A note about the slides

- A welcome slide can be a useful landing slide while students are joining the session.
- Use slides to facilitate learning and teaching, discussion, questions, activities and to get main points across.
- Have a few blank slides, which are great for capturing ideas (you can save these at the end).
- You can save the slides into your student resource area in Blackboard for further reference.
- Create task slides for breakout rooms and load them in advance.

Welcome to Collaborate

Etiquette

We are not using video (it uses up too much bandwidth)

Please keep microphones muted when others are talking (indicated by line through microphone)

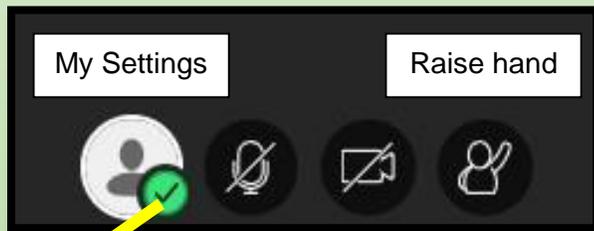Get involved in discussions and respect each others views

There is no "wrong" response!

Get everyone involved, encourage through chat and feedback and use of emoticons

If you need to pop out, use the "Away" status (click the green tick)

I hope you enjoy today

My Settings

Raise hand

Set status and feedback

emoticons and feedback

Have a look in the Collaborate Panel and feel free to start chatting….

Can you all hear me?

Please use feedback
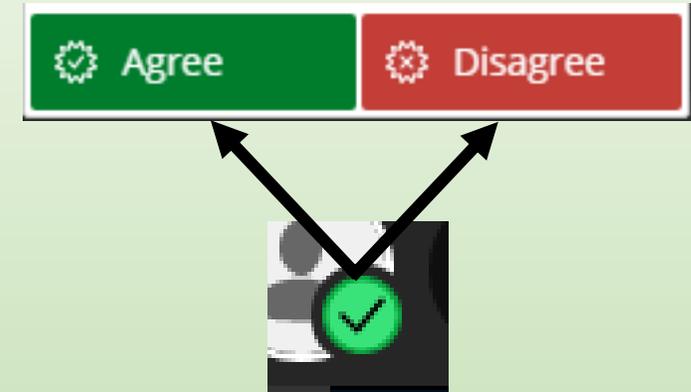
if you cannot hear me speaking at this point, please go to text chat and state who you are and we will try and help you.

Experience Blackboard Collaborate Ultra

Fiona Grant **|** Tracy Matheson **|** *Murdo MacMillan*

hands on **|** action learning **|** discussion groups

Introductions

- What is your name?

- What is your role?

- Where you are based?

- What subject do you teach?

- Where are you right now?

Can Blackboard Collaborate enhance learning and teaching in FE and HE?

- **By the end of this session you will have experienced:**
- using interactive functions of Collaborate as a learner
  - talking, text chat, feeding back and emoticons, polling, breakout rooms, use of slides and whiteboard

- taking part in discussions

- You will be introduced to the ***Community of Inquiry*** and consider how Collaborate may help enhance social and cognitive presence and consider your teaching presence role

Have you used Collaborate or similar before?

- **1** – I have no experience of participating in Collaborate sessions, webinars or similar

- **2** – I have experience of participating in Collaborate sessions, webinars or similar

- **3** – I have experience of presenting and/or participating in Collaborate sessions, webinars or similar

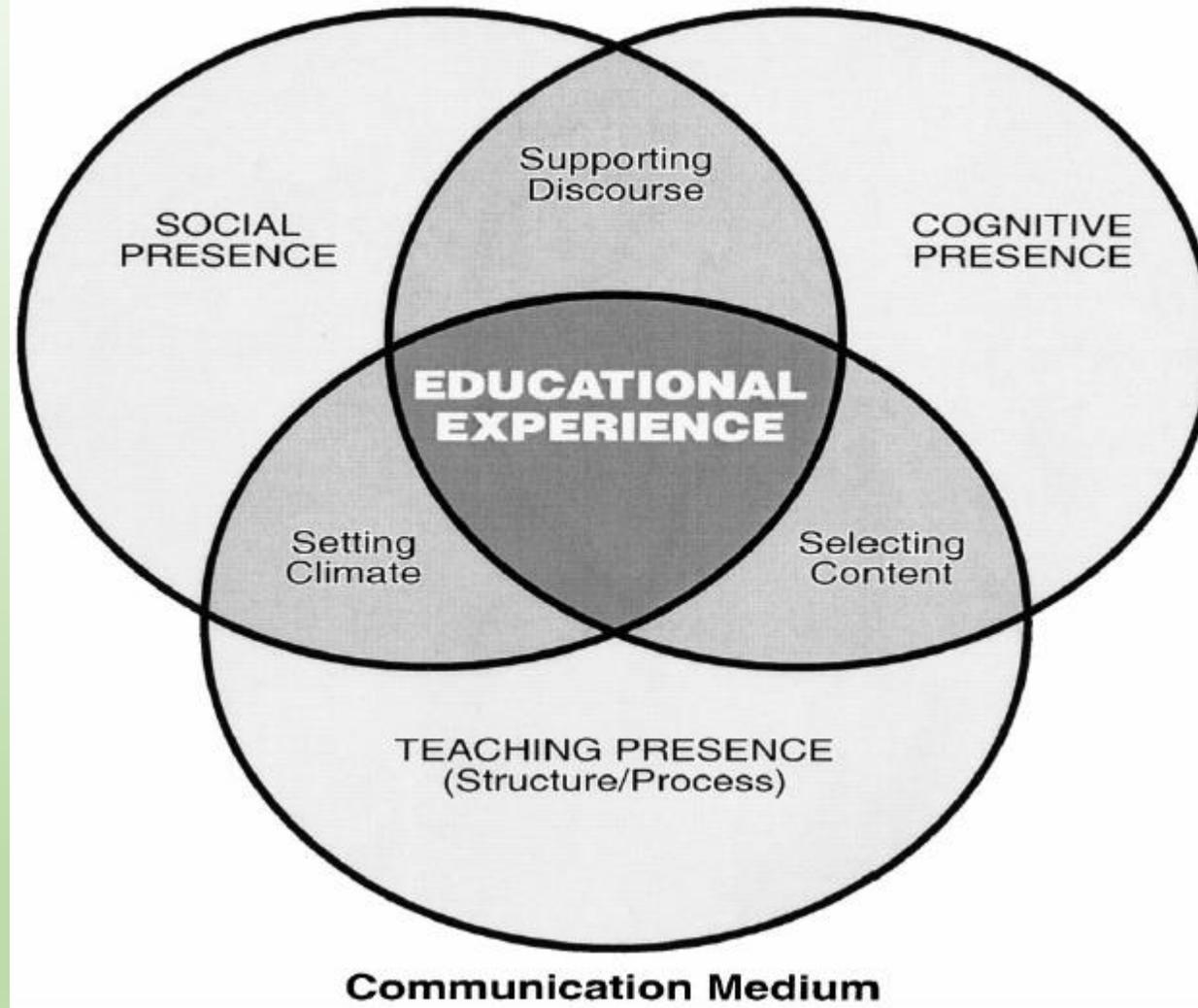current experience technology enhanced learning (TEL)

…to gain from this session?

Garrison R.D., Anderson, T. and Archer, W. (2000) 'Critical Inquiry in a Text-based Environment: Computer Conferencing in Higher Education'. *The Internet and Higher Education* 2 (2-3), 87-107

Community of Inquiry (CoI) – briefly

- CoI - a useful framework for designing online learning
- Social constructivist in character, stemming from Dewey's concept learning actively through inquiry with others (1938)
- Three interdependent elements
- Highly relevant, now cited 4000 times since 2000
- Attracting much interest and further research, and more recently has undergone some variations which may further enhance the framework.

Thinking of online and social presence –
(if you are not teaching online, use f2f examples)

What strategies do you currently use to develop group cohesiveness?

How do you motivate learners and encourage an online learning community?

We will take a vote and go with a majority.

Would you like to stay in the same breakout group as before?

1 Yes
2 No

How do you think Collaborate can enhance social presence and cognitive presence (critical thinking)?

Having experienced some Collaborate tools just now, will you consider using Collaborate in the future?

Use feedback

How might you use Collaborate in your teaching?

Please use text chat to share a few thoughts and examples of how you may take this forward.

Community of Inquiry and more…

- A framework which can sit beside other standards and checklists.

- [VLE checklist](#) developed by EDU

- [UHI Blended Learning Standards](#) located on Mahara https://mahara.uhi.ac.uk/view/view.php?id=606

- CoI focuses on the process of learning and how a student constructs learning whereas the checklists above are more about the design and structure of the course.

Some reflections

- Perhaps the role of the teacher is changing?

- Teaching presence is vital in helping to develop a high level of social presence and to scaffold cognitive presence. Gunawardena (1995) found that those who moderated online spaces were essential in shaping online community. Laurillard (2002: 147-151) argues that teachers need to shape online learning carefully and Lister (2014) found that course structure, content, interaction and feedback were very important to students, all associated with teaching presence.

- "Good teaching is good teaching regardless of the environment" (Crews, Wilkinson and Neill 2015:100)

Can Blackboard Collaborate enhance learning and teaching in FE and HE?

- **You have experienced:**

- using interactive functions of Collaborate as a learner
  - talking, text chat, feeding back and emoticons, polling, breakout rooms, use of slides and whiteboard

- taking part in discussions

- You have been introduced to the **Community of Inquiry** and thought about how Collaborate may help enhance social and cognitive presence and your teaching presence role

A final thought from me

- There is a much greater emphasis for the teacher to plan well for online and blended learning (Freeman and Tremblay 2013).

  An "*architect of learning spaces*" (Wheeler 2015: 103) is perhaps an apt description for educators across UHI, especially in our context of technology enhanced learning!

- **Thank you** for taking part…..