Fostering an Online Learning Environment for Student Success

Part 1

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The 3 Rs of Reflection

- **Retrospection**: reflecting on past online courses & my MOOC experience

- **Review:** critically analyzing and evaluating the online experience

- **Reorientation**: identifying new techniques or strategies to help improve my online courses.

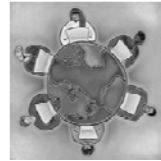(Adapted from Quinn, 2000, p.82)

Positive Learning Environment

"*A suitable learning environment is crucial to enable your learners to learn effectively. This involves not only the venue and resources used but your attitude and the support you give to your students.*"
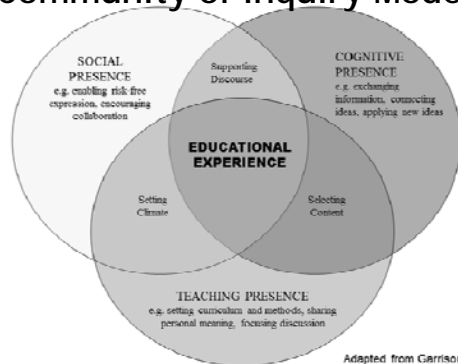
(Gravells, 2007, p. 50)

Learning Community

- Community recognized as an important factor for fostering interactivity
- A community is a social group of organisms sharing an environment, normally with shared interests.

(Rovai, 2001; Tsau et al, 2008)

Community of Inquiry Model

SOCIAL PRESENCE
e.g. enabling risk-free expression, encouraging collaboration

Supporting Discourse

COGNITIVE PRESENCE
e.g. exchanging information, connecting ideas, applying new ideas

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE
e.g. setting curriculum and methods, sharing personal meaning, focusing discussion

Adapted from Garrison and Vaughan (2008)

Positive Learning Environment begins with Setting the Climate

How do I foster . . .
- Interaction between students and the teacher?
- Interaction among students?
- The nature of responsibility?

(Francis, 2013, Foundations of Teaching for Learning - Part 2)
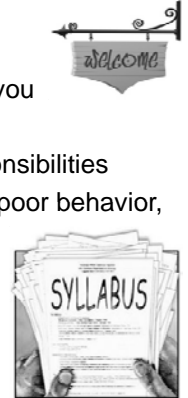
Social Presence

- Learners' feeling of social and emotional connectedness with others in the online environment

Strategies

- Help students get to know you and one another
- Discuss expectations/responsibilities
- Discuss consequences for poor behavior, such as the late submission of assignments

Strategies

- Facilitate interaction
- Serve as a role model and recognize:
  - affective expression
  - open communication
  - group cohesion
  - (Tsai, Kim, Liu, Goggins, Kumalasari & Laffey, 2008)

Cognitive Presence

- The degree to which learners construct and confirm meaning through discourse and reflection
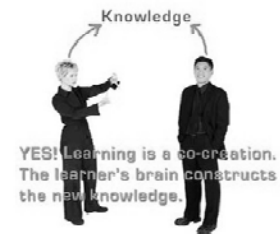
Strategies

- Incorporate opportunities for collaboration,
- Encourage Active Learning
- Encourage discourse outside of the typical discussion forums – foster cohorts

Teacher Presence

- Instructor functions of design and organization of the course, facilitation of discourse, and direct instruction and their impact on learning outcomes
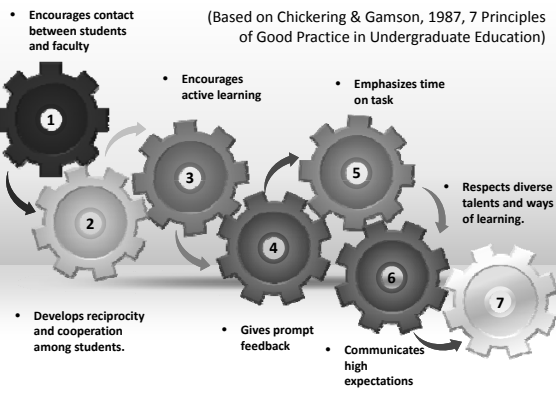
Teacher Presence

➢**instructor teaching presence is predictive of online learners' sense of community,** (Shea et al., 2005; Wilson, Ludwig-Hardman, Thornam, Dunlap, 2004),

➢**student satisfaction**, **and perceived learning** (Shea et al. 2005; 2006).

Strategies

- Clarity of expectations
- Knowledgeable and interesting lesson presentations
- Response in a timely fashion (24 to 48 hour response to emails)
- Timely response regarding problems

Seven Principles of Good Practice

(Based on Chickering & Gamson, 1987, 7 Principles of Good Practice in Undergraduate Education)

- Encourages contact between students and faculty
- Encourages active learning
- Emphasizes time on task
- Respects diverse talents and ways of learning.
- Develops reciprocity and cooperation among students.
- Gives prompt feedback
- Communicates high expectations

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Designing an Online Learning Environment for Student Success

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