DO YOU HAVE WHAT IT TAKES?
TRANSFORMING STUDENTS INTO ONLINE LEARNERS

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Taking at Least One Distance Course...

- 2002: 1.6 Million Students
- 2008: 4.6 Million Students
- 2014: 5.8 Million Students

Online Learning is Here to Stay

WCET Distance Education Enrollment Report 2016
TRADITIONAL COLLEGE STUDENT

• 18-22 year old
• financially dependent on their parents
• Single, no dependents
• Full time student
• Living on campus
• Recent high school graduate

Source: National Center for Education Statistics
NON-TRADITIONAL COLLEGE STUDENT

- Full-time workers
- Part-time students
- Older students who delayed college or are seeking a second degree
- Students who are financially independent
- Parents to at least one dependent
- Single parents
TODAY’S TRADITIONAL ONLINE STUDENT

- 20% are ≥ 30 years old
- About 50% are financially independent
- 25% are caring for at least one child
- 47% go to school part time (at some point)
- 25% take a year off before starting school
- 40% attend a two-year community college
- 44% will be first generation college graduates

Source: National Center for Education Statistics

Credit: LA Johnson/NPR
SUCCESS STRATEGIES

- Self-Help
- Digital-Communication
- Technology
- Willingness
- Organized
- Comfort-with-Computers
- Services
- Motivation
- to Use
- Determination
- Support
- Student
- ASK
- Time-management
- Persistence
- GRIT
- Perseverance
- Comfort
- Readiness
- Satisfaction
- Dedication
- Engagement with
- Collaboration
Are you looking for learning that is flexible and fits your lifestyle? Are you able to learn somewhat independently? Do you like to be responsible for your own learning?

Online courses may be for you. To find out, take the short quiz below.

Instructions: Choose the most accurate response to each statement. Then click the Am I Ready? button.

1. I am good at setting goals and deadlines for myself.
   - Agree
   - Somewhat Agree
   - Disagree

2. I have a really good reason for taking an online course.
   - Agree
   - Somewhat Agree
   - Disagree

3. I finish the projects I start.
   - Agree
   - Somewhat Agree
   - Disagree

4. I do not quit just because things get difficult.
   - Agree
   - Somewhat Agree
   - Disagree

5. I can keep myself on track and on time.
   - Agree
   - Somewhat Agree
   - Disagree

6. I learn fairly easily.
   - Agree
   - Somewhat Agree
   - Disagree

7. I can learn from things I hear, like lectures, audio recordings, or podcasts.
   - Agree
   - Somewhat Agree
   - Disagree

8. I have to read something to learn it best.
   - Agree
   - Somewhat Agree
   - Disagree

Are you able to easily access a computer and the Internet?
   - Yes
   - No

Are you comfortable communicating electronically? (e.g. email and boards)
   - Yes
   - No

Are Online Courses for You?
CORE AREAS OF FOCUS

- Personal Domain
- Interaction Domain
- Learning Domain
PERSONAL DOMAIN - COMPETENCIES

1. Set realistic expectations for online study
2. Maintain determination to achieve learning goals
3. Manage the challenges of online learning
4. Manage time effectively
5. Comply with academic, ethical, and legal standards
REALISTIC EXPECTATIONS

STRATEGIES:

1. Detail out the typical time frame to complete all work each week, based on credits and experience
2. Share advice from former students about their successes/failures and the root causes
3. Explicitly focus struggling students explicitly on what to focus on and how to be successful
4. Don’t overwhelm students who went through crisis with missed work
Hi Greg,

A note of encouragement to you. I review your grades and you can still pass the course. You have worked so hard - finish strong!

Here is what is still missing that can be completed according to the late policy:

- Unit 8 Certify Lab (5 overdue labs worth 34 points possible)
- Unit 8 Quiz (10 points possible)
- Unit 9 Certify Lab (3 overdue labs worth 24 points possible)
- Unit 9 Quiz (10 points possible)
- Unit 10 Certify Labs (50 points possible)
- Unit 10 Quiz (10 points possible)
- Unit 10 Discussion (30 points possible)

I have reviewed your gradebook to date and you have earned 477 points to date. You have failed the course with a "D" as stated in the syllabus grading scale, you will need to earn the possible 1000 points (60%).

Based on this, you should try and complete ALL of Unit 10 which is worth 100 points. I would like to see you submit something between now and end of term, Tuesday, Oct. 30th midnight ET. You can do this electronically or send me a text message. Please just send them my way as I'm happy to help.

Please make sure to let me know via email when you have completed this. I will manually grade your efforts and I don't want to miss your hard work! Keep it up.

Well wishes from past students!

Hi everyone. At the end of each term, my students provide feedback on the course and advice to future students in MM150. So, I wanted to share some highlights of their thoughts with you all. I hope they are inspiration as well as helpful! Have a good weekend! Kirsten

- My advice to another student would be to not give up. Keep at it until you get it. If it gets to be too frustrating, then take a break and come back to it later. My only regret is that this course was only 10 weeks long and an hour a week.
- STAY FOCUSED!
- The only advice that I could give is study and practice as much as possible and start you MML early in the week so that you will know what you need help on when seminar roles around.
- I would tell the next student coming into this course to be positive and stay focus. Take your time and ask questions if you need help. The class discussion was very helpful because I learned from each and everyone in this class. The Professor is great and always here to help when needed and is very knowledgeable.
- [It helps] having a positive attitude and staying well organized!
- Take your time and use the examples when completing the MML.
- Best of luck to all of you and if anyone ever needs help please just ask and I will do what I can with what I know. And remember it takes more muscles to smile than to think, so just smile with you start to get frustrated or flustered.
- Dive in, ask lots of questions, use the Math Lab, and you'll be fine.
- Have fun in this class and don't get too worried about how bad you think you are.
- Just stick to it and make sure to give yourself time to read the assignment before starting the MML.
- I would tell the incoming student to believe in theirself, that they will be surprised at how much of the stuff they already know, they just forgot that they knew it. I know that happened to me a few times throughout.
- Don't get yourself worked up. Everything will come to you. And if you're having trouble, just ask!
- READ READ READ the book. (regularly) I read the book, but there were parts i skimmed...read everything so you don't get lost.
- Advice I would give to another student would be to not neglect their text book. You start to think that you remember things and it's not what you thought. Always refer back to the book.
- My advice to a student starting next term would be have Ms. Meymaris for your instructor she makes math fun
- Do your MML ASAP. Do not wait to the last minute to do it. Also if your MML states that you can redo the
MAINTAIN DETERMINATION

STRATEGIES:
1. Request students set their own goals and “contract” them to you!
2. Be flexible and aid students in adjusting goals when life happens
3. Positive, Positive, Positive!!
4. Pre-determined dates for specific outreach - 12358 Plan
5. More Proactive Outreach Less After-The-Fact Feedback
Objective:
To make sure every student is counted and cultivated through superior student outreach, attention, and follow-up. It’s as easy as 1, 2, 3, 5, 8!
CONQUER CHALLENGES

STRATEGIES:
1. Where can students get help?
2. How can a passing grade be achieved?
3. Anticipate challenges with proactive outreach
4. Be flexible, but don’t break the student (overwhelming)
5. Share University resources for life challenges
TIME MANAGEMENT

STRATEGIES:
1. Provide mini goals throughout each week
2. Share time management strategies every unit/week
3. Perform time analysis of course assignments to then inform students.
4. How can students maximize effort?
5. Work with children, not against them
6. Breaks are important!
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5 hours homework
1 hours quiz
5 hours reading
2 hours discussion board
13 hours / week
STANDARDS

STRATEGIES:

1. Share academic policies with students and where to find them.
2. Use judgement to determine if a situation can be a learning opportunity, must be reported, or both.
3. Do your own work
4. Maintain “open door” policy for questions
YOU TELL US!

1. Set realistic expectations for online study
2. Maintain determination to achieve learning goals
3. Manage the challenges of online learning
4. Manage time effectively
5. Comply with academic, ethical, and legal standards
INTERACTION DOMAIN

1. Effective digital communication
2. Productive online interaction
3. Collaborating in online communication
4. Use technology proficiently
EFFECTIVE DIGITAL COMMUNICATION

STRATEGIES:

1. Variety is key! Give them options on how to reach you and be willing to reach them in any method.
2. Get Google Voice!
3. Preferred Communication Plan
4. Share your schedule
5. Just make the call!

You can reach me!!

Call/Text at 303-736-9598
Chat/Email at kmeymaris@purdueglobal.edu
Google Hangouts/Meet kmeymaris@purdueglobal.edu
What is your preferred method of communicating with your online instructor?

- Emails: 66.7%
- Phone calls: 16.7%
- Texting: 8.3%
- Webchat: 8.3%
- Facetime:
- Google Hangouts/Meet:

Email address *
Your email:

Please share your full name (first and last name): *
Your answer:

What course are you taking this term? *
- MM212 - College Algebra
- MM305 - Business Statistics and Quantitative Analysis

How will you get in touch with Professor Kirsten when you have questions? *
- Email at kirstenk@brown.edu
- Call at 303-736-9599 (after 10am ET as I am in Mountain Time)
- Text at 303-736-9599

How do you want Professor Kirsten to get in touch with you? *
- Email
1. Choose a Google Voice number
2. Search for available numbers by city or area code.
3. Choose (970) 480-7403
4. You selected (970) 480-7403
5. Enter a number to link
6. Enter the code you received: G - 5 0 9 3 1 6
PRODUCTIVE ONLINE INTERACTION

STRATEGIES:

1. Share and continuously remind students of expectations
2. Encourage students to post on multiple days and tell them why
3. Be active! Model engagement in your courses – 6 days a week online

COLLABORATIVE ONLINE COMMUNICATION

STRATEGIES:

1. Model feedback for students how to give feedback when a student makes a mistake

2. Ask them questions that encourage development of a deeper understanding of material

3. Guided Peer Replies for substantial online discourse.

Nov 5, 2018 https://globaldigitalcitizen.org/online-collaboration-tools-teamwork
Unit 6 Discussion Board

1. Fill in the chart below by accessing the Google doc. Instructions on how to access a Google doc are available from your instructor.

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<th>Height (x)</th>
<th>Shoe Size (y)</th>
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2. Plot the two data points from above and draw the line connecting them. Note: The x-axis could use blank graph paper. Please see the video in Unit 6 LiveBinder for help drawing a line.

Part 2:

Respond to a classmate:

A. Does the line your classmate drew represent the data provided? If not, why not?

B. Recalculate the slope for the two data points that your classmate found. Is the slope correct? Show all of your calculations.

C. Use one of their data points, the slope, and point-slope form, 
   
   \[ y - y_1 = m(x - x_1) \]

   to find the equation of the line in slope-intercept form, 
   
   \[ y = mx + b \]

   Show all calculations. Click here to see an example.

Part 3:

Respond to a classmate.

Use the equation of the line that a classmate found in their Part 2 post. According to their line, what would the shoe size be for someone who is 60 inches tall? What would the shoe size be for someone who is 84 inches tall? Do the answers make sense? Why or why not? Show all calculations. Click here to see an example.
TECHNOLOGY PROFICIENCY

STRATEGIES:
1. Highlight technology requirements and options
2. Create video examples on using the technology
3. Model “on the spot learning” to learn new features and technology
4. Be willing to accept alternatives
5. Give suggestions on how to overcome obstacles such as using “Save As”
6. Google documents are accessible to all!
# 2018-05 MM305 Unit 1
By: PGMath

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- Installing Data Analysis
- Using Descriptive Statistics
- Levels of Measurement
- Variance
- Creating a Histogram
- Create a Box and Whisker Plot
- Copy Data to Excel from Hawkes
- Transposing Data in rows to columns
- PG Math Center - Tutoring and other resources
- Math Resource Library
- PG Math Center Tour
- Math Type in Discussion Boards

## Introduction to Excel

https://youtu.be/dcpWG3Uw9tA

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As you become more familiar with what Excel can do, you're going to notice that...
1. Effective digital communication
2. Productive online interaction
3. Collaborating in online communication
4. Use technology proficiently
LEARNING DOMAIN

1. Be an active learner
2. Be a resourceful learner
3. Be a reflective learner
4. Be a self-monitoring learner
5. Apply learning
Active Discussions!!
- Acknowledge what is done well/correctly
- Give suggestions for improvement on what was done incorrectly
- Ask questions to deepen understanding – Tougher ones for students who are doing well so all are appropriately challenged yet all benefit
- Make sure students know you read a response directed at what you posted
- Do not penalize being incorrect, focus on the benefit of participating in a meaningful way and addressing the topic(s) appropriately

ACTIVE

STRATEGIES:
1. Define what active means in your course
2. Give opportunities for students to practice and receive feedback without penalty
3. Request that students draw conclusions from findings
4. What level of engagement would you expect if you were the student?
RESOURCEFUL

STRATEGIES:
1. Share others sources of information
2. Ask students to provide additional resources
3. Is there an audio book or text reader that can be played while commuting or waiting in lines?
4. Are there sample quizzes and tests?
Math Center FREE Services

Math Tutoring:
All math and math-related courses
GB513 students may seek assistance during general tutoring times.
Hours (ET)

- Sunday: 7:00 PM to 11:00 PM
- Monday: 6:00 PM to 10:00 PM
- Tuesday: 12:00 PM to 10:00 PM
- Wednesday: 7:00 PM to 11:00 PM
- Thursday: 7:00 PM to 11:00 PM

Q&A Service:
Email mathtutor@purdueglobal.edu
24 hours a day - 7 days a week

Request a Video Service:
Email mathtutor@purdueglobal.edu
MM150, MM207, MM212 and MM255

MM255 Project Review Service:
Email mathtutor@purdueglobal.edu

Check out our FREE
Math Reference Library and Live Binders
REFLECTIVE

STRATEGIES:
1. Give opportunities for students to reflect on their own or others’ work
2. Celebrate mistakes and ask students to identify what impact the mistake had on their answer
3. How is this related to other topics already covered?
4. Encourage students to ask how to do a problem after the quiz is over.
Steps to Success!

How to Learn Math
From Jo Boaler (Stanford Math Professor)
https://www.youcubed.org/students/
(8:30 video)
Post 3 of DB!
SELF-MONITORING

STRATEGIES:

1. Bite-Sized Videos - content by objective
2. Link objectives with assignments
3. Help students identify what they ARE understanding and/or what they already know
4. Direct students to help themselves
5. Encourage breaks to help avoid mental fatigue
Unit 1 Discussion Example – Peer Reply #2

Peer Reply 2: Visit the live tutors at the University Math Center and indicate at least one day/time in your weekly schedule that you could visit a live tutor with any questions for that unit. Do so for this first unit, take a screen shot of your visit and post it.

In my weekly schedule the best time for me to visit the live tutors would be Thursdays between 8-10pm ET so that I can get my questions answered early in the unit. I visited them last week and met with Jen Stephenson. Here is my screen shot:

Math Center Tutors

Jennifer Stephenson
Math Tutor
Schedule: Wednesday & Thursday 7-11
Office:
click to read bio
“USE IT OR LOSE IT” (APPLY)

STRATEGIES:

1. Provide students with opportunities to practice and receive feedback
2. Give examples of where the math is used and ask students to provide additional examples
3. Review previous highpoints that pertain
4. Have students write problems and answer them
YOU TELL US!

1. Be an active learner
2. Be a resourceful learner
3. Be a reflective learner
4. Be a self-monitoring learner
5. Apply learning


YOU DO HAVE WHAT IT TAKES!

Michael Heeren, mheeren@purdueglobal.edu
Kirsten K. Meymaris, kmeymaris@purdueglobal.edu
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