



PERSONALIZING THE ONLINE CLASSROOM

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INTRODUCTION


- Student engagement and motivation are important factors in ensuring student success
 - In the online classroom, students have more accountability and less traditional relationships with faculty and peers.
- Research shows that a “one size fits all” approach is ineffective for e-learning
 - However, many online professors do not create individualized materials because of:
 - Concerns about accessibility guidelines
 - Compliance with institutional protocol
 - Time constraints
 - Lack of confidence in their own technological ability



WHAT WE WILL DISCUSS

- Student Engagement – what engagement means and why it is important
- Motivation – motivational strategies and types of motivation
- Personalization Strategies – what strategies we are using to personalize our online classrooms to better engage and motivate our students:
- Final thoughts
- Questions





STUDENT ENGAGEMENT

“An effective online learning program should provide a creative mix of information and activities that the learner can choose to go through in their own preferred order and at their own pace, thus ensuring that they both engage with and get the most out of the learning experience.” (Nelson, 2008)

THE IMPORTANCE OF ENGAGEMENT

- Four components of student engagement (Bouhnick & Marcus, 2006)
 - A. Interaction with **Course Materials**
 - B. Interaction with the **Instructor**
 - C. Interaction with other **Students**
 - D. Interaction with the **Technology**
- **Poll** – Which of these four interactive components (A, B, C, D) do you think has the **greatest impact** on the student's experience and the likelihood that they will persist through the class?



THE IMPORTANCE OF ENGAGEMENT

- The Instructor is key
 - The instructor has the power to affect the other forms of interaction.
 - [Personalizing the classroom](#) creates an environment that is conducive to engagement on all levels.
 - The instructor's engagement directly affects student engagement.
- Other studies support this conclusion
 - Shea, Li, & Pickett (2006)
 - McKerlich, Riis, & Eastman (2011)
 - Shackelford and Maxwell (2012)



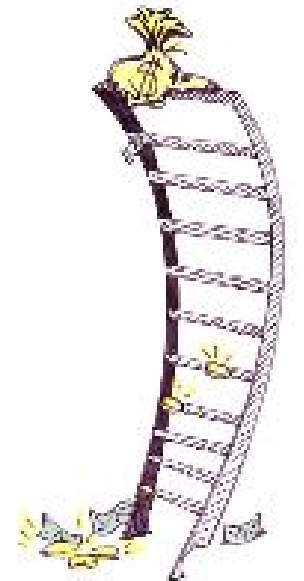


MOTIVATION

“Providing information that reveals learners’ motivation and strategies for successful engagement in distance learning environments is likely to prove beneficial for both distance education and traditional education that is supported through online education methods.” (Miltiadou & Savenye, 2003)

INTRINSIC AND EXTRINSIC MOTIVATION

- Targeting Extrinsic Motivation:
 - Rewards/Outcomes
 - Career and salary information – assignments based on researching growth possibilities
 - Information on increased standard of living – example: Earnings and employment rate by educational attainment https://www.bls.gov/emp/ep_chart_001.htm
- Targeting Intrinsic Motivation:
 - Internal Rewards/Reinforcements
 - Children of parents with college degrees are more likely to attend college themselves
 - Personal satisfaction, meeting a challenge, greater ability to tell fact from fiction, curiosity, recognition



Instructors can reinforce intrinsic and extrinsic motivation through discussion, assignments, and outside resources.

MOTIVATING STUDENTS

- **Personal and Realistic Goals**
 - Assistance with goal setting: SMART Goals – Specific, Measurable, Achievable, Realistic, Time-bound.
 - Career related goals such as promotion, new career, greater salary, security
 - Personal goals such as setting an example or proving a point
- **Personal Accountability**
 - Pride in accomplishments
 - “Nothing builds self-esteem and self-confidence like accomplishment.” (Carlyle, n.d.)
- **Determination for the Future**
 - Visualize success
 - How will their academic success lead to career success?
 - How will student success impact their families?



Personalize instruction based on individual motivations



PERSONALIZATION IDEAS

“The remote, asynchronous nature of the online classroom creates a natural psychological distance between us and our students....But, addressing this disconnect may be as simple as personalizing our online teaching presence.”
(Robertson, Steele, & Mandernach, 2016)

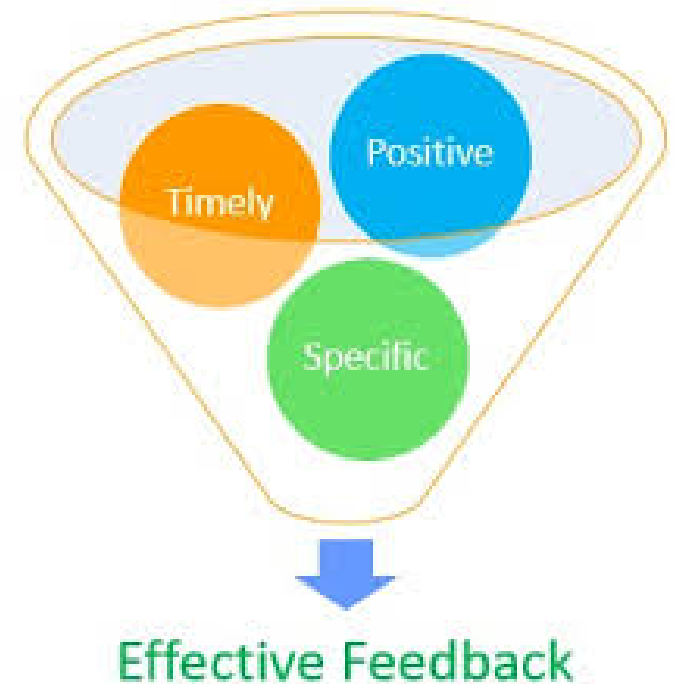
PERSONALIZATION IDEAS – INDIVIDUALIZED FEEDBACK

- Personalized feedback from instructors leaves students more satisfied and helps them perform academically better than students who receive “collective” feedback (Gallien & Oomen-Early, 2008).



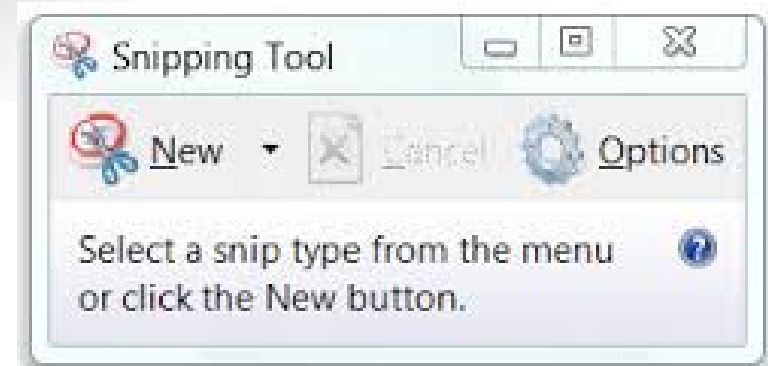
PERSONALIZATION IDEAS – INDIVIDUALIZED FEEDBACK

- Feedback on Student Participation/Discussion Posts:
 - “Mark” posts quickly to allow students to see which posts are considered “substantive”.
 - Contact students who are not posting “substantive” posts within the first few days of course to remediate.
 - Highlight effective discussion posts in weekly participation feedback to encourage similar posts for future weeks.



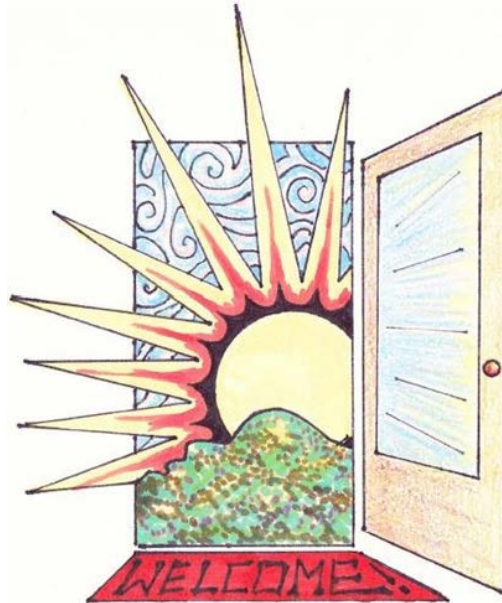
PERSONALIZATION IDEAS – INDIVIDUALIZED FEEDBACK

- Feedback on formal assignments:
 - Personalized comments within formal assignment feedback
 - Outside links and reflective questions embedded within an assignment as well as woven into filled out rubrics.
 - Microsoft Windows Snipping Tool – allows you to show specific excerpts from the student work as well as provide notes on how to make corrections.



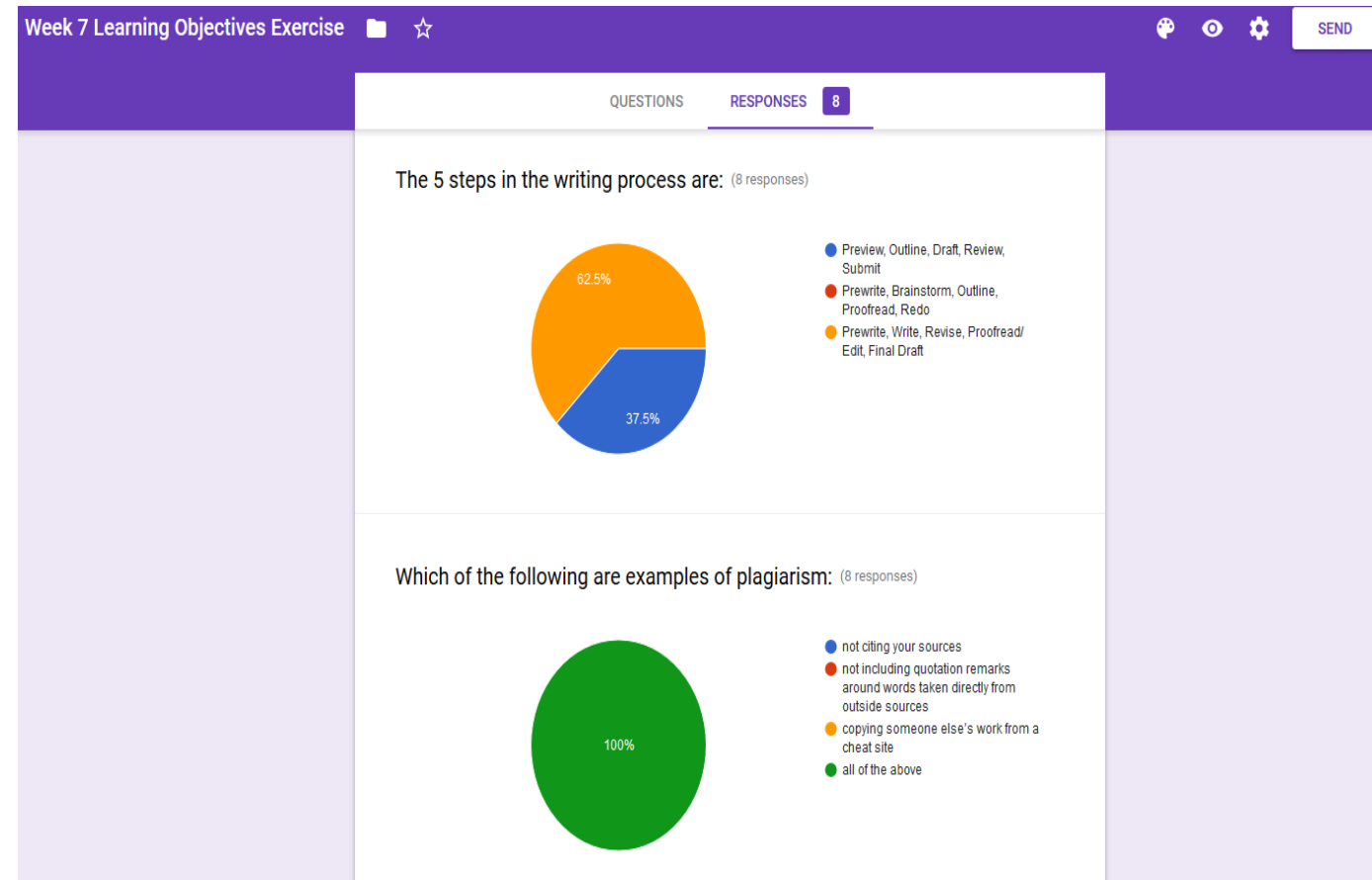
PERSONALIZATION IDEAS – VIDEOS, VISUALS AND CLIP ART

- Visual additions to the classroom enhance the experience for students and when used effectively can increase understanding and improve learning outcomes (Kouyoumdjian, 2012).
- Videos
 - Welcome Videos
 - “How to” Videos
 - Powtoons
 - Animotos
 - Many more...
- Clip Art/Visuals
 - Create your own
 - Weekly Visual Summaries
 - Pictures to enhance content
 - Bitmoji/Bitstrips



PERSONALIZATION IDEAS – INTERACTIVE QUIZZES AND SELF-REFLECTIONS

- Create interactive quizzes and self-reflections
 - Learning Objective Exercises
 - Weekly Self-Reflections
 - Create a Google Form with questions and options and then share link/embed in classroom for students to complete.
 - Analyze the results (Google forms generates a graph) to see where learning gaps/competence areas are.
 - Share with students/Use for future instructional enhancements.





FINAL THOUGHTS

Relevant Quotation

FINAL THOUGHTS

- Engagement of the learner by the instructor is key in creating motivation for learners.
- Providing a personalized classroom experience is time intensive in the beginning of a course, but it is worth the time invested to see the improvements students make by the end of the course.
- By branching out and utilizing various interactive components within feedback and discussions, online classroom facilitation is not so monotonous.
- Effective faculty training/mentoring programs can be implemented to include a focus on individualizing the classroom experience.

How will you engage, motivate and
personalize your courses moving forward?



A vibrant field of flowers in various colors including white daisies, purple flowers, and pink flowers, set against a background of tall green grass. A white-bordered box is overlaid on the right side of the image, containing the text "QUESTIONS?".

QUESTIONS?



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