



Region Centers 18 & 19

Distance Education with a Focus on the Pacific Context

**Module II:
Active Engagement in Virtual
Learning Environments**

**April 23, 2021 HST
1:00 PM HST**

Agenda

Welcome

Sign In: [SHEET](#)

Getting to know everyone

Overview

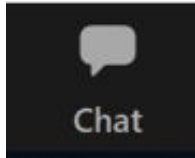
Active Engagement

Questions and Answers

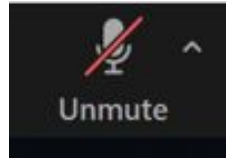


Housekeeping

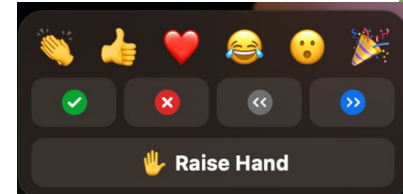
Use the **chat box** for questions, comments, and to participate in activities.



Please remain on **mute** when you're not speaking. Click **unmute** when you want to speak.



Share your **Reactions** throughout the presentation.



Note: This session is being recorded. The recording and PowerPoint will be made available after the session.

Getting to know us



Dr. Ron Canos, NBCT



Dr. Ronald “Ron” Canos is an award winning and National Board Certified public educator from Guam. With over 22 years of teaching experience, and a proven track record of success in increasing student achievement, Dr. Canos was recognized as Guam’s Teacher of the Year in 2008, received his National Board Certification (NBCT) in 2012, honored with the Government of Guam MagPro Award for the Guam Department of Education in 2017 & 2018, and was awarded the University of Guam (UOG)’s Distinguished Alumni for the UOG School of Education in 2018. He currently teaches visual art and serves in various roles and committees at Simon A. Sanchez High School at Yigo, Guam.

Still, at his core, Dr. Canos remains a big nerd who grew up in the boondocks, reads comic books, enjoys board games, loves animals, and still opts for the feel of newspapers and magazines in his hands. He currently ranks #1 in the region for providing completely wrong answers at trivia competitions.



Mike Menchaca, Ed.D.

Dr. Mike Menchaca is a professor in the Department of Learning Design and Technology, University of Hawai'i at Mānoa specializing in distance education. He conducts research on e-learning, technology integration, and social justice with technology. He has been teaching online since 1997. In his spare time, he likes to spend time with his family, travel, and play Scrabble.



Riya Nathrani, Ed.D.

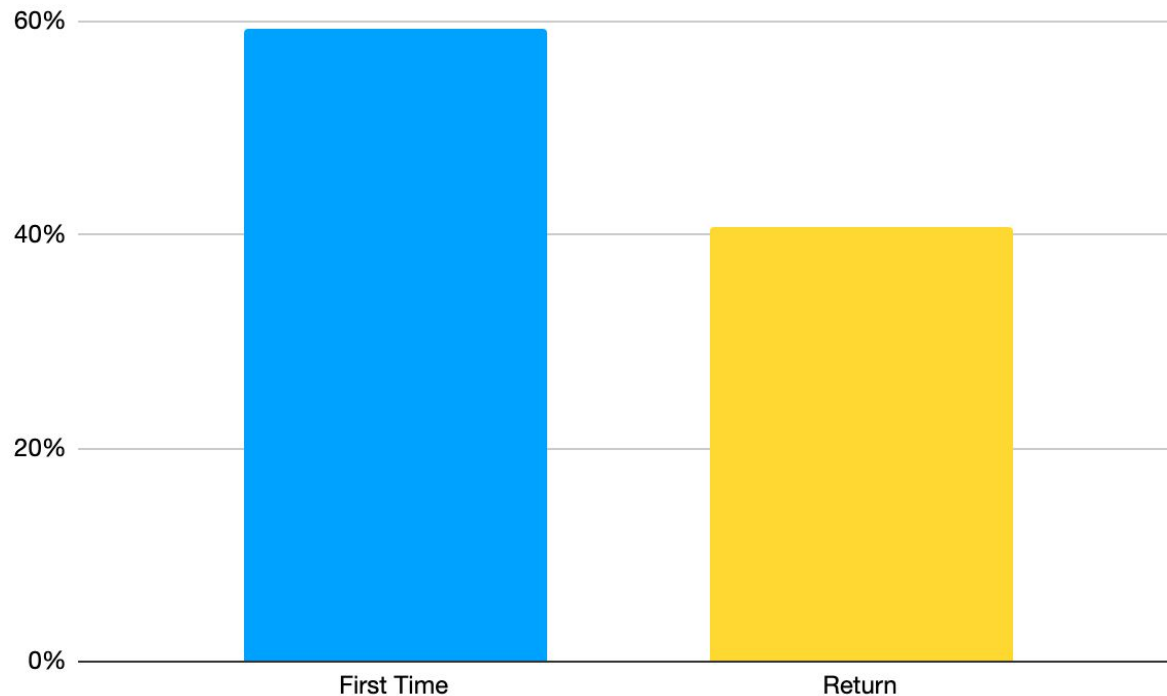


Dr. Riya Nathrani is a seventh-grade Computer Literacy teacher at Hopwood Middle School in Saipan, CNMI and holds a Doctorate in Education with a specialization in Digital Transformation. Dr. Nathrani has developed and facilitated online courses for the CNMI Public School System for several years and is currently an Instructor for the Educational Technology program. Through this capacity, she showcases the use of best practices for using technology and digital tools to enhance learning experiences for students. Dr. Nathrani is a proud product of the CNMI Public School System and has truly found her passion in contributing her skills to mold and inspire young minds. When she is not building online courses and creating videos, Dr. Nathrani enjoys traveling and doing nail art.

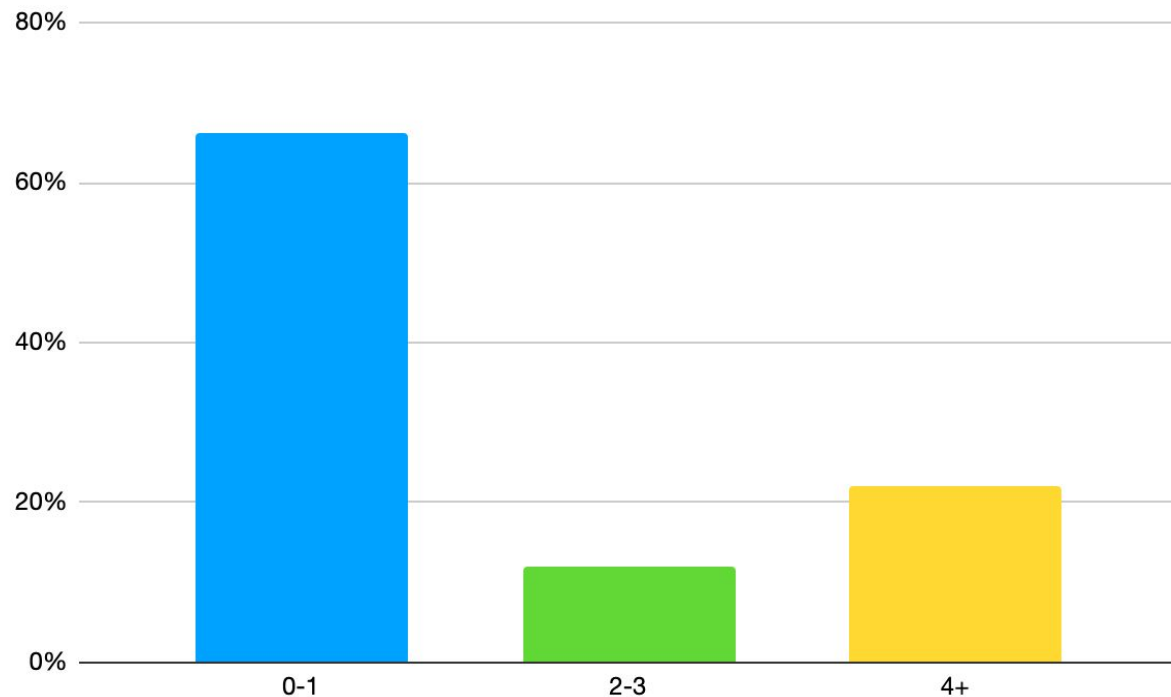
Getting to know you



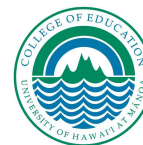
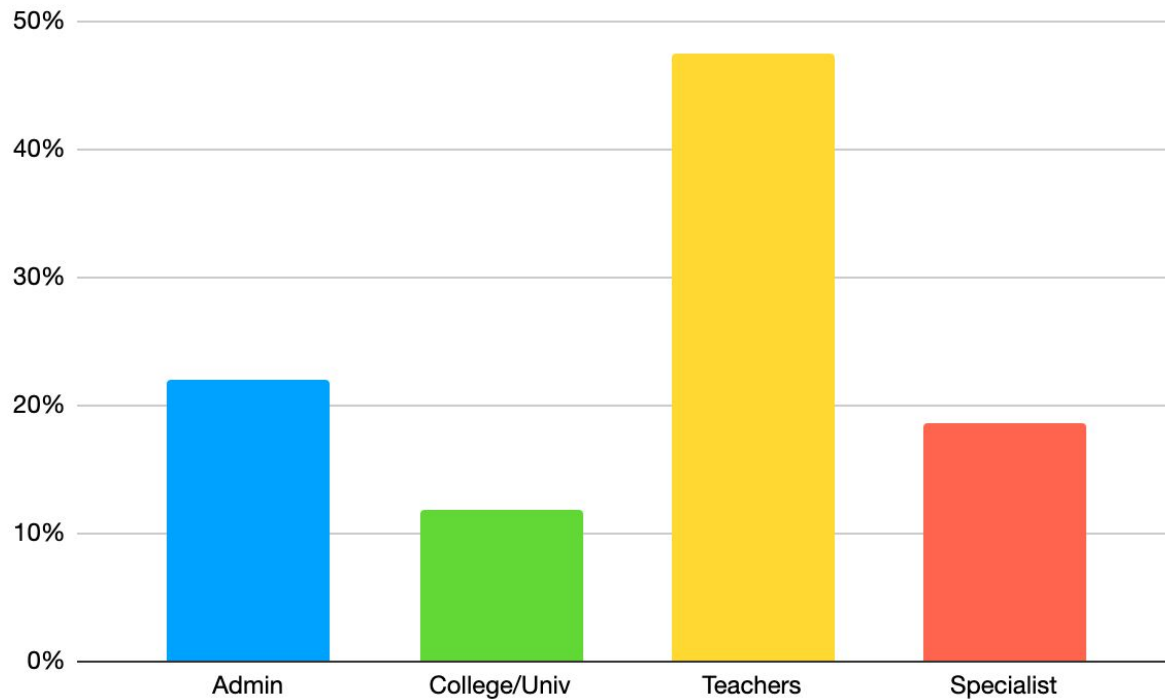
Participant Summary



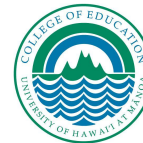
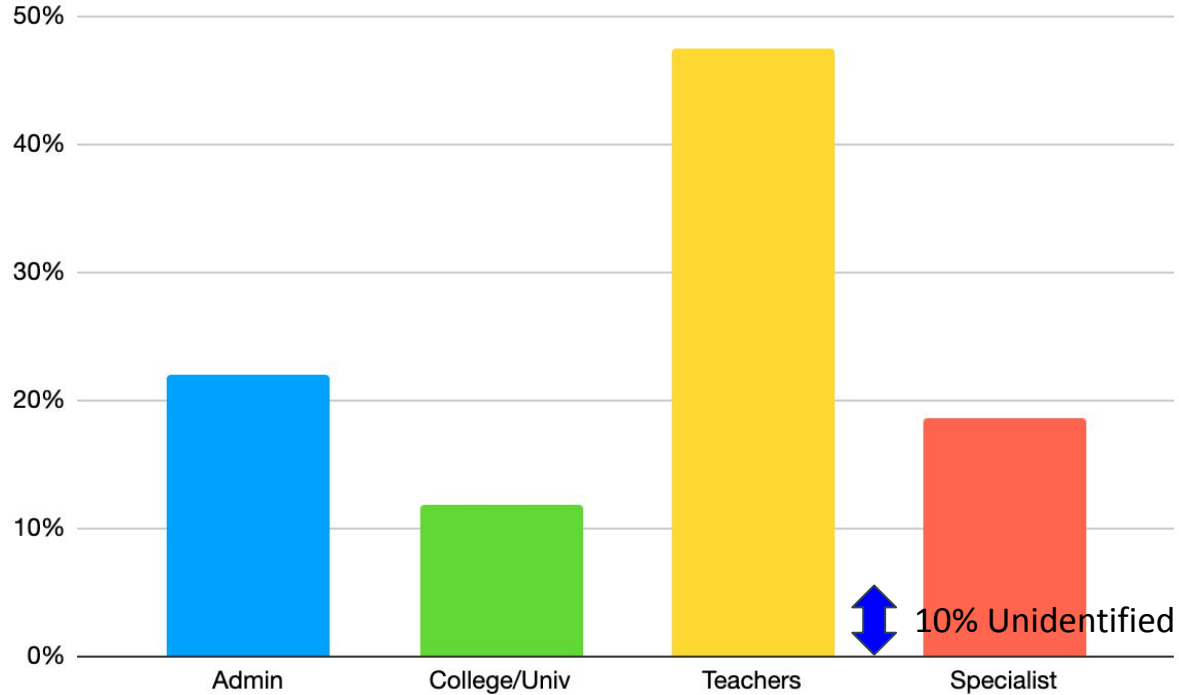
Years Teaching Online



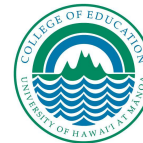
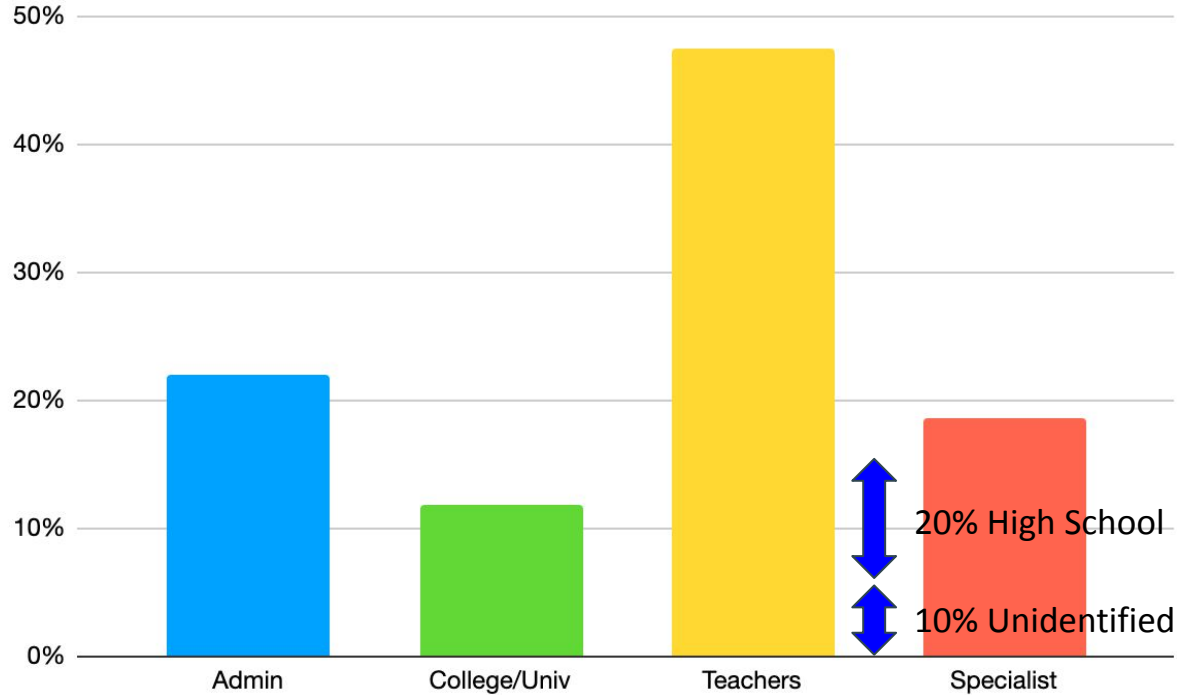
Participant Areas



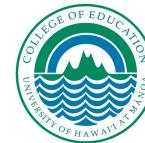
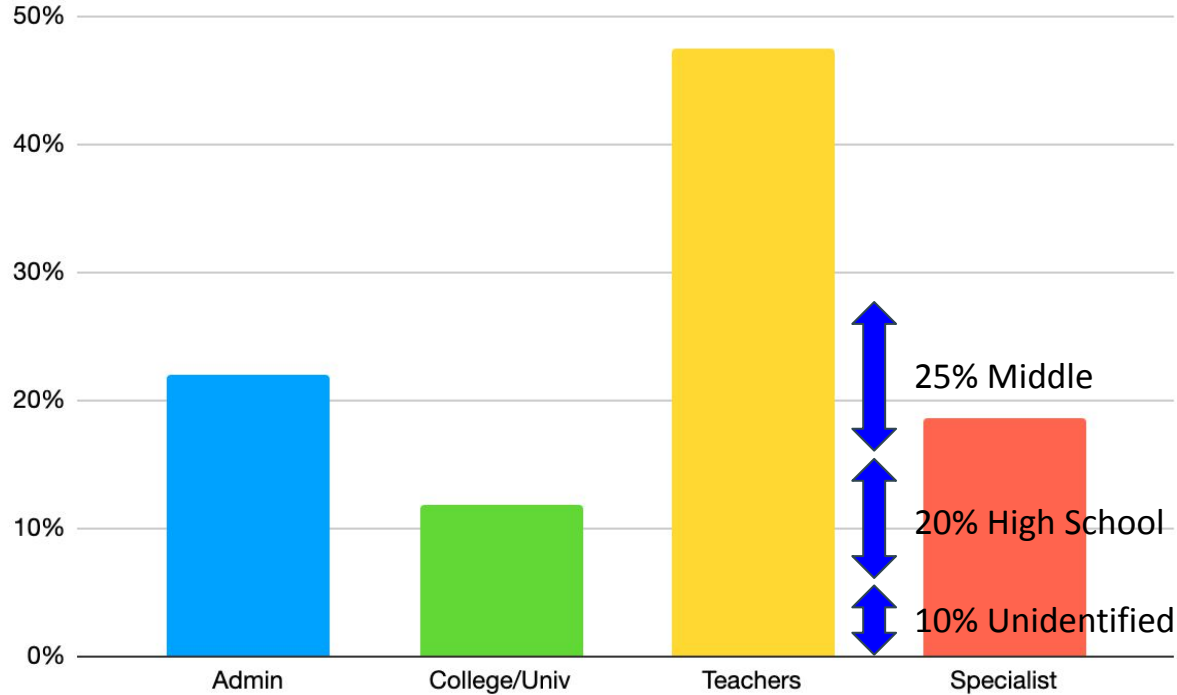
Participant Areas



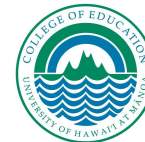
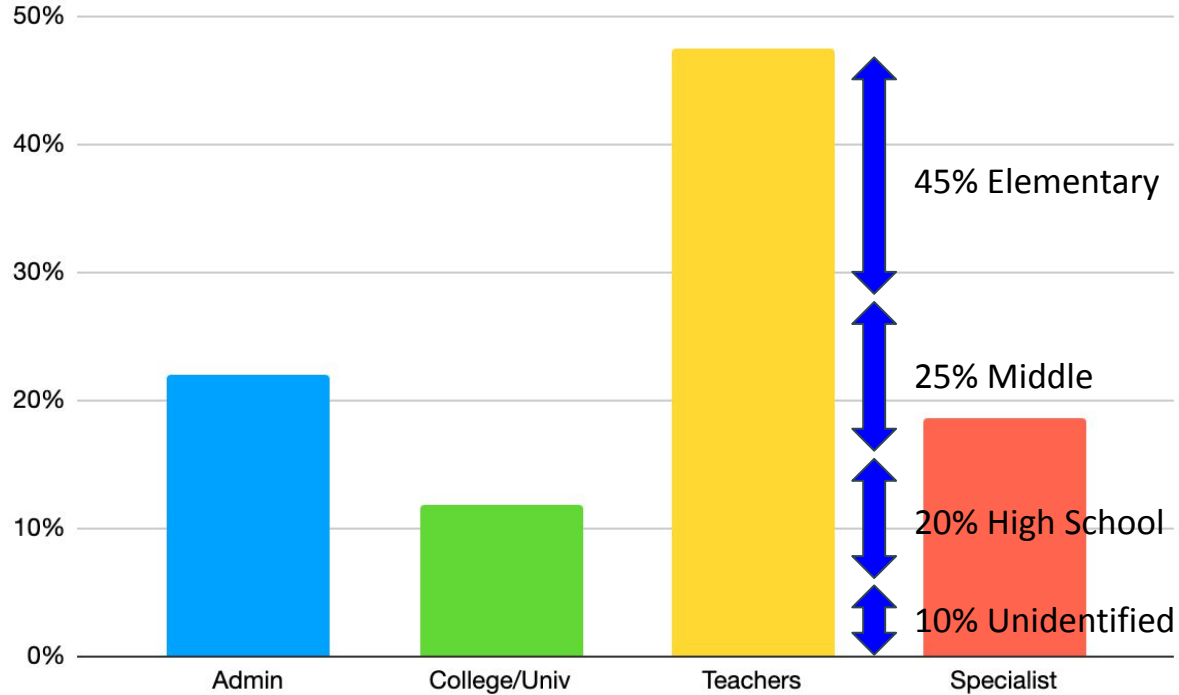
Participant Areas



Participant Areas



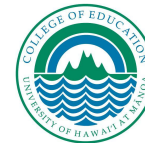
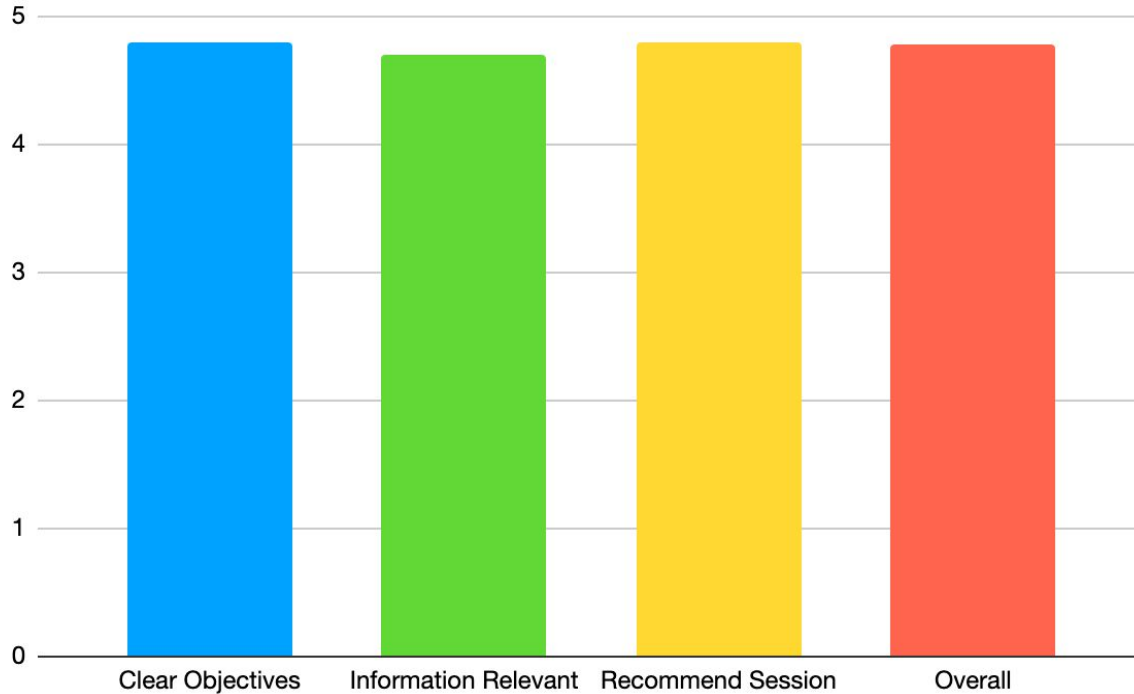
Participant Areas



Participants Areas of Interest from Chat



First Module Evaluation



Most Useful

Application
Storytelling
Strategies
Relevance
Together
Videos
Practicality
Connections
Elephant
Resources
Context
Discussion
Enthusiasm
Pacific

Recommendations

- » Keep as is or none
- » Have more discussion
- » Add breakouts
- » Use more video



Chat Discussion

WHAT DOES **ACTIVE ENGAGEMENT** LOOK LIKE?



Objectives: Participants will...

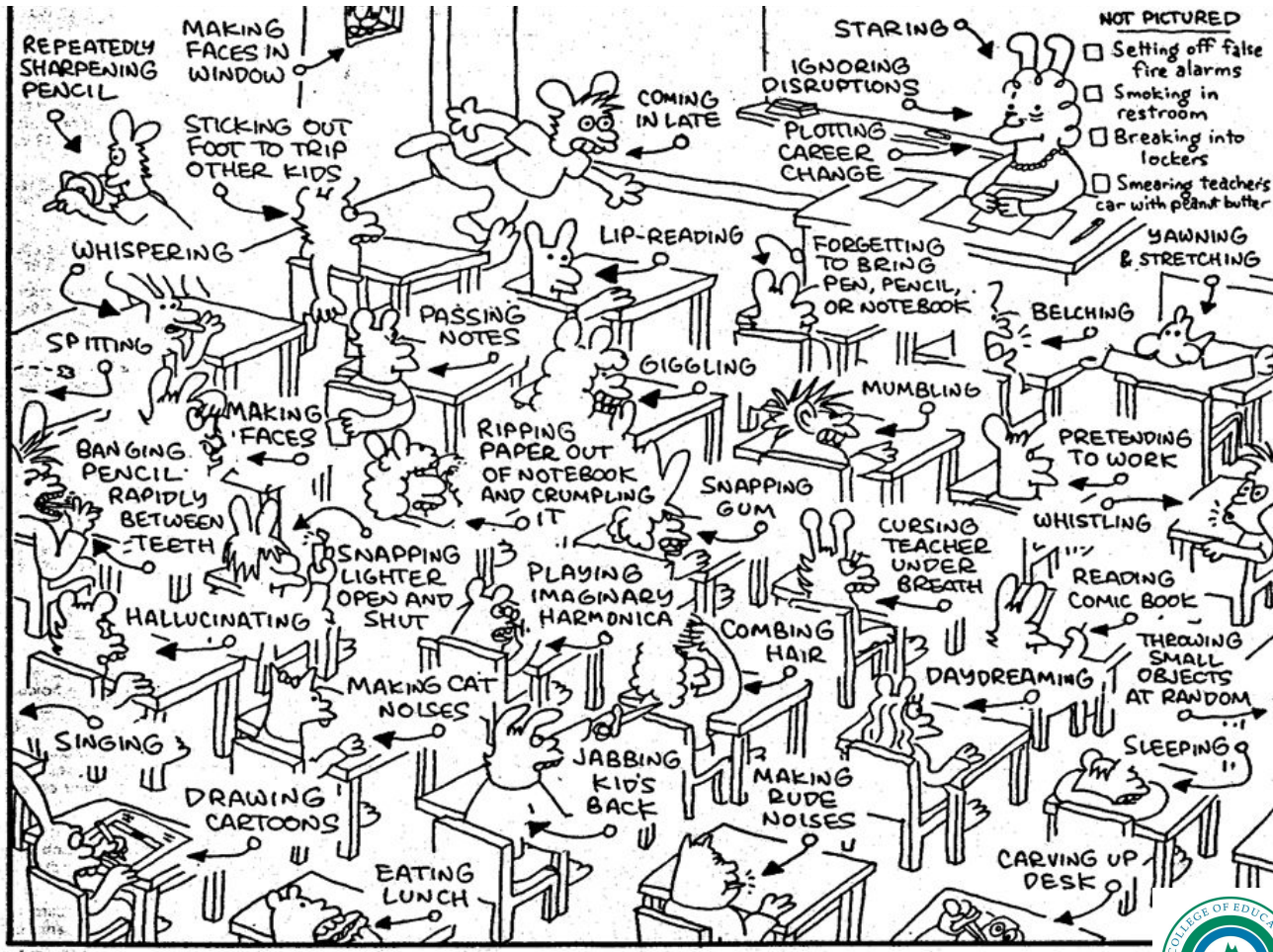
- Discuss creating environments with active engagement
- Practice techniques to facilitate student engagement
- Explore technology tools and resources
- Understand the design-thinking process
- Identify discussion techniques
- Explore synchronous engagement strategies

Dr. Ron Canos

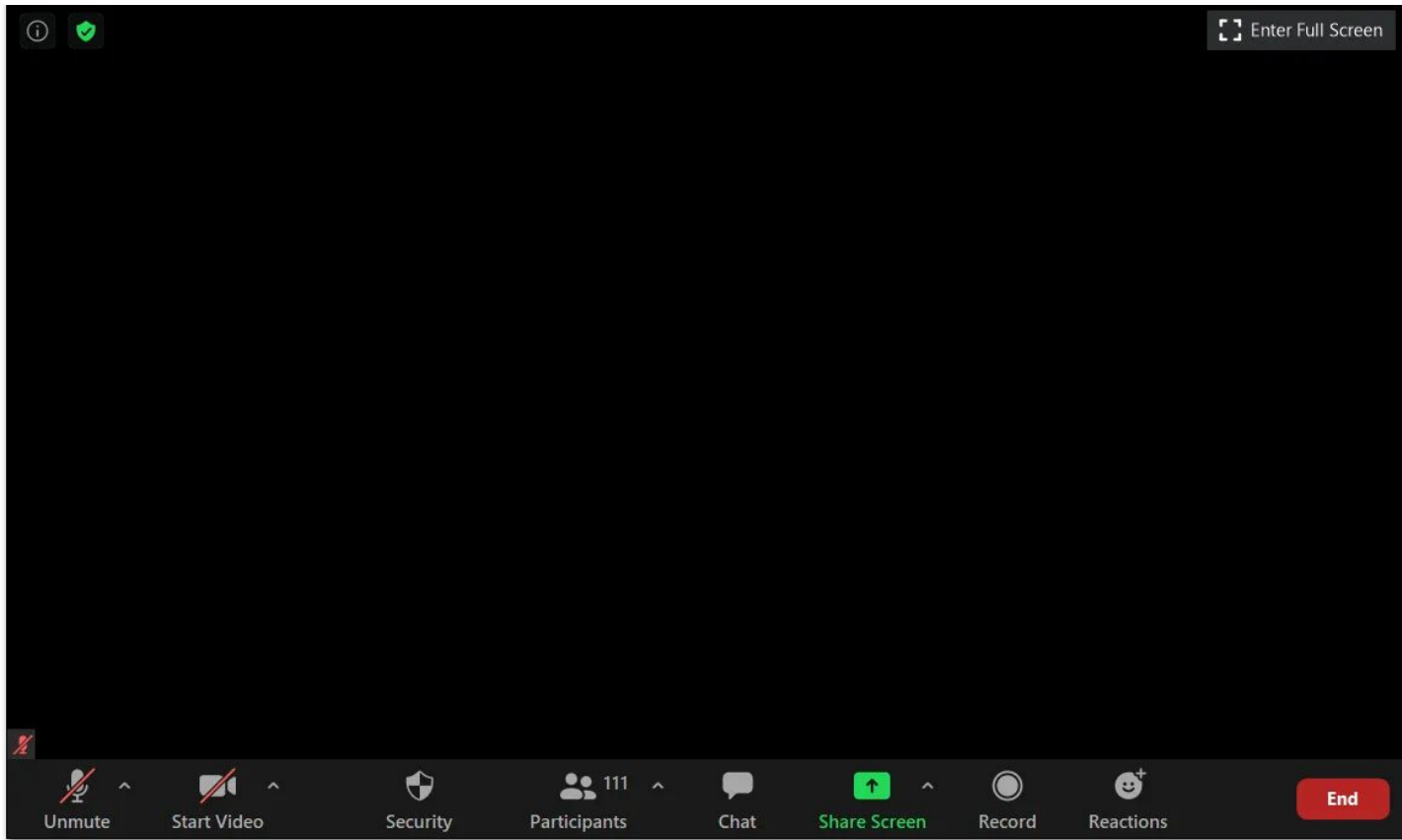
“Any **change**, even a change for the better, is always accompanied by drawbacks and discomforts.”

- *Arnold Bennet*

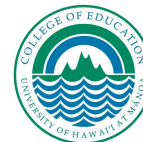
THE WORST CASE SCENARIO (Pre-Pandemic)



THE WORST CASE SCENARIO (Today?)



Reciprocal Teaching Differentiated Instruction Self-assessment
 Comparisons Formative Assessments Word Walls
 Gamifying Content Differentiated Instruction Gallery Walks
 Quick Writes Feedback Drill Community Circle
 Graphic Organizers Infographics Exit Tickets Current Events
 Experiments Independent Research Hooks and Targeted Feedback Model Making
 Number Talks Project-based Learning Clock Partners K-W-L
 Technology Use Revisions Presentation Case Study
 Demonstrations Conferencing Shifts Lectures Peer Tutoring
 CITW Strategies Goal and Task Cards Media Creation
 ArtWork Socratic Seminar Coaching Exhibits Newscasts Questioning Discussion Boards Thinking Maps
 S.T.E.A.M. Inquiry-based Learning SIOP Strategies Read Alouds
 Figsaus Service Learning Videos Positive Reinforcement Dioramas Learning Centers Summarizing
 Guest Speakers Growth-Over-Time Recitation Discussions Cooperative Learning
 Vocabulary Service Learning Music and Power Previewing
 Lab Reports Sketchnotes Reviews Essays Talking Chips
 Role-Playing Hands-on Visuals Portfolios Focus Groups
 Homework Rewards and Recognitions Kinesesthetic Activity Webbing
 Independent Reading Multiple Intelligences Augmented reality
 Think-Pair-Share Scaffolding Summative Assessments Debates Hypothesis



What the research says about teaching students in our region:

Researchers¹ have identified that the principal reasons for the poor achievement of Pasifika students are related to teachers:

- Having deficit views of Pasifika students and their potential for learning, and a failure to develop strong and positive relationships with Pasifika students
- Failing to understand Pasifika students' identities
- Using ineffective pedagogies



What the research says about teaching students in our region:

Researchers² also note that high achieving Pasifika students perceived that important factors contributing to their success were the maintenance of their cultural identity, high expectations by teachers and parents, home-school relationships, parental support and love, the role of the church and the use of technology.

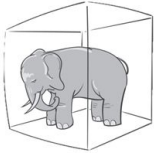
Culturally responsive teaching can be enacted when teachers work on:

- Having high expectations for Pasifika students (link to section)
- Knowing students as individuals, knowing the cultures they identify with and what this means for them (link to section)
- Developing strong relationships with Pasifika students and families (link to section)
- Effective pedagogies which are discursive and collaborative (link to section)



Things that were important to me, as a teacher, when transitioning online:

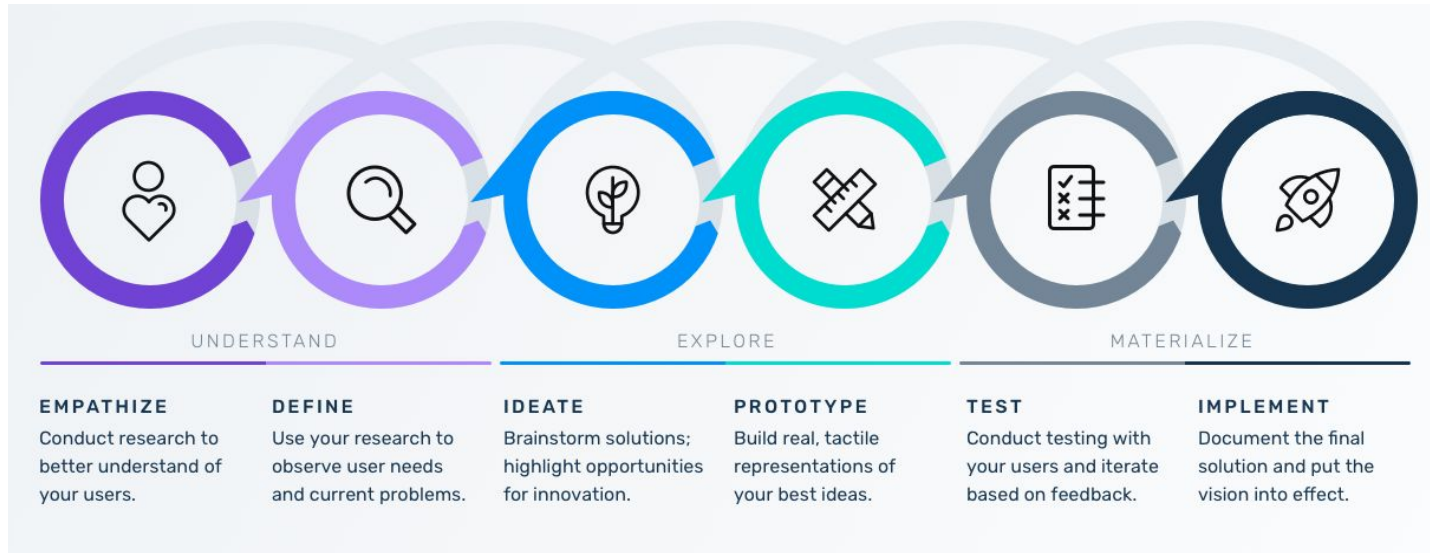
1. Get online ASAP & be proficient in navigating the learning platforms.
2. Familiarize myself with the video communications platform that I will use to teach.
3. Learn to use a small group of applications that would provide options to teaching.
4. Focus on High quality & High Return practices.
5. Simulate in-class interactions & collaborations despite distance learning.



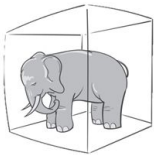
Student, Teacher, & Family access to technology & online connections are REAL issues and barriers to distance learning.



Reframing & Innovation Through Design Thinking & Ideation



Design Thinking Process *Image copyright: Stephanie Baseman*

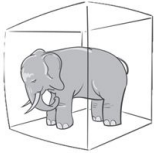


Not everyone has the time to engage in the full process

Lessons learned from Design Thinking

1. (EMPATHIZE) Who are our users?

Research³ on Pacific Island Nations indicate that most educational institutions, based on Western learning approaches, do not reflect or take into account the context of the Pacific Island people's perspectives on thinking, learning, and communicating with one another.

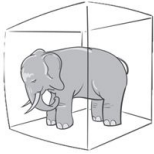


There are real barriers to consistent access and experience. Not every problem is solved in one day or even at our level!

Lessons learned from Design Thinking

2. (DEFINE) What are the problems we are attempting to solve?

Researchers⁴ find that while governments have implemented initiatives to increase the availability of technology and access in the Pacific Region, many students may still experience limited access to the internet or are restricted to accessing technology in certain locations such as schools, learning centers, community libraries or other remote locations

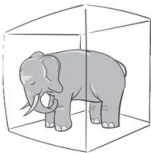


There are real barriers to consistent access and experience. Not every problem is solved in one day or even at our level!

Lessons learned from Design Thinking

3. (IDEATE) Generate many possible ideas and possible solutions.

Research⁵ further supports the focus on instructional practices that aligns with Pacific Islanders students' cultural upbringing including building rapport, increasing peer interaction and collaboration, and individual identity. Additionally it is important for educators to increase their awareness of cultural values and how those values manifest and impact student behavior in the classroom

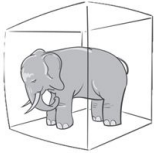


There are real barriers to consistent access and experience. Not every problem is solved in one day or even at our level!

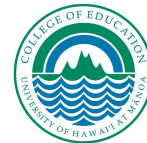


Lessons learned from Design Thinking

1. (EMPATHIZE) Who are our users?
2. (DEFINE) What are the problems we are attempting to solve?
3. (IDEATE) Generate many possible ideas and possible solutions.
4. (PROTOTYPE) What would our potential solution look like?
5. (TEST) What are our users telling us?
6. (IMPLEMENT) How usable is our solution? Can it be extended?

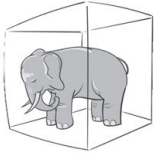


There are real barriers to consistent access and experience. Not every problem is solved in one day or even at our level!



REFRAMING & INNOVATION

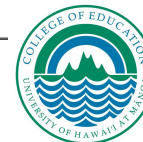
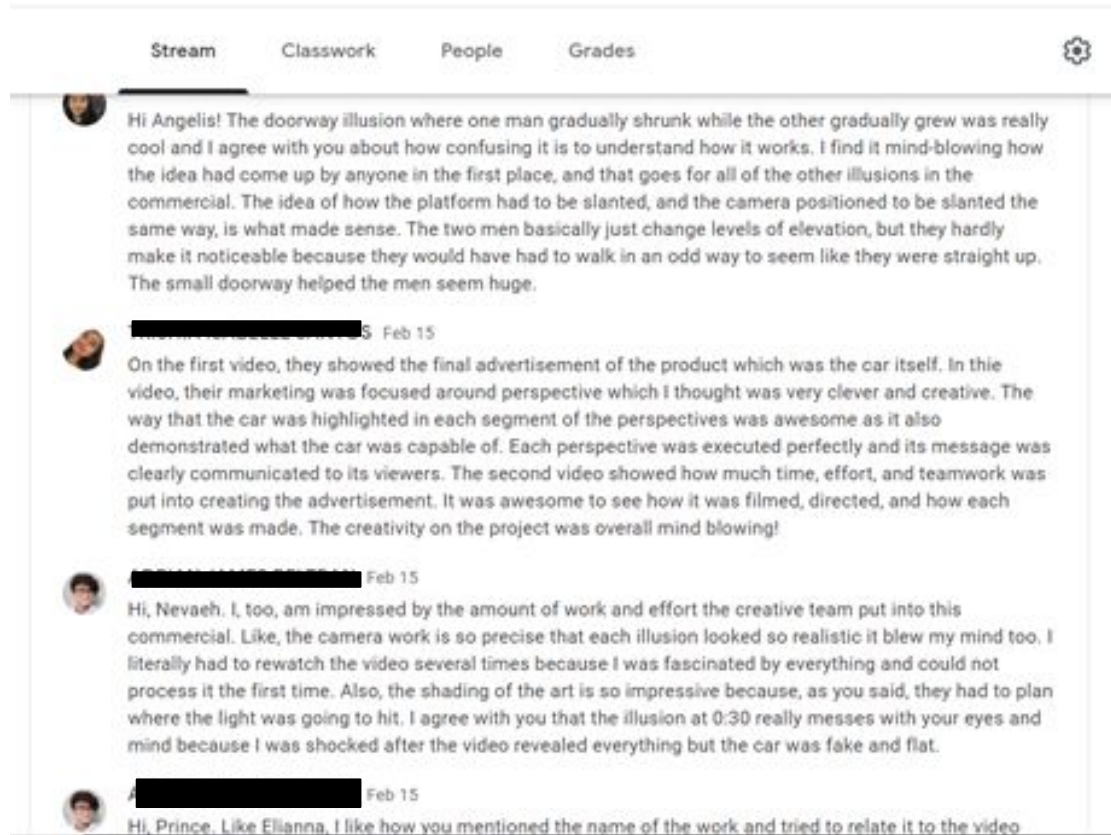
1. Lectures= Enhanced by video & digital imagery, Virtual Platforms
2. Passing papers = Shared & Collaborative documents
3. Taking Notes = Posting Resources
4. Face to Face Discussions = Discussion Boards, Virtual Platforms
5. Content Reviews = Gamified Content
6. In-Class Interactions = Breakout rooms, GooseChase
7. Exit Tickets & Quickwrites = Jamboards, Padlets, etc.



Any transition to online/virtual learning will require an investment of time from the teacher to develop competency and proficiency to maximize their efforts in the classroom.



Student Example 1 Discussion boards via Google Stream/Questions



Student Example 2 via Google Slides

DISCUSSIONS WEEK#3: WORDS OF ART: ART QUOTATIONS

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was made on September 20, 2020

Background Layout Theme Transition

1 2 3 4 5 6 7 8 9

11 "The worst enemy to creativity is self-doubt."

12

13

14

15

I chose this quote because I feel like many people, including myself, doubt their artistic abilities. There are no right or wrong ways you can do art. And we certainly don't need to be a perfectionist when creating art.

SAMANTHA Sep 17, 2020

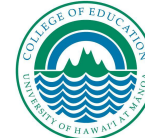
Hi Vinysha, I agree that many people struggle with art due to the fact that they believe they aren't good enough or never improve. And I think that defeats the purpose of art, art is meant to be an outlet for creativity or feeling and should be enjoyable. It's a shame that our insecurity tends to hinder our work. I really like this quote!

Show less

Reply or add others with @

Ronald A. Canos Sep 16, 2020

Yes! I agree with this quote, Vinysha



Student Example 3 via Google Jamboard

FUNCTIONS & ROLES JAM

5/8

Set background Clear frame

Namiko- Practical Function, Creator.
The reason why I think this way is because the shoe is something we use to protect our feet from the ground or even just as a style.

Eugene- Function/Practical
It is practical because shoes are a part of our lives because we see and use them everyday.

Deysha - Function:
Practical. I think its practical because you can use it everyday if you wanted to.

Deysha- Role:
Creator. I believe it is creator because it was created for someone's personal reason or for entertainment.

Eugene- Role:Creator
The artist is a creator because he just designed it to express himself. There is no message, event, or something trying to inspire.

Kim -practical Function
because it serves a basic need

Austin - Practical Function: this is a practical function because shoes are meant to protect your feet

Austin- Creator: this is creator because the artist made this for his personal use and feelings

Student Example 4 via QUIZZIZ

The screenshot displays the QUIZZIZ web application interface. At the top, there is a purple header with the QUIZZIZ logo and a search bar. Below the header, the user profile for 'Dr. Canos' is shown, along with a 'Plan: Basic' label and an 'Upgrade to Super' button. A 'Create' button is also visible. The left sidebar contains navigation links: 'Explore', 'My library', 'Reports', 'Classes', 'Settings', and 'More'. The main content area features two buttons: 'INSTRUCTOR-LED SESSION Start a live quiz' and 'ASYNCHRONOUS LEARNING Assign homework'. Below these, there are two quiz questions. Question 3 asks for a line that shows or creates the outer edges of a shape, with answer choices: Gestural Line, Geometric line, Calligraphic Line, and Outline. Question 4 asks for examples of IMPLIED lines EXCEPT, with answer choices: A series of dots and dashes and A group of people standing in a line.

QUIZZIZ Search

Dr. Canos
Plan: Basic

Upgrade to Super

Create

Explore

My library

Reports

Classes

Settings

More

Help

INSTRUCTOR-LED SESSION
Start a live quiz

ASYNCHRONOUS LEARNING
Assign homework

Question 3

Q. A line that shows or creates the outer edges of a shape

answer choices

☐ Gestural Line

☐ Geometric line

☐ Calligraphic Line

☐ Outline

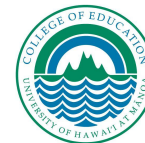
Question 4

Q. The following are examples of IMPLIED lines EXCEPT:

answer choices

☐ A series of dots and dashes

☐ A group of people standing in a line



Break



Mike Menchaca

Asynchronous interaction strategies



Design Model⁶: C - A - S - A

» Content



Design Model: C - A - S - A

» Content

» Asynchronous



Design Model: C - A - S - A

» Content

» Asynchronous

» Synchronous



Design Model: C - A - S - A

- » Content
- » Asynchronous
- » Synchronous
- » Assessment / Assignments



Asynchronous vs. Synchronous

- » Some like to read and think
(asynchronous)



Asynchronous vs. Synchronous

- » Some like to read and think
(asynchronous)
- » Some like to talk story
(synchronous)



Asynchronous vs. Synchronous

- » Some like to read and think
(asynchronous)
- » Some like to talk story
(synchronous)
- » Some like to create
(either)



Asynchronous Discussion Possibilities


- » Class discussions
- » Questions and answers
- » Group projects
- » Peer review (Google Docs)
- » Storytelling
- » Video and avatar options



Class discussions

>> Use an organizer

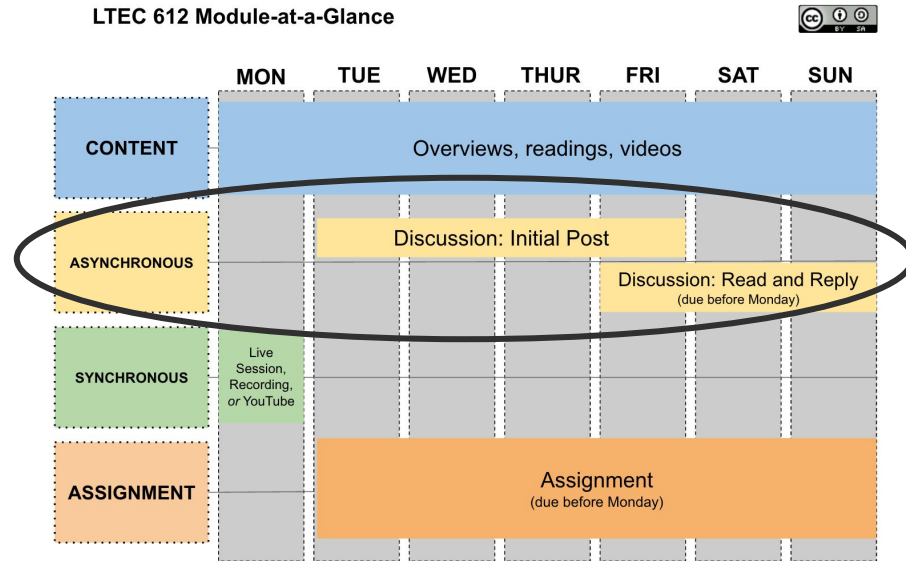
LTEC 612 Module-at-a-Glance



	MON	TUE	WED	THUR	FRI	SAT	SUN
CONTENT	Overviews, readings, videos						
ASYNCHRONOUS		Discussion: Initial Post			Discussion: Read and Reply (due before Monday)		
SYNCHRONOUS	Live Session, Recording, or YouTube						
ASSIGNMENT		Assignment (due before Monday)					

Class discussions

- » Use an organizer
- » Have two deadlines



Class discussions

- » Use an organizer
- » Have two deadlines
- » Provide prompts



Post Prompt: Due Wednesday (Length: 2-3 paragraphs)

Review the Micronesia Milestones Timeline

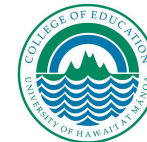
How does the inclusion of a Pacific context within a typical Western historical timeline affect perception of self and culture? What role does storytelling play in Pacific history?

Reply Prompt: Due Sunday (Length: 1-2 paragraphs each)

Respond to at least two peers

Referring to your peers post, what did you find most significant and interesting? What might you add to their argument from your own perspective?

Note: Please refer to both course material as well as appropriate academic resources in your responses, including providing citations.

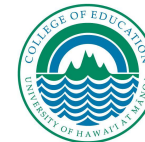


Class discussions

- » Use an organizer
- » Have two deadlines
- » Provide prompts
- » Rely on a rubric

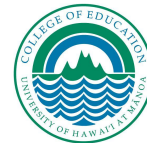
DISCUSSION RUBRIC

<i>Criteria</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Excels</i>
Initial Post	• No synthesis of course content in post	• Synthesis of course content	• Exceptional synthesis of course content
	• Information not clear and / or reflective	• Cogent presentation of information reflective in nature	• Cogent presentation of information that is clearly reflective in nature
	• Not connected to assignment description	• Post considers assignment description and parameters given	• Post connects directly to assignment description and parameters given
	• Editing, spelling, grammar and similar errors	• Well-edited with minimal spelling, grammar, or other errors	• Well-edited and nearly free of spelling, grammar, or other errors
Responses	• No evidence of understanding original post	• Evident understanding and reflection of original post	• Exceptional understanding and reflection of original post
	• No reference to course content	• Some reference to course content	• Solid reference to course content
	• Minimum requirement for responses not met	• Minimum requirement for responses met	• More than minimum requirement met
Deadlines	• Posts and responses not on time	• Posts and responses on time allowing for adequate discussion	• Posts and responses early



Peer Review

- » Use Google Docs
- » Students can share with
“comment” privilege
- » Make a comment on the page
- » <https://go.hawaii.edu/6ZJ>



Flipgrid



Empower every voice.

Flipgrid

 Microsoft

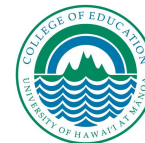


Flipgrid Example



Or <http://flipgrid.com/cd19e248>

Flipgrid Educator Login and Examples



Flipgrid Basics

Behind the Curtain

Grid & Topics

Short videos

Easy Captions

Can upload
videos

Students Reply



Flipgrid Ideas

- » Video (or audio) Reflections
- » Peer-to-Peer discussion
- » Foreign language activities
- » Outside guest speakers
- » Culminating assignment for small group activity
- » Check-ins or questions
- » Provides social, teaching, and/or cognitive presence
- » Build a Pacific presence that is currently scarce



Tool seems

- A. Fairly easy
- B. Kinda tough
- C. The usual
- D. Meh



**Real-time Collaboration:
Breakout Rooms
(10 mins)**

**What strategies or
tools can help engage
Pacific Island students
in a virtual learning
environment?**

Synchronous Engagement Activities

Teachers can offer interaction, feedback, and social engagement in a live session.



Students in Pacific regions may have less access to technology. Therefore, we can use **engaging activities** to help shift their attitudes about online learning.

- Use opening, check-in, and community building activities
- Summarize, highlight, and connect
- Teach students to actively use the chat
- Put students into groups and use polls
- Use a collaborative online whiteboard



Facilitate and Interact

Use **synchronous class sessions** for active student engagement. Active learning can help **narrow the achievement gap** for minority students.

Use the synchronous session to:

- Introduce activities
- Offer a brief recap of key ideas or concepts
- Offer brief explanations
- Clarify misconceptions or areas of confusion
- Share a short story connected to the topic
- Summarize important information



Using the JamBoard



The digital whiteboard
for cloud collaboration



Finally a collaboration board by



Peardeck:

Turn presentations into interactive lessons



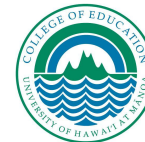
- Users can build directly onto existing Google Slides
- Helps teachers engage every student and give formative assessments for any grade or subject
- Includes a slide library with pre-created activities:
 - **Beginning** (check prior knowledge, ask what students are curious about)
 - **During** (summarize, assess learning, gauge understanding)
 - **End** (retell what they learned, share feelings)



Gamifying Education with Quizizz

- » Conduct student-paced formative assessments in a fun and engaging way for students of all ages.
- » Find free quizzes on mathematics, English, science, history, geography, languages, etc.

Let's try it out! Please click on the link in the chat box to join the Quizizz game.



Wrapping Thoughts

- » Be creative
- » Try different tools
- » Connect to local culture
- » Use storytelling



Questions and Sandbox Time

- » Try one of the tools shown
- » Ask questions
- » Join in a discussion with Ron
- » Access Google Sites with sandbox options and quickstarts

<https://go.hawaii.edu/JZw>

Resources

Evidence-based practices

- » Flipgrid Professional Development blog [[link](#)] ([Bartlett, 2018](#))
- » Pear Deck Professional Development [[link](#)] ([Ni, et al., 2020](#))
- » Quizizz Professional Development [[link](#)] ([Mohamad, et al., 2020](#))
- » Gamification research ([Bowman, 2014](#))
- » The Guampedia [[link](#)] ([Perez, 2019](#))

Images

- » Unless otherwise specified, all images are creative commons zero (CC0), no attributes required including presenter provided photos

In-presentation References

¹Spiller, L. (2012). "How can we teach them when they won't listen?" How teacher beliefs about Pasifika values and Pasifika ways of learning affect student behaviour and achievement. *Set* 3, 58-66.

²Fletcher, J., Parkhill, F., Fa'afoi, A., Tufulasi Taleni, L., & O'Regan, B. (2009). Pasifika students: teachers and parents voice their perceptions of what provides supports and barriers to Pasifika students' achievement in literacy and learning. *Teaching and Teacher Education*, 25, 24-33.

³Thaman, K. H. (2009) *Towards Cultural Democracy in Teaching and Learning with specific references to Pacific Island Nations (PINs)*. International Journal for the Scholarship of Teaching and Learning, 3 (2). pp. 1-11. ISSN 1931-4744

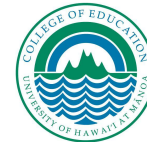
⁴Johnson, J.B., Reddy, P., Chand, R. et al. Attitudes and awareness of regional Pacific Island students towards e-learning. *Int J Educ Technol High Educ* 18, 13 (2021). <https://doi.org/10.1186/s41239-021-00248-z>

⁵Martinsen, N. *Supporting Pacific Islander student success in Higher Education through culturally sustaining leadership*. (AS35 2017 EDD .M37) [Doctoral dissertation, San Francisco State University] <http://hdl.handle.net/10211.3/199788>

⁶Menchaca, M. (2014). *Mi CASA Es Su Casa E-Learning: A Simplified Approach to Designing Online Learning*. https://dcdc.coe.hawaii.edu/ltec/612/wp-content/uploads/2014/05/menchaca_casa.pdf

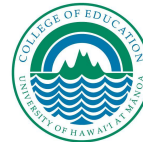
Participant Feedback Form

Help us improve our practice by providing us with some feedback.



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Thank you!



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