

# The Ubiquitous Nature of Online Learning

Leveraging the Strengths

Jean Marrapodi, PhD, CPLP  
Applestar Productions

# Course Description

Holding courses online is no longer a nice-to-have option for higher education. Colleges invest money in a learning management system and expect faculty to start using it. Unfortunately, preparing for the online classroom is very different from the traditional classroom, and many faculty resist the transition. Some resist from fear of change, others from fear of technology, and others because they cannot conceive of online learning being successful. The online environment offers many opportunities that are unavailable to the traditional classroom. In this session we will look at best practices in online learning, and some of the hallmarks of successful MOOCs, which attract tens of thousands of learners worldwide. We will discuss the nuts and bolts of effective online lectures, discussion questions, and assessment activities that allow students to use 21st century tools to demonstrate what they have learned. We will consider the value of peer assessments, rubrics, and group work that leverages collaborative problem solving. Part theory, and part tactical, this session is presented from the trenches of experience, and will allow you to share your successful ideas to embrace the process of knowledge making over knowledge consumption.



By the time you leave today you will be able to implement a variety of effective learning techniques in your online classroom

What are the first words that  
come to mind when you  
think of online learning or  
elearning?

Answer in  
Mentimeter





>>  
ABC

Bank®

# Business Continuity & Incident Management

Your role & responsibilities



START



What do you do now?

Your building just got hit by a tornado.



# The history of Distance Learning

1728

*Caleb Phillips* advertises private correspondence courses in the *Boston Gazette*



1840

SIR ISAAC PITMAN LAUNCHES CORRESPONDENCE COURSES IN HIS NOW FAMOUS VERSION OF SHORTHAND

1858

The University of London becomes the first to offer its degrees worldwide thanks to **Queen Victoria!**



1946

The University of South Africa establishes a nationwide distance education program

1911

The University of Queensland helps **distance education** take off in Australia



1892

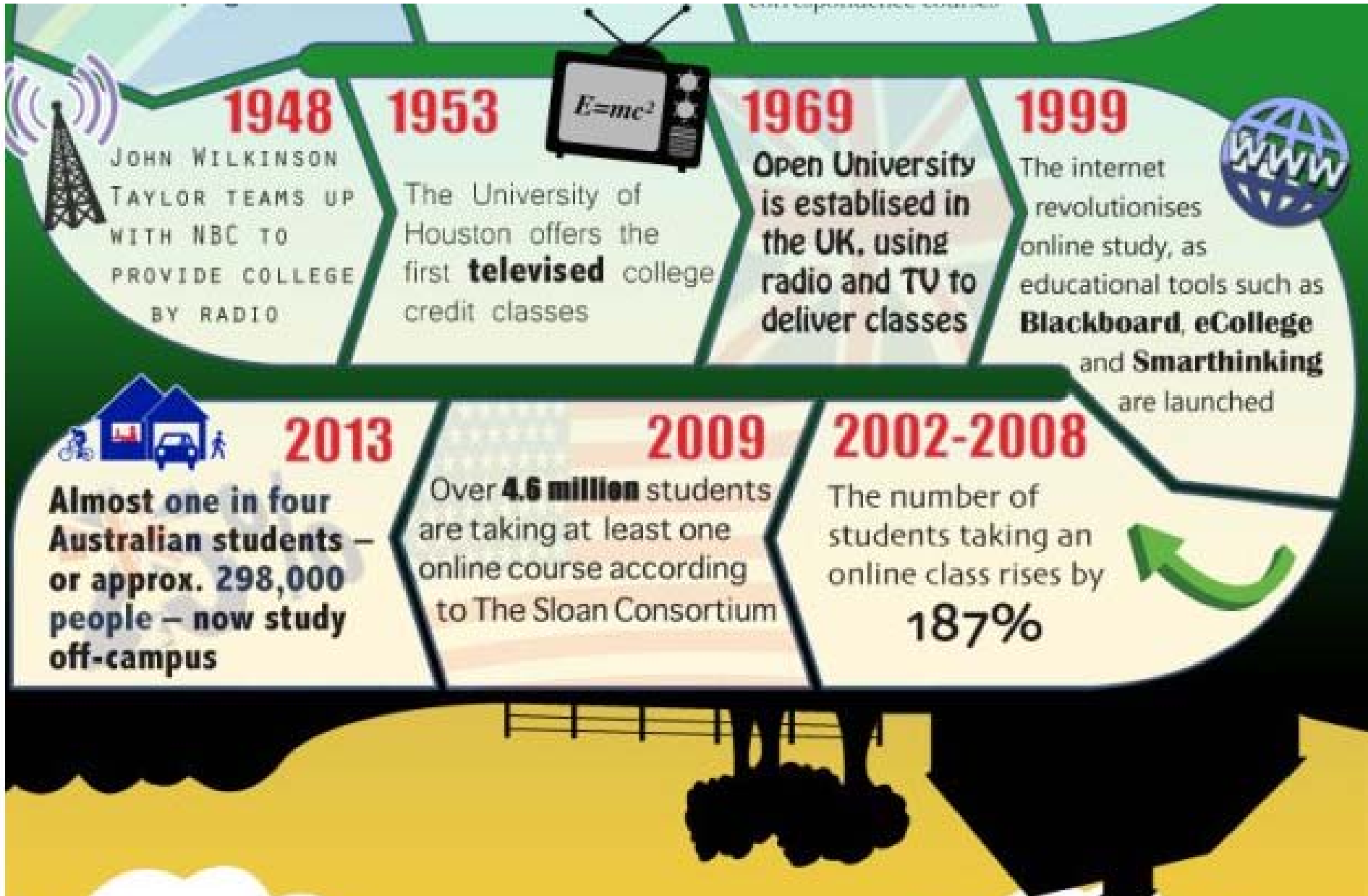
The University of Chicago becomes the first regular educational institution in the US to offer correspondence courses

1873

The Society to Encourage Studies at Home is founded – the first correspondence school in the US







# Online Learning – What is it?

- Self-paced course
- Facilitated course
- Webinars
- M-learning on mobile devices
- Just-in-time research or support
- Social Media
- Blogging
- Using apps



# Free or almost Free Online Courses (non-credit)

- MOOCs: Coursera has had over 4.5 million people register for courses

The Coursera logo, featuring the word "coursera" in a blue, lowercase, sans-serif font.



- iTunes University

- Open Learning Initiatives at Ivy League University

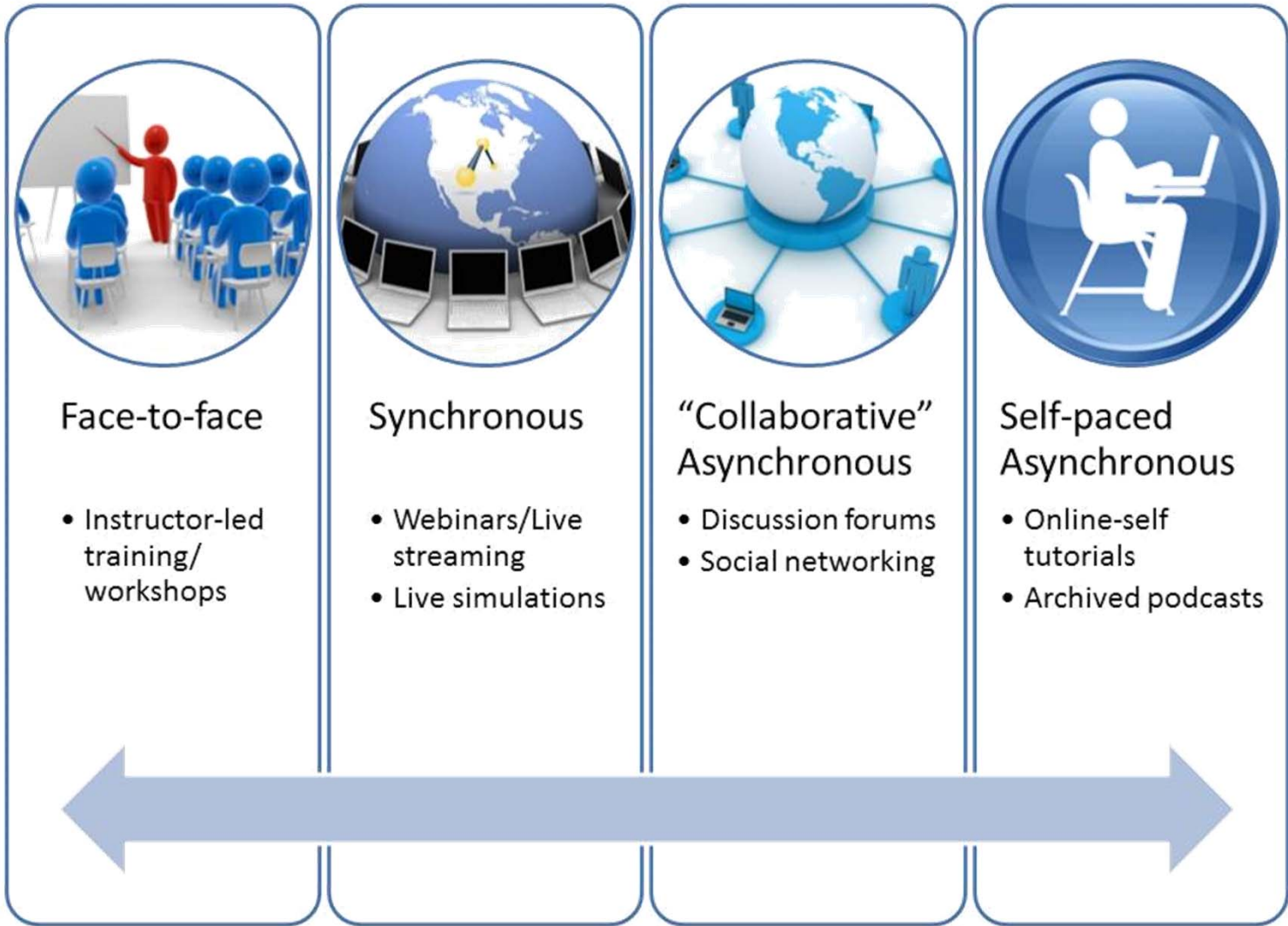


- Khan Academy

- Craftsy



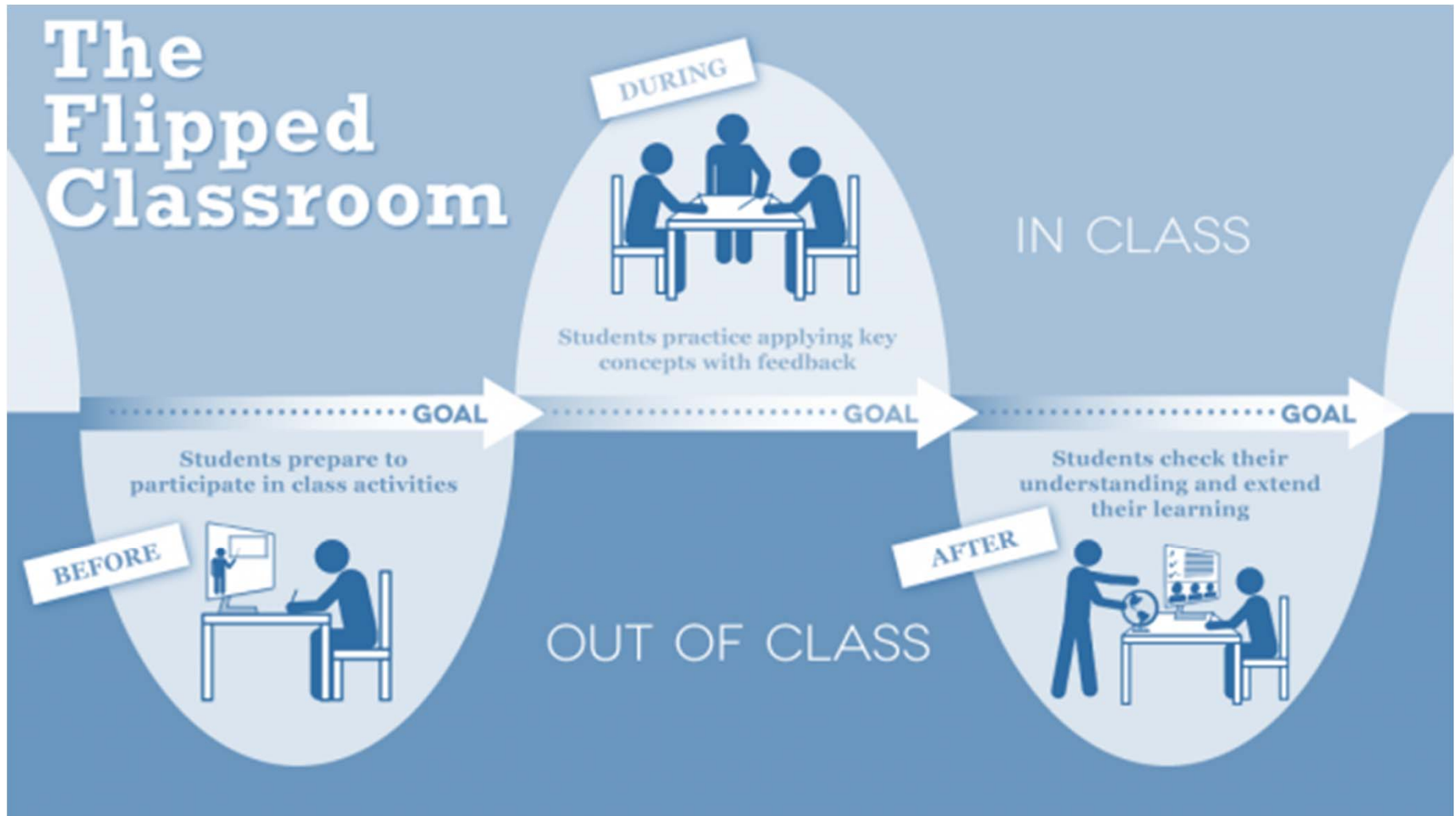
# Terms & Types



# Trends in Online Learning

Blended Learning

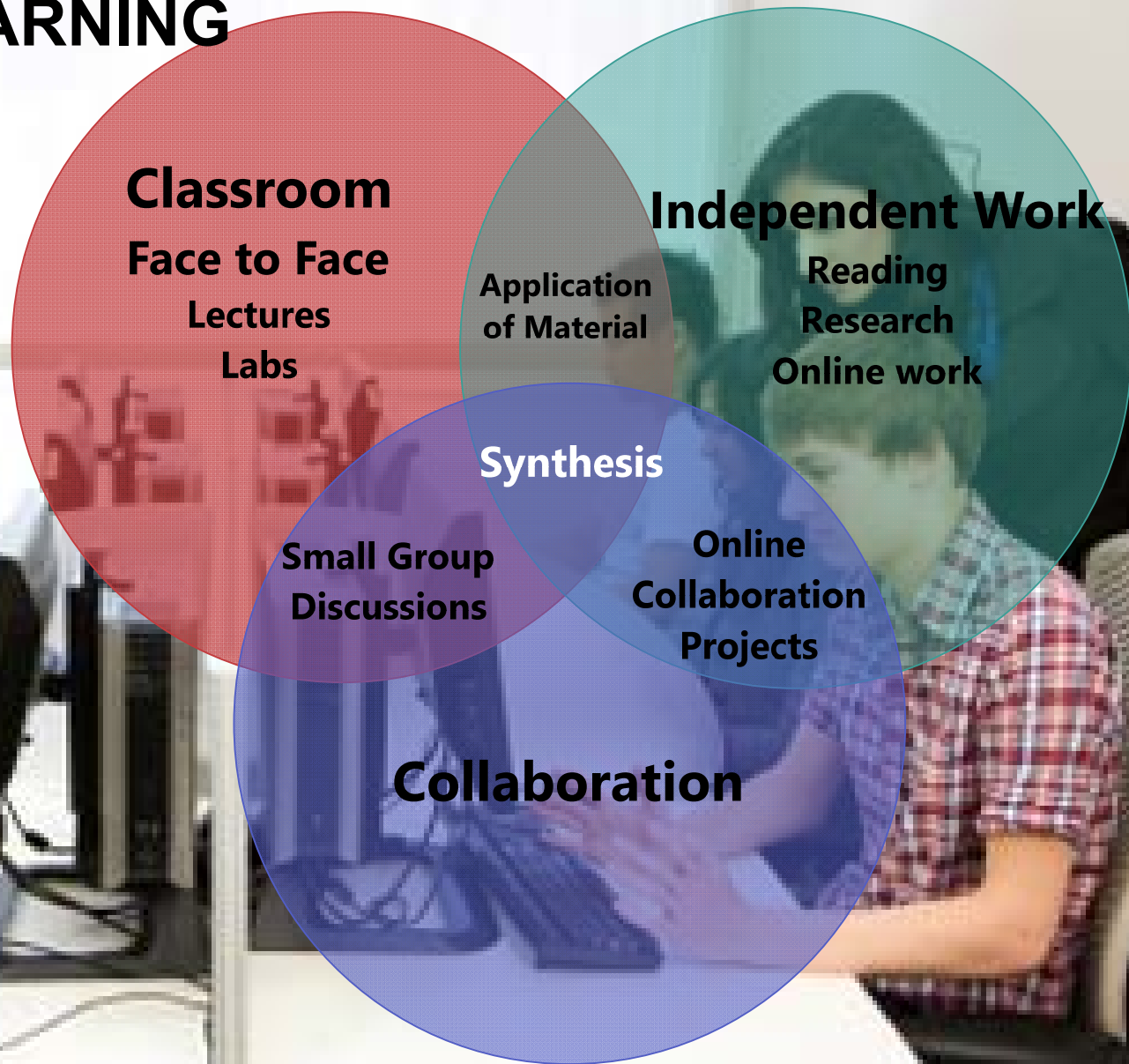
K12 – Flipped Classroom





# BLENDED LEARNING

Higher Ed  
Hybrid Courses



# Lots of Ways to Learn!



## Learn It

Reading  
Lecture  
Video  
Prezi  
Podcasts  
Research



## Discuss It

Peer & Professor interaction  
Share a story  
Locate an example  
Invite a guest



## Apply It

Write a paper  
Solve a problem  
Create a puzzle  
Design an infographic  
Complete a project  
Make a mindmap





## Overview

Instructional design is key

Visual design is critical

Repurpose existing resources

Collaboration:  
Think Constructivism

Discussion questions must allow discussion

Lectures must engage

Leverage mobile tools for application

Assessment measures objectives

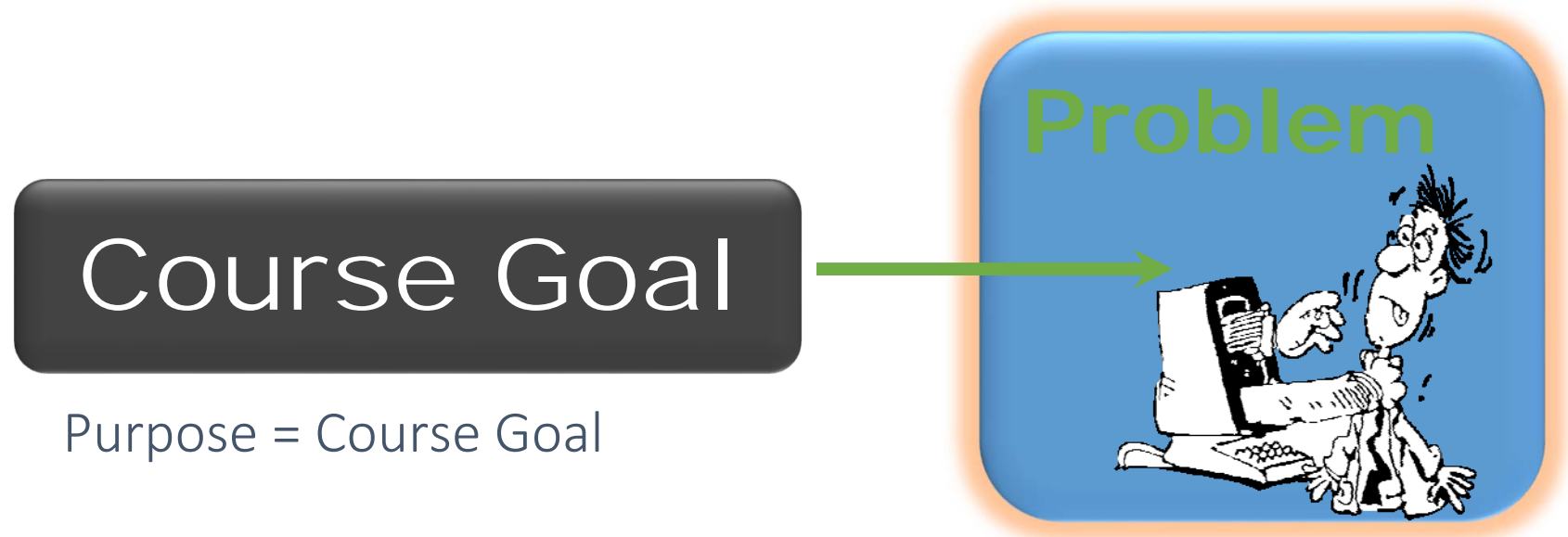


*Instructional  
design is key*

**#1**



# Define the Purpose of the Course



Course goal addresses a problem



In the end,  
what do they  
need  
to be  
able to

KNOW

&

DO

If the **problem** cannot be stated in one sentence, it isn't clear enough to fix.



**Clearly identify the problem**

If the **course goal** cannot be stated in one sentence, it isn't clear enough to build.



**Clearly identify the goal**

# Course Goal

- Needs to be about knowing and DOING
- How do you know they know?
- Needs to be stated in a single sentence

KNOW  
&  
**DO**



Draft Big Picture Goals/Terminal Objectives

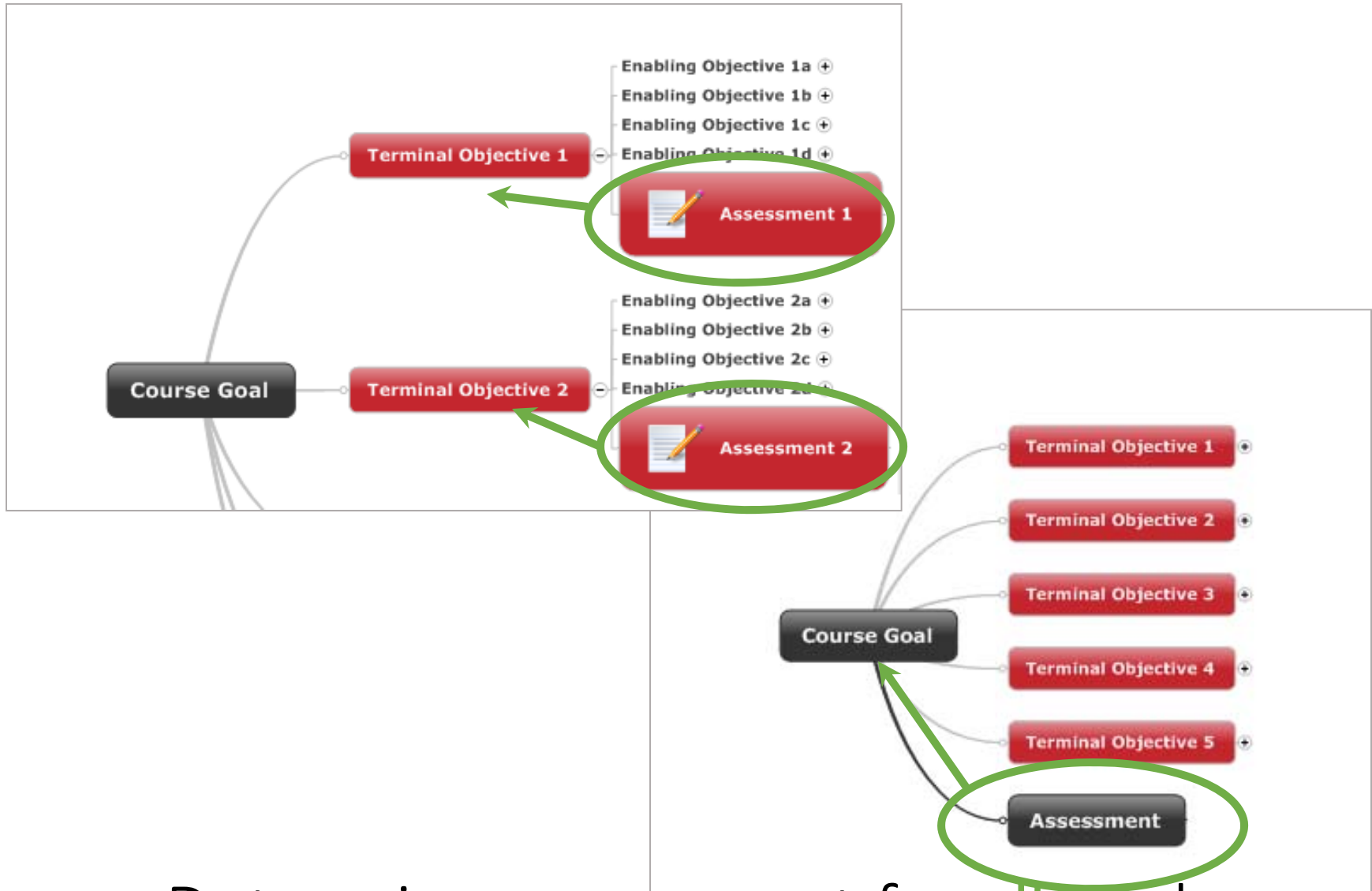




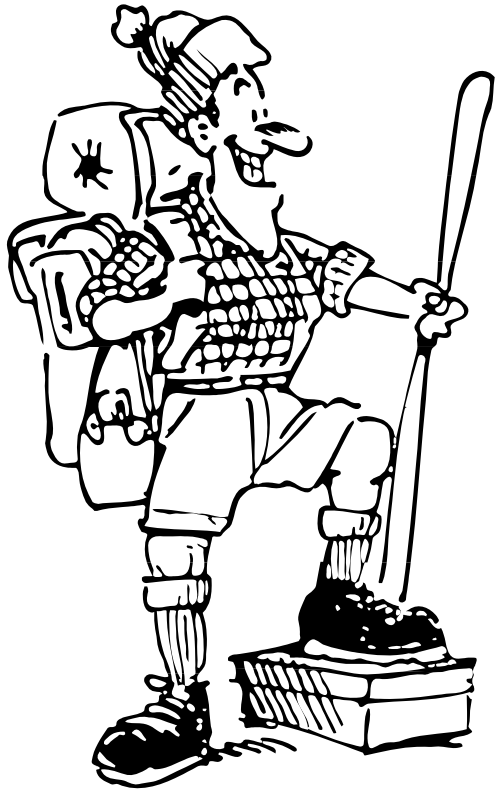
Draft Subset Goals/Enabling Objectives



Determine assessment for goals

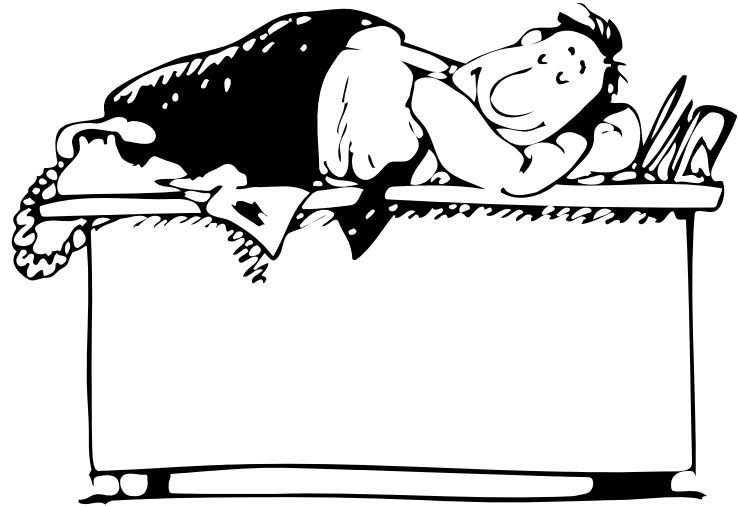


Determine assessment for **all** goals



**Assessment** measures the **learner** success

Assessment or Evaluation?



**Evaluation** measures the **course** success

# Add aligning content and activities



Course Goal

Terminal Objective 1

Remember to scaffold the learning.





*Visual design  
is critical*

#2



# Which book would you want to read?

Example of a Plain Book

## History

The essence of the plain book is not widely agreed upon; some notable candidates include the following:

The plain book may be the *Latin Grammar*, a fourth-century electronic text in the words of *Thomas Aquinas*, prepared by *Robert How* beginning in the late 1940s. However, this is commonly viewed, perhaps because the digitized text was at least considered a means of developing an index and concordance, rather than as a published edition in its own right.<sup>10</sup>

Some years after the idea of the e-reader came to their minds after reaching for her 'talked' (written with sound), in 1963, to write an e-book, an idea sometimes called "The Reader" (playing off the idea of the 'talker') in its form. Some said that work had not experienced the book by creating the "talker" and so a small reading should first a new machine: a machine that will allow it to keep up with the rest of what is available today and be specially phrasing (his was a big point for them).

Though some may have come up with the idea earlier than in the 1940s, early commercial e-readers did not follow his model. Nevertheless, some in their own profession of a reader would become and other they would come to the tradition of reading: to do which is better (for most users).

"The machine, however, would allow readers to edit the text, use, avoid paper, use and save time, all while featuring the day what work could be recorded directly in the publishing office."<sup>11</sup> However, some would likely have found out a reader later to do such too (bookish and not strange enough to their own eyes).<sup>12</sup> The idea that a reader should bring a completely new life to the tradition of reading, following what it is to do (opening the old ways to create a new or an already new way as opposed to just a means of a familiar way).<sup>13</sup>

**Angela Bain** talks with the *Technique* Machine or the *Machine* (Bookish).

In 1984 a reader from *Galaxy* (later *Angela*) began the first electronic book. The intention was to discuss the number of books that her people carried in the school.

Additionally, some business consider electronic books to have started in the early 1980s, with the *SLI* project funded by *Greg* (Angela) at *Harvard Research Institute* (1981), and the *Hypermedia Learning System* and *1982* (year to build the *Machine* on *Greg* at *Harvard University*).<sup>14</sup> Angera ran an specialized hardware, while 1980s ran on IBM mainframes. 1983's documents were structure related rather than the content, and were limited and discontinuity for 300,000 users, digital hardware, which was, and so on, as well as having permanent tables of contents, tables, and so on. All these systems also provided extensive *hyperlinking*, graphics, and other capabilities. This was generally thought to have created the term "electronic book"<sup>15</sup> and it was established through to use in an article titled *1985*.<sup>16</sup>

1985 was used for reading extensive primary text online, as well as for generation and online discussion in virtual systems, including English Faculty and Technology System faculty made common use of 1985, for example the philosopher *Lawrence Chabon* used it to produce several of his books. This is the *Profile* to *Robert* and *Steve* (1976) to write: "The book would not have been completed without the specific reading (the *Journal* and *Library* System."<sup>17</sup>

1

Example of a Modern Book

## HISTORY

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2 of 88

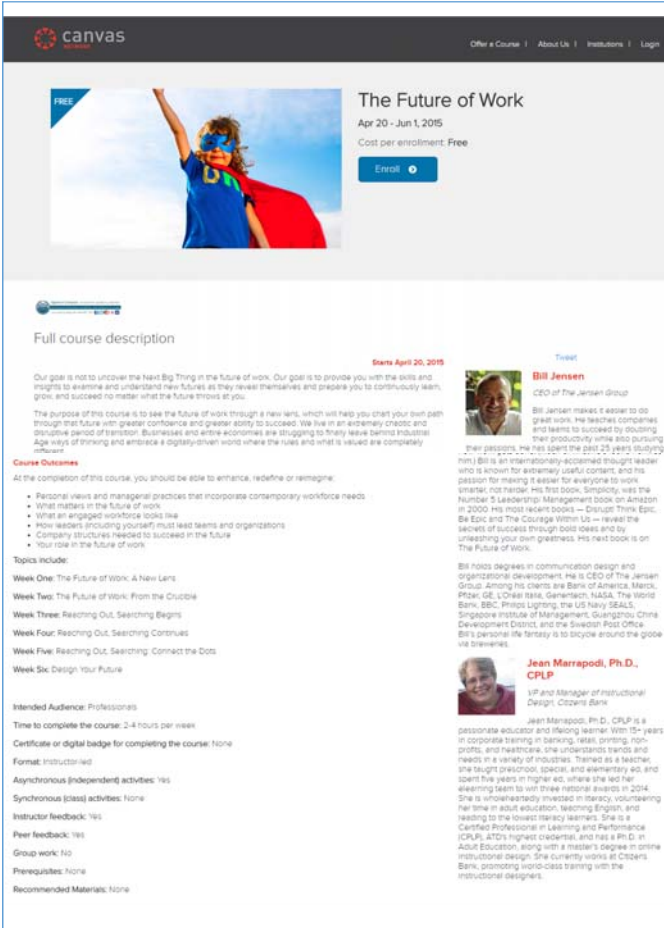
# Which course would you want to take?

## About the course

Wachtell Lipton was founded on a handshake in 1965 as a small group of lawyers dedicated to providing advice and expertise at the highest levels. We have achieved extraordinary results following the distinctive vision of our founders - a cohesive team of lawyers intensely focused on solving our clients' most important problems.

We have experience in the fields of mergers and acquisitions, strategic investments, takeovers and takeover defense, corporate and securities law and corporate governance. We handle some of the largest, most complex and demanding transactions in the United States and around the world. We counsel both public and private acquirors and targets. We also handle sensitive investigation and litigation matters and corporate restructurings, and counsel boards of directors and senior management in critical situations. We have a track record of original and groundbreaking solutions and innovations that have had a dramatic impact on business and law. We are thought leaders.

Our distinctive structure defines our approach. We maintain a ratio of associates to partners significantly below that of other firms. We focus on matters that require the attention, extensive experience and sophistication of our partners. We limit the number and type of matters we undertake. Our system of lock-step compensation promotes a careful selection of matters as well as the flexibility to bring the right expertise to bear without regard to factors extrinsic to providing the best service and advice. We work together on a task-force basis on all of our matters, bringing to bear the requisite mix of people and expertise across practice areas. Our structure and approach attract talented and entrepreneurial lawyers, who enable us to achieve excellent results for our clients in complex and critical matters.



The screenshot shows a Canvas LMS course page for "The Future of Work" by Bill Jensen. The course is free and runs from April 20 to June 1, 2015. The page includes a course description, a list of course outcomes, topics, and instructor information. The instructor is Jean Marrapodi, Ph.D., CPLP, who is the VP and Manager of Instructional Design at Citizens Bank. The page also features a "Full course description" section with a progress bar and a "Starts April 20, 2015" date.

**canvas** Offer a Course | About Us | Instructors | Login

**FREE**

**The Future of Work**  
Apr 20 - Jun 1, 2015  
Cost per enrollment: Free  
Enroll

**Full course description**

**Starts April 20, 2015**

Our goal is not to uncover the Next Big Thing in the future of work. Our goal is to provide you with the tools and insights to examine and understand new futures as they reveal themselves and prepare you to continuously learn, grow, and succeed no matter what the future throws at you.

The purpose of this course is to see the future of work through a new lens, which will help you chart your own path through that future with greater confidence and greater ability to succeed. We live in an extraordinary chaotic and disruptive period of transition. Businesses and entire economies are struggling to finally leave behind Industrial Age ways of thinking and embrace a digitally-driven world where the rules and what is valued are completely different.

**Course Outcomes**

At the completion of this course, you should be able to enhance, redefine or reimagine:

- Personal views and managerial practices that incorporate contemporary workforce needs.
- What matters in the future of work
- What an engaged workforce looks like
- How leaders (including yourself) must lead teams and organizations
- Company structures needed to succeed in the future
- Your role in the future of work.

**Topics Include:**

- Week One:** The Future of Work: A New Lens
- Week Two:** The Future of Work: From the Cribble
- Week Three:** Reaching Out, Searching Begins
- Week Four:** Reaching Out, Searching Continues
- Week Five:** Reaching Out, Searching, Connect the Dots
- Week Six:** Design Your Future

**Intended Audience:** Professionals

**Time to complete the course:** 2.4 hours per week

**Certificate or digital badge for completing the course:** None

**Format:** Instructor-led

**Asynchronous (independent) activities:** Yes

**Synchronous (class) activities:** None

**Instructor feedback:** Yes

**Peer feedback:** Yes

**Group work:** No

**Prerequisites:** None

**Recommended Materials:** None

**Bill Jensen**  
CEO of The Jensen Group

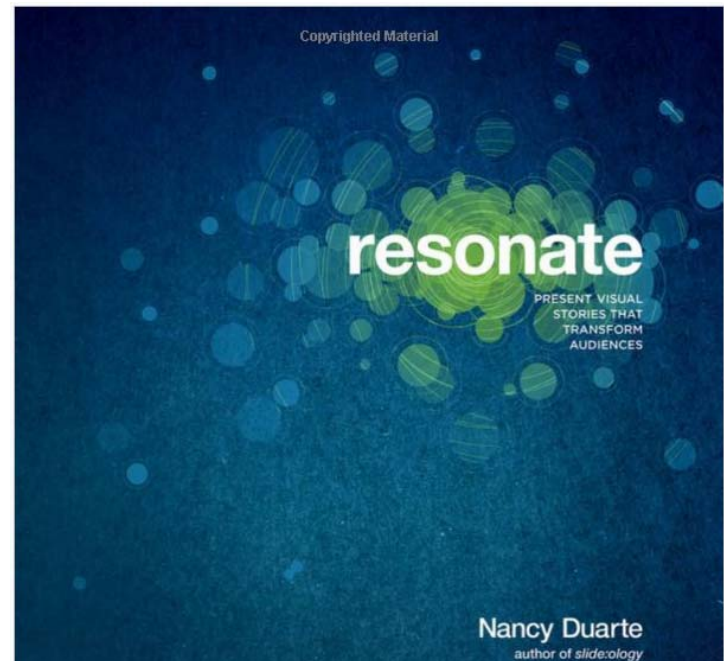
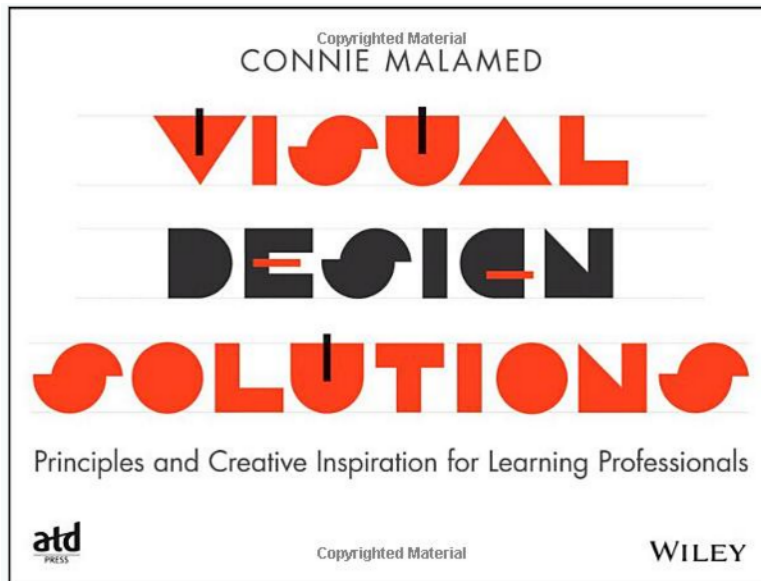
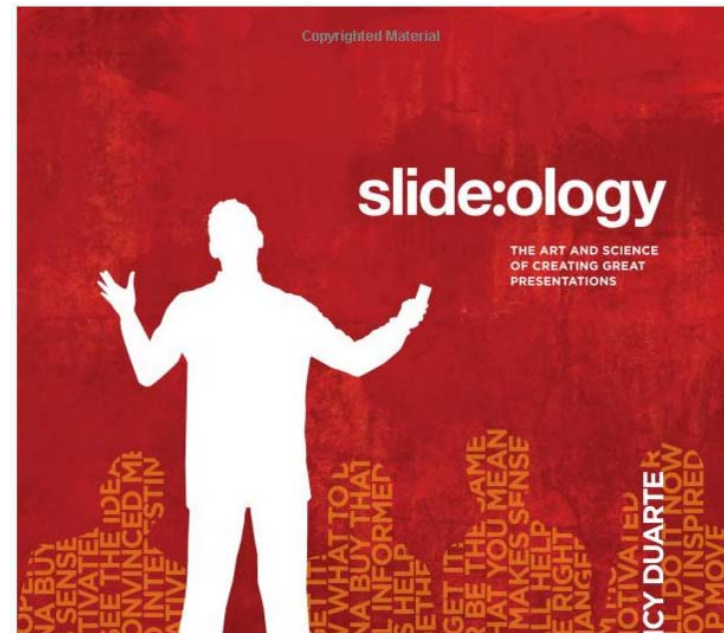
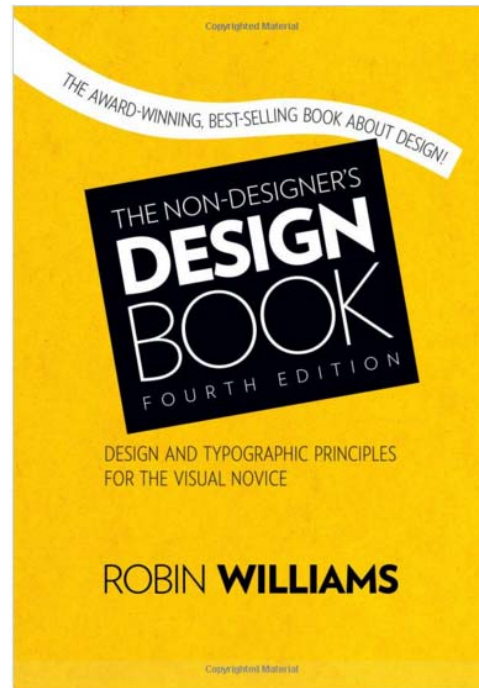
Bill Jensen makes it easier to do great work, he teaches companies and teams to succeed by doubling their productivity while also pursuing their passions. He has spent the past 25 years studying how Bill is an internationally-acclaimed thought leader who is known for astute, useful content, and his passion for making it easier for everyone to work smarter, not harder. His first book, *Simplify*, was the Number 1 Leadership/Management book on Amazon in 2000. His most recent books — *Disrupt! Think Epic, Be Epic* and *The Courage Within Us* — reveal the secrets of success through bold ideas and by unleashing your own greatness. His next book is on *The Future of Work*.

Bill holds degrees in communication design and organizational development. He is CEO of The Jensen Group. Among his clients are Bank of America, Merck, Pfizer, GE, UPS, Delta, Genentech, NASA, The World Bank, BBC, Proton Lighting, the US Navy SEALs, Singapore Institute of Management, Guangzhou China Development District, and the Swedish Post Office. Bill's personal life fantasy is to bicyclo around the globe via bikeways.

**Jean Marrapodi, Ph.D., CPLP**  
VP and Manager of Instructional Design, Citizens Bank

Jean Marrapodi, Ph.D., CPLP is a passionate educator and lifelong learner. With 15+ years in corporate training in banking, retail, printing, non-profits, and healthcare, she understands trends and needs in a variety of industries. Trained as a teacher, she taught preschool, social, and elementary ed, and spent five years in higher ed, where she led her eLearning team to win three national awards in 2014. She is unvoluntarily invested in literacy, volunteering her time in adult education, teaching English, and leading to the lower-tiered learners. She is a Certified Professional in Learning and Performance (CPLP), ACP's highest credential, and has a Ph.D. in Adult Education, along with a master's degree in prime instructional design. She currently works at Citizens Bank, promoting world-class training with the instructional designers.

# Need Help? Read These Books!





*Repurpose  
existing  
resources*

**#3**

# Open Education Resources



[Consider copyright though!](#)





*Leverage  
Mobile  
Technology*

**#4**



# Leverage Responsive Design



# Mobile Learning or mLearning

- Gaining popularity
- Corporate
- K12
- Colleges
- Third world



# Use your smart phone to

- Record a video
- Interview an expert
- Film yourself doing...
- Capture an example of..
- Narrate a story
- Read a poem

*What other ideas do you have?*







*Lectures  
must  
engage*

**#5**

# Which lecture would you rather watch?

## Text intensive

Initiators	Initiators are responsible for:
This colleague initiates Foreign Wire Transfers via phone up to \$20,000,000 validating and/or recording all of the customer's information into the appropriate fields (e.g. account balance, proper id, etc. .)	<ul style="list-style-type: none"><li>Verifying that the requestor is an authorized signer on the account.</li><li>Verifying that the customer's address is accurate.</li><li>Verifying that there are available funds in the account.</li><li>Verifying that all available beneficiary information has been captured on the form and provided to the Wire Dept.</li></ul>
	<ul style="list-style-type: none"><li>Ensuring the Wire Transfer Request Form is completed in full, including customer signature, Wire ref#, Prepayment Disclosure Information (consumer) and Wire Transfer Operator are listed in the appropriate fields.</li><li>Ensuring they are authenticated by a second branch colleague as described below in the Authenticators section.</li></ul>
Foreign Wire Transfers \$18,000 or greater:	<ul style="list-style-type: none"><li>Facing the completed, authenticated form to the Centralized Wire Group for approval:<ul style="list-style-type: none"><li>(888) 660132 – CT, MA, NH, RI, VT</li><li>(888) 660134 – DE, MI, NJ, NY, OH, PA</li></ul></li></ul>

I can see your lips are moving,  
but all I hear is

blah  
blah blah

## Bullet Laden

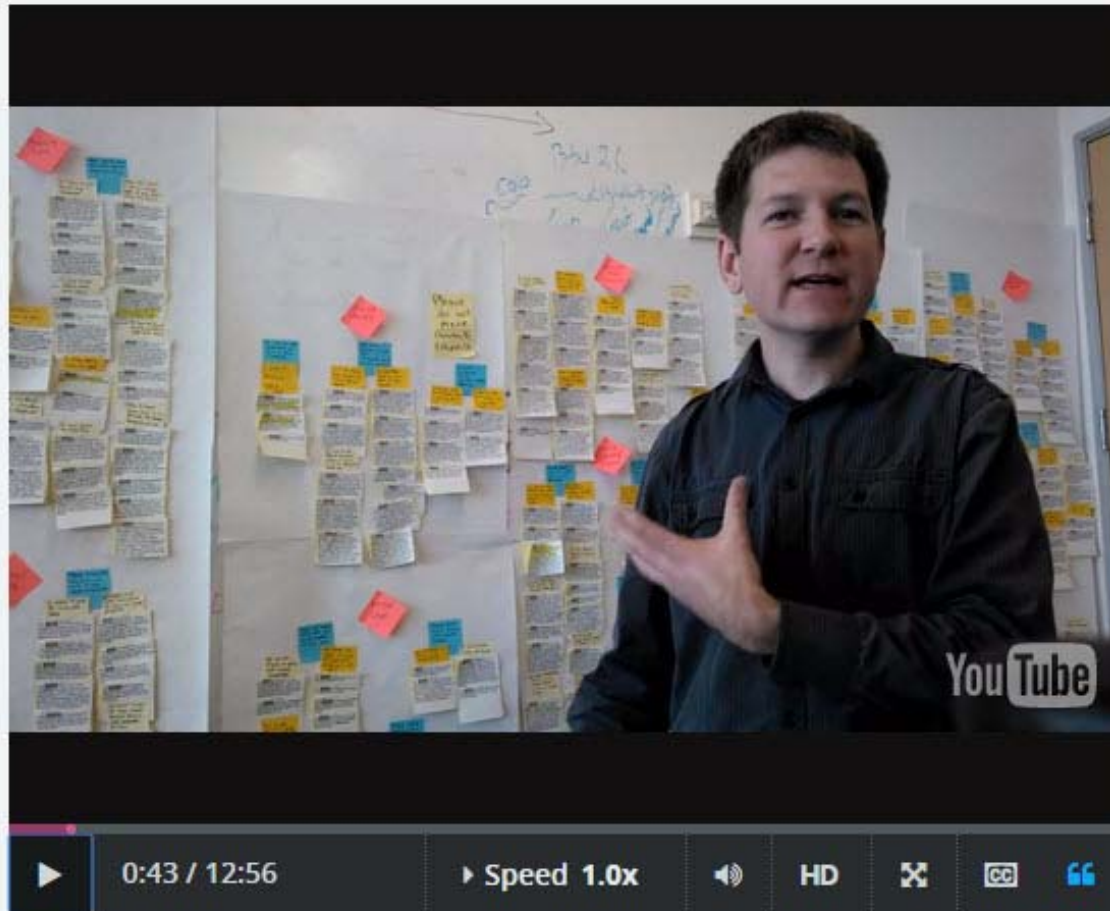
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- a scelerisque ante pharetra. Cras tincidunt tristique metus ut egestas.
- Vestibulum tincidunt, libero sit amet gravida convallis, justo tortor faucibus justo, et ultrices odio turpis ut ligula. Duis velit mi, condimentum

## Person



# Remember the Transcripts

## Analyzing Qualitative Data



of you right now to get to themes in that data and design

ideas, things that you can invent and make for your

semester project that are grounded in what you've

learned from your users.

And the affinity analysis here is one way to

**analyze that data.**

It's really great when you have a large number of quotes.

Often, when we run a study such as this one behind me,

which was looking at how teens are using their phones, we

come out with thousands, like 1,500 pieces of data, 1,500

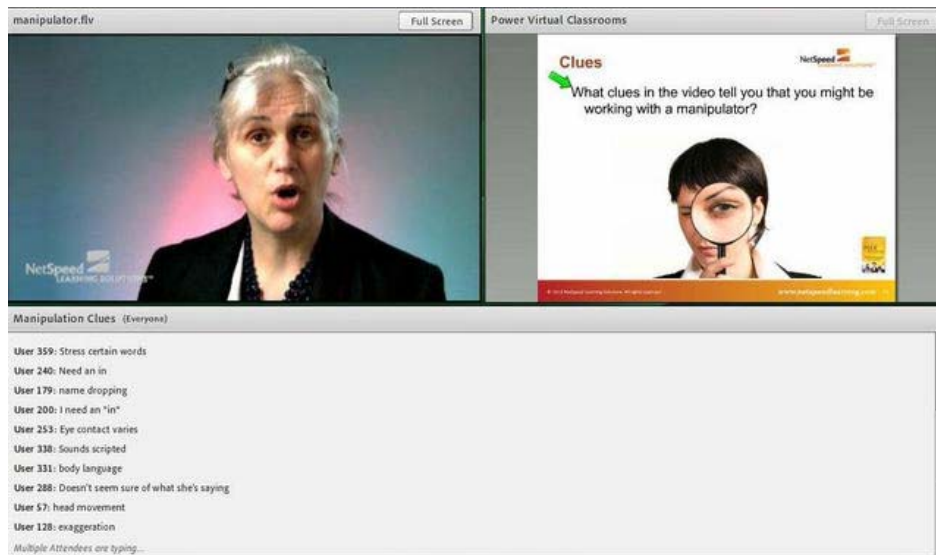
individual quotes, and we need to

[Download video](#)

[Download transcript](#)



# Consider Synchronous Conversation



**Webinar with Chat and Live Video**



**Google Hangouts  
Skype**

# Leverage Google Glass and Google Cardboard



Images: [https://en.wikipedia.org/wiki/Google\\_Glass](https://en.wikipedia.org/wiki/Google_Glass)  
[https://store.google.com/product/google\\_cardboard](https://store.google.com/product/google_cardboard)

# Make it Interactive!

## Engaging video:

- Focuses attention
- Involves the learner
- Drives the message
- Deepens the learning

It just works better.

**Tell a story**  
**Solve a problem**  
**Make your learners THINK.**



#6

*Discussion  
questions  
must allow  
for discussion*

# Discussion Questions

## Advantages

- Everyone participates
- Expand on a topic
- Integrate personal experiences
- Integrate research

## Challenges

- Grading
- Writing effective prompts



# Good or Not So Good



## Example 1

What are the six steps in the recruiting process?

## Example 2

Which of the six steps in the recruiting process are most critical to the employee, and why?

## Example 3

What elements are important in discussion questions?



# Consider Multiple Pieces

**Week 3: Performance Consulting: Get to the Root of the Problem**

- Week 3: Introduction
- Week 3: Lecture 1 - Need Training? Show Me the Problem!
  - Show Me the Problem Slides
  - Show Me the Problem Handout
- Week 3: Skill Building - Perspective Taking
- Week 3: Lecture 2 - The Intersection of Instructional & Perf...
- Week 3: Multimedia - Systems Thinking
- Week 3: Skill Building - Speak the Language of Bus...
- Week 3: Readings
- Week 3: Discussion 1 - Dog Biscuits & See Saws
- Week 3: Discussion 2 - Training Stories
- Week 3: Assignment - Analyze a Problem
- Week 3: Journal Entry

**Week 3**

**Week 4**

Week 5

Week 6

Week 7

Week 8

Week 9

Assignments

Discussions

Classmates

Course Info

an experiment in terms of its participants, apparatus, procedure, and design & analysis. This module c

More

What You Will Learn in this Course

- 01. What You Will Learn in this Course 10 min
- All Course Materials

Basic Experiment Design Concepts

- 02. Basic Experiment Design Concepts 9 min

Module 1 Assessment

- Quiz: Understanding the Basics 8 questions

Lesson 1: Underpainting - Chapter 1: Getting Started

- Lesson 1 Underpainting 18:55
  - Getting Started
  - Create an Underpainting
  - Positioning Your Drawing
  - Masking
  - Using Complementary Colors
- Lesson 2 Size & Composition 21:22
  - Composition
  - Planning Your Painting
  - Creating Thumbnails
  - Large Scale
  - Miniatures
- Lesson 3 Creating Texture 23:23
  - Effects of Different Tools

STUNNING WATERCOLOR TECHNIQUES

MARY MURPHY

18:53

Add Note

Ask a Question

Mary P. Murphy Instructor

Hi everyone -- don't forget to check out the "Materials" tab at the top of your screen -- besides a list of supplies, there are reference books listed and links to watercolor societies. Mary

2 replies

simplysian


I am a beginner wc painter. I wasn't sure if I should take the class as I don't have prior experience and I have developed an essential tremor. I absolutely love color but am seriously challenged by the tremor. Any suggestions?

10 replies

Mary P. Murphy Instructor


Hi everyone -- I'll be teaching this lesson in person on August

# Adding Pictures Makes it Real

- 

**Johnathan Livingston**  
Mar 3, 2016


Hi Jasmine,

There were moments of intensity within this exercise that were very comical to me as well. It's interesting to see the middle of the ruler as opposed to the end – I think that's a good metaphor for finding your center to remain steady in a system. Thinking from a perspective, I think it also shows that when you make adjustments or changes with a center working from various ends in hopes that you will reach a center focal point, then your chances of success are higher.
- 

**Rosanna Valentin**  
Mar 4, 2016

Ha,

Jasmine, I think it's great that you used two different sets of participants to see how the results would be affected. It provided a better perspective of various departments when you look to compare the difference in the work departments think similarly and having another perspective typically yield different results :)

Rosanna
- 

**Jean Marrapodi**  
Mar 5, 2016

Good point! Cross functional teams often produce better results because of the diverse perspectives!



## Where?

- Create a Facebook group
- Use a Twitter Hashtag
- Yammer
- Leverage a Wiki
- Use SHAREPOINT!!

# Using Wikispaces

Training magazine's 39<sup>th</sup> Annual

## training 2016 conference & expo

An event designed for learning professionals

 Search

HOME / WELCOME

### Session Handouts & Resources

Find additional articles,  
videos and resources for  
Training 2016 sessions!



### PEER-LEARNING EXPERIENCES

- WEEK 1
- WEEK 2
- WEEK 3
- WEEK 4

## Welcome to the Training 2016 Peer-Learning Community!

We've created this Peer-Learning Community site to help you connect with each other before the Training 2016 Conference, to share several collaborative learning experiences for four weeks leading up to the conference, and to share speakers' [session resources and handouts](#) for the breakouts and special sessions. Need some incentives to participate in the weekly Peer-Learning Experiences? Check out these extrinsically motivating [rewards](#)!

**IF YOU ARE REGISTERED FOR TRAINING 2016, SIGN IN AND GET STARTED NOW WITH THE [WEEK #4 PEER-LEARNING EXPERIENCE](#) (AND CATCH UP WITH [WEEK #1](#), [WEEK #2](#) and [WEEK #3](#))!**

Please be sure to fill out the learning goals and matchmaking responses in the Discussions!

### ANNOUNCEMENTS:

- Be prepared! If you are planning to attend a **Hands-On Clinic** on either Monday or Wednesday (pre-registration recommended, but not required), **please be sure to check out any BYOD (bring your own device) info** in advance by searching on clinics [HERE](#) and clicking on individual clinic descriptions for specific

# Spread it Across Time

Search

HOME / WELCOME

## Session Handouts & Resources

Find additional articles, videos and resources for Training 2016 sessions!



## PEER-LEARNING EXPERIENCES

- WEEK 1
- WEEK 2
- WEEK 3
- WEEK 4

## QUICK LINKS

- DISCUSSIONS ↗
- SUNDAY DINNER MEET-UP ↗
- CONFERENCE PARTICIPANTS ↗
- PARTICIPATION REWARDS
- TRAINING 2016-RELATED WEBINARS ↗
- CONTACT US
- TRAINING 2016 CONFERENCE SITE ↗

## STEP 1: Your Profile and Twitter - Week #1 Reminder

- Complete Your Profile
- Twitter

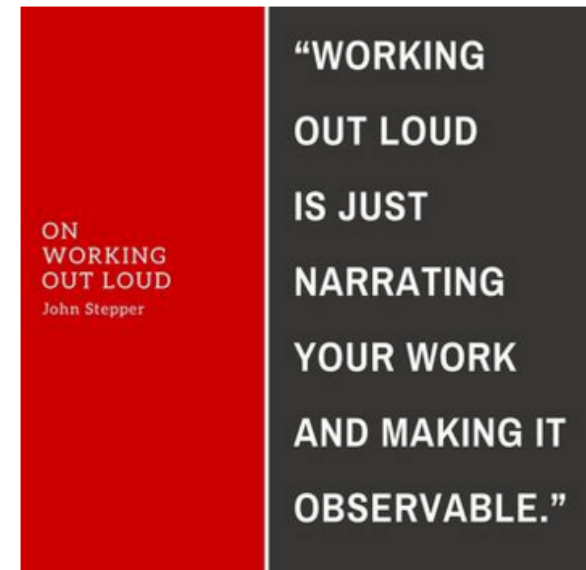
## STEP 2: Show Your Work

- WATCH: Introduction to "Show Your Work"
- READ: "Show Your Work" Principles
- SHARE: Your Responses About Showing Your Work
- TWEET: About Showing Your Work
- TRY IT: Show Your Own Work

## STEP 3: Online Resources Reminder, and Experience Complete

- Check Out Session Resources and Handouts
- Week #2 Experience Complete

[BEGIN STEP 1 NOW ...](#)







*Constructivism*  
*Think*  
*Collaboration*

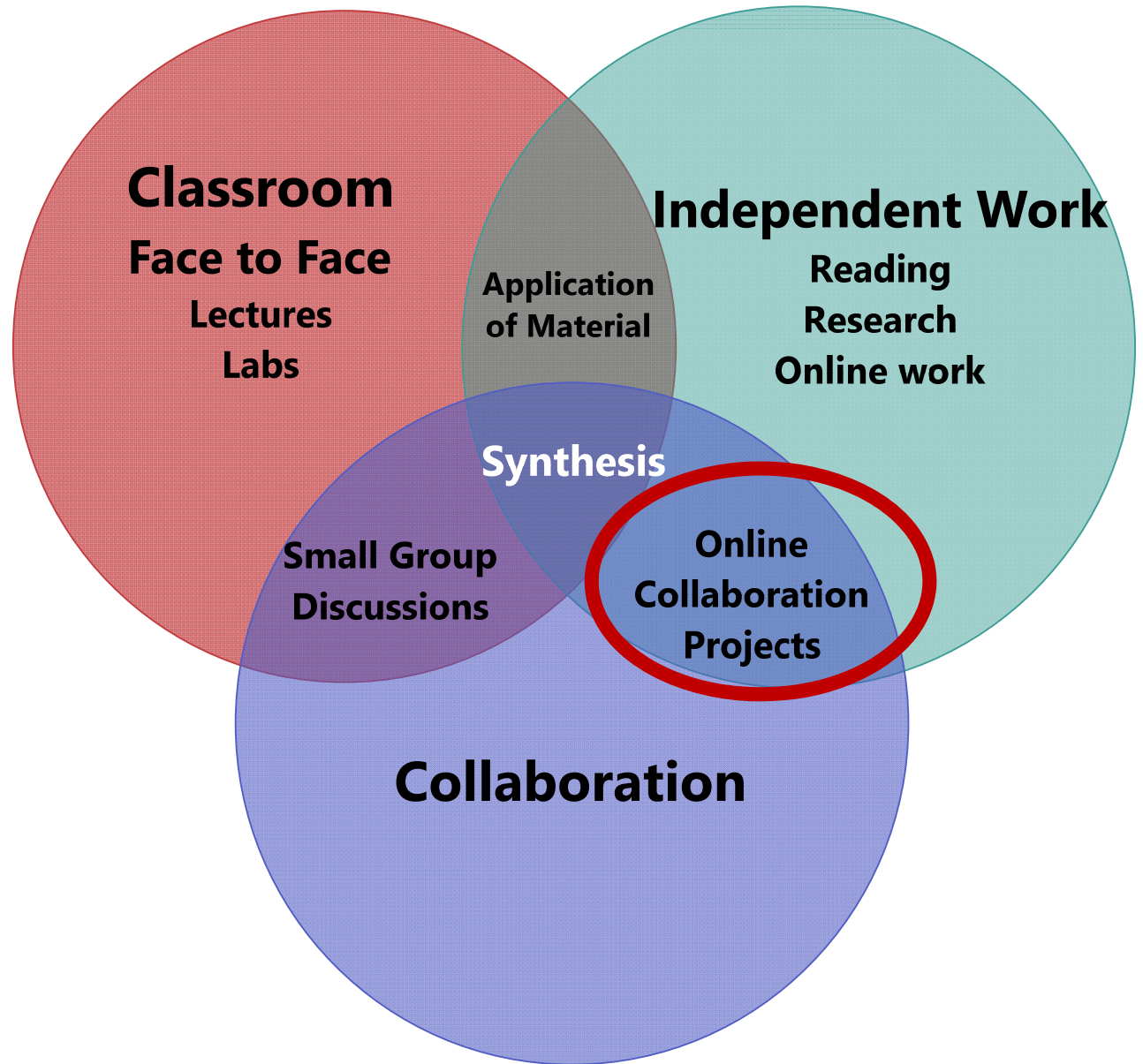
**#7**

## Solve Problems

- Scenario
- Case Study
- Research

## Devise Solutions

- Build
- Create
- Present

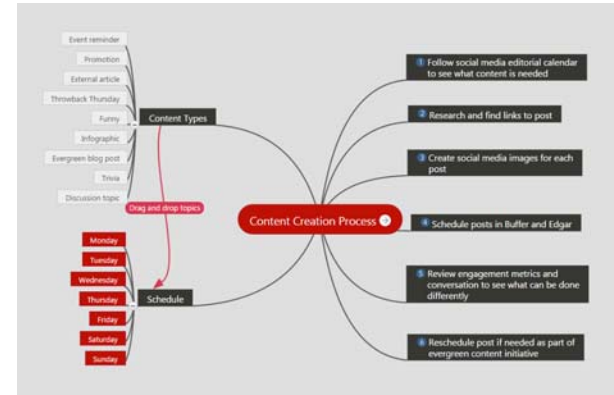


# Leverage Tools

## Group Zap



## Mind Mapping



Google docs

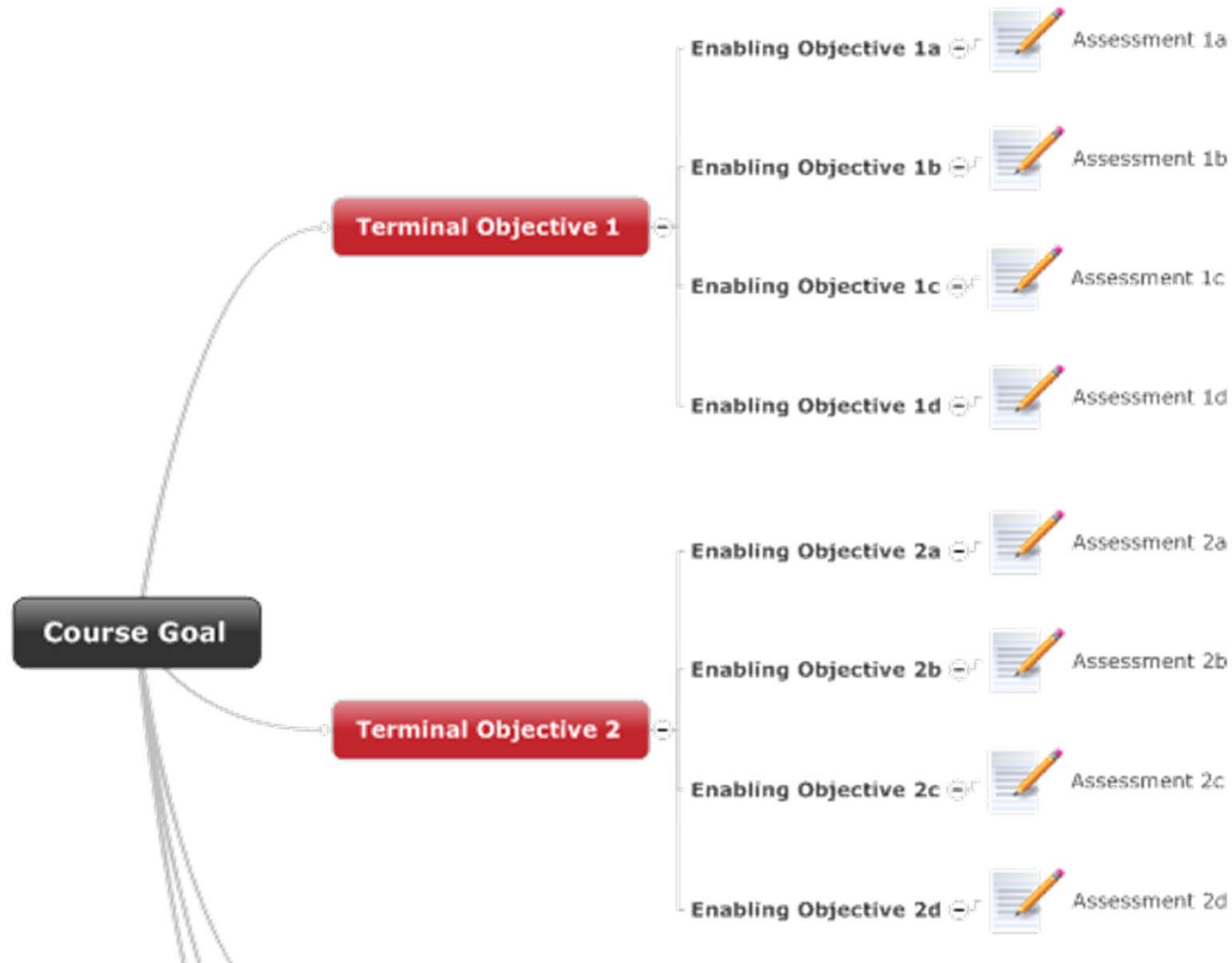




*Assess  
Objectives*

**#8**

# How do you know they know?



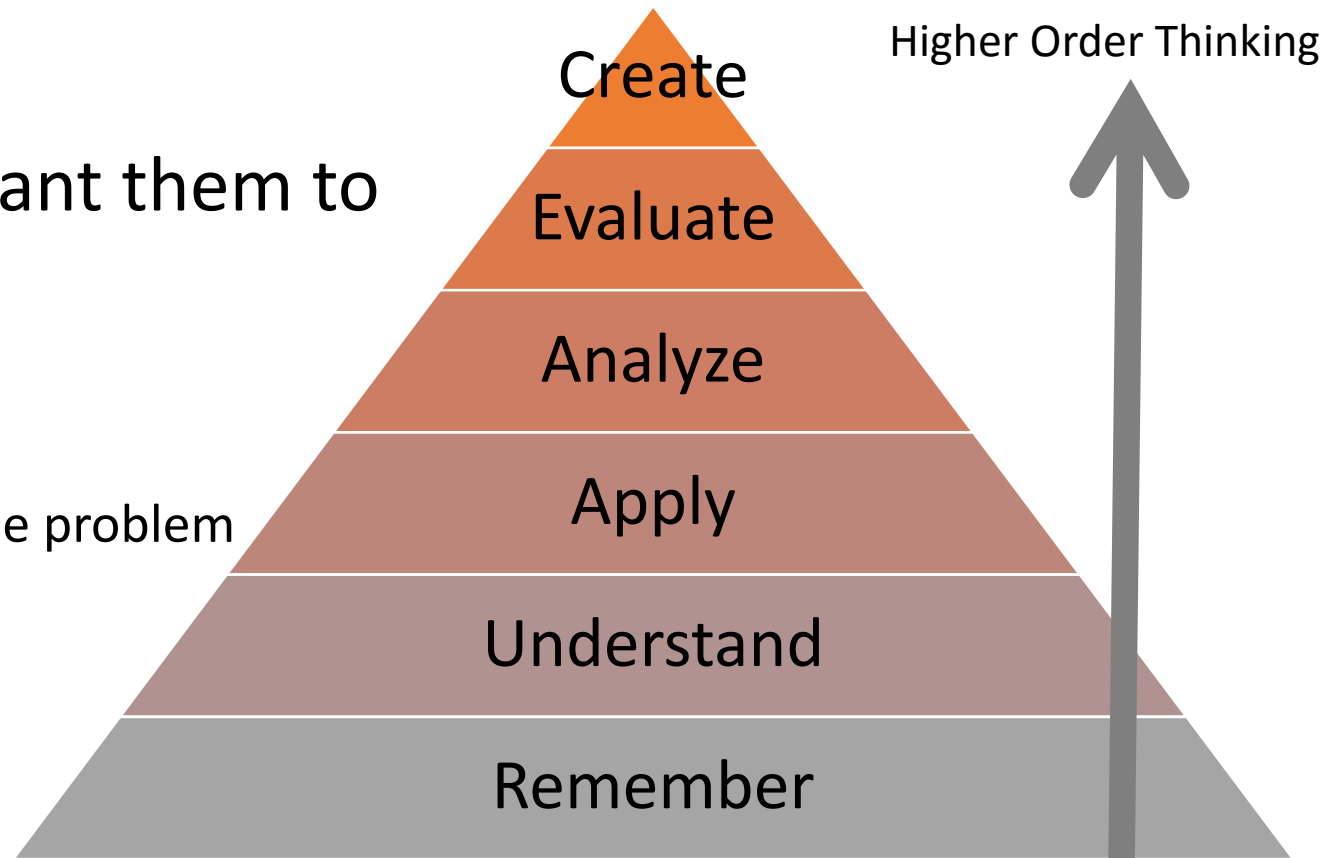


# Authentic Assessment

What do you want them to **know** and **do**?

## DOING!

- Scenario – solve the problem
- Apply for transfer



## Bloom's Taxonomy

# Consider Rubrics

Rubrics let the student know how s/he will be measured. Great for peer review too!

Criteria	Excellent	Good	Fair	Poor	No Credit
Item 1	Excellent description for item 1	Good description for item 1	Fair description for item 1	Poor description for item 1	No credit
Item 2	Excellent description for item 2	Good description for item 2	Fair description for item 2	Poor description for item 2	No credit
Item 3	Excellent description for item 3	Good description for item 3	Fair description for item 3	Poor description for item 3	No credit



## Review

Instructional design is key

Visual design is critical

Repurpose existing resources

Collaboration:  
Think Constructivism

Discussion questions must allow discussion

Lectures must engage

Leverage mobile tools for application

Assessment measures objectives



So what?

*What will you  
do differently  
to make your  
online learning  
better?*

# Connect with me!

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