



Professional Development Workshop

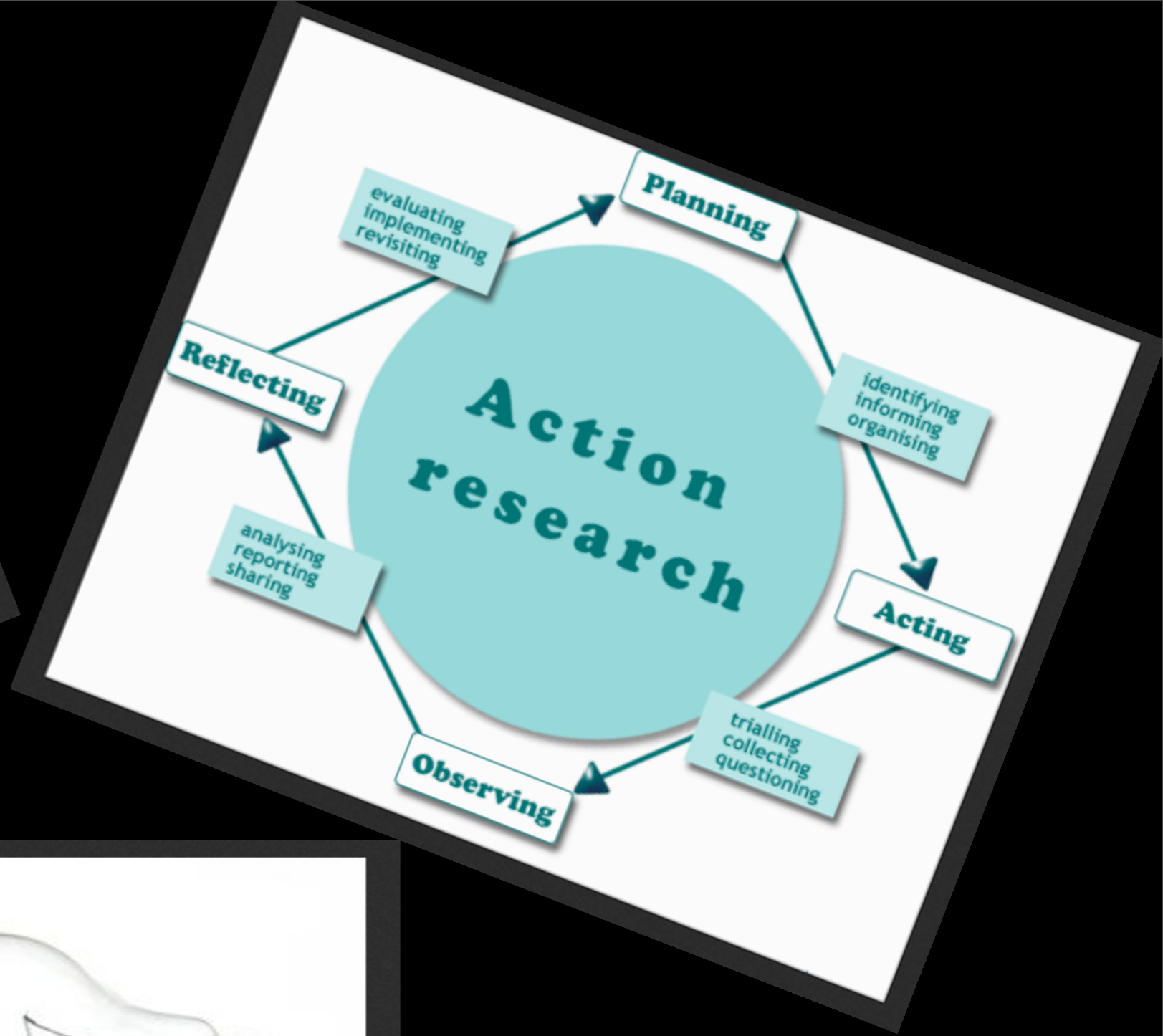
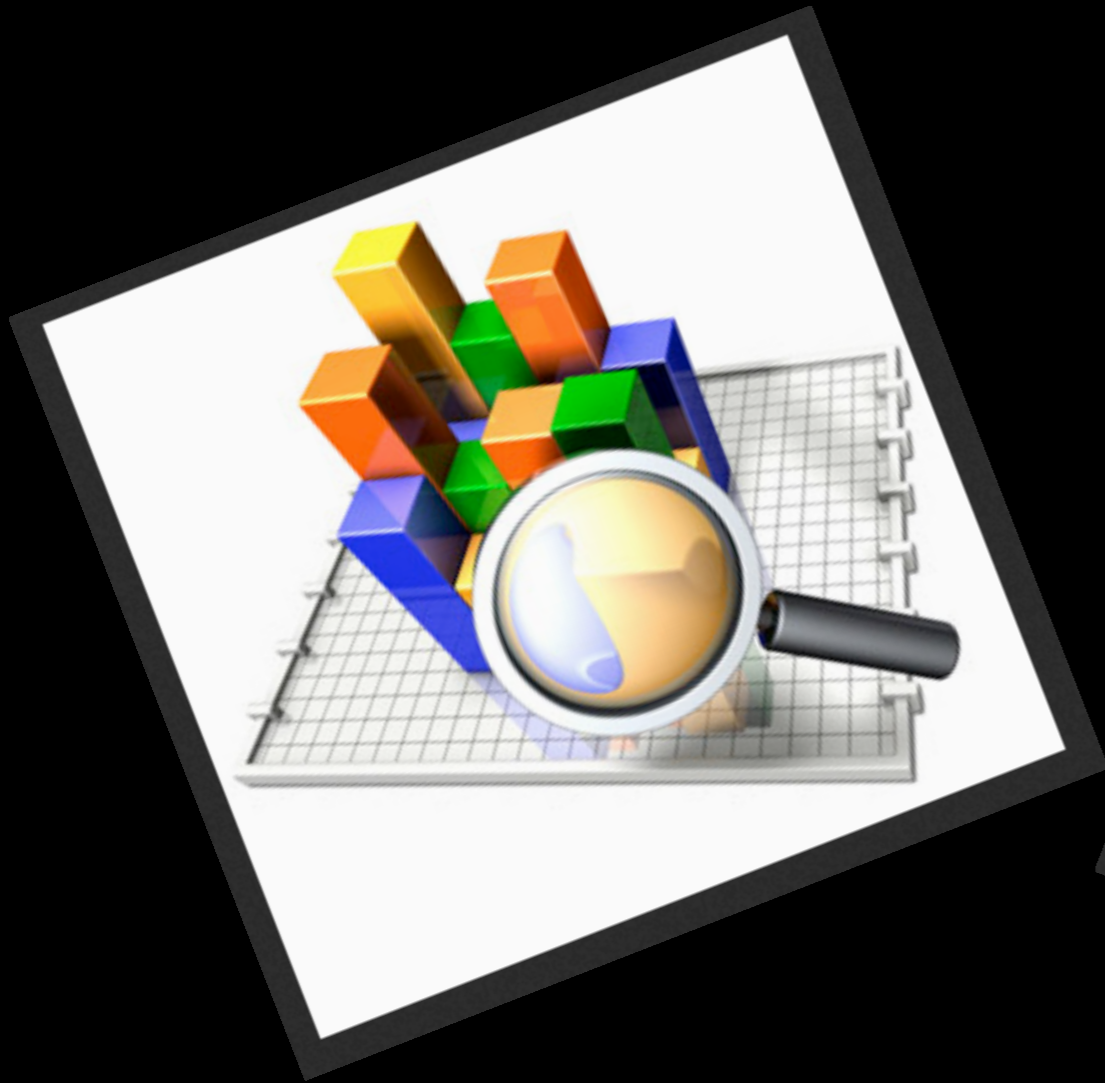
John Graves



Background Current Work

Action Research

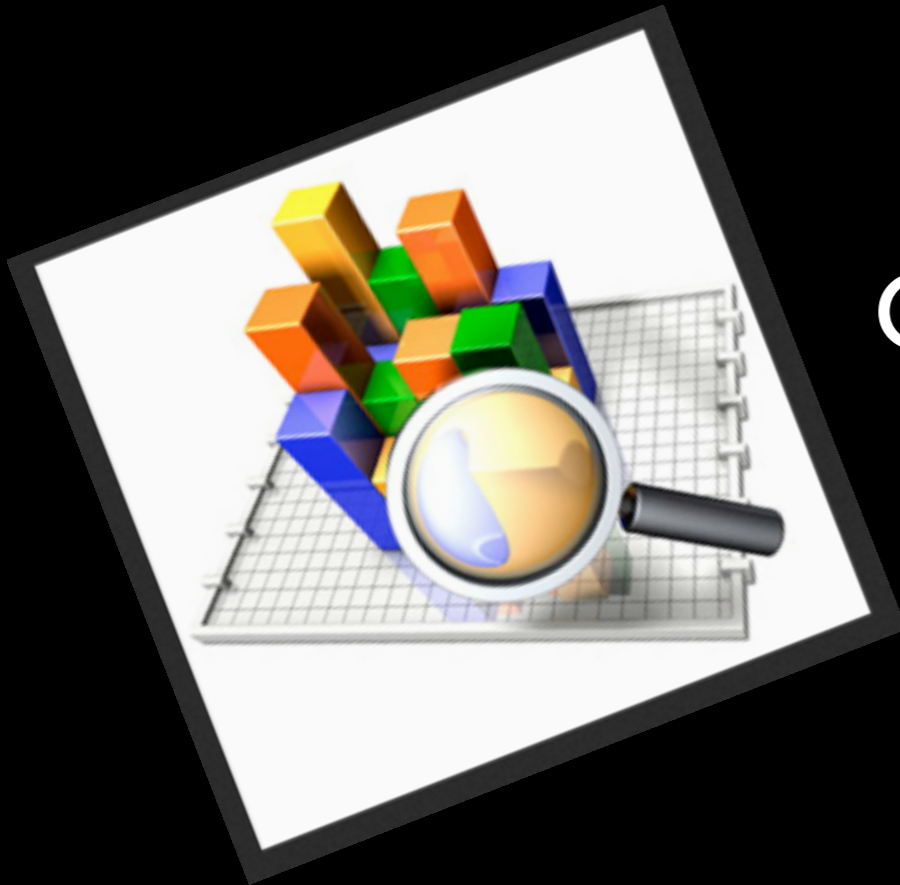




Discuss

- Who
- Purpose
- Audience
- Participants
- Data collected
- Knowledge outcomes

Higher Ed, Grad students Investigator

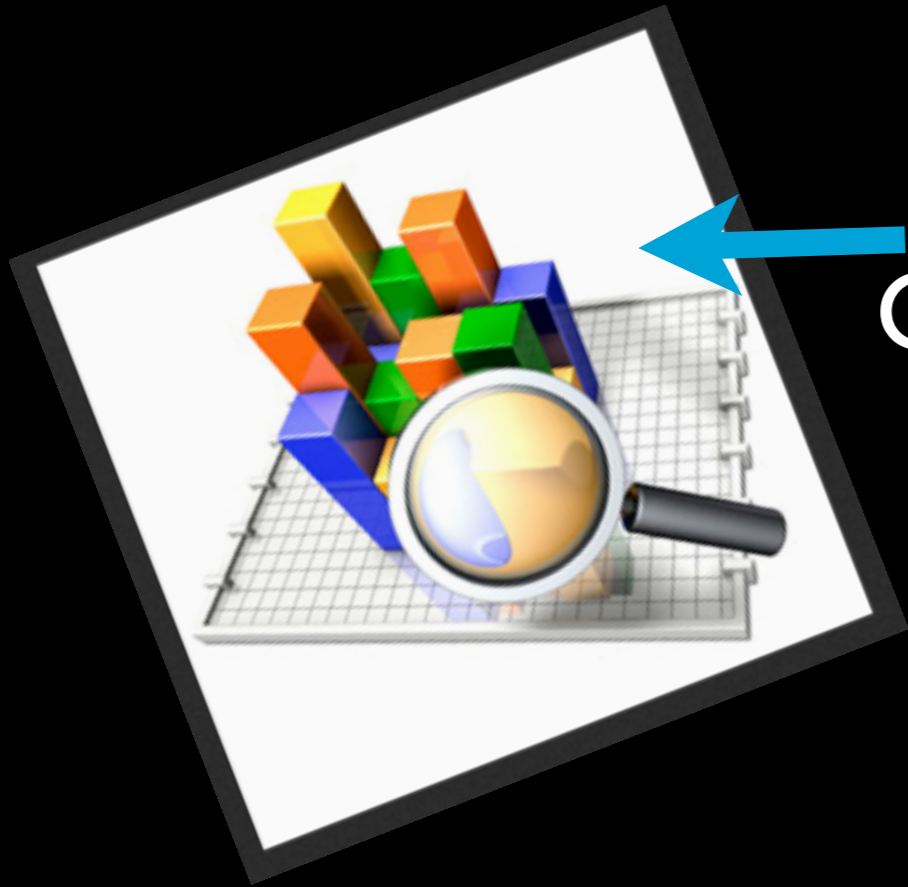


Who?

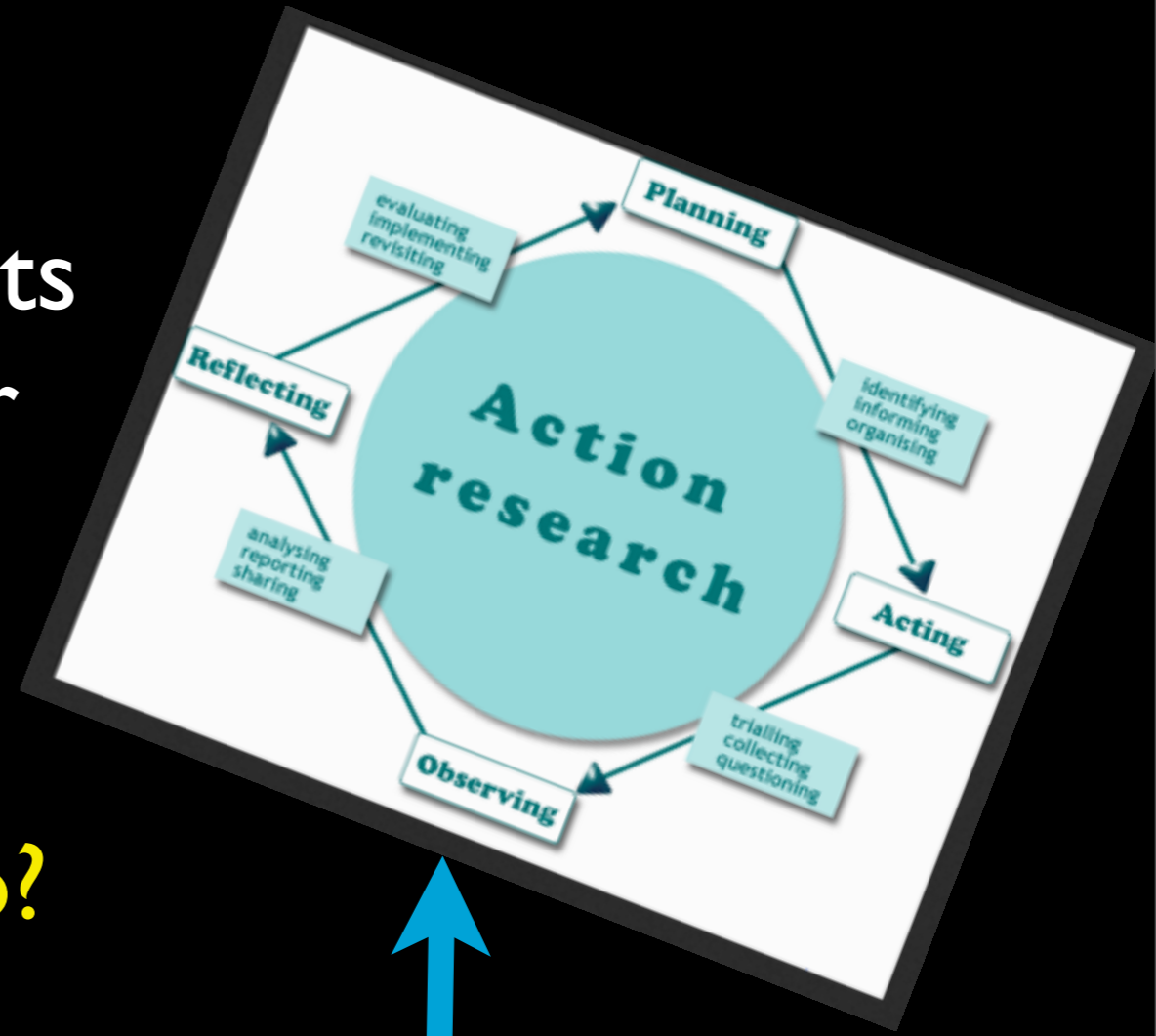


Teachers
Administrators,
Support personnel

Higher Ed,
Grad students
Investigator



Who?



Teachers
Administrators,
Support personnel



Purpose?

Understand & Interpret Phenomena in natural settings



Hypothesis Testing

Identify & study a problem in one's "laboratory"





Purpose?

Understand & Interpret Phenomena in natural settings



Hypothesis Testing

Identify & study a problem in one's "laboratory"





Audience?



Not always an intended audience

Higher Ed faculty
Personnel
Grad Students





Participants?



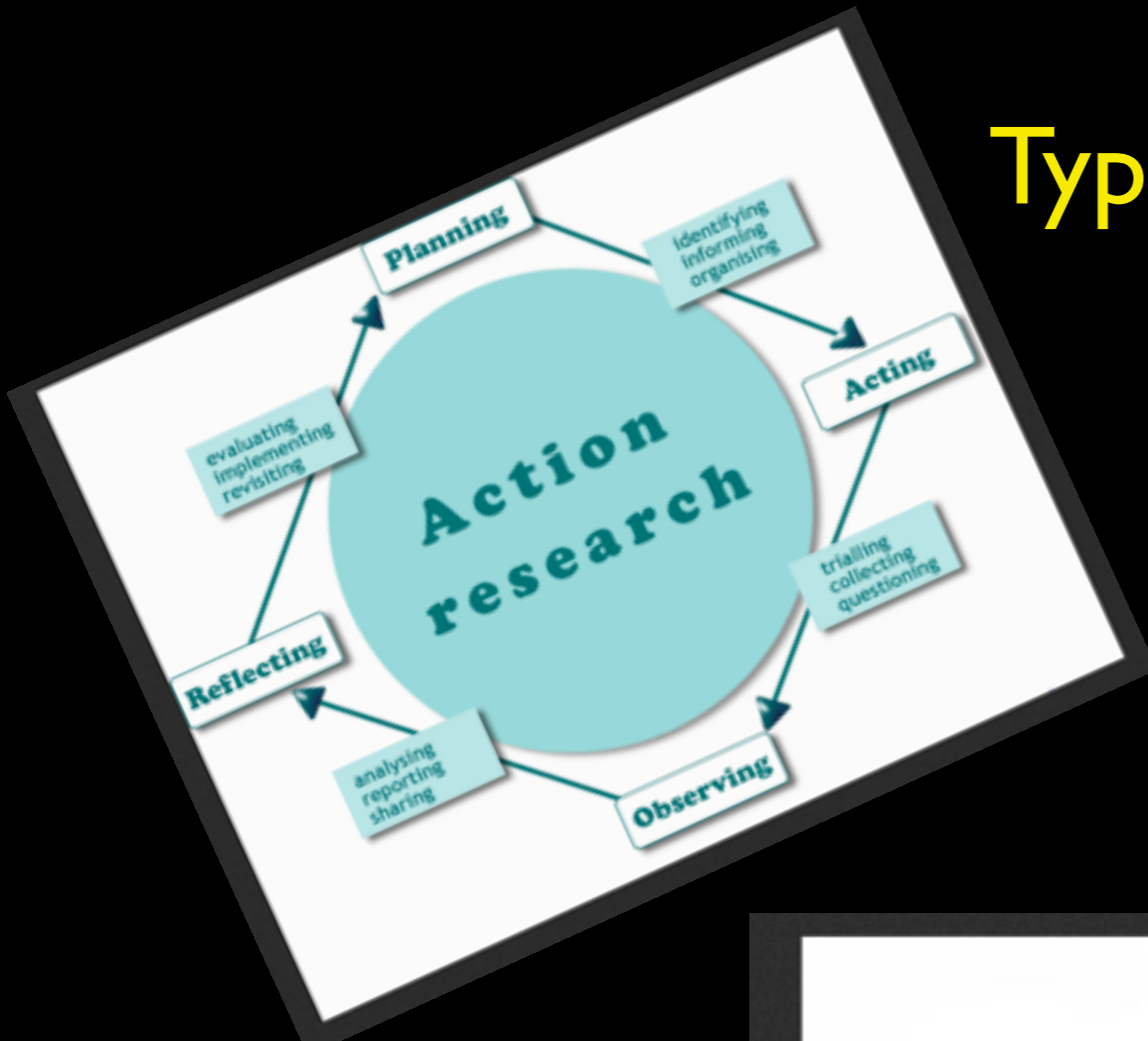
Purposeful based
on the intensions
of the study

Random Sample



Purposeful Sample

Types of Data





Types of Data



Artifacts
Observations
Interviews

Objective,
Quantitative



Variety of sources:
Observations
Surveys
Interviews
Artifacts



How Knowledge is Advanced



Inform practice
Reflection on practice

Broad Generalizations



Interpretations
to understand
phenomenon

Reflective Practice



Reflect

Evaluate

Act



Action Research

Act

Evaluate

Reflect





Chat (Everyone)

Tina W: It makes a huge difference. I really feel more comfortable with things after your webinars.

Tina W: I liked the voice site you used during curriculum last summer. It was cool being able to hear everyone.

Tina W: Not sure how I did that...lol

Tina W: I get onto my students for that...

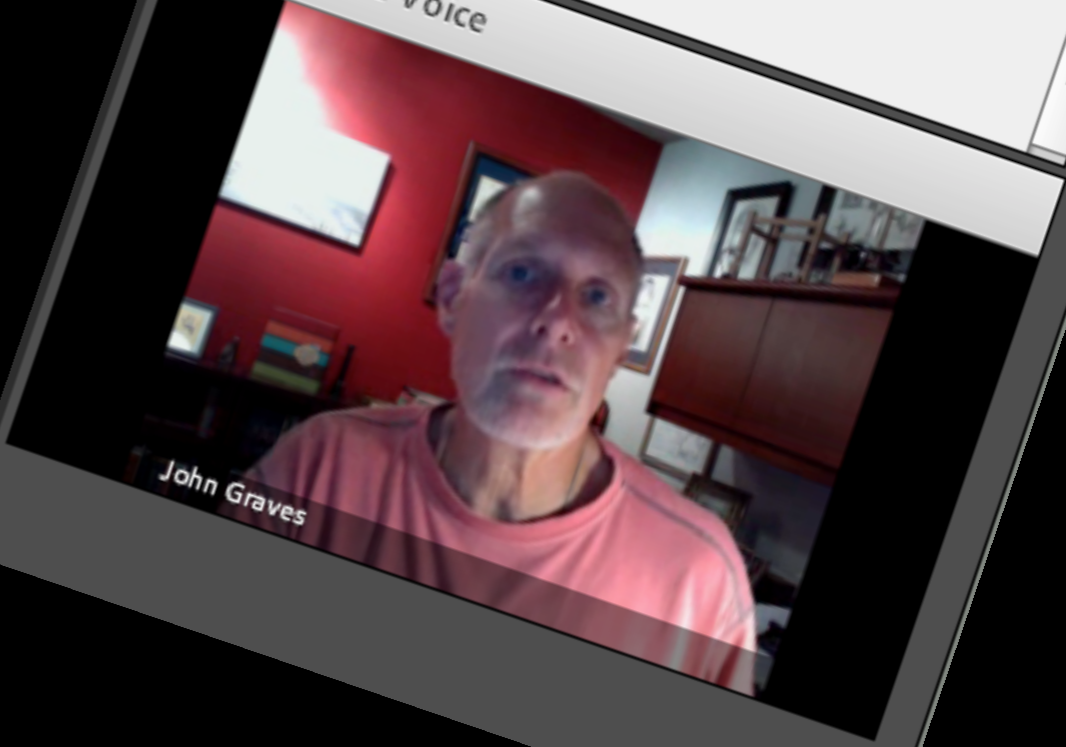
Liz: Hello

Nic Love: I am here

Tina W: it shows us that.

Tina W: Yup

Camera and Voice



John Graves

A screenshot of a video conference interface. The top section is a chat window with a list of messages from participants. Below the chat is a video feed area labeled "Camera and Voice" which shows a man named John Graves. He is wearing a pink t-shirt and is in a room with red walls and a wooden cabinet. The name "John Graves" is displayed in a small box at the bottom left of the video frame.

What are the effects of webinars and podcasts on students' learning in an online course?

A word cloud graphic with 'RESEARCH LITERATURE' in large, bold, white letters. Other words in various colors and sizes include: UNDERSTANDING, MUST, BETTER, ACCOMPLISHED, ALSO, CONTEXT, EDUCATION, METHODS, REVIEW, AUTHOR, TRAINING, LEARNED, NEEDS, RESEARCHER, STUDY CLAIMS, and RESEARCH. The words are arranged in a dynamic, overlapping pattern.

RESEARCH LITERATURE

- Online delivery < 10% 2002...> 33 % 2010
- 1.6 million 2002, 6.1 million 2010
- 30% post-secondary education enrollment is online
- 21% growth of online enrollment compared to 2% overall in higher ed population
- Students report conceptual and practical advantages to podcasts and webinars
- Increased motivation from viewing
- Report more connection to the instructor

You have a BASIC account | To remove the limits of a BASIC account and get unlimited questions, upgrade now!

Podcast/Webinar Survey

Education

Design Survey

Collect Responses

Analyze Results

Edit Survey

Edit Survey

Preview Survey

Send Survey >

Survey Options

To change the look of your survey, select a theme below.

Berries

Create Custom Theme

Print Survey

Restore Questions

Page Randomization

TITLE & LOGO

Edit Title

Upgrade to Add Logo >

Podcast/Webinar Survey

+ Add Page

PAGE 1

Edit Page Options

Add Page Logic

Move

Delete

Show this page only

Consent

You are being asked to participate in an educational research study concerning the use of Web 2.0 tools in online courses. Participation is voluntary and you can choose to not answer any questions you do not want to answer and/or you can stop at anytime. As a student in the MSSE Program, participation or non-participation will not affect your grade or class standing.

Since I can't offer extra credit, I will put each participant's name in a drawing for a \$25 gift card at the end of the semester.

To what degree do you think webinars will affect YOUR learning?

Pre

To a great extent 26.8%

To some extent 63.4%

Post

52.5%

42.5%



Themes

CLA **RITY**

A graphic on a white tilted background. The word 'CLARITY' is written in a bold, black, sans-serif font. The letters 'CLA' are on the left and are blurred. The letters 'RITY' are on the right and are sharp. The 'RITY' portion is enclosed within a double-lined circular border.

...Podcasts generally covered areas where questions were accurately anticipated and made the information and requirements more clear

...They clearly explained what we should expect

...They clarified the written directions



Modeling



Modeling

...it was helpful to see the approach
in action

...the podcasts reinforce the materials
in the book

...They helped by offering examples that helped
illustrate the models of teaching





The
onnection

...the human connection with the instructor

...The podcasts put a real face and voice to the instructor which made me feel more connected to the course



...I think it helps make a more personal connection between student and professor



MULTIPLE
Interpretations

The image features the word "MULTIPLE" in a large, bold, sans-serif font. Each letter is filled with a different color and overlaps with the adjacent letters. The colors are: M (blue), U (green), L (yellow), T (red), P (pink), L (light blue), and E (purple). Below the word "MULTIPLE" is the word "Interpretations" in a smaller, bold, black, sans-serif font.



...I enjoyed being presented with content in a variety of media

...they were a welcome break from the format of reading and participation in the discussion board.

...I like having information presented in a number of ways, online classes need more than just read and post



...They helped me better understand the material. I could go back and review them several times if I needed to.

...the ability to rewatch them is great

...I would often watch the podcasts a second time...



**Assessment OF Learning (Summative)
vs.
Assessment FOR Learning (Formative)**







1 minute paper

MUDDIEST POINT

What is the muddiest point in today's material?

One Sentence Summary Sheet

_____ (began with) _____

(covering, discussing, presenting, demonstrating, etc.) _____

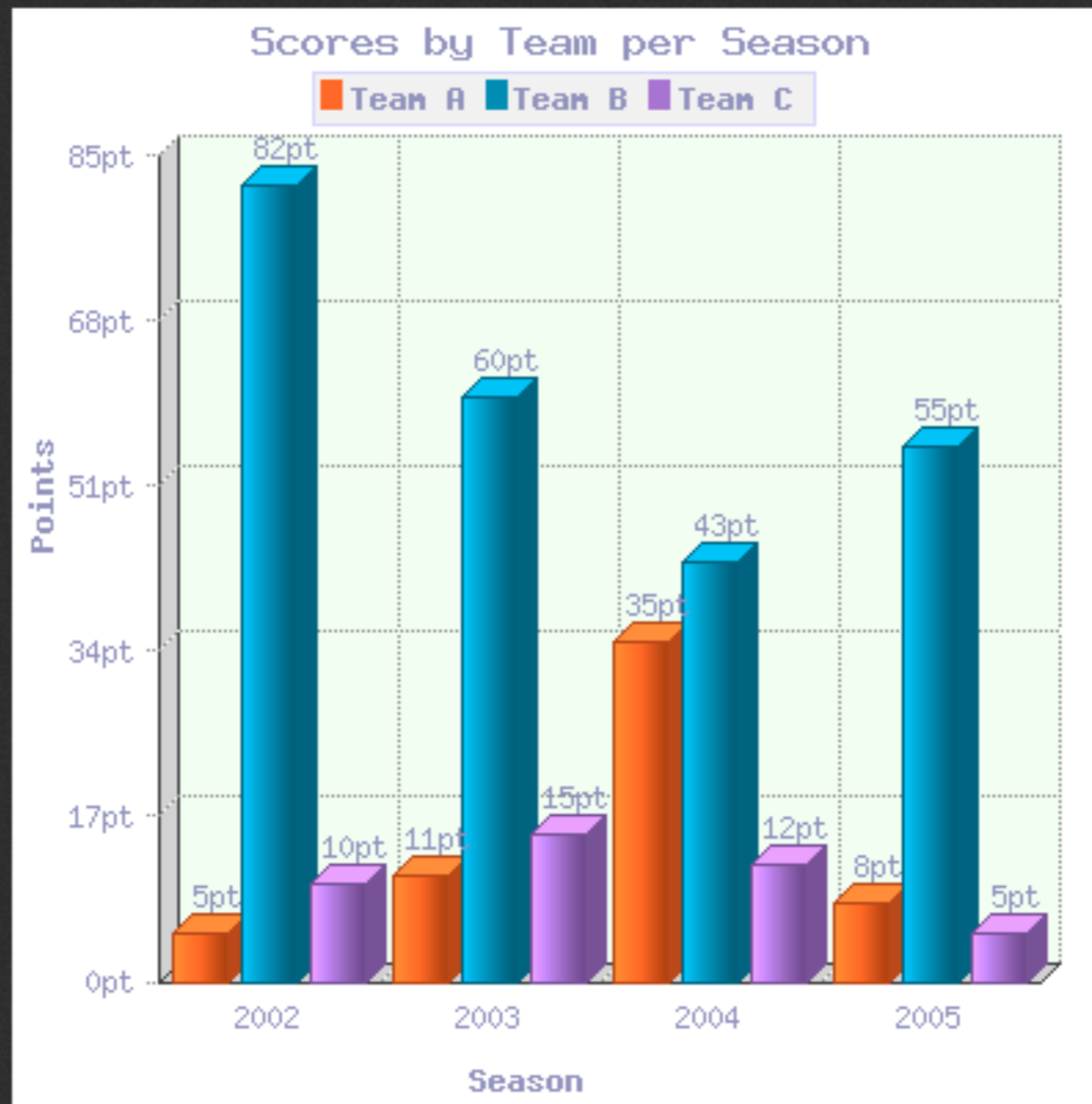
(and ended with, concluded when, etc.) _____

_____ .

Who? Does
What? To Whom?
When? Where?
How? Why?







Share...Close
the Loop



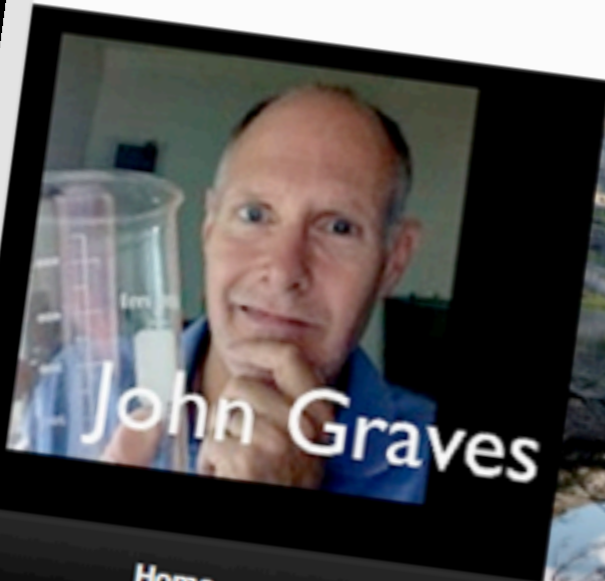
it's
your
turn





Online Instruction and Learning

Navigating the world of online learning



Home

jgravesedu.com

graves@montana.edu

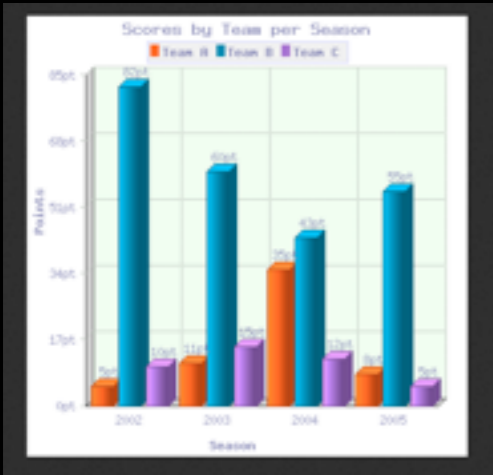


Image References



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<http://raisetheroofblog.files.wordpress.com/2012/05/dont-assume-by-skippyinvictoria.jpg>

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<http://2.bp.blogspot.com/-w8zAW5IFS6o/T5OoCQnROh/AAAAAAAAABk/yi98rRVlwPs/s1600/Formative-Assessment-vs.-Summative-Assessment-Presentation-Transcript-805.jpg>

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<http://www.docstoc.com/docs/40949378/One-Sentence-Summary-Sheet&docid=JU2QT6K9QntUxM&imgurl=http://img.docstoccdn.com/thumb/orig/40949378.png&w=1650&h=1275&ei=K3edUP2nD6q5igK5lCoDQ&zoom=1&iact=rc&dur=344&sig=11408220312388383580&page=1&tbnh=139&tbnw=164&start=0&ndsp=51&ved=1t:429,r:2,s:0,i:81&tx=101&ty=73>

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