Showcase Activity Plan & Reflection (04/19/2022)

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Activities

Mentimeter (word-cloud opening question) and Jamboard (connection-seeking discussion)

Content

•Jézégou, A. (2013). The influence of the openness of an e-learning situation on adult students' self-regulation. The International Review of Research in Open and Distance Learning, 14(3), 182–201.

•Hilton, J. L, Gaudet, D., Clark, P., Robinson, J., & Wiley, D. (2013). The adoption of open educational resources by one community college math department. The International Review of Research in Open and Distance Learning, 14(4). Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1523

•Wiley, D. & Hilton, J. (2009). Openness, dynamic specialization & the disaggregated future of higher education. The International Review of Research in Open and Distance Learning 10(5), PID: http://hdl.handle.net/10515/sy5gt5fv1

Description of the Tasks

Exploring the creation of a publicly accessible online learning environment is a notable research topic (De Marsico, 2006), and knowing openness in higher education is an essential part of course design. The outcome of this session is to raise the learner's awareness of the importance of the topic, and the session begins with the confirmation of the learning goals. The instructor starts the course with the end in mind, and alignment of the course to the objective is a factor to consider in online course design (Palloff & Pratt, 2007). The session follows an activity

to review what learners have learned from the reading assignment. We value the opportunity to engage with the class and build a community integral to the online learning environment (Palloff & Pratt, 2007). Using the word cloud generator function, it is expected that the learner will start to form a sense of community.

The benefits of using open educational resources (OER) are that the course development process is quick and easy. It also benefits learners economically (Wiley et al., 2013). Therefore, the session guides learners to consider OER as a model for higher education to survive. In socio-cognitive research on learner self-regulation, Zimmerman (2002) stated that environmental self-regulation includes learner adaptive and positive self-regulatory behavior. In the final activity, the learner discusses a specific question and elects a presenter from the group. Imposing formal conditions reduces the openness of the component. Still, it can be expected to be adaptable and help the learner realize the outcome in a limited amount of time.

We learned, considered, and discussed the importance of fostering a sense of presence in an online learning environment (Lehman & Conceição, 2010). An interactive strategy that uses Google Slides, and two external tools, is aware of the components of the design process that create a sense of presence.

Objectives

1. Identify the paradigm shifts that have occurred in the last 25 years.
2. Consider the potential of higher education institutions to survive in a new paradigm
3. Discuss the introduction of open educational resources.

Method Description

The lesson and activities will be presented synchronously using ZOOM. Screensharing, chat, and breakout rooms will be used. This activity will last 25 minutes.

Materials Used in Class

- Google Slides – objectives, lesson, and instruction, https://docs.google.com/presentation/d/1PpREQ-hc4Qtssh4dUR8DqkMkndODuXxyl3ch11v1puI/edit?usp=sharing
- Mentimeter – opening question (word cloud), https://www.menti.com/zf31f4gu89
- Google Jamboard – discussion, https://jamboard.google.com/d/1o97PW7cHrFAwhWA6TSNjZtdDGm-k0_PtT5k3dcz3Qyk/edit?usp=sharing

Instructions for Completing Task

1. Access to presentation slides is provided to learners.
2. Slide 1: The session begins with a Google Slides presentation on the presentation title page.
3. Slide 2: The facilitator describes the learning objectives of this session.
4. Slide 3: The facilitator will introduce six ways in which technological innovation has fundamentally changed the supersystem as an introduction to the concepts of thinking in the session.
5. Slide 4: The facilitator focuses on one of the ways innovations have brought about "closed to open" and asks open-ended questions to list specific examples. The

learner enters up to three answers into Menimeter, and these responses are visualized by creating a word cloud.

6. Slide 5: Google Slides reappears, and facilitators guide the need for higher education to survive in a new paradigm.
7. Slide 6: Learners are presented to consider open educational resources as a model for higher education to survive.
8. Slide 7: Students are divided into two groups (4 students each) to discuss possible suggestions for reading tasks. Students participate in discussions in each breakout room, summarize their ideas as a group, and record them on the Jamboard link.
9. The facilitator observes the discussion and encourages the learner to return to the main room with ZOOM after 10 minutes.
10. Presenters from each group share the screen and discuss the activity's discussions.
11. Slide 8: The facilitator concludes the session by reviewing activities and related objectives and sharing ideas about openness in higher education.

Post showcase Activity Reflection

In the IT532 class, we learned about online learning practices and design understanding, including theoretical background, fundamental issues, and learning outcomes such as ethics and community engagement. From the 12th week (the week when this session was held), the topic

shifted to recent trends in online learning. This session will introduce learners to the new issue of the impact of open-source trends on online learning, so I started the session with the awareness that learners' interests will smoothly switch to new topics. Palloff & Pratt (2007) states that instructors can maintain consistency in objectives, activity, and assessment by starting the course with the end in mind. In addition, they continue to understand what learners can expect (Palloff & Pratt, 2007). In this session, I set the outcome as an achievement to cultivate learners' interest in new trends in the online learning environment. Therefore, I showed objectives at the beginning of the session to identify openness and discuss the potential of higher education to survive in a new paradigm through consideration of open educational resources (OER). If the agenda had been displayed at the beginning of the session, the learner might have been able to participate in the learning with more perspective.

Before I started the showcase activity, our experienced instructors took a look at the paradigm changes over the last 25 years based on Wiley & Hilton (2009) and "Dynamic Specialization" by Hagel and Brown (2005). We developed a class discussion about an example strategy. I planned the introductory part of the session to recall knowledge from the reading about the paradigm shift, so I should look for ways to engage the learner's feelings about overlapping topics in my session. Therefore, I reiterated my name and told the learners that it might be hard to hear what I said because of my poor physical condition. Unplanned spending time at the beginning of a session in a limited time can also pressure the facilitator. However, this small talk made the learner smile, making me relax. In other words, as a result of my awareness that sharing one's persona is an instructor establish a social presence (Dennen, 2007), I felt its usefulness for a moment. Conceição-Runlee (2001) stated that knowledge becomes a shared

activity in the online learning community and is part of a collective effort between instructors and learners. The identification of "the state of the paradigm change" was duplicated. Still, this duplication became a critical introduction for the transition to a new topic and facilitated subsequent activities.

Some learners attended the class on this day in irregular situations, such as when they were on vacation or because of their busy schedule, they needed help to finish reading the assignments. They seemed disappointed that they could not concentrate on the lesson. Although ignored in the past, the importance of emotions in learning is becoming more critical. Emotions are key to the process because they help learners focus their perceptions on specific aspects of their thoughts, focus on particular situations, connect emotions to cognition, and reach thoughtful and appropriate decisions (Alcañiz, Bañoa, Botella, & Rey, 2003). During the session, I wanted to create an atmosphere where even poorly prepared students could feel at ease. This is because one learner's emotions affect another learner's feelings, for better or worse. The first activity used the word cloud generator feature, allowing learners to anonymously share their thoughts and visually feel other learners' participation in learning. The learners could participate even if they did not have the opportunity to make specific preparations for the lesson topic. Following that activity, learners received a lecture about the definition of OER and were asked about their experience with OER. The easier-to-understand questions softened the learner's emotions and led the learner to focus on the next activity. These activities helped build the learner's expected sense of unity, too.

The technology should be user-friendly, and the instructor should be comfortable with the technology (Lehman & Conceicao, 2010). This session was synchronous learning using Zoom, and the instructions were to proceed, centering on Google Slides. In addition, Mentimeter and Google Jamboard applications were used in the activity. All the applications were familiar to the participants, but I tabbed all the applications I used in the session and kept them in one web browser. This method was chosen because of the characteristics of the zoom screen share feature. As a result, both the instructor and the learner could maintain an environment where they could concentrate on the learning content without occupying their awareness of the operation of the technology itself. The type of technology used in the course is one of the components of the design process that creates a sense of presence in an online learning environment (Lehman & Conceicao, 2010), so facilitators need to know their adaptability to the technology before implementing it.

The learner's participation was visualized in the discussion activity using the facilitator's discussion board set in advance. In addition to oral opinion sharing, the facilitator grasped each learner's participation attitude and thought about the topic in real-time. This phenomenon observation is used as a formative student assessment. The learners were divided into two groups and given the same discussion topic in this activity. Subsequent presentations in the main room provided opinions from different perspectives and led to deep discussions. Establishing a deep conversation is the evaluation of this session set at the beginning. However, it may be too subjective to indicate that the learner has learned the content. A summative evaluation is helpful

to know how well the goals and learning outcomes established in the course have been achieved (Palloff & Pratt, 2007).

I would like to take advantage of asynchronous learning before a synchronous meeting. In addition to reading the articles, the learner finds an OER suitable for the setting. Then they try to develop discussions among the learners asynchronously based on the assertion, such as explaining the reason for selecting and providing the display method. In a social cognitive study of learner self-regulation, Zimmerman (2002) states that environmental self-regulation includes learner adaptive and positive self-regulatory behavior. The learner can feel positive self-regulatory behavior by searching and considering the OER. Moreover, establishing knowledge based on experience will help consider openness and self-regulation.

References

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