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Web Based Classroom Management Enhanced by Personalized and Experiential Learning

Cecilia Turman

University of Nevada, Las Vegas, catt@unlv.nevada.edu

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Web Based Classroom Management Enhanced by Personalized and Experiential Learning

UNLV Best Teaching Practices Expo 2018

Author: Cecilia Turman, M.A., and M.Ed., College of Education

The practice and the need it addresses

Evidence this practice benefits UNLV Students

Resources and where to find them

How other UNLV teachers might adopt this practice

Practice & Need

Purpose

The purpose of this practice is to promote experiential and personalized learning in online instruction.

Most online courses at UNLV use the same generic banners, backgrounds, and themes for all students, with no personalization.

In my courses, I create personalized materials that incorporate photos and images that students choose, so they get to know each other and see themselves as members of the course community.

I allow for my students to personalize contents in their assignments. It is motivational and they spend more time exploring educational resources that fit their interests. Is different, daring and diverse,

Even my course is online, I give my students opportunities to experience real practices to link to the theories they learn. They process and compare concrete and abstract concepts to deeper understand and learn.

Keywords: *web based instruction, experiential learning, personalized learning*

Benefits for Students

Existing Research

- Personalized discussion boards increase interaction of students in web-based environments (Skylar, et al., 2005).
- When the online system integrates the subject, the object, and instruments into a unified whole, students benefit. (Lave, 1993).

My Observations:

- Create culturally responsive practice. Students are different, daring, and diverse.
- Students feel welcome every time they enter the course.
- Sense of belonging to the group promotes academic progress.

STUDENT FEEDBACK

I asked my students if I should make a banner for the next class, they said...

“Make the banner, I really enjoyed putting a face to the names of people in class “

“I think this is a great way to introduce all of the students to each other an remind us all that we are in this together an together we can use our strengths to assist us with our weaknesses.”

“Nice to see faces, made it more familiar and welcoming.”

“Loved it, nice to see faces, makes it feel more like a community.”

Resources

Below are some examples of personalized materials I build and use for my online course. I create the banners using Microsoft Office Word.

Request a handout of this poster presentation or make an appointment to learn how to do your course banner.

Link: <http://bit.ly/2qIXaMd>

Email: catt@unlv.nevada.edu

Personalizing the Assignments

This week's tasks are as follows:

- Read Chapter 9
- Create your own Quiz on Ch.9 following the format and provide its Answer Key cited and reference.
- Open your doodle message sent to your email and chose one chapter from 1-9 for the Chapters Jigsaw Review (first come first serve).
- Discussion Board: Chapters Jigsaw Review and Peer Response.

Have a great week!

Midterm Presentation: My Classroom Management Portfolio. (100 Pts.)

Steps:

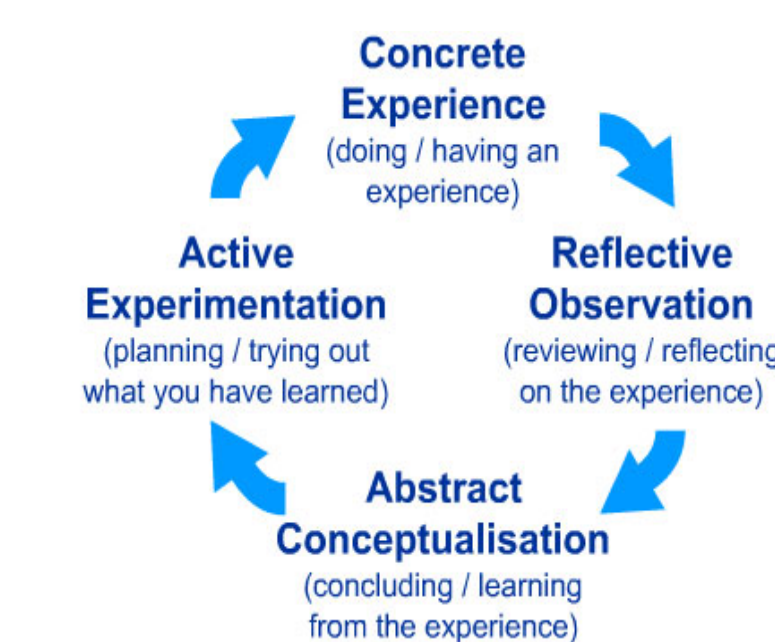
- This is your midterm presentation and try to be creative showing how, why and what works for you and your students in your present (or future ideal) classroom, include pictures and illustrations. Review your reading responses and quizzes of Chapters 5-10.
- Read, reflect, and comment at least on two (2) colleague's presentations, and respond to all questions addressed to your presentation.
- Include important topics to address when creating your management plan presentation and relating those to your philosophy, methods, and practices that you presently apply or will apply in your classroom, such as:
 - Your philosophy of classroom management
 - Behavior expectations
 - Classroom climate
 - Classroom arrangement
 - Class rules and hierarchy or consequences
 - Motivational strategies
 - Management procedures and routines
 - Instructional planning

You will submit your midterm at the Discussion Board to share your Classroom Management Portfolio with your colleagues for peer review, as well as reviewing at least two presentations from your colleagues.

Also, I want to share this website, in which you can read and post slide presentations about many subjects, and worth a visit (you can post your presentation there too). If the link below doesn't open, copy and paste the URL in your browser.

SlideShare: <http://www.slideshare.net/ceciat18/show?searchfrom=header&searchresults=classroom-management&sort=rank&trk=share>

Concepts:



References:

Lave, B. (1993). Understanding practice perspectives on activity and context. Cambridge: Cambridge University Press. Pp. 3-22; 67.

Meeuwisse, M., Severriens, S.E., Born, M.P. Res High Educ (2010) 51:528. Learning environment, interaction, sense of belonging, and student success in ethnically diverse student groups. Retrieved on 12/12/2017 from <https://doi.org/10.1007/s11162-010-9168-1>

Skylar, A., Higgins, K., Boone, R., Jones, P., Pierce, T., Gelfer, J. (2005). Distance education: an exploration of alternative methods and types of instructional media in teacher education. Journal of Special Education Technology, 20 (3), 25-33.

Experiential & Personalized Strategies for Teachers

Welcoming Banner

Students introduce themselves in an opening discussion with a photo and statement of their course goals. These are used by the instructor to create a course banner. That helps online students know each other and get along each time they enter the course. Seeing themselves (and their classmates) helps them to engage with the material and to collaborate with classmates.



HOW TO CREATE THE BANNER

- Download all photos on the desktop
- Open a Word document
- Click on INSERT
- Chose SmartArt → Picture → Shapes
- Drag & drop photo in selected shape
- Write student names & course info
- Take a screen shot & save as a jpg
- Insert in your WebCT course