

## HUMANIZING ONLINE COURSES WITH WEB 2.0 TECHNOLOGIES

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Share your ideas here: [http://bit.ly/njedge\\_humanizing\\_online\\_courses](http://bit.ly/njedge_humanizing_online_courses)

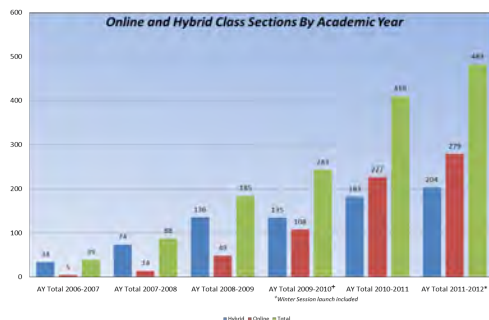
## About MSU



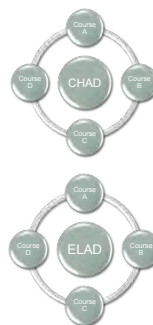
- ✓ 18,382 undergraduate and graduate students
- ✓ 4392 Students in residence
- ✓ Close to 300 majors, minors, concentrations and certificate programs
- ✓ Six colleges/schools: CEHS, CHSS, CART, CSAM, SBUS, the Graduate School
- ✓ Increasing number of individual online and hybrid courses

**Public, State Institution**

## Rapidly Increasing Online/Hybrid Course Offerings



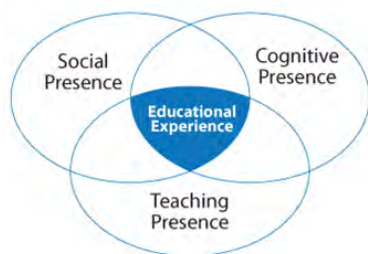
## New Online Program Development



- MA in Child Advocacy
- Launch date: Spring 2013

- MA in Educational Leadership
- Launch date: Spring 2013

## Online Community of Inquiry



Rourke, Anderson, Garrison, & Archer's (2001)

## Web 2.0 and its Tools

Key features of Web 2.0 include (webapprater.com):

- Folksonomy: Free Classification of Information
- Rich User Experience
- User as a Contributor
- Long Tail
- User Participation
- Basic Trust
- Dispersion



## Cognitive Presence – Web 2.0 Tools

- Cognitive Presence (Garrison, Anderson, & Archer, 2000)
  - Critical thinking and practical inquiry
  - Construct meaning through sustained communication (reflection and discourse)
- Strategies to promote Cognitive Presence:
  - Triggering event
  - Exploration
  - Integration
  - Resolution
  - Reflection
  - Collaboration

## Cognitive Presence – Web 2.0 Tools

- Web 2.0 Tools:
  - PodOmatic/Wimba Voice Board/iTunes U
  - SlideShare & Prezi
  - SoftChalk
  - Xtranormal
  - Quizlet
  - Bubble.us
  - Youtube/NJVID

## PodOmatic/Wimba Voice Board/iTunes U



## Prezi



## SoftChalk



## Xtranormal



- 3

### Strategies that can create and maintain a sense of social presence(Cont.)

- Encourage learners to upload a picture
- Create orientation activities prior to classes starting
- Design learning activities which encourage group interaction
- Suggest students use social tools for collaborating
- Use discussion forums with well crafted questions

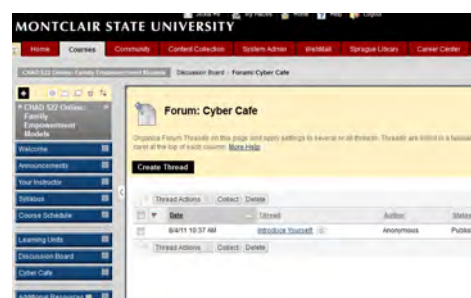
### Web 2.0 Examples that Support Social Presence

- VoiceThread
- Cyber café
- Blogs
- Wikis
- Twitter
- Skype
- Google hangouts
- Diigo

### VoiceThread



### Cyber Cafe

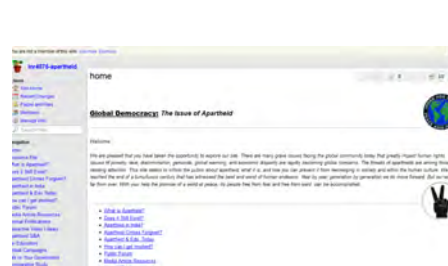


### Blog

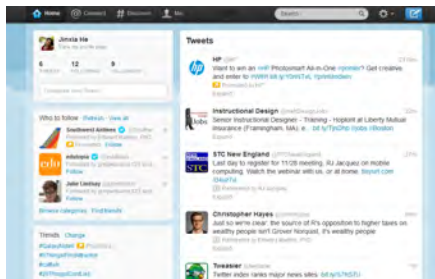


Student blog examples  
<http://beccadewey.blogspot.com/>  
<http://bit.ly/TstPWW>

### Wikis



## Twitter



## Google Hangouts



## diigo



## Teaching Presence & Web 2.0 Tools

### Teaching Presence

- The design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes (Anderson, Rouke, Garrison, & Archer, 2001).

### Enhancing Teaching Presence

1. Welcome students
2. Provide a personal orientation to the course
3. Provide personal information about yourself
4. Send out timely announcements and reminders
5. Offer synchronous meeting times

**Welcome to the Chad510 Online Course**

**Culturally Competent Practice in Child Advocacy**

This course provides students with an understanding of multicultural issues that may impact the child welfare field. To achieve this goal, important concepts in the area of racial, ethnic and cultural diversity will be addressed. Additionally, how such issues interact and may impact the child welfare field will also be discussed. The course will involve Power-point and video-clip presentations, assigned readings, online discussions, papers and exams. Participation is therefore required and expected.



You will be expected to achieve at least four goals through this course.

- Goal 1: Increase your awareness of concepts and issues discussed in the diversity and multicultural field.
- Goal 2: Increase your sensitivity to how assumptions, beliefs and conclusions about others may be inaccurate and possibly perceived as offensive.
- Goal 3: Increase your understanding of how issues of difference and diversity may impact the child welfare field and
- Goal 4: Increase self-awareness, cultural competence and acceptance of difference.



**Getting Started**

To get started, watch the course overview video below, then begin Learning Unit 1 (through the "Learning Units" link in the left course menu).

**screenr**


Instant screencasts: Just record & upload to create and share your screencasts around the web.

Just click the record button & capture your screen & voice, and you're in! No complex software, just a few clicks.

- ✓ Testing on desktop or smartphone
- ✓ Record on your first PC
- ✓ Play everywhere, even on iPhone
- ✓ Just save 20% instantly!

Screenr: [www.screenr.com](http://www.screenr.com)

Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>



**Instructor Blogs**

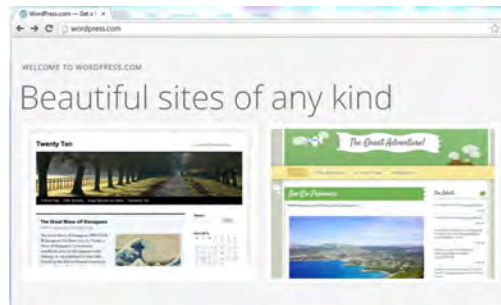
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Beautiful sites of any kind

Twenty Ten

The Great Adventure



**Announcements**

**Unit 2 Reminders**

Posted on Friday, October 12, 2012

Dear all,

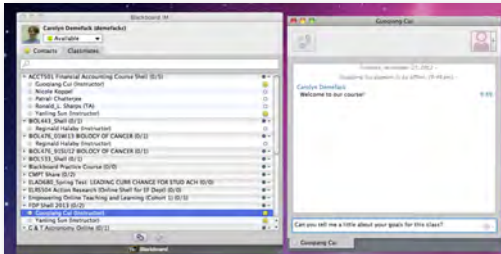
There is some very interesting dialogue happening in the group discussions this week! We encourage you to join in your group's discussion. If you haven't already, in order to you benefit from the diverse experience that our group members bring to the topic of online teaching management. As in unit 1, we hope to see a summary of your conversation posted to the course blog.

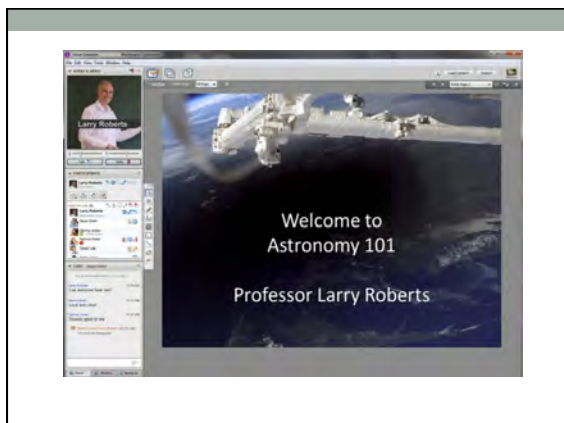
If you'd like a copy of the MSU Blackboard course template, introduced in this unit, please email us and we can copy it for your personal use. This is a great way to experiment with the ideas introduced in this course.

Best regards,  
Carolyn & John

Carolyn Demefack  
Posted on: Empowering Online Teaching and Learning (Unit 2)

Instructor: Carolyn Demefack  
Class Day/Time: Online  
Office Location: UN5100  
Virtual Office Hours: Tuesdays 2-4pm via [Bb IM](#) (alternative meeting time available upon request)





## Share Your Ideas

Go to our public Google Doc to add your ideas:

[http://bit.ly/njedge\\_humanizing\\_online\\_courses](http://bit.ly/njedge_humanizing_online_courses)