



## Using Video Conferencing and Blackboard Tools to Deliver Further Education

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### Session Aims

- Outline the model of delivery
- Describe how blackboard has been the cornerstone for this model
- Introduce my research
- Discuss the benefits to students, staff and college

### The Program Delivery

- Fast Track 1 Year PDA Education Support Assistance Class
- SCQF Level 6
- Meeting 1 full day per week
- Lecturer changes location each week



### Opportunity or Threat?

*“new technology requires radical rethinking about how to administer and use it most effectively, this transformation presents both a great opportunity and a considerable threat”*

Matheos and Archer (2004)

## Videoconferencing as a solution

- Course Viability – rural aspect
- Widening Access & Participation
- Local Delivery - environmental aspects
- College Strategy - sustainability
- Cost Savings
- Innovative Use of ICT in Education

## 21<sup>st</sup> Century Students 'Digital Residents / Digital Visitors'

- Young people today spend 7.5 hours a day engaging with onscreen media (Maushart, 2011)
- To them this is not an 'activity' but their lived 'environment'
- ICT enhances and does not substitute traditional teaching methods

## ICT in Education

Garrison and Vaughn (2008) define and emphasize blended learning as a fundamentally different pedagogical approach with the innovative use of ICT in education rather than the substitute use which can foster active, engaged and collaborative learners.

## Blackboard's Role

- Cornerstone for the course
- Weekly powerpoints & Course materials
- Links to Reading Material, Online Videos, Research Sites
- Weekly Tasks and Activities
- Turnitin & Gradebook
- Discussion Boards

## Discussion Board

- Introductions
- Course Queries and Concerns
- Individual Tasks – e.g. Each to post 150 words on a particular ASN and each to respond
- Team Tasks – Working with Others

## Copy of Discussion Boards

The screenshot shows a Blackboard discussion board interface. On the left is a navigation menu with options like Home, Courses, Announcements, Student View, Course Information, Teaching Materials, Learning Resources, What's Next?, Student Tools, and Discussion Board. The main area displays a list of discussion boards with columns for title, description, and number of posts. The boards listed are:

Title	Description	Posts
Working with Others - Interboard Group 1	Discussion board for Marie, Emma, Sarah and Louise	6
Working with Others - Interboard Group 2	Discussion board for Lily, Chloe, Emily, Esha and Nicola	22
Working with Others - Interboard Group 3	Discussion board for Chloe, Emily, Patricia, Angela and Lisa	156
Working with Others - Interboard Group 2	Discussion board for Jane, Shona, Marianne, Suzanne, Emma and Melanie	95
Week 10		12
Week Conferences - (Multi-post threads)	Welcome to the video conference forum - I would like to invite you to leave constructive comments and discussions on the video conference delivery of the course. Click on here to see the discussions.	22
Exit Black Introductions	How are you all? Had a couple of weeks learning together I would like you to get to know each other across the classes. Over the next week I would like EVERYONE to enter here then 'start a new thread' and tell everyone a little bit about themselves - it can be about whatever you want but one not looking for you to share your address/telephone numbers etc. - just tell about what your interests are, perhaps what you have done previously - or what you would like to do. I managed to attach a photo of myself. Try to do this also - if you can't then tell me who you want to post with. I hope that your time, in addition to the weekly classes, you will build up learning relationships with other class members and can share experiences of placement, research techniques etc.	63



## Thumbs up / Thumbs Down Thread

"I think it's brilliant"

"Prefer Chantal here, still enjoying course"

"Guess it's new to us all but sure we'll get used to it."

"I don't have a problem at all with the Video Conference - I quite like it actually. As with everything it has technical issues at times, but they don't bother me at all. I would much prefer a few hiccups here and there instead of waiting in traffic frustrated every week"

## ***A comparison of student experiences through teaching face to face and by video conference***

## What am I actually delivering and how can I maximise its effectiveness?

- Blended Learning
- Distance Learning
- Distributed Learning
- Hybrid Learning
- Video Conferencing

### **Synchronous Distance Education**

## Theory

- Garrison & Vaughn's (Community of Inquiry Framework) = COI being teaching presence, social presence and cognitive presence.
- Chickering and Gamson's 7 Principles for Good Practice in Distance Education
- Bernard (*et al*) Three Types of Interaction Treatment relevant to this type of learning – student-student; student-content and student-teacher

## Theory Framework

- **Teaching Presence** / contact between students and faculty (1); prompt feedback (2); communicating high expectations (3) / Student-teacher interactions
- **Social presence** / reciprocity and cooperation among students (4) / Student-student interactions
- **Cognitive presence** / active learning techniques (5); time on task (6); respecting diverse talents and ways of learning (7) / student-content interactions

## Approaching the Research

- Do students articulate a preference between face to face and video conferenced learning?
- What factors or experiences do students identify that determine that preference.
- How can the pedagogy in this model of delivery be used to maximise learning and the learner experience.
- How does teaching practice change to accommodate this model of delivery?

## Challenges

- Technical interruptions
- Getting students engaged with medium and having confidence
- Activities to be active and meaningful – both in class and online
- Constant interchange across sites to ensure participation

## Gains

- Students
- Staff
- College

## Good Practice

- Preparation of quality resources – tailor to the delivery then review
- Management of site – currency of information and organised for ease of use
- Facilitate discussion and engagement
- Deadlines – create and monitor
- Use blackboard widely – e.g. gradebook
- Introduce online tasks in class, back up with instructions online

## What does not work

- Long Lectures
- Lengthy independent tasks in class

## Questions