



Virtual Border Crossings

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Presenters

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- Lyn DeLorme, M.S., Doctoral Student
- Marvin Lenoue, M.A., Doctoral Student



Dr. Kathy Enger Online Diversity Course

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Demographics of Students Taking the Online Course

- Adult learners
- Age span of 30-55 years of age
- 18 students participated
- Entirely online over a 3 week period
- Doctoral students
- Blackboard course management system

Definition of Diversity

- Course dealt with diversity in an explicit and intentional rigorous fashion where diversity is defined in terms of:
 - Race
 - Gender
 - Social class
 - Age
 - Culture
 - Disability
 - Sexual orientation

Course Construct

- Banks' transformative approach to multicultural education:
 - *To know, to care, to act.*
- Banks: "reflective decision making and personal and civic action must be the primary goals of a transformative and empowering curriculum" (Banks, 1994, p. 152).

Theorists

- Paulo Freire: *Pedagogy of the Oppressed*
- bell hooks: *Teaching to Transgress*
- John Dewey: *Democracy and Education*

Theorists

- hooks (1994): Not speaking poses “risks to one’s sense of self” (p. 67)
- Freire (1970): “Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education” (p. 92-93). Praxis.
- Dewey: Constructivism

Discussion Board

- Interactive learning space
- Your lived experience is valued here
- Constructivism is especially applicable to the online discussion board where student learning is collaborative, active, self-monitoring, learner-centered, and reflective (Rovai, 2004).

Discussion Board

As students were liberated to think and speak from their own constructs, they were empowered to understand and experience the construct and background of others.

Discussion Board

- Allows students to “articulate their own voices clearly and to recognize each other’s voices as valid” (Rothman, 1996, p 351).

Discussion Board

- The discussion filled over 200 pages of printed text.

Four Online Video Presentations Using Wimba

- Native American
- African American
- International students from Cameroon, Sudan, and Ethiopia

- Their educational journey

Movies

- Students also watched three movies:
 - *Shindler's List*
 - *Sophie's Choice*
 - *High Noon*

Presentations and Movies

- Through the presentations and movies, students were given the opportunity to empathize with people who experienced discrimination or intolerance from others.

The screenshot shows a web browser window displaying the 'exploring diversity' website. The browser's address bar shows 'Exploring Diversity - Ed 723 Diversity and Educational Policy - Dialogues on Diversity'. The website's header includes the title 'exploring diversity' and the subtitle 'Ed 723 Diversity and Educational Policy - Dialogues on Diversity'. A navigation menu contains links for 'Main', 'Invite', 'My Page', 'Members', 'Photos', 'Videos', 'Forum', 'Events', 'Blogs', 'Notes', and 'Manage'.

The main content area is divided into several sections:

- Notes:** A section titled 'The official Social Networking Site of Diversity and Educational Policy (Ed 723), an online course from the School of Human Development and Education at North Dakota State University.' It lists several notes, including 'Starting your own Forum', 'Notes Home', and 'Support for the Exploring Diversity SNS'.
- Blog Posts:** A section with four posts:
 - 'Can anyone recommend another book by Forre?' by Lisa Johnson, May 31, 2008 at 10:24pm.
 - 'Watch out for that scarf!' by Monique Waters, May 31, 2008 at 9:00pm — 2 Comments.
 - 'Awesome USA Military Tribute' by Brian Hovland, May 29, 2008 at 7:48pm.
 - 'Memorial Day - Arlington (Texas Adkins)' by Brian Hovland, May 29, 2008 at 7:47pm.
 - 'What does freedom mean to you?' by Brian Hovland, May 29, 2008 at 7:41pm — 1 Comment.
- Forum:** A section with two discussions:
 - 'Having a hard time wrapping my mind around this...' by Dana in 'The Fargo Forum', Jun 3, 8 Replies.
 - 'Social Construction of Race' by Sara Johnson in 'The Fargo Forum', May 31, 12 Replies.
- Members:** A section showing a grid of member profile pictures.
- Photos:** A section with a grid of photos.

On the right side, there is a user profile for 'Marvin LaNoue' with options for 'Sign Out', 'Inbox (2 new)', 'Alerts', 'Friends - Invite', and 'Settings'. Below this is a 'Quick Add...' search bar and an 'Ads by Google' section.

Journals

- Through journals students were able to reflect on their learning experience
- Nearly 600 pages of text

Findings

- Direct or indirect experience with discrimination

Munroe Multicultural Attitude Scale Questionnaire Pre- and Post- Test

Significant difference from Pre- to Post- for all students with each of the 28 questions:

- **To Know:** I realize that racism exists; I know that social barriers exist.
- **To Empathize:** I am sensitive to differing expressions of ethnicity; I am emotionally concerned about racial inequity.
- **To Act:** I do not act to stop racism; I actively challenge gender inequities.



Marvin LeNoue
Building Learning Communities
with
Web 2.0 Tools

Marvin LeNoue

- Instructor – English as a 2nd/Foreign Language
- MA – ESL University of Hawaii at Manoa (2000)
- Doctoral Student – NDSU School of Education
- Internationalist

Learning Communities

- A supportive learning environment is derived from community membership and its associated social dimensions; this appears to facilitate learning.
- Online learners are able to build and maintain communities of learning by engaging in many of the same processes and behaviors associated with offline communities.
- Online educators must look for ways to promote community in the online context and thereby gain its benefits for individual members.

Web 2.0

- A more personalized, communicative form of the World Wide Web that emphasizes active participation, connectivity, collaboration and sharing of knowledge and ideas among users.
- The new “Read-Write Web” goes beyond viewable/downloadable content to allow members of the general public to actively contribute to and shape online content.

Web 2.0 Applications

- Including but not limited to:
 - Web logs (blogs)
 - Wikis
 - Really Simple Syndication (RSS)
 - Podcasting
 - Social network sites
 - Tag-based folksonomies
 - Peer-to-peer (P2P) media sharing utilities

Affordance

- The greatest affordance of Web 2.0 is a profound and multifaceted increase in capability for communication and interaction.
- Some examples of the affordances of social software tools:
 - Connectivity and social rapport
 - Collaborative information discovery and sharing
 - Content creation
 - Knowledge and information aggregation and content modification

What can Web 2.0 do for Us?

- Sociability aspects of the Web 2.0 phenomenon have the most potential for enhancing education.
- The “Social Web” offers 3 characteristics that mesh with learner-centered instructional paradigms:
 - i. support for conversational interaction
 - ii. support for social feedback
 - iii. support for community-building

Social Network Sites: A Definition

- boyd & Ellison (2007) define social network sites as web-based services that allow individuals to:
 - Construct a public or semi-public profile within a bounded system
 - Articulate a list of other users with whom they share a connection
 - View and traverse their list of connections and those made by others within the system

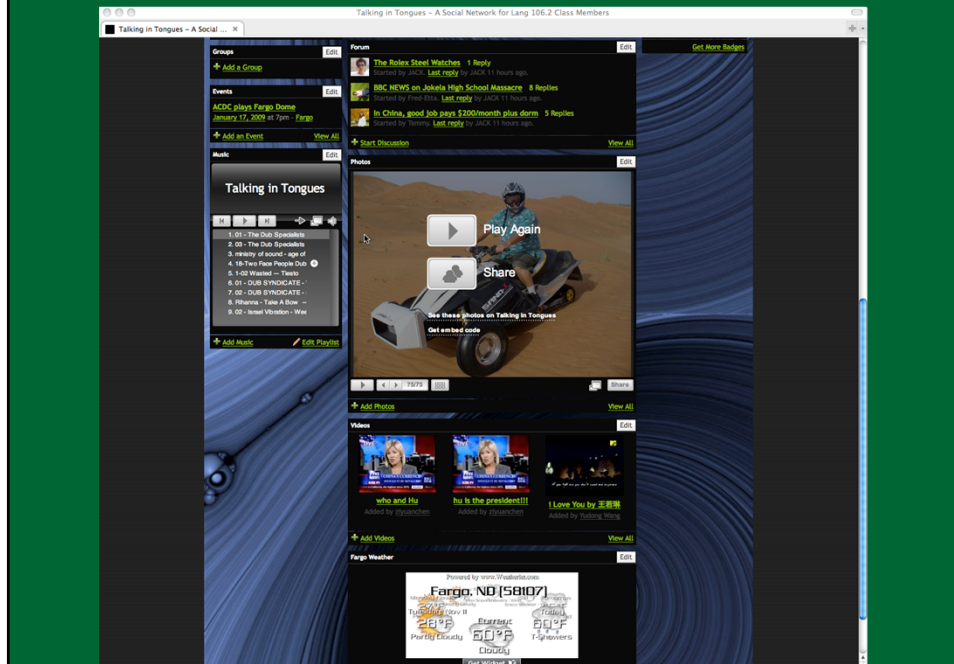
Social Network Sites as Teaching Tools

- A dedicated SNS can provide a virtual space where members of a particular learning community can meet and take part in various formal and informal interactions centered on shared learning objectives.
- Current object-centered sociality theories support the potential effectiveness of a social network centered on the content, activities, and learning objectives of an online course.

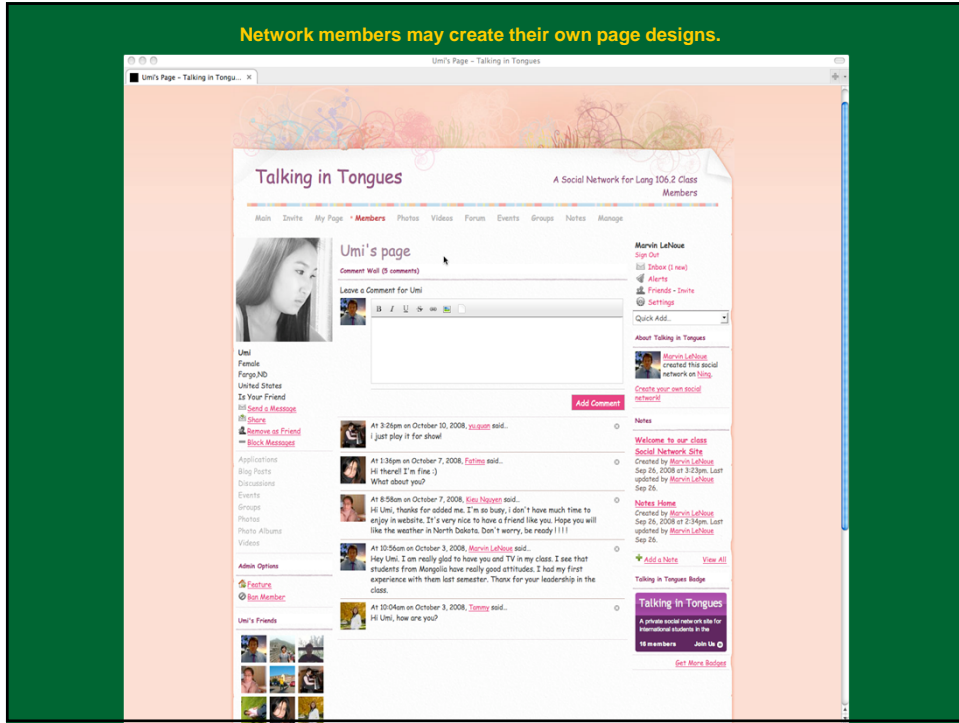
A social network site created for my Advanced Academic Listening and Speaking Skills course.



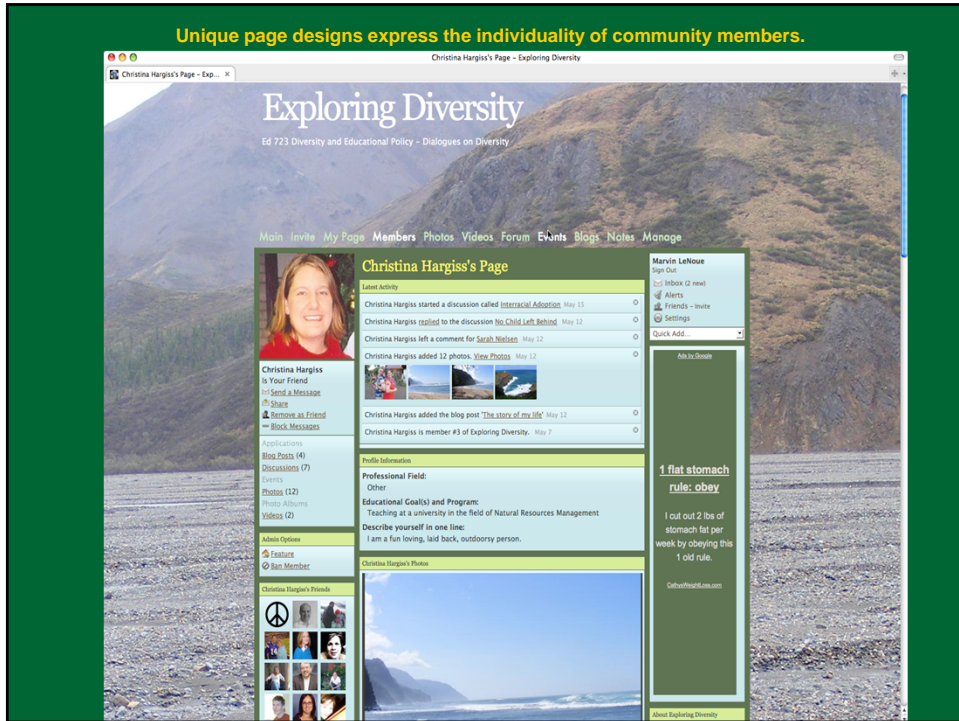
Available basic features include music players, video, photo slide shows, and widgets.



Network members may create their own page designs.



Unique page designs express the individuality of community members.



- Web 2.0 tools expand the potential for individual expression within a community, and offer opportunities for members who may be silenced in face-to-face settings, or by particular modes and norms of expression.
- A dedicated social network site offers a wide array of tools in a one-stop-shop format.

Coming soon...

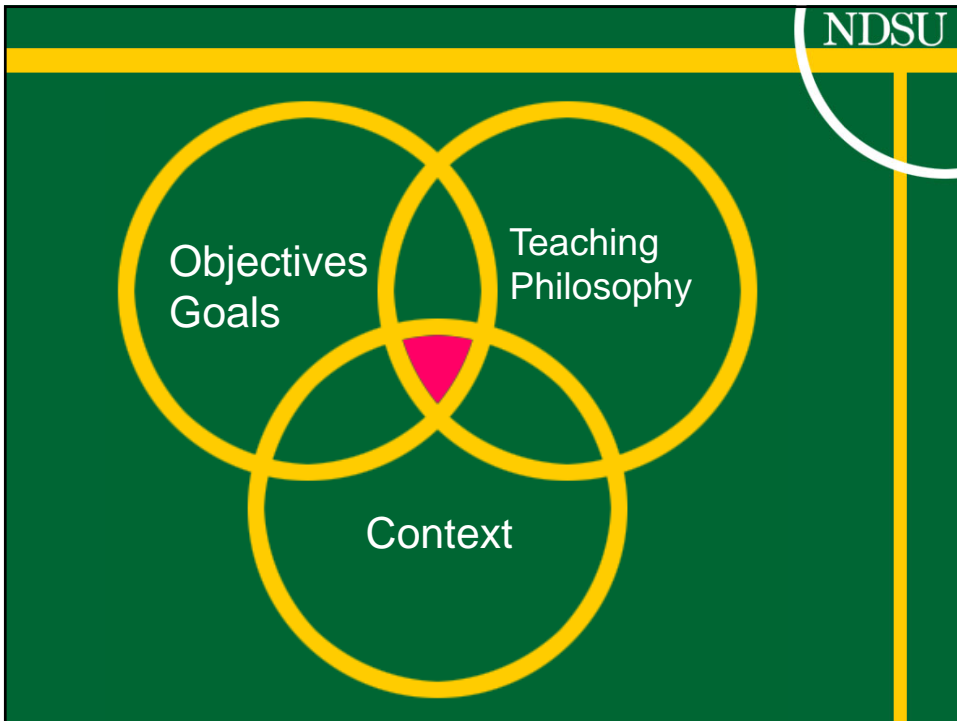




Lyn DeLorme
Online Tools and Methodologies

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Course Development Questions

- Demographic questions
- Course materials and activities
- Instructor's role
- Technologies

Demographic Questions

- Title of the course?
- Students who will take it?
- Has course been taught before?

Course Materials and Activities

- What is the sequence of events/lessons?
- What materials go with the course, such as texts, supporting articles, media, or guest lecturer presentations?
- What are the activities in which students will engage?

Instructor's Role

- What is the piece that you, as the instructor, bring to the environment?

Technologies

- What are some technologies that you have considered for your course?

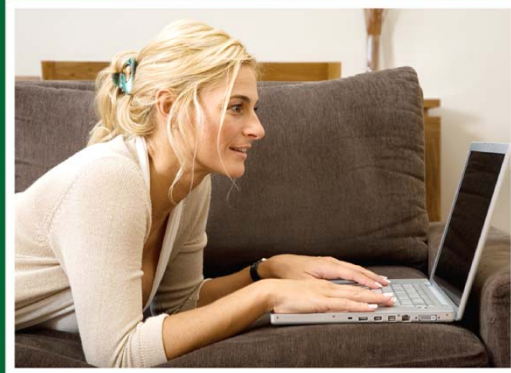
Course Objective

- How do we enable students to become successful border crossers?



Power of Voice and Story

- How do we teach empathy through a computer screen?



Technologies of Voice and Story

- Reflective writing
- Discussion boards
- Video/audio presentations
- Online communities and collaboration
- Portfolios
- Readings in critical literature

Limburg & Clark (2006)

Faculty Support

- Early adopters become collegial touchstones in training and mentoring
- Keep lines of communication open
- The power of story

Discussion Activity

- What boundaries are removed in the online environment?
- How has second wave technology changed our view of the diverse classroom?
- How can faculty and student needs be addressed when designing an online curriculum?

Thank you!