



# Humanizing Online Learning

**How to Help Students Initiate, Implement & Maintain Behaviors for Academic Success**

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# Presenters



Dr. Ritu Sharma has taught for twenty-five years and has won numerous teaching, research, and service awards. Her research has been shared in a wide variety of conferences, and she has been cited for her expertise on diversity, education, and world literature. She is regularly invited by Ohio Dept. of Education to guide them with educator's assessments. She is an active member of Rubric Score Committee, GEMS, and GEC Steering Committee. In 2012, she was nominated as the Top Ten Best Online Professors in USA.



Dr. Sally Gill has taught psychology and business classes for over 14 years, of which eleven have been with Purdue University Global, formerly Kaplan University. Her emphasis at Purdue Global is working with new undergraduate psychology students. She earned her PhD in General Psychology, with an emphasis in Educational Psychology, from Walden University. She is a Licensed Marriage and Family Therapist in the state of Nevada. She previously worked in the foster care and child welfare fields for over 7 years.



Marney Vandemark has taught psychology and adult education courses for over 15 years, and joined Kaplan University in 2010. At PG, she has worked on team initiatives to support success, retention and degree completion. Marney earned her MA in Clinical Psychology from West Chester University of Pennsylvania and has a Graduate Certificate in Addictions from Purdue University Global. She is a Licensed Professional Counselor and Licensed Behavior Specialist in Pennsylvania.

# Agenda and Outcomes

## Learning Outcomes:

- Participants will gain insight into how the blending of humanistic theories with Wlodkowski's model will promote students' motivation and enhance their overall learning experience
- Participants will engage in knowledge exchange to enhance facilitation techniques to use in their classrooms, related to empathy, enthusiasm, expertise, clarity, and cultural responsiveness
- Participants will chisel beneficial student-oriented pedagogical and andragogical strategies

## Agenda:

- Define humanizing
- Empathy
- Enthusiasm - Energy!
- Role of Expertise
- Let's find some Clarity
- Cultural Responsiveness
- Connecting to PG
- Questions

# Intro

In any educational environment, the goal is for students to be:

- **Invested**

- Students buy in - they want what we can offer and are willing to make sacrifices -  
STUDENT

- **Involved**

- Students who are involved do what the instructor asks them to do - INSTRUCTOR  
TO STUDENT

- **Engaged**

- Students who are engaged are interested, focused and motivated to persist to meet  
their educational goals - RECIPROCAL BETWEEN INSTRUCTOR AND STUDENT

# Intro

When we think about effective online education, we tend to focus on the following:

- **Interaction** - the communication and collaboration between the students and between the students and the instructor
- **Participation** - how active a student is in the classroom
- **Engagement** - the students' involvement in classroom activities with the instructor
- **Motivation** - what drives the student to persist and ultimately succeed

(Delialioğlu, 2012)

These are important, but we are leaving out a central component of what makes online learning effective. There is a core phenomenon that underscores the success of such strategies and techniques:

**The "human" factor in online instruction**

(Clark & Mayer, 2011)

# Humanization of Learning

As I talk about humanizing learning in the classroom, what is coming to mind?



Source: Pixabay

# Humanizing

Instructor presence in online courses is the main cohesive element that creates a learning community in the classroom (Swan & Shih, 2005).

- We need to do that, first and foremost, for our students.

Instructor presence is described by Anderson, Rourke, Garrison, and Archer (2001) emphasize the need for both cognitive and social development. While the focus is directed toward learning outcomes, we are the ones that make this feel meaningful to the student on both personal and educational levels.

Clark and Mayer (2011) refer to the ‘Personalization Principle’

- Instructor delivers material in a professional but relaxed manner
  - Real world examples
  - Instructor shares personal or professional experiences related to course material
- Help students to form a relationship with the material by using a more personable interaction pattern and fostering an identifiable social presence.

**How can you increase the human factor in your classroom?**

# How can you increase the human factor in your classroom?

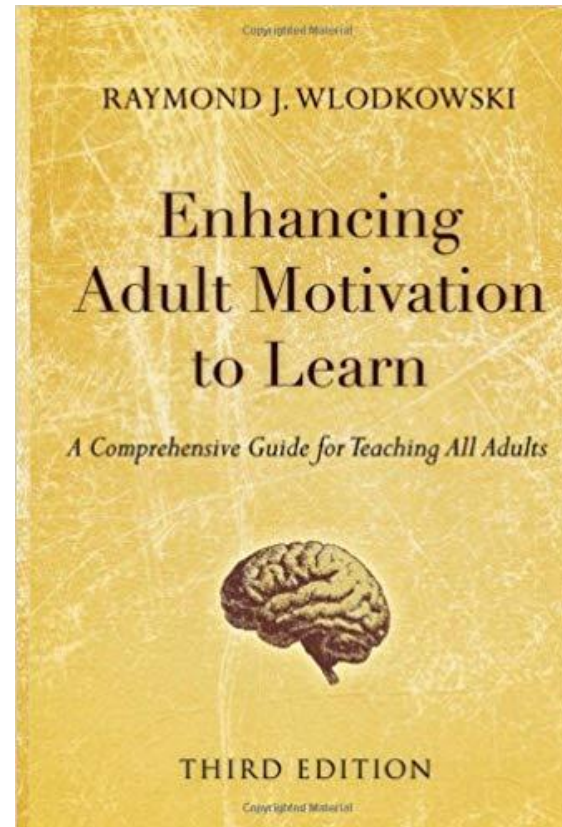
Use of audio and video instructional tools aimed at interaction increases student success and retention (West, Jay, Armstrong & Borup, 2017).

- Video or audio announcements
  - Weekly, but also about updates, etc.
- Use of recorded feedback on assignments
  - Record “grouped” feedback to provide to multiple students who had the same area of weakness - attach as a file
  - Record general comments that could be provided to students who did well
  - Create YouTube videos that address certain topics and provide links in feedback
- Creating a quick video to address a class or student question, clarify uncertainty
- Google Hangout meetings
- Seminar :)
- During the first week, encourage **students** to create short video introductions, too.



# Humanizing Online Learning - Putting Theory into Practice

We will focus on how to combine the human factor with effective pedagogical practice using ideas from **Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults** by Raymond Wlodkowski (2003).



SOURCE: Dr. Raymond Wlodkowski, Ph.D. BOOKS. (n.d.)

# Humanizing Online Learning - Putting Theory into Practice

Wlodkowski (1999) suggests five pillars as essential characteristics of a motivating instructor:

- empathy
- enthusiasm
- expertise
- clarity
- cultural responsiveness



Let's start with empathy.....

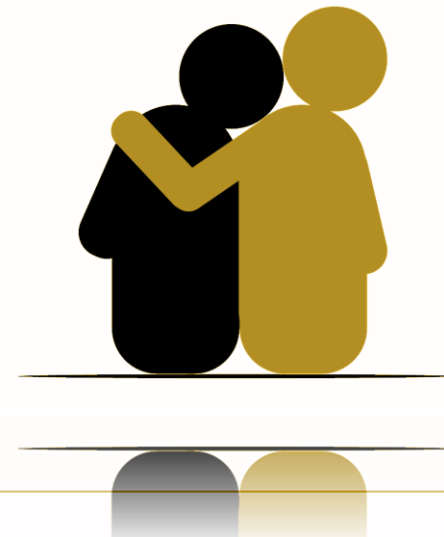
# Empathy

- Please reflect on someone (could be you!) who is empathetic.
  - How does he or she demonstrate empathy??



# Empathy

- Carl Rogers' (1969) definition of empathy as “ the ability to understand the student's reactions from the inside, a sensitive awareness of the way the process of education and learning seem to the student” (p. 111).
- Empathy involves demonstrating an attempt to understand (and a concern for) our student’s thoughts, feelings, and situation from his or her point of view, rather than from our own (Wlodkowski, 2008). It is about caring.
- Wlodkowski (1999) describes one of the primary tasks for instructors of adults as “seeing the learners’ world and what they want from it as the learners see it” (p. 34).



# Empathy in the Classroom

Effective instructors understand, and have compassion for, their students (McInnerney & Roberts, 2004).

- Learn who your students are. What motivates them?
- Getting to know each student and their purposes for learning a particular subject helps us to develop empathy for them.
- All students are unique - diverse backgrounds, cultures, and academic experiences. The starting line is not the same for all.
- Skills vary according to background. Talk about and allow for that.
- Always make an effort to understand who your students are, and try to adapt and tailor your instruction to accommodate a variety of learners (Wlodkowski, 2008).
- Adult students and non-traditional learners juggle many responsibilities (Wlodkowski, 2008). Validate both their efforts and the stress they experience.
- Molka-Danielsen, Carter, and Creelman (2009) identify empathy as a key factor in engaging students in a learning experience.

# Humanizing Empathy

How can you add that human factor to increase empathy in your classroom ?

- Consider the learners' perspective
  - Adapt teaching to the students' level of knowledge and skill
  - Talk about your own learning as an undergrad
- Wlodkowski (1999) says that empathy is most effective when:
- “we have a realistic understanding of the learners' goals, perspectives, and expectations for what is being learned
- we have adapted our instruction to the learners' level of experience and skill development
- we continuously consider the learners' perspectives and feelings” (p. 34).

## Empathy - Examples

How do you humanize your empathy with students?



**Next, let's discuss Enthusiasm and Expertise**



# Enthusiasm

- Please reflect on someone (could be you!) who is enthusiastic.
  - What traits or behaviors does he/she show??



Source: Pixabay

# Enthusiasm - Examples

- How do you demonstrate your enthusiasm with students?



# Faculty Enthusiasm

- Enthusiasm adds to instructor presence, thus adding to humanizing the students' educational experience
- Your tone and energy
  - ◆ Positive, upbeat, motivating, and welcoming
    - Written - discussions, feedback
    - Oral and visual - seminars
- Be present and engaged
  - ◆ Support and encourage
    - Written - discussions, feedback
    - Oral and visual - seminars
- **The above leads to belonging, self-esteem, and motivation in Maslow's hierarchy**
  - ◆ Supports students' persistence and ultimately self-actualization

# Encouraging Student Enthusiasm

- All of our actions should have a positive impact on students' enthusiasm
- Invite students to learn, be active in their education, and show their enthusiasm
  - ◆ Analogy of *rolling out the red carpet* to make the invitation special (Haigh, 2011)
- **How do students show their enthusiasm in class?**
- **How else do we encourage their enthusiasm?**



# Expertise

- To build on students' enthusiasm for their education and career, let's focus on highlighting **student expertise**
- How do you encourage your students to share their expertise in class?
- Bridging the gap (Wlodkowski, 2008)
  - Build awareness of students' blink spots of knowledge to fill the gaps (Saxena, 2015)
    - Feedback
    - Sharing our knowledge and expertise
- Clarity can help bridge the gap....



**Next, let's discuss Clarity and Cultural Awareness**

# Clarity

- Gapping the bridge
- Demonstrating benefits
- Connections: Logical, chronological, sequential, purposeful, meaningful
- Knowledge checks (Wlodkowski, 2008)
- Bloom's taxonomy

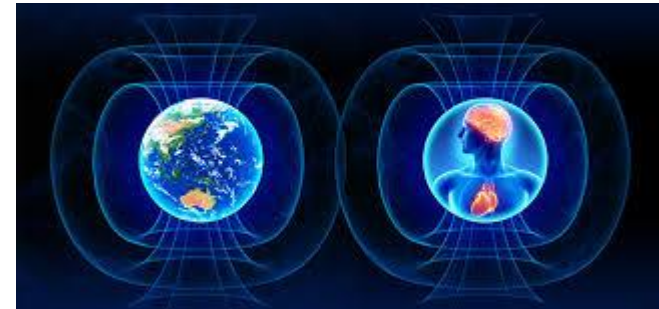


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# Cultural Awareness

- Awareness
- Project Implicit
- Multidimensional sharing
- Limbic system
- Social coherence

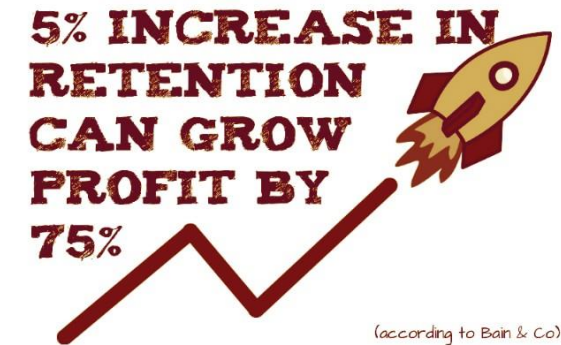
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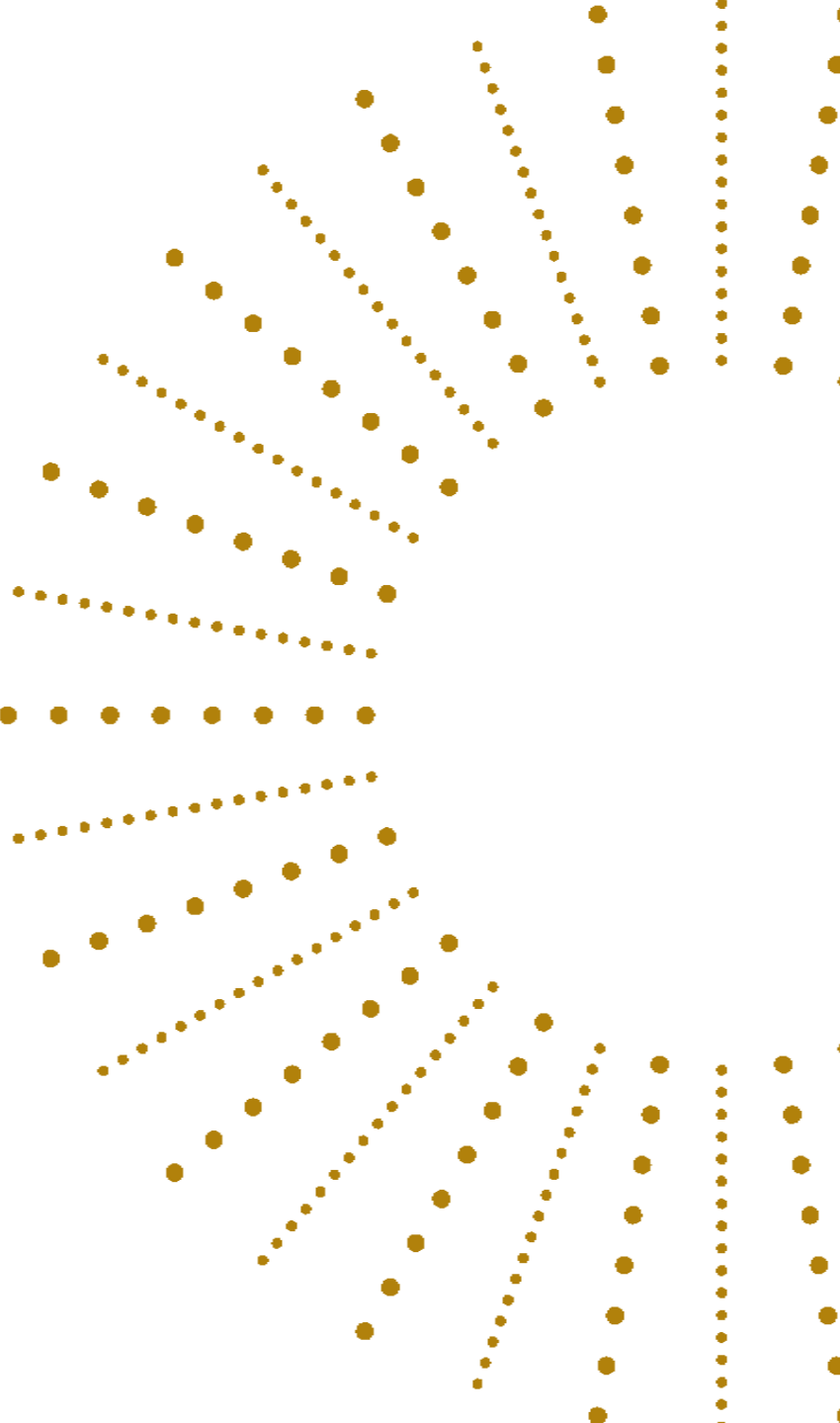
## Connect to PG

- Active & authentic learning
- Persistence & retention
- Supportive environment
- Meaningful connections
- Reflection & assessment



**What questions can we answer???**

**Thank you for attending!!!**



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