

STUDENT INTERACTIONS FOR ON-GROUND AND ON-LINE LEARNERS



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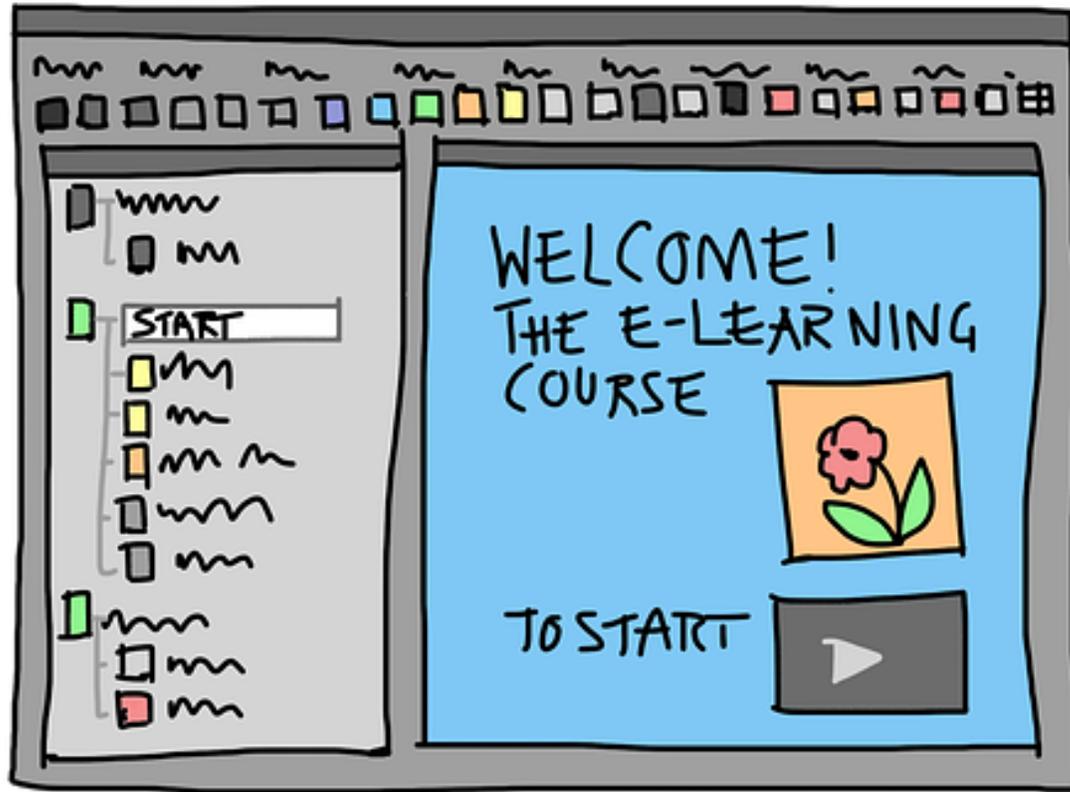
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FOCUS QUESTION

How can we improve student engagement and interaction in the on-ground and in the on-line learning environment?

In reality, it's all about relationships and presence.



“Interacting with others is a key component of our ability to learn new things. This can happen naturally in a classroom, but it doesn’t happen so easily online. Online students are typically isolated, sitting alone behind a computer screen, engaging with class content by themselves.”

Flower Darby, *Small Teaching Online*



Let's Begin with Relationships

- Your relationship with your students
- The relationship your students have with you
- The relationship your students have with their peers

WHAT DO ON-GROUND RELATIONSHIPS LOOK LIKE?

- Visual feedback checks for engagement
- Face-to-face interactions: immediate feedback
- Immediate interaction with a 'real' person
- Student's questions are answered immediately in class & in office hours
- In discussions, students have an opportunity to sort ideas before sharing



WHAT DO ON-LINE RELATIONSHIPS LOOK LIKE?

- On-line: may take up to 48 hours to receive a response
- Some students are more comfortable asking questions through chat or email
- Student's questions are answered immediately in seminar & in office hours
- Conversations are documented
- Focus is on the students within seminars, discussions, & emails



SIMILARITY OF ACTIVE LEARNING ON-GROUND AND ON-LINE



- Engage students
- Students actively participate in the learning
- Students actively engage with the content of material being presented
 - Class discussions, seminars, group work
- Promotes higher-level thinking and learning
 - Recall and understanding of information presented
 - Concentration
- Uses various modes of delivery, which supports varying learning style

BUILDING RELATIONSHIPS WITH PRESENCE



- Know your students & use their personal information
- Refer to students by name
- Allow students to get to know their peers and work together
- Announcements
- Positive specific feedback
 - On-Ground: smile, eye-contact, move throughout the classroom
 - On-Line: shout-out, individualize feedback and emails, smile during seminar

A cartoon illustration of a woman with brown hair, wearing a red long-sleeved shirt and a blue skirt, pointing her right hand towards a whiteboard. The whiteboard is on the left side of the image and contains the main title. The background behind the woman is a teal-colored globe. There are some white, torn-paper-like edges at the top and bottom of the globe.

Using Active Learning to Engage On-Ground and On-Line Students

- **Ice Breakers**
 - **On-Ground:** start of class
 - **On-Line:** start of seminar
- **On-Ground and On-Line**
 - **Scattegories and other games**
 - **Current events**
 - **What would you do?**
 - **Student led activity**

- **Think-Pair-Share On-Ground**

- Present a scenario or specific question to think further about
- Students pair to discuss
- Share with large group

- **Think-Pair-Share On-Line**

- Present a scenario or specific question to think further about
- Divide students into groups
- Share with large group

- **Post-It Learning On-Ground**

- Question or scenario needing a solution
- Students post 1-idea per note in specific areas
- Share with large group

- **Post-It Learning On-Line**

- Post same questions or scenarios in the discussion board
- Students post their responses or ideas
- Share results in the DB or in Seminar



In or Out of Circle On-Ground: Example: Teaching math skill through play or by direct instruction

- Present a scenario with 2 possible endings
- In the Circle: agree with 1
- Outside the circle: prefer ending 2
- Discuss choices & share with larger group

In or Out of the Circle On-Line

- Present a scenario with 2 possible endings
- Divide students into groups
- Group 1: argue to support choice 1
- Group 2: argue to support choice 2

Amount of choices can be altered based on the number of students

In many instances, more than 2 possible endings will be offered, which enhances the learning and discussing



These are
important for all
kinds of
student/teacher
interactions!



COGNITIVE PRESENCE: interested in topic, motivated to explore more, ask questions, open to new ideas, demonstrate knowledge

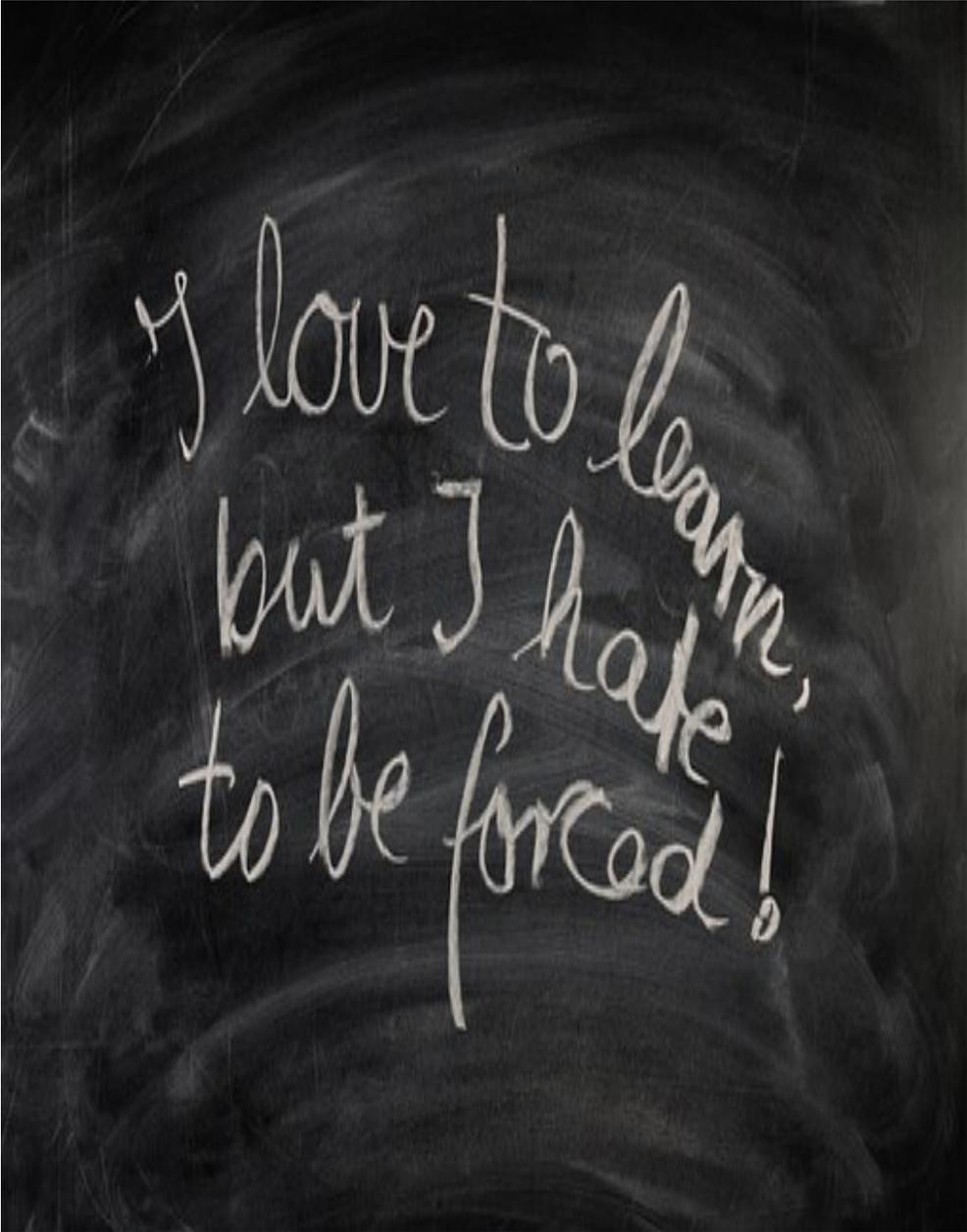


SOCIAL PRESENCE: willingness to share emotions & feelings... ideas are important... safe to disagree... respect... 'real people'



TEACHING PRESENCE: icebreakers, discussions, announcements, emails, seminars

YOUR INVOLVEMENT



I love to learn,
but I hate
to be forced!

Set the tone for discussions & course work ... keep communication safe, respectful, inviting

Maintaining presence: Guide the discussions... keep the discussion on-track... encourage participation

Recognize and validate the ideas shared

Extend the discussion beyond what is expected in the initial discussion board question...



Thank you for joining us on our journey into the world of on-line and on-ground learning. We encourage you to reflect on the ideas shared, reaching out to us with any questions you may have or just to network, as we continue to learn and grown from each other.



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