K-12 Online
Teaching Symposium

Building
OnLine
Community

Community
online
& offline…

unity

Community

Teachers change lives

Remember?

Number 1 complaint of online students: not enough peer interaction…

Distance Education at One Alaskan University: A Case Study (Schrum, Ohler, 2003)

Where we:
- **Work**
- **Live**
- **Play**
- **Learn**
- **Tell stories**

Comm-unity

We feel:
- **Safe**
- **Connected**
- **Integrated**
- **Synergized**
- **Normed**

Comm-unity

Theory:
- solidary
- neighbor-hoods
- personal networks

Wellman, 1988

Comm-unity

Theory:
- solidary
- neighbor-hoods
- personal networks
- embedded-expanded
- virtual

Comm-unity

Welcome to Cyburbia.

- home of the online experience -

Seeing technology…

We use the new to do the work of the old... before new art & communi-cation forms emerge...
McLuhan

New Yorker, 11/8/1999

Offer new ways of interacting, learning, creating, socializing, being…

New Media

?

Orientation to online venue…

➡ Expands/limits what we do, who we are…

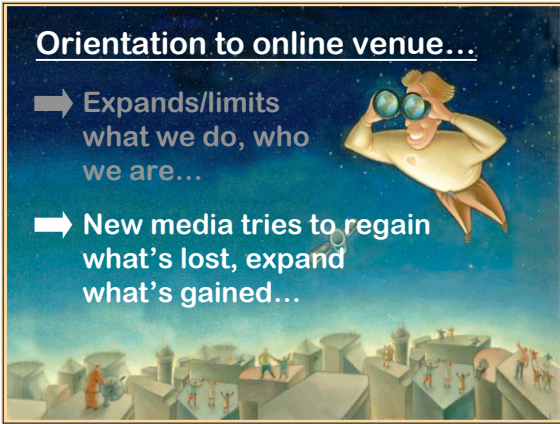**Orientation to online venue…**

➡ Expands/limits what we do, who we are…

➡ New media tries to regain what's lost, expand what's gained…

Orientation to online venue…

➡ Redefines taboo vs. tradition (behaviors, relationships)

Orientation to online venue…

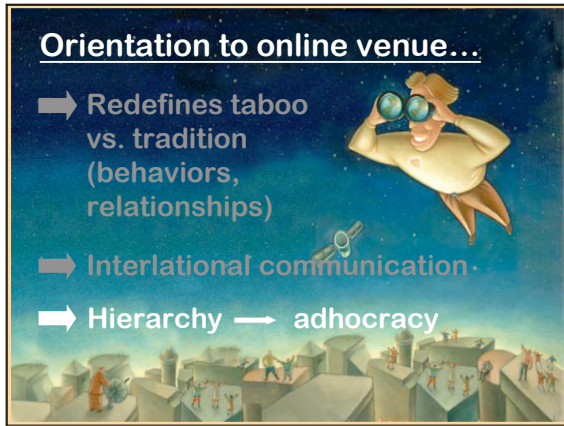➡ Redefines taboo vs. tradition (behaviors, relationships)

➡ Interlational communication

Orientation to online venue…

➡ Redefines taboo vs. tradition (behaviors, relationships)

➡ Interlational communication

➡ Hierarchy ⟶ adhocracy

Orientation to online venue…
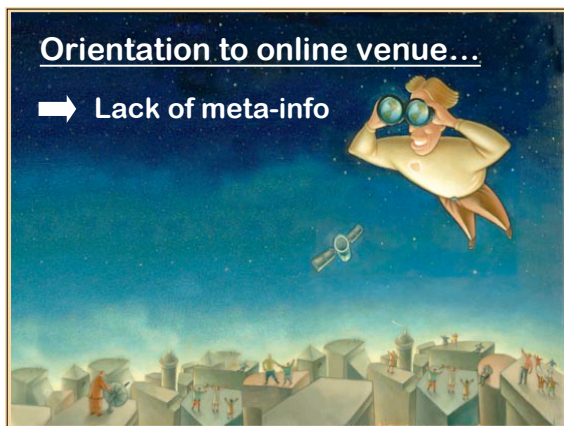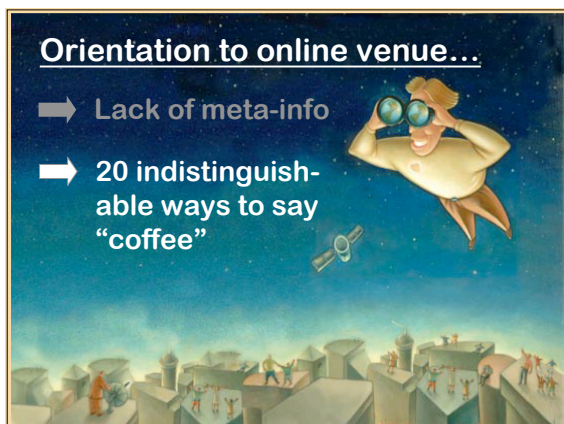
➡ Lack of meta-info

Orientation to online venue…

➡ Lack of meta-info

➡ 20 indistinguish-able ways to say "coffee"

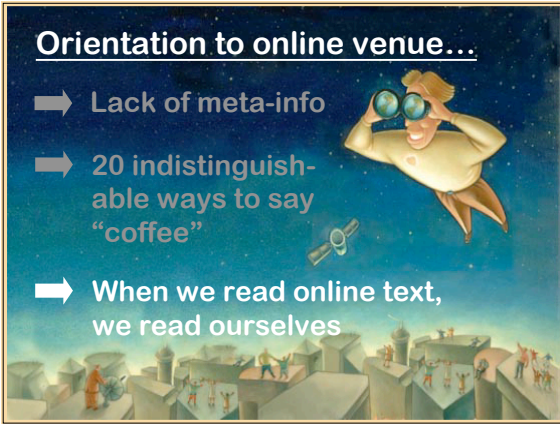**Orientation to online venue…**

➡ Lack of meta-info

➡ 20 indistinguish-
able ways to say
"coffee"

➡ When we read online text,
we read ourselves

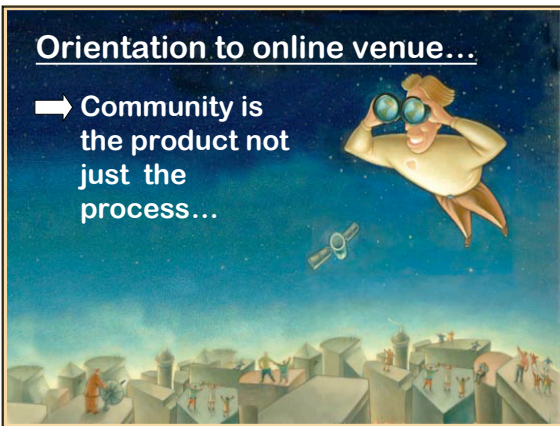**Orientation to online venue…**

➡ Community is
the product not
just the
process…

Orientation to online venue…

➡ Community is
the product not
just the
process…

➡ Stories hold communities
together, make us who we
are…
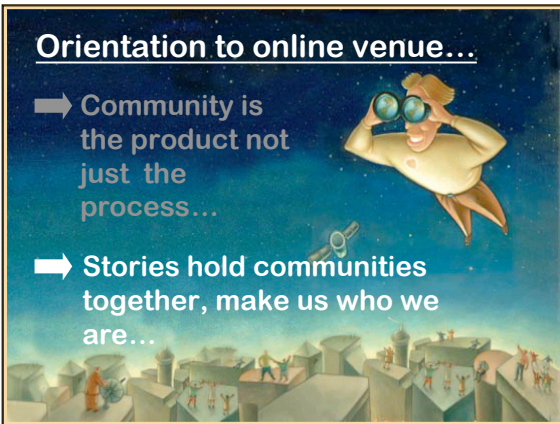
Tips for creating online learning communities

And teaching effectively online…

- not for everyone - assessments available

- I - Joining the community (the prequel)

- not for everyone - assessments available

- self-paced vs. scheduled involvement

- I - Joining the community (the prequel)

Slide 1:

- not for everyone - assessments available
- self-paced vs. scheduled involvement
- open vs. structured enrollment

- I - **Joining the community (the prequel)**

Slide 2:

- 1 - **Teach un-familiar in terms of the familiar; *use metaphors***

What's a meta for?

For example
Knowledge Of the past —>
A new Idea —>
Resistence To —>
Change
Metaphor
Saying this, in terms of that...

Slide 3:
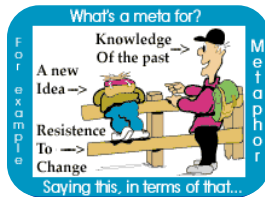
Conference metaphor:
-cooperative classroom?
-quiet seminar (with lake view?)
-tavern? hallway?

- 1 - **Teach un-familiar in terms of the familiar; *use metaphors***

What's a meta for?

For example
Knowledge Of the past —>
A new Idea —>
Resistence To —>
Change
Metaphor
Saying this, in terms of that...

Conference metaphor:

-cooperative classroom?
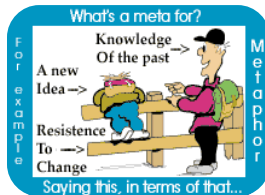
-quiet seminar (with lake view)?

-tavern? hallway?

Result: Situates socially … erases mind void…

- 1 - Teach un-familiar in terms of the familiar; *use metaphors*
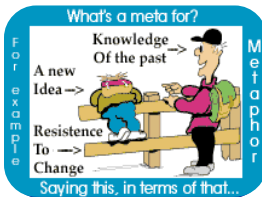
- capture formal AND informal

- seminar AND hallway

- 2 - Use many social setting metaphors

- capture formal AND informal

- seminar AND hallway

- teacher-free zone (hallway)

- 2 - Use many social setting metaphors

- capture formal AND informal
- seminar AND hallway
- teacher-free zone (hallway)
- office hours?

- 2 - **Use many social setting metaphors**

- capture formal AND informal
- seminar AND hallway
- teacher-free zone (hallway)
- office hours?
- small groups
- encourage 1-to-1 (email)

- 2 - **Use many social setting metaphors**

- make expecta-tions clear
- use checkpoints

- 3 - **Clarify structure, expectations**

- make expecta-
  tions clear

- use checkpoints

- assignments due
  every week?
  incompletes ok?

- min /max online
  involvement?

- 3 - **Clarify
  structure,
  expectations**

- make expecta-
  tions clear

- use checkpoints

- assignments due
  every week?
  incompletes ok?

- min /max online
  involvement?

- authentication
  required?

- 3 - **Clarify
  structure,
  expectations**

- assign roles:
  (note taker,
  discussion
  coordinator,
  researcher, etc.)

- 4 - **Delegate
  roles &
  responsibility**

- **assign roles: (note taker, discussion coordinator, researcher, etc.)**

- **use peer review, jigsawing, methods of interdependence**

- 4 - Delegate roles & responsibility

- **journaling**

- **require reflection on content, process**

- 5 - Require reflection, evidence

- **journaling**

- **require reflection on content, process**

- **proof of content "mastery"**

- **use "copy&paste proof" assign-ments**

- 5 - Require reflection, evidence

Slide 1

- coach, cheer-leader, referee

- 6 - Teacher assumes many roles

Slide 2

- coach, cheer-leader, referee

- attendance taker, task master

- 6 - Teacher assumes many roles

Slide 3

- coach, cheer-leader, referee

- attendance taker, task master

- guide on side (sage on stage)

- 6 - Teacher assumes many roles

- 6 - Teacher assumes many roles

- coach, cheer-leader, referee
- attendance taker, task master
- guide on side (sage on stage)
- **observer, partic-ipant observer**

- 6 - Teacher assumes many roles

- coach, cheer-leader, referee
- attendance taker, task master
- guide on side (sage on stage)
- observer, partic-ipant observer
- **tech, training support**

- 6 - Teacher assumes many roles

- coach, cheer-leader, referee
- attendance taker, task master
- guide on side (sage on stage)
- observer, partic-ipant observer
- tech, training support
- **quality control chief**

- students post picts, video/sound clips

- you post metaphor pict, video…

- 7 - Blend media & personalize space

- students post picts, video/sound clips

- you post metaphor pict, video…

- audio/video con-ference if possible

- meet once? at beginning? great!

- 7 - Blend media & personalize space

- students post picts, video/sound clips

- you post metaphor pict, video…

- audio/video con-ference if possible

- meet once? at beginning? great!

- use common meta-reference points (news, web sites)

- 7 - Blend media & personalize space

- students post picts, video/sound clips
- you post metaphor pict, video…
- audio/video con-ference if possible
- meet once? at beginning? great!
- use common meta-reference points (news, web sites)
- extend campus electronically (UATV)

- 7 - Blend media & personalize space

- we forget lectures
- remember stories

- 8 - Practice storytelling

- we forget lectures
- remember stories
- stories in context of content

- 8 - Practice storytelling

Slide 1

- we forget lectures
- remember stories
- stories in context of content
- **students as heroes of their "learning stories"**
- **transformation as the key to learning**

- 8 - Practice storytelling

Slide 2

- we forget lectures
- remember stories
- stories in context of content
- students as heroes of their "learning stories"
- transformation as the key to learning
- **multiple learning styles/access**

- 8 - Practice storytelling

Slide 3

- **family**

- 9 - Other "support" communities

- family
- **work support**

- 9 - **Other "support" communities**

- family
- work support
- **school**

- 9 - **Other "support" communities**

- family
- work support
- school
- **buddy support**

24/7?

- 9 - **Other "support" communities**

- family
- work support
- school
- buddy support
- **admin. support**

- 9 - Other "support" communities

24/7?

- family
- work support
- school
- buddy support
- admin. support
- **tech support**

- 9 - Other "support" communities

24/7?

- family
- work support
- school
- buddy support
- admin. support
- tech support
- **library support**

- 9 - Other "support" communities

24/7?

- family
- work support
- school
- buddy support
- admin. support
- tech support
- library support
- **content support 24/7?**

- 9 - Other "support" communities

Community
online and offline…