

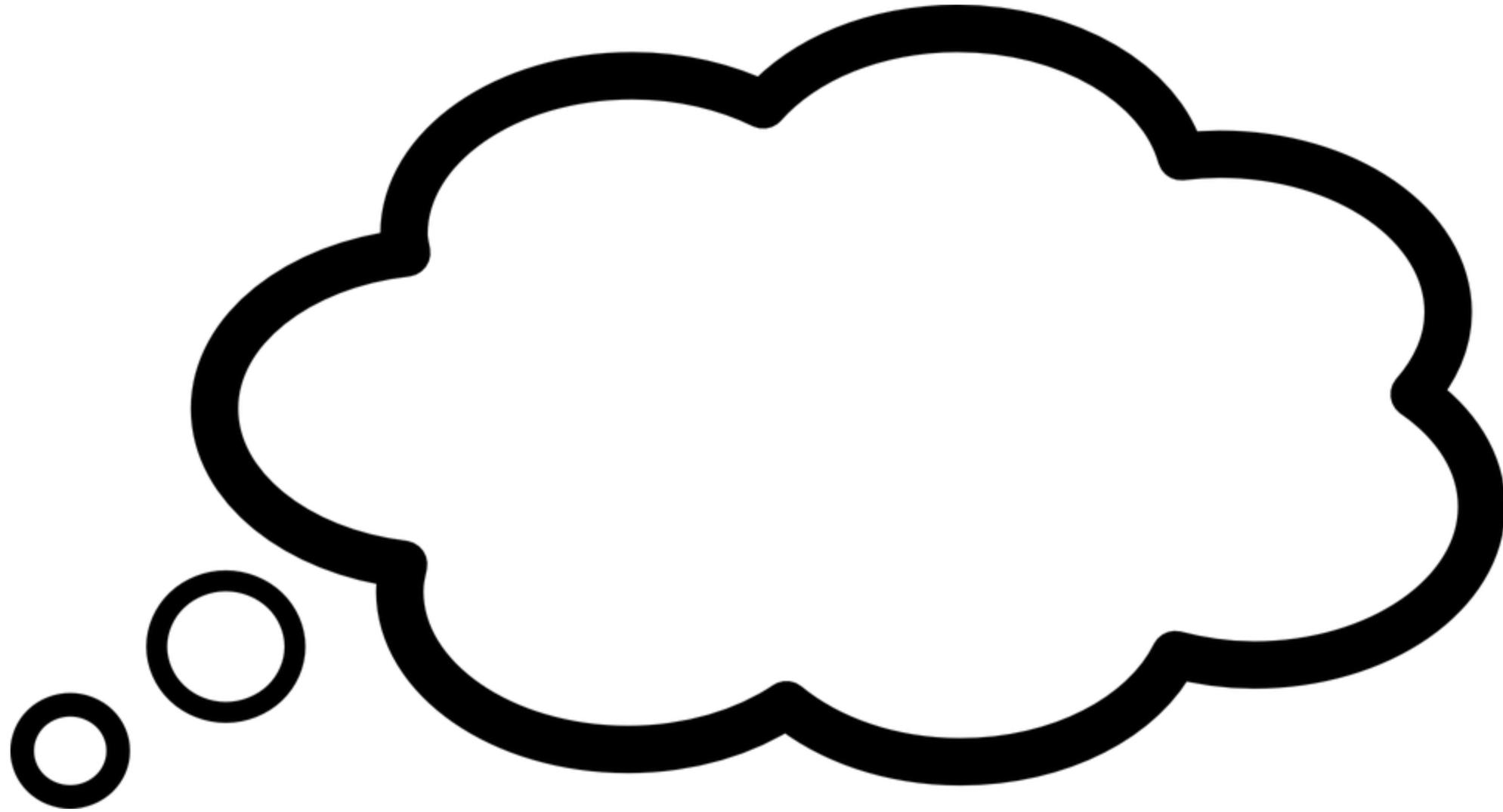


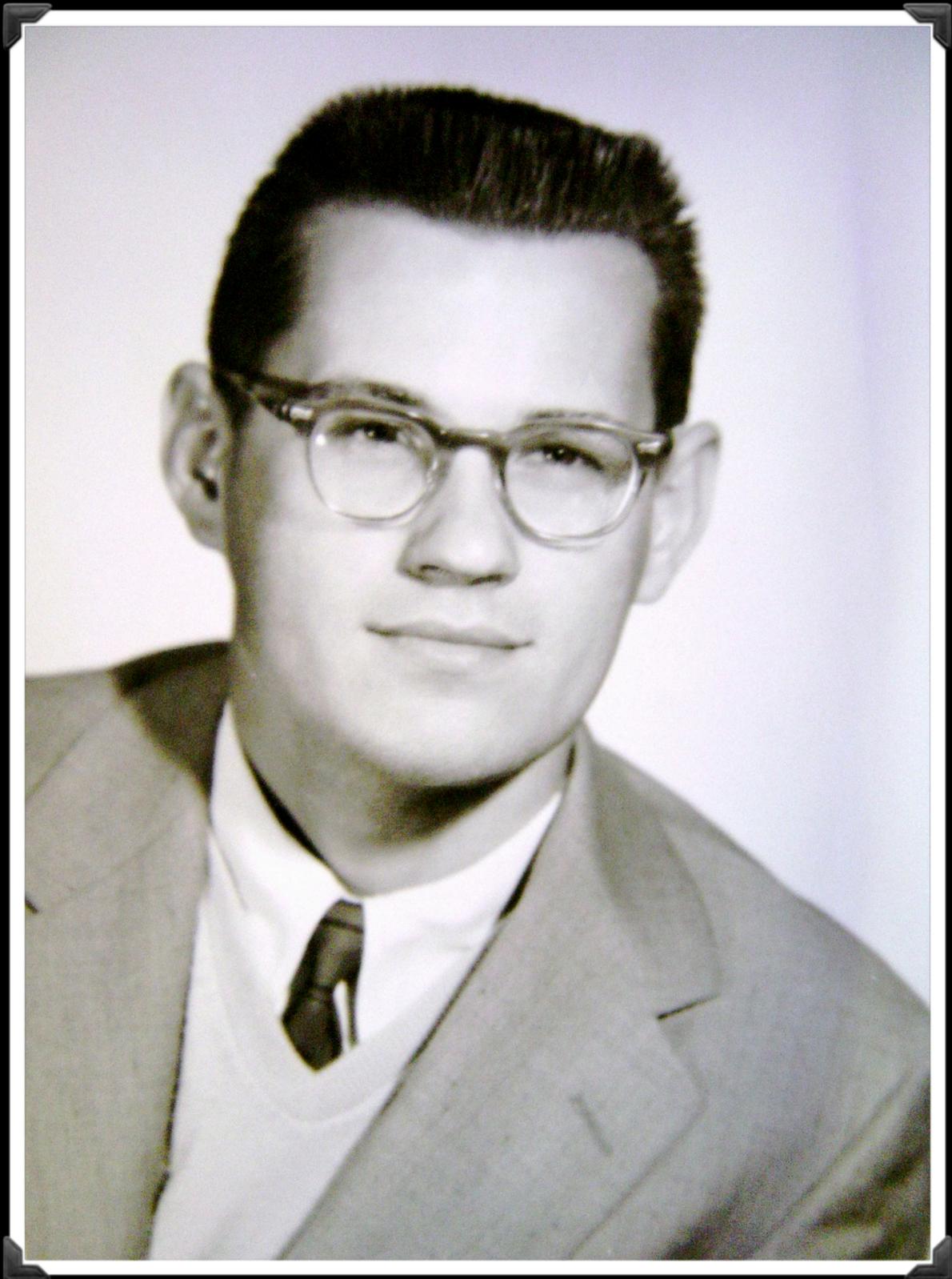
# HUMANIZING LEARNING WITH DIGITAL TOOLS

Michelle Pacansky-Brock  
@brocansky

Utah State University

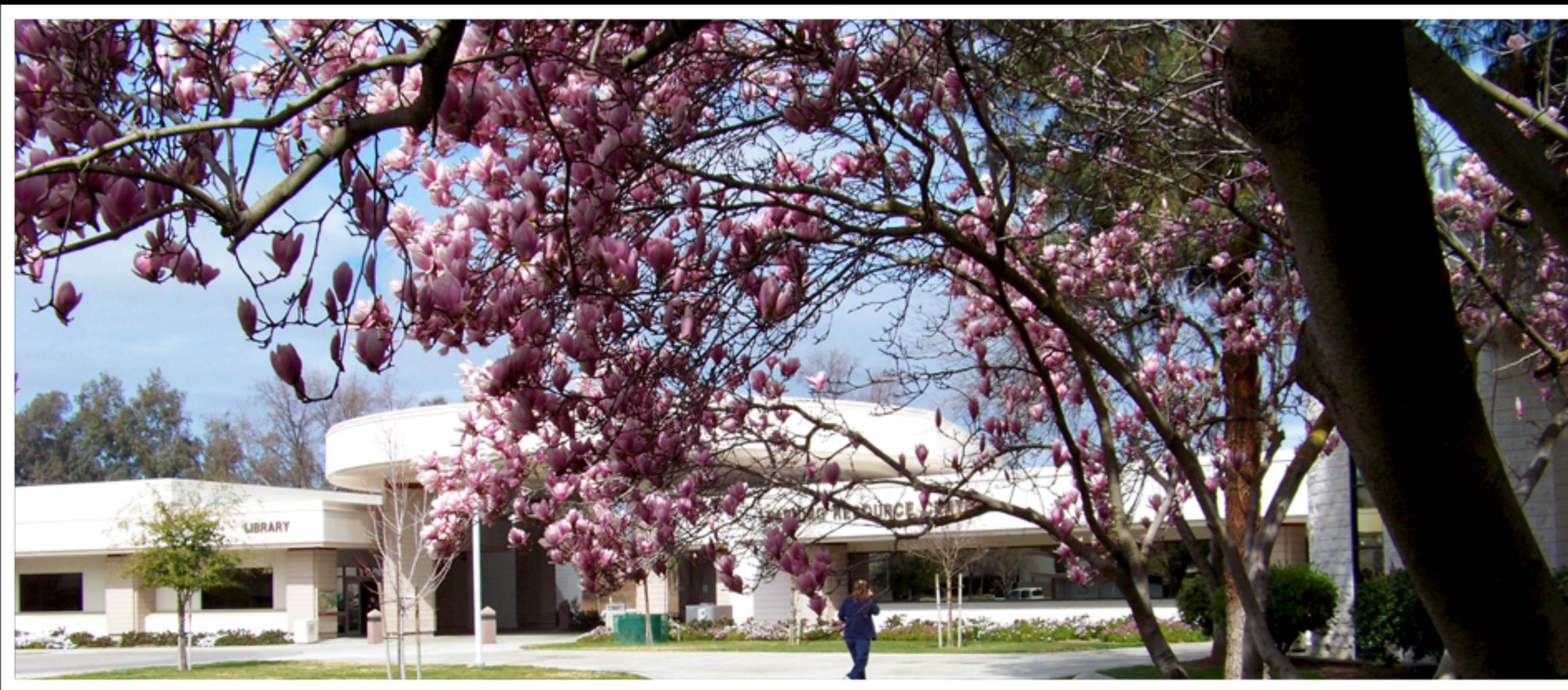
Slides available at: [brocansky.com/USU](http://brocansky.com/USU)







# Porterville Community College



[www.portervillecollege.edu](http://www.portervillecollege.edu)

# San Jose State University

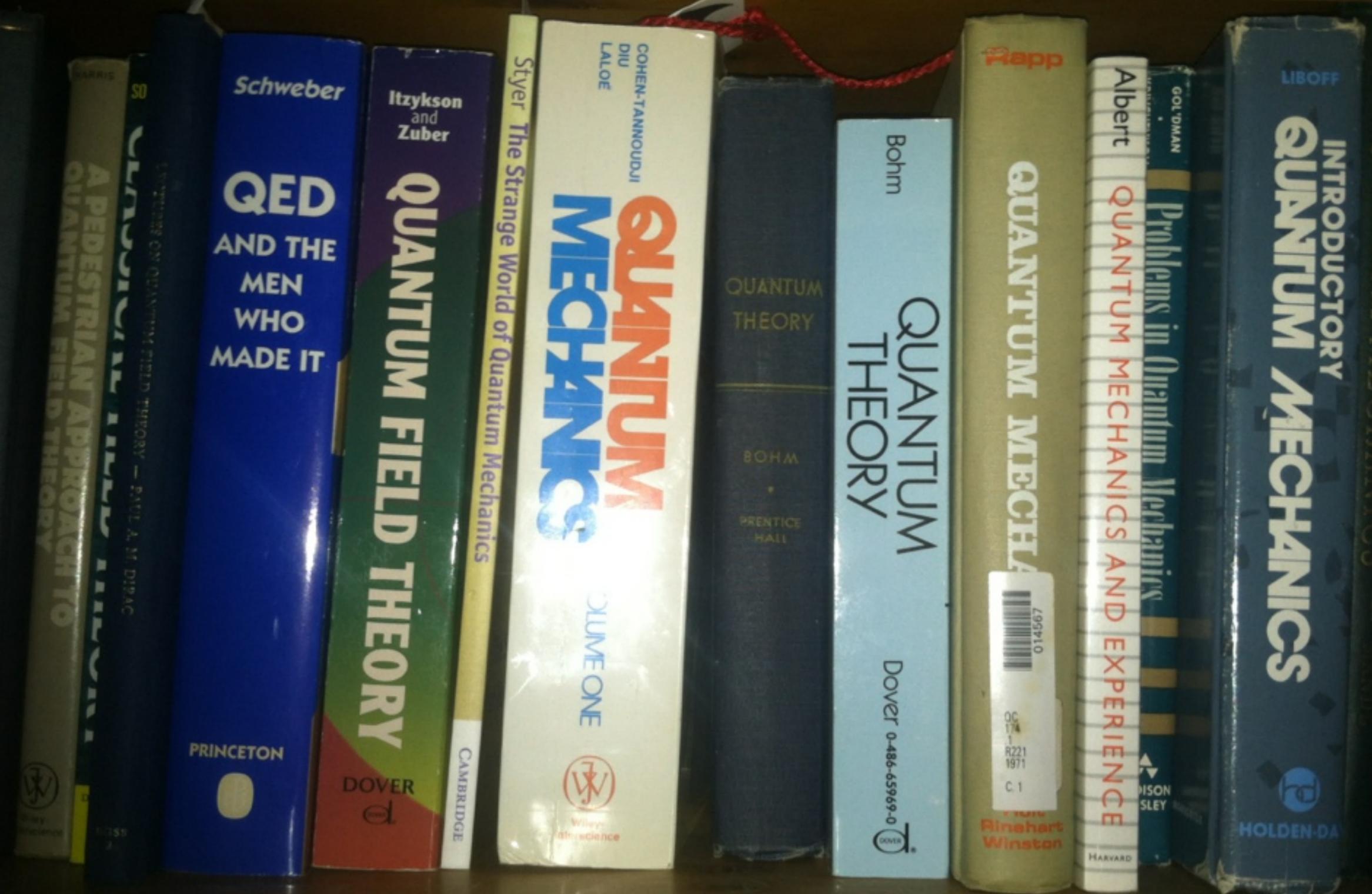


# Iowa State University





[www.portervillecollege.edu](http://www.portervillecollege.edu)



Schweber  
**QED**  
AND THE  
MEN  
WHO  
MADE IT

PRINCETON

Itzykson  
and  
Zuber  
**QUANTUM FIELD THEORY**

DOVER

Styer *The Strange World of Quantum Mechanics*

CAMBRIDGE

COHEN-TANNOUDJI  
DIU  
LALOE  
**QUANTUM  
MECHANICS**  
VOLUME ONE

WILEY-INTERSCIENCE

QUANTUM  
THEORY  
BOHM  
PRENTICE  
HALL

Bohm  
**QUANTUM  
THEORY**  
Dover 0-486-65969-0

Repp  
**QUANTUM MECHANICS**  
Rinehart  
Winston

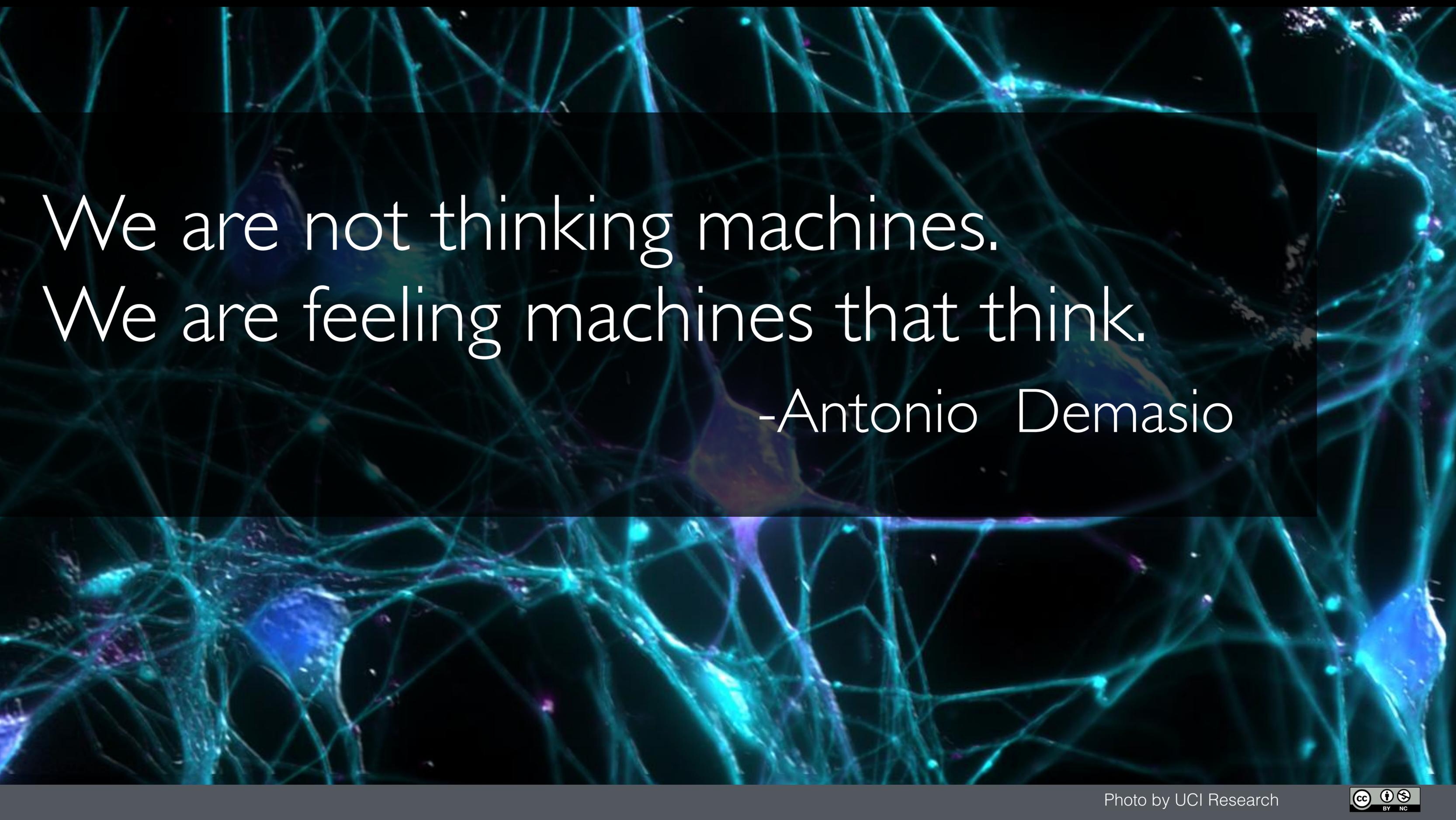
014567  
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1971  
C.1

Albert  
**QUANTUM MECHANICS AND EXPERIENCE**  
HARVARD

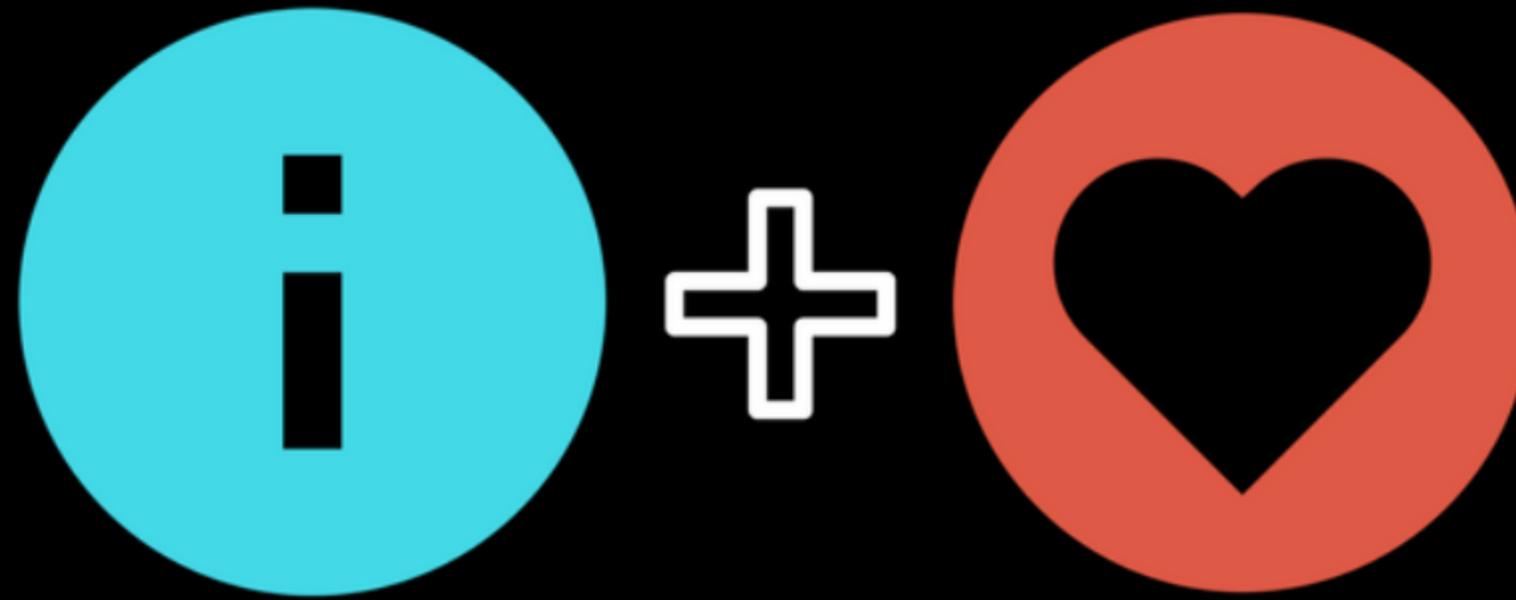
LIBOFF  
**QUANTUM MECHANICS**  
HOLDEN-DAY



# learner *variability*



We are not thinking machines.  
We are feeling machines that think.  
-Antonio Demasio



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

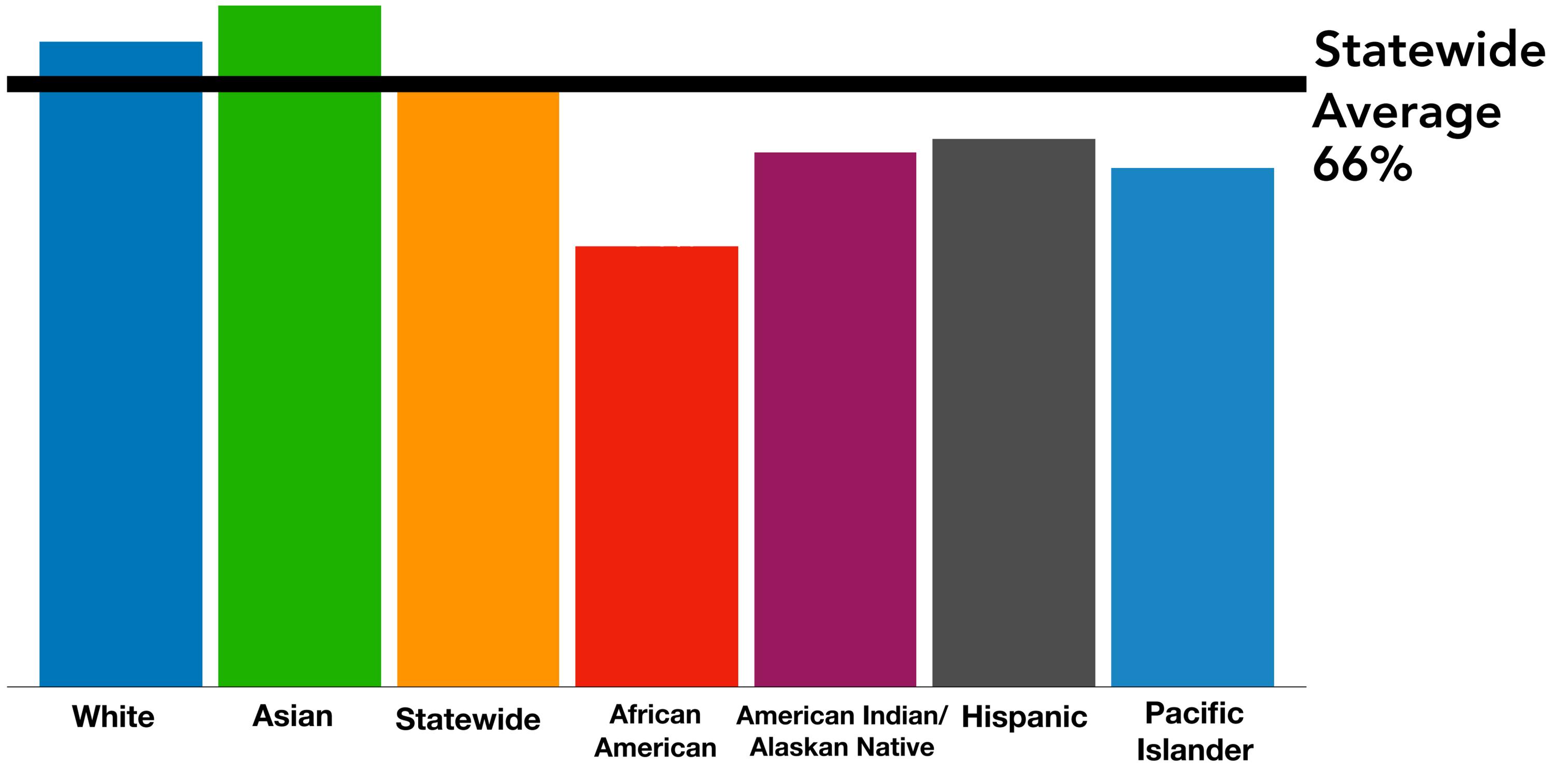
“Who am I kidding?”

“I don’t belong here.”

“I can’t do this.”

“Who do I think I am?”

# 2015-2016 Online Success Rates, California Community Colleges



67%

of California  
Community College  
students identify as  
an ethnic minority



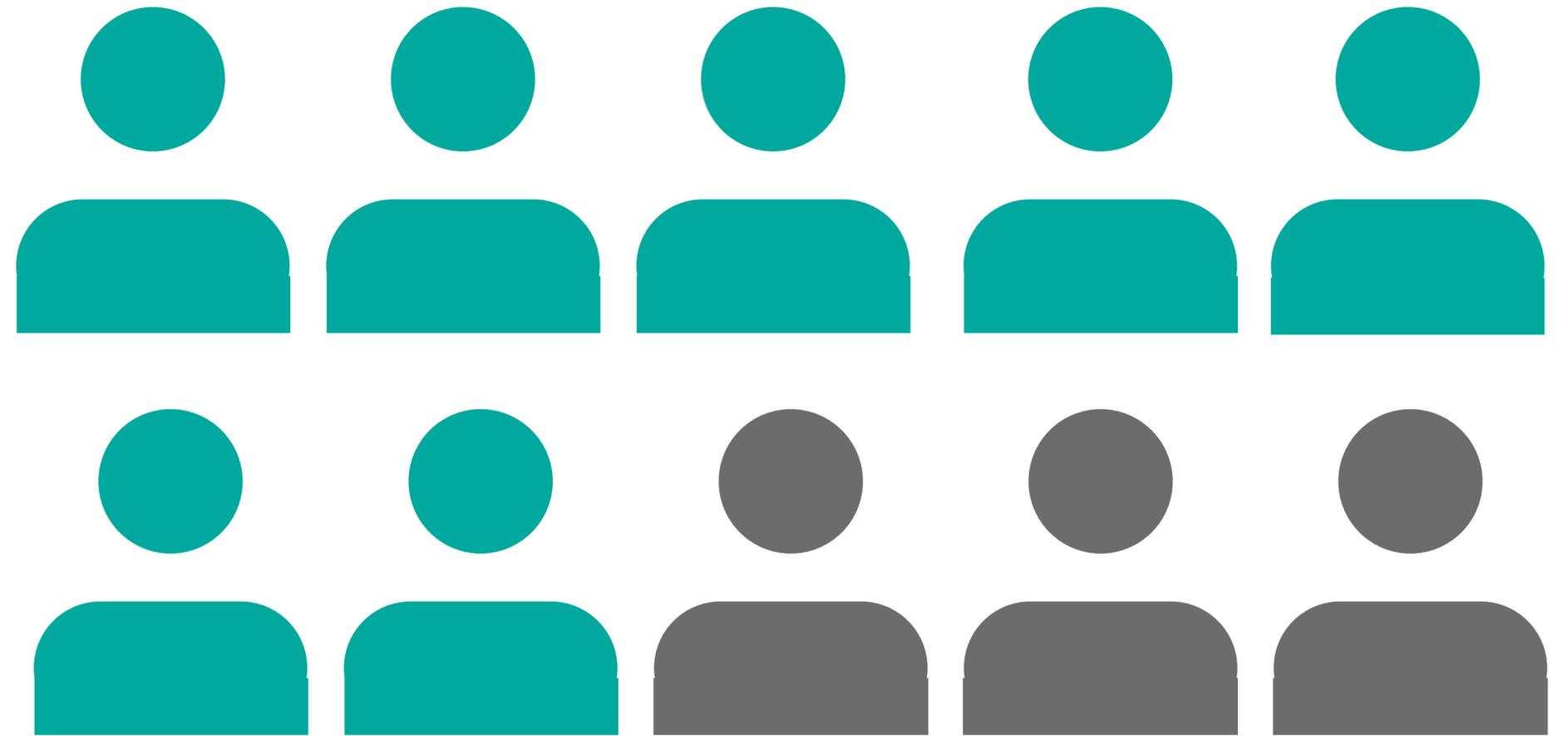
# 4 in 10

California Community  
College students are  
first generation  
students



# 7 out of 10

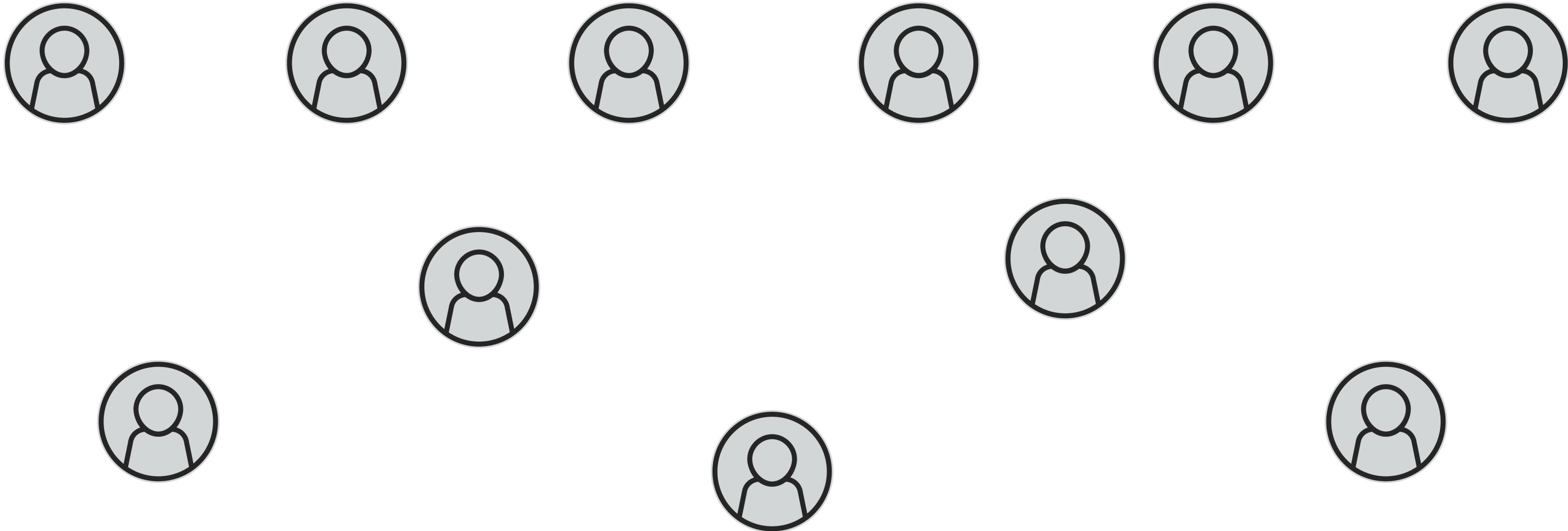
CA Community  
College students  
experienced food  
& housing  
insecurity or  
homelessness in  
the past year



# CCC students most likely to experience threats to basic needs:

- Transgender, bisexual, lesbian, gay
- African American or Black, American Indian, Alaskan Native
- Over age 21
- Have been in foster care
- Served in the military
- Formerly incarcerated
- Have ADHD

# EQUALITY $\neq$ EQUITY



“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”

-Alexander den Heijer



# Matthew



Week 2



Denise Maduli-Williams, San Diego Miramar College  
made with Clips (app for iOS only)

**When it feels like nobody cares,**  
students disengage.

**When it feels like someone cares,**  
students lean in.

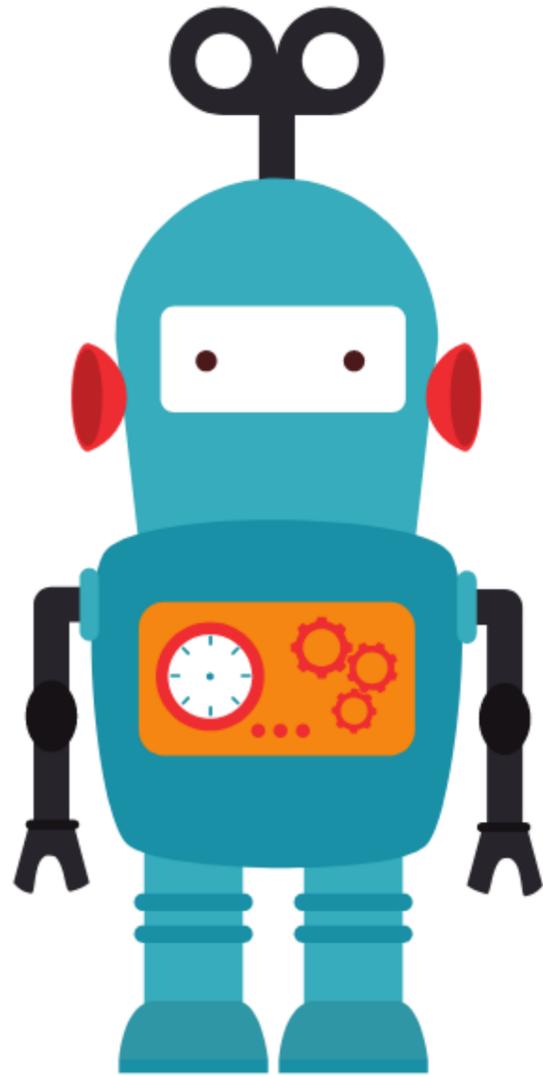
# ***VALIDATION THEORY***

“When did you know you could be successful in college?”

- When an instructor took time to learn my name.
- When an instructor gave me opportunities to see myself be successful.
- When I could see myself in the course’s curriculum.
- When an instructor became a partner in my learning.

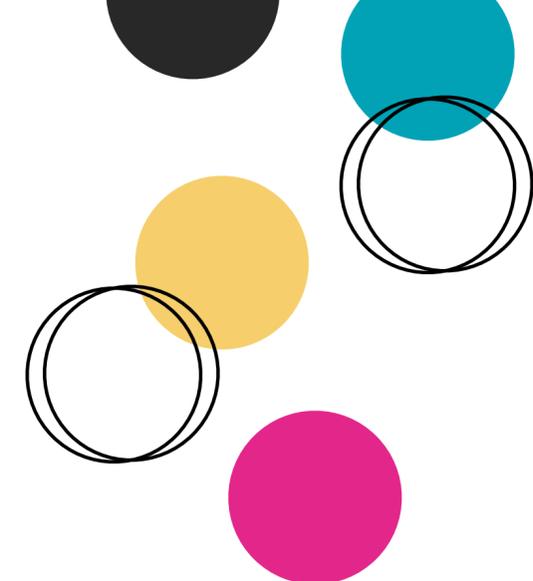
What course design  
feature influences *online*  
student performance  
most?

*Quality of  
instructor-  
student  
interactions.*



don't be a robot.

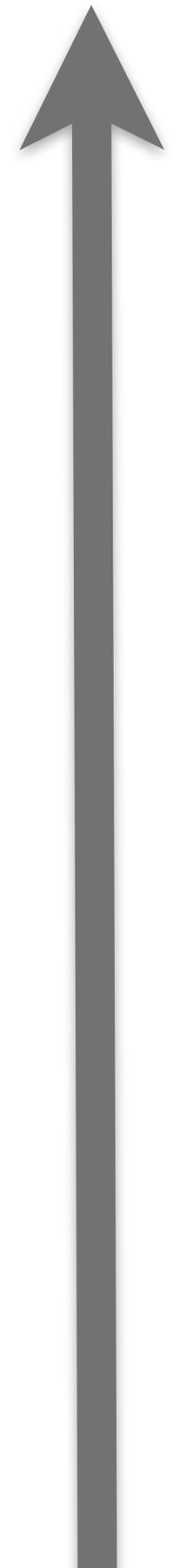
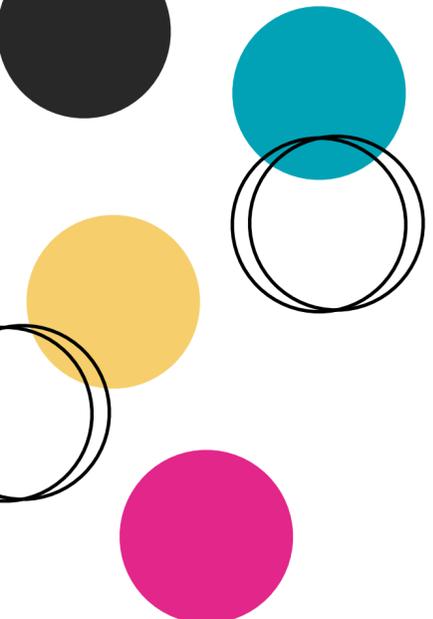
**RELATIONSHIPS  
MATTER.**



# SOCIAL PRESENCE

"degree to which a person is perceived as a 'real' person in mediated communication"

(Gunawardena & Zittle, 1997)



# SOCIAL PRESENCE

## **student satisfaction**

(Gunawardena & Zittle, 1997; Rovai & Barnum, 2003)

## **interaction**

(Tu, 2000; Stein & Wanstreet, 2003)

## **depth of learning**

(Picciano, 2002; Richardson & Swan, 2003; Rovai & Barnum, 2003)

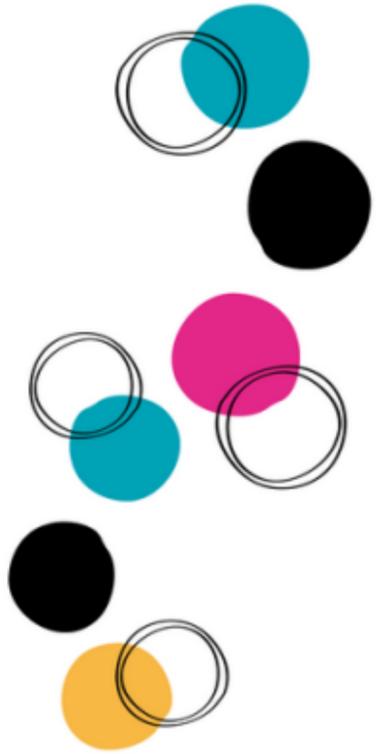




California  
Community  
Colleges

114 Community Colleges

90,000+ Faculty and Staff



# HUMANIZING

ONLINE TEACHING & LEARNING

a 4-week  
PD course

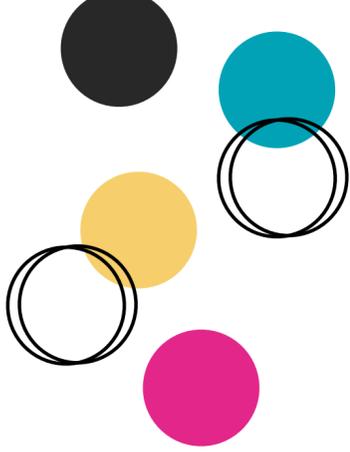
by and for  
online  
educators

promoting  
human  
presence

for  
equitable  
learning

*Humanizing*

# Participant Reflections



“I almost wanted to quit the evening the short video ... was due... The empathy shown by Michelle drove me to want to get it done. If nothing else, to let her know her believing in me did not go unnoticed or unappreciated.

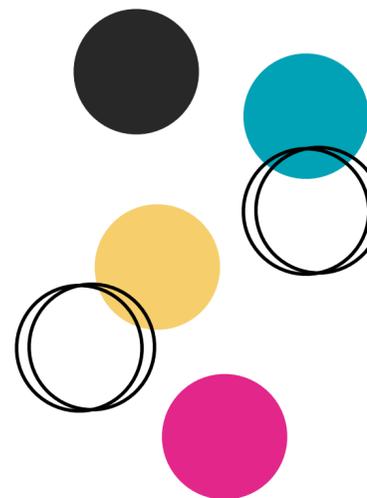
I used to have the belief that I have very little to do with the success of my online students. I used to tell them that I have all the math videos made, all the resources are there for them, and eventually, it is up to them to succeed. While I still believe parts of the statements, I was very wrong in saying I have little to do in their success.”

#1

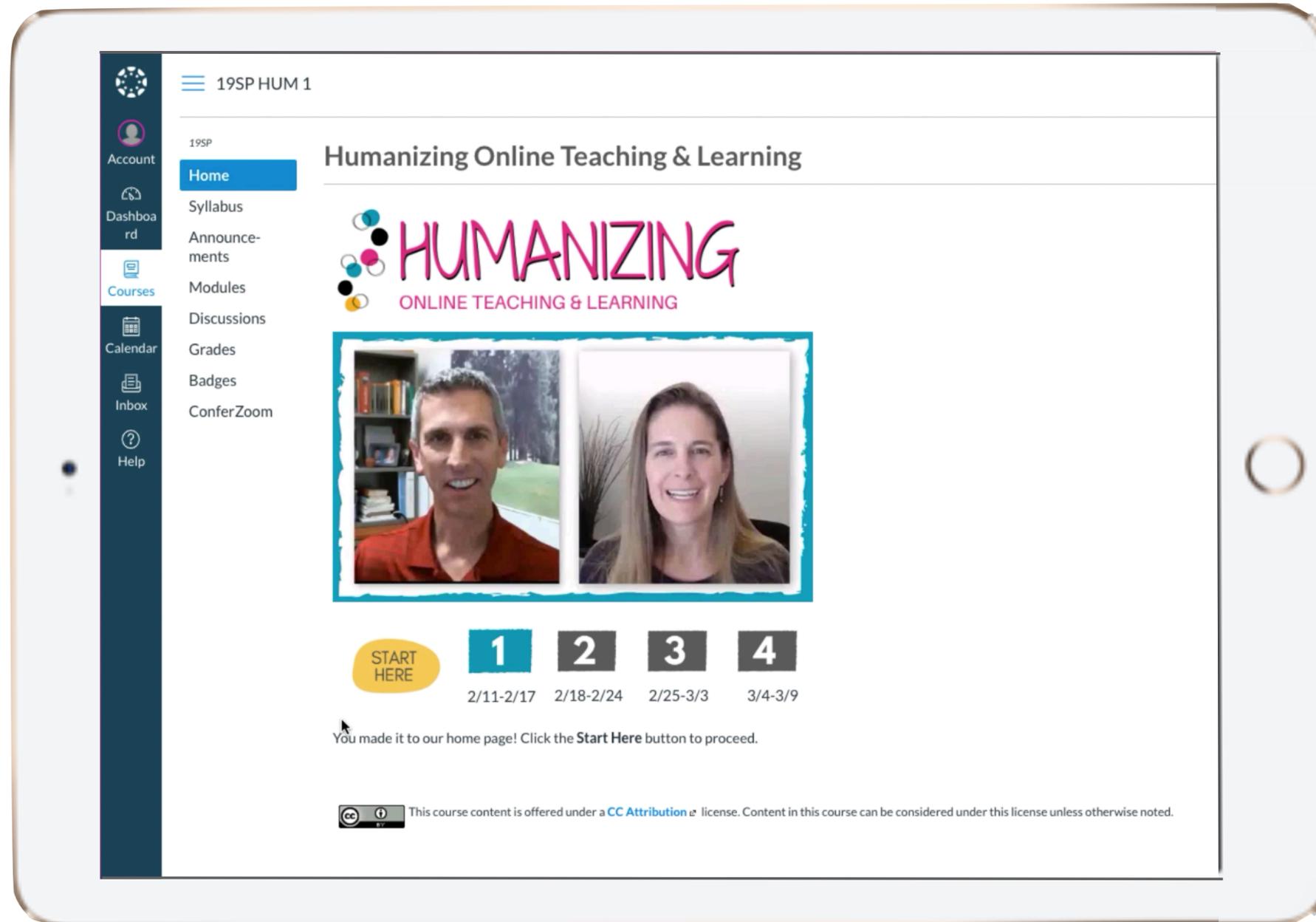
# A LIQUID SYLLABUS

The screenshot shows a Google Sites page with a dark grey sidebar on the left and a main content area. The sidebar contains the logo '@one' and the text 'Humanizing Online Teaching & Learning'. Below this is a navigation menu with links: Home, Course Essentials, Support, Req'd Tech, Grading, Policies, and Log In Now. The main content area has a white header with the title 'Humanizing' and subtitle 'Online Teaching & Learning', decorated with colorful circles. Below the header is a yellow banner with a 'Welcome!' message and a video player. The video player shows a video titled 'Humanizing With Tracy and Mike' with a play button and an Adobe Spark watermark.

made with Google Sites

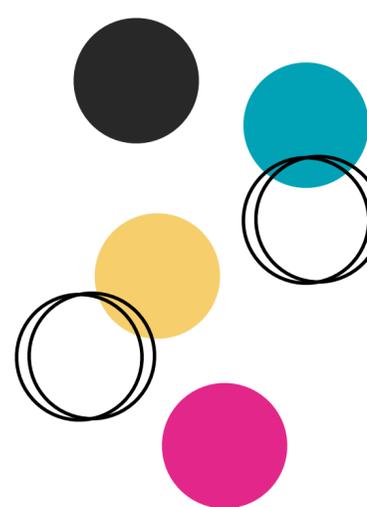


#2



**A VISUALLY  
APPEALING &  
DYNAMIC  
HOMEPAGE**

made with help  
from Canva



Mike Smedshammer Tracy Schaelen, Facilitators of  
Humanizing Online Teaching & Learning

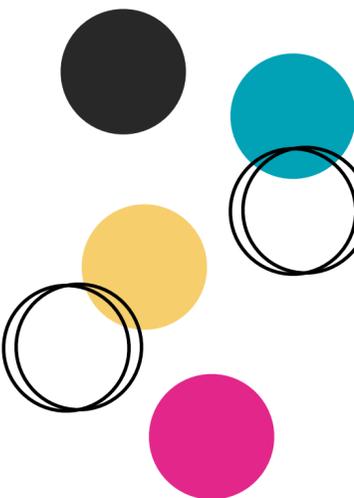
#3

# VIDEO POSTCARDS

made with a smartphone  
& YouTube or Clips  
(for iOS only )

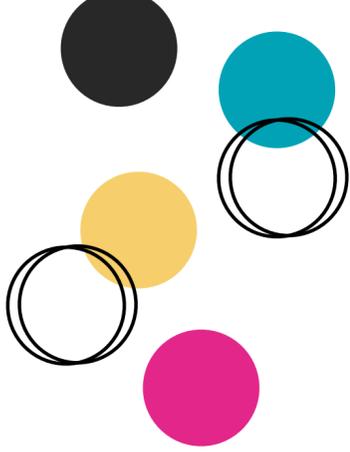


Tracy Schaelen, Southwestern College and Facilitator of  
Humanizing Online Teaching & Learning



*Humanizing*

# Participant Reflections



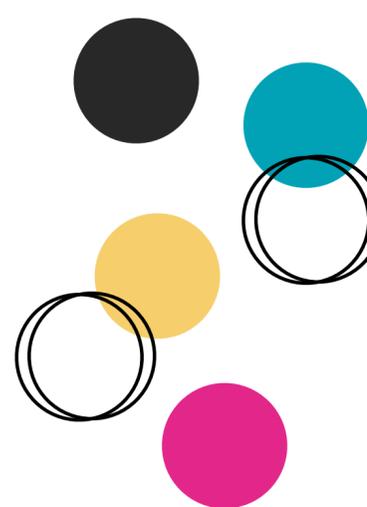
“I sent students my first video postcard and received a gushing email from a student who was planning to drop, but then saw he had a kind teacher and decided to stay.”

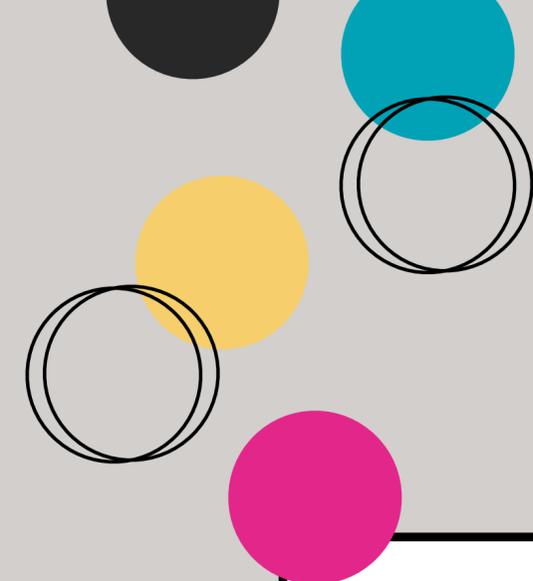


# #4 ADAPTIVE TEACHING

**Learn the stories of your students.**

**Target your high touch to those  
who need it most.**





# STUDENT INFO FORM

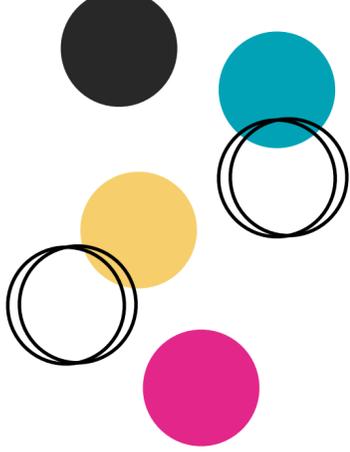
In one word, describe how you are feeling about this class.

Please share one thing that may interfere with your success in this class.

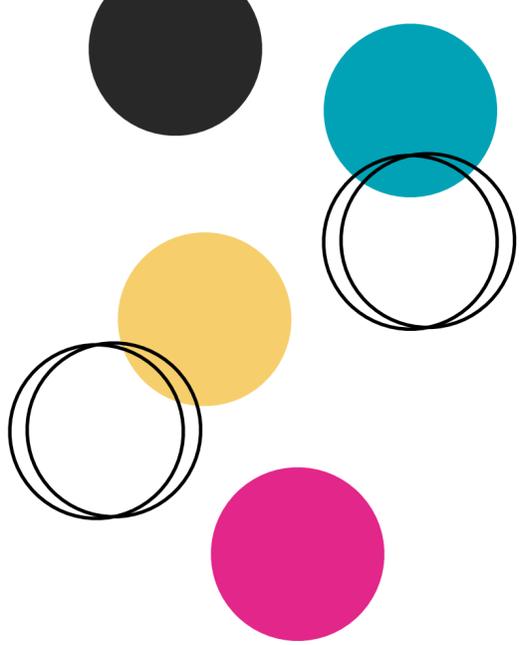
**Make Your Own Copy:** [brocansky.com/humanizing/student-info](http://brocansky.com/humanizing/student-info)

*Humanizing*

# Participant Reflections



“[My communications with students have] uncovered so many of the obstacles [my students] are facing that I would have no idea about. The cool thing is that I've then been able to refer them to resources on/off campus. It's been eye-opening in so many ways that something so simple could mean so much. Wow.”



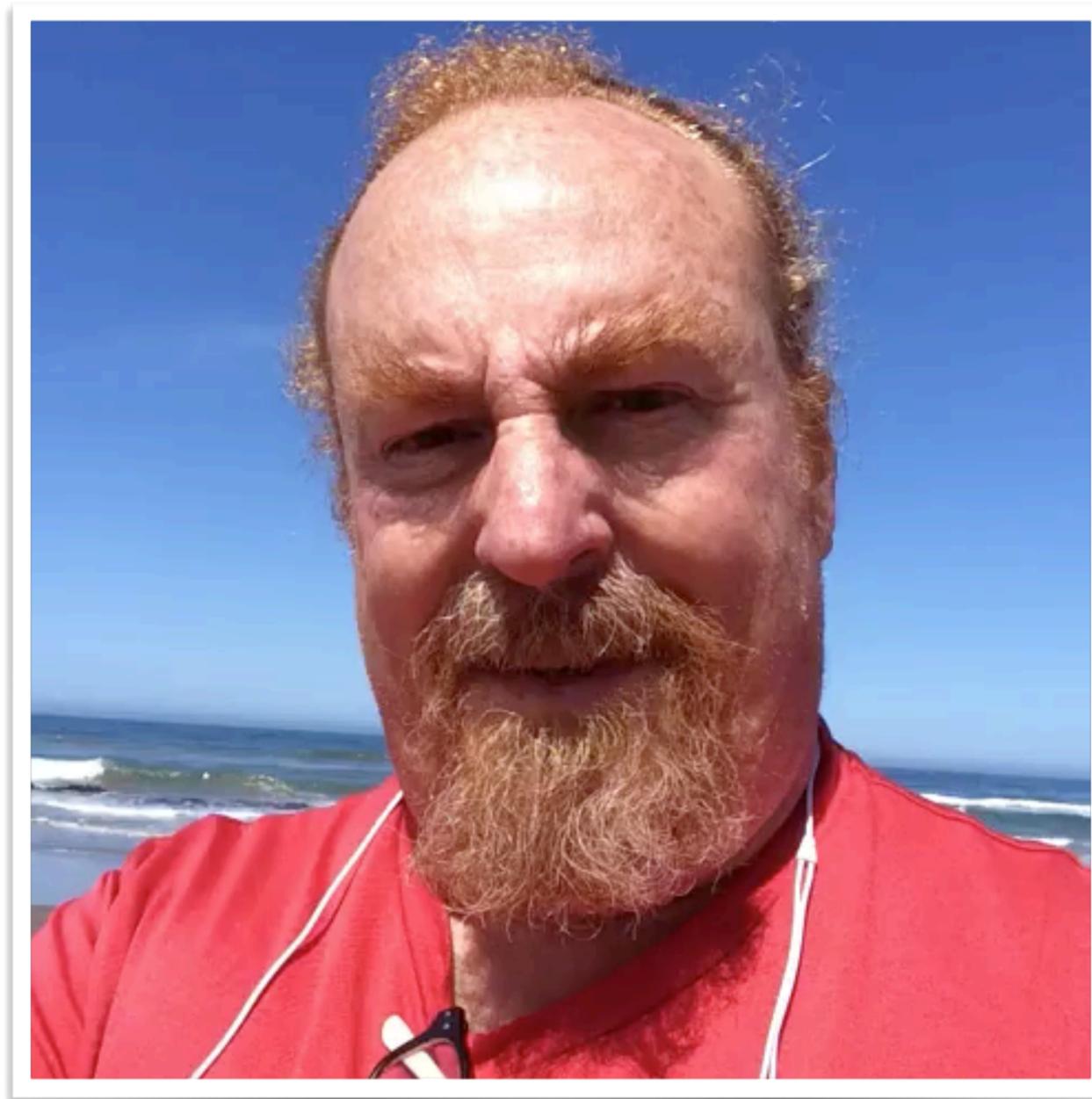
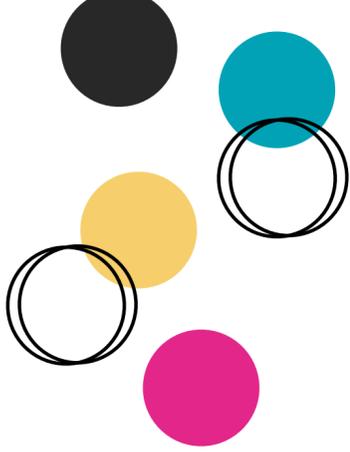
#5

# TELL STORIES

**Listening fosters empathy.**

*Humanizing*

# Participant Introduction



Syl Arena, Cuesta College (excerpt from Flipgrid)

# THE TRUCKSTOP



The truckstop may seem like an odd name  
for a discussion board designed for

Michelle Macfarlane, Agriculture faculty, Sierra College.

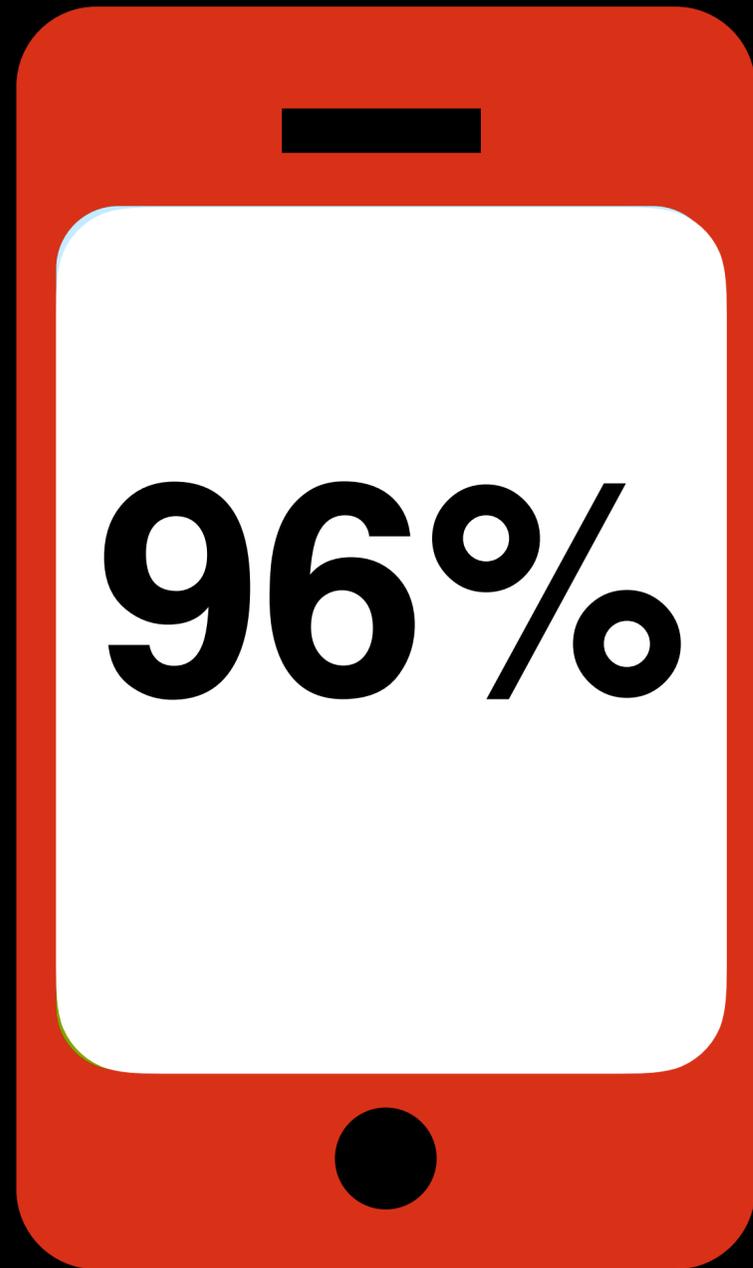
Made with Adobe Spark.

2005



Luca Bruno / AP





of undergraduates own a  
smartphone

(more 18-24 year olds have  
smartphones than computers)



**Why Online Learning Is Important**



#6

# VOICE/VIDEO DISCUSSIONS

**FLIPGRID, VOICETHREAD, CANVAS**



**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."**

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.

**Janet Mitchell-Lambert**

English Faculty  
Cerritos College

Instructor 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.



created with

**FLIPGRID**

**Janet Mitchell-Lambert**  
English Faculty, Cerritos College

# Student Response

Shared with Permission



created with

**FLIPGRID**

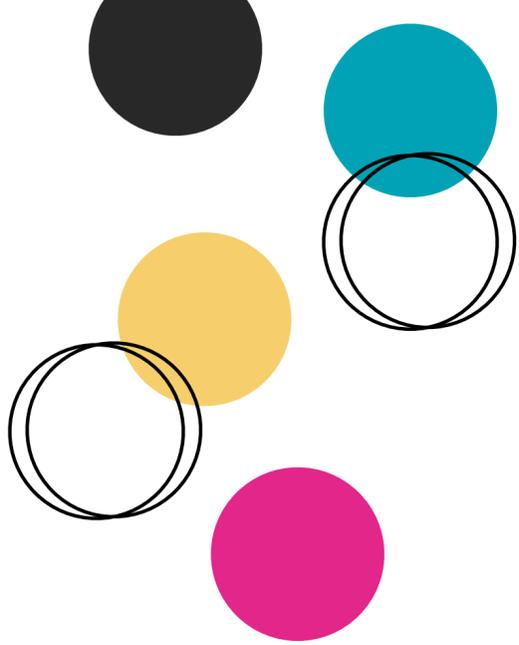
# Student Response

Shared with Permission



created with

**FLIPGRID**



#7

# NON- DISPOSABLE ASSIGNMENTS

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

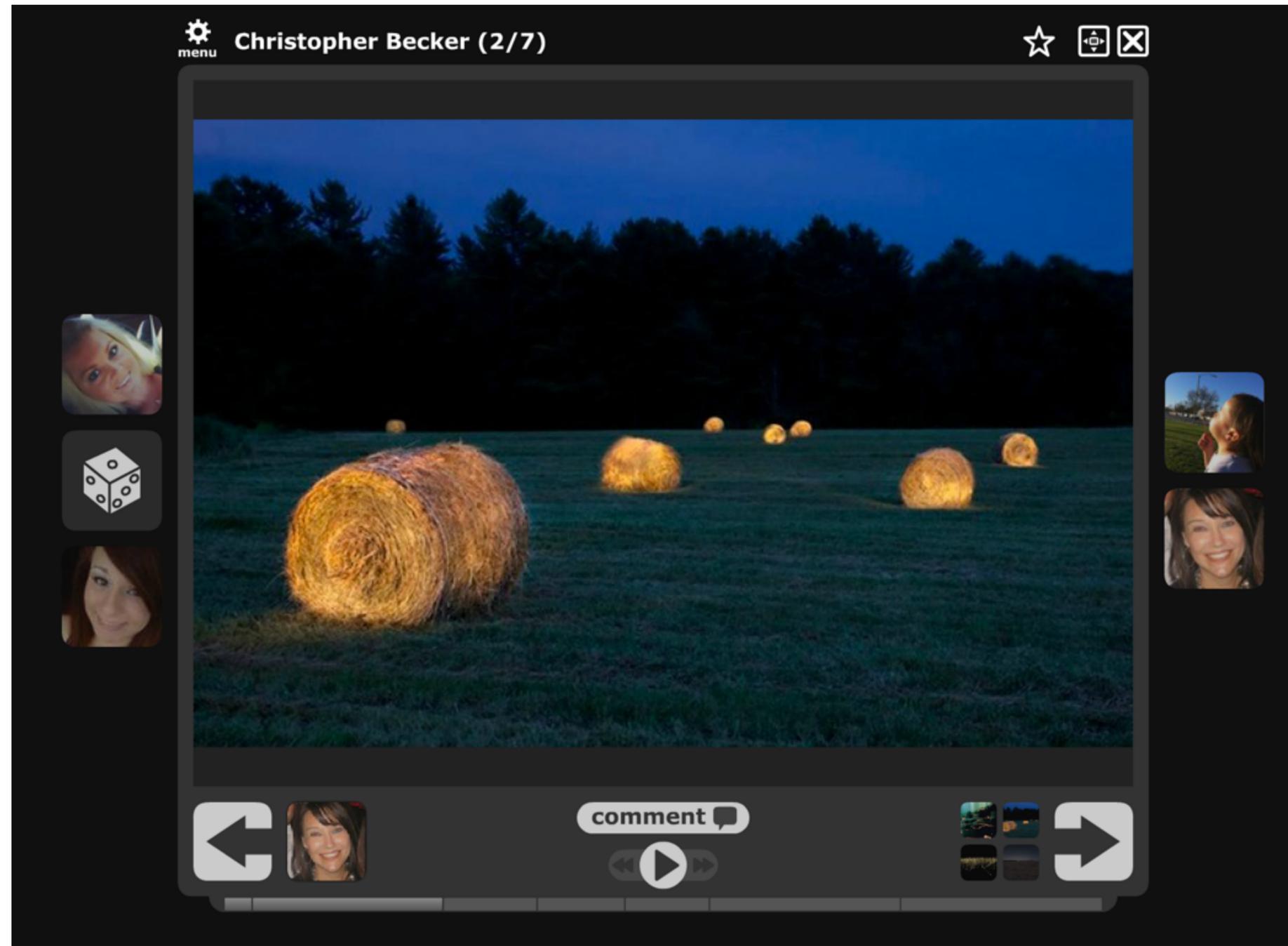
# Creation

passive consumers



active creators of content

# Photographer Showcase



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

# Adobe Voice - Student Summaries

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

by Amber Lea Greene

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

# 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



"This was a very **unique**, enjoyable project. I felt we really had a chance to **show what we learned**, while getting **creative** ourselves. It was also very **challenging**. For me, even coming up with a theme was a challenge, but I had a lot of **fun** with it. ...it was **a lot of work** but it really gives us a chance to show what we have learned."

FALL 17 Student

Meg Phelps, Art Appreciation, Ventura College

- #1 A LIQUID SYLLABUS**
- #2 A VISUALLY APPEALING, DYNAMIC HOMEPAGE**
- #3 VIDEO POSTCARDS**
- #4 ADAPTIVE TEACHING**
- #5 TELL STORIES**
- #6 VOICE/VIDEO DISCUSSIONS**
- #7 NON-DISPOSABLE ASSIGNMENTS**





*Relationships start with psychological safety, which requires us to take off our armor and be vulnerable.*

“When we start losing our tolerance for vulnerability, uncertainty, for risk-taking — we move away from the things we need and crave the most like *joy and love and belonging, trust, empathy, creativity.*”

-Brené Brown

Thank  
you!

Michelle Pacansky-Brock  
brocansky@gmail.com

Slides Available at: [brocansky.com/usu](http://brocansky.com/usu)