



# Humanizing Online Learning

Growing Online Learning 2020  
Illinois Community Colleges Online

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@brocansky

Slides available at: [brocansky.com/growing](https://brocansky.com/growing)



[brocansky.com/growing](http://brocansky.com/growing)



“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?”**

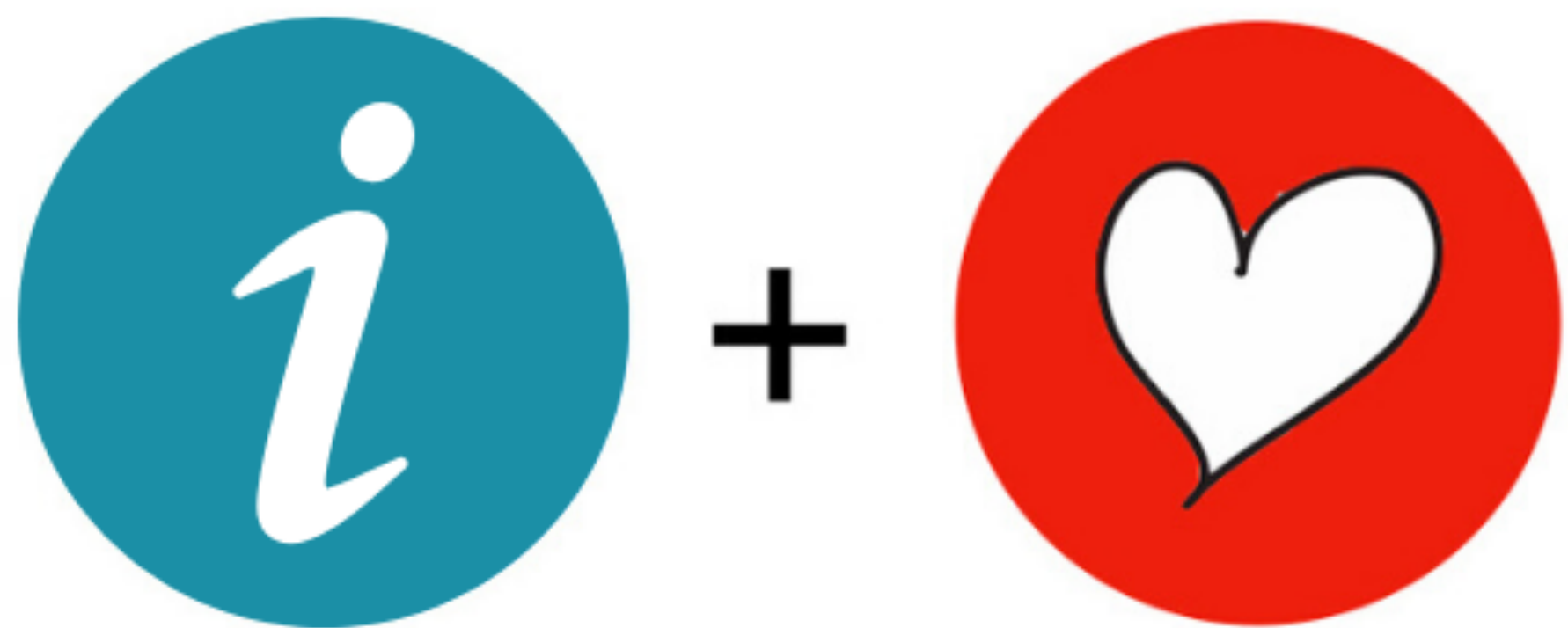




We are not thinking machines.  
We are feeling machines that think.

-Antonio Demasio

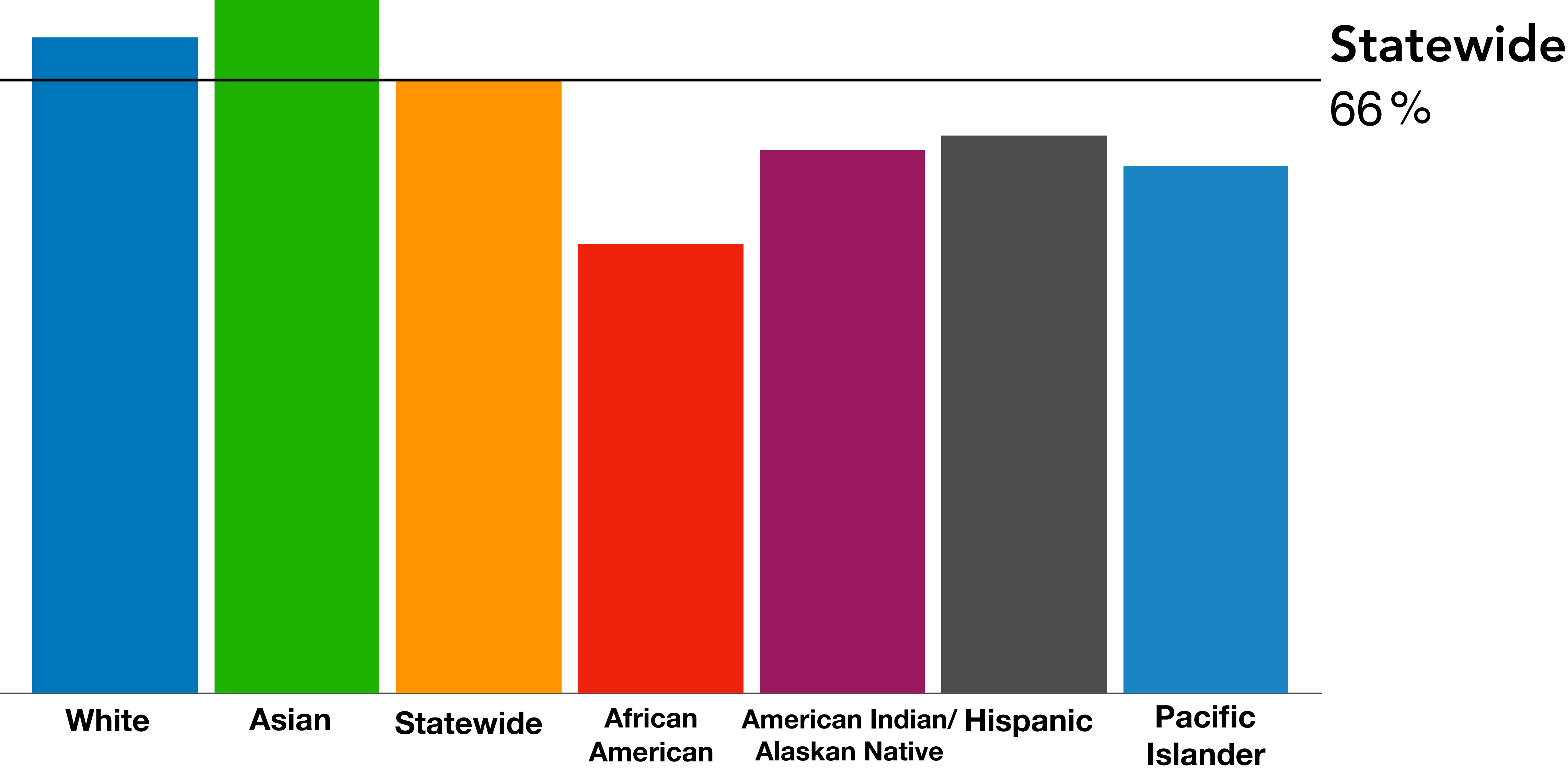




# success



# 2015-2016 Online Success Rates, California Community Colleges



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

# *Online Courses Are Harming the Students Who Need the Most Help*

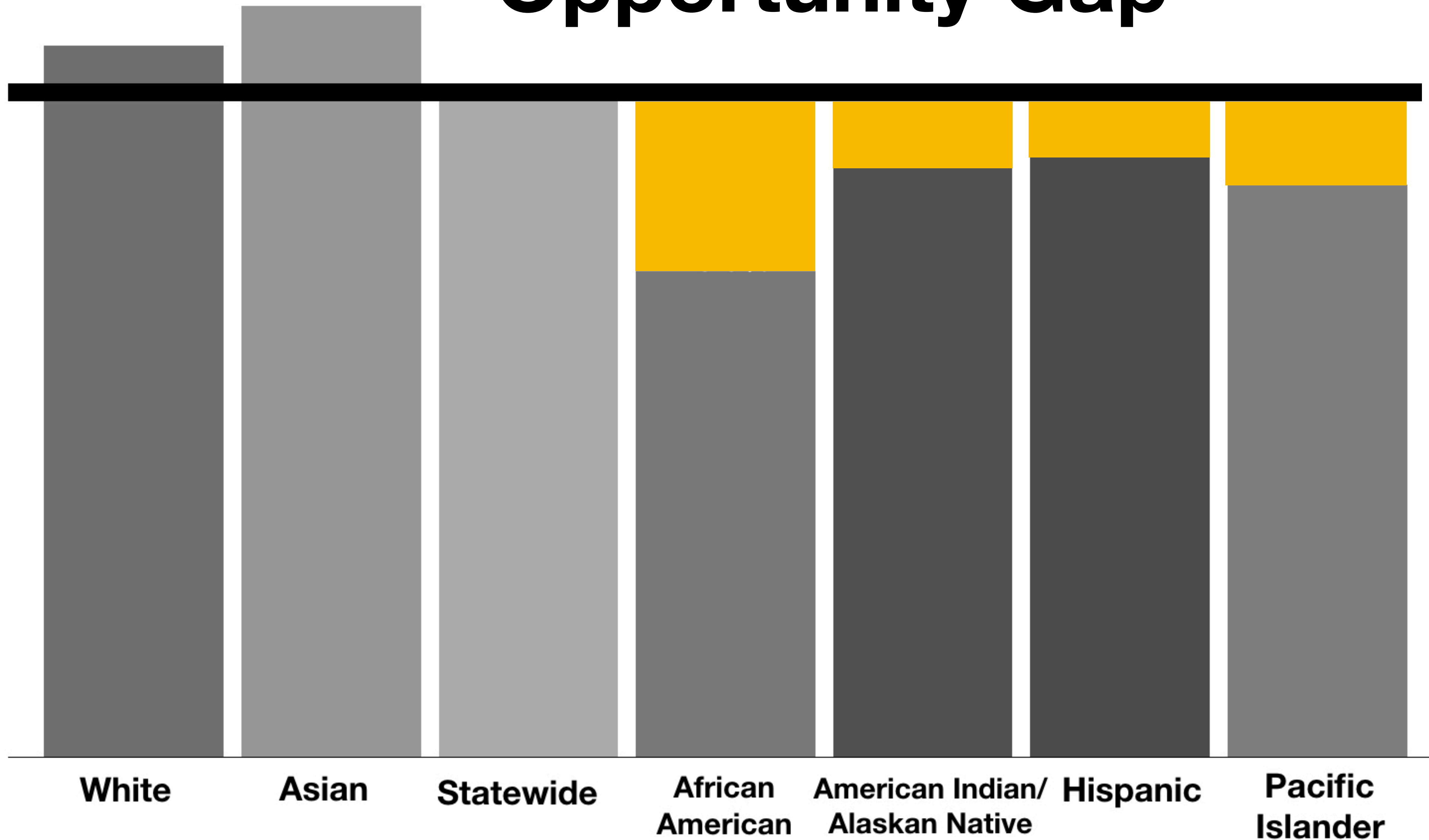
“In the fully online model...a student may never be in the same room with an instructor. This category is the main problem. It is where less proficient students tend to run into trouble. After all, taking a class without a teacher requires high levels of self-motivation, self-regulation and organization.”

# **Weakest students more likely to take online college classes but do worse in them**

“The interaction between a student and an instructor is an intrinsic part of the educational process and we need to be very, very cautious before watering down this requirement.”



# The Online Achievement Opportunity Gap





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

-Alexander den Heijer





**What barriers exist within our  
classes and institutional  
processes that disproportionately  
impact minoritized students?**



# Individualistic Cultural Values

# Collectivist Cultural Values

Independence, uniqueness

Interdependence, dedication to the support and care of others

Dependence on others may be considered shameful or embarrassing

Standing out from others may be considered shameful or embarrassing

Individual achievement is celebrated

Partnerships and mutual respect are celebrated

For more on this topic, see Hofstede's work: <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>

"People who seek connection as a source of self-worth" are "less willing to persist in an environment that is competitive, non-welcoming, rejecting, and even 'cutthroat.'"

- Estrada, Eroy-Reveles, Matsui

Estrada, M., Eroy-Reveles, A., & Matsui, J. (2018). The Influence of Affirming Kindness and Community on Broadening Participation in STEM Career Pathways. *Social issues and policy review*, 12(1), 258–297. [doi:10.1111/sipr.12046](https://doi.org/10.1111/sipr.12046)

# ***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.

Munoz, S. & Rendón, L. (2011). Revisiting validation theory: Theoretical foundations, applications, and extensions. *Enrollment Management Journal*. 5. 12-33.



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

***Quality*** of  
instructor-  
student  
interactions.

Jaggars, S. S. & Xu, D. (2016). How do online course design features influence student performance? *Computers & Education*, 95, April 2016, 270-284.

# Matthew





# Kelly Ann





Kelly Ann Gleason

2019-02-28 13:35:58

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



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



**Interpersonal relationships  
are key to supporting the  
success of more students ...  
face-to-face and online.**






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





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





Online Course Design  
and Online Teaching  
are two sides of the  
same coin.



How do we get there?

# **Step 1: Move from a paradigm of Equality to Equity**

# EQUALITY $\neq$ EQUITY







# HUMANIZING

ONLINE TEACHING & LEARNING

a 4-week  
PD course

by and for  
online  
educators

promoting  
human  
presence

for  
equitable  
learning

# How to **HUMANIZE** YOUR ONLINE CLASS

## *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.

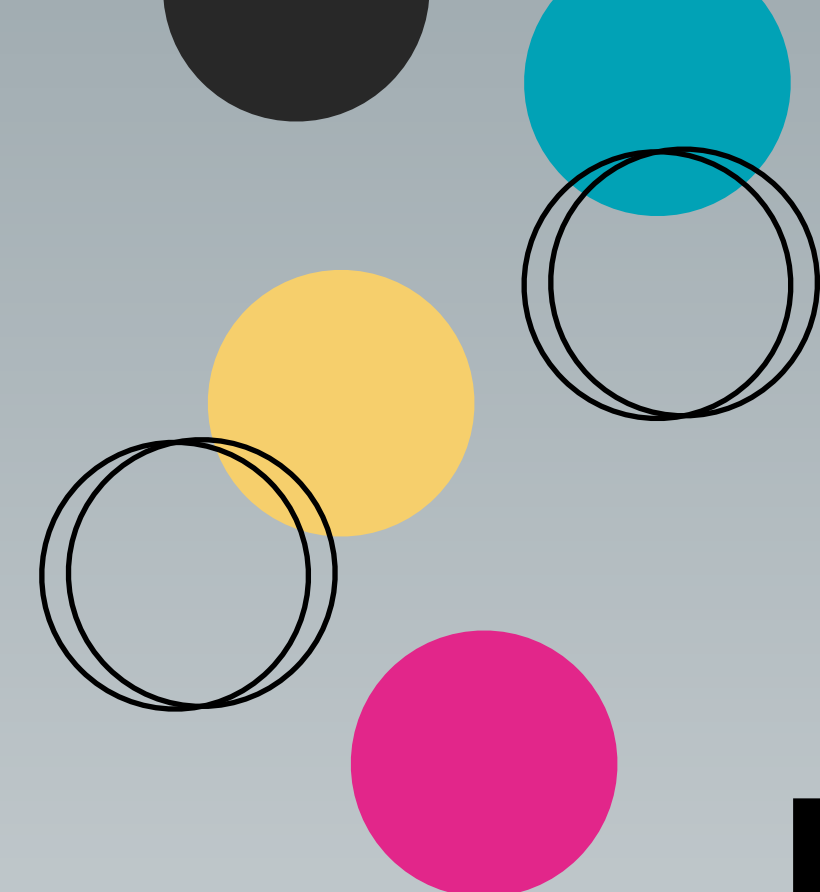




# **Trust is Like a Marble Jar**

-Brené Brown





# How might we incorporate “kindness cues” into a student’s online learning experience?

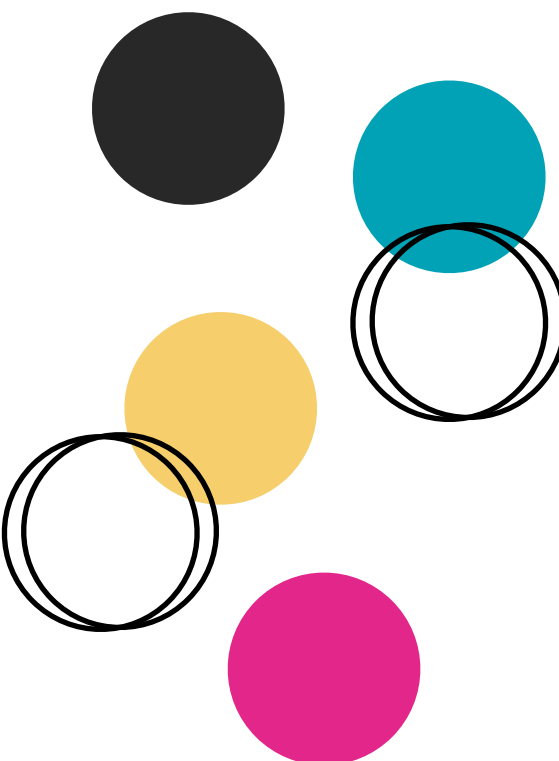
Estrada, M., Eroy-Reveles, A., & Matsui, J. (2018). The Influence of Affirming Kindness and Community on Broadening Participation in STEM Career Pathways. *Social issues and policy review*, 12(1), 258–297. [doi:10.1111/sipr.12046](https://doi.org/10.1111/sipr.12046)





# #1 A LIQUID SYLLABUS

made with Google Sites







# #1

# A LIQUID SYLLABUS



## Humanizing Online Teaching & Learning

- Home
- Course Essentials
- Support
- Req'd Tech
- Grading
- Policies
- Log In Now



# Humanizing

## Online Teaching & Learning

### Welcome!

We will be your instructors for *Humanizing Online Teaching & Learning*, and we can't wait to explore humanizing examples and strategies with you. As longtime online educators, developing interactive and supportive learning environments is at the heart of what we do. Please watch our video to get to know us and learn a little bit about the course.

See you soon!

Tracy and Mike

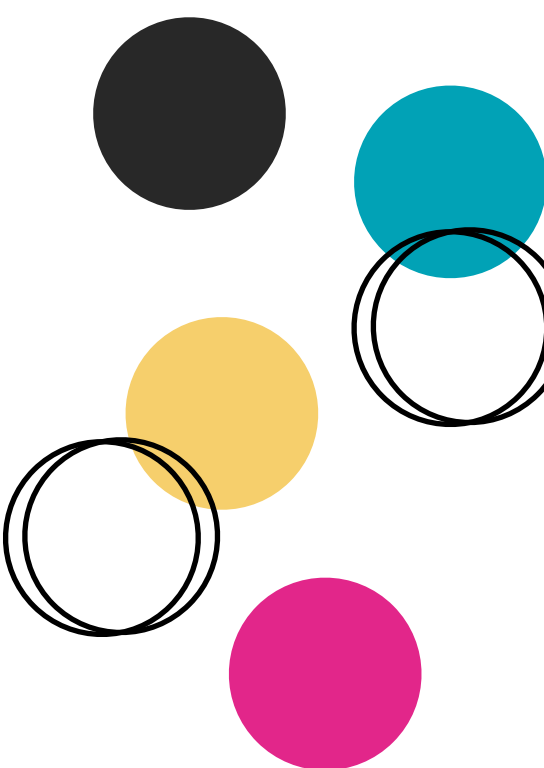


Humanizing With Tracy and Mike

Humanizing  
Online Teaching & Learning

Adobe Spark

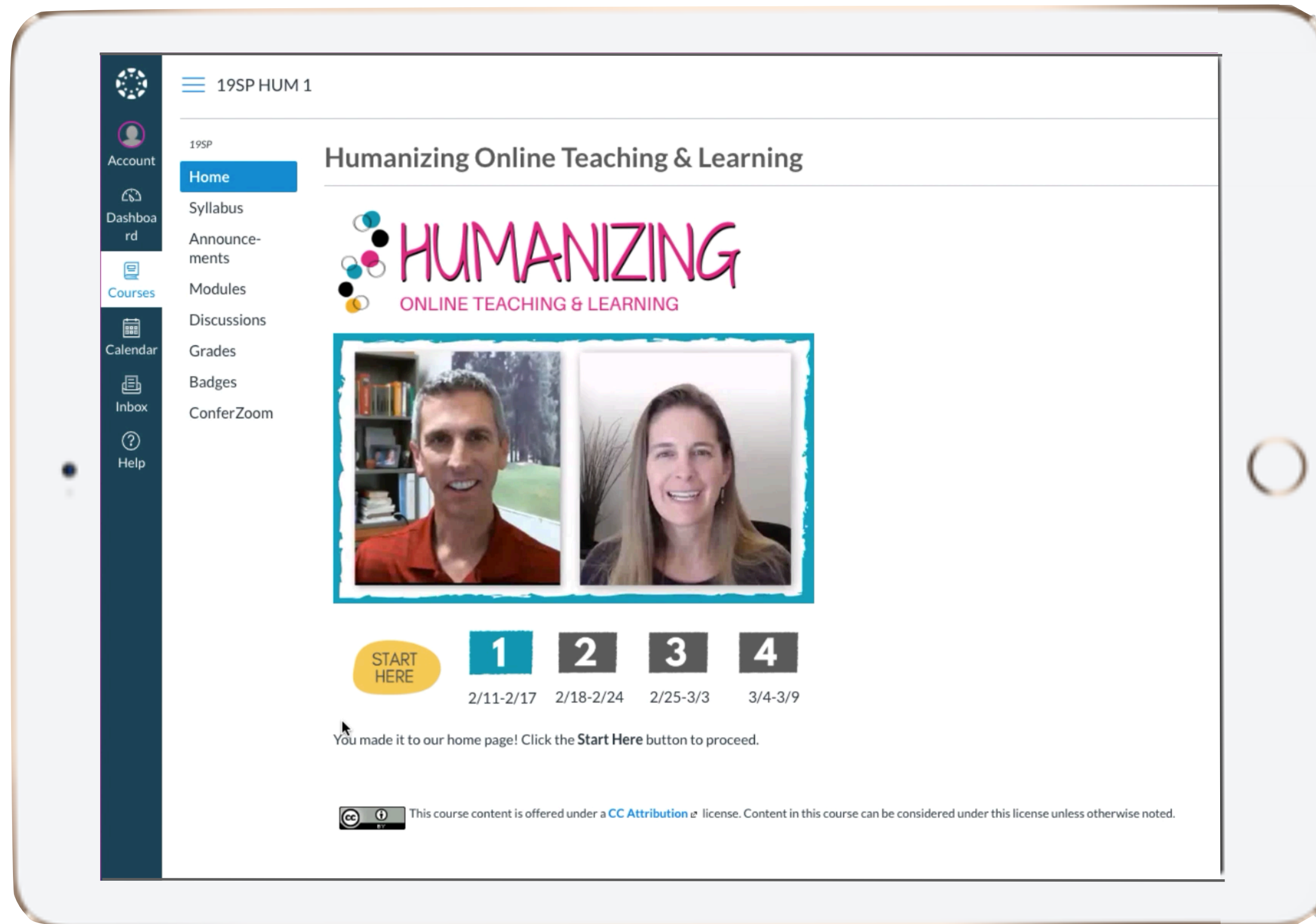
made with Google Sites



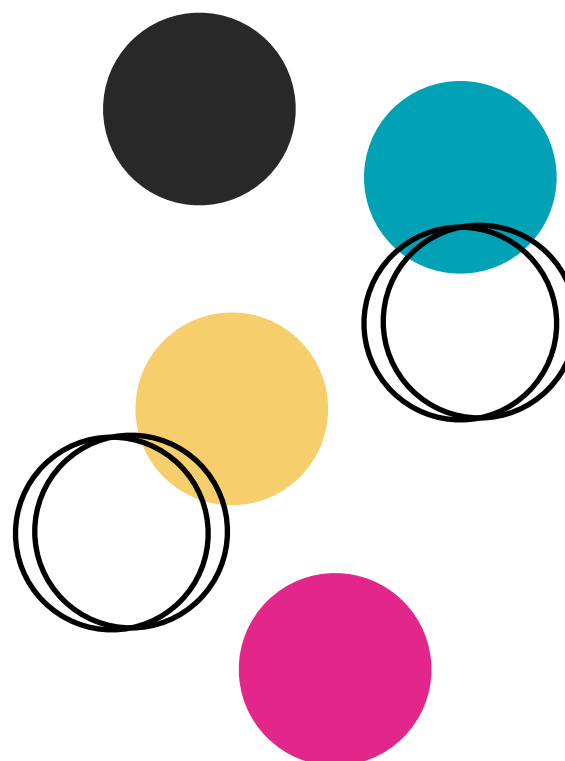
# #2

## A VISUALLY APPEALING & DYNAMIC HOMEPAGE

made with help  
from Canva



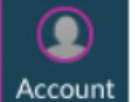
Mike Smedshammer Tracy Schaelen, Facilitators of  
Humanizing Online Teaching & Learning







19SP HUM 1



Account



Dashboard



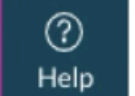
Courses



Calendar



Inbox



Help

19SP

Home

Syllabus

Announcements

Modules

Discussions

Grades

Badges

ConferZoom

## Humanizing Online Teaching & Learning



START  
HERE

1

2/11-2/17

2

2/18-2/24

3

2/25-3/3

4

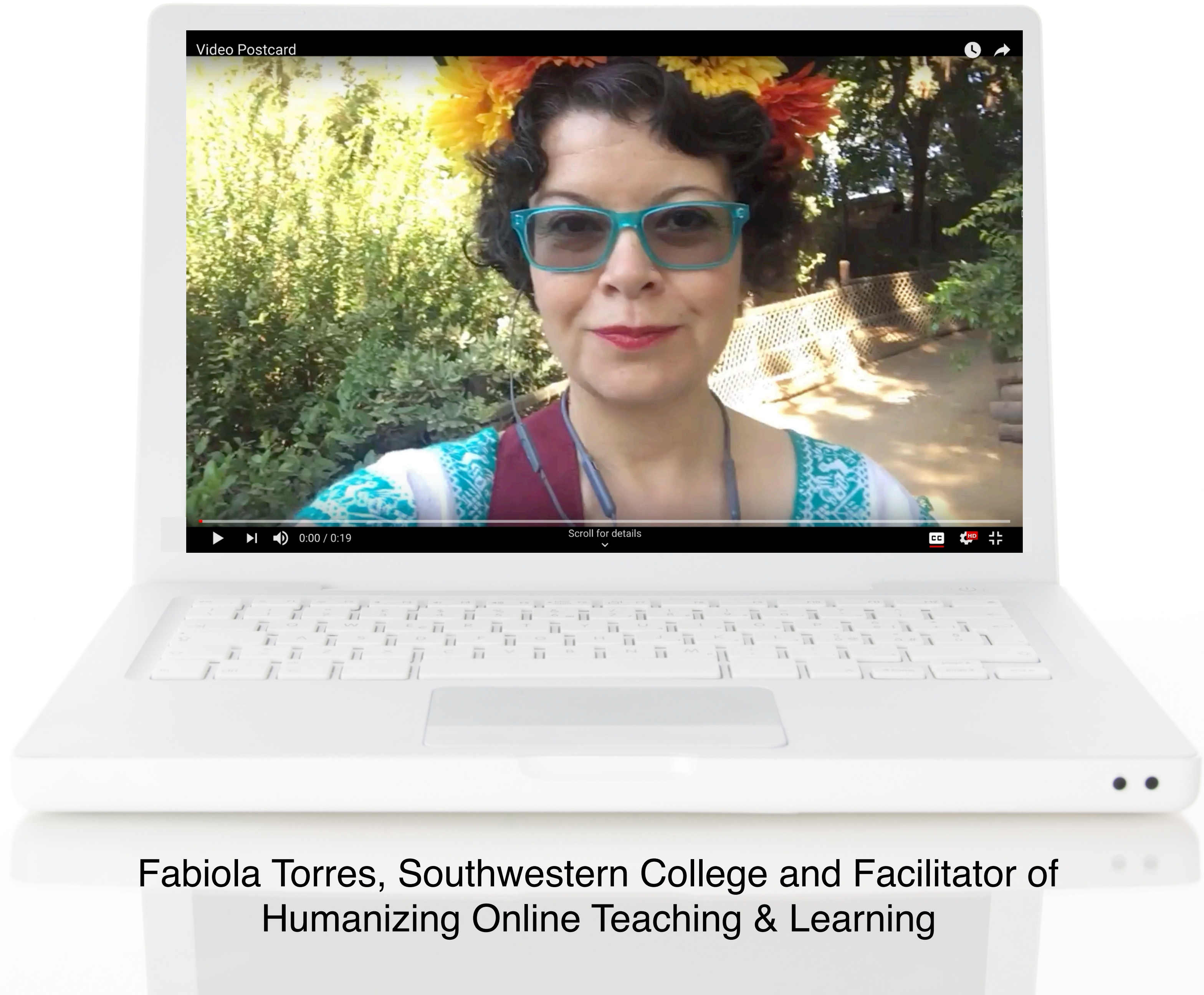
3/4-3/9

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



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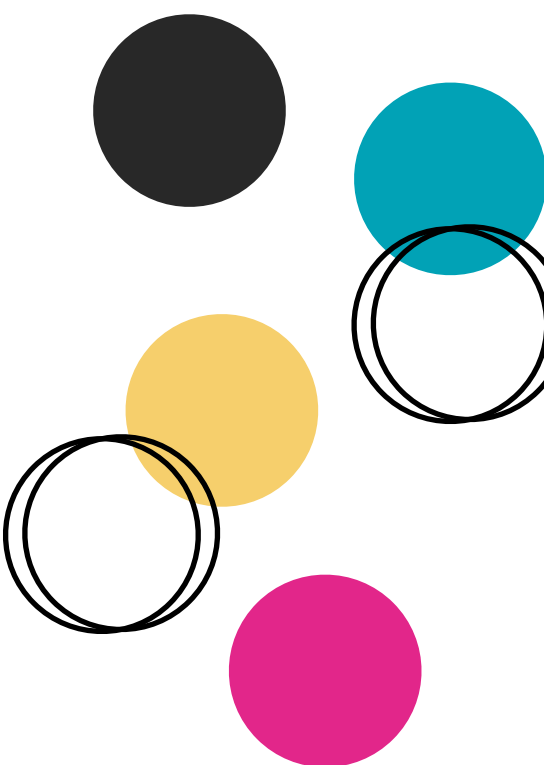


Fabiola Torres, Southwestern College and Facilitator of  
Humanizing Online Teaching & Learning

#3

# VIDEO POSTCARDS

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

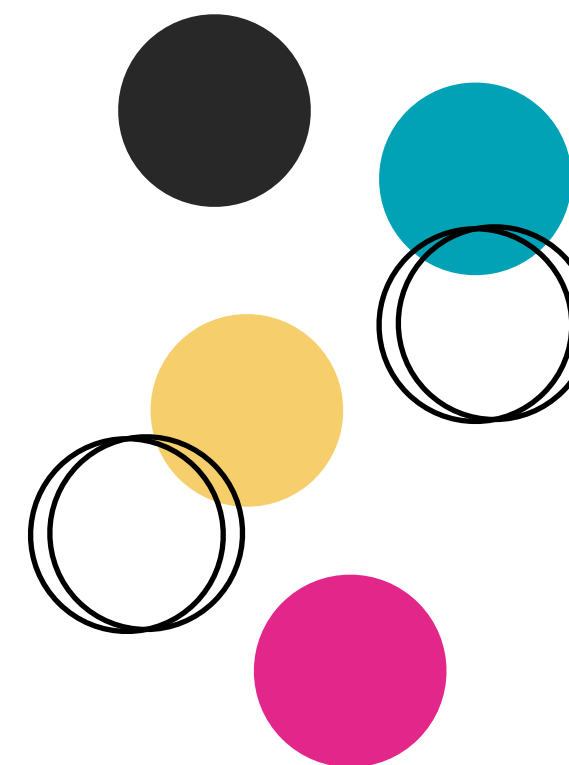




#3

# VIDEO POSTCARDS

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



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



## *Humanizing Practice #4*

# Getting to Know You Survey

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](https://brocansky.com/humanizing/student-info)





# **#4 ADAPTIVE TEACHING**

**Learn the stories of your students.**

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





# *Humanizing Practice #5*

# **Tell Stories**

**Listening fosters empathy.**

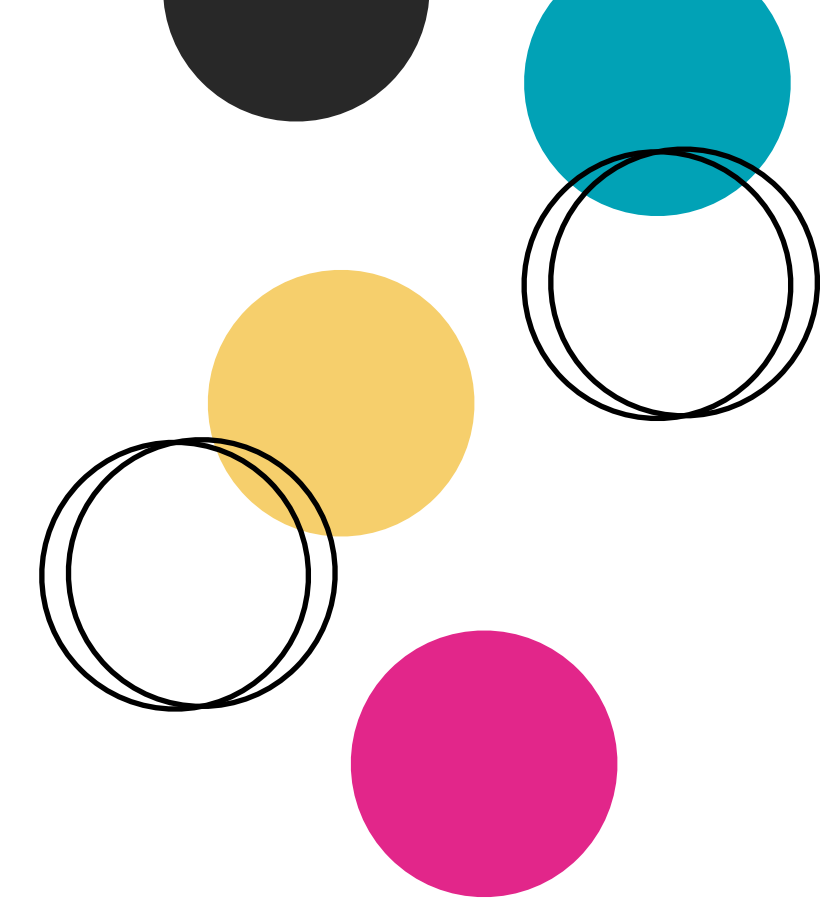
Humanizing Toolkit:

**YouTube, Adobe Spark, Flipgrid, VoiceThread**





Syl Arena, Cuesta College (excerpt from Flipgrid)

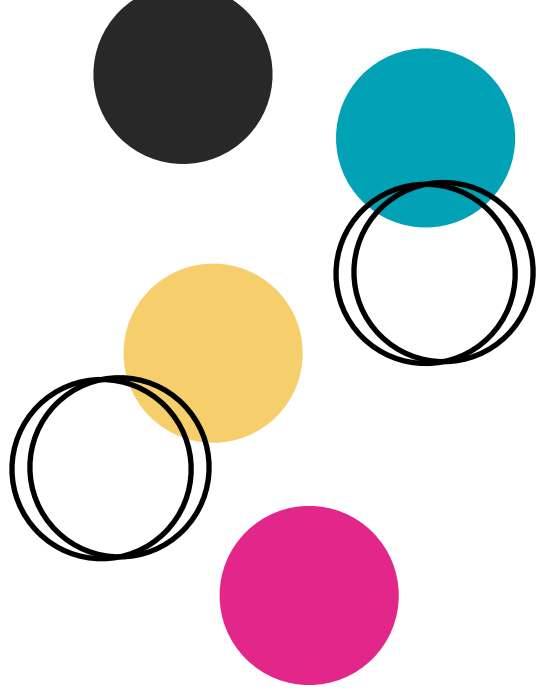


# *Humanizing* charting the impact



*Humanizing*

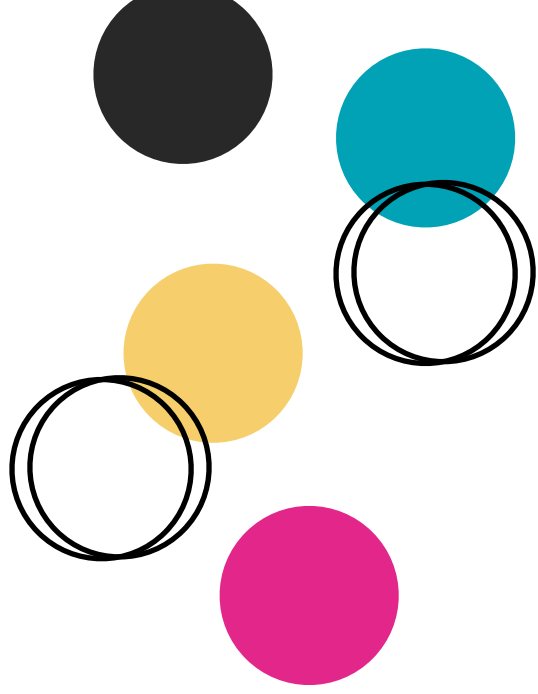
# Participant Reflections



“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.”

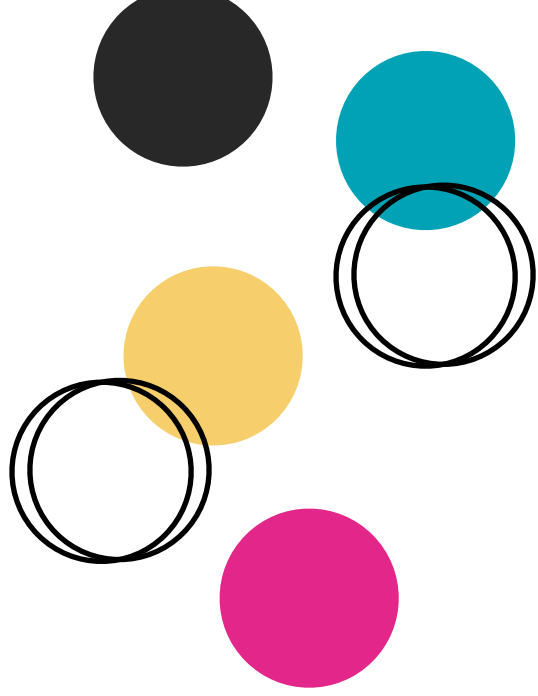
# *Humanizing* Participant Reflections



Colleen Harmon, Cuesta College



# *Humanizing* **Participant Reflections**



“Being introduced to Flipgrid and Adobe Spark was like finding the closet to Narnia.”

# THE TRUCKSTOP

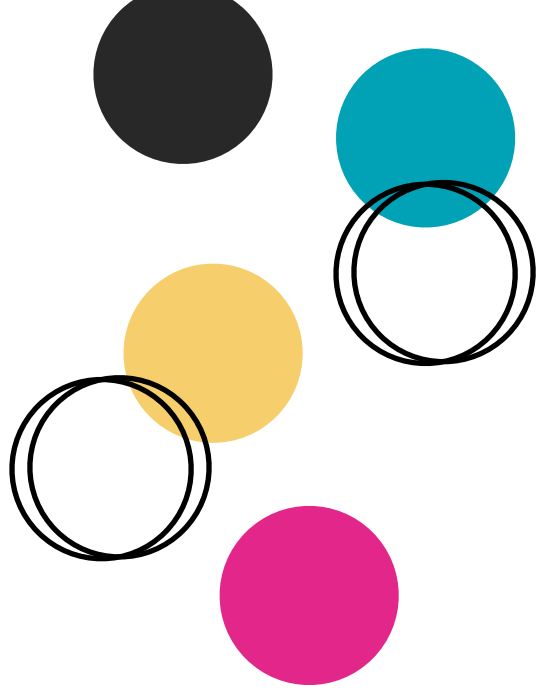


The truckstop may seem like an odd name  
for a discussion board designed for

Michelle Macfarlane, Agriculture faculty, Sierra College.



# *Humanizing* **Participant Reflections**



“I am so excited to finally know how to use YouTube.”

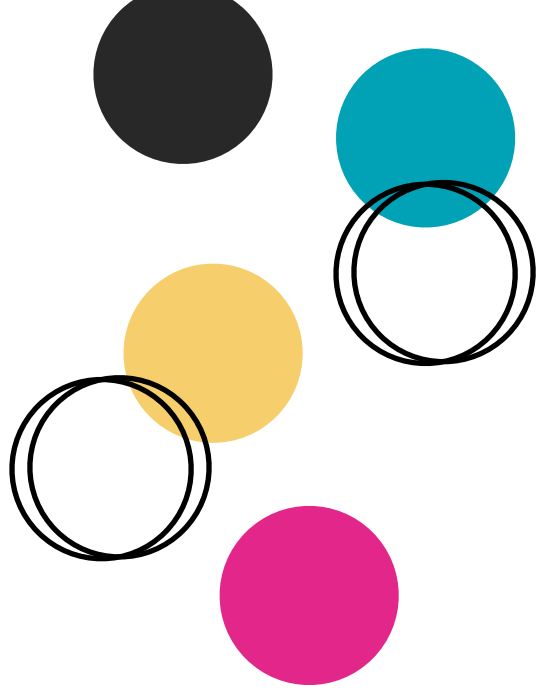




Alicia Caballero-Christenson, Ethnic Studies faculty, Laney College



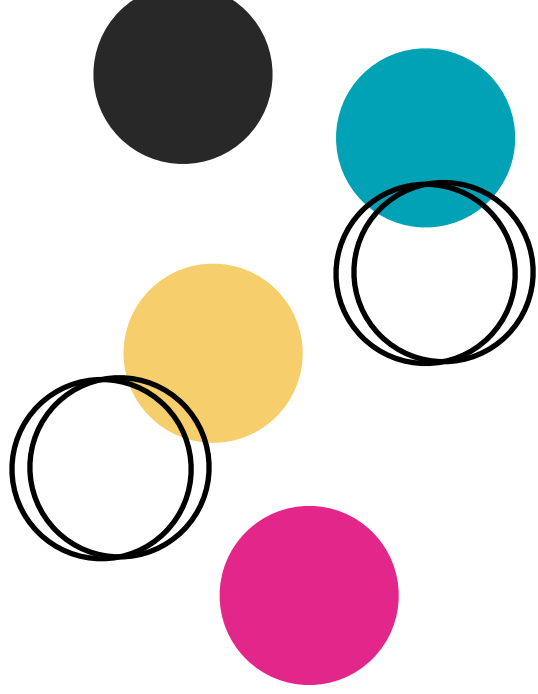
# *Humanizing* **Participant Reflections**



“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.”

*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.”



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