



DESIGNING THE LEARNER EXPERIENCE:

7 KEYS TO UNLOCK
THE HUMAN ELEMENT
IN ONLINE COURSES

April 22, 2019
UT Arlington – Link Lab



A bit about me...

- Teach online in the Learning Technologies program at the University of North Texas
- Designed, Developed and Taught 4 MOOCs a total of 12 times
- Chief Academic Officer and Co-Founder of iDesign
- A kid at heart & mother of 4
- **Deeply concerned about the student experience**

iDesign Partners



THE UNIVERSITY OF TEXAS SYSTEM
Nine Universities. Six Health Institutions. Unlimited Possibilities.



LOMA LINDA
UNIVERSITY



WAYNESBURG
UNIVERSITY

Humanizing Digital Learning

- The move to online and digital learning has depersonalized the learning experience
- The affordances of technology have advanced our ability to connect digitally since the advent of online/blended learning
- We **MUST** focus on the teaching and learning first **AND THEN** choose the right tool for the job



History of the HumanMOOC



MOOC

since 2013



4x

2017

offered by
EDUCAUSE as
an ELI course

Designed to model “how”
to implement emerging
technologies in the support
of
**instructor presence, social
presence, and cognitive
presence.**

2600+

ENROLLED

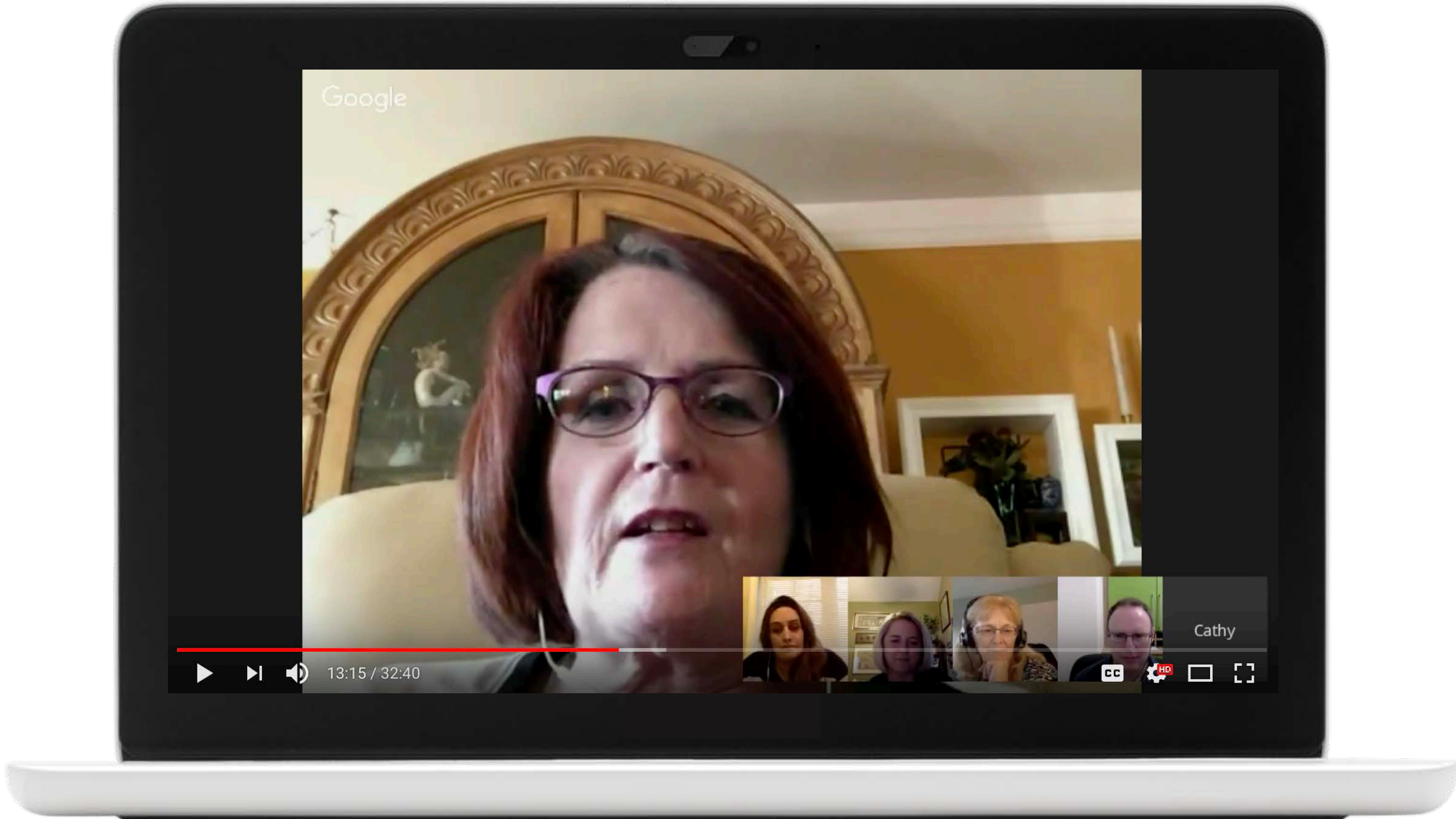
Faculty, Instructional
Designers, Directors of
Online Programs,
Provosts and faculty
support professionals

Purpose of the Study

The Gap: Educators and professionals spend a considerable amount of time participating in informal professional learning activities, however, these experiences are understudied because of the wide range of informal and tacit experiences that contribute to faculty professional development and learning, making it difficult to assess its effectiveness and how it impacts individual educators' actual practice.

Purpose of the_
current study:_

To explore participants' experiences after they have participated in a MOOC and the impact the MOOC learning experience had on their actual practices.



Google

▶ ⏪ 🔊 13:15 / 32:40

Cathy

CC HD

<https://youtu.be/EoEHAg86igU?t=12m34s>

Cathy Barnes, 2013 HumanMOOC Participant



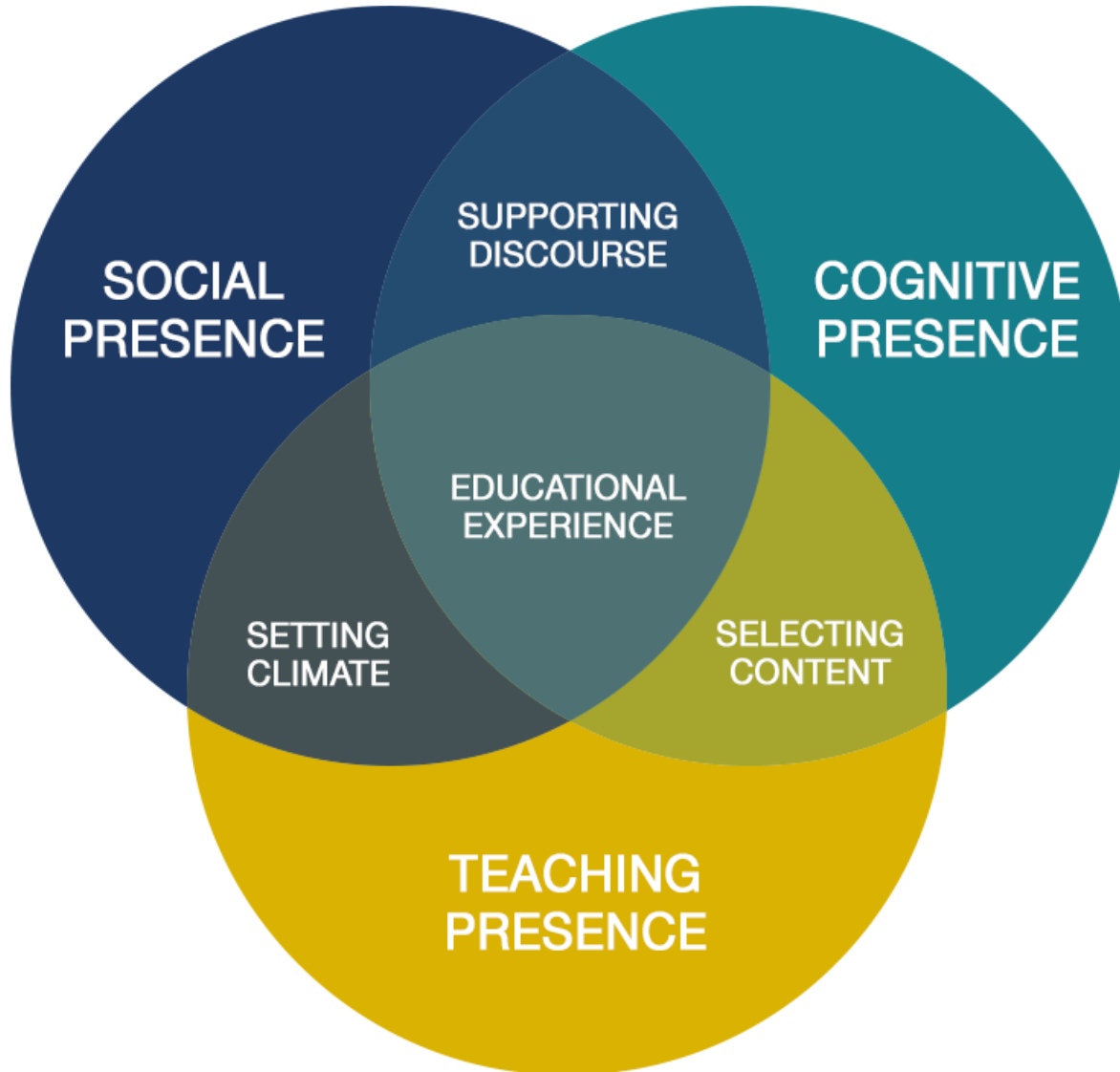
completing
and tasks
for the
experience
this new
of time



“(HumanMOOC) gave me all sorts of confidence.

I think you tell students we are trying this, or this is the time I've done this, as long as I was trying to do something with the goal being to humanize my class, to make it more real and relevant and engaging.”

Community of Inquiry



(Anderson, Garrison, Archer, 2001)

1. Instructor (Teaching) Presence

- Begins in course design and development and continues throughout the teaching and learning experience

2. Social Presence

- Humans are social animals, establish a sense of connectedness among learners

3. Cognitive Presence

- Constructing and confirming meaning through discourse and reflection

4. Humanized Educational Experiences

- Creating connected, collaborative learning experiences that engage learners



(Kilgore, Bartoletti, & Al-Freih, 2015)

ALIGN WITH PENN STATE COMPETENCIES

Faculty Competencies for Online Teaching

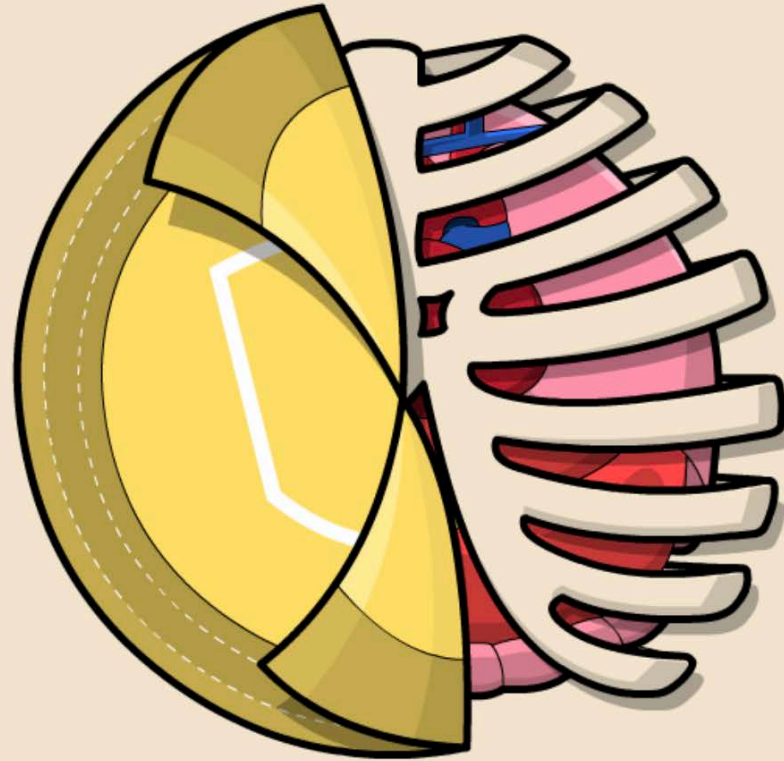
Humanizing Online Instruction MOOC: Alignment of Learning Outcomes to Penn State Competencies for Online Teaching Success	Penn State Pedagogical Competencies for Online Teaching Success								
	(1)Attend to the unique challenges of distance learning where learners are separated by time and geographic proximity and interactions are primarily asynchronous in nature.	(5)Provide detailed feedback on assignments and exams.	(6)Communicate with students about course progress and changes.	(7)Promote and encourage a learning environment that is safe and inviting and mutually respectful.	(8)Monitor and manage student progress.	(9)Communicate course goals and outcomes	(10)Provide evidence to students of their presence in the course on a regular basis	(16)Effectively use course communications systems	(27)Communicate expectations of student course behavior
HumanMOOC Learning Outcomes									
Evaluate the use of several asynchronous tools that enhance teaching presence, social presence, and cognitive presence to meet the needs of learners who choose distance learning for the sake of convenience.	X							X	
Evaluate and choose the audio/video screen-casting tool that will be used for providing learners feedback via video.	X	X			X				
Develop a sample course announcement using audio and/or video to include in a comprehensive course communication plan.	X		X	X			X	X	
Demonstrate good digital citizenship using instructor presence.				X					X
and select a new method of monitoring and student progress using voice and video		X			X		X		
goals and outcomes communications			X		X	X	X	X	
action plan explaining the new technologies to enhance instructor, cognitive, that will be included in the learners'			X				X	X	X
ts for your own course that build tion strategies in order to deepen							X		

		Week 0: Setting the Stage			Week 1: Instructor Presence			Week 2: Social Presence			Week 3: Cognitive Presence		
Humanizing Online Instruction MOOC Activity Alignment to Learning Outcomes		Video Introductions	Personal Action Plan- MOOC Participation	Set up a Blog and share the URL- Reflections	Create Instructor Introduction Video	Share ways video can enhance Instructor Presence and Humanize Instruction (VoiceThread)	Develop Communication Plan with Sample Introduction Announcement	Share Social Learning Activity Design Tips	Share 3-5 Goals for building social presence (FlipGrid)	Discuss Tools for increasing social presence	Creating Viral Events	Use audio and video when giving feedback on assignments.	Peer Review Activities
Learning Outcomes													
1	Evaluate the use of several asynchronous tools that enhance teaching presence, social presence, and cognitive presence to meet the needs of learners who choose distance learning for the sake of convenience.					X				X			
2	Evaluate and choose the audio/video screen-casting tool that will be used for providing learners feedback via video.											X	
3	Develop a sample course announcement using audio and/or video to include in a comprehensive course communication plan.						X						
	Demonstrate good digital citizenship using instructor presence.						X						
	select a new method of monitoring and student progress using voice and video											X	
	and outcomes communications						X						
	on plan explaining the new to enhance instructor, presence that will be included in es.						X	X					
	for your own course that solution strategies in order to ce.										X		

ASSIGNMENT ALIGNMENT TO BADGES

The tasks were aligned to the course learning outcomes and badges awarded based upon required task completion.

Badge image



Badge name

Description

Criteria

Issuer

Evidence

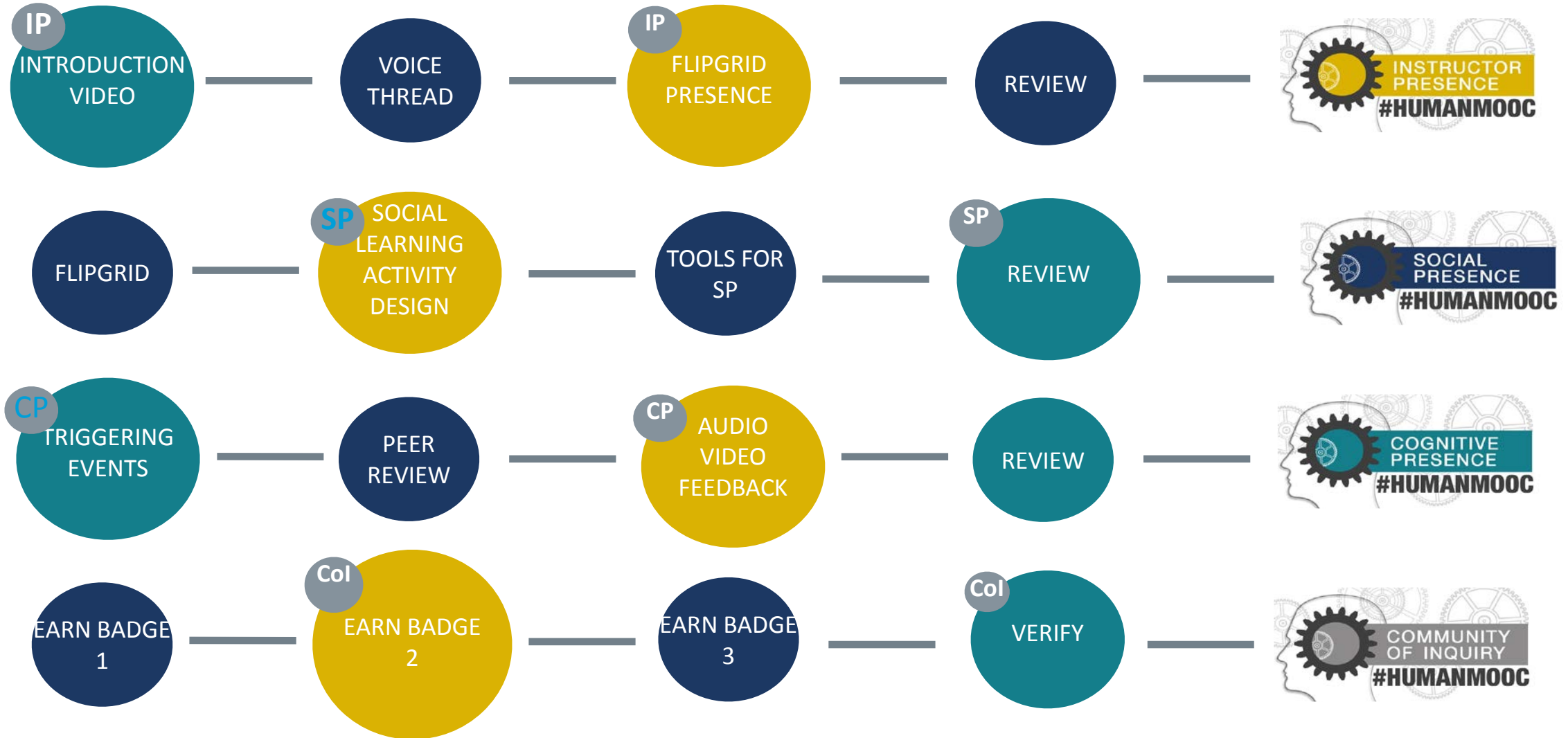
Date issued

Standards

Tags

OPEN BADGES
ANATOMY

BADGE PATHWAYS





Live Credit

Donnie Sendelbach

Credly member since February 2014



About Me

Director of Instructional and Learning Services & Director of Information Technology Associates Program

Earned (52)

Given (0)

PUBLIC

<p>Working Group Member 2014</p>	<p>Leadership Seminar: Promoting Effective Teaching and Learning 2016</p>	<p>Presenter 2016</p>	<p>Learning Beyond Letter Grades 2015</p>
<p>ELI Liberal Arts ... EDUCAUSE</p>	<p>ELI Leadership ... EDUCAUSE</p>	<p>EDUCAUSE Pre... EDUCAUSE</p>	<p>Learning Beyon... EDUCAUSE</p>
<p>Fall Focus Session 2015: Leadership for Teaching and Learning</p>	<p>Supporting Excellence in Online Instruction 2015</p>	<p>COGNITIVE PRESENCE #HUMANMOOC</p>	<p>RESEARCH PARTICIPANT #HUMANMOOC</p>
<p>ELI Fall Focus S... EDUCAUSE</p>	<p>ELI Course 1: S... EDUCAUSE</p>	<p>Cognitive Presence L... Human MOOC</p>	<p>Research Participant ... #HumanMOOC</p>
<p>COMMUNITY OF INQUIRY #HUMANMOOC</p>	<p>SOCIAL PRESENCE #HUMANMOOC</p>	<p>INSTRUCTOR #HUMANMOOC</p>	<p>Leadership Seminar: Leadership and Design for Innovation 2015</p>

Following



Followers



Accomplishments

4 Certifications

Instructor Presence in #HumanMOOC
Dec 2016 - Present

[See certificate](#)

Instructor Presence in HumanMOOC (#HumanMOOC)
Dec 2016 - Present

Credly

[See certificate](#)

Instructor Presence in HumanMOOC (#HumanMOOC)
Dec 2016 - Present • License CREDLY-13628181

Credly

[See certificate](#)

Social Presence in #HumanMOOC
Dec 2016 - Present

[See certificate](#)

Bringing it Back to the Classroom

“When you categorize the learning as instructor presence, cognitive presence, social presence, just putting those into those very simplistic categories really made me think areas of where my own online courses were really lacking. And then trying to figure out realistic ways to improve them maybe with some small steps so that I could have more instructor presence, so that I could engage ... Get my students to engage with each other more socially.”





Chapters written by participants
in the **#HumanMOOC**

Humanizing in context with
Practical examples

All proceeds go to provide
scholarships to **#DigPedLab**

Available on Amazon

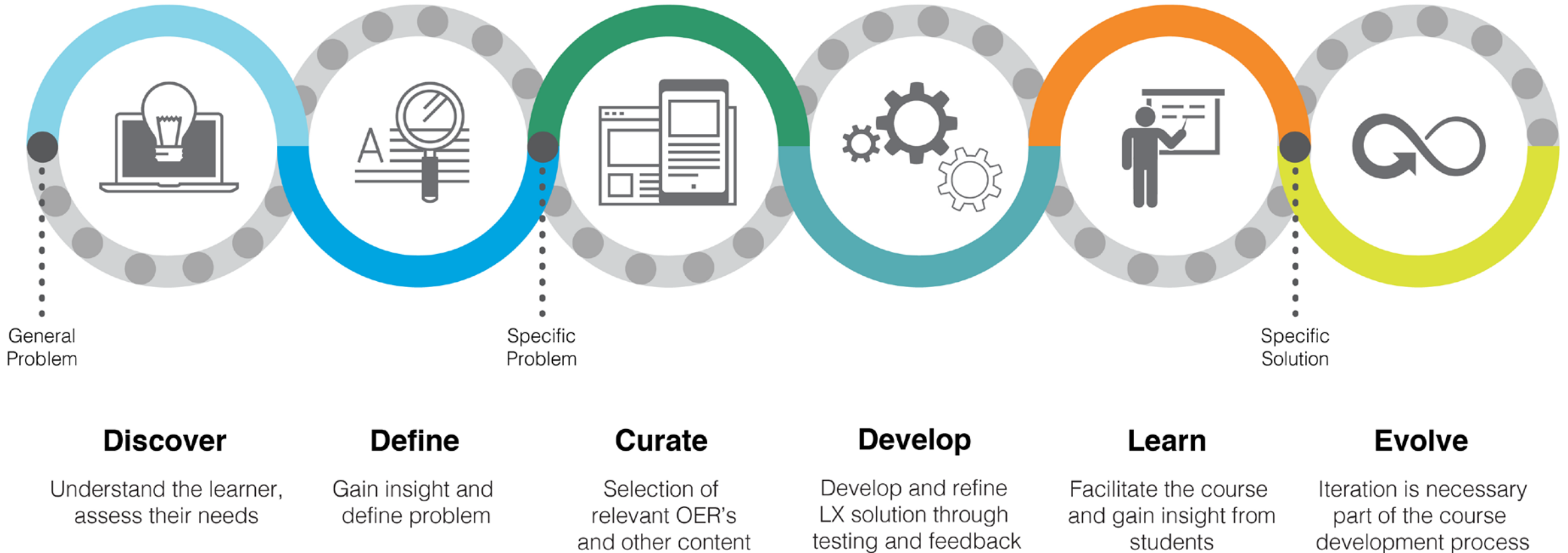
and OER at


humanmooc.pressbooks.com



iDesign

Learner Experience Design Process



A high-angle photograph of a park or public space. A person in a dark jacket and pants is walking away from the camera on a dirt path, carrying a red and white bag. The path is bordered by a low concrete curb and a paved walkway. In the background, there are several wooden benches, a black lamppost, and a fenced-in area. The scene is bright and sunny, with shadows cast on the ground.

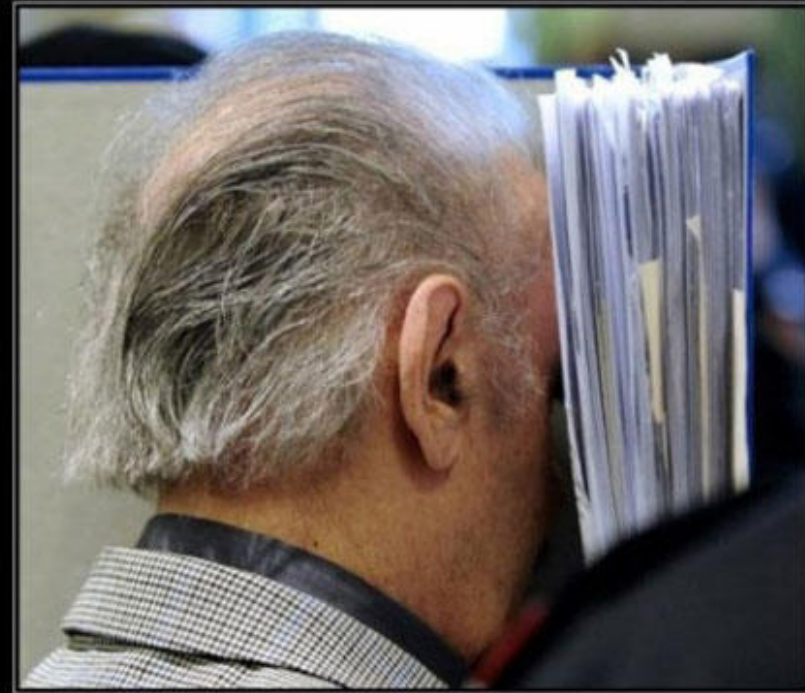
User experience

Design

When we put technology first...



BOATING
you are doing it wrong



FACEBOOK
You are doing it wrong.



7 Ideas you can implement today

1

Establish your Instructor Presence early with Video

2

Connect with your students before the class begins (announcements or email)

3

Video Discussions (great for introductions)

4

Student Blogs as Publishing

5

Podcasting (Instructors and Students)

6

Voice and Video Feedback on assignments

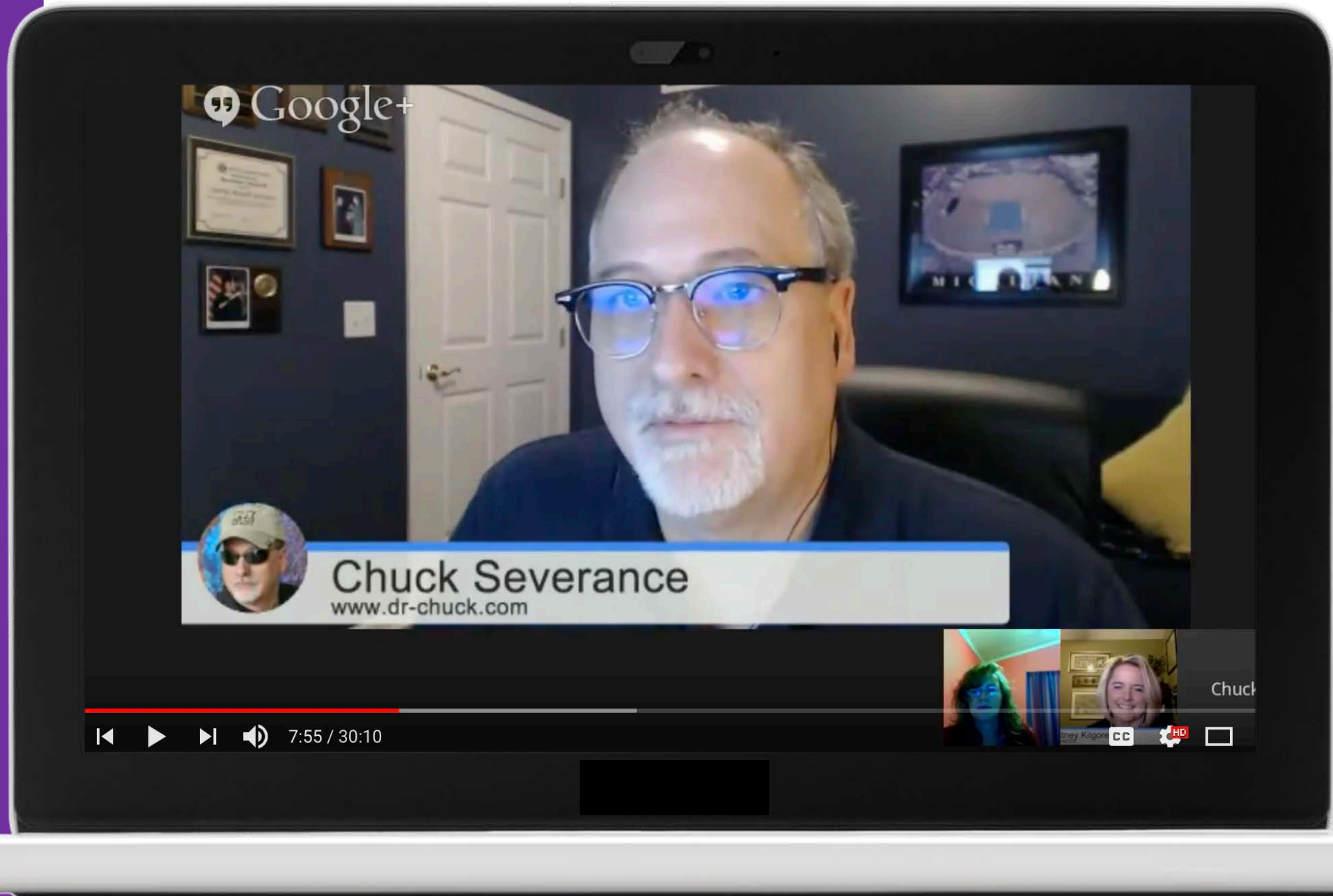
Bonus: #7

Pre-plan your communications for the entire course in advance

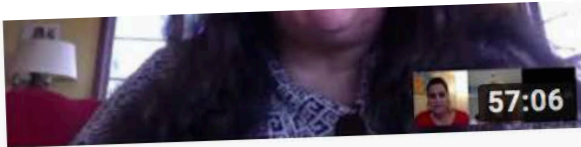


You want me
to do what?

1. Online Course Video



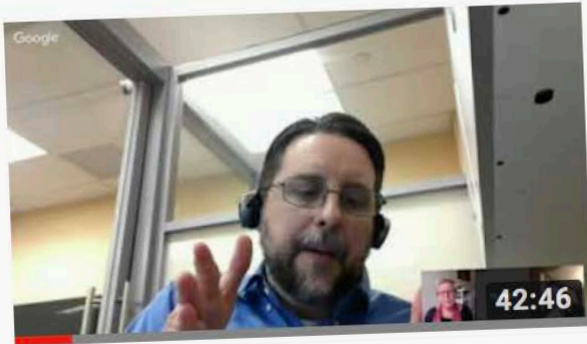
[https://youtu.be/xjHp_mkwrus?t=8m18s.](https://youtu.be/xjHp_mkwrus?t=8m18s)



Being Mindful

Human MOOC • 281 views • Streamed 2 years ago

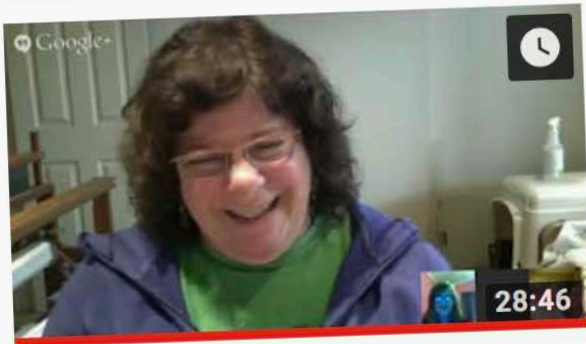
Kate Bowles will discuss her current thought about how human life is rarely appropriately orderly, and that setting is a critical part ...



Building Online Learning Communities w/ Rena Palloff


Human MOOC • 458 views • Streamed 3 years ago

Tuesday, March 24th at 7:30pm Central join Rena Palloff, Whitney Kilgore, and Robin Bartoletti as we discuss how to effectively ...



Digital Identity / Digital Presence

Human MOOC • 355 views • Streamed 2 years ago



2. Announcements, Email, or Video Welcome

Welcome to Week 0 - The #HumanMOOC on Canvas.net

Nov 14, 2016 at 5:45pm

[All Sections](#)

Welcome to the #HumanMOOC.

This course introduces learners to the process of building community in an online course. The Human Touch and a sense of connectedness in online courses have been noted in research studies to aid in engaging and retaining students. Prerequisite knowledge for this course is familiarity with online teaching and learning, willingness to interact and learn using a variety of technologies, and a desire to understand how multimedia can potentially supplement instruction. This course is free and does not require a textbook. However, previous course participants have collectively developed the [Humanizing Online Instruction Book](#) [↗]. This book is an open educational resource which is available to you under a [creative commons CC BY](#) [↗] [license](#) [↗].

To be successful in this course, plan to spend approximately 3 hours per week completing activities and interacting with other participants. The primary audience for this course is those who wish to add instructor presence and the human element to online or hybrid learning.

If you're new to Canvas, start the class by clicking on Courses after you log in at <http://learn.canvas.net>

The course opens November 14th mid-day (USA time) or November 15th in Australia. Here is a brief summary of things you need to know in order to get the most from this course and make it work for you during the introduction week, Week 0.



Welcome to the Human MOOC

0:01 / 1:45



<https://www.youtube.com/watch?v=qgN920VOOa8&index=10&list=PLI1jY4h3b8GDNCSyfw7popz8v7XYPCJ3>



3. Video Discussions

“I still remember very vividly that ritual where you go in and you do your introductions, and you guys were promoting a video recording tool to do that. I was running into people I knew, people I hadn’t seen for a while, people who I knew their blogs, and thought, this is so cool. Here’s a little video of them.”



Discussion

Due Date

Initial post due by 11:59pm on Wednesday

Replies due by 11:59pm on Saturday

Humanize your Introduction to the Course with VIDEO!

Use the video tool (click on the filmstrip icon on the WYSIWIG tool bar) to record your introduction. Let's start building some social presence early in the course.

Keep it brief, but tell us what you do (work/other), what you hope to learn during this course, and your interests/hobbies. Once you have posted your introduction, be sure to make others in the course feel welcome.

[Here's how.](#)

STREAM 3: Our World is Awesome!



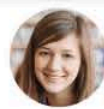
by Ms. Tabetha 8 topics 257 videos 6018 views 9.3h engagement



Add Idea



Kevin



Anavey



Stephanie



Danielle



David



Stacy



Brielle



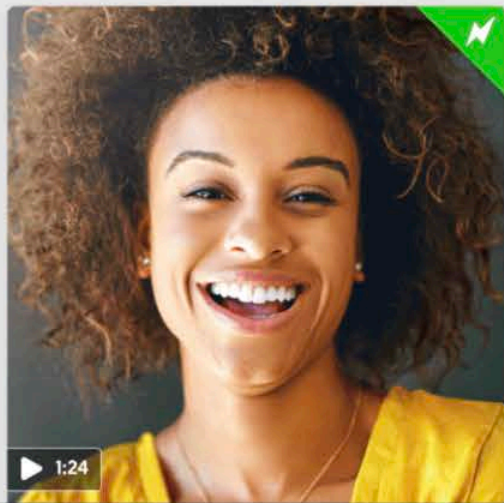
Candace



Kevin



Monica



1:24



YouTube

Coral Reefs in Trouble

Sep 22

Overfishing, climate change and pollution are now putting so much pressure on coral reefs systems that [Reefs at Risk](#) has published a recent study that all

My Green Sco

Sep 14

Use our class OneNote a and compute your Gree

Then, share ways you an upon your score in the s your life.

Hr 5 Green Score R Microsoft OneNote



Daniel T

Oct 2, 2017 3:45p

451 views

Thoughts on sustainability for #group5

❤️ 12 💡 6 😊 8 🎨 11 🗣️ 11

www.nationalgeographic.com/yourphotos...

6 Replies to Daniel



MacBook Pro

TRANSFORM DIGITAL DISCUSSIONS



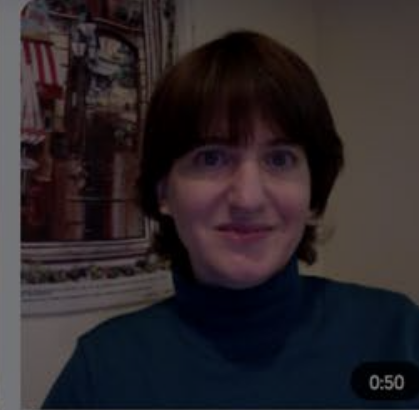
Elizabeth G



John S



Joseph R



Kathryn I



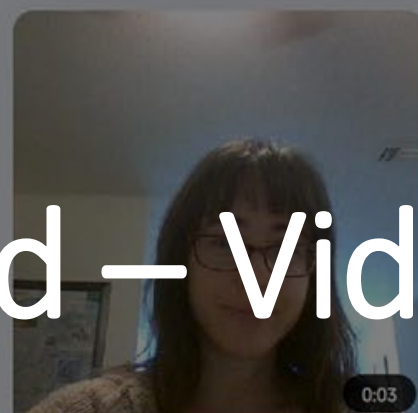
Julie L



ck P



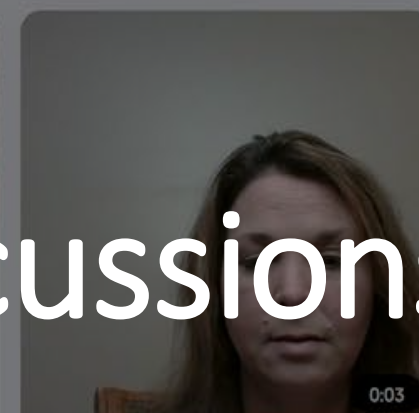
Aifang G



Nicole S



Elizabeth F



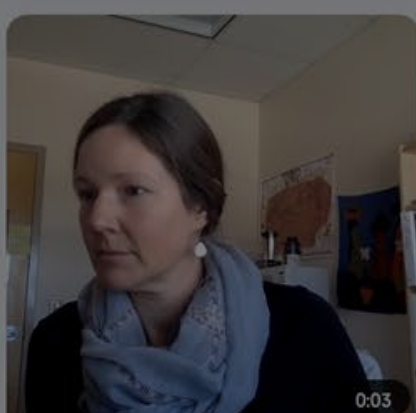
Shelia H



Kristi S



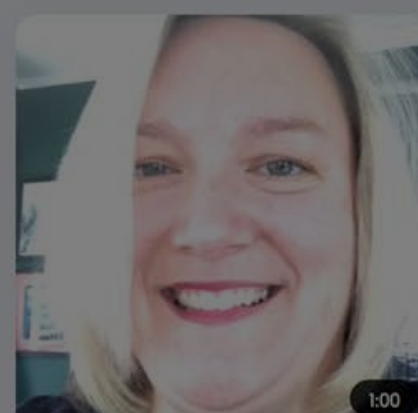
Courtney D



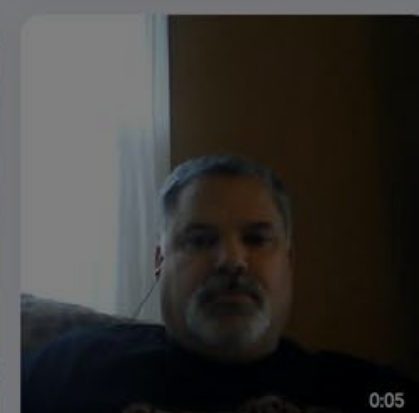
Jen R



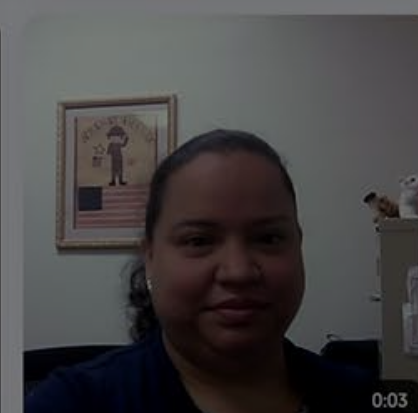
Cynthia D



Michelle M



Tim R



Ellie R

FlipGrid – Video Discussions



Sue Tucker ☆ Feature ✎ Edit



5 views

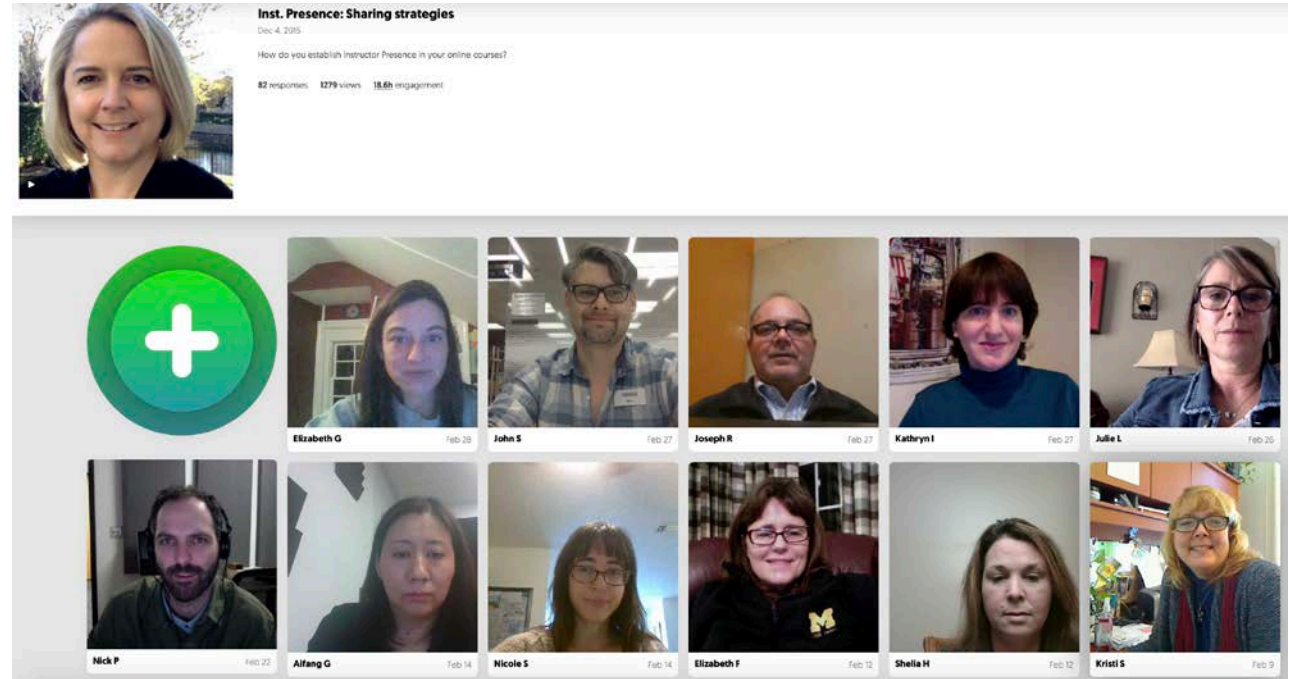
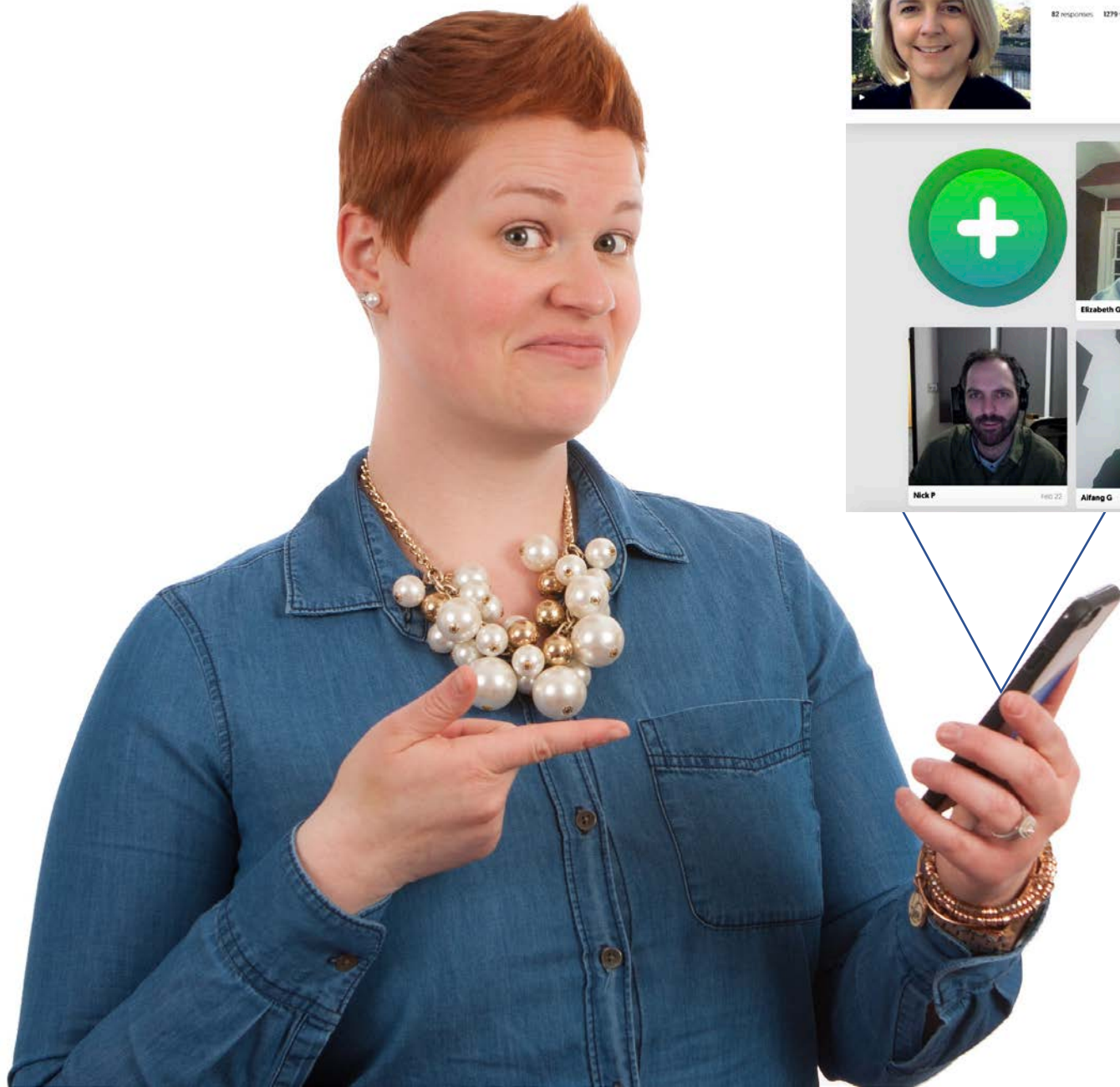
[Feedback](#) [Details](#) [Replies \(0\)](#) [Share](#) [Transcr](#)

Edit Transcript

How do I incorporate instructor present into my courses at the moment I have to CYA don't or at least not very well and that's partly because of the design of our courses and the courses that I'm involved in are pretty courses for a staff and they're deliberately designed to be pretty much set and forget. They s their. I synchronises self heist. One of the things that I'd like to look at doing is maybe introducing click great I think this could a really good way of getting some conversation going. We've also just started to look at using voice right. As an organization. So I think that's tutorials that I could certainly look at using and even just the one that I did just now. Was that you're cheap usir your cheap capture I didn't realize how easy that was to use. Sc that's another way of getting some short short videos into a uni

✓ Save Transcrip

It's
accessible



And mobile friendly too!

4. Blogs as Student Voice

-Laura Gibbs



Storybook Favorites

There were surprisingly quite a few stories that I did not recognize from the list of storybooks. So I decided to check out two that I was aware of and one that was unfamiliar. Due to my childhood love for Aladdin, the first storybook that stood out to me was A Whole New World. The storybook was very organized, with multiple navigation options. I thought...

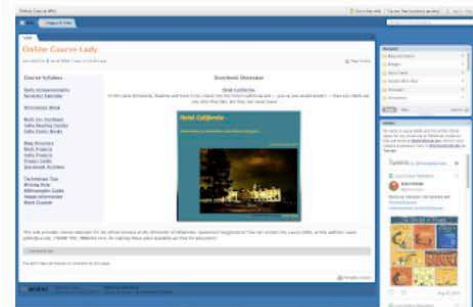
posted 2h ago by Kaylee Martin via [MF Kaylee](#)



Storybook Favorites

There is a time in each child's life when the facade of storybooks is shattered by the introduction of the stories true origins. Suddenly darkness overshadows each story's outlandish perfectness and we begin to see the true twisted nature of our creative ancestors. More specifically, my intrigue with mermaids began when I was a young girl. Upon learning...

posted 3h ago by Brooke Holloway via [MF Brooke](#)



Technology

I think that the technology for this class is a little overwhelming to be honest. It seem as if there will be a lot of jumping from website to website in order to do one assignment but I am also eager to see the ways that we learn on each of these websites. I have used a few of the websites before but not all of them. I am probably most familiar with...

posted 3h ago by Morgan Curry via [MF Morgan](#)

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Whitney Kilgore @whitneykilgore · 19h

Laura, I love seeing this in action. Can I share this in a talk I'm giving on Thursday as a best practice??



1



Laura Gibbs

@OnlineCrslady

Following



Replying to @whitneykilgore

oh, I'm glad to share, and people can contact me if they have questions; I subscribe to the blogs in Inoreader, and then that's how I am able to put the live stream in Canvas. I really like how students can see their own blog posts appear... by magic! :-)
[#RSSForever](#)

9:47 PM - 21 Aug 2018



#HumanMOOC |
Humanizing Onli..

FlipGrids in the
#HumanMOOC

Hangouts
#HumanMOOC

Technology in
Nursing

Bryan Hauf |
Portfolio

Five Flames 4
Learning Ignite

H.J. DeWaard -
Teach & Learn

Sandygirl

Reflections on
Learning: Int..

Team Leader -
Google+

Whitney Kilgore |
Leveraging

Kurinchi
Gurusamy

@pps for
Instructors -
Home

The Anatomy of
an Inquirer

Blogs shared by
some of the
#HumanMOOC
participants

Online Teaching

The Team Jim

Online learning

Free
Culture
Open Knowledge

arthritis part

School Counsell...
Talk

B. Faber

Human MOOC
Reflection

Newly Human



commonplace

learningshrew |
Exploring edu

Polyglot12
Consulting

Creating an Open
Classroom

The Tattooed
Professor | His..

Reflective
Practice

What's Next? |
Lifelong Lear..

AliceHumanMoo..

You're the Teach...
| Teachin..

Multilitteratus
Incognitus

Virtual Learning
Reflections..

InSciEd.com

Start Learning

DIY Genius |
Learning By Doi..

Tucker's Ed-Tech
Blog

Dr. Donnie
Sendelbach
Explor..

toms online
learning tools

See Reeves

Filipina Pate

Nothing Ever Ends

Learning to Liste...
Listenin..

Exercise in
personal
Knowled..

Adam Croom

Ms. Miller's
Educational

Richard Crease's
Blog

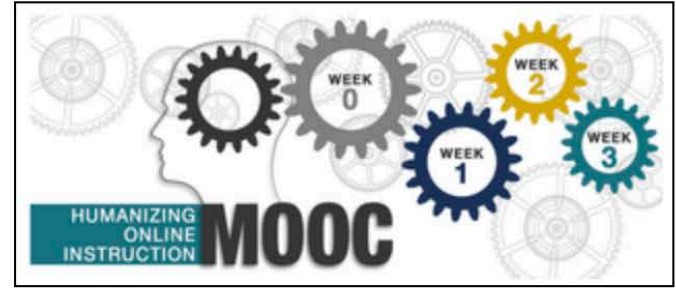
A Classroom wit...
no Walls

Wenta

Humanizing Online Instruction - #HumanMOOC

Online learning opportunities come when you look for them and stay connected. This one came to my attention through Twitter. Since I look for ways to improve my teaching practice within blended and face-2-face learning spaces, this course will help me reflect on what it means to be human online. I will attempt to capture my learning and the connections I make throughout this course on this page and other connected spaces. After reviewing the course outline, module activities and reading lists, it's obvious that there is a lot to learn about having a human presence in online spaces.

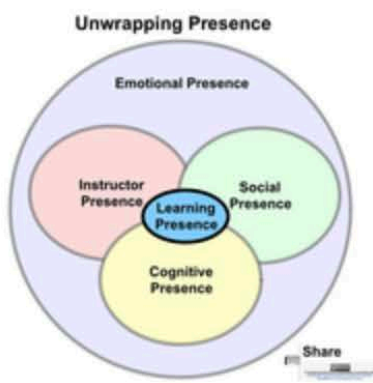
Resources and Links from #HumanMOOC



Click on image to go to Humanizing Online Instruction MOOC site.

Shaping my story in #HumanMOOC learning spaces

Engaging with others in a variety of digital spaces for this course includes Twitter using #HumanMOOC. It includes blogging within my own blog space (Five Flames 4 Learning) as well as commenting on other's blog posts by making connections from text to text, text to self, text to world, world to self. Here are a number of links to digital creations for this course.



Blog post UnWrapping Presence

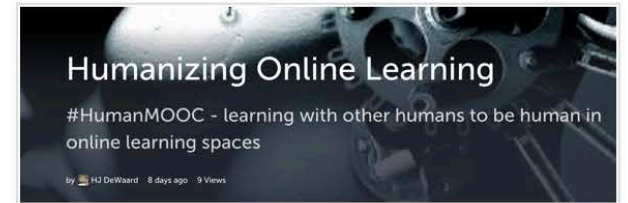


Blog post Tips from a Video Voice

Image from Nebraska Library Commission. (Nov. 27, 2012). Blue snowball USB microphone Retrieved from <https://flic.kr/p/dwQ5gJ>



Blog post Getting it Wrong



Click on image to link to a STORIFY created from Twitter posts.

Monday, March 23, 2015

How is online learning going? Report from Week 1

Monday, March 23, 2015

I am taking a free 4-week canvas class called Humanizing Online Instruction: The #HumanMOOC. I took it for a couple of reasons.

#1 I need to *take* an online class if I want to be able to *teach* an online class.

#2 I need to figure out if online teaching is what I want to do

It seems that the students in this class are experienced in online instruction, and are looking for ways to make it more “human”. I am not yet comfortable with the technology of online delivery, but I am very committed to humanizing the instruction.

I felt open and eager at the beginning of the class, posting welcomes to many of my fellow students, making some personal comments to a few. It took a while for students to post on my introductory video or on my class video, though the wayfinders did. I stumbled a bit trying to remember the basics of canvas, which caused some minor frustration. Gradually over the Week 0, I got hooked in, and spent a late night watching videos, and navigating around the canvas site. That caused a bit of disorientation, similar to feelings when I am scrolling through facebook, surfing the web, or getting lost while driving in unfamiliar places.

About Me



 **Holly Heuer**

 Follow

1

[View my complete pr](#)

Blog Archive

▼ 2015 (2)

▼ March (2)

[How is onlinelearning going?Rep
Week 1Mon...](#)

[Reflective Practice in a Blog? Yea
I was in...](#)



5. Podcasting Vodcasting Vlogging

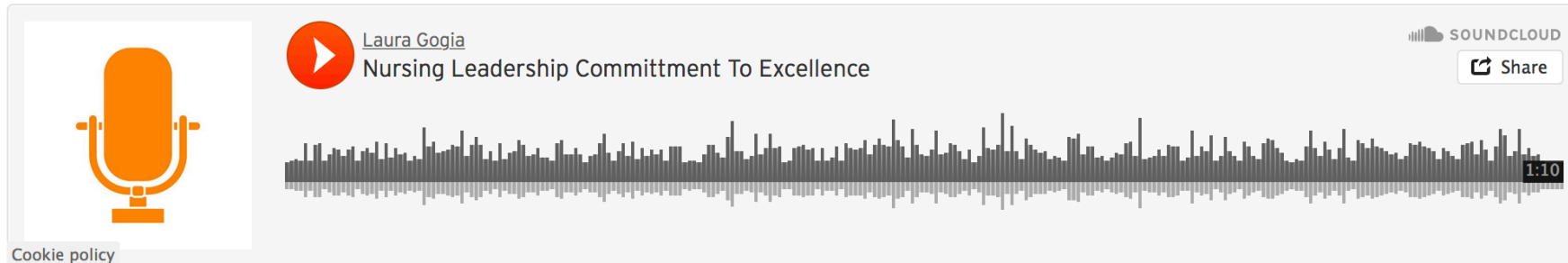
Podcasting – Instructor

What Can Nursing Leadership Look Like?

We all have our ideas about what nursing leadership looks like, but how do healthcare reformers at the national level envision nursing leadership and its impact on the future of healthcare? This podcast outlines some key concepts of nurse leadership and the best strategies for cultivating the right skills and opportunity.

FOCUS QUESTIONS

- What does nurse leadership look like? Identify several concrete examples given.
- Why is nurse leadership important and where does it take place?
- What are some strategies for becoming a nurse leader?



Cookie policy

Gogia, L. (2018, August 21). *Nursing Leadership: Commitment to Excellence* [Audio podcast].

Podcasting – Students

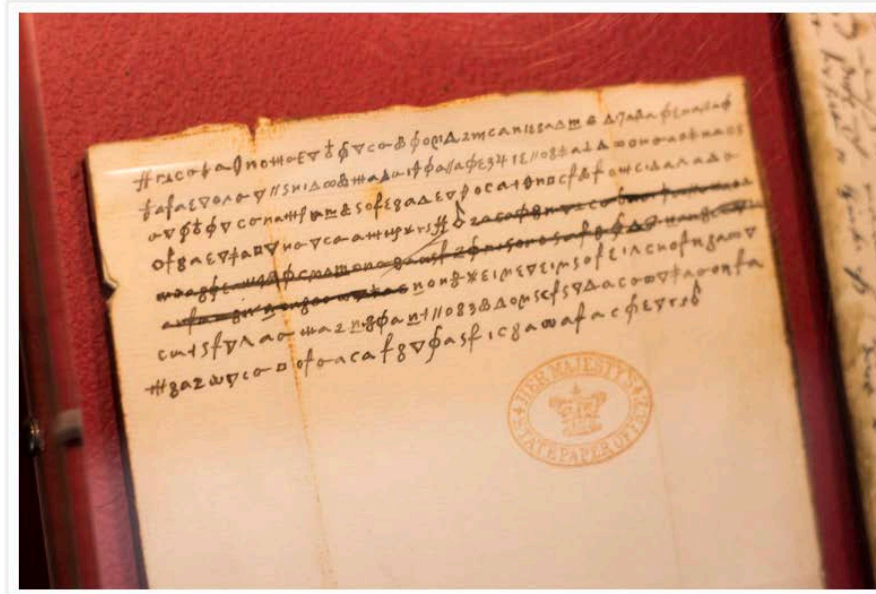
Students as (Podcast) Producers

 Derek Bruff

 March 16, 2018

 Educational Technology, Teaching Cryptography

One of the themes we build into much of our work at the Vanderbilt Center for Teaching is the notion of engaging students not only as consumers of information, but also as producers of knowledge. Often, when we say “Students as Producers,” we really mean students as researchers, scholars, designers, or problem solvers, but last fall, my students were quite literally producers. They produced a class podcast for my first-year writing seminar on cryptography.



Google



Autumm Caines @autumm
Columbus OH

Create the Space for Social Learning to occur

0:01 / 46:05

#HumanMOOC All Hangouts

Autumm Caines - 4 / 15



#HumanMOOC Participant Organized and Led Discussion Group

Autumm Caines



Digital Identity / Digital Presence

Human MOOC



SUNY TCEI Instructor Presence & Tools

Human MOOC

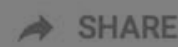


#HumanMOOC Participant Hangout

Amy Ostrom

#HumanMOOC Participant Organized and Led Discussion Group

71 views



SHARE



Autumm Caines

Streamed live on Dec 14, 2015

SUBSCRIBE 11

This is a participant organized and led discussion group for the [#HumanMOOC](#) open online learning course. Reflection on Week 0 as we start into Week 1. Topics will be determined by the participants and the conversation will just go and flow.



Virtually Connecting and Social Presence

Human MOOC

36 views



Digital Identity / Digital Presence

Human MOOC

327 views



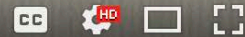
Amy Ostrom @AmyOstrom
Charleston, SC



IN THEIR OWN WORDS...
#HUMANMOOC

BUILDING COMMUNITY, ESTABLISHING PRESENCE

▶ ⏪ 🔊 0:01 / 9:42



6. Voice and Video feedback

“I have started doing for major assignments when I’m grading... I thought that was such a significant thing to think about, rather than typing feedback, but to actually speak some of it so that they know I’m not mad at them and that kind of thing and I’m not a mean teacher or whatever, but to **hear my voice.**”



“It’s much more challenging to get meaningful feedback in the online environment about who can hear you, who can’t. Who’s engaging, who’s getting what they need, who’s finding that it’s not getting them what they need.”

-
HumanMOOC Participant
























Impact to Practice!



<https://youtu.be/EoEHA86igU?t=14m54s>

7. Suggested Communication Plan

Click on the links below to access example messages. **Personalize the messages so you do not send the same message as other instructors.**

Day	Module 0	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Sunday		 Welcome: Module 1 Important Dates	 Welcome: Module 2 Important Dates	 Welcome: Module 3 Important Dates	 Welcome: Module 4 Important Dates	 Welcome: Module 5 Important Dates	 Welcome: Module 6 Important Dates	 Welcome: Module 7 Important Dates	 Welcome: Module 8 Important Dates
Wednesday	 Welcome to the Course!	 Discussion Reminder: Initial Post Due	 Feedback: How did students do last week?	 Feedback: How did students do last week?	 Feedback: How did students do last week?	 Feedback: How did students do last week?	 Feedback: How did students do last week?	 Take End of Course Survey	 Feedback: How did students do last week?
Friday		 Reminder: Assignment Due Date		 Looking Ahead: Exam or Paper?				 Looking Ahead: Exam or Project?	 Conclusion Wrap up Course

 - announcement

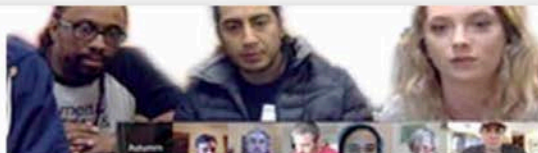
 - email



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VC EPATIENTS

POSTS ▾

SOCIAL ▾

RECENT EVENTS ▾

SCHOLARSHIP ▾

PARTICIPATE ▾



We are @VConnecting at AMICAL 2019!

🕒 March 25, 2019 👤 joemurphy 💬 2

Virtually Connecting will be at AMICAL 2019 at the American University in Cairo! Join us for conversation at the conference for libraries, technology & learning [...]

SEARCH ...

Subscribe to our mailing list

your email address

SUBSCRIBE



We're @VConnecting from #OER19 on April 10-11

🕒 March 17, 2019 👤 teresa 💬 0

We will be joining this year's OER conference coming from Galway, Ireland where the focus is on Recentering Open: Critical and global perspectives. We hope [...]



FOLLOW US ON TWITTER

My Tweets



Virtually Connecting March 18-20 at Digital Pedagogy Lab Toronto!

🕒 March 13, 2019 👤 greenterry 💬 2

The Digital Pedagogy Lab - Toronto event is on March 18-20,

RECENT COMMENTS

Prepared Materials

Bite sized content

Audiobook

Visual

Metaphor

Podcast

Infographic

Book

Audio Conference

Multimedia

Article

Digital Storytelling

Research

Movie

Open Resources

Animation

Content with Interaction*

Facilitation

Webinar/Videoconference

Community of Practice

Project-based Learning

Seminar/Conference

Content Curation

Presentation

Tour

Demonstration

Story

Interview/Guest Speaker

Lecture

Workshop

Explanation

*(requires instructional time during teaching)

Course Materials*

Discoverers' Map

Check-list

Webquest

Workbook

Wiki

* (require student interactivity during course)

Communication

Chat

Feedback

Lunch and Learn

Text message

Grades

Social Network

Social Media

Announcements

Back Channel

Instant Messenger
(Slack, WeChat, other)

Microblog

Email

Student to Content Activities*

Repetition

Summary

Job Rotation

Practice

Reflection

Journalism 2.0

Blog

Observation

Survey

Sketching & Doodling

Poll

Note Taking

* (can be completed individually)

Student to Student Assignments*

Threaded Discussion

Group Assignment

Discussion

Case Study

Simulation

Mystery Shopping

Teach Back

Shadowing

Focus Group

Role Play

* (collaborative)

Possible student group activities

Job Aid

Return on Investment

Exhibit

Shared workspace

Big Data

Game

Tagging

Implementation task

Virtual Agent

Mind-Map

Social bookmarking

Augmented reality

Newsletter

Experimenting

Apps-supported learning

E-book

Virtual World

Be an Innovator!

Try something new to humanize
your online or blended course.





What will you try?

1

Establish your Instructor Presence early with Video

2

Connect with your students before the class begins (announcements or email)

3

Video Discussions (great for introductions)

4

Student Blogs as Publishing

5

Podcasting (Instructors and Students)

6

Voice and Video Feedback on assignments

Bonus: #7

Pre-plan your communications for the entire course in advance

Research and Dissemination

- Dissertations by Matt Crosslin and Maha Al-Freih
- Kilgore, W., Bartoletti, R., Al-Freih, M., (2015). *Design Intent and Iteration of the #HumanMOOC*. In proceedings of the European MOOC Stakeholders Conference 2015, (pp. 7 – 12) Mons, Belgium.
- Kilgore, W., & Lowenthal, P. R. (2015). *The Human Element MOOC: An experiment in social presence*. In R. D. Wright (Ed.), *Student-teacher interaction in online learning environments* (pp. 373-391). Hershey, PA: IGI Global.
- Kilgore, W., & Al-Freih, M. (2016). MOOCs as an innovative pedagogical design laboratory. *International Journal on Innovation in Online Education*, 1(1). Retrieved from <https://onlineinnovationsjournal.com/streams/the-influence-of-social-media-on-online-education/4b9873d96241a56b.html>
- Al-Freih, M., Dabbagh, N., Kilgore, W., & Bartoletti, R. (June 2015). *The role of learning theories in MOOC design and research*. Paper presented at the 2015 Enterprise Learning Conference (ELC), Manassas, Virginia.
- Al Freih, M. & Kilgore, W. (2015) *The HumanMOOC: A Community of Inquiry for Online Instructors*. Presented at the Digital Learning Research Network Conference at Stanford University, CA.
- Kilgore, W. (2015) *Humanizing Online Instruction*. Presented at InstructureCon, Park City, UT.
- Duque, S. & Kilgore, W. (2014). *The Human Element: A MOOC on the Community of Inquiry*, Sloan Consortium Emerging Technologies for Online Learning Conference, Dallas, TX.



**THANK
YOU!**