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# E-Learning Modules Addressing Factors Critical to Improving Student Retention

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# E-Learning Modules Addressing Factors Critical to Improving Student Retention

by

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## Chapter 1: Introduction

This portfolio proposal was created to address the needs for retention of students at a college campus that included online courses. As an instructor for the Anoka Technical College (ATC), chairman of the online committee, and a member of the retention task force, I saw a need for some modules that would help not only students, but faculty attempting to retain students at the college. It was determined that within this proposal, three eLearning modules will be produced to help with the retention issue at ATC. These portfolio projects will address the needs for college students in order to help with retention at the college level and why the decision was made to create three eLearning modules.

The Legal Administrative Assistant program was granted by the Higher Learning Commission a right to be offered as a totally online program for ATC. At the same time other programs at the college and general education courses were starting to offer hybrid or online courses. In preparing the paperwork for the Higher Learning Commission to grant online programs, many steps were needed to implement a totally online program at the college. The college had to consider everything for students that would not step foot on campus. One step needed was to have an online orientation for students that might live far from the college in Minnesota, out-of-state students, and even students that worked fulltime and could not attend an orientation on the campus. At first, this online orientation module was released to only the Legal Administrative Assistant Program students, as this was the only online program at ATC. Later it was discovered that the college could use this module to attract more students to the college that simply did not want to come to the campus, did not have the time to come to the campus to complete the orientation, or were transfer students. This module will be revamped in Fall 2016 as

the instructional designer was continually learning new techniques and learning theories to include in the module.

Once we recruited the students, we needed to retain the students in their programs in order to have good graduation rates. Nationally, graduation rates of first-time, full-time degree/certificate-seeking students at 2-year postsecondary institutions within 150 percent of normal time for public institutions for the year of 2009 was 31.0%. Looking at prior years, percentages for 2000-2009 ranged from 29.3% to 31.3%. Nonprofit institutions had a higher graduation rate of 62.3% in 2009 with rates ranging from 49.1%-62.3% for the years 2000-2009 (National Center for Education Statistics). Statistics for 2005-2013 showed that student persistence and completions at ATC ranged from 65.0% to 72.6%. The retention committee was formed and looked at various situations as to why students would leave the college. One of the reasons the committee discovered was that many students did not know who their advisors were on campus or which resources were needed to become successful students. At Anoka Technical College, the advisor is the program director or a faculty member in the student's program. I offered to create an eLearning module for students to see who their advisors were in their individual programs. Included in the second module would be contact information of the advisor so that students could contact them. This advisor could then help the student with their various concerns and help the student pick the appropriate classes they would need to complete to graduate. In this second module would also be a campus resource that are needed to help students become successful.

Faculty are not mandated to take any particular section guide course on how to teach online and it was determined that an e-Learning interactive module would be appropriate for

faculty to voluntarily watch and participate in that would address not only the concerns with teaching online, but how to build an online community in an attempt to retain students.

This portfolio discusses the research behind the need to have modules created to help in the retention issue at the Anoka Technical College. Not only will the modules help students, but they will try to help faculty understand the differences between online education and face-to-face teaching as is shown through research that instruction changes in an online environment to help with the retention problem in online courses faculty need to understand the differences between face-to-face teaching and online teaching. However, it must be noted that it is not only through learning to teach differently from a lecture-based classroom to a learner-based course, but certain risk factors for students may be a component in online student retention such as students with a lower GPA, students that are receiving a scholarship, or students that have previously withdrawn from courses at other institutions. The theme for this portfolio is to provide general guidance and modules for those seeking to help with the retention issues that colleges are facing. The portfolio includes the three modules created for the Anoka Technical College.

**Context and Background of the Theme**

The theme of the portfolio project revolved around student retention with mainly a focus on online students. It was discovered through research that attrition rates for online courses can be "10-15% higher than the attrition rates for face-to-face classes" (Carr, 2000, para. 1.) Also, it was discovered that online students have particular needs in order to help with retention at the college and in their courses. The portfolio modules created will be given to the Anoka Technical College in an attempt to help with their retention problem with their online students. Even though the main client for the three portfolio items was ATC, each module utilized different subject matter experts ("SMEs") to create the modules. SMEs included a Master Reviewer for

Quality Matters for the module on building an online community; a task force comprised of staff from the registrar's office, peer tutor coordinator, Dean of Student Services, counselor, and a student to create the online orientation; and the retention task force for the module on advisors and student resources at ATC.

**Rationale for the Project**

Student retention is one of the "most important issues that is facing higher education today" (Heldman, 2008, p. 1) Even though the quote was from 2008, colleges are still being faced with retention issues. As a matter of fact, colleges now-a-days are faced with even tighter budgets, reduction in staff, and trying to maintain the quality of the college and instruction.

Many problems are associated with students leaving the college. It is not only the student that suffers financially and possibly loses self-confidence, it is the college that loses money. If a program has too many students that leave their program, a possible closure of the program could take place. For the institution, if word gets out that students are leaving the college, the community and the system is going to wonder why the students are leaving. For the staff of the institution, administrators could lose their positions if they cannot "fix" the problem. For society, the students that are retained can become valuable contributing members of the society.

In order to get the student first "in the door" the college needed to assess why students were not registering. The number of new registering students was less than previous years and it was determined that maybe students do not have the time or desire to come to the college to attend a face-to-face orientation. The online orientation was currently only being used by the legal administrative assistant students as a sample group. In spring of 2015 the registrar opened up the online orientation to all students during the last week of registration. As a result, 365 students were registered through the use of the online orientation; the registrar attributed at a

staff meeting that ATC might not have registered those students had we not had an online orientation. In an attempt to retain the students once they register, students can utilize the online orientation. Students can still view the online orientation to refresh their memories on how to how to pay for their courses, register for their courses, student organizations, and book store information. Having this online orientation was not only a requirement from the Higher Learning Commission to allow online programs, but a necessity for the students.

Having a personal touch, communication and on-going coaching from faculty to students are important factors to retaining students; thus, if students do not know who their advisor is, this may lead students to leave the college because of the disconnection feeling of the student with the college. Also, students need to know what their resources are for the college in case they need help. Making students feel empowered with information to become successful was a need at ATC. The college had student success coaches for face-to-face students, but a need was there for the online students as to how they can access information and resources.

For faculty at a union college, faculty cannot be mandated to take training; however, they are required to complete professional development. The module on building an online community in an online course will be focused on providing some professional development for faculty if they are considering teaching an online course. It has been found through research that having an online community is a necessity for having an online course because students need to feel part of community to reduce possible feelings of isolation. (e.g., See Palloff and Pratt 2007).

It was determined that the three modules were necessary to bridge the gap in information to help in the retention of not only online students, but face-to-face students who could not come to campus to take the online orientation and learn who their advisor was for their program.

**Problem Statement with Research Questions**

The focus of this study is to discuss what are the significant factors that are critical to online learning retention? The research questions that were investigated revolved around the following questions: 1.) Why are students leaving colleges? 2.) What is the impact to the student that leaves the class or college? 3.) What is the impact to the college when a student leaves the class or college? 4.) What is the importance of faculty presence in an online class? 5.) What does an online community look like? 7.) What is the importance of the different forms of feedback in an online course?

The quantitative research after the implementation of the modules will revolve around data that is collected by institutional research staff from the college. Permission will be requested from the IRB Board at St. Cloud State University, Vice President of the College and Dean of Student Services from ATC. Surveys will be utilized to ask closed-ended questions to students and faculty. Qualitative data after the implementation of the modules will be gathered from individual face-to-face interviews.

**Significance of Portfolio**

A future impact of one of the portfolio modules includes the use of an online orientation, which will be offered to more students as the college sees fit. The college will be able to offer a fully online orientation to students that are transfer students, students that live far from the college or even out-of-state, but provide students with information about the college that includes federally mandated information that must be given to students before they register for their classes. Surveys will be given to see if students use this module after their orientation to help them with registration, paying for college, club information and bookstore information.

Another important feature of the portfolio project is that students will be able to know who their advisor is and can contact this person for advice while they attend the college. This connection can help the student with picking classes and having a coach to help them through their schooling. Data will be gathered to see if retention numbers are higher when students know who their advisor is at the college along with the resources that are available to them. Along with the data received from the institution research staff, a survey will be given to students to see if they did make use of the module on how to know who their advisor is and if they used other available resources.

Faculty members are encouraged to utilize the module as a resource to learn what the concerns of teaching online are, how to build their online classes including an online community to make the students still feel like they are part of the college even though they do not come to the campus for their classes, and how to give different forms of feedback. Face-to-face interviews and surveys will be given to faculty to see if viewing the module helped them understand the differences between teaching face-to-face and teaching online.

**Definitions of Terms**

**Attrition** – "A reduction or decrease in number, size or strength." (Dictionary.com)

**Feedback** – "Helpful information or criticism that is given to say what can be done to improve a performance, product, etc." (Merriam-Webster.com)

**Instructional Design** – "The systematic process by which instructional materials are designed, developed, and delivered." (http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesigndefinitions.htm)

**Retention** – "The act of keeping someone or something." (Merriam-Webster.com)

**GPA** – "Grade Point Average – a number that indicates a student's average grade." (Merriam-Webster.com)

**SAT** – "Used for a standardized test used to evaluate suitability for college admission." (Merriam-Webster.com)

**Presence** – "the fact or condition of being present." (Merriam-Webster.com)

**Social Presence** - State of being psychologically focused in a situation, having a sense of connectedness between instructor and peers and characterized by open communication with a multiplicity of verbal and non-verbal cues providing feedback immediacy and making participants seem more like people than objects. (Garrison, Anderson and Archer ,1999)

**Summary**

To summarize this chapter, three eLearning modules will be created for the Anoka Technical College in an attempt to help with a retention issue that the college is facing. It was discovered through research and personal knowledge that retention is a major issue that most higher education intuitions are facing today. Retention not only affects the student, but affects the college. Students are leaving the college without completing their programs, and solutions need to be found. Since the college is new with online courses, faculty members need to have resources to help with online teaching, and students must be provided with information in an attempt to help retain them at the college.

Chapter Two will discuss what is required of face-to-face students and online students to help them achieve their dreams. Areas covered include: attrition rates for online courses, factors for students dropping out of a program or a college, tools to incorporate into an online course, strategies for retention in an online course, online communities, instructor presence, role of the professor in online education, and feedback.

Chapter Three will describe in detail the modules that will be produced and given to ATC in an attempt to help with retention on the campus. The three eLearning modules include: 1. online orientation, 2. module for students to see who their advisors are and resources on campus, and 3. module for faculty on building an online community within their online classes including a section on the different forms of feedback.

Chapter Four will showcase the three modules with print screens of the projects.

Chapter Five will provide the readers with a reflection of the projects as it relates to the theme and literature finding.

# Chapter 2: Literature Review

## Introduction

The purpose of the research for the portfolio project was to determine the most significant factors critical to improving online student retention. As this research was completed for a college course, two articles were chosen each week to read and review. Later this information would be complied into a research paper. The research will aid in determining the needs for college students in order to help with retention at the college level and will explain why the decision was made to create three eLearning modules for a portfolio project.

The following discussions will present the literature central to retention through the inclusion of universal design for learning, sense of community, instructor presence, and feedback. This chapter provides an overview of the research that was uncovered to support this proposal paper. This chapter will first cover the methodology for a literature review; followed by the review and analysis of the research, gaps in research, and a summary. Within the research, the resources will explain problems associated with student retention, overlapping factors, tools for online courses, strategies for online courses, instructor presence, and audio/text feedback.

## Methodology for Literature Review

The methods for identifying and locating resources involved accessing the St. Cloud State University's online library database and utilizing the Quality Matters library of articles.

### Keyword Descriptors

A variety of keyword descriptors were used in searching the above-mentioned online databases. The keyword descriptors included: instructor presence, feedback, online retention,

online learning, distance education, social presence, Quality Matters Standard 2, and Quality Matters Standard 5.

### Evaluation of Resources

In searching for applicable articles, the search engines were limited to academic journals, conference on Distance Teaching & Learning articles, and peer-reviewed journals. The time was from 1997-2014. In addition, the search operator "and" was used to narrow down search results. "And" was also used to retrieve articles that met more parameters.

Credibility, validity, and reliability were used to analyze and to evaluate the resources found. First the articles were selected and reviewed to determine if the content was relevant to the keywords. The evaluation of the articles was based on peer-reviewed, relevance and year of publication.

## Review and Analysis of Research on Retention of Students

### Problems Associated with Student Retention

Research has reported that attrition rates for online courses can be "10-15% higher than the attrition rates for face-to-face classes" (Carr, 2000, p. 39). Also according to Lee and Choi (2011), online courses have significantly higher student dropout rate than face-to-face courses (p. 594). There are many problems that can be associated with student retention. If students drop out from an online course, this can lead to lowering the students' self-confidence or self-esteem. Students may not want to register for other online courses. As the student withdraws from the course, they lose money and their time. As an institution the college can lose money due to the fact that if a class is full, the student that withdrew might have taken a spot from a student that wanted to take the class. The student that withdraws from a class in the first week does not have to pay for the course; therefore, the college loses the tuition money for that student in that class.

**Overlapping Factors**

There might be some overlapping factors when looking at students dropping out of a program or students dropping out a college. It has been found that the first year of college is critical when trying to retain students. Research "has shown that as age continues to increase above the average college age, the risk of withdrawal increases (Horn, 1998; Murtaugh et al., 1999). Reasons for the findings are that older students do not have the ability to make as much money with their education and receive non-financial benefits as the younger students because the older student's time period in their lives is shorter. Also, many older students have other responsibilities such as work and family. Thus, age is a potential risk factor for retaining students in courses. This hypothesis was examined in the article *The Role of Student Characteristics in Predicting Retention in Online Courses* along with seven other hypotheses which included looking at the following:

> males being more likely to withdraw from online courses, black students being less likely to withdraw from an online class, older men being more likely to withdraw from online courses rather than younger men, younger women more likely to withdraw from an online class than older women, younger men more likely to withdraw from online class than younger women, students with a lower GPA being more likely to withdraw from an online class than students with higher GPAs, students with scholarships are less likely to withdraw, with need-based financial aid, as less likely to withdraw, students with non-need based loans are less likely to withdraw, and student that have previously withdrawn are more likely to drop current online courses (Cockran, Campbell, Baker, & Leeds,

2014, pp 31-33) The highest rate of withdraw was found among the students with previous withdrawal from classes.

For the colleges, a high dropout rate can mean that the course is of poor quality, but do colleges have a duty to look into the online courses to determine if they are quality online courses and what qualifies as a quality online course? What are other factors in an online course that contribute to a student's success?

If one were to look at the Tinto student integration model, students need to establish a membership in the college's social community because this lack of membership may result in the student dropping out of the college. Students also need to believe that they are part of the value and intellectual norm of the college (Tinto, 1993).

Morrison, Ross, Kalman & Kemp (2005) found that "high school GPA and SAT math scores were important predictors of undergraduate students' persistence in online general education courses" (p. 606). Poelhuber et al. (2008) found that more students (50%) in online courses had previously failed the same courses than the students (25%) in conventional courses, but Lee and Choi (2011) found that amount of online students who had previously failed a course, 31 (approximately 50%) had previously failed the same course at least two times; therefore, it was found that students with "less academic aptitude and a history of poor academic performance are more likely to enroll in online rather than conventional, courses but less likely to persist in them" (Lee & Choi, 2011, p. 607). Another factor found was that the motivational level of students correlated to the dropout rate of students. It was found that "providing guidelines for the design of course curriculum, instructional materials, evaluation, and interaction between students and instructors the instructional model emphasized students' satisfaction within online courses and focuses on the reinforcement of motivation" improved the students' dropout

rate (Lee & Choi, 2011, p. 608). Factors found to help with lowering the dropout rate included quality course design, institutional support, increased student interaction in their online course which include student-to-student, student-to-teacher and student-to-content. Some of the factors that increase student drop out include environmental factors such as work commitments, family and social responsibilities, and insufficient support from faculty, friends, or colleagues. Some strategies given included:

> quality academic advising, pre-assess students' skills, provide remedial or technical training, provide computer training, make sure students are comfortable with technology, limit class size to 20 students, provide content relevant to students' experiences and interests, make the course flexible, reinforce the teacher as a facilitators , increase interaction, provide student orientation programs, utilize tutors, provide training to faculty to support them in online teaching, encourage extensive faculty feedback and interaction, identify students at risk, and provide counseling (Lee & Choi, 2011, p. 611 - 612)

The institution should take a look at the attrition rates within it to see if this is due to poorly developed online courses or other factors. Several strategies can be attempted to help a poorly designed online course such as the use of "student engagement activities, learning communities, information on student services, and a learner-centered environment. However, a study was done to test these strategies and it was found that there was "no statistically significant difference in the withdrawal rates for control and treatment groups" (Leeds et al., 2013). Therefore, it was determined to go with a broader view and take a look at student characteristics.

### Tools for Online Courses

Many tools can be incorporated into an online course of which one includes having a universal design for learning. Tobin (2014) feels that having a universal design for learning ("UDL") is great for students with disabilities, but also for mobile learners. Having well-designed courses helps with keeping student engaged not only with one another but with the faculty. For retention in an online course, it is important to have interaction between student-student and student-faculty. Tools within the management learning system can also be used to help with online students' retention as you can track their presence in the course. Online students may not be retained at the college due to issues related to the unreliability of Internet service, students using mobile phones and tablets for access to the course. Faculty need to reach out to these students to see what issues students may be having related to their online course.

### Strategies for Online Courses

Five strategies of incorporating UDL into your online course that includes:

1. If you are including videos, having a text and scripting out what you want to say is helpful. By including the text with the video you are making your course American Disabilities Act ("ADA") compliant.

2. Create alternatives and create lecture materials for those areas where students have the most problem or have questions.

3. Letting students respond creatively to the assignment such as writing an essay, recording a podcast or creating a video. Having different ways that assignments are handed in allows not only for the student to be creative, but for the instructor to have multiple ways of grading the assignment.

4. “Break processes into units, steps, phases and create separate resources” (Tobin, 2014). Reading this section brings us to the 6th principle in the 12 Principles of Multimedia Learning by having the learning done in user-paced segments. Chunk up the content and using a scaffolding technique to teach.

5. Set Content Free - “use tools that are accessible and easy for faculty and students to learn” (Tobin, 2014) such as a screen-captured video or a PowerPoint slide presentation. Use YouTube to present the material for the class. Make sure to use captioning to not only help students, but to be ADA compliant. Other tools mentioned in the article were Audacity, Voice-Thread, Jing, Screenr, and Screencast-o-matic.

Another strategy for retention in an online course is through creating a sense of community in the online course. According to Sadera et al. (2009) there are four major attributes to having a sense of community in an online course – “membership, influence, integration and fulfillment of needs, and shared emotional connection (p. 278). “Membership is defined as ‘the feeling of belonging or of sharing a sense of personal relatedness’. Influence is defined as ‘a sense of mattering, of making a difference to a group and of the group mattering to its members. Integration and fulfillment of needs refers to the feeling that members needs will be met by the resources received through their membership in the group, and shared emotional connection which is ‘the commitment and belief that members have shared and will share history, common places, time together, and similar experiences’ (Sadera, 2009, p. 278) It is through these group experiences that members in an online class can feel that they are part of a “shared purpose, trust, support, and collaboration” (Sadera et al., 2009, p. 278).

It was found in a study done by Vesely, Bloom, and Sherlock (2007) that “85% of the participants indicated that being a part of the online community was helpful in their learning” (p.

278). Students need to be engaged in activities and participating in their online courses to increase their level of knowledge. When students are interacting with other students the feeling of isolation can be alleviated. Typically, if students are taking a class, they are interested in the same topics and have this in common. There are three different types of interaction that can take place in a course: that include learner-content, learner-instructor, and learner-learner. The study done by Sadera et al was "guided by the following three questions 1. Is perceived learning affected by participation in the online community? 2. How does the sense of community affect perceived learning? 3. Does the amount and type of online interaction affect the feeling of membership in the learning community?" Sadera (2009, P. 279). Items looked at in their data included demographic information, course design, and role of online technologies. It was determined that the more the students participated in the class the more they would learn. Students that learned more felt that they were connected to the class.

**Faculty Presence**

Faculty presence can play an enormous role in the issue of retention. There are many different types of instructors for online courses. According to Sheridan & Kelly (2010) there are instructors that just set up the course to run with being present in the course discussions, only respond to student's questions and never make formative revisions to the course. Also, there are instructors that are highly involved in the course and create wonderful learning materials and activities, give great feedback, participate in the discussion boards, and challenge their students.

Research indicates that teacher presence has an impact on students' success in online learning (Bliss & Lawrence, 2009; Garrison & Cleveland-Innes, 2005; Garrison, Cleveland-Innes, & Fung, 2010; Pawan, Paulus, Yalcin, & Chang, 2006; Vamhagen, Wilson, Krupa, Kasprzak & Hunting, 2005; Wu & Hiltz, 2004). However in another study done by Wise,

Change, Duffy and del Valle (2004) it was found that the "instructor's social presence affected the students' interactions and perceptions of the instructor, but had not impact on the students' perceived learning or actual performance."

The study discussed in the article *The Indicators of Instructor Presence that are Important to Students in Online Courses* looked at questions given in a questionnaire to 65 participants. Most of the participants were enrolled in graduate degree programs. More than a quarter of the participants did not have prior experience with online learning. Twenty-five percent of the participants had taken four or more online courses.

Items that the participants wanted to see in an online course included the following: having clear course requirements, due dates clearly communicated, expectations set for discussion, clear instruction on assignments, timely feedback, clear communication, easy course to navigate, and course calendar updated. Lowest needs of the participants included icebreakers for familiarity with other students, response time, positive feedback, weekly lectures, instructor present daily in discussions, instructor replies to all discussion posts, video of instructor, chat session, chapter quizzes, and personal website of instructor.

For work in the discussion board, "the students generally placed high value on communication and the instructor's responsiveness, they did not place as much importance on synchronous or face-to-face communication" (Sheridan & Kelly, 2010, p. 8). Having a conversation over the telephone was among the lowest needs for students.

The role of the professor is changing in online education. The professor must be an inspirer who will "promote professional dialogue among online learners; relate personal experiences and cases to the discipline; and point to professional organizations" (Ice, Curtis, Phillips, & Wells, 2007, p. 3) Also, the professor must be a giver of feedback, facilitator and a

social rapport builder in which they "build social rapport; establish online teams; and build online learning community" (Ice et al., n.d., p. 3).

Ice et al. (n.d.) suggests that because the learning takes place in an online environment, the level of communication is different, which can lead to a loss of meaning for the students (p. 4) However, Rourke, Anderson, Garrison and Archer, and Swan "argued that this may not be the case as learners in online courses appeared to build effective learning communities by projecting their personalities through text alone" (2001, p. 50).

Instructors of online education need to have a different evaluation done as there isn't any class time for the administrator to visit and evaluate. A study was done to look at faculty's perceptions on how administrators should look at their presence in an online classroom.

Instructor presence is needed in online courses just as the face-to-face instructor is needed in the classroom. Mandernach, Gonzales, & Garrett (2006) describe three key issues with regard to an instructor's presence in an online course: teaching presence, instructor immediacy and social presence. According to Mandernach et al. (2006) "Teaching presence involves frequent and effective interaction with the course instructor." Teaching presence has been defined by Rourke, Anderson, Garrison and Archer (2001) as "the design, facilitation, and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes" (p. 5) Therefore, presence is seen through instructional design, facilitating discourse, and direct instruction.

Instructional design looks at the course organization, curriculum, setting time parameters, and giving the student netiquette criteria. Facilitating discourse looks at the areas of agreement/disagreement, encouraging the students' contributions, and helping students with

discussion. Direct instruction is presenting the content, grading discussion, helping students to understand the material and listing to their questions and concerns.

According to Mandernach et al. (2006), instructor immediacy is the "behaviors that enhance closeness and nonverbal interaction with another" (p. 2). Things that an instructor can do include having a personal website, sending email messages to students, using the chat area, keep the course calendar updates, use video/audio messaging and being active in the discussion area. Instructors are the leaders of the class and need to establish clear requirements and set the tone for the course. With regard to being active in the course, the instructor needs to know the proper balance because if the instructor is too active it can cause the student to become overburdened and not being active enough can result in the student feeling isolated. In the study it was found that faculty members felt that the participation in the online course should not be mandated by the institution. This decision was driven by the rationalization of "university regulation, instructor freedom, and instructional quality" (Mandernach, p. 2). If a faculty member includes discussion in a face-to-face course, chances are that this discussion will also take place in an online environment. The study revealed that faculty discussion participation ranged from no requirements to having twice-a day mandatory participation.

Gilbert and Moore (1998) note that an accepted definition of interactivity in the literature on computer-mediated instruction is a reciprocal exchange between the technology and the learner, a process which he says is referred to as "feedback" (p. 29) Further Gilbert and Moore used the terms "interaction" and "interactivity" interchangeably. However, Wagner (1994, 1997) states that she feels there is a sharp distinction between the two terms. Wagner's (1994, 1997) definition is that "interaction" is an interplay and exchange where the individuals and groups

influence each other, whereas "interactivity is the "descriptions of technological capability for establishing connections from point-to-point…in realtime" (p. 20).

Students and faculty do have additional responsibilities in online education. Faculty change their teaching strategies and try to use technology to make sure the students have interaction. Students might have to ask for further clarification and feedback in an online course.

Within a rubric created by Roblyer and Ekhaml (2000) they looked at four essential elements that included Social Rapport-building activities that are created by the instructor, instructional designs for learning created by the instructor, levels of interactivity with technology resources, and the impact of interactive qualities as reflected in learner response (p. 2). Within the Social Rapport-building, the researchers were looking at whether or not the instructor encouraged students to get to know one another through activities. Looking from the perspective of instructional design, the instructional designer would look at how the course is taught and if there is a two-way interaction between instructor-student and student-student. Further, the instructional designer would look at the level of interactivity of technology resources as it is within the interactivity resources that allow for delivery of information which could include video and visual technologies. Impact of interactive qualities as reflected in learner response looked at whether students were not only interacting with the instructor when required, but on a voluntary basis.

**Audio and Text Feedback**

It was found in one course that by the use of audio feedback that "70% of students reported that they felt encouraged to revise their works as a result of receiving auditory feedback and 54% felt more confident about their writing" (Ice et al., 2007, p. 6) It is suggested that

having an audio feedback mechanism could increase the level of social presence in a class. However, it was found that students preferred to use text in discussion areas versus using audio.

The study looked at audio and text based feedback. It was found that the students preferred the audio feedback over the text based feedback. Comments made were "It is very rewarding and helpful to hear your comments" (Ice et al., 2007, p. 12.) There were not any negative comments made about the audio feedback. Students felt that they were "'a real part' of the class" (Ice et al., 2007, p. 14). Students felt as if the professor really cared about them.

According to Hatziapostolou and Paraskakis (2010), "feedback must be timely, constructive, motivational, personal, manageable and directly related to assessment criteria and learning outcomes" (p. 111). There are two components to feedback which include the content and the method given. Feedback can be given by the traditional method or electronically. However, some students are not examining feedback and using it for their improvement, this might be due to the motivation of the student or by the method of feedback. Feedback should be empowering and constructive, personalized, detailed, and descriptive of how the student achieved the learning outcomes. It is interesting that this article was written in 2010 and now in the learning management software programs most are incorporating the ideas presented in this article for the design of student feedback space. An example is in Brightspace where the student can see in the dropbox that they have submitted the assignment, rubric can be given and feedback from the instructor is provided.

According to Jacobs (2014) group projects are extremely important as they help students to develop skills that are necessary for their professional careers. Skills that are learned through group projects are critical thinking, problem solving and interpersonal skills. Students need to know how to collaborate and communicate effectively. Also, students learn how to identify their

goals and objectives, assign tasks and deal with conflict. Using group projects helps the students to feel connected to the class and create relationships. Having these relationships helps with retention of students which in turn helps the institution. However, having group work can result in dissatisfaction if the students are paired with someone not working as hard as the other student. Students may have different schedules and find it hard to work in a group. Jacobs (2014) recommends having group projects extend over several weeks and allowing students to pick their own group members. Students can learn about other students by posting information in a forum. Once inside the group, the students need to establish their own group norms, setting their roles, and build trust. Assignments should be created that are built around real-life problems as this will motivate students to solve the problem. Workloads in the group must be manageable. Having the instructor monitor to see if all students are participating is important; this can be accomplished by reports by the team and by the use of evaluation of team members by the team members. It is important to use a self-assessment at the end of the project (Jacobs, 2014, pp. 2-5).

"Feedback is an essential component of the assessment of online courses." (Jacobs, 2014, p. 5). Brown, Bull, and Pendlebury (1997) explain that "the feedback provided has to be specific, accurate, timely, clean, focused upon the attainable and expressed in a way which will encourage a person to think and if he or she thinks it is necessary, to change." (Jenkins, 2015 p. 556) The instructor should encourage the student to help them understand the material. Some different forms of formative assessment include student self-assessment, a reflection paper, the minute paper, role play, hook questions, and the questions wall.

From my own personal observation, today's students are asking for instant feedback as you can see through the use of the cell phone, text or video messaging. It is through these devices that the mindset of students is changing. What is happening in online courses is the fact that

instructors cannot see the same cues that an instructor in a face-to-face course can see, such as the student that needs to be provided with feedback instantly in a classroom setting. However, according to Jones and Blankenship (2014) what is really nice is the fact that in an online class everyone gets a chance at the discussion. It is not just the same three or four students that dominate the discussion.

An online instructor must take into account feedback when designing their online courses. Merriman-Webster (2013) defines feedback as "helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc" whereas Kepner (1991) defines feedback as "any procedure used to inform a learner whether an instructional response is right or wrong." Brown, Bull and Pendlebury (1997) suggest feedback is "timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp."

> "Good feedback practice (teachers to learners on their work) 1. Helps clarify what good performance is (goals, criteria, expected standards); 2. Facilitates the development of self-assessment (reflection) in learning; 3. Delivers high quality information to students about their learning; 4. Encourages teacher and peer dialogue around learning; 5. Encourages positive motivational beliefs and self-esteem; 6 provides opportunities to close the gap between current and desired performances; and 7. Provides information to teachers that can be used to help shape teaching." (Nicol & Macfarlane-Dick, 2006).

In a survey given to online graduate students, they identified five themes for effective feedback that include "student involvement and individualization (feedback being a mutual process involving both student and instructor); positively constructive (providing constructive guidance that builds confidence); gentle guidance (offering explicit expectations and ongoing

coaching); timeliness (mutually established and met timelines) and future orientation (applicable to future situations)" (Getzlaf, et al. 2009).

In a study performed in which participants were enrolled 100% online and required no synchronous dialog, 70 students participated. Out of the 70 participating students, 84% were happy or extremely happy in the feedback given to them. Students were asked to rank the type of feedback that they found useful. 86% liked a rubric and said it was the most useful. Graded rubric with a summary of comments ranked second highest. Correct spelling and grammar was the least high. Students were asked if they read the comments given by the instructors and "93% often or always agreed they reviewed the feedback with 86% partially or totally agreeing feedback was provided quickly enough to be useful on other assignments. Statistics showed that 98.5% partially or totally agreed that they used the feedback provided for preparing the next assignment and 98.4% paid close attention to the feedback provided" (Jones & Blankenship, 2014) "72.3% had tried to get help from their instructor. Sull (2008) offers the following suggestions "Check email at least three times a day. Set reminders of when and what to check. Keep generic postings to a minimum. Answer every email sent to you. Make your presence regularly known in discussions, chats, etc. Offer detailed and constructive comments in the assignment. Occasionally, use humor. Follow through on promises."

Feedback can come from not only a teacher but from their classmates. Effective feedback should improve performance, correct error, be informational, and verbal or non-verbal. The reason behind giving feedback is to point out strengths and help the student improve. Feedback is included in the seven principles for good teaching practice given by Chickering and Gamson (1987). Alvarez, Espasa, and Guasch (2011) identified four types of feedback being corrective feedback, epistemic feedback, suggestive feedback and epistemic plus suggestive feedback.

Definitions of the different type of feedback include that corrective feedback is the feedback that is specific to the requirements of the assignment and content. Epistemic feedback includes prompts or questions for further thought and explanation or clarification. Suggestive feedback contains advice, expansion, or ideas to improve an idea. Epistemic plus suggestive feedback combines the use of prompts/questions for further development and making suggestions for improvement.

Feedback is not only for helping the student to learn, but helps to develop the instructor-learner relationship. Some ideas given by Leibold and Schwarz (2015) include "address the learner by name, provide frequent feedback, provide immediate feedback, provide balanced feedback, provide specific feedback, use a positive tone and ask questions to promote thinking (p. 3).

Giving prompt feedback is extremely important in an online class. Practice tests and exercises can be built into the online course. "Online learners define immediate feedback as ranging from 24 to 48 hours and up to one to two weeks (Getzlaf et al., 2009). Leibold and Schwarz (2015) suggest giving online discussion feedback within 72 hours, assignment feedback within one week of the due date. The Syllabus should address the response time for feedback. Use a positive tone when giving feedback and be specific. Using balanced feedback is a great idea that incorporates the sandwich method of feedback with starts with a positive comment, then a comment on how to improve followed by another positive comment.

Providing feedback can be time consuming so Leibold and Schwarz (2015) suggest to use feedback banks in a word processing document to cut and paste the remarks. Another suggestion is to use voice technology. According to Ifenthaler (2010) the importance of feedback for improving knowledge and skill development has been controversial in education research (p.

104). Reasons for using feedback include letting students know that they have knowledge about performance, correct information, concepts, how to proceed, and metacognition. To be effective the instructor should take into account the student's prior understanding. Two new forms of model-based feedback presented by Ifenthaler (2010), include the cutaway model-based feedback and the discrepancy model-based feedback.

Wion (2008) defines feedback as the following:

> "(a) it supports both the learner and the learning process, (b) it provides the learner with opportunities to reflect on his/her own work regarding at least even perspectives (affective, cognitive, developmental, metacognitive, motivational, psychomotor, and social), (c) it provides the learner with meaningful opportunities to develop himself/herself and to redirect his/her own development toward his/her personal training goals (p. 1)"

There are many different styles of feedback that include declarative, interrogative and reiteration. According to Wion (2008) a professor must be careful with the feedback that is given to a student as you could hurt or discourage them. The article further elaborates on the styles.

Declarative uses declarative verbs. You can either have the same position as the student or you may have a different position. Examples given included from Wion (2008) are "I agree with the arguments you have used in the first part of your work. "I think that your results may be better explained in the third part of your work because… (P. 2.)"

Reiterative is used when you want to "repeat, or reflect, the student's point of view or a student's assignment content (Wion, 2008, p. 2). Interrogative is "when you use questions directly or undirectly (Wion, 2008, p. 2).

If we are to build a community within our classes, we need to also deal with students' emotions as our learners are coming from diverse backgrounds with many different scenarios. If we use affective feedback we can help work with the students' emotions as "affective feedback recognizes that emotional states are normal parts of ourselves, guides the learner toward his/her own emotional states, helps the learner go through the difficult feeling, reassures the learner for future learning, and avoids cognitive rationalizations (Wion, 2008, p. 3). An example used by Wion (2008) is "Your work may have been very difficult, time consuming, even exhausting and it may have required difficult emotions. I encourage you to take time for you and eventually family members" (p. 3).

Cognitive feedback is used many times in online classes. Instructors need to let the learners know what they got right and what they got wrong. An example given by Wion (2008) is "You have provided a nice description of all the elements you have taken into account" (p. 3)

In order to challenge online learners, developmental feedback can be used. The developmental feedback "relates to the student's development regarding the course, the program, and their personal training goals (Wion, 2008, p. 3). An example given in Wion (2008) is "I think you have significantly progressed: I also highlight that you would be now able to apply your knowledge on your own in new contexts" (p. 3).

To encourage your learners to use critical thinking and self-reflecting, metacognitive feedback can be used. An example of metacognitive feedback given by Wion (2008) is "Could you think about the successful three-step method you have used here for the next homework" (p. 3).

Online students love to be motivated and you can motivate your learners by using motivational feedback. A motivational feedback example given by Wion (2008) is "I know you

can perform this task" (P. 4). Also, online students need to feel that there can be interactions and collaborations with other people on the campus so you could provide feedback that lets them know about these possible interactions. An example given by Wion (2008) is "I think that you may ask for help to a librarian" (p. 4).

**Gaps in Research**

The research overall was very thorough and I was able to find great articles, but would interested in further research into these topics. The search covered audio feedback, but are there other forms of technology that can help retain online students? Are synchronous or synchronous courses better for the retention of online students?

**Summary**

In 2016 student retention seems to be a hot topic as college enrollment continues to decrease. There seems to be quite a few overlapping factors for student retention such as gender, age, GPA and SAT scores. However, colleges are being forced to look at factors that are critical to not only face-to-face students, but their online students for not only getting them in the door, but retaining these students.

Significant factors having discussed in the review that are critical to improving online student retention include having a student-student, student-instructor, and student-content experience as it is within the student-student experience that the student feels part of a community; student-instructor leads to the student feeling as if the instructor is present in the course and is caring about their education.

Other significant factors include having guidelines for online course creation, evaluation of online courses, pre-assessing student skill levels, providing remedial and technical help for

students, having clear course requirements such as due dates and expectations, and extensive feedback and interaction from the instructor.

# Chapter 3: Project Description

## Introduction

This portfolio provides a set of information media samples, each created in Captivate for purposes to be used at the Anoka Technical College. Through the projects, demonstrated will be the ability to create materials that, with the help of subject matter experts, address current needs at the college, display my understanding of using appropriate software and engaging graphics, and use the learning theories that I have acquired as a student at St. Cloud State University. Within these projects, the following principles of multimedia learning were addressed: segmenting principle, multimedia principle, and voice principle.

## Description of Products

### Module on Creating an Online Community

The purpose of this module is to provide an eLearning resource for the faculty at the Anoka Technical College ("ATC"). Some faculty members have stated that they feel they are failing to demonstrate an understanding of how to create an online community for their online classes. Further, it is shown that withdrawal rate for online courses is higher than face-to-face courses. As a result, members of the online task force see a need to learn how to create an online community in their online courses including having validation for the online learner with faculty presence and effective feedback to the students. It has been determined that one Learning interactive tutorial of 30 minutes will be created to train faculty on creating such an online learning community. The result of this eLearning module will be to support faculty to complete their work in a more professional manner.

### Goals and Objectives

1. After viewing the eLearning module, learners will be able to develop a welcoming online community within their online course including the element of social presence.
2. After viewing the eLearning module, learners will be able to produce effective feedback within their online courses.

### Learning Context

Faculty members at the ATC are starting to create online courses for the different programs that are offered at the college. Although some learners receive professional development in BrightSpace and Quality Matters, some learners do not know how to create an effective online community that includes a faculty presence and effective feedback for their online courses.

### Discrepancy Model Analysis

It was determined that an eLearning tutorial topic will be necessary to bridge the gap learners are currently displaying. Learners enter teaching online courses needed to be successful. Learners are required to know how to properly teach an online course; however, learners lack a clear understanding of how to create an online community. Skills taught will hopefully improve the retention rate in online courses. Instruction is offered to learners in BrightSpace and Quality Matters, yet the instruction from Quality Matters only touches on the online environment. Embedding a targeted eLearning resource into the learning management software of Brightspace will help learners to improve upon creating an online environment that fosters the element of a social presence and giving effective feedback.

### Needs Assessment Plan

Administrators are implementing professional development plans at ATC. A few instructors have embraced Quality Matters; however, many faculty members are not taking courses on instructional design. The National Center for Education Statistics show that online education is growing. From Fall of 2012 to Fall 2013 the number of online students grew from 5,444,701 to 5,522,194 (NCES.ed.gov, 2016). With increased numbers of online students in online education, faculty are offering online courses to accommodate students requesting online courses to help with the retention of students at the college; however, no proper training was given to faculty on creating online courses and teaching online. A faculty member that is trained as a Quality Masters' Master Reviewer has voluntarily been helping faculty make the transition to online learning and is discovering that online faculty need help with creating their online courses with an active online learning community

### Target Audience

Learners are approximately age 24-65 and generally active. Learners are all college graduates. Some learners have bachelor degrees, some master's degrees, and some have a PhD. There are no barriers to the comprehension of English. Learners are comfortable using technology and Web 2.0 technology. Most learners are technologically savvy and are required to use computers in their job, so they will have capabilities in the physical use of devices such as computer keyboards. Learners respond well to chunked material and consistent prompts. The SME is unclear how adept the learners are with mobile or social media as learning tools.

### Abilities of Learners

Learners are expected to employ self-motivated learning and to responsibly manage their own learning. Some learners have previously taken online courses with other colleges and all

learners have taken online training modules given by the Minnesota State Colleges and Universities.

### Unique Motivation of Learners

Learners are employed as faculty and are interested in the retention rate at the college. Retention is an important factor at this college as the college has asked some programs to make changes in order to not have the program be closed due to low enrollment and retention. Learners are aware that they must retain students. Some learners have previously attended the Applying the Quality Matters Rubric (APPQMR) Workshop or have taken the APPQMR two-week online course and are interested in creating quality online courses; however, some learners have not attended this training.

### Rationalization of Need

Although no formal data has been provided to support this project, a survey will be given to faculty as to their level of knowledge of what constitutes an online community and how to give effective feedback. In accordance with Morrison et al. (2013), this project falls into the category of felt needs. "A felt need is an individual's desire to improve either his or her performance or that of the target audience. Felt needs express a gap between current performance or skill level and desired performance or skill level" (p. 32). According to Smith and Ragan (2005), "the precision, depth, formality, and amount of documentation required in this activity may vary depending upon the impact of the decisions resulting from it" (p. 48). Considering a maximum voluntary class size of 20 learners this would break down to: 5 learners demonstrating a high level of success with 15 learners needing improvement. The SME would like to see a 50% improvement.

### Learning Environment

ATC is a small technical college located in Anoka, Minnesota that offers 35+ skill-based training programs. Online courses started being offered around 2005. The programs are relatively small, with a small class sizes and close relationships between learners and instructors. There are approximately 94 faculty members with approximately 30 teaching either hybrid or fully online.

### Media Used

One 30-minute module will be used to increase learners' knowledge of creating an online community within their online courses that includes a faculty presence and gives effective feedback.

The module will be created in Captivate using PowerPoint that will be made available to the client. The SME is a trained master reviewer for Quality Matters and is actively teaching online.

### Implication of Instruction

The learning modules may be used for professional development purposes. They will incorporate informal interactive quizzes designed to engage learners. Providing an interactive eLearning module is intended to capture (and keep) the learner's attention focused on the objectives. Once the instructional designer has the learner's attention, they are better able to show the value of the objectives (affective). Smith & Ragan (2005) indicate "We want the learners to not only respond positively to our topic but to internalize an interest in the topic so that it becomes something that they value" (p. 264)

### Description of the Task

The main goal of the module is to inform and reinforce information about feedback and portraying an online presence to validate the online student. This project is dealing primarily

with declarative objectives. The tasks the learners will be completing are considered declarative because the learners will be shown what the information is and asked how to recognize that information. They will use this new knowledge to teach online courses that they will be given by the college. Through watching the module, they will be made familiar with additional resources (ie: Quality Matters) that are available as online reference tools. This project is supported by an Information-processing theory because of the emphasis on recalling information that may already be stored, adding to it and transforming that information into useful skills (Smith & Ragan, 2005, p. 26).

**Prior Knowledge**

Learners will need to have prior knowledge on how to turn on turn on a computer, log into Brightspace and to create an online course. Learners will be able to read and write at least a college freshman level. Learners will be familiar with feedback and discussion boards, although will lack clarity of those issues.

**Methodology for Analysis and Evaluation**

The formal survey using frequencies and displayed in tables was analyzed to help in this study.

**Lesson-Level Organizational Strategy**

The use of concept mapping will be demonstrated in this lesson. According to Smith & Ragan (2005), concept mapping is a "pedagogical tool that is a useful method for constructing, organizing, and communicating knowledge" (p. 1). Having the use of a visual presentation supports for all types of learners. It has been found that concept mapping is more efficient than the use of rote memorization, note-taking or underlining.

> "De Simone (2007) states concept mapping requires the learner to assume an active role in learning by: extracting and attending to important ideas from the text; thinking about how these ideas are related; and organizing the information into an integrated structure of sequences and clusters" (Smith, 2015, p. 1).

The use of visual images supports the Information-Processing theories, as "some theorists believe that images may be stored as images in long term memory" (Smith & Ragan, 2005, p. 28). The use of images will help to reinforce *schemata,* the data structures that create network connections between concepts, ideas and prepositions (p. 28). The goal is to create learning modules where "new information can be connected in memory to prior knowledge (or schema)," allowing for "meaningful learning to occur, as opposed to rote memorization" (Morrison, et al., 2013, p. 359). The module will be available to view on-demand, so that learners may revisit the resource as necessary to reinforce learning.

**Module Structure**

The material will be presented to the learners in a presentation module that is housed within course management software. Since much of the material may present newly defined concepts, expository sequencing will be used where learners will first be presented with the definition of the concept and then provided examples to reinforce the information. In order to keep the learner's attention, typographic signals will be utilized as well as boxes, boldfacing, underlining (Morrison, et al, 2013, p. 168). Schema will be used to signal and reinforce the different areas of learning. Images will be integrated for visualization purposes and an audio-narration will be included for auditory learners. Links to outside resources will be provided (ie: "for more information…") when appropriate throughout the modules. The module will begin with an introduction overview of what will be learned. The body of the module will provide the

basic information presented in chunked blocks so that students may skip ahead to the area they most need to review when revisiting after the initial viewing. This section will include some interactive quiz prompting, keeping the students engaged in network-processing to forge connections between long-term and working memory. “In learning declarative knowledge learners may be asked to state, summarize, recognize, or list part or all of the information they are to learn” (Smith & Ragan, 2005, p. 136).

**Conclusion**

The modules will conclude with a summary of what has been learned along with resources for further knowledge. The typographic and graphic signals will be reinforced within the summary so that students have a powerful visual schema to reinforce the networked learning. In order to determine the efficacy of the lesson, it is suggested that a pre-survey and post survey be given to the learners on the module topics. After interview with the SMEs it is determined that SMEs wish to have a 50% improvement in the learning goals. This project is using declarative instruction therefore “the instruction can specify exactly what the learner must be able to list, summarize, or recall” (Smith & Ragan, 2005, p. 132). For this project, learners will be able to recall information given from the instruction and apply it to their online courses.

“Cognitive theorists are concerned with what occurs inside the mind - how we think, process information, remember and forget information, and acquire and use language to communicate” (Morrison, et al, 2013, p. 357). “Information-processing theories...describe learning as a series of transformations of information” (Smith & Ragan, 2005, p. 26). These theories, which incorporates both Schema Theory and Multi-store theory, postulate that learning happens when information received into working memory is networked into long-term memory. In order for this transfer of information to occur, the information must be meaningful (p. 27).

Although the learners have been previously given the information covered in the module, it has not been presented in a way that engages the learners to a degree that it becomes meaningful. According to Smith & Ragan (2005), "knowing the purpose and goal of the lesson allows learners to monitor their own learning and to actively seek help or clarification when they sense they are not achieving the goal" (p. 132). The module will reinforce the knowledge provided by the previous training by engaging learners with a higher level of visual stimulation and interactive learning. Pairing auditory and visual components (via voiceover) will generate more interest from the learners. In an effort to reduce cognitive overload, each module will chunk the topics, using graphical schemas to reinforce contrasts between the subjects and promote learning. Using smaller chunks of information will optimize learning of the complex tasks presented in this project. Paas et al. (2014) found that there is a "much greater potential for exploring learning interactions which occur by combining the learning environment with learner characteristics and instructional strategies" (p. 193). With the use of the modules, learners will be able to re-code the information and restore this information into the long-term memory.

**Module on Online Orientation**

The purpose of this module is to provide an eLearning resources for the Anoka Technical College Admissions Office. The college did not currently have an online orientation for new students and found that they were losing students due to this fact. New students at the Anoka Technical College must be provided with an online orientation to cover facts such as student services, student life, policies and procedures, federal aid, Anoka Technical College webpage, eServices, Anoka Tech email, D2L, course registration, bookstore, and purchasing books. Some of the information that must be provided to new students is federally-mandated information. As a result they see a need to provide resources for learners that will guide them through information

not only federally mandated, but information that is provided in a face-to-face orientation. It was determined that one eLearning interactive tutorial of 90 minutes was needed to be created to support the instructional goals.

**Goals and Objectives – After viewing the eLearning module, learners will be able to:**

1. describe what the student services are available to ATC students when asked by another student.
2. explain to another person student life that is offered to students at ATC.
3. use the Anoka Technical College Handbook to find policies and procedures.
4. summarize to another person how to pay for college at ATC.
5. describe to another person withdrawals, drops and refunds at ATC.
6. explain to another person the types of financial aid that are offered to students at ATC and how to apply to financial aid.
7. describe to another person how to register for classes at ATC.
8. successfully demonstrate to another person how to log onto their ATC email.
9. successfully demonstrate to another person how to log onto BrightSpace.
10. successfully demonstrate to another person how to log onto the ATC bookstore to purchase books and supplies.

**Learning Context**

New students at the Anoka Technical College need to complete an orientation, whether the orientation is face-to-face or online. With the addition of online programs and with the decreasing enrollment at the college, the college has realized that an online orientation would be appropriate for a small group of students that are enrolling at the college.

### Discrepancy Model Analysis

It was determined that an eLearning tutorial topic would be necessary to bridge the gap the college is seeing with regard to enrollment. Also, it was determined that the students having the ability to take courses from a distance might not travel to the college for a face-to-face orientation. Further, learners are federally mandated to be giving certain information when enrolling in a college and taking out financial aid; therefore, students must be given an orientation whether it be face-to-face or provided online. Embedding targeted eLearning resources into the management software of the college will help learners to view the necessary information for becoming a college student at ATC.

A task force was created to determine what the online orientation would contain in the eLearning module. This task force was comprised of the school counselor, admissions staff, the peer tutor supervisor, dean of academic services, and one faculty member that would serve as the instructional designer. The task force served as the SMEs for this project, met once a month, and the project took approximately one year to determine the needs of the online orientation.

### Target Audience

Learners are mainly nontraditional learners with an average age of 27 and generally active learners. Some learners are immigrants; however, this was not determined to be a barrier to their comprehension of English. Since learners can choose to come to campus or view an online orientation, it is hopeful that the learners are comfortable using technology and Web 2.0 technology, and are technologically savvy, however probably most learners will tend to use technology at a superficial rather than sophisticated level; examples would include the learner using technology to check their email or Facebook. Learners would not have high software skills.

### Abilities of Learners

Learners will need to have prior knowledge on how to turn on a computer, log into a webpage on their computer, or log into a webpage on their mobile device. Learners will be provided with specific information as to how to log into BrightSpace and the training module. Learners will be able to read and write at least a college freshman level.

Learners are expected to employ self-motivated learning and to responsibly manage their own learning. Since it is a requirement of ATC to have attended or viewed an orientation, all learners will have successfully done so to gain permission to register for classes.

The SMEs determined that the learners will respond well to chunked material and consistent prompts. The SMEs are unclear how adept the learners are with mobile as learning tools; however, the marketing team has stated that prospective students are using their mobile devices versus using a PC to seek out the college.

Some programs require the use of computers, so many will have capabilities in the physical use of devices such as computer keyboards. Any difficulties in use of these devices would be supported and accommodated by the University.

### Unique Motivation of Learners

Learners have chosen Anoka Technical College as their college of choice to become a student, so this demographic of learner has self-selected, and with that is the assumption that as a group they exhibit above average motivation to be successful in completing the online orientation

### Media Used

One 30-minute module will be used to increase learners' knowledge of student services, student life, policies and procedures, federal aid, Anoka Technical College webpage, eServices,

Anoka Tech email, D2L, course registration, bookstore, and purchasing books. The module was created in Captivate using PowerPoint and was made available to the client. Since the module is located in BrightSpace for all students, students cannot bookmark where they stopped, they will need to remember which material they have not viewed. A Microsoft Word document will be included so that students can use this document as a checklist of viewed items.

The marketing program at the college has shared that many of the new students have found the college's website by the use of a mobile device; thus, the online orientation must be able to be viewed not only on a computer, but also by the use of a mobile device.

**Implication of Instruction**

The learning module will be available online for self-paced learning and will incorporate informal interactive quizzes designed to engage learners. Providing an interactive eLearning video is intended to capture (and keep) the learner's attention focused on the objectives. Once we have the learner's attention, we are better able to show the value of the objectives (affective). Reading level will need to be at a college freshman level.

The tasks the learners will be completing are considered declarative because the learners will be shown what the information is and asked how to recognize that information. They will use this new knowledge to support the research that they will complete after they have viewed the learning module. This project is supported by an Information-processing theory because of the emphasis on recalling information that may already be stored, adding to it and transforming that information into useful skills (Smith and Ragan, 2005, p. 26).

**Lesson-Level Organizational Strategy**

The use of concept mapping will be used in this lesson. According to Smith & Ragan (2005), concept mapping is a "pedagogical tool that is a useful method for constructing,

organizing, and communicating knowledge" (p. 1). Having the use of a visual presentation allows for all types of learners. It has been found that concept mapping is more efficient than the use of rote memorization, note-taking or underlining. One module will showcase the various subtopics associated with copyright, public domain, and open source materials. The second module will review the various subtopics associated with APA and Chicago Citations along with attribution.

The use of visual images supports the Information-Processing theories, as "some theorists believe that images may be stored as images in long term memory" (Smith & Ragan, 2005, p. 28). Our use of images will help to reinforce *schemata,* the data structures that create network connections between concepts, ideas and prepositions (p. 28). The goal is to create learning modules where "new information can be connected in memory to prior knowledge (or schema)," allowing for "meaningful learning to occur, as opposed to rote memorization" (Morrison, et al., 2013, p. 359). Although initially presented by the instructors, the modules will be available to view on-demand, so that students may revisit the resource as necessary to reinforce learning.

**Module Structure**

The material will be presented to the learners in a presentation module that is housed within a full Learning Management System. Since much of the material may present newly defined concepts, expository sequencing will be used where learners will first be presented with the definition of the concept and then provided examples to reinforce the information. In order to keep the learner's attention, typographic signals will be utilized as well as boxes, boldfacing, and underlining (Morrison, et al, 2013, p. 168). Schema will be used to signal and reinforce the different areas of learning. For instance, copyright information will be coded with color, text and imagery differently from public domain criteria. Images will be integrated for visualization

purposes and an audio-narration will be included for auditory learners. Links to outside resources will be provided (ie: "for more information…") when appropriate throughout the modules. Each module will begin with an introduction overview of what will be learned. The body of the modules will provide the basic information presented in chunked blocks so that students may skip ahead to the area they most need to review when revisiting after the initial viewing. This section will include some interactive quiz prompting, keeping the students engaged in network-processing to forge connections between long-term and working memory. "In learning declarative knowledge learners may be asked to state, summarize, recognize, or list part or all of the information they are to learn" (Smith & Ragan, 2005, p. 136).

To determine the efficacy of the lesson, an interactive quiz will be given to the learners upon completion of viewing the module. "Cognitive theorists are concerned with what occurs inside the mind - how we think, process information, remember and forget information, and acquire and use language to communicate" (Morrison, et al, 2013, p. 357). "Information-processing theories...describe learning as a series of transformations of information" (Smith & Ragan, 2005, p. 26). These theories, which incorporate both Schema Theory and Multi-store theory, postulate that learning happens when information received into working memory is networked into long-term memory. In order for this transfer of information to occur, the information must be meaningful (p. 27). According to Smith & Ragan (2005), "knowing the purpose and goal of the lesson allows learners to monitor their own learning and to actively seek help or clarification when they sense they are not achieving the goal" (p. 132). Pairing auditory and visual components (via voiceover) will generate more interest from the learners. In an effort to reduce cognitive overload, each module will chunk the topics, using graphical schemas to reinforce contrasts between the subjects and promote learning. Using smaller chunks of

information will optimize learning of the complex tasks presented in this project. Paas et al. (2014) found that there is a "much greater potential for exploring learning interactions which occur by combining the learning environment with learner characteristics and instructional strategies" (p. 193). With the use of the modules, learners will be able to re-code the information and restore this information into the long-term memory.

### Module on Student Resources

The purpose of this module is to provide an eLearning resource for the Anoka Technical College Admissions Office. The college did not currently have a student resources module for new students and found that students were unaware of who their advisors were and the resources that the Anoka Technical College affords to new students. As a result, they see a need to provide resources for learners that will provide them with valuable information in the attempt to have successful students and to help with retention of students. It has been determined that one eLearning interactive tutorials of 10 minutes will be created to support the instructional goals.

### Goals and Objectives

1. After viewing the eLearning module, learners will be able to explain to another student who their advisor is for their program.
2. After viewing the eLearning module, learners will be able to describe to another student the resources that are available to ATC students.

### Learning Context

Advising for the students at ATC is provided through faculty in the different programs at the college. It has been found that students that are aware of who their advisor is and work with this advisor during their time at the college are more successful than students that do not utilize their college advisor; however, some students do not know who their advisor is at the college.

Further, many resources are offered through the college and many students are not aware of these resources to help them become successful students.

### Discrepancy Model Analysis

It was determined that an eLearning tutorial topic will be necessary to bridge the information the student is experiencing with regard to not knowing who their advisor is and the different resources available to the student. An embeddedd targeted eLearning resource into the management software of the college will help learners to view the necessary information to learn who their advisor is and what resources the college offers.

### Needs Assessment Plan

Retention of college students is being studied at ATC. Within this task force, it was determined that many college students do not know who their advisor is. Also, many college students do not know the resources that are available to them. The task force served as the SMEs for this project met once a month, and the project took approximately one semester to determine the needs for this module.

### Target Audience

Learners are mainly nontraditional learners with an average age of 27 and generally active. Some learners are immigrants; however, this was not determined to be a barrier to their comprehension of English. It is hoped that the learners are comfortable using technology and Web 2.0 technology, and are technologically savvy; however probably most learners will tend to use technology at a superficial rather than sophisticated level.

### Abilities of Learners

Learners will need to have prior knowledge on how to turn on a computer, log into a webpage on their computer, or log into a webpage on their mobile device. Learners will be

provided with specific information as to how to log into Brightspace and the training module. Learners will be able to read and write at a college freshman level

The SMEs determined that the learners will respond well to chunked material and consistent prompts. The SMEs are unclear how adept the learners are with mobile as learning tools; however, the marketing team has stated that prospective students are using their mobile devices to seek out the college versus using a PC. Any difficulties in use of these devices would be supported and accommodated by the University.

**Unique Motivation of Learners**

Learners have chosen to become a student at Anoka Technical College as their college of choice, to become a student so this demographic of learner has self-selected and with that is the assumption that as a group they exhibit above average motivation to be successful in their programs.

**Community of Learners**

It is not yet sure how many students will be utilizing this e-Learning module as the numbers change from semester to semester. Also, it is not part of the policy as to how students will be given this module; however, this number will probably be quite small to begin with (under 100 learners).

**Implication of Instruction**

The learning modules may be used in the orientation process to the information given to students before registering for classes and will also be available online for self-paced learning. The module will incorporate informal interactive quizzes designed to engage learners. Providing an interactive eLearning video is intended to capture (and keep) the learner's attention focused on the objectives. Once we have the learner's attention, we are better able to show the value of

the objectives (affective). Smith & Ragan (2005) indicate “We want the learners to not only respond positively to our topic but to internalize an interest in the topic so that it becomes something that they value” (p. 264). The reading level will need to be at a college freshman level, however vocabulary and terms may be new to users so definitions will be provided as a ‘click-in’ function of the module.

**Media Used**

One 10-minute module will be used to increase learners’ knowledge of advisors on campus and resources available to students. The module was created in Captivate using the PowerPoint that was made available to the client.

The learning modules will be available online for self-paced learning and incorporate informal interactive quizzes designed to engage learners. Providing an interactive eLearning video is intended to capture (and keep) the learner’s attention focused on the objectives. Once we have the learner’s attention, we are better able to show the value of the objectives (affective). Smith & Ragan (2005) indicate “We want the learners to not only respond positively to our topic but to internalize an interest in the topic so that it becomes something that they value” (p. 264).

**Lesson-Level Organizational Strategy**

The use of concept mapping will be covered in this lesson. According to Smith & Ragan (2005), concept mapping is a “pedagogical tool that is a useful method for constructing, organizing, and communicating knowledge” (p. 1). Having the use of a visual presentation allows for all types of learners. It has been found that concept mapping is more efficient than the use of rote memorization, note-taking or underlining. One module will showcase the various subtopics associated with copyright, public domain, and open source materials. The second

module will review the various subtopics associated with APA and Chicago Citations along with attribution.

The use of visual images supports the Information-Processing theories, as "some theorists believe that images may be stored as images in long term memory" (Smith & Ragan, 2005, p. 28). Our use of images will help to reinforce *schemata,* the data structures that create network connections between concepts, ideas and prepositions (p. 28). The goal is to create learning modules where "new information can be connected in memory to prior knowledge (or schema)," allowing for "meaningful learning to occur, as opposed to rote memorization" (Morrison, et al., 2013, p. 359). Although initially presented by the instructors, the modules will be available to view on-demand, so that students may revisit the resource as necessary to reinforce learning.

**Module Structure**

The material will be presented to the learners in a presentation module that is housed within course management software. Since much of the material may present newly-defined concepts, expository sequencing will be used where learners will first be presented with the definition of the concept and then provided examples to reinforce the information. In order to keep the learner's attention, typographic signals will be utilized as well as boxes, boldfacing, and underlining (Morrison, et al, 2013, p. 168). Schema will be used to signal and reinforce the different areas of learning. For instance, copyright information will be coded with color, text and imagery differently from public domain criteria. Images will be integrated for visualization purposes and an audio-narration will be included for auditory learners. Links to outside resources will be provided (i.e: "for more information…") when appropriate throughout the modules. The module will begin with an introduction overview of what will be learned. The body of the module will provide the basic information presented in chunked blocks so that students may skip

ahead to the area they most need to review when revisiting after the initial viewing. This section will include some interactive quiz prompting, keeping the students engaged in network-processing to forge connections between long-term and working memory. “In learning declarative knowledge learners may be asked to state, summarize, recognize, or list part or all of the information they are to learn” (Smith & Ragan, 2005, p. 136).

In order to determine the efficacy of the lesson, an interactive quiz will be given to the learners upon completion of viewing the module. Perhaps a survey will be given to faculty as to the increase of students seeking out the advice of their advisor.

“Cognitive theorists are concerned with what occurs inside the mind - how we think, process information, remember and forget information, and acquire and use language to communicate” (Morrison, et al, 2013, p. 357). “Information-processing theories...describe learning as a series of transformations of information” (Smith & Ragan, 2005, p. 26). These theories, which incorporate both Schema Theory and Multi-store theory, postulate that learning happens when information received into working memory is networked into long-term memory. In order for this transfer of information to occur, the information must be meaningful (p. 27). According to Smith & Ragan (2005), “knowing the purpose and goal of the lesson allows learners to monitor their own learning and to actively seek help or clarification when they sense they are not achieving the goal” (p. 132). Pairing auditory and visual components (via voiceover) will generate more interest from the learners. In an effort to reduce cognitive overload, each module will chunk the topics, using graphical schemas to reinforce contrasts between the subjects and promote learning. Using smaller chunks of information will optimize learning of the complex tasks presented in this project. Paas et al. (2014) found that there is a “much greater potential for exploring learning interactions which occur by combining the learning environment

with learner characteristics and instructional strategies" (p. 193). With the use of the modules, learners will be able to re-code the information and restore this information into the long-term memory.

**Conclusion**

The modules will conclude with a summary of what has been learned along with resources for further knowledge and a prompt to download an informational handout which will include a graphic organizer which will show the main points in the lesson along with how they are related to one another. The typographic and graphic signals will be reinforced within the summary so that students have a powerful visual schema to reinforce the networked learning. It will be suggested that the admissions office send an email to new students to assess whether the learners have effectively made the transfer of knowledge to working memory

**Assessment**

In order to determine the efficacy of the lesson, it is suggested that a pre-survey and post survey be given to the learners on the module topics. After interview with the SMEs it is determined that SMEs wish to have a 50% improvement in the learning goals, moving approximately 7.5 learners per class up 1 grade from their current average. This project is using declarative instruction therefore "the instruction can specify exactly what the learner must be able to list, summarize, or recall" (Smith & Ragan, 2005, p. 132). For this project, learners will be able to recall information given from the instruction and later apply this knowledge to a written assignment.

**Cognitive Description of the Learning Task**

"Cognitive theorists are concerned with what occurs inside the mind - how we think, process information, remember and forget information, and acquire and use language to

communicate" (Morrison, et al, 2013, p. 357). "Information-processing theories...describe learning as a series of transformations of information" (Smith & Ragan, 2005, p. 26). These theories, which incorporates both Schema Theory and Multi-store theory, postulate that learning happens when information received into working memory is networked into long-term memory. In order for this transfer of information to occur, the information must be meaningful (p. 27). Although the learners in Intro to Lit have been previously given the information covered in the module, it has not been presented in a way that engages the learners to a degree that it becomes meaningful. According to Smith & Ragan (2005), "knowing the purpose and goal of the lesson allows learners to monitor their own learning and to actively seek help or clarification when they sense they are not achieving the goal" (p. 132). The modules will reinforce the knowledge provided by the instructors through classroom lecture by engaging students with a higher level of visual stimulation and interactive learning. Pairing auditory and visual components (via voiceover) will generate more interest from the learners. In an effort to reduce cognitive overload, each module will chunk the topics, using graphical schemas to reinforce contrasts between the subjects and promote learning. Using smaller chunks of information will optimize learning of the complex tasks presented in this project. Paas et al. (2014) found that there is a "much greater potential for exploring learning interactions which occur by combining the learning environment with learner characteristics and instructional strategies" (p. 193). With the use of the modules, learners will be able to re-code the information and restore this information into the long-term memory.

**Conclusion**

Learners from ATC will be provided with one ten-minute e-Learning module that will help them learn the who their advisor is at the college and what resources are available to

students. Interactive media infused with typographic and visual signals will activate the long-term memory sensors, enabling learners to apply the knowledge to their research project. There is no resistance to this project as it is desired by the instructors (SMEs) to help improve retention rates at the college. As it is a felt need, there is no pressure for the instructors to improve performance, rather a desire to close the gap that they find in their learners' knowledge and abilities. Technology integration should be manageable as ATC is currently using course management software through which the modules can be embedded for in-class and self-paced learning. The most challenging parts of implementing the lesson will be learner motivation and the time frame allowed to create this lesson. Designer is still learning Captivate along with creating the lesson. There may be constraints that designer is as of yet unaware of that may provide challenges along the way.

**Institutional Review Board Approval**

The IRB Form has been completed and was submitted for board approval in the fall 2016.

**Application of Products**

All three products are currently being used or will be used by the Anoka Technical College. One project is for the ATC faculty. Two projects are for the incoming students; one project must be completed before registering if viewing the online orientation, and the other project during their time at ATC.

**Culminating Project Timeline**

March 2016

- Enroll in IM612, IM680, and IM 639

April 2016

- Program of study form to School of Graduate Studies
- Enroll in IM632, IM656, and IM696

- Fill out graduation application

July 2016
- Culminating project preliminary meeting with committee

August 2016
- Notify Graduate Studies of final meeting date
- Submission of IRB Document

September 2016
- Final meeting date, scheduling
- Revise chapter per Report of Preliminary Evaluation Committee
- Production and completion of projects

November 2016
- Deadline for submission of culminating project to Graduate Studies

December 2016
- Final meeting with committee members
- Exit interview with IM department
- Graduation

**Summary**

Three projects were created for this portfolio. This portfolio provides a set of information media samples, each created in Captivate for purposes to be used at the Anoka Technical College. The first project was to help train faculty on the creation of an online community, the second project was to provide incoming students at ATC an online orientation, and the third project was to provide students with a resource to find out who their advisor is and resources available to students at ATC. Incorporated into the modules were theories and research findings in the instructional design field. The projects will be uploaded into BrightSpace as they are completed for a period of one year from December 2016 – December 2017. I will capture screenshots of the different project slides.

# Chapter 4: Project Showcase

## Introduction

This portfolio provides a set of information media samples, each created in Captivate for purposes to be used at the Anoka Technical College. Through the projects demonstrated will be the ability to: create materials that address current needs at the college, display my understanding of using appropriate software and engaging graphics, and use the learning theories I have acquired as a student at St. Cloud State University.

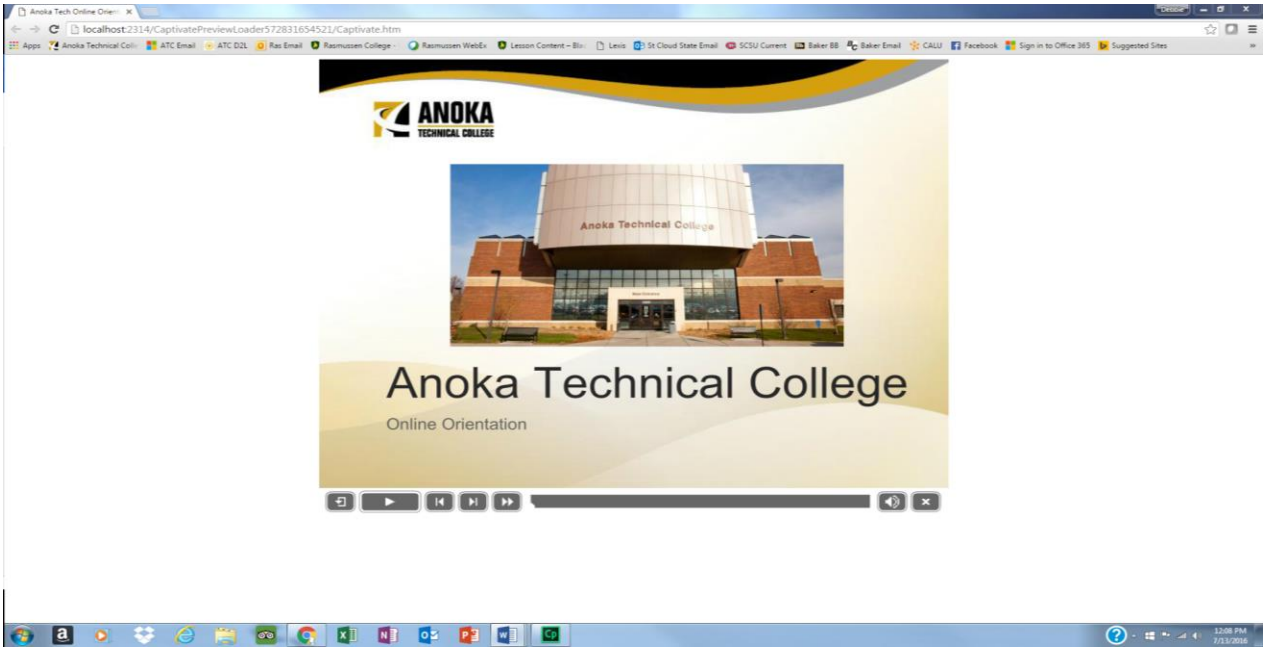
## Description of Products

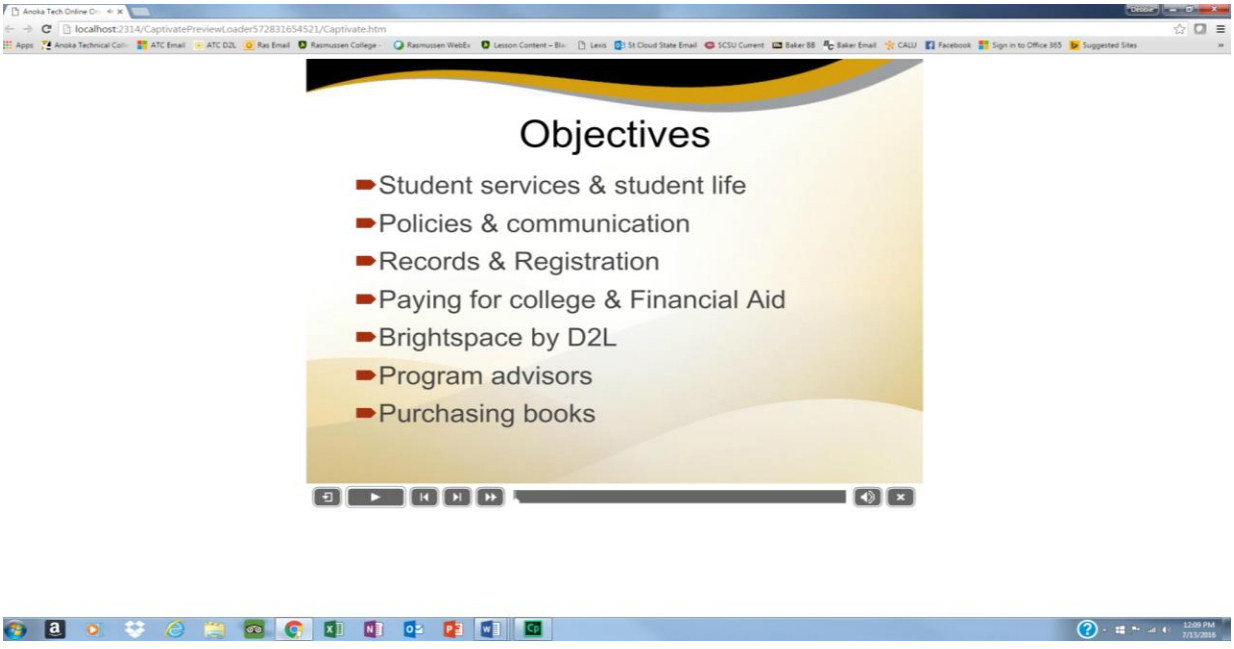
The eLearning modules were first created in PowerPoint and embedded into Captivate. Voice over was used on each of the slides. Incorporated into the lessons were true/false questions, multiple choice questions, and a word search to allow for interactivity in the modules. A transcript will be given with each module due to the time constraint of submitting this paper. It is anticipated that close captioning will place in the future.

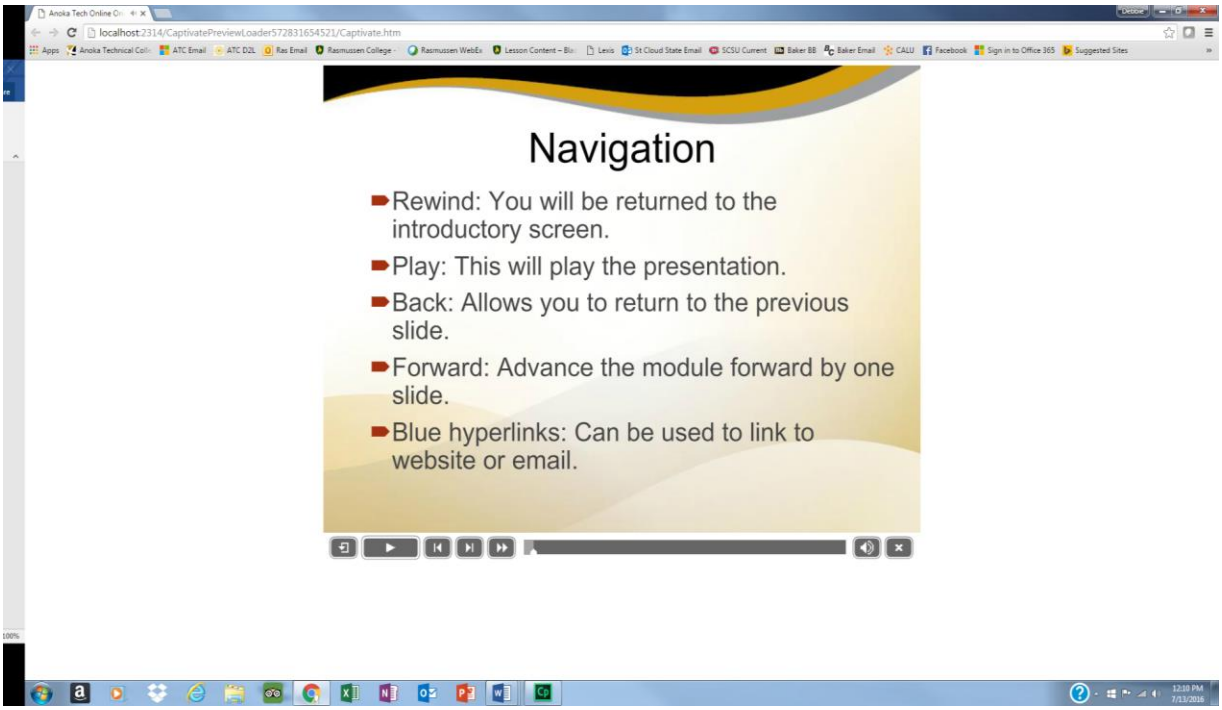
## Module Slides

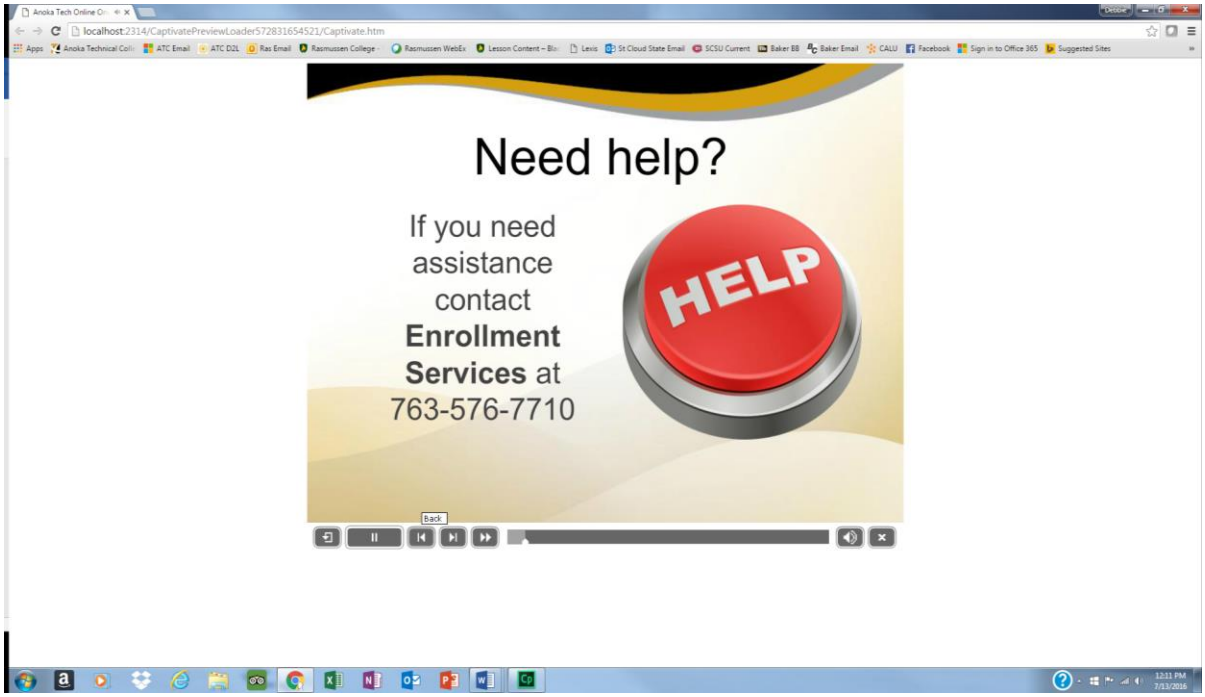
Presented are some selected slides from the eLearning modules. Presented in the Appendix is the storyboard for this eLearning module.

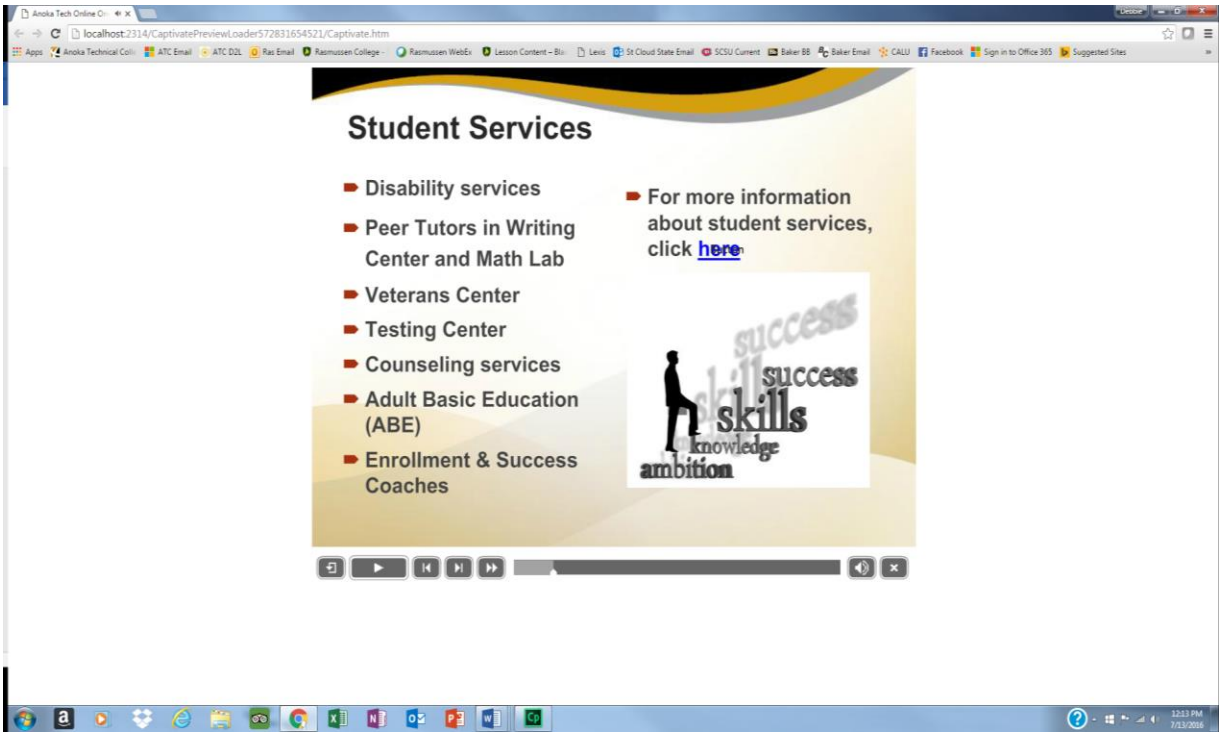
## Online Orientation

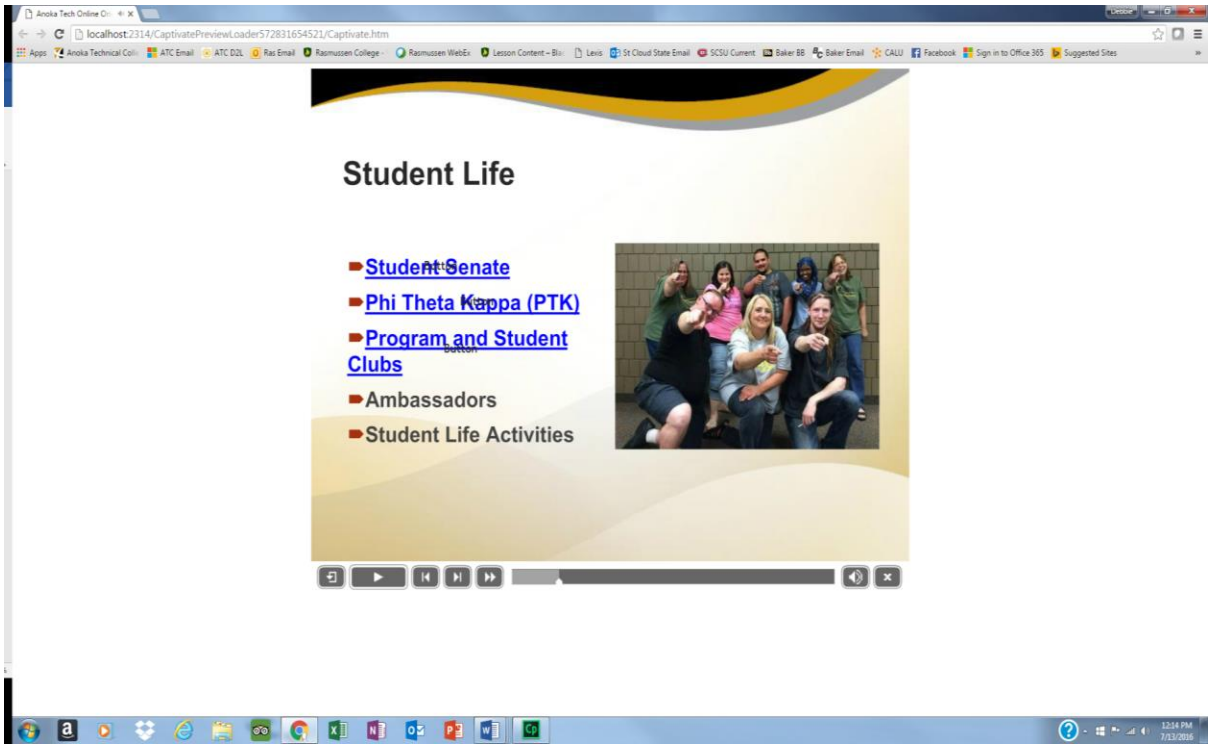


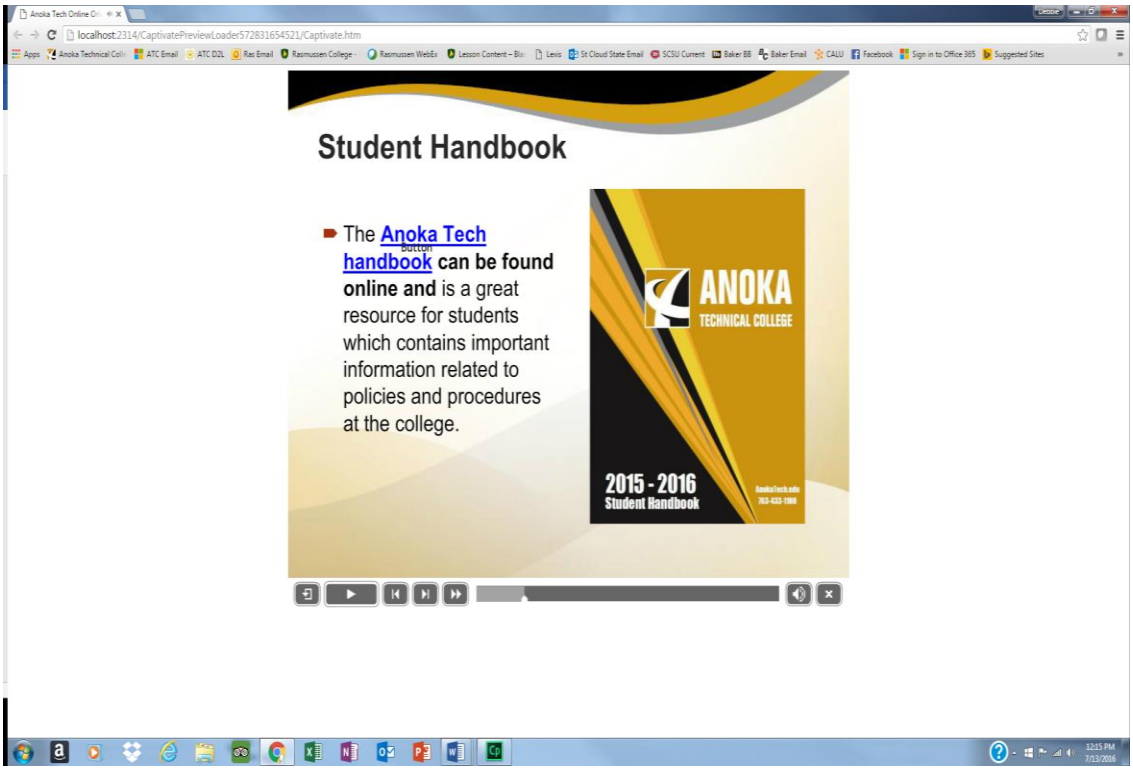



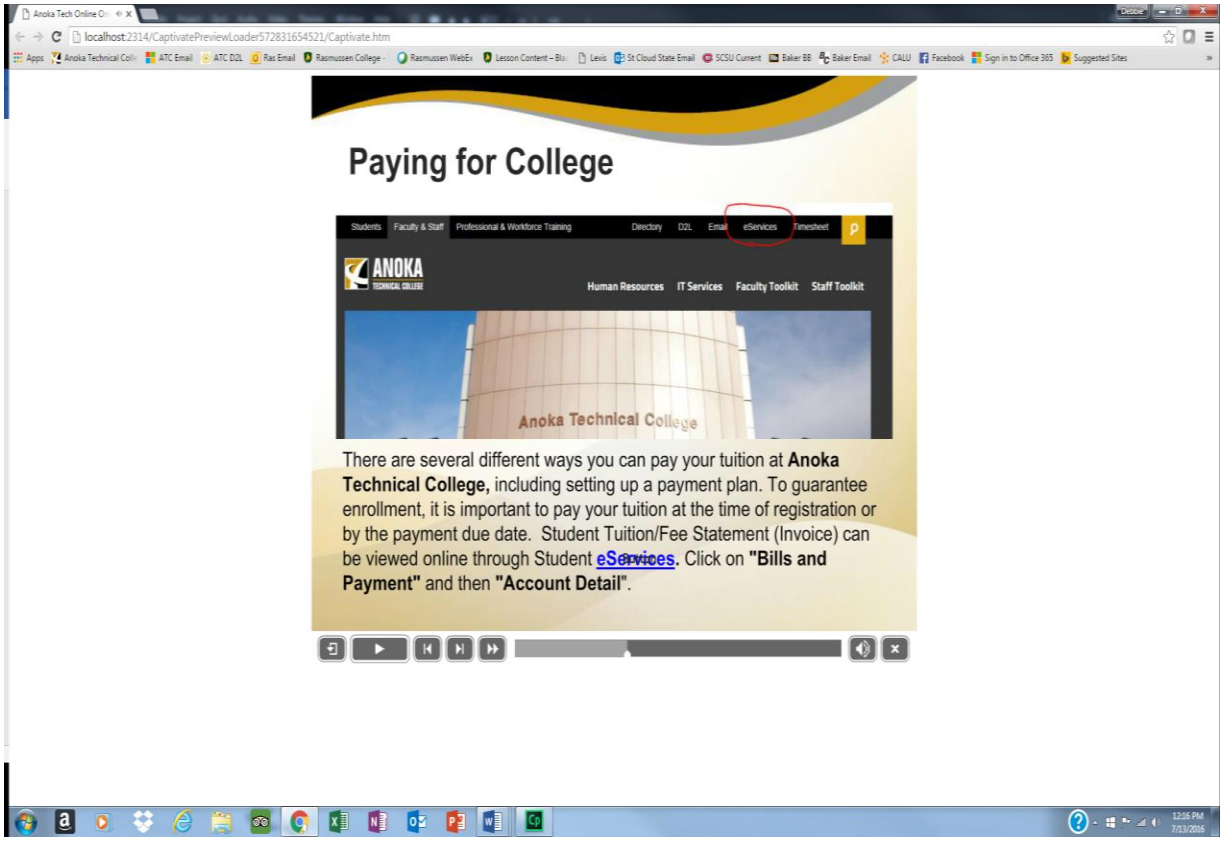

Navigation
Rewind: You will be returned to the introductory screen.
Play: This will play the presentation.
Back: Allows you to return to the previous slide.
Forward: Advance the module forward by one slide.
Blue hyperlinks: Can be used to link to website or email.

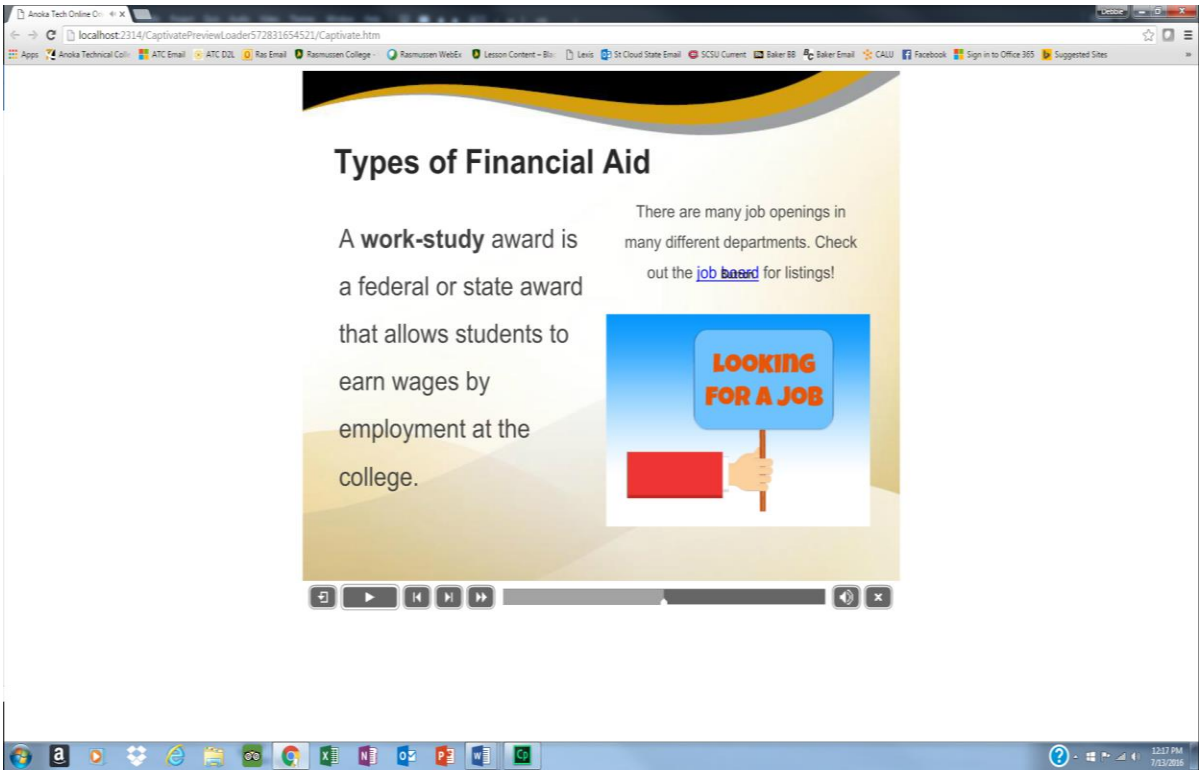

Need help?
If you need assistance contact Enrollment Services at 763-576-7710
HELP
Back

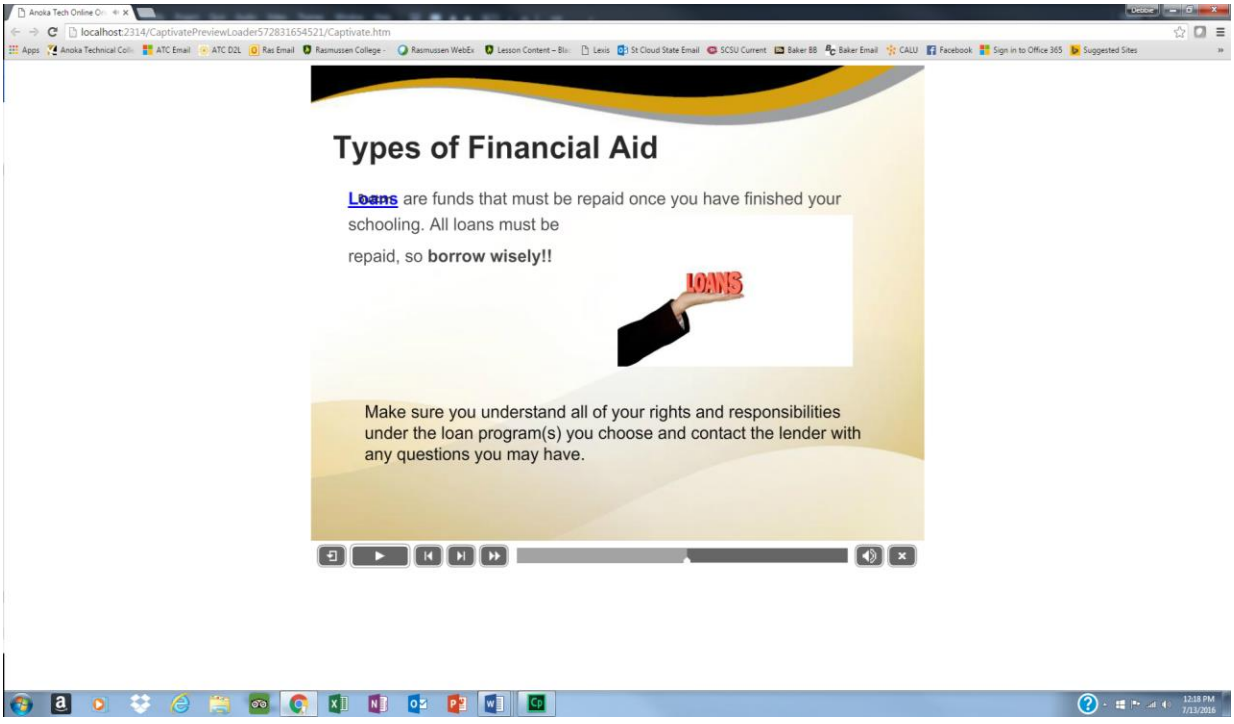

Student Services
Disability services
Peer Tutors in Writing Center and Math Lab
Veterans Center
Testing Center
Counseling services
Adult Basic Education (ABE)
Enrollment & Success Coaches
For more information about student services, click here
success
skills
knowledge
ambition


Student Life
Student Senate
Phi Theta Kappa (PTK)
Program and Student Clubs
Ambassadors
Student Life Activities

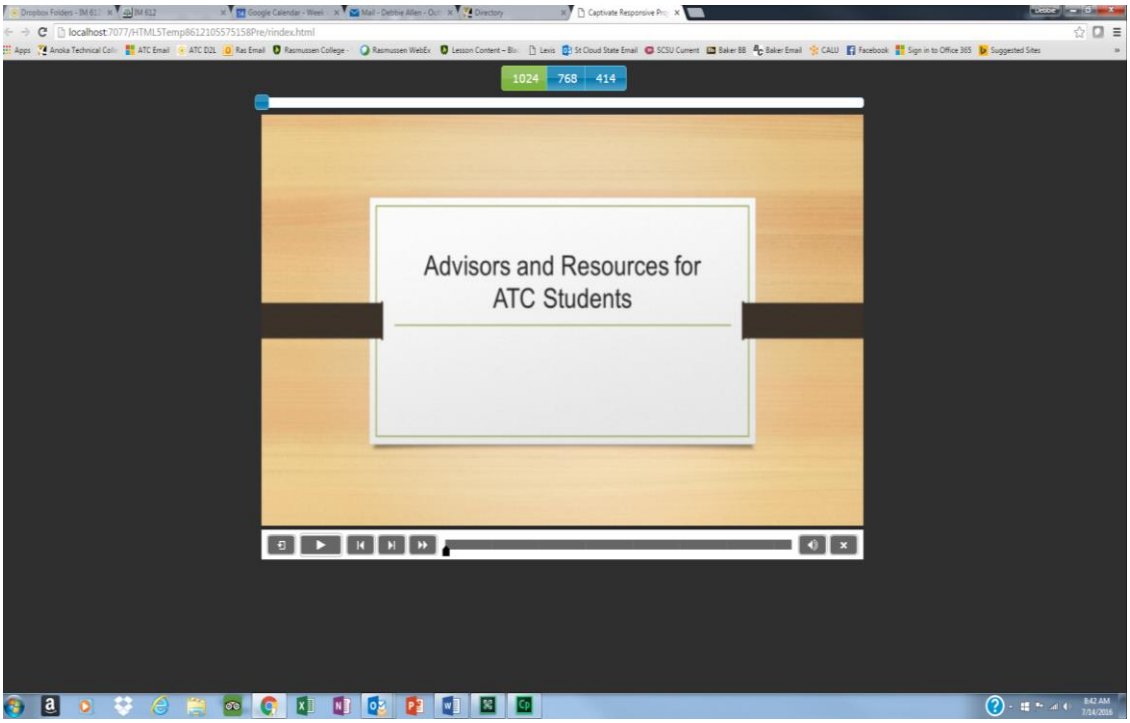

Student Handbook
The Anoka Tech handbook can be found online and is a great resource for students which contains important information related to policies and procedures at the college.
ANOKA
TECHNICAL COLLEGE
2015 - 2016
Student Handbook

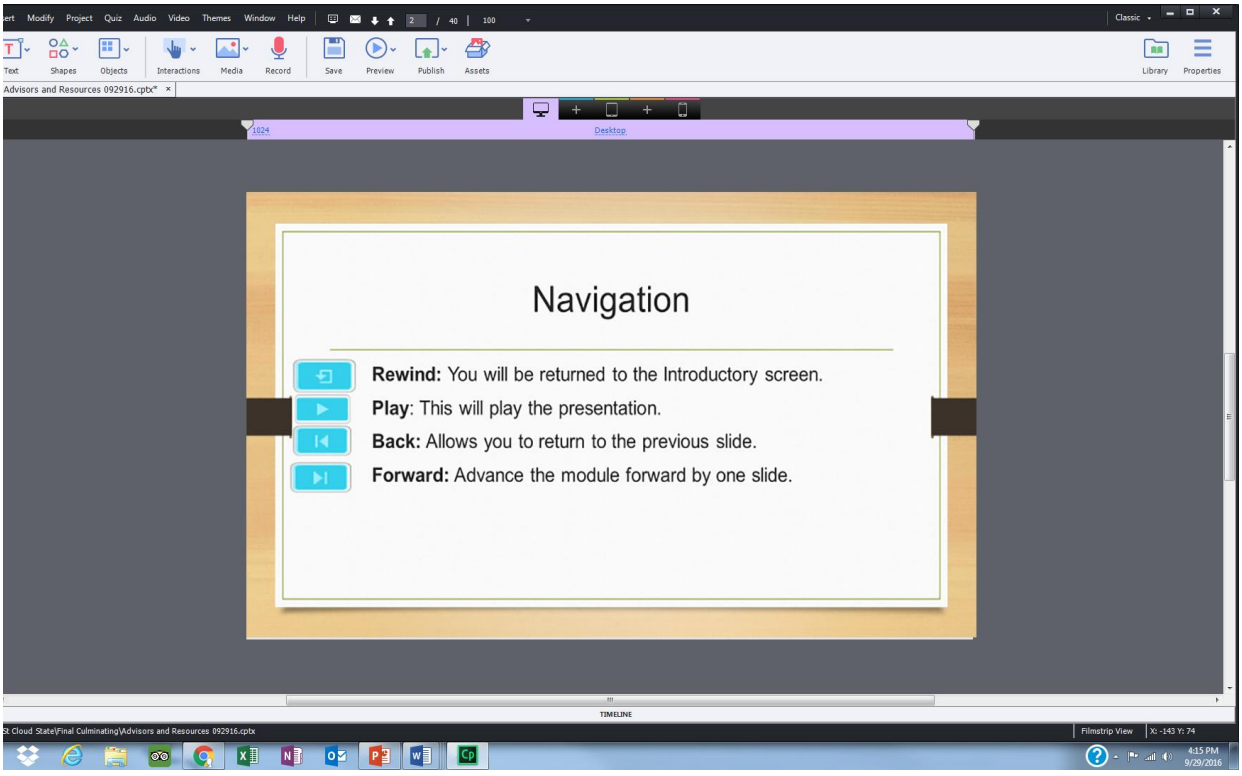

Paying for College
Students
Faculty & Staff
Professional & Workforce Training
Directory
D2L
Email
eServices
Timesheet
ANOKA
TECHNICAL COLLEGE
Human Resources
IT Services
Faculty Toolkit
Staff Toolkit
Anoka Technical College
There are several different ways you can pay your tuition at Anoka Technical College, including setting up a payment plan. To guarantee enrollment, it is important to pay your tuition at the time of registration or by the payment due date. Student Tuition/Fee Statement (Invoice) can be viewed online through Student eServices. Click on "Bills and Payment" and then "Account Detail".

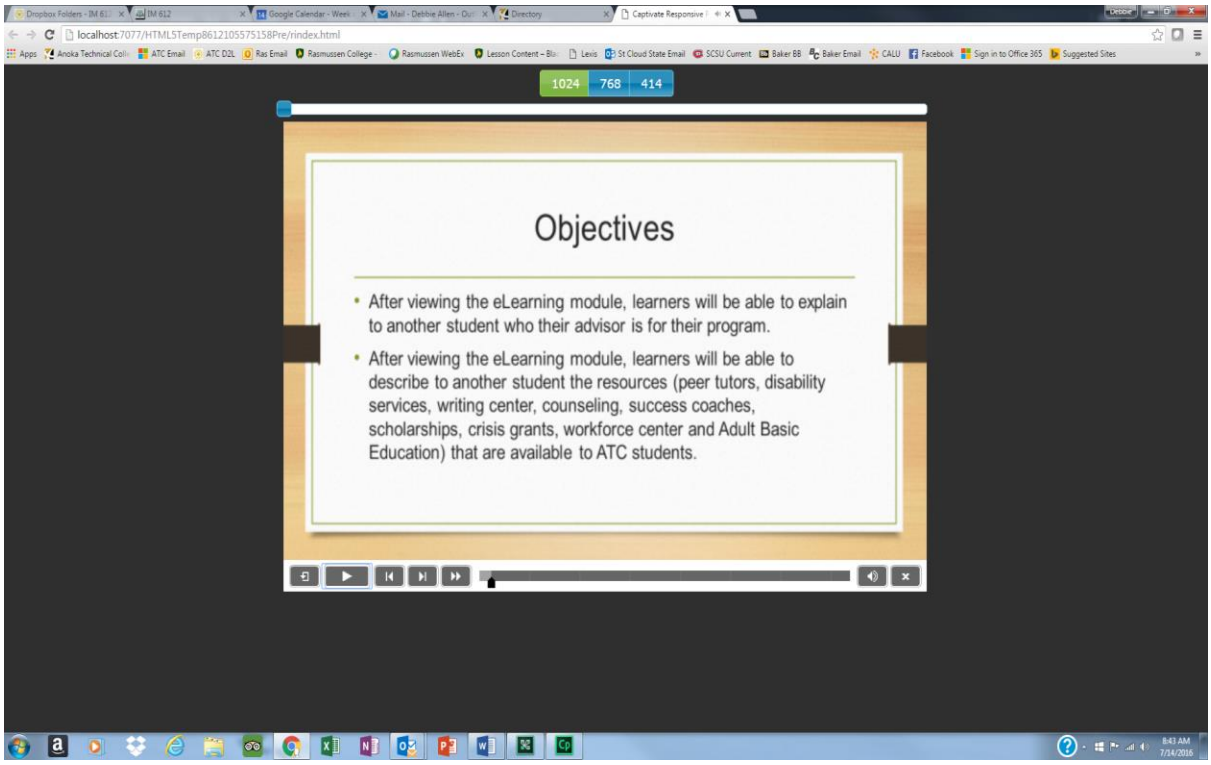

Types of Financial Aid
A work-study award is a federal or state award that allows students to earn wages by employment at the college.
There are many job openings in many different departments. Check out the job board for listings!
LOOKING FOR A JOB

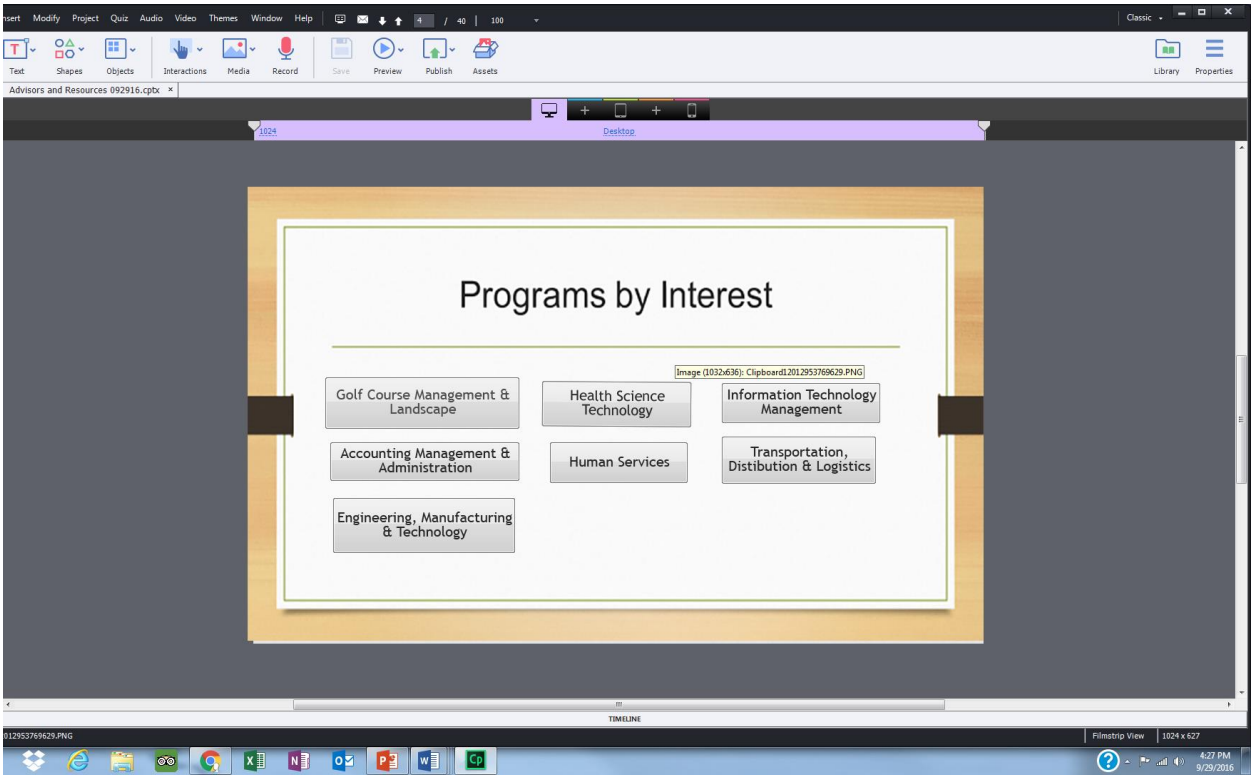

Types of Financial Aid
Loans are funds that must be repaid once you have finished your schooling. All loans must be repaid, so borrow wisely!!
LOANS
Make sure you understand all of your rights and responsibilities under the loan program(s) you choose and contact the lender with any questions you may have.

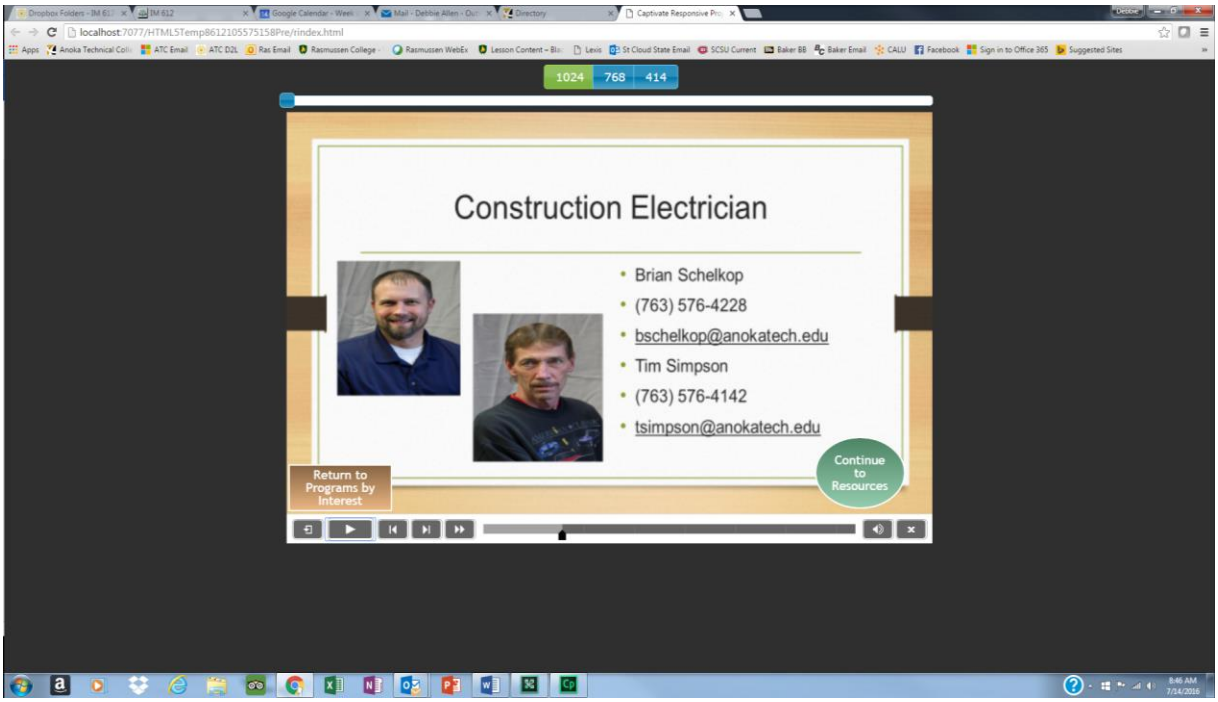
## Advisors and Resources for ATC Students

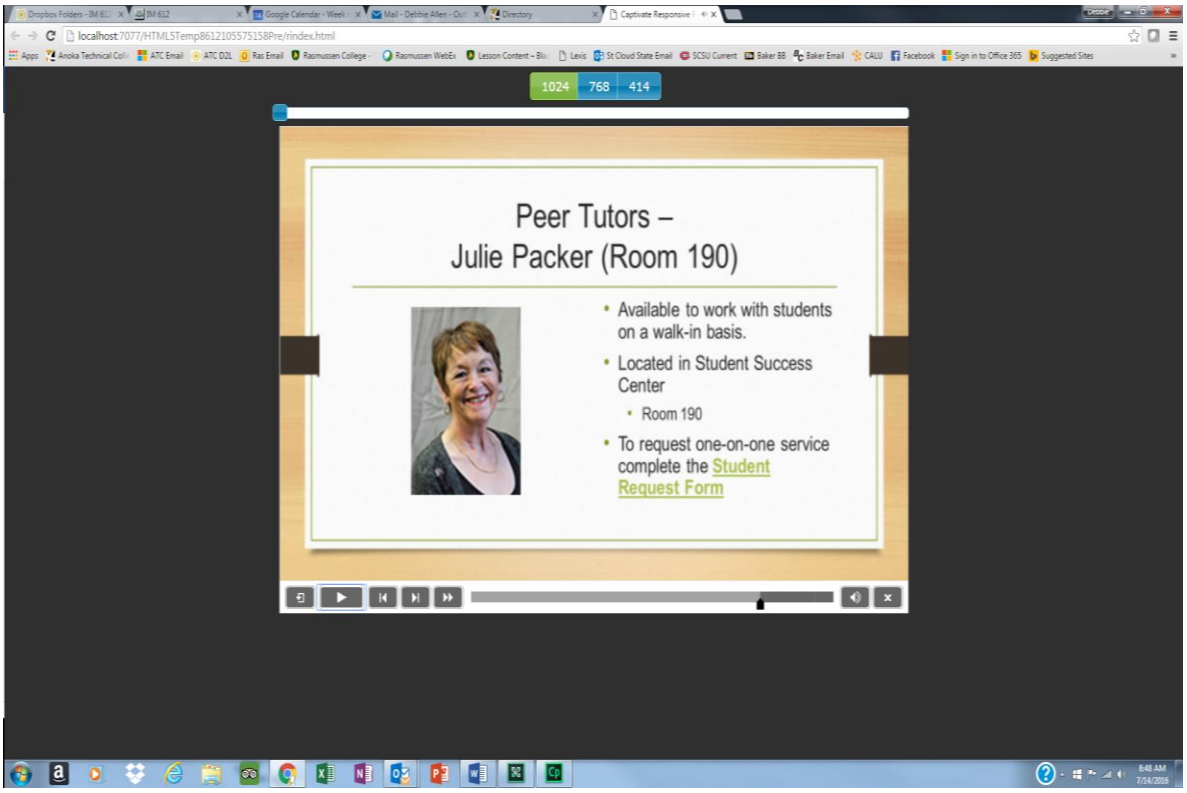


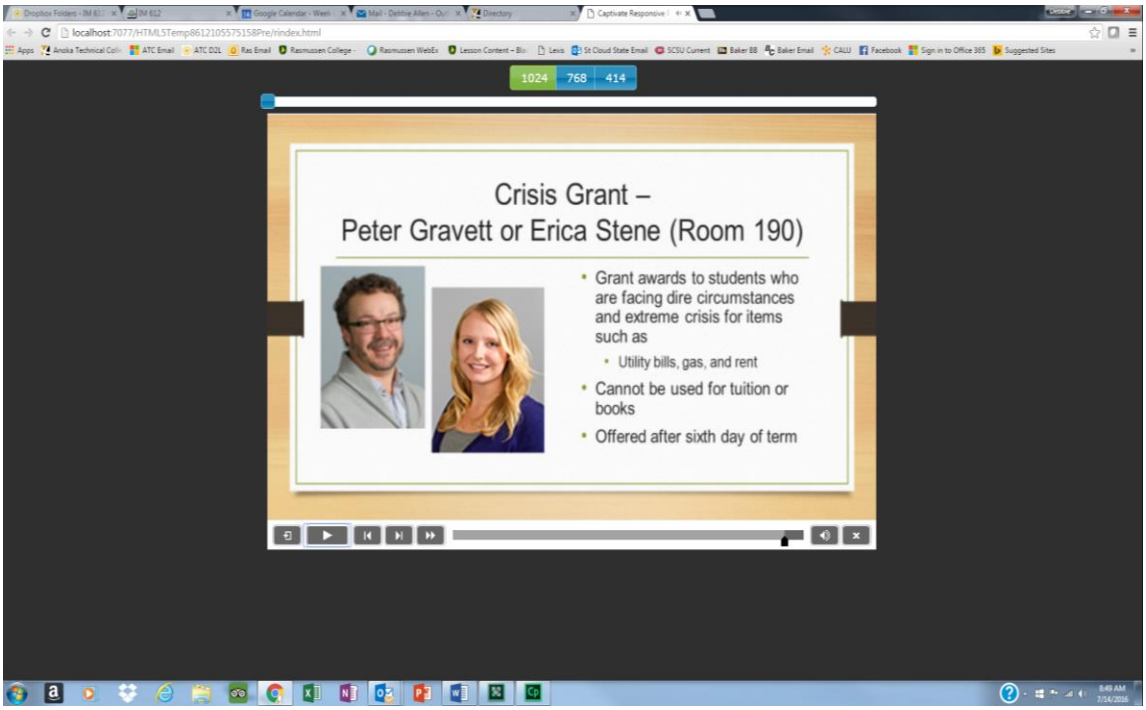




1024 768 414
Objectives
After viewing the eLearning module, learners will be able to explain to another student who their advisor is for their program.
After viewing the eLearning module, learners will be able to describe to another student the resources (peer tutors, disability services, writing center, counseling, success coaches, scholarships, crisis grants, workforce center and Adult Basic Education) that are available to ATC students.


Programs by Interest
Golf Course Management & Landscape
Health Science Technology
Information Technology Management
Accounting Management & Administration
Human Services
Transportation, Distibution & Logistics
Engineering, Manufacturing & Technology


1024 768 414
Construction Electrician
Brian Schelkop
(763) 576-4228
bschelkop@anokatech.edu
Tim Simpson
(763) 576-4142
tsimpson@anokatech.edu
Return to Programs by Interest
Continue to Resources


1024 768 414
Peer Tutors –
Julie Packer (Room 190)
Available to work with students on a walk-in basis.
Located in Student Success Center
Room 190
To request one-on-one service complete the Student Request Form




**Building an Online Learning Community**

Slides will be presented in Appendix B with the storyboard.

**Implementation of Products**

The online orientation eLearning Module for the Anoka Technical College and the advisor/resource eLearning module were released once they were completed as there was an immediate need for these modules. The eLearning module was first released only to online students, but there was a need seen to release it to late-registering students to increase enrollment at the college. The advisor/resource eLearning module was released to all students. These eLearning modules will be changed as the registrar requests changes.

The Building Online Learning Communities module will be released in the spring of 2017. The module will be sent to all faculty at ATC via BrightSpace as a resource for teaching hybrid and online courses. It is not anticipated this eLearning module will undergo any revisions in the future.

## Usability Study and Formative Evaluation

A usability study and a formative evaluation was conducted at the Anoka Technical College with faculty members that currently teach online either in a hybrid setting or fully online. An email was sent to the faculty members to invite them to participate in this study. Only one person responded to the email, so trips were made to the individual offices during office hours to invite them to participate in my study. For the Institutional Review Board compliancy, faculty members had to sign a consent form. For my study, I asked faculty members to take a survey, watch the thirty-minute eLearning module of Building Online Learning Communities, and then participate in an interview. Twelve faculty members agreed to be part of the study. Results of this study will be shared in Chapter 5.

# Chapter 5: Reflection

## Introduction

To create the portfolio eLearning modules, I decided to learn and utilize Captivate. In learning the software, I spent many hours coordinating with their support staff watching them take over my screen to make changes to my projects and to explain how to utilize the program. I am extremely proud of these projects and the fact I am able to help my college with needs in regards to retention and providing students with an online orientation that in turn registers more students into our college. The online orientation has already been shared with students and will continue to be a piece of our registration process. Changes will need to take place over the years, but at least we have a starting point for this orientation. The advisor module was just released to new students and we will be surveying to see if this module helped them know who their advisor is as well as other available resources. The module for faculty will be released in the spring of 2017. I will be conducting one-on-one interviews with faculty members to see if this module helped them create their online community.

In reading many articles for the research portion of this paper I was engaged in learning more about retention problems and solutions our country is now seeing. The research reinforced the information I learned while taking a master's online teaching certificate years ago and through my master's degree in instruction design.

I found that creating the modules was a great learning experience that may lead me into creating learning modules not only for my own classes, but for the corporate environment.

## Usability Study - Building an Online Learning Community

Twelve faculty members offered to help with a usability study on Building an Online Learning Community. Nine faculty members returned the signed consent form and completed

the survey, while seven completed the interview. Faculty members were first provided with a survey that asked the following questions: 1. What is your age? 2. How long have you been teaching in a secondary education setting? 3. Do you teach fully online courses? 4. Do you teach hybrid courses? 5. How long have you been teaching online either in a fully online class or a hybrid class? 6. If you teach fully online courses do you utilize the discussion board? 7. If you teach hybrid courses do you utilize the discussion board? 8. If you teach fully online courses or hybrid do you have group activities embedded in your course(s)? 9. If you teach fully online courses or hybrid do you post an initial guideline for participation in your discussion board? 10. If you teach fully online courses or hybrid do you post information about netiquette in your discussion board? 11. If you teach fully online courses or hybrid do you post your response time to email and grading of assignments? 12. If you teach fully online or hybrid what do you think is the most important factor in having an online community?

Upon completion of the survey, faculty members were given a username and password to view the eLearning module in BrightSpace. After viewing the eLearning module, faculty members were interviewed. The following questions were used for the interview: 1. How satisfied were you with the sway the information was delivered? 2. Did you feel you were encouraged to get more information beyond the module? 3. How likely would you be to revisit this module again to refresh your knowledge? 4. Rate the overall quality of your experience with the module. 5. Do you feel that having an active discussion board would help with retention in your online or hybrid course? How would this help with retention? 6. Do you feel that students need to know your response time to email messages and grading? How would this help with retention? 7. What do you think is the most important factor for creating an online community?

8. What do you think is the most important factor for retention of online students? For face-to-face students?

Results from Usability Study and Interview will be presented in the Appendix C.

**Reflection on Each Product**

The first and second module are closely related with what the literature findings revealed with regards to retention. It was discovered through these findings that problems associated with student retention can be that the student loses money; and time in turn the colleges loses money and credibility. Colleges do not want students to withdraw and therefore need to help in any way they can to retain these students. Having two eLearning modules can elevate some of the stress associated with an overload of learning new things and knowing the resources available to them at the college when first attending it.

The first project is the online orientation. Students are given the orientation upon applying to the college. To help with retention, students may at any time revisit the online orientation to guide them towards: what student services are available for them, student life on campus, student handbook, register for courses, pay for their courses, financial aid, get into BrightSpace, and get their books. Students are reminded they are responsible for the policies and procedures in the Student Handbook and are financially responsible for any course they register for via eServices. Within the module are interactive links to websites to provide further information for students.

The second project is the module for students that lists advisor contact information and resource contact information. It was decided in the retention committee that students may not know and utilize their advisors. To help with retention of students, an eLearning module was created with advisor contact information and resource contact information. Within the module is

a slide that allows students to click a link to their particular division where they can find their program. On their program page they can either go back to the division page or go directly to other resources for students.

The literature finding revealed that there are some online uses and concerns instructors need to be aware of when teaching online courses so they may retain their students. The literature findings suggest faculty presence, building an online community, and having clear course requirements can help with retention. The third project was designed for faculty at ATC to provide professional development to deliver guidance on the use of an online community for their online courses. Within the module is a slide titled "What do you want to review?". Faculty can click on the particular topic they want to review. There are multiple choice questions peppered throughout the module. An online security word search is embedded to engage learners.

Discoveries made during the formative evaluation and the usability study are that faculty agree with the findings that an instructor presence is needed for students to feel part of a community and feel connected to the course. Chances are better for retaining the student in both the course and the college when the student feels connected to the course. Students need to feel valued in the courses they are taking and a was for value to surface is for the faculty member to be approachable not only in the face-to-face courses, but in the online environment through email, discussion, and calling students who are struggling in their courses. As one faculty member stated, "We need to have the student feel like they are getting individualized attention."

Other factures brought out in the study were that the students need to have an organized class and clear course content. If students are confused with the course, changes are that they may stop doing the work in the class. However, the student must also be motivated to take an

online course and if they are confused, students need to reach out to faculty members or tutors on the campus to help them with their course work. In the literature findings, universal design was discussed. Universal design can help with the organization of a course and having clear course content.

Many of the articles found for the literature findings were found within the Quality Matters resources. Quality Matters completed a study on online learning before putting together a rubric to cover needs for an online course. I highly recommend that faculty members research Quality Matters and participate in the Applying the Quality Matters Rubric (APPQM) course as the class goes into detail regarding needed items for an online course such as alignment with assignments to the course objectives, posting a faculty introduction, creating a learning environment that includes faculty-to-student, student-to-student, and student-to-content interaction.

**Recommendations for Additional Products**

As technology evolves, changes will need to be made to the online orientation and the advisor/resource module to reflect new technology in the field. As the "instructional designer" for the college, I will be part of those changes learning the new technology and implementing it into new eLearning modules for our students. Close captioning will take place in the three modules.

**Conclusion**

Colleges will need to continue to do research as to how to retain students for their campuses. It is extremely important in the 21st century with budget problems that colleges retain their students. From the research performed for this portfolio project, I discovered that many institutions are struggling with retaining students. There can be overlapping factors as discussed

in Chapter Three, but there are some tools that faculty members can use to help with retention of students. What I discovered is that Universal Design does not mean that all courses will look alike, but there are certain things that can be embedded into an online course that will help make student feel part of a community and help with the retention of those students. For faculty it is simply not taking a face-to-face course and putting it online. Faculty will need to change some of their teaching styles if they go from face-to-face classes to online classes to retain their students. Further, faculty will need to be present and active within the online courses. The second part of the research revolved around feedback as I feel that feedback is not only important for face-to-face students, but is extremely important for online students. Different forms of feedback are shared in the eLearning module – Building an Online Learning Community. It is my hope that faculty watch the eLearning module will refresh their memories or learn a new form of feedback to use within their courses.

The significance of this project has been tremendous! Not only have I learned a great software package to use within my own courses, I have been able to help my college. This project has also reinforced why I chose to become a Master Reviewer for Quality Matters. I want to share the information that I have learned about course design for college courses with new faculty members.

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# Appendix A: IRB Results

ST. CLOUD STATE UNIVERSITY
EDUCATION FOR LIFE.

## Institutional Review Board Protocol
## For
## Conduct of Research Involving Human Subjects

Miller Center, Room 204M/204K

**PROJECT MANAGEMENT**

Project Title: **E-Learning Module Addressing Factors Critical to Improving Student Retention**

Project Summary (3-5 sentences, include method of data gathering): **Portfolio project to incorporate into a culminating project that revolove around the topic of student retention. Data gathering includes interviews, questionnaires, and observation.**

Data Collection (note: must be a future date and allows sufficient time for IRB review)

Start Date: **August 1, 2016** Ending Date: **December 1, 2016**

Location of the Research: **Anoka Technical College**

☑ Reviewed the IRB Tutorial of Common Questions and Errors

**RESEARCHERS**

Principal Investigator and Primary Contact (PI): **Deborah Allen**

Type of Research: ☐ faculty/staff ☐ undergraduate ☒ graduate masters ☐ graduate doctoral

Mailing Address: **3601 Major Avenue North, Robbinsdale, Minnesota 55422**

Telephone: **763/300-9423** Email: **dallenx3@gmail.com**

Advisor or Course Instructor (if PI is a student): **Jeanne Anderson**

Co-PIs or Other Investigators: **n/a**

*If you collaborate with an individual from another institution, we may be able to use an Authorization Agreement to rely on our or their review. Contact the IRB Administrator for more information.*

**SPONSORS**

Is there potential or confirmed external funding source(s) for this research project? ☒No

☐Yes and ATTACH COPY OF THE GRANT NARRATIVE, TIMELINE, ETC.
Funding Agency Account #

**CERTIFICATION STATEMENT**

The undersigned acknowledge: 1) protocol represents a complete and accurate description of the proposed research, 2) research will be conducted in compliance with IRB recommendations and requirements, 3) research will not begin until IRB approval received, 4) modifications will not be made prior to obtaining IRB approval, 5) PI responsible for reporting to the IRB any adverse or unexpected events, 6) PI to report to IRB any significant new findings which develop during the course of the study or increase the risk to participants and 7) expedited or full IRB approval in effect for up to one year and PI is responsible to request continuing review or file final report (exempt review approval is exempt from the continuing review/final report process).

Principal Investigator Signature [signature] Date 9/13/16

I have read the protocol, advised the student and support the research/study as appropriate for the student's academic development.
Advisor/Instructor Signature Jeanne L. Anderson Date 9/13/16

3/11/16

Office of Research and
SEP 27 2016
Sponsored Programs

## Appendix B: Storyboard

## Building Online Learning Communities

### Project Summary

1) SlideCount : 62

2) SlideCount:

Slide1 : 6.90sec
Slide2 : 19.60sec
Slide3 : 24.50sec
Slide4 : 4.00sec
Slide5 : 53.70sec
Slide6 : 63.60sec
Slide7 : 6.60sec
Slide8 : 3.00sec
Slide9 : 3.00sec
Slide10 : 3.00sec
Slide11 : 3.00sec
Slide12 : 68.30sec
Slide13 : 44.30sec
Slide14 : 62.90sec
Slide15 : 47.80sec
Slide16 : 3.00sec
Slide17 : 36.40sec
Slide18 : 32.70sec
Slide19 : 61.00sec
Slide20 : 4.70sec
Slide21 : 66.10sec
Slide22 : 49.90sec
Slide23 : 4.10sec
Slide24 : 40.80sec
Slide25 : 50.20sec
Slide26 : 44.70sec
Slide27 : 33.70sec
Slide28 : 11.60sec
Slide29 : 22.70sec
Slide30 : 29.30sec
Slide31 : 3.70sec
Slide32 : 42.70sec
Slide33 : 93.00sec

Slide34 : 3.50sec
Slide35 : 33.20sec
Slide36 : 14.30sec
Slide37 : 14.60sec
Slide38 : 3.00sec
Slide39 : 120.00sec
Slide40 : 46.40sec
Slide41 : 24.80sec
Slide42 : 45.10sec
Slide43 : 3.70sec
Slide44 : 12.60sec
Slide45 : 39.30sec
Slide46 : 31.70sec
Slide47 : 12.00sec
Slide48 : 26.10sec
Slide49 : 38.30sec
Slide50 : 42.80sec
Slide51 : 17.80sec
Slide52 : 46.70sec
Slide53 : 18.30sec
Slide54 : 32.30sec
Slide55 : 39.00sec
Slide56 : 24.30sec
Slide57 : 17.90sec
Slide58 : 36.50sec
Slide59 : 4.00sec
Slide60 : 15.80sec
Slide61 : 30.00sec
Slide62 : 30.00sec

3) Total Project Duration : 1868.50sec

4) Start and End Options used:

a) Loading Screen : None
b) Password Protect : No
c) Project Expiration Date : None
d) Fade in on the first slide : No
e) Fade out on the Last Slide : No
f) Project End Action : Stop project

5) Preferences Used:

a) Output options used:

a) Advanced movie compression : Yes
b) Compress compile SWF file : Yes
c) Include Adobe Connect Server metadata : No
d) 508 compliance : Yes
e) Frames per second : 30

b) Visual and Sound effects:

a) JPEG Image Quality : 80%
b) Include mouse when project is generated : Yes
c) Include audio when project is generated : Yes
d) Play tap audio for recorded typing : Yes

6) Background Audio : None

7) Score setting:

a) Quiz Name : Quiz
b) Quiz Requirement : Optional: The user can skip this quiz
c) Quiz Settings :

a) Allow backward movement : Yes
b) Show score at the end of quiz : No
c) Allow user to review the quiz : No
d) Show Progress : Yes

d) Pass / Fail Options :

a) Total marks needed to pass : 80%
b) Passing grade-Action : Continue
c) Failing grade-Action : Continue
d) Number of attempts : 1

8) Number of hidden slides : 3

**Slide1**


Properties:

| | |
|---|---|
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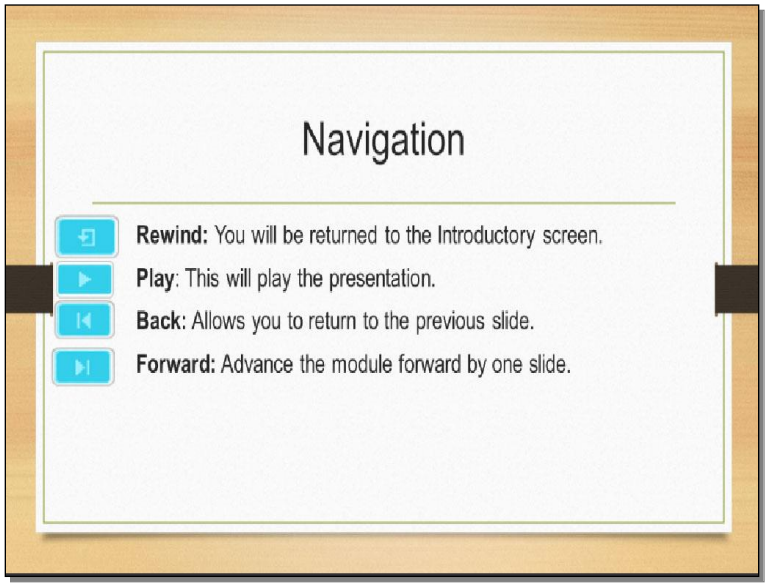
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : (Clip)Recording57.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard396497736248.PNG

**Slide2**




Properties:

| | |
|---|---|
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| Navigation | : No Action |
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Objects:

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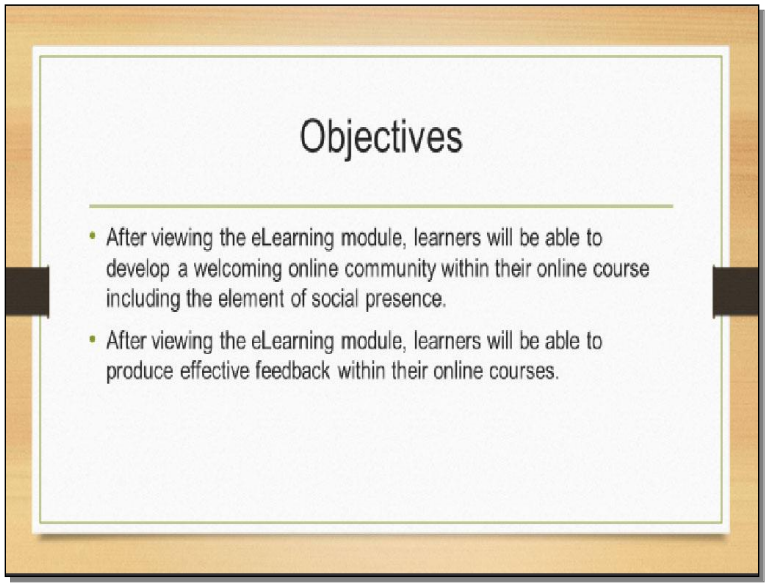
**Slide3**

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|---|---|
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Objects:

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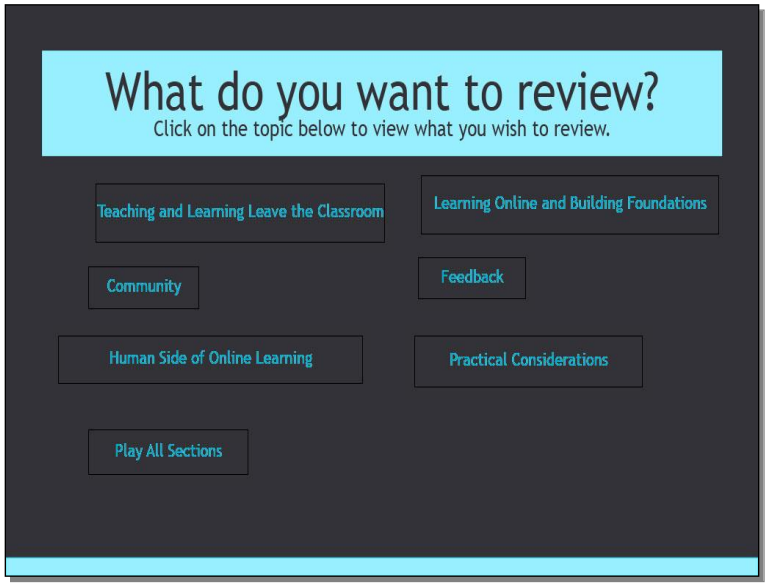
**Slide4**




Properties:

| | |
|---|---|
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| Navigation | : No Action |
| Audio | : None |

Objects:

1) Text Caption : Practical Considerations Play All Sections
2) Text Caption : Human Side of Online Learning
3) Text Caption : Community Feedback
4) Text Caption : Teaching and Learning Leave the Classroom Learning Online and Building Foundations

5) Button
6) Button
7) Button
8) Button
9) Button
10) Button
11) Button
12) Button
13) Button

14) Button
15) Button
16) Button
17) Button
18) Button
19) Button
20) Button
21) Button
22) Button
23) Button
24) Button
25) Button

**Slide5**


Properties:

| | |
|---|---|
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Objects:

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**Slide6**


Properties:

| | |
|---|---|
| Display Time | : 63.60sec |
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| Navigation | : No Action |
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Objects:

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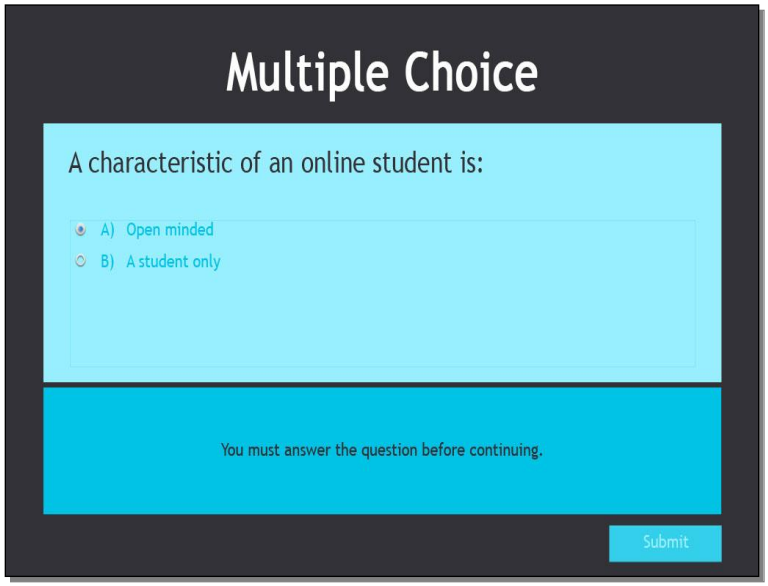
**Slide7**




Properties:

| | |
|---|---|
| Display Time | : 6.60sec |
| Transition | : No Transition |
| Audio | : (Clip)Recording7.wav |

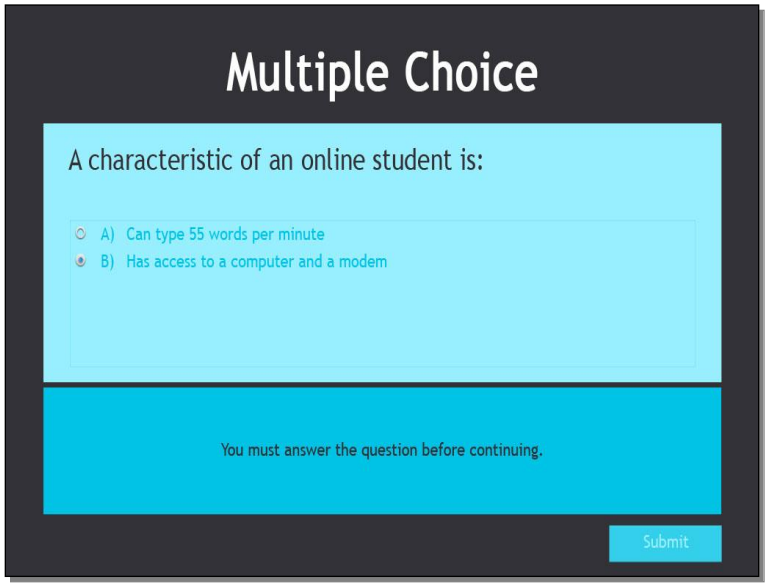
**Multiple Choice**

A characteristic of an online student is:

⊙ A) Open minded
○ B) A student only

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 15976 |

**Slide8**




Properties:

| | |
|---|---|
| Display Time | : 3.00sec |
| Transition | : No Transition |
| Audio | : None |

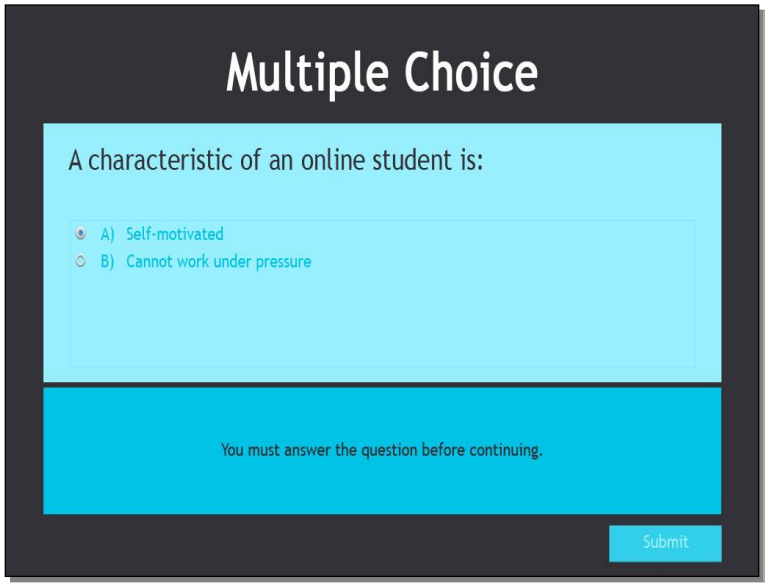
**Multiple Choice**

A characteristic of an online student is:

○ A) Can type 55 words per minute
⊙ B) Has access to a computer and a modem

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 16094 |

**Slide9**




Properties:

| | |
|---|---|
| Display Time | : 3.00sec |
| Transition | : No Transition |
| Audio | : None |

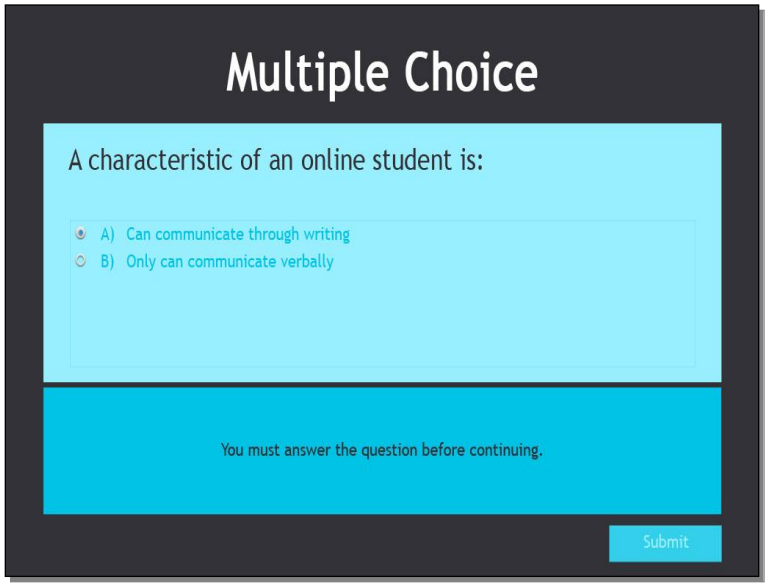
**Multiple Choice**

A characteristic of an online student is:

⊙ A) Self-motivated
○ B) Cannot work under pressure

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 16212 |

**Slide10**




Properties:

| | |
|---|---|
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| Transition | : No Transition |
| Audio | : None |

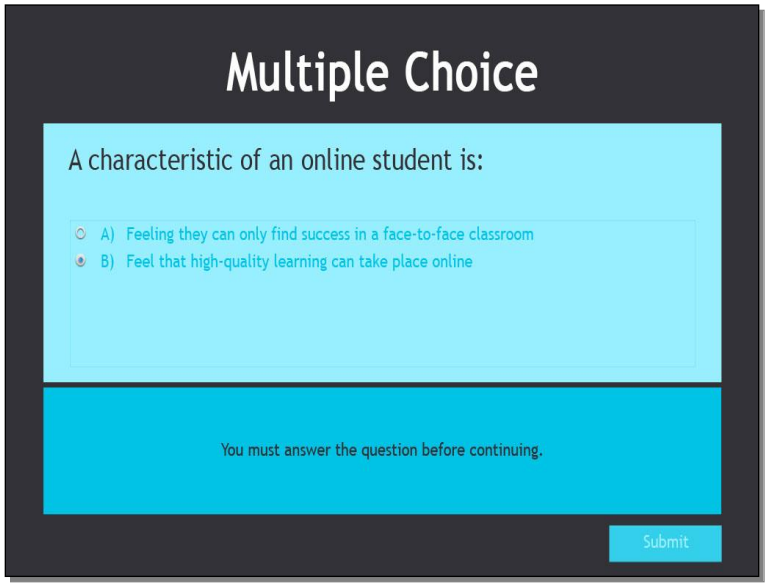
**Multiple Choice**

A characteristic of an online student is:

⊙ A) Can communicate through writing
○ B) Only can communicate verbally

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 16330 |

**Slide11**




Properties:

| | |
|---|---|
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| Transition | : No Transition |
| Audio | : None |

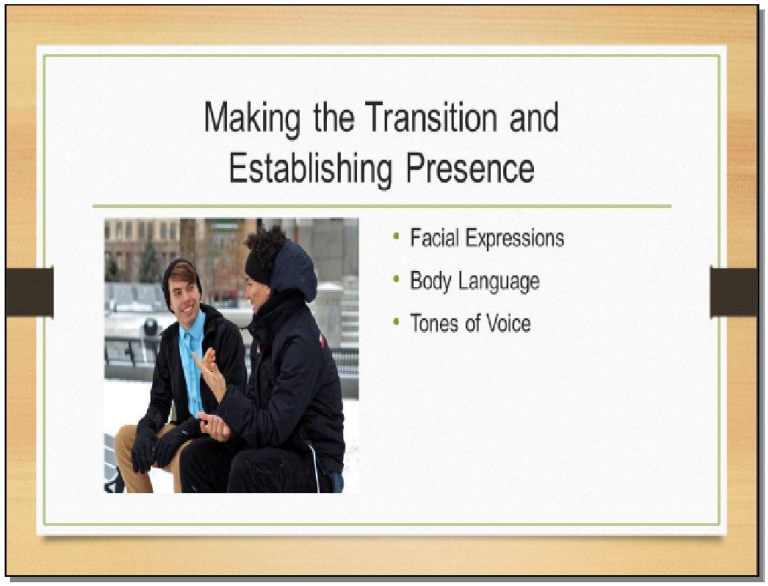
**Multiple Choice**

A characteristic of an online student is:

○ A) Feeling they can only find success in a face-to-face classroom
⦿ B) Feel that high-quality learning can take place online

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 16448 |

**Slide12**

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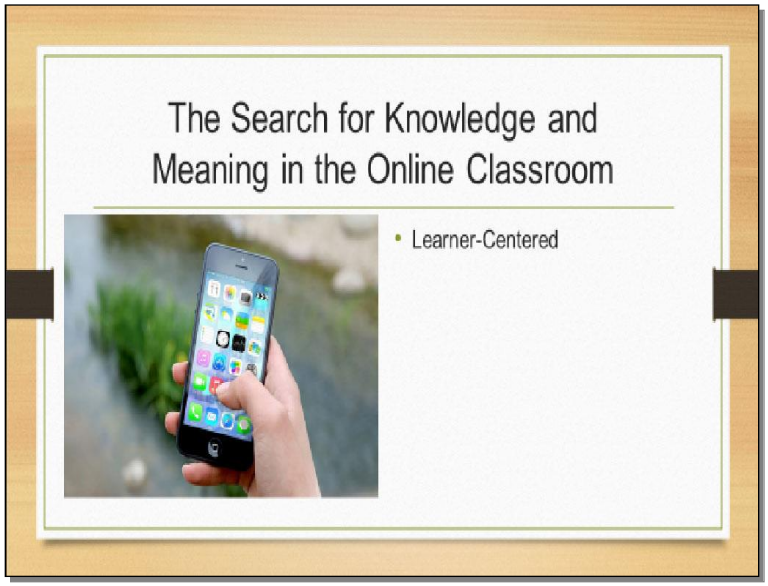
**Slide13**




Properties:

| | |
|---|---|
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Objects:

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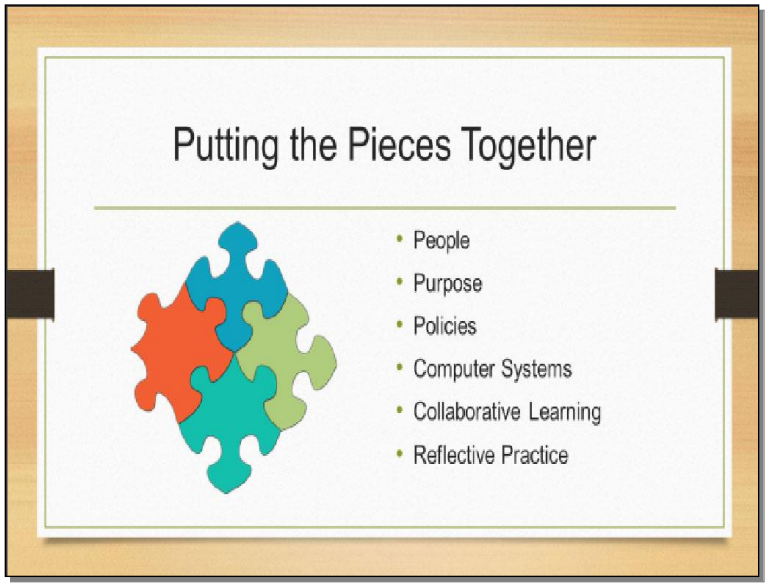
**Slide14**

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|---|---|
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| Navigation | : No Action |
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**Slide15**


Properties:

| | |
|---|---|
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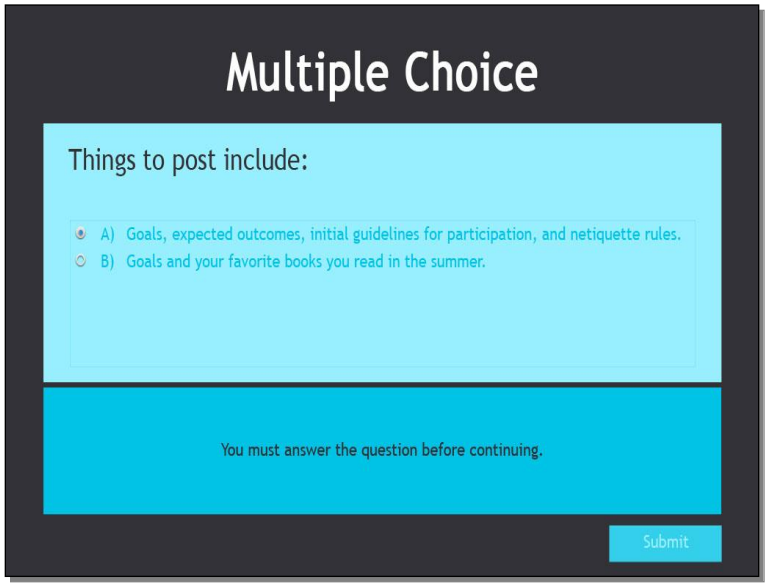
| Navigation | : No Action |
| Audio | : Recording12.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard7316444601195.PNG

**Slide16**




Properties:

| | |
|---|---|
| Display Time | : 3.00sec |
| Transition | : No Transition |
| Audio | : Recording13.wav |

**Multiple Choice**

Things to post include:

⊙ A) Goals, expected outcomes, initial guidelines for participation, and netiquette rules.
○ B) Goals and your favorite books you read in the summer.

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 17939 |

**Slide17**


Properties:

| | |
|---|---|
| Display Time | : 36.40sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording14.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244364989.PNG

**Slide18**

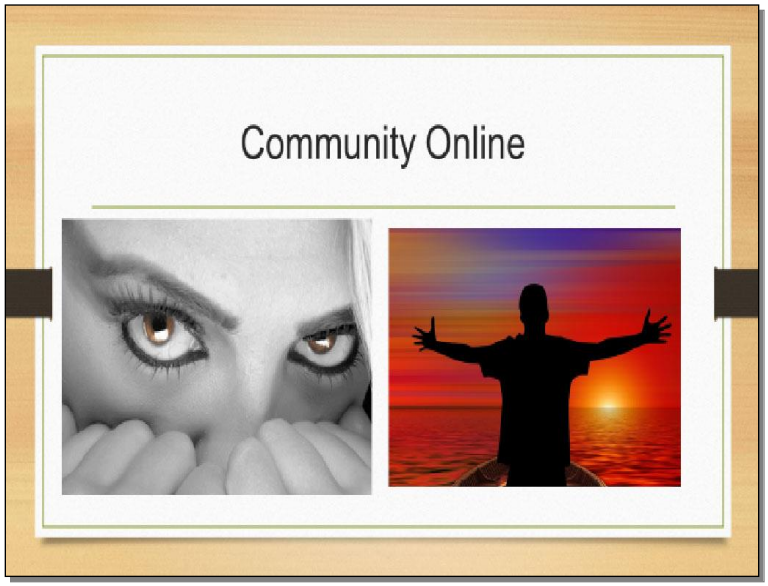

Properties:

| | |
|---|---|
| Display Time | : 32.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording15.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244396127.PNG

**Slide19**



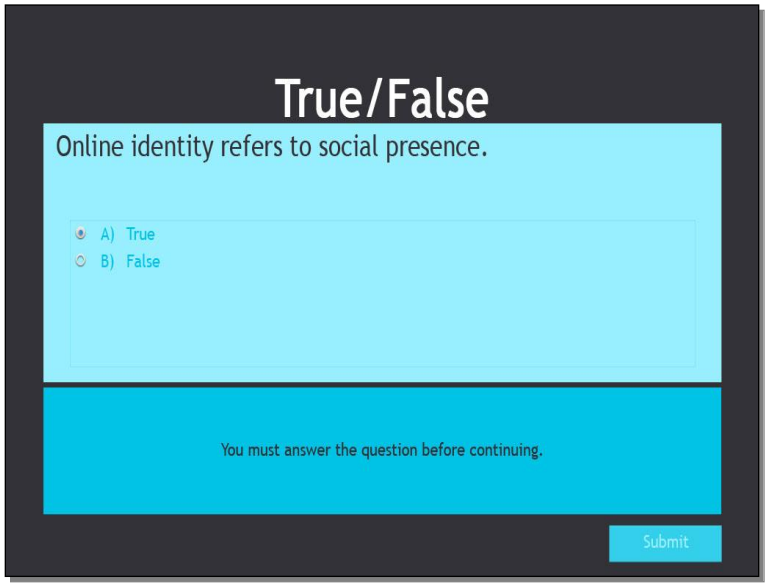

Properties:

| | |
|---|---|
| Display Time | : 61.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording16.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244430728.PNG

**Slide20**




Properties:

| | |
|---|---|
| Display Time | : 4.70sec |
| Transition | : No Transition |
| Audio | : Recording17.wav |

**True/False**

Online identity refers to social presence.

⊙ A) True
○ B) False

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 18236 |

**Slide21**


Properties:

| | |
|---|---|
| Display Time | : 66.10sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording18.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244461304.PNG

**Slide22**


Properties:

| | |
|---|---|
| Display Time | : 49.90sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording19.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244489727.PNG

**Slide23**


Properties:

| | |
|---|---|
| Display Time | : 4.10sec |
| Transition | : No Transition |
| Audio | : Recording20.wav |

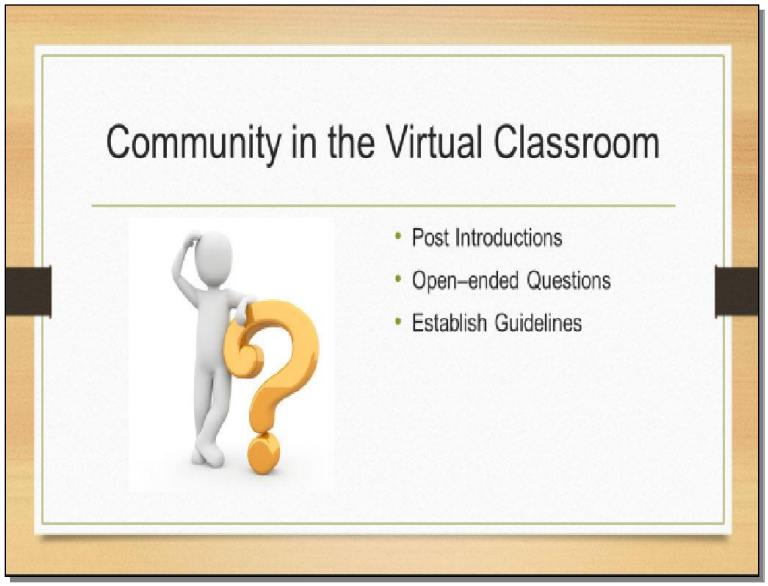
**True/False**

Students do not have to feel like part of a community.

○ A) True
⦿ B) False

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 18366 |

**Slide24**



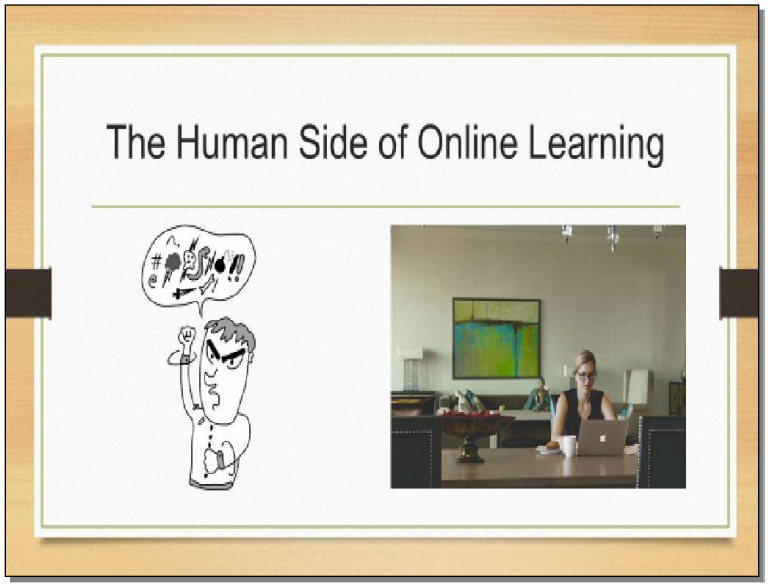

Properties:

| | |
|---|---|
| Display Time | : 40.80sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording21.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244529445.PNG

**Slide25**



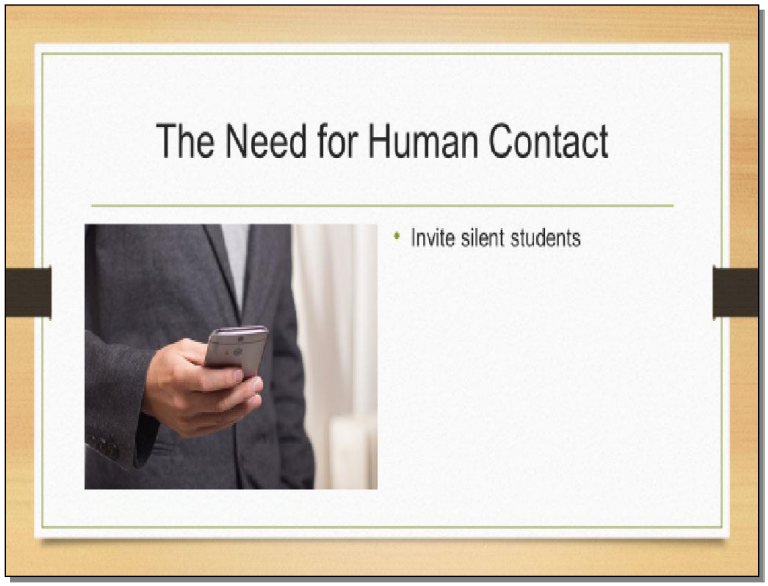

Properties:

| | |
|---|---|
| Display Time | : 50.20sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording22.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244553563.PNG

**Slide26**




Properties:

| | |
|---|---|
| Display Time | : 44.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording23.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244601330.PNG

**Slide27**

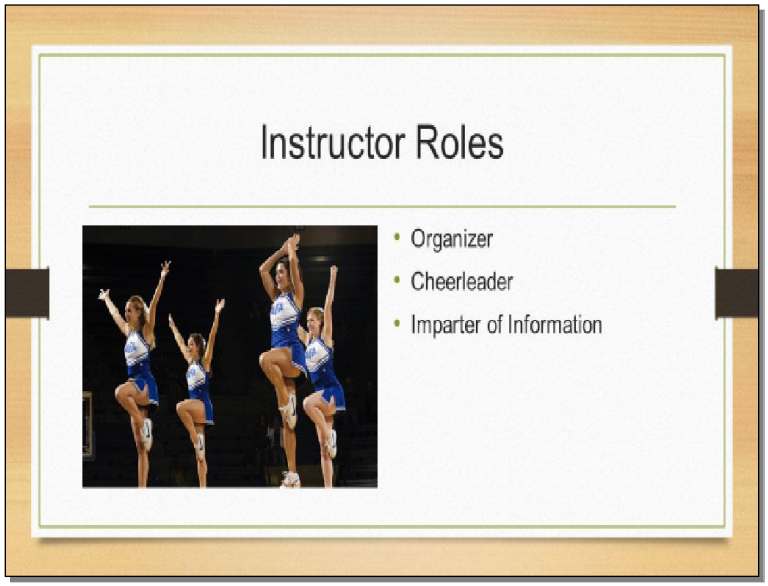

Properties:

| | |
|---|---|
| Display Time | : 33.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording24.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244628381.PNG

**Slide28**



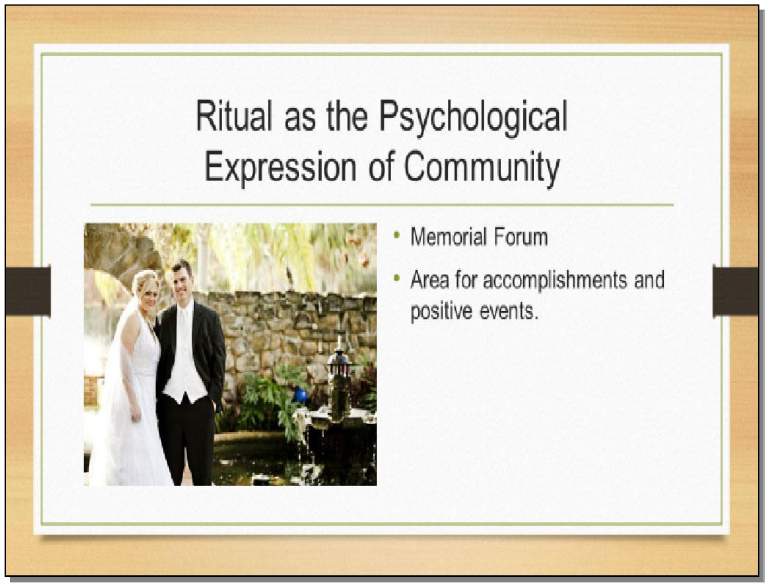

Properties:

| | |
|---|---|
| Display Time | : 11.60sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording25.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244658333.PNG

**Slide29**




Properties:

| | |
|---|---|
| Display Time | : 22.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording26.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244692061.PNG

**Slide30**

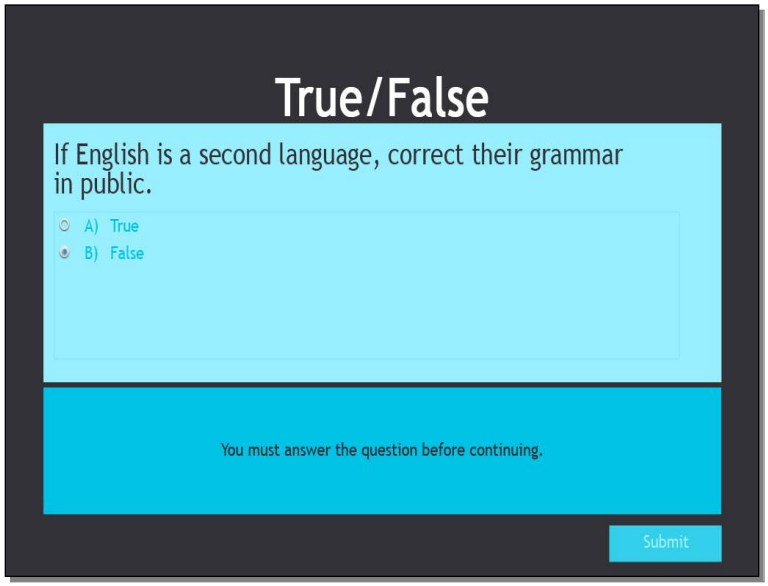

Properties:

| | |
|---|---|
| Display Time | : 29.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording28.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244717645.PNG

**Slide31**




Properties:

| | |
|---|---|
| Display Time | : 3.70sec |
| Transition | : No Transition |
| Audio | : Recording27.wav |

**True/False**

If English is a second language, correct their grammar in public.

○ A) True
⊙ B) False

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 18496 |

**Slide32**

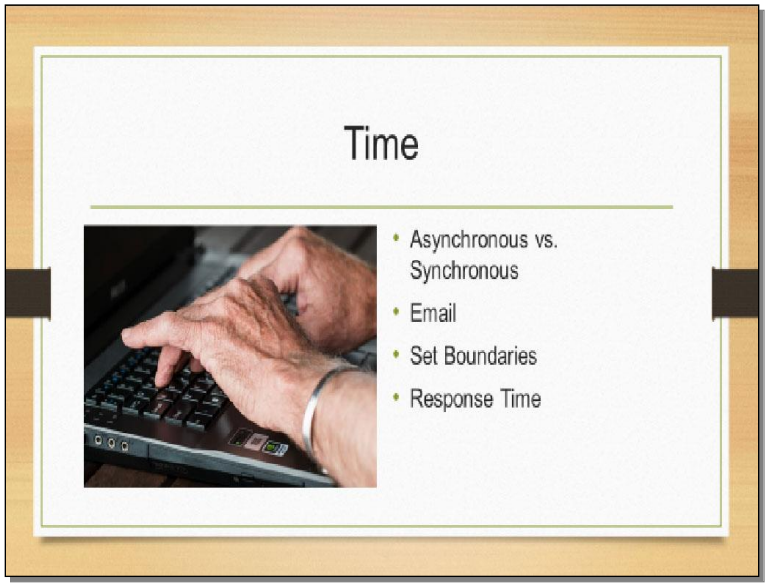

Properties:

| | |
|---|---|
| Display Time | : 42.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording29.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard8724445018014.PNG

**Slide33**



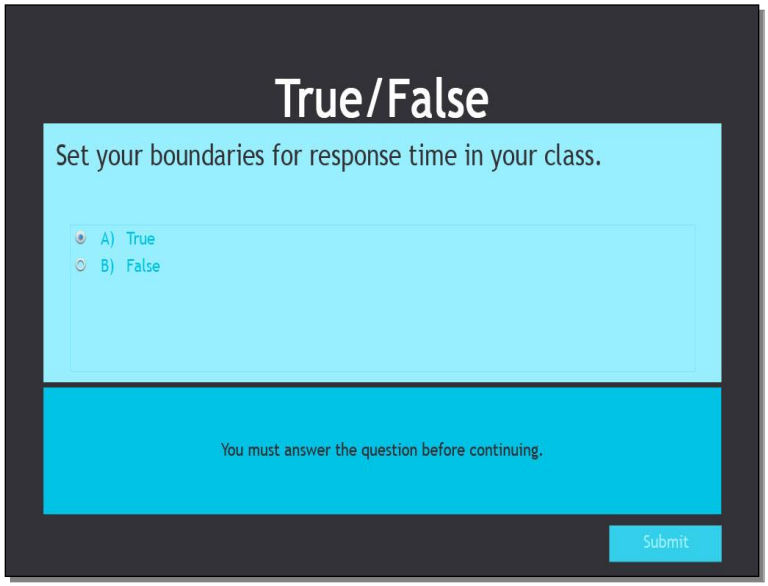

Properties:

| | |
|---|---|
| Display Time | : 93.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording30.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244774554.PNG

**Slide34**




Properties:

| | |
|---|---|
| Display Time | : 3.50sec |
| Transition | : No Transition |
| Audio | : Recording31.wav |

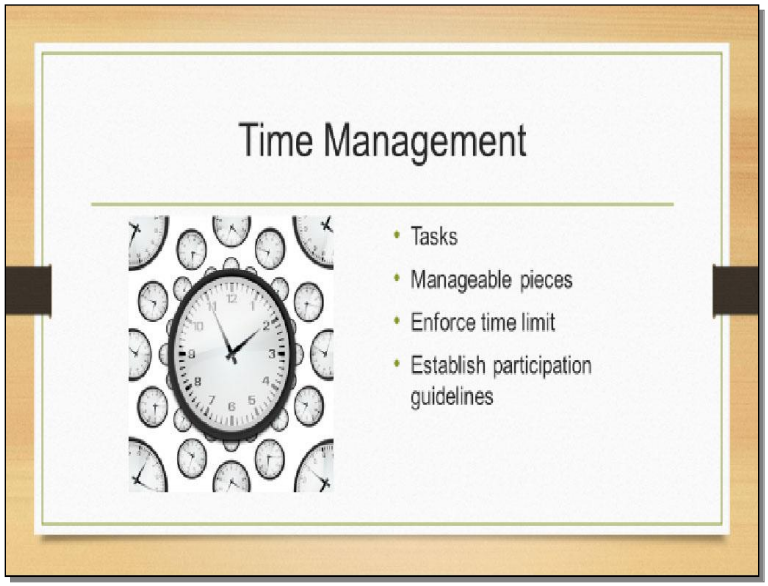
**True/False**

Set your boundaries for response time in your class.

⊙ A) True
○ B) False

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 18626 |

**Slide35**



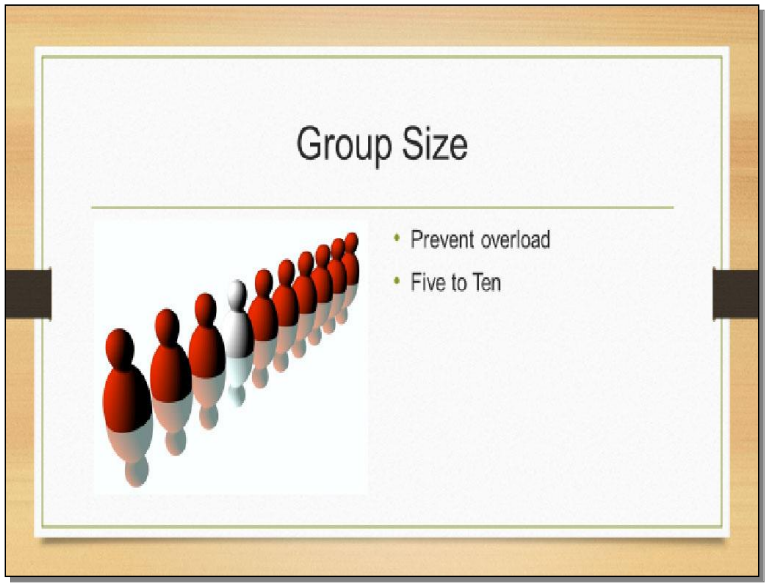

Properties:

| | |
|---|---|
| Display Time | : 33.20sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording32.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard276487692389.PNG

**Slide36**




Properties:

| | |
|---|---|
| Display Time | : 14.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording33.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244865206.PNG

**Slide37**

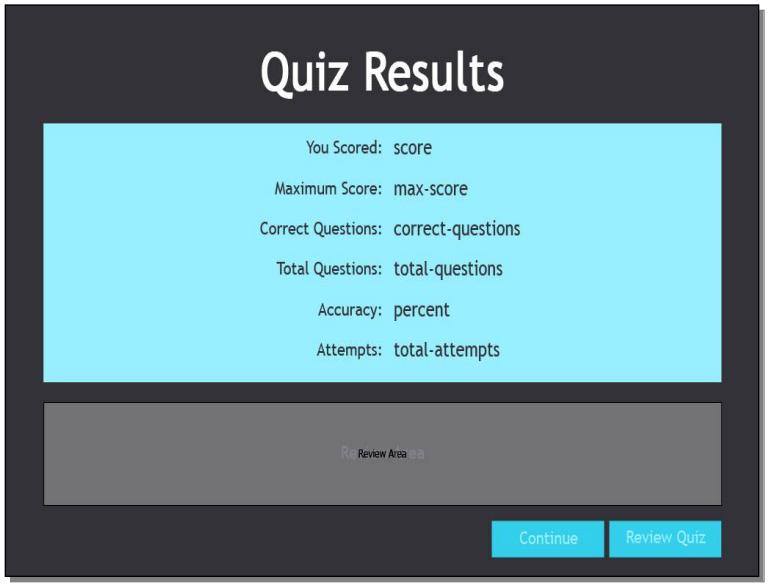

Properties:

| | |
|---|---|
| Display Time | : 14.60sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording34.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244889043.PNG

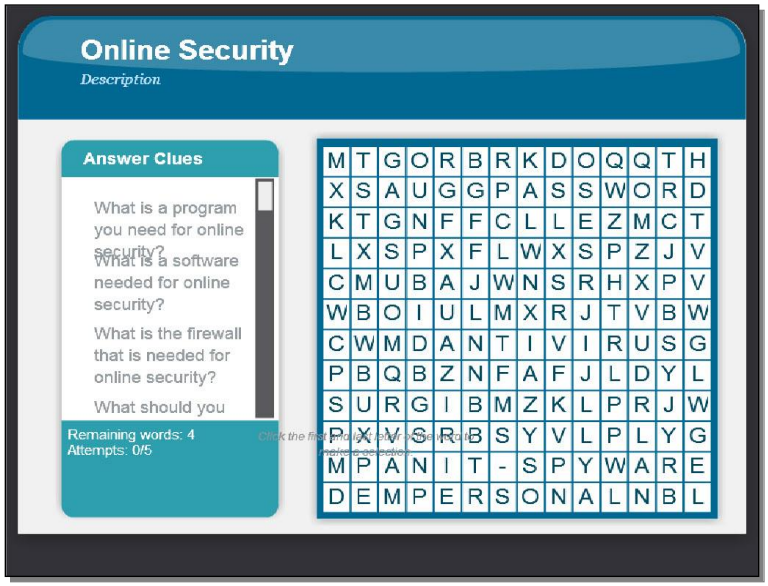
**Slide38**




Properties:

| | |
|---|---|
| Display Time | : 3.00sec |
| Transition | : No Transition |
| Audio | : None |

**Slide39**




Properties:

| | |
|---|---|
| Display Time | : 120.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording35.wav |

**Slide40**


Properties:

| | |
|---|---|
| Display Time | : 46.40sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording36.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard276487752980.PNG

**Slide41**

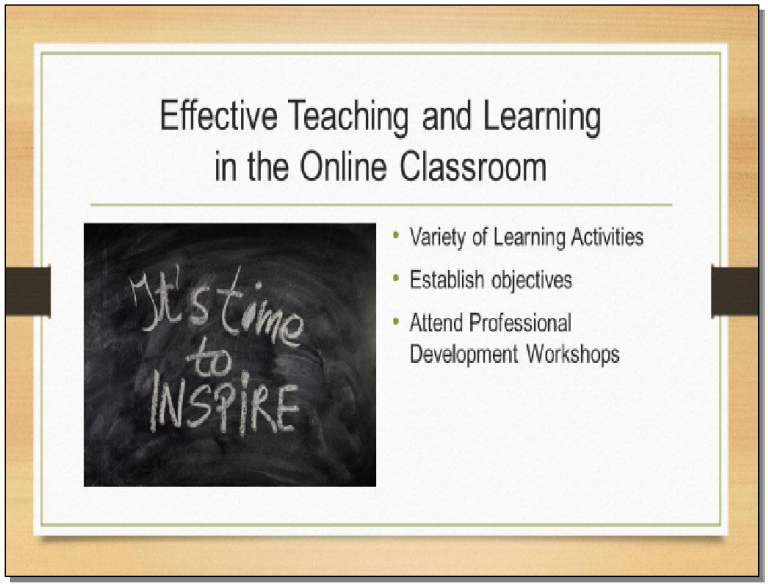

Properties:

| | |
|---|---|
| Display Time | : 24.80sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording37.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244946015.PNG

**Slide42**



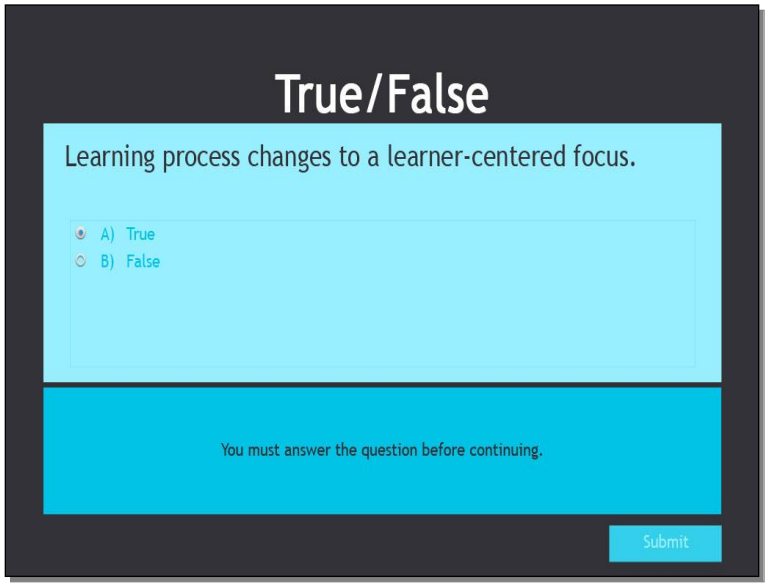

Properties:

| | |
|---|---|
| Display Time | : 45.10sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording38.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard276487795287.PNG

**Slide43**




Properties:

| | |
|---|---|
| Display Time | : 3.70sec |
| Transition | : No Transition |
| Audio | : Recording39.wav |

**True/False**

Learning process changes to a learner-centered focus.

⦿ A) True
○ B) False

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 18756 |

**Slide44**


Properties:

| | |
|---|---|
| Display Time | : 12.60sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording40.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752244999180.PNG

**Slide45**


Properties:

| | |
|---|---|
| Display Time | : 39.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording41.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245048554.PNG

**Slide46**


Properties:

| | |
|---|---|
| Display Time | : 31.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording42.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245073967.PNG

**Slide47**

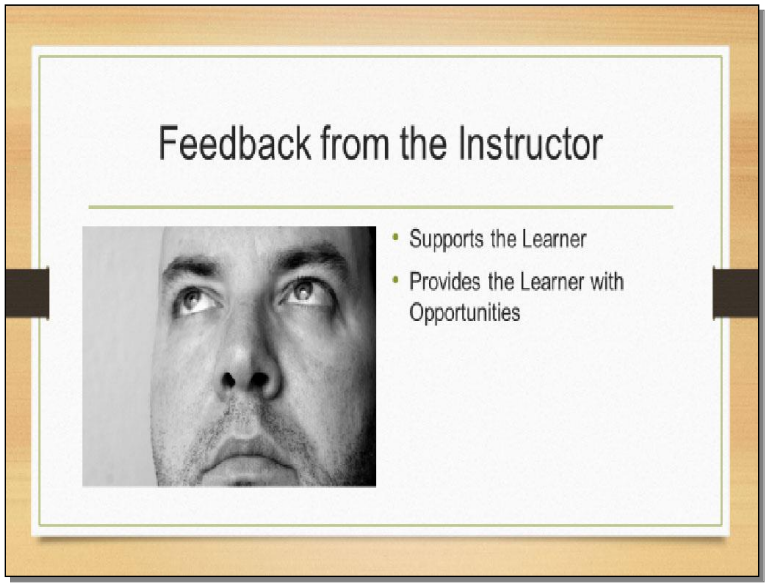

Properties:

| | |
|---|---|
| Display Time | : 12.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording43.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245099629.PNG

**Slide48**




Properties:

| | |
|---|---|
| Display Time | : 26.10sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording44.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245128785.PNG

**Slide49**


Properties:

| | |
|---|---|
| Display Time | : 38.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording45.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245158675.PNG

**Slide50**


Properties:

| | |
|---|---|
| Display Time | : 42.80sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording46.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245204259.PNG

**Slide51**


Properties:

| | |
|---|---|
| Display Time | : 17.80sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording47.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245229359.PNG

**Slide52**

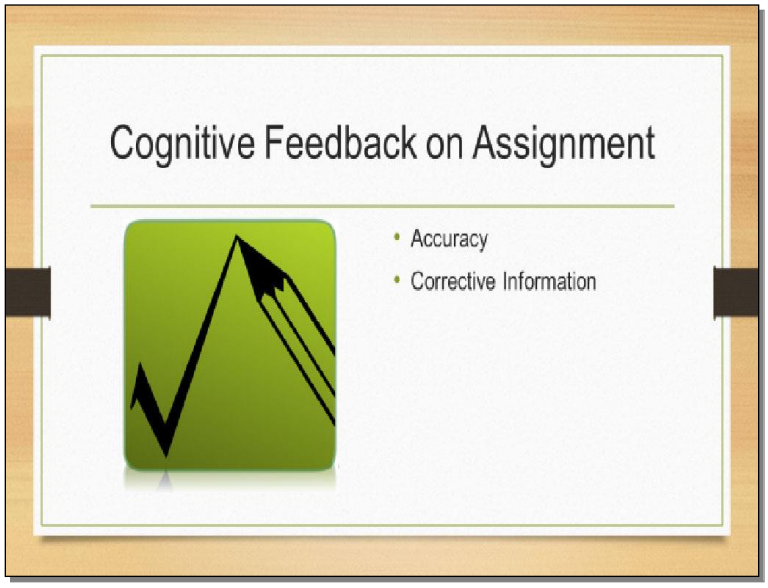

Properties:

| | |
|---|---|
| Display Time | : 46.70sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording48.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245253446.PNG

**Slide53**




Properties:

| | |
|---|---|
| Display Time | : 18.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording49.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245281261.PNG

**Slide54**


Properties:

| | |
|---|---|
| Display Time | : 32.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording50.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245304037.PNG

**Slide55**


Properties:

| | |
|---|---|
| Display Time | : 39.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording51.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752245342195.PNG

**Slide56**


Properties:

| | |
|---|---|
| Display Time | : 24.30sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording52.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752248667543.PNG

**Slide57**

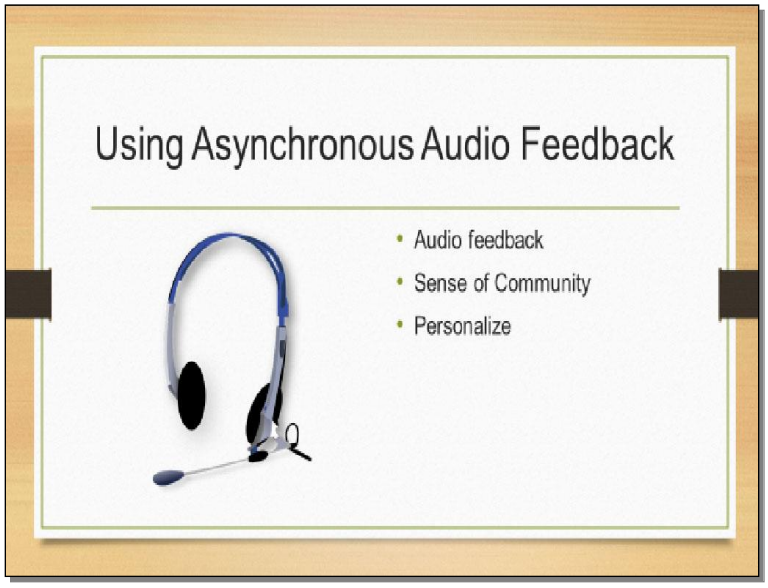

Properties:

| | |
|---|---|
| Display Time | : 17.90sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording53.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752248701083.PNG

**Slide58**



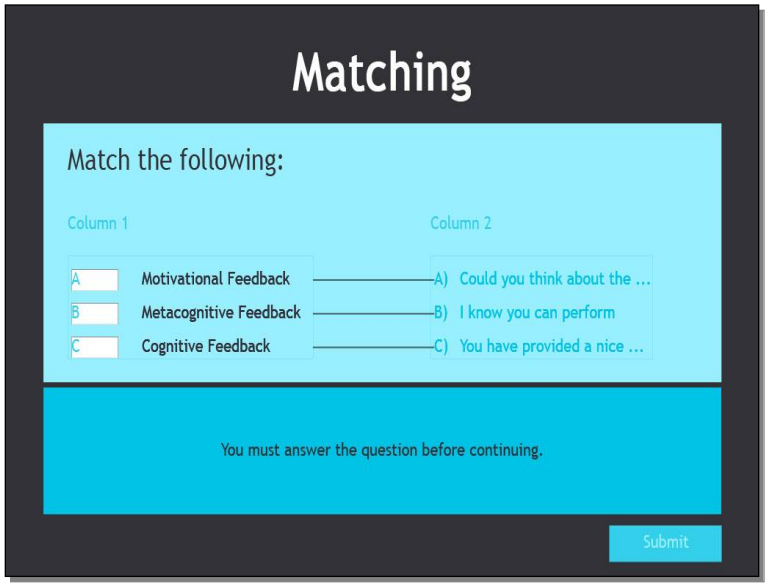

Properties:

| | |
|---|---|
| Display Time | : 36.50sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording54.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752248730131.PNG

**Slide59**




Properties:

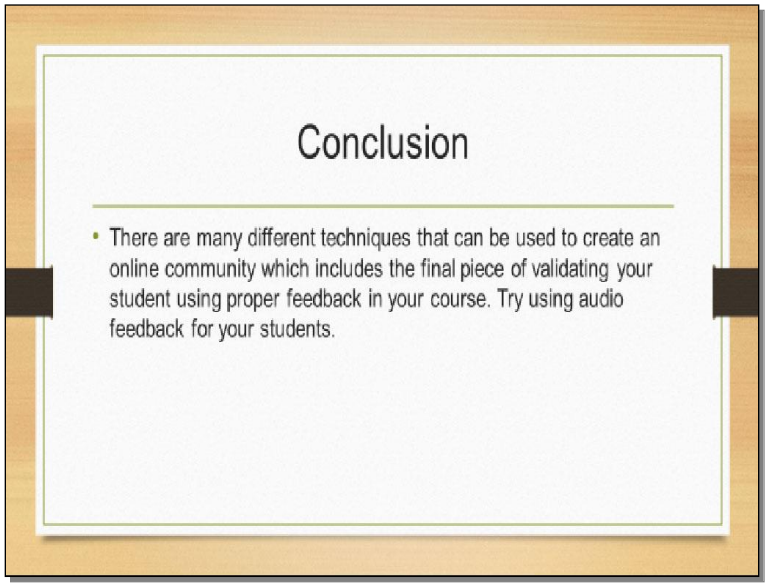
| | |
|---|---|
| Display Time | : 4.00sec |
| Transition | : No Transition |
| Audio | : Recording55.wav |

**Matching**
Match the following:

| **Column 1** | **Column 2** |
|---|---|

| | |
|---|---|
| Type | : Survey |
| After survey question-Action | : Continue |
| Reporting-Objective Id | : Quiz_2016327115819 |
| Reporting-Interaction Id | : 17396 |

**Slide60**



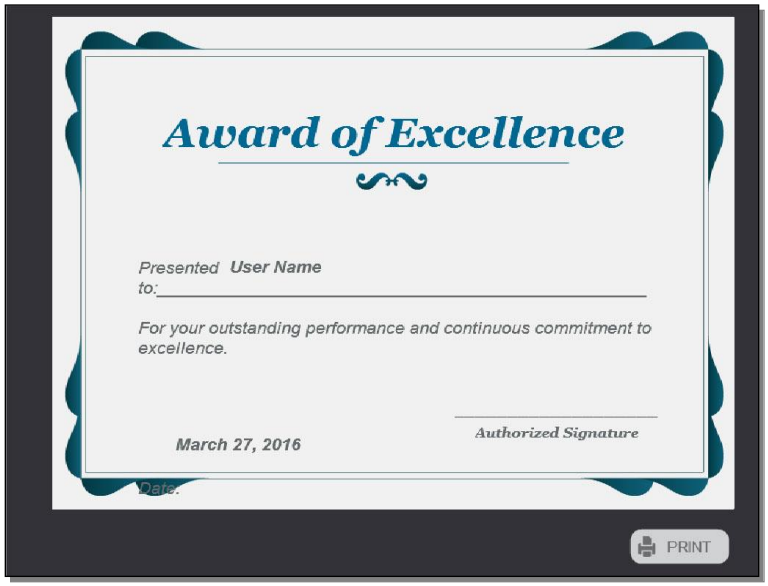

Properties:

| | |
|---|---|
| Display Time | : 15.80sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : Recording56.wav |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard1752248754685.PNG

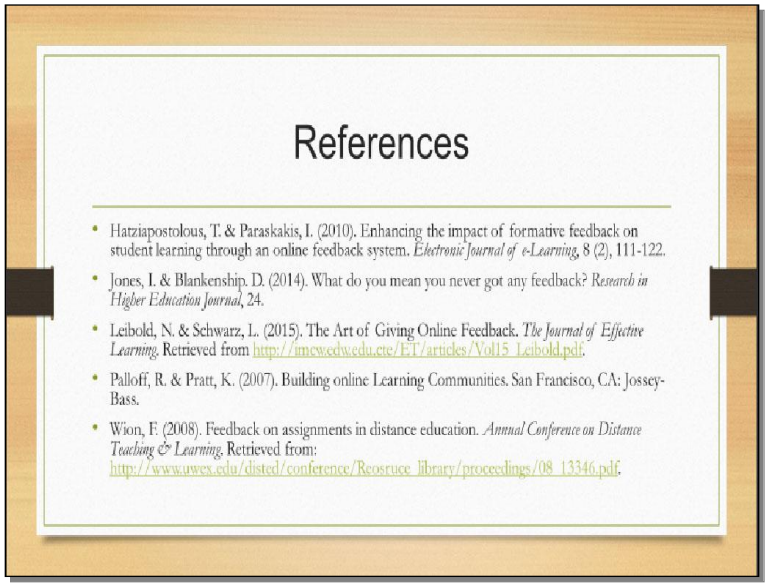
**Slide61**




Properties:

| | |
|---|---|
| Display Time | : 30.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : None |

**Slide62**




Properties:

| | |
|---|---|
| Display Time | : 30.00sec |
| Transition | : No Transition |
| Navigation | : No Action |
| Audio | : None |

Objects:

1) Image : C:\Users\Deb\AppData\Local\Temp\Clipboard9368513796266.PNG

## Appendix C: Survey and Interview Results

Survey Results

1. What is your age?

| 18 – 34 years | 35 – 54 years | 55 – 70 years | 71 years and older | Cannot choose/Refused |
|---|---|---|---|---|
| **1** | 5 | 3 | | |
| | | | | |

2. How long have you been teaching in a secondary education setting?

| Less than 2 years | 3 – 5 years | 6 – 10 years | More than 10 years | Cannot choose/Refused |
|---|---|---|---|---|
| **1** | 1 | 1 | 6 | |

3. Do you teach fully online courses?

| Yes | No | Cannot choose/Refused |
|---|---|---|
| **6** | 3 | |

4. Do you teach hybrid courses?

| Yes | No | Cannot choose/Refused |
|---|---|---|
| **9** | 0 | |

5. How long have been teaching online either in a fully online class or a hybrid class?

| Less than 2 years | 3 – 5 years | 6 – 10 years | More than 10 years | Cannot choose/Refused |
|---|---|---|---|---|
| **1** | 2 | 2 | 3 | 1 |

6. If you teach fully online courses do you utilize the discussion board?

| Yes | No | Do not teach fully online courses | Cannot choose/Refused |
|---|---|---|---|
| **5** | 1 | 2 | 1 |

7. If you teach hybrid courses do you utilize the discussion board?

| Yes | No | Do not teach hybrid courses | Cannot choose/Refused |
|---|---|---|---|
| **8** | 1 | | |

8. If you teach fully online courses or hybrid do you have group activities embedded in your course(s)?

| Yes | No | Do not teach fully online or hybrid courses | Cannot choose/Refused |
|---|---|---|---|
| **6** | 3 | | |

9. If you teach fully online courses or hybrid do you posts an initial guideline for participation in your discussion board.

| Yes | No | Do not teach fully online or hybrid courses | Cannot choose/Refused |
|---|---|---|---|
| **7** | 1 | | 1 |

10. If you teach fully online courses or hybrid do you post information about netiquette in your discussion board?

| Yes | No | Do not teach fully online courses | Cannot choose/Refused |
|---|---|---|---|
| **5** | 4 | | |

11. If you teach fully online courses or hybrid do you post your response time to email and grading of assignments?

| Yes | No | Do not teach fully online courses | Cannot choose/Refused |
|---|---|---|---|
| **5** | 4 | | |

12. If you teach fully online or hybrid what do you think is the most important factor in having an online community?

| Sense of Belonging | Kinship | Connection | All of the above | Cannot choose/Refused |
|---|---|---|---|---|
| | | 3 | 6 | |

**Results from Interview Questions after watching eLearning Module Building Online Learning Communities**

1. How satisfied were you with the way the information was delivered?

| Not satisfied | Somewhat satisfied | Satisfied | Very satisfied |
|---|---|---|---|
| | | 2 | 5 |

2. Did you feel you were encouraged to get more information beyond the module?

| Not encouraged | Somewhat encouraged | Encouraged | Very encouraged |
|---|---|---|---|
| | | 3 | 4 |

3.How likely would you be to revisit this module again to refresh your knowledge?

| Not likely | Somewhat likely | Likely | Very likely |
|---|---|---|---|
| | | 2 | 5 |

4. Rate the overall quality of your experience with the module.

| Yuck, I hated it | I already knew this material | Good | An awesome experience |
|---|---|---|---|
| | | 4 | 3 |

5. Do you feel that having an active discussion board would help with retention in your online or hybrid course? How would this help with retention?

| Yes | No | Cannot choose/Refused |
|---|---|---|
| **6** | | 1 |

Answers to How would this help with retention? Answers included the following:

a. Keeps students engaged.

b. It would help them feel more connected, that they are part of a class. I have had a difficult time in hybrid getting them to use discussion boards to ask questions.

c. I'm not sure all student take advantage or use this tool. Some don't have all they need for online.

d. An active discussion board would help students feel like part of the community. It would also help them feel that their thoughts are important and are valuable. It would help them fell more connected to thither students and the instructor.

6. Do you feel that students need to know your response time to email messages and grading? How would this help with retention?

| Yes | No | Cannot choose/Refused |
|---|---|---|
| 7 | | |

Answers to How would this help with retention? Answers included the following:

a. Students know instructor is approachable, if organized, dependable, and communicates. When unorganized or unapproachable, students don't want to be in the course, have instructor.

b. Students can know what to expect. They can rely on instructor.

c. I think they feel they have some control and know what to expect. Also, it shows the instructor is committed and giving them feedback is a priority.

d. Understand feedback.

e. They feel more engaged when they know they're receiving timely feedback.

f. It is important for students to understand how the instructor is going to run the class. If they understand the instructor's process ahead of time, they won't wonder if their email or assignments are being received. If students get timely feedback and communication, it could help them be more successful in the course. They can apply the information to future assignments, etc.

g. Keep student accountable.

7. What do you think is the most important factor for creating an online community? Answers included the following:

a. Creating a sense of community.

b. Keeps a connection between students and instructor. Enhances learning for all.

c. Having the class feel like a community.

d. Communication, logical presentation.

e. Making them feel engaged.

f. I think it is important to make sure the course content is organized and clear.

8. What do you think is the most important factor for retention of online students? For face-to-face students? Answers included the following:

a. Making the students feel like they are getting individualized attention.

b. Not having that time on campus, you are left with phone calls, and emails to reach out if they stop participating. To keep those interested in staying in a course, an instructor needs to reach out at the first sign of missing work. As far as retention of students go, it does require a student who has a desire to do the missing work if an instructor is willing to permit that. I personally set clear expectations about deadlines; however, I have students who do "some" and/or "little" work. Enough to stay enrolled but not have a grade of passing early. I reach out via email, phone as much as I can. If they acknowledge my offer, we work together. However, some student doesn't allow a connection to occur. Those cases are very challenging. I cannot go

to their home and knock on their door. That is my biggest hurdle. Face-to-face is similar when students miss work-reach out asap.

c. Online – I think one of the most important factors is the students' ability/motivation to work in an online environment. I think independent learning skills are critical. Face-to-face – The student being engaged with the course, both through their motivation, preparation, and work, as well as how well the instructor facilitates their learning.

d. Being consistent, available, open communication.

e. Making them feel like their contributions matters and that you care about them as an instructor.

f. I think that having organized and clear course content is very important for both types of students. I also think that both types of students need to have a connection to the instructor and fellow students to be successful. The connection with the instructor is very important so that the student feels he/she is important and valued.

g. Online – Staying connected with students with discussion boards. Face-to-face – Sense of belonging/connectedness.