

Starting with stories: Harnessing the LMS to support diverse ways of being a teacher in online learning environments

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Narrative Inquiry into Online Teaching

Guiding Research Questions

- What is online teaching?
- Who are we in this space?

Context

- Four post-secondary teacher educators with a range of experience teaching online graduate courses (1 - 20 yrs)
- Moodle was the LMS used in our courses

Narrative Threads

- Who am I as an online teacher?
- What forms of teaching and learning matter most to me?
- How and where does learning occur?



Teaching ... it's living in community (Jennifer)

*I feel exhilarated after my two hour class with preservice teachers. The elevator opens and I walk down the hall to my office. I drop my backpack onto the floor and melt into my office chair. I am exhausted. **I reflect on the differences in my teaching life as I open up eClass to check in on my online grad class. I think about place, pace, preparation, and the opportunity to pause.***

*... When I think about my teaching, because I taught in Indigenous communities, it's about live-in communities right? **It's living in community.***

Teaching ... it's living in community (Jennifer)

Discussion Participation Rubric

Moodle Rubrics:

Encouraging online
community engagement
in discussion forums
through embedded
rubrics

| | Excellent | Good | Satisfactory | Unsatisfactory |
|---|--|---|---|---|
| Presence | Maintains a consistent and valuable presence in the conversational flow of the discussion | Maintains a consistent presence in the conversational flow of the discussion | Maintains a presence in the conversational flow of the discussion. | Does not maintain a presence in the conversation. |
| Response to Others | Consistently follows discussion threads and raises the discussion to new levels. Engages with questions and wonderings | Follows discussion threads and raises the discussion to new levels. Engages with questions and wonderings of group mates. | Responses are appropriate but do not raise the level of discussion. May share personal expertise or interest. | Responses are simplistic and echo contributions of others. Does not respond to others/no posts. |
| Integration and synthesis of concepts and principles | Responses reflect a deep understanding of course concepts and principles. | Responses reflect an understanding of course concepts and principles. | Responses reflect a basic understanding of course concepts and principles. | Responses do not reflect an understanding of course concepts and principles. |

Creating learning moments, learning situations (Jerine)

My early memories of school often involved conflicts between how I was being taught and how I wanted to learn. Even as a young child, I didn't really see the importance of being in a classroom to learn.

I don't have an idealized image of school.

I have few positive memories of learning IN school.

To me, what's important is creating learning moments, learning situations

--that, doesn't have to happen in a classroom.

Creating learning moments, learning situations (Jerine)

Moodle Apps (e.g. Database)



EDDEL330

Search this site

Curriculum and Pedagogy in Elementary School Science

UNIVERSITY OF ALBERTA
FACULTY OF EDUCATION

FIND A RESOURCE SUBMIT A RESOURCE

Find a Resource

| Name of Resource | Stars | Type of Resource | Grade Level: |
|----------------------|---------------------|---------------------|---------------------|
| <input type="text"/> | Choose a value... + | Choose a value... + | Choose a value... + |

Topic

Choose a value... +

1 - 15 / 106

| | | |
|---|--|---|
| 2D Eclipse Gizmo ★★★★ This website offers a virtual and customizable eclipse | A Brief Introduction to Minerals ★★★★★ This Youtube video is a 10 minute long introduction to | Alberta Education ★★ Links from Alta Ed... |
|---|--|---|

Moodle Integration with other Tools



Language and Literacy in Teaching Force

HOME IS WHERE THE FORCE IS RELATED SCIENCE WORDS WRITING SITEMAP

NAVIGATION

- HOME IS WHERE THE FORCE IS
- THE CONCEPT OF FORCE
- RELATED SCIENCE WORDS
- EXPLANATIONS AND ANALOGIES
- WRITING
- READING FORCE

Children encounter forces every day in their lives. Alberta students learn different scientific concepts using the term 'force' starting in grade 2 when they look at buoyant forces and magnetic forces (which are brought up in grade 5 again). In grade three they begin testing structures they build structures to withstand forces and grade four forces and motion are considered in the study of simple machines and the building devices that move. Finally in grade six, forces of flight are considered. So what is a force and how can it apply to so many different contexts? This site clarifies force and related concepts and provides teachers and students with activities to build a clear understanding.

"The *force* will be with you, always."
- Obi-wan Kenobi

Student created Google Site

Citation: Cardinal et al. (in review)

Organize eClass ... To Tab or not to Tab (Trudy)

I looked at the eClass page. Keep it simple. Organize eClass so that it makes sense. To Tab or not to Tab. Another box, all documents here. All assignments here. No, it looks confusing. Messy. I can't follow it. I want tabs and dates separate, one topic at a time not to overwhelm. Logical order, steps one, two, three. Is online teaching like that? Can it be? Steps one, two, three?

In this online space I did not always feel fully human in my responses to students, but I realized that this is not the way our souls had been living the experience. Instead as our eyes met during our only face-to-face meeting, our souls said "there you are". They knew me. I knew them. We hugged and said, "it is so good to see you face to face" and I would add, "and your whole body too."

Organize eClass ... To Tab or not to Tab (Trudy)

The screenshot displays the eClass interface for a course. The top navigation bar is green and contains the University of Alberta logo, the text "eClass", and links for "HELP", "EMAIL", and a user profile for "Trudy Cardinal".

The main content area is a list of course sections, each with a dropdown arrow and a right-pointing arrow:

- 1 **General Course Information**
 - General Course Information
 - Updated Tentative Journal Schedule Feb 11 2016
 - EDEL 412 FinalAssignmentDescriptions March 2016
- 2 **Week 1: Jan 6**
 - Week 1 - Introductory Week
- 3 **Week 2: Jan 13**
 - Week 2: A Reflective Turn
- 4 **Week 3: Jan 20**
 - Week 3: Attending to Lives
 - Week 3 Lynda Barry Monster Cartooning Activity
- 5 **Week 4: Jan 27 *Today please go to ECHA 1-490 (first floor)**
 - Week 4 - Indigenous Pedagogy - in ECHA 1-490

The right sidebar contains several sections:

- Archive this course**: A button to archive the course.
- Library Resources**: A section with the University of Alberta Libraries logo and text: "Library Resources for this Course:". It lists "FNMI Contexts in Education - Teacher Resources" and includes links for "Start Your Search" and "Subject Guides". A green "Ask Us" button is at the bottom.
- Search forums**: A search box with a "Go" button and a link to "Advanced search".

‘Am I a facilitator’ ‘Who am I in this space ...’ (Mijung)

*One day I was trying to help a student with his questions via email and at the end of the email conversation, he wrote, ‘I’m really enjoying it far more than I expected. **You’ve been an amazing facilitator** of some difficult topics. Have a great day’. At first I was really happy to hear that he has been learning and enjoying the course so far.*

*But then this email started to challenge me to ask **‘Am I a facilitator?’ ‘Who am I in this space and in this course?’** Why am I not comfortable with this word, ‘facilitator’? **I’m still struggling to identify who I am in an online space, and who I want to be. My expectation is that I want to be a teacher in my own definition.***

'Am I a facilitator' 'Who am I in this space ...' (Mijung)

9+ ▶ Topic 4: Reading Research Literature II (Sept 26-30) ✎

10+ ▼ Topic 5: Research Planning (Oct 03-07) ✎



Research Planning

1. Session Topics

- How is Research Planned? What Issues Do We Need to Consider?

2. Readings:

- Ch. 5-- Planning Your Research
- Sears -- Doing educational research (eClass)
- Ch. 6-- Conducting your research (Focus on the notion of validity, not all those different terms)

+ Doing your research ✎

Edit ▼

+ A sample of "Research Planning" diagram from Mijung ✎

Edit ▼

+ Week 5 Discussion Forum_Designing my own research ✎ (Research Interest Groups)

Edit ▼

Class

HELP EMAIL Mijung Kim

EDEL 567 Fa16 - INTRO TO EDUCATIONAL RESEARCH Combined SEM Fa16

Dashboard / My courses / EDEL 567 (Fall 2016 SEM 700 800) / Topic 5: Research Planning (Oct 03-07) / Week 5 Discussion Forum_Designing my own research

Week 5 Discussion Forum_Designing my own research

Hi all,

This week, there are three readings on the overview of planning and conducting research. The chapter by Sears provides you the overview of different research types, Chapt 5 by Ashley helps us understand how we develop research questions from topics and prepare research proposals, and Chapt 6 by Coe is to explain how to plan/conduct research. Information in these chapters is going to be discussed in details throughout this course. So this week, try to get familiar to the overall ideas for planning and doing research.

I know everyone is getting ready to prepare the assignment #2 (Annotated Bibliography assignment) so I will make this week's posting simpler. Here is what you will do this week.

1. A few weeks ago, we shared our own research topics and interests. This week, we will practice to come up with specific research questions based on your research topics and interests and plan a research process. Take a look at the figure 5.1 on page 32 in our textbook (Chapt 5). This is a good way to brainstorm and come up with your research questions from your interests/topics. You create a diagram on a ppt slide or with hand drawing and either screenshot or take a picture of it and

☆ Mijung's comments_Group 3



Research Interest ...



Mijung Kim
7 Oct 2016

☆ Mijung's comments_Group 2



Research Interest ...



Mijung Kim
7 Oct 2016

☆ Mijung's comments_Group 4



Research Interest ...



Mijung Kim
7 Oct 2016

☆ Language and Math



Research Interest ...



Deleted user
3 Oct 2016

Lessons Learned

- Each of our teacher narratives are unique
- The ways that we utilized the Moodle LMS were integrally connected to our teacher identities, our views of what matters in regards to teaching and learning, and how we conceptualize the learning/teaching environment.

Implications

- Stories of teaching and learning matter and should be central to the instructional design process.
- Supporting instructors and students to understand the mechanics and available tools of an LMS is important,
- but we must also pay attention to the personal beliefs about teaching and learning that are held by instructors (and students) and how that might inform instructional design.

Questions to ask educators (and learners)

- What are the learning experiences that have mattered most to you?
- When was a time that you felt like a really good teacher?
- What matters most to you when teaching?
- Where did your most important learning experiences occur?
- What tensions do you experience with online teaching?

Thank you!

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