



Online collaboration and blended learning practices

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Critical Digital Pedagogy

<https://www.seanmichaelmorris.com/>

Online collaboration

... my experience as a learner



<https://opennetworkedlearning.wordpress.com/> (one of the online courses that I took in 2018: Open Networked Learning 181)

What worked best...

- Regular **video-mediated meetings** in small groups
- **Shared online space** for posting reminders and messages → instant notifications in e-mail
- Shared **online drive** (Google drive) with editable documents
- **Humour/fun/openness**
- **Facilitators**
- **Problem-based learning** (PBL)
- **Blog** reflection

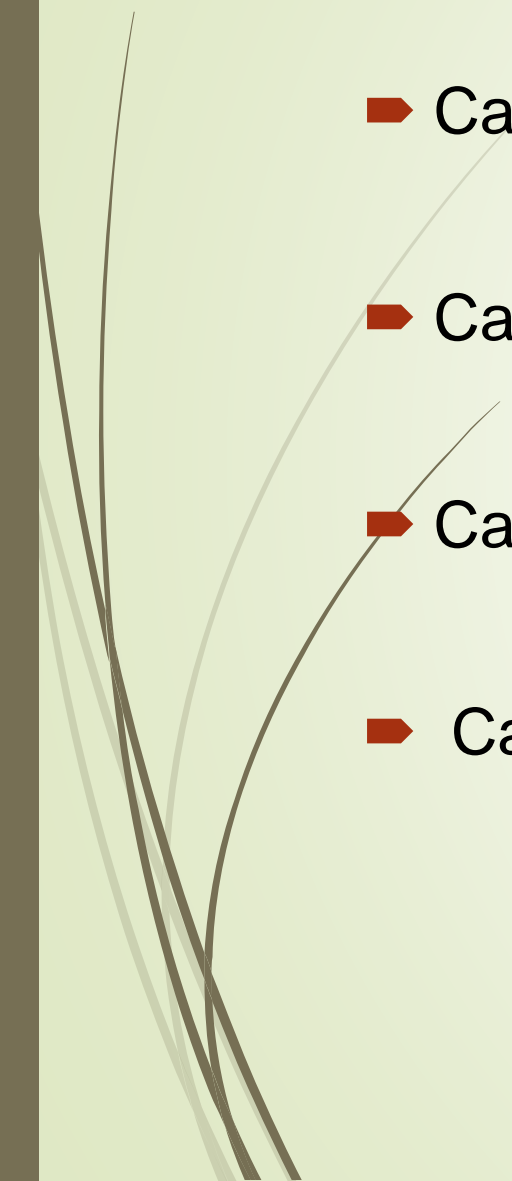
<https://judithahn.blogspot.com/>

(yes, this is my first ever blog ☺)





Online collaboration

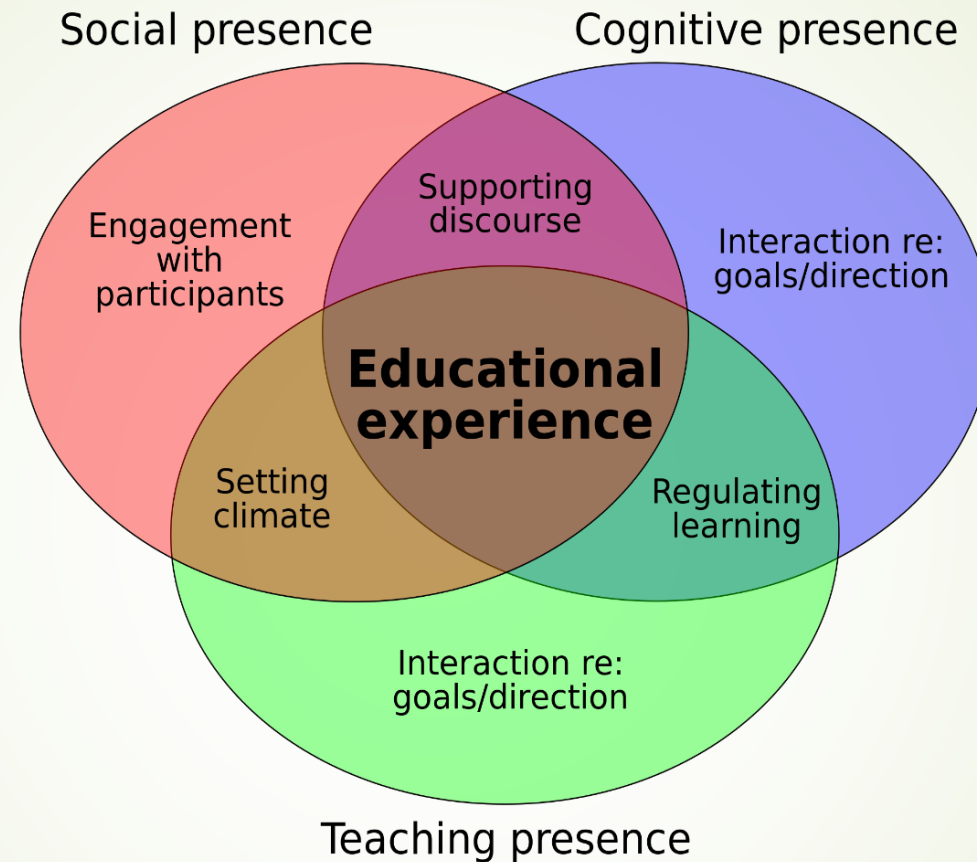
- Can take **various formats** and via **different modes**
 - Can be an **alternative/complementary** to face-to-face teaching
 - Can increase **students' engagement**
 - Can be the **only viable option** for some students
- 



**What factors can endanger the success
of online collaboration?**

- 
- 
- ▶ Please go to www.menti.com and share your thoughts.

Community of Inquiry



Sources:

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.

http://cde.athabascau.ca/coi_site/documents/Garrison_Anderson_Archer_Critical_Inquiry_model.pdf

Garrison, D.R. (2017). *E-Learning in the 21st century: A community of inquiry framework for research and practice* (3rd ed.). London: Routledge/Taylor and Francis.

See also: <https://coi.athabascau.ca/>

Social and emotional presence





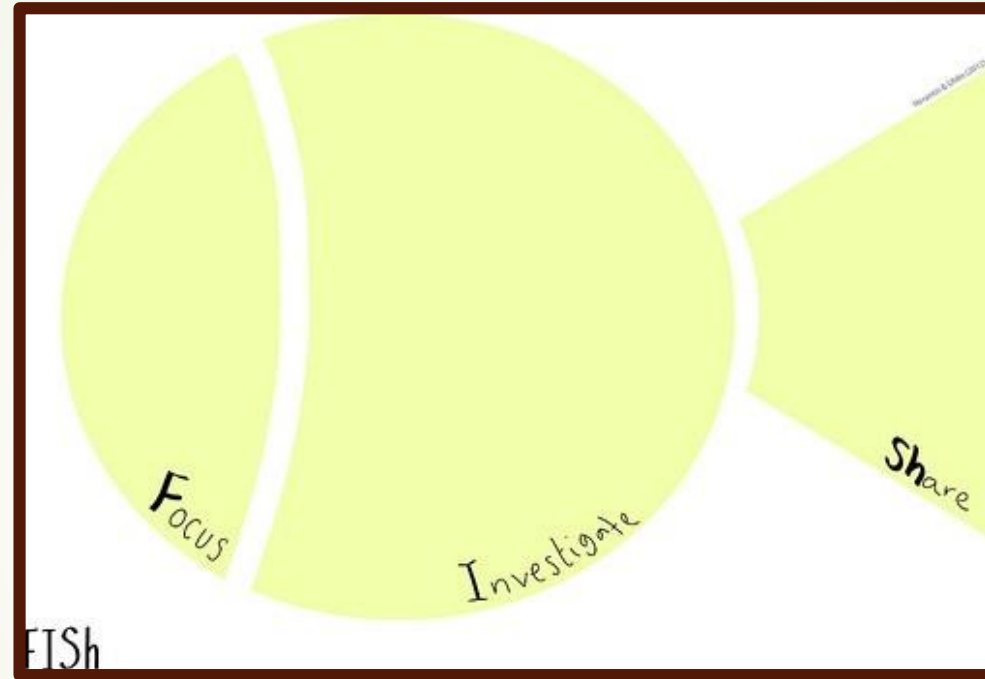
immediacy

Team flow

Mihály Csíkszentmihályi



Problem-based learning: **FISH**



FOCUS ----- **INVESTGATE** ----- **SHARE**


<https://opennetworkedlearning.wordpress.com/about-onl/learning-activities/> (image source)

Sample scenario (from ONL181)

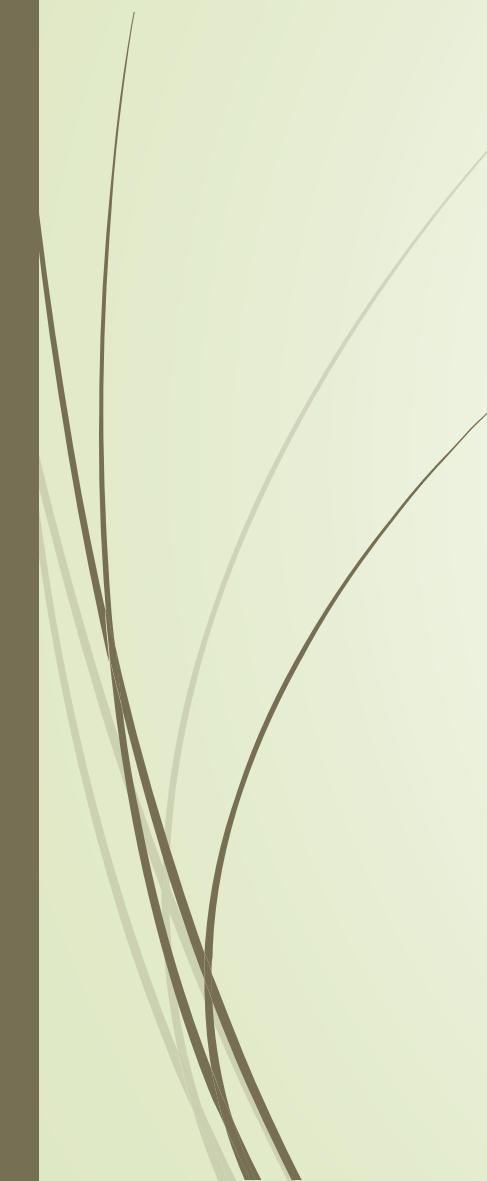
*“Most people I’ve come across have a **rather weak idea of what it really means to learn collaboratively**. Mostly, we fall back into the group-work mode from school – we divide tasks between us and glue them onto the same board when it comes to accounting of a group project.*

*When **digital tools** are inserted into this equation, **things tend to get even worse**: if one person in the group happens to be familiar with the tool, then work lands in her/his lap.*

*I would like to add an extra dimension to the course I’m leading by introducing collaborative elements, but **how can I get people to really recognize the value of becoming part of a learning community and collaborate with their peers** in a way that makes use of all the different competencies that group members bring into the work?”*



“...how can I get people to really recognize the value of becoming part of a learning community and collaborate with their peers in a way that makes use of all the different competencies that group members bring into the work?”





Our ONL PBL7 group's answer

- **Pedagogical design → Cognitive scaffolding**
- **Facilitation → Socio-emotional scaffolding**
- **Digital tools**



The Learning Blend: Elements for Effective Online Collaboration PBL 7



Pedagogical Design: Cognitive Scaffolding



Facilitation: Socio-emotional Scaffolding

For links and resources, see page 2!

Digital Tools: A few to get started!

<https://my.visme.co/projects/dmvg0n4e-pbl7topic3#s1>
(by moving the cursor in the image, you get more info of each item)

Check out these resources!

For the words in bold on page one, you will find additional resources with the 4 links below.

- | | |
|--|-----------------------------------|
| 1 Library of e-coaching tips | 3 Digital Badges |
| 2 Learning contracts | 4 Quality Matters |

Check out these tools!

Just some of many - feel free to add more in the comments!

- | | |
|---------------------------------|---------------------------------|
| 1 Adobe Spark | 8 Basecamp |
| 2 Adobe Connect | 9 Flockdraw |
| 3 Animoto | 10 Google Suite |
| 4 Appear.in | 11 Padlet |
| 5 ivideo | 12 Perusall |
| 6 Powtoon | 13 Popplet |
| 7 Zoom | 14 Slack |

*The Community of Inquiry (COI) Framework inspired our discussions and work together this week. [Click here to access a short video on this topic.](#)



<https://my.visme.co/projects/dmvg0n4e-pbl7topic3#s1>
(by moving the cursor in the image, you get more info of each item)



More information on ICT tools in teaching

- ▶ <https://padlet.com/mellis828/ictnov2018> (information package developed by Dr. Mary Ellis, National Institute of Education, Singapore)
- ▶ <https://elearningindustry.com/digital-education-tools-teachers-students>
- ▶ <https://graphicmama.com/blog/digital-tools-for-classroom/>

Instructional designer

Idea Generators

IDs love to brainstorm. Have an idea but not sure how it would work in your online course? Schedule some time with your ID and see what ideas spark.

Communicators

As IDs, we listen. Our day to day work requires us to listen and then consult. Online courses are a collaboration between experts in their field and instructional designers.

Guides

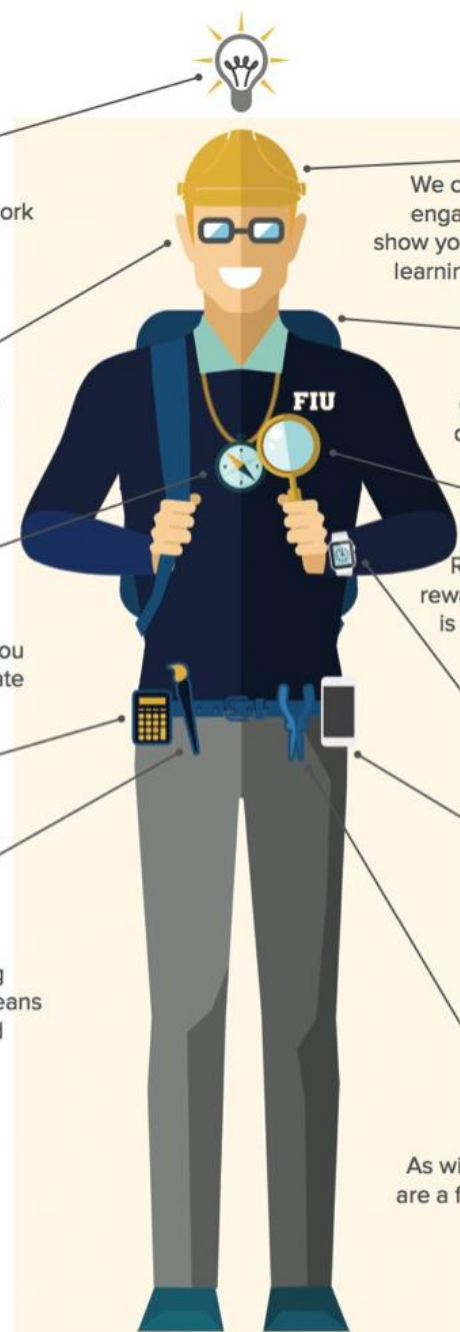
You are never alone. IDs guide you from day one in helping you create your quality online course.

Data Analysts

IDs love data. We can help with running reports and make sense of student data.

Designers

We love designing great learning experiences. Designing often means aligning objectives, activities and assessments into one cohesive, exceptional online course.



Builders

We can help you construct exciting and engaging learning experiences. We will show you research-based best practices in learning technology and online teaching.

Explorers

IDs love to explore the latest and greatest in the field of instructional design. We are trained in emerging technologies and pedagogy.

Evaluators

Reflect and Refine. One of the most rewarding things about online courses is that they get better and better. IDs can help you spot the things that worked and did not work.

Project Managers

Project management and leadership skills are a must for IDs. These items frame how we think about our work.

Partners

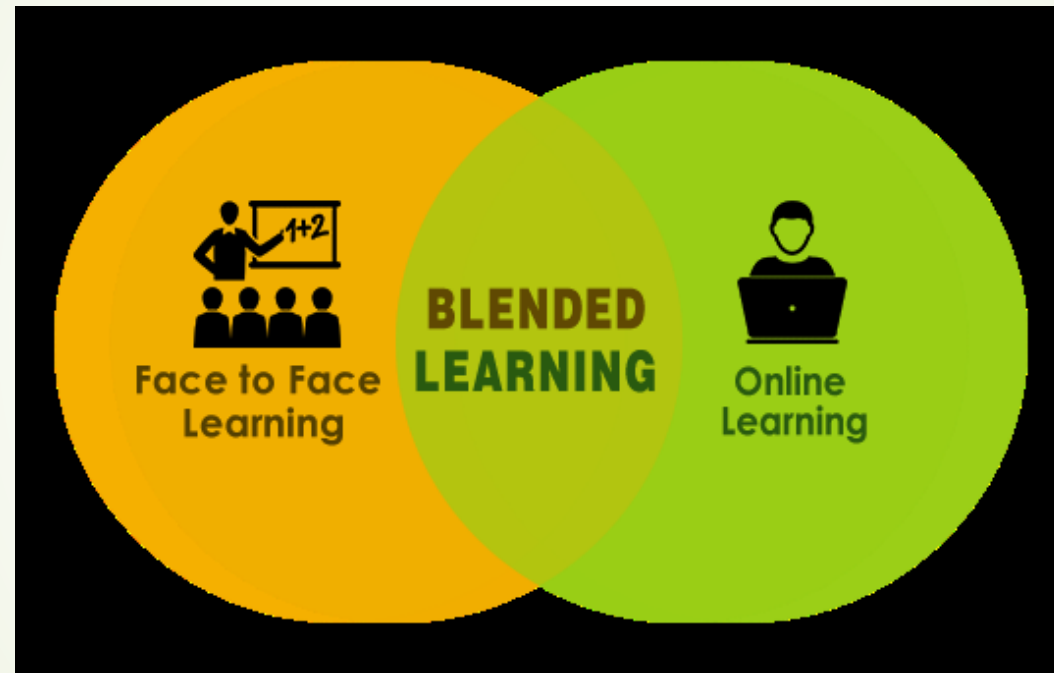
Call us! We are your partners in creating the best online learning experience for students.

Problem Solvers

As with all technology, sometimes there are a few quirks. IDs can assist in putting out fires, quickly and efficiently.

Blended learning

- uses technology to combine **in-class** and **out-of-class** learning
- **combines face-to-face** and **online teaching/learning**



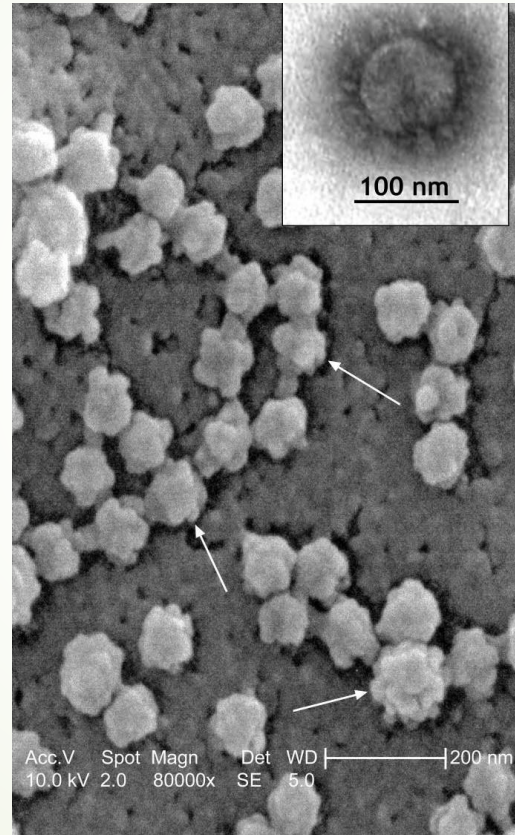
Source of image: <http://www.swiftelearningservices.com/blended-learning-solutions/>

- **Information package** on BLENDED LEARNING developed by **Dr. Mary Ellis**, National Institute of Education (NIE) Singapore (2018) <https://padlet.com/mellis828/BlendedLearningNov2018>



flexibility

What was the trigger for developing blended learning courses at NIE, Singapore?



SARS epidemic of 2003



About a blended course at NIE, Singapore...

”Implementing a blended course that allowed students **to individually select** their mode of study for particular modules allowed for **greater self-direction** and helped meet the learners’ **individual needs and preferences**”

Dr. Mary Ellis, one of the course developers

Source: <https://padlet.com/mellis828/BlendedLearningNov2018>



What are some of the tools they used?

- **Blackboard:** Learning Management System (LMS)
- **Instructional videos**
- **Padlets**
- **Clear instructions and deadlines**
- **Options** for the students: modules completed **either** face-to-face **or** online, but **first and last meetings** **face-to-face**

Student feedback 😊

”The freedom to come to class or learn online is quite empowering for students.”

”Blended modules giving us the flexibility to complete our reflections at our own time.”

Dr. Mary Ellis, 2015, NIE Singapore

Source: <https://padlet.com/mellis828/BlendedLearningNov2018>

Further background sources

Capdeferro, N. & Romero, M. (2012). Are online learners frustrated with collaborative learning experiences?. *The International review of research in open and distance learning*, 13(2), 26-44.

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Davidson, N. and Major, C. H., Boundary Crossings: Cooperative Learning, Collaborative Learning, and Problem-Based Learning, *Journal on Excellence in College Teaching*, 25/3-4 (2014), 7-55.

<http://northweststate.edu/wp-content/uploads/files/boundarycrossings.pdf>

Kek, M. & Huijser, H. (2015). [*21st century skills: problem based learning and the University of the Future*](#). Paper Third 21st Century Academic Forum Conference, Harvard, Boston, USA.

Savin-Baden, M., (2014) Problem-based learning: New constellations for the 21stCentury. [*Journal of Excellence in College Teaching* 25](#) (3/4) 197-219. (direct [download](#))

Vaughan, N. D., Cleveland-Innes, M., & Garrison, D. R. (2013). *Teaching in blended learning environments: Creating and sustaining communities of inquiry*. Edmonton: AU Press.

— Chapter 1 “The Community of Inquiry Conceptual framework”. [PDF](#)

— The whole book as [PDF](#)

Weller, M., & Anderson, T. (2013). [*Digital resilience in higher education*](#). *European Journal of Open, Distance and E-Learning*, 16(1), 53.

White, D. & Le Cornu, A. (2011) Visitors and residents: A new typology for online engagement. *First Monday*, 16(9). [Available here](#)