Enabling Technologies for Collaborative Student Learning: Facilitating Asynchronous Discussions

Presented by: Maha El Koshairi, Associate Director for Acad. Systems Dev., UACT
Marwa Mansour, Research & Technology Development Manager, UACT
Jonah Moos, English Language Teacher (RHET)

6th Conference on E-learning Applications 10 -12 January 2009
Outline

• Historical Perspective
• Move to New Campus!
• Technology Platform Today
• Focus on Collaborative Tools
Who Are We?

• Mission statement:

  – University Academic Computing Technologies supports and promotes the effective use of computing and information technology in education and research. The group serves the computing needs of the community by providing multiple levels of support for hardware, software, application and web development, training, and technical support and design services.
Historical Perspective

• AUC early adopter of technology
  – Scattered experiments in the late nineties
    • Centered around early Internet tools and Word Processing and Presentation Software
    • Additional resources appeared in ftp and gopher sites
    • HUT project
    • Lack of instructional tools and usage among faculty limited
  – Conceptual framework
    • Link between pedagogy and technology by illustrating types of interactions between three entities: instructor, student and technology
    • Harnessing of technology according to the Seven Principles of Good Practice
Seven Principles of Good Practice

(from Chickering & Gamson’s Seven Principles of Good Practice in Undergraduate Education)

1. Encourages contacts between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Uses active learning techniques.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.”

• “Implementing the Seven Principles: Technology as Lever, Arthur W. Chickering and Stephen C. Ehrmann”
Generic Framework

Faculty-Faculty:
- Meeting, Discussions & Announcements

Student-Student:
- Discourse, Research
- Group-based Projects: web-based applications

Instructor:
- Course Management
- Student-Instructor: Course delivery, Announcements, Discussions, Problem Sessions, Project Supervision, Course Material, Assignments, Exams & Grading

Student:
- Self Evaluation
- Management

Instructional Technology
- Digital Information
- CD-based Instruction
- Simulation

Both Management

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Custom Framework – Adoption of WebCT

Faculty-Faculty
- Course Templates
- Announcements

Instructor
- Course Management
  - Calendar
  - Content Module
- Course Syllabus
  - Index
  - Glossary

Student Assessment
- Manage Students
- Track Student Progress

Student
- Student-Instructor
  - Mail
  - Discussion
  - Whiteboard
  - Survey
  - Student Tips
- Performance Tools
  - Assignment
  - Quiz
  - Online Grade Book

Course Management
- My Progress
- My Grades
- Self Test

Self Evaluation
- Student Presentations

Group Projects
- Discussion
- Mail
- Whiteboard
- Chat

WebCT Gateway
- Content Assistant
- e-learning Hub
- Image Database
- URL
- CD-ROM
- Compile/Backup

Student-Student
- Discussion
- Mail
- Whiteboard
- Chat

Course Templates
- Student Homepages
- Resume Course

External Access

Instructor
- Both

Student
- Both

Both

External Access
Propagation of WebCT

- Intensive Training
- Special WebCT team to handle administration and support (visits, hotline, email, website)
- Specialized WebCT website
- WebCT Day
- STA program with CLT
Value Added Services

- Add-on Tools
- Development of Multimedia materials
- Content repositories e.g. mitocw.aucegypt.edu
- Digital repositories at AUC
Collaborative Learning

• From the beginning there was an emphasis on collaborative learning
• In parallel efforts were made to pilot facilities (collaborative corner)
• Establishment of Open Source tools such as blogs and wikis
Move to New Campus!

- Major upgrade in collaborative facilities
- Libraries and Learning Technologies invested a great deal of effort and time in the planning of collaborative spaces at the new campus, and the Learning Commons and Group Study rooms in the library provide a wonderful opportunity for group work and collaboration
- Wireless is ubiquitous
- Open Access labs and Student Residence labs
Move to New Campus II

- Major upgrade from WebCT 4.1 to version 8 (BB)
- Launch of Google apps on campus
- Proliferation of open source tools
Group Study Rooms
Collaborative Learning Tools

- Horizon Wimba Suite
- Google Apps
- Open Source Tools
Collaborative Learning Tools

• Horizon Wimba Suite
  1. Voice Recorder
  2. Voice Email
  3. Voice Discussion
  4. Voice Chat
  5. Voice Presentation
  6. Wimba Podcast
  7. Wimba Pronto
  8. Horizon Live
     (Virtual Classrooms)
Collaborative Learning Tools

- Horizon Wimba Suite
  - Voice Recorder
Collaborative Learning Tools

• Horizon Wimba Suite
  – Voice Recorder
  – Voice Email
Collaborative Learning Tools

• Horizon Wimba Suite
  – Voice Recorder
  – Voice Email
  – Voice Discussion
Collaborative Learning Tools

- Horizon Wimba Suite
  - Voice Recorder
  - Voice Email
  - Voice Discussion
  - Voice Direct (Chat)
Collaborative Learning Tools

- Horizon Wimba Suite
  - Voice Recorder
  - Voice Email
  - Voice Discussion
  - Voice Direct (chat)
  - Voice Presentation
Collaborative Learning Tools

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  – Voice Email
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  – Voice Presentation
  – Wimba Podcast
Collaborative Learning Tools

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  - Wimba Podcast
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Collaborative Learning Tools

• Horizon Wimba Suite
  – Voice Recorder
  – Voice Email
  – Voice Discussion
  – Voice Chat
  – Voice Presentation
  – Wimba Podcast
  – Wimba Create
    (Formerly Course Genie)
  – Wimba Pronto
  – Horizon Live
    (Virtual Classrooms)
The Parts of the Ear

- Outer Ear
- Middle Ear
- Inner Ear

- External canal
- Semicircular canals
- Vestibulocochlear nerve
- Eardrum
- Malleus
- Incus
- Eustachian tube
- Cochlea
- Stapes

Into the cochlea, does anybody know what that is called?

>> Kelly, you are close.

It's spelled this way: sensorineural.

>> You were close.

I showed you the cochlea and that is the inner ear -- oh, by the way, let me.
Collaborative Learning Tools – Cont...

• Google Apps
  – Google Mail
  – Google Docs (Document Sharing)
  – Google Sites (File Sharing)
  – Google Calendar
  – Google Chat (audio/Video Sharing)
Collaborative Learning Tools – Cont...

• Google Apps
  – Google Mail
  – Google Docs (Document Sharing)

Wikipedia writes:

"Umberto Eco (born January 5, 1932) is an Italian medievalist, semiotician, philosopher, literary critic and novelist, best known for his novel *The Name of the Rose* (Il nome della rosa, 1980), an intellectual mystery combining semiotics in fiction, biblical analysis, medieval studies and literary theory. Recently his 1980 novel *Foucault's Pendulum* has been described as a "thinking person's Da Vinci Code,"[1] and was re-issued by Harcourt in March 2007.

Eco is President of the Scuola Superiore di Studi Umanistici, University of Bologna. He has also written academic texts, children’s books and many essays."
Collaborative Learning Tools – Cont...

- Google Apps
  - Google Mail
  - Google Docs (Document Sharing)
  - Google Sites (File Sharing)
Collaborative Learning Tools – Cont...

- **Google Apps**
  - Google Mail
  - Google Docs (Document Sharing)
  - Google Sites (File Sharing)
  - Google Calendar
Collaborative Learning Tools – Cont...

- Google Apps
  - Google Mail
  - Google Docs (Document Sharing)
  - Google Sites (File Sharing)
  - Google Calendar
  - Google Chat (audio/Video Sharing)
Collaborative Learning Tools – Cont...

- Open Source Tools
  - Blogs
    (Information Sharing)
Collaborative Learning Tools – Cont...

• **Open Source Tools**
  
  - Blogs
  
  - PhP Bulletin Board
    (Open Source Discussion Board)
Class: Approaches to Critical Writing
Topic: Facebook
Format: Post an article and ask students to respond (to the article and to each other)
Goal: Have students express themselves through writing in a setting less formal and to a broader audience in order to demonstrate the general principles of effective writing.
Assessment

- Attendance (10%): Number of articles student responded to
- Participation (20%): Number of comments per article
- Articulation (30%): How well a post is written
- Relevance (40%): Perceived substance of the post
How to Nurture a Discussion

• Training of students (pre-discussion practice session)
• Relevance to class work (pre and post-discussion feedback)
• Follow-up questions (clarification, refocus, expansion or rebuttal)
• Moderating (warnings, private messages, deleting, locking)
Issues:

- Serial Posting
- Off topic
- Repetition
- Flaming
- Trolling
- Lurking
Open Source Software- Bulletin Boards

- **PHPBB3**  [http://www.phpbb.com/](http://www.phpbb.com/)
- **PHP:** “PHP is a widely-used general-purpose scripting language that is especially suited for Web development and can be embedded into HTML.”  [http://www.php.net/](http://www.php.net/)
Structure

- Bulletin Board
  - Forum
    - (Sub-Forum)
  - Private Message
  - Control Panels
    - User
    - Moderator
    - Administrator
  - Topic
    - Post
    - Stickies
    - Polls

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Structure

Admin
Manage Board  Set Permissions  Manage Users

Moderators
Warn Users  Ban Users  Delete Lock  Merge/Split

Users
Start New Topics  Reply to Topics  Send Private Messages
Subscribe  Bookmark  Report Posts
Technical Requirements

SQL Database
Remote Hosting Service
Or
Free Forum Hosting:
http://www.forumotion.com/free-forum.htm
Possible Applications

Knowledge Sharing

Faculty-Faculty
Student-Student

Within a single institution
Within a larger community of learning
Some sample BBs

Dave’s ESL Café
(http://forums.eslcafe.com/teacher/)

The Tribal Fire Forum
(http://gallerywalkbc.com/tribeforum/index.php)

The Border Crossing
(http://academic.aucegypt.edu/phpbb3/index.php)
### Facebook Forums

<table>
<thead>
<tr>
<th>FORUM</th>
<th>TOPICS</th>
<th>POSTS</th>
<th>LAST POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Dogs</td>
<td>6</td>
<td>68</td>
<td>by nida 98 G on Fri Dec 05, 2008 8:58 pm</td>
</tr>
<tr>
<td>Beta Testers</td>
<td>5</td>
<td>82</td>
<td>by m.SOLIMAN G on Tue Dec 16, 2008 8:12 pm</td>
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<tr>
<td>Delta Air</td>
<td>7</td>
<td>58</td>
<td>by mali23 G on Tue Dec 16, 2008 8:54 pm</td>
</tr>
<tr>
<td>Gamma Rays</td>
<td>5</td>
<td>70</td>
<td>by adnan abu aldeh G on Mon Dec 15, 2008 10:48 am</td>
</tr>
<tr>
<td>Theta Waves</td>
<td>6</td>
<td>57</td>
<td>by susu Hithnaawi G on Sun Dec 28, 2008 10:22 pm</td>
</tr>
</tbody>
</table>

### Topics

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>REPLIES</th>
<th>VIEWS</th>
<th>LAST POST</th>
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</thead>
<tbody>
<tr>
<td>Facebook and social relationships</td>
<td>4</td>
<td>123</td>
<td>by jmoos G on Mon Dec 01, 2008 7:29 am</td>
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<tr>
<td>Facebook and the Middle East</td>
<td>3</td>
<td>54</td>
<td>by jmoos G on Sun Nov 16, 2008 7:01 am</td>
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<tr>
<td>Popularity and trends</td>
<td>2</td>
<td>57</td>
<td>by jmoos G on Sun Nov 09, 2008 9:06 pm</td>
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<tr>
<td>The Psychology of Facebook</td>
<td>2</td>
<td>50</td>
<td>by mnaelahayz G on Wed Oct 29, 2008 7:10 pm</td>
</tr>
<tr>
<td>Facebook Press Release</td>
<td>17</td>
<td>189</td>
<td>by mnaelahayz G on Wed Oct 29, 2008 7:06 pm</td>
</tr>
</tbody>
</table>
### Theta Waves

<table>
<thead>
<tr>
<th>Topic</th>
<th>Replier</th>
<th>Views</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Press Release</td>
<td>0 by rashidu_88 on Fri Oct 31, 2008 1:30 am</td>
<td>4</td>
<td>49 by Susu Hithnawi on Sun Dec 28, 2008 10:22 pm</td>
</tr>
<tr>
<td>News Feed and Privacy</td>
<td>0 by hinohab on Mon Oct 27, 2008 7:37 pm</td>
<td>2</td>
<td>55 by Susu Hithnawi on Sun Dec 28, 2008 10:04 pm</td>
</tr>
<tr>
<td>Facebook and Relationship</td>
<td>0 by asessors on Sun Oct 26, 2008 9:52 am</td>
<td>13</td>
<td>90 by Susu Hithnawi on Sun Dec 28, 2008 9:47 pm</td>
</tr>
<tr>
<td>re: The Psychology of Facebook</td>
<td>0 by hinohab on Mon Nov 3, 2008 7:13 pm</td>
<td>9</td>
<td>50 by Susu Hithnawi on Sun Dec 28, 2008 7:52 pm</td>
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<tr>
<td>Facebook and the Middle East</td>
<td>0 by amycromalton on Wed Oct 29, 2008 1:35 pm</td>
<td>10</td>
<td>65 by Susu Hithnawi on Sun Dec 28, 2008 4:04 pm</td>
</tr>
<tr>
<td>The Psychology of Facebook</td>
<td>0 by amycromalton on Wed Oct 29, 2008 1:35 pm</td>
<td>0</td>
<td>30 by amycromalton on Wed Oct 29, 2008 1:30 pm</td>
</tr>
</tbody>
</table>

Display topics from previous: [All Topics]  Sort by [Post time]  [Descending]  Go

< Return to Board Index
I think news feed is a great idea. It keeps one updated with what's going on in the life of people around you. As for the privacy part I totally agree that one should be able to choose what to appear in the news feed and what to remain hidden.

Re: News Feed and Privacy.
By: hmoahab
Sat Nov 22, 2008 8:18 pm

I think that Facebook has hacked into our lives privacy, and I don't mean only news feed but in every where, like now everyone has a link with his or her name on google search, so if anyone typed the name of any person, they could open it and view their friends, which allows anyone who doesn't have an account on Facebook to view anyone who has.

Re: News Feed and Privacy.
By: raphael_88
Sat Nov 22, 2008 9:42 pm

hmoahab wrote:
I think that Facebook has hacked into our lives privacy, and I don't mean only news feed but in every where, like now everyone has a link with his or her name on google search, so if anyone typed the name of any person, they could open it and view their friends, which allows anyone who doesn't have an account on Facebook to view anyone who has.

You are 100% right, Facebook has hacked into our lives privacy, but, if you think of it, having an online identity that's open to public isn't such a bad thing. I mean, relatives can find each other, it can benefit your career and many more. And I didn't say it doesn't have disadvantages, but I think everyone who registers to Facebook or to any similar site is aware of the public online identity.

Re: News Feed and Privacy.
By: raphael_88
Fri Dec 05, 2008 10:27 am

hmoahab wrote:
but I think everyone who registers to Facebook or to any similar site is aware of the public online identity.
Questions?