1) **Online T&L is NOT impersonal**

- Great replacement for large lecture format:
- Enables more **student-teacher connectivity**
“If I wanted such interaction I would have signed up for a regular class.”

“[I appreciate] that this class is not forcing me to pretend that I care what the [student beside me] thinks about the reading [s/he] did not do.”

“I like working on my own & even feel I absorb better because I can pace myself & review where I need to.”

“Thank you for not having any group work, which is impossible to schedule time for and usually involves me doing the work of 2-5 lazy peers.”
• **Question 1: Opinion Scale/Likert**

How much do you agree that any need you feel for social or scholarly interaction with a **professor** is fulfilled by this course?

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Percent Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34%</td>
</tr>
<tr>
<td>Agree</td>
<td>34%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>28%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0%</td>
</tr>
<tr>
<td>Unanswered</td>
<td>0%</td>
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Only 4% feel a need for more interaction w/prof
Profs More Accessible, More Responsive

“"I don't really approach my professors as often, anyway, so to me it does not feel any different.”

“"In large lectures, the teachers aren't always accessible but in an online course I can email at my leisure and [teacher] replies quickly.”

“"it is so much easier to send and e-mail to a professor any time as opposed to waiting until the next class to see if the professor will even have the time to answer questions.”

“"I feel like it's easier to communicate with a professor instructing an online class because you know [online profs] will be checking their email frequently so you'll most likely get a response faster.”

Emphases added.
**Question 2: Opinion Scale/Likert**

Please tell me how much you agree with the statement **online learning actually supports a better connection between student and teacher than can be found in large lecture courses.**

<table>
<thead>
<tr>
<th>Opinion</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>32%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>34%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>Only 8% disagree or think F2F is better for connecting to prof.</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0%</td>
</tr>
<tr>
<td>Unanswered</td>
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</tbody>
</table>
The Medium Supports Connectedness

- **I know your name**
- **I know something about you**
  - Prior and current performance
  - Past conversations
- **You have my undivided attention**
  (...and you can tell me anything!)
Transferrable Practices?

I. Knowing Students
   - DB introductions w/selfies
     - even prior to day 1 of class
   - Day 1 “Find your twins” game
     - students self-select to look-alike groups
     - they take/send group photos (w/name cards)
Transferrable Practices

1. Knowing Students

2. Value of Low Stakes Trial Runs
   - Syllabus Quiz
     - Student engagement w/course obligations
       - Gatekeeper and/or Red Flag
     - Troubleshoots student command of ‘test’ software
Transferrable Practices

1. Knowing Students
2. Value of Low Stakes Trial Runs
   - Syllabus Quiz
   - Turnitin Essay
     - Troubleshoots student command of software
Take Home Lessons

- Online T&L is NOT impersonal
  - Students may feel MORE connected
  - The medium > more, better quality **one-on-one** interaction
- Connectivity counts! (F2F transfer)
- Set Students up for Success (F2F transfer)
  - Low stakes trial runs NOW limit higher-stakes headaches.