The Coaching Chronicles

Issue 1 Volume 17

What are GREAT Questions?

- **"Description:** What did you see? What happened? What is the difference between...?"
- **"Reflection:** What was interesting? What was surprising?"
- **"Analogy:** What else does it remind you of? What else does it look like?"
- **"Common Purpose:** What is the purpose of...? What is the usual function of...?"
- **"Procedures:** How does one normally do...? How was this done? What is the normal (non-creative) next step?"
- **"Possibilities:** What else could...? How could we...? If we didn't have, or couldn't use ..., what could...? Prediction: What will happen next? What will you see? What will be the effect?"
- **"Justification:** How can you tell? What evidence led you to...?"
- **"Theorizing:** Why is it that way? What is the reason for it? Generalization: What is the same about ... and...? What could you generalize from these events? What principle is operating? Definition: What does...mean? Define the word...."

Applying the Best Ten Prac...

programmingtutor.org

In this post I will provide examples/ activities that illustrate how I would apply each of the ten best practices for teaching online (Boettcher & Conrad, 2016). BP1: Be Present at course site “Research has suggested three types of presence: Social presence, teaching presence and cognitive presence” (Boettcher &Conrad, 2016,...

Effective Group Work in an Online Course

Four Strategies for Instructors (and Institutions) That Support Online Group Work

1. *Design a Group Assignment that is complex, that challenges students* to apply and discuss course content using multiple perspectives to solve a problem or develop a solution. Include expectations,

purpose and clear instructions about how students can collaborate and provide feedback to each other. (Lowes, 2007, p. 12)

2. *Model and support the development of collaborative skills* • Develop collaborative learning protocols and establish clear expectations about student and instructor roles • Promote student self-monitoring of learning through progress reports, feedback, discussion forums, virtual student-instructor conferences • Cover the skills required at the beginning of the course… *An extensive list of ideas in* "Collaborative learning in an online teacher education course: lessons learned" (Coe, 2012, p. 339)
3. *Facilitate and be involved in group activities.* • Closely monitor group discussion boards to identify student involvement at beginning of group work, contact students not participating early in the group process.• Collect ongoing data on student progress.
4. *Make the assessment criteria explicit.* "Several effective solutions may be employed to do exactly as Webb suggests, that is, to measure group productivity and to measure the individual students' abilities within the group. Exactly which of the solutions is the most appropriate will depend upon the circumstances." (Roberts & McInnerney, 2007, p. 263).

Lowes, S. (2014). How much "group" is there in online group work? *Journal Of Asynchronous Learning Networks*, 18(1). Retrieved from http://jaln.sloanconsortium.org/index.php/jaln/article/view/373/82

Roberts, T. S. & McInnerney, J. M. (2007). Seven problems of online group learning (and their solutions). *Educational Technology and Society* 10(4): 257-268. Retrieved from http://www.ifets.info/journals/10_4/22.pdf

Zygouris-Coe, V. (2012). Proceedings from ICITE 2012: *Collaborative Learning in an Online Teacher Education Course: Lessons Learned.* Rhodes, Greece. Retrieved from http://www.icicte.org/Proceedings2012/Papers/08-4-Zygouris-Coe.pdf

'Hands-On' Classes Online

'Hands-on' classes online...

www.washington.edu

Teaching a lab class online

Blackboard How To Videos

Blackboard Learn

Click on the link below to enjoy a few short "how to" videos for Blackboard Learn.

YouTube www.youtube.com

Resources provided by the Virtual Learning Community (VLC)

The **Virtual Learning Community** (**VLC**) is a collaborative effort of the **North Carolina Community College** System for developing online course content and providing support services for the benefit

and success of distance learning students, educators, and eLearning administrators.

Access the Virtual Learning Community

NEW DAY

Coffee with the Coaches will be held Thursday mornings from 10:00am - 11:00am. Make a note of the day change on your calendars! See you then...

Coffee with the Coach

When

Thursday, June 25th, 10-11 am

Where

Blackboard Collaborate

More information

Grab your coffee and join the Instructional Coaches for a morning chat. This is a great time to share ideas, pose questions and request resources.

https://us.bbcollab.com/guest/2b6df82b335a4511a1b167930b532682

Schedule a Coaching Session

Do you have specific questions you want to have addressed? Would you like a one-on-one conversation with your Instructional Coach to get some ideas regarding instructional strategies?

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