



Northeastern University
College *of* Professional Studies



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**Reimagining Education:
Can collaborative online international
learning be normalized?**

Center for Collaborative Online International
Learning @ the SUNY Global Center
New York, NY

March 20 - March 21, 2014



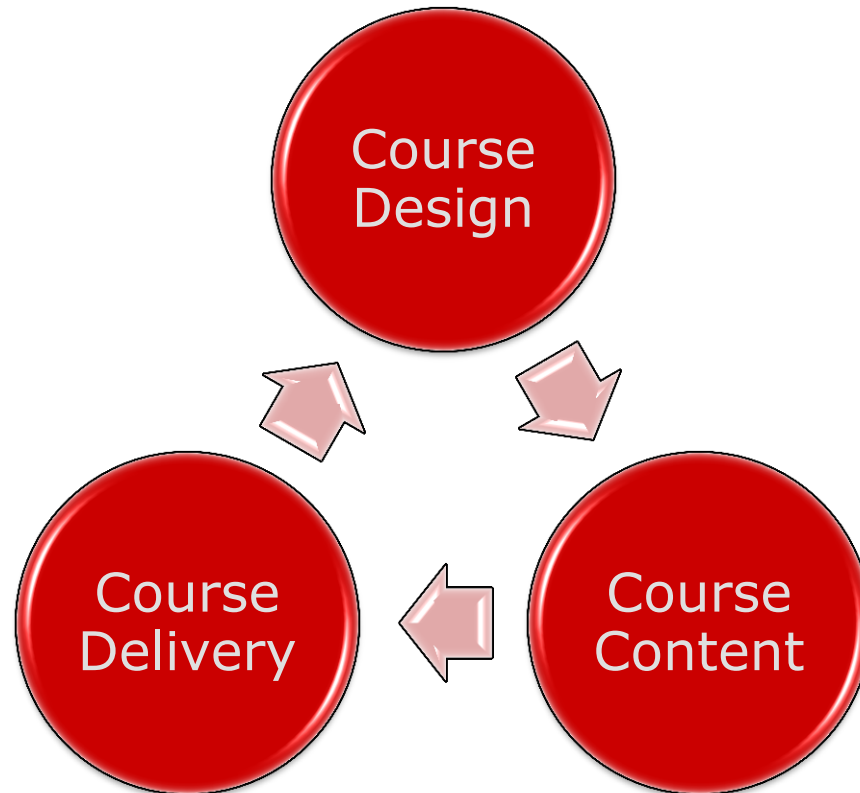
**Goldilocks Goes Global: Setting the Stage for
'Good, Better, or Just Right'**

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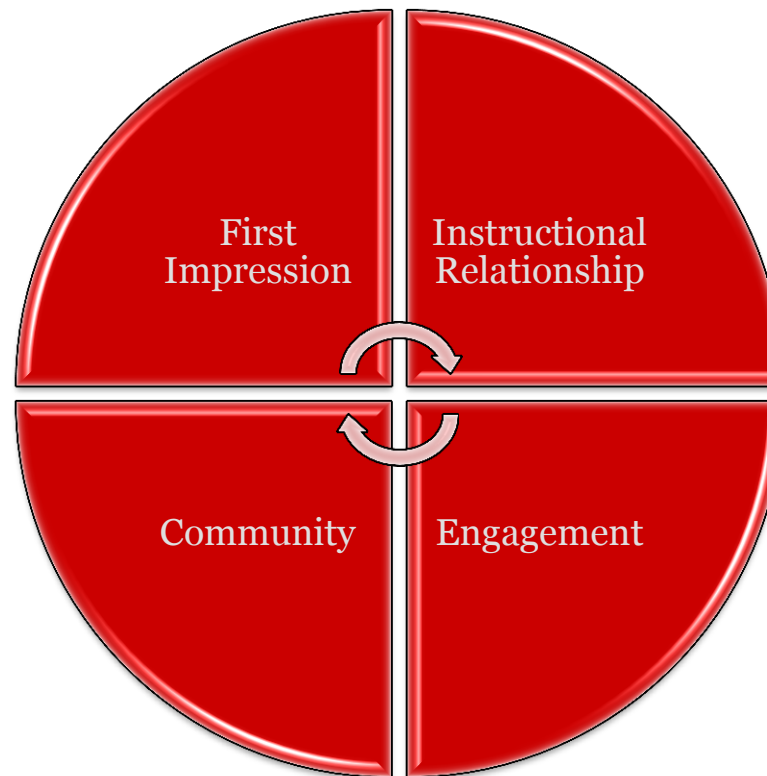


Online and Blended Learning





Course Design





Course Design

Be organized

Provide clear student expectations

Be friendly

Introduce yourself

Welcome students

Provide outline of typical week

Seek an instructional relationship

Add photos to home page

Speak slowly, repetitively, and dramatically

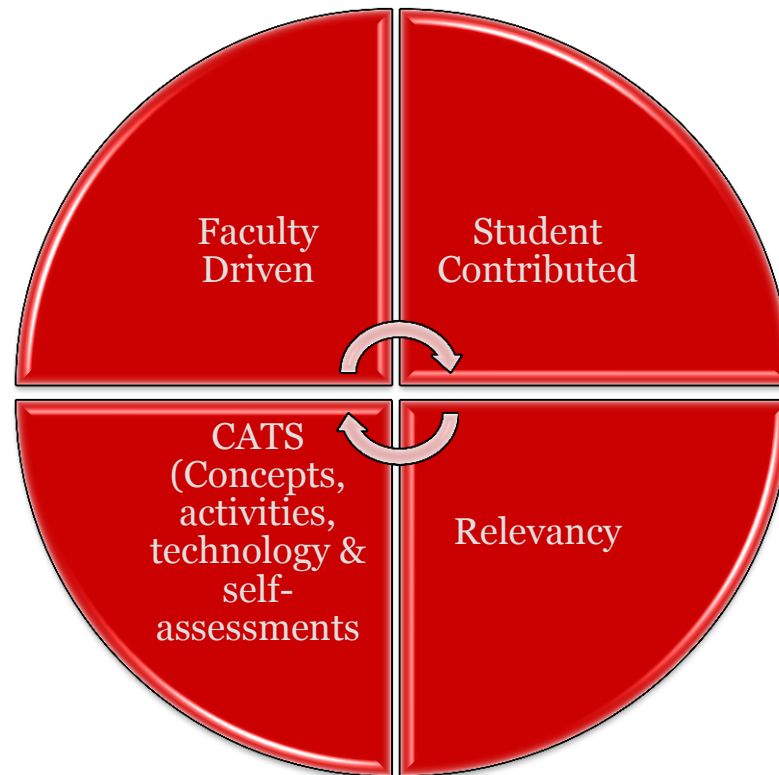
Lead with your strengths

Adapt to your audience

Don't use technology unless you are comfortable



Course Content





Course Content

Announcements

Faculty populate, students contribute

Syllabus

'Find your number' (emails, announcements, updates)

Faculty profile

Use PDF, MicroSoft and Viewable formats

Course material

Replace non-narrated media with rich, interactive voice or video

Discussion Board

Incorporate students' social media

Assignments

Promote student-authored case studies

Books

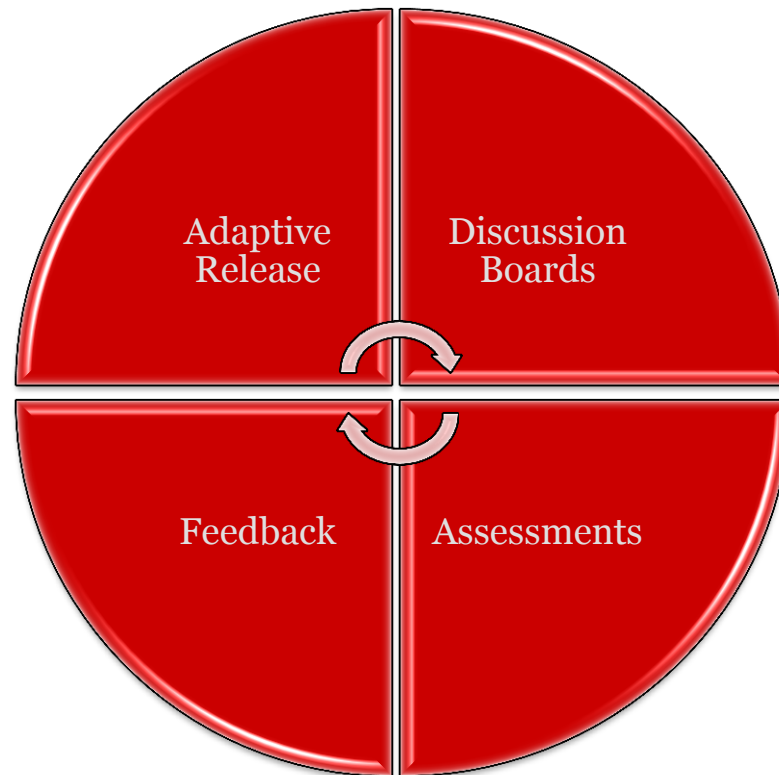
Stimulate learning styles

Websites

Conduct experiential exercises (e.g. 'teaching in the dark,' visual notes/drawing, music, and more!)



Course Delivery





Course Delivery

Readiness rule

Create multiple learning and assessment-type opportunities

Maintain presence

Be patient with new technology users

**Monitor activity
(individual and group)**

Create a safe environment where curiosity inspires and rewards

Provide rubrics

Consider a personal journal tool

Provide timely feedback

Use surprises (e.g. partial viewing of assignment or assessment)

Identify social loafers or non-engaged students early

Provide voice or video feedback

Smile, not sigh

Learn from student peer-to-peer feedback



Course Delivery, cont'd.

Discussion boards:

- (1) What did you learn this week?
- (2) Create a scenario incorporating your reading
- (3) Consider using a graphic-only response to a discussion board question



Discussion Board Set-up

| <input type="checkbox"/> | Week 1 Discussion (J-R) | Surnames "J through R" post in this area only. | 28 | 26 | 8 |
|--------------------------|-------------------------|--|----|----|----|
| <input type="checkbox"/> | Week 1 Discussion (S-Z) | Surnames "S through Z" post in this area only. | 42 | 41 | 13 |
| <input type="checkbox"/> | Week 2 Discussion (A-I) | Surnames "A through I" post in this area only. | 42 | 42 | 14 |
| <input type="checkbox"/> | Week 2 Discussion (J-R) | Surnames "J through R" post in this area only. | 22 | 22 | 8 |
| <input type="checkbox"/> | Week 2 Discussion (S-Z) | Surnames "S through Z" post in this area only. | 47 | 47 | 14 |
| <input type="checkbox"/> | Week 3 Discussion (A-M) | Surnames "A through M" post in this area only. Please note that you will be posting with new classmates during week three and week four. | 53 | 53 | 18 |
| <input type="checkbox"/> | Week 3 Discussion (N-Z) | Surnames "N through Z" post in this area only. Please note that you will be posting with new classmates during week three and week four. | 50 | 50 | 16 |



Sample Discussion Board Overview

| | | | | |
|--|---|-----|-----|----|
| <input type="checkbox"/> Week 1, Discussion 1 & 2 | This week will be an introductory week for you to explore the world of nonprofits. We will define 501(c)3 nonprofit organizations by examining how this category of nonprofit organizations attain their legal and tax exempt status. The discussion board questions should begin to focus you on the important considerations prior to formalizing your nonprofit. Please note that there are two discussion questions in each week worth five points each for a total of ten possible points. | 130 | 132 | 23 |
| <input type="checkbox"/> Week 2, Discussion 1 & 2 | This week will focus on the various legal duties applicable to boards of directors at the state level. We will explore cases that highlight the importance of those duties. In addition, we will consider the implications of a conflict of interest, including how to develop and implement a conflict of interest policy. This week's discussion question focusing on duties and conflicts. Please note that there are two discussion questions in each week worth five points each for a total of ten possible points. | 148 | 135 | 26 |
| <input type="checkbox"/> Week 3, Discussion 1 & 2 | A good understanding of the federal laws pertaining to lobbying, advocacy, political campaign activity and the like are important aspects to operating a 501 (c) (3) nonprofit organization. It is also imperative that you review the various categories of nonprofit organizations and understand which organizations may or may not participate in these types of activities. This week you will need to view a video prior to posting in one of the discussion questions. Please note that there are two discussion questions in each week worth five points each for a total of ten possible points. | 135 | 134 | 24 |
| <input type="checkbox"/> Week 4, Discussion 1 & 2 | This is your final required discussion board for the course. This week we focus on charitable contributions, taxes, income taxes, etc. Understanding substantiation and disclosure requirements are essential elements to operating a successful nonprofit, tax-exempt organization. It will be important for you to review the various categories of nonprofit | 104 | 100 | 22 |



Sample Discussion Board Question

Recently, the board of directors for EdVote, a 501 (c) (3), tax exempt organization promoting voter education, entered into an agreement with famed singer Charlie Simon's record label. In exchange for promoting Charlie's recent hit "Singing the Puppy Blues", the record label agreed to donate 0.22 cents for every CD sold. Today, your board President received a call from the company announcing that \$5.7 million dollars has been wired to your account. He has already sent you a revised contract for the next recording, and because of the tremendous response, he decided to increase the percentage. He also has arranged for your organization to be a beneficiary of the Japanese Idol and even Orphans No More and Rup's Drag Race reality show residuals. One other note, in order to manage this new enterprise, your board President hired 10 support staff and a National Vice President of Record Label and Reality Show Development. How will you advise the board?




Sample Discussion Board Question

Kyle recently learned that you attended a class on the various duties of a nonprofit organization. He shares with you that he would much prefer to focus his time on developing programs and raising funds to support those programs. However, he also does not want to have any legal troubles now or in the future, so he is now turning to you for a brief definition of each duty and an explanation of a conflict of interest. Please provide Kyle and others reading this posts with your understanding of duties and conflicts.



Sample Discussion Board Question



Rick Arrowood 

6 months ago

Discussion 2 of 2

Share one or more things you learned this week.

[Reply](#)



Laura Babey

1 month ago

RE: Discussion 2 of 2

I was actually thrilled to learn about indirect costs this week. I've often felt that they're the "elephant in the room" in a fundraising office and they're a point of contention among many of our major donors. A few times, I've even spoken with doctors at our hospital who think that the fundraising office will take it's own indirect charge out of a gift we raise for them! There's a lot of misunderstanding on the topic and I'm grateful to have a better grasp of it.

Ive learned that the most useful message I can convey is that indirect costs don't have to be scary if you take the time to think them through. As McLaughlin states, there's no right or wrong answer to the indirect cost question. Making educated and sensible decisions about what to include in your I directs can make you just as appealingly to a donor as having a rock bottom rate - responsibility is the key!



Conclusion

Increasingly, faculty are faced with addressing the expectations of and demands by multicultural, multi-lingual, techno-savvy students. While there are many good learning models today, academics still strive to develop a perfect online engagement model. We explored teaching and learning scenarios used in online and blended global classrooms that provided insight to what may be 'good, better, or just right.' We shared pedagogical approaches for supporting engaged students that focused on internationalization in higher education.



Experiential Exercise

The presenter will ask a volunteer to read the Goldilocks story. Another volunteer will be selected to demonstrate active listening by handwriting key parts of the story on the white board. And a third volunteer will be asked to graphically depict key parts as the story as it is told.

The exercise will be repeated for each of the following three slides.



Goldilocks Story Board

(Narrator 1, Recorder 1, Visual Interpreter 1)

Goldilocks, who has lived near the forest for many years, is preparing for university. One day, she leaves home in search of a classroom learning experience. She begins her study at the centuries old Barely Bearable University where only traditional lectures are offered. But, soon she realizes this is not totally satisfying. So, she does what she has always done—tries something else. She transfers to the Do It Yourself University where she studies in her pajamas and bed. Although better, she is still not totally satisfied.



Goldilocks Story Board

(Narrator 2, Recorder 2, Visual Interpreter 2)

‘What will I do now?’ she asks.

A little bear approached her with an idea: how about a place where you can interact with your instructor and fellow students online and in-person in the forest and even around the world? You might even expand your appetite to more than porridge, says the little bear. Imagine the possibilities.



Goldilocks Story Board

(Narrator 3, Recorder 3, Visual Interpreter 3)

Already a very adaptable person, Goldilocks thinks she has found the 'just right' form of learning for her—in fact, she is totally satisfied with blending education using a recipe of one part vibrancy, one part engagement, one part multicultural, and one part community.

Goldilocks learns that a satisfying education is an ever-evolving, dynamically changing, lifelong learning experiences about herself and others, whether in the forest or around the globe.



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