Title of Session: Online Teaching and Learning
Moderator: Roger Goodson
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Room: Online Teaching and Learning Group

RogerMG: Hi All. I am university professor at Notre Dame de Namur University, Belmont, Cal. I have been teaching hybrid/blended course for the past 5 years and also have taught a few full online courses. I have a great interest in what people are doing out there.

RaulG: Okay, well my name is Raul Gomez, I am 22 years old a senior at Texas A&M University Kingsville. I am a music ed major and should be graduating in December

YasmineT: I'm an e-learning student from Sydney

GeorgeK joined the room.

BJB2: welcome, George. We're just doing introductions

RogerMG: We're doing intros. George.

ValarieH: I'm Valarie. I am a student at Texas A&M University Kingsville. Majoring in Kinesiology. Interested in teaching history and coaching.

GeorgeK: Hi, I'm from NDNU's School of Business

MonicaSa: Hello name is Monica Salinas and I am junior at the University of Texas Pan American focusing on elementary education

BJB2: welcome, everyone, to today's Online Teaching and Learning discussion.

BJB2: Roger is our discussion leader.

JaneK: I'm Jane--a tech resource teacher from VA--but I may duck out--just dropped in to see the discussion direction

BJB2: Brittany, can you please give a brief intro?

BJB2: thanks, for your introductions.

BJB2 hands the virtual floor over to Roger

BrittanyRM: Hello My name is Brittany and I am a Student at Texas A&M Kingsville

RogerMG: George just attended an interesting meeting regarding online teaching sponsored by WASC, our regional accreditation body. Perhaps he might tell us what was new and interesting there. George?

BJB2 listens to George

GeorgeK: I'll provide tidbits, too much to cover in an hour.

GeorgeK: increasing numbers, largely in the large university segment

RogerMG: We can spill over into the other forum if necessary. Go for it.

GeorgeK: Learning to better use "re-usable objects"

BrittanyRM: What did you learn from the meeting?

GeorgeK: Decisions to develop course around topics, not around specific textbooks

YasmineT: is there enough focus on encouraging learning skills?

GeorgeK: Lots of movement away from typed lecture notes and over to methods that address student learning

RaulG: I'm not a big fan of lectures

BrittanyRM: what method do you use?

GeorgeK: I am a two-finger typist, hence the slowness.

BrittanyRM: what method has a better outcome?

BJB2 hopes everyone will wait respectfully until George tells us about the conference

GeorgeK: focus on student interaction

BJB2: then we can ask questions. Sound ok?

BrittanyRM: Yes

YasmineT: sweet

GeorgeK: focus on student activity and their own report of process and the learning that occurred.

GeorgeK: teacher as coach and mentor-- in my field (management), the same trends have been seen in the workplace

GeorgeK: puff-puff-puff...finished for now.

YasmineT: how do they report their process? do they state their original ideas about a topic and then how it has progressed through the lesson?

GeorgeK: well, one just asks: what did you do? how did you get there?

RaulG: So it's mainly student run just teacher guided

BJB2: Lots of movement away from typed lecture notes and over to methods that address student learning

GeorgeK: As all learning should be-- about the student, not about the teacher

YasmineT: right you are

JosephFr: Yeah that's true

RogerMG: Sounds like the student 'doing' . . .student focused . . .working towards the 'construction' of knowledge.

RaulG: it seemed less intimidating

JorgeAM: so the teacher is just keeping progress of how the student is doing

BJB2: George, you're talking about university level?

GeorgeK: I should have had a synopsis ready to go, next time I'll load one in advance.

RogerMG ;-)

RogerMG: (Likes to put George on the spot:-)

GeorgeK: University level....but why would another level be different?

YasmineT: so how do you actually do it....do you give them readings and they come up with questions about it and discuss it? or do you just ask questions then they discuss it?

BJB2: it wouldn't   But this approach has been discussed in K-12 forever!

ValarieH: yea it should be the same at any level

RaulG: Can it be applied to any topic

RogerMG: I don't think it is different at any level. Learning is not done in isolation. It is interactive.

DavidWe agrees STRONGLY!

MonicaSa: strongly agree

JorgeAM: agree

GeorgeK: Readings, research, projects, problems, field work, etc. just as you would do otherwise, but you shift the learning from a passive approach (listening and notetaking) to an active one.

RaulG: yup

RaulG: hands on

GeorgeK: very hands-on

RogerMG: The trick is 'how' we facilitate so learners can interact (with each other, the environment) and learn.

RichardCa: I once took a course where it was required to go out to a field site of sort and interact with people...I must say, it was one of the best things I've ever done

RichardCa: you learn so much

DavidWe agrees with Richard

DavidWe . o O (learning by DOING)

BrittanyRM: sounds like you will learn more

ValarieH: definitely the easiest..

YasmineT: and learning as a community?

BrittanyRM: or get a better understanding

RaulG: I have always been a visual learner

RaulG: this aids that a lot

GeorgeK: community- yes, for sure-- learning from each other- the teacher supplements

RogerMG: Does this approach sort of 'smack in the face of' NCLB?

JorgeAM: I've always had to do things myself in order to do things right

ValarieH: I'm sorry but what is NCLB?

RichardCa: it's much easier to learn visually because it's being down right in front of you...I'd rather hear a lecture with hand gestures to represent the topic than to just read about it

RogerMG: No Child Left Behind

ValarieH: thank you

ValarieH smiles

RogerMG: If we teach to tests, it seems to me that interaction tends to go down the tubes.

YasmineT: how do you assess the student's progress?

MonicaSa: however the pressure of the testing is always going to be there

BJB2: NCLB wasn't intended for you to teach to the tests but to teach FOR the tests

BrittanyRM: good question

ValarieH: true

RichardCa: I agree

GeorgeK: can use test, reflection papers, score/rate the projects, etc.

RogerMG: Well, if you're talking K-12 there are going to be some really tough structural problems that get in the way of doing these things.

RogerMG: Actually, Universities have the same problems.

RogerMG: Only different:-)

JosephFr: they do

BrittanyRM smiles

MonicaSa: right but getting these kids to think outside the box and reasoning is my goal

JorgeAM: what is your plan to achieve your goal??

MonicaSa: but testing takes a lot away from this

YasmineT: if it's about interaction, do you assess how much they interact with the rest of the class or how well their interaction has progressed their knowledge?

RogerMG: The structure and history (which are, of course linked) of ed. institutions is largely an 'old' structure which is very value-laden in terms of 'what's supposed to go on.'

GeorgeK: Is it testing itself or what / how you test that is important?

JosephFr: I think it is better to be in a class room then Online

RichardCa: I agree

GeorgeK: You do assess interactions, but only after you have the students assess their interactions-- you validate in the best case.

RogerMG: Use rubrics

YasmineT: I think online complements face to face

JorgeAM: wouldn't testing be the best for assessing how much a student has learned

DavidWe: what kind of test, Jorge - multiple choice?

RaulG: Well online is mostly self taught, I think

DanielR: for some but some have test taking problems and they are smart

RichardCa: I've really never taken an online class but I feel as if it'd be harder to learn

GeorgeK: f2f is mostly self-taught, too

JorgeAM: well it would all depend on what they are learning

MonicaSa: it just proves some people are not good test takers

RaulG: In a classroom you can always ask questions

RaulG: yea but you have other student to aid you if you're confused

YasmineT: I'm online now and I'm asking questions

DavidWe: How do you tell if a surgeon knows how to perform a basic incision? Give him a test?

MonicaSa: exactly

DavidWe smiles

JorgeAM: yes

ValarieH: you have to put him to the test!

RaulG: Yea but this is a chat room

DavidWe: Someone has to be his/her first operation - with a guide on the side

RogerMG: I think it is 'how' tests are designed and what they are designed for.

JorgeAM: that's what I've been trying to say I hear a lot of people complaining about tests but that's the best form of seeing how much a student has truly learned

DanielR: not everyone is a surgeon

YasmineT: I'm taking up an online class and we have discussion boards where everyone helps you out with your questions

DanielR: very true

DavidWe nods at Daniel

RogerMG: Well . . .we may want the surgeon to work on a cadaver or two first:-)

MonicaSa: I would hardly call it complaining* I think more concerned

DavidWe: Do you want a mechanic to fix your car who does well on a standardized test or who can fix your car?

RaulG: Yea that would help out a lot, but there's no substitute for a real classroom

YasmineT: haha....it comes down to how you test them I guess

DavidWe smiles

JorgeAM: good point Monica

ValarieH: true

GeorgeK: I submit that everywhere is a real classroom

RaulG: I can't teach a kid how to play saxophone online

GeorgeK: and everything is a test

DavidWe: I disagree, Raul

MonicaSa: thank you

DavidWe: Friend of mine is going to teach me to play banjo, online - we'll see how it goes

YasmineT: there are online drum and guitar lessons

RaulG: At least for me, but it's just my personal opinion, everyone is entitled to that

DavidWe smiles

RichardCa: but learning online isn't the same as learning in person...musical wise

RaulG smiles

YasmineT: true my friend

RogerMG: In countries where engineers are taught by tests, and not practical experience (e.g. civil engineers) they have a great deal of trouble when they actually confront a 'real' situation.

RaulG: A video can only teach you so much

RichardCa: there are so many details that only instructors in person can teach you

RaulG: If you could do everything from a video, we would all be out of a job

GeorgeK: Well, consider this hour we will spend together. Will it not have been an online classroom? Will we not have learned?

DavidWe: I taught myself how to type between 7th and 8th grade - I got a book, did the exercises and mastered typing

JosephFr: Is that true

DanielR: yea but there are things that are harder than chatting in a room

DavidWe . o O (not sure about the motivation, but it is something I am really quite proud about)

DanielR: this is conversation

RogerMG: examples please Dan

JosephFr: Yeah Explain

YasmineT: you learn from conversing too

DavidWe listens to Dan

DanielR: math

DavidWe smiles

DanielR: some science

MonicaSa: online communities and courses have helped so many working parents get their degrees for a better life... yes there are so many classes that are better taught in person, but that is where technology comes into play with maybe a webcam

DavidWe works with math teachers

RogerMG: OK Let's take Math.

YasmineT: webcam and web 2.0 tools

MonicaSa: yes

DavidWe . o O (way to go, Yasmine!)

JosephFr: hmm

RogerMG: If I am available 24/7 or have tutors available 24/7 live we can interact with our student when they run into trouble in real time . . .and asynchronously.

MonicaSa: exactly so many students love that

JosephFr: good point

YasmineT: thanks:)

RaulG: Everyone learns differently, what's easy for some may be difficult for others

RogerMG: Absolutely.

DanielR: true

BrittanyRM: that is so true

RaulG: It's all about personal strengths and weaknesses

RogerMG: But we can slow down the action, wait for people to catch up, or individualize.

JosephFr: I think I learn better when I'm interacting with a teacher in class

RogerMG: students can help each other.

YasmineT: and in asynchronous, you can think more deeply about your opinions and listen or pay more attention to what's being discussed rather than listening to it and responding straight away, it gives you time to digest it I think

JosephFr: True

DanielR: same here

DavidWe . o O (collaborative learning)

RichardCa: it all depends how well the teacher can interact with students

ValarieH: yes collaborative learning is the best in my opinion

DavidWe: That's a question of the TEACHER'S ability, right?

JorgeAM: true the group is as strong as its leader

RogerMG: We have come to expect the teacher 'to teach' to the point that we 'forget' we have peers and others who can teach too.

YasmineT: yeah I agree, I have 4 online courses and only two of my instructors are active in the discussion

RaulG: Well yea cuz I've had some teachers who don't teach me a thing

RaulG: and there right in front of me

YasmineT: exactly roger

JosephFr: You're right roger

YasmineT: oh definitely, because with the encouragement of the active teachers, the class has come alive, they're encouraged to collaborate in understanding the concepts we read

RogerMG: Well now see what you started George . . .a mini revolution (revelation?)

DavidWe smiles

GeorgeK: That's me, the mini-revolutionary

YasmineT: good on you

RaulG: So if you all had to choose 1.work alone, 2. work with a teacher, or 3. work in groups, what would you choose

RogerMG: Groups every time.

BrittanyRM: #3

JosephFr: work in groups

ValarieH: groups!

JorgeAM: did any one play sports? An interactive coach is always better than a lazy coach

GeorgeK: at different times and moods, each of those.

RaulG: yes sir

YasmineT: work as a community, help each other, me my peers and the teacher, all on the same level

JosephFr: yeah I played sports

ValarieH: yes

RichardCa: I agree that an interactive coach is better than a lazy one

DavidWe still plays sports (at an advanced age)

RichardCa: that's the situation right now at one school

JorgeAM: would you agree with the statement of the coaches

RogerMG: Yes . . .I liked coaches who would hop out on the pitch and pitch in . . .show how its done.

GeorgeK: why is a non-interactive coach a lazy one?

RichardCa: bc the kids don't learn

DavidWe: interesting similarities AND differences between coaching and teaching

BrittanyRM: yea me too it makes things easier and more interested

JosephFr: yeah explain

YasmineT: I think a coach is a model to the group, if he doesn't interact, neither will the students...well most of em

JorgeAM: yeah kids won't be as interested in the sport the coach is the leader the attitude starts with him/ her

GeorgeK: what if the interactive coach makes himself the center of attention-- it should be the player

RaulG: Well most coaches interact with bad words

RaulG: which I found motivational in a sense

RaulG: but how come they can and no one else can

GeorgeK: the old Lao Tsu adage states that the best leader will almost go unnoticed/

RogerMG: My students see some of their coaches as mentors . . .it is somewhat of a different relationship from working with minds . . .in a sense the coach get 'more' of the student than we do . . .mind and body.

RaulG: They say that about band directors to

YasmineT: it's not like...here I'm the coach do it my way...but, what's your way kids, show it to everyone, it's ok...we'll see where we can work on it, or what we can learn from it

RaulG: I guess the students feel more at ease out of the classroom

JorgeAM: yeah if a coach wants everything done his way and no other way only his way the kids will be afraid to perform and a kid afraid to show what he or she has got will always be bear

RogerMG: Well . . .when we work online facilitate students moving about . . .have them go to museums on their own, concerts, poetry reading, films and come back and discuss them.

JorgeAM: perhaps they can also write a one page response on the trip they went on

DianaP: Do you mean online museums and stuff Roger?

RaulG: Have them attend musical concerts

DavidWe agrees with Jorge that writing IS important

DianaP: Is that what you will have your students do Raul?

RogerMG: No,. Actually GO to events and have interactive assignments arranged so they can discuss what they say, heard, felt, smelled, did.

ValarieH: yes I know I would have benefited from that type of interactive learning

RogerMG: So tell us about that class

DianaP: What do you guys think about us having to do this?

JosephFr: It's a computer education class

RaulG: Teaching is all about keeping the students interested in the Material

JosephFr: for students going in for teaching

DavidWe: What are you learning about?

RogerMG: What does that mean, in operative terms Joe?

GeorgeK: So you have the kind of assignment Roger described.

ValarieH: she introduced Tapped In to us as a form of beginning to interact with educators.

YasmineT: yeah that activity would be nice...it removes you away from the computer screen for a while it's refreshing

RogerMG: OK . . .we have a good example of a problem here . . .want to work on it for a couple of minutes?

YasmineT: ok

GeorgeK: yes

ValarieH: sure

YasmineT: interactive and encouraging teachers

RogerMG: It's not a rare online problem in real time . . .what happens is a subgroup of the total group goes off on their own and leaves the rest of the group wondering what's going on . . .it can be sort of a turn off. How would you bring a group back?

JorgeAM: yes

YasmineT: and classmates as well

RogerMG: Suggestions?

YasmineT: um all facilitators unite?

RogerMG: And . . .

GeorgeK: This is called "group hijacking" in the Management Education Literature

JorgeAM: really the attention span of a person is about 50 minutes at 48 the conversation strayed off

DavidWe likes that terminology

YasmineT: ask them to talk about it through personal chat windows

RogerMG: Well Yasmine, that's a possibility . ..but what if what we want is to get back on topic so everyone can participate?

JorgeAM: review??

YasmineT: ummmm give a summary of it ?

MonicaSa: I think people need to respect what we are trying to accomplish here

DavidWe agrees with Monica

RogerMG: I like that 'hijacking' concept . . .puts it in a nutshell George.

GeorgeK: Roger, worth studying the transcript for clues as to when, etc

YasmineT: what you just did, turn a problem to something to talk about was another solution

RogerMG: OK. We're about out of time here. How about a learning statement or two if anyone cares (or dares) to volunteer?

JorgeAM: Students will get out of a class what the teacher gives

GeorgeK: Learning statement 1: have synopsis ready in advance; LS2: enjoy the chatter when all else fails.

DavidWe smiles

RogerMG: By the way, in doing synchronous classes, I format it in such a way that summary statements are required at the end.

BrittanyRM: thanks for everything

RaulG: Yea everyone go to the next discussion to continue this

JorgeAM: great conversation everyone really learned a lot from it

YasmineT: learners need to be in an encouraging environment where they can share their ideas and develop it with the help of their peers their teachers and activities

ValarieH: thank you for your time and the information

DavidWe: Glad you were here, Yasmine

GeorgeK: Thank you all, next time....

RogerMG: I'm heading for FROL. Transcripts are available.

RaulG: thanks George

RogerMG: Bye all.

ValarieH: bye

DavidWe: Next discussion for Teaching and Learning Online is 31 May at 7pm EDT