

# Voice Presence Rhythm Community



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## About Erikson Institute

**Our vision** is that every adult who works with young children or on their behalf will be knowledgeable, aware, skilled, and alive to the possibilities of each child's life.





## About Erikson Institute

### Our values

- Relationship-based education
- Commitment to social justice
- Diversity
- Complexity
- High standards and excellence

*It's Erikson, and it's online*



## 4 key concepts for 2011-12

- Voice
- Presence
- Rhythm
- Community



Chip Donohue, PhD  
 Director of Distance Learning  
 Senior Fellow, Fred Rogers Center for Early Learning & Children's Media

Video segment

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## Effective online learning is...

- Relevant
- Engaging
- Enabling
- Inspiring
- Empowering
- Transformational



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## Effective online teachers are...

- Authentic
- Intentional
- Reflective
- Conspicuously present
- Balanced
- In rhythm



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## Find your voice

- Introduce yourself / be yourself
- Be accessible and approachable
- Welcome, notice, affirm, encourage
- Use a conversational tone
- Teach one adult learner at a time



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## Establish your presence

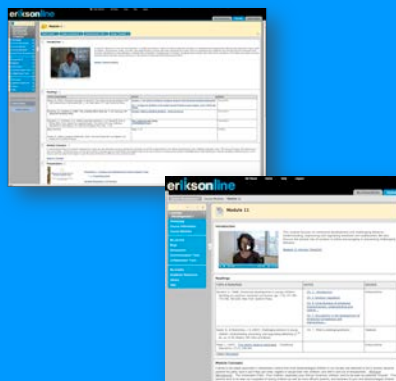
- Includes “being there” and “being together”
- EriksonOnline environment as a place
- Cognitive, social and emotional aspects
- Interactions, relationships, community
- How do the students know you’re there?
- How do you know when you are in class?



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## • Understand the rhythm

- Consistency
- Time
- Tempo
- Expectations
- Presence
- Balance



Joshua Kim Inside Higher Ed, Blog U: *The Rhythm of Online Teaching*, Technology and Learning, September 14, 2010

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## • Build community

- Make the goal/reality of community explicit
- Prepare, welcome, invite and engage
- Encourage interactions and support relationships
- Respect diversity and value perspectives
- Create a sense of belonging



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## Building & Sustaining Professional Learning Communities

An Evaluation of Erikson Institute's Online M.S. in Early Childhood Education

### Student Feedback – Challenges

- Rigor
- Balance
- Rhythm
- Tech skills
- Master new tech tools

Simone C. O. Conceição, Ph.D. / Commissioned by Boeing Corporate Citizenship



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## Building & Sustaining Professional Learning Communities

An Evaluation of Erikson Institute's Online M.S. in Early Childhood Education

### Student Feedback – Best Practices

- Faculty, Advisors, and IT Support Staff
- Instructor video and audio
- Instructor feedback
- Summary comments
- Synchronous group meetings
- EriksonOnline design

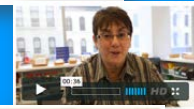
Simone C. O. Conceição, Ph.D. / Commissioned by Boeing Corporate Citizenship



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## Innovative Practices

- Digital Media for Voice, Presence, and Community
  - Course and module introductions
  - Assignment explanations
  - Demonstrations
  - Animated graphics
  - Classroom capture
  - Reading a children's book
  - Guest presenters
  - Faculty team interviews
  - Narrated PowerPoint Presentations + Notes



EriksonOnline video clips

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## The Student's Experience Online



## Who our online students are

- Full time grad students enrolled in a rigorous 28 month MSECE program
- Balancing full time jobs, family and home commitments, and grad school
- A comparison of online & on campus students
  - Online students are geographically diverse
  - Online students can't hide
  - Online students are "in class" 24/7
  - Students who struggle academically

## Support for online students

### **Online tech and academic support services**

- *Learning with EriksonOnline* orientation
- 1-1 tech support, Tips of the Week, Tutorials
- Academic Advisors / Integrative Seminar
- Academic Success Center
- Library
- Enrollment Services

## Course Participation Guidelines

### Sample from Language Development

1. Wiki – video of children's book reading with 1 question to respond to
2. Wiki organizer – Each week, 1 student summarizes main ideas in wiki responses and posts that



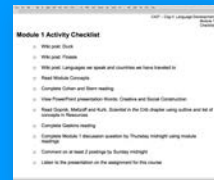
## Course Participation Guidelines

3. Discussion question: 2 – 3 paragraph response to main question of week
4. Comment on other postings: at least 2 responses per week
5. Complete course assignments



## Module Activity Checklist

- ☒ Wiki post: Flossie
- ☒ Wiki post: Languages we speak and countries we have traveled to
- ☒ Read Module Concepts
- ☒ Complete Cohen and Stern reading
- ☒ View and listen to PowerPoint presentation Words: Creative and Social Construction
- ☒ Read Gopnik, Meltzoff & Kuhl, *Scientist in the Crib* chapter using outline and list of concepts in Resources



## Module Activity Checklist

- ☒ Complete Gaskins reading
- ☒ Complete Module 1 discussion question by Thursday midnight using module readings
- ☒ Comment on at least 2 postings by Sunday midnight
- ☒ Listen to the presentation on the assignment for this course



## Faculty/Instructor's Work Online

### Module Construction

- Introduction: 1 paragraph
- Video introduction: 2 – 3 minutes
- Activity Checklist: about 10 steps of week's activities
- Readings for the week
- Module Concepts: 1 – 3 pages of text explaining key concepts to be addressed



## Module Construction

- List videos
- List Resources/Handouts to be posted
- Discussion questions: 2 at most to start online discussion
- Looking ahead: 1 short paragraph about where we are headed in next module



## Instructor Activities *Before Course Begins*

- **Course design:** EriksonOnline Community of Practice, Course Team, and Distance Learning Team
- **Syllabus:** course topics, readings, assignments
- **Participation Guidelines**
- **Module content:**
  - Text
  - PPT presentations with narration and notes
  - Identify video segments and resources for each module
  - Tape introduction and any other special demonstrations

## Weekly Instructor Module Activities

- Post announcements to group
- Contribute to wiki alongside students
- Stay in touch with individuals as needed
- Review readings as students read
- Read discussion postings and respond alongside students

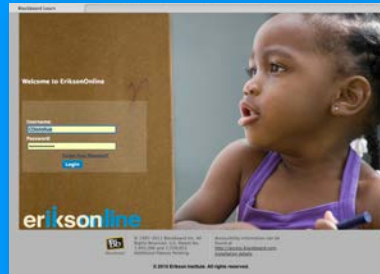
## Weekly Instructor Module Activities

- Develop Blog Posting: during the discussion, pull out main contribution of each student to summarize for the group in writing
- Post grade and feedback to each student weekly in the “Grade Center”
- “Ask Gil” and “Ask Jennifer” discussions
- Office hours – emails, Skype, Webex, phone calls



## The Instructor's Perspective

- Voice
- Presence
- Rhythm
- Community



Jennifer Rosinia & Gillian McNamee

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## Jennifer's Perspective – *A Fork in the Road*



- To teach online or not to teach online, that was the first question.
- An issue of identity. How was I going to be my authentic self on line?
- I finally realized that falling on my face, was at least falling forward!

*Having done it once, I'm ready to do it again!*

## Jennifer's Perspective – *A Community of Support*



- Getting past insecurities and vulnerabilities
- Practicing self reflection (and some self disclosure)
- Big brother is watching...commenting and offering encouragement and support
- Keeping the lines of communication open

*It takes a community of support  
to raise an online teacher!*

## Jennifer's Effective Practices *Discussion Question Prompt*



We all live inside a body! In this course you will be learning about the physical, neurological, motor, and sensory processes of child development from the prenatal period to eight years old. There is an intimate undeniable relationship between a child's physical/health status and their ability to relate, develop and learn.

As you begin this course, reflect and share three aspects of your own physical growth and development that have had an impact on your own ability to relate to others, develop new skills and learn.



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## Gil's Teaching Worries



- **Time:** What time is class?
- **Where:** Where do I show up? When do I talk?
- **Who:** Whose listening?

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## More worries...



- **Complex subject matter:** How do I explain this? How do I know if they “get it?”
- **Teaching – learning magic:** What does a lively great classroom discussion look like in a time-lapse online format?

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## And more worries...



- Who is feeling offended, left out, misunderstood, overlooked? What am I missing?
- Students can't hide online, and neither can I, the teacher!

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## Gil's Effective Practices



### Collaborative activities

### Sample Wiki question – Module 8

What's important about the way Langston Hughes conveys an image – of a mother speaking to her son, or commenting on a snooty New Yorker?!

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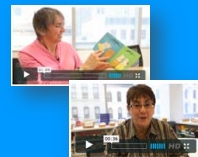
## Lessons Learned



- Relationship based learning in a community can take place in a robust way online
- Help students maintain balance in their lives, become comfortable with online learning, and harness the power of technology
- Keep it simple: basic tech tools and formats
- Know the tools you are using
- Visual and auditory input make a big difference: students like seeing and hearing their instructor

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## Lessons Learned



- Start discussions with small questions and encourage conversation, depth, revisiting
- As instructors, rethinking teaching and learning, our role as teacher
- Faculty choosing this format
- It involves a whole different experience of time in the classroom: 24/7

Voice  
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