Online discussion forum for asynchronous content development and hybrid class interaction

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Distance education tools

↗ Online discussion forum

↗ Cable TV

↗ Case study: MUS107 hybrid cable TV class

↗ Lessons learned

Online discussion forum

- Asynchronous content development
  - Most active when participants are online simultaneously – equivalent to live chat
  - Least active in long period with sparse simultaneous participation – equivalent to e-mail threads

- Class interaction through
  - Introduction of new content
  - Evaluation and critique
  - Feedback
  - Response to feedback
  - Audience engagement

Assessment for active participation

↗ Ownership of thread for audience engagement
- ↗ Response to posts on own thread
- ↗ Pose questions or comments to "cause" responses

↗ Requirement to respond to other threads

↗ Readability

↗ Reciprocation: tit for tat

↗ Spelling, grammar, and other errors

↗ Post-forum discussion of effective strategies

Cable TV

↗ Live broadcast statewide

  ↗ Oceanic Cable TV Channel

  ↗ College website live streaming

↗ Recorded video broadcast

  ↗ Set times for County broadcast and live stream via college website

↗ On-demand video via website directory

Hybrid cable TV class: benefits

- ↗ Distance education
  - ↗ Remote locations and other islands
    - ↗ Maui Island: Hana, Lahaina
    - ↗ Other islands in Maui County: Lanai, Molokai
  - ↗ Not available to watch or attend at class times

- ↗ Choice of medium: cable and website

- ↗ Choice of time
  - ↗ Live broadcast and participation
  - ↗ On-demand recorded video via Internet

Cable TV class: considerations

↗ Equity and fairness

    ↗ Present in class to participate vs

    ↗ Watching online or live broadcast vs

    ↗ Watching recorded video later & on demand

↗ Participation

    ↗ Live on TV – must sign model release forms

    ↗ Live in audience not on TV – microphone

    ↗ Website: Laulima chats

↗ Impact on class attendance

Live interview and film: permissions

College staff and faculty may appear on TV without paperwork but everyone must complete and sign model release forms for publication and video purposes

- ↗ Students
- ↗ External guests
- ↗ Skype interviewees

Model release form

KNOW ALL PERSONS BY THESE PRESENTS:

That I, _____ for myself and for my respective heirs, executors, administrators and assigns, do hereby give full right and permission to use my likeness, photograph(s), voice and/or name, and to grant permission to others to use my likeness, photograph(s), voice and/or name, and do hereby release, acquit and forever discharge the University of Hawai'i, its successors and assigns, and anyone receiving permission from as aforesaid, from any and all claims, actions, causes of action and liabilities, of whatsoever kind or nature, arising out of any use of my likeness, photograph(s), voice, or name, for advertising, publicity, trade or any other lawful purpose, in any medium now known or hereafter to be developed.

I hereby waive any right I may have to inspect and approve the finished product or such written or spoken copy that may be used in connection therewith, or the use to which it may be applied.

Teaching music via cable and online

- ↗ Copyright permission required for
  - ↗ Video
  - ↗ CDs
  - ↗ Live appearance (in person or Skype, Facetime, Google Hangout)

- ↗ No permission needed for
  - ↗ Textbook and associated CD, video, files
  - ↗ Youtube, Websites
  - ↗ Links to video, audio, websites

Case Study

- MUS107 Music in World Cultures

- General Foundation Course – 3 credits

- Meets once a week in the evening or twice a week daytime

- Offered three times a semester
  - Monday 6 – 8:45 p.m.
  - Tuesday & Thursday Noon – 1:15 p.m.
  - Tuesday & Thursday 1:30 – 2:45 p.m.

MUS107 Music in World Cultures

- A musical journey around the world
  - Overview, elements of music
  - China, Japan, Indonesia
  - Central Asia, India, Middle East, North Africa
  - Sub-Saharan Africa, Eastern Europe
  - Western Europe, Latin America, North America

- Content-specific vocabulary
  - Foreign terms
  - Music terminology

- Video and audio recordings

MUS107 Music in World Cultures

⬈ Distance education:

  ⬈ Fall 2014 Cable TV

    ⬈ Live broadcast across the State of Hawaii

    ⬈ Broadcast of recorded video the same evening

    ⬈ Broadcast of recorded videos back-to-back on weekend

    ⬈ Live-streaming on college website at above times

    ⬈ On-demand download of recorded video via Internet

  ⬈ Fall 2015 HITS or Skybridge (via Polycom) at noon

Content

- 29 lectures (videos) corresponding to class sessions

- 18 discussion forums

- 21 students

- 2 faculty music lectures/demonstrations

- 2 faculty/staff visiting lecturers

- **Model Release forms** signed by
  - Skype interviewee (Los Angeles)
  - Local musician
  - Visiting quartet
  - 3 students in class

- Copyright permission for playing samples from a new CD

Sample Forum

↗ After today's lecture (Lecture 1), answer in your own words. What is music? What is culture? What is music-culture? Give your own examples of what is and what is not.

↗ Notice that some layouts make it easier to read than others. As a result, it encourages others to "reply" to it. Notice the SUBJECT you post on your "post a new thread" also drives traffic to your submission.

Forum content types

↗ Choose a section in the chapter and show your expertise. No duplication.

↗ Choose a video from the Youtube playlist for this chapter. Find a better example than this. Support your choice.

↗ Choose a musical instrument or style from this Chapter. Describe. Find a Youtube example. No duplication.

Forum content questions

↗ What do you find most fascinating about this chapter?

↗ What are your main take-aways?

↗ What do you not understand but want to find out?

↗ How would you summarize the chapter?

↗ How would you go about learning more about music from this country?

↗ What part of this chapter does not make sense to you?

↗ Why would you interest someone in learning about music from this country?

↗ Which region of this country would you want to learn more about?

↗ Which instrument from this country fascinates you most or least?

Assessment

Points will be given for

1. choosing a topic

2. minimum 100 words

3. posing questions

4. responding to other people's reply to your thread

5. replying to other people's topics

6. creating value (substance) in your discussion

7. having the last word --- summarize your thread (just before the due date & time)

8. readability

Best Practice Guidelines

↗ Type your contribution so that it is easy to read. Space out the sentences so it's not one big, long paragraph. No spelling or typos please.

↗ React to someone else's response with quality feedback, clarification, suggestion, question, or addendum.

↗ Use hyperlink to the text to make it easy for the reader to visit your Youtube video or website.

↗ Contribute early to get a response.

Best Practice continued …

➚ Clarification - to avoid confusion, plug gaps, explain further:

- ➚ could you provide some examples?
- ➚ could give you details?
- ➚ could you explain what you mean by?
- ➚ do you mean to say …. (reword in your own understanding)

➚ Be polite. Do not be sarcastic.

➚ Be appreciative. "Thank you for clarifying this."

➚ Pre-write before throwing it out there. Think before you speak.

Last forum

↗ Choose your own unique type of song or work from the list below. Find an interesting example on Youtube. Educate us about the type of song and the example you chose. Why you like it. Pose a question. Answer your thread. Respond to others.

↗ Chapter 11 is 40 pages full of musical forms. Choose one of these as your unique topic and title it as such. For instance, if you choose the first one, give your thread the title "1. 12-bar blues"   Please do not duplicate one that's been chosen by someone else.

Most active forum: 162 messages

↗ This chapter is LOADED with material. The power point file has 118 slides. If you have only 15 minutes to talk about the music of India, what would you say? (100 words minimum).

↗ Please be original. Include LINKS whenever possible. Please respond to others and to your own thread. Pose questions as usual.

View the discussion questions at the end of the power point on India to get ideas.

Strategies to get longest thread

1. Get in early, as early as possible

2. Brief, concise but to the point... this is online reading.

3. Posting is educational, informative, insightful, your own opinion and experience

4. Posting is not a verbatim copying of text from the book or a website -- i.e. in your own words, please summarize

5. Check back frequently

6. Interesting link

7. How to make people want to read and respond?

8. Readability - spacing, paragraphs, bullet points, linking of URL to the title, no computer codes, no spelling or typing errors

9. Respond with acknowledgement, confirmation, thank you, compliment, encouragement, give further information, be polite, you can include the first name i.e. be personal

10. Check back just before the deadline to get your last word in

Lessons learned

- Group projects do not work well in hybrid class (Cable TV)

- Do not expect in-class attendance

- Forum questions need to be specific and clear

- Forum open periods need to be short (two weeks is too long) to encourage interaction and avoid duplication of topics

- Consider two-part contribution to forum to avoid duplication (first: topic posting; second: specifics)

More information

➚ Contact author: anneku@hawaii.edu

➚ Website: http://www.anneku.com

➚ References

  ➚ What is an Online Discussion Forum?

  ➚ Technology and Education Online Discussion Forums: It's in the Response

  ➚ Mastering Online Discussion Board Facilitation

  ➚ Netiquette: Ground Rules for Online Discussions