“Innovative (and Cool!) Tools for the Educator” Website

Using Web 2.0 tools with students in a flipped online classroom to improve critical thinking, communication, collaboration, and creativity.

http://bitly.com/cooltoolsed

~ Kaplan University~

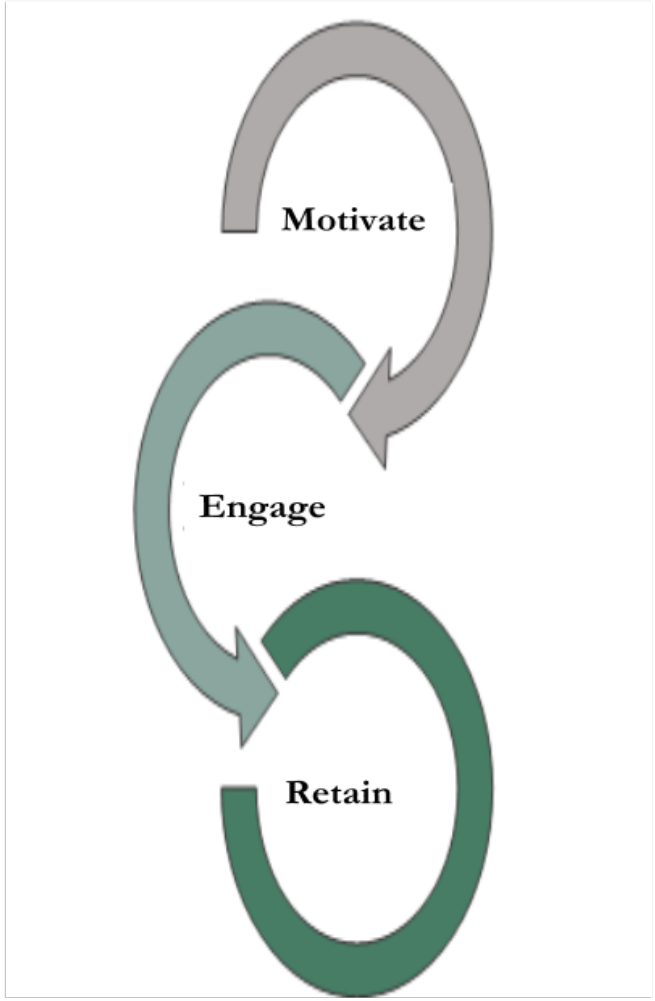
Julee Poole, Ph.D., Academic Chair, Graduate Psychology
Jennifer Pedersen, Ph.D., Assistant Academic Chair, Graduate Psychology

Abstract

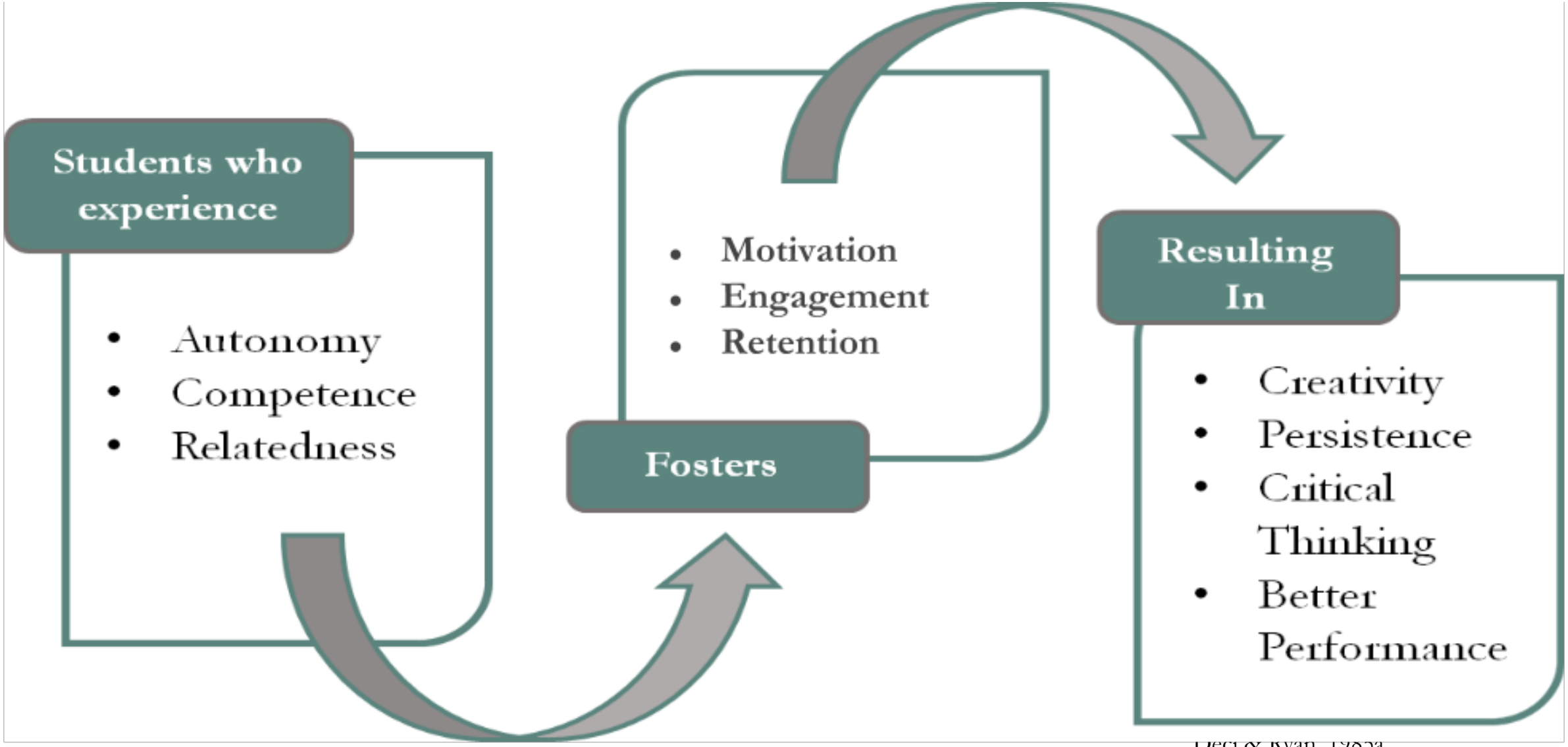
- During the presentation, we will **provide scenarios** of how instructors can teach students how to utilize *Web 2.0 tools* to enhance their **learning, collaborate with others and in teams, and present to their instructor/class** using a flipped classroom format in the online course.
- We will demonstrate how students can utilize *Web 2.0 tools* to **improve communication and collaboration.**
- We will also show how by using *Web 2.0 tools*, there are opportunities for **enhanced creativity and critical thinking.**
- Finally, we will demonstrate how students can utilize *Web 2.0 tools* to **embrace problem-based learning and inquiry based learning.**

Motivate, Engage, and Retain Your Students

- Students want a great education experience
- Students are tech savvy but don't know how to apply tech to education
- Through ***self-determination theory and self-regulated learning,*** we can help to **motivate, engage and retain** students.
- Incorporation of Web 2.0 tools can **empower students** to *choose, create, collaborate, share, network and present their work*.
- The **"Innovative (and Cool!) Tools for the Educator"** website is a path to the incorporation of tools to motivate, engage, and retain students.

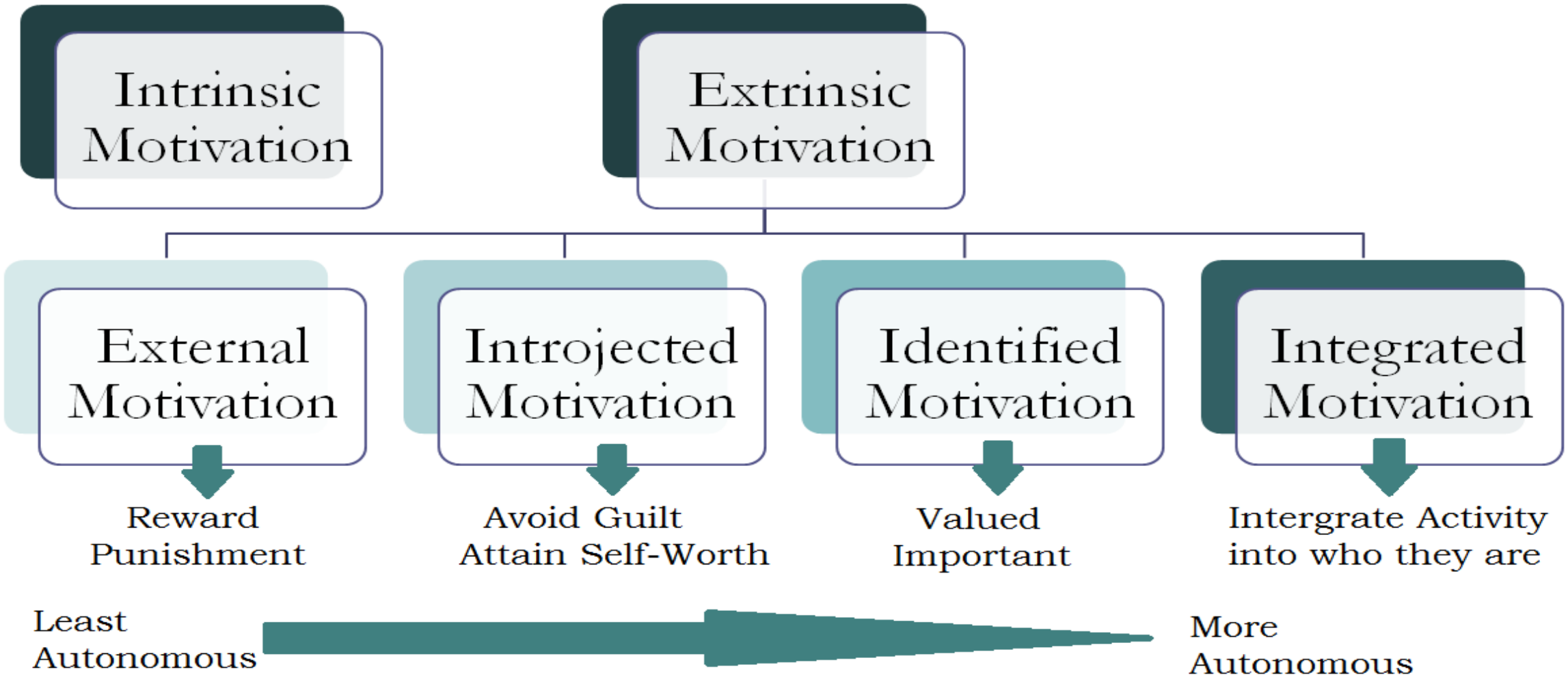


Self-Determination Theory



Deci & Ryan, 1985a

Student Motivation and Engagement



Deci & Ryan, 1985

Self-Regulated Learning

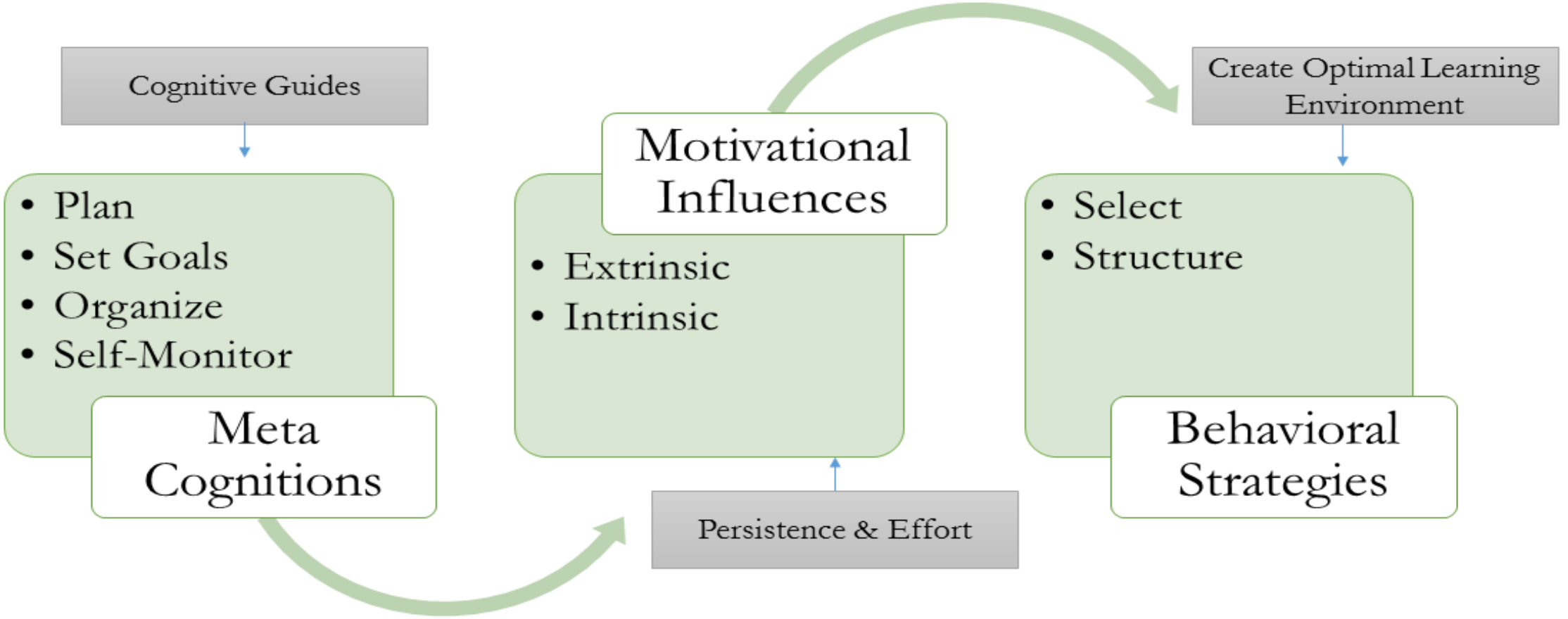
SRL as a cyclical process where the individual has **forethought to set goals, develop strategies, perform or act to accomplish these goals,** and **self-reflect about his/her level of effectiveness, and modify strategies.**

Three Characteristics of Self-Regulated Learners

1. Use strategies and take action
2. Use a self-oriented feedback loop - what has been successful, what has not.
3. Co-dependent motivational processes

(Cleary, 2015; Zimmerman, 1990).

Integrating Self-Determination Theory & Self-Regulated Learning

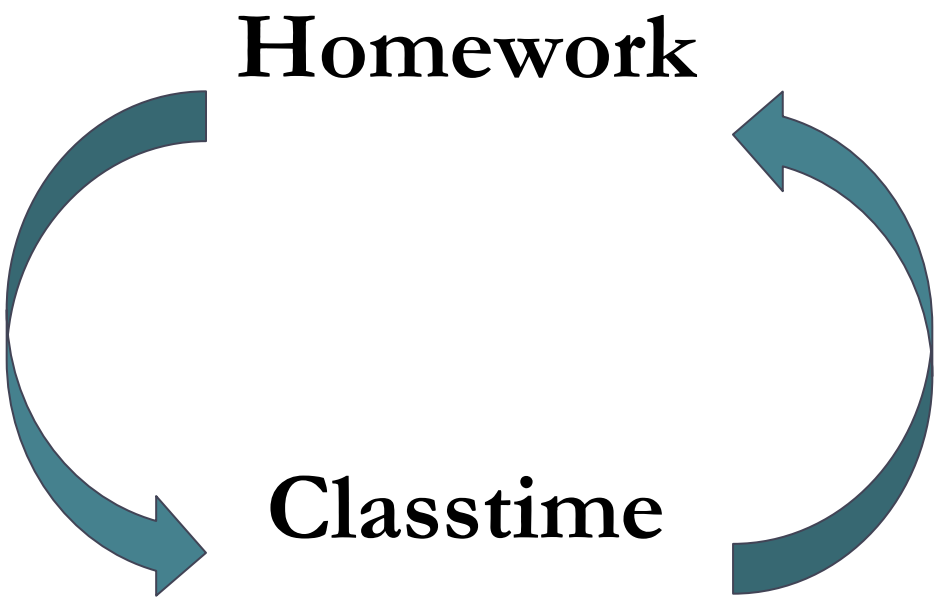


(Zimmerman, 1990)


What's the
BEST use of
Class time?

Flipped Classrooms

Lectures
Videos
Course Related
Learning Aids



Inquiry-Based
Activities
Problem-Based
Activities
Guided Practice

Constructivist Theory and 21st Century Skills

Key Features

- Collection of ideas
- Students construct their own learning
- 4C's
  - Collaboration
  - Creativity
  - Communication
  - Critical Thinking

(Hunter, 2015; Hawks, 2014; Warrick, 2015).

Integration of Theories

- **Construction of Understanding**
  - Individual Choice
  - Cognitive Guides
- **Autonomy**
  - Interact with Course Material Individually
  - Motivational Influences
- **Guided Practice**
  - Demonstrate Competency
  - Behavioral Strategies

Using Web 2.0 Tools to Motivate, Engage & Retain Students

1. Increases **student participation and collaboration**

1. Creates a **meaningful learning environment**

1. Fosters a **sense of connectedness and community**

1. Expands **methods to interact with students and deliver content**

(Annand, 2011; DiRamio & Woverton, 20016; Kupczynsk, Ice, Wiesenmayer & McCluskey; Salazar, 2010; Tunks, 2012)

Using Web 2.0 tools in the classroom

Student Introduction to Web 2.0 Tools

Web 2.0 Collaborative Learning Opportunity

- **Wiggio** is a free online toolkit that makes working in a group easy!
- Instructors can create a Wiggio Group for each student working group.
- Within the group, students can then interact with one another
- Instructors are able to monitor and facilitate group interactions and work.

- **Discussion Board**
- **Calendar**
- **Folders**

- **Polls**
- **Messages**
- **To-Do Lists**

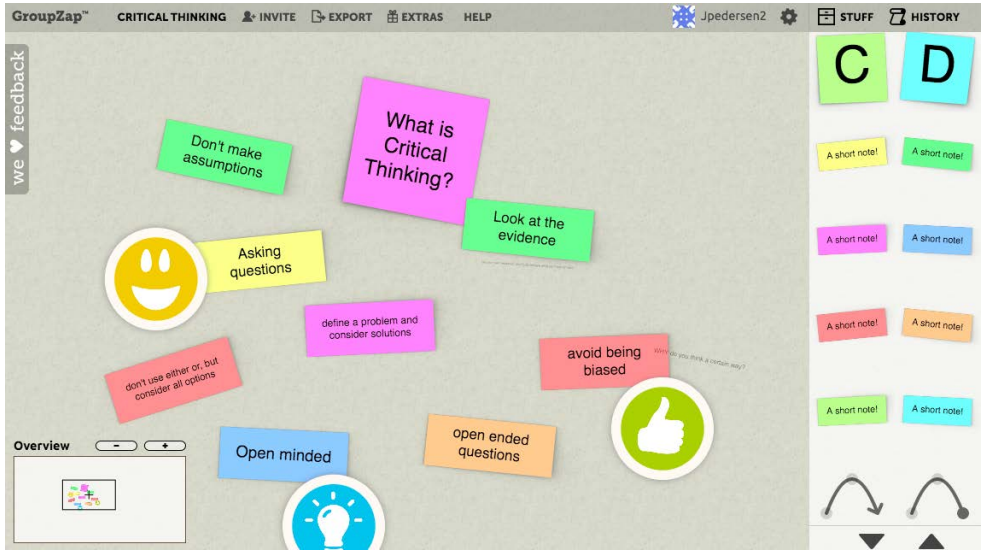
- **Meetings - video, chat, telephone - in Real Time**

Web 2.0 Communication Opportunity

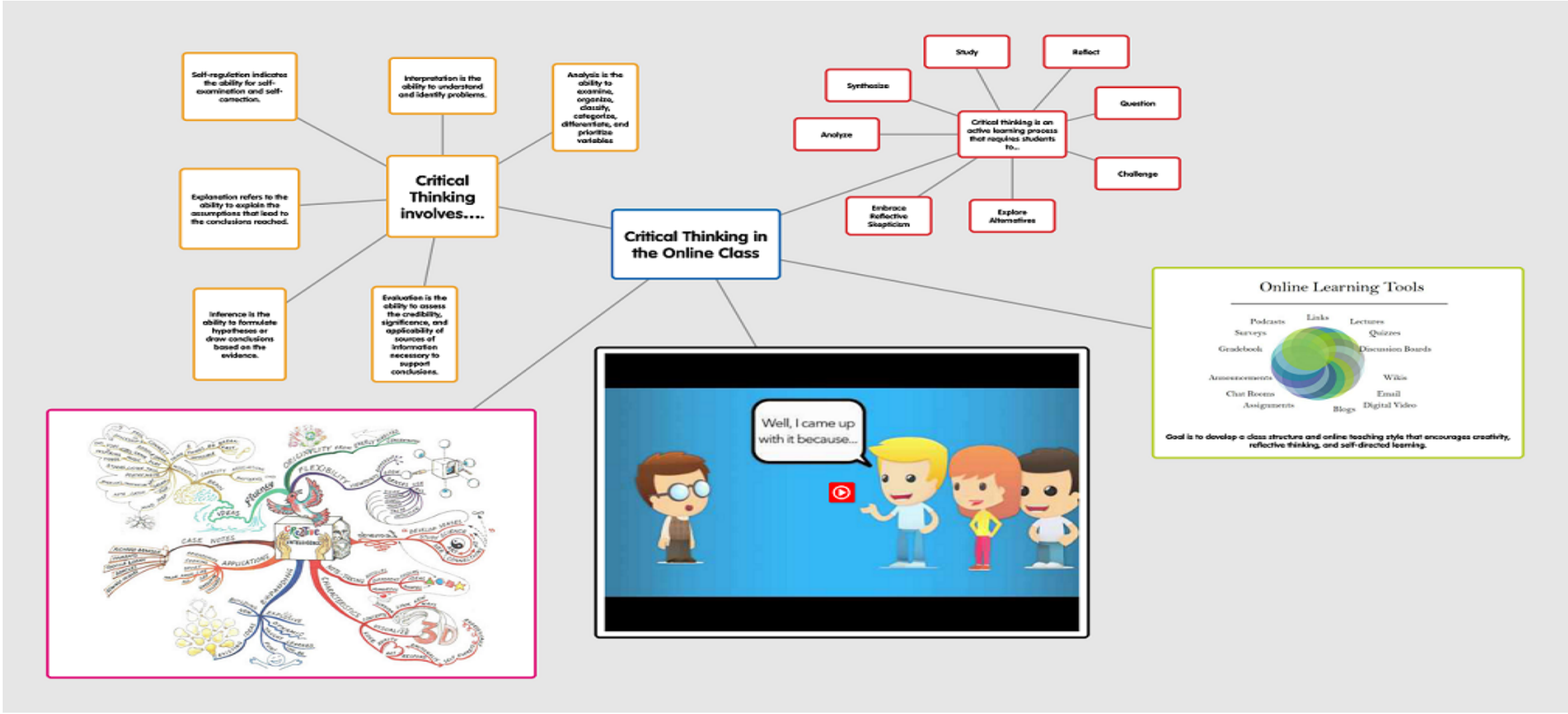
- **Office Mix**
  - Take ppts to the next level!!
  - Interactive--audio and video compatible
  - Imbet web pages, apps, videos
  - Include interactive quizzes
  - Houses statistics on participation
  - Free
  - View on any device
  - *can only create with PC/ not compatible with Mac

- **Vocaroo**
  - Free
  - Send as a URL or download as an mp3
  - Use to ask questions about an assignment
  - communicate without sharing personal phone numbers
  - Use for group work
  - oversight on group member participation

- **GroupZap**
  - Synchronous and Asynchronous
  - free
  - board remains up for 24 hours



Web 2.0 Critical Thinking Opportunity



Popplet

Web 2.0 Creativity Opportunity

- **Celly**
  - Familiar-Social Media for Classes
  - Free
  - Polls
  - Discussions
  - Study Groups
  - Reminders
  - Communication

- **Fotobabble**
  - Free
  - Narrate photos
    quickly and easily!
  - Personalized introductions

- **RawShorts**
  - Free Explainer Videos
  - Easy and Intuitive
  - upload to YouTube

- **PowToon**

Web 2.0 Problem/Inquiry Based Learning Opportunity

- Online PBL has the advantage of allowing participants to interact despite being separated in time and space.
- Online PBL –when these processes happen through the medium of computer technology and Web 2.0, they may need to be sustained over a much longer time period and place additional demands on the facilitator in keeping up with the discussion and intervening when necessary.
- Kaplan University - Psi Chi
- PBL - Research and Service Learning Project - HealingHousehold6
- Web 2.0 tools utilized

• **Google Hangout**	• **Google Site**	• **KwikSurvey**
• **AnyMeeting**	• **LiveBinders**	• **Slide Share**
• **Remind**	• **Wiggio**	• **Facebook Group**

In Summary

- Through ***self-determination theory and self-regulated learning,*** we can help to retain, engage and motivate your students (and faculty!).
- ***Constructivist theory*** - student centered/driven, construct their own learning.
- ***Flipped Classroom*** - focus on application, engage in the material, work in collaboration.
- One avenue to increase **retain, motivate and engage students and flip online classrooms** is through the *incorporation of Web 2.0 tools.*
- The **Innovative (and Cool!) Tools for the Educator** website is your path to the incorporation of tools to retain, motivate and engage students.

Questions?

http://bitly.com/cooltoolsed

Index of Tools

- AnyMeeting - http://www.anymeeting.com/
- Celly - https://cel.ly/
- Facebook Groups - https://www.facebook.com/groups
- Family Feud - http://www.youthdownloads.com/games/family-fued-powerpoint
- Fotobabble - http://www.fotobabble.com
- Google Sites - https://sites.google.com
- Google Hangouts: http://www.google.com/+/learnmore/hangouts/
- GroupZap - http://groupzap.com/
- Innovative (and Cool!) Tools for the Educator Website - https://sites.google.com/site/20cooltoolsfored/
- KwikSurveys - http://www.kwiksurveys.com/
- LiveBinders - http://www.livebinders.com/welcome/home#
- Popplet - http://popplet.com
- PowToon - http://www.powtoon.com
- Office Mix - https://mix.office.com/en-us/Home
- RawShorts - https://www.rawshorts.com/animations
- Remind - https://www.remind.com/
- SlideShare - http://www.slideshare.net/?ss
- Vocaroo - http://vocaroo.com/
- Wiggio - https://wiggio.com/

References

Alexander, R. (2013). Collaborate in Google Hangouts. *Learning & Leading with Technology, 41*(1), 34-35.

Annard, D. (2011). Social presence within the community of inquiry framework. *International Review of Research in Open and Distance Learning, 12*(5), 40-56.

Brookfield, S.D. (1986). *Understanding and facilitating adult learning*. San Francisco, CA: John Wiley & Sons, Inc.

Charron, K., & Raschke, R. (2014). Student perceptions and experiences using Jing and Skype in an accounting information systems class. *Journal of Education for Business, 89*, 1-6.

Chung, K.C., & Jang, S.J. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior, 26*, 741-752.

Cleary, T.J. (Ed.) (2015). Introduction: An overview of applications of self-regulated learning. In T.J. Cleary (Ed.), *Self-regulated learning interventions with at-risk youth: Enhancing adaptability, performance, and well-being* (pp. 3 - 11). Washington, DC: American Psychological Association.

Dabbagh, N. (2007). The online learner: Characteristics and pedagogical implications. *Contemporary Issues in Technology and Teacher Education, 7*(3), 217-227.

Dabbagh, N., & Kitsantas, A. (2009). Exploring how experienced online instructors report using integrative technologies to support self-regulated learning. *International Journal of Technology in Teaching and Learning, 5*, 154-168.

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.

Deci, E.L., & Ryan, R.M. (1985a). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268.

DePietro, P. (2013). Transforming education with new media: Participatory Pedagogy, Interactive Learning and Web 2.0. *The International Journal of Technology, Knowledge, and Society 8*, 2-10.

Diaz, V. (2010). Web 2.0 and emerging technologies in online learning. *New Directions for Community Colleges, 150*, 57 – 68.

DiRamio, D., & Wolverton, M. (2006). Integrating learning communities and distance education: Possibility or pipedream? *Innovative Higher Education, 31*(2). 99-113.

Dragan, R. (2005). Captivate your audience with interactive demos. *PC Magazine, 24*(4), 56.

Duckworth, E. (1964). Jean Piaget, "Piaget Rediscovered." *Journal of Research in Science Teaching, 2*, 175.

Eatherton, T. (February, 2015). Making technology meaningful. *Techniques, 8*-9

Garrison, D.R., Anderson, T. & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education, 2*(2-3), 87-105.

Gaytan, J. (2013). Factors Affecting Student Retention in Online Courses: Overcoming this Critical Problem. *Career & Technical Education Research, 38*(2), 145-155. doi:10.5328/cter38.2.147

Gross, B., Marianari, M., Hoffman, M., & DeSimone, K. (2015). Flipped @ SBU: Student satisfaction and the college classroom. *Educational Research Quarterly, 39*(2), 36-52

Hawks, S. J. (2014). The flipped classroom: Now or never? *AANA Journal, 82*(4), 264-269.
Henriksen, D., Mishra, P., Greenhow, C., Cain, W., & Roseth, C. (2014). A tale of two courses: Innovation in the Hybrid/Online Doctoral Program at Michigan State University. Techtrends: Linking Research & Practice To Improve Learning, 58(4), 45-53.
Huang, Y.M., Huang, Y.M., Wang, C.S., Liu, C.H., & Sandnes, F.E. (2012). Supporting self-regulated learning in web 2.0 context. *The Turkish Online Journal of Educational Technology, 11*(2). 187 – 195.
Hunter, B. (2015). Teaching for engagement: Part 1: Constructivist principles, case-based teaching, and active learning. *College Quarterly, 18*(2).
Hussain, S., Ahmad, N., & Khan, F. N. (2015). Effects of flip learning approach on prospective teachers' pedagogical skills. *Dialogue, 10*(3), 326-337.
Kitsantas, A., Dabbagh, N., Hiller, S.E., & Mandell, B. (2015). Learning technologies as supportive contexts for promoting college student self-regulated learning. In T.J. Cleary (Ed.), *Self-Regulated Learning Interventions with At-Risk Youth* (pp. 277-294). Washington, DC: American Psychological Association.
Kumar, R. & Lightner, R. (2007). Games as an interactive classroom technique: Perceptions of trainers, college instructors, and students. *International Journal of Teaching and Learning in Higher Education, 19*(1), 53-63.
Kupczynski, L., Ice, P., Wiesenmayer, R., & McCluskey, F. (2010). Student perceptions of the relationship between indicators of teaching presence and success in online courses. *Journal of Interactive Online Learning, 9*(1), 23-43.
Lamb, A., & Johnson, L. (2012). Technology swarms for digital learners. *Teacher Librarian, 39*(5), 67-72.
Liebowitz, J. (2013). A Comparative Study of Emerging Technologies for Online Courses. *Distance Learning, 10*(3), 1-11.
Mathew, L. (2014). Creating screencasts: A type of digital audio visual lesson. *Computers, Informatics, Nursing, 32*(10)465-470.
McElrath, E., & McDowell, K. (2008). Pedagogical strategies for building community in graduate level distance education courses. *Journal of Online Learning and Teaching, 4*(1), 117 – 127.
McMahon, R. (2007). Webcasting and graphics. *Digital Content Producer, 32*(3), 57-58.Mupinga, D. (2006). The learning styles, expectations, and needs of online students. *College Teaching, 54*(1), 185.
Murphrey, T., Arnold, S., Foster, B., & Degenhart, S. H. (2012). Verbal Immediacy and Audio/Video Technology Use in Online Course Delivery: What do university agricultural education students think? *Journal of Agricultural Education, 53*(3), 14-27.
Niemiec, C.P., & Ryan, R.M. (2009). Autonomy competence and relatedness in the classroom. Applying self-determination theory to educational practice. *Theory and Research in Education, 7*(2), 133-144.
Noren, J., & Berge, Z. L. (2014). The flipped classroom in training and development: Fad or the Futer? Performance Improvement, 53(9), 23-28.Palloff, R.M., & Pratt, K. (2010). *Collaborating online: Learning together in community*. San Francisco, CA: John Wiley & Sons, Inc.
Nunez, J. L., & Leon, J. (2015). Autonomy support in the classroom: A review from self-determination theory. *European Psychologist, 20*(4), 275-283.
Park, S.W. (2013). The potential of Web 2.0 tools to promote reading engagement in a general education course. *Tech Trends, 57*(2), 46-53.
Pintrich, P.R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review, 16*, 385 – 407.

Poole, J., & Tomei, B. (2015). 20+ Innovative and (Cool Tools!) for the Educator [Online education community]. Retrieved at https://sites.google.com/site/20cooltoolsfored/

Salazar, J. (2010). Staying connected: online education engagement and retention using educational technology tools. *Clinical Laboratory Science: Journal of the American Society for Medical Technology, 23*(3 Supp), 3-53-8.

Shachar M. and Nuemann Y. 2010. "Twenty years of research on the academic performance differences between traditional and distance learning: summative meta-analysis and trend xamination." *MERLOT Journal of Online Learning and Teaching, 6*(2).

Sherer, P. & Shea, T. (2011). Using online video to support student learning and engagement. *College Teaching 59*, 56-59.

Teräs, H. & Teräs, M. (2012). Using Google tools for authentic learning and progressive inquiry in 21st century faculty development. In P. Resta (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference 2012. Chesapeake, VA: AACE. Retrieved from http://www.editlib. org/p/39754

Thiele, A.K., Mai, J.A., & Post, S. (2014). The student-centered classroom of the 21st century: Integrating Web 2.0 applications and other technology to actively engage students. *Journal of Physical Therapy Education, 28*(1), 80-93.

Tunks, K. W. (2012). An Introduction and Guide to Enhancing Online Instruction with Web 2.0 Tools. *Journal of Educators Online, 9*(2), 1-16.

Tu, Chih-Hsiung (2005). From presentation to interaction: New goals for online learning technologies. *Educational Media International, 42*(3), 189-206

Warrick, T. (2015). Defining 21st century readiness for all students: What we know and how to get there. *Psychology of Aesthetics, Creativity, and the Arts, 9*(2),178-186.

Weber, M., & Dereshiwsky, M. (2013). Audio-Enhanced Technology Strengthens Community Building in the Online Classroom. *JEP: EJournal of Education Policy*, 1-7.

Wolters, C.A., & Hoops, L.D. (2015). Self-regulated learning interventions for motivationally disengaged college students. In T.J. Cleary (Ed.), *Self-Regulated Learning Interventions with At-Risk Youth* (pp. 67-88). Washington, DC: American Psychological Association.

VARK: A guide to learning styles. Retrieved from https://www.vark-learn.com

Zimmerman, B.J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*(1), 3 - 17.

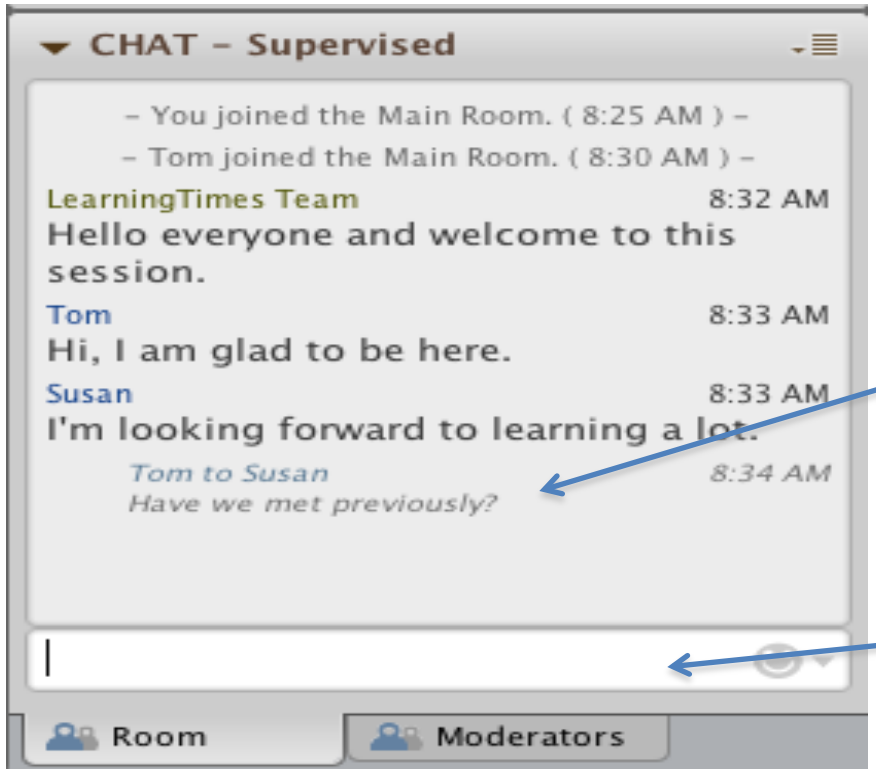
Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekarets, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press.

Zuckweiler, K. M. (2012). Using emerging technologies to enhance student learning in the online classroom. *Decision Lin*

#tcc22nd

LearningTimes

Chat with us!

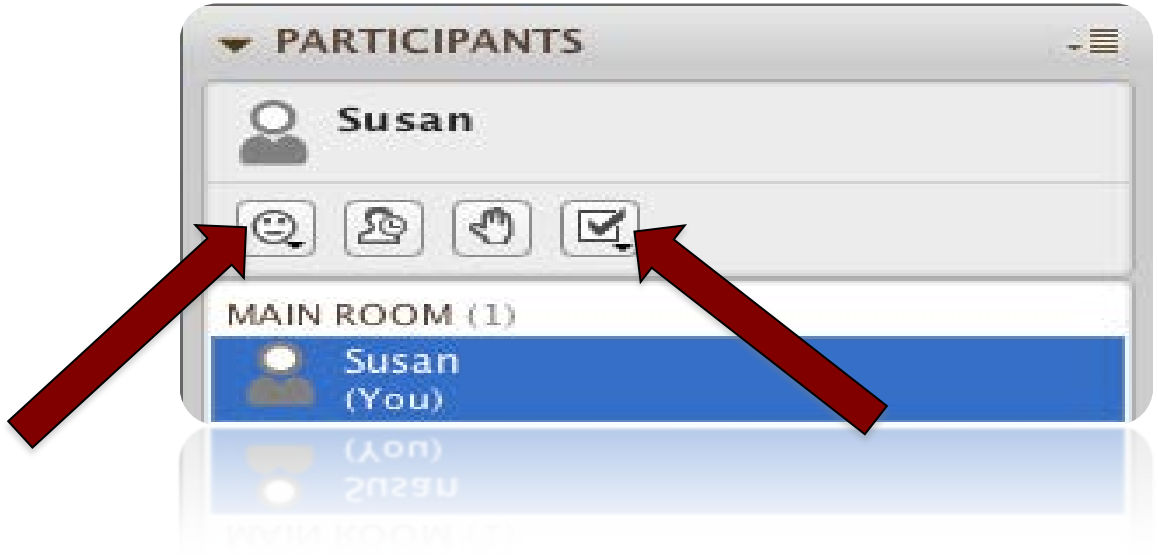


Private messages can be viewed by Moderators, just so you know.

Type your message here and press Enter to send.

LearningTimes

Polls, smiles and handraising



LearningTimes

You have a voice!

Audio Setup Wizard

Click on the Talk button. We won't be using Video.

LearningTimes