One of our course requirements is for students to sign up for and take notes during F2F sessions. Since the course is heavy with new academic language about research paradigms and conducting research (and, of course, has a heavy reading load), these notes provide a space to recap the class discussion. (These notes are posted to the Notetaking Assignment wiki.) Because of the number of students in the class, groups of three students are responsible for posting notes each time the class meets. Students not only have access to course notes if they are absent, but also are able to see more than one record of what occurred during class. These multiple representations of what was presented, discussed, and questions that were asked have become additional learning resources for students. Students have been enthusiastic about taking on the duty of class record keeper and have commented to instructors about how useful the notes are.

One of our concerns of teaching a methods course online was the inclusion of online learning modules—how could we balance the content of F2F classes with those of online modules. Here is an example of one of the online modules that covered the topic of “Ethics and IRB Protocol” for graduate students who would be conducting research in the future and having to deal with the ethics of research in general. The goal was to provide students with access to information, have them think through some of the ethical issues of conducting research as well as the protocols required for conducting research, and then provide a space through an online forum for students to post any questions, concerns, or comments about the online module. The online forum then offered students a chance to share their knowledge of the IRB process with their peers if they have already been through the process and for other students to gain clarity around topics and issues that might have caused them confusion.

This is an online module in which we asked students to watch a film titled, Kitchen Stories. Students were to read a chapter from the textbook, watch the film (either in groups or individually via Netflix or with copies that we had to share) and then in small groups (via group forums) discuss at least three of the proposed questions. This offered students an online space to asynchronously discuss issues in the film by responding to their peers’ posts. We felt the inclusion of a film was a great way to introduce qualitative research and set the stage for some of the issues related to using a positivistic approach to research.

One of our course requirements is for students to sign up for and take notes during F2F sessions. Since the course is heavy with new academic language about research paradigms and conducting research (and, of course, has a heavy reading load), these notes provide a space to recap the class discussion. (These notes are posted to the Notetaking Assignment wiki.) Because of the number of students in the class, groups of three students are responsible for posting notes each time the class meets. Students not only have access to course notes if they are absent, but also are able to see more than one record of what occurred during class. These multiple representations of what was presented, discussed, and questions that were asked have become additional learning resources for students. Students have been enthusiastic about taking on the duty of class record keeper and have commented to instructors about how useful the notes are.

One of our concerns of teaching a methods course online was the inclusion of online learning modules—how could we balance the content of F2F classes with those of online modules. Here is an example of one of the online modules that covered the topic of “Ethics and IRB Protocol” for graduate students who would be conducting research in the future and having to deal with the ethics of research in general. The goal was to provide students with access to information, have them think through some of the ethical issues of conducting research as well as the protocols required for conducting research, and then provide a space through an online forum for students to post any questions, concerns, or comments about the online module. The online forum then offered students a chance to share their knowledge of the IRB process with their peers if they have already been through the process and for other students to gain clarity around topics and issues that might have caused them confusion.

We realized that Moodle activities could support our graduate students in face-to-face (F2F) class sessions as well as during online sessions. Here are three examples from our class—one wiki activity used during class to support student learning, one book activity for an online module to discuss the ethics and IRB protocol of researching, and one resource page to support students in an online module that introduced qualitative research.

One of our concerns of teaching a methods course online was the inclusion of online learning modules—how could we balance the content of F2F classes with those of online modules. Here is an example of one of the online modules that covered the topic of “Ethics and IRB Protocol” for graduate students who would be conducting research in the future and having to deal with the ethics of research in general. The goal was to provide students with access to information, have them think through some of the ethical issues of conducting research as well as the protocols required for conducting research, and then provide a space through an online forum for students to post any questions, concerns, or comments about the online module. The online forum then offered students a chance to share their knowledge of the IRB process with their peers if they have already been through the process and for other students to gain clarity around topics and issues that might have caused them confusion.

We realized that Moodle activities could support our graduate students in face-to-face (F2F) class sessions as well as during online sessions. Here are three examples from our class—one wiki activity used during class to support student learning, one book activity for an online module to discuss the ethics and IRB protocol of researching, and one resource page to support students in an online module that introduced qualitative research.

One of our concerns of teaching a methods course online was the inclusion of online learning modules—how could we balance the content of F2F classes with those of online modules. Here is an example of one of the online modules that covered the topic of “Ethics and IRB Protocol” for graduate students who would be conducting research in the future and having to deal with the ethics of research in general. The goal was to provide students with access to information, have them think through some of the ethical issues of conducting research as well as the protocols required for conducting research, and then provide a space through an online forum for students to post any questions, concerns, or comments about the online module. The online forum then offered students a chance to share their knowledge of the IRB process with their peers if they have already been through the process and for other students to gain clarity around topics and issues that might have caused them confusion.

We realized that Moodle activities could support our graduate students in face-to-face (F2F) class sessions as well as during online sessions. Here are three examples from our class—one wiki activity used during class to support student learning, one book activity for an online module to discuss the ethics and IRB protocol of researching, and one resource page to support students in an online module that introduced qualitative research.