authority** & student **compliance** are already baked in.

# Teacher presence is about trust & connection.



SET EXPECTATIONS.



INVITE FEEDBACK.



GIVE FEEDBACK.

# ED 5332: DIGITAL TECHNOLOGIES & SOCIAL MEDIA



Tech Studies Cohort, August 4-27, 2020



**Tuesdays &  
Thursdays  
9:30 am  
to noon.**

SYNC CLASS SESSIONS

## ASSIGNMENTS:

Blackboard Reflection #1  
August 5th  
RISE feedback August 6th

Hypothes.is Annotation  
August 11th

Choice Board August 14th  
RISE feedback August 15th

Tools in Schools Workshop  
August 20th  
RISE + GIF feedback August 21st

Blackboard Reflection #2  
August 24th  
RISE feedback August 25th

Multimedia Artifact  
August 28th



INSTRUCTOR: Dr. Bonnie Stewart  
EMAIL: [bstewart@uwindsor.ca](mailto:bstewart@uwindsor.ca)  
TWITTER: @bonstewart

## My teacher presence:

- send out syllabus a week early
- include visual syllabus w/key dates
- include a short (terrible!) intro video
- emphasize formats/times to best reach me

What I tell students:

If you don't know what to do, msg me.

(in a live class, msg a peer)

If the tech fails, log back in.

Save your work & your passwords.

Keep trying. You got this.

DON'T PANIC.



A copper bowl filled with various coins, including silver and gold ones. A piece of cardboard is placed inside the bowl, leaning against the coins. The cardboard has the text "IF YOU FEAR CHANGE, LEAVE IT. HERE!" written on it in black marker. The word "CHANGE" is significantly larger and bolder than the other words.

IF YOU FEAR  
**CHANGE,**  
LEAVE IT. HERE!

Presence as a site  
of...pedagogy

# One-to-many communications



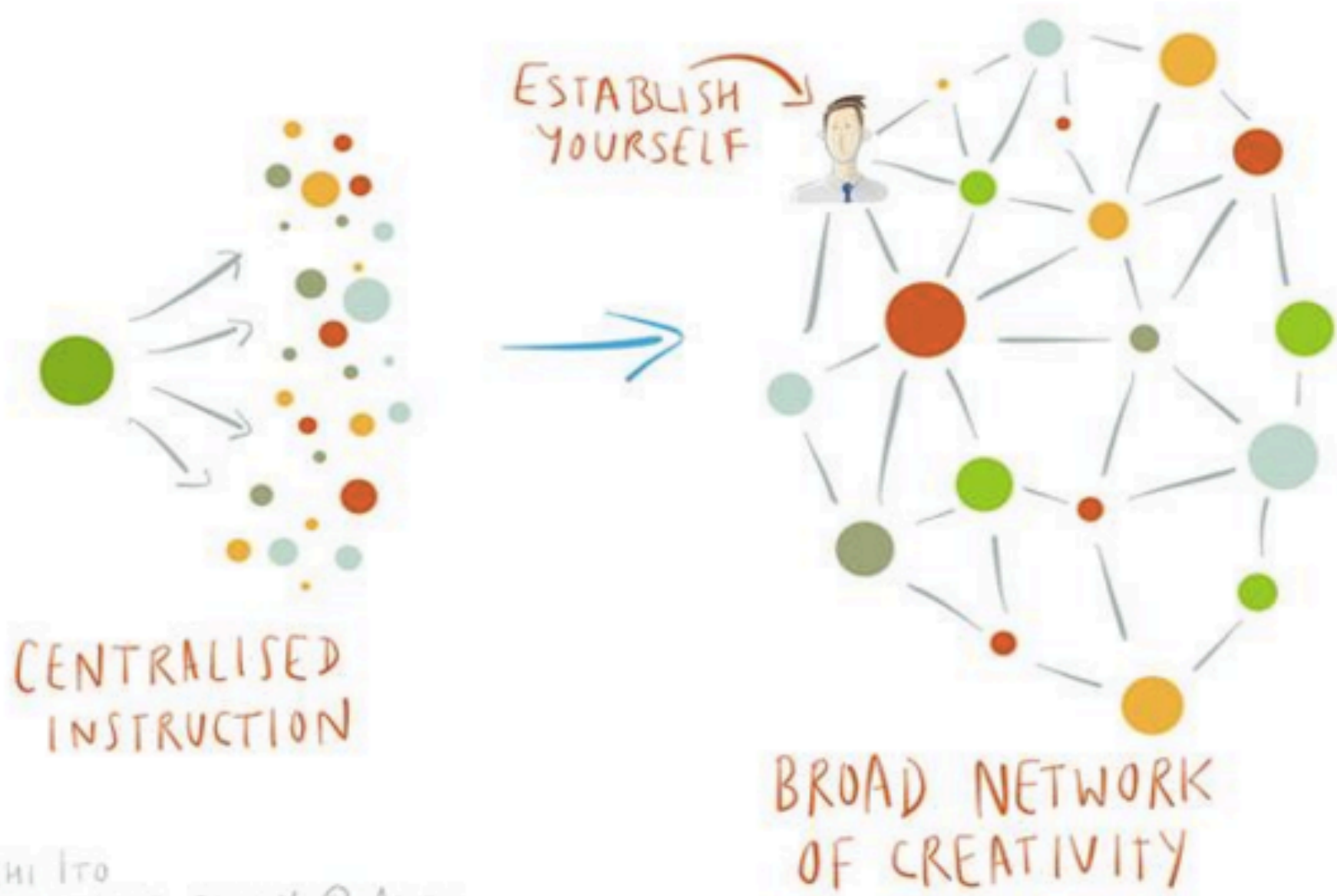
[http://upload.wikimedia.org/wikipedia/it/thumb/d/d8/Do\\_Not\\_Adjust\\_Your\\_Set.jpg/280px-Do\\_Not\\_Adjust\\_Your\\_Set.jpg](http://upload.wikimedia.org/wikipedia/it/thumb/d/d8/Do_Not_Adjust_Your_Set.jpg/280px-Do_Not_Adjust_Your_Set.jpg)

# Many-to-many communications



<https://www.flickr.com/photos/peppysis/6255473523/>

# EDUCATION IS CHANGING



JOICHI ITO  
C/O CATHERINE CRONIN @ ALTC



In institutional structures, an individual has a **role**.

In a networked culture, an individual has an **identity**, which it is his/her job to differentiate.

This is where  
social  
presence  
comes in:



Students share anonymously using live slides



Students collaborate in breakout groups



Students respond to each others' discussion board posts (RISE model for structure)



Students use tools like hypothes.is for shared annotation / silent discussion



Students present or teach new ideas to the class




contribution builds visibility & helps people build networks.

Also  
possible...

- Twitter chats
- Syllabus scavenger hunts
- Online water cooler spaces
- Flipgrid video discussions
- Student-built assignments  
(ie video case studies designed by Group 1, solved by Group 2)
- Anything 'evented'

**BUT CONSIDER TIME & ENGAGEMENT FACTOR**





# FACULTY OF EDUCATION: A 2020 'Going Online' Guide



The pandemic creates new learning curves & stresses for faculty & students. Keep course design:

## SIMPLE

Platforms  
Goals  
Communications



KEEP TOOLS & TO-DOS  
TO 3 MAX AT ANY TIME.

LESS

## EQUITABLE

Accommodations  
Assessments  
Asynchronous options

AIM FOR MEANINGFUL TASKS,  
ACCESSIBLE DESIGN, & FLEXIBILITY.  
TRUST STUDENTS.

<http://udlguidelines.cast.org/>

MORE

## ENGAGING

Resources  
Visuals  
Presence

GIVE CLEAR WEEKLY OUTLINES.  
AVOID 'WALLS OF TEXT.'  
MODEL CARE.



# Online, keep things...

- SIMPLE
- EQUITABLE
- ENGAGING



THIS WORK IS LICENSED UNDER A CREATIVE  
COMMONS ATTRIBUTION 4.0 INTERNATIONAL LICENSE

We are ALL living  
at work / school.



My student's kitchen.  
WHILE he presented to the class.

SO.

design for equity.





**Benjamin Doxtdator** @doxtdatorb · 1h

Replying to @doxtdatorb

Watters: "Education has chosen "command, control, intelligence."  
Education gathers data about students. It quantifies students. It has  
adopted a racialized and gendered surveillance system – one that  
committed to disciplining minds and bodies ..." [#AgainstSurveillance](#)

1

4

12



tech does  
NOT always  
support  
equity.

educators  
need to  
understand  
these biases.

**This year thousands of men  
will die from stubbornness.**

NO WE WON'T

but...also confront our own.

LAMAR

15201

students cannot build presence or community without meaningful connection to their learning experiences.

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



### **Engagement**

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



### **Representation**

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING

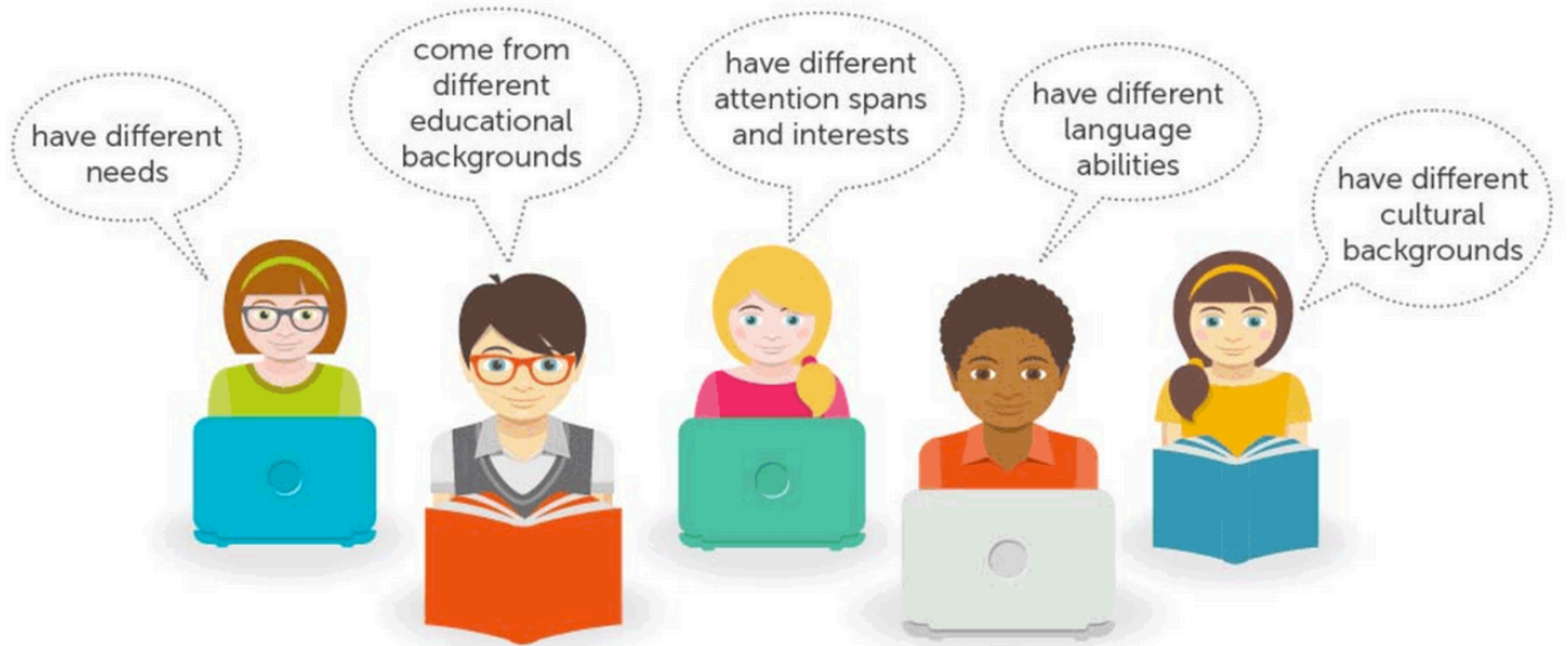


### **Action & Expression**

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

# WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:

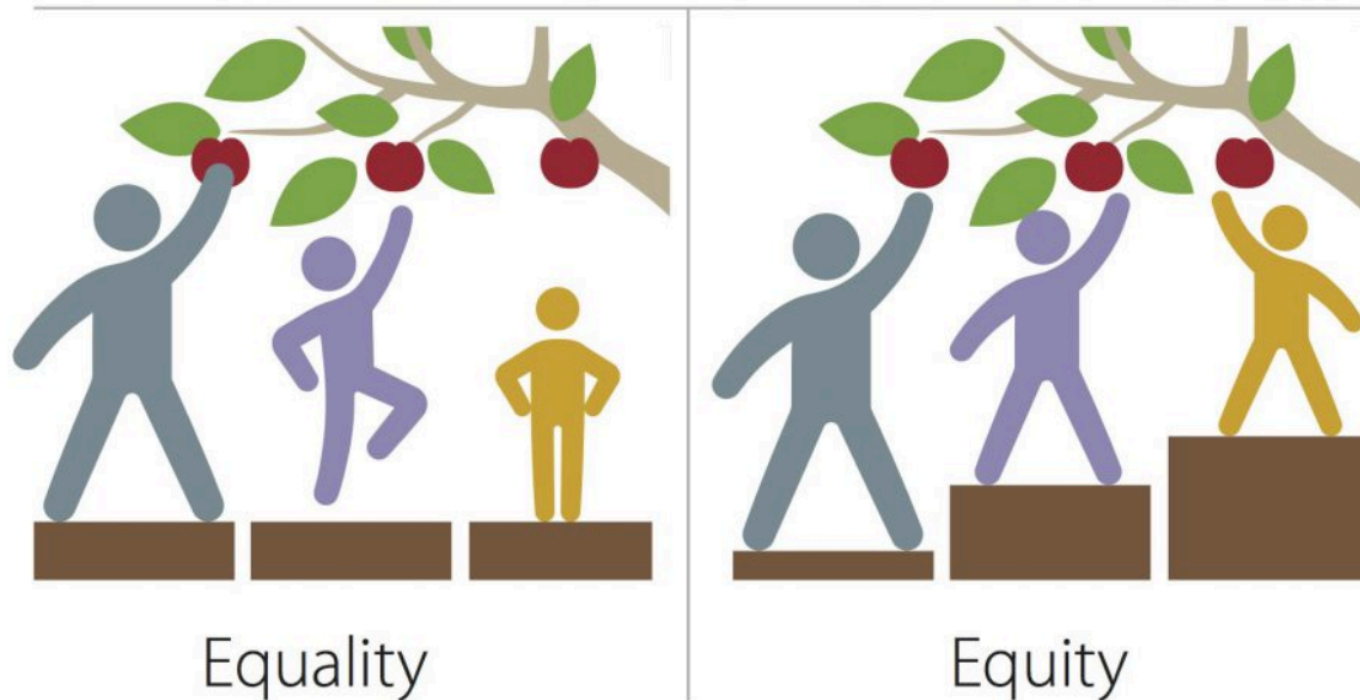


Universal Design for Learning (UDL) ASSUMES difference in learners.

## Technology Integration & Equitable Online Pedagogy

When learners engage with many sources of knowledge rather than one authoritative source, learning becomes a **synthesis** of multiple ways of knowing. This is important in approaching both technology integration and broader issues of inclusion and equity.

In 21st century learning, learners can be **contributors as well as consumers within a context of knowledge abundance**. However, when learning communities encourage participation and contribution, they also need to address issues of **power** and **equity**. Not all bodies and voices are heard equally in our society - even where we intend to be inclusive and welcoming, human societies and classrooms are always stratified by a variety of **factors that confer power on certain groups over others**. These vary from place to place and over time, but include identifying markers such as race, gender, physical ability, language facility, class, heteronormativity, and neurotypicality, among others. Individuals who fall into **dominant groups along those axes of identity** are more likely to be heard and validated in a participatory setting than those who do not, and efforts to "even the playing field" do not necessarily create equity of opportunity for all participants in a learning community.



visuals &  
video  
instead of  
\*just\*  
readings

### KEY IDEAS:

Differentiated Learning  
Universal Design for Learning (UDL)  
SAMR



# Foucault™

**ACTION FIGURE**

CHOKING HAZARD  
AGES 4 AND UP



## INCLUDES:

- **FACSIMILE COPY OF "DISCIPLINE AND PUNISH"**
- **SET OF INTERCHANGEABLE HANDS IN "THINKING" POSES**
- **BONDAGE WHIP**  
[PRESS BUTTON IN FOUCAULT'S BACK TO ENGAGE WHIP-CRACK ACTION!]
- **MACABRE GOYA ENGRAVING**
- **SPARE TURTLENECK JUMPER (BLACK)**
- **ELECTRONIC SOUND CHIP IN BASE PLAYS ENTIRE 1971 DEBATE V. CHOMSKY ON HUMAN NATURE**
- **SPECIAL MAIL-IN OFFER! "PANOPTICON" PLAYSET**  
AVAILABLE WITH 3 PROOFS-OF-PURCHASE

**FOUCAULT™**

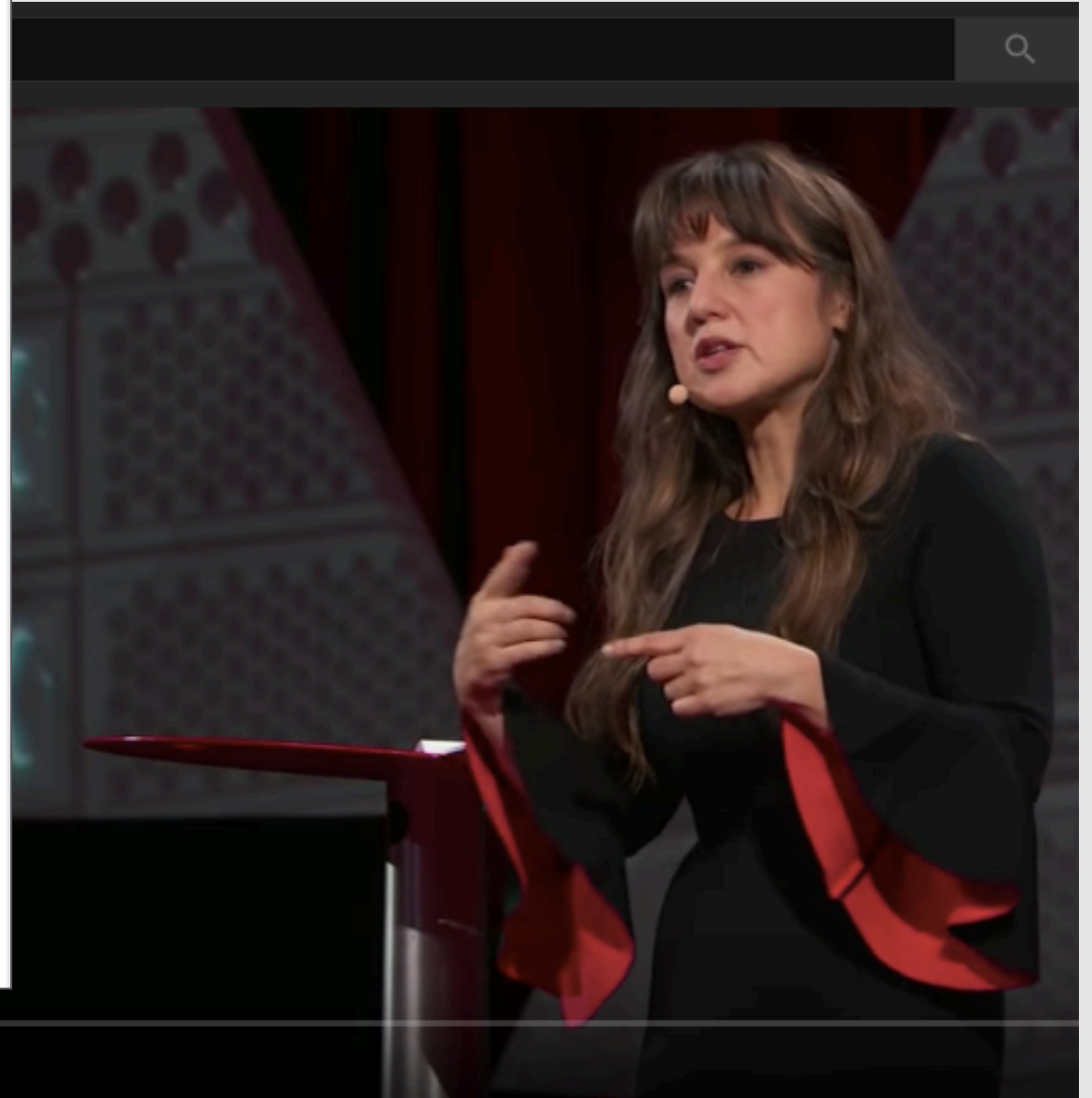
WITH OPTIONAL "STRUCTURALISM" MODE

WAVE 1

(...also, step beyond the usual suspects FOR readings)



## Kimberlé Crenshaw: The urgency of intersectionality



▶ 🔊 6:10 / 22:55

We're building a dystopia just to make people click on ads | Zeynep Tufekci



Bb Reflection #1: What Not to Leave Out

video feedback (eep!)

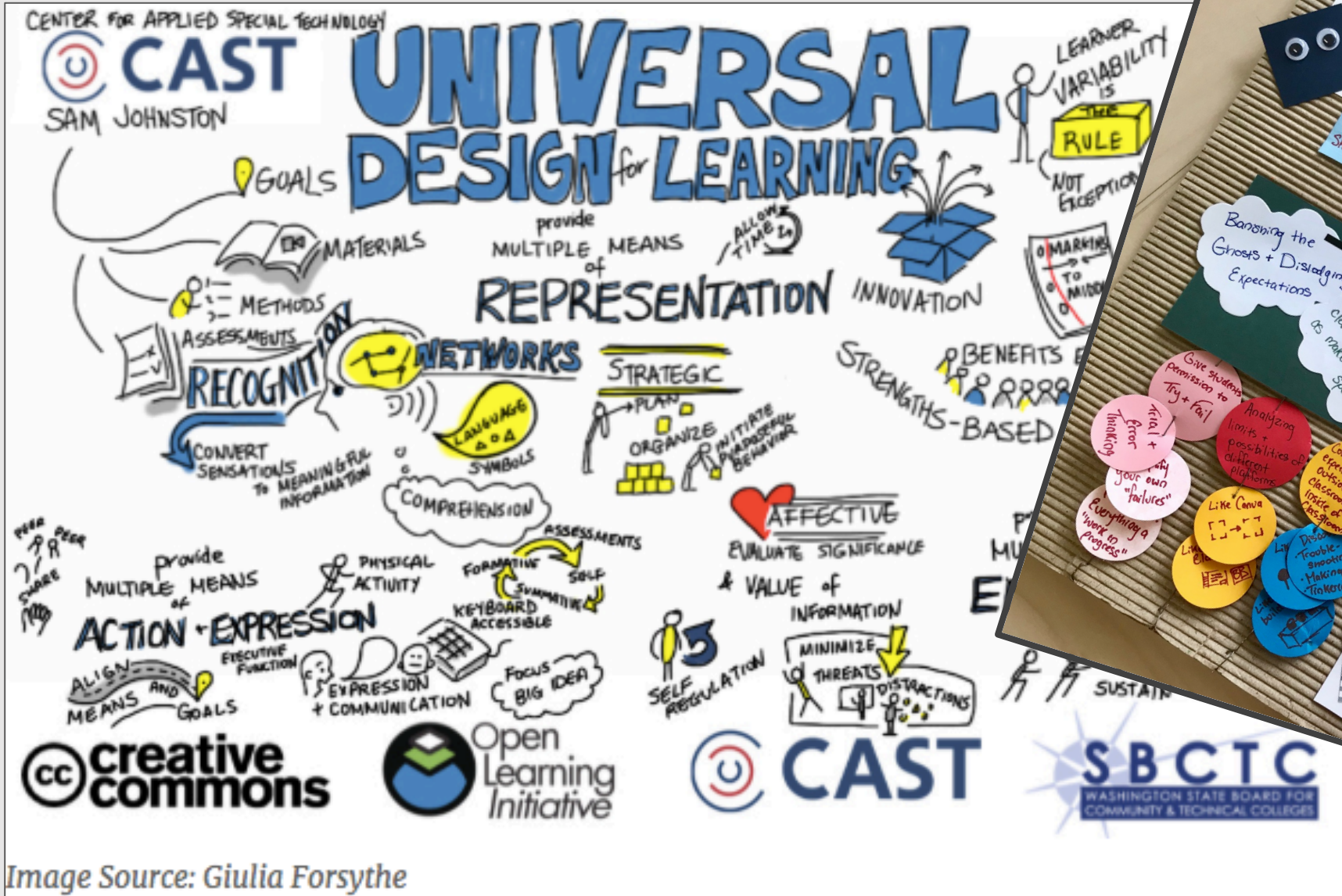


Image Source: Giulia Forsythe

offer alternative means of showing learning



**Megan Hacholski**

@megan\_hacholski

Replying to @MrMac\_Walker

100%. I have a girl who didn't say a word for the first three months of school. Introduced @Flipgrid, she started talking through that tool, and now she actually raises her hand in class. Boom. #fearlesschat #122edchat

6:24 PM - 6 Dec 2017



**UWinToolParade**

@uwintoolparade



Reframe rubrics so learners can produce artifacts that make sense for their fields  
(including a gang sign tattoo .ppt from an officer training instructor)



authentic audiences




The Technologist module starts off with a video displaying a scenario where "Terry" is struggling to incorporate technology in a way that best support his learners. This is where the Technologist module comes into play. The module starts with an explanation of digital literacies, and how they can be defined in multiple ways. JISC's Guide to Developing Digital Literacies, defines Digital Literacy as "...capabilities which fit an individual for living, learning and working in digital society. The module stresses that digital literacy is developed over time, and is an ongoing process. The module then talks about the design-thinking approach, which focuses on designing things strategically and with purpose in mind. The design-thinking approach is outlined as six steps: Empathize, Define, Ideate, Prototype, Connect and Test. The module goes into detail about each of the steps, and provides resources on how to help implement them.

FEB 23 2019  
1 COMMENT  
332THURSDAY10

### DESIGNING A BETTER FUTURE FOR OUR STUDENTS

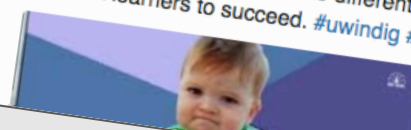
For my final artifact, I decided to try my hand at a twitter essay. This was actually one of my experiences with Twitter (other than our in-class task). I actually found it much more suitable than some of the more visual multimedia choices. As I tend to be a more verbose person, being able to articulate my thoughts in words (with pictures as an enhancement) was far easier than there were certainly challenges. Having to parse your thoughts into 300 character snippets is certainly a challenge. However, I would certainly attempt to try this form of media again and even see myself utilizing this as an assignment for my future students.

**Mr Sparks** @MrSparks93 · Feb 22, 2019  
1. Once an educator believes that they no longer need to improve on their teaching, they have failed their students. We as educators need to be constantly improving our pedagogical practice. Join me as we look into one such way! #uwindig #ontarioextend



Come with me and you'll be in a world of pure imagination.

**Mr Sparks** @MrSparks93  
2. As an educator in the 21st century, we are striving every day to make sure that every single student can receive the best education possible. One facet to this is to differentiate your lessons to allow all different learners to succeed. #uwindig #ontarioextend





make evaluation more formative & peer-based

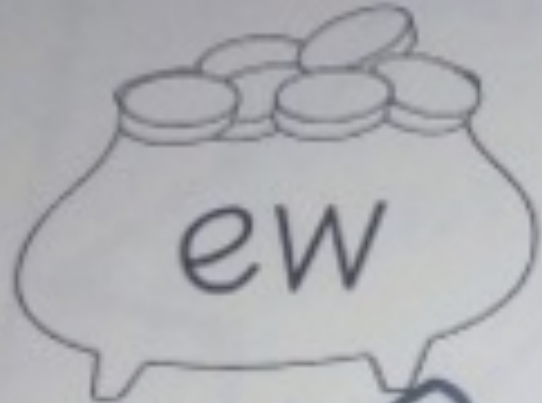




focus = CHOICE

if we say there's  
only one way to  
learn, we create a  
staircase to  
nowhere.

Unscramble the sight words: this have we



we



have



shit

transactional work teaches compliance, not community



STAGE  
★ DOOR

As educators, we need to think about how the infrastructure of the web can be a **gate** rather than a **barrier**.... and for whom.

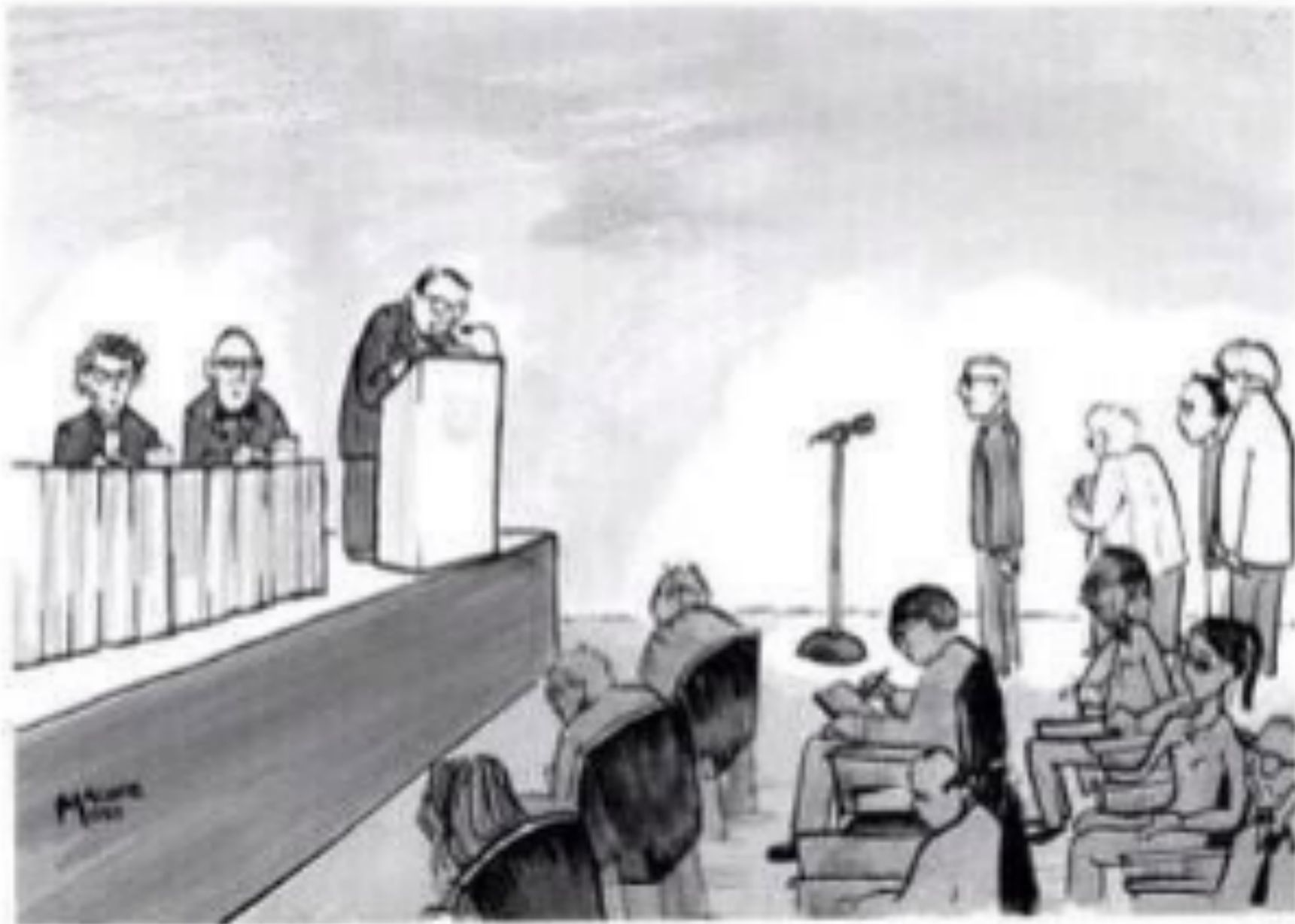
“Nothing could be more absurd than an experiment in which computers are placed in a classroom where nothing else is changed.”

— Seymour Papert, 1993





...but presence &  
community can  
emerge from  
authentic ways to  
BE together on  
the web.



Thank you.  
@bonstewart

*"We'd now like to open the floor to sborter speeches disguised as questions."*