

Student Success in an Online Course: A Student Perspective



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<http://lrc576.weebly.com/>



Introduction to the Research



➤ History

- LRC 320 - Teaching with New Technologies
- Fully Online Course
- Focus on
 - Course navigation
 - Learning objectives
 - Threaded Discussions
 - Faculty Feedback

Introduction to the Research



- Positionality
 - Preceptor
 - Instructional Designer
 - Discussion Facilitator
 - PhD researcher

Introduction to the Research



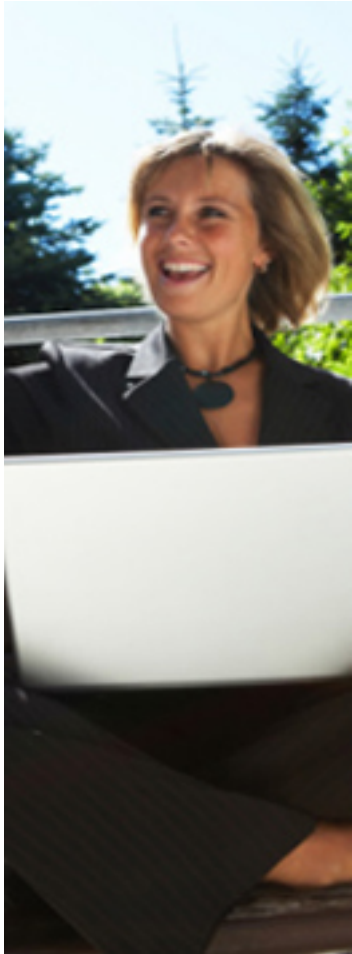
➤ Tensions

- Confused with Course Navigation
- Unclear about Learning Objectives
- Frustrated with Discussions
- Unsure how to Communicate with Facilitators

➤ Goals

- Intuitive Course Navigation
- Clarity of Learning Objective
- Building Community through Discussions
- Quality Feedback from Facilitators

Introduction to the Research



- Governing my Gaze
 - Online Master's Degree from NAU
 - Online student lens
 - Instructional Designer at UA
 - Assist Faculty
 - Researcher for New Literacies Studies
 - Dig deeper into the Student Perspective

Research Questions



- What factors in this LRC320 fully online course hinders students from successfully achieving the course goals?
 - How can the design of the LRC320 fully online course help guide students to the learning objectives/outcomes of the course?
 - How can the learning objectives help the students achieve the learning goals of the LRC320 course?
 - How can the online discussions assist students in achieving the learning goals of the LRC320 course?
 - How does feedback from the faculty, teaching assistant or preceptor help student achieve the learning goals of the LRC320 course?

The Inquiry Process



- Site and Demographics
 - Fully Online Course (LRC320)
 - Desire2Learn (D2L) CMS
 - Main Campus UA Students
 - Juniors or Seniors (19 -23 years old)
 - Education majors or related fields of study
 - Spring 2012
 - Project Based Curriculum

The Inquiry Process



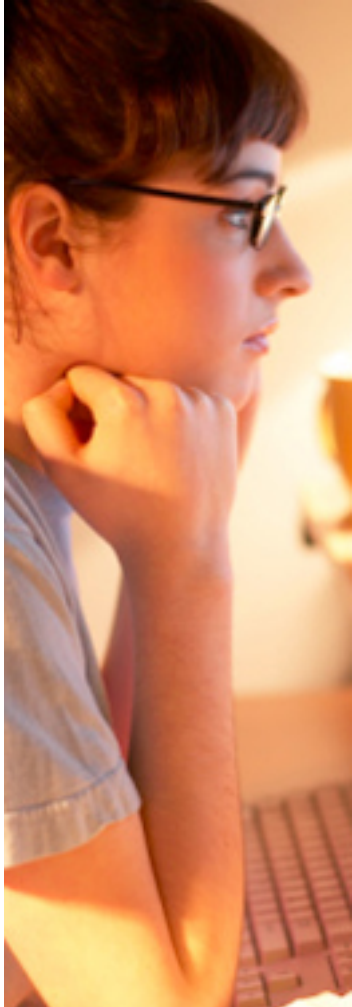
- Data Gathering Methods
 - Mixed Method
 - Office Hours Notes (Qualitative)
 - About 15 students
 - Online Survey (Quantitative)
 - 17 students
 - Recorded Interviews (Qualitative)
 - 4 students

The Inquiry Process



- Data Analysis
 - From the Office Hours Journal categorized
 - issues
 - word patterns
 - trends
 - From the interviews, added to these categories
 - From survey, highlighted results that fit into the original categories
- Used Triangulation from the three sources to verify my findings

The Inquiry Process



- Narrowing
 - 17 surveys collected out of 60
 - 4 interviews conducted
 - Focused on one major issue students were having with the course
 - The Website Assignment

Bring It All Together



- Share My Story
 - My Theoretical Framework
 - Malcolm Knowles – Adult Learning Theory
 - Benjamin Bloom – Learning Cognitive Taxonomy
 - Jerome Bruner – Constructivist Theory
 - Inspirational Quote from *How Learning Works*
 - “Learning is a process, not a product. Learning involves change in knowledge, beliefs, behaviors, or attitudes. Learning is not something done to students, but rather something students themselves do” (p.3).

Bring It All Together



- Share My Story
 - My Findings
 - The main issue is one assignment – the website.
 - From Office Hours
 - The words used:
 - difficult, frustrating and confusing
 - Phases used:
 - Where do I begin?
 - How do I do this?
 - What am I graded on?

Bring It All Together



➤ Share My Story

➤ Interview

- “I wish I could have learned more relevant data concerning websites. I don’t think going through all this rigmarole (the U-Account) is as necessary as it should be.”
- she had “some difficulty with the website assignment, she learned quite a bit and the course met her expectations”.
- “I will definitely use the webpage, which I can tell people and that is kind of cool. So for my own classroom I can make my own webpage...”

Bring It All Together



➤ Share My Story

➤ Survey

- this was an extremely difficulty course for those of us who have never made a website.
- “I felt like a fish out of water with little or nothing to go on.”
- “ Once I was given aid and instructions (verbally), the website assignment and course materials were easy to understand and implement.”

➤ Statistical Data

- Scored the course to be average in most categories

Bring It All Together



➤ Share My Story

➤ Conclusion

- The website assignment proves to be difficult for students not familiar with technology.
- There were technical difficulties in regard to the website assignment that we could avoid by revising the assignment.
- We need to focus less on the technical side of website development and more on the implementation of websites for classroom use.
- Instructions need to be clear and delivered through various methods.

Bring It All Together



➤ Share My Story

➤ Conclusion

- Course navigation is effective, but pay attention to broken link and stay current.
 - Learning objectives were helpful in making the modules meaningful
 - Discussions did contribute to the overall experience of the course especially when relevant material was shared.
- Last quote that sums it up well:
- “ It is a great course and with some minor adjustments...it might be one of my favorite courses I have taken at UA.”

Epilogue



- What's next?
 - More research with future LRC 320 students!
 - Keep on talking with students about their experience in the course.
 - Keep updating the course to reflect the student's suggestion.
 - Formative evaluations of courses midway through the semester and fostering changes to reflect these insights empowers students to believe they are taking part in their own learning experience and environment.

Warrior Dash Champion

