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Increasing Peer Collaboration in Digital Learning Environments

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Increasing Peer Collaboration in Digital Learning Environments

Presented by -

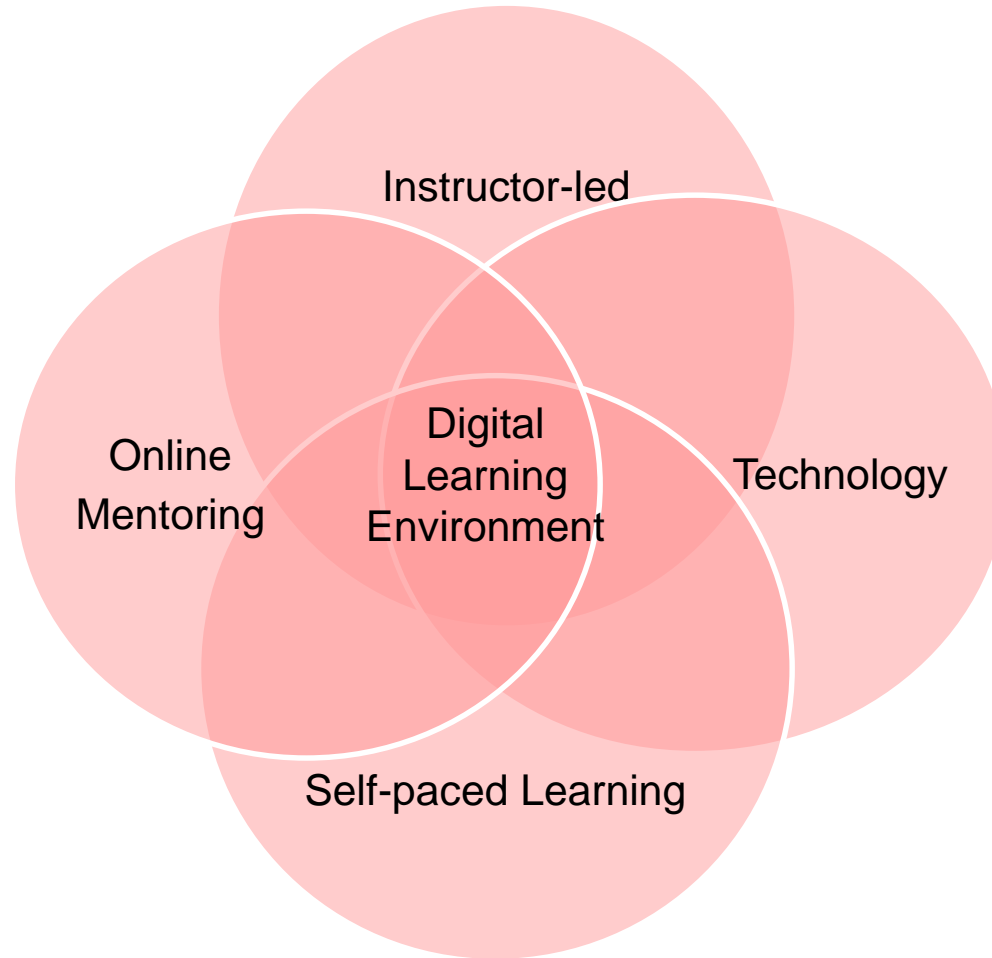
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Isabelle Farrington School of Education



Fall Faculty Institute
October 15, 2013



Unique Needs of the Adult Learner

- Use prior experience as a resource
- Seek the immediate application of skills
- Possess an independent self-concept
- Become self-directed
- Perform social roles linked to learning styles
- Motivated by internal factors

Issue 1 – Students Lack Experience

Due to the lack of *prior experience* students often become preoccupied with mastering basic technological skills. They view the instructor as the sole source for information.

Strategies –

- Designate an “online classroom” area
- Create “practice areas”
- Establish a system that enables students to provide / receive course-related help

INTRO TO COMPUTERS IN EDUC ED-578-AO 13FAED578AO Discussion Board Edit Mode is:

INTRO TO COMPUTERS IN EDUC ED-578-AO (13FAED578AO)

Your Professor

Announcements

Start ED 578 Here

Syllabus / Portfolio

Assignment Due Dates

Lessons

Discussion Board

Tools

Blackboard Help

EdTech Certificate

mySHU Support

COURSE MANAGEMENT

Control Panel

Share

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Help

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

	<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts	Total Partici
↑	<input type="checkbox"/>	Help Me! Section 2	Post questions, problems, etc here. Anyone that helps out another candidate will receive +20 points of class participation credit each time he/she beats me to the answer. Note - A total of 5 responses are required during the semester. (100 point total) See the "Help Me Log" for additional instructions.	80	0	17
↑	<input type="checkbox"/>	Help Me!	Post questions, problems, etc here. Anyone that helps out another candidate will receive +20 points of class participation credit each time he/she beats me to the answer. Note - A total of 5 responses are required during the semester. (100 point total) See the "Help Me Log" for additional instructions.	104	0	20
↑	<input type="checkbox"/>	My Email	Please add your emails in this forum.	24	0	22
↑	<input type="checkbox"/>	Practice Using the Forum	Use this discussion thread to practice using the Forum. Directions - Click on the title for this discussion. Click on the "Add New Thread" Button. Type a short subject line in the title box. Type a short message in the description box.	20	0	20
↑	<input type="checkbox"/>	Late Policy and Withdrawal Information	Please post a short statement in this forum indicating that you have reviewed and understand the Late Policy and Withdrawal Information on the course syllabus.	17	0	17
↑	<input type="checkbox"/>	Meet the Class	In this section post a short bio telling the class what you are teaching or what you expect to be teaching (i.e. elementary/secondary math), where you are in your studies at SHU, and any other information you would like to share with the class (i.e. anecdotes or an interesting experience). For those of you who have scanners or pictures on disk you can also upload a picture here. Please make sure the picture is of original content owned by you so as not to infringe on any copyright laws.	27	0	21



Issue 2 – Reduce Competition & Build Trust

Competition between students increases their isolation. Student anxiety results from low self-esteem. *Collaborative problem-solving activities* must become less competitive and promote positive interdependence between learners.

Strategies –


- Create “Meet & Greet” activities that introduce students to each other
- Create public & private group areas
- Require peer review of selected assignments
- Maintain a constant instructor presence

Thread: Sherry McCulloch
Post: [Sherry McCulloch](#)
Author: **Sherry McCulloch**

Posted Date: September 3, 2013 8:02 PM
Status: Published

Hi all - I graduated with a Communication degree from St Mary's College of CA in 2005. I moved to Connecticut nearly 3 years ago with my husband. We were living in San Francisco and wanted to get out of the city and buy a house. My husband grew up in CT, and his parents still live here so it's nice to be close to them. I miss my family especially my five adorable nieces and nephews (ages three and under).

My husband and I have a cat named Charlie who keeps us entertained on a daily basis (see pic). I have always wanted to be a teacher and am finally pursuing my dream! I am working towards my masters in elementary education, and I hope to teach first grade. This is my first class in the program, and I will continue to work full time until I start interning next semester.

Attachment:  [Charlie being cute.jpg](#) (67.871 KB)



Issue 3 – Strengthen Connections Between Content and Life / Career Skills

The lack of reflective assignments can negatively impact a student's transfer of knowledge.

Strategies –

- Create surveys that enable students to reflect on their mastery of learning outcomes.
- Develop collaboration rubrics that enable students to reflect on their interpersonal and collaborative skills.

Camtasia Screen Recording Software

<http://www.techsmith.com/>



Create and share high-quality, HD videos that students can watch anytime, on nearly any device.

Camtasia Studio - PartIII_FEPaper_SSP.camproj

File Edit View Play Tools Help

Record the screen Import media Produce and share

1280x1024 Shrink to fit Preview

Camtasia recording file

AnsoniaProfile.camrec capture-2.camrec

Audio

feintroduction.wav last.wav

Field Experience Assignment

Part 3: Relationship between a strategic school profile and the Field Experience Assignment

Make sure the sound is on.

Clip Bin Library Callouts Zoom-n-Pan Audio Transitions More

0:00:00.00 / 0:02:08.04

Tracks

Video 1

anoni o anso ansoniaprofil_Scr ansoniaprofil ansoniaprofil ansoniaprofil ansoniaprofil_Screen.avi ansoniaprofil ansoni CeDAR database U

Zoom

Callout 1

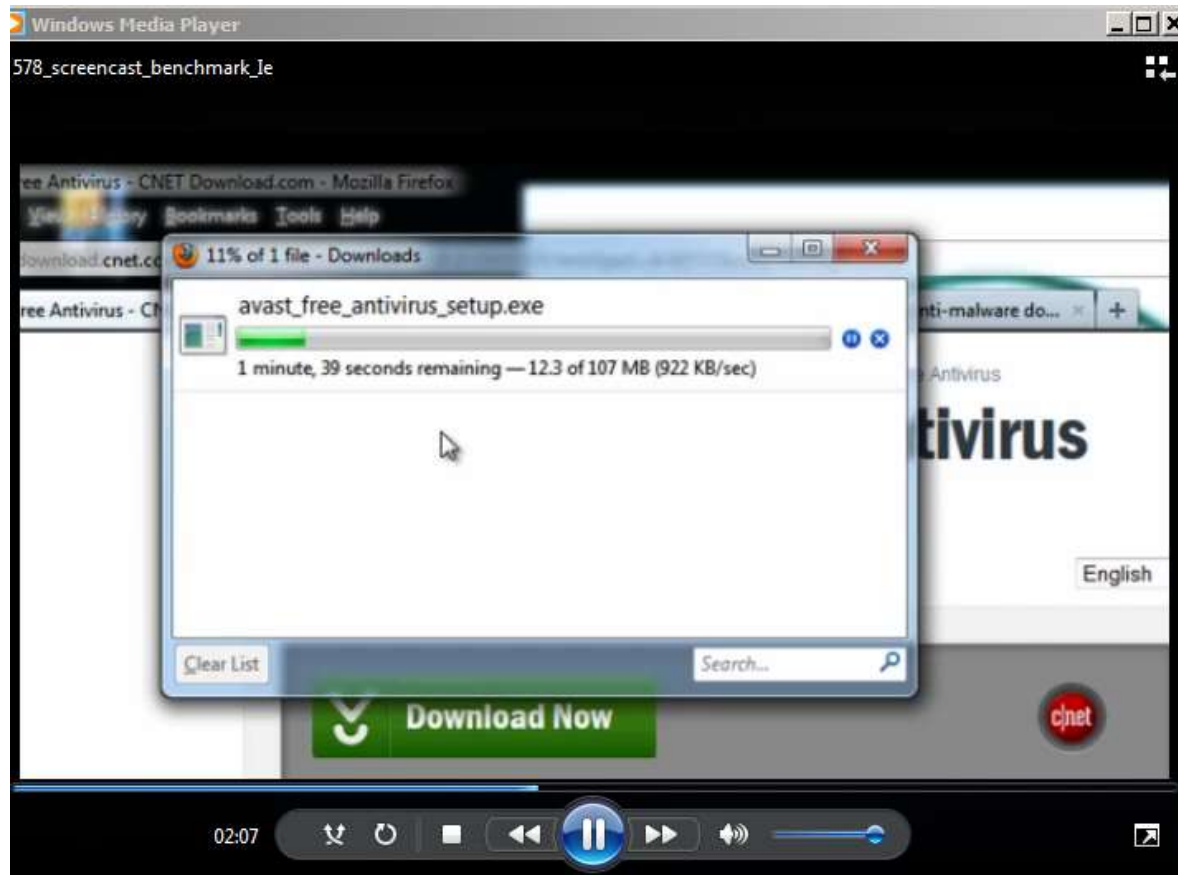
Callout 2

Audio 1

Audio 2

Highlig Sketch M Highlight Re Sketch M

Camtasia Assignment Exemplar



ED 578 Technology Benchmark – Antivirus Program

Camtasia Assignment Exemplar

The screenshot shows a video player window titled "578_data_analysis" displaying the QuickCalcs software interface. The software shows the results of a Paired t test. A blue speech bubble annotation points to the P-value of 0.0111. A green oval annotation highlights the text "P < 0.05 = alpha 0.05". The interface includes a progress bar at the bottom showing 00:44.

QuickCalcs
1. Select category 2. Load data 3. Run analysis 4. View results

Paired t test results
P value and statistical significance:
The two-tailed P value equals 0.0111
By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:
The mean of Pre-test minus Post-test equals -10.50
95% confidence interval of this difference: From -18.31 to -2.69

Intermediate values used in calculations:
t = 2.9129
df = 19
standard error of difference = 3.733

Learn more:
GraphPad's web site includes portions of the manual for GraphPad Prism that can help you learn statistics. First, review the meaning of P values and confidence intervals. Then learn how to interpret results from an unpaired or paired t test. These links include GraphPad's popular analysis cheat sheet.

Review your data:

Group	Pre-test	Post-test
Mean	60.50	71.00
SD	15.65	9.60
SEM	3.90	2.16
N	20	20

ED 578 Technology Benchmark – Data Analysis

Collaboration Assessment

Group Collaboration Rubric: Evaluation of 21st Century Life & Career Skills

Use the following scale as you rate each of your group members according to his/her ability to work in a collaborative group during the semester. Excellent = 10 points, Average = 7 points, Below Average = 4 points, and Poor = 0 points (Award a 10 / 7 / 4 / or 0... Do not award a 6, 5, 1, etc.)

Rules –

Only one candidate in each group can receive a rating of 10 in the category of Contribution. Who was your “superstar”?

If a rating of 10 is given to all group members in the area of Contribution, the course Instructor will drop all ratings in that category to a 7.

The Instructor will calculate final total by adding ratings in all 5 categories below and dividing by the number of group members. The number will be rounded up if necessary. A rating of 50 total points would indicate a perfect score.

Note –

- A score of 7 for Contribution and 10 in each remaining category will be awarded to each group member if you do not submit your evaluation.
- A penalty of 25 points will be deducted from your final average if you do not submit your group evaluation rubric to the Instructor.
- Only award a 10, 7, 4, or 0. If other numbers are awarded, the Instructor will drop the rating to the next lowest acceptable rating number. Ex. A rating of 6 would become a rating of 4.

Group Member's Name	Contribution	Collaboration	Cooperation	Communication	Consideration	Total Points
1.						
2.						
3.						
Self-Assessment (rate yourself)						

Assessment Key	Excellent = 10	Average = 7	Below Average = 4	Poor = 0
Contribution	Completed more group work than the rest of the group (1 per group)	Completed an <u>equal amount</u> of group work	Completed less than an equal amount of group work	Completed no group work
Collaboration	Offered original ideas for completing assignments. Collaborated with others to refine ideas	Continually provided opinions, knowledge, and skills that improved on the ideas of others	Did not offer new ideas. Seemed to go along with most group decisions and occasionally provided feedback.	Offered no new ideas or feedback. Seemed preoccupied with own assignments
Cooperation	Group work was completed ahead of time	Group work was completed in time to be graded	Group work was late	Work was not completed within three days of course due date. Other group members assumed responsibility for completing assigned tasks.
Communication	Led at least one group discussion	Actively participated in discussions	Seldom participated in discussions	Never participated in discussions
Consideration	Continually acknowledged the feelings and learning needs of others by providing guidance and support through DBoard, e-mail, chat, phone, and /or face-to-face meetings (min 2 required)	Acknowledged the feelings and learning needs of others by answering questions on the Discussion Board only	Seldom offered assistance or encouragement to others	Never offered assistance or encouragement to others

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