

Conquering Online Isolation

Serving Distance Students through Virtual Consultations
and Active Instruction

By Samantha Harlow, UNCG Libraries, Online Learning Librarian

Agenda:

Why does this matter?

Active Learning Pedagogies

Virtual Meetings

Tools!

Virtual Instruction

Tools!

Assessment

Questions answered:

What tools should I use when virtually meeting with distance students?

What tools should I use when performing virtual instruction with distance students?

What strategies should I use to design active learning exercises for distance students?

Follow along:

<http://tinyurl.com/appstdistancestudents>



Let's do a quick survey

<http://tinyurl.com/appstsurvey>

Why does it matter?

A hiker with a large red backpack is walking across a suspension bridge that spans a deep valley. The valley is filled with a dense, lush green forest. In the background, there are several layers of misty, forested mountains under a soft, hazy sky. The hiker is seen from behind, holding onto the metal railings of the bridge. The overall scene conveys a sense of adventure and connection with nature.

Online Education Growth:

- A year-to-year 3.9% increase in the number of distance education students, up from the 3.7% rate recorded last year.
- More than one in four students (28%) now take at least one distance education course (a total of 5,828,826 students, a year-to-year increase of 217,275).
- The total of 5.8 million fall 2014 distance education students is composed of 2.85 million taking all of their courses at a distance and 2.97 million taking some, but not all, distance courses.
- Public institutions command the largest portion of distance education students, with 72.7% of all undergraduate and 38.7% of all graduate-level distance students.
- The proportion of chief academic leaders that say online learning is critical to their long-term strategy fell from 70.8% last year to 63.3% this year.
- The percent of academic leaders rating the learning outcomes in online education as the same or superior to those in face-to-face instruction is now at 71.4%.
- Only 29.1% of academic leaders report that their faculty accept the “value and legitimacy of online education.” Among schools with the largest distance enrollments, 60.1% report faculty acceptance while only 11.6% of the schools with no distance enrollments do so.

[OLC: Distance Education Enrollment Growth Continues](#)

[Taken from “Online Report Card: Tracking Online Education in the United States”](#)

In a 2013 study conducted by the Student Centre at the University of Tasmania, almost 70% of online students surveyed said they had feelings of isolation (feeling alone, lack of connection or real time interaction) as a distance student.

[-Isolation and Connection: The Experience of Distance Education](#)

*This was the highest percentage of any comments from about 1000 students who answered.



**Active
Learning
Pedagogies**

Active learning instructional strategies include a wide range of activities that share the common element of involving students doing things and thinking about the things they are doing.

-Active Learning: Creating Excitement in the Classroom, Bonwell and Eison

Active Learning Activities:

- Think Pair Share
- Peer review and peer learning
- Collaborative writing
- Small group work
- 1 minutes papers/presentations
- Student led sessions
- Students making materials within the class
- And more



**How do we do
this online?**



**Virtual
Consultations**

Synchronous

- Try and make similar to face-to-face meetings
- Learn information ahead of time:
 - What program is the student in?
What is the assignment?
Assignment description?
- Be prepared and know the synchronous tool
 - Turn your camera on
 - Share your screen when necessary

Synchronous

Tools:

SLMS at your school:

Zoom, WebEx, Blackboard
Collaborate, etc

Free: Google Hangouts, Google
Hangouts on Air

Asynchronous

- Do work ahead of time
 - Do some searches (librarians), read through assignment, etc
 - Link to some examples, but don't do the work for them
- Make the asynchronous document accessible and editable by both
- Follow up

Asynchronous

Tools:

Email

Google Docs

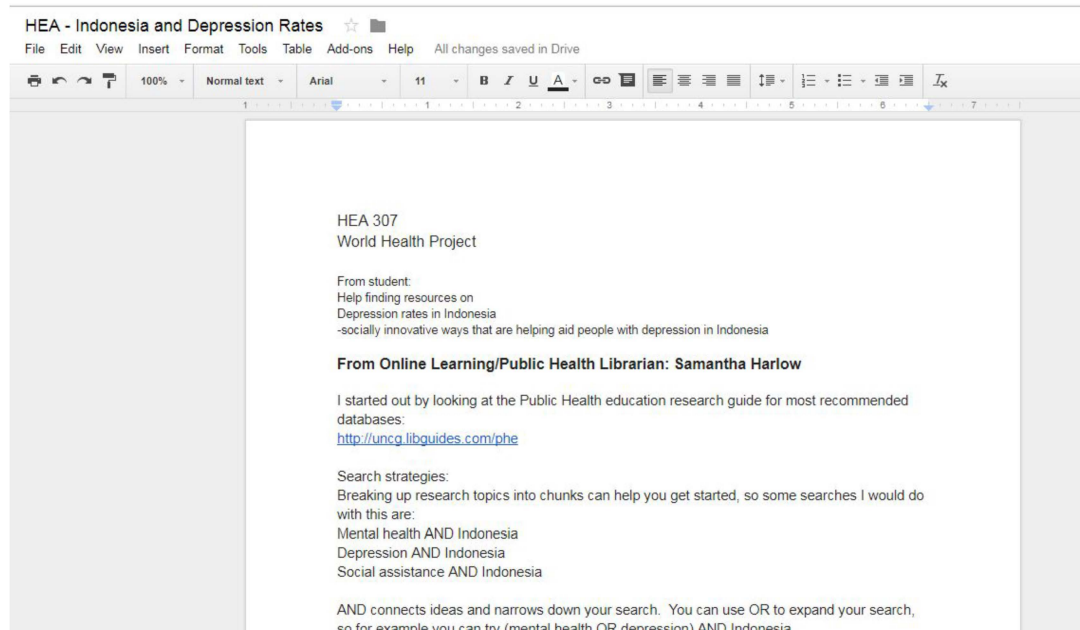
Google Slides

Box

Discussion Boards (LMS)

Consult on Google Doc Example:

HEA 307 World Health Day



HEA - Indonesia and Depression Rates ☆

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

100% Normal text Arial 11 B I U A

HEA 307
World Health Project

From student:
Help finding resources on
Depression rates in Indonesia
-socially innovative ways that are helping aid people with depression in Indonesia

From Online Learning/Public Health Librarian: Samantha Harlow

I started out by looking at the Public Health education research guide for most recommended databases:
<http://uncg.libguides.com/phe>

Search strategies:
Breaking up research topics into chunks can help you get started, so some searches I would do with this are:
Mental health AND Indonesia
Depression AND Indonesia
Social assistance AND Indonesia

AND connects ideas and narrows down your search. You can use OR to expand your search, so for example you can try (mental health OR depression) AND Indonesia



**Virtual
Instruction**

Synchronous

- Preparation is key
 - This does not mean memorize a script
 - Students prefer instructors to “be themselves” and not sound more rehearsed
- Don't be afraid to have activities that you would utilize in your face-to-face
 - Make sure your activities connect to SLOs
- Think about if you need “requirements” in your session
- Let students use the chat to interact with each other
- Know your SLMS tool, including features and limitations
- Flipping instruction works well in an online environment

Synchronous

Tools:

SLMS (WebEx, Zoom, etc)

Polling

Google Apps - Collaborative Writing


Breakout rooms

Activity for Synchronous Instruction:

Makerspace Website Activity: 30 minutes, 30 students

A	B	C	D	E
Step 1: Once you are in your breakout rooms, the breakout room leader needs to go in and get corresponding breakout room link.				
Step 2: 5 minutes to go over the website individually, and then I will announce when you need to start discussing as a group.				
Step 3: Fill in "answer/comments" field on this spreadsheet from this website by writing a quick description with your group of your group assigned makerspace (2-4 sentences)				
Step 4: Also answer, what is one takeaway from this website that you can apply to your specific makerspace? Discuss with group, and then pick one to add to this document				
Step 5: Pick a person to speak for your group for 1 minute (Sam will time you) on your website.				
Group:	Link to Website:	Answer/comments from group:		
Breakout Session 1	USC Annenberg Digital Lounge	<p>Great site with a lot of information and tutorials. Application for makerspace proposal shows how transferable digital technology is the online world. A lot of information and support features are nice to inform audience, but if you do not know what you are looking at there is a lot of work and digging.</p>		
Breakout Session 2	East Forsyth High School Makerspace	<p>The East Forsyth High School Makerspace has several videos on the website, which could be a great benefit to showing the benefits, activities, and products the space creates. One thing that I took away from watching them was that if I make videos for the makerspace website then the sounds I attach or mix into it are important—I got a little distracted by the music playing, it overpowered the images. I did love how they showcased student projects that connected to the curriculum and emphasized the importance of 3D printing for makerspace. -Stephanie J I found it interesting that the East Forsyth High School Makerspace website includes an appeal for tools that the makerspace does not yet have available. I think that helps combat a potentially mistaken belief that a space will already have everything that it feels it needs. I would have liked to have seen a little more explanation about some of the tools and maybe some categories, but that might be me being overly picky. - David T</p>		
		<p>This website is well designed for students, but is overwhelming with information if you aren't quite sure what you are looking for and it also lacks photos. They provide a good description of a makerspace at the top of their website, as well as how to get started with your own makerspace. Lots of great ideas and inspiration. Would have preferred a tour of the library</p>		

Asynchronous

- 
- Discussions
 - Videos
 - Collaborative Writing
 - Interactive Modules
 - Form Activity (with rubric for assessment)

Asynchronous

Tools:

Google Forms

Google Docs

SoftChalk, Captivate, etc (interactive modules)

Websites

Blogs

LMS (Learning Management System)

Discussions

- Have an introduction discussion for students to introduce themselves
- Don't be afraid to grade and use rubrics with discussions
- Create group discussions with different prompts
- Assign an activity with a discussion
- Allow students to attach files and links to discussions
- Participate in the discussion
- Create visual discussions instead of threads

Discussions

Tools:

LMS discussions

Padlet

Google Apps

Video

-
- Video needs to be specific and guided by the lesson and SLOs
 - Consider an orientation or welcome video
 - Include activities around the video, such as posing a question, self assessment, analytics, and more
 - Create a discussion around the video
 - Assign the students to find and present relevant videos to the course
-

Video

[Guide on Interactive Video](#)

Tools:

Canvas Arc, Voicethread -
cost money

Playposit, Edpuzzle - free

Google Forms Activity:

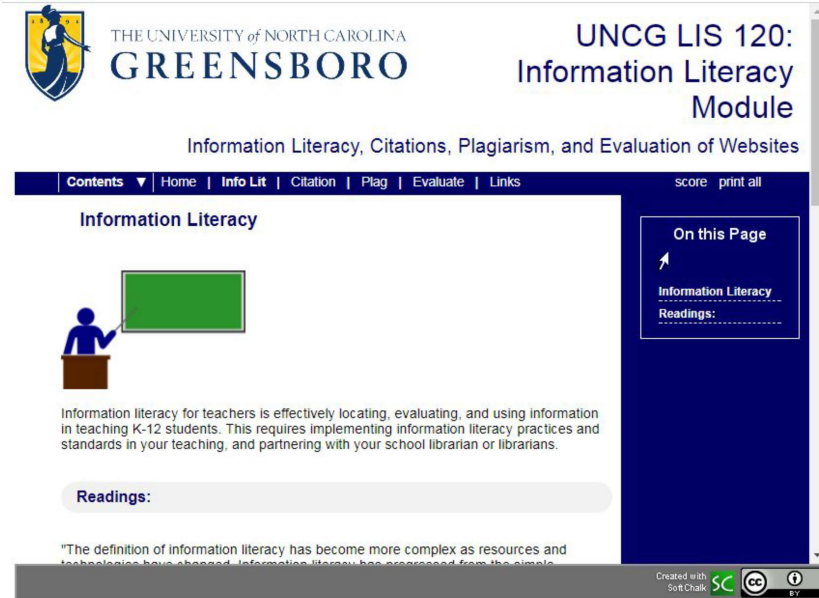
Using Google Forms to assess students is a great strategy for activities in an online course. The examples linked below show an example of a librarian doing an activity paired with an ENG 101 persuasive argument essay assignment. With this activity, we were looking for students gaining a better understanding of getting started on research, website evaluation, and online resources for their essay.

[Example of Form](#)

[Example of Responses](#)

[Example of Rubric Assessment](#)

Interactive Module: SoftChalk Example



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

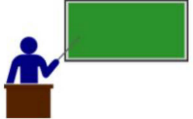
UNCG LIS 120:
Information Literacy
Module

Information Literacy, Citations, Plagiarism, and Evaluation of Websites

Contents | Home | Info Lit | Citation | Plag | Evaluate | Links

score print all

Information Literacy

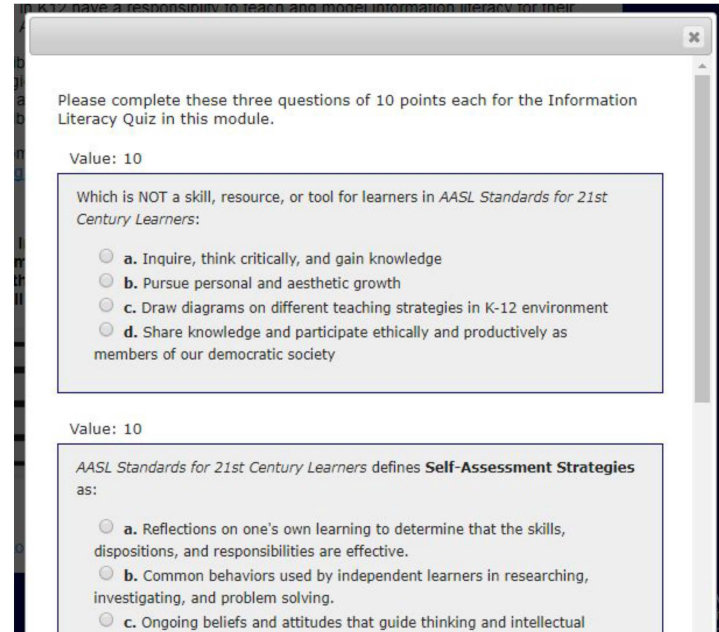


Information literacy for teachers is effectively locating, evaluating, and using information in teaching K-12 students. This requires implementing information literacy practices and standards in your teaching, and partnering with your school librarian or librarians.

Readings:

"The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple

Created with SoftChalk SC CC BY



Please complete these three questions of 10 points each for the Information Literacy Quiz in this module.

Value: 10

Which is NOT a skill, resource, or tool for learners in *AASL Standards for 21st Century Learners*:

- a. Inquire, think critically, and gain knowledge
- b. Pursue personal and aesthetic growth
- c. Draw diagrams on different teaching strategies in K-12 environment
- d. Share knowledge and participate ethically and productively as members of our democratic society

Value: 10

AASL Standards for 21st Century Learners defines **Self-Assessment Strategies** as:

- a. Reflections on one's own learning to determine that the skills, dispositions, and responsibilities are effective.
- b. Common behaviors used by independent learners in researching, investigating, and problem solving.
- c. Ongoing beliefs and attitudes that guide thinking and intellectual



Examples of Interaction: Polling

Do you have any comments you want to share with the class about your experience with finance, budgets, or grants?

10 responses

no thank you

My only experience with budgeting is my dad and little brother trying to teach me how to personally budget with excel. Not working well for me at the moment LOL.

This is my first year balancing the budget, and my first time applying for a grant, but I managed it just fine, and was awarded the grant! Wins!

I have virtually no experience with budgets for a library outside of what I learned last semester in LIS 650—so looking for any tips or suggestions.

Be conservative it usually costs more than you think, and someone out there wants to give you money you just have to know who to ask and how

For schools...state monies are for books only. Anything else, money wise, you have to come up with yourself.

I'm Scared!!!

I have had the opportunity to copy-write/ copy-edit for several education grants, but do not have grant research experience.

Most of my funding comes from donations of materials, and cash I earn from book fairs. I do not have any school \$\$ except from the PTSO.

Let's do a quick poll!

<https://b.socrative.com/login/student/>

Room: SHARLOW



Polling Tool Examples:

Google Forms

Kahoot

Socrative

Plickers

Poll Everywhere

[And more!](#)

Mentimeter

Sli.do



Examples of Interaction: Padlet

[Group Activity about Bridges](#)

[Themes in Persepolis](#)

[Best on Education](#)

Let's do one quickly!

<https://padlet.com/slharlow/2017appstpadlet>

“Please put your favorite technology tool you like to use in online training or courses. Put the name of the tool in the title and then a quick description of the tool.”



Assessment

Think about - what can you do with the products from this stuff?

Data from polling and rubrics

Follow up surveys with students

Final Product Assessment - [Example](#)

Important Take-Aways ...

Students like interaction with the instructor or trainer, even if it's casual interaction.

Students like learning from each other (peer learning).

Practice and preparation is important for every part of an online course or training.

Be sure to test all of your links and activities ahead of time.

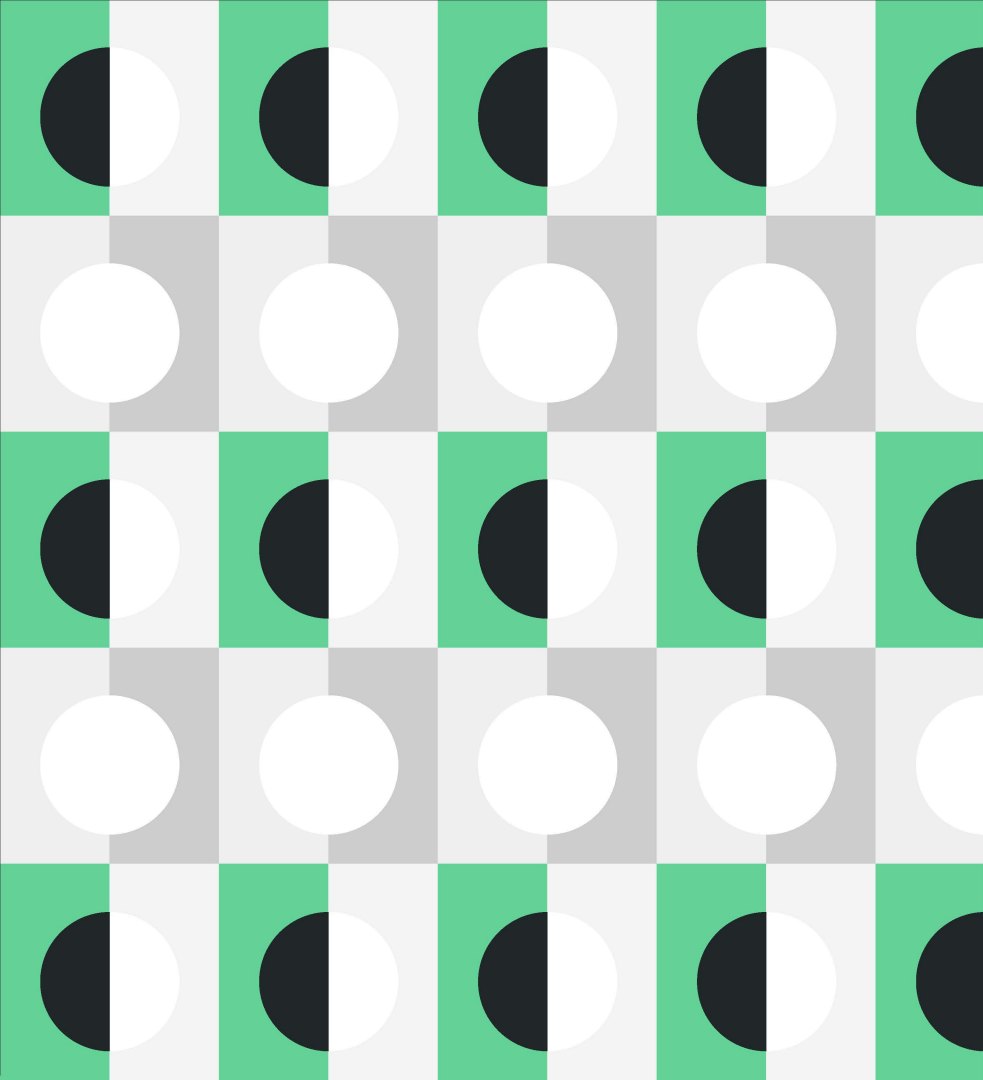
Important Take-Aways ...

Think about the timing of your course/instruction session and if you want activities to be graded.

Think about your audience and what access to technology they have (mobile, dial up, etc).

Sometimes it's better to be high touch rather than high tech.

Don't be afraid to use tools outside of the LMS (Google Apps, Padlet, etc), but be sure they are linked and or embedded in the LMS.



Questions?

**Contact:
Samantha
Harlow**

slharlow@uncg.edu