Instructors' Perceptions of Active Learning in College Online Courses

Hanna Kim, Ph.D., Instructional Designer
Online Faculty Support Team, Berkeley College

Richard Olivieri, J.D., Faculty
School of Professional Studies, Berkeley College

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Essential Components of an Online Course

QUALITY MATTERS

QM

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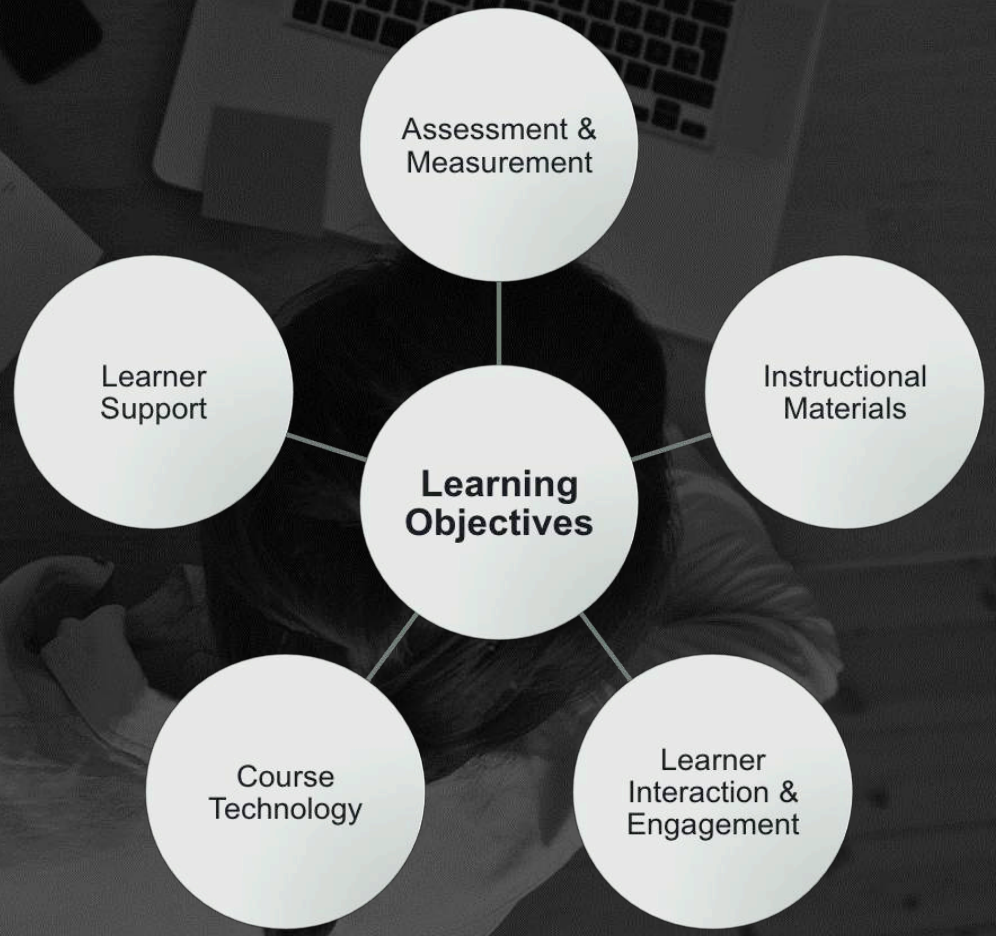
Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7	Minimum technical skills expected of the learner are clearly stated.	1
	1.8	The self-introduction by the instructor is appropriate and is available online.	1
	1.9	Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5	The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1	The assessments measure the stated learning objectives or competencies.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5	The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3	All instructional materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	A variety of instructional materials is used in the course.	2
	4.6	The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2	Learning activities provide opportunities for interaction that support active learning.	3
	5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4	The requirements for learner interaction are clearly stated.	2
Course Technology	6.1	The tools used in the course support the learning objectives and competencies.	3
	6.2	Course tools promote learner engagement and active learning.	3
	6.3	Technologies required in the course are readily obtainable.	2
	6.4	The course technologies are current.	1
	6.5	Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3	Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1	Course navigation facilitates ease of use.	3
	8.2	Information is provided about the accessibility of all technologies required in the course.	3
	8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4	The course design facilitates readability.	2
	8.5	Course multimedia facilitate ease of use.	2



What is Active Learning?

Students solve problems, answer questions, formulate questions of their own, discuss, or explain.

Active learning instructional strategies

Project-based learning

Writing assignments

Problem-based learning /Case studies

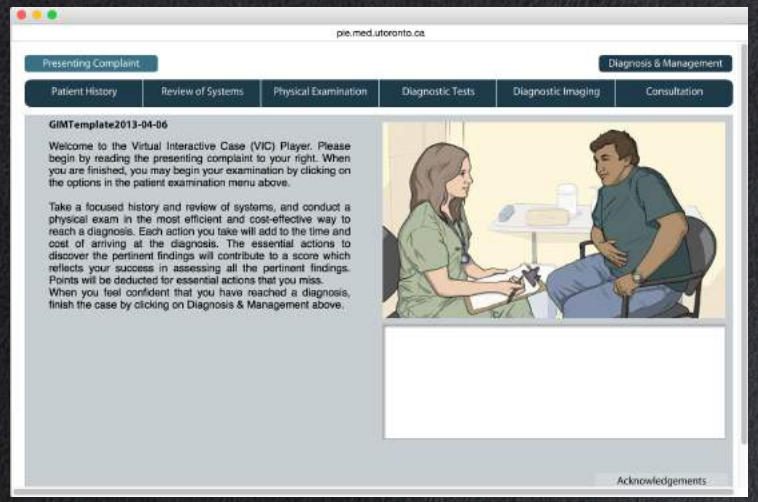
Discussion/debate

Concept maps

Gamification
Game-like learning
Role playing, simulations

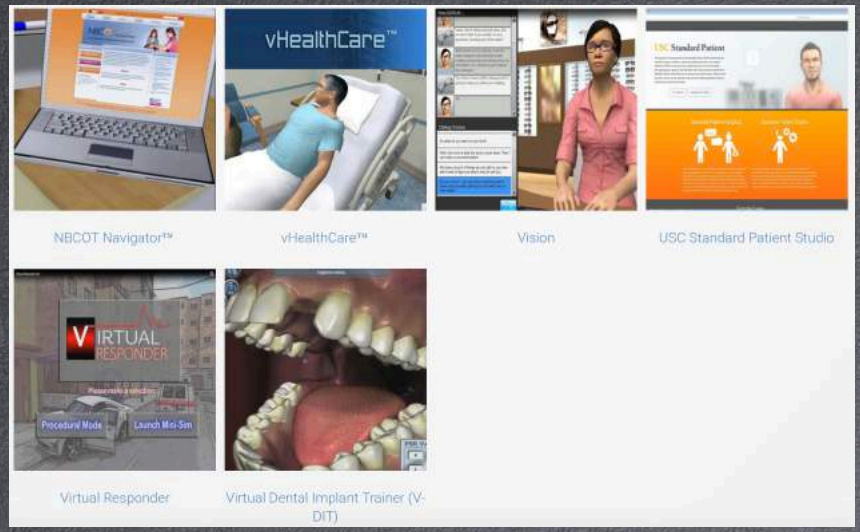
Case Studies

Simulations, serious games, and virtual worlds
Example - simulations for nursing students



Virtual Interactive Case (VIC) system
http://pie.med.utoronto.ca/vic/index.htm

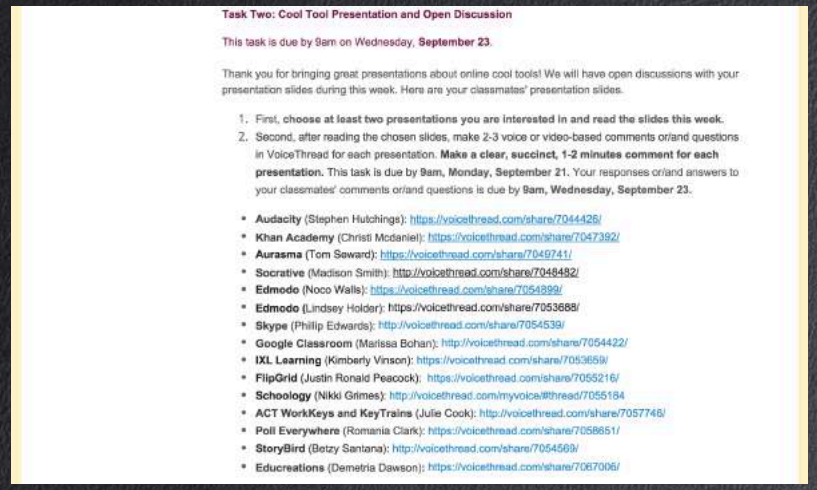
VitalSims
http://vitalsims.com/clinicalcare/



vHealthCare™
http://www.breakawaygames.com

Collaborative project-based learning
Example – research project

Collaborative research project using VoiceThread or a discussion board



Task Two: Cool Tool Presentation and Open Discussion

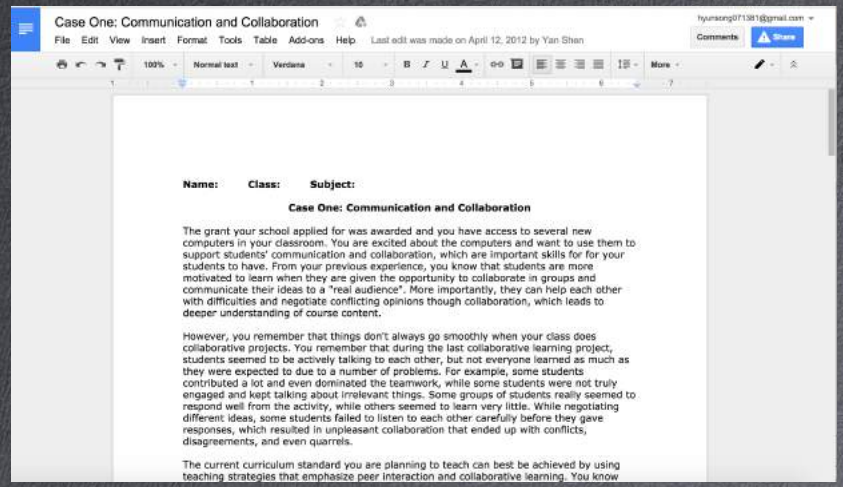
This task is due by 9am on Wednesday, **September 23**.

Thank you for bringing great presentations about online cool tools! We will have open discussions with your presentation slides during this week. Here are your classmates' presentation slides.

1. First, **choose at least two presentations you are interested in and read the slides this week.**
2. Second, after reading the chosen slides, make 2-3 voice or video-based comments or/and questions in VoiceThread for each presentation. **Make a clear, succinct, 1-2 minutes comment for each presentation.** This task is due by **9am, Monday, September 21.** Your responses or/and answers to your classmates' comments or/and questions is due by **9am, Wednesday, September 23.**

- **Audacity** (Stephen Hutchings): https://voicethread.com/share/7044426/
- **Khan Academy** (Christi Mcdaniel): https://voicethread.com/share/7047392/
- **Aurasma** (Tom Seward): https://voicethread.com/share/7049741/
- **Socrative** (Madison Smith): http://voicethread.com/share/7048482/
- **Edmodo** (Noco Walls): https://voicethread.com/share/7054899/
- **Edmodo** (Lindsey Holder): https://voicethread.com/share/7053688/
- **Skype** (Phillip Edwards): http://voicethread.com/share/7054539/
- **Google Classroom** (Marissa Bohan): http://voicethread.com/share/7054422/
- **IXL Learning** (Kimberly Vinson): https://voicethread.com/share/7053659/
- **FlipGrid** (Justin Ronald Peacock): https://voicethread.com/share/7055216/
- **Schoology** (Nikki Grimes): http://voicethread.com/myvoice/#thread/7055184
- **ACT WorkKeys and KeyTrains** (Julie Cook): http://voicethread.com/share/7057746/
- **Poll Everywhere** (Romania Clark): https://voicethread.com/share/7058651/
- **StoryBird** (Betzy Santana): http://voicethread.com/share/7054569/
- **Educreations** (Demetria Dawson): https://voicethread.com/share/7067006/

Collaborative project using Google Document



Case One: Communication and Collaboration

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Comments Share

Name: Class: Subject:

Case One: Communication and Collaboration

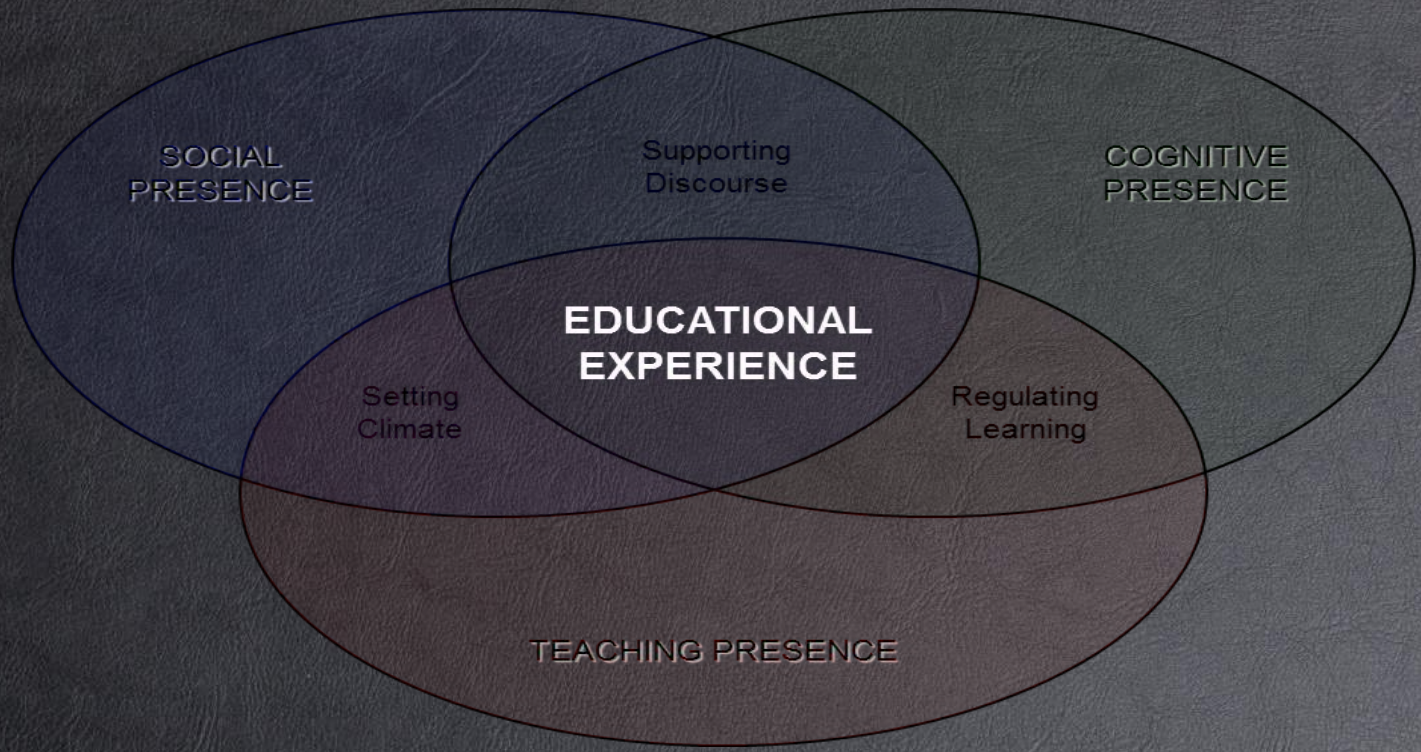
The grant your school applied for was awarded and you have access to several new computers in your classroom. You are excited about the computers and want to use them to support students' communication and collaboration, which are important skills for for your students to have. From your previous experience, you know that students are more motivated to learn when they are given the opportunity to collaborate in groups and communicate their ideas to a "real audience". More importantly, they can help each other with difficulties and negotiate conflicting opinions though collaboration, which leads to deeper understanding of course content.

However, you remember that things don't always go smoothly when your class does collaborative projects. You remember that during the last collaborative learning project, students seemed to be actively talking to each other, but not everyone learned as much as they were expected to due to a number of problems. For example, some students contributed a lot and even dominated the teamwork, while some students were not truly engaged and kept talking about irrelevant things. Some groups of students really seemed to respond well from the activity, while others seemed to learn very little. While negotiating different ideas, some students failed to listen to each other carefully before they gave responses, which resulted in unpleasant collaboration that ended up with conflicts, disagreements, and even quarrels.

The current curriculum standard you are planning to teach can best be achieved by using teaching strategies that emphasize peer interaction and collaborative learning. You know

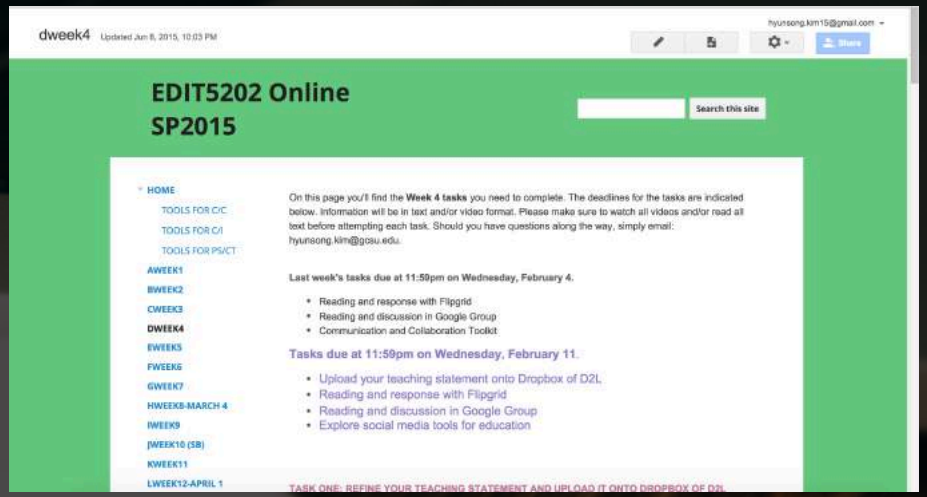
Types of interactions in active learning

Online Community of Inquiry
(Rourke, Anderson, Garrison, & Archer, 2001)



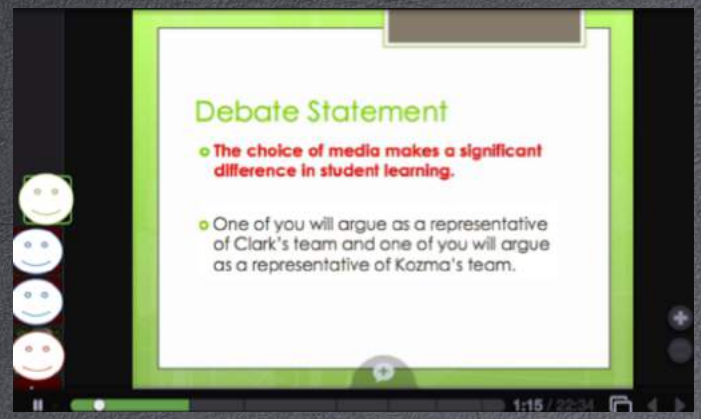
Cognitive Presence (Learner-content interaction)

- Use video or audio to deliver content (Camtasia, YouTube)
- Add interactive elements to content (Interactive presentation tools like SlideShare, Prezi)
- Provide meaningful exercises and activities (Digital Portfolio using Weebly, Google Site, About.me, Wix, Wordpress; Drawing concept maps using bubbl.us or Popplet)



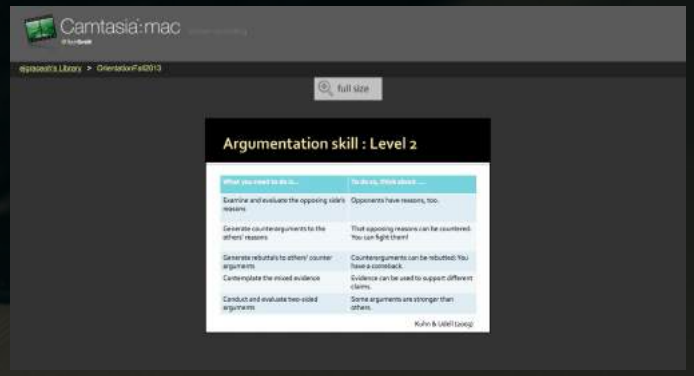
Social Presence (Learner-Learner interaction)

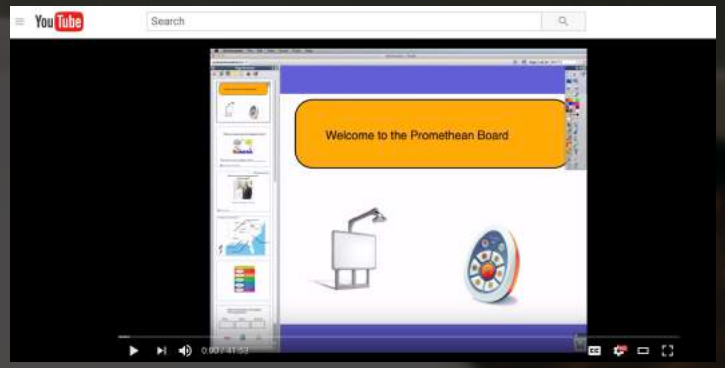
- Encourage dialogue, conversation, debate
- Include group projects
- Integrate ice-breakers/orientation activities
- Use social tools for collaboration and group work (Blogs, Wikis)
- Social Media: Twitter, Facebook, Pinterest, Instagram
- Skype, Google hangouts, VoiceThread, Google Docs
- Netiquette: Complimenting, expressing appreciation, and agreement



Teaching Presence (Learner-instructor interaction)

- Video-based course materials using Camtasia, Jing and TED-Ed
- Video/audio Conferences – Collaborate, Skype, Google hangouts (lectures using interactive white boards)
- Emails
- Announcements through a LMS
- Voice/video feedback





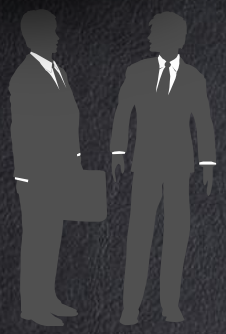
Introduction to our research study

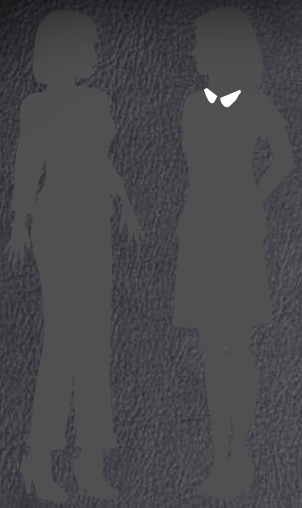
The purpose of this study was to understand online instructors' process of incorporating and sustaining active learning strategies, which potentially improve learner outcomes and satisfaction.

What active learning strategies online instructors use?

What prevents online instructors from using active learning strategies?

What evidence have online instructors seen regarding the effectiveness of interactions in active learning?





Data collection and analysis

- 14 online instructors
- Semi-structured interviews and documentation
- March-April, 2017

- Each interview was audiotaped. Verbatim transcripts were developed from each audio recording.

- Open coding and constant comparison were used to analyze the transcripts.

Preliminary Findings

The participants perceived learner-instructor interactions as very important and used various strategies to establish teacher presence – phone conversations, one-on-one synchronous meetings, emails, and feedback.

The participants incorporated learner-learner interactions through whole-class text-based discussion and case studies, but some of the participants expressed negative perceptions of (or concerns about) small group activities and presented a lack of knowledge about using appropriate technology to promote interactions between students.

The participants perceived learner-content interaction as important, so they used different types of content – objective videos, third party-created video content, publisher platforms, and simulations.

Online instructors indicated uncooperative or unmotivated students, students' technical skills, students' technology accessibility, and a lack of time to create innovative course activities as challenges of online interactions.

Discussion

What are your concerns about using active learning strategies in your online courses?

What are high-impact & low-risk active learning strategies in online courses?

Q&A ?!

Thank you

Hyun-kim2@berkeleycollege.edu
rjo@berkeleycollege.edu