Blackboard and WebCT from the Trenches
Best Practices in Online Learning Committee
Fall 2011 Forum

Date: October 27
Hours: 8:00 a.m. to 12:00 p.m.
Location: Knight Auditorium, Carl DeSantis Building, NSU Main Campus

AGENDA

8:00-8:30 a.m.: BREAKFAST

8:30-8:40 Welcoming by Anymir Orellana, Committee Chair
(Knight Auditorium – 1124)

8:40 a.m. - 9:20 a.m. – "Engagement Practices with Blackboard" by Diane Lippe and Hugo Alvarez **(Knight Auditorium – 1124)**

Breakout Sessions are grouped under three Tracks:
Track A: Effective use of multimedia.
Track B: Effective teaching and learning strategies.
Track C: Student engagement and online learning.

9:25 a.m. - 10:05 a.m. Breakout Sessions

A1. "Trigger Videos: What Are They and How do I Make One?" by Mike Simonson **(Room 1048)**
B1. "Personal Effectiveness and Meaningful Posts in Predicting Online Learning Success" by Sarah Ransdell **(Room 1049)**
C1. "Lessons Learned: A Leadership Simulation Course Experience" by A. Jared Bucker **(Room 1053)**

10:05 a.m. - 10:20 a.m. BREAK

10:20 a.m. - 11:00 a.m. Breakout Sessions

A2. "Multimedia Learning Effects and the Design of Narrated Presentations: Evidence from E-learning Research" by R. David Lewis **(Room 1048)**
B2. "Implementing Principles of Effective Online Teaching" by Anymir Orellana, **(Room 1049)**
C2. "Maximizing Student Engagement in your Online Courses: A Look Behind the Curtain" by Robert Hill **(Room 1053)**

11:05 a.m. - 11:45 a.m.: "Pearls of Wisdom" presentations and discussions by various presenters **(Knight Auditorium – 1124)**

11:45 a.m. – 12:00 p.m.: Concluding remarks and prize drawing
(Knight Auditorium – 1124)

BREAKOUT SESSIONS

Track A: Effective use of Multimedia

A1. Trigger videos: What are they and how do I make one?
by Mike Simonson simsmich@nova.edu

Trigger Videos are one of the most effective ways to engage a class, and can be used in almost any subject area. In order to explain trigger videos, a simple production site will be set up, lights and all, and a short, single concept trigger video will be produced, edited, and saved -- all within 30 minutes.

This session will provide those who attend a script, a list of basic equipment needed, and a demonstration of how a professor can produce an effective media lesson – sound, video, and all – for immediate incorporation into Blackboard or WebCT.

A2. Multimedia learning effects and the design of narrated presentations: evidence from e-learning research
by David Lewis rlewis1@nova.edu

This presentation will describe evidence-based practices for the design and development of narrated presentations (online presentations, classroom-based PowerPoint, etc). The session considers several learning effects described in the e-learning literature as the modality, contiguity, split-attention and redundancy effects. A demonstration of how to design materials given these learning effects will be made in the context of a design tool (Articulate).

Track B: Effective Teaching and Learning Strategies

B1. Personal effectiveness and meaningful posts in predicting online learning success
by Sarah Ransdell ransdell@nova.edu

Recent evidence shows that the most successful online college learners are those who engage with the material in a meaningful way as witnessed by the content and quality of their postings. These students are often from an older baby-boomer cohort than those who are millennial age (Ransdell, 2010; Ransdell, Kent, Gaillard-Kenney & Long, 2010). While these older students are not just more experienced, they interact online by searching out other students and the instructor more frequently, and with a meaningfulness that proves effective. Younger students tend to be just as active online, but in a more superficial way. These younger students subsequently learn less information. While older students may have less online experiences than younger, and are likely to report less confidence, they nonetheless outperform the younger in terms of active, meaningful interaction and successful learning. Ransdell and her colleagues have followed four cohorts of doctor of health science (DHSc) students. Students who self-reported an external locus of control as measured by the ICI (Duttweiler, 1984) were also more likely to "hit" the websites when, and where they should, and to make the most of the online assignments by contributing meaningful comments and questions. An example of a "meaningful" posting would include statements like "I've found that a t-test and a 1-way ANOVA really test the same thing". An example of a less meaningful posting would include "Do we have to read all of chapter 3 before doing the assignment"? Both are activities, but only one helps the student learn. Ideas for improving the meaningfulness of posts among all cohorts of students will be presented. Appeals to working more effectively through meaningful and well-timed posts can be made appealing for even the youngest cohort of students. Four incentive

mechanisms from social exchange theory are discussed including personal access and anticipated reciprocity, personal reputation, social altruism, and tangible rewards (Davenport & Prusak, 1998).

B2. Implementing principles of effective online teaching
by Anymir Orellana orellana@nova.edu

Best practices in education are strategies used to produce good teaching and learning outcomes. Chickering and Ehrmann (1996) have proposed seven principles of effective education that are directly related to online education: encourage contacts between students and faculty, develop reciprocity and cooperation among students, use active learning techniques, give prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of learning. Three additional principles of best practice for online teaching have been identified: demonstrate clear organization and logical sequences of instructional learning experiences, use media as appropriate for the content included, and require rigorous and appropriate assessment of learning. These ten principles are the basis for effective online learning. During this presentation, practical tips, examples, and ideas on how to implement these principles will be discussed.

Track C: Student Engagement and Online Learning

C1. Lessons learned: A leadership simulation course experience
by A. Jared Bucker jared@nova.edu

A survey was distributed to 1766 graduate students in order to collect information regarding the degree to which academic dialogue was enhanced as a result of a doctoral level leadership simulation course. This study was chiefly developed to assess NSU's QEP (Quality Enhancement Plan). The primary goal of NSU's QEP plan was to enhance the academic dialogue among online students and faculty. A total of 446 students responded to the survey and provided valuable insight into their overall course experience, specifically regarding the effectiveness of the course in meeting the main objective of NSU's QEP plan (increased academic dialogue). Analyses of the data provided findings which lend support to the premise that a simulation course experience not only enhances the acquisition of course objectives, but also increases the academic dialogue among students and faculty. Findings of the study will be provided, which will include recommendations for best practices in online learning.

C2. Maximizing student engagement in your online courses: a look behind the curtain
by Robert Hill hillr@nova.edu

> *"Frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement..."* Alexander Astin from What Matters in College.

> *"Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working."* (Art Chickering)

 It is one thing to stand there and talk in the abstract as the omniscient and all-powerful Oz; it is another to demonstrate the actual application of established "pearls of wisdom" or "rules of thumb" (theory) that I have personally gleaned and selectively refined over the semesters and have now successfully implemented. Hence, I want the audience to see what my very own students are seeing and experiencing

this semester while also hearing from their instructor the how and why I do certain things. I want to pull up one of my actual current 2011 Fall Semester doctoral courses in Bb and navigate around both asynchronous and synchronous features and show how I get my graduate students to not only participate, but to be engaged. I want this "show and tell" to elicit the question of "Why I do it this way?" and to then start the dialog, as my way is not the only way to achieve this. I will also show how before the semester even begins I start fostering the online learning community and carry that into the introductory bios and throughout the remaining fifteen weeks. I will also explain how I handle teams and the collaborative group assignment later on in the semester. I will let the audience members decide what features (i.e., discussion board, etc.) they wish to see and then show my course and the actual course messages, posting replies, recorded Elluminate sessions, among other strategies, in this highly-interactive session.

PEARLS OF WISDOM

1. Five discussion forum starter threads
by Martha (Marti) Snyder smithmt@nova.edu
- Goal: For those new to online teaching and want some ideas on how to set up their online discussion forum, here's a way to get started. These are five threads that can be used in most online discussion forums. I will provide a description of each thread along with an example of how I typically kick off the thread.
- Outcomes: Effective organization and design of online course. Helps build community.

2. Using Wimba sessions for 'Dry-Run' of doctoral dissertation defenses
by Yair Levy levyy@nova.edu
- Goal: Increase awareness for the use of live Wimba sessions in support of doctoral dissertation defenses
- Outcomes: Improved quality of doctoral dissertation defenses

3. Weekly lessons: How to help students navigate course content
by David Lewis rlewis1@nova.edu and Michelle Tenam-Zemach mt656@nsu.nova.edu
- Goal: We will show how to use Blackboard to produce a content area/folder devoted to each week of the course. A series of example weekly lesson pages will be demonstrated
- Outcomes: Effective organization and design of online course.

4. Ten discussion forum etiquette guidelines
by Martha (Marti) Snyder smithmt@nova.edu
- Goal: It is standard in most online courses to communicate etiquette expectations. I will share the 10 discussion forum etiquette guidelines that I use in my online courses.
- Outcomes: Effective organization and design of online course. Helps build community.

5. The bright side of Blackboard: tips and tricks
by Anymir Orellana orellana@nova.edu
- Goal: Help professors optimize time when using Blackboard. For example, attaching multiple files, formatting messages, avoiding unnecessary CLICKS, avoiding the "slow" cursor effect, replying privately, inviting a guest to an Elluminate session, and others as time allows.
- Outcomes: Optimizing teaching time