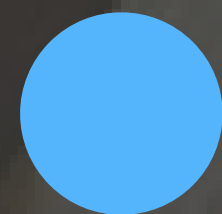
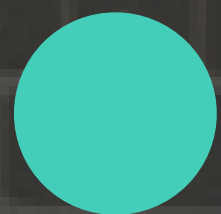


CROSSOVER PROTOCOLS

CONNECTING ONLINE AND INCLASS DISCUSSIONS

NADA DABBAGH

ITL 2018



CROSSOVER PROTOCOLS

I came across a recently published article (attached) about “**crossover protocols.**” This author describes **your approach** in our class when you incorporate on our online discussions, blogs, etc., during our face-to-face time. I thought you might find it interesting!

Jill E Mitchell
Spring 2018
EDIT 730

CROSSOVER PROTOCOLS

Perrow, M. (2012). Strengthening the conversation in blended and face to face courses connecting online and in person learning with crossover protocols. *College Teaching*, 65(3), 97-105.

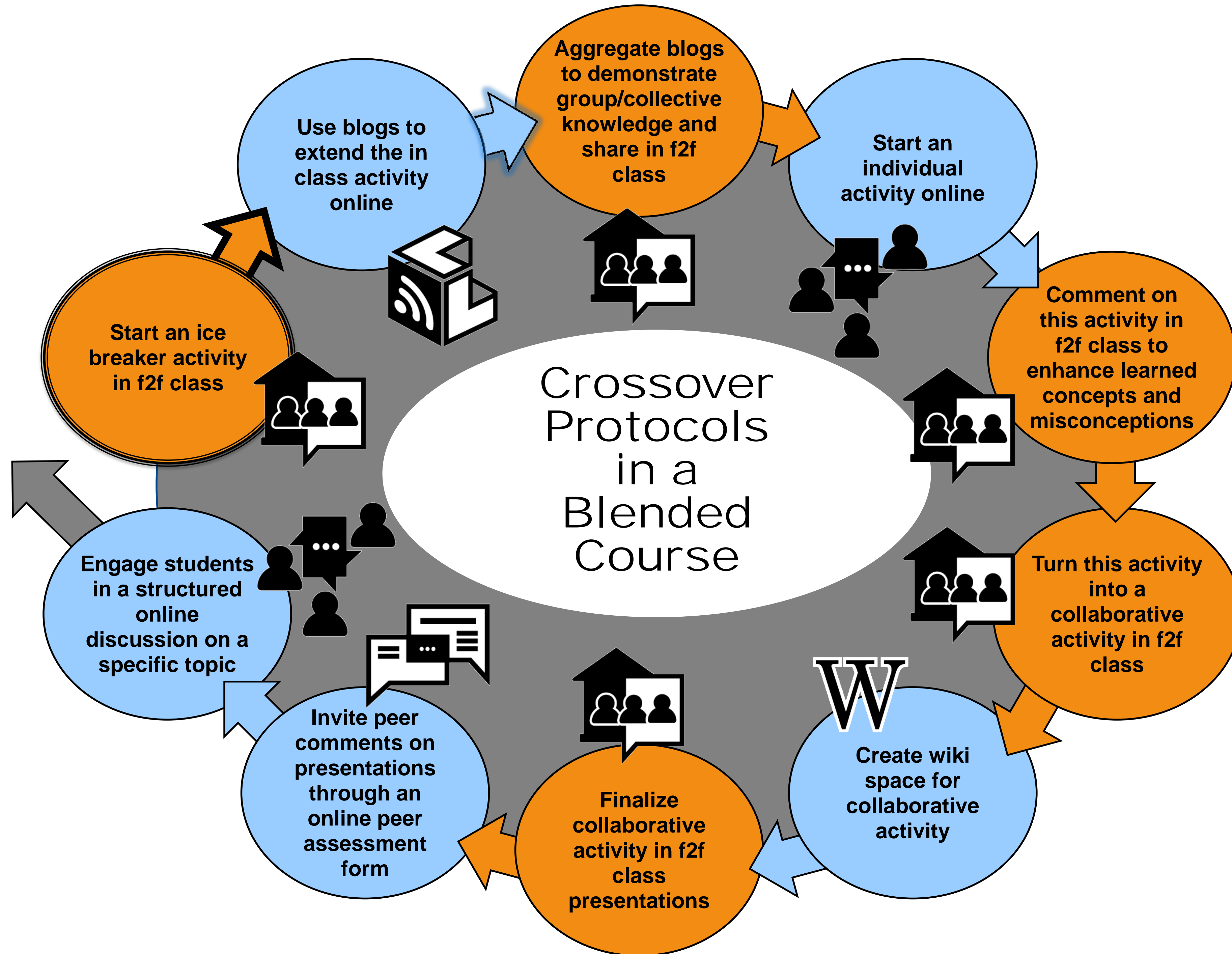
CROSSOVER PROTOCOLS

EXTEND LEARNING ACTIVITIES
ACROSS ONLINE AND F2F COURSES
BY EXPLICITLY CONNECTING IDEAS
GENERATED ONLINE AND IN PERSON



CAPITALIZING ON THE AFFORDANCES
OF BOTH ONLINE AND FACE TO FACE
MODALITIES, THOUGHTFUL FUSION OF
THE TWO, TO ENHANCE THE STUDENT
LEARNING EXPERIENCE





CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSION



CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSION

Week 6 - Online Discussion Activity

Posted on: Tuesday, February 27, 2018 3:27:02 PM EST

Class,

We are now in Week 6 and Module 3 of the course. Chapter 5 activity is due tonight by midnight (11:59 PM) in the Wiki space as indicated in my last email. We will also start an online discussion tomorrow related to Chapter 6 activity. Just a reminder that these chapters are not in the Jonassen book, rather, they are listed as separate readings under Module 3. So, for the discussion that will start tomorrow (Wednesday 2/28) and end on Sunday March 4 @ 11:59 PM, here is what you need to know:

- First, be sure to review the online discussion protocols and rubric to ensure that you are following protocol and aware of how your contributions count towards your participation grade; the rubric can also be found under **Assignments/Online/InClass Participation**. The discussion is a graded activity and your grade will depend both on the quantity, quality, and timeliness of your contributions.
- Second, as you read Chapter 6, you will explore three "unsolved scenarios" (these can be found under Resources for Module 3/Scenarios to Explore/Unsolved Scenarios): (1) Bridging the Gulf , (2) Changing the Course, and (3) Copyright Fruits of Labor.
- Third, the discussion will revolve around this scenarios. I would like your thoughts about the best fitting pedagogical model for each scenario (e.g., SL, CFH, CA, etc.) with appropriate reasoning based on the class readings. I will facilitate the discussion. I will create three threads, one for each scenario.

Looking forward to hearing your thoughts about how best to solve these learning problems.

CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSION

Unsolved Scenarios Discussion

This discussion will revolve around the "**unsolved scenarios**" found under [Resources for Module 3/Scenarios to Explore/Unsolved Scenarios](#). We will debate the best fitting pedagogical model for three unsolved scenarios: (1) Bridging the Gulf, (2) Changing the Course, and (3) Copyright Fruits of Labor. I created three threads, one for each scenario. You should weigh in on each thread and provide input on at least two peer posts for a minimum of 5 substantive posts across the **time period of the discussion (2/28-3/4)**. Be sure to review the **protocols and rubric** for participating in online discussions provided under the **Assignments** link.

91

CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSION

<input type="checkbox"/>	<input type="checkbox"/>	Thread Actions	Collect	Delete		DATE	THREAD	AUTHOR	STATUS	UNREAD POSTS	REPLIES TO ME	TOTAL POSTS
<input type="checkbox"/>	<input type="checkbox"/>					3/6/18 4:15 PM	Discussion Sunnary	Nada Dabbagh	Published	0	0	1
<input type="checkbox"/>	<input type="checkbox"/>					2/27/18 3:37 PM	Copyright Fruits of Labor	Nada Dabbagh	Published	0	0	27
<input type="checkbox"/>	<input type="checkbox"/>					2/27/18 3:36 PM	Changing The Course	Nada Dabbagh	Published	0	0	34
<input type="checkbox"/>	<input type="checkbox"/>					2/27/18 3:35 PM	Bridging The Gulf	Nada Dabbagh	Published	0	0	29

CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSION

Bridging the Gulf

- PBL (Michelle)
- PBL/CSILE (Jill)
 - No formal prior knowledge in the content area of the problem; this allows students to immerse themselves into the problem with constraints (Michelle) and students can isolate the problem solving skills and not be influenced by their previous knowledge (Jill); allows learners to set their own goals and determine what they need to learn to solve the problem (Matt)
 - Ill-structured
- PBL (Matt)
 - Goal of instructional is to develop problem solving ability
- PBL (Giusi)
 - Form a hypothesis, find and sort information, define the problem, reach a solution
- CSILE (Wendy, Scott)
 - “Promotes peer mentoring through social negotiation, articulation of ideas, reflection, discussion, and shared understanding.” Each team member will role-play, and each has a say in how the solutions should be approached. They do also work collectively to make decisions.
 - collaborative online database
- PBL (Ashley)
 - The problem is the center of instruction
- SL (Lika)
 - The role-playing further confirms by opinion about situated learning
- PBL (Atis)
 - The construction of a hypothesis and working to answer that initial claim is what I think makes this uniquely fitted to PBL



In class synthesis

CROSSOVER PROTOCOLS WITH STRUCTURED ONLINE DISCUSSIONS

Revoicing involves **repeating what students have said**, perhaps rephrasing it to help the learners tune their language or refine their use of a concept (Hmelo-Silver, 2006).

This can help in **clarifying** ideas as well as **recognizing** the contributions of the students who have contributed a particular idea.

“questioning, revoicing, making connections, clarifying, reframing, summarizing, role playing, meta-talk, and modeling”

This is a strategy that is seen in many **inquiry-oriented or dialogic approaches** to learning (Resnick, Michaels, & O'Connor, 2010).



BENEFITS OF CROSSOVER PROTOCOLS

STUDENTS APPRECIATE THE SYNTHESIS THAT HAPPENS IN CLASS AFTER AN ONLINE DISCUSSION OR THE EXTENDED COLLABORATION THAT HAPPENS ONLINE AFTER AN INCLASS GROUP ASSIGNMENT AND OFTEN COMMENT THAT THESE BLENDED ACTIVITIES ENHANCE SOCIAL AND COGNITIVE PRESENCE

Community of Inquiry Framework



BENEFITS OF CROSSOVER PROTOCOLS?

STRONGER, SHARPER CONVERSATIONS
MEANINGFUL, INSIGHTFUL, UNEXPECTED CONNECTIONS
ENHANCED COLLECTIVE THINKING AND KNOWLEDGE BUILDING
ENHANCED COLLABORATION, COLLABORATIVE PROBLEM SOLVING

A LEARNING EXPERIENCE THAT ENABLES STUDENTS TO THINK
PRODUCTIVELY INDIVIDUALLY AND COLLECTIVELY

A grayscale photograph of a busy university campus. In the foreground, several students are walking, some carrying backpacks. In the background, there are banners with the word 'MASON' and a large archway. The overall scene is a typical university setting.

GIVES BLENDED LEARNING A NEW MEANING

DESIGNING BLENDED LEARNING EXPERIENCES



Rather than thinking of blended learning as a modality

Designing blended learning activities using crossover protocols

THANK YOU

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ITL 2018

