



## Virtual Collaboration: An Interactive Online Graduate Course for Working Professionals

Ana Reyes, Ph.D.  
Affiliated Faculty  
Organizational Dynamics Program  
SAS, University of PA

[reyesam@sas.upenn.edu](mailto:reyesam@sas.upenn.edu)

*Drexel e-learning 2.0 Conference  
March 25, 2010  
11am – 12pm EDT*

*Creese Student Center, Behrakis G.Hall  
3200 Chestnut Street  
Philadelphia, PA*

# Presentation Objective:

- ◆ To provide an overview of the content, learning methods and collaborative technologies used to deliver an interactive e-learning course in the Organizational Dynamics Program at Upenn.

# Agenda

- ◆ Introduction and Opening Questions
- ◆ The Larger Context
- ◆ The Virtual Collaboration Course Demos
  - ◆ Content
  - ◆ Learning Methods
  - ◆ Tools
- ◆ Q & A

# Introduction / Profile:

- Educator, Executive Coach, Consultant
- Long term interests in:
  - Global leadership development
  - Culturally complex collaboration
  - Virtual Organization Development
- In the last ten years, my professional work has focused on helping leaders and teams to:
  - Develop multi-cultural competencies
  - Master geographically dispersed collaboration
  - Humanize digital communication
  - Create online learning communities



[Ana Reyes](#)  
[Penn URL](#)

## Course Context: Typical Collaboration in our Globally Distributed Workplaces

“I work on seven different teams that average 9.2 members each from twelve different company offices on three different continents. I have four different bosses, two of whom I’ve never met personally and one that just set my salary for next year. I use a lot of technology to stay in touch.”

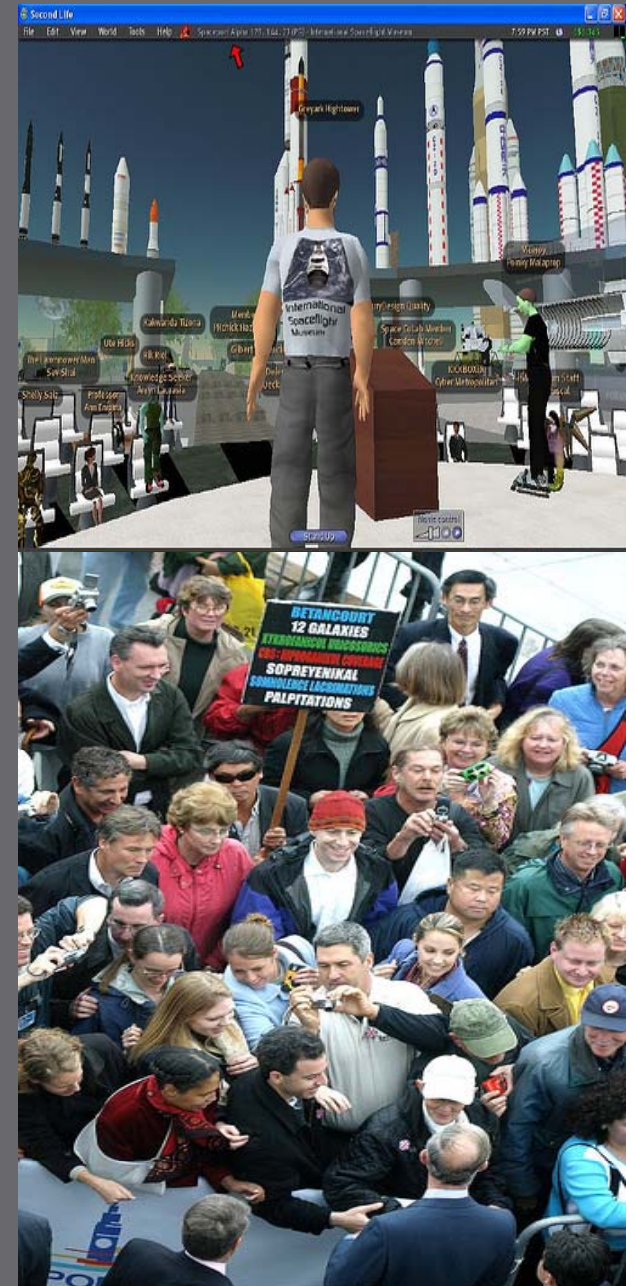
Fortune 500 Middle Manager quoted in Reeves & Leighton Reed, Total Engagement: Harvard Bus. Press 2009, p.132

# Course Context: State of the Art

- ◆ Organizations in which VGC are perceived as a natural and appropriate means for accomplishing exceptional results.
- ◆ Teams that Build Bridges across time, space, technology, 'mindworlds' and organization.
- ◆ Individuals Who Engage in or Improvise new cultural forms of interaction.

March 25, 2010

© Ana Reyes – Drexel e-Learning 2.0 Conference



# Course Design



## Objectives:

1. To enhance participant understanding of virtual forms of human collaboration
2. To develop participant abilities to work jointly with others via electronic tools.

## Geographically Distributed Grad Students:

- ◆ Full- time working professionals
- ◆ Tele-workers, virtual global team leaders and remote managers
- ◆ Adult learners challenged with virtual and global work

# Course Design

## Online Learning Methods:



- ◆ **Individual:** Online readings, videos & podcasts; blogging, wiki use, forum facilitation & paper writing assignments
- ◆ **Group:** Virtual learning community building and group project work; synchronous and asynchronous weekly class discussions, peer feedback
- ◆ **Hands-on:** Web 2.0 and 3D collaborative tool use experiences and debriefings
- ◆ **Real World:** Live case presentation and analysis



# Course Design

## Structure:



1. **Prep:** Pre-course assessments, tool learning assignments, personal learning plans and community profiles
2. Weekly virtual **class** meetings, lectures, discussions
3. Weekly individual **assignments**, collaborative student work using a suite of web 2.0 tools and 3D collaborative online spaces.
4. Multimedia course **content** is drawn from the social sciences, information systems, and business management literatures. Self and peer evaluation surveys and course reviews.

# Course Design



## Tool Infrastructure:

- The three types of tools necessary for 'next generation collaboration', which is the ability to simulate natural social interaction online:
  - Meeting tools for interpersonal and group work;
  - Shared online spaces with social software;
  - Virtual Worlds for spontaneous interaction.

## Evaluation:

Learning Journals; Discussion Participation and Facilitation; Team Presentation; Final Paper; Peer Surveys; Class Participation; Mid/Final Reviews

# Course Design: Topic Flow

<i>Online Class Time</i>	<i>Asynchronous Class Time</i>	<i>Assignments Due Prior to Class/Topic</i>
Jan 19 - Class 1		Course Overview/Pre-Class Preparation
Jan 26 - Class 2	Jan 19 - 26	Prep Assignments, Building Community/Class Introductions
Feb 02 - Class 3	Jan 26– Feb 2	Team Project Sign –ups, Online Discussion (OD) Facilitation Virtual Collaboration
Feb 09 - Class 4	Feb 03 – Feb 9	Project Proposals, OD
Feb 16 - Class 5	Feb 10- 16	TMCCMC  Paper Proposal, OD Teleplace - Live Case/Debrief of TMCC
Feb 23 - Class 6	Feb 17 - 23	Project Plans, OD Intercultural Interaction & Learning
Mar 02 - Class 7	Feb 24 Mar 2 Mar 3 - 9	Final Paper outlines, evaluation surveys Mid-Course Review, Reflection, Revision Project prep, OD

# Course Design: Flow

*2010 Spring Break - Mar 9 - 16 – no class*

Mar 16 - Class 9		Virtual Global Team Leadership
	Mar 17– 23	Project Prep, OD Virtual Global Teamwork
Mar 23 - Class 10		
	Mar 25 – Mar 3	OD, Project Prep, Managing Virtual Global Team Dynamics
Mar 30 - Class 11		
	Mar 31 – Apr 6	OD, VLT Project Prep, Networks & 3D Collaboration Communities
Apr 06 - Class 12		
	Apr 07 – 13	OD, VLT Peer Evaluation Surveys Student VLT Presentations
Apr 13 - Class 13		
	Apr 14 -20	Peer Evaluation Surveys, FP Due Course Debrief, Evaluation & Celebration
Apr 20 - Class 14		

# Class 1: Course Prep

- ◆ Course Overview
- ◆ Complete Pre-course Individual Assessments
- ◆ Create Participant Profiles for their Community
- ◆ Select Tool-Learning Buddies for Semester
- ◆ Complete Tool-Learning Assignments
- ◆ Optional Readings and Resources
- ◆ Tour of Browser Based 3D Course Site

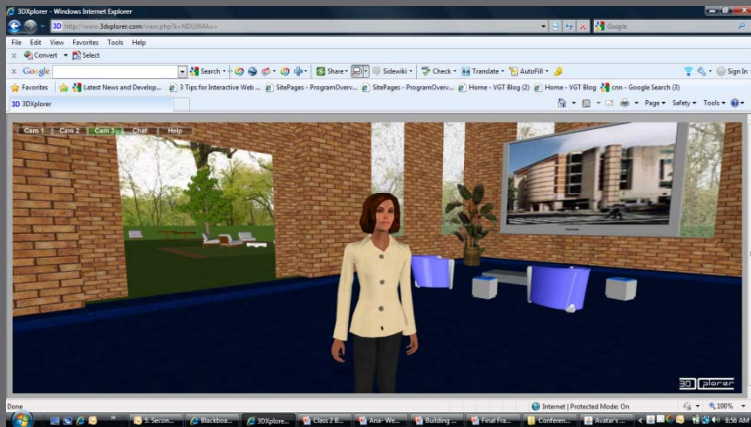
# Class 2: Ways to Build a Virtual Learning Community



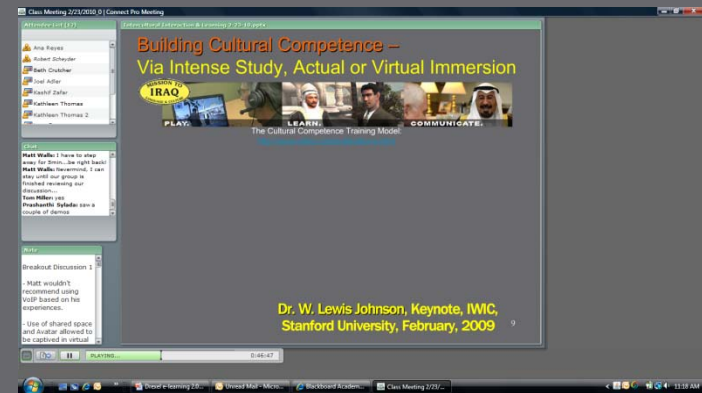
Use Ice Breakers:  
Virtual Hammer

1. Create Multi-Media Profiles for Collaboration
2. Facilitate a Community Blog
3. Use 3D Collaboration Spaces for Spontaneous Interaction

# Tool Infrastructure for Community Building in our Globally Distributed Class



AR Avatar in Browser Based  
3DXplorer



Class Meetings in Adobe Connect Pro



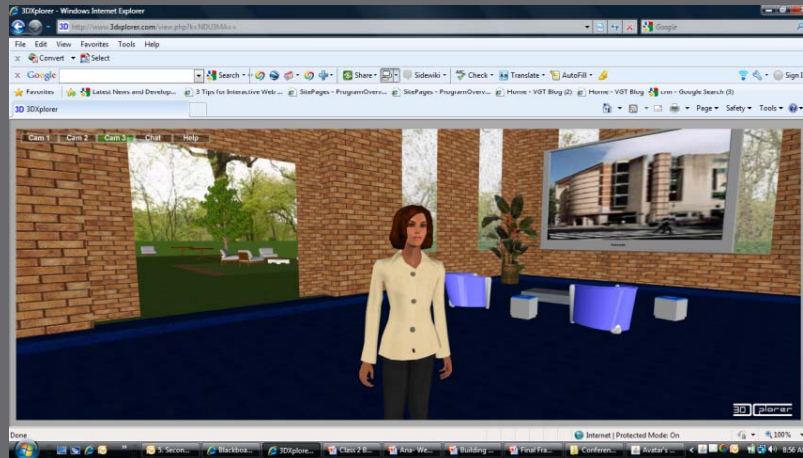
3D Project Team Room in Teleplace



BB & Social Text Web 2.0 Features

## Example of Typical Class Flow: Class 3: Cultivating Collaboration

1. Online Readings
2. Virtual Classroom Lecture and Discussion
3. Student Facilitated Online Forum Discussion
4. Collaborative Assignment in 3D Space:

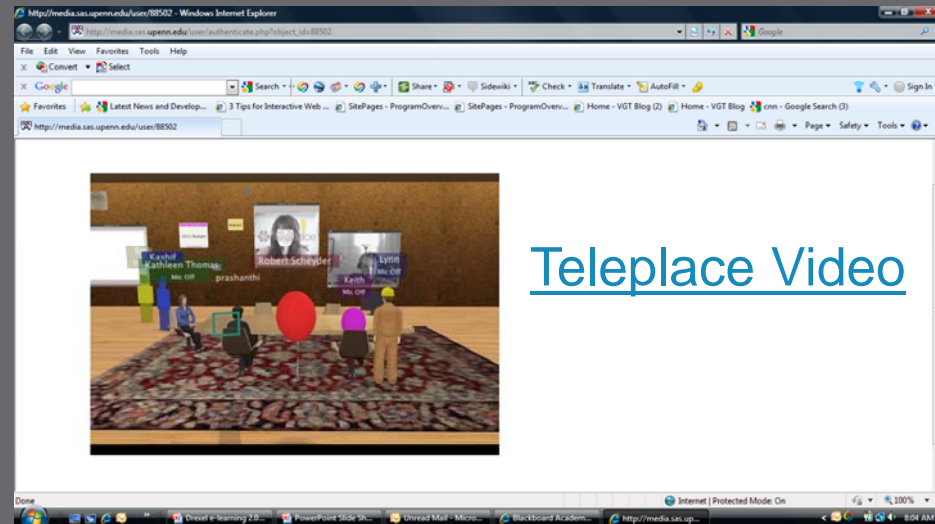




# Example of Live Case & Analysis

## Class 5: Mastering Tools

1. Online Readings and Discussion
2. Class: 3D Space Live Demo and Collective Analysis
3. Class Project Team Work in 3D space



### 4. Tool Exploration Assignment

[Robin Good's 2009 Collaborative Tools Map](#)

# Example: Inter-Cultural Interaction & Learning Class

## 1. Online: Self-Assessments, Readings, Culture-Learning Tools & Discussion



**Attendee List (11)**

- Ana Reyes
- Robert Scheyder
- Beth Crutcher
- Joel Adler
- Kashif Zafar
- Kathleen Thomas
- Lynn Pyne

**Chat**

**Matt Walls:** Nevermind, I can stay until our group is finished reviewing our discussion...

**Tom Miller:** yes

**Prashanthi Sylada:** saw a couple of demos

**Kashif Zafar:** cultural Navigator...

**Beth Crutcher:** Yes.

**Note**

Breakout Discussion 1

- Matt wouldn't recommend using VoIP based on his experiences.
- Use of shared space and Avatar allowed to be captived in virtual environment.

**Mapping, Sensemaking & Bridging Differences: in Professional & Functional Cultures**



**Video Examples:**

- [1. Virtual & Multicultural Real-Time Musical Collaboration](#)
- [2. Improvisation or Composition](#)



**3. [Tele-Surgery](#) as Inter-Cultural/National/Professional Collaboration**

Leveraging Cultural Composition Requires:

- 1. Clarity of Individual Contributions
- 2. Trust in Member Expertise
- 3. Willingness & Ability to Lead & Follow

2. Interactive Adobe Meeting Using Multimedia Desktop Sharing (see links)
3. Peer Coaching Assignment on Intercultural Work Challenges

# Example - Class 8: Online Discussion on Virtual Global Team Leadership and Dynamics

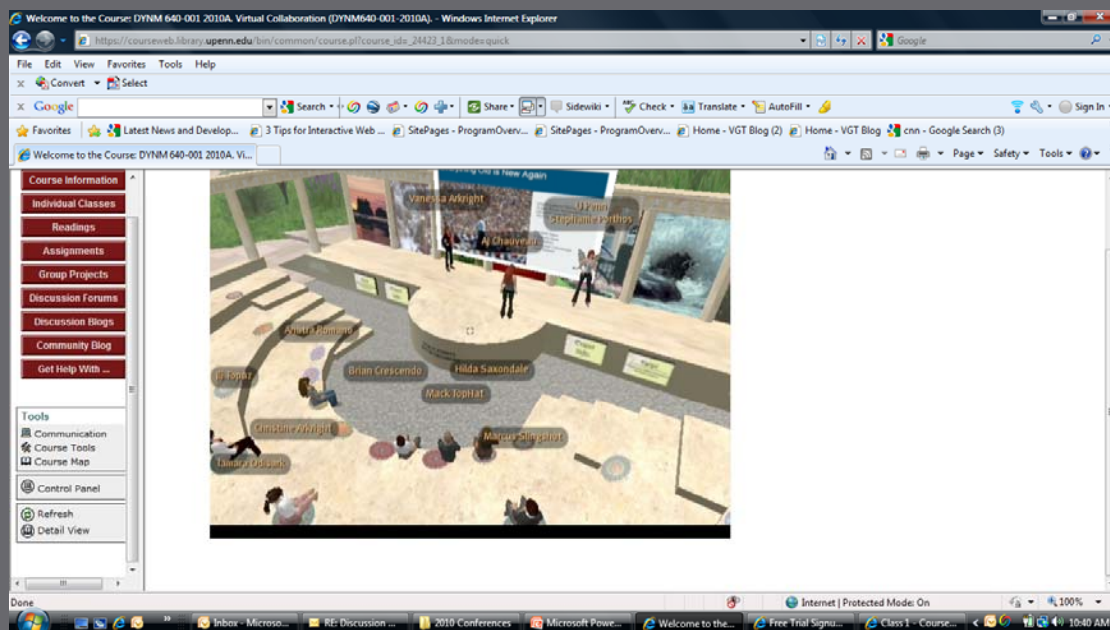
Fictional Case Created by graduate Student Prashanthi Sylada to stimulate discussion on Virtual Multi-National Team Leadership Challenges using Voki Avatars.



Team Responses :

1. [Lily](#)
2. [Matio](#)
3. [Matt](#)
4. [Simon](#)
5. [Rangeeta](#)

# Example - Class 11: Class Project Team Presentation on Virtual Networks and 3D Collaboration (2009)



[Video Clip from Team Presentation in Second Life](#)

*VLT Final Presentation:  
Virtual Worlds &  
Online Social Networks  
April, 2009*

Avastars VLT:  
Stephanie Carmichael  
John Werner  
Vanessa Attah  
Ada Bickert

# Example EvaluationClass 7: Mid-Course Review, Reflection & Revision in our Second Life Classroom

1. [Pre-Class Ice Breaker Activity](#)
2. Class Discussion Question: How can we use Lessons Learned from the first half of the course to improve our experiences in the second half of the course?
3. Additional Evaluation Activities: Class Participation Peer Feedback Surveys, Discussion Forum Entry Dashboard, Grade Center)



# Second Life Classroom on the Penn Island



# BlackBoard WebSite Example: Partial Assignments Section

The screenshot displays a BlackBoard course website interface. At the top, there's a navigation bar with "Penn Courseweb" and "Courses" tabs, along with icons for a building, a question mark, and a user profile. Below this, a left-hand menu contains various course-related links: Announcements, Course Information, Individual Classes, Readings, Assignments (highlighted), Group Projects, Discussion Forums, Discussion Blogs, Community Blog, and Get Help With ... Below the menu, there's a "Tools" section with links for Communication, Course Tools, Course Map, Control Panel, Refresh, and Detail View. The main content area is titled "DYNM 840-001 2010A: VIRTUAL COLLABORATION (DYNM840-001-2010A) > ASSIGNMENTS" and includes an "EDIT VIEW" link. The "Assignments" section is highlighted with a folder icon. Below it, the "Assignments Section" is introduced, explaining that it contains links to assignment grids and course calendars. A link is provided to check assignment due dates. The "Course Assignments Sign Up Wiki" section, marked with a group icon, includes a "View" link and instructions for signing up for class assignments. The "Weekly Personal Learning Journal Entries, due Tuesdays by 6pm" section, marked with a notepad icon, includes a "View" link and details about the purpose and requirements of the journal entries. The "Submit Discussion Facilitation Proposal and Revised Facilitation Proposal here" section, marked with a folder icon, includes a "View" link and instructions for submitting a discussion facilitation proposal. The bottom of the page shows a browser status bar with "Internet | Protected Mode: On" and a 100% zoom level.

Penn Courseweb Courses

DYNM 840-001 2010A: VIRTUAL COLLABORATION (DYNM840-001-2010A) > ASSIGNMENTS [EDIT VIEW](#)

**Assignments**

**Assignments Section**  
In this section, you will find a folder link for each major course assignment and a link to the class/topic/assignment grid and to the course calendar to determine specific assignment due dates. You will find the readings and course content for individual classes in the "Readings" and "Individual Classes" links in the left menu.

[Click Here to Check Assignment Due Dates on the Class/Topic/Assignment Grid or on the Course Calendar](#)

**Course Assignments Sign Up Wiki**  
[View](#)

Please use these wiki's to sign up for class assignments.  
1. Click the Tool Buddy link on the right bottom menu and sign up for a tool buddy with whom you will collaborate on tool learning over the semester.  
2. After the first Class on January 26th, click the VLT Project link and sign up for a virtual learning team project topic, collaborators, and tool/feature demo.

**Weekly Personal Learning Journal Entries, due Tuesdays by 6pm**  
[View](#)

The purpose of the personal learning journals is to stimulate weekly reflection on the course content and to provide an opportunity examine the experiential side of course learning. The 12 weekly entries (15 to 30 lines each, one page in a word doc with 12 size font) submitted to BlackBoard Prior to Class time should document lessons learned from course participation, readings, discussions and assignments. The ten best of these entries will be counted but not individually graded. Please label each entry with a number, i.e., PLJ# so I can count it. Please Note: PLJ entries shorter than 15 lines or longer than 30 lines or without a # will not be counted. The First PLJ is due 1/26/10

**Submit Discussion Facilitation Proposal and Revised Facilitation Proposal here**  
[View](#)

Please read carefully before clicking here to submit your Discussion Facilitation Project Plan, and to access team resources for assignment.

The purpose of facilitating an online discussion is to deepen understanding of required readings, to support in-depth learning of the course content based on student interest, to provide an opportunity to experiment with and reflect upon the use of collaborative technologies for online dialogue and to further develop online content discussion design, management and facilitation skills.

Each student should sign up for one topic on the project assignment wiki, submit a facilitation design proposal, revise the design as per any instructor feedback, then post their discussion plan in the Discussion Facilitation Blog in the Group Projects Menu. Class comments can be requested there prior to or after submission.

The weekly discussion of the readings will be facilitated on the facilitator's tool(s) of choice. Discussion will be open at a minimum from Sunday at Noon through Tuesday at 5pm PRIOR to the Class in which that topic will be covered.

Internet | Protected Mode: On 100%

# BlackBoard Grade Center Example

Blackboard Academic Suite

https://courseweb.library.upenn.edu/webapps/portal/frameset.jsp?tab\_id=\_2\_1&url=%2fwebapps%2fblackboard%2fexecu... Google

Penn Courseweb Courses System Admin

SAFEASSIGN DEMONSTRATION SITE (ZNS-BB-001-C2009) > CONTROL PANEL > GRADE CENTER

## Grade Center

Grades can be entered directly from the Grade Center page. To enter grades, click on the cell, type the grade value, and press the **Enter** key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. Use the contextual menus to modify column properties and access grade details.

[Add Grade Column](#)
[Add Calculated Column](#)
[Manage](#)
[Email](#)
[Reports](#)
[Grade History](#)

Current View: Full Grade Center [Set as Default](#) Sort Columns By: Layout Position

<input checked="" type="checkbox"/>	Last Name	First Name	Username	Student ID	Last Access	Availability	Weighted Total	Short Essay	First Paper	Second Paper
<input type="checkbox"/>	Adams	John	bb-student03		October 29, 2009	Available	-	10.00	!	!
<input type="checkbox"/>	Adams	John Quincy	bb-student08		October 29, 2009	Available	-	7.00	-	!
<input type="checkbox"/>	Doe	John	bb-student01		October 29, 2009	Available	-	9.00	!	!
<input type="checkbox"/>	Jackson	Andrew	bb-student09			Available	-	-	-	-
<input type="checkbox"/>	Jefferson	Thomas	bb-student05			Available	-	-	-	-
<input type="checkbox"/>	Madison	James	bb-student06			Available	-	-	-	-
<input type="checkbox"/>	Monroe	James	bb-student07			Available	-	-	-	-
<input type="checkbox"/>	Smith	Jane	bb-student02		October 16, 2009	Available	-	-	!	-
<input type="checkbox"/>	Washington	George	bb-student04		October 16, 2009	Available	-	-	!	-

Selected Rows: 0

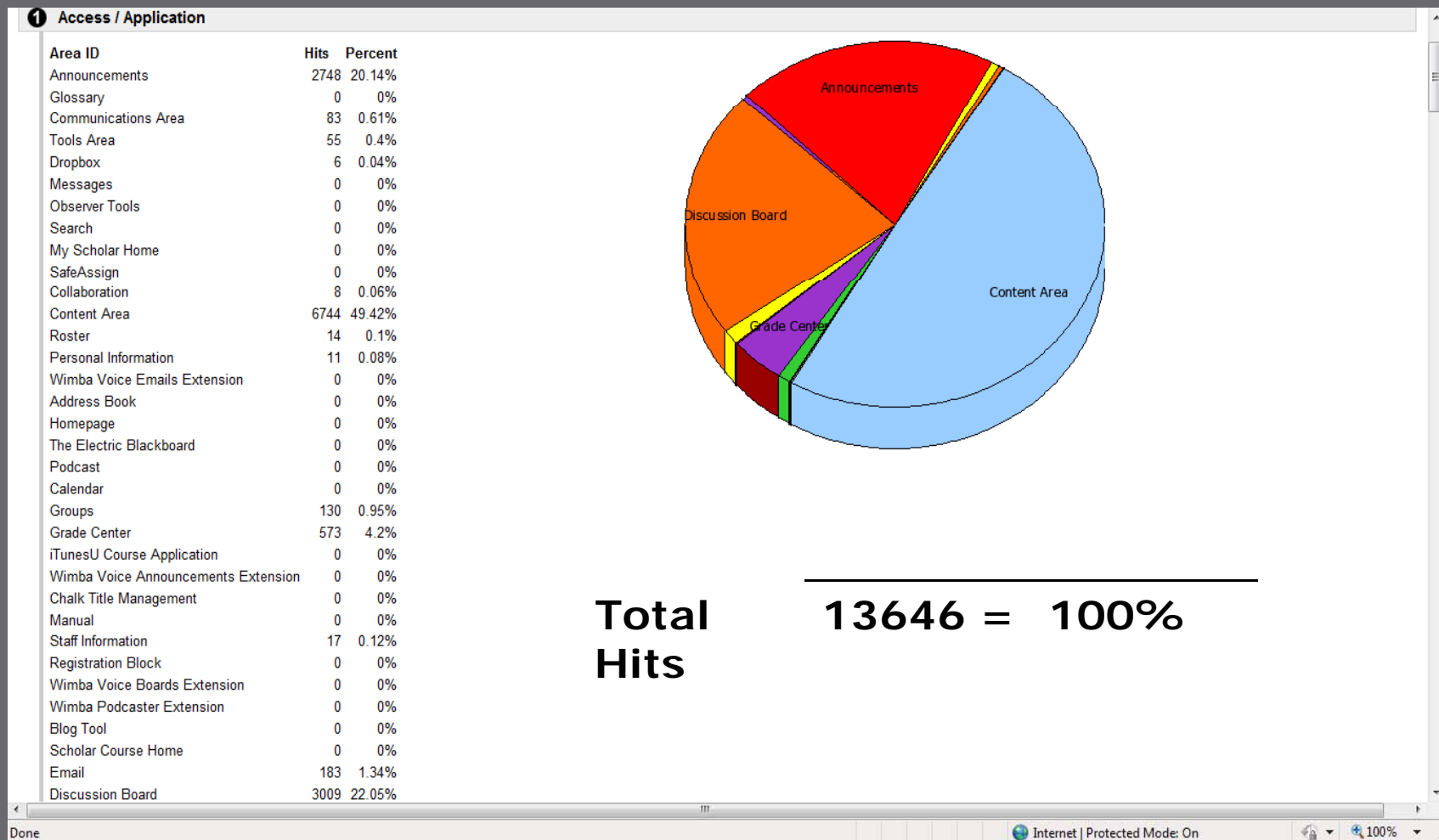
Grade Information Bar

[Icon Legend](#)

OK



# BB Site Use Statistics Spring, 2010 Semester: Measured in No. of Clicks



# Questions

