Using High Touch Pedagogy, Authentic Assessment & Student Generated Content to Increase Student Engagement in Online Education

Kristen Betts
Armstrong Atlantic State University, kristen.betts@armstrong.edu

Annette Wilson
Armstrong Atlantic State University, annette.wilson@armstrong.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Betts, Kristen and Wilson, Annette, "Using High Touch Pedagogy, Authentic Assessment & Student Generated Content to Increase Student Engagement in Online Education" (2012). SoTL Commons Conference. 21.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2012/21

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Using High Touch Pedagogy, Authentic Assessment & Student Generated Content to Increase Student Engagement In Online Education

Dr. Kristen Betts & Dr. Annette Wilson
Armstrong Atlantic State University

March 7, 2012
Dr. Kristen Betts
- Public & Private Institutions (certificate, AA to EdD)
- Director, Online & Blended Learning, Faculty
  Armstrong Atlantic State Univ
- Sr. Director eLearning
  Director: Online MS & Blended EdD, Faculty, Drexel University
- Educational Research Consultant
- Began working w/ distance ed in 1995

Dr. Annette Wilson
- Ed.D. East Tennessee State U
  ELP A: (Curriculum and Instruction)
- M.A. Early Childhood Ed (K-4)
  Appalachian State University
- Armstrong Atlantic State University, Assistant Professor, Childhood and Exceptional Student Education
- Associate Vice President for Academic Affairs/Director SACS Self-Study, Assistant Professor College of Education, Saint Augustine's College, Raleigh, NC.
- Began integrating technology into field experiences in the early 1990’s.
Overview

- Online & Blended Education
- Authentic Assessment, Learning Simulation & Student Generated Content
- Transforming Assessment One Course at a Time
- Supporting Data
- Teaching & Learning
Online & Blended Education
“Enrollment in online programs jumped from 229,363 to 2,139,714 — an 832 percent increase — from 2001 to 2009”
~ Eduventures
(US News & World Report, Sept. 2010)
Online Projections

By 2015:

- **Online** higher education enrollments are projected to **reach 25 million by 2015**

- Classes **exclusively on physical campuses** are expected to **plummet** from 14.4 million in 2010 to **just 4.1 million** five years later

(Ambient Insight, 2011)

Chancellor Huckaby Seeks Broader Role For USG In Online Learning

ATLANTA — February 16, 2012

• Technology is the latest focus of University System of Georgia efforts to meet aggressive targets for increasing the number of Georgians who complete college.

• “We have to make better use of our distance education resources and ramp up our efforts to help us meet state workforce needs.”

• “We will identify key goals for distance education that will advance Complete College Georgia…..

Students are usually consumers of content; they are presented material which has been developed by others (teachers, vendors, instructional designers or other professional developers), and they are expected to demonstrate that they have absorbed the content in some way. (Sener, 2009)
Pedagogy & Andragogy

“the art, science, or profession of teaching”

“the art or science of teaching adults"
Neuroplasticity

The brain's ability to reorganize itself by forming new neural connections throughout life

Learning take place:

- positive, secure environment
- social/emotional, personal connection
- students want to succeed / brain does not handle failure well

Video

Social, Emotional & Academic Learning
Technology

Greek root **technē**
"art, skill, or craft"

Verb Wheel
Based on Bloom's Taxonomy

R. L. Rutsky
Authentic Assessment, Learning Simulation & Student Generated Content
Authentic assessment is any type of assessment that requires students to demonstrate **skills and competencies** that realistically represent **problems and situations** likely to be encountered in daily life. Students are required to produce ideas, to integrate knowledge, and to complete tasks that have real-world applications.

Source: http://www.ncrel.org/sdrs/areas/issues/envrmnt/stw/sw1lk8.htm
Backward Design Stages

Stage 1: Identify Desired Results
What “enduring” understandings are desired?
What should students know, understand, and be able to do?
What is worth understanding?

Stage 2: Determine Acceptable Evidence of Learning
How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?

Stage 3: Design Learning Experiences & Instruction

Action steps to refocus the conversation and re-visions an ELA program.

- Set the vision. Focus on the big ideas.
- Create a shared vision.
- Departmental activities to focus on:
  - Enduring Understandings
  - Standards (national, state, district)
  - Essential Questions

- Determine how students demonstrate their knowledge.
- Focus on assessment before designing the learning activities.
- Expand the assessment continuum.

- Plan instructional activities.
- Share best practice.
- Build in collaboration.
- Ensure success for all learners.
Authentic Assessment

Authentic assessment is:

Preparing K-12 students for
a) higher education or b) career placement

Preparing higher education students for
a) career placement, transition, advancement, or
b) advanced studies
Student generated content is intended to showcase effective practices which advance the practice of using student-generated content by demonstrating its effectiveness in engaging students, improving learning, creating products of lasting value, and producing other positive educational outcomes. (Sener, 2007)
Transforming the classroom
.....to prepare engaged and reflective practitioners.
**Learning Simulation**

**Definition - Learning Simulation**

A set of educational and training techniques and strategies that engage individuals in real-life scenarios through *role-plays, sociodramas, psychodramas, gaming, and reflection* to develop and reinforce knowledge and skills learned in the classroom and workplace relating to problem-solving, decision-making, leadership, collaboration, and communication. (Betts, 2009)

**See Handout**
Transforming Assessment
One Course at a Time
Backwards Design

Master of Science in Higher Education - Drexel University

Graduates are recognized as excellent:

- Communicators – oral and written
- Analytical problem solvers
- Researchers – mixed methods
- Data driven decision-makers
- Leaders (lead / serve on teams)
- Project managers
- Strategic planners
- Evaluators
- *Expertise* – technology and specialized area / concentration
EDHE 606:
Higher Education Career Development

Before:

1. Live group presentation on assigned HR topic
2. Mid-term
3. Professional development plan to become a president or senior administrator
4. ePorfolio based on current materials

Today……
After: Reflection

Myers & Briggs

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>

Emotional Intelligences

PDPlan

Key Learning Points Weeks 5 & 10

Reflective Paper

Professional development over past 10 weeks w/ reflection on listening to archived interview
After: Gaming

Ethic Lens Inventory & Two Ethics Scenarios

www.ethicsgame.com

Note: Add in as “book”
Avoiding an Orange Jumpsuit

The reason for putting you through this drill is to make sure that you never have to wear an orange jumpsuit because of an action you took as an employee of G-BioSport. So, here's the bottom line...

You chose the following option:

Tell Gayle you will maintain confidentiality. If she discloses harassment, talk with Bill. If he is sending the roses, ask him to stop. If not, begin a formal reporting process.

On a scale of 0 to 5, from low to high risk, your decision rates a 5. It represents very high risk.

- This is the worst of all worlds and the chances of resolving this problem or preventing future problems are slim.
- Unless Gayle discloses something unexpected, you are contemplating breaking your promise to her.
- If you do not begin a formal reporting process, you are also breaking your word to the company and creating liability.
- If Bill is the source of the problem, you are also not giving him the opportunity the Company Handbook provides to defend himself.

Settled Law

Hostile Work Environment vs. Quid Pro Quo: Sexual Harassment falls into two broad legal categories:

1. Quid Pro Quo - literally means ‘this for that’ and refers to sexual harassment in which the employee is required to gratify a superior's sexual wishes as a condition of continued employment, favorable review or promotion.

2. Hostile Work Environment - a much broader category in which 'unwelcome comments or conduct based on sex, race or other legally protected characteristics unreasonably interferes with an employee’s work performance or creates an intimidating, hostile, or offensive work environment.' (http://www.fcc.gov/owd/understanding-harassment.html) Anyone in that environment could have a legal claim, not solely the person who is the direct recipient of the “unwelcome comment or conduct.
VP of Human Resources & Colleagues

Power Point Presentation Board of Trustees

• One group member VP of HR w/ two Associate VPs
• President requests presentation to identify “top” HR issue that should be on the institution’s radar screen
• Presentation to Board of Trustees, must record in Wimba in case there is not enough time to present live

After: Sociodrama
Background & Reference Checks: The Problems That May Arise

Report to the Board of Trustees of Drexel University
Valdijah Ambrose-Watson
James Reese
A Look at Disability Services in Higher Education

A Presentation by Katrina Howell and Christopher Sacco
After: Role Play

Board of Trustees
Evaluate HR Issues from Role of Trustee

• Role of Board of Trustees
• Must listen to all of the archived HR issues
• Identify the top three HR Issues
• Discussion board

1. Select top three HR Issues, why you selected these three (issue, PPT, presentation, research, or combination)

2. Review your group’s presentation; identify three things group did very well and identify three things group could enhance
After: Psychodrama

Next Career Step
ePortfolio w/ Mock Interview

• Identify new career step – Chronicle of HE, Higheredjobs.com, HERC, etc.
• Cover letter, bio, resume, three sample projects
• “Apply to position” – email from “university/college” sharing one of the finalist, need to conduct Wimba or Second Life due to budget cuts *Must respond to email w/in 48 hours
• Interview – PPT presentation, introduction, brand, strengths, MUST do homework
• Search committee – Associate Deans, Deans, VPs, Directors; actual search evaluation; research on institution; record interview
• Must send thank you note
Dear Mr. O'Connor:

We are pleased to inform you that you have been selected as one of three finalists to interview for the position of Assistant Director of Housing and Residence Life for Student Development with Ball State University. The first round of interviews will be conducted online, through AdobeConnect, with three administrators from our institution. These online sessions are no more than 20-minutes, so we ask that you prepare a brief PowerPoint presentation (no more than 10-minutes) summarizing your professional experience, skills and qualifications.

Your interview is scheduled on Thursday, March 8th from 8:40 to 9:00 pm ET. While you do not need a video camera for this interview, you will need a microphone and reliable internet connection. Just log on with your full name as a “guest” via this link: http://goodwincollege.adobeconnect.com/furman/. If you arrive online earlier than your scheduled time, please be patient until we grant you access. If you encounter any technical difficulties, please call Lora Furman at 610-358-3971.

Thank you for applying to position, and we look forward to speaking with you on Thursday, March 8th at 8:40 to 9:00 pm ET!

Sincerely,

Lora,

Thank you so much for this confirmation email for the interview for the position of Assistant Director of Housing and Residential Life for Student Development with Ball State University. I look forward to speaking with you and your interview team.

If there is anything you need from me before the interview, please feel free to contact me.

Best,

I would like to take this opportunity to thank you for the time that you spent with me this evening during my interview for Dean, School of Allied Health and Nursing at Baltimore City Community College. I enjoyed our conversation, and believe that we share the same vision for advancing healthcare education in our communities.

I appreciated your questions about my research interests and I am providing a copy of a recent poster presentation that I created for a presentation occurring next week. The research focuses on nursing teamwork and patient outcomes, with the long-term goal of implementing action-oriented educational and leadership strategies to improve nursing teamwork.

I would like to address a few additional questions:

The questions that I would have posed (of course you do not need to answer):

1. Dr. Betts – I have reviewed a document entitled “Baltimore City Community College Developmental Task Force: Best Practices in Developmental Education Recommendations Report.” In this report dated June 2010, BCCC outlined 15 best practices aimed at improving the educational outcomes at your institution. Would you please provide me with an update regarding the implementation of these best practices, and any successes which you have achieved to date?

2. Dr. Glasgow- The recent Institute of Medicine report has provided four key messages to transform nursing education to meet the needs of 21st century healthcare. What role do you see BCCC taking in fulfilling the IOM’s call to transform nursing education? What expectations would you hold of the Dean in providing the leadership to transform education to meet the needs of healthcare now and in the future? I would also be interested in Dr. Betts input regarding her view of the department faculty’s readiness for change (curriculum, seamless articulations, interdisciplinary education, etc.).

3. Professor Furman – Can you please expand the information provided regarding the role of academic research in BCCC’s vision for the future? What administrative support is provided for faculty conducting research?

It is my hope that I have provided you with an understanding of how my background, experience, and passion for healthcare education will provide a great match for your vision and future goals. If you have additional questions for me, please feel free to contact me. I look forward to hearing from you.

Sincerely,
Professional Experience

- Business Development & Program Design
- Academic Operations Management
- Training
- Intercultural Management
- Marketing & Recruitment
Leadership, team building, communicator, and organizational results.

Inspired by St. John Baptist de La Salle, the patron saint of educators, to acquire and apply the disciplinary knowledge and skills to lead an institution with practical and theoretical understanding of applying the tools of management to enhance effective planning and the problem solving necessary to sustain an organization for a lifetime of service and success.

Financial Management
Brand Leadership
Creative Thinking
Global Perspective

Institutional Outcomes; Recognized Speaker, Consultant and Leader in Catholic Education.

Never stop exploring, curiosity, person of strong faith and vision.
After: Interview Second Life
Week 10 – KLP Strategies & Demonstrations (11)

Participants:

- KLPs from David Lanza (3'41") 3/14/114
- Week 10 – KLPs from Monica Ganser (3'41") 3/15/114
- Week 10 KLPs from Rebecca Charuk (4'47") 3/16/114
- KLP’s Week 10 from Rebecca Newsham (2'1") 3/16/114
- KLP Week 10 - Katrina Howell from Katrina Howell (5'0") 3/16/114
- KLPs Weeks 7-10 from Terri Alderfer (4'40") 3/16/114
- Week 10 – KLPs from Julia Smallen (3'19") 3/17/114
- KLP’s Week 10 from Christopher Sacco (4'21") 3/17/114
- KLP from Toni Weigant (4'16") 3/17/1114
- Week 10 KLPs from Melanie Eaton (4'0") 3/17/114
- Week 10 KLPs from Stephen Foster (4'8") 3/17/114
- Week 10 KLPs from Theresa Gallo (4'17") 3/17/114

Subject: Week 10 KLPs
Date: 3/17/11 10:10 PM
From: Theresa Gallo
One word comes to mind when reflecting upon the career and life lessons I have acquired during the past 10 weeks – invaluable.

Unlike many of the courses I have taken so far, this course was specifically designed for me. The knowledge and experience I gained in this course really gave me confidence that I currently possess the skills and I am prepared to enter into the higher education profession.

If I were to reflect on all I have learned in EDHE 606, I would need far more than two pages. The practical knowledge I have gained will benefit me so much throughout my career. Sometimes the things we need to learn as graduate students are the things we will use in the real world, and this course certainly proved that.
Supporting Data
MS in Higher Education

Data

- 26 students/cohort to 250 - fall 2005 to fall 2011
- 22 to 65+ yrs old (mix all generations)
- Over 30 states / 5 countries
- Entry to senior level admin
- Increasing percentage transitioning to higher education
- Majority first online education program
MS in Higher Education Data

- 78% first online education program
- 90% very satisfied/satisfied w/ MSHE Program
- 56% quality same as on-campus / 34% quality higher
- Three reasons for Drexel’s MSHE Program (rank):
  (1) Nat’l Reputation (2) Flexibility (3) Career Advancement
- 95% recommend to others seeking career advancement
- 89% recommend to others seeking career transition
- 30% students advance or transition prior to graduation

(240 students / 50% response rate – 2011)
### MS in Higher Education Data

Increase in skills since enrolling in the online Drexel University MS in Higher Education program

<table>
<thead>
<tr>
<th></th>
<th>Previous Skills (Strong/Very Strong %)</th>
<th>Current Skills (Strong/Very Strong %)</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing PowerPoint (PPT) Presentations</td>
<td>48%</td>
<td>94%</td>
<td>65%</td>
</tr>
<tr>
<td>Conducting Research (e.g., SWOT analyses, environmental scan, literatures review, etc.)</td>
<td>29%</td>
<td>84%</td>
<td>55%</td>
</tr>
<tr>
<td>Using New Technology (e.g., Blackboard, Wimba Classroom, iPods, Impatica, etc.)</td>
<td>40%</td>
<td>91%</td>
<td>51%</td>
</tr>
<tr>
<td>Delivering PowerPoint (PPT) Presentations</td>
<td>45%</td>
<td>89%</td>
<td>44%</td>
</tr>
<tr>
<td>Receiving Constructive Feedback</td>
<td>67%</td>
<td>94%</td>
<td>27%</td>
</tr>
<tr>
<td>Serving as a Leader</td>
<td>59%</td>
<td>86%</td>
<td>27%</td>
</tr>
<tr>
<td>Writing</td>
<td>68%</td>
<td>92%</td>
<td>24%</td>
</tr>
<tr>
<td>Online Communication (email, text chat rooms)</td>
<td>75%</td>
<td>97%</td>
<td>22%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>68%</td>
<td>88%</td>
<td>20%</td>
</tr>
<tr>
<td>Decision Making</td>
<td>66%</td>
<td>88%</td>
<td>20%</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>69%</td>
<td>88%</td>
<td>19%</td>
</tr>
<tr>
<td>Working in Groups</td>
<td>67%</td>
<td>86%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Likert scale: Very strong, Strong, Neutral, Weak, Very Weak
Electronic Portfolio (e-Folio)

• Key artifact (evidence) in authentic assessment of college student learning outcomes (persistence), mid-points (retention), and capstone experience (graduation).

• Students engaged in their own learning and personal success can be documented, reviewed, and reflected upon by using multiple methods of assessment.

• e-Folio can serve as a post-graduation learning outcome whereby the graduate can continue to build an e-Folio that reflects him/her as a whole person.
## Intrapersonal & Interpersonal

<table>
<thead>
<tr>
<th>Intrapersonal</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Social construction of identity</td>
<td>- Process of inculturation</td>
</tr>
<tr>
<td>- A person is personally held beliefs about self in relation to social groupings and the ways that relationship is expressed</td>
<td>- Immediate settings</td>
</tr>
<tr>
<td>(Torres, Jones, &amp; Renn, 2009, p. 577)</td>
<td>- Distal setting</td>
</tr>
<tr>
<td></td>
<td>(Torres, Jones, &amp; Renn, 2009, pp. 580-582)</td>
</tr>
</tbody>
</table>
Teaching & Learning

• Intentional focus on learning
• Deliberate & systematic attention to skills development /career readiness
• Self-reflective, metacognitive appraisal - how/why learning has occurred
• Mentored

• Evidence (artifacts) coherently gathered and worthy of learning
• Integrated
• Higher order thinking
• Holistic
• Lifelong learning (Zubizarreta, 2009, p. 5)
Questions?

Thank you!

Dr. Kristen Betts
kristen.betts@armstrong.edu

Dr. Annette Wilson
annette.wilson@armstrong.edu