

Practical Guidance for Online Pedagogy and Practices

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WEBINAR AGENDA

01

Welcome & Introductions

Breakout Activity: What's your favorite tech tool or tip?

02

Reviewing Strategies

Five ways to enhance the teaching & learning experience.

03

Considering Policies & Practice

*What you don't know *can* hurt you.*

04

Exploring Tools

Ten tools to facilitate quality online engagement.

05

Wrapping Up & Reflecting

Prepare for the next session with Dr. Enilda Romero-Hall.

2

01

Welcome & Introductions



WHAT'S YOUR FAVORITE TECH TOOL OR TIP?



01 Minute

Activity Setup

03 Minutes

Breakout Rooms

04 Minutes

Share Out

02

Reviewing Strategies



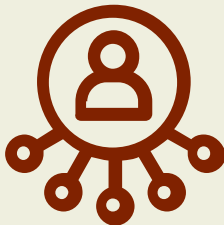
REVIEWING STRATEGIES

Community of Inquiry



Communicating
Online

Content-Activity Flow



Scaffolding
Activities

Novel Assessment



03

Considering Policies & Practice



FEDERAL LAWS



FERPA

Family Educational Rights and Privacy Act (FERPA) passed in 1974. Grants four rights to students:

1. See any information the institution keeps on them
2. Seek amendment to those records
3. Consent to disclosure of records
4. File a complaint if denied access/amendment or privacy is breached



COPPA*

Children's Online Privacy Protection Act (COPPA) passed in 1998.

- FTC to issue and enforce children's online privacy regulations
- Applies if collecting, using, or disclosing personal information (≤ 13 years)
- Safe Harbor Certification programs recognize compliance



CIPA*

Children's Internet Protection Act (CIPA) passed in 2000. Addresses children's online access to obscene or harmful content.

- Requires filtering networks
- Allows filtering exceptions for bona fide research or other lawful purposes
- Recommends digital citizenship education (see [Common Sense Media](#) and [Google](#) examples)

[bonus resource](#)

***Most relevant in PK-12 settings, but important if modeling technology integration for preservice teachers**

INSTITUTIONAL POLICIES



Acceptable Use

- Agreement between institution and users (faculty, staff, students, other patrons)
- Governs expectations for allowing use of digital services and resources
- Misuse can result in temporary suspension of access (at best) or termination (at worst)



Institutionally Approved

- May or may not be a formal institutional policy
- Provides guidance for reviewing and authorizing adoption of software
- Carries acceptable use penalties for using non-approved software

04

Exploring Tools



EXPLORING TOOLS



Scaffolding Activities

Bubbl.us
Lucidchart



Peer Feedback

Google Docs/Word 365
Google Sheets & Forms/Excel 365 & Forms



Embedded Reflection

VoiceThread
Flip



Collaborative Construction

Jamboard
Padlet

hypothes.is
Perusall



ACCESS & SUPPORT

- [Bubbl.us Website](#)
- [Bubbl.us Help](#)
- [Introduction to Bubbl.us](#)

EXAMPLE USE

1. Mind map of a teaching philosophy
2. Outlining a paper or project
3. Constructing an association map (e.g., historical event, characters of a literary work, relationships in an ecosystem)

CAUTION

1. Saving/editing maps requires an account
2. Freemium model; free level limits users to 3 mind maps
3. Educational discount (50%) available



ACCESS & SUPPORT

- [Lucidchart Website](#)
- [Lucidchart Help](#)
- [Lucidchart Diagram Center](#)



EXAMPLE USE

1. Technical diagrams to demonstrate content application
2. Illustrate a fictional or non-fictional scene
3. Design graphic organizers



CAUTION

1. Individual accounts accounts free for teachers/students (w/ institutional email address)
2. Interface sometimes overwhelming
3. Sharing and exporting can be confusing



Google Docs/Word 365



ACCESS & SUPPORT

- [Google Docs Website](#)
- [Google Docs Support](#)
- [Google Docs Training & Help](#)
- [Microsoft 365 Website](#)
- [Microsoft 365 Help & Learning](#)
- [Microsoft 365 Training](#)
- [comparing Docs + Word](#)



EXAMPLE USE

1. Iterative peer commenting/editing of a draft
2. Structured, asynchronous narrative discussion
3. Collaborative authoring



CAUTION

1. Google tools may or may not be approved for use
2. Word does not handle real-time collaboration seamlessly every time



Google Sheets & Forms/Excel 365 & Forms



ACCESS & SUPPORT

- [Google Sheets Website](#)
- [Google Sheets Support](#)
- [Google Sheets Training & Help](#)
- [Google Forms Website](#)
- [Google Forms Training & Help](#)
- [Microsoft 365 Website](#)
- [Microsoft 365 Help & Learning](#)
- [Microsoft 365 Training](#)
- [comparing Sheets + Excel](#)



EXAMPLE USE

1. Collect peer feedback in a survey
2. Facilitate sign-ups
3. Formatively assess progress
4. Formatively evaluate learning design



CAUTION

1. Google tools may or may not be approved for use
2. Microsoft Forms are not easily modified after responses have been received

VoiceThread



ACCESS & SUPPORT

- [VoiceThread Website](#)
- [VoiceThread Support](#)
- [VoiceThread Instructors](#)

EXAMPLE USE

1. Audio or video-based reflections
2. Asynchronous video or audio-based discussions
3. Narrating presentations
4. Practice speaking

CAUTION

1. Institutional and personal accounts available
2. Free personal account limited to 5 VoiceThreads
3. Potential integration with institutional LMS



ACCESS & SUPPORT

- [Flip Website](#)
- [Flip Help Center](#)
- [How Flip Works](#)



EXAMPLE USE

1. Audio or video-based reflections
2. Asynchronous video or audio-based discussions
3. Narrating brief presentations
4. Practice speaking



CAUTION

1. Free; requires an account
2. Institution may not allow using SSO
3. Ten-minute maximum recording length



Jamboard/Whiteboard



ACCESS & SUPPORT

- [Google Jamboard Website](#)
- [Google Jamboard Help](#)
- [Get Started With Google Jamboard](#)

- [Microsoft Whiteboard Website](#)
- [Microsoft Whiteboard Help & Learning](#)



EXAMPLE USE

1. Gather and sort concepts (e.g., project ideas, lecture notes)
2. Design graphic organizers
3. Facilitate discussion
4. Sketchnote a lecture



CAUTION

1. Significantly limited editing capabilities in Jamboard
2. Limited screen space in Jamboard
3. Whiteboard is not integrated with other Microsoft products



Padlet



ACCESS & SUPPORT

- [Padlet Website](#)
- [Padlet Help](#)



EXAMPLE USE

1. Gather and sort concepts (e.g., project ideas, lecture notes)
2. Design graphic organizers
3. Facilitate discussion
4. Curate collections



CAUTION

1. Freemium model; free level limits users to 3 padlets
2. Institutional pricing available
3. Not accessibility-friendly



ACCESS & SUPPORT

- [hypothes.is Website](#)
- [hypothes.is Help](#)
- [hypothes.is Quick Start](#)



EXAMPLE USE

1. Individual annotation for notes or bibliography
2. Collaborative annotation for facilitated discussion



CAUTION

1. Works with documents and websites
2. Free for non-LMS integrated uses



Perusall



ACCESS & SUPPORT

- [Perusall Website](#)
- [Perusall Support](#)
- [Perusall Getting Started](#)



EXAMPLE USE

1. Individual annotation for notes or bibliography
2. Collaborative annotation for facilitated discussion



CAUTION

1. Works with websites, media, documents, and digital textbooks
2. Free accounts with institutional licensing available

05

Wrapping Up & Reflecting



WRAPPING UP

Good learning design = Good learning outcomes



REFLECTING

1. Which tools will help me meet my goals of building a community of inquiry?
2. What professional development will I need to effectively use these tools?
3. When do I plan to integrate these tools?

TONIA A. DOUSAY

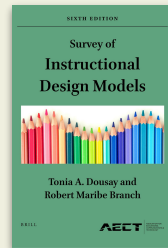
tadousay@alaska.edu
learninginterest.com

Previous:

Getting Started with & Refining
Online Pedagogy & Practices

[[slides](#)]

May 2 @ 1-2:30 CT



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