

The Online Teaching and Learning SIG Newsletter

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American Educational Research Association

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OTL Website

The AERA OTL SIG website is live! Go to:

www.AERAOTL.com.

The website has information about the OTL SIG, the membership, committees, officers, and related activities at the AERA Annual Meetings.

Graduate Student Column

If you have suggestions for entries for a new graduate student column in the OTL newsletter please contact Tugce Aldemir (stfa5065@psu.edu). We are particularly interested in graduate student research.

EDITORIAL STAFF

Gina J Mariano, Editor - gjmariano@troy.edu

Tugce Aldemir, Content Editor - tfa5065@psu.edu

Denise Nadasen, Associate Editor -

denise.nadasen@gmail.com

Amanda Jacobs, OLC Coordinator -

amanda.jacobs@unco.edu

Iwona Lech, Research Section Coordinator -

iwonalech@gmail.com

Stephanie Colby, Webmaster for the OTL Website -

stephanie.colby@postgrad.curtin.edu.au

Research Highlights

1. Why online? Perspectives, attitudes, and behind the scenes of online learning and teaching:

Lutz, C., & Hoffmann, C. P. (2017). The dark side of online participation: exploring non-, passive and negative participation. *Information, Communication & Society*, 20(6), 876-897.

This contribution addresses online participation in general, and online political participation in particular. A focus group study with 96 Internet users from a broad range of social backgrounds in Germany was conducted, and eight types of online (non-)participation was proposed. That allows for a more balanced evaluation and more focused exploration of phenomena such as destructive or involuntary online participation as well as online abstention, boycotts, self-censorship, lurking, or digital exclusion.

2. Online learning and teaching tools:

Albaiz, T. (2016). The Pearl Side of Online Portfolios: A Descriptive Study on the Rich Experience of Using PearlTrees by Master Students of Teaching English as a Foreign Language. *Turkish Online Journal of Educational Technology*, 15(1), 136-140.

This article describes a technology tool to teach English as a Second Language (ESL) called PearlTrees. PearlTrees is designed for fast information sharing and efficient communication; and aims to enhance ESL teachers' skills through shared knowledge, peer assessment, scaffolding, support and active participation.

3. Broader spectrum of online learning:

Khan, K. P. (2017). Improving the Quality of Online Learning Environments: The Value of an Online Specific Design Model. In *Handbook of Research on Building, Growing, and Sustaining Quality E-Learning Programs* (pp. 278-300). IGI Global.

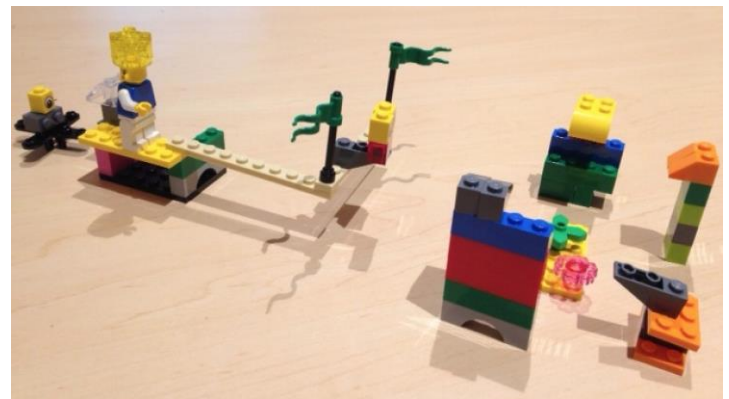
This chapter describes a study investigating the characteristics of an online-specific design model called Proactive Design for Learning (PD4L) (Sims, 2012; Sims & Jones, 2003), and its ability to address limitations of traditional design models. It also discusses how online-specific model can serve as design guidelines, framework or “a set of guiding principles” (Sims, 2011) for designers and developers to create quality online teaching and learning environments.

The Second Annual Higher Flipped Learning Conference

The second annual Higher Education Flipped Learning Conference took place this summer at the University of Northern Colorado in Greeley from June 14th to June 16th. There were approximately 69 attendants from all over the world, including the United Kingdom, New Zealand, and Turkey! Sessions included popular topics such as “Flipped Learning 3.0: Teaching and Learning in Unprecedented Times,” “Lessons Learned from Flipping an Entire Semester of Biochemistry,” and “Flipped Learning for Teacher Education.” Many presenters provided accounts of their personal experience with flipped learning so that others could learn from their success and mistakes. The

conference also included a plenary presented by Alan Richards who Skyped in all the way from Coventry University in London! As this conference continues to grow in the future, it will help gather and disseminate relevant information to teaching strategies related to flipped learning.

Dr. Richards led the auditorium in an activity using Legos to describe our thoughts on learning. This was all done through Skype!



Data Literacy

Expecting teachers to routinely use data to inform their instructional decisions is a pervasive practice in K-12 schools (Datnow & Hubbard, 2015). However, recent research depict an opposite image as teachers do not necessarily understand how to use student performance data in a robust manner to make strategic instructional decisions (Gummer & Mandibach, 2015). While systematic in-service professional development is key to supporting teachers in their understanding of how to use data (Ebbeler et. al., 2017), commonsense reasoning suggests that this systematic support may actually need to begin in teacher preparation programs (Mandibach et.al. 2015). Teacher educators are the instructional and curricular architects of coursework, and it is within these programs that teacher candidates establish the foundation needed to assume responsibility for their own classroom.

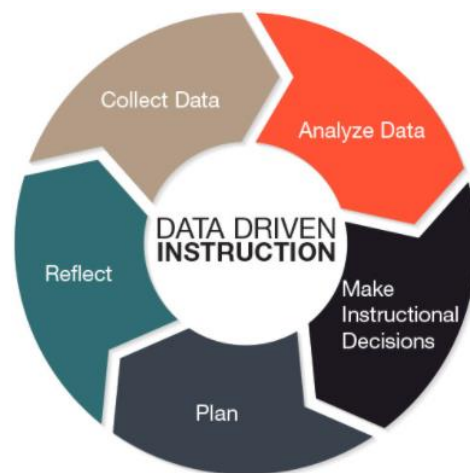
These programs are advantageously housed on platforms that are equipped with the capability to collect, analyze and report on student performance data in real time. The immediacy of available analyzed data creates an optimal context to model for teacher candidates how teacher educators utilize data to guide their instructional decisions. The immediacy of available analyzed data creates an optimal context to model for teacher candidates how teacher educators utilize data to guide their instructional decisions.

Below are a few suggestions for how data can be modeled and strategically used in an online teacher education course.

1. **Use data as a means to plan future instruction.** Administer an assessment via the online platform at the end of the class. Analyze the data generated from the assessment to pinpoint students' strengths and weaknesses. At the beginning of the next class, present these findings in graphic form, and model for students how the data were used for analysis and intervention.
2. **Use data in-the-moment.** A teacher educator can pause mid-class and administer a quiz or a short answer question. The data collected can be analyzed automatically via the online platform and results can be shared with teacher candidates. Teacher educator can model his/her analysis for teacher candidates. In addition, teacher educator can model for candidates how additional pieces of data (e.g. comments from a previous discussion) also play a role in informing subsequent instructional steps.

The above practices are recommended only as a beginning point to initiate the process of enculturating teachers into the habit of mind of using data to routinely inform instruction. Teacher education programs, in particular online teacher education programs, may need to think about how to leverage online data analysis tools and expand the use of data from isolated experiences to create

systematic experiences across coursework so that teacher candidates can practice using data in a meaningful way to inform instruction (Mandibach et. al., 2015).



References

- Datnow, A. and Hubbard, L. (2015). Teachers' use of assessment data to inform instruction: Lessons from the past and prospects for the future. *Teachers College Record*, 117.
- Ebbeler, J., Poortman, C. L., Schildkamp, K., and Pieters, J. M. (2017). The effects of a data use intervention on educators' satisfaction and data literacy. *Educational Assessment, Evaluation and Accountability*, 29(1), 83-105.
- Mandibach, E. B., Friedman, J. M., Gummer, E. S. (2015). How can schools of education help to build educators' capacity to use data? A systematic view of the issue. *Teachers College Record*, 117.
- Mandinach, E. B. and Gummer, E. S. (2016). What does it mean for teachers to be data literate: Laying out the skills, knowledge and dispositions. *Teaching and Teacher Education*, 60, 366-376.

OLC Corner



OLC RESEARCH CENTER
FOR DIGITAL LEARNING AND LEADERSHIP

OLC Research Center for Digital Learning and Leadership

The Online Learning Consortium ([OLC](#)) is pleased to announce the launch of the OLC Research Center for Digital Learning and Leadership. The new [OLC Research Center](#) aims to advance digital teaching and learning through timely delivery of research for use in the field.

The OLC Research Center will offer original, curated, commissioned, and sponsored research opportunities, and consulting and presentation services in areas related to digital learning and digital leadership research. It also features research publications, like OLC's own peer-reviewed journal, *Online Learning*, podcasts, and infographics, offering researchers and practitioners resources they need to support their work in the field. Research assets will be organized in key content areas, including: Teaching & Learning, Instructional Design/Learning Design, Leadership, Digital Learning and more.



OLC Emerging Scholar Program

The Online Learning Consortium is seeking four emerging scholars in the field of online learning to occupy two-year positions in the OLC Research Center for Digital Learning and Leadership. This program represents a new model for involving emerging scholars interested in online teaching and learning and evolving into teaching and research roles in the field of online learning. Under the supervision of the Senior Director of Research & Innovation, Dr. Jill Buban, the emerging scholars will work on a variety of projects in the research and publications areas. To be considered for a scholar role, please email your C.V. and a brief statement of interest. The application deadline is October 27th.



The latest issue of *Online Learning* is [available](#). This issue focuses on the best presentations from both 2017 OLC Accelerate conference and the 2017 OLC OLC Innovate conference. Interested in presenting in the research track at OLC Innovate 2018? [Submit a proposal](#) before the October 11th CFP deadline.

If you have ideas or suggestions, please contact Tugce Aldemir, Content Editor - tfa5065@psu.edu