JUMPSTART

December 3
@bonstewart

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
The 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

Very little the web enables is actually new
It’s easy in online courses to prioritize content / cognitive presence

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

presence ___ = humanity
To establish presence, we need to be able to communicate our experiences & understandings.
Not easy to do in an **LMS**
where teacher authority & student compliance are already baked in.

https://www.flickr.com/photos/39908901@N06/7028125619/
Teacher presence is about trust & connection.

SET EXPECTATIONS. INVITE FEEDBACK. GIVE FEEDBACK.
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.
Presence as a site of...pedagogy

https://www.flickr.com/photos/7304209@N02/16515490143
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
Many-to-many communications

https://www.flickr.com/photos/peppysis/6255473523/
Education is changing

Centralised Instruction

Establish yourself

Broad Network of Creativity

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.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Students share anonymously using live slides</td>
<td></td>
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<tr>
<td>Students collaborate in breakout groups</td>
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<tr>
<td>Students respond to each others’ discussion board posts (RISE model for structure)</td>
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<tr>
<td>Students use tools like hypothes.is for shared annotation / silent discussion</td>
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<tr>
<td>Students present or teach new ideas to the class</td>
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contribution builds visibility & helps people build networks.
Also possible...

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

BUT CONSIDER TIME & ENGAGEMENT FACTOR
Online, keep things...

- **SIMPLE**
- **EQUITABLE**
- **ENGAGING**
We are ALL living at work / school.

My student’s kitchen. WHILE he presented to the class.
SO.

design for equity.

With the race about to start, the two hounds are equal favourites..
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.
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.
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.

**KEY IDEAS:**
Differentiated Learning
Universal Design for Learning (UDL)
SAMR
(...also, step beyond the usual suspects FOR readings)
Kimberlé Crenshaw: The urgency of intersectionality
Bb Reflection #1: What Not to Leave Out

video feedback (eep!)
offer alternative means of showing learning
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. #fearlessedchat #122edchat
Reframe rubrics so learners can produce artifacts that make sense for their fields (including a gang sign tattoo .ppt from an officer training instructor)

https://www.flickr.com/photos/stevendepolo/4129400323
Meet Terry

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 these 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 the steps, and provides resources on how to help implement them.
make evaluation more formative & peer-based
focus = CHOICE

if we say there’s only one way to learn, we create a staircase to nowhere.
transactional work teaches compliance, not community
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.

https://californiapixie.com/2013/05/10/old-school-fisher-price-style/
Thank you.
@bonstewart

“We’d now like to open the floor to shorter speeches disguised as questions.”