
**Reflection on EDMS 4100-003 Online Only
AdobeConnect with Teacher Education Faculty**

Fall 2009, 5th week of class

October 9, 2009

Joan Wink

Proposed 15 minutes for the reflection

5 minutes for Joan's reflections

5 minutes for samples of students' work

5 minutes for question/answer

Reflective Cycle to

→ **Action Research to**

→ **Reflective Cycle: An Overview**

Reflective Cycle (first week of class)

<http://www.joanwink.com/charts/reflective.pdf>

Action Research (second week of class)

<http://www.joanwink.com/charts/action.pdf>

The Reflective Cycle: An Overview (fifth week of class)

<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

Joan's Reflection

FOCUS (or choose, or think about what you want to reflect on)

•EDMS 4100-003 Fall 2009 online only experience

DESCRIBE

•We use Course Documents for content.

•New readings/graphics/ideas are posted at the top of Course Docs every week.

•We use Discussion Board for weekly discussions. We normally have 5-10 threads in process; each thread is a different concept, and students read/respond.

•Points are posted on Grade Center when assignments are received. In addition, I keep a duplicate of grades in an old fashioned grade book. I write notes about students in the grade book....for example, who is having a baby when, or if a student is sick or has to be gone, I jot it in the paper notebook.

•I use Course Statistics daily to see who is online reading/sharing.

Retrieved from www.joanwink.com/scheditems/TE4100-reflection-1009.pdf

ANALYZE

- The first two weeks of class were more chaotic than normal for the beginning of an online class. Students were concerned about getting enrolled in their classes; the learning suffered. Every morning I got up and had 35 students enrolled, but they were never the same 35 students.
- One pattern which emerged early is that those who read more, learned more. I encourage students to read a little bit several times per week. As a student said to me, "If they don't read consistently, they don't get to experience the class unfolding."
- I keep track of the count on Course Statistics.
- A second pattern which emerged by Week Four is:
 - 1/3 of the class is very active with sharing and learning;
 - 1/3 third of the class is on Bb once/twice per week, and they are keeping up with assignments;
 - 1/3 of the class is starting to slip behind and realize that they are slipping.
- For the instructor, it is 24/7.

INTERPRET

- My perspective on the first two weeks of class: It was extremely difficult for students and for the learning process. It was not until Week 3, that I felt the class started to move forward collaboratively. In Week Four, several students who had not been reading consistently, started to feel the pressure.
- Another perception is that online only requires a high level of self-discipline and maturity on the part of students, all of whom have very complex and demanding lives.

TRANSFORM

- As I think about possible ways to improve class, I think some sort of AdobeConnect for office hours will help students.

NEW FOCUS (new questions always emerge)

I wonder about using AdobeConnect for several class periods during the semester.

Cyberspace File Folders: Student samples

Q/A & comments