

The Ubiquitous Nature of Online Learning

Leveraging the Strengths

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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.



Course Goal



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 Chat



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

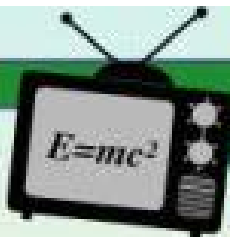


1948

JOHN WILKINSON
TAYLOR TEAMS UP
WITH NBC TO
PROVIDE COLLEGE
BY RADIO

1953

The University of
Houston offers the
first **televised** college
credit classes



1969

Open University
is established in
the UK, using
radio and TV to
deliver classes

1999

The internet
revolutionises
online study, as
educational tools such as
Blackboard, eCollege
and **Smarthinking**
are launched



2013

**Almost one in four
Australian students –
or approx. 298,000
people – now study
off-campus**

2009

Over **4.6 million** students
are taking at least one
online course according
to The Sloan Consortium

2002-2008

The number of
students taking an
online class rises by
187%



Online Learning – What is it?

- Self-paced course
- Facilitated course
- What we're doing now! 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
- iTunes University
- Open Learning Initiatives at Ivy League University
- Khan Academy
- Craftsy

The Coursera logo, featuring the word "coursera" in a blue, lowercase, sans-serif font.The Udacity logo, which is the word "UDACITY" in a stylized, orange, uppercase, sans-serif font.

Terms & Types



Face-to-face

- Instructor-led training/workshops



Synchronous

- Webinars/Live streaming
- Live simulations



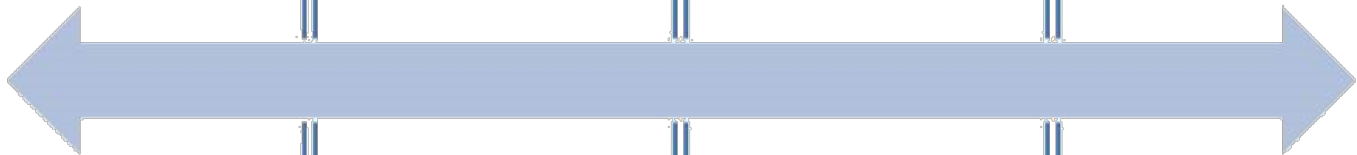
“Collaborative” Asynchronous

- Discussion forums
- Social networking



Self-paced Asynchronous

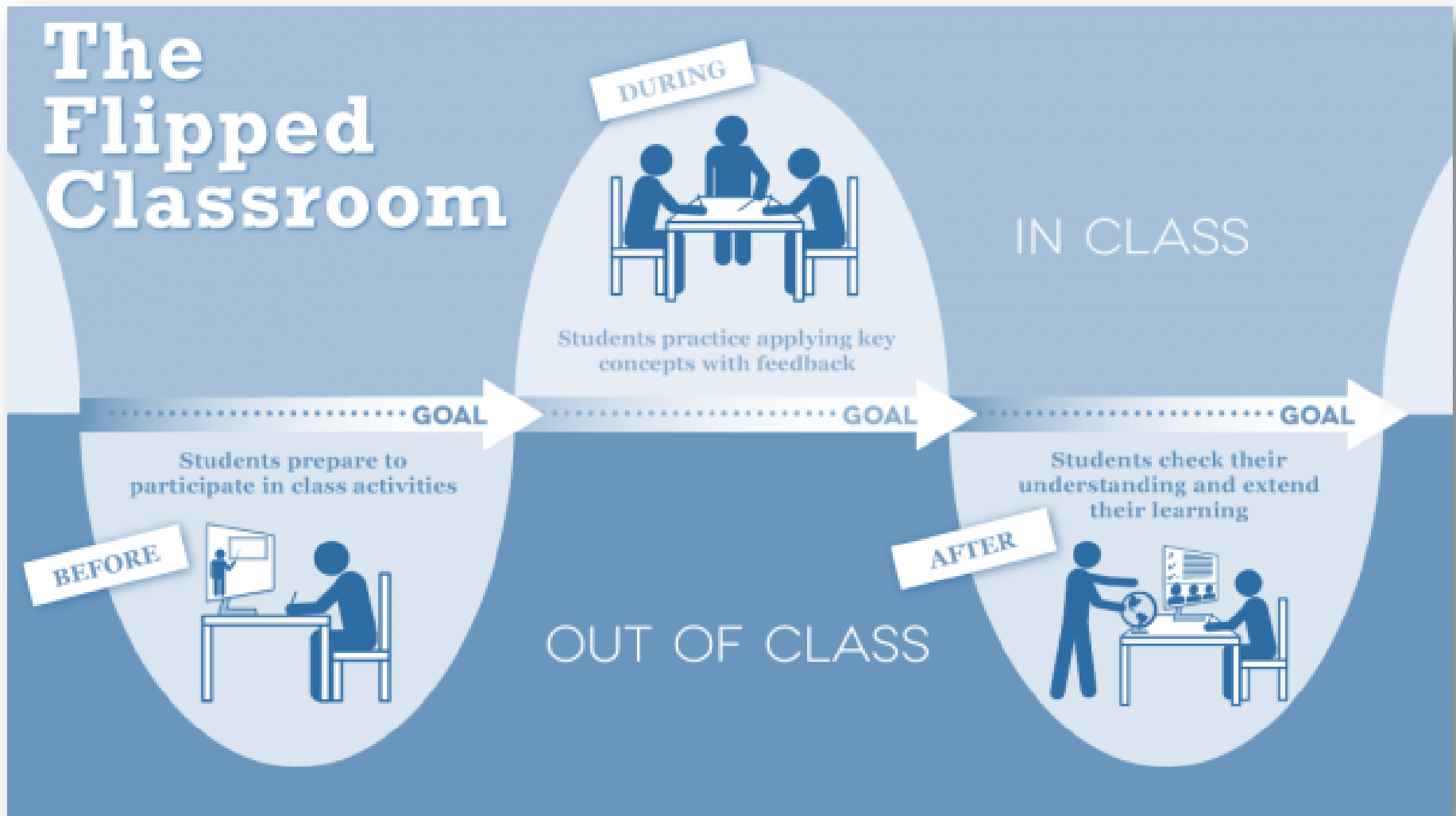
- Online-self tutorials
- Archived podcasts



Trends in Online Learning

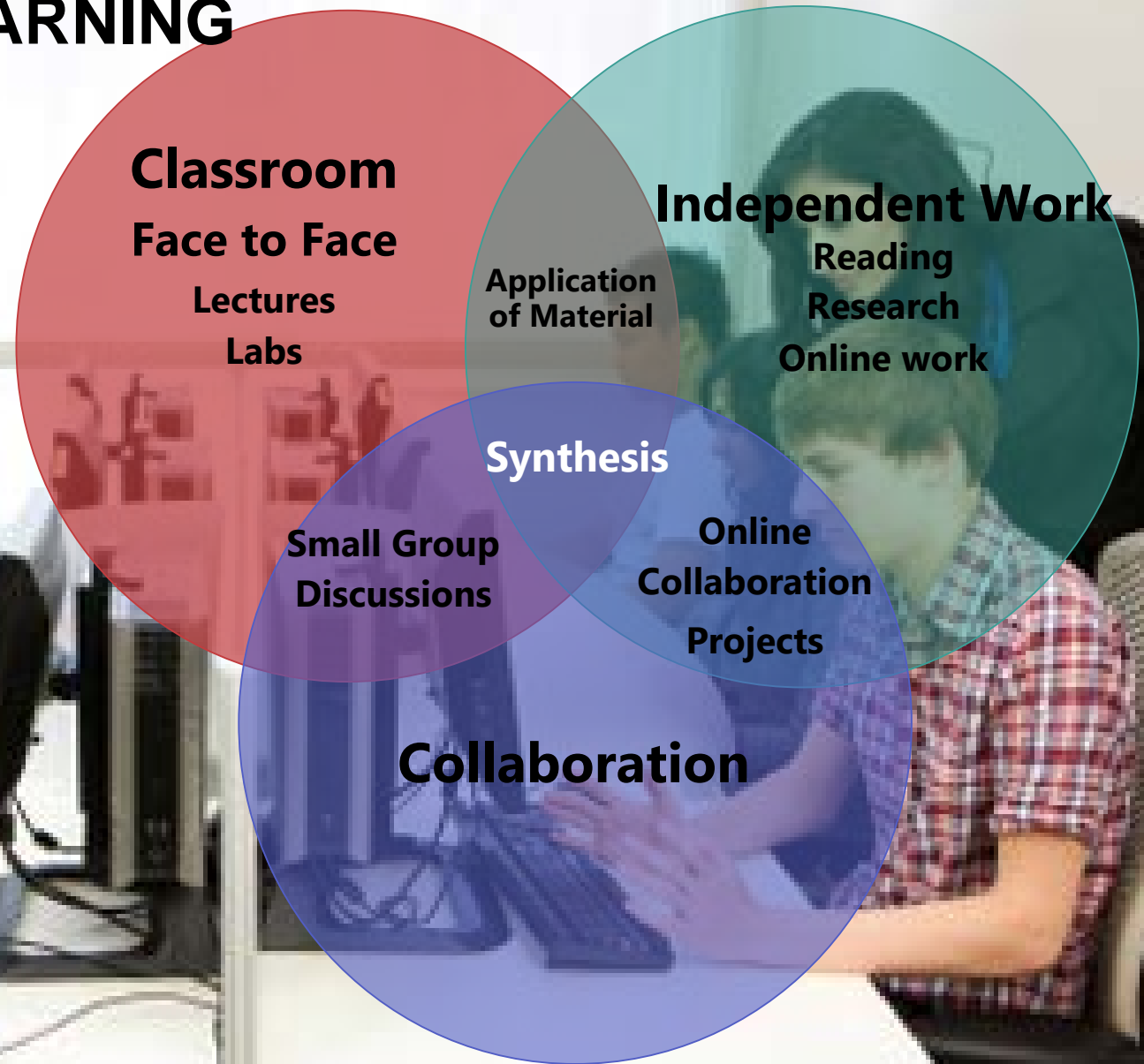
Blended Learning

K12 – Flipped Classroom



BLENDDED 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

Purpose = Course Goal

Problem



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



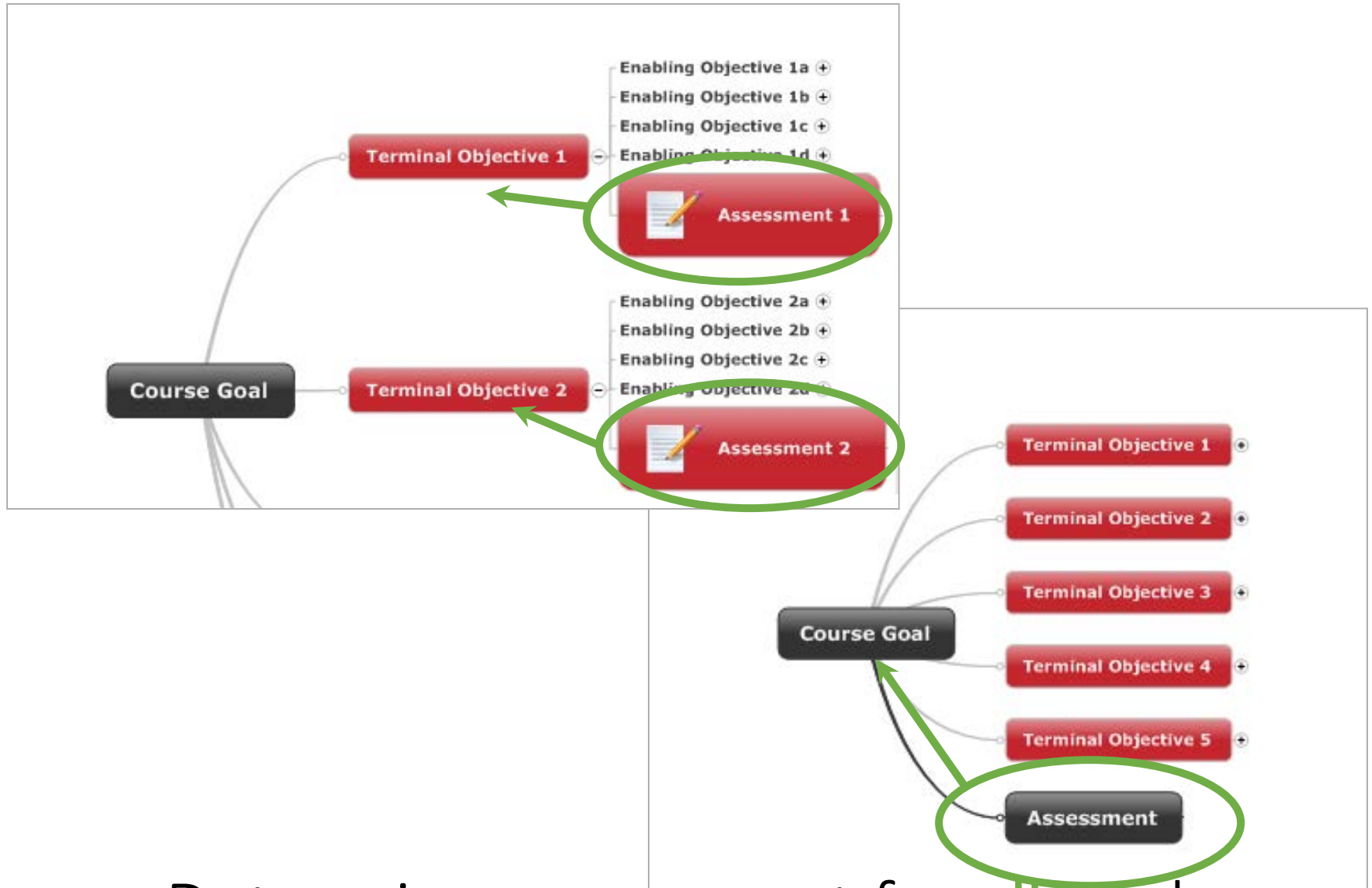
Draft Big Picture Goals/Terminal Objectives



Draft Subset Goals/Enabling Objectives



Determine assessment for goals

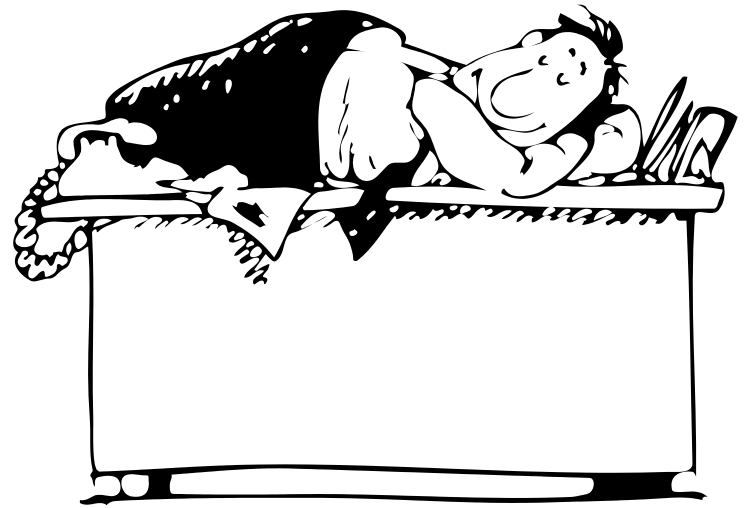


Determine assessment for **all** goals



Assessment measures the **learner** success

Assessment or Evaluation?



Evaluation measures the **course** success

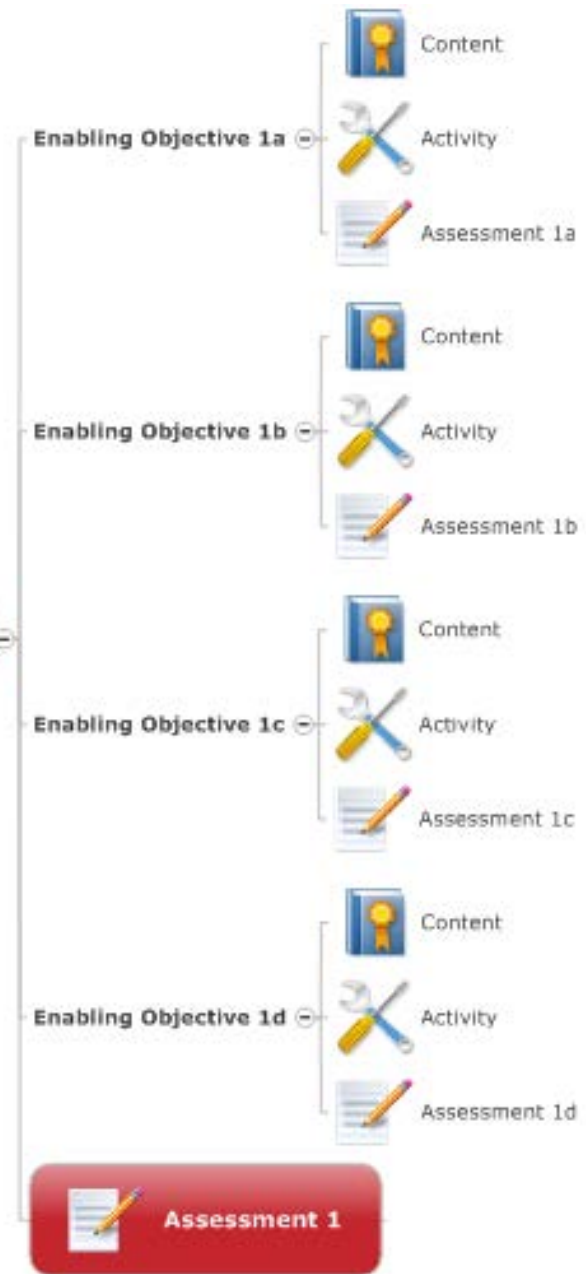
Add aligning content and activities



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 success of the first book is not widely agreed upon. Some notable candidates include the following:

The first book may be the [Latin Dictionary](#), a heavily annotated electronic index to the works of [Thomas Aquinas](#) prepared by [Roberto Busa](#) beginning in the late 1940s. However, this is sometimes contested, perhaps because the digitized text was to have enabled a system to develop an index and concordance, rather than as a published edition in its own right.¹²

Some even credit the idea of the e-reader came to Mark Rosen after watching his first "talker" (movie with sounds). In 1995, he wrote an entire book on this invention and titled it "The Reader" (playing off the idea of the "talker") in his book, Rosen says that even though not mentioned the book by creating the "talker" and as a result reading should find a new medium: a machine that will allow us to keep up with the vast volume of print available today and by specially placing this was a big point for Rosen.

Though Rosen may have come up with the idea earlier than in the 1990s, early versions of e-readers did not follow his model. Nevertheless, Rosen is more concerned what e-readers would become and what they would mean to the medium of reading, in an article formerly published online, "The Machine, Rosen argued, would allow readers to adjust the type size, avoid paper cuts and other flaws, all while functioning the way where words could be "read" directly to the publishing office.¹³ However, Rosen would likely have found one e-reader today to be much too bulky and not unique enough to their own eyes.¹⁴ He did state that a reader should bring a completely new life to the medium of reading, but rather relate it to a CD spinning bits of old songs to create a beat or an entirely new song as opposed to just a re-creation of a familiar song.¹⁵

[Angela Hein](#) [debates](#) with [the Wikipedia](#) [Wikipedia](#) or the [Mechanism](#) [Wikipedia](#).

In 1981 a reader from [California](#) - [Angela Hein](#) - posted the first electronic book. Her intention was to decrease the number of books that her pupils carried to the school.

Alternatively, some historians consider electronic books to have started in the early 1980s, with the [MCI project](#) headed by [Doug Engelbart](#) at [Stanford Research Institute](#) (SRI), and the [Hypertext Linking System](#) and [FRESS](#) projects headed by [Anthea van Dine](#) at [Brown University](#).¹⁶ Engelbart ran an operational hardware, while FRESS ran on IBM mainframes. FRESS documents were structure oriented rather than flat oriented, and were format and dynamically for different users, single functions, windows, and so on, as well as having associated tables of contents, indexes, and so on. All these systems also provided extensive [hyperlinking](#), graphics, and other capabilities. Van Dine is generally thought to have coined the term "electronic book"¹⁷ and it was established enough to use in an article titled [1985](#).¹⁸

FRESS was used for reading extensive primary text online, as well as for annotation and online discussion in several courses, including English Poetry and the University of Brown faculty made extensive use of FRESS, for example the philosopher [Barbara Chaboin](#) used it to produce several of her books. Thus in the Preface to [Brown and Olin](#) (1979) he writes "The book would not have been completed without the speech-making, file transfer, and linking system."¹⁹

1

Example of a Premium Book

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1 of 10

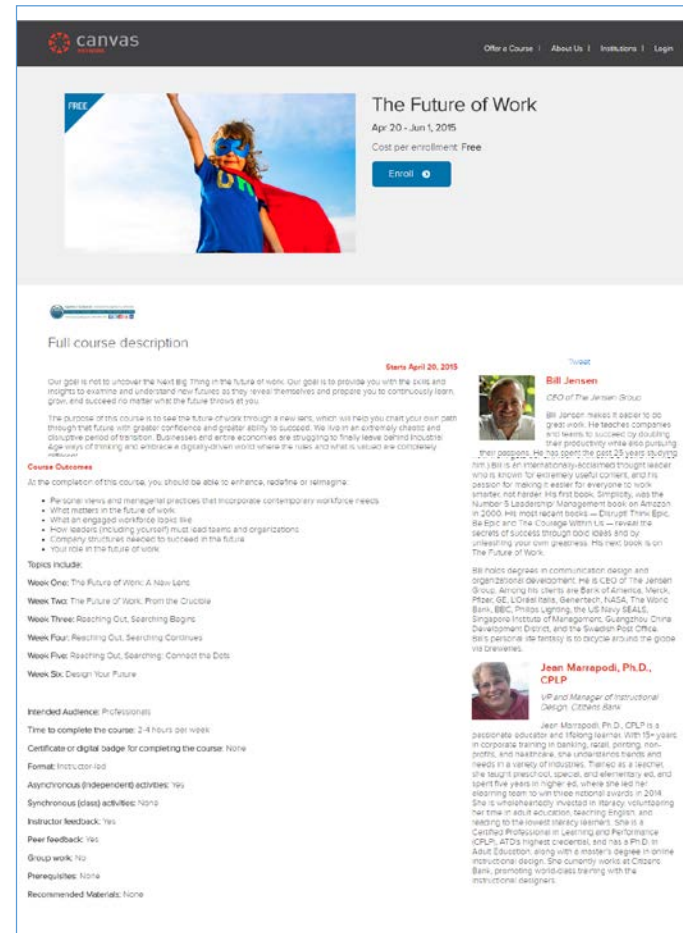
Which course would you want to take?

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.

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 skills and insights to examine and understand new futures so they reveal themselves and prepare you to continuously learn, grow, and succeed no matter what the future brings to you.

The purpose of this course is to see the future of work through a new lens, which will help you craft your own path through that future with greater confidence and greater ability to succeed. We live in an extremely chaotic and disruptive period of transition. Businesses and entire economies are struggling to truly move beyond the old ways of thinking and embrace a digitally-driven world where the rules and what is valued are constantly in flux.

Course Outcomes

At the completion of this course, you should be able to enhance, redetermine 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 designed 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 Cuckoo
- 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: No
Synchronous (live) 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 leaders to succeed by doubling their productivity, while also pursuing their passions. He has spent the past 25 years studying how to be an internationally-acclaimed thought leader who is known for extraordinary world 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 2009. His most recent books—*Disrupt! Think Epic*, *Be Epic* and *The Courage Within Us*—reveal the secrets of success through epic goals 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, Lloyds Bank, Sunbeam, JPMorgan Chase, Citibank, BBC, Philips Lighting, the US Navy SEALs, Singapore Institute of Management, Guangdong China Development District, and the Swedish Red Cross. Bill's personal life territory is to explore around the globe via bicycles.

Jean Marrepodi, Ph.D., CPLP
VP and Manager of Instructional Design, Citibank

Jean Marrepodi, 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 hands and needs in a variety of industries. Trained as a teacher, she taught second, third, social, and elementary and spent five years in higher ed, where she led the planning team to win three national awards in 2014. She is volunteer-invested in literacy, volunteering her time in adult education, learning English, and leading to the lowest literacy levels. She is a Certified Professional in Learning and Performance (CPLP), ATD's highest credential, and has a Ph.D. in Adult Education, along with a master's degree in online instructional design. She currently works at Citibank, promoting worldwide learning with the instructional designers.



*Repurpose
existing
resources*

#3

Open Education Resources

You  Tube

vimeo

 slideshare

 OER
COMMONS
OPEN EDUCATIONAL RESOURCES

 creative
commons

[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">• Verifying that the requestor is an authorized signer on the account.• Verifying that the customer's address is accurate.• Verifying that there are available funds in the account.• Verifying that all available beneficiary information has been captured on the form and provided to the Wire Dept.• Ensuring the Wire Transfer Request Form is completed in full, including customer signature, Wire ref #, Payment Disclosure Information (consumer) and Wire Transfer Operator are listed in the appropriate fields.• Ensuring they are authenticated by a second branch colleague as described below in the Authenticators section.
	Foreign Wire Transfers \$18,000 or greater: <ul style="list-style-type: none">• Filing the completed, authenticated form to the Centralized Wire Group for approval.<ul style="list-style-type: none">o (888) 6660132 – CT, MA, NH, RI, VTo (888) 6660134 – DE, IL, NJ, NY, OH, PA

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

blah
blah blah

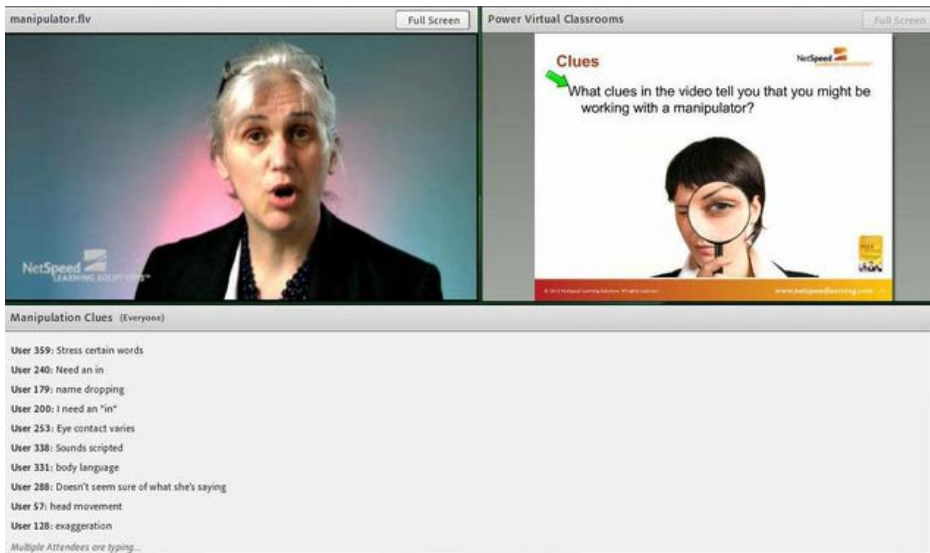
Bullet Laden

- Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse
- at orci vel nunc rhoncus posuere. Donec consequat ligula sit amet arcu faucibus,
- 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



Consider Synchronous Conversation



The screenshot shows a webinar interface. On the left, a live video of a woman with grey hair and a black blazer is speaking. On the right, a slide titled "Clues" is displayed, featuring a woman with a magnifying glass and the text: "What clues in the video tell you that you might be working with a manipulator?". Below the video and slide is a chat window titled "Manipulation Clues (Everyone)" with a list of user comments:

- User 359: Stress certain words
- User 240: Need an in
- User 179: name dropping
- User 200: I need an "in"
- User 253: Eye contact varies
- User 338: Sounds scripted
- User 331: body language
- User 288: Doesn't seem sure of what she's saying
- User 57: head movement
- User 128: exaggeration

Multiple Attendees are typing...

Webinar with Chat and Live Video



The screenshot shows a Google Hangouts interface. The main video window displays a man with a headset and a microphone, looking down. Below the main video is a row of smaller video thumbnails for other participants. At the bottom, there is a control bar with icons for Invite, Chat, YouTube, Mute Video, Mute Mic, Settings, and Exit.

**Google Hangouts
Skype**

Make it Interactive!

Engaging video:

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

(Video Samples)

It just works better.



*Discussion
questions
must allow
for discussion*

#6

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?



Constructivism
Think
Collaboration

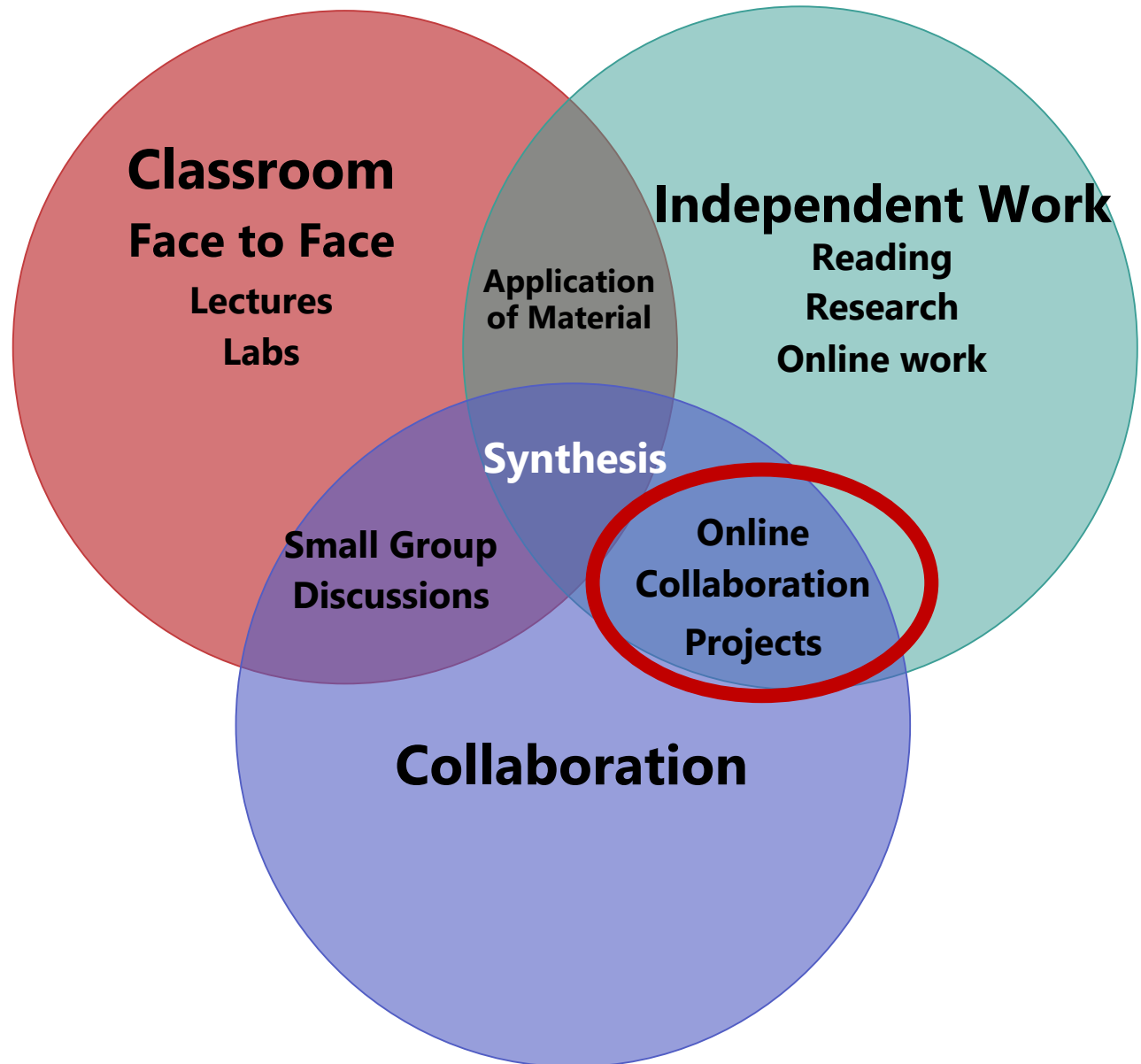
#7

Solve Problems

- Scenario
- Case Study
- Research

Devise Solutions

- Build
- Create
- Present

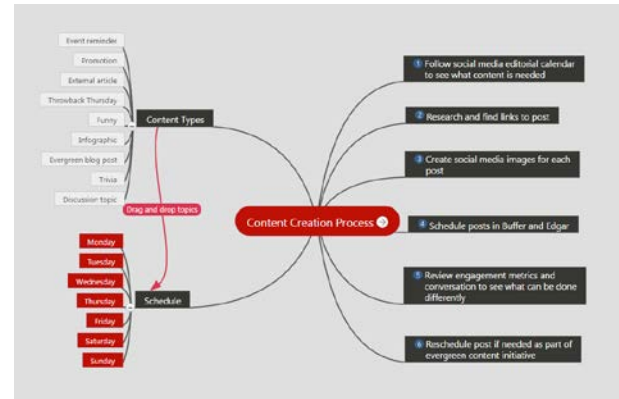


Leverage Tools

Group Zap



Mind Mapping



Google docs





*Assess
Objectives*

#8

How do you know they know?

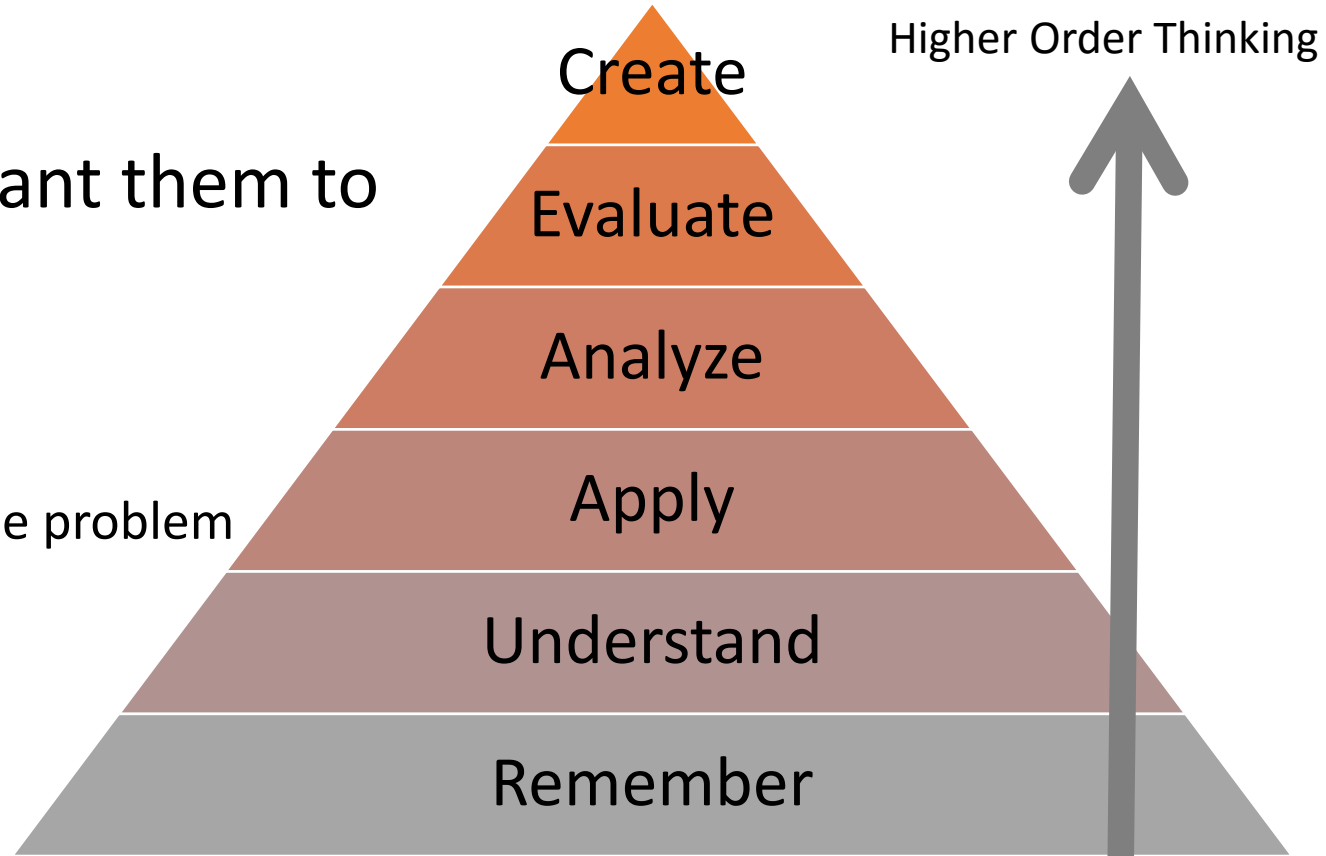


Authentic Assessment

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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