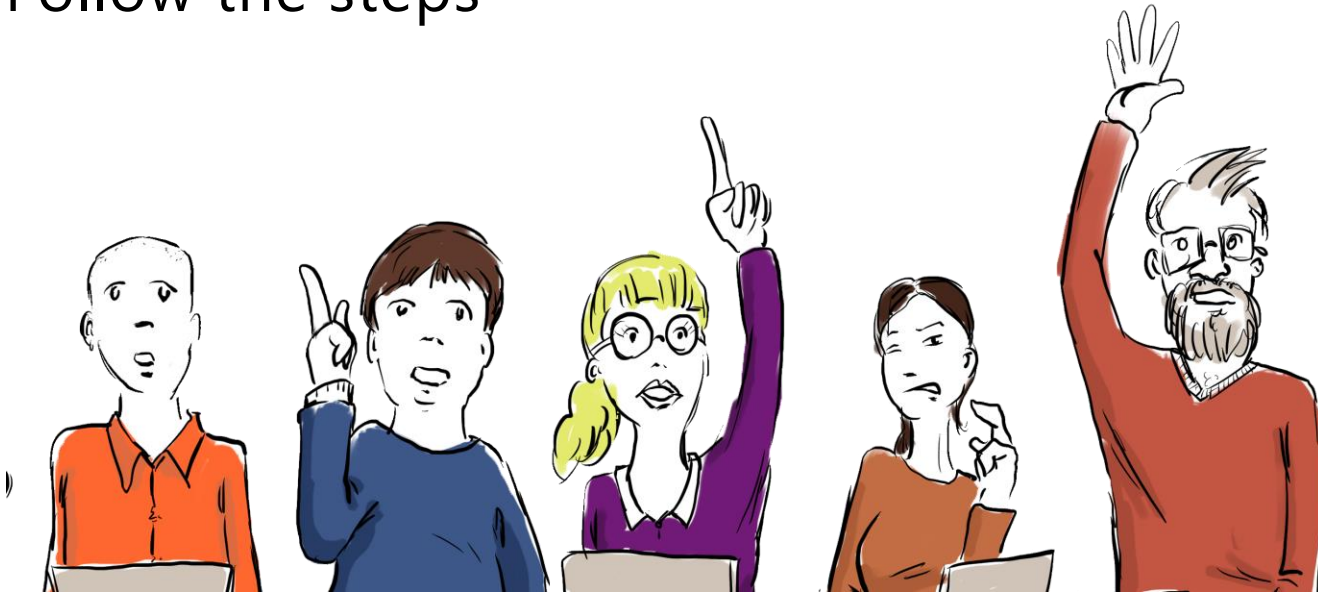


Activate your students online!

Collaboration and discussion made easy with the New Absalon

Please log on to the workshop platform now!

- Go to: <https://absalon.ku.dk/enroll/6Y9PG4>
- Follow the steps



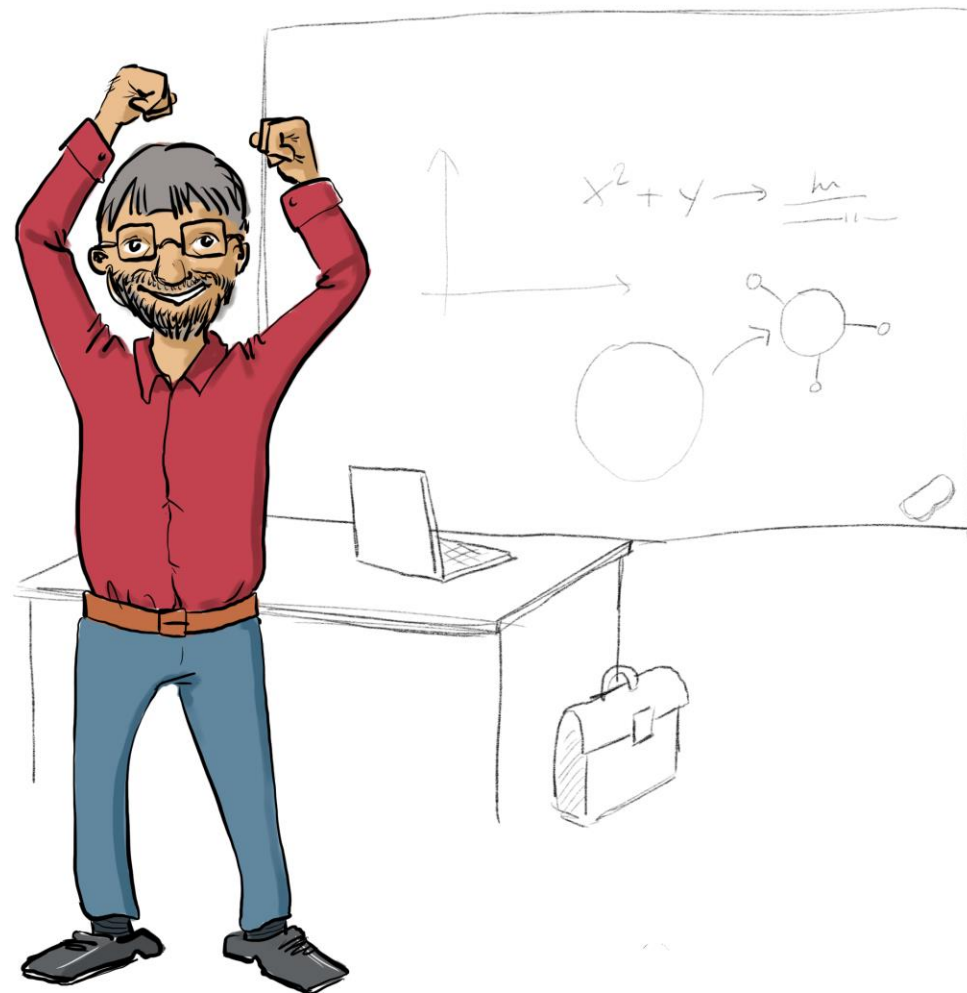
Activate your students online

Collaboration and discussion made easy with the New Absalon

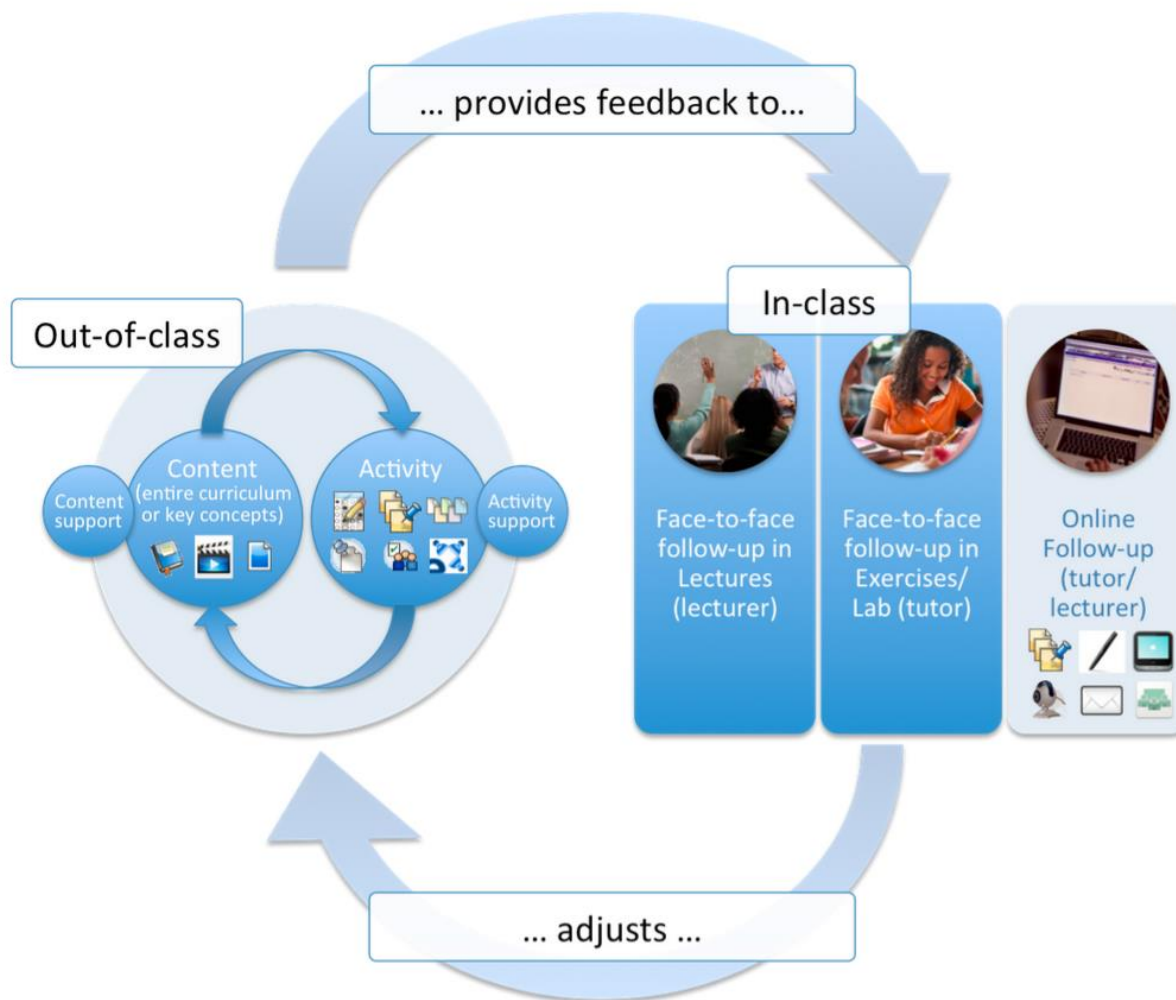
Chresteria Neutzsky-Wulff (HUM)
Henrik Bregnhøj (SUND)

UNIVERSITY OF COPENHAGEN



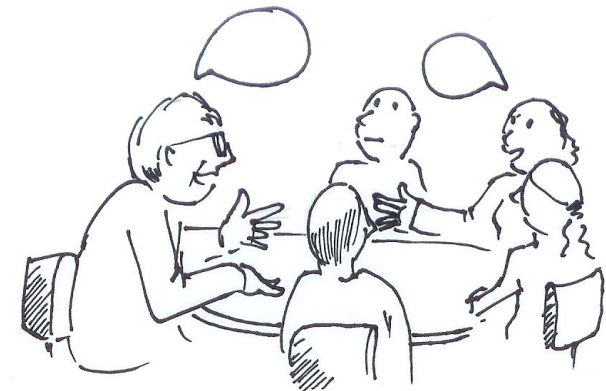


Learning between classes



Today's program

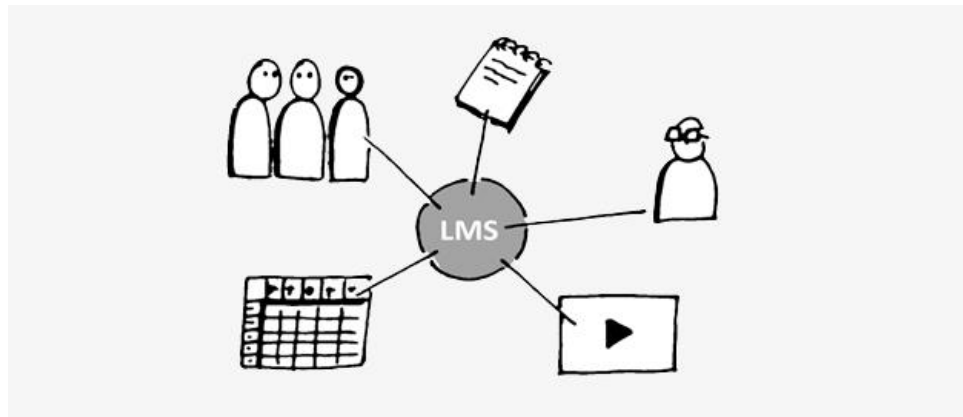
- Online Communication forms in ^{new!} Absalon
- Synchronous discussions
 - Task: Questions for Gilly Salmon
 - Task: Chat with Gilly Salmon
 - Task: Video Conference in Big Blue Button with Gilly Salmon
- Asynchronous discussions
 - Examples of forum discussions
 - Task: Evaluation in discussion forum



Forms of online communication in ^{new!} Absalon

- Chat
- Video Conference
- Discussions (forum)
- Collaborations / Google docs

- (Teacher to student: announcements, Inbox)



Online communication forms in ^{new!} Absalon

Synchronous

- Chat
- Video Conference

Asynchronous

- Discussions (forum)

Both

- Collaborations / Google docs



➤ **And Group Rooms**

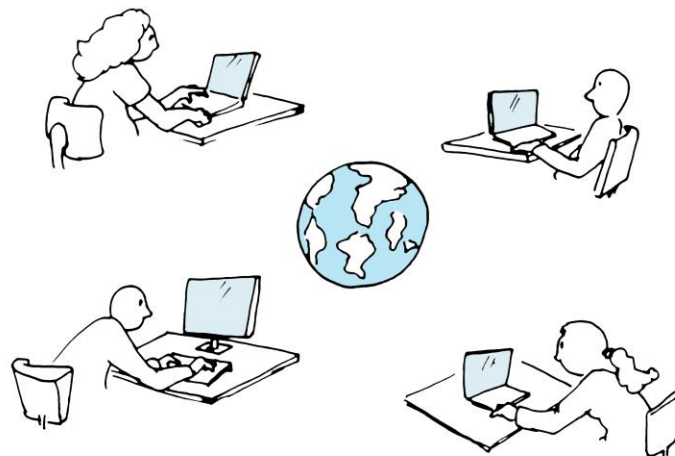
Synchronous, in class

- Bring in a teacher or a researcher from outside (VC)
- Group work summary/conclusion (Collaboration/chat)
- Taking minutes of the main points of the lesson (Collaboration)



Synchronous, at a distance

- Lecture by and discussion with teacher from outside (VC)
- Any kind of discussion (VC/chat)
- Supervision of students (e.g. groups) (VC)
 - Or work together in groups/small classes (VC)
- Weekly question session (chat/VC/discussion forum)



Guest lecturer at distance or to a distance audience

Camera and Voice



Henrik Bregnhøj

Chat

David: Group 1 Were Brilliant!
 Henrik Bregnhøj: :-)
 Moritz: Hey David
 David: Hey Moritz you good?
 jimena: hey david
 jimena: did group 5 present yet?
 David: Sorry jimena been listening but not watching everything. all now presented. How you?
 jimena: auuu, late...haha
 jimena: ok, bye then david! ;)
 David: Just looking at video you suggest
 felix: can we see the other part of the question?
 felix: i mean the preamble/problem statement to the question
 felix: @henrik I could still not find the data for the 5 separate industries in

PLAYING...

0:02:47

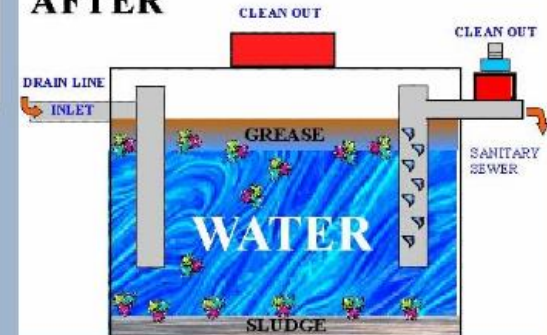
DTU Dkt 2007_IWWT.ppt

Fat, Oil and Grease Trapping

BEFORE



AFTER



DTU Course on Industrial Wastewater Treatment

Online presentation with student feedback



Chat at a distance. Subject: online communication

12242-EMiT 2008: Common discussion 3 September: Chat sessions - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://elearn.env.dtu.dk/mod/chat/report.php?id=250&start=1220438946&end=1220445374

Most Visited Drift-Info Infocenter Medarbejder Forhold Værktøjer Windows Marketplace BioBooking - Kinopalæ...

Draft: CBI eLearning Portal 12242-EMiT 2008: Common discu...

07:53 Veronica: I agree with Aude too

07:53 Henrik: what is MS groove Lars?

07:53 Aude: It's also important to write detailed small reports at the end of meetings to ensure all ideas are ok for everyone

07:53 Lars Bru: basically a folder you can keep synchronized with other computers

07:54 Mirko: In my opinion it is crucial to create a timetable with deadlines, with one meeting in a while e-mailing and discussion forums.

07:54 Valerie Florence: small resume of each meeting: good idea

07:54 Anders Hasse: About using Moodle: Sorry to say it, but I will also use Moodle

07:54 Mirko: resumes are good if someone is not participating in the meetings

07:55 Lars Bru: Mirko: good idea, and perhaps also make a group contract to begin with, so there is some agreement about the amount of work people contribute with

07:55 Aude: I agree with you Mirko

07:55 Henrik: Many good ideas: One question: Has email any advantages over a Forum only for the group (that sends out also emails with the content)?

07:55 Maria: since there are many people from developing countries maybe we shouldn't use MS office and use OpenOffice instead

07:55 Valerie Florence: resumes are always useful, even if everybody is there, because it is back-up

07:55 Maria: everyone can download that for free

07:56 Marie Louise Møllebæk: yes and resume to be added a list of things to be done to next time (or later) and who will do what

07:56 Anders Hasse: forum Vs. email: I like the forum thing, as I can use it as a track record

07:56 Lars Bru: Henrik: I don't see any advantages of E-mail over forums, if the forum includes an option for sending files

Results in 3-4 min:

- 6 sub-discussions
- 17 statements
- 8 persons active (of ~25)

Done

start Microso... 2007-0... Inbox -... PowerP... 2 Micr... 12242-... DA 09:03

Results

12242-EMiT 2008: Common discussion 3 September: Chat sessions - Mozilla Firefox

File Edit View History Bookmarks Tools Help













http://elearn.env.dtu.dk/mod/chat/report.php?id=250

Most Visited Drift-Info Infocenter Medarbejder Forhold Værktøjer Windows Marketplace BioBooking - Kinopalæ...

Draft: CBI eLearning Portal 12242-EMiT 2008: Common discu...

Common discussion 3 September: Chat sessions

Wednesday, 3 September 2008, 06:49 AM --> Wednesday, 3 September 2008, 08:36 AM

-  Henrik Bregnhøj (66)
-  Mirko Miseljić (44)
-  Lars Bru Jørgensen (29)
-  Anders Hasse Røpke (24)
-  Valerie Florence Sturm (15)
-  Marie Louise Møllebæk Larsen (14)
-  Alberto Moreno García (13)
-  Aude Vesin (10)
-  Maria Lehn (9)
-  Veronica Martinez (8)
-  Sara Tejedor (8)
-  Alexandra Bonou (8)
-  Martin Davy (6)
-  Suzy Mc Ennis (5)
-  Ingrid Saunes (4)

Done

start

Microso... 2007-0... Inbox -... PowerP... 2 Micr... 12242-... DA

09:05

Synchronous use of the discussion forum

KUnet forsiede | its | itslearning | Topic: Mandagschat Lekt: | Course modules: Græsk

https://absalon.ku.dk/courses/437/discussion_topics/40088

4781-E16;ÅU KGR Græsk 1 - efterår > Discussions > Mandagschat Lektion 8 (uge 44) d. 7.11. kl. 19-20

Home
Modules
Announcements
Assignments
Quizzes
Discussions
People
Grades
Pages
Collaborations
Files
Chat
Conferences
Outcomes
Settings

Published Edit


Mandagschat Lektion 8 (uge 44) d. 7.11. kl. 19-20

31 Oct at 13:18
90

Hej alle sammen,

Som angivet i lektionsbeskrivelsen ser vi i denne mandagschat på kasusfunktioner.

Hvis I når at kigge forbi her i tråden i god tid inden chatten, kan I se denne lille video om kasus. Hvis ikke, ser I den bare efter chatten. Hav BASIS liggende ved siden af:



Løb 5 12 i BASIS igennem inden chatten. I skal ikke kunne alle funktionerne, men blot læse dem igennem og meget gerne lige notere jer dem, I kan genkende.

Målet med chatten er - ud over at I kommer godt i gang med delopgave 2.d i afleveringsopgaven - at vi får talt om, hvad græsk bruger de forskellige kasus til. I har set flere af de helt basale funktioner indtil nu, og dem vil vi prøve at få samlet op på.

En sådan opsamling og følgende delopgave laver vi i løbet af chatten:

2.d) Angiv, hvilken kasus følgende ord står i, og hvilket syntaktisk led de udgør. Brug BASIS 5 12 til kasusfunktionerne.

- 1) Linje 8: τοσαῦτα πράγματα
- 2) Linje 10: τὸ συμπόσιον
- 3) Linje 11: αὐτοῦ
- 4) Linje 15: τὸ (πάντων) δεινότατον
- 5) Linje 15: πάντων (alene)
- 6) Linje 15: νυκτός
- 7) Linje 16: τῷ Πλούτῳ

1

Going through an exercise together ...

The screenshot shows a web browser window with the URL https://absalon.ku.dk/courses/437/discussion_topics/40088. The page displays a discussion thread with the following posts:

- Jens Sandborg Nielsen** (31 Oct 2016):

Må indrømme at den syntaktiske analyse volder mig store problemer. Både i forhold til at få afgrænset hovedsætning og ledsætning. Jeg forsøger at tage udgangspunkt i den morfologiske analyse, og derefter det hele til at hænge sammen, men alligevel. Er der en mere fast procedure eller andet, som kunne hjælpe mig? Jeg ved godt, at dette er et meget omfattende spørgsmål, men tillader mig alligevel at spørge.
- Anne Chresteria Neutzsky-Wulff** (31 Oct 2016):

Det er vildt godt, at I spørger. I skal bare spørge om alt muligt! :-)

Spørger du specifikt til, hvordan man skal gennemskue, hvad der er HS og LS i en periode? Skal lige være helt sikker ...
- Anne Chresteria Neutzsky-Wulff** (31 Oct 2016):

Hvis jeg ikke når at svare undervejs i chatten, sørger jeg for at svare bagefter.
- Lise Jørgensen** (31 Oct 2016):

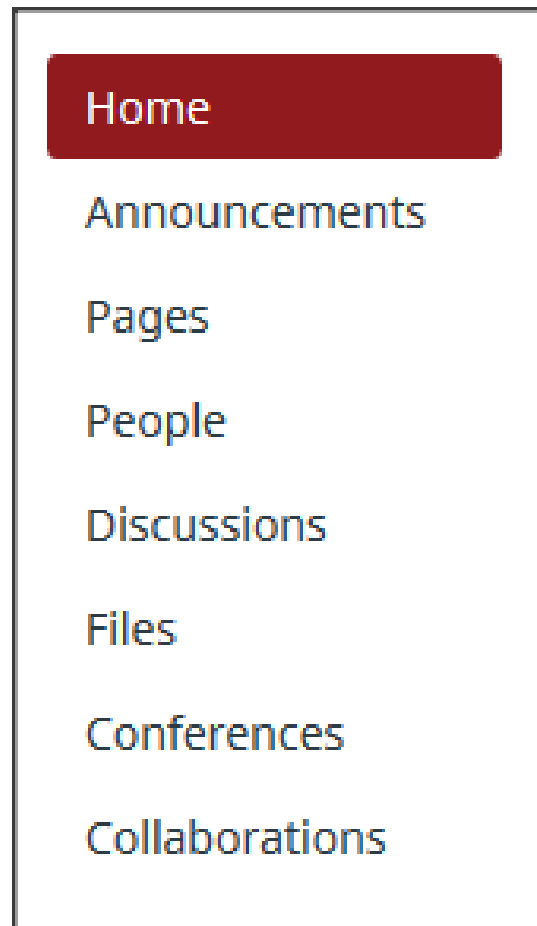
Jeg synes sgi også det er svært, bare at få etableret hvad der er verballed og subjekt, og hvad der er stammen på verbet, når man skal regne sammentrækninger og temavokaler ol fra. Det kunne være fedt med et godt råd til hvordan man "angriber" en sætning.
- Anne Chresteria Neutzsky-Wulff** (31 Oct 2016):

A red box on the right side of the screenshot contains the following text:

Results in one hour:
- 88 statements
- 5 persons active

Group rooms

- Every group formed in Absalon has a group platform with



Synchronous communication in practice

- Meet Gilly Salmon in Chat and then Video Conference!

Chat

- Formulate a question in groups and ask Gilly

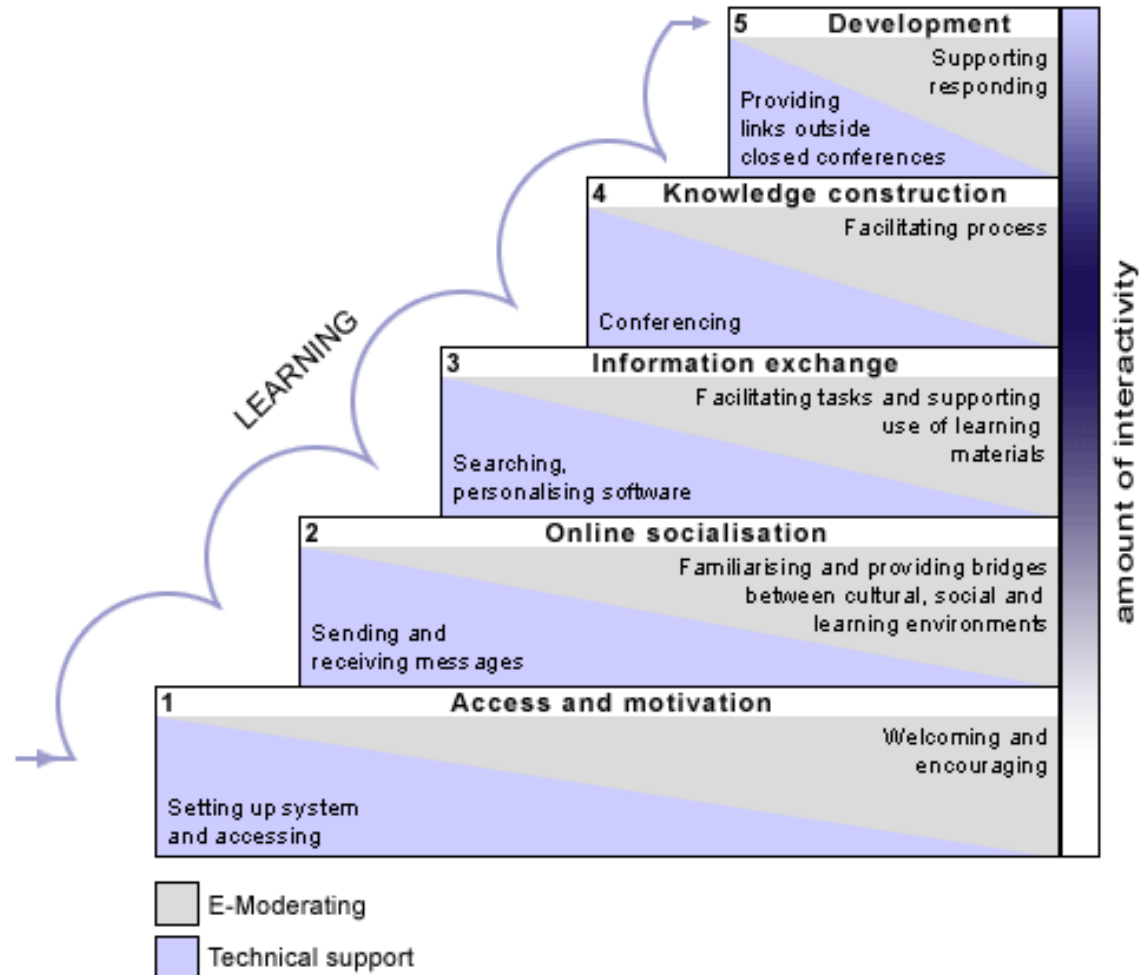
Video Conference

- Gilly will show us an example of online student activation

The Gilly Salmon Five stage model

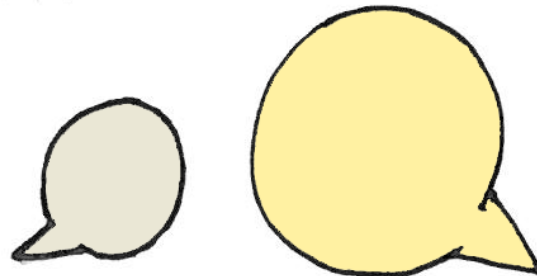


Various support in the five stages

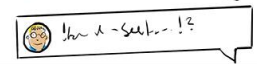
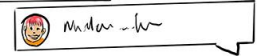


Ask Gilly Salmon about activating students online

- Discuss with the 2-4 participants sitting next to you about how to/you activate your students online.
 - Challenges – e.g. how to motivate the students
 - Coherence between the activity and the rest of the curriculum
- Formulate one question to ask Gilly.
- Go to **the chat room** in Absalon and type in the question.



Activate your students before and after class with online discussions



Asynchronous online discussions

- Provide training of written communicative skills
- Stimulate reflection
- May serve as a link between lessons – encouraging the students discuss the content of the course between lessons
- Encourage other types of students than the oral dialogue in class
- Support study groups and interaction between students



Many different possibilities in Absalon

You can

- Create threaded discussions
- Limit the discussion to a specific time slot
- Grade a discussion
- Turn on a liking function and sort posts acc. to likings
- Split up the discussion according to student groups
- Make posting before seeing other posts obligatory

The students themselves can

- Create new discussions



Example 1: discussion activities before class

- The students discuss a text before class. The discussion is based on a set of questions for studying posed by the teacher. The students discuss the questions, and before class, they sum up their answers and describe their problems with understanding the specific text. The teacher reads the final posts of the discussion while preparing the lesson.



Example 2: discussion activities after class

- After the lesson, the students discuss cases relating to the subject. At the same time, they gather more case material pertaining to the subject. The teacher can supervise and support the process.



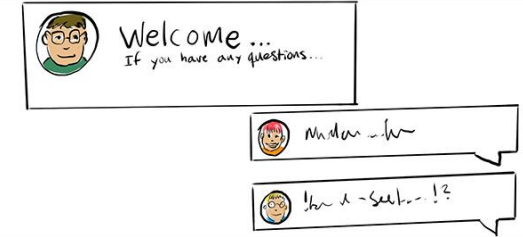
Example 3: discussion activities out-of-class

- The students help each other writing assignments and papers. This work can be highly organized by the teacher or have a more informal structure, the students being in charge of organizing their own communication.





Today's last task



- Go to the **discussion forum** in our course room and create two brief posts – try to stay inside the designated threads:
 1. Which student activities in the **discussion forum** would be relevant to your students? Give a brief description of the activity, you have in mind.
 2. Please evaluate the **chat or video conference** – could they be useful to you? To inspire each other, give a brief description of activities relevant to your teaching.