



# Make Your Students' Learning **SPARKle**

[tiny.cc/sparkleotc](https://tiny.cc/sparkleotc)



# Michelle Pacansky-Brock

California Community Colleges

Faculty Mentor, Digital Innovation

@ONE (Online Network of Educators, Online Education Initiative  
(OEI)

What's the big deal?

# Instructor-Student Relationships Matter

especially for underserved  
student populations

“I should just quit now.”

“Who am I kidding?”

**“I don’t belong here.”**

**Who do I think I am?**

# Humanize Online Teaching & Learning

# The Ingredients

---

## Teaching Presence

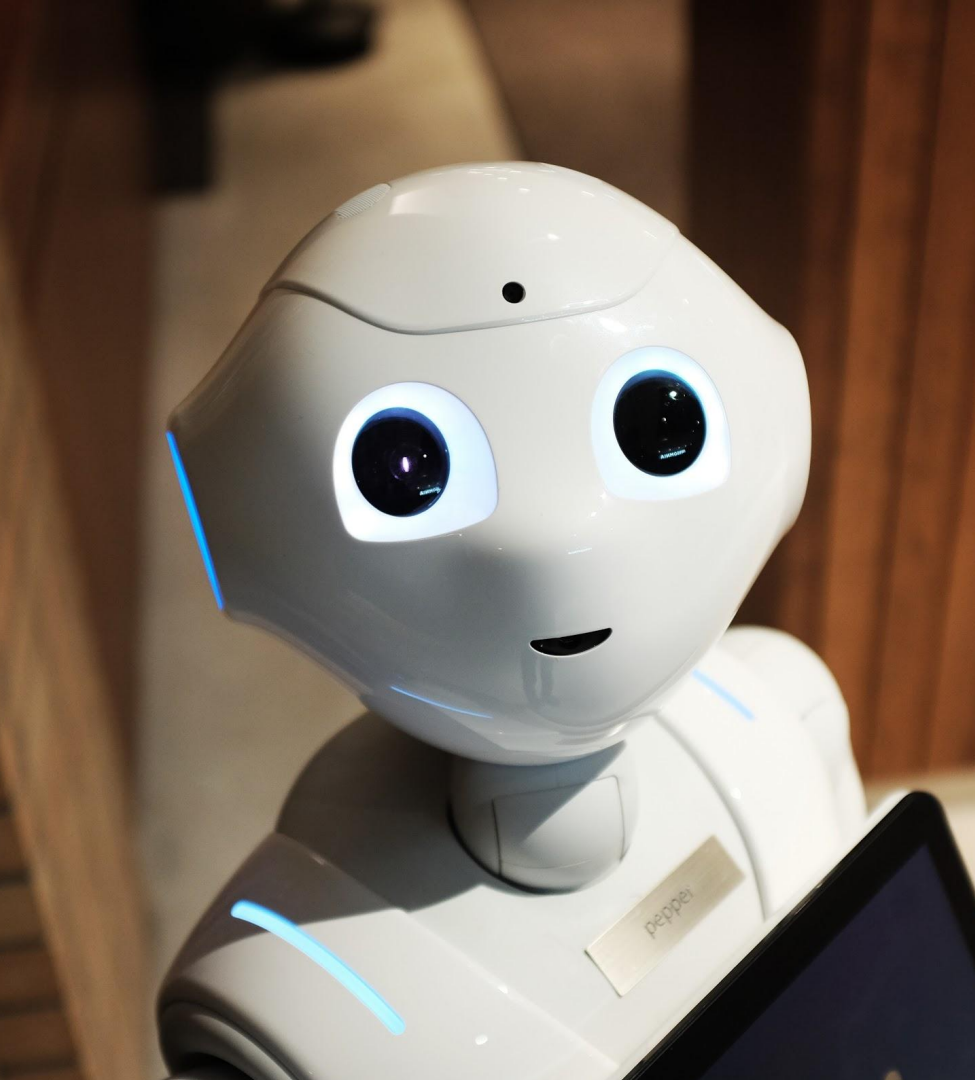
**How do your students know you are there?**

You are perceived as actively engaged.

## Social Presence

**How do your students know you care?**

You are perceived as a real person.



# The Impact

Grades increase when community college online students sense their instructor cares about their learning.

Jaggars, S. S. & Xu, D. (2016). How do online course design features influence student performance?, *Computers & Education*, 95, 270-284.



MEANINGFUL LEARNING  
ASSIGNMENTS MATTER



# *Content Creation*

Passive consumers -----> Active creators

“If I have my students do something,  
I want it to be really useful to them  
and to others.”

Laura Gibbs, @OnlineCrsLady  
University of Oklahoma



# Digital Literacy

- Only 17% of adults report being active learners who are “confident in their ability to use digital tools to pursue learning.

# Matt Mooney

History Faculty  
Santa Barbara City College

[Clips: course welcome video](#)

## HIST 101: U.S. History to 1877

2018 Summer Session #2, Dr. Matthew Mooney

**Please note:** this summer session course packs an entire 16-week semester into only 6 weeks! You will be required to do a great deal of reading, writing and thinking about American History. It is intense. *Please reconsider your enrollment in this course if you are unable or unwilling to:*

- Read a minimum of 2 textbook chapters (plus a number of primary and secondary sources) each week.
- Submit 6 assignments each week (two by Tuesday night, two by Thursday, and two by Sunday)
- Write at least 1000 words each week.

**Multimedia Project:** please note there are no exams in this class. No quizzes. Nor is there a research paper. Instead, you will create a multimedia project. I encourage you to review the instructions for the multimedia project: [\[click here\]](#).


**Advice from former students:** I highly suggest you take a look at the advice offered by former, successful students about this class: [\[click here\]](#).



## Harmonize video discussion

### WEEK #4 Discussion ANSWERS: Social Presence [in Harmonize]

NEW



#007 | 10:31PM | 03/13/2018

Julie Smith

Online Penalty: The Impact of Online Instruction on the White-Latino...

2

2

0


1

Comments

Attached

Teacher

LATE



#010 | 2:59PM | 03/15/2018

Camerin Poulson

All the questions

1

1

2

2

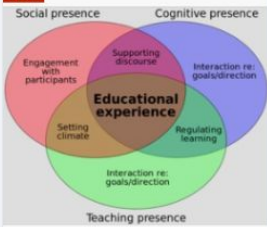
1

Comment

Attached

Teacher

LATE



The diagram shows three overlapping circles: Social presence (red), Cognitive presence (purple), and Teaching presence (green). The central intersection of all three is labeled 'Educational experience'. The intersections are labeled: 'Engagement with participants' (Social & Cognitive), 'Supporting discourse' (Social & Teaching), 'Interaction re: goals/direction' (Cognitive & Teaching), 'Setting climate' (Social & Teaching), and 'Regulating learning' (Cognitive & Teaching). The outer regions are labeled: 'Social presence', 'Cognitive presence', and 'Teaching presence'.

#011 | 9:21PM | 03/15/2018

Ellen Carey

What is social presence? (and a few other thoughts)

4

4

2

2


2


Comments

Attached


Teacher

Help ?





LATE

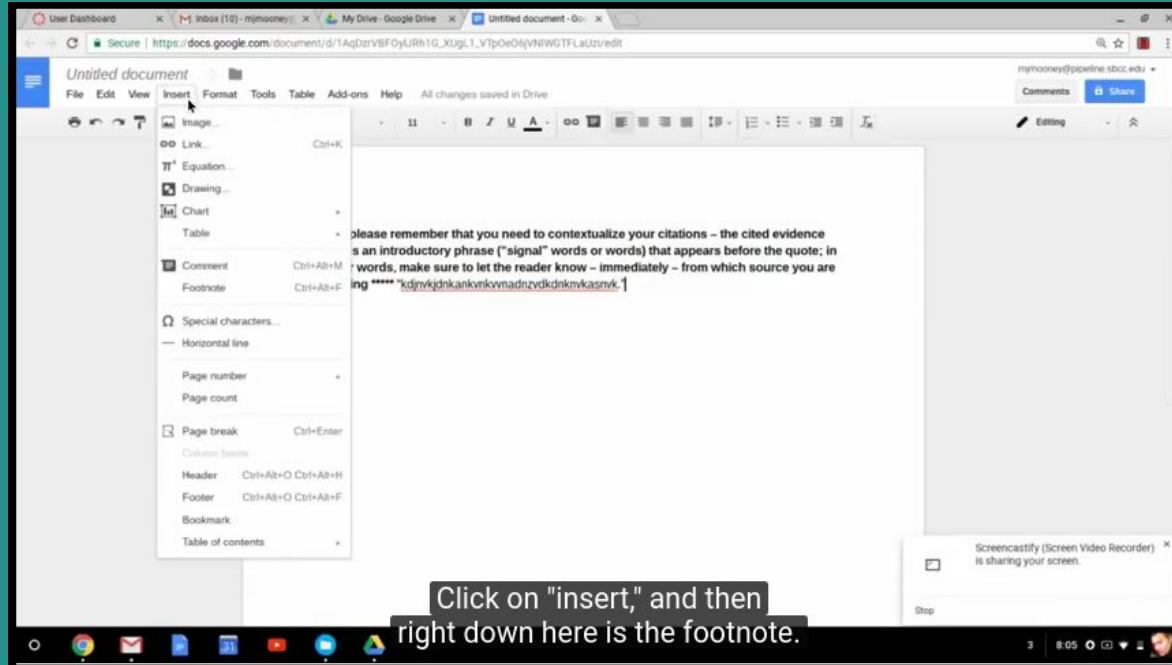


◀ Previous

Next ▶



## Screencastify course navigation



Adobe Spark video:  
instructor-generated

# Colonial Slavery



Click CC to toggle captions ON/OFF.

# COLONIAL SLAVERY: Preparation

*If your last name begins with the letter A through H, ANSWER this Essential Question:*

- *How did the transAtlantic African slave trade operate? How did it work? Who and what made it possible?*

*If your last name begins with the letter I through Z, ANSWER this Essential Question:*


- *Why did West Indian did sugar and, especially, molasses matter to the colonial North American economy?*

 Brief overview and introduction:

<https://youtu.be/8piq-nlb3BQ> 



**Tasks for the Essential Questions above:**

- 1) **CONSIDER** the Essential Questions above carefully.
- 2) **STUDY** the assigned sources [[click here](#)  for the Essential Questions above.
  - This "assigned sources" link lists all of the assigned reading for the Essential Questions above!

Adobe Spark video:  
student-generated

# Fire and Ice: The Cold War and Civil Rights

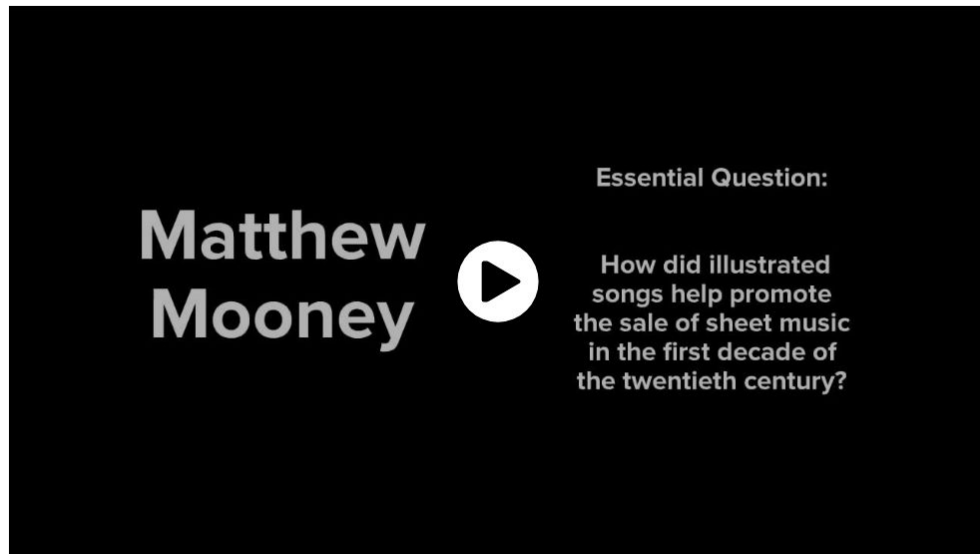


Click CC to toggle captions ON/OFF.

## Step #1)

### Test Presentation

#### Test Presentation



**Matthew Mooney**

**Essential Question:**

How did illustrated songs help promote the sale of sheet music in the first decade of the twentieth century?

Created by

**Matthew Mooney**

♥ Appreciate

🐦 Tweet

f Share

</> Embed

## Step #2)

### Script with images

**Example:** *Multimedia Project: [SCRIPT]*

Everything in **red** below is an editorial note. You do NOT need to include anything in **red** in your own script.

*Note:* The images should appear in the script where they will appear in the presentation. See below.

-----

#### MULTIMEDIA PROJECT SCRIPT

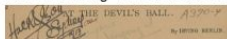
[Slide #1] **Title:** “All Join in the Chorus: Illustrated Songs in the Motion Picture Theater”



[Slide #2] **Essential Question:** *How did illustrated songs help promote the sale of sheet music in the first decade of the twentieth century?*



[Slide #3] Unlike many industries in late nineteenth and early twentieth-century America, popular sheet music publishers rarely used the mass-circulation print media to advertise their goods to consumers. Music publishers were convinced that popular songs had to actually be heard in order to be a viable commodity. Print advertising was ineffective.

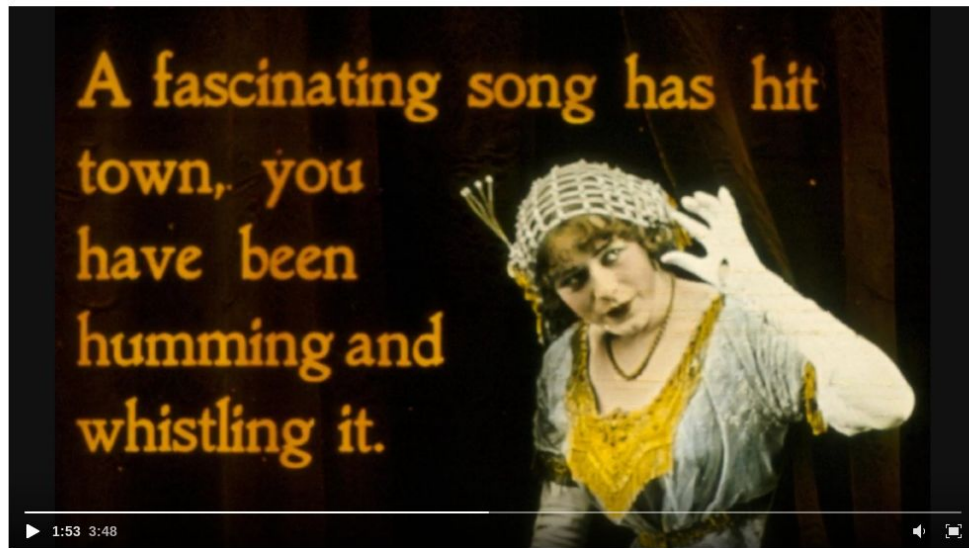




### Step #3)

Finished presentation

All Join In The Chorus



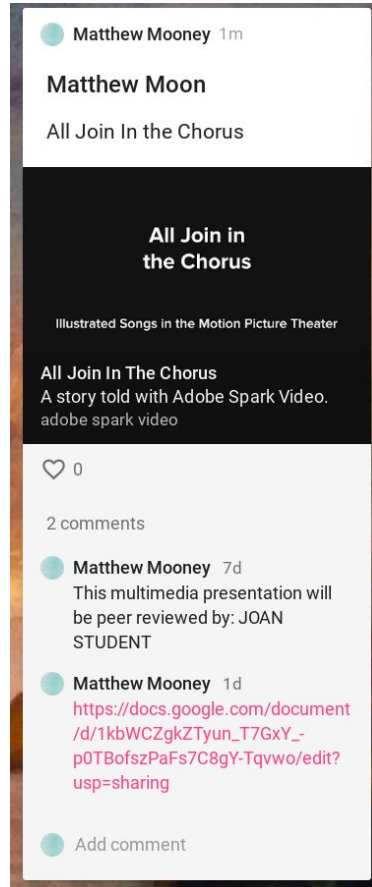
Created by

Matthew Mooney

[♥ Appreciate](#) [🐦 Tweet](#) [📘 Share](#) [⌕ Embed](#)

#### Step #4)

Padlet to collect finished presentations and conduct peer review



Meg Phelps  
Art History Faculty  
Ventura College

# Make Your Own Museum

Webpage Assignment Using Adobe Spark

# Links and order

- [https://docs.google.com/presentation/d/e/2PACX-1vR2hbgTkiOpukxeH4jABe-MK5\\_EeEV\\_G5iLOF1V\\_bHkUPnPe34OI\\_0EKB\\_1kGNWvH1BKCKQ0FNEf6yQ/pub?start=false&loop=false&delayms=3000](https://docs.google.com/presentation/d/e/2PACX-1vR2hbgTkiOpukxeH4jABe-MK5_EeEV_G5iLOF1V_bHkUPnPe34OI_0EKB_1kGNWvH1BKCKQ0FNEf6yQ/pub?start=false&loop=false&delayms=3000)
- Preview assignment page  
[https://vcccd.instructure.com/courses/6992/pages/preview-your-own-personal-museum-assignment-personal-project?module\\_item\\_id=401079](https://vcccd.instructure.com/courses/6992/pages/preview-your-own-personal-museum-assignment-personal-project?module_item_id=401079)
- Spark page <https://spark.adobe.com/page/CZXUfvVtGgaGW/>
- Padlet <https://padlet.com/megphelps/8bthfyk9vemd>
- Test assignment in speed grader  
[https://vcccd.instructure.com/courses/6992/gradebook/speed\\_grader?assignment\\_id=157790#%7B%22student\\_id%22%3A%2213815%22%7D](https://vcccd.instructure.com/courses/6992/gradebook/speed_grader?assignment_id=157790#%7B%22student_id%22%3A%2213815%22%7D)
- Prep assignment in speed grader Madisson/ Vanessa  
[https://vcccd.instructure.com/courses/6992/gradebook/speed\\_grader?assignment\\_id=157787#%7B%22student\\_id%22%3A%2214621%22%7D](https://vcccd.instructure.com/courses/6992/gradebook/speed_grader?assignment_id=157787#%7B%22student_id%22%3A%2214621%22%7D)
- Vanessa prep assignment open in adobe link <https://spark.adobe.com/page/OCOzwOxFDtn0g/>
- The nude project: <https://spark.adobe.com/page/KuRiMBJThF3xZ/>
- Assignment dropbox <https://vcccd.instructure.com/courses/6992/assignments/157789>



# Made In L.A

JASMINE ESCOBEDO



# **One of the best assignments of any class to date...**

This assignment lets you see  
the beauty in pieces that you  
may have casually seen before  
and explore the deeper  
meanings.

-D.L., Spring 2018



**Adobe  
Spark was  
easy to  
use**

"I really enjoyed  
this assignment!  
Once I got the hang  
of it...

...and gave me a lot  
of options for being  
creative with my  
project. I like how  
my project came out!"  
--H.F. FALL 17





## **more thought into the artworks..**

"I enjoyed this project a lot! It made me put more thought into the artworks I was looking at while using the knowledge I gained from this class.K.H., FALL 17

# Previous Written Assignment (aka “the boring paper”)

- Traditional written assignment
- imaginary museum with theme of their choice
- Student’s curated artworks
- Developed different “rooms” based on different sub-themes or topics
- Imagined and described the layout of the museum
- entry and exit “labels”
- Individual “ labels” for each artwork
- Summative assessment, tacked on to end of course
- (retained as potential accommodation for accessibility)

# Replaced with Adobe Spark Webpage

- Dynamic visual assignment
- Same student curation
- “Rooms” became visual equivalents - removed conceptual middleman
- Adobe Spark tools create the structure of their space
  - Text boxes = interpretive labels placed accordingly
  - Photogrid = visual room
  - Glideshow with captions = artwork labels
- More museum-like
- Summative and formative assessment with scaffolding

# Adobe Spark Webpage Assignment

## Student Outcomes

- Visually engaging product
- Creative content curation
- Builds critical online literacy
- Self-interest driven
- Process oriented
- E-portfolio artifact

## Teacher Benefits

- Increased collaboration
- Summative and formative assessment
- Fun to grade!

# Creativity = Critical Life Skill

- “Creativity” has risen to among the top applied skills sought by business leaders
- 72 percent of employers say that hiring creative people is a primary concern
- “Teaching our children how to think creatively is vital to preparing them to be successful in the 21<sup>st</sup> century workforce”
- “creative economy” adjacent

## *“Ready to Innovate”*

a collaborative report between

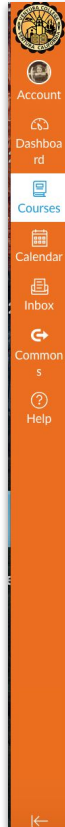
the Conference Board  
and  
Americans for the Arts

<https://www.conference-board.org/publications/publicationdetail.cfm?publicationid=1452>

# Day 1: inspiration

An aspirational example, visible in week 1.

Link: [Spark Project](#)



Announcements  
Modules  
Quizzes  
Discussions  
Assignments  
Grades  
People  
Conferences  
Collaborations  
ConferZoom  
Google Drive  
Pages  
Outcomes  
Files  
Syllabus  
NetTutor  
Student Evaluations  
B&N Faculty  
Bookstore  
Settings

## Preview: Your Own Personal Museum Assignment (Personal Project)

### Your Own Personal Museum

So guess what? By the end of this class you are going to know enough about art to be the **creator of your very own museum**. The culminating assignment in this class is the Personal Project where you get to do something fun and amazing... make your own museum! All the choices will be yours, from which artworks to include to what your museum will teach to the world. It's a creative way to utilize all the knowledge that you will be practicing all semester, and show off your expertise to me, fellow students, and anyone else you want to impress!

For inspiration, let's take a look at one fantastic project completed last semester:



Amazing right?

Your museum will be different of course, filled with your own choices and your own ideas, but that gives you an idea of how great your Personal Project assignment can be.

Totally Do-able!

The project above looks so amazing, you may think it was difficult and a lot of work. Well, it was not difficult to make: we use a free web-design tool called Adobe Spark for this project, and you will have practice assignments and lots of help along the way to prepare you for the Personal Project. So don't worry, you will have the time, tools, and information you need to make your own museum look just as great.

# Day 1: inspiration

And a  
collection  
of others:  
[Padlet](#)

Margaret Phelps • 2d

## Student Showcase: "Personal Project" Assignments

Outstanding examples of "Personal Project" assignment from Meg Phelps Art Appreciation Online


### Student Feedback

"One of the best assignments by any class to date. This assignment lets you see the beauty in pieces that you may have casually seen before and explore the deeper meanings. Since you are creating based on topics that interest you in is easy to get into." D.L- SP 2018

" the Personal Project ...gave me a deeper look into how much creativity, imagination, and emotion one must have to crate something beautiful. " - S.C SP 2018


"This was a very fun and exciting project, definitely made you feel part of an artist at an actual museum. Thank you for this!").) - SP 2018

### 3 Peaks




### Made in LA

A superior example



**Made in L.A.**  
A story told with Adobe Spark  
adobe spark

### Beauty in Expression

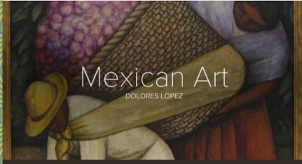


**Beauty In Expression**  
A story told with Adobe Spark  
adobe spark

### Museum of Tragedy

### Mexican Art

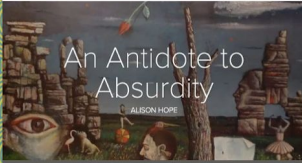
heartfelt.



**Mexican Art**  
A story told with Adobe Spark  
adobe spark

### Antidote to Absurdity

intellectual and provocative!




**An Antidote to Absurdity**  
A story told with Adobe Spark  
adobe spark

### Museum of the Modern Day

### Museum of Love


a perfectly executed project!



**Museum of Love**  
A story told with Adobe Spark  
adobe spark

### Emotional Development

honest and well done!




**Emotional development**  
A story told with Adobe Spark  
adobe spark

### The Shore

### Rev Dous (Sweet Dreams)


unexpected and intriguing!



**Rèv Dous**  
A story told with Adobe Spark  
adobe spark

### Museum of Japan

(one of my personal favorites!)



**The Art of Japan**  
A story told with Adobe Spark  
adobe spark

### The Personal Project Assignment

# Scaffold #1 - "Test Assignment" - first week

- Adobe account
- Start a project
- Name and title only
- Barrier assignment
- Easy to visualize in speed grader

The screenshot displays the Adobe Spark Speed Grader interface. The top orange header bar contains navigation icons, the assignment title "Test Assignment MANDATORY", the due date "Due: Jan 22 at 11:59pm - ARTV01.32476", and student statistics: "69/73 Graded", "0.96 Average", and "35/73". The student's name "Taylor Lovio" is on the right. The main content area shows a submission of a page titled "My Museum" by "TAYLOR LOVIO". A message states: "This submission was a URL to an external page. We've included a snapshot of what the page looked like when it was submitted." Below this is the URL <https://spark.adobe.com/page/CZ5cszHyDw3DC/> and a "(View in a new tab)" link. The right sidebar shows the submission date "Submitted: Jan 9 at 9:07pm", an "Assessment" section with a "Grade" input field and "out of 0", and an "Assignment Comments" section. A comment from "Margaret Phelps" dated "Feb 4 at 12:36am" says "looks great, thanks for submitting!". There is a text input field for "Add a Comment" and a "Submit" button at the bottom right.



# Scaffold #1 - "Test Assignment" - first week


- Adobe account
- Start a project
- Name and title only
- Barrier assignment
- Easy to visualize in speed grader
- This = wrong link

dry Prep Assignment: Prepare for your Personal Project  
9 at 11:59pm - ART.V01.32476

27/73 Graded 0.85 / 1 (85%) Average 3/73


This submission was a URL to an external page. We've included a snapshot of what the page looked like when it was submitted.


<https://spark.adobe.com/sp/design/page/7909c664-e0f0-41b2-88e9-f0aa8b256b0e>  
(View in a new tab) <sup>ea</sup>

  
Adobe Spark

**Communicate with impact**

Sign up or Log in for FREE

 Continue with Facebook

 Continue with Google

or

Sign up with email

Already have an Adobe ID? [Log in](#)

Submitted: Feb 19 at 1:17pm

**Assessment**

Grade  out of 1




[View Rubric](#)

**Assignment Comments**

Madison, this is the wrong link, you need to review the instructions for getting the right link. Please resubmit asap, and let me know, thanks!

Margaret Phelps, Feb 19 at 5:1

Add a Comment

[Sub](#)

# Scaffold #2 - "Prep Assignment" -mid-semester

- Return to project
- Text box tool
- Photogrid tool
- Glideshow tool with captions

Header text test




# Scaffold #2 - "Prep Assignment" -mid-semester


- Speed Grader will present a screen capture
- Click link for full visualization in Speed Grader
- Rubric and page in same screen
- Or pop-out

Mandatory Prep Assignment: Prepare for your Personal Project - Dropbox  
Due: Jun 4 at 11:59pm - ARTV01.56304

60/74 Graded 0.63 / 1 (63%) 40/74 Average ✓ Christian Merrick




This submission was a URL to an external page. We've included a snapshot of what the page looked like when it was submitted.

<https://spark.adobe.com/page/1yakfT0mP0712/>  
(View in a new tab) 



Submitted: Jun 4 at 9:34pm

Assessment  
Grade  out of 1  
View Rubric

Assignment Comments  
  
  

# Scaffold #2 - "Prep Assignment" -mid-semester

## Photogrid Tool

- Set of images
- visual equivalent of a museum "room"
- Immediate creative / expressive satisfaction
- save/download/upload

### Room One: Words of Wisdom





# Scaffold #2 - "Prep Assignment" -mid-semester

## Glideshow Tool

- Glideshow = same artworks as photogrid
- visual equivalent of individual artwork labels
- Immersive
- save/download/upload

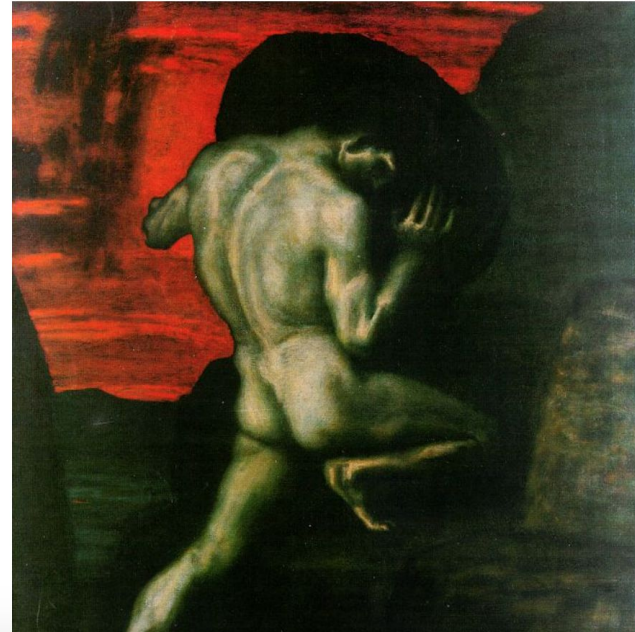


# Scaffold #3 - Sharing/Feedback -late semester

- Discussion Assignment to share themes and sample artworks
- allows me to weed out inappropriate choices
- Other students give feedback and suggestions
- This theme: "An Antidote to Absurdity" based on the ideas from *The Myth of Sisyphus* by Camus (Franz Von Stuck)

1) The Theme of my museum will be, [An Antidote to Absurdity](#), artworks based on ideas from *The Myth of Sisyphus*. Camus uses the myth as an allegory for modern life, in that we have to find meaning for ourselves down my museum into three rooms that follow the flow of his essay.

1) "The Myth" or the "Daily Grind", the monotony and weariness of everyday life. Sisyphus is forced to endure gods. This room will focus on weariness and everyday life. (possibly use proletarian art as well).



# Scaffold #3 - Sharing/Feedback -late semester

## Peer Suggestion:



Friday

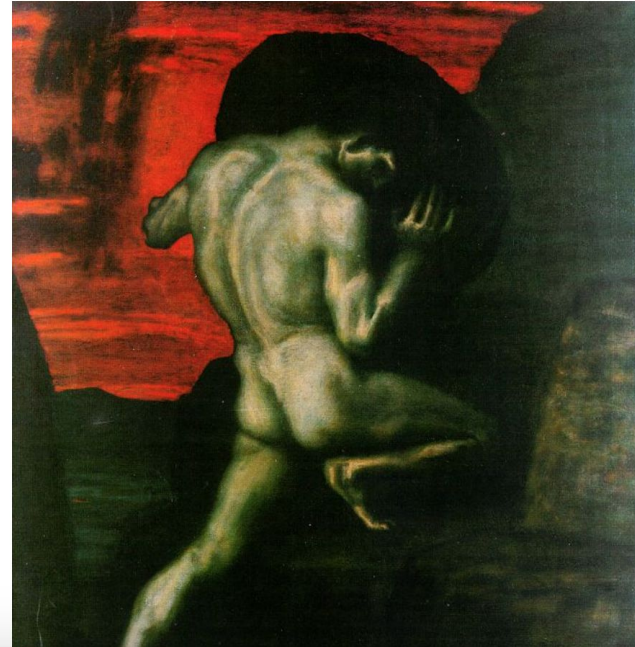
Great topic! You're so creative, I would have never thought of something like this. We'll artwork under your theme out of curiosity, and I found the pic below, just in case, it's more modern than what you're leaning towards, but I really liked it and I thought hey, who knows you will do great on your project!



← Reply

1) The Theme of my museum will be, [An Antidote to Absurdity](#), artworks based on ideas from *The Myth of Sisyphus*. Camus uses the myth as an allegory for modern life, in that we have to find meaning for ourselves. I will break down my museum into three rooms that follow the flow of his essay.

1) "The Myth" or the "Daily Grind", the monotony and weariness of everyday life. Sisyphus is forced to endure his punishment. This room will focus on weariness and everyday life. (possibly use proletarian art as well).





# Creative Options in Spark - Intuitive



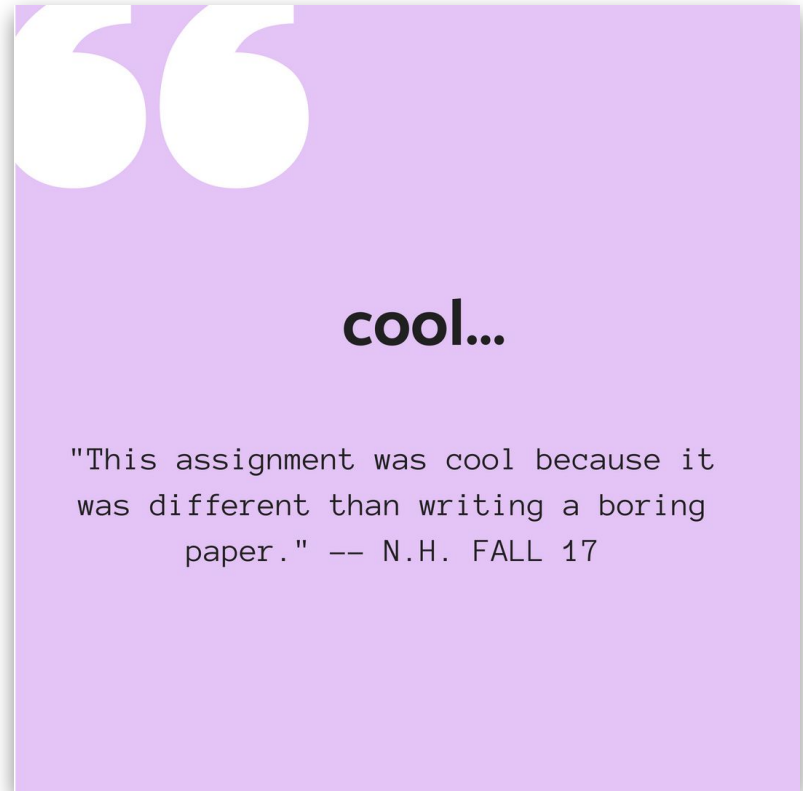


# Taking a Bow

- Extra credit Discussion to share entire project
  - Fosters ownership and pride
  - Extra credit, not required- their choice based on how confident they felt about their work
- A student populated padlet they can opt in to, see what the whole class produced

# Feedback “baked-in”

- feedback using the comments section in the submission dialog



# Permissions “baked-in”

- embedded a Google Form into the Dropbox asking permission to share
- See the Additional Resources page of our site for a form you can copy.

In the comments section of the submission, please let me know your thoughts on this assignment. In what ways did you enjoy it? In what ways was it challenging? Your comments will not affect your grade. Thanks!

**May I Share Your Project?**

Some student projects are great examples, and I like to share them with other students in other classes and also fellow teachers. If yours is selected, I need your permission to share it. If you are willing, please fill out the form below. Thanks!

### Permission to share "Personal Project" webpage

Permissions granted to instructor Meg Phelps to use student work as examples.

*\* Required*

What is your name? (As used in your project) \*

Your answer

# Challenges

- Some age resistance
- Page, Post, or Video options sometimes confusing
- Wrong link
  - they need to generate a unique link, not just capture URL from browser)
- Updating link
  - Their changes not reflected if they forget to update link
- Two sets of instructions
  - One for using Spark
  - One for the assignment itself
- How granular to get with tools?
  - E.g. focal point for glideshow: [The Nude](#)

# Resources

- [Assignment Instructions Google Doc](#)
- [Assignment examples padlet](#)
- [Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce?](#)

# Humanizing Online Teaching & Learning

<http://onlinenetworkofeducators.org/humanizing-online-teaching-learning/>

**A 4-week online  
course facilitated  
by CCC faculty,  
offered by @ONE  
(Online Network of  
Educators).**

# Welcome and thank you for attending the 2018 Online Teaching Conference!

Please help us improve your conference experience by...

- **Rating and reviewing our sessions and speakers within our OTC Mobile Event App after each session you attend.**

**AND**

- **Taking our online surveys at the conclusion of the conference.**

Survey links are available at:

**[onlineteachingconference.org/evaluations](https://onlineteachingconference.org/evaluations)**



JUNE 18-20, 2018 • ANAHEIM