BUILDING AN ONLINE EDUCATIONAL COMMUNITY

FLYING START
2020

FOSTERING A COMMUNITY OF INQUIRY
PREPARING FOR ARRIVAL

This is a model for tutors to generate a learning community online for new students to the University

PLANNING FLYING START ONLINE
There's a strong likelihood that we will be welcoming and inducting our new students in very different ways this September. We are retaining the same model to Flying Start with the same basic principles but also can share an overall online philosophy.

This is entirely compatible with the University ‘Moving Your Module Online’ (MYMO) advice.
Central principles of Flying Start

- Stimulate excitement about the subject.
- Develop an academic community.
- Support inclusion.
- Encourage students to work together.
- Develop habits of full-time study.
PROPOSED SOLUTION: FOSTERING A COMMUNITY OF INQUIRY

Flying Start principles are maintained as we build a Community of Inquiry (Garrison and Vaughan, 2008)

Attending to 3 elements

Cognitive + Social + Teaching

= Community of inquiry
Social presence
- e.g. enabling risk-free expression, encouraging collaboration, engagement with range of people and ideas

Cognitive presence
- Supports discourse, encourages critical and reflective dialogue
- e.g. exchanging information, connecting ideas, understanding and applying new ideas

Educational experience
- Sets climate, supports inclusion and 'feel' of online spaces
- Select content, construct meaning and knowledge

Teaching presence
- e.g. setting curriculum, focusing discussion, focuses and facilitates learning, Manages environment

Adapted from Vaughan, Cleveland-Innes and Garrison (2013, p.11-12)
SOCIAL PRESENCE IS OFTEN OVERLOOKED

This can be organised synchronistically or asynchronistically.

It is about setting and maintaining the climate.

It doesn't just happen naturally ...
SOCIAL PRESENCE ...HOW?

Examples of how a social community might be nurtured.

➢ Through offering an informal mode for discussion (the tea break effect) - e.g. a social platform for the whole course.

➢ Utilise Brightspace - Communications for instant messages, chat, discussion, groups.

➢ Actively plan and support critical and reflective dialogue in tasks and activities.

➢ Form shared agreements on online etiquette.
COGNITIVE ELEMENTS

➢ Focus on constructing knowledge
➢ Foster critical enquiry
➢ Frame and model modes of knowledge acquisition and enable its relevant application in practice

Prompt events or propose problems to **explore, integrate** and **apply**
COGNITIVE PRESENCE ...HOW?

How to scaffold learning online

➢ Enhance engagement through scaffolded set of purposeful activities

➢ Text based asynchronous material interspersed with synchronous discussion if possible

➢ Construct learning through set of activities

➢ Plan individual and collaborative thinking and articulation
How to bake a cake

Gather and weigh ingredients
Mix... How much?
Techniques?
Temperature and timing?
When?
TEACHING

ENABLING, FACILITATING AND PROVIDING FOCI FOR LEARNING

➢ Design and facilitate learning
➢ Direct and focus learning goals
➢ Support and challenge
➢ Nudge forward
➢ Resolve issues
➢ Keep timing flexible if needed
➢ Be present (at agreed times)

See examples in case studies from the ‘Moving your module online’ module on Brightspace.

You can use ‘Microsoft Teams’ as a classroom or seminar room and ‘chunk’ the content of the session.

The tutor is important, you organize and enable the learning.
Example of a series of activities:

- Reading (or watching) frames accompanying text/video (45 mins)
- Small group discussions with clear purpose (20 mins)
- Collective responses e.g. using discussion board or Padlet etc. (open for x days)
- Tutor/student engagement with pre-prepared ideas online/in seminar (1 hour online)
- Synthesise idea/issues as e.g. blog/paragraph/essay/recorded voice tape/visual/model/plan (x hours/days)
Flying Start encourages planning sessions with...

Academic librarians
PATs
Students’ Union
Academic Skills Tutors
Student Services
Careers
DESIGNING ONLINE ...

HELP!

SEE:
‘Moving your module online’ (MYMO) on Brightspace

Use your:
Flying Start module on Brightspace if useful to you

SEE:
‘Onboarding’ Enrolment and induction briefings from Student Services.

For Flying Start planning support contact Jane Wormald
j.Wormald@hud.ac.uk