

Engaging Community College Students with Best Practices in Online Learning

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Ultimate Goal

Student Success

- **Getting Ready**
Students and Faculty
- **Getting to Know the Students**
Diversity and Individual Needs
- **Getting Students Engaged**
Course Content

What percentage of your online students are successful (A, B, C)?

1. Less 60%
2. 60-69%
3. 70-79%
4. 80-89%
5. 90-99%
6. My students are perfect! They all make A's!

On the average, how many times a week do your students log into your course?

1. More than three times a week
2. 2-3 times a week
3. At least once a week
4. Maybe once a week, if lucky
5. What? Are they supposed to login?!?!?

Getting Ready

Students and Faculty

Anita Philipp

Chair of Online Learning Committee
Oklahoma City Community College

Getting Ready

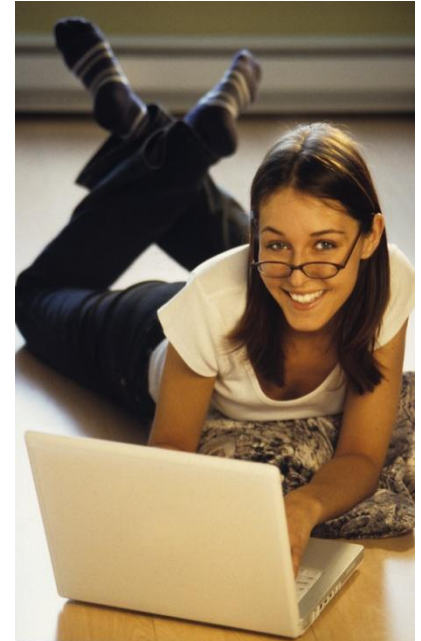


panicking?

Will
you
and
your students
be....



still procrastinating?



well-prepared?

How does the college inform students about the basics of online courses?
(Choose all that apply)

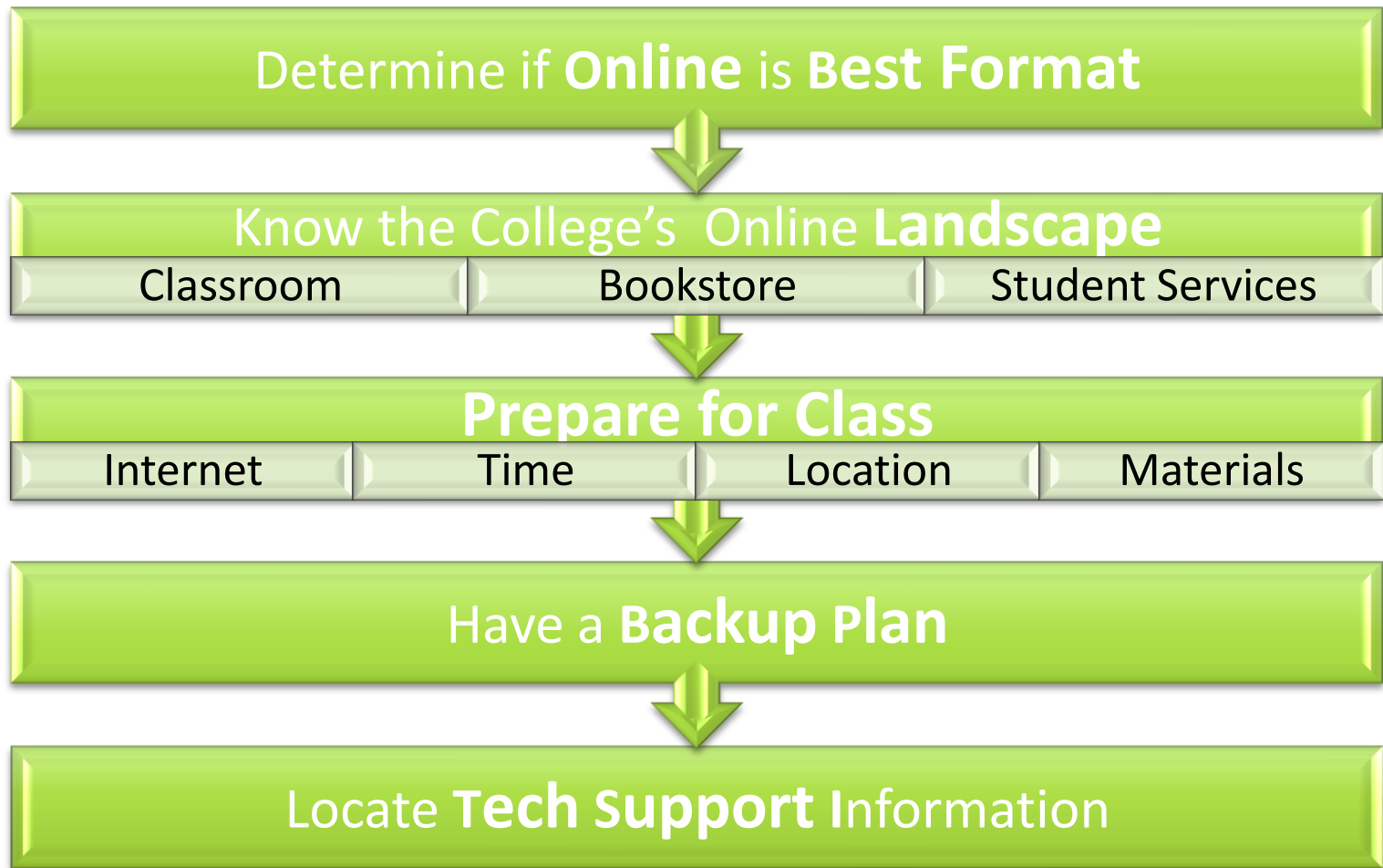
1. Information pack at registration
2. Letter
3. Email
4. Online Orientation
5. Campus Orientation
6. Other

Getting Ready: Before Class

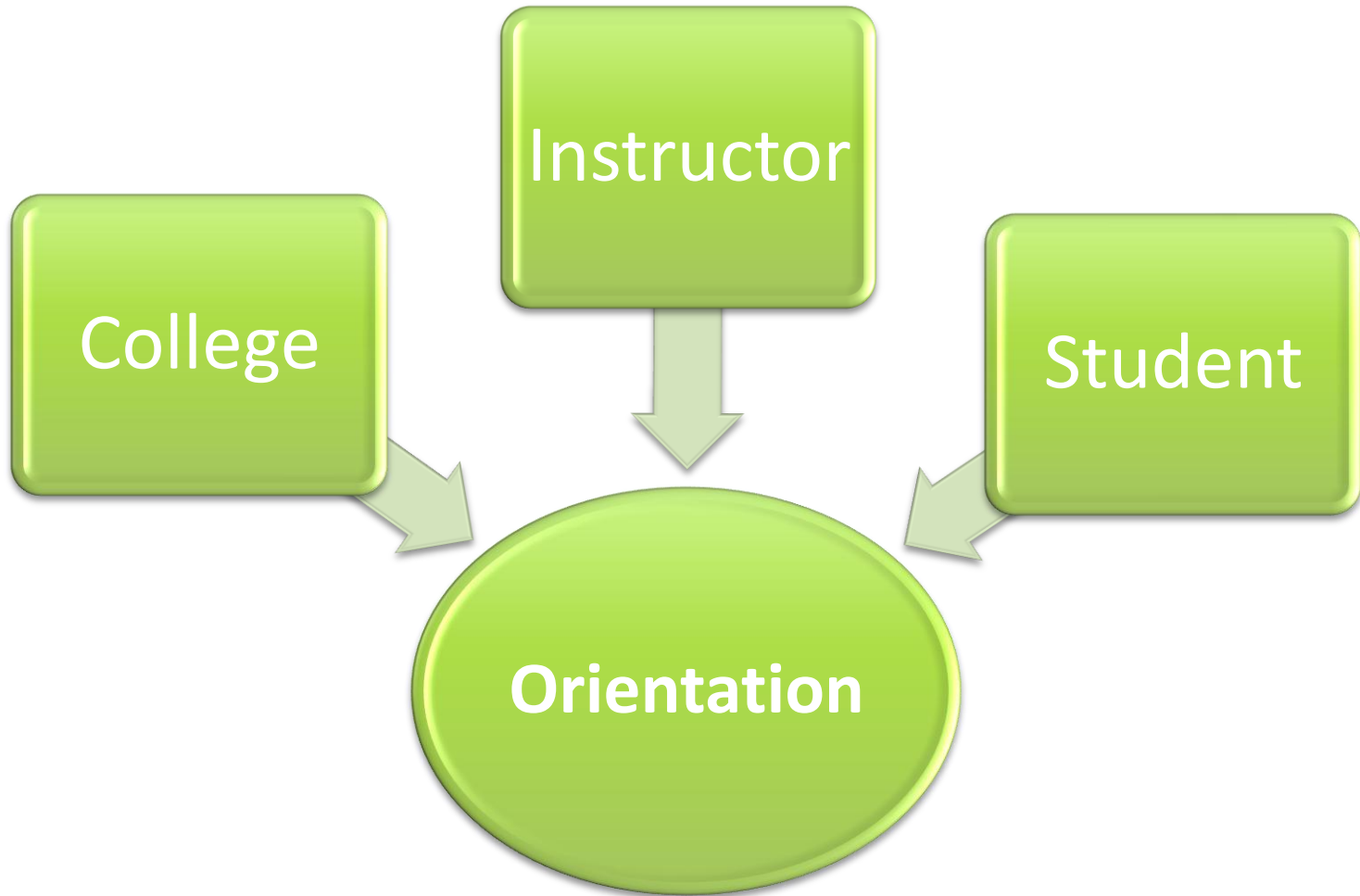


Group Discussion

Students Before Classes



Getting Ready: Before Class

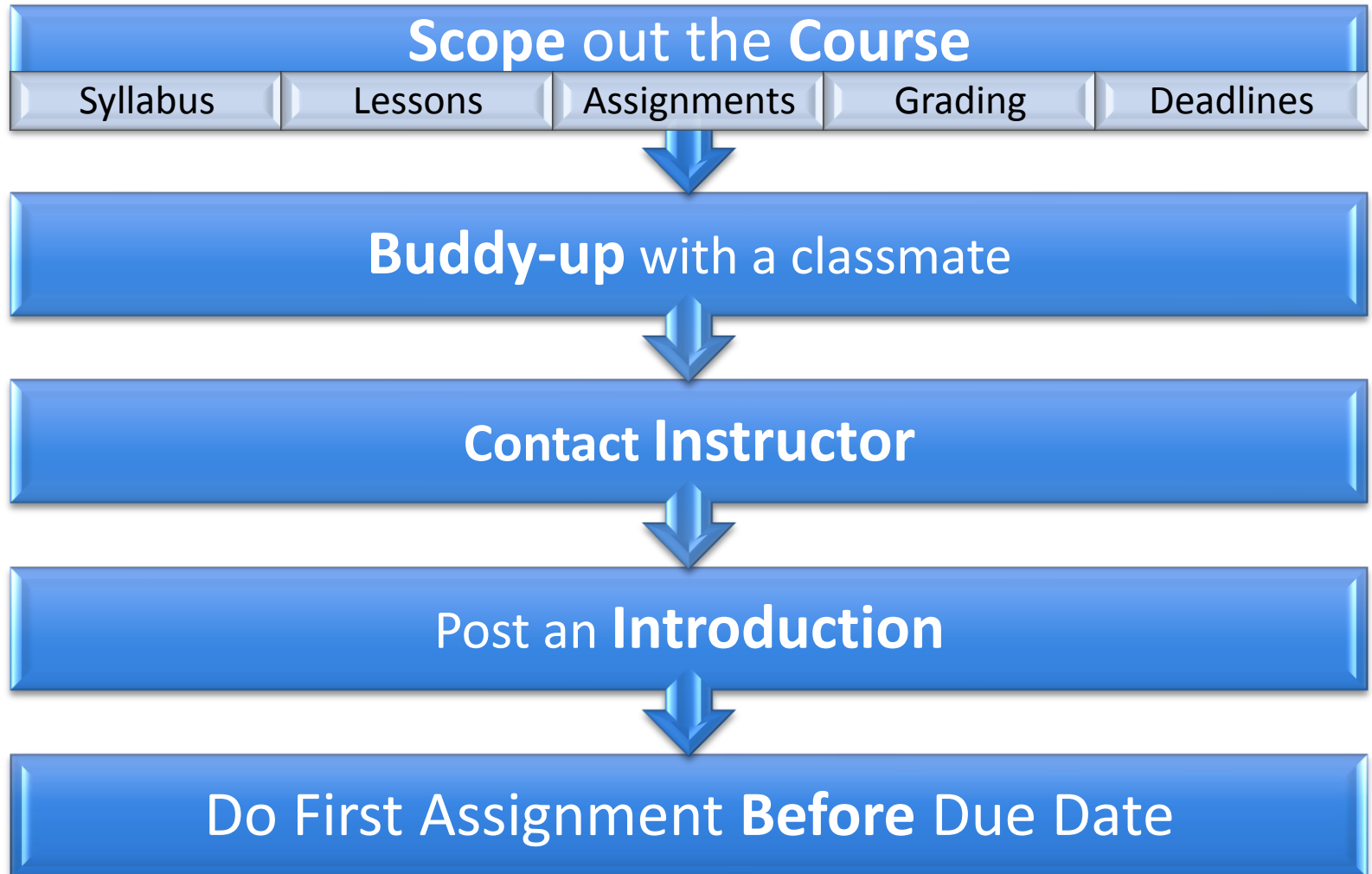


Getting Ready: Start Class

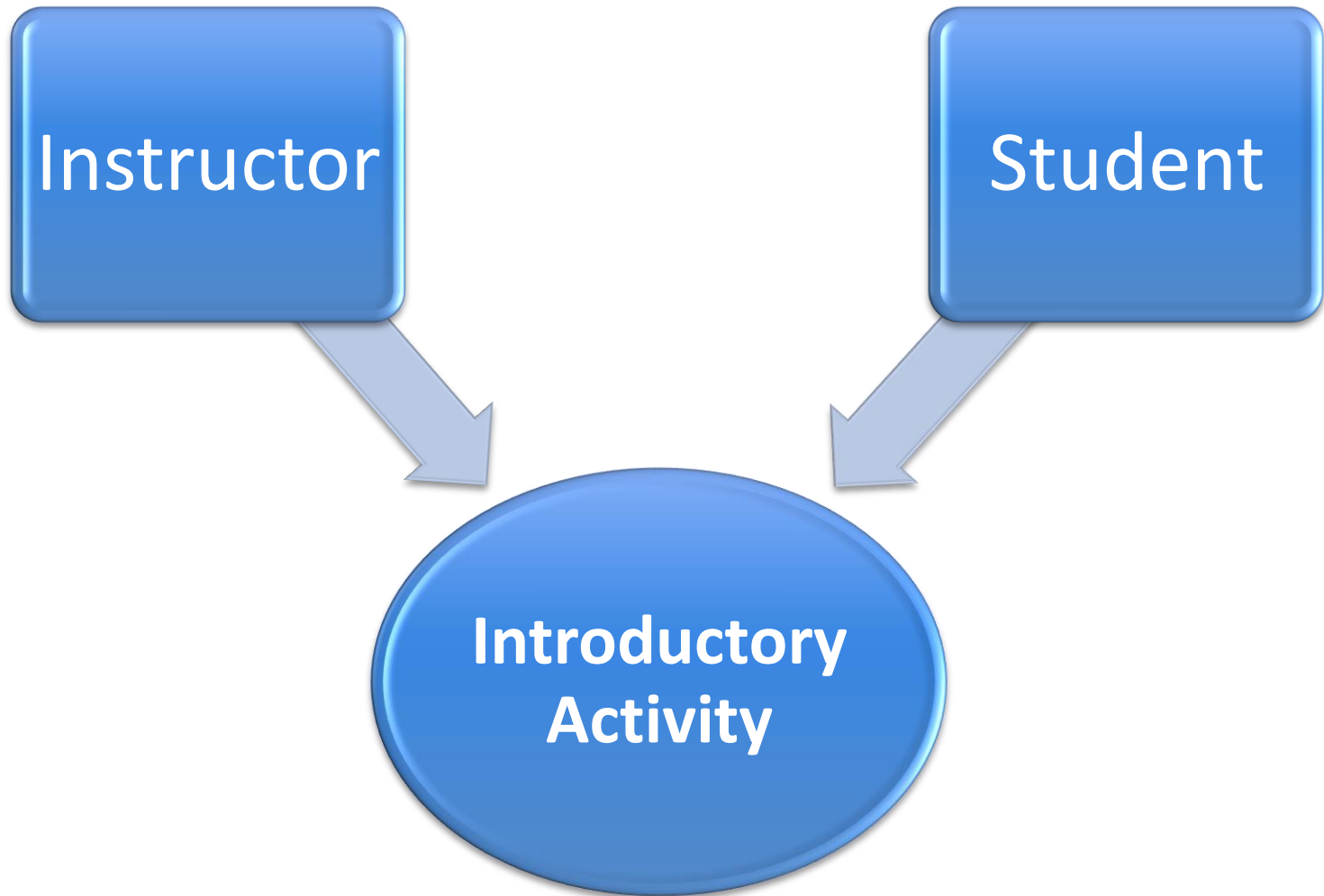


Group Discussion

Students Start of Class



Getting Ready: Start of Class



What method, if any, do you use to help students learn about course specifics such as the syllabus and due dates?

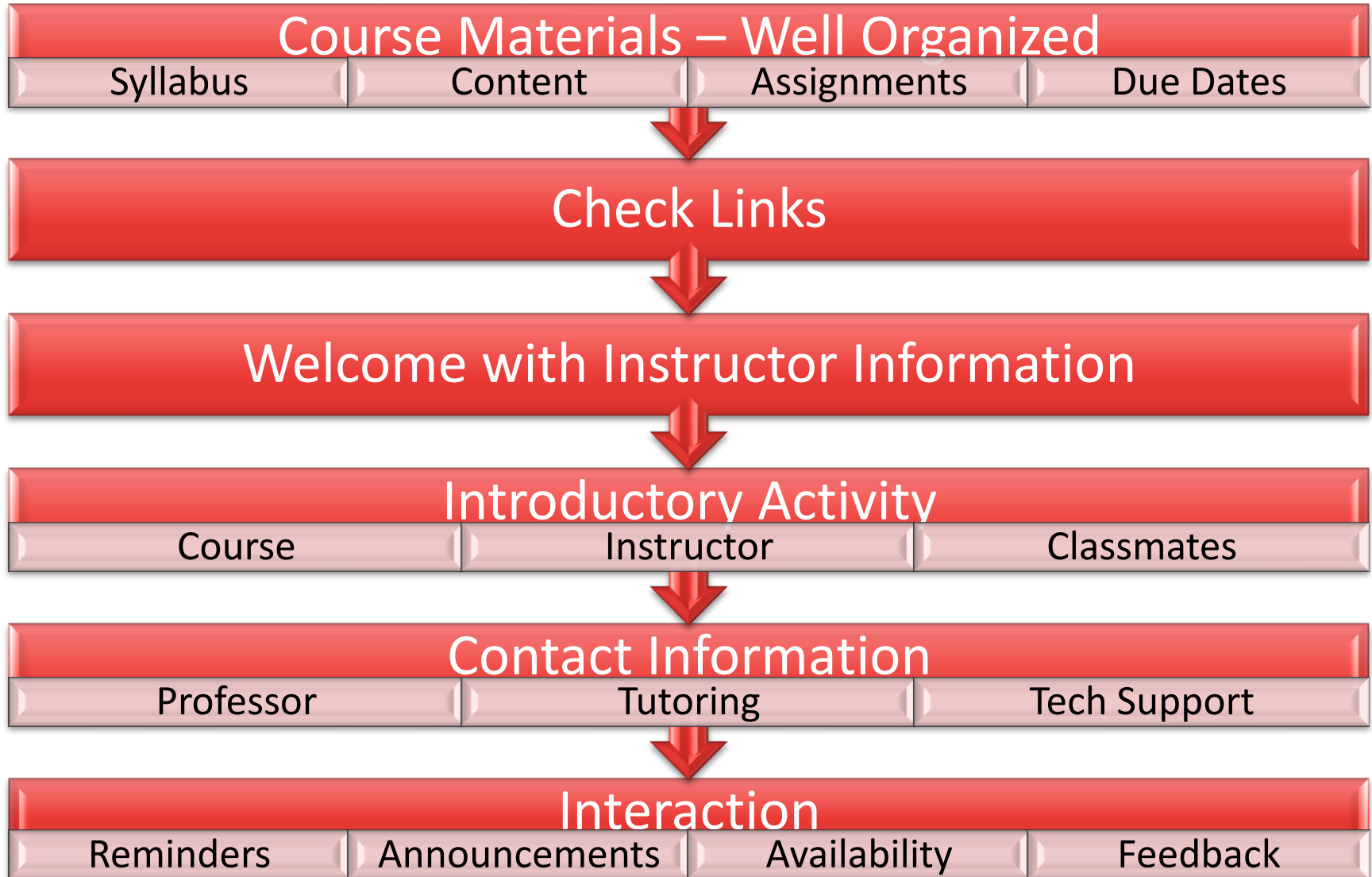
1. Announcement/Email
2. Video
3. Tutorial
4. Scavenger Hunt/Game (Crossword, Game Show)
5. Quiz
6. Other

Getting Ready: Professors



Group Discussion

Instructors: Before and Start of Class





Engaging Students: Online Resources

<http://www.occc.edu/olc/oacc.html>

For Students and Professors

- Tools
- Tips
- Resources
- Tutorials
- Software

Submit Additional Resources to Anita Philipp
aphilipp@occc.edu

ONLINE: Engaging Students - Getting Started Links

<http://www.occc.edu/olc/oacc.html>

Engaging Students with Best Practices in Online Learning

Resources for Getting Started

Instructors

- **Instructor Training**
 - **Best Practices in Online Learning:** A course for faculty
<http://cnx.org/content/col10453/1.2>
From Connexions
- **Check Page Links**
 - **Link Evaluator for FireFox** <https://addons.mozilla.org/en-US/firefox/addon/4094>
(Note: In ANGEL and other LMS's that use frames, the page may need to be opened in a new window and then the text containing the links selected)
- **Provide Feedback**
 - **Jing** <http://www.jingproject.com/>
Provide feedback through screen shots and screen capture videos
 - **Snipping Tool** - Comes with Vista and Windows 7
Create screen shots
 - **Sound Recorder** - Comes with Windows
Create audio files
- **Enhancements**
 - **Voki** <http://www.voki.com/>
Create and add speaking avatars
 - **Gameshow Maker** <http://www.pftq.com/gameshowmaker/>
Create a Jeopardy style game with custom content
- **Instructor Checklists**
 - **Online Instructor Checklist** <http://www.westga.edu/~distance/vista/checklist/checklist.html>
University of West Georgia

Students

- **Test Readiness**
 - **TypingTest.Com** <http://www.typingtest.com/>
Check typing speed
 - **SORT** (Student Online Readiness Tool) <http://www.alt.usg.edu/sort/>
Helps students determine their readiness for Online prepared by the University of Georgia

**Who are we
teaching?**

Which of the following characteristics impacts the Community College online learner the most?

- A. Generation/Age
- B. Learning Style
- C. Technological Knowledge/Experience
- D. Life Experiences

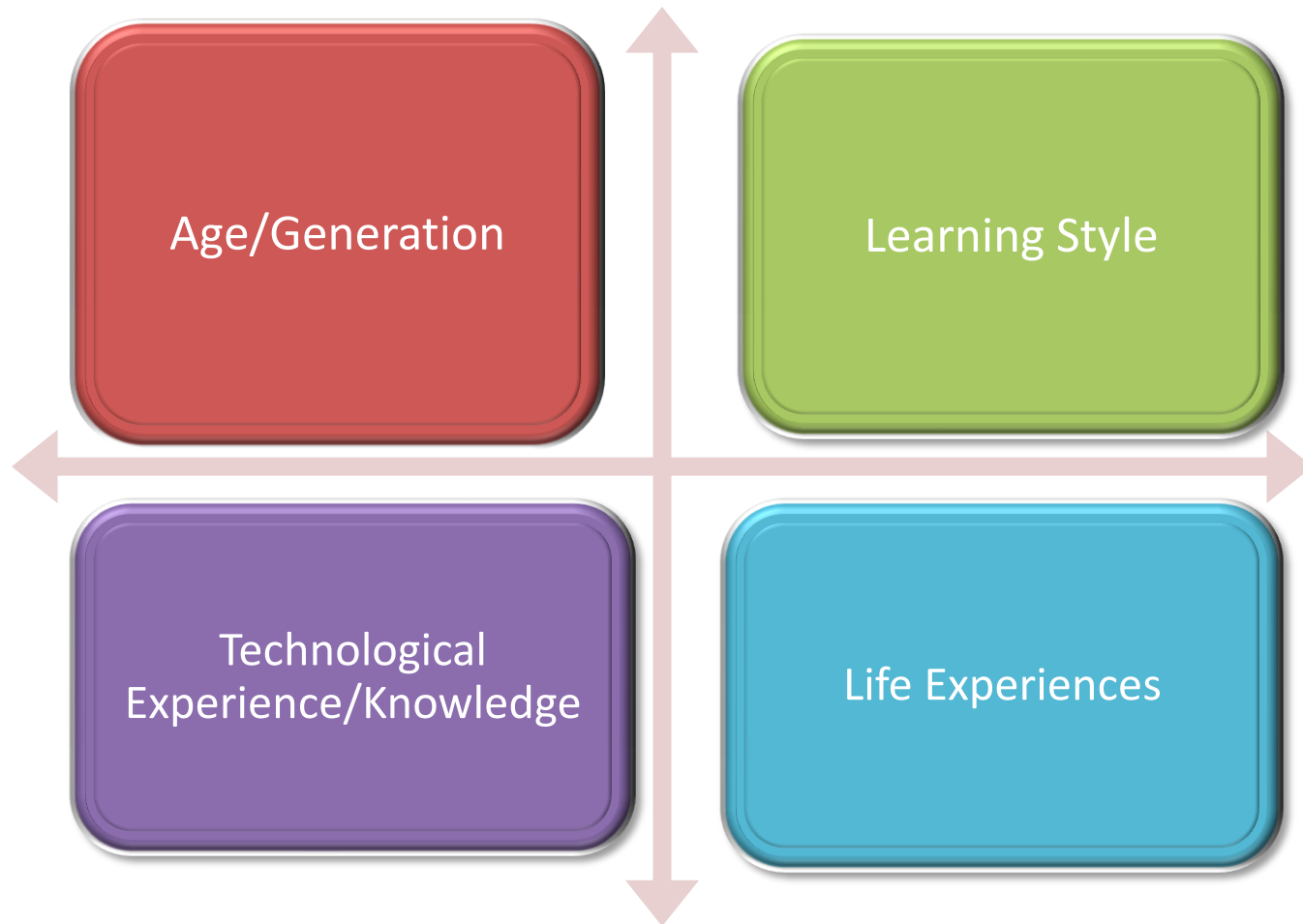
Which category best fits you (based on the year you were born?)

- A. Builders (1910-1946)
- B. Boomers (1946-1964)
- C. Generation X/Busters (1974-1981)
- D. Bridgers (1974-1981)
- E. Millennials (1982-1998)

What is one way you can scaffold a limited technology use learner in an online class?

- A. Provide alternative assignments for face-to-face discussions
- B. Insure directions are clearly written and items are clearly labeled consistently
- C. Provide multiple paths to the same item in a course
- D. Provide multiple types of assessment of student learning.

Community College Students



Age/Generation

- Builders (1910-1946)
- Boomers (1946-1964)
- Generation X/Busters (1965-1976)
- Bridgers (1974-1981)
- Millennials (1982-1998)

Learning Styles

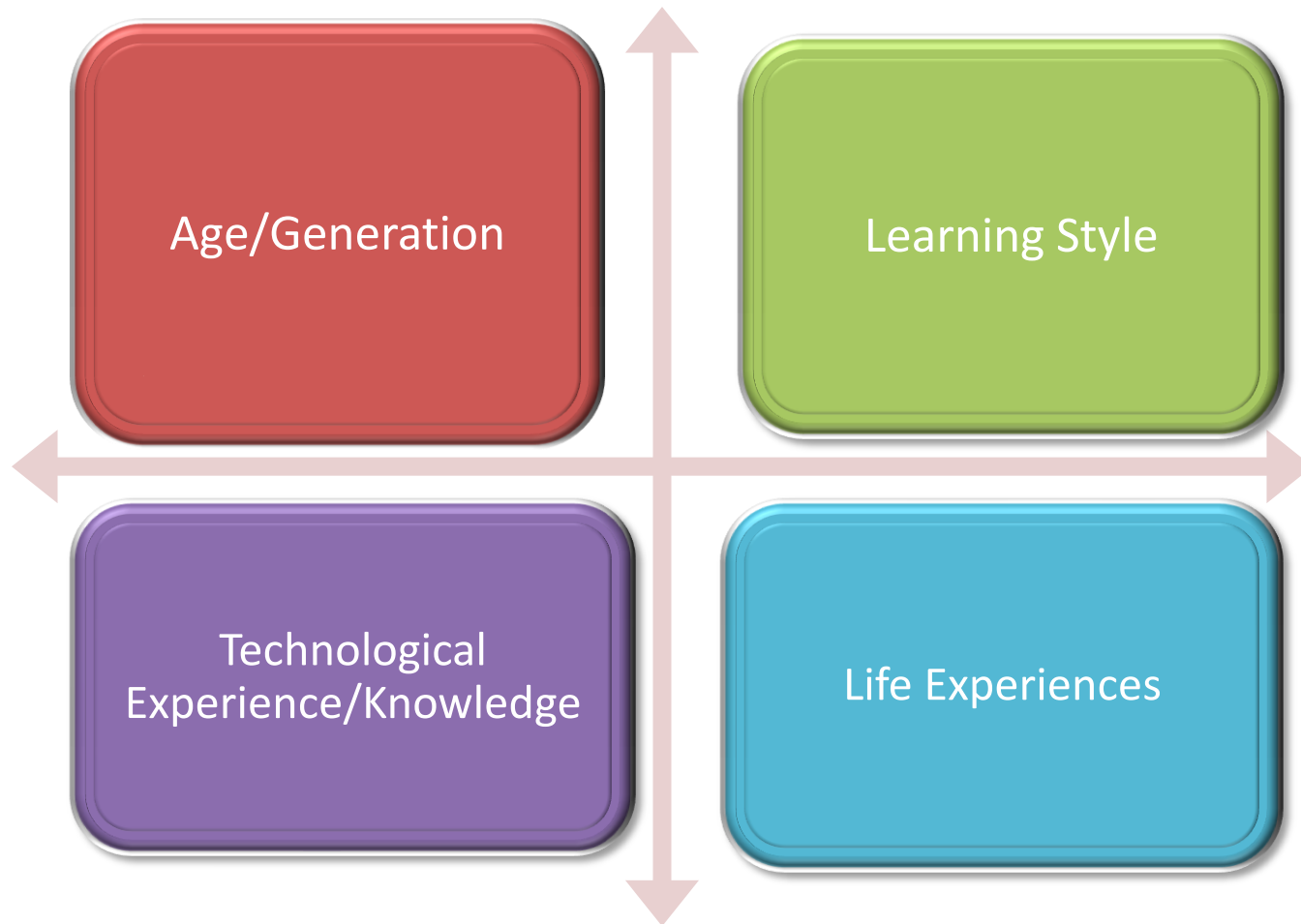
- Kinesthetic
- Auditory
- Visual
- Tactile
- Self-Directed
- Level of Desired Interaction

Technological Experience/Knowledge

- Limited technology experience
- Basic “office use”
- Production/Creation/Web surfing for information
- Web Publishing
- Web 2.0/Social Media

Life Experiences

- What have they seen/done?
- What has been expected?
- What is their prior knowledge?



How are you engaging your diverse group of students?

I never teach my pupils, I only provide the conditions in which they can learn.

Albert Einstein

Engaging Different Learning Styles:

(Receiving & Delivering Information)

Visual (depiction)

- Pictures
- Graphs
- Maps
- Diagrams
- Flow Charts

Auditory (hearing)

- Lectures
- Conversation
- Group Discussions
- Tutorials
- Talking things through

Reading (text-based)

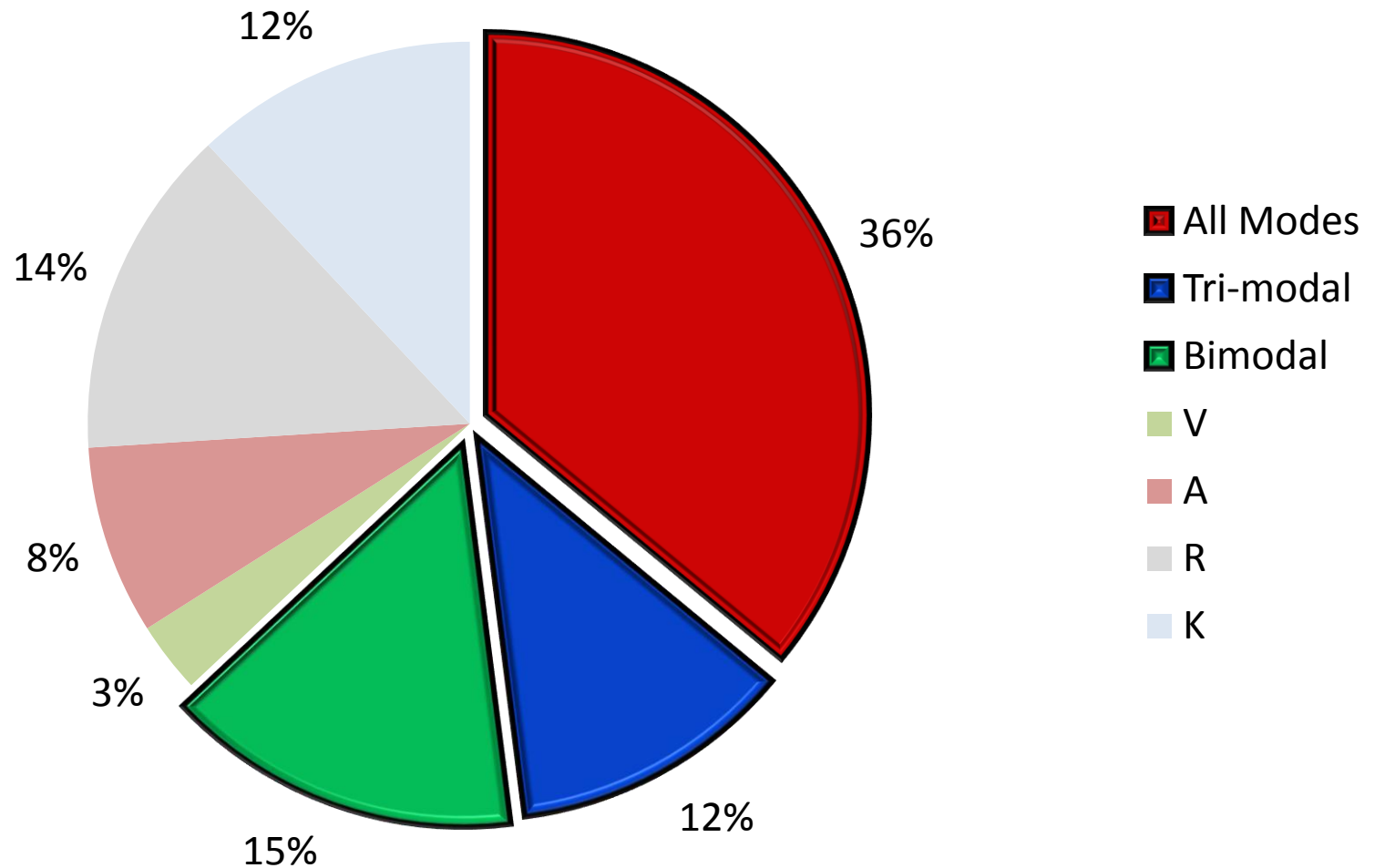
- PowerPoint
- Reading
- Writing
- Quotes
- Words in general

Kinesthetic (Experiential)

- Simulated/real
- Experiments
- Case Studies
- Practical Applications
- Examples
- Demonstrations
- Videos

VARK Profiles—Multimodal Preferences

September 2008, n = 59869



**Passive Learning
Methods**

5%

Lecture

10% --

Audio-Visual

20% -- Reading

30% -- Watching Demo

50% -- Discussion Groups

75% -- Practice by Doing

90% -- Teaching Others

**Active
Learning
Methods**

The Magic Triangle

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Learning Objectives

Answers....

What you want them to know or do

“At the end of this course, participants will be able to_____”

1. They're specific
2. They're action oriented
3. They're measurable

Bloom's Taxonomy: match action verbs with cognitive process



Various Forms of Engagement...

- Instructor-Student Interaction
- Student-Student Collaboration
- Student-Content Engagement

Student-Instructor Interaction

(*Your* Presence)

- Supportive & instructional in nature
- Encourage a sense of community
- Promote mastery of learning objectives
- One-to-One & One-to-Many

Activities:

- Instructor Bio, Welcome, Announcements
- Technical resources (or links)
- FAQ's
- Email responses

Student-Student Collaboration

(Social Learning)

- Degree & frequency may vary
- Reduces isolation
- Synergy

Activities:

- Introductions or personal stories
- Web buddies
- Peer feedback
- Class critiques
- Group projects (TIP: establish community first)

Student-Content Engagement

(Active Learning)

- More than reading text or listening to audio
- Ask students to “do” something with the material

Activities:

- Self-assessment quizzes/activities
- Reflection papers
- Case Studies or Situational Analysis*
- Role Play assignments*
- Mini Research Projects*

* Denotes activities that can be designed on individual or group level

Facilitating the Discussion Board

(Participate Wisely)

- Meaningful comments add value
- Weaving in comments...
 - Keep discussion forums focused
 - Bring out what has and has not been said
 - Draw students into the discussion w/probing questions
 - If the discussion is moving...stay out of the way
- Wrap up threads to emphasize learning

What is your *favorite*
“Best Practices”
tip?

Any lessons learned you'd like to share?