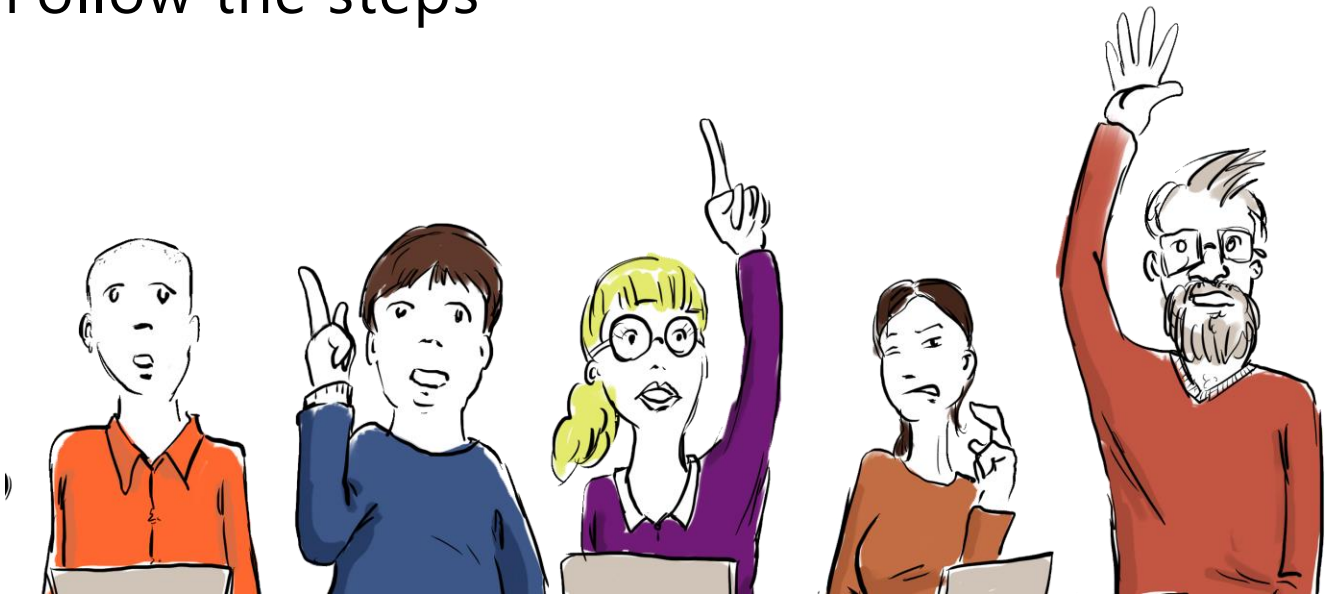
Activate your students online!

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

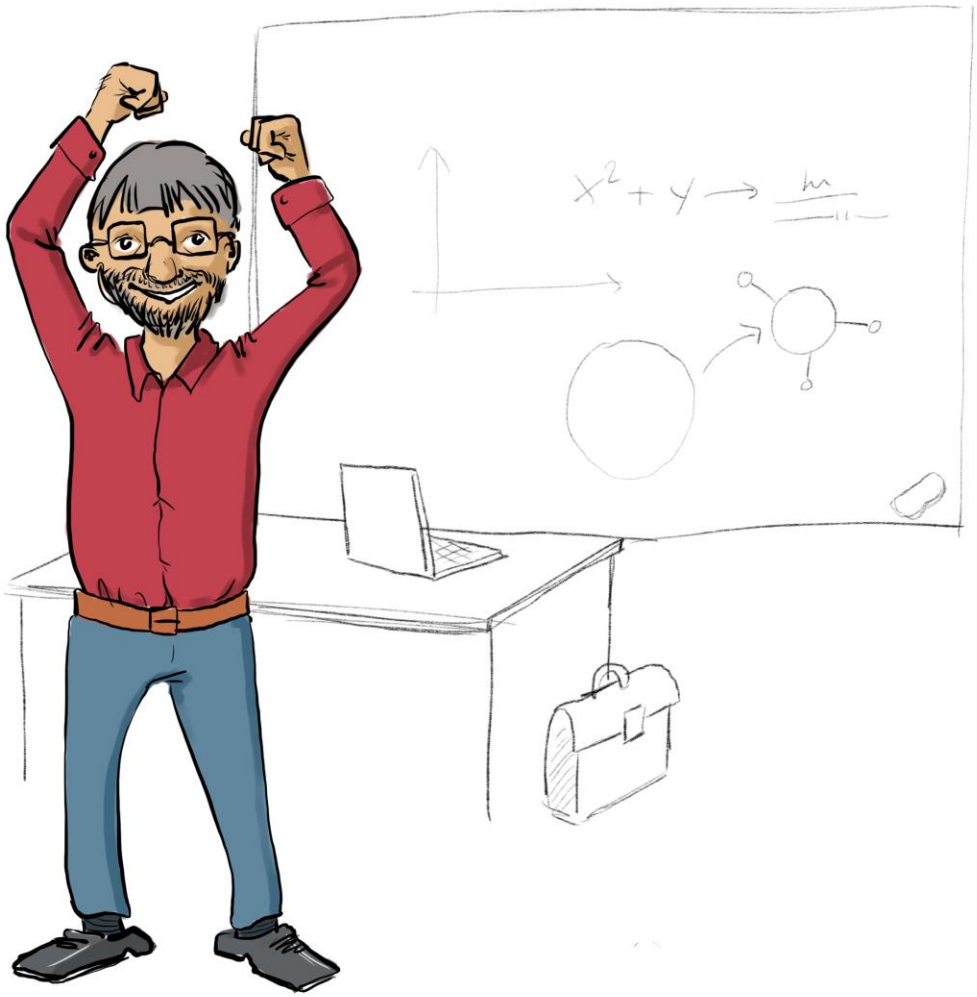


Activate your students online

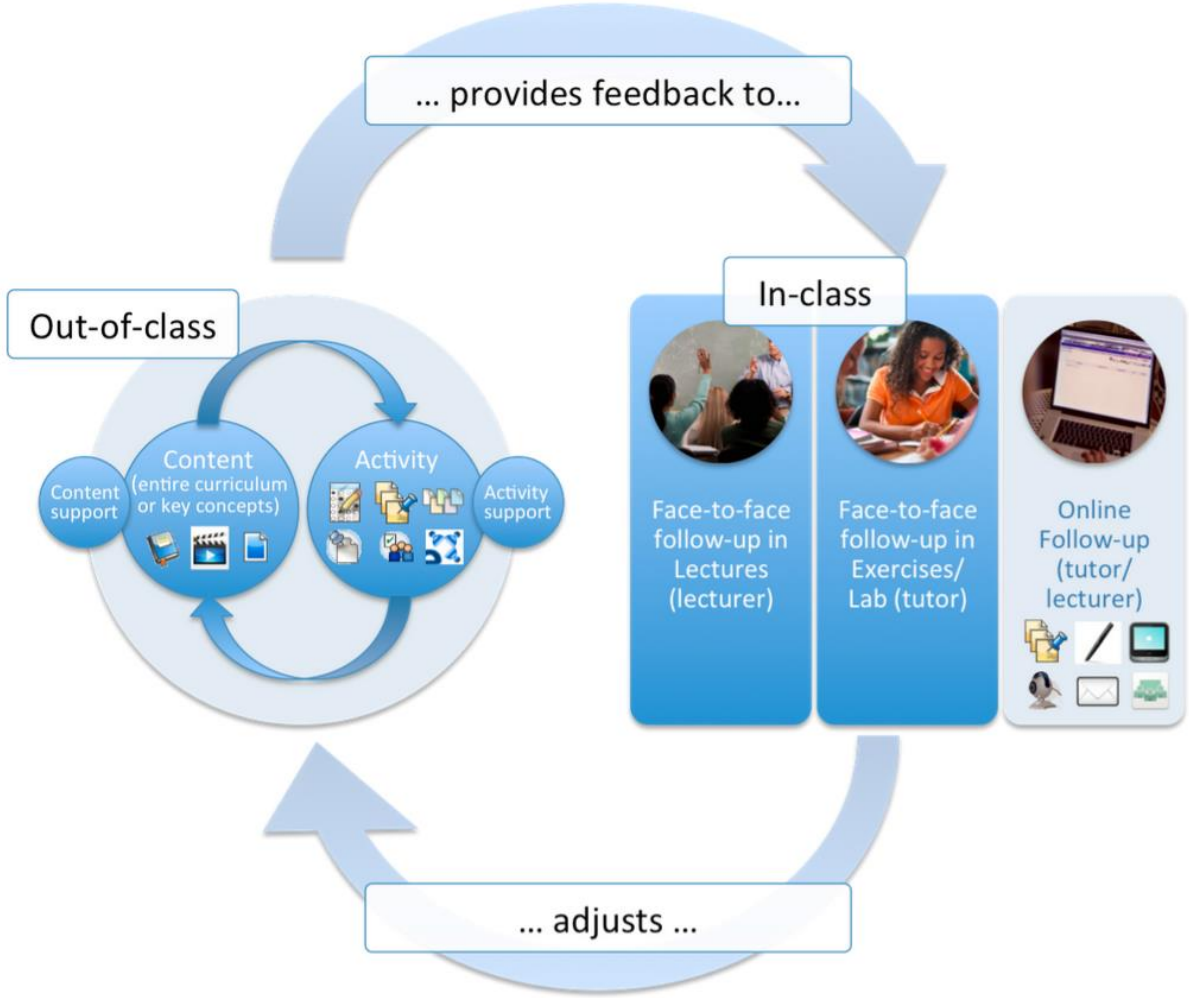
Collaboration and discussion made easy with the New Absalon

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

UNIVERSITY OF COPENHAGEN


$X^2 + y \rightarrow \frac{h}{11}$

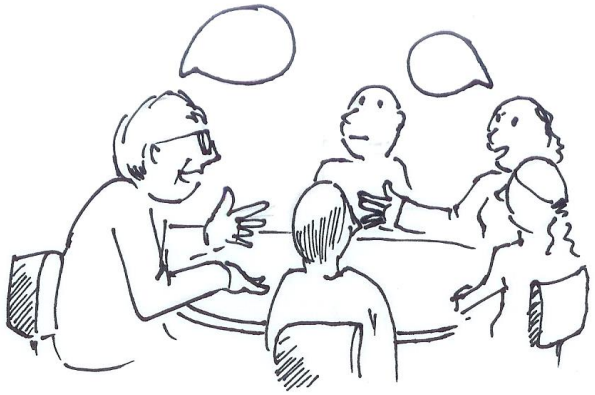
Learning between classes



Mikkel Godsk, Stream model

Today's program

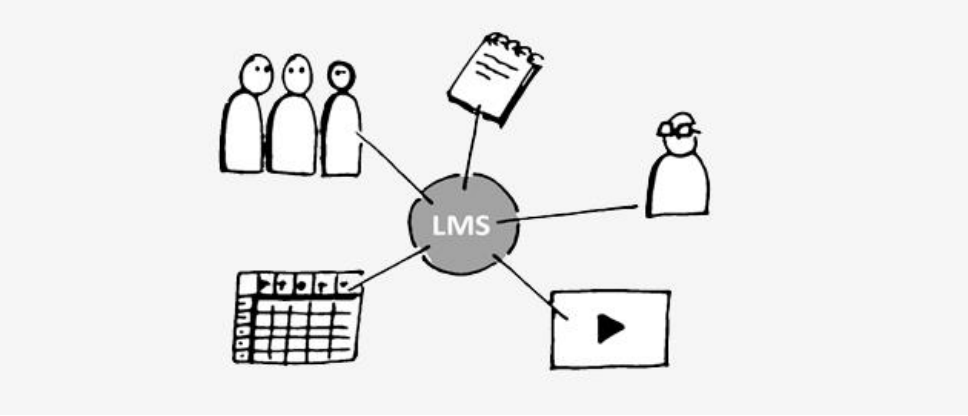
- Online Communication forms in Absalon (new!)
- Synchronous discussions
  - Task: Questions for Gilly Salmon
  - Task: Chat with Gilly Salmon
  - Task: Video Conference in Big Blue Button with Gilly Salmon
- Asynchronous discussions
  - Examples of forum discussions
  - Task: Evaluation in discussion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

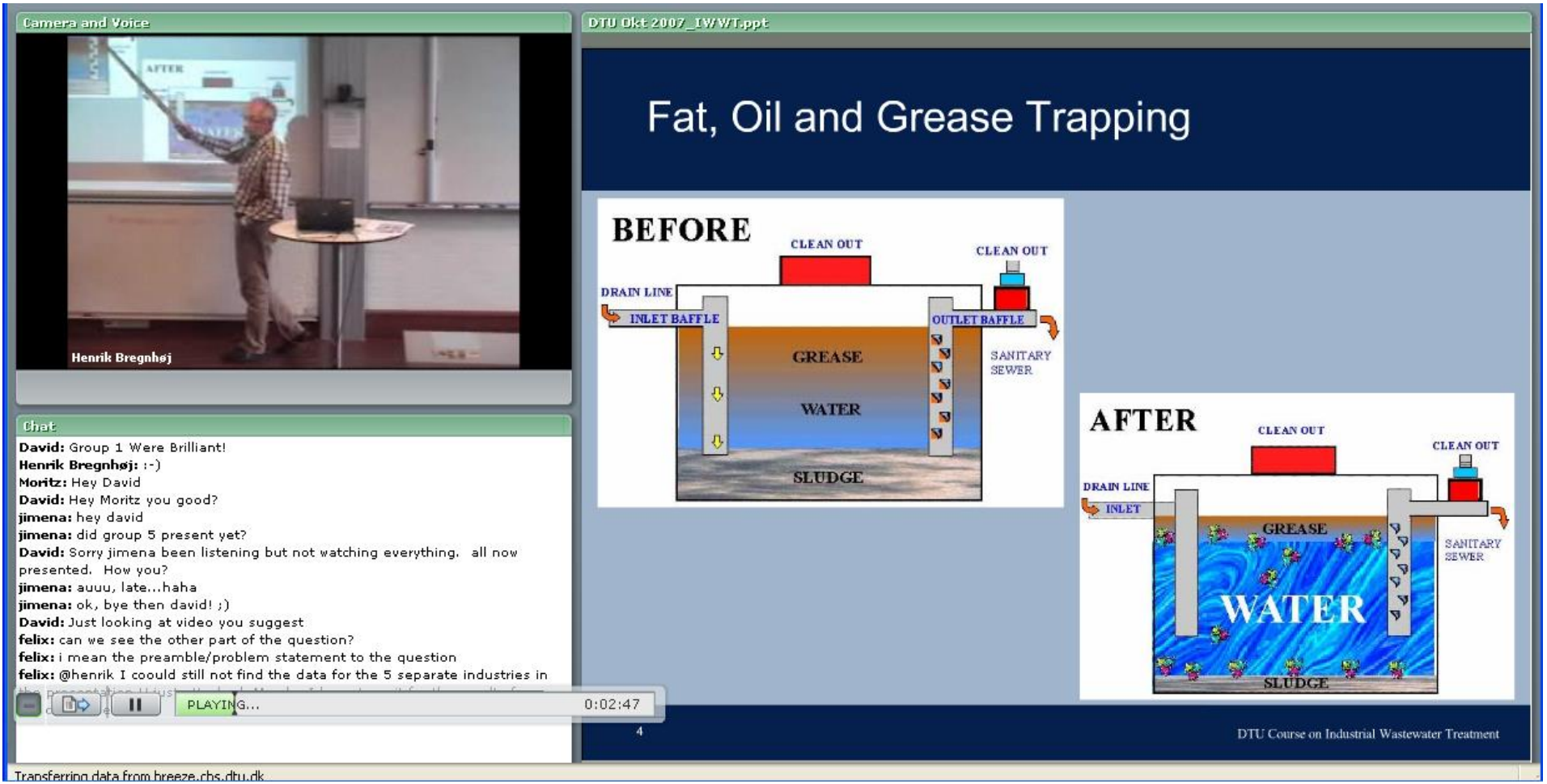
Synchronous, in class

- 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

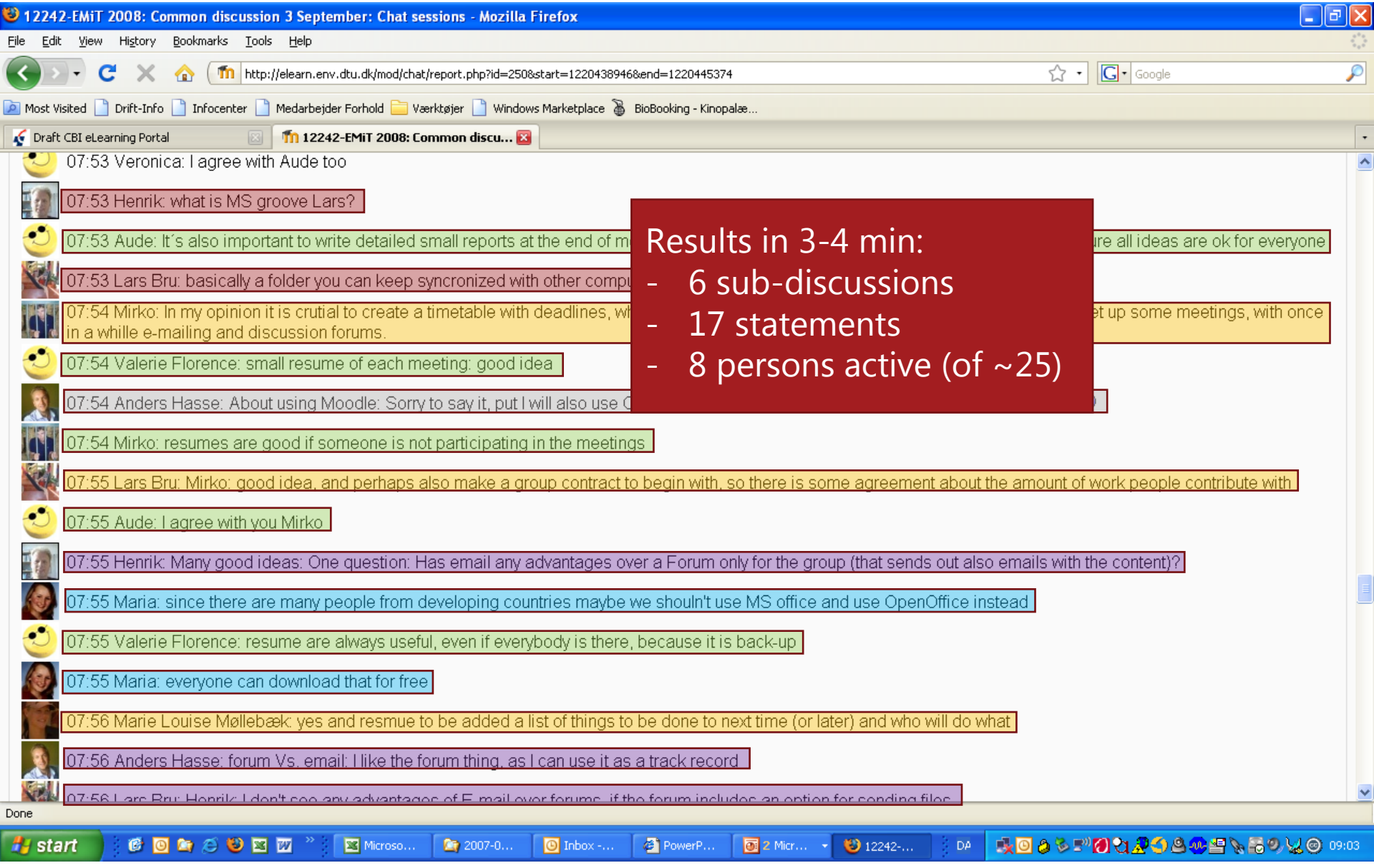
- Lecture by and discussion with teacher from outside (VC)
- Any kind of discussion (VC/chat)
- Supervision of students (e.g. groups) (VC)
  - Or work together in groups/small classes (VC)
- Weekly question session (chat/VC/discussion forum)

Guest lecturer at distance or to a distance audience



Online presentation with student feedback

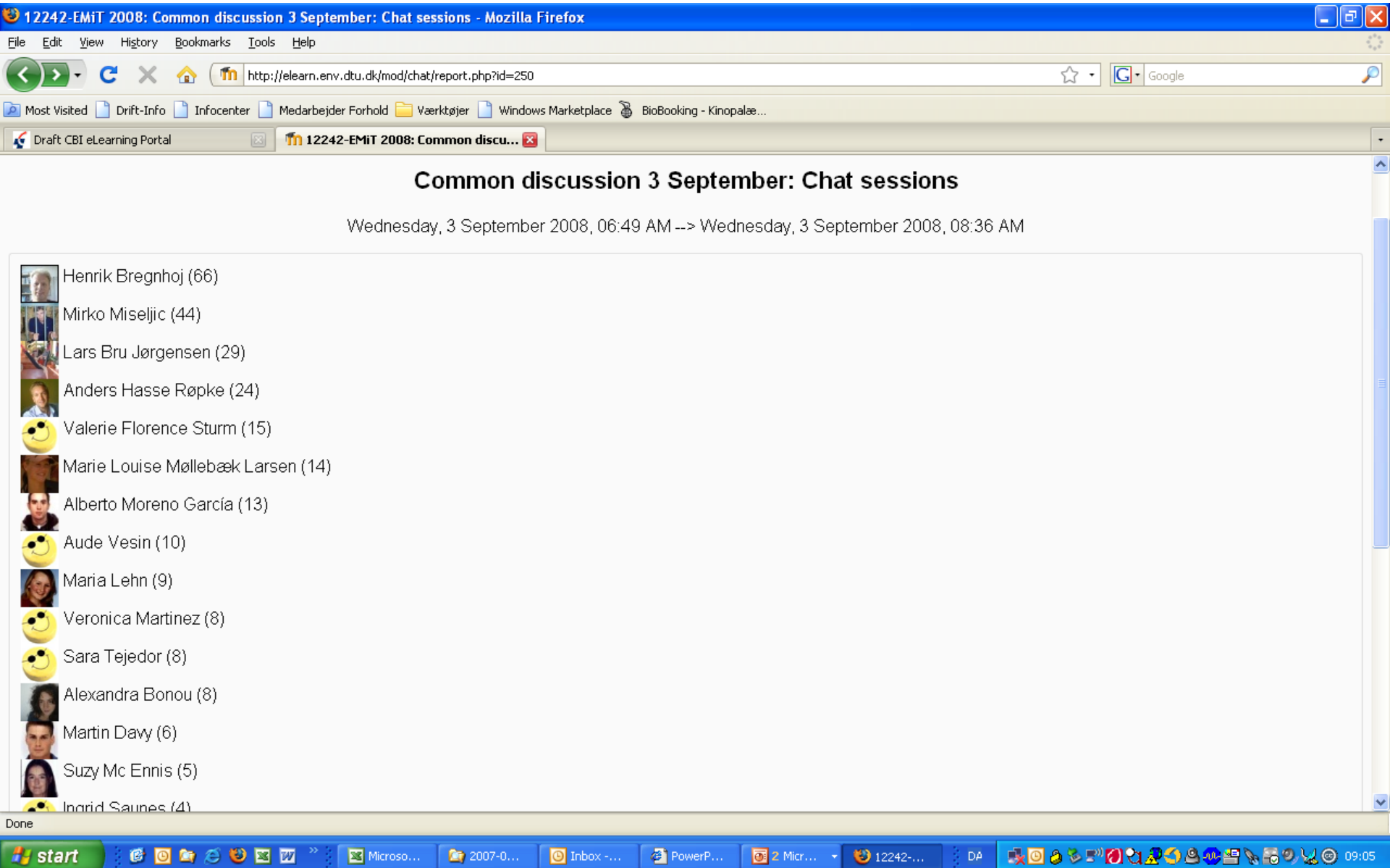
Chat at a distance. Subject: online communication



Results in 3-4 min:

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

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 Bregnhoj (66)
Mirko Miseljic (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
09:05

Synchronous use of the discussion forum

KUnet forside | itslearning | Topic: Mandagschat Lekt | Course modules: Græsk

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

Apps | KU elearning databas | BOAG APPsolutelyIT | EMU Klassiske fag | Filtr BOOST | Running | THE IRANIAN: Poetry | +Viden om latin - TV | Lysias 1 - On the murc | Deltagere - Promethe | Få tingene gjort | Elearning database: C | Andre bogmærker

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

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

31 Oct at 13:18

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 § 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 § 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)

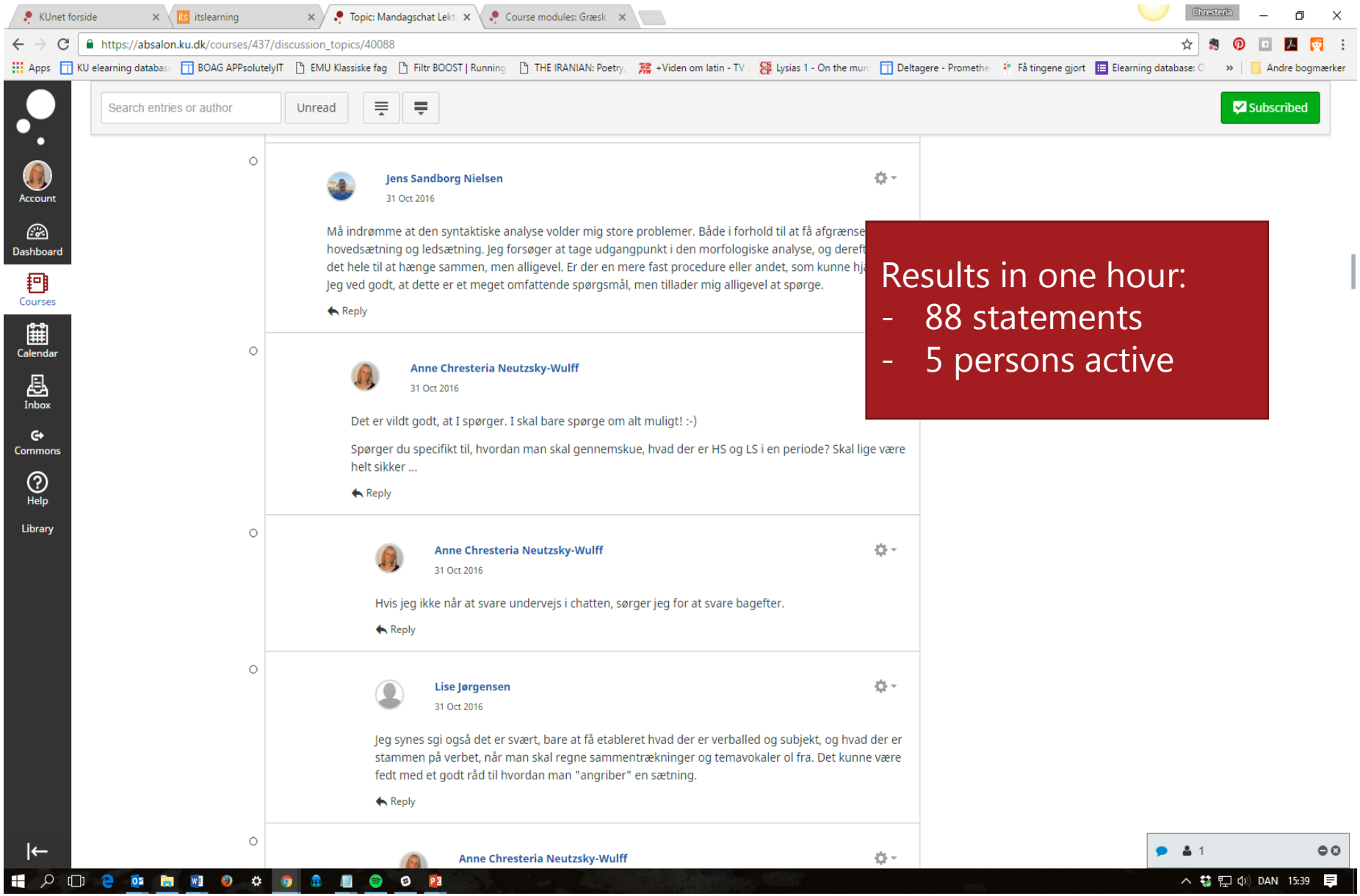
6) Linje 15: νυκτός

7) Linje 16: τῷ Πλούτωνι

1

DAN 15:38

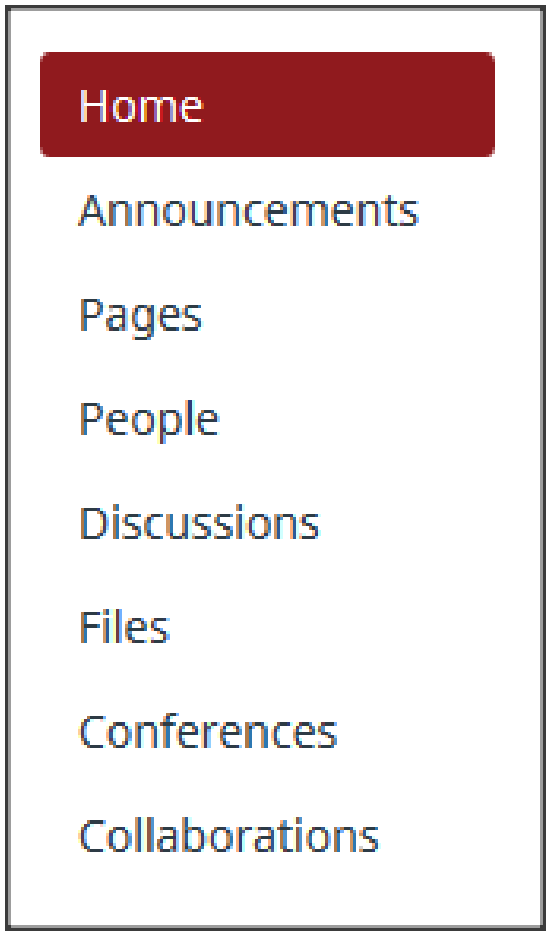
Going through an exercise together …



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!

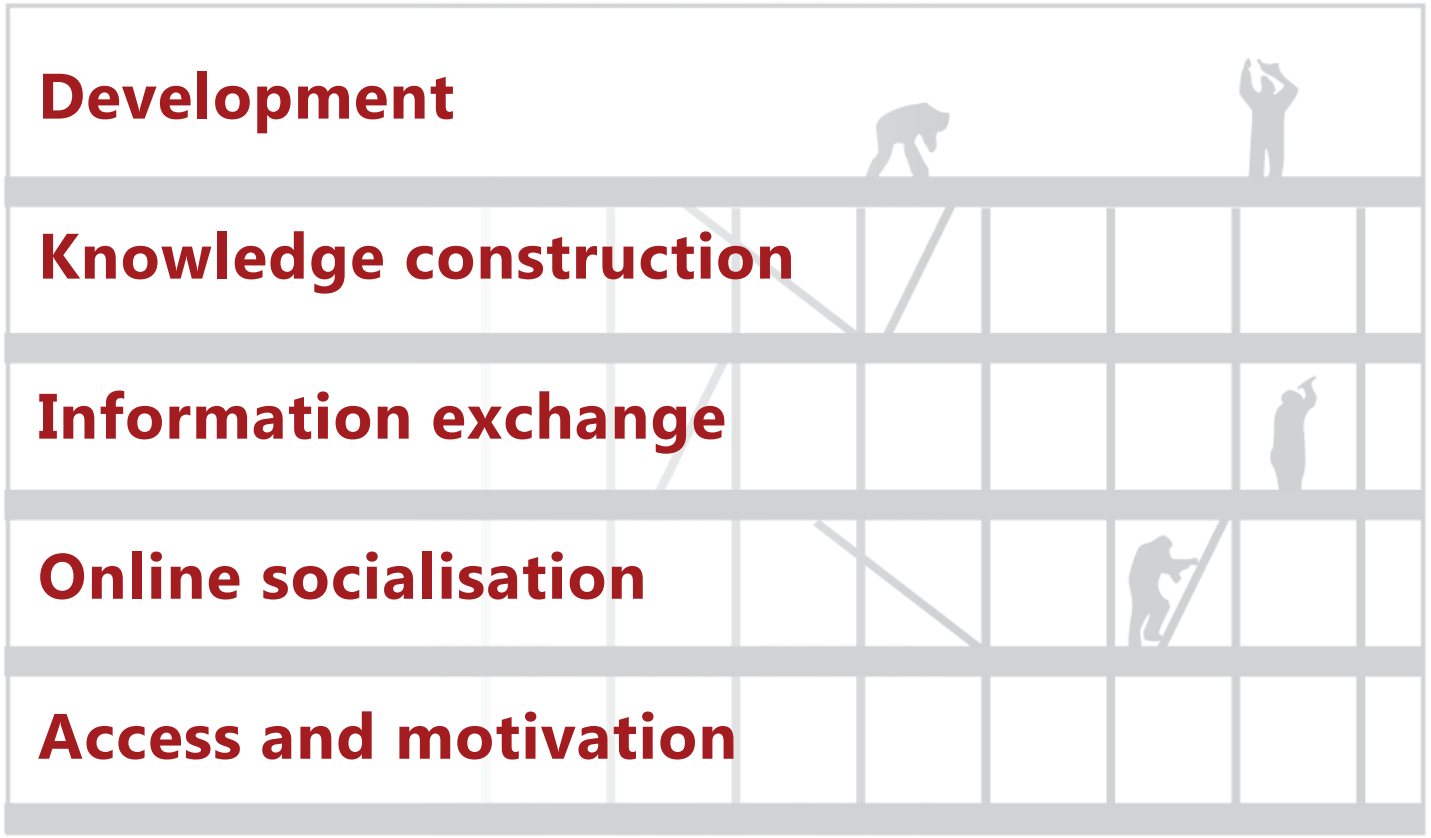
Chat

- Formulate a question in groups and ask Gilly

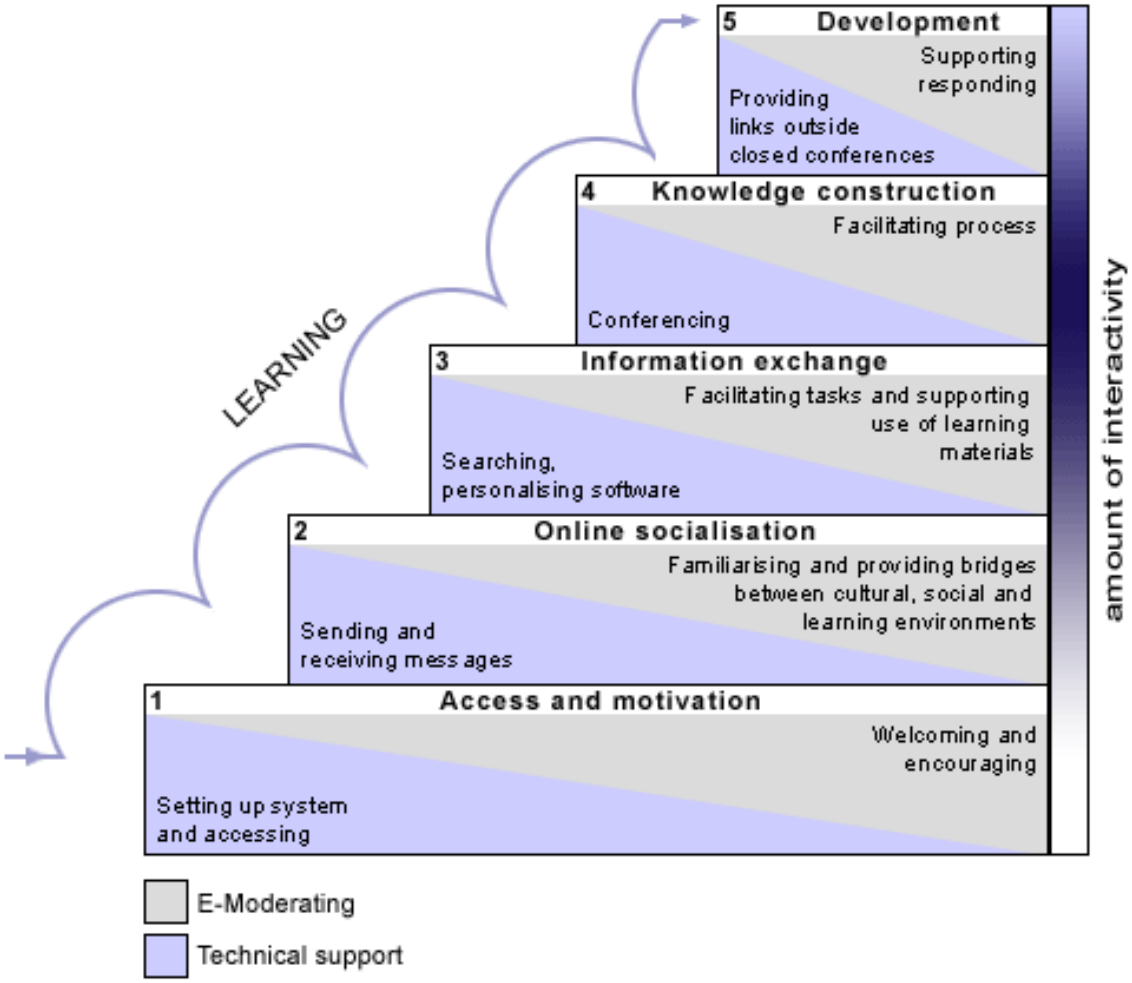
Video Conference

- Gilly will show us an example of online student activation

The Gilly Salmon Five stage model

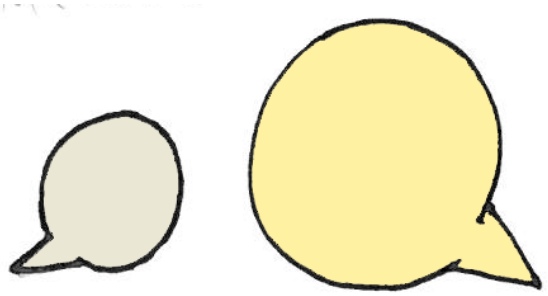


Various support in the five stages

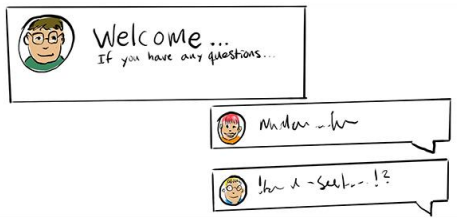


Ask Gilly Salmon about activating students online

- 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 seing 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.

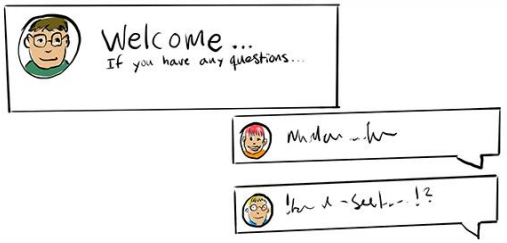
Example 2: discussion activities after class

- 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.