

# Fostering an Online Learning Environment for Student Success

*Part 1*

**RESILIENT**

**ENTHUSIASTIC**

**EDUCATED**

**DISCIPLINED**

**COMPETENT**

**PERSISTENT**

**INDUSTRIOUS**

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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.”*

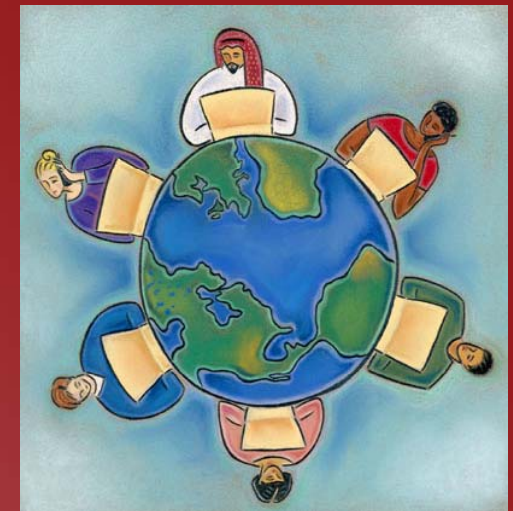
(Gravells, 2007, p. 50)



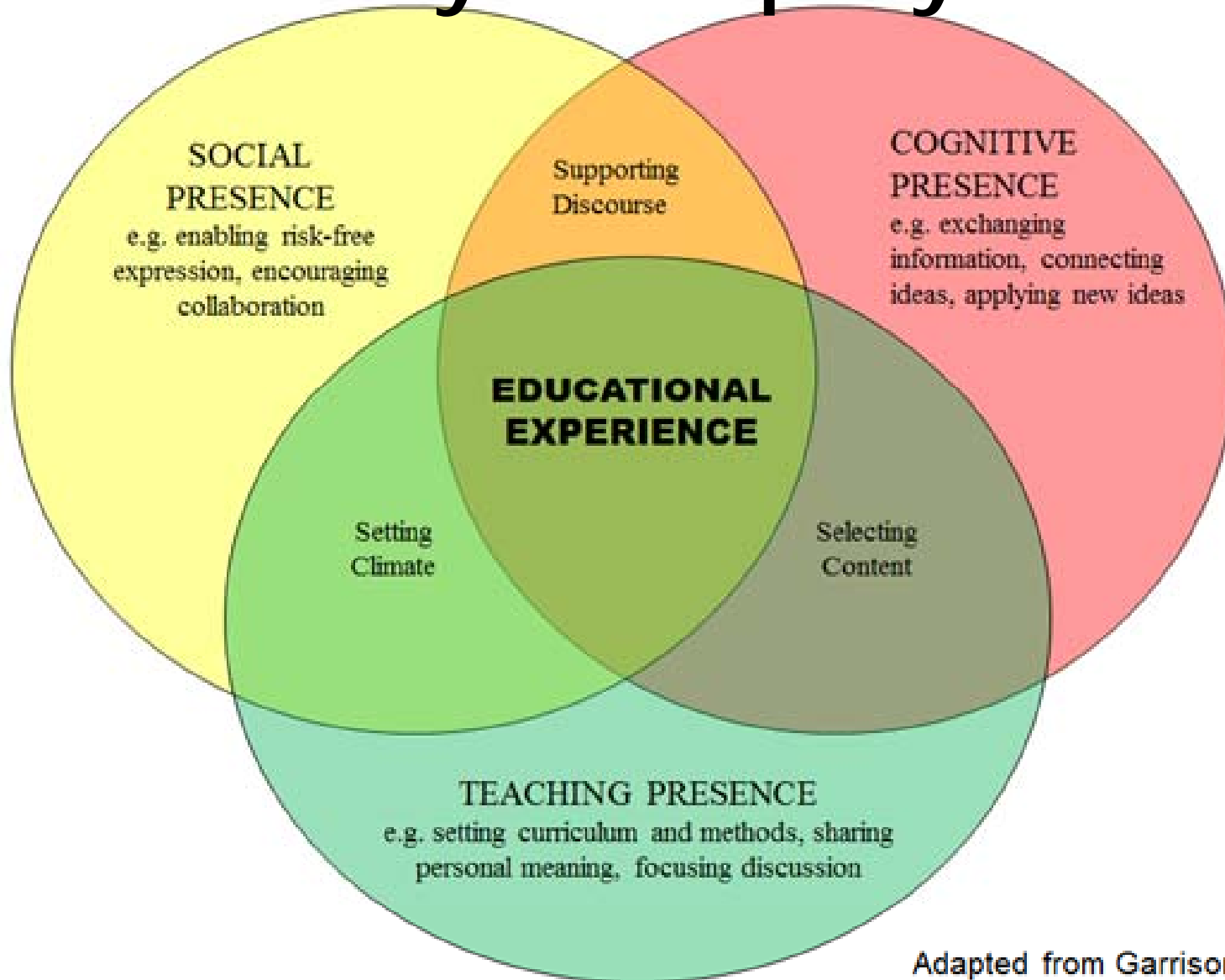
# Learning Community

- 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



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

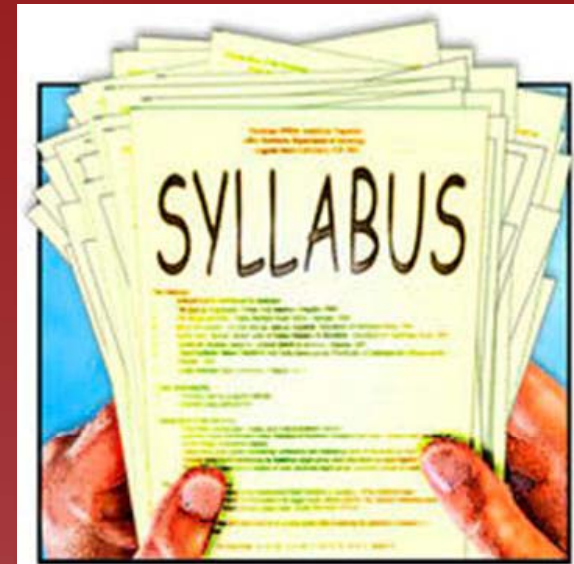
- Learners' feeling of social and emotional connectedness with others in the online environment





# 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

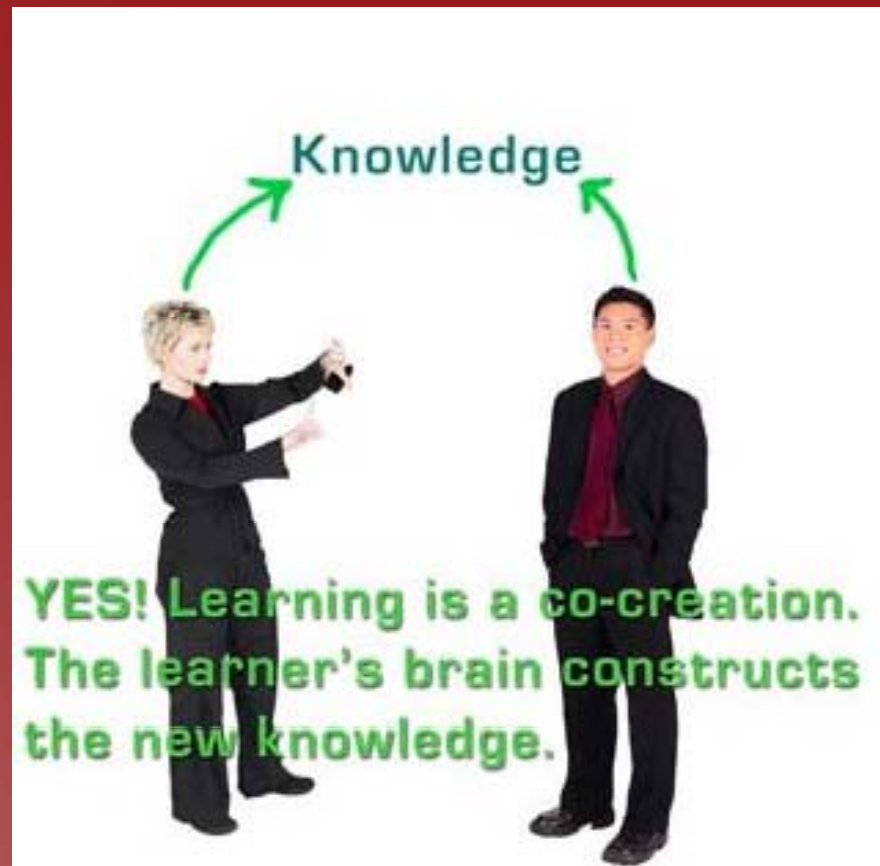
- Facilitate interaction
- Serve as a role model and recognize:
  - affective expression
  - open communication
  - group cohesion

(Tsai, Kim, Liu, Goggins, Kumalasarari & 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

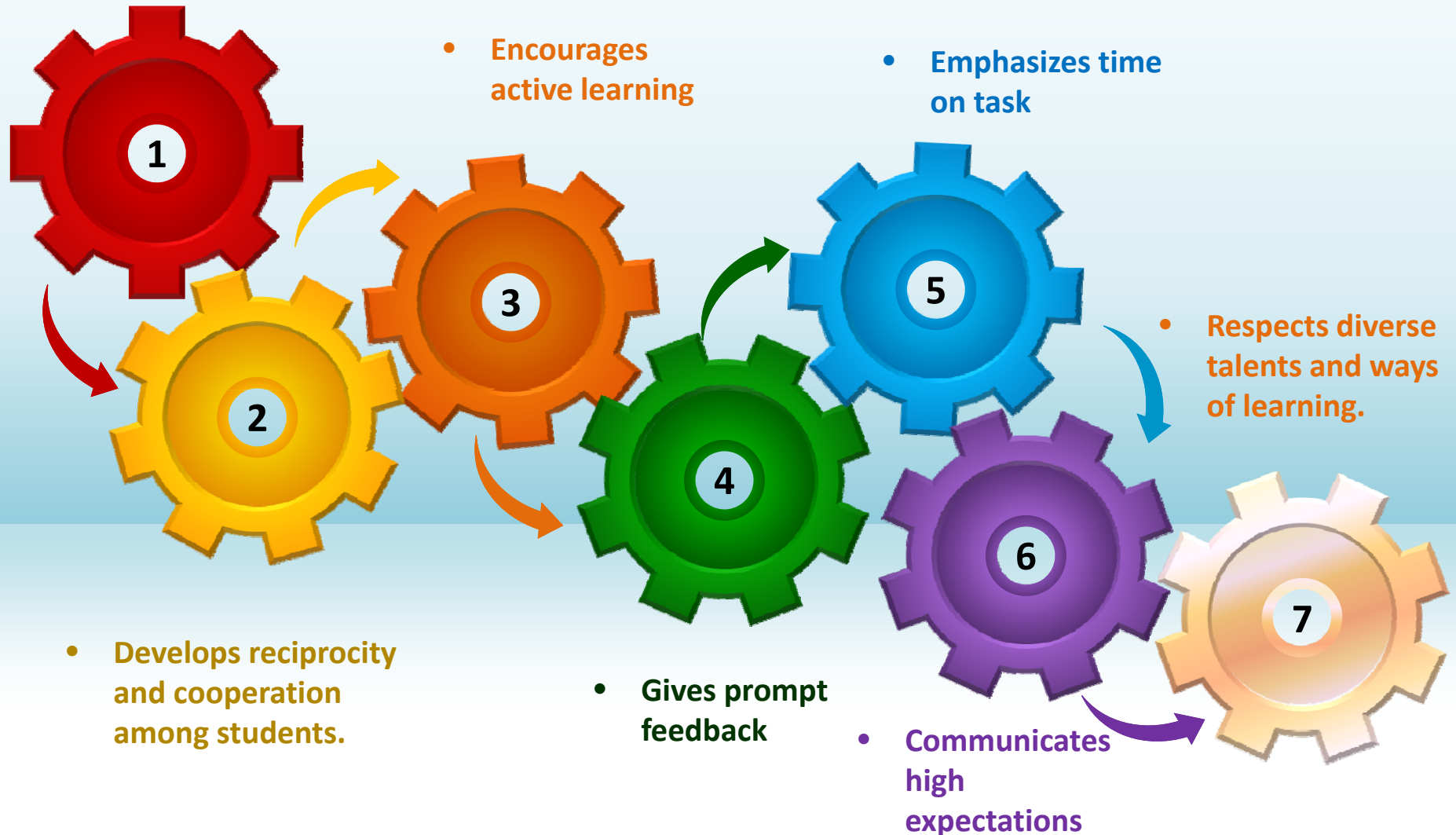
- Clarity of expectations
- Knowledgeable and interesting lesson presentations
- Response in a timely fashion (24 to 48 hour response to emails)
- Timely response regarding problems





# Seven Principles of Good Practice

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





# References

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- Rovai, A. P., & Barnum, K. T. (2003). *Online course effectiveness: An analysis of student interactions and perceptions of learning.* Journal of Distance Education/Revue de l'Éducation à Distance, 18(1), 57-73.



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- Tsai, I.-C., Kim, B., Liu, P.-J., Goggins, S. P., Kumalasari, C., & Laffey, J. M. (2008). *Building a Model Explaining the Social Nature of Online Learning*. Educational Technology & Society, 11(3), 198–215.



# Designing an Online Learning Environment for Student Success

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