

King Faisal University e-Learning Workshop

Ron Owston, PhD
Institute for Research on Learning Technologies
York University
Toronto, Canada



Enhance, Extend, Enrich

Workshop outline

Time	Topic
<u>Day 1</u>	
4:00 – 5:00	Module 1: Introduction to e-learning
5:00 – 6:00	Module 2: Wikis and Blogs
6:00 – 6:30	Break
6:30 – 7:30	Module 3: Online discussion groups
7:30 – 8:00	Summary and discussion
<u>Day 2</u>	
4:00 – 5:00	Module 4: Webcasting
5:00 – 6:00	Module 5: Open source resources
6:00 – 6:30	Break
6:30 – 7:30	Module 6: Social networking
7:30 – 8:00	Workshop summary

Module 1 Introduction to teaching and learning with the web



Open the
door to a
new world
of
eLearning

What is elearning?

- a) An instructor uses PowerPoint in his lectures
- b) An instructor puts his course syllabus online
- c) Students submit their assignments online and the instructor returns comments online
- d) Students take notes in class on a laptop



Definition of e-learning

- Jay Cross in 1999 coined the term as: the convergence of learning and the Internet
- Essential components:
 - ✓ Digital network i.e. Internet
 - ✓ Interaction



Jay Cross
Blog: Internet Time

Taking advantage of both worlds



Advantages for students

- Suits lifestyle of students who often study full time and work almost full time
- Can reduce scheduling conflicts
- Good match for the Net Gen's visual, exploratory, participative learning preferences
- Can result in higher achievement



Advantages for faculty

- Engage faculty members in faculty development and instructional renewal
- Can lead to improved pedagogy
- Flexibility in teaching schedule



Advantages for the university

- Improved teaching and learning
→ improved reputation
- Can lead to reduced costs
 - ✓ Online and blended courses allowed UCF to avoid more than \$7 million in construction costs \$277,000 in annual operating costs
- Increased classroom utilization...



Classroom utilization

(Hartman, 2007)

	MON	WED	FRI
Traditional Scheduling	PLS 828	PLS 828	PLS 828
Blended Scheduling	PLS 828	ENG 341	COM 200

Group activity:

In small group discuss and then list on the wiki:

- Strengths of online classes and face-to-face classes
- Weaknesses of online and face-to-face classes

Go to <http://kfuniv.pbworks.com/>
and sign in with
username = group1...7 pw = kfu

Strengths of both worlds?

Computer-mediated environment (Asynchronous text-based discussion)	F2F environment (In-class discussion)
<p>Flexibility: Students can contribute to the discussion at the time and place that is most convenient to them.</p> <p>Participation: 100% students can participate because time and place constraints are removed.</p> <p>Depth of Reflection: Learners have time to more carefully consider and provide evidence for their claims and provide deeper more thoughtful reflections. (Mikulecky, 1998; Benbunan-Fich & Hiltz, 1999)</p>	<p>Human Connection: it is easier to bond and develop a social presence in a F2F environment. This makes it easier to develop trust etc.</p> <p>Spontaneity: Allows for the generation of rapid chains of associated ideas and serendipitous discoveries (Mikulecky, 1998).</p>

Source: Graham, 2006

Weaknesses of both worlds?

Computer-mediated environment (Asynchronous text-based discussion)	F2F environment (In-class discussion)
<p>Spontaneity: Doesn't encourage the generation of rapid chains of associated ideas and serendipitous discoveries (Mikulecky, 1998)</p> <p>Procrastination: There may be a tendency towards procrastination (Benbunan-Fich & Hiltz, 1999)</p> <p>Human Connection: The medium is considered to be impersonal by many (Benbunan-Fich & Hiltz, 1999) –this may cause a lower satisfaction level with the process (Haytko, 2001).</p>	<p>Participation: Can't always have everyone participate, especially if there are dominating personalities.</p> <p>Flexibility: Limited time, which means that you may not be able to reach the discussion depth that you would like.</p>

Source: Graham, 2006

Module 2

Wikis and Blogs

What are they?

- Wiki: a website that allows multiple users to create, modify and organize web page content in a collaborative manner
- Blog: a shared on-line journal where people can post diary entries about their personal experiences, interests, and hobbies

Why Wikis in a course?

- Foster collaborative work
- “Public” audience promotes more careful work
- Accountability on who contributed and what they contributed
- Future way of working. See Don Tapscot’s book *Wikinomics*

Wikis: my grad course

EDUC5860 Issues in Digital Technology in Education

Topic outline

- News forum
- Course syllabus
- Coffee house
- GS/EDUC 5860 3.0 Sec A (Summer 2006-07) Podcast for week 1
- Ethics application
- Assignment 3 Ideas-post as a new topic

1 Introduction - Ice Breaking Activity

- Introduction to course
- To Do

2 Tools for elearning

- Project topic

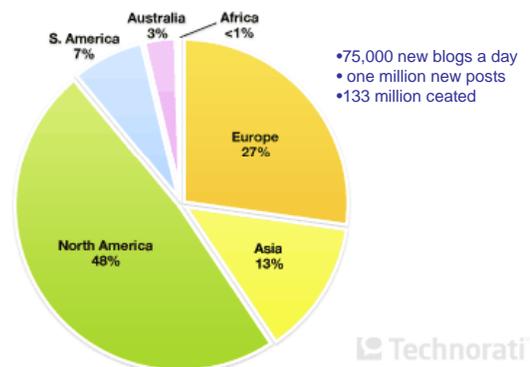
3 eLearning Programs and Projects

- Web 2.0 articles

4 Web 2.0

- Net Generation readings

Blogging is global!



Why blog in courses?

- Not just a Western phenomenon: South Korea - 15 million bloggers; China - 5 million
- Reflection and sharing of thoughts on course content/ideas
- Writing to authentic audiences improves quality of work
- Consistent with the way Net Generation uses technology
- Avoids use of course management system

Blogging tools



Micro-blogging at [Twitter.com](https://twitter.com)



Sign up at Twitter.com

- Post your tweets with #kfuniv at the beginning
- Twitter command: # followed by a word indicates a searchable topic or keyword
- Display tweets on a large screen using Twittercamp (do Google search to find it)

Ideas for blogging in your course

Set up a course blog

- Post course announcements
- Write your ideas, thoughts, and activities
- Post model answers, etc.

Ask students to create a blog

- Discuss course content
- Report on lab/field activities
- Work with a “critical friend”

Group Activity

In your group discuss how you could integrate blogs/Twitter or wikis into your courses. Post your discussion summary using either Twitter or the KSUniv wiki

Module 3 Online discussion groups

Why use e-discussion groups?

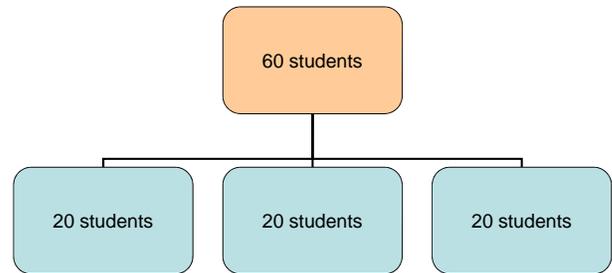
- Allows for 100% participation from students (large lectures, personality traits, cultural differences)
- Flexible, any time, any place contribution
- Creates opportunity for (but doesn't guarantee) thoughtful reflection on course material
- Promotes active learning

Principles for use

- Assignments should
 - ✓ motivate students to learn and
 - ✓ build on what students have learned
- Learning should include
 - ✓ active student involvement
 - ✓ interaction among students

Structuring online groups

- Ideal size 15-20 max. participants



Role of the moderator (instructor)

- Gets the discussion started
- Gives students feedback
- Summarizes discussion at key points
- Keeps discussion on topic
- Introduces new material to keep discussion fresh
- Evaluates contributions



Ice-breaker activities to start discussions

- For ice-breakers, do more than just have students post something about themselves. Try
 - ✓ 8 nouns: everyone posts eight nouns that describe themselves which are discussed afterwards by the group.
 - ✓ Two truths-one lie: everyone posts two truths and one lie about themselves. Group tries to determine which one is the lie.
 - ✓ Course expectations: individuals post their expectations for the course.

Source of this and subsequent activities:
Ron's "techniques" article in handout with inspiration from C.J. Bonk

Suggestions for activities

- Formal debate – organize teams to discuss pros and cons of an issue
- Reaction to paper or article – assign a reading and students post comments
- Critical friend – students critique each others' comments
- Report on a research project or activity

Still more suggestions for activities

- 6 pros-6 cons. Assign groups to post the arguments in favour of and against various topics/issues. Discuss afterwards.
- Expert guest: visits group for a limited period and students pose questions
- One minute response paper. Immediately post an evaluation right after the lecture.

Ice breaker example

GS/EDUC S 5860 3.0 Sec A (Summer 2006-07)

Moodle 2.0.5_EDUC5860A_52 4 Forums 1 Introduction - Ice Breaking Activity

Two truths, one lie

by Ronald D Owston - Thursday, 9 April 2007, 10:20 AM

As an ice-breaking activity and to familiarize yourself with the system, do the lie. Think turn to your neighbour and see if you can guess each other's

None

Re: Two truths, one lie

by Jasjit Singh - Monday, 23 April 2007, 01:02 PM

Hello Everyone

I am a little late on this link, but better late than never.

So, here are my two truths and one lie. Lets see if anyone can guess.

(1) I love travelling.

(2) I am scared of airplanes.

(3) I have never been on an airplane.

Re: Two truths, one lie

by Giovanni Sebastiano - Monday, 9 April 2007, 06:12 PM

1. I taught a class with over 150 spectators watching.

2. This is my 5th course in my first year.

3. I started teaching at 23.

Show parent | Split | Delete | Reply

Re: Two truths, one lie

by Juan Zheng - Monday, 9 April 2007, 09:12 PM

I can speak French.

I have kids.

I like cats more than dogs.

Show parent | Split | Delete | Reply

Re: Two truths, one lie

by Christine Seadoun - Monday, 9 April 2007, 06:12 PM

1. I'm in a baseball league.

2. I'm in a soccer league.

3. I hate sports!

Christine

Other examples: Formal debate

Posted by Ronald D Owston (2005_GS_EDUC_S_5860__3_A_EN_A_SEMR_01)
 Sunday, April 23, 2006 1:06pm
 Subject: TO DO-online debate

The Michigan State Department of Education recently passed new high school graduation requirements that, among other things, requires all students to have an "online experience." Our next online activity will be to have a formal debate on the motion "Be it resolved that the Ontario Ministry of Education should require all students to take an online course before graduation."

The class will divide into four teams of four members. Each team will divide into two "pro" members and two "con" members. During this week one person from each team will post their "pro" position and another will post their "con" position. Next week the remaining two members will post their rebuttals to these positions.

Reaction to a paper/article

Posted by Ronald D Owston (2005_GS_EDUC_S_5860__3_A_EN_A_SEMR_01)

Monday, April 17, 2006 1:48pm
Subject: TO DO this week

Almost 10 years ago I wrote an article "The World Wide Web: A new technology to enhance teaching and learning" in the journal Educational Researcher. The article is still widely cited today even though its links are very dated.

I am planning to do an update of the article and you could help me. Search the web for two new resources that support the arguments made in each section i.e., that the web makes learning accessible, that it can (probably) improve learning, and that it is no more expensive than face-to-face learning. Post links to these resources in this conference.

Critical friend

Message no. 177 Posted by Ronald D Owston Monday, May 15, 2006 6:39pm
Subject: TO DO next two weeks

Bloggers have become a new alternative voice in reporting and commenting on events of the day. New Brunswick blogger Charles Leblanc is one such person. He applied to be accredited as a member of the press gallery for the New Brunswick Legislature. See <http://oldmaison.blogspot.com/2006/02/press-gallery-at-new-brunswick.html> and listen to the CBC interview of him by clicking on the link on the same page (requires Real Media player which can be downloaded).

Do you think that bloggers should be given media accreditation? Are they legitimate media reporters? If so, what criteria could be used to accredit them since they don't work for regular media outlets? Choose a "critical friend" from class and discuss this issue. Begin by having one of you agree to write an opening position on this issue and then the other person can respond. Carry on this discussion with several postings over the next two weeks. Support your positions with reference to examples or published works.

Report on research

Posted by Ronald D Owston (2005_GS_EDUC_S_5860__3_A_EN_A_SEMR_01)
Subject: TO DO week May 29

One Laptop per Child (OLPC) is a non-profit association dedicated to research to develop a \$100 laptop—a technology that could "revolutionize how we educate the world's children". Powered by a hand crank instead of a battery, the laptop is aimed at developing countries, particularly Africa and intended to be sold to governments for schools not to individuals. The initiative was launched by faculty members at the MIT Media Lab in 2005.

What are your thoughts about this initiative? Do you think it has the possibility of revolutionizing education? Would the expenditure be justified in developing countries? What are the social, political, and/or economic implications? Is the initiative technically feasible? For this week's assignment I would like you to work in groups of three to develop a position on this project. Then jointly prepare a concise summary of your group's position. After you have discussed it, I would then like your group to post your summary at the project's Wiki next week.

Group activity

- Discuss and write down an online topic/assignment in your subject area that uses one of the model activities that I suggested.

Module 4: Webcasting

Video at youtube.com/edu

The screenshot shows the YouTube EDU homepage. At the top, it says "YouTube EDU" with the tagline "Videos and Channels from our college and university partners." Below this, there are navigation tabs for "Channels", "Directory", "Most Subscribed", and "Most Viewed". A list of university channels is displayed, including Harvard Business School, Yale University, MIT, Carnegie Mellon University, Stanford University, and the University of Toronto. Each channel entry shows its logo and a view count. Below the channels, there is a "Videos" section with a "Most Viewed" tab selected, showing a row of video thumbnails with titles like "A Sneak Preview of...", "Stephen Wolfram", "Use Failure to Grow", "Yale Economists", and "The Cultural Impact".

UC Berkeley courses

The screenshot shows the YouTube channel page for UC Berkeley. The header features the Berkeley logo and navigation links for "Courses", "Campus Life", "Events", and "Cal Athletics". A "Donate" button is also visible. Below the header, there is a "Playlists" section with two featured video thumbnails. The first video is titled "AST 210 / EE 213 24 Videos" and is described as "Applied Science & Technology 210 | Electrical Engineering 213: Soft X-Rays and Extreme Ultraviolet Radiation". The second video is titled "Bio Engineering/ME C117 24 Videos" and is described as "Structural Aspects of Biomaterials - Professor Lisa Pruitt". Each video entry includes a "Play All" button, a "Subscribe" button, and a "Share" button.

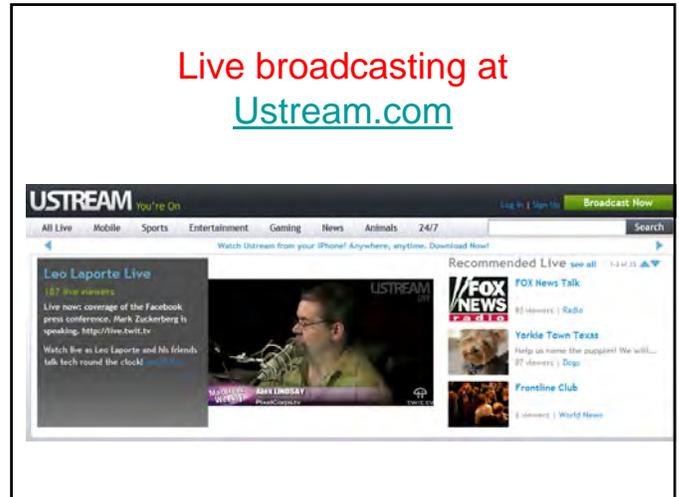
Other video services

This block contains two screenshots of video services. The top screenshot is of TeacherTube, showing a search bar, a navigation menu, and a "Member Login" section with fields for "User Name" and "Password", and a "Log In" button. The bottom screenshot is of Vimeo, featuring the slogan "Welcome, you're new, aren't you?" and a description of the platform as a "respectful community of creative people who are passionate about sharing the videos they make." It includes a "Sign up for Vimeo" button and a list of features: "Quality" (HD video), "Community" (social features), and "Plus" (advanced features).

Video/audio podcasts



Live broadcasting at Ustream.com



Ideas for your course

Instructor

- Post mini lectures on topics your students find difficult
- Add video resources to your course website
- Have class discussions after showing short videos

Students

- Prepare their own videos reporting on labs or field experiences
- E-mail videos directly to Youtube account from mobile
- Search for videos on assigned topics and critique them

Group Activity

Record a brief video clip about your thoughts on elearning and upload it to one of the video streaming services

Module 5: Open source resources

Why open content, resources and software?

- Harness the power of the community
- Locally adaptable and customizable
- Possibly lower cost
- Philosophically consistent with belief of many academics

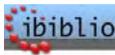


Open content

A screenshot of the MIT OpenCourseWare website. The header includes the MIT logo and the text "MITOPENCOURSEWARE MASSACHUSETTS INSTITUTE OF TECHNOLOGY". The navigation menu has links for Home, Courses, Donate, About OCW, Help, and Contact Us. The main content area features a banner with the text "Unlocking Knowledge, Empowering Minds." and "Free lecture notes, exams, and videos from MIT. No registration required." Below this, there is a section titled "What is MIT OpenCourseWare?" with a bulleted list of points: "OCW is not an MIT education.", "OCW does not grant degrees or certificates.", "OCW does not provide access to MIT faculty.", and "Materials may not reflect entire content of the course." The left sidebar contains links for "About OCW", "Newsletter", and "Media Coverage".

[See MIT open courseware video](#)

Other open content



- Merlot.org
(learning objects)
- Wikibooks.org
(ebooks)
- ibiblio.org
(open collections)
- cnx.org
(open publications)

Open self publishing

flatworld KNOWLEDGE CATALOG | FIND MY CLASS | MY(FLAT)WORLD | CART

Open College Textbooks
Created By Experts. Enhanced By Users. Free to All.

Great Minds Are Evenly Distributed.
Great Textbooks Are Not.
Until Now.

<http://www.flatworldknowledge.com/>

Lulu.com
Publish Buy Services Community My Lulu Help Lulu Store

<http://www.lulu.com/>

Spread the word. Publish → Sell

Books eBooks Calendars Cookbooks Photo books CDs & DVDs

Open source learning management software



- Moodle.org



- Sakaiproject.org

Google docs

Google Docs

Search Docs

Items	Folders / Sharing	Date
2008 Race Results	Published	Mar 18 ...
race 9 2008 v2	Published	Mar 18 ...
Copy of service invoice	me	Feb 13
Shared Scope	me, JACQUESPHI, PUBLISHED	152058
VSLAB scope and roadmap	me, JACQUESPHI, ERIKSTIAN, B2508	152058

Openoffice.org



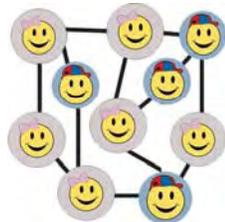
Group activity

Identify open source resources for your subject area and discuss how they may be used. Use one of the tools we used to post a summary.

Module 6 Social networking

What is social networking?

- Web sites that allow people to link to others to share opinions, insights experiences and perspectives



- Community building
- Collaboration
- Information sharing
- Connecting with students beyond walls of classrooms
- Joining authentic professional communities

Social network sites

Ning lets you discover and create new social networks for your interests and passions.

facebook

Facebook helps you connect and share with the people in your life.

LinkedIn

myspace.com

New to MySpace? Take a Tour | Français

Home Browse Find People Forums Music Video More

Examples of social networks www.ning.com

Ideas for your course

Create a social network for your course

Have students join a professional social network

- Have students develop their own pages
- Post assignments, notes, links, resources
- Conduct class discussions

- Ask them participate in the network
- Have them report on their activities

Group Activity

Join the workshop social network

<http://kfuniv.ning.com>

And create a page about your group or one of your group members.

Workshop summary,
questions and conclusions

Contact Info



- Email: rowston@edu.yorku.ca
- Institute for Research on Learning Technologies <http://irlt.yorku.ca>
- Homepage: <http://ronowston.ca>
- [Twitter.com/RonOwston](https://twitter.com/RonOwston)