TELTA - Week 4 – Group Task
MindMap

Motivating Online Students - the CRISPS-(FC)^2 Model

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(1) CARING. Tutors must respond to students questions within 24 hours. The helps to focus students and develops their commitment to the module - getting a personal response to a question helps students feel that someone 'cares'.

Reference
Song, L., & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. *Journal of Interactive Online Learning*, *6*(1), 27-42.

Link
https://www.researchgate.net/profile/Liyan_Song4/publication/250699716_A_Conceptual_Model_for_Understanding_Self-Directed_Learning_in_Online_Environments/links/00b7d52b2c6b2ada02000000.pdf

Abstract
Research indicates that online learning often situates control of implementation with the learner. Recently, scholars have turned attention to the importance of self-directed learning (SDL) skills for online learning environments. Existing frameworks for understanding SDL focus primarily on process and personal attributes in face-to-face settings. Some frameworks depict SDL as a process, focusing on learner autonomy in the learning processes; other frameworks emphasize personal attributes, focusing on learner's capabilities of regulating the learning process. Yet, the level of self-direction needed may change in different contexts. The purpose of this paper is to introduce a research-based framework for understanding SDL in online learning contexts. Implications for future research and practice are provided at the end of the paper.

Note: Caring is the **'C'** in the MUSIC model acronym.

(2) RELEVANT. A topic which has personal relevance leads to intrinsic motivation. Therefore, the tutor/course designer should be explicit about how the skills and knowledge students acquire in the course can be applied beyond the course.

(3) INTERESTING. Trigger the students' interest so that they pay attention during the course. Situational interest (short-term) refers to an aspect of a course that is enjoyable or fun. Individual interest (long-term) is linked to content and vocation.

Source
KEY WATCHING: Motivation and Online Students

Link
http://www.youtube.com/watch?v=xVKEVXX32GQNotes

Notes
Published on May 21, 2013
This presentation was developed by Martha Schwer and Jennifer Lewis of Madison College, USA. It provides a useful synopsis of motivation and self-efficacy theories and outlines how to use motivational techniques in your online course to improve student learning.

Drivers of Motivation: (a) need for achievement (b) avoidance of failure (Snow, 1997)

Types of Motivation: (a) intrinsic (b) extrinsic

Intrinsic – this type of student is learning-oriented with a trong interest **(Interest in MUSIC model)** in, and personal relevance **(Usefulness in MUSIC model)** to, content. They have a joy of learning and they like building knowledge and skills.

Extrinsic - this type of student is just interested in the qualification for job / career reasons and will be inclined to take course 'shortcuts'.

(4) SUPPORTIVE. Provide a personal welcome to the course (e.g. video or screencast) and be available to respond to students' questions (e.g. SLACK). Create a comfortable and safe environment for the students, including break-out sessions that allow for holistic rather than stunted engagement.

Reference 1
Moore, M. G. (1991). Distance education theory. *The American Journal of Distance Education*, *5*(3), 1-6.

Link 1
http://learningdesign.psu.edu/assets/uploads/deos/deosnews1_25.pdf

Note 1:
Moore's transactional distance theory postulates that physical separation leads to psychological and communication gaps. He uses the equation:

High Instructor-Learner Dialogue + Flexible Learning Environment = Low Transactional Distance

How to Reduce Transactional Distance
(1) Personal welcome to the course (e.g. email) **(Caring in MUSIC model)**
(2) Respond personally to students every time they ask a question **(Caring in MUSIC model)**
(3) Monitor discussions for issues **(Caring in MUSIC model)**
(4) Provide opportunities for peer interactions
(5) Use team or group activities (i.e. create group tasks, consisting of small teams, to improve online socialisation)
(6) Provide flexibility in learning environment **(eMpowerment in MUSIC model)** (e.g. choice of tasks, and choice of modes for tasks. Also, flexibility in relation to personal issues given that most online learners work full tim outside the course)

Reference 2
Bawa, P. (2016). Retention in Online Courses: Exploring Issues and Solutions—A Literature Review. *SAGE Open*, *6*(1), 2158244015621777.

Link 2
http://journals.sagepub.com/doi/abs/10.1177/2158244015621777

Abstract 2
Despite increasing enrollment percentages from earlier years, online courses continue to show receding student retention rates. To reduce attrition and ensure continual growth in online courses, it is important to continue to review current and updated literature to understand the changing behaviors of online learners and faculty in the 21st century and examine how they fit together as a cohesive educational unit. This article reviews literature to ascertain critical reasons for high attrition rates in online classes, as well as explore solutions to boost retention rates. This will help create a starting point and foundation for a more, in-depth research and analysis of retention issues in online courses. Examining these issues is critical to contemporary learning environments.

(5) PROSPER. Try to increase students' self-efficacy by giving them opportunities to succeed. It can also be increased by controlling content (so students are not overwhelmed), using verbal persuasion, and by monitoring the locus of control so that success is related to effort rather than ability.

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Self-Efficacy is the belief that one can succeed **(Success in MUSIC model)** at a task or range of tasks. This influences ones effort and feelings about a task.

Equation
Strong Self-Efficacy + Internal Locus of Control = Success in an Online Environment

How to Increase Self-Efficacy
(1) Build in Success (from early on. Success raises self-efficacy, failure lowers self-efficacy. Introductions between peers.)
(2) Control Content (a large amount of content can be overwhelming, have content at appropriate level of difficulty, clear instructions - begin with a VERB, technical writing proficiency is important)
(3 Use Verbal Persuasion (provide informal discussion area, communicate to offer encouragement, emphasise effort over ability)
(4) Provide Continuous Feedback (this can help build confidence) **(Caring in MUSIC model)**
(5) Monitor Locus of Control (relate success to effort not ability, be aware of statements from students attributing failure to things outside their control)
(6) Monitor Performance (develop improvement plan that gets learners to concentrate on improving one thing at a time).

Important
Support learners at the start of the course when learners are at their lowest levels of self-efficacy and highest levels of anxiety.

(6) FLEXIBLE. For assessment, provide a choice of tasks and also a choice of modes for completing the tasks, e.g. create a video OR a screencast. Students feel empowered when they feel that they have control over some aspects of their learning.

Source
KEY READING: Five Factors that Affect Online Student Motivation

Link
http://www.facultyfocus.com/articles/online-education/five-factors-that-affect-online-student-motivation/

Notes
This short article outlines Brett Jones' MUSIC model of student motivation which identifies five main factors that contribute to student motivation - eMpowerment, Usefulness, Success, Interest, and Caring - and outlines the implications for online course design.

Equation (from Transactional Distance Theory)
High Instructor-Learner Dialogue + Flexible Learning Environment = Low Transactional Distance

(7) FEEDBACK. Tutors must aim to give personal, effective and positive feedback to each student. Even when work is of a poor quality and grades are low, personal feedback will be welcomed and acknowledged by students. Tutors must provide timely feedback on assignments. This allows the tutor to make a connection with the student, to encourage and to motivate.

Reference
Lowe, S. D. (2005). Responding to learner needs in distance education: Providing academic and relational support (PARS). *Making distance education work: Understanding learning and learners at a distance*, 73-87.

Link
http://learnerassociates.net/learners/chap08.pdf

Notes
The **Providing Academic and Relational Support (PARS) model** is proposed as a comprehensive framework to be used by distance education providers to guide administrators and instructors in the design and delivery of academic and relational support in courses as well as entire degree programs. It is also suggested as a guide to empower adult learners who are contemplating enrollment or are already enrolled in a distance education course or degree program. In addition to the two key elements of academic support (institutional and instructional) and relational support, the PARS model also focuses on self-directed learning and learning-how-to-learn skill development. All of these elements interact with one another to create a dynamic model.

(8) CLARITY: The course should have a clear and understandable structure which should be underlined by a thorough understanding from the tutor. This should be founded on a tutor who uses (and therefore understands) the course-specific technologies, and is clear and concise when discussing course content.

Reference

Schuck, S. (2015). Mobile Learning in Higher education: Mobilising staff to use technologies in their teaching. *eLearn Magazine*, March 2015.

Link

http://elearnmag.acm.org/featured.cfm?aid=2749226

Abstract

Given the ubiquity of mobile devices being used by students in their university, a group of lecturers formed an action-learning group to learn collaboratively about enhancing their teaching with mobile pedagogies. The community of learners developed a process for setting goals for themselves, and for implementing action plans to do with integrating mobile technologies in teaching. The article discusses the processes used and the lessons learned through this project. These findings have informed work done with schools that are trying to integrate mobile learning into their classrooms.

(9) STUDENT CENTRIC: The course should contain substantial opportunities for Peer and Self-Review. This will enhance the engagement and soft learning of the attendees. It is important that where students are reviewing each other's work, a defensive atmosphere is not allowed to develop. Student-led events are also an excellent way to achieve buy-in.

Reference
Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, *39*(1), 102-122.

Link
http://srhe.tandfonline.com/doi/abs/10.1080/02602938.2013.795518

Abstract
Peer review is a reciprocal process whereby students produce feedback reviews on the work of peers and receive feedback reviews from peers on their own work. Prior research has primarily examined the learning benefits that result from the receipt of feedback reviews, with few studies specifically exploring the merits of producing feedback reviews or the learning mechanisms that this activates. Using accounts of their experiences of peer review, this study illuminates students' perceptions of the different learning benefits resulting from feedback receipt and feedback production, and, importantly, it provides insight into the cognitive processes that are activated when students construct feedback reviews. The findings show that producing feedback reviews engages students in multiple acts of evaluative judgement, both about the work of peers, and, through a reflective process, about their own work; that it involves them in both invoking and applying criteria to explain those judgements; and that it shifts control of feedback processes into students' hands, a shift that can reduce their need for external feedback. The theoretical and practical implications of these findings are discussed. It is argued that the capacity to produce quality feedback is a fundamental graduate skill, and, as such, it should receive much greater attention in higher education curricula.