Research and Other Collaborative Projects Online

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Why was she so excited?

Would be she so excited if she was joining an online program?
She wants to belong

You know, it was Andrews!!
She will learn from and collaborate with professors she admires!

She wants to make a difference!
Would she be so excited if she was joining an online program?
Do online students know the campus?

Do they have access to chapel and assemblies?

Do they have access to study tours?

Do they have access to information and promotions on the board of the program?

Do they in the symposia and conferences of the program?

Do they collaborate in the research projects of the program?

Can they interact with fellow students of the program?
Research
Reading and Synthesizing Research

- Compare and contrast articles (i.e. a professional article, a web site article, a blog article, and a peer-reviewed research article)
- Choose a controversial issue and read at least two articles from a reference book or scholarly journal on each side of the topic. Write your own opinion article using those four sources.

http://www.dickinson.edu/info/20391/library/2550/information_literacy_program/3
Researcher Study

Study five sources written by a prominent researcher in the field and write a biographical study of that researcher and their work
Find a literature review article written 10 or more years ago, and update the information presented by writing a new literature review with sources on the topic in the last 5 years.
Follow Academic Journals

- Follow their twitter feeds
- Subscribe to Table of Contents via email

Students write a summary of a month’s worth of topics from that academic journal. What are the hot topics in the field? What research questions are raised from the reading?
Classroom Research Blog

Students post regularly on a classroom blog:

- Brief summaries of research articles
- A short description of a research question and proposed methods of researching the question
- Critiques of research articles
- Comparison of a news article and a research article on the same topic
- An annotated list of potential data sources to address a research question
Wiki to Support a Research Study

- A collaborative space can expedite the review process and provide a robust environment for mentoring.
- Organization: research topic, background and significance, method, instrument, resources such as cited sources, suggestions from mentors, etc.
- Use the commenting option of the wiki for feedback.
- Use the document history to review progress.

Collaborative Research Paper

- Group research paper or presentation. The wiki facilitates the group work and tracks input by each member.
- Include a group planning page with research topic, group member roles, goals and outlines.
- Research page to track research and highlight resources.
- The paper/presentation page to hold the final product.

Annotated Bibliography

- Individual or group
- Be specific on your expectations: summary? critique? comparison?
- Require the use of Endnote
An Investigation of the Relationship between Student Activity Patterns and Successful Course Completion in Self-Paced Distance Courses

by Janine Lim, Ph. D.
Presented at the International Council on Open and Distance Education World Conference, October 18, 2013

Abstract

Student completion is a key indicator of the quality of open and distance learning. This study examined whether student activity patterns in a self-paced course are related to successful completion of the course. Research hypotheses were that there is a relationship between students’ completion and time-based and sequence-based activity patterns. The study included 942 students in 80 different general education courses from January 2011 - December 2012. The courses offered came from a range of disciplines, including humanities, math and science. Student status of registration and assignments submitted were analyzed. The results of this study suggest that some student activity patterns in a self-paced course may be related to their successful completion.

Methods

- Research design: ex-post facto correlational design with hypotheses.
- Data collected: students’ registration date, date each assignment was submitted, final grade, completion date.
- Data collected: Days between registration and first assignment submitted, average number of days between submitting assignments, average number of days to course completion.
- Data collected: Whether or not the student completed the assignments and exams in the sequence prescribed by the course author.

Results

- 76.6% successfully completed their courses.
- Successful completion was defined as a C grade or higher as suggested by Diaz (2000).
- A withdrawal, dropping out, or receiving a D or F were considered unsuccessful completion.

Time-Based Student Activity Patterns Correlated to Successful Completion

<table>
<thead>
<tr>
<th>Time-Based Activity Patterns</th>
<th>n</th>
<th>Pearson Correlation</th>
<th>Sig. (t-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of days between registration and first assignment submitted</td>
<td>500</td>
<td>-0.25 **</td>
<td>0.000</td>
</tr>
<tr>
<td>Average days between assignments submitted</td>
<td>500</td>
<td>-0.20 **</td>
<td>0.003</td>
</tr>
<tr>
<td>Number of days between registration and course completion</td>
<td>500</td>
<td>-0.20 **</td>
<td>0.003</td>
</tr>
</tbody>
</table>

Sequence-Based Student Activity Patterns Correlated to Successful Completion

<table>
<thead>
<tr>
<th>Sequence-Based Activity Patterns</th>
<th>n</th>
<th>Pearson Correlation</th>
<th>Sig. (t-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-based patterns:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of assignments submitted</td>
<td>500</td>
<td>0.25 **</td>
<td>0.000</td>
</tr>
<tr>
<td>Frequency of exams taken</td>
<td>500</td>
<td>0.19 **</td>
<td>0.003</td>
</tr>
</tbody>
</table>

Conclusions

- The data suggests that the longer the students waited to submit their first assignment, the less likely they were to complete the course.
- The data suggests that students who took longer to submit assignments were less likely to complete.
- The data suggests that students who completed at least one assignment out of sequence were more likely to complete.

Questions Raised

1. What supports for online students would help them begin submitting assignments more quickly and consistently after registration?
2. Are certain types of courses more flexible on the assignment and exam order than others?
3. Is there a difference between courses for general education and the major area of study?
4. What other measures might be appropriate to investigate learners’ choice and persistence?
Group Writing Activities

- Short written response in pairs (swap and add to it)
- Brainstorming
- Summarizing
- Writing definitions / glossary items
- Writing from another viewpoint

http://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/low-stakes-assignments.aspx

http://writingcenter.unc.edu/faculty-resources/tips-on-teaching-writing/in-class-writing-exercises/
Share

● Are you already doing any activities like this?
● Are there any ideas you want to try?
Projects

Provide structure, interdependence, and clear expectations
KWL

Pre Lecture Discussion Forum
- What do you **K**now already?
- What do you **W**ant to know?

Post Lecture Discussion Forum
- What did you **L**earn?

KQLA

Pre Lecture Discussion Forum
- What do you **K**now already?
- What **Q**uestions do you have?

Post Lecture Discussion Forum
- What did you **L**earn?
- How can you **A**pply your learning?
Pass the Problem

- Define
- Supporting Data
- Questions

Pass:
- Analysis
- Solutions
- Recommendations

Debates

Use a wiki

Or a discussion forum

Or a GoogleDoc
Group Synthesis

https://vimeo.com/52828690
https://facultyinnovate.utexas.edu/teaching/learning/critical-thinking-skills-training/synthesis
Case Studies with a Wiki

- Case studies encourage students to evaluate the strengths and limitations of a situation or problem, and to suggest alternative solutions and actions.
- Start with an open-ended problem or question that has many different yet valid answers or solutions.
- Explain guidelines clearly. Rubrics.
- Students will need space to research, analyze, and write the case solution.
Simulations

- Simulations in textbook and publisher materials
- Online simulations - text based / graphic based
- Simulations that continue throughout the whole semester

Microsoft Flight Simulator
Role Play Online

In the discussion forum for chunk 4, we’ll have a four step process:

1) Formation into groups(2 - 3) on the major world philosophies.

2) Posting your group presentation on your chosen worldview. (First week of the chunk if possible!)

3) Respond to several worldview presentations in your 'new' role (your chosen 'ism') - asking questions, agreeing and disagreeing where it makes sense to do so!

4) Second week - Interact with other philosophers (in your role) as you a) give advice to Barak Obama on what he should do about illegal immigration (from your 'assigned' philosopher viewpoint) and b) give advice to AU Leadership faculty about the program.

Take on a role or character or point of view and discuss a concept staying in that role.

Dear Mr. President,

Just as Thomas Jefferson, founding father, early Deist and author of the Declaration of Independence believed that “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness.” So I would urge that the U.S. needs to construct rational policies to ensure that these rights are given to all people irrespective of their place of birth. These lines of nationalism do not come from the natural world but rather from groups (religious and political) which seek to create borders and separation. America was built on the ideals of people like Thomas Jefferson - all people, all equal, God created and sustained through the order and rules of nature. We must dispel the ideas that one group of people has the upper hand or more of a divine destiny and apply reason and order to this discussion and take out the emotion and dogma of the various interest groups.

Thank you,

Donna, a Deist
Role Play Offline

- Offline with resources at hand
- Family members or friends
- Record and upload as an assignment

http://www.usd.edu/
Non-linguistic Representation of Concepts

Mind map / concept map with **Gliffy**, **PPT**, **Bubbl.us**, etc.

Create an infographic with **infogr.am**

Draw (scan/take a pic with cell phone)
Share

- Are you already doing any activities like this?
- Are there any ideas you want to try?
Research and Projects
STRAND B: *Learn Deeply*

Breakout Session Time:

*Friday 10:00a*

*Friday 11:20a*

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Breakout Session Evaluation


(Also found on Page 5 of the program and
@ DigitalCommons.andrews.edu, Events, Faculty Institute, Faculty Institute 2016, scroll down)

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Plenary Evaluation


(Also found on Page 5 of the program and
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