

A close-up photograph of a snowflake, showing its intricate, six-fold symmetrical structure. The snowflake is white and translucent, with a central core from which six main branches radiate outwards. Each branch is further divided into smaller, more complex sub-branches, creating a delicate, crystalline pattern. The background is dark and out of focus, with some blurred light spots, suggesting a snowy or icy environment.

Humanizing Learning with Digital Tools

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learning *differences*

“I should just quit now while I’m ahead.”

“Who am I kidding?”

“I can’t do this.”

“I don’t belong here.”

“Who do I think I am?”

“I’m so stupid.”

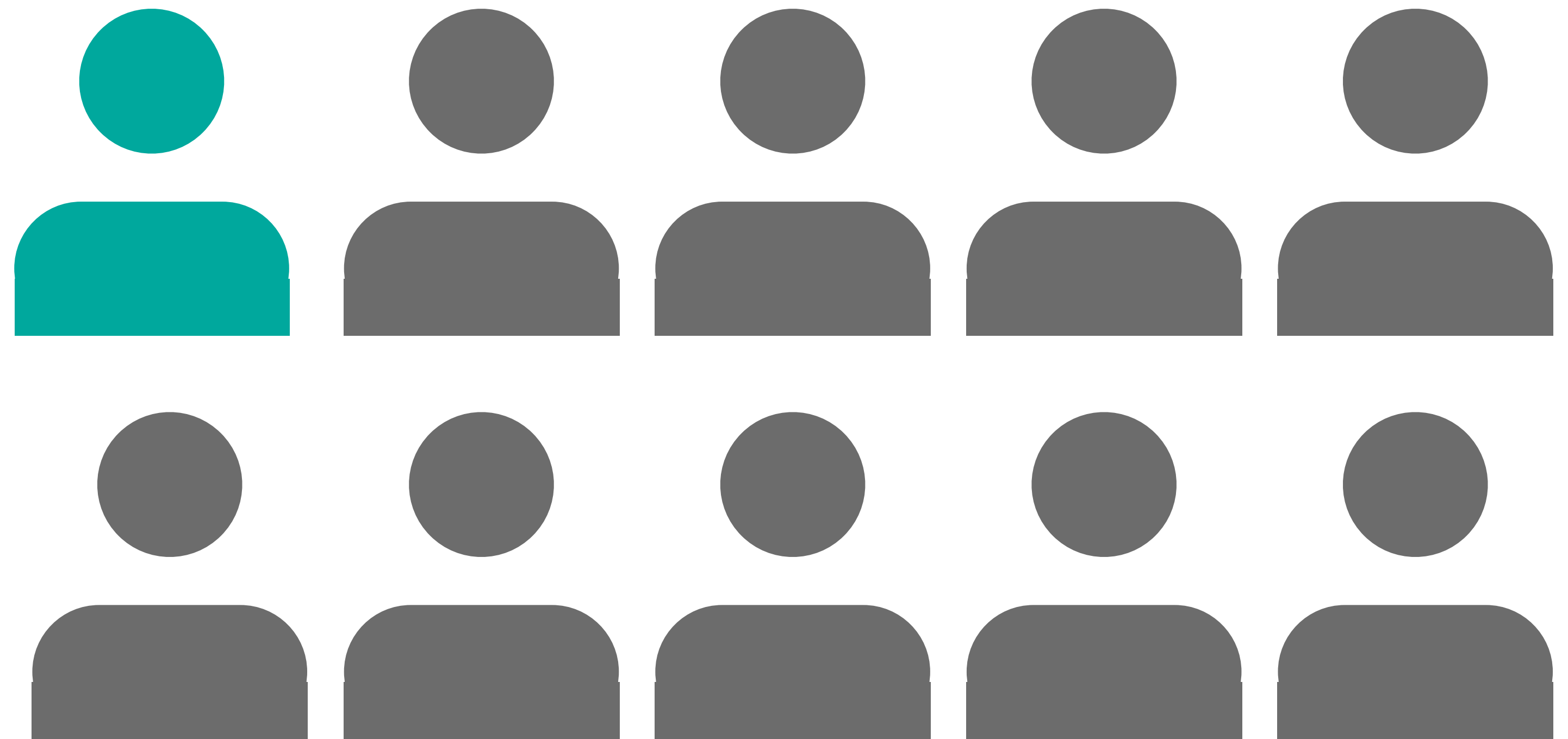
"Most...faculty have been well prepared in the disciplines they teach, but too few have been prepared for the reality of today's students — the ways they learn, and the **cognitive** and **affective** challenges they bring with them through the open door." (emphasis added)

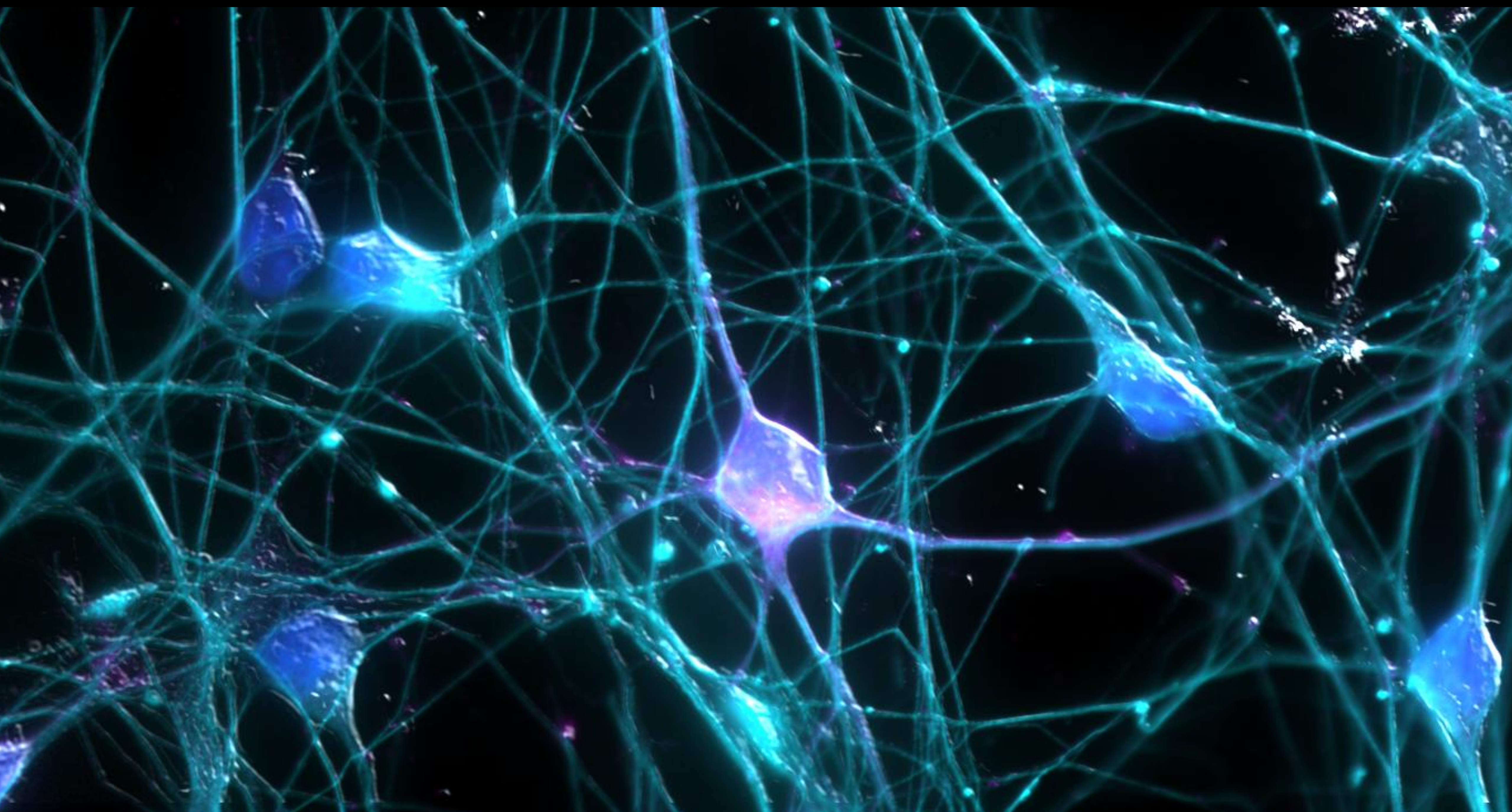
John E. Roueche
Director, Community College Leadership Program
The University of Texas at Austin

41.6%
of CSU Students
are Food Insecure

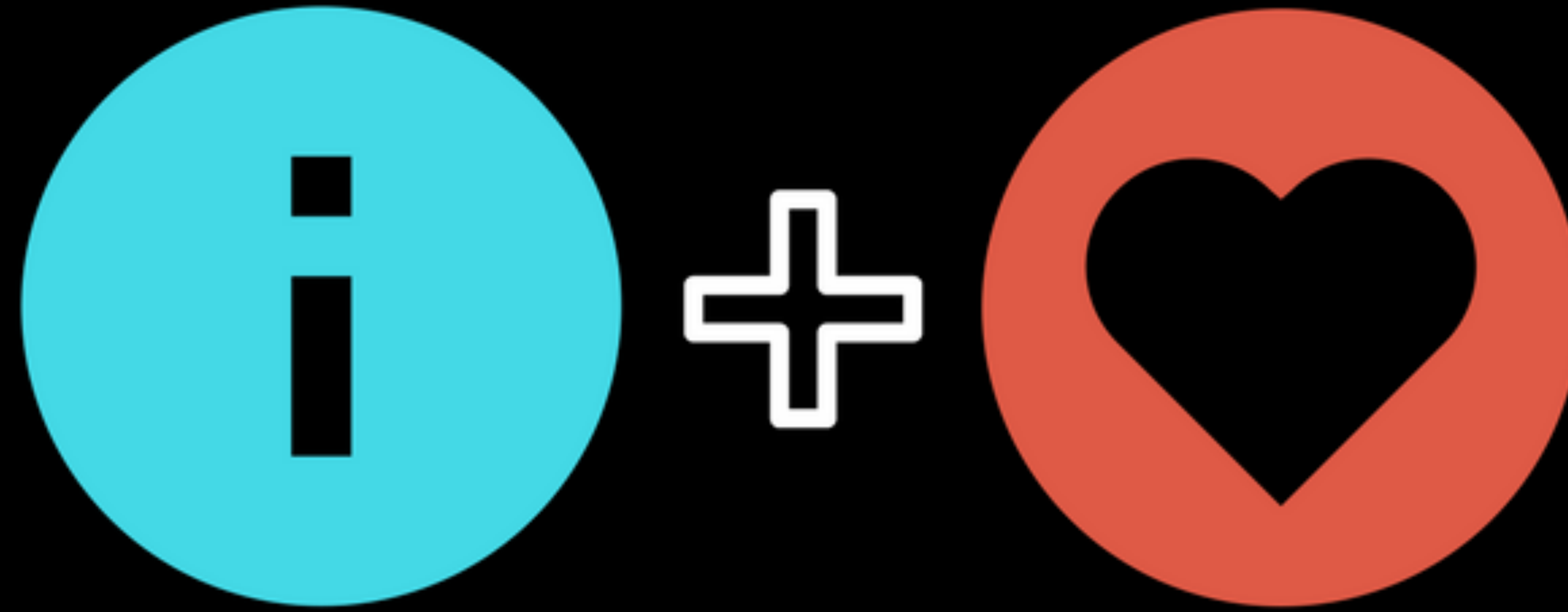


10.9%
of CSU Students
experienced
homeless at least
once in the past year.









opportunities.



challenges.

Access to face-to-face *and* online classes =

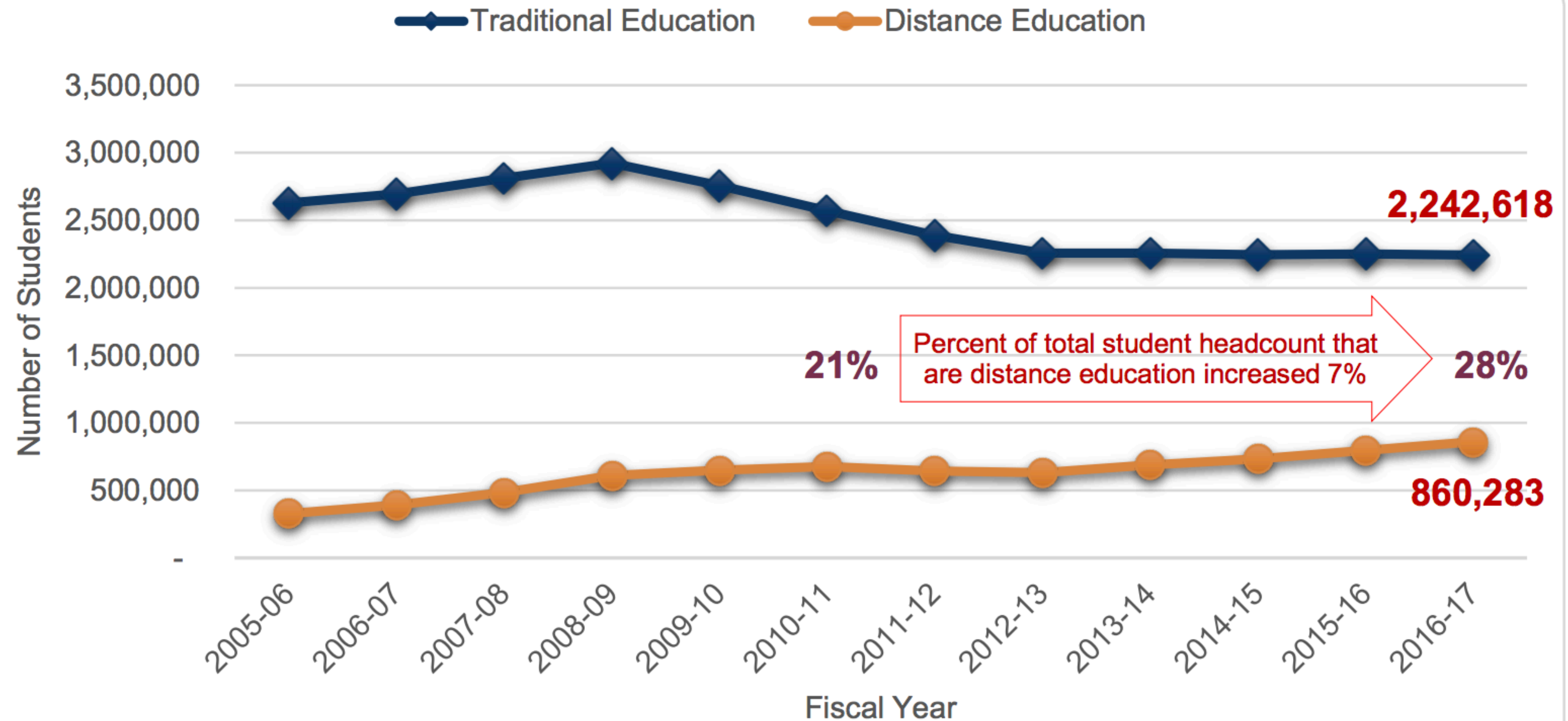
choice

choice

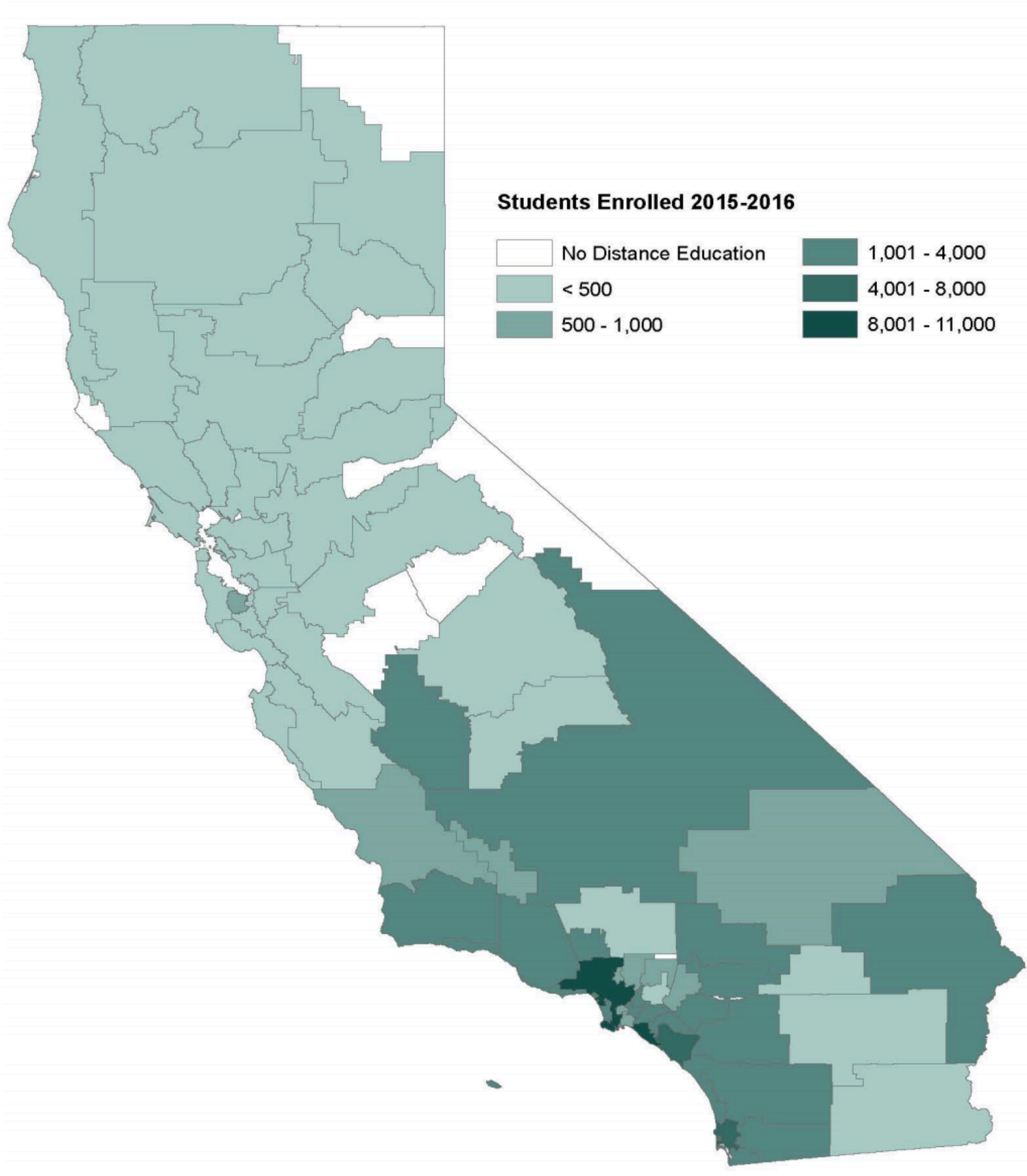
= more likelihood of progressing to the next year

California Community Colleges

Total Student Headcount in Face-to-Face versus Online Courses (Unduplicated Headcount)



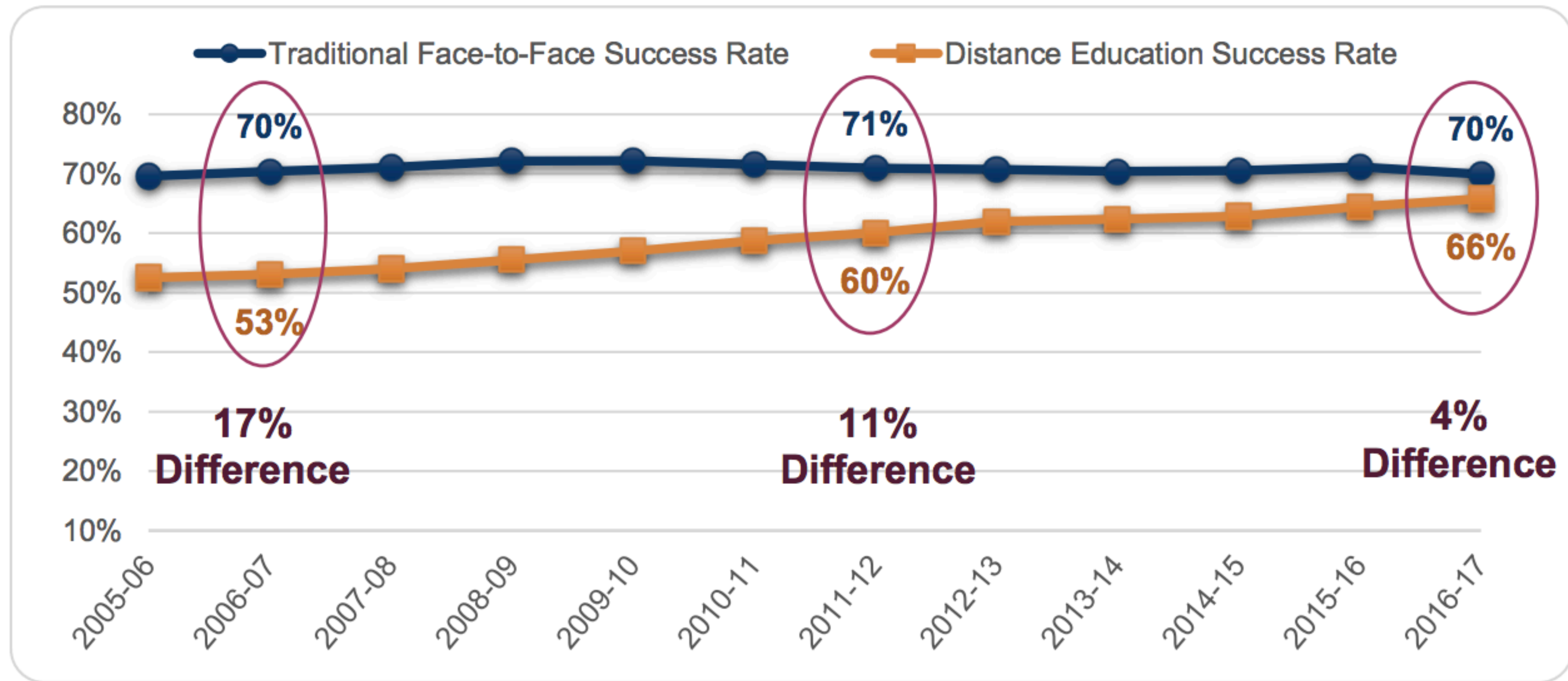
California Community Colleges Distance Education Enrollment by District



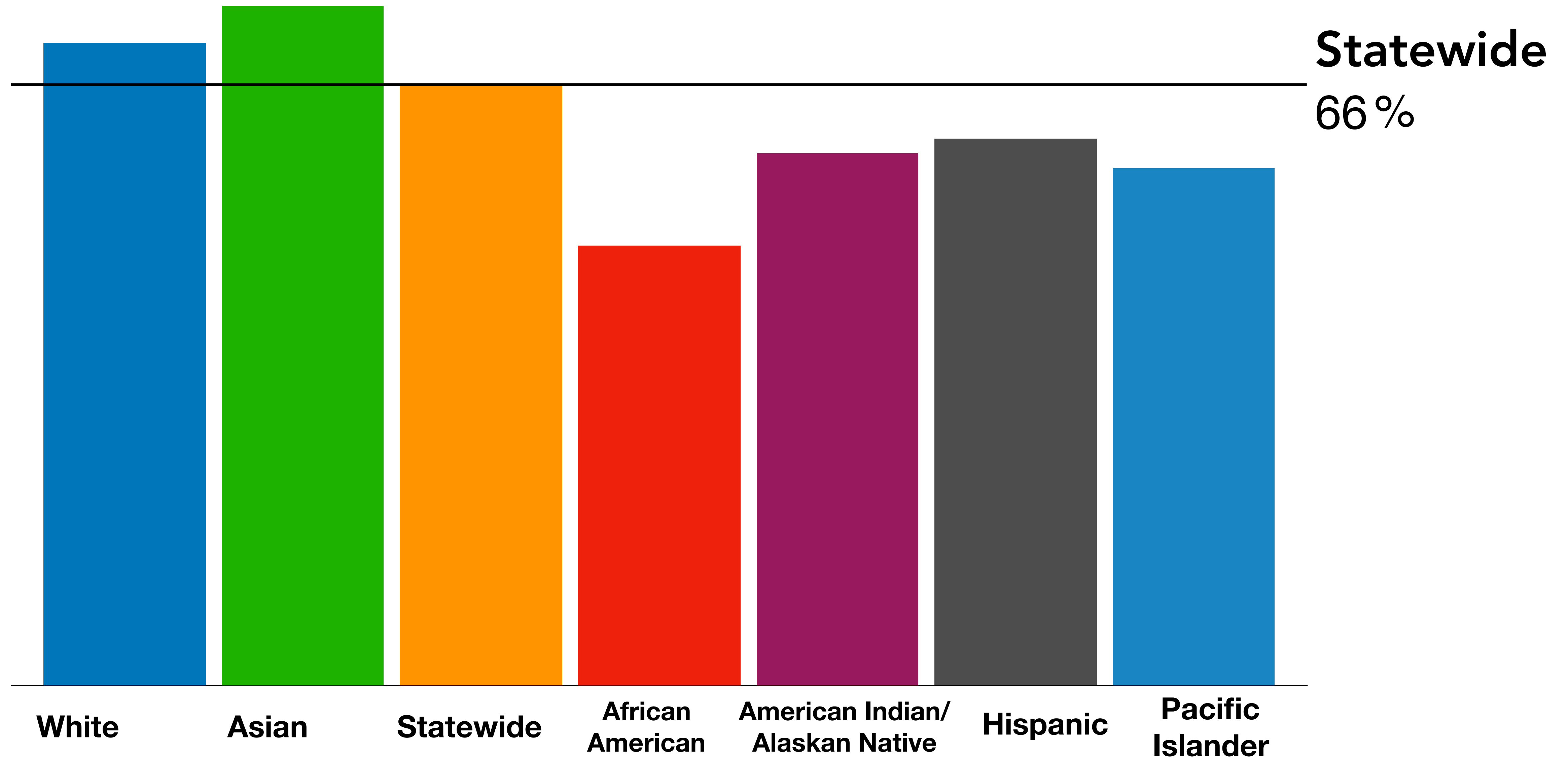
Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

California Community Colleges

Distance Education Enrollment by District



2015-2016 Online Success Rates, California Community Colleges




Relationships Matter

...face-to-face and online

How to

HUMANIZE

YOUR ONLINE CLASS



What is humanizing?

Humanized learning increases the relevance of content and improves students' motivation to log-in week-after-week. When students relate to an online instructor as something more than a subject matter expert and begin to conceive of themselves as part of a larger community, they are more likely to be motivated, be satisfied with their learning, and succeed in achieving the course objectives (Picciano, 2002; Rovai & Barnum, 2003; Richardson & Swan, 2003).

presence

Don't be a robot.

Create a lively welcome video.
Provide feedback in audio or video.
Greet students with a video each week.
Offer synchronous meetings for those who need them.

empathy

Sense when students need extra support.

Be approachable.
Check-in with students individually.
Support students through difficult times.
Send a supportive video message to a struggling student.

awareness

Know your students.

Survey students in week 1.
Use a fun, low-risk ice breaker to get students connected.
Build in formative feedback loops.
Build in formative feedback loops.

choice

Options increase intrinsic motivation.

Allow students to express themselves through writing, voice, and video.
Provide format and topic options for projects.

challenge

Get students out of their comfort zones.

Encourage students to try new things - and believe in them!
Assess learning through content creation.

control

Involve students in decision-making.

Allow students to:
- organize groups
- create a portion of the class content
- suggest ideas for assessments

collaboration

Empower students to inspire one another.

Have students learn from each other.
Use social technologies to design connected learning activities.

constructing meaning

Have students discover real-world connections.

Use video as a catalyst for discussion.
Invite students to contribute videos, images, links that demonstrate examples of concepts.

consequences

Design projects that last longer than your class.

Turn students into content creators.
Have students share work with peers and/or on open websites.

LEARNING DOMAINS

In education, Bloom's taxonomy is frequently used as a helpful framework to understand how learning occurs and, in turn, design a learning experience that fosters growth and development. The cognitive domain of learning, however, is often the primary domain educators consider. Humanized learning also involves a careful consideration of the role that attitude, motivation, and values play in a student's learning. These are associated with the affective domain of learning.

INTERNALIZING: identifying with

ORGANIZING: incorporating into a value system

VALUING: becoming committed to

RESPONDING: appreciating

RECEIVING: willingness to become aware

CREATING


EVALUATING


ANALYZING

APPLYING

UNDERSTANDING

REMEMBERING

AFFECTIVE learning

COGNITIVE learning

Affective learning outcomes involve attitudes, motivation, and values. The expression of these often involves statements of opinions, beliefs, or an assessment of relevance (Smith & Ragan, 1999).

Cognitive learning outcomes involve knowledge. The expression of these may involve reproduction of information, demonstration of concepts, and application of principles to different contexts (Garris, Ahlers, & Driskell, 2002).

COMMUNITY OF INQUIRY (COI)

Social Presence

Cognitive Presence

Teaching Presence

Community of Inquiry (CoI) is a theoretical framework that educators may leverage to understand how to develop and assess deep, meaningful learning experiences.

The three elements in CoI are:

Social Presence


"the ability of participants to identify with the community..., communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2009)


Teaching Presence

"the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes." (Anderson, Rourke, Garrison, & Archer, 2001)

Cognitive Presence

"the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication. (Garrison, Anderson, & Archer, 2001)

How to Humanize Your Online Class by Michelle Pacansky-Brock and T&L Innovations @Ci is licensed under a Creative Commons Attribution 4.0 International License.
Access this Infographic online at: <http://tiny.cc/humanize-infographic>



Works Cited

Anderson, L. W., & Krathwohl, D. R. (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

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Slides by Michelle Pacansky-Brock CC-BY-NC

<http://brocansky.com/humanizing-infographic>

FACILITATION

presence



Don't be a robot.

empathy



Sense when students
need extra support.

awareness



Know your students.

Be Present



Denise Maduli-Williams, Miramar College

Matt Mooney

History Faculty
City College of Santa Barbara



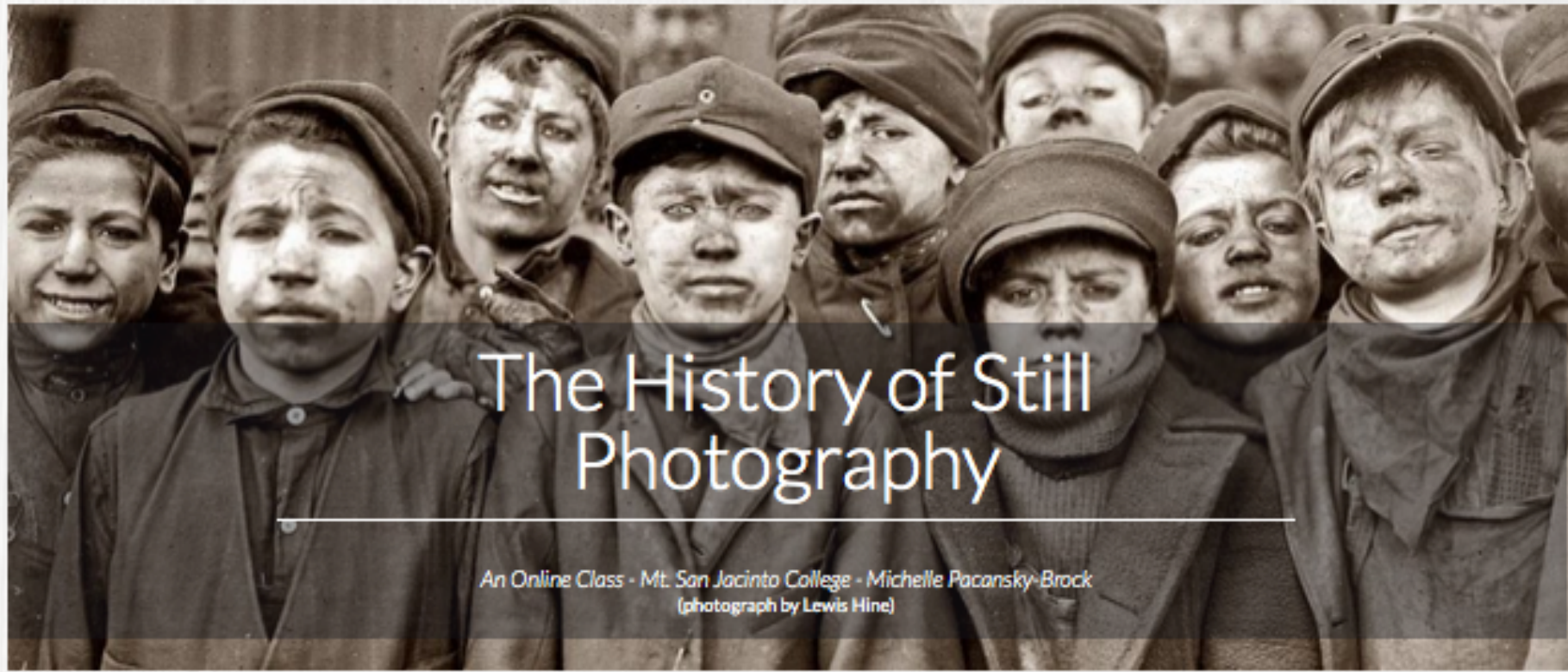

<https://youtu.be/L-1rf6UYQVg>

Adobe Spark Video

Humanize Your Syllabus

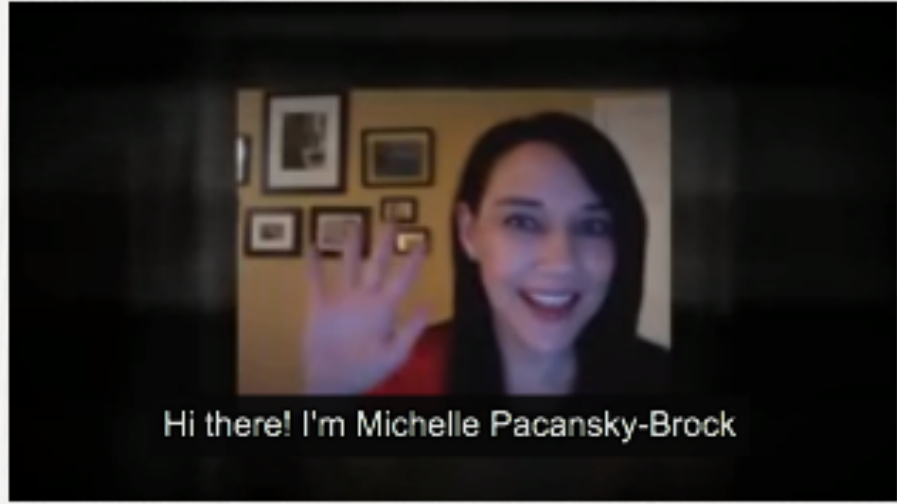
View it live at:
page.teachingwithoutwalls.com/humanized-syllabus

Made with a populr.me Educator Account ... but try the *new* Google Sites!



The History of Still Photography

An Online Class • Mt. San Jacinto College • Michelle Pacansky-Brock
(photograph by Lewis Hine)



Hi there! I'm Michelle Pacansky-Brock


Course Description & Outcomes

The History of Still Photography offers a comprehensive exploration of the historical progression of fixing a still image, that is to say writing with light. This course starts in ancient times with naturally occurring images, and moves through advances in optics and chemical processes. It then moves through the prolific period of traditional Black and White photography and then covers the birth and advancements of the digital light sensor and its possibilities for the future.

Student Learning Outcomes:

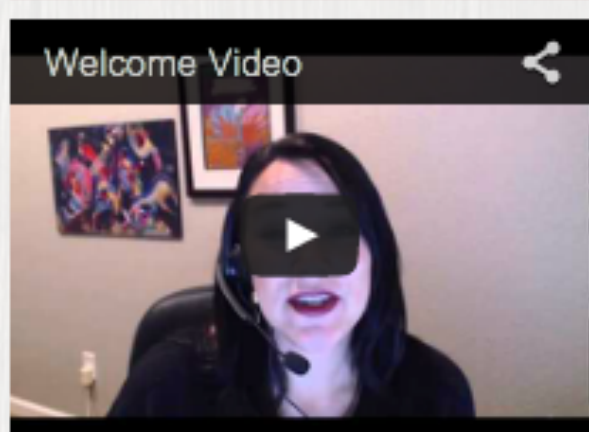
By the completion of this course, you will be able to:

1. Explore the camera as a photographic tool over time.
2. Map historical photographic concepts to current digital references.
3. Identify a variety of successful photographers & examples of their work.



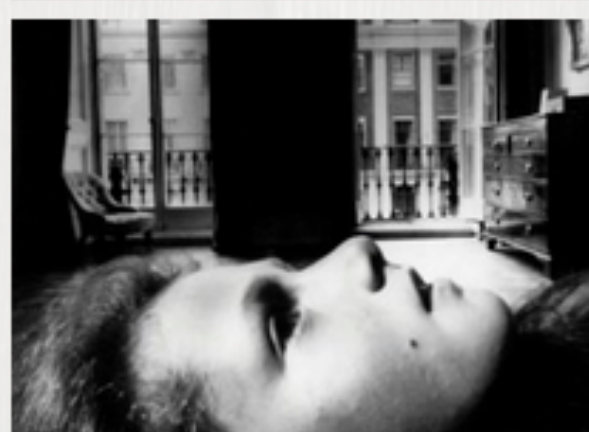
Class Philosophy

Some online learners start classes feeling isolated but not in this class! This class is a community. Each person in our community has the same objective: to learn. This class is designed to have you learn in community with your peers. When you're a member of a



Communication Policy

Establishing regular and effective communications with me is foundational to your success in this class and is a shared responsibility of instructor and student. Email is the quickest way to reach me. I will respond to your inquiries within 24 hours Mon-Fri. If I do not reply in this time frame, please



Textbook

Your required text is:
Seizing the Light - A Social History of Photography
Author: Robert Hirsch

Account

Dashboard

Courses

Calendar

Inbox

Help

18FA HUM 1

18FA

Home

Announcements

Modules

Discussions

Assignments

Syllabus

People

Grades

Badges

HUMANIZING
ONLINE TEACHING & LEARNING

Mike and Fabiola Welcome

START HERE

1

9/10-9/16

2

9/17-9/23

3

9/24-9/30

4

10/1-10/7

You made it to our home page! Click the **Start Here** button to proceed.

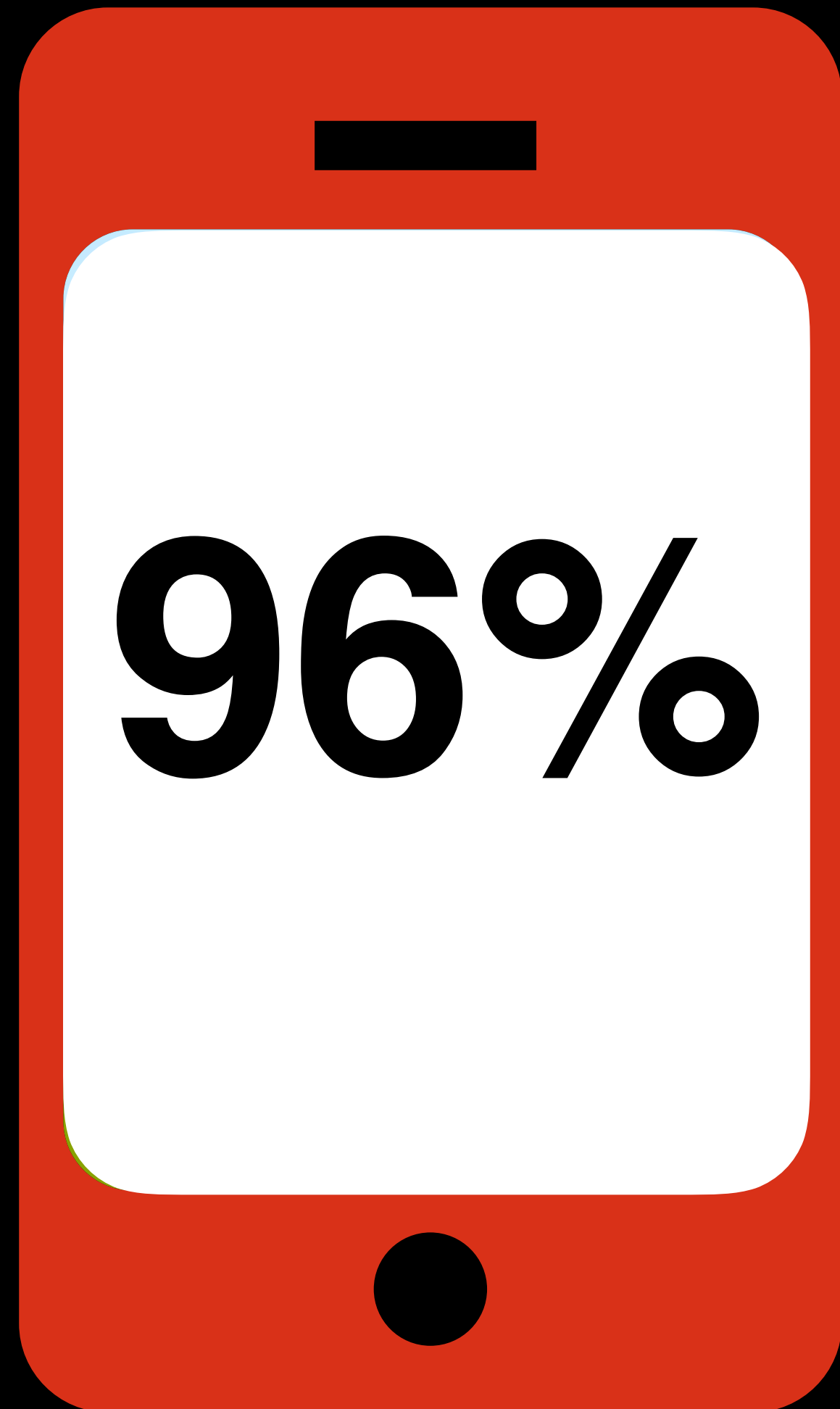
OnlineNetworkofEducators.org



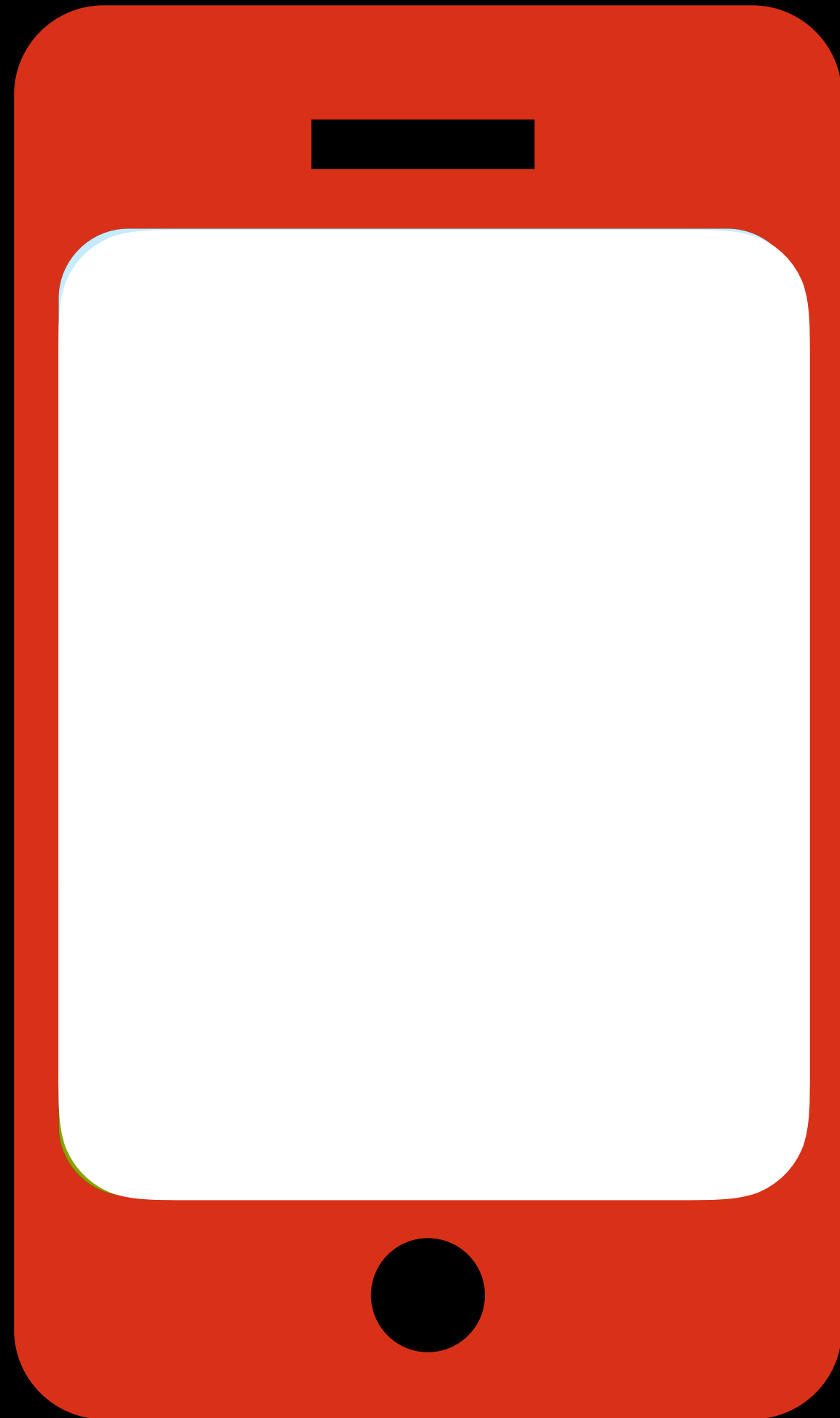




of undergraduates
own a smartphone



of undergraduates own a
smartphone
(more 18-24 year olds have
smartphones than computers)



What if educators
embraced phones as
learning tools?

A black and white photograph of students in a classroom. Several students are holding up their mobile devices (cameras or smartphones) to take pictures or videos of something out of frame. The scene is brightly lit, likely from windows in the background. The text 'RELEVANT CONNECTIONS' and 'DEEPER LEARNING' is overlaid in large, white, bold letters.

RELEVANT CONNECTIONS

DEEPER LEARNING

UNTETHERED LEARNING

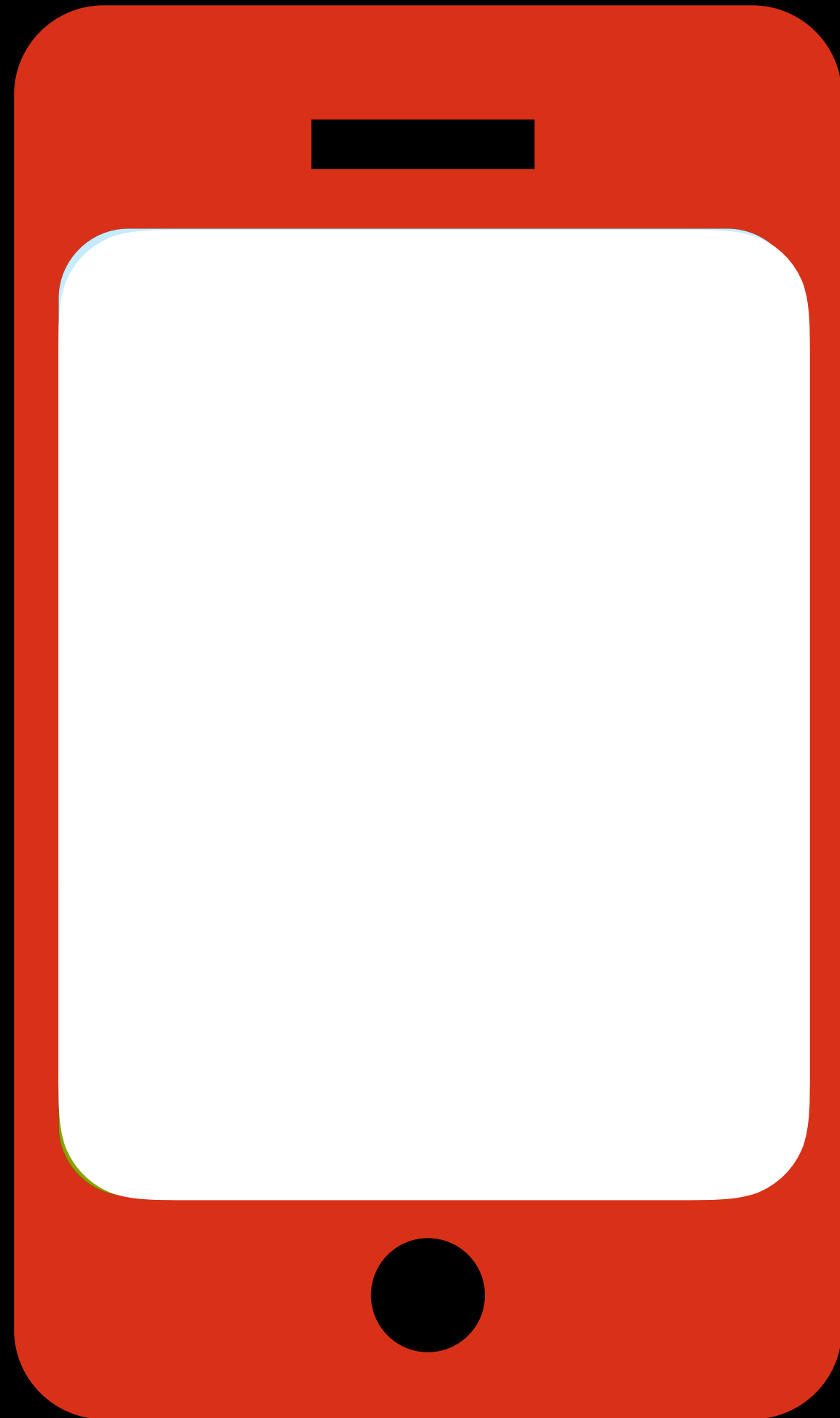
LEARNING WOVEN INTO LIFE



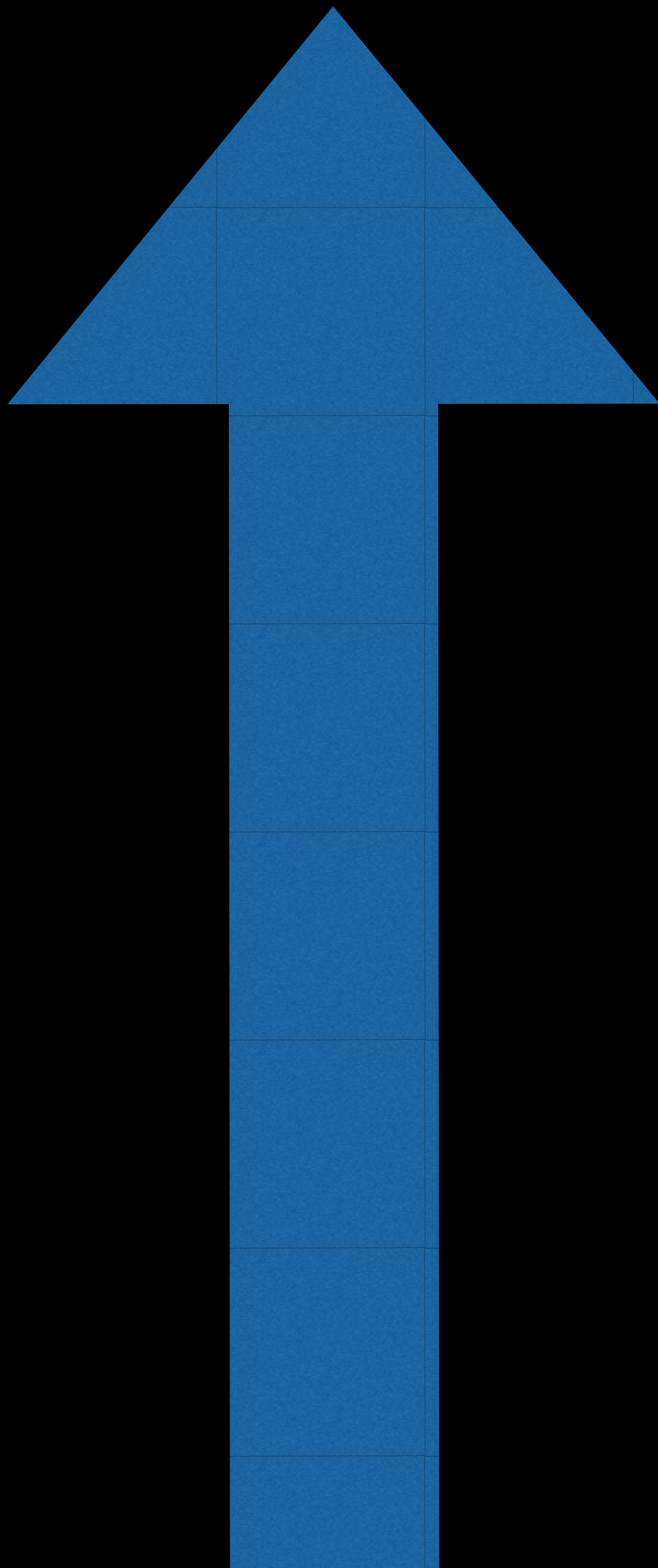


MULTISENSORY LEARNING

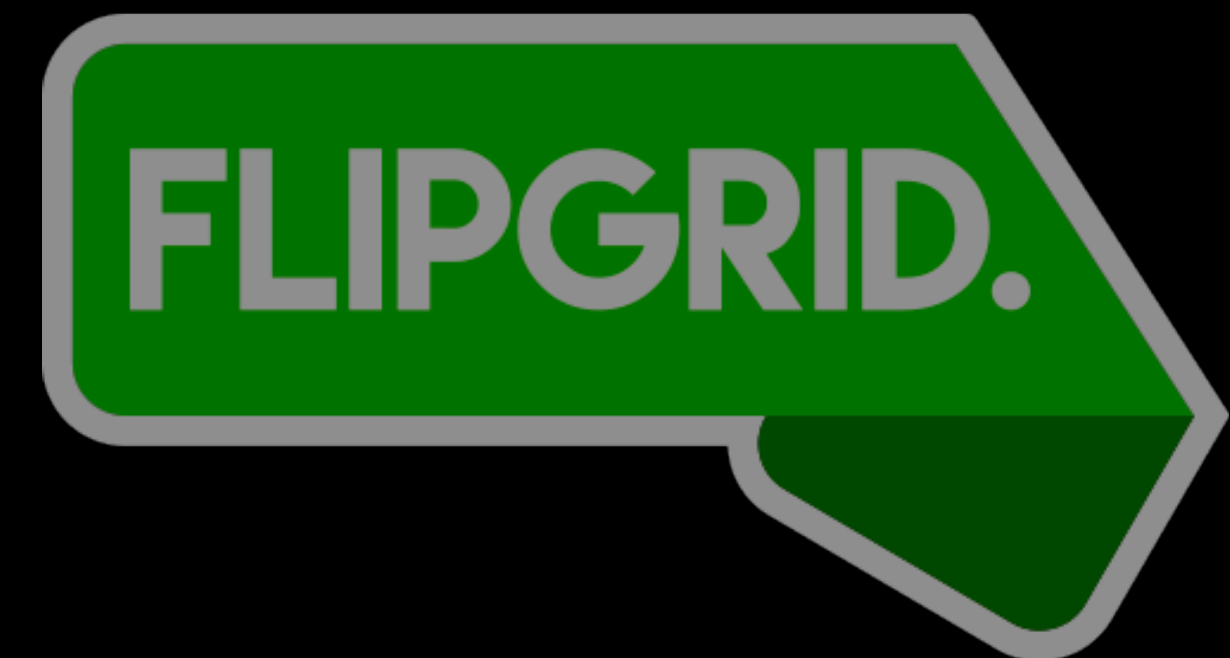
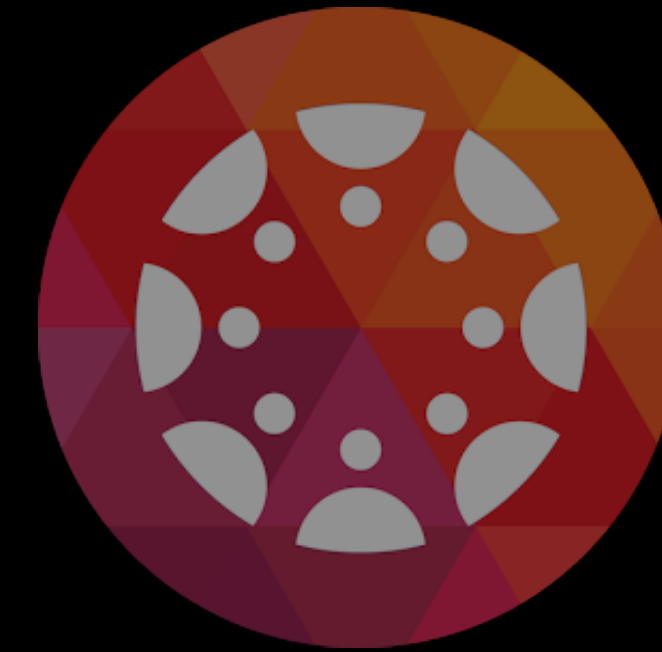
SUPPORTS UNIQUE NEEDS OF ALL LEARNERS

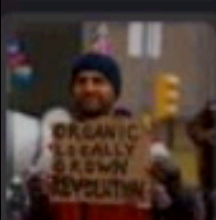
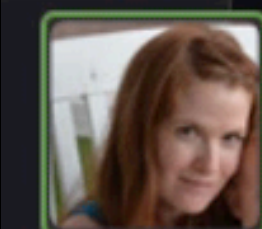
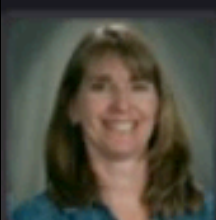
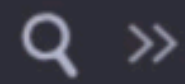
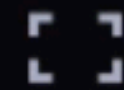
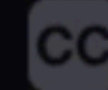


What might change?



Tools





Alfred Stieglitz, *The Steerage*, 1907. +

Describe the circumstances in which Stieglitz took this photograph. Discuss why he described this as the perfect photograph?

(Use the doodle tool to help clarify your ideas!)



1x





1:42 / 8:20



Janet Mitchell-Lambert

English Faculty
Cerritos College


Janet M



120 views


Eng 1B prompt


❤️ 1
💡 0
🤔 0
🚀 0
😎 1


Jan 9


...


Add your reply
for Janet

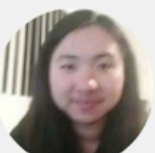

Emily H
[1:18] Jan 16

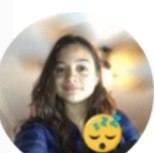

Brooke L
[1:01] Jan 15


Roger P
[1:26] Jan 15


zhenzhen D
[1:19] Jan 13


Chelsea S
[1:15] Jan 13


Jazmyn A
[0:51] Jan 12

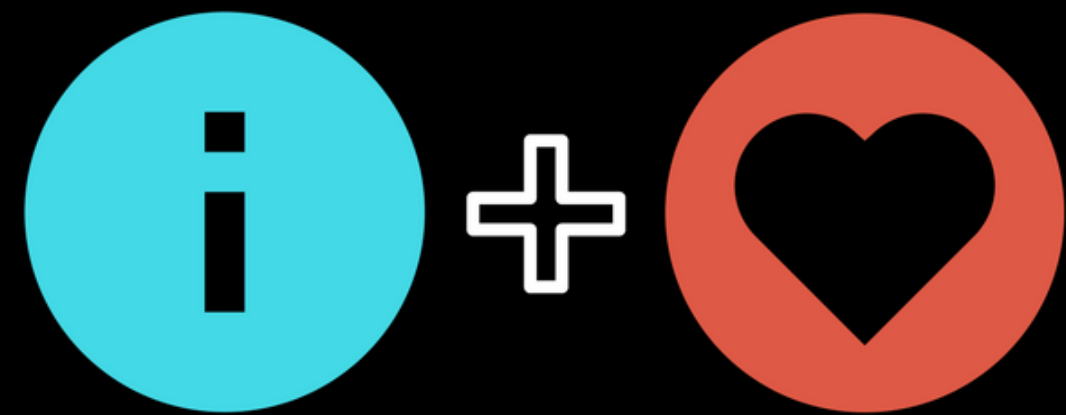

Diem P
[1:30] Jan 12

Prompt: Find a place that reminds you of a poem you read for class and share what it is, state why, and share a couple of lines of the poem.

Prompt: Find a place that reminds you of a poem you read for class and share what it is, state why, and share a couple of lines of the poem.



Storytelling builds empathy.







83%

n=82

**"When I spoke, I
remembered the
information
better."**



95%

n=82

**"Listening to peers
increased my ability
to achieve the
learning objectives."**



86%

n=109

**"Listening to my
peers made me feel
more connected to
them."**



Creation

passive consumers



active creators of content

Meaningful learning in the
Google era won't be
achieved if it is all locked
inside a Learning
Management System.

Adobe Voice - Student Summaries

Fire & Ice:
The Cold War's Ignition of the Civil Rights Movement

<https://youtu.be/0Oee-eOzb6A>

Photographer Showcase



<https://voicethread.com/share/3769083/>

Make Your Own Museum Digital Curation Project

Meg Phelps
Art Appreciation (Online)
Ventura Community College



<https://spark.adobe.com/page/CZXUfvVtGgaGW/>

Slide by Michelle Pacansky-Brock





#1. BE HUMAN

#2. TELL STORIES



#3. REDUCE DISPOSABLE ASSIGNMENTS



Thank you!

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brocansky.com