

Integrating Online Technology for Learning



This workbook is designed specifically for you to reflect and plan for integrating technological tools and strategies into your teaching. You will notice that this workbook follows along with the online module.

Section 2: Introduction to Online Technology



Q: What are the elements of online technology?

Reviewing my current practices

Based on the materials you have reviewed in this section identify your current and possible uses of the following strategies. In the current use column there is a 1-5 scale. 1 represents a beginning user, and 5 a skilled user. Select the number that best represents the level of your current use of each technology.

I: For dissemination	Current use	Possible use
Web pages and utilities	1 2 3 4 5	
Video technologies	1 2 3 4 5	
CD ROM	1 2 3 4 5	
Library and information resources	1 2 3 4 5	

II: For interaction	Current use	Possible use
Discussion environments/bulletin boards	1 2 3 4 5	
Video technologies	1 2 3 4 5	
CD ROM	1 2 3 4 5	
Library and information resources	1 2 3 4 5	

Integrating online technology for learning means using an electronic medium for learning.



It can be:

1. synchronous or asynchronous
2. interactive or static
3. occurring in various communicative groupings

Apply what
you have learned

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.



- Albert Einstein

Integrating Online Technology for Learning



Reflecting On What You Have Learned

Over the course of the entire module, keep this activity handy so that you can add additional strategies as you learn and reflect on their possible application.

What questions remain in my mind now that I've learned the basic elements of integrating online technology for learning and what they can represent.

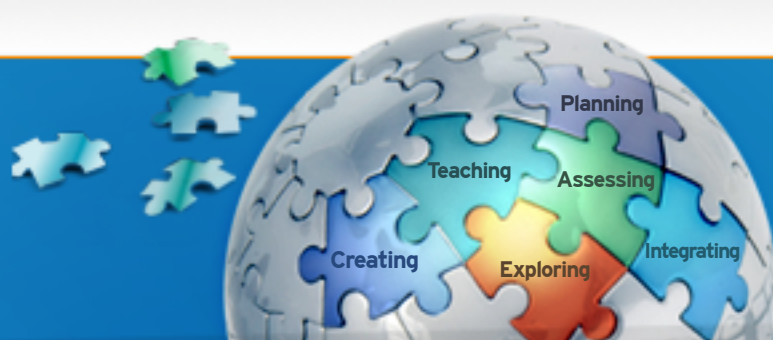
Online technology	Questions	Where might I find additional resources to explore this question?
Principles of instructional design		
Appropriate instructional practices		
Managing learning with online technologies		
Assessing learning		
Other questions		

Constructivism is a learning theory that hypothesizes that meaning is created through the learner actively engaging with the instructor, the material and other learners.

It is the mark of an educated mind to be able to entertain a thought without accepting it.

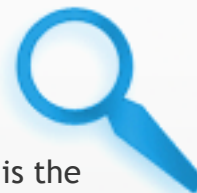
- Aristotle

Integrating Online Technology for Learning



Section 3: Design Practices

Q: What do I need to know to manage online technologies for learning?



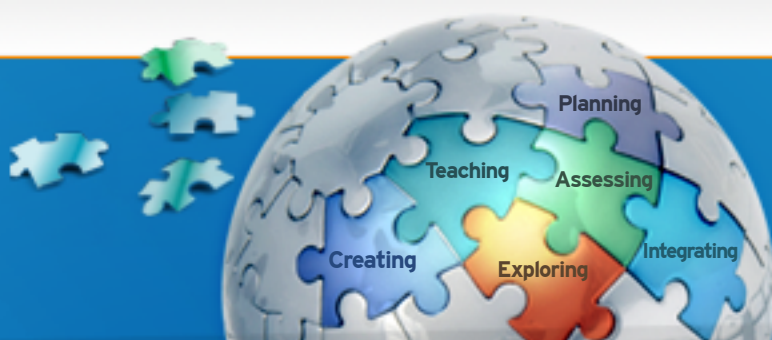
What questions should I ask myself to determine if synchronous or asynchronous is the best strategy to use? Then, which technological tools should I choose? Apply this chart to each of your classes.

Questions	Technological Tool	Asynchronous	Synchronous
Does my institution have a platform for me to access?			
What is the platform?			
How big is my class?			
How will students access this technology?			
How will this technology support my learning goals?			
What challenges does this present?			
How can I overcome them?			

Asynchronous: Means occurring at different times. In an online context asynchronous usually refers to the kinds of time-independent interactions made possible by online tools like discussion boards.

Synchronous: Means occurring at the same time. In an online situation synchronous usually refers to people being online and interacting at the same time, and is therefore the opposite of asynchronous.

Integrating Online Technology for Learning



Section 4: Instructional Practices

Q: What instructional practices are effective when using online technologies for learning?



Select a topic from your current course. Using your learnings from this section, complete the following chart and consider how each technology might play a role in advancing learner understanding of that topic.

Technology	Example of use	Strength	Limitation	Questions I have
Discussion environments				
Synchronous options: text chat, video				
Noninteractive podcasts/online videos for downloads				
Wikis and Weblogs and other Web 2.0 options				

Best Practices:

A helpful way to think about using technology to support learning is to look at the opportunities that a technology offers and then decide if that advantage supports your learning goals.



Because the online environment changes the face-to-face norms of interaction, it is important to offer specific guidelines to learners to help them navigate the learning environment.

Integrating Online Technology for Learning



Creating my own norms for interaction and contributions

Review the course content you are planning to present online and develop a series of five norms for interaction and contributions.

NORMS FOR INTERACTION

1. _____
2. _____
3. _____
4. _____
5. _____

NORMS FOR CONTRIBUTION

1. _____
2. _____
3. _____
4. _____
5. _____

What questions remain?

Review each component of this section. Based on your questions, formulate an answer to assist you in designing instructional strategies to maximize the learner experience

	Question	Resource consulted	Answer(s)
Literature			
Challenges for the learner			
Instructional strategies			
Learner interactivity			
Norms for the use of online technologies for learning			
Others			

Relevant Journals:

- Journal of Asynchronous Learning Networks (JALN)
- International Review of Research in Open and Distance Learning (IRRODL)
- International Journal of Instructional Technology and Distance Learning (ITDL)
- Journal of Distance Education
- Canadian Journal of Distance Education

Integrating Online Technology for Learning



Section 5: Management Practices



Q: What do I need to know to manage online technologies?

1. Confirming learner identity

How can I check level of usage?	
How can I scaffold my assignments?	
How can I verify that the same learner is present throughout the course?	

Research shows that the behaviours modeled by the instructor tend to be replicated by the learners. Thus it is important that you show how you expect learners to interact and respond by the way you participate. It is also important to be explicit about what you want learners to do.

2. Review your organization's policy statements concerning plagiarism

	Policy	Consequences	How you will communicate this to your learners
Learner conduct			
Library resources			
Writing centres			
Technological Services			

Integrating Online Technology for Learning



3. Policies and practices concerning creation and distribution of course readings

What are your organization's policies and practices concerning creation and distribution of course readings?

Location	Document	Finding	Implications
In a face-to-face classroom			
In a virtual environment			

4. What are your organization's policies and practices concerning course material development and intellectual property rights?

Source	Document	Finding	Implications
Collective agreement			
Personal services contract			
Your professional association(s)			
Research office			
Office of teaching and learning support/professional development			

The art of teaching is the art of assisting discovery.

~Mark Van Doren

- Intervene if there is no response from a learner for a week
- Intervene if a learner contribution to the discussion is clearly inaccurate, and at this point the discussion should be refocused and the point clarified
- Intervene if a learner posts an inflammatory or abusive entry or content that you want learners to do

Integrating Online Technology for Learning



5. To what organizationally licensed materials do you and your learners have access?

Databases	Software	Institutionally supported learning management systems

Licensed Materials

Consult with the library and the technological support units in your institution to discover what materials and pieces of software your organization holds a license for to support faculty and learner use. Additionally, those materials that are licensed by the institution are often more likely to be supported by the technical staff which makes your task much easier!

Accessibility policies and practices

What are the policies and practices of your organization concerning:

a) accommodating exceptional learners?

b) access to adaptive technologies for instructors and learners?

Integrating Online Technology for Learning



Section 6: Assessment Practices



Q: How do I assess learner progress while using online technologies?

Selecting assessment strategies

How do I construct effective online assessments of learners? Constructing effective online assessments requires that you keep the constraints and features of the online environment in mind, as well as some of the features made possible by the online context, such as the opportunity to maintain a permanent record of contributions over time. In the following activity, some assessment strategies are described and you can think of how you might use these in your own setting.

Strategy	Purpose	How do I do this?	Where might I use this in my course?
Online quizzes	Monitor student knowledge and comprehension	Explore the Learning Management System available to you for test and quiz utilities	
Student self assessment	Checks on understanding Creates student ownership of the learning and assessment process	Integrate these strategies at the end of sections or units	
Learning portfolios	Good for long-term assessment and documenting growth Great reflective tool for instructor and learner	Work with students to assist them in selecting exemplars of their work throughout the course	
Class contributions (teamwork)	Quality and frequency of online responses to peers Completion of assignment components directly requiring this	Plan on an ongoing basis to construct two-way feedback	
Responses to discussion questions	Depth, clarity demonstration of conceptual understanding	Utilize rubrics as a standard	