



Make Powerful Online Teaching
Decisions:
Foster Self-Regulated Learning,
Facilitate Effective Asynchronous
Discussions,
and Empower Student Success

Presenter:

Diane Hamilton, Ph.D.

Instructional Designer for Online Teaching and Learning
Institute for Teaching, Learning, & Academic Leadership

CIT at Purchase, NY - May 28, 2019

Foster Self-Regulated Learning

How can we support and develop helpful online learning practices in students?

Sharmila's First Online Course

Read the case in your session resource packet. Be prepared to consider the case carefully.

Where should Sharmila focus her efforts to increase student success?

Sharmila has been reflecting on the issues she has identified and is trying to determine a course of action.

In your packet, you will find a list identifying the concerns Sharmila has been pondering.

Select the **two most important concerns** for Sharmila to address.

Be prepared to share your selections and explain your decisions.

Share and Reflect

When I give the cue, raise the letter cards that correspond to the two choices you think are the two most important concerns for Sharmila to address.

Why do you think these two choices are the most important for Sharmila to address?

What ideas contributed to your decisions?

What problems might be interfering with student participation?

Common challenges to successful participation for students in online courses...

- Technological competencies are assumed.
- Communication and social interaction at a distance – across time and space – is unfamiliar and relies heavily on reading and writing.
- Course expectations are missing or are not explicit enough.
- Project management and time management are not scaffolded.
- Pathways to engaging in self-help and/or seeking help from others are not evident.
- Self-efficacy and student responsibility for learning is an unspoken requirement.

What can Sharmila do to improve the likelihood of success for her students?

In your resource packet, you will find a list of *Best Practices for Sharmila*.

If Sharmila were to revise her course to ensure that each of these best practices were included in her course, how likely is it that her concerns with student participation and success would be resolved?

Rate your conclusion on a scale of 1-5 where 1 is “slightly likely to resolve some of her concerns” and 5 is “very likely to resolve all of her concerns”.

Share and Reflect

When I give the cue, raise the number of fingers that matches your group consensus on how likely it is that, if Sharmila were to revise her course to include each of these best practices, her concerns with student participation and success would be resolved?

In what ways would these best practices help to resolve her concerns?

In what ways might these practices miss the mark?

Skills that need to be developed for successful online learning

- Technological competencies, basic computer skills
- Communication skills, literacy proficiencies, critical thinking
- Social skills, appreciation for interaction and affiliation
- Time management skills, persistence, adaptability
- Resourcefulness, knowledge of when/how to ask for help
- Appreciation for education, self-confidence in learning
- Self-motivation, self-direction, personal responsibility

It is NOT guaranteed that students will have developed the requisite skills needed to be successful as learners.

Online learning often requires students to adopt a NEW role - that of more independent learners who accept greater responsibility for their own learning.

What do we mean by “more independent learners who accept greater responsibility?”

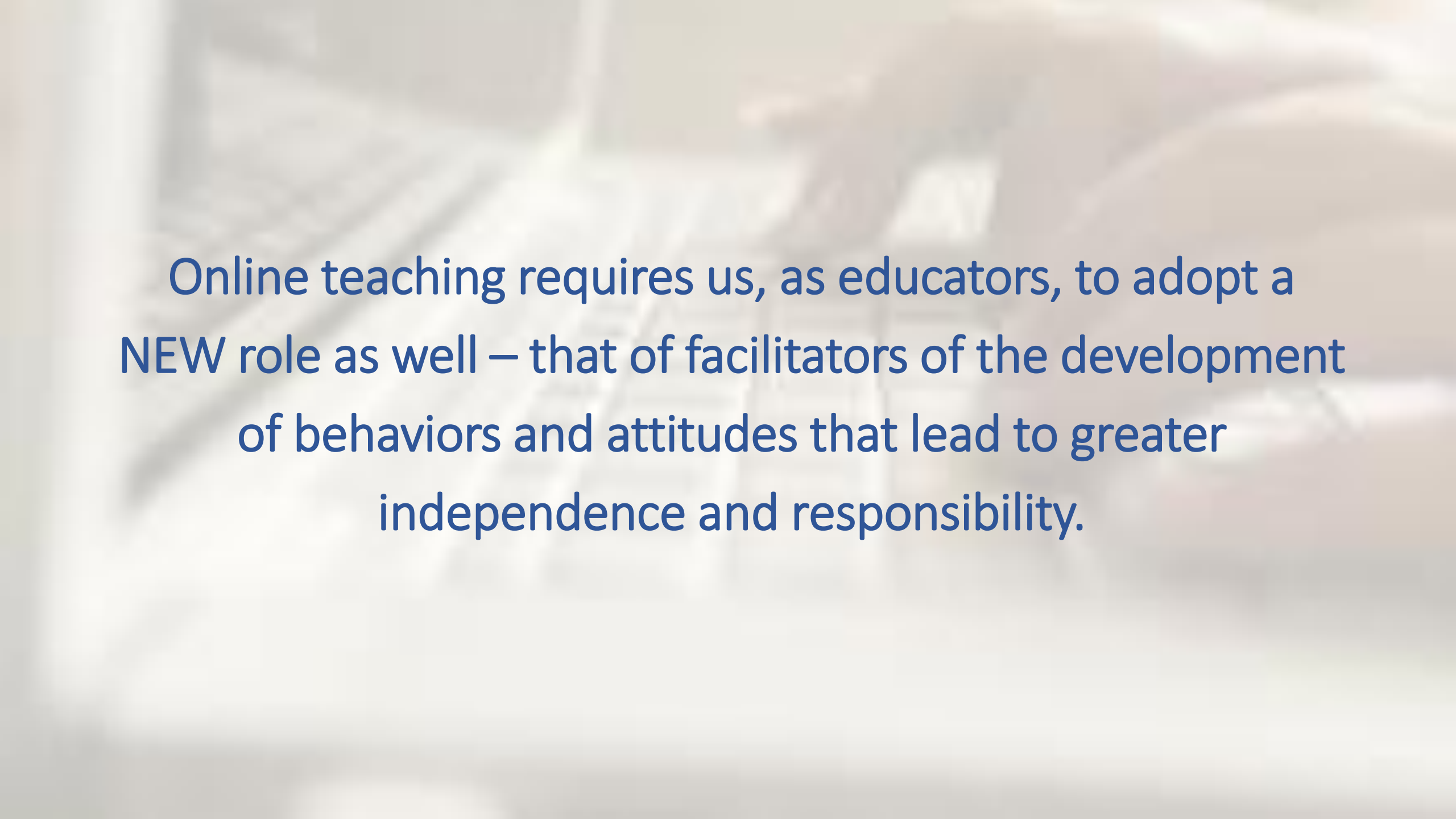
- ✓ Setting priorities, monitoring progress, and redirecting oneself as needed until the task is completed.
- ✓ Embracing the educational journey and appreciating that pathways to learning often include productive mistakes.
- ✓ Locating appropriate self-help materials as well as seeking more expert assistance when needed.
- ✓ Evaluating the quality of one’s own work, noting gaps, and ensuring course criteria are met.

*Approaching learning in this manner is referred to as
Self-Regulated Learning
or **Self-Regulation.***

How does being self-regulated or more independent as a learner make a difference for online students?

Student ability to self-direct and monitor their learning behaviors (a.k.a., “self-regulation” or “self-regulated learning”)

- has been shown to be a viable predictor for significant learning and
- accounts for significant portions of the variance in learning outcomes.

A blurred background image showing a person sitting at a desk with a laptop, suggesting an online learning or teaching environment.

Online teaching requires us, as educators, to adopt a NEW role as well – that of facilitators of the development of behaviors and attitudes that lead to greater independence and responsibility.

How does our role as facilitators benefit students in online courses?

Instructor guidance for interaction can account for up to 10% of the variation in self-regulation.

Promoting the use of strategies that support self-regulation in an asynchronous online environment can foster greater academic success than found in other learning environments.

In a nutshell...

The student role as more independent, self-regulated learners in online classes makes a significant difference in learning outcomes.

The instructor role as facilitator of the development of behaviors and attitudes that lead to self-regulation can help students to improve in their role as self-regulated learners and to attain greater academic success.

How to facilitate the development of self-regulation in online interaction

- ✓ Provide basic guidelines and regular announcements to communicate the importance of, and expectations for, interaction.
- ✓ Participate in online discussion by replying to students, summarizing discussion, asking questions to students, and encouraging continued participation by being supportive of their contributions.
- ✓ Encourage students to ask questions.
- ✓ If students' general interaction is low, be positive and encourage them to participate actively in interactions by sending a note.
- ✓ Provide a timeline for students' online interactions.

How to foster the development of self-regulation more broadly

- ✓ Start the course with a syllabus quiz including course expectations and policies about how to ask questions when needed, when to expect the instructor to log on, how to locate specific course resources, and how to participate in learning activities.
- ✓ Provide tutorials on how to use course tools and technologies, then ask students to carry out a sample activity using the tools and submit a short reflection on the experience, noting any challenges that arose and how they were resolved.
- ✓ Incentivize participation in a forum where students can answer each other's questions about the course as well as share their successful approaches to meeting course requirements.
- ✓ Pace the large projects through smaller assignments across the course and/or have students submit project management plans with self-determined deadlines.
- ✓ Require self-assessment when submitting assignments and projects that refer to previously provided rubrics and samples.

One approach to developing self-regulation is to prompt students to think about their approaches to learning.

This promotes awareness of how their own efforts impact their learning which can lead to students taking more responsibility for their learning.

Let's explore how to foster the development of self-regulation through prompting thinking about learning

Read the samples provided in your resource packet, then discuss with your group how the boldfaced text in each fosters student self-awareness and/or promotes student agency in learning.

Then, discuss the impact these samples could have on Sharmila's students.

Share and Reflect

What did you notice about the boldfaced text in these samples? What thoughts and questions came to mind?

What insights did you discuss about self-regulated learning?

In what ways could these samples help Sharmila to resolve her concerns?

Reflect and Apply

*Reflect on the conversation today so far as well as the handout entitled **Questions I Can Ask Myself to Improve My Success as an Online Student.***

Either...

- Write a memo to yourself outlining how you can expand the prompts for your course learning activities to support the development of self-regulation.*
- Write some new draft prompts for some of your current course activities.*

Facilitate Effective Asynchronous Discussions

How can we promote compelling discussions in an online class?

William's Discussion Dilemma

Read the case in your resource packet. Be prepared to discuss the case.

Let's take a look at some of William's teaching behaviors.

With your group, discuss the teaching behaviors provided in the resource packet.

Rank these behaviors from greatest to least likely to be factors impacting students' participation (for better or worse) in the discussions in William's online class.

Be prepared to share the rationale behind your rankings.

Share and Reflect

When prompted share the results of your ranking of William's teaching behaviors from greatest to least likely to be impacting his students' participation in discussions.

How do you think these behaviors impact student performance in the discussions?

How do you think these behaviors should be adjusted to more positively impact performance in the ways William desires?

How do online discussions differ from face-to-face discussions?

- Student contributions were lengthier and more frequent than instructor contributions.
- Contributions to the online discussions included evidence of analytical thinking twice as often.
- Instructor contributions included summarizing and transitioning rather than questioning-answering-evaluating.
- Students responded to other students more often.
- Students sometimes took on a teaching function.

Successful online discussions require a shift from choreographing a line of questioning to scaffolding student contributions

The online instructor participates in ways that...

- maintain more silence on their part,
- avoid directly answering students,
- promote exploration and discovery.

The online instructor teaches students to...

- generate questions,
- provide feedback,
- provide information,
- provide concrete evidence in support of assertions.

Recommendations for online discussions...

- Take advantage of the "post first" setting for the forum.
- Create discussion questions that require critical thinking, debate of perspectives, or application of concepts.
- Provide a long enough period of time for meaningful conversations to develop (at least 12 days).
- Ensure discussion questions align with intended learning outcomes and state that connection explicitly.
- Consider rubrics for grading that include not only content, but also expression and participation.
- A handful of well-designed discussions can be a resource for assessing learning.

William's Revisions

In your group, discuss the revision potentials William has drafted for one of his online discussions.

Select one potential from each group – prompt, expectations, and facilitation - that together represents the best model for William to use in modifying the remaining discussions in his online Organizational Leadership course.

Be ready to explain how the model components you have chosen would improve student participation in the online discussions.

Share and Reflect

When prompted, please share the combination of potentials you selected.

How does this combination best meet William's needs?

What thoughts and questions arose while examining these options?

Reflect and Apply

*Think about your own course and plan how you might construct or revise your discussion instructions to incorporate the **prompt**, **expectations**, and/or overall **facilitation** aspects.*

Either...

- Construct a new discussion prompt for your course that incorporates information on your expectations and facilitation plan.*
- Craft a revision for a specific discussion in your course to ensure your prompt, expectations, and facilitation plan support your instructional goals.*

Reflect and Apply - and Integrate!

Now consider how your prompt can be enhanced by incorporating prompts to think about learning.

Revise your discussion prompt to also facilitate self-regulation.

William has one more question...

William is wondering how he should grade the discussions. He has been grading them on how well the students seem to understand the content presented in the readings, but he has been wondering if that is part of the problem. Some of William's colleagues have shared their grading behaviors with him, but their ideas are so disparate that he is even more confused.

In light of William's potential revisions and intended course goals, which two suggestions for grading seem to be the best fit for grading William's discussions?

Discuss the suggestions provided in the resource packet and be ready to explain your decision.

Share and Reflect

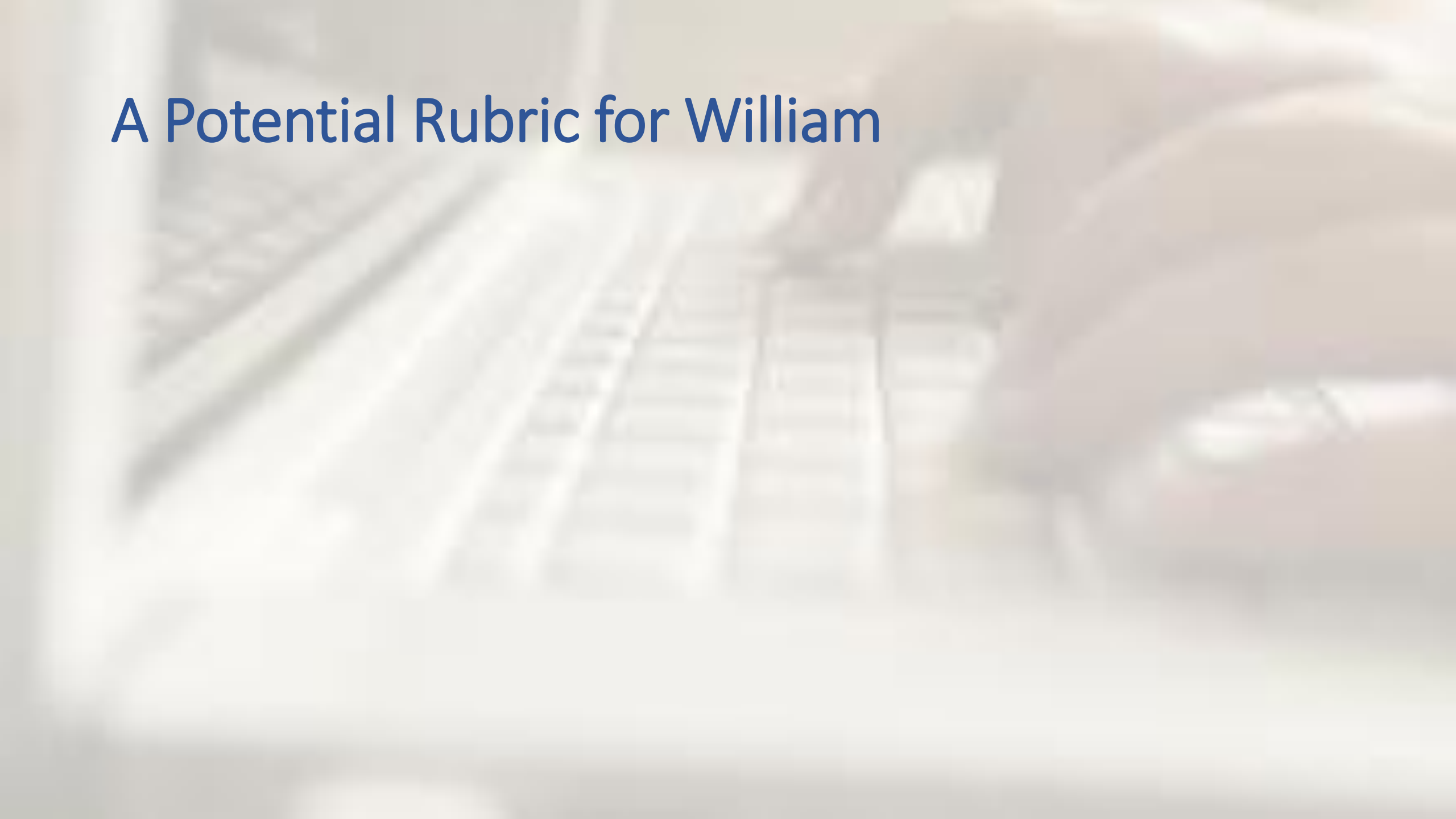
When prompted, please hold up the letter cards representing your decision.

What factors and concepts were taken into consideration in making your decisions?

How will these grading practices align with William's revisions and goals?

How will these practices help him solve his original problem of students not acquiring the deep level of understanding that William had intended?

A Potential Rubric for William



Share and Reflect

How will this rubric support align with William's revisions and goals?

How will this rubric support students in meeting the deep level of understanding that William had intended?

In what ways can it be improved?

Reflect and Apply

Think about your own course and plan how you might revise your discussion grading practices in your online class.

Either ...

- *Write a memo to yourself to record your emerging thoughts on grading online discussions.*
- *Outline a grading scheme or rubric for your class discussion.*

Empower Student Success

How can we provide the necessary information and guidance to empower student success?

Two course structures are essential for providing much of this self-regulated learning support...

The first is...

... a **course information area** in addition to a syllabus file outlining the key sections in the syllabus and other information needed for success in the course.

This structure ensures that students have access to information they can easily navigate and use to answer their questions, guide their successful participation in course activities, and meet academic expectations.

Course Information



- Announcements
- Sample Course Content
- Course Content
- Calendar
- My Grades
- Groups
- Tools
- Discussions
- Blogs
- Email (external)
- messages (internal)
- ITS Service Desk

Table of Contents

- Welcome!
- Contact Information
- Overview
- Course Objectives
- Readings and Required Materials
- Course Learning Activities
- How You Will Be Evaluated
- My Expectations
- What You Can Expect of the Instructor
- Course Schedule
- Netiquette
- Get Help
- Accommodating Disabilities
- University Policies
- YOUR NEXT STEPS
- Printable PDF of Syllabus

Course Information

Build Content ▾ Assessments

Welcome!
Enter your Welcome message here. In the Welcome! document, you should write as if you are speaking with one person. Most successful online instructors are the ones who write informally than you regularly are in the face to face classroom.

Contact Information
The Contact Information document reflects the manner in which students should contact you. Faculty will also add things like office hours. Some faculty will provide a phone number. This is not required and depends on your comfort level.

Finally, the Log on Schedule is the evening every weekday? you are not able to log in at the time you expect to log in to the course. Will you log in once in the morning and once in the evening every weekday? you are not able to log in at the time you expect to log in to the course. Will you log in once in the morning and once in the evening every weekday? you are not able to log in at the time you expect to log in to the course. Will you log in once in the morning and once in the evening every weekday?

Table of Contents

- Welcome!
- Contact Information
- Overview
- Course Objectives
- Readings and Required Materials
- Course Learning Activities
- How You Will Be Evaluated
- My Expectations
- What You Can Expect of the Instructor
- Course Schedule
- Netiquette
- Get Help
- Accommodating Disabilities
- University Policies
- YOUR NEXT STEPS
- Printable PDF of Syllabus

se. You can provide some information about yourself and what you hope to accomplish in this course. Will you log in once in the morning and once in the evening every weekday? you are not able to log in at the time you expect to log in to the course. Will you log in once in the morning and once in the evening every weekday?

licable information. Be sure to update the Private Communications area, to include your phone number, office address, or email address that you provide here. Some faculty will also add things like office hours. Some faculty will provide a phone number. This is not required and depends on your comfort level.

expect to log in to the course. Will you log in once in the morning and once in the evening every weekday? you are not able to log in at the time you expect to log in to the course. Will you log in once in the morning and once in the evening every weekday?

The second essential course structure is...





... an **icebreaker or getting started** area.


- **Ensure students can successfully use all tools and technologies required for success in the course.** Students can identify and resolve any obstacles regarding the use of technologies in the course; they can seek help from appropriate tech support services.
- **Begin to foster a sense of class community and expectations for interaction.** Together class norms for interaction can be established and reinforced. A spirit of collaboration, exploration, and mutual support can be promoted.
- **Begin to engage with each other about prior experiences or background related to the course.** Students can reflect on what they already know, generate questions, and identify what they still need to learn.





Icebreaker or Getting Started Area


IceBreaker Activities


- [Build Content](#) 
- [Assessments](#) 
- [Tools](#) 
- [Partner Content](#) 


 **Overview Document**
Welcome the student and list objectives, activities, and due dates, etc...

 **Content - Readings and Videos**

 **Activities**

 **Technology Set-up Assignment**

 **Syllabus Quiz**
You can take this quiz as many times as need to receive 100%.

 **Ask-a-Question**

Reflect and Apply

Think about your own course and use the worksheet provided to plan how you might construct (or revise) your course information and icebreaker activities to empower student success.

Would anyone like to share your thoughts and explain how you have incorporated supports to empower your students to succeed?

Please fill out the evaluation form.

Your feedback is essential to the continual improvement of professional development opportunities I offer.

Thank you for attending today!

Questions about this session? dhamilton@albany.edu