

# USING ECHO 360 AND ARTICULATE TO INCREASE ONLINE ENGAGEMENT

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# EFFECTIVE INSTRUCTION AND ASSIGNMENTS

- Engages the student
- Clarifies concepts
- Presents visual experiences
- Encourages higher learning outcomes
- Reinforces learning in other modes
- Provides a venue to open critical thinking and critical discussion

(adapted from National Teacher Training, 2000-01)



# EFFECTIVE ONLINE INSTRUCTION

**effective online learning requires the development of a community that supports meaningful inquiry and deep learning.**

- **(Rovai, 2002; Thompson & MacDonald, 2005; Shea, 2006)**



# TAKE STUDENT LEARNING BEYOND THE CLASSROOM WALLS

To achieve a high quality educational experience in an online format, online learners must demonstrate skills in multiple areas including flexibility and the willingness to manage their own learning (Palloff & Pratt, 2001)



# CONSTRUCTIVIST MODEL

- Central to the vision of constructivism is the notion that the learner is active in the learning process (Duffy & Jonassen, 1993).
- Piaget (as cited in Brooks & Brooks, 1993) believed that learning was a dynamic state, a philosophy that runs counter to the passive state created by the traditional lecture method.



# CONSTRUCTIVIST MODEL

**Duffy and Jonassen (1992) stated that it is clear that constructivism and information-processing technologies have much to offer to contemporary approaches to instruction.**



**Research studies have found that the perception of interpersonal connections with virtual others is an important factor in the success of online learning**

**(Picciano, 2002; Richardson & Swan, 2003; Swan, 2002; Swan & Shih, 2005; Tu, 2000)**



**Mein (2005) noted there was some indication of the effectiveness of audio cuing since there were some high scores on performance tests on those materials with audio text cues.**



# INSTRUCTIONAL DELIVERY

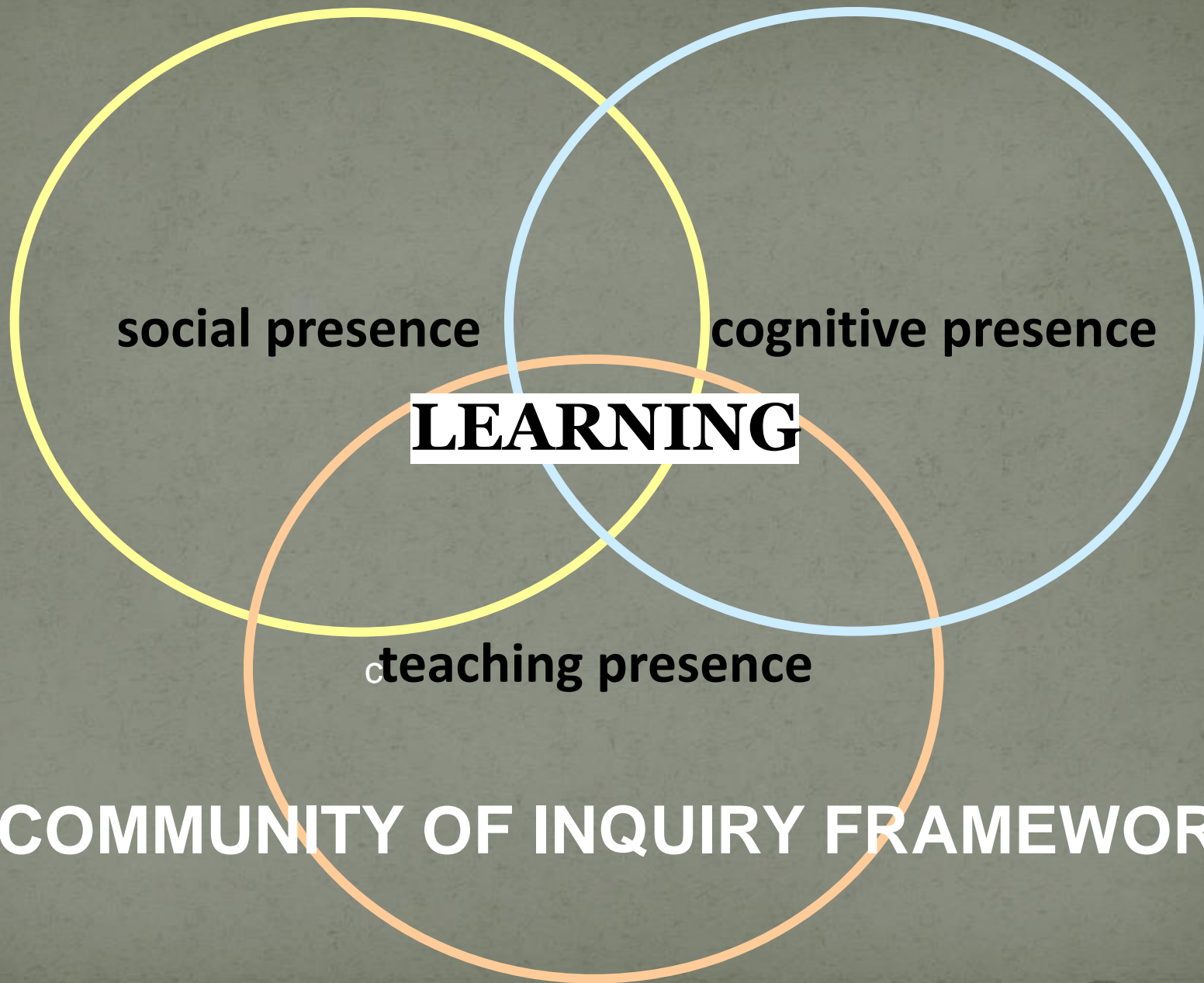
The possible change in the delivery of instruction must be countered with the “educational need, problem or gap” that technology can fill

(Ambrose & Smith, 2006, p. 2)



# COMMUNITY OF INQUIRY FRAMEWORK (Garrison, Anderson & Archer, 2000)

- a process model of learning in online and blended educational environments
- grounded in a collaborative constructivist view of higher education
- assumes effective learning in higher education requires the development of a community of learners that supports meaningful inquiry and deep learning



# COMMUNITY OF INQUIRY FRAMEWORK



# Community of Inquiry Survey

- 13 teaching presence items – design & organization, facilitation, direct instruction
- 9 social presence items – affective expression, open communication, group cohesion
- 12 cognitive presence items – triggering, exploration, integration, resolution



social presence

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*"On the Internet, nobody knows you're a dog."*

the ability of participants in a community of inquiry to project themselves socially and emotionally -- as 'real' people



social presence

**elements** – **affective expression** (expressing emotion, self-projection), **open communication** (learning climate, risk free expression), **group cohesion** (group identity, collaboration)



# Community of Inquiry Survey

The following statements relate to your perceptions of “teaching presence” – the design of this course and your instructor’s facilitation of discussion and direct instruction within it. Please indicate your agreement or disagreement with each statement.

#	statement	Agreement				
		1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree				
1	The instructor clearly communicated important course topics.	1	2	3	4	5
2	The instructor clearly communicated important course goals.	1	2	3	4	5
3	The instructor provided clear instructions on how to participate in course learning activities	1	2	3	4	5
4	The instructor clearly communicated important due dates/time frames for learning activities.	1	2	3	4	5
5	The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	1	2	3	4	5
6	The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.	1	2	3	4	5
7	The instructor helped to keep course participants engaged and participating in productive dialogue.	1	2	3	4	5
8	The instructor helped keep the course participants on task in a way that helped me to learn.	1	2	3	4	5
9	The instructor encouraged course participants to explore new concepts in this course.	1	2	3	4	5
10	Instructor actions reinforced the development of a sense of community among course participants	1	2	3	4	5
11	The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	1	2	3	4	5
12	The instructor provided feedback that helped me understand my strengths and weaknesses relative to the course’s goals and objectives.	1	2	3	4	5
13	The instructor provided feedback in a timely fashion.	1	2	3	4	5

# QUALITY MATTERS

- **FACULTY CENTERED**
- **PEER REVIEW PROCESS**
- **CERTIFY ONLINE QUALITY**
- **DESIGN ONLY**
- **8 STANDARDS**
- **40 ELEMENTS**



# QUALITY MATTERS



QUALITY MATTERS COURSE RATING SHEET	
COURSE OVERVIEW AND INTRODUCTION	Points
The overall design of the course is made clear to the student at the beginning of the course.	
1.1 Instructions make clear how to get started and where to find various course components	3
1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly	1
1.4 The self-introduction by the instructor is appropriate and available online.	1
1.5 Students are asked to introduce themselves to the class.	1

# AUDACITY

<http://audacity.sourceforge.net/download/>

- **RECORD**
- **IMPORT/EXPORT SOUNDS**
- **EDIT**
- **EFFECTS**



# AUDACITY

<http://audacity.sourceforge.net/download>

- RECORD POWER POINTS
- RECORD CLASS PRESENTATIONS
- RECORD MEETINGS



# AUDACITY GUIDELINES

- **WRITE A SCRIPT**
- **USE A HEADPHONE SET WITH MICROPHONE**
- **REVIEW EACH SLIDE FOR CLARITY AND SOUND QUALITY**
- **MERGE RECORDING WITH SLIDE**



# ARTICULATE

<http://www.articulate.com/products/presenter.php>

- **NOT FREE**
- **CAN GET 30 DAY FREE TRIAL**
- **TECH DEPT MAY HAVE IT**
- **FLASH TECHNOLOGY**



# ARTICULATE EXAMPLE

<..\Downloads\danielson8-10\danielson8-10\player.html>



# ECHO 360

<http://echo360.com/what-is-it/index.asp>

- **CAPTURE**
- **PUBLISH**
- **REVIEW**
- **BLACK BOARD**
- **WEB CT**
- **ITUNES U**



# ECHO 360

- Increase student access to lectures
- Enhanced student achievement (10% reduction in D's F's W's)
- Competitive advantage in growing online market
- Puts the instructor in front of the students
- Helps make the personal connection
- Opportunity to stress important concepts
- Hear student interaction

# ECHO 360 EXAMPLE

- [..\CLASSES\EDL 505\Len Bogle 4-13-10 EDL-505 ch21 and 24\Len Bogle 4-13-10 EDL-505 ch21 and 24.html](#)

# VOICE THREAD

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MEGAN POWER, DEL SUR ELEMENTARY

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# THANK YOU

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Karen Swan

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# Len

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