Innovative Online Teaching Strategies

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Plan for the Day

- Interactive format:
  - Discuss a topic
  - Small group focused discussion
  - Speed share – example or strategy you heard
- Who's in the room?

Is simple and functional.

Is effective, efficient, and appealing to students.

Was enhanced over time.

Motivation and Reward

Intrinsic	Extrinsic
Reward comes from Mastery	Tangible Reward
Clear, meaningful and situated goals	Goals assigned
Progress is intuitive apparent and immediate [real-time or just-in-time]	Progress is determined or assigned outside of the current activity
Endorses or reinforces behavior you are already committed to or hope to engage in the future Represents Player Agency	If you complete this task you will be given access to another task – Hierarchical Direction
Autonomous	**Directed**

Active Learning Creative Deep Meaning

Shallow Compliance Outcome Driven

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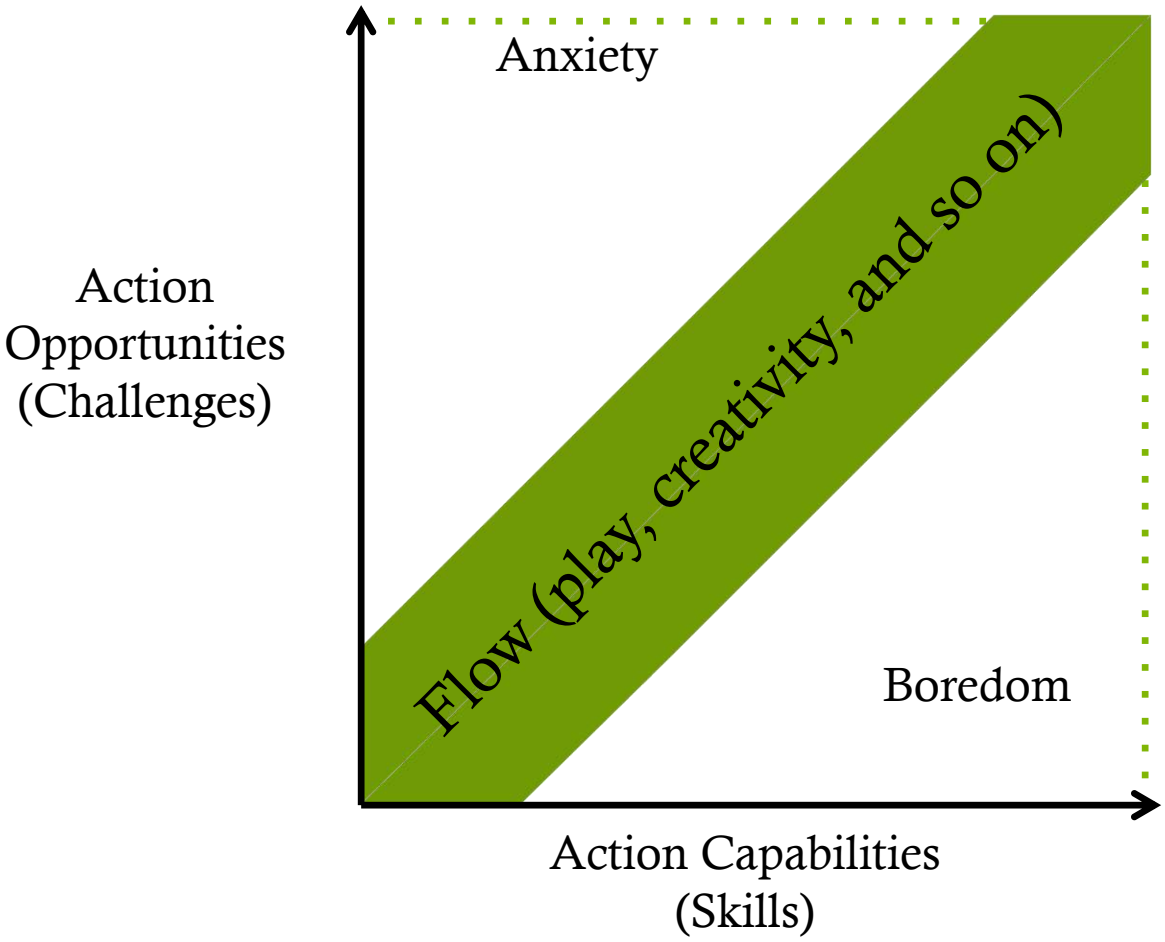
Grit

"The experience must be well designed to help create motivation and "grit" (persistence past failure). The goal in a game is not to create fun, but to create engagement that keeps learners going past challenge, frustration, and failure.

Gee (2015)

Flow

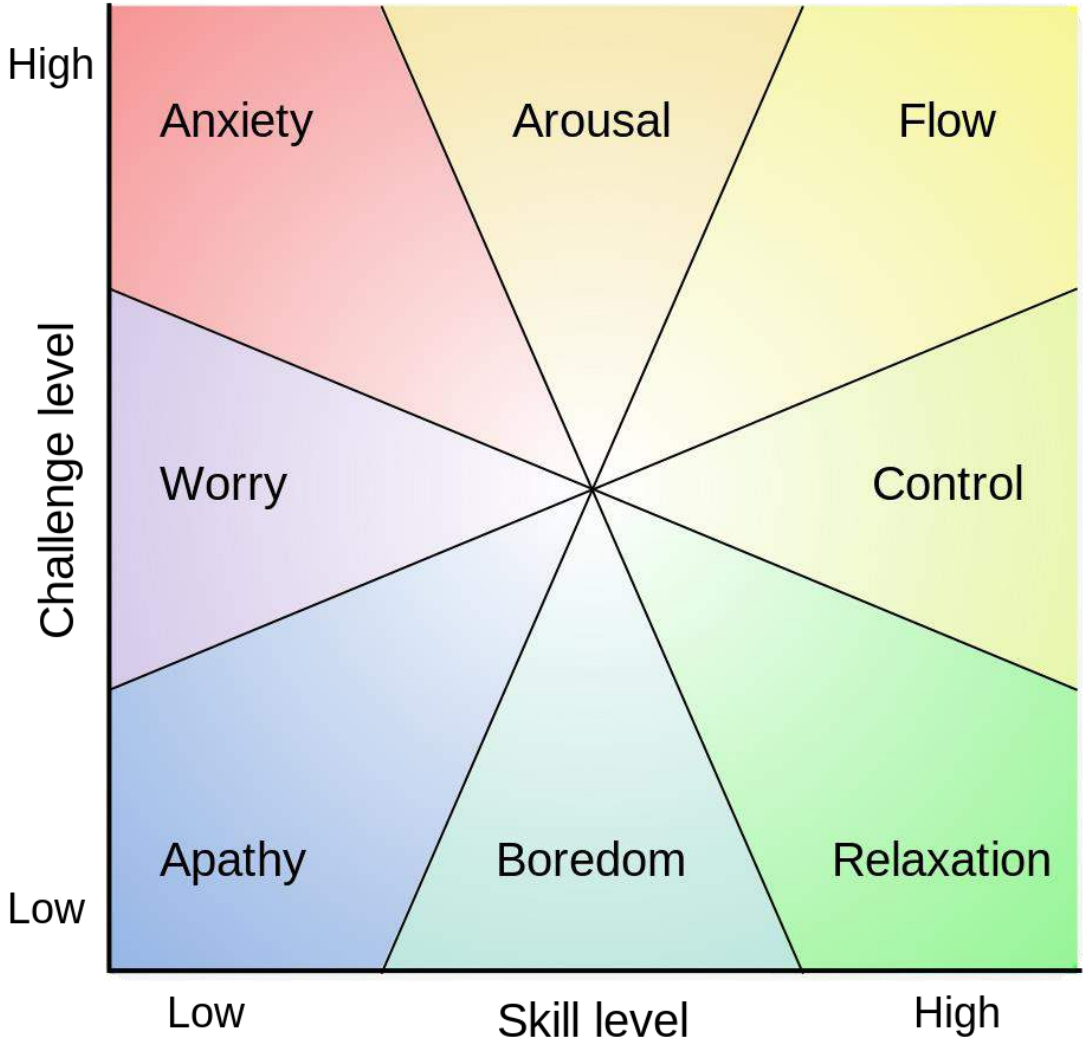


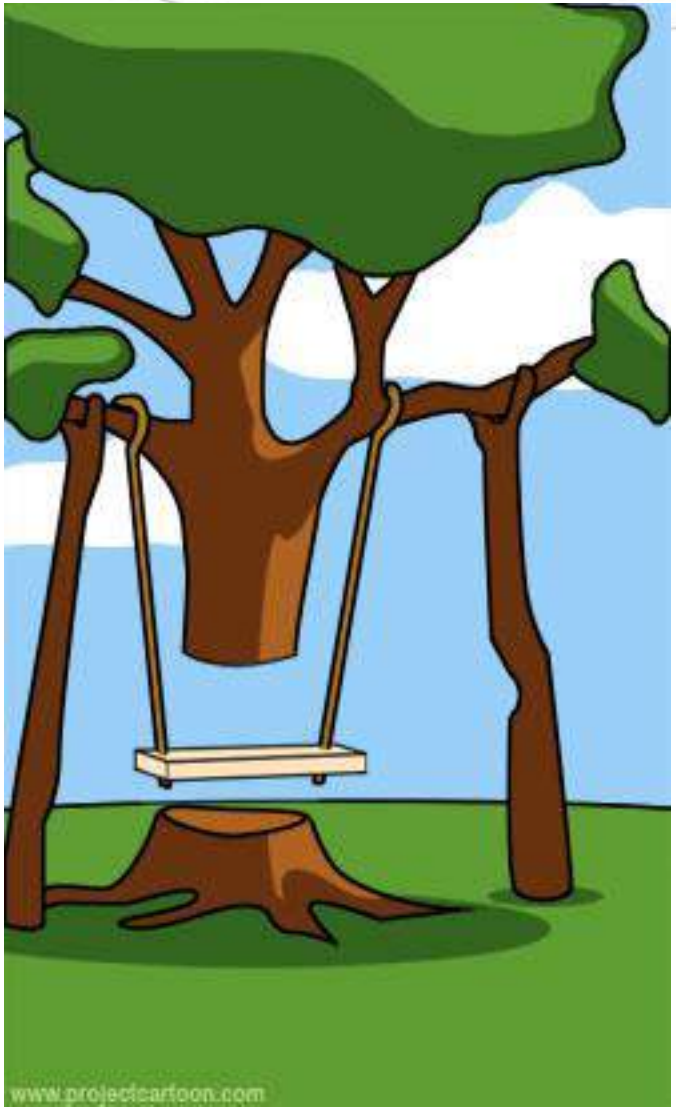
(Nakamura & Csikszentmihalyi, 2014)

Flow

"Flow is experienced when perceived challenges and skills are above the actor's average levels; when they are below apathy is experienced."

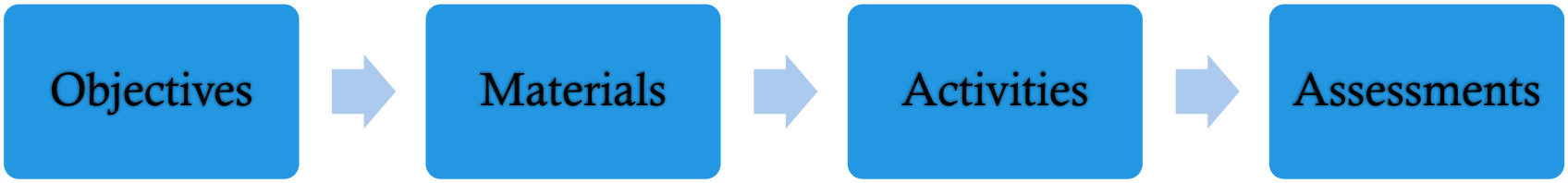
(Nakamura & Csikszentmihalyi, 2014)





"A quality course doesn't waste my time with assignments that are unnecessary. I'm here to learn, not for busy work and I felt that many of my **courses didn't test my knowledge** but simply gave out busy work."

Alignment



Learning Objectives

TERMINAL OBJECTIVES	ENABLING OBJECTIVES
Met at the end of the course	Get you to the end
Ask: "What can learners do, after their time with you, that they can't do now?"	Ask: "What must students be able to do before accomplishing the course objectives?" "How are you planning on assessing this objective?" "The student has an entry level job doing the terminal objective. What will he or she do at work?"
Prerequisites: What entry-level skills are needed to reach enabling objectives?	

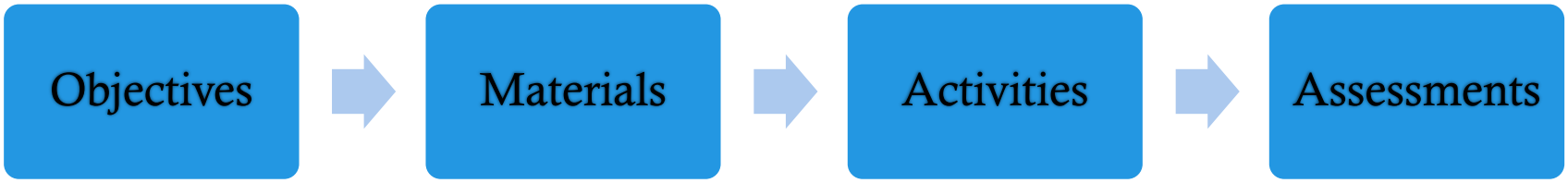
(Acevedo, 2015)

Alignment in Lesson 1: Ingredients

L#	Objectives	Reading	Content	Media	Activity	Assessment
1	Differentiate between types of bread Identify types of jellies and jams List and describe varieties of peanut butter	Text Ch 1 Article – Jelly or Jam?	History of peanut butter Breads Jams/Jelly P-butter	Video – how p-butter is made	Grocery store field trip Ungraded flashcards / matching quizzes	Essay – best possible combination – why?

Adapted from Acevedo (2015)

Alignment



- Personalized learning
- Adaptive learning
- Competency-based learning

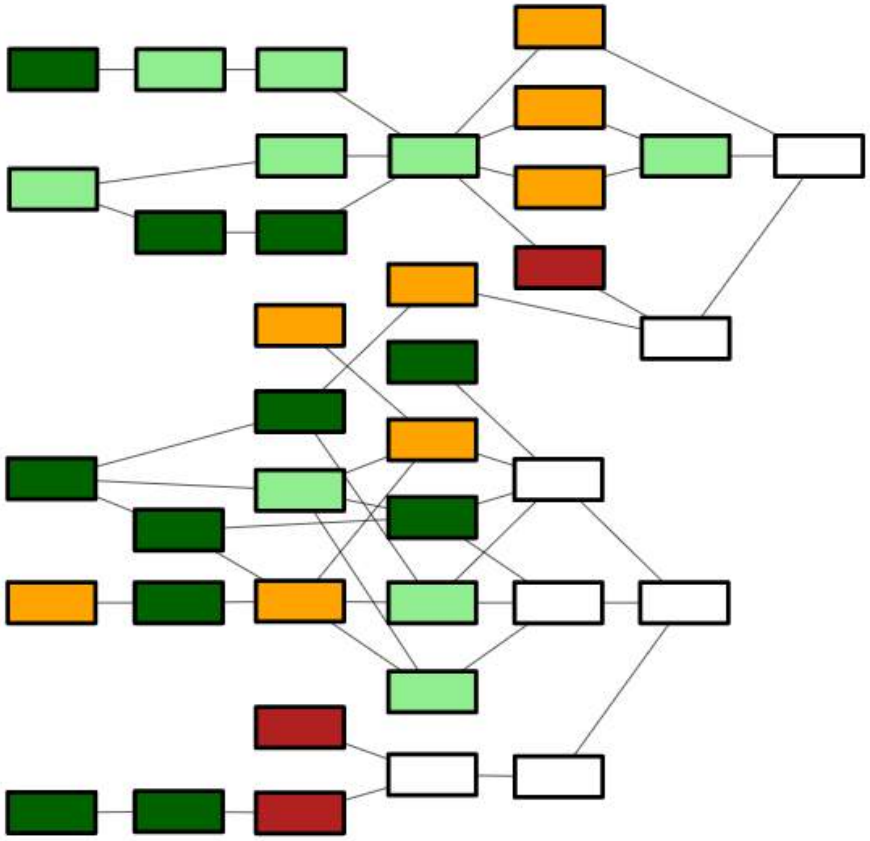


Figure 5: A sample curriculum prerequisite network colored by ability

(Howlin, 2013)

Alignment

Learning Objectives
Course Plan
Materials
Activities
Assessment Plan

Mapping Assessments

	TRADITIONAL	ALTERNATIVE / AUTHENTIC
LOW STAKES	Weekly quiz Paper flashcards	Ungraded self check (digital flashcards, games) Journal / reflection exercise
HIGH STAKES	Exams Papers	Role play / simulation Debate / negotiation Service learning Client project

Presence

"…a professor makes or breaks the class depending on their level of **real life application** and **engagement** with students."

Presence

- Set the culture
  - Rigor, level of formality
    (Aleckson & Ralston-Berg, 2011)
- "Model the way"
  - Participation, language, quality
    (Kouzes, Posner, & Biech, n.d.)
- Interaction
  - Humor, updates, introductions, summaries, feedback
    (Lehman & Conceição, 2010)

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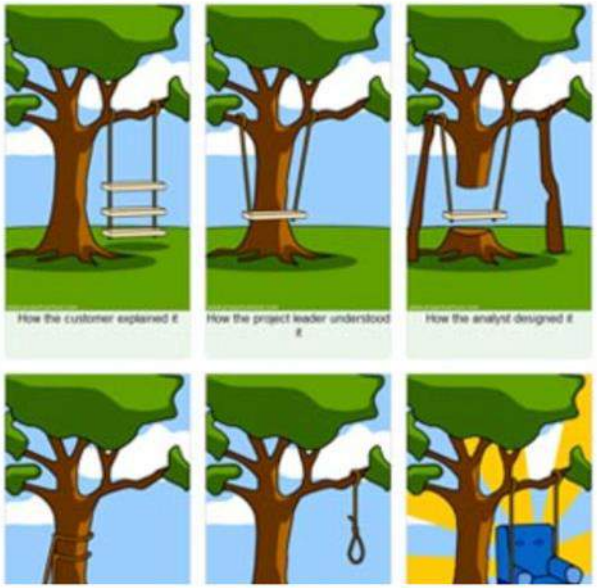
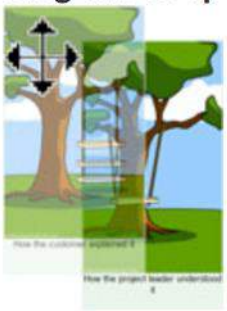
How Projects Really Work (Ver 1.5)



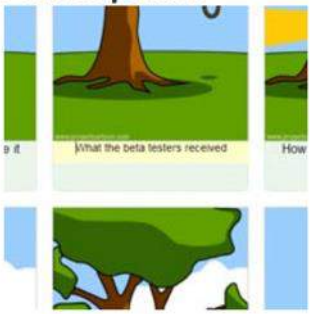
Create Your Own Version

You can create your own version of the cartoon by drag-and-dropping the cells, than editing the captions.

Drag-and-Drop



Edit Captions

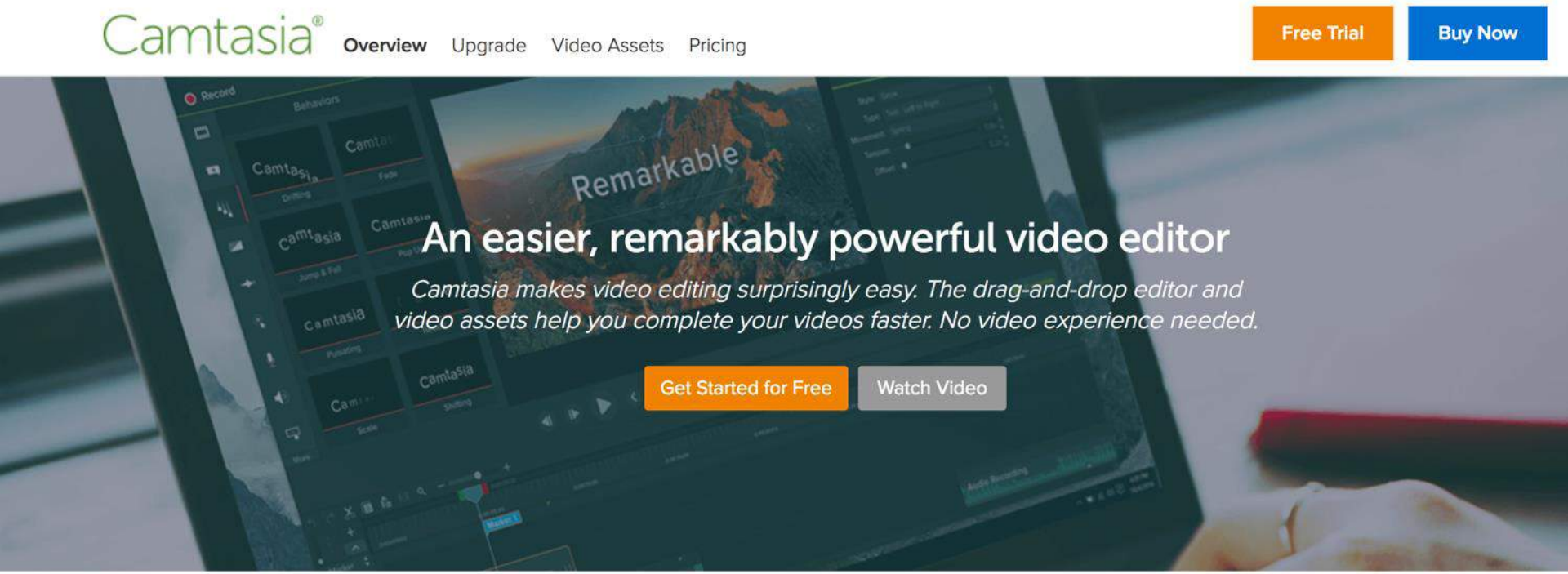


Save

Save your cartoon and you get a unique URL that you can bookmark and email.

Video

- Personal, short, topical
- Mix face with other content



(Berg et al, 2014

How do you increase presence?

- Set the culture
  - Rigor, level of formality
    (Aleckson & Ralston-Berg, 2011)
- "Model the way"
  - Participation, language, quality
    (Kouzes, Posner, & Biech, n.d.)
- Interaction
  - Humor, updates, introductions, summaries, feedback
    (Lehman & Conceição, 2010)

Design and Engagement

"A class **DESIGNED** to help you thrive in an online environment- not one that is simply made accessible online."

Community

- Social media
- Open discussion
- Current events
- Discussions
- Group work

Convert Face-to-Face to Online

- Break activities down into granular steps based on student tasks
- Consider each step and ask if it is appropriate for online.
  - Is it feasible?
  - What tools or technology would be needed to make that happen?
- Consider time span.
  - How long will it take students to complete the task?
- Consider adding individual deadline for each online step.
- Consider the updated version of your steps.
  - Are expectations clear?
  - Are tools available?
  - Do students have everything they need to succeed?)

Example: Face-to-face small group discussion converted to online discussion

	Existing Steps	Online Steps	Time Span	New Instructions
1	Break up into groups of 4 or 5	Instructor assigns teams	Monday 1 day	You have been assigned to groups.
2	Read the question aloud	Students read question online	First post by Wednesday 2 days	Read the question and make an initial post
3	Discuss the topic		3 days	
4	Reach a consensus on 3 most important issues		End discussion by Saturday	
5	Report findings to the class	Elect group member to post summary	Follow up to other groups due Sunday 1 day	After your group's summary is posted, read summaries of other groups and comment on similarities / differences in findings

Discussions

- Comprehend
- Critique
- Construct knowledge
- Share

(Gao, Zhang, & Franklin, 2013)

Discussions

- Do-si-do (single layer)
  - Comment – Read – Reply to 2
- Cha-cha (multiple layers)
  - Post – Read – Reply – Read – Reply
  - Post – Read – Reply – Feedback – Post – Read – Reply
  - Interpret – Read – Connect – Elaborate – Read – Reply
  - Post – Read – Add/Challenge – Post – Read – Reply
  - Post – Compare/Contrast – Raise Questions – Read – Revise
  - Share – Read – Synthesize – Invite – Reply

(Adapted from Gao, Zhang, & Franklin, 2013)

Group Roles

- Leader, contributors, reviewers
- Researchers, writers, editor
- Administrator, staff, patient, family
- Pro/for and Con/against a controversial issue

Group Sequences

- Select Leader – Research – Write – Submit
- Individual Work – Share – Synthesize – Write – Report
- Discuss – Debate – Reach Consensus – Summarize

Peer Review

Peer Evaluation - Instructor Portal

If new team assignments have been made, the peer evaluation rost
Evaluation Roster button below.

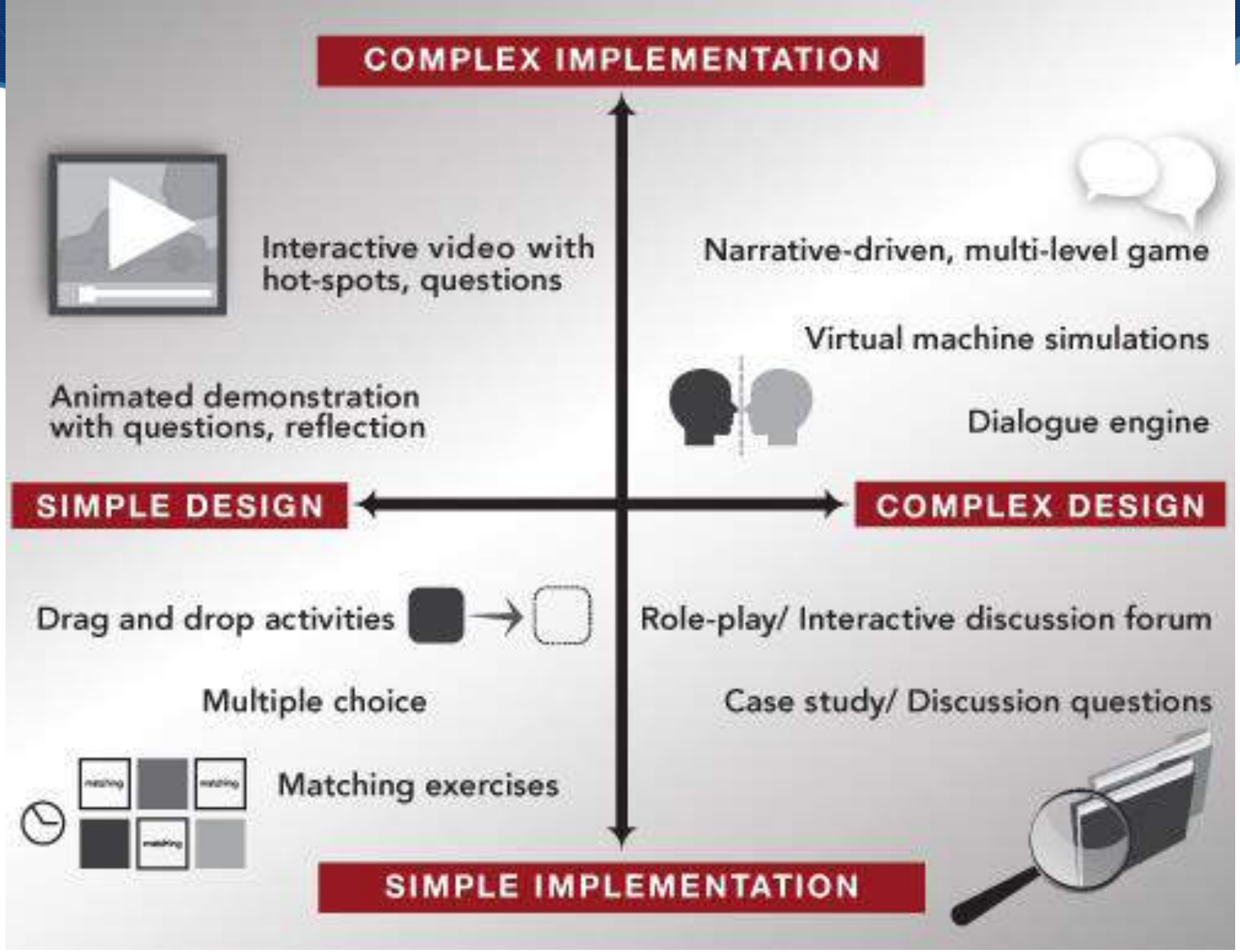
Update Peer Evaluation Roster

Order	Available F
01	Lesson 6 - Peer Evaluations
02	Lesson 8 - Peer Evaluations
03	Lesson 7 - Peer Evaluations
04	Lesson 9 - Peer Evaluations
05	Lesson 10 - Peer Evaluations
06	Lesson 11 - Peer Evaluations
07	Lesson 13/14 - Peer Evaluations

Results for H D	Team	Rate the student's work in the areas of quantity and timeliness:	Rate the student's work in the areas of knowledge and understanding of content and applicability to workplace:	Rate the student's work in the area of generating learning within the group:	Add any comments you feel are relevant to this student's evaluation:
B	Team-04	5	5	5	D real word experience was a fantastic contribution to the Team Chat and counter offer.
S	Team-04	4	5	5	Showing a lot more interest.
D H	Team-04	4	5	5	I try to bring to my conversations past experience in all aspects of our negotiations.
Questions Total		13	15	15	
Questions Average		4.3333333333333	5	5	

How do you build community and encourage participation?

- Social media
- Open discussion
- Current events
- Discussions
- Group work



(Aleckson & Ralston-Berg, 2011)

STUDY

PLAY

Flashcards | Learn | Speller | Test | Scatter | Gravity

Quizlet Cards Learn Speller Test Scatter Gravity Log In Sign Up

← Back to Basic Spanish Colors

0:30.2

Your Record None

blanco

naranja

pink

rojo

brown

green

red

rosa

white

black

negro

orange

verde

morado

café

Add fun break to boring, undesirable tasks
Time element; levels up; intrinsic motivation

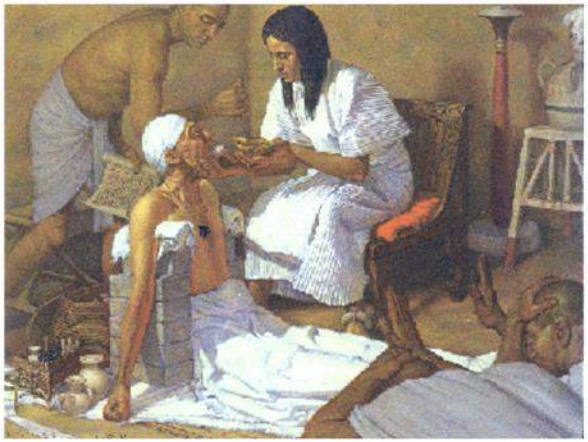
Sutori

AR Ashley Robertson

Reinforce information, data or procedure
Tell a story, make a case, present findings

History of Healthcare: Ancient Times - 1920

This interactive multimedia timeline serves as your text for Module 1. Study it thoroughly, and click on the blue words and links to learn more, and make sure you watch all videos.



ANCIENT EGYPT (3100 B.C. to 320 B.C.)

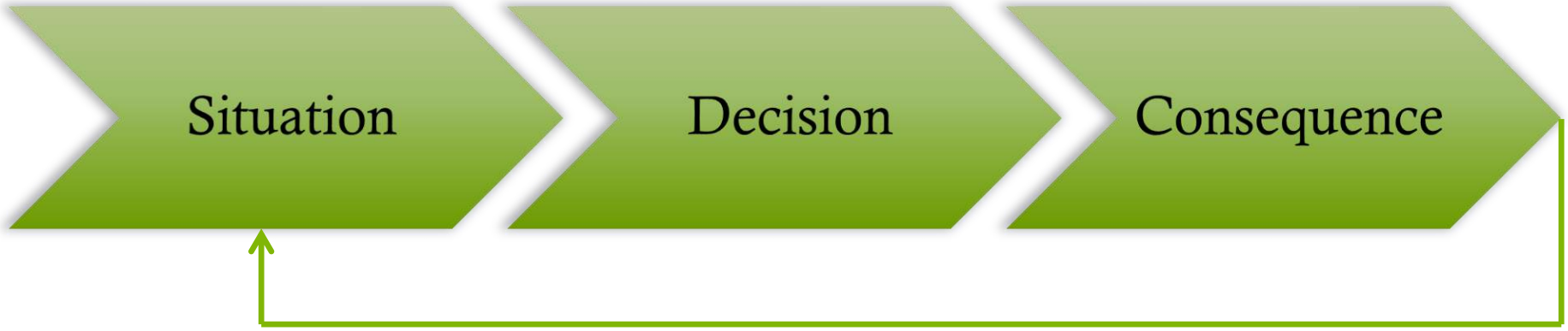
Ancient Egyptians utilized a combination of mystical and scientific approaches to healing: while they relied on spells and incantations, early physicians such as Imhotep (considered one of the fathers of medicine),

ANCIENT HEBREWS (~1700 B.C. to 30 B.C.)

Religious laws pertaining to food and sanitation as put forth in Leviticus helped prevent the spread of disease among the ancient Hebrews long before humans began to understand the science behind these preventive practices.

Reinforce information, data or procedure
Tell a story, make a case, present findings

Simulation



Role play to raise emotional investment
Take cases to a higher level of engagement
Assess reflection on experience

A cocoa broker has just called. He has a load of Haitian cocoa beans that he can sell you for a really good price. Haiti has a struggling cocoa industry and traditionally has trouble meeting the highest quality standards. This load is a bit substandard, but is so cheap that if you mixed the beans with higher quality beans

- Cocoa is cocoa. Let's buy it!
- Ask Mr. Fenn what he thinks.
- Talk to Jane in research and quality cor
- Wait and talk to the committee at the ne

Mary Oliver 1650

by Penn State

Your name is Mary Oliver. You were born in 1630 and left the baron's keep (your family's master) twelve years later. Thus, in 1642, your family departs and walks about 60 miles with your possessions from the farming region surrounding Dorchester to Bristol, a bustling seaport city. In Bristol, men and boys take part in day labor and women in sewing and laundry for whatever they can earn (boys even scavenge the streets); but the city is a place of disease, hardship, and danger. By 1650 you are 20 years old and your mother, brother, and two sisters have died of smallpox. Eventually your father remarries, but you do not get along with your stepmother. After an altercation with your father, you leave home to contemplate your options for the future. What are you going to do?

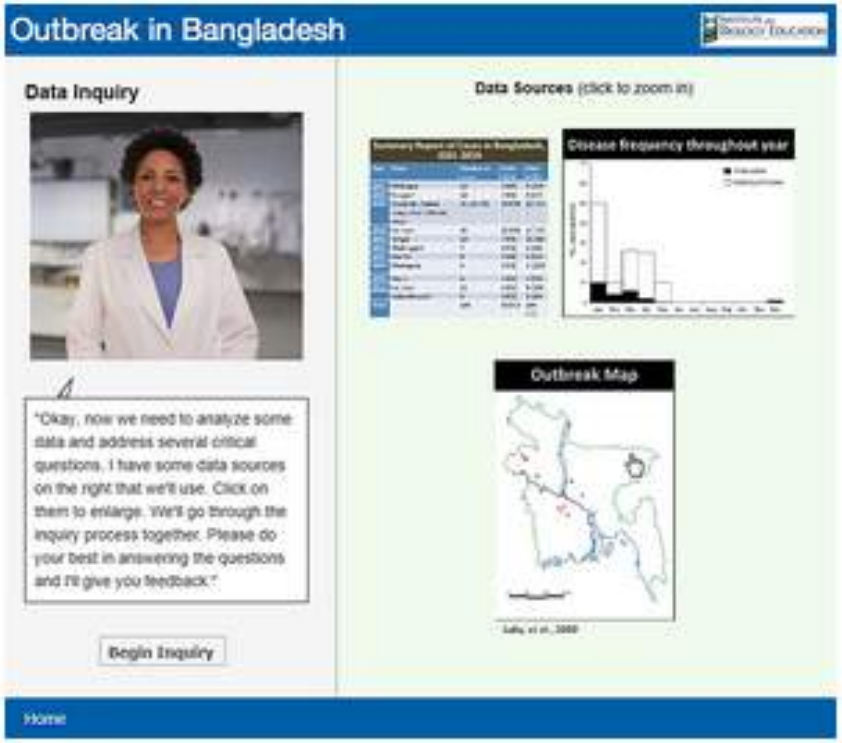
- *Return home and apologize*
- *Marry your lover, James*
- *Live alone in Bristol*
- *Go to the New World*

Case Scenario/Critical Reader Builder

CSCR: Demo | Examples | Get Tool | Support

The Case Scenario/Critical Reader Builder is an authoring tool created through the Engage program in conjunction with the UW Madison Writing Center, College of Letters and Science and the School of Pharmacy.

The CSCR Builder is a desktop tool for creating a variety of web-based learning materials. You can combine text, images, video and audio along with embedded quiz questions and scoring to create compelling interactive critical readings, scenarios with decision branching, simulated dialogues, story-like narratives, media rich case studies and much more.



- View a Demo of Case-Scenario/Critical Reader Builder

Ill-structured problems; decision-making; role play; see issue from different points of view

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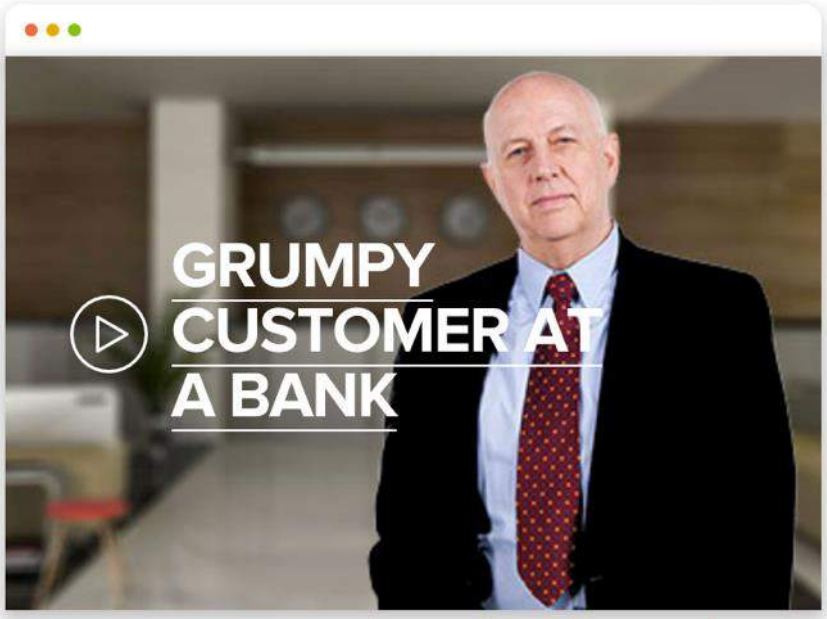
engage
Transforming teaching and learning through technology

Sample Scenarios



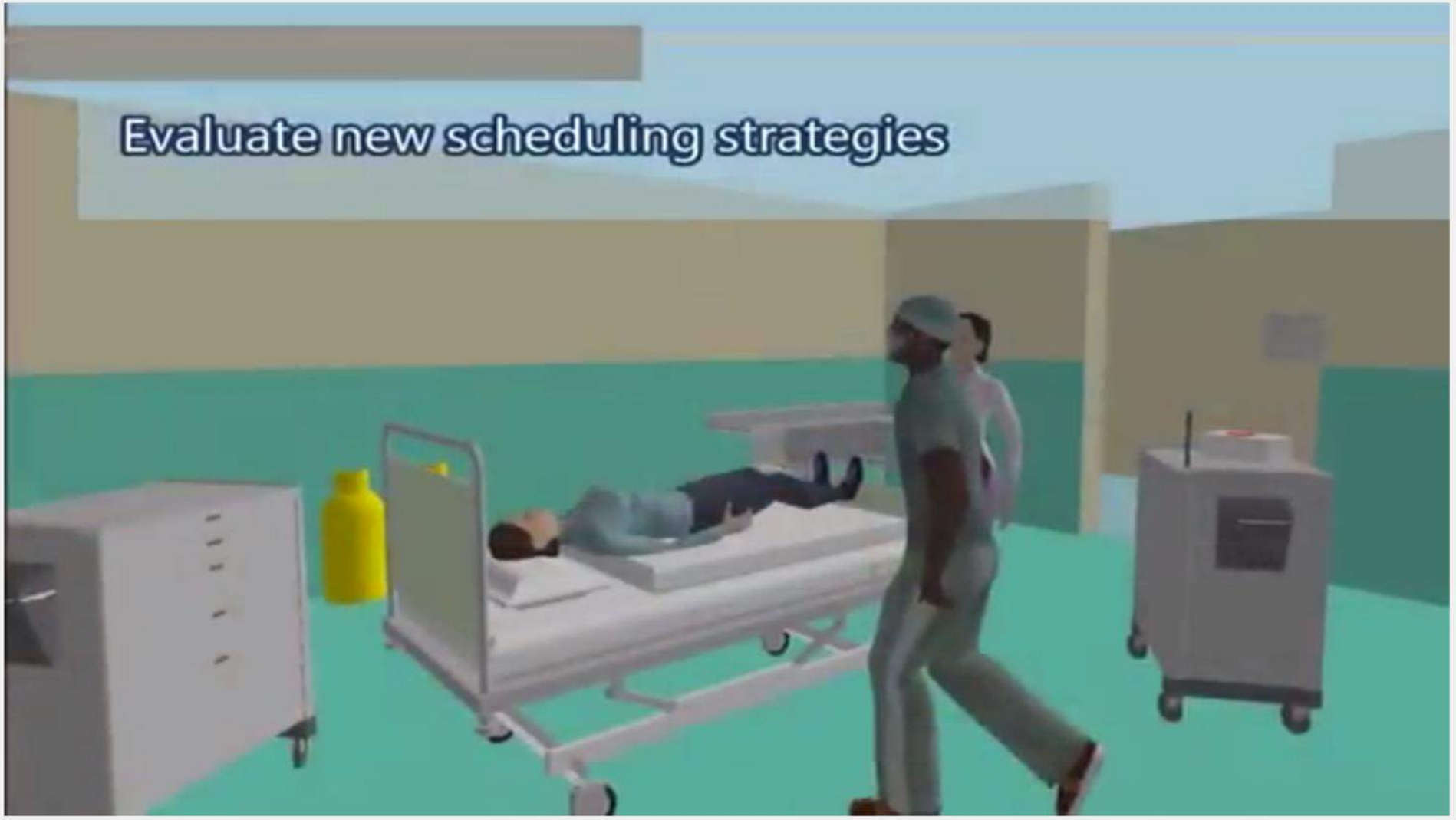
This customer has a problem and he is not happy about it. Can you defuse the situation and help him?

Author Clark Aldrich

Simio

Forward Thinking

home contact about find partners Simio Insiders



Avatar-An Adventure in Emergency Preparedness

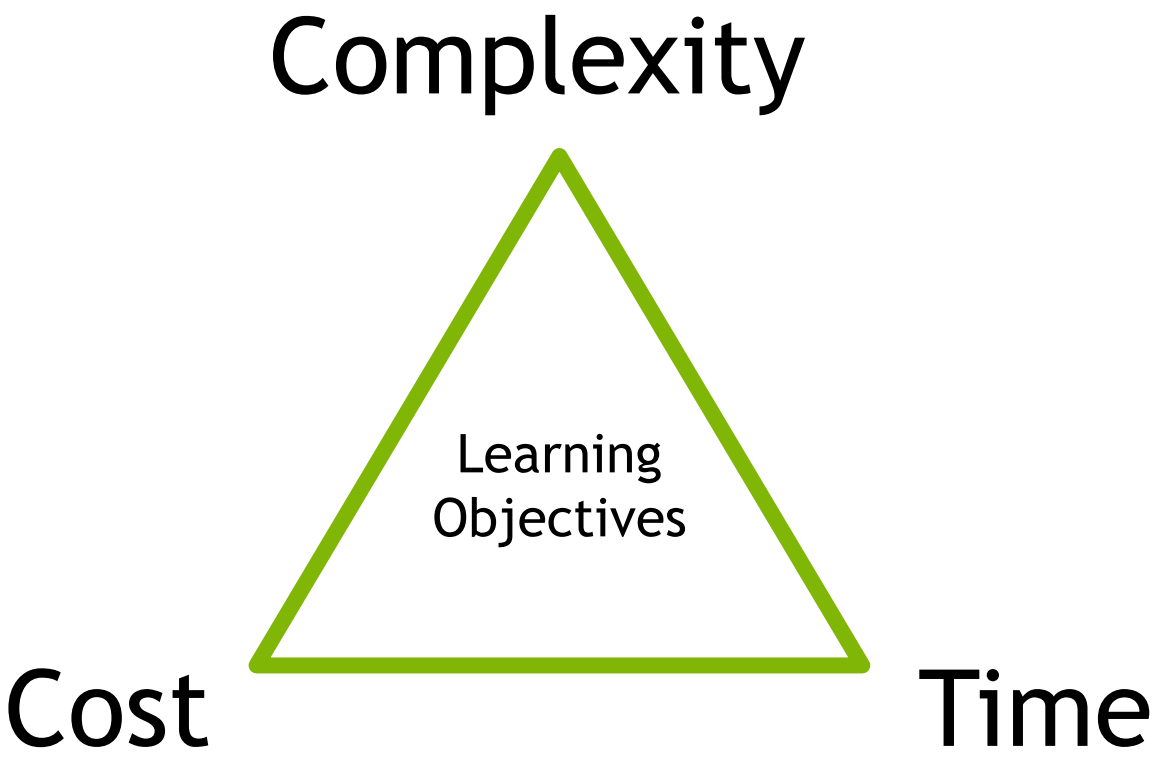
Role play and group communication

- Make decisions
- React to consequences under stress or time constraints
- Interaction with characters
- Team strategic thinking
- Leadership

CliniSpace® Virtual Sim Center

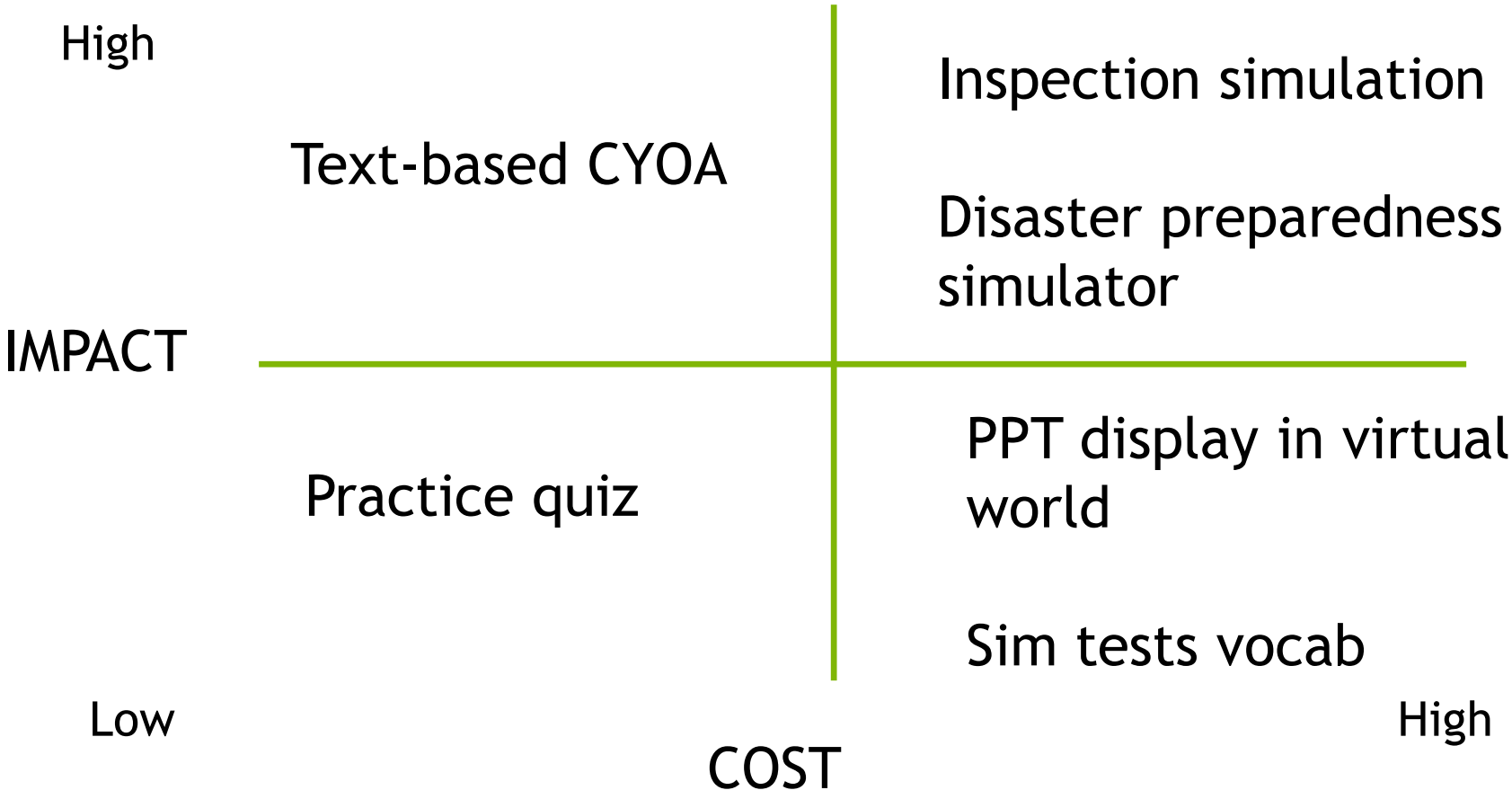
Avatar Emergency Preparednesshttps://www.youtube.com/watch?v=qJEKQG88AuM

Constraints



(Aleckson & Ralston-Berg, 2011)

Cost vs. Impact



(Ralston-Berg & Lara, 2012)

Map → Write → Construct

Simulation: Fenn's Cocoa Decision Map Template

File Edit View Insert Format Data Tools Add-ons Help Last edit was on July 10, 2015

	A	B	C
1	**Marker**	**Choices**	**Consequences**
2	START - A cocoa broker has just called. He has a load of Haitian cocoa beans that he can sell you for a really good price. Haiti has a struggling cocoa industry and traditionally has trouble meeting the highest quality standards. This load is a bit substandard, but is so cheap that if you mixed the beans with higher quality beans you might be able to get the cocoa beans you need at a lower price than usual.	Cocoa is cocoa. Let's buy it!	End - Three weeks later, a delivery truck arrives at the plant. Stan, the plant manager, is furious. The cocoa is below standard and we don't have a big enough hopper to put it in. Jane is also concerned. Mixing it with our existing cocoa would compromise quality. Mr. Fenn wants to see you in his office immediately.
3		Ask Mr. Fenn what he thinks.	GO TO MARKER 1
4		Talk to Jane in research and quality control.	GO TO MARKER 2
5		Wait and talk to the committee at the next weekly meeting.	GO TO MARKER 3
6			
7	MARKER 1 - Whoa, whoa, whoa - we can't decide this in the hallway. You know we make decisions in the weekly executive committee meeting where everyone has input. If the quality is substandard, I definitely want to know what Jane has to say.	Talk to Jane in research and quality control.	GO TO MARKER 2
8		Wait and talk to the committee at the next weekly meeting.	GO TO MARKER 3
9			
10	MARKER 2 - Jane says she can't do much without samples to test. She wants to know if you plan to bring this to the executive committee meeting.	Wait for the executive committee meeting.	GO TO MARKER 3
11		Talk to the broker to place an order.	GO TO MARKER 4
12			
13	MARKER 3 - You present the idea. Jane says other companies do this all the time, but we'll need to do some taste and melting point tests. Mike says the idea sounds great and could make it easier to get the bars on the shelves. He's curious about the overall savings. Stan wants to know if the cocoa will work with existing machines. He can make room to store the cocoa. Mr. Fenn asks how you want to proceed.	Talk to the broker to place an order.	GO TO MARKER 4
14		Talk to Jane about quality.	GO TO MARKER 5
15		Talk to Mike about costs.	GO TO MARKER 6
16		Talk to Stan about production.	GO TO MARKER 7

Sims – The Big Picture

Prerequisites Procedure

Game or Sim

Debrief and
Reflection

Finding the Right Fit

- Clearly define learning objectives
- Describe key functions or tasks
- Brainstorm / research
- Consider constraints
  - Time, budget resources
- Maximize impact within constraints

How do you promote student learning?

- Games
- Simulations
- Other authentic activities?

Personal Life

Courses

Professional Activities

Technology

Research

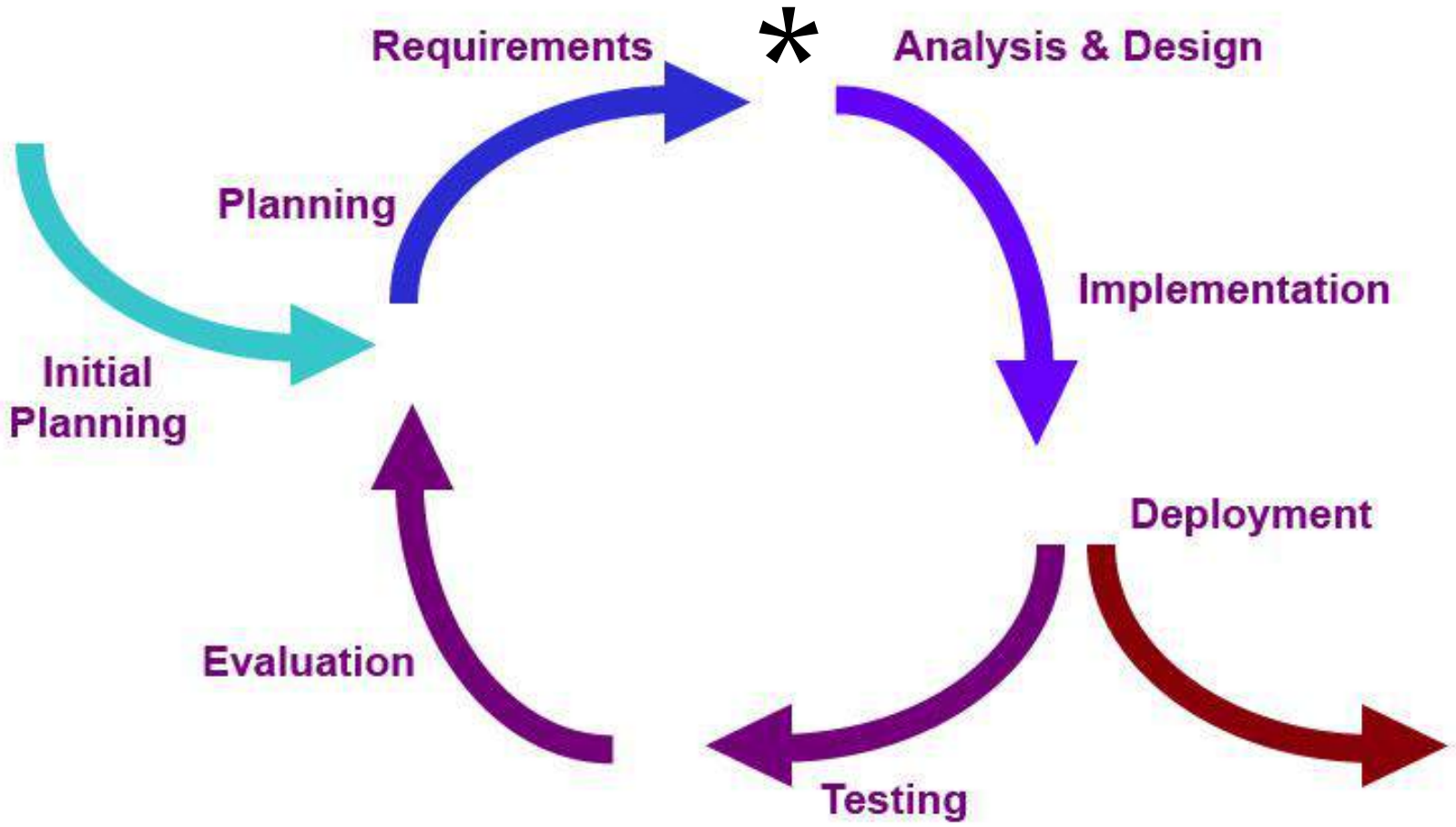
Tenure / Retention

Is simple and functional.

Is effective, efficient, and appealing to students.

Was enhanced over time.

Course Development Process
*You are here.



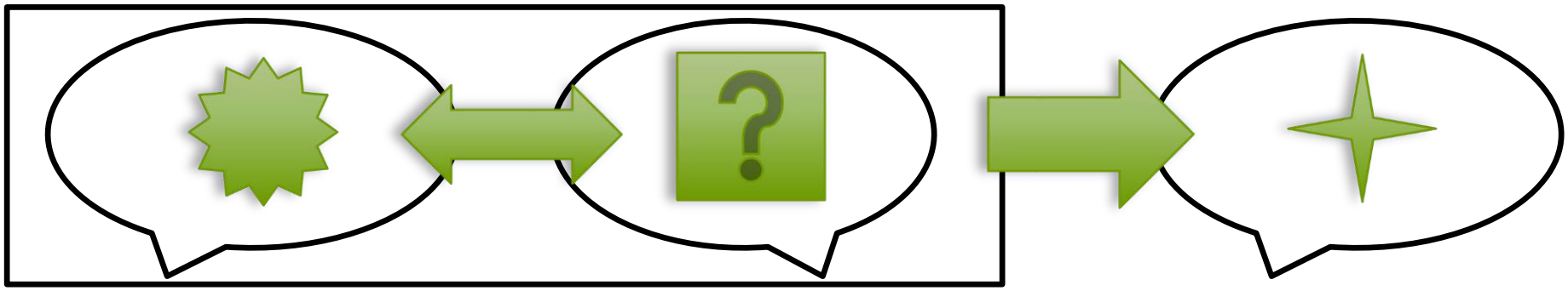
(Aleckson & Ralston-Berg, 2011)

Roles in Course Dev Teams

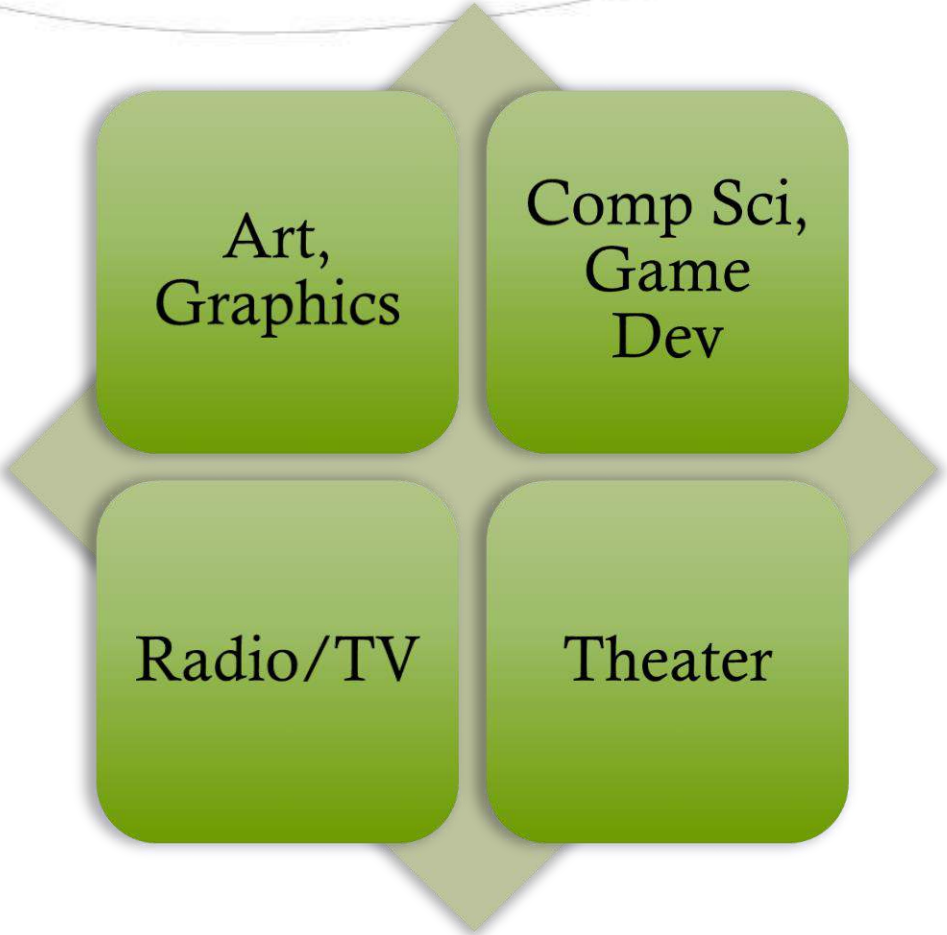
Role	Description
Designer	Learning strategies to meet objectives
SME	Subject matter expert
Technologist	“How to” use specific tools
Media spec.	Effective / efficient presentation
Tech support	Help desk
IT/Admin	Systems behind course delivery

What do designers do?

- Research on design by non-experts
  - Takes longer
  - More trial and error
- Focused questions
  - Structure and sequences
  - Translate activities



Campus Collaboration



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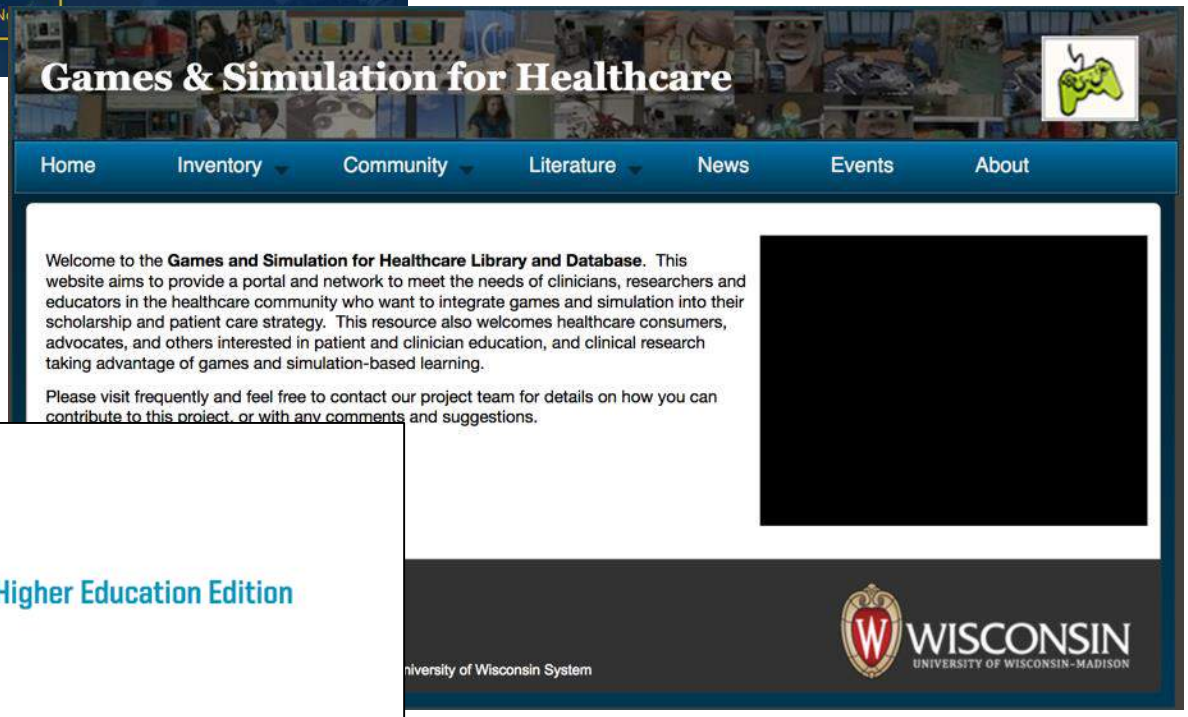
Games & Simulation for Healthcare
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Welcome to the Games and Simulation for Healthcare Library and Database. This website aims to provide a portal and network to meet the needs of clinicians, researchers and educators in the healthcare community who want to integrate games and simulation into their scholarship and patient care strategy. This resource also welcomes healthcare consumers, advocates, and others interested in patient and clinician education, and clinical research taking advantage of games and simulation-based learning.
Please visit frequently and feel free to contact our project team for details on how you can contribute to this project, or with any comments and suggestions.
iversity of Wisconsin System
WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

NMC
Horizon Report > 2017 Higher Education Edition

What resources are you using?

- On campus
- At other universities
- Online

Questions or Comments?

Thank you!

- Penny Ralston-Berg
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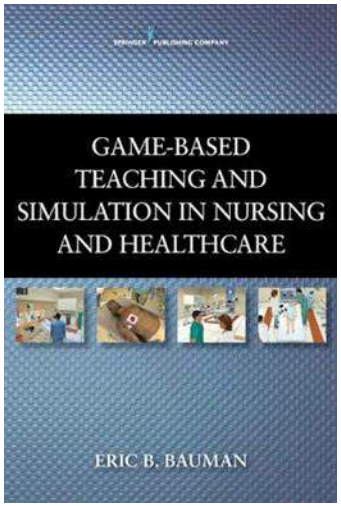
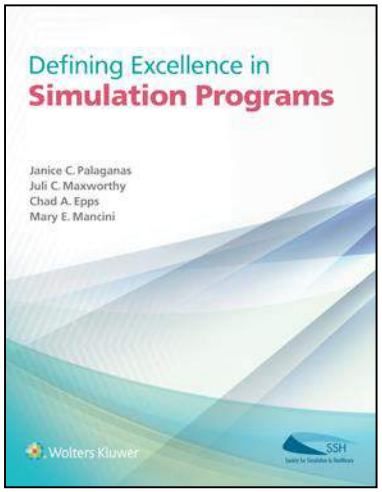
  LinkedIn
  Academia.edu





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