Online Learning Designs: A Look Through a Community of Inquiry Lens

Dr. Anne O'Bryan

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A little bit about me...

- PhD in Applied Linguistics at Iowa State
- Experience designing online instruction, but no online teaching experience
- Started designing ELL certification courses for CSU-Global in 2010
- Began teaching online shortly after
- Currently teach for three separate institutions
Overview of presentation

- Community of Inquiry Framework

- How do we create a Community of Inquiry in our online classrooms?

- Activities, practical strategies and tips
Community of Inquiry

Three components

(Garrison, Anderson, and Archer, 2000)
How do we create a CoI in the online classroom?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Social Presence</th>
<th>Teaching Presence</th>
<th>Cognitive Presence</th>
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<tr>
<td>Setting clear expectations</td>
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<td>Course announcements</td>
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<td>Introductions and social forums</td>
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<td>Lecture content</td>
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<td>Teacher-led discussions</td>
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<td>Student-led discussions</td>
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<td>Synchronous sessions (audio-video)</td>
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<td>Wikis (Collaborative)</td>
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<td>Projects, Assignments &amp; Exams</td>
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Setting clear expectations

Explicitly discuss organization of course and highlight policies

- Weekly units, assignments due Sundays
- Feedback (e.g., 72 hours of due date), Late policy

Student expectations on the weekly discussion boards:

- Due date of initial post
- Number of replies to peers (2 per week)

Teacher expectations on the weekly discussion boards:

- Respond to every student's initial discussion post (required by some institutions)
- Respond to students' initial posts every other week (required by other institutions)
- Respond to students' subsequent posts as needed or as desired
- Read all
Course announcements: Weekly posts

Posted on Sunday, November 4, 2012

Our module one readings covered a lot of ground in terms of introducing what the study of linguistics entails and covering the area of morphology in some depth. In thinking about words—how they’re formed, the units they’re made of—you completed the first critical thinking activity last week that asked you to analyze three dictionary entries and reflect on how/whether you might use each type of dictionary. I hope you enjoyed this activity and that it helped raise your awareness of some of the issues our ELLs might face when choosing a dictionary for reference purposes! In module 2, we’re going to look more in-depth at the sounds of language. This module can be very difficult for students as it requires you to become familiar with a new way of representing sounds. Take your time, do the reading in the textbook, and click on the links you find within the online module content. Don’t be afraid to say the sounds out loud as you read about them!

I plan to have your first assignments graded and returned by Wednesday night. For this week, please continue reading and make sure you post to the discussion board by Thursday so that others can respond to your post. If you haven’t done so already, please look over the final project assignment sheet so that you can begin thinking about what you want to do. The final project in this class requires you to do some of your own linguistic research, so getting started early is important.

Let me know if you have questions as you read and work this week.

Anne
In reading the discussion posts this week on the topic of the international phonetic alphabet (the IPA, for short), I wanted to just re-emphasize that the IPA is not a language—it's an alphabet where each symbol corresponds with one sound. The following short video talks a bit about why teachers and linguists might want to learn, and use, the IPA. Do you agree? What did you think about the ideas here? Please post them to the discussion board!

Enjoy,
Anne

YouTube URL: http://www.youtube.com/watch?v=2zGSub6-SBE

Watch Video
Introductions and Social Forums

Discussion boards
(Text-intros, social, attach picture)

- Anne's introduction
- RE: Anne's introduction
- RE: Anne's introduction

Nice to "meet" you Anne! Where are some fun places you've traveled? I look forward to working with you!
Alicia

Thanks Alicia! I studied abroad for a semester in college in London (wow--over 10 years ago now!) and traveled quite a bit while I was there. My husband and I went back to Eastern Europe a few times--the Czech Republic was a favorite, as was Vienna--love that city! We went to Mexico last year, but mostly holed up at our all-inclusive resort and enjoyed some quiet time on the beach without the kiddos :) I've love to travel more extensively in Canada and visit my good friend who summers in Bulgaria with her extended family. Have any recommendations when it comes to travel places?
Anne

Wow, you've definitely been to a few fun places! I've heard the Czech Republic is a must see...I would love to make my way there sometime! But I wouldn't mind an all-inclusive resort somewhere warm... Of course, part of my heart is in Spain and I would say it's a must see. Southern Spain or Barcelona; skip Madrid. Costa Rica is a great place as well though. Lots of things to do, lovely people, beautiful scenery!
Alicia
Introductions and Social Forums

VoiceThread
(audio, picture, text, video)

Voki
(avatar with audio, animated picture)

Leave a comment using phone-in, video, voice, or text.

Integrate into text-based forum; Participants leave text-based comments
Presentation-style lecture using Adobe Captivate

- Ability to listen to an instructor's voice can foster social presence
- More difficult to modify
- Connection issues possible; less accessible

Text-based lecture content

- Easier to modify
- Few technical issues to consider; more accessible
- Less likely to foster social presence
Lecture Content

Both whiteboard-style screen capture tutorials and YouTube videos can help students understand complex topics like sentence diagramming.

The above tutorial was created with the iPad app Educreations (it's free!)
Let's take a break!

We can create a community of inquiry through our design decisions and our instructional decisions

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Questions, thoughts, or ideas?
Teacher-led discussions

Sample Teacher-led Discussion Prompt: (Teaching presence)

If you ever learned a second of foreign language, which sounds were most difficult for you to pronounce? Use the IPA to identify and describe these sounds and share your experience.

For students commenting on their classmates' posts who learned the same language, did you have the same experiences? Why do you think was or was not the case?

Instructor interactions: Type (Teaching presence; encourage cognitive presence)
- Ask a question (Socratic-style, content-focused)
- Share an experience
- Link to an additional resource (peer-reviewed article, reputable website, podcast, video lecture, conference presentation)
Student-led discussion

Re: Grammar pedagogy in second and foreign language teaching
by Ann Druce-Hoffman - Tuesday, 18 September 2012, 03:49 PM

My summary/critique is attached.

Re: Grammar pedagogy in second and foreign language teaching
by Karson Kreischmar - Thursday, 20 September 2012, 01:16 PM

1. I am not sure what students I plan to teach in my future career as an ESL teacher. I have yet to be in an ESL classroom, and that's why I am really looking forward to the observation assignment. However, I feel that the students I might teach will have a wide range of knowledge on the second language they are learning. I feel that there will be some students who are more advanced in the language than others, giving the opportunity to work with a variety of students. I think that my grammar instruction for my classroom will be more holistic. I want to teach in an elementary classroom, so that means I will be working with younger students. From Celce-Murcia's description younger students are normally more holistic. She also says that beginning ESL students need more of a holistic approach. Since I feel that many of my younger students will be beginner ELLs I feel that this will require me to use a more holistic approach.

2. Error correction techniques that I have personally observed include: presenting an example and having the students find the error, showing examples that follow a rule and students try to figure out the rule, in written work, and peer corrections. I think that all of these were effective techniques. Many of my teachers have used these techniques throughout my school years and I think they all have their advantages. Some allow for more student work, which I think helps to instill the information into a students brain more. Others are simply the teacher giving feedback, which allows the students to better understand what the teacher is expecting out of their work.

Re: Grammar pedagogy in second and foreign language teaching
by Ann Druce-Hoffman - Saturday, 22 September 2012, 03:15 PM

I agree, Karson, that a variety of error-correction techniques are effective. I had not really thought about that before, but now I realize that it's a good idea to be aware as a teacher of several different ones.
Synchronous sessions
(Wimba Classroom, Adobe Connect, Blackboard Collaborate)

1. Teacher-led discussion or other activities (with break-out rooms)

2. Student presentations

3. Group discussions

4. Invited guest speakers
Invited Guest Speakers
(Synchronous)

Higher Education 5801
Online Education: Teaching and Administrative Issues

Guest Speakers
Ray Rose and Alese Smith
February 25, 2012

Video

Text chat

Power-point or any other "documents"
Invited Guest Speakers (Asynchronous)

SIOP vs SDAIE
by Kelsey Enskin - Tuesday, 11 September 2012, 06:30 PM

Have you used both SIOP and SDAIE? Does SIOP work better with some students while SDAIE works better with other students?

Re: SIOP vs SDAIE
by Invited Guest Speaker - Wednesday, 12 September 2012, 09:25 PM

Since this question is similar to Karson’s, you may also want to read my answer in that thread. I’ve used the SIOP model. I’ve had limited training about SDAIE from Ron Rohac who is based out of California. Both have the same goal of sheltering instruction so that students whose English proficiency is limited can still access content. From what I know, there is a great deal more published research about the efficacy of the SIOP model than there is SDAIE.

Re: SIOP vs SDAIE
by Kelsey Enskin - Friday, 14 September 2012, 10:12 AM

Have you only used sheltered instruction or have you used other ESL approaches as well?

Re: SIOP vs SDAIE
by Invited Guest Speaker - Sunday, 16 September 2012, 10:39 PM

I have certainly used other approaches. Sheltered instruction was developed specifically for teaching content to ELLs (like social studies, math, science, etc.). Especially when I first began teaching ESL, my approach was very different than it is today. I would say, though, that the principles of SIOP influence all of my teaching. For example, I am constantly thinking about students’ level of background knowledge and how much scaffolding or support I’ll need to provide in the lesson in order for them to be successful. SIOP is based on research about effective instruction, so many of the features are applicable to a variety of teaching contexts.

I think one area where I do not explicitly use SIOP is in reading and writing instruction, especially for intermediate and advanced students.
Compiled list of websites for ELLs

Created by Lily Compton on Tuesday, October 9, 2012 10:12:40 AM EDT
last modified by Nichalita Schwartz on Monday, October 15, 2012 1:40:25 AM EDT

Please add to the list. Click on "Edit Wiki Content" to get started.

- BBC http://www.bbc.co.uk/worldservice/learningenglish/language/

Lesson Plans / Conversation Questions / Support Material
- Breaking News English www.breakingnewsenglish.com
- Conversation Questions for the ESL Classroom http://iteslj.org/questions/
- Bogglesworld http://bogglesworldesl.com/
- Daily ESL: Conversation Starters for English Students http://www.dailyesl.com/
- Promethean Planet http://www.prometheanplanet.com/

Class Tools and Resources
- Puzzle Maker (either crossword or search) http://www.puzzle-maker.com/
- Go Animate! (make short cartoon-vidoes, either type or record audio) http://goanimate.com/
- Voki (talking heads, you record the audio) http://www.voki.com/
- SoundCloud (audio sharing) http://soundcloud.com/
- Chirbit (audio sharing) http://www.chirbit.com/
- Wikispaces (free Wiki hosting) http://www.wikispaces.com/
- Pinterest http://pinterest.com/
# Wrap-up: Educational Experience

Activities and assessments similar to F2F

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<tr>
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<tr>
<td>Class discussions</td>
<td>Discussion boards, Synchronous sessions</td>
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<tr>
<td>Group work</td>
<td>Wikis, Blogs, Projects (text-based or multimedia-based)</td>
</tr>
<tr>
<td>Demonstrations, Modelling, Authority-input</td>
<td>Voiced-over PPT, Demonstrations, Videos, Multiple Web Resources, Guest speakers</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>Peer feedback and peer evaluation with rubric</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>Narrated PPT, Multimedia presentation, Videos, Oral presentation (synchronous) or recorded in VT</td>
</tr>
<tr>
<td>Exams, Quizzes, Term Papers</td>
<td>Exams, Quizzes, Synthesis Projects or Papers</td>
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Thank you!