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

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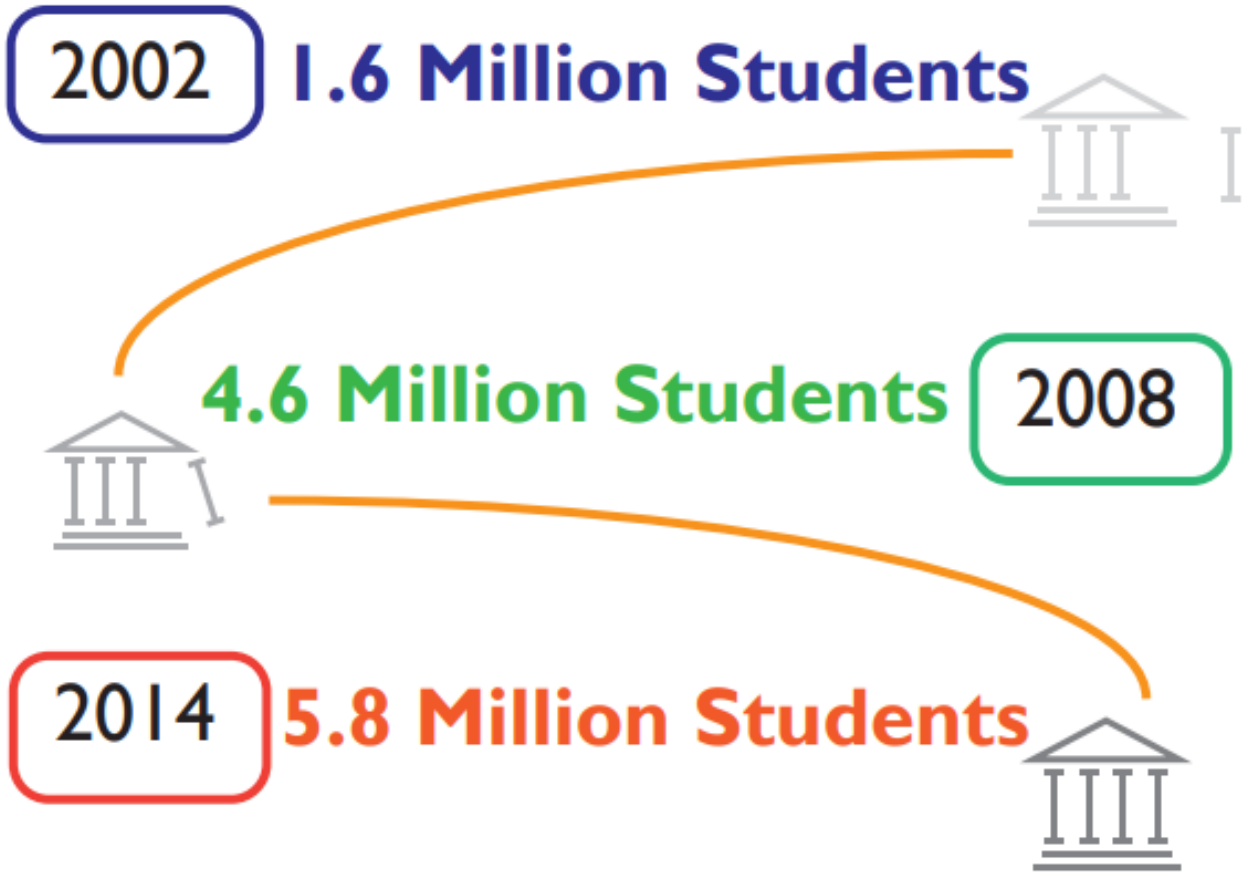
PURDUE UNIVERSITY GLOBAL

Taking at Least One Distance Course...



WCET Distance Education Enrollment Report 2016

ONLINE LEARNING IS HERE TO STAY

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

Oct 19, 2018 https://pixabay.com/en/photos/workers/

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

Are Online Courses for You?

Are you looking for learning that is flexible and fits your lifestyle? Are you able to learn somewhat indep
Do you like to be responsible for your own learn

Online courses may be for you. To find out, take the short quiz bel
No one will see the results but you.

1. Having face-to-face interaction with my instructor and other students
- Very important to me.
- Somewhat important to me.
- Not particularly important to me.

2. I am someone who:
- Puts things off until the last minute or doesn't complete them.
- Needs reminders to get things done on time.
- Gets things done ahead of time.

3. Classroom discussion is:
- Almost always helpful.

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

Online Learning Readiness Questionnaire

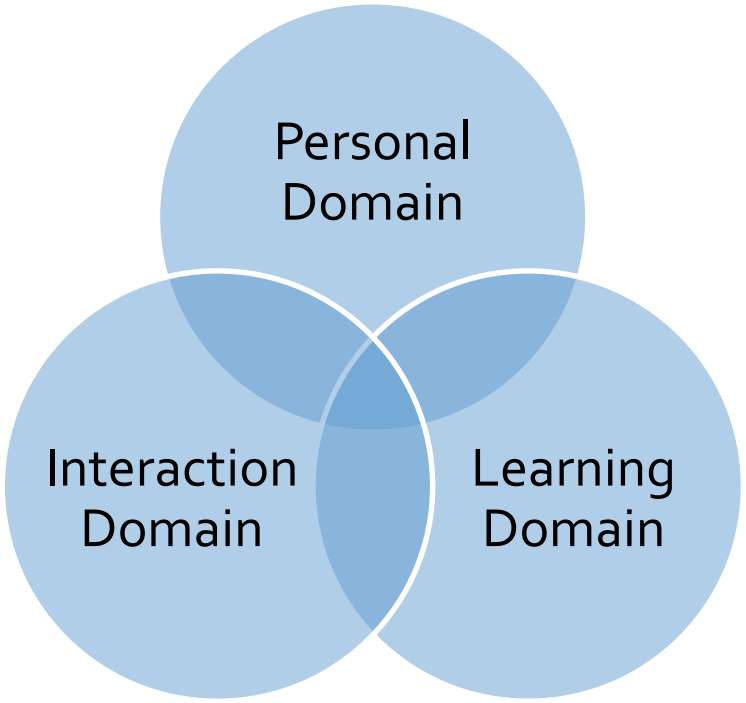
Before enrolling in an online course, you should first assess your readiness for stepping into the online learning environment. Your answers to the following questions will help you determine what you need to do to succeed at online learning. Post-survey feedback will also provide you with information on what you can expect from an online course.

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

QUESTIONS	Agree	Somewhat Agree	Disagree
1. I am good at setting goals and deadlines for myself.			
2. I have a really good reason for taking an online course.			
3. I finish the projects I start.			
4. I do not quit just because things get difficult.			
5. I can keep myself on track and on time.			
6. I learn fairly easily.			
7. I can learn from things I hear, like lectures, audio recordings, or podcasts.			
8. I have to read something to learn it best.			

ARE YOU A GOOD FIT?

CORE AREAS OF FOCUS



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

Personal Domain

Oct. 19, 2018 https://unsplash.com/photos/D75_5tWZDQ4

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 poli

You are still able to complete:
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 the course with a "D" as stated in the syllabus grading scale, you will need t possible 1000 points (60%).

Based on this, you should try and complete ALL of Unit 10 which is worth 1 between now and end of term, Tuesday, Oct. 30th midnight ET. You can do 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 a manually grade your efforts and I don't want to miss your hard work! Keep i

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 to 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

Oct 19, 2018 https://unsplash.com/search/photos/goals

12358!

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!

12358 Student Outreach Guidelines

Unit 1

- Respond to each student intro during Unit 1 within 24 hours. Be warm and original, and show an interest in what they reveal about themselves. Consider also emailing your intro reply out to each student. For those students that don't post an intro, reach out to them via email/phone/text.

- Most students are intimidated by math. Assure everyone that this is a learning experience and we are looking for progress rather than perfection.
- Be enthusiastic in all correspondence! If we're not excited, they're not excited.
- Encourage all students to use the Math Center. Make them aware of the Math Center announcement in their course, let them know how to reach the ASC homepage, and let them know that they will be attending a tour of the Math Center during Unit 1 or Unit 2 Seminar.

https://campus.purdueglobal.edu/Security/Login?ReturnUrl=%2fMyStudies%2fAcademicSupportCenter%2fMathCenter%2fIndex.aspx

Unit 2

- As you grade Unit 1 assignments, note which students are inactive or underactive. Let them know via email that you noticed their absence. You may even want to give them a call (to block your number from view, press *67) or sign-up for a free Google Voice number.
- You may find it helpful to print a physical copy of the class roster, or better yet, create one in Excel! You can make notes about student interests and keep track of their activity (or lack thereof).

Unit 3

- Notice when inactive or underactive students take steps to participate in the discussion and seminar. Let them know you're glad to see them.
- Again, note which students are inactive or underactive. Email them to let them know their absence didn't go unnoticed. Create an Instructor Concern asking their advisor to reach out ASAP and email the both the academic and admissions advisor (sometimes it's the same person) directly with the same information as well. If you previously reached out to a student and the student is still not engaged, please reach out again. Click here to access instructions for using the Instructor Concern tool.
- Send all students earning an 80% or above an encouraging/congratulations email.
- Request that the Math Center contact students earning less than 80%. Send only student's email address via Google form:

https://docs.google.com/forms/d/1PiqfxVFUlWMqbw9ZfpBbt8TxuoQ4F3nfY5t07izpQrk/viewform?usp=send_form#start=invite

Unit 5

- Initiate or repeat any of the steps above for students that suddenly stop contributing/participating and for underactive or inactive students.
- Communicate your willingness to work with struggling students. If possible, develop a plan to get the student back on track.

Oct. 19, 2018 https://unsplash.com/photos/VmYZe_yqxLo

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

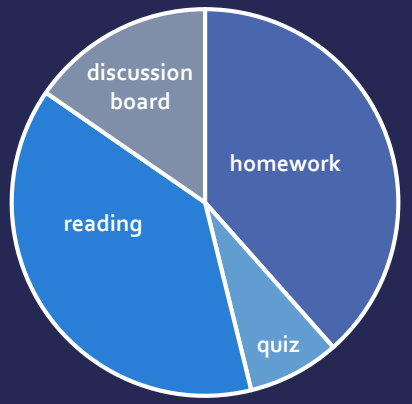
STRATEGIES:

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!

Nov 5, 2018 http://tomtiki.com/study-shows-indian-parents-most-keen-to-help-kids-with-schoolwork/

		Time in Lesson (minutes)			
Certified	Attempts	Learn	Practice	Certify	Overall
Yes	2	29m 44s	13m 35s	3m 34s	46m 53s
Yes	1	40m 06s	4m 25s	1m 27s	45m 58s
Yes	2	0m 00s	0m 00s	4m 02s	4m 02s
Yes	1	6m 10s	3m 40s	1m 17s	11m 07s
Yes	1	48m 10s	9m 56s	2m 40s	60m 46s
Yes	6	12m 46s	19m 27s	13m 12s	45m 25s
No	0	13m 29s	0m 00s	0m 00s	13m 29s
Yes	2	2m 33s	4m 31s	3m 32s	10m 36s
Yes	4	1m 03s	10m 41s	3m 36s	15m 20s
Yes	1	6m 59s	7m 25s	4m 48s	19m 12s
Yes	3	0m 16s	11m 46s	7m 15s	19m 17s
Yes	1	20m 28s	12m 50s	1m 20s	34m 38s
Yes	2	0m 00s	10m 45s	6m 26s	17m 11s
Yes	1	2m 45s	12m 38s	3m 34s	18m 57s
Yes	3	0m 12s	3m 12s	3m 54s	7m 18s
Yes	1	31m 54s	14m 41s	1m 45s	48m 20s
No	0	10m 08s	21m 00s	0m 00s	31m 08s
Yes	1	0m 04s	2m 00s	1m 07s	3m 11s
Yes	2	19m 28s	4m 43s	2m 40s	26m 51s
Yes	2	1m 56s	10m 03s	8m 16s	20m 15s
Yes	5	0m 00s	1m 54s	7m 24s	9m 18s
Yes	6	10m 10s	24m 32s	15m 37s	50m 19s
Yes	1	1m 23s	3m 13s	2m 30s	7m 06s
Yes	1	48m 57s	2m 55s	2m 10s	54m 02s
Yes	1	14m 15s	35m 55s	2m 14s	52m 24s
Yes	1	0m 00s	0m 51s	2m 58s	3m 49s
Yes	1	22m 01s	7m 06s	6m 10s	35m 17s
Yes	1	3m 43s	4m 52s	5m 45s	14m 20s

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00							
9:00	Homework	Work	Work	Work	Work	Work	Homework
10:00	Homework	Work	Work	Work	Work	Work	Homework
11:00		Work	Work	Work	Work	Work	
12:00		Work	Work	Work	Work	Work	
1:00		Work	Work	Work	Work	Work	
2:00		Work	Work	Work	Work	Work	
3:00		Work	Work	Work	Work	Work	
4:00		Work	Work	Work	Work	Work	
5:00		Work	Work	Work	Work	Work	
6:00							
7:00			Discussion	Read	Read		
8:00			Quiz	Read	Read	Homework	
9:00				Read		Discussion	
10:00							



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

Oct. 19, 2018 https://unsplash.com/search/photos/publishing

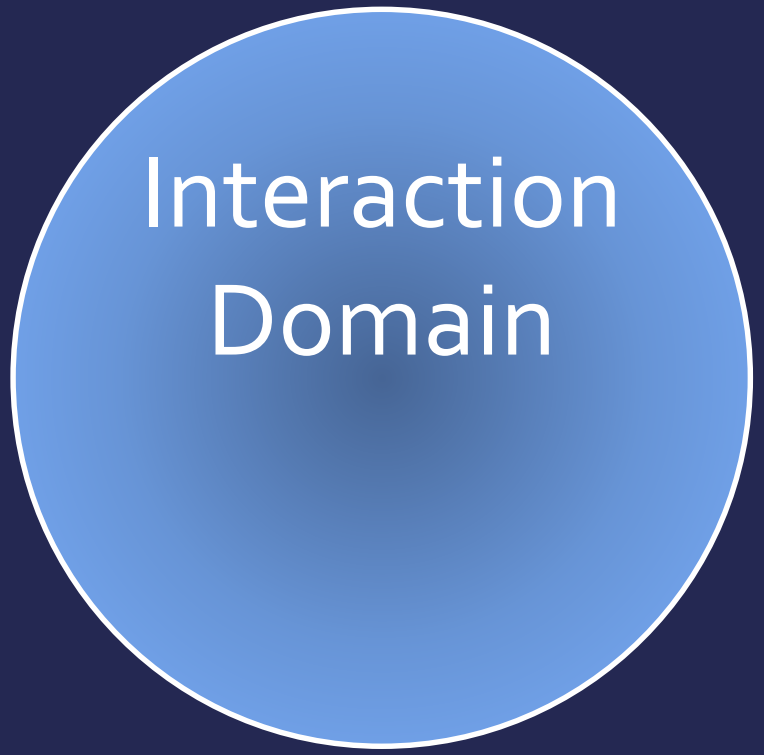
YOU TELL US!

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

Personal Domain

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!

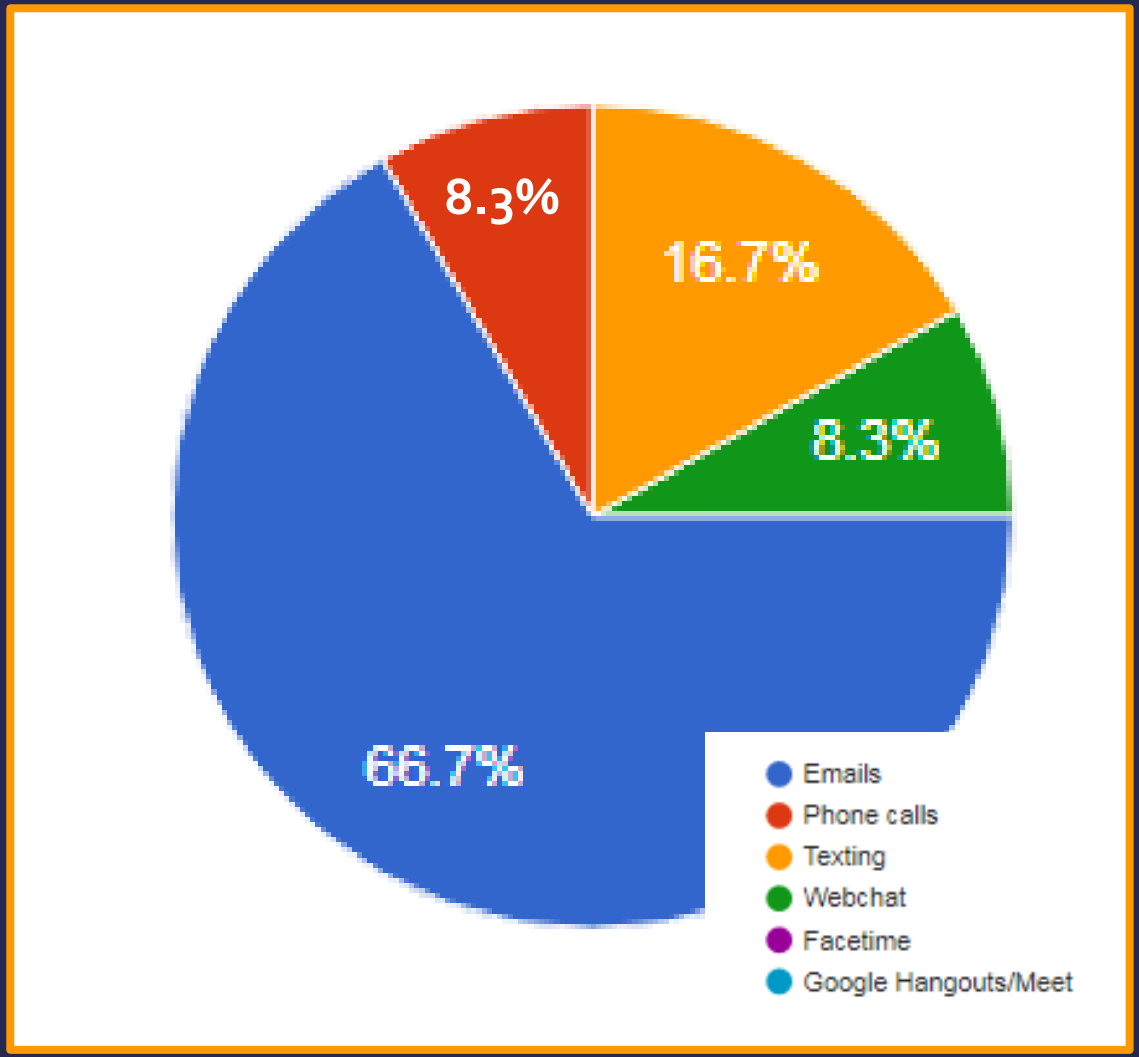
You can reach me!!

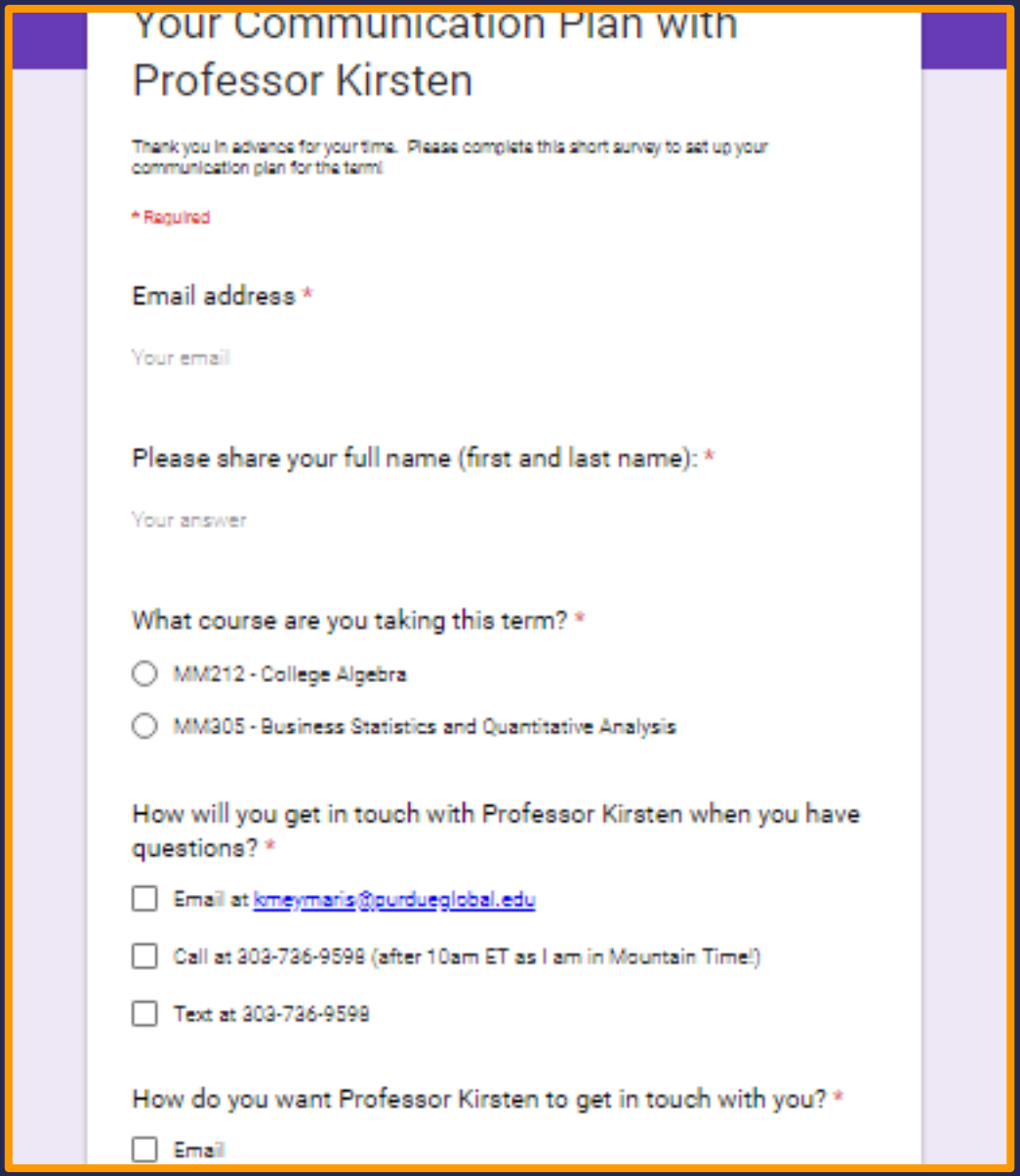
Call/Text at 303-736-9598

Chat/Email at
kmeymaris@purdueglobal.edu

Google Hangouts/Meet
kmeymaris@purdueglobal.edu

What is your preferred method of communicating with your online instructor?





Your Communication Plan with Professor Kirsten

Thank you in advance for your time. Please complete this short survey to set up your communication plan for the term!

* Required

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? *

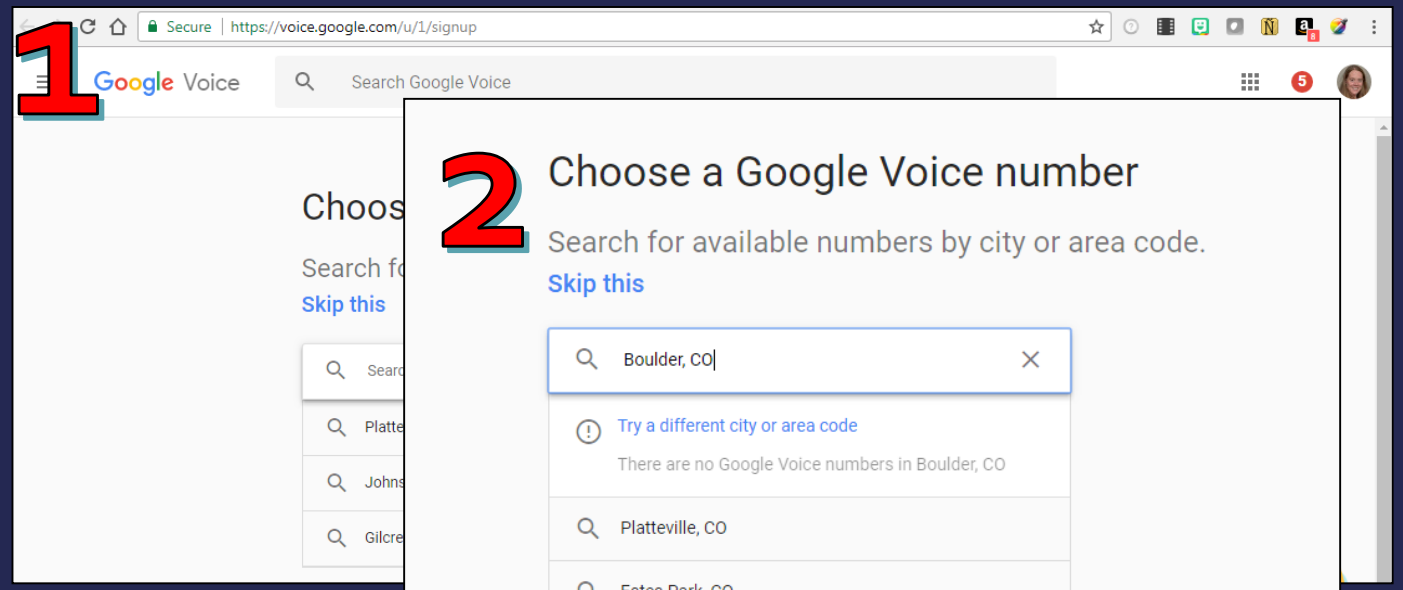
- [ ] Email at kmeymaris@purdueglobal.edu
- [ ] Call at 303-736-9599 (after 10am ET as I am in Mountain Time!)
- [ ] Text at 303-736-9599

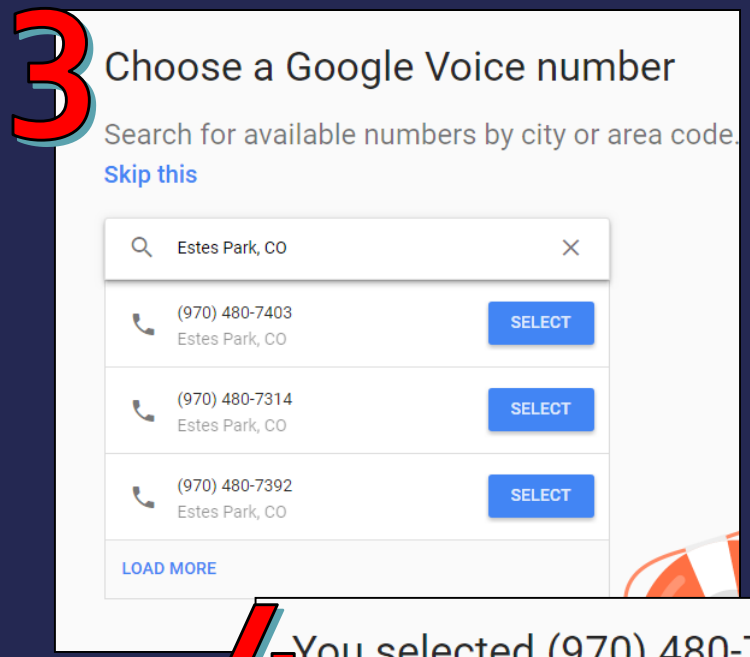
How do you want Professor Kirsten to get in touch with you? *

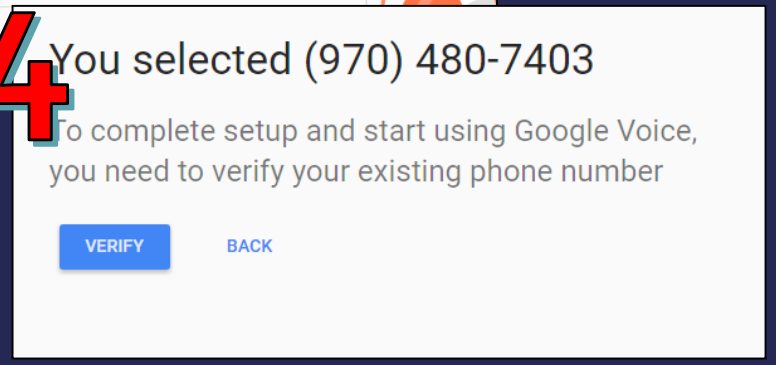
- [ ] Email

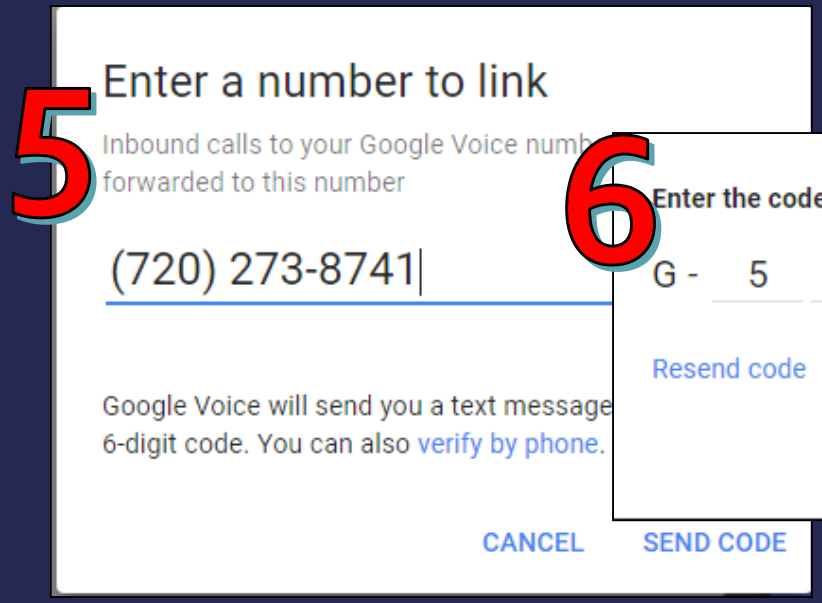

Google Voice for Call/Text
Personal Cell
Gmail Account

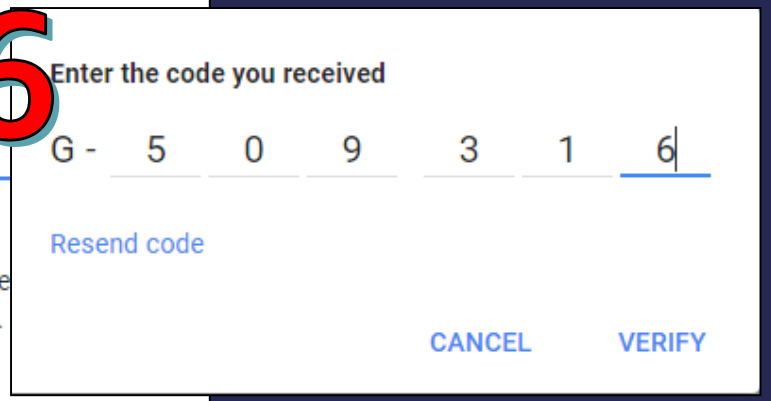
www.google.com/voice











Nov 5, 2018 https://www.lipmanhearne.com/building-community-through-increased-outreach-engagement/

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.

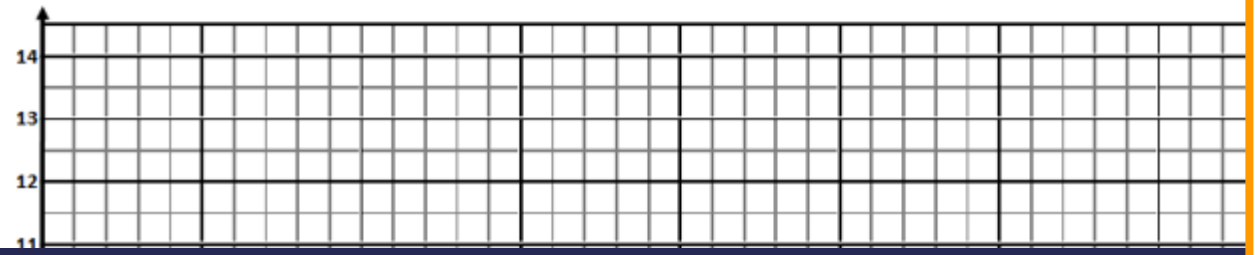
Nov 5, 2018 https://globaldigitalcitizen.org/online-collaboration-tools-teamwork

Unit 6 Discussion Board

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

Name	Height (x)	Shoe Size (y)	Data Point (x, y)

2. Plot the two data points from above and draw the line connecting them. Note: The x-axis cou
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:

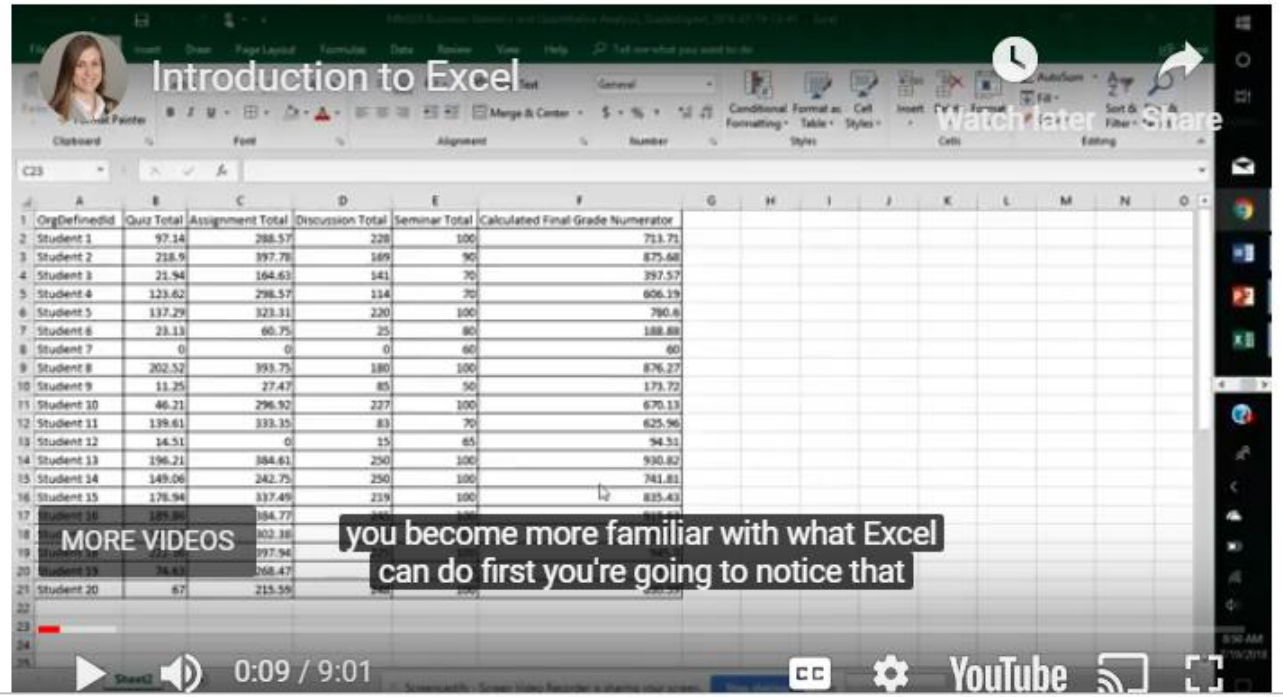
1. Highlight technology requirements and options
2. Create video examples on using the technology
3. Model "on the spot learning" to learn new features and technology
4. Be willing to accept alternatives
5. Give suggestions on how to overcome obstacles such as using "Save As"
6. Google documents are accessible to all!

Oct. 19, 2018 https://unsplash.com/search/photos/technology

2018-05 MM305 Unit 1

By: PGMath

https://youtu.be/doqWG3Uw9tA



YOU TELL US!

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

Interaction Domain

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

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

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?

Oct. 19, 2018 https://unsplash.com/search/photos/resourceful

- Math Center Virtual Tour – last 10 minutes of seminar

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

Oct. 19, 2018 https://unsplash.com/search/photos/relective-thinking

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!

Anyone Can Learn to High Levels

Mistakes Grow Your Brain

Parents' Beliefs about Math Change Their Children's Achievement

Speed and Time Pressure Block Working Memory

Visual Math Improves Math Performance

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

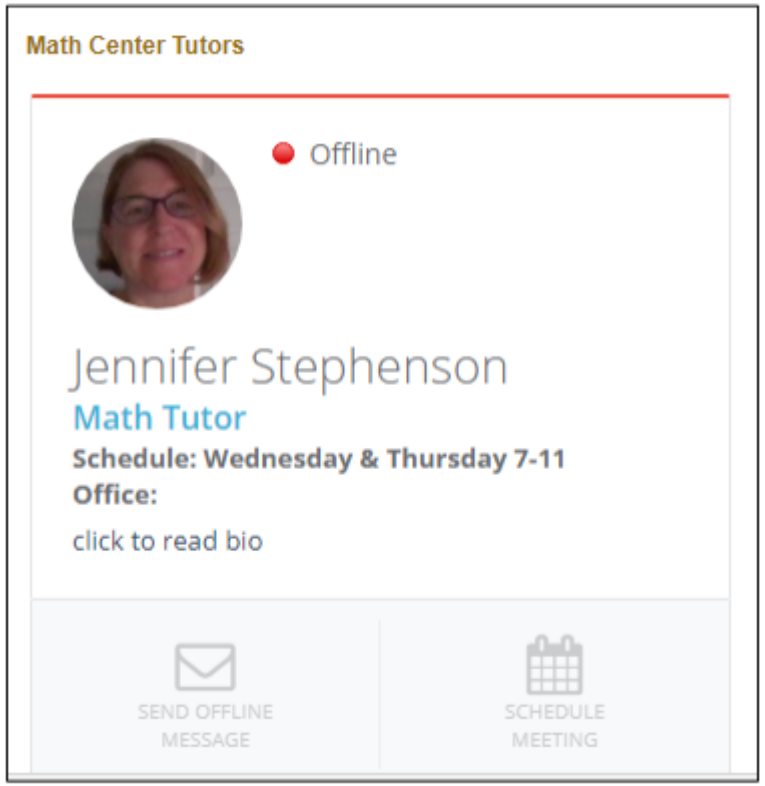
Oct. 19, 2018 https://unsplash.com/search/photos/self-monitioring

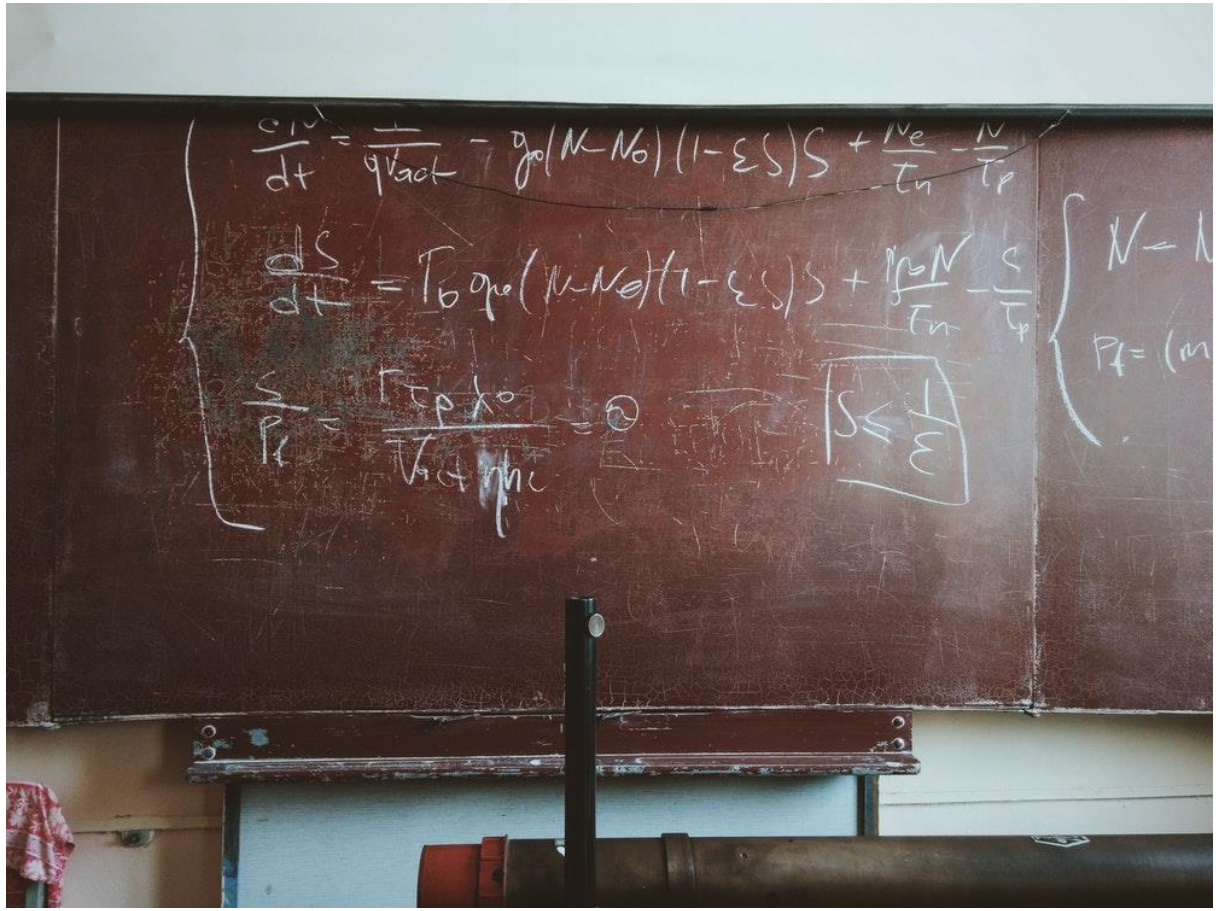
Unit 1 Discussion Example – Peer Reply #2

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:





"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

Oct. 19, 2018 https://unsplash.com/photos/5mZ_Mo6Fc9g

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

Learning Domain

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YOU DO HAVE WHAT IT TAKES!

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