

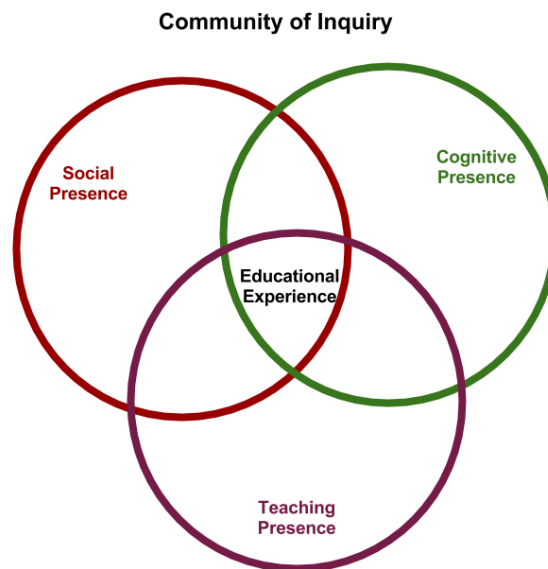
UNICON @ CBSEE: Next Generation Learning

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Teaching presence: the ability to design, facilitate and directly instruct students. (Garrison)

Social presence: the ability to project one's self and establish personal and purposeful relationships. The three main aspects of social presence are effective communication, open communication and group cohesion." (Garrison)

Cognitive presence: the exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry. (Garrison)



Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.

I. TEACHING PRESENCE

“Disrupting ourselves: The problem of learning in higher education.” (Randy Bass, Associate Provost of Georgetown University/Executive Director of Center for New Designs in Learning & Scholarship)

The way we learn has grown at a far faster rate than our methods of teaching. Lately, higher education has undergone a transformation that has moved away from an instructional paradigm and towards a learning paradigm.

This shift has led to what Randy Bass refers to as the “Post-Course Era;” an era defined as the time where the role of formal curriculum and courses will no longer be the *primary* place for learning. In many

ways, the formal curriculum is experiencing external pressures that will inevitably lead to some kind of change.

One pressure he discusses that is placed on formal curriculum is the participatory culture that has developed mainly through the world wide web. This “web culture” is one that facilitates informal learning and that has become a much larger part of undergraduate student’s learning in the past 15 years. Since our concept of learning has expanded so rapidly, the next step must be to look to expand our concept of teaching.

Teaching and Learning with Video Annotations (Bossewitch/Preston)

Various approaches to multimedia-based assignments:

- Guided lessons
- Lecture comprehension
- Close object analysis with targeted comparisons
- Communal hunting and gathering, with in-class synthesis
- Collective analysis across semesters of a core set of resources

Mediathread: A collaborative, multimedia analysis environment where faculty and students can collect videos and images from collections across the web (Youtube, Vimeo, Flickr, ArtStor, Library of Congress, Metropolitan Museum of Art, etc.); create clips and annotate segments of videos and images to a personal collection; compose “multimedia essays” and participate in discussions in which work can be embedded into course materials; and collaborate with others on all work flows described above. Available open source. Contact ccnmtl-mediathread@columbia.edu for more information.

Assessment: *“A common question that we get with regard to technology projects is ‘how do I grade it?’ The 21st-century communication and collaboration skills which are used with most technology based projects are, in many ways, real-world problem-solving skills. The standard, multiple-choice type tests simply are not going to be able to assess students’ learning. Instead of thinking of the assessment itself as the measurement, we are going to need to examine our students’ performances of understanding. In other words, the assessment is the tool through which we can gauge how much our students have learned.”* - From *Assessing Student Learning* at www.edtechteacher.org

Discussions: *“Research has documented, over and over, when participants make the learning their own, when they get to talk about it their way, without being manipulated and controlled, learning increases.”* (Beaudin)

“Learners expect the instructor to keep discussions on the subject. Learners maintain interest in discussion that has direction.” (Beaudin)

“Instructors must meticulously design and facilitate discussion. Instructors must also understand how to broaden evaluation so that it, too, further facilitates durable knowledge construction” (Knowlton)

The top four techniques for keeping asynchronous online discussion on topic (Beaudin):

1. Carefully design questions that specifically elicit on-topic discussion.
2. Provide guidelines to help online learners prepare on-topic responses.
3. Reword the original question when responses are going in the wrong direction.
4. Provide discussion summaries on a regular basis.

II. SOCIAL PRESENCE

Questions to help manage/moderate your online discussions (Berge):

1. What reasons do you have for saying that?
2. Why do you agree or disagree on that point?
3. How are you defining the term you just used?
4. What do you mean by that expression?
5. Could you clarify that remark?

Purposes for using online discussion tools (Berge):

1. arouse curiosity
2. review content
3. probe deeper/focus attention
4. recall
5. stimulate
6. encourage reflection

“Twitter modes” in a handy TWEETS acronym*:

- **TOSS AROUND** new projects, ideas, lesson plans, and approaches (Idea Sharing)
- **WEIGH** opinions and points of view around critical topics (Thought-establishing)
- **EVALUATE** work approaches to instruction and administration (Notes-comparing)
- **EXCHANGE** personal experiences to build rapport (Conversation)
- **TRIGGER** bold actions and professional improvement (Inspiration-giving)
- **SEEK** professional advice around teaching and learning (Q&A)

*From Alana Aliz via EdSurge (<https://www.edsurge.com/>)

7 Things You Should Know About Social Content Curation- Educause Learning Initiative:

Purpose of curation tools (such as Diigo, Pinterest, Tumblr) - Focus on visual content and on building collections of resources, create resource boards, aggregate ideas, and use search functions to locate relevant content. They can be used as “work-in-progress” studies, allowing researchers to analyze their own work in various stages of development, and also allow researchers to compile a visual log or journal and evidence trends or clusters of topics/ideas.

III. COGNITIVE PRESENCE

Bloom’s Taxonomy for the Development of Higher Level Thinking Skills

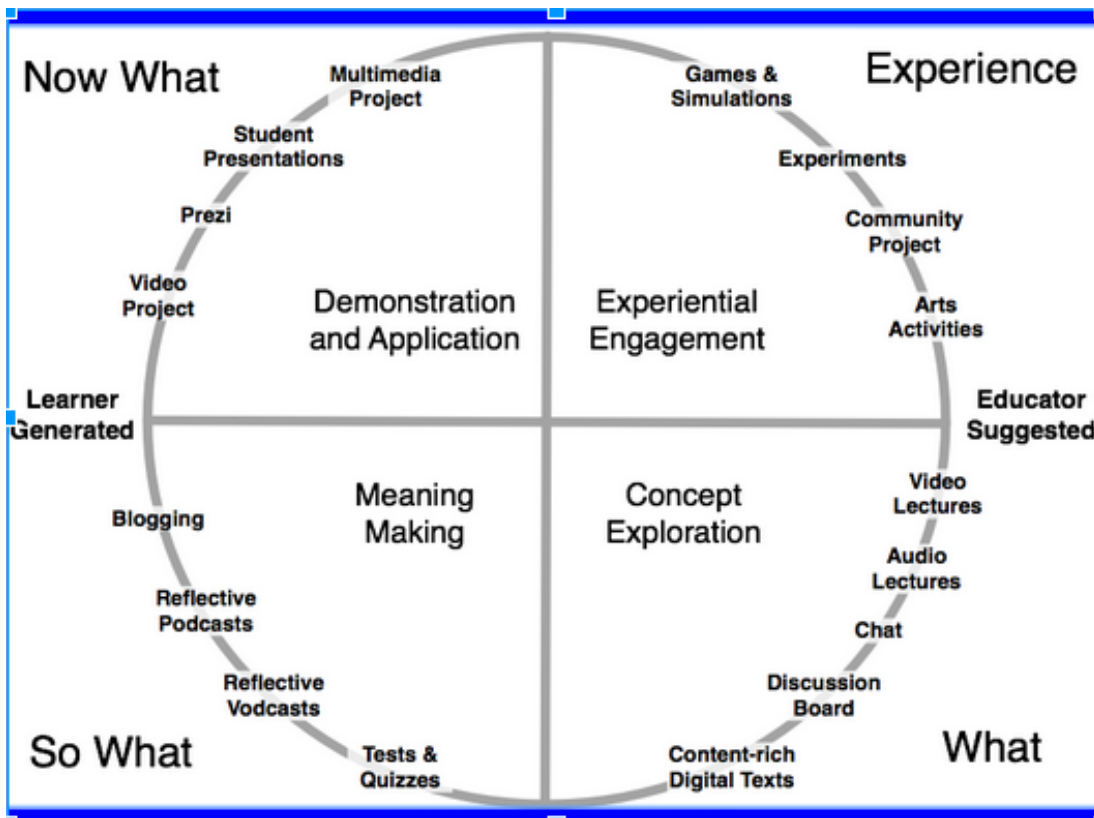
Keywords to use in discussion questions:



- **Creating:** defend, judge, appraise
- **Evaluating:** formulate, compare, predict
- **Analyzing:** relate, differentiate, support
- **Applying:** apply, use, demonstrate
- **Understanding:** summarize, paraphrase, explain
- **Remembering:** define, list describe

The goal of the Flipped Classroom Model - "...[F]or students to learn more authentically by doing, with the teacher guiding the way; the lecture is no longer the expected driver of concept mastery. The flipped classroom model is part of a larger pedagogical movement that overlaps with blended learning, inquiry-based learning, and other instructional approaches and tools that are meant to be flexible, active, and more engaging for students. It has the potential to better enable educators to design unique and quality learning opportunities, curriculum, and assessments that are more personal and relevant to students' lives." - NMC Horizon Project Short List 2013 Higher Education Edition

Kolb's Experiential Cycle of Learning mapped onto an Online Learning Environment (CCNMTL)



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Resources

1. Creative Commons - <http://search.creativecommons.org/>
2. Diigo - <http://www.diigo.com>
3. Edmodo - <http://www.edmodo.com/>
4. Enhanced (CCNMTL's Blog) - <http://ccnmtl.columbia.edu/enhanced/>
5. Learning Catalytics - <https://learningcatalytics.com/pages/intro>
6. Mediathread - http://ccnmtl.columbia.edu/our_services/tools/mediathread/
7. Piazza - <http://www.piazza.com>
8. Present.Me - <https://present.me/tour>
9. ProfCast - <http://www.profcast.com/public/index.php>
10. Ted Ed - <http://ed.ted.com/>
11. Twitter - <http://twitter.com>
12. UNICON Wikischolars Site - <https://execed.wikischolars.columbia.edu/>
13. Voicethread - <http://www.voicethread.com>
14. Wikispaces - <http://www.wikispaces.columbia.edu/>



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