Cloud Computing

Using Cloud Computing to Connect Culturally Diverse Classrooms in a Blended Learning Environment
Presentation for the 4th Annual Conference on Collaborative Online International Learning (COIL) June, 2012

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Resources for Today’s Presentation

• Powerpoint of today's presentation
• Elluminate guest link
• Cloud Computing Connecting Across Cultures
• ESC Cross Cultural Market Research Discussion
• Cross Cultural Management discussion
• Twitter
• Livebinders
• Diigo
• QRStuff
• Tinyurl
Resources for Sharing

• Google Docs discussion
• Tweet!!!!!!! #COILCON
Do you teach online?

A. Almost exclusively
B. Occasionally
C. I complement my classroom based courses with online materials and activities.
D. Not yet.
POLL

Are you familiar with Cloud Computing?

A. I’m an expert
B. Somewhat
C. Just getting started
D. What’s that?
Cloud Computing Defined

• any Internet based shared resource, software or information provided to computers and other devices on-demand, like a public utility.

• the term *cloud* often used as a metaphor for the Internet

• applications delivered over the Internet, and accessed through your web browser. Data is stored on servers.

• Clouds often appear as single points of access for all consumers' computing needs.

http://en.wikipedia.org/wiki/Cloud_computing
Benefits

• Cost savings
• Security
• Reliability
• Scalable services and applications
• Redundancy and disaster recovery
• Archiving
• Retrievability
Elements of Disruption

• Technology
  o Reach those not previously able to be served

• Business Model
  Innovation and Higher Ed
  o Rethink processes
  o Where it happens
  o What the goals are
Using Technology in education:

• More student centered and customized
• Interactive
• More diverse, creative assignments
• Students make more connections and are more engaged
Quality Leadership University
Partnerships with ESC, University of Louisville, Towson University, College of Notre Dame and FIU
PROGRAM SIZE

• First cohort - March 2009 - 19 students

• Starting 4th cohort April, 2012

• Average 35 students

• 55 graduates + 13
PROGRAM FORMAT

• 8 - 10 week sessions
• Occasional intensive 4 weeks
• One week residencies at beginning and end
• Structured to complete 40 – 43 credits in 14 months
• Marketing or International Business
• Median age: 22.5
• Average credits upon entering: approx. 58
• Av. Credits ESC: 50
• % work – 85%
• % other simultaneous studies – 10%
Demographics

**NATIONALITY**
- Panama: 6%
- Venezuela: 6%
- Colombia: 16%
- USA: 66%
- Indian: 6%

**RELIGION**
- R. Catholic: 58%
- Hindu: 14%
- Muslim: 14%
- Jewish: 14%

**LANGUAGES SPEAK WELL**
- Spanish: 36%
- English: 5%
- Arabic: 4%
- Hindi: 4%
- Portuguese: 4%
- Hebrew: 4%
- Italian: 2%
- French: 2%
- Sindhi: 2%
- Punjabi: 2%
Cultural considerations

Hofstede Dimensions

- USA
- PANAMA
- LEBANON
- INDIA
- ISRAEL

Bar chart showing cultural dimensions and values for different countries.

- PDI
- IDV
- MAS
- UAI
- LTO

Values are represented on a scale from 0 to 100.
ESC/QLU Goals

• Increase engagement/persistence
• Deepen learning
• Students to view themselves as professionals and leaders
• Take ownership in their success
• 21st century skills embedded across curriculum
Do you use Web 2.0 and Social Media tools (Google Docs, Facebook, Twitter) in your courses?

A. All the time
B. Once in awhile
C. No, but I’d like to try.
D. No, I try to avoid them both in and outside the classroom.
How could we use CC Tools?

• Create an interest in content that connects to their lives
• Continuity of learning
• Build upon their knowledge
• Reflect with others
• Construct and reconstruct their knowledge.
Google Apps

• Single portal you access from your web browser
• Collection of web-based programs and file storage in the "cloud"
• Peer review of academic work/scholarly papers
• E-mail, documents, blogs, RSS feeds, groups
• Personal desktop available anytime/anywhere
• Being adopted by entire states
Google Docs (Document creation/sharing)

• Access anytime/anywhere
• No losing documents due to a “crashed” computer
• Small learning curve
• See revision history
• Everyone has same version
• Free

Similar tools: Scribd, TypeWithMe, SlideShare
Related tools (File & resource sharing): DropBox, Livebinders, Dropio
Benefits to instructors

• No cost/concerns when selecting software or with update
• Can “see” progress
• Faculty discussion area
• Can grade assignments, track and record grades and give student feedback anytime/anywhere
• Bookmark and tag web pages
• Attach sticky notes
• Add comments and highlight
• Listswebslide
• Connect, engage students, social and fun

Similar tools: Furl.net, del.icio.us, ScuttleEDU
Blogging

• Student Journaling
• It gives every student a voice
• Students engage in new ideas through collaboration across the globe
• Continuity of learning
• Build and reconstruct knowledge

Possible Tools: WordPress, Blogger, EduBlog, Posterous
I have used virtual meeting tools:

A. As a moderator
B. As a participant
C. I have never used them, but I would like to learn
D. I refuse. Nothing can replace face-to-face.
• Allows for real time interaction
• Sessions can be recorded and archived
• Voice, chat box and phone-in options
• Small group break-out rooms
• Whiteboard, presentations, desktop and file sharing
• Up to 6 web cam images

Similar tools: WebEx, Adobe Connect, Dimdim
Elluminate sessions helped me stay more engaged and on schedule.
Student reaction

Courses Using Elluminate

- Contributed more to my learning: 50%
- Were less effective for learning: 20%
- Not sure: 20%
Student reaction

Would you take another course with Elluminate?

- Yes: 60%
- No: 10%
- Not sure: 30%
"I found the technology very easy and intuitive to use...I thought that it was an excellent means of delivering educational content to a classroom without walls and as a mechanism for drawing together students from all over the world to share ideas and diverse perspectives on content that would not be otherwise possible without facilitation from this or a similar digital capability.”

Joe Berman, Price Chopper, presentation with Panama, Dominican Republic and NYC
"I had the great pleasure of meeting with students from several countries via elluminate. The system was fairly simple to use and gave me the ability to present material, hear and see (through a chat feature) feedback, and manage small workgroups. This system allows professionals to be at their desk while easily sharing pertinent real-world insights and information with students". Jodi Smits, presentation to students in Panama, DR and NYC
Faculty Feedback

Great tool for:
• office hours
• real time assistance
• using whiteboard

N. Roufaiel, ESC
"I sat in my home study in Vermont, running through a presentation...but not getting any feedback on how it was being perceived by my audience. I know the platform allows for comments, queries, and virtually raised hands, but...I still wouldn't have been getting the body-language cues that I try to read and respond to when I'm doing a talk...I felt like I was reciting my work to myself. The absence of human engagement was weird". Eric Zencey, presentation to Panama, DR, and NYC
Student Feedback

Positives about using Elluminate-
- Flexibility
- Real time interactions
- Even shy people participate
- Guest speakers provide range of perspectives
- Immediate feedback
- Communicate with international classmates
- "It's Amazing!!"
Student issues

• Negative aspects—

• Connection problems/technical difficulties
• Having to connect in real time
• Prefer face to face contact
Skype (VoIP)

- Free skype-to-skype calls (computer or mobile)
- Skype to phone at low cost
- Video call option
- Online chat, IM to phones
- File and screen sharing
- Video conferencing

Similar tools: Google Talk/Wave, Wallwisher, Gizmo
Online textbooks / materials

- Need to understand how students experience learning
- Searchable
- Co-create with students
- Brainstorm, Ask them what will work for them
Online Textbooks & Materials

- Your College Online Library
- Coursesmart: http://www.coursesmart.com/
- Harvard Publishing: http://hbsp.harvard.edu/list/course-module
- College Open Textbooks: http://www.collegeopentextbooks.org/home.html
- Flatworld Knowledge: http://www.flatworldknowledge.com/catalog
- Issuu: http://issuu.com/
- Connexions: http://cnx.org/
- Open Educational Resources Commons: http://www.oercommons.org/
- Google Scholar: http://scholar.google.com/
- Other Online (for example): Free Management Library: http://www.managementhelp.org/, http://www.globalization101.org/
Twitter (Micro-blogging)

- How can I use this tool to create a better learning experience? Profpatrice
- Questions during class or anytime, links, reminders, pop quizzes,
- Gives each student a voice
- Continue conversation outside of class
- Summarize because only 140 words
- Post something that is happening outside of class

Similar tools: Edmodo, Yammer
• Complement readings.

• Can’t discount importance of learning this way. This is what is going on in their world.

• Pictures an effective means of persuasion.

• Critically listen and watch

**Similar tools:** TeacherTube, iMovie, Aviary, Vimeo
Prezi

(Presentation creation/sharing)

• Can create zooming presentations

• Good for mapping ideas, images

• Remains in the “cloud”

Related tools: Slideshare, Keynote, Google Docs
• Literacy skills
• Intellectual property rights
• Writing prompt
• Multiple images to create a story
• Geo tags
• Virtual field trip
• Flicktion

Similar tools: Picasa, Aviary, Photopeach, Photostory
Other Resources & Tools

- Social Networking tools (Facebook, LinkedIn)
- Pixton Comic [Make]
- Tag galaxy
- Shape Collage
- Evernote
- Wordle
- Mindmeister
- Survey Monkey
- Doodle
More Resources & Tools

- Jing
- Tagxedo
- Tagul
- Voicethread
- Tinyurl
- Linkedin
- ESC Open Virtual Conference 2012
...and even more Resources

• 101 ways to use Twitter
• ePals Global Community K-12
• Collaborate with other educators across the Globe
• Google for Educators
• Google Notebook
• Creative Commons
• Centre for Learning & Performance Technologies
• Tech & Learning
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Educational goals

• What you want to do with these tools?
• How can you use them to engage, motivate and create interest?
• What is your pedagogical intent?
• Where do you want it to take your students?
• You are the banks of a river guiding the water to where it needs to go
Individualization

• Individual learning experiences that best meet the individual learning styles of each of our students
• Multiple abilities within one classroom
• Cloud computing enables students to communicate and learn in a way that is most effective for them
Learning

• Learning is not memorizing content
• Use CC tools to move into their world
• Create an environment that fosters and nurtures learning
• Interaction between student, technology and content
Interaction

• Higher interaction leads to deeper learning
  - Between students and teacher,
  - across classrooms
  - throughout the world

• CC enables you to increase the interactions of your students
Cultural Differences in Learning

- Different teaching style
- English writing skills
- Plagiarism
- Classroom expectations
- Teaching global skills vs respecting culture
- Availability and use of support services
Cultural Differences in Pedagogy

- Students used to being told information and memorizing
- Not familiar with student centered learning
- Some common international issues we in general don’t have
Where we started

• Interactive experiences
• Active teachers and active students
• CC tools such as Facebook and Google email
• How could they be incorporated into our classrooms?
Call To Action

- Follow my Blog, Twitter and Linkedin
- Post your Flickr statement
- Tweet your “take away”
- Share your ideas and results on my Blog
- Expand your classroom