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EdTech Day

EdTech Day 2010

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Jan 13th, 11:30 AM - 12:20 PM

### MCO Track: The Human Side of Online Learning: 7 Critical Components of Course Design and Implementation

Michelle Manganaro  
*Massasoit Community College*

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# The Human Side of Online Learning:

## 7 Critical Components

Presenter: Dr. Michelle Manganaro  
Institution: Massasoit Community College  
University of Phoenix  
Location: Bridgewater State College  
Moakley 221 (CART Conference Room)



# The Human Side of Online Learning

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Problems exist in 'non-human' technological environments.  
A learning community is critical to collegial outcomes.  
Let's explore and reveal strategies to engage students.



# Today's Talking Points



- What is necessary to meet learner outcomes
- A teaching and learning model for online learning
- What structure, redundancy, and learning provide
- Glimpses of online classrooms in practice
- Personal online teaching outcomes (+/-)
- Evidence of best practices via components of the online teaching and learning model



# The Research Says. . .

- College pressure to offer online courses (Schrum, 1998)
- Suggestions for online participant (Salmon, 2000)
- Student support services in distance learning (various)
- The Infancy Stage of E-learning Research (Siat, 2002)
- Community-based Online Courses (Palooff , 2007)
- Effect of Learning Preconceptions (Haverila, 2009)



# PROBLEMS

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the non-human technology-based experience



# Problems Associated with E-learning

- Physical Stress
- Technological Stress
- Psychological Stress
- Social Stress

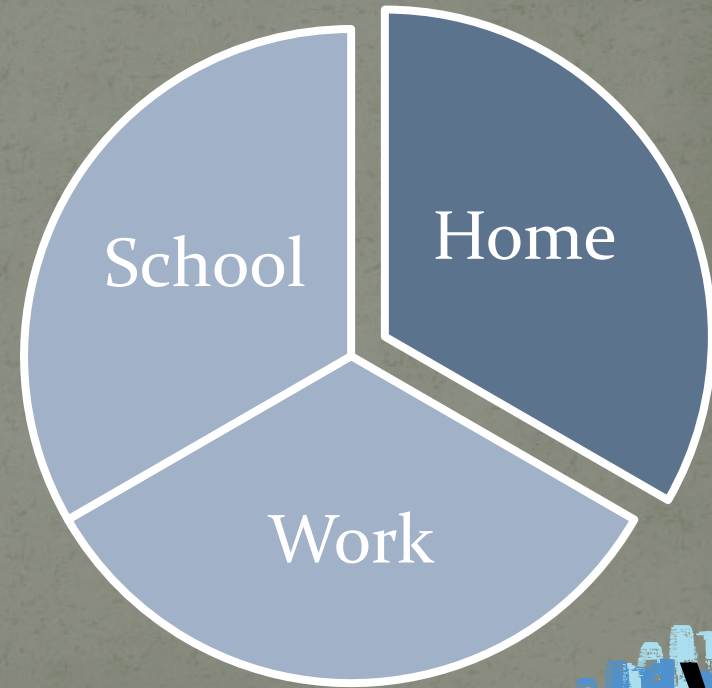
*\*The Relationship of Person to Machine\**

# Physical Stress

## The Relationship of Human to Machine

### For Students & Faculty :

- Finger / Wrist
- Posture / Back
- Vision / Glare
- Overall Fatigue
- The Balance of:  
HOME, WORK, SCHOOL





# *The Balancing Act of HOME, WORK, SCHOOL*



Home



Health



School



Personal



Work

*... Time Management & Prioritization ...*

# Technological Stress

## The Relationship of Human to Machine



### Students

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- Problems navigating the course space, finding course content, etc.
- Using the system (Web CT/Blackboard, OLS, Angel, etc)
- First time users and experienced alike – upgrades in software, etc

### Faculty

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- Efficiency with Software
- Problems using grade book, assessment, student grouping, and other tools available.
- Uploading video, giving instructions
- **Keeping design simple / user friendly / redundant**



# Psychological Stress

## The Relationship of Human to Human

### Students

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- Having a sense of belonging
- Gaining a sense of 'community.'
- Adapting from one online system and/or online instructor to the next.
- Will I be successful?

### Faculty

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- Time Management .
- Setting up accountability for students.
- Understanding student perceptions .
- Gaining samples of student skill / course comprehension.
- 'Re-textualizing' Classroom Community.





# Social Stress

## Human to Human Presence

### Students

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- What is the expectation?
- Interactive Role???
- Who knows me?
- Will I interact?
- Will I 'make my mark' as a student, classmate?
- Will I be successful?



### Faculty

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- Will I play a role in the social connect of the online student?
- How will I play a role in the social connect of the online students?
- Will I / How will I choose to: 'Re-textualize' and foster this Classroom Community.





# Outcomes vary per student

## Problem

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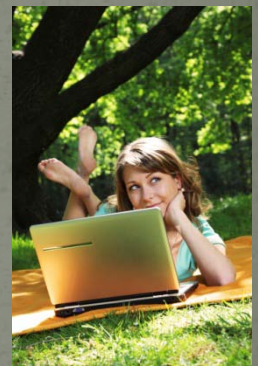
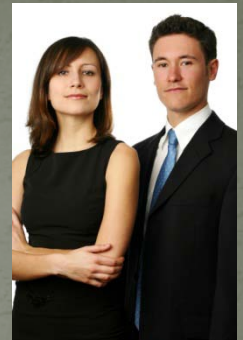
## Solution

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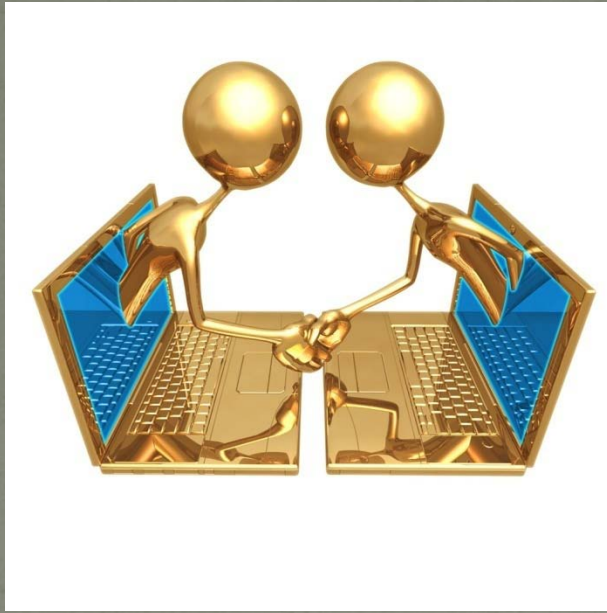


- Salmon (1998) observed:

“Student induction ... is both sorely neglected and yet a key aspect of success for teaching and learning online”



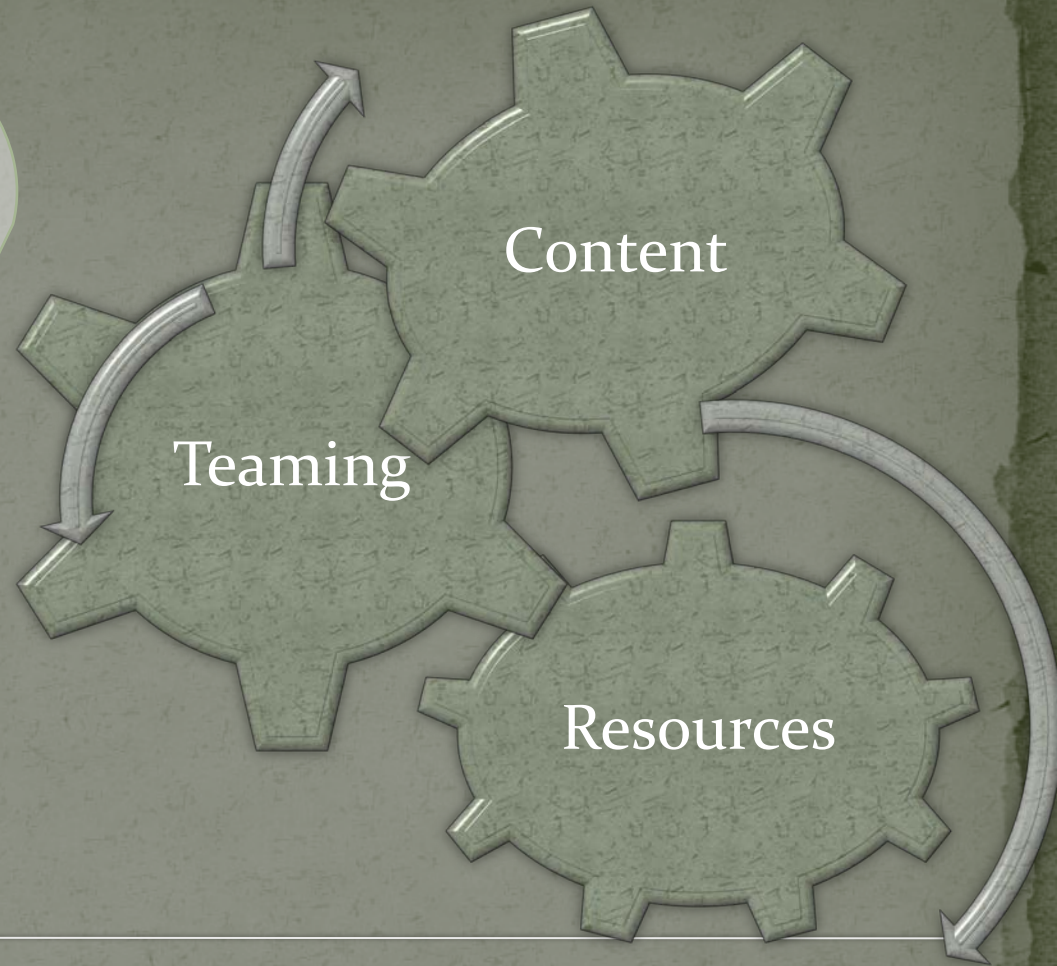
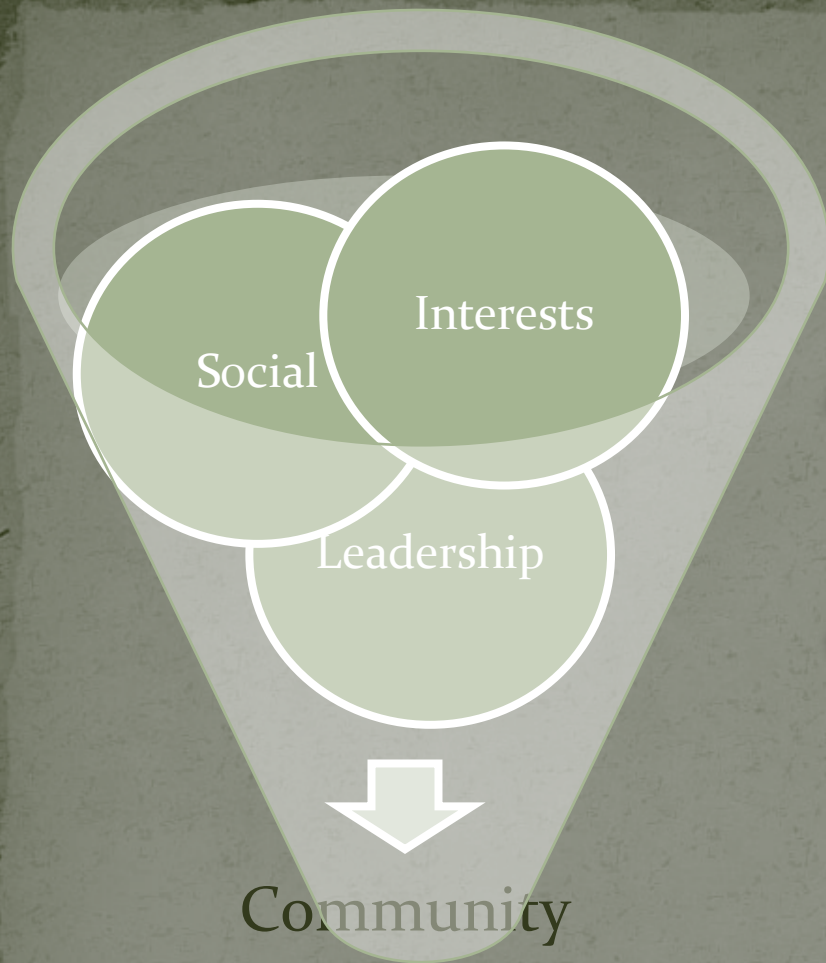




# SOLUTIONS & STRATEGIES

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To the non-human technology-based experience



# Human Links to Academics....



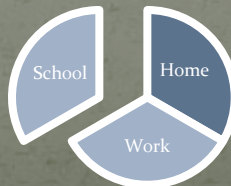
# #1 - Be Resourceful

with those Human to Machine Relationships



## Physical / Technological

- Acknowledge Stressors
  - Syllabus
  - Accessibility
  - Welcome note
- Provide Resources
  - College level
  - Departmental level
  - Home Page Posts



- Simplify Course Design  
Redundant Menus...  
TECH Support ...
- Acknowledge:  
The 'balance'  
Know your students  
Gain accountability
- Instate Agreements:  
Participation, Ethics,  
& Content-related...



# #2 – Social: *Make it Mandatory* *SHARE BIOGRAPHIES*



*ENCOURAGE DISCUSSION of Time  
Management & Prioritization*





# #3 - Develop A Human Learning Community

Interaction

Presence

Belonging

Human-to-  
Human  
Contact

Student  
Learning

.... fostering a Human Learning Community

# Perceptive Instruction

- Quality is Situational: **Build & Acknowledge**
- To show you are a perceptive teacher:
  - Acknowledge individual statements
  - Build course space with varied discussion types
  - Acknowledge points and connections made
  - Build discussion by participating
  - Acknowledge course concept momentum
  - Build academic relationships





## #4 - REDUCE SOCIAL DISTANCE



“Talk it Up” – Participation Requirements

Require Visibility in Discussion at a minimum of 3x per week



**Presence**

**Interaction**

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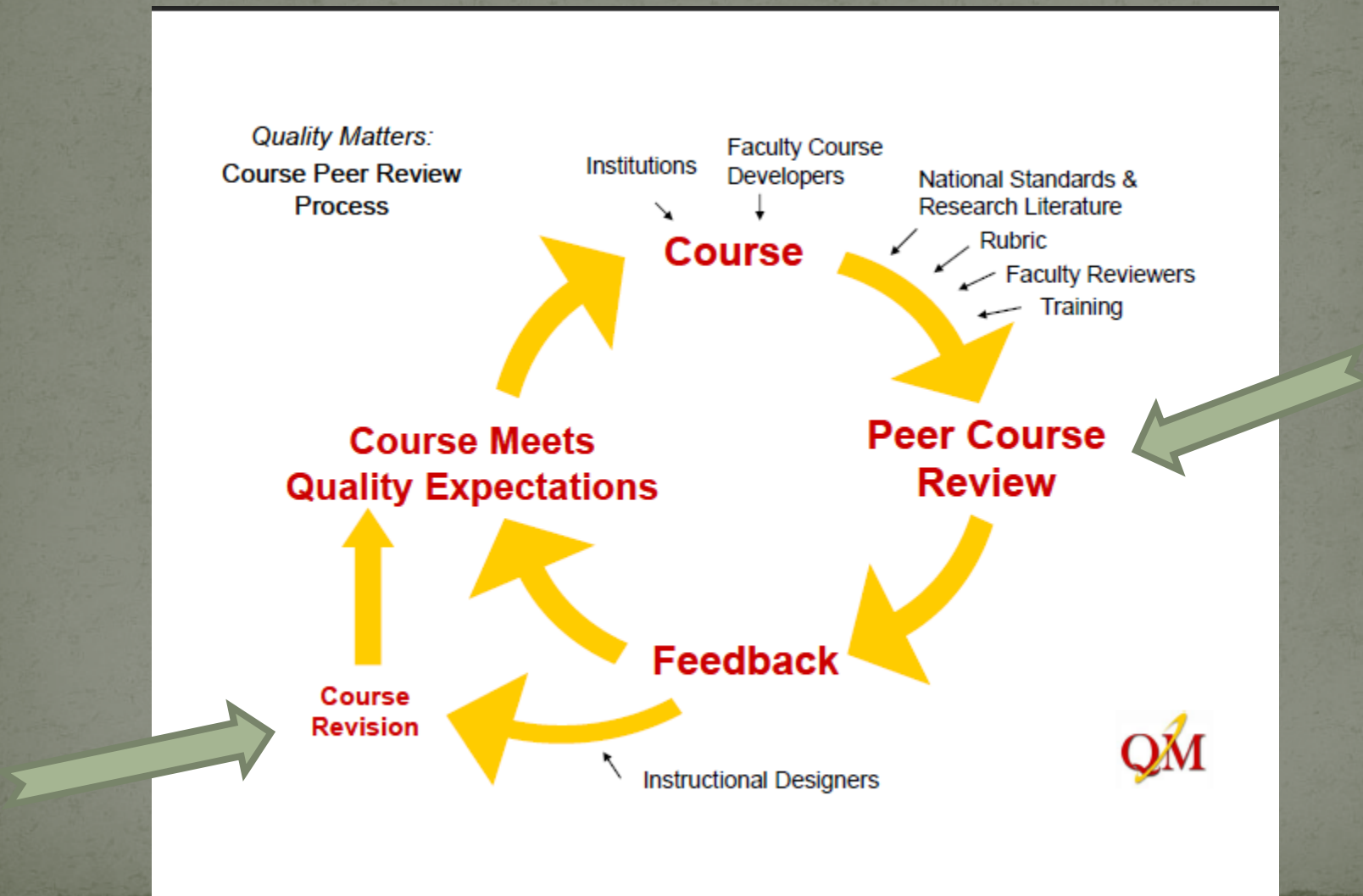
# Quality Matters (QM) is



- A faculty-centered, peer review-based process that is designed to certify the quality of online courses.
- It is a continuous improvement model for assuring the quality of online courses through a faculty review process.
- Whatever Quality is.... It is not distant



# Incorporating Feedback per QM<sup>®</sup>





“...following a revival of interest in Vygotskian social constructivism, **student interaction** has come to be regarded as significant in facilitating and **consolidating learning** . . .

(Fung, 2004, Garrison, 1992)



# #5 - Teaming: 'MAKE IT MANDATORY' Team Building



Require Replies to Bios & Multiple Team-Based Products



Human-to-  
Human  
Contact

Belonging

...fostering a Human, Learning Community

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Blackboard Learning System - Internet Explorer provided by Dell

http://webct6.massasoit.mass.edu/webct/cobaltMainFrame.dowebct?appforward=/webct/startFrameSet.dowebct%3Fforward=manageCourse.dowebct%26lcid=523497557001

Convert Select

Windows Live Bing Sign in

MASSASOIT  
COMMUNITY COLLEGE

CE Courses | Accessibility | Help | Log out

Build Teach Student View

Ed Design/Childcar - CCED-221-IN

Your location: Home Page

## CCED 221 Educ Designs of Child Care Classroom

Instructor: Michelle Manganaro, M.Ed.  
Email: mmanganaro@massasoit.mass.edu

**WELCOME** [Syllabus](#)

[Assignments](#)

[Team Chat - Team 1](#)  
(Conditional)  
Here you can optionally CHAT live with your teammates

[Team Chat - Team 2](#)  
(Conditional)  
Here you can optionally CHAT live with your teammates

[DQ #2](#)  
(Hidden)  
(DQs)

[Post your Bio Here](#)  
(Hidden)

[Team Discussions - Assignment due July 30](#)  
Here you MUST participate in team discussion weekly

[VID 00016](#)

**Designs for Living and Learning**  
Transforming Early Childhood Environments

(H) = Hidden

**Course Tools**

- Course Content
- Announcements
- Assignments
- Calendar
- Chat
- Discussions
- Goals
- Learning Modules
- Mail
- Roster
- Search
- Syllabus
- Web Links
- Who's Online

**Instructor Tools**

- Manage Course
- Assignment Dropbox

Internet | Protected Mode: On 100%

## TEAM ASSIGNMENTS

- ✓Deadlines
- ✓Collaboration
- ✓Roles
- ✓Compilations
- ✓PowerPoint©
- ✓Academic Papers
- ✓Research
- ✓Student as Teacher



# Clarify Role Expectations



Team-Based Products need:

SPECIFIC ROLES (an adaptive framework)



Human-to-  
Human  
Contact



Student  
Learning

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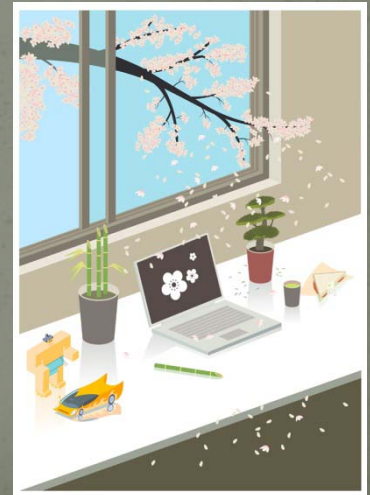


# Research...

Hailed as “third generation distance learning” (Nipper, 1989, p. 67), **computer conferencing** can:

1- offer active group participation

2-reconstruct distance learning as **a social process.**





## .... SAMPLE ROLES

Secretary, Compiler,  
Preliminary Researcher(s) for  
sub-topics, Editor(s),  
Timekeeper .....



Human-to-  
Human  
Contact



Student  
Learning

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## #6 - Embed OPPORTUNITIES for LEADERSHIP in the course

In Team-Based Products – “Leader” role

In feedback – be specific

Require Student-Led Discussion Areas



Student  
Learning

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## #7 - Increase 'Human-factors' by Decreasing Classroom Size

### Deploy Learning Groups & Teams

- \*Discussion Groups – heterogeneous, changing
- \*Learning Teams – constant, roles changing
- \*Team Projects – 4 per semester
- \*Team Roles – 4 per semester
- \*Allow for 'Bonding'
- \*Groups will 'norm, storm, conform, perform'
- \*Provide a CHAT room
- \*Non-course content = CHAT
- \*Deploy team evaluations for each team project...



Student  
Learning

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# State the Code of Conduct

Referring to the Codes of Conduct,  
Ethics, when issues occur is too late.



Human-to-  
Human  
Contact

Student  
Learning

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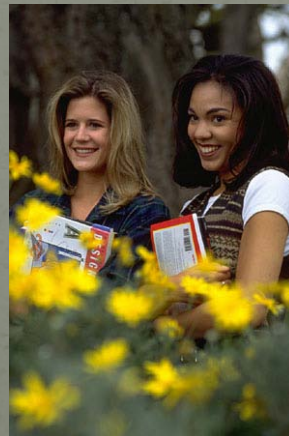
“Call it what it is . . .”

Let Students know:

- This is a Learning Community
- They will make it full or empty



Human-to-  
Human  
Contact



Student  
Learning

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# Don't lose the BASIC 4-1-1

New students will sign up...

Old news is important....

Post the System requirements....

Post the Updates....

Archive old discussions

Make your role known:

*To **help** each student be successful*



Human-to-  
Human  
Contact

Student  
Learning

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# In Sum: Textualize the Community



- Explore the Student Perceptions – (eg. survey)
- Create a sense of belonging – (eg. give opportunities and expectation to speak, be heard, apply knowledge.)
- Let them create the individualized ‘community’ – (e.g. acknowledge contributions)
- Utilize Adaptive Instruction – (eg. play gatekeeper)
- Humanize Comments – (eg. get replies to feedback)

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# Sum: Textualizing Community



- Engage Students in their own Successful Outcomes
- Encourage Time Management
- Set up accountability for students in logical, do-able ways



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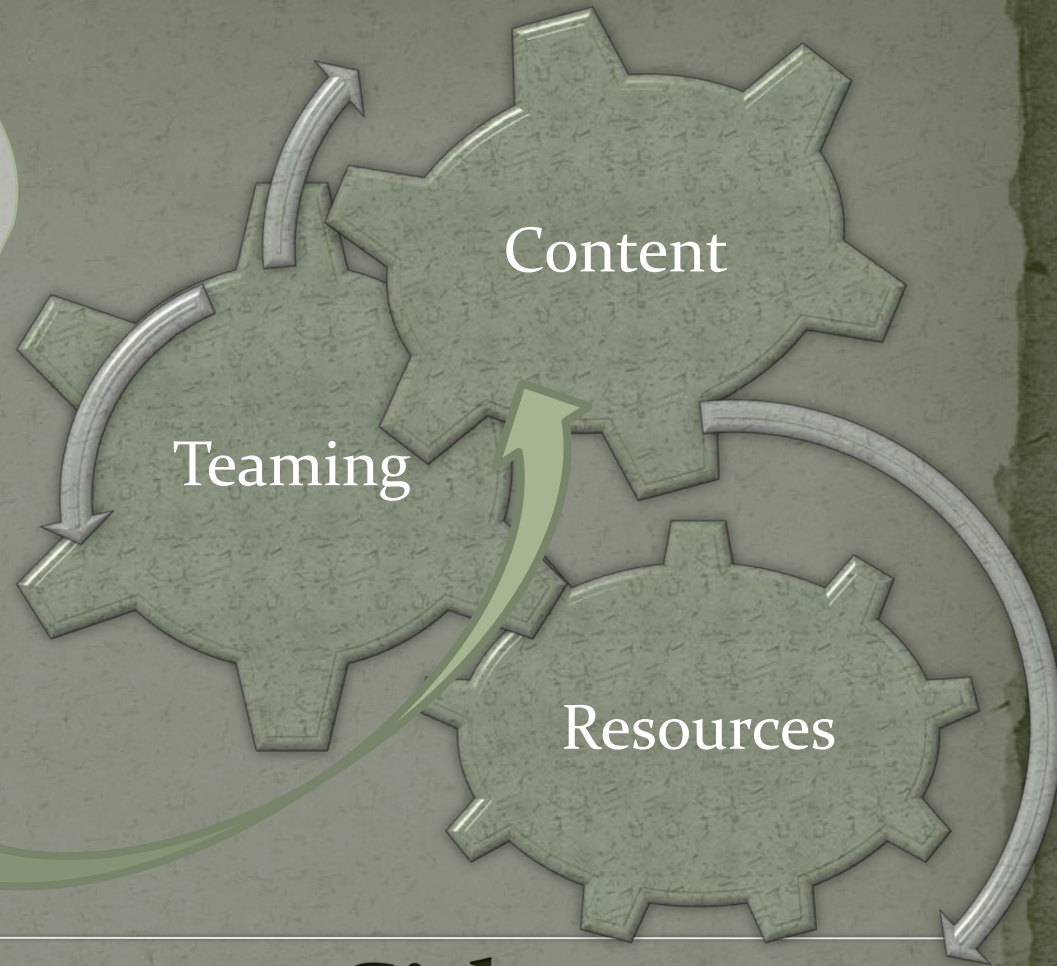
# Sum: Re-Textualizing Community



- Seek to Understand student perceptions
- Get frequent, short samples of student skill
- Observe comprehension (mandatory discussion questions)



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# The Human Side Teaching and Learning Model

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# The Human Side: Other Critical Aspects



- Humanized: Individualized & Personalized
- Perceptive: Quality is Situational
- Clarified: Structure & Format
- Facilitated: Time-Managed Format
- Measured: Feedback & Rubrics
- Accessible: The 'Whole Student'
- Civil & Scholarly: Respectful Expectations

# Tools for Community Creation

- Humor
- Emoticons
- Responsiveness
- Candor
- 360 Feedback
- Incorporate appropriate Tools: Photo/Video
- Incorporate Home or Work when possible



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Additional Sources cited orally during the presentation:



Forni, P. M. (2008, Fall). The Civil Classroom in the Age of the Net. NEA Higher Education Journal, Thought and Action, Vol. 24, page 15.

Harrison, D. (2008, Fall). Scholarly Voice and Professional Identity in the Internet Age. . NEA Higher Education Journal, Thought and Action, Vol. 24, page 23.

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# EdTech Day3

## John Joseph Moakley Center

Bridgewater State College  
Wednesday, January 13, 2010