FROM FAIL TO “THIS IS FANTASTIC!”
Learning from My Own Modeling in Two Online Graduate Reading Courses

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This presentation addresses the impact of modeling and the use of a literacy framework in the situation of establishing course expectations, building course community, and introducing new technology in two asynchronous graduate reading courses in the United States.
Focus

FAILURE IS SIMPLY AN OPPORTUNITY TO BEGIN AGAIN THIS TIME MORE INTELLIGENTLY

-Henry Ford
Context

• Each Course
  • Six-week summer session
  • Asynchronous delivery
  • Master’s-level (k-12) reading course with field experiences
  • New VoiceThread integration into Moodle LMS

• Staggered Start Date
  • Course #2 started two weeks after course #1
  • One student enrolled in each course
Course 1: Practice VoiceThread “Fail”

“Click the plus icon (bottom middle of your screen) and add a comment (by typing, video, or audio). “Say Hi” to practice (and to automatically sign in to VoiceThread through EduCat for the course.)”

**Results:**
Learners did what I did, not what I said.

- 16 students typed “Hi”
- 2 audio recorded “Hi”
Course 1: Continued VT Discussion “Fails”
Visual Thinking Strategies (VTS) for Critical Thinking and Analysis of Design

VTS

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

(Visual Thinking Strategies, 2018; Yenawine, 2004, 2013)

VTS Adapted to Course Design

- What is going on here (in the online course)?
- What do I see that makes me say that?
- What more can I find?

(Edge, Cameron-Standerford, & Bergh, 2019)
Active (Explicit) Teaching in the ZPD

Communication
Independence
Confidence
Metacognition

Explanation
Modeling
Guided Practice

Zone of Proximal Development

Make the invisible process visible!

(Buehl, 2014; Buehl, 2017; Fisher & Frey, 2013; Keene & Zimmerman, 2007)
Seeing Opportunity & Beginning Again

Class #2 Model

Changes

• Purpose
• Potential Concerns
• Modeling
  • Safe vulnerability
  • Range of possible responses
  • How to edit and to create
• Guided and Independent Practice
  • Range of possible responses
  • How to edit and to create

https://voicethread.com/share/11960041/
From “Fail” to “FUN!”

“This is fantastic. I didn’t know online discussion could be SO MUCH FUN!”

-Student enrolled in both courses, summer 2018
Transforming Learning: Take-Aways and Questions to Consider

**Envisionment Building**: Developing new visions for what can be necessitates attention to the process of meaning-making and to envisionment-building stances (Langer, 2011).

**Scaffolding Learning**: Adult learners in online environment benefit from explicit teaching, modeling, and guided practice with new technology and new or challenging learning experiences.

**Choice and Creation**: The act of creating in situation of introducing oneself and establishing an online community is a dynamic event. Keeping this in mind when using technology as mediums is essential.

In each course:

- **What knowledge, skills, and/or ways of thinking might be assumed, needed or are learners working toward?**
  - How might I help learners to transform their abilities and to envision new possibilities?

- **How might I orient learners toward the process of making meaning?**
  - What might need to be modeled and practiced?

- **How can I provide my learners with opportunities to**
  - Choose?
  - Collaborate?
  - Create?
  - Co-construct Course Community?
References


Thank you!

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