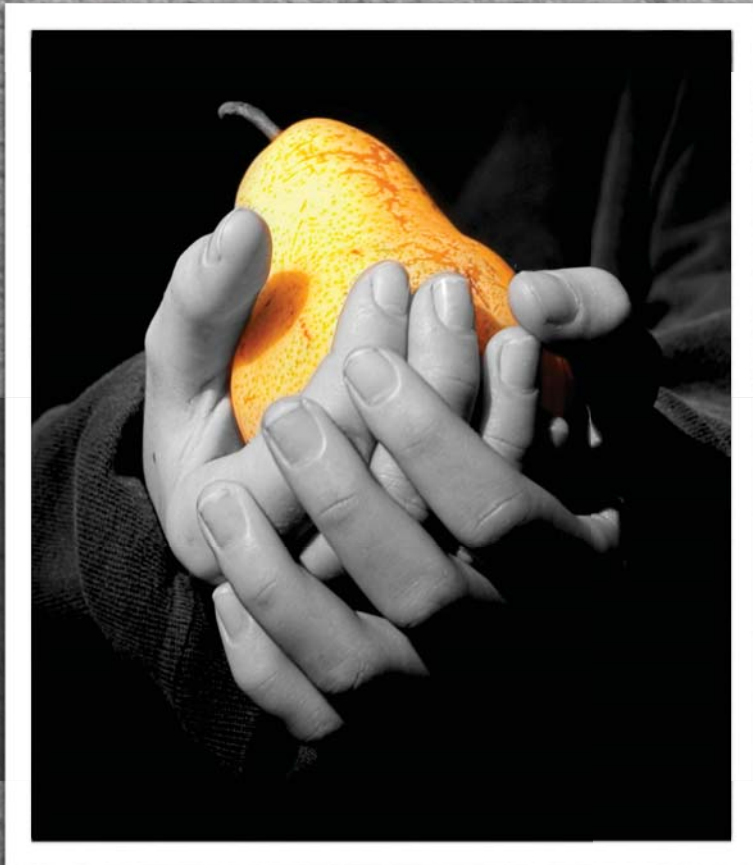


Humanizing Your Online Class



Michelle Pacansky-Brock
@brocansky
www.TeachingWithoutWalls.com



brought to you by
**ACADEMIC PARTNERSHIPS
FACULTY e-COMMONS**

Today's Speakers



Michelle Pacansky-Brock

Author, Online Learning Consultant, Educator
Mt. San Jacinto College
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<http://www.TeachingWithoutWalls.com>

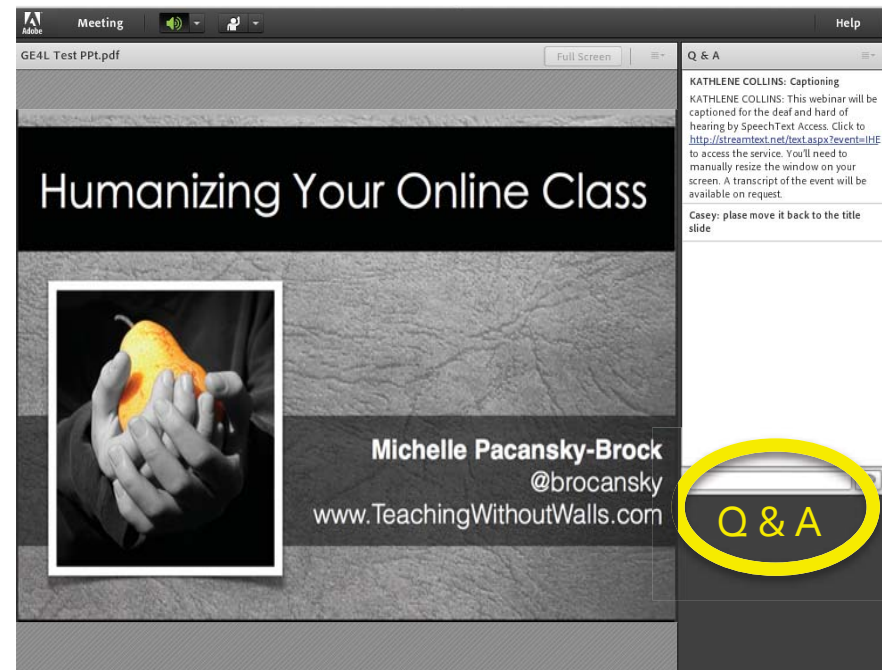


Kenneth C. Green, *moderator*

Founding Director
The Campus Computing Project
& Digital Tweed blogger @ *Inside Higher Ed*
<http://campuscomputing.net>

Before We Begin

- We are using Adobe Connect. Please enter questions in the text field at the bottom of the Q&A Window. *We are monitoring the discussion and will try to bring the Q&A comments into the conversation.*
- We will not use the “raise your hand” feature.
- We are recording the webinar; the webinar archive and slides will be available later today.



Human Element: An Essential Online Course Component Starts October 21, 2013 - FREE



Human Element: An Essential Online Course Component

How do you make sure to address not just the content of your teaching in an online course, but also your students? Students want to know their instructor. This...



Whitney Kilgore
Vice President, Academic Partnerships



[Learn More](#)



your quality. online. worldwide.

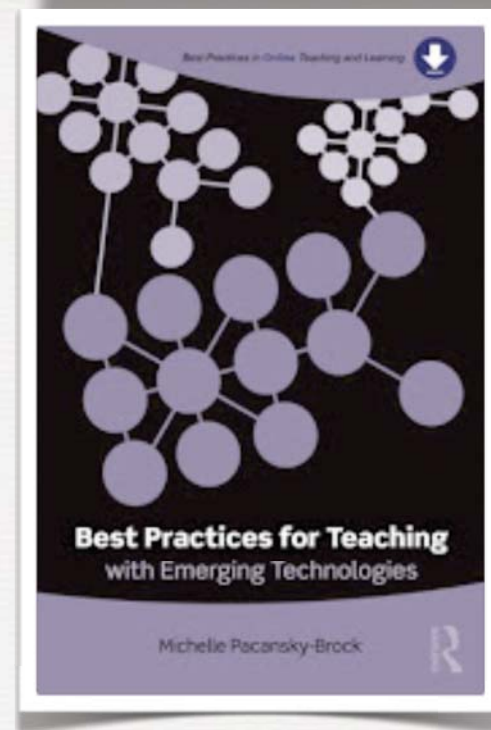
#humanmooc





How to Humanize Your Online Class with VoiceThread

(eBook)



Best Practices for Teaching with Emerging Technologies

More info at:

TeachingWithoutWalls.com

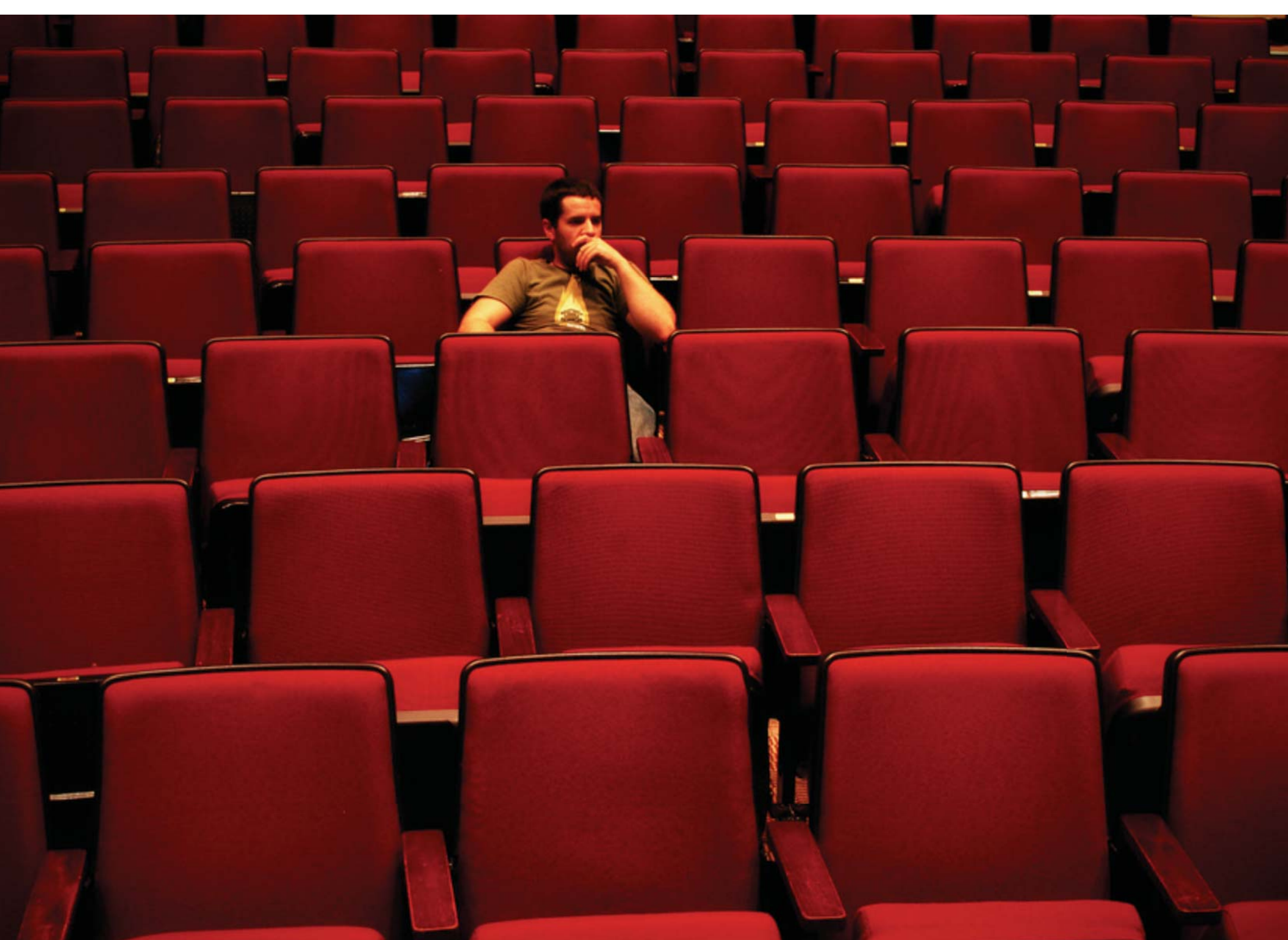
Get Your Goody Bag!

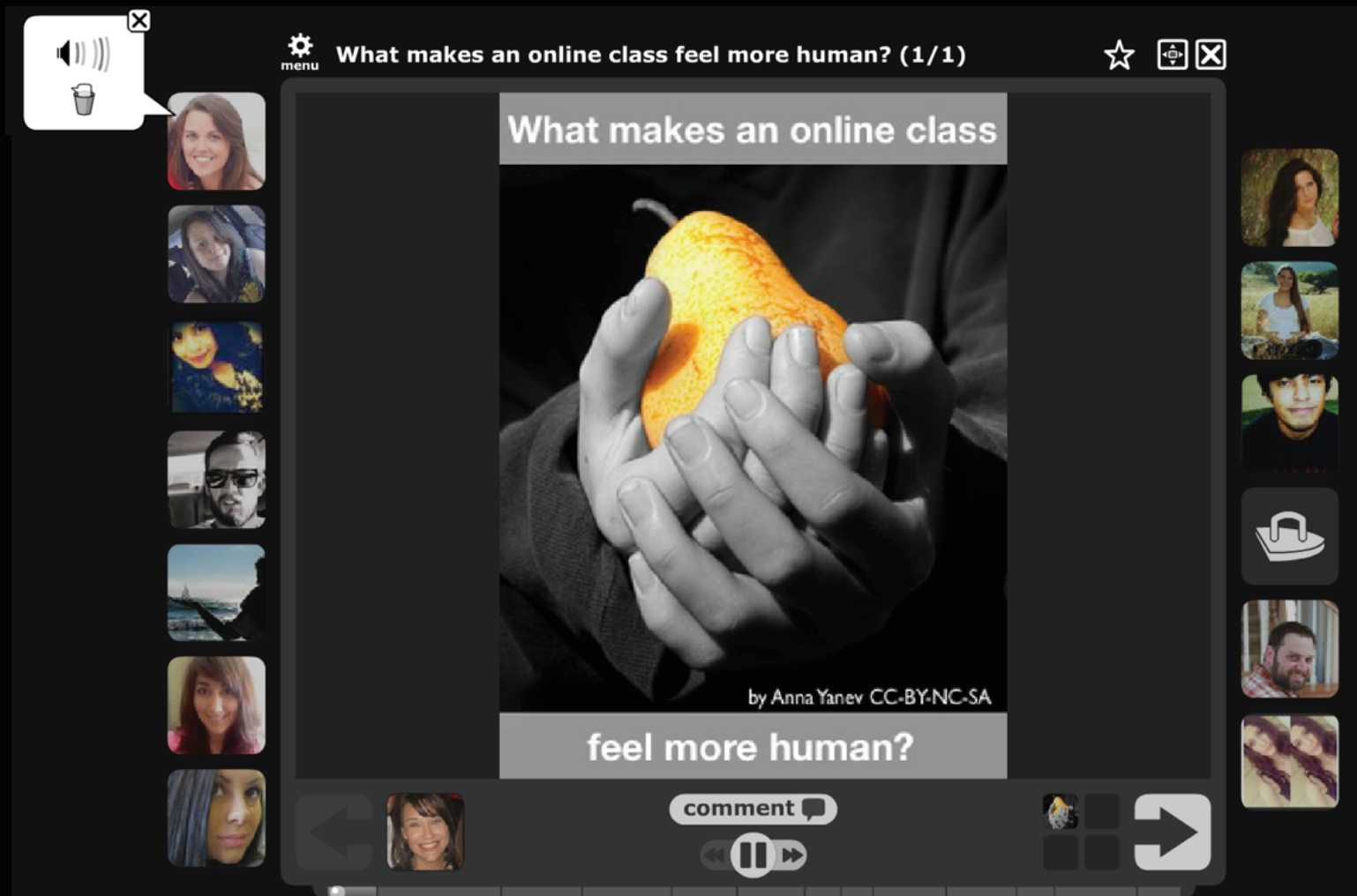


<http://tiny.cc/humanize>

Links to:
sample videos
VoiceThreads & more!

CC-BY-NC-SA Wendy Gratz





According to these online students,
what makes an online class more human?

Link is included in the Goody Bag: <http://tiny.cc/humanize>

2 flavors
of online learning

6. Bacon Ultimate Cheeseburger 5.59

7. Bacon & Cheese Ciabatta Burger 6.49

8. Jumbo

9. Large add .89

10. Sirloin Steak

11. Jack's Spicy 5.79

12. Chicken 6.49

BREAKFAST!

BREAKFAST BOWLS

23. Sausage, Egg & Cheese Burrito 7.25

24. Sirloin Steak & Egg Burrito 3.19 4.19

Meaty Breakfast Burrito 7.25

Extreme

SAMPLER

Total \$ 12.64

SNACKS & SIDES

Egg Bells = 1.29 = 3.19

Stuffed Jalapeños = 1.69 = 3.09

Mozzarella Cheese Sticks = 1.79 = 3.19

Spicy Chicken Bites = 2.19 = 4.39

Sampler Trio 4.39

Bacon Cheddar Potato Wedges 2.49

Natural Cut Fries : 1.39 = 1.79 = 1.99

Seasonal Crispy Fries : 1.59 = 1.99 = 2.29

JACK'S VALUE MENU

Hamburger Deluxe 1.19 w/Chesse 1.59

Chicken Sandwich 1.29 w/Bacon 1.79

Jumbo Jack* 1.79 w/Chesse 2.19

2 Regular Tacos .99 Monster Size 1.29

Big Cheeseburger 1.49 Side Salad 1.69

DRINKS

REAL FRUIT SMOOTHIES

Strawberry Banana, Mango, Orange Sunrise = 3.99

REAL ICE CREAM SHAKES

Cookie = 2.69 - 3.19

Chocolate, Vanilla, Strawberry = 2.69 - 3.19

COFFEES

Hot Coffee

BEVERAGES

Sprinkles

DESSERTS

NY Style Cheesecake



A close-up photograph of a person's hands squeezing a lemon into a white ceramic bowl. The person is wearing a white shirt. The bowl is placed on a metal stand. The background is slightly blurred, showing a kitchen setting. The text "what will you make?" is overlaid on the bottom half of the image in a white, sans-serif font.

what will you make?

*The social aspects of
learning must be addressed
before engaging directly
with content.*

Wenger, E. (1999). *Communities of Practice: Learning, meaning, and identity*.
Cambridge, England: Cambridge University Press.

2 ingredients

of socializing online learning

Wenger, E. (1999). *Communities of Practice: Learning, meaning, and identity*.
Cambridge, England: Cambridge University Press.

instructor or teaching

presence

instructor or teaching

presence

visible

Savery, (2005).

instructor or teaching

presence

visible

actively engaged

Savery, (2005).

instructor or teaching

presence

visible

actively engaged

aware of and sensitive to
student needs

instructor or teaching

presence

visible

actively engaged

aware of and sensitive to
student needs

part of the class

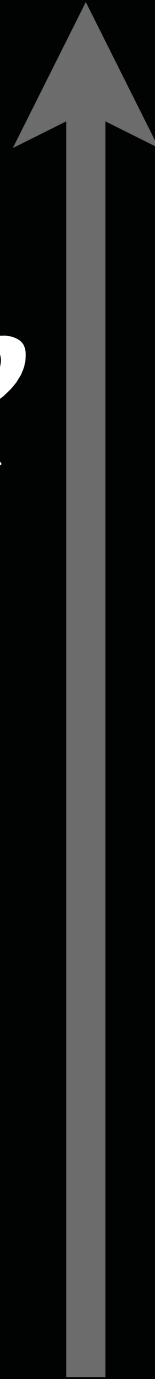
*social
presence*

social presence

sense of belonging

(Picciano, 2001)

*social
presence*



social presence



interaction

(Tu, 2000; Stein & Wanstreet, 2003)

student satisfaction

(Gunawardena & Zittle, 1997; Rovai & Barnum, 2003)

depth of learning

(Picciano, 2002; Richardson & Swan, 2003; Rovai & Barnum, 2003)







CC-BY-NC Pulpolux !!



"What value is there in being
VULNERABLE?"



"People will support what they help create."

post-it note at front reception in Office Nomads,
co-working space in Portland OR

Wisdom Wall

students co-creating the value of the class
as a learning experience

FA13 PHOT-130-3799
History of Still Photo
-Online-

CHECK-IN HERE!

I. COURSE INFO
Announcements
Syllabus
VoiceThread Guide
Extra Credit
About Michelle

II. WEEKLY CONTENT
Learning Units
Ning Studio

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My Grades
Ask a Question
Student Resources
Blackboard Help
Email

CHECK-IN HERE!

Task 2: Listen to the Wisdom Wall

Below you see what is referred to as a "VoiceThread." You'll be getting more familiar with VoiceThread as our class moves forward. Now, please click on the arrow at the bottom center to play the audio comments in the VoiceThread. You will hear my voice which will introduce the Wisdom Wall to you and then you will hear a series of comments left from students who took this class last semester. They have some golden advice to share with you!

You do not need to listen to all of them. You may simply click on a few of the "faces" to skip to different comments and hear what the students have to share about the class. Enjoy!

powered by voicethread.com

WISDOM WALL

How were you feeling at the start of this class and what do you know now that you wish you had known??

comment

Link is included in the Goody Bag: <http://tiny.cc/humanize>

TRUST

is the foundation of community

- Be transparent
- Share your stories
- Ask questions
- Listen & respond to input
- Acknowledge & share when you've learned
- Empower students to become teachers

Building Trust



Student Learning Outcomes

In this class, you will:

1. Explore the camera as a photographic tool over time.
2. Map historical photographic concepts to current digital references.
3. Identify a variety of successful photographers by their work.

Your Responsibilities Are...

Enrolling in this online course is a commitment. It is your obligation to manage your commitments responsibly. If you will not have time in your schedule to meet the responsibilities of this course, then you should not enroll. I realize this might sound a bit harsh but it is very important for you to be realistic about the time you have in your schedule before enrolling in too many courses, rather than withdrawing at mid-term or ending with an F. Online classes are in high demand. Please ensure you are ready to fully accept the responsibilities of this class.

By enrolling in this class, you agree:

1. To complete all "Action Items" in the "Check in" area by Wed at 11pm of week one to avoid being dropped.
2. To accept the "Conditions of Participation" on page 2.
3. To abide by the "Community Groundrules" listed on page 3.
4. That you have an average of 6-8 hours each week to spend on this class.
5. To log-in and review the new "Learning Unit" requirements each Tuesday and plan accordingly.
6. To regularly review your course points in the Blackboard grade book (click on "My Grades") and contact me immediately if you identify an error or have a question.
7. To contact me immediately if a community ground rule has been violated in any area of our online course.
8. To contact me if you have a question or need extra guidance with your learning.
9. That it is your responsibility to drop this class if necessary.
10. You will have a GOOD time...art is amazing and I want us all to enjoy this class.

Conditions of Participation

In addition to Blackboard, you will use web-based tools in this class for learning activities. These tools are listed below along with the "Share" setting that will be used and whether or not it requires you to create a (free) account. This information is shared with you so you are clear about who will have access to the content you share in our class.

TOOL	SHARE SETTING/WHO HAS ACCESS TO YOUR WORK	ACCOUNT REQUIRED?
Ning	Only students in our class will see your work.	Yes (sign up week one)
VoiceThread	Only students in our class will see your work.	Yes (sign up week one)
Google Apps (Docs, Presentation)	Only those who have the link will see your work. The content is it will not retrievable through web searches.	No



Attribution: Michelle Pecansky-Brook
<http://www.TeachingWithaWife.com>

Page 2 of 8

Conditions of Participation

- Which external tools will be used?
- Who will have access to student content?
- Which tools require account creation?

Building Trust



Our Class Philosophy

This class is a community. We all have the same objective, which is to learn. You will learn from each other in a collaborative fashion. Online students often feel isolated but it's important to know you are not in this alone! I need each of you to approach our online class with a great attitude and a willingness to help each other. When you're a member of a community, you can rely upon others for help and support when you need it. I am always here to help you but I truly believe your experience will be better if you communicate with your fellow students throughout the quarter. Let's work together to make this term great for everyone!

Community Groundrules

As a History of Still Photography community member, you agree to:

1. Treat contributions made by other members of the class with respect and understand that differences in opinion are not only natural but encouraged and supported.
2. Have patience and a sense of humor with technology.
3. Keep an open mind.
4. Ask for help when you need it and assist others when possible.
5. Contribute regularly to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas.
6. Respect the diverse opinions and viewpoints of each member of our community.
7. Understand that communications shared through text have a higher likelihood of being misinterpreted than the spoken word. Therefore, when you type a thought or a comment, read it carefully before you submit it. If you question the way it is worded, read it out loud to yourself. If you still question the way it's phrased, *re-write it*.
8. Contribute regularly. Think of this class as a conversation. Each of your contributions plays a role in building the content and ideas in our community from which your peers will learn.
9. Report groundrule violations to our community leader.

Additional Groundrules:

- All students will be expected to follow the MSJC Student Conduct Code, which is explained on pages 26-28 in the [Student Handbook and Orientation Guide](#) (PDF).

What happens if a member violates a groundrule?

- If, at any time, you feel that a groundrule has been violated, you are encouraged to bring your concern directly and immediately to my attention via email at mbrock@msjc.edu.
- You will be asked to identify which groundrule you feel has been violated and be expected to share evidence of the violation. Your concerns will be addressed promptly with careful consideration, in an individualized manner. Every effort will be made to maintain a safe, trustworthy environment in this class.



Attribution: Michelle Pacansky-Brock
<http://www.TeachingWithoutWalls.com>

Page 3 of 8

Class Philosophy & Community Groundrules

- Share your vision for the class is, how students fit into it, what your role is.
- Create safe, trustworthy foundation for all.
- Remember, you are violating students' expectations of college learning!

Add Your Presence & Make Your Syllabus Interactive!

Syllabus Overview (1/8)

PHOTO 130: Online HISTORY OF STILL PHOTOGRAPHY
MICHELLE PACANSKY-BROCK
OF THE JACOBSON COLLEGE

Course Introduction

Read and welcome to the History of Still Photography! This semester will be an exciting journey as you acquire the basic skills for interpreting and critiquing photographic images, examine the historical development of the various photographic genres, and reflect critically on the role photography plays in the formation of your own identity and understanding of the world. This class is intended for student majors and people with little or no experience with the visual arts.

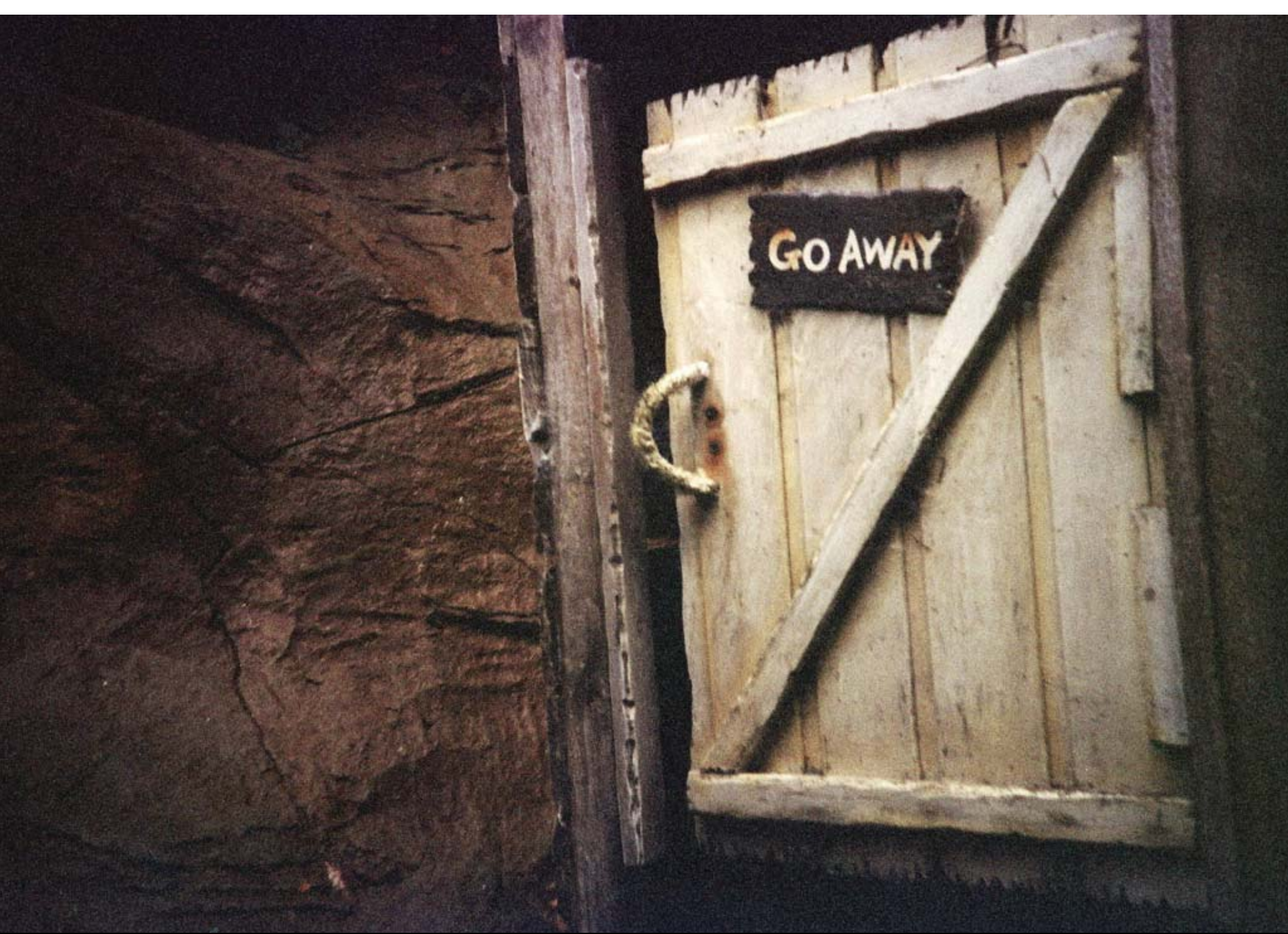
Communication Policy: I will respond to emails within 24 hours between Monday and Friday. I'll do not respond within 24 hours, unless I did not get your email and resend it. When you send me an email, please include "Photo130" in the subject line so I can easily identify it in a cluttered inbox.

Michelle Pacansky-Brock
Photo 130 Faculty
Email: mpacansky@njtc.edu
Skype: [mpacansky-brock](https://www.skype.com/user/mpacansky-brock)
P#: 468-477-4277
(A full time faculty may be substituted for appointments made in advance.)
*Sign in a live application that provides live video calls and instant messaging.
Download it at: [skype.com](https://www.skype.com)

HOW TO LOG IN:
url to: [HTTP://MY.MSJC.EDU](http://my.msjc.edu)
FOR HELP: CALL (451) 487-3767 OR EMAIL HELP@MSJC.EDU

comment

Link is included in the Goody Bag: <http://tiny.cc/humanize>






BE REAL

"I was so surprised to learn you weren't a computer."

Upbeat Welcome Video!

FA13 PHOT-130-3799 
History of Still Photo
-Online-

CHECK-IN HERE!

I. COURSE INFO

- Announcements
- Syllabus
- VoiceThread Guide
- Extra Credit
- About Michelle

II. WEEKLY CONTENT

- Learning Units
- Ning Studio

III. RESOURCES

- My Grades
- Ask a Question
- Student Resources
- Blackboard Help
- Email



Welcome!

Posted on: Sunday, July 7, 2013

Our online class begins on Monday, August 19th. For those of you who come by before then, please view the welcome video below and complete the 3 items in the "CHECK-IN HERE!" area (click on the gray button in the left column). I will release Unit 1 a few days early. Enjoy the rest of your summer!



Link is included in the Goody Bag: <http://tiny.cc/humanize>



Link is included in the Goody Bag: <http://tiny.cc/humanize>

Open the Class with a Personal Story

make relevant ties between content & real life

The screenshot displays a Blackboard course interface. On the left, a navigation menu lists course information, weekly content, and resources. The main content area features a 'Unit 1: Getting Started' header, followed by an announcement from Michelle. The announcement includes a welcome message and a list of four steps for getting started, which includes watching a 7-minute video. Below the text is a video player showing a woman holding a historical photograph.

FA13 PHOT-130-3799
History of Still Photo
-Online-

I. COURSE INFO
Syllabus
VoiceThread Guide

II. WEEKLY CONTENT
Learning Units

III. RESOURCES

Unit 1: Getting Started

Announcement from Michelle

Welcome!

Follow these simple steps to get started!:

1. View the 7-minute video announcement below [or click here to download and read the transcript.](#)
2. Read the learning objectives.
3. Open the "Content and Activities" folder and complete ALL of the assignments before Monday at 11pm. All of this week's activities will prepare you for week two so be sure to complete every single one of them to ensure your success.
4. If you have general questions about the course, click on the *Ask a Question* button in your course menu and post a question in the forum. If you have a personal question, please email directly at mbrock@msjc.edu. Have a great week one!

Wk 1 Announcement

4:05 / 7:14

YouTube

Start with an Online Ice Breaker:

invite students to share



Link is included in the Goody Bag:
<http://tiny.cc/humanize>

Ice Breaker: Invite Students to Share

Instructions

1. Locate the slide with your name on it. If you cannot find your name, type it on one of the slides at the end.
2. Insert an image file that represents your "favorite photograph."
 - Click "Insert"
 - Select "Image"
 - Browse for image on your computer or enter the link to an online image
 - Uploaded images must be less than 2 MBs. To make your image smaller, use this helpful site: <http://www.picsize.com>
3. After you have inserted your image, you can resize it by clicking and dragging on one of its corners.

Instructions (cont'd)

4. Write a brief description of 100-150 words with proper spelling and grammar that discusses why you've chosen this photograph. What does it mean to you? How does it make you feel? What does it reflect about your background or personality?
 - To insert your text
 - Click "Insert" at the top of the screen
 - Select "text"
 - Begin typing
 - You may adjust the size of your font in the toolbar at the top. 14-point font works well. Please don't write so much that it's not visible.
5. When you're done, there is no need to save, as Google Drive auto-saves your work.
6. If you delete something by mistake, select "Edit/Undo."

Ice Breaker: Invite Students to Share

Clear Instructions

Instructions

1. Locate the slide with your name on it. If you cannot find your name, type it on one of the slides at the end.
2. Insert an image file that represents your "favorite photograph."
 - Click "Insert"
 - Select "Image"
 - Browse for image on your computer or enter the link to an online image
 - Uploaded images must be resized. If the image is too large, click the image and drag the corners to make it smaller, use this [video](#) for help.
3. After you have inserted your image, click on the text box and drag on one of its corners to make it larger.

Instructions (cont'd)

4. Write a brief description of 100-150 words with proper spelling and grammar that discusses why you've chosen this photograph. What does it mean to you? How does it make you feel? What does it reflect about your background or personality?

■ To insert your text

- Click "Insert" at the top of the screen
- Select "text"
- Begin typing
- You may adjust the size of your font in the toolbar at the top of the screen.

Feeling lost?

Watch this 3-minute video to see how to edit your slide.

How To Edit a Google Presentation



[Click here for a captioned version of this video.](#)

3-min video

Ice Breaker: Invite Students to Share

Personalize pages with student names.

Instructions:

Instructions (cont'd)

1. Locate the slide with the name you want to use. Type it on one of the slides at the end.
2. Insert an image
 - Click "Insert"
 - Select "Image"
 - Browse for an online image
 - Uploaded image small
3. After you have inserted the image, drag it to the slide and drop it.
6. If you delete a slide, the slide number will change.

Radolfo Lermo

Barbara Long

Jerome Moffatt

Sara Smith



set the table

...and let the feast begin

Eve S.



I wanted to choose something personal as my favorite photo. I love this photo because it reminds me of a beautiful moment I shared with my brother and husband. We took a trip to New York last Spring with my brother and his family. We were all going through a similar faith crisis at the time. I remember taking the train to Brooklyn and then just wandering around, discussing the things that were important to us, or that were troubling us. That trip marked an awakening for me personally. I look at the pictures my husband was snapping throughout that afternoon and feel like I'm transported back to that important time. This picture makes me feel hope and renewed curiosity about life and the world.

Camilla S



I chose this particular photo of New York City, my home of 8 years, because it represents everything that this great city is. New York is booming, it's culturally diverse, it's a mecca of all things artistic and beautiful and delicious about life. Like the diverse colors of the photograph, New York is diverse in every aspect of humanity and otherwise. It's colorful in spirit and in personality, its nature as vicious as it is kind. During my time here I grew into a woman. This city raised me to think not just sensibly but consciously. Consciously of my eco footprint, of my effect on the world that not just surrounds me but that I am very much an equal part of (something that the world often forgets). It also taught me I must fight tooth and nail for every last bit of life that I want, a great lesson that I am reminded of every time I see a nod (in any form) to Gotham. I look here and I see my unhappiness, my lessons learned, my struggles, and most importantly, the road that led me to life and the meaning of love. Honest, REAL love for life. One that I wouldn't have found otherwise.

Joyce B



This is one of my favorite photos of my son. It gives a feeling of hope and endless possibilities for his life and his dreams. Although the photo was taken in color, I switched it to sepia to give it a timeless quality. He is a team player, always is positive, and always plays with passion. No matter what his future holds, we encourage him to dream big and always swing for the fences.

Jessica



This photo is of my cousins, parents, myself and my little sister. It was taken in the year of 1996 for Halloween. I chose this picture because this is one of my favorite pictures of my childhood. I believe it shows how much fun we are having together. We have always had a close family bond and I think this picture shows that. Looking at this photo it reminds me of why their the most important people in my life.


MAIN INVITE MY PAGE MEMBERS PHOTOS VIDEOS BLOGS MY NETWORK BLACKBOARD

MICHELLE PACANSKY-BROCK All Blog Posts My Blog Edit Blog Posts Options Add

Sign Out
 Inbox (3 new)
 Friends - Invite
 Settings

ABOUT
 Michelle Pacansky-Brock created this Ning Network.
 Create a Ning Network

MEMBERS
 + Invite More View All

 **Reflections on Photographic Meaning**
 Posted by Brittany Rush on September 1, 2013 at 4:02pm Send Message View Blog

Hi guys,

This assignment was interesting to me because it really showed a side of all of us that you generally don't see in a classroom setting. This assignment really taught each of us about each other. We are all so similar yet so different. Almost everyone wrote about a picture involving love. Whether that be the love of a nursing bird or the love of a child coming into this world. Every picture was personal in its own way. They all struck home to each one of us. One big difference I saw between a lot of my classmates and myself is that a lot of them wrote about their children either already here or expecting. A lot of students also wrote about their parents or siblings. One of my favorite pictures was by Johanna Eastman. This picture is of her and her boyfriend with a pair of sandals representing there son who will be here in October. This is a great picture and I loved the black and white aspect. It's a picture that really shows the aspect of family here, not here, and coming. Another one that really was great was the one by Jeffery White. The picture of his grandfather being held up by his father after returning from the army was a very moving photograph. This photo reminds me that those fighting for are safety and are nation are truly missing out on their lives here at home for our protection. The fact that this was the first time he meet his son was sad yet a very happy moment. For a lot of families including my own defending our country has been passed on generation to generation. My mother's dad was in the military and my mom's brother died in the military. It's sad knowing that these heroes don't always get to enjoy the little things like first birthdays but then again without them the little things wouldn't be possible this picture really hit home with me because it reminds me to cherish the little things in life like the first time you meet your son. These photograph's truly taught me to remember the little things in life. They are not just a picture they are a story. For some of us they are the first time we meet someone for others they are feelings of soon meetings someone for the first time and being there when they enter this world. Pictures are not just black and white there several meanings to every photo the meaning to myself could be completely different than the meaning of the same photo to someone else. Everyone views everything different how we ourselves see it is up to us.

-Brittany

Views: 10
 Tags: photographic meaning,, unit 2
Liked it! 1 member likes this
 Share

Following Unit:

- Reflective Blog Post.
- What did you learn about photographic meaning from viewing the "My Favorite Photograph" presentation?

Presence

Units with Brief Video Introductions and Text Alternatives

Unit 4: Daguerreotypes & Calotypes, The First Decades

Announcement from Michelle

Please view the 6-minute video announcement below or [click here to download the transcript \(PDF\)](#).

Unit 4 Announcement

0:00 / 4:42

Unit Overview

Description:

This unit delves into an exploration of the first two major photographic processes: the daguerreotype and the calotype. You will learn how these two processes differed, how the public responded to each of them, and consider how each one contributed to the future advances of the medium.

Click here for transcript.
(UDL, 508)

Recorded w
webcam into
free YouTube
account &
embedded
into LMS.

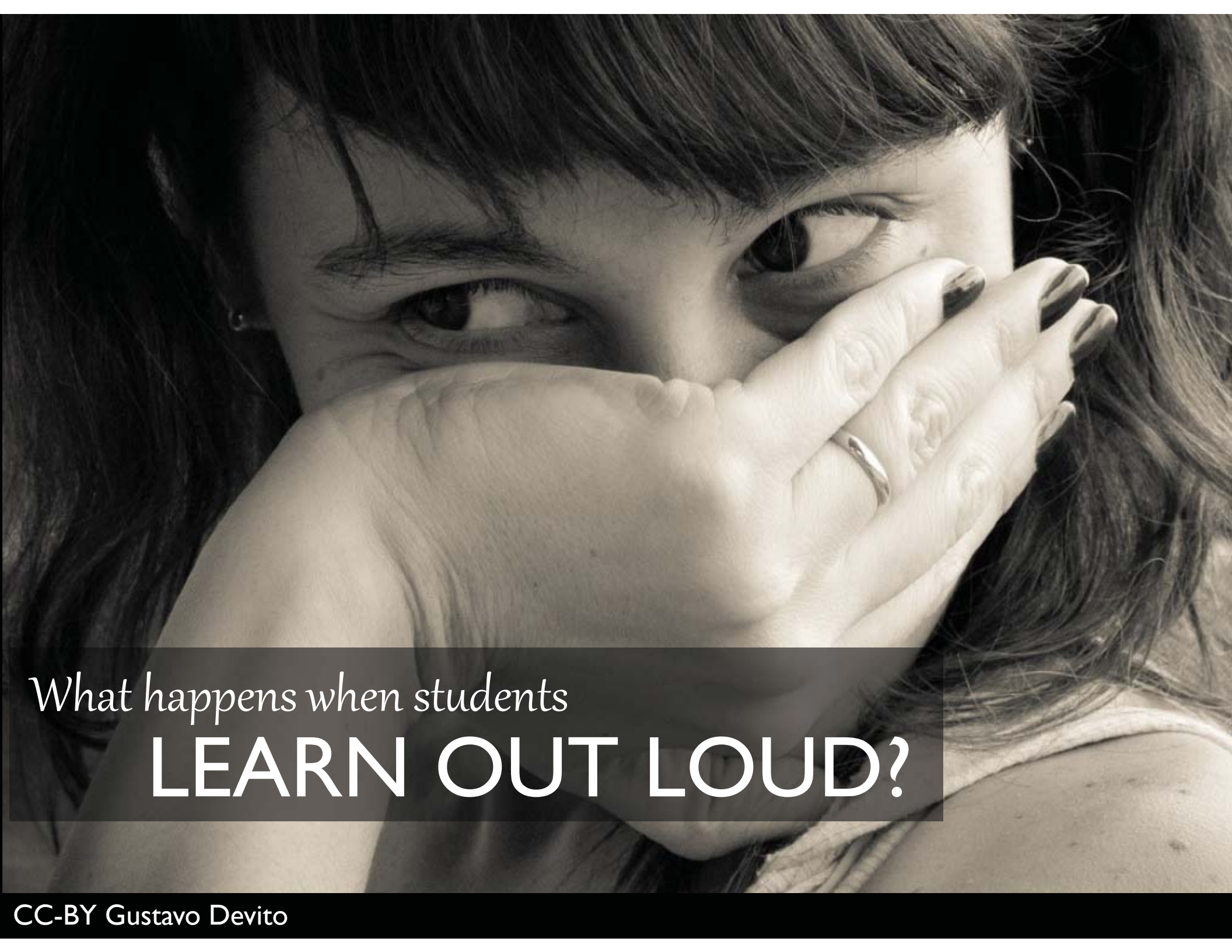
Asynchronous
Voice & Video Feedback
*improves social
presence*

Borup, J., West, R. E., & Graham, C. R. (2012); Ice, P., Curtis, R., Phillips, P., Wells, J. (2007).

Asynchronous
Voice & Video Feedback
*improves social
presence*

Your research was not as developed as it should have been, Carly....

Borup, J., West, R. E., & Graham, C. R. (2012); Ice, P., Curtis, R., Phillips, P., Wells, J. (2007).



What happens when students

LEARN OUT LOUD?



Alfred Stieglitz, *The Steerage*, 1907.

Describe the circumstances in which Stieglitz took this photograph. Discuss why he described this as the perfect photograph?

(Use the doodle tool to help clarify your ideas!)

