

Are We Connecting? Strategies for Online Student Success

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A little about us



- We are all full-time faculty/staff administration at UOPX
- Marsha Morgenstern: MA in Business Communication, Jones International University
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- Amy Winger: M.Ed. in English Education & Curriculum and Instruction, University of Minnesota.
- Louisa Fordyce: PhD, English, Lacrosse University



- Scaffolding—Marsha
- Tone—Tina
- Multimedia Feedback—Amy
- Social Media—Louisa

Presenter Marsha: Scaffolding – Joey's Story



- Needed a little extra hand-holding.
- Helped him become an independent learner.
- Provided goals to obtain before reaching out for help.
- Provided feedback that could be applied to future assignments.
- Empowered him to work independently and apply the tools provided to complete assignments successfully.

- According to Rockwell, S. (2008), “Sometimes well-meaning teachers provide wonderful supports to their struggling learners, but do not gradually diminish the level of support over time. The students respond positively initially, but do not know how to function without them...”.
- Scaffolding
 - Defined by Oxford Dictionaries as “[a] temporary structure on the outside of a building, made of wooden planks and metal poles, used by workmen while building, repairing, or cleaning the building”.
 - According to Lajoie S.P. (2005), “...a temporary framework to support learners when assistance is needed and is removed when no longer needed”.

- Provide feedback with supplemental information to further course objectives.
- According to Alber, R. (2014), we should "ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives..."
- Include discussion threads connecting students' experiences to course objectives.
- Instructors can share personal experiences that relate to the class.

- According to Rockwell, S. (2008):
 - "Providing step-by-step instructions and designing assignments that build upon prior knowledge and already attained skills facilitate both learning and motivation".
 - When developing a series of lessons on how to complete a task, consider the process for gradually removing the support structure provided to the students..."
- Break assignments up into smaller tasks
 - Students can duplicate process in future classes and at work.

- “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” – Chinese Proverb
- Provide feedback that includes supplemental resources:
 - Web Links
 - YouTube Videos
 - Screencasts

- How can you use scaffolding to facilitate class discussions?
- Are there assignments in your course that can be broken down to create a scaffolding process?
- Why would using scaffolding when answering student questions be useful in your courses?

Presenter Tina: Tone, Accuracy, and Emotionality



In a study of students in the medical field, Eva et al. (2012, 23) found the following:

- Students needed confidence to fully grasp feedback.
- Students were more open to feedback in a trusted environment.
- A common response was shock, and students must overcome this to avoid being discouraged.

As explained by Gilbert and Wilson (2000), feedback reception is emotional task, thus, requiring “us to consider the psychological immune system (cognitive mechanisms that protect the subject from negative emotions)” (as cited in Eva et al, 2010, p. 23).

Factors associated with whether and to what degree students act upon communication, as cited in Breslin (2012, 2-3).

Factors	Supportive Research
<ul style="list-style-type: none">Students not fully understanding the assignment requirements	Andrade & Du, 2007; Bailey & Garner, 2010; Burke, 2009; Hutchings, 2006; Maclellan, 2004; Walker, 2009
<ul style="list-style-type: none">Students whose goals do not include improving a particular assignment	Andrade & Du, 2007; Carless, 2006; Covic & Jones, 2008; Lipnevich & Smith, 2009; Misra & McKean, 2000; Struyven, Dochy, & Janssens, 2005; Unsworth & Kauter, 2008
<ul style="list-style-type: none">Students not perceiving the feedback as an invitation to revise their work	Carless, 2006; Duncan, 2007; Maclellan, 2001; Struyven et al., 2005
<ul style="list-style-type: none">Feedback given is inadequate or even harmful	Duncan, 2007; Higgins et al., 2002; Randall & Mirador, 2003; Stern & Solomon, 2006
<ul style="list-style-type: none">Students having negative emotional responses to their professors' feedback	Carless, 2006; Hutchings, 2006
<ul style="list-style-type: none">Students perceiving injustices perpetrated by the professor related to assignment grading	Nesbit & Burton, 2006

According to Bacal, “It is very easy to fall into the negative language pattern. Many of us do so without being aware of it, particularly in written communication” (n.d.).

Negative Phrasing	Positive Phrasing
<ul style="list-style-type: none">• Tells what cannot be done	<ul style="list-style-type: none">• Tells what can be done
<ul style="list-style-type: none">• Alludes to blame	<ul style="list-style-type: none">• Suggests alternatives
<ul style="list-style-type: none">• Includes words with negative connotations (can’ t, won’ t)	<ul style="list-style-type: none">• Provides help and encouragement
<ul style="list-style-type: none">• Lacks a stress of positive actions to be taken	<ul style="list-style-type: none">• Stresses positive action

“I’ve got a secret and I’ll give you a hint” (Hewett, 2010, 112-3).

- Writer—“If I would ask five people what they thought that the “perfect” mother would be, I would find that everyone feels that the perfect mother has different qualities.”
- Online Instructor: “Can you think of a different word for “has”?”

Online feedback should be directive and informative. Sure, the student could think of a different word for ‘has’, but without further explanation or purpose for doing so, the writer would have no need.

- Possible comment: Instead of ‘has’, use a more active verb. Does she own, display, or exude? Do you have another suggestion?

Indirect Versus Direct Intent



Hewett noted, “Indirect speech acts are harder to identify because they depend on context and intention to promote purposeful communication (2010, 107).”

Indirect	Direct
You might consider using a comma before the conjunction in this compound sentence.	Add a comma before the coordinating conjunction in a compound sentence. A compound sentence includes two sentences combined by a comma and a conjunction.
Have you thought about beginning this sentence with a transition?	Use a transition here to connect the points and create fluidity within your writing.
Can you use a greater variety of words and phrases throughout?	Using a variety of words and phrases can help to enhance your ideas and further refine your writing.
Perhaps you can elaborate more.	Add more detail to develop your ideas. Consider seeking ‘why’ for your details. ¹⁴

Unclear Intent

Intent: To guide student to use resources for further clarification

Example—
Consider reviewing the resources in the Writing Center.

Function—The commentary provided is used as a suggestion; the student may view the comment as a reminder.

Intent: To guide student to use resources for further clarification

Example—Review the comma tutorial in the Writing Center, take the quiz, and share the results with me in your individual forum.

Function—Action is expected.

Review and Recap



- Communication should be intentional.
- Let students know that they are in a safe learning environment—part of a team—but also be clear about how ideas are conveyed.
- Take students' emotionality into consideration.
- Avoid empty praise and negative statements.
- Kind statements, like Thank you, please, and you're welcome go a long way.
- Students are adults and humans who have vast experiences in life. We should treat them as such. It's a team effort.

One is the loneliest...	It's all about the...team...
You need to do...	I would like to see if you can do...
You did not do...	If you had done..., I believe...would be the result.
You overlooked...	I would like to see you...to achieve mastery.
You forgot to...	I want to see you...to meet the objective.
You need to change three areas...	I think you have three areas where...

Presenter Amy: What is Screencast Feedback?

- Screencast feedback is video and audio feedback issued to the student using multimedia.
 - Jing, Snagit, Camtasia, and Screencast-O-Matic are common programs.



Steps to Issuing Screencast Feedback



1. General greeting and thank you for submission.
2. Highlight 2-3 specific strong points of submission.
3. Indicate 2-3 areas of opportunity in the submission.
4. Highlight rubric and explain where points were earned and lost.
5. Indicate outside or internal resources that might aid the student in addressing areas of opportunity.
6. Preview upcoming assignment requirements and connect present assignment with upcoming assignment.
7. End with a positive summative comment, gratitude, and an offer for additional help.

Part One

Thesis Statement: Bilingual education should be offered in schools because it makes communication easier, helps cultures, and helps people connect.

Consider revising your first point: Bilingual education should be offered in schools because it makes communication easier, helps cultures, and is academically beneficial.

Part Two

Complete an outline for your final essay. Remember, the more detail you include on the outline, the easier the paper will be to draft!

- Your outline must have at least three main points (I, II, and III) related to your chosen topic.
- Your outline must also have at least an A and a B under each main point.
- Your outline may (but is not required to) contain a 1 and a 2 under the A and B levels.
- I. **First body paragraph topic: Bilingual education should be offered in schools because it makes communication for people easier.**
 - A. **Supporting detail: Encourages communication between people who speak different languages**
 - 1. Subdetail:
 - 2. Subdetail:
 - B. **Supporting detail: Encourages multiculturalism**
 - 1. Subdetail:
 - 2. Subdetail:

- II. **Second body paragraph topic: Bilingual education should be offered in schools because it helps various cultures remember their languages.**
 - A. **Supporting detail: Helps people feel pride about their native language**
 - 1. Subdetail:
 - 2. Subdetail:
 - B. **Supporting detail: Makes sure certain languages aren't lost**
 - 1. Subdetail:
 - 2. Subdetail:
- III. **Third body paragraph topic: Bilingual education should be offered in schools because it provides connection.**
 - A. **Supporting detail: Language development**
 - 1. Subdetail:
 - 2. Subdetail:
 - B. **Supporting detail: Connection with others**
 - 1. Subdetail:
 - 2. Subdetail:

Sample Screencast

Grading Rubric: Week 3 Assignment			
<i>Content and Development</i>	<i>Points Possible</i>	<i>Points Earned</i>	Comments
Criteria 1	2.4	2	Your thesis statement has an excellent stance, and I like that you have started to list your points. We need to list three distinct and different supporting points, however. For additional help with thesis statements that list points, review this animation I made on this topic: https://www.youtube.com/watch?v=ttagND5niWo
Criteria 2	1.6	1.6	Your first main point is clear and links back to your thesis statement.
Criteria 3	1.6	1.6	Your second main point is clear and links back to your thesis statement.
Criteria 4	1.6	1	Your third main point is repetitive of point II and III. You will want to make it more distinct from the other points.
<i>Mechanics</i>	<i>Points Possible</i>	<i>Points Earned</i>	Comments
Criteria 5	0.8	0.8	Great overall editing!
Total Points	8	7	Submitted on Time?
Adjusted Points			Comments:
			Wonderful overall work! The organization of ideas will be essential for future courses; learning how to support your opinions with examples and research will make your claims more credible both in the academic and professional setting beyond college.

Who benefits?



Instructor Benefits	Learner Benefits
<ul style="list-style-type: none">• Ensures a positive tone is construed; improves instructor morale (Ovando, 1994).• Helps to individualize feedback and veer from a common copy/paste method while modeling revisions (Ice, Curtis, & Wells, 2007).• Allows for a balance between macro- and micro-level commentary (Vincelette and Bostic, 2013).• Proactively sets up learners for future success; instructors can even see who had viewed the feedback• Embraces sound pedagogical practices	<ul style="list-style-type: none">• Learner responds positively to positive tone, dual coding (audio and visual) and investment of instructor (Mandernach, 2009).• Ability to visualize the suggestions and revisions; student sees how instructor is tailoring instruction to conceptualize success (Marriott & Lim, 2012).• Student learns to see the big picture as opposed to getting caught up in details (Goldsmith, 2014).• Learners can view and review the screencast feedback at their own pace• Student enjoys cutting edge learning techniques

Making the student feel more validated as a learner makes Amy feel like a super teacher!



- Study of how people, groups, organizations interact
- Generally outside of a network
- Starts with largest element, the network
- Ends with smallest element, the actors
 - (Claywell, 2016)

Three Types of Social Networks

- Ego-centric networks
 - Single node or individual
 - You connected to your friends
- Socio-centric networks
 - Closed
 - Classroom
 - Employees
- Open-system networks
 - Unclear boundaries
 - Elite class, connections between corporations (Claywell, 2016)

- Question for audience: who uses social media to keep in touch with students and if so, what do you use?

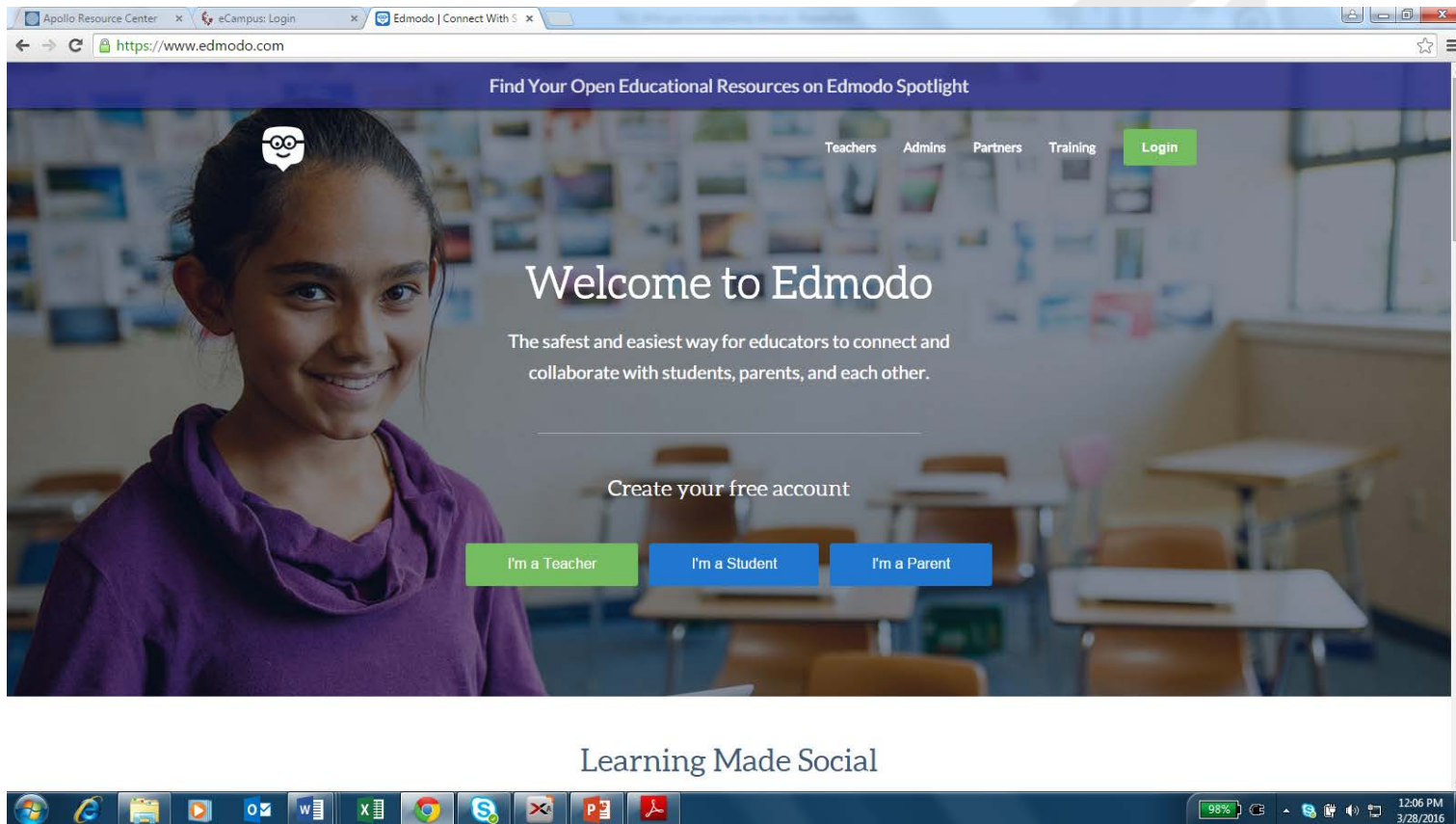
- Best known
 - Facebook (1.5 billion users [Hope, 2015])
 - Twitter (320 million active monthly users [Twitter, 2016])
 - LinkedIn (400 million users [Weber, 2015])
 - YouTube
 - Pinterest
 - Blogs
- Well known
 - Reddit
 - Flickr

- Less well known
 - Digg, StumbleUpon, Delicious (bookmarking sites)
 - Edmodo (primarily for public school but p.s. teachers attend this conference)

- Depends of level of education (public school, college, grad school)
- The online social networks are increasingly being used not only by college students, but also by instructors for different reasons (Mazer, Murphy, & Simonds, 2007; 2009; qtd. in Chen & Breyer, 2012).
- Connects formal learning environment through informal tools and usage (Chen & Breyer, 2012).
- Use as a supplement (Chen & Breyer, 2012).
- If you can't beat them, join them.

- Reddit, Digg, Delicious, StumbleUpon
- Reddit: choose the appropriate category, such as WORLDNEWS, N. America.
- Purpose: provide readings to enhance the class concepts and assignments
- Users can post comments, discuss the articles or stories
- Password protected, invite users
- Classrooms can create “a network of del.icio.us users so that they can easily tag and collect curriculum-related bookmarks in a common place” (Thompson, 2008).

- Public school primarily



- Advantages: Students are less intimidated typing comments
- Take time to compose responses
- Users share videos, polls, messages
- Secure, “read only” mode
- Parents can view content
- Access from computers, tablets, iPhones (“Teachers, Students and Parents Connect with New Social Network,” 2012).

- Scenario 1:
- George has missed an entire week of class and has reached out letting you know that he does not understand the concept of writing thesis statements and has had difficulty with his connection. This week, he is supposed to draft his essay.
- What can you do to help? Which of the methods would you choose?
- Scaffolding Approaches:
- Communicative Tone:
- Technology tools:
- Social Media Troubleshooting:

- Scenario 2: Jessica has inconsistently been in the class. She does well on assignments, but she misses out on other assignments and has seemed to have difficulty being a consistent student. She also wrote letting you know that she does not understand the feedback written on some of her graded work.
- What can you do to help? Which of the methods would you choose?
- Scaffolding Approaches:
- Communicative Tone:
- Technology tools:
- Social Media Troubleshooting:

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