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

Follow this and additional works at: http://vc.bridgew.edu/edtech

Part of the Instructional Media Design Commons


This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
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)
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 (Palloff, 2007)
- **Effect of Learning Preconceptions** (Haverila, 2009)
PROBLEMS

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

©Manganaro, 2009
The Balancing Act of HOME, WORK, SCHOOL

- Home
- Health
- School
- Personal
- Work

... Time Management & Prioritization ...
# Technological Stress

## The Relationship of Human to Machine

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Problems navigating the course space, finding course content, etc.</td>
<td>• Efficiency with Software</td>
</tr>
<tr>
<td>• Using the system (Web CT/Blackboard, OLS, Angel, etc)</td>
<td>• Problems using grade book, assessment, student grouping, and other tools available.</td>
</tr>
<tr>
<td>• First time users and experienced alike – upgrades in software, etc</td>
<td>• Uploading video, giving instructions</td>
</tr>
<tr>
<td></td>
<td>• Keeping design simple / user friendly / redundant</td>
</tr>
</tbody>
</table>
## Psychological Stress
### The Relationship of Human to Human

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having a sense of belonging</td>
<td>• Time Management</td>
</tr>
<tr>
<td>• Gaining a sense of ‘community.’</td>
<td>• Setting up accountability for students.</td>
</tr>
<tr>
<td>• Adapting from one online system and/or online instructor to the next.</td>
<td>• Understanding student perceptions.</td>
</tr>
<tr>
<td>• Will I be successful?</td>
<td>• Gaining samples of student skill / course comprehension.</td>
</tr>
<tr>
<td></td>
<td>• ‘Re-textualizing’ Classroom Community.</td>
</tr>
</tbody>
</table>
### Social Stress

**Human to Human Presence**

#### Students
- 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
- 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.

©Manganaro, 2009
Outcomes vary per student

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
</table>

©Manganaro, 2009
Salmon (1998) observed:

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

To the non-human technology-based experience

©Manganaro, 2009
Human Links to Academics....
# 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

Home  Health  School  Personal  Work
#3 - Develop A Human Learning Community

- Interaction
- Presence
- Belonging

Human-to-Human Contact

Student Learning

... fostering a Human Learning Community

©Manganaro, 2009
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

... fostering a Human, Learning Community
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®

Quality Matters: Course Peer Review Process

Course

Peer Course Review

Course Meets Quality Expectations

Feedback

Course Revision

Institutions

Faculty Course Developers

National Standards & Research Literature

Rubric

Faculty Reviewers

Training

Instructional Designers
“...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

...fostering a Human, Learning Community
Clarify Role Expectations

Team-Based Products need:

SPECIFIC ROLES (an adaptive framework)

... fostering a Human, Learning Community

©Manganaro, 2009
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

... fostering a Human, Learning Community

Human-to-Human Contact

Student Learning

©Manganaro, 2009
#6 - Embed OPPORTUNITIES for LEADERSHIP in the course

In Team-Based Products – “Leader” role

In feedback – be specific

Require Student-Led Discussion Areas

.... fostering a Human, Learning Community
#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...

.... fostering a Human, Learning Community

©Manganaro, 2009
State the Code of Conduct

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

.... fostering a **Human**, Learning Community

©Manganaro, 2009
“Call it what it is . . .”

Let Students know:

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

.... fostering a **Human**, Learning Community
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

.... fostering a Human, Learning Community
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)

.... fostering a **Human**, Learning Community
Sum:
Textualizing Community

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

...fostering a Human, Learning Community
Sum:
Re-Textualizing Community

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

... fostering a Human, Learning Community

©Manganaro, 2009
The Human Side
Teaching and Learning Model

©Manganaro, 2009
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

©Manganaro, 2009
Tools for Community Creation

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

.... fostering a Human, Learning Community
Additional Sources cited orally during the presentation:


EdTech Day 3
John Joseph Moakley Center

Bridgewater State College
Wednesday, January 13, 2010

©Manganaro, 2009