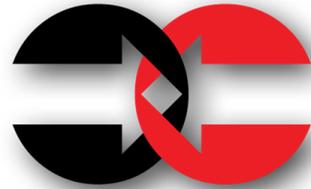


Collaboration Tools and Resources in Learning Management Systems

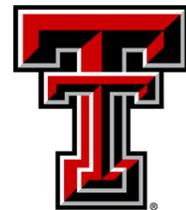


Presented by Cindy L. Miller, Ph.D.
Family & Consumer Sciences Education
Texas Tech University, Lubbock, TX

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Agenda

- Types of Collaboration Tools Used in Learning Management Systems (LMS)
- Best Practices in Using These Collaboration Tools
- Teaching Ideas
- Resources for Using these Collaboration Tools in LMS

LMS Poll

- Utilizing the “Chat” feature in Zoom located at the bottom of your screen.
- What LMS are you using on your campus? Blackboard, Canvas, BrightSpace, Moodle, Google Classroom, etc.



Blackboard



Google Classroom

Types of Collaboration Tools: Discussions

Discussions

- An online **discussion board** provides the ability for asynchronous **discussions** to occur over a period of time. Students are able to gather their thoughts and ideas before posting and sharing their reflective responses, which leads to more in-depth learning.

Benefits

- Builds a community with peers and the instructor in an online environment.
- Creates opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and create in-depth reflective responses.
- Gives all students a voice, especially those who are normally quiet in a classroom environment, need more time to compile their thoughts or want to avoid a conflict or disagreement.
- Empowers students to view and respond to their peers in a safe and respectful environment.

Types of Collaboration Tools: Discussions

- Best Practices:

- *Define a Netiquette and Expectation Policy*: In your syllabus, provide a netiquette policy for all discussion boards and clarify what is expected from your students.
- *State a purpose*: Be sure to tie in your course learning objectives into the discussion and how you want students to achieve those learning objectives. Do you want students to demonstrate their knowledge of key concepts or share a personal experience that relates to the topic?
- *Create clear instructions and grading*: Clearly state simple instructions and grading policy for participation in the discussion boards.

Types of Collaboration Tools: Discussions

▪ Best Practices:

- *Pose open-ended questions*: Use questions that will encourage students to explore, compare, discuss and reflect in their responses based on their own personal experiences. This may ignite an open and continuing dialogue with their peers.
- *Set limits*: Think of how to manage your time in facilitating but also ensuring students can meet deadlines and posts meaningful posts. Also, set the length of student posts to a manageable amount for you and other students to review. For example, each post should be a minimum of 200 words and maximum of 500. This will help students create an in-depth and reflective posts within these parameters.
- *Ensure instructor presence*: Engage students by interacting with them within the discussion boards. Clear up any confusion or questions. Compliment good posts and conversations. Ensure students to voice their responses in a safe online environment.

Types of Collaboration Tools: Discussions

- **Teaching Ideas:**

- **Introduction Activity**—allow students to respond by using a video, podcast, or other online tool such as VoiceThread rather than just a written response.
- **Adding Images of Examples**—have students post images along with their written responses in the discussion forum because it draws attention to real-life examples of course concepts.
 - For example, a discussion of barriers to a healthy community could include photos from students' own communities.
- **External Discussion and Reflection**—ask students to have a real-time, 30-minute discussion with someone (in person, on the phone, via Skype, etc.) followed by a written reflection on a particular topic in the discussion forum.
 - For example, ask students to have a real-time discussion with someone in their life about whether to legalize drugs such as Marijuana, Adderall, or Ritalin without prescriptions. In their posts, students can summarize their discussions and share their conclusions about whether to legalize the drug of choice.

Types of Collaboration Tools: Discussions

- **Teaching Ideas:**

- **Role-Play**—Students are assigned to particular viewpoints of a topic and then do some research to form and support their arguments. Then, after posting to the discussion board, students review the perspectives of their peers and write a reflection based upon information from all roles and reflections. This is a great way to provide a lens through which to explore controversial or sensitive topics with three or more perspectives.
 - For example, ask students to consider vaccinations from the role assigned to them (e.g., the parent of a child with a healthy immune system, a college student living on campus, a doctor, a community member, or a parent of an immunodeficient child). Then students will craft posts that are realistic representations of their assigned roles.

Types of Collaboration Tools: Discussions

- **Teaching Ideas:**

- **Fishbowl**—This strategy is similar to a traditional discussion, but only half of the class participates in the discussion at a time (i.e., inside the fishbowl). The other half observes the ongoing discussion while pausing to reflect on given questions (i.e., outside the fishbowl). Switching things up a couple of times in larger classes is great for getting students to reflect on their own learning. It can also encourage students to step back to analyze the flow of the discussion.
 - For example, ask half the class to respond to a traditional discussion question and ask the other half to observe the ongoing discussion and write a response including one fact learned, one surprising thing learned, their most salient takeaway, one thing they learned about themselves, and an area they might like to explore in more depth.

Discussion Resources

- [Effective Discussion Prompts for Online Discussion Boards](#)—
YouTube Video
- [Mastering Online Discussion Board Facilitation](#) Resource Guide
- [15 Rules of Netiquette for Online Discussion Boards](#) Infographic
- [Sample Discussion Board Rubric](#)
- [The Discussion Book: 50 Great Ways to Get People Talking by Stephen Brookfield](#)

Types of Collaboration Tools: Blogs



Blogs

- A **blog** is a collaborative tool that allows students to post their personal reflection about the course or discuss and analyze course related materials. Blogs are an effective means of sharing the knowledge and materials collected and created by the group with the rest of the course.



Benefits

- Encourages student trust and motivation by building community;
- Promotes intellectual discussion among students;
- Provides students with another forum for asking specific or complex questions;
- Improves students' ability to critically engage with a source;
- Galvanizes students to contemplate course concepts throughout the week and to make connections with non-course content;
- Emphasizes writing as a crucial component of critical thinking; and
- Highlights collaboration and peer review as an important component of teamwork.

Types of Collaboration Tools: Blogs

Two Elements

- **Blog entries:** Text, images, links, multimedia, social media, and attachments added by course members.
- **Comments:** Remarks or responses to blog entries made by other course members, including the instructor.

Three Blog Settings

- **Course Blogs:** Instructor creates a course blog and chooses the topic. All course members can add blog entries and comment on blog entries.
- **Individual Blogs:** Students can add entries only to their own blogs. All other course members can view and add comments to it.
- **Group Blogs:** Group members can add blog entries and make comments on blog entries, building upon one another. All course members can view group blogs, but non-group members can only add comments.

Types of Collaboration Tools: Blogs

- **Best Practices:**

- *Have specific guidelines for blogging and commenting:* A clear rubric for evaluation helps students to understand not only the most important aspects of the assignment, but also how writing on the blog will benefit their learning and meet course objectives.
- *Blog assignments should encourage students to engage in all levels of thinking:* Students not only **Remember** and **Understand** (by sharing interesting articles related to course content) but also **Apply**, **Analyze**, **Evaluate**, and **Create** (by asking questions, developing hypotheses, and building on each other's ideas.).
- *Create clear instructions and grading:* Clearly state simple instructions and grading policy for participation in the blog.

Types of Collaboration Tools: Blogs

- Teaching Ideas:

- Have students offer reflections about a reading or assignment.
- Have students interpret a case study.
- Have students analyze a topic, adding information over several weeks or the entire semester.
- Have students deliver arguments and supporting evidence on a controversial issue.
- Have students participate in conversation or respectful debate via the comments section.
- Have students engage in peer review of writing assignments and projects.

Blog Resources

- [Blog Netiquette: Guidelines for Online Activities](#)
- [Sample Blog Rubric](#)
- **Free Blogging Resource:** Blogs can be included within your learning management system even if you use a third-party blogging program:
 - [Edublogs](#) – has a combination of easy setup and use, strong support services, flexible administrative options, and peace of mind around spam and privacy issues. The blog can be highly customized with sidebar content, menus, widgets, and themes.

Types of Collaboration Tools: Wikis

Wikis

- An online **wiki** is a tool that allows for real time collaboration where students can add their thoughts and ideas and contribute to the same project at the same time. In other words, wikis facilitate the collaborative creation and editing of documents.

Benefits

- Helps students reach Bloom's higher order thinking skills – things like creating and evaluating.
- Supports many forms of media, including URLs, photos, videos, and music.
- Increases student engagement by getting students to interact with course content through each other's perspectives.
- Helps to develop teamwork skills by encouraging peer review and editing in group assignments.
- Offers an alternative to traditional presentation tools like PowerPoint.
- Allows for easy tracking of deadline compliance thanks to date and time stamps.
- Shows all revisions, offering options like reverting to former versions and ability to undo changes.

Types of Collaboration Tools: Wikis

- Best Practices:

- *Start off with a low-stakes activity*: This allows the students to get used to the wiki tool and gives them ample time to practice.
- *Make the wiki meaningful to the students*: Do this by directing it toward an authentic end-product. In other words, remind them that a real document, one that is informed by their collective knowledge, will result from their collaboration.
- *Devise specific objectives for using the wiki* that builds upon its collaborative potential.
- *Consider assigning specific roles to students*. For example, some students could be responsible for writing first drafts, other students for revising, other students for organizing, and so on. These roles could change from time to time.
- *Work with the students to develop a series of deadlines* to keep the various stages of the project on track.

Types of Collaboration Tools: Wikis

- Teaching Ideas:
 - Study guides made by student groups for themselves and peers: each group prepares the guide for one aspect of the unit or responsibility rotates: one unit guide per semester.
 - Vocabulary lists and examples of the words in use, contributed by students (ongoing throughout the year).
 - Resource repository like current articles related to course content or ask students to post links to pictures, articles, and media files that relate to the content and explain why they were chosen.
 - Peer review of student writing.

Types of Collaboration Tools: Wikis

- Teaching Ideas:
 - To collect and collate data that they are each responsible for acquiring in a lab experiment.
 - In groups of four or five, students use a wiki to plan and develop their class presentations.
 - Create e-portfolios of student work to reflect on learning progress.

Wiki Resources

- [Sample Wiki Rubric](#)
- **Free Wiki Resources:** Wikis can be included within your learning management system even if you use third-party wiki programs:
 - [PBWorks](#) -- is a customizable platform that can capture knowledge, share files, and manage projects both inside and outside of a classroom. Accounts don't require emails and can be accessed from both desktops and mobile devices.
 - [EditMe](#) -- offers everything that a typical wiki does in a simple-to-use collaborative environment. Students have their own accounts with private pages. Email addresses aren't required, and there are no ads.

Types of Collaboration Tools: Journal

Journal

- An online **journal** is a tool that is used as a personal space for students to communicate privately with you. It is also intended to be a space for students to make connections among the various elements of the course.

Benefits

- Helps students focus on their positive experiences and use them to overcome their difficulties in a course.
- Helps students find their voices. Regular journal writing empowers students to become more vocal with their opinions and thoughts and encourages personal reflection.
- Helps teachers understand their students in two ways:
 - Reading through journal entries can help teachers identify writing errors in sentence structure, grammar and spelling. Teachers can use this knowledge to personalize instruction and help students improve their writing skills.
 - Learn more about their students (thoughts, feelings and opinions) and to form and build meaningful relationships with them. Journals also enable teachers to identify students who are suffering (bullying, depression, abuse or suicidal ideations) and require help.

Types of Collaboration Tools: Journals

- Best Practices:

- *At least 50% of the time, relate your journal topics to the content being covered in the course:* Starting topics with “Why do you think...”, “What do you do...”, “What is your opinion...” allows students to assimilate content and relate it to real-world situations, making what they are learning more relevant.
- *Model journal writing for students:* Students should be aware of what is expected of them in relation to quality, content, and length. Encourage students to extend, defend, debate, elaborate on, and question their own ideas.
- *Set clear expectations and procedures for journal writing:* Teachers must plan how often students will write in their journals, when, for how long, and for what purposes.
- *Be sure to establish a level of respect for each student's journal:* Make it clear that it is a private conversation that can be shared with other students if the student wishes, but is meant to be read by the teacher.

Types of Collaboration Tools: Journals

- Teaching Ideas:

- Journals can be used as a class start-up activity. When students enter the online classroom, allow them time to reflect upon a personal goal or issue.
- Journals can be used as a self-reflective tool for students to post their opinions, ideas, and concerns about the course, or discuss and analyze course-related materials.
- Create journal assignments that are broad and student-directed as your students reflect on the learning process and document changes in their perceptions and attitudes like an “exit” ticket in a face-to-face classroom.
- Journals are ideal for individual projects, such as a research writing assignment using an instructor’s guidance and suggestions.
- Journals can be used to record observations in a lab experiment.

Journal Resources

- [Rubrics for Journals and Journaling](#)
- **Free Journal Resources:** Journals can be included within your learning management system even if you use third-party journal programs:
 - [Penzu](#) -- is a journaling tool that allows students to store their journaling notes online. They can insert pictures, and add tags and comments to entries, as well as search for older entries. They can set their posts to be private and viewable by them only or share them with others.
 - [Evernote](#) -- isn't a purpose-built journaling tool; however, its features make it perfect for keeping journaling notes in one safe place. With the ability to keep separate "notebooks", tag entries, include pictures, audio and web clipping, Evernote will appeal to students who want to include more formats than just text in their entries.

Resources for Collaboration Tools

- [Blackboard Help for Instructors](#)
- [Canvas Help for Instructors](#)
- [BrightSpace \(D2L\) Help for Instructors](#)
- [Google Classroom Help](#)
- [Netiquette Guide for Online Courses](#) – A PDF that provides general guidelines for online behavior and interaction.
- [FlipGrid Resources](#) – allows you to set up various topics for discussion with students and is completely free thanks to Microsoft.

Google Classroom Resources

- [Google Classroom Discussion Board YouTube Video](#)
- [Student Blogging in Google Classroom YouTube Video](#)
- [Creating a Wiki Using Google Sites YouTube Video](#)
- [Creating a Wiki Using Google Docs YouTube Video](#)



Google Classroom

Schoology Classroom Resources

- [Schoology Instructor Help](#)
- [Creating Discussions Using Schoology](#)
- [Blogging Using Schoology](#)
- [Creating a Blog Using Schoology YouTube Video](#)



Upcoming Webinars

Date and Time	Topic	Presenter
Tuesday, 4/7 at 7:00 pm (CST)	Tips for Making Quality Videos	Mara Driscoll
Wednesday, 4/8 at 7:00 pm (CST)	LiveBinders for Active Learning	Gencie Houy



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What webinar topics do you need?

Please answer our two questions

<https://tinyurl.com/vvbxmm9>

