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# The Use of LiveText as the Primary Collaboration Tool for Hybrid Methods Courses

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# The Use of LiveText as the Primary Collaboration Tool for Hybrid Methods Courses

*Randall Dunn, Ed.D.*

Liberty University School of Education

23-25 July, 2008

The 2008 LiveText Collaboration Conference: Encompassing Learning  
Through Innovation

Chicago, Illinois

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# the agenda

- Foundations: A Discussion of Hybrid Tools/ Methodology at Liberty University
- The Process of Adoption
- Success Stories: Reflections on Effective Uses
- Opportunities for Improvement: Reflections on Ineffective Uses
- Demonstrations

a discussion of hybrid tools/ methodology at liberty university

# FOUNDATIONS

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# benchmarks

- Use of LiveText for.
  - . . .
    - Portfolio development
    - Instructional planning
      - Unit
      - Lesson/ IPPR
    - Other documentation





# tools in use

- Use of ...
  - LiveText
    - Assessment management/ data collection
    - Portfolio
  - Blackboard as primary LMS
    - Course materials
    - Grading
  - MS SharePoint



# course structures



- Class sizes of 25 to 30
- Meet once/ week for activity-based work
- Hybrid/ online counterpart is foundational in nature
- All assignments submitted in LiveText

# THE PROCESS OF ADOPTION

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# adoption

Blackboard  
Adoption

LiveText  
Gen 1  
Adoption

MS  
SharePoint

LiveText  
C1  
Adoption

# adoption highlights

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- Introduction of LiveText (both generations) in early courses
- Practical uses of LiveText functions in methods courses
- Development of support course materials and help using TechSmith Camtasia Studio
- Faculty and staff roll-out

reflections on effective uses

# SUCCESS STORIES

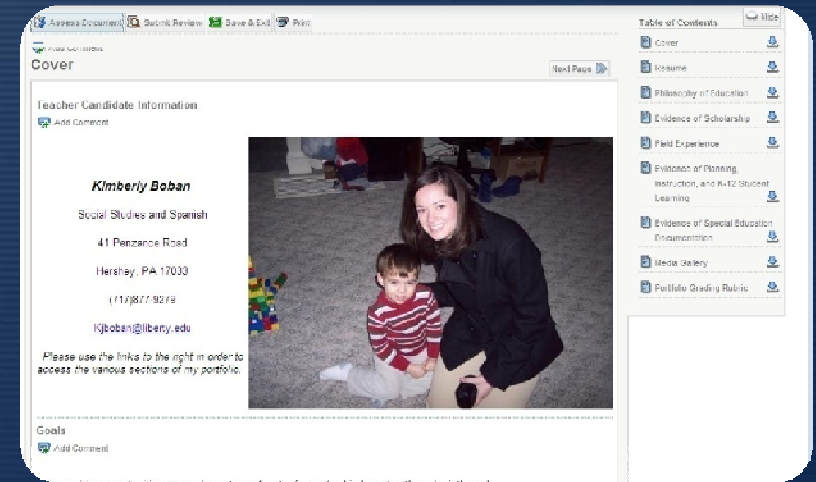
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generally . . .

- Development of five templates
  - Portfolio
  - Unit
  - Lesson/ IPPR
  - WebQuest
  - Decision-Making Assignment
- Students develop familiarity with tool-set

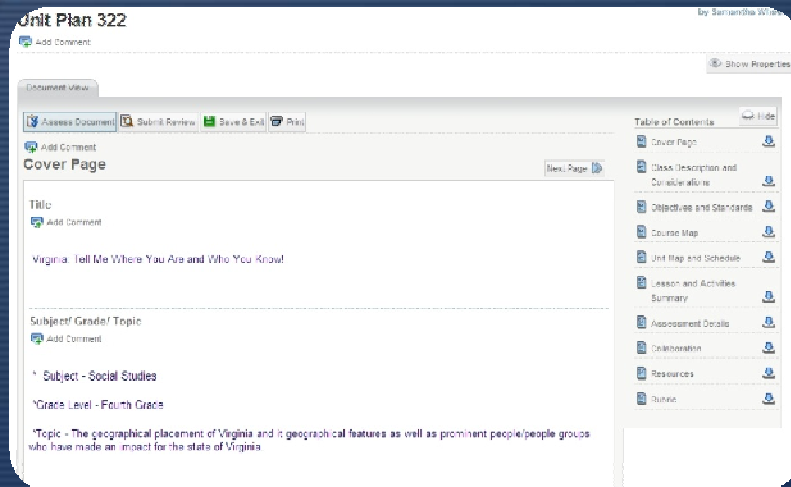
# portfolios

- As program assessment and as tool for student employment
- Portfolio carries over through multiple courses (periodic additions)





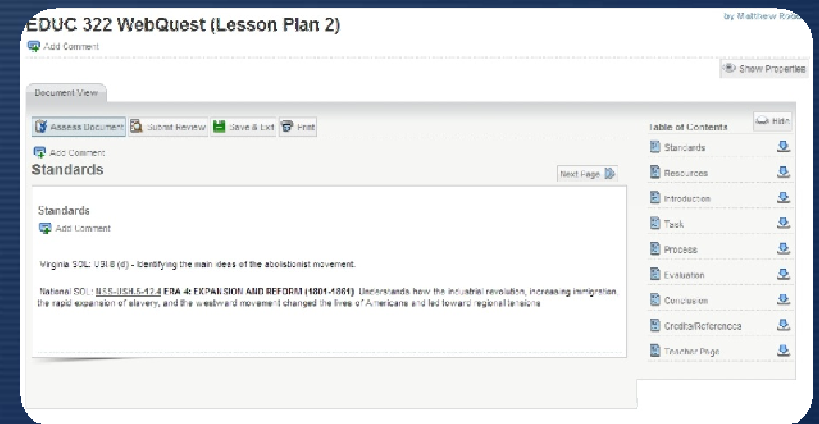
# unit plan



- Tied in additional LiveText based assignments from multiple sources (lesson planning) – LiveText document linking
- Use of standards feature
- Used share function/ inbox for sharing content in collaboration

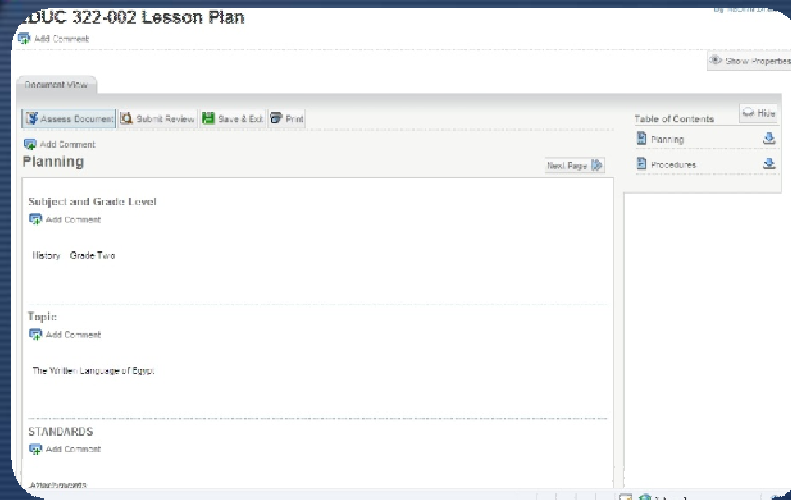
# webquest

- Home-grown template
- Connected to Unit Plan
- Use of standards feature



The screenshot displays a web-based interface for an "EDUC 322 WebQuest (Lesson Plan 2)" by Matthew R. [unreadable]. The interface includes a "Document View" toolbar with options like "Access Document", "Global Review", "Save & Exit", and "Print". Below the toolbar, there is a "Standards" section with a "Next Page" button. The standards listed include Virginia SOL: US.8.6(d) - Identifying the main ideas of the abolitionist movement, and National CO: [HISTORICAL ERA 4: EXPANSION AND REFORM \(1801-1864\)](#) - Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward legislative change. On the right side, there is a "Table of Contents" with links to various sections: Standards, Resources, Introduction, Task, Process, Evaluation, Conclusion, Credits/References, and Teacher Page.

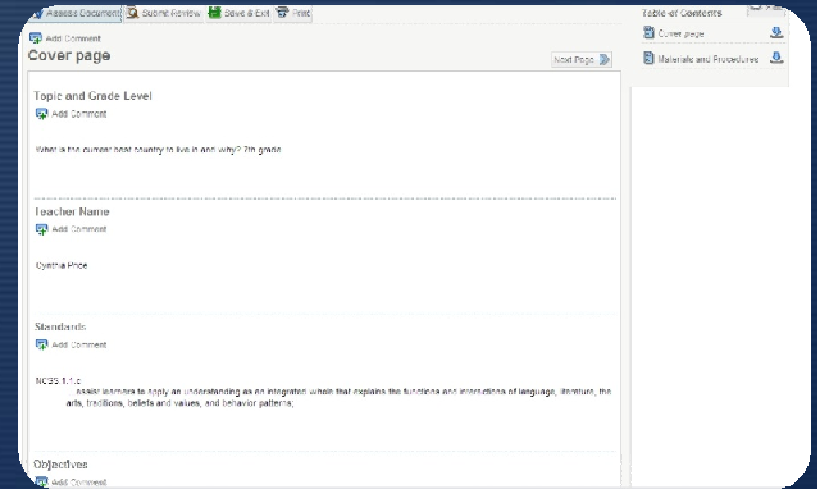
# lesson



- Use of data across courses for longitudinal assessment (IPPR)
- Same template/ same rubric

# decision-making

- Simple one-off template-based assignment



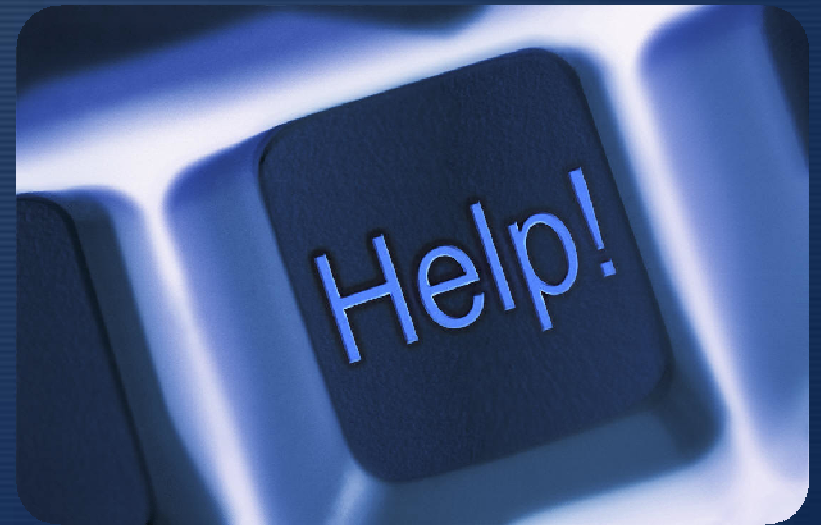
The screenshot shows a web browser window displaying a 'Cover page' template. The page is titled 'Cover page' and has a 'Next Page' button. It contains several sections, each with an 'Add Comment' link:

- Topic and Grade Level:** Includes a question: "What is the sunniest state in the US and why?"
- Teacher Name:** Includes a field for "User Name".
- Standards:** Includes a field for "NCSS 1.1.c" with a description: "Asks students to apply an understanding as an integrator which that explains the histories and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns."
- Objective:** Includes a field for "Add Comment".

The browser's address bar shows "massa Document" and "Submit Review". The right sidebar shows a "Table of Contents" with links to "Cover page" and "Materials and Procedures".

# support

- Developed online (web-based) materials for support/ training
- Enter early classes (sophomore) to provide introductions and “training”





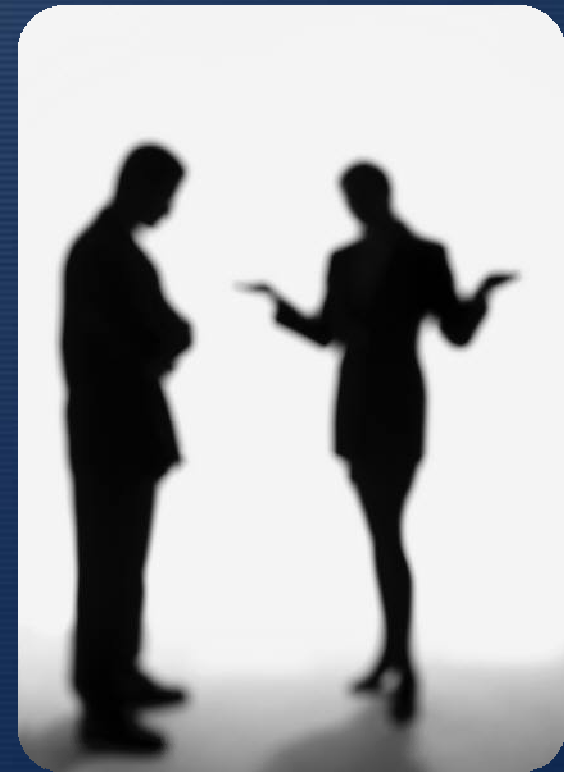
reflections on ineffective uses

# OPPORTUNITIES FOR IMPROVEMENT

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# general reflections

- More in training faculty
- More in working with students on template and LiveText uses
- Thoughts on distance program uses
- Need for more effective collaboration strategies



# DEMONSTRATIONS

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in action

- Assignment development
- Rubric samples
- Process for collaboration
- General comments and other stories?

# presentation acquisition

- In the interest of being environmentally conscious and weight-conscience with regard to travel, we have arranged the following means to obtain this presentation:
  - Email [rdunn@liberty.edu](mailto:rdunn@liberty.edu) (Randall Dunn)
  - You may download the presentation from [http://works.bepress.com/randall\\_dunn](http://works.bepress.com/randall_dunn)